



Fall 2020

Back to School Planning

Resource Binder

Annotated support for schools planning for virtual, hybrid, and/or in person instruction during the COVID-19 pandemic

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Center for Collaborative Education
Transforming schools for student success

About the Teacher Design Team Virtual Binder

This binder has been designed to be a one-stop tool for protocols, resources, and guiding materials to support school-based design teams in meeting the needs of their school communities, and the constraints placed on them by local and state policies and health concerns around the COVID-19 pandemic.

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Overall Approaches and Considerations

This guide is designed for collaborative planning work completed by site-based design teams, including educators, leaders, and (as appropriate) parents, students and other stakeholders. As such, this includes both resources intended to be used by these participants in collaboration, *and* annotated resources also usable by groups or individuals. Goals of school site-based design teams may include:

- **Finalize a vision** for teaching and learning in the district or school for the 2020-2021 school year that supports the larger long-term vision for the district, its students, and its graduates, while adapting to the unique context of the pandemic time period;
- **Assess conditions** in the district and wider community that may impact the pursuit of this vision, including:
 - feedback from educators and from caregivers,
 - circumstances in the local community resulting from the pandemic and other challenges,
 - mandated state requirements during this phase of “reopening,” and
 - previously inequities and other challenges in the schools and community,so as to determine challenges and opportunities that need to be addressed;
- **Engage in collaborative design thinking** about how to work toward the vision for teaching and learning in the district and school within the context of this period and the existing conditions; and, ultimately,
- **Develop an action plan** that will guide the district’s teaching and learning in 2020-2021, accounting for the year’s unique circumstances, current and projected challenges and conditions, and the high degree of flexibility that this period necessitates. The plan will focus on a dynamic approach to teaching and learning, regardless of modality.



Suggested Planning Protocols

Early Collaborative Protocols:

Prior to unstructured planning time, many groups benefit from more structured early activities and conversations. Those below may be options to consider.

| Activity | Rationale |
|---|---|
| <p>Welcome & Connections (20 min.)</p> <ul style="list-style-type: none"> ● Round 1 - Introductions: Name, role(s), hopes for the week ● Round 2 - Connections Activity: Check-in Circle <ul style="list-style-type: none"> ○ “Where” are you? How are you? | <ul style="list-style-type: none"> ● “Connections” activities bring groups “out of the world and into the work” - acting as a valve by acknowledging individual circumstances and preparing the group for focused collaboration. |
| <p>Forming Ground Rules (20 min.) - One possible process:</p> <ul style="list-style-type: none"> ● A facilitator can ask the group if anyone has suggested norms, potentially pulling ideas from established district norms, and writes the final set of norms on the board or a chart paper ● The group gets consensus on the norms or agreements - “Can we all agree to work within these agreements?” | <ul style="list-style-type: none"> ● Establishing a set of working agreements ensures that the group will collaborate more effectively during its intense period of shared work throughout the week. |
| <p>Reviewing Goals, Outcomes and Process (15 min.)</p> <ul style="list-style-type: none"> ● Pairs and triads review the goals for the work ● The group discusses its goals for the week and for the day and ensures that it’s ready to proceed with the day’s goals. ● The group is prompted to share any relevant resources in the Educator-Curated Resources section of this Virtual Binder | <ul style="list-style-type: none"> ● By beginning with desired outcomes and a sense of the process, the group is prepared to be more efficient at pursuing these objectives. ● It’s helpful to have a go-to spot for resources and ideas. |
| <p>Discussion of District-Level Reopening Policy (35 min.)</p> <ul style="list-style-type: none"> ● Administrator or designee shares the early drafted plans for the district’s reopening (10 min.) ● Other participants ask clarifying (quick answer) questions, while presenter answers (5 min.) ● Participants ask probing questions related to the plan (10 min.) ● Presenter shares what s/he heard with the group and then the full group engages in a brief open discussion (10 min.) | <ul style="list-style-type: none"> ● Tuning provides a structured and efficient opportunity for sharing feedback in a supportive way. This protocol is adapted from SRI’s Tuning: Examining Adult Work protocol ● Overall, the district’s plan can provide boundaries for thinking, but the group can push back if small tweaks could be helpful. |
| <p>Identifying Challenges (20 minutes) -</p> <ul style="list-style-type: none"> ● Working groups begin by briefly reviewing the district’s overall vision and any contextual details provided by leaders ● Finally, the group considers any additional barriers or challenges relevant to achieving the district’s vision and specific goals for this year, working toward a final list. ● The group reviews its final list of challenges/barriers, ensuring that it focuses sufficiently on teaching and learning. | <ul style="list-style-type: none"> ● The challenges identified should be focused on things within the locus of control of this group. The emphasis should always be on these being barriers to the full realization of the district’s vision for its students. |
| <p>Defining, Sorting, Prioritizing Challenges (~35 min.)</p> <ul style="list-style-type: none"> ● Optionally, the group can use the Technical Problems and Adaptive Challenges Protocol to sort and prioritize challenges. ● Ultimately, the group selects priorities to focus on in the coming days. This may require negotiating together across working groups to ensure consensus around top priorities. | <ul style="list-style-type: none"> ● The benefit of identifying which challenges are adaptive, and which are technical and identifying priorities is that it helps the group determine where to encourage the district to spend its energy and creativity in the coming months. |



