

# The Learning Accelerator



## **MODULE C: Building Staff Capacity Remotely**

TEA Remote Learning Sessions  
July/August 2020

# An Overview of the 3 Modules

| MODULE A   | MODULE B  | MODULE C  |
|--|---|---|
| <p data-bbox="59 232 618 268"><b>Introduction to Remote Learning</b></p> <p data-bbox="59 325 598 437"><b>Understand how to set up a vision and structures for remote learning implementation and success.</b></p> <p data-bbox="59 450 253 478">Leaders will:</p> <ul data-bbox="92 492 604 816" style="list-style-type: none"><li data-bbox="92 492 604 609">● Understand what remote learning is and clarify key terms and approaches</li><li data-bbox="92 618 604 734">● Explore what the research base says about components that drive quality and efficacy</li><li data-bbox="92 743 604 816">● Identify starting points for implementation.</li></ul> | <p data-bbox="676 232 1134 312"><b>Driving Remote Instruction Quality and Improvement</b></p> <p data-bbox="676 369 1161 481"><b>Explore drivers for effective, rigorous, and equitable remote instruction.</b> Leaders will:</p> <ul data-bbox="709 492 1240 823" style="list-style-type: none"><li data-bbox="709 492 1240 609">● Develop a deeper understanding of remote instructional quality</li><li data-bbox="709 618 1240 778">● Explore key strategies such as assessing mastery and executing data-driven personalization</li><li data-bbox="709 787 1240 823">● Align leadership team support</li></ul> | <p data-bbox="1292 232 1856 268"><b>Building Staff Capacity Remotely</b></p> <p data-bbox="1292 325 1860 437"><b>Understand how to implement remote, site-level professional learning to support teacher success.</b></p> <p data-bbox="1292 450 1485 478">Leaders will:</p> <ul data-bbox="1325 492 1818 816" style="list-style-type: none"><li data-bbox="1325 492 1818 565">● Understand drivers for high-quality adult online learning</li><li data-bbox="1325 574 1818 734">● Identify critical educator competencies needed for implementing remote instruction</li><li data-bbox="1325 743 1818 816">● Develop an action plan for educator learning.</li></ul> |



# Session Objectives

- Explore the research-base on and specific strategies for **executing effective adult online learning**.
- Translate theory to action through **four key steps to implement effective school-level professional development** that is personalized to individual teacher needs.
- **Identify at least one strategy to immediately apply** to your current work, plus additional strategies to consider for future growth.
- **Experience remote learning** with varied modalities to offer reflection points and ideas for future actions.



# Agenda

| TIME       | TOPIC   |
|------------|---|
| 10 minutes | <b>Warm-up &amp; Welcome</b>  |
| 20 minutes | <b>Personalized PD:</b> <ul style="list-style-type: none"><li>● Where to start? Four key steps</li><li>● Six quality drivers for effective adult learning</li></ul> |
| 12 minutes | <b>Exploration:</b> Asynchronous, independent learning time   |
| 20 minutes | <b>Small Group:</b> Sharing and discussion  |
| 8 minutes  | <b>Closing:</b> <ul style="list-style-type: none"><li>● Post-It Promise</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.**

