



WELCOME TO THE  
**ALLIANCE FOR  
VIRTUAL LEARNING'S**  
SUMMER VIRTUAL TEACHING ACADEMY

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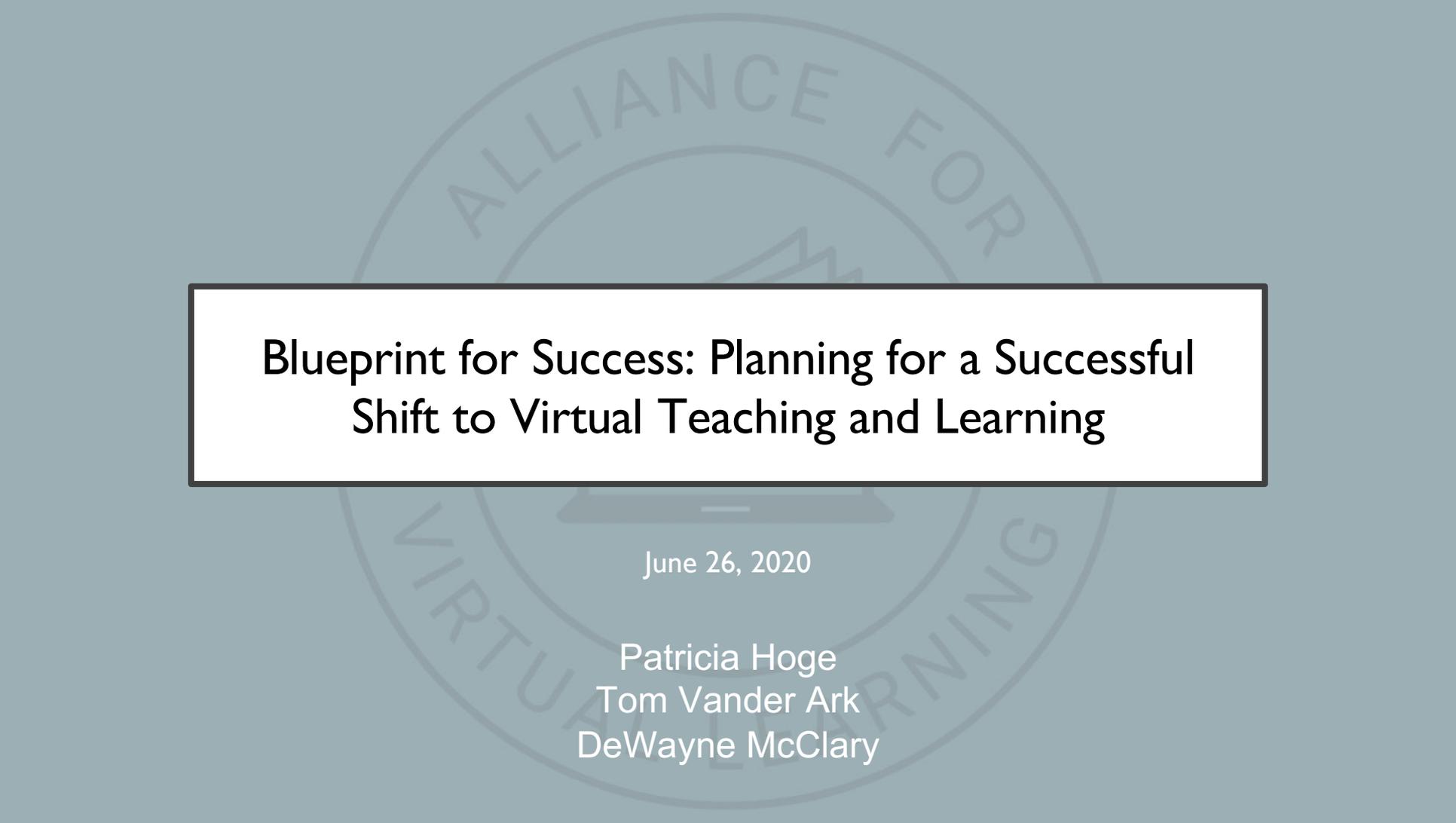
## PRESENTER

### **Dr. Patricia Hoge**

Pat is a veteran educator and online learning advocate who served as Chief Academic Officer for Connections Education for over a decade. Her early career as a speech-language pathologist and her experiences as a parent, adjunct university instructor, and leader of K-12 curriculum development and instruction have given her a unique view of learning needs, differences, and outcomes. In 2015, she was honored by USDLA for her major contributions to online learning and for her positive impact on the entire K-12 distance learning field. Many of the innovations in the area of curriculum and teacher quality have been adopted as industry best practices and continue to strengthen and enhance the entire online learning community.

