



Distance Learning Requires a Student-Centered Approach

Steps You Can Take to Level Up Distance Learning in Your District

Date or other additional information

Hi!



Noah Dougherty

@noahdougherty

noah@edelements.com



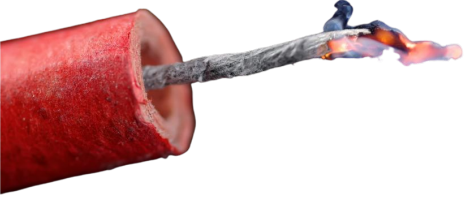
Drew Schantz

@drewschantz

drew@edelements.com

Check-in

How are you feeling coming into this webinar?



ONE



TWO



THREE

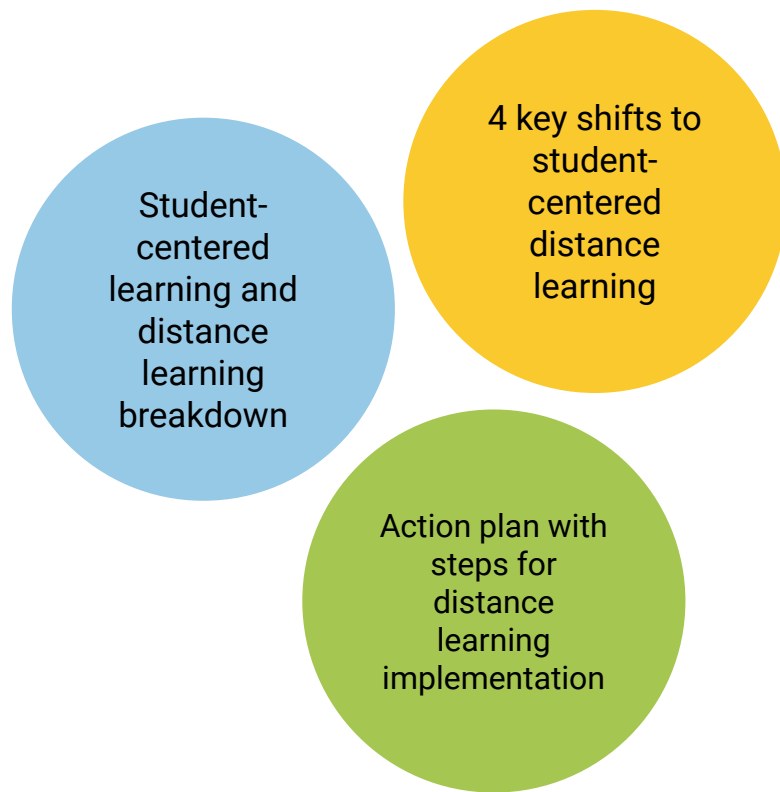


FOUR

Roadmap

- Check-In + Overview
- Why student-centered distance learning?
- How can student-centered distance learning be thought of through intentional shifts in practice?
- What actions should be taken to level-up distance learning?
- Check-Out + Resource Share

