



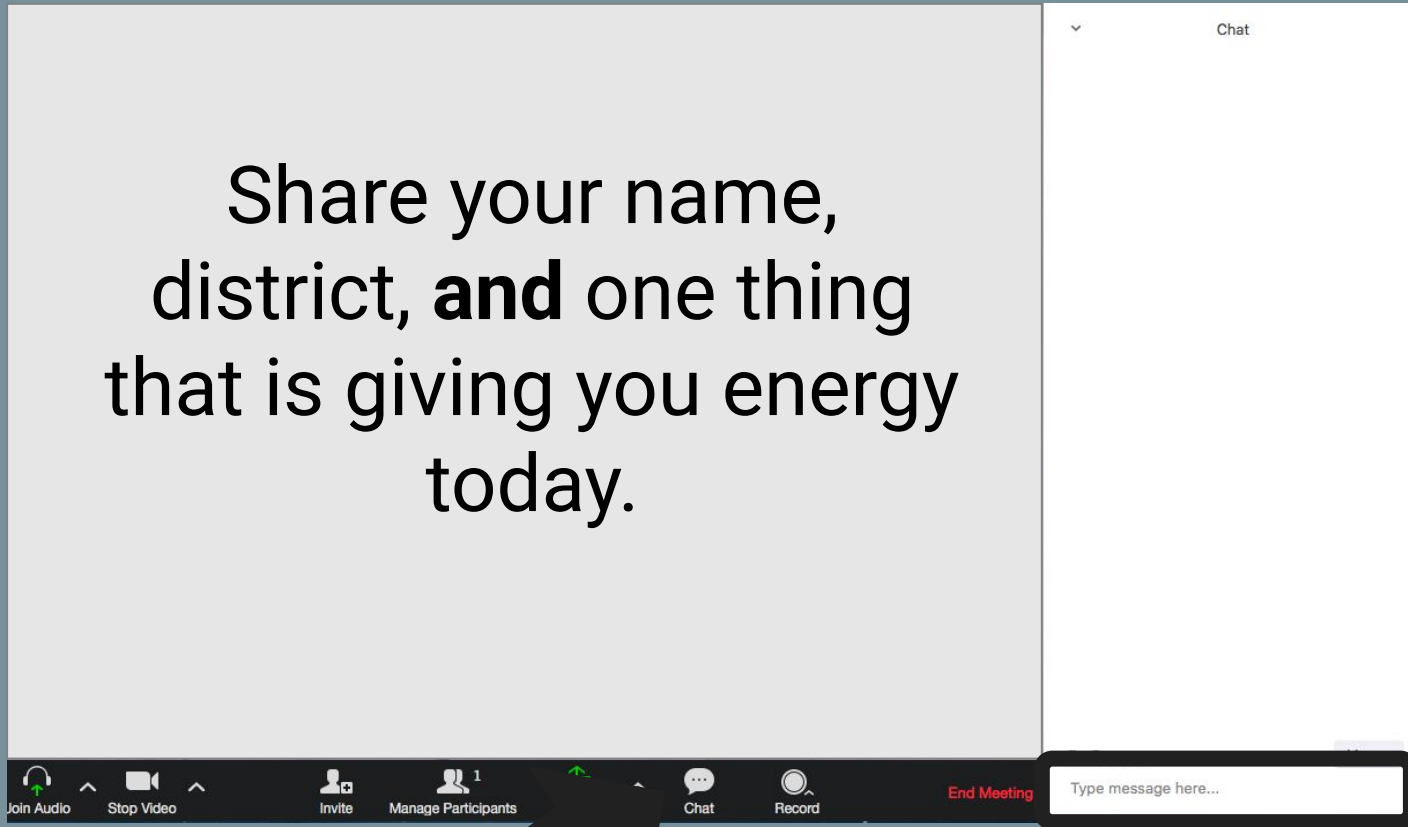
# Flexible Learning Models for a Resilient District

November 11, 2020

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Webinar

Share your name,  
district, **and** one thing  
that is giving you energy  
today.



The image shows a Zoom meeting interface. The main window displays a large text prompt: "Share your name, district, **and** one thing that is giving you energy today." To the right is a chat sidebar with a "Chat" header and a "Type message here..." input field. At the bottom is a toolbar with icons for "Join Audio", "Stop Video", "Invite", "Manage Participants" (with a "1" next to the icon), "Chat", and "Record". A red "End Meeting" button is also present. A large black arrow points upwards from the bottom center towards the "Manage Participants" icon.

