



The Learning Accelerator

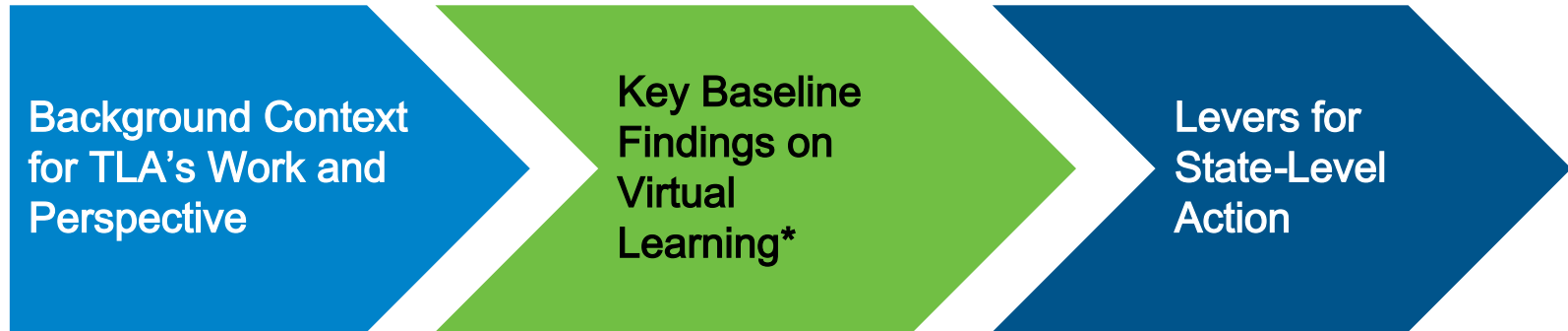
Driving equity and opportunity
through virtual learning

Delivered by Dr. Beth Rabbitt, C.E.O. of TLA
to the Texas Commission on Virtual Education
August 23, 2022

**How might Texas
leverage virtual education to
drive greater equity and opportunity
for K-12 students?**



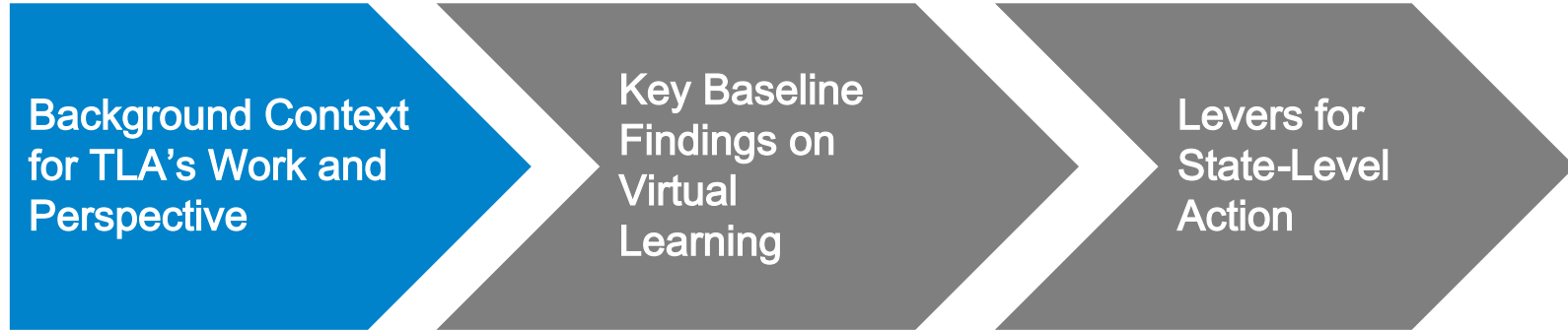
Roadmap for Today's Comments



**TLA uses the term virtual learning to refer to models that use online modalities to mediate a student's learning experience, either in-person or not. For this presentation, please assume virtual learning and virtual education are used interchangeably.*



Roadmap for Today's Comments



- Personal Context
- About TLA and Our Perspective
- Experience and Expertise in Texas and Virtual Learning



Personal Context and Expertise



Beth Rabbitt, Ed.L.D. (@bethrabbitt @learningaccel)

- Mother of 2 elementary-aged daughters
- Product of public K-12 ed, including TX middle and high schools
- Highly mobile student with a learning difference
- Doctor of Education Leadership from Harvard University
- Doctoral research on competency-based educator development for innovative learning models
- ~20 years in education, ~15 years supporting learning and system innovation
- 9 years at TLA, 6 in C.E.O. role

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

Personalized **Mastery Based**



Whole Child



There is unprecedented work underway at every level of the U.S. K-12 system to make this vision for learning possible.

But this work is often fragmented, siloed, and proprietary.

**TLA is a national learning engine for the education field.
We capture, codify, network, and disseminate
the knowledge and tools needed to
transform learning for every student in the nation.**



COVID has brought pressing needs into sharper focus, creating an opportunity and mandate for urgent change

LONGSTANDING NEEDS

- *Significant racial and economic inequity*
- *Stagnant models that don't serve all learners*
- *Unequal access to networks and resources*
- *Ease of access to high quality tools for emerging learning models (e.g., virtual, blended)*



The disruption of COVID has created urgency and clarity needed to

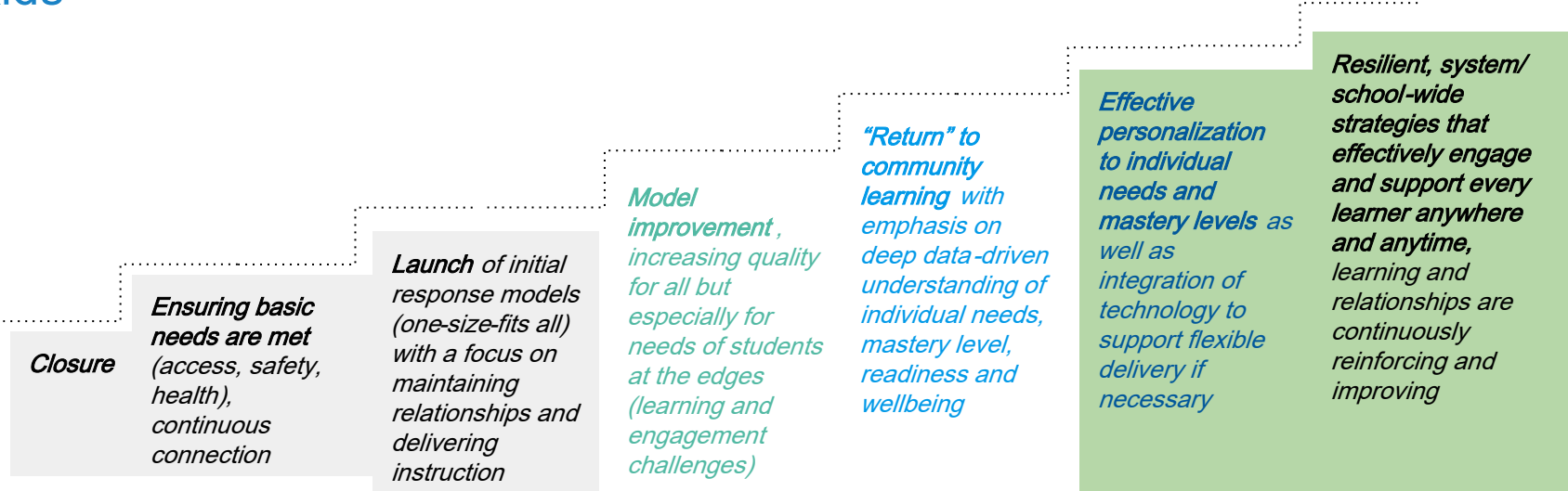
transform the education system to work for every child

TRANSFORMATION OPPORTUNITY

- *Advancing racial and economic equity*
- *Supporting ALL learners through transformation to new models*
- *Increasing access to networks and resources*
- *Adopting practices that support holistic development and mental health*
- *Shifting power and decision-maker mindsets*



Our Goal: Help leaders advance towards resilient, longterm strategies for kids



Stabilization

Recovery

Advancement

Systems need to advance rather than re-trench.

