

ASSOCIATION OF AMERICAN SCHOOLS OF CENTRAL AMERICA, COLOMBIA-CARIBBEAN AND MEXICO



Tri-Association
THREE SESSION - WEBINAR SERIES

CHOICES AS WE FACE COVID19:
TRANSFORMING PROGRAM STRUCTURES,
CURRICULUM, AND ASSESSMENT

with

Heidi Hayes Jacobs and Allison G. Zmuda

(Links)

[Transform Website: Facing the COVID 19 Crisis](#) (also can read about Allison and Heidi)

Blogposts to read:

[How Will We Return to School: Curriculum Choices as We Face COVID19](#)

[Building the Future Now: What do we cut? What do we keep? What do we Create?](#)

DATES:

MAY 26, 2020, TUESDAY 1:00 PM - 2:30 PM EST

JUNE 2, 2020, TUESDAY 1:00 PM - 2:30 PM EST

JUNE 16, 2020, TUESDAY- 11:00 AM - 12:30 PM EST

ASSOCIATION OF AMERICAN SCHOOLS OF CENTRAL AMERICA, COLOMBIA-CARIBBEAN AND MEXICO



MAY 26, 2020, TUESDAY 1:00 PM – 2:30 PM EST

TITLE: Preparing the Structural Nest for the Return: Crafting Responsive Approaches to Schedules, Grouping of Students and Teachers and Shaping Learning Spaces

There is a direct correspondence between the possibilities for designing learning experiences and the program structures in which these occur. The four structures reflect choices made on the school level are:

- Schedule (both long term and short term);
- Learning spaces (both physical setting and virtual);
- Grouping of learners (both institutional and instructional); and
- Grouping of professionals (from predictable organization departments, grade and age to talent, teaming, interest, mentorships)

In the past, many of our written and unwritten policies have been based on habit (e.g., We have always had this schedule. We have always been self-contained. We always group our kids by grade level. We only meet in departments) instead of what is in the best interest of learners. As we continue to navigate the unpredictability of how COVID19 will shape next year, many educators are being forced to reconsider these decisions, especially as we look to an increase in online learning and the possibilities for staggered schedules and grouping of learners. We will lay out options for you to consider that are customized for your setting, but most importantly best support the learning experiences your specific learners need most.

JUNE 2, 2020, TUESDAY 1:00 PM- 2:30 PM EST

TITLE: Making Curriculum Choices as We Prepare for Our Return to School: A Conversation with Heidi Hayes Jacobs and Allison Zmuda

DESCRIPTION: How can we shape curriculum right now that will best serve our learners for the future? Facing the impact of COVID19 on our school communities has placed our curriculum choices and the design of learning experiences front and center. As we move out of this Triage phase where we have primarily been on our heels reacting to the crisis, we are moving into a Transition Phase where we can make more thoughtful, strategic decisions about the quality of our instructional design for the 2020-21 school year. Heidi and Allison will offer a frame for how to shape curriculum right now with a model focused on the contemporary aims of schooling and how that informs the design choices we make: What do we cut out? What do we cut back? What do we consolidate? What do we create? In the forefront of designing engaging learning experiences on-site, online or hybrid, agility will be key. We will engage participants in lessons learned from students, parents, and our professionals to inform these choices. The discussion will take into account considerations for international schools given the shifting policies on travel for their students.

JUNE 16, 2020, TUESDAY- 11:00 AM- 12:30 PM EST

TITLE: Illuminating What Assessment and Feedback Practices Should Be in Light of COVID19:

How do we design demonstrations of learning that promote engagement and self-direction? What COVID19 illuminates for all of us is how improved performance is based on how teachers and students are partnering on the quality of the criteria, timely feedback, commitment to revision, and regular reflection on process and result. We will take a deep dive into five action tenets that shift the focus on assessment on designing and engaging directly with students in the process of demonstrating their learning. As we continue to rely on students to be more self-directed, we have to give them a seat at both the design and evaluation table to examine their work based on key criteria that are credible, easily understood, and offer possible examples of quality work. We need to engage in feedback conversations to clarify accomplishments, next steps, and new ideas for action.