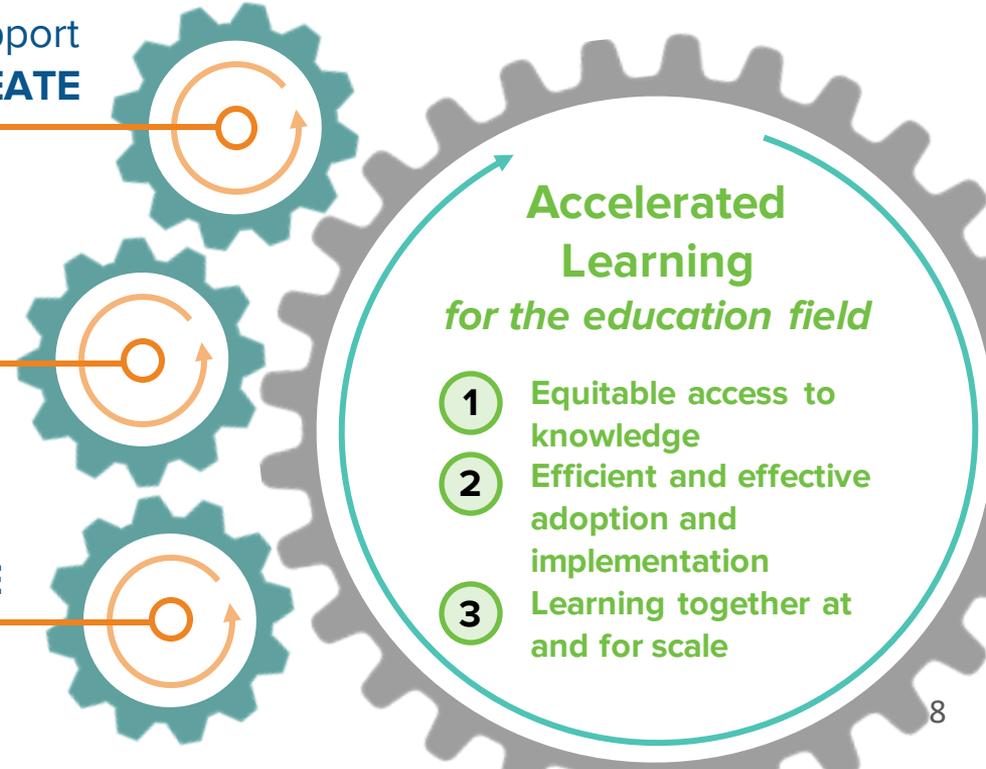


# TLA serves as a learning engine for the education field to spark movement on shared problems of practice.

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

Fostering communities to **CONNECT**

Building collective capacity to **SHARE**



# 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!).

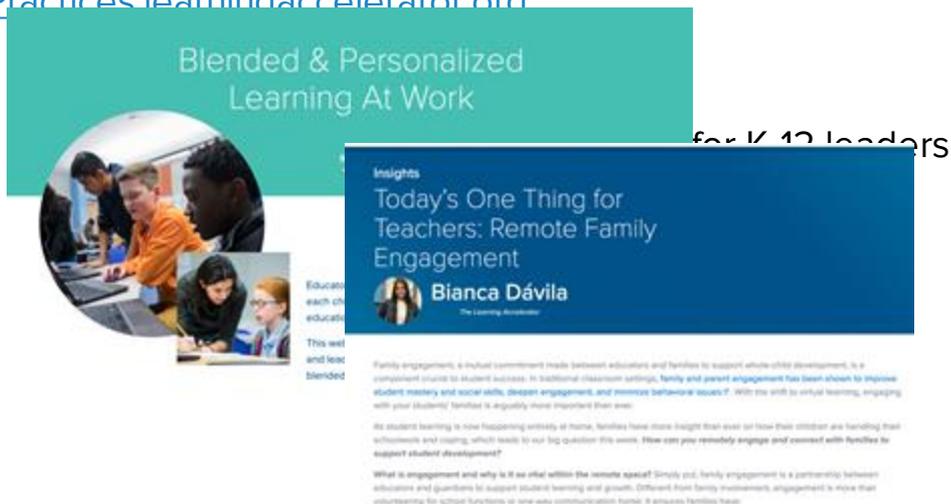


# Free Resources for Your Work

## Guidance and Resources for Your Work Response Support

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

COVID-19



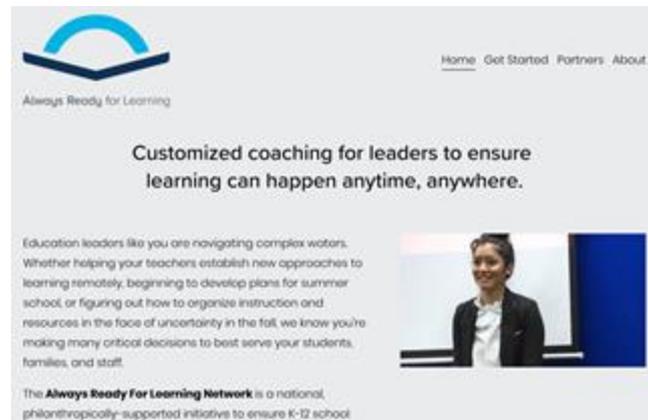
Blended & Personalized Learning At Work for K-12 Leaders

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 coping, 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 anxious families' perspective.



Always Ready for Learning

Home | Get Started | Partners | About

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>

# The PD Challenge

- Educators are trying to adjust rapidly to new remote learning models
- Most have not experienced remote and/or blended, competency-based learning in their own education backgrounds

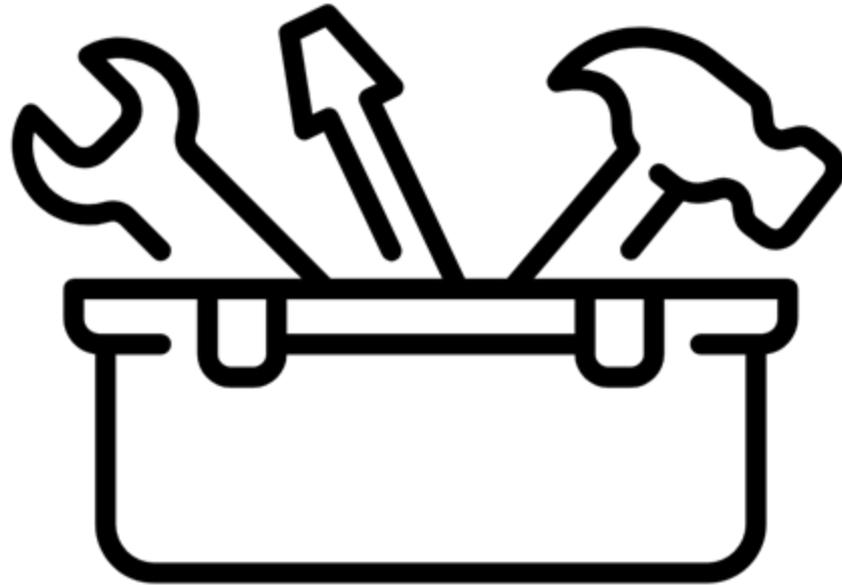
**So, how can we help them develop the competencies we need to be successful?**

- *Modeling:* We learn the work by doing the work
- *Personalizing:* Meeting teachers where they are in their comfort and learning

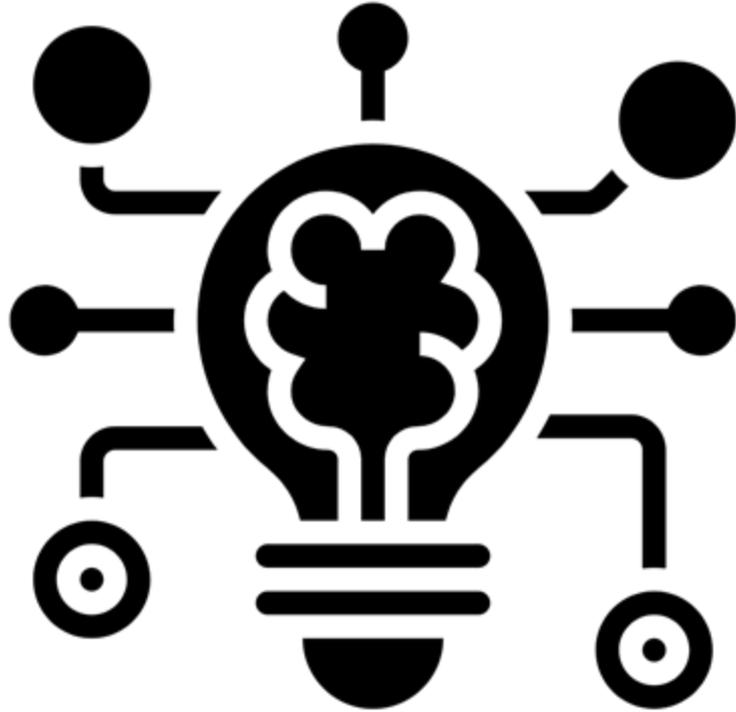
**Our approaches to training and development MUST replicate what we're asking teachers to implement in their “classrooms.”**



