Education
Elements

Supporting Asynchronous Learning

TEA VHPA Series

—

November 17, 2021

Write a tweet (280 characters) that expresses why you work in education.

Add to the Chat + Tweet at us if you'd like
@EdElements
@lingo_bling

Education
Elements

Micaela McDade
micaela@edelements.com
Dallas, TX

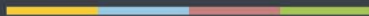**Kristen Howell**
kristen@edelements.com
Dener, CO

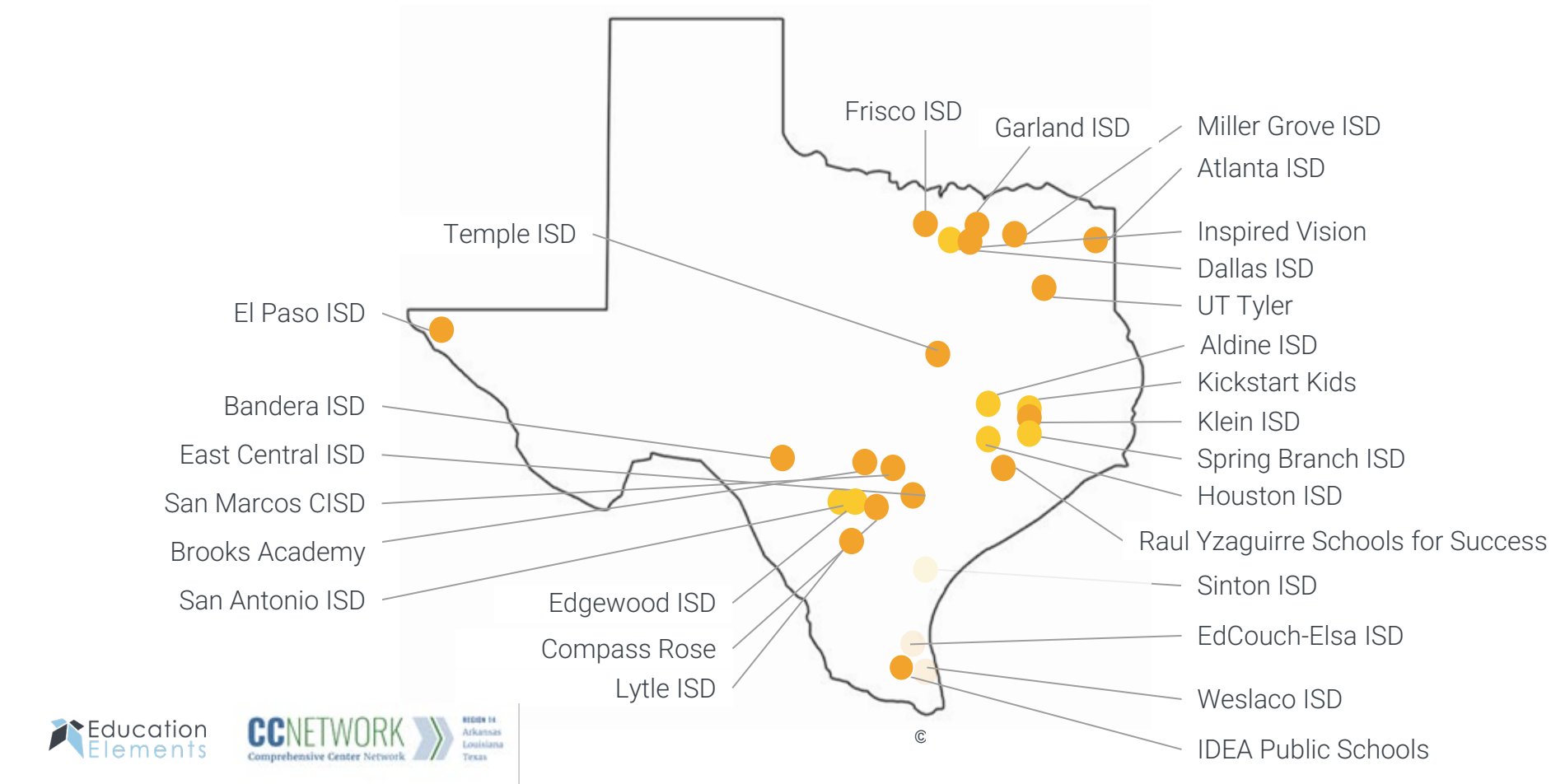Access today's slides: **bit.ly/AsyncTEA**

Education Elements

Hi! We are Education Elements

WE ARE AN EDUCATION CONSULTANCY, THAT HELPS TRANSFORM SCHOOLS AND DISTRICTS

10
Years of Experience

1000+
Schools and Districts

90%
of our business comes from repeat clients

92%+
of attendees find our workshops excellent or very good

We Love Partnering in Texas!

