Moving from Crisis to Transformation with Yellow Hat Nathan Strenge

Instructions

1. Choose a notetaker (this person will also share out)
2. Choose a time-keeper
3. Find the box below that corresponds to your Zoom Room number
4. Introduce Yourselves (5 mins total)
5. Question 1: With as much depth as possible, what defines the problem we are trying to solve? (10 mins)
6. Question 2: What is the role of current students, educators, and parents in this transformation? (10 mins)
7. Question 3: What specific actions can we as individuals can take to intentionally move from crisis to transformation? (10 mins)
8. If you have more time: State an action to transform to a new education paradigm.

ZOOM ROOM 1

ZOOM ROOM 2

ZOOM ROOM 3

ZOOM ROOM 4

ZOOM ROOM 5

ZOOM ROOM 6

ZOOM ROOM 7

ZOOM ROOM 8

ZOOM ROOM 9

ZOOM ROOM 10

Commitments that everyone shared in the chat:

ZOOM ROOM 1
Notetaker Name:
Participants and Introduce Yourself Notes: Deb Sawch - Ed Consultant Research, currently consulting with Yale Center for Emotional Intelligence Randy Weiner - co-founder Urban Montessori Charter School, co-founder/CEO at BrainQuake, independent consultant focusing on innovation and school design Shane Krukowski— Work with many learner-centered schools as co-founder of Headrush Learning Curt Mould - Director of Digital Media, Innovation and Strategy/moonlight with Fielding Int'l Chris Hanks- Principal, Grand Rapids Public Museum School Jill Ackers - Senior Learning Designer at Fielding International
Question 1: With as much depth as possible, what defines the problem we are trying to solve?(10 mins) worried we're not taking a step back to recognize transformation oppty. What do we as leaders need to do to seed long-term change? What goes into a transformational moment, not just a disruptive moment? Digital divide, providing high quality instruction, must be sensitive to everyone's life moments Most vulnerable learners are still the most vulnerable learners; seen this in first week of DL; have to re-think student services, leverage affinity groups, reduce sense of overwhelm, this is completely foreign to so many learners, illuminating gaps that already existed How do teacher unions' influence change? How does teacher capacity increase at meaningful scale/is different from current capacity? What does good leadership look like now? Things that are suddenly irrelevant: school uniforms; SEL is now a top priority when it was an add-on previously How do we lead teachers who aren't ready or capable to do what we're doing right now We are attempting to put an old-fashioned model into a radically new context We are attempting triage, not solution-finding All the divides we currently experience are being amplified in new context (SES, access, ELL, SPED, ect) Impact of teachers union Teacher capacity

YES! Synchronous and asynchronous learning...at the SAME time!

Question 2: What is the role of current students, educators, and parents in this transformation? (10 mins)

Need to be mindful of equity, but can't solve poverty

Can create a system that allows kids to be the drivers of their education

Assume we're not always in DL mode; what can we bring back to the classroom

Challenging the identity of the intended curriculum; how does a teacher re-imagine identity as teacher. How do we support children to make choice rather than be taught? Re-imagine identity for students, teachers, and families

A lot of do-gooder adults put stuff in front of kids to feel like they're doing something.

Parents are now seeing edu more closely

The oppty to go off auto pilot; try to connect those who are comfortable with those who aren't

Question 3: What specific actions can we as individuals can take to intentionally move from crisis to transformation? (10 mins)

Schools can move from a-f grades to other means of assessment
Several districts in WI moving towards Pass/Fail grades based on standards. This idea undermines the essential arguments that grades are necessary. This is a nation-wide phenomenon. Universities will have to discover/develop or highlight systems-in-place for accepting non-traditional grades. Step one away from subjective grading to mastery-based systems.

Educators can move to a network/affinity group approach to planning and sharing learning curricula and instruction.

Inquiry-based approaches lead to greater student to student engagement and the ability to encourage self-directed learning in more authentic contexts. Less confined to synchronous structures.

Students offer evidence of mastery of learning

Teachers can support assessment via range of artifacts

Interrogate our ideas ruthlessly

Social media may facilitate student voice

Inertia has been major reason for lack of change

[If you have more time!]
State an action to transform to a new education paradigm.
Parents can...
Students can...
Educators can...

ZOOM ROOM 2

Notetaker Name: Mike Posthumus

Participants and Introduce Yourself Notes:



Question 1: With as much depth as possible, what defines the problem we are trying to solve? (10 mins)

Isolation: We have less connection - teachers seeing themselves different from students, but we are all learners

Equity issue in education - this will expose it even further - how does every student receive the learning experience they deserve so they can all make a difference in the world.

There are many problems in the world - how do we make learning more authentic - things like this challenge, and others we cover in social studies, can be meaningful and relevant.

This problem is an opportunity to dive into things instead of just acting as a consumer.

What do students really care about in the world - can we all recognize the systems way we are approaching life isn't working for us. It's not the knowing, its the process of growing and creating and sense of self that's critical.

Opportunity rather than tragedy. In a matter of days, schools transformed, so we know it can happen. Equity still an issue. This will allow us a shift to a more relevant, more meaningful, more practical, more mobile and equitable platform.

Bridging chasms - unified, practical, pragmatic solutions to cross divides

Social studies is so marginalized in lower grades, creating global citizens is critical and we aren't teaching young people how to be citizens of their own places. Helping students see their own role in a larger system is critical.

Currently outcome is content expertise - but this can be an opportunity to shift to what you do and how you evaluate information. - the world is integrated, learning can be too. Can we assess who we are

Question 2: What is the role of current students, educators, and parents in this transformation? (10 mins)

Parents: Distributing locus of authority - have other experts share knowledge and expertise, facilitators

Students: Learn how to drive their own learning (they are not prepared for this), they are not ready to have agency….

Gives an opportunity for students to succeed outside of traditional structures - are there elements of permanence that we can add to student experiences

Educators: Need to make learning relevant and important for students, facilitating and guiding work, we can't control everything - need to help students follow their passions.

We can offer resources and opportunities for communities of learners and families to be engaged.

Believing-in and promoting changes that are successful. Need to help others see and believe in options.

Making outcomes and results of a new type of schooling more accessible and understandable to the lay public.

What are the new forms of measurement that we can use to make this type of learning more meaningful long-term for students and their futures.

ALL: recognize how fast something can change - the possibilities of fast transformation are now evident.

