

PAPER

The K-12 Guide to 2021

***10 Things That
Should Stay or Go***



“

We've been talking about education reform for the past fifty years, and all of a sudden coronavirus comes along and says, 'hey, you don't have a choice now.'

Michael R. McCormick

Superintendent, Val Verde Unified School District, CA

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Introduction

We don't have a minute to lose.

As we know all too well, the huge disruptions caused by this pandemic are accompanied by a chance to reimagine a K-12 system that is finally worthy of the students and communities it serves.

Though COVID-19 has been a particularly damaging blow to it, our education system has long been complex, imperfect, and resistant to change. It will take a coalition at all levels in school districts and communities to move the needle towards a truly equitable system.

State, district, and community leaders have to now step back and ask the question:

What's working, and what's not?

We talked to nearly 100 educators throughout the year about their experiences, strategies, and ideas for a better future for K-12. They are compiled in this ebook alongside data-based research and policy recommendations that speak to the ideas of equity and community.

Together, these culminate into the 10 aspects of K-12 that should either stay—or go.

Note: This ebook wouldn't have been possible without the educational leaders and partners that participated in Paper's interview series, panel discussions and webinars over the past year—education leaders whose work we are committed to supporting.

“

In the words of Maya Angelou, once you know better, do better. Well, guess what? We know better now, and shame on us if we don't do better.

— Dr. Susan Enfield
Superintendent Highline
Public Schools, WA

Stays:

Embracing Technology

1

Pandemic-induced school closures have accelerated the digital transformation of schools, demonstrating how technology can transform teaching and learning. According to a recent report by Promethean, the “education system is evolving at an unprecedented rate, and making effective ed tech investments will be critical in the year ahead.” ^[1]

82%

of around 1200 of surveyed US educators think that **combining technology** use **with traditional resources** and teaching methods is **the most likely trend they’ll see in the next ten years.** ^[1]

Dr. David Miyashiro, Superintendent of Cajon Valley Union School District, CA, whose district has been using 1:1 digital technology for the past decade, explained:

“COVID isn’t a change agent; it’s an accelerant. Districts like ours have been moving towards closing the digital divide using machine learning, artificial intelligence and data science to really maximise the tech tools for students in teaching and learning.”

“And now that most districts have invested in technology, it’s not just for Zoom; we should use it for tools and software that are available in other industries to really personalize learning.”

“

COVID isn’t a change agent, it’s an accelerant.

— Dr. David Miyashiro
Superintendent of Cajon Valley
Union School District, CA

^[1] Promethean. The 2020 State Of Technology in Education Report; 2020

Beth Gonzalez, Assistant Superintendent of Curriculum & Instruction at Detroit Public Schools Community District, MI, said that her district is encouraging teachers to become fluent with online platforms and instructional materials, and to use these tools in face-to-face settings—“both for social distancing and also the technology benefits that we’re seeing from the platforms themselves.”

Michael R. McCormick, Superintendent of Val Verde Unified School District, CA, said:

“Our students are gaining some really valuable lessons on how to navigate and negotiate the tools of technology to increase things like collaboration, communication, critical thinking, creativity and a whole lot of flexibility.”

“Think about how much more prepared this generation of students is going to be over the previous generations—we’re talking about true digital natives here. Our kids actually know how to attach a document in Google classroom and submit assignments and do some of those things that we’ve been striving for.”

“

***I actually see this
pandemic as a force
multiplier of technology.***

— Michael R. McCormick
Superintendent of Val Verde
Unified School District, CA

***Val Verde USD has long been known for
excellence, innovation & a “culture of yes.”
Learn how they align their Ed. Services & IT
departments to move together, faster.***

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Stays:

Personalized Learning & Support

2

According to a Microsoft article, technology's most direct impact on education may be personalized learning, "where each student enjoys focused individual attention from teachers who will access real-time data on their progress and problems." ^[1]

COVID-19 served as a catalyst for finally changing the one-size-fits-all approach to education. In 2021 and beyond, educators are hopeful that teaching and learning will be more individually tailored to students' strengths and needs.

