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## Continuous Learning Task Force

July 28, 2021

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# Call to Order





# Roll Call





# Approval of Minutes





**Consideration of Recommendations from the  
June 21, 2021 Working Groups**



# Working Groups Recap

A working group structure is being used for the four key recommendation areas (technology, system and school planning, instructional quality, and family engagement and supports) to brainstorm the following for each area:

- Importance
- Ideal state
- Recommendations in three levers: initiatives, guidance and support, and policy and law



# Technology Recommendations

## Importance

- Systems must be able to pivot from in-person instruction to virtual learning immediately in the event of an emergency, so that high quality teaching and learning is continued.

## Ideal State

- Employees and students have access to the internet and devices at home.
- Devices are updated and replaced on a cycle.
- Systems have a strong device and internet access distribution plan and systems in place.
- There is always a 1:1 student to device ratio at school and home.
- Students are using technology in the classroom and at home on a regular basis for meaningful learning, so that using during continuous learning is effortless.
- Systems have a high quality learning management system and usage is effectively implemented during in-person instruction.

# Technology Recommendations

## Initiatives Recommendations

- Digital literacy implementation with professional learning for systems, schools, and families
- Partnerships with state Broadband Office to ensure connectivity throughout state
- Process for determining high quality instructional materials should include technology integration and supports

## Policy Recommendations

- State Education Technology Plan to include continuous learning



# Technology Recommendations

## Guidance and Supports Recommendations

- Family guidance for using devices and internet at home
- Guidance for leaders and teachers on tracking attendance and maintaining academic integrity during continuous learning
- Guidance for systems on technology implementation
  - 1:1
  - Replacement
  - Types of Devices
  - Inventory Control
  - Roles and Responsibilities
  - Family and Educator Technical Support
  - Funding
  - Procurement options
  - Issuance policies
  - Professional Development
  - Tips for Preparation

# System and School Planning Recommendations

## Importance

- Systems must be prepared, yet flexible, for operating a system under modified operations in the event of an emergency, so that students are safe and learning.

## Ideal State

- Systems and schools have aligned, comprehensive plans that are aligned to best practices for emergency planning and that is reviewed and updated by stakeholders annually.
- A continuous learning plan is included, so that there is no interruption in learning.
- There are adequate resources and personnel to implement a system and school plan effectively.
- Communication through multiple channels is frequent, clear, and timely.

# System and School Planning Recommendations

## Initiatives Recommendations

- LDOE Emergency Team, including community and state partners, which creates and updates a state emergency plan. This should include how to include emergency officials, government agencies, and community organizations as part of the team.

## Policy Recommendations

- Systems and schools have an emergency plan including continuous learning that is reviewed by stakeholders and updated annually.



# System and School Planning Recommendations

## Guidance and Supports Recommendations

- Emergency planning guidance with framework for lead agencies and K-12 systems
- Vendor Guide for emergency planning software or services
- Checklist and/or guidance on creating and updating system and school plan



# **Consideration of a Report on Instructional Quality and Family Engagement and Support**



# Instructional and Family Supports

- [Accelerate](#)
- [Summer Learning Programs](#)
- [Staffing and Scheduling](#)
- LPB Partnership
- Real-time Early Access to Literacy (REAL)
- Learning Management System (LMS) vendor guide
- [Implementing Strong Start 2020](#)
- Virtual Instruction Guides for [Educators](#) & [Families](#)
- Teaching and Learning Toolkit for [Early Childhood](#) and [Pre-k-12](#)
- Created virtual adaptations to common planning, ELA, and Math observation tools for school and school system leaders
- Professional Development opportunities for teachers and leaders
- Family Toolbox Resource to support families of students with disabilities



# Instructional and Family Supports

## Takeaways

- School systems and educators have been flexible and adapted to address learning loss through use of individual instruction/support, additional intervention time, and increased small group instruction.
- LEAs quickly provided technology to students and families. Teachers have adopted and learned a variety of tech-based teaching supports.
- In general, student engagement was a concern. Not all students learn successfully in virtual environments, particularly students with disabilities, English learners, early childhood learners, and those who are often truant or absent.
- The quality in instruction, instructional minutes, and expectations varied greatly across the state.
- Policy does not reflect continuous learning or virtual learning, and LEAs desired more than recommendations in areas such as attendance and instruction.
- Parents wished there was a portal with resources to support the role of families as a partner in learning to minimize the cost of each district doing this on their own.
- Parents needed support in what to do and not do with their children during instruction.



# Consideration of Instructional Quality and Family Engagement and Support Working groups



# Key Recommendation Areas

Aligned with the focus of this task force and generated from feedback across the state, the task force approved four key recommendation areas for continuous learning improvements.

- Family Engagement and Support,
- Instructional Quality,
- System and School Planning, and
- Technology.



# Working Groups

We will use a working group structure to brainstorm the following for each key recommendation area:

- Importance
- Ideal state
- Recommendations in three levers: initiatives, guidance and support, and policy and law

This structure will allow all members to provide input in each area to generate recommendation suggestions. Based on the recommendations from the working groups, LDOE will present research, plans, and more information in each category at the subsequent meeting in order to formulate recommendations.

# Working Groups

**Today's Focus:** Instructional Quality and Family Engagement and Support

## Process

The task force will split into two groups in separate rooms (this room and North Dakota 1-155) to brainstorm ideas. Chart paper, markers, and sticky notes are available in each room. During Rotation 2, the group will designate one person to share with the whole task force a summary of the group's ideas.

## Things to Consider

- Continuous Learning may be needed for many circumstances.
- Are the recommendations broad enough to allow flexibility?
- Do the recommendations align to the ideal state?
- Do the recommendations allow LDOE to find best practices and research based strategies to address recommendation?
- Does the recommendation apply at any point in time (not specific to COVID or other instance)?

# Adjournment

