AURORA INSTITUTE

WEBINAR

Using Research and Development to Redesign: Immediately Implementable Methods and Practices to Accelerate Learning and Results for ALL Kids

September 8, 2020

Welcome

- **Introduce yourselves.**
  - Share who you are, where you are from, and how long you've been working in the field of student-centered learning.
- **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!

- Anirban Bhattacharyya, Partner, Transcend
- Nikolaus Namba, Partner, Transcend
- Natalie Slocum, Strategic Partnerships Director, Aurora Institute (Moderator)
- Sarah Ross, Partner and leader of the Transcend Design Community, Transcend

USING RESEARCH AND DEVELOPMENT TO REDESIGN

Immediately Implementable Methods and Practices to Accelerate Learning and Results for ALL Kids

- **Please share in the chat:** During your time at home, did you learn to cook something new? What was it, and what was most challenging about it? (NO JUDGEMENT!)

QUARANTINE COOKING!

We all tried new recipes and learned new techniques? How did we do it?

- It was fun! (we *wanted* to do it)
- It was relevant! (limited access to restaurants, bakeries, etc.)
- It was personalized! (we all chose something we like)
- We were motivated!
- We were self-directed!
- It may have been social at home or on the web!
- And still, groups of us learned the same skills!

How do we capture this spirit of R&D in schools?

Transcend is education's R&D engine for innovation in school design.

Our Vision

All young people learn in ways that enable them to thrive in and transform the world.

Our Mission

Transcend supports communities to create and spread extraordinary, equitable learning environments.

AGENDA

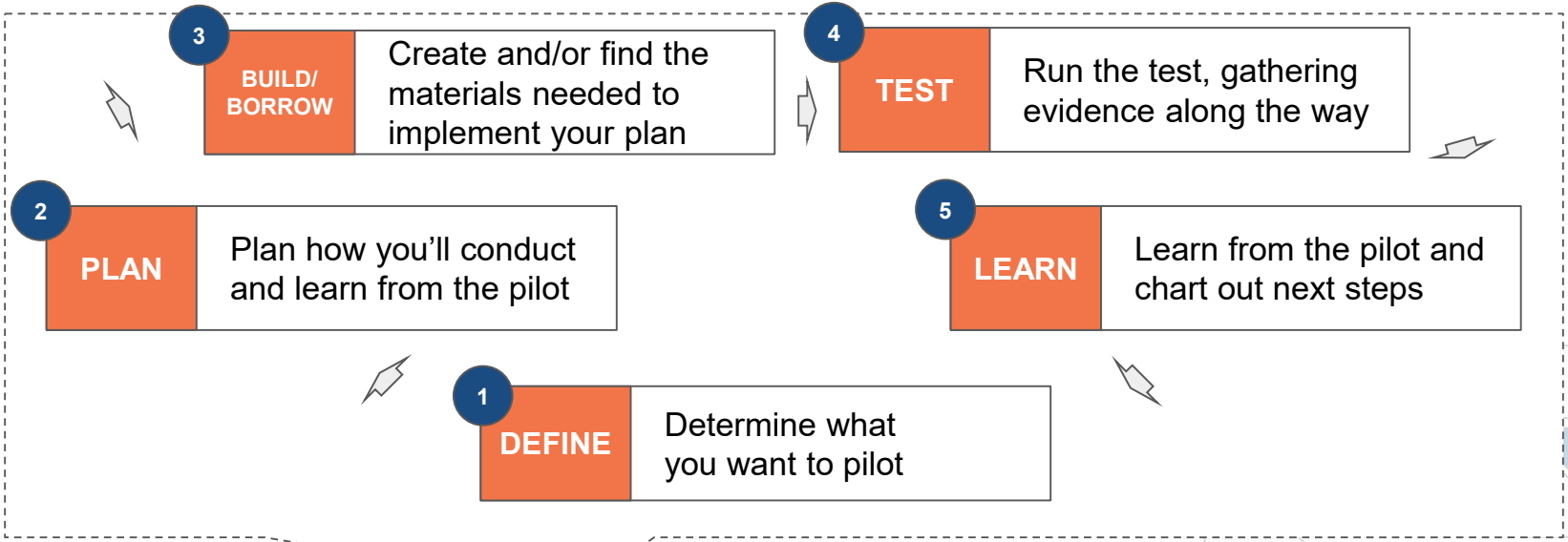
- **R&D Process and Conditions for Innovation**
- **Define**
- **Plan**
- **Build & Borrow**
- **Test & Learn with Support!**

1. We will share the concept and an example
2. You will build your plan using a template
3. You will share and network with a partner

