

# The Learning Accelerator



## **Module A: Introduction to Remote Learning**

TEA Remote Learning Sessions  
July/August 2020

# An Overview of the 3 Modules

MODULE A	MODULE B	MODULE C
<p data-bbox="59 263 629 299"><b>Introduction to Remote Learning</b></p> <p data-bbox="59 353 620 470"><b>Understand how to set up a vision and structures for remote learning implementation and success.</b></p> <p data-bbox="59 481 253 511">Leaders will:</p> <ul data-bbox="92 525 606 849" style="list-style-type: none"><li data-bbox="92 525 542 642">● Understand what remote learning is and clarify key terms and approaches</li><li data-bbox="92 653 606 769">● Explore what the research base says about components that drive quality and efficacy</li><li data-bbox="92 780 542 849">● Identify starting points for implementation.</li></ul>	<p data-bbox="676 263 1149 342"><b>Driving Remote Instruction Quality and Improvement</b></p> <p data-bbox="676 397 1180 514"><b>Explore drivers for effective, rigorous, and equitable remote instruction.</b> Leaders will:</p> <ul data-bbox="709 525 1244 852" style="list-style-type: none"><li data-bbox="709 525 1155 642">● Develop a deeper understanding of remote instructional quality</li><li data-bbox="709 653 1244 809">● Explore key strategies such as assessing mastery and executing data-driven personalization</li><li data-bbox="709 820 1244 852">● Align leadership team support</li></ul>	<p data-bbox="1292 263 1872 299"><b>Building Staff Capacity Remotely</b></p> <p data-bbox="1292 353 1792 514"><b>Understand how to implement remote, site-level professional learning to support teacher success.</b> Leaders will:</p> <ul data-bbox="1325 525 1818 849" style="list-style-type: none"><li data-bbox="1325 525 1818 598">● Understand drivers for high-quality adult online learning</li><li data-bbox="1325 609 1785 769">● Identify critical educator competencies needed for implementing remote instruction</li><li data-bbox="1325 780 1792 849">● Develop an action plan for educator learning.</li></ul>



## Session Objectives

- **Understand what remote learning is and looks like**, and get **clarity about terms and structures** for implementation and action.
- **Identify research-based design factors for implementation** of remote learning with quality and rigor, including: remote instruction, strategies for supporting learning at home, and addressing whole-child needs.
- **Explore resources and ways to take action.**
- **Experience remote learning with varied modalities** to offer reflection points and ideas for future actions.



# Agenda

TIME	TOPIC
5 minutes	<b>Warm-up &amp; Welcome</b>
30 minutes	<b>Remote Learning Basics</b> <ul style="list-style-type: none"><li>● Terms and structures</li><li>● Research-based quality drivers</li></ul>
15 minutes	<b>Exploration:</b> Independent learning time
15 minutes	<b>Small Group:</b> Sharing and discussion (or with a modification)
10 minutes	<b>Closing:</b> <ul style="list-style-type: none"><li>● Commitments</li><li>● Questions?</li></ul>



**The Learning Accelerator envisions a world in which each student receives the effective, equitable, and engaging education they need to reach their full and unique potential.**



**This vision isn't a new one,  
but making it a daily reality has proven hard in practice.**

**It's going to take new ways of working —  
informed by data and supported by technology —  
to make this vision possible  
for every learner in every school in America.**

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**TLA is helping to  
make the 'potential'  
possible and  
practical for every  
teacher and student  
in America.**



# TLA serves as a learning engine for the education field to spark movement on shared problems of practice.

Working with expert educators and support providers to **CAPTURE & CREATE**

Fostering communities to **CONNECT**

Building collective capacity to **SHARE**

## Accelerated Learning

*for the education field*

- 1 Equitable access to knowledge
- 2 Efficient and effective adoption and implementation
- 3 Learning together at and for scale





# How We Work

A few crucial details about how we work as a national nonprofit:

- We don't believe in a single “model” for this work; rather, **we help educators discover and implement strategies for solving gnarly problems of practice** in their classrooms, schools, and systems.
- **We don't charge for any of the knowledge or tools we create.** Everything TLA produces is free and open for your use, please take, share, modify, and make better.
- We don't provide direct technical assistance in implementation — rather, **we work alongside organizations** that do. We're always happy to connect you!
- **We know that the solutions reside in the work you do daily,** and want to learn humbly and curiously (and tell us if we're not meeting that bar!).



