LEAD Projects Special Session
Response to COVID 19 Illinois School Closure Order
Phase II New Learning: Impact of Remote Instruction

Leading Ed Partnerships
Learning Objectives

Participants will . . .

Evaluate the Effectiveness of the Remote Learning Period by:

➢ Briefly reviewing “Restore Illinois,” the State of Illinois’s proposal for regional re-opening of the economy and educational sector

➢ Understanding why leaders must attend to adult SEL needs to increase team effectiveness

➢ Outlining a process for determining urgency for decision-making

➢ Introducing customizable survey instruments for key stakeholders

➢ Sharing a process for engaging ILT members in reviewing disparate data and information regarding the remote learning period

➢ Reviewing the Atlas Data Protocol to promote deep AND shared understanding through thorough data analysis

➢ Foreshadowing the Phase III focus area and resources
Facilitator Introductions

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“We have to figure out how to live with COVID-19 until it can be vanquished – and to do so in a way that best supports our residents’ health, our health care system, AND saves the most lives”

- Governor J.B. Pritzker
Illinois will use a regional approach to re-opening.

Each region may move through the phases of the reopening process independent of the others.
Illinois has proposed a five-step process for re-opening.

➢ Step 1 - Rapid Spread
➢ Step 2 - Flattening
➢ Step 3 - Recovery
➢ Step 4 - Revitalization
➢ Step 5 - Restored
Illinois schools may safely “re-open” in Steps 4 and 5 when . . .

➢ The rate of infection among those tested, the number of hospital admissions, and the number of patients needing ICU beds continues to decline;

➢ A vaccine or highly effective treatment becomes widely available;

➢ New cases are not seen over a sustained period.

Social distancing and the protection provided by wearing “face-masks” may be necessary for the foreseeable future.
Schools in different regions of the state may follow differing paths and time-lines to re-opening.
What are the key social emotional considerations that make it possible to engage in productive group work and shared decision-making?

Social Emotional Competencies are “Skills.”
The “stress pattern” in a COVID 19 environment can be indefinite, unpredictable and acute.

Adapted by *Leading Ed Partnerships from* Bruce D. Perry, M.D., Ph.D., Neuro-Sequential Network for Education
We can better understand the cumulative effects of stress by becoming familiar with three particular “stress states.”

“Threat”

Unstable

Stable

Adapted by *Leading Ed Partnerships from* Bruce D. Perry, M.D., Ph.D., Neuro-Sequential Network for Education
Individuals suffering from acute stress will struggle mightily and suffer monumentally during the COVID 19 crisis period.

Acute stress can . . .

➢ become intolerable when it is indefinite, and unpredictable.

➢ produce anxiety levels that limit comprehension and decision-making.

➢ constrict an individual’s ability to think and plan beyond the “immediacy of “now.”

➢ make it necessary to communicate in clear, concise, concrete, and “choice limiting” terms.
<table>
<thead>
<tr>
<th>CASEL Framework</th>
<th>Intrapersonal</th>
<th>Interpersonal</th>
<th>Cognitive</th>
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<tbody>
<tr>
<td>CASEL Leadership Competencies</td>
<td>Self-Awareness</td>
<td>Self-Management</td>
<td>Relationship Skills</td>
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<tr>
<td></td>
<td>Identifies emotions; Understands personal and socio-cultural identities; Recognizes strengths and cultural assets; Awareness of beliefs, mindsets and biases; Self-confidence/efficacy</td>
<td>Agency&lt;br&gt;Stress management and coping skills&lt;br&gt;Self-discipline and impulse control&lt;br&gt;Self-motivation&lt;br&gt;Goal setter&lt;br&gt;Organizational skills</td>
<td>Communication&lt;br&gt;Social engagement&lt;br&gt;Relationship-building&lt;br&gt;Teamwork&lt;br&gt;Cultural Competency&lt;br&gt;Collaborative Problem Solving</td>
</tr>
<tr>
<td>Corresponding Skills</td>
<td>Emotional Regulation Skills&lt;br&gt;➢ Thinks rationally regardless of stressors&lt;br&gt;➢ Manages emotions to accomplish tasks&lt;br&gt;➢ Acts and reacts professionally&lt;br&gt;➢ Applies their knowledge and experience&lt;br&gt;➢ Understands areas for further development</td>
<td>Focus &amp; Persistence Skills&lt;br&gt;➢ Sustains attention&lt;br&gt;➢ Takes action to meet goals and deadlines&lt;br&gt;➢ Establishes routines/acts in logical sequence&lt;br&gt;➢ Manages multiple responsibilities&lt;br&gt;➢ Considers consequences of actions or inaction&lt;br&gt;➢ Practices self-care</td>
<td>Communication Skills&lt;br&gt;➢ Understands spoken directions&lt;br&gt;➢ Follows and engages in conversations&lt;br&gt;➢ Effectively expresses gratitude, thoughts, needs, or concerns&lt;br&gt;➢ Adjusts communications to a specific audience&lt;br&gt;➢ Collaborates to accomplish goals</td>
</tr>
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</table>
To guide the “return to school” in 2020-2021 and to plan appropriately for curriculum and instruction in ANY scenario . . .
Principals will need a process for engaging ILT members in reviewing disparate data and information regarding the remote learning period.

