

AccelerateED Instruction Subcommittee

Friday, May 22, 2020 (meeting 5)

10 a.m. – 12 p.m.

Instruction Subcommittee

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Minutes

Agenda: Fall 2020 Recommendations – due June 12, 2020

The Instructional Subcommittee discussed, reviewed the working document of recommendations from last meeting, and made edits/comments when/where necessary.

Step 1: Ensuring Student and Staff Safety

1. These recommendations include 1) make sure there are “MTSS” supports for teachers and faculty, 2) make sure schools are safe and clean and that schools/districts have an established plan for ensuring risk management, and 3) districts should survey staff prior to start of school year to identify staff with health concerns/reluctance to report.
 - Student and staff safety is paramount to everything else being recommended by the Instructional Subcommittee as safety trumps instruction. All recommendations around instruction are nested under the expectation that we will be following best practices and guidance on health and safety of staff and students. Any recommendations made may need to be reconsidered, revised, or altered at a later date.
 - Recommendations in this category will be based on guidance from the Building and Student Services Subcommittee and the Operations Subcommittee.

Step 2: Preparing for Opening

1. Training and Professional Learning – Topics

- a. Training
 - b. Professional Learning
 - i. Learning Progressions
 - ii. Family communications and relations
 - iii. Distance Learning
 - iv. SEL
- As the subcommittee begins to break out the recommendations from fully on-line, hybrid, and “traditional” learning, they will indicate certain ones that take precedence based on what the likely reopening model looks like for the fall.
 - Discussed new training and professional learning opportunities, i.e. LMS and Edgenuity. Districts will need to prioritize training for staff in order to be ready for the fall reopening.

2. Professional Learning – Delivery (priority) (district and or state lead)

- a. The emphasis on learning progressions from SCDE to give teachers time to learn them and determine how to try to incorporate them.
 - b. PD around family communication and relationships, particularly if we end up in a distance learning world.
 - c. Distance learning, i.e. teaching in a remote learning situation, eLearning, and instructional tech.
 - d. Social and emotional learning – including trauma and informed practices
- A significant number of districts have applied to be eLearning districts, and the number could possibly double. There is a focus from those districts to provide the PD requirements related to their application. Their concern is if we are in this situation again. There is significant work they want to accomplish with the platforms that they choose around the district needs with eLearning.
 - Professional learning platforms used to deliver training should not need to take teachers and administrators from their building. The Division of College and Career Readiness is working on ways to offer training that can be delivered in a more effective way so districts can prioritize keeping people close to home for safety and for time efficiency. The LMS and repository will greatly help but that will not be ready all at once.
 - To trying to make better use of microcredential opportunities. The Office of Personalized Learning has been meeting with the Office of Educator Effectiveness and Leadership to come up with some pilot programs. They are working on building out to robust microcredentials in a number of areas.
 - There are some resources for free microcredential and other training available online. Some are for non-certified people. The SCDE has many resources to draw upon.
 - A point was made about the tiered support for social emotional learning that has to be taught in a classroom. There is the literacy academic side of the screeners; but in legislation there is to be a screening tool for social emotional learning as

well. SCDE is trying to do a survey to find out what districts' needs are, determining what they have, and what they are currently using around what it is and what it is not. Learning needs as well as social emotional support needs must be met to recover academically.

- Analyzing traditional “must dos” to try to streamline them so that we can put as much time and energy into the unique needs for fall 2020 as possible.
- Professional Learning can develop that “resident expert” teachers need in their schools. We will do whatever we can to build that expert in the building, so teachers can have a support system that's readily available to them.
- Support for teachers and faculty may also need SEL.

3. Student Diagnostics

- Many of these fall recommendations rolled forward from the summer recommendations. They will largely be captured in the recommendations around the extended five days at the beginning, which will be a big use of those days.
 - a. Utilization of existing data – continuation of what was asked of districts during the summer
 - b. Utilization of existing screening processes – don't reinvent the wheel. We've got MTSS screeners, MAP, and other diagnosis tools in place for academic needs
 - c. Establishing baseline for student mastery of content – 5 day conversation
 - d. SEL Needs – 3 recommendations were added to the working document
 - e. SPED - Prioritize continuation of evaluation process
 - f. EL Needs – 4 recommendations were added to the working document
- Approval of the testing waivers from the federal government has not been received yet. Teachers could focus on the academic recovery of students without having to worry about an assessment.
- Prioritizing completion of the evaluation process for special education students. OSES have been telling districts to look at 3 pieces of data, 1) where was the student at the end of in-person services; 2) where is the student at the end of this school year; and 3) where is he at the next data collection point, which may be summer, or it may be the beginning of school. Looking at the student's rate of progress for the previous school year will give an indication of how much the student has been learning prior to the stopping of in-person services. Encouraging districts to look at what needs are created by the student's disability and what needs are created by the school closure for all students.