Analyze & Discuss Community Feedback (time varies)

- The group reviews any feedback provided by the parent and/or student and/or teacher community. (time varies)

Suggested Protocol: What, So What, Now What

- The group spends ~5 minutes answering each of the following questions (and recording in columns on the board or a chart)
 - What did we see/notice in these data?
 - So what? - what does this suggest about our community's concerns and preferences right now?
 - Now what? - what impact should this have on our thinking? Does this add any new challenges to our work?
- Finally, the group spends time determining if this analysis suggests any necessary changes to its established priorities and, ultimately, determining how to divide and conquer (in working groups) to dig deeper on these priorities later. (10-15 minutes)

- *The feedback from the wider community, including educators and parents/caregivers, will necessarily have an impact on any planning that this group does, today and throughout the week, so it may require some adjustments to the established priorities.*
- *Optionally, one or more group members can consider how to present findings to the community members (caregivers and teachers) so that they feel "heard"*

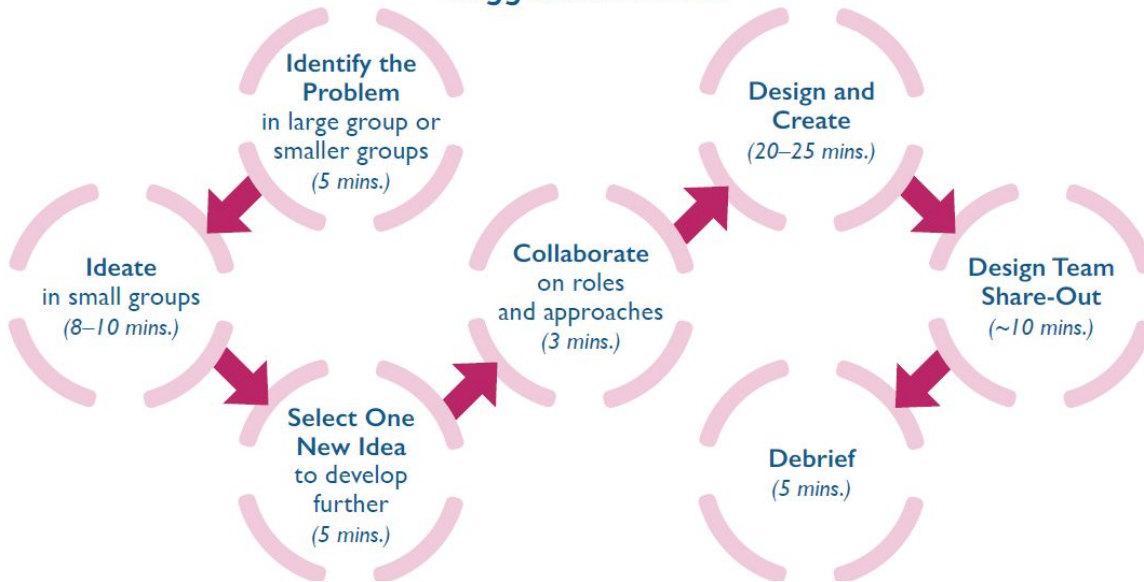
Collaborative Protocols for Additional Planning Days

While many groups will prefer significant chunks of unstructured planning time, these protocols may be useful when used strategically.

| Activity | Rationale |
|---|--|
| Share Out and Feedback - Suggested activity: Gallery Walk (~30 min.) <ul style="list-style-type: none">• As smaller groups begin to form plans, this is an approach to gathering feedback• All participants spend ~15 minutes rotating around the room (with distancing) with sticky notes and pens, leaving questions, feedback or reactions on sticky notes by other groups' displays.• The initial working groups spend 5-10 minutes reviewing feedback on their work and making any quick adjustments to the essential design question or challenge. | <ul style="list-style-type: none">• <i>At some point, if a smaller group has been working on each challenge, it's helpful for everyone to weigh in and share the responsibility for considering the challenge.</i>• <i>By using a Gallery Walk, everyone can provide quick feedback and new thinking.</i> |
| Design Thinking Around Key Challenges (~70 min.) <ul style="list-style-type: none">• Groups work on possible solutions to the identified design questions or challenges, using the earlier work as a starting place• A structure for this design thinking is the 1-hour Design Thinking Mini-Hack. The suggested process is captured in an image below this agenda. | <ul style="list-style-type: none">• <i>This works when the charge is to find early solutions.</i>• <i>The Mini-Hack can be a structured and collaborative way to rapidly develop solutions.</i> |
| Working Group Resource Review & Thinking (~90 min.) <ul style="list-style-type: none">• Working groups spend time reviewing resources from the annotated guide and having initial planning conversations• Optionally, groups can have a text-based discussion about any resources or this foundational article:<ul style="list-style-type: none">○ Text: What if we don't return to school as usual?○ Suggested Protocol: Text-Based Discussion Protocol | <ul style="list-style-type: none">• <i>Reviewing existing resources, articles and ideas will be useful to the groups so that they have a sense of a starting place.</i>• <i>The text-based discussion prepares the group to see this current period as an opportunity for positive change.</i> |



