

Re-envision Schools, Reaffirm Students

Unit 3B: Re-envisioning School, Part 2

Chief Academic Office
July 2020



Welcome to Re-envisioning School, Part 2

In this module, participants will:

- Take stock of their school's instructional program
- Identify high-leverage instructional opportunities for students



Agenda

- Taking Stock of the Instructional Program
 - Reconnecting to the Key Tenets
 - Looking at Leaders Tool 3.1 and 4.1
- Exploring Instructional Opportunities for Students
 - Highlight the Strategies
 - Highlight the Research
 - Planning Guide
- Potential Next Steps
 - Resources and Contact Information



DOE Blended Learning Value Statement

We believe all students should be afforded the opportunity to engage in Blended Learning to accelerate and enrich their educational and social emotional learning. Along with robust in-person instruction, strategically leveraging technology has begun to lead us to a new and innovative way of teaching and empowering all students in this unprecedented time and beyond by supporting students with 21st Century skills and knowledge.



Take Stock of the Instructional Program



Blended Learning Plans

BLENDED LEARNING

CONTEXT

SY 2020-21 poses unprecedented challenges in addressing unfinished learning. In order to support schools in ensuring the continuity and acceleration of learning and instruction for every student, the DOE is looking to provide schools with the tools and skills needed to be successful in a blended learning environment.

Newly improved and enhanced existing online platforms will be available to schools and the DOE will provide training on:

- Blended learning models that support core instruction to ensure continuity of learning
- Knowing every student well by using diagnostic tools and other data to efficiently personalize and accelerate learning
- Sequencing the teaching of priority standards through the use of shared and inclusive curriculum to provide continuity of learning from in-person to remote instructional settings that is culturally responsive and sustaining

¹ Both iLearnNYC and Google Classroom allow for integration of third-party apps, Office 365 and many other digital tools school communities currently use.



KEY TENETS OF PLAN

Learning Platforms

- Schools will have the option to use iLearnNYC or Google Classroom to provide a cohesive and consistent student experience
- These tools will be available in phases, based on funding availability and other factors
- The platforms will enable schools to track student engagement, personalize learning, and readily share quality curricular resources and digital content

Data-informed Decision-making

- DOE is identifying diagnostic resources to determine students' academic readiness
- Schools are encouraged to leverage information from common screeners, periodic assessments and other curriculum embedded information to personalize core instruction, interventions and enrichment

Shared and Inclusive Curriculum

- The DOE is identifying digitally accessible curricular resources that are aligned to NYS NGLS and CR-SE Framework
- Providing a sequence of priority learning standards across the year
- Schools are encouraged to implement coherent curriculum across grades/subjects

Blended Learning Instructional Models

- The DOE is working to provide professional learning resources to help prepare educators to leverage blended learning models
- Supports will emphasize inclusive approaches that consider students' cultural, linguistic, and differently-abled assets



Key Tenets Of Blended Learning Plan

04 Blended Learning Instructional Models

- The DOE is working to provide professional learning resources to help prepare educators to leverage Blended Learning Models
- Supports will emphasize inclusive approaches that considers students' cultural, linguistic, and differently abled assets?

Guiding Questions:

1. What supports currently exist that consider students cultural, linguistic and differently-abled assets?
2. How do those supports look different within a blended learning context? What considerations need to be made?
3. Logistically, how will professional learning be structured? What are the accountability measures within a digital space?



Considerations for Blended Learning: Taking Stock

As we plan for next year, the tools below can help schools take stock of what we currently know about our educational landscape:

[Gap Analysis](#)

This tool helps your school take stock of your instruction in remote/blended learning environments as well as begin to articulate needs across different subgroups. This data is essential in crafting the approach your school will take.

[Remote Learning Survey](#)

Helps school leaders understand student and family needs during remote learning. The results are being shared to help deepen your knowledge of what students need and their current learning environment in order to inform planning at your school for the rest of the school year.

[Leader's Tool 3.1 \(Adapted\)](#)

This tool has been adapted from Leader's Tool 3.1 to account for taking stock of core instruction and intervention in the remote/blended learning environments.



