



# Designing an Equitable and Personalized Distance Learning Classroom

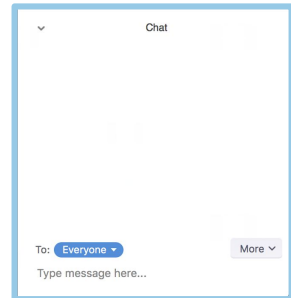
September 2020

---

# Check In: Add to the Chat!

(Name, district, role)

Through the Zoom chat, **type 1 sentence** stating, “If you really knew me, you would know...”



# Welcome



Crystal Xu

[crystal@edelements.com](mailto:crystal@edelements.com)

@EE\_CrystalX



Elizabeth Lambert

[elizabeth@edelements.com](mailto:elizabeth@edelements.com)

@Bethedelements

Participant ID: XX Meeting ID: 000-000-000

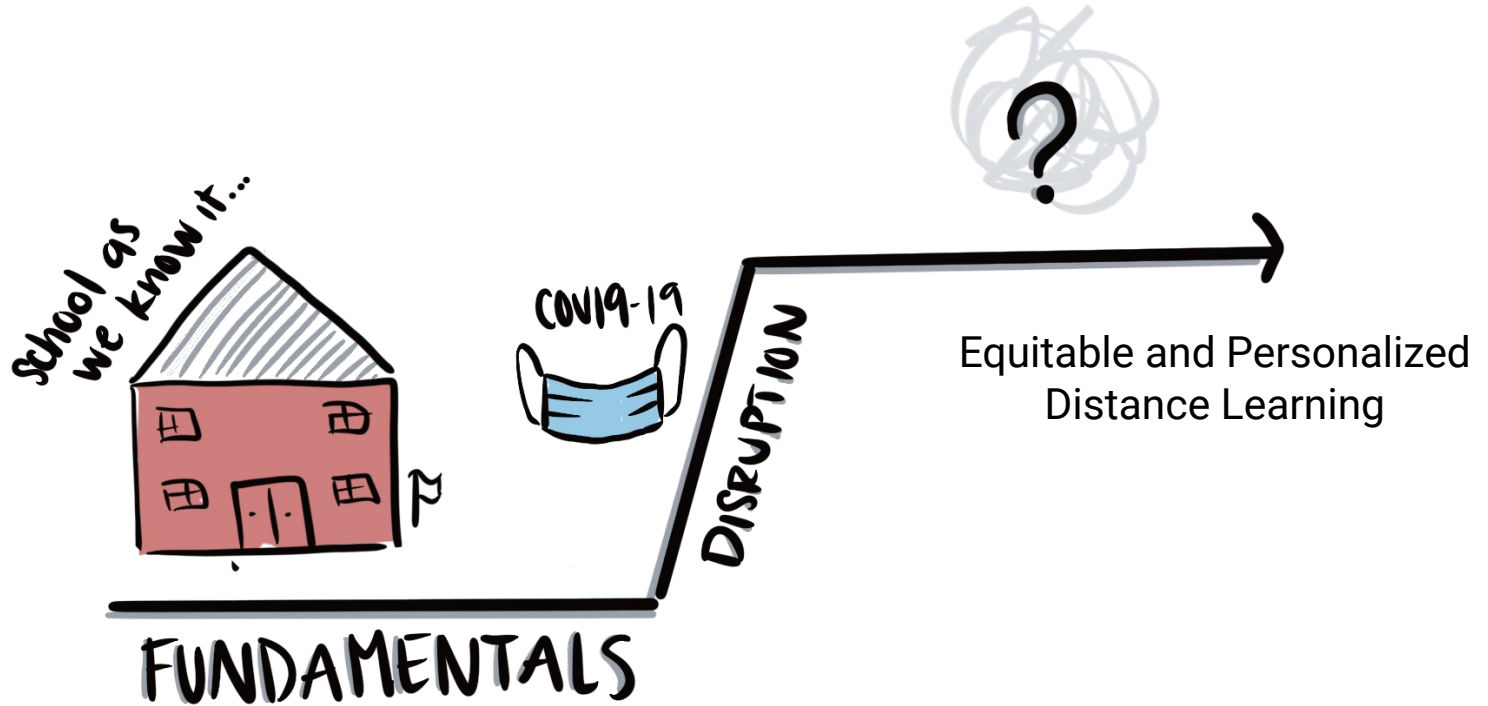
- Keep yourself on **mute** unless you're speaking
- Keep your **video** on if possible - We'd love to see you!
- Prepare to engage! Use the **chat** to ask questions

Mute Start Video Invite Manage Participants Share Screen Chat Record

*“Since we know that disturbance is required for change and there is no doubt that disturbance is happening as we speak, the question is, are we willing to use this opportunity to create the kind of educational system we want?”*

