



August 31, 2020 | CISI E-Bulletin

California Institute for School Improvement: partnering with California school districts since 1984.

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Global Primary & Secondary Educators, Leaders Prep for New School Year at Zoom Academy 2020

Zoom Blog

Anywhere, Learn Anywhere, and Connect Anywhere. They offered a live training on Zoom, some of which was personalized for different roles that attendees have. Key takeaways for each of the three categories are below.

Teach Anywhere

- “Bridge the digital divide.” In order to fix the issue of equality when it comes to internet access, panelists suggest that schools conduct outreach to the students who are unable to connect online so they can still support their needs without internet.
- “Use technology as a tool, not a driver.” Rather than using the same features for every lesson, dictate the use of breakout rooms, pre-recorded videos, and live interactions based on what you are trying to teach/achieve.
- “Don’t try to recreate the classroom experience online.” Design your days around the new normal rather than how things used to be in the classroom. Set expectations for your students and keep them.

Learn Anywhere

- “Use engagement features.” Polling, chat, screen sharing, and breakout rooms ensure that children are engaged while learning. Use the features that will best help shape the discussion that you want to have.
- “Teach kids how to learn on their own.” Live instruction is not the only way to ensure your students will learn. Incorporate independent time for them to explore on their own. That way, time spent with others during live instruction will be much more special.

Connect Anywhere

- “Look into partnerships.” See if you are able to bring any experts into your classroom. Not only will having a “guest” be exciting for everyone, but it will also provide for opportunities that students otherwise may not have had. Think of virtual college fairs or a real scientist doing a virtual experiment for your students.
- “Build and cultivate connections.” Virtual graduations, virtual summer camps, and theme days are all ways to keep your group together and interested.
- “Don’t reinvent the wheel.” Network with other teachers, principals, superintendents, etc. for ideas. #Zoomedu on social media sites also has plenty of ideas to keep your students on their toes.

To read the full article and learn all about Zoom Academy 2020, click [here](#).

Confronting the Challenges of Restarting School

Harvard Graduate School of Education

districts from all over the country to participate in a virtual community of practice focused on restarting schools in the fall. More than 1.1 million students were represented by the 240 leaders in the meeting. What those leaders described as absolutely necessary for an upcoming successful school year might surprise you-

A chance to talk to each other. Education professionals need ideas, encouragement, support, collaboration, and affirmation amidst all of the chaos and uncertainty so what better way to get that type of support than to just have the opportunity to talk amongst themselves?

Ideas to support this need were as follows:

- Work in teams for best results and added support. Forget the hierarchical roles.
- Articulate a vision for success that is clear and understandable for all that's backed up with guiding principles.
- Strive for coherence within the entire district to support the strategy for restarting all of the schools.
- Lay the groundwork for transformation so that all equity is no longer an issue for any group whether it be students, teachers, staff, or families.
- Implement with agility so that schools can be ready to open as soon as they're allowed or alter their operating procedures on an as needed basis.

For a detailed description of what districts and schools need to do to restart schools, click [here](#).

Overcoming COVID-19 Learning Loss

EdWeek

It is inevitable that students across the country will have experienced some degree of learning loss due to the coronavirus pandemic. Considering schools work to combat learning loss with certain student groups on a regular basis, this problem is not a new one- the number of students they must help get back on track is. In order to mitigate the damage that has been done, schools must already have a few key elements in place: a well-rounded curriculum, commitment to grade-level teaching, strategies for keeping students engaged, and the persistence to track down students who haven't shown up for distance learning then keep them engaged enough to stay in distance learning. Another approach to combatting learning loss is hiring tutors, although this is a rather expensive choice. Budget cuts could make this difficult, however, it could be the best way possible to get students back on track.

See the guide below for more of EdWeek's tips on how to solve learning loss.

HOW WE GO BACK TO SCHOOL

Solving for Learning Loss

FOUNDATION

These are the pieces a district must put in place to ensure high-quality teaching before intervention.



- Student engagement and relationship-building
- A high-quality, common curriculum
- A commitment to grade-level instruction
- Preserve core teaching time and minimize interruptions
- If used, hybrid schedules should prioritize students with the most needs

EARLY-WARNING SYSTEMS

These systems alert educators if students trigger an indicator, such as falling attendance or failing a course. Educators are tapped to respond.



