



CCNETWORK
Comprehensive Center Network



REGION 17
Idaho
Montana

Reimagining Learning

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Building State Capacity to Improve Student Outcomes

As education leaders in Idaho and Montana work to improve student outcomes, close achievement gaps, and increase the quality of instruction, the Region 17 Comprehensive Center (CC) is at their side.



Reimagining Learning

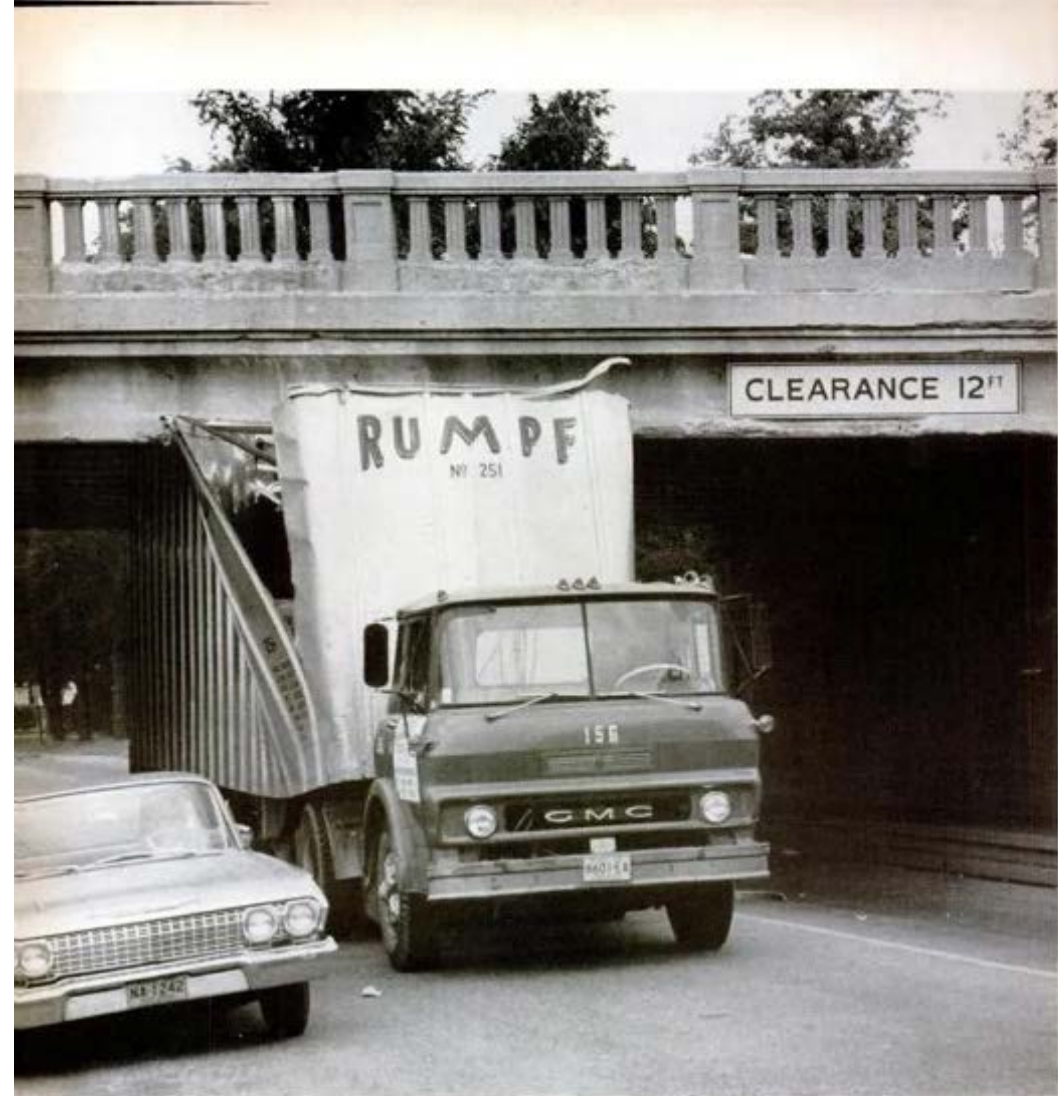
During the pandemic, schools have become **places of innovation** adapting to **ever-expanding student needs**. There are many lessons learned and **new opportunities for learning**. By better understanding our **most impacted students**, we can use **design thinking** to **challenge previous assumptions** and **redefine problems with a new lens**, leading us toward alternative strategies and **solutions we never thought possible**.