**- HUGH VASQUEZ, NATIONAL EQUITY PROJECT**

# So let's Reimagine and Revamp!



**Inequity is a  
product of  
design**

**It can be redesigned  
but account for  
HUMAN  
FACTOR**

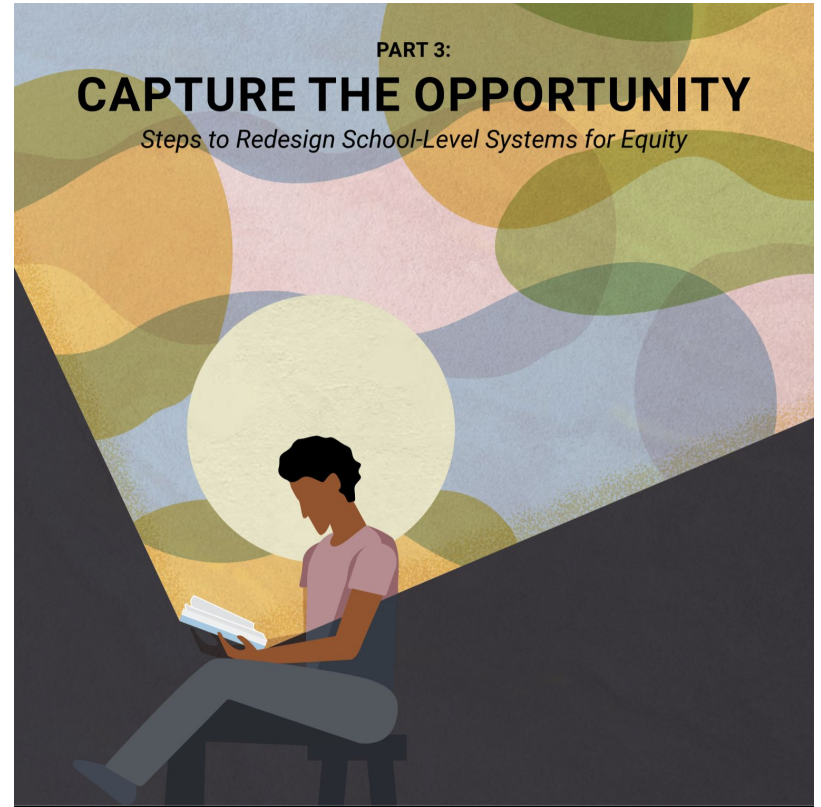
**Psychological Bias, Implicit Bias, Power,  
Privilege and Internalized Racism**

An illustration of two hands, one on the left and one on the right, holding a white banner. The hands are rendered in a stylized, blocky manner with a reddish-brown skin tone. The banner is white with a subtle, grainy texture and contains text. The background consists of abstract, rounded shapes in shades of blue, green, and yellow.

## WHAT IS EDUCATIONAL EQUITY?

Educational Equity is the recognition that the barriers that marginalized students face are due to deliberate actions and biases, and therefore requires us to dedicate a greater amount of resources to remove them.

# Capture the Opportunity: Steps to Redesign School-Level Systems for Equity





# CONNECT

Connect with your challenge by understanding the experiences of those most deeply impacted. Who is most impacted by the challenge? How is the challenge presenting itself? Why does this matter?



# Start With a Reflection

## House of straw



*Teaching strategies that were emergency measures; not to keep*

## House of sticks



*Teaching strategies to keep but need some work.*

## House of bricks



*Strong teaching strategies during distance learning that we want to be sure to keep for fall*

## Share in Chat



# Identify Your Marginalized Groups



Student with  
multiple siblings



Students who have  
reading gaps



Students needing  
to stay home



Single parent  
families



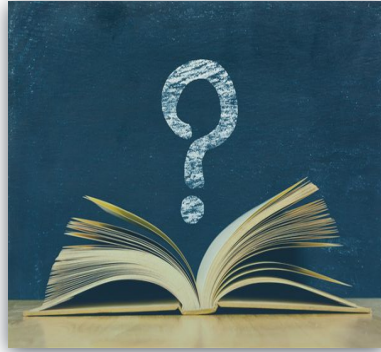
*In the chat:*

**What are other marginalized groups of students or staff of distance learning?**

# Four Key Shifts for Distance Learning



**Truly Empowered  
Students**



**Relevance +  
Authenticity**



**Collaboration in  
Decision-Making**



**Connection  
through  
Engagement**

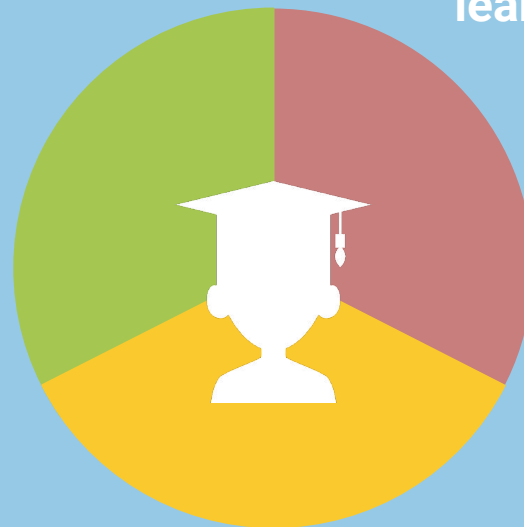
# Truly Empowered Students



**Truly Empowered Students** know their purpose, have control over logistics, and have the ability to make school work for them

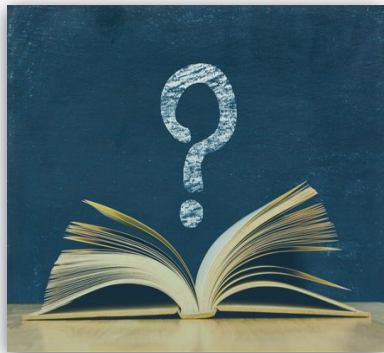
Connection  
between teacher  
+ student  
purpose

Students take  
ownership of their  
learning + learning  
space



Students can create  
change if they need to

# Relevance + Authenticity



**Relevance and authenticity** in learning experiences help students think critically about the world in which they live, thereby fostering the development of change makers.

