

What Would Ignatius Do?

Taking Jesuit Education to the Covid Frontier

Re-Framing Catholic/Jesuit Education after Covid
How do we return to a new normal?
Lessons & Takeaways for Next Year

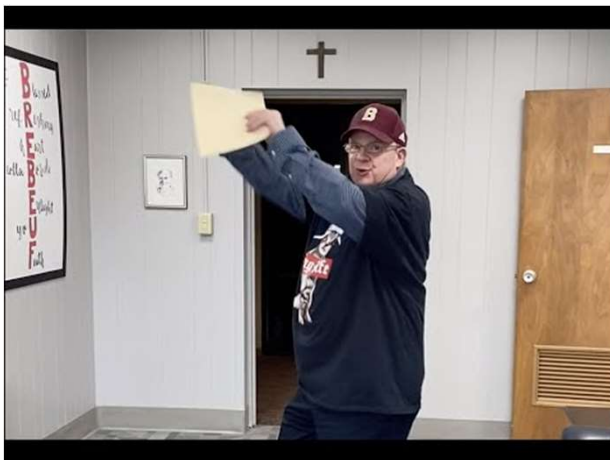
Presentation, Notes and Links at
<https://bit.ly/JenJDEduMagis>



[All images, even the Disney ones, used with educational fair use exemptions in mind.]

A witty introduction with Banter

Five (six?) Stages
of COVID-19 Grief
for Educators



Stage 3.2:
Dancing!

Denial - This isn't happening!
It's fake news!

Anger - How dare you
take away prom?!?!?

Bargaining - We can play basketball
as long as we wear our masks!

Depression - I can't believe I have
another 2 months inside and it's
snowing in April

Acceptance - Hey look honey,
we can make our own bread!

Finding meaning - I guess
I'll listen to a webinar on
Continuous Learning Planning

JD Ferries-Rowe

Chief Information Officer
(Head Geek)

- Debate Coach
- Frmr Assist Principal
- Frmr Department Chair
- Teacher (4 Departments)
- Comic Book Reader
- Lego Enthusiast
- Geek Quiz 70.66%
- Philosophy & Religion



Remember Planes? Togetherness?

Jen LaMaster

Assistant Principal

- Asker of Great Questions
- Newspaper Advisor
- Mission and Identity Ninja (and she's Female!)
- Sits in a lot of meetings about curriculum & instruction
- Frmr Librarian
- Frmr EdTech
- Gardening

Jen & JD Quick Tip #1:
[Self-Reflection Document](#)

Our Context: Brebeuf Jesuit, Indianapolis, USA

- Jesuit School with a strong sense of mission
- High Achieving (and over-programmed) Student Body
- 800 Students, 9-12
- Flexible Schedule
- BYOT w/ Financial Aid



OUR CONTEXT (Jesuit Schools): Creating Independent Learners of Faith

ACADEMICS

- Is **mastering academic content** learning objectives appropriate for their age and stage of development
- is developing mastery of logic and **critical thinking**.
- is developing precision and creativity in **oral and written expression** within and across disciplines.
- is developing the ability to apply knowledge and skills to **new situations**.
- is developing **problem solving** skills.
- is developing an **organized approach** to learning tasks.

Jesuit "Graduate at Graduation"

LOCAL COMMUNITY
GUIDELINES and
EXPECTATIONS

(Fill in your own blank)

JESUIT IDENTITY

- Cura Personalis
- Reflection on Experience
- Finding God in All Things
- Maximizing God-Given Talents
- Magis

CATHOLIC SOCIAL TEACHING

- Life and Dignity of the Human Person
- Rights and Responsibilities
- Call to Family, Community, and Participation
- Option for the Poor and Vulnerable
- The Dignity of the Worker
- Solidarity
- Care for God's Creation

NCEA and CST

Crucible: What is it that we do?



- Relationships
- Community (Eucharist)
- The Counter-Cultural Response
- Education for a Purpose
- Experience → Reflection → Wonder and Awe → God
- Care of the Whole Person



“Anchor” to the things that matter

Prayer, Considerations, Decisions, Actions, Reflections

Words Matter - Rethinking Terms

 <p>OLD AND BUSTED</p>	<p>eLearning Days Remote Learning Distance Learning</p>
 <p>NEW HOTNESS</p>	<p>Delivery of Continuous Learning Opportunities</p>

**We All have our stories of scrambling, loss, and
adapting... EMBRACE YOURS**

Hold Classes

Credit Tracking

Give student help

Attendance

Support IEP/ILP

Classroom observations

Connect to houses

Fix a broken machine?

The Musical?

Accountability to the

Sectional Basketball?

Powers-that-be




Reflection

In the CHAT box -

As you reflect on your recent months on the frontiers... reflect and give a one word summary of what challenge comes to mind as an immediate concern.

