



# The Learning Accelerator

Designing a New Normal  
with Pandemic Practices

March 2022

# The Learning Accelerator



**Designing a New Normal  
with Pandemic Practices**

**March 9, 2022**

Slide Deck:  
[bit.ly/sxswedu2022tla](https://bit.ly/sxswedu2022tla)



## Session Objectives

- Learn how innovative school systems developed supports to **cultivate innovation** in schools and classrooms
- Explore **innovative practices and strategies** implemented during the pandemic
- Plan how they can **support innovation** in their schools by seeing resources from other schools and applying it to their **local context**



# Agenda

**Introductions**

**Innovations Implemented in Response to COVID-19**

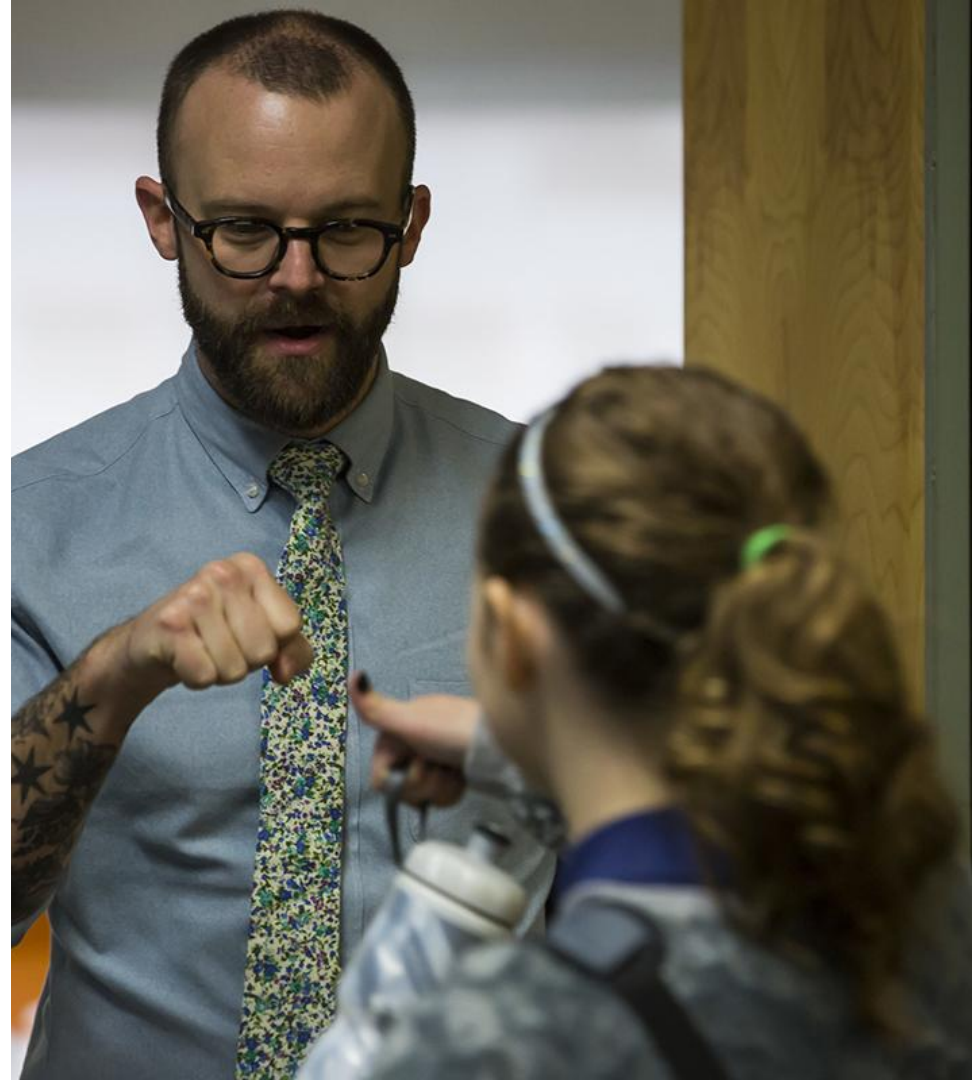
**Overview of Structures that Support Innovations in  
Chicago and Dallas**