# Schools grow when people grow



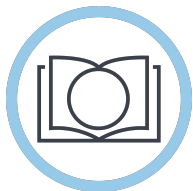
Founded in  
**2010**

**1000+**  
Schools

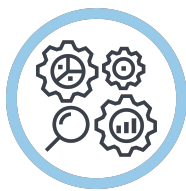
**250+**  
Districts

**37**  
States

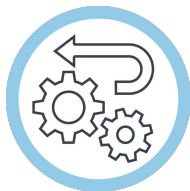
Blended &  
Personalized  
Learning



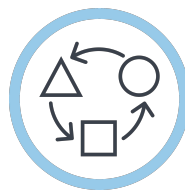
Strategic  
Planning



Return  
Planning



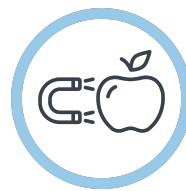
Equity



Leadership  
Development  
& Coaching



Teacher  
Retention



Teams &  
Culture



# Objectives

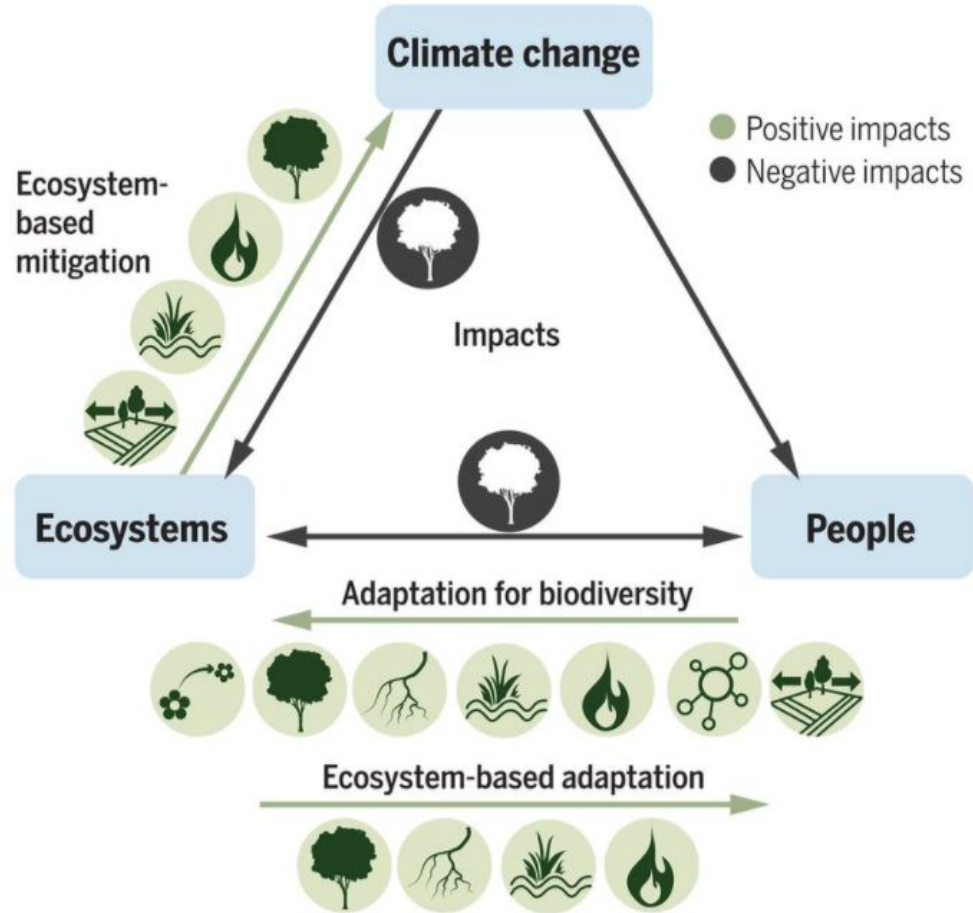
1. Discuss the need for maintaining a range of learning models
2. Review elements of flexible learning models
3. Review sample models to spark thinking and explore possibilities

