

Academics and Equity:

Reimagining What is Possible



Connecticut State Department of Education

@CT_Academics @EducateCT #ADSymposium20

Define

Academics

Learning and teaching resources and practices designed for knowledge and skill development focused on innovation

Educational Equity

Is the recognition that the barriers that marginalized students face are due to our actions, therefore requires us to dedicate a greater amount of resources to remove them



Reimagining

Lever 1: Connect

- Needs of Colleagues
- Needs of Students
- Needs of Parents
- Needs of Community
- Available Resources



Reimagining

Lever 2: Create

- Opportunities for voices at the margins to be members of the design plan
- Design to create models or prototypes with the marginalized group at the center
- Clear Communications



1 Minute Meditation



1. Focus on your breathing and how your body reacts. (exhale, inhale).
2. Acknowledge distractions. Try not to get hung up.
3. Practice, practice, practice!



Instructional Model

- Where are you?
- Where do you want to be?



Connecting

Connect to Create

- Lesson Complexity
- Flexibility – Personal Learning
- Connectivity
- Continuity of Learning



Connecting the Opportunities

Intentional, Flexible and Persistent

Academics: Teaching & Learning	Performance	School Improvement	Professional Learning	Operations & Resources
Educational Standards	Essential Learning Outcomes	Continuous Improvement Cycle	CSDE Resources & Learning Series	Connectivity: Devices & Digital Tools
CT Learning Hub	Sensible Assessment Practices	Monitoring Meetings	Alliance District Symposium	Grant Funding
Prioritized Standards for Essential Learning	Spring Statewide Assessments	Professional Network	NetStat	Flexible Staffing
Plan for Reimagining CT Classrooms	EdSight	Aligned District Strategic Plan	Coaching, Consultation & Technical Assistance	Adapt, Advance, Achieve
Powerful External Partnerships	Growth & NGAI	Reduce Barriers to Learning	PD Playlist/ POP Up PD	COVID-19 Website

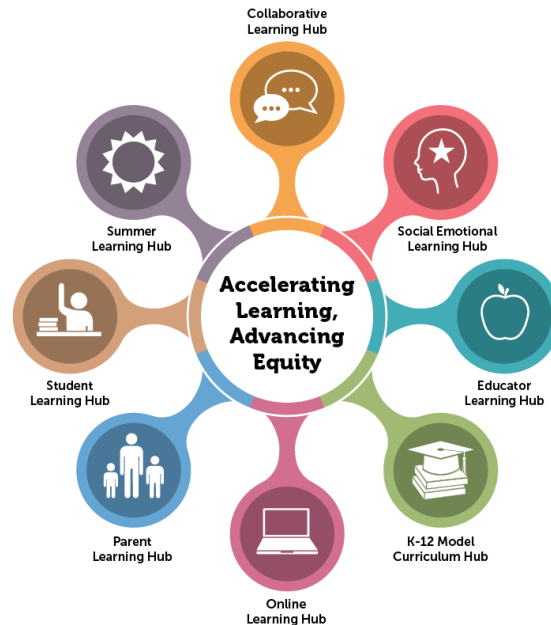
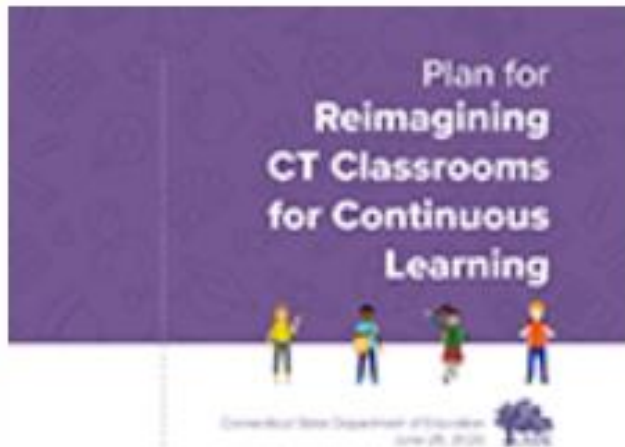


