


# Translating Learning Science Research for the Classroom

*An AACTE Back to School Webinar with Digital Promise*

*September 26, 2022*

# Housekeeping

- **This webinar is being recorded.** All those who registered will receive a follow up email with a link to access the recording, slides, and any other resources the panel may want to share.
- **This webinar has closed captioning (cc).** You can set your preference of cc at the bottom in the zoom toolbar at the bottom of your screen.
- **Engage with @AACTE** and our members during today's webinar 
- For **technical issues** during this webinar, chat or email Brooke Evans (bevans@aacte.org)

# Today's Moderators



**Jessica Jackson**  
Director of Professional Learning



**Alison Shell**  
Senior Research Scientist

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The  
**Learner Variability Project**

at  Digital  
Promise

# Today's Panel



**Dr. Rachel Besharat-Mann**  
Assistant Professor



**Ty Johnson**  
Senior Improvement Partner,  
Partners in School Innovation



**Sarah Oberle**  
Elementary Teacher,  
Doctoral Student

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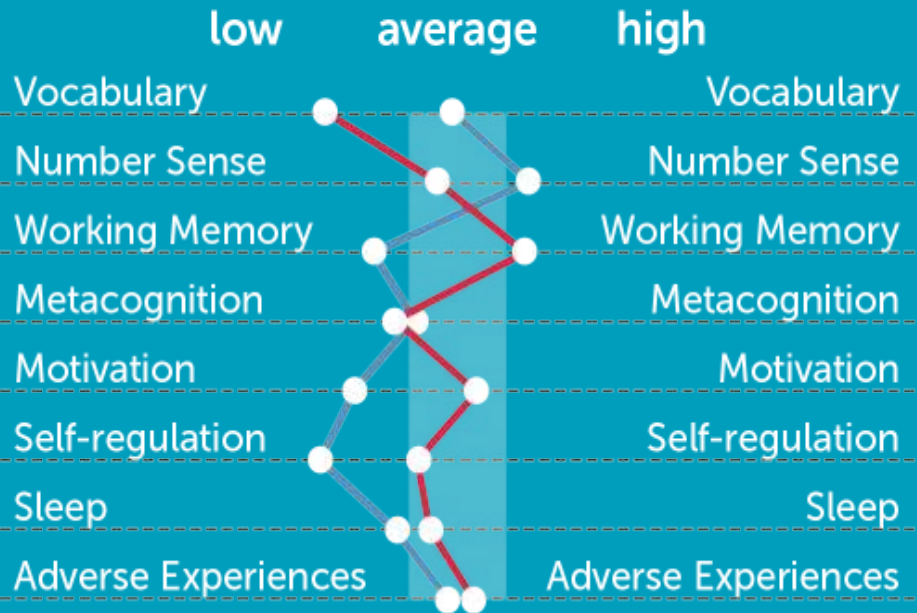
# About Digital Promise

Digital Promise is a global nonprofit working to expand opportunity for every learner. We work with educators, researchers, technology leaders, and communities to design, investigate, and scale innovations that support learners, especially those who've been historically and systematically excluded.



# What is learner variability?

## Each learner is unique

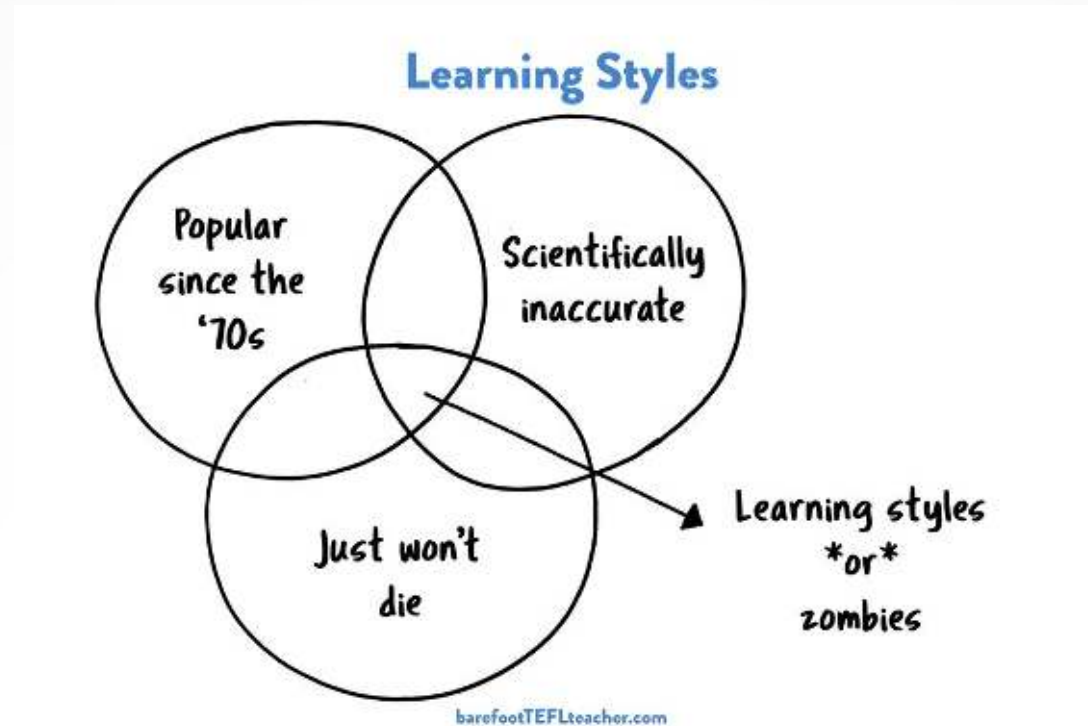


Learner variability is the recognition that each student has a unique set of strengths and challenges across a whole child framework that are interconnected and vary according to context.

