

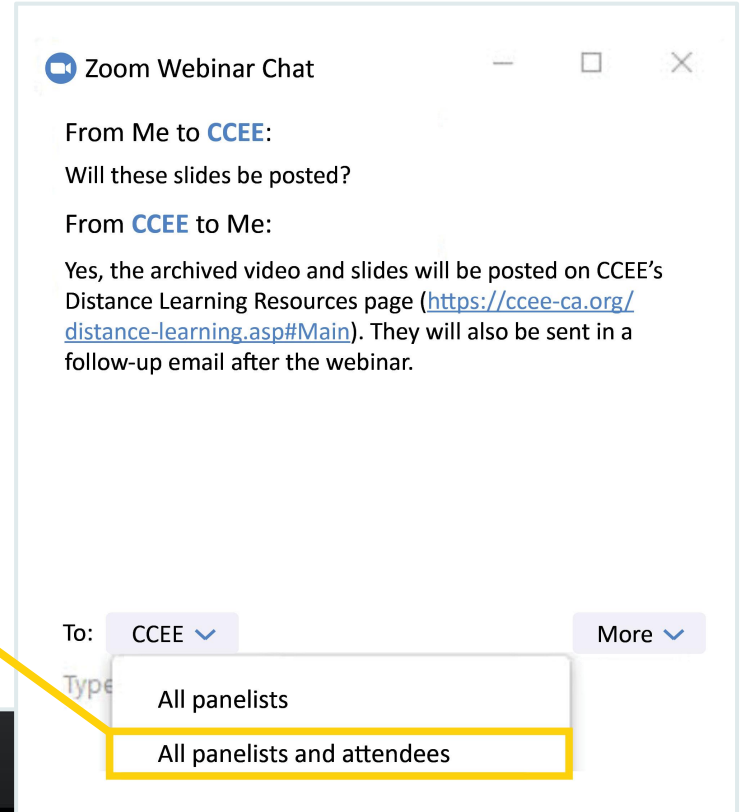
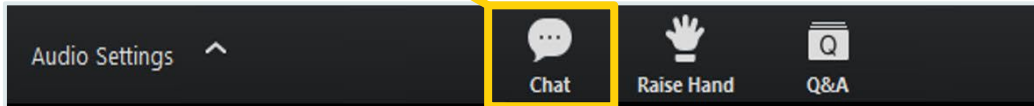
Planning for Hybrid Learning with an Equity Lens

JUNE 23, 2020

USING ZOOM CHAT

Click on the drop down button and click **ALL PANELISTS AND ATTENDEES**.

In your controls at the bottom window, click **CHAT**.





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SUPPORTING LEAs FOR CONTINUITY OF LEARNING

- Tools for LEAs in uncertain times
- Strategic and practical advice
- Commitment to equity
- Every learner, every day

PLAYBOOK SERIES

TITLE	DATE	TIME
Planning Equity-Driven Distance and Hybrid Learning: Introduction to the Continuity of Learning Playbooks	Friday, June 5	12:00 - 1:00 PM
Setting Goals, Creating Schedules, and Communicating Your Plan for Next Year	Monday, June 15	10:00 - 11:00 AM
Planning for Distance Learning with an Equity Lens	Tuesday, June 16	1:00 - 2:00 PM
Planning for Hybrid Learning with an Equity Lens	Tuesday, June 23	1:00 - 2:00 PM
Stakeholder Engagement for Continuity of Learning through an Equity Lens	Monday, June 29	11:00 AM - 12:00 PM

SESSION OUTCOMES

- How can LEAs prepare to serve students in a hybrid learning scenario?
- What service-delivery considerations should LEAs bear in mind for a hybrid learning scenario?
- How are you preparing to serve your most vulnerable student populations?