**“It’s the way that you  
teach your students.”**



# Collaboration in Decision-Making



## Collaboration in decision-making

promotes choice and student ownership of learning

“Results revealed that when students received a choice of homework they reported **higher intrinsic motivation** to do homework, felt **more competent** regarding the homework, and **performed better** on the unit test compared with when they did not have a choice. In addition, a trend suggested that having choices **enhanced homework completion** rates compared with when no choices were given.”

Patall, Cooper, & Wynn, 2010

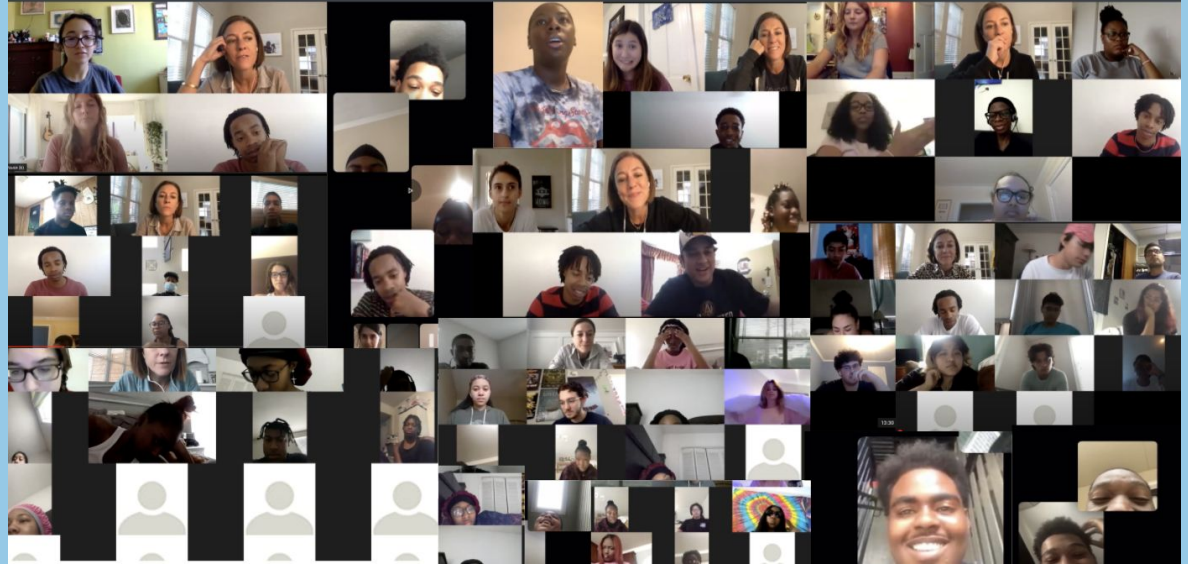


# Connection through Engagement



When **connected** through learning experiences that promote social as well as academic **engagement**, students want to be there and are willing volunteers

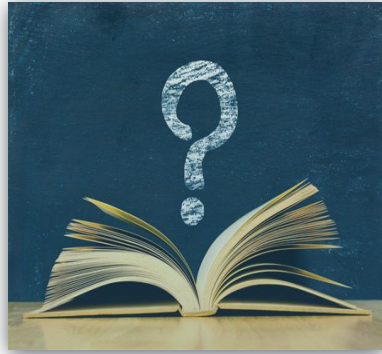
## Give Students a Seat at the Table



# Which shift is resonating with you most? [Add to chat.]



**Truly Empowered  
Students**



**Relevance +  
Authenticity**



**Collaboration in  
Decision-Making**



**Connection  
through  
Engagement**

# Anchoring Reflection Questions

1. For whom are the current distance learning systems designed for? Who do they exclude?
2. How does this system support and uplift the groups they were designed for?
3. How does the system negatively impact excluded or marginalized groups?
4. Why isn't this system working for the marginalized group? Why is it working for other?

(MARGINALIZED  
GROUPS)

---

**NEEDS** (IDENTIFY A SUPPORT)

---

**SO THAT** (IDENTIFY A GOAL).

---

# 1-minute Break

How are you hoping to redesign for in your distance learning environment? Continue the conversation on Twitter **#ReturnwithEquity** @edelements

**Crystal Xu**

 CrystalX\_EE

[crystal@edelements.com](mailto:crystal@edelements.com)

**Elizabeth Lambert**

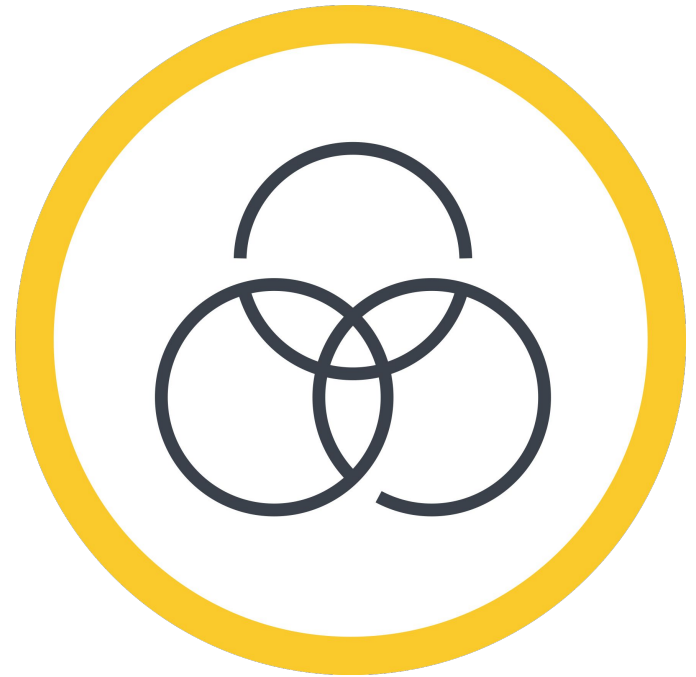
 Bethedelements

[elizabeth@edelements.com](mailto:elizabeth@edelements.com)

# INCLUDE

Too often, products, systems, and services are designed *for* rather than *with* the people they serve. Even when we design with the people for whom the system serves, we often make decisions based on ease, accessibility, and privilege. Therefore, we must include and elevate voices of

stakeholders at the margins.



