

# Deeper Learning in the Time of COVID-19: Supporting Educators' Professional Development in Virginia (Part 2 of 3)

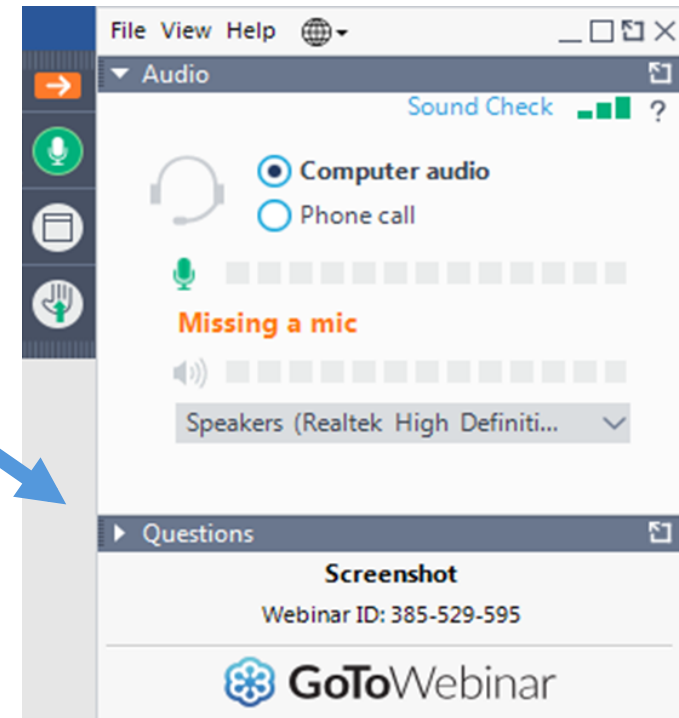
Tuesday, June 16, 2020



American Youth  
Policy Forum

# Webinar Technical Support

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# 3-Part Deeper Learning Webinar Series

- \* Part 1: New Hampshire

*Recording available at [aypf.org/past-events](https://aypf.org/past-events)*

- \* **Part 2: Virginia**

- \* Part 3: California - *Fall 2020*

# Today's Panelists



\* **James Lane**, State Superintendent, Virginia Department of Education



\* **Leah Walker**, Director of Equity and Community Engagement, Virginia Department of Education



\* **Gena Keller**, Director, Commonwealth Learning Partnership



\* **Stephanie Malia Krauss**, Senior Director, Jobs for the Future



# Join the Conversation on Twitter!

- \* @AYPF\_Tweets
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- \* @JFFtweets
- \* @DrJamesLane
- \* @LeDwalk
- \* @gckeller1230
- \* @Stephanie\_Malia



#DeeperLearning  
#VAis4Learners  
#EdEquityVA

# James Lane



**James Lane**

State Superintendent

Virginia Department of Education

Twitter: @DrJamesLane, @VDOE\_News

# Leah Walker



## **Leah Walker**

Director of Equity & Community Engagement

Virginia Department of Education

Twitter: @LeDwalk, @VDOE\_News



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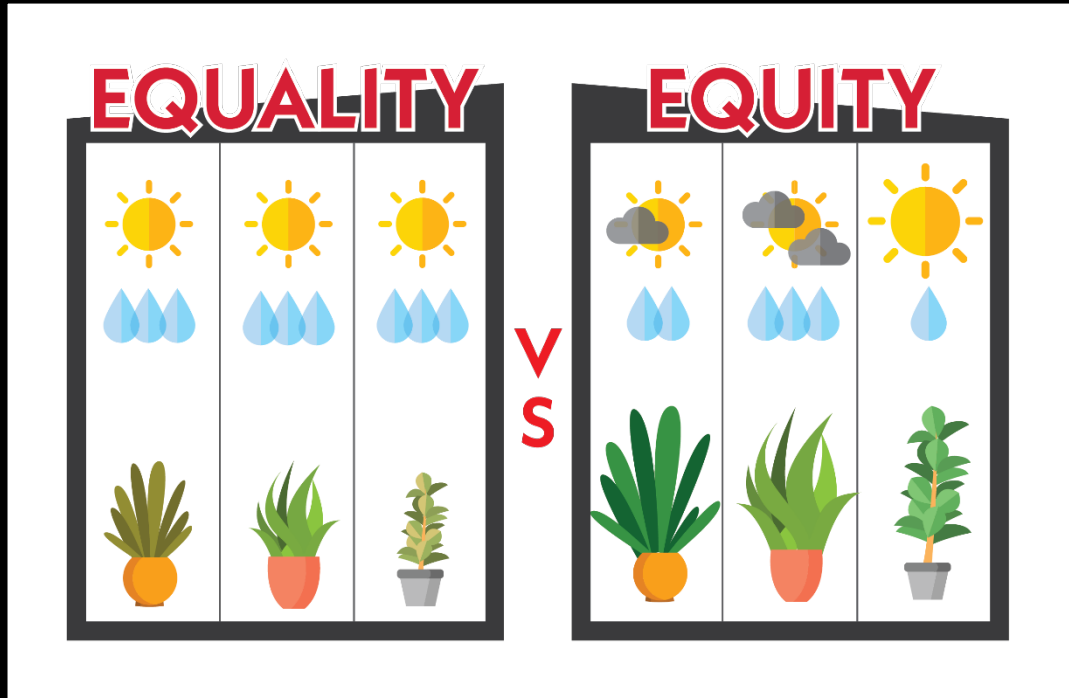
## OFFICE OF EQUITY AND COMMUNITY ENGAGEMENT

