Virtual Teaching Academy Session Four

(upbeat music)

Good afternoon, everybody.

Thank you for joining us.

If you're here for the Summer Virtual Teaching Academy, you are in the right spot, and we are just about ready to go.

Before I hand this off to our presenters, just a couple of quick housekeeping issues to cover with you guys.

First and foremost, the chat function in today's session has been turned off.

However, we do encourage you to interact with this, ask questions and share your comments.

You can do that in the questions panel that you should see to the right of your screen.

If you're on a desktop or the bottom of your screen, if you're joining us on a mobile device.

We do want to hear all your questions and a great discussion to have today.

And we would to hear your comments as well.

We will be answering questions in the chat and feeding those questions through to our presenters.

However, so you may hear your question show up in the presentation and we're glad to do that.

With that, I think we are just about ready to get started here.

I'm gonna pass the mic over to my colleague, Pam Roggeman from university of Phoenix who is going to get us started and kick off our meeting today.

So Pam, take it away.

Oh, Pam we're we're not hearing your voice.

Let see.

There we go, he we are.

Okay, so hi everybody.

Welcome back to those of you who were here for the earlier session.

Welcome to those of you who are tuning in just now.

For all of the sessions, as you know, they're all gonna be recorded, and they will be available anywhere from 24 to 48 hours after the session.

So I know that many of your colleagues are planning on watching the recording.

I'm so glad that you're here.

I'm excited about this session.

I think it's an important topic.

Before we get started, I just wanna tell you a little bit about how this whole idea came about.

What we are calling this is the Alliance For Virtual Learning, and University of Phoenix and Blackboard partnered with some K-12 leaders and thinkers in the virtual learning space to form this, what we're calling our Alliance for Virtual Learning to bring you this Virtual Teaching Academy.

I think that we all know any of us who are involved in education or connected to kids of any way that COVID-19 changed education probably forever.

It was the biggest interrupter that the public school system has ever seen, and schools had to move.

In some cases they only had a matter of days to pivot to distance learning.

Some were better equipped than others.

And what I think that COVID has shown us is that a K-12 education was ready, and ready for this shift to virtual learning and it's necessary.

So the University of Phoenix did a survey of over a thousand educators.

And what they found is that less than half, only 47% of practicing educators felt that their preparation for distance or virtual learning was good or great.

And 84%, so the overwhelming majority, told us that they were interested in learning more.

And so that was part of the motivation to provide this for K-12 educators and leaders across the country at no cost.

It's just something that that we wanted to provide.

So with that, I just want to just tell you a little bit about the folks that are bringing this to you.

So I'm the Dean for the College of Ed at university of Phoenix, along with Blackboard, who is, I'm sure everybody's familiar with the term LMS or Learning Management System.

Everybody's familiar with that right now.

Blackboard is recognized as one of the most trusted providers in K-12 learning management and communication systems.

And currently one in every two K-12 students nationwide are using some form of Blackboard services.

University of Phoenix, as you know, has been a pioneer in online and virtual learning for a number of years.

The two folks that we brought together to help shape this Virtual Teaching Alliance.

The first woman is named Dr. Pat Hoge, Dr. Patricia Hoge.

I want to tell you a little bit about Pat.

She's a veteran K-12 educator with deep experience in both traditional brick and mortar and online teaching and learning.

She's most recently served as the Chief Academic Officer for Connections, Education, and Pearson Online and Blended Learning.

With a focus on curriculum and instruction, she's devoted her entire career to helping students and adults who serve them achieve success and develop tools and resources to help them in their journey.

She connected us with Mr. Heath Morrison.

Heath Morrison is a former President of McGraw Hill's Group.

He brings extensive learning experience in the K-12 education space, including a rich history serving as a school principal and superintendent.

Leveraging his connection with superintendents around the country.

He brings a unique and deeply informed perspective to the gaps superintendents are seeing in their pivots to online learning and how best to meet their evolving needs.

A recent New York times article reported that most students have fallen behind where they would have been if they hadn't stayed in the classroom with some losing the equivalent of a full school year's worth of academic gains.

And that's what we're here to talk about now, how we can make sure that we meet our students where they are when they begin the school year, and how we can continue to help them grow and get that year of academic achievement that all students are owed while still making up for the lost time.

Not only the summer slide, but also the time that was lost to getting on board with distance and virtual learning.

The Alliance's efforts are ultimately in service of helping students.

And we're doing that by providing you their educators and leaders, the resources needed to serve them in the best way possible so that they can in turn, serve us all in the future.

So now I'd like to take us to the session that we all are going to hear today.

And our session is called, "Student Relationships," keeping student and teachers connected and keeping students connected with other students.

So as we begin our session, what I want us to consider is last semester, we teachers had had three quarters of connecting time with our students.

We knew our students well, we knew their learning styles, we knew their interests, and we were equipped to continue to stay connected with them in the way that they needed us most, because we knew them.

But as school year, as back to school looks different than it ever has what we really need to be prepared for is how do we connect with our students and allow them to connect with each other.

'Cause as we teachers know, our students need to trust us and feel connected to us and know that we are invested in their learning before they are going to allow us to teach them.

So anyways, so that's really what our session is going to be focused on.

I want to take care of something before we get started.

So you all had the blueprint that you were provided when you registered for this academy.

I'd like you to connect with your blueprint right now.

And our session begins on page 22 of the blueprint, and we wanna call your attention to, before we get started, the needs assessment.

And if you'll take a look at this, what I have on the screen, the needs assessment has a lens for our teachers who are joining this session.

And it also has a lens for our leaders who are joining this session.

So as you go through those statements, this is your needs assessment that you are that you were kind of reflecting on now, where you stand and where your district stands.

And so I want you to go through and rate yourself on that needs assessment to tell us where you stand right now.

And while you're doing that, I just kind of want to set you up for what you're gonna hear during this presentation.

The first thing that we're gonna do is we're gonna start off with some research.

And what we want to tell you about our research is why we need to be so focused on the relationships that we build in our classrooms.

I think this will be great for you to remind yourself, like you know as a teacher that one of the greatest parts of teaching is connecting with your students.

One of the things that I loved most as a high school English teacher is that I would meet 150 people every year, new people.

And for me the highlight of my teaching career was the connections that I made with my students.

But as we're gonna be exposed to hear some different strategies and tools for connecting with your students, you might need to convince your colleagues and your leaders for why it's important for this kind of professional development to happen in your school.

And so we wanna start first with the research.

Then the next section of our presentation is gonna go into the teacher-student connections, and the folks that you're about to meet on our panel are folks that have been doing this work.

And so you're gonna hear from an expert on how to do that.

And then the next part of our presentation we'll be talking about how you connect students with each other, and why that's important and some actual practical tools about how to do that.

So I hope you've taken a minute to a look at your needs assessment, and you'll go back and do that with each one of these sessions that will help individualize and personalize that blueprint, not only for you, but also for your school.

