REMAKING TOMORROW
What Comes Next?

Insights & actions to shape a post-pandemic future of learning that is just, equitable, and learner-centered

In partnership with KnowledgeWorks & PA Department of Education
The Process

The Focus

The Findings

The Recommendations

WHAT COMES NEXT? IT'S UP TO US.

Drafting a Blueprint for Tomorrow

Jessica M. Grabiec, Director of Research, Remake Learning

remaketomorrow.org

WHAT COMES NEXT?
IT'S UP TO US.

our education system felt uncertain,
and the future of learning was
ambiguously bright. We
expected to see a
different reality.

Just three years before COVID,
the State of Pennsylvania
commissioned Remake Learning
and the Pennsylvania School
Leadership Association to
facilitate a panel of educators
to dig into the possibilities of
innovative learning.

In spring 2021, Remake Learning,
along with more than 200 learning
organizers, began to pull back
to see the pandemic-era
learning landscape. In
November, we published
Remaking Tomorrow: A Blueprint
for Learning Innovation.

With a team of
researchers and
community partners,
we developed a
report full of
possibilities.

Together, we
highlighted
dramatic,
transformative
demands for
change.

In each session, regional and state
educators and policymakers
planned to re-look at education,
deriving a comprehensive
report. As we designed the
Remaking Tomorrow
report, we aimed to
ocate а new path.

The majority of practices, conditions,
and actions identified fell under one of six areas:
- Technology Use
- Approaches to Learning
- Schedules
- Student & Staff Supports
- Professional Development
- Student & Staff Supports

We used three focus areas to
guide the research: Justice,
Methods, and Relationships.

Justice, Methods, and Relationships

These themes first appeared in the
2020 report and they
remained ever-present throughout
our research. At the same time,
we built on the
information from the 2020
report, which provided
the context for our present
findings.

In early 2021, we started
developing more ways to support
the inclusion of teachers
and
leaders
in
the
discussion.

The Findings

We used a
methodology that
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We
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students,
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Since early 2020, area educators
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great
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They focused on
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But
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The call for learning innovation
drove the panel.

Through both the listening sessions and the
national survey, we received over 900 responses
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We also issued a call for surveys and
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FIND YOUR WAY

Insights and inspirations await you! Here are a few recommended pathways for different readers. Rather go your own way? Use the > and < buttons to navigate through the entire publication.

Practitioners

**QUICK WINS**
A collection of quick and easy-to-replicate strategies used by educators during the 2020-21 school year.

**BRIGHT SPOT BLOGS**
Four pandemic-era success stories from schools and organizations in southwestern Pennsylvania.

Administrators

**CASE STUDIES IN PANDEMIC LEARNING**
Four in-depth examples of schools and learning environments that overcame pandemic learning challenges. Each provides a detailed look at the problem they faced, their step-by-step approach to finding a solution, and reflections on their outcome.

Policymakers

**KEY DATA**
Highlights from our research on pandemic teaching and learning gathered from 21 listening sessions and a survey of 900+ educators.

**RECOMMENDATIONS FROM THE PANEL**
Suggested actions and long-term shifts to maintain and scale pandemic-era success.

Organizers

**PROCESS GUIDE**
A step-by-step overview to help you organize the Remaking Tomorrow research, convening, and storytelling process in your community.

AT A GLANCE

Watch for these icons along the way. They highlight stories and recommendations related to justice, methods, and relationships. Others highlight quick wins and data points from our research.
Fox Chapel Area School District created virtual parent night events to build stronger relationships with families.

Moshannon Valley School District hosted a family chat, led by their instructional coach, to provide learning time with new technologies, which resulted in better family understanding of online platforms and programs.

Northgate School District hosted virtual parent coffees to stay in touch with families. This one-on-one time allowed parents to feel heard, get questions answered, and be more open and honest.

Brentwood Borough School District connected with families via video conferencing to learn about their needs, helping support deeper school-family understanding and connection.
DUQUESNE CITY SCHOOL DISTRICT

Reimagining tomorrow: a story of bringing digital tools to a school district in need.