# Free Resources for Your Work

## Guidance and Resources for Your Work Response Support

COVID-19

[practices.learningaccelerator.org](https://practices.learningaccelerator.org)



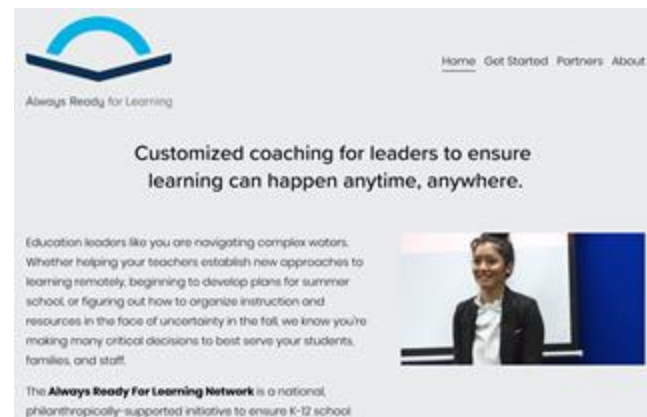
Blended & Personalized Learning At Work for K-12 Leaders

Insights  
Today's One Thing for Teachers: Remote Family Engagement  
Bianca Dávila  
The Learning Accelerator

Family engagement, a mutual commitment made between educators and families to support whole child development, is a component crucial to student success. In traditional classroom settings, family and parent engagement has been shown to improve student mastery and social skills, deepen engagement, and increase behavioral success. With the shift to virtual learning, engaging with your students' families is arguably more important than ever.

As student learning is now happening entirely at home, families have more insight than ever on how their children are handling their coursework and coding, which leads to our big question: *How can you remotely engage and connect with families to support student development?*

What is engagement and why is it so vital within the remote space? Simply put, family engagement is a partnership between educators and guardians to support student learning and growth. Different from family involvement, engagement is more than volunteering for school functions or one-way communication from a classroom; it ensures families have



Always Ready for Learning

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Customized coaching for leaders to ensure learning can happen anytime, anywhere.

Education leaders like you are navigating complex waters. Whether helping your teachers establish new approaches to learning remotely, beginning to develop plans for summer school or figuring out how to organize instruction and resources in the face of uncertainty in the fall, we know you're making many critical decisions to best serve your students, families, and staff.

The **Always Ready For Learning Network** is a national, philanthropically-supported initiative to ensure K-12 schools

## “One Thing” Remote Series for Educators and Leaders

<https://practices.learningaccelerator.org/insights?topic=tl-a-one-thing>

When poll is active, respond at [PolleEv.com/tlapoll](https://PolleEv.com/tlapoll)

Text **TLAPOLL** to **22333** once to join

# Remote learning is ineffective

True

False

Not sure



“In the history of educational technology research, it is **well established that technology as a delivery mechanism (e.g., whether something is online or face-to-face) has no direct impact on student learning outcomes.**”

(Ahn, 2017)



## However, implementation matters significantly.

In “studies in which online learning and face-to-face instruction were described as identical or nearly so [...] **Effects were larger [...] when the curricular materials and instruction varied between the online and face-to-face conditions.**” (Means et al, 2013)

**“Different approaches to remote learning suit different tasks and types of content.”**  
(Education Endowment Foundation, 2020)

“The overall learning experience was **not as good for remote students as it was for face-to-face ones when teachers just lectured.**” (Gilles, 2008)

“Students need to make decisions about and to exercise control over their learning activities in terms of pace, depth, and coverage of the content, type of media accessed, and time spent on studying. Thus, **the dimension of learner control also becomes an important part of students’ readiness.**” (Stansfield, McLellan, & Connolly, 2004)

“Online schools – in its current form as a largely independent learning experience – are not effective for K–12 learners. Instead, **learners still need the presence of teachers, mentors, or peers to help them through the learning process.**” (Ahn, 2017)



## In other words, remote learning isn't worse. It's different.

Working remotely with students poses new challenges – but also new benefits.

The best practices *blend* modalities to enable new opportunities. For example:

- Personalized pathways and individual support
- Increased collaboration
- Development of self-direction
- Opportunities to improve interaction for students with special needs (e.g., learning differences)



As educators, **our challenge is to figure out how to deliver on the opportunity of remote learning.** To do this, we must design and deliver in ways that optimize the benefits and mitigate potential risks associated with it.

