



Shifting to Online Bite-Sized Professional Learning

September 10, 2020





Welcome

- **Introduce yourselves.**
 - Share who you are, where you are from, and one hope you have for this school year.
- **Ask and answer questions.**
 - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
 - We will leave time for our panelists to answer questions.
- **Share your learning.**
 - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.
- **We are recording and archiving the webinar.**
 - The slides and video will be available on aurora-institute.org.

Welcome! Please introduce yourself
+ share where you're joining from today.

Shifting to Bite-Sized Professional Learning





INTRODUCTIONS



Kristen Watkins

Director of Personalized Learning

krwatkins@dallasisd.org



Vanessa Rodriguez

Personalized Learning Coordinator

vanrodriguez@dallasisd.org





WEBINAR OBJECTIVES

- Participants will learn about and share strategies for re-establishing rituals and procedures in a virtual setting for staff and students.
- Participants will explore and share strategies for moving face-to-face coaching and support online for teachers.
- Participants will identify and then begin planning how to shift professional development from face-to-face to online.



AGENDA

- **Hello + Welcome**
- **Introductions**
- **PD Triathlon**
 - Bite-Sized Webinars
 - Virtual Coaching
 - Virtual Professional Development
- **Closing Connections**
- **Access to Materials Shared**
- **Goodbye**



GETTING TO KNOW DALLAS ISD



Dallas ISD

- **156,832 students**
 - ~**44%** English Language Learners
 - ~**88%** free and reduced-price lunch
- **234** schools
- Sits in the heart of a urban, diverse and dynamic region
- **384** square miles across North Texas

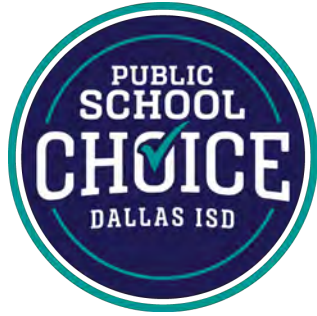


Personalized Learning Department

- **Team of 6**
- **Personalized Learning Cohort Schools**
 - 18 PL
 - 7 BL
- **Fellowships**
 - Innovation in Teaching
 - School Retool
- **Light-Touch Districtwide Support**
- **Grants to Support Innovation**
 - Next Generation Systems Initiative (BMGF)
 - Math Innovation Zones (TEA)
 - Raising Blended Learners (RYHT)



ESTABLISHING AN APPROACH TO AT-HOME LEARNING FOR STUDENTS + STAFF



AT-HOME LEARNING

DEFINED: Learning plans for PK-6 created at the District level with suggested activities for families to complete with students

[Access Dallas ISD's At-Home Learning Site here](#)

DALLAS Wednesday, May 13th 4th Grade www.tiny.cc/dallasisd4		
READING/ WRITING	MATH	SCIENCE
<p>Review Meow Hear This</p> <p>Watch these clips from various cats in Disney movies and try to figure out the structure of each clip.</p> <p>Draw a picture of a cat or a pet you have or would like to have. Label the picture with your name and your pet's name. Write about your pet and why you chose your pet's name. Be sure to describe your cat's appearance and personality to support your reasoning for choosing your pet's name.</p> <p>Share your work on Twitter @DallasReads</p> <p>Time allotment: 20 min</p>	<p>Same but Different</p> <p>Observe and answer mathematically the questions below:</p> <div><div>$\frac{4}{6}$</div><div>$\frac{2}{3}$</div></div> <p>Potential Grade: How are the fractions the same? How are the fractions different?</p> <p>Time allotment: 20 minutes</p>	<p>HHH Gr 4 Unit 1 L2 Virtual Lab</p> <p>As you have learned, seeds grow into new plants. Each seed has a seed coat and an embryo containing tiny leaves, a stem, and roots. The seed coat protects the embryo while a temporary food supply provides nutrients (in the cotyledons or endosperm). The food supply inside the seed nourishes the young plant as it grows. Seeds remain inactive until conditions are right for them to begin to grow or germinate. What does a seed need to help it grow and sprout into a plant? Explain.</p> <p>Time allotment: 20 minutes</p>
SOCIAL STUDIES	HEALTH/PHYSICAL EDUCATION	FINE ARTS
<p>Watch State Bar of Texas Video Clip of Barbara Jordan Vote for Me Wallace G. Jefferson</p> <p>Think about what you have learned about civic participation and explain why you think it is important to be involved in government?</p> <p>Time Allotment: 20 Minutes</p>	<p>Health</p> <p>Pedestrian Safer Journey</p> <p>The method to cross the street safely is a 3-step method. Stop, look, and listen. Write about why these 3 three steps are important to do before crossing a street. Remember to always cross the street with an adult. Time Allotment: 10 minutes</p> <p>Physical Education</p> <p>Stretch for 10 min. and Dance for 10 min. to one of your favorite songs (Make It A Family Workout)</p> <p>Potential Grade:</p> <ul style="list-style-type: none">Share with your family your favorite stretch and favorite dance move and why? <p>Time Allotment: 20 minutes</p>	<p>Art</p> <p>Fold a piece of paper in half. Create your own design on half of the paper, coloring the negative space darkly. If you have scissors, cut it out. If not, sketch the other side of your design and color in the background.</p> <p>Time allotment: 20 minutes</p>



FALL 2020

First four weeks
of school will open
with 100-percent
distance learning

DALLAS
INDEPENDENT SCHOOL DISTRICT



DALLAS
INDEPENDENT SCHOOL DISTRICT





INTRODUCING THE PD TRIATHLON

**BITE-SIZED
WEBINARS**

**VIRTUAL
COACHING**

**PROFESSIONAL
DEVELOPMENT**





INTRODUCING THE PD TRIATHLON

INSPIRATION

10

REFLECTION

4

DISCUSSION


6





INTRODUCE SELF-REFLECTION TEMPLATE

Shifting to Bite-Sized Professional Learning
INTRODUCING THE PD TRIATHLON

Kristen Watkins | kwatkins@dallasisd.org
Vanessa Rodriguez | vanrodriguez@dallasisd.org
Dallas Independent School District
www.thepdtoolbox.com
Twitter: @Aurora_Inst, @PersonalizeDISD, @k10watkins, @vanessa_316


 Personalized Learning

 BITE-SIZED WEBINARS	
What resonates with what you're already doing on your campus, district, or organization?	
What ideas could you take back to try on Monday?	
What ideas could you take back to try someday?	
What are you doing in your district or organization that you could share with others?	
Who I met?	
My next steps	

 Google Docs

Copy document

Would you like to make a copy of PD Guide for Notes and Reflection?



Make a copy

This is your note catcher + reflection guide as you progress through our triathlon experience.



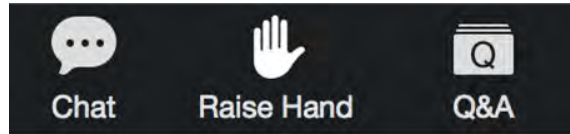


DEEP DIVE | BITE-SIZED WEBINARS

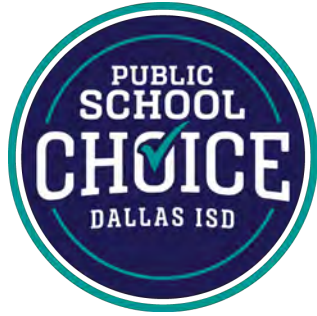


WHAT IS A WEBINAR?

A **Zoom webinar** is a view-only platform where the attendees cannot see each other, and the Host cannot see the attendees. A **webinar** has registration, reporting and in-meeting chat for attendees.



ESTABLISHING AN APPROACH TO AT-HOME LEARNING FOR STUDENTS + STAFF



Teaching and
Learning



School
Leadership

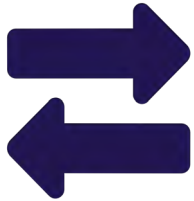


Information Technology



PIVOTING TO SUPPORT AT-HOME LEARNING

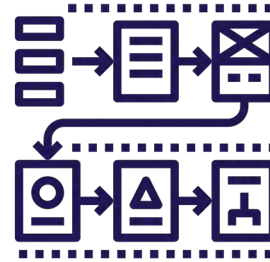
WEBINAR SCOPE + SEQUENCE



Establish Two-
Way
Communication
Channels



[Re] Establish
Classroom
Rituals +
Procedures



Design for
Synchronous +
Asynchronous
Learning



Seek Out + Act
on Feedback



WEBINARS TO SUPPORT TEACHERS WITH AT-HOME LEARNING

MONDAY <i>March 30th</i>	TUESDAY <i>March 31st</i>	WEDNESDAY <i>April 1st</i>	THURSDAY <i>April 2nd</i>	FRIDAY <i>April 3rd</i>
<p>Google Classroom Set up and Basic Features 11:00AM- 12:00PM Join Here</p> <p>Get your classes set and the learning going. This session will provide a brief overview on how to get started using Google Classroom. Learn how to create a class, invite students, create assignments, grade student work, and provide feedback.</p> <p>PowerSchool Learning Basic Set up and Basic Features 11:00AM- 12:00PM Join Here</p> <p>Attend our webinar and learn how you can get started by activating classes, organizing pages, structuring content, and adding short activities for student engagement.</p> <p>Holding Virtual Class via Zoom 4:00-4:45 PM Register Here</p> <p>This 45 minute webinar will equip you with the skills to hold a virtual lesson LIVE with your students via Zoom. Learn how to hold a Zoom meeting and hear from two Dallas ISD teachers utilizing the tool with their students!</p>	<p>Google Classroom Set up and Basic Features 11:00AM- 12:00PM Join Here</p> <p>Get your classes set and the learning going. This session will provide a brief overview on how to get started using Google Classroom. Learn how to create a class, invite students, create assignments, grade student work, and provide feedback.</p> <p>PowerSchool Learning Basic Set up and Basic Features 11:00AM- 12:00PM Join Here</p> <p>Attend our webinar and learn how you can get started by activating classes, organizing pages, structuring content, and adding short activities for student engagement.</p> <p>Using Seesaw to Support at Home Learning 2:00- 2:45 PM Register Here</p> <p>In this 45 minute webinar you will learn how to utilize Seesaw to empower students to create, reflect, share, and collaborate. With Seesaw students "show what they know" using photos, videos, drawings, text, PDFs, and links for at home learning.</p> <p>Zoom for Staff Meetings and PLCs 3:00-3:45 PM Register Here <i>Suggested audience: school leaders and grade level leads</i></p> <p>Join us for a 45-minute webinar to learn how to set up a Zoom account, host meetings, and navigate meeting features to enhance communication for staff.</p>	<p>Creating Two-Way Communication with Class Dojo 11:00-11:45 AM Register Here</p> <p>Join us for this 45 minute webinar over Class Dojo. Learn how to stay connected with students and families while keeping students engaged through activities. With Class Dojo, students can respond from home via video, photos or drawings.</p> <p>Google Classroom Set up and Basic Features 11:00AM- 12:00PM Join Here</p> <p>Get your classes set and the learning going. This session will provide a brief overview on how to get started using Google Classroom. Learn how to create a class, invite students, create assignments, grade student work, and provide feedback.</p> <p>PowerSchool Learning Basic Set up and Basic Features 11:00AM- 12:00PM Join Here</p> <p>Attend our webinar and learn how you can get started by activating classes, organizing pages, structuring content, and adding short activities for student engagement.</p>	<p>Using Seesaw to Support at Home Learning 10:00- 10:45 AM Register Here</p> <p>In this 45 minute webinar you will learn how to utilize Seesaw to empower students to create, reflect, share, and collaborate. With Seesaw students "show what they know" using photos, videos, drawings, text, PDFs, and links for at home learning.</p> <p>Google Classroom Set up and Basic Features 11:00AM- 12:00PM Join Here</p> <p>Get your classes set and the learning going. This session will provide a brief overview on how to get started using Google Classroom. Learn how to create a class, invite students, create assignments, grade student work, and provide feedback.</p> <p>PowerSchool Learning Basic Set up and Basic Features 11:00AM- 12:00PM Join Here</p> <p>Attend our webinar and learn how you can get started by activating classes, organizing pages, structuring content, and adding short activities for student engagement.</p>	<p>Google Classroom Set up and Basic Features 11:00AM- 12:00PM Join Here</p> <p>Get your classes set and the learning going. This session will provide a brief overview on how to get started using Google Classroom. Learn how to create a class, invite students, create assignments, grade student work, and provide feedback.</p> <p>PowerSchool Learning Basic Set up and Basic Features 11:00AM- 12:00PM Join Here</p> <p>Attend our webinar and learn how you can get started by activating classes, organizing pages, structuring content, and adding short activities for student engagement.</p> <p>Creating Two-Way Communication with Class Dojo 2:00-2:45 PM Register Here</p> <p>Join us for this 45 minute webinar over Class Dojo. Learn how to stay connected with students and families while keeping students engaged through activities. With Class Dojo, students can respond from home via video, photos or drawings.</p>
<p>Each webinar can host up to 500 participants.</p>				



