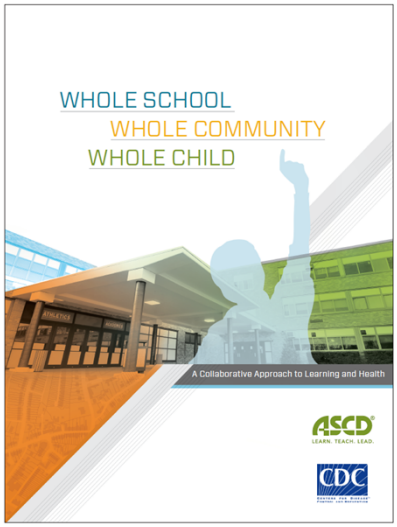

Leading Schools During the Coronavirus Crisis: Short-Term Steps

ASCD & CDC
March 26, 2020

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Sarah Lee
Team Lead, Research Application & Evaluation School Health Branch, Division of Population Health, NCCDPH, CDC

Sean Slade
Senior Director, Global Outreach, ASCD
Whole Child, WSCC Model, USA & Globally
sslade@ascd.org

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Welcome
Stay calm and wash your hands

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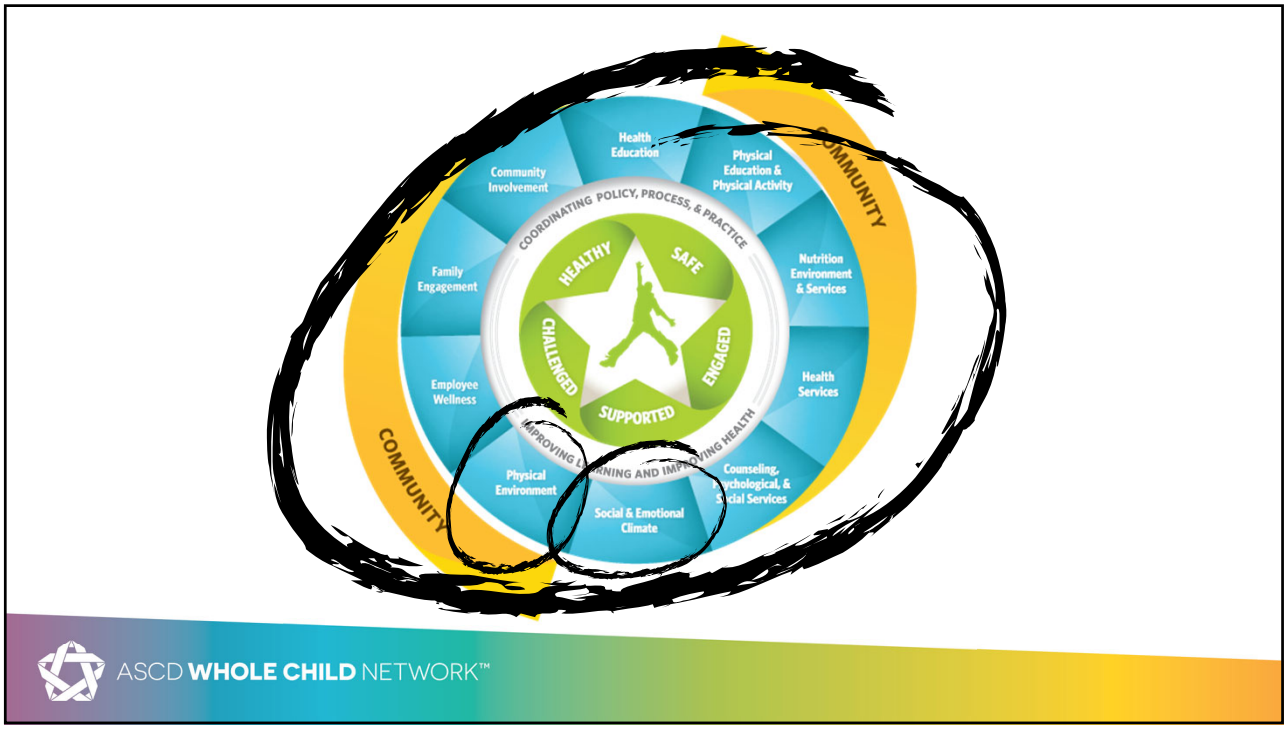
Health Education
Physical Education & Physical Activity
Nutrition Environment & Services
Health Services
Counseling, Psychological, & Social Services
Social & Emotional Climate
Physical Environment
Employee Wellness
Family Engagement
Community Involvement
COORDINATING POLICY, PROCESS, & PRACTICE
HEALTHY
SAFE
ENGAGED
SUPPORTED
CHALLENGED
COMMUNITY
COMMUNITY
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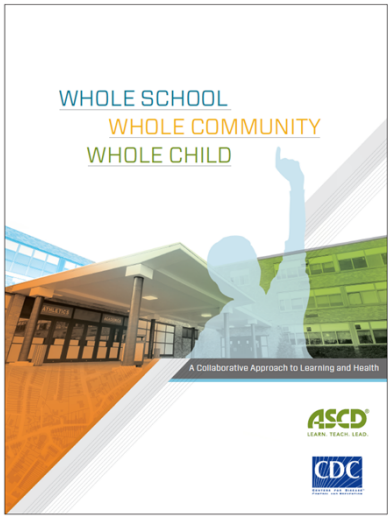

