Dear Colleagues,

At the Center, we continue to try to create tools that will be helpful to you as we proceed through our national experiment in distance learning. In addition to the resources that we have sent to you over the last couple of weeks, which you can find on our Tools page, we have three more to add to the collection. All of these resources are intended to support professional learning for educators. As always, we stand ready to support you in a variety of ways. Please don’t hesitate to reach out.

Moving to Distance Learning: Early Issues and Learnings during the COVID-19 Pandemic is a video message from Richard Lemons and is focused on the challenges and opportunities for districts as they pivot from face-to-face, classroom-embedded instruction to distance learning. Center staff members have spoken to dozens of district leaders in Connecticut and across the nation, and this video attempts to summarize some of the more pressing issues central office administrators are facing.

Learning from Leadership Case Studies is a resource in multiple parts. There are three case studies that you can employ for building the capacity of your administrators. Included is an authentic case study detailing a problem of practice at each level - elementary, middle and high schools. In addition, the accompanying guide from Harvard is a short introduction to making the most out of facilitating a case. The Center has considerable experience in leading discussion of cases, and we believe that the practice of case study holds a great deal of promise for learning from the experience of others.
Becoming a Learning Organization is a guide to building the capacity of educators through a series of small experiments, building on the research that shows that adults learn best when they work on authentic problems that are relevant to the challenges they are facing in the moment. Obviously, the huge shifts that many educators have had to make represent an equally huge opportunity to learn from these new experiences, as educators must adopt an instructional practice that they are not familiar with and make it work for their students. While it is particularly relevant to our current situation, the big idea that we should always be researchers of our own practice holds constant.

Sincerely,
Richard Lemons
Jerry Belair
Laura Boutilier
Betty Feser
Robert Henry
Eileen Howley
Roberta Kurlantzick
Kerry Lord
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