Session goal: Explore innovative examples from the field and reimagine ways to design school and learning for all students in the post-pandemic world.



Thinking Outside of the “Box”

It's often difficult for us humans to challenge our assumptions and everyday knowledge, because we rely on building patterns of thinking in order to not have to learn everything from scratch every time. We rely on doing everyday processes more or less subconsciously—for example, when we get up in the morning, eat, walk, and read—but also when we assess challenges at work and in our private lives.



MISCELLANY / THE TRUCK THAT COULDN'T

Huffa-huffa-huffa-huffa-huffa throbs the engine of the big trailer truck, hurtling down from Ypsilanti and on into Ann Arbor. *Beck-beck-beck-beck-beck* clack the tires on the pavement along State Street, a sound to fill a teamster with reverie and maybe set him to thinking of pulling in soon for a bite . . . you know what the truck drivers always say: if you

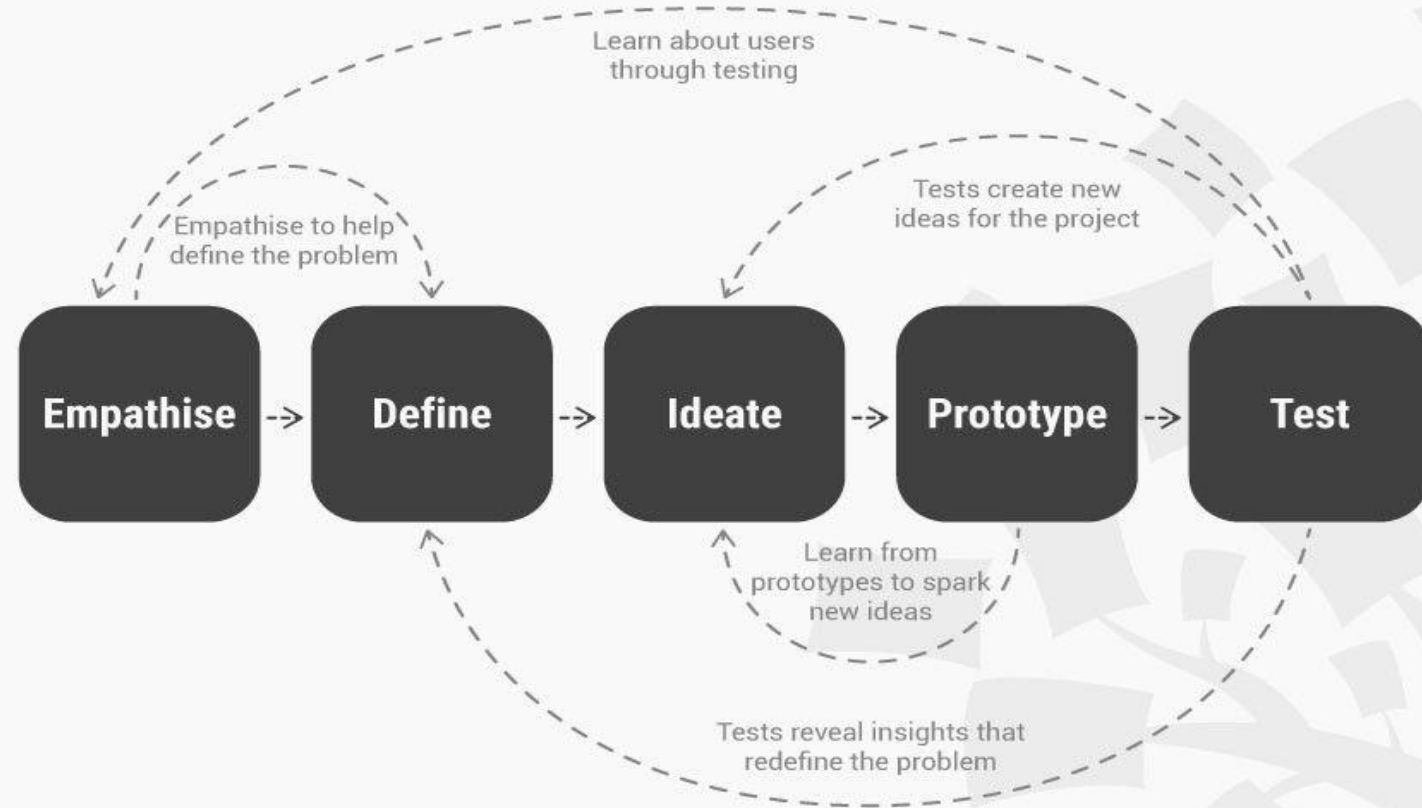
want a good meal in Ann Arbor, look for a place where the University of Michigan football players eat . . . easy now, underpass coming . . . sign says 12-foot clearance . . . plenty of room—this rig stands only . . . what was the figure? . . . got it here someplace . . . ah, here . . . 12 and a half feet . . . let's see . . . that gives six inches to spare so . . . RUMPF!