Back to basics - we are talking about human-beings. Communication, collaboration, openness is critical for all of this, the SEL, cognitive, mental, physical, economic impact of lack of communication is massive. We all need to talk, be open, and express our feelings. Can't move forward until that occurs.

Question 3: What specific actions can we as individuals can take to intentionally move from crisis to transformation? (10 mins)

Findings ways to address student SEL needs, and tangible supports for students.
Trying to encourage people to think about things on a personal, local, global level.
Using Networks to break-down isolation and open dialogue/create connections
Encouraging online-learning strategies
Apply agility and flexibility from now to new settings.

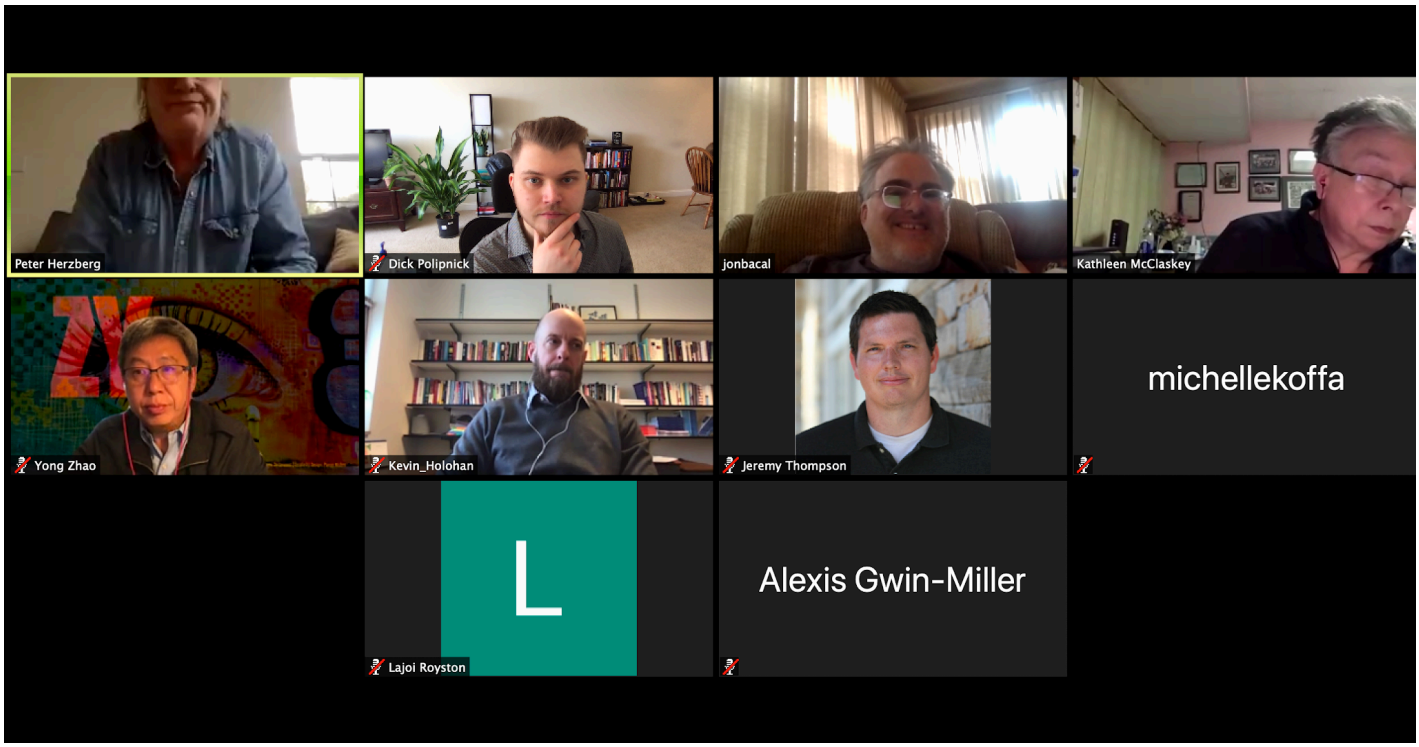
[If you have more time!]
State an action to transform to a new education paradigm.
Parents can...
Students can...
Educators can...

ZOOM ROOM 3

Notetaker Name: Adam Lenaarts … then Dick Polipnick

Participants and Introduce Yourself Notes:

Kathleen (time keeper)
Peter Herzberg
Yong Zhao, University of Kansas/Melbourne Graduate School of Education, http://zhaolearning.com
https://silverliningforlearning.org/
Dick Polipnick (note taker after Adam Lenaarts got kicked off zoom) Chief Growth Officer, Online Growth Systems; Viceroy, SHYLD
Christine Dahnke
Kevin Holohan
Jon Bacal, Coach, Twin Cities Changemakers (youth-led leadership for education transformation) (Minneapolis) (jbacal@comcast.net)
Michelle Koffa, EdAllies



Question 1: With as much depth as possible, what defines the problem we are trying to solve? (10 mins)

How to foster learning in a large system
Disconnection / connection - What is the depth of our connection. Connectivity?
We need thought leaders and communities create shared contexts.
We can challen

How is this crisis proving what is old/outdated with education? Example: do we really need to require students to attend a brink and mortar school building to be educated?

We need philosophers/educators/politicians etc. to think and explore what we can do… BUT we need to ask students first.

Question 2: What is the role of current students, educators, and parents in this transformation? (10 mins)

You can learn outside of school: peer to peer, tutors, online courses, GAMES like Minecraft, etc.
Non-traditional education: podcasts, reading, conversations, mentors

We think that collaboration is key to transformative education. Not just from the high level, but from the practical day to day. Get students to interact with other people more. In a digital world, collaboration is even more important.

COLLABORATION

How can we learn to be kind to each other across political boundaries? Digitally?

Youth have not been stakeholders in this discussion… we talk about them but they are not frequently at the table. They often have some of the best ideas and clearest solutions of what transformative learning would look like for them.

Give students a voice/platform/location for them to contribute. Put them at the center of the conversation. Engage them.

How can we loop in students during this move to online schooling? How many of them were consulted in the last 2 weeks as schools switched?

Taking this comedy movie: https://www.youtube.com/watch?v=5nrCh2we0Gw and using it as inspiration of what fun customized education could look like.