What are the choices we will make NOW to ensure every child is served with rigor and equity beyond crisis?



TLA's Work and Expertise in TX and Virtual Learning

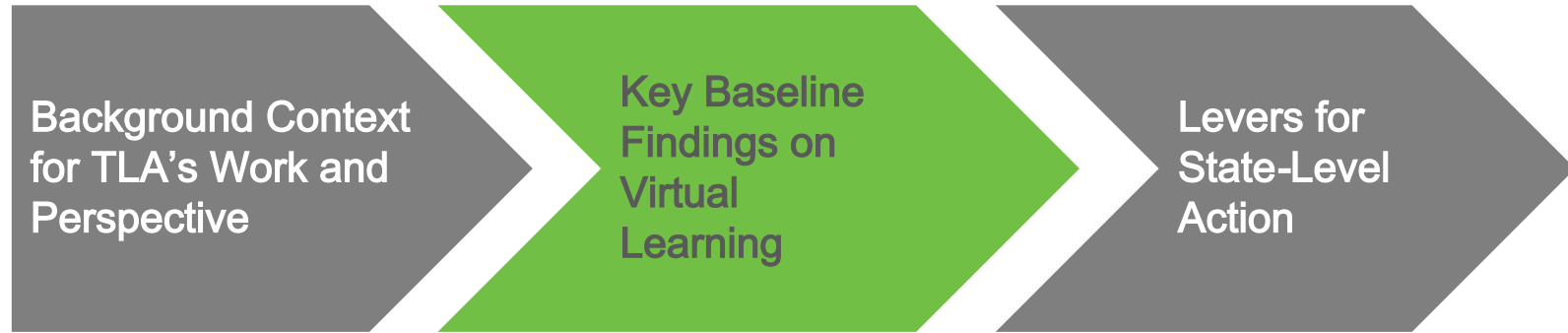
TEXAS

- Partnering with districts since 2013 to highlight emerging practices (e.g. Houston, Cisco)
- Support for initiatives like Raising Blended Learners
- Pandemic:
 - 14,000+ TX school/system leader participants in remote learning trainings
 - Work with TEA to develop framework for Remote Learning Excellence
 - Support for long-range planning in Austin ISD
 - Profiling of innovation district responses in Austin ISD, Dallas, Ector County

VIRTUAL LEARNING

- Research on remote and virtual learning (review of existing literature and production of new research with districts)
- Launch of multiple practitioner resources to support implementation with quality
- Profiling of school practices, existing models
- 50-state analysis of policies
- Direct support of state virtual learning planning
- Launch of 3 national “Strategy Lab” cohorts, 20 districts to improve virtual learning models (including Dallas ISD)

Roadmap for Today's Comments Continued



- It's about quality, not modality
- Shouldn't confuse learning continuity with longer-term strategic use of virtual learning
- Focus on creation of new opportunities for learners and stakeholders



Focusing on Quality, Not Modality



What the Research Says

Studies of virtual learning are fairly consistent and clear. It's not whether virtual approaches can work, but how. Poor implementations yield poor results.

“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 .

Online schools—in their 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

<https://journals.sagepub.com/doi/pdf/10.3102/0013189X17692999>

“The results of the study show that the effect size of online education on academic achievement is on a medium level.

The heterogeneity test results of the meta-analysis study display that the effect size does not differ in terms of class level, country, online education approaches, and lecture moderators .”

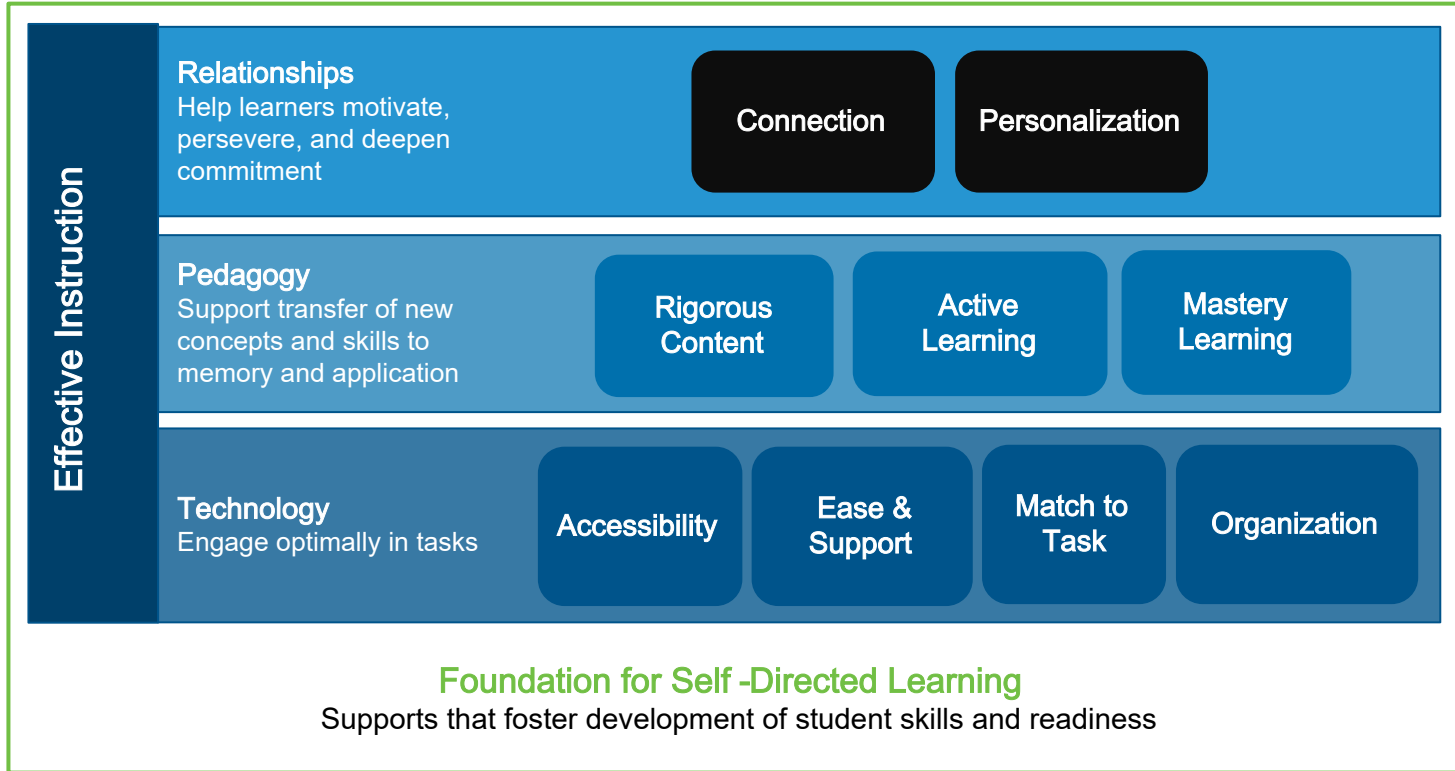
Ulum, 2021

<https://link.springer.com/article/10.1007/s10639-021-10740-8>



Drivers of Quality

Science of learning/decades of existing research base point to some clear levers for improving learning outcomes, especially for those students not traditionally served well in online environments



Drivers of Quality

Further, we can learn lessons and pull strategies from early leaders *understanding that strategies that work in one context may not necessarily apply to all.* TLA has been working to document practices from schools around the U.S.

