

Agenda of Board Workshop Meeting

The Board of Trustees Ector County Independent School District

A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held May 14, 2024, beginning at 6:00 PM.

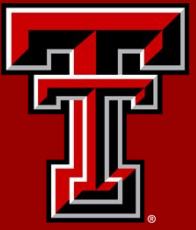
The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Special Presentations:
Grow Odessa Land Donation for Career and Technical Education Center
4. Opening Remarks by Superintendent
5. Public Comment
6. Report/Discussion Items
 - A. Comprehensive Coaching Model Analysis with Ector County ISD and Texas Tech University 2
 - B. Curriculum & Instruction Report - Humanities 38
 - C. Technology Update Presentation 58
7. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
8. Closing Remarks by Superintendent
9. Adjournment



COMPREHENSIVE COACHING MODEL ANALYSIS WITH ECTOR COUNTY ISD AND TEXAS TECH UNIVERSITY

Dr. Jacob Kirksey, Dr. Jessica Gottlieb, Dr. Jessica Gore, and Jaime Miller will present the findings for from the 2022- 2023 Comprehensive Coaching Analysis performed by Texas Tech University. The purpose of this analysis was to examine the effectiveness of each coaching model implemented within ECISD.

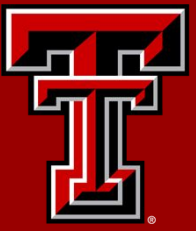


Comprehensive Coaching Model Analysis with Ector County ISD and Texas Tech University

ECISD Board Meeting

May 14, 2024

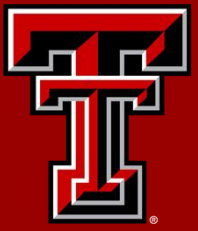
Dr. Jacob Kirksey (TTU: Assistant Professor, Associate Director of CIRCLE)
Dr. Jessica Gottlieb (TTU: Associate Professor, Associate Director of CIRCLE)
Dr. Jessica Gore (ECISD: Executive Director of Accountability)
Dr. Kristin Whittenburg (ECISD: Director of Research and Evaluation)
Ricardo Leal (ECISD: Director of District Data Analytics)
Jaime Miller (ECISD: Executive Director of Talent Development)
Angela Romano (ECISD: Director of Talent Development)



ECISD BOARD GOALS

- 1** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32%¹ to 60% by May 2024 across all tested content areas.
- 2** The percentage of 3rd grade students reading at or above grade level will increase from 35%¹ to 45% by May 2024.
- 3** The percentage of high school graduates considering College, Career or Military Readiness will increase from 56%¹ to 65% by May 2024.

1. 2018-2019 Texas Education Agency HTML TAPR

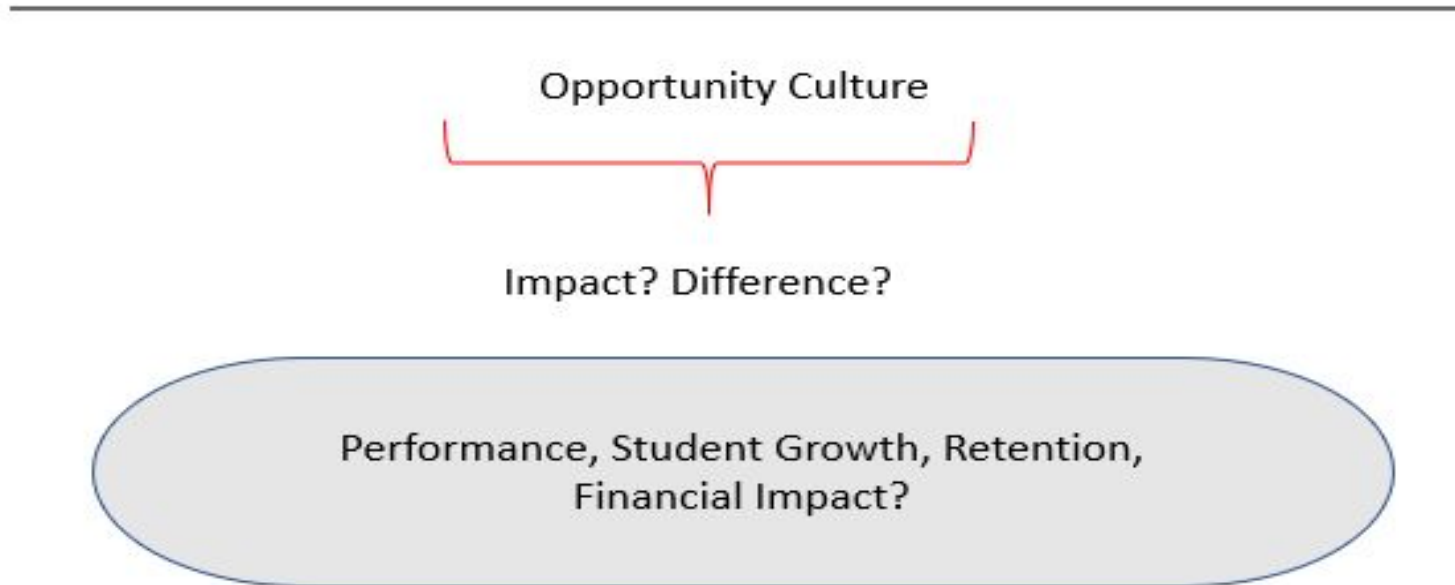


Project Inception

Principals
Assistant Principals

Dept. Chairs
PLC Leads

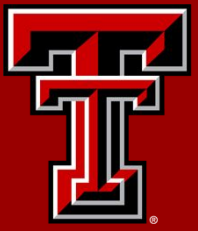
Team Leads





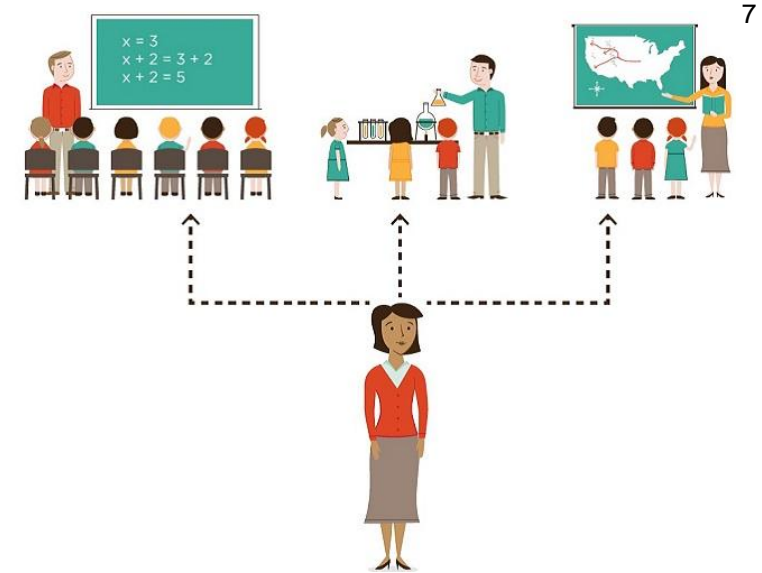
A-F Accountability

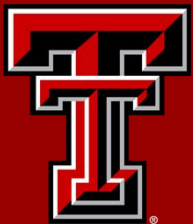
Year	District Rating
2021	<i>Not rated, COVID Impact</i>
2022	82 (B)
2023	<i>Final A-F ratings not released from Texas Education Agency, due to ongoing litigation</i> * utilization of final 2023 percentages for project



Overview of Opportunity Culture

1. Reach more students with excellent teachers and their teams
2. Pay teachers more for extending their reach
3. Fund pay within regular budgets
4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development
5. Match authority and accountability to each person's responsibilities





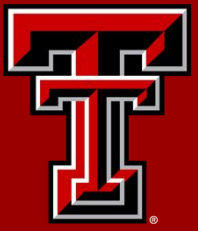
Opportunity Culture Campus Listing of Participants

2020-2021	2021-2022	2022-2023
<ul style="list-style-type: none"> ● Blackshear ES ● EK Downing ES ● Ross ES ● Sam Houston ES ● Crockett MS ● Nimitz MS ● Wilson & Young MS ● Odessa HS 	<p>2020-2021 campuses plus...</p> <ul style="list-style-type: none"> ● Burnet ES ● Dowling ES ● Fly ES ● Goliad ES ● Noel ES ● Pease ES ● Bonham MS ● Bowie MS ● Permian HS 	<p>2020-2021 and 2021-2022 campuses plus ...</p> <ul style="list-style-type: none"> ● Cavazos ES ● San Jacinto ES ● West ES



Overview of 3-Year Scope of Work with TTU

2020-2021: Trustee Report	2021-2022: Report to District	2022-2023: Today
<p>Analysis: Opportunity Culture</p> <ul style="list-style-type: none"> 2020-21 STAAR data 28 MCL interviews in January 2022 <p>Findings:</p> <ul style="list-style-type: none"> Opportunity Culture resulted in <u>improved student achievement</u> in math and reading MCLs reported <u>high satisfaction</u> with roles, but expressed <u>concerns about workload/sustainability</u> 	<p>Analysis: Opportunity Culture</p> <ul style="list-style-type: none"> 2021-22 STAAR data Ongoing data analysis collected via interviews <p>Findings:</p> <ul style="list-style-type: none"> Student achievement findings <u>inconclusive</u> due to data limitations For successful, sustainable implementation of OC, resources, including <u>protected time</u>, need to be brought into <u>balance with job demands</u> 	<p>Analysis: All Coaching Models</p> <ul style="list-style-type: none"> 2022-23 STAAR data Analysis of ECISD-collected interviews and documents <p>Findings:</p> <ul style="list-style-type: none"> Changes in student achievement Explored balance between MCL responsibilities and workload and commitment to OC



Acronyms

EB	Emergent Bilingual - Students who are continuing to develop their home language while also learning an additional language.
MCL	Multi- Classroom Leader - Teachers with a record of high-growth student learning who lead small, collaborative teams.
TRT	Team Reach Teacher - Work on an MCL team, directly teaching ,more students than usual but typically without raising instructional group sizes.
TR	Teacher Resident - Full time, full year, full pay education student who is learning from a skilled instructor. Also provides release time for the MCL to coach team members.
RA	Reach Associate - Advanced paraprofessionals who support the MCL teams and provide release time for the MCL to coach team members. They are given heavy guidance on lessons, students groups, and classroom management.
IC	Instructional Coach - Provide professional learning, coaching, as well as support curriculum and instruction initiatives.
IF	Instructional Facilitators - An IF is uncertified and manages procedures and supervises students during lesson delivery, small groups, transitions, lunch, recess, assemblies and other activities. All activities are directed by the supervising teacher.

Summary



- **Objective:** Examine effectiveness of each coaching model implemented in district
- **Method:** Analyzed secondary data from 2023 using value-added models in accordance with best practice
- **Main Finding:** Opportunity Culture and Teacher Incentive Allotment programs are linked to student growth and performance for students
- **Implications:** Evidence that Opportunity Culture is promoting student growth in the district, but more work is needed to understand ways to better support Multi-Classroom Leaders to avoid burnout

11



District-provided administrative data: 2022-23

- Information on student and teachers' demographic, achievement, and coaching roles
- Most rigorous analysis: Focused on students in grades 4-7 in math and 4-8 in reading to determine value-add of having a particular teacher
- Performed descriptive analyses of 3rd grade, 8th grade math, and end-of-course exams
- Models of interest: Opportunity Culture, Teacher Incentive Allotment, Instructional Coaches, Instructional Facilitators

12

Sample description



Table 1. Student demographics of the district

	<u>Overall</u>	<u>OC Teacher</u>	<u>TIA Teacher</u>
Male	49%	51%	50%
Black	4%	5%	5%
Hispanic	79%	78%	76%
Caucasian	15%	14%	3%
Gifted and talented	11%	7%	11%
Special education	11%	6%	9%
Emergent bilingual	24%	20%	24%
Economically disadvantaged	63%	70%	64%
Number of students (math sample)	10,148		

13



Value-Added Modeling (VAM)

- Examined the value-added by coaching roles by comparing students' academic growth over time, accounting for their baseline achievement levels.

Inclusion of School Fixed Effects

- Controlled for school-specific characteristics to isolate the impact of coaching roles from other school-level factors.

