

November 2020



Support for Teachers and Leaders

Resources and Tools

New [The Role of Inclusive Principal Leadership in Ensuring an Equitable Education for Students With Disabilities](#)

This brief highlights key recommendations, examples, and resources to support educator preparation programs and Deans of Education in addressing the pressing challenges for school leaders posed by the COVID-19 crisis.

	Early Childhood and Early Care
	English Learners
	Equity and Access
	Health and Human Services
	Postsecondary Education
	Remote Learning
	Special Education
	Teachers and Leaders
	The Well-Being of the School Community
	Workforce

New [Talent Development Framework \(TDF\)](#)

New [GTL Center Talent Development Data Tool Demonstration](#)

This road map helps state- and district-level policymakers take a comprehensive, systematic approach to improve educator quality, address teacher shortages, and improve equitable access for all students. Combating the negative impacts of COVID-19 requires a purposeful and proactive approach. Education leaders have been tasked with securing the teachers and school leaders needed to create a strong, equitable education system. The TDF Framework supports states in navigating these challenges.

New [ADVANCING QUALITY TEACHING FOR ALL SCHOOLS: Examining the Impact of COVID-19 on the Teaching Workforce](#)

State education agencies (SEAs) are considering the short-term and long-term implications of COVID-19 on the educator workforce. The GTL Center's latest brief describes key predicted trends in the teacher workforce and potential impacts on the teaching profession. It offers considerations for addressing changes in the teaching workforce and examine how SEA teams can navigate new funding streams to address impacts on the profession.

New [The Role of Readiness in Education: How Can Families Be Ready for the "New Normal" in Education?](#)

AIR and the Wandersman Center present a webinar on the role of readiness in education. This event will address how COVID-19 has brought readiness to the

forefront as schools shift to virtual learning and/or hybrid learning, and families are charged with taking more active roles in their children's learning.

New [Addressing Teacher Shortages with Differentiated Staffing Models](#)

AIR experts provide their insight into evidence-based practices and approaches for facilitating high-quality instruction—from preparing and retaining teachers to staffing schools to providing teachers with professional learning opportunities—even during uncertain times.

New [Moving Carefully into the Next Normal: Enduring Leadership Dilemmas and New Organizational Contexts](#)

This session will explore the question, "how can the teaching and learning faculty and Ed leadership faculty work together to prepare the next generation of school leaders?" Deans, department chairs, faculty and district staff

will receive a protocol designed to explore the assets of each department and how they can be combined to better prepare leaders.

[Bringing Into Focus: Addressing Students' Immediate Mental Health Needs as They Re-Engage for the 2020-2021 School Year \(September 2020\)](#)

[Bringing Into Focus: Addressing Students' Immediate Mental Health Needs as They Re-Engage for the 2020-2021 School Year \(August 2020\)](#)

The National Center for Safe Supportive Learning Environments (NCSSLE) launched this Bringing Into Focus webinar series to support K-12 school systems to effectively re-engage students in learning for the 2020-2021 school year. The webinar is applicable to state, district, and building-level administrators, teachers, and specialized instructional support personnel working to foster students' well-being as schools re-open.

[COVID-19 and Teacher Preparation: What Washington Teacher Education Programs are Saying About the Impact of the Pandemic on Preparation and the Prospective Teacher Pipeline](#)

This research brief discusses the impact COVID-19 has had on teacher preparation programs in Washington state.

[Learning Series: Taking Educator Preparation to the Next Level](#)

School principals are navigating unprecedented changes to the way teaching and learning occur while sustaining efforts to improve equity and academic achievement for their students. We invite you to continue the national conversation about principal preparation redesign through UPPI's online learning series, Taking Education Preparation to the Next Level. Through the five-part series, national experts will provide 45-minute, interactive sessions that address the following questions:

- How can principals lead schools focused on equity and academic improvement now and in the future?
- How can universities engage with partners to develop and sustain principal preparation programs to meet future challenges?

