

Partnerships during a Pandemic

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Beware the Return...

The background of the slide features four large, cylindrical metal silos with white domed tops, arranged in a row. They are situated in an outdoor farm environment with stacks of hay bales in the foreground and a blue sky with light clouds in the background. The silos are made of corrugated metal and have a ladder on the rightmost one.

We were well set to avoid silos in planning, but there were some happy accidents that led to an effective planning and role-out process.

Future consideration - as we get a little distance from the initial emergency, there will be a natural tendency to return to what is known. Are silos a norm in your organization? Beware the return.

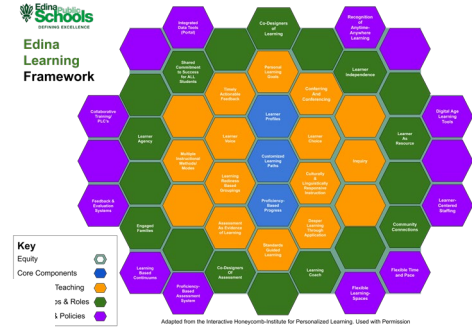
Future-Ready District

Edina Learning Framework

Digital Age Learning

eLearning - Put us in a position to prepare staff for the digital shift.

eLearning day (inclement weather implemented)



sean.beaverson Ed.S @smbaverson · Aug 21, 2019
@APadmos how you going to too @micwalker introducing e-learning to @edinaschools #goaltheway #inasnewsuit #thanksjerryhardware



Essential Partnerships

- Relationships are critical during a pandemic
 - Technology and instruction
 - District and building leadership
 - Media and teachers
 - Teachers and students/parents

Stages of Distance Learning

Stage One - System Tights

In a short amount of time, Edina Schools developed a program outline with a variety of key decisions provided for staff.

Stage Two - Going Live

The initial week of distance learning was designed to support the development of routines and maintenance of relationships.

Stage Three - Supporting Operations

We continually strive to apply lessons learned to have a responsive system that weighs the needs of our students, staff and families.

Distance Learning: Training

All teaching staff attended district distance learning foundations training in 2 days.

Learning Targets

- Understand expectations (TIGHTS) around distance learning
- Learn distance learning tips/tricks
- Feel prepared to plan with my team
- Get questions answered

Provided additional training to support conversion to distance learning

Distance Learning Vocabulary

THINK

Asynchronous—Deep Learning

Synchronous—Maintaining Relationships

Articulating Our Plan



On Monday, March 30, Edina Public Schools will begin implementing a Distance Learning model to deliver instruction during the COVID-19 Pandemic. Our goal is to provide continuity of learning using the tools we have available. Our staff has been working hard to plan for this new reality, and we will learn and continue to evolve to provide the best instruction possible for our students. Students will be completing assignments and activities in order to be marked present in class by 5 p.m.

Edina Public Schools' concern is always for the well-being of all our students and employees. As a school district serving more than 8,300 students and employing 1,200+, we have a serious obligation to ensure we are preparing and planning for any emergency that could create large-scale impact to the breadth of community members and campus operations. Sometimes, this means exploring alternative instructional delivery methods. This document addresses how we can best prepare ourselves for prolonged absences and/or school closures.

Please see the page links at the top for information specific to Early Childhood, Grades K-2, 3-5, 6-8, and 9-12, as well as a Parents Support page with links to digital learning resources and important information about the curriculum tools we use in EPS.

When our district is closed for face-to-face learning, we will engage students with learning experiences that continue the planned learning program and help them to stay connected with teachers and classmates.

These experiences offer authentic opportunities to focus on key concepts, knowledge, and skills. They emphasize interaction and creativity, and involve a balance of on-screen and off-screen tasks that help connect to previous learning and the current curriculum, collaboratively developing a continuous learning program.

As always, online communications are managed in a respectful and safe way. For clarity and safety, we only use Edina Apps Approved services to connect and communicate with students

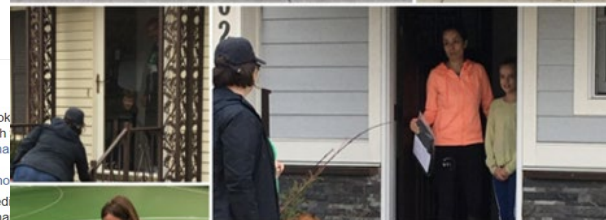
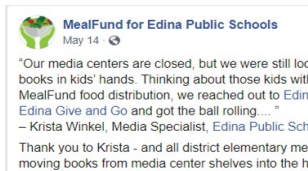
Many Hats of Media Specialists

- Supported Teachers
- Supported Student Learning
- Supported Families



Summer Camp Online!

Not the camp you might have hoped for, but still a chance to learn some cool new things and have fun!