# INCLUDE | To design with *not* for we need to include more voices



# INCLUDE | Who is not at your table?

- ❑ Whose voices have been **traditionally excluded** from the conversation?
- ❑ Who are my **users at the margins**?
- ❑ Who has the system or **challenge failed** to serve?



# INCLUDE | Root Causes + Redesign

Design 4-5 questions you want to ask your marginalized stakeholders (students, families, staff).

Answers to the questions should prepare you to create prototypes.

## Sample Questions to Ask

- ❑ When have you felt most successful during distance learning? Least successful?
- ❑ In terms of learning what has worked? What has been challenging for you?
- ❑ If you had a magic wand, how would you want learning to look + feel for this school year? (name 2-3) What needs to change immediately?
- ❑ What would help you feel more confident, supported, and excited to personalize learning for students?

# INCLUDE | How will you emphasize



Set up Video Ask or  
FlipGrid



Set up Google Form

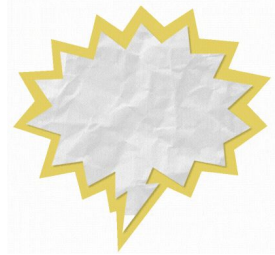


Set up 1:1 chats

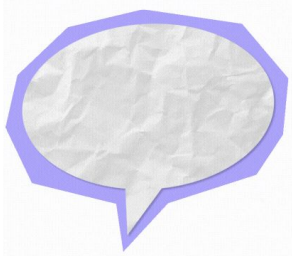


Set up Focus  
Groups

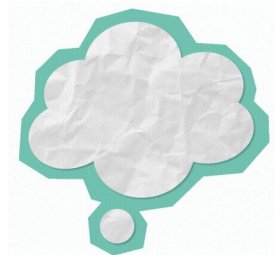
# INCLUDE | Share Out on Thursday



What did you hear as the root causes of inequity within the system?







Why does this matter to your users at the margin?







What does success look like in a redesigned system?

**HOW MIGHT WE  
CO-IMAGINE LEARNING  
TO CREATE A   
EXPERIENCE FOR  
STUDENTS?**

# THREE STAR EXPERIENCE

|   |                                 |   |    |
|--|--|--|---|
| What does this student SAY?  | What does this student THINK?  | What does this student DO?   | How does this student FEEL?   |
| <ul style="list-style-type: none"> <li>• My teacher doesn't like me</li> <li>• I wish I didn't have to go to school</li> </ul> | <ul style="list-style-type: none"> <li>• I am not good at school</li> <li>• I wish I had more friends</li> </ul> | <ul style="list-style-type: none"> <li>• Refuses to collaborate with other students</li> <li>• Does not complete or turn in work</li> </ul>                    | <ul style="list-style-type: none"> <li>• Lonely</li> <li>• Unappreciated</li> </ul>   |
| <ul style="list-style-type: none"> <li>• School is easy</li> </ul>   | <ul style="list-style-type: none"> <li>• This work is too easy</li> <li>• This is not exciting</li> </ul>        | <ul style="list-style-type: none"> <li>• Like working with peers/friends</li> <li>• Meeting the expectations</li> <li>• Follow directions/compliant</li> </ul> | <ul style="list-style-type: none"> <li>• Not getting pushed</li> <li>• Comfortable</li> <li>• My teacher knows what I need</li> </ul> |

# FIVE STAR EXPERIENCE ☆☆☆☆☆

|   |    |    |                  |
|--|---|---|---|
| What does this student SAY?  | What does this student THINK?   | What does this student DO?  | How does this student FEEL?   |
| <ul style="list-style-type: none"><li>● I love going to school and can't wait to go</li><li>● Can I go to school on the weekend?</li><li>● I got to try new things!</li><li>● My teacher allows me to collaborate with their peers</li></ul> | <ul style="list-style-type: none"><li>● I can solve problems in multiple ways</li><li>● I can achieve anything I put my mind to</li></ul> | <ul style="list-style-type: none"><li>● Ask questions and work with staff to think outside the box</li><li>● Take risks</li><li>● Engaged in projects, activities, and school clubs</li></ul> | <ul style="list-style-type: none"><li>● Excited</li><li>● Encouraged</li><li>● Challenged</li></ul> |