So as we begin, I just want to introduce, allow myself and our panelists to introduce us to you.

My name is Dr. Pam Roggeman.

And right now I currently serve as the Dean for the College of Education here at University of Phoenix.

Before that I was at a large public institution in teacher preparation for a number of years.

And before that I was a high school English teacher in Southern Arizona for about 18 years.

Never had any intention of leaving the classroom, but it's just kind of where my career path led me.

So I wake up every morning still thinking that I'm a classroom teacher, and now I'm gonna turn it over to Ms. Debbie Vickers to introduce herself.

Hello everyone.

It's a pleasure to be here.

My name is Debbie,

and I've been in education my entire life (laughs), either as a student or a teacher or a supervisor.

And I feel very fortunate to have been in face-to-face situations where I've taught in hybrid and also finishing my career in online education.

So I've sort of done the full circle of meeting students and teachers and parents needs.

So I'm very excited to be with you today and to share what we know and to learn from you.

Passing it over to Matt now to introduce himself.

Hi everybody.

My name is Matt Moody, and I'm a consulting teacher and Teacher Preparation and Support in San Diego Unified School District.

I've been teaching for 17 years.

And up until this summer, I taught English Language Development, theater, and technical theater at a comprehensive high school here in town.

And I'm also a lease backup for the University of Phoenix, and for the last eight years now, leading and instructing and CTEL.

And I hold a single multiple and administrative credentials, and I'm excited to be a faculty coach for our district.

And I'm also the father of three elementary aged kids, and a toddler.

Nice to meet you.

Hi everyone.

My name is Maggie Verdoia.

I am a sixth grade English teacher at a public school in Los Gatos, which is a city South of San Jose in California, Silicon Valley area.

In addition to being a sixth grade English teacher, I'm also the department chair and prior to working in my current context, I worked in elementary and middle school context in public private and charter schools.

So I've sort of seen a breadth of situations where students are using technology.

And my particular area of interest is empowering teachers to personalize learning for kids using tech tools.

So I'm really excited to share some tools with you today.

Okay, so now I am going to turn it over to Debbie.

Who's gonna talk a little bit about the research behind our presentation.

And Debbie, you should have control of our PowerPoint now as our presenter.

And I should indeed.

Let me just advance to where we need to be.

You've already met all of us.

I'm gonna go quickly by, and get to the why.

And hopefully you can see the why now? And I'm sure that it is absolutely no surprise when I tell you that the number one factor in moving the needle on student achievement is the teacher.

So applause to all of with pats on the back.

A lot of research has been done, Marzano. Douglas Reeds over the year since the '90s to really figure out what moves the needle on student achievement? And the research comes back and tells us time and time again, it's the impact of an effective teacher.

In fact, the impact is so great that the more effective teachers students have in a row not only is the impact deeper, but it lasts longer.

And so when we think about our role as educators,

it's sobering (laughs) and exciting at the same time to know that we really can make such a difference in kids' lives.

The other thought of that I thought was really interesting is that when an educator believes that they are the cause for students' growth, then those gains are three to five times greater.

So it's the belief in your ability to move the needle in students and learning that really impacts them even more.

And this is no surprise when we connect the relationships that we have with kids with the social emotional competencies, which we're gonna spend some time a little bit later and talk about.

And another residual effect is that teachers who have strong relationships have fewer discipline issues, and I can almost see you nodding your heads, yes.

I remember the students that I really worked hard with developing relationships, those students' behaviors improved, and these are behaviors that may be exhibited online or face-to-face or in a hybrid model.

Some of the articles and resources are noted there, but one, I wanted to particularly draw your attention to is The Two Minute Relationship Builder, which I thought was really kind of interesting.

It was originally designed to help teachers connect with students that may have disciplinary issues.

But it really is taking two minutes for 10 days to establish a relationship with the student.

And that relationship is in two minutes blocks of time and it's also a way to connect with them outside of an assignment, talking about their interests, asking them questions, maybe get at some of the challenges that they might be having.

And so I welcome, take a look at that link and practice.

It's been shown to work.

So let me move on to the next.

And Pam's going to talk about along with the teacher, the power of the student.

Yes, so I'm sure this will come as no surprise, but engagement and relationship building is reciprocal.

And what the research shows is that we actually, we, as teachers, we feed off of our student engagement.

And as student engagement increases, so does our teacher investment and our teacher engagement, and as a result, also our teacher efficacy.

So while student connections, we tend to think about how then important it is to have that student teacher connection and what benefits it gives to the student.

But what the research shows is that it benefits the teachers as well.

I know every time you have a conversation with somebody and you tell them, somebody who's not in a professional, and you say, "Oh, I'm a teacher." And they're like, "Oh, I don't know how you do it." And you know it's very easy how we do it, what do we tend to say, "Well, we do it for the students." It's the students that we love, it's the students that that keep us charged and keep us coming back.

I know that was true for myself and I'm sure it's true for all of you out there.

But what I think is interesting is that it's almost a direct correlation between our engagement and the students' engagement.

So, I know that we've all had experiences where you're trying to reach a particular student who it seems like you haven't been able to reach and it frustrates you and you come back again and again and again, and that's not by accident.

It's we as teachers, we need that.

We need to know that we are reaching those students again, for our self-efficacy and also to keep us going.

And so and again, we've tried to include some links below.

And one is a research article and the other one is to give you some practical strategies.

And of course all of these PowerPoint presentations that you're experiencing during these sessions will be made available to you later.

But I think it's nice to have the research to back what we know instinctually.

I'll pass it back to you, Debbie.

Thanks Pam.

So if we put the teacher and the student together, we have a very powerful community, or we have the beginnings of the community because more than one student in that community.

And we'll talk a little bit about how do you develop this online community? And our teacher experts are going to show you some tools that will help you do that.

But I think that social presence, the creation of the community is also important.

You know yourself, when you walk into a brick and mortar and in a classroom, sometimes the class has a personality, they take on a persona.

How do you create that online? What is the sense of self and others joining together to really connect that? Whiteside, Dikkers and Lewis, the researchers and educators, online educators came off with some components of creating a social presence that I thought I'll just draw your attention to, and you can feel free to read the article at length.

But they talk about coming up with an affective association, showing your face, your expression, your affect to students using your webcam.

To do that, but also how do you show your affect in writing when you give feedback to students? Or maybe you do a little emoji or something positive to them to get them to know how you're feeling.

How do you create that community cohesion? By giving students purposeful, meaningful work to do that joins them together and gives them a project or a goal to accomplish together.

The level of interaction intensity, how do you purposefully determine that? How interactive you are with your students and how they interact with one another? Sometimes it is important to take a break, to turn around and reflect personally,

which we'll be doing (laughs) during this presentation too as well as interact with one another.

And the knowledge and experience connecting what kiddos know with what you're teaching them in their own personal experience, in their communities, in their lives.

The number one component that community college students thought was most important in the social presence was the instructor involvement.