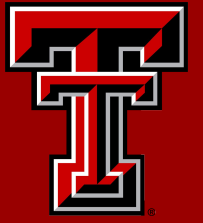
14

Peer Achievement Consideration

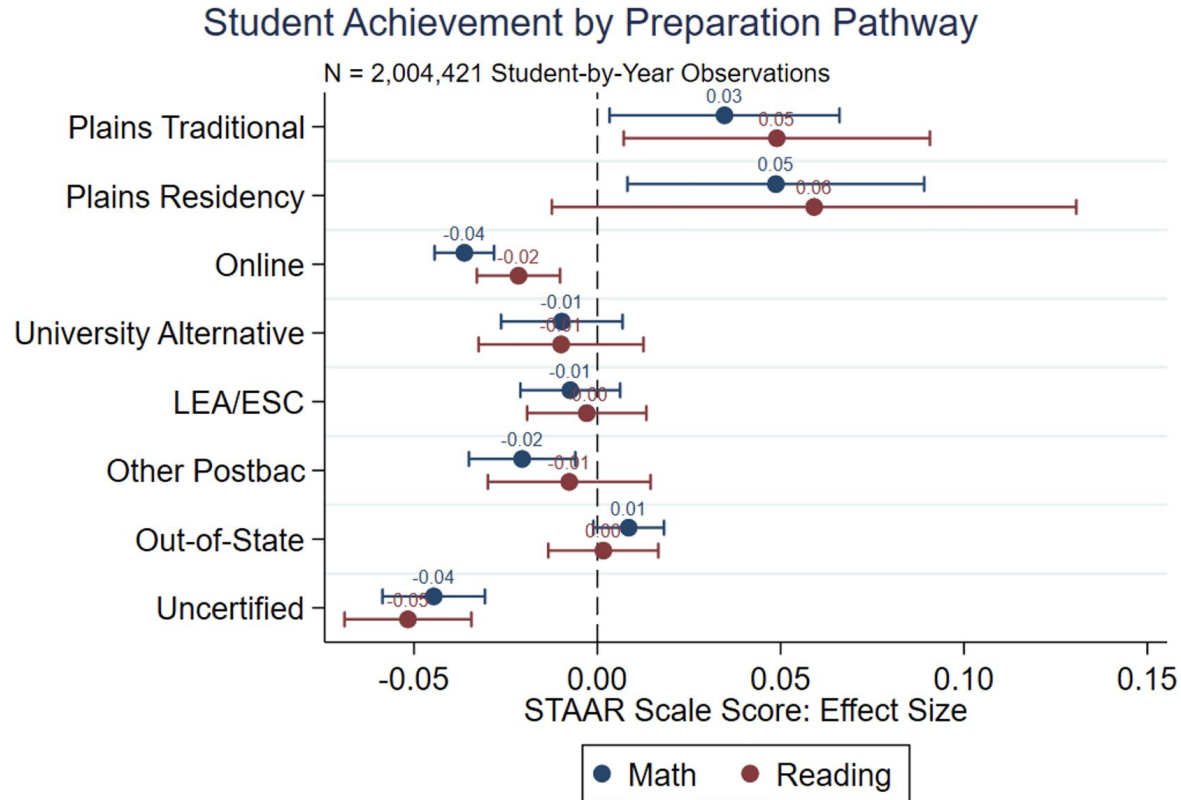
- Considered the influence of peer achievement on individual student growth to account for peer effects within the classroom environment.

Teacher and Student Covariates

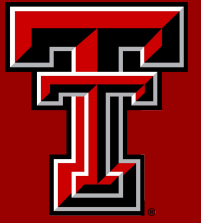
- Incorporated relevant teacher and student characteristics to better understand the nuanced effects of coaching roles on student outcomes.



