

Design YOUR Own Learning!

You Choose:

WHAT you want to learn

WHEN you want to learn

HOW you want to learn



It is more critical than ever that learners have a nimble, accessible, equitable educational experience regardless of space, place or time.

- Build your capacity to meet the dynamic needs of each learner regardless of space, place, and time
- Design, support, and deliver challenging and engaging online, blended, and digitally-rich experiences
- Access high quality, online professional learning that is on-demand and just-in-time
- Choose customized pathways to create YOUR learning journey

CESA 8 is offering free facilitated support for select courses. See the following for times and dates. Contact Tammy Moynihan at tmoynihn@cesa8.org if interested in course facilitation for those not already scheduled.

For more info: <https://i4pl.link/pd4wi>



CESA 8 is Offering Facilitated Learning in Two Strands and Individual Professional Growth Electives



**This project is supported by the Wisconsin Department of Public Instruction Elementary and Secondary School Emergency Relief Program to serve all Wisconsin public, tribal, charter, and private schools serving students in grades 4K-12 and Institutes of Higher Education and licensing centers for pre-service educators.*

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Contact: Tammy Moynihan, tmoynihan@cesa8.org

Foundations of Blended Teaching Strand

<p><i>Designing a Weekly Blended Learning Arc</i> - Educators will develop a weekly learning schedule that blends face-to-face and remote teaching modalities.</p>	<p>See Tammy to Enroll</p>
<p><i>Establishing Norms of Engagement for Blended Environments</i> - Educators will guide students to develop community norms for positive and rigorous engagement in face-to-face and remote interactions necessary to thrive in a blended learning environment.</p>	<p>See Tammy to Enroll</p>
<p><i>Onboarding Students to Blended Learning</i> - Educators will develop strategies to teach students to function in a blended environment, nurture student agency, and support students not engaging in blended learning.</p>	<p>See Tammy to Enroll</p>
<p><i>Assessing Individual Student Needs for Blended Learning</i> - Educators develop strategies to assess unique learning needs that can arise when instruction moves to a blended or remote teaching modality.</p>	<p>See Tammy to Enroll</p>
<p><i>Engaging Parents to Support Blended Learning</i> - Educators will establish systems to engage with parents as partners to address the unique demands of a blended learning environment.</p>	<p>See Tammy to Enroll</p>
<p><i>Building Relationships with Individual Students in Blended Environments</i> - Educators will develop strategies to form individual relationships with students that will support their success in a blended learning environment.</p>	<p>See Tammy to Enroll</p>

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Instruction in the Online Modality Strand

Designing for Online Accessibility - Educators will learn how to ensure students get the maximum benefit from digital resources. Keeping students in mind, educators will create a checklist to be used in identifying opportunities for equitable access, and develop or adjust resources to meet accessibility guidelines.

June 22: 8 a.m. - 9:30 a.m.

August 13: 8 a.m. - 9 a.m.

August 27: 8 a.m. - 9 a.m.

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Ensuring Data Privacy & Student Safety Online - Students are safer when teachers take the initiative to provide protection. Teachers will learn to evaluate, reconfigure or eliminate services that do to protect student data; teach students digital safety skills to protect themselves online as well as what to do when faced with inappropriate content.

June 22: 10 a.m. - 11:30 a.m.

August 13: 9:30 a.m. - 10:30 a.m.

August 27: 9:30 a.m. - 10:30 a.m.

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Designing for Equity and Inclusion in Online Environments - Educators will design their online learning implementation to ensure that it prioritizes equity and inclusivity. Educators will demonstrate that their learning design includes culturally-relevant group discussions, individually-relevant projects and games, student-driven goals, and teacher-student 1-on-1 check-ins centered on student-driven goals.

See
Tammy to
Enroll

Designing Online Experiences for Student Success - Educators will design online experiences for student success. Founded on the principles of Clayton M. Christensen's "jobs-to-be-done theory", educators will explore how to create online learning experiences that students feel intrinsically motivated to complete and apply in their own lives.

See
Tammy to
Enroll

Enhancing Community in the Online Modality - Educators will consider the strengths of their online learning community as they develop activities to support team-building, individual expression, and group discussions as well as prepare to give asset-based feedback in a variety of formats.

