Virtual Teaching Academy Session Eight

Welcome to the summer virtual teaching Academy and thank you all for joining us. We have a great session ready for you, but before we start we have a couple of housekeeping issues to review. 1st all attendees in this room are muted by default.

We invite you though, to participate, and we invite you to submit your comments and questions in the questions.

Panel will be answering questions and passing questions to our presenters throughout the session. Also this session will be recorded and you'll be able to download all the recordings and the slides on our virtual teaching Academy resource page. Now to get us started, I'd like

to pass the mic to Pat.

Hi Ryan, thank you. Hello everyone and welcome again.

Thank you for joining us. This is our 8th of 10 sessions of the summer virtual teaching Academy. We really hope you been able to

join us for the previous sessions and that you're using your blueprint for virtual learning along the way.

So Please remember to download your blueprint and savior copy.

So it will save your work just a little bit about myself to get started. I'm Pat, hoagie veteran K12 Edgecator with a number of years of both traditional brick and mortar school environments as well as online teaching and learning. I most recently served as the chief academic officer for connections education, Pearson online and blended learning, and I'm also an academic advisor for Hudson Global Scholars. I began my career as a speech language pathologist serving K12 students in public schools.

And I entered the world of online learning in 2000, seeing it as an alternative way to support students and personalized learning. I immediately saw the possibilities and I've stayed on this journey ever sense? So I'm happy that you're joining us and that you're here. Today is part of our alliance for virtual learning, so thank you.

The Alliance is a collaborative effort of the University of Phoenix. Blackboard, another cage world leaders, including myself. And as we watched this K12 education being interrupted and disrupted this past spring by Calvin 19, we were really taking a look to see what was happening and to see how schools and teachers and school leaders were faring during this time.

I said We watched as schools across the country moved quickly to pivot to virtual learning, which meant that each of you is educators had to quickly turn your classrooms into online classrooms without always the support or the tools or the clear guidance that you needed to really keep your students engage your parents engaged and to maintain and continue learning. This truly highlighted, I think, for all of us across the country the need for a longer term, more comprehensive approach to virtual learning. And we personally saw this as a call to action. So the alliance of virtual learning was formed to bring together leading minds in K12 education and in virtual learning to really think about what curriculum and courses do you need, what resources should we be thinking about and how can we support you as district leaders and educators as you move into this area of virtual education? University of Phoenix really lead this effort with their decades of experience. Is pioneers and online education and they really wanted to leverage that expertise and to give back to the K12 Education community. They joined forces with other key 12 liters, including blackboard and Heath Morrison myself, which has been just a wonderful collaboration.

In blackboard, as you know, is the recognized provider of online learning management communication systems with one in every 2K12 students nationwide using blackboard services. Keith Morrison is the former president of McGraw Hill School Group and he brought extensive experience in K12 Education to our work, including a rich history serving as a single principal and Superintendent. He was really able to leverage his connections across the country across school districts and bring that perspective to our conversations, which was just wonderful. So we're here really to support you as you engage in this world of online teaching and learning. So I'm happy now at this point to turn this over to our presenters for this afternoon are session is evidence of student learning or students learning. And how do we know this is the topic that's come up many times over the past Seven sessions? Mark folks are asking about assessment online and how do we know students are learning? And what does that look like? I hope you have your blueprint up and are ready to use it. We will focus on pages 18 and 19 and with that I will turn it over to ganadero our presenters for today.

Thank you so much Pat and Good afternoon everyone. My name is Dan goal. I have the pleasure of serving as chief academic officer for Broward County Public Schools and with me today is Doctor Darryl Diamond, our director of innovative learning in whose group we have a number of different responsibilities.

But what they really focus on is how to match pedagogy, resources and student work to make sure that learning is occurring.

In a contemporary fashion.

Broward County Public Schools is the 6th largest district in the United States and I've had the privilege of serving here as chief academic officer for the last five years. Prior to that, I was chief academic officer in Houston, done work in Newark NJ, Washington DC in Austin, TX.

One of these days we're going to have a non crazy day and today is a particularly crazy one for me, so I need to let everyone know that this afternoon we have an emergency school board meeting going on that I'm simultaneously doing while I talk to you. And so if I pop in and out to answer some school board questions, Please be patient with me. Doctor diamonds going to introduce herself here in a minute and focus on her deep experience, but I wanted to spend just a couple of minutes talking about what it means to know what student engagement is, as well as what student learning is because they are different.

Engagement is about the effort and activity, whether or not we have eyes on the prize. Whether or not we have their heart in the work, and whether we have the hands and brain connected and what the student is supposed to be doing.

Learning is what is supposed to come out from engaging.

Engagement is a precursor.

And I'd like to tell just a little tale of how we address this as we transition from our traditional schools to our digital school here in Broward.

In the spring. On March 13th, in that morning of Friday, we opened our day believing that we were going to at some point need to address the covid pandemic.

That we were getting close to the situation where it was striking. South Florida. By the close of that day, we had announced school closure.

And then we transitioned by canceling school for one week using our spring break for a full on migration of all of our students and teachers, which for us is fairly large. We have about 220,000 students that are not charter school students in our district. We have an additional 50,000 charter school students who needed to migrate.

Fortunately, Broward County Public Schools had spent several years building out an infrastructure that I know you've heard about in the previous sessions. We have a learning management system.

Which means that we had a way to tie students, teachers material together moving forward.

And we had provisioned it under a single Stein an access so that everybody had their own way of getting to the materials.

And So what? We asked our students and teachers are families to think about. They needed to do was to report to school. But now, instead of physically reporting they were digitally report and they would go to the single sign on as if they were going through the front door of the school.

And then they would have all the resources. It's like being in the school building, but when they needed to go to class they needed to go to our learning management system, which for us is canvas and there they would find their individual coursework. It is there that our session today picks up if the student is engaged.

And we know that there's some engagement because they leave a digital trace of each of the steps which I've just outlined.

The students actually, by using our single sign-on, created digital record which we were able to capture in lieu of an attendance record. Teachers did not have to take attendance.

Then they would go into the learning management system. In there we could also capture a digital record of their attendance and how long they were in their session. That is a form of engagement. But none of that digital trace engagement results in learning.

It results in proof of presence.

And So what we then needed to do was to work with our teachers to make sure that their ask of students. Was able to measure what the desired curricular outcomes were. It comes down to what are the home works in the assessments. The things that we are asking students to do to both create artifacts in forms of chats he have written or verbal be at a Microsoft Teams, which was our video chat solution. Each of these was an important tool to get To this end goal of how do we know whether or not students have learned? And with that I'll hand it to our expert here in Broward Doctor Darryl Diamond.