Contact Pat at [pathoge@comcast.net](mailto:pathoge@comcast.net)

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# Blueprint for Success: Planning for a Successful Shift to Virtual Teaching and Learning

June 26, 2020

Patricia Hoge  
Tom Vander Ark  
DeWayne McClary



## PRESENTER

### **Tom Vander Ark**

*Tom Vander is an advocate for innovations in learning. As CEO of Getting Smart, he advises schools, districts, networks, foundations and learning organizations on the path forward. A prolific writer and speaker, Tom is author of Getting Smart, Smart Cities That Work for Everyone, Smart Parents, Better Together, and The Power of Place and has published thousands of articles and co-authored more than 50 books and white papers. He writes regularly on GettingSmart.com, Forbes, and LinkedIn.*

Contact Tom at [Tom@GettingSmart.com](mailto:Tom@GettingSmart.com) and @Tvanderark

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## PRESENTER

### **Dewayne J. McClary**

*Dewayne is the Director of the League of Innovative Schools for Digital Promise and works to increase engagement and impact for their network of innovative schools and districts. Prior to this role, he was the Director of Educational Technology and Library Programs at D.C. Public Schools, where he supervised DCPS' 1:1 pilot and roll-out and other innovative initiatives. He has broad and deep experience as a teacher and district leader. He has worked in rural South Carolina, the suburbs of Virginia, and at an urban D.C. school district. Dewayne is a visionary and strategic leader, and extraordinary relationship builder, and a highly energetic, adept communicator.*

Contact Dewayne at [dmccclary@digitalpromise.org](mailto:dmccclary@digitalpromise.org) and @MR\_innovatorEDU

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# Agenda

- What is Bringing us Together?
- Our Assumptions on Virtual Learning
- Importance of Planning
- Blueprint for Virtual Learning
- Virtual Teaching Academy Blueprint
- VTA Topics and Sessions
- Questions and Answers

# What is Bringing us Together?

- The coronavirus pandemic interrupted and disrupted education across the country and world for students, teachers, and families.
- More than 50 million public school students and teachers in the US were sent home to teach and learn in March.
- While online learning was the goal, more than 9 million did not have access for online learning.
- For those who did, only a small percentage felt they had the resources and preparation to do this well, and most felt that student engagement and learning suffered.



## TEACHERS ARE RECEIVING A LOT – EVEN TOO MUCH – INFORMATION ABOUT TOOLS TO HELP WITH VIRTUAL TEACHING

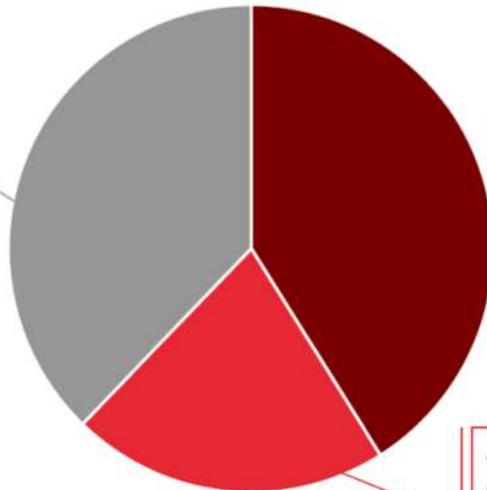
1 in 5 Teachers (21%) feel they are not receiving enough resources to help with virtual teaching.

Satisfaction with Amount of Resources

(Showing: % Selected)

**38%**

*I am **receiving just the right amount** of information, resources and tools to help with virtual teaching*



