



Academics and Equity Reopening Workgroup

Meeting 3: June 17, 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



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 Minimal Spread School Buildings Open

- Survey families and students in their home language about their experiences and challenges with remote learning since schools closed. Include open-ended questions for families and students to provide meaningful written feedback and offer input and ideas.
- Assess every child during the first few weeks of school using formative assessments to understand where each child is academically. Consider including portfolios and self-reflections for older students, and feedback from parents of younger students.
- Use data and information from formative and benchmark assessments to modify curriculum on an ongoing basis and differentiate instruction to target individual student's needs.
- 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.
- Create time for teachers to engage in grade-level articulation and vertical planning to ensure a seamless flow from one grade level to the next.



Assessment in Minimal to Moderate Spread Hybrid

- Survey families and students in their home language to understand challenges (i.e., parent work schedules) around the implementation of a hybrid model. Use feedback on their remote learning experiences to inform the development and design of the hybrid model.
- Coordinate district calendars and school schedules to create as much consistency as possible for families and students.
- Assess every child during the first few weeks of school using formative assessments to understand where each child is academically. Give assessments in-person when possible to ensure and protect the validity of the results.
- Provide school leaders, teachers, and families with training and professional learning in their home language around all online learning components that will be used to support in-person instruction.
- Secure sufficient planning time for teachers to collaborate on creating robust blended learning experiences that support standards-based instruction and address students' diverse needs.



Assessment in Significant Spread Remote Learning

- Use feedback and input collected from families and students in their home language to improve the district's remote learning plan and implementation for the 2020-21 school year. Communicate improvements and changes with families, students, teachers, and school leaders.
- Identify online formative and benchmark assessments that can be used to determine where every student is at the beginning of the school year so instruction can be adjusted to accelerate learning and target students' individual needs.
- Offer training and professional learning for families in their home language on the district's chosen online platform and digital tools, digital literacy, grade-level specific standards and expectations, and grade-level specific strategies for supporting their children at home.



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





How will we get there?

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

Delaware's Instructional Vision

Every student across the state of Delaware
leaves school ready for success in college,
career, and life.

Teachers provide students with high-
quality, standards-aligned instruction
everyday.

District and school leaders provide
teachers with standards-aligned
instructional materials and
professional learning.

Equity is high-quality instruction for *every* student

- All students need and deserve consistent access to grade-level content
- Students starting the year below grade-level benefit the most from on-grade level instruction



Equity through Instruction

Students make more academic growth when they are consistently given access to grade-level content.

“When students who started the year off behind grade level were given more grade-appropriate assignments....the gap between these students and their higher-achieving peers began to narrow substantially-by more than seven months of learning in a single school year based on better assignments alone.”





Equity through Data-Informed Instruction

If we focus on accelerating student learning in their aligned grade level curriculum and prioritize assessments that directly inform this instruction, then **every** student will have the best chance at being ready for success in college, career, and life.



Instruction within the Public Health Framework





Instruction Key Considerations

Based on the feedback that we have received from stakeholders:

1. How will we ensure instructional quality is occurring in all learning environments?
2. How do we prepare educators to provide support to meet every learners' needs?
3. How do we provide the time and space for educators to immediately engage in professional learning experiences necessary to support curriculum and instruction?
4. How do we provide the time and space for educators to engage in ongoing professional learning communities necessary to support curriculum and instruction?



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

Key Considerations:

1. How will we ensure instructional quality is occurring in all learning environments?
2. How do we prepare educators to provide support to meet every learners' needs?
3. How do we provide the time and space for educators to immediately engage in professional learning experiences necessary to support curriculum and instruction?
4. How do we provide the time and space for educators to engage in ongoing professional learning communities necessary to support curriculum and instruction?



***Equity is where we are going,
Assessment is where we are now, and
Instruction is how we will get there.***



Next Week's Assignment:

Please be prepared for next week's discussion by reading the Essential Actions document which will serve as a draft of our recommendations to the Secretary of Education. Our goal is to forward the draft to you by email and post online no later than Monday, 6/22. Please note, this draft document will be:

- written by scenario - minimal, minimal to moderate, and significant
- a compilation of your key considerations, aligned parking lot items, and aligned public comment informed by the public health scenarios
- Informed by our definitions of:
 - Equity - **every** child gets what they need in our schools
 - Assessment - process of gathering information about student learning to inform education-related decisions.
 - Instruction - access to their current grade-level curriculum every day for **every** student



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.