Dr. Ryan Smith, Assistant Superintendent of Paramount Unified School District, CA, explained:

"Often, when we talk about personalized learning, we talk about doing some things differently for each kid, but by and large, every day lockstep instruction doesn't look a whole lot different class to class, kid to kid."

"If we're truly going to personalize it, that means we have to know each and every individual student and tailor their experience to their needs. I think we're going to continue to look at competencybased and skills-based instruction and how we go about assessing, teaching, and implementing it pedagogically."

For the last decade, Lindsay Unified School District, CA, has been using a learnercentric performance-based system that honors the principle that children learn in different ways and in different timeframes.

^[1] Geoff Spencer. *Schools after COVID-19: From a teaching culture to a learning culture*; June, 2020

Superintendent Thomas Rooney described their philosophy:

“It’s not about how old you are or what grade you’re in; it’s about where you are in your learning, both academically and developmentally.”

“Each learner might need a different way, pace, facilitator, or socioemotional support for their learning, and it is our responsibility to give them what they need. We want our learners, when they graduate, to say ‘you gave me what I needed’—that’s when you have equity.”

Increasingly, educators are recognizing the importance of learning support outside of regular class hours or their teachers’ office hours. Tutoring is among the most effective education interventions ever studied—the average effect of tutoring interventions on academic performance is approximately 85 percent larger than other forms of intervention and equivalent to “moving a student at the 35th percentile of the achievement distribution to the 50th.”^{[1][2]}

Yet, access to tutoring remains inherently unequal as it is only accessible to those who can afford it—and the COVID-19 pandemic has resulted in substantial learning loss and increased educational inequity. Districts across the US are starting to combat this by providing equitable access to tutoring services. At Paper, we work directly with schools and districts to provide students with 24/7 access to academic support, helping close the divide between those who can afford private tutoring and those who cannot.



What if we used this moment to make tutoring a permanent part of the public school landscape?

— Dr. Matthew A. Kraft
Associate Professor of
Education and Economics at
Brown University

^[1] Roland G. Fryer J. *The Production of Human Capital in Developed Countries*; 2017.

^[2] Matthew A. Craft, Grace T. Falken. *The Case for a National Student Tutoring System*; December 2020.

“I talk to many parents who all say the same thing: ‘my student needs this, and I don’t know how to help them. My student needs this at this time, and there’s no one there to help us.’ And so a tool like Paper becomes invaluable because it’s given us the ability to provide resources and support 24/7.”



Dr. Ryan Smith
Assistant Superintendent of
Paramount USD, CA

To fill the need for equitable and round-the-clock learning support, Paramount USD has **partnered** with Paper to provide 24/7 online tutoring to their students.

With Paper, students can access **24/7 unlimited tutoring and essay review**. One-on-one support is available in **English, Spanish, French, and Mandarin**.

All student activity is recorded, tracked, and made readily available to teachers and administrators, equipping them with **actionable insights** to identify specific learning gaps and **personalize instruction**.

Learn more about how Paper can complement your school or district’s strategic plans.

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Stays:

Flexibility & Options

3

Educators are hopeful that in a postpandemic world, families will have more flexibility and options when it comes to how students learn, especially when they can't be in school due to sickness, scheduling conflicts, or unfavorable weather conditions.

According to a report by the Learning Policy Institute, hybrid and blended learning models can facilitate continuity of learning by enabling teaching and learning to occur both in person and online on an as-needed basis.^[1]

*Student-centered blended learning models that tap **new uses of technology** across home and school spaces can, when they guide purposeful use of teacher time, **increase equity in learning** while offering productive models in this new environment.^[1]*

Dr. Ryan Smith, Assistant Superintendent of Paramount Unified School District, CA, explained that most parents think it's time to rethink education and that they are looking for multiple options for their students to receive their education.

"Parents really like flexibility and options, and they're embracing online coursework. As educators, we need to realize it won't be business as usual when we eventually return into our classrooms. Parents will expect that we continue to be responsive to their students' personal needs."