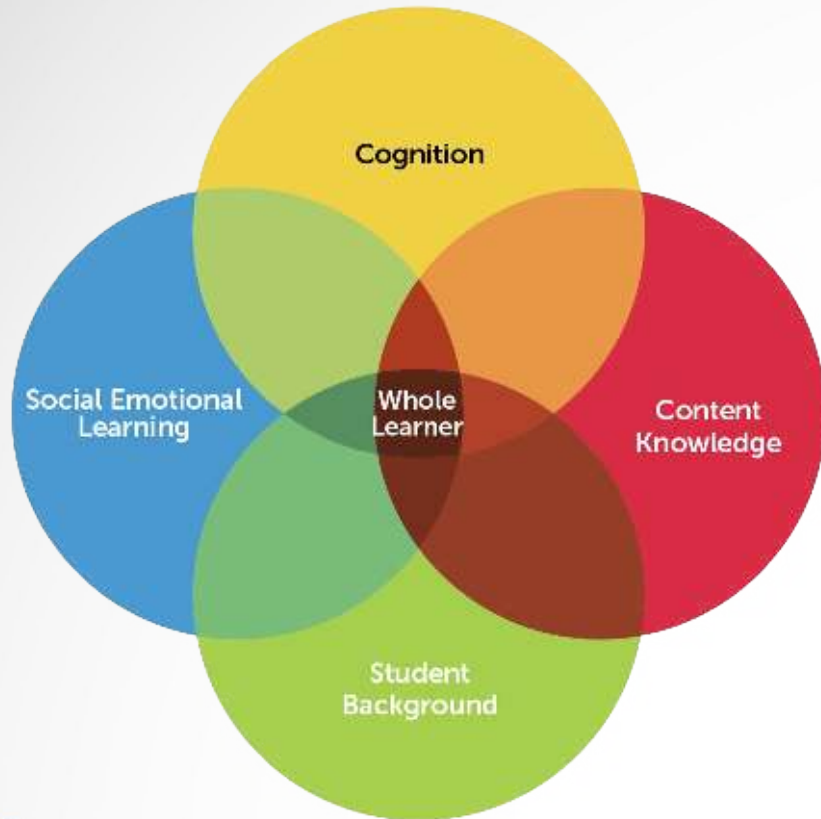
(Pape, 2018)



# Learner Variability is Not



# Why learner variability?



If we deepen understanding of learner variability then educators can:

- Design learning environments that support the whole learner
- Foster personalization and a sense of belonging that honors student identities
- Enable powerful learning that builds student agency and better educational outcomes



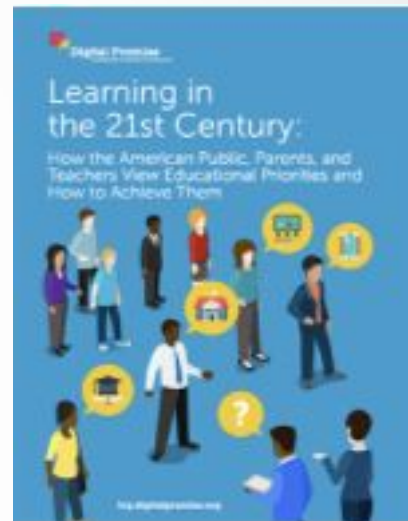
**Research has shown that even brief professional development for educators on the science of learning and memory, and how it connects to classroom practices, can have vast benefits for teachers' confidence and understanding of instructional approaches, including showing an increase in student-centered approaches and improvements to lesson plans**