**Let's dig in!**





## ANALOG

Not tech-dependent, offline

For example:

- Printed materials
- Assigning work for students to complete independently
- Working together through other means like phone calls, etc.
- In-person connections (if possible)



## DIGITAL

Dependent on tech, perhaps online

For example:

- Working online together and independently (one-to-one, groups, tutorials)
- Learning a skill and practicing with an online tool
- Collaborating digitally on a work product
- Using a learning management system





## ASYNCHRONOUS

Individually, directed/regulated by learner

- Via variety of modalities (e.g., readings, videos, discussion boards)
- Offers flexible pacing and location (helpful for students who need more time, want to re-review)
- Can be more time-effective, efficient, and can accommodate home schedules
- More limited interpersonal actions, can feel isolating for some and empowering for others
- Learning highly dependent on motivation and self-direction of learner



## SYNCHRONOUS

Real-time, learners work together

- Via any tool that allows learners to interact at the same time – e.g., webinar, virtual classroom, phone
- Collaborative, with feedback that can happen immediately (helpful for youngest learners or those needing real-time support)
- When students are engaged, can offer high levels of interaction with facilitator and other learners
- Schedule/time-dependent
- Can lack individual attention, flexibility
- Session quality highly dependent on skills of the facilitator to manage and instruct



## Synchronous

[This is not remote learning.]

*Virtual class session*

*Small groups collaborating on video call*

*Text-based discussion at set time (in shared document, board)*

*Phone check in*

**Analog**

*Working on printed materials*

*Reading a book*

*Creating a physical work product  
(handwriting, art, movement/exercise)*

*Conducting an observation or experiment*

**Digital**

*Watching a pre-recorded video*

*Providing feedback to a peer*

*Working through a playlist of materials and tasks*

*Practicing independently*

**Asynchronous**



These **modalities** (analog, digital; asynchronous, synchronous) **are the building blocks** for creating students' remote instructional experiences.

Like in any in-person learning experience, teachers need to **match the modality to their objectives, as well as context** (student need, engagement, content, and level).

**The best approaches will blend them.**



TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<i>*Complete on your own each day</i>	-15 minutes of Istation Reading Lesson -1 Zearn Digital Lesson -Science Fusion or Social Studies Lesson	-15 minutes of Istation Reading Lesson -1 Zearn Digital Lesson -Science Fusion or Social Studies Lesson	-15 minutes of Istation Reading Lesson -1 Zearn Digital Lesson -Science Fusion or Social Studies Lesson	-15 minutes of Istation Reading Lesson -1 Zearn Digital Lesson -Science Fusion or Social Studies Lesson	
8:00-8:15	All Staff Morning Huddle via Zoom	All Staff Morning Huddle via Zoom	All Staff Morning Huddle via Zoom	All Staff Morning Huddle via Zoom	
8:15-8:30					
8:30-9:00	Respond to student/parent email and questions	Respond to student/parent email and questions	Respond to student/parent email and questions	Respond to student/parent email and questions	Respond to student/parent email and questions
9:00-9:30 <i>Live Lesson</i>	ELA Guided Reading: Group A	ELA Intervention (assigned based on student needs)	ELA Guided Reading: Group A	ELA Intervention (assigned based on student needs)	Caring Connections /Flip
9:30-9:45	Istation Reading	Istation Reading	Istation Reading	Istation Reading	
9:45-10:15 <i>Live Lesson</i>	ELA Guided Reading: Group B	ELA Intervention (assigned based on student needs)	ELA Guided Reading: Group B	ELA Intervention (assigned based on student needs)	
10:15-10:30					
10:30-11:00 <i>Live Lesson</i>	*Optional ELA Group C		*Optional ELA Group C		Office Hours (student and parent help via Zoom )
11:00-11:30	Zearn Digital Math Lesson	Zearn Digital Math Lesson	Zearn Digital Math Lesson	Zearn Digital Math Lesson	
11:30-12:00 <i>Lesson</i>	Math Intervention (assigned based on student needs)	Math Group A	Math Intervention (assigned based on student needs)	Math Group A	
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch

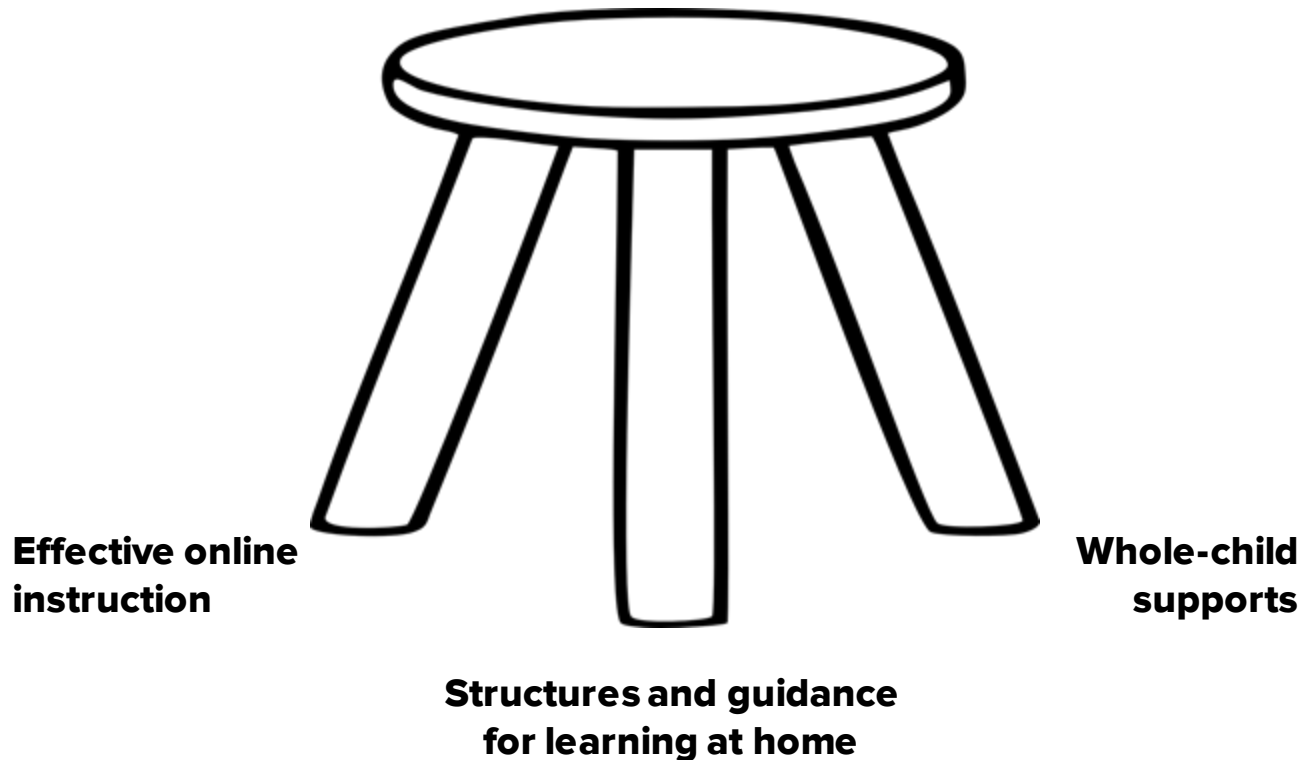
Teacher-led working groups (synchronous)

Recorded sessions (asynchronous)

Student-directed learning (independent)



# What supports effective remote learning?



# 1. Effective Online Instruction

**Remote educating is, first and foremost, about the creation of powerful learning experiences for students.**

We'll be deeply tackling specific remote instructional *practices* (i.e., instructional moves and strategies) in Module B of this training series.