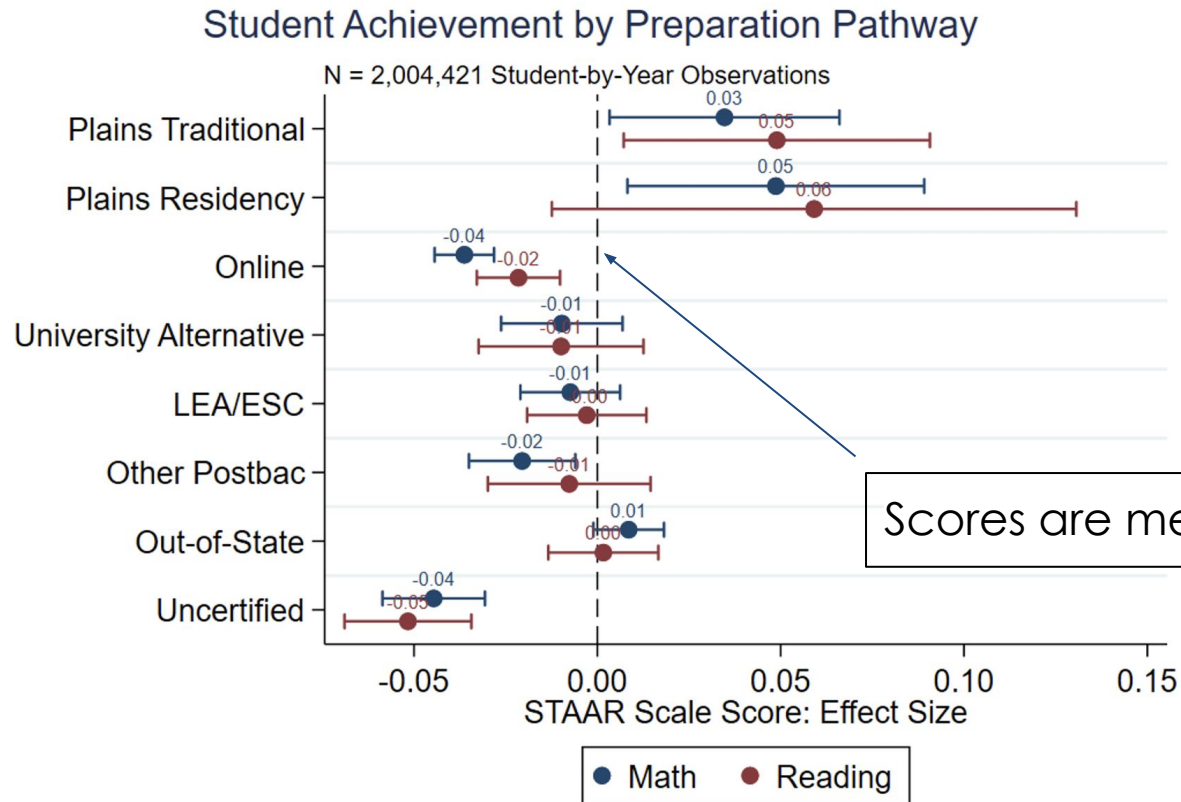
Interpreting Results



* Sample results visual to orient you to the data that will be presented

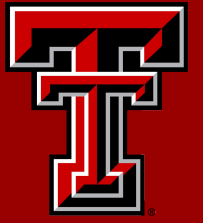


Interpreting Results

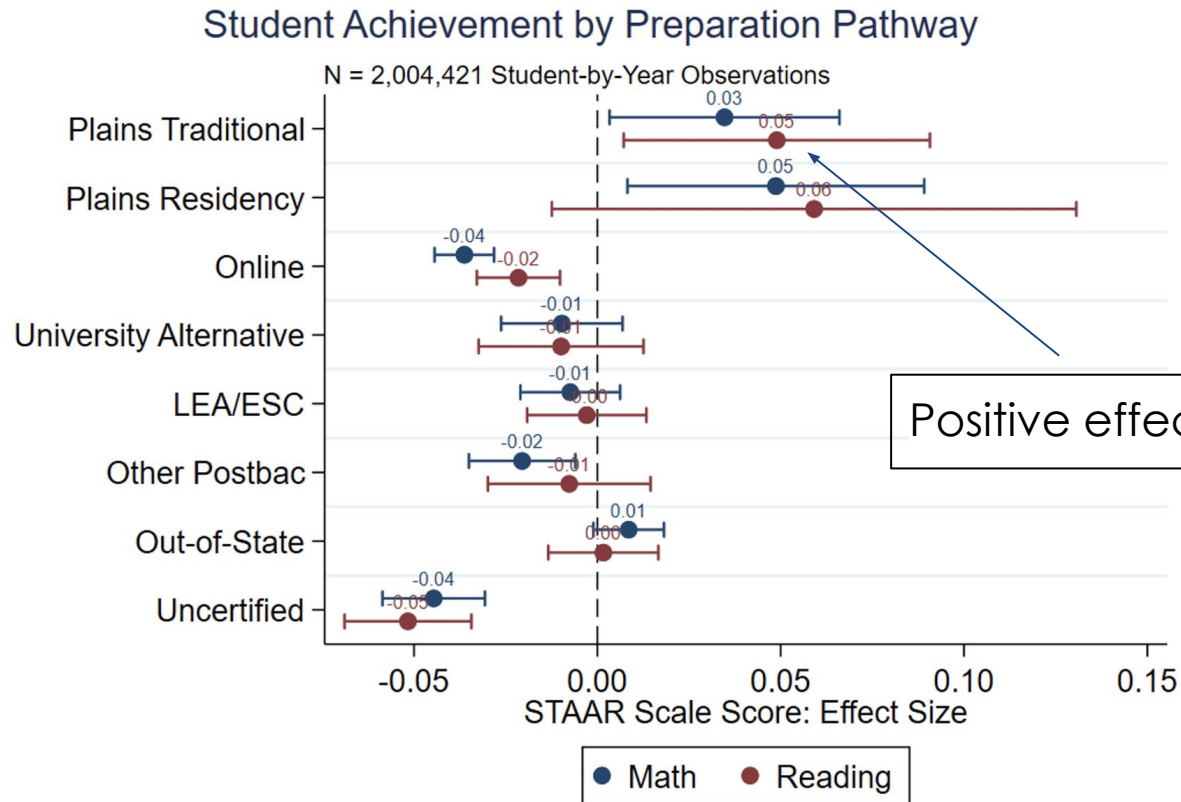


* Sample results visual to orient you to the data that will be presented

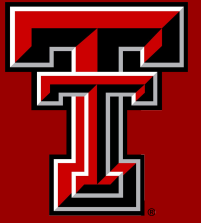
Scores are mean-centered at zero



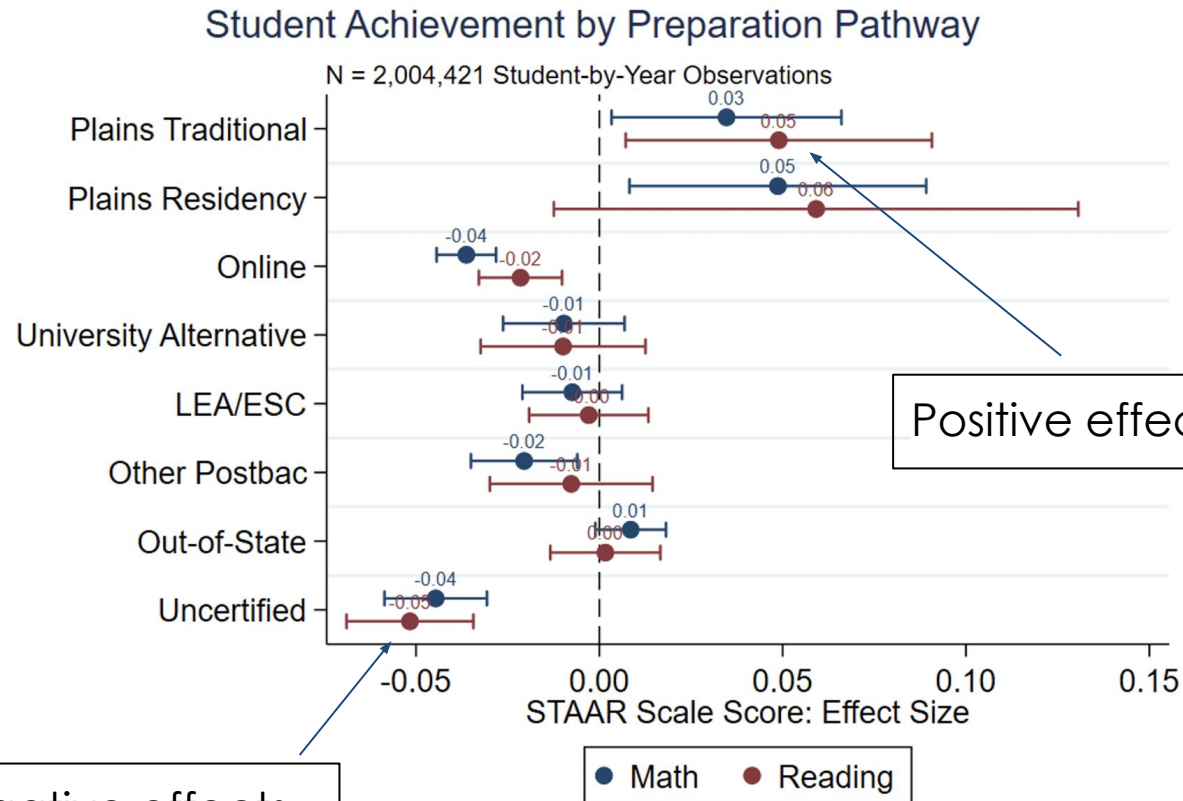
Interpreting Results



* Sample results visual to orient you to the data that will be presented



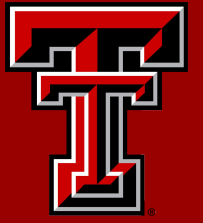
Interpreting Results



Negative effects

Positive effects

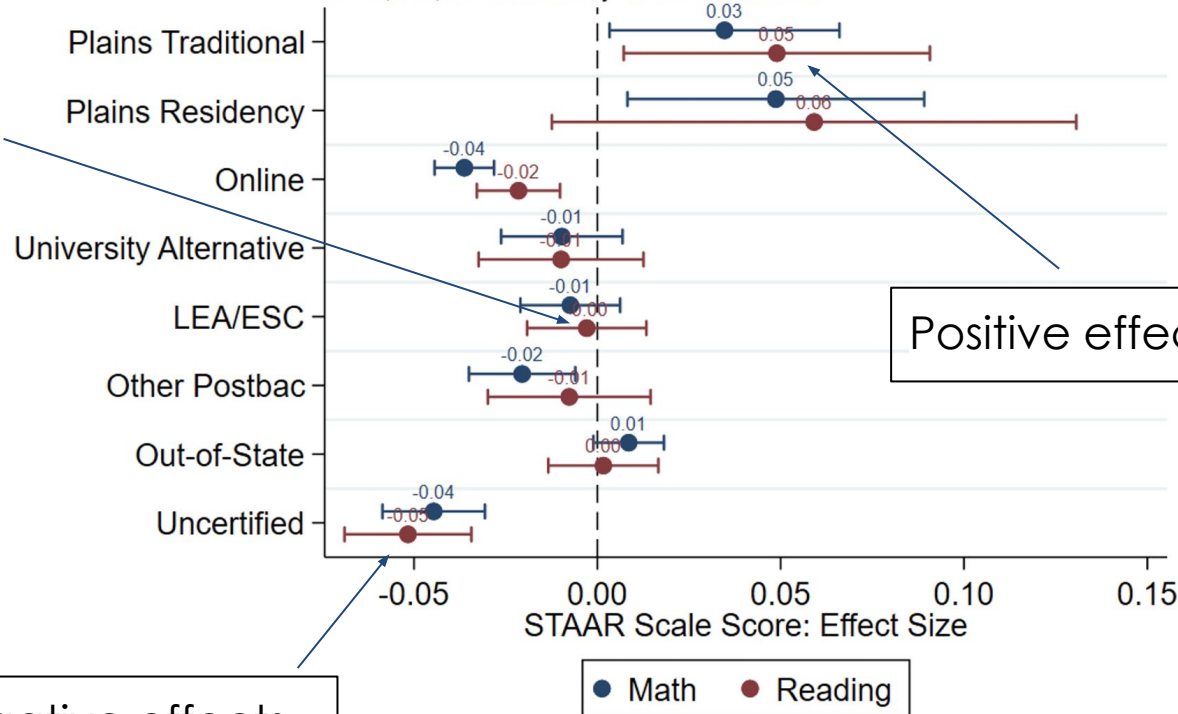
* Sample results visual to orient you to the data that will be presented



Interpreting Results

Student Achievement by Preparation Pathway

N = 2,004,421 Student-by-Year Observations



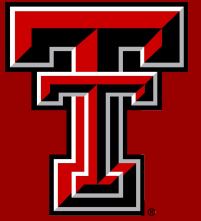
No effects

Positive effects

Negative effects

* Sample results visual to orient you to the data that will be presented

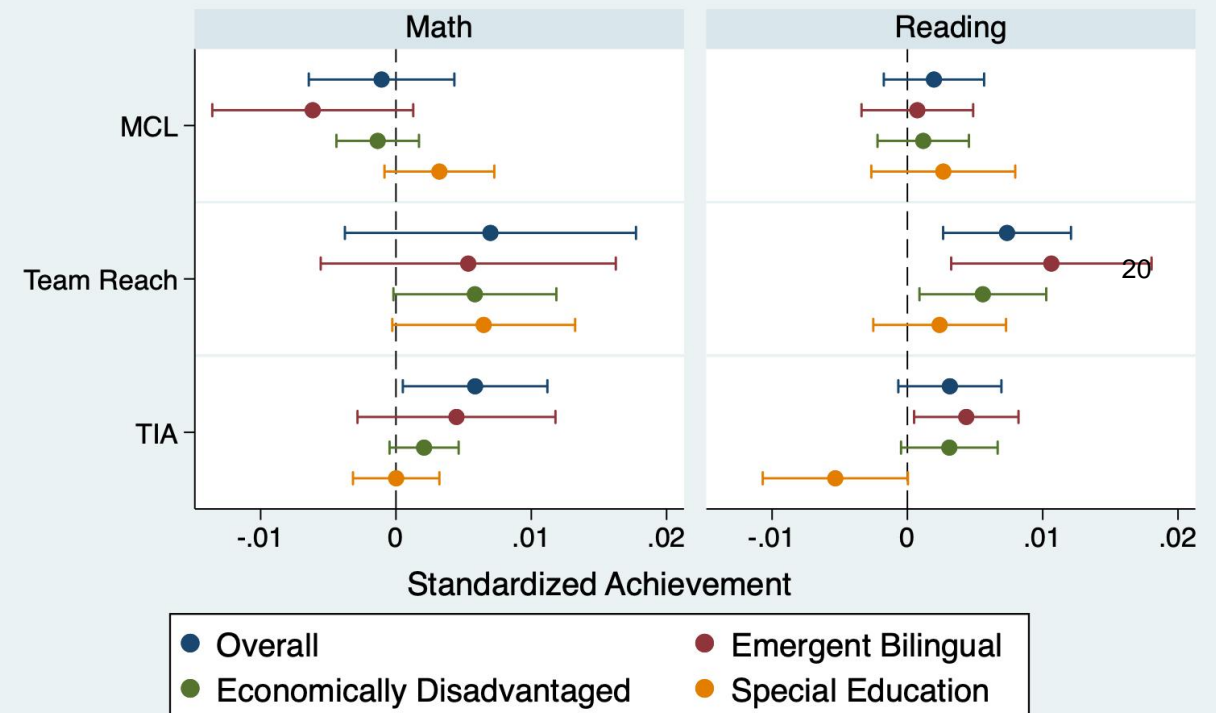
Results: Opportunity Culture



Summary

- Students with Team Reach teachers exhibit better achievement in both reading and math on average
- Effects in reading are most pronounced for English learners while effects in math are spread evenly across the district

Coaching Model Impacts on Student Achievement
2022-23 Academic Year



Note: Sample includes 10,148 and 7,857 students tested in reading and math, respectively.

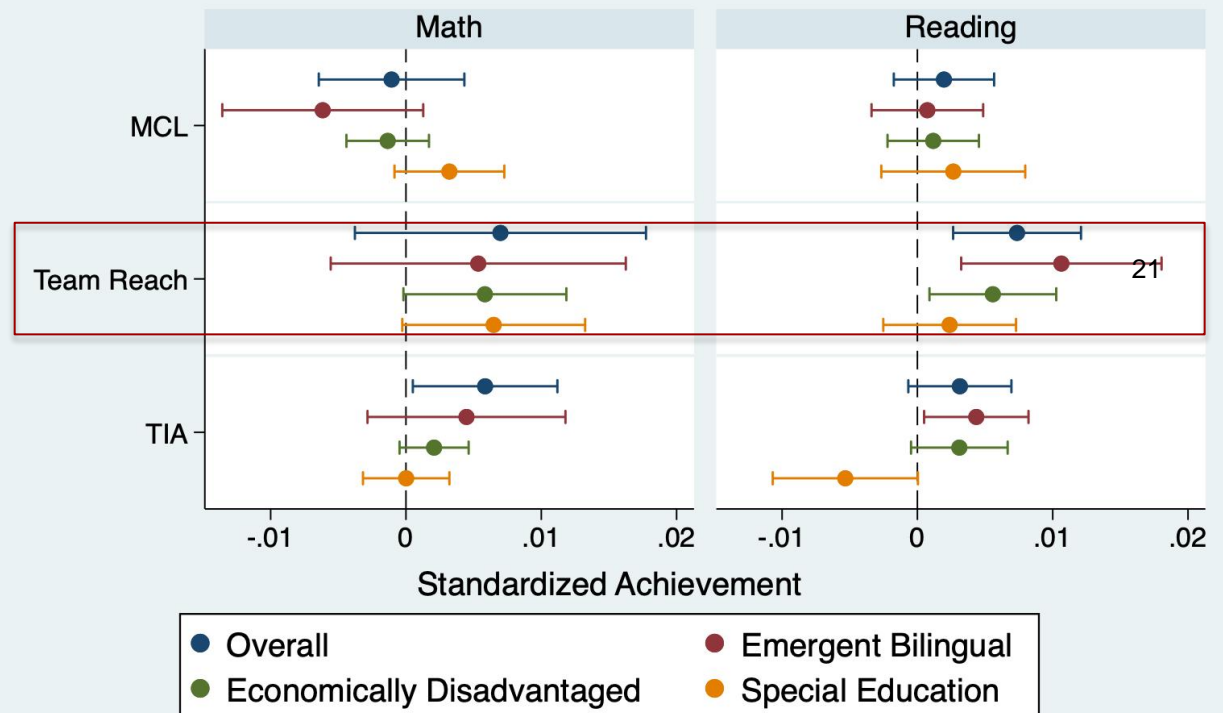
Results: Opportunity Culture



Summary

- Students with **Team Reach teachers exhibit better achievement in both reading and math** on average
- Effects in reading are most pronounced for English learners while effects in math are spread evenly across the district

Coaching Model Impacts on Student Achievement
2022-23 Academic Year



Note: Sample includes 10,148 and 7,857 students tested in reading and math, respectively.

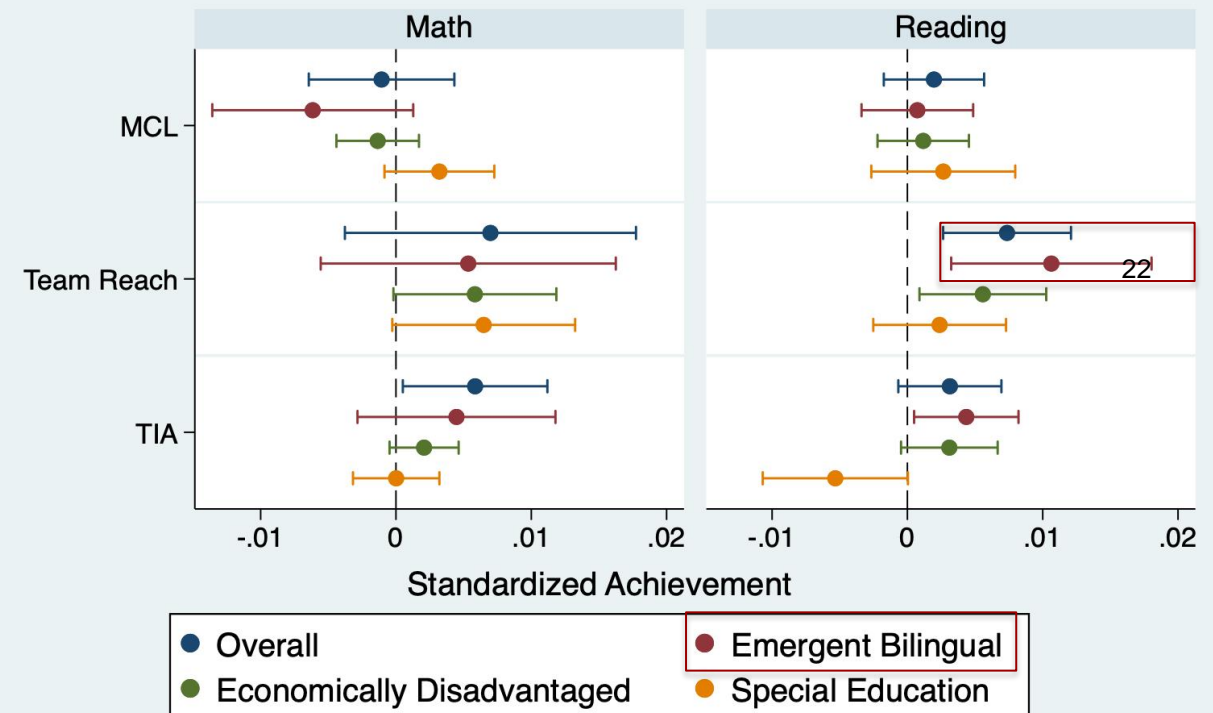
Results: Opportunity Culture



Summary

- Students with Team Reach teachers exhibit better achievement in both reading and math on average
- **Effects in reading** are most pronounced for **Emergent Bilingual students** while effects in math are spread evenly across the district

Coaching Model Impacts on Student Achievement
2022-23 Academic Year



Note: Sample includes 10,148 and 7,857 students tested in reading and math, respectively.

