Learning Refitted
A Pop-Up Guide for Schools and District Leaders

Creating meaningful, manageable and equitable learning and assessment practices during emergency distance learning

THIS IS NOT "BUSINESS AS USUAL"

Why this Guide?

With little-to-no notice, schools across the nation were faced with closing their doors for an undefined amount of time. With weeks or months until schools reopen, school and district leaders are being asked to completely reimagine school and learning by adjusting to models of distance learning that provide meaningful ways to learn, capture learning, give feedback, and assess students. Schools and districts spend **years** creating high-quality online and blended learning experiences; now they are being asked to do this to a larger degree in a matter of days. This guide cuts through the noise and provides leaders with a clear process for developing a distance learning plan that meets the needs of students, teachers, and families from an equity lens. This will require reflection and refinement of practice, and forgiveness as schools embark on a new journey together. Teachers will be asked to consider their shifting role from disseminators of curriculum to facilitators—or coaches—of learning; school leaders will be in the spotlight more than ever before; parents will be engaged in students' learning to new degrees. A lot is about to change, and it can be done WITHOUT LOSING SIGHT OF EQUITY.

How to Use this Guide

The first three graphics set the stage for mindset shifts and relationships during this unprecedented time. The next four dive deeper into sets of questions to consider when designing meaningful and manageable learning plans. Follow the embedded links to find more information about each design question and to access resources to get you started in creating your school or district's Distance Learning Plan.

This is an abbreviated process, based on practices that are evergreen. It's meant to help leaders design emergency distant learning plans that are meaningful for learners, parents, teachers, and communities. Try not to recreate the school day at home, but take this opportunity to focus on bigger skills and deeper knowledge, based on what students want to learn, practice, and demonstrate and what resources are readily available in the home.

1 What learning is most important?

- In the next five to ten weeks, what are the most important things you want your students to learn?
- What skills would you like them to practice and demonstrate?

2 What can students create?

- How will you know what students have learned?
- What can students produce that will serve as artifacts that they have new understanding or have developed better skills?

3 How will students learn?

- What learning activities will students do naturally at home?
- What resources are already available?
- What resources and activities can teachers still create?

4 How will we know students learned?

- Where will students keep their evidence of learning?
- How will feedback loops and reflection support the assessment process?
- How will parents know how their learner has learned?

Center for Collaborative Education
Transforming schools for student success

Leveraging Relationships

"We are all in this together, working on behalf of our children. We know there is much to do, but working together, we can get through this."

Jeffrey Riley, *MA Commissioner of Elementary and Secondary Education*

Student – Teacher *Connection*

Students and teachers need connection more than ever during distance learning to:
- preserve existing meaningful relationships;
- ensure mental, emotional, and physical safety while away from school;
- encourage students' skill and confidence as self-directed learners; and
- support students' in goal setting and reflection

How can existing advisories and homerooms be leveraged to make meaningful connections?

Teacher – Teacher *Collaboration*

In the transition to distance learning plans, teachers are trying to figure out how to:
- create high-quality distance instruction and learning experiences;
- provide meaningful student formative feedback; and
- develop assessments with equitable opportunities for success in different learning environments.

What teachers need most from school and district leaders right now is time and support for:
- access to high-quality distance learning practices;
- collaboration with colleagues for plan development and practice reflection and refinement.
- space for self-care and conversations about managing this new learning and work experience.

Teacher – Family *Partnership*

School at Home will require teachers to embrace a role as facilitators or coaches of learning for their students. To support this success, teachers will depend on other adults in students' live to support the home learning environment. Teachers and families can work together to show for students in a number of ways during distance learning:
- **Assignment/ learning support**
  - Teachers can embed tips for how parents can support learning in various assignments.
- **Structure, routine, and learning goals**.
  - Explore this resource for recommendations on structure and routine in the home learning environment and this tool for student goal setting.
- **Checking in on learning**.
  - Activities such as student-led conferences allow for students to be in the front seat of connecting their teachers and families around their learning progress.

Community Connections

How can community members help create powerful learning experiences for your students?

Ask an Expert: Virtual Conversation

Demonstrations

Book Reads

Resource Sharing

Reflecting, Refining, and Forgiving

Whether you call it distance, remote, or virtual learning, this is a new way of leading, teaching, and learning for nearly all administrators, educators, families, and learners. What will be most helpful in our pursuits to create meaningful learning experiences in this new climate are to embrace a reflective disposition and to offer yourself and others substantial amounts of grace.