# Big Goal



# Essential Grounding: What is good adult learning?



# Questions to Ask Yourself as We Explore

**1. Online PD Design:**

What does remote PD currently look like at your school?

**1. Competencies:**

Have you identified competencies that include the skills your teachers need to be successful within the remote space?

**1. Assessment:**

How do you help teachers reflect on and assess their skills and readiness?

**1. Personalization:**

How do you currently target training for what teachers individually need?



# How do you learn best?

In the **chat share ONE** of the following:

1. One way you **learn best**
2. One **platform** that you have had success learning on and why
3. One of your favorite **online learning experiences** and why



# PD Design: What drives quality of an online learning experience?

*Motivating factors that deepen commitment and outcomes*



*Essential for high-quality learning experiences that translate to change*



*Enables baseline engagement*



# Making This Concrete

|                               |   |
|-------------------------------|---|
| <b>Platform Quality</b>       | Have I selected an easy-to use tool and/or platform? Can my teachers actually use it and find support when needed?  |
| <b>Rigorous Content Focus</b> | Do I have good content that educators can dig into, and is aligned to the competencies? Can it be adapted to ensure it is relevant to multiple contexts?                                  |
| <b>Active Learning</b>        | How will I keep educators engaged and collaborating? Polls? Reflection prompts? How can they show their mastery in active ways?   |
| <b>Mastery Learning</b>       | Am I offering feedback that helps educators keep working towards mastery? Can they practice? How will they know they are ready to move to the next “phase” or content topic?              |
| <b>Connection</b>             | How am I personally connecting with my educators? (In time, but also out?) How am I helping educators connect with each other?  |
| <b>Personalization</b>        | How am I helping educators to see relevance and set concrete and attainable goals around competency mastery? How am I offering options for choice around content and learning experience? |

**Systems:** Aligning PD efforts to meet the unique needs of educators



# Four Critical Steps for Moving to a Personalized PD Approach



# Four Critical Steps for Moving to a Personalized PD Approach



# Step 1: Define Competencies

**Competencies = mindsets, qualities, and skills educators need to successfully reach the vision you have for remote learning.**

Things to think about **before** identifying competencies...

- When rolling out new technology-enabled approaches, our tendency is to focus on technology implementation – this is a mistake!
- **We're asking teachers to make big shifts**, using new tools and working in new ways while also translating current effective instructional practices, so what skills do they need to **not just use the tool but implement it effectively?**
- We need to move away from just “tech training” to **sharing and understanding the essential plays and practices into which technology fits**, as well as how to implement it effectively and strategically.



## Example 1: Competency Framework - Notice the 3 parts!



# Example 2: Dallas ISD Extended Coaching Rubric

(Access the [entire rubric](#))

| Personalized LEARNING Extended Coaching Rubric                                  |   |  |  |   |               |
|---|---|--|--|---|---------------|
|   | Beginning   | Developing   | Practicing   | Achieving   | TEI           |
| Assessment and Data   | <b>Data Driven Instruction</b>  |  |  |   |               |
|   | A <b>singular source</b> of academic data drives instructional decision-making.1                            | <b>Multiple sources</b> of academic data drive instructional decision-making.  | Multiple sources of academic and <b>non-academic</b> data used together <b>sometimes</b> drive instructional decision-making.      | Multiple sources of academic and non-academic data used together <b>always</b> drive instructional decision-making.                   | 1.2, 1.4, 2.4 |
|   | <b>Student Feedback</b>   |  |  |   |               |
|   | <b>Students receive feedback</b> from teachers in order to improve.   | Students receive <b>specific</b> feedback from teachers and <b>occasionally peers</b> in order to improve.   | Students receive <b>timely</b> and specific feedback from <b>both teachers and peers</b> in order to improve.                      | Students receive timely, <b>frequent</b> , and specific feedback from both teachers and peers in order to improve.                    | 2.2, 2.3      |
|   | <b>Authentic Assessment</b>   |  |  |   |               |
|   | Students demonstrate learning through formative and summative assessments that tend to be <b>unvaried</b> . | Students demonstrate learning through formative and summative assessments that are <b>varied</b> , but assessments may be <b>generic</b> and/or <b>inauthentic</b> . | Students demonstrate learning through formative and summative assessments that are varied, <b>relevant</b> , and <b>rigorous</b> . | Students demonstrate learning through formative and summative assessments that are varied, <b>authentic</b> , relevant, and rigorous. | 1.3, 2.2      |
| <b>Choice in Assessment</b>   |   |  |  |   |               |
| Students have <b>one way</b> and <b>one opportunity</b> to demonstrate mastery. | Students have one way and <b>multiple opportunities</b> to demonstrate mastery.                             | Students <b>sometimes</b> have multiple opportunities and ways to demonstrate mastery.   | Students <b>regularly</b> have multiple opportunities to demonstrate mastery and choice in the way they submit.                    | 1.2, 1.3, 2.2   |               |

Each competency on the Dallas ISD rubric covers **four phases** to ensure multiple entry points and personalized support.