Agenda

- Check-in, Introduction + Overview
- Async Retro- Straw, Sticks, Bricks
- **See It:** Essential Questions for Asynchronous Learning
- **Name It:** Key Levers
- **Do It:** Now, New, Next
- Check-out + Next Steps

Objectives

Explore models for asynchronous virtual instruction

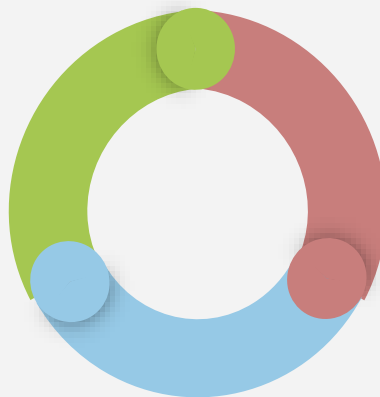Explore tools to support high quality asynchronous instruction

Articulate various ways asynchronous instruction can look in practice

Education Elements

How We'll Learn Together

1. **See It:** Understand what the practice looks and sounds like

2. **Name It:** Identify key components of the practice

3. **Do It:** Try it out and make an action plan

Do It
Make A Plan

See It
New Ideas

Name It
Key Components

Our Lens: Universal Design for Learning

DYSLEXIA | ENGLISH LEARNERS

GIFTED & TALENTED | SPECIAL EDUCATION

- UDL allows us to think about designing solutions for a variety of learners, but special populations will still require targeted supports

- Intentionally embed high-leverage instructional strategies for ELs, SWD, and GT into creation of learning experiences

- Level of intentionality is driven by teachers' intimate knowledge of student strengths and areas of growth

Education Elements

T-TESS Alignment

Planning Domain
- 1.3 Knowledge of Students

Instruction Domain
- 2.1 Achieving Expectations
- 2.3 Communication

Learning Environment Domain
- 3.1 Classroom Environment, Routines, and Procedures
- 3.2 Managing Student Behavior
- 3.3 Classroom Culture

Professional Practices and Responsibilities Domain
- 4.2 Goal Setting

T-TESS Virtual Instruction Rubric

T-TESS
Texas Teacher Evaluation & Support System
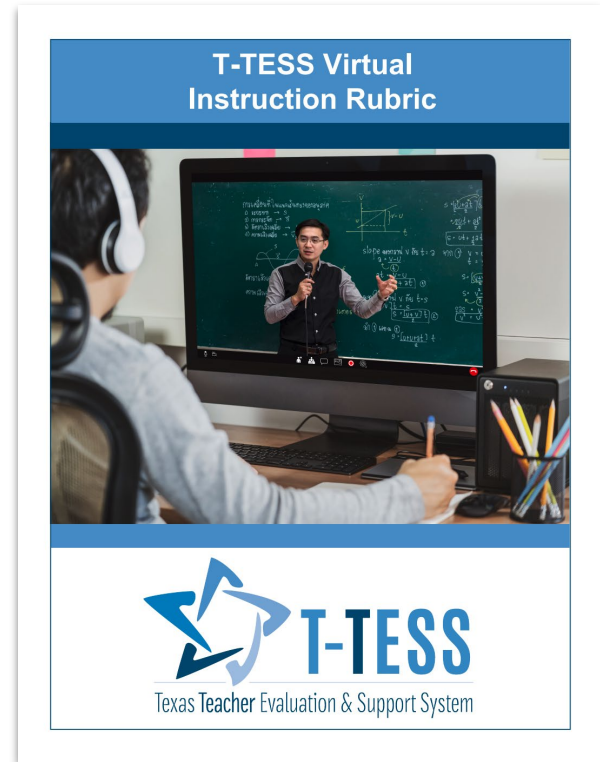
BRAIN BREAK!

REVERSE BRAINSTORM:
What are all the ways that asynchronous instruction can fail or be unsuccessful?

Education Elements

Asynchronous Learning Retrospective

Straw, Sticks, + Bricks

Reflect and sort how things are going for students (ex. student connection, student group work, etc.).
*   **Straw** - things that are barely holding together and pretty inconsistent - unstable*
*   **Sticks** - things that are pretty together but we could give more attention to- fragile*
*   **Bricks** - things that we are doing a solid job planning/creating/facilitating- solid*
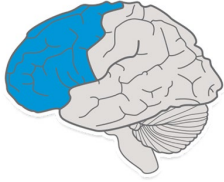
House of straw   **House of sticks**   **House of bricks**

SEE IT: Effective Asynchronous Instruction

Education Elements

Asynchronous learning time is effective when it...