## How we will get there



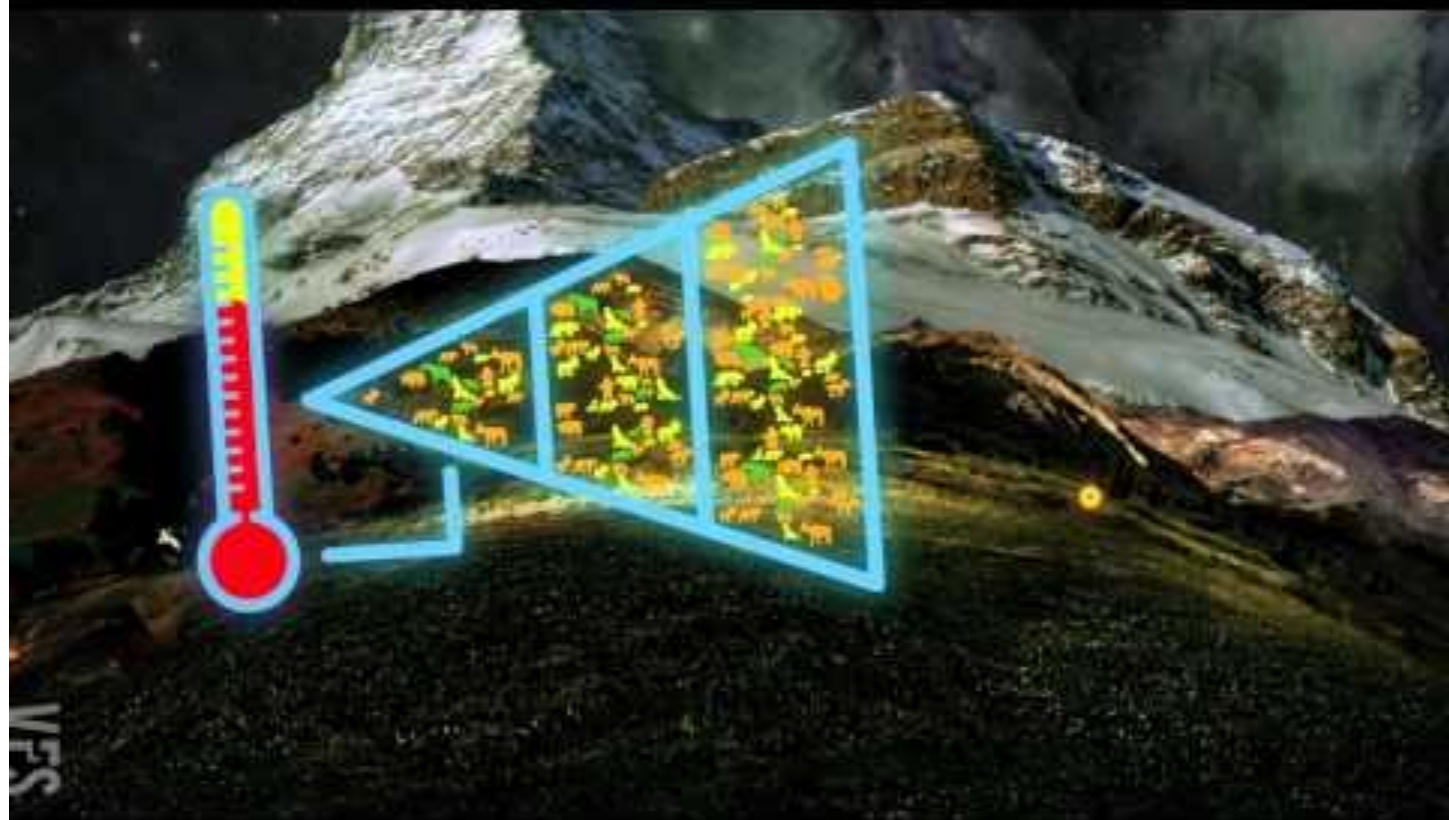


-  Reafforestation
-  Forest creation in unsuitable areas (negative)
-  River restoration
-  Wetland restoration
-  Protection and expansion of natural/seminatural areas
-  Increased connectivity
-  Species translocation
-  Natural fire regime restoration



Source: [Science Magazine, December 2019](#)





“Resilience is the capacity of a system, be it an individual, a forest, a city or an economy, to deal with change and continue to develop. It is about how humans and nature can use shocks and disturbances like a financial crisis or climate change to spur renewal and innovative thinking.”

- Stockholm Resilience Centre



# Like ecosystems, districts face “shocks and disturbances”

*Students, Families, Teachers, Staff, Leaders and Community Members navigate these challenges together*

Traumatic Events

Pandemics

Natural Disasters

Accidents

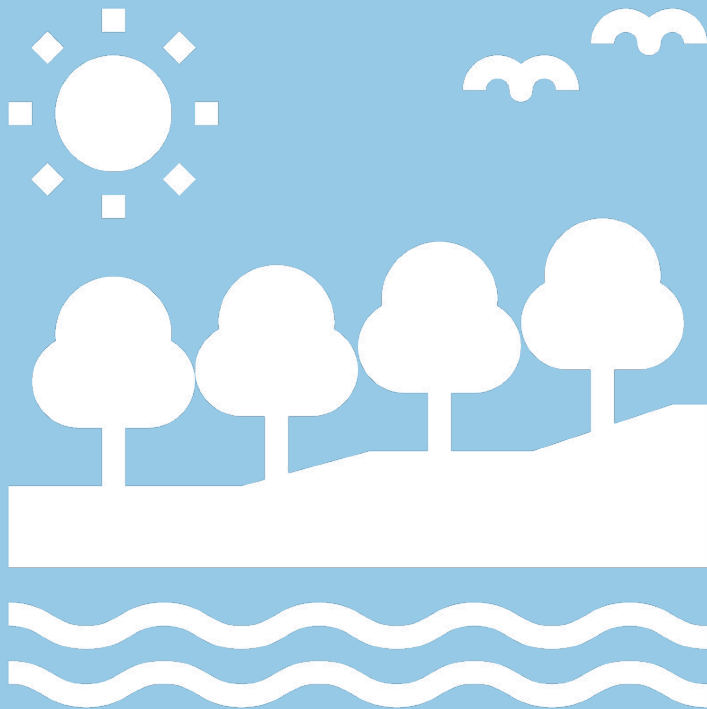
Inclement Weather

Staffing Shortages

What innovations or new/renewed ideas have helped your district to be resilient the past 8 months?