# CREATE



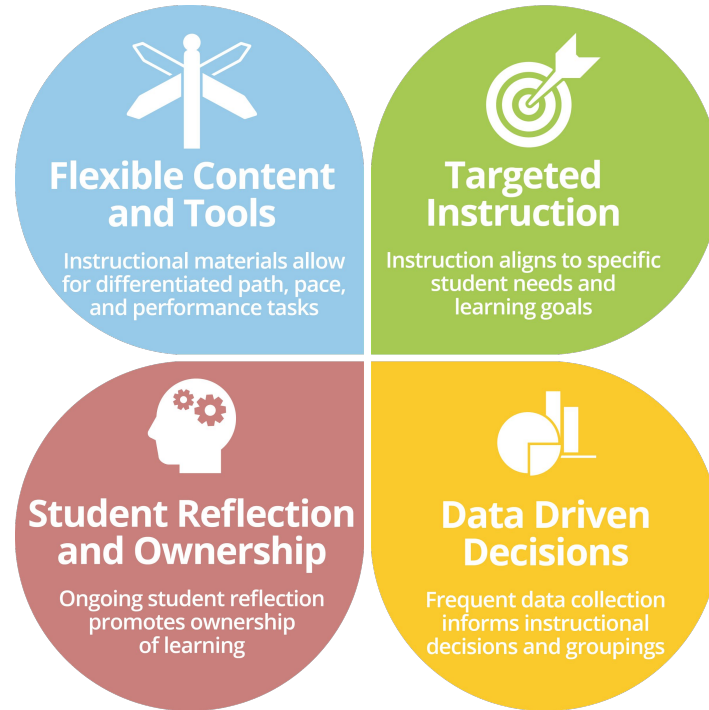
# Questions: Equity Design Principles

- **Design at the margins:** Whom does this prototype serve? Whose needs are unaccounted for? Does this prototype create inclusion and belonging for marginalized stakeholders?
- **Make the invisible visible:** What assumptions might we be making as designers? Are we still upholding underlying systems of inequity?
- **Speak to the future:** Does this prototype promote new, equitable ideas or simply restate existing systems that were never designed to serve all students?



# What are the components of high quality personalized distance learning?

# Personalized Learning Core Four



# Student Reflection + Ownership

- Develop student learning metacognition
- Offer student choice
- Support student-driven goals
- Train students to be self-directed



\*\*\*You must complete the [daily writing workshop check-in form](#) each day before you submit your rough draft to let me know how you're doing.

| Activity  | Directions   | Notes | Date Completed |
|---|--|-------|----------------|
| 1.) Sign-Up for an account with <a href="#">diigo.com</a> | A. <a href="#">Read my blog post on the ELA blog and watch my screencast</a> to introduce Diigo or see Miss Enos in person for a minilesson.<br>B. Go to the website <a href="#">diigo.com</a> and create your own account. Be sure to also get the extension.   |       |                |
| 2.) Looking At Real-World Writing                         | A. Choose <b>1</b> argument example article to read. Use <b>Diigo</b> to highlight and annotate (take notes on) the article as you read.<br><br>Choice #1: " <a href="#">Students Who Lose Recess Are the Ones Who Need it Most</a> "<br>Choice #2: " <a href="#">School Suspensions Don't Work. It's Time For Something Better</a> "<br>B. Log on to <a href="#">goformative.com</a> and complete the assignment Looking at Real-World Writing based on your article. <b>Check-in with Miss Enos when you are finished.</b> |       |                |
| 3.) Examine Student Essays                                | Take a look at these student sample essays at <a href="#">this link</a> to see some examples of how students write argument essays.<br><br>Log onto <a href="#">GoFormative</a> and complete the student argument essay sample reflection questions.   |       |                |
| 4.) View Requirements of Essay Assignment                 | View my <a href="#">screencast</a> to go over the requirements of the the actual essay (or see Miss Enos in person to go over the assignment). Here is the hard copy <a href="#">Assignment Sheet</a> .  |       |                |

# Flexible Content and Tools

- Focus on using a variety of resources to differentiate path, pace or content
- Utilize a mix of foundational, adaptive and customizable curriculum
- Find ways to leverage content to target groups or individual students



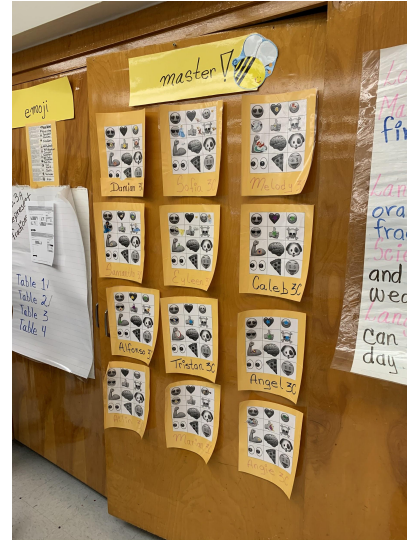
# Targeted Instruction

- Focus on small groups or 1-1 support
- Group students based on skill level, needs or interests
- Use data to inform instructional decisions



# Data-Driven Decisions

- Focus on identifying most important sources of data
- Use formative assessments to inform instruction
- Teams collaboratively review data

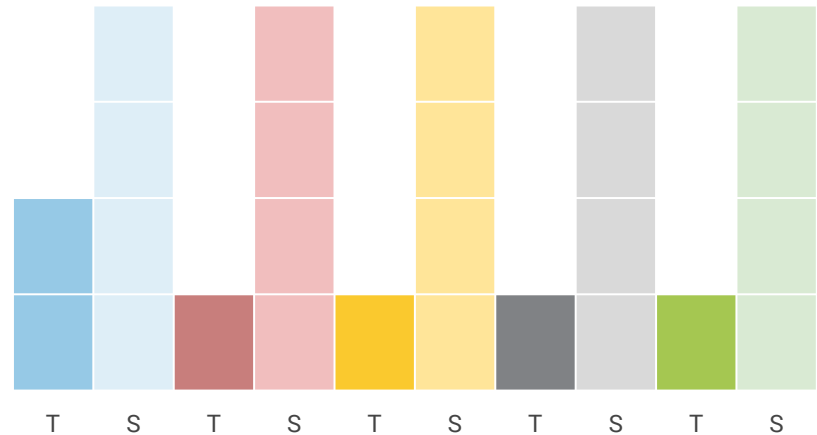
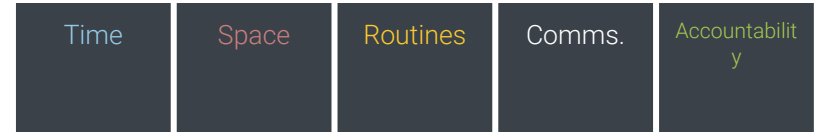