Takeaways

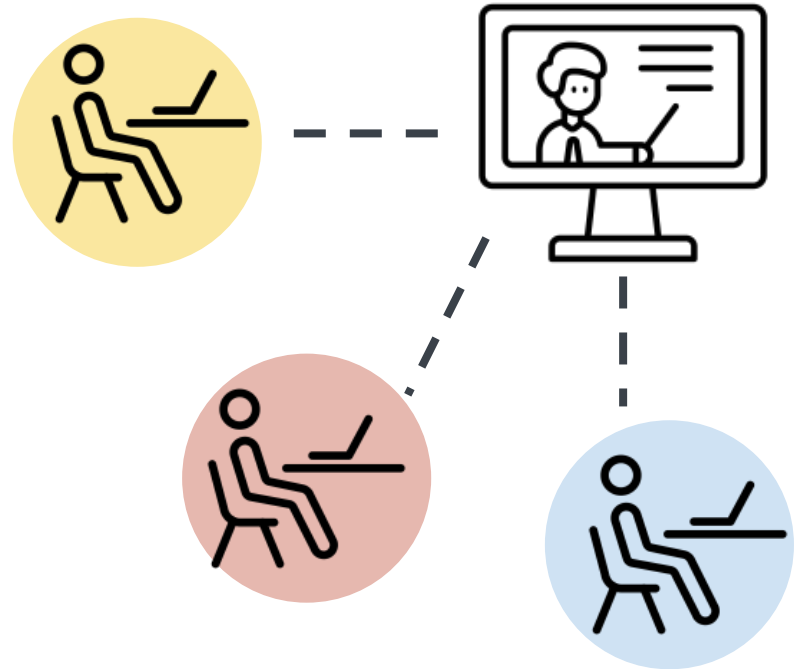


What does **distance learning** mean to you?

What do we mean by distance learning?

DISTANCE LEARNING

- Students, their peers, and their teachers are in different geographical locations
- May or may not be facilitated by the use of technology
- Occurs in synchronous or asynchronous formats
- Aka remote learning, virtual learning, distributed learning



Why do we need to “level it up?”

- Distance learning is here to stay
- Implementation has to be intentional
- Minimize opportunities to recreate inequitable systems

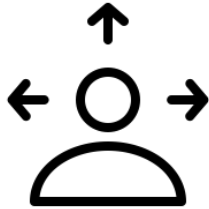


What does **student centered** mean to you?

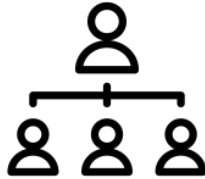
What is a student-centered approach?

Teachers encourage student-centered learning by allowing students to share in decisions, believing in their capacity to lead, and remembering how it feels to learn.

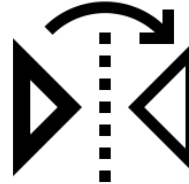
STUDENT-CENTERED



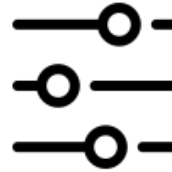
Allow Students to
Share in Decision
Making



Believe in Students'
Capacity to Lead

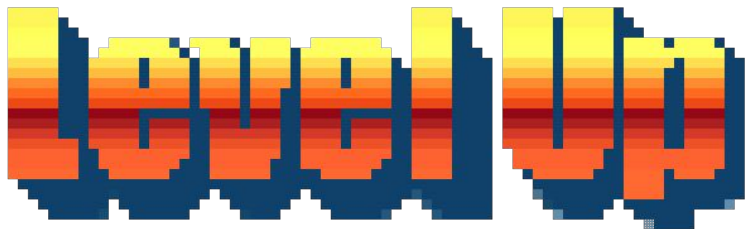


Recognize that
Students Are
Reflections of Us as
Learners



Give Up the Need for
Control

Why is a student-centered approach the best way to level up?

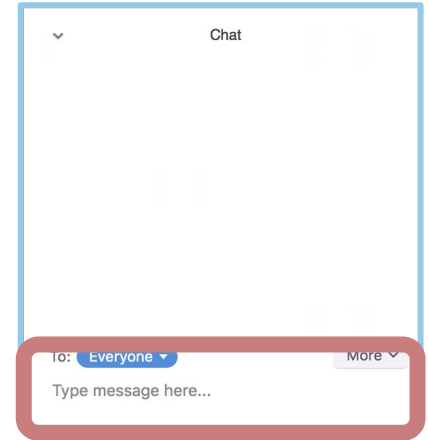


- Allows us to shift our focus from “what needs to be taught?” to “what do students need to learn?”
- Giving students more voice and choice in their learning heightens engagement in the virtual learning environment
- Inherently empathy-driven; puts our core user center stage in the design process
- Allows educators to do what they do best

What are you doing
already to level up
student-centered
distance learning in
your school or
district?