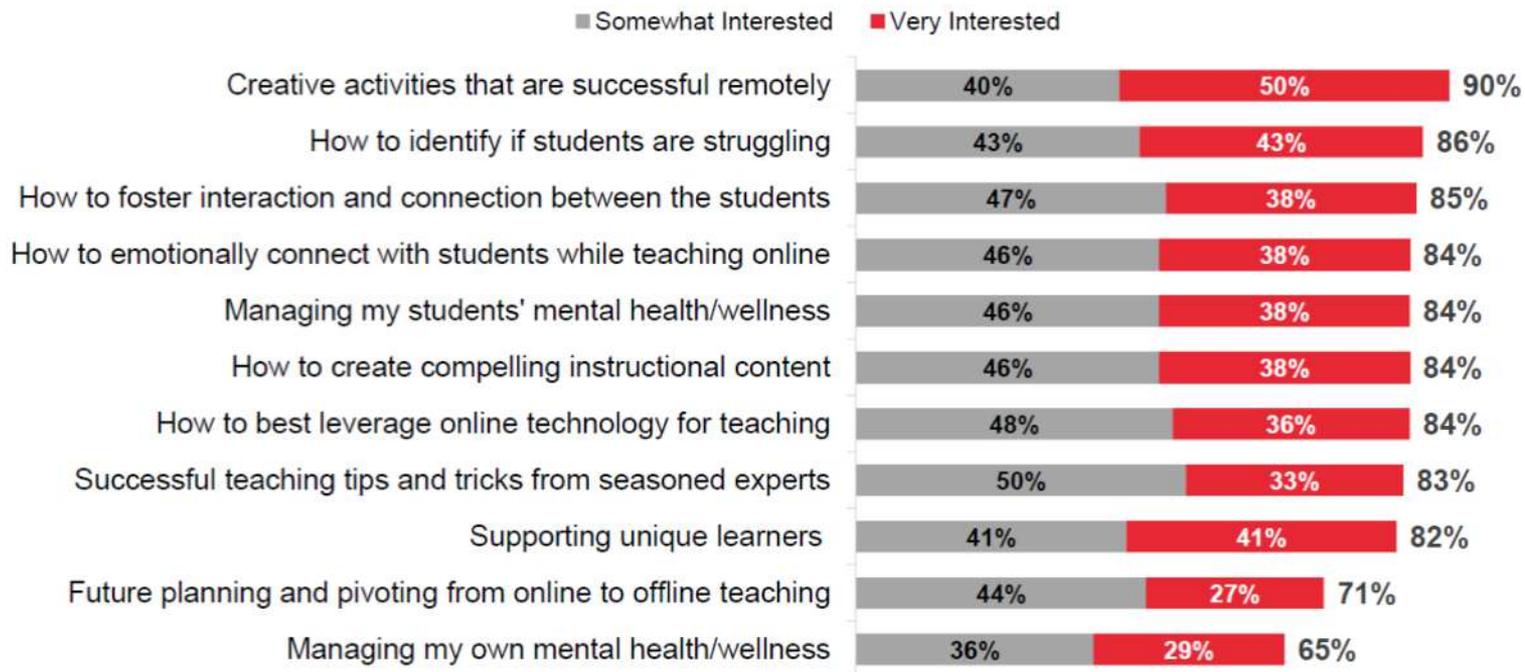
**41%**

*I am **overwhelmed from receiving too much** information, resources and tools to help while virtual teaching*

**21%**

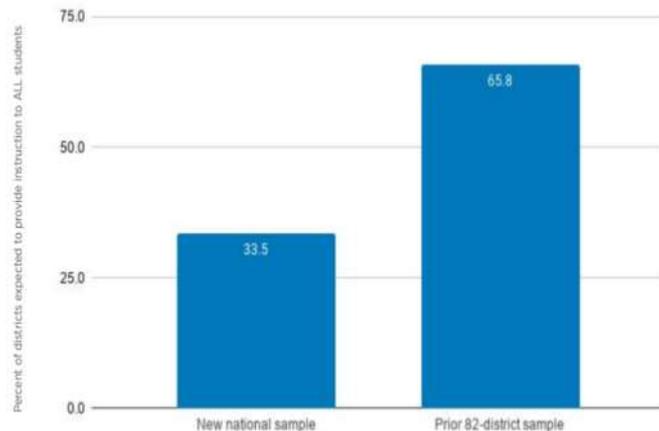
*I am **not receiving enough** information, resources or tools to help with virtual teaching*

# Teachers' Interests and Concerns



# What is Bringing us Together?

Figure 1. Districts That Expect Teachers to Provide Remote Instruction



“We found just one in three districts expect teachers to provide instruction, track student engagement, or monitor academic progress for all students—fewer districts than our initial study suggested.”