Reflecting

Distance learning is a new way of life for both educators and students. As such, it's important during this time for educators to find opportunities to reflect on their new practice and to receive feedback from students about how distance learning is working for them. Below are a few questions to consider as we reflect:

- How am I doing with alignment to the priorities I set
- for distance learning?
- What is the quality of feedback I am offering to my
- learners? How can I provide feedback differently for different learners?
- How am I FEELING about my plans for distance learning? Does it reflect the best I can do for my students in this new environment?
- How are my students FEELING about my approach to distance learning? Have I asked students directly for feedback on, and how to improve, their experience at this time?

Refining

Once educators have taken an opportunity to reflect on their own practice and to hear from students, there is an opportunity to refine practice. Both creating and refining (always! And especially during a new way of learning), are practices best done in COLLABORATION with colleagues. Continuing with Professional Learning Communities, Common Planning Time, or other pre-existing collaborative spaces are great to continue in a virtual setting. Below are a few recommended protocols to use collaboratively in refining lesson plans and instruction:

- Tuning Adult Work *(great for instructional plans!)*
- Equity Perspectives *(for checking in on how well we are doing serving our most vulnerable students)*
- Consultancy, Issaquah, Peeling the Onion *(for talking through problems of practice)*

Forgiving

If you are going to offer yourself one form of self-care through this transition in learning, let it be grace. At best, educators, learners, families, and administrators had a mere few days' notice that our system of education was going to drastically change in a way it never has before. Schools and districts spend **years** planning to implement out-of-school and technological practices in a meaningful way, and now schools are being asked to do it in a matter of days. There will be challenges. There will be "mistakes." Students will struggle. Educators will struggle. Let's all offer one another a bit of extra grace and forgiveness to realize that we are all growing together and will get better as we go.

I
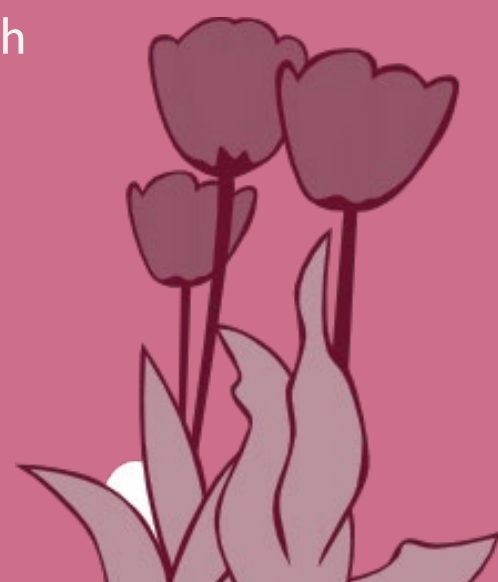
What learning is most important?

In the next 5-10 weeks*, *what is most important? Think about...*

knowledge you want your students to have

skills you would like students to practice and demonstrate

equity

*States across the nation are currently operating on different closure timelines. Districts and schools will be able to develop better quality distance learning plans if they operate on a belief that the remainder of the school year (and subsequent curriculum) will occur through distance learning.

Identifying what is MOST IMPORTANT

What are your schools' vision and mission?

Does the school have school-wide learning expectations?

Has your school adopted an essential skill framework?

Has your community created a Vision of the Graduate?

