



**REOPENING
SCHOOLS**



“AF is serving as a model of how a school system that has a strong grasp on quality instruction and learning can quickly stabilize in a crisis. The fact that they were able to set up such effective remote learning and remote community so quickly is a testament to their internal systems, culture, and belief system. **It's helping us set a higher bar for what parents and families can expect from their schools.**”

- Bree Dusseault

Center for Reinventing Public
Education (CRPE)

Hi! I'm Gina.

- Founding Principal, Achievement First Brownsville
- Regional Superintendent, CT, NY Elementary
- Founding Regional Superintendent, Achievement First Road Island
- National Coach and Advisor, for districts and CMOs, through LLI and AF Accelerate



♥ | My hope for our time...



*... is that you leave with **excitement for the opportunity** in the year to come and a few resources/ideas you can steal or build from.*

Agenda

- | | |
|----------------|------------------|
| 10 min | Framing mindsets |
| 20 min | Pillars |
| 5-7 min | Resource Dive |
| 10 min | Q&A |
| 5 min | Close-Out |



Leading and Managing Your Team

#Moodofthesession





Some helpful mindsets

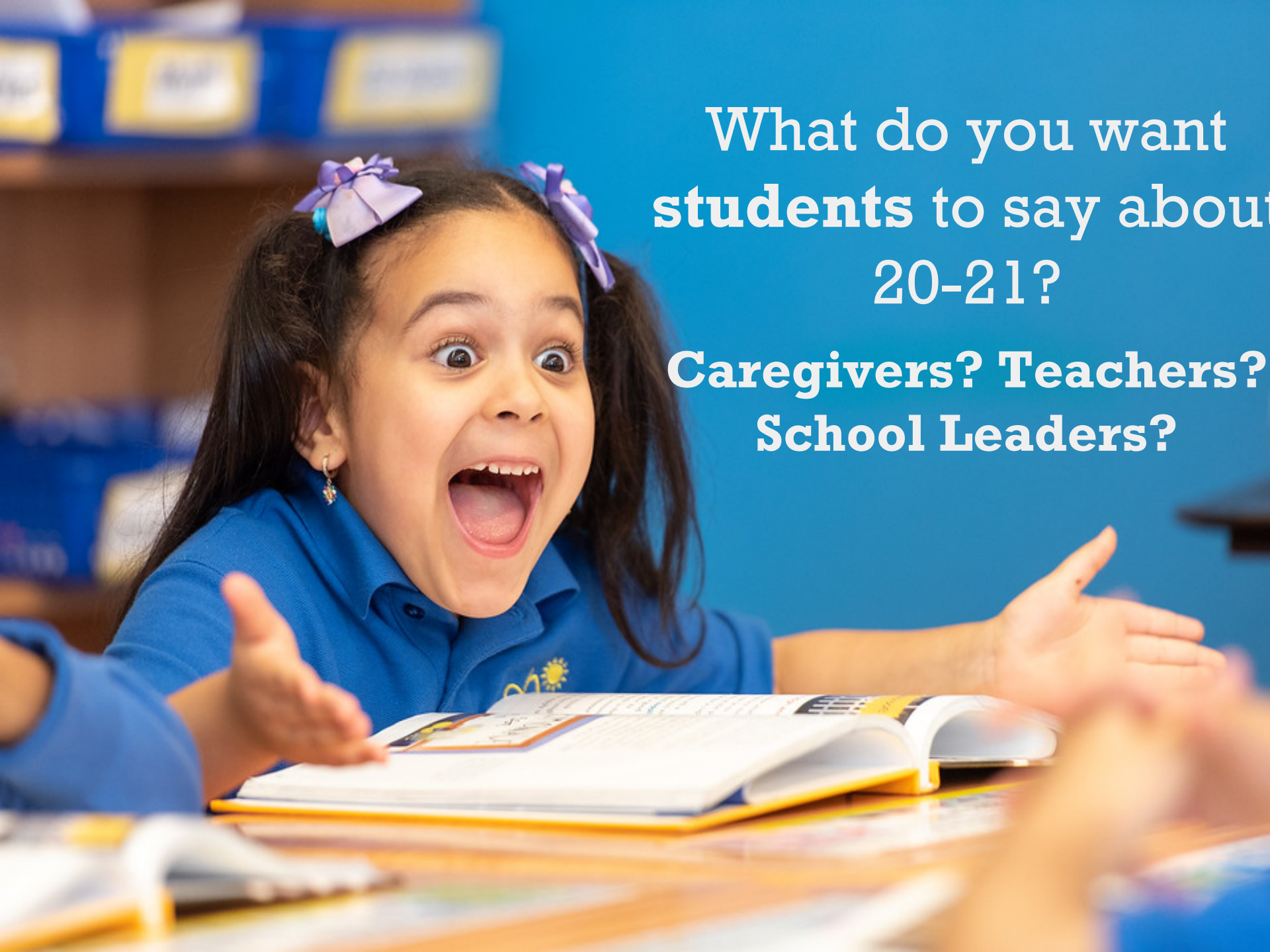
This is from Emily Freitag at Instruction Partners.