BENEFITS

- Evidence-based
- Use data most districts should collect already
- Low cost

CHALLENGES

- Will require some restructuring of staff time
- Dependent on training staff on how to intervene
- Less evidence to support use in elementary grades

ACCELERATION ACADEMIES

Learning takes place during school vacation weeks, weekends, and/or summers. They add a significant number of additional hours in math, literacy, and English-as-a-second-language instruction, generally with a student-teacher ratio of about 10 to one.



BENEFITS

- Evidence-based
- Less costly than high-dosage tutoring

CHALLENGES

- Some additional costs (stipends, curriculum development)
- Requires centralized planning and administration, rather than a school-by-school approach

HIGH-DOSAGE TUTORING

Students learn from a skilled tutor—generally, a teacher, paraprofessional, or paid volunteer, for at least 50 hours over a semester. They are taught in very small groups (ideally 1-2 students).



BENEFITS

- Strong research base
- Personalized to students' needs

CHALLENGES

- Expensive, even when cost-lowering measures are considered
- Less evidence to support/guide online tutoring
- Difficult to scale

EducationWeek.

SOURCE: Education Week reporting

Why We Published The 1619 Project

The New York Times

The 1619 Project is an initiative from the New York Times Magazine that started a year ago in August of 2019, which was also the 400th anniversary of the beginning of American

middle of the national narrative. This project began with numerous essays in an issue of the NY Times Magazine that explained different aspects of American life with everything from incarceration to rush hour traffic and how those things are tied to slavery's aftermath. The 1619 project has also partnered with the Smithsonian's National Museum of African-American History and Culture in order to provide a visual history of slavery. The hope of this project is to spread the word about the real and true history of black Americans to understand how it has influenced our present day lives and how we can change to ensure a more just future.

To read the full article, click [here](#).

Corona #2: The best way to track the pandemic

YouTube: Gapminder Foundation

In this video, Gapminder suggests a new way to look at the numbers associated with the coronavirus pandemic. The multiplier, as he calls it, describes how the virus multiplies itself amongst us all and drives up the death rate. To see if we are actually making a dent in decreasing the number of those infected, or the rate at which the virus is growing, he suggests a simple equation to find this multiplier and predict the outcome of the coming weeks. To find your country's multiplier, divide the number of deaths each week by the number of deaths from the previous week. If that number is above 1, then the virus is winning because it's still growing. If that number is below 1, then we the people are winning because the virus has slowed its growth. When the multiplier is below 1, the number of deaths are reduced. So, if we wanted to compare our country to others in regards to the coronavirus, this is a fair way to do so for the current moment as well as over time.

To watch the entire video, click [here](#).

California Issues Rules for Opening Schools to High-Needs Students

EdSource

On Tuesday, August 25, California's Department of Public Health published rules for reopening schools to a small number of high-needs students along with students who are in need of in-person support. The one-page guidance requires that students are socially distanced and in groups of no more than 14 students with 2 adults for supervision. No groups or supervisors are allowed to intermingle with other groups or supervisors. Indoor and outdoor time is also staggered to prevent coming into contact with other groups. The new rules apply to all public schools, private schools, licensed childcare, license-exempt childcare, distance learning hubs, and all other supervised care programs such as after school programs.

The guidance does not say which students would be eligible to participate in, however in the FAQs it does state that certain groups would be given priority such as: students with

homeless students. The size of the building along with school enrollment will dictate how many students are able to join these groups.

To read all the details and the rest of the article, click [here](#).

Back-to-School Uncertainty: Ensure the Success of Your Emergent Bilingual Students

EdWeek

Education Week is hosting a webinar with content created by Rosetta Stone Education that is going to discuss Rosetta Stone English- an ELL solution that combines Rosetta Stone's speech recognition technology with Lexia Learning's platform for bilingual students. This webinar will be conducted in an interview format with José Viana, former US Department of Education director and Lexia Learning senior advisor, interviewing Maya Goodall, a bilingual learning leader as well as director of ELL curriculum at Rosetta Stone Education. The interview will discuss the remote learning needs of bilingual students, incorporating Rosetta Stone English into current contingency plans, and strategies for bilingual students to incorporate remotely.

To register for this **free** webinar on Thursday, September 3rd from 3pm-4pm, click [here](#).