# Centering Equity in Virginia

**Leah Dozier Walker**

Director, Office of Equity & Community Engagement

# OFFICE OF EQUITY & COMMUNITY ENGAGEMENT



- Leads statewide efforts aimed at advancing equity, closing achievement gaps, and decreasing disproportionality in student outcomes.
- Develops strategic partnerships and facilitates engagement and support for public education.

# Education Equity in Virginia

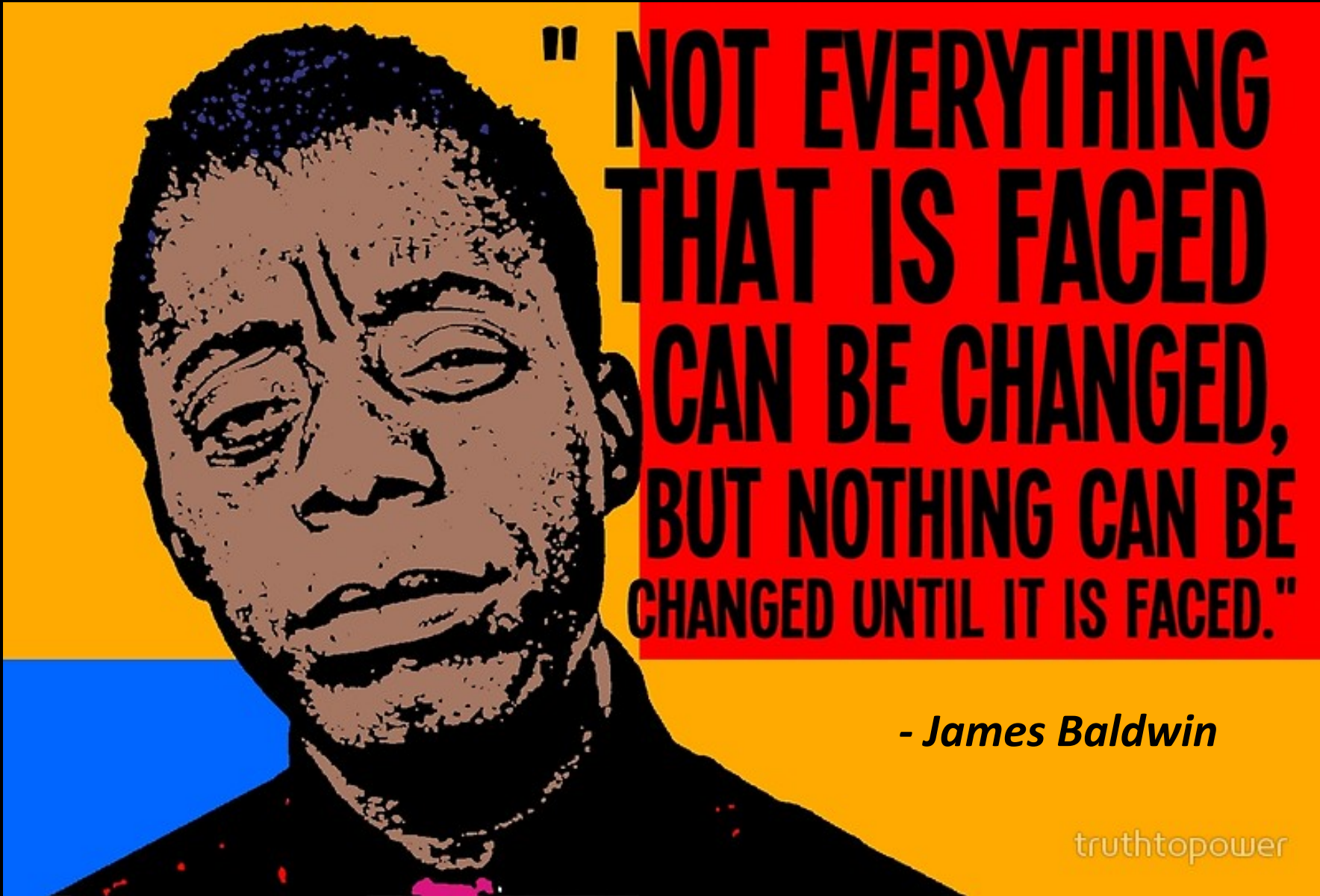


Education Equity is defined by our ***inability to predict student outcomes*** based on race, gender, zip code, ability, socioeconomic status or languages spoken at home.



