Eight PA education associations, including PSBA, PSEA, PASA, PASBO, PAIU, PPA, PACTA, and PARSS, have come together and formed a new task force aimed at getting Pennsylvania’s students back into their schools and classrooms as safely as possible. The task force will review all issues related to the safe return of Pennsylvania’s students and draft plans for school districts’ use.

The joint effort will include working groups categorized by key operational areas that include facility/logistics, staffing, instruction, transportation, special education, extracurricular activities, health and safety, communication, resources and community. Issues for consideration will include the potential staggering of school schedules to reduce the size of classrooms and open space gatherings, enhanced cleaning procedures and equipment for buildings and buses, implementation of additional policies related to PPE and masks, air quality measurements and enhanced filtration, meal preparation and serving procedures, after-school activity precautions to mitigate the potential spread of germs, redesigning of facilities to enhance social distancing, and procedures for student assemblies.
What are the Goals for Fall 2020?

Good Enough

• The Best Imaginable
• Leader in Flexible Instruction 2.0
• Mutual Satisfaction – parents, teachers, students
• We need as many voices as possible in the conversation.
• Based on research, our spring experience and upcoming feedback surveys, we will make sound decisions, not quick ones.
• Compulsory comparison is tempting, but no two school districts have the same resources or serve the same population.
Instructional Strategies for Virtual Learning:
A Companion Tool to the NIET Teaching Standards Rubric
What effective teaching looks and sounds like in a virtual setting
May 2020

Tool Description:
As teachers move to virtual learning, many are asking how strong teaching practices translate to the online environment. NIET has developed a tool to describe what key instructional indicators should look like and sound like when planning and delivering virtual learning. The tool describes instructional and planning practices for both asynchronous and synchronous learning, as well as additional considerations for synchronous learning.

This tool is designed to be used alongside the NIET K-12 Teaching Standards Rubric, but it could support any teacher or leader to deepen their understanding of high-quality virtual learning instruction. The tool references exemplary practice for every indicator of the NIET rubric, with descriptions included, and it includes specific examples and strategies for how those indicators could be adapted in a virtual setting. NIET will continue to add and modify this tool as we learn more effective virtual learning strategies.

How to Use this Tool:
The virtual learning companion tool is meant to supplement what educators already know about strong instruction, regardless of delivery method. This tool assists in defining specific strategies and ideas — with key virtual learning terms highlighted in orange — but it is not meant to be comprehensive of all possible virtual learning adaptations. This resource could be helpful for educators to anchor their practice, for coaches and instructional leaders to provide feedback, and to support a more comprehensive evaluation system. We would encourage teachers and leaders to discuss how this tool can enhance their existing approaches to coaching, observation, evaluation, and feedback and set clear expectations on how it should be used.
NIET Teaching Standards Rubric

- Standards
- Motivating Students
- Presenting Instructional Content
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Academic Feedback

- Grouping Students
- Instructional Plans
- Student Work
- Assessment
- Expectations
- Managing Student Behavior
- Virtual Environment
- Respectful Culture
Please note that at the date of release – May 20, 2020 – this framework is still a work in progress. Sections currently available include the Overview of Virtual Learning and Equity in Online Learning. The remaining sections will be added on May 27, 2020.
A team composed of individuals from different contexts or organizational perspectives.

Often have trouble reaching consensus because they have differing values, beliefs, and working styles.

Education Committee = ALLIANCE TEAM

In most Alliance Teams, each representative wants a voice so that he/she/they can be sure the final outcome aligns to his/her/their strategic objective. This creates Cooperation and Competition at the same time.

REALITY CHECK:
Who Are You at Your Best and at Your Worst?

**Mobilizer Traits**
- Accelerator (Good at moving the idea forward)
- Implementer (Willing to try it first)
- Prioritizer (Logically sequences)
- Integrator (Knows how to connect the dots)
- Sense Maker (Pulls various ideas into cohesion)
- Channeler (Understands how to line up support)
- Multiplier (Knows how to spread the idea across areas)
- Validator (Looks for the positive first)
- Experimenter (Takes an idea to the next level)
- Transformer (Takes an idea and converts it)
- Seeker (Researches existing ideas)

**Destructive Traits**
- Blocker (Nope. Won’t work.)
- Chaos Predictor (That’s the end of everything.)
- Hoarder (Knows info; doesn’t share)
- Whirling Dervisher (Spins into subject off the immediate topic)
- Escalator (Piles on the negative)
- Speaker of the House (speaks for everyone)
- Passive Participator (Listen & Judge)
- Scenario Spinner (Wants the answer to fit every scenario)
- Other
Initial Sub-committees