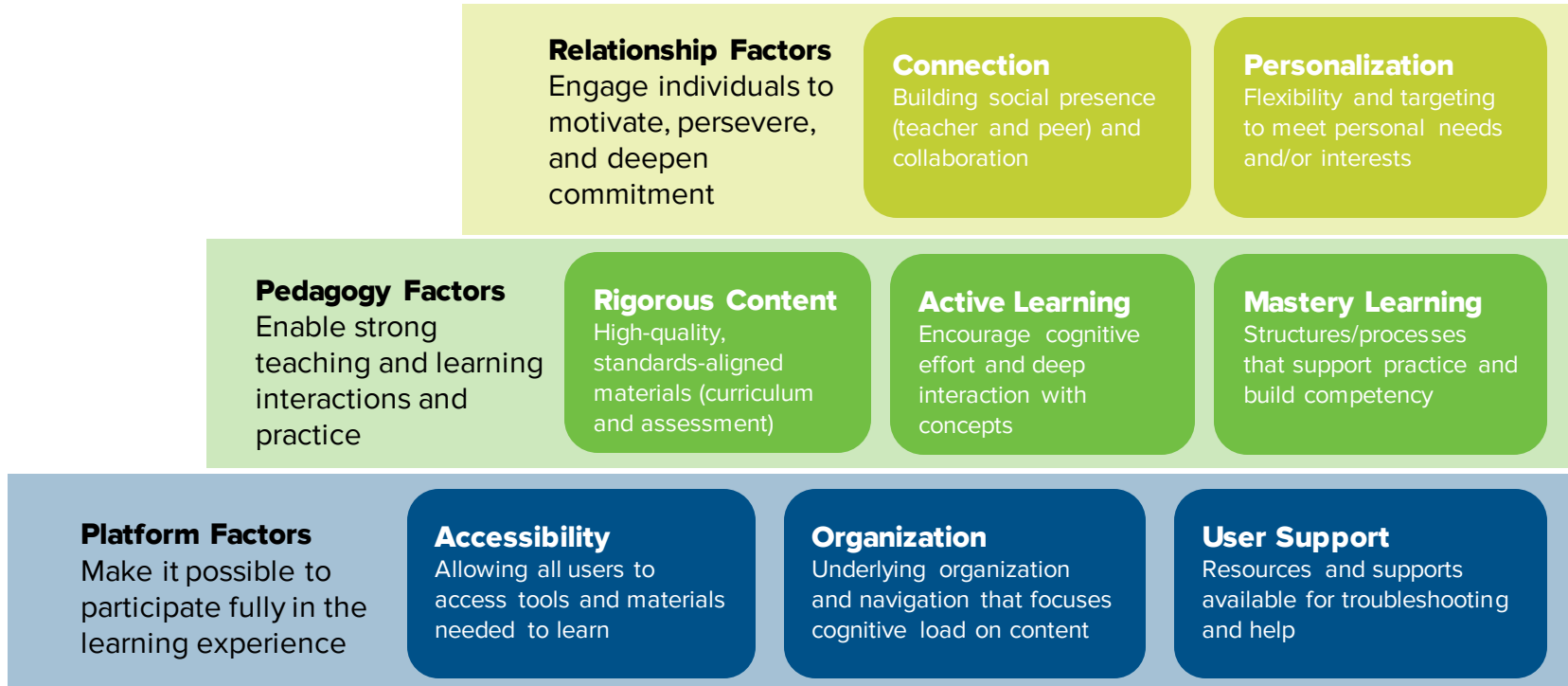
Today we will:

- Explore what we know from the research about the **design of online instruction**
- Ask you to **consider how these design factors fit into your instructional vision**



# Constructing a Coherent Vision:

## Design Factors that Influence Online/Remote Instruction



# Questions to Ask as You Consider Your School's Vision and Plan

## Platform

- Do all of our students have **universal access** (physical and cognitive) to tools?
- Are the platforms and materials we selected **easy to navigate**?
- Do we have **common norms for organizing content and features** across classrooms? How much time are students spending navigating vs. learning?
- Are we providing **adequate training**?
- Do students **know where and how to get support**?

## Pedagogy

- Do our current **materials work well in digital formats**? Are they **aligned to standards and interoperable** with each other?
- Do **formats encourage students to engage** in activities like activating prior knowledge, retrieval, reflection, connection-making, discourse?
- How are we **assessing mastery** and offering opportunities for **deliberate practice with feedback**?
- How are we **delivering targeted interventions and opportunities** for acceleration?

## Relationships

- How are teachers going to build **strong, ongoing presence** with learners?
- How are we building a **sense of community**?
- Are we encouraging **peer engagement** in ways that connect to learning objectives?
- How are we helping students see the **relevance of tasks to their goals**? Are we helping them set goals?
- Can students make (scaffolded, appropriate) **choices to build agency**?



## 2. Setting Up Structures and Guidance for Learning at Home

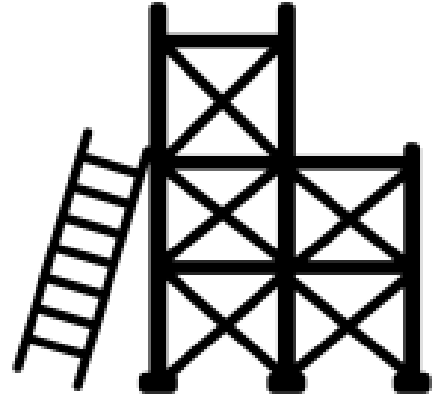
**Remote learning, whether synchronous or asynchronous, relies on learners to exert greater self-regulation and direction.**

Research suggests effective self-direction is a complex process that requires learners to:

- Understand their own needs
- Establish and monitor progress towards goals
- Identify resources (human and material) for learning
- Choose appropriate and effective strategies

Further, capacity to do this likely depends on domain and beliefs. In other words, the ability to exert control is *not* universal across subjects and environments.

