

# The Learning Accelerator



## **MODULE B: Driving Remote Instructional Quality and Improvement**

TEA Remote Learning Sessions  
July/August 2020

# An Overview of the 3 Modules

MODULE A	MODULE B	MODULE C
<p data-bbox="61 233 618 268"><b>Introduction to Remote Learning</b></p> <p data-bbox="61 325 598 437"><b>Understand how to set up a vision and structures for remote learning implementation and success.</b></p> <p data-bbox="61 450 253 478">Leaders will:</p> <ul data-bbox="92 494 604 816" style="list-style-type: none"><li data-bbox="92 494 604 607">● Understand what remote learning is and clarify key terms and approaches</li><li data-bbox="92 618 604 730">● Explore what the research base says about components that drive quality and efficacy</li><li data-bbox="92 741 604 816">● Identify starting points for implementation.</li></ul>	<p data-bbox="676 233 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="707 494 1238 822" style="list-style-type: none"><li data-bbox="707 494 1238 607">● Develop a deeper understanding of remote instructional quality</li><li data-bbox="707 618 1238 778">● Explore key strategies such as assessing mastery and executing data-driven personalization</li><li data-bbox="707 789 1238 822">● Align leadership team support</li></ul>	<p data-bbox="1288 233 1856 268"><b>Building Staff Capacity Remotely</b></p> <p data-bbox="1288 325 1860 437"><b>Understand how to implement remote, site-level professional learning to support teacher success.</b></p> <p data-bbox="1288 450 1479 478">Leaders will:</p> <ul data-bbox="1319 494 1812 816" style="list-style-type: none"><li data-bbox="1319 494 1812 563">● Understand drivers for high-quality adult online learning</li><li data-bbox="1319 574 1812 730">● Identify critical educator competencies needed for implementing remote instruction</li><li data-bbox="1319 741 1812 816">● Develop an action plan for educator learning.</li></ul>



# Session Objectives

- **Learn about key practices for remote instruction**, including how to organize planning and teaching around:
  - Mastery of standards
  - Collecting and using data to assess and drive instructional action
  - Personalizing to differentiate and engage based on unique student needs
- **Identify ways to align school leadership teams** to support implementation.
- **Identify specific resources and strategies to apply** now and in the future to execute these instructional practices.
- **Experience remote learning with varied modalities** to offer reflection points and ideas for future action.



# Agenda

TIME	TOPIC
10 minutes	<b>Warm-up &amp; Welcome</b>
20 minutes	<b>Diving deeper into key drivers for effective instruction</b> <ul style="list-style-type: none"><li>● Matching objectives to the mode of instruction</li><li>● Implementing instruction that is: personalized, data-driven, and mastery-based in a remote environment</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.**