How do I see my teacher? Where is he or she? What are they doing? What comments are they leaving me? How do I know what they think about the work that I'm doing and what they think of me as a student? And so how can you show how involved you are with your students so that they see it, they interact, and there's a give and take there.

Again, we draw a correlation between the Social Emotional Learning competencies of both social awareness and relationship skills in building that community and how important they are.

And this really ties into our innate human desire to be part of a group.

You know as humans, we need to connect to people, we need our families, we need our friends and we're connecting now online more than ever.

And so how do we do that in a meaningful way that really fulfills our need, our psychological need.

The very last point in doing for this and doing lots of reading I came across a project Aristotle that Google had embarked on about five years ago.

And they were looking for what makes the perfect team.

And in Google's language, what the perfect team was the most effective, the outcomes, the outputs were were top notch.

And so how could you quantify that? How could you find the perfect team and then put people together that would create this perfect team.

And they originally believed that you put the best people together, the most knowledgeable, and that's gonna create the best team, the perfect team.

And they found that that wasn't the case at all.

What really made these teams gel and work effectively together was their ability to feel psychologically safe with one another.

To show empathy, to listen, and to be able to communicate.

and back and forth with one another.

And so those qualities were things that they did training on to make sure that everyone had the benefit of having that safe environment in working with your group, And knowing that folks are listening to you and that what you have to say matters.

So I thought that was pretty interesting.

Moving along, we've mentioned Social, Emotional Learning any number of times.

And I thought that this survey was just in education week in April, and maybe some of you responded to it.

And I thought it was interesting that we know more about Social Emotional Learning or we've heard of it than we did three to five years ago, for sure.

But we still have views, very varied views about how important it is.

There's been lots of research that has told us that effectively explicitly teaching competencies under Social Emotional Learning helps our students not only learn more, but are happy as learners.

And so we're going to dive a little bit into that now.

Really the group that I think is really led the nation in Social Emotional Learning is CASEL.

And that stands for the Collaborative for Academic Social and Emotional Learning.

And the link there is to their website.

They've identified five competencies that are important for explicitly teaching and watching students as they develop.

And we just took those competencies and real questions, And these could be reflective questions that perhaps you reflect on as an educator and/or give to your students with some modifications.

But really the self-awareness, students being aware of their emotions and thoughts and how those affect their behavior.

And then how do they manage those? How do they control their impulses so they can manage their stress and also motivate themselves? That self motivation.

Social awareness we talked about and relationship skills.

When kiddos are working together, how do they empathize with others? How do they communicate in a way that shows that empathy? And what resources do they have in their family, and their community? If they're struggling with any of these things, where can they go? And then decision-making.

Giving students the opportunity to make decisions.

And we'll talk a little bit about student choice in a couple of minutes, and also evaluate the consequences of those choices.

And so CASEL has just a wealth of information on their website.

And I think what's particularly wonderful about there, it's all research based, but also there's resources for families too, because bringing the families into supporting, the explicit teaching of these competencies and giving them the resources that they need to make sure that they're supported as important.

So here's some additional resources on Social Emotional Learning, CASEL at the top.

There's a report from the commission on Social, Emotional and Academic Development which is particularly interesting.

Common Sense Education does a great job with all sorts of resources.

But there's a really great way to involve families in the work that you're doing in the classroom with the kiddos.

And in case you're wondering, where is this relationship and these competencies, where did they all start? The Center on the Developing Child at Harvard University has a great section on brain architecture and what we do with babies, the serve and return, and how that impact their ability to build relationships at infancy.

And so that was particularly interesting, I thought.

So I thought I would include that link here as well.

Now I've done a lot of talking and I think it's time for Pam, you wanna lead us to this reflection.

Sure.

Yeah, so what we're gonna try to do throughout this presentation is model some of the techniques that we're talking about.

And I was just fed that one of the questions from the chat was how do we connect with large numbers of students? Like when I'm a high school English teacher, as some years I had 150 students.

And so we're gonna model one of those ways right now.

And so in a virtual environment, we're gonna give you all this reflection question, "How will I adjust my relationship building strategies to account for a virtual learning environment?" So what I want to metacognitively talk about here is that your responses in the chat are gonna be things that we panelists are gonna see.

This one way.

We have to take a look and say, "How do we connect in the brick and mortar institution?" And that is walking by student's desk, chatting them up, giving them feedback on their individual assignments, and we're gonna do those things, but we're also going to give them a time to tell us about how they're feeling about the learning.

So I'm gonna pause here and just have dead air for about 10 seconds so that you all can have an opportunity to reflect here.

Okay, in my normal classroom, I would have given much more time and I would have pulled some of those responses again, in a low-risk kind of way.

I would have talked about them anonymously.

And then just kind of mentioned themes that are developing among my student reflections.

And then that use that to inform where I'm gonna go next.

That was just a short reflection for you.

But I do hope that you are analyzing your own teaching throughout this presentation.

All right, now we're gonna turn it over, and Debbie, you're going to pass off the presentation to Matt.

I'm going to do my best.

And the other thing I'd like to mention is that there also is a session on meeting the needs of special needs students that also will give you some strategies for creating that relationship and that connection.

Okay, let's see.

Let's hope I do this correctly.

Okay.

Hello everybody.

And thank you so much for the research foundation for everything we're doing.

I was very informed and I could have listened to you the whole time, really.

I enjoyed it.

All right, student-teacher interactions is my section, and I'm very excited.

My name is Matt Moody, to talk to you about student-teacher interactions and how we can facilitate that relationship, that reciprocal relationship that you heard mentioned between the teacher and the student.

And one of the things that I'd like to mention really quickly before talking about choice, scaffolding and differentiation and accommodations is our ability here to do a needs assessment with our students and get to know a little bit more about them.

So if you don't mind, I'm gonna be giving you a few practical examples here.

So I will be shifting over here and there to Google Chrome to show you what's going on.

Now here's an example of a needs assessment that I did in an English language arts class, in which first, together we came up with some areas that students believed were areas of growth for them, that they wanted some more supports.

And then we got together and we said what were their areas of strength? And as a faculty at a university, I was super excited that they said research was their number one category.

But the reason for doing a needs assessment like this at the secondary level was because I promised my students, I made a promise with them that I would take into account their areas of growth and teach at least the top five, as many as I could get to in a mini lesson or embedded into my units.

And then I also made a promise to them that I would go ahead and take their top five skills and do the same thing, and honor that within the context of my units of instruction as an English Language Development teacher and as an English language arts teacher.

So I wanted to talk briefly about needs assessment because we really need to get to know our students.

And also at the elementary level, ask your students what they would do if they could help the world somehow, ask them what they would do if they had a super power? What would their super power be? I feel like elementary students and English learners are crossing the threshold.

You know, they're taking the hero's journey and whatever we can do to learn more about them is gonna help us make more informed choices about what we do as an instructor in the K-12.