**How can we proactively support students to be independent learners?**



# Helping Students Build Skills

- Set and model **clear expectations and norms** for engagement and communication
- **Give students parameters** around how to:
  - Set up a good workspace
  - Organize a daily schedule to manage time and tasks effectively
  - Identify where to look for tasks, when they are due, and what they should look like
- Provide students with **concrete strategies for help-seeking**
  - Example: [3 Before Me](#) - Students check with three different people before reaching out to the teacher in order to build problem-solving and critical-thinking skills
- Encourage **self-reflection and goal-setting**
  - Example: Setting [SMART Goals](#) enables students to both set goals and identify how to achieve them
- **Engage parents as partners** by communicating early and often



### 3. Supports for the Whole Child

**Powerful academic teaching and learning require support across other domains of student learning and development.**

This has always been true, but is even more so given closures and pandemic.

Strategies vary, but include:

- **Understanding needs.** How might we obtain data on student learning and needs in domains beyond academics?
- **Adopting practices.** Where might we provide coaching and support directly (i.e., decide to formally and consistently integrate into our remote engagement with students)?
- **Finding partners.** How might we connect students to external resources?



Ask students, families about wellbeing

Provide calming/centering strategies

Develop a list of referral/community supports

Model personal, emotional check-ins and sharing

Partner with a content/enrichment provider

Encourage “brain breaks,” movement

Engage in 1:1 advising to set and develop strategies to meet goals

Proactively ask about/offer accommodations

Offer opportunities for self-reflection, dialogue re: intersection of identity and content



## Independent Learning Time: Individually Reflect and Explore

### How great are you at self-directed learning? Time to find out!

- Use the [resource guide](#) to explore a “playlist” of resources focused on the domain of support you identified:
  - Remote Instruction
  - Independent Learning
  - Whole-Child Supports
- Identify **ONE**:
  - Strategy or idea that you can see putting into action
  - “A-ha!”
  - Question you still have
- Be prepared to share with your small group



<https://bit.ly/TXResourceGuide>



## Small-Group Exploration

In each small group, you will share your name, role, and ONE of the following:

- 1 resource you found interesting and/or want to revisit and apply
- 1 “a-ha!”
- 1 question you still have

Each group will then identify one participant to share ONE common thought, wondering, resource, etc. in the chat when you return.



## Whole Group Sharing: Any volunteers?? (10)

We would love to use the collective group to jig-saw/popcorn our learning together. If you would like to share please **unmute**, **turn your video on**, **say your name, role, and ONE of the following**:

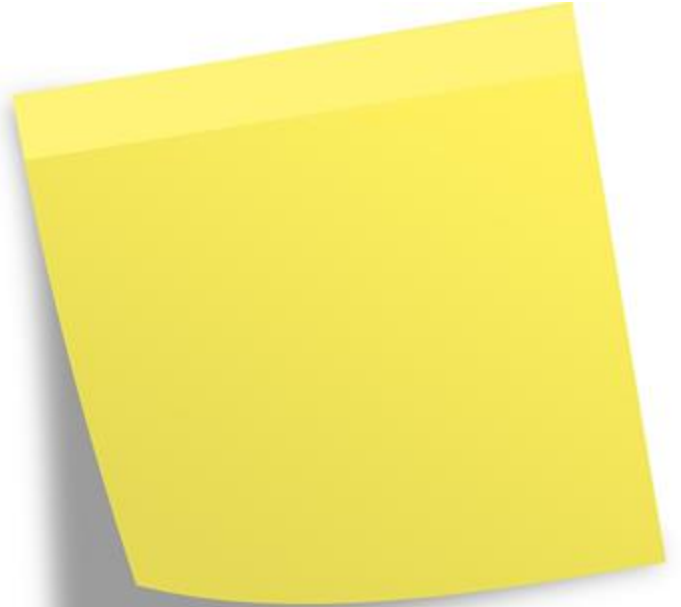
- 1 resource you found interesting and/or want to revisit and apply (**please chat the link the the chat box**)
- 1 “a-ha!”
- 1 question you still have

*If you are sharing a resource please either share the title or the link in the chat.*



## Post-It Promise

- What is one thing you promise to apply to your work next week, next month, etc.?
- Share via chat!