Good afternoon everyone, I'm just trying to make sure that I can share the screen so just be patient with me for a moment. Are you able to see the screen that the PowerPoint? Terra, we are seeing your screen bust slide with Dan. OK so I will move it forward then. Thank you very much for that as the slide will show you My Portfolio currently includes instructional materials and digital materials, instructional technology, library, media services, gifted and talented students and global learning and all of those different units in the Department play a huge role in making sure that we were able to transition from. Are face to face learning to remote learning. I think that in terms of evidence of student learning, I think we need 3 basic things. One is engaging content. Anas

Dan has said that content we have stored in our learning management system. Another is a way to access that content. And as Dan said, we have a robust digital ecosystem that through a single sign-on in through the interoperability that we have created with our.

Digital tools students are able to access a. We made sure that the students that required the technology, the Internet connectivity and the actual devices received it. And the third part of the equation is that teachers need to be trained and training and support of those teachers as they move from something that they are very familiar with is something that many of them never even thought that they would be participating in. I think we found that the schools that had utilized.

The digital tools are previously had made an investment in training their teachers, and in their teachers making the investment in actually using the tools those schools were able to transition relatively well. I think that their students were wealth familiar with the digital tools and and how to access the learning management system and how to use it. The schools that had not really embraced the digital tools, they struggled a little bit. And his Dan mentioned there was quite a bit of training and support that went on for multiple weeks on end of starting from March 13th until the last day of school. So student engagement and student learning, uh, we had all of the missing pieces that needed to be put together and The thing is that we know that we know now that there are some new teacher skill sets that needed to be developed and we still need to develop so that we start.

The school year off without a hitch and with his teachers feeling empowered we also have worked **** ** building student agency and having students take responsibility for for their work in those of us who have been in the distance learning space and in the on line virtual schooling space we know that students need to develop that self reliance and the ability to be self motivated and to develop a growth mindset so our students. Needed to learn that a relatively quickly and I think.

Like a general, but we're still the slides in advance for us, so folks are just letting us know that? OK, let me make sure.

I'm using. Are you still seeing dance picture or my picture? At this point we're seeing you are seeing dance still. OK, give me one moment then please sorry.

I just want folks to focus on your words and they're letting us know about the slides. I appreciate that. Hum.

You're able to do it with your keyboard or your mouse to be able to click. I'm using my using the seed that move it.

No, not yet. OK, give me one more moment then I apologize, that's alright.

There we go.

Perfect thank you. Alright. Thank you no thank you for

letting me know um.

So. Moving up, moving to this slide now. Uhm, I think that there was a change in paradigms. The ways in which we used to

access see time and physical attendance. How to change an along with teaching, not just how to use a digital tool, we needed to ensure that teachers were able to build the social emotional bond with their students, that they would easily be able to build in a classroom.

Now at a distance Dan, I don't know if you wanted to say anything more about this particular slide.

Then I'm gonna keep moving us as Dan had said he is involved in a board workshop, so he will be popping in and out.

We know that just accessing curriculum content is not enough. We need to know that students are engaged in the learning process, and I think that having the learning management system and having staff created content for our teachers to download into their rostered canvas courses really helped to at least level the playing field that students would be able to access rich content. That enabled differentiation and enabled teachers to be able to give feedback to their students and be able to interact back and forth with students.

They did leave a digital trace a inside the canvas course, In addition to canvas. What we also utilized was Microsoft Teams so that teachers were able to meet with the students on a regular basis. Some teachers actually would hold their classes at the scheduled time during the day. Other teachers would start the

day, we their students and set the pace for the day and then allow the students to go in and do their work.

But it is that back and forth interaction between students and teachers and teachers giving feedback that is vital to the learning process and to know that students are actively participating in that learning experience. The ability to monitor progress based on giving assignments in the learning management system. And in having students, uh, you know, have multiple attempts at resubmitting the assignment was something new, and I think, uh was very positive for their students to be able to see that their product is not once and done but can be resubmitted overtime to be able to grow and develop with the learning. The ability to have multiple modalities within the canvas learning management system.

Uh, the ability for students to be able to go back and review content over and over again, I think, was critical in assisting those students who really needed additional time and effort with the content.

So there is a change here where time is no longer the the constant, it now becomes the variable. Those of us who have been working in the virtual space understand that being able to access material 24/7 being able to reach out for assistance at the moment in which you are working with the content teachers being able to set up there. Um office hours so that students and parents know that they are accessible and when they are iaccessible an those office hours do not have to necessarily be constrained to just the school day. Many of our teachers knew that parents were coming home from work and that students were our high school students were possibly out working themselves so evening hours were going to be times where students were going to be interacting with. Content being flexible and having a bit of Grace was important during this time. Anne, being flexible with our own schedules in office hours really did help our students be able to engage in the content and complete the content.

So it the techniques, the strategies, and the techniques.

Uhm, I think that that probably was the the the hard part.

Broward County is the 6th largest school district in the country. We've got approximately 15,000 teachers within from March 13th to the end of April. I believe we had 11,000 of our

instructional staff, both district and school based. A participate with us.

In learning these strategies and techniques be'cause, now you're not sitting with the students in front of you to watch their face to know whether or not they are doing the work, whether or not their understanding the work and whether or not they need additional assistance and accommodations and strategies unfortunate for us our learning management system. We've worked with a public Consulting Group and canvas to create a.

What we call a great book and column enhancement. It is called the Super app. It is the student education plan and accommodations application which allows teachers to look in the grade book and look when they're creating an assignment or a discussion board or a quiz. An identify students with accommodations with their IE peas and that was a great help to teachers to be able to have this one stop shop to know that.

Uh, there are going to be other strategies and techniques that they might have to use for their El, else there ESC students their gifted students, their students with 504 plans ARTIA&RTB. So to me this was probably the hardest part of the transition. Like I said before, many teachers had the tool kit and now it was a question of making certain that there was equitable access to teachers with those toolkits.

So that the the digital tools that the school board has purchased in, procured and trained on for the past couple of years along with our learning management system, we're now going to be used to enhance the learning an inform engagement of our students.

So that's our presentation and I'm happy to take any questions that anyone might have.

Thank you Darryl. Will be putting those in the chat pod for you. OK and so will send those over and then if you can read those and will prioritize those for any attendees, please put your questions into the question panel for us and then Daryl will just try to send them as over one at a time and then hopefully if dans able to join to write that he can then join in and respond.

