Question	KTT's Answer

What are your top 3 goals / priorities?	1) Data - where are our families? Care for our people by knowing what's going on.
	    a) Address
	    b) Contact information
	    c) How COVID was affecting them & comfort with sharing
	2) Testing & Diagnostics - Need to know to determine where kids are and to feed priority 3
	3) World class virtual learning program
	
	Orientation mirrored these priorities. Bring in 5 students at a time. Train students on our technology programs. Share resources needed for the first unit for Reading and Math. Gave out care package or shipped to home.
	
	Eliminate barriers in the way of goals. Training teachers on testing. Train kids on technology programs. Hear form families directly.

How do you address the barriers of remote learning that could include leader mindset and parent engagement for student success?	Leader Mindsets are addressed the same way that they are in a non-virtual setting.
	● Name what the values are and your norms up front that they are clear.
	● Hold people accountable to the set norms and values.
	  ○ Biggest piece is to accountability and name when anyone is stepping outside of the team norms.
	● Give clear feedback with clear rationale to have person understand.
	● If they do not re-align with the values, then it falls on the leader to grapple with the question, "are they right for the team?" Respond with appropriate decisions.
	  ○ Any challenging time period brings who is hear for the right reasons.True intentions are revealed to see if they are about kids.
	  ○ This occurs in challenging moments outside of COVID, too.
	Parent/Family Engagement are addressed much the same way as in non-virtual settings.
	● Identify the barriers that hold people back from engaging.
	  ○ For pre-COVID example, time is limiting. Hosting something after school conflicts with work. To remove the barrier, host the event at 7pm instead of 4pm.
	  ○ In virtual world, some barriers are access to wifi and technology. While most people are working remotely, identify the best times.
	● We hosted at least 3 rounds of a certain event to increase options and increase family involvement and participation pre-COVID. Just as we did that, we host time slots ranging across days to give choices.

	- Think through options and put yourself in parents' shoes about what would be best. - Ask parents what they think this experience has been for them. Not just the challenge (it's challenging for everyone) but also: - Do you think what we've been doing is effective? - Do you think your child is learning? - Does your child like learning? - What are you noticing? What are you seeing? - We have a great opportunity with parents being exposed to how and what kids learn. Family now can say "this is what you are going through all this time!" We can capitalize on this experience to understand the power of what teachers do and acknowledge the gratitude for teachers. - Now that families have seen teaching and learning, use it. - Families are more engaged than ever due to circumstances.
Is there anything particular you are doing to make sure families are coming to their teacher, principal, and you?	- I can speak to my time at Achievement First, all C-level positions were told to call families, randomly. This gives a true touch point. - The senior level roles can be so removed that calling up a family reconnects them to what's on the ground. As someone not on the ground doing the work, we have no choice but to accept the word on the ground of what families are experiencing. - If you have the opportunity to hear directly from parents, you see what is translating and how the message is translating. Family interests come up.
What curriculum does Movement use for literacy and math? **Can you share the literacy assessment videos done remotely?** **I would like to hear more about the plan Movement has around STEP testing virtually.**	The video shared for the Vision Setting STEP Assessment is the best source for how to do literacy assessment remotely. - At this time, we do not have a consistent curriculum across both schools. - The goal is that our schools will be aligned and consistent as best practices moving forward. This is not the top priority in my work right now as access and excellence in virtual instruction takes precedent. We will make the best of what exists this year. This will be completed during my work with Movement Charter Schools.
How did you dive into a new organization and start managing/leading two principals? First steps? Goal setting? Navigating culture (and perhaps adjusting it)?	- In general when starting a new role, working with your new manager is crucial. I have a great relationship with my manager which is really helpful. Get to know your manager and have them get to know you. Not the surface level things. Truly what matters to you. - Professionally I am clear about the goals/priorities I want to go after and what are my non-negotiables. I am clear about the areas that I'll grow into that do not hinder the work.

	- - With a strong relationship, my manager creates the space that I don't feel afraid to keep moving in my work.
	- Stay true to yourself. Don't sell out. Not only is COVID tough, but I don't want what's happening with people of color and especially Black Lives Matter to be overshadowed.
	  - Ensure your voice is heard and valued. Don't sacrifice that for everything.
	  - I am not going to sacrifice things that I deeply value and I am clear about that.
	  - Really ground yourself in your personal values. What you deeply value will be naturally tested because you are in a new environment.
	- Build a relationship with people you are working with. Most people are afraid of change and they will react out of that fear, which is mostly not positive (naturally).
	  - Be direct. Name that dynamic when you experience it, so that you can start to break down those walls and those fears.
	  - Give people a lens into your work and what you have done and plan to do.
	  - Truly hear from people: what do they want? Need? Share how you will support in that.
	  - Again, be direct in naming the tension. Name your goal (ie have a productive open relationship to move the work forward). Be clear about the goals so people can ground themselves in these goals. Find commonality to ground yourselves in, which is often common goals.
	- Went to schools and talked to teachers. People on the ground need to know you and can relate to you. Find ways to connect with people not as close to "the table". It is in your best interest to find out what happens to people not as close so you find the things to hone in on.