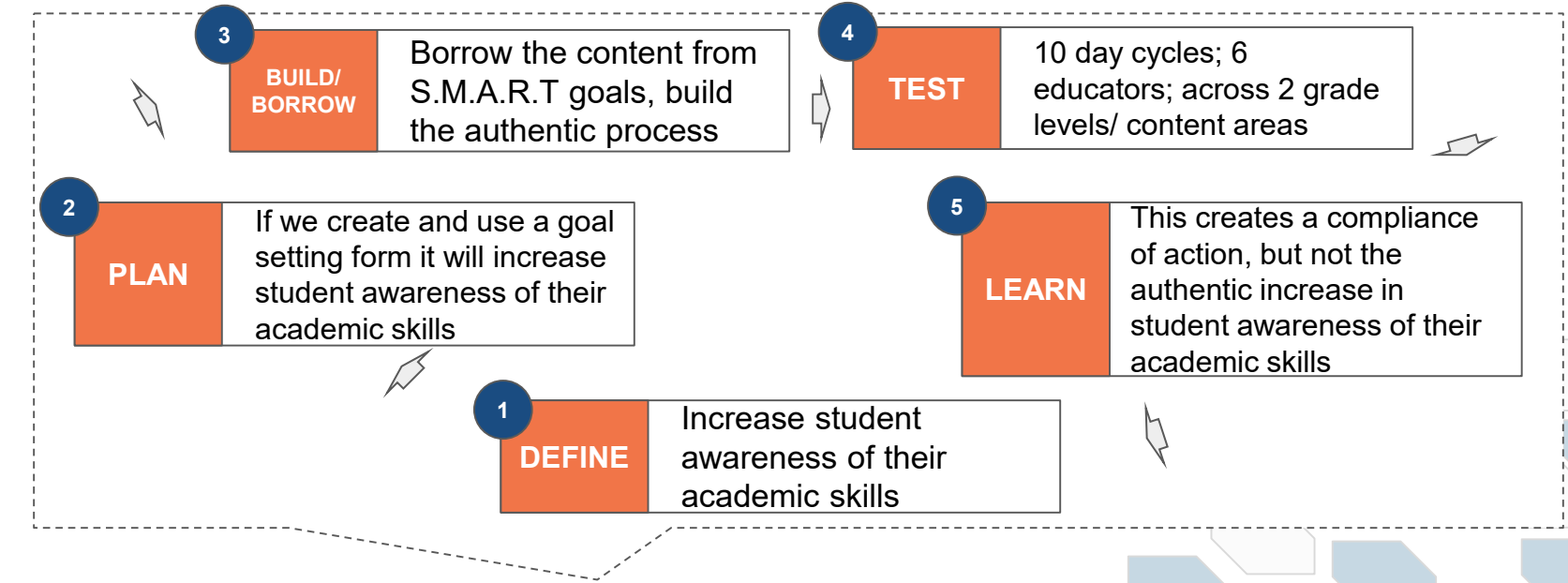
AGENDA

- R&D Process and Conditions for Innovation
- Define
- Plan
- Build & Borrow
- Test & Learn with Support!

The R&D Process



The R&D Process: An Example



Transcend's Conditions for Innovation Framework

CONVICTION	CLARITY	CAPACITY	COALITION	CULTURE
A deep and sustaining belief in the importance and potential of the work. This belief is so strong that it fuels engagement and ensures the work is prioritized.	A comprehensive and crisp understanding of the work ahead that provides direction and a path forward.	The support of personnel, funding, and time required to successfully design and implement a transformative school design.	The support of a committed group of stakeholders who are helping the work become a sustained success.	Values, norms, and practices that support innovation and learning in the interest of improved opportunities for young people.

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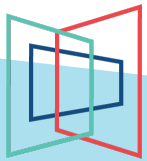


Step 1: Define

1. **DEFINE** — Determine what you want to pilot
2. **PLAN** — Plan how you'll conduct and learn from the pilot
3. **BUILD/ BORROW** — Create and/or find the materials needed to implement your plan
4. **TEST** — Run the test, gathering evidence along the way
5. **LEARN** — Learn from the pilot and chart out next steps

STEP 1: DEFINE

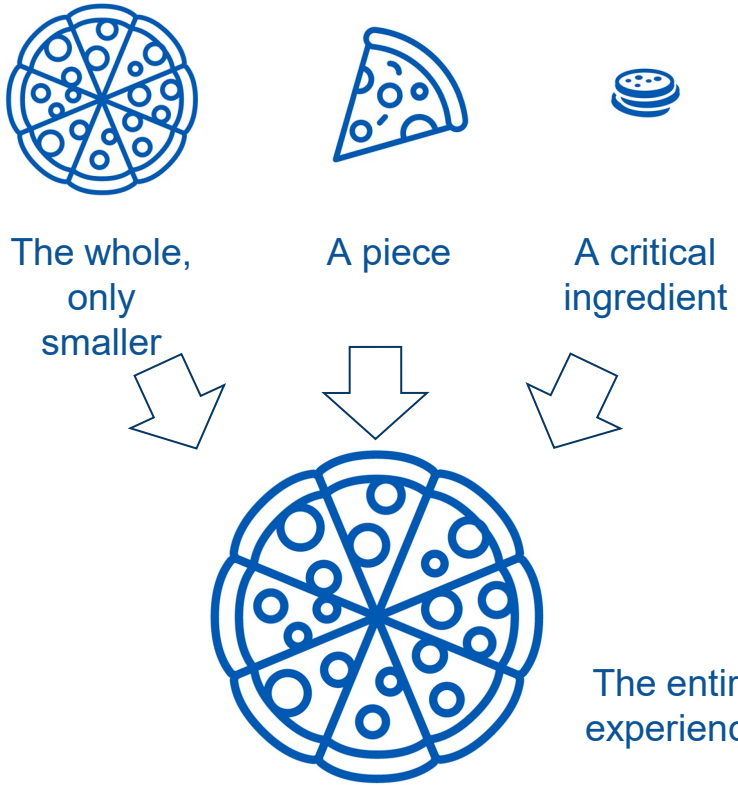
Determine what you want to pilot

WHAT WILL YOU PILOT?