Does your school have competencies?
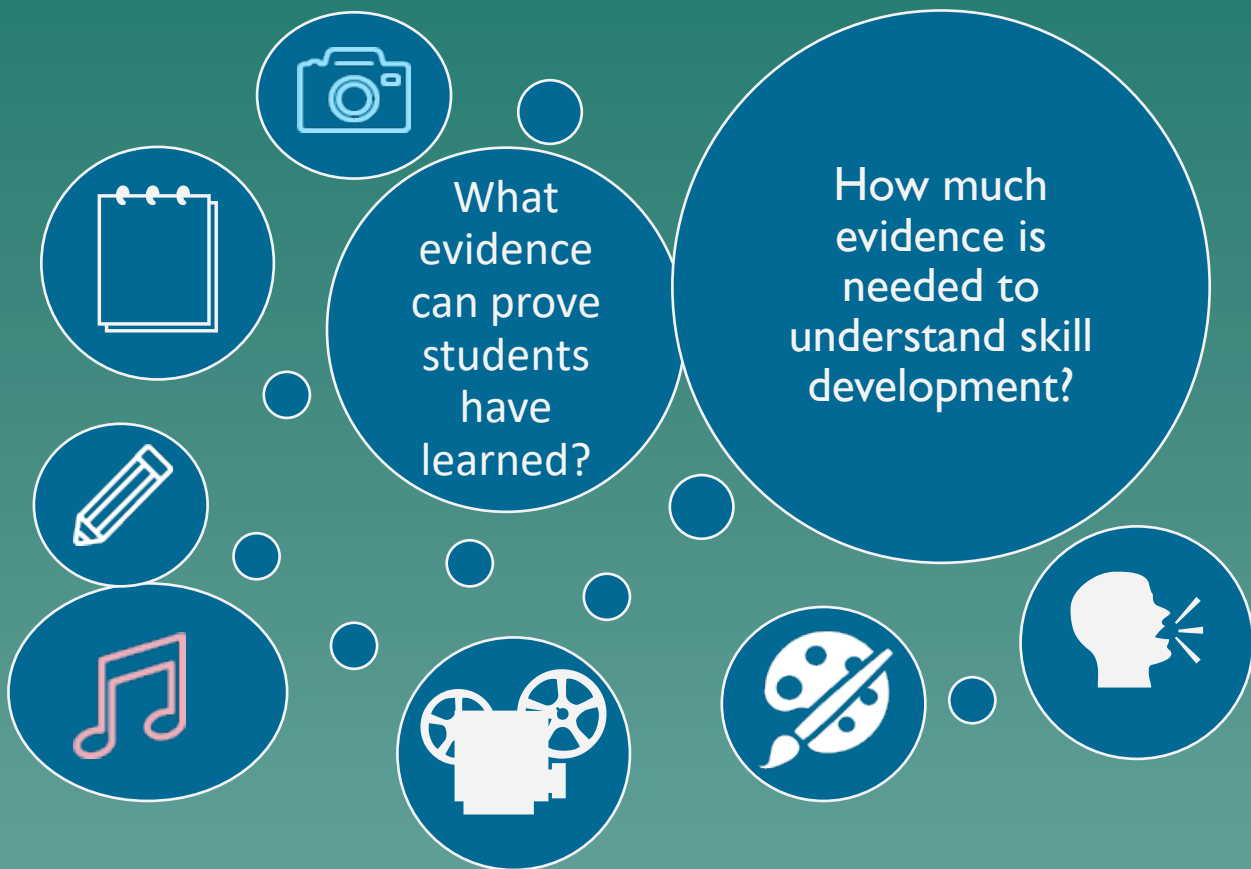
Find answers in what you already have.

The 7 C's

Curiosity

Critical Thinking

Coping Skills

Collaboration

Community Engagement
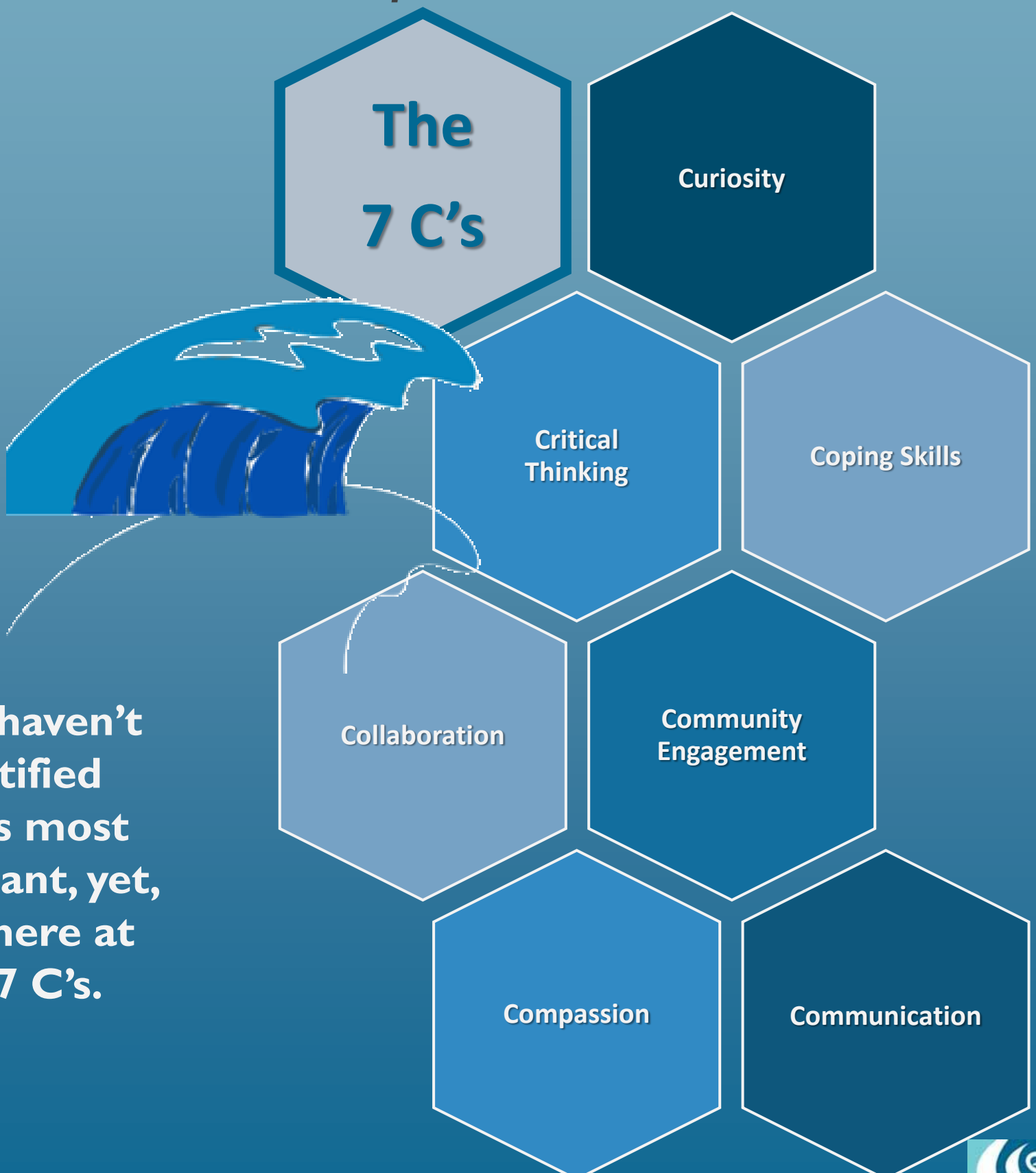
If you haven't identified what's most important, yet, start here at the 7 C's.