So thank you for letting me take a moment on needs assessments.

Let's move into student choice, which I think is really important as well.

And as you can see here, and you've heard before students benefit from having multiple options to complete an assignment.

One of the options that they could use that you'll be able to check out is Seesaw, which is an audio visual example.

They can draw, they can record some audio based on what they drew and they can add text.

Another example that we'll talk about briefly is Flipgrid, where you can do a quick recording and teachers can also give feedback, formative assessment feedback via the recording.

And you'll see an example of that as well.

And then we of course, link back to our Learning Management System.

But let me give you an example.

I like to see practical examples of what we're talking about here in the theories.

So I'm gonna go ahead and head on over to my other screen again.

Khan Academy has a really nice Pixar in a box project that I did with my technical theater and theater students.

And an example of what that looks like when you give a student choice using found items from the home, as you can see, that's a USDA choice.

I believe those are pot stickers there.

And then you have a yellow food dye in a water bottle for the lighting through an led light.

And then the student recreated a scene from one of their favorite "Star Wars" films, and folded the characters out of origami.

Now this student is using all found items from the home and every student had an opportunity to approach the Pixar in a Box Project in a way that they saw fit using content that they were familiar with.

Some students did perks of being a wallflower, others did other Disney stories that they really liked, for example.

So that's an example of the element of student choice.

Another example of the element of student choice was this here from Khan Academy about the growth mindset.

And I had some students show some very good growth and reflection and metacognition about learning about their own growth mindset.

And don't worry, we'll get into those elementary examples soon.

And then with my English learners at the secondary level using California's Employment Development Department data, here's an of looking up veterinarians, which was a choice of one of my students.

And then they could go ahead and view the occupational guide and do research based on what they found from the state.

And we've provided TA scaffolds and templates through Google Classroom and Google Slides to assist with that.

So those are a few examples of student choice.

And at the elementary level, you will get a chance, and also at the high school level to work with both Flipgrid and Seesaw and a little bit.

Scaffolding and differentiation are also very important.

And a teacher can use tools like Google Slides and screensharing, or record small clips with Screencastify as a Google Chrome extension keeping in mind that we're not always able to do synchronous options and that it's helpful to record something and then have it posted to our BLMS like Blackboard or Google Classroom.

And to use that later, or students can go back and revisit that at any given time.

It also helps with listening, reading, speaking, and writing skills for our English learners, students from diverse backgrounds or students who need academic interventions.

Matt, I don't mean interrupt you, we're getting some questions about all of these tools, the Google tools and whatnot for the early elementary kids.

Yeah, well, we'll move right into that.

Let me respond to the audience here.

So, all right, take a look at the PowerPoint leader for Disney now as told by emoji, super fun, worked really well as an accommodation for my students with special needs.

And I'm gonna to skip ahead, and I'll go back to differentiation for parents and teachers, which I think is really important.

And let me just skip ahead here to our example for Flipgrid.

So if you take a look at Flipgrid, this is a great one for elementary and you access the site on the right.

You're gonna see an example with me, and I'm already logged in, so I'm gonna show you, okay.

So let's take a look at that.

Oops, that's my sentence frames.

So let's go ahead and look at this a Flipgrid example.

Pardon me, I know it's there.

Here it is, okay.

So here's an example of using Flipgrid.

You should be able to access this site.

And here's my example.

I don't know about everybody else, but I did not have volume.

Were you able to hear that? If not, check it out on your own computer and you will be able to hear it.

I'm gonna show you the video feedback element from Maggie, who you'll be hearing from next.

So if you weren't able to hear that, please log in.

You'll be able to hear it through your own audio speakers.

And we just wanted to give you a quick example of what that feedback looks like when a teacher gives feedback using a program like Flipgrid.

From my experience working with students, they really appreciate using Flipgrid as an option.

Sometimes when they see in Blackboard or Google Classroom, they see a text prompt, it's not always accessible for our students.

They benefited from being able to access and share in ways that are comfortable and familiar to them.

And I think Flipgrid nails that really well.

And so does Seesaw with the drawing element.

You'll be able to check out Seesaw at web.seesaw.me.

And then Screencastify, you can go ahead and add that extension for Google Chrome.

Hopefully I address that question for you, Pam.

So there was a question about how Flipgrid is used and you sort of, you gave an example of that.

But I just wanna answer or give my perspective.

We had flipgrid at the beginning of when our county went into Shelter-in-place, I used Flipgrid as like sort of an SEL check in with my students at the beginning of the week.

So I asked them (clears throat), excuse me, I would ask them to just tell me, like, how are you doing? How are you feeling? And they were able to record themselves.

And I got some really great information and was able to connect with them sort of asynchronously because then I watched those videos later.

I've also used it academically, just to give quick feedback on student assignments.

So there's several ways you can use it.

I think makes kids really comfortable or kids who are not comfortable, maybe typing out or writing out their thoughts to just be able to speak to you and know that you're going to watch their video and send them feedback back.

It's pretty engaging.

Thank you, Maggie.

So like she said, it's a great opportunity for a social, emotional check-in and also for academics.

One thing I'd like to touch on for sure is this idea of differentiation for parents.

Like I mentioned, I have a three children who just finished first, third and fifth grade, who I have the opportunity to homeschool while schools were shut down.

And I learned very quickly that even with my skills and knowledge accessing all of these applications Was not easy.

And I feel like as a parent, I could have very much benefited from teachers and administrators providing resources to educate me on how to navigate all of these apps because it was very difficult to remember how to log in and to show my children how to use each one, even with my background.

And I think that if a teacher takes a moment to educate the parents and guardians of our kids on how to use these tools, it's gonna make it a lot less intimidating for parents.

Another thing I think that elementary and secondary teachers and administrators should consider is to teach parents how to create a learning plan for the home, how to organize their schedules.

Because when school ended, all of a sudden there was a vacuum and a very large need to give children structure.

And for the parents and the room, I know you understand where I'm coming from because you're probably managing your work and that structure at the same time.

And just having like a map, a few tools of how to structure the time and keep children consistently moving through all their activities, including arts and music and every other subject, how do we manage that time and how does schools help parents with that? And then the differentiation for the socio-emotional needs of teachers.

Even with all of the tech savvy that we have, it's also very intimidating for a teacher to take what they know, which is working in the classroom and then take all of those skills and then move them into these highly technical tools.

Teachers don't just need training for their districts, they need that, but they also need time to talk together to collaborate, to have professional learning communities where they can talk about what works and what doesn't work.

I think our Visual and Performing Arts Department did a are really nice job of that in San Diego Unified, we were able to get together and share and see what works and what doesn't work, which is challenging- On that, and a question coming it's kind of related.

So again, you've just introduced us to a number of tools and applications and whatnot.

