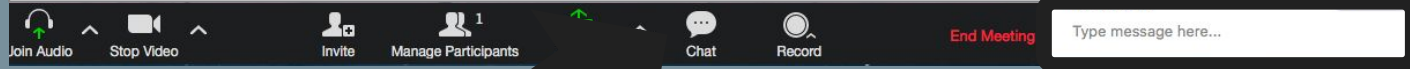




Strategy and Instruction: How Do We Phase in from Distance Learning

October 7th, 2020

Share your name,
district, role **and** what is
one word to describe
how you are feeling
coming into today's
webinar?



Welcome



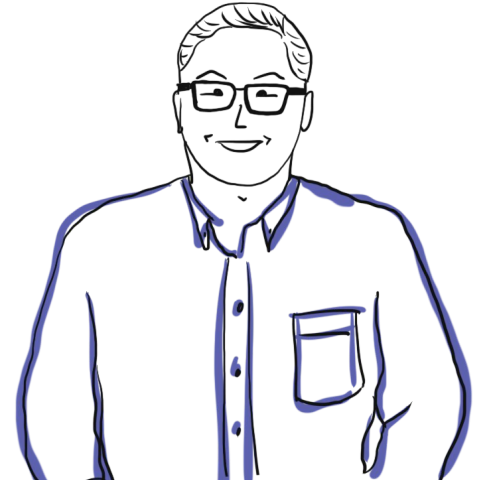
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Link to our slides:

<http://bit.ly/EEOct72020>

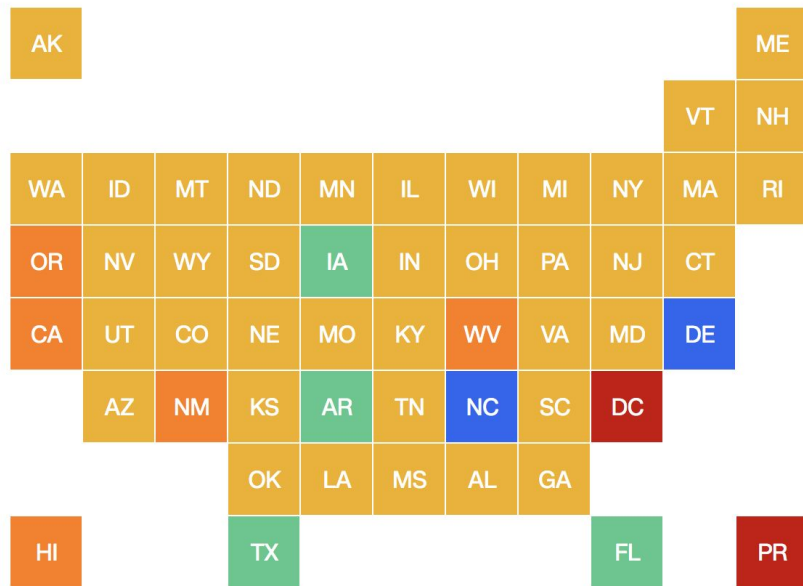
Objectives

Our Slides:

<http://bit.ly/EEOct72020>

- Participants will learn about specific **instructional models** that can be used to phase in from distance learning
- Participants will **walk away with resources** to utilize as you are planning their phased in approach

Why Instructional Strategy, 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.

Phase in Considerations

Lesson complexity

Are there multiple lesson versions, instructional opportunities, and resource choices?

Flexibility for students

Is the system designed to let students and families get the equitable support and flexibility they need to succeed?

Technological capacity

Do all stakeholders have the devices and training to fully access technological requirements?

SELF REFLECTION

Is there **evidence** this is true vs.
do we **want** this to be true?

Lesson Complexity

Are there multiple lesson versions, instructional opportunities, and resource choices?

- Teachers are comfortable creating synchronous and asynchronous versions of the same lesson
- Teachers are invested in giving students choice in how they learn and/or demonstrate mastery
- Teachers create different learning pathways for students, based on interest, relevance, or learning modality

Flexibility for Students

Is the system designed to let students and families get the equitable support and flexibility they need to succeed?