Compassion

Communication

What can students create?

What evidence can prove students have learned?

How much evidence is needed to understand skill development?

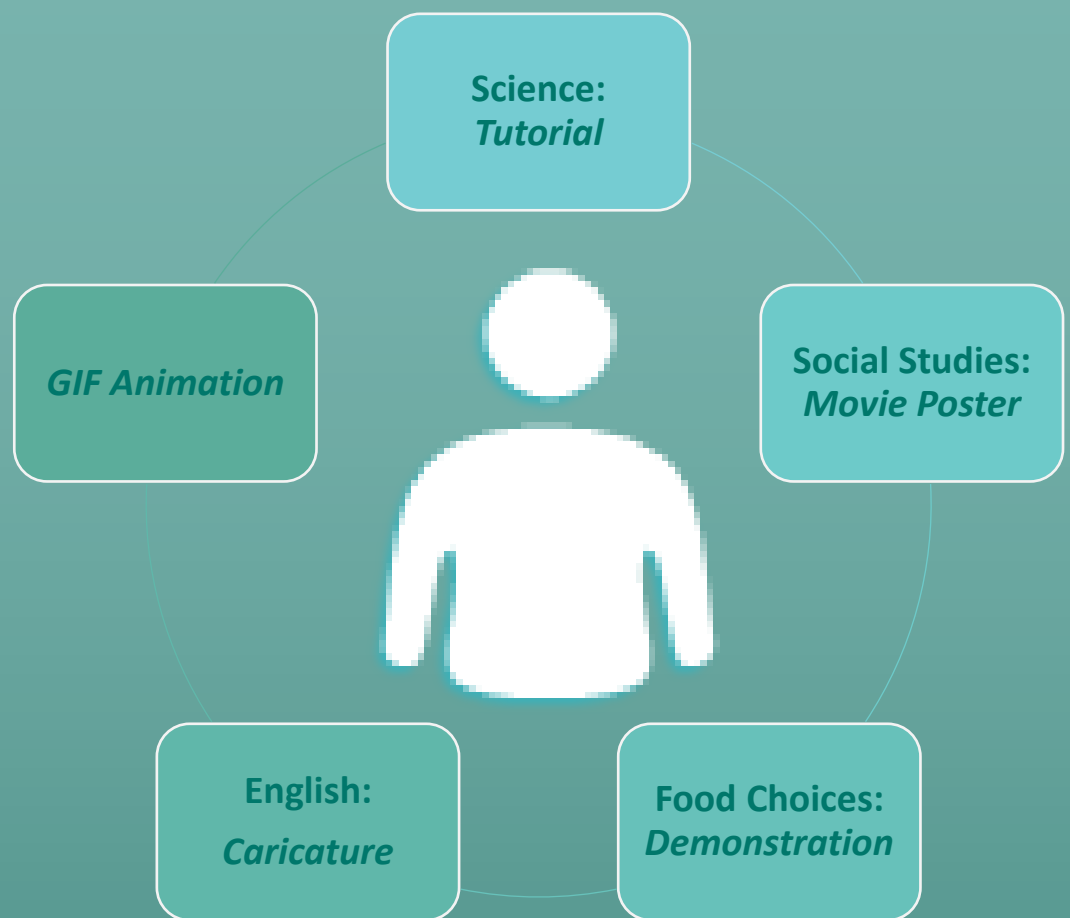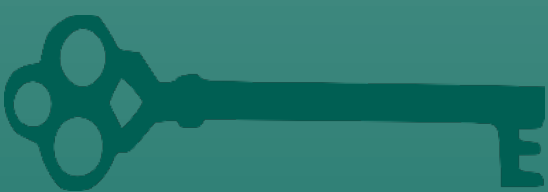## Starter List of Possible Artifacts