## Our Assumptions For Virtual Teaching and Learning Going Forward

- Virtual teaching and learning will occur in some way, to some degree, in every school and district this coming school year.
- The plans that schools start the year with will likely change during the year.
- Teachers, students, and parents are still feeling unprepared for virtual teaching and learning.
- The experience of virtual teaching and learning can and must be better for everyone this fall and school year.
- Regardless of where students are each day, engagement and learning can and must happen at high levels for all students.
- Digital learning and technology can transform education and dramatically increase student engagement and learning for all.
- We have a short and urgent window to be better prepared, but know it truly is a journey.

# What Will It Take To Get There?



## Planning and Decision Making

“Douglas County Got on the Remote Train Early: This is How Teachers Made it Work.”

CPR News

*These decisions incorporate leadership vision, community perspectives, and constraints on staff, space and other resources.*

[Source: ERS](#)

# Planning and Decision Making

- Some districts had more success than others this spring. Why was that?
- What did these districts do 3, 6, 12,...months ago that made a difference?
- Experts in online learning note that effective online instruction involves planning, training in multimedia platforms and resources ahead of time, and active communication systems.

**Chat Pod Question: What component/s of virtual learning were you LEAST PREPARED for this spring?**

- What plans and decisions do we need to make over the next 30, 60, 90,....days and beyond?

# Terminology

## Virtual/Online Teaching and Learning

- Students and teachers are in different locations
- Technology is used to deliver and support instruction
- Uses digital content, instruction, and assessments

## Hybrid/ Blended/ HiFlex Teaching and Learning

- Students and teachers are together (f2f) and apart to some degree
- Technology can be used in both settings
- Instruction is a combination of f2f and online

## Remote/ Distance Teaching and Learning

- Students and teachers are in different locations
- Technology may be used to support and deliver instruction
- May include digital content, instruction, and assessments

## Teaching and Learning at/from home

- Students and teachers are at home
- Technology may be used to support and deliver instruction
- Instruction may be delivered by parents, co-op, ...

# Planning and Decision Making



## VIRTUAL TEACHING ACADEMY BLUEPRINT

From the Alliance for Virtual Learning

*Session Workbook & Notepad*



Blackboard



## Alliance for Virtual Learning Brings Support to K-12 Administrators and Teachers

The Alliance for Virtual Learning, spearheaded by University of Phoenix and Blackboard, is proud to share the following free, online event videos to help K-12 teachers and administrators adapt to the new virtual learning landscape. Click the links below to watch session videos that are designed to inspire educators to create a blueprint for the future of K-12.

[Alliance for Virtual Learning](#)



[Download Your Blueprint for Success](#)

Developed by the Alliance for Virtual Learning, this Blueprint will help you prepare for virtual learning in your schools and classrooms this fall. By completing an initial Needs Assessment for each Virtual Teaching Academy session and identifying next steps based on what you hear from expert panelists in those sessions, this guide will highlight key improvement areas to focus on during your fall planning.

Upon completion, this Blueprint serves as a comprehensive readiness guide, helping you tackle the key improvement areas and actions for virtual and hybrid learning during the upcoming school year.



Topics	INFRASTRUCTURE	EQUITY & ACCESS	INSTRUCTIONAL PRACTICES	ENGAGEMENT	TRAINING & PROFESSIONAL DEVELOPMENT
	<b>Instructional Resources:</b> Not Putting the Cart Before the Horse - "Why" First and Then "What"	<b>Equitable Access:</b> Providing Equitable Access to Instruction and Resources for All Students	<b>Virtual Teaching:</b> Best Practices When Teaching and Learning Move Home	<b>Parent Relationships:</b> Supporting and Communicating with Families When Learning Moves Home	<b>Teacher Professional Development:</b> Aligning Plans with Teacher Needs and Best Practices
	Readiness Score:	Readiness Score:	Readiness Score:	Readiness Score:	Readiness Score:
Sessions		<b>Special Needs Populations:</b> Serving the Needs of Special Education, Gifted, and English Language Learners in a Virtual Environment	<b>Synchronous and Asynchronous Instruction:</b> When to Come Together and Why?	<b>Student Relationships:</b> Keeping Students and Teachers Connected, as well as Students to Students	
		Readiness Score:	Readiness Score:	Readiness Score:	
			<b>Evidence of Student Learning:</b> Are Students Learning and How Do We Know?		
		Readiness Score:	Readiness Score:		

NEEDS ASSESSMENT Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.

**Tools:** I have the necessary technology tools to effectively communicate, teach and support students when they are learning from home.

1-5

NEXT STEPS

OWNER

TIMING

**Strategy:** I have guidance from the school/district on how and when to use different tools to ensure consistency and success across teachers and classes.