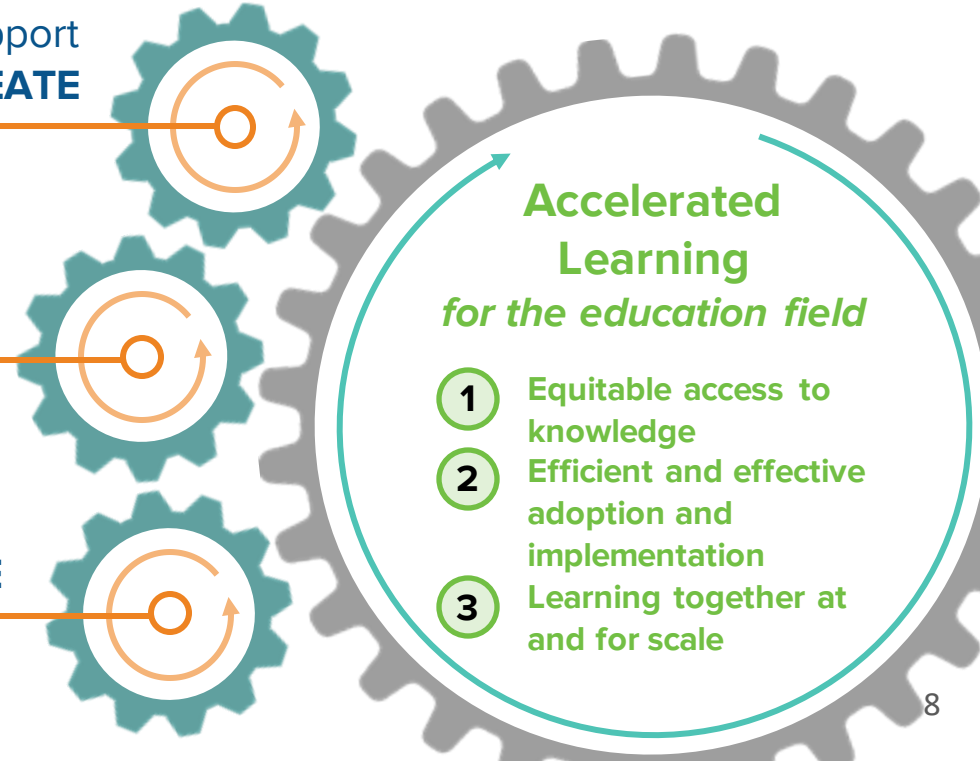


# TLA serves as a learning engine for the education field to spark movement on shared problems of practice.

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

Fostering communities to **CONNECT**

Building collective capacity to **SHARE**



**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!).

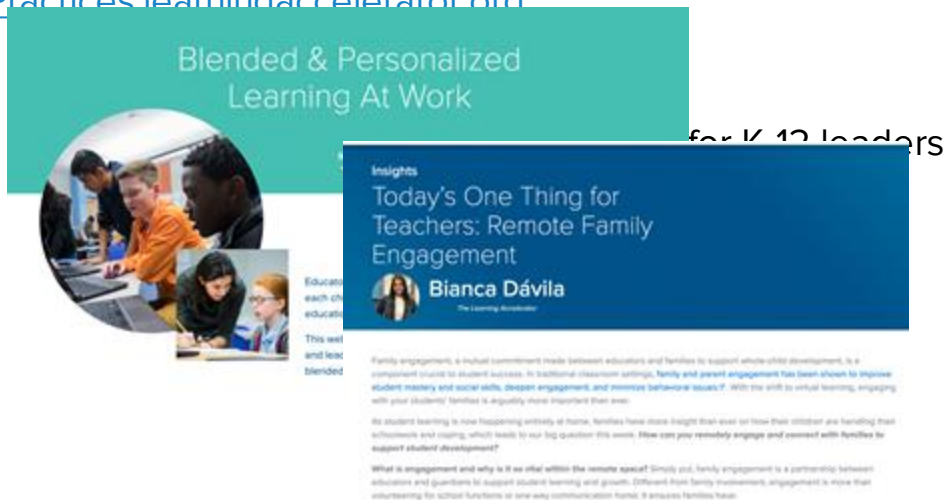


# Free Resources for Your Work

## Guidance and Resources for Your Work Response Support

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

COVID-19



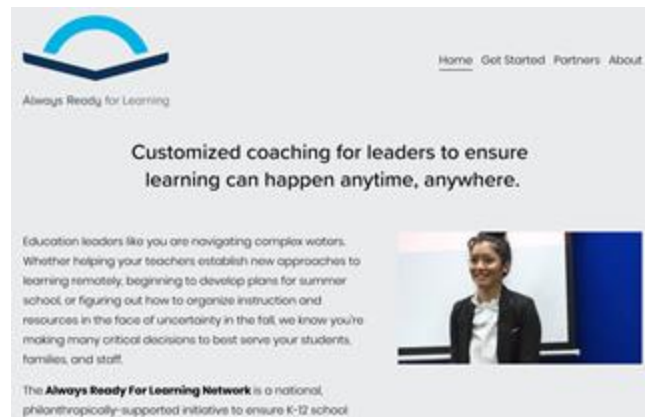
Blended & Personalized Learning At Work for K-12 Leaders

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

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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.