ACTION + EXPRESSION

- Extends/re-enforces the learning from previous synchronous time and/or prepares students for upcoming content

- Includes content and learning experiences that are independently accessible to all students

- Provides additional supports for students who struggle with executive functioning and making decisions about their learning
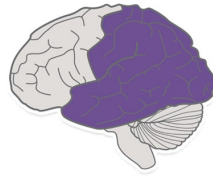
REPRESENTATION

- Delivers flexible content through videos, screencasts, online programs, and informational texts that are accessible to all learners

- Gives learners the ability to construct meaning and generate new understanding

- Incorporates exemplars/tutorials through a variety of formats to allow students to envision successful products of learning

ENGAGEMENT
(Interest + Motivation)

- Leverages clear routines, student choice, and accountability to promote **student agency**

- Sparks excitement, curiosity, and a love of learning through a "frictionless" experience
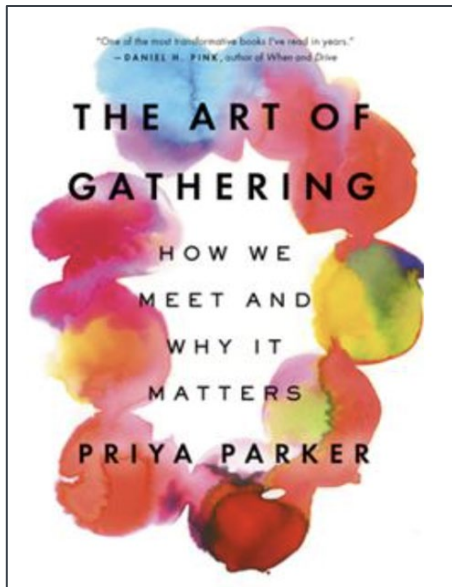
STEP 1

CLARIFY THE PURPOSE OF YOUR VIRTUAL GATHERING

It may not be the same as the canceled gathering.

Don't assume your digital gathering shares the same purpose as your real-world one. And don't try to do everything. Instead, first ask, given this new context:

- What is the most important need now for this group to gather around?
- What is the new heart of this gathering?
- How might we create that online?

Education Elements

Maria is a 4th grade math teacher who has been teaching for three years.

Her students are virtual, and she wants to leverage asynchronous instructional strategies to engage students in more meaningful ways.

She is planning for an upcoming lesson, during which students will develop the ability to use formulas to determine the area and perimeter of a rectangle.

Process for designing asynchronous learning time

1 **What is the objective of learning?** *What is the most important need to gather around?*

2 **How will we approach this time?** *What is the new heart of the gathering?*

3 **How will we leverage the elements of the educational experience for asynchronous learning?** *How might we create that online?*

Education Elements

Process for designing asynchronous learning time

1 **What is the objective of learning?** *What is the most important need to gather around?*

2 **How will we approach this time?** *What is the new heart of the gathering?*

3 **How will we leverage the elements of the educational experience for asynchronous learning?** *How might we create that online?*

Education Elements

Essential Questions for Instructional Design

1

HOW

WHY

WHAT

What should students know/be able to do?
(Content, Standards, Competencies)

How will students authentically demonstrate mastery?
(Assessment)

How will students reach mastery?
(Pathway, Profile)

How will mastery be communicated?
(Grading)

What happens if/when a student demonstrates mastery over content?
(Advance to New Content)

What happens if/when a student does not demonstrate mastery over content?
(Targeted Support)

Education Elements

Essential Questions for Instructional Design

Students will be able to **use formulas to calculate both the perimeter and area of a rectangle.**

How will students authentically demonstrate mastery?
(Assessment)