How is the role of parents taking over as teacher/tutor during this move to at-home learning?
Will some kids fall through the cracks?
Will some kids excel past their peers?
Will some who take initiative discover something that we've never thought of?
***can we measure/look at students during this semester/month that moved to remote and see how they increase performance versus decreased performance and see if we can identify patterns/habits/tools? Data will give us a lot of insight. Let's double down on what worked and create solutions for things we can see didn't.

Some families don't have a smart phone- how can they take online classes?
Subsidies for low income families to move to online education?

Is it more affordable/taxfriendly/budget-wise to have online classes versus spending the money to upkeep buildings/computers/etc. In traditional schools?

Question 3: What specific actions can we as individuals can take to intentionally move from crisis to

transformation? (10 mins)

Advocate the FCC to make sure that families/schools have equal access to high speed internet so they can accel at online learning.
Bandwidth, hotspots, etc.

How can we advocate locally in addition to nationally?

Do we need to change anything? Or just offer alternatives and options?
Right now there is only one way of learning/education… if students don't like it they drop out. We need to offer them something they can "drop into."

Create options for students.
How can we give students credits outside of the classroom?
How can we offer teachers employment outside of the classroom?

What if schools were closed for longer than 1 year???

[If you have more time!]
State an action to transform to a new education paradigm.
Parents can...
Students can...
Educators can...

Parents are discovering how disengaged they are from their child's day to day learning. Answering the simple question of "What is your child passionate about …" has been a genuine challenge as they become a part of this process.

Students can develop the muscle of self teaching.

Teachers can truly look at learning and socialization patterns/strategies of their students and begin creating an ecosystem around them.

ZOOM ROOM 4
Notetaker Name: Michael Soguero
Participants and Introduce Yourself Notes: Julia Fliss @juliafliss , Tim Carr, Ligaya Franklin, Cierra Mantz, Glory Kibbel, Haben Ghebregergish, Vanessa Wilkins, Joe Greenberg, Michael Soguero, Carla Meyrink, Adam Lenaarts @skandibal (joined from room3)
Question 1: With as much depth as possible, what defines the problem we are trying to solve? (10 mins) It's systemic. Our ecosystem-planetary- is unwell. Not just education. How we are choosing to experience each other in the world. Root causes to dig into - capitalism, ...scarcity mindset... relate to kids in school system...something connected to all systems on the planet. / More pragmatically, what is being revealed is grand tech divide..few shows and docs. Becoming v. obvious to public. Huge tech divide. Brother going to… has technology, 1:1, etc. Meanwhile in my school, trying to figure out who has internet. / What to do when students don't have internet? In DR we have daily electric cuts - 4-5h. Per day. As economics worsens will go to 1 hour in 30 of energy. How to put things in place now for a 2-3 week future so young people can carry on learning. How to set up systems for reading and writing. / Sorry The education system is designed to create the division we're seeing. Root Cause Diagram - Take this disruption/time as an opportunity to transform education.
Question 2: What is the role of current students, educators, and parents in this transformation? (10 mins) - How can we use this paradigm shift to permanently change our educational delivery? - What do we want to bring forward from this situation to elevate our system in the ture? - We need to teach our kids how to advocate for their needs. - We need to teach our kids how to interpret, - Student-driven learning. - Progressive - Critical Pedagogy. www.humanrestorationproject.org
Question 3: What specific actions can we as individuals can take to intentionally move from crisis to transformation? (10 mins) Opportunity in the crisis. Families need to request/demand/seek a type of education that will serve their students better. Students are taking the lead for learning in their household, sharing it with their parents, authentic learning experiences helping all family members but introduced by kids . Disruption is exposing the gap between haves and have nots--educators can shine a light on this, but all

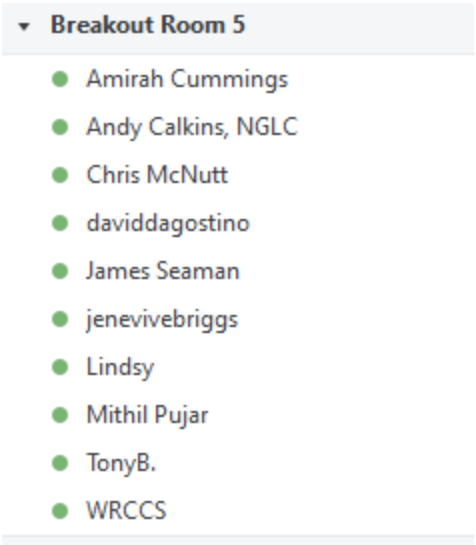
parties can.
Collaboration!

[If you have more time!]
State an action to transform to a new education paradigm.
Parents can… demand that educational transformation needs to happen, especially when not in crisis.
Students can… be strong advocates for their appropriate education and their needs. How do you source your best and highest potential?
Educators can… teach them to be global citizens who actively speak up both for the planet and human needs.

ZOOM ROOM 5

Notetaker Name:

Participants and Introduce Yourself Notes:



Question 1: With as much depth as possible, what defines the problem we are trying to solve? (10 mins)

Kids aren't able to go to school, physically, right now -- that's the simple challenge.
How can we create a solution that is inclusive to all students and all communities?

See this as a three-part problem:

- First stage: dealing with the immediate
- Second stage: moving more deeply into the challenge
- Third stage: what will the new reality be once this crisis is over?

Right now, everyone is still in the first stage. This conversation focuses (early stage) on beginning to think about the third stage.

In the first stage: huge equity challenges.

- Tech access, online access
- Food access
- Lack of resources across the board

MEanwhile, in other schools, their platform was already completely online. Their challenge is different: wellness first, then deepening and broadening the use of zoom and other tech platforms.

At all three stages, we are discovering the importance of this question: What is school for?

- Learning (of course)
- But also it's about food, community, other social services -- we're all being reminded of that now

Does the third stage depend on what happens in the second stage?

- One problem: rush to judgement that happens when we execute badly in the first stage?

Question 2: What is the role of current students, educators, and parents in this transformation? (10 mins)

Students:
At OneStone:

- Students are stepping up to make sure we are taking care of each other, check in, use social media to create spaces where kids can come together. Netflix party, google hangouts to do art together, workouts together

Elsewhere:

- Online culture building through Animal Crossing (you go and talk with animals)
- Perhaps this is a moment when the kids' capabilities actually shine through

Educators and parents:

- Schools, districts may be more hamstrung by structures, policies, expectations, burdens (job + kids at home)
- Prompts larger questions about: what should a 3rd grader or 9th grader know and be able to do?
- This could be a time for teachers to connect more deeply one on one with their students. Teachers right now are setting up individual chats with their students -- something that may not happen often in a normal day in school
- Will parents wake up to everything that teachers actually do? Will that lead to more respect for teaching as a profession?