**(Howard-Jones et al., 2020; Schwartz et al., 2019).**



# How Do Teachers Decide What Instructional Strategies to Use?

<http://bit.ly/lvpnationalsurvey>

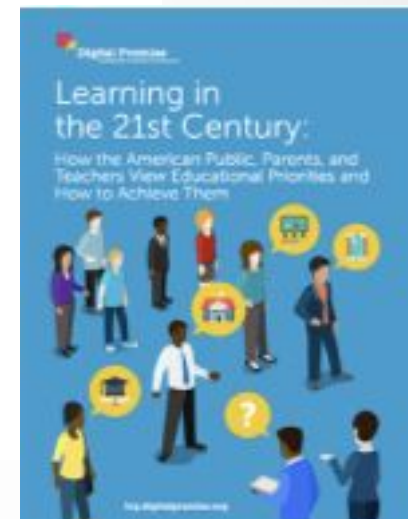


# How Do Teachers Decide What Instructional Strategies to Use?

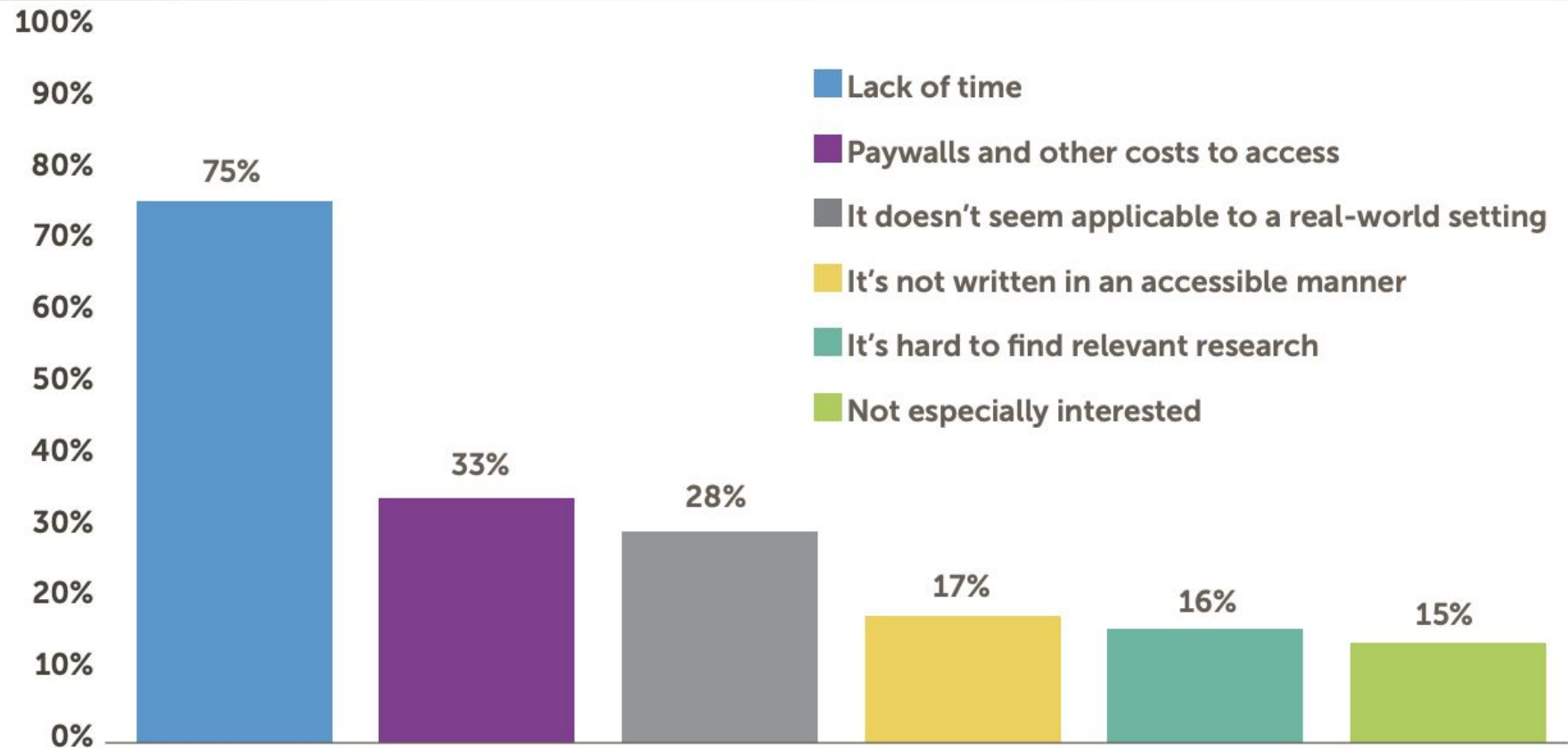
As in last year's survey, teachers say they are most likely to rely on their experience (94 percent) and instincts (89 percent) in doing their work.

Majorities also rely on their education and professional development (71 percent), teacher peers (65 percent), and educational resources, such as teaching guides, textbook guides, or curriculum (62 percent).

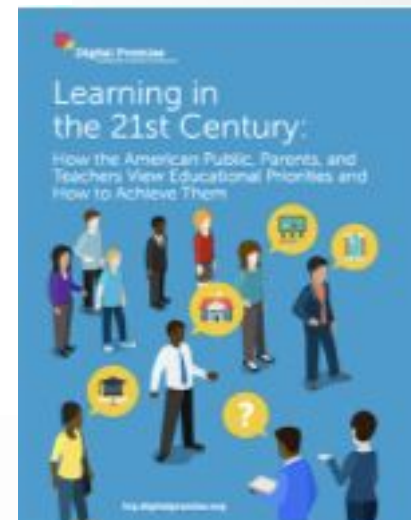
What teachers rely on	
<b>Experience</b>	94%
<b>Instincts</b>	89
<b>Education/professional development</b>	71
<b>Teacher peers</b>	65
<b>Educational resources</b>	62
<b>Academic research</b>	49
<b>Administrators</b>	27