Distance Learning Resources

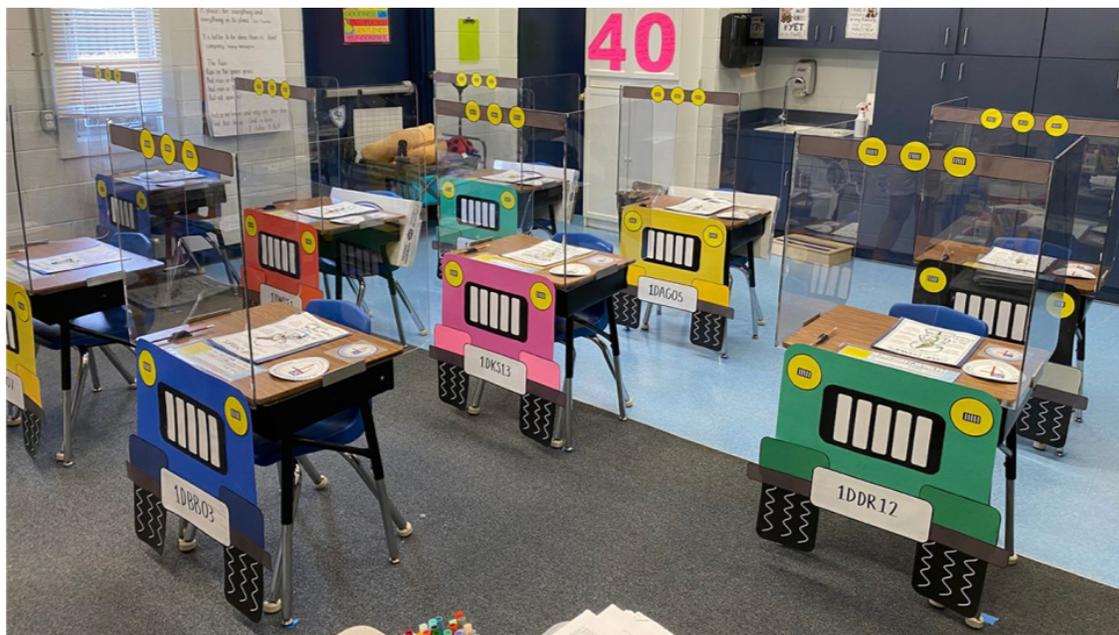
Below is a compiled list of resources that the CISI team has included in previous e-bulletins. With the new school year starting we wanted to make sure you had access to all these resources in one place.

- **COVID-19 & Remote Learning: How to Make It Work** (also includes a **downloadable guide** on how educators can help parents)
- **Practical Tips for Teaching Online Small-Group Discussions**
- **Engaging Students with Video Conferencing**
- **Collaboration and Addressing Student Needs**
- **Effective Practices for Distance Learning**
- **Process and Engagement Considerations for Distance Learning**- specific considerations and supports for students with disabilities
- **Getting to 100% Student Engagement in Distance Learning**
- **We Need State Leadership to Re-start K-12 Education**
- **Best Practices for Securing Your Virtual Classroom**
- **Teaching Online During COVID-19**

Two Florida Teachers Turned Their Students Desks into Little Jeeps to Make Social Distancing Less Scary

CNN

students back in person, knew that desks were required to have sneeze guards and had to be far apart. With these requirements in mind, they found a way to make it fun for their young students by turning the desks into miniature Jeeps. The Florida teachers were inspired by a teacher from Texas and *all* of their students have already said they can't wait to get in the driver's seat.



To read the full article, click [here](#).

Most Popular items from recent California Institute for School Improvement (CISI) E-bulletins

Based on analytics from the recent E-bulletins, the following three items received the most clicks from CISI Members.

1. **Transforming Grief to Grace: Leading Consciously in A Disrupted Space**
2. **What's the Best Remote Learning Model?**
3. **How Educators Can Help Parents: 6 Remote Learning Tips**

Interested in seeing more on a particular topic? CISI would like to support your work in connecting research to practice. Please follow this link to let us know your thoughts and requests for specific topics [HERE](#).

Any other feedback or suggestions? [LINK](#) Also, keep a look out for new tweets on the [CISI Twitter Page](#)!

We look forward to hearing from you!

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research information. District membership benefits supports superintendents, principals, and curriculum and instructional leaders through **monthly policy and research briefs, annual workshops**, resource guides and **reports**.

More CISI Membership Information

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