



Learning and Teaching 2020 RECOMMENDATION



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Learning and Teaching 2020 RECOMMENDATION

Overview

This **Steering Committee** was charged with planning and overseeing the process for developing learning and teaching plans for fall 2020. **Work Groups** were established to develop grade level and/or subject specific instructional models for learning and teaching in two potential conditions: fully remote and partial in-person/hybrid. We offer the resulting recommendations with acknowledgement that we and the members of the Work Groups did our utmost to thoughtfully and conscientiously design the best possible proposals, and the recognition that they are essentially a starting point that still require further revision and will benefit greatly from further input by our larger community.

Belief statement:

The Steering Committee is proposing the following recommendations with the belief that:

The recommendations will provide students with equitable opportunities and the support required to engage in meaningful, standards-aligned learning experiences which will:

- **strengthen their agency and identity**
- **help them feel connected to the school community**
- **support them in growing academically and socio-emotionally to support them in their future endeavors.**

Values:

- **Service:** Focus on students and families
- **Excellence:** Intentionally design learning experiences that meaningfully engage students
- **Equity:** Recognize/respond to students' current realities

Process:

Through an iterative process (see more detail in Table B of the Addendum), the Steering Committee and Work Groups drafted, revised, and refined learning model proposals and lesson plan examples, with over 100 participants, from every school and department, contributing their expertise to the work. Of equal importance, the experiences, challenges, and needs of students and families over the last three months were studied by the Steering Committee and shaped our thinking and informed our recommendations.

Roles and Responsibilities:

Team	Purpose	Members* (See Table A in Addendum)
Leads	<ul style="list-style-type: none"> Develop structure for learning and teaching planning process 	<ul style="list-style-type: none"> Instructional and Operational
Steering Committee	<ul style="list-style-type: none"> Oversee creation of learning and teaching plans Launch and guide Work Groups Review, evaluate, and refine recommendations from Work Groups to create learning and teaching plans 	<ul style="list-style-type: none"> L&T One elementary administrator One secondary administrator Two elementary teachers Two secondary teachers 3 REA members 1 RESP member 1 Parent
Work Groups	<ul style="list-style-type: none"> Draft recommendations of learning and teaching plans based on template 	<ul style="list-style-type: none"> Instructional: teachers, facilitators, administrators

<h2>Learning Model Proposals</h2>

The following recommendations include two models: remote and partial in-person. Each model provides ideas regarding several considerations, including engagement, learning task/activity for students, focus on connection, care, and belonging (SEL), the accessibility of learning tasks, implications for families, and assessment and feedback. Additionally, the proposals suggest considerations for students with identified learning needs, outline supports for students and families, and specify the learning activities that would be prioritized for in-person if that model is allowable.

- [Pre-K Learning Proposals](#)
- [Elementary Learning Proposals](#)
- [Middle School Core Learning Proposals](#)
- [High School Core Learning Proposals](#)
- [Secondary Electives Learning Proposals](#)

Please note:

As you read the learning proposals, it will be evident that additional planning will be required. The Work Groups charged with developing these proposals were intentionally composed primarily of teachers as those most knowledgeable about instruction. Specifically, Work Groups were tasked with addressing the broadest learning planning possible and asked to identify additional considerations. As such, considerations NOT included in these plans include: health protocols, fiscal considerations, instructional

materials and resources, and staffing in addition to operational elements such as schedules, facilities use, and transportation. Last, the proposals represent conceptual instructional models for the two conditions addressed, and the Steering Committee acknowledges and assumes that considerable additional planning and consideration will be given to the structures and supports necessary to address the learning needs of students with identified needs including those receiving specially designed instruction and language learning supports.

Implementation Recommendations

The Steering Committee offers the following recommendations regarding structural and/or overarching considerations for implementation of the proposed learning models.