1-5

NEXT STEPS

OWNER

TIMING

**Parents:** I have a strategy and tools for communicating and supporting parents when students are working remotely.

1-5

NEXT STEPS

OWNER

TIMING

**Accessibility:** I know how to create accessible digital content and have a sense of the assistive technologies used by students and their families.

1-5

NEXT STEPS

OWNER

TIMING

## Instructional Resources:

## Not Putting the Cart Before the Horse - "Why" First and Then "What"

4

NEEDS ASSESSMENT Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.

**Tools:** Our school/district has the necessary technology tools to effectively communicate, teach, and support students when they are learning from home.

1-5

NEXT STEPS

OWNER

TIMING

**Strategy:** Our school/district has provided guidance to schools/teachers to ensure consistency and success when students are learning from home.

1-5

NEXT STEPS

OWNER

TIMING

**Families:** Our school/district has established norms for staff members on how and when to communicate with families.

1-5

NEXT STEPS

OWNER

TIMING

**Digital Equity, Access, and Inclusion:** Our school/district understands the equity implications of varying levels of at-home access and is addressing them.

1-5

NEXT STEPS

OWNER

TIMING

**Instructional Resources:**

Not Putting the Cart Before the Horse - "Why" first and then "What"



A large, empty rectangular area with a light blue background, intended for taking notes.



## Virtual Teaching Academy Sessions

[Session 1: Blueprint for Success](#) - Planning for a Successful Shift to Virtual Teaching and Learning

Presenters: Pat Hoge, Tom Vander Ark, and DeWayne McClary

[Session 2: Virtual Teaching](#) - Best Practices When Teaching and Learning Move Home

Presenter: Lisa Dawley

[Session 3: Equitable Access](#) - Providing Equitable Access to Instruction and Resources for Each Student and Teacher

Presenter: DeWayne McClary

[Session 4: Student Relationships](#) - Keeping Students and Teachers Connected, as well as Students to Students

Presenters: Pam Roggeman, Matt Moody, Debbie Vickers, and Maggie Verdoia

[Session 5: Parent Relationships](#) - Supporting and Communicating with Families When Learning Moves Home

Presenters: Randy Phelps, Chandre Sanchez Reyes, Stephanie Austin, and Rodney Smith

[Session 6: Synchronous and Asynchronous Instruction](#) - When to Come Together and Why?

Presenters: Michele Eaton and Chandre Sanchez Reyes

[Session 7: Special Needs Populations](#) - Serving the Needs of Special Education, Gifted, and English Language Learners in a Virtual Environment.

Presenters: Tracy Broccolino and Kareem Neal

[Session 8: Evidence of Student Learning](#) - Are Students Learning and How Do We Know

Presenters: Dan Gohl and Daryl Diamond

# Infrastructure



- Technology solutions and instructional resources aligned to your “why”
- Intentionality vs. platform/resource first approach
- Accessibility
- Technical support
- Blueprint Needs Assessment Statements
- VTA session
  - *Instructional Resources: Not Putting the Cart Before the Horse - “Why first and then “What”*
  - Monte Kalisch, Pete Just, and Kelly Herman
  - Wednesday, July 1st, 3:00 pm EDT

# Equity and Access (Digital Equity and Access)



- Internet Access
- Devices
- Digitization of curriculum
- Digital Citizenship
- Digital Literacy
- Blueprint Needs Assessment Statements
- VTA session
  - *Equitable Access: Providing Equitable Access to Instruction and Resources for Each Student and Teacher*
  - DeWayne McClary and Marlon Styles
  - Saturday, June 27th, 12:00 pm EDT

# Equity and Access (Serving Special Needs Populations)

- Key considerations
  - student and parent engagement
  - Access and accessibility
  - Compliance
  - Best practices
- Blueprint Needs Assessment Statements
- VTA session
  - *Special Needs Populations: Serving the Needs of Special Education, Gifted, and English Language Learners in a Virtual Environment*
  - Tracy Broccolino and Kareem Neal
  - Tuesday, June 30th, 12:00 pm EDT



# Instructional Practices (Best Practices in Virtual Teaching)



- Twenty + years of experience
- When your delivery model changes, so do your instructional approaches
- Using technology to support student choice, higher order thinking skills, identifying and meeting student needs, supporting social emotional needs
- Blueprint Needs Assessment Statements
- VTA session
  - *Virtual Teaching: Best Practices When Teaching and Learning Move Home*
  - Lisa Dawley and Kerry Rice
  - Friday, June 26th, 3:00 pm EDT