So then was your experience in San Diego Union, was it a district led decision about which tools and which apps the district was going to adopt because they wanted to have some semblance of uniformity, standardization, safety in place? So were those decisions made at the district level with teacher input? Or what would you suggest? Like what was mentioned in the earlier VTAs our district did a great job of providing curriculum and content in multiple subject areas for teachers at multiple grade levels.

And so I'm really pleased with that.

When it came to the elementary level and the applications that were used, I really think it was a site specific decision.

And those sites that had a really good idea of what they were moving forward with, whether it was Flipgrid or Seesaw, they had an advantage.

So I think it may have been a little bit uneven from site to site, but our district did a wonderful job providing one-to-one computers and providing meals and immediately addressing the socio-emotional needs of our students.

So I can speak to that.

When it comes to site by site, I think really what it came down to is our administrators took into account what their stakeholders needed, the parents, the teachers, and then they use that to help articulate the schedules and the flex time and the tools that were used within the context of each specific site.

Does that help answer the question? I think it does.

Yeah, and then also in the previous session, one of the things that they talked about was creating a parent's Academy to provide a place, one stop drop in for help for those things.

I would say too, from a teacher, a classroom teacher perspective also it's important not to, for the leaders listening, it's important not to just dump a bunch of tools on teachers, but provide them with the PD.

Like Matt said, the professional development, as well as the collaboration time to figure out how to actually implement that into their classroom.

'Cause one hurdle is just mastering the tool, but then you have the hurdle of like, how am I actually going to integrate this into my classroom teaching? And then to just one more question, I think what I heard Matt say, because the question was what if the district, if that's not high on their priority list, and I think what I heard you say in answer to that Matt, then is it becomes a site specific responsibility.

Yeah, and also the teachers themselves being open-minded to learning about these tools too, and supporting that site stakeholder based decision too.

I'm gonna move forward now, if there are no other questions to the socio-emotional needs of students and teachers that we touched on, this is a quick review.

Most teachers, their sense of self efficacy took a hit when they had to rapidly transfer their teaching skills from an in-person to an online or distance model.

And the empathy from school leaders toward teacher learning for what we're gonna hear about in our next segment as low-medium and higher-risk options for student engagement.

And then tools like this help motivate and engage students who need additional supports to deal with their own isolation and their own abrupt change.

With those socio-emotional check-ins and finding out how they're feeling, whether through video or through our synchronous meetings.

And then finally the students, they really get motivated from each other, you know, when they see each other and get involved, they are more willing to jump in and do that work together.

I believe that I have reached time here.

So now we're gonna have a quick reflection on the tools that hopefully you've had a chance to check out.

The first statement, "Flipgrid is an audio visual tool that I could use comfortably to add students choice accommodations, differentiation or scaffolding in my classroom online.

Seesaw is an audio visual tool that I can use comfortably and so on.

And then the same thing with screen Screencastify." And this is by no means an exhaustive list.

There are other tools that are fantastic as well.

So folks what you- And you'll- Yeah, the poll right there in front of you.

And so you have the opportunity to answer for each one of those tools that Matt just introduced.

There was one other question that came my way about 120 students daily, and how do you give feedback to all of them? And I wanted to address that really quickly.

For me, it was a combination of feedback on the Learning Management system, like Blackboard or Google Classroom, taking a moment to give those high tone bits of feedback, some positive targeted feedback, and then a little constructive feedback.

And then doing that just quickly through a little comment or something along those lines.

And then also those, the Flipgrid examples that Maggie, or one of those roles.

You don't always have to do the same kind of feedback.

You can do synchronous feedback as well.

And then we have a Seesaw poll.

And then after that is the Screencastify poll.

And then the next segment we have- What I'd like to...

Yeah, just really quickly.

So again, just metacognitively what I like about the platform that we're using right now is a product of Blackboard, but in the Learning Management System, just taking these surveys and these polls with your students in real time is another way for you to do a quick check on your students' feedback so that they understand that what they're doing is directly connected to your instruction.

And our next segment, for now we have the teacher-student reciprocal relationship, and then moving forward, we're gonna to learn more about students to students interactions and some tricks on how to facilitate that.

And the Screencastify one in last.

Okay.

And Screencastify data.

It looks like Seesaw has quite a few people who are interested in trying that as well.

And then same thing with Flipgrid.

What we're really looking at here is access, access to our content.

If we are doing didactic lecture-based instruction, just as Debbie said, the research does not support that each and every student will learn if they're only talked at.

They need to have meaningful interaction, and that meaningful interaction is facilitated by these tools.

So at this moment I'm going to pass the baton over to Maggie.

So let me take a moment to do that.

I think you're muted Maggie.

Hello, everyone.

I'm really excited to share with you some student to student interactive tools that to build SEL competencies during this time where many students are learning online and were teaching online.

So I'm gonna present three free tools, and then I'll give you a list at the end of additional to go to and research on your own time.

And the tools are organized by the amount of risk that you'd like to take into investing time, energy into learning and implementing the new tool with your students.

All of these tools are applicable to K-12 with scaffolding and differentiation, of course.

And just to address the question that was asked earlier about how, you know, as the district recommending tools, is the school site recommending tools, are teachers taking their own time researching tools? I would encourage you as an individual teacher to choose one tool, get to know it really well and then use it in different ways with your students.

That's an easy way to kind of jump into the pool of thousands of online tools that are out there.

So before I implement any technology tool with my students one of the most critical steps that I believe is to set expectations for student interactions before you even introduced the tool to your class.

So the tools that I'm gonna present you fall into two categories, those that have written components and those that have spoken components.

Some examples of tools with written components, Google Classroom, Edmodo, Padlet, et cetera.

I'll talk about a couple of those in a few minutes.

And then on the right hand side tools hat have spoken components.

Tools like Zoom, Blackboard Collaborate, Flipgrid, et cetera.

So the list on the left includes expectations that I set for students who are engaging in online tools with written components.

So it's really important for me as an educator to establish the boundaries before I roll out this tool to my classroom.

So the expectations for the tool are aligned to the expectations in my classroom.

And even I've had situations where I've placed students in small groups, and then they, in those small groups have created their own behavior expectations.

So like behavior agreements with their group members to hold each other accountable.

Natural consequences go along with that.

So for example, if one of the group members doesn't adhere to an agreement and the agreement was to be respectful to each other online, to use respectful words or kind words, and somebody doesn't follow that, then maybe the consequence is that that group member is muted online for a period of time.

I also teach and use sentence stems to help students interact productively and respectfully.

This is a great differentiation tool for students with special needs, as well as second language learners.

I set accountability and output measures that I expect of students.

So they know exactly like how many posts do they have to make, what the quality of the posts have to be, so that nothing's a surprise, right? They know the parameters of the assignment.

And as an English teacher, one of my requirements is that students use complete sentences and don't abbreviate and please limit it to one emoji because they can't not have an emoji.

So one emoji only.

And then on the right hand side, when I'm using a tool that has a spoken component, I do similar things.

I align the expectations to the classroom rules.

I teach those sentence stems.