So one of the questions we have is about academic integrity, and that's really about what if parents are doing. The question is really about what if parents are doing the children's work, but it's really if somebody else is doing the children's work right, or they're getting that so particular on this topic of student learning. Can you talk about others, know the tools you're using, and I would say you're proactive approach like what are you doing on the up front talking document integrity and then on the back end so we do have a tool called turn it in that is embedded in canvas.

And we use it for plagiarism, but I think the proactive approaches to really create assignments where. The academic integrity is really not come in question because you have gotten to know your students. You know their abilities, and you're able to determine whether or not this was their. Their submission was of the level that you would expect from them. So although we do have tools that help to determine that students are not copying, I think again creating.

Uh, assignments and assessments that are more of do it yourself type of quality where students have to apply what it is that they learn versus just the correct answer helps a teacher to determine whether or not students are actually doing their own work.

Addition, it is working with the students remotely. How does the teacher? Meet with their students to ensure that they are progressing along with the the work that is expected of them. So you're not just waiting for an assignment to be submitted to determine whether or not the student has gotten the the standards and understands the lesson, but you're working with the student as the student is going through the process, so again, that's a way in which you can help facilitate knowing that your students are doing the work.

Great Daryl. I'm going to put my camera back on so you won't be all alone on the screen and I'll sort of read. So if we stay on this topic for a little bit, I know that. It connections and Pearson on blended learning. We did a lot to focus on what does that mean upfront about to do your own work? What are ways that you can use sources? How do you trust the Internet? What does it mean to abide by Copyright? So are there things are ready in place within Broward? When you think about those? Saying the upfront pieces of it right, So what we did immediately? What we were concerned with our students being on line and not really knowing the lay of the land so to speak. We wanted to make sure that they interacted with content that talked about digital citizenship and how do you behave in an on line environment. How do you behave on a web and R? How do you behave in a discussion board? What is the proper way of responding to? Posts that are are there. Those kinds of things that. Most of us would do within a learning management system.

Now became Paramounts. So we have we use near pod in near pod has uh, by grade level lessons that are already set up for digital citizenship and we created for every single school.

This course was created an pushed out so that students were expected to interact with that content regardless of whether or not the teachers.

I gave them assignments and the principles at the end of the school year were able to generate a report as to which students had completed and to what degree they had completed the course work and that will give us a good indication as to where we have to go in the fall. We also created with near pod a

canvas course for students that we're going to be needing some sort of. Discipline for actions that were not becoming of an on line environment. How do you now teach them that the proper way so there is a canvas course that was designed specifically for infractions? When students do something that is inappropriate, they have to now go ahead and do an assignment in that assignment is given by the principle of the school, so we're mimicking what we would do in a traditional face to face lift.

Pacific Things that students have to do. Internal suspension and things like that. But here you can suspend a kid there already home. So what do you do? You create content that they can now do to enlighten them so that they don't make the same mistakes again. Yeah, tell you wanna fight before we move off this topic one it is that up front right. How do you have that digital citizenship course work and the point that you were saying what was created and used or what you did at the district level? Because some of our attendees are teachers and the others are school leaders or district leaders and we're trying to have those important conversations about what should happen at the district level and at the central office level. And then what should happen at the teacher level so. I agree with you that we don't want every teacher to have to create their own course on this right? So what are things that the district can do to really help find those resources and then train the teachers in those and then give those? And then the teachers really there to implement right? And to do that, I think that was a clear message which was great. And then like you said, having an academic policy right on and have that in place. That's part of your opening, the school year, opening your class and then really. To work on that.

And then just one last thing, I know that we did this a lot and others have as well use what we called discussion based assessments and a way to really, you know you're not then looking to say what did they write or what was the multiple choice. So do you use discussion based assessments and could you talk about those for a minute? Sure, I think that that is the best way to determine whether or not students have actually acquired the skills that you're looking for them to acquire.

As I said before, to me it's more the application of the knowledge than it is just giving me feeding me back the knowledge so the dbas are those opportunities for teacher and student to have a conversation where the student is not only explaining to the teacher. Here's what I know, but here's

the process that I took to get that knowledge. Or here is where I'm still struggling. Do you have any suggestions for me to be able to? Get over this hurdle, so that's where I was saying before. I really do believe that once you build those kinds of relationships and have these kinds of conversations with students and it should not just be at the very end of a unit or when you're looking for the assessment. These are ongoing conversations that you're having because you really want to help develop the student to be able to do this on their own, and the only way that they can do that is to have that constant feedback loop between the teacher and the student.

Yeah, that's great. And then we would use them at different times because sometimes it would be that initial contact with the student instead of doing the multiple choice or the short answer that we would use a discussion based assessment.

Other times, if we weren't sure about the students work and the integrity of the work it, then we might schedule a call for a DBA and say Let's just go over this again and let me ask you some questions about your work and then you can dig out and see if that was if it was their learning right and you're wrong for that so. Again, the topic today. Evidence of student learning and how do we see that? Alright, thank you for that. You mentioned you made reference to see PO S CPA. Folks are asking about what that stands for. An OK, so that is the student education plan and accommodations app. Uh, we we worked with a company called Public Consulting Group ECG and canvas an we created.

Um, an extra column in the grade book and that column gives letters based on what education plan a student might have. So a gifted student would be and would have any P and ESC student would have an iep student with a health issue. Would have a 504 and so forth. So at just one click a teacher knows who in their who's rostered in their course, who has an accommodation. And

currently for the res students IE peas are you can actually open up the iep within canvas. At the end of the summer we will have similar things for RELL's for our gifted students and for the 504 students, so that just had a click. A teacher can open up and see all right this. These are the students that are in my class. How can I group them that you can do it by individual student? You can see accommodations by the entire class so that really helps when you're creating your content, your assignment, your assessment, your discussion board. How do I group my students? How do I give students extra time? How do I determine what best suits a specific student? What path that's specific students should go through, so that's the see pap. Thank you. Take time for that. I

know folks learned a lot on that piece when Dan is opening comments he was talking about the difference between engagement and learning. I loved his words there and I was thinking about that.

So folks are asking for some actual strategies for engaging students, and probably some of it is just initially like how do you start the school year and what do you think about for engagement? And then maybe afterwards we can go to those children. Students who aren't engaging and how do you re engage? If some of those things aren't your initial plans aren't working well, I think that all of our students across the nation were just craving for being able to see their teachers and see each other. So one strategy. That just is is vital is just meeting with your kids and seeing how everybody is doing. I mean we were meeting with our departments to make sure that all of us are doing OK. So the initial strategy is to use teams to get together, even if it's just a half an hour every day to set the stage for what's going to happen for the rest of that day just to check in with your kids. And that's where you can determine who's not checking in.

