Asking the Right Questions: Preparing for the Next Chapter of Digital Learning

Thanks for joining us! We will begin promptly at 2:00 p.m. ET.

- Use the "questions" area to submit questions as they arise.
- This webinar will be archived at NROCnetwork.org.
  and you will receive a follow-up email with a link to the recording and slides.
- Contribute to the Twitter conversation at #NROCpd.
- Do you need help with GoToWebinar? Email memberservices@NROC.org.
Multiple Phases of U.S. K-12 Response to COVID-19

**Phase 1:**
Rapid Transition to Remote Teaching & Learning

Most school districts transition to fully remote teaching and learning in just 3-4 weeks, with huge reliance on synchronous video (e.g. Zoom, MS Teams, Google Meet).

**Phase 2:**
(Re) Adding Basics

Schools work to determine how to address access issues, students with special needs, and wide scale adoption of remote learning by all teachers.

**Phase 3:**
Extended Transition During Continued Turmoil

Schools likely to have to work with rolling closures and some students/families wanting to continue instruction from home while enrolled in the local district.

**Phase 4:**
Emerging New Normal

Unknown levels of online learning adoption in new normal, but likely higher than pre-2020.

Schools likely to require new levels of online tools, content, resources, and teacher comfort with remote instruction.

Outlook as of end of April 2020
What’s working now?

What’s not?

*How do you know?*
Change Management
How Do We Take Advantage of this Window in Time?

❖ How well did the remote learning “program” we provided this year work?
❖ Did our experience help shape where we are headed?
❖ Is our thinking changing?
❖ What is the best option for remote learning for our whole school family - students, teachers and parents?
The Role of Innovation

Collaboration fosters innovation. “Chance favors the connected mind.” - Steven Johnson

Factors of an innovative practice:

1. **Relative Advantage** - Is it better than what it replaces?
2. **Compatibility** - Is it similar enough to what we are doing that the change isn't so drastic?
3. **Complexity** - Is it relatively easy to understand?
4. **Trialability** - Can it be piloted before it is adopted?
5. **Observability** - Can we measure the results?

**Idea Evaluator** - Identifies the factors.

**Project Buy-In Template**

**Adopter Categories**

- **Innovators/Early Adopters**
  - Risk tolerant
  - Change to change the world
  - Want to be first
  - Enjoy tinkering
  - Like Technology
  - Expect half-finished
  - Trust intuition

- **Early Majority**
  - Risk averse
  - Change to solve problem
  - Want others to go first
  - Expect support/guidance
  - Technology neutral
  - Expect finished product
  - Slow to move but loyal
Student Engagement
# Distance Learning Options for Districts

MTDA is committed to helping districts navigate the transition to distance learning in times of need. Depending on the circumstances and time available for training, there are many different options districts can take to move to a distance learning model. The progression below is intended to help districts evaluate the resources and readiness of a transition.

## Less Tech & Training

<table>
<thead>
<tr>
<th>Packets + Textbooks + Phone Calls</th>
<th>Google Classroom or Alternative + Textbooks + Phone Calls</th>
<th>Google Classroom or Alternative + Textbooks + Video Conferencing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benefits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No technology required</td>
<td>• Provides a digital dropbox to turn in assignments</td>
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<tr>
<td>• Materials are all available to be sent with students at the beginning of a distance learning time period</td>
<td>• Immediate feedback is easier for teachers</td>
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<td>• Consistent student feedback through phone calls is difficult as student to teacher ratio increases</td>
<td>• Provides access to digital learning tools in an organized way</td>
<td>• Provides an opportunity for teachers to connect visually with all students at one time</td>
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<tr>
<td>• Student accountability is much more difficult as student work cannot be graded until students return to face-to-face instruction</td>
<td><strong>Drawbacks</strong></td>
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<td>• Not an ideal fit for every learner</td>
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<td>• Internet access needs to be available for every student</td>
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<td><strong>Considerations</strong></td>
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<td>• If time is short to move to a distance model this makes the most sense</td>
<td>• If teacher and students have been using Google Classroom or alternative previously this is a great option</td>
<td>• If you are a Google or Microsoft district you have access to Hangouts Chat or Skype in most licensing scenarios</td>
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## More Tech & Training

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<th>Full Learning Management System + Digital Curriculum + Video Conferencing</th>
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<td><strong>Benefits</strong></td>
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<tr>
<td>• A distance learning model created from the ground up to provide interactive learning experience to students</td>
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<td>• Minimum of a six month window to train, equip, and construct this type of learning environment from scratch</td>
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Some tips for moving to remote teaching

- Do - Focus on the positive
- Do - Work hard at hearing from everyone during a class discussion
- Do - Contact your students
- Do - Laugh together and utilize the technology to let students socialize a bit
- Don’t - Give too much work
- Don’t - Be wordy. Pare down instructions. Think of parents helping.

"Don’t forget that parents are overwhelmed."

- Susan Scott
  - In Education Week Teacher
Social Presence

The ability to project one’s self and establish personal and purposeful relationships.

SEL; Equity; Design; Community of Inquiry

- Virtual Learning Portraits
- Simulated discussions
- Metacognition
- Anticipated Responses
- Ways of sharing
- Patience for the asynchronous
- Open Ended
- More supports

Analogies and Connections

The ability to transfer learning to make analogies, metaphors, connections to other areas helps demonstrate understanding, foster new learning, and build relationships.

How are learners included?

