



Academics and Equity Reopening Workgroup

Meeting 2: June 10, 2020

Co-Chairs: Dr. Monica Gant, DDOE and Mr. Ashley Giska, Laurel School District
Partner: Ms. Cricket Heinze, Opportunity Labs



Public Comment

These meetings are public meetings to provide transparency and the opportunity for the public to engage in the process. In order to enable every participant to have “voice,” public comment will be accepted via email at reopeningideas@doe.k12.de.us or voicemail at 302-735-4244. All comments and ideas will be forwarded to the respective workgroups for review and posted on DOE’s website as well www.doe.k12.de.us/Page/4211.



Meeting Structure

- Opening: Summary of public comments, parking lot, purpose, goal and agreements
- Assignment Recap: Engagement in topic discussion and criteria review
- Discussion: Identifying Key Considerations by Scenario
- Next Steps



Schedule of Work

- 6/3: Equity - Common Understanding and Key Considerations
- 6/10: Assessment - Common Understanding and Key Considerations
- 6/17: Instruction - Common Understanding and Key Considerations
- 6/24: Review of Essential Actions based on Key Considerations
- 7/1: Final Review of Recommendations



Academics and Equity Workgroup Members

- Co-Chairs: Dr. Monica Gant and Ashley Giska
- Dr. Matt Burrows
- Laura Schneider
- Caitlyn Thomas
- Loretta Greig
- Dr. Lisa Lawson
- Eugene Young
- Dr. Maria Alonso
- Rebecca Vitelli
- Stephanie Ingram
- Allison Castellanos
- Gwendolyn Haar
- Representative Kim Williams
- Senator Tizzy Lockman
- Representative Bryan Shupe
- Senator Bryan Pettyjohn
- Cricket Heinze



Academics and Equity Workgroup Agreements

- Engage fully
- Remain focused on our goal - *parking lot is available*
- Be mindful of other members - every voice is important
- Solutions-focused
- Assume good intentions



Purpose

- Provide recommendations to the Secretary focused on **Academics and Equity** through the lens of (3) public health scenarios.
- We are NOT charged with opening or closing school buildings.
- We will develop **common understanding** of our topic each week and provide feedback in response to **key considerations** for Equity, Assessment, and Instruction when we start school - either in person, remotely, or hybrid. This feedback will inform our final recommendations.



Parking Lot

[REVIEW](#)



Educational Equity is our Goal

*“**Equity** means that every child gets what they need in our schools—**every** child, regardless of where they come from, what they look like, who their parents are, what their temperament is, or what they show up knowing or not knowing.”*

<https://www.edutopia.org/blog/deeper-learning-educational-equity-urban-school-elena-aguilar>

Elena Aguilar, Jan 28, 2013



Educational Equity Key Considerations

1. Put structures in place to communicate with every family/student directly
2. Actively and effectively engage every student, including students who need additional support, in learning
3. Identify approaches that meet every learners' needs in their learning environment
4. Determine adaptations needed to support every learner in varied learning environments
5. Provide support for every student and their family in the transition between learning environments



Educational Equity in Minimal Spread School Buildings Open

- Update contact information for communicating with every family/student on a regular and as needed basis about updates, expectations, and priorities.
- Ensure that there are multiple modes of communication (e.g., text alerts, all calls, email, home visits) in place for reaching every family/student.
- Ensure that all schools and educators have access to high quality instructional materials that attend to every student's learning needs.
- Maintain a comprehensive account of the range of additional supports (i.e., intervention programs, services, staff) that are available to address the unique needs of every student.
- Support schools in securing adequate planning time before the school year starts for teachers to share student data and concerns about each student's academic growth and needs and social-emotional wellbeing with students' assigned teacher(s) for the 2020-2021 school year.
- Provide multiple means (i.e, survey, email, phone) for families/students to share information, concerns, and questions about their child's and/or their own academic and social and emotional needs and wellbeing.