Connecting

Plan for Reimagining CT Classrooms

CT Learning Hub

Addendum 12: Instructional Guidance



Reimagining CT Classrooms: Planning the Instructional Time for Remote Learning in Hybrid and Full Remote Models
September 3, 2020

Addendum 12: Reimagining CT Classrooms: Planning the Instructional Time for Remote Learning in Hybrid and Full Remote Models 11

20 Plays for Virtual Learning (On-Site, Hybrid or Remote)

Plays to Plan, Prepare, Set the Stage				
Gather Evidence and Communicate	Establish Commitments to Learning and Teaching	Onboard Teacher	Engage Community Partners in Learning	Simulate the Process
Gather and review evidence of learning from extended school closures. Analyze evidence for lessons learned and prioritize areas of focus for a renewed approach to blending learning on site, in a hybrid and in extended remote settings. Establish daily schedules taking into consideration of family needs with supports for synchronous and asynchronous learning specific to age group.	Clarify and communicate roles within and across teams for tech support and teacher capacity. Establish	Onboarding requires access to just in time learning and professional learning. Leverage coaches, within	Schools provide more than just learning for students. Connect with community partners to make plans	Students, families and educators benefit when there are opportunities to mimic the environment they

Addendum 12: Reimagining CT Classrooms: Planning the Instructional Time for Remote Learning in Hybrid and Full Remote Models 12

Plays for Developing Compassionate Classrooms

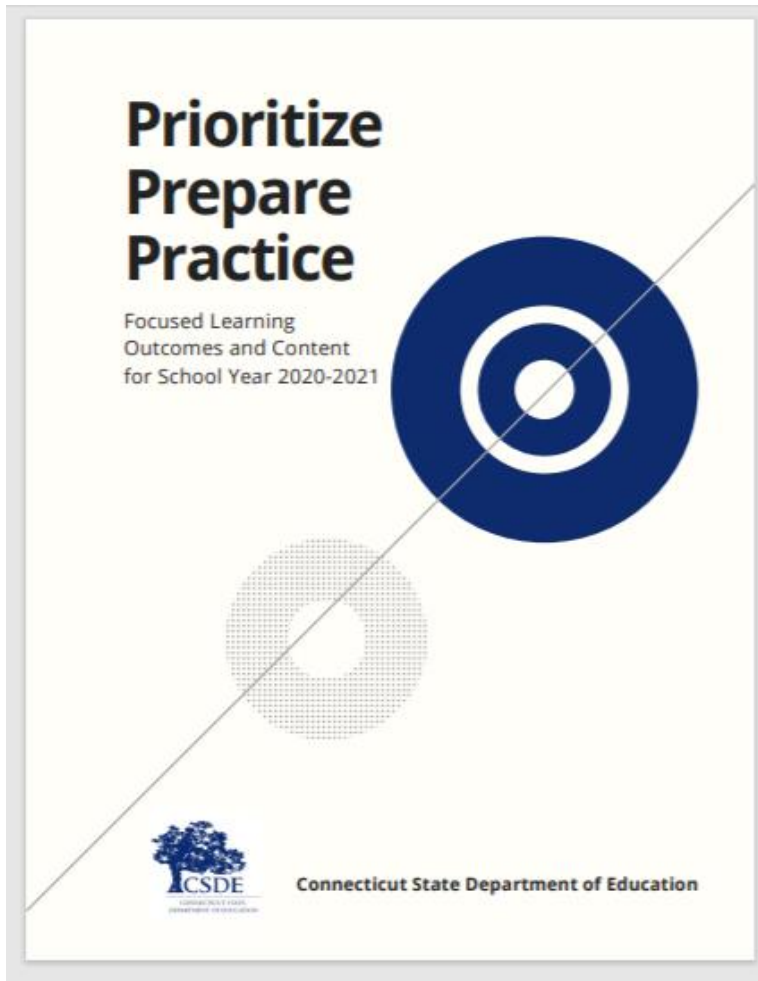
Students First	Connecting Before Content	Sharing Content	Submitting First Assignment	Office Hours, Telehealth, Wellness Breaks
Start small with a check-in question that has students reflect, respond, and refresh the skills they will use as they engage in learning	Introduce a way for students to collaborate and engage with content through discussion boards and recorded responses. We	Add a video lesson to your virtual platform, or text a link to a YouTube video. Keep the video portion no longer than 10 minutes, and	Students have shared, learned, and collaborated. Now it's time for them to demonstrate learning. Use email, LMS, blog, or Google	Learning transcends location in relevant and innovative ways, connected to families, educators, communities and other identified student networks to provide a strong net of care. Set aside time for online so families and students can connect virtually. Use this time to answer questions, chat, and gain feedback on the process so far. Model for students how to use software features, consider recording and using your office hour for one who cannot join live, conversation is universally relevant not specific to an individual student.