4. Parent Communication – public relations campaign/PSAs, opportunities for parent feedback, virtual events, home visits

- Seek to engage SICs. Also outreach into community beyond traditional methods, talk with business leaders to see if information can be shared in work day, etc. Work with business advisory councils in district, Chamber of Commerce, Rotary Group, Faith-based Communities, etc.
- Career and Technology Centers are a great resource with advisory councils made up of business leaders. They connect the school to work. Their powerful resources and contacts should be included in any communication.

- Have video that can be shown without teaching or administrators having to be in attendance.
5. Addressing the Digital Divide – Continuation from summer recommendations - Ensure that students and teachers have equitable access to technology and broadband.
 6. Partnership with Educator Preparation Pathways - a) Access to buildings and systems and b) Access to university staff.
 - Districts need to think about their student teachers and pre-service teachers, and the practicums before the school year starts. When schools open, they are going to be so overwhelmed that they are going to have limited capacity to do right by our pre-service teachers.
 - Good clinical experience component and teacher preparation is critical. Some have held onto the antiquated view that teacher preparation programs are oriented around a bunch of course work that culminates in an internship experience in schools, which is not true these days. Teacher preparation begins very early on in one's time and persists throughout, and in many cases courses are offered and embedded in K-12 schools. This issue of the ways in which we ensure that the next generation of teachers are adequately prepared during this time is not just as simple as making sure that we have full time interns, have accessibility and can support schools, but that we have a boarder understanding of the importance that this doesn't then burn children for an entire teacher's career because they were not adequately prepared to enter the workforce. It plays out in a few different ways, there are experiences that are less intensive with children, there are experiences that are done in conjunction with the university faculty that may be embedded into those schools, and certainly there are supervised clinical experiences as well. We have discussed how we would engage in increased number of distanced learning supervision, have additional personnel at school, and that flexibility is important. We need to think about it holistically and having some assurance that students are in the building that those teacher prep folks, interns and so forth probably need to be able to have accessibility as well. The other side of it is which is anecdotal, about an LMS that might be adopted statewide, is that interns have an uneven experience across districts as it relates to accessibility and technology, meaning district policy in one district may allow university students to have credentialing to gain access to something like Google classroom, but another district's technology policies may prohibit them having access. If we engage in any sort of distance eLearning next academic year, whether that be in a hybrid model or any other form, it is really critical that if we see these college students as sources of support, that there is an even and consistent interpretation of policy as it relates to accessibility for eLearning as well.
 - Policy on teacher cadets for students moving from one building to another throughout the school day to go under another category.

Step 3: **Remediation of Learning**

- Discussed extra 5 days during last meeting

Step 4: **Addressing Student Needs**

Recommendations for those students that either cannot or will not come back to the building in August, provided that face-to-face instruction will continue. Many suggestions have been added to the working document.

1. *Those that Won't/Can't Attend*

- a. Essential to find ways to not require teachers to do “double planning”- teacher should not be asked to plan for in-person AND eLearning in the same day
- Districts should consider how they may be able to offer face to face, hybrid, or completely remote model teaching. Face to face and virtual could work in tandem with each other. Districts could assign teachers with comprising health conditions to those students not coming to the building to provide remote instruction. Instructional assessment content that is adaptive that could be used in the regular classroom for face to face instruction as well as used for those students who are in an environment where they learn from home but are in a hybrid situation where they come to school for specific reasons. That could potentially help reduce some of the variation of instructional quality.
- Consider options for students that may be out of school for a period of time. Districts may need to consider credit and content recovery for those. Districts should form teams for teaching methods. There is concern that some parents may opt to pull the child out of public school. SCDE should send out a survey to districts to find out what their technology needs are through the learning system, management system, repository devices, wifi, and broadband.
- Ask districts to think of multiple designs for instructional delivery to meet the needs of all learners.
- VirtualSC could be asked to creating postings to hire elementary and middle school certified teachers interested in doing remote learning, particularly in smaller districts that cannot designate someone for remote learning, instead of districts having to identify those teachers.
 - b. Create a database of online resources/units for teachers to use so they do not have to reinvent the wheel.
- If a classroom is equipped with a live webcast, a student sitting a home, even if in a different district, could still participate in that class. That is not as ideal as being in the classroom but it is preferable to watching asynchronous materials for K-12 students. SCDE would have to help because districts do not have the same LMS or broadband capabilities. This distance learning is a way to help students get to the resources they need.
- SCDE met with ETV to work with them and the repository they are trying to build; which is not just a learning object repository but a robust learning object repository that will be vetted in quality material and content that will be loaded and will be available to districts. We are making sure that the programming and what we could do through ETV will allow for recordings. The LMS and the learning object repository will assist districts to be another avenue of how they can deliver instruction, especially in areas where it is hard to get folks.