- Equity is a consistent and critical component of almost every conversation
- Teachers and leaders create flexibility for students and families
- The amount of form of support changes depending on the student's needs

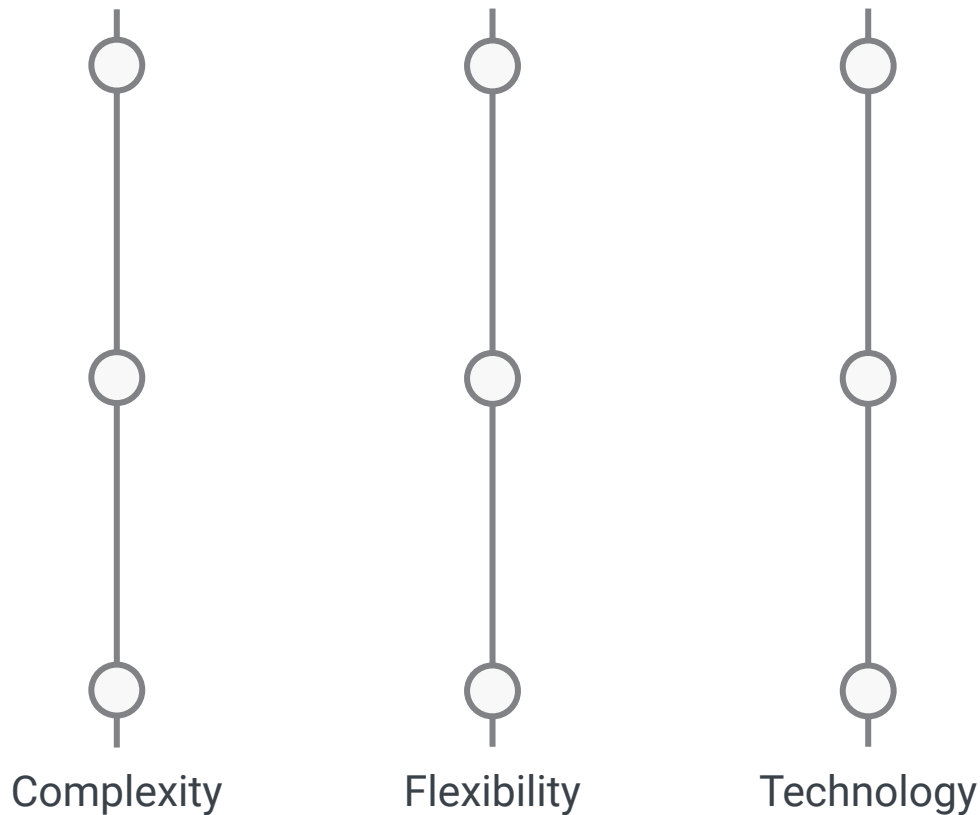
Technological Capacity

Do all stakeholders have the devices and training to fully access technological requirements?

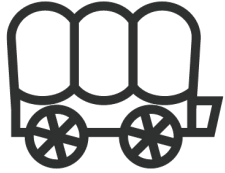
- The district uses a Learning Management System to centrally house and deliver instructional resources and lessons
- Students have access to devices and WiFi at school and at home
- Teachers are comfortable uses existing digital programs

Phase in Considerations

Is there **evidence** this is true vs. do we **want** this to be true?



Phase-In Instructional Models



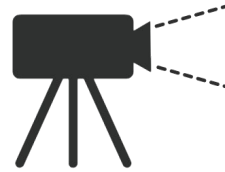
Wagon Train Model

In-person lessons
roll-out virtually 1-2
days later



HyFlex Model

Teachers record
in-school lessons and
post online for virtual
students



Live Stream Model

Teachers in-school
streams lesson live for
students at home.