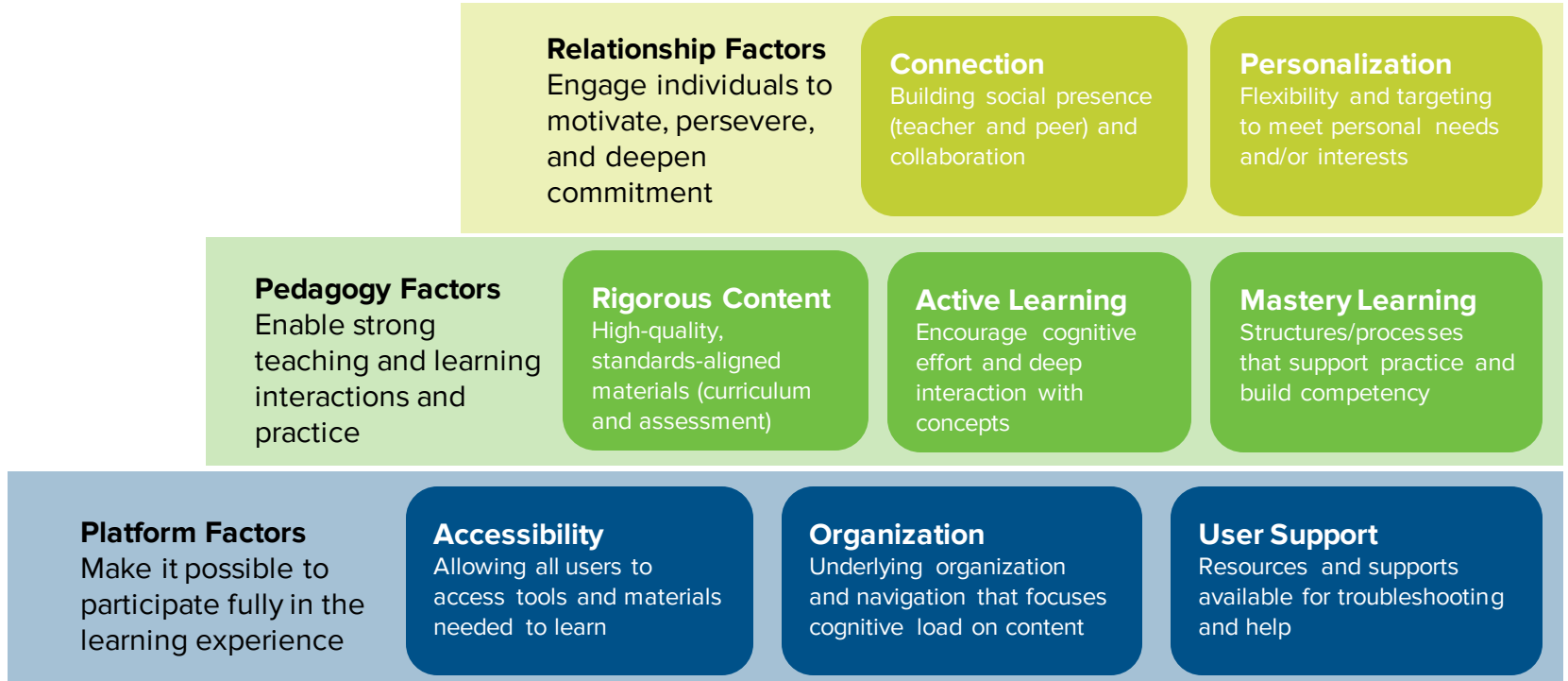
The **Always Ready For Learning Network** is a national, philanthropically-supported initiative to ensure K-12 schools