# Asynchronous Time



This type of instructional time should be used to

- Build student ownership and reflection
- Extend/enforce the learning from synchronous time at their level
- Prepare students for the next day's learning

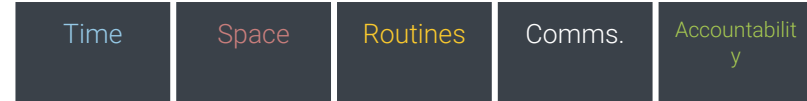


# Synchronous Time



This type of instructional time should focus on to

- Building strong relationships
- Meeting student SEL needs
- Modeling skills needed for asynchronous learning
- Teacher providing targeted learning and feedback
- Content delivery

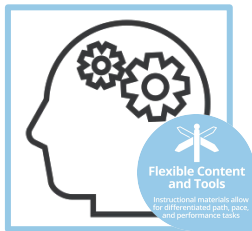




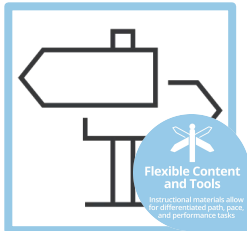
# Asynchronous Models

# Asynchronous Tactics (Just a few)

Flexible Practice



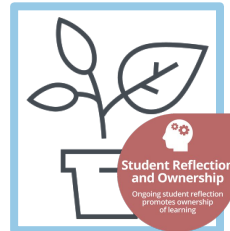
Extend or Explore



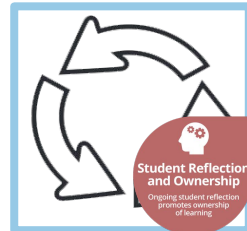
Daily Formatives



Feedback



Reflection



Data Tracking



Practice either through adaptive programs (Lexia, IXL) or teacher playlists

Exploration of a topic or a questions through a **choice board** (videos, pictures, readings, etc)

Assessments in different formats (multiple choice, open ended response, create models)

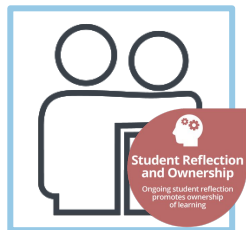
Feedback Student providing feedback to teacher or other students

Reflection through journaling (digitally or through writing)

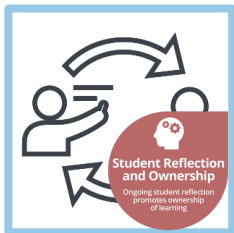
Self-Data Tracking  
Updating digital trackers

# Asynchronous Tactics (Just a few)

Connect w/  
Friend



Connect w/  
Teacher



Show Your  
Family



Ask and  
answer a  
question  
about what  
we learned  
from a  
classmate

Reach out to  
your teacher  
if you have a  
question or a  
celebration

Show  
someone in  
your family  
what you've  
learned in  
class

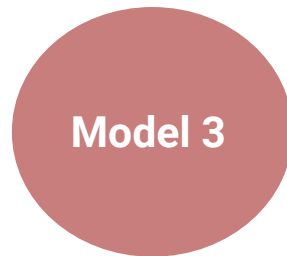
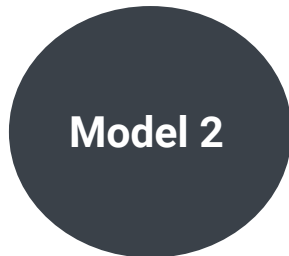


# Different Baseline Asynchronous Models

Here are four base models of how you can have students to use their asynchronous time.






**High  
Consistency**

**High  
Flexibility**



Models will fluctuate based on the number of minutes for asynchronous learning time