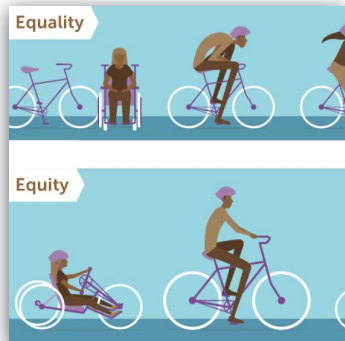
SHARE IN THE CHAT



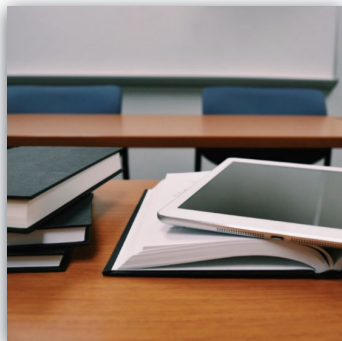
Four Key Shifts for Student-Centered Distance Learning



Four Key Shifts for Student-Centered Distance Learning



Equity requires us to deeply understand our students in order to provide them with the right supports



Increased **flexibility** in our instructional models, classroom design, and demonstration of mastery.

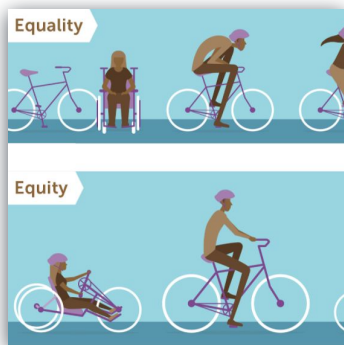


Choice promotes engagement and student ownership of learning



Move away from PL as “a thing we do” to the **intentional actions** we take to personalize students’ learning.

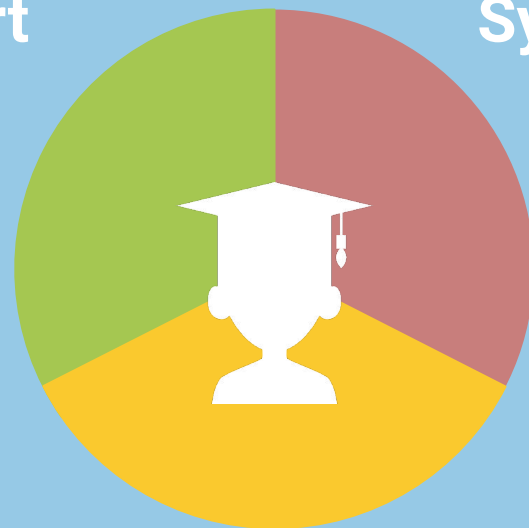
Equity



Equity requires us to deeply understand our students in order to provide them with the right supports

Support

Systems



Self

Flexibility



Increased **flexibility** in our instructional models, classroom design, and demonstration of mastery.

	Algebra 1			
	Teacher A	Teacher B	Teacher C	Teacher D
8:30 - 9:30	Lecture	Office Hours	Planning	Outreach
9:30 - 9:40	Transition			
9:40 - 10:40	Outreach	Lecture	Office Hours	Planning
10:40 - 10:50	Transition			
10:50 - 11:50	Planning	Outreach	Lecture	Office Hours
11:50 - 1:00	Transition			
1:00 - 2:00	Office Hours	Planning	Outreach	Lecture
2:00 - 2:10	Transition			
2:10 - 3:00	Advisory			

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 9:00	5th Grade Advisories	6th Grade Advisories	7th Grade Advisories	8th Grade Advisories	School Celebration
9:00 - 9:45	5th Grade Office Hours				
10:00 - 10:45	6th Grade Office Hours				
11:00 - 11:45	7th Grade Office Hours				
1:00 - 1:45	8th Grade Office Hours				

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 9:50	ELA	Science	ELA	Science	Math
9:50 - 10:00	Transition				
10:00 - 11:20	Social Studies	Math	Social Studies	Math	ELA
11:20 - 1:00	Lunch				
1:00 - 2:20	Edgenuity				
2:20 - 2:30	Transition				
2:30 - 3:00	Office Hours				