[American Institutes for Research Conducts Study of Adaptive Messaging Strategy](#)

A new report suggests that texting parents may be an effective way to reduce chronic absence in elementary school. The study tested a messaging strategy that started with basic messages, and then "adapted" to provide additional intensified messaging for families whose children had more absences. The evaluation found that the adaptive messaging strategy improved attendance for all students, with the largest reductions in chronic absence for students who had a prior history of high absences.

[Advancing Quality Teaching for All Schools: Examining the Impact of COVID-19 on the Teaching Workforce](#)

This paper (prepared by the team at the GTL Center) is intended for SEAs as they consider the short-term and long-term implications that COVID-19 will have on the educator workforce. It includes key trends in the teacher workforce and consider potential impacts on the teaching profession. Following these trends and considerations, it provides guiding principles for addressing changes in the teaching workforce and discusses how SEA teams can navigate new funding streams to address impacts to the profession.

[Faculty Professional Learning Series on Intensive Intervention](#)

NCII's Faculty Professional Learning Series is an opportunity for teacher preparation faculty and professional development providers to learn from colleagues and NCII experts about available tools and resources to enhance coursework, field experiences, and professional development opportunities related to intensive intervention.

The Center on Great Teachers and Leaders Insights on COVID-19

Educators across the country are supporting students, parents and their communities with innovative practices and thoughtful solutions to the unprecedented COVID-19 crisis. The GTL Center team is supporting states, districts, and their educators in their momentous efforts by gathering and sharing practical resources around a range of topics.

Webinar Series: Teaching and Leading in the Time of COVID-19

Teachers and principals across the country are supporting students, caregivers, and their communities with innovative practices and thoughtful solutions to the unprecedented COVID-19 crisis. The GTL Center is collaborating with national partners and leading educators to produce a webinar series focused on the needs of educators during this challenging time.

- **What About You? Strategies for Supporting Educator Resilience and Trauma-Informed Self-Care**

This webinar explores how educators can better prepare themselves to face these challenges by using trauma-informed self-care and resilience-building strategies. Participants have an opportunity to learn directly from two teacher leaders and a licensed mental health clinician.

- **What About Your Students? Supporting Student Well-Being and Resilience With Trauma-Informed Care**

This webinar offers educators concrete strategies for supporting their students' well-being during distance learning amid the COVID-19 pandemic by using trauma-informed self-care and resilience-building strategies.

- **What About Your School? Building Trust and Well-Being Through Trauma-Informed Communities**

This webinar explores how district and school leaders can better prepare themselves for providing trauma-informed leadership to their communities. The webinar highlights strategies for building optimal school communities and conditions focused on equity, safety, relationships, educator mindset, and emotional well-being and regulation.

Webinar Series and Resources: Principal Response to COVID-19

School principals are frontline decision makers during the COVID-19 crisis, with responsibility for making research-informed decisions that can affect student health and learning continuity. The GTL Center at AIR collaborated with University of Tennessee–Knoxville and other leading organizations on a webinar series tailored to principal interests and needs. The seven-part series provides tools and examples of best practices that support urgent response to the health and economic crises and proactive planning for safe school reopening. The recorded webinar series includes the following resources:

- **Student Social and Emotional Wellness During School Closure**

Social distancing can create stress and anxiety for children and young adults. Disruption of routine, lack of connection to teachers and peers, and, in some cases, dysfunction and distraction in the home, can substantially affect not only academics but also student wellness and emotional health. This professional learning session considers challenges related to mental health and wellness in the Coronavirus era, as well as strategies and promising practices for providing social and emotional support for students.

- **Leading Remotely: Leveraging Strengths and Setting Boundaries**

School principals are frontline educational leaders in the COVID-19 crisis. They have stepped up in remarkable and even heroic ways to address student, family, staff, and community needs. But principals are also facing unprecedented challenges in their leadership during these turbulent times. Principals are managing a far-flung staff, coordinating the largest online learning effort in history, balancing myriad interests, and facing intense scrutiny of each decision, all while working remotely, battling professional isolation, and meeting the needs of their own household and family. This module explores strategies,

systems, and protocols that will assist principals in balancing their many priorities while leveraging their strengths, exercising self-care, and setting boundaries to make their overwhelming job more manageable during this overwhelming time.