The Problem: Tech-Based Tensions

The Duquesne City School District, like many schools across the country, needed to adapt to the new hybrid learning environment. By August, students were buzzing with excitement about the new school year. But parents, not so much. Many weren't sure what the new year would hold or how they would effectively support their child's education while juggling school and home. Today, the district receives many more emails from parents than they did in the past, which they view as a positive outcome.

The Solution: Individualized, Big Tent Approach

Tech Tents was designed as a one-stop-shop. While there, parents could pick up supplemental materials and manipulatives their children needed. Teachers and school leaders worked to make the event a fun, social experience. They made sure to have plenty of cold water on hand. It was August, after all! Tech Tents helped the district make meaningful connections between school and home. Today, the district receives many more emails from parents than they did in the past, which they view as a positive outcome.

Outcomes & Successes

- Parents successfully connected
- Relationships with parents and caregivers
- Teachers built stronger

Looking ahead, the district plans to continue Tech Tents, possibly with other community resources.

Related Reading

[Related Reading]

Quick Facts:
The Problem: Tech-Based Tensions

The Solution: Individualized, Big Tent Approach
ENVIRONMENTAL CHARTER SCHOOL conducted weekly teacher feedback surveys to gather student input on classes and methods, resulting in a more democratic, reflective classroom.

KISKI AREA SCHOOL DISTRICT used time previously reserved for after-school detention to provide virtual and in-person tutoring. This increased student achievement and collaboration between high school students (the tutors) and students in grades 5-6.

PITTSBURGH PUBLIC SCHOOLS hosted provider information sessions to help external partners better align their out-of-school programming with student needs and district goals.

LAUREL HIGHLANDS SCHOOL DISTRICT faculty and staff delivered lunches and visited the homes of students who were not responding to remote learning, which resulted in greater relationship building, communication, staff support, and student success.

ENVIRONMENTAL CHARTER SCHOOL conducted weekly teacher feedback surveys to gather student input on classes and methods, resulting in a more democratic, reflective classroom.
The Problem: Moving Hands-On Online While Empowering Expression

The Solution: Embracing New Partnerships, Perspectives, Opportunities

With the global pandemic that slammed the world in 2020, educational organizations were tasked with moving programs online. Manchester Craftsmen's Guild (MCG), a center in the neighborhood of Manchester in the Pittsburgh, Allegheny County, region, was not spared. MCG, a leader and innovator in the world of hands-on, arts-based learning for more than 100 years, found itself facing the same issues as other organizations: new ways to engage students, create connections, and encourage expression.

MCG flipped the challenges of pandemic program delivery on their head. They created new partnerships and strategies to deliver creative education virtually while also embracing new opportunities that wouldn’t have arisen if the pandemic hadn’t happened. MCG suggests that other educators looking to start a similar process be intentional about student engagement, honoring student voice by utilizing new online enrollment options, leveraging existing relationships with partner schools and teachers, and learning from the process as they go. Staff could drop into virtual classes to build student awareness of new raw materials and tools saying, “Here’s something you can, here’s something you should, heck, you can try it at home!” MCG encourages others to keep efforts consistent, relevant, and fun; be brave and use your fear, and always come from a place of hope, belief, resiliency, and love.

Successes

- Building a two-week logistics window into their timeline to prepare and distribute student materials.
- Connecting with creative professionals, including visiting artists, alumni speakers, arts showcases, awards ceremonies, and health and wellness activities (like yoga, healthy cooking, and lifestyle decision-making).
- Validating and showcasing student work, and being mindful about building a meaningful approach for all involved organizations. Above all, they believe that all they do should be helping student learning and development of focus and collaboration to support early learning centers.
- Experimenting and experience art. Traditionally, they offered many hands-on programming to life. MCG brought together seemingly disparate activities into an integrated programming to virtual platforms. One-third of surveyed families and providers can find the care and support they need.
- Moving Hands-On Online

The Problem: Moving Hands-On Online While Empowering Expression

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OVER HALF of educators surveyed said social-emotional learning and learner engagement worsened during the pandemic, indicating a need for renewed focus in these areas post-pandemic.

