Facing the Future:
Teaching In and Out of the Classroom

Solution Tree recommends watching sessions in the following order.

Introduction and Keynote—Tom Hierck *A Little R & R (Resilience and Relationships) During Remote Learning*
Break
Breakouts *See list of breakouts on page 2.*
Break
Breakouts *See list of breakouts on page 2.*
Break
Keynote—Regina Stephens Owens *Ensuring Equity in a Remote Learning Environment*
Break
Panel Discussion *Presenters provide practical answers to your most pressing questions.*

Agenda subject to change.

Breakout Sessions

All times are listed in Eastern Time.

Block 1

Charlie Coleman	Intervention and Enrichment in a Remote Learning Environment
Karen Power	Prioritize: Narrowing the Focus of Essential Outcomes
Tom Schimmer	Sound and Accurate Grading in a Remote Learning Environment
Katie White	Starting the Year Right: Pre-Assessment That Powers Learning

Block 2

William M. Ferriter	Delivering Content in a Remote Learning Environment
Karen Power	Leading With Intention: Being True to Your Priorities in Uncertain Times
Tom Schimmer	Assessing Mastery in a Remote Learning Environment
Katie White	Empowering Students as Partners in Assessment

Keynote Session Descriptions

<u>Keynotes</u>

Tom Hierck
A Little R & R (Resilience and Relationships) During Remote Learning
We know that the COVID-19 pandemic has been stressful for many students, families, and education staff. Some may experience the stress as trauma. Engaging in trauma-informed practice through a compassionate lens of understanding will be helpful to all students and staff.

Building resilience in all students and ensuring they all have quality relationships with educators is a challenge during times of remote learning. Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress. The current pandemic encapsulates all of these conditions and we need to ensure we build this skill in all students. Quality relationships provide students with a sense of belonging, allowing for a sense of safety to develop. The psychological safety fostered in a relationship-focused classroom is the key to a student's ability to not only survive but thrive even in a remote learning environment.

Regina Stephens Owens
Ensuring Equity in a Remote Learning Environment
Equity in the remote learning environment is about opportunity and ownership. How will we ensure a demonstration of essential behaviors anchored to our values that results in equity in the remote learning environment? We must overcome challenges with collective responsibility. We must leverage virtual learning by making learners visible. We must commit to a culture of care and collective inquiry to ensure high levels of learning for all. Join us as we discuss the steps to create equity in a remote learning environment.

Breakout Session Descriptions

Charlie Coleman

Intervention and Enrichment in a Remote Learning Environment

Creating time for intervention and enrichment is always a challenge. It can seem even more challenging in a remote learning or blended learning environment. However, it is still critical to be able to ask and answer questions three and four of the four essential PLC questions: What do we do when students don't know the essential learning standards? and What do we do when they already know the essential learning standards? Whatever platform a teacher, school, or district might use for blended or remote learning, it is possible to answer these questions and support students with intervention and enrichment. This session explores real-life examples of creating opportunities for intervention and enrichment in a blended or remote learning model.

William M. Ferriter

Delivering Content in a Remote Learning Environment

Let's face it: delivering content to students is one of the primary responsibilities of a classroom teacher. Whether we are showing a video, telling a story, giving a lecture, or leading a review session, a major part of our job is sharing information with the kids in our classrooms. Accomplishing that task with students who are working from home and juggling all of the responsibilities and distractions that entails, however, depends on teams who develop a new set of content delivery skills. In this session, participants are introduced to several tips and tricks for delivering content to students in synchronous or asynchronous remote learning lessons.

Karen Power

Prioritize: Narrowing the Focus of Essential Outcomes

Teachers always identify essential skills that they know are the "must learns." This practice becomes even more important as we begin the 2020–2021 school year. What is essential in your grade level? How do you know what learnings have been missed because of the COVID-19 break? What tools and strategies can you use to *meet the students where they are* and continue the learning journey in a very meaningful way? How can we do this remotely when necessary? It's simply not possible to deliver the same amount of instruction to students who are working from home. In this session, participants learn how to collect and use evidence to identify a small handful of "need to knows" that they can focus their instruction on.

Leading With Intention: Being True to Your Priorities in Uncertain Times

You are a district or school leader. How do you set the stage for a great school year? What are your first steps? How will you do this if it is face-to-face, remote, or blended? Being prepared for the 2020–2021 school year will require courageous, strong leadership with an intentional focus on student learning. In this session, leaders will learn how to identify a few priorities and build an action plan (communication, implementation, and accountability). Shared leadership and collaboration will be your leadership framework, supporting a strong, student-centered culture. Join this session to set yourself up for success! Resources are shared from *Leading With Intention* (Spiller & Power, 2019).

Tom Schimmer
Assessing for Mastery in a Remote Learning Environment
Assessment in a remote learning environment is clearly more challenging. This session focuses on how teachers can maintain a rigorous learning experience for their students, despite the lack of face-to-face contact. Specifically, this session highlights the fundamentals of assessment design, the establishment of clear criteria that defines "mastery," and strategies to ensure students remain focused on sophisticated demonstrations of learning.

Sound and Accurate Grading in a Remote Learning Environment
Grading and reporting were arguably the most complex issues to emerge during remote learning. This session highlights how teachers can maintain the academic integrity of the grading and reporting practices despite not being in the classroom on a daily basis. Specifically, this session focuses on how summative judgments can be valid and reliable even if learning is personalized within an online or asynchronous context.

Katie White
Starting the Year Right: Pre-Assessment That Powers Learning
Educational contexts seem filled with uncertainty. We have questions about which goals students explored at the end of last year, which were left out, and whether students will remember anything given the level of change they experienced in such a short time. We want to honor student needs as they currently exist, while still remaining hopeful that we can teach our courses next year with the degree of rigor we know students will need. This session explores how we might use pre-assessment to power instructional decision making at the beginning of next year. By designing thoughtful formative assessment processes in advance of instruction, we can focus our valuable learning time on what students need in order to think at high levels with confidence and optimism.

Empowering Students as Partners in Assessment
Partnering with students is now more important than ever. We know that when students work with teachers to clarify success, engage in reciprocal feedback, reflect on progress in relation to goals, and make instructional decisions, everyone benefits. However, this level of partnership requires mutual understanding, strong relationships, and practice in order to be fully realized. This session will explore practical strategies for engaging students in the kind of partnership that enhances learning in both face-to-face and remote learning contexts.