1-Hour Design Thinking Mini Hack Suggested Process



Annotated Guide of Additional Resources

Using this Annotated Guide

Resources included in this annotated guide represent recommendations from the Center for Collaborative Education as well as some of the most salient resources from experts in the field. Top recommendations for each category are **highlighted**.

Below you will find a linked table of contents for navigating this resource list by primary category/topic of each resource.

Additionally, some frequently encountered challenges/questions are listed below with recommended resources for answering each question.

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In-person Teaching & Learning

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Quick Reference Tools related to Frequently Encountered Challenges

- ❑ How would a hybrid teaching model be designed? Could a full remote model be incorporated into the hybrid model? What are the opportunities in this model?
 - [Reopening Resilient Schools](#)
 - [Hybrid School Schedules: More Flexibility; Big Logistical Challenges](#)
- ❑ What are the opportunities and challenges to classroom instructional design in the COVID-era? What instructional approaches will be most impactful for our students in this new environment? What instructional materials are needed to support in-person, hybrid, and remote learning? How will 1:1 and small group instruction be managed?
 - [What Does Good Classroom Design Look Like in the Age of Social Distancing?](#)



- [Rapid Prototyping for Classroom Innovations Protocol](#)
- [How to Find Great Learning Resources for Your Students During School Closures](#)
- ❑ How will we help students enter in the fall?
 - [Covid-19: A Glaring Opportunity to Teach Children Key Emotional Regulation Skills](#)
 - [Trauma-Sensitive Remote Learning: Supporting Educators to Maintain a Sense of Cohesion](#)
- ❑ How can we efficiently assess students to understand where they are in terms of reading and math skills? How can we design a powerful intervention system for in-person, hybrid, and remote models?
 - [Designing a Master Schedule to Target Learning Gaps Next Fall](#)
 - [Marie Kondo The Curriculum](#)
 - [Using Early MTSS to Combat the Pandemic's Educational Inequities](#)
- ❑ How will specialist teachers be incorporated into the day at the elementary level? How would it work if one specialist was assigned to a team/pod for a trimester?
 - [Rapid Prototyping for Classroom Innovations Protocol](#)
- ❑ How will recess at the elementary and middle schools be managed?
 - [Covid-19 6' Distancing Playground](#)
 - [The Importance of Daily Recess When Schools Return From COVID-19 Lockdowns](#)
 - [How Schools Can Approach Recess in the 2020 School Year](#)
- ❑ We are hopeful to have a 1-2 week teacher only planning window prior to the start of school. What is the best use of this time? What training and experiences will teachers need to feel comfortable working in our new reality?
 - [Framework for Reopening Schools](#)
 - [Supporting Teachers in Back-to-School Efforts – A Toolkit for School Leaders](#)

Federal Guidance

- [Considerations for K-12 Schools: Readiness and Planning Tool](#) [Centers for Disease Control & Prevention]: *CDC offers the following readiness and planning tool to share ways school administrators can help protect students, staff, and communities, and slow the spread of COVID-19.*
- [Considerations for Schools](#) [Centers for Disease Control & Prevention]: *“As some communities in the United States open K-12 schools, CDC offers the following considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. Schools can determine, in collaboration with state and local health officials to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.”*
- [Framework for Reopening Schools](#) [UNESDOC]: *“Across countries leaders are grappling with difficult and uncertain trade-offs as they consider easing lockdowns. This framework serves to inform the decision-making process on when to reopen schools, support national preparations and guide the implementation process, as part of the overall public health and education planning processes.*



Contextualization and continuous adaptation are necessary in order to respond to local conditions and meet each child's learning, health and safety needs. Global school closures in response to the COVID-19 pandemic present an unprecedented risk to children's education, protection and wellbeing. The United Nations Secretary-General António Guterres recently called on governments and donors to prioritize education for all children, including the most marginalized, and the Global Education Coalition was established to support governments in strengthening distance learning and facilitating the reopening of schools. United Nations Educational, Scientific and Cultural Organization”

- [Supporting Teachers in Back-to-School Efforts – A Toolkit for School Leaders](#) [International Task Force on Teachers for Education 2030]: “This Toolkit was designed for school leaders to support and protect teachers and education support staff in the return to school following COVID-19 related closures. While aimed primarily at school leaders, the Toolkit is also potentially useful for teachers and education support staff to better understand their roles and responsibilities in back-to-school efforts.”