Design Thinking

- Thinking outside of the box can be a real challenge. We naturally develop patterns of thinking modeled on the repetitive activities and commonly accessed knowledge we surround ourselves with.



DESIGN THINKING: A NON-LINEAR PROCESS



INTERACTION DESIGN
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Design Thinking

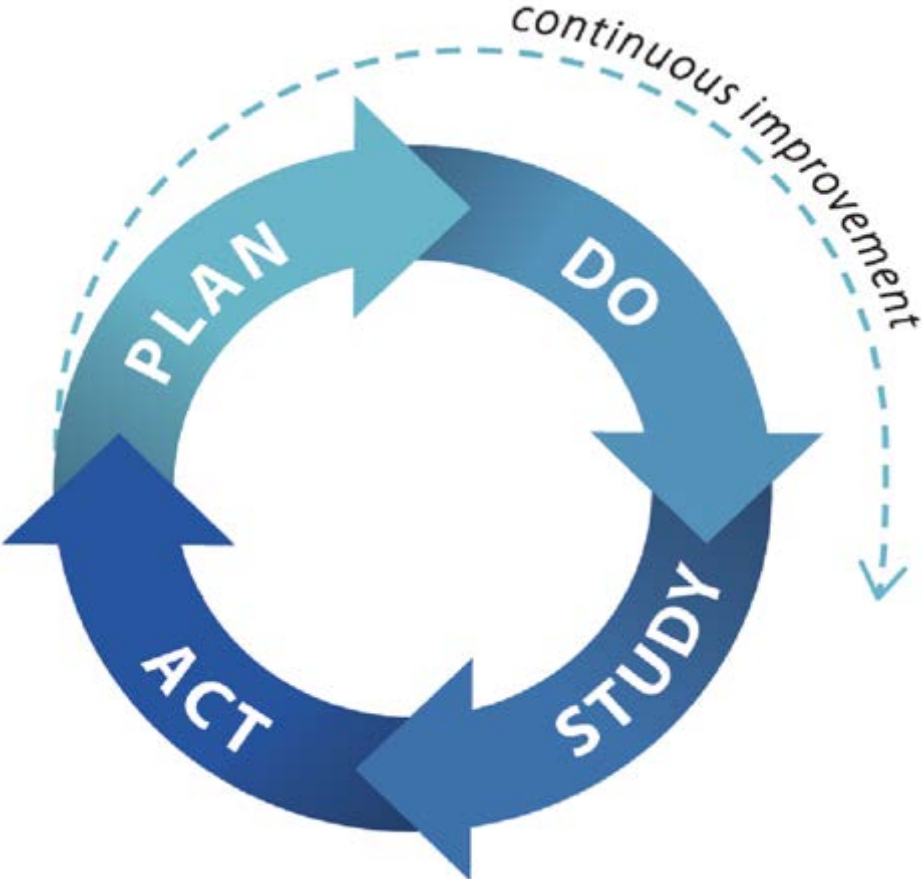


Image source: Nishioka & Nagel, 2019; p.3

School Before the Pandemic

- » School calendar
- » School schedule
- » School staff
- » School structure



School Before the Pandemic

>> School calendar

- > Summers “off” ☐ year-round opportunities

>> School schedule

- > Set start/finish ☐ opportunities for extended day learning

>> School staff

- > In-house ☐ collaborating with community organizations

>> School structure

- > In-person ☐ virtual (online, flipped classroom, asynchronous, etc.)



Who are the Students Most Impacted by the Pandemic?

“While all student groups had increased failure rates early in this school year, students with disabilities and English learners had the highest rates of Fs compared to White and Black students.”

—Fairfax County Public Schools, Virginia



**Which students have you had the most difficulty reaching?
Of those who showed, which students struggled?**



Amplified by the pandemic

Lower attendance rates

Failing grades

Students' mental well-being

- Trauma introduced

Access (technology, connectivity, food, other basic needs, reading materials, people)

Decreased student engagement in virtual learning

Home needs



**How have we
adjusted our
approach?**

**What will we
take with us
into the new
school year?**



What have we learned?



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Adjusting Approaches

- » Combatting lower attendance rates
 - > Flexibility in structure
 - > Whole student supports
 - > Creative ways to engage students
 - > Incentivizing
 - Basic needs available at school/on campus
 - Get physical! Go outdoors! Play!

Adjusting Approaches

Failing grades

- Grading for equity (time spent vs. subject mastery)