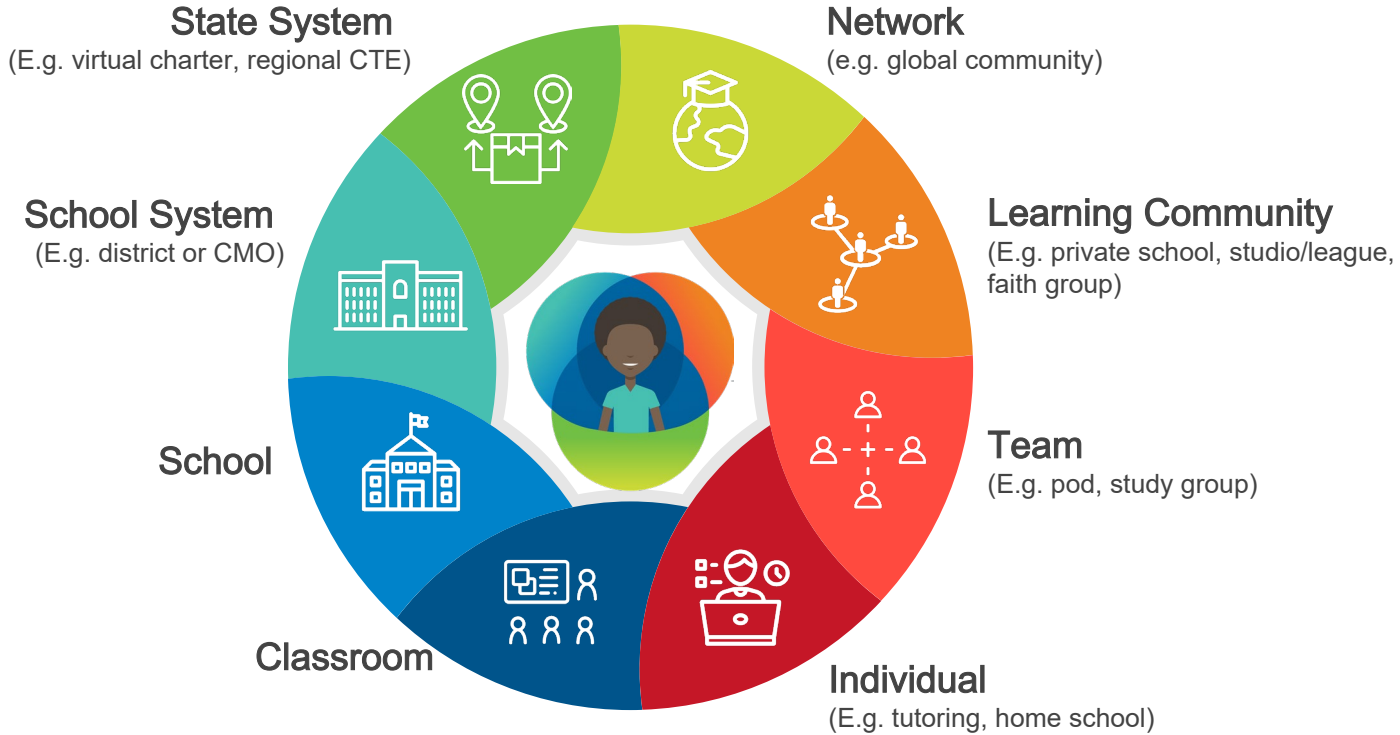


Purpose:

Unlocking New Resources and Ways
of Working to Address Inequities and
Emerging Opportunities



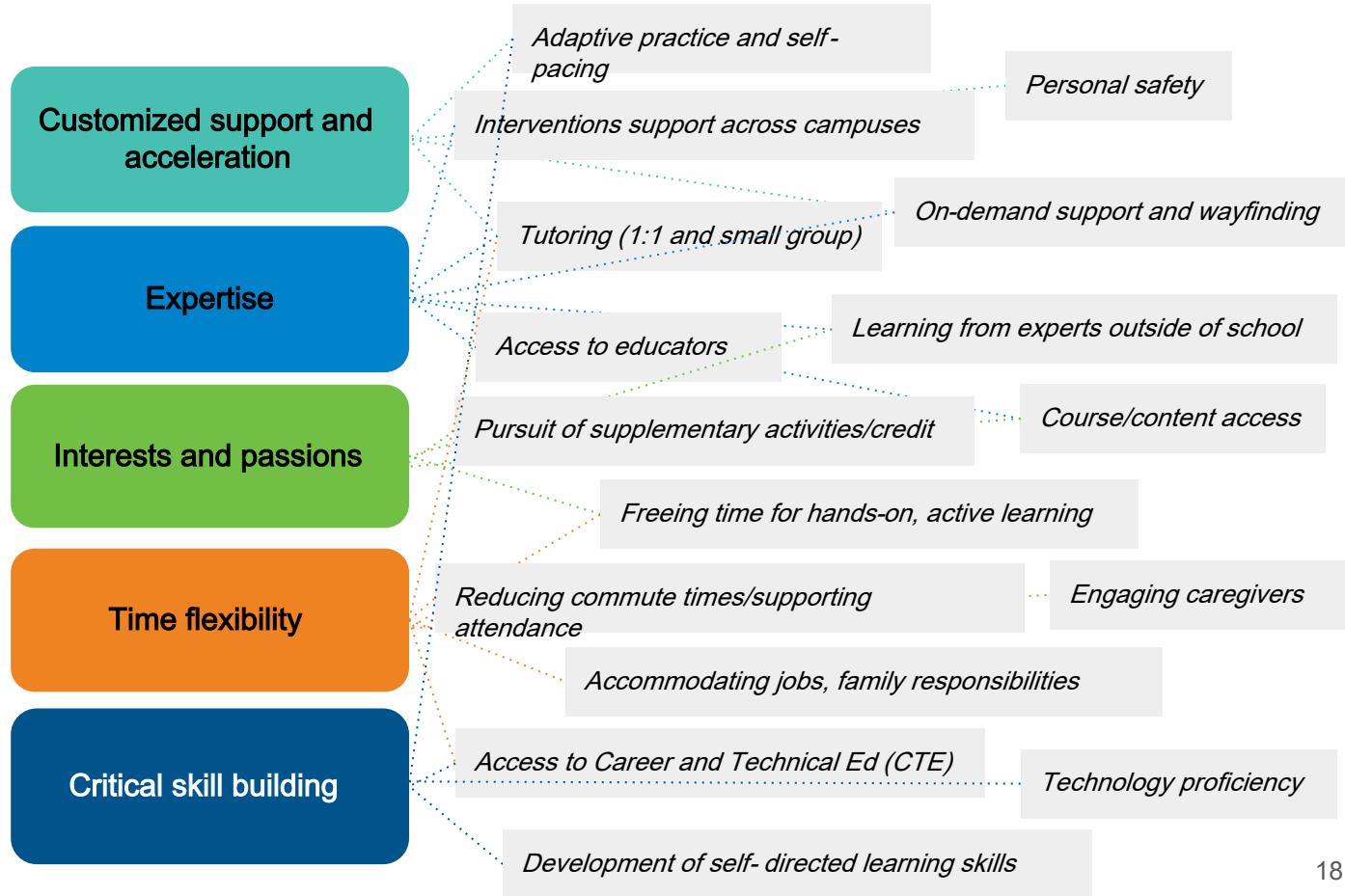
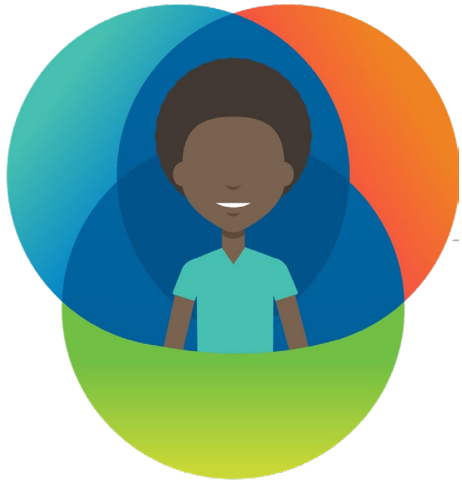
We have access to more resources and experiences than ever.



