

## **Academic Year Sessions:**

### **Session 1 (Week of May 4) - *Effective Digital Learning Strategies***

Schools and educators across Tennessee have been thrust into the realm of digital teaching and learning. Some are doing it exceedingly well, while others are struggling to facilitate student learning in our new reality. Issues of digital equity and access are contributing to the challenges. This seminar will explore effective practices in on-line and remote instruction to promote student learning and success.

### **Session 2 (Week of May 11) - *Student Social Emotional Support & Wellness***

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 impact not only academics, but also student wellness and emotional health as well. This professional learning session will consider challenges around mental health and wellness in the Coronavirus era, as well as strategies and promising practices to provide social and emotional support for students.

### **Session 3 (Week of May 18) - *Leading Remotely: Leveraging Strengths and Setting Boundaries***

School principals are frontline educational leaders in this 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 on-line 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 will explore 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 at this overwhelming moment.

## **Summer Sessions:**

### **Session 4 (Week of June 8) - *Future Planning I: How Do We Know What Our Students Have Learned?***

Summative assessments have been suspended across the state of Tennessee, leaving a significant gap in student learning data at exactly the moment when such data is needed most to inform differentiation, intervention, and remediation. This session will explore resources, tools, and strategies to assess and understand where students are in their learning, with particular emphasis on formative and adaptive assessments that may provide critical information for educators to structure personalized learning experiences for all students to excel.

### **Session 5 (Week of June 15) - *Future Planning II: Differentiation, Personalization & Intervention***

By the time school resumes in the fall, most Tennessee students will have been away from a traditional structured learning environment for about six months. Some students will have continued their academic pursuits, whether through formal or informal educational opportunities. Still other students, due to a variety of logistical, technological, family, health, and/or equity issues will have engaged in very little learning. This seminar will examine the possibilities and necessities of restructuring school to personalize and differentiate instruction for students who may have had very different quarantine experiences.

### **Session 6 (Week of June 22) - *Future Planning III: Strategic Resource Management***

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

### **Session 7 (Week of June 29) - *Beyond Quarantine: Resetting School Culture, Collaboration & Community***

Educators and school staffs will have also been physically separated for some six months when school resumes in the fall, requiring careful thought as to how to re-establish and re-invigorate school culture, community, and collaboration. This final professional learning unit will focus on the task of rallying the staff,

students, parents and stakeholders of a school around a common purpose, as well as communicating new and established norms, protocols, and rituals. Clear expectations, effective communication, and stakeholder buy-in will all be critical dynamics examined to support successful reunification.