^[1] [Learning Policy Institute. Restarting and Reinventing School Report: Executive Summary; 2020](#)

Janise Lane, Executive Director of Teaching and Learning at Baltimore City Public Schools, MD, shared that at her district, some schools are online, while others are using a blended model.

“It’s really allowing us to study the learning that’s happening across these schools. So as we gradually bring more schools into this process to bring more students back, we can provide more options and choices for schools to make decisions, meet their goals, and make sure students and families are happy, safe, and engaged.”

Educators can be guided by blended learning pioneers such as Miami-Dade County Public School District, FL, which has a comprehensive distance learning strategy due to recurring hurricanes and flooding.^{[1][2]} The approach includes:

“An instructional continuity plan with curriculum designs, plans for access to devices and connectivity, and supports for parents and teachers that are activated whenever needed to ensure that instruction continues seamlessly.”^[3]

Read more about the future of curriculum & instruction from district leaders from Colorado, Maryland, Michigan & North Carolina.

READ MORE



^[1] [Learning Policy Institute. Restarting and Reinventing School Report: Executive Summary: 2020](#)

^[2] [Miami-Dade County Public School District website, Distance Teaching and Learning section](#)

^[3] [The School Board of Miami-Dade County, FL. Instructional Continuity Plan: 2020](#)

Stays:

Culturally Relevant Curriculum



Reimagining curriculum and instruction is one of the first steps to reimagining the education system.

To make what we teach relevant to those we teach it to, it needs to be culturally relevant and anti-racist. Policymakers and educators can allow for inclusive, identity-safe, culturally responsive practice and ensure that learning is culturally connected.^{[1][2][3]}

Brian Kingsley, Chief Academic Officer of Charlotte-Mecklenburg Schools, NC, said:

“I don’t think we can unbraid racialized equity work from core instruction. As we think about the way that instruction shows up, whether you’re in a brick and mortar model or in a remote hybrid model, how we’re thinking about our biases, expectations, mindsets, and our beliefs, and how we show up in the work matters.”

Dr. Gudiel Croswaithe, Superintendent of Lynwood Unified School District, explained that his district is using this opportunity to reflect on their curriculum and find ways to enhance it to ensure other perspectives and narratives are included.



I don’t think we can unbraid racialized equity work from core instruction.

— **Brian Kingsley**
Chief Academic Officer of
Charlotte-Mecklenburg
Schools, NC

^[1] [Learning Policy Institute. Restarting and Reinventing School Report: Executive Summary; 2020](#)

^[2] [Dorothy M. Steele, Becki Cohn-Vargas. Identity Safe Classrooms; 2013](#)

^[3] [Dr. David E. Kirkland. Guidance on Culturally Responsive-Sustaining School Reopenings; 2020](#)

His team is engaged in these conversations with students, families, and staff.

He was proud to share that, in mid-November, Lynwood's school board unanimously adopted a resolution that recognizes Indigenous people and land.

In early December, the Connecticut State Board of Education voted unanimously to approve an elective course for Black and Latinx history, which will be implemented in Connecticut classrooms by fall 2022.^[1] This is the first statewide curriculum of its kind in the nation, and teachers across Connecticut are eager to see and implement the curriculum.

The State Education Resource Center's Executive Director, Ingrid Canady, emphasized that this is only a beginning and that she would like to see Black and Latinx studies become a requirement in every K-12 Connecticut classroom.^[1]

Meghan Hatch-Geary, a teacher at Woodland Regional High School and Connecticut's 2020 teacher, explained the course's importance:

"Black history is American history. Puerto Rican history is American history. Latinx history is American history. And it is high time that all of our schools in Connecticut taught it as such. Our Black and Brown students need and deserve to see themselves represented in the building of this nation. In its successes, achievements, and contributions. And our white students need and deserve to learn, appreciate, and respect that too."^[1]

^[1] [*Lucy Gellman. State Ed Board Greenlights Black And Latinx Studies; December 2020*](#)

Stays:

Peer-to-Peer Learning & Collaboration

5

The hardships facing educators across the nation this year have fostered a profoundly supportive environment. To tackle novel challenges and to build on recent innovations, educators are collaborating more than ever.