NEW Learning Phase
## Re-orienting to the Crisis Period

<table>
<thead>
<tr>
<th>STEP</th>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. RE-GROUND.</strong></td>
<td>What is our purpose and what does this mean for how we respond in this moment?</td>
</tr>
<tr>
<td><strong>2. RE-PRIORITIZE.</strong></td>
<td>If we only get a few things right over the next few days, weeks, and months, what should they be?</td>
</tr>
<tr>
<td><strong>3. PLAN FOR CRISIS PERIOD.</strong></td>
<td>How will we organize ourselves to ensure we deliver on our priorities?</td>
</tr>
<tr>
<td><strong>4. CONNECT/COMMUNICATE.</strong></td>
<td>How will we connect with others to communicate our plan efficiently, effectively, and with empathy?</td>
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</tbody>
</table>
Summer . . . A Natural “Pause Point”

The start of summer brings with it a natural pause point for schools and a time when leaders can step back and focus on:

• Reflection
• Self-Care
• Hiring
• Re-Orienting Summer Work

Impact of the COVID-19 Crisis:
• Urgency for planning and decision making
• Uncertainty about next year
• Losing connection to teachers/students/families
**Decision Making Considerations**

**Reversible Decisions**

are low stakes; low impact on staff, students, or families; and can be easily revised.

Reversible decisions should be made as soon as possible.

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**Irreversible Decisions**

are high stakes; have a significant impact on staff, students, or families; and can’t easily be changed.

Irreversible decisions should be made as late as possible.

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Shane Parish *(2018)* Go Fast and Break Things: The Difference Between Reversible and Irreversible Decisions
“We waste years because we failed to waste hours.”

-Amos Tversky
Phase II is a Time for NEW Learning

Essential Activities for School Leaders

➢ Slow down and resist the temptation to make quick irreversible decisions.
➢ Review guidance documents and resources.
➢ Identify and collect the data and information needed for decision making.
➢ Collect data and information you need to better understand what transpired during remote learning.
➢ Develop a plan to engage teachers in reflective discussions to deeply explore how they and others experienced the initial crisis period.
<table>
<thead>
<tr>
<th>Survey Respondent</th>
<th>Perceptions of Academic Services &amp; Supports</th>
<th>Perceptions of Technology Integration/Use</th>
<th>Perceptions of Social Emotional Needs</th>
<th>Perceptions of Basic Human Needs</th>
<th>Professional Learning and/or Leadership Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers</strong></td>
<td>Instructional practice, resources or materials used, communication, and student performance</td>
<td>Access, instructional use, successes challenges or barriers</td>
<td>For self and students - Clarity of expectations from District/School; communication sources; level of stress; methods of self-care; health concerns</td>
<td>For self and students' families - level of employment, housing, food, or transportation insecurity; access to food through school; healthcare concerns</td>
<td>Participation in ILT or Teacher Team meetings; professional development completed; interactions with other teachers or learning communities; data collection activities; identification of professional learning topics</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td>Instructional practice, resources or materials provided, communication, and student performance</td>
<td>Access, instructional use, successes challenges or barriers</td>
<td>For family and children - Clarity of expectations from District/School/ Teacher(s); communication sources; level of stress; methods of self-care; health concerns</td>
<td>For their immediate family - level of employment, housing, food, or transportation insecurity; access to food through school; healthcare concerns</td>
<td>Not addressed</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Instructional practice, resources or materials provided, communication, and student performance</td>
<td>Access, instructional use, successes challenges or barriers</td>
<td>For self - Clarity of expectations from District/School/ Teacher(s); communication sources; level of stress; methods of self-care; health or concerns</td>
<td>Not addressed</td>
<td>Not addressed</td>
</tr>
</tbody>
</table>
Engaging the Instructional Leadership Team