- Singular measurement system for advancement toward mastery of academic standards
- Assignments taught and assessed both remotely and in person
- Individual attention
- Grading scales allowances (1–4, numerical scale to 100, or A–F system)
- Allow for reflection, revision, and reassessment
- Use of incompletes
- Allow students multiple options for demonstrating their knowledge of an assignment

Equity in grading systems

“...traditional grading systems can disproportionately punish students who have fewer supports and create advantages for students who have more stable and supportive home environments. Eliminating grading for activities such as homework completion and participation can help remove bias in assessing student performance...”



Adjusting Approaches

>> Students' mental well-being

- > Opportunities to engage in social and emotional learning (SEL)
- > Opportunities to connect with others in new ways
- > Movement and outdoors

>> Access

- > Technology and connectivity
- > Food and other basic needs
- > Books, art supplies, other materials
- > Connecting with others through intentional programming
- > Involve community organizations



Adjusting Approaches

>> Decreased student engagement in virtual learning

- > Relationship building
- > Peer projects
- > Opportunity to connect (non-academic)

>> Competing needs at home

- > Childcare offerings at school
- > Paid internships/tutoring
- > Engage and support families



More Opportunities for Innovation in Learning

- » **Extended day**
 - > Before/after school
- » **Summertime learning**
 - > Learning mini-camps
 - > Bridge camps
 - > Summer learning camps
- » **Tutoring and mentoring programs**



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More Opportunities for Innovation in Learning

Place-based education

Place-based education is designed to connect what students are taught in school to real-world challenges, opportunities, and connections; **learning** experiences match the complexities of real life and are taught through an integrated, interdisciplinary, and frequently **project-based** approach where all **learners** are accountable and challenged.