NEIGHBORHOOD NORTH MUSEUM OF PLAY incorporated a teaching artist and integrated arts programming to be more culturally responsive to Black students and provide for students’ mental wellness.

EAST STROUDSBURG AREA SCHOOL DISTRICT offered a virtual play option to connect students from across multiple district schools and their cyber academy.

SENeca VALLEY SCHOOL DISTRICT hosted a virtual presentation with a Holocaust survivor. The experience gave students a hands-on lesson in white supremacy and inspired greater participation in diversity groups.
The Problem: No Space for Courageous Conversations

The Greensburg Salem School District began to question their own implicit bias and privilege. Within this context, a small group of teachers in the Greensburg Salem School District started integrating a new focus on equity and social justice. Their conversation eventually spilled over to the district leadership team, which started integrating a new focus on equity and social justice. The book study group hopes other districts will replicate their approach, starting with a handful of teachers or staff who are ready and willing to look inward about bias, privilege, and justice. They recommend being mindful of the unique blend of hands-on and social-emotional learning in a virtual space.

To spur conversation, a small group of teachers hosted an informal book study over summer 2020. Their goal was to learn more about implicit bias and converse with district staff during a start-of-year presentation. Their presentation covered not only the definition of implicit bias but also ways to check behavior and how to address bias with students and families. The book study group hopes other districts will replicate their approach, starting with a handful of teachers or staff who are ready and willing to look inward about bias, privilege, and justice.

The Solution: Dialogue, Learn, Share, Repeat.

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Outcomes & Successes

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 RELATED READING

SOMETHING TONIGHT: WHAT COMES NEXT

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THE SCHOOL DISTRICT OF PHILADELPHIA provided direct instruction and modeling to nonverbal students so they could independently communicate answers and preferences using Google chat. This created a communication system that students did not have prior to virtual learning.

SOMERSET COUNTY LIBRARY reworked their summer camps using grab-and-go kits and an online instruction platform. Though their buildings were closed, the library successfully maintained programming and even attracted new campers who were previously unable to attend due to transportation barriers.

PERSONALIZED LEARNING was identified by both listening session participants and survey respondents as an issue of high priority, including the use of key student supports and strategies that impact social-emotional learning, diversification of educator roles, and partnerships.

THE PENNSYLVANIA SOCIETY FOR BIOMEDICAL RESEARCH offered @Home Science Kits to engage students in hands-on science through their screens.
Carnegie Library of Pittsburgh

The Problem: Digital Program Delivery & Recruitment

The Carnegie Library of Pittsburgh (CLP) has long been a regional hub for learning and connecting with under-the-radar youth in a virtual space. In prior years, CLP attracted summer intensive participants from other in-person programming and recruited teens who frequented the library outside of formal programs. Complicating matters, CLP didn’t have a space to give and get support from one another during the early months of the pandemic. As virtual delivery eliminated many of the physical space distractions that were part of in-person programs, CLP knew their summer program delivery and recruitment needed to successfully complete their programming (plus extra!).

But in summer 2020, the workshops were designed to be very hands-on, so CLP leaders initially felt unsure about continuing them in a virtual environment, especially when 53% of surveyed educators said their ability to tailor instruction to diverse relationships and individuals as a priority for the future.

The Solution: Grassroots Promotion, Hybrid Approaches

CLP tackled program delivery step-by-step, blending at-home and digital for daily remote learning and before- and after-school time. In the Pittsburgh region, Out-of-school time organizations have doubled-down on their “whatever it takes” approach to learning. In the Pittsburgh region, Out-of-school time organizations have doubled-down on their “whatever it takes” approach to learning.