WEBINARS TO SUPPORT TEACHERS WITH AT-HOME LEARNING

MONDAY April 20th	TUESDAY April 21st	WEDNESDAY April 22nd	THURSDAY April 23rd	FRIDAY April 24th
<p>Microsoft Teams for Instruction - Basics for Beginners 10:00 - 11:00 AM Join Here</p> <p>Microsoft Teams for Instruction - Intermediate Level 11:30 AM - 12:30 PM Join Here</p> <p>Microsoft Teams for Instruction - Advanced Features 2:00 - 3:00 PM Join Here</p> <p>Self-Paced Learning with Google Slides 3:00- 3:45 PM Register Here</p>	<p>Google Forms 101: The Basics for Beginners 10:00 - 11:30 AM Join Here</p> <p>PowerSchool Learning - Advanced - Student Group and One Class Sections 11:00 AM - 12:00 PM Join Here</p> <p>Google 101: Basic Docs, Slides, and Drive for Beginners 1:00 - 2:30 PM Join Here</p> <p>Microsoft Teams for PLCs and Staff Meetings 2:00 - 3:00 PM Join Here</p> <p>Using Google Forms as Formative Assessments 2:00-3:30PM Join Here <i>Enter code fkyr2xn if prompted</i></p> <p>Motivating Students with Choice Boards 3:00-3:45 PM Register Here</p>	<p>Let's Get Hype for Hyperdocs 10:00-10:45 AM Register Here</p> <p>Utilizing IB Subject Guides to Enhance Planning 11:00 AM - 12:00 PM Register Here <i>This session is intended for IB Schools</i></p> <p>OneNote Notebook - Microsoft's Digital Binder for Instruction 11:00AM - 12:00 PM Join Here</p> <p>Self-Paced Learning with Google Slides 1:00- 1:45 PM Register Here</p> <p>Google Forms - Exploring Response Validation and Conditional Navigation 2:00-3:30 PM Join Here <i>Enter code fkyr2xn if prompted</i></p> <p>OneNote 'Staff' Notebook - Digital Binder for Admin and PLCs 2:00 - 3:00 PM Join Here</p>	<p>Motivating Students with Choice Boards 10:00-10:45 AM Register Here</p> <p>Increasing Engagement for Montessori At-Home Learners 10:00 - 11:00 AM Register Here</p> <p>Let's Get Hype for Hyperdocs 1:00-1:45 PM Register Here</p> <p>Partnering with Parents Communication is Key Part I of Series 1:00 - 1:45 PM Register Here</p> <p>Google Meet For Google Classroom: Beginners 1:00 - 2:30 pm Join Here</p> <p>Create a Teacher Website with Google Sites 2:00-3:30 PM Join Here <i>Enter code fkyr2xn if prompted</i></p>	<p>Creating instructional videos using Microsoft PowerPoint 2:00-3:30 PM Join Here <i>Enter code fkyr2xn if prompted</i></p> <p>Click below for more <i>Make sure that you're logged in to your Dallas ISD Google Account to access these additional resources.</i></p> <p>Connect with Content Teams for Learning Chats and Support</p> <p>Archived Webinar Recordings</p> <p>Establishing At-Home Learning Routines <i>Register to receive recording to watch on demand.</i></p> <p>Microsoft Innovative Educator Certification</p> <p>Note: If the webinar link reads, <i>Join Here</i>, use that link to join at the time of the webinar.</p>



WEBINAR FLOW



WEBINAR
ETIQUETTE +
NORMING ON
EXPECTATIONS



STEP-BY-STEP
TUTORIAL +
INSPIRATION



SPOTLIGHT ON
ELEMENTARY
+ SECONDARY
TEACHERS



LIVE Q&A
+ CONNECTIONS
TO RESOURCES





Flipgrid

Felipe Diaz

Our Greiner Orchestra & Mariachi students are currently using FLIPGRID to upload their weekly performance videos.

I use FLIPGRID to post instructions, video demonstrations & to link PDF materials relevant to their performance assignments.



Topic Details

VIOLIN
LEVEL I - EXIT SCALE EXERCISES

CONCERT KEYS
(1)Bb - C Major

(2)Bb - G Major

WK 5.5 - A-MAJOR SCALE

Mar 29, 2020 Flip Code: [cf19aa3f](#) [Add Topic Guests](#)

RECORD THE "A" MAJOR SCALE - SET METRONOME @ QTR=80

[VIOLIN/ HARP SCALES](#)
[TRUMPET SCALES](#)
[GUITARRON SCALES](#)
[ARMONIA SCALES](#)

Tip: RHYTHM=40PTS MELODY=40PTS EXPRESSION=20PTS TECHNIQUE=20PT

MAJOR SCALES PDF METRONOME

27 Responses

0 replies 677 views 6.1 hours of engagement

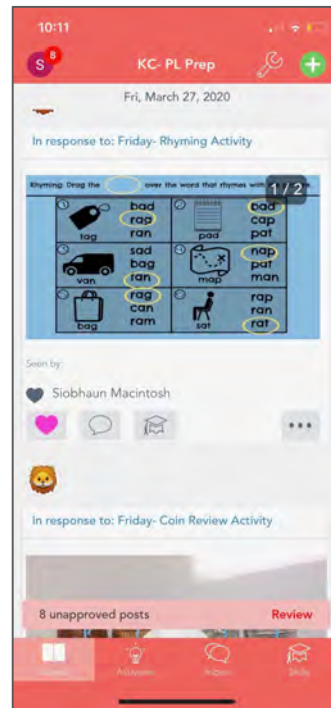
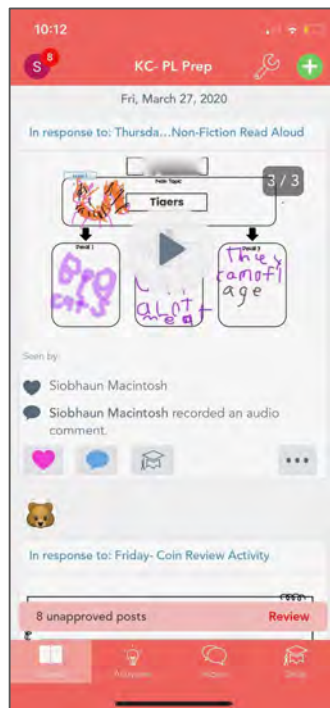
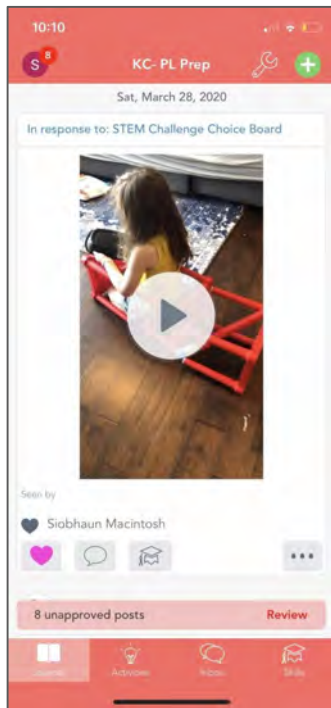
Print QR Codes Export Data

<input type="checkbox"/>	Name	Date	Replies	Feedback	
<input type="checkbox"/>	Edward F 22 views	Apr 1, 2020	-	90/100	Active Actions
<input type="checkbox"/>	Beatriz M 84 views	Mar 30, 2020	-	-	Active Actions



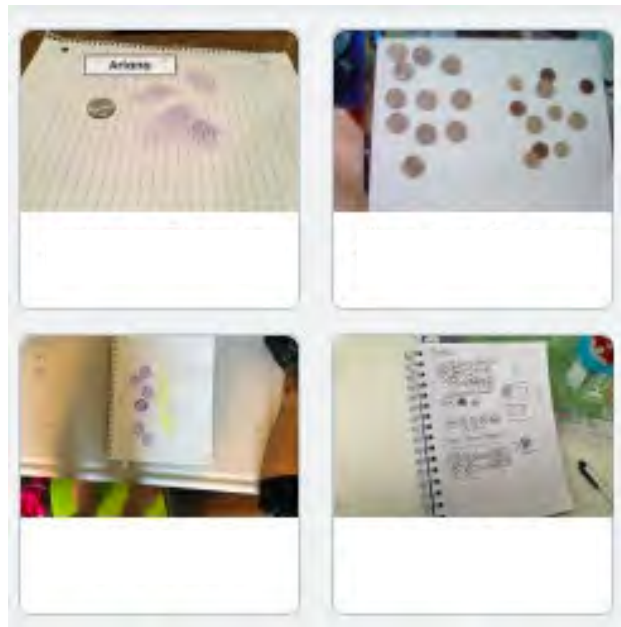
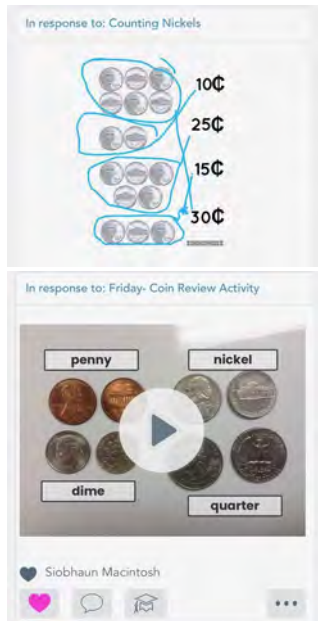
Student Ownership

My students have been using Seesaw since January. They are able to showcase their learning in the classroom, and now from their homes. They are able to take photos, videos and upload voice overs explaining how they completed their work. Students are able to explain their thought process and answer in-depth questions.



Differentiation

I am able to allow for differentiation within assignments. Some students choose to demonstrate their learning through paper and pencil, others choose to show the skill through a video. For students who need more support, I can give them a template or a model to recreate.





