

School Practitioner Community of Practice
(A network for sharing & exchange)
(9/9/20)

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(Scroll down to read about the above and for hotlinks to resources)

Note: Go to <http://smhp.psych.ucla.edu/> for links to other Center resources.

**This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA**

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

**For those who have been forwarded this and want to receive resources directly,
send an email to Ltaylor@ucla.edu**

**For previous postings of community of practice discussions, see
<http://smhp.psych.ucla.edu/practitioner.htm>**

For discussion and interchange:

> **Analysis of school reopening plans: Moving Forward**

In an article entitled: *Disruption Creates Opportunity: We Must Do Better Together* Karen Pittman and the Readiness Projects Partners provide the following analysis of school reopening plans and discuss moving forward.

<https://medium.com/changing-the-odds/featured-disruption-creates-opportunity-we-must-do-better-together-d1f31da9377a>

"...Our teams have reviewed dozens of district re-opening plans and expert guidance and we see two important themes:

- > An acknowledgment that experiences and relationships drive learning.... When learning is all or partially happening virtually, relationships are different and need to be augmented for children and youth to succeed and thrive. There's a fundamental equity issue here: with school buildings closed, youth in low-income communities are even more disconnected from the supports and services they need. This calls for more adults from families, afterschool programs, and community partners to connect, support, and advocate for youth.
- > An expressed desire from schools and districts (and sometimes funding requirements) to "partner with families and community.".... Now partnership is an imperative. Community partners have assets - buildings, staff, experience, connections - that are making a difference and can be put to better use.

The only way to move forward is to build forward together — to learn about and leverage the planning underway not only in schools, but child care centers, youth serving organizations, community, civic, and faith based organizations and other public systems such as libraries and recreation departments....

We urge everyone to:

- > Think families first. We need to know as much as possible about where, how, and with whom families connect and why they connect. ...
- > Think connections. Which adults in which roles in which organizations have prior relationships

with youth and families and/or the capacity to connect, respond, coordinate, and broker solutions?

>Think capacity. Make fast and tough assessments of capacity to scale. Where is there capacity that can be quickly rebuilt or expanded? What would it take to make this happen?

>Think continuity and quality.... Where can we invest in high quality learning experiences and sustainable relationships?

>Think coordinated information and data. We know there are gaps. One of the best ways to find them and fill them is to ask youth and families what they have and what they need and use it....

Let schools focus on serving students with the best possible instruction and academic learning virtually, in-school or in hybrid formats. And let's bring together everyone to support the care, safety, health and well-being of our children and youth...."

Listserv Participants: *How are schools in your locale addressing barriers to learning and teaching and reengaging students and families who are disconnected from the school?*

Send your response for sharing with others to ltaylor@ucla.edu

For discussion and interchange:

>What can be done for parents challenged by online learning schedules?

From: *Schedules for distance learning are all over the place (and it's making parents crazy)*

<https://hechingerreport.org/schedules-for-distance-learning-are-all-over-the-place-and-its-making-parents-crazy/>

Schedules for distance learning are all over the place (and it's making parents crazy) – Parents are frustrated by intricate and lengthy remote learning schedules. "I feel so defeated," the mom wrote as she posted a screenshot of an e-mail she had just received from her young child's elementary school principal into a parent's group on Facebook. The e-mail, written by a principal for an elementary school in central Texas, detailed a complex new plan for remote learning in the fall and was full of jargon: asynchronous time, maximum continuous minutes and a separate plan to teach special subjects like art, music and physical education. It also included an overview of how the school will count attendance, including teacher-student interactions and the daily completion and submission of assignments. The responses from other parents came quickly: "Picturing this taking place in my house is both overwhelming and comical," one responded....

Listserv Participants: *How are local schools reaching out to families to support their role in the new online models of learning?*

Send your response for sharing with others to ltaylor@ucla.edu

For discussion and interchange:

>Request from a teacher leader about enhancing online learning engagement

"I am a teacher leader at a Title-1 high school. My school is trying to create a schedule which best fits our needs. I am hoping you might direct me to some research that could advise us about whether it's best to use a schedule with more frequent, shorter periods that are more spread out over the week, vs. longer period.

Proponents of longer periods feel that a longer, 90-minute period will allow latecomers to enter in time to understand the lesson, there will be time to have the deep class discussions that they need to have during crisis distance learning, and those with tech problems may be assisted as well. This group also feels that meeting at the same time, once every week will help simplify students' schedules.

Others who favor shorter periods feel classes of 90 minutes are too long. They also feel that students won't bond properly with teachers and classmates if they are only meeting once per week. Knowing more about the following topics will help us make an educated choice:

1) Zoom/screen fatigue for high schoolers. What are the thresholds for high schoolers? Are more, shorter sessions preferable to fewer, extended ones?