Audio   Recording   Advertisement   Analogy   Animation   Art   Blog   Book   Book Jacket   Brochure   Bulletin Board   Cards   **Caricature**   Collage   Comic Strip   Commercial   Concept Map   Conversation   Dance   Debate   **Demonstration**   Diary Entry   Discussion   Diorama   Doodle   Drawing   eBook   Essay   Experiment   Film   Flow Chart   Game   **Gif Animation**   Glossary   Google Earth Tour   Graph   Graphic Organizer   Infographic   Interview   Learning Log   Literature Circle   Magazine   Map   Model   Monologue   **Movie Poster**   Mural   News Report   Newsletter   Panel Discussion   Photo   Prezi   Podcast   Poem   Portfolio   Poster   Presentation   Product-Pitch   Puppet Show   Reenactment   Review   Role-Play   Rules/Framework   Scavenger Hunt   Scrapbook   Sculpture   Survey   Self-Directed Short Video   Show & Tell   Simulation   Slideshow   Social Media Branding   Socratic Discussion   Song   Story Map   Speech   Tag Cloud   Team-Building Game   Time Capsule   Timeline   **Tutorial**   Website   Wiki Entry ...... **anything students can create!**

It's important to ensure you set a *Guideline for Sufficiency.* This student was asked to produce 3-6 pieces of evidence that they could communicate effectively. Allowing choice in how students demonstrate skill is an Equity practice.

Science: *Tutorial*

GIF Animation

Social Studies: *Movie Poster*

English: *Caricature*

Food Choices: *Demonstration*

Reflection is Key...

...and it doesn't have to be written
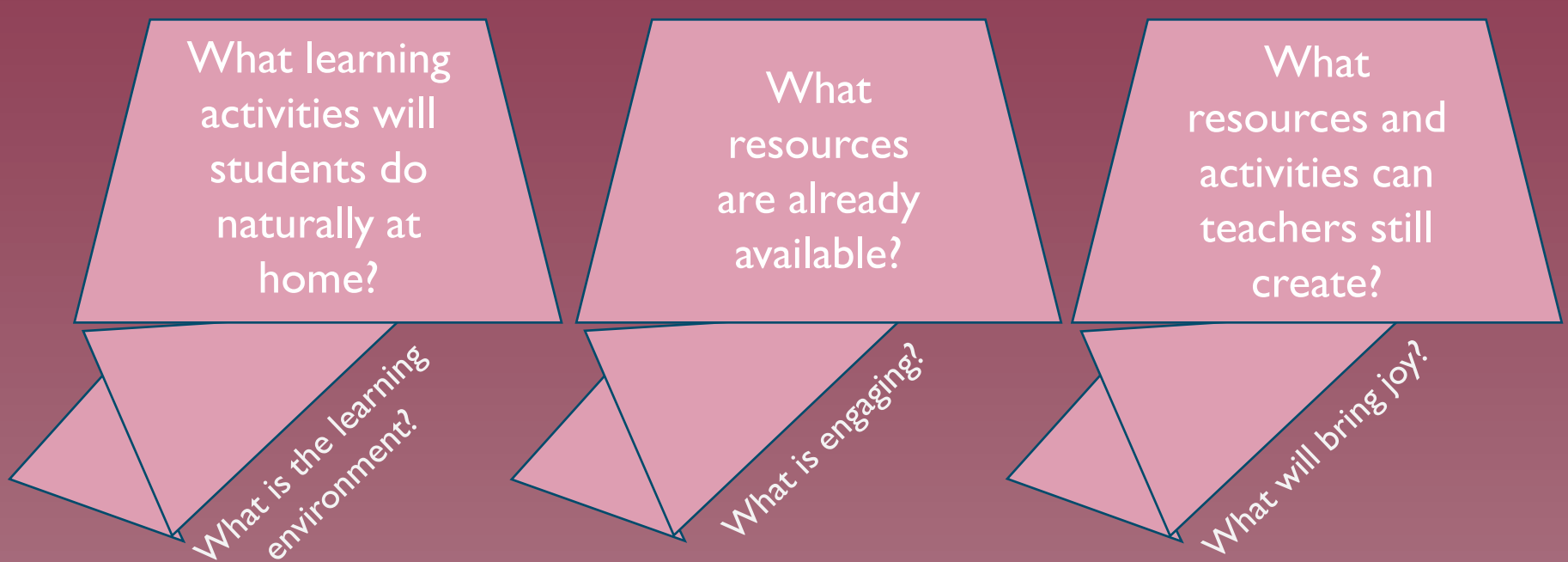
PERSPECTIVES
sharing the view from your corner of the world.