Affirming and pushing thinking and critiquing in a respectful way are really big in online communication.

And then the rest of the list is tools that I would have for students every time we used a tool with that video component.

So there's a question earlier about like, how do I engage students if they're not turning their cameras on? Well, I think you need to...

the expectation needs to be as much as possible to have students use video, right? Or to log on in a quiet, appropriate space.

To dress appropriately, to raise their hand to share.

And so I would have a slide with these expectations up whenever I use a tool with the video component.

So it was kind of like returning to group norms every time we used a video tool until those norms were internalized.

And then of course, following up with students and/or parents just to reinforce the expectations, if necessary.

Okay, onto the tools.

So the first tool I have to share with you and the most low-risk tool is the Google Classroom Stream.

Google Classroom Stream is the way that my district managed virtual learning during the final three months of the year.

And it's my personal favorite content delivery system.

Every classroom in my district, teachers, we all have Google Suite accounts as well as the students.

So, sorry, lost my spot here.

So I'm gonna go through and kind of....

Sorry everybody.

I lost my slides.

Ah.

While you're getting back your slides, I'm gonna direct a question to Matt.

So Matt, one of the questions from the chat was how do you address privacy issues with parents and teachers when you're asking your students to use video? Does your district have some kind of policy or can you talk to us about anything that they use? Or now Maggie, either one of you guys, if you could answer that question.

So I can jump in on that.

Our district has an acceptable use policy when it comes to technology and that's part of student handbooks of the elementary and secondary level.

And I can speak to that.

One of the great things about Seesaw and flipgrid is that you can log in via what's called SAMS.

Now, forgive me for not knowing what that acronym stands for, but basically it allows students to log in using their district identifiers, and thus it is housed within that layer and the teachers have control about access permissions to posting into their Flipgrids and Seesaws and content control.

They can enable a check box that says, "Do not publish until teacher reviews." So there's a lot of security, layers of security that can be used in these tools.

That's a great question.

Oh, another question I was- And Maggie's part.

Oh, go ahead. Go ahead.

No, go right ahead.

Oh, the other question that came up in the chat was about San Diego Unified uses Canvas and Google Classroom and it's teacher choice as to which LMS, and the last one was...

and that was it.

That was the only other question. Thank you.

Okay, so I'm gonna go back to...

We're gonna start diving into the tools now.

So as I said, the most low-risk tool is the Google Classroom Stream.

And it is...

This is the first way that I would encourage student to student interaction.

That's kind of a low-risk way.

So I'm gonna take you step by step through what it would look like.

So from the Google Classroom homepage, I'll click on my little class title, and then I make sure that Stream is selected when I get to my particular Google Classroom.

And then what you will see is...

Well, first let me just say that you can create settings that allow either teachers to comment and post, students to comment or students to post and comment, and I'll show you how to do that in a minute.

So you can easily use this tool to build those relationships online.

So once you select stream, you'll see this little box here that says share something with your class, and students are going to see this as well, if you've allowed them to post.

So what you'll see is once I've clicked on it, I can post something to my whole class, I can post to a subgroup of students and I can add a file.

So it could be a discussion prompt.

It could be again, an SEL check-in or many other options as well.

So once you post to your class, this is an example of something that my colleague posted using stream.

She posted word puzzles every day of the shelter-in-place.

And so once you post and you have student commenting enabled.

students can comment on the post and reply to you and each other.

So here are the student responses to my colleague's post, and you can see that the teacher, the teacher's name is Kelly Matthews, has responded to students and students can also respond to each other.

So once you've enabled that setting, again, that I'll show you in a moment, that allows students to comment to each on each other's posts, what you do is you hover over this little arrow on the right hand side, and then if you click on it...

Excuse me, you hover over the little arrow to the comment you wanna reply to.

And then what will happen is the student's email address that you wanna reply to will populate in this bottom box.

So there's no typing of these convoluted email addresses.

So the student would type their response, press the little send button.

And you would have this long thread of student conversation.

So Maggie, before you go on, there was a question, if you could go back to the slide where you had some of the video optional and some of it required, there was a couple of questions from the group about how you enable the required versus the optional.

Oh, that's just an internal the required versus optional cameras to have cameras- No, you had a video that they were required to watch or a session they were required to attend and then a session that was optional.

And there were questions from, if you go back to more, I think.

Oh, this? This was- Yes.

Yeah, this was my school district.

We had weekly Zoom meetings that were required and then I had additional optional Zoom meetings that were for like office hours for questions.

So you set those settings, you establish those? Yes. Yeah, okay.

So moving on to I just wanna say one more thing about the Google Classroom Stream is that this little plus sign here, when students are replying to each other's comments means that they'll get a message alerting them that somebody has responded to their comment.

So there'll be able to reply.

They'll get that message in their inbox that says that they're able to.

We're fine.

Okay, so in order to use this tool to build student relationships, you have to allow students to post and comment.

Otherwise you are the only one who is posting.

So you access that setting by clicking on the stream, or excuse me, clicking on that little gear in the upper right hand corner, scrolling down to the general pane, and then you select this dropdown menu from Stream.

And so these are your three options here.

You can toggle these options throughout the year as you use the stream for different purposes.

So maybe in the beginning of the year, I wanna create that class community by allowing all students to post and comment, but then maybe further on into the year, I wanna just push out some announcements and I don't want to allow students to comment on those at all.

So I can toggle these options depending on how I want to use this tool.

Going back to the CASEL competencies that were brought up at the beginning of the session, I've underlined the ones here that the stream is useful for building.

So you can see just by using this one little piece of Google classroom, I can build several CASEL competencies with students, reflection skills, self-confidence, teamwork just by using the Stream.

All right, moving on.

The second tool or the middle-risk tool that I have to present you is the use of breakout rooms in a video chatting platform to engage students and to build relationships.

So I have a video that I'd like to show in real time right now that's on Zoom breakout rooms, but many video chatting services have similar functionality, right? The breakout room functionality.

So I'm just gonna play it with you real quick.

And then I'll give a couple of practical examples of how I've used this here.

Hey, everyone, Faire from Zoom here.

On this brief video, we're gonna show you how you can leverage our breakout room feature to take a large meeting or virtual classroom and split it up into smaller groups or sessions.

You'll see that I've already enabled the breakout room feature, which you can find in your settings along the bottom.

And that breakout room will actually be right here.

This is a button that only your hosts or co-hosts will be able to see.

And right now we don't have a co-host in the session.

If I manage my participants, I can hover over Catherine, for example, to make her a co-host.

So she'll see this button now as well.

When we're ready to split the group into smaller sessions, I can easily click this button to get a pop up window asking me how many rooms I'd like to assign out and how many purchases per room.

For this example, recommending since there are six people, we can split it up into two rooms.

I can do this automatically or manually.

As we click on the automatic button, it'll generate those breakout rooms for us.

Certainly if there's anyone I want to swap out, maybe I want to move Michael to the other room, I can exchange him for a different participants.