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Maslow before Bloom
Health and Safety are foundational

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Agenda

1. CDC Updates & Recommendations
2. ASCD Learning Continuity
3. ASCD Ensuring Wellbeing
4. Q&A

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Physical Environment

A healthy and safe physical school environment promotes learning by ensuring the health and safety of students and staff. The physical school environment encompasses the school building and its contents, the land on which the school is located, and the area surrounding it. A healthy school environment will address a school's physical condition during normal operation as well as during renovation (e.g., ventilation, moisture, temperature, noise, and natural and artificial lighting), and protect occupants from physical threats (e.g., crime, violence, traffic, and injuries) and biological and chemical agents in the air, water, or soil as well as those purposefully brought into the school (e.g., pollution, mold, hazardous materials, pesticides, and cleaning agents).

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

As the situation is changing constantly, we recommend people go to 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

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ASCD Learning Continuity

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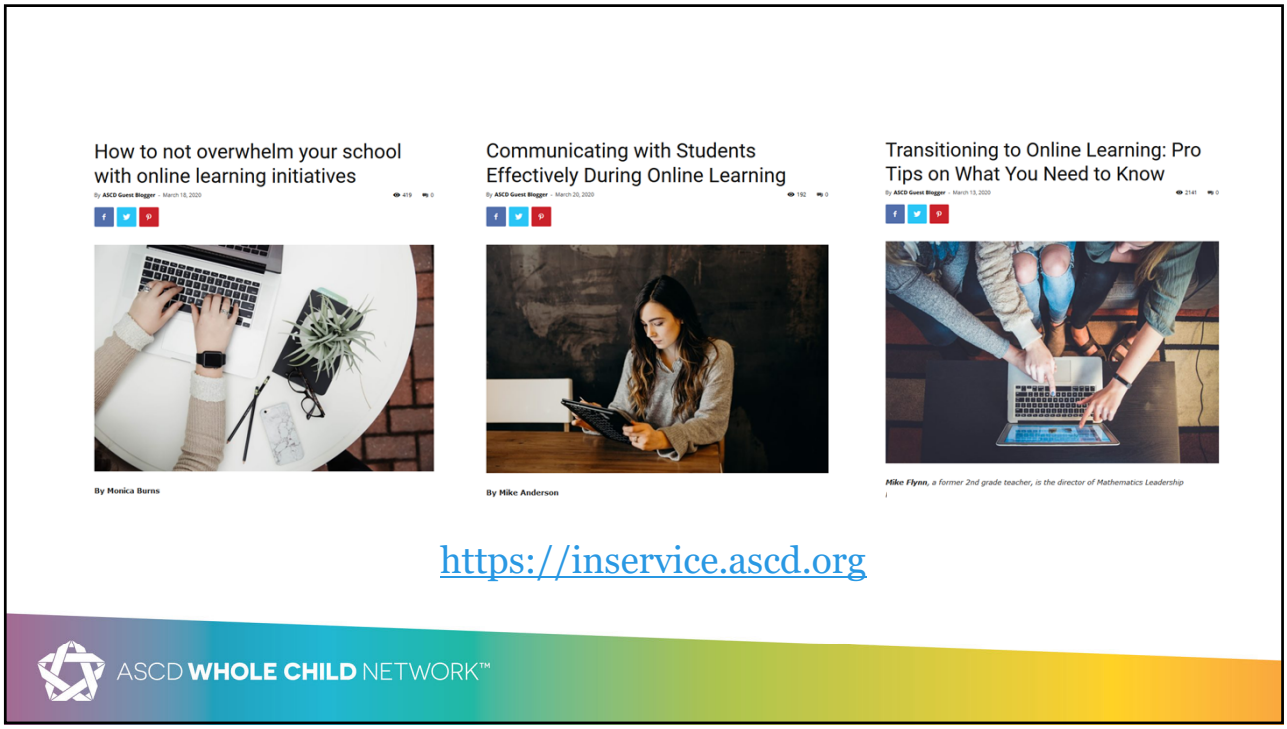
How to not overwhelm your school with online learning initiatives
By Monica Burns
Communicating with Students Effectively During Online Learning
By Mike Anderson
Transitioning to Online Learning: Pro Tips on What You Need to Know
Mike Flynn, a former 2nd grade teacher, is the director of Mathematics Leadership
https://inservice.ascd.org
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Effective communication holds true…