How might we coherent integrate and leverage all of them to equitably meet learner needs?



Opportunities: How might virtual learning help unlock resources and experiences?



Beyond The Learner: Value for others given heightened awareness and needs



Families and Guardians

- *On-demand support and wayfinding*
- *Flexibility to parent schedules/location*
- *Educational choice*
- *Accessing and creating community-run options*
- *Learn-to-earn*
- *Reducing commute times/supporting attendance*
- *Engaging and partnering with students and educators in new ways*
- *Multilingual resources*



Educators

- *Greater job flexibility (roles, schedule, job sharing)*
- *New skill building*
- *Extended reach (skill, impact across campuses and students)*
- *More time for high impact actions (tutoring, 1:1, small group, hands-on-learning)*
- *Reducing commute times*
- *Engaging and partnering with students and families in new ways*
- *Safety/continuity of access to learners*



Schools and Systems

- *Attracting and retaining teachers and families*
- *Accessing non-local expertise and resources*
- *Extended reach of in-house expertise (e.g. across campuses)*
- *More efficient use of resources (especially time)*
- *Supporting attendance*
- *Leveraging spaces outside of physical buildings*
- *Safety/continuity of access to learners and educators*
- *New partnerships w/community*

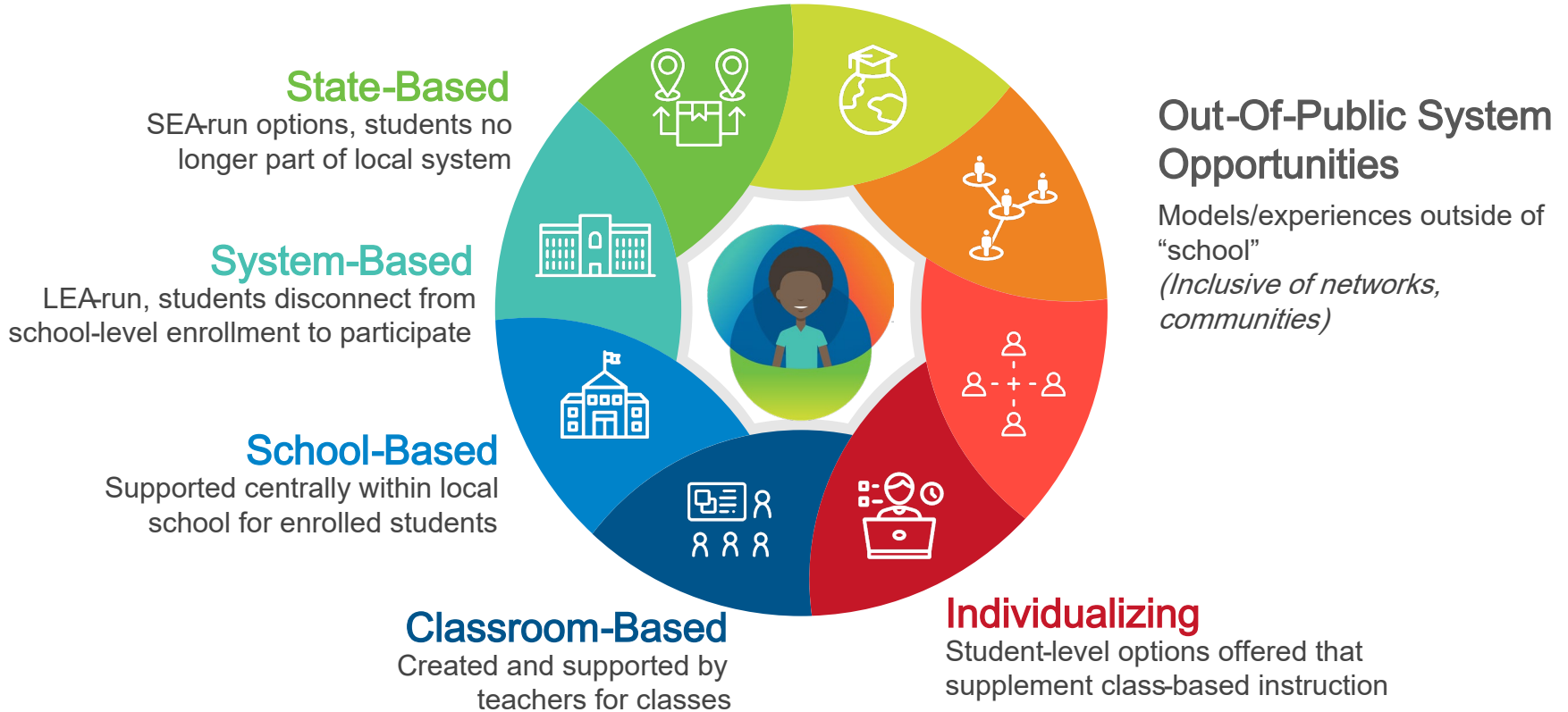


**Understanding and Getting Clarity
On Use Case:
Separating Learning
Continuity/Pandemic Response from
Strategic Uses of Virtual Learning**



Where: Level of *Public System* Use Cases for Students

Virtually-supported models live on many levels based on enrollment status/ customization. Students may experience many of these daily or weekly, depending on systems resources and policies.



Why: Intention for Virtual Use

In addition to exploring how/where students are experiencing virtual learning, we also need to consider the “why.” Many models used during the pandemic were not intentionally designed to strategically leverage virtual modalities.

Virtual as tactic,
intermittent



Virtual as strategy,
consistent use

Learning Continuity

Online remote engagement when bridging disruption to in-person learning, either at individual or community level

(e.g. due to snow day, illness, environmental/community disaster)

Hybrid Learning

Intentional mix of in-person and remote learning to achieve specific goals for learning experience

(e.g. participating in a mainly online course that meets in-person for lab, engaging in virtual tutoring as part of school day)

Fully Virtual

Students interact with whole learning experience entirely online (including remotely others)

(e.g. taking an online course, enrolling in virtual school)

Opportunities to work in new ways to drive new outcomes



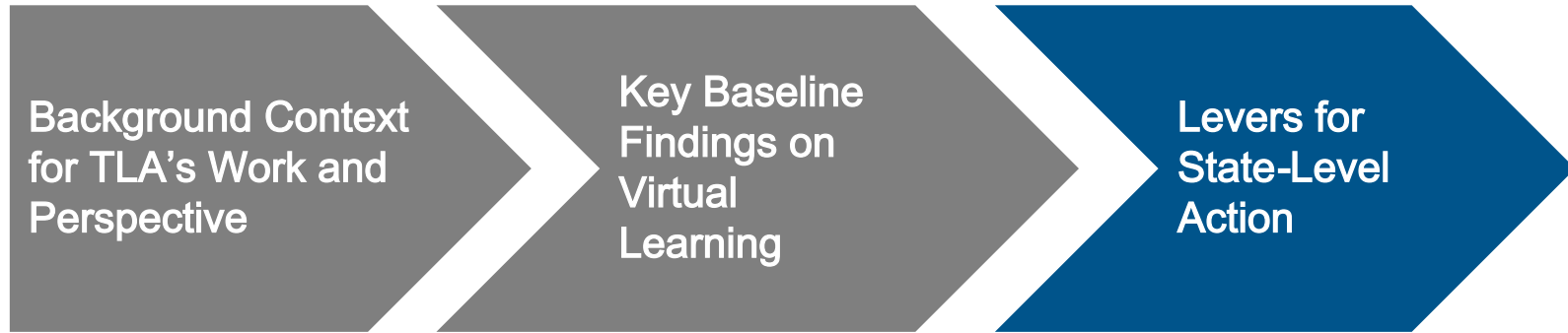
Putting It Together: Access Points and Strategic Intent