And that's how you identify which students might be at risk, and that's how you identify those students that you need to reach out to utilizing just learning management system is really not enough. It learning management system is the tool to store the content, but it does not take that the teacher. It does not give the students that contact with the teacher. So you physically I think need to be able to see each other and get a gauge as to how everyone is doing. Uh, and then to identify those students that are not participating an follow up with that. And I know thank you. I know that we had, you know such a, uh? Fast shift to online learning in the spring and folks wouldn't have done this in the way they would have started their school year. You know were introduced something new, so I feel like as we start the school year, we have a chance. A bit of a do over here and the things that if we're going to start online or some of our students are going to be online, things that we've been talking about in other sessions of your back to school night. You know, being a virtual event and then how do you connect right? In doing that? You're welcome calls.

That are to each student into each family, so I don't know if you've already started to think about that. You may still just be recovering from it. Not actually. I'm glad you brought that up. Happy cause one of the things that we identified is that. We're talking about teachers and students adapting, but how do you lead at a distance also? So what kind of preparation do we have to help our principles in our system principles and the support the leadership teams at each school? The support teams at each school? How do they lead at a distance? How does our we call them the office of school performance and accountability here in Broward we have Cod redirectors that supervised principles. How are they going to do this at a distance? So we we had a workshop, a series of workshops with our leaders to to help them get a grasp of this is what you should be looking for when you're going into a canvas course. This is what you should be looking for when you participate in in a webinar, and this is what you have to model so that your teachers know this is what is expected of them. So that was very very important and I think that.

It was an eye opener for a lot of our principles because they too mean everybody had to stop on a dime and really switch gears and they were just thinking of the logistics of the day an understandably so. But at to your point, Pat. Now we've got the opportunity of really planning this out better. So as a principle, as an AP, do you have a canvas course that you're using to communicate at a distance with your staff? Uh, what are you doing with your with your parents with your constituents? How are you reaching them and informing them of what's going on? At the school, and you're doing this at a distance for you to need those skill sets as well.

Yeah, I love that point because there's a question from them.

Assuming from a school leader who saying, how can I help teachers who struggle with classroom management really focus on the fun part of facilitating student engagement and learning. So your point about modeling is that as a school principle, there's a school leader. If I'm using Microsoft Teams or I'm using zoom or depending on what our tool is, how my using that to bring us together and just connect, socialize, have a little bit of fun.

And then when we all need that right to feel important staff and feel supported. But then that modeling, so that's really nice. I think we're also doing pad is trying to.

Show teachers that this is how you did it in the face to face world. Now there is a transition for you to be able to do it in the virtual world. You have to give them those options. They don't necessarily know it off hand, but once shown how it could be done properly, they'll deliver it. Yep, Yep, we switch to the student learning piece. I know I don't want to jump to summative assessment. I'd like to start with some formative assessment along the way. I'm a big believer in practice and non graded practice and the importance of feedback. But then how do you when students are submitting something and it is going to be grated like when do those checkpoints come in? So can you talk a little bit about those beginning the practice in the feedback and then formative assessment different? Um? A truly assessment tools right that you would consider assessment tools and techniques. So there are teachers do use a

tool called mastery connect which is part of the canvas learning management system and they had been trained on that prior to us going a totally virtual so many of them were able to continue to use that as formative in summative assessments. Some of them were actually building grade level an course content assessment so that. They can gauge across the school by grade level or content area, how well their their students were doing and how well their teachers were at getting their students to proficiency. I think that this is an excellent opportunity for all of us to now shift the focus of assessments.

Be'cause, now we have the ability to enable students to show their learning growth overtime. So if we can set up a situation where students have multiple opportunities to submit work have on going feedback to the work that they're submitting and then interactions along the way where you're seeing that students are stumbling, I think our learning management system in learning at a distance.

Can really support student growth overtime versus of this one shot. I got you on an assessment so I'm seeing this as a true. Us to shift.

Focus on individual assessments. More twords individual student

growth, overtime and I'm hoping that that's one of the outcomes that will have from this more of a competency based type of an approach and a growth mindset. Type of approach, a way in which

students are able to communicate with their teachers. This is what I understand. This is what I don't understand. Can you help me to be able to have those kinds of conversations? I think.

Will is more appropriate in this environment. And then we know that teachers can't be creating assessments all day and grading assessments all day. You know that there's that balance too. So do you. Do you have a

guidance to your teachers about what that balances of that some work might be multiple choice in short answer, and it can be auto graded and sort of move along. But then there needs to be that

evidence of deeper learning and whether it's through more of a project based learning or.

A collaborative event, or, you know, some again evidence. So all of the above. I think that what you just described is really the perfect learning environment where there's a time and a place for everything. You know, ticket out the door can be, you know, quick multiple choice. Five question thing just to see whether or not after you participated in my web and R did you really listen? Did you really understand? So that's really just something at that moment. I just need to know who is paying attention and who wasn't. The project based learning, I think is critical now. In order to give kids an opportunity to collaborate and work together at a distance. So how do we now facilitate that type of environment where you're grouping kids based on on need or your grouping? Kids based on interest and how do we allow kids to work together and use that as a greeting tool? The like I said, the summative assessments are important to give you a benchmark as to how well a student has done, but I believe that it you can learn more about a student through a DBA or through webinars situation than you can from just a multiple choice summative assessment.

So all the above that Great Alright. Thank you for that. I'm gonna go back to probably one of the first slides when we had what the learning objectives for this session was. One we wanted folks to understand that the goals of student engagement and learning and so.

This is an important piece for me. Is that when you think about student engagement, let's just take that that when we were in a face to face environment that to see whether students engaged, then those things of did they show up at school are they? Are they in the classroom? We sort of can look at see time and physically. Do you have your head up or you making eye contact with me when we move to a virtual world, then those things sort of go away so that evidence of is a student engaged. In the work engaged in learning, engage with their peers, can you give some specific examples of what you look for for that so topically? You know the learning management system will tell you you know dad on how many minutes a student has been in the system, so you can get that kind of raw data in terms of you know how often did they come in? How long did they stay on a certain page, and so forth, but that really is not engagement that's just showing up so.