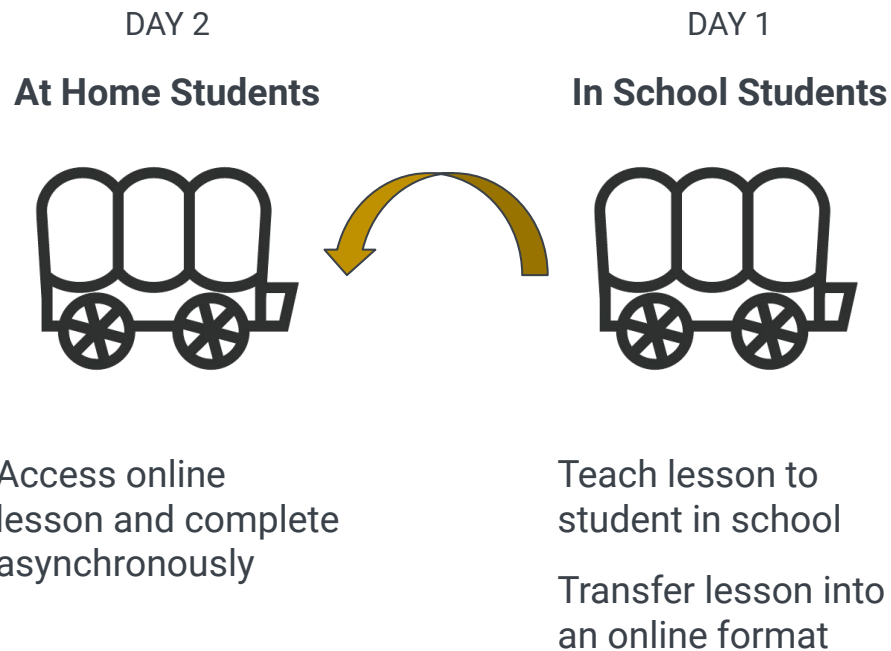
Virtual School Model

A school for
virtual-only students
runs independently

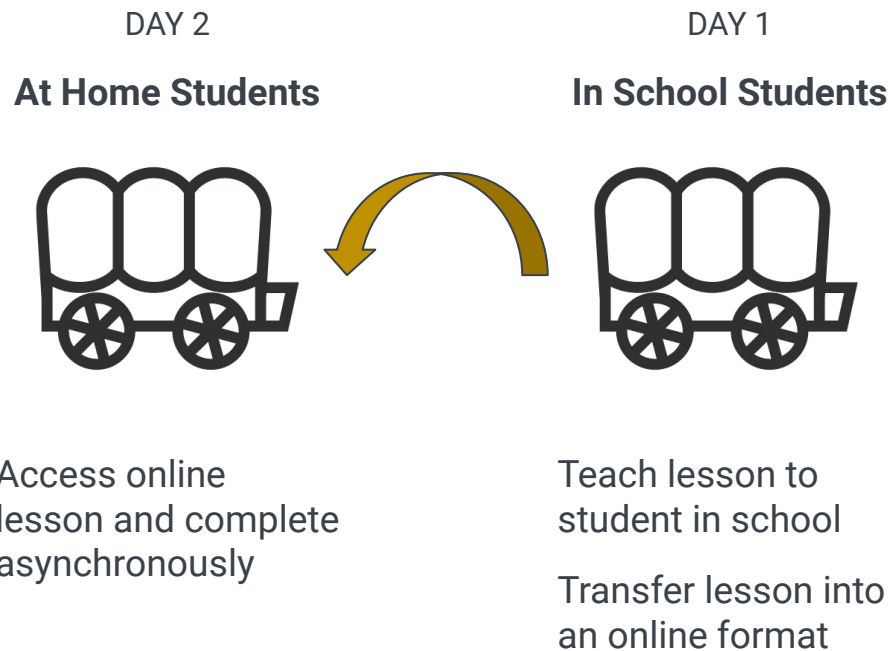
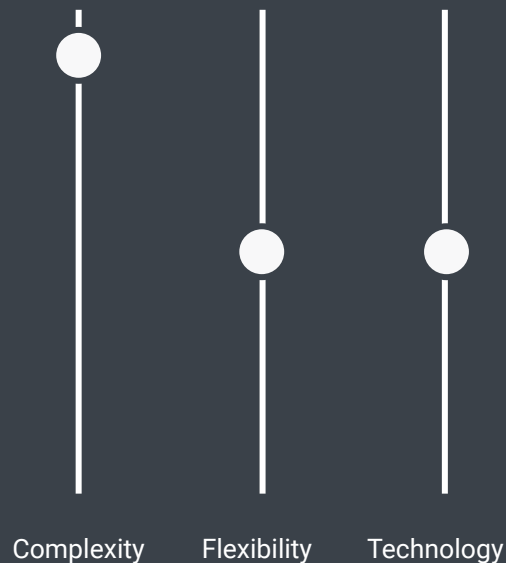
Wagon Train Model