“Big Picture” Considerations & Planning Tools

- [Considerations for School Leaders Serving US Immigrant Communities in the Global Pandemic](#) [Journal of Professional Capital and Community]: In this commentary, the authors consider how the COVID-19 pandemic has impacted immigrant education and professional communities in schools, discussing the implications of these shifts for school leaders in the United States.
- [Designing a Master Schedule to Target Learning Gaps Next Fall](#) [Solution Tree]: In the first session of the Mind the Gaps series, intervention expert Mike Mattos will discuss the three essential academic outcomes of an effective multi-tiered system of support and four critical actions that leaders should take to embed these supports in the school's master schedule.
- Education Now: Education Now: What Will "Back to School" Look Like this Fall? [HGSE]: As we look ahead to the fall, what decisions are school leaders making — and what priorities are they embracing? Will we continue to teach and learn remotely, or can we open school buildings — with social distance in mind? How can safety and equity guide us?
- [Five Things Not To Do When Schools Re-open](#) [Albert Shanker Institute]: “Rather than add more to the already exhaustive list of ideas for schools post-pandemic, I want to suggest five things that we should not do when schools re-open. These five things are collected from my numerous conversations and debates during the past few months about the implications of the Covid-19 pandemic for schools, teachers, students and parents.”
- [For Students, The "Good Ole Days" Are Not Good Enough](#) [Albert Shanker Institute]: “In America, the “good ole’ days,” meant prevalent systemic racism, a widening achievement gap, and scarce resources for our students and teachers. Rather than longing for “back to normal,” our public school system has the opportunity to once again move us forward towards creating a more equitable and just “new normal” for students, parents, and families. There are three common sense places where, post-COVID, we can give birth to a transformative ‘new normal’.”
- [Hybrid School Schedules: More Flexibility; Big Logistical Challenges](#) [EdWeek]: “Opening school with a mix of online and face-to-face instruction—the so-called hybrid model—is shaping up to be the most likely option for scheduling this fall.”
- [Marie Kondo The Curriculum](#) [Albert Shanker Institute]: “As we turn our eye towards next year, there is increasing concern about “catching students up,” particularly those students who are presumed to



have done the least learning during quarantine. This might mean summer school, double blocks of reading and math, and high doses of remediation. We have a different suggestion. Marie Kondo the curriculum.”

- [Pandemic Planning for Distance Learning: Scenarios and Considerations for PreK–12 Education Leaders](#) [New America]: “As educators with expertise in designing, planning for, and implementing learning experiences using online tools and digital materials, we have created this resource to clarify the various types of distance learning that will likely take place this fall, as well as propose four possible scenarios for PreK–12 during and in the wake of this pandemic.”
- [The Pandemic's Toll on School Leaders Is Palpable. Here's What's Needed for a Successful School Year](#) [EdSurge]: “When schools reopen, effective public health virus prevention protocols, academic catch-up and mental wellness must all be priorities. School leaders are trained for academics, but what training will school leaders have in strategies to support their own well-being, as well as the psychological welfare of their students and educators?”
- [Rapid Prototyping for Classroom Innovations Protocol](#) [Center for Collaborative Education]: Prototyping is a way to draft initial design ideas without dedicating a significant amount of time. The purpose is to invoke equity-focused problem solving, ideal for more targeted challenges. It works well with classroom teachers (or others directly supporting classroom practice) in a group of any size.)
- [Reopening Schools Amid the COVID-19 Pandemic: Your Questions, Our Answers](#) [Brookings]: On May 21, the Brown Center on Education Policy at Brookings hosted a webinar that addressed how the United States should approach reopening schools in light of the COVID-19 pandemic. Brookings Senior Fellow Michael Hansen led a discussion with a panel of education experts to analyze schools’ move to distance learning and the challenges school leaders will face as they try to get students back to schools.
- [Teaching During School Shutdowns Should Be A Team Sport](#) [Albert Shanker Institute]: “Having talked with many administrators and teachers, I’ve realized that good online schooling during the pandemic is a team sport not a solo performance. It calls for careful preparation and coordination among many players. Just as Covid-19 has revealed hidden shortcomings in our society, it has exposed the limitations of compartmentalized schools that continue to rise or fall on the skills, autonomy and self-reliance of individual teachers.”
- [To Grade or Not to Grade? During Coronavirus, That Is The Question](#) [EdSurge]: “Like Stommel, some faculty and administrators are wondering whether the pandemic demands they shed traditional practices, at least temporarily, rather than sustain them at all costs. One custom they’re reconsidering? Grading.”
- [What's Next For Schools After Coronavirus? Here Are 5 Big Issues And Opportunities](#) [Albert Shanker Institute]: “From conversations with school leaders and drawing on my project team’s expertise in educational leadership and large-scale change, here are five big and lasting issues and opportunities that we anticipate will surface once school starts again.”
- [What Will Schools Do in the Fall? Here Are 4 Possible Scenarios](#) [EdSurge]: “In a new guide released today by the Washington, D.C.-based think tank New America, the three authors—an instructional designer and two former teachers—lay out four possible scenarios for what school will look like in the 2020-21 school year, based on present understanding of the COVID-19 virus and health experts’ advice for school re-openings.”



