



ASCD & CDC Webinar

*Leading Schools During the
Coronavirus Crisis:
Medium-Term Steps*

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Welcome

Stay calm and stay home



Coronavirus Crisis and Schools

The novel coronavirus outbreak has deeply affected the entire K-12 education community and infrastructure. Be informed and responsive: Get updated guidance and resources on school crisis management, safety precautions, student needs, and distance learning.

[More ▶](#)

Webinar Handout

Leading Schools During the Coronavirus Crisis: Short-Term Steps

Download the handout from the March 26, 2020 webinar with ASCD and the CDC. Due to the everchanging information and recommendations surrounding the Coronavirus pandemic the webinar is not available as an archive, but the handout includes useful information and resources for school leaders.

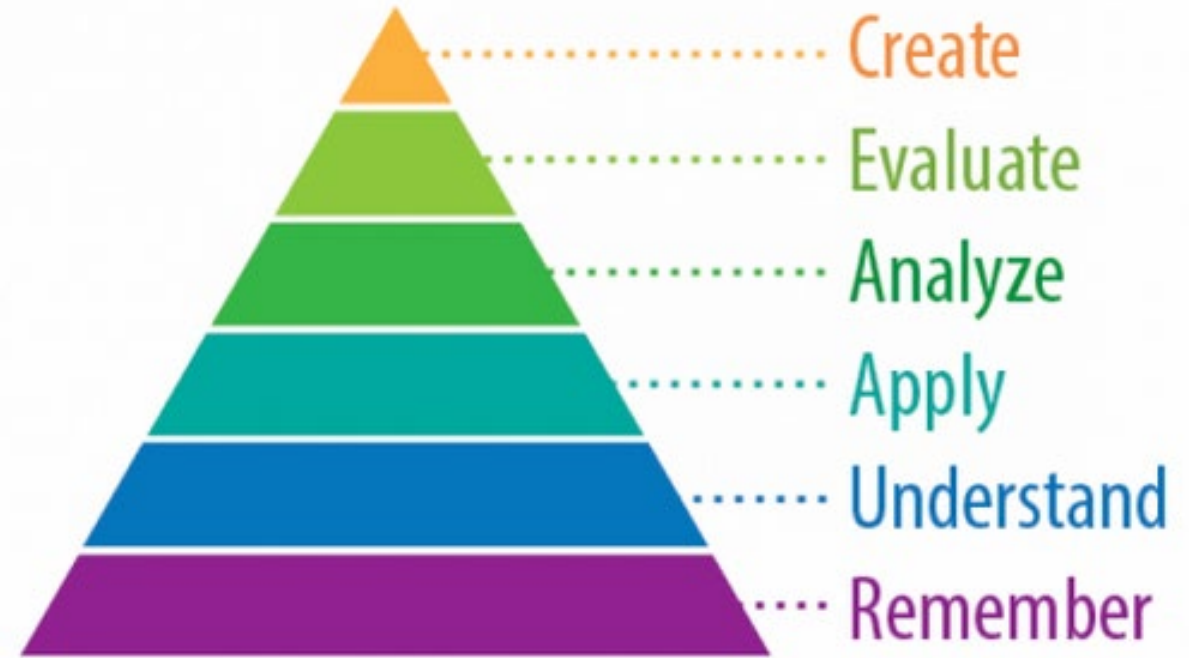
[Download webinar handout \(PDF\) ▶](#)