- 2) Frequency of student teacher interactions in relationship to social emotional learning. What's best for the student learning while balancing social emotional needs? Should we do more frequent but shorter 60 minute classes or longer 90 minute classes once per week?"

Center Comments:

There is a long-standing body of research on massed vs. spaced instruction that is relevant. There is some research on distance learning that may be helpful, but it's mostly from higher education courses (see box below). The Distance Learning journal should be publishing more relevant K-12 COVID-related research soon, but we haven't seen anything more than you already are thinking about.

Here are a few resources that may be worth discussing:

- > *Grit, Growth Mindset, And Deliberate Practice in Online Learning*
<https://files.eric.ed.gov/fulltext/EJ1153307.pdf>
- > *Time management matters: Online faculty perceptions of helpfulness of time management strategies* <https://www.tandfonline.com/doi/full/10.1080/01587919.2020.1724773>
- > *UTSA study of K-12 distance learning informs local planning for fall*
<https://www.utsa.edu/today/2020/07/story/k12-distance-learning-report.html>

To prime the pump for response from listserv participants, we sent the request to a few colleagues; here is a sample of what they said:

- (1) **From a student support leader at a state department of education:** "In general, shorter more frequent class periods tend to work better with student learning. More frequent meetings also provide more personal engagement and fostering of relationships with students which is more important than the rest of the influencing factors. Also, if something happens with the student and they miss the one 90 minute session, staff won't know for another week that something is wrong."
- (2) **From a school counselor:** "I had several conversations with high school teachers who wish to have shorter instruction time with students. Ninety minutes is a long time for students to wear a mask and to stay engaged with the lesson. In a 90 minute block with in-person instruction, there are changes throughout so that students don't burn out (direct instruction, group work, Individual work including time for homework, presentations etc). With a 90 minute remote class, the opportunity to change it up and get kids moving is diminished. Maybe a thought would be to incorporate some of those in-person strategies while teaching remotely somehow. I know the educators that I work with prefer the shorter class times during remote.
School counselors at every level in our district will have classroom time to deliver the curriculum "Choose Love" for social-emotional learning. These lessons focus on the well-being of students returning to school. We are also sending out a parent survey to help us identify students who will need support (multitiered system supports) when they return to school. We also have a shortened day so all of our classes at the middle school at forty minutes as opposed to an hour. Our students are only in school twice a week and the rest of the week is remote so the forty-minute classes work well."
- (3) **From a middle school teacher:** "I think that shorter, more frequent periods are better at title-1 schools. Students are inevitably going to miss class, and if classes only meet two or three times a week, that just makes missing one day of school a lot harder to catch up. The high school I went to had an A/B schedule with longer class periods, sometimes missing 2 class periods meant not being in that class for a whole week. At the school I am teaching in right now, we have 7 shorter periods a day. I think it just makes it easier for students to be physically present in the classroom environment even if they happen to miss a few days. Also makes catching up on late work a little less overwhelming for the students. I also feel that as a teacher, I am able to interact with students a lot more consistently this way, this definitely helps when trying to build teacher-student relationships, which I find helpful when it comes to motivating students. Additionally, as classes are starting to move online, I do think that shorter is better. I find that without a teacher physically present, student attention span is noticeably lower."

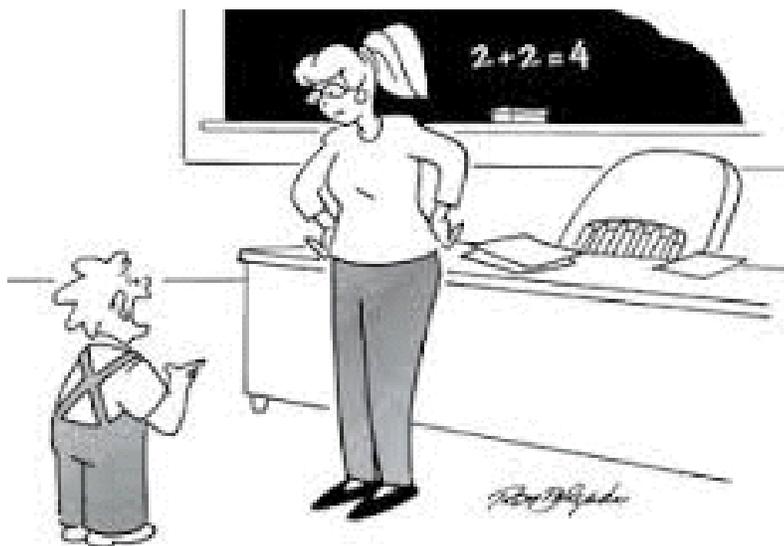
A Couple of Research Articles about Online Learning Engagement