1. Synchronous and Asynchronous Opportunities for Students and Families

Examples of synchronous activities: live zoom meetings, office hours, phone calls, in-person interactions

Examples of asynchronous activities: recorded video, posted directions/learning activity (in LMS or on website), email contact, independent student engagement with learning activities

The Steering Committee makes the following recommendations, based on work group proposals:

All students:

- Have opportunities to synchronously connect with teachers at least weekly about academic content *and* for social/emotional connections
- Have opportunities to synchronously connect with classmates at least weekly
- Have access to recordings of all synchronous instruction so they may view again or at another time
- Have opportunities to receive 1:1 or small group support

All teachers:

- Prioritize synchronous learning opportunities for:
 - Connection
 - Giving directions or explaining learning activities
 - Providing responsive feedback to developing student needs or developing understandings
 - Providing small group support
- Provide schedules and predictable routines to support students in maximum access to synchronous opportunities
- Prioritize offering recorded videos of themselves teaching over published videos
- Occasionally offer families/guardians synchronous opportunities to ask questions or request support

Additionally, families/guardians of elementary students:

- Be provided with a brief weekly recorded video overview of the week's learning expectations and activities
- Be provided a weekly synchronous opportunity to ask questions or request support

- Be engaged in a synchronous, collaborative teacher/parent process of assessing any barriers they/their student(s) face in access to the learning opportunities in order to identify necessary supports at the beginning of school

2. Learning Management System/Platforms/Apps

The Steering Committee recommends that Digital Learning review learning model proposals and example lesson plans and makes recommendations for digital tools that support student learning, increase ease of access and use, and create professional learning plans. We recommend that they prioritize consideration of two important factors: input from teachers about what has been effective in supporting student learning during the spring closure and feedback from families that they want fewer “platforms”.

3. District/Centrally Provided Supports

The Steering Committee recommends that the Department of Learning and Teaching creates and provides supports based on the learning proposals, including resources for families and staff such as video tutorials, training, and guidance, such as a curated list of recommended tools or resources.

4. Students Prioritization for Partial In-Person Condition

The Steering Committee recommends that the Department of Learning and Teaching, in accordance with guidance from OSPI, involve several stakeholders to make determinations regarding prioritization of students for in-person attendance as allowed. We recommend developmental and identified learning needs or supports be prioritized first, followed by subject/content prioritization.

5. Scheduling Guidance

In alignment with the recommendation above (see #1), the Steering Committee recommends that the Department of Learning and Teaching coordinate scheduling across schools and grade levels to ensure equitable access for students and to reduce scheduling conflicts, particularly for families with students in multiple grade levels/schools. For example, central coordination would ensure that students are not simultaneously scheduled for synchronous instruction by two teachers at the same time.

6. Support for Families

Based on family input and after review of the survey feedback on remote and partial in-person models, the Steering Committee recommends that the Department of Learning and Teaching develop a comprehensive district plan for family support including providing resources (student materials, technology, school supplies, etc.), sessions for teaching families regarding the new model and associated technology, and providing translation and interpretation services. Additionally, the Steering Committee recommends that DLT provide guidance to schools to assist them in developing and communicating clear methods and systems by which families may connect with teachers to request additional support. These plans should include a schedule of opportunities for synchronous communication (such as office hours or family meetings) between families and teachers.

7. Professional Learning

The Steering Committee recommends the department of Curriculum, Instruction, and Assessment provide professional learning in addition to professional learning being delivered by school teams. Pending acceptance of the learning model recommendations, the Steering Committee recommends a thorough review, to determine professional learning needs. We recommend a survey be sent to all staff to assess needs based on their experience this spring and in response to the recommendations.

8. Resources for Students

The Steering Committee recommends that the Department of Learning and Teaching engage staff, students and families in identifying strategies to support students to access learning. Specifically, we recommend that possible barriers are identified in order to provide the necessary support(s) for each student/family. We encourage creative use of all possible resources including categorically funded staffing and community partnerships.