In-person Teaching & Learning

- [How Students Benefit from a School Reopening Plan Designed for Those at the Margins & Design Challenge: Imagining Classrooms in Fall 2020](#): “Recently, as schools planned for reopening, educators attending a design challenge hosted by University of California Berkeley’s Professional Development Providers used universal design principles to think creatively about how schools might function in the fall.”
- [Multi-Tiered Systems of Support \(MTSS\) Academies: SY 2020-2021](#) [Mass DESE]: “The Department of Elementary and Secondary Education (DESE) is pleased to offer eight intensive professional development Academies designed to aid school and district teams with the implementation of tiered systems of instruction and support. Any school and/or district may apply for these MTSS Academies.”
- [Station Rotation in an Era of Social Distancing](#) [blended learning expert Caitlin Tucker]: A thorough look of ways to approach station rotation in classrooms in ways that are pedagogically effective and which consider the hygienic and distancing requirements of a pandemic.
- [Using Early MTSS to Combat the Pandemic's Educational Inequities](#) [Brookes Publishing]: “Join us in thinking about how multi-tiered systems of support may offer a framework for triaging children to their needed level of instructional support and delivering evidence-based intervention.”
- [What Does Good Classroom Design Look Like in the Age of Social Distancing?](#) [EdSurge]: “As the number of things that remain out of our control grows (spacing of desks, movement in and between classes, scheduling), there are still a number space design considerations that we can control and which can allow our students to truly benefit from where they learn. Consider these five ways to craft your classroom in these unique moments when we need to balance the health and humanity of our spaces.”

Blended and Hybrid Teaching & Learning

As schools prepare for Fall 2020, the terms “Blended” and “Hybrid” have often been used interchangeably to describe two different learning environments for students. For our planning purposes, we will adopt the following definitions: “Blended Learning” - A learning environment in which students receive in-person instruction which is then complimented with online or remote learning experiences such as project-based learning or flipped classroom learning. “Hybrid Learning” - A learning environment in which a teacher is delivering instruction in a physical classroom with students both in-person in front of them and students joining virtually.

- [A Framework to Guide an Education Response to the Covid-19 Pandemic of 2020](#) [OECD]: The report proposes that leaders of education systems and organizations develop plans for the continuation of education through alternate modalities, during the period of necessary social isolation. It offers a framework of areas to be covered by such plans.
- [Blended Learning: Combining Face-to-Face and Online Education](#) [Edutopia]: “In fact, without a heaping dose of face-to-face time plus real-time communication, online learning would become a desolate road for the educational system to travel.”
- [Blended Learning: The Convergence of Online and Face-to-Face Education](#) [iNACOL]: “The advent of learning that combines online and face-to-face delivery is not merely a theory — it is already being developed and implemented by schools throughout the country and the world, and in some cases has been underway for several years. While some schools call this method of teaching “blended,” others



call it “hybrid,” and others don’t bother naming it — they’re just implementing an approach that they believe is helping their students. This paper discusses definitions of blended learning and explores ways in which blended learning is being developed by numerous schools.”