I again I I do believe that out of distance there needs to be the more personal approach, more interactions, whether it is individually 1 on one, which can be very, very time consuming. If you have a high school teacher with hundreds of students, or do you group, you know, learn your, understand your students and group them in a way in which your meeting with them on a continuous basis. It doesn't have to be everyday, but I certainly feel that the engagement, peace. Is only known when you are interacting with your students and however that interaction is whether it is a premade video that you send out through the learning management system. All your students watch the video and the students have to respond to that video and somehow you give feedback to the student on their response. It could be as simple as that to actually physically joining as were joining right now and interacting with each other.

And and getting a sense of yet my student really did understand what what we wanted them to get, so I think it runs the gamut there. Yeah, it's important point because if we only say our engagement is that I've invited a student to a live session synchronous session and that's my only mechanism for looking at assessment engagement, then we're going to struggle because you can't do live sessions all day long and students can't attend them all day long, right? So there needs to be other evidence. We've talked a lot

in all of these sessions and Dwayne talked about it in our first session about the importance of having an LMS Learning Management System. I know in tomorrow's last session we're going to have more on that about what is a learning management system. What are the key functionality's you know of one and what and what to look for. But we've really said how

important that is. That's not something ideally that a teacher would choose, right? That's the district chooses it in the system, chooses it, and then folks implement. But you can hear even in your conversations about how important that is to have a learning management system that's in place and then how to use that.

And then the functionality. So the data points that you're mentioning of. Did a student engage with the lesson? Did they enter their assessment? You know you're looking at those data points to be able to say, can I see that they were in some way actively engaged with content? But that doesn't mean they're learning to dance point. But that means that there was engagement. But I think to more than just the LMS, we've worked really **** ** creating a digital ecosystem are really nice plug and play.

Environment, where are tools are interoperable. We have technical requirements that need to be met in order to do business with us.

Here in Broward County. And if you don't meet the technical requirements, if you don't have an Lt with canvas, we're trying to make this as easy as possible on our teachers and our students and our parents. Now, because the parents have to learn how to navigate a variety of different platforms. If you don't have that interoperability, so we've worked very hard the past 3, four years on creating this environment. Where a student enters the canvas door but still has access to a variety of different digital tools, but they don't have to go learn that digital tools platform. They get sent out there. They do their work. The greatest pass back.

The teacher doesn't have double entry into the learning management system and then our district grade book. The plan of making this as easy as possible for teachers and students has paid off for us and those vendor partners that have worked with us. To ensure that it is an easy plug and play easy access and not only that developed content for us on our scope and sequence and handed it to us. I mean, those are the vendor partners that we enjoy doing business with. And thank you for touching on that. I know that Monte and Pete and Kelly will talk about that a little bit more tomorrow, but we know that without those things in place, that's what this spring when folks were having to learn five different tools or platforms and have five different logins and passwords.

And you have to go find your teachers email in order to find that that it was making everybody. Little crazy right? And it is standardizing on on one tool, you know? Uhm, teachers were using a variety we had at one point. I think 4 different learning management systems that were being used in the district. So to support and train on that is near impossible. So standardizing on a tool and then making sure that your requirements are met with whatever else wants to interact with that tool I think is very valuable. Right exactly answer to how to help Maggie in the.

Session on Saturday talked about folks are feeling a little overwhelmed with tools and she was saying pick one pick one and really get to know it and use it. Use it in multiple ways and she was saying that from the teacher side. But then that's so much better experience for a student not to have to know five tools and the parents right? Get success with your key lines and then start to add from there.

I'm going back to the DBA. Some folks are asking about that, so again, that is discussion based assessments and just to further define it, it's when a teacher is an A in a meeting like this.

You know, a synchronous session with the student or on the phone with the student, and they're going to have a discussion based on the as an assessment right of the learning, so it may be that the student has submitted a paper or completed a multiple choice assessment or short answer. And the teachers are going to dig a little bit deeper. Like, you know, explain to me and I see your answer. Is 14 explained to me how you got there. So you really sort of verifying the learning that's happening, but other times it might be your initial assessment, right? With them that they read a chapter and then you really sort of digging in. So as usually there are rubrics that we go along with that. So Darrell however you approach that, do your teachers create them, be creating their own assessment questions, which is that look like it really depends. Hum within canvas you can create a rubric and it is a great way to be able to grade very very quickly. So our teachers really do enjoy working with the rubrics within canvas.

Some of the assessments in the district are designed by the district staff and pushed out to schools and schools.

Adopt them for lack of a better word. Not everybody has to do it, but there are certain schools that want to participate in the district assessments, and that's because the district assessments are aligned to our Florida assessments and therefore and give a good indication as to where students are at at certain times of the year so. I think that rubric grading takes the UM, subjectivity out and allows teachers to be objective about what it is it forces teaches, first, to figure out what it is that is important to be assessed in this project and to actually stop and think what is it that I'm trying to figure out. My student has learned and then to determine and help students learn the levels in which.

Submissions can take place. You can submit something that is passable but not really great. And here's how I can train a

student to aim for something even higher, and you could have better conversations with students with a rubric as to why it was graded in such a way. Becausw you left this component

out, or because this component wasn't discussed thoroughly enough, so I think rubrics are a great way in which two.

Have that conversation with kids. About their work, yeah, I love that because now it becomes again that conversation, right? And then it's a bit of a journey and we talked about how important feedback is true feedback. I think Judy is going to talk about that a little tomorrow and the teacher training and professional development session about advice versus true feedback right? In the impact that it has. So thank you for that. And there's a question here darel about have you used micro credentialing or badges everything to motivate students and we can.

Talk about that a little bit. So yeah, Broward County is part of the League of innovative schools digital promises, League of innovative schools and we have been really participating with them on micro credentials. We as a district have created a format in which people can get credentialed. I kind of got stalled because of Covid, but I think that it is a great way for us to be able to showcase teachers who have.

Achieve certain levels that need to be recognized and a way in which they can accumulate them. Likewise, I think it's important

for us to start credentialing our students. I think that they need to have a digital wallet that they can take with them to show that they have already acquired certain skills and this is the credential that proves that I have done that. I think that it's when we talk about engagement of students that one thing and we work with gifted students. In my Department of the one thing that they will save you is don't make me show you multiple times that I already know something you know. Here's my credential that I have

achieved this goal of let me expand upon it. Let me move forward but don't ask me to keep repeating that. So I think that badging, credentialing, recognition and again having a format in which.

Is a level playing field because everybody has to go through the hurdle of getting that credential and it is, uh, this equity across the board in that manner.

And part of that when you were talking about that evidence, right? That that I can demonstrate my learning. You know this well, Darryl, and those of us who've been in this space. That idea that when you're in a face to face environment, there are time constraints that you know, a class period is 42 minutes. And whether you've whether learning is a Kurd or not, right, we're moving on the door. We're going to lunch. And that in an online environment, time. Becomes the variable an learning becomes the constant and we really want to focus on the learning. And maybe you learned in the 51st 15 minutes. Maybe you already knew it, but maybe it took you two days to learn it so.