1. **The choices we make every day are easier to make and uphold when they are made WITH, not TO, historically marginalized families.** This is not the history of decision-making in many schools and organizations. Changing entrenched patterns starts with creating more space at the table and getting to know each other on a basis of mutual respect. [In the words of Nicole Cardoza](#), “We are redefining what school looks like this fall, and hopefully, we use this opportunity to create a more equitable system for everyone to learn and grow.”
2. **The success of the coming year will not be about how schools reopen but how well we learn and improve through the year.** October can be better than August and January can be better than October. No one is going to feel “ready” on all fronts, but we can start the first six weeks in the best place we can get to and commit to getting better from there. Chunking time to stop and reflect may make it feel more manageable. “How do I get ready for the first six weeks?” is a less crushing question than “How do I get everyone ready for an uncertain year?”
3. **While every school will have different approaches, all schools will have some students doing virtual learning for some period of time.** We need to get good at distance learning for all grades and subjects. There is no question of “if,” but rather how many students and for how long. As Dr. Richard Elmore said, “We cannot talk about how to teach outside the context of what is being taught.” That insight applies to distance learning as much as instructional rounds.
4. **We should learn how to do distance learning within the context of the content** (e.g., when teaching two-digit multiplication, what parts of the lesson should be synchronous, what parts asynchronous?) and not just focus on the idea of general distance best practices.
5. **Common instructional materials will make instruction better and life easier.** Given repeated possible disruptions, common materials will support stronger teaching, allow teachers to focus on engagement, and make the teaching job easier, especially in the year to come. It is never too late to move to common materials.
6. **Relationships will be the foundation of our success.** Learning happens in the context of affirming and loving relationships. In the words of Dr. Pamela Cantor, [whom I interviewed](#) for our Rethinking Intervention series, “There is nothing more important that schools can focus on this fall than deeply knowing their kids, what their kids have experienced, what their kids have learned during this time.”



What does this look like in operation for us?

- ONE Excellent, Evolving Program
- SHARED, Iterative Decision Making
- TONS of Caring, Proactive Communication
- STRONG Coaching and Management



What do you want
students to say about
20-21?

**Caregivers? Teachers?
School Leaders?**

One Excellent, Evolving Program

Academics: Taking down the walls of the classroom

Operational Systems: No “virtual” and “in-person” systems if it’s avoidable

Kids Who Need More: Same supports available

Grading and Assessment

Grading and Assessment: Equity.

Under these projections, students are likely to return in fall 2020 with **approximately 63-68% of the learning gains in reading relative to a typical school year** and with **37-50% of the learning gains in math**.

However, we estimate that losing ground during the COVID-19 school closures would not be universal, **with the top third of students potentially making gains in reading**. Thus, in preparing for fall 2020, educators will likely need to consider ways to support students who are academically behind and further differentiate instruction.

(Annenberg Institute at Brown University)

Assessments: Rigor and Diagnostics

- **Rigor:** We should not reduce the rigor of assessments this year. We may reduce the length, structure, or even frequency to preserve instructional time, but it would do a long-term disservice to kids if we reduce the rigor.
- **Diagnostics:** It starts with excellent diagnostics. This means for us, whether in person or virtually, we use the high-quality assessments we have faith in, to figure out where our kids are.
- **Analysis and Prioritization of Standards:** Well-supported analysis and prioritization of standards, based on the conceptual foundation kids' need most for the current and following grade.
- **Ongoing Formative:** Daily, weekly, and interim assessments that inform revised prioritization of standards and reteaching.

Assessments: One System

- **Remote Versus Live Distinctions Must Be Minimized or Eliminated:** The location of instruction this year is going to be fluid. We should keep the content and format of assessments, as well as the system for recording them, identical across location of learning.
- **Purpose of Assessments Must Be Clearer Than Ever** to families, students, and teachers.
- **Speaking of purpose, RESPONSES to the data must be easily actionable.** Categories I'd suggest: Whole class or whole-grade reteach, small group focused teach, self-directed technology to reinforce.
- **We have a unique opportunity here... If you are partly or completely virtual, take advantage of the opportunity to run more, small-group, focused, synchronous instruction.**

Grading

- **One System**
- **Participation Complexities**
 - Cameras
 - Attendance
 - Chats, notes, guided practice, classwork, exit assignment, quizzes, tests
- **Tracking Work Completion Before, And Then Along With, Accuracy**
- **Conferences Over Office Hours / Emails; Push Notifications Over Family Access**

Shared, Iterative Decision-Making

Going from “Input” to “Ongoing Conversation”

Comfort with Iteration

Choice wherever possible

Tons of Proactive, Caring Communication

- Proactive and ongoing structures
- People-first tone
- Problem-solving orientation
- High access
- Crystal clear R&R... Esp. with families whose kids receive special services.
- Events

Strong Coaching and Management

- We can't afford to "get through" this year. We have to win.
- RESOURCES!

Time With Resources





Q&A