How will students reach mastery?
(Pathway, Profile)
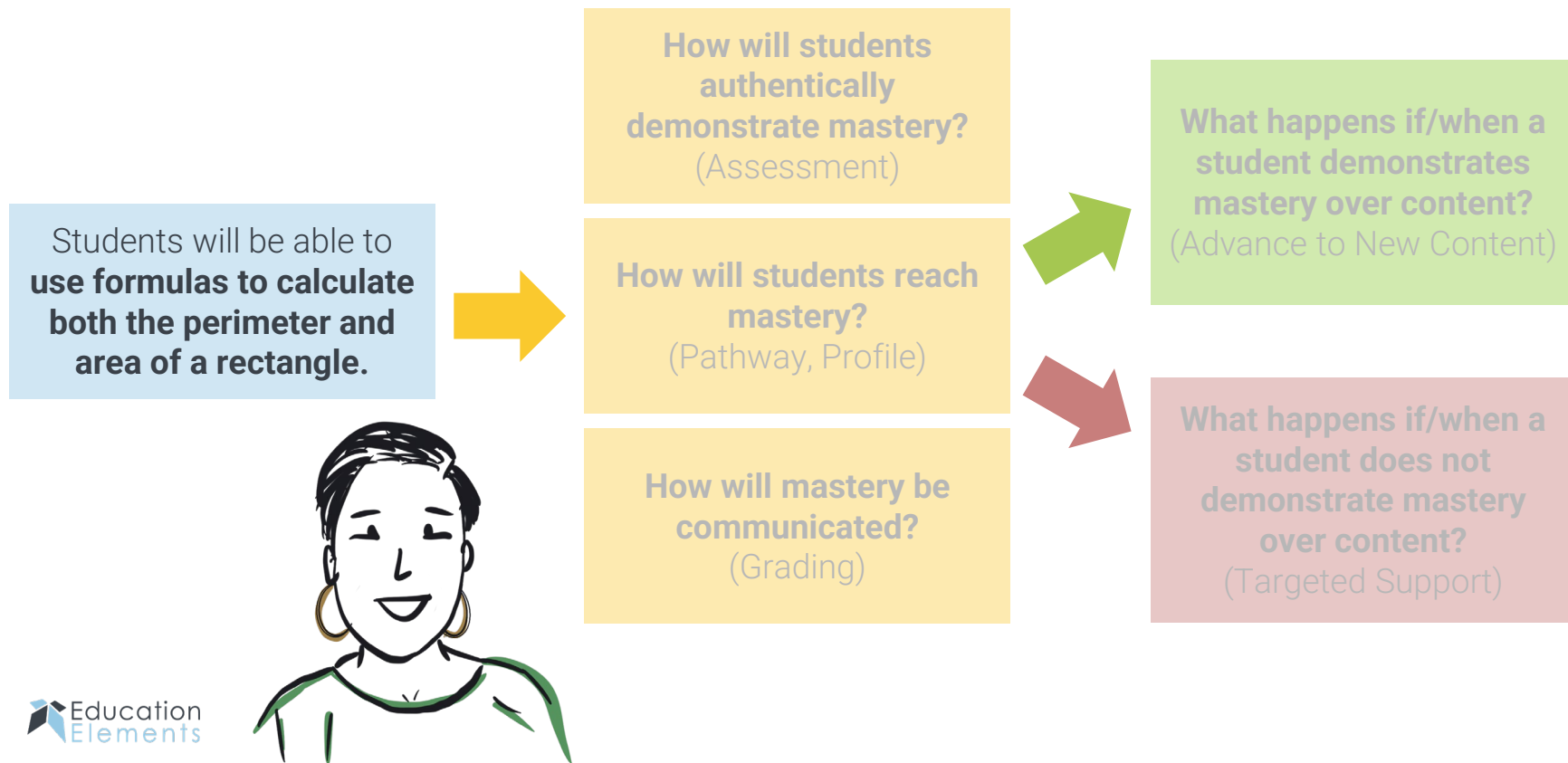
How will mastery be communicated?
(Grading)

What happens if/when a student demonstrates mastery over content?
(Advance to New Content)

What happens if/when a student does not demonstrate mastery over content?
(Targeted Support)

Process for designing asynchronous learning time

1 **What is the objective of learning?** *What is the most important need to gather around?*

2 **How will we approach this time?** *What is the new heart of the gathering?*

3 **How will we leverage the elements of the educational experience for asynchronous learning?** *How might we create that online?*

Education Elements

How will we approach this time? *What is the new heart of the gathering?*

Option 1: **Flexible Practice**	Option 2: **Explore**	Option 3: **Extend**
Students practice at own pace either through adaptive programs (Lexia, IXL, ST Math) or teacher-curated playlists/choice boards.	Students explore a topic or series of questions through a choice board based on their passions and interests and/or in preparation for future content.	Students complete a project or other learning application as an expression of deeper learning independently or collaboratively.