	Mon./Wed. - Guided Reading			Tue./Thu. - Math Groups		
	Teacher A	Teacher B	Teacher C	Teacher A	Teacher B	Teacher C
8:30 - 9:30	Group A	Group B	Group C	Group A	Group B	Group C
9:30 - 9:40	Transition			Transition		
9:40 - 10:40	Group D	Group E	Planning	Group D	Group E	Planning
10:40 - 10:50	Transition			Transition		
10:50 - 11:50	Group F	Planning	Group G	Group F	Planning	Group G
11:50 - 1:00	Lunch			Lunch		
1:00 - 2:00	Planning	Group H	Group I	Planning	Group H	Group I

Choice



Choice promotes engagement 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

Intentional Actions



Move away from PL as
“a thing we do” to the
intentional actions we
take to personalize
students’ learning.

noun

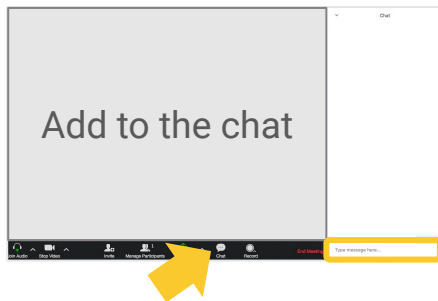
STATIC:
fixed

verb

DYNAMIC:
energetic,
capable of
action and/or
change

Share-out

Which shift(s)
resonates most with
you? Why?



1. Equity requires us to deeply understand our students in order to provide them with the right supports
2. Increased flexibility in our instructional models, classroom design, and demonstration of mastery.
3. Choice promotes engagement and student ownership of learning
4. Move away from PL as “a thing we do” to the intentional actions we take to personalize students’ learning.

Stage	Priorities
Stage 0: Create Clear Communication Structures	<ul style="list-style-type: none"> ❑ Communicate what the school day will look like, sound like, feel like ❑ Create a system for feedback loops and continuous improvement cycles throughout the year (focus groups, surveys, etc.) ❑ Establish/update a system to capture parent/family contact information that provides for multiple contact points (e.g., phone number, email, mailing address)
Stage 1: Strengthen Relationships and Student Engagement Through Strong Routines and Structures	<ul style="list-style-type: none"> ❑ Set common expectations and norms for instructional cadence (synchronous vs. asynchronous learning, student time spent doing online and offline work) and communication between students, parents, and teachers ❑ Leverage social-emotional learning strategies to better understand student needs at a holistic level ❑ Focus on building and maintaining strong relationships with students and families
Stage 2: Equip Educators with High-Leverage Instructional Strategies	<ul style="list-style-type: none"> ❑ Norm as grade-level teams on common learning objectives/competencies for which students will be held accountable ❑ Leverage distance learning instructional models to meet learning objectives
Stage 3: Utilize Curriculum and Content to Meet the Needs of Students	<ul style="list-style-type: none"> ❑ Reflect on curriculum content, materials, and tools to ensure they are being used purposefully and meet the academic and social-emotional needs of students ❑ Establish cadence for virtual learning walks and peer observations to foster a culture of collective, continuous learning and improvement

Phased Approach

	Communications	Student Relationships and Engagement	Technology Routines and Procedures	Instructional Models	Curriculum
Stage 0					
	START OF SCHOOL				
Stage 1					
Stage 2					
Stage 3					

Stage 0

Make connections with all stakeholders and establish the communication systems that you will use throughout the year.