Schools that are already designed around student-centered design are able to make this transition more easily. Makes this a beautiful time to activate attention to all of these questions. Allow learners to go down paths that they choose, that fit their interests.

Question 3: What specific actions can we as individuals can take to intentionally move from crisis to transformation? (10 mins)

We as individuals can:

- Surface the stories of schools that are coping well with this crisis, because they are the harbingers of what should come later
- Broaden the conversation with all stakeholders in schools. This conversation we are having right now is critically important for the future of education.
- Partner with others from across the globe to share resources, practices, and success stories as we give ourselves permission to fail forward and evolve.
- Find ways to adopt our curriculum toward COVID/crisis management, to showcase the application of content to the real world (and if it doesn't already fit, transition to a curriculum that does make sense of the real world)
- Connect to parents/students to ensure a line of communication is set up (e.g. email chains, Remind, phone calls, virtual office hours)
- Elevate the models (ie. schools, homeschooling cohorts) supporting kids and their learning
- Question: What is the narrative we want to create around parents supporting their kids in this time? (ie. Breathe, your kids will be okay)

[If you have more time!]
State an action to transform to a new education paradigm.

Parents can…

- Connect with each other across social media to see how this is playing out in other communities and school models. Wake up to the fact that there are other ways of doing “school”!
- Reach out to schools if they need assistance with anything, the school offering as a community resource
- Establish a “new normal” for learning that is more exploratory, inquisitive, less constricted by bell schedules and worksheets, and respects kids’ abilities and natural curiosity more deeply.
- Create cohorts so learning is happening across multiple families rather than individual families
- Ask what their kids are interested in learning about - reflect on what learning is happening, even if not assigned or graded

Students can…

- Teach our schools a lot about remote communication, culture-building, and triage
- Show the world that they can learn without having all the constructs of school. Kids can naturally learn and need mentors and guides rather than teachers who lecture.
- Step up and demonstrate that they can self-organize, self-initiate with School telling them all the time what to do, what to learn, by when, and how
- Express what they would like to learn and how the think it would work best

Educators can...

- Reach out to parents/students and develop a line of communication
- Learn to relax and let their students own their own learning. They don’t have to lecture and tell students what to do all the time. They can become mentor and guides and help scaffold and shape students’ learning
- Reach out to other teachers and collaborate. They don’t have to all reinvent the wheel and do this all on their own.
- Help students make sense of the world around them during the COVID-19 crisis, both intellectually as well as physically (literal access to food, shelter, etc.)
- Develop ways for students to build a community “virtually” through culture-building as well as shared projects/learning by doing/community goals
- See this as a chance to explore more student-centered versions of learning (e.g. constructivism) and abandon past behaviorist/stand-delivery strategies
- Continue to be that consistent positive adult in the lives of their students

Question

- Can we “advocate” for access to internet across the country?

ZOOM ROOM 6

Notetaker Name: Georgia Lieber

Participants and Introduce Yourself Notes:
Jin-Soo Huh - currently indep consultant
Caitlyn Scales - strategy and dev work with One Stone in Boise, ID
Bonnie Nieves - HS science teacher in Mass
Richard Harney - marketing consultant in Minn. working on launch of charter
Tony Simmons - creator and ExDir at school for recording arts in MN
Vinny Greco - MS SS teacher in South Florida
Jennifer Rosser - MS Instructional Coach, Wilmington, NC
Georgia Lieber - indep consultant, largely with SchoolWorks
Maura Dudley - math consultant in Colorado

Question 1: With as much depth as possible, what defines the problem we are trying to solve? (10 mins)

- Obvious starting point: abrupt pivot around how learning needs to happen. Longer term problem trying to solve is: how my learning may innovate as a result of the time?
- New normal. What does it look like and what are the demands?
- Problem of equity. Schools carried heavy load of creating equity historically. One of biggest challenges is lack of equity in ability to access resources.
- This is our current normal but it won't last forever. What do we value right now? Teachers are starting to see that we value relationships, connections, equity. But grades and assessment are not a priority. How can we take that mindset and carry into our every day teaching and learning when this has passed? Why will grades/assessments be a priority when this has passed?
- What will be ramifications for SEL? How are kids adjusting to not being able to be outside? Some in unsafe environments? How to support students in transition back? Students will be in different places when they come back?
- SEL - how to coach teachers around being in an environment they're not used to. Greatest challenge will be to figure out how we support each other - both short term and long term. How to keep it personal when not together.
- We are going to learn a lot about issues of social justice. Crash course around leadership, public health, public educators. Need to sharpen our policy - widen students' views and how to process.
- All the different challenges (teachers, parents, students) - some of the things we have hammered home don't hold as much value. Student-teacher relationships matter! Will education look different? Unintended consequence - how to connect with students in different ways. With pressure of testing removed, focus on true art of teaching. Learning that matters.
- Thinking about infrastructure (inequity) - teacher prep, access, etc. How are teachers being prepared for the profession. The smaller the community, the greater the impact.

Question 2: What is the role of current students, educators, and parents in this transformation? (10 mins)

- Parents in role of home-schooling. Those parents with more resources versus those who still need to work, etc. or don't have the flexibility to support students. Could lead to inequity.
- Parents who are confident in home-schooling. What is the long-term impact on this?
- This is an event will be in history books. We are the people that folks in the future will be looking at.

Our choices will be evaluated and hopefully will serve as a map for the future.

- Can we work closely with a generation of learners and ensure that they are part of building this education infrastructure? Creating virtual connections. Creativity and how we engage different aspects of our learning -- community driven by multiple generations.
- In a lot of instances, this is our kids' "home turf." Kids have been using these tools and can be our guides. So many different possibilities of how to deliver learning. And when business gets back to normal, we can use these moving forward. Example using social media, phones, TikTok. We should not be afraid to try anything. Tik Tok - parents and kids can follow. Extrinsic motivator (e.g., class would do videos together). Tik Tok videos (duets) to answer questions. Gives you currency with kids. Need to find happy medium.
- Tiers of community - at One Stone, having HS mentors paired with younger learners. Read alouds - doing it virtually. While parents are prepping dinner, HS students are reading to students. Interactive game platform (Idea Flip). Equity and flexibility and trauma - how are learners helping to alleviate some of the pressures at home by engaging with each other in more creative ways.