Educational Equity in Minimal to Moderate Spread Hybrid

- Develop any additional systems needed for communicating with every family/student on a regular and as needed basis about updates, expectations, and priorities. Include clear ways for families to reach out with questions, concerns, and feedback.
- Identify and document the best mode of communication (e.g., text alerts, all calls, email, home visits) for reaching every family/student.
- Secure high quality instructional materials that attend to all students' learning needs, which include digital components that can be seamlessly incorporated into a remote learning context.
- Ensure that a range of additional supports (i.e., intervention programs, services, staff) that can transition seamlessly from an in-school to a remote setting, are available to address the unique needs of every student.



Educational Equity in Significant Spread Remote Learning

- Activate all virtual systems for communicating with every family/ student on a regular and as needed basis about updates, expectations, and priorities. Include clear ways for families to reach out with questions, concerns, and feedback.
- Secure an effective means for reaching every family/student. Designate an adequate number of staff and define clear roles and responsibilities to reach every family/student using whichever mode is necessary, including home visits.
- Activate a remote learning instructional plan that provides teachers and students with access to high quality instructional materials that attend to all students' learning needs and clear guidelines around best practices for remote learning.
- Set clear expectations for schools and teachers and a goal that every student's academic and social emotional learning needs are met through various methods to differentiate learning, such as one-on-one video calls, and small group meet ups.
- Provide robust professional learning to teachers, especially K - 3rd grade teachers, on high quality remote learning.



Words that came to mind when you think of ACADEMICS...

***learning, learning, learning, learning, learning**, education, students, instruction,
future, future, engagement, engagement, relationship & engagement, enlightenment,
progress, literacy, books*



Learning: *Unfinished vs Loss*

*“Unfinished learning refers to any prerequisite knowledge or skills that students need for future work that they don’t have **yet**...I prefer unfinished learning because it seems to **inspire action rather than focusing on student deficits.**”*

Christina Alison, Director of Math Professional Learning at the Achievement Network (ANet)



Approach to Unfinished Learning

Understand



Diagnose



Take Action



Where are we now?

What information do we (schools) need to ensure **every** student is successful (in learning)?



Assessment

- Process of gathering information about student learning to inform education-related decisions.
- Can reflect a wide variety of learning goals using a range of methods and uses at a variety of levels.
- An essential part of the teaching and learning process.

A guide for matching assessment to purpose

Different types of assessments serve different needs. How can you make sure you're using the right assessment for the right purpose?



PURPOSE

Check understanding in real time

Monitor instructional effectiveness

Predict future performance

Measure students' learning and growth

Make decisions about programs

Fulfill accountability requirements

ASSESSMENT TYPES



Formative

Classroom resources and tools/created by teachers or external sources



Daily



Benchmark

Classroom or district level/created locally or by external sources



Multiple/year



Interim

Administered by district/created by external sources



2-4/year



Statewide

State-directed/created by external sources



1/year

IMPACT ON LEARNING



Potential with ESSA



Assessment within the Public Health Framework

6:00



Assessment Key Considerations

Based on the feedback that we have received from stakeholders:

1. How do we know where each student is on the continuum of learning as we start the school year?
2. How do we measure and monitor student growth?
3. How do we support educators in providing meaningful feedback to students and families?



Assessment in the (3) Public Health Scenarios School Buildings: Open ~ Hybrid ~ Remote

Key Considerations:

1. How do we know where each student is on the continuum of learning as we start the school year?
2. How do we measure and monitor student growth?
3. How do we support educators in providing meaningful feedback to students and families?



**Equity is where we are going,
Assessment is where we are now...**



Next Week's Question: How will we get there?

*What does a **strong instructional start** to the school year look like for **every learner**?*



PUBLIC COMMENT

If you'd like to share your ideas, please send your feedback to reopeningideas@doe.k12.de.us or leave a voicemail at 302-735-4244.

This feedback will be reviewed by our team each week and will support our charge of providing recommendations for Academics and Equity within the Public Health Framework.