**Entry Points to Create Systems**

**Strategies to Drive Change**

**Q&A**

**Closing**



## About the Presenters



**Errika Baker**

Executive Director of Advanced  
Learning & Specialty Programs

She/Her

Chicago Public Schools

@etbaker



**Jin-Soo Huh**

Partner

He/His

The Learning Accelerator

@JinSooDHuh



**Kristen Watkins**

Executive Director  
of Personalized Learning  
& Innovation Sustainability

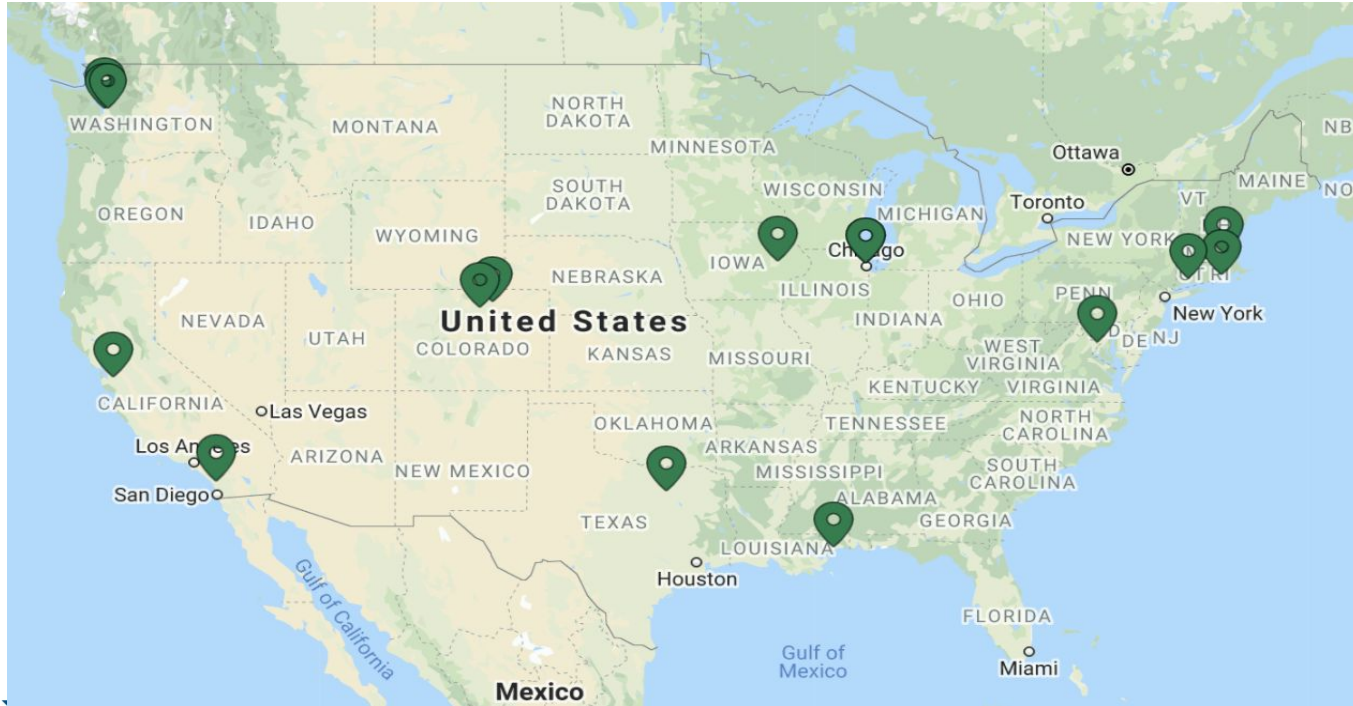
She/Her

Dallas ISD

@k10watkins



# Innovation Directors Network



## Currently:

- 16 leaders, 8 alumni
- 768,000+ students
- 16 Districts & 2 CMOs



**The Learning Accelerator envisions a world in which each student receives the effective, equitable, and engaging education they need to reach their full and unique potential.**

**Personalized**

**Mastery Based**



**Whole Child**



**This is TLA's work.**



**We connect the right people with the knowledge, tools, and networks they need to transform K-12 education for every learner.**





# TLA works alongside educators to produce...



## Equitable Access to Knowledge

We want to ensure practitioners and students, regardless of local resources or context, have access to high-quality practices and system strategies.



## Accelerated Adoption

We seek to speed up evidence building as well as mainstream uptake and implementation of great ideas and approaches.



## Learning at and for Scale

We want to help build learning systems with continuous improvement and innovation adaptation (not just “replication”) across field .



## Schools implemented innovations to overcome challenges the pandemic created and exacerbated

**“They just found ways to do the impossible things- the students, the staff, the families, everybody just working together, and it was really cool.”**

**Dr. Tina Owen-Moore**  
Superintendent, School District of Cudahy



GUIDES

## Hop, Skip, Leapfrog

Exploring the concrete ways schools and systems pursued student-centered innovation during COVID-19



[Hop, Skip, Leapfrog](#)



STORIES *of* LEARNING

[Stories of Learning Podcasts](#)

**Four-Month Research Project**

**23 School Systems**

**10 Experts**





## Student-Led Family Conferences

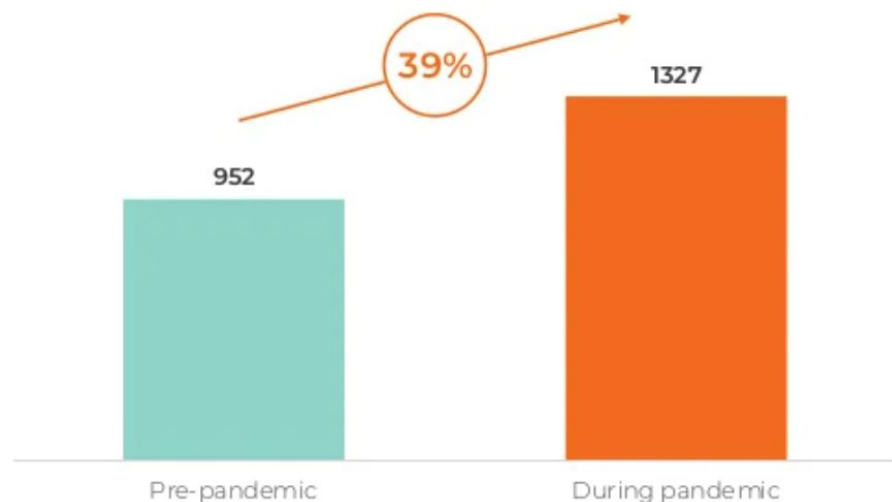
### STRATEGY

To support students' and family members' understanding...



In a crunch, schools used **more online resources** than ever before.