Brian Kingsley, Chief Academic Officer of Charlotte-Mecklenburg Schools, NC, explained:

“We now have teachers collaborating across schools redefining how curriculum shows up in their classrooms and creating a standard of excellence in a digital environment that we were doing in pockets before. Now I think as part of our systems brand, this will live on post-pandemic, and I’m really excited about that.”

Countless webinars, panels, and conferences took place virtually this year for education stakeholders to share best practices and rethink the classroom. In a webinar with Brianne Ford, Chief Technology Officer at Irvine Unified School District, CA, Dr. Martinrex Kedziora, Superintendent of Moreno Valley Unified School District, CA, highlighted the importance of learning from other districts.

“Brianne doesn’t know this, but I’ve watched all of the videos on Irvine’s website. Watching their videos taught me more than anybody ever showed me, in terms of what they gave to their parents. At this time, you can never really say, ‘well, that’s Irvine, and this is Moreno Valley,’ because our kids need the same thing as the kids in other districts. And that’s what equity’s about: giving everybody what they need and responding to them.”

“

We’ve learned in this environment that we have more access to people than we ever have before. And we’re no longer constrained by the physical environment—how many teachers or curriculum specialists we can fit in a room.

— Brian Kingsley
Chief Academic Officer of
Charlotte-Mecklenburg
Schools, NC

“When I heard that Irvine was using Paper, I thought, ‘well, if they’ve got that for their kids, then we need it for ours.’ There were kids that were so stressed, and they needed somebody to talk to. So when I heard Paper was live, I thought, ‘this is it.’”



Dr. Martinrex Kedziora
Superintendent of Moreno Valley
Unified School District, CA

It's Time for a #K12revolution

Everyone is saying it—we've been given a remarkable chance to reinvent K-12 education.

There have been countless calls to modernize our archaic education system and address the glaring inequities within it.

But as calls to action start to ring hollow, it's time to call for revolution. Educators must let their actions speak louder than their words.

Long-lasting progress towards a truly equitable education system will need courageous leadership, collaboration, and accountability.

In partnership with superintendents Dr. Susan Enfield, Dr. Kristi Wilson & Marlon Styles, Paper is working toward the #K12revolution to bring attention to and celebrate the actions that will help us create schools that are truly worthy of our kids.

READ MORE



Goes:

The Digital Divide

6

Every child requires a device and internet access to thrive in the new normal. A diminished digital divide is no longer an aspiration but an urgent need. Though efforts to connect more kids at home have ramped up due to the pandemic, digital inequities continue to drive ever-widening learning gaps.^[1]

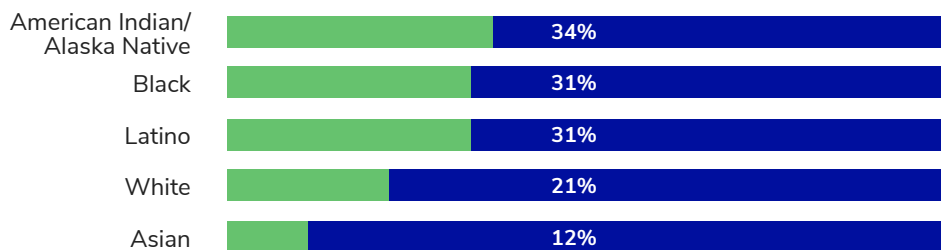
16.9 million

students are driven into the homework gap nationally via the digital divide.^[2]

Out of those living in rural locations, the lack of connectivity is experienced^[2] by

36%

Breaking this down by race, the gap impacts^[2]:



^[1] [Shawna De La Rosa. Connectivity Gap Persists for At Least 300K California Students; October 2020](#)

^[2] [Alliance for Excellent Education. Future Ready Schools Project. Students of Color Caught in the Homework Gap Report, 2020](#)

“Distance learning should not be seen as something that we’re only needing to do in a crisis. We do have children for whom this is working—they are deserving of having that option as part of their public education menu, so to speak.”