Once I'm ready to open all rooms, I'll click this open all rooms button, and our participants will be able to join the sessions that we've created for them.

So we'll slowly see those people join.

One thing that's really important to note is that as a host or a co-host, you can actually hop between the different rooms to talk to the participants.

You can see here, I have the join button.

Now everybody left to go to the rooms.

I can broadcast a message to everybody and say, "Wrapping up in one minute" and this will broadcast the message.

And then I can close the rooms, which gives them a one-minute timer to rejoin our session.

We'll give everybody a second to rejoin, and I'll show you one or two additional features with breakout rooms.

Here we go.

We can kind of see everybody kind of popping back in now.

Everybody's rejoined the main session.

You'll see that I have the opportunity to reopen these rooms again, which is really great if you have a very long session or a very long virtual class, you can split into these virtual smaller groups, as often as you'd like.

And the additional options here will allow you to automatically close breakout rooms after a specified amount of time.

You can also change the countdown timer to be 30 seconds or two minutes if you like.

I'll show you a setting where you can also preassign folks to be in your breakout room before the classroom starts.

You'll wanna navigate over to the class that's already been created in your Zoom portal.

Under the meetings tab, you can find your meeting.

Scrolling all the way to the bottom, you'll see if we open this to reedit it.

I have the opportunity to preassign a breakout room here, and I can create the rooms and upload a CSB with all of my participants in advance so that their names are already populated in the room when I start the session.

That's basically how you can run break out rooms.

We hope you found this video helpful.

If you have any additional questions- All right, so that's breakout rooms.

There was a question about how to use this of my current contact.

So I would use this tool anywhere from doing like a quick turn and talk with a virtual elbow partner.

So you can send them out to the breakout room for two minutes and then bring everybody back into the main room.

Or you could do something as involved as like a 20-minute collaboration activity where students are required to have some sort of deliverable after the session.

And so it's really nice during video sessions to break students into smaller groups and allow them to really collaborate with one another virtually.

And one of the things that I loved as a teacher is that I could pop into different rooms.

So if I set up virtual elbow partners maybe I pop Into a partnership that I know is gonna need some additional support.

And then if I have groups that are in longer sections of time, like 15 or 20 minutes, I would pop into each group to sort of build accountability, answer questions, provide scaffolding or differentiate for special ed students or students for whom English is a second language.

All right, so again, these are the CASEL competencies that these video breakout rooms help students to build.

It's a little bit different from classroom stream, right? We can help them build perspective taking, empathy self-discipline, time management which for my middle school students is a huge skill to build.

All right, moving on to...

I'm just keeping an eye on my time here.

Moving on to the last or the highest risk tool I have to show you today, and that is Edmodo.

Edmodo is a big platform.

It has lots of options.

So you can send messages, you can post materials, you can create assignments.

I'm choosing to focus on the discussion board or the messaging feature of Edmodo.

So you can create groups, you invite students via a code and support them in engaging with each other and then building relationships.

So these are closed groups.

These aren't open to the wider, you know, wider digital world.

My district allowed me to use this tool with the caveat that I was a part of every student group, so that I could see all the student conversations.

And I'll talk about that a little bit more later.

So this is a high-risk tool because of the amount of time that you would need to devote on the front end into creating accounts and then building students groups.

But it's really high-leverage, and I'll show you some screenshots in a minute.

The difference between Google Classroom Stream and Edmodo is that Edmodo creates these nested threads.

So you're easily able to see student discussions on several topics within the group.

So here's some screenshots.

The use here that I'm talking about is Edmodo is being used in a literature circle unit.

So students were grouped by their literature circle book.

I taught them the DOK question stems.

I taught them the question level, so they were talking about those expectations with written tools.

I taught them how to ask each other high-level questions and then required that they ask, you know, a certain number of questions of high-level, DOK three questions per week.

And you can see on the left hand side here, the nested student responses.

This is all student driven questions, and then the rigor and the multiple the...

sorry, the rigor and the mutual respectful nature of the conversation.

They can also have the option to like each other's posts, which adds that like element of motivation.

And it was also a big deal when the teacher would go in and like your post.

On the right hand side, you can see examples of students affirming each other and sentence stems to agree and pull others into the conversation.

So we said, "Great catch McKayla." And then he says, "What do you think Sarah?" And Tiguan says, "I agree." So there was a question about sentence starters or frames pertinent to this particular conversation that we're having right now.

These are frames that I created myself, but I taught frames to teaching students to agree, to affirm, to critique, to clarify, to build on thinking or to build on responses and then to push thinking.

So those were the six frames that I taught.

And if I was in classrooms, I have like a laminated paper that just, would stay on the student's desk so that they could refer back to that resource.

But it was self-created.

If you Google sentence frames, I'm sure you'll get a ton of resources, and then you can sort of modifying and create your own.

Okay, so let's see.

There was also a question about guaranteeing security in the breakout rooms.

If you're popping in and out, how can you monitor the rooms you're not in? You can't, if you're not there.

I think it goes back to school district site-specific and then classroom teacher expectations.

Just making sure that foundation is laid.

We recorded meetings with my district for a little while, and then the recording stopped.

So I think there was a security issue there with recording students, but I suppose that's an option as well.

But I think it really goes back to expectations from the teacher and then consequences if students aren't following those expectations.

Okay, so again, Edmodo going back to those CASEL competencies, I just want you to see how many competencies Edmodo can help build for students.

So at this point, I'd like you just to return to your blueprint.

And again, that starts on page 22.

And I'd like you to take some time to write out next steps for yourself.

And when I say sometime, I mean, like 30 seconds

or a minutes, so (laughs).

How could you use one or more of these tools that I've presented to build community among your students, and then enrich, you know, in return build socio-emotional competencies.

So just how we had at the beginning, I'm gonna have some dead air here while you just sort of self-reflect on how you could use these tools.

About 10 more seconds.

Okay, so after a presentation, I love to leave participants with like additional tools to explore or, you know, extra candy, tech candy.

So I've made a list here of extra tools that you can go explore on your own.

The first two are self-contained websites.

The next two are ad-ons for Chrome and for Google Slides.

They are a little bit more tricky than the self-contained websites.

And then the last two are ed tech gurus.

These two women, Catlin Tucker, and Alice Keeler.

I would encourage you to incorporate tech tools, or sorry, I would encourage you to check out their blogs on ways that you can incorporate tech tools.

So there's a question I'm just, before I leave you here, "How do I keep myself from being overwhelmed by all of this?" I get it.

It's a brave new world that we're diving into.

If you've never done any sort of...

you've never used online tools or you haven't used them as much as you're being asked to with virtual teaching and learning.

Again, my recommendation would be to choose one tool and use it in multiple ways.

So get to know it really well and then return to it.

So maybe that tool is Google Classroom Stream.

Maybe that tool is breakout rooms.

So you get to know it really well, commit to doing that.