None of this is your fault, but it is our collective responsibility to address fall-out from the crisis to ensure that kids are still able to learn and grow.

➢ Combat the sense of futility by identifying action steps.
➢ Focus on increasing the skills of the group to collaborate effectively.
➢ Acknowledge that responsibilities at home may impact one’s capacity to contribute.
➢ Encourage the team to be completely honest about their experiences during the remote learning period.
➢ Refrain from judgement about what was or was not accomplished.
Establish New Group “Norms”

Acknowledge that new norms and expectations may be needed, as this is NOT “business as usual.”

• Establish an agenda and stick to it.
• Be clear about tasks required before and during the meeting.
• Communicate expectations for participation and model “being present”.
• Decide how the group will address technology issues.
• Use calendar invites and events to communicate.
• Determine how technology will support continued collaboration.
• Incorporate best practices for adult learning.
• Be clear about next steps, timelines, and deadlines.
Step 1: Collect and Organize Data

Sources of data to explore:
• Teacher data capture templates & student artifacts
• Survey responses (teacher, parent, students)
• Fall/winter/spring assessments
• Common district, school, grade, or content area assessments
• Information from teacher team meeting or collaborations
• Local economic trend, infrastructure, and/or health data
• Data or information regarding professional development provided or needed

Organize a web-based file structure accessible to all ILT members.
Step 2: Jigsaw Review of Data Files

1. Assigning each ILT member a data file or two to review
2. Have them consider and be prepared to present what emerges in the following areas:
   • Instructional methods and indicators of effectiveness
   • Potential learning gain/loss
   • Technology use
   • Traditional materials/learning tools employed
   • Social emotional needs to consider
   • Basic human needs to consider
   • Equity considerations
Step 3: Prepare for Meeting

A few days before the ILT meeting, send team members a reminder of:

- Meeting date and time
- Link to connect to virtual platform
- Assignment of file(s) they have been assigned to review (and request they contact you immediately if they are unable to review the file(s) prior to the meeting)
- Template you will use to capture data during the meeting
- Atlas Protocol they will want to print off for use during the meeting
Step 4: Part #1 of the ILT Debrief

1. Begin the meeting by acknowledging the unprecedented experience you all encountered during the emergency remote learning period.

2. Express your intention to create a space where team members feel safe to be honest about what transpired.

3. Establish new norms for the group that include a focus on non-judgmental sharing of information, encouraging evidence-based discussions aimed at understating what transpired.

4. Have each member present a summary of the file(s) they were assigned.

5. As they discuss the file they reviewed, capture data and information from the summary presentation in Template #1.

6. Allow the team to take a short break after the summaries are completed, or alternatively, this may be the end of a 2-part meeting series.
Step 5: Part #2 of ILT Debrief

- Introduce the Atlas Protocol to the team and make sure they have a copy of it to refer to when they are in small group discussions.

- Describe how the protocol is intentionally designed to produce a shared understanding of the situation, through the use of clarifying and probing questions.

- Stress the importance of following the protocol to maintain a safe and trusting environment.

- Break the ILT into small groups and send them into break-out rooms.