# Barriers to Accessing Research



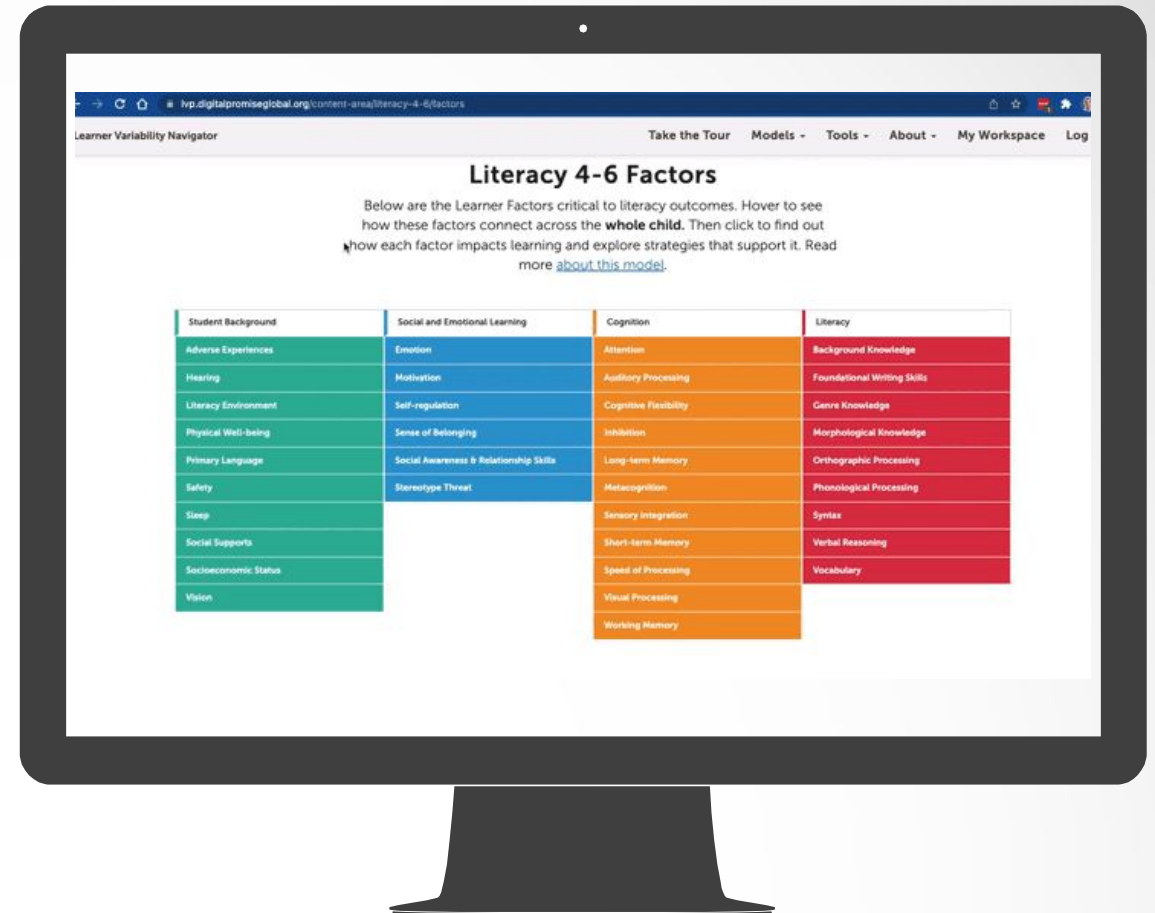
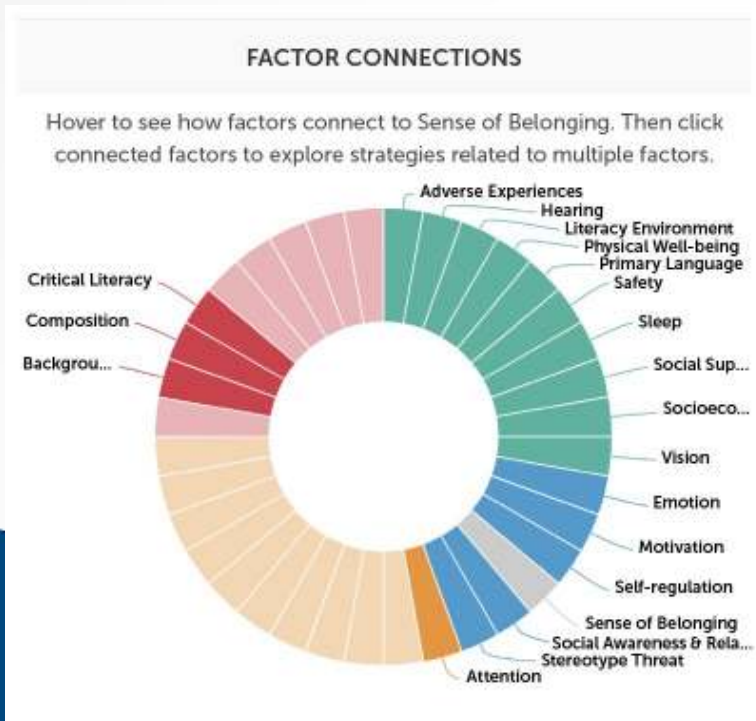
<http://bit.ly/lvpnationalsurvey>