Education Elements

How will we approach this time? *What is the new heart of the gathering?*

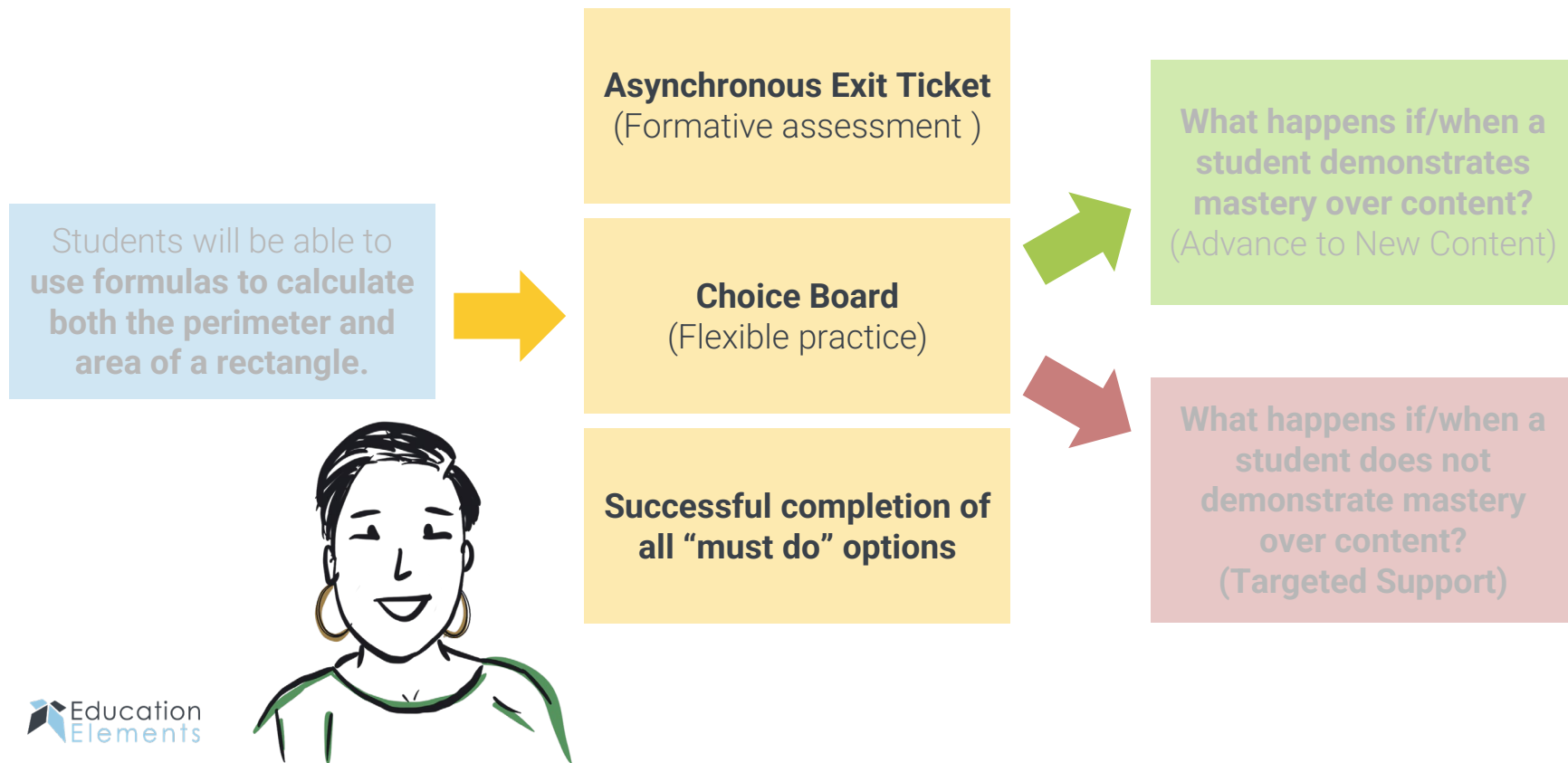| Option 4: **Reflect**	Option 5: **Feedback**	Option 6: **Formative Assessment**
Students reflect on their progress, learning needs, goals, and/or aspirations in a structured way (i.e. journal, choice of reflection protocol, goal setting routine, data tracker, etc.)	Students give feedback to peers and/or analyze and adjust their work based on feedback they receive from peers/teacher.	Incorporate low-stakes assessment in various formats to inform future instruction (e.g., multiple choice, open ended response, models).

Education Elements

Essential Questions for Instructional Design

Students will be able to **use formulas to calculate both the perimeter and area of a rectangle.**

Asynchronous Exit Ticket (Formative assessment)

Choice Board (Flexible practice)

Successful completion of all "must do" options

What happens if/when a student demonstrates mastery over content? (Advance to New Content)

What happens if/when a student does not demonstrate mastery over content? (Targeted Support)

Education Elements

The Power of an LMS for Asynchronous Instruction

Best Practices:

- Ensure it is user friendly

- Videos for navigation and guidance

- Dedicated space for announcements, questions, and for discussion/responding-form of contact

- Clear submission guidelines (Ex: where and when to submit assignments)

- Cannot be static!

Which of these approaches are you currently using to drive learning during asynchronous instruction?

Which approach would you be most interested in improving or trying out next?

Education Elements

BRAIN BREAK!

NAME IT: Levers for Asynchronous Instruction

Process for designing asynchronous learning time

1 **What is the objective of learning?** *What is the most important need to gather around?*

2 **How will we approach this time?** *What is the new heart of the gathering?*

3 **How will we leverage the elements of the educational experience for asynchronous learning?** *How might we create that online?*

Education Elements

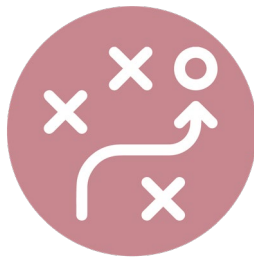# Elements of an Educational Experience

TIME
When is learning happening? For how long? When will demonstration of mastery occur?

SPACE
Where is learning happening? (Physical/virtual)

ROUTINES
How is instruction happening? How are students engaging in the learning experience?

RELATIONSHIPS
Who is involved in the learning experience? What roles do they play?

ACCOUNTABILITY
What expectations are set in the learning experience? How are they met?