The JESUIT MISSION translates into Practical Guidelines for our Schools at All Times



- Understanding Context of our students → ● Communication Plan (families, parents, staff)
- Facilitating Authentic Experiences → ● Access to tools and support to education and giving Feedback
- Providing the foundation for Real Connections and relationships → ● As Needed **Professional Development**
- *Cura Personalis* → ● Emotional, Spiritual, Cognitive Support and Resources

“This goes for any kind of learning”

Looking ahead... What will Change



Short Term (Through 2020)

- Skills and Knowledge Gaps
- Flexible change between traditional and e-learning
- New Procedures for EVERYTHING (Don't Panic)

Long-Term (Beyond)

- Remote instruction is an expectation
- Mind Shift to Sync/Async
- Higher bar for #edtech

Reflection



Guide Faculty and Staff in End of Year Reflection

- How were you feeling at the start?
- How do you feel now?
- What lessons will you take from this?
- What tools will you bring with you into class?

The hierarchy of online learning

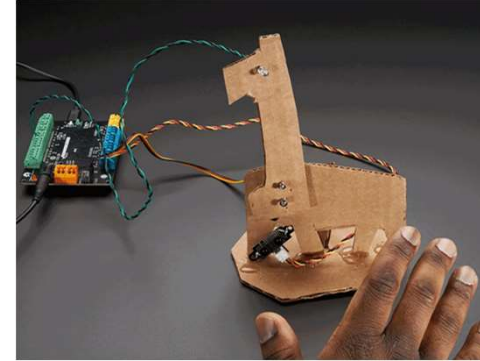


Substitute*

Enhance

Integrate

Replace



*Includes the cool and necessary
in this circumstance
(but would never do long term)

**Jen & JD Quick Tip:
4-Square Reflection**

Substitute	Enhance
Integrate	Replace

Take Aways: Synchronous & Asynchronous (vs. Class time & Homework)

“I think it’s helpful to think of things now less as “homework” and more as synchronous/asynchronous.

And the promise of focused work per class per week is the approximate goal. So a class is meeting

synchronously for one hour on Tuesday, then if they have one hour of asynchronous work to do, then that’s what you would be doing your class time on Friday. If

you want to meet live on both Tuesday and Friday, then make it 30 minutes synchronous followed by a 30-minute asynchronous assignment, due by the beginning

of class on Friday. Tuesday is expected to be

synchronous and 30-minute asynchronous, due the following Tuesday.

Ultimately changing the way some classes meet (type and frequency)

Tuesday		Friday	
Live 30 min	Homework 30 min	Live 20 min	Homework 40 min
Live 60 min		Homework 60 min	

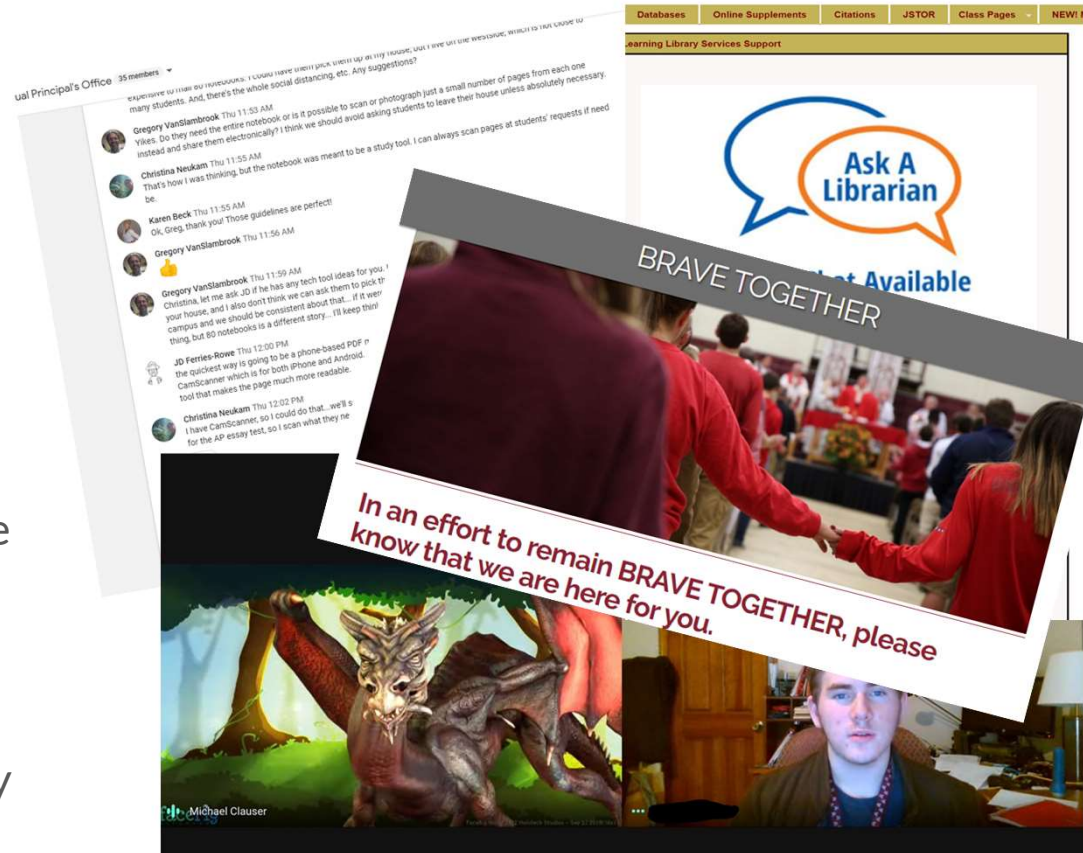
Take Aways: Office Hours & Virtual Support