# Meet the Learner Variability Navigator

Get an easily digestible summary of each learner factor and explore how they are connected across a whole child framework



[lvp.digitalpromiseglobal.org](http://lvp.digitalpromiseglobal.org)

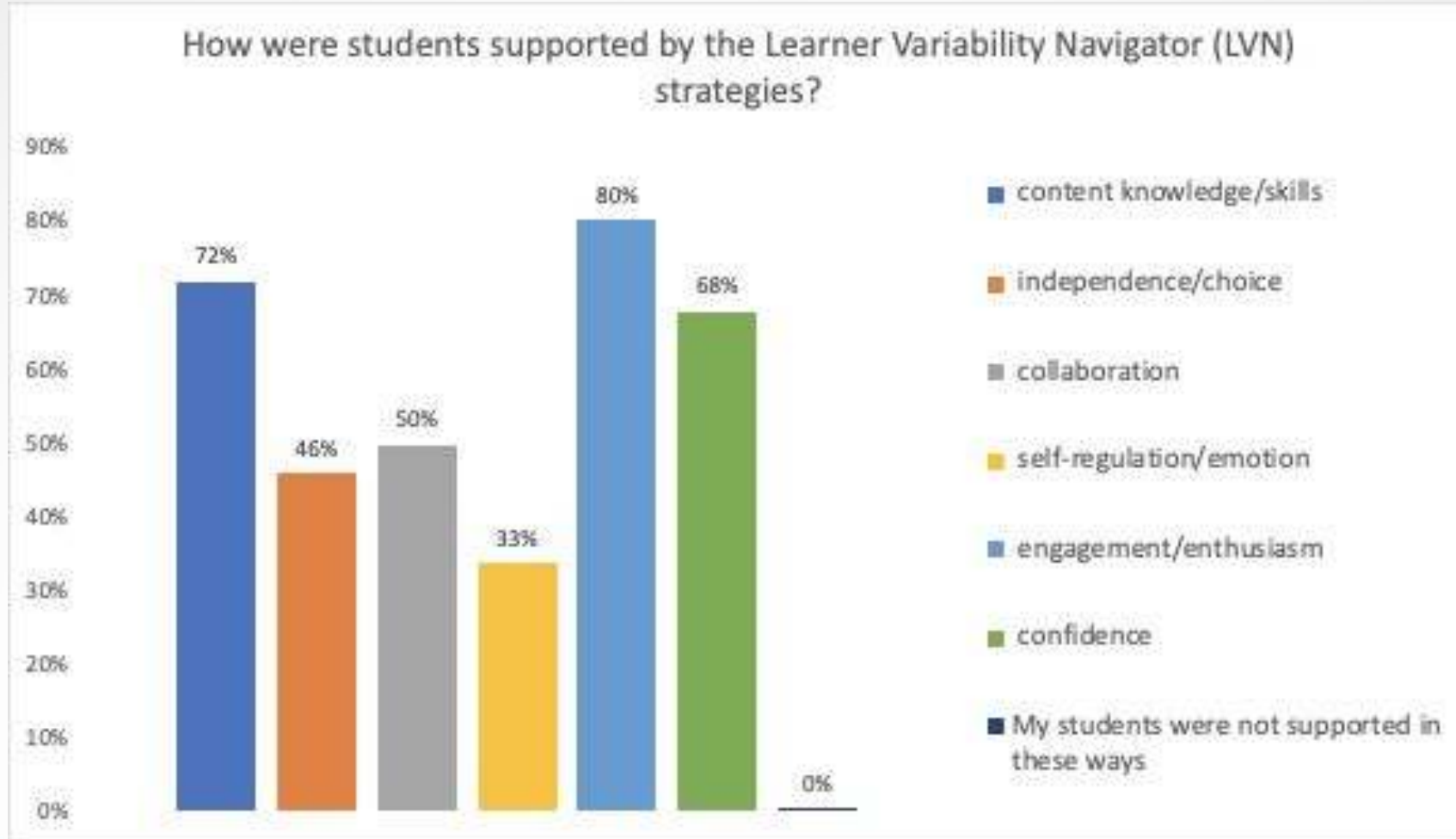
# Impact on Educators

Table 1. Educator report of the impact of LVN strategies on their current practice

Survey Item	Percent of Educators who Responded "Yes"
Did you gain a better understanding of strategies you already use?	100%
Did you make any changes to your implementation of a strategy you already use?	91%
Did you identify new strategies to implement?	97%



