

May 19th & 20th, 2021 Literacy Network Activities

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Activity 1

What are the successful systems, structures, practices, and mindsets from CDL/Hybrid learning that we want to carry into 2021-22, and what should we leave behind? Take notes in the chart below:

<i>What we want to carry into 2021-22</i>	<i>What we want to leave behind</i>
Example: Project-based learning	Example: Deficit thinking
	Red, Yellow, and Green Kids
Being more flexible on due dates and working with students individually to turn work in when they can put their best effort forward. + Individualized feedback and opportunities to rewrite work based on that feedback.	Reducing credit for late work since we know it's not a motivator to get the work done. + "One and done" -- turning in work with no opportunity for growth moving forward.
Asset-based approach - valuing students for what they bring to the learning environment	The F as a grade indicator
Culturally-sustaining practices	Deficit language and policies
Teacher Clarity	Bell-to-bell direct instruction
Student access to materials: variety of ways	
Relationship building time	
Targeted instruction in small groups	
Sharing responsibility for students: they belong to everyone in a grade-level/grade-band and we can support them in our small groups regardless of homeroom teacher.	Teaching through: through misunderstandings, through disruptions, blindly through scope and sequences prepared for the masses.
Guests and other real-world experiences via virtual visits and "fairs"	Getting through the textbook, rather than teaching for mastery.
Equitable grading practices	
Working on antiracist curriculum and instruction and incorporating identity work that includes rigor for all students	Curriculum that omits rigor, curriculum that does not include a chance for students to explore who they are in this world
Innovative use of technology	
Growth trajectories	

Flexibility	
innovation	
Continuous cycle of improvement	
Wellness for students and adults	
Student voice as center in curriculum and operations of a school	
Parent and family involvement.	
The importance of connection and community and building relationships with kids and families	
The cultural awareness teachers are incorporating into their instruction	
Use of technology in an interactive way	
Finding better ways to integrate our introverts into the classroom and help them feel “seen” even if they don’t speak out loud when in person.	Positive bias toward our “louder,” more talkative students or making quieter students feel like they’re not doing an equally good job of participating.
Technology is a valid tool for instruction in K-2	
Virtual opportunities for connection w/families as needed - zoom and facebook live PTA-type meetings. Many more families participated with online/flexible access. Also, option for zoom or in-person parent teacher conferences - zoom increased attendance/participation.	Rigor before relationships
Technology that improved access - ex. Seesaw recorded directions - students can listen to directions multiple times or listen to a text that was too difficult for them to read on their own. Pear Deck add-on because it increased engagement and opportunities for corrective feedback when students were working digitally	Building the plane while we fly it
Family outreach - Sunshine and sunset baskets	Isolation
Virtual learning opportunities for students that are unable to come in person.	Lack of a clear message, purpose, why, short/long term plans
More emphasis on student choice in assignments	fear
More equitable thinking; Flexibility/Accessibility of technology/online options	Isolation; working in silos;
Equity mindset	rigidity
Virtual Parent/Teacher Conferences	
Flexibility! Teacher & schedules, use of the day, zoom	

meetings and parent contacts, allowing teachers to plan at home	
More specific feedback, given via audio or video clips in addition to written comments	
Differentiated learning	Disengagement
Focused Collaboration and Intentional Planning	Constant Pivoting
Capacity for virtual engagement.	Students 3ft apart during instruction
One-to-one technology	
Online options for students who've been successful	
A focus on foundational reading	Last minute scrambling to put together lessons for online only students
Clear standards and success criteria/ Focused Pd/ Showing learning in different ways	Isolated groups/ pods Not being able to "share kids"
Flexible learning	Difficulty holding engaging student discussions.
Videos sent to families/students	Virtual PLC meetings
Focus on Equity and Culturally Responsiveness	
Increased collaboration opportunities we were afforded this year.	Lack of student collaboration
Collaboration among teachers. Co planning	One way translation services (teacher to home) - How can we make translation services from families to school easier to access with all of this new technology?
Creating a menu for teachers to refer to - what my job can offer to teachers	Not teaching social studies on top of my job
Acceleration	Remediation
Consistent PD for our EA and SEA in the area of collaborative problem solving	

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Activity 2: ODE Document Activity

1. [Click here to open the ODE document called *Student Learning: Unfinished, Not Lost*](#)
2. Independent Work: Start reading on page 3 "From Remediation to Acceleration" and go to the end of page 7.
3. While reading, consider the implications for your work, school, and district and jot down your thoughts in the table below.
4. Share your ideas in a breakout room discussion.