Lesson Plan Examples

These sample lesson plans were developed by the Work Groups as a part of the planning process with the intent to ensure that their proposed ideas could be translated into weekly plans, and they were submitted prior to the Steering Committee's development of the overarching **Implementation Recommendations** (see above). While the Steering Committee did attempt to modify them to bring them more into alignment with the Implementation Recommendations, they may not necessarily reflect all recommended practices in terms of frequency or mode of instruction. They are offered as a general conceptual sample, not an operational example of the Steering Committee's final recommendations in full.

- Folder of [All Lesson Plan Examples](#)
 - [PreK-5 Lesson Plan Examples](#)
 - [6-8 Core Lesson Plan Examples](#)
 - [9-12 Core Lesson Plan Examples](#)
 - [Secondary Electives Lesson Plan Examples](#)

Community and Staff Engagement Recommendations

The Steering Committee offers the following recommendations intended to elicit the voices of families, staff and students in the planning process for Fall 2020 instructional models. These recommendations assume that OSPI and Department of Health guidance allows the implementations of these proposed models; however, even if it requires the development of other models, we recommend the following recommendations be implemented.

Regarding Families and Students:

In addition to the process used by the Steering Committee to review data and input from families and students in order to inform the development of recommendations, the Steering Committee recommends that families be provided the opportunity to review our proposed instructional models and then invited to provide feedback via a survey and/or focus groups. Every effort should be made to bridge language and cultural barriers in the planning of these opportunities to invite community voices.

Regarding Staff:

The Steering Committee's proposed instructional models were developed by over 100 RSD staff who represented every school and support services program in our district. In addition, the Steering Committee recommends that all staff be provided the opportunity to review the proposed instructional models and then invited to provide feedback via a survey. Further, we recommend that staff be engaged in a collaborative process for identifying their needs, both for professional learning/support and personal considerations that impact their capacity to work in different models.

Addendum

Table A:

Steering Committee

- Sarah Baumgartner, 3rd Grade Teacher, Tiffany Park Elementary School
- **Ellen Dorr**, Chief Technology Officer
- Bob Ettinger, Director of Digital Learning
- **Jessica Calabrese Granger**, Chief of School Improvement
- Miriam Hogley, ELL specialist, Bryn Mawr Elementary School
- Karen Kawamoto, Paraprofessional, Sartori Elementary School
- Stephanie Latimer, Instructional Coach, Bryn Mawr Elementary School
- Misty Mbadugha, Principal, Honey Dew Elementary School
- Claire McCormack-Wray, Language Arts Teacher, Lindbergh High School
- Cara McGough, 3rd Grade Teacher, Renton Park Elementary School
- Christina Park, Parent, President, Renton PTA Council
- Gioia Pitts, Principal, Dimmitt Middle School
- Travis Savala, Math Teacher, Hazen High School
- Jon Stadler, Chief of Curriculum, Instruction, and Assessment
- David Vanauken, Social Studies Teacher, Nelsen Middle School

Work Group Facilitators

- Pre-K facilitator: Argentina Back, Early Learning Facilitator
- K-2 facilitator: Laurie Wasson, Instructional Coach, Lakeridge and Bryn Mawr Elementary
- 3-5 facilitator: Alfred Deblasio, Principal, Highlands Elementary
- Elementary Specialist facilitator: Andre Stemm-Calderon: Assistant Principal, Kennydale Elementary
- 6-8 Math facilitator: Alisha Baldwin, Math Instructional Coach, Dimmitt Middle School
- 6-8 Language Arts facilitator: Steve Rencher, Principal, Nelsen Middle School
- 6-8 Social Studies facilitator: Jessica Buchan, Assistant Principal, Dimmitt Middle School
- 6-8 Science facilitator: Jared Detamore, Science Teacher, McKnight Middle School
- 9-12 Math facilitator: Travis Savala, Math Teacher, Hazen High School
- 9-12 Language Arts facilitator: Teri Barlow, Language Arts Teacher, Renton High School
- 9-12 Social Studies facilitator: Stefeny Anderson, Social Studies Teacher, Talley High School
- 9-12 Science facilitator: Kelly Jones, Assistant Principal, Nelsen Middle School
- Secondary CTE facilitator: Kara Crum, CTE Teacher, Lindbergh High School