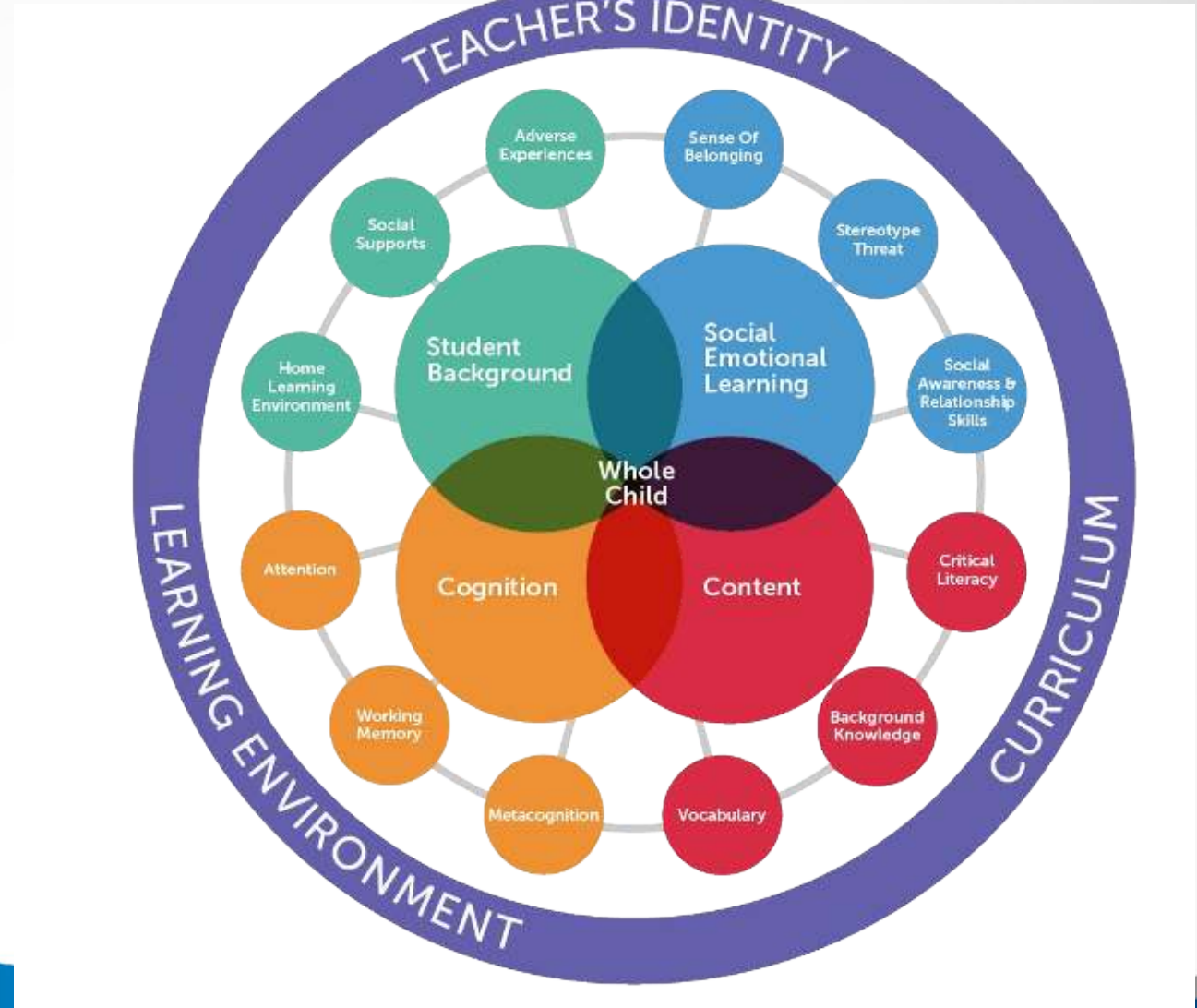
# Impact on Learners



# Impact on Practice

## Culturally Responsive Teaching

“We have made a huge effort to work on our **anti-bias** and anti racist practices in our school and instruction. The learner variability [navigator] was another tool we can use to make sure that our instruction is as culturally relevant as possible.”- Elementary school teacher (Beaverton, OR, teaching virtually)