Education Elements

High Impact Focus Areas for Effective Asynchronous Instruction

Since asynchronous instruction grants us significant flexibility with **time** and is unbounded by **space**...

ROUTINES

RELATIONSHIPS
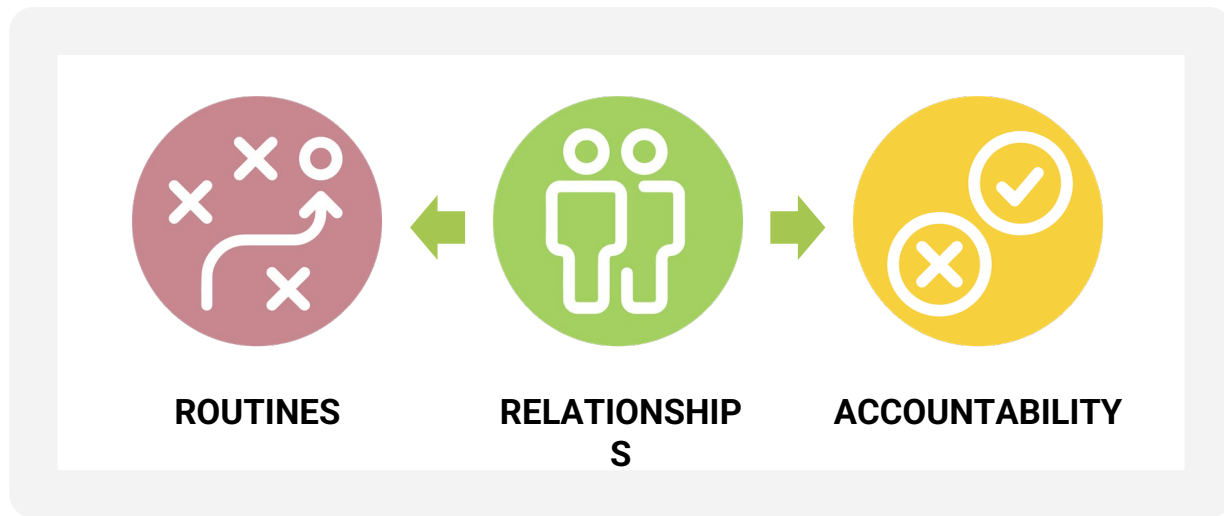
ACCOUNTABILITY

...the opportunities we have to enhance the learning experience are primarily driven by rethinking **routines**, and **accountability**, driven by **relationships.**

Education Elements

The Power of Three

RELATIONSHIPS

ROUTINES

ACCOUNTABILITY
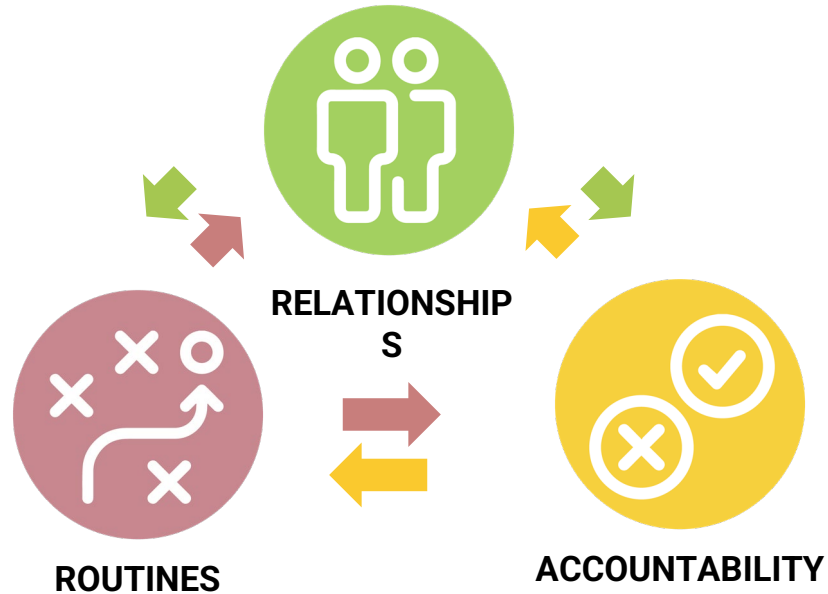
TIME: **When** is learning happening? For how long? When will demonstration of mastery occur?

Do students work on one specific learning task until completion?

Do students work on specific learning tasks for a set amount of time per day/week?

Do students have a list of tasks to complete at own pace by a deadline?

Build up routines gradually so students know how to effectively engage in an asynchronous learning environment. Share strategies with students for completing async work

Set clear expectations for what products of learning are expected from students to authentically demonstrate mastery. Communicate to students on a regular basis.

Education Elements

# SPACE: [Where](#) is learning happening?

Do students use a virtual playlist, choice board, website, LMS, etc?

Do students use additional learning platforms or websites to access content?