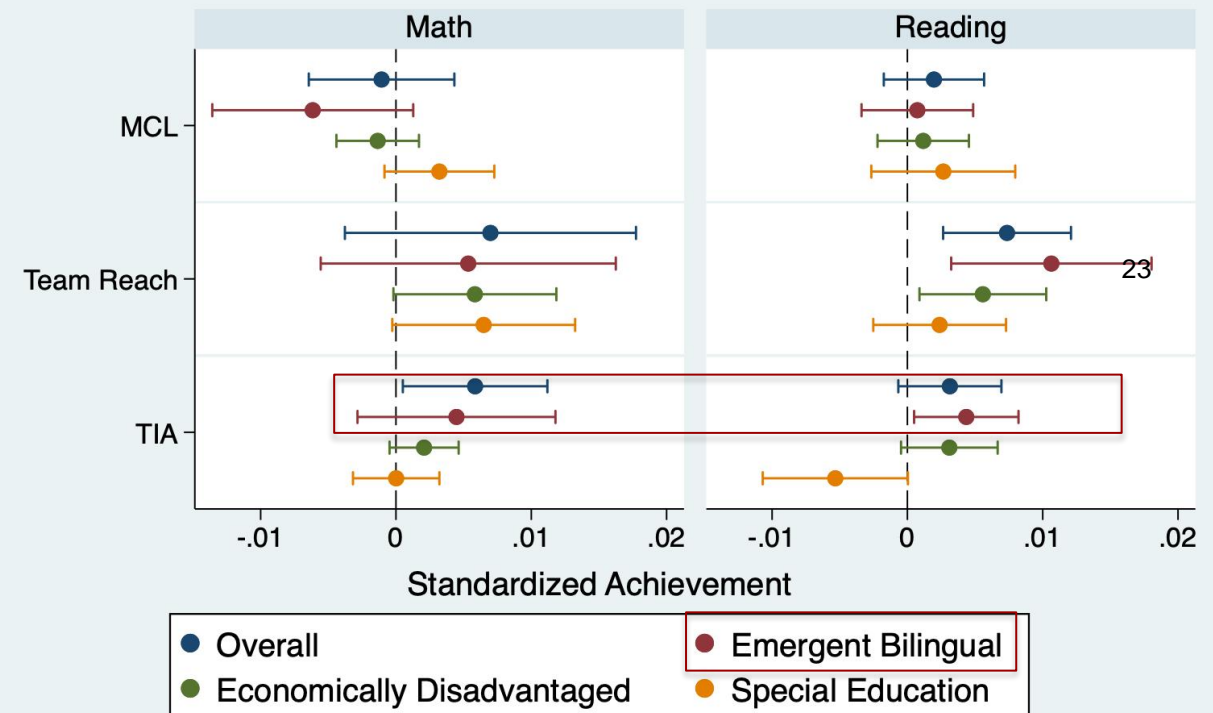
Results: TIA



Summary

- **Overall students** with a TIA teacher exhibit better **math** achievement
- **Emergent Bilingual students** with a TIA teacher exhibit better **reading** achievement

Coaching Model Impacts on Student Achievement
2022-23 Academic Year



Note: Sample includes 10,148 and 7,857 students tested in reading and math, respectively.

Additional Results



Other Coaching Roles

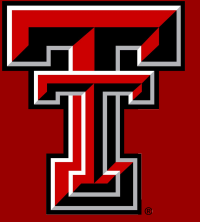
- Students with **instructional facilitators** exhibited **lower achievement and growth** compared to students with other teachers
- **No differences** in achievement for students whose teachers taught at a school with an **instructional coach**

Differences within OC Roles

- Students with MCLs with less years of experience exhibit much higher achievement
- No differences between students taught by MCLs with higher vs. lower coach loads

24

Findings in Context



Comparison to Previous Research

- Effect of having a Team Reach or TIA teacher is comparable to effect sizes attributed to high-quality teacher preparation programs (Gottlieb & Kirksey, 2022; Kirksey & Gottlieb, 2024)

25

Findings in Context



Comparison to Previous Research

- Effect of having a Team Reach or TIA teacher is comparable to effect sizes attributed to high-quality teacher preparation programs (Gottlieb & Kirksey, 2022; Kirksey & Gottlieb, 2024)

Comparison to "Average Effectiveness"

- Effect of having a Team Reach or TIA teacher translates to approximately a 10% improvement in student achievement and growth to what we would have expected if the student was assigned to the typical teacher in the district

26

Findings in Context



Comparison to Previous Research

- Effect of having a Team Reach or TIA teacher is comparable to effect sizes attributed to high-quality teacher preparation programs (Gottlieb & Kirksey, 2022; Kirksey & Gottlieb, 2024)

Comparison to "Average Effectiveness"

- Effect of having a Team Reach or TIA teacher translates to approximately a 10% improvement in student achievement and growth to what we would have expected if the student was assigned to the typical teacher in the district

27

Comparison to Achievement Gaps in District

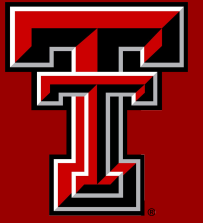
- The magnitude of our estimates suggest that the positive effect of having a Team Reach or TIA teacher is more than double the size in the achievement gap between Emergent Bilingual Students and non-Emergent Bilingual Students in the district

School Implementation Review (SIR) Process



- **Process Overview:**
 - The Selection and Interviewing for Roles (SIR) School Implementation Review is a pivotal part of our Talent Development strategy.
 - Talent Development selects specific Opportunity Culture campuses and roles for interviews annually.
- **Roles Involved:** Principals, Assistant Principals, Multi-Classroom Leaders (MCLs), Team Teacher Reach Teachers, Reach Associates, and Teacher Residents
- **Interview Approach:**
 - Interviews are conducted using a structured approach with prescribed questions.
 - Interviews typically take place via TEAMS to ensure consistency and fairness.
- **Data Analysis:**
 - Public Impact compiles and analyzes interview data.
 - Insights from this analysis inform staffing decisions, professional learning, and ongoing support for Opportunity Culture initiatives.
- **Purpose:**
 - The SIR process demonstrates our commitment to talent cultivation and fidelity in the Opportunity Culture initiatives.
 - It supports strategic resource allocation within our school community.

28



Qualitative Data Analysis

- Used existing SIR memos conducted by the ECISD team in Fall 2022 (campus n = 19)
- Analyzed using a framework of strengths and challenges at the campus level

Strengths	Challenges
<ul style="list-style-type: none">• Admin Support• Autonomy/Authority• Coaching• Data Use• OC Commitment• PLC• Positive Culture• Protected Time• Sense of Responsibility	<ul style="list-style-type: none">• Accountability• Communication• Inconsistency• Lack of Authority• Lack of Protected Time• Need for PD• Not Included in Leadership• Turnover• Workload

29

Qualitative Data Analysis



Strengths

School Level	Top Strengths
Elementary	<ul style="list-style-type: none">• OC Commitment (9/13)• Autonomy/Authority (8/13)• Data Use (8/13)• Sense of Responsibility (8/13)
Middle	<ul style="list-style-type: none">• Data Use (4/4)• OC Commitment (3/4)• Admin Support (2/4)• Sense of Responsibility (3/4)
High	<ul style="list-style-type: none">• Autonomy/Authority (2/2)• All others (1/2)

30

Qualitative Data Analysis



Challenges

School Level	Top Challenges
Elementary	<ul style="list-style-type: none">• Workload (9/13)• Lack of Protected Time (9/13)• Communication (9/13)
Middle	<ul style="list-style-type: none">• Not Included in Leadership (3/4)• Lack of Authority (3/4)• Workload, Communication, Lack of Protected Time (2/4)
High	<ul style="list-style-type: none">• Communication (2/2)• Lack of Protected Time (2/2)

31

Discussion



- Overall, MCLs feel empowered and responsible for their campuses at the elementary and high school levels
- Middle school MCLs did not feel they were included in leadership or had authority to perform MCL job functions
- Workload and protecting MCL time is a consistent issue at most campuses
 - This is an issue of both overall time (elementary and middle schools) and alignment of protected time with teacher needs (high schools)

32

Implications



- Continue to strengthen campus leaders' knowledge of and investment in Opportunity Culture
 - MCL inclusion in campus leadership
 - Scheduling for protected time
- Consider if the MCL role is doable as currently implemented
 - What is a realistic, sustainable workload?

33



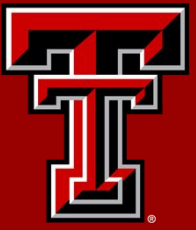
OC Tactics Implemented (2023- 2024)

- Gap analysis using MCL Coaching Rubric
- Data Driven Coaching Development Plans
- Integrated Coaching and Principal Trainings
- Collaborative Coaching Communities



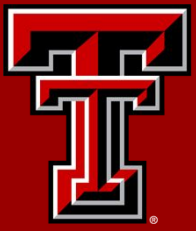
2023- 2024 Highlights

- Those in OC roles were significantly more likely to report wanting to stay at their current school. 64% of all staff indicate they plan to stay at their current school, and 78% of OC roles plan to stay at their current school.
- 92% of Team Teachers report appreciating support they receive from their MCL.
- 91% of MCLs indicate they have protected time to coach/support teachers on their team. This is up 15% from 22-23 ECISD survey results.



OC Tactics Planned (2024- 2025)

- Tailored Coaching Sessions
- Focused Coaching Boot Camp
- Insightful Coaching Feedback from Talent Development
- Peer Learning Via Coaching Observations



Conclusion

Teachers in Opportunity Culture are significantly enhancing student growth, more than doubling progress compared to average district levels, effectively bridging key educational gaps.

37



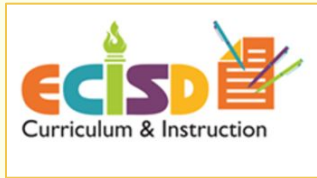
CURRICULUM & INSTRUCTION REPORT- HUMANITIES

Ellen Smith, RLA Elementary Coordinator, Valerie Stiles, RLA Secondary Coordinator, Stephanie Garcia, LOTE Coordinator and Dr. Andrea Moreno-Hewitt, Executive Director C&I will present a Humanities program overview of our K-12 Literacy Initiatives.


Ellen will provide an updated of Foundational Phonics Skills instruction as it relates to student outcomes in Spelling as well as overall Reading skills in early elementary grades. In addition, Valerie will provide an update on focused and intentional planning among secondary RLA teachers and how the RACER strategy has made a positive impact on students' proficiency in extended constructed response in writing. And in conclusion, Stephanie will provide data and information about high school students' earning the performance acknowledgement in Bilingualism and Biliteracy.

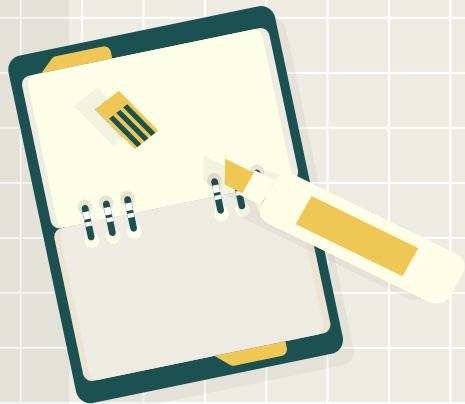


Humanities Update 2024



May 14, 2024





Hello!

2

Dr. Andrea Moreno-Hewitt
Executive Director of
Curriculum & Instruction

Ellen Smith
Elementary
Reading Language Arts Coordinator

Valerie Stiles
Secondary
Reading Language Arts Coordinator

Dr. Lilia Nanez
Associate Superintendent of
Curriculum & Instruction

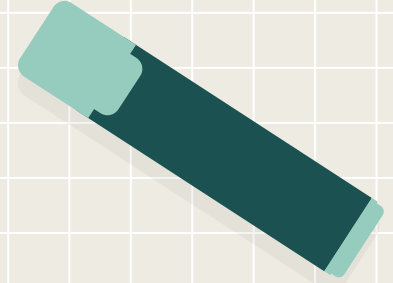
Lisa Wills
Executive Director of
Curriculum & Instruction