- Have the small groups explore the data capture template you filled in based on the summary of data files.

- Bring the members back to a large group discussion to debrief their discussion.

- Add any missing information/nuances that came from the small group discussion to the template in order for it to fully reflect what was learned.
Step 6: Next Step

• Encourage ILT members to spend time before the next meeting exploring data and information in the shared drive.

• Suggest members reach out to other teachers in their grade-band or content area to gain a deep understanding of their experience.

• In anticipation of future planning, ask ILT members to read the short document prepared by NWEA that projects the learning loss anticipated by students impacted by the COVID-19 crisis.

• Conclude the meeting by foreshadowing future work by the group: brainstorming strategies for engaging all teachers in identifying the extent of learning gaps in the vertical alignment, identification of essential skills for progressing to the next level, process and timeline for formative assessments, revision of curriculum scope and sequence, etc.
The Mission of the School Reform Initiative is to create transformational learning communities that are fiercely committed to educational equity and excellence.
Considerations for Learning with Protocols

1. Understand all of the elements of the protocol.
2. Implement the protocol as presented.
3. Remember that facilitation is a skill that improves with practice.
4. Reflect upon the use of the protocol as a tool for learning.
5. Process your learning as an individual and as a team.

“Enjoy the Experience,” but “Don’t Miss the Meaning.”
Considerations for Learning with Protocols

- Binding Power of Agreements
- Structure of the Protocol
- Language of “Inquiry”
- Discipline of Participants
- Skill of the Facilitator
The Atlas Protocol

**Describe the Data**
- What do you see? What does the data tell us?

**Interpret the Data**
- What do you think? What does the data suggest?

**Implications for Classroom Practice**
- What does this mean for the “receiving” teacher in the next grade or course?
- What does this mean for our school as we contemplate re-entry planning?

**Reflections**
- What did you learn?
Helpful Reminders for School Leaders

Recognize that this is a period of acute stress and intense emotion.

Consider the brain’s response to unpredictable stress events and the Social Emotional Competencies that will enable you to effectively lead teachers, families, and students who may be functioning in a “sensitized state.”

Communicate in ways that are concise, coherent, and compassionate.

Leave nothing to “chance” in the facilitation of group learning.

Resist the impulse to “plan” during the NEW Learning Phase.

View “trust” as a precious organizational resource that must be nurtured.
Phase II: NEW Learning
Evaluating the Impact of Remote Instruction

Located below the link to this webinar, please find the following resources:

- SEL Competencies and Corresponding Skills
- Survey Focus Area Summary
- Teacher Survey Tool
- Caregiver Survey Tool
- Student Survey Tool
- ILT Meeting Debrief Template
- ILT Meeting Debrief Note-Catcher
- ILT Meeting Debrief Note Catcher Guidance
- ILT Meeting De-Brief Guidance
- School Reform Initiative Atlas Data Protocol
- NWEA Brief on Projected Learning Loss
- Slide Deck
Applying a Cycle of Inquiry to Address Challenges from the School Closure Period

➢ Phase 1 – Re-Orienting to the Crisis – Speculation Phase
➢ Phase 2 – Reflection on the Crisis Period – New Learning Phase
➢ Phase 3 – Planning for Fall Re-Entry – Plan for Strategy Enactment and Goal Setting Phase
➢ Phase 4 – Strategy Enactment – Enacting and Diagnosing Effectiveness Phase
Foreshadowing Phase III: Planning for Re-Entry

The Phase III re-entry planning process and tools will include implementation considerations for multiple scenarios:

- In person with social distancing requirements
- Remote learning continued
- Hybrid with alternative structures
- Early or delayed opening
- Intermittent closures

The process will include a focus on developing an effective communication system for sharing information internally and externally, and tailored to specific stakeholders.

Customizable tools and resources will again be provided to assist in the development of well-articulated, responsive plans for re-entry.
Final Note:
Be Good to Yourself and Your Team!

“When you do battle, even if you are winning, if you continue for a long time it will dull your forces and blunt your edge.”

- Sun Tzu, *The Art of War*
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Thank You