Themes for Our First Weeks

- Relationships
- Rituals

- Routines
- Continuity of learning

Mondays & Wednesday = A Days		Tuesdays & Thursdays = B Days		Fridays = Advisory Check-In / Workdays	
9:00-11:00 Work Time	9:00-10:00 Independent Work	<ul style="list-style-type: none"> Teachers will post daily assignments in Schoology by 9:00 am on Mon-Thurs. Students work on tasks and assignments for $\frac{1}{2}$ and $\frac{3}{4}$ classes. 			
	10:00-11:00 Teacher Office Hours (teachers will be available for support via email exchanges, potential teacher seminar via google meet, etc)	10:00-10:30	Period $\frac{1}{2}$ teachers are available for questions	Fridays 10:00-10:30 Advisory Check-In <ul style="list-style-type: none"> Students have Personal Flex on assignments Teachers have meetings 	
	10:30-11:00	Period $\frac{3}{4}$ teachers are available for questions			
11:00-1:00 Lunch / Break	Personal Flex: Go play, read for pleasure, build, draw, or create something. Share in your household chores.				
1:00-3:00 Work Time	1:00-2:00 Independent Work	<ul style="list-style-type: none"> Students work on tasks and assignments for $\frac{3}{4}$ and $\frac{1}{2}$ classes. 			
	2:00-3:00 Teacher Office Hours (teachers will be available for support via email exchanges, potential teacher seminar via google meet, etc)	2:00-2:30	Period $\frac{3}{4}$ teachers are available for questions	Fridays <ul style="list-style-type: none"> Students have Personal Flex on assignments Teachers have meetings 	
	2:30-3:00	Period $\frac{1}{2}$ teachers are available for questions			
5:00 pm	Submit your daily attendance task for each class that day by 5:00 pm.				

Elementary Daily Schedule Sample - Teaching Staff

Time of Day	Activity	What it looks like
By 8:00 AM	Post the "Morning Message"	On Schoology or Seesaw post a video message for the day that includes the goals for the day...
Academic Time	Academic tasks assigned through Schoology or Seesaw	
AM Office Hour	Communicate with families and students and answer questions via email or Google Meet Number	
Team Meeting	Check in with your PLC daily - Email, Meet in order to stay connected around student learning	
PM Office Hour	Communicate with families and students and answer questions via email or Google Meet Number	
Creating Connections and Feedback	Check on student work and provide feedback and generally connect with individual students.	
Submit Daily Attendance (Infinite Campus) - 5:00pm - posted at 11:59pm		

Staying Connected

People **spending time** "together".

41 min
Duration average

19,895
Meetings total

5%
Network congestion of meeting time

Engagement in those connections.



Distance Learning District Community

Schoology Courses

“Live” PD Google Meets



Name	Owner	Last modified	↓	File size
Being A Reader in Seesaw Activitie (2020-04-15 ...	me	2:44 PM	me	123 MB
Schoology for Teacher Teams (2020-04-15 at 09...	me	12:01 PM	me	164 MB
YT Google Tips and Tricks 101 (Organize Google...	me	Apr 13, 2020	Zach Horn	146 MB
YT FlipGrid 101 - Creating a Community Connect...	me	Apr 13, 2020	Zach Horn	172 MB
YT Seesaw for Specialists (2020-04-02 at 11:01 ...	me	Apr 13, 2020	Zach Horn	240 MB
YT Schoology for Specialists (2020-04-02 at 08:...	me	Apr 2, 2020	Zach Horn	273 MB
YT Specialist Set Up - Schoology (2020-03-27 at...	me	Mar 30, 2020	Zach Horn	197 MB
YT Seesaw and Math in Focus Problem of the D...	me	Mar 30, 2020	Zach Horn	203 MB
YT Google Meet Workflow Tips and Tricks (2020...	me	Mar 30, 2020	Zach Horn	144 MB
YT Final Schoology Set Up (2020-03-27 at 06:06...	me	Mar 30, 2020	Zach Horn	220 MB
YT Seesaw for Specialists	me	Mar 27, 2020	me	403 MB
YT Sharing with Co-Teachers - Seesaw (2020-03...	me	Mar 27, 2020	Zach Horn	60 MB
YT Screencastify Workflow for Teacher Seminar...	me	Mar 27, 2020	Zach Horn	100 MB
YT Schoology 202 - Beyond the Set Up (2020-03...	me	Mar 27, 2020	Zach Horn	114 MB
YT Schoology 101 (2020-03-19 at 09:02 GMT-7)	me	Mar 27, 2020	Zach Horn	173 MB
YT Linking TEAMS In Schoology (2020-03-19 at ...	me	Mar 27, 2020	Zach Horn	199 MB
YT FlipGrid - Setting Up A Class and More (2020...	me	Mar 27, 2020	Zach Horn	178 MB

By the Numbers: Device Checkout

- 4,031 Library books
- 1,387 Chromebooks
- 120 Internet hotspots



Lucy was thrilled to get her new math book
(really)!