- Provide reflection/discussion questions with tasks;
- Provide a script for parents/grandparents/siblings who are supporting learners;
- Download for offline use;
- Reassure. We do what we can.
Professional Development
Layers of Development

Leverage existing networks.
Consider adoption of an innovation.

- Building Learning Pathway
- Distance Learning 101
- Regional Networks
- Videos/Presentations
- Live Webinars w/ Q & A
- Instructional Coaches
- Social Media Strategies for PD
- Articles of Interest

How will your program transition?

- Advantages
- Disadvantages
- When to Use
- Next Steps: Things to Do
- Next Steps: Things to Learn

Non-Digital
Okay...

Managed online
Better...

Using LMS
Strong
Equity & Access
No more status quo

When you’re accustomed to privilege, equality feels like oppression.

- Public commitment to equity
- Resources for students and families
- Manual of Accommodations
- Addressing Myths

What do we ditch?
What do we keep?
What did we miss?
What can we improve upon?
Who is being left out?
Who is thriving?

How do we use/leverage a shared cultural experience in a way to foster connection and facilitate learning?

Dealing w/ Educational Inequities in Distance Learning

facebook.com/groups/onlineeducationalequity

Ally vs. Accomplice

Two Sides of the Same Coin

- Allyship - individuals with privileged identities using their privilege to disrupt oppression, while working alongside people who are part of marginalized groups, toward realizing equity and social justice (Ramsey, 2014).

- Accomplish-ship - putting yourself in a position that indisputably communicates your stance on advocating alongside marginalized groups... (Indigenous Action, 2014, para 5).
Where are we after the 2019-2020 School Year?

- EdReady is available to help all Montana middle and high schools identify student learning gaps in math.
- Each student will take a customizable assessment which leads to a personalized learning path designed to help fill in their unique areas of need or gaps.
- Comprehensive reports detailing individual student studying, assessment progress and most importantly readiness for their next math class.
- ACT Math and English Prep also available
RESOURCES
VLLA  https://www.virtuallearningalliance.org/
School Closure Learning Continuity Readiness Rubric

Learn more about Learning Continuity Plans and your schools’ readiness at MICHIGANVIRTUAL.ORG/LEARNING-CONTINUITY

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<th>School Readiness</th>
<th>Leadership</th>
<th>Learning Continuity Plan</th>
<th>Digital Infrastructure</th>
<th>Training/Support</th>
<th>Communications Plan</th>
<th>Curriculum Resources</th>
<th>Technology/Access</th>
<th>Learning Spaces</th>
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<td>Less Ready</td>
<td>The school leadership has supported limited use of online/blended learning. Online and blended approaches have not been identified as a leading strategy to ensure learning continuity during school closures.</td>
<td>The school has not adopted policies or created a plan to support student learning during school closures.</td>
<td>The school does not have access to an online platform or learning management system (LMS) to support the delivery of online/blended instruction to students.</td>
<td>Teachers and students have not been trained on how to use an online platform or LMS to support online/blended instructional activities.</td>
<td>The school does not have an internal or external communications plan in place to support awareness about a learning continuity strategy for students during school closures.</td>
<td>Curriculum plans are beginning to incorporate online/blended learning strategies, but online resources are primarily used to support supplemental instructional activities.</td>
<td>Not all students and teachers have access to a modern computer or tablet device and a reliable connection to the Internet from home.</td>
<td>In general, the experience for students reflect a traditional school calendar based on seat-time requirements, class schedules, and face-to-face instruction.</td>
<td>The school provides accommodations and modifications to support student learning within a school setting, in compliance with IEP and 504 requirements.</td>
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<td>The school leadership has promoted the effective use of online/blended learning to all students, primarily from third-party providers. Planning activities include online/blended strategies to support learning continuity.</td>
<td>The school has adopted board-approved policies to support student learning during planned or unexpected school closures, but has not developed or implemented these.</td>
<td>The school has access to an online platform and/or LMS tool to deliver online/blended instruction to students, but use is limited, or self-hosted/cloud-based systems exist.</td>
<td>Teachers and students have received limited training on how to use an online platform or LMS to support online/blended instructional activities.</td>
<td>The school has a basic communications plan in place to support awareness of a learning continuity strategy for students during planned or unexpected school closures.</td>
<td>Curriculum plans incorporate online/blended learning strategies, but implementation varies by classroom.</td>
<td>Most students and teachers have access to a modern computer or tablet device and a reliable connection to the Internet from home.</td>
<td>The learning environment is beginning to adapt to diverse learning styles and needs by supporting flexible learning schedules and spaces that are not new traditional.</td>
<td>In addition to comply with IEP and 504 requirements, the school provides students with the tools, equipment, and resources needed to effectively support remote learning activities.</td>
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https://michiganvirtual.org/
Supporting Students with IEPs - SEDTA

https://home.edweb.net/webinar/elearning20200323/
What’s Happening Now

Article: The Difference Between Emergency Remote Teaching and Online Learning

Curriculum/PD Resources:

MN Partnership for Collaborative Curriculum (MPCC) oermn.org

MN Online Teacher Network - sites.google.com/view/mnotn

MN Distance Learning Summit (MNDL) - sites.google.com/view/mndlsummit

Sharing NROC Resources - bit.ly/287nrocsharing

Go To OER List - bit.ly/oergoto
YOUR QUESTIONS?
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**Outlook as of end of April 2020**

**digital learning COLLABORATIVE**

**MINDWIR**
Thank you for joining us!

Special thanks to our presenters:

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Thank you for joining us!

You will receive a link to the recording and presentation assets, also available at NROC.org.