DALLAS
INDEPENDENT SCHOOL DISTRICT

Register at
bit.ly/authorsseries

AUTHORS' SERIES

MAY 18-22, 2020

MONDAY <i>May 18th</i>	TUESDAY <i>May 19th</i>	WEDNESDAY <i>May 20th</i>	THURSDAY <i>May 21st</i>	FRIDAY <i>May 22nd</i>
<p>Giving Students Effective Feedback with Susan Brookhart 10:00- 11:30 AM Register Here</p> <p>Developing Assessment- Capable Learners with Douglas Fisher, PhD 12:00- 1:30 PM Register Here</p>	<p>Clarity in Teaching: Learning Goals and Success Criteria with John Almarode, PhD 10:00- 11:30 AM Register Here</p>	<p>Assessment in the Differentiated Classroom with Carol Ann Tomlinson 10:00- 11:30 AM Register Here</p> <p>Culturally and Linguistically Responsive Teaching and Learning with Sharroky Hollie, PhD 1:00- 2:30 PM Register Here</p>	<p>Equity and Overcoming the Achievement Gap Trap with Anthony Muhammad, PhD 10:00- 11:15 AM Register Here</p> <p>Redesigning the Learning Experience with Thomas Murray 2:00- 3:30 PM Register Here</p>	<p>Embedding Formative Assessment with Dylan Wiliam, PhD 10:00 - 11:30 AM Register Here</p>

Hosted by the Assessment for Learning and Personalized Learning Departments



SELF-REFLECTION TIME | BITE-SIZED WEBINARS



BITE-SIZED WEBINARS

What resonates with what you're already doing on your campus, district, or organization?

What ideas could you take back to try on Monday?

What ideas could you take back to try someday?

What are you doing in your district or organization that you could share with others?

Who I met?

My next steps

4:00





TRANSITION SPOT

Small group breakout discussion



TRANSITION SPOT | BITE-SIZED WEBINARS

NORMS

- Be present
- Seek to understand
- Keep sharing time to 30-45 seconds
- Take turns sharing ideas with consideration of others.

Share something from your reflection or *what are you doing on your campus, district, or organization that you could share with others?*





DEEP DIVE | DISTANCE LEARNING PROGRESSION



Norming on Distance Learning Terms

Synchronous Learning <i>Guided Learning</i>	Asynchronous Learning <i>Independent Learning</i>
<ul style="list-style-type: none">● Online learning that happens in real-time<ul style="list-style-type: none">○ Examples include: video conferencing, live chatting, live-streaming lectures (like this webinar!)● Learning is scheduled with a start and end time	<ul style="list-style-type: none">● Online learning that happens on your schedule-- any time, anywhere● Self-paced and often independent● Learning occurs through multiple mediums<ul style="list-style-type: none">○ Examples include: pre-recorded videos, articles, activity, or assignments

Effective Distance Learning includes both learning opportunities!





PROGRESSIONS



PROGRESSION_{DEFINED}

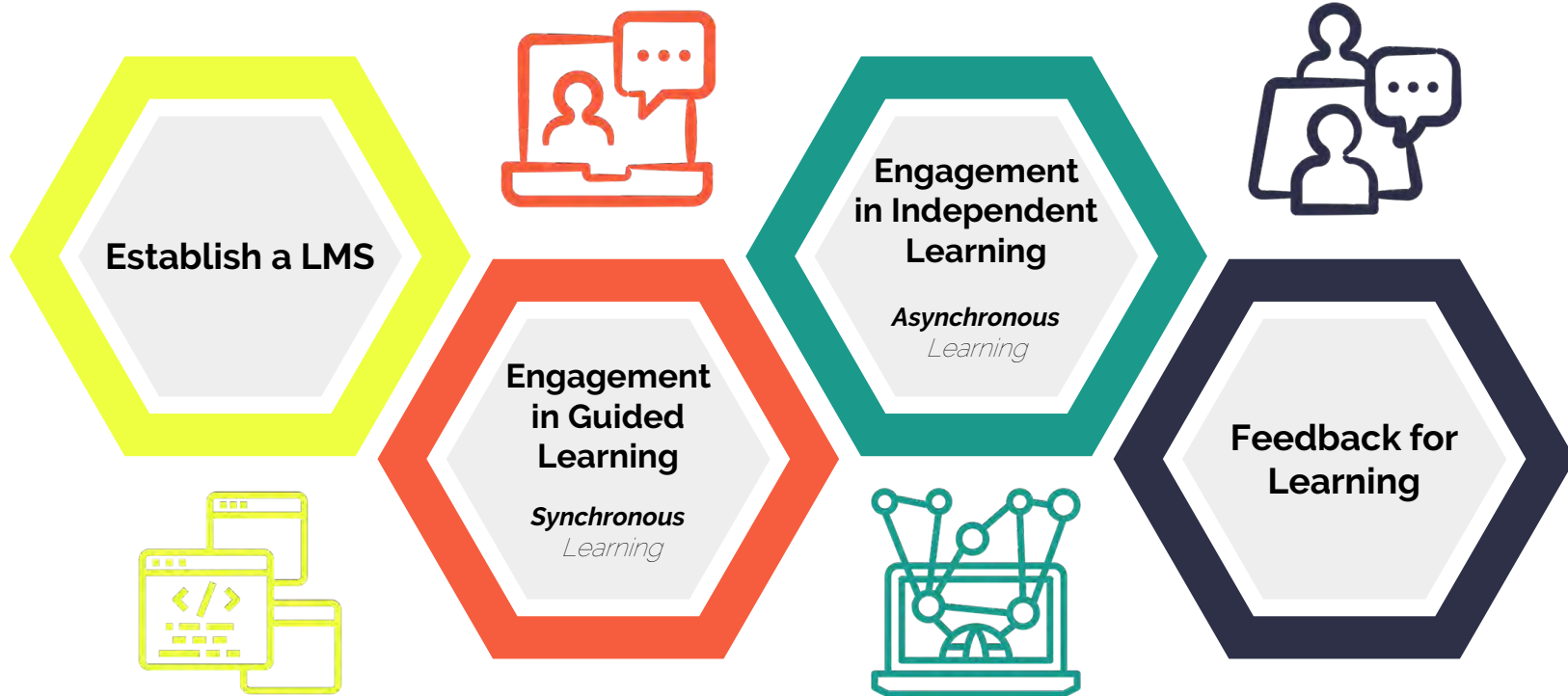
- A **learning progression** is “a carefully sequenced set of building blocks that students must master en route to mastering a more distant curricular aim” (Popham, 2007).
- A **progression** is the pathway a learner might take to reach the end goal or learning target.



Learn more about learning progressions in [Using Differentiated Classroom Assessment to Enhance Student Learning](#) by Tonya R. Moon, Catherine M. Brighton, and Carol A. Tomlinson.



IMPLEMENTATION PROGRESSION



Progression Structure

Actions in gray are actions that must be taken at the systems-level to ensure all stakeholders are successful.

Roles in Distance Learning

PEI, TEI, and PL Rubric alignment (district systems) is referenced in the **inspiration bank**.

Distance Learning Progression Phase 1		
ESTABLISH A LEARNING MANAGEMENT SYSTEM (LMS)		
	Action(s)	Possible Next Move to Take
Systems Level Planning	1 Explore, procure, and assess possible LMS options that meet all District security standards.	Determine needs and criteria for LMS, then review possible options.
	2 Establish infrastructure to support LMS and user rostering.	Use Student Information System (SIS) to set up a single sign on (SSO) rostering.
	3 Design an implementation plan and roll out with training and support at leader and teacher level.	Create a comprehensive professional development and support plan.
Leader	4 Leader identifies LMS for campus wide use or across grade level bands.	Review district approved LMS options and select a platform that is appropriate for each grade level.
	5 Leader determines criteria for course design/ expectations.	Model expectations and use the LMS as the campus hub.
	6 Leader determines how teachers will leverage the LMS during lesson planning.	Create a lesson plan template to support planning over a week versus day by day.
Teacher	7 Teacher creates and designs a separate course for each grouping of students or by class period.	Ensure everything posted in your LMS has purpose and consistency in formatting for students in a virtual setting.
	8 Teacher leverages features of LMS appropriately for online engagement.	Get to know all features available in the LMS so that the feature used best fits desired engagement from students.
	9 Teacher posts the daily learning target and agenda for students in the LMS.	Create and post an agenda for students to follow to access daily learning tasks.
Student	10 Students use LMS to access materials as needed.	Explicitly teach, practice and communicate routines for accessing the LMS.
	11 Students know where to access all communication and daily agendas in the LMS to complete assignments.	Post explicit and sequential directions for all agenda items that are either written, pictorial, or in video format.
	12 Students engage in at least one learning activity in the LMS each day.	Use a getting-acquainted first assignment to help students learn the LMS fundamentals.


Actions in Sequential Order

Next Moves to Prioritize

For inspiration and access to all resources, visit www.thepitoolbox.com/distancelearningprogression




How to Use this Tool



Distance Learning Progression | Phase 1

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For inspiration and access to all resources, visit www.thetoolbox.com/distancelearningprogression

Inspiration Bank

9. Teacher posts the daily learning target and agenda for students in the LMS.

TEI Indicator 1.5 and 2.1 | [Access to Materials](#), [Differentiated Learning Objectives](#), [Routines and Procedures](#)

Next Move: Create and post an agenda for students to follow to access daily learning tasks.

- [7 Easy Tips to Assure Standards Drive Your Instruction: Virtually or in Distance Learning](#) | LSI School and District Solution
- [Self-Paced Learning with Google Slides Webinar](#) | To jump straight to the recording of how to create a weekly template click [here](#) and make a copy of the sample weekly template [here](#).
- [Sample elementary daily agenda](#) (Angie Lee) | PL Prep at Sam Houston Elementary



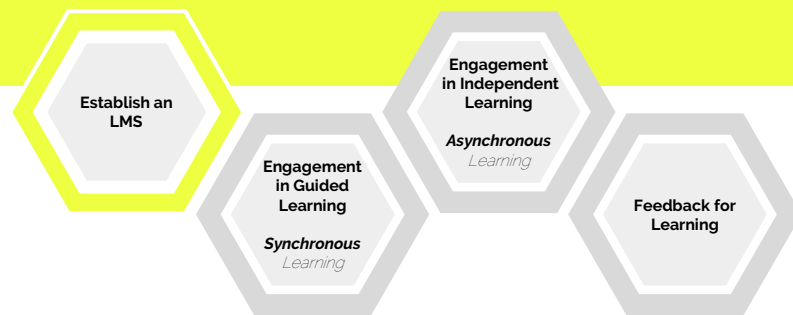
Distance Learning Progression | Phase 1

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Leader	4 Leader identifies LMS for campus wide use or across grade level bands.	Review district approved LMS options and select a platform that is appropriate for each grade level.
	5 Leader determines criteria for course design/ expectations.	Model expectations and use the LMS as the campus hub.
	6 Leader determines how teachers will leverage the LMS during lesson planning.	Create a lesson plan template to support planning over a week versus day by day.
Teacher	7 Teacher creates and designs a separate course for each grouping of students or by class period.	Ensure everything posted in your LMS has purpose and consistency in formatting for students in a virtual setting.
	8 Teacher leverages features of LMS appropriately for online engagement.	Get to know all features available in the LMS so that the feature used best fits desired engagement from students.
	9 Teacher posts the daily learning target and agenda for students in the LMS.	Create and post an agenda for students to follow to access daily learning tasks.
Student	10 Students use LMS to access materials as needed.	Explicitly teach, practice and communicate routines for accessing the LMS.
	11 Students know where to access all communication and daily agendas in the LMS to complete assignments.	Post explicit and sequential directions for all agenda items that are either written, pictorial, or in video format.
	12 Students engage in at least one learning activity in the LMS each day.	Use a getting-acquainted first assignment to help students learn the LMS fundamentals.

Distance Learning Progression



A **learning management system** is a software application for the delivery of educational courses. Think of it as the **online learning hub** for leaders, teachers, and, students.