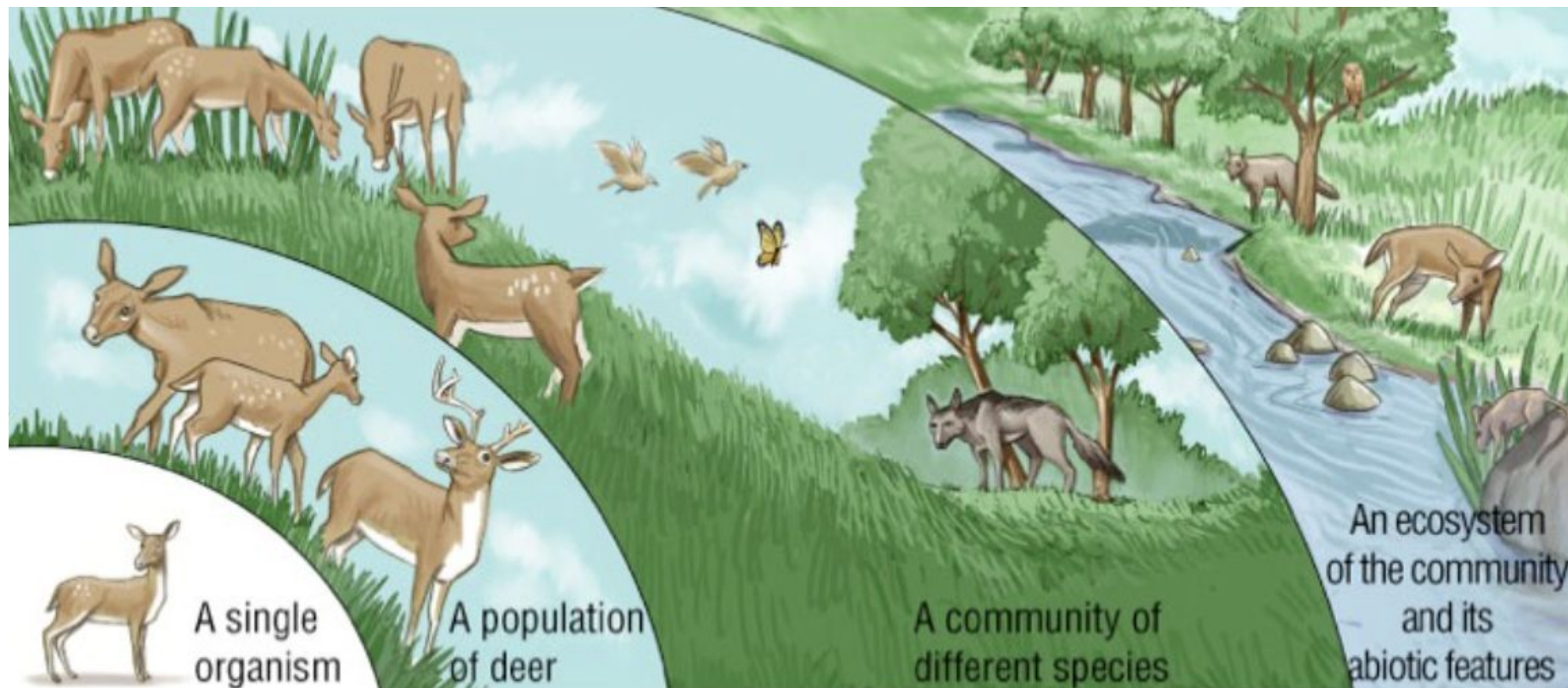
*Share your thoughts in the chat*



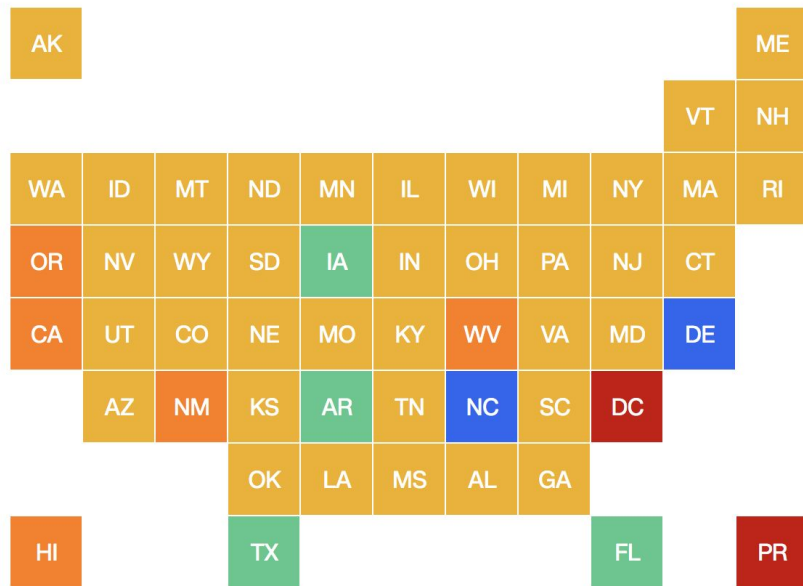


# Schools and Districts as Ecosystems for Learning

# How might a portfolio of flexible learning models create a more resilient district?



# Why flexible models, why now?



- Varies by school/district/dependent on local health authorities
- State-ordered in-person instruction available part-time or full-time\*
- State-ordered regional closure in effect
- Only hybrid or remote instruction allowed
- State ordered closure in effect (including states where openings are delayed)

>75% of the districts Education Elements partners with are in a transition phase between fully in person or fully online learning environments.

How can supporting and maintaining a small portfolio of flexible learning models support resilience?

*Share your thoughts in the chat*

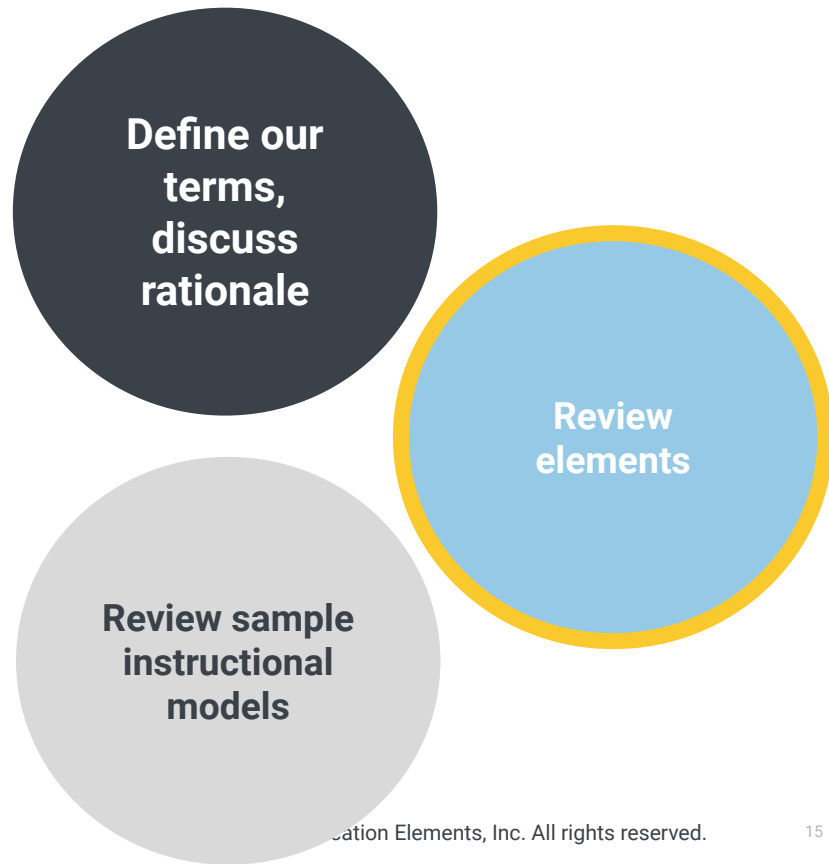




# Objectives

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## How we will get there



# What do we mean by “flexible learning”?

## **Models**

blended, flipped,  
distance, synch, asynch

## **Location**

at home, at school,  
on the job, in transit

## **Path**

personalized or  
differentiated paths,  
based on readiness

## **Time**

flexible schedules and  
windows of learning  
time

## **Pace**

Student-directed  
based on need;  
guided by teacher

## **Decisions + Design**

Students, teachers +  
leaders, parents,  
schools

# Elements of Flexible Models that Increase Resilience

<b>Belonging</b>	<b>Community and relationships are built through intentional interactions</b> <i>Example - Morning meetings, check-ins, discussion groups</i>
<b>Empowerment</b>	<b>Structures enable personalization and student decision making about path, pace, time</b> <i>Example - Curriculum and instructional resources available to learner; sets weekly goals for path</i>
<b>Technology</b>	<b>Technology is used to connect students, teachers and content</b> <i>Example - Group text messages to drive discussion, brainstorming</i>
<b>Capacity</b>	<b>Resources and practice to enable the model add capacity to district</b> <i>Example - Exemplar lessons used for classroom instruction and teacher PD</i>
<b>Versatility</b>	<b>One or more scenarios are supported (i.e., in-person, hybrid, distance learners)</b> <i>Example - Flipped model that supports in-person and at home learners</i>