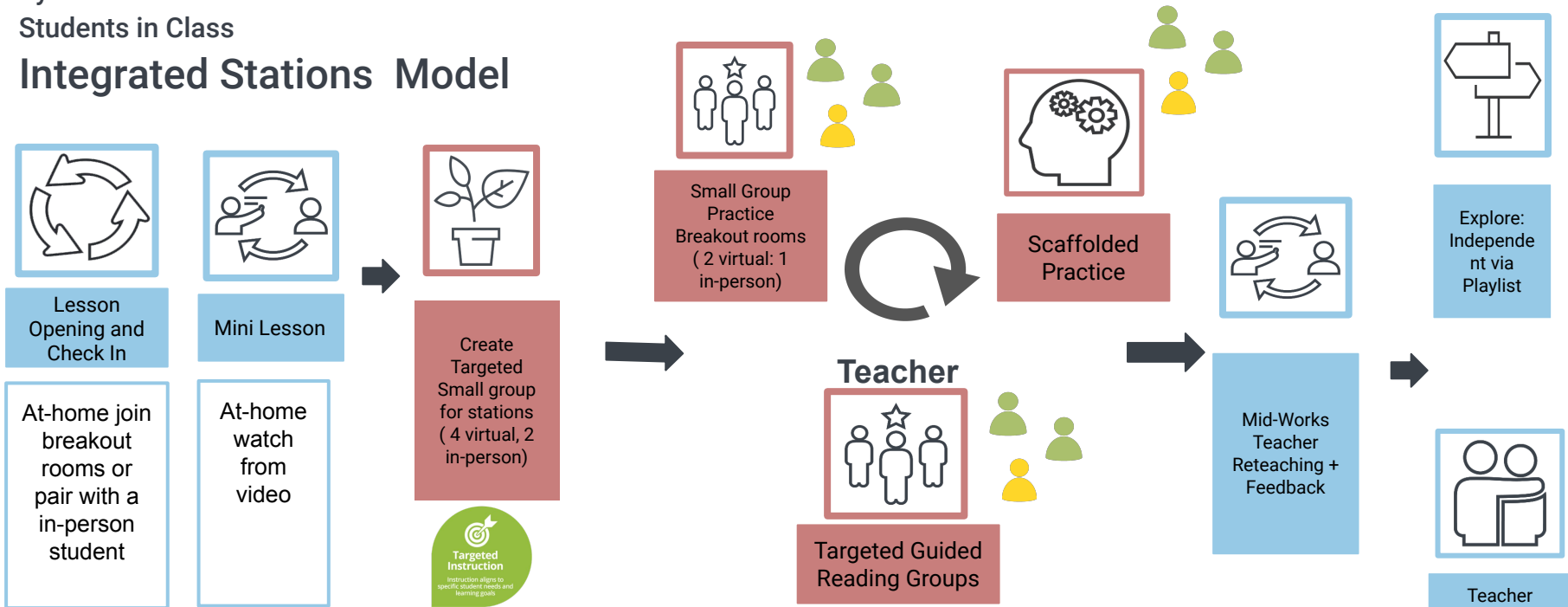
## Model 2: Different Tactic Each Day- 20 mins

|   |  |   |
|---|--|---|
| <b>Monday</b>   | Explore this week's fun choice board and do enough to make \$5 and take weekly <b>brain teaser</b>   |  |
| <b>Tuesday</b>  | Work on to Lexia and IXL   |  |
| <b>Wednesday</b>  | <b>Feedback</b> to teacher using (google form)<br><b>Journal reflection</b> entry on how you've been successful and what you want to do better for Thursday and Friday |  |
| <b>Thursday</b>   | Work on to Lexia and IXL   |  |
| <b>Friday</b>   | Update class <b>digital tracker</b> with data points from this week<br>Weekly <b>show me what you know-</b> brain fit competition                                      |  |
| <p>Students do something different during asynchronous time every day of the week by there is a schedule to when things are done.</p> |  |   |

# Synchronous Models

Synchronous with Virtual and In-Person  
Students in Class

## Integrated Stations Model



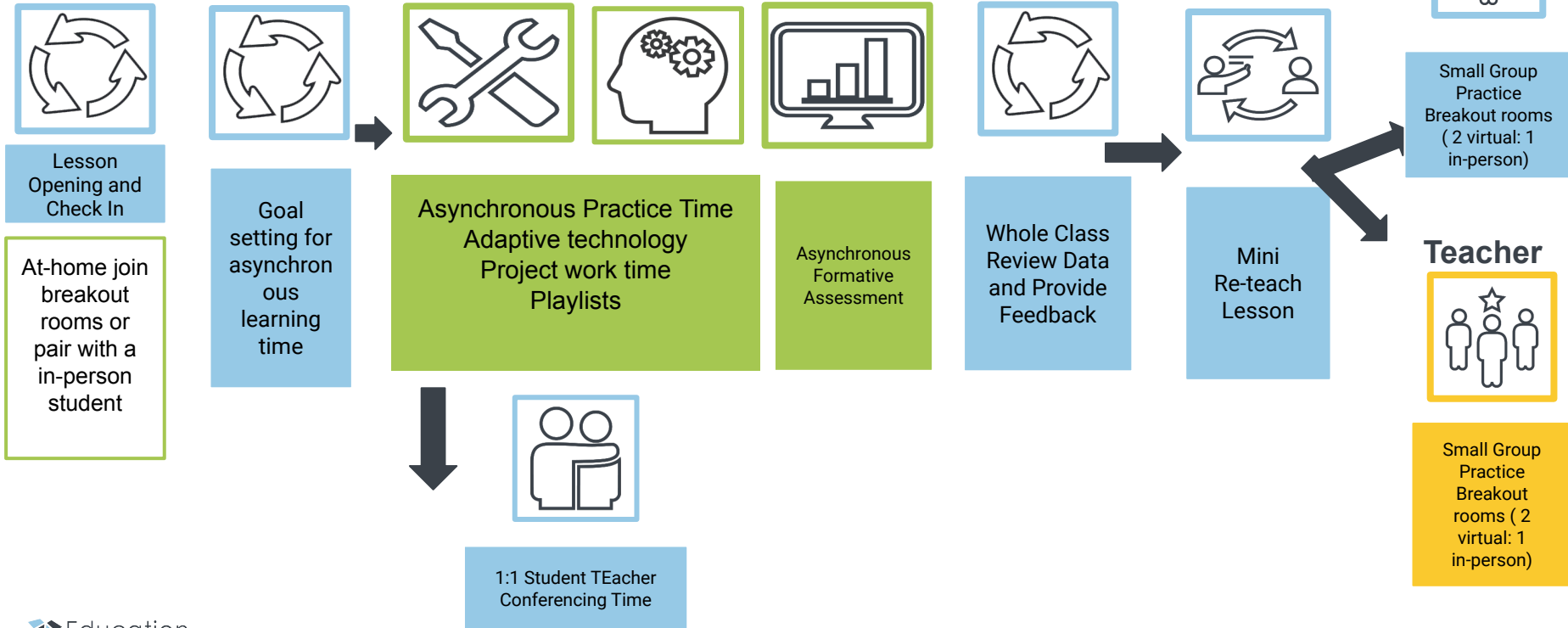
Targeted groups will have a 2:1 ratio of in-person to at-home students