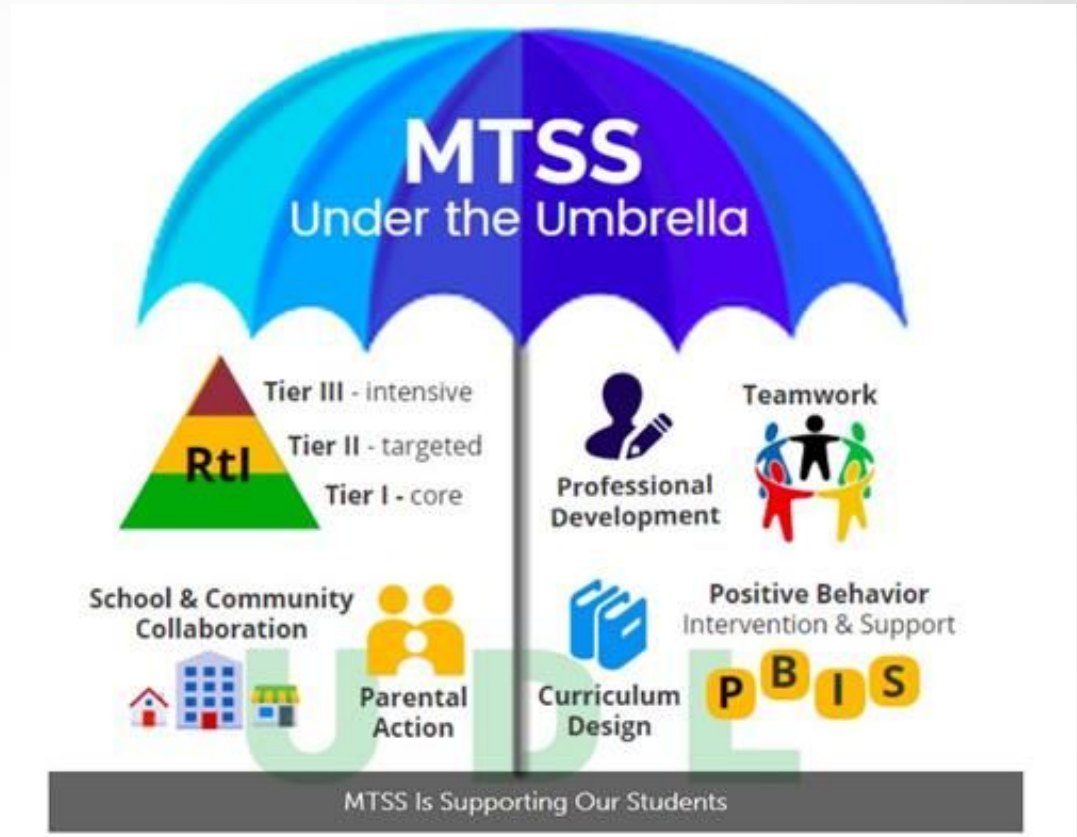
# Impact on Practice

## Multi-Tiered Systems of Support:

“The Learner Variability Navigator is a valuable platform that supports our district's

## Multi-Tiered Systems of Support (MTSS)

framework. In the last three years, our district has emphasized a thorough consideration of all factors that could impact a child's academic and social emotional learning. The LVN now provides resources of additional factors and corresponding strategies to consider.” - Elementary school teacher (Salinas, CA, teaching virtually)

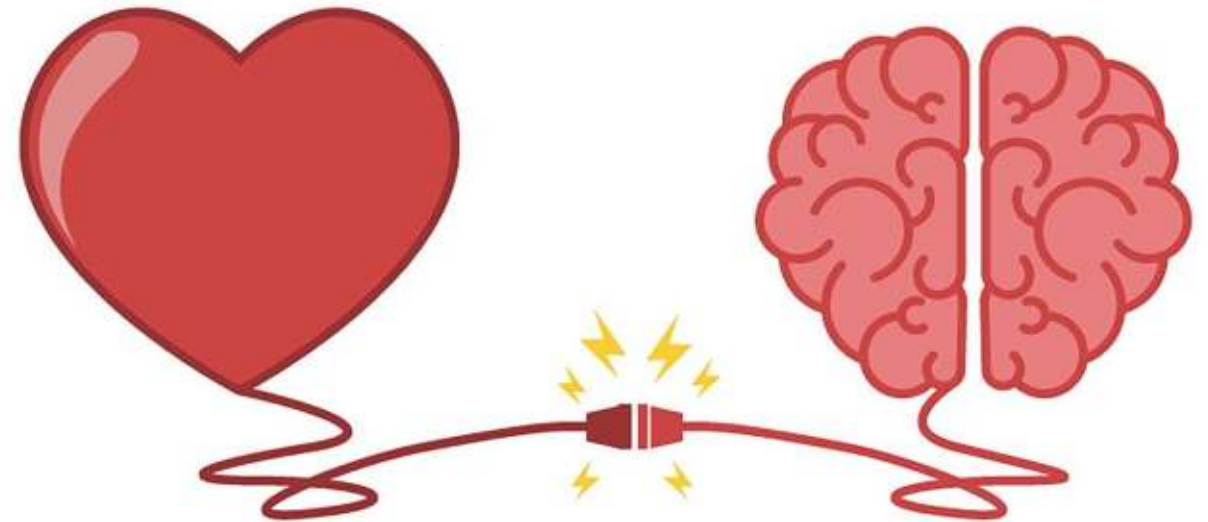


# Impact on Practice

## Social and Emotional Learning:

“We have always noticed that our textbooks have been written and made with a few students' backgrounds in mind. In the latest round of professional development, **social emotional learning** has been the biggest push and if we take care of that first, everything else will fall into place. With the LVN, we are able to look at SEL with a fine tooth comb, instead of throwing buzz words into rhetoric.” -

Elementary school teacher (Pasadena, CA, teaching virtually)