Teachers and students accessed **MORE** online educational tools and websites each month



Source: LearnPlatform

Note: Epic! and Desmos are in Reach Capital's portfolio



## AMONG TOP 40 MOST POPULAR ONLINE TOOLS

G Suite



Clever



Quizlet

Kahoot!

canvas

epic!

Khan Academy

desmos

i-Ready



## How can school systems cultivate these innovations?





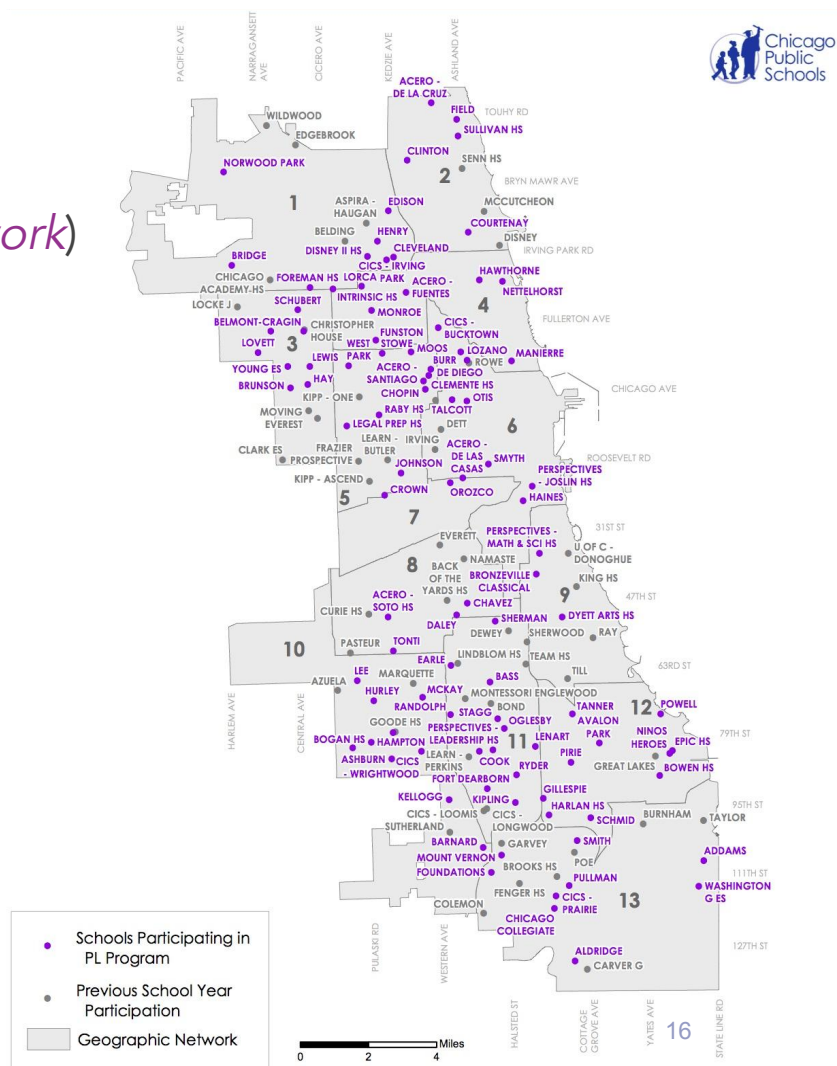
# Chicago Public Schools (CPS)

512 Schools (*123 schools have engaged in PL work*)

- 421 Elementary Schools (PreK-8)
- 91 High Schools
- 330,000 Students

	Chicago	CPS
<b>White</b>	32%	11%
<b>Black</b>	32%	36%
<b>Latinx</b>	28%	47%
<b>Asian</b>	5%	4%

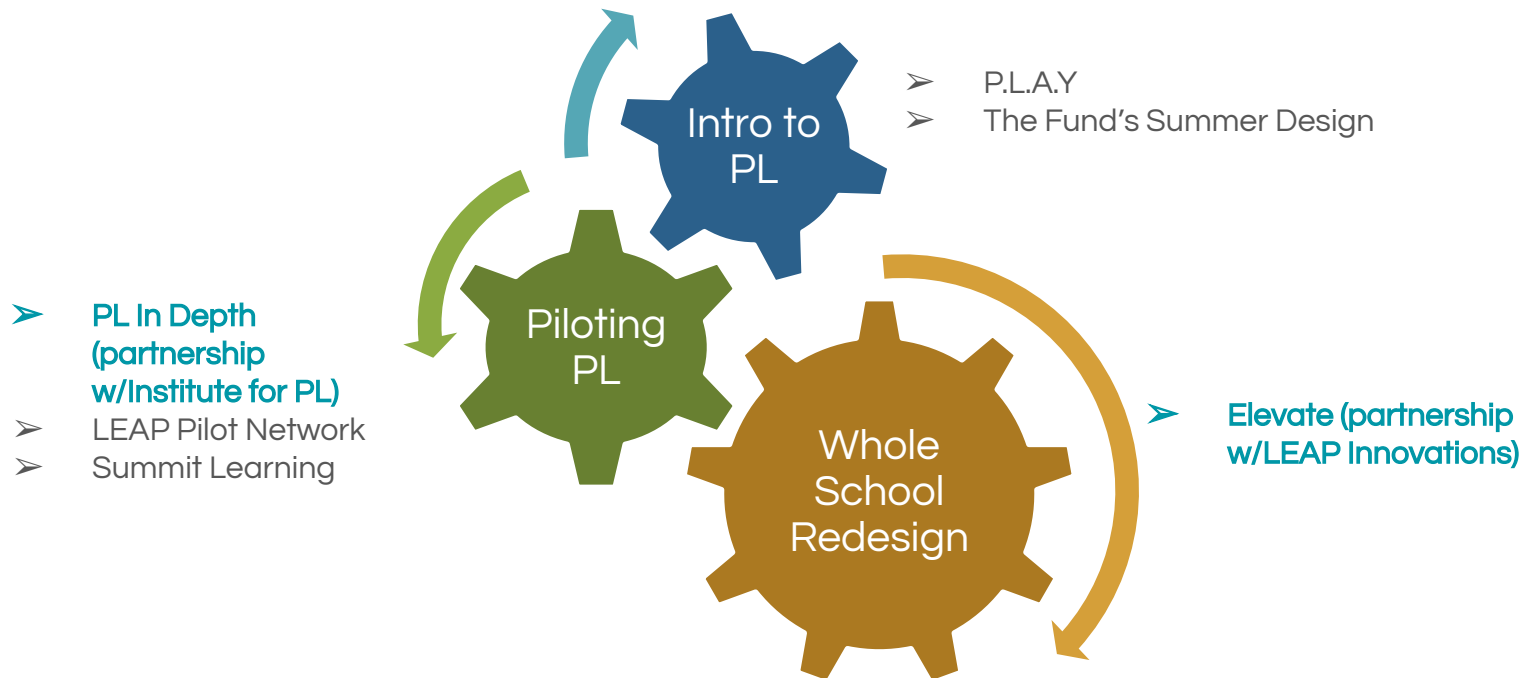
Economically Disadvantaged Students: 75.5%