Equity and Continuity of Learning

Guidance and Tools for Unprecedented Times

One or Two Reminders for Your Work	Tool in the Playbooks	Tools Beyond the Playbooks
SET GOALS		
<p>Make sure your campus goals for reopening/continuity of learning are rooted in practical and not just philosophical equity. Be specific in how you will support those who have been disproportionately impacted by school closures.</p>	<p>Ensuring equity in goals: checklist originally designed by EdTrustWest for college but easily adaptable for K-12</p>	<p>Diversity Toolkit: A Guide to Discussing Identity, Power, and Privilege</p>
CREATE SCHEDULES		
<p>Consider the needs of students who were most significantly impacted by shelter-in-place first when building your schedule. Provide additional access to families who may not be able to provide home support, tech access or a quiet place to work.</p>	<p>SDCOE equitable scheduling considerations and examples</p>	<p>Learn and apply the tools of equityXdesign to directly and practically tackle problems of inequity and injustice through design.</p>
COMMUNICATE PLAN		
<p>As you look at your communication plan and messages, make sure you have provided information in various languages and through various channels to ensure information is shared to all with opportunities for feedback. Remember, communication is a way to give information, offer support, and check in on needs — so it should be two-directional.</p>	<p>Use a system like Talking Points for two-way communication in over 100 languages</p>	<p>Resources from Center For Racial Justice in Education to Talk about Race, Racism and Racialized Violence with Kids</p>

Continuity of Learning

Distance & Hybrid Learning Playbooks to Support California LEAs



TWO PLAYBOOKS



k12playbook.ccee-ca.org

Distance Learning Playbook

No in-person interaction.

READ

Hybrid Learning Playbook

Some in-person interaction.

READ

A STARTING POINT: 3 KEY QUESTIONS

Set Goals

How do we set goals and define success?

Are stakeholders aligned around what success looks like during hybrid learning?

[Read More](#)

Create Schedules

How do we help students and teachers structure their day?

How well are teaching teams aligned around balanced, reasonable, and appropriate daily schedules?

[Read More](#)

Communicate Plan

How do we inform, listen to, and engage families?

How well is our communication strengthening relationships between caregivers, teachers, and students?

[Read More](#)

FURTHER COMPONENTS OF THE PLAYBOOK

Assessment

How do we efficiently identify needs to inform support?

How aware is your team about the data of the diverse needs of your learners, and is it able to put it into action?

[Read More](#)

Trauma Informed SEL

How do we best support students' well-being?

How prepared is your team to maximize resources and relationships to bolster students' well-being and learning?

[Read More](#)

Capacity Building

How do we best support teachers and staff?

How well are teachers and staff supported with a continuum of training opportunities needed to manage a hybrid teaching load?

[Read More](#)

English Learners

How do we put English Learner needs at the center of our instructional plans?

How can we leverage best practices for ELs in our outreach, schedules, resources, and curriculum tools?

[Read More](#)

Special Education

How do we effectively serve students with disabilities in a distance learning model?

How well are your teams prepared to serve students with unique needs as they return to campus?

[Read More](#)

Support Programs

How do we holistically leverage ancillary support programs to support families?

How well is your team leveraging resources beyond the classroom to accelerate learning and support families?

[Read More](#)

SCHEDULES

Create Schedules

How do we help students and teachers structure their day?

How well are teaching teams aligned around balanced, reasonable, and appropriate daily schedules?

Read More

Tools

- Equity Tool: Seven ways to make distance learning more equitable from Common Sense Education
- ➔ • A range of scheduling considerations and sample schedules with an eye on equity and flexibility
- ➔ • Sample block schedule from SDCOE that includes health screening considerations and limits mixing of students
- Checklist of key components to include in hybrid school day schedules
- Free Schedule builder tool from Unlocking Time to support you with scheduling

CREATING SCHEDULES - HYBRID LEARNING

→ Flexible, Fluid, and Equitable

MORE TRADITIONAL/EQUAL



MORE INNOVATIVE/EQUITABLE

→ Student Centered


→ Collaborative

→ Essential Questions

→ Features, Benefits & Challenges

CREATING HYBRID LEARNING SCHEDULES

Essential Question: How can a schedule be developed to maximize our resources of space and time to equitably serve students?

				
		MORE TRADITIONAL/EQUAL INNOVATIVE/EQUITABLE	MORE	
FEATURES	Simultaneous Classroom Use - 50% (2+ days)	Blocks - <44% (4+ Days and 4-Track Calendar)	Extended Day - ≤50% (5 Days + Blocks)	Extended Week (6-7 days)
	<ul style="list-style-type: none"> • 50% of students on campus at a given time • Teacher preps and unassigned lunch period placed outside of the school day, and all classrooms used simultaneously • All students attend school at least 2 days and get a minimum of 510 inst. min. in-person per week 	<ul style="list-style-type: none"> • ~ 44% of students on campus at a given time, 10-14 students per class in a large comp. high school • All students come at least 4 days per week for their Mandatory Core Block and get 520 inst. min. in-person with core teachers and most students get additional inst. min. in-person with other teachers 	<ul style="list-style-type: none"> • 50% of students and teachers on campus at a given time • All students come to school 5 days pers week • A.M., MID-DAY and P.M. Blocks • Students get 975-1950 inst. min. in-person per week 	<ul style="list-style-type: none"> • X% of students on campus at a given time • School open 6 or 7 days per week, allowing more days to divide kids into • All students attend school 5 days and get a minimum of X inst. min. in-person per week