Question 3: What specific actions can we as individuals can take to intentionally move from crisis to transformation? (10 mins)

- One first step: choice of language. Are we addressing students/learners with language of fear or as individuals. Our choice of language and mentorship is critical.
- Leadership -- being a classroom leader. When watching the news or at school, just want some leadership. Expressing that "I'm not ignoring, just waiting until I have an answer." May have students who have trauma from this.
- Elevating student voice. How are we being responsive to what students say they need or want. Example, continuing programs that were taking place at schools. We can be reacting to now and also setting stage for future.
- How to engage community better? It's awesome seeing problems that we want to see and being able to categorize moving forward. There are a lot of people who will be seeking support. There are so many resources - need to be curated. We need a map back to normal.
- Challenge for parents - so many resources and they don't want to/have ability to access. We need to have a better platform by which parents can access and also teachers.
- Like reference "roadmap back to normal." Everyone is in different place. Many students have a lot of freedom. The transition back will be difficult. Challenge for teachers who keep tight grip on classroom. Challenge for students who have had more flexibility. Potentially higher students outcomes.
- The way we are teaching is changing every day. We need to be cognizant of how we are teaching and that it is changing depending on our learners. Need to refocus on student-centered learning. Not being afraid to try new things.
- With teacher prep - if teachers haven't been collaborative historically, this is an opportunity to be collaborative. Hopefully this will foster collaboration - new ways of thinking.

[If you have more time!]
State an action to transform to a new education paradigm.
Parents can...
Students can...
Educators can...

ZOOM ROOM 7

Notetaker Name: Kathleen

Participants and Introduce Yourself Notes:
Ben Owens - runs Open Way learning (@openwaylearning)
John - teacher in DC
Kathleen - based in Chicago, works @ Embarc
Kristi - Independent Consultant; formerly works in philanthropy
Elizabeth - associate professor from UNC Wilmington
Donna - 6th grade teacher in Colorado
Priya - coach, mentor in London
Danielle - architectural designer, based in Michigan
Bena - co-author of "Habits of Mind"
Liz - education consultant based in SF
Jim - Learning Designer from Denver
James- Independent consultant in San Antonio

Question 1: With as much depth as possible, what defines the problem we are trying to solve? (10 mins)
-Teachers were given minimal time to turn around major paradigm shift; no formalized structure to navigate this unprecedented situation which has caused a ton of unease
-Volume of resources being shared aren't quite curated and hard to understand what is quality and what is not; this affects families trying to figure out on their own with little to no support from school system
-People feel constrained; very few procedures and structures around what schools typically would manage
-Near impossible to work and homeschool children at the same time; how do we support families who don't have help?
-This pandemic has highlighted major equity issues (ie: lack of internet access)
-Teaching in general is relationship driven and being unable to connect virtually is a major barrier that contributes to uneasiness
-building the plane as we fly it

Question 2: What is the role of current students, educators, and parents in this transformation? (10 mins
)
-how are we leaning in to be there for students when we return and listen
-coming back as a community of interdependent individuals
- Be patient, listen to each other, especially to students.
- Care for the students who have had a difficult time.

-implement scheduling and have conversations with students about what routine will look like; important for them to have something to lean on
-how can we remain flexible and adaptable with our structures and routines
-shedding pacing guides and be more open to open learning for students; self guided model
-what will change look like upon our return due to the paradigm shift that is occuring
-an opportunity we have is to see what students are doing when they're not as scheduled and constantly being told what to do
-let's trust our students which could result in some pretty cool outcomes

Question 3: What specific actions can we as individuals can take to intentionally move from crisis to transformation? (10 mins)

-staying home so we can get to the transformation
-innovative and creative ways to educate are coming out everywhere; we can utilize those ways to push leaders in new directions
-find ways to share information to avoid reinventing the wheel
-UN SDG goals - getting students involved in global projects
-"Take Action" project - global platform for students all over the world to unite
-Bena & fellow authors curating newsletters to keep individuals inspired and ideas on how to innovate
-teachers making themselves available to students (creating virtual graduations)
-Bena designing high school grad/yearbook with students in the midst of not having public recognition in the traditional sense

[If you have more time!]
State an action to transform to a new education paradigm.
Parents can...
Students can...use their voice to make change happen!
Educators can…

All can...Tell your story!

ZOOM ROOM 8

Notetaker Name:

Participants and Introduce Yourself Notes:
Neel P.
Elana F. - Educational Consultant
Mia P - Co-founder
Celeste M. - designer at FI
Grant L. - speaker, author, School Transformation
Tresha W. - partner at Bellwether Education Partners
Heidi - author of curriculum, FI consultant team
James B. - private consultant leadership coaching
Sunanna C. - Teach for America

Jim: Learning Designer from Denver

Question 1: With as much depth as possible, what defines the problem we are trying to solve? (10 mins)

- Two levels of work - triach, sort and deal with what is essential - online learning, but significant will not have access - those without access will be further behind
- When there is a return - it will need to be a “move forward”
- How to keep students who are so confused right now engaged
- “Never let a good crisis go to waste”
- People not being in the same physical space - how do we rethink that now that we have been separated for this time
- Not capturing the lessons that we are learning in real time - “this is the new normal” - this is something we should have been planning for in the past - how can we capture/document what we have learned
- Parents will want to know what is next - without concrete goals, will communities just go back to where they were before
- If we can never go back to the regular system - how do we prepare for that?
- There will be a significant number of people who will WANT it to go back to how it was before - how do we respond to that
- How do we recapture learning - what are those major problem spaces
- How do we measure the learning gaps after this - or during this - competency based learning will become real
- Competency vs Learning - bridging that
- What to learn - time based, competency based - instruction/learning issue - how do you do it when they are not sitting in front of you
- Case Study: setting up a platform that the teachers can use digital tools, develop a manageable format that gives students into it (along with teachers).
- Real people are going to have to carry it out ultimately - engaged students, learning in a more playful way - forcing teachers to do things in a way that they haven’t done before

Question 2: What is the role of current students, educators, and parents in this transformation? (10 mins)

