AURORA
INSTITUTE
WEBINAR

When Access Isn't Equal: How the Pandemic Amplified Our Nation's Equity Gaps
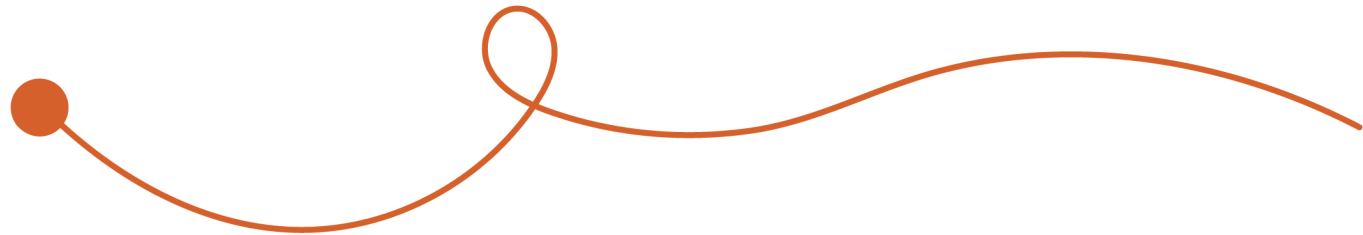
September 2, 2020

Welcome

- **Introduce yourselves.**
  - Share who you are, where you are from, and one hope that you have for this school year.

- **Ask and answer questions.**
  - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
  - We will leave time for our panelists to answer questions.

- **Share your learning.**
  - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.

- **We are recording and archiving the webinar.**
  - The slides and video will be available on **aurora-institute.org**.

Agenda

- Welcome

- Introductions

- Hearing from our Panelists

  Four Primary Questions

  Panel Insights and Responses

  Audience Questions

- Open Audience Questions

- Closing Comments

Moderator

Jean Sharp

The Digital Learning Collaborative

The Digital Learning Collaborative (DLC) is a membership group dedicated to exploring, producing, and disseminating data, information, news, and best practices in digital learning.

https://www.digitallearningcollab.com

Panelists

Dr. Sean Smith

Special Education Professor, University of Kansas

Co-PI Center on Online Learning and Students with Disabilities

Kelsey Ortiz

Director of the Inclusive Digital Learning Collaborative (iDEC)

University of Kansas Center for Research on Learning

Raymond Rose

Chair, Public Policy Committee

Texas Distance Learning Association

Introductions

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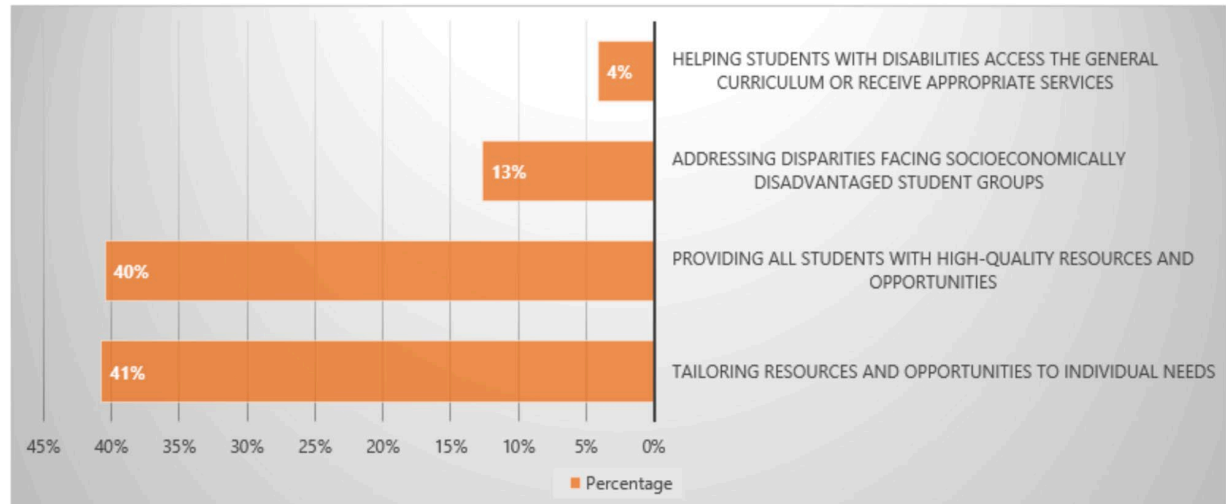
Introductions

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Equity Definitions vary Greatly

- Equity can mean different things to different people.
  - "There is no common definition, and that is part of a greater issue."
  - Equity means "providing the same quality services at each of our 26 sites."
  - "We want to make sure the money spent is going to help us meet our district and school goals."
- Responses were categorized and results suggest that district leaders view equity as:
  - Providing all students with high-quality resources and opportunities
  - Tailoring those recourses and opportunities to meet individual student needs.
  - Addressing disparities facing socioeconomically disadvantaged student groups, and
  - Helping students with disabilities access the general curriculum or receive appropriate serves were among the responses.

Equity Means ...