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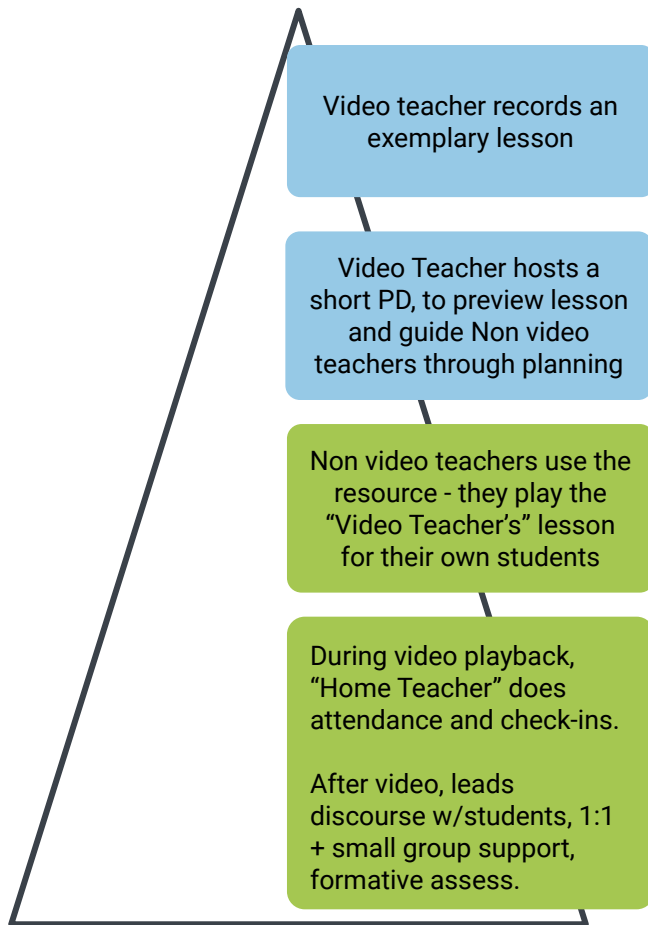
# Broadcast

1 expert teacher records a lesson shared with many

## Student Experience:

*Synchronous, sample schedule:*

- 10-15 minutes opening of class focused on reflection, goal setting, SEL check-ins
- 10-15 minutes of direct, guided instruction
- 15-45 minutes practice, differentiated support



## Video teacher:

- Exemplary, track record of effectiveness
- Provides lessons and videos to many teachers
- Facilitates daily PD for teachers



## Non video teacher:

- Experiences daily professional development
- Facilitates learning + discourse with students
- Increased focus on relationships, differentiation



# Broadcast Model: Benefits + Considerations

## Benefits

- Built in PD for teachers, potential for career pathway
- All students gain access to most effective teachers
- Non video teachers focus on relationship building and differentiated support