PROS: Consistent structure and expectations

CONS: More planning for the teacher



Wagon Train Model



HyFlex Model

PROS: Choice for students

CONS: Potential variability in the at home student experience

In School Students



Teachers lead a lesson for students in school and at home and record the lesson

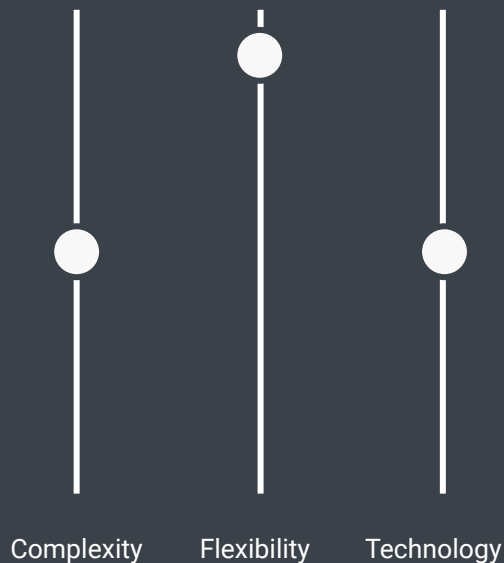
Afterwards, upload the recording and materials online

At Home Students



Students access the lesson at home if they chose not to attend the lesson in school

HyFlex Model



In School Students



Teachers lead a lesson for students in school and record the lesson

Afterwards, upload the recording and materials online

At Home Students



Students access the lesson at home if they chose not to attend the lesson in school

Livestream Model

PROS: Consistent structure and expectations

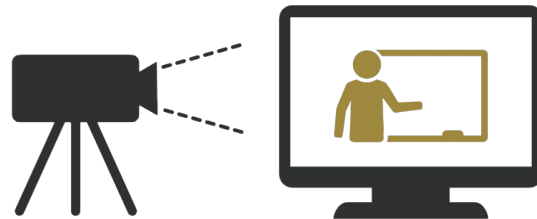
CONS: No choice for virtual students

In School Students



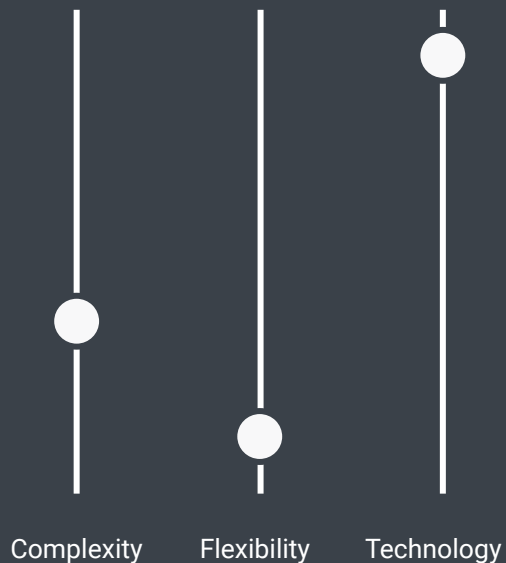
Teachers lead a lesson for students in school and livestream the lesson

At Home Students



Students at home watch the livestream feed and complete work at the same time as in-person students

Livestream Model

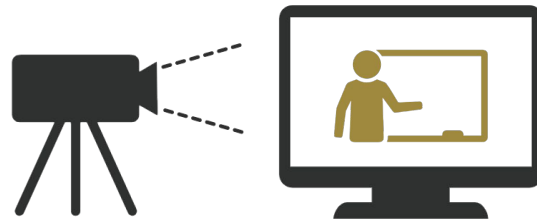


In School Students



Teachers lead a lesson for students in school and livestream the lesson

At Home Students



Students at home watch the livestream feed and complete work at the same time as in-person students