From: Student perceptions of online active learning practices and online learning climate predict online course engagement(2019), *Interactive Learning Environments* DOI: [10.1080/10494820.2019.1619593](https://doi.org/10.1080/10494820.2019.1619593)

“...At least for certain online students, these data suggest, perceptions of online active learning practices in general and online learning climate in a specific course appear related to student engagement. These findings point to the importance for online instructors to create an online course curriculum that requires learning activities to move students beyond simple sharing and comparing information to greater exploration of ideas and concepts... online students may appreciate projects in online courses that require them to apply knowledge in specific, meaningful ways (e.g. a group project with a public demonstration of some sort) rather than through simpler critical thinking exercises (e.g. discussion posts and responses). The online environment offers multiple ways for students to share with a larger public (e.g. videos, wikis etc.) so one-way to make the learning activities more relevant to the “real world” could be to incorporate the “real world” into those activities. The additional benefit to such projects would lie in requiring students to communicate and collaborate with each other, the importance of which was also supported by this study....”

From: Design principles for improving emotional affordances in an online learning environment. *Asia Pacific Educ. Rev.* 20, 53–67 (2019). <https://doi.org/10.1007/s12564-018-9560-7>

“...Researchers are increasingly concerned to understand the benefits and importance of emotional design of instruction or affective instructional design in online learning environments as well as traditional face-to-face classrooms...This trend could prevent instructional designers from focusing on only cognitive instructional design elements. Emotional design factors of online learning can contribute to the expansion of an instructional design theory as an emotional design of instruction..... As the emerging role of new technologies in education is becoming more important, emotionally affordable online learning environments from a learner-centered perspective are needed to help cultivate learners’ positive emotions or/and lower their negative emotions. ...”



“ Normally, I’m home-schooled, but I’m here because I’ve been suspended for a few days. ”

About COVID-19 and School Climate

The National School Climate Center raises the following:

As many schools make their operations virtual and the US Department of Education publishes remote learning guidance, we need to ask: "What does school climate mean when school is not physically in session, and how do we maintain our commitment to equity while embracing virtual schooling?" <https://www.schoolclimate.org/covid-19-update>

Their answer:

School climate is essentially a measure of the overall health of a school community; while buildings may be empty, the school community remains alive, in need of just as much care and attention as it does when gathered in the same physical space. Students' core needs for physical, social and emotional safety and connection with caring adults remain and in some cases are even more urgent now that schools are physically closed to them.

Beyond their immediate needs, research shows that maintaining a sense of connectedness during times of major disruption develops resilience for overcoming unforeseen difficulties. It is more important than ever to remind students, staff, and families that they are not alone by providing them ways of connecting with the school and one another so they can see and feel their collective strength.

The work of engaging and nurturing community does not look the same everywhere when schools are physically in session, and it surely won't be the same everywhere now. But it can and should be guided by a commitment to equitably uplifting the potential of all students while helping all members of the school community feel safe, included and engaged..."

Invitation to Listserv Participants:

We hope you will share your experiences and suggestions about the above matters and any others you think should be discussed throughout this extraordinary school year.

Send to Ltaylor@ucla.edu

>Links to a few other relevant shared resource

Students have their own demands for school reopening

<https://hechingerreport.org/students-have-their-own-demands-for-school-reopening/>

How to foster a positive school climate in a virtual world

<https://www.edsurge.com/news/2020-05-21-how-to-foster-a-positive-school-climate-in-a-virtual-world>

COVID 19's Impact on Students' Academic and Mental Well Being

<https://www.edutopia.org/article/covid-19s-impact-students-academic-and-mental-well-being> and

Safeguarding student mental health

<https://www.apa.org/monitor/2020/09/safeguarding-mental-health>

What did distance learning accomplish?

<https://www.apa.org/monitor/2020/09/distance-learning-accomplish>

Modifying an IEP or 504 for Distance or Hybrid Learning

https://childmind.org/article/modifying-an-iep-or-504-for-distance-or-hybrid-learning/?utm_source=newsletter&utm_medium=email&utm_content=Modifying%20an%20IEP%20or%20504%20for%20Distance%20or%20Hybrid%20Learning&utm_campaign=Public-Ed-Newsletter

The Prospect of Reopening Schools – a podcast

<https://www.researchminutes.org/episode/the-prospect-of-reopening-schools/>

How Can Social and Emotional Learning Support School Community Wellness during a Pandemic?

http://r20.rs6.net/tn.jsp?f=001kCIpmYDzSncozoz4dG2J98E6oslJ6w5aLagDZH_MZu7gTh0fy3FSHgs66WRtJ58jfQj5KcjldLxJTaf_rtUUWV1Ez22e0qcDoqQ4z8jqx5fkRBnUxlna2hLnyS17NpvmR9DnOTkjkD_J7Oc5LaQYsRPC3LuoomR-fE6ZC8bSNPBsYYSJQOUy7V67pnQFwQSvUF4cfUIAWKNpiVU7VBQaEQ=&c=N6h4K11r-Fjqei6AiliBDzR0tPjJFOPg4RCZwVJhSc15NO2bLGaGqg==&ch=bct19kiElf2bcW6ADAin3gnUu_apz kHKQXjgP-5tUmOBM7xcjZduOw==