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

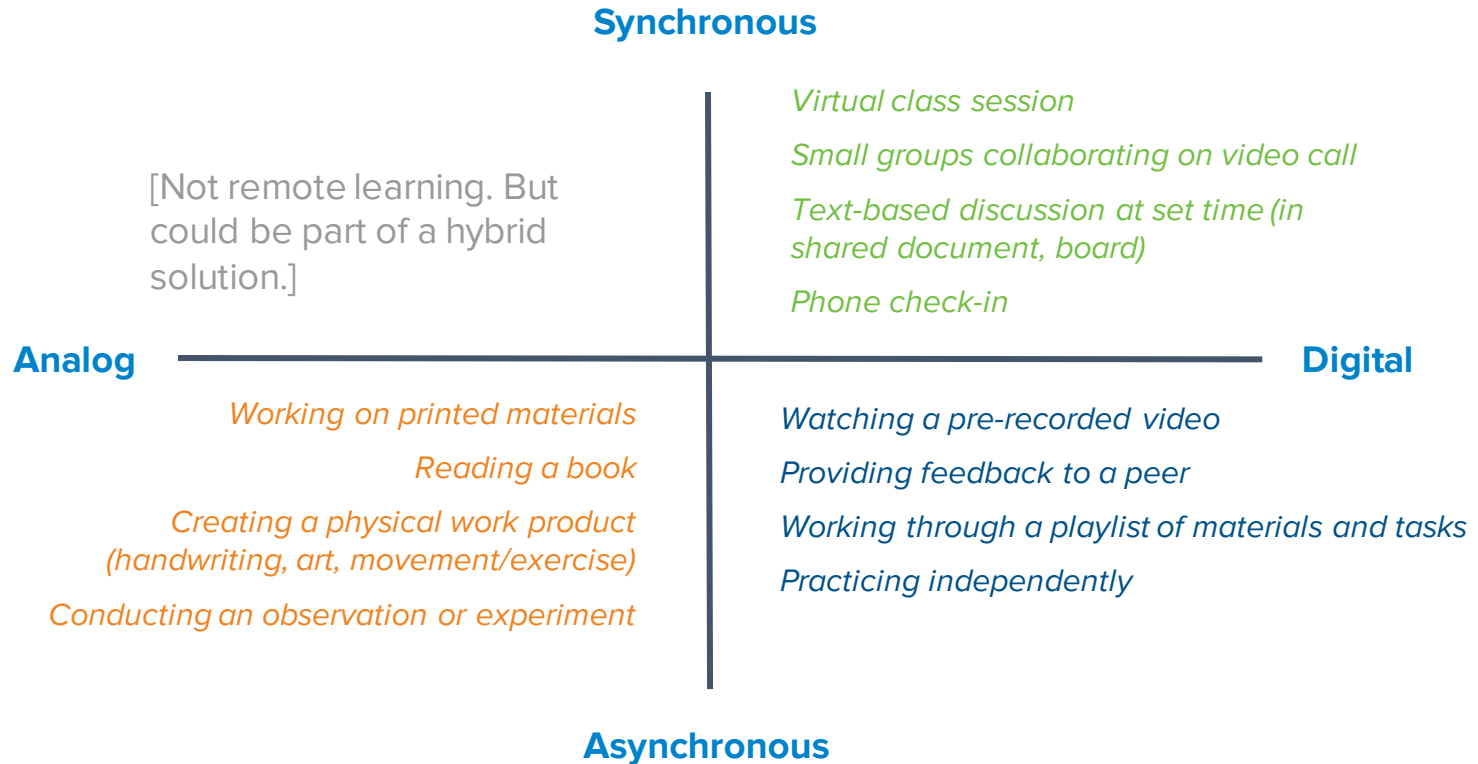
<https://practices.learningaccelerator.org/insights?topic=tl-a-one-thing>

# Recap from Module A

Efficacy and experience of remote instruction is **influenced by a number of design factors.**



Within remote design, teachers make choices about **how to use and blend different modalities during instruction**, matching the mode of learning to their objectives and context (student needs and engagement, content area grade level).



Today, we're going to explore some specific, powerful **instructional practices** teachers can use to drive student outcomes.

**Let's dig in!**



# Enabling Powerful Practices

## Overall design for remote instruction

*Consistent expectations, structures for remote learning experience*

### Relationship Factors

Engage individuals to motivate, persevere, and deepen commitment

### Pedagogy Factors

Enable strong teaching and learning interactions and practices

### Platform Factors

Make it possible to participate fully in the learning experience

## Blend of modalities, matched to objectives and context

*Synchronous, digital “in-person” class time, group time, etc.*

*Asynchronous, via digital platforms, analog materials, tools*



## Powerful instructional practices



USE OF REAL-TIME DATA



PERSONALIZATION



MASTERY-BASED PROGRESSION



# One more thing before we explore practices...

Coherence matters, so engage your team as you make decisions!



## Alignment

- Leadership team (e.g., coaches, principals, AP) and all teachers should fully understand guardrails, definitions, and expectations.

## Buy-in

- Vision and plans should include insight, feedback, and support of multiple stakeholders within the school and/or system. This enables ability to ask questions early, building approach that resonates with everyone.