WITH WHOM? (LEARNERS/TEACHERS)

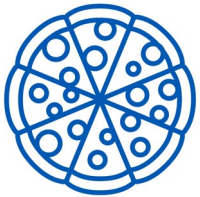
WHY?

WHAT WILL YOU PILOT?



WHAT WILL YOU PILOT?

Piloting the program in 5th grade in the 1st quarter



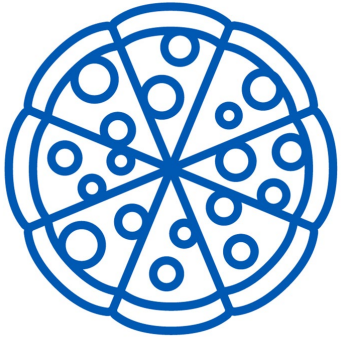
The whole, only smaller

A piece

A critical ingredient

Piloting an SEL curriculum during a 45 min morning block

Your school's social emotional learning program

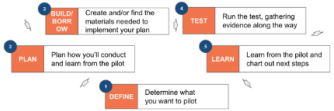


The entire experience

Piloting a 45 min morning block for SEL practices at the beginning of the day

Pilot R&D Template

So you've decided to run a pilot - congratulations! This can be a fruitful process filled with learning and growth, especially if you take some basic steps to plan for and capture your learning. Hopefully this document can help! It will walk you through the 5 basic steps of piloting:



1. DEFINE: Determine what you want to pilot

What will you pilot? (quick overview of the idea, or link to a description)	*With what learners / teachers? (consider equity and readiness)*	*Why will you pilot this? How will this help you build toward a scaled-out signature experience?*

2. PLAN: Plan how you'll conduct and learn from the pilot

Planning requires you to get into the weeds a bit, but it'll be worth it! By the end of this step, you'll be ready to get going! There are three things you'll need to do to prepare to run you're pilot:

A. Prepare who will run your test, and when/where.

Who will run the pilot?	*Where?*	*When?*

B. Prepare what you want to learn, and how.

What do you want to learn? (list your learning questions here)	*How will you learn it? What evidence will you collect, and how will you collect that evidence?*	*Who will conduct the evidence-gathering methods? Where/when?*

Tip: learning questions are often (not always) about one of three things:

- ***Outcomes:** "To what extent does the pilot produce _____ [a certain intended outcome] for _____ [certain groups - learners, educators, etc.]? Why? How does this vary?"*
- ***Attitudes:** "To what extent do _____ [certain groups - learners, educators, etc.] feel _____ [a certain intended attitude (engagement, enjoyment, finding it worthwhile, etc.)] about the experience? Why? How does this vary?"*
- ***Feasibility:** "To what extent do _____ [certain groups - educators, leaders, etc.] find it feasible to implement this experience effectively? Why? How does this vary?"*

Tip: Consider how you might use: observations, interviews, surveys, paper/digital assessments, performance assessments, administrative data, etc. See here for more details.

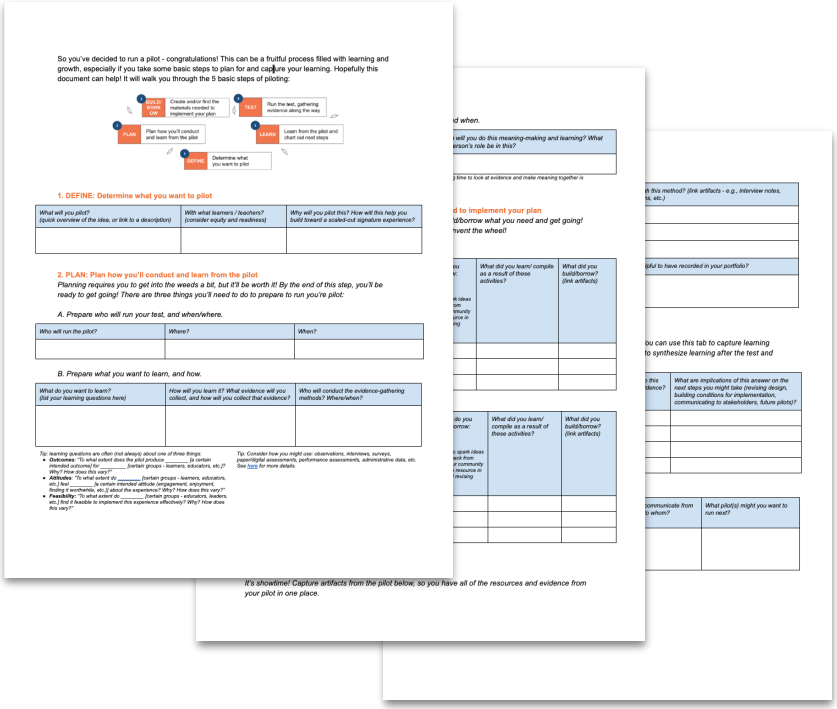
STEP 1: EXAMPLE

What will you pilot?
Have students set a SMART goal for their Self Directed Learning block and post it on their desk so the teacher and peers can see and support it

With what learners / teachers?
All 9th graders with Tues/Thurs Self Directed Learning blocks, at 2 high schools in San Jose

Why will you pilot this? How will this help you build toward a scaled-out signature experience?
A key part of making our Self Directed Learning experience successful is helping students decide what to spend their time on and enabling teachers and peers to support them in that.