Virtual School Model

PROS: Consistent structure and expectations

CONS: More planning for the teacher

In School Students



Students attend in-person classes full-time

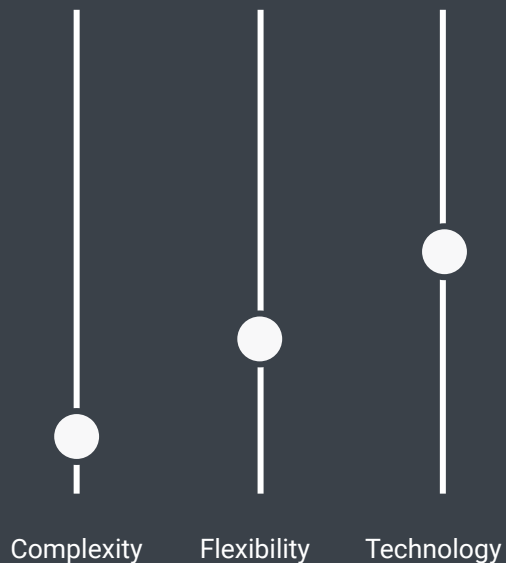
At Home Students



Students attend virtual classes full-time

Two school exist simultaneously and are independent of one another

Virtual School Model



In School Students



Students attend
in-person classes
full-time

At Home Students



Students attend
virtual classes
full-time

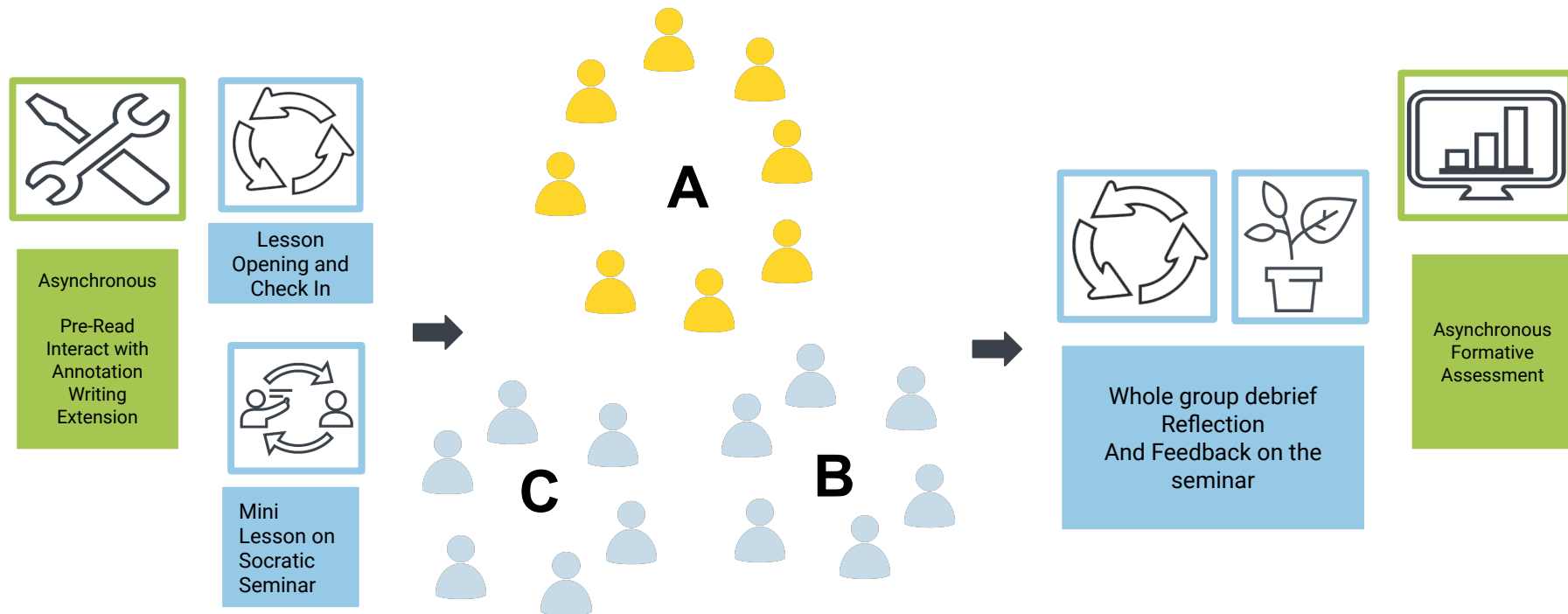
Two school exist simultaneously and are independent
of one another