# Instructional Practices (Synchronous and Asynchronous)



- Not really a balance, it's the why (intentionality)
- Active engagement vs. passive compliance
- What could and should they be doing on their own and how does that change our role as teachers?
- Dependencies (age/grade, subject area, performance,..)
- Blueprint Needs Assessment Statements
- VTA session
  - *Synchronous and Asynchronous Instruction: When to Come Together and Why?*
  - Michele Eaton and Chandre Sanchez Reyes
  - Monday, June 29th, 3:00 pm EDT

# Instructional Practices (Evidence of Student Learning)



- Data systems - looking for evidence of student engagement, support, socialization, connection with classmates and teachers, risk taking, reflection, ...
- Switch from “Time as the constant and Learning as the variable”, to “Time as the variable and Learning as the constant.”
- Blueprint Needs Assessment Statements
- VTA session
  - *Evidence of Student Learning: Are Students Learning and How Do We Know?*
  - Dan Gohl
  - Tuesday, June 30th, 3:00 pm EDT

# Engagement (Student relationships)

- Importance of online community
- Tools that foster interaction and relationship building
- Social emotional needs
- Blueprint Needs Assessment Statements
- VTA session
  - *Student Relationships: Keeping Students and Teachers Connected, as Well as Students to Students*
  - Pam Roggeman, Debbie Vickers, Matt Moody, and Maggie Verdoia
  - Saturday, June 27th, 3:00 pm EDT



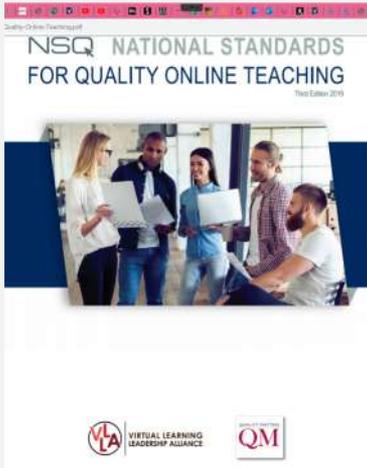
## Engagement (Parent relationships)

- Stressors on students, parents, teachers, and school leaders when learning moves home
- Importance of communication and trust
- Social emotional needs and signs of distress
- Blueprint Needs Assessment Statements
- VTA session
  - *Parent Relationships: Supporting and Communicating with Families When Learning Moves Home*
  - Randy Phelps, Chandre Sanchez Reyes, Stephanie Austin, and Rodney Smith
  - Monday, June 29th, 12:00 pm EDT



# Training and Professional Development

- National Standards for Quality (NSQ) Online Teaching
- Professional Learning Communities (PLCs) Journey; Research to Practice
- Blueprint Needs Assessment Statements
- VTA session
  - *Teacher Professional Development: Aligning Plans with Teacher Needs and Best Practices*
  - Judy Campf
  - Wednesday, July 1st, 12:00 pm EDT



# Next Steps

- **Embrace** the journey into Virtual Learning and an enhanced experience for all next year and in the future
- **Use** the VTA Blueprint over the next six days and beyond
- **Actively engage** in the VTA sessions and with presenters
- **Stay connected** with VTA colleagues and build a network of support

**VIRTUAL TEACHING ACADEMY 2020**

SESSION BREAKDOWN

SEMINAR & TOPICS OVERVIEW

Developed by the Alliance for Virtual Learning, this Blueprint will help you prepare for virtual learning in your schools and classrooms this fall. By completing an initial Needs Assessment for each Virtual Teaching Academy session and identifying next steps based on what you hear from expert panelists in those sessions, this guide will highlight key improvement areas to focus on during your fall planning.

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Blackboard

A large, faint, circular watermark logo is centered in the background. The text "ALLIANCE FOR" is arched across the top, and "VIRTUAL LEARNING" is arched across the bottom. In the center of the logo is a stylized graphic of a laptop or tablet.

Q&A

SIGN UP FOR UPCOMING SESSIONS IN THE

# **SUMMER VIRTUAL TEACHING ACADEMY, JUNE 26<sup>TH</sup> -JULY 1<sup>ST</sup>, AT**

[https://go.blackboard.com/virtual-teaching-  
academy](https://go.blackboard.com/virtual-teaching-academy)

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