Becky Ramirez
PK-12 Social Studies Coordinator

Stephanie Garcia
Languages Other Than English
Coordinator



Humanities



Elementary Reading
Language Arts

Secondary Reading
Language Arts

PK-12 Social Studies

Language Other Than
English

3



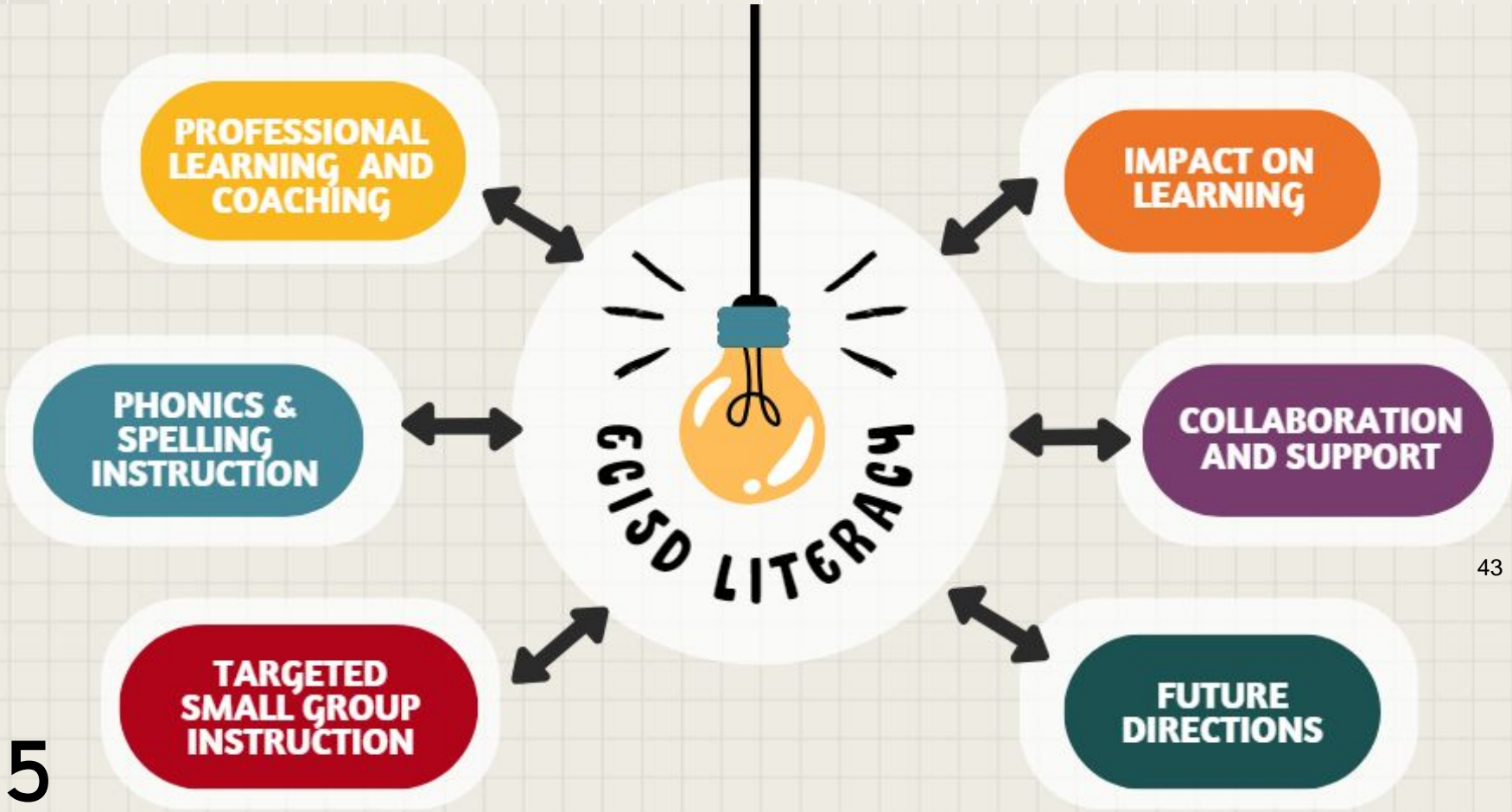


01



Elementary Reading Language Arts

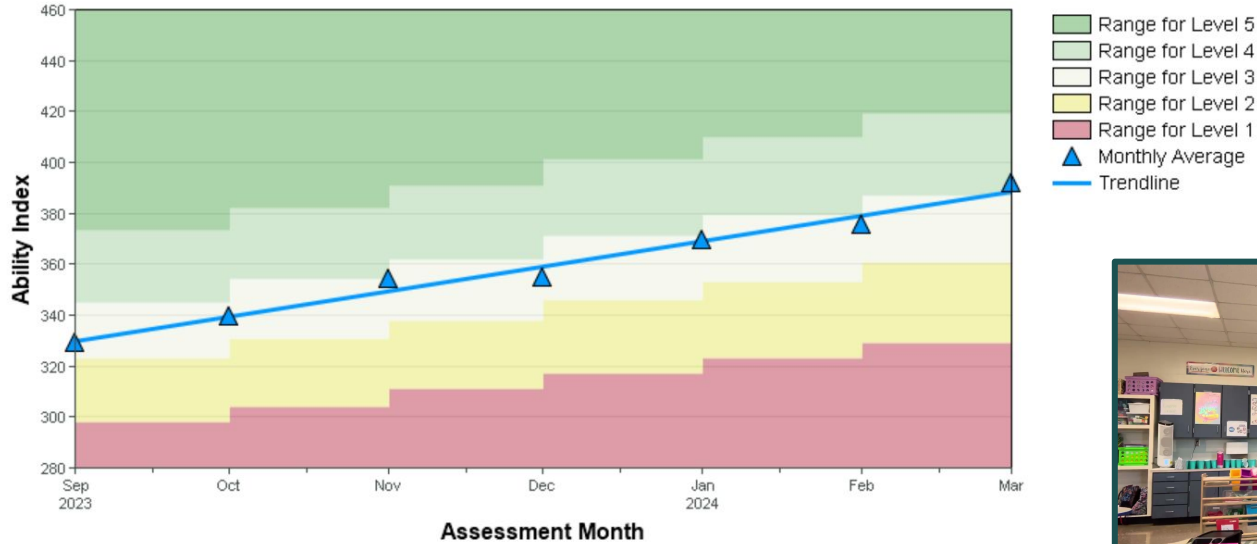




ISIP™ Early Reading results for LANGUAGE G 1 01 - PERRIN

at Pease Elementary School - School Year 2023/2024

1st Grade - Overall Reading



Jaclyn Perrin
1st Grade
Pease Elementary

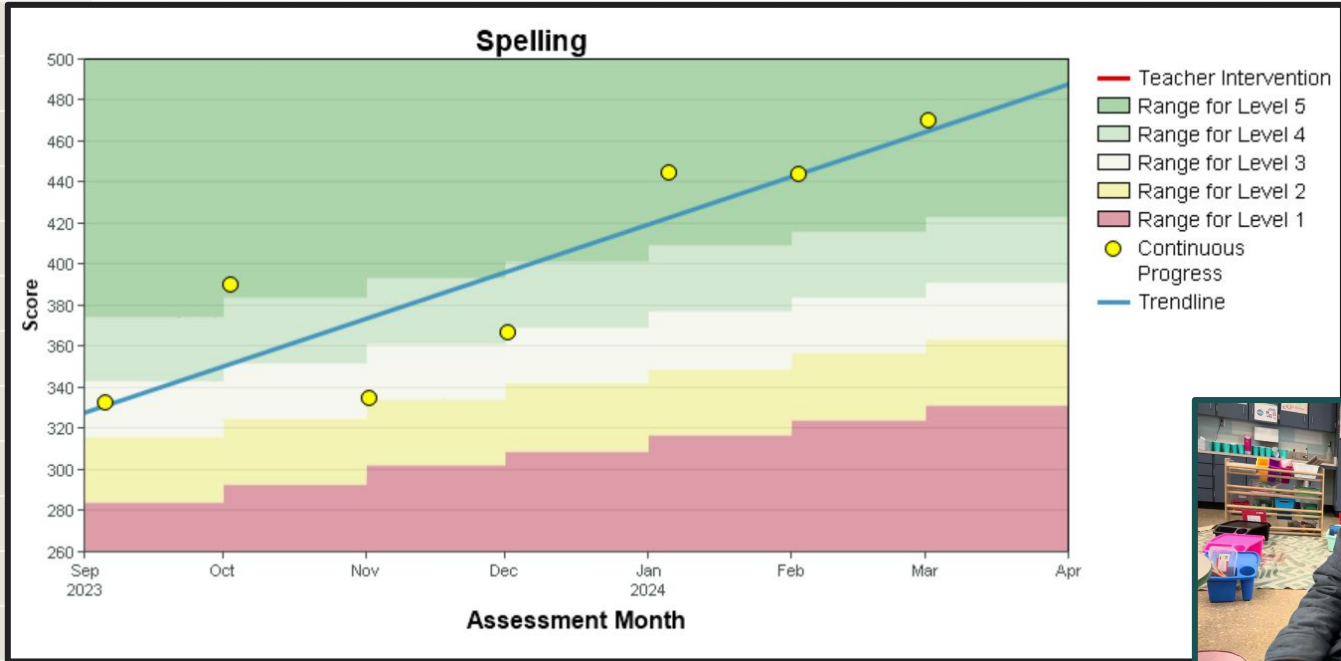


44

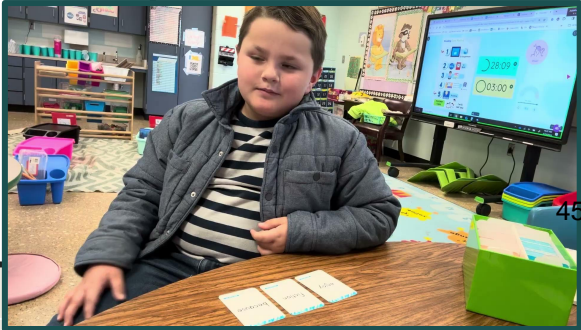
6

TARGETED
SMALL GROUP
INSTRUCTION

PHONICS &
SPELLING
INSTRUCTION



Joshua
1st Grade
Pease Elementary



**TARGETED
 SMALL GROUP
 INSTRUCTION**

**PHONICS &
 SPELLING
 INSTRUCTION**

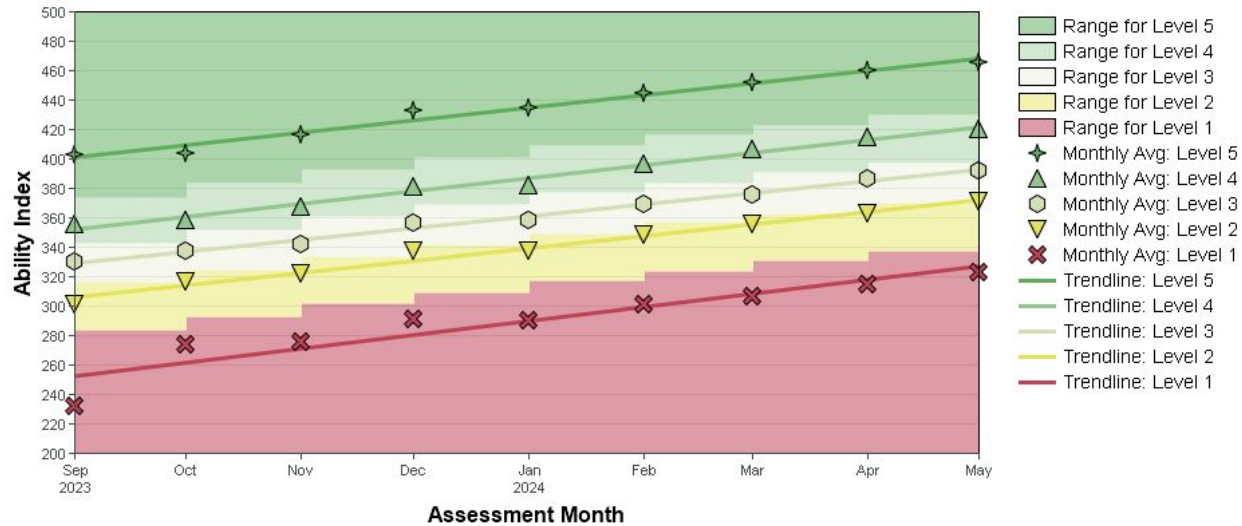
1st Grade

Skill Growth by Level

ISIP™ Early Reading results for Ector County ISD

School Year 2023/2024 for Gen Ed (Student Group)

1st Grade - Spelling



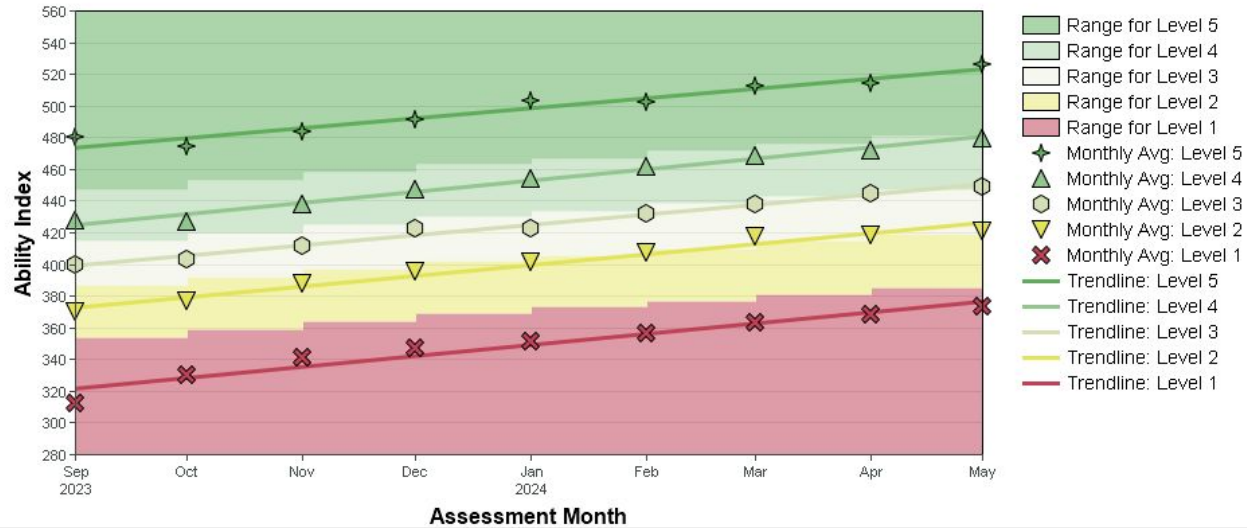
2nd Grade

Skill Growth by Level

ISIP™ Early Reading results for Ector County ISD

School Year 2023/2024 for Gen Ed (Student Group)