Stage + Outcome	Actions
Stage 0 Make connections with all stakeholders and establish the communication systems that you will use throughout the year.	<ul style="list-style-type: none">❑ School teams share the vision and goals with staff for the SY 2020-21❑ School teams will communicate what the school day will "look like, sounds like, feel like", as well as key dates to both staff and families❑ School teams communicate the distance learning schedule and expectations to staff, students, and families❑ School teams use social media to share key information with stakeholders❑ School teams establish a communication routine, such as a weekly newsletter, that ensures families know when to expect school updates❑ School teams use a single tool (website, LMS page, Google Doc) to collect and post video and assignment links for students❑ Teachers create a system to capture parent/families email addresses and phone numbers to create listservs❑ Teachers send letters introducing themselves to build relationships with students and families
Stage 1 Schools and teachers build strong relationships with students and families.	<ul style="list-style-type: none">❑ School teams communicate to parents what training they offer to support distance learning such as Zoom, the Learning Management system and/or digital tools being used.❑ Principals provide "office hours" for families to ask questions, ideally in the morning or evenings when parents are less likely to be working❑ Teachers provide a schedule of "office hours" for students and/or parents to ask questions specific to their class❑ Teachers reach out to individual parents to share something positive the student is doing to build rapport and the relationship
Stage 2 Schools engage students and families around academics	<ul style="list-style-type: none">❑ School teams create a way to capture what is working for teachers, sharing these best distance learning practices amongst the staff❑ School teams and teachers remind students and families about distancing learning expectations❑ School teams and teachers highlight the academic successes with students and families❑ Teachers reach out to individual students and families who may need additional support to engage in distance learning
Stage 3 School teams will reflect and iterate based on feedback	<ul style="list-style-type: none">❑ School teams engage small groups of key stakeholders; like staff, families, and students; to find out what is and is not working.❑ School teams create outreach efforts to survey families and students - identify start, stop, continue for distance learning.❑ Principals will share with teachers that they will conduct virtual learning walks❑ School teams conduct learning walks, gathering information about the state of distance learning.❑ Principal shares what is going well and new solutions to challenges, showing students, staff, and families that they are responsive to their needs.

- ❑ School teams share the vision and goals with staff for the SY 2020-21
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Stage 1

Schools and teachers build strong relationships with students and families.

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Stage 2

Schools engage students and families around academics

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- ❑ School teams create a way to capture what is working for teachers, sharing these best distance learning practices amongst the staff.
- ❑ School teams and teachers remind students and families about distancing learning expectations
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Stage 3

School teams will reflect and iterate based on feedback

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Preview Checklists

Shared in our blog post next week!

edelements.com/blog

LEVELING UP STUDENT-CENTERED DISTANCE LEARNING

Technology Routines + Procedures

Technology routines and procedures are most important during **stage one** because it is essential that all students can access the digital tools and resources necessary to participate in learning activities. All other stages are meant to either prepare for stage one or maintain the work done in stage one.

STAGE	OUTCOMES	ACTIONS
BEFORE SCHOOL STARTS	0 Common learning platforms and digital tools are identified, subscribed to, and rostered. Digital equity gaps are identified and responsive actions taken	<ul style="list-style-type: none"> Identify learning platforms, such as an LMS, website, or video streaming platform that all classes will use. These may be identified along grade-bands. Identify digital tools, such as adaptive programs and content libraries, that all classes will have access to. These may be identified along grade-bands. Subscribe to any common platforms and tools and roster students if necessary. Survey students and families to determine what digital equity gaps exist. Identify steps to address digital equity gaps, such as distributing devices and setting-up mobile wireless hotspots
SCHOOL IN SESSION	1 All students can log into the learning platform Expectations around device usage, internet safety, and online interactions are shared with students and families.	<ul style="list-style-type: none"> Teachers lead asynchronous lessons (in person or virtually) on how to log into the learning platform Teachers or other school staff hold office hours to provide individual support for students and families trying to log into the learning platform Publish technology use guidelines and share with families (e.g. guide, recorded or live webinar, office hours) Teachers lead asynchronous lessons (in person or virtually) on the most important technology guidelines, particularly those around internet safety
2	All student can access digital tools and use them as needed for class	<ul style="list-style-type: none"> Based on available guidance from district or school leaders, teachers determine the purpose and use of digital tools. Ideally, there is consistency for students around when and how they use these tools. Teachers lead asynchronous lessons (in person or virtually) on how to log into digital tools and use them for class. This may require follow-up lessons or reminders.
3	Students and families are supported to engage with technology at school and at home	<ul style="list-style-type: none"> Teacher shares with students where to go for ongoing technical support Share with families the learning platform and tools their students will use in school and at home. Ideally, this includes showing families how to monitor their students' use of those programs and how to support their use at home. This outcome may require ongoing support to ensure that families are able to support distance learning.