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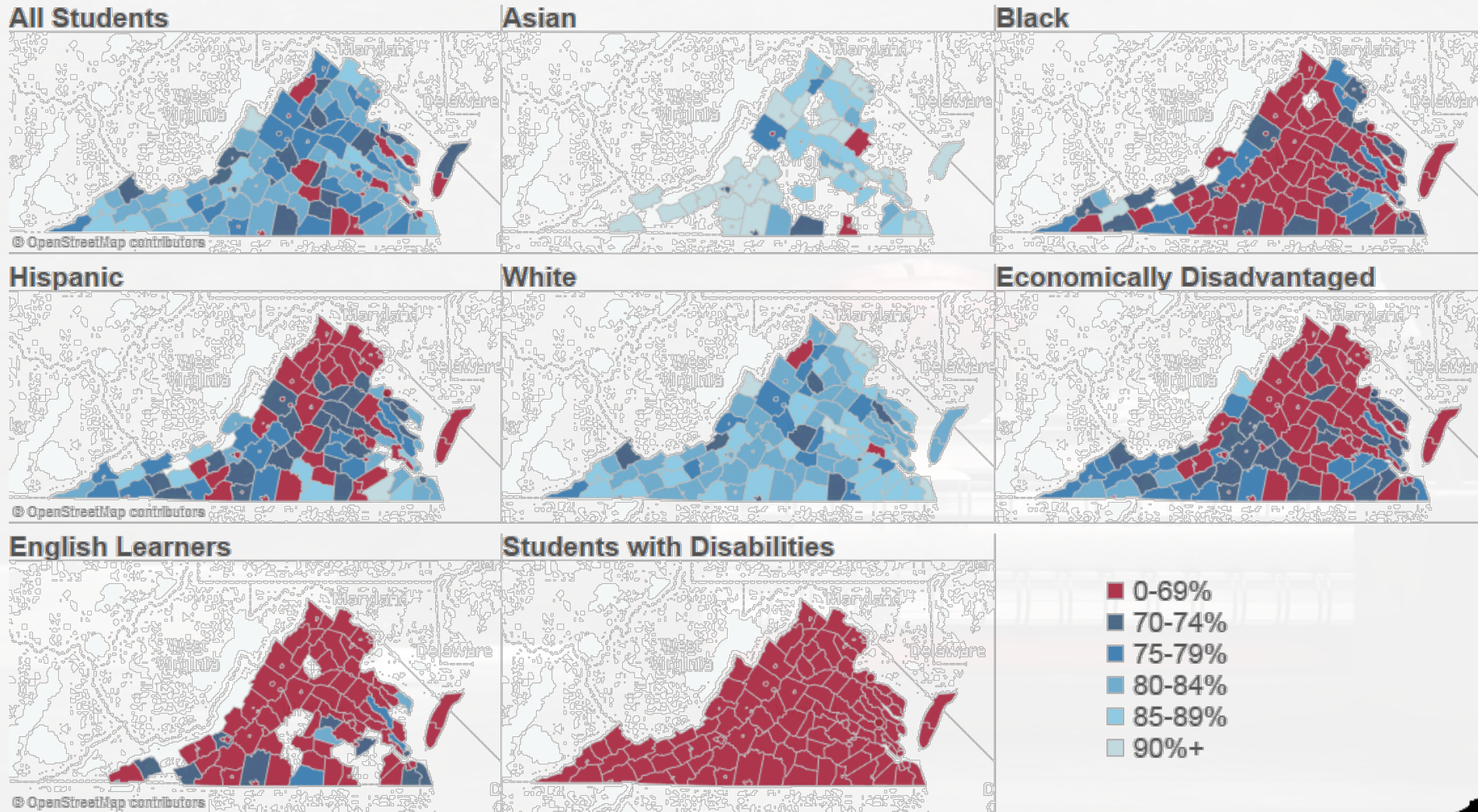


**"NOT EVERYTHING  
THAT IS FACED  
CAN BE CHANGED,  
BUT NOTHING CAN BE  
CHANGED UNTIL IT IS FACED."**

*- James Baldwin*

truthtopower

# English Pass Rate (Virginia SOL Tests)



Source: VDOE Staff Analysis

Note: Reading pass rates are calculated as the number of students passing the assessment divided by the number of students tested.



# COVID-19

YO THIS IS THE  
BIGGEST GAME  
OF COOTIES I'VE  
EVER SEEN IN  
MY LIFE.