- [Blending Online and Offline Learning: Exploring Hybrid Schedules](#) [Caitlin Tucker]: “The two schedules may hold promise for schools looking to welcome students back in the fall while prioritizing the health and safety of students and staff.”
- [Education Now: What Makes a High-Quality Remote or Hybrid Learning Experience?](#) [HGSE]: Drawing on the perspectives of students, teachers, teacher leaders, and researchers, this webinar explores what makes for a vibrant, rich, and active learning experience during COVID-19 restrictions.
- [Hybrid Learning Goes Mainstream amid Response to COVID-19](#) [Center for Digital Education]: “Many school districts are planning to reopen in the months to come by using a hybrid learning model, but with specifics varying so wildly, it is worthwhile to examine what that will mean for students and teachers.”
- [Hybrid School Schedules: More Flexibility, Big Logistical Challenges](#) [Education Week]: An exploration of the pros and cons of various hybrid models, which might provide fodder for discussion about potential barriers and solutions.
- [Optimizing Concurrent Classrooms: Teaching Students In The Room And Online Simultaneously](#) [Forbes]: “As students head back to campus, teachers face an unprecedented challenge: managing students in the room and online in the same class at the same time. Four teaching practices can elevate student experiences and outcomes in the “concurrent classroom.”
- [Reopening Resilient Schools](#) [Education Next]: With a hybrid learning model and proper safeguards, schools can successfully open.
- [Top 6 Benefits Of Blended Learning](#) [eLearning Industry]: “Recent studies have shown the importance of combining classroom teaching with technology. The COVID-19 pandemic has revealed discrepancies in our education system. This article gives you 6 top reasons to pursue blended learning.”
- [What is Hybrid Learning? Here’s Everything You Need to Know](#) [OWL Labs]: A thorough exploration of what works - and what doesn’t work - in hybrid teaching and learning.

Remote Teaching & Learning

- [9 Ways Online Teaching Should be Different from Face-to-Face](#) [Cult of Pedagogy]: There are nine ways remote instruction should be different than in-person: “three that are specific to community building and communication, and six that focus on instructional design. Along with these differences, she also shared a few things that should stay exactly the same.”
- [A Conversation With Students: How COVID-19 is Affecting their Educational Experience](#) [MAEC]: “A national education conversation has gotten underway on the impact of COVID-19 on student learning and how schools and districts are responding to this crisis. In this conversation we hear from the students themselves. Listen in as we hear student’s perspectives on how this pandemic is impacting their present and future educational experiences.”
- [A Conversation With Teachers](#) [MAEC]: “The COVID-19 crisis has forced teachers to implement distance learning plans overnight. As a follow up to our Conversation with Students that featured



voices nationwide from Portland (ME and OR) to Los Angeles, we heard from practitioners about how the global pandemic has impacted their practice. We learned: what resources are available for all students, how teachers are bridging the digital divide, and how might it inform their future practice.”

- [Analysis: Mapping Students’ Support Networks Is Key to Supporting Their Remote Learning Success. How Schools Can Make That Happen](#) [The 74 Million]: “Surrounding students with an interconnected web of positive relationships is the foundation of healthy youth development. And within that web, access to what researchers dub a “person on the ground” — a mentor, tutor, parent or neighbor who is physically present to offer support — is a proven, critical ingredient to successful distance learning.”
- [Distance Learning Reflection and Planning Toolkit](#) [Achievement Network]: “During the COVID-19 outbreak, we want to be mindful of how educators are collectively grappling with safety concerns and handling the transition to distance learning. As we anchor on equity, this toolkit is designed to give school leaders a starting point to reflect and develop an implementation strategy.”
- [From a Distance: The Remote Learning Era](#) [Center for Collaborative Education]: “As we move from the benign anarchy that characterized the first fortnight of the Remote Learning Era, school administration and states are starting to make demands. Sometimes that means settling into unsettling habits. Expectations are being set for seat-time requirements, grades, engagement with particular web sites, packet-returns, etc. Our concern is that these expectations are being set in reaction to the loss of school and not to the needs of the kids.”
- [How to Find Great Learning Resources for Your Students During School Closures](#) [Common Sense]: From using video to project-based learning, get recommendations on the best tools for distance learning.
- [Learning Refitted: A Pop-Up Guide for Schools and District Leaders](#) [Center for Collaborative Education]: A guide for creating meaningful, manageable and equitable learning and assessment practices during emergency distance learning.
- [Remote Learning: What Helped A Network Of Progressive Schools](#) [Albert Shanker Institute]: “As we move into a unsettled future, Consortium schools can, as they have so far, rely on certain unique strengths: a reservoir of connections to students, a collaborative culture, and a nimble response. However, remote learning will continue to pose many daunting challenges, well beyond the acquisition of devices and access to the internet.”
- [Resources for Virtual Instruction and Online Learning](#) [National Council of Teachers of English]: “Online learning and instruction offer their own particular benefits and challenges at any time—here we suggest some resources and activities that may help those suddenly faced with teaching online.”
- [School Organizational Practices And The Challenges Of Remote Teaching During A Pandemic](#) [Albert Shanker Institute]: “Supportive working conditions in schools play an important role in helping teachers address these challenges—and are most critical in times of rapid, uncertain change. Concretely: strong, ongoing communication from those at the top, coupled with the creation of deliberate teacher teams that are actively supported by administrators will go a long way in making teachers feel supported and, in turn, effective with their students.”
- [Supporting the Continuation of Teaching and Learning During the COVID-19 Pandemic](#) [OECD]: This brief highlights emerging educational needs and responses as the pandemic unfolds across countries around the world. The overall goal of this series is to facilitate the rapid design process and implementation of adaptive responses to the emerging education challenges, and to protect young people’s educational opportunities during and following the pandemic.