Access your pilot R&D template (copy): https://bit.ly/pilottemplate



So you've decided to run a pilot - congratulations! This can be a fruitful process filled with learning and growth, especially if you take some basic steps to plan for and capture your learning. Hopefully this document can help! It will walk you through the 5 basic steps of piloting:

1. DEFINE: Determine what you want to pilot

What will you pilot? (quick overview of the idea, or link to a description)	With what learners / teachers? (consider equity and readiness)	Why will you pilot this? How will this help you build toward a scaled-out signature experience?

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Who will run the pilot?	Where?	When?

B. Prepare what you want to learn, and how.

What do you want to learn? (list your learning questions here)	How will you learn it? What evidence will you collect, and how will you collect that evidence?	Who will conduct the evidence-gathering methods? Where/when?

Tip: learning questions are often (not always) about one of three things:
- **Outcomes:** "To what extent does the pilot produce _____ [a certain intended outcome] for _____ [certain groups - learners, educators, etc.]? Why? How does this vary?"
- **Attitudes:** "To what extent do _____ [certain groups - learners, educators, etc.] find a certain intended attitude (engagement, enjoyment, finding it worthwhile, etc.) about the experience? Why? How does this vary?"
- **Feasibility:** "To what extent do _____ [certain groups - educators, leaders, etc.] find it feasible to implement this experience effectively? Why? How does this vary?"

Tip: Consider how you might use: observations, interviews, surveys, paper/digital assessments, performance assessments, administrative data, etc. See here for more details.

What did you learn/ compile as a result of these activities?	What did you build/borrow? (link artifacts)

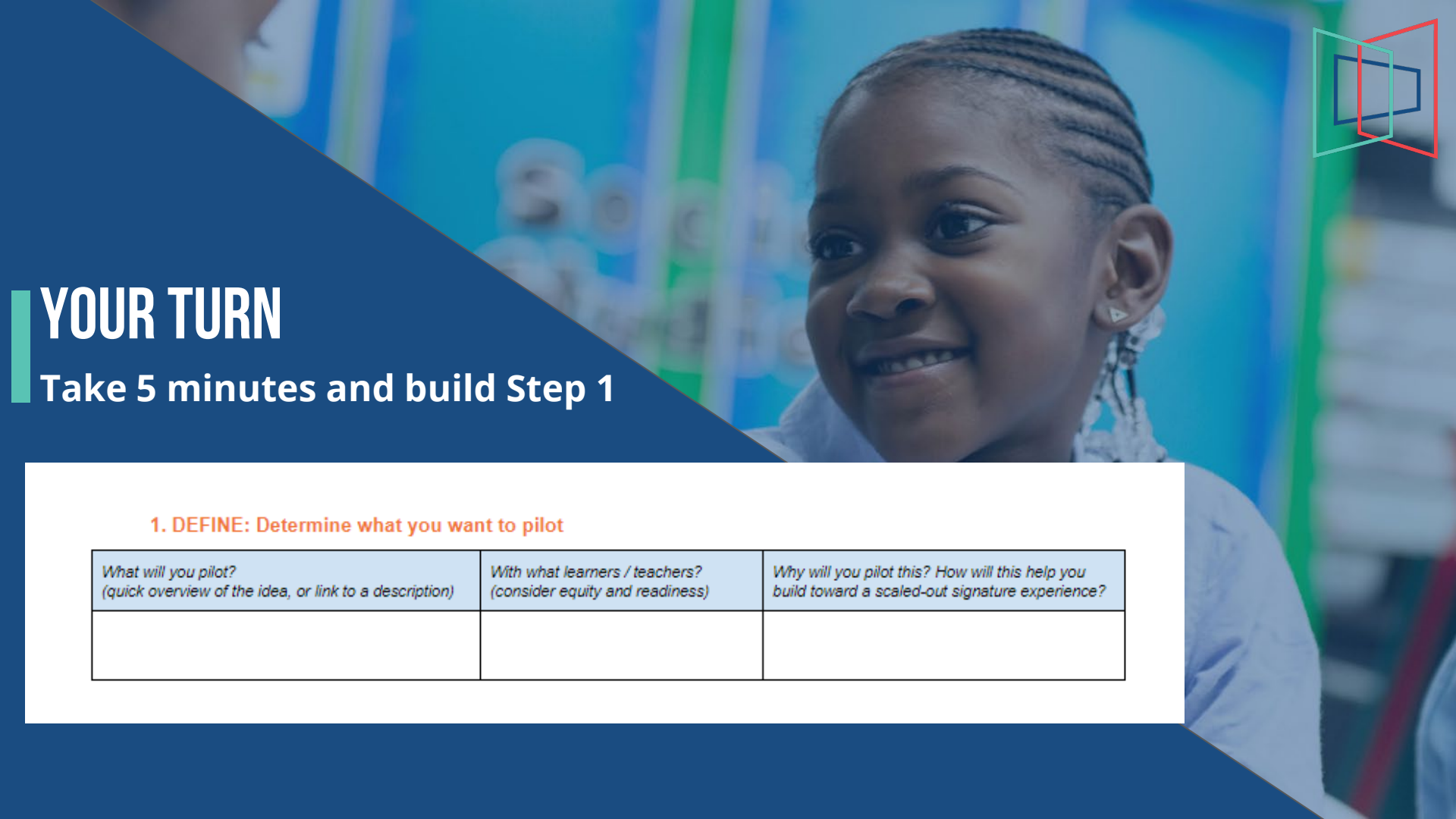
It's showtime! Capture artifacts from the pilot below, so you have all of the resources and evidence from your pilot in one place.