Check out this resource from Tom Rademacher, 2014 Minnesota Teacher of the Year

3

How will students learn?

What learning activities will students do naturally at home?

What is the learning environment?

What resources are already available?

What is engaging?

What resources and activities can teachers still create?

What will bring joy?

A Simple Guide to Learning at Home

A lot of learning happens in the home already. Here's how we can harness what is already there and guide our students in demonstrating their learning when they engage in these activities.

Games
1. Take a game you already play well. Ask your child to change the game to make it more challenging.

2. Ask your child: Is this game fun? Is it a game of chance or skill? What skills did you demonstrate playing the game?

3. Create your own game.

Health
1. Take a walk or do other physical activity for twenty to thirty minutes a day.

2. Meditate or listen to a relaxation recording.

3. Keep a daily journal of how you are feeling.

Reading
1. Read for at least an hour a day.

2. Read something other than the news.

3. Keep a journal of what you read. What are your thoughts?

Media
1. Watch a film or TV show. What did you learn from watching? Did it change the way you view the world?

2. Critique the film or TV show: Was it worth watching? What would you change?

3. Research more about the topic of the movie, show, or film.

Create
1. Create a video, podcast, piece of art, craft, or piece of writing.

2. Collect feedback from peers through Google Docs or virtual tuning sessions.

Practice
1. Practice the skills you already have, i.e. music, cooking, sewing, gardening, drawing, sports, etc.

2. Develop a new skill.

3. Keep a log of how long you practiced. Reflect on what you learned.

Redo
1. Is there a project, presentation, paper, or other product you created that you would like to try again?
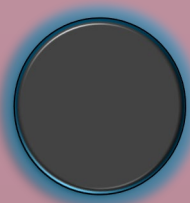
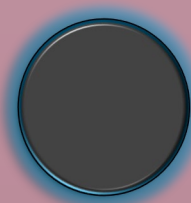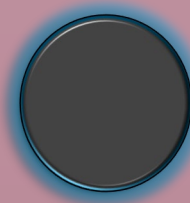## ~ PUSH BUTTON RESOURCES ~

Zinn Education Project

Hippocampus

TED Ed

Khan Academy

Teaching Tolerance

Don't reinvent the wheel!
These resources are provided to show you what's already available for use!
Options for student choice in how and what to learn is an Equity practice.

Engaging Students in a Virtual Environment

Text-based Seminars

How to Facilitate a Virtual Text-Based Seminar

Text-based seminars are powerful. Insights are shared from different perspectives and reflection allows for personal and group growth. Moving the venue to a virtual environment can be just as powerful, especially with embedded strategies for online facilitation which include careful pre-planning. We have a tool and some helpful tips to help you do just that.

QPA Quality Performance Assessment

QPA TOOL
Remote Learning

VIRTUAL TEXT-BASED SEMINAR

To engage a community of learners in an in-depth discussion about a text.

Preparation
Choose a text, video or podcast for learners to engage with. If a video or podcast, ensure a transcript is available. Send to participants in advance so they can have time to initially engage with the text. During the seminar, you will only focus on a portion of the text. Choose the excerpt that you would like to focus on. If possible ask a participant in advance if they will read the excerpt out loud during the seminar. Develop connections prompt as well as questions for rounds two and three.

Roles
Facilitator, Friend of the Facilitator (to help manage online platform), 5-10 participants

Process
1. **Overview:** Review process and Community Agreements with participants. Share order in which participants will speak.

School-wide Engagements

School-wide contests or challenges are a great way to engage learners with different interests and abilities. Virtual talent shows, poetry slams, show and tell, photo contests, art contests and virtual games are all opportunities for students to practice and demonstrate skills and knowledge.

Breakfast Point Academy
March 26 at 2:15 PM · 🌐

Parents and students... Let's have an Art Contest! Take a picture of your student's best #RaysRise picture while they are home right now! I will open up the comments Monday after announcements so you can post them. Whichever pictures have the most likes by the end of the week (Top 10), we will have those framed and put in our front office!

Let's make the best of this!

Connect these virtual engagement strategies to competencies, learner habits, or the school vision!

4

How will we know students learned?