# Four Critical Steps for Moving to a Personalized PD Approach



## Step 2: Reflect and Assess

We must strive to **know** and **empower** our adult learners to...

- Define what competency **looks like in action**, what evidence of mastery looks like
- Formally and informally determine:
  - Opportunities for learner **self assessment/reflection**
  - Alignment of **observations and look-fors**
- **Support and learn** from each other

**Big question:** How does this look in the remote space?



## Example 1: Reflection Rubric for iNACOL Competencies

### TLA-- Blended Educator Competency Framework Self Assessment

Directions: For each competency, think about your teachers' existing strengths and weaknesses as well as the supports you are positioned to provide. Select the category description you think fits best and make a few notes.

| Domain  | Competency                                 | Assessment Category  |  |  |
|---|--|--|--|--|
|   |  | Gap  | Developing   | Strength   |
|   |  | <i>This is a challenge area for us. We haven't really considered this yet. (And/Or) We are just beginning to think about how to help our teachers grow here.</i> | <i>We have begun to tackle creating supports here. (And/Or) Our existing staff seem to be strong here, but we may need to create more system supports.</i> | <i>We have good supports and alignment in this area.</i> |
| <b>Mindsets</b>   | New Vision for Teaching and Learning       |  |  |  |
| <i>Core values or beliefs that guide an individual's thinking, behaviors, and actions, and that align with goals of educational change and mission.</i> | Orientation Towards Change and Improvement |  |  |  |
| <b>Characteristics</b>  | Grit                                       |  |  |  |
| <i>Personal characteristics and patterns of behavior that help make the transition to new ways of teaching and learning.</i>                            | Transparency                               |  |  |  |
|   | Collaboration                              |  |  |  |



## Example 2: Dallas ISD Look-Fors

### Assessment and Data Phase 1

| Data Driven Instruction (TEI Alignment 1.2, 1.4, 2.4)  |   |   |   |
|--|---|---|---|
| Beginning  | Developing  | Practicing  | Achieving   |
| A <b>singular source</b> of academic data drives instructional decision-making. <sup>1</sup>   | <b>Multiple sources</b> of academic data drive instructional decision-making. | Multiple sources of academic and <b>non-academic</b> data used together <b>sometimes</b> drive instructional decision-making. | Multiple sources of academic and non-academic data used together <b>always</b> drive instructional decision-making. |
| <sup>1</sup> Instructional decision-making happens through the execution of the Data-Driven Instruction Cycle as defined in Driven by Data, Paul Bambrick-Santoyo.<br>Alignment to TEI as of 09/2019 |   |   |   |

Dallas ISD has also shared “**Look-Fors**” for each phase, aimed at measuring mastery through observation



#### “Look-Fors” During Observation

**Remember:** *The most helpful part of the observation is not checking off items, but the conversations and reflections that happen after the visit.*

#### Beginning/ Developing

- Learner Profile includes previous years’ performance on state assessments and may include limited information from other academic sources. There is no evidence that non-academic data sources are being used to inform instruction e.g. interest surveys, career/aspirational surveys, etc.
- **Teachers may not consistently share formative and summative assessment data** with individual students.
- On lesson plans, there is **no evidence of data to inform instructional decision-making**.
- When giving instructions, introducing activities, facilitating small groups, etc., the teacher does not provide a rationale for her decision using data.
- **Students are not able to articulate a rationale for their current task** that is grounded in data. E.g. “I’m working on

#### Practicing/ Achieving

- Learner Profile includes **multiple sources of data**, such as diagnostic assessments, NWEA’s MAP, state assessments, adaptive software/digital content reports, career/aspirational surveys, personality tests, parent surveys, learning style inventories, etc.
- **Data sources are regularly and consistently refreshed/updated** to reflect the latest information about a student.
- **Students have access to** individual formative and summative assessment **data**.
- On lesson plans, **teachers tag the instructional decision with the source of data** that informed that decision (e.g., small group lessons).
- When giving instructions, introducing activities, facilitating small groups, etc., **the teacher provides a rationale for her**



# Four Critical Steps for Moving to a Personalized PD Approach



## Step 3: Offer Personalized Supports

Execute on delivery of differentiated and personalized supports to...

- Help teachers **experience remote/blended learning** and competency-based learning *as learners themselves* - and connect that experience to their **remote implementation**
- **Align supports to competencies** with a focus on individual need
- Offer **different modalities, choice** around types of learning experiences
- Engage educators to learn **together**
- Continually **assess learning** in real time as you go