Getting clarity before complex problem solving

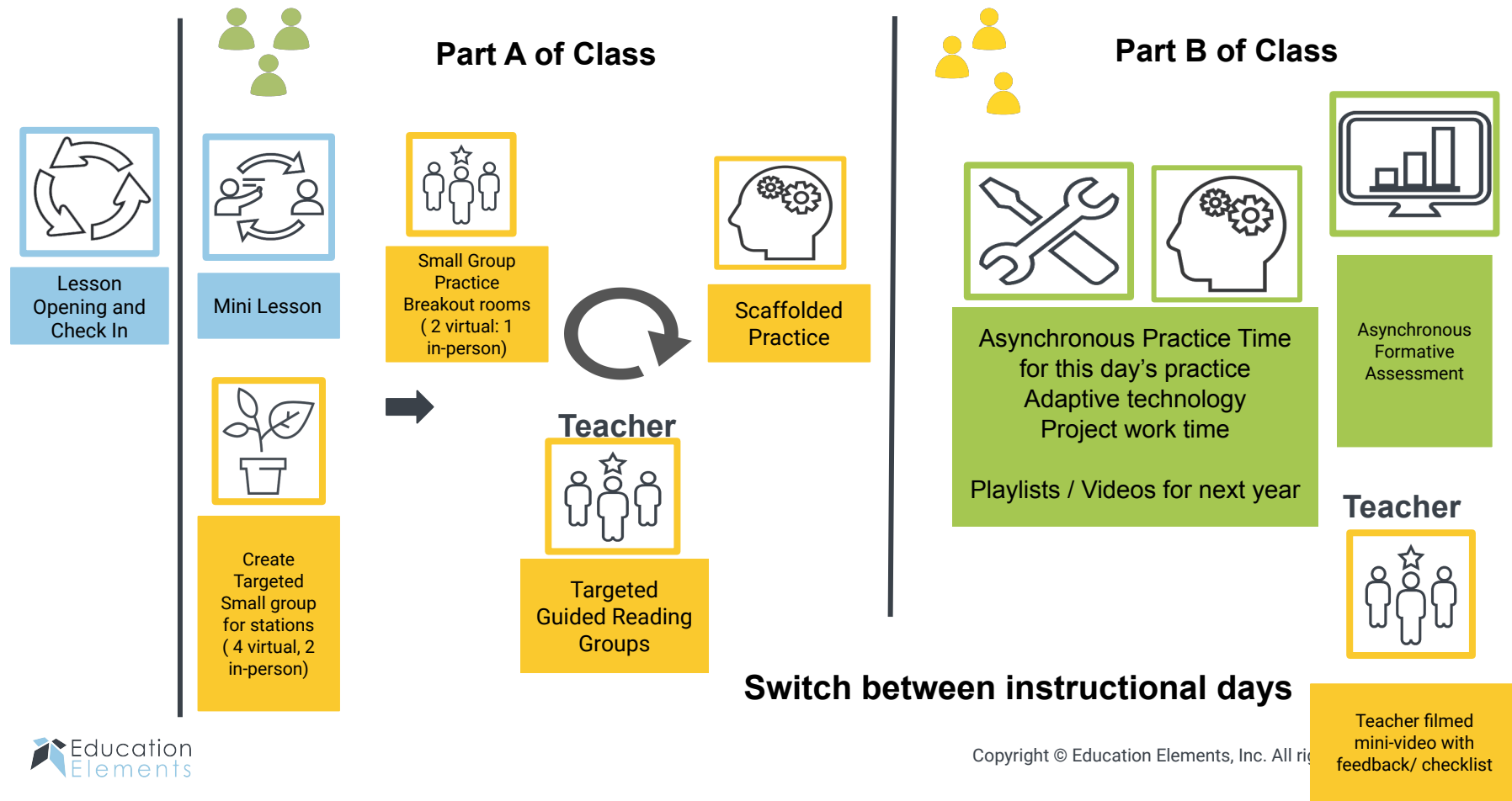


Synchronous with Virtual and In-Person Students in Class

Multiple Targeted Socratic Seminar

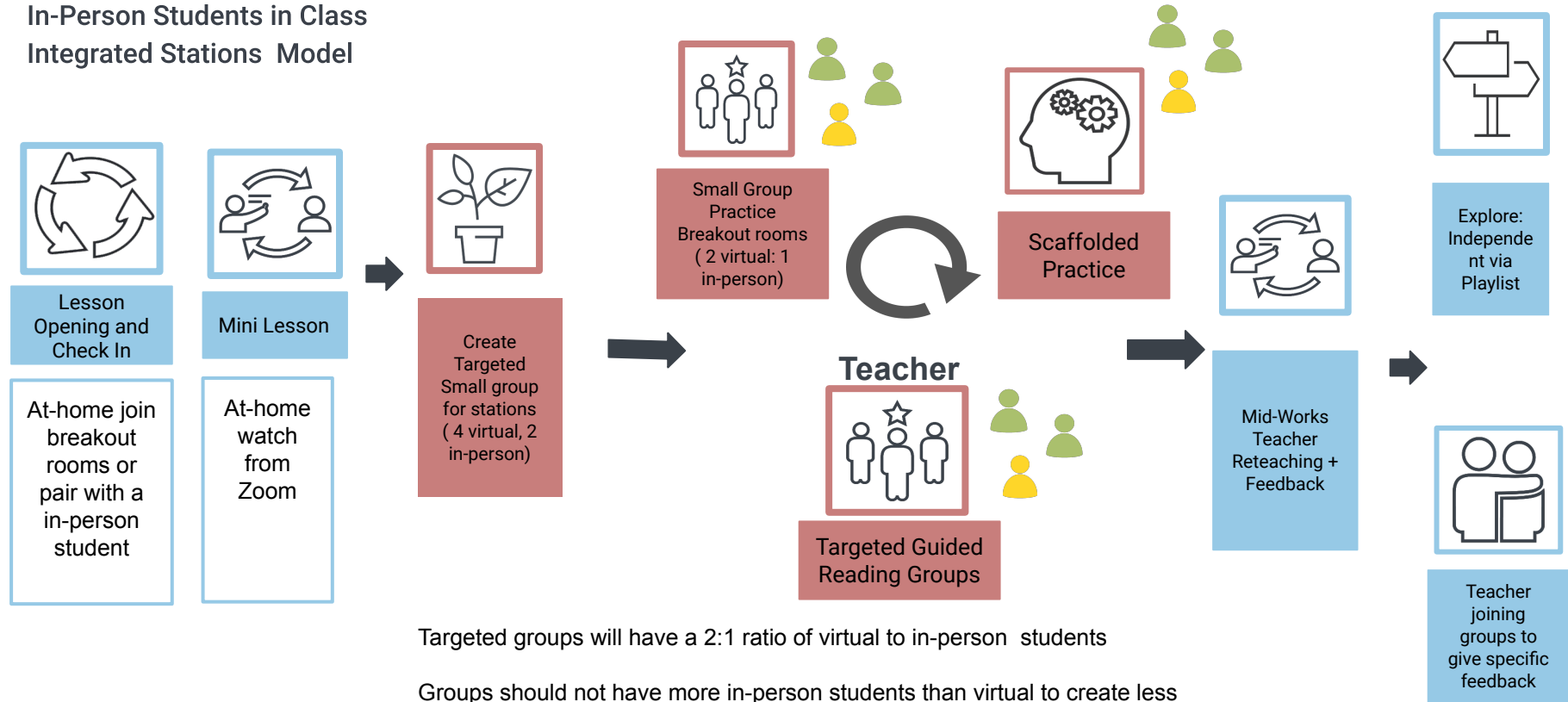