#EricGarner

#BreonnaTaylor

#BLM

#BeAntiRacist

#ImTired

#FreddieGray

#GeorgeFloyd

#EndRacism

#BlackLivesMatter

#PhilandoCastile

#ICantBreathe

#AhmaudArbery

#Justice

#SayTheirNames

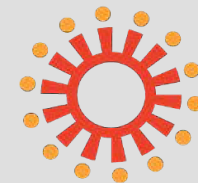
#TrayvonMartin

#TakeAKnee

#TamirRice

#AltonSterling





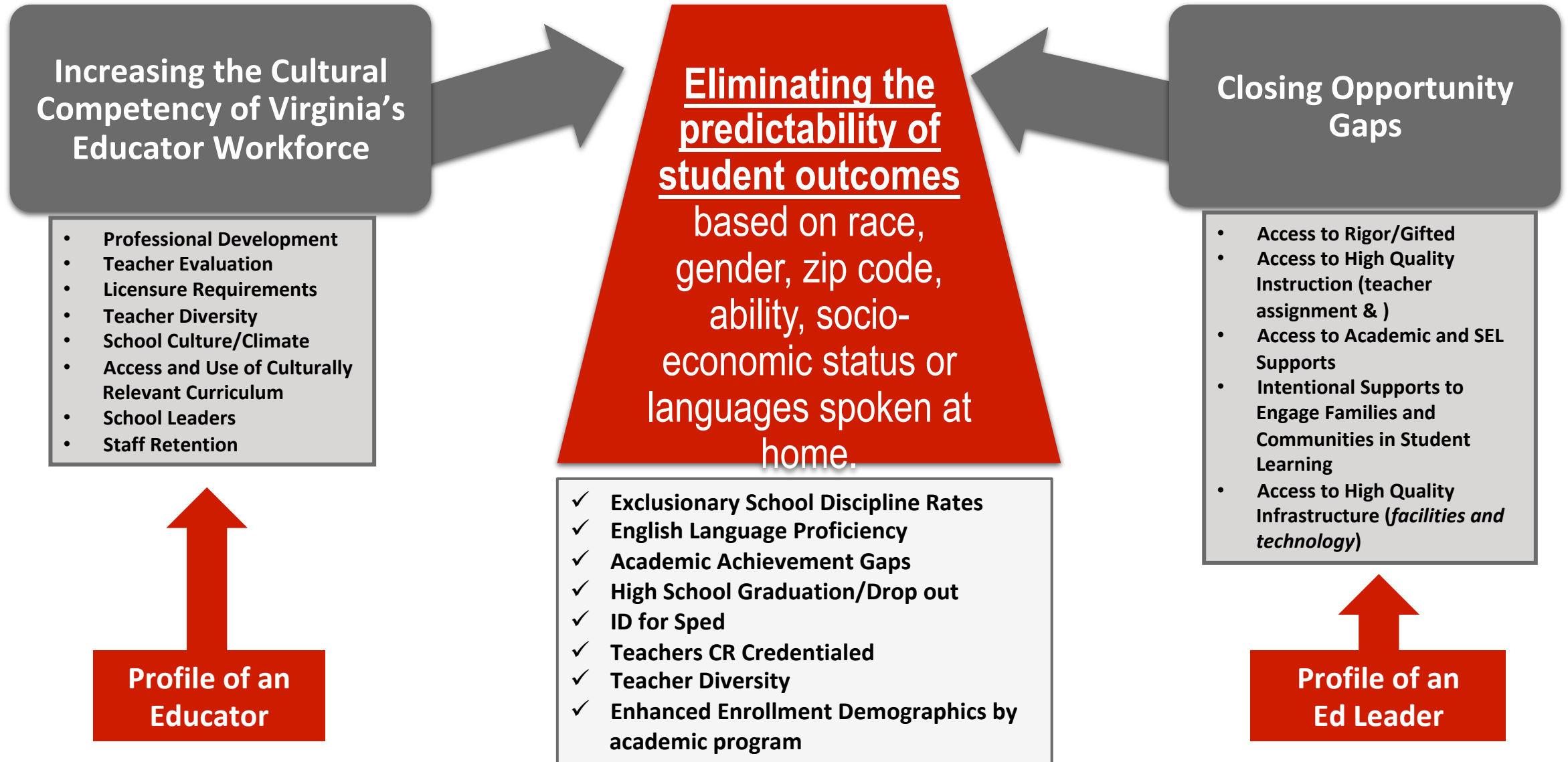
NATIONAL  
**EQUITY**  
PROJECT

### The Role of Leaders for Equity:

- ✓ Make inequities visible;
- ✓ Disrupt discourse, practices and policies that perpetuate inequities; and
- ✓ Reimagine new ways to engage and co-design with our communities so that each child and adult learns, thrives and experiences a sense of belonging.