### Consider choice around:

1. What
2. Where
3. How
4. When



# Example 1: Highlander Institute Flex Tech Training BINGO

LINCOLN PD - Google Playground - Bingocard

## PLAYGROUND: EXPLORING TECH TOOLS

|   | B  | I   | N  | G  | O   |
|---|--|---|--|--|---|
| 1 | <p>Develop at least 3 Classroom expectations (norms) as they relate to technology and your setting.. Create a document listing them.</p> <p><a href="#">Tools for Productivity</a></p> | <p>Develop a playlist using BlendSpace</p> <p><a href="#">Tools for Self Directed Learning</a></p>  | <p>Set up a Remind 101 Account to keep in touch with your students. Explore classroom applications.</p> <p><a href="#">Tools for Productivity</a></p>  | <p>Develop a playlist of at least 5 resources in a GoogleDoc with hyperlinks</p> <p><a href="#">Tools for Self Directed Learning</a></p>       | <p>Create a Calendar in Google Calendar and add 3 dates to it</p> <p><a href="#">Tools for Productivity</a></p>   |
| 2 | <p>Explore the basic functions of your Chromebook</p> <p><a href="#">Google Apps 101</a></p>   | <p>Create an exit slip for your class using GoogleForms</p> <p><a href="#">Tools for Assessment</a></p>                                     | <p>Develop at least 3 Classroom expectations (norms) as they relate to technology. Create an audioclip using Vocaroo or Audioboo to explain them.</p> <p><a href="#">Tools for Collaboration</a></p> | <p>Record a brief explanation using Sceencastify and post it into your GoogleDrive</p> <p><a href="#">Tools for Self Directed Learning</a></p> | <p><i>Organize your files in Drive. Create a 2015-2016 PD folder. Take before and after screenshots</i></p> <p><a href="#">Tools for Productivity</a></p>   |
| 3 | <p>Open a Google Hangout with 2 colleagues. Take a screenshot of the hangout.</p> <p><a href="#">Tools for Collaboration</a></p>   | <p>Explore Content Related Google AddOns/ Extensions and install 2 on your GoogleDrive</p> <p><a href="#">Tools for Deeper Learning</a></p> | <p><b>CREATE GOOGLE CLASSROOMS FOR ALL OF YOUR SECTIONS. Post at least 1 assignment</b></p> <p><a href="#">Google Classroom</a></p>  | <p>Create a survey to collect info about your students using <i>Google Forms</i></p> <p><a href="#">Tools for Assessment</a></p>               | <p>Record yourself sharing your Classroom expectations (norms) as they relate to technology using <i>Sceencastify</i> and Post to <i>YouTube</i></p> <p><a href="#">Tools for Collaboration</a></p> |



# Example 2: Dallas ISD PL Cruise PD Experience



WAYFINDING  
WATERFALLS

8:30- 8:50

WELCOME • ORIENTATION

Auditorium

9:00-9:55 ASSESSMENT • DATA SESSION

## Share Your Learning Through Authentic Assessments

**Room 134** with Jason Broussard  
Become part of a national movement to transform schools into places where students can communicate, collaborate and contribute. Participants will be introduced to tools to help plan exhibitions, student-led conferences, and presentations of learning. Together, we can empower students to have agency over their learning through authentic assessments and to know that they matter. **[Authentic Assessment]**

## Leveraging G Suite for Student Feedback

**Room 136** with Kristen Waters  
Looking for some new friends to help you provide individual feedback to every student in your class? Look no more! Come learn how to leverage G Suite (Docs, Sheets, Classroom, Keep, and Forms) for feedback. **[Student Feedback]**

## What I Could Do Different!

**Room 127** with Doris Hanson  
Learn why implementing student feedback in your classroom helps students' growth and learning and how to develop "opes and dreams" with your students. **[Student Feedback]**

## Balancing Student Choice and Rigor

**Room 137** with Lauren Acre  
In this session we will talk about strategies for incorporating student choice in demonstrating mastery of a particular content area. We will cover learning goals and building effective rubrics that are specific enough to ensure rigor while also allowing flexibility for your students. **[Choice in Assessment]**

## Pool Deck

**Room 133**  
Feeling slightly overwhelmed, need processing time, or want to start planning? Use this space to take the time to do you!

## Getting the Most out of MAP Data • Reports

**Room 130** with Caren Grossman  
Eliminate the guesswork. Maximize the power of MAP data and reports! Can you identify the ideal level where instruction is most beneficial for each student? The NWEA MAP test is a powerful tool that does the work for you. In this session, we will interpret and apply data from key reports and use data to evaluate academic needs in the classroom. **[Authentic Assessment]**

## Benefits of Offering Students Choice in Assessment

**Room 135** with Neffie Hamblin  
What, if only having one type of assessment is not accurately portraying student knowledge? In this session you will learn strategies to give students the option to choose which type of assessment they can partake in to feel empowered & more engaged in their learning. **[Choice in Assessment]**

## More Than Numbers

**Room 132** with Dorothy Allen  
Students are more than numbers. They are multidimensional and excel in different areas. In this session, participants will identify multiple sources of academic and non-academic data to drive instructional decision-making. Participants will identify and/or create a system to maintain data for instructional decision-making. Students are more than numbers. **[Data Driven Instruction]**

## Off the Wall Data

**Room 131** with Sonroosa Padilla  
Collecting data is essential in the personalized learning classroom. But what happens after? Learn ways to utilize data and put it in the hands of your students. You'll be introduced to data collection strategies and have time to explore some real-world examples of data collection. **[Data Driven Instruction]**

10:00-10:55

CLASSROOM CULTURE SESSION

## Classroom Partnership: It's OUR Home

**Room 131** with Vanessa Rodriguez  
Routines, procurements, and expectations- easy as 1-2-3! Figure out what you need to do first, so students can maximize instructional time and begin to manage the classroom environment. **[Routines and Procedures]**

## Ideas to Reduce Interruptions During Small Group

**Room 130** with Arlene Vargas • Rosaana Calderon  
You are ready for station rotation! Your students are going to love this way of learning, and you are going to love working with your small group of students giving them your undivided attention. Right? Not always. This session will provide strategies to reduce interruptions during small group so that the culture of your classroom is one built on trust and empowerment. **[Routines and Procedures]**

## Growth Mindset, Myself, and My Diverse Classroom

**Room 132** with Liliane de Moraes  
Explore and learn how to apply Growth Mindset for yourself and all your students to ensure a high achieving culture in your classroom no matter who enters your door. **[Growth Mindset]**

## Peer Accountability: Building our Success Together

**Room 135** with Baltazar Benavides  
Education in concert is at its heart about interconnectedness. How might students form the habit of celebrating individual and collective success while maintaining high standards for themselves and their peers? **[Peer Accountability]**

## Pool Deck

**Room 133**  
Feeling slightly overwhelmed, need processing time, or want to start planning? Use this space to take the time to do you!