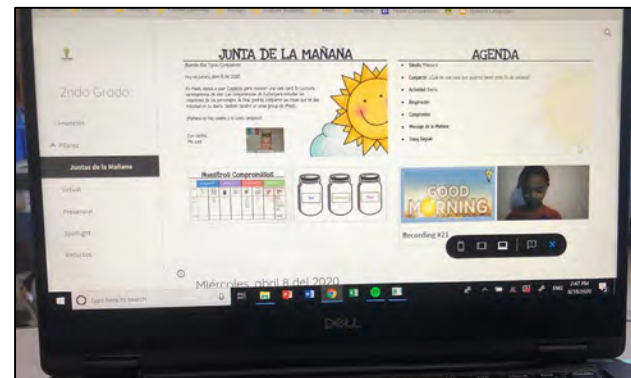
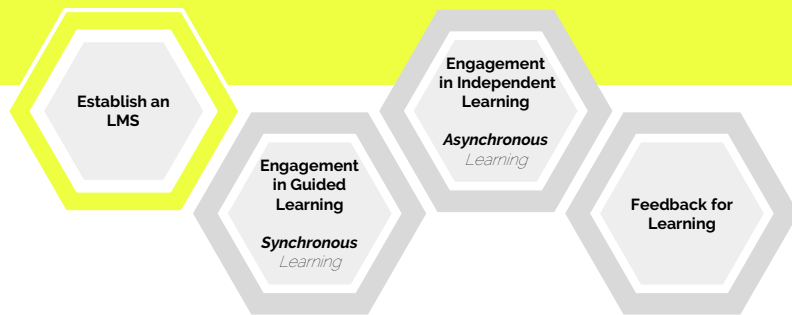
Distance Learning Progression | Phase 1

ESTABLISH A LEARNING MANAGEMENT SYSTEM (LMS)



	Action(s)	Possible Next Move to Take
Systems Level Planning	1 Explore, procure, and assess possible LMS options that meet all District security standards.	Determine needs and criteria for LMS, then review possible options.
	2 Establish infrastructure to support LMS and user rostering.	Use Student Information System (SIS) to set up a single sign on (SSO) rostering.
	3 Design an implementation plan and roll out with training and support at leader and teacher level.	Create a comprehensive professional development and support plan.
Leader	4 Leader identifies LMS for campus wide use or across grade level bands.	Review district approved LMS options and select a platform that is appropriate for each grade level.
	5 Leader determines criteria for course design/ expectations.	Model expectations and use the LMS as the campus hub.
	6 Leader determines how teachers will leverage the LMS during lesson planning.	Create a lesson plan template to support planning over a week versus day by day.
Teacher	7 Teacher creates and designs a separate course for each grouping of students or by class period.	Ensure everything posted in your LMS has purpose and consistency in formatting for students in a virtual setting.
	8 Teacher leverages features of LMS appropriately for online engagement.	Get to know all features available in the LMS so that the feature used best fits desired engagement from students.
	9 Teacher posts the daily learning target and agenda for students in the LMS.	Create and post an agenda for students to follow to access daily learning tasks.
Student	10 Students use LMS to access materials as needed.	Explicitly teach, practice and communicate routines for accessing the LMS.
	11 Students know where to access all communication and daily agendas in the LMS to complete assignments.	Post explicit and sequential directions for all agenda items that are either written, pictorial, or in video format.
	12 Students engage in at least one learning activity in the LMS each day.	Use a getting-acquainted first assignment to help students learn the LMS fundamentals.

Distance Learning Progression



Teacher posts the daily learning target and agenda for students in the LMS.

TEI Indicators 1.5 and 2.1





Distance Learning Progression | Phase 2

ENGAGEMENT IN GUIDED LEARNING

During *synchronous instruction* leaders, teachers, and students will.

	Actions(s)	Possible Next Move to Take
Systems Level Planning	1 Explore, procure, and assess possible video conferencing platforms that meet all District security standards.	Determine needs and criteria for video conferencing tools, then review possible options.
	2 Establish infrastructure to support video conferencing accounts for all users.	Use the Student Information System (SIS) to set up a single sign on (SSO) rostering.
	3 Design an implementation plan and roll out with training and support for all users.	Create a comprehensive professional development and support plan.
Leader	4 Leader identifies the video conferencing tool for campus wide use or across grade level bands.	Provide onboarding opportunities for parents and students to learn how to connect virtually.
	5 Leader communicates expectations for synchronous sessions (i.e. length or sessions per week).	Set expectations for synchronous learning.
	6 Leader determines which experience tools teachers will have available for use.	Model expectations and use experience tools in virtual staff meetings.
Teacher	7 Teacher establishes a weekly cadence for synchronous sessions and communicates who needs to attend which session.	Share the weekly synchronous schedule with students and provide explicit directions and access information.
	8 Teacher leverages synchronous time for differentiation in small groups, morning meetings, advisory or multi-student check-ins.	Plan and execute synchronous learning time to differentiate with smaller groups of students.
	9 Teacher plans opportunities for students to interact with the teacher or their peers.	Build rapport with students to establish a culture of trust with class.
Student	10 Students take active responsibility for their learning.	Provide students with question stems or directly teach questioning strategies for active learning.
	11 Students talk about what they are learning with their peers.	Ensure individual accountability in peer-to-peer interactions.
	12 Students work interdependently on a collaborative task.	Design for equitable collaboration and opportunity for students to work in teams.

For inspiration and access to all resources, visit www.thepitoolbox.com/distancelearningprogression

Distance Learning Progression





Distance Learning Progression



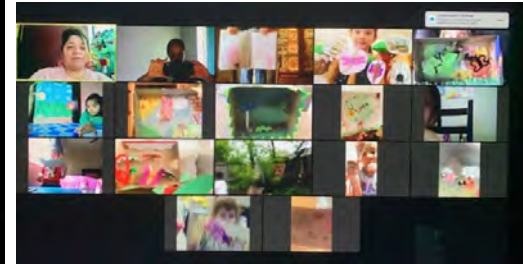
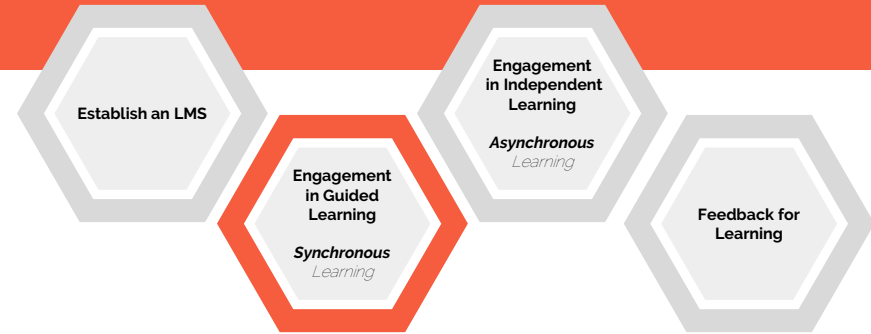
Distance Learning Progression | Phase 2

ENGAGEMENT IN GUIDED LEARNING

During *synchronous instruction* leaders, teachers, and students will:

	Actions(s)	Possible Next Move to Take
Systems Level Planning	1 Explore, procure, and assess possible video conferencing platforms that meet all District security standards.	Determine needs and criteria for video conferencing tools, then review possible options.
	2 Establish infrastructure to support video conferencing accounts for all users.	Use the Student Information System (SIS) to set up a single sign on (SSO) rostering.
	3 Design an implementation plan and roll out with training and support for all users.	Create a comprehensive professional development and support plan.
Leader	4 Leader identifies the video conferencing tool for campus wide use or across grade level bands.	Provide onboarding opportunities for parents and students to learn how to connect virtually.
	5 Leader communicates expectations for synchronous sessions (i.e. length or sessions per week).	Set expectations for synchronous learning.
	6 Leader determines which experience tools teachers will have available for use.	Model expectations and use experience tools in virtual staff meetings.
Teacher	7 Teacher establishes a weekly cadence for synchronous sessions and communicates who needs to attend which sessions.	Share the weekly synchronous schedule with students and provide explicit directions and access information.
	8 Teacher leverages synchronous time for differentiation in small groups, morning meetings, advisory or multi-student check-ins.	Plan and execute synchronous learning time to differentiate with smaller groups of students.
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Student	10 Students take active responsibility for their learning.	Provide students with question stems or directly teach questioning strategies for active learning.
	11 Students talk about what they are learning with their peers.	Ensure individual accountability in peer-to-peer interactions.
	12 Students work interdependently on a collaborative task.	Design for equitable collaboration and opportunity for students to work in teams.

For inspiration and access to all resources, visit www.thepitoolbox.com/distancelearningprogression



Teacher leverages synchronous time for differentiation in small groups, morning meetings, advisory or multi-student check-ins.

TEI Indicators 1.2 and 3.3





Distance Learning Progression | Phase 3

ENGAGEMENT IN INDEPENDENT LEARNING



During **asynchronous learning** leaders, teachers, and students will:

	Action(s)	Possible Next Move to Take
Systems Level Planning	1 Explore, procure, and assess possible experience tools that meet District all security standards and can be embedded to enhance the LMS.	Determine needs and criteria for experience tools that integrate with the LMS, then review possible options.
	2 Establish infrastructure to support experience tools and user rostering.	Use the Student Information System (SIS) to set up a single sign on (SSO) rostering.
	3 Design an implementation plan and roll out with training and support at leader and teacher level.	Create a comprehensive professional development and support plan.
Leader	4 Leader identifies asynchronous experience tools for campus wide use or across grade level bands.	Leader provides onboarding opportunities for parents and students to understand what it means to learn asynchronously.
	5 Leader communicates lesson planning expectations for asynchronous learning.	Define the elements of a successful asynchronous lesson and set expectations for planning.
	6 When appropriate, the leader executes asynchronous professional development for staff.	Determine your purpose and outcomes for professional development, then choose the model that best fits your vision (synchronous or asynchronous).
Teacher	7 Teacher leverages asynchronous learning to introduce new material or provide direct instruction.	Plan for experiences over a week that use asynchronous for direct instruction so that synchronous time can be used to clarify misconceptions, apply new learning, or deepen understanding.
	8 Teacher sets directions that are specific, concrete, sequential, and observable.	Write directions or create video tutorials that are explicit and clear for every asynchronous task.
	9 Teacher plans tasks that engage students with the teacher or their peers in an online environment.	Leverage components of the LMS or other experience tools that promote online discussion or collaboration.
Student	10 Students troubleshoot and access asynchronous tasks without support from the teacher.	Explicitly teach and practice routines and procedures for asynchronous learning.
	11 Students begin to build agency by setting short-term academic and non-academic goals to drive independent learning.	Support students in building habits and routines to be successful in a distance learning environment.
	12 Students complete authentic work that they are proud to share with their peers and community.	Design work that is interconnected and provides opportunities for authentic audiences, student-led conferences, or celebrations of learning that make learning fun.

For inspiration and access to all resources, visit www.thepittoolbox.com/distancelearningprogression.