Essential Question: How do we staff to equitably serve students?

Distance Learning Case Managers (CMs)	Flex Facilitator	Elective/World Lang./ CTE Pathways Teachers	P.E. Teachers
<p>FEATURES</p> <ul style="list-style-type: none"> ● Caseload of 25* DLs and BLs (4.5 hours per day): <ul style="list-style-type: none"> ○ Virtually meet with students once per week for 25 min. for goal setting/reflection ○ track participation/work completion/mastery in all classes ○ make phone calls home ● Available for content support (1 hour per day) - DLs and BLs drop-in as needed ● 1 Prep (collaborate with CDPs and CTs 1 hour per day and/or attend PLCs with CTs and BMTs) <p>Note: CMs have to be certificated teachers</p>	<ul style="list-style-type: none"> ● Manages a large space of BAMs and BLs working independently on direct instruction lessons, online programs, assignments/ projects/ assessments (4-8 hours per day, depending on classification) <ul style="list-style-type: none"> ○ manages a publicly displayed data tracking system ○ manages an incentive system ○ manages behavior ○ goal-setting and reflection for each student ○ answers student questions ○ directs students to supports ○ manages student transition logistics, including sanitation <p>Note: Flex facilitators can be certificated teachers, classified staff, volunteer parents, hired part-time college students/school alumni</p>	<ul style="list-style-type: none"> ● In-person only teaching for assigned BAMs and BLs (4.5 hours per day) - similar to teaching prior to COVID-19, but with fewer students ● Homeroom Caseload of BLs and BAMs (.5 hour per day): <ul style="list-style-type: none"> ○ meet with students 1x per week for goal setting/reflection ○ track participation/work completion/mastery in all classes ○ make phone calls home ● 1 prep (1 hour per day) 	<ul style="list-style-type: none"> ● Provide in-person opportunities for social distance approved exercises on the school field or courtyard for BAMs and BLs as assigned and/or on a drop-in basis (5 hours per day) ● 1 prep (1 hour per day)

Note: Teachers are placed according to 1) medical conditions 2) family considerations 3) strengths

EQUITY CONSIDERATION:

Identify ways in which equity, social-emotional learning, and academic development can reinforce each other rather than being pursued separately.

SOCIAL-EMOTIONAL LEARNING (ON SITE/OFF SITE)

Trauma Informed SEL

How do we best support students' well-being?

How prepared is your team to maximize resources and relationships to bolster students' well-being and learning?

Read More

Tools

- Equity Tool: SEL through a [race equity lens](#): Five strategies for system leaders to take action from The Aspen Institute
- Sample [one-pager for families](#) for LEA mental health teams to adapt and send
- Sample student [questionnaire](#) to assess needs and sample [survey](#) to learn how students are doing
- SDCOE [Social-Emotional Learning Resources](#) and archives of [SEL trainings](#) and webinars

How do we best support students' social-emotional well-being?

- Leadership Teams
- Support and Counseling Staff
- Teachers On Campus
- Teachers Off Campus

Capacity Building

How do we best support teachers and staff?

How well are teachers and staff supported with a continuum of training opportunities needed to manage a hybrid teaching load?

[Read More](#)

Assessment

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FLIP

Facilitated Learning with Integration & Personalization



The application below will be used to get you set up with the Facilitated Learning with Integration Personalization (FLIP) modules and the i-Ready adaptive software and universal screener utilized in the modules. These modules are available for use by all California school districts.

**Please note that i-Ready requires approximately 7-10 business days to setup a new i-Ready account and provide initial PD for teachers and administrators.

tinyurl.com/FLIP-apply

County

District/LEA

District Contact

Name

Title

Email

Phone Number

Technology Contact

Name

Title

Email

Phone Number

Do you currently use Canvas?