If you want to select a sample pilot: http://bit.ly/schoolpractices

School Practices and Strong Examples

The pages that follow include a number of practices schools are currently using or planning to use this fall in order to provide high-quality, equitable remote instruction, as well as examples from specific schools in our Library of School Examples and Artifacts. Keep in mind that these practices are most impactful when honored as part of a system rather than a 'quick fix.' In his book *Atomic Habits*, James Clear writes, "You do not rise to the level of your goals. You fall to the level of your systems." So, consider how these practices can become routine and be supported by the design of your larger school.

1. Whole Group Instruction
2. Small-Group Instruction
3. Individualized Instruction
4. Asynchronous Instruction
5. Leveled Tasks
6. Structured, Student Choice
7. Collect and Analyze Data
8. Regular, Timely Feedback
9. Academic Goal-Setting and Reflection
10. Student-Friendly Wayfinding
11. Chunked Learning Progressions
12. Clear Instructions and Examples
13. Real-World Learning Tasks
14. Access to Supports and Extensions
15. Build Student Agency



YOUR TURN

Take 5 minutes and build Step 1

1. DEFINE: Determine what you want to pilot

What will you pilot? *(quick overview of the idea, or link to a description)*	*With what learners / teachers?* *(consider equity and readiness)*	*Why will you pilot this? How will this help you build toward a scaled-out signature experience?*

SHARE & DISCUSS: STEP 1

What is your name, role, org, and favorite celebrity?

AGENDA

- R&D Process and Conditions for Innovation
- Define
- Plan (2A & 2B)
- Build & Borrow
- Test & Learn with Support!

Step 2: Plan

1 **DEFINE** — Determine what you want to pilot

2 **PLAN** — Plan how you'll conduct and learn from the pilot

3 **BUILD/ BORROW** — Create and/or find the materials needed to implement your plan

4 **TEST** — Run the test, gathering evidence along the way

5 **LEARN** — Learn from the pilot and chart out next steps

STEP 2A: PLAN

Plan how you'll conduct and learn from the pilot

WHO WILL RUN THE PILOT?

WHERE?

WHEN?

STEP 2B: PLAN

Plan how you'll conduct and learn from the pilot

WHAT DO YOU WANT TO LEARN?

HOW WILL YOU LEARN IT?

WHO WILL DO THE EVIDENCE GATHERING?

STEP 2A: EXAMPLE

Who will run the pilot?
All 9th grade teachers in Tues/Thurs blocks at the two San Jose high schools (6 total).

Where?
The two San Jose high schools.

When?
The first two weeks of November (Nov 4-15), during self-directed learning block (9-11:30 am on Tues/Thurs for 9th graders).

STEP 2B: EXAMPLE

What do you want to learn? (list your learning questions here)
Outcomes: Do students complete more Focus Ares if they do this goal-setting process? Why or why not? How does this vary?

How will you learn it? What evidence will you collect, and how will you collect that evidence?
Track Focus Area completion in the Platform and see if there are changes in the 2 weeks before the pilot vs. the two weeks of the pilot. Track data by sub-groups as well to investigate variation. *During observations of the pilot, ask students about their experience to suss out the 'why' here.*

Who will conduct the evidence-gathering methods? Where/when?
Diego will pull and analyze the Focus Area completion data. *Shari, Diego, and Saskia will conduct observations (Shari + Diego at School #1, Saskia at School #2) on Day 1, Day 5, and Day 8 of the pilot, using an observation notebook that Saskia creates.*

YOUR TURN

Take 5 minutes and build 2A & 2B

2. PLAN: Plan how you'll conduct and learn from the pilot

Planning requires you to get into the weeds a bit, but it'll be worth it! By the end of this step, you'll be ready to get going! There are three things you'll need to do to prepare to run you're pilot:

A. Prepare who will run your test, and when/where.

Who will run the pilot?	*Where?*	*When?*

B. Prepare what you want to learn, and how.

What do you want to learn? (list your learning questions here)	
How will you learn it? What evidence will you collect, and how will you collect that evidence?	*Who will conduct the evidence-gathering methods? Where/when?*

SHARE & DISCUSS: STEPS 2A & 2B

What is your name, role, org, and favorite season?

AGENDA

- R&D Process and Conditions for Innovation
- Define
- Plan (2C)
- Build & Borrow
- Test & Learn with Support!