Distance Learning Progression

Establish an LMS

Engagement
in Guided
Learning
Synchronous Learning

Engagement
in Independent
Learning
Asynchronous Learning

Feedback for
Learning





Distance Learning Progression | Phase 3 ASYNCHRONOUS STUDENT ENGAGEMENT



During independent learning leaders, teachers, and students will:

	Action(s)	Possible Next Move to Take
Systems Level Planning	1 Explore, procure, and assess possible experience tools that meet District all security standards and can be embedded to enhance the LMS.	Determine needs and criteria for experience tools that integrate with the LMS, then review possible options.
	2 Establish infrastructure to support experience tools and user rostering.	Use the Student Information System (SIS) to set up a single sign on (SSO) rostering.
	3 Design an implementation plan and roll out with training and support at leader and teacher level.	Create a comprehensive professional development and support plan.
Leader	4 Leader identifies asynchronous experience tools for campus wide use or across grade level bands.	Leader provides onboarding opportunities for parents and students to understand what it means to learn asynchronously.
	5 Leader communicates lesson planning expectations for asynchronous learning.	Define the elements of a successful asynchronous lesson and set expectations for planning.
	6 When appropriate, the leader executes asynchronous professional development for staff.	Determine your purpose and outcomes for professional development, then choose the model that best fits your vision (synchronous or asynchronous).
Teacher	7 Teacher leverages asynchronous learning to introduce new material or provide direct instruction.	Plan for experiences over a week that use asynchronous for direct instruction so that synchronous time can be used to clarify misconceptions, apply new learning, or
	8 Teacher sets directions that are specific, concrete, sequential, and observable.	Write directions or create video tutorials that are explicit and clear for every asynchronous task.
	9 Teacher plans tasks that engage students with the teacher or their peers in an online environment.	Leverage components of the LMS or other experience tools that promote online discussion or collaboration.
Student	10 Students troubleshoot and access asynchronous tasks without support from the teacher.	Explicitly teach and practice routines and procedures for asynchronous learning.
	11 Students begin to build agency by setting short-term academic and non-academic goals to drive independent learning.	Support students in building habits and routines to be successful in a distance learning environment.
	12 Students complete authentic work that they are proud to share with their peers and community.	Design work that is interconnected and provides opportunities for authentic audiences, student-led conferences, or celebrations of learning that make learning fun.

Distance Learning Progression

Establish an LMS

Engagement
in Guided
Learning
*Synchronous
Learning*

Engagement
in Independent
Learning
*Asynchronous
Learning*

Feedback for
Learning

Step 1

Watch the [START UNKNOWN video](#).



Step 2

Click [here](#) to go to

classkick

And solve 2 Thursday Task Cards Slides 11 and 12.

Step 3

- ☐ Show C.U.B.E.S.
- ☐ Show your model
- ☐ Add a picture of your model
- ☐ Type your solution
- ☐ Record your explanation

Teacher sets directions that are specific, concrete, sequential, and observable.

TEI Indicator 2.3





Distance Learning Progression | Phase 4

FEEDBACK FOR LEARNING



	Action(s)	Possible Next Move to Take
Systems Level Planning	1 Explore, procure, and assess possible experience/feedback tools that meet District all security standards.	Determine needs and criteria for experience/feedback tools, then review possible options.
	2 Establish infrastructure to support experience tools and user rostering.	Use the Student Information System (SIS) to set up a single sign on (SSO) rostering.
	3 Design an implementation plan and roll out with training and support at leader and teacher level.	Create a comprehensive professional development and support plan.
Leader	4 Leader establishes a two-way communication channel for feedback from all stakeholders on campus.	Be vulnerable and transparent about distance learning. Ask for feedback from all stakeholders and show that you're listening by responding in observable ways.
	5 Leader identifies types of feedback students will receive in learning.	Set expectations for when to use corrective and reinforcement feedback.
	6 Leader determines which experience tools teachers will have available to use to provide student feedback.	Model selected tools in professional development or when providing teachers feedback.
Teacher	7 Teacher creates an exemplar to internalize the learning goal and determine what success looks like.	Develop a sequenced list of conceptual milestones to identify the learning path a student might take.
	8 Teacher provides timely, relevant, and frequent feedback that moves learning forward in both synchronous and asynchronous learning.	Embed check for understandings throughout the learning cycle to gather evidence to assess progress towards mastery.
	9 Teacher is responsive to student learning and adjusts feedback to meet the needs of all students.	Develop a system to keep track of feedback provided to students.
Student	10 Students seek feedback or initiate a feedback loop by asking questions to clarify confusion.	Explicitly teach students protocols and procedures for seeking feedback from the teacher and/or their peers.
	11 Students set goals, measure their current level of understanding, and monitor their own progress toward mastery.	Establish a system to help students learn about how they learn and monitor progress towards goals (academic and non-academic).
	12 Students meaningfully reflect on and assess their own learning progress.	Provide a rubric, success criteria, and/or an exemplar to give students clear indication of how they know they are successful in learning.

Distance Learning Progression





Distance Learning Progression | Phase 4

FEEDBACK FOR LEARNING



	Action(s)	Possible Next Move to Take
Systems Level Planning	1 Explore, procure, and assess possible experience/feedback tools that meet District all security standards.	Determine needs and criteria for experience/feedback tools, then review possible options.
	2 Establish infrastructure to support experience tools and user rostering.	Use the Student Information System (SIS) to set up a single sign on (SSO) rostering.
	3 Design an implementation plan and roll out with training and support at leader and teacher level.	Create a comprehensive professional development and support plan.
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Distance Learning Progression

Establish an LMS

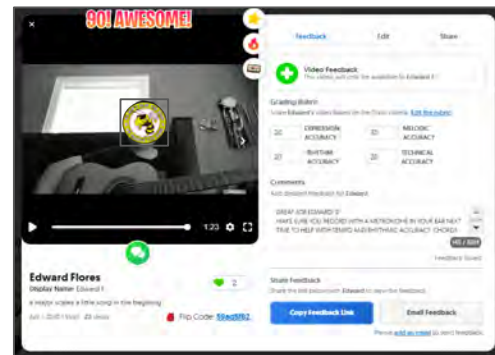
Engagement
in Guided
Learning

Synchronous
Learning

Engagement
in Independent
Learning

Asynchronous
Learning

Feedback for
Learning



Teacher provides timely, relevant, and frequent feedback that moves learning forward in both synchronous and asynchronous learning.

TEI Indicator 2.2



The PL Toolbox | Distance Learning Progression

The PL Toolbox

HOME ABOUT THE RUBRIC READINESS CONTINUUM STATION ROTATION PROGRESSION

Distance Learning Progression

Distance Learning Phases for Coaching and Self-Direction
Click on each phase below to access the progression and inspire bank.

The **Distance Learning Progression** is a tool that identifies the necessary system, leader, teacher, and student actions when operating in a full-time distance learning instructional model. A progression is a pathway a learner might take to reach the end goal or learning target. This tool is carefully sequenced across four phases of implementation:

- Establish a Learning Management System (LMS)** - Identifies the sequence of actions that must be in place for students to access materials and actively engage with content in a distance learning environment.
- Engagement in Guided Learning** - Identifies the sequence of actions for **synchronous** instruction to be purposeful, relational, and interconnected with self-paced independent learning.
- Engagement in Independent Learning** - Identifies the sequence of actions for **asynchronous** instruction to be clear, collaborative, and include opportunities for authentic tasks.
- Feedback for Learning**

Establish a LMS

Engagement in Guided Learning
Synchronous Learning

The PL Toolbox

HOME ABOUT THE RUBRIC READINESS CONTINUUM STATION ROTATION PROGRESSION DISTANCE LEARNING PROGRESSION

Distance Learning Progression | Phase 1

Establish a Learning Management System

Identifies the sequence of actions that must be in place for students to access materials and actively engage with content in a distance learning environment.

INSPIRATION BANK

Below you'll find articles, research, practitioner training, and campus/classroom examples from Dallas ISD leaders to suggest the next move you (or those you coach) might take.

Leader Actions

4. Leader identifies LMS for campus wide use or across grade level bands.
PEI Indicator 4.4

Next Move: Review current approved LMS options and select a platform that is appropriate for each grade level.

- LMS Checklist for Distance Learning with Fund Connections | University of Michigan

www.theplttoolbox.com/distancelearningprogression

Coaching + Self-Direction Inspiration Bank

The PL Toolbox

HOME ABOUT THE RUBRIC RESEARCHER CONTAINER

Small Groups in ACTION



Small Group Math Warm Up

Small Group I Do and We Do



ANGIE LEE



PERSONALIZED + GATE + EMPOWER



um!

OS

12-40

[pages/effective-educational-videos/](#)

ntary. There are several



SELF-REFLECTION TIME | DISTANCE LEARNING PROGRESSION



DISTANCE LEARNING PROGRESSION

What resonates with what you're already doing on your campus, district, or organization?

What ideas could you take back to try on Monday?

What ideas could you take back to try someday?

What are you doing in your district or organization that you could share with others?

Who I met?

My next steps



4:00





TRANSITION SPOT

Small group breakout discussion



TRANSITION SPOT | DISTANCE LEARNING PROGRESSION

NORMS

- Be present
- Seek to understand
- Keep sharing time to 30-45 seconds
- Take turns sharing ideas with consideration of others.

Share something from your reflection or *what are you doing on your campus, district, or organization that you could share with others?*

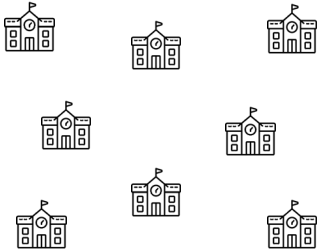




DEEP DIVE | VIRTUAL PROFESSIONAL DEVELOPMENT



2017



2018



2019



2020



MAKING LEARNING EXPERIENTIAL

"We rarely create something different until we experience something different." - George Couros



NORMING | Personalized Learning Readiness Continuum

9 Personalized PD + Supports

Professional development (PD) is personalized, aligned to school's PL vision, teacher-driven, and part of a continuous collaborative improvement model that embodies PL practices at the professional level to ensure all teachers are getting the support they need to implement PL in their classroom.

	Not PL Ready <i>Level 0</i>	PL Ready <i>Level 1</i>	Consistent Practice <i>Level 2</i>	Personalized <i>Level 3</i>
Professional Development	PD is driven by requirements and time allocated on district calendar.	PD is aligned to campus priorities and time is allocated by campus needs, but not necessarily PL.	PD is aligned to PL vision and priorities but presented in a not-ready way.	PD consistently exemplifies what PL should look like in the classroom, incorporates PLC structures, peer coaching, and teacher-facilitated PD.
Observation + Feedback	Frequency occurs based on definition by TEI effectiveness rating.	All teachers receive observations because the mindset is that everyone wants to grow.	Regular observations are happening using PL rubric/ look fors, although they may be done by administrators only or there may not be a solid feedback protocol in place.	Teachers and administrators routinely observe each other using PL rubric or another tool specific to PL model; a feedback protocol is in place to support collaborative growth process.
Learner Profile	Progress monitoring is done using traditional metrics and is disconnected from personal growth practice.	Teacher profile is created but not consistently updated or viewed other than at the beginning of the year.	Every staff member (admin and teacher) has a learner profile that is aligned with teacher needs and goals and is used to capture feedback by multiple stakeholders. Teachers use this document to drive their professional growth by setting and monitoring goals.	Every staff member (admin and teacher) has a learner profile that is consistently used to set and monitor goals, identify relevant PD offerings, and request individual support. This profile includes: evidence aligned to goals; goals aligned to broader school priorities.
Professional Learning Communities (PLCs)	Time is not allotted for PLCs to happen on a weekly basis.	Time is allotted for weekly PLCs where teachers attend and participate.	Weekly PLCs incorporate PL practices and classroom implementation of learning; these are sometimes teacher led.	Teacher-created and lead PLCs are aligned to campus vision and incorporate protocols for collaborative growth and innovation.

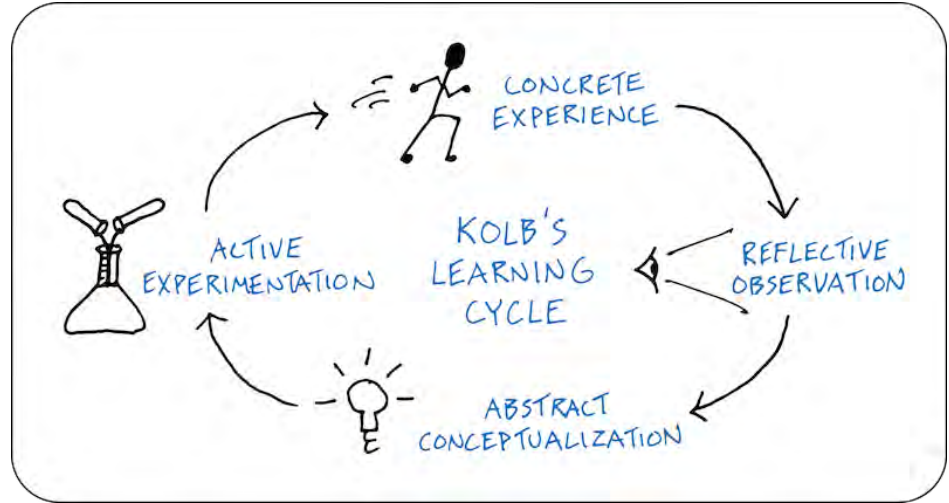


Kolb's Experiential Learning Theory

The process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience.