- VirtualSC offers a franchise program to districts across the state through Moodle, our learning management system, all of our state standard aligned courses, all of our curriculum that we have developed over the years, all of our instructional resources that are offered out to districts to partner with us through a franchise program and VirtualSC provides training as well as set up. Basically, everything you would need to run any of the VirtualSC courses locally. The only thing not provided in that situation is a teacher but they do provide the training to get the teacher up to speed with where they would need to go. What is suggested to schools is for schools to partner with other schools. If you have a stellar French teacher in one school district, there would be no reason that teacher could not teach across district lines using the VirtualSC program or the franchise program as a possible option.
- Currently, all of the courses are at the high school level so as we talked about expanding VirtualSC into lower grades, a big concern would be the time and the funding that it would take to expand that quickly enough to get to where we need to go. VirtualSC has a large array of high school level courses prepared and ready to go.
- SCDE spoke with ETV about using frequencies that they do not currently use. It is used more for emergency broadcasting, etc. This is one way connection, like watching TV but they can send things besides class teaching. They can send documents but document cannot be returned to the school in the same way. The one drawback to datacasting is that each device would need an antenna attached to pick up the signal. The cost for each antenna is \$275 which gets expensive. SCDE was looking at doing this for the children who do not have internet at home but if you are talking about classroom teaching and such, you might be able to share that antenna. It is not something we can just automatically pick up since they will require additional technology to pick up the signal.

c. Declaration of intent by parents prior to start of the year

- A recommendation for districts to have a mechanism for parents to declare their intent upfront about whether their child is coming to school in person or whether they are going to stay at home. And the complications of what to do if parents change their minds. There are complications with a student showing up to school for two weeks and then decide to keep the child at home, then the parent decides to send the child back. Look into the legality for this request. To equip schools and districts to better be able to meet needs in a way that we cannot if student attendance is changing each week. Districts should have a lot of up front communication with parents about what school is going to look like before we ask them to declare. Funding may be needed for students having to be out of school and taking homebound as well as the need for substitute teachers. The cost of the antenna may be less expensive than paying for a device and wifi for the family.
- Course can be recorded, uploaded to YouTube, and students would watched at a later date. Some platforms allow for built in questions to be answered before advancing the video. Inform districts to be prepared for the constant changes in attendance. Be very careful how we handle a Declaration of Intent.

- ETV could set it up so that they use towers to broadcast in regions, districts, schools, neighborhoods, classrooms or they could target the entire state. A concern is if you are teaching those students without wifi this way, how will the other students be taught. The lesson or sharing of content may be done twice. Broadband is still needed to submit assignments. Districts have the best knowledge of how to make that work for their student.
- A declaration of intent for teachers and parents who are opting out at the beginning would be good for districts to know. People can and will change their mind as things change.
- Put on the radar to discuss is the work around the students we have not been able to connect with since March. What to do if in August, we still can't reach them?
- Mr. Kelly will write a draft recommendation for what that might look like based on our conversations with the understand that we might just hold if it feels like it is too big of a burden, or that it cannot be communicated well. It is for the parents who want to declare upfront that their child is not returning to school physically, even if we are open. SCDE will look at the draft. Some districts may have already sent a survey to their parents asking for this information. The subcommittee could recommend this be handled at the district level and for districts to use their own format for a draft letter.

Next Steps

- Full Task Force Meeting – May 26, 2020 from 11 a.m. – 12:30 p.m.
- Next Subcommittee Meeting – May 27, 2020 from 10 a.m. – 12 p.m.

Subcommittee is asked to take some time to go over the working document, leave comments, and address topics to prepare to make Fall Recommendations.