2nd Grade - Spelling

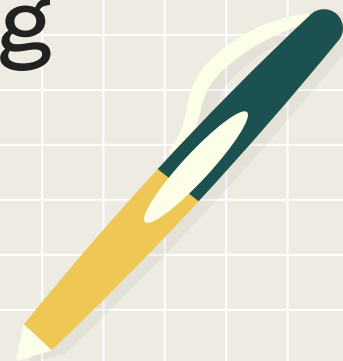




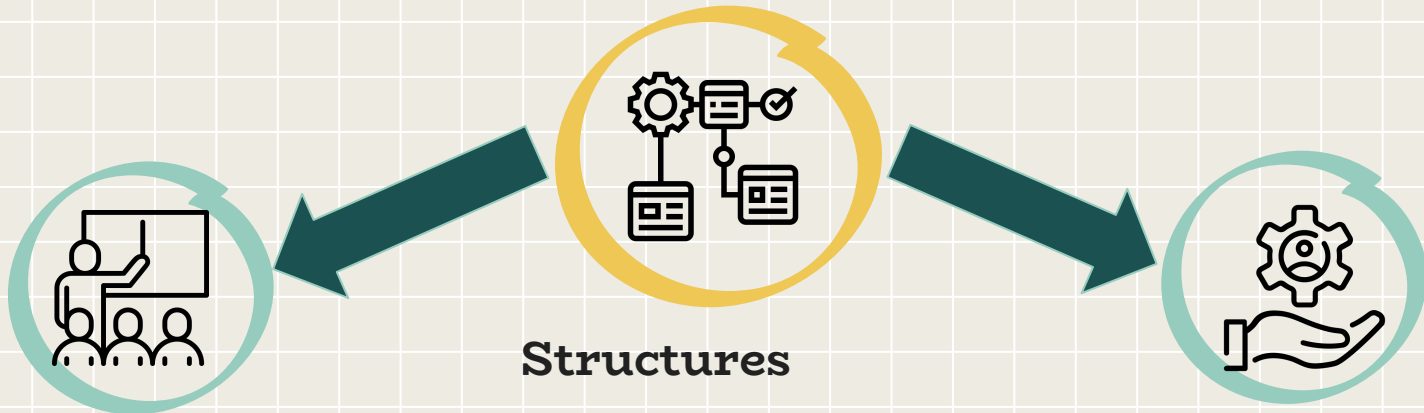
02



Secondary Reading Language Arts



Planning with Intention



Whole Group Instruction

- On grade level TEKS based core instruction
- Rigorous
- Engaging
- Collaborative

Structures

- PLCs
 - Backwards Planning
 - Data Driven Instruction
 - Mini PD
 - Standards Aligned Lesson Planning
- Research Based instructional Strategies (RBIS)

Small Group Instruction

- Differentiated ⁴⁹ leveled instruction
- Skill based instruction
- Data talks with students



Data Driven Instruction Step 1 mock practice during Jan. 3rd district professional learning



Data talks with students during Jan. 3rd district professional learning

Read the article “ One Book, One Camel. “ Based on the information in the article, write a response to the following: Explain how the Camel Mobile Library has affected people of Garissa.

In Garissa camels deliver books to children by wearing boxes secured tightly on their sides. The Camel Mobile Library has affected the people of Garissa by teaching people how to read and getting them excited about literacy.

In paragraph three it states that, “Permanent libraries aren’t always nearby, so books come to the people instead.” This means that to receive books someone has to travel through the hot and dry desert.

In paragraphs six and seven it explains that many vehicles have trouble getting to Garissa, so because camels are able to withstand the harsh environment and locals are used to seeing camels with goods they decided to use camels as transportation of books

In conclusion the affects of the Camel Mobile Library were able to help so many people learn to read. In fact, about 80% of adults in Garissa can read and thanks to the genius invention of the Camel Mobile Library people will continue to learn and hopefully almost everyone in Garissa will be able to read and write!

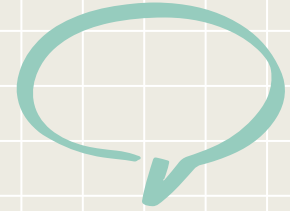
51

13

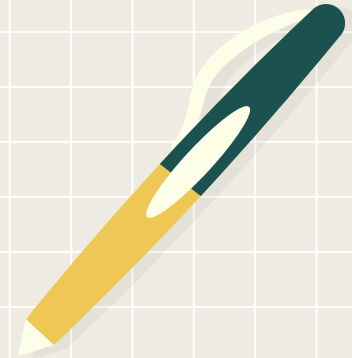
Written by a 6th grade ECISD student that scored a 9 out of 10 possible points using ECISD RACER strategy



04



Languages Other Than English



20

Performance Acknowledgment In Bilingualism and Biliteracy [PABB]



WHAT IS IT?

Recognition for
Proficiency in English &
Another Language



Performance Acknowledgment In Bilingualism and Biliteracy [PABB]



Future
Focused



Global Citizen



Life Ready



Community
Influencer

WHAT ARE THE BENEFITS?

- Academic and career opportunities
- Global citizenship
- Identity, language, and heritage
- Job opportunities
- Pay advantages



54

Performance Acknowledgment In Bilingualism and Biliteracy [PABB]



HOW ARE STUDENTS RECOGNIZED?

- Graduation cord
- Diploma of excellence
- Public recognition
- Notation on their transcript



HOW DO STUDENTS QUALIFY?

- English and LOTE grades 80+
- AP or IB exam
- *Emergent Bilinguals must also have participated and successfully exited the bilingual or ESL program.



55



Performance Acknowledgment In Bilingualism and Biliteracy [PABB]



Growing numbers



62

students in 2023



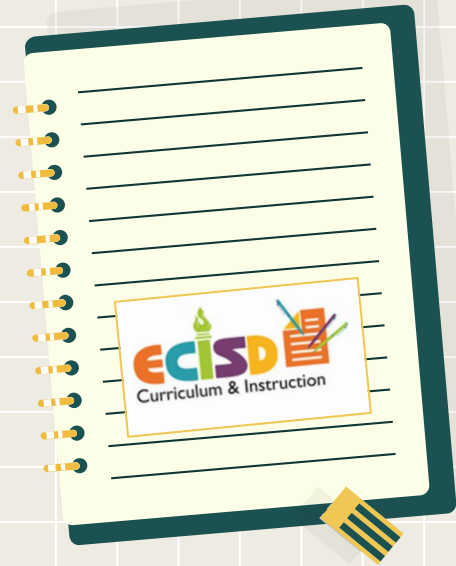
120

students in 2024



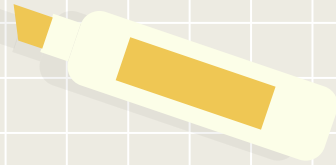
+35 on track

Thank You for Your Time



25

57





TECHNOLOGY UPDATE PRESENTATION

Presentation of Technology Division priorities.



Ector County ISD Technology

School Board Update
Spring 2024



ECISD Technology



Mitch Davis
Director
Technology Support



Lauren Tavarez
Director
Digital Learning



Jessica Dominguez
Coordinator
Digital Learning



Mandy Hinojos
Coordinator
Blended Learning



impact

verb

/im'pak(t)/

have a strong effect on someone or something.

Technology Support

62



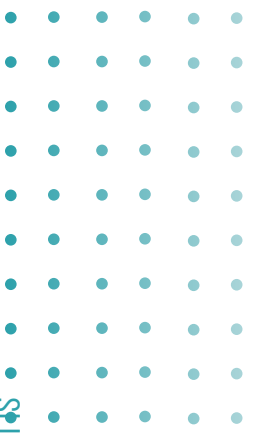
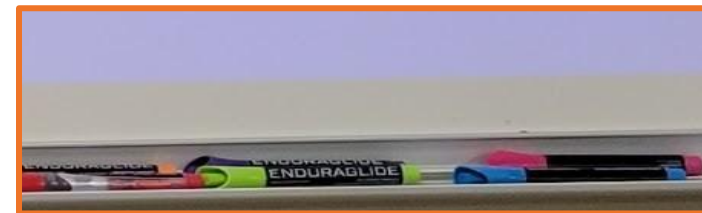
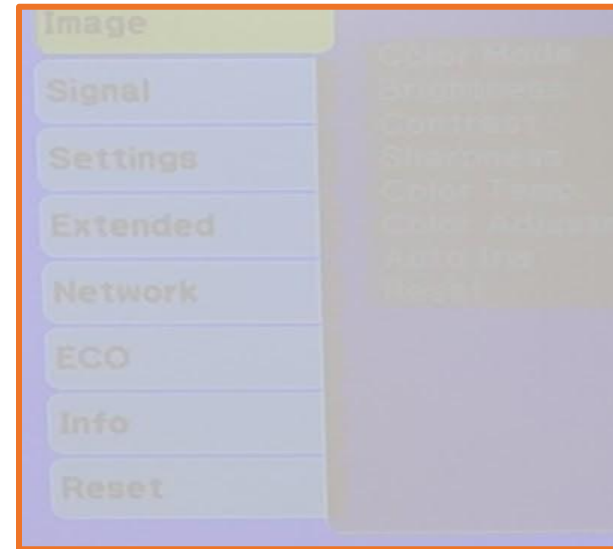
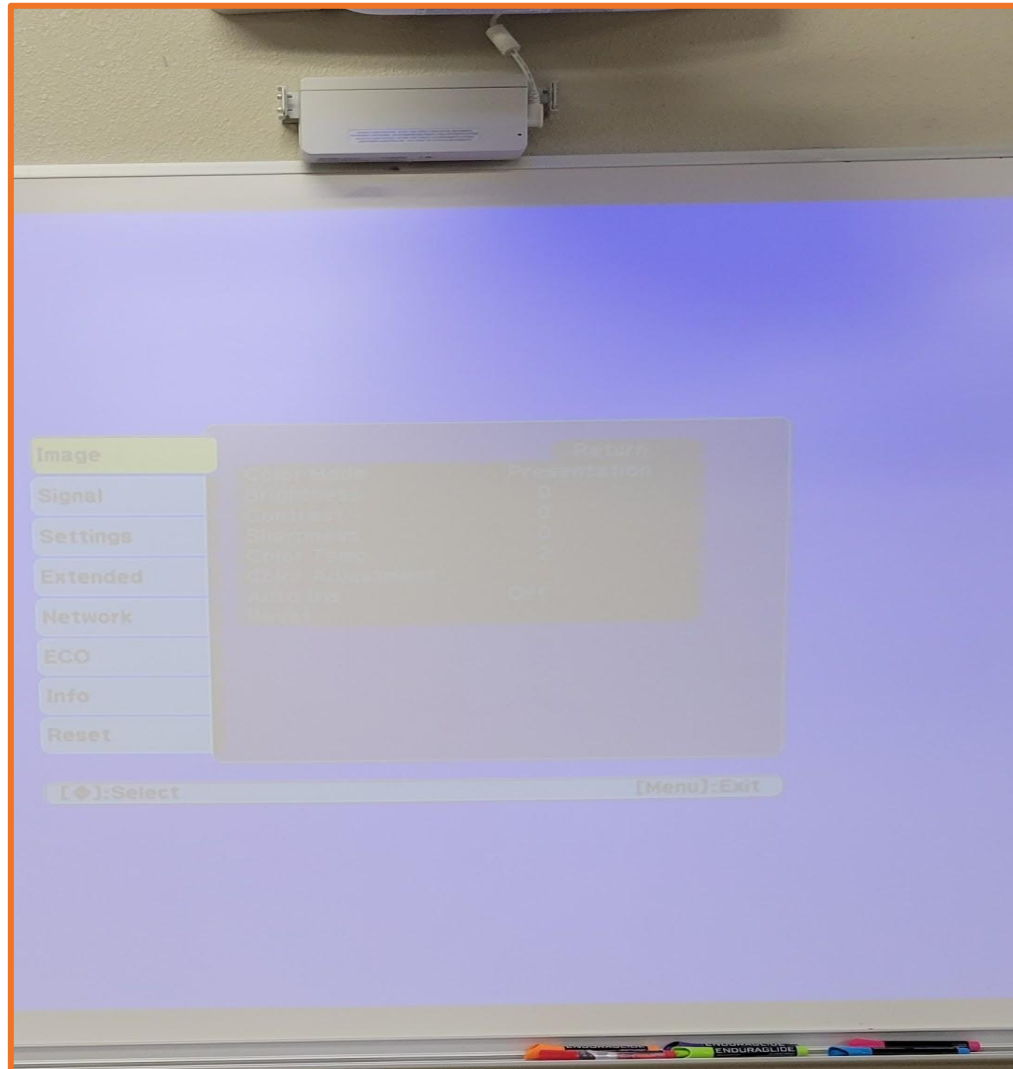
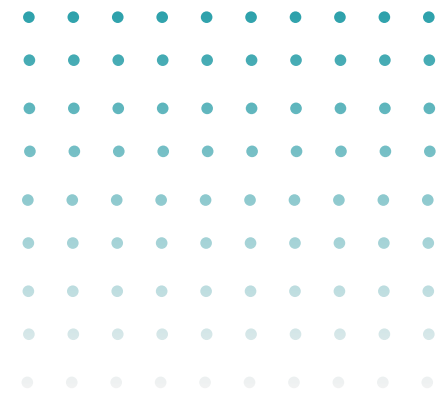