# Pre-Pandemic - School Pathways

Department of PL as a “connector”



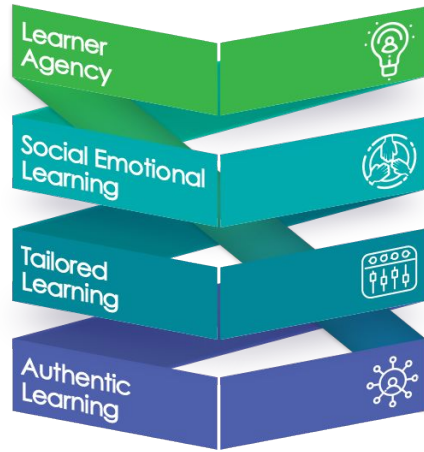
# Pre-Pandemic - Frameworks

Multiple Frameworks based on program partners



# Post-Pandemic - Shift to a Common Language

Creating a Common Language and Success Measures



## CPS Personalized Learning Framework

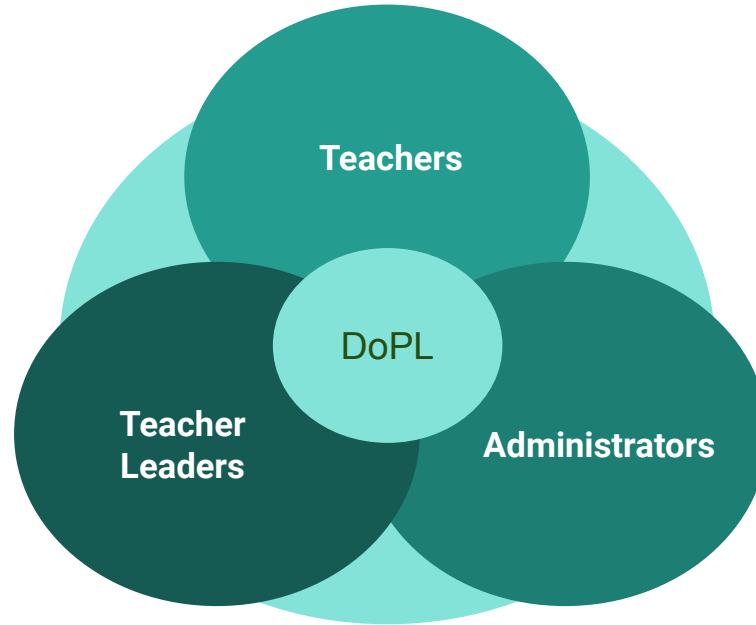
[CPS PL Framework](#)

[CPS PL Framework Continuum](#)



# Post-Pandemic - Differentiated Pathways

Developed multiple pathways for teachers and administrators, as individuals (or as part of school teams) to choose their “right fit” supports.



# Post-Pandemic Teacher Pathways

## Introduction to Personalized Learning

Topic: *Creating Student Experiences that Promote Student Agency and Ownership*

Time Commitment: Monthly PD sessions with coaching support

Audience: Beginning Teachers

Resources/Supports: \$5000 classroom investment per teacher

## Deepening Practice Series:

Topic: *Differentiated Pathways to Accelerate Student Learning*

Time Commitment: Monthly PD sessions with coaching support

Audience: Experienced PL Teachers

Resources/Supports: 1:1 Coaching

## Deepening Practice Series:

Topic: *Leveraging Different Types of Assessment for Mastery Based Progression*

Time Commitment: Monthly PD sessions with coaching Support

Audience: Experienced PL Teachers

Resources/Supports: 1:1 Coaching



# Post-Pandemic Teacher Leader & Administrator Pathways

## PL Ambassadors:

Topic: Mentoring “new to PL” teachers

Time Commitment: Approximately 7 hours per month

Audience: Experienced PL Teachers with interest in leadership

Resources/Supports: \$3500 stipend, PL conference, 1:1 leadership coaching

## Administrators

Topic: Implementation Support Community

Time Commitment: Quarterly PLC (½ Day) with coaching support

Audience: Legacy PL School Leaders (Elevate, Breakthrough)

Resources and Supports: National Site Visits to PL Schools, Attendance at national conferences, consultative and coaching support



# *Post Pandemic Pathways for all Innovators*

## **Innovation Engine**

The innovation engine provides small grants to schools and individual teachers who demonstrate forward-thinking to fund their innovative ideas.