STEP 2C: PLAN

Plan how you'll conduct and learn from the pilot

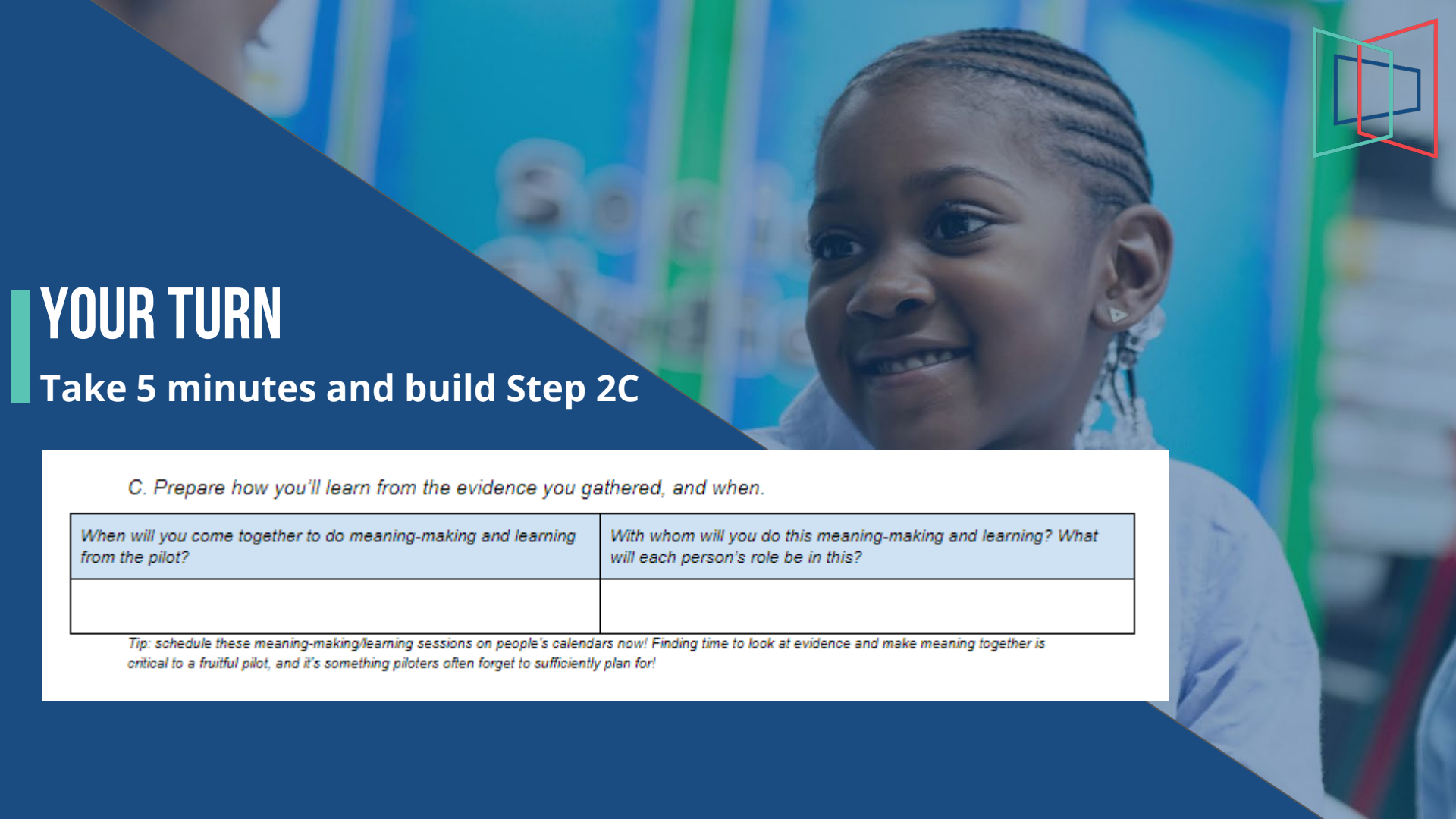
WHEN WILL YOU DO THE MEANING-MAKING?

WHO WILL DO THE SYNTHESIS?

STEP 2C: EXAMPLE

When will you come together to do meaning-making and learning from the pilot?
We'll come together two times: • *Friday Nov 8 (after the first week of the pilot) to discuss emerging learnings and any tweaks needed* • *Tuesday Nov 19 (after pilot's complete and all evidence gathered) to discuss learnings and next steps*

With whom will you do this meaning-making and learning? What will each person's role be in this?
• *Saskia will prepare and facilitate the conversations.* • *Diego + Shari will be participants and bring evidence from observations, interviews, and Platform analysis.* • *We'll also have 3 9th-graders be part of the second Nov 19 meeting as well to make meaning with us and decide collectively (via consensus) on next steps.*



YOUR TURN

Take 5 minutes and build Step 2C

C. Prepare how you'll learn from the evidence you gathered, and when.

When will you come together to do meaning-making and learning from the pilot?	*With whom will you do this meaning-making and learning? What will each person's role be in this?*

Tip: schedule these meaning-making/learning sessions on people's calendars now! Finding time to look at evidence and make meaning together is critical to a fruitful pilot, and it's something piloters often forget to sufficiently plan for!

SHARE & DISCUSS: STEPS 2C

What is your name, role, org, and favorite condiment?

AGENDA

1. R&D Process and Conditions for Innovation
2. Define
3. Plan
4. Build & Borrow
5. Test & Learn with Support!

Step 3: Build/Borrow

3 **BUILD/ BORROW** Create and/or find the materials needed to implement your plan

4 **TEST** Run the test, gathering evidence along the way

2 **PLAN** Plan how you'll conduct and learn from the pilot

5 **LEARN** Learn from the pilot and chart out next steps

1 **DEFINE** Determine what you want to pilot

STEP 3: BUILD/BORROW

Create and/or find the materials needed to implement your plan

WHAT WILL YOU BUILD/BORROW TO RUN THE PILOT?