Cycle

1. **Concrete Experience (feeling)**
Learner actively experiments with a concept
2. **Reflective Observation (watching)**
Learner consciously reflects back on that experience
3. **Abstract Conceptualization (thinking)**
Learner attempts to generalize a model of what is experienced
4. **Active Experimentation (doing)**
Learner applies the model to a new experiment



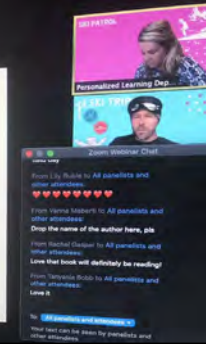
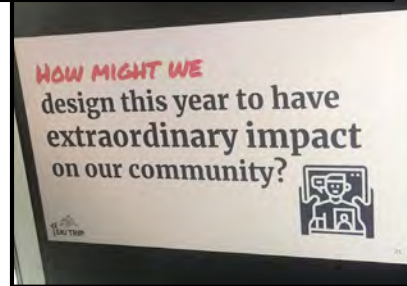
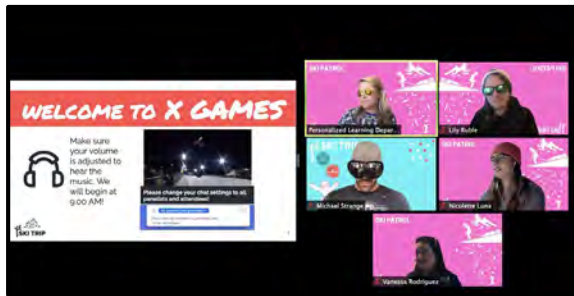
Kolb, D. 1984. Experiential learning. Prentice-Hall, Englewood Cliffs, NJ.
David A. Kolb's home page [Experience Based Learning Systems, Inc.](http://www.experiencebasedlearning.com)



INSPIRATION FOR SYNCHRONOUS PD



SKI TRIP | X GAMES



WARMING UP FOR X GAMES

Breakout Sessions July 28th, 9:45 AM- 2:50 PM

Each session block is aligned to one of the five domains on [Dallas ISD's Personalized Learning Coaching and Development Rubric](#). For each time block you'll have four synchronous (live webinars) and four asynchronous (self-paced in Schoology) to choose from. Use this guide during the event to access the most up-to-date access information. 10 minute breaks between each session and time for lunch has been included in the schedule.

X GAMES SESSION SCHEDULE	
9:45-10:30 AM	Classroom Culture
10:40-11:30 AM	Equity
12:15-1:00 PM	Instructional Rigor
1:10-1:55 PM	Assessment + Data
2:05- 3:00 PM	Student Agency

SUGGESTED STEPS:

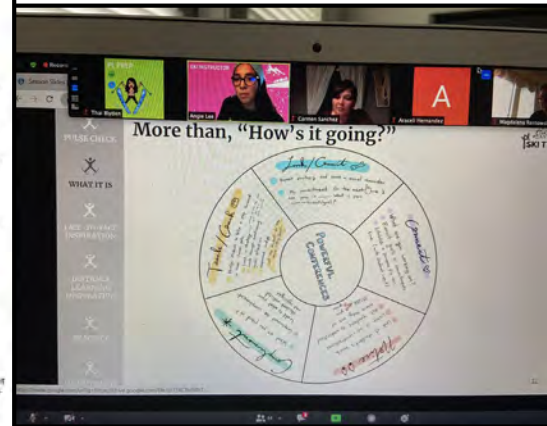
- Click on the links (to the left) to access the interactive guide. This will help you get to know all of the sessions being offered during each block.
- Use this [planning template](#) it will force you to make a copy to help you plan for and create your own schedule for the day.

Not sure which session to select? Use the suggested trails based on your experience.

I'm ready to learn and help to RL + PL
 I'm still finding my RL + PL groove
 I feel confident about my RL + PL practice and need a challenge

Watch this video for a tutorial on how to navigate the interactive schedule and create your own schedule

bit.ly/plxgames



Check out the fun + learning in action on Twitter [#PLSkiTrip!](#)





WARMING UP FOR X GAMES

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X GAMES SESSION SCHEDULE

CLASSROOM CULTURE | 9:45- 10:30 AM

	SYNCHRONOUS SESSIONS <i>Live via Zoom</i>	ASYNCHRONOUS SESSIONS <i>Self-paced in Schoology</i>
PHASE 1 Routines and Procedures	BEYOND A STRAIGHT LINE <i>Nicolette Luna</i> With 2020 being turned upside down, learn strategies to start the 2020-2021 school year on the right track and inspire students to play an active role in managing the classroom. Meeting ID: 984 8063 5593 Passcode: skitrip	MAXIMIZE YOUR INSTRUCTIONAL TIME <i>Pauline Hayden</i> How can your classroom be managed largely by your students? In this session you will learn strategies on implementing routines and procedures that will allow the students to take an active role in the classroom. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Classroom Culture
PHASE 2 Peer Accountability	TRUST, RESPECT, COMMITMENT: CREATING PEER ACCOUNTABILITY <i>Arelthia Phillips + Marisha Allen</i> In this session, teachers will learn strategies that promote student accountability through trust, respect, and a commitment to teach students how to hold each other accountable. This session will also focus on how to support students in providing encouraging, positive, and constructive feedback. Meeting ID: 869 7879 3696 Passcode: skitrip	DOES ACCOUNTABILITY SPARK JOY? <i>Nicolette Luna</i> Accountability can be a scary word in the classroom. Learn ways to guide students in holding themselves and each other accountable to cultivate a joyful classroom. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Classroom Culture
PHASE 3 Growth Mindset	UNDERSTANDING THE POWER OF "NOT YET" <i>Angelica Leal</i> Why is it important to shift students' mindset from 'I can't do it' to 'I can't do it YET!'? Let's dive into a few strategies and activities to impact and grow our students' mindset. Meeting ID: 948 7361 5299 Passcode: skitrip	FAILING FORWARD: CULTIVATING A GROWTH MINDSET <i>Lily Ruble + Marisha Allen</i> It isn't our growth that is fixed, it's our mindset! Learn strategies for both elementary and secondary students that will strengthen their grit and promote resilience in the face of adversity. Life isn't easy, but having a growth mindset helps learners, and us, tackle difficult situations. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Classroom Culture
PHASE 4 Sense of Purpose	MOVING FROM MY TO OUR CLASSROOM <i>Laura Laywell</i> In this session, teachers will learn strategies that transfer ownership of the classroom to the students. This session will showcase practices to build a learning community that teaches students to support and encourage one another. We will also focus on easy ways to embed opportunities for students to explore topics of interest, to them as daily routines. Let's celebrate uniqueness and our students' strengths daily! Meeting ID: 922 8857 6867 Passcode: skitrip	SPARKING PURPOSE IN THE CLASSROOM <i>Kristen Watkins</i> When individuals have a sense of purpose, they know who they are. In this self-paced session, you'll explore how purpose motivates student learning and ways to support students in finding their purpose and direction beyond school. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Classroom Culture



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X GAMES SESSION SCHEDULE

EQUITY | 10:40- 11:30 AM

	SYNCHRONOUS SESSIONS <i>Live via Zoom</i>	ASYNCHRONOUS SESSIONS <i>Self-paced in Schoology</i>
PHASE 1 Self Awareness	WORDS MATTER <i>Lily Ruble</i> Let's become more self-aware of how our language impacts not just our students, but our greater community. Learn how to cultivate an asset-based mindset and uncover bias to create a more equitable classroom for every student. Meeting ID: 856 4074 5669 Passcode: skitrip	THE BRAIN AND BREATHING STRATEGIES <i>Aneetha Arhansas</i> Learning techniques to help address stress and breathing to help with students everyday challenges. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Equity
PHASE 2 Diversity in Design	EQUITY BY DESIGN <i>Ramiro Lopez</i> The inherent diversity existing in our classrooms underscores the need for a culturally responsive approach. Learn how to design a classroom that establishes equitable opportunities that promote a positive self-image while maintaining high-academic expectations for all students. Meeting ID: 922 9434 8595 Passcode: skitrip	MILK OR WATER: HOW DO YOU MAKE YOUR HOT COCO? <i>Lily Ruble</i> Not sure where to start to ensure students' unique strengths and experiences are honored? Well grab a mug of hot coco and let's explore how classroom dialogue, families, and local resources warm our bellies when designing diverse learning experiences for all students. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Equity
PHASE 3 Collaborative Grouping	IT TAKES TEAMWORK TO NOT FALL OFF THE SKI LIFT <i>Kristen Watkins</i> Getting on and off a ski lift without falling is a skill that takes time to master, just like collaborative grouping! In this session, we'll shift the focus from how to group to why we group and strategies for ensuring students build effective collaboration skills and teamwork. Meeting ID: 918 1805 0506 Passcode: skitrip	EVERY SNOWFLAKE IS UNIQUE, AND YOU NEED A MILLION FOR A SNOWMAN! <i>Vanessa Rodriguez</i> Every student has particular interests and strengths. Finding your students' strengths and interests will help you to build evolving groups. Plus, it will help you create groups of various sizes to help students reach their academic and non-academic goals. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Equity
PHASE 4 Access to Materials	EQUITY THROUGH ACCESSIBILITY <i>Aneetha Phillips</i> Strategies to help ensure that all students regardless of their student group can engage with digital content in a way that best meets their needs or situation. Meeting ID: 963 1353 0160 Passcode: skitrip	DO YOU WANT TO BUILD A SNOWMAN? <i>Lily Ruble</i> Carrots, sticks, and coal. Without the right materials, your snowman is just a pile of...snow! Providing access to right materials for your students is not just necessary, it's equitable. Learn how you can build in supports for students to access materials in a remote or face to face learning. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Equity