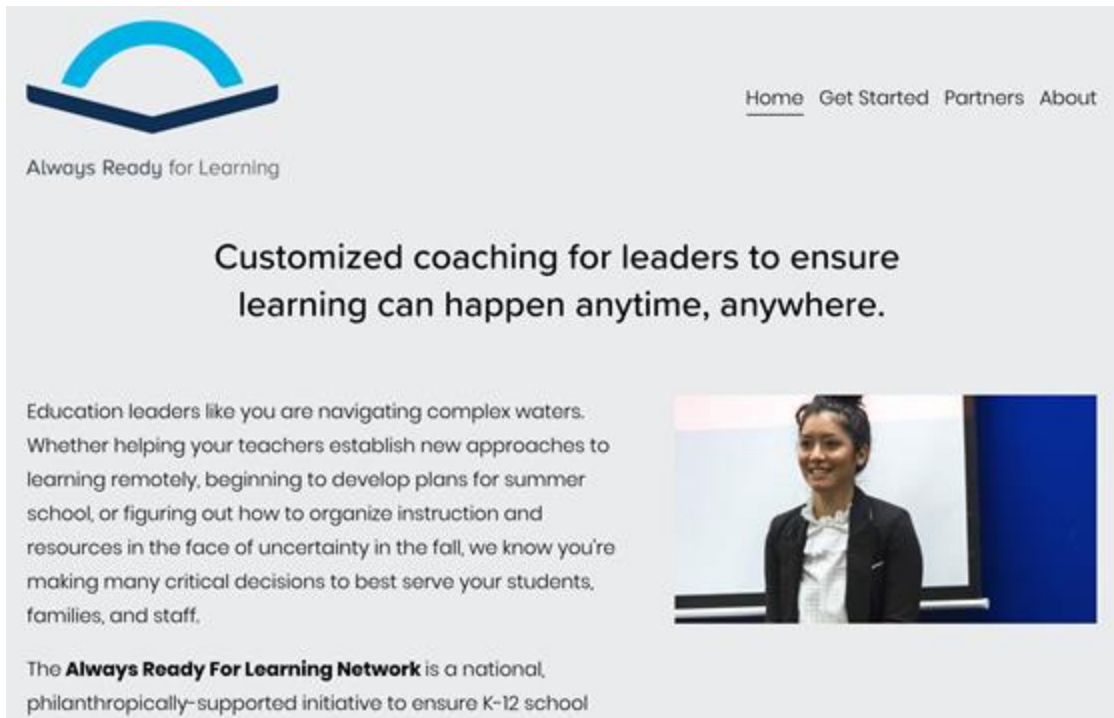


# Free Resources for Your Work

## COVID-19 Response Support

[alwaysreadyforlearning.org](https://alwaysreadyforlearning.org)

Pro bono coaching for K-12 leaders



The screenshot shows the homepage of the Always Ready for Learning website. At the top left is the logo, which consists of a blue arch over a dark blue V-shape. Below the logo is the text "Always Ready for Learning". In the top right corner, there is a navigation menu with links for "Home", "Get Started", "Partners", and "About". The main heading in the center reads "Customized coaching for leaders to ensure learning can happen anytime, anywhere." Below this heading is a paragraph of text: "Education leaders like you are navigating complex waters. Whether helping your teachers establish new approaches to learning remotely, beginning to develop plans for summer school, or figuring out how to organize instruction and resources in the face of uncertainty in the fall, we know you're making many critical decisions to best serve your students, families, and staff." To the right of this text is a photograph of a woman with dark hair, wearing a dark blazer over a white shirt, smiling. At the bottom of the page, there is another paragraph: "The **Always Ready For Learning Network** is a national, philanthropically-supported initiative to ensure K-12 school".



# Acknowledgments

This presentation was created by the The Learning Accelerator (TLA) team in July 2020 for the Texas Education Agency (TEA). For further information please contact Juliana at [juliana.finegan@learningaccelerator.org](mailto:juliana.finegan@learningaccelerator.org)

For further information about The Learning Accelerator, please visit [www.learningaccelerator.org](http://www.learningaccelerator.org)