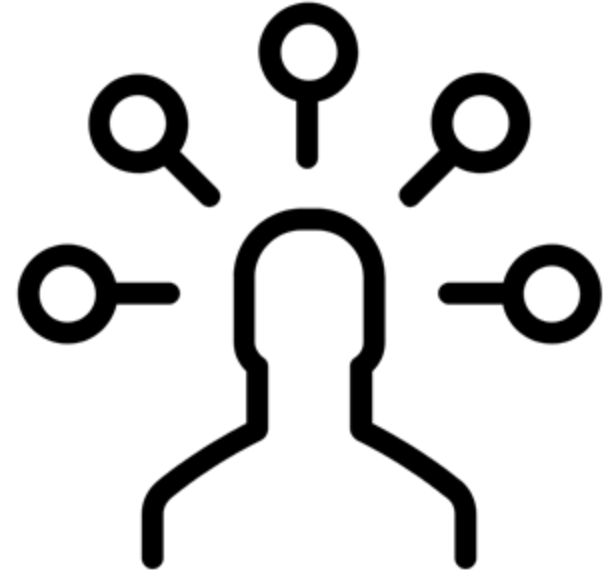
## Collaboration and Capacity Building

- Fostering teacher teams is key to ensuring educators are able to leverage their peers, build collaborative approaches, and avoid wheel reinvention when kicking off a new approach.



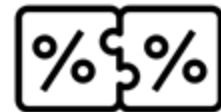
# 3 Steps for Instructional Planning in the Remote Space

1. **Plan as a team** to ensure buy-in and successful implementation
2. Design instruction that **“matches the mode to the objective”**
3. **Implement effective remote instruction** through the strategic use of:
  - Data-driven instruction
  - Personalization techniques
  - Mastery-based learning





# Designing Instruction that “Matches the Mode to the Objective”



- **Introduction to a new topic** and/or concept
  - Asynchronous playlist that includes videos, readings, and opportunities for application
  - Asynchronous choice board for exploration (e.g., analog poster project using technology for research, reading a book excerpt and pulling out key concepts, virtual collaborative document where each student looks up different information and fills in their findings)
- **Going deeper**, clarifying misconceptions and applying it to the “real world”
  - Synchronous virtual Socratic seminar
  - Synchronous small-group time with teacher on video call
  - Asynchronous [choice board](#) to illustrate mastery and application (the sky's the limit with effective choice boards!) – could be digital or analog



# Practice 1: Real-Time Data Use



**Systems and routines educators and students use to continuously monitor progress to inform understanding and instructional action**

- Clear records of progress (activities and outcomes)
- Cycle of analysis and action to understand and influence trajectory of learning
- Use at/by multiple levels of system: student, teacher, school, district, parent/guardian, etc.

**Assessment**

**Data Analysis**

**Record of Progress**

**Monitoring  
& Sharing**

**Action Planning**



# Considerations for Implementation of Remote Data Use

## What is our vision for data use, and why?

- Identify the **key metrics and data** you collect and how often
- **Be clear on why:**
  - Which data would help us best make informed instructional decisions for the school?
  - How will educators and students use this data to shift instruction to ensure progress and support?

## How will we get it done?

- Define expected, manageable **frequency for data collection and use**: Daily, weekly, monthly?
- Identify **where to put and organize data** while protecting student privacy and security (e.g., data dashboard, Google Doc)
- Define **role teachers, teams, and students will play respectively** in collection and analysis
- **Determine supports**: How will educators work together and with leaders/coaches to understand and analyze data to inform instruction? What additional supports (i.e., training, tools) might other actors need?



# Remote Data Use Practices in Action

## Synchronous

[Not remote learning. But could be part of a hybrid solution.]

*Polling or formative assessment during virtual lesson*  
*1:1 virtual conference to reflect on progress, set goals*  
*Peer-to-peer feedback session*  
*Teacher team data analysis meeting*  
*Mastery demonstration*

Analog

Digital

*Printed assessment*  
*Physical report sent home to parents*

*Digital exit ticket*  
*Independent reflection using a rubric*  
*Self-scoring and updating via a progress tracker*  
*Practice assessments*  
*Digital assessment (diagnostic, formative, summative)*  
*Production of a digital work product*

## Asynchronous



# Collecting Data, Examples in Action

nearpod

Request Quote Sign Up For FREE Log In

## Keep Students Engaged in Learning... Wherever They Are

**STUDENTS**  
Join a Lesson  
Enter CODE

**TEACHERS**  
Sign Up For Free  
or Log In

**ADMINISTRATORS**  
Learn More  
or Request Quote

Use a web platform to do a quick CFU.