## Helping Students Harness Purpose Over Pleasure

**Room 134** with Jason Broussard  
With a strong sense of purpose, we flourish: we enjoy a more meaningful life, are healthier and more resilient to setbacks, live more energetically, and feel good about what we've accomplished. This session will provide strategies from Character Lab that will help students harness purpose over pleasure. **[Sense of Purpose]**

## What do I say? Teaching Students to Give IMPACTFUL Feedback

**Room 127** with Lily Ruble • Mile Strange  
How might students hold each other, or themselves, accountable if they don't know what to say? During this session you'll learn ways to teach students how to give feedback and learn some protocols to use in the classroom. **[Peer Accountability]**

## Focusing on Students Strengths

**Room 137** with Lauren Acre  
In this session we will cover strategies you can use to help students get to know themselves as learners so that they can find their place in the classroom. **[Sense of Purpose]**

## Making Growth Mindset Visible

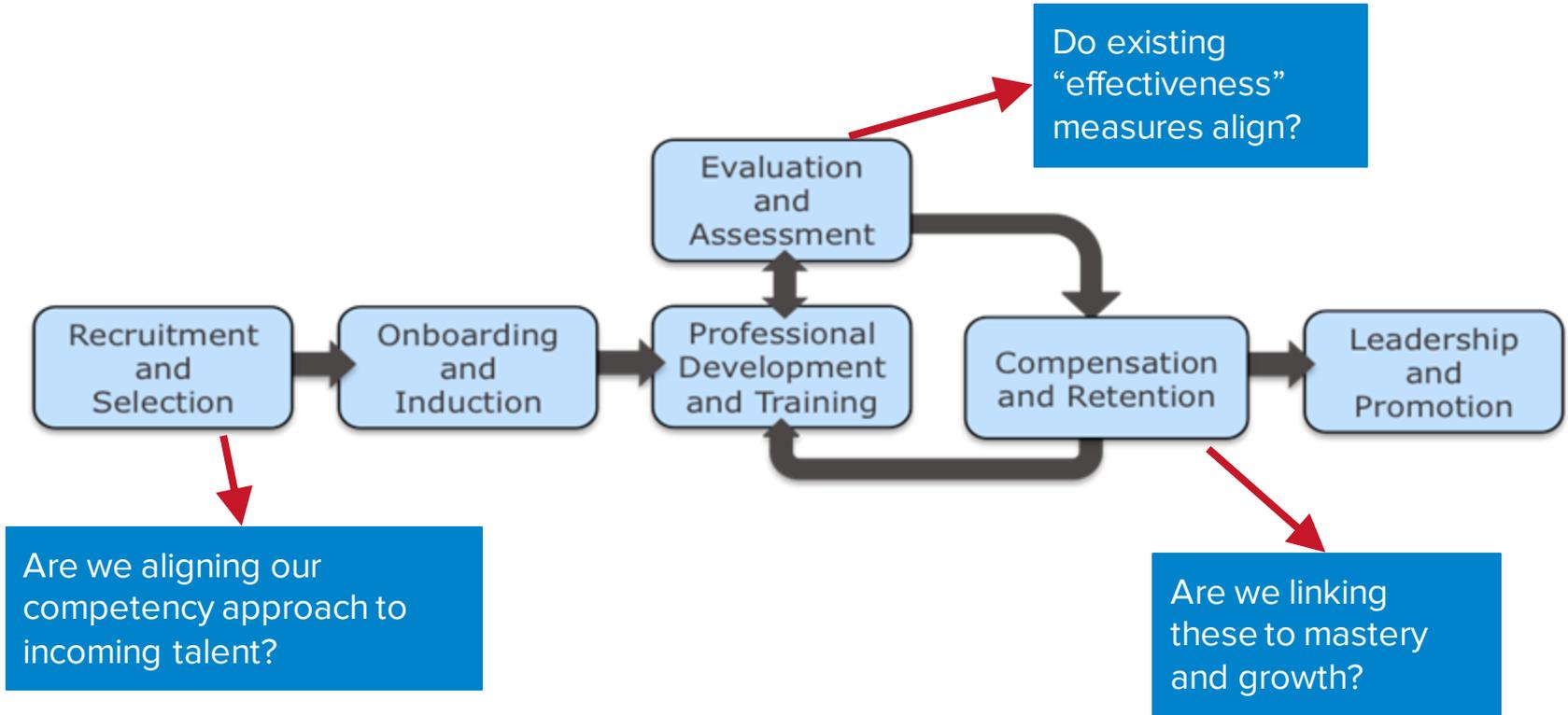
**Room 136** with Kristen Watters  
It's time to reinforce growth mindset by making it come to life for students! Come learn how to praise the process in simple, tangible ways that provide opportunities for everyone in your classroom (you too!) to practice and begin to build positive habits. **[Growth Mindset]**



# Four Critical Steps for Moving to a Personalized PD Approach



## Step 4: Align Systems



## Reflection Time: Where should I start, and which playlist should I explore? Here are some considerations to think about...

- 1. Online PD Design:** What does remote PD currently look like at your school?
  - a. Where can the learning be asynchronous vs. synchronous?
  - b. How can you build flexibility into your PD design to ensure an engaging learning experience for your educators?
  
- 1. Competencies:** Have you crafted updated competencies that cover skills your teachers need to be successful within the remote space?
  - a. What are the competencies you think are most essential to your pedagogical goals and model within the remote space?
  - b. Any initial priorities?
  
- 1. Assessment:** Do you currently encourage teachers to reflect and assess?
  - a. How do you define and identify mastery?
  - b. Is it clear and aligned across all levels?
  