What is that look like? I mean, what do you feel like your teachers live that? Or are you on a journey with that? Because you're on a journey with it, I I think the best example that I have for you is that this notion of creating digital playlists where there are certain things that all students have to do and choices that students can make of things that they want to do from the list. And then things that are extensions of what you've learned so that no matter where you fit on that spectrum.

There's something there for you that is intriguing. An exciting, so we've been pushing a lot on that strategy to to give kids choice as to.

What they do? How they do it and how they represent their their knowledge of it. Why are we talking today? We're talking about engagement, but every day in these sessions, we've been talking about how to engage students. And that's almost one of the number one, right ways to do it, right? Is to give a student choice and that they've chosen the reading, the project, how to demonstrate it, who their partner is, what time of day they're going to meet with you.

But you know the better chances we have to engage them and them to come back. So there's a question here just on this about student choice. Thing is such a key motivator for engagement? But what are some of the best student options or choices when they're demonstrating learning? So when you're thinking about do they do it visually? Do they do it digitally? What what ways might you suggest? Whether that varies by the grade level, by subject, by. Again, you know grade level you gonna have age is a factor as to what they're going to be able to present or represent. I think that as we are introducing more digital tools into the learning environment, students are going to opt to use digital tools to demonstrate create. Synthesize work together with other students, uh, the digital tools lead into being able to do that.

You can work on PowerPoint.

In the cloud together, no matter where you're sitting, you can work on videos and somebody can create the video. Another person can edit the video and so forth. So I think that.

You need to. I feel you need to let the child determine from a list of options. Here is how you can demonstrate. Pick one and I think that most of our students would go beyond what we would imagine that they would do when given those choices.

It goes back to your point of having the rubric right, because if the Rubric is guiding you as opposed to a specific right idea, thank you.

I was learning outcomes in whatever they submitted, right? It's a video. It's a power point, it's a.

Appeal identify right. You've identified the criteria that you are hoping to see out of this finished product and no matter how they create that finished product, so long as that criteria is there, then they get credit for it and you, allowing them to use their strengths in creating that finished product rather than pigeon holing them into what you think is the right way in which this can be demonstrated. Great thank you for that we talked today.

Charlotte Sandra about synchronous versus asynchronous construction and it's not a balance, right? And there's you sort of choose your Y like be intentional about when you're bringing students together, but do you have guidelines in Broward County as far as how often a child should be? At the computer in a synchronous session.

We're working on that. I think that that probably.

That probably was the one thing that we didn't.

Formalize in terms of we trained everybody on how to use teams as a way in which you can connect with your students. We didn't formalize that you had to or how often or by grade level. What's the appropriate. So I think that that's something that we're working on right now. Personally, I believe that even

if it's just for five 10 minutes on a daily basis, the kids need to see their teachers, all all ages. They just need to see their teachers. If a student is a high school student who's out working during the day and can participate, that's where the videos come in. You know if a teacher can just record the web and R and share it with the students or be accessible to the student. When you have office hours. Like I said before that.

Can assist the student who has to work during the day and therefore can only engage with you in the evening to beat. Be flexible like that. I think that for our teachers. Creating those office hours and sticking to it.

Those of us who have taught online know that the first month or two or three you're working 24/7 because you really don't know how to. I set those boundaries. Parents need to be told. These are my hours. I have a life. I have a family. Please don't call me outside these hours, but these are the hours that you can reach me and I'm available and I think that that's really important. Those parameters. Right, and it's that students may be working around the Clock right? Because some students might be, you know, better in the evening. Or that's when the computer freeze up, you know? Work, and so they might be doing their work in eight o'clock in the evening, but then when will a teacher grade that? And when will a teacher get back to them on that great you mentioned earlier des robot mastery? Connect that you're using that people are asking some questions about. What is that? What are some of the key functionality is how do use it? OK, so it's an assessment tool that teachers can put their student. Their students are rostered through canvas into this platform. Which is embedded in canvas and teachers can create. Like I said before, grade level assessments that teachers across the green utilized together individual assessments, they can download free made assessments. So it really is just an assessment platform that is aligned to the Florida standards so that they can do the formative and summative assessments when they need to. So my questions are already within mastery connect, but teachers can create them themselves, correct, right? And then serve them up? I know we're talking bout canvas and that is an example of a learning management system and it's one that you're using. And as I mentioned, we'll talk more about that with the instructional resources session tomorrow about what is a learning management system and key components of that, and you know, as we move through that great.

Darrell a lot of questions have come up in all of the sessions about our youngest learners and folks consume those. Picture this for middle school students or high school students, or even up Upper Elementary. But when it comes to kindergarten, 1st and 2nd grade, then either what does? How do you engage those students? The attention span is short. There are dependent on their parents. So can you talk a little bit about one? Let's do student engagement first about.

How to engage their young learners and then will switch it over to the on the learning part. So I wish I had readily available that I could just share on my desktop here some things that are kindergartners participated in that just blew me away. The ability for some of the teachers to replicate what they would do in their classroom on a zoom call or on a teams called just was extraordinary reading a book. Doing phonetic.

Awareness. Um, just doing things that they would have done around their teacher table. You know, with the students whether it's small group or full group. And again the littlest ones I think need to see each other the most, although I think all of the students need to see each other, but the littlest ones really do need to feel that connection, and I think that.

Given the right tools, uh, if you could have a document camera where you can show a book and and have kids, see it on the teams meeting or the zoom meeting to be able to be a little bit more animated, as if you were on TV and that the kids are watching you. Be animated like that. I think those teachers really were able to do with the little ones what they would be doing with them, the animation and the things that they would do in a typical kindergarten or first grade classroom. So I did see some really outstanding work that our teachers did and these were teachers who didn't think that they would be able to do it because we were asking people to submit stuff to us so that we could push it out in our our monthly newsletter. And that's where we saw pictures and videos and just incredible. So I do believe it can be done with the young ones. I don't think that it's exclusionary, but we also had an ability for instead of keeping in and logging into the.

Computer is at school. They had a a badge that they were able to show to the camera and that would get our students our youngest students in so without having those laptops at home, the parents did need to assist them in in logging in. So that is an issue that probably we need to work on so that it is not problematic. Right, I mean a number of key things. You said there? I mean one as far as the consistency, we know the little ones that we need routine. We need consistency. That that's where their security comes from. Is that if every morning school

starts this way, and I know my teacher is going to be in the other side of the camera and.