- [Teacher Collaboration During a Global Pandemic](#) [ASCD]: *Five key strategies for collaboration during remote teaching and learning.*
- [Teaching Strategies of Award-Winning Online Instructors](#) [Edutopia]: *A recent study gleaned five insights on virtual instruction by examining the techniques shared in common by top-rated online instructors.*
- [What Makes an Excellent Online Teacher?](#) [Useable Knowledge - HGSE]: *“According to Rhonda Bondie, director of professional learning and lecturer on education, excellent online teaching isn’t based on the ability to navigate a Zoom room or create a Google doc. Excellent instruction is based on decision-making — how teachers decide to respond to and engage with students, select curriculum materials, organize learning, and use communication strategies. That principle holds true in physical and virtual spaces alike.”*
- [With Innovation and Empathy, Remote Learning Becomes Accessible for All Students](#) [EdSurge]: *“Social and emotional learning (SEL) can support us in reframing how we think about the challenges created by the pandemic and provide us with the tools we need to navigate those challenges effectively.”*

Equity in Access, Opportunity, and Outcomes

- [7 Equity Considerations for Schools and Districts](#) [Southern Education Foundation]: *The Southern Education Foundation is working to bring awareness to digital equity issues and provide state and district leaders with resources and promising practices as they make quick and difficult decisions to ensure that all students have access to learning opportunities during this crisis.*
- [9 Big Questions Education Leaders Should Ask to Address Covid-19](#) [Edutopia]: *Figuring out to how to deal with the summer slide and traumas resulting from the pandemic are just two of the biggest concerns in considering equity in remote instruction.*
- [9 Tips for Framing Brave Conversations About Race and Ethnicity](#) [Teacher 2 Teacher]: *As we talk with students, their families and our fellow educators, it is important to frame discussions in a way that creates a safe, affirming space for all. I hope you can use these tips to help you get comfortable with discomfort – and engage in the brave conversations our students need us to be having.*
- [Building Blocks of Equitable Remote Learning](#): *Transform emergency instruction into high-quality, equitable teaching & learning practices.*
- [Building for Equity Amidst a Pandemic](#) [Center for Collaborative Education]: *CCE’s Building for Equity framework and guide, available for free online, has a lot to offer schools in the current circumstances.*
- [Coronavirus \(COVID-19\) Resources for the LD/ADHD Community](#) [Eye to Eye National]: *“As the situation surrounding the COVID-19 Coronavirus rapidly unfolds, the safety and well-being of our mentors, mentees, stakeholders and the broader community continues to be top of mind. The current uncertainty and sudden change in routine is difficult for any student, but it is especially challenging for our students with learning differences. Eye to Eye has compiled information that may be useful to our community of educators, students, parents, and supporters during this time.”*



- [Culturally Responsive-Sustaining Remote Education](#) [Culturally Responsive Education HUB]: *How can we continue to center equity and culturally responsive-sustaining education as teaching and learning moves online?*
- [Designing for Equity](#) [Next Generation Learning Challenge]: *“Together, educators are doing the reimagining and reinvention work necessary to make true educational equity possible. Student-centered learning advances equity when it values social and emotional growth alongside academic achievement, takes a cultural lens on strengths and competencies, and equips students with the power and skills to address injustice in their schools and communities.”*
- [Does Injustice Begin in Schools?](#) [228 Learning Accelerator]: *In more ways than one, it’s a time of reckoning for American education. Just as the COVID crisis has forced us to reconsider the very structures of learning in the US, citizens have taken to the streets in frustration with systemic power relationships. How do we accelerate learning in the face of two epidemics? A conversation with Caroline Hill, founder of 228 Accelerator, and Craig Vezina of Z-17.*
- [Educational Equity During A Pandemic](#) [Albert Shanker Institute]: *“Ideally, providing an equitable education would be a society’s responsibility and would not fall solely on beleaguered teachers in unequal circumstances. However, we know we are far from that ideal, and in the meantime, we educators should do our best to think about what equity means for our own students.”*
- [Equity And The Pandemic: States, Funders, And Advocates Must Tailor Resources For The Most Vulnerable Children, Families, And Communities](#) [Build Initiative]: *“In the US, the coronavirus pandemic is laying bare our country’s rampant, institutionalized implicit bias and racism. As it puts a focus on the gaps that exist – by income, race/ethnicity, language, and culture -- it reveals underserved populations that are most challenged when we as a nation are instructed to stay home, avoid crowds, and even just wash our hands.”*
- [Equity-Focused Approaches to Learning Loss during COVID-19](#) [Center for Global Development]: *In this blog, we draw from a wide range of evidence about interventions that hold promise as equity-focused approaches to learning continuity. Our main message is that emergency measures which rely solely on technology are unlikely to offer an adequate response for learning continuity for children who sit at what Wagner describes as “the bottom of the learning pyramid.”*
- [Moving Equity Work Toward Action in the Age of COVID-19](#) [228 Learning Accelerator]: *“The world will eventually recover from the COVID-19 pandemic. But when we start getting back to “normal,” we need to remember that school doesn’t have to. As schools scramble to establish a stable and balanced posture in the face of COVID-19, the need to do so with equity at the forefront is greater than ever before. The student–teacher relationship is being transformed daily as educators scramble to teach virtually and parents — especially the most marginalized — step into the role of managing instruction (often in addition to many other responsibilities). This universal experience has forever changed our relationship with school.”*
- [The Pandemic And Cultural Scripts Of School-Family Relationships](#) [Albert Shanker Institute]: *“To many families, a return to something like “normal” would be welcome--parents and children are desperately missing so many functions that schools play in the lives of families, with academic learning as only one role among many. And yet, there is something schools have not explored, even as they have placed a far greater burden on families. For millions of families, “normal” is not enough.”*
- [Reflecting on George Floyd’s Death and Police Violence Toward Black Americans](#) [Facing History]: *This Teaching Idea is a guide for teachers to begin conversations with their students about George Floyd’s death and the events that surround it. Such conversations are always difficult for teachers to*