Yes No

Do you currently use i-Ready in the elementary grades?

Yes No

FLIP WEEK AT-A-GLANCE

When		Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K-2nd: 20-30min 3rd-5th: 30-45min 6th-8th: 45-60min		Whole Group Morning Meeting (Literacy & Math)	Small Group Instruction (Literacy)	Whole Group Instruction (Literacy)	Small Group Instruction (Literacy)	Whole Group Weekly Wrap-up (Literacy & Math) Office Hours for Families & Students
Synchronous Session #2 (via video conference; see appx.times above)			Small Group Instruction (Math)	Whole Group Instruction (Math)	Small Group Instruction (Math)	
Asynchronous (on your own; not on video conference)	Independent Work	Literacy - Complex Text Part 1		Literacy - Complex Text Part 2		
		Math - Complex Task 1		Math - Complex Task 2		
	Adaptive Software	1-2 hours each week for literacy + 1-2 hours each week for math Recommended 15-30 min each day, 4 times each week for both literacy and math (times depending on grade level - teacher will advise)				

CAPACITY BUILDING

- Comprehensive structure for teachers to provide integrated, personalized, differentiated, engaging, rigorous distance learning for students in TK-8th grade.
- Literacy-rich, context-specific instruction to support language development for all learners, with multi-mode instruction (audio, video, etc.) and choice.
- Synchronous and asynchronous time with whole group and small group throughout the week with scripted weekly protocols and lessons as well community building.
- Equitable access for all learners is paramount, built on the principles of Universal Design for Learning (UDL) with Social Emotional Learning (SEL) throughout.
- Technology built in for teachers to access and learn how to use more effectively in the future.
- Guidance and resources for teachers and families.
- Office hours hosted by OCDE to provide guidance to LEAs to best support teacher facilitation of program.

ASSESSMENT

- Diagnostic assessment at start of program provides baseline data for student understanding and mastery.
- Weekly use of adaptive software provides customized learning opportunities for the student and ongoing progress monitoring opportunities for teacher.
- Data will guide flexible small groups and one-on-one instruction.
- Intentional opportunities for teachers to connect with students and students to engage with each other multiple times per week.
- Teacher will provide direct feedback on 2 assignments per week. Students may provide feedback to teacher throughout the week as they work on other independent assignments.
- Weekly office hours allow for students and families to check in with teacher with any questions or to get additional feedback.

Capacity Building

How do we best support teachers and staff?

How well are teachers and staff supported with a continuum of training opportunities needed to manage a hybrid teaching load?

[Read More](#)

Communicate Plan

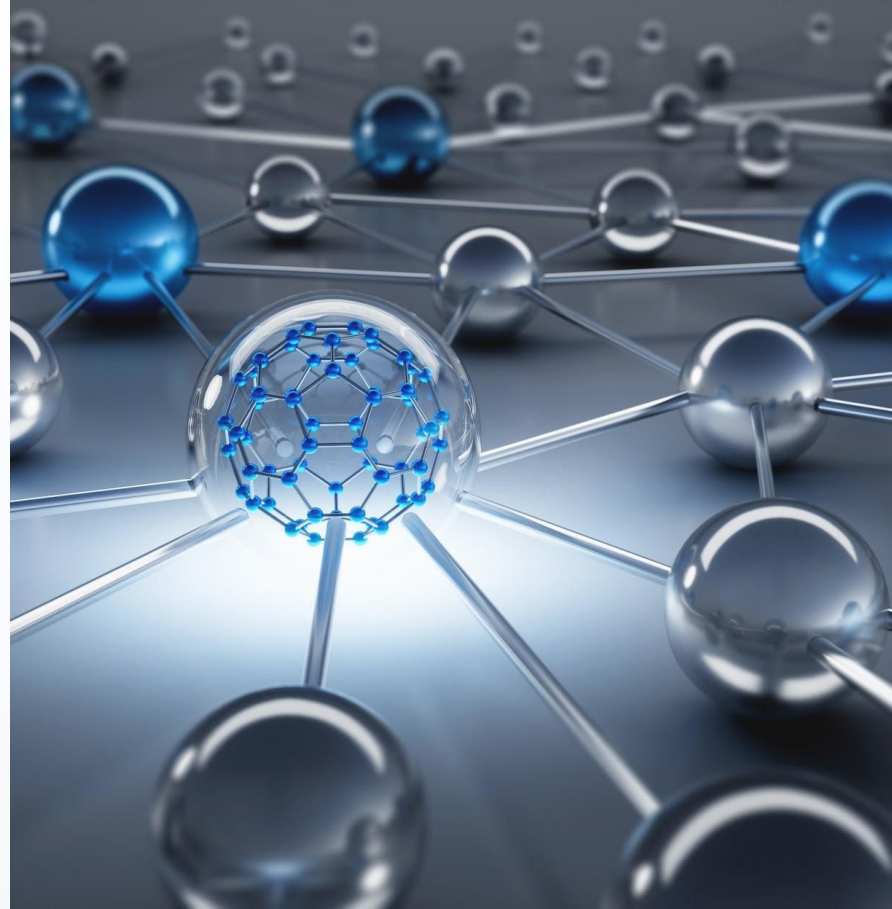
How do we inform, listen to, and engage families?