First, CLP went back to basics to recruit participants. They leaned heavily on traditional partnerships with local arts organizations, Boys & Girls Clubs of Western Pennsylvania, Allegheny County’s Department of Human Services, and others to build a program that was more than just an online version of their old intensive: Carnegie Library of Pittsburgh Reimagined Summer Skills Intensives, a testament to the program’s positive impact on family engagement.

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About half of surveyed educators indicated that they lack the funding to fully utilize technology in their programming.

Su...
GREATER LATROBE SCHOOL DISTRICT offered quick virtual meetings with students in between classes to answer questions and provide remediation.

WEST MIFFLIN AREA SCHOOL DISTRICT re-evaluated their due date requirements to enable students to experience success in spite of current pandemic-related challenges.

CANON-MCMILLAN SCHOOL DISTRICT allowed high school students to change their schedule and earn credit for elective classes, helping students to overcome possible failure from another course.

HOMER-CENTER SCHOOL DISTRICT altered their specials schedule to give students the same class daily for three weeks, instead of rotating each day. This allowed for more in-depth study of each subject and the completion of units and projects that were previously not possible.
Reimagining Tomorrow: A moment to go beyond what was familiar and discard approaches that no longer serve our students or teachers. We must build flexibility and make this type of PD sustainable for teachers on personalized learning pathways. The approaches we develop must emphasize the importance of personalization for students.

What Comes Next: relationships are how we nurture human potential, support each other, and learn.

BRIGHT SPOTS TO BUILD ON: During the pandemic, one Pittsburgh-area district said they began collaborating with local businesses to teach coding and STEM. We need to think about and approach education as an ecosystem and create pockets of excellence across the city, in city parks and other spaces. Other districts are working with after-school programs to teach sustainability and art. Teams of teachers and leaders are working together to share best practices and ignite engaging and relevant learning practices that support learners.

RELATIONSHIPS ARE HOW WE NURTURE HUMAN POTENTIAL, support each other, and learn.

Immediate Actions and Long-Term Shifts

Immediate Actions:

1. **Social-Emotional Learning and Wellness**: Foster meaningful, multi-level, and multi-sector relationships to support research and development opportunities that are shared among schools and districts.

2. **Equity in Education**: Acknowledge and address existing systemic inequities. Engage in ongoing conversations with families about how to create spaces where every student is represented and valued.

3. **Teacher Professional Development**: Offer alternative pathways to professional development. Develop strategies that make this type of PD sustainable for students, teachers, and administrators. Together, they brainstormed ideas for student-driven, but also engage teacher-invited apprenticeships, training, and learning opportunities.

4. **Family Engagement**: Make this type of PD sustainable and engaged with families. Ask them about the needs and concerns they have for their children.

Long-Term Shifts:

1. **Equity in Education**: Prior to and especially during the COVID-19 global pandemic, we witnessed the following: Who gets represented and who does not get represented in the curriculum? Who gets to be a teacher? What communication tools do you currently use that you could easily adapt to support research and development opportunities? What common knowledge and values do you have about your community? In what ways are you willing to reimagine teaching and teacher education?

2. **Community Engagement**: Relationships are how we nurture human potential, support each other, and learn.

3. **Teacher Leadership**: Leaders? Do we view students as leaders within classrooms and communities? We need to think about as well as approach education differently. Do we see teachers as experts, as knowledge-producers, and as leaders? Do we see families as partners? Do we view families as experts, as agents of change, and as leaders? Do we view students as experts, as knowledge-producers, and as leaders? Do we view leaders as experts, as knowledge-producers, and as leaders?

4. **Professional Development**: What work remains if we are to recognize and dismantle systemic racism, and the following: Who gets represented and who does not get represented in the curriculum? Who gets to be a teacher? What communication tools do you currently use that you could easily adapt to support research and development opportunities? What common knowledge and values do you have about your community? In what ways are you willing to reimagine teaching and teacher education?

By Gregg Behr, James Denova, and Valerie Kinloch, Remake Learning Co-Chairs
THE MAJORITY of educators surveyed said they are hopeful for what post-pandemic learning will look like.

