COVID-19’s implications for public education

In partnership with CTQ | May 5, 2020

* This session will be recorded and shared after its completion. Your participation serves as consent to share your name and contributions to the conversation.
What CTQ does

**Inform** how educators develop as leaders and how systems approach efforts to change and improve

**Inspire** the field to reimagine how collectively-led schools can better serve students

**Innovate** with partners around student-centered, educator-led efforts to transform schools and school systems
Kristoffer Kohl
NBCT, 6th grade, Irvine, CA
Kristoffer.kohl@gmail.com
My connection to CTQ:

TeacherSolutions 2008, staff member from 2010-2018
Agenda

• Where are we now?

• Micro-perspective
  • 9 ways schools will look different when (and if) they re-open

• Macro-perspective
  • Broader implications

• Two paths toward the future
  • Respond, Recover, Re-Invent
  • Respond, Recover, Return to Status Quo

• Re-invention questions

• Closing
“In April 2020, the storm is the Covid-19 pandemic, the life raft is the combination of intense measures we are using to slow the spread of the virus, and dry land is the end to the pandemic.”

Dry land?
“We won’t get to the end of the epidemic until two-thirds of the population has become immune by infection or by vaccination.”
9 Ways Schools Will Look Different When (And If) They Reopen

1. Stepped up health and hygiene measures
2. Class sizes of 12 or fewer
3. Staggered schedules
4. Younger students first
5. New calendars
6. Different attendance policies
7. No assemblies, sports, or parent-teacher conferences
8. Remote learning continues
9. SEL and practical help for kids
# Model for managing complex change

<table>
<thead>
<tr>
<th>Vision</th>
<th>Skills</th>
<th>Incentives</th>
<th>Resources</th>
<th>Action Plan</th>
<th>=</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Skills</td>
<td>Incentives</td>
<td>Resources</td>
<td>Missing</td>
<td>=</td>
<td>False Starts</td>
</tr>
<tr>
<td>Vision</td>
<td>Skills</td>
<td>Incentives</td>
<td>Missing</td>
<td>Action Plan</td>
<td>=</td>
<td>Frustration</td>
</tr>
<tr>
<td>Vision</td>
<td>Skills</td>
<td>Missing</td>
<td>Resources</td>
<td>Action Plan</td>
<td>=</td>
<td>Resistance</td>
</tr>
<tr>
<td>Vision</td>
<td>Missing</td>
<td>Incentives</td>
<td>Resources</td>
<td>Action Plan</td>
<td>=</td>
<td>Anxiety</td>
</tr>
<tr>
<td>Missing</td>
<td>Skills</td>
<td>Incentives</td>
<td>Resources</td>
<td>Action Plan</td>
<td>=</td>
<td>Confusion</td>
</tr>
</tbody>
</table>

Macro perspective

- Instability in system of higher education with downstream impact on K-12; and
- Shortage of new teachers in the coming years as candidates are unable to complete in-person practicum experiences.

- Tension between the following:
  - Tremendous respect and appreciation for what public education accomplishes; and
  - Reduced tax revenues at federal, state, and local level from COVID response and treatment leading to dramatic cuts in funding
Respond > Recover > Re-Invent

What’s possible if schools use Recovery work as a foundation for Reinvention.

Mar 2020 | May 2020 | Jan 2021 | Jun 2021

Respond

Recover

PIVOTAL MOMENT

Reinvent
Respond > Recover > Return to status quo
Respond >> Recover >>
Re-Invent?

Respond >> Recover >>
Return to status quo?
Re-Invention

• How do we decide upon and push for those aspects of teaching we need to keep?
• How do we structure a system that has adequate support for vulnerable learners? What support do vulnerable learners need?
• What kinds of schedules for closing down this year and starting up next year will help sustain connections and learning?
• What new level of support is needed from parents and community as we move into this next school year?
• What mental and emotional impacts do we need to prepare for as we close this year and open the next?
• What benefits can we highlight with a hybrid model of schools as we move into next year?
• How can CTQ help support your efforts as you engage with the new system of education that may emerge from this pandemic?
Kristoffer Kohl
NBCT, 6th grade, Irvine, CA
Kristoffer.kohl@gmail.com
Looking for additional resources or support?
Connect with CTQ

Social media

f in Center for Teaching Quality

@TeachingQuality

Website

www.teachingquality.org

Email

Lori Nazareno
lnazareno@teachingquality.org