WHAT WILL YOU BUILD/BORROW TO COLLECT EVIDENCE FOR THE PILOT?

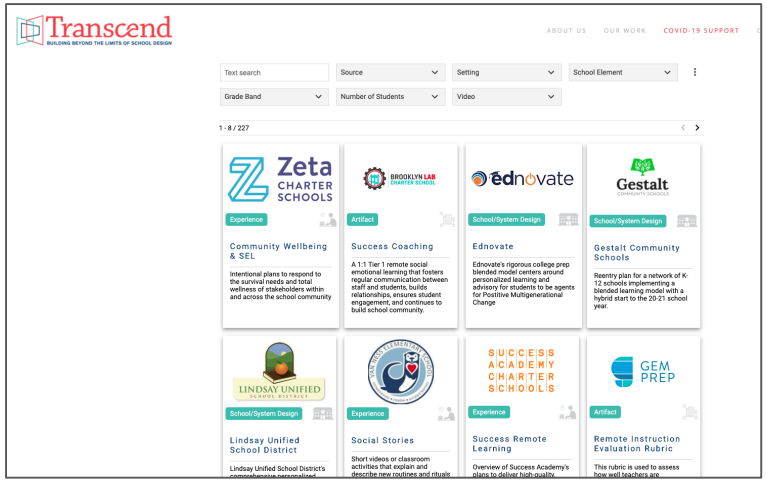
STEP 3: EXAMPLE

What do you want to build/borrow in order to run the pilot?	*Who will build/ borrow this?*	*Which of the following activities (if any) do you want to take on inform what you build/borrow:*	*What did you learn/ compile as a result of these activities?*	*What did you build/borrow? (link artifacts)*
Lesson plan to introduce goal setting process to students and support SMART goal setting	*Nik*	• *Desktop research* • *User interviews* • *Inspiration audits* • *Trying on the resource in a small way*	• *Good lesson plans for 9th grade SMART goal setting: here* • *Lesson plan templates for our 9th grade classes look like this* • *What exposure to SMART goal setting have our 9th graders already gotten?*	*Lesson plan*

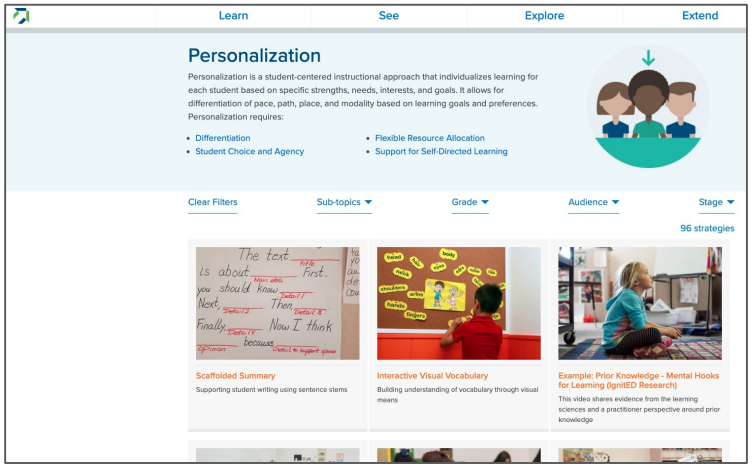
STEP 3: EXAMPLE

Given the evidence-gathering methods you plan to use (see Plan step above), what evidence-gathering materials do you want to build/borrow for the pilot? (e.g., interview guides, surveys, observation notes doc, etc.)	*Who will build/ borrow this?*	*Which of the following activities (if any) do you want to take on inform what you build/borrow:*	*What did you learn/ compile as a result of these activities?*	*What did you build/borrow? (link artifacts)*
Plan for tracking Focus Area completion	*Nik*	*N/A - just build*	*N/A*	*Plan*
Teacher interview guide	*Anirban*	*Desktop research*	*Mainly just how not to ask leading questions*	*Guide*

RESOURCES TO ACCELERATE THE PROCESS



https://www.transcendeducation.org/examples-resource-library



https://practices.learningaccelerator.org/do/practices/personalization

YOUR TURN

Take 6 minutes and build Step 3

3. BUILD/BORROW: Create and/or find the materials needed to implement your plan

Now that you've planned how you'll run this test, it's time to build/borrow what you need and get going! Capture what you build/borrow below, and make sure not to reinvent the wheel!