<i>Implications for my work in 2021-22</i>
Learn more about students' strengths and needs
Student-centered + asset-based approach approach
Ensure supports for social and emotional learning
Lessons learned moving forward - breaking the cycle of white centric education that forces BIPOC to conform or not do well academically. Actively engage in rooting out bias in materials and instruction.
Collect varied evidence of student learning
The importance of Formative Assessment now more than ever
Extend learning over time + high quality preschool
Emphasize authentic, culturally responsive learning
Create collaboration time for planning innovative lessons and projects
Assessment Literacy Formative Assessment Process
Consider terminology: From learning loss to Unfinished learning
Assess what students need - utilize formative assessments
Emphasize authentic, culturally responsive learning
Focus on student voice and choice and engagement. Students need to feel more ownership and relevance in their learning.
Look at what children have learned this year in life as opposed to what's unfinished.
Intentional and proactive work to preserve and strengthen family relationships. Keeping teacher vulnerability and parent partnerships as we return to brick-and-mortar where we are not literally "inside" each others' homes
"Dr. Gholdy Muhammad, an expert in literacy, said, 'deficit perspectives and thinking lead to poor and basic instructional practices.' "

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Activity 3: Questions from the Network

Read the questions below from fellow Network members and add your ideas in the table(s) below:

Question	Ideas, Solutions, & Inklings
What are summer school plans, focus, schedules?	PPS: LEAP into 9th and 10th grade, Summer Scholars, Extended School Year, etc. K. Gomes
	David Douglas - 4 week program. Focus on care and connection utilizing project based learning. GBSD = Same!
	Centennial coaches will support two days of planning for staff who are teaching summer school, academics in the morning, lunch and then SUN school in afternoon = 4 weeks
	HS credit recovery program for 6 weeks Gresham-Barlow = Same
	3 week summer acceleration for 10% of school population in ELA, Math, SEL
	Parkrose: 4 week elementary programs in conjunction with SUN and Champions, each site determines programming

Question	Ideas, Solutions, & Inklings
What are plans for MS & HS summer reading? (e.g. required programs, incentives, etc.)	Central Catholic's summer reading website: https://libguides.centralcatholichigh.org/sr2021
	https://www.pps.net/Page/2904

Question	Ideas, Solutions, & Inklings
What are the Professional Learning topics you are considering for fall?	Communities of practice around culturally sustaining pedagogy. We just had a virtual visit from Dr. Love and so folks are choosing her book, or Muhammad's, or equitable grading, or Minor's book, etc and then doing inquiry cycles around their learning in the Fall. Also, multilingual literacy, PBL, etc. K. Gomes
	Dr Gholdy Muhammed's book/way to structure lesson plans
	A back to basics of formative assessment & engagement & rigor
	Oregon Jewish Museum's August Workshops (Unpacking SB664)
	I plan to read Dr. Muhammad's book.
	We've got some content area PL we're hoping to pursue, Canvas (we put on hold this Fall), reemphasizing comprehensive literacy across levels and content areas. Continuing our work on Tribal History/Shared History; Collaboration Walks for teachers to visit

	others; Reflective Conversations
	● Pacing, priority standards - will ODE help prioritize /support accelerating learning?
	● Parkrose: Universal Design for Learning (UDL)
	● UDL/ Literacy across content/ Culturally Responsive Teaching
	● Equity, Anti-Racist education, equitable grading - Sherwood
	● Best practices in differentiation (Lindsey, Estacada SD)
	● Continuing our Equity, Anti-Racist work and UDL discovery - David Douglas SD
	● MTSS-Sherwood
	● SEL Curriculum-Sherwood
	● Gresham Barlow SD = UDL, MTSS,
	●

Question	Ideas, Solutions, & Inklings
During hybrid learning, how are instructional specialists, TOSAs, etc. being utilized on site?	● We were physically present during re-openings to help in any way needed, and we continue to visit sites/teams virtually. K. Gomes
	● Creating asynchronous activities/materials for students
	● Creating PD about best practices for hybrid teaching/concurrent teaching (we give PD in person & online to model how to do it.)
	● 1:1 outreach w/teachers to help troubleshoot, integrate technology and co-plan.
	● Zoom capacity to reach more people for PD, coaching conversations, etc.
	● Zoom grouping
	● Behavior Support, Small Group Instruction, Assessment Support, Community Outreach, Infrastructure Support, Planning
	● Breakout rooms working with students
	● District Instructional Projects - creating new math and writing work samples, New Teacher Center Program Binder and Infield Coaching Binders, Coaching on Pear Deck & NearPod - tech support
	● Working on district and school projects and planning.

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