Do students use other tools or virtual spaces to engage in + demonstrate learning?

Utilize common formats for engaging in asynchronous learning to support strong, consistent routines. Keep it simple — don't try to throw too many platforms into the mix.
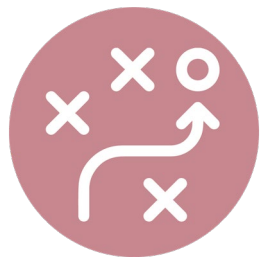
Education Elements

ROUTINES: [How](#) is instruction happening? How are students engaging in the learning experience?

What procedures are needed to enable students to engage in the learning experience?

What structures are needed to enable students to engage in the learning experience?

How will students know how/when/where to get help during asynch time?

Laying clear ground rules and transparent accountability measures will help students understand how and when they should complete learning targets and when they will be assessed for content mastery

It's important for students to know that even though they are working at their own pace, they still have adults and peers to lean on for support. Make it clear for how students access that support.

Education Elements

Putting Routines Into Practice

Set Expectations to Maximize Accountability

For every asynchronous ask, students should be able to articulate:

- **What** do I need to accomplish?
- **By when** do I need to have it accomplished?
- What tools/resources are available to me to facilitate my learning? (**How**)
- **Why** is this task/learning objective important to me as a learner?

Establish Support Structures for Students

Get clear on the **who:**

- Accountability buddies or teams with designated roles for each student
- Other teachers/staff at school who can serve as mentors or provide academic support

Education Elements

Home Base for Asynchronous Routines

Samantha Deaton, Sherman ISD

RELATIONSHIPS: [Who](#) **is involved in the learning experience? What roles do they play?**

What is the role of the student + teacher before/during/after asych learning?

How will the student + teacher communicate before/during/after asych learning?

How will the student + teacher connect and build rapport?

Sharing the responsibility of what needs to be accomplished + by when with students supports student agency and strengthens the partnership between students and teachers.

Whether in real time or asynchronous, digital tools create the virtual space to foster meaningful connection and classroom community. Think about embedding opportunities to connect within the asynchronous experience.

Education Elements

Putting Relationships Into Practice

Create Routines for Healthy Relationships
Make relationship building part of your students' day-to-day experience

- Start each lesson with a **check-in**
- Set a goal for regular **brain breaks**: we strive for movement every 15 minutes and chatting every 3 slides
- Express gratitude: end every Friday with a virtual gratitude circle
- Do weekly shout-out's
- Create monthly theme or spirit days

Create "Space" for Asynchronous Support
Just because we're not in the same place, doesn't mean we can't be in the same space

- Office hours for academic support
- "Water cooler" rooms for students to discuss academic-related content or to just connect through facilitated conversations
- Edcamps for students to dive into topics they are particularly passionate about (or Genius Hour)

Education Elements

Building Camaraderie + Relationships Virtually

Samantha Deaton, Sherman ISD

Samantha Deaton, Sherman ISD

Education Elements

ACCOUNTABILITY: What expectations are set in the learning experience? How are they met?

How do students know the purpose of asynchronous learning time?

How do students know what is expected of them before/during/after asych learning?

How will students and teachers know if purpose has been realized + expectations met?

Building strong relationships brings a level of trust and transparency that supports students with knowing what is expected, why it matters, and what success might look like.

Education Elements

Putting Accountability Into Practice

Set Goals with Students, Not for Them
Talking about goals strengthens relationships and heightens the likelihood those goals will be accomplished.

- Engage in goal-setting conferences with students to help them set academic and non-academic goals for themselves
- Use a goal tracker that students regularly update as they progress towards meeting the goals they set for themselves

The Team, The Team, The Team
Leverage the collective to encourage individuals to achieve their goals

- **T**ogether, **E**veryone **A**ccomplishes **M**ore
- Accountability conversations don't have to just be 1:1 — involve the entire class on setting and reaching goals as a whole group
- Encourage healthy competition by grouping students into teams and have teams work towards achieving a goal the fastest, with the most creative approach, etc.

Formative Assessment Through Exit Tickets

The Johnson children had a contest to see who could pick up the most pecans to sell. The table show the number of pecans each child picked up.

Pecans Picked by Each Child

Children	Number of Pecans Picked
Liam	245
Ella	357
Caleb	236

A. 542

B. 602

C. 437

D. 612

How may pecans did Liam and Ella pick-up?

Teri Elk, Sherman ISD

Education Elements

Which lever does your team need to consider more to enhance the asynchronous learning experience?