facilitate, and distance learning presents added challenges to teaching sensitive material. Despite these challenges, it's critical to make space for students to process the difficult and deeply painful events of the past week.

- [Special Education Equity in the Era of COVID-19](#) [AACTE]: We know that special education students receive, consume, and apply information differently in face-to-face settings versus online environments. This guide provides resources for considering designing for special education students.
- [Why COVID-19 Is Our Equity Check](#) [ASCD]: With students dispersed, schools and our society must confront long-simmering inequities.

Social-Emotional Learning & Mental and Physical Wellness

- [Covid-19: A Glaring Opportunity to Teach Children Key Emotional Regulation Skills](#) [Pinnacle Partnerships]: When Covid is over, and we attempt to go back to normal, it is likely that we will see trauma reactions indicating the lasting psychological effects of this pandemic experience.
- [Covid-19 6' Distancing Playground](#) [Peaceful Playgrounds]: As we have transitioned out of the Covid-19 restrictions, it is still necessary to maintain a 6 foot distance from others in most situations. For this reason, some people believe that schools may need to cancel recess. However, that is not the case in most situations.
- [How Schools Can Approach Recess in the 2020 School Year](#) [PlayWorks]: A Q&A guide for considering how to hold recess during a pandemic.
- [The Importance of Daily Recess When Schools Return From COVID-19 Lockdowns](#) [National PTA]: "Recess is more than just fun and games; it is through play that children grow and the unstructured recess space is an important site for students to reconnect with their peers after months of isolation. Rather than cancelling recess or closing playgrounds,[1] at this critical time, recess should be prioritized in school re-opening plans."
- [Leading for Equity in Challenging Times: Our Role as Leaders to Catalyze Change](#) [CASEL]: A conversation between CASEL and the National Equity Project about leading during a global pandemic.
- [Maintaining Connections, Reducing Anxiety While School Is Closed](#) [ASCD]: Teachers can play a huge role in helping students with anxiety or trauma histories feel safe right now—even from a distance.
- [Special Ed Students Have Lost Many Services. Here's How SEL Strategies Can Help](#) [EdSurge]: "For teachers of students who learn and think differently, the transition to distance learning continues to present additional challenges above and beyond those facing teachers of neurotypical learners."
- [Trauma-Sensitive Remote Learning: Supporting Educators to Maintain a Sense of Cohesion](#) [Trauma Sensitive Schools]: Interviews offer responses to the question, "How can educators maintain a sense of cohesion and feel effective in their work while teaching remotely?"
- [Turning Your World Right Side Up: Social-Emotional Learning \(SEL\) During COVID-19](#) [Center for Collaborative Education]: "What do you do when your world turns topsy turvy? Upside down? Chaotic? How do you learn? Regulate your emotions. That's a hard question to answer, and likely not one that could really be answered completely anytime soon. Right now perhaps all we can do is take a stab at giving you some support to help children learn some strategies at being successful in regulating some of the many emotions they may be feeling right now."





Educator-Curated Resources

About this Section

Educators on Teacher Design Teams may add to this section throughout the week and refer to them later individually, or together as a group.

Identified Resources

| Resource (link / title) | Focus topic | Notes |
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