- Educators will come out of this that it is imperative that they have something established - LMS
- “We can’t teach if we can’t communicate”
- Role of educators to pilot and problem solve as much as they can
- Continued movement away from state testing - this is the elephant in the room - the more this can be suspended and still maintain accountability - Support for the suspension of state testing
- Educators to share what they are doing in their own environments
- Managing as a parent - they will need a lot of support, beyond an online course - if educators can be a means of support
- Think through the role of parents could be and how we can support - there is the tendency to cling to the old - students and parents should be involved in co-creating
- How the varied parent-types could work together - single parent vs teacher parent
- Not just looking at these 3 groups as 3 different groups - multi-lateral process - this is an unprecedented circumstance
- What learning looks like: cooking, how they are working in their homes
- The ideas beyond cognitive learning only - how to bridge the socio-emotional gap - we could offer them better framework on how to incorporate them into their routine
- Students could use this as a time to advocate for change - beyond memorization and testing
- Parents should maybe not looked at as the sole educators in the household - extend into the grandparents, siblings, etc.
- What were we trying to solve before this - the oppression is being magnified
- The “village” and “community” and “caregivers” - its everyone's responsibility
- Not lose sight of where we were before this

Question 3: What specific actions can we as individuals can take to intentionally move from crisis to transformation? (10 mins)

- Is there a structured way to get feedback from kids - google doc
- Competency based learning - how to measure
- Pose that question - to whatever the audience is - what are you learning?
- Tons of opportunities for research - how are instructions being formatted, sized
- How are we are continuing that movement without a large group of kids
- There is no “one size fits all”
- Start putting together plans - has to be done in real time - key questions, gathering ideas, sharing resources
- Reconnecting to the nuclei - others will come more naturally to the ideas that have been presented
- How do we consolidate the language so that we are all giving a more succinct, coordinated front - a coalition - speak with a common voice and purpose with equity at the center
- This is a unifying moment - the uncertainty is affecting us all
- The issue is structural - physical and virtual space, time - teach to the time we have , currency, the way we group our learners - they will all be coming back with varied Spring experiences
- What is the best way to structure our program given the students we have - without assumptions of where they should be
- Reassessment otherwise we are just fooling ourselves

[If you have more time!]
State an action to transform to a new education paradigm.
Parents can...
Students can...
Educators can...

ZOOM ROOM 9

Notetaker Name: Debby Kurti

Participants and Introduce Yourself Notes:

- ❏ Yousuf Marvi (only able to participate via Google Docs): 7th Grade Math and Content Lead @ KIPP Comienza, Southern California
- ❏ Jeanne - Virginia/DC - working with elementary school kids, personalized learning world
- ❏ Dylan Fernlay - Birmingham. Starting a charter, school isn't open yet
- ❏ Mike Hourahine, mike@headrushlearning.com, Headrush Learning Co-founder (platform for project-based and learner centric schools)
- ❏ Kayce smith - MTSS coordinator at public middle school in southeastern NC & grad student at Watson, UNCW studying innovation/ serving on Educational Innovation Network NC
- ❏ Steve & Debby Kurti - Innovation Academy (southern California). steve@developinginnovators.com/debby@developinginnovators.com
- ❏ Jim Stephens learning designer here in Denver
- ❏ Sarah Akhtar Ross - Boise, ID - YHL & works for Canvas (learning management system), sarah.m.akhtar@gmail.com
- ❏ Casey Lamb - Brooklyn, NY -- NY Internship Pathways Director for Big Picture Learning
- ❏ Elizabeth Orme, Founder & CEO, Creatively Focused - Special Education Teacher Retention - Saint Paul, MN - elizabeth@creativelyfocused.org
- ❏ Jasmine McBride, Blogger, A Hint of Hope, graduate of High School for Recording Arts, and former Fellow of Education Reimagined. From the Twin Cities of Minnesota, currently based in Los Angeles, CA.

Question 1: With as much depth as possible, what defines the problem we are trying to solve? (10 mins)

How might we define the purpose of an education and support the various stakeholders (parents, students, educators) as they identify the core essentials?

- ❏ Wide range of teacher skill, will, ability, training, etc and having to suddenly redesign their curriculum / also the student experience / and parents trying to work and create some level of structure for the kids
- ❏ How to keep the human connection with the students
- ❏ Major issue is access to Internet and technological devices for the students
- ❏ "Unique" learners - providing needed services, including specially designed instruction, etc.
- ❏ Pay attention to social learning aspects, to issues at home (childcare, distractions, etc)
- ❏ What does it mean to be educated? What does it look like, what is developmentally appropriate > reasonable expectations
- ❏ This is an opportunity to revisit what we are educating kids for, and what does it mean to be an educator?

Question 2: What is the role of current students, educators, and parents in this transformation? (10 mins)

- ❏ Students -
- ❏ Educators -
- ❏ Parents - supporting student learning, setting routines, potentially creating learning experiences (this

role changes depending on the ages of the students)

Question 3: What specific actions can we as individuals can take to intentionally move from crisis to transformation? (10 mins)

-help educators and parents distill down to what is most important for students to learn/do in the next 4 months - redesign/ recreate new “standards”

[If you have more time!]
State an action to transform to a new education paradigm.
Parents can...
Students can...
Educators can...

ZOOM ROOM 10

Notetaker Name: Paul Haluszczak

Participants and Introduce Yourself Notes:

- Paul H , Education Reimagined
- Joe Pucci, Search Inside Yourself Leadership Institute,
- Janelle Field, Teaching and Learning Engagement Coach - Belgrade Brooten Elrosa Public Schools - Rural MN
- Barbara Crock, Crock Leadership Associates LLC, independent consultant - large urban districts and small independent schools in the Northeast
- Walter Enloe
- Mike Dunn- Director of College Counseling @ AIM Academy and Ed Doctoral Student @ Northeastern University
- Ron MacDonald
- Susan Haws
- Thomas Steele-Maley -- thomas.steelemaley.io

Question 1: With as much depth as possible, what defines the problem we are trying to solve? (10 mins)

Main Problem:

- Walter: To become a teacher, only one course in psychology (to analyze)—lack of deep understanding of lifespan developmental psych, etc.
- Ron: How can we best understand each individual learner and rid ourselves of the belief that boxed curriculums will handle their needs.
- Thomas: Schooling as a structure has primarily failed. Need for a shift in perspective. Now we have a chance to exam that need quite closely
- Paul: Transformation vs. reformation and in this moment the challenge and opportunities for young people to discover who they are and want to be as human beings?
- Joe: What if the purpose of school was to develop one's purpose? How can we support them in that journey?
- Michael: How do we help schools understand that change is ok? How can the change happen and be communicated in safe/sustainable ways? How do we amplify the voices of schools that are doing the work we want to see?
- Janelle: The crisis is only making us better. Realizations we get to make that we don't often pay attention to. We get to create relationships in totally new ways.