Design Programs Responding to Individual Student Needs

- » Offering options/choices
- » SEL
- » Cultural relevance
- » Interest
- » Food and drink—basic needs
- » Fostering agency and student voice



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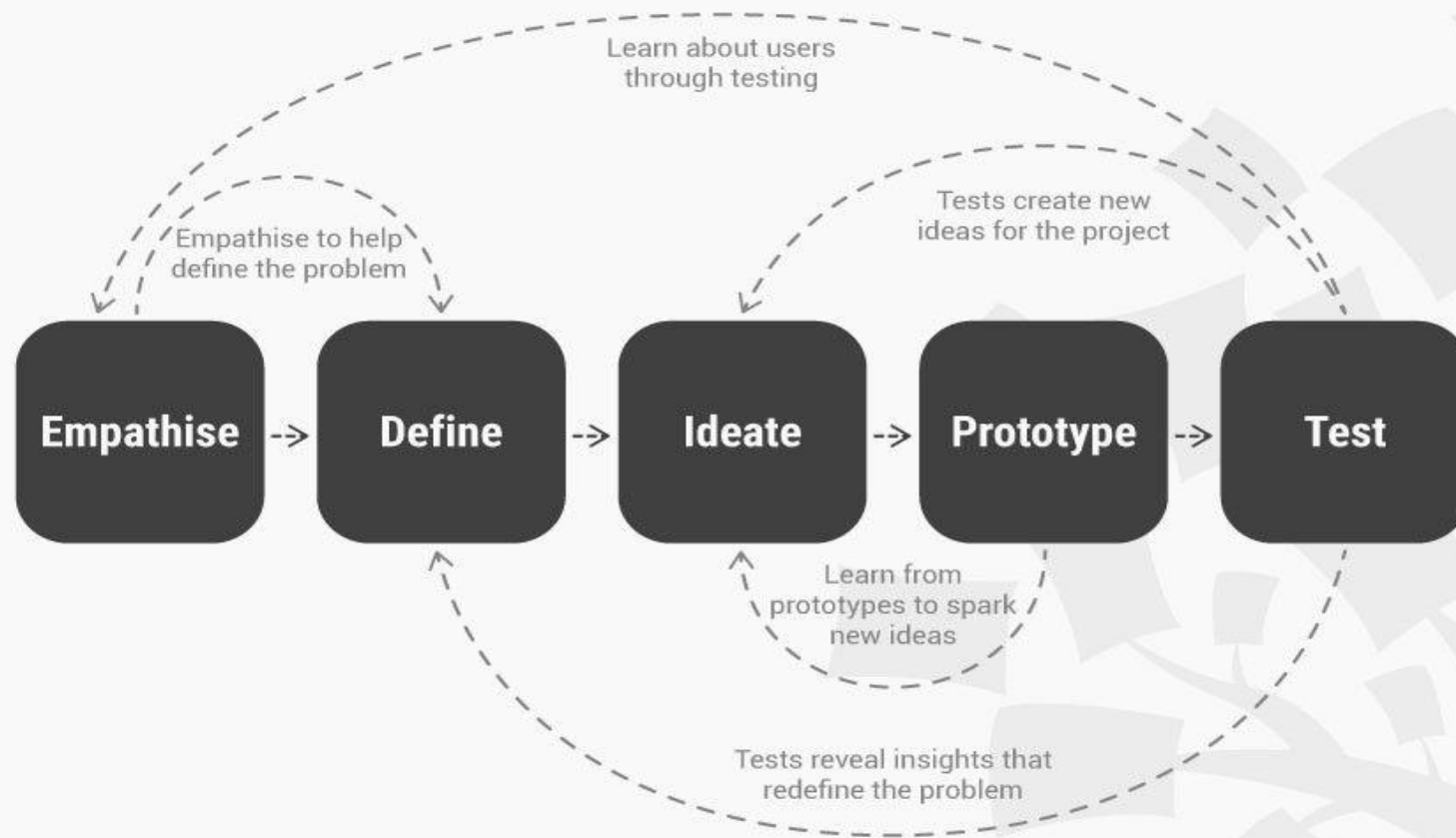


Build Student Agency while Monitoring Learning

- Ease pressure with flexible due dates
- Collaborative projects (peer learning or learning with friends)
- Make it fun!



DESIGN THINKING: A NON-LINEAR PROCESS



What's Happening in Schools?



Thank you for all you do for students!



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