Running your pilot

What do you want to build/borrow in order to run the pilot?	*Who will build/ borrow this?*	*Which of the following activities (if any) do you want to take on inform what you build/borrow:* • *Desktop research* • *User interviews* • *Expert interviews* • *Training/PD* • *'Inspiration audits' of similar resources, to spark ideas* • *After you have a first pass, getting feedback from students, educators, and/or others in your community* • *After you have a first pass, 'trying on' the resource in a small way (e.g., with 1-2 students) and revising based on lessons learned* • *Other*	*What did you learn/ compile as a result of these activities?*	*What did you build/borrow? (link artifacts)*

Collecting your evidence

Given the evidence-gathering methods you plan to use (see Plan step above), what evidence-gathering materials	*Who will build/ borrow this?*	*Which of the following activities (if any) do you want to take on inform what you build/borrow:* • *Desktop research* • *User interviews*	*What did you learn/ compile as a result of these activities?*	*What did you build/borrow? (link artifacts)*

AGENDA

1. R&D Process and Conditions for Innovation
2. Define
3. Plan
4. Build & Borrow
5. Test & Learn with Support!

Steps 3, 4, and 5

3 **BUILD/ BORROW** Create and/or find the materials needed to implement your plan

4 **TEST** Run the test, gathering evidence along the way

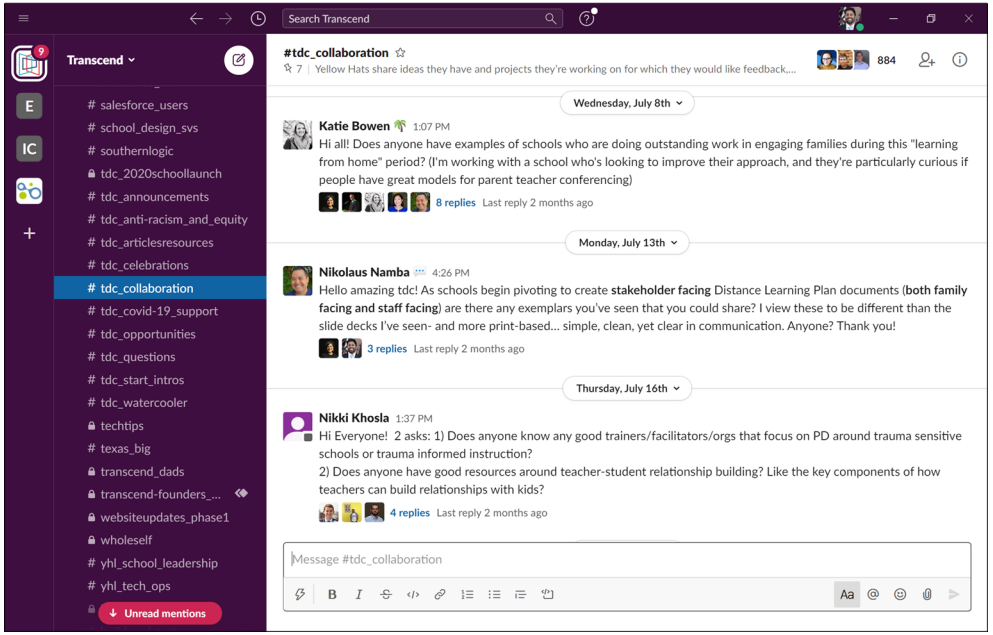
5 **LEARN** Learn from the pilot and chart out next steps

2 **PLAN** Plan how you'll conduct and learn from the pilot

1 **DEFINE** Determine what you want to pilot

SHARE & DISCUSS: STEP 3 AND BEYOND

We can all help each other on Slack!



TRANSCEND DESIGN COMMUNITY

What do I get when I join?

As a TDC member, you get:

A powerful and diverse network with whom you can share questions, resources, needs, opportunities, and articles on pressing topics.

The latest design tools, resources, and models from Transcend and our partners across the country.

Collaborative webinars, meetups, and design sessions with people who are on the cutting-edge of designing learning environments.

Access to individual experts and organizations who can help you effectively advance your vision and progress.

TRANSCEND DESIGN COMMUNITY

- A private Slack channel for this group from the Aurora Symposium – share and receive feedback on your pilots and R&D processes
- Access to our other TDC channels: COVID-19 Supports, Anti-racism, Questions, Collaboration, Announcements, and more
- Interactive online sessions
- Email updates

JOIN HERE: https://forms.gle/shp9SMkzgjjaxP3N8 and I will follow-up with email instructions.

Transcend
BUILDING BEYOND THE LIMITS OF SCHOOL DESIGN

Q&A

DM us on Slack or here is our email:
anirban@transcendeducation.org
nik@transcendeducation.org
sarahross@transcendeducation.org

Pre-Symposium Webinar Series

1. **Transitioning to Remote Learning: Free Online Professional Learning Opportunities for Teachers** | September 9, 2020 | 2 pm ET
2. **Shifting to Online Bite-Sized Professional Learning** | September 10, 2020 | 2 pm ET
3. **We're Still Working! High School Internships in the Time of COVID-19** | September 14, 2020 | 1 pm ET
4. **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
5. **Strengthening the Learning Relationships Between Teachers Families and Students: Our Framework, Interventions and Evaluation Efforts** | September 16, 2020 | 2 pm ET
6. **Assessing Field-Level Change: Lessons from the Evaluation of the Assessment for Learning Project** | September 17, 2020 | 2 pm ET
7. **Integrating Project-Based Learning in Online and Blended Courses in Indiana** | September 21, 2020 | 2 pm ET
8. **Putting Data to Work: Formative Evaluation and Continuous Improvement in Transformative Education Efforts** September 22, 2020 | 2 pm ET
9. **NCAA Review Process: Why and How… and What's Different During COVID-19?** | September 24, 2020 | 2 pm ET

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

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OCTOBER 26-28, 2020 | VIRTUAL

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