COMMUNITIES IN SCHOOLS PITTSBURGH hosted self care and trauma training for teachers to help build their emotion management skills. This contributed to a greater sense of community among teaching staff, students, and families.

DERRY TOWNSHIP SCHOOL DISTRICT offered the bi-weekly professional development series “Take 5 to Thrive,” which included quick tips and a reminder to teachers to support their physical, emotional, mental, and professional wellness in the midst of the pandemic.

CANON-MCMILLAN SCHOOL DISTRICT allowed high school students to change their schedule and earn credit for elective classes, helping students to overcome possible failure from another course.

THE MAJORITY of educators surveyed said they are hopeful for what post-pandemic learning will look like.
Reimagining Tomorrow: Pandemic Experience. How can you and your local community make sense of the data and experiences from the pandemic to chart a path for post-pandemic learning in your region?

The recipe starts with four basic ingredients:

1. Capture
2. Understand
3. Strategize
4. Share

Capture:

The worst part about collecting data is an unwieldy amount of data, and everyone has a view on what to do with it. And yet, most schools face exciting challenges and success stories, from their sessions. You've made sense of the data, now what do you do with what you've learned? It's time to make sense of it. If able, partner with your analysis partner to identify different pandemic teaching methods, and relationships.

Visit your data. What do you learn? Like any great recipe, this one is layered. Your data might hold different flavors, including your bright spots, dark spots, and the lessons you learned. You're almost done. It's time to shout what you ve learned from the rooftops. Consider hiring a Facilitator to lead discussions and sessions to guide your sessions and help participants bring together your biggest thinkers, brightest leaders, and status-quo challengers.

Understand:

As time and resources allow, organize two-hour meetings to review data and findings from your sessions. Use the principles of human-centered design to guide your creative and help participants identify different pandemic teaching methods, and relationships.

If you've used a survey tool designed specifically for research over depth. This is your tool to surface experiences, particularly on the challenges and successes they faced during the pandemic.

As with your listening sessions, collect a list of contact information for potential panel members. Send each a personalized invitation to join the panel. As health and safety protocols allow, send a photographer to visit local learning hubs, schools, or outdoor classrooms. Consider using a survey tool designed for research efforts. This will make your next reading one right now.

Strategize:

You're making smart data choices and telling your stories to help bring together your biggest thinkers, brightest leaders, and status-quo challengers.

Consider an advisory committee or panel of educators and education stakeholders. Is a two-hour meeting to review data and discussions and translate the information into a digestible format.

Organizers process guide for a Remaking Tomorrow Change Replica. Convene a cross-sector advisory committee and identify different pandemic teaching methods, and relationships.

Share:

It's time to shout what you ve learned from the rooftops. Consider hiring a Facilitator to lead discussions and sessions to guide your sessions and help participants bring together your biggest thinkers, brightest leaders, and status-quo challengers.

As health and safety protocols allow, send a photographer to visit local learning hubs, schools, or outdoor classrooms.

Make it easy for session attendees to share. Follow these steps, and add your own local flavor:

- Spread the word! Go beyond your panel. Distribute your findings or implement new programs.
- Overgiene your survey and listening sessions conversations. Think about telling your story visually, too. As health and safety protocols allow, send a photographer to local learning hubs, schools, or outdoor classrooms.
During listening sessions, educators said the lack of "change and learner engagement worsened during the pandemic. All participants and survey respondents as an issue of high importance. School participating in the study were encouraged to adopt new teaching methods, resulting in a greater sense of direction and pride in their school. For example, the Greater Latrobe School District offered quick virtual meetings with students to help them with their classwork. The Kiski Area School District used time previously reserved for lunch to answer questions and review units. The Homer-Center School District altered their specials schedule to attract new campers who were previously unable to attend. The Environmental Charter School conducted weekly teacher meetings to offer students the same class daily for three weeks, instead of rotating each day. This allowed for more in-depth study of each subject and the completion of units and projects that previously were not possible.

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