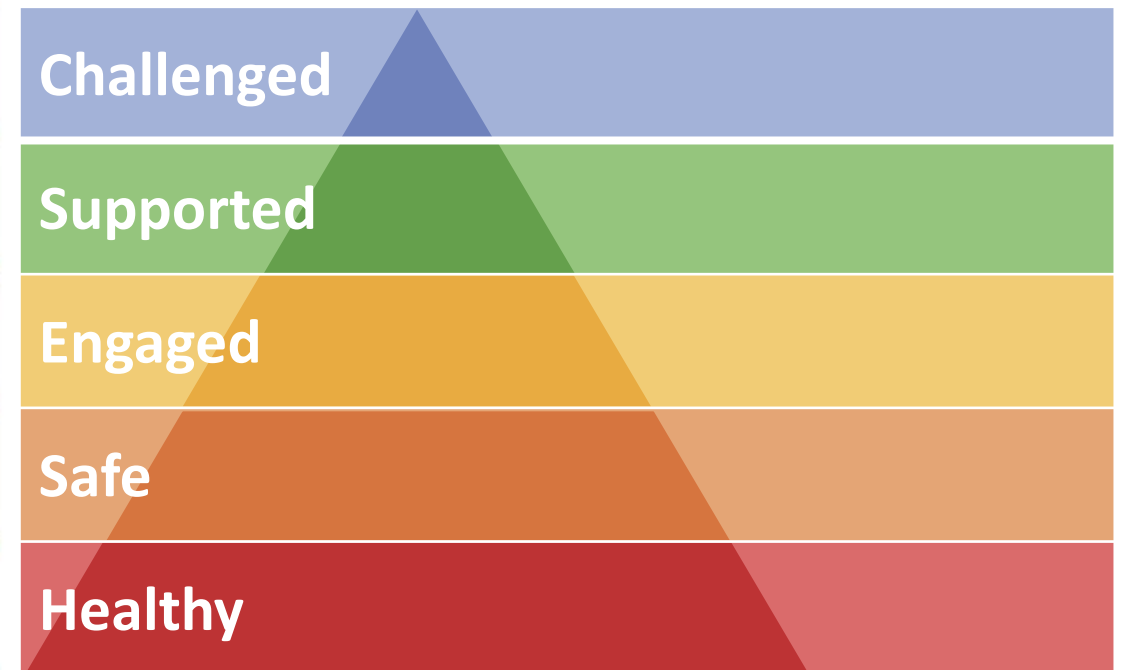
www.ascd.org/coronavirusresources



Maslow before Bloom







Whole Child Tenets



Agenda

1. CDC Updates
2. CDC Recommendations
3. ASCD Remote Learning
4. ASCD Ensuring Wellbeing
5. ASCD Thinking about a *new* schoolyear
6. Q&A





CDC Updates and Recommendations

The slides from this CDC section of the PPT have purposely not been archived.

As the situation is changing constantly, we recommend visiting the CDC website for the most up-to-date information on Coronavirus.

General: www.cdc.gov/coronavirus

Schools: www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html





ASCD Remote Learning

EL
EDUCATIONAL LEADERSHIP

A New Reality
Getting Remote Learning Right

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A New Reality: Getting Remote Learning Right

ASCD is making all the stories in this special issue of *Educational Leadership* free to all users. To support ASCD's work and receive unparalleled professional-learning content and other benefits, please consider [becoming a member](#).

- 2 Keep It Simple, Schools**
Justin Reich
To ensure equity and engagement in remote learning, schools need to zero in on key priorities, including enrichment and manageable projects.
- 6 Restoring Connection: Real-Life Advice on Transitioning to Online Learning**
Anthony Rebera
Distance learning is a challenge when it comes to moving to teaching online in a difficult time.
- 10 Successfully Taking Offline Classes Online**
Caitlin R. Tucker
How to build community and create student-centered lessons.
- 16 Accommodations, Modifications, and Intervention at a Distance**
Lee Ann Jung
To support special education students during school shutdowns, educators need close coordination and a focus on what matters most.
- 22 Maintaining Connections, Reducing Anxiety While School Is Closed**
Jessica Minahan
Teachers can play a huge role in helping students with anxiety or trauma histories feel safe—even from a distance.
- 28 Seven Steps for Districts Navigating to Remote Learning**
Michael B. Horn
School districts must keep students' needs and individual circumstances front and center.
- 32 L.A. in Action: A Multi-Pronged Approach to Distance Learning**
Anthony Rebera
How the nation's second largest school district is retooling to continue instruction and support students in need.
- 34 ASCD Community in Action**
District PD directors discuss the tools they are using to support professional learning amid school shutdowns.
- 36 Three Strategies for Better Online Discussions**
Michael B. Sherry
Classroom discussions in distance-learning settings are different, but can be no less powerful.
- 38 A Brave New World: A Teacher's Take on Surviving Distance Learning**
Alexis Wiggins
How to preserve your curriculum—and sanity—in this unprecedented time.
- 42 Cybersecurity Guidelines for Remote Learning**
Tara Laskowski
Technology keeps us connected to our students—but how can we ensure it's safe?
- 43 To Grade or Not to Grade?**
Joe Feldman
How districts can enact fair and equitable grading policies during the coronavirus closures.