- 1. Personalization:** Based on your assessment, what is your plan of action for training?
  - a. What are the resources you have on hand? What resources will you need to find?
  - b. How will your approach replicate the type of learning you want students to have?



## Independent Learning Time: Reflect, Assess, and Explore

- Explore a “playlist” of resources focused on one of the following PD topics:
  - Competencies
  - Reflect and Assess
  - Personalization
  - Online PD Design
- Fill out the [worksheet](#) and identify ONE of the following to share in your small group:
  - Strategy or idea that you can see putting into action
  - “A-ha!”
  - Question you still have



## 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.*



## Small-Group Exploration

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

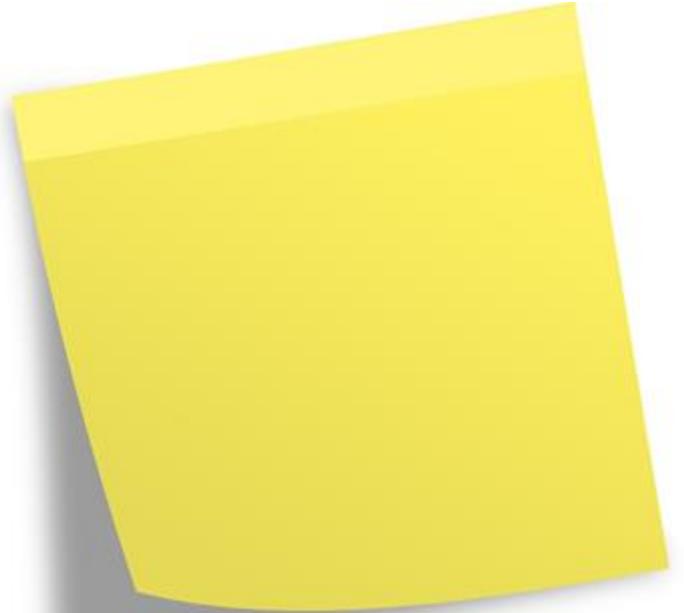
- 1 resource you found interesting and/or want to revisit and apply
- 1 “a-ha!”
- 1 question you still have

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



## Post-It Promise

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



# Acknowledgments

This presentation was created by Juliana Finegan, July 2020.

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



## Appendix: Tools for Remote Learning



## ORGANIZING LEARNING RESOURCES

Learning Management System: These platforms will allow you to **create organizational systems for courses** and allow **teachers to distribute and collect work** as well as communicate with students.

## ASYNCHRONOUS LEARNING

To provide opportunities for students to learn and practice asynchronously, you may need tools for video recording, access to digital and analog curriculum tools (e.g., readings, worksheets, playlists), and other learning resources that allow students to be self-directed.

## SYNCHRONOUS LEARNING

For synchronous learning, access to video conferencing tools will be helpful. Students that do not have access to technology might use the telephone.

## COMMUNICATION LOOPS

Remote learning requires consistent communication to multiple audiences (i.e., teachers, families, students), and each group may need different tools. Most LMS platforms can help support this need, but other channels may be effective as well, like websites, social media, and the phone.

## COLLECTING DATA

Often, learning management systems will allow you to collect data on a range of metrics like coursework completion, attendance, and quality of student work.

## SOCIAL INTERACTIONS

Remote learning is an opportunity to help students build prosocial skills for an online/virtual setting. There are multiple options that support student-to-student social interactions that can be facilitated by teachers and adults which allow students to keep connections with classmates strong.

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# Blended & Personalized Learning Free Resources



# TLA's Blended & Personalized Learning at Work



Learn  
about blended  
learning



See  
schools in  
action



Explore  
strategies to  
implement



Extend  
your professional  
learning

## Blended & Personalized Learning At Work

Begin  
▼



Blended learning is a key mechanism for ensuring each child in America receives an effective, equitable, and engaging education that is personalized, informed by data, and mastery-based.

This website is a library of free and open resources to connect educators and leaders with the knowledge, tools, and networks they need to transform K-12 education.

- 12 schools showcased
- Over 200 concrete strategies focused on classroom practices, human capacity/PD, measurement, and conditions
- ALL for FREE!



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What is Blended Learning?



Why make the shift?



What does it take to  
implement and scale?

## Learning At Work

Blended learning is a key mechanism for ensuring each child in America receives an effective, equitable, and engaging education that is personalized, informed by data, and mastery-based.

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# TLA's Blended & Personalized Learning at Work

The screenshot displays the TLA website interface. At the top, there are four navigation buttons: "Learn about blended learning" (with a cube icon), "See schools in action" (with an eye icon, circled in red), "Explore strategies to implement" (with a lightbulb icon), and "Extend your professional learning" (with a target icon). Below these is a teal banner with the text "Blended & Personalized Learning". A circular inset image shows students working on laptops. Below the banner is a navigation bar with the same four buttons. The "See schools in action" button is highlighted, leading to a list of school categories: "ELEMENTARY SCHOOLS", "MIDDLE SCHOOLS", and "HIGH SCHOOLS". To the right of this list are two options: "VIEW ALL SCHOOLS" and "VIEW BY GEOGRAPHIC REGION". Below the navigation bar, there is a section titled "Blended & Personalized Learning" with the text "Blended & Personalized Learning is a model of instruction that is informed by data, and mastery-based." and a paragraph: "This website is a library of free and open resources to connect educators and leaders with the knowledge, tools, and networks they need to transform K-12 education."