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



# Synchronous with Virtual and In-Person Students in Class

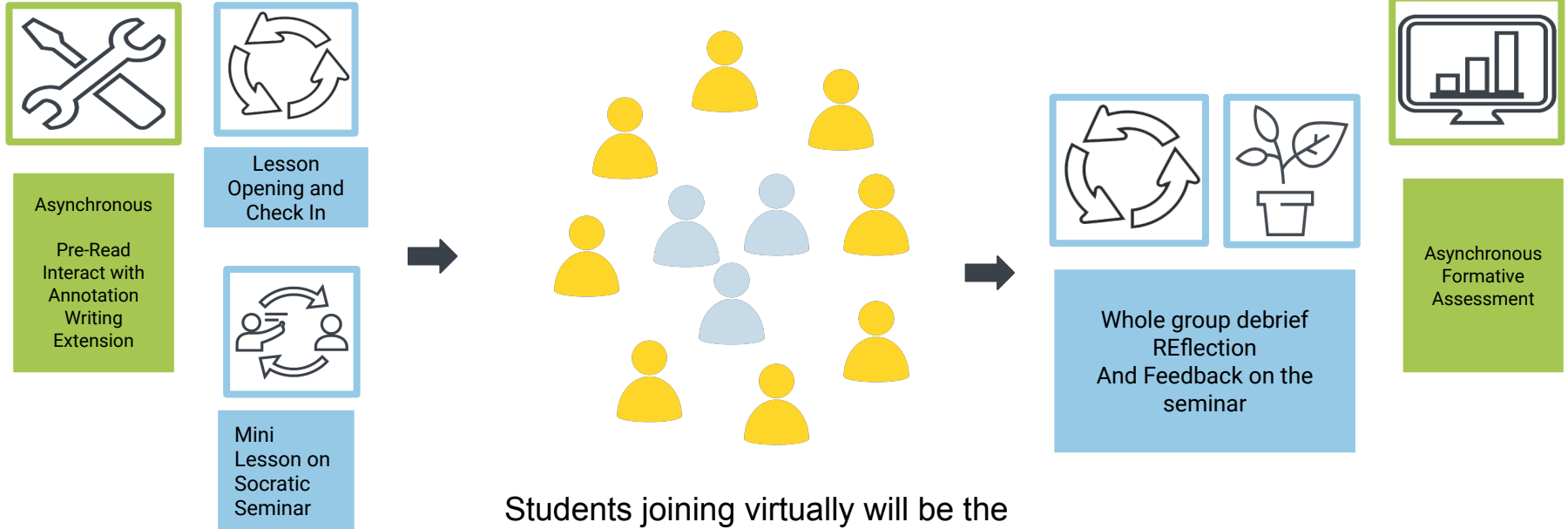
## Flipped In Class Model





# Synchronous with Virtual and In-Person Students in Class

## Integrated Socratic Seminar





*In the chat:*

**What questions do you have?**

# Close Out

Please share which aspect of a distance learning classroom are you inspired to redesign in chat or on Twitter

**#ReturnwithEquity** @edelements

**Crystal Xu**

 CrystalX\_EE

[crystal@edelements.com](mailto:crystal@edelements.com)

**Purvi Patel**

 Purvip4

[purvi@edelements.com](mailto:purvi@edelements.com)

# Thank You!

Stay safe, stay healthy!

Access today's slides:

Connect with Education Elements on social media to continue the conversation, or subscribe to our blog for more resources about educating through COVID-19.



@edelements



fb.com/edelements

[www.edelements.com/blog](http://www.edelements.com/blog)



A WEBINAR & RESOURCE SERIES  
FOR EDUCATORS & K-12 LEADERS

# LEARNING NOW:

DISTANCE LEARNING & EQUITY  
IN THE NEW SCHOOL YEAR



September - October

[bit.ly/learning-now-september](https://bit.ly/learning-now-september)

- Free Webinars
- Virtual Events
- Downloads
- 1:1 Office Hours
- Coffee Chats



PART 3:  
**CAPTURE THE OPPORTUNITY**  
*Steps to Redesign School-Level Systems for Equity*

FORGING A PATH FORWARD

# CAPTURE THE OPPORTUNITY:

## STEPS TO REDESIGN SCHOOL-LEVEL SYSTEMS FOR EQUITY

FREE DOWNLOADABLE GUIDE





SYSTEMS FOR EDUCATION EQUITY DEVELOPMENT

# SEED FELLOWSHIP

AN EQUITY FELLOWSHIP FOR K-12 LEADERS

Addressing inequity in education with a systemic approach. Join the 2020 cohort of fellows to unlock ways to address systemic inequity in your school or district.

APPLICATIONS ARE DUE SEPTEMBER 4

An illustration of a hand holding a leaf, set against a background of green leaves and vines.

An Equity Fellowship

APPLY BY SEPTEMBER 4