

Taking the Long View: Moving from Reactionary to Adaptive Planning

The five key points outlined in this resource represent some of the best thinking from across the FolioCollaborative, as shared during this past week's programming and more than a dozen conversations with members. This resource can be used by leadership teams to guide planning efforts toward an adaptive and innovative approach to the COVID-19 crisis.

1

Stay true to your school's identity

- Find ways to translate your school's "special sauce" into a distance learning environment.
- Beforemaking decisions, ask "how does this align with who we are, as a school community?"
- Communicate—explicitly and often—the ways that your school is still the same school, at its core.

2

Lean into existing systems and partnerships

- Review your school's current technology and tools — how might you use these systems more comprehensively to support distance learning and teaching?
- Inventory your school's existing professional network & memberships — how might you collaborate in new and innovative ways to strengthen your thinking?

3

Let trusted experts do some of the work for you.

- Use what works and save time and resources needed to focus on other priorities.
- Adapt the work of "experts" in the field for your own school context and needs (look to online learning orgs, independent school associations at the local and national level, professional associations, and Folio!).

4

Design targeted, engaging, and relevant PD

- Identify your school's true "new" needs for professional learning — what skills gaps have surfaced as a result of the transition to distance learning?
- Find new ways to engage teachers in PD that is targeted, timely, and asynchronous (think short videos rather than full-day workshops).

5

Use structure to create predictability and unleash creativity

- Identify the key non-negotiables for teaching and learning—this takes the focus off the "how" and allows teachers and students to focus on the "what"—the instructional focus.
- Communicate these non-negotiables and create templates and tools to support these expectations (shared lesson formats, shared grading policies, etc).