Learn about blended learning

See schools in action

Explore strategies to implement

Extend your professional learning

## Blended & Personalized Learning

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ELEMENTARY SCHOOLS

MIDDLE SCHOOLS

HIGH SCHOOLS

VIEW ALL SCHOOLS

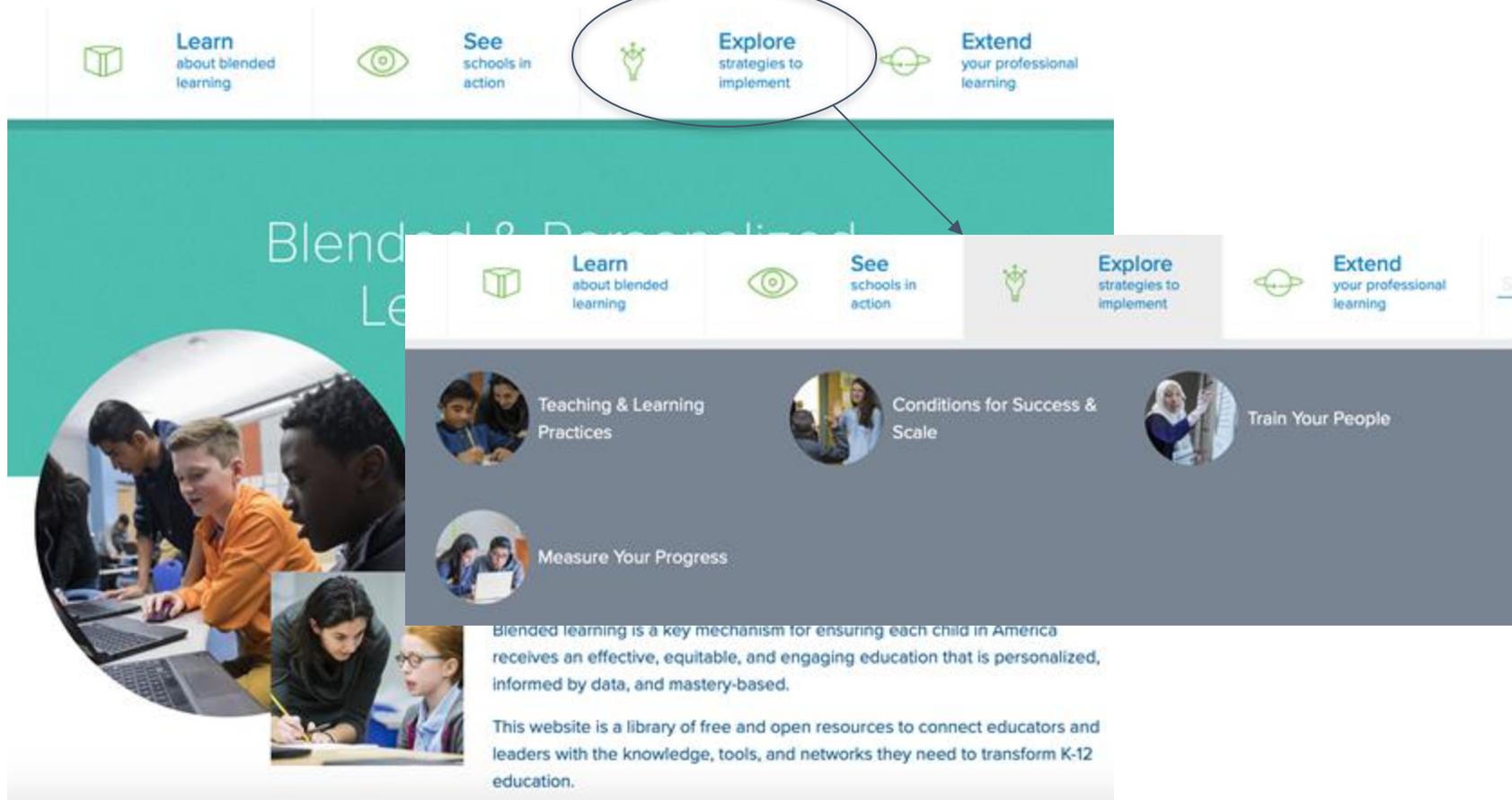
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# TLA's Blended & Personalized Learning at Work



The image shows a screenshot of the TLA website's navigation menu. The menu items are: 'Learn about blended learning', 'See schools in action', 'Explore strategies to implement', and 'Extend your professional learning'. The 'Explore strategies to implement' item is circled in black, and a black arrow points from the circle to the main content area below. The main content area has a teal header with the text 'Blended & Personalized Learning'. Below the header is a dark grey navigation bar with five items: 'Learn about blended learning', 'See schools in action', 'Explore strategies to implement', 'Train Your People', and 'Measure Your Progress'. The 'Explore strategies to implement' item is highlighted in a lighter grey. Below the navigation bar are five circular icons with text: 'Teaching & Learning Practices', 'Conditions for Success & Scale', 'Train Your People', 'Measure Your Progress', and 'Teaching & Learning Practices'. Below these icons is a paragraph of text: 'Blended learning is a key mechanism for ensuring each child in America receives an effective, equitable, and engaging education that is personalized, informed by data, and mastery-based. This website is a library of free and open resources to connect educators and leaders with the knowledge, tools, and networks they need to transform K-12 education.'

Learn about blended learning

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Explore strategies to implement



Extend your professional learning

## Blended & Personalized Learning



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Conditions for Success & Scale



Train Your People



Measure Your Progress

## Train Your People

Blended learning is a key mechanism for ensuring every student receives an effective, equitable, and engaging education that is informed by data, and mastery-based.

This website is a library of free and open resources to help school leaders with the knowledge, tools, and networks to transform education.

In order to successfully scale blended and personalized learning, we need to build the capacity of those doing this critical work. Leaders and educators are the most effective agents for pushing blended and personalized learning at scale. In order to support them in this work, we need to be strategic with not only our approach to training but our approach to professional learning as a whole.

Here are four main components needed to "train your people" in a rigorous, personalized, and authentic fashion:

Define Competencies

Reflect and Assess

Offer Personalized Supports

Align Systems



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