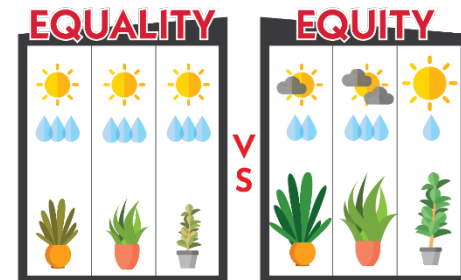
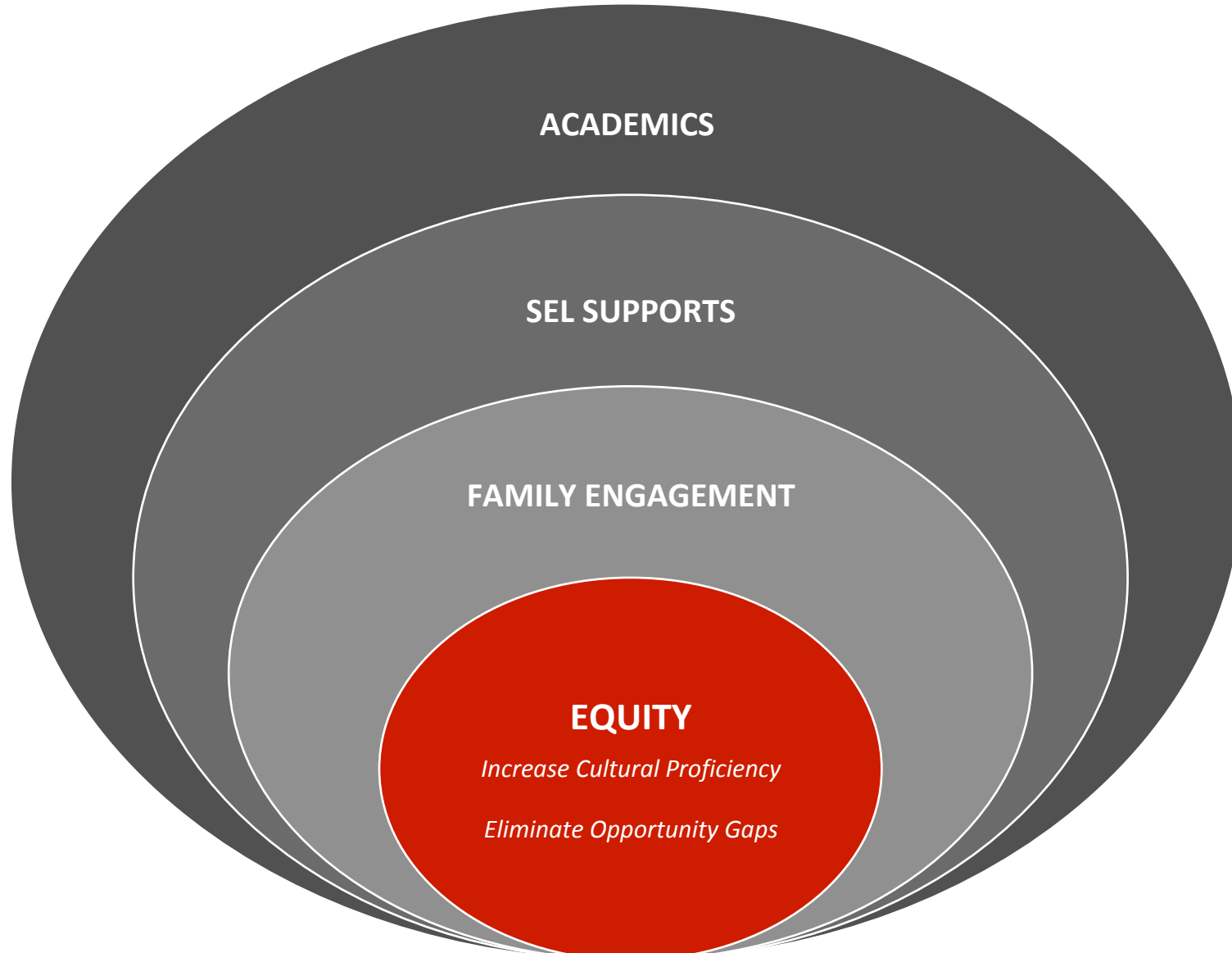