Strong policies and visions need to be specific on the where and why

	Individualizing Student-level options offered that supplement class-based instruction	Classroom-Based Created and supported by teachers for classes	School-Based Supported centrally within local school for enrolled students	System-Run LEA-run, students disconnect from school-level enrollment to participate	State-Based SEA-run options, students no longer part of local system	Out-Of-System Likely privately-run models/ experiences disconnected to public environment
Learning Continuity	Supplementary tutoring when learning from home	Synchronous learning ("room-and-zoom")	Dedicated remote learning for students affected	District-based supports for students affected	Statewide virtual learning resource access	Parent-identified learning resource/ Private response
Hybrid	Choice-based virtual project/ enrichment to complement class	Virtual field trips/ expert access, virtually- supported tutoring or small group instruction	Hybrid school model for all, School-wide afterschool helpline	District-offered virtual programs (e.g. interventions, CTE) accessed via school	Regional schools w/ shared virtual services	Virtual homeschool w/ meetups, participation in community extracurriculars
Fully Virtual	Course access, out-of-school independent study	Opt-in online unit or out-of-school completion; Learning lab	Virtual, grade-level classrooms	District virtual school, independent studies school	Virtual school system	Virtual private school (potentially supported by vouchers, spending accounts)



Roadmap



- Focus on quality, equitable LEARNING
- Incentivize infrastructure and interoperability
- Leverage state efficiencies for research and networking



Focus on Quality, Equitable Student Learning and Experience, Not Inputs

The pandemic forced many to turn to monitoring inputs (minutes, log-ins, video time) for online learning rather. As we look to the future, **accountability and funding should be tied to student progress and outcomes** .

Create Common, Aligned Infrastructure and Interoperability

State-level actors can play an important role **aggregating demand, creating aligned supports and reporting approaches to ensure equitable access** to and understanding of progress and models.

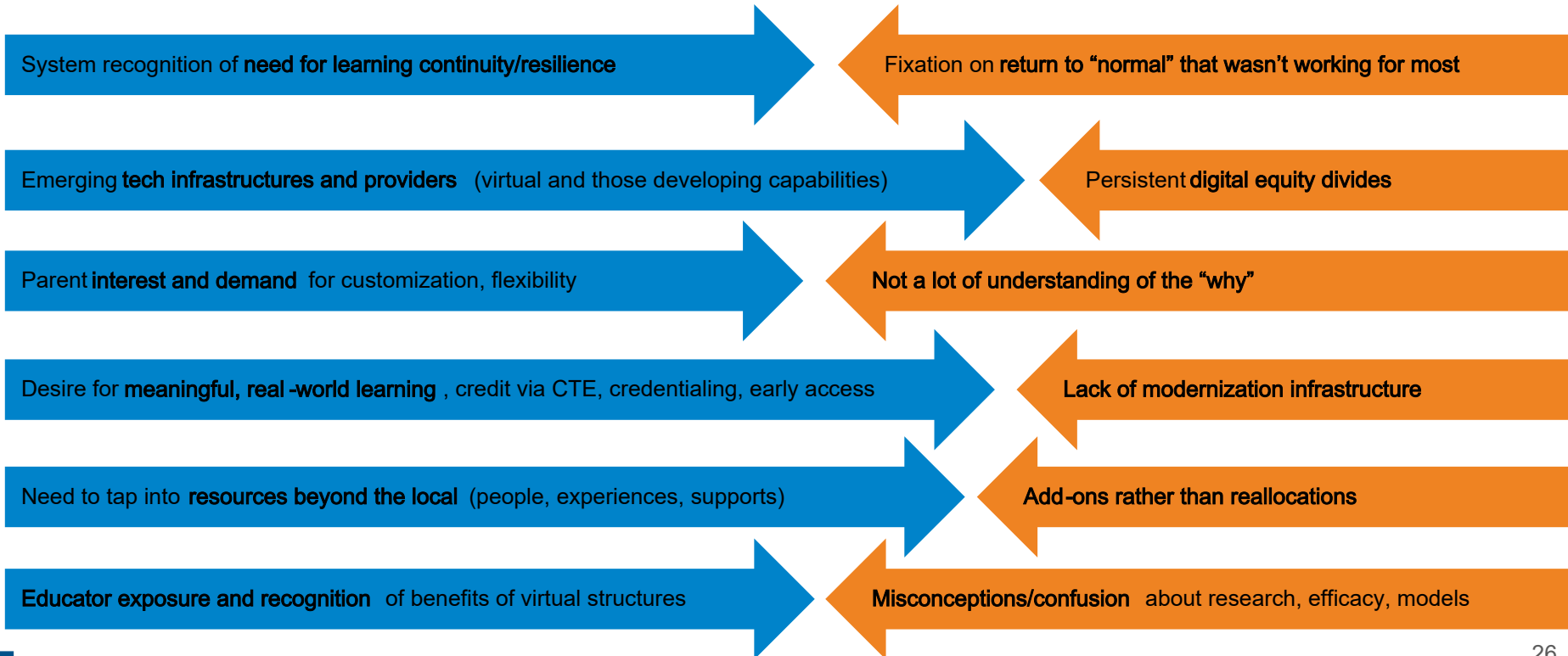
Leverage Economies to Study and Network Efforts to Accelerate Progress

Virtual programs often operate in isolation. States can play an important role by **offering technical assistance and research supports for measuring outcomes, capturing practices, and driving improvements and innovations** .



Acknowledging the Policy Moment

Education and policy leaders are navigating significant forces of emerging demand and (reasonable) resistance. How can leaders respond to them?



Lever 1: Focus on Quality, Equitable Student Learning and Experience, Not Inputs

The pandemic forced many to turn to monitoring inputs (minutes, logins, video time) for online learning rather. As we look to the future, accountability and funding should be tied to student progress and outcomes.

Set baseline requirements that support for fair/equitable access with quality

- Open enrollment, measures for tracking student progress and intervening when off track (rather than constraining access)
- Ensure policies and plans in place for required supports and wrap-around services (high-quality materials, access to special education, therapies, and meals)
- *Full-time virtual learners currently not eligible for federal free- and reduced-lunch funding*

Focus accountability and quality assessment on learning outcomes (academic and non)

- Expand definition of instructional “time” to include asynchronous, independent learning
- Focus on course completion/mastery (some states are piloting competency-based models here)
- Consider requiring reporting on additional, non-academic measures such as family and student engagement (virtual “climate”) and student wellbeing

Tie funding to progress/completion and supports provided, not instructional “minutes”

- Some states pay at end of course, others pay incrementally at milestones (e.g. 25%-25%-50%)
- Many assume virtual models should be more “cost-effective” than in-person ones. Given necessary investments in digital infrastructure and tools, teacher training, and student supports, this is not the case



Lever 2: Infrastructure and Interoperability

State-level can play an important role aggregating demand, supports, and reporting to ensure equitable access to and understanding of progress and models.