Dr. Susan Enfield
Superintendent of Highline
Public Schools, WA

Dr. Susan Enfield, Superintendent of Highline Public Schools, WA, is calling for a national solution to close the digital divide. She explained that learning can no longer depend on students always being physically present:

Until a universal solution arrives, district leaders are filling connectivity gaps using methods such as putting WiFi buses and picnic benches in parking lots around their communities.

In Moreno Valley Unified School District, CA, Superintendent Dr. Martinrex Kedziora stated:

“Every day, people say, ‘can we stop doing this?’ and I say, ‘until nobody comes, we’re going to keep doing it.’”

Attention to the need for adequate bandwidth has also increased. In a report by Connected Nation, nationwide, 67% of K-12 schools still lack the recommended speed of 1 megabits per second per student.^[1] This “bandwidth gap” affects approximately 31.5 million students.

Learning Policy Institute recommends that policymakers and educators:

- Prioritize federal efforts to close the digital divide;
- Expand broadband access through state and city initiatives;
- Proactively survey families’ connectivity needs;
- Work with service providers to meet families’ needs.^[2]

Read what Superintendent Marlon Styles, Dr. Susan Enfield & Dr. Kristi Wilson think shouldn’t return to “normal” in K-12.

[READ MORE](#)

^[1] [Connected Nation. 2020 Executive Summary: 2020](#)

^[2] [Learning Policy Institute. Restarting and Reinventing School Report: 2020](#)

Goes:

The Home-School Divide



Given predictions that at-home learning options will remain a part of the K-12 portfolio moving forward, Brianne Ford, Chief Technology Officer at Irvine Unified School District, CA, thinks that educators must bridge the divides that remain between what happens at school and what happens at home—all while recognizing and addressing systemic differences between students' home environments.

To continue addressing families' unique needs, some of the many new strategies that districts should keep as part of their permanent approach include:

- Virtual home visits;
- Family academies;
- Therapy & support groups;
- Help hotlines;
- Family surveys & focus groups;
- Equitable & personalized online tutoring.

In Baltimore City Public Schools, MD, Janise Lane, Executive Director of Teaching and Learning explained how her team is offering opportunities for families to get more involved. "We've said that for years, but I don't think it's been a reality till now."

Schools can succeed in engaging families through authentic listening, trust building, and sharing of power and responsibility.^[1] Engagement increases when a district's norms and values reflect families' realities and when families are made to feel welcome.^[2]



The feedback we receive from parents often indicates that their students need more personalized support. Paper meets this need perfectly.

— Dr. Ruth Perez
Superintendent, Paramount
Unified School District, CA

^[1] [Learning Policy Institute. Restarting and Reinventing School Report; 2020](#)

^[2] [Greater Good in Education. Making Families Feel Welcome; 2019](#)

“Before, parents thought their job was to take kids to school, pick them up, and make sure they do their homework. Now, they’re really getting insight into what learning looks like, and getting more invested.”



Janise Lane
Executive Director of Teaching
and Learning at Baltimore City
Public Schools, MD

Dr. Martinrex Kedziora, Superintendent of Moreno Valley Unified School District, CA, recalled an instance in which he personally delivered new headphones and hotspots to a student struggling with learning at home with several other siblings in the same room.

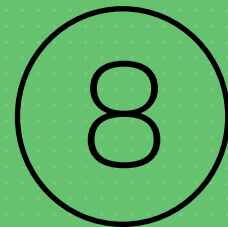
“I’m on Zoom with students to listen to their lived experiences with distance learning, and when they tell me something, I have to show them that their voice matters because many times, they believe nobody is listening.”

“That’s a very important piece when you work somewhere, like here in Moreno Valley, where a lot of our students are homeless, foster youth, or live with multiple families in one home—things are not always planned for or responsive to their needs.”