# Operationalizing Equity VA





# Centering



# KEY STEPS TO ENSURING EQUITY DURING SCHOOL CLOSURES



Meet Students'  
Needs First



Ensure  
Equitable  
Access &  
Adequate  
Supports



Centralize  
Communication  
to ALL Families

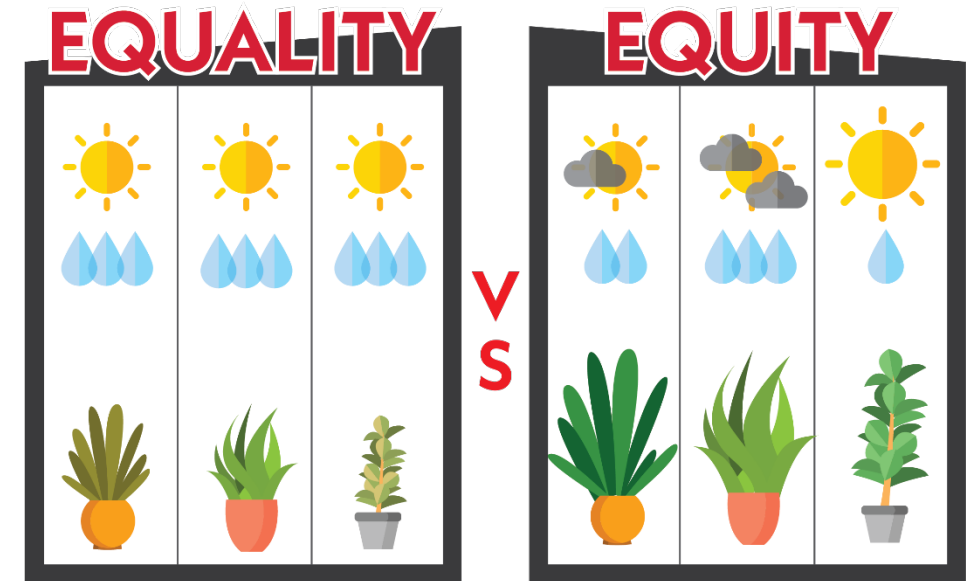


Develop an  
Equity-  
Centered  
Return to  
School Plan



# Develop a *Return To School Plan*

*The impact of sustained learning loss during this period of school closures combined with **disparities in implementation of continuity of learning models** has the potential to **exacerbate previously existing gaps** in student achievements.*



# TEN RETURN TO SCHOOL EQUITY STRATEGIES

**1.Center Equity** - Evaluate whether your plan will improve or worsen disparities between student groups and establish measurable equity goals that are informed by your diagnostic data. Consider conducting a ***Return to School Planning Equity Audit***.

**2.Reflect** - Establish processes and accountability levers to facilitate equitable implementation of your plan and mitigate unintended disparate impacts and consequences. ***Monitor the impact of your plan*** on under-served groups, including students of color, multilingual students (ELs), students experiencing poverty and homelessness.

**3.Strengthen Relationships** - Ensure family engagement, student support, instructional approaches, assignments and learning opportunities are culturally relevant and culturally responsive. Consider ***implementing protocols to ensure that strategies and initiatives have been evaluated through a cultural and economic competency lens***.

**4.Outreach** - Devote adequate resources to outreach, communication, and family engagement, in multiple languages and through multiple channels to ensure that the most vulnerable families have access to information and understand expectations of students. ***Identify community partners and stakeholders and empower them with information in support of your communication efforts***.



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# TEN RETURN TO SCHOOL EQUITY STRATEGIES

**5. Prioritize** - Prioritize access to learning loss recovery programs/interventions for students who are disproportionately impacted by learning loss during school closures. ***Before mandating participation*** and attendance in these programs, ***evaluate unintended consequences and disparate impact***. (i.e. students in low-income families, students whose families have been impacted by unemployment, those whose parents are essential workers, students with disabilities who have struggled to get services remotely, students whose families have been disconnected from school during the school closure, and English learners).

**6. Mitigate** - Identify and mitigate ***barriers to student participation for reasons outside of the students' control*** (i.e., caring for younger children, housing instability, health concerns, transportation, adult support).

**7. Reframe** - Examine discipline/student code of conduct policies to mitigate against bias and embed safeguards to evaluate student trauma manifesting through behaviors. ***This is especially important for marginalized student groups disproportionately impacted by exclusionary discipline policies.***



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# TEN RETURN TO SCHOOL EQUITY STRATEGIES

**8. Support Staff** - Provide professional development and instructional resources to school leaders and teachers related to “student engagement” and “cultural responsiveness” to support their delivery of remote and virtual distance learning instruction. Particular emphasis should be placed on ***facilitating understanding of the impacts of social determinants of health, poverty, unemployment, and cultural values on student learning post COVID closures.***

**8. Close the Distance** - Access to devices and the internet alone are not sufficient to ensure delivery of high-quality distance learning that is available and engaging to all students. Prepare multiple delivery modes for remote learning, ***avoid an over-reliance on technology to facilitate student engagement in learning***, and ensure adequate support for families to be partners in student learning.

**9. Double Down** - Now is the time to double down on equity investments. Examine the use of federal stimulus (CARES Act) funding to address equity gaps (small class size, technology, access to early learning). Prioritize funding to meet the needs of English Learners, students with disabilities, undocumented students, minoritized and marginalized students and students living in poverty.



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# RETURN TO SCHOOL

## PLANNING EQUITY AUDIT



### PLAN DEVELOPMENT



Did we use disaggregated data to inform our planning? YES NO  
(Select or circle)

If not, what are your next steps?  
(write in the space provided)

Did we engage representative stakeholder voices in the development of our plan: (Select or circle all included members)

SPED Specialist EL Specialist School Nutrition Homeless Specialist Trauma Specialist  
School Nurses Student Services (School Counselors, Psychologist, etc.) Students & Families  
Community Stakeholders; including state operated programs Culturally Diverse Representation

If everyone is not included, what are your next steps? (write in the space provided)

Did we conduct a needs assessment of our community to inform our planning?  
(Select or circle)

YES NO

If not, what are your next steps?  
(write in the space provided)

Did we evaluate our plan to ensure that it does not perpetuate lower expectations for particular student groups?  
(Select or circle)

YES NO

If not, what are your next steps?  
(write in the space provided)