**Education Committee Coordinator/Float**
Denise Citarelli Jones

**Sub-committee Float**
Lisa Palmer

**Flexible Instruction 2.0**
Jonathan Blake (SRS 4th Grade)
Don Buscaglia (PE/NPE)
Eryka Weaver (WES Counselor)
Jenna Grabiak (Elementary Social Worker)
Kevin Stahler (WES/Spec ed)
Jenelle Thomas (MS/HS Social Worker)
Mimi Drew (HS English)
Rich Foulk (HS Social Studies)
Katie Shepard (HS Science)
Henry Pearlberg (Music Dpt. Chair)
Laurie Dubrow (District Home & School Visitor)
Angela Tuck (SRS Principal)
Chris Matsanka (SHHS Assistant Principal)
Gina Ross (Spec Ed Director)

**Gap Recovery**
Dawn Dankanich (WES Kinder/Chair)
Jenny Conahan (WES 5th Grade)
Mary Kochanowicz (NPE Reading Specialist)
Chad Mitchell (MS Math)
Leslie Petruzzi (MS Spec Ed)
Sheryl Ursillo (HS Science)
Gino Miraglia (HS W.Lang)
Regina Hollis (HS Spec Ed Dpt. Chair)
Al Heinle (NPE Principal)

**Technology**
Kelly Kane (SRS 1st Grade/Chair)
Stephanie Cairone-King (MS Computer Science)
Caitlyn Locke (MS Computer Science)
Ali Taylor (MS Spec Ed Dpt. Chair)
Amanda Lawson (HS Social Studies)
Tabatha Duffy (HS English)
Mary Figura (Assist to Super)
Gabe Savage (WES Principal)
Joe Buecheler (SHMS Assistant Principal)
AJ Cetroni (Network/Site Services Admin)
Beth Cohen (HS/Media Specialist)
Technology
Only 1:1 was at SHHS
Varying Degrees of Experience
Varying Devices
Acceptable Use Policies

Curriculum/Instruction
F2F Teacher/Student
F2F Student/Student
Differentiation
Due Dates: Mixed Messages

Feedback Lag Time
Takes 2 weeks to get data
Need a more immediate way to get feedback from the end user

Inter-connection for Special Areas
What is the most user-friendly way for student/parents at elementary to access the Special Area lessons

We want the Best Imaginable

What We Underestimated
Best Imaginable

Weekly Assignments paced out with varying due dates + an overview for parent/student planning purposes

Instructional videos for asynchronous student viewing and assignment explanation

Synchronous class sessions for new learning

Continued formative assessments with additional summative assessments for grading and benchmarking progress

Innovative methods for student collaboration and social engagement for academic and social-emotional wellness

Technology Instruction Videos for parents and students; especially helpful for the parents of English Language Learners

Continued weekly synchronous sessions for Special Education, Reading Support, and Related Services
Best Imaginable

Exemplary Communication: Weekly Updates & Education Committee Website

A sense of Unity and Cooperation

Create procedures to address attendance & expectation compliance

Use research-based strategies for distance learning

Honor the Learning Curve for everyone involved

Balance on-screen and off-screen tasks to reduce screen time and to increase engagement

Develop Acceptable Use Guidelines that address online learning behaviors
MAY 14 – June 19
• Sub-committee Work on Gap Recovery Plan, Technology Training Sessions, Flexible Instruction 2.0 & Community Communication
• The June In-service plan is provided to the teaching staff = May 29th

JUNE IN-SERVICE
• Mandatory training modules/sessions on Video Recording, Synchronous Learning, Zoom 2.0, Google Classroom 2.0 & Seesaw 2.0
• Gap Recovery Work

SUMMER 2020
• Continued work on Flexible Instruction Plan 2.0 (Synchronous Learning)
• Continued work on Attendance/Non-compliance/Behavior Issues
• Parent/Community Communication, Surveys

AUGUST IN-SERVICE
• Preparation/Training for Flexible Instruction 2.0
• Grade Level/Subject Collaboration for Gap Recovery
• Technology Training
Gap Recovery

Meeting 1 & 2:
Needs to determine how to spend the June in-service and August in-service moving standards/learning outcomes from one grade to the next.

Meeting 3-5:
Joins another committee

Technology

Meeting 1-6:
Set up a system for June In-service training for Synchronous Meeting Platforms & Recording Options,
Google Classroom 2.0
Seesaw 2.0
Investigate Other Meet Options

Flexible Instruction 2.0 (Synchronous Learning)

Meeting 1-6:
Education Recreation
Take the current Flexible Instruction Plan and take it to the next level.
*New members will join from the Gap Recovery Group at the 3rd meeting.

Summer

Interested members of the Education Committee will continue to work in the summer on Flexible Instruction 2.0 & Training Videos for Teachers, Parents & Students
Thursday, May 28th at 5:00 pm – Wednesday, June 3rd at midnight

Link will be sent to all WSSD parents
In preparation for a possible distance learning experience in the Fall 2020, it is important for us to get an accurate understanding of the stakeholder's experience during the months of April and May. We are aiming to improve the model based on student, parent, and teacher feedback.
WSSD Surveys Round Two

Thursday, May 28th at 5:00 pm – Wednesday, June 3rd at midnight

Link will be sent to all WSSD parents