Ensure universal, robust home/community broadband access

- Ensure every student and caregiver has access to robust internet at home and that providers meet delivery standards. (We really should no longer be discussing this)

Support transparent and competitive pricing/access for devices and tools

- Hardware procurement is hindered by a lack of market transparency. Consider state-level mechanisms (pooled purchasing, pricing databases) for reducing cost and increasing access

Incentivize tool and “credit” interoperability

- Individual actors lack scale/heft needed to influence tool quality. Setting standards for interoperability and/or incentivizing providers to meet specific standards helps ensure access to tools that work well together and produce actionable data for learning
- Invest in cross-institutional transcript/credit mechanisms

Align language and aggregate reporting

- Adopt consistent language for models and policies
- Centrally aggregate data on the performance of virtual providers in an easy-to-find/-understand and timely format
- *Don't* require reporting systems that stifle innovation (e.g. SIS that doesn't support competency-based reporting)



Lever 3: Leverage State Economies to Study and Network to Accelerate

Virtual programs are often operating in isolation. States can play an important role by offering technical assistance and research supports for measuring outcomes, capturing practices, and driving improvements and innovations. Much of this can build on great work TX already has underway.

Provide technical assistance for virtual providers and educators

- Networking learning and sharing out effective and high-potential emerging practices, *such as the Virtual/Hybrid Accelerator*
- Aggregate access to professional learning opportunities and supports for educators, consider potential role of incentivizing virtual learning teacher credentials

Invest in research to support understanding and development

- Beyond accountability, invest in research to understand quality and impact of virtual models (*potentially through existing Center for Education Technology already on the books*)
- Track impact and outcomes of existing innovative policies and how they are leading (or not) to change

Pilot targeted innovations

- Consider role for specific pilots aimed at...
 - Competency-/mastery-based learning (essential for advancing focus on learning rather than inputs) and/or allowing student to build credit for out-of-system learning
 - Accelerating models for specific groups of learners currently underserved



Thank you!

beth@learningaccelerator.org

More on TLA and resources/guidance for
education leaders and practitioners:
learningaccelerator.org



Appendix: More on TLA

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.

Personalized **Mastery Based**



Whole Child



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

**In this moment, it has never been more important
to make this vision possible
for every learner in every school in the nation.**



There are unprecedented efforts already underway to make good on this vision and opportunity...

TEACHERS & COACHES

work tirelessly with caregivers and students to support their transition to virtual and blended learning.



SCHOOL & SYSTEM LEADERS

partner with state and local officials to determine safe reopening practices.



K-12 Students



adapt to constantly changing learning environments so that they are able to access the education and resources they need to be successful.

TECHNOLOGISTS & SERVICE PROVIDERS

connect leaders to the much-needed tools and resources that support students.



FUNDERS

provide resources and surge capacity for leaders on pressing issues, like technology access and special education supports.



CAREGIVERS

advocate to teachers and leaders to ensure their student has a safe, effective educational experience.



... but there is a critical need to understand and unite them.

This is TLA's work.



We connect the right people with the knowledge, tools, and networks they need to transform K -12 education for every learner.



TLA acts as a learning engine for the education field, speeding up understanding and collective action for change.

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

Fostering communities to **CONNECT & ADVANCE**

Building collective capacity to **SHARE & IMPLEMENT**

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



We use our learning engine approach to define and tackle pressing, widespread problems of practice in key areas...

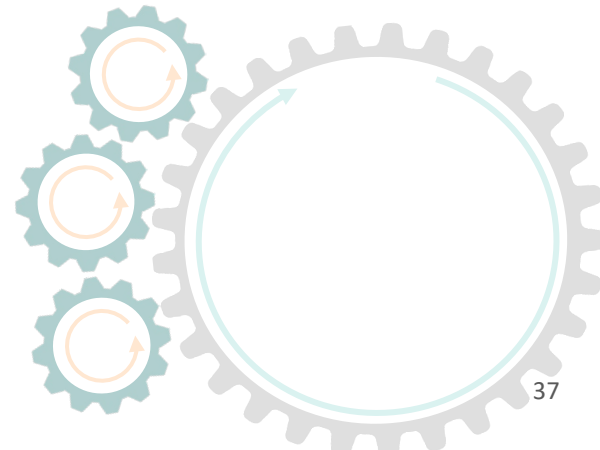
What are emerging, effective problem-solving practices in teaching and learning?

What training and support do educators need to make shifts in approach?

How can educators implement equitably and inclusively for the learners who need it the most?

How will we create system-level conditions for success and scale of new approaches?

How will can we build and use evidence to inform and improve?



We accelerate the creation of learning experiences that enable each child to reach their full and unique potential.

Personalized

Mastery Based



Whole Child



Targeted
and Relevant

Every student can access and interact with materials and experiences aligned to achieve community goals and competencies for learning. Instruction and materials are tailored to their unique needs, strengths, interests, cultures, and identities.



Actively
Engaging

Learning activities are planned and executed in ways that encourage deep interaction with content, in ways to build motivation and ownership and support the transfer of new knowledge and skills to application.



Socially
Connected

Students are encouraged and able to make meaningful, supportive connections with teachers, experts, peers, and the content of their learning to persist, deepen commitment, and co-create together.



Growth
Oriented

Learning experiences build intentionally towards mastery. Students have a clear understanding of where they are and where they are going, with multiple opportunities and ways to get feedback, demonstrate competency, and plan next steps.



Through all this, we are working to ensure educators have the resources and field -level supports needed to achieve this vision.



All supported by TLA's internal...  Capabilities, Processes, and Strategy  Organizational Foundation


How we prepare educators for change and success:

Tools

Free, field-tested strategies and resources



TLA RESOURCES & GUIDANCE



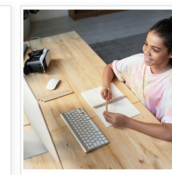
GUIDES: PROBLEMS OF PRACTICE



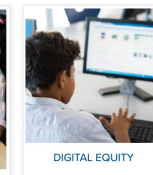
PARABOLA PROJECT



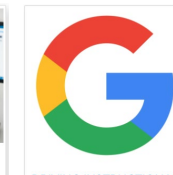
Real-Time Redesign
PLANNING FOR RESILIENCY AND EQUITY



REMOTE LEARNING GUIDANCE AND RESOURCES




DIGITAL EQUITY




DRIVING INSTRUCTIONAL CHANGE WITH GOOGLE TOOLS

Research

Reports, thought-leadership, and advice for sense-making and implementation



MOVES TO PERSONALIZED, WHOLE-CHILD PRACTICES



MANAGING CHANGE: CRITICAL LEADERSHIP DESIGN CHOICES



IGNITED RESEARCH: CONNECTING LEARNING SCIENCE TO INSTRUCTIONAL PRACTICE




INNOVATIVE LEARNING IMPLEMENTATION FRAMEWORK



LUSD: INNOVATIVE LEARNING PATHWAYS FOR EDUCATORS



ONLINE PROFESSIONAL LEARNING



OPEN EDUCATIONAL RESOURCES AND PERSONALIZED LEARNING

Networks


Connecting and accelerating action, learning and dissemination



PRO BONO COACHING



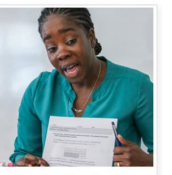
INNOVATION DIRECTORS NETWORK



REMOTE DEI COLLECTIVE



STRATEGY LAB



TALENT SYSTEMS TO SUPPORT INNOVATIVE SCHOOLS



ILEX: INNOVATIVE LEARNING EXPERT HUB



Over the last nine years, we have created, supported, and propelled...