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Successfully Taking Offline Classes Online

Catlin R. Tucker

Social presence: As teachers move online, a critical first step is to create a safe virtual space that will help students develop their social presence... don't assume that the community they have established in-person will automatically translate to the online environment. Aim and establish open, honest, and respectful communication in an online community is to clearly define the expectations for behavior in the online environment.

Teaching presence: treat their Google Classroom or learning-management system (like Schoology or Canvas) as their online classroom—to think of it as a place where students engage and learn, not just a place to just post things... adopt a modular approach to designing distance-learning experiences. Teachers must break up the learning activities into smaller parts and give students time to self-pace through those activities.

Cognitive Presence: engage the class in meaning making... base a learning experience that extends over a week or several weeks around a model such as the [5Es instructional model](#)—engage, explore, explain, elaborate, and evaluate



Maintaining Connections, Reducing Anxiety While School Is Closed

Jessica Minahan

- Send individual messages.
- Make phone calls.
- Send a brief letter to each of your students and include a stamped envelope so they can respond.
- Use a folder in Google Classroom or other file-sharing program for students to share art and other work.
- Hold "office hours" during which students and caretakers can check in through messaging,
- Create routines.
- Establish daily check-ins.
- Use the village.... Ask members of the school community who may not be involved in remote learning (such as paraprofessionals, school nurses, or counselors) a list of families to contact.



Three big takeaways from Educational Leadership's report on remote learning

By ASCD Guest Blogger - April 17, 2020

927 0



By Anthony Rebora

1. **Identify key priorities.**

One message that's highlighted repeatedly in the report is that, in setting up initiatives and systems to support students remotely, schools should aim to zero in on a few key priorities and try not to overdo it.

2. **Foster community.**

Another message that runs through the report is the need for educators to focus on building or maintaining a sense of community in these hastily assembled remote-learning settings.

3. **Take a whole child approach.**

The third point that emerges strongly from this report is that this is truly a whole child moment in education. It is a time when, even more than usual, many students' needs are far from strictly academic.

<https://inservice.ascd.org/>



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ASCD Ensuring Wellbeing

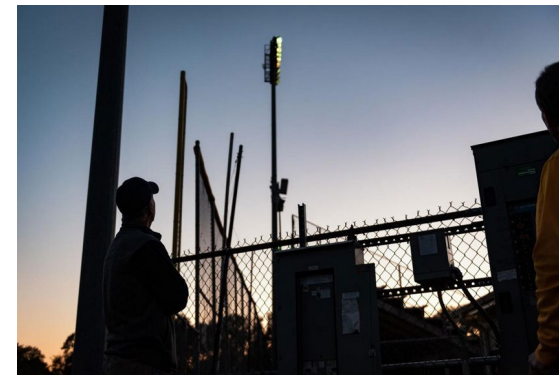
Southwest Side school holds a car parade — a popular way of overcoming isolation amid coronavirus social distancing



By KATHERINE ROSENBERG-DOUGLAS
CHICAGO TRIBUNE | APR 02, 2020 | 4:46 PM



WASHINGTON, DC – U.S. Senators are calling for increased federal funding for schools and school employees, such as cafeteria staff, bus drivers and custodians, who are working overtime to support their communities during the COVID-19 pandemic. As the pandemic continues, schools are continuing to provide essential services in their communities, from providing meals to implementing distance learning to serving as community hubs.