See
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Blended Teaching Professional Growth Electives

Communication the WHY of Student - Centered Learning -Communicating the WHY of student-centered learning means conveying core beliefs about why to replace the factory-based traditional classroom model with a model that is personalized, high learner agency, and mastery based. Starting with the WHY is starting with the purpose, rather than with the definition of student-centered learning (the WHAT) or with an explanation of how online and blended learning enable student-centered learning (the HOW). The principle of starting with the WHY provides a communication framework for inspiring and motivating other people to join the movement to make education student centered.

See
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Teaching Strategies 1 - Technology today allows students tremendous access to information. By joining students on this technological playing field, educators can meet student learning needs in new and revolutionary ways. You have literally entered “the wave of future education.” Even though you may be bringing years of teaching skills and experiences with you, you may be at the beginning of your experience in the virtual school environment. This course presents an overview of online education, including the necessary skills and best educational practices that will allow you to become both comfortable and proficient in this exciting environment.

See
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Teaching Strategies 2 - Teaching Strategies in a Digital Environment II targets both those who have completed Teaching Strategies in a Digital Environment I and/or teachers with experience in online and blended teaching. Thus, participants are encouraged to engage in rich dialogue surrounding best practices and challenges faced in a digital environment. You will be presented with best and developing practices in academic integrity, student motivation, collaboration and online tools. Focus will be on hands-on application within an online or blended course.

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Enhancing Community in the Online Modality - Educators will consider the strengths of their online learning community as they develop activities to support team-building, individual expression, and group discussions as well as prepare to give asset-based feedback in a variety of formats.

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Professional Growth Electives

Building Relationship of Trust with Staff - For school leaders, building relationships of trust with staff members means showing interest and concern in their growth and career development and trusting in their ability. Good managers in any organization, including schools, build such relationships by showing consideration of each employee as a person, having meaningful discussions about their career development, and not micro-managing them.

September 13, 2021: 8:30 a.m. - 10:00 a.m.

October 25, 2021: 8:30 a.m. - 9:30 a.m.

December 6, 2021: 8:30 a.m. - 9:30 a.m.

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Giving Feedback to Staff - A top-tier leader models how to give feedback—not in the sense of giving high-stakes performance evaluations—but more like a great coach who watches players from the sidelines, studies them at practice, reviews the post-game footage, and then meets with them to talk about the ways that they can improve. Leaders will learn how to remove barriers and promote growth in their staff to catalyze their success.

January 10, 2022: 8:30 a.m. - 10:00 a.m.

February 7, 2022: 8:30 a.m. - 9:30 a.m.

March 28, 2022: 8:30 a.m. - 9:30 a.m.

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Modeling a Growth Mindset - Adopting and modeling a “growth” mindset, rather than a “fixed” mindset, is one of the most powerful things educators can do to lay the foundation for innovation and achievement at their schools.

September 20, 2021: 3:30 p.m. - 5:00 p.m.

October 18, 2021: 3:30 p.m. - 4:30 p.m.

November 15, 2021: 3:30 p.m. - 4:30 p.m.

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Professional Growth Electives

Nurturing Agency - Agency is the ability to make choices and take an active role in determining one's path, rather than solely being the product of circumstances. To equip students for environments that require high agency and to help them become self-directed learners, teachers can introduce structures such as the Learning Cycle, SMART goals, the Challenge Donut, Mantras, the 3BB4T Rule, and a Checklist of Habits.

October 25, 2021: 3:30 p.m. - 5:00 p.m.

November 29, 2021: 3:30 p.m. - 4:30 p.m.

December 20, 2021: 3:30 p.m. - 4:30 p.m.

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Giving Feedback to Students - A student-centered teacher gives feedback—not in the sense of giving high-stakes tests and grades—but more like a great coach who watches players from the sidelines, studies them at practice, reviews the post-game footage, and then meets with them to talk about the ways that they can improve.

December 6, 2021: 3:30 p.m. - 5:00 p.m.

February 22, 2022: 3:30 p.m. - 4:30 p.m.

March 7, 2022: 4:00 p.m. - 5:00 p.m.

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Building Relationships of Trust with Students - Building relationships of trust with students means showing interest and concern in their learning and trusting in their ability to drive their own learning, given the right structures are in place. Good coaches build such relationships by showing consideration of each student as a person and having meaningful discussions about his or her development.

January 10, 2022: 3:30 p.m. - 5:00 p.m.

February 7, 2022: 3:30 p.m. - 4:30 p.m.

March 21, 2022: 3:30 p.m. - 4:30 p.m.

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