- **[Future Planning III: Strategic Resource Management](#)**

In the midst of the most challenging educational crisis in memory, educators may be dealing with the prospect of a potential fiscal crisis as well. Tennessee schools highly heavily on sales tax revenue, and with economic activity at a near standstill, principals likely will be grappling with constrained funding at a time of intense educational need. This session explores ways to effectively and efficiently organize school resources (time, people, and money) to address the different learning needs of all students. Innovative structural solutions may need to be employed to meet growing educational needs amid limited resources.

[The Educator Context and Stress Spectrum \(Interactive Version\)](#)

These resources, designed specifically for teachers and leaders working through the COVID-19 pandemic, can be used by educators, teacher teams, and leadership teams to gain greater awareness of how their current personal and professional context affects their levels of stress during the pandemic.

[Educator Resilience and Trauma-Informed Self-Care: Self-Assessment and Planning Tool](#)

This guidebook is designed to help educators self-assess and plan to use strategies for supporting their own well-being and resilience.

[Supporting Student Resilience and Well-Being With Trauma-Informed Care Self-Assessment and Planning Tool](#)

This guidebook is designed to help educators self-assess and plan to use strategies for supporting students using trauma-informed care.

[Building Trust and Well-Being Through Trauma-Informed Communities: Leader Self-Assessment and Planning Too](#)

This guidebook is designed to help school leaders self-assess and plan to use strategies for fostering trust, well-being, and resilience for all in a learning environment.

[8 Resources for Responding to COVID-19](#)

The Region 9 Comprehensive Center (operated by AIR and serving Illinois and Iowa) has compiled COVID-19 resources from the federal network of support.

[Quick Chat: Shifting Classroom Practices to a Virtual Environment](#)

The Regional Educational Laboratory (REL) Midwest (operated by AIR) “quick chat” webinar, cohosted with the Region 9 Comprehensive Center, highlights strategies for effectively teaching K–12 students in a virtual setting. The webinar features an e-learning expert who discusses research-based strategies to consider while transitioning classroom practices to an e-learning environment. Participants also hear from two K–12 educators who share the approaches they are using to connect with students, build lesson plans, and manage student work in a virtual environment.

[Using National Center on Intensive Intervention \(NCII\) Sample Lessons to Support Continuity of Learning During COVID-19: Tips for Educators \(Tools/Tips/Videos\)](#)

This series includes video examples and tip sheets to help educators and families use the NCII reading and mathematics sample lessons to support students with intensive needs. The series illustrates how educators can implement the NCII reading and math sample lessons through virtual learning and provides tips for their use.

- **[Sample Lessons to Support Continuity of Learning During COVID-19: Tips for Educators](#)**

These lessons provide short instructional routines to encourage multiple practice opportunities through the use of explicit instruction principles.

- [**Using the NCII Lesson Plans in a Virtual Setting: Tips for Educators**](#)

The NCII sample reading and math lesson plans are brief instructional routines and activities that provide extra practice opportunities in key reading and math skills for students receiving intensive intervention.

- [**Using Sample Lessons to Support Continuity of Learning During COVID-19: Tips for Parents**](#)

These videos illustrate how parents and grandparents can implement the NCII reading and math sample lessons to provide extra practice. In addition to the video examples, a tip sheet is available to help parents implement the lessons.

- [**Using the NCII Lesson Plans Virtually: Tips for Supporting Parents**](#)

The NCII sample reading and math lesson plans are brief instructional routines and activities that provide extra practice opportunities in key reading and math skills for students receiving intensive intervention.

- [**Using the NCII Lesson Plans at Home: Tips for Parents**](#)

The NCII provides free lesson plans that can be used at home to provide your child with extra practice in reading and math skills.