Time Commitment: 2-3 planning/consultation meetings and presentation of final project for all awardees at the PL Symposium

Audience: Open to all schools/teachers\*

Resources/Supports: Up to \$25,000 (school applicants); Up to \$5,000 (teacher applicants)



# Why Innovation is Important in CPS

- Diverse communities - 77 unique neighborhoods in Chicago
- School leader autonomy
- Shifting demographics
- Equity!







Personalized  
LEARNING

# Dallas Independent School District



- **145,000** students
- **230** schools
- **22,222** professionals
- Sits in the heart of a urban, diverse and dynamic region
- **384** square miles across North Texas



- **18** wall-to-wall personalized learning schools
- **15+** schools invested in blended learning

# Establishing an Ecosystem for Innovation





# Personalized Learning Common Language

## Coaching and Development Tools to Support Implementation at the Classroom and Campus Level

Domain	Extended Coaching Rubric			ID
	Emerging	Proficient	Advanced	
<b>Classroom Instruction</b>				
<b>Student Feedback</b>				3.14
<b>Authentic Assessment</b>				3.22
<b>Choice in Assessment</b>				4.12
<b>Student Learning Experiences</b>				1.14
<b>Contribution to Culture</b>				3.21
<b>History-Based Progression</b>				4.14

**PL Coaching & Development Rubric**  
Classroom level rubric

10 Culture of Innovation				
	Not PL Ready	PL Ready	Personalized	
<b>Teacher Mindset</b>	Teachers and staff meet expectations but have not begun to engage in any self-reflection.	Teachers and staff have begun a process of self-reflection to identify strengths and areas for growth. They are comfortable with not dismissing the status quo or not taking risks and/or they are more top-down than collaborative.	Teachers and staff are reflective, collaborative, and life-long learners. They are aware of their strengths and areas for growth dispositionally and take time to focus on those things in their practice.	Teachers and staff are reflective, collaborative, and life-long learners, and are always pushing the status quo. They view challenges as opportunities and are comfortable with ambiguity and risk-taking. They are aware of their strengths and areas for growth dispositionally and are able to leverage their strengths and other team members' strengths.
<b>Student Voice</b>	Decisions are made by leadership team. No student voice.	Sometimes students are involved in campus decisions.	Students occasionally are involved in campus-wide decisions.	Student input is routinely used in decision making, including student voice in all school structure and process in the room.
<b>Failure</b>	Failure is viewed as a negative and leads to corrective/punitive actions.	Failure is acknowledged, but no productive support is provided.	Failure is seen as a growth opportunity. Feedback/support are provided, and a plan is co-created with students.	When you fail, it is celebrated and seen as the next step in learning. Reflection on learnings is integrated into next steps.
<b>Contribution to Culture</b>	Across stakeholders there is a shared belief that it is the principal's job to improve current school conditions. Culture is driven by leadership decisions.	Teachers take ownership in improving current conditions. Stakeholders have some role in making decisions that impact school culture, what relatives to. Culture is driven by leadership decisions.	Administration, teachers, and students share responsibility in improving current conditions. Stakeholders are deeply integrated in all decisions made that impact the school culture and have an active role, voice, and presence in the school community.	Culture of the school is such that all are empowered contributors with important voice and contribution to the community, such that decision making is a shared process.
<b>Communication</b>	Conversations about innovation are exciting and energetic but many times never put into action.	Innovation efforts have a clear shared sense of purpose across the campus.	Strategies are developed, documented, and are being implemented across the campus. These strategies are explicitly linked with measures of effectiveness and impact and are used to drive strategic planning decisions.	Innovation is explicitly encouraged and celebrated in studies across the campus. All stakeholders feel empowered to design and try new approaches. Attempts and "failures" are routinely shared and openly discussed. They are not only tolerated but are recognized as a part of the innovation process and are used to drive progress.

**PL Readiness Continuum**  
Systems level rubric

Distance Learning Progression   Phase 2		ENGAGEMENT IN GUIDED LEARNING	
		Advanced	Practical Next Steps to Take
<b>Systems Level Priority</b>	1. Establish protocols and ensure positive online learning experiences. That meet all District security standards.	Determine needs and establish for video conferencing tools. Then review position before.	
	2. Establish infrastructure to support video conferencing across all users.	Use the Student Information System (SIS) to share a single sign-on (SSO) solution.	
<b>Leader</b>	3. Design an implementation plan and roll out with training and support for all users.	Create an implementation plan and roll out with training and support for all users.	Develop a comprehensive professional development and support plan.
	4. Leader identifies the video conferencing tool to ensure wide use across grade level levels.	Leader identifies the video conferencing tool to ensure wide use across grade level levels.	Provide outstanding opportunities for professional development to ensure how to connect virtually.
	5. Leader develops professional development for synchronous sessions via length of instruction.	Leader develops professional development for synchronous sessions via length of instruction.	Set expectations for synchronous learning.
<b>Teacher</b>	6. Leader determines which experience levels teachers will virtual staff meetings.	Model expectations and use experience levels to virtual staff meetings.	
	7. Teacher establishes a weekly cadence for synchronous sessions and provide quick feedback and receive information.	Share the weekly performance checklist with students and provide quick feedback and receive information.	
	8. Teacher leverages synchronous time for differentiation in small groups, moving students, advisory or individualized instruction.	Plan and execute synchronous learning time differentiates with smaller groups of students.	
<b>Student</b>	9. Teacher plans opportunities for students to interact with the teacher in their rooms.	Build rapport with students to establish a culture of trust with class.	
	10. Student take active responsibility for their learning.	Students interact with question stems at specific times throughout the lesson for active learning.	