Artifacts
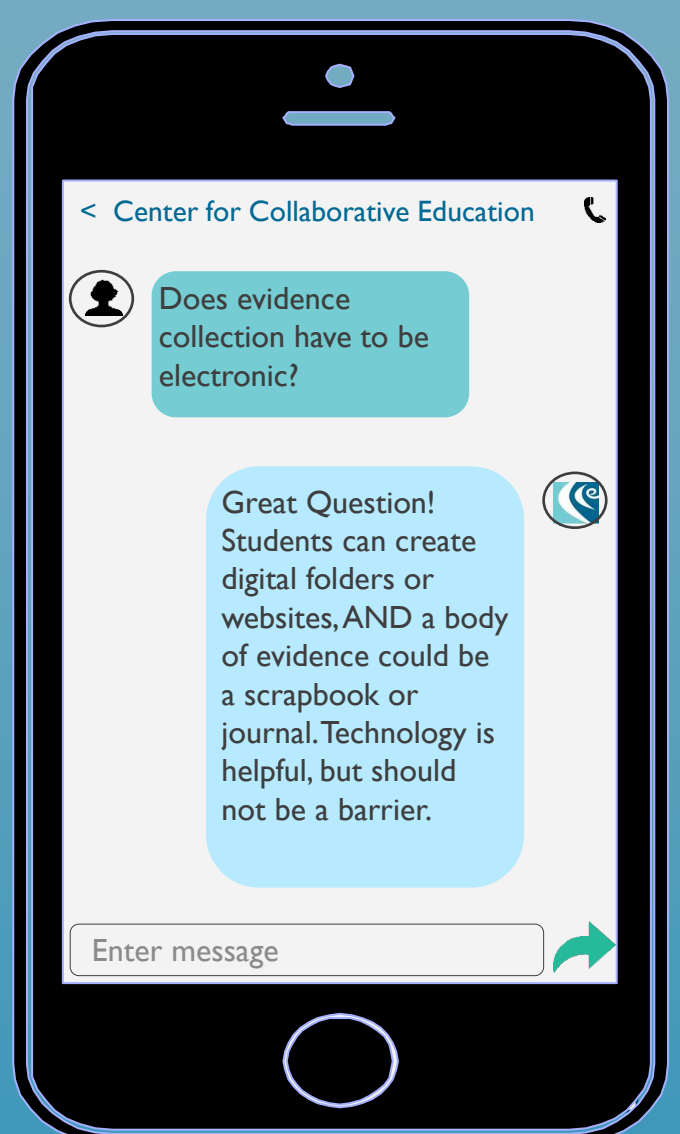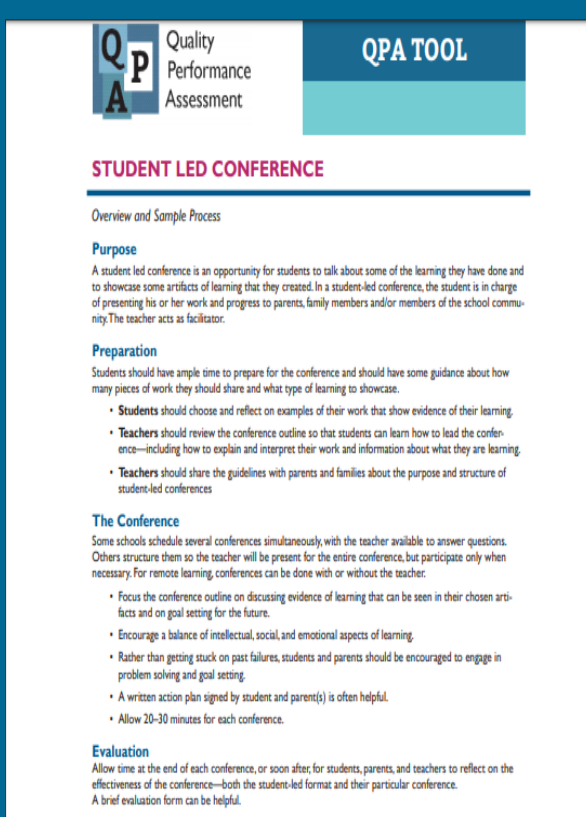
Reflections
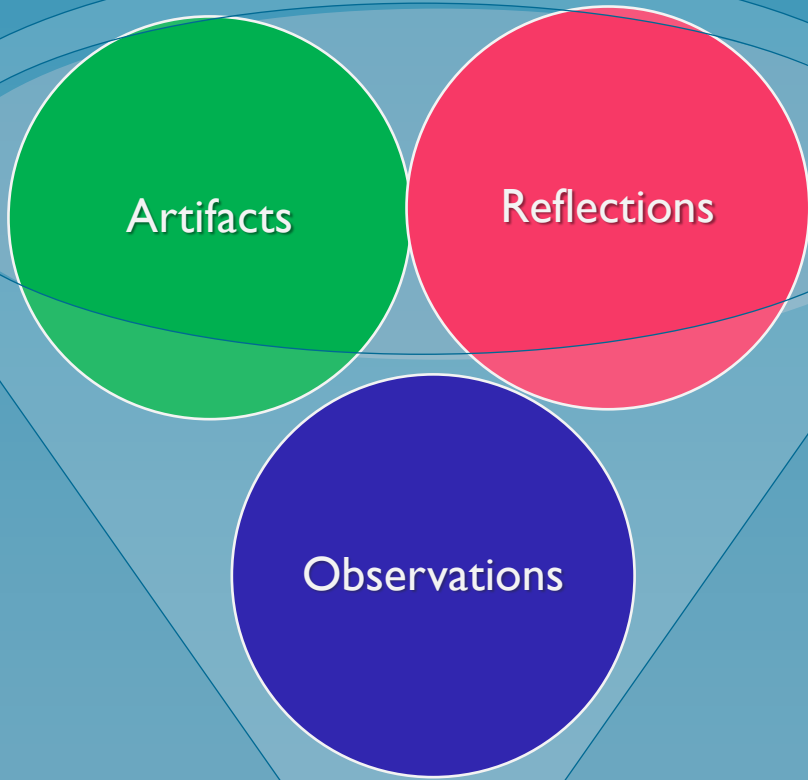
Observations