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X GAMES SESSION SCHEDULE

INSTRUCTIONAL RIGOR | 12:15- 1:00 PM

	SYNCHRONOUS SESSIONS <i>Live via Zoom</i>	ASYNCHRONOUS SESSIONS <i>Self-paced in Schoology</i>
PHASE 1 Varied Learning Experiences	YOU CAN DO IT! USING DIGITAL TOOLS TO CREATE LEARNING EXPERIENCES <i>Marisha Allen</i> Do you find yourself constantly debating using Microsoft or Google in the classroom? This session will focus on how you can leverage both Microsoft and Google Suite to design varied learning experiences. Meeting ID: 936 5222 9747 Passcode: skitrip	THE NETFLIX OF LEARNING <i>Michael Strange</i> We all love Netflix because it provides choices based on our personal interests + feedback. How might we create a classroom environment that gives students authentic and varied experiences (like Netflix)? Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Instructional Rigor
PHASE 2 Differentiated Learning Objectives	WALKING IN A DIFFERENTIATED WONDERLAND <i>Lily Ruble + Nicolette Luna</i> Oh the weather outside is frightful, but differentiating is so delightful! Setting goals and individual learning objectives for students doesn't have to be overwhelming. During this session, we'll explore tangible ways to plan, write, and communicate learning objectives with all students. Meeting ID: 880 3153 0557 Passcode: skitrip	DIFFERENTIATED LEARNING OBJECTIVES: HOW TO HELP YOUR STUDENTS BE SUCCESSFUL <i>Aryn Garcy</i> This session will guide you through steps to differentiate and share strategies to help your students master objectives based on individual goals and needs. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Instructional Rigor
PHASE 3 Personalized Learning Pathways	SYMBALOO LEARNING PATHWAYS <i>Julia Balbrena</i> A different way to design game-based interactive learning pathways using Symabloo. Meeting ID: 962 2215 6986 Passcode: skitrip	BLEND YOUR LEARNING <i>Elena Cardozo</i> Within Blendspace you can personalize learning for your students. This platform offers ways to navigate the level of understanding. In this pathway, you'll get the opportunity to explore one in action and then learn how to create. This resources will take you to new levels while still including resources for your students. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Instructional Rigor
PHASE 4 Mastery Based Progressions	TREKKING TOWARDS MASTERY <i>Kristen Watkins</i> It's time to pass the ski poles to our students and support them in building the habits to be self-directed for life. During this session, we'll unpack learning progressions, considerations for starting small first, and how to design environments that allow all students to trek towards mastery. Meeting ID: 988 6572 6563 Passcode: skitrip	TAKING MASTERY TO THE SLOPES <i>Kristen Watkins</i> Let's take mastery to the mountain! In this pathway you'll explore how to design progressions for learning to help students reach mastery. When in place, this approach reinforces agency by allowing students to work at their own level and progress towards mastery at their own pace. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Instructional Rigor



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X GAMES SESSION SCHEDULE

ASSESSMENT • DATA | 1:10- 1:55 PM

	SYNCHRONOUS SESSIONS <i>Live via Zoom</i>	ASYNCHRONOUS SESSIONS <i>Self-paced in Schoology</i>
PHASE 1 Data Driven Instruction	DATA COLLECTION • ACCESS MADE EASY <i>Doretha Allen</i> Test scores, learner profiles, and parent surveys - OH MY! Participants will learn how to use forms and sheets to collect and easy access students' academic and non-academic data in one place. Meeting ID: 603 980 0309 Passcode: skitrip	DATA TRACKERS IN EARLY ELEMENTARY <i>Anne Howell</i> You can use quality data trackers in early elementary Join me in looking at novel ways to get our beginning PL learners to analyze their data. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Assessment • Data
PHASE 2 Student Feedback	USING SEESAW TO PROVIDE INDIVIDUAL STUDENT FEEDBACK <i>Anaetha Arkansas</i> Looking for ways to provide individual student feedback in an organized fashion? This session will highlight how to leverage Seesaw to provide quick, specific, and frequent feedback to drive learning forward. Meeting ID: 318 597 5278 Passcode: skitrip	FEEDBACK TO FEED LEARNING FORWARD <i>Kierstan Barbee</i> Feedback is essential to move student thinking and learning forward. Join me as we uncover the characteristics of effective feedback and learn tips, tricks, and strategies to help students support one another through peer feedback. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Assessment • Data
PHASE 3 Authentic Assessment	USING AUTHENTIC ASSESSMENT TO MAKE LEARNING RELEVANT <i>Kristen Watkins</i> It's time to raise the bar and give kids work worth doing! This webinar will showcase planning and execution strategies to help you design for and support students in performance-based or authentic assessments. Meeting ID: 920 0400 6420 Passcode: skitrip	SHRED THE GNAR WITH AUTHENTIC ASSESSMENTS <i>Kristen Watkins</i> Together, we can empower students to have agency over their learning through authentic assessments! In this self-paced pathway, you'll explore strategies for Exhibitions, Student Led Conferences, Portfolios, Defenses and Presentations of Learning in both face-to-face and distance learning settings. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Assessment • Data
PHASE 4 Choice in Assessment	CHOICE IN ASSESSMENT 101 <i>Abbi Rutherford</i> Our students all learn differently, and a one-size-fits-all approach to assessments will not work for every student. Participants will learn about ways to offer choice in assessments for both in-person and distance learning that are both manageable for the teacher and rigorous for students. Meeting ID: 993 6182 0456 Passcode: skitrip	BENEFITS OF OFFERING STUDENT CHOICE IN ASSESSMENTS <i>Michael Strange</i> What if only having one type of assessment is not accurately portraying student knowledge? In this session you will learn strategies to give students the option to choose which type of assessment they want to partake in to feel empowered & more engaged in their learning. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Assessment • Data



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X GAMES SESSION SCHEDULE

STUDENT AGENCY | 2:05- 2:50 PM

	SYNCHRONOUS SESSIONS <i>Live via Zoom</i>	ASYNCHRONOUS SESSIONS <i>Self-paced in Schoology</i>
PHASE 1 Rapport with Students	BUILDING STUDENT RELATIONSHIPS IN A VIRTUAL ENVIRONMENT <i>Vanessa Rodriguez</i> Building strong student relationships is the cornerstone of a successful classroom and school year. In this session, you'll understand how rapport with students impacts your classroom, gain new strategies for building rapport with students virtually and choose an activity or strategy you will use to build rapport with your students this year. Meeting ID: 923 9305 1893 Passcode: skitrip	FOCUSING ON HUMAN CONNECTION WHEN PHYSICAL DISTANCING IS THE NEW NORM <i>Kristen Watkins</i> In a time requiring literal distance, how might we recommit to interpersonal and emotional connections to strengthen rapport across our learning communities? In this self-paced session, you'll explore rituals for both face-to-face and remote learning environments to ensure connections between a teacher and students and students with their peers is established so learning can happen. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Student Agency
PHASE 2 Self-Direction	WITH MY GOALS IN MIND <i>Angelica Leal</i> Setting Goals is a powerful way to guide students' learning in the classroom, but how, as teachers, can we move from being the goal setters to mere guides? In this session we'll explore how to empower students as goal setters and how to guide reflection to encourage self-direction. Meeting ID: 854 6046 3491 Passcode: skitrip	LEVEL UP <i>Laura Laywell</i> Gamify data tracking and progress mastery routines in your classroom to build engagement and excitement. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Student Agency
PHASE 3 Opportunities for Input	POWERFUL STUDENT- LED CONFERENCES <i>Angie Lee</i> How might we, as teachers and staff, guide students in their reflective learning process during one-on-one conferences? In this session we will learn about tools, tips, and tricks for three different types of conferences. The intention is for our kids to provide input by verbalizing their reflection process, making thoughtful decisions about their learning paths, assessments, goals, and choosing personalized action steps to master those goals. Meeting ID: 854 1268 9791 Passcode: skitrip	WHEN MY VOICE MATTERS! THE NEXT LEVEL OF INTRINSIC MOTIVATION <i>Lillane de Moraes</i> Students will act confident in their learning career, and help teachers to make better choices for their academic and personal growth. Teachers will now learn how to explore options to develop students voice and choice, and create pathways that will motivate and orient their decisions in the path of success. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Student Agency
PHASE 4 Advocacy Beyond Self	BAKING THE ADVOCACY CAKE FOR OUR STUDENTS <i>Michael Strange</i> We know each student is unique and each class is full of different personalities. How can we "bake in" various structures • protocols in our class to give students confidence to advocate for themselves? Meeting ID: 969 4416 3517 Passcode: skitrip	I DID IT, I MASTERED IT. HOW CAN I HELP YOU? <i>Vanessa Rodriguez</i> Students are learning to advocate for themselves, but how now might they become the experts to advocate for the overall classroom community? Come learn strategies to support students advocating for themselves and their community. Schoology > PL Ski Trip > X Games > Asynchronous Sessions > Student Agency



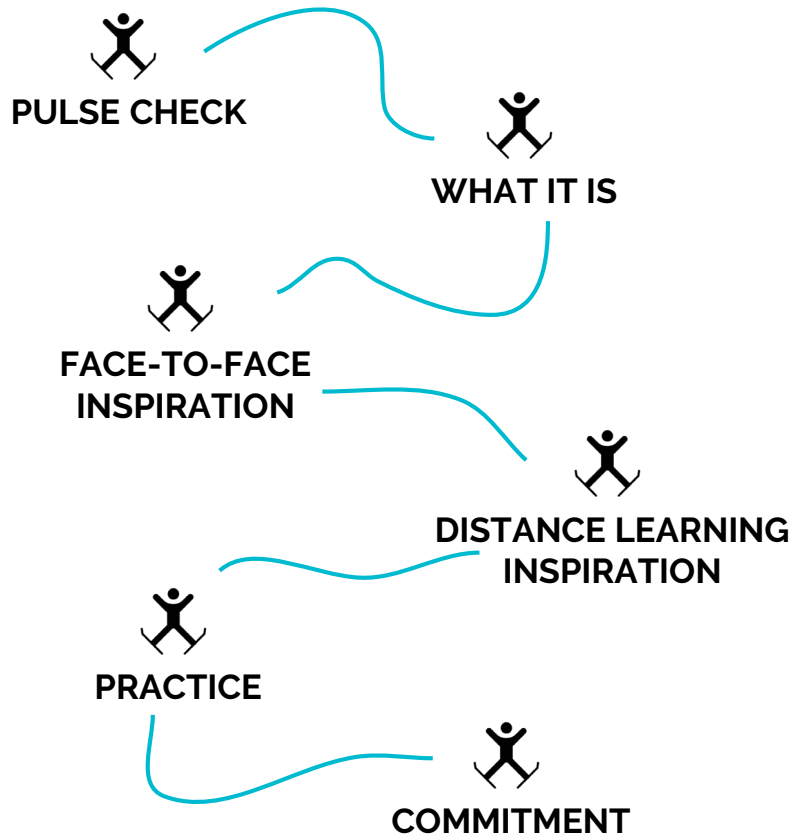
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X GAMES | Session Flow

SYNCHRONOUS



ASYNCHRONOUS

The screenshot displays the asynchronous session interface for "PL Ski Trip: Section 1 • X Games • Asynchronous Sessions [self-paced sessions]". The session is titled "Classroom Culture [9:45-10:30 AM]".

Course Options:

- Materials
- Updates
- Gradebook
- Grade Setup
- Badges
- Attendance
- Members

Access Code: [Redacted] **Reset**

Session Content:

- Maximize Your Instructional Time | Routines + Procedures | Phase 1**
 - (1) Start Here! [Icon]
 - (2) Norming on Routines and Procedures
 - (3) Routine and Procedure Strategies
 - (4) Closing Community Reflections [Icon]
 - Après Session Self-Care Break + Reminder
- Does Accountability Spark Joy? | Peer Accountability | Phase 2**
 - (1) Start Here! [Icon]
 - (2) Norming on Peer Accountability
 - (3) Peer Accountability Strategies
 - (4) Closing Community Reflection
 - Après Session Self-Care Break + Reminder
- Failing Forward: Cultivating a Growth Mindset | Growth Mindset | Phase 3**
 - (1) Start Here! [Icon]
 - (2) Norming on Growth Mindset
 - (3) Article Study
 - (4) Strategies for Promoting a Growth Mindset
 - (5) Closing Connections
 - (6) Bonus! Cultivating Your Growth Mindset
 - Après Session Self-Care Break + Reminder
- Sparking Purpose in the Classroom | Sense of Purpose | Phase 4**
 - (1) Start here! [Icon]
 - (2) Norming on Sense of Purpose
 - (3) Sparking Purpose Strategies
 - (4) Closing Community Reflections
 - Après Session Self-Care Break + Reminder



INSPIRATION FOR ASYNCHRONOUS PD



ASYNCHRONOUS PD | WEEKLY WORK/LEARNING PLAN

[ACCESS KICK OFF SLIDES HERE](#) bit.ly/plexisting

Personalized LEARNING

VIRTUAL DESIGN STUDIO WEEK | MAY 11-15, 2020



Welcome to Virtual Design Studio Week!