Yeah, the camera, so those pieces are my classmates. And how do we do that? And it doesn't have to be 30 or 45 minutes. It's what's the right amount of time I've seen that too where teachers have recreated to their classroom right behind them. And there's puppets and everything else. You know that they've which makes it very. Engaging and inviting for little ones. You don't want teachers to lose their personality and their joy for teaching or not in this environment. So if we think about, then the learning piece of that say, I mean they're engaged. But then they can be offline, but more right in their learning. And so how are you? How are they demonstrating? They're learning, but those younger and younger grades do you have anything that's different there or that you're early childhood teachers are doing? They they are. They have created resource courses for parents to work with their students as well as students to be able to. Once you know parents help them access things.

A lot of that would be, you know there in the learning management system too. So if they're able to upload and submit work, and if that's required, they are rostered into canvas as well.

But I think it's more when you have those get togethers.

Through teams, that's where students can showcase what it is that they did. So if you're having these meetings on a continuous basis where you're seeing your students every day, you set the stage, you have the students do what they do, and then they actually show you what it is that they they've done.

And again, it's very similar to what you were talking about before with the dbas. You know the conversation with the students, whether it's individual or in groups. It's no different than what the teacher would have done.

In that the little the centers that they create with them.

Students of some of our elementary. Teachers actually created a landing page in canvas where they had their centers, math Center, Science Center and so forth, and just with the click of a button, it took them into that subject area. So you could actually in some of them were brilliant. You know, today this is the order in which you should do things. So yes, the parent had to assist the student at home, but teacher had set up the guidelines for this student to be able to follow.

And that was being done in as young grades as kindergarten and 1st grade. So we would.

Along those lines, we would often have more of a checklist or an inventory for parents, so they're working with their child. And then there's a chekov. Whether it's an online chekov or if it's if it's print and it's not graded 'cause we want feedback, sometimes parents will feel like they need their child to get 10 out of 10 on this, but that doesn't help the teacher. No did learning really occur, so it really is a kind of where are they on this continuum on this checklist? And again, evidence of learning. So just where is your child? On this did they add? Did they count backwards to 10? Did they you know, count by twos? What? What did they do then? Is the teacher then? I know to your point before about these five students seem to be struggling with this concept and so then How do I pull them together? Maybe tomorrow in a small synchronous group? I don't need to spend all 25 of them together and maybe 5, but this does, you know, start posing some problems for our parents now because what if you have multiple children at home and you don't have multiple computers? Uh, an you now are teaching all three of them it I can understand the frustration that many of our parents and that that's the the.

Board workshop that that Dan is involved in right now. Parents are very concerned you know, either they want this to be totally remote. If I'm a parent and I accept that I want my child to be home totally fine. But if I am apparent that needs

their child to go to school I want to be able to do that 100%.

So that's the Ying and the Yang that's coming out now.

If people don't want this. If this is not what they are bargaining for, there lies the rub. There's the hard part that you know you need to have somebody home with the young ones and it causes problems. It it's. It's difficult for appearance. Yeah, I think we're not trying to put rose colored glasses on that. It's that when families, families, students, or teachers have chosen to do a full online school experience, they've chosen that the teachers chosen to teach in that environment. The families chosen. This is the right situation for their family or the OR the child has. So thing we all have to be clear on that is that you know what happened in the spring. Was the result of the pandemic and it was something that we needed to do and that we still need.

So it's not necessarily about choice. Some districts are saying perhaps winter in the fall, and will say that parents can choose. Do you want your child to stay home and have a fully virtual experience? Some type of hybrid? Or do they need to, you know, go to the building each day. Yeah, that has a whole host of complexities around that, but the part that I love about that is that there's a choice and that parents can choose what might be best for their child or there.

Are there students again, that doesn't mean it's an easy thing to to implement now I'm glad that you brought that up because I think there is a very big distinction when I speak about what we're doing remotely. I'm talking about distance learning.

I'm not talking about virtual education, and I think that there is this distinction, and your point is well taken. Path that. Virtual education for those people who have selected it as their option. What we have done is we have pushed everybody to learn remotely, but we need to consider it more as distance learning. That doesn't mean that it's student is out there doing this all on their own. Even in a virtual world that's not the case either. OK, but it's the selection of the virtual space that is, is the distinction that nobody selected this. Some people might. Actually stay with it. Having done it now, but it was not a self selected course of study and I think that we need to make that apparent discussing the two.

And we tried in our first session just talk about this terminology a little bit because some children were at a distance working remotely, but they had no access or devices, so they were working from print packets, you know? So yes, they're working at a distance. And yes, there were in a remote location that that didn't mean they were doing online learning or any successfully. One last thing, I just wanted to drop us a little tidbit, and some of the early education teachers out there might already be doing this, but we would definitely use.

An audio record tool so that students could record a little message to their teachers. They could record their sentences.

They could read a chapter book you know or not. Chapter book a short. X-art you know for book selection for their teacher and when we when we created that tool or found a tool where students could record themselves and then send it to the teacher.

Our teachers were just over the moon with joy because they would kind of wake up in the morning and had these little packets of joy that children had said, you know. This is hoagie. I'm going to read this to you now and one you're hearing them read your hearing, their fluency, you're hearing, you know.

You're hearing it from educators standpoint, but it's it's a little present that the child is done just for you. So think about again. I mean, that's certainly an assessment tool. I mean, it's a learning tool and an assessment tool. But there's just a lot of joy wrapped up in that, certainly hoping that once we go back to normal that we continue using these tools because these are very valuable in the learning experience. Great, so one thing that the

rubric question has come back up and it's about should parents and students see the Rubric in advance, and I know it's going to say, I know how I feel about that. Absolutely, there's no hidden. Do you? Not trying to hide anything here? The purpose for a rubric is to be as upfront an open as to what the requirements are of the assessment or assignment.

So the clearer you can make it and the earlier that you can present it, I think is is the best absolutely.

Completely agree and then I think that becomes a self assessment before you even turn it in right? You look at your own work yourself, assess against them the Rubric, and for for teachers as you're listening to this. That's just a great first step is to say don't just submit it blindly. You know knowing the teachers going to great against the rubric that you take the rubric right. Look at your own work and raise yourself. And how do you think you did? That again, comes part of a discussion based assessment later. Let's talk about this like you thought this was a four. You know, and let's think, let's see how you how, why you thought that you know and then how you I think two to ask the students you know what do you think should be included in this rubric? You know you're going to be doing the work? What are your thoughts about this as well or as they're doing the work? Should we alter the rubric? Are you doing something that you think should be counted that we didn't think about before? So again, conversations. Great, there's a question here to go in a completely different direction, but about school counselors and their role. We did have a session on that a bit on on Saturday, but as far as the role of school counselors in virtual learning and maybe so yeah, this was interesting.