OFFICE HOURS

- Public
- Open
- Dedicated to Listening and Providing Feedback

VIRTUAL SUPPORT

- Principal's Office
- Technology
- Library
- Social Services
- Campus Ministry



Planning: Health and Safety

Key Principles

1. Make sure that people will stay home if they feel sick or are at higher risk.
2. Implement social distancing measures at school, which will require significant program adjustments.
3. Educate & train faculty/staff, students, and parents.
4. Be prepared for someone in the community to test positive.

Jen & JD Quick Tip:

TASK FORCES are great for advising decision makers and making all aware of the latest information

Planning: The School Routine

- Personal health & hygiene procedures, social distancing rules
- Movement -- One Way Hallways and Staircases
- Daily entry procedures - e.g. hand washing, symptom check
- Clear understanding of cleaning procedures, everyone involve
 - How do we:
 - Convocations and Masses
 - Lunches
 - Tutoring and
Teacher/Student meetings
 - Clubs
- Balance School Safety vs. Global Pandemic

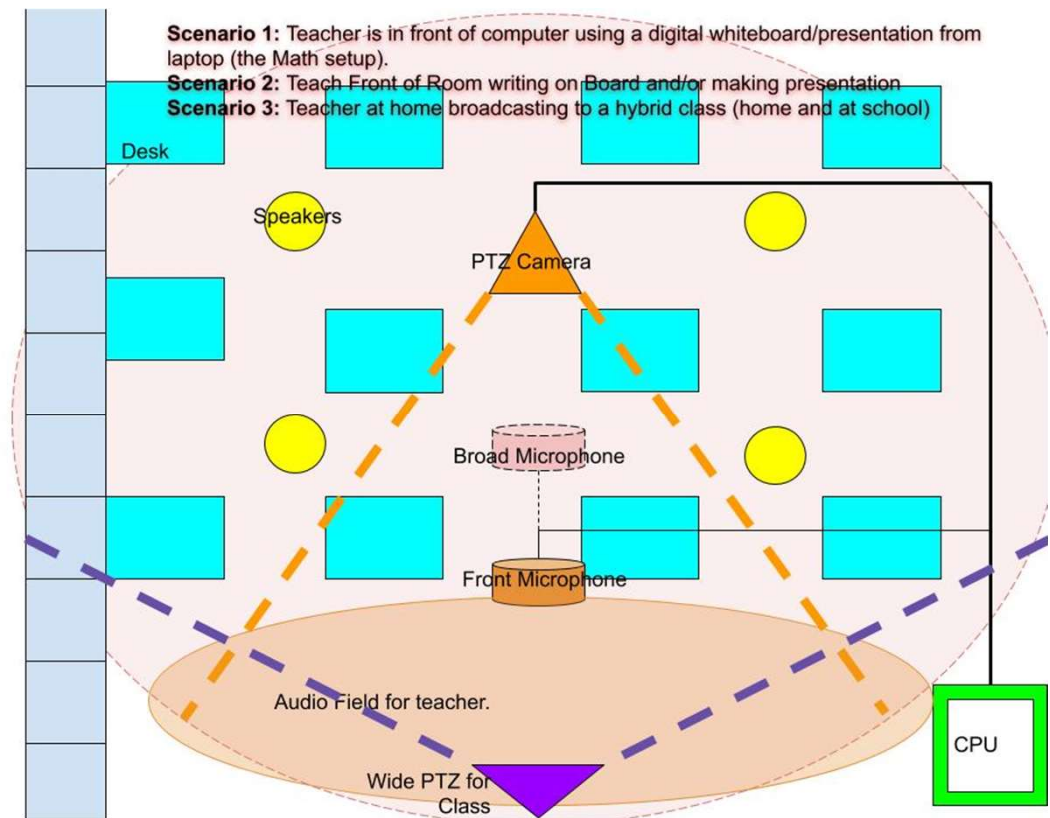
Jen & JD Quick Tip:

Utilize the outdoors when possible!
It is easy to social distance and the
infection potential plummets.