How well is our communication strengthening relationships between caregivers, teachers, and students?

[Read More](#)

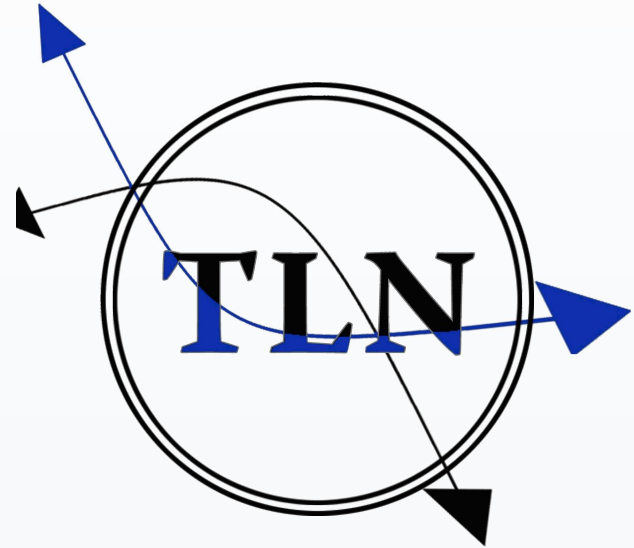
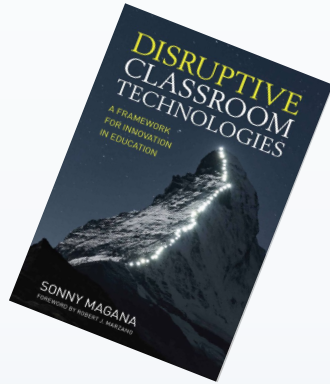
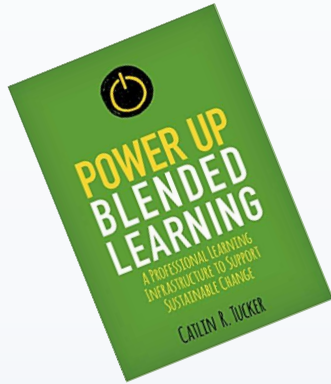
RCOE PROFESSIONAL NETWORKS