# Collecting Data, Examples in Action



STRATEGIES

## Lovett Learner Profiles

Lovett creates Learner Profiles, which include academic data and additional information to help educators gain a more holistic understanding of each student.

learner profile personalized survey interests progress monitoring



STRATEGIES

## Implementing Learner Profiles

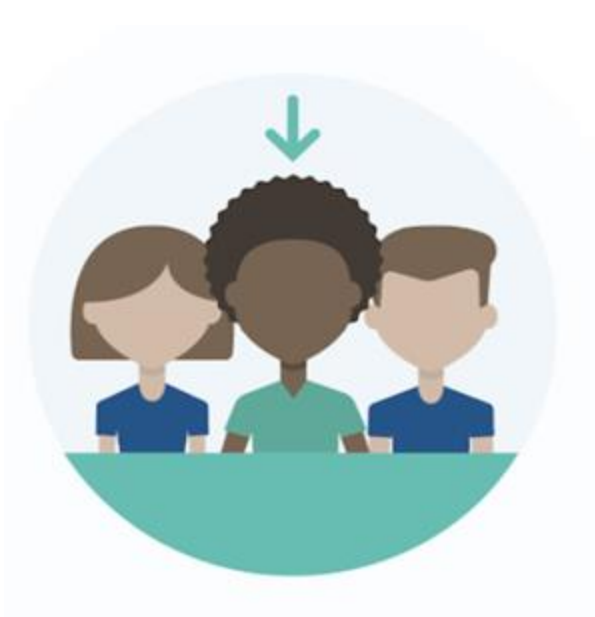
Learner profiles are one of the core tenets of Henry County School District's approach to personalization. Locust Grove is gradually starting to use them more and more.

learner profile goals goal setting habits soft skills

**Learner profiles enable educators to collect data beyond content mastery around the whole student.**



## Practice 2: Personalization



**Student-centered instructional approach that tailors learning for each student based on specific strengths, needs, interests, and goals**

- Allows for differentiation of pace, path, place, and modalities
- Creates opportunities for greater agency and choice-making
- Requires flexibility in resources – including time, content, space, groupings, and staff/people

**Differentiation**

**Student Choice  
& Agency**



# Remote Personalization Practices in Action

Synchronous

[Not remote learning. But could be part of a hybrid solution.]

*Virtual “stations” with breakout rooms*

*1:1 or small group instruction sessions*

*Choices about time*

*Choices about type of learning activity (e.g., project team to join, breakout topic)*

Analog

*Offering options for standards-aligned printed materials (e.g., books)*

*Student-directed projects, activities, and experiments*

Digital

*Differentiated playlists*

*Choice in content/interest area or learning material*

*Choice around when and where to learn or complete work*

*Allowing students to pick different means for completing a task or showing mastery (e.g., choice board)*

Asynchronous





# Personalization, Examples in Action



Use Flipgrid to offer alternative ways to illustrate mastery, engage in peer reviews, and post virtual presentations.



# Personalization, Examples in Action



Learn  
about blended  
learning



See  
schools in  
action



Explore  
strategies to  
implement



Extend  
your professional  
learning



## Self-Paced Progress through Playlists

Students work through playlists at their own pace

### Context

Valor individualizes math practice through self-directed and self-paced online playlists, housed in Google Docs. Each playlist is focused on a grade level math standard, allowing students to self-select a targeted playlist based on their individual needs.

Playlists takes about two to four weeks to complete and each include the following:

- > A Playlist Tracker that highlights key goals and vocabulary and tracks student progress
- > Three to five modules, targeting sub-standards, with:
  - > Videos for students to explore and take notes
  - > Targeted practice through Khan Academy<sup>®</sup>, IXL<sup>®</sup>, LearnZillion<sup>®</sup>, or Summit Learning<sup>®</sup>
  - > A student-owned formative checkpoint in each module, assessing mastery and prompting the student to either move on or review content and retake the checkpoint
- > A multiple-choice summative assessment, entered in Illuminate<sup>®</sup> for immediate feedback, which can be retaken to ensure full mastery