Leader's Tool 3.1 (Adapted)

New York City Department of Education From Remote to Restart: Blended Learning Approach to Teaching and Learning

Leaders Tool 3.1-Adapted for Blended Learning

This tool helps schools examine existing curricular plans and materials and how they align to blended teaching and learning. This reflective tool allows schools to consider how their existing curriculum and materials will be modified and/or adapted for a blended learning environment. It is encouraged for schools to consider all stakeholders when utilizing this tool in order to make the best transition to blended learning.

| Curriculum or Intervention Name | For Which Students | | Who designs or creates the plans or materials? | Where do plans /curriculum live? | Who delivers the instruction? | Current Method, Delivery, and Frequency? | Modification and/or Adaptation for Blended Learning? |
|---------------------------------|--|--|---|---|---|---|--|
| | <input type="checkbox"/> K to 3 rd <input type="checkbox"/> 4 th to 5 th <input type="checkbox"/> 6 th to 8 th <input type="checkbox"/> HS <input type="checkbox"/> All | <input type="checkbox"/> All <input type="checkbox"/> ELL/MLL <input type="checkbox"/> Students with disabilities <input type="checkbox"/> Struggling readers | <input type="checkbox"/> Individual teachers <input type="checkbox"/> Groups of teachers <input type="checkbox"/> State/District <input type="checkbox"/> Pre-packaged | <input type="checkbox"/> Learning Management System (Izone, Pupil Path, etc.) <input type="checkbox"/> Vendor-based programs (e.g. Read 180) <input type="checkbox"/> Google or MS space <input type="checkbox"/> In books, hardcopies, etc. | <input type="checkbox"/> All <input type="checkbox"/> ENL/bilingual teacher <input type="checkbox"/> Special education teacher <input type="checkbox"/> Intervention <input type="checkbox"/> Not teacher administered (computerized) | <input type="checkbox"/> Asynchronously <input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 75% <input type="checkbox"/> 100% <input type="checkbox"/> Synchronously &/or <input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 75% <input type="checkbox"/> 100% <input type="checkbox"/> In person <input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 75% <input type="checkbox"/> 100% | <i>How will the curriculum or intervention be modified or adapted for BL? How often and when to review Blended learning program? How is instruction extended for learners?</i> |



Leader's Tool 3.1 (Adapted)

- How does the curriculum feature and highlight resources written and developed by traditionally marginalized voices?
- How does the curriculum provide current and relevant context from youth culture?
- How does the curriculum empower youth to be agents of positive change in their community?
- How does the curriculum connect with the daily lives of students by using culturally-specific examples (e.g., music, movies, text) that tap into their existing interests, knowledge, and youth culture?

Adopt curriculum that highlights contributions and **includes** texts reflective of the diverse identities of students and **reframes** the monocultural framework that privileges the historically advantaged at the expense of other groups (*NYSED CRSE Handbook*, p. 39)



Revisit Leader's Tool 4.1

[Leader's Tool 4.1](#) supports instruction in the Blended Learning Model.

Leader's Tool 4.1: Instructional Inventory for the Hallmarks of Advanced Literacies

Purpose: Use this observational inventory to examine instruction for the Hallmarks

| <i>HALLMARK IN FULL</i> | |
|--|--|
| Instructor communicates the purpose for reading the text in light of the unit's goals. | |
| Instructor connects the texts within the unit so that students understand the role that each text plays in building up their understanding of the unit topic. | |
| Instructor creates space for students to share alternative interpretations of the text. | |
| Instructor requires that students use text-based evidence to support any claims made about the text. | |
| Instructor creates opportunities for students to answer text-dependent questions through appropriately paced instruction that builds basic comprehension first, then moves to supporting readers in making inferences. | |
| <i>Indicators of Hallmark # 2 in Instruction</i> | |
| Instructor communicates the importance of using target words when speaking. | |
| Instructor acknowledges the challenges associated with learning new language and conveys an attitude that values experimenting with language by praising students' attempts at using target language when speaking. i.e., an expectation that students will <i>not</i> likely use words correctly or precisely at first | |
| Instructor builds in talk routines if these are not already an integral part of the curriculum. | |