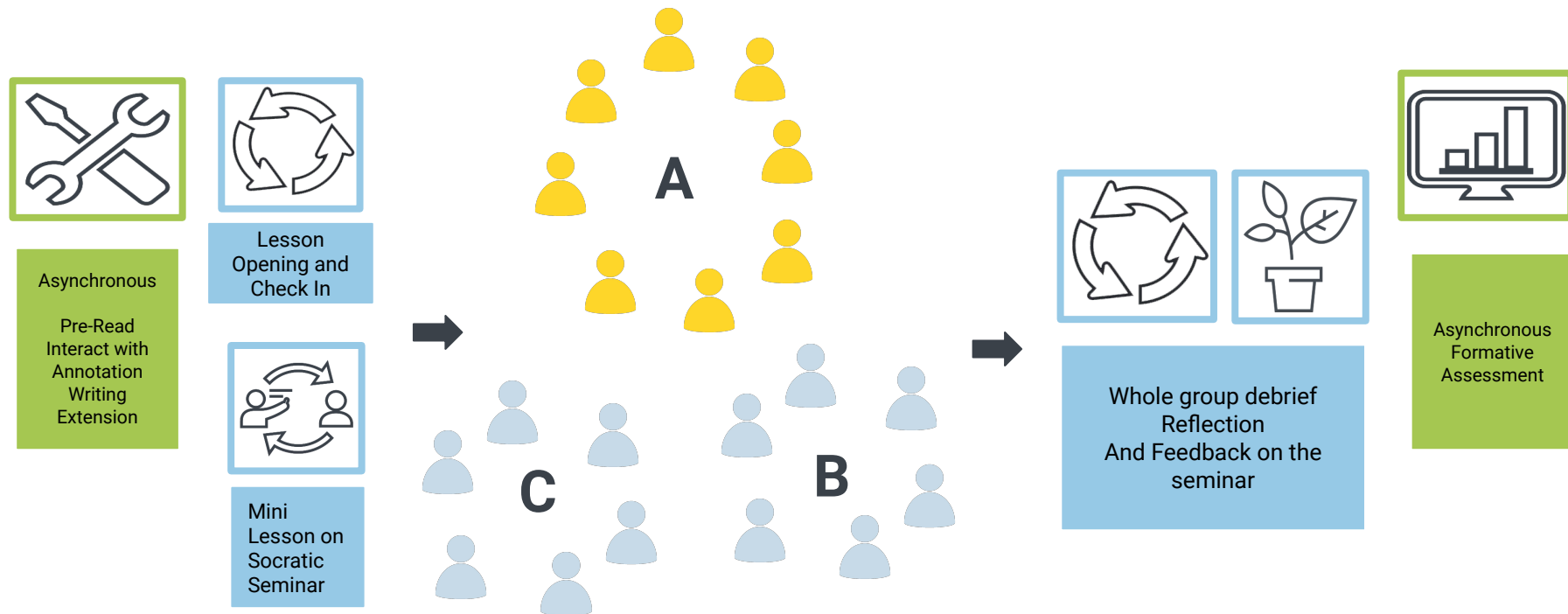
## Considerations

- Best for 3-12, can be used in any subject
- Scheduling considerations for daily, weekly PD
- Requires use of video, better if higher quality production

<b>Belonging</b>					
<b>Empowerment</b>					
<b>Technology</b>					
<b>Capacity</b>					
<b>Versatility</b>					



# Concurrent Socratic Seminar



Multiple socratic circles going on at the same time based on the cohort they are in (A, B, C)

# Concurrent Socratic Seminar: Benefits + Considerations

## Benefits

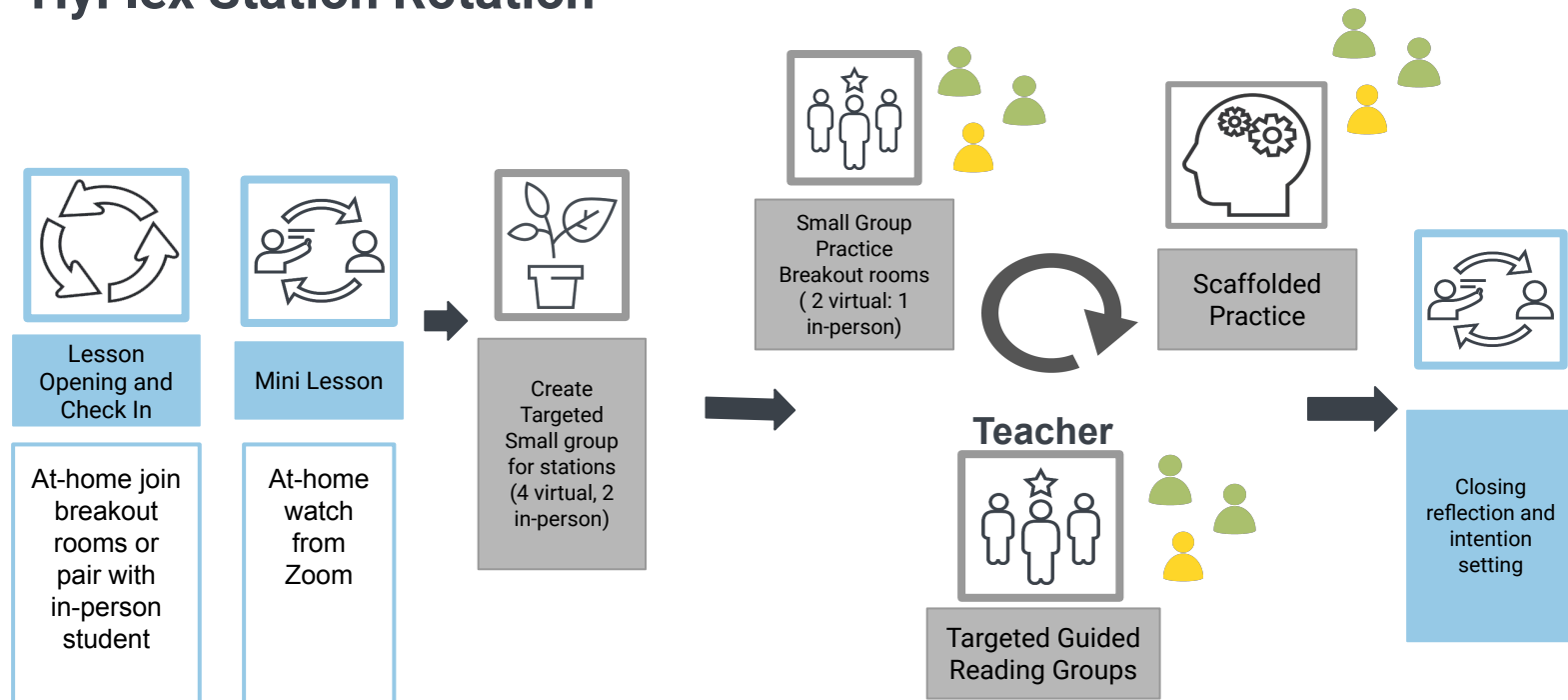
- Ongoing student connection through small group discussions
- Student driven discussions and opportunity for students to decide on topics, anchor resources
- Supports in-person, at home learners