Percentage	Description
4%	HELPING STUDENTS WITH DISABILITIES ACCESS THE GENERAL CURRICULUM OR RECEIVE APPROPRIATE SERVICES
13%	ADDRESSING DISPARITIES FACING SOCIOECONOMICALLY DISADVANTAGED STUDENT GROUPS
40%	PROVIDING ALL STUDENTS WITH HIGH-QUALITY RESOURCES AND OPPORTUNITIES
41%	TAILORING RESOURCES AND OPPORTUNITIES TO INDIVIDUAL NEEDS

45% 40% 35% 30% 25% 20% 15% 10% 5% 0%

■ Percentage

SOURCE: Education Week Research Center / Fall 2019

How do you define equity?

- And, has your definition of equity changed over the last several months? If so, how?

- To be clear, we are not just talking about accessibility of content. Rather, in the broader sense, equity of access to a quality educational experience for all students.

Dr. Sean Smith

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What changes as we restart schools?

- Many districts acknowledge the challenges of Emergency Remote Learning in the spring and are making a commitment to their school communities that they will provide students with a quality learning experience.

There is no doubt that we have all learned a lot since March—both about the virus, and about our ability to keep learning going during this unprecedented time. That is why we won't settle for anything but the most rigorous and engaging instructional experience for your child, in whatever learning model you choose. Your needs—along with those of your children and the staff who serve them—continue to be at the center of our back-to-school planning.

--New York Department of Education

What changes as we restart schools?

Teaching, Learning, and Student Support
• In each subject, teachers will focus on the most essential material for students to learn, creating a core foundation of instruction that is integrated into each of the three learning models to allow for more nimble transitions between models, responding to virus activity.
• Attendance will be taken every day in each model.
• Special education and English learner services will be provided to all identified students.
• All staff will give extra attention to children's social- emotional learning needs and will work to rebuild relationships between and among students and staff.
• Every student, K through grade 12, will be issued a mobile device and will be expected to keep it accessible for potential pivots between models.
• Technology support will continue; internet support and resources will be provided as necessary.

How does the equity conversation change?

- As districts increase their focus on providing opportunities for all students, how do you anticipate the conversation around equity and the steps we take will change what we do going forward?

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What must be done to address equity gaps?

- How do you feel the inequities driven by the pandemic and the recent social unrest have amplified our country's equity gaps?

- From your perspective, what needs to be done to provide equitable opportunities for all students?

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What are the problems you are tackling?

- Since the school closures in the spring, what are the problems you've been involved in?

- Where has your focus been?

- How have districts sought your expertise to help them further the equity conversations?

- What do you see as the emerging needs in this environment?

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Questions from our Audience

Closing Thoughts

- What would you like our audience to take-away from today's conversation?

- Would you like to highlight the resources you have shared with our audience?

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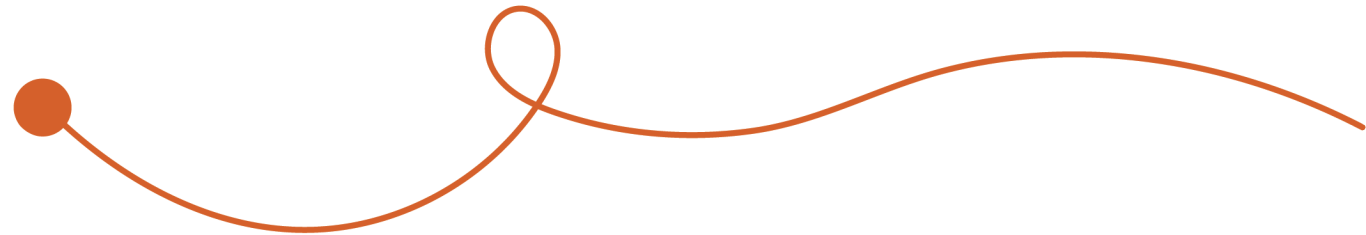University of Kansas Center for Research on Learning

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Resources

- This QR code will provide you with access to resources that our panelists have curated for you.

Thank you for joining us today.

The Aurora Institute
September 2, 2020

Pre-Symposium Webinar Series

1. **Learning Models for Difference Making in Communities** | September 3, 2020 | 2 pm EST
2. **Using Research & Development to Redesign: Immediately Implementable Methods and Practices to Accelerate Learning and Results for ALL Kids** | September 8, 2020 | 2 pm EST
3. **Transitioning to Remote Learning: Free Online Professional Learning Opportunities for Teachers** | September 9, 2020 | 2 pm EST
4. **Shifting to Online Bite-Sized Professional Learning** | September 10, 2020 | 2 pm EST
5. **Measuring Personalized Professional Learning: A Three-Year Study of What Works Best, For Whom, Under What Conditions, and Why** | September 15, 2020 | 2 pm EST
6. **Strengthening the Learning Relationships Between Teachers Families and Students: Our Framework, Interventions and Evaluation Efforts** | September 16, 2020 | 2 pm EST
7. **Assessing Field-Level Change: Lessons from the Evaluation of the Assessment for Learning Project** | September 17, 2020 | 2 pm EST
8. **Integrating Project-Based Learning in Online and Blended Courses in Indiana** | September 21, 2020 | 2 pm EST

https://aurora-institute.org/symposium2020/agenda/preconference-research-series/

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