Connecting the Dots

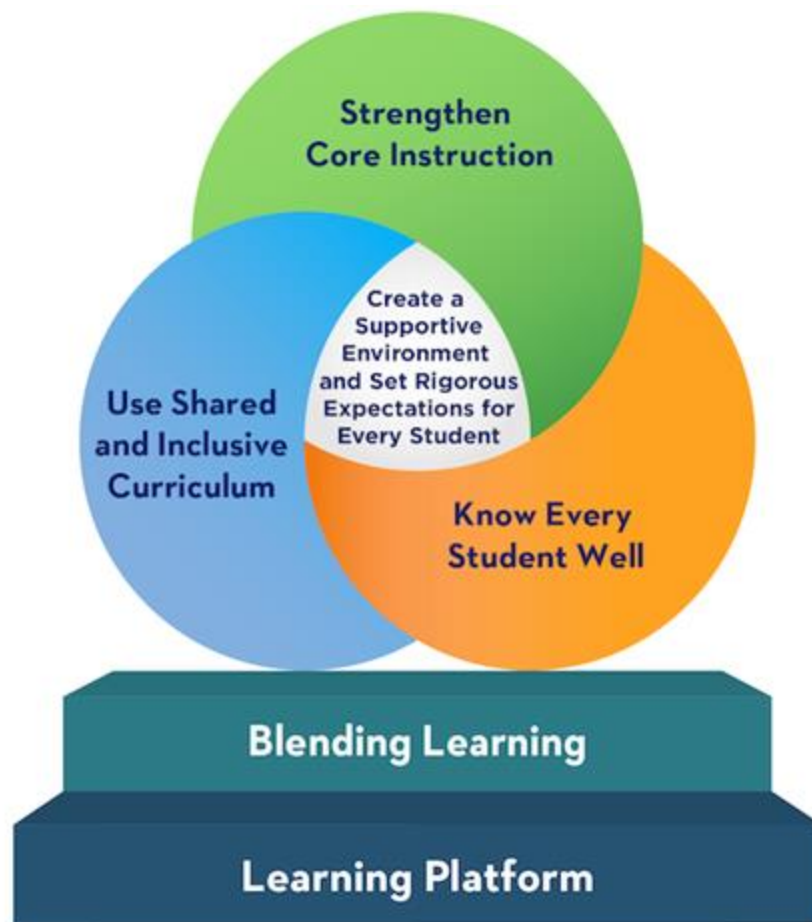
1. What strengths do we notice that may be possible to build upon?
2. What needs have surfaced? What patterns do we see?
3. What opportunities for supporting students are possible now that may not have been conceivable before the transition to blended learning?
4. What opportunities can we seize to upgrade and our curricular and instructional resources to be aligned with principles of CR-SE?



High Leverage Instructional Opportunities for Students



The Instructional Leadership Framework in a Blended Learning Context



Key Strategies for Designing High Leverage Instructional Opportunities

Stick to grade level content and instructional rigor

Focus on depth of instruction, not the pace

Prioritize content and learning

Ensure inclusion of each and every learner

Identify gaps in learning. Avoid misuse of testing.

Capitalize on commonalities between students

*-Addressing Unfinished Learning After Covid-19 School Closures, Cour
Great City Schools*



What the Research Says About Blended Learning

Student agency is a powerful tool in a blended learning experience and can be embraced and developed by teachers and students over time.

Teaching becomes more about coaching students in their self-directed learning than about covering content via video lecture.

Feedback loops in the blended environment between schools and families works well when there are multiple avenues to communication.

**see the Christensen Institute resources at the end of this presentation for more information



Planning Guide for Instruction

Pause
and
Reflect

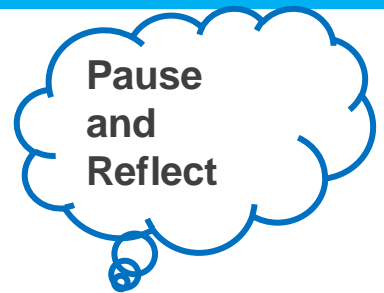
Consider key elements from your vision for blended learning from Module 3A:

1. What Blended Learning models might the school choose and why?
2. How can I make sure instructional content is on grade level and appropriately scaffolded to account for any loss of instruction that may have occurred?
3. How can I make sure that instructional content is inclusive and relevant to students needs and interests?

| Key Elements from your vision for Blended Learning | Which Blended Learning Models will support my vision for instruction? | What scaffolds can I include to make sure students have access to grade level content? | How will I ensure instructional content is relevant to students' needs and experiences? |
|---|--|---|--|
| | | | |



Planning Guide for Professional Learning: Instructional Pedagogy



| What professional learning do I need to offer for teachers to provide high quality instruction in a blended learning environment? | How can a culture of embracing student agency be further developed through professional learning? | What professional learning will help teachers further develop as coaches (rather than lecturers?) |
|--|--|--|
| | | |
| | | |



Potential Next Steps

- Review the activities in this unit with your planning team
- Engage multiple stakeholders in your decision-making process, such as families, caregivers and other members of your school community, especially families from the most marginalized (and impacted) school communities
- Review the resources on slide 21 to help inform your instructional program and pedagogy



Resources

Christensen Institute:

[Now is the Time to Lean Into Student Agency](#)

[Making Sense of school innovation: 5 Categories of Practice Revealed](#)

[3 Tips for a Better Student Online Learning Experience](#)

[The online edtech that helps educators make distance learning less distant](#)

Council of Great City Schools:

[Addressing Unfinished Learning After Covid-19 School Closures](#)

Student Achievement Partners:

[2020-2021 Priority Instructional Content in ELA/ Literacy and Mathematics](#)



Thank you!