10+ new organizations and products created to solve critical ecosystems gaps

125+ unique insights and tools developed to guide leadership teams, funders, and other ecosystem stakeholders

225+ deep and diverse organizational partnerships that accelerate field connection, learning, and sharing

400+ district, system, and sector leaders connected through TLA's networks to map regional and national ecosystems, identify challenges, and share solutions

1,500+ actionable strategies and resources captured from and shared with field

225,000+ educators yearly interacting directly with our online tools and knowledge

8,500,000+ annual practitioner touchpoints through networks and dissemination channels



... to offer trusted support for leaders working across America ...



Teachers & Coaches

working in the classroom



School & System Leaders

fostering learning environments



Service Providers

creating tools and training services



Funders

investing in new tools and practices

TLA... *Understands my work, the challenges I face, and keeps me from reinventing the wheel.*

Provides evidence-based approaches and resources that could work for my specific school or district.

Speaks my language, provides a trusted and candid pulse on the market, and networks my learning.

Is a trusted advisor and ally that helps me measure and translate between strategy, research, and practice.

Illustrative



- Resources and tools to support practice
- Actionable examples of innovative approaches from other schools
- Places to go for support and connection

- Connections to other districts and providers
- Measurement capability
- Networks for learning and advancement
- Strategy and guidance
- Tools for implementation and training

- Knowledge of the market, especially practice on-the-ground
- Connection for implementation and collaborative spaces for learning
- Amplification of tools and resources

- Knowledge of how to meet the needs on the front line of teaching and learning
- Connections to other actors
- Safe, aggregating channels for “real-talk” learning
- Investment strategy, selection, and research support

... leading to meaningful stories of impact for educators and learners.

Urban school leader navigating COVID-19 reaches out to TLA's pro bono coaching network. Through matched coaching with one of the initiative's 13 org partners, she develops a plan for **launching remote learning**. Later, she shares this plan with leaders in her district, **resulting in system-wide adoption for >92,000 students.**

TLA convenes 12 state leaders seeking open education resources, leading to the incubation and launch of new national organization offering **free, high-quality K-12 curriculum in math and reading to any school in America.**

Funder seeking to invest in adult learning supports hires TLA to develop a research-based plan for assessing quality of online professional learning platforms. After tool is used to develop funding rubric, TLA's open **publication of the developed framework becomes guiding resource for US federal professional learning grants.**

Innovative district selects TLA as core research partner for 5-year grant to assess impact of personalized professional learning. Through ongoing analysis, district is able to **analyze student learning outcomes** associated with programs, and then to **refine their plans and focus work in highest -impact areas.**

Technical assistance organization supporting blended learning turns to **TLA's free practice resources to develop customized supports for 80+ districts across the state.**



Our diverse team is small but mighty, with significant experience in education and beyond.

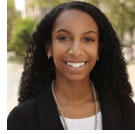
Team



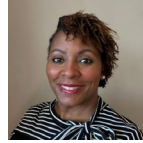
Beth Rabbitt
Chief Executive
Officer



Samantha Artukovich
Associate Director



Faith Burns
Associate



Violet Ford
Associate Partner



Lacey Gonzales
Communications
Coordinator



Michael Ham
Associate Partner



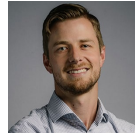
Beth Holland
Partner



Jilliam Joe
Senior Research
Advisor



Jin-Soo Huh
Partner



Nate Kellogg
Partner



Roshni Lakh
Special Projects



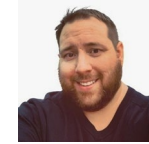
Rashida Kimbrue
Major
Associate Partner



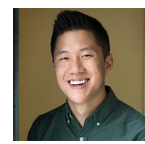
Larayne Maycole
Executive
Assistant to CEO



Jessica Mayorga
Managing
Director



Ryan Mick
Chief Program
Officer



Stephen Pham
Managing
Director

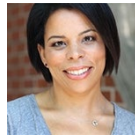
Board



Al Motley
Chair
Techademics



Beth Rabbitt
CEO
TLA



Gwen Baker
Bellwether Ed



Helayne Jones
Independent
Consultant



Cary Matsuoka
Retired, Santa
Barbara Unified
School District



Nik Namba
Transcend
Education



Matt Noble
EF
Education First

Our work is fueled by hundreds of diverse partnerships and collaborations, including:



With critical support from the following funders:

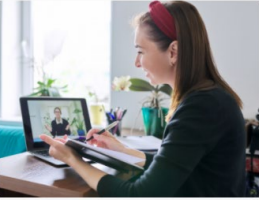





**Until the “potential”
is practical and possible
for every teacher and learner.**



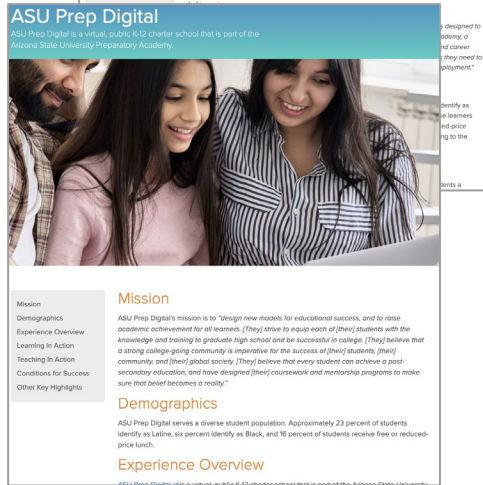
Additional Resources for Virtual Learning

Free Resources for Practitioners: Actionable strategies, school profiles, and problem-of-practice guides

 <p>Virtual Teacher Office Hours Offering students the opportunity to meet with teachers outside of class time</p>	 <p>Homework Hotlines Offering students virtual academic support outside of classroom time</p>
 <p>Monterey Peninsula Unified School District</p> <p>Piloting Mastery-Based Grading Moving to a grading system that emphasized mastery of standards and prioritized student</p>	 <p>School District of Cudahy</p> <p>Cross-School, Virtual Interventions Maximize time by leveraging technology to provide interventions to students virtually</p>



Map Academy
Map Academy is an alternative public high school in MA that offers students a different path to graduation than traditional high schools.








ASU Prep Digital
ASU Prep Digital is a virtual, public K-12 charter school that is part of the Arizona State University Preparatory Academy.

Mission
ASU Prep Digital's mission is to "design new models for educational success, and to raise academic achievement for all learners. [They] strive to equip each of [their] students with the knowledge and training to graduate high school and be successful in college. [They] believe that a strong college-going community is imperative for the success of [their] students, [their] community, and [their] global society. [They] believe that every student can achieve a post-secondary education, and have designed [their] coursework and mentorship programs to make sure that belief becomes a reality."

Demographics
ASU Prep Digital serves a diverse student population. Approximately 23 percent of students identify as Latinx, six percent identify as Black, and 18 percent of students receive free or reduced-price lunch.