What Grading and Assessment Practices Could Schools Use in the Year Ahead?

https://edpolicyinca.org/publications/what-grading-and-assessment-practices-could-schools-use-year-ahead?utm_source=PACE+All&utm_campaign=d09492b9f1-EMAIL_CAMPAIGN_2019_08_29_05_32_COPY_01&utm_medium=email&utm_term=0_9f1af6b121-d09492b9f1-522725185

Health Equity blog series <https://healthlaw.org/health-equity-blogs/> The National Health Law Program's health equity blog series focuses on the grave health inequities plaguing Black, Indigenous, and people of color. "Intersecting communities of people have been systematically "otherized" to the detriment of their health."

In case you missed these recent online resources from the Center:

- > *Schools Re-opening: Safety Plus Enhancing Equity of Opportunity and Social Justice*
<http://smhp.psych.ucla.edu/news.htm>
- > *The Role of Schools in Promoting Whole Child Development and Learning?*
<http://smhp.psych.ucla.edu/news.htm>
- > *Online and At School: Teachers Alone Can't and Shouldn't Be Expected to Address the Wide Range of Student Mental Health Concerns*
<http://smhp.psych.ucla.edu/pdfdocs/teachers.pdf>
- > *What is (and isn't) in Place to Address Barriers to Learning and Teaching for the New School Year?* <http://smhp.psych.ucla.edu/pdfdocs/what'sin.pdf>
- > *Watch out! Much Discussion of MTSS, Little Discussion of Student/Learning Support Staff and Developing MTSS into a Unified, Comprehensive, and Equitable System*
<http://smhp.psych.ucla.edu/pdfdocs/july19init.pdf>
- > *Hypersensitivity to a Student's Emotional Reactions Can Be Harmful*
<http://smhp.psych.ucla.edu/pdfdocs/july16init.pdf>
- > *Increased Numbers of Students with Learning, Behavior, and Emotional Problems: What will Schools Do?* <http://smhp.psych.ucla.edu/pdfdocs/septtwo.pdf>

Webinars

- >9/11 Navigating Behavioral Challenges with Remote Schooling for Parents
- >9/15 *Comprehensive Gang Model: Building Impactful Collaboration Through Community Mobilization*
- >9/17 *Meeting the needs of adolescent youth*
- >9/22 *Determining Eligibility for McKinney-Vento Rights and Services*
- >9/22 *My School Has Reopened, Now What? What Assistant Principals Need to Know and Be Able to Do*
- >10/27 *Wait! Did I Sign up for This? Tips for Leading Your School Through COVID-19*

For more webinars, go to the our Center's links to *Upcoming/Archived Webcasts/Podcasts* – <http://smhp.psych.ucla.edu/webcast.htm>

Article in The Hechinger Report (9/3)

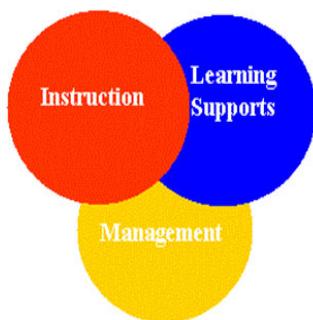
As Schools Reopen, Schools Brace for Teacher Shortages. Mass teacher shortages are anticipated as more teach impact of the coronavirus pandemic.

<https://hechingerreport.org/when-schools-reopen-we-may-not-have-enough-teachers/>

NOTE THE LACK OF ATTENTION TO SHORTAGES OF STUDENT/LEARNING SUPPORT STAFF.

For information about the National Initiative for Transforming Student and Learning Supports

***go to <http://smhp.psych.ucla.edu/newinitiative.html>
Also online are two related free books***



Improving School Improvement

http://smhp.psych.ucla.edu/improving_school_improvement.html

Addressing Barriers to Learning: In the Classroom and Schoolwide

http://smhp.psych.ucla.edu/improving_school_improvement.html

Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

DEAR READER:

Everyone has a stake in the future of public education. This is a critical time for action. Send this resource on to others. Think about sharing with the growing number who are receiving it. AND Let us know about what we should be including.

For those who are employed by state and local education agencies and schools, we know you are busy. It would be great to share what actions you are taking to address immediate concerns and how you are anticipating the problems that will arise as schools reopen.

THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

We post a broad range of issues and responses to the Net Exchange on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm> and on Facebook (access from the Center’s home page <http://smhp.psych.ucla.edu/>)