Multiple socratic circles going on at the same time based on the cohort they are in (A, B, C)

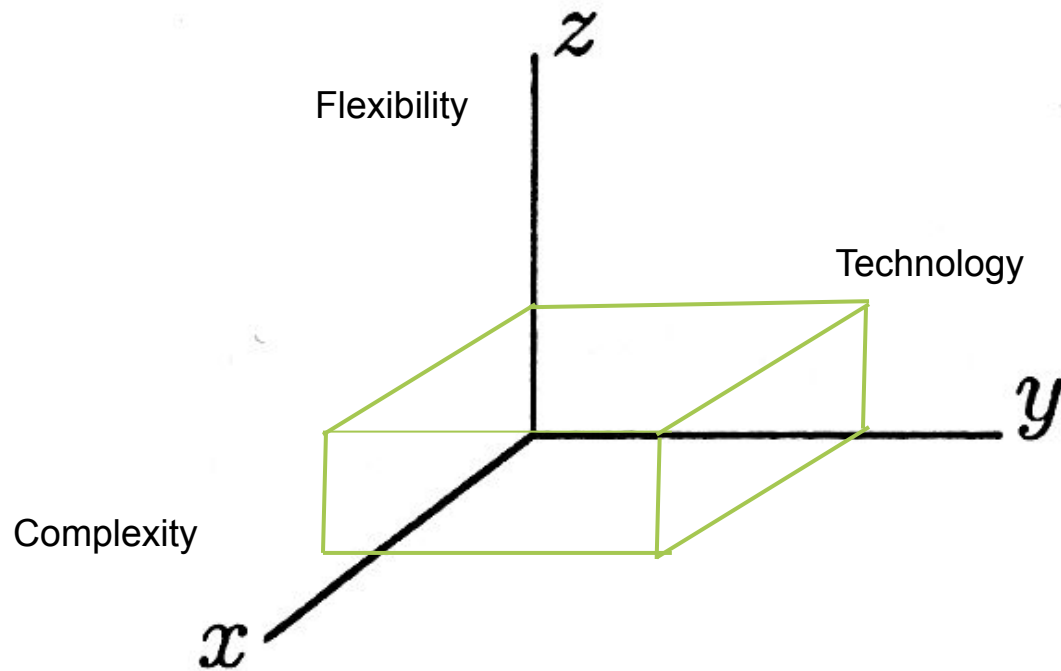


Synchronous with Virtual and In-Person Students in Class Integrated Stations Model

Merge



Assessing Readiness



Use a 3 axis approach to understand readiness.