Question 2: What is the role of current students, educators, and parents in this transformation? (10 mins)

- Ron: Less about role as it is endurance and patience—coming up with solutions to the current problems will be more and more localized. How do we stay on message (not get sidetracked) within the local context to keep change moving forward?
- Michael: Parents are watching their kids in learn in a setting they've never had the opportunity to

watch them before. Opening eyes to what school looks like (and how it impacts their child's emotions). Gives them voice and evidence to speak to.

- Thomas: The fundamental role of community, even at the parent-child level, in learning. The question: What does *this* institution do? And, is it effective? An educator can ask, what is my value outside the construct of schools?
- Joe: Kids get to see what their parents have to tackle on a daily basis for their jobs.
- Paul: Learner-centered environments see how valuable access to open-walled and socially embedded learning is and now challenged with
- Michael: Educators role in shifting the future of educator prep programs. Need to create a feedback loop to shift those programs.
- Walter: Most of the problems are there before the kids get to school. The structural system is such that it makes the notion of teaching very difficult. For families without tech access, the system doesn't work in this current environment even moreso. Local control, unified, national sensibility about what is important for kids. Opportunity for soul searching.

Question 3: What specific actions can we as individuals can take to intentionally move from crisis to transformation? (10 mins)

- Thomas: Wonderful time to amplify what is happening outside of the school structure and is empowering young people and providing great learning experiences. Create pathways out of this catalyst.
- HD Lee: How can we reevaluate our values, pay closer attention to our health practices and consider how this assessment can change our thinking on how we are as individuals and as a community.
- Michael: I want to ask questions to students. What's really working for you? What are you doing to help yourself be a better learner? How can we keep young people asking questions about engaging in learning?
- Janelle: I want to see learners resist the conventional way of schooling when they go back, so having them understand themselves as learners is crucial.
- DeLonn: Love the experimentation. Take advantage of the opportunity and freedom that we've never had before. Love seeing parents more involved and appreciate how learning happens—bringing more continuity between home and classroom.
- Ron: How engaged do our students get with what we do? If they aren't engaging with it on their own terms, what are we doing?
- DeLonn: How we think about engagement matters. Just because a kid is in front of a screen doesn't mean they are engaged.

[If you have more time!]
State an action to transform to a new education paradigm.
Parents can...
Students can...
Educators can...

Commitments that everyone shared in the chat:

I can continue amplifying learner-centered stories from across the country.
From Deb Sawch to Everyone: 03:02 PM
Thank you Nathan. Super community of people
From jonbacal to Everyone: 03:02 PM
Students can advocate for equity and transformation beginning now
From Elana Feinberg to Everyone: 03:02 PM
Teachers, students, parents, I can document and share any best practices that worked that were engaging and helped students to learn!
From caitlynscales to Everyone: 03:02 PM
This is an opportunity - Get students involved as stakeholders in this opportunity instead of doing it for them or considering “school” rather than learning with our communities (all generations).
From Chris McNutt to Everyone: 03:02 PM
Educators can develop ways for students to build a community “virtually” through culture-building as well as shared projects/learning by doing/community goals
From Joe Pucci to Everyone: 03:02 PM
Students can explore their deepest passions and imagine how school might be designed to support their development.
From Nate McClennen to Everyone: 03:02 PM
The community at large can believe that transformation can happen, can happen quickly, and can lead to a better world.
From Curtis Mould to Everyone: 03:02 PM
Teachers can - continue be creative in providing opportunities to learn outside of schools
From Julia Fliss to Everyone: 03:02 PM
I can let my district know that this conversation is happening!
From donnaguerin to Everyone: 03:02 PM
Teachers can empower students to help design their own learning
From Debby Kurti to Everyone: 03:02 PM
Students and parents can take a larger role in their own learning process.
From jenevivebriggs to Everyone: 03:02 PM
Students can take charge of their own learning and create change.
From Elizabeth Orme to Everyone: 03:02 PM
Parents can ask for help and rely on teachers and districts to consider their perspective.
From James Bailey to Everyone: 03:02 PM
I can research best practices
From Neel Pujar to Everyone: 03:02 PM
Thank you Nathan for organizing this conversation!
From Jorge Valenzuela to Everyone: 03:03 PM
We can work together to figure out and implement BEST practices for our country!
From Ben Owens to Everyone: 03:03 PM
Educators can listen to our kids! They are probably figuring this out as well or better than many adults!

From Maura Dudley to Everyone: 03:03 PM

I can work towards justice while we are out of school and advocate for prioritizing the mental health of students and teachers.
From daviddagostino to Everyone: 03:03 PM
I can continue to engage parents on how to be their child's first educator.
From Jennifer Rosser to Everyone: 03:03 PM
teachers can elevate student voice, encouraging them to shift the mindset of education.
From greatsmary to Everyone: 03:03 PM
One action: students can drive their own learning within needs of their community
From Mia Pumo to Everyone: 03:03 PM
I can ask my community "What have you learned from this experience?" to continue the conversation about powerful learning outside of classrooms.
From Ben Owens to Everyone: 03:03 PM
Thanks, ALL!
From Curtis Mould to Everyone: 03:03 PM
I can...promote the promise of learning outside of the school walls and share beacons
From jenevivebriggs to Everyone: 03:03 PM
Teachers and Parents can give students the power to decide what change looks like
From Haben Ghebregergish to Everyone: 03:03 PM
I can connect with other math teachers to develop a strong distance learning curriculum that is engaging and culturally relevant
From Mike Hourahine to Everyone: 03:03 PM
Thanks everyone!
From Michael Dunn to Everyone: 03:03 PM
We can encourage students to reflect on their learning and what they really want from school!
From liz to Everyone: 03:03 PM
Teachers can foster relationships with and among students using technology in new ways.
From Kathleen McClaskey to Everyone: 03:03 PM
Learners can learn how to learn in any environment and develop the skills to support their own learning
From Elizabeth Orme to Everyone: 03:03 PM
We (Creatively Focused) can use our expertise in a variety of ways - beyond the classroom .
From Adam Lenaarts to Everyone: 03:03 PM
Thanks all love to connect @skandibal
From DeLonn to Everyone: 03:03 PM
Educators and parents can work together.
From Glory Kibbel to Everyone: 03:03 PM
I can find more leaders, like Nathan, to spur these conversations and move transformation forward!
From Amirah Cummings to Everyone: 03:03 PM
Parents can allow their children to reset and learn freely without the pressure of schedules to help them manage their well-being and time management.
From steelemaley to Everyone: 03:03 PM
We can learn without schools and institutions
From Randy to Everyone: 03:03 PM
I can offer support to anyone looking to develop student agency during this time
From DeLonn to Everyone: 03:03 PM
Would love to connect (DeLonn@saykid.com)
From greatsmary to Everyone: 03:03 PM
Thanks so much - fabulous conversation. Thanks for inviting me, Ben!
From Sarah Ross to Everyone: 03:03 PM

