

Simple Implementation Model for Your Continuous Learning Plan



BUILDING AND DISTRICT LEADERS

During these unprecedented circumstances, remember the importance of **Communication, Culture, Order and Input** as you lead this process. These are the four leadership responsibilities that will determine the success of your implementation planning.

It is strongly encouraged that you complete the four steps below as a leadership team and staff prior to diving into the Continuous Learning 2020 guide.

The Continuous Learning guide is an amazing document with a tremendous amount of detail and guidance for school on all facets that need to be considered during this time. However, without the proper framing, this resource could be overwhelming for staff. Following these steps will provide a good foundation from which your staff can then use the Continuous Learning guide to everyone's advantage.

As you meet with leadership teams, we recommend using these four simple steps developed by [William Bridges](#) (reprinted with permission by McRel):



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Purpose/Why

(Leadership team and staff must clearly understand and embrace the purpose.)

Discuss with your leadership team, what is our purpose? Why do you need to do this? Try to reach beyond, "We have to." Focus on serving your students, staff and communities.

Discuss why this is so important, and share your vision for helping each child as we work together through this difficult challenge. Creating a continuous learning model for students benefits the future.

The "purpose" is just a mission statement that we LIVE.

Remember to give teachers a little time to talk about how they are feeling and acknowledge that they may be mourning all of the things they were looking forward to this spring. Listen empathetically and communicate openly. [This link to the CDC website has tips for mental health and coping with stress during this COVID-19 situation.](#)

Understand that information will need to be repeated multiple times. This is a big shift in thinking and practice.

SIMPLE IMPLEMENTATION MODEL FOR YOUR CONTINUOUS LEARNING PLAN BUILDING AND DISTRICT LEADERS

Picture

(Whole staff in small groups or via Zoom.)

Help staff paint a picture. What could this look like?

Start by sharing a vision of what this could look like in your district or building. Each district/building is unique, so implementation will be unique.

Listen and learn from your teachers as they share their insights and help paint a picture for serving their students. Let your staff members help paint the picture, they must have ownership of the process. These cannot be top-down decisions. Leaders must guide the process, not dictate.

Plan

(Whole staff in small groups or via Zoom.)

Allow staff to give input about what they CAN do? (Brainstorm. Don't let them get stuck in what they can't do.)

Allow staff members time to work in smaller groups and discuss how to implement the new Continuous Learning plan. Each building will look different based on the needs of their students.

Initially, DONT spend time talking about what they can't do, only spend time on what we CAN do.

Follow that discussion by identifying all of the barriers/obstacles that would prevent our success.

Is there a way to pull in student voice and feedback? Depending on the age of your students, you may have a way to engage their creativity and feedback.

Parts

(Leadership team and staff members must define and determine the roles and responsibilities.)

Who is going to do what? What are the timelines?

- Now spend time defining the roles that will be required to make the plan work.
 - Who will do what?
 - How do they make the plan work?
 - What resources are available?

Introduce the resources from the Continued Learning Task Force.

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Do not allow staff to get stuck on perfection ... help them move forward. Learn fast, be flexible, adapt and develop a feedback cycle with multiple Check-ins.

Additional Scaffolding Supports for districts will be provided by Kansas Professional Organizations and Service Centers. Plans will be shared soon.

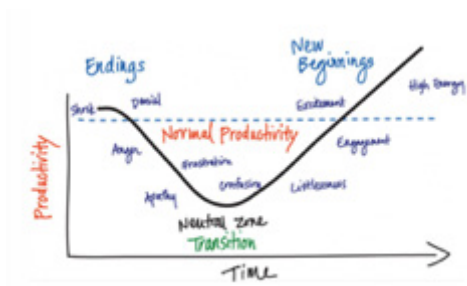
Potential Stakeholder Groups to Involve in the planning process:

- Student leadership team
- Site councils
- Teacher leadership team

Transition Phases



Transition Phrases infographic. Used with permission from McRel.



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Virtual meetings:

If you are looking at meeting with leadership teams, staff members and students virtually, here are some tips for effective virtual meetings:

1. Set a clear purpose for the meeting
2. Set norms for meeting virtually. [Here are some sample virtual meeting norms to consider.](#)
3. Start the meeting with a light check-in question to break the ice, build trust and allow everyone to have a chance to contribute either verbally or virtually.
4. Create an agenda ([here's a sample agenda](#)), and send it to all invited attendees ahead of the meeting. Make it a shared document that can be edited by all in the meeting, and share it on your screen during the meeting.
5. Establish roles of facilitator and recorder.
6. Create topics of discussion ahead of time or in real-time during the meeting to either discuss in whole group (if a small group of four to six) or in virtual breakout rooms (if a larger group). Regardless, make sure the deliverables from those discussions are clear and ensure the discussion is captured on the agenda.
7. After discussions, have a check out where each attendee shares their challenges, concerns or what excites them the most from the discussion. Again, doing this allows each attendee to contribute and prevents the meeting after the meeting.

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Continuous Learning - delivery options:

The Continuous Learning framework outlines three basic options for delivery for school districts to consider during this time:

1. **Virtual**
2. **In-person instruction on campus**, as long as that in-person learning experience complies with national guidelines to prevent the spread of COVID-19 (as of 3/19, no more than 10 people in a confined space, practicing social distancing - 6 feet apart). **THIS IS ONLY AN OPTION, NOT A REQUIREMENT.** There are larger districts where this option simply won't work.
3. **Packets** of educational resources provided to student and families.

School districts have complete authority to determine the delivery methods that work for them. The above list are simply options. School districts might adopt one, two, blend all three or create their own option. It's up to the district and what meets the needs of their students most effectively.

Adaptive Challenge



As defined by Ronald Heifetz, adaptive challenges are:

- challenges for which there are no simple, painless solutions
- problems that require us to learn new ways
- making progress on these problems demands not just someone who provides answers on high, but changes in our attitudes, behavior, and values
- to meet challenges such as these, we need a different idea of leadership and a new social contract that promote our adaptive capacities, rather than inappropriate expectations of authority

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