ECISD

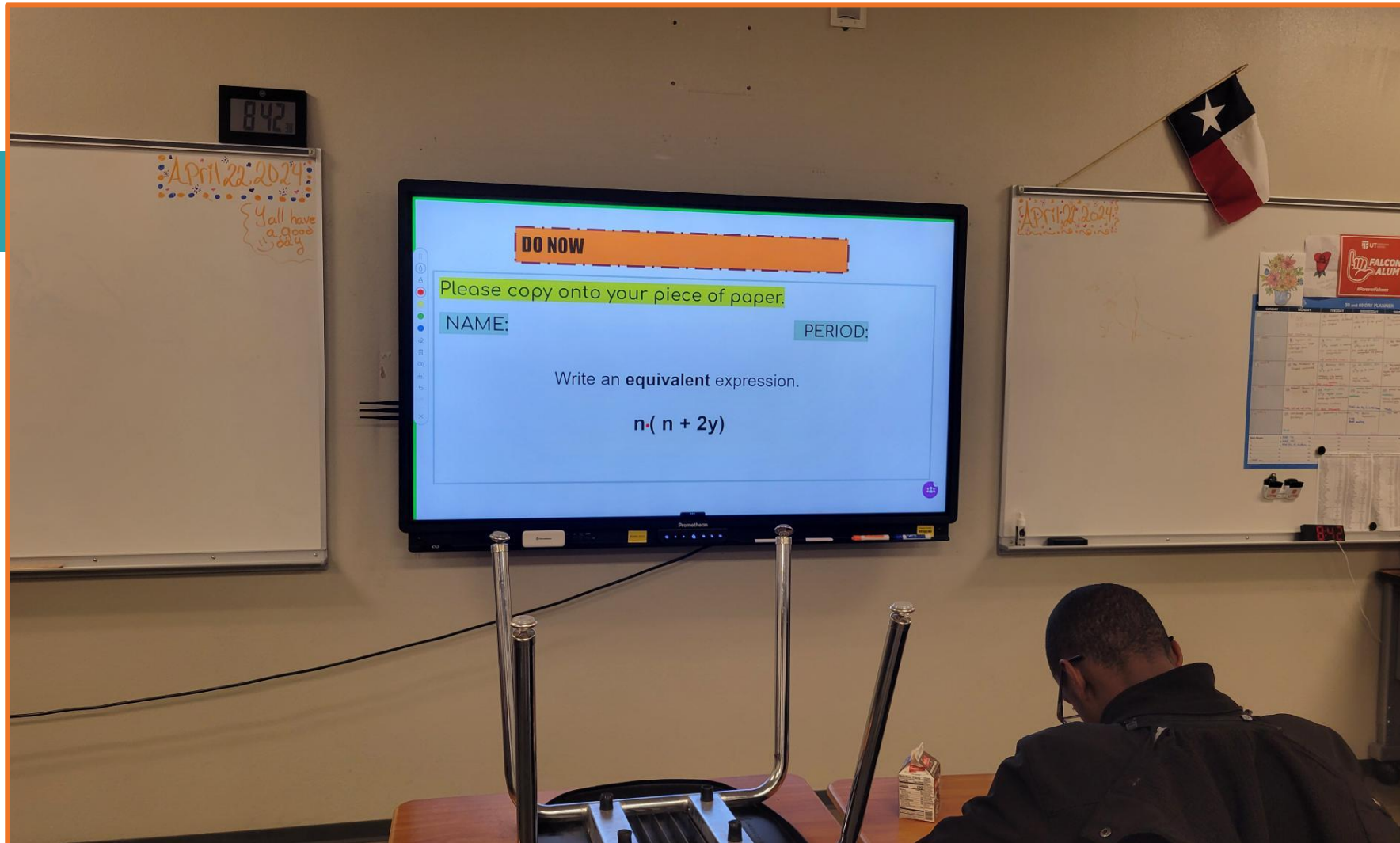
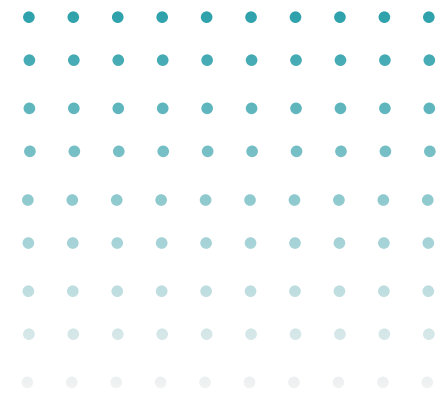
TECHNOLOGY SUPPORT

WE'RE ON OUR WAY

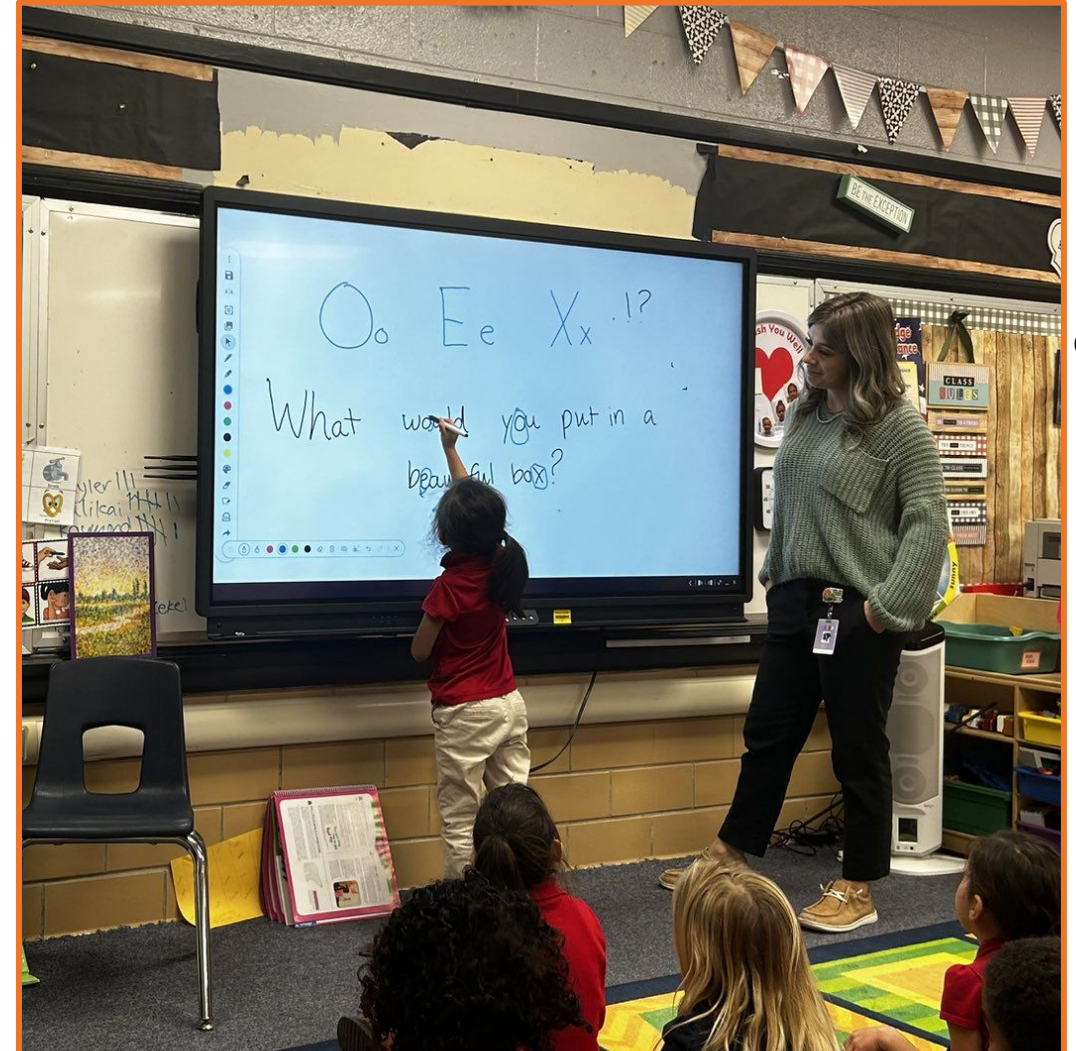
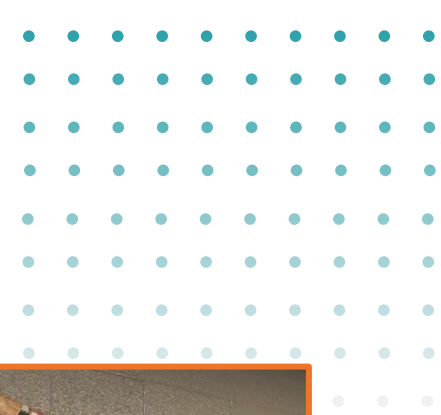
Classroom Interactive Flat Panels Bond 2023



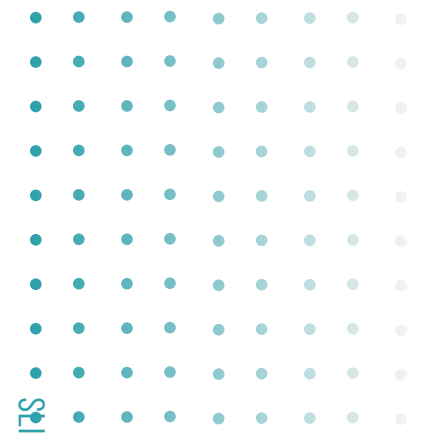
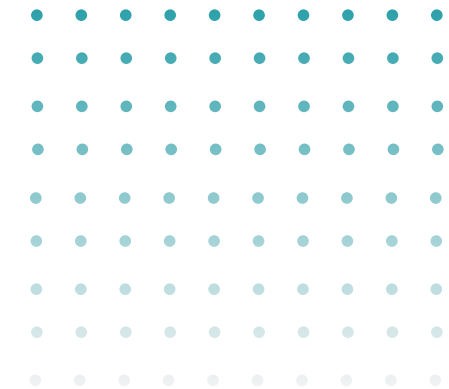
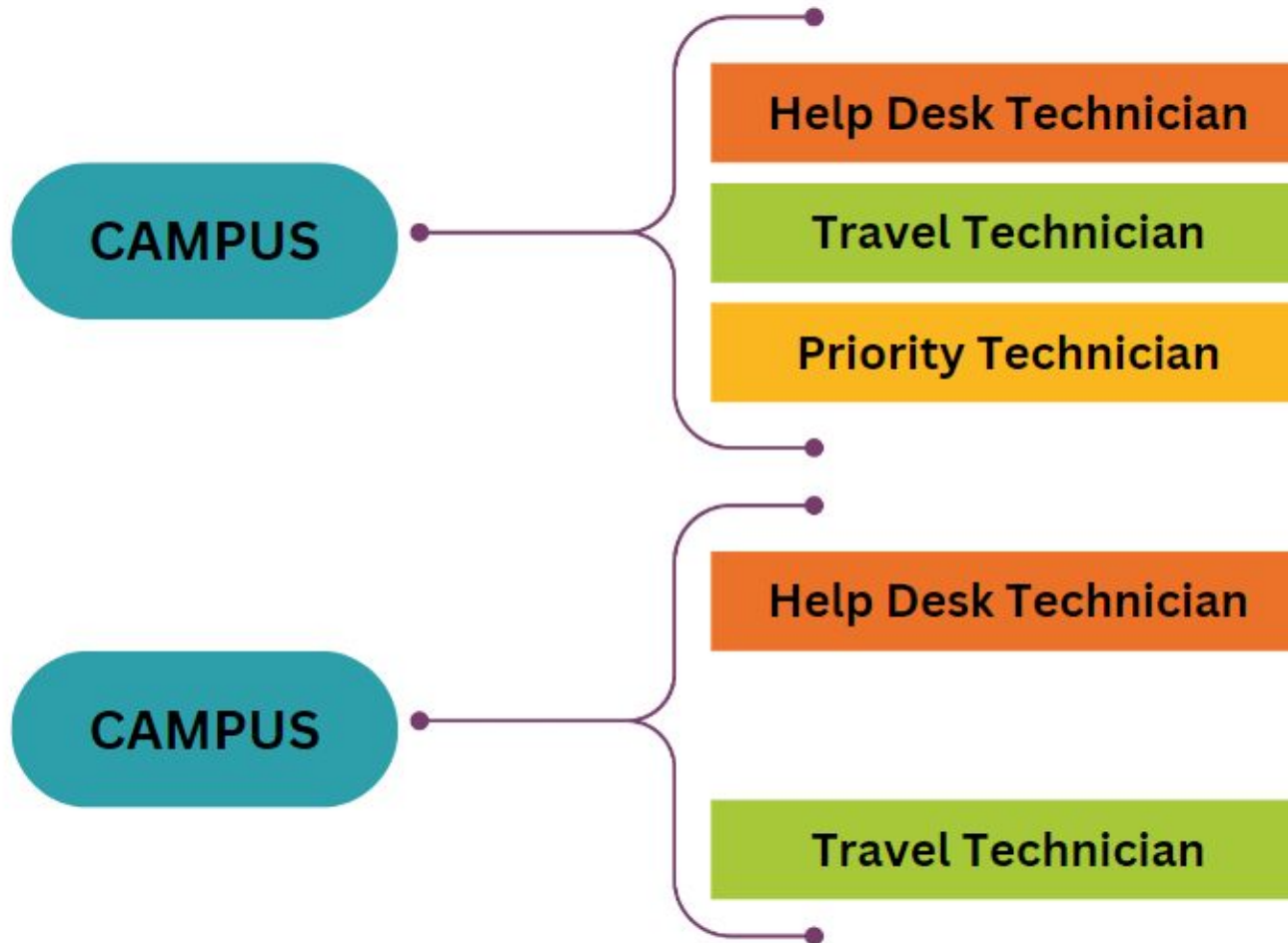
Classroom Interactive Flat Panels Bond 2023