### CULTURAL COMPETENCE



Didn't check all boxes? What are the next steps?  
(write in the space provided)

DOES OUR PLAN: (check all completed)

Reflect that we value diversity? (think school culture) ☐

Ensure that curriculum and instruction (including remote delivery) is culturally affirming? ☐

Ensure that our instructional model (Remote/virtual/blended etc) reflects and celebrates students' cultures? ☐

Include a process to ensure that cultural competency principles are executed in the delivery of our recovery plan? ☐

Utilize strategies/interventions that rely on assumptions about student groups? ☐

If yes to question above: Are these assumptions void of stereotypes and data informed? ☐

### MEETING STUDENT NEEDS



Didn't check all boxes? What are the next steps?  
(write in the space provided)

Does our plan:

- Include a process to assess each student and tier services to meet their needs? ☐
- Include a process and procedures for engaging wrap around service providers to meet student/family needs? ☐
- Assess the ways in which social determinants of health and health inequities affect our school(s) and communities? ☐
- Evaluate our student code of conduct and student discipline referral process to ensure it includes safeguards that assess student trauma manifesting through behaviors (especially for students disproportionately impacted by exclusionary discipline policies and economic insecurity)? ☐
- Include a review of our student code of conduct and student discipline referral process? ☐
- Include strategies to foster safe and supportive school climates for all students and families? ☐
- Include measurable goals to monitor progress that narrows gaps between the least and most advantaged students? ☐
- Place an emphasis on high expectations for all students while providing proper scaffolds and support? ☐
- Include providing ongoing support for student social and emotional needs? ☐
- Specify provisions for students with disabilities and students in need of specialized instruction, related services, or other supports? ☐
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)? ☐
- Include a process for measuring student progress? ☐

### STUDENT & FAMILY ENGAGEMENT



Didn't check all boxes? What are the next steps?  
(write in the space provided)

Does our plan:

- Allocate resources to engage families? ☐
- Include an assessment of student and family needs? ☐
- Include built in processes for ongoing evaluation of family needs? ☐
- Include staff training on engaging with families post COVID? ☐
- If yes to the question above: Is this training inclusive of strategies focused on communicating with marginalized groups (especially families marginalized by language, poverty, race, and ability)? ☐
- Include targeted engagement strategies? (especially families marginalized by language, poverty, race, and ability) ☐
- Establish protocols to ensure that family engagement strategies and initiatives are developed and implemented through an economic and cultural competency lens? ☐
- Include resources to build the capacity of caregivers to support instruction? ☐
- Include providing ongoing support for student social and emotional needs? ☐
- Specify provisions for students with disabilities and students in need of specialized instruction, related services, or other supports? ☐
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)? ☐
- Include a process for measuring student progress? ☐

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## COMMUNICATIONS & COMMUNITY ENGAGEMENT



Didn't check all boxes?  
What are the next steps?

(write in the space provided)

Does our plan:

- Specify established channels of communication with community partners? ☐
- Assess the effectiveness of our communication channels with community partners? ☐
- Include an assessment of the resources available in the community? ☐
- Include a coordinated plan and point of contact overseeing community engagement? ☐
- Include strategies to engage non-traditional education stakeholders (i.e., civil rights organizations, out of school providers, health agencies, etc.)? ☐
- Include a process to ensure that engagement and communication strategies are inclusive of the language, dialects, and literacy needs of all families? ☐
- Include an accessibility review process for all communication materials? ☐
- Appear in publicly available spaces (accessible through district and school websites, email, and U.S. mail)? ☐
- Include communication strategies to inform students and families of student progress and measures? ☐
- Leverage multiple communication channels, strategies, and partners (email, social media, television, school and local media outlets)? ☐
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)? ☐
- Include a process for measuring student progress? ☐

## INSTRUCTION



Didn't check all boxes?  
What are the next steps?

(write in the space provided)

Does our plan:

- Provide instruction to students previously and currently enrolled in alternative settings (i.e., state operated programs, specialty programs, alternative schools, etc.)? ☐
- Establish targets and indicators of success that will answer the question; are we adequately meeting the needs of all student groups? ☐
- Does our instructional plan incorporate tiered and scaffolded supports for all learners? ☐
- Structure instructional time to meet the needs of students with varying levels of access to the internet and technology? ☐
- Include strategies for providing at home learning support? ☐
- Include professional development and instructional resources for teachers to support student engagement and cultural relevance? ☐
- Include professional development to support increased efficacy in delivery of remote and virtual distance learning instruction for teachers? ☐
- Identify internal and external barriers to student learning and success by student group? ☐
- Include remote instruction delivery for students unable to access internet/virtual learning resources? ☐
- Provide access to translated instructional materials or translation services for non-English speaking caregivers to support student learning? ☐
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)? ☐
- Include a process for measuring student progress? ☐

## RESOURCE ALLOCATION



Didn't check all boxes?  
What are the next steps?

