



THE CENTER *for* TRANSFORMATIVE  
TEACHING & LEARNING™  
AT ST. ANDREW'S EPISCOPAL SCHOOL

**Using Educational Neuroscience to Support Remote Leadership and Learning 1.0  
Town Hall Follow-Up**  
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We know from research, that a key element of high-quality professional development is that it is sustained and iterative. Here is a brief resource that will allow you to practice with, as well as deepen your current understanding of, how Mind, Brain, and Education science research can inform and transform your personal and your school or program's collective transition to remote learning.

- I. **Spaced Practice:** Use this retrieval grid to recall from memory some of the key concepts the Town Hall addressed. When you get stuck, refer back to the slides and the notes you might have taken on the dual coded "Keep, Tweak, Stop, and Start" worksheet. While knowing the answers is important, considering how the answers inform your work with your school or program's constituencies is the vital next step. Answers are available on Twitter @thecttl

Using Educational Neuroscience to Support Remote Leadership and Learning 1.0 (Retrieval Grid)

What are the <b>3</b> mindsets that this Town Hall introduced you to?	Mind, Brain, and Educational science research is at the intersection of what three academic fields?	What is a term that refers to a staff's shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged?
Thinking about one's thinking is called?	What is the term used to describe the lifelong ability of the student and adult brain to change its organization as a result of experience?	_____ learning is when students are learning at the same time but not the same place often through virtual means while _____ learning is when students are learning at different times and locations using technology tools.
What organization's research was suggested you explore to learn more about mindsets?	The following quote was said by which individual? "The connections made by good teachers are held not in their methods but in their hearts -- meaning heart in its ancient sense, the place where intellect and emotion and spirit and will converge in the human self."	What is one of the five elements of high quality professional development that this retrieval grid is modeling (3-days after our Town Hall)?
<b>Mindsets</b>	<b>MBE</b>	<b>Anything Goes</b>

- II. **Explore and Deepen Your Current Knowledge:** Research base and resources for Mind, Brain, and Education, technology integration, and professional development:
  - The Center for Transformative Teaching and Learning's
    - [Research Base](#)
    - [Distant Learning Resource](#)

- Busch and Watson, *The Science of Learning: 77 Studies Every Teacher Needs to Know*
- Christodoulou, *Teachers vs. Tech: The Case for an Ed Tech Revolution*
- Education Policy Institute. “[The Effects of high-quality professional development on teachers and students](#)” February 19, 2020
- Kirschner and Hendrick, *How Learning Happens: Seminal Works in Educational Psychology and What They Mean in Practice*
- [Mindset Scholars Network](#)
- Roshan, *Tech with Heart: Leveraging Technology to Empower Student Voice, Ease Anxiety, & Create Compassionate Classrooms*
- Weston and Clay, *Unleashing Great Teaching: The Secrets to the Most Effective Teacher Development*
- Whitman and Kelleher, “Technology and a Student’s Second Brain” in *Neuroteach: Brain Science and the Future of Education*

### III. Next steps in your Mind, Brain, and Education Professional Learning Journey

- Chart your personal or your school’s collective mindsets:

Provide evidence of how each of the 3 Mindsets have informed your work with teachers, students, and families in this transition to remote learning.		
Growth Mindset (in the face of a challenge, opportunity, or barrier)	Belonging Mindset	Purpose & Relevance Mindset

- Complete the free [Neuroeducation Confidence Diagnostic](#)

Want to know the current Mind, Brain, and Education knowledge, mindsets, and translation skills of your teachers? Take the CTTL’s free [Neuroeducation Confidence Diagnostic](#) with your colleagues and we will share a report that can inform your next steps in your MBE professional learning journey. Contact Glenn Whitman, the Director of the CTTL ([gwhitman@saes.org](mailto:gwhitman@saes.org)) if interested.

- Demo [Neuroteach Global](#) for free

Interested in exploring how the CTTL’s virtual professional learning experience can inform and transform your teaching and learning through 12 research-informed micro-courses? Request a free demo of [Neuroteach Global](#) by contacting Glenn Whitman, the Director of the CTTL ([gwhitman@saes.org](mailto:gwhitman@saes.org)).