Body of Evidence

A Recipe for Understanding Learning

Student produced artifacts, reflections and teacher observations mixed together create a Body of Evidence. This can then be used to understand what students learned in relation to the school's expectations or competencies. Together students, teachers and parents can work together to create next steps. Allowing choice in what students produce and what they showcase as evidence of learning is an asset based, EQUITY practice.

Student Led Conferences can be used to evaluate artifacts from a body of evidence. Students choose artifacts that represent their best learning and present the artifacts with reflective dialogue.

Students explain what the artifact is, why they chose it to showcase, and how it represents their learning. Family members then have an opportunity to ask questions. Once all the chosen artifacts are shared, students and families can then work together to create new learning goals.

The teacher's role is to support the collection of artifacts, reflection, and guiding student through the process.

QPA TOOL

Quality Performance Assessment

STUDENT LED CONFERENCE

Overview and Sample Process

Purpose
A student led conference is an opportunity for students to talk about some of the learning they have done and to showcase some artifacts of learning that they created. In a student-led conference, the student is in charge of presenting his or her work and progress to parents, family members and/or members of the school community. The teacher acts as facilitator.

Preparation
Students should have ample time to prepare for the conference and should have some guidance about how many pieces of work they should share and what type of learning to showcase.
• **Students** should choose and reflect on examples of their work that show evidence of their learning.
• **Teachers** should review the conference outline so that students can learn how to lead the conference—including how to explain and interpret their work and information about what they are learning.
• **Teachers** should share the guidelines with parents and families about the purpose and structure of student-led conferences.

The Conference
Some schools schedule several conferences simultaneously, with the teacher available to answer questions. Others structure them so the teacher will be present for the entire conference, but participate only when necessary. For remote learning, conferences can be done with or without the teacher.
• Focus the conference outline on discussing evidence of learning that can be seen in their chosen artifacts and on goal setting for the future.
• Encourage a balance of intellectual, social and emotional aspects of learning.
• Rather than getting stuck on past failures, students and parents should be encouraged to engage in problem solving and goal setting.
• A written action plan signed by student and parent(s) is often helpful.
• Allow 20–30 minutes for each conference.

Evaluation
Allow time at the end of each conference, or soon after, for students, parents, and teachers to reflect on the effectiveness of the conference—both the student-led format and their particular conference. A brief evaluation form can be helpful.

< Center for Collaborative Education

Does evidence collection have to be electronic?

Great Question! Students can create digital folders or websites, AND a body of evidence could be a scrapbook or journal. Technology is helpful, but should not be a barrier.

Enter message

Take this opportunity to rethink assessment.
If you can, focus on feedback.
If you have to grade…pass/fail.
The standard during this time is surviving, making meaning, and learning.

Final Notes

Additional Resources

Virginia's 5 C's
An explanation of how Virginia defines their 5 C's in videos and text.
Irving Steam Magnet
Vision, Mission and Student Learner Outcomes
Los Angeles Center for Enriched Studies (LACES)
Vision, Mission and Student Learner Outcomes
Souhegan High School
Academic Learner Expectations
Building for Equity
A CCE Guide for Inclusive School Redesign
Quality Performance Assessment
CCE Tools and Resources for Designing Quality Performance Assessment Systems

Images and Icons

Images and icons were found on Clker and Slide Carnival

Contributors

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Feedback

We'd love to hear how this resource helped education system leaders shape the last quarter of their school years. Send us an email: info@ccebos.org.

Additional Support

If you need additional support, thought partnership or a resource to get your plans in place, please reach out.

Email: info@ccebos.org
Twitter: @CCEBoston

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