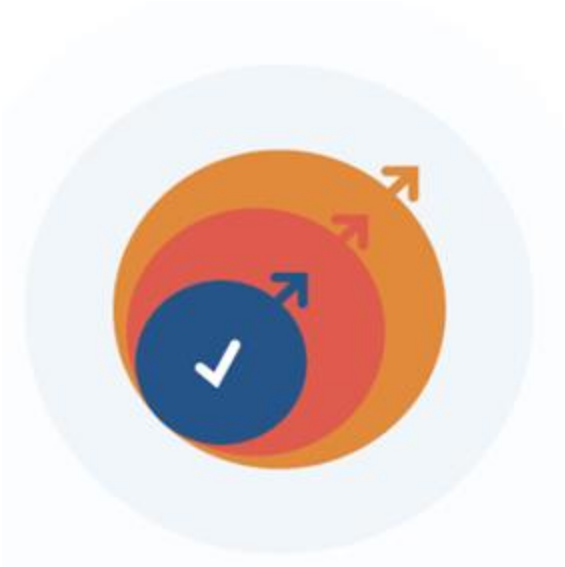
When students complete an entire playlist and demonstrate mastery on the summative assessment, they get to select a new playlist. In order to hold students accountable to progress, teachers set target due dates on select playlists, giving additional support (1:1 or small group instruction, extended deadlines, etc.) to students struggling to make adequate progress. Teachers have also created a set of scaffolded playlists to pull from, supporting individual students on an as-needed basis. Students who have finished all grade level playlists can "level up" and start working on playlists for the next grade level.



Offer playlists that enable agency and choice.



# Practice 3: Mastery-Based Learning



**Structures that allow a student to advance/deepen learning based on mastery of *content* rather than seat time**

- Common, clearly articulated learning standards
- Consistent definition of and measurement for mastery
- Understanding of the relationships between concepts, how they build upon or support each other to support mastery (foundational and grade-level)

**Learning Objectives**

**Definition of Mastery**

**Assessment of Mastery**

**Learning Pathways**

**Reporting**



# Considerations for Implementing Remote Mastery-Based Learning

- Clearly **map out the progression of the TEKS and learning objectives**
  - How will we assess existing mastery?
  - How do the learning objectives build off each other toward mastery of the grade-level TEKS?
- Define and build alignment around **what mastery looks like**
  - How will students be able to demonstrate mastery?
  - Will this be consistent across grade level, subject, school?
  - How will we communicate progress? How will students be graded?
- Build in **opportunities for spiraling**
  - How are students offered content in multiple ways, multiple times throughout their learning experience?
  - How can educators offer opportunities for multiple “tries” at mastering content?
  - Will these practices be classroom-based and/or consistent across the school?
- Offer **multiple pathways** based on mastery
  - Does your school have flexibility to enable students to truly work at their own rate?
  - Does your school offer multi-age options to further support readiness-based pathways?



# Mastery-Based Practices in Action

Synchronous

[Not remote learning. But could be part of a hybrid solution.]

*Opportunities for students to illustrate mastery in multiple ways (e.g., presentation, Socratic seminar)*  
*Allowing students to work in multi-age, virtual small groups*  
*1:1 conferences grounded in goal setting*

Analog

Digital

*Project-based learning activities*  
*Pacing guides with “must-do” & “may-do” tasks aligned to various TEKS that include analog options*

*Customized playlists with various pathways*  
*Students drive data trackers to monitor mastery*  
*Offering opportunities to take multiple “tries” at a mastering content*  
*Engaging with adaptive software*

Asynchronous



# Mastery-Based Learning, Examples in Action

ReNew\_80.1\_Math Conferencing Block Data Sheet

File Edit View Insert Format Data Tools Add-ons Help Last edit was seconds ago

100% Arial 12

Enter your assignments, quizzes, and tests in Row 2.  
Assign the total points possible for each one in Row 3.  
Student grades will automatically be calculated in columns G-D.