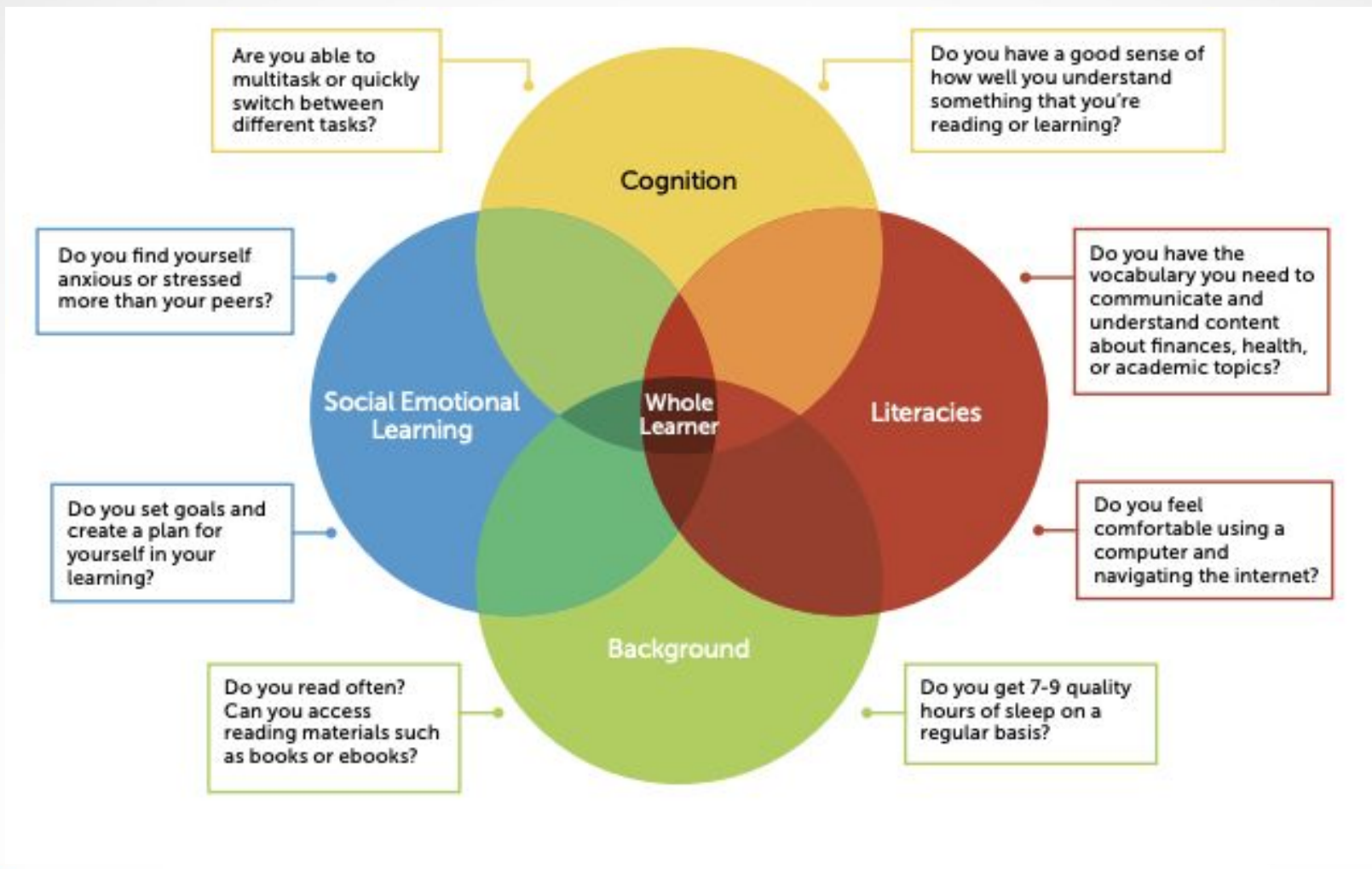




Studies of teacher self-efficacy show that feeling more able to adapt education to individual students' needs is related to greater job satisfaction and less teacher burnout. Teachers vary in their certainty that they can adapt instruction and assignments to individual needs and provide realistic challenges for students with mixed abilities. The greater their certainty in their ability, the greater their reported satisfaction with their job and the less they report fatigue and frustration with their work (Avanzi et al., 2013).



# Getting Started: How do you experience learner variability?





# Join Our Pilot

- Seeking professors in teacher education programs (graduate and undergraduate) to share impact of integrating LVN into courses

Participation includes:

- Share a survey on learner variability with students at the beginning and end of course
- Integrate the LVN in your course; share syllabus or sample activities with us
- Participate in a focus group
- Free consultation for participants as needed
- Honorarium \$500

<https://bit.ly/lvedpilot>

# Contact Us

Questions:

Jessica Jackson

- [jjackson@digitalpromise.org](mailto:jjackson@digitalpromise.org)
- @digitalpromise @educationjess (twitter)

# Resources

[The Learner Variability Navigator](#)

[Our Research Process FAQ](#)

[Self Reflection Activity](#)

[More white papers & reports](#)

[National Surveys](#)

[Rachel's Blog](#) on Edprep Matters

# Citations

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**Thank you for joining us!**

*You will receive an email with a webinar recording and resources  
Share your thoughts with @AACTE and @DigitalPromise*

