

Teaching & Learning Structures

April 2, 2020



Purpose

- **Provide an overview of proposed system-wide structures to the school day**
 - **The Why, How, and What**
- **Provide opportunities to collect and process feedback**
- **Regional meetings for principals:**
 - **Leadership implications**



Constantly iterating...

- *An approach to building that involves continuous improvement*
- *Believing something can always get better*
- *Nothing is ever complete*

-Mark Zuckerberg



Guiding questions

- **Our Why?**
- **What is our North Star?**
- **Who was involved in the development of this draft plan?**
- **On what basis did we enter into planning for additional structures?**
- **Why district-wide structures instead of school-specific structures?**
- **What are our next steps?**
- **What happens in**
 - **the “learning zone” or period**
 - **Student contact / help or IEP participation**
 - **Specialist time**
 - **Team / department time**
 - **Elective PD**



We need your feedback

- Communicated through your supervisor
- Chat function in Zoom capturing questions / feedback
- Regional principals' meeting – unpacking leadership implications
- Supervisors providing a synopsis/summary of feedback from each respective area



Guiding questions

- **Our “Why”**

To provide students and families <i>sufficient structure</i> to	...so as to
• Improve predictability in a time of uncertainty • Offer support for routines at home	• minimize stress and maximize social-emotional well-being • strengthen support systems between home and school
To provide staff with <i>sufficient flexibility</i> to	...so as to
• Meet the unique needs of their students and families • Explore ways to leverage technology resources • Grow professionally and in collaboration with colleagues	• bridge the gap in ways educators know best • maximize learning opportunities and student engagement • stay connected to one another in learning communities



Guiding questions

- *What is our North Star?*
 - Doing our very best, with the resources we have, to serve each student and family
 - Health and social-emotional well-being of our students, families, staff, colleagues, and ourselves
 - Staying on the productive edge of learning and leveraging our resources



Guiding questions

- *Who was involved in the development of this draft plan?*
 - Teaching and learning leadership
 - Curriculum & Assessment leadership
 - Cabinet provided feedback on several iterations
 - Structures informed by many stakeholders



Guiding questions

- *On what basis did we enter into planning for additional structures?*
 - Draft plan was informed by building administrators, teachers, association leadership, and some parents
 - provide a framework for routines and predictability,
 - provide the necessary efficiencies for leaders to schedule important collaborative meetings and check-ins with teachers



Guiding questions

- *Why district-wide structures instead of school-specific?*
 - Equity of opportunity
 - Commonalities across levels
 - Sufficient flexibility for teachers to continue to meet the needs of students in the best way they know how



Guiding questions

- *What are our next steps?*
 - Working backwards from a target effective date of Tuesday, April 21
 - Sharing with teachers and classified staff week of April 13
 - Sharing modified version of structures with families week of April 13



Guiding questions

- *What happens in*
 - the “learning zone” or period
 - Student contact / help or IEP participation
 - Specialist time
 - Team / department time
 - Elective PD