**Coaching Progressions**  
Step-by-step observation & implementation

The PL Toolbox

HOME ABOUT THE RUBRIC READINESS CONTINUUM PROGRESSIONS FOLLOWUPS MORE...

Welcome to the PL Toolbox!

The Personalized Learning Coaching and Development Tool defines five domains and twenty high-leverage teacher and student actions which distinguish effective personalized learning environments. The tool is carefully scaffolded across four levels of proficiency for each action.

The PL Coaching and Development Tool serves as a centerpiece for the training and support teachers have been receiving since the 2016-2017 school year. It is designed to be more evaluative in nature. Strands teacher and student actions work to enhance indicators found on Dallas ISD's Teacher Excellence Initiative (TEI) Teacher Performance Rubric.

The "achieving" proficiency level represents the ultimate goal for teachers who are building their personalized learning craft. However, [considerable practice work](#) is necessary. Consequently, the rubric strands have been categorized into three implementation phases:

- Phase 1** - In Phase 1, prioritized strands are foundational skills in a personalized learning environment. Without these as a baseline, increasingly complex personalization will be challenging.
- Phase 2** - In Phase 2, prioritized strands are aligned to personalization at the individual student level, e.g.

Follow @PersonalizedL2 2.96K Followers

Tweets by @PersonalizedL2

Personalized Dallas ISD Released  
Henry R. Gonzalez PL Academy @HRCGonzalezA

Dear lightbulb, We are proud of all the work you do and the opportunities you bring to all educators in @DallasISD! Happy 8th Birthday! @PersonalizedL2 @PLLightbulb #Years #PLCoach

**The PL Toolbox**  
Online hub for all things BL & PL

[www.thepltoolbox.com](http://www.thepltoolbox.com)



# Recreating our Common Language

## BEFORE

Personalized LEARNING Extended Coaching Rubric					
	Beginning	Developing	Practicing	Achieving	TI
Assessment and Data	<b>Date Driven Instruction</b> A single course of instruction drives the instructional design.	Multiple courses of instruction drive instructional design.	Multiple courses of instruction drive instructional design and together comprise the instructional design.	Multiple courses of instruction drive instructional design and together comprise the instructional design.	3, 4
	<b>Student Feedback</b> Teachers receive feedback from teachers in order to improve.	Teachers receive specific feedback from teachers and use it to improve.	Teachers receive feedback from both teachers and students to improve.	Teachers receive specific, targeted, and specific feedback from both teachers and peers to improve.	2
	<b>Authentic Assessment</b> Students demonstrate learning through formative and summative assessments that lead to a grade.	Students demonstrate learning through formative and summative assessments that lead to a grade.	Students demonstrate learning through formative and summative assessments that lead to a grade.	Students demonstrate learning through formative and summative assessments that lead to a grade.	3, 2, 2
	<b>Choice in Assessment</b> Students have one way to demonstrate mastery.	Students have one way to demonstrate mastery.	Students have one way to demonstrate mastery.	Students have multiple opportunities to demonstrate mastery.	4, 1, 5
Instructional Rigor	<b>Varied Learning Experiences</b> Students receive content primarily through general learning experiences that are differentiated based on their needs.	Students receive content through varied learning experiences that are differentiated based on their needs.	Students receive content through varied learning experiences that are differentiated based on their needs.	Students receive content through varied learning experiences that are differentiated based on their needs.	1, 2, 1, 4
	<b>Differentiated Learning Objectives</b> Learning objectives are one-dimensional and do not address levels of content mastery.	Learning objectives are one-dimensional and do not address levels of content mastery.	Learning objectives are one-dimensional and do not address levels of content mastery.	Learning objectives are one-dimensional and do not address levels of content mastery.	1, 2, 1, 2
	<b>Personalized Learning Pathways</b> Students follow the same pathway to demonstrate their learning goals.	Students follow customized pathways to demonstrate their learning goals.	Students follow customized pathways to demonstrate their learning goals.	Students follow customized pathways to demonstrate their learning goals.	1, 2, 1, 3
	<b>Mastery Based Progression</b> Students advance to the next level of learning when they pass a test.	Students advance to the next level of learning when they pass a test.	Students advance to the next level of learning when they pass a test.	Students advance to the next level of learning when they pass a test.	4, 1, 5

## DURING

Distance Learning Progression   Phase 2		
ENGAGEMENT IN GUIDED LEARNING		
During synchronous instruction, teachers and students will:		
	Actions	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 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.
	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.itsellipsoh.com/distancelearningprogression](http://www.itsellipsoh.com/distancelearningprogression)



