COVID-19

THE CYCLE OF PRACTICE

	BELIEVE	FRAME	KNOW	ACT	ADAPT	REINFORCE
	Do teachers believe it's important to teach conceptual understanding, multi-step problem-solving and executive functions and WHY?	What are teachers' mental models of learning conceptual understanding, multi-step problem-solving and executive functions? How do they think kids learn?	How do they know how to teach in this way and what supports do they have to do so?	What are the contexts they need or build to teach for conceptual understanding, multi-step problem-solving and executive functions?	How do they adapt in the moment? What do they do in the moment to execute?	How do they know that what they are doing is supporting their belief and mental model? What feedback do they get?
SUMMARY	The sudden shift to remote learning fundamentally called into question teachers' beliefs about their work and their students' learning.	Remote learning recast teachers' mental models of their roles and effectiveness. Their normal conceptions of their identities were challenged by the pressures of remote learning and the pandemic.	As teachers describe remote learning, there was no blueprint, no model of success. There still isn't. They were left with few supports and a great deal of ambiguity about what "good" meant in this context.	Everything changed about the contexts teachers were building and responding to during remote learning.	In some ways, remote learning put teachers into hyper-adaptive mode, as they hustled to get wholly new ways of teaching and learning up and running. In other ways, it hampered their ability to respond and react to their students.	With such isolation from their students and colleagues, teachers struggled to find meaningful feedback on their work.
OPPORTUNITIES	Remote learning challenged teachers' beliefs about the purpose of their work and where teaching and learning fit into their students lives. - How might we support teachers in defining expectations for what learning can mean when it occurs across time and space? - How might we expand notions of participation beyond execution and attendance?	Teachers' mental models of their jobs were reshaped by remote learning, focused more on aspects such as communication and wellbeing than on teaching and learning. - How might we help teachers to re-frame the remote contexts that their students are learning in so that they can be viewed as assets to learning? - How might we support teachers in engaging families/caregivers in ways that are meaningful and productive to both?	Teachers generally struggled with a lack of resources and clear guidance. The rules of the game kept changing, and there was no readily available model of success. - How might we give teachers examples of practices that they can be inspired by and learn from? - How might we balance clear and consistent guidance with the need for experimentation and iteration?	The inability to shape student contexts and experiences as in the in-person classroom challenged teachers to provide consistent, clear and structured learning environments. - How might we leverage the capabilities of technology to enable teachers and students to connect meaningfully? - How might we redefine what routines mean in an asynchronous ecosystem?	Teachers were challenged by a low level of insight into the work and progress of their students, making adaptations more about engagement than about content learning. - How might we close the loop between teacher assignments, student work, teacher feedback, and student internalization of that feedback? - How might we use technology to provide teachers with meaningful visibility into their students' work and thinking?	Remote learning diminished teachers' ability to collect feedback on their and students' teaching and learning. The amount of inputs teachers had were lessened and the overall quality was lower. - How might we give teachers ways to integrate this type of feedback into a nascent remote learning practice? - How might we help teachers see their impact and progress, even in this low-input context?