Addendum 12: Reimagining CT Classrooms: Planning the Instructional Time for Remote Learning in Hybrid and Full Remote Models 13

Plays for Ensuring High Quality, High Impact Learning and Engagement

Gather Formative Evidence and Communicate	Leverage Digital Tools, Resources and Content	Monitoring Student Data and Progress	1:1 Teacher – Student Feedback Sessions	Personalize Instructional Resources
Continuous improvement with a focus on the instructional core requires gathering formative evidence and data to make intentional instructional moves. Offer an entry or an exit ticket as part of the virtual lesson so students have a clear understanding of the standards/skills they have already mastered versus those they will be focused on during upcoming virtual lessons. Use student data to update the resources you share. Consider implementing sensible assessment review protocol.	Many online platforms have content aligned to grade level standards. Leverage existing digital resources to help students dive deeper into their learning while not physically in school. When choosing materials, organize and share with suggested times so students and families have a more clear idea of the pace at which you expect them to progress.	Work with students to begin to develop progress trackers. These will allow them to track and reflect on the progress of their work over time. A simple data tracker could include the list of standards to be mastered in a unit, a column for noting mastery, and a column for the evidence students used to indicate mastery. Consider using an ID number to add anonymity.	CT Students have shared their desire to connect early and often with their teachers when working remotely. Connecting with students one-on-one to discuss progress and performance can be helpful feedback as they continue to get comfortable with this learning process. Helping students understand what they are doing well and where they need to focus more attention will help them make informed decisions regarding their learning choices.	Based on what you've learned about students' mastery of the content, tailor resources to the needs of different groups. Label resources in your digital platform so students have access to content that's appropriately challenging for them, or if the learning management system allows, assign different resources and assignments to specific students and groups.
Resources				

Connecting



- [CSDE Priority Standards for Essential Learning Handbook](#)
- CSDE, [Connecticut Core Priority Standards](#) – High School
- CSDE, [Connecticut Core Priority Standards – ELA 3-8](#)
- CSDE, [Connecticut Core Priority Standards – Math K-8](#)

Each webpage provides a searchable interface for the 20-21 priority content, with the text of the recommendation for each [Common Core State Standard](#). Each standard is connected to an assessment target of the [Smarter Balanced](#) summative assessment.

Step 1: Understanding the Content

Step 2: Evidence Gathering and Understanding of Proficiency


Step 3: Moving to Grade-Level Instruction

Step 4: Unit Development

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Spark



Share in the Chat...

- *What is sparking for you right now?*
- *How might we begin conversations in our districts to connect and create*




**Everything is
Figureoutable!**

- Marie Floreo

We Can Help You

If you have questions or require technical assistance, email

 Irene.Parisi@ct.gov

 Call: 860-713-6823

 @CT_Academics

WE GOT THIS!