- Secondary World Language facilitator: Susannah Woehr, Assistant Principal, Renton High School
- Secondary PE facilitator: Shauna Briggs, Assistant Principal, McKnight Middle School
- Secondary Fine Arts facilitator: Josh Viles, Music Teacher, Hazen High School

Work Group Members

- Pre-K Group:
 - Susan Aluma, Meadow Crest Early Learning Center
 - Molly Dundon, Meadow Crest Early Learning Center
 - Shauna Gantt, Meadow Crest Early Learning Center
 - Sarah Hauer, Meadow Crest Early Learning Center
 - Kelley Lowery, Kohlwes Education Center
 - Patricia Mate, Meadow Crest Early Learning Center
 - Christine Miller, Meadow Crest Early Learning Center
 - Alyssa Mongeau, Kohlwes Education Center
 - Amy Newmeyer, Meadow Crest Early Learning Center
 - Erin Rautenberg, Meadow Crest Early Learning Center
- K-2 Group:
 - Sara Barbee, Renton Park Elementary
 - Katie Blackburn, Tiffany Park Elementary
 - Abby Bordonaro, Kohlwes Education Center
 - Clemisha Davis, Sartori Elementary
 - Paige Greenley, Lakeridge Elementary
 - Abigail Ilar, Benson Hill Elementary
 - Esther Lee, Maplewood Heights Elementary
 - Lynne Morgan, Highlands Elementary
 - Patrice Perrault, Cascade Elementary
 - Kendall White, Highlands Elementary
- 3-5 Group:
 - Haley Bergman, Kennydale Elementary
 - Julia Buller, Benson Hill Elementary
 - Jonah Carpenter, Renton Academy
 - Julie Collins, Hazelwood Elementary
 - Ivan Flores, Kohlwes Education Center
 - Toni Hamm, Bryn Mawr Elementary
 - Monica Herley, Campbell Hill Elementary
 - John Hoeschen, Cascade Elementary
 - Amanda Kirklin, Lakeridge Elementary
 - Ellie Knopp, Honey Dew Elementary
 - Krysta Lind, Sierra Heights Elementary
 - Trang Nguyen, Sartori Elementary
 - Ros Rowley-Penk, Maplewood Heights Elementary
 - Oliver Taylor, Talbot Hill Elementary

- Clarissa Vinciguerra, Benson Hill Elementary
- Alisa Winkler, Kohlwes Education Center
- Elementary Specialists Group:
 - Megan Anderson, Renton Park Elementary
 - Anna Codon, Benson Hill Elementary
 - Kathy Davis, Kennydale Elementary
 - Kerry Dobranski, Hazelwood Elementary
 - Jeremy Dupea, Bryn Mawr Elementary
 - Ursula Mills, Tiffany Park Elementary
 - Cheryl Parks, Sartori Elementary
- 6-8 Math Group:
 - Rena Clark, Kohlwes Education Center
 - Rob Fernandez, Risdon Middle School
 - Amy Gross, McKnight Middle School
 - John Hoag, McKnight Middle School
 - Janet Zombro, Kohlwes Education Center
- 6-8 Language Arts Group:
 - Melissa Becchina, Kohlwes Education Center
 - Alyssa Kaufman, Dimmitt Middle School
 - Ellen Lawson, Kohlwes Education Center
 - Michele Starkey, Kohlwes Education Center
 - Layne Taylor, McKnight Middle School
 - Yvelle Thornton, Nelsen Middle School
- 6-8 Social Studies Group:
 - Umar Abdullah, Dimmitt Middle School
 - Candice Anderson, Kohlwes Education Center
 - Jaymie Bodle, Risdon Middle School
 - Helen Fugich-Thompson, Nelsen Middle School
 - Jamie Lesesky, Kohlwes Education Center
 - Heather Nelson, McKnight Middle School
- 6-8 Science Group:
 - Jake Clotfelter, Kohlwes Education Center
 - Cassie Smith, Nelsen Middle School
 - Hilary Vargas, Kohlwes Education Center
 - Melanie Zahn, Risdon Middle School
- 9-12 Math Group:
 - Sean Carrick, Hazen High School
 - Travis Hall, Renton Academy
 - Megan Heineman, Kohlwes Education Center
 - Derrick Holt, Lindbergh High School
 - Karan Mahna, Hazen High School
 - Natasha Smith, Lindbergh High School
 - Rebecca Spitznas, Renton High School
- 9-12 Language Arts Group:

- Melissa Gollegly, Hazen High School
- Annie Kirking, Kohlwes Education Center
- Kent McCleary, Lindbergh High School
- Lori McEwen, Talley High School
- Shannon Rance, Hazen High School
- Katie Sheahan, Lindbergh High School
- Annie Tremonte, Kohlwes Education Center
- 9-12 Social Studies Group:
 - Winston Benjamin, Kohlwes Education Center
 - Tara Pearson, Lindbergh High School
 - Heather Szczepanski, Kohlwes Education Center
 - Jeff Taylor, Hazen High School
- 9-12 Science Group:
 - Oliver Jones, Lindbergh High School
 - Todd Pollard, Hazen High School
 - Mitch Smith, Kohlwes Education Center
 - Rebecca Swanson, Renton High School
- Secondary CTE Group:
 - Aurora McKinney, Dimmitt Middle School
 - Creed Nelson, Lindbergh High School
 - Keith Peck, Hazen High School
 - Carla George Prater, Nelsen Middle School
 - Mark Sabo, Kohlwes Education Center
 - Linda Sismour, Lindbergh High School
 - Woody Sobey, Kohlwes Education Center
 - Christina Sutter, Kohlwes Education Center
 - Jason Tonneslan, Renton High School
 - Keiko Wilson, Risdon Middle School
- Secondary World Language Group:
 - Norma Cuevas, Kohlwes Education Center
 - Steven Nelson, Lindbergh High School
 - Christine Olsen, Risdon Middle School
 - Aidee Orbegozo, Renton High School
 - Stephanie Zikopoulos, Dimmitt Middle School
- Secondary Physical Education Group:
 - Vickie Chappell, Hazen High School
 - Teri Garrett, Lindbergh High School
 - Terrence O'Grady, McKnight Middle School
 - Becca Parker, Lindbergh High School
 - Josh Willecke, Renton High School
- Secondary Fine Arts Group:
 - Lauren Daugherty, Nelson Middle School
 - Brian Hoskins, Nelsen Middle School and Lindbergh High School
 - Joel Ragona, Risdon Middle School

Table B:

Calendar	
5/04 - 5/08	Enlist members of Steering Committee to frame the work
5/11 - 5/15	Visioning exercise with Steering Committee Identify Work Groups (K-2, 3-5, 6-8 content specific, 9-12 content specific), selected teachers from over 300 submissions
5/18 - 5/22	Initial launch meetings with Work Groups, work group facilitators contact groups and set schedule for all 100+ teachers to begin drafting
5/25 - 5/29	Work Groups drafting, check in with SC for feedback, rough drafts of proposals due 5/28
6/01 - 6/05	Steering Committee meets with Work Group facilitators to review feedback, final draft or recommendations due 6/05, analysis of student and family input
6/08 - 6/12	Steering Committee crafts final recommendations
6/15 - 6/18	Steering Committee reviews additional family input, finalizes and submits proposal to Cabinet