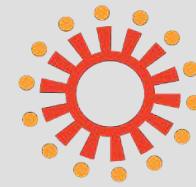
(write in the space provided)

Does our plan:

- Prioritize the needs of marginalized students and vulnerable student groups? ☐
- Align budget allocations to the prioritization of marginalized and vulnerable students? ☐
- Utilize CARES Funding to close equity gaps? ☐
- Address teacher retention and recruitment and its impact on teacher assignment in high need schools specifically? ☐
- Allocate human and collateral resources to deploy new and targeted communication strategies? ☐
- Allocate resources to improve communication with students and families (interpretations services, multilingual collateral)? ☐
- Allocate resources to mitigate the impact of gaps in access to technology/internet connectivity? ☐
- Allocate resources to develop a division Distance Learning Plan that includes coordination of instruction across schools and assurance of equitable access for all students? ☐
- Does our plan allocate resources to deploy devices and internet connectivity to students in need? ☐
- Provide access to translated instructional materials or translation services for non-English speaking caregivers to support student learning? ☐
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)? ☐
- Include a process for measuring student progress? ☐

## NOTES & NEXT STEPS





NATIONAL  
**EQUITY**  
PROJECT

## The Role of Leaders for Equity:

- ✓ Make inequities visible;
- ✓ Disrupt discourse, practices and policies that perpetuate inequities; and
- ✓ **Reimagine new ways to engage and co-design with our communities so that each child and adult learns, thrives and experiences a sense of belonging.**



# Connect with Us!



[www.VirginialsForLearners.virginia.gov](http://www.VirginialsForLearners.virginia.gov)

[EdEquityVA@doe.Virginia.gov](mailto:EdEquityVA@doe.Virginia.gov)

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**#VAis4Learners**   **#EdEquityVA**



# Gena Keller



**Gena Keller**

Director

Commonwealth Learning Partnership

Twitter: @gckeller1230, @VA\_Partners4Edu

# Who We Are

The Commonwealth Learning Partnership is a network of non-profit organizations and schools of education across Virginia with a mission to actualize the *Profile of a Virginia Graduate* by providing the education community with a repository of teaching materials and career enhancement programs, as well as professional learning resources and trainings.

## Our Partner Organizations

- EdPolicyForward: The Center for Education Policy at George Mason University\*
- School University Resource Network (SURN)\*
- Virginia Association of School Superintendents (VASS)\*
- Virginia Association for Supervision and Curriculum Development (VASCD)\*
- The Virginia School Consortium for Learning (VASCL)\*
- William & Mary School of Education\*
- UVA Curry School of Education and Human Development
- UVA K12 Advisory Council
- UVA Center for Politics - Youth Leadership Initiative
- Virginia Ed Strategies
- Learning Forward Virginia
- VCU School of Education - Office of Strategic Engagement
- Virginia Society for Technology in Education (VSTE)



Commonwealth  
Learning  
Partnership

*\* Indicates Founding Partner of the Commonwealth Learning Partnership*





# Listening to the Experts

## Voices from the Field

Through a submission form on its home page, the Commonwealth Learning Partnership has invited educators from across Virginia to share reflections on how they are experiencing this time, what they are learning, and recommendations for how education should adapt moving forward. To date, the Partnership has received over 200 responses from educators located all over Virginia. We continue to highlight their responses through social media and other public communications.

## Educator Heroes

The Commonwealth Learning Partnership believes in the importance of uplifting and amplifying the stories of educators who go above and beyond professional expectations to teach and support their students. Through this initiative located on the home page of the Partnership website, we invite visitors to nominate an educator they know to be featured in our public communications as an “Educator Hero.”

Later this month, the Commonwealth Learning Partnership will launch a free teleconference series with Ted Dintersmith to discuss the concepts outlined in his book *What School Could Be*.

# What School Could Be: Beyond the Book

*A Virtual Conversation Series  
with Ted Dintersmith*

Participants will hear directly from Ted and have opportunities to ask questions, take deeper dives into core topics through breakout sessions, and dialogue with members of the Commonwealth Learning Partnership and other attendees.



Commonwealth  
Learning  
Partnership

# Stephanie Malia Krauss



**Stephanie Malia Krauss**

Senior Director

Jobs for the Future

Twitter: @Stephanie\_Malia, @JFFtweets

Lessons Learned  
from the *Virginia  
is for Learners*  
Initiative

- Getting Governors on Board
- Practice Change, Policymaking and Public Will-Building
- Empowered Commissions, Committees and Coalitions
- Credible State Leaders
- Investments in Professional Development
- State Agency Coherence and Connections
- Strategic Communications
- Philanthropic and Intermediary Investments



# Join AYPF for Part 3 of the Webinar Series

## Deeper Learning in the Time of COVID-19: California Fall 2020

To stay updated, sign-up for the AYPF E-Bulletin:  
[www.aypf.org](http://www.aypf.org)



# Thanks for Attending!

- \* Please fill out our survey upon exiting the webinar
- \* A recording of this webinar + relevant materials will be emailed to all attendees, and posted on our website:  
[www.aypf.org](http://www.aypf.org)