Brian Kingsley, Chief Academic Officer of Charlotte-Mecklenburg Schools, NC, is mindful of the current opportunity to redefine how districts are held accountable to their most marginalized community members, who have been experiencing a lack of connection, opportunity, and access long before this year. To inform this work, his team will continue “elevating voices at the student, parents, faith-based community, and governance level.”

Goes:

Traditional Metrics of Success



The K-12 landscape is ripe for restructuring standard assessment and accountability systems. Though the current system does provide critical data to help measure equity in education, many states and districts are now pushing for new, more thoughtful measurements.

For instance, systematic collection of multiple indicators of student well-being, such as engagement, social-emotional well-being, and learning conditions, can inform us about how students are doing, and how districts are serving them.^[1]

Educational collaboratives across New York, Massachusetts, California, and Hawaii are working to shift away from deficit-oriented strategies and decontextualized modes of assessment to ones based on applied learning and problem-solving.^{[2][3][4][5]}

Dr. David Miyashiro, Superintendent of Cajon Valley Unified School District, CA, uses well-being, hope, and engagement as primary metrics of success in his district:

“Do our people feel seen and heard in their spaces? Do we have healthy relationships across our community? Are the teachers taking good care of children?”

“These are the metrics that, if we really nail down—those bottom rungs of Maslow’s hierarchy of needs—then kids can thrive. We already know if they’re hungry, stressed, or anxious, they won’t do well,” he explained.



I’m very hopeful that we’re using this as a time to look at compliance and standardized testing as things of the past, so we can start measuring things that matter in our schools.

— Dr. David Miyashiro
Superintendent of Cajon Valley
Union School District, CA

^[1] [Laura Jimenez. Student Assessment During COVID-19; September 2020;](#)

^[2] [New York Performance Standards Consortium;](#)

^[3] [The Massachusetts Consortium for Innovative Education Assessment;](#)

^[4] [California Performance Assessment Collaborative;](#)

^[5] [Hōike Performance Assessment.](#)

“There’s danger in making decisions based on averages, where we’re only considering those big aggregates. Those are the starting points of a conversation, rather than the ending.”



Brianne Ford
Chief Technology Officer of Irvine
Unified School District, CA

For Brianne Ford, Chief Technology Officer of Irvine Unified School District, CA, the discussion around rethinking what our systems measure is about the equity trade-offs made when we rely solely on aggregates of data:

“With 35,000 kids, I think one of the dangers is to make policies based on efficiency that aren’t founded in the reality of all the kids at home.”

“We have a tendency to look at what the state publishes and think, ‘yeah, we’re doing well! Look at all that blue on the Dashboard!’^[1] But this masks some very serious needs in the district.”

She explained how her district is looking at which kids are not opting into advanced classes, instead of just looking at the grades of students who are opted-in—and without speculating on gathered data, they move towards personalized interviews to ask “students and families what their reasons are, rather than assuming what their reasons are.”

^[1] [California School Dashboard](#).

Goes:

The Hesitation Mindset

9

It's time to get rid of the "hesitation mindset" that exists in education, explained 2020 K-12 Dive Superintendent of the Year Marlon Styles, Superintendent of Middletown City School District, OH.^[1]

"The hesitation mindset is the one where we hesitate to address the systemic inequities our kids have been facing for years."

"Prior to the pandemic, we found an excuse not to send devices home to kids. We found an excuse not to really entertain the idea of creating inclusive learning environments for students. We said 'oh, we just need to close the achievement gap.'"

What's needed now, the superintendent said, is an urgent mindset—one that affords educators the courage to take action:

"These inequities have been present for years, but it took the murder of George Floyd for them to really surface to bring some serious advocacy across this country in K-12 education to become more responsive to what the needs of our students are."

“

I'm hoping that when we go back post-COVID, we quit talking about the achievement gap, and we start addressing the systemic inequities for those we are under-serving, specifically our brown and Black students.

— Marlon Styles
Assistant Superintendent
of Paramount USD, CA

^[1] [K-12 Dive](#), a leading publication operated by [Industry Dive](#).