Experience Overview

	<p>Virtual Learning: How can I engage families remotely to connect, collaborate, and support them as partners for students? Strong relationships and communication with families (including parents, guardians, and other adults at home) is a vital and often under-utilized force for students' ongoing success, especially when learning occurs in a virtual setting. Explore this...</p>
	<p>Virtual Learning: What types of supports enable successful student-driven learning? Learning virtually can create opportunities for students to work flexibly, self-direct, and access the personalized resources they need. However, learning independently online can also pose a host of new challenges. Educators can proactively address...</p>
	<p>How do I ensure students are engaged with each other and the content in a hybrid and/or remote learning environment? Struggling with student engagement in your hybrid or remote classroom? This guide shares specific strategies that build student buy-in and participation in online or hybrid learning sessions.</p>
	<p>Simultaneous Learning: How can I effectively work with in-person and remote students at the same time? Grappling with creating effective learning experiences for students in your in-person classroom and students learning remotely at the same time? This guide shares specific strategies that help ensure student engagement, ownership, and connection.</p>
	<p>Remote-Friendly Assessments: How can I build assessments that are accessible for students in remote and hybrid learning environments? Looking for ways to assess a student's mastery of new learning, no matter their physical location? This guide shares specific strategies to ensure students are engaging with and mastering content, whether they are working remotely or inside the...</p>



Free Resources for Practitioners: Learning from established programs to improve implementation and strategies



Virtual Teacher Office Hours

Offering students the opportunity to meet with teachers outside of class time



Homework Hotlines

Offering students virtual academic support outside of classroom time



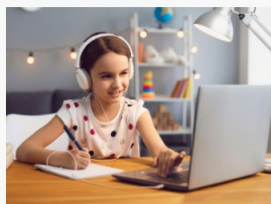
Remote Pathways

Virtual, small groups for a personalized experience and support



Flexible Scheduling for Virtual and Hybrid Learning

Offering students and families choice in scheduling to best meets their needs



ASU Prep Digital

Synchronous Virtual Learning

Students join live classes to receive real-time support



Learning Studios

Student-driven collaborative classrooms



Monterey Peninsula Unified School District

Piloting Mastery-Based Grading

Moving to a grading system that emphasized mastery of standards and prioritized student



School District of Cudahy

Cross-School, Virtual Interventions

Maximize time by leveraging technology to provide interventions to students virtually



Mendon-Upton Regional School District

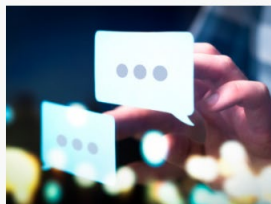
What I Need (WIN) Block

A flexible block of time to support students' individual interests and needs



Student Badges

Micro-credentials for students who demonstrate specific skills



Discussion Boards

Engaging in asynchronous conversations with peers



Discussion-Based Assessments

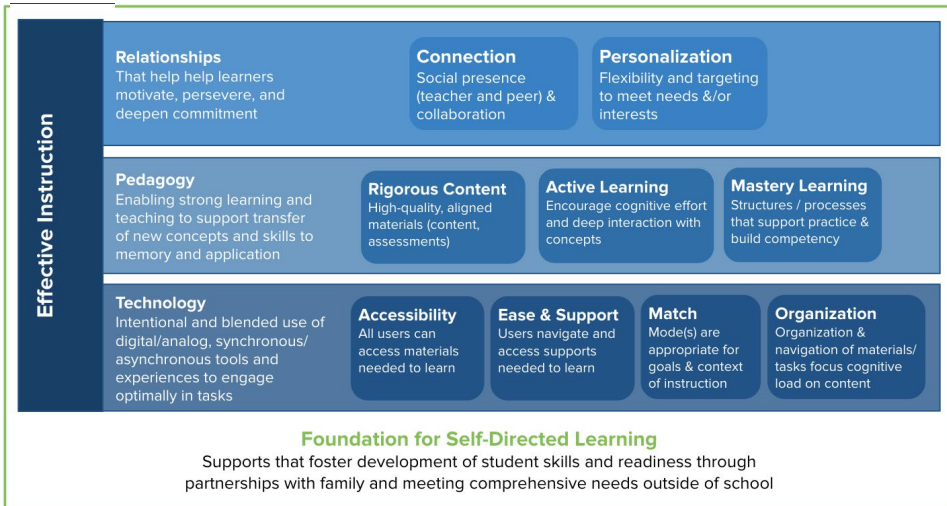
Verbal conversations between students and teachers used to demonstrate mastery

<https://practices.learningaccelerator.org/problem-of-practice#strategies-for-virtual-remote-and-hybrid-learning>

Research To Understand and Improve

Driving Quality in Virtual and Remote Learning:

A framework for research-informed remote experiences for K-12 leaders



Research-Based, Online Learning for Teachers

What the research literature tells us about the design of platforms and virtual experiences for working adult learners

October 2019

Created by The Learning Accelerator
Authors Beth Rabbitt, Juliana Finegan, and Nate Kellogg

Learning Found, Not Lost: Examining Learner Growth and Supports in LUSD During and Beyond the COVID-19 Crisis

Prepared for: Lindsay Unified School District Teacher and School Leader Initiative (TSL)

August 2021

Prepared by:
Dr. Beth Holland, Dr. Caitlin McLemore, Dr. Maggie Thornton,
Dr. Beth Rabbitt, and The Learning Accelerator team
with support from Lindsay Unified School District:
Dr. Abinwi Nehise and Cindy Alonzo



Direct Work With Leaders to Advance: Research and Guidance Development with LEAs, SEAs, and Philanthropy



Strategy Lab Virtual & Hybrid



Friendship Public
Charter School
GRADES PRE-K3 TO 12



Quality Drivers of Virtual/Hybrid Learning: Individual Self-Assessment

Using [The Learning Accelerator's Key Factors that Help Drive Remote Learning Quality](#) as a framework, this individual self-assessment asks each participant to rate either their level of confidence or the likelihood that certain drivers exist in context.

Districts disseminate this survey using an online platform such as SurveyMonkey, Qualtrics, or Google Forms and then come together to review a summary of the responses.

Sample Introductory Message for the Survey

Hello,

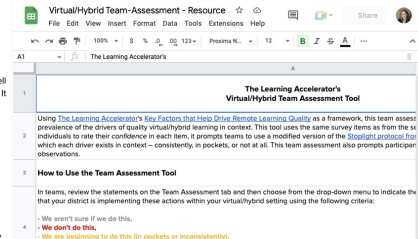
This survey is an integral part of the Strategy Lab process. It is designed to help your team understand and identify potential areas for improvement within your virtual/hybrid school, as well as surface gaps or differences in perspectives or understanding based on experience and role. It should take you approximately 10-15 minutes to complete.

The survey is divided into five sections:

- **Foundations** for equitable, engaging, and effective virtual/hybrid learning
- **Technology** access, organization, content, and goals
- **Pedagogy** to engage learners with rigorous content, active learning experiences, and growth-oriented opportunities
- **Relationships** to build connections and personalize learning
- **Increasing equity**

You will review a summary of the data from this survey with your team during your next Strategy Lab coaching session. Your individual responses **will not be reported** and will be kept confidential by the TLA research team.

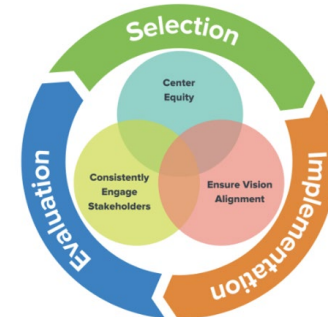
Quality Drivers of Virtual/Hybrid Learning: Team Assessment



EdTech Systems Guide

Developing and strengthening systems to ensure that edtech is effectively chosen, powerfully implemented, and properly evaluated for effectiveness and equity

In May 2021, the Massachusetts Department of Elementary and Secondary Education (MA DESE) released its [EdTech Strategic Planning Guide: Sustaining Progress in Access and Equity](#), which offered school and system leaders guidance related to sustaining progress in access and equity through intentional and strategic edtech planning and resource allocation. The Learning Accelerator (TLA) partnered with MA DESE to build off of that work to develop and strengthen systems for edtech selection, implementation, and evaluation. This work aims to ensure that edtech is **effectively chosen, powerfully implemented, and properly evaluated for effectiveness** across the state.



This presentation was created by
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For further information about The Learning Accelerator
and for access to free and open tools to support your
work, please visit
www.learningaccelerator.org