info@edelements.com

(650) 440-7860

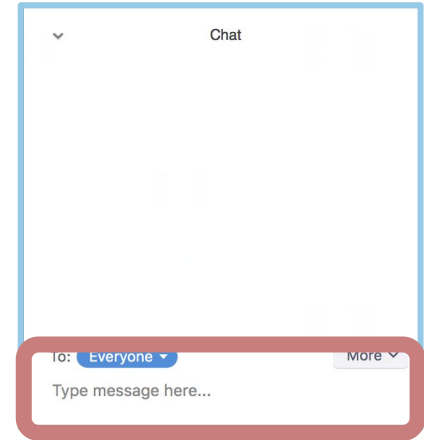
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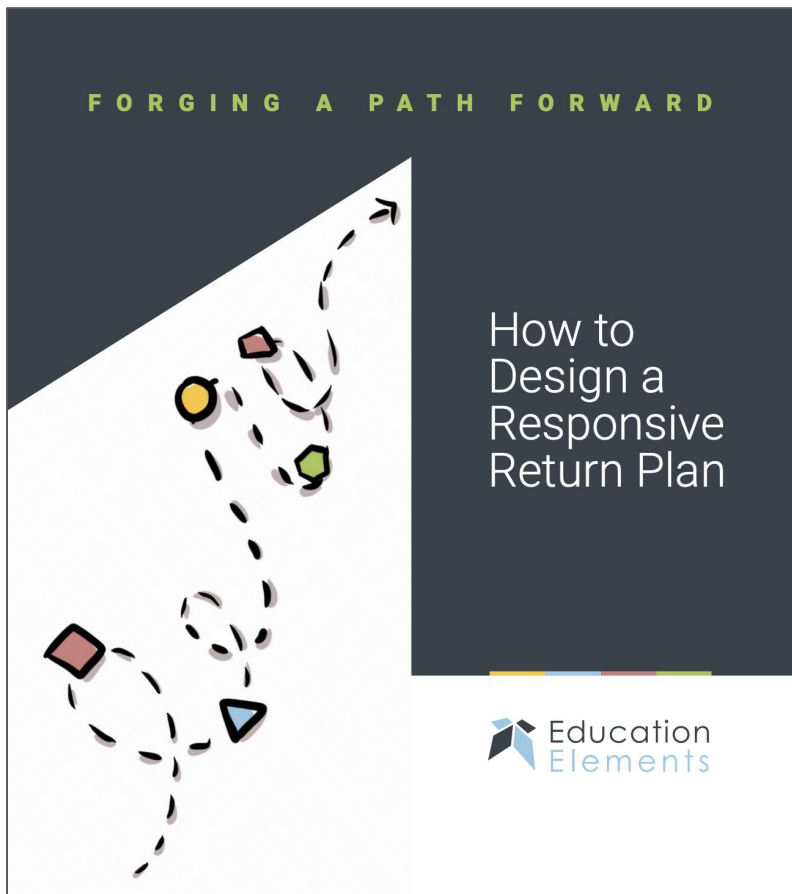
What is your biggest takeaway from today?



SHARE IN THE CHAT



NEW Resource: How to Design a Responsive Return Plan



This guide presents the Education Elements philosophy on how to use responsive practices to plan your district's return and provides a four-step process for examining multiple return scenarios given considerable uncertainty and unknowns.

<https://bit.ly/return-plan-guide>

STEP
1

IDENTIFY
KNOWN AND
UNKNOWN

STEP
2

BUILD
SCENARIOS

STEP
3

RECOGNIZE
CONSISTENCIES
AND PRIORITIZE

STEP
4

COMMUNICATE

Thank You!

Stay safe, stay healthy!

Access today's slides: **ADD
LINK TO SLIDES (bitly)**

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



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FREE WEBINAR SERIES & RESOURCES

Return to School

RETURN PLANNING FOR K-12

- Free Webinar Series
- Downloadable Resources
- 1:1 Office Hours
- Facilitated Coffee Chats
- Virtual Events



Remote
Work



Leadership
& Equity



Return
Planning



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 on the left side of the poster shows a brown hand reaching out and holding a green leafy branch. The background is a light green field with many similar leafy branches and small circles.

An Equity Fellowship

APPLY BY SEPTEMBER 4