Be cause school counselors don't have rostered courses.

We had to ensure that support staff, whether their school counselors or whoever they are. You know in social workers and

whoever might be a support staff at the school, we needed to ensure that they had access to support the students in the canvas in our canvas courses. So that was something that hook up some time at the very beginning. People saying, How do I help my

kids if I don't have access to their content? If I don't have access? Where where they at, you know we can interact with each other, so that was important. Um school counselors to um, playing a big role in the engagement piece. You know, once we found out that there was there was a percentage of students that were not participating. They were. They were called upon to to

assist in finding the roots of the problems there.

Great and then Gerald talking about a little bit more.

Summative assessment more in the sense of at the end of a course, perhaps, or the end, you know, some some marking period and then have you been having conversations about. Pre takes an reasons for retakes, or do have a because that often I mean you get different schools of thought on that and when might that be? So there's a couple of things that are happening now, so we have identified students that need the extended school year, and so those students are participating in a five week session where we're hoping that the covid slide bombarded by the summer slide can be somewhat.

Alleviated, uhm, that that was interesting because the teachers that were hired to do that needed to get some additional training on teaching at a distance so. That whole engagement piece, if you're trying to re engage kids who were not engaged or who slipped on during the covid pandemic, so that is going on right now. We also have a third grade reading camp for our third graders because that's the promotion grade. So working with those students to see in terms of trying to reflexible, we try to be. A gracious in terms of what our families have gone through, and I think that we appan coming back in the fall we are going to really have to do some heavy lifting in terms of identifying.

The weak areas for our students. Identifying the strategies that

we're going to use a we might even have to make some suggestions to parents that you might want to keep your child remote, but we think it's better if they come face to face and vice versa. I think that we have to anticipate a lot of back and forth. Florida is still erupting, and so how? How do we.

Even you know no which areas of Broward County are going to be more highly effective than others. So I think to get back to your question, it's.

We're going to have to do on going assessment of our students as they're coming back over the summer as they're coming back and throughout the school year. Be'cause until we get back to

some sense of normal. I think this is going to be a an in and out kind of thing where we have to keep a pulse of what's going on. Yeah, I was gonna ask you about that because I know districts don't necessarily are not all of them have their plans for how well they determine where students are. You know, in the fall, and so I didn't know how far along Broward County was. I know here in Maryland, the State Department has put out a recovery plan. You know, in education plan. And in the beginning when it first came out, there were recommendations for what the district should do. We have 26 different.

Districts here in Maryland and then a recent copy came out and then there are some of those recommendations are must haves so it's turned into you know you might want to think about this too. Are you must have this in place and I felt like it was June 15th and suddenly there was 13 must haves that make it quite challenging I think so one of those was that they must have a plan in place to.

Assess student learning and determine where students are at the beginning of the year and then a plan for recovering you know and recovery of learning and continuity of learning so.

Where are you in that thinking about what that might look like? Yeah, so I think that's all part of the cares act. I think that all of the districts across the nation are going to have to do exactly what you just said.

We have about 16 different work streams that we're currently focusing on from safety and health to understanding where students are an educational losses that they might have, so that's part of the presentation that we give to the board every week, and. We have a couple of suggestions in terms of bringing students back, trying to follow the CDC guidelines were looking at half of our students at a time in the school in schools.

Some of our schools are under enrolled in. Can do that. Some of our schools are over enrolled, and really can only bring back 25%. That means that every day 25% of the student population comes, so our schools. We had five schools that just presented today.

How they felt they could massage all of this out. I do believe were so big we're going to have. I think multiple different mechanisms for schools based apon each schools needs an requirements. I don't know how we are going to be able to fulfill 100% coming back as some of our parents really do want, so let's hope that there are enough people that select the remote so that the those who want to come back it it balances out. I will have to wait and see how a survey is going out now to get a sense of where parents are at. I again it's a moving target though. Be'cause until things start going down instead of spiking up. I really don't know how people can make a decision to choose right here. I think we have a chance for one last question. It takes us on a little bit of a different direction, but it's still about assessment, but it's asking more about English language learners and special education students, and thinking about how do you think about addressing that either modifications in grading or looking at student performance? And is there anything in canvas that.

That helps support that. Well, we really look for a lot of digital tools that work with REL, else I know that there's a Google extension that can actually read the canvas page is now in multiple languages, so that was something that we found and we trained all teachers on how to use that and we put it in multiple everything that we have done since March 13th when we closed has been done in multiple languages because we know that there are hundreds of languages that are spoken here in the district. We choose the top five to do all of our translation, so having a tool that can be embedded in, you know a browser so that when when students are accessing content and parents can actually translate it into their native tongue, I think it is priceless. It's incredible to be able to do that, but we have made an effort.

With our special Ed students as well. And I I think that some of our special Ed students requires so much that they're the ones are severely disabled.

Students are the ones that were thinking need to go to school everyday to get the proper accommodations that they need.

Uhm, but the other students, that are mainstreamed or have IE peas? There's no reason why they can't get the accommodations that they need at a distance as well, and again it is giving the tools to the teacher the ability to quickly assess what their students need, who their students are in, what they need.

I think is the critical piece and that's our seat back.

Wonderful, well that was a great way to tie that all together for the beginning comments. So Darrell, well, I didn't realize we were going to have this one on one time together, so that was really apologize for Dan. I know that he definitely wanted to be here, but as you know that it has leveled these kinds of things come up and he can't. I'm just happy that I was able to be here to help facilitate this, and I hope that I whenever I've shared his giving you some insight as to what we've done here in Broward. Well, we're thrilled, and your reputation precedes you, so I've loved having this time together.

Really wish you the best of luck. Thank you very much and with all your doing. So thank you. So I think for everyone will wrap up this eight session. Thank you again for joining us.

We have two more sessions tomorrow, one at noon Eastern Time and that's focused on teacher training and professional development. Where are you on this journey and what we need to be thinking about in supporting you? That's going to come up and all the sessions and the last one is an instructional resources. And we talked about LMS Learning Management Systems. Really put the why the intention aliti you know before we went to bed Accessibility quite a bit so please join us for two more sessions. So Darrell thank you and everyone else will call today. Thanks everyone. Thank you.

Reminder.