## AFTER

Flex Model Progression   Personalized Phase		
	Teacher/Students Action(s)	Possible Next Move to Take
Organization of Learning	1 A progression allows students the ability to move at their own pace based on mastery with no barriers.	Plan and create a progression for the semester so that students can move at their own pace through the content.
	2 Multiple opportunities are given for students to demonstrate mastery and choose when to submit or assess.	Design an assessment system that allows students to opt in when ready to show their mastery or move on.
	3 Learning is applied through a collaborative or original project that results in an authentic product.	Design opportunities for students to collaborate on summative work and share with an authentic audience for feedback and celebration.
Teacher Role	4 Teacher meets with individual students during a mentoring time to affirm or suggest strategies for self-directed habits beyond the classroom.	Schedule time to meet with each individual student over the course of a week to provide mentorship.
	5 Teacher supports student groups in using project management tools to track group progress.	Establish a system for students to manage their progress through a project.
Student Role	6 Teacher manages time to include workshops, 1:1 goal conferences, and project check-ins in the same block of time.	Create a process to build a schedule with students at the beginning of the instructional block.
	7 Students work with urgency for the available time and take thoughtful breaks, so that instructional time is maximized.	Coach students to use strategies suggested during 1:1 mentoring time.
Student Role	8 Students have essential and complementary roles that allow them to make progress toward a shared goal on a group-worthy task.	Support students to write a group contract that establishes group norms and roles.
	9 Students showcase their completed product in front of an authentic audience.	Plan a showcase and invite partners that could serve as an external audience for students.

Flex Model Progression | Foundation > Differentiated > Personalized  
Access all tools, inspiration, and reference alignment to TI and the PL Coaching and Development Rubric at [www.itsellipsoh.com/distance](http://www.itsellipsoh.com/distance)





# Finding Another Way to Onboard

**BEFORE**



July 2019

**DURING**



July 2020

**AFTER**



July 2021



# Strengthening Connections Across PL Schools

**BEFORE**

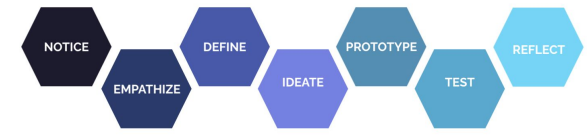


**DURING**



**AFTER**

## Design Excursions



# Inspiration + Strategies to Lean on



## START HERE

1. Establish a common language.
2. Find your people.
3. Gain empathy from who you're serving.



## THEORIES + FRAMEWORKS WE LEAN ON

- Design thinking
- Experiential learning
- **Appreciative Inquiry**



# Question & Answer



**What advice would you recommend to districts who are beginning to explore new learning models?**



**How has the pandemic  
changed your programming?**



**How are you able to prioritize personalized learning given all of the (pandemic-created) constraints?**



**How do you know your systems to support innovation are working?**



**How do you make sure  
innovation is not just a fad or  
trend?**



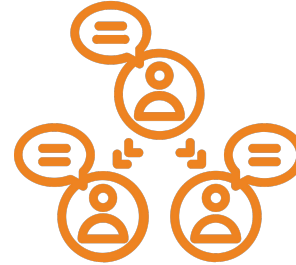
**What are you doing to ensure innovation work is sustainable?**



# Entry Points



**Highlight  
Bright Spots**



**Convene Innovative  
Practitioners**



**Provide  
Microgrants**





# Overview of Hop, Skip, Leapfrog



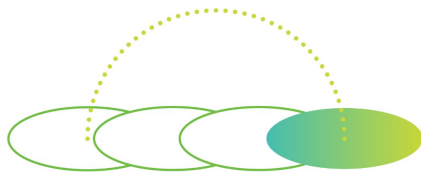
Hop

“**Hops**” represent small tweaks or improvements, usually through implementation of single tools or specific instructional strategies.



Skip

“**Skips**” required educators to adopt new systems of practice, changing student experience at a greater scale (either in terms of sustained, consistent change within an area or across a greater number of students and classrooms).



Leap

“**Leaps**” were systemic, longer-term changes to the “grammar” of school, where traditional organizational structures for learning such as use of time, space, grade-levels, and progress assessment were fundamentally altered.

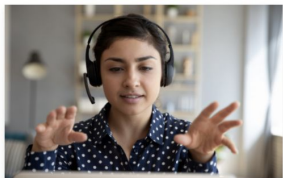
# Overview of Hop, Skip, Leapfrog

## Growth Oriented



More than ever, learning needed to focus on individual and group-level actual mastery of essential standards and skills. Educators implemented strategies that supported teacher and learner understanding of mastery and how to identify, set, and measure progress towards goals. Further, teachers identified ways to sustain practice, giving students feedback and offering multiple opportunities to demonstrate mastery before moving on.

## Hops



### Wait Questions

#### STRATEGY

One way to ensure all students both engage and offer...



### Schoolwide Weekly 1:1 Student Conferences

#### STRATEGY

Weekly, one-to-one conferences supported by all staff...



### Student-Led Family Conferences

#### STRATEGY

To support students' and family members' understanding...

## Skips



### Restructuring Specials Schedules

#### STRATEGY

In response to the pandemic, Cedar Rapids Community...



### Deepening Arts Enrichment Through Three-Week Focus Scheduling

#### STRATEGY

Modifying arts enrichment schedules to minimize risk...



### Mastery-Based Math Learning Through "Cafés"

#### STRATEGY

Liberty Public Schools math teachers piloted a...

## Leaps



### Multi-Grade Level Classrooms

#### STRATEGY

As a result of the pandemic and changing class sizes...