Classroom Interactive Flat Panels Bond 2023



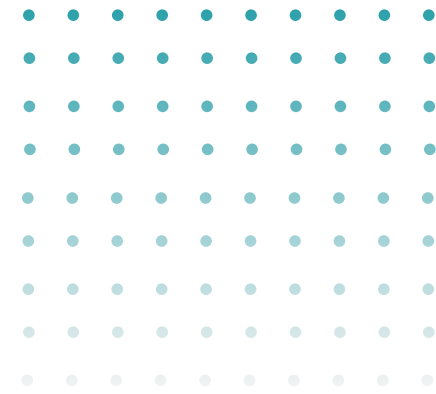
Campus Assignments







Service Level Agreement

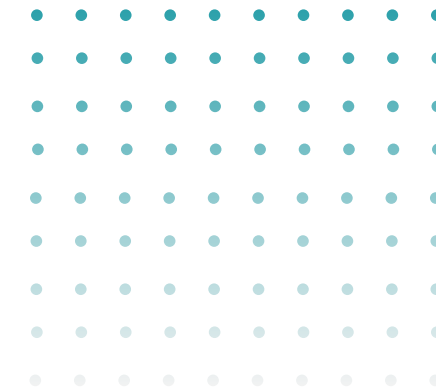


SERVICE LEVEL AGREEMENT

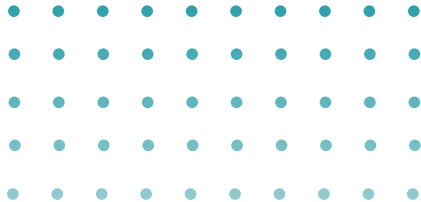


Technology Services Data

10,023	Total Tickets	
81 %	Starting Tickets on Time	
91%	Closing Tickets on Time	
25,386	Calls	

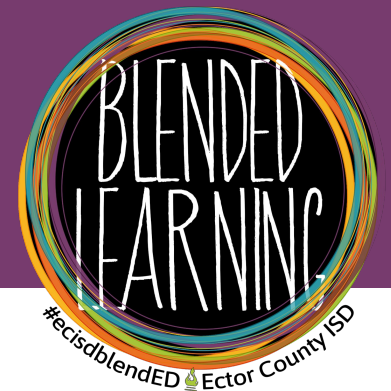


Service Impact



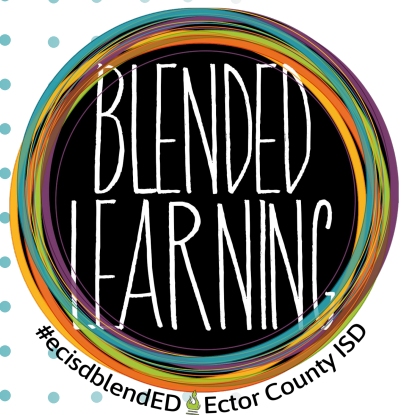
Digital Learning Impacts Delivered!

71



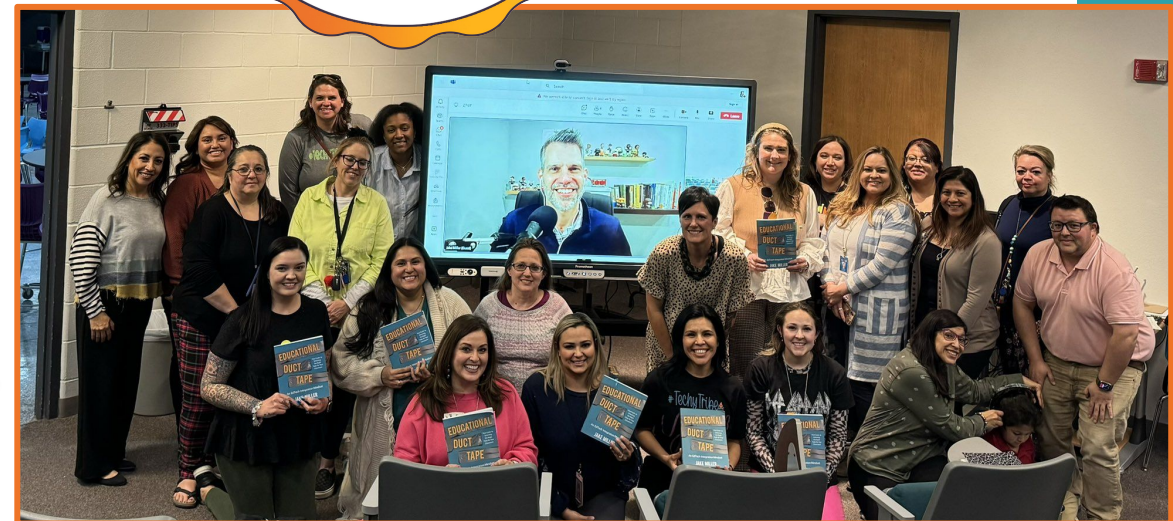
Making an Impact with DL

- Growing Teacher Leaders
- Job Embedded Supports for Classroom Teachers
- Blended Learning Journey



Growing Teacher Leaders

- #TechyTribe Ambassadors
- Multi year professional learning experience
- 36 active participants this year!
- Leadership qualities recognized in other pathways
- Has prepared many for next roles in the district
- Success celebrated both locally & state wide!



Impacting Others



1,000 hours
TCEA 2024

74



16





Job Embedded Supports

- Support implementing district initiatives
 - Focus
 - Schoology & Seesaw
 - Classroom Technology Standard
 - Blended Learning
- Align digital learning supports with campus learning goals
- New Teacher connections
 - Odessa Pathway to Teaching



Job Embedded Supports

3,500	Hours of Interaction	
1900	Educators Supported	
INTERACTION TYPES 1,000- One to One 330- Grade Level/Department 350- Professional Learning		



Blended Learning Journey

To Date:

Completed:

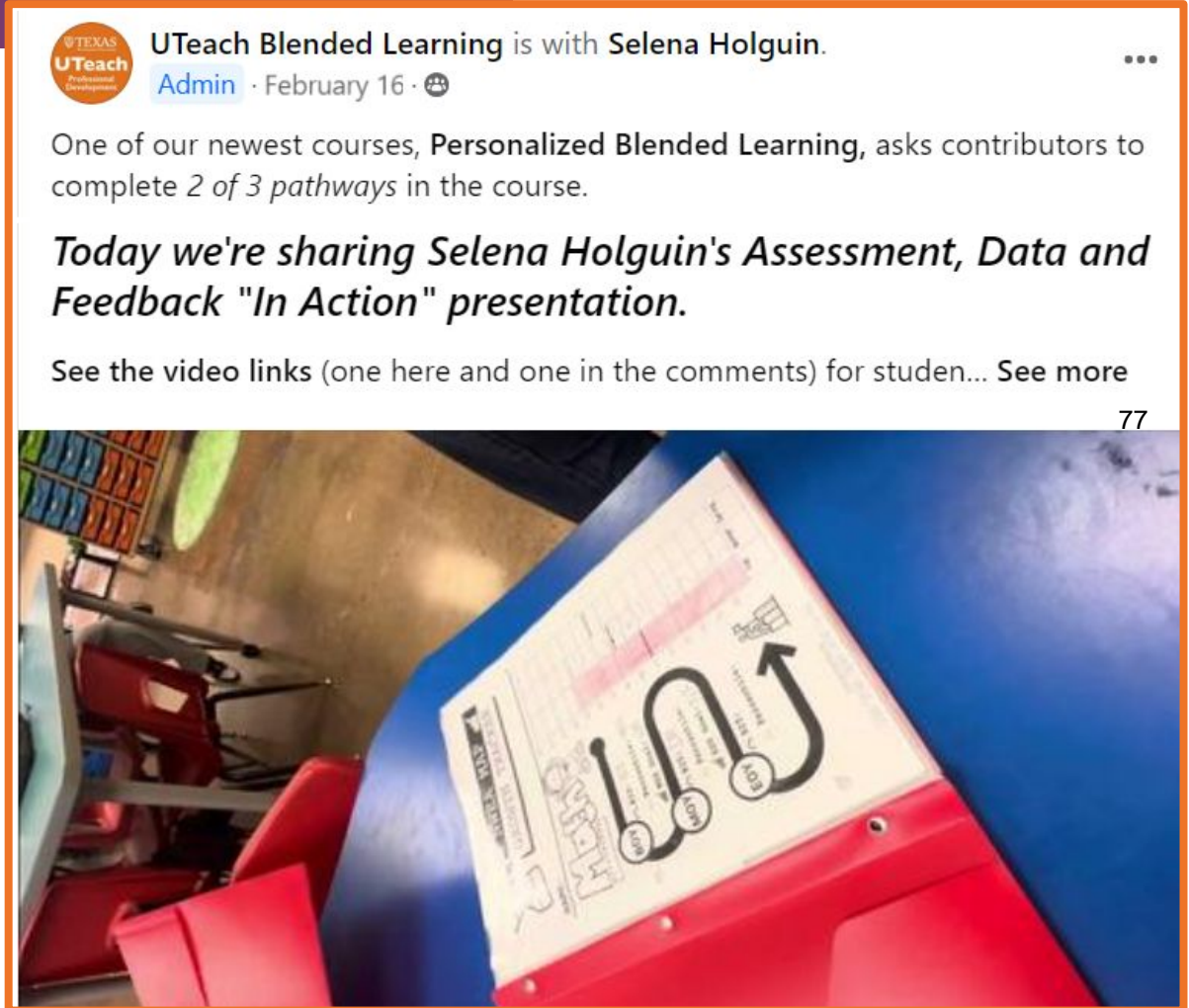
422 participants

10,550 hours of professional learning

In Progress:

77 participants

1,925 hours of professional learning




UTeach Blended Learning is with Selena Holguin. Admin · February 16 · 🗨️

One of our newest courses, Personalized Blended Learning, asks contributors to complete 2 of 3 pathways in the course.

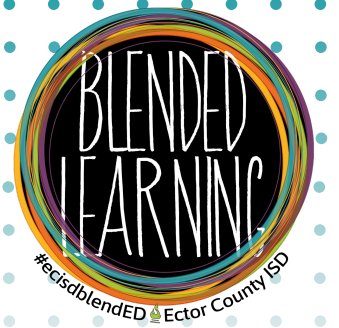
Today we're sharing Selena Holguin's Assessment, Data and Feedback "In Action" presentation.

See the video links (one here and one in the comments) for studen... See more

77



Blended Learning Journey

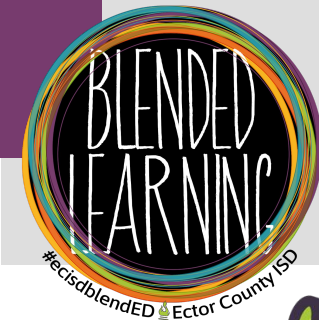


RAISING
BLENDED
LEARNERS®



“WHAT YOU DO
HAS GREATER
IMPACT THAN
WHAT YOU SAY.”

-STEPHEN COVEY







SLIDESMANIA

Free themes and templates for **Google Slides** or **PowerPoint**

NOT to be sold as is or modified!

Read [FAQ](#) on slidesmania.com

81

Sharing is caring!