Do It

1

Focus on the NOW

What's happening in your classroom/school/district right now as it pertains to asynchronous instruction?
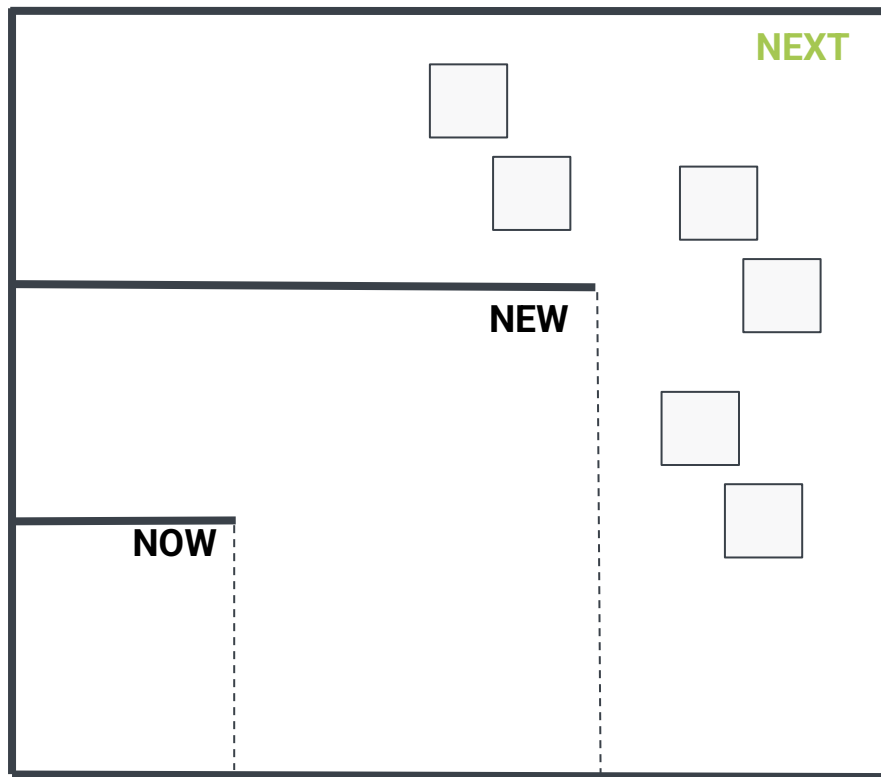
Celebrations? Challenges?

NEXT

NEW

NOW

Education Elements

3

Where we want to be NEXT...

Where do you want to go? What's your vision for learning environments that maximize asynchronous instruction to enhance student learning?
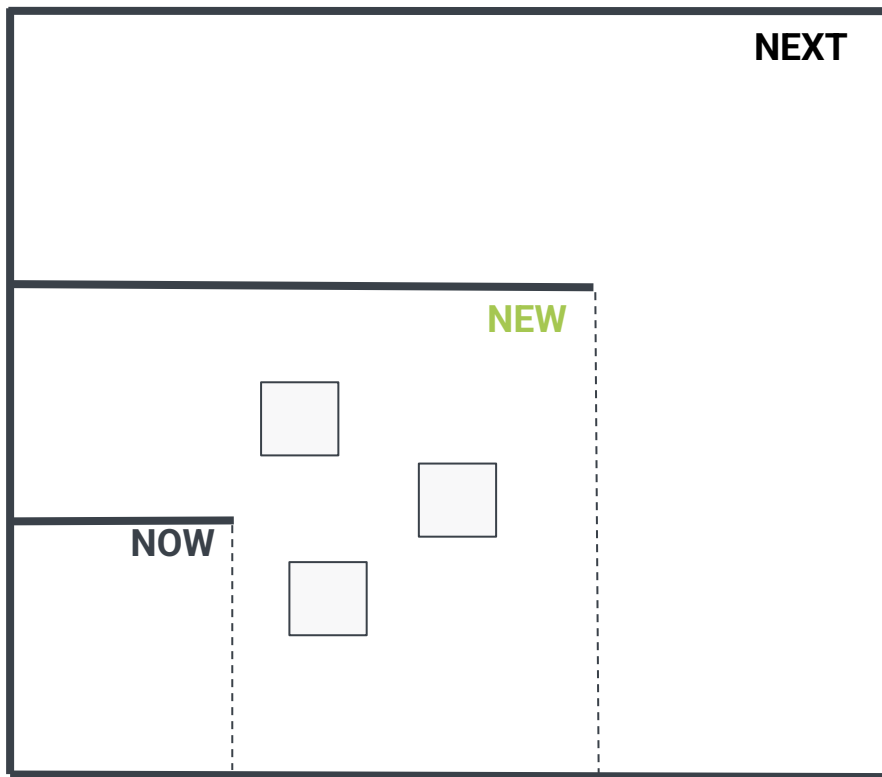
NEXT

NEW

NOW

Education Elements

2

What can we do that's NEW?

What is the **bridge I need to build** to get from where I am now to where I want to be in one month?

NEXT

NEW

NOW

Education Elements

49

CLOSING

Education
Elements

What's something you can do....
Take 5 minutes to add it to your calendar

Tomorrow	Next Week	Next Month/Next Semester