Parents can work together with students and teachers to determine what is essential for kids to experience/learn at certain ages.
From Vanessa Wilkins to Everyone: 03:03 PM
I can share what school systems globally are doing with decision makers in my local school networks.
From Chris Hanks to Everyone: 03:03 PM
Students can...show us the ways we can reach them in the worlds (physical and social-cognitive) in which they live, IF we ask the how!
From Kim Case to Everyone: 03:03 PM
I can keep things simple by focusing on the essentials first - human needs.
From michellekoffa to Everyone: 03:03 PM
We can make sure education is equitable as we implement e learning
From DeLonn to Everyone: 03:03 PM
Thanks @Nathan!
From Megan Grieco to Everyone: 03:04 PM
Teachers can truly believe in a new way of educating to move from crisis to transformation.
From Neel Pujar to Everyone: 03:04 PM
We all can think deeply about what we mean by learning and support everyone in pursuing their own distinction of what learning means to them!
From Randall Fielding to Everyone: 03:04 PM
All learners can use more visual tools, such as the white board on Zoom—pick a fat marker, pick your favorite color! Get creative. Let make the virtual world fun!
From Curtis Mould to Everyone: 03:04 PM
Same - any schools or districts looking for assistance - reach out. I'm available to assist/advise...whatever you need.
From Traci Bryant-riches to Everyone: 03:04 PM
Students can take charge of their educational pathway. Teachers can take charge of facilitating student learning with fewer constraints. Parents can engage more with their children's learning. I can trust students, teachers and parents and work to liberate all of them.
From Shane Krukowski to Everyone: 03:04 PM
Thanks Nathan! All!
From Amirah Cummings to Everyone: 03:04 PM
I can help educators add their curricula or important content online to make accessible to their learners.
From Michael Dunn to Everyone: 03:04 PM
Thanks everyone.
From janellefield to Everyone: 03:04 PM
Thank you again…this was amazing. So many great conversations. This will only make us better!!!! This will give us more opportunities to change teaching and learning. I am going to focus on the good of what is coming out on all of this. We need to make sure that interactions are happening daily or more with our learners in the area of SEL. Keep up the great work! We've got this!!
From John Meehan to Everyone: 03:04 PM
Teachers can empower students to pursue PASSION PROJECTS. "What are you BINGE LEARNING" in this time away from the classroom? Encourage students of any age to pursue ANY passion project. Then have them build their own blog / vlog / podcast to be regularly updated with new content in the time away -- here's a sample open source template anyone can use to kickstart your project!
https://drive.google.com/open?id=1JjU5dz2YdaHk-UPYxTPsfaJUNlGnTe-Hm-RLZbMqmDI
From Julia Fliss to Everyone: 03:04 PM
Students can teach their parents how to learn differently!
From WRCCS to Everyone: 03:04 PM

Our students and colleagues will learn so much by our behaviors as we partner to rise to this unprecedented challenge.
From Peter Herzberg to Everyone: 03:04 PM
Students can understand that they are THE key party at the table and start to flex their muscles; as educators, we can insist on developing school around notions of interdependency, equity, and poblem-solving for the future; and families can learn how great a stake they have in all aspects of their kids' education.
From James Seaman to Everyone: 03:04 PM
Teachers can collaborate with other teachers and parents to truly provide student-centered learning
From Mia Pumo to Everyone: 03:04 PM
Students can advocate for more meaningful learning experiences and less standardized testing.
From Chris Hanks to Everyone: 03:04 PM
I can, as a school leader, open up space for students, teachers, and other stakeholders to create new modes of inquiry and learning.
From bonnienieves to Everyone: 03:04 PM
Teachers can continue to increase student-centered opportunities.
From Curtis Mould to Everyone: 03:04 PM
cdmould@sunprairieschools.org or curtm721@gmail.com
From Julia Fliss to Everyone: 03:04 PM
Parents can collaborate with teachers and community leaders to keep this momentum going.
From Amirah Cummings to Everyone: 03:05 PM
WE can come together to redefine what education looks like.
From Julia Fliss to Everyone: 03:05 PM
YESSS~!!!!!
From Alexis Gwin-Miller to Everyone: 03:05 PM
Thanks Nathan! Well done.
From Julia Fliss to Everyone: 03:05 PM
Thank you!
From HD Lee to Everyone: 03:05 PM
Students can learn to contemplate how quickly life can change, and what that might mean for what they want to get out of their education.
From James Seaman to Everyone: 03:05 PM
Students can show us how they are naturally adapting and learning.
From Luke to Everyone: 03:05 PM
We can re-evaluate the needs of our communities, families, and students and let those define our foundational principles and practice for what school and learning look like
From Julia Fliss to Everyone: 03:06 PM
Hope it's okay to continue listening in...
From Adam Lenaarts to Everyone: 03:06 PM
any educators on discord?
From heidi@curriculum21.com to Everyone: 03:06 PM
Create specific options for expanding the policy menu for state, district, of what school will look like whenever we move forward (not return) to responsive school designs.
From Adam Lenaarts to Everyone: 03:07 PM
Cisco Webex could easily scale..
From Alexis Gwin-Miller to Everyone: 03:07 PM
We can look closer at the differentiated needs of families.
From Kavita Tanna to Everyone: 03:07 PM

All of us can be encouraged to be vulnerable and brave enough to share how we really feel about what is happening right now, we can all communicate our ideas of how we want us to be as human beings in this new way of being as we pause to reflect on what has been, what is and how we wish the future to be, I can support people to be brave enough to put their voice out there; to create forums of students/ educators/ parents and groups with representatives from all 3…