“Now, we have a chance to rebuild and reimagine the system in a way that does serve all children. We can actually, once and for all, deliver on equity through our actions, policies, practices, and belief systems in a way that we haven’t done before.”



Dr. Susan Enfield
Superintendent of Highline
Public Schools, WA

Dr. Susan Enfield, Superintendent of Highline Public Schools, WA, explained the revolution that must happen in K-12: “Our public education system was not set up to serve all children.”

“Our colleague Luvelle Brown,” Dr. Enfield went on, “a superintendent in Ithaca, speaks quite honestly about how he has spoken with some students of color who are just fine not coming back into school. School is not a welcoming place for them; they are not honored for who they are and where they come from—and that has to change.”

Superintendent Marlon Styles added, “you’re talking about cultural bias, social bias, organizational bias, and oppressive structures that are in place in our K-12 system that really hinder the capacity and potential success of our brown and Black students.”

“We’ve got to do a better job looking at our curriculum and make sure it allows students to be their authentic selves. We have to look at our practice as it relates to discipline.” He explained how sometimes, behavioral consequences are issued because educators don’t always understand students culturally. Replacing zero-tolerance policies and exclusionary disciplinary practices with equity-oriented restorative practices in their place moving forward will help instill inclusive educational environments for all.^[1]

^[1] [Trevor Fronius, Sean Darling-Hammond, Hannah Persson, Sarah Guckenburg, Nancy Hurley, Anthony Petrosino, Restorative Justice in U.S. Schools: An Updated Research Review: March 2019](#)

Goes:

The Weight on Teachers' Shoulders

10

For schooling to continue this year, the onus placed on teachers was higher than ever.^[1] Teachers have had little choice but to learn new technologies at lightning speed, be available to support struggling students around the clock, and manage their own families and responsibilities at home—all while being distanced from their colleagues and support systems.

All efforts towards the K-12 system's recovery and progress will require a teaching workforce that is equipped with the necessary knowledge, skills, and support. District leaders must invest in high-quality teacher preparation programs, match PD to current needs, support mentoring opportunities for new teachers, and foster collaboration.^[2]

Given the likelihood that distance and hybrid learning will continue beyond the current pandemic context, Beth Gonzalez, Assistant Superintendent for Curriculum & Instruction at Detroit Public Schools, MI, said:

At Highline Public Schools, WA, Superintendent Dr. Susan Enfield's team is helping teachers own their professional learning: "We're figuring out how to do that better—hearing our teachers saying, 'here's what I need and want to be learning in order to better serve my kids,' and shifting our system in response."

Alongside these efforts must be a commitment to alleviate the demanding workloads contributing to teacher burnout and exhaustion.

“

All of our professional learning and support has been consistent whether we're in-person or face to face. On an ongoing basis, we have live office hours, ongoing PL support, and on-demand videos they can go to.

— Beth Gonzalez
Assistant Superintendent for
Curriculum & Instruction at Detroit
Public Schools, MI

^[1] [Natasha Singer. Teaching in the Pandemic: 'This Is Not Sustainable'; November 2020](#)

^[2] [Learning Policy Institute. Restarting and Reinventing School Report; 2020](#)

How these districts are helping teachers in reaching all students:

Helen Hill, Director of Curriculum, Instruction & Professional Development at Pasadena Unified School District, CA, stated that a priority for her district is to “**stretch the bandwidth of their teachers**” with Paper so that each of their students can get individualized attention when needed.

Brianne Ford, Chief Technology Officer of Irvine Unified School District, CA, also described how providing 24/7 live tutoring support & essay review for students through Paper has helped **close instructional gaps**:

“When kids don’t have a parent at home that can help, or when the teacher is just exhausted, **it’s provided a lifeline for students whenever they need it, in whatever subject they need.**”

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Paper provides students with unlimited 24/7 access to personalized learning help. Paper's unique approach to academic support is personalized, equitable, and scalable to ensure every student has an equal opportunity to excel academically.

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