Planning: Hybrid/Split Classroom Scenarios

- Protect teachers in high-risk group
- Maintain Continuous Learning for
 - Students Quarantined
 - ½ the class at Home
 - 2 classrooms w/ 1 teacher
- Flexibility if we move BACK to stay
- Teacher on Stay-at-Home

- Digital vs Paper Supplies
- Class Notes
- Presentations & Demos



Planning: New Tools

(but the Tools come with a cost)

- The Free Ride will end
(Google - September)
- Choose the tools that best help your mission
- Cost of Tool / Year / # of Students impacted
- Education Technology Committee
- Avoid both the ONE RING and WILD WEST



Planning: Human Resources

- Professional development for transitions -
 - What do you need now?
 - What do you need in two months?
- Clarify roles and responsibilities -
- Pedagogical frameworks for autonomy & collaboration in the classroom, Campus Ministry, counseling?

Going Virtual: Planning PD

	PD Formats	Level of Responsibility	Action
SURFACE	Keynotes	"I do."	The PD facilitator relays key concepts, detailed explanations, and examples to educators
DEEP	Workshops	"We do it together."	Educators apply key concepts by engaging, practicing, and modeling with facilitator
TRANSFER	Implementation support	"You do it together."	Educators work collaboratively to apply key concepts with guidance from the facilitator
	Coaching support	"You do it independently."	Educators apply key concepts in their classrooms and collect evidence of student learning to determine their success as the facilitator monitors and offers feedback

<https://www.youtube.com/watch?v=vhEbV6dTZr4&feature=youtu.be>

Jen & JD Quick Tip

Ergonomics is the afterthought of education.

Be Prepared for Requests

Planning: Curriculum & Assessment

Use your framework!

Context - Experience - Reflection - Use/Action - Evaluation

- Revisit curriculum goals for courses
 - [Backwards Design](#) is helpful
- Pre-tests & Post-tests
- Investigate potential of new mechanisms for assessments & feedback
 - Audio/Video notes on work
 - Conferencing and writers workshops
- Choice of Mastery

 Lent & COVID-19 


 Newspaper Quarantine Photo Essay - Small...

 photo essay

 photo essay - elearning work space


 photo essay - ~~XXXXXXXXXX~~

 Photo Essay Example InDesign LaMaster.jpg

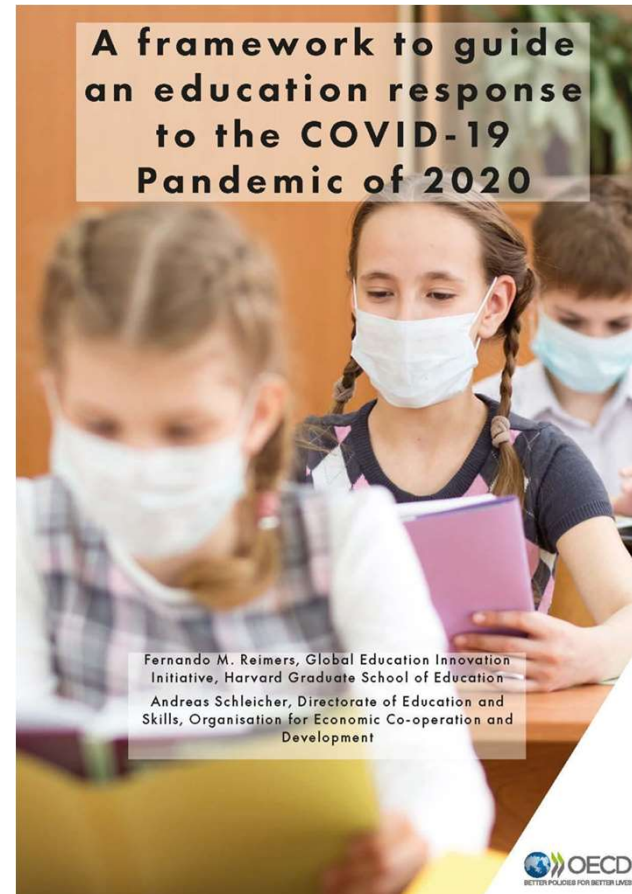
 Photo Essay_ ~~XXXXXXXXXX~~

 photo-essay-planning-guide.pdf 

Need a big checklist? Harvard has one

Key messages:

- Support “execution of education” → Intention going forward (If we got good at this, we should STAY good at this)
- Fiscal decision making
- Communications maps
- Supporting students, families, teachers - mind, body, spirit





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