CLASS NAME	8-EE-1	8-EE-2	8-EE-3	8-EE-4	8-EE-5	8-EE-7a	8-EE-7b	8-EE-8	8-F-1	8-F-2	8-F-3	8-F-4	8-F-5	8-G-1	8-G-2	
Class average	55%	70.1	77.8	54.0	41.1	54.8	58.4	45.9	60.4	65.5	40.5	62.7	44.5	58.9	56.4	61.8
Dontrell	71%	100	100	64	33	45	78	40	100	75	45	103	40	62	67	75
Kelara	70%	100	105	64	24	60	56	22	80	70	70	70	69	46	100	75
Traviete	46%	67	67	54	24	30	62	35	67	75	30	60	20	54	33	75
Kylan	30%	10	43	36	14	13	33	13	35	60	30	40	0	31	33	50
Aslanette	37%	40	49	63	26	42	100	45	67	40	25	0	14	0	0	50
Rodjonae	62%	100	100	82	38	52	44	55	45	50	5	42	75	64	67	50
Nortii	65%	100	100	73	43	85	89	25	67	58	30	42	29	62	5	50
Akia	79%	80	100	73	57	64	81	85	100	95	35	80	45	46	33	75
Angel	54%	40	90	73	33	58	72	30	67	55	30	60	34	62	67	40
Malik	65%	52	71	82	67	27	78	50	67	75	10	60	42	70	67	60
Jarrell	28%	45	67	27	38	28	22	28	0	9	30	20	13	31	0	25
Joseph	89%	67	104	64	38	85	100	50	100	85	42	30	73	75	100	95
Damien	23%	67	67	0	0	7	11	33	45	18	10	0	13	23	33	50
Gamin	46%	43	67	27	14	53	72	30	45	9	10	60	38	77	33	50
Jarius	118%	95	103	100	83	100	89	92	90	100	97	80	93	100	95	95
Clayborne	63%	65	67	36	33	35	67	50	90	100	30	60	42	70	67	75
Adrien	36%	33	33	20	13	20	33	28	33	75	20	60	20	54	0	25
Juan	74%	100	105	64	53	50	56	53	85	85	50	60	53	85	72	85

Use Google sheets, like [this one](#), to track mastery of standards.



# Mastery-Based Learning, Examples in Action

## Demonstrating Mastery with Two Challenges and a Capstone

Students complete challenges to progress through a course and a capstone to earn a credit.

### Context

At Bronx Arena, each course follows a consistent instructional design model that requires students to complete two challenges and one capstone project to complete the course and earn a credit. This approach helps create a consistent experience and expectations for students across all course subjects, who know what to expect in any given course, no matter the subject. Throughout a course, students work through a series of activities that break down various pieces of content, culminating in a challenge. Challenges are summative projects designed for students to demonstrate their proficiency of skills they learned throughout that part of the course. After finishing two challenges, students work towards completing a capstone project, where students demonstrate mastery of content and the ability to transfer their knowledge to a new context. Challenges and capstones are created by **curriculum design teams**, which include multiple teachers and students.

These projects have specific structures focused on competencies but are not overly prescriptive in order to allow for flexible application and demonstration of mastery. Each course has exemplars and rubrics that clearly illustrate to the students what needs to be completed to fulfill challenges and capstones, as well as the **competencies and sub skills** which need to be learned. Students receive challenge templates that guide them and help them complete each challenge. The templates include rubrics, which help them understand what they need to do and what they are graded on. Given Bronx Arena's non-traditional structure, students are able to start a new class at any time during the year and work until they **demonstrate mastery and complete the class**.

The goal is to create rigorous alignment *and* flexibility in the “how.”



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

- Explore a “playlist” of resources focused on one of the following topics:
  - Instructional planning as a team
  - Data-driven instruction
  - Personalization
  - Mastery-based learning
- 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:

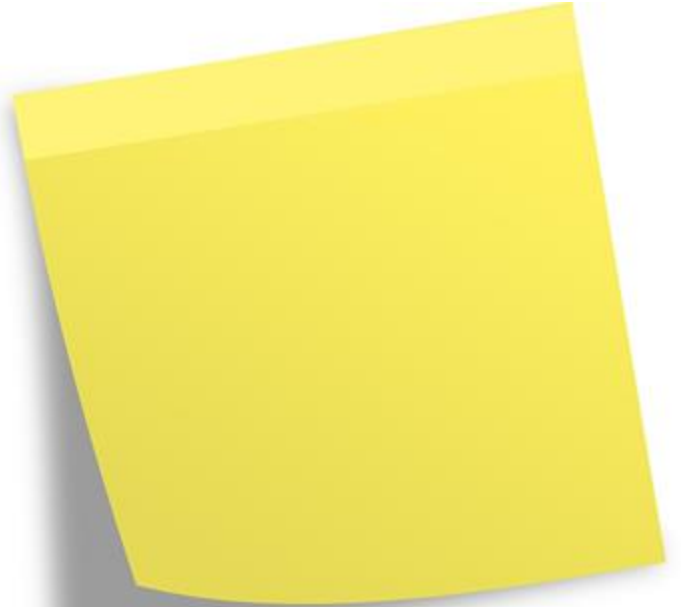
- 1 resource you found interesting and/or want to revisit and apply
- 1 “a-ha!”
- 1 question you still have

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.

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)