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Thank you so much EPS!!! The bus delivery was
the highlight of our day!!! ❤️

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Successes: E-5

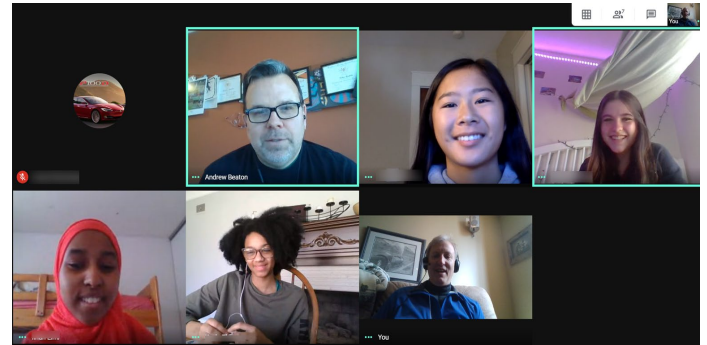
- Routines and Relationships
 - Technology/Access
 - Technology Skills
- Connections and Social Emotional Growth
- Academic Successes
 - Content/Standards related instruction
 - Moved grade level- and course-alike teachers into a combined course within our LMS
- Personalization and Individual Support
 - Learners were engaged in new and different ways
 - A new level of interaction and excitement
 - Maximizing staff involvement
- Shoutout to our AMAZING Staff
- Parent Support and Encouragement

Challenges: E-5

- Routines and Relationships
 - Technology/Access
 - Technology Skills
 - Home/Life/Work Balance
- Connections and Social Emotional Learning
 - Finding balance and giving grace
- Academic Content/Instruction
 - How much is “enough” but not “too much”?
 - Synchronous learning and dependence on adults
 - How do we make learning meaningful for those not acclimating to distance learning?
- Personalization and Individual Support
 - Finding meaningful assignments for all staff
 - Connecting in authentic and helpful ways to students in the online format

Successes: Secondary

- Teachers were amazing, supportive and approachable
- Students liked the flexibility of the day and planning their own schedules
- Class structure helpful in pacing
- Google Meets, lectures felt like regular classes
- Screencasts about each day's work
- Added Special Ed teachers and paras to Schoology courses
- Used Schoology to group students in each class
- Kept consistency whenever possible
- Same format for our Study Guide, Student Pacing Guide, and Schoology Formative quizzes
- Very high work completion rate through first three weeks
- Advisory check-ins



Challenges: Secondary

- Tracking students struggling to complete work in multiple classes
- Striking the balance of academic learning and the daily needs of students, staff and families
- Losing connections with classmates & teachers; maintaining relationships
- Managing the list of tasks
- Communication: It was tougher to work on messaging with special ed because email takes longer than face to face conversation
- Learners not submitting evidence were mainly ML, IEP or from groups who have been historically marginalized. Although our Cultural Liaisons were supportive and worked hard to connect and support kids, and resources are available to teachers for reach outs (language line, student services), it's still not enough.

Next Steps

- Transfer the successes into our classrooms upon our return!
- Continue to connect with students/families to confirm they are engaging with instruction and they have the tools they need to do so.
- Continue to find the balance between “not enough” and “too much” in content/tasks for all students and families.

Impact: Learning that will carry forward

- Increased appreciation for our face to face learning
- Increased community connections
- Discovered ways to overcome the obstacles of time and location in professional development
- All instructional staff have increased their experience and ability to use Digital Age Tools and Digital Age Learning pedagogy

Areas that Need Additional Focus

- Create feedback loops in order to:
 - Gain a better understanding of what works best for teaching in a distance learning model
 - Personalize learning so we can provide the right amount of learning for each student
 - Determine tools are working and which are not
 - Understand who needs support
 - Maintain work life balance for everyone
 - Plan for when we can get back into our classrooms

Essential Partnerships – Next Steps for Improvement

- Relationships are critical during a pandemic
 - Parent/Caregiver Relationships

Final Thoughts

The COVID 19 pandemic has impacted all of our lives; education was not spared.

In a matter of two weeks Edina Public Schools pivoted the **entire system** to emergency distance learning. Though this was an incredible effort by all members of our community, we were helped by:

- Having a highly trained and dedicated staff of professionals across the organization
- Having online platforms that we could leverage
- Having an elearning plan for inclement weather that could serve as a template of our work
- A large percentage of our students had access to technology and the Internet
- A collaborative spirit by everyone through partnerships we could rely on



Questions?