[**Recognizing the Role of Afterschool and Summer Programs and Systems in Reopening and Rebuilding**](#)

This resource describes the role that afterschool and summer programs and systems can play during the COVID-19 pandemic and offers strategies for leaders on working together to support youth, families, and the community.

[**TechMatrix**](#)

This resource is dedicated to improving the quality and integration of assistive and learning technologies to enhance the learning experience for students with disabilities and their classmates.

Podcast

[**AIR Informs Episode #4: Communities of Practice During COVID-19**](#)

Even though the coronavirus pandemic has pushed interaction, learning, and professional development to online environments, that doesn't mean these activities can't be just as effective as they would be in person. In this episode of "AIR Informs," Melissa Rasberry and Marshal Conley discuss communities of practice and how they can help teachers connect during the pandemic.

Policy and Program Resources

[**Grading Policy in the Time of COVID-19: Considerations and Implications for Equity**](#)

This brief from the California Collaborative on District Reform explores some of the policy options that California districts and other states have pursued, as well as considerations and trade-offs related to equity.

[**CEEDAR Center Cross-State Conversations**](#)

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center (on which AIR is a partner with the University of Florida) and 18 partnering states engaged in cross-state conversations that focused on strategies that preparation program faculty are taking to provide virtual, practice-based opportunities made necessary by the COVID-19 pandemic as well as state guidance on teacher certification and licensure changes.

[**California's Early Learning and Care Providers: Essential Workers Who Need Support**](#)

The research brief shares results from focus groups conducted in May 2020 with early learning providers about their needs and experiences during the COVID-19 pandemic. This research shows that the health crisis has taken

a significant toll on early learning providers and that they continue to face challenges supporting young children, especially dual language learners. The research also underscores the point that early learning programs need more resources to continue.

[Federal Guidance on Protecting Student Rights](#)

As school closures continue throughout Region 1 states (and nationwide), the Region 1 Comprehensive Center pulled together key information and resources from the U.S. Department of Education on protecting students while addressing issues related to the COVID-19 pandemic.

[Frequently Asked Questions on Collecting Progress Monitoring Data Virtually](#)

With the closure of schools due to the COVID-19 pandemic, educators and administrators need to rethink how they collect and analyze progress monitoring data in a virtual setting. This collection of frequently asked questions provides a starting place for consideration.

Blogs

[New Let's Invite Parents and Families Into "The Room Where It Happens"](#)

Important decisions are typically made in classrooms, principals' offices, and superintendents' conference rooms, but how many parents feel their voices are left out or unwanted in these rooms? In this blog post, AIR's Aaron Butler offers creative ways school and district leaders can bring parents and families into "the room where it happens."

[How Can Educators Balance Academics and Trauma Sensitivity During a Pandemic-Era Back to School?](#)

The upcoming school year is going to look different, so this is our chance to re-examine school through a trauma-sensitive lens.

[Leaders Must Design COVID-19 Recovery Programs to Be 'READI' for the Highest Need Schools](#)

The new focus on equity requires leaders to look closely at the initiatives and programs they are implementing. Education leaders can use the READI framework to think through resource deficiencies, educator support, accountability requirements, disparities in working conditions, and implementation capacity of staff.

[Digital Accessibility: How Schools and Teachers Can Support Students With Disabilities in Remote Learning](#)

The rapid shift to remote teaching and learning necessitated by the global coronavirus pandemic exposed areas of significant need in schools and districts. Specifically, the shift has underscored previously unknown or poorly understood gaps in equity, access, tools, and infrastructure in schools and districts nationwide. Educators had to accelerate technology implementation plans and professional development to move their curricula online, while simultaneously building educator and family capacity to use technology. Of equal importance was the need to ensure that students with disabilities and English learners had the supports necessary to work remotely.

9 Questions for District and School Leaders To Consider in Getting Ready for The 2020–21 School Year

Informed by a conversation with the Region 9 Comprehensive Center Advisory Board, this blog reviews a list of nine obvious and not-so-obvious questions that district and school leaders can ask themselves and their leadership teams during summer planning.



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