Designing with your teams for your current circumstance will help you build for sustained success.

Practice - fluency with station rotations

1 point



3 points



Practice - instructional design for student choice

1 point



3 points



Practice - fluency with screencasting or use of video

1 point



3 points



Practice - planning for differentiation or personalization

1 point



3 points



What was your score?

If between 4-6

You might want to consider live stream or virtual models

If between 7-10

You might want to consider wagon train or virtual models

If 10 +

You might want to consider hyflex or virtual models

Technology - access to devices and connectivity



Technology - widespread LMS adoption



Technology - variety of digital core and supplemental content



Technology - help desks or expert groups support access



What was your score?

If between 4-6

You might want to consider live stream

If between 7-10

You might want to consider wagon train

If 10 +

You might want to consider hyflex or virtual models

A Planning Resource: Compass Assessment

bit.ly/Compass4Models

Instructional Compass Assessment Survey

Directions: Complete each section with a team at your school/district to build directional support and be able to make the best decisions on instructional models. This compass will clarify resources, culture, and teacher practices to find the best pairing with transitional models. Select the option that is most representative of your current circumstances.

The teaching style most commonly observed is

- A Traditional
- B Facilitated learning

Remote learning / teaching experiences were

- C Frustrating
- D Inspirational

Classroom use of technology is

- A Occasional
- B Integrated

Professional Learning for SY 20-21 focused on

- C Tools + Tech
- D Pedagogy

Instructional materials utilized are

- A Scope and Sequence
- B Multiple resources

Professional Learning Communities are

- C Existing
- D Thriving

Formal and informal observations focus on

- A The teacher
- B The student

High performing teachers are

- C Celebrated
- D Showcasing knowledge

The emotional wellness of staff at this time is

- A Unhealthy
- B Healthy

School administration believes that change is

- C Constant
- D Progressive

Instructional planning is mostly

- A Individual
- B Collaborative

The sources of instructional data are largely

- C Summative
- D Formative

Tally responses with 1 point for each

Total # A _____

Total # B _____

Tally responses with 1 point for each

Total # C _____

Total # D _____

High - AC emphasis on clarity + simplicity

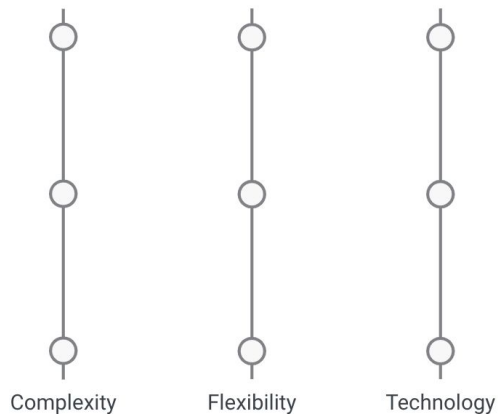
High - AD consider grade-level choice for models

High - BC focus on support requirements

High - BD you are ready for all options

Summary

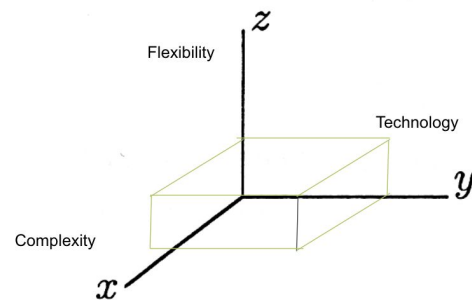
Data and Considerations



Phase in Models



Assessing Readiness



Office Hours

Sign Up:

<http://bit.ly/OCT7EEOH>



UPCOMING VIRTUAL EVENTS



bit.ly/ee-virtual-events

Flexible Learning Conference

>> NOV 5, 2020

Distance Learning Road Race

>> NOV 9-16, 2020

Responsive Strategic Planning in
Uncertain Times

>> NOV 5-6, 2020

Thank You!

Stay safe, stay healthy!

Access today's slides:
<http://bit.ly/EEOct72020>

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