## Considerations

- Best for 6-12, could be used w/upper elementary
- Designed for discussion based and SEL focused classes or activities
- Upfront investment, practice needed to build student fluency w/socratic seminars

<b>Belonging</b>					
<b>Empowerment</b>					
<b>Technology</b>					
<b>Capacity</b>					
<b>Versatility</b>					

# HyFlex Station Rotation



Targeted groups will have a 2:1 ratio of virtual to in-person students

Groups should not have more in-person students than virtual to create less marginalization with the experience



# HyFlex Station Rotation: Benefits + Considerations

## Benefits

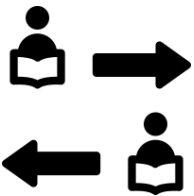
- At home students paired with in-person learners, chance to build relationships
- Belonging facilitated through small group practice, guided reading groups
- Emphasis on differentiation

## Considerations

- Planning time needed for data analysis, creating differentiated learning activities
- If only virtual, requires fluency w/Zoom breakout rooms (or similar)
- Rotations possible over multiple days

<b>Belonging</b>					
<b>Empowerment</b>					
<b>Technology</b>					
<b>Capacity</b>					
<b>Versatility</b>					

# Playlist or Choice Board



**Asynchronous**  
Individual,  
Varied Pace

Teacher creates a curated collection of resources and tasks designed to help students achieve a common learning objective.

Students have the opportunity to check in with teachers as-needed

Students complete playlists/choice boards individually (or in small groups depending on the task), at their own pace, within an established timeframe.

# Playlist or Choice Board: Benefits + Considerations

## Benefits

- High degree of student choice over path, pace, time
- Adds value to school, district through playlists + choice boards that can be shared, reused
- Time w/teacher focused on 1:1 coaching or small group support

## Considerations

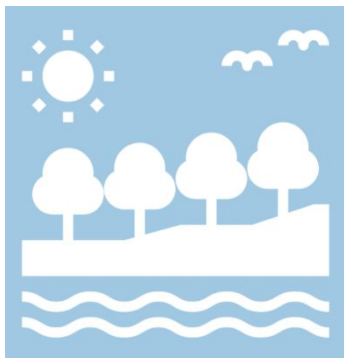
- Upfront investment to build playlists and choice boards
- Students can be empowered to contribute to creation
- Time must be set aside, during period, day or weeks for connection and relationship building

<b>Belonging</b>					
<b>Empowerment</b>					
<b>Technology</b>					
<b>Capacity</b>					
<b>Versatility</b>					



# Closing

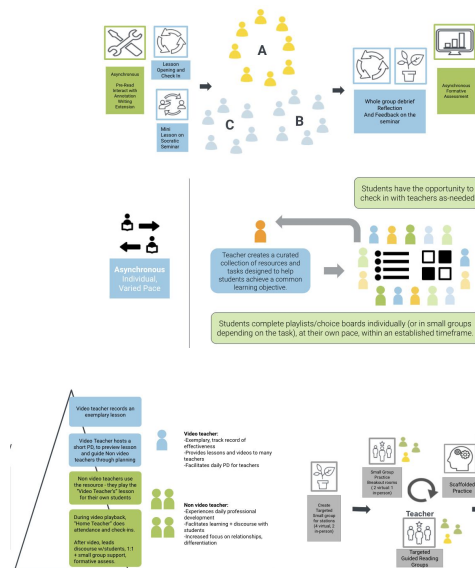
## Raise “Biodiversity” of District Ecosystem



## Elements for Flexibility

<b>Belonging</b>
<b>Empowerment</b>
<b>Technology</b>
<b>Capacity</b>
<b>Versatility</b>

## Models to Spark Thinking



A FREE WEBINAR & RESOURCE SERIES FOR K-12 LEADERS

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PLANNING, INSTRUCTION, COMMUNITY,  
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Rethinking your District Strategic Plan in  
the COVID Era

>> DEC 8, 2020

Creating New “Micro” Systems for  
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