We are looking forward to connecting with you through synchronous and asynchronous opportunities this week.

This self-paced team work plan is for **EXISTING PL SCHOOLS**.

Stay well,
Kristen, Lily, Mike, Nafia, Nicolette, + Vanessa

Team Tasks
Click here for your must dos and may dos

Want to connect with the PL Team?
Register for 1:1 team time or join office hours throughout the week

Need a new music playlist?
Check out the playlist from the Innovation Showcase here!

DALLAS
INDEPENDENT SCHOOL DISTRICT

[ACCESS KICK OFF SLIDES HERE](#) bit.ly/plexisting

Personalized LEARNING

VIRTUAL DESIGN STUDIO WEEK | MAY 11-15, 2020

TEAM TASKS | EXISTING PL SCHOOL

Click on the post-it for task

MAY DOs		
Complete End of Year Support Survey	Reflect on the PL Readiness Continuum for the 2019-2020 School Year	Identify 2020-2021 Campus Priorities
Menu of Support Orientation	Submit Menu of Support Selections	Welcome New PL Schools
Update Teacher Emails for Summer PD Invites	Share Summer PL PD Offerings with Staff	

MAY DOs		
Record Campus Presentation of Learning	Sign up for 1:1 Support from PL Coach	Attend PL Team Office Hours
Workshop: Making Continuous Improvement to At-Home Plan	Wayfinding Through At-Home Learning Webinars	Connect with another PL Campus
Participate in Social Media Challenge	Join an Info Session from Potential Partners	

CLICK HERE TO CONNECT WITH THE PL TEAM!



ASYNCHRONOUS PD | WEEKLY WORK/LEARNING PLAN

Personalized LEARNING VIRTUAL DESIGN STUDIO WEEK

MUST DO TASK: Reflect on the PL Readiness Continuum for the 2019-2020 School Year

Leverage the PL Readiness Continuum to help your team set priorities for the upcoming school year.

1

Need an introduction or refresher on the PL Readiness Continuum? Watch this 6-minute video first!



2

Review task directions by watching this 3-minute video.



3

Access your task on Google Classroom and use 2019 Support Card to see priorities for this past school year. (QB has access to both)

4

Complete task as a team. QB submits to Google Classroom.



Back to Work Plan

Connect with
PL Team



ASYNCHRONOUS PD | WEEKLY WORK/LEARNING PLAN

SIGN UP FOR TIME WITH THE *Personalized* LEARNING TEAM



CLICK HERE TO SIGN UP FOR 1:1 TIME WITH KRISTEN

Drop in for **office hours** with Kristen

- Monday, May 11, 3:00-4:00 PM
- Tuesday, May 12, 2:00-3:00 PM
- Thursday, May 14th, 10-11AM, 3-4PM
- Friday, May 15th, 10:00-11:00 AM

Join at: <https://zoom.us/j/9139807686>

Zoom password: bulb



CLICK HERE TO SIGN UP FOR 1:1 TIME WITH NICOLETTE

Drop in for **office hours** with Nicolette

- Tuesday, May 12, 11:00-12:00 PM
- Thursday, May 14th, 11:00-12:00 PM

Join at: <https://zoom.us/j/3185975278>

Zoom password: lsu



CLICK HERE TO SIGN UP FOR 1:1 TIME WITH LILY

Drop in for **office hours** with Lily

- Tuesday, May 12, 10:00-11:00 AM
- Thursday, May 14th, 1:00-2:00 PM

Join at: <https://dallasisd.zoom.us/j/2162121337>

Zoom password: tigerlily



CLICK HERE TO SIGN UP FOR 1:1 TIME WITH NAFIA

Drop in for **office hours** with Nafia

- Tuesday May 12, 9:00-10:00 AM
- Thursday, May 14, 3:00 - 4:00 PM

Join at: <https://zoom.us/j/7954792878>

Zoom password: NDH



CLICK HERE TO SIGN UP FOR 1:1 TIME WITH MIKE

Drop in for **office hours** with Mike

- Wednesday, May 13, 1:00-3:00 PM
- Thursday, May 14th, 1:00-3:00 PM

Join at: <https://zoom.us/j/4328228312>

Zoom password: docstrange



CLICK HERE TO SIGN UP FOR 1:1 TIME WITH VANESSA

Drop in for **office hours** with Vanessa

- Tuesday, May 12, 1:00-3:00 PM
- Thursday, May 14th, 10:00-1:00 PM

Join at: <https://zoom.us/j/4425582265>

Zoom password: smile


**K
E
Y**

Office Hours- team member will be on Zoom during these times for you to hop on during window to ask question(s) and get support.

1:1 Time- Schedule this time if you'd like team member to join you and/or your team for direct support just for YOU.



SELF-REFLECTION TIME | VIRTUAL PROFESSIONAL DEVELOPMENT

 Virtual Professional Development	
What resonates with what you're already doing on your campus, district, or organization?	
What ideas could you take back to try on Monday?	
What ideas could you take back to try someday?	
What are you doing in your district or organization that you could share with others?	
Who I met?	
My next steps	



4:00





TRANSITION SPOT

Small group breakout discussion



TRANSITION SPOT | VIRTUAL PROFESSIONAL DEVELOPMENT

NORMS

- Be present
- Seek to understand
- Keep sharing time to 30-45 seconds
- Take turns sharing ideas with consideration of others.

Share something from your reflection or *what are you doing on your campus, district, or organization that you could share with others?*





CLOSING CONNECTIONS



CLOSING CONNECTIONS

Please write **one word** that best describes your time with us today.

Write it down on something you can hold up in front of your computer camera.



PD TRIATHLON TRAINING PLAN 2.0



AT-HOME LEARNING WEBINARS

Access all archived webinars and slides at
www.thepttoolbox.com/webinar

S

Flipping
Content with
Screencastify

Holding
Virtual Class
via Zoom

Let's Get Hype
for Hyperdocs

Taking SEL
Virtual for
Students

Creating Two-
Way
Communicati
on with Class
Dojo

Socially
Distant
Celebrations

Self-Paced
Learning with
Google Slides

Motivating
Students with
Choice Boards

Using Seesaw
to Support At-
Home
Learning

Motivating
Students with
To Do Lists

Making Any
Video an
Interactive
Lesson with
EdPuzzle

Using Zoom
for Staff
Meetings +
PLCs

Students as
Consultants

Engaging
Students with
Flipgrid

Branching
with Google
Forms

Taking SEL
Virtual for
Adults



DISTANCE LEARNING PROGRESSION

All resources +inspiration located at

www.thepltoolbox.com/distancelearningprogression.

The screenshot shows a presentation slide titled "Distance Learning Progression | Phase 1: ESTABLISH A LEARNING MANAGEMENT SYSTEM (LMS)". The slide is divided into two main sections: "Audience" and "Presented Next Week In This". The "Audience" section lists four groups: System-Level Planning, Leaders, Teachers, and Students, each with a numbered list of points. The "Presented Next Week In This" section lists four topics: Establish an LMS, Engage in Social Learning, Engage in Blended Learning, and Feedback for Learning. Below the lists is a diagram showing a central box "Establish an LMS" connected to three other boxes: "Engage in Social Learning", "Engage in Blended Learning", and "Feedback for Learning". At the bottom, there is a definition: "A learning management system is a software application for the delivery of educational courses. Think of it as the online learning hub for leaders, teachers, and students." and logos for Seesaw, Schoology, Canvas, and Powerschool.

18 minute Intro video

The screenshot shows a presentation slide titled "Distance Learning Progression | Phase 1: ESTABLISH A LEARNING MANAGEMENT SYSTEM (LMS)". The slide is divided into two main sections: "Audience" and "Presented Next Week In This". The "Audience" section lists four groups: System-Level Planning, Leaders, Teachers, and Students, each with a numbered list of points. The "Presented Next Week In This" section lists four topics: Establish an LMS, Engage in Social Learning, Engage in Blended Learning, and Feedback for Learning. Below the lists is a diagram showing a central box "Establish an LMS" connected to three other boxes: "Engage in Social Learning", "Engage in Blended Learning", and "Feedback for Learning". At the bottom, there is a definition: "A learning management system is a software application for the delivery of educational courses. Think of it as the online learning hub for leaders, teachers, and students." and logos for Seesaw, Schoology, Canvas, and Powerschool.

60 minute leader webinar



VIRTUAL PROFESSIONAL DEVELOPMENT

Taking PD Online

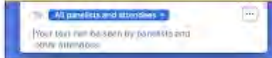
bit.ly/dallasonlinepd



Taking Professional Development Online

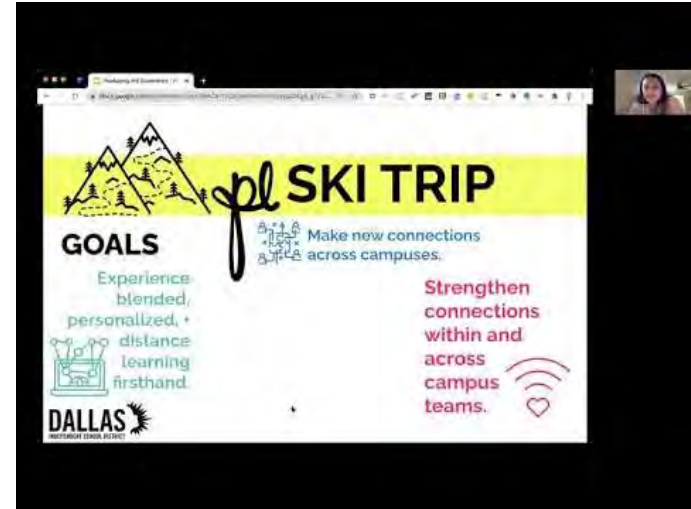


Please change your chat settings to all panelists and attendees!



Packaging the Experience | PL Ski Trip

bit.ly/plskitripexperience





CLOSING

- Access slides at
bit.ly/shiftingpdonline
- Keep in touch!



Kristen Watkins

Director of Personalized Learning
krwatkins@dallasisd.org



Vanessa Rodriguez

Personalized Learning Coordinator
vanrodriguez@dallasisd.org





Pre-Symposium Webinar Series

1. **We're Still Working! High School Internships in the Time of COVID-19** | September 14, 2020 | 1 pm ET
2. **Measuring Personalized Professional Learning: A Three-Year Study of What Works Best, For Whom, Under What Conditions, and Why** | September 15, 2020 | 2 pm ET
3. **Strengthening the Learning Relationships Between Teachers Families and Students: Our Framework, Interventions and Evaluation Efforts** | September 16, 2020 | 2 pm ET
4. **Assessing Field-Level Change: Lessons from the Evaluation of the Assessment for Learning Project** | September 17, 2020 | 2 pm ET
5. **Integrating Project-Based Learning in Online and Blended Courses in Indiana** | September 21, 2020 | 2 pm ET
6. **Putting Data to Work: Formative Evaluation and Continuous Improvement in Transformative Education Efforts** | September 22, 2020 | 2 pm ET
7. **NCAA Review Process: Why and How... and What's Different During COVID-19?** | September 24, 2020 | 2 pm ET
8. **Increasing Capacity for Mastery-Based Learning in Washington State** | September 28, 2020 | 2 pm ET
9. **Science of Motivation: 5 Barriers to Student Motivation and How to Fix Them** | September 29, 2020 | 2:30 pm ET

<https://aurora-institute.org/symposium2020/agenda/preconference-research-series/>



AURORA INSTITUTE

Symposium 2020

OCTOBER 26-28, 2020 | **VIRTUAL**



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