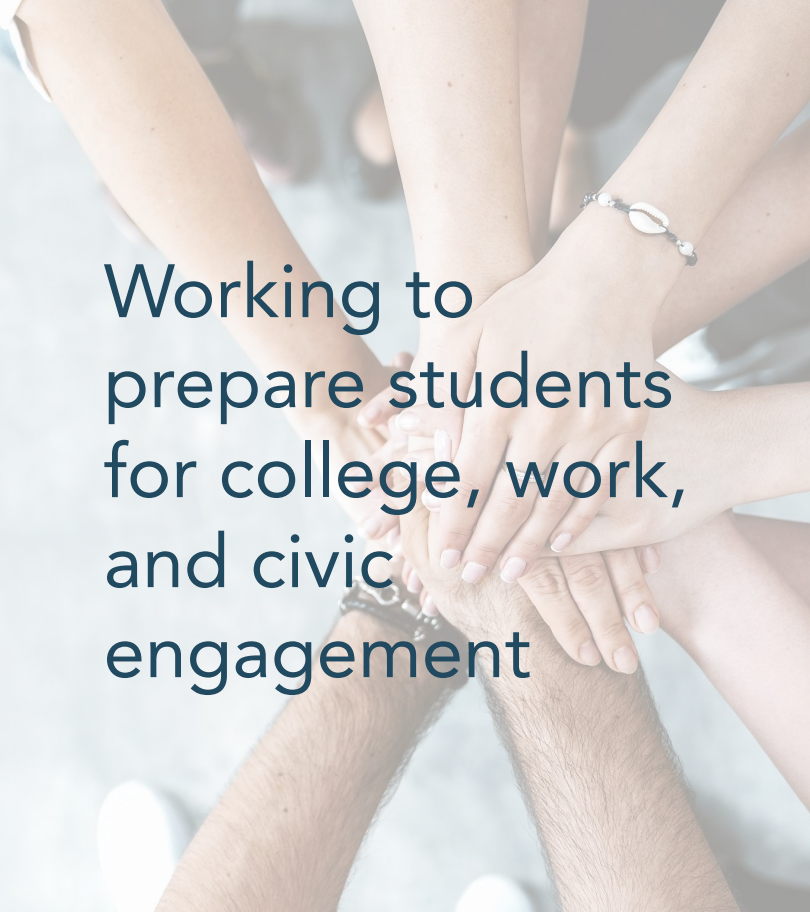
- Our strength is our convening power
- We want to foster a sharing culture
- All of our networks works to share successes, new information, and best practices



TECHNOLOGY LEADERSHIP NETWORK

- Collaboration with San Bernardino County Superintendent of Schools
- Technology and Learning best practices





Working to
prepare students
for college, work,
and civic
engagement

- Family Engagement Network
- Instructional Leadership Network
- African American Parent Advisory Council
- District English Language Advisory Council
- Riverside County Assessment Network



LISTENING

Assessment and Accountability Survey to ensure support can be easily integrated

College and Career Readiness seeking feedback from students and families

COMMUNICATION

Communicate Plan

How do we inform, listen to, and engage families?

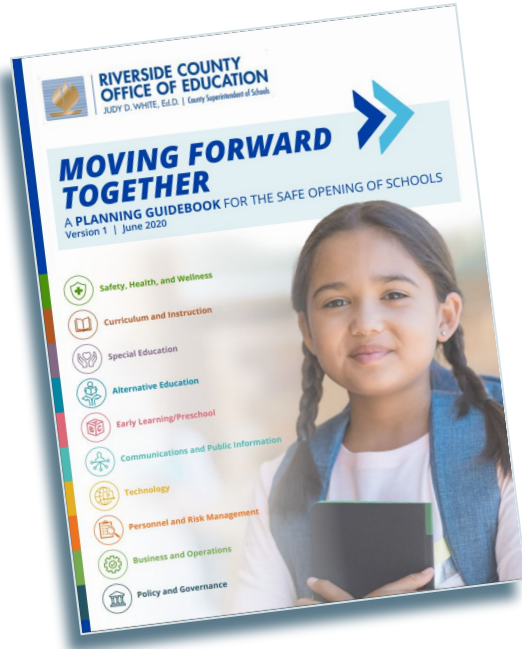
How well is our communication strengthening relationships between caregivers, teachers, and students?

Read More

Additional Resources

- Examples of [school and system communications](#): curated by Instruction Partners
- Resource on communicating with English learners and their families, from [Colorín Colorado](#)
- Sample [communication plan](#) that includes tips for both internal and external communication, created by Instruction Partners
- CCEE/WestEd Rapid Response Toolkit, Resource 2: [Communication Planning](#)
- ➔ [Riverside COE's Safe Schools Reopening Planning Guidebook](#)