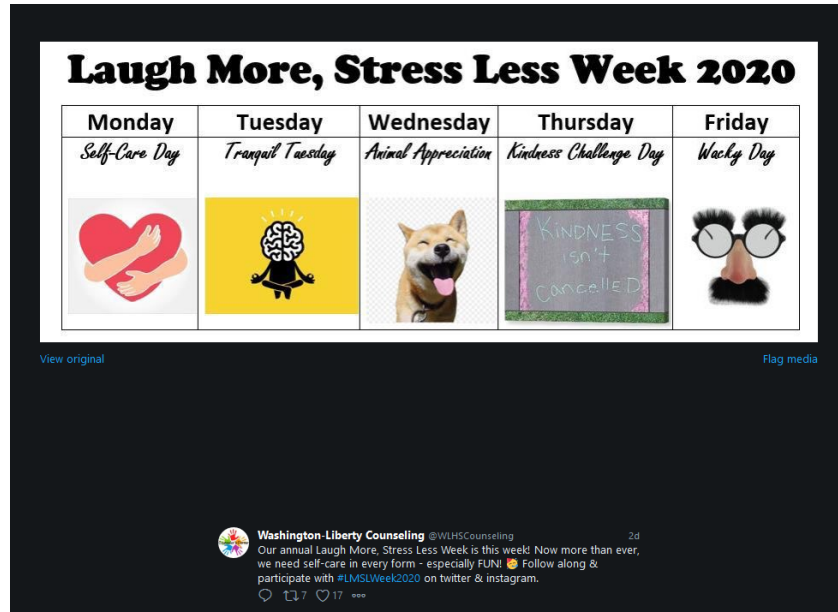




<https://www.newsobserver.com/news/coronavirus/article241408161.html>



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Washington-Liberty HS Counseling @WLHSCounseling Laugh More, Stress Less Week 2020

Under the theme:

*Don't just do something,
be there... And be there
with intention*

Among the items that teacher and author Michael Silverstone took from his classroom was the aquarium where the treasured class pet, a gecko named Cosmo, lives. He positioned his laptop so that Cosmo is visible to his students.



He added plants and books to convey a sense of order that he feels is grounding for his students and leaned his guitar by the bookcase to remind them of music's importance.

5 essential trauma-informed priorities for remote learning

By

[Kate Stoltzfus](#)

<https://inservice.ascd.org/category/education-resources/k-12-coronavirus-resources/>





**ASCD Thinking About a
*New Schoolyear***

Strengths

Issues

Expertise

Structure

Normalcy

Community

New
normal

Anxiety

Trauma



Strengths

Issues

Stepping Back and Standing Together

A mentor of mine always encouraged me to **look from the 10,000-foot view**. He meant it's easy to get sucked into details that are disconnected from our ultimate goal.

We need to **support one another in creating and sustaining a positive mindset**, a belief that our students can achieve success regardless of what they're experiencing in and out of school.

When a student is **operating from a state of stress**, he or she is unable to access higher functioning aspects of the brain that allow people to think and reason.

[Responding with Care to Students Facing Trauma](#), Kristin Souers,
Educational Leadership, December 2017/January 2018 Mental Health in Schools



Strengths

Issues

Six Ways to Reach Your Students

1. Identify **what need** a behavior is expressing.
2. **See the worth** in each student and build from his or her strengths.
3. Remember, kids **can't learn if they don't feel safe**.
4. Work from a **team perspective**.
5. Consider whether a **basic need** isn't being met.
6. Give students **grace**.

[Responding with Care to Students Facing Trauma](#), Kristin Souers,
Educational Leadership, December 2017/January 2018 Mental Health in Schools



Strengths

Issues

Remembering the Big Picture

...it's important to step back from a situation and **remember the bigger picture.**

What got you into education? Why do you stay? What do you truly want for *all* your students, and how best can you achieve that?

Remember, every student deserves to learn, and **you're the key to that opportunity.**

You **set the tone** for how each day will go. You model for students and families how best to achieve their goals. Your courage and strength matter.

[Responding with Care to Students Facing Trauma](#), Kristin Souers,
Educational Leadership, December 2017/January 2018 Mental Health in Schools



Strengths

Issues

We may not have control over the syllabus. We may not have control over the revisional work to be caught up. We have *no control* over what has taken place across our schools, our communities, our country and our world...

...but we do have some control over the climate, culture, and sense of community and belonging we develop in our classrooms and across our schools. We have a choice in how we respond and support our students, our colleagues, and our families.

So until our new normal becomes normal, lets just focus on controlling what we can.





A young boy with short hair, wearing a dark quilted jacket, is making a peace sign with his right hand. He is looking directly at the camera with a neutral expression. The background is a bright, slightly blurred outdoor setting. The image is overlaid with a large, semi-transparent green and orange gradient that covers most of the frame. On the left side, there is a vertical gradient from purple to blue. The text is overlaid on the blue and green areas.

Thank you
Stay calm and stay home