### Third and Fourth Grade Mastery-Based Grading

#### STRATEGY

At Mt. Vernon Elementary School, mastery-based grading...



### Reimagining High School Grading

#### STRATEGY

In response to high failure rates during remote...

# Overview of Hop, Skip, Leapfrog

## *Creating New, Wraparound Supports for Students and Families*

Leaders tapped into unlikely partners and staffing configurations to maximize support for student and family engagement, wellbeing, and achievement.



### Weekly "Navigator" Check-Ins With Every Student

#### STRATEGY

Metro Nashville Public Schools created a new...



### Weekend and Vacation Meals Distribution

#### STRATEGY

To support students and families during school...



### Building Multilingual Systems of Support and Engagement for Parents/Guardians

#### STRATEGY

With the shift to remote learning, Meriden Public...



# Sample Strategies: Hops, Skips, & Leaps in Practice



## Student-Led Family Conferences

### STRATEGY

To support students' and family members' understanding...



**Hop**



## Cross-School, Virtual Interventions

### STRATEGY

The School District of Cudahy reconfigured...



**Skip**

# Sample Strategies: Shifting Conditions



## Leveraging Local Media to Communicate with Multilingual Families

### STRATEGY

Ector County Independent School District held a weekly...



## Virtual Coaching for Teachers

### STRATEGY

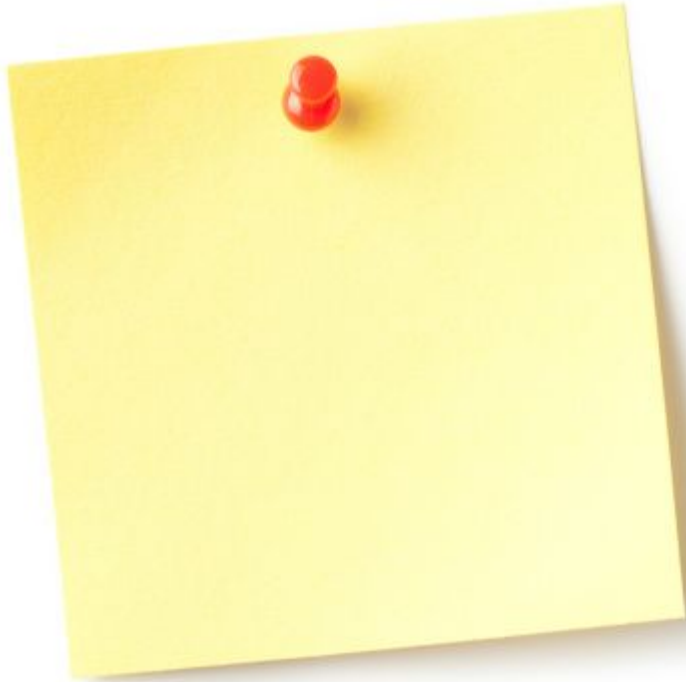
To support teacher growth, the Ector County...



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[bit.ly/sxswedu2022tla](https://bit.ly/sxswedu2022tla)



# Post It Promise



**What is one thing you will take  
from your session?**

**Who will you share your  
learning with?**

**What action will you take?**



## Additional FREE Supports





# Our team works with educators to produce high-quality, free, and actionable tools that help translate ideas to concrete practice.

visit The Learning Accelerator

Resources & Guidance

visit COVID-19 Support for Educators

Learn about Implementation

See schools in action

Explore strategies to apply

Implement action steps

Search

Let's create teaching and learning where every child reaches their full and unique potential.

**Audience**  
Tailored resources for your specific role within education  
Targeted Resources

**Guidance**  
Implementation guidance that helps with specific challenges  
Key Topics

**New Resources**  
New releases to help you improve your practice and expand your thinking  
Latest Content

**Core Content**  
The greatest hits – always topical and useful  
TLA Core Content

Looking for something specific?

## ▼ STATION ROTATION



### How do I set up a station rotation model in my classroom?

Interested in implementing stations and not sure where to start? This guide will give you tangible resources and research, with key insights and strategies around culture, space, and routines.



### How do I deepen differentiation and personalization within a station rotation model?

Currently implementing stations and thinking "now what?" This guide will give you resources around how adding more flexibility of movement, timing, strategic data use, and varied groupings will allow for greater differentiation, personalization, and...



### How do I develop student ownership and accountability in a station rotation model?

Implementing a station rotation model requires intentional accountability systems to develop student ownership and ensure student success. This guide will go through strategies for developing student ownership through choice, habits, and student...

## Resources and Guidance



**Our team works with educators to produce high-quality, free, and actionable tools that help translate ideas to concrete practice.**

GUIDES

## Digital Equity

Moving beyond basic technology access to ensure that every student has the tools and supports to thrive as learners



## [Digital Equity Guide](#)

## [Real-Time Redesign](#)

GUIDES

## Real-Time Redesign

A practical toolkit for improving equity and resiliency in schools



# Virtual/Hybrid Strategy Lab



TLA is assembling **two cohorts of 10-12 school system teams**, bringing them together over a period of 18 months. Systems will:

- **Work with TLA individually** to identify specific, measurable goals for learning and improvement, getting direct coaching from experts;
- **Collaborate with cohort districts** through cohort-wide monthly programming and periodic small-group partnership;
- **Receive direct research support** to gather and analyze data to help leaders make data-driven decisions about pilots and interventions as well as assess success; and
- Leave the program with a **clear action plan for next steps**.
- ***FREE for selected school systems!***

[Learn more and apply here.](#)