SAFE SCHOOLS REOPENING PLANNING GUIDEBOOK



Safety, Health and
Wellness

▼ DOWNLOAD



Curriculum and
Instruction

▼ DOWNLOAD



Special Education

▼ DOWNLOAD



Alternative Education

▼ DOWNLOAD



Early Learning/
Preschool Support

▼ DOWNLOAD



Communications and
Public Information

▼ DOWNLOAD



Technology Support

▼ DOWNLOAD



Personnel and Risk
Management

▼ DOWNLOAD



Business and
Operations

▼ DOWNLOAD

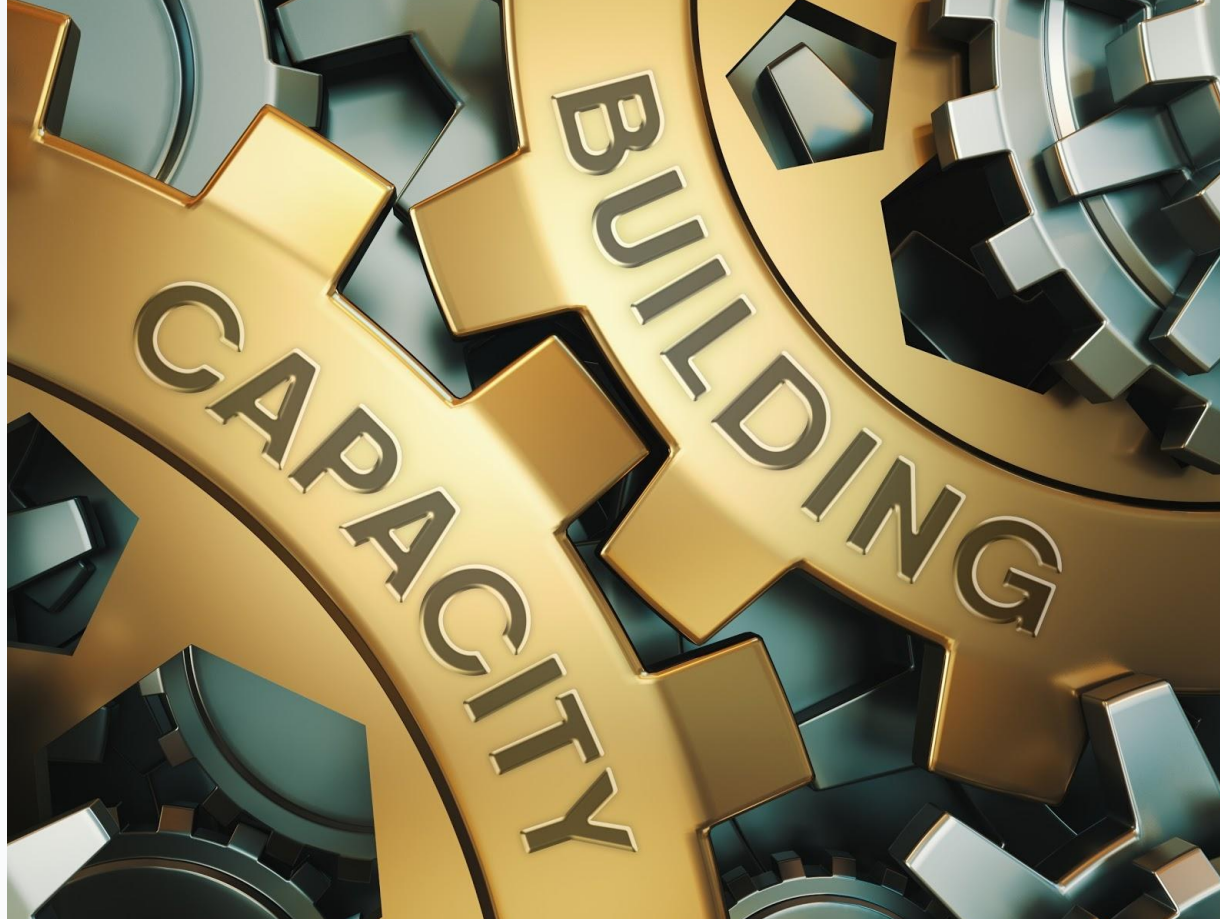


Policy & Governance

▼ DOWNLOAD

BUILDING CAPACITY

We need to move from substituting and translating traditional classroom practices to maximizing the affordances of technology to foster student learning.



Esports provides new opportunities for which educators must be prepared

- Fosters an Academic Mindset, a key component of the Deep Learning Framework
- Pedagogy must be more active, relevant, collaborative, and contextualized



RCOE PROFESSIONAL LEARNING

- Departments have taken their professional learning virtual
- Online consults
- Online conferences
- Converting existing learning opportunity and creating new ones



Success Requires VISION & PREPARATION

Listening
Sharing
Adapting
Learning
Supporting



Stakeholder Engagement for Continuity of Learning through an Equity Lens

JUNE 29 at 11 AM





tinyurl.com/playbookSS4



QUESTIONS?

Thank You!