Respectful
- Use students' preferred names
- Avoid sarcasm
- Assume students' positive intentions, even when they're struggling

Supportive
- Offer positive feedback that is specific, relevant, and true
- Offer constructive feedback that is specific, focused on growth, and not overwhelming
- Emphasize student ownership and engagement

Positive
- Talk about schoolwork in enthusiastic and joyful terms
- Emphasize intrinsic motivation (instead of using incentives) to build engagement
- Convey a tone of warmth and friendliness

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Keep it simple, strive for normalcy…

Leverage Your Current Systems
- If you already have Google Classroom, Blackboard, Canvas etc, then keep using it.
- Use your current communication channels to support students and families as you implement online learning (email, mailed newsletters, social media).

Plan formal and informal learning
- Determine what can/should be live versus asynchronous.
- What can/should be a discussion and what can/should be self directed?
- Read Aloud Videos, Tutorials, etc

Prioritize what is important
- Prioritize what's the most important for them in terms of their learning .
- Set a schedule.
- And understand that everyone's going to be operating on limited amounts of time.

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LEARNING KEEPS GOING.

Coronavirus is posing unprecedented challenges to schools, colleges and universities around the globe. To help you keep the learning going, a coalition of education organizations has curated free tools, strategies, tips and best practices for teaching online.

https://www.learningkeepsgoing.org

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Forgive yourself.

You aren't expected to be perfect.

You can show that you – as well as the students – are learning too.

Access their online knowledge and skills.

"We're all learning and we're all going to get better."

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Social and Emotional Climate

Social and Emotional Climate refers to the psychosocial aspects of students' educational experience that influence their social and emotional development. The social and emotional climate of a school can impact student engagement in school activities; relationships with other students, staff, family, and community; and academic performance. A positive social and emotional school climate is conducive to effective teaching and learning. Such climates promote health, growth, and development by providing a safe and supportive learning environment.

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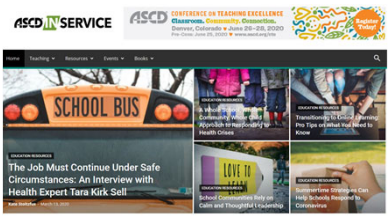

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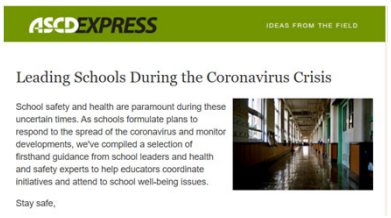
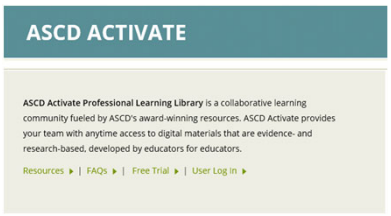


www.ascd.org/research-a-topic/coronavirus-crisis-resources.aspx

www.ascd.org/topic



wwwascd.org/activate

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What the learners and teachers often need in crisis situations are

- Reassurance.
- Sense of belonging and community.
- To be heard.
- To have an avenue to raise their concerns and not to have their issue dismissed.

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Recommended Actions

- Be transparent and communicative with your students, families, and staff.
- Provide easy avenues for anyone to reach out with concerns and questions.
- Establish actions and activities to ensure that students and staff feel part of the group/learning community.
- See the role of a school leader and teacher to be as much one of nurturing as teacher.

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Recommended Activities

- **Model**. As the teacher, you are the touchstone of your online community, which means you need to model citizenship.
  Set the example via class correspondence, discussion boards, etc.
  Set standards on both how (IT) and how (tone) to communicate
- **Create a communication plan**. Communication is essential to any relationship, and before you ask students to put themselves out there, you have to show them that it's safe to do so.
  Create a calendar
  Set a class group time each morning
  Set teacher meetings each day/week
  Let students (staff) know when you will reach out individually

Adapted from: Build Community Online, Dr. Melissa Wehler, www.facultyfocus.com

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Recommended Activities

- **Encourage 'in-class' interaction**. Classroom interactions happen by proximity in the brick-and-mortar classroom, but in the online classroom, you have to be more deliberate about student-student and student-faculty exchanges. Understand there are 'in-class' and 'out-of-class' time and actions
  Use chat boards, group projects, student presentations
  Utilize peer review groups
- **Build 'out-of-class' community.** Consciously build in these "outside" spaces that are free from content delivery and assessment. Make "water cooler" or "café" discussion boards where the class can talk about current events and common interests.
  Have recess together (30 min playing online)
  Set up a morning meeting/class period
  Post announcements about what is happening across the school

Adapted from: Build Community Online, Dr. Melissa Wehler, www.facultyfocus.com

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