And then that's sort of a jumping off point, and then once you're comfortable with one tool, you might find it easier to then in a couple of months, yeah, get to know another tool.

So that will be my recommendation with it feels like a lot.

I totally get that.

But it's the expectations of of our context right now.

And Maggie didn't, you kind of have a cohort of fellow teachers who also were all using the same tools.

So you could share ideas with one another, get together in a room and try things out amongst yourselves before you did it with students? Yeah, we have, my school district and in particular, my school have sort of like tech teacher leader.

There's a tech teacher leader committee.

So we drive a lot of the tech tools that are being used in the school and then the wider district.

So I would encourage you to create community with fellow teachers.

Don't have to be at the same school.

Don't have to be at the same district.

But I know that there's a lot of forums like on there's Facebook groups.

There's wikis that have been created where people are sharing ideas.

So I would encourage...

And Twitter, there's Twitter hashtags on how to use certain tools.

So I would encourage you to create that community too so that you're not operating in a vacuum.

So many of my ideas I get just from other teachers online.

So at this point, we're gonna open it up to questions.

And go ahead and type a question if you haven't already.

And we'll be funneling those through to our presenters and we'll all answer them as we...

And while we're having that first round of questions, being typed in the chat, I'm gonna hand it over to Matt to talk about a needs assessment that he that he knows about.

Yes. Thank you very much for that.

One needs assessment that I would be remiss if I didn't share with all of you is 16 personalities.com.

It's awesome.

The students learn about themselves.

You can take the assessment yourself, and it goes into how your personality type factors in to how you learn.

And it's just a great tool for getting to know your students and for them getting to know themselves, that metacognitive piece.

And I have one book recommendation, but I think it's perfectly relevant for these times and before, and it's Patricia Jennings, "The Trauma-Sensitive Classroom." It's a fantastic read, and it helps address a lot of these issues that have been coming up.

Our students and their families have faced loss, that is something that we need to consider as we're moving forward with all of these techniques.

Thank you.

I'm going to field the questions, and I think they're probably most appropriate for Matt and Maggie.

So first question is what tools do you suggest for building community and relationships between teachers in the virtual space? So I think that you could use the same tools you use with kids.

So my district has used Google Classroom to roll out teacher professional development.

Like I said, you could create Facebook groups, you could use Twitter hashtags.

We've also created...

like we did weekly Zoom meetings with my department to practice tools with each other.

So I think you can use the same tools that you use with kids.

I mean, if we're building relationships between kids, it stands to reason that we would also be able to build relationships with adults using those same tools.

And like Maggie mentioned earlier, we're no longer combined by the fiscal boundaries.

So we can have inter-district collaborations.

San Diego theater educators Alliance, we get together multiple districts, theater teachers share ideas and best practices with each other.

As an example, we can do that anywhere.

And we have more of the opportunity to do that now with the tools that everyone's learning.

Another question I think is really relevant.

Are there any favorite sites or platforms for early childhood that you to either know about or your colleagues talk about? A great supplement is Learning Upgrade.

If your district has it, if they don't get it.

It's an awesome supplement.

Rosetta Stone was free for three months.

It's also perfectly worth the investment.

System 44 is great phonics.

My children are English language learners, and that one has helped a lot.

Prodigy games, the kids love it.

It's a role-play, a RPG slash math and English.

So it's a lot of fun for the kids and they learn and play at the same time.

Those are a few right off the top of my head.

Maggie's reading this next question, and I think it's a good one.

Could you to provide a basic module outline for a traditional lesson plan? You know, so I think it's a good question 'cause how do you take that the good lesson plan components, but consider that in a virtual delivery? Maggie, would you start with the SEL component right away, like that check-in? Yeah, I'm just thinking about how I...

first of all, like I got much better at virtual teaching and learning throughout the three months that we were in shelter-in-place.

So by the time school ended, I was like, "I'm really good at this," you know? But in the beginning we were all sort of floundering.

So the way that I delivered content was on a weekly, it was a weekly outlines and it was self-directed.

So there were suggested time limits for each thing.

And there were suggested completion days, but everything had to be completed by Friday.

And you can also integrate the choice into those outlines, the student choice.

Yeah, exactly.

So they're choosing not only the tool or the activity they're completing, but they're choosing like when they do it and when they're turning it in.

So in terms of a module, the first item on Monday was always an SEL check-in.

I use lots of different tools for that.

And then it would, a lot of times be a Screencastify, a screencast of me doing some direct instruction.

And during the screencast, I would ask them to stop the video and go do something, right? So, "Pause the video, go to this other document and do this.

And then when you're done, come back to the video." So it was like I was trying to do like mini lesson guided practice, individual practice delivered through a Screencastify video.

Super interactive.

Yeah, no, super interactive.

I'm gonna turn this next question over to Debbie.

Debbie, the question was, how do you best teach good behavior and student relationships to the upper L or middle school kids?

Well, I spent 25 years in middle school (laughs), and of course that was face-to-face.

And middle school, Maggie is middle school teacher as well.

So you know that modeling is super important, modeling and consequences.

And so you're modeling effective ways to communicate with the students.

You're expecting them to follow your model, both in written and spoken form.

You're holding them accountable with rubrics, where they grade themselves.

You give them a grade perhaps for their interaction in the group or their interaction with their partner until they really start to internalize.

It's really, we're all getting comfortable with this online world and being comfortable being on camera, which feels, you know, creepy in the beginning because it's like, you're looking behind people, you wanna see what's going on.

And so just really trying to have some fun with them in the online environment, but hold them accountable at the same time, I think.

And require them to have their cameras on and to communicate with you.

'Cause that's the only way you're gonna know if you're getting to them and if they're comfortable.

Maggie, is there anything to add there? No, I think that's great.

Okay, my one takeaway, in all of my notes that I took away is if you're a novice really focused on one tool at a time and really get to learn all of the dimensions for that.

I wanna thank Debbie Vickers, Matt moody and Maggie Verdoia for all of your expertise.

And also your practical examples.

I also want to thank everybody and just hundreds of us who gave up Saturday.

Again, I'd like to give you all extra credit for that.

I'd also like to give a huge shout out and thank you to University of Phoenix and Blackboard for sponsoring this meeting of minds that will continue both on Monday and Tuesday to complete out our eight total sessions, or is it nine? I'm trying to remember.

You can find all that information where you registered.

Also, as many of you have heard from the chat, the recordings of all these sessions will be available for you to share with your colleagues who are not able to join us live.

Your continuing ed hours, just by mere fact that you registered for this, that's all the information that we need.

And at the completion of the Virtual Teaching Academy, you'll receive those to the email address that you use to register for this Virtual Teaching Academy.

I just want to thank you all, the fact that you're donating your time during your summer to make sure that instruction happens at the highest level, just shows your devotion to your students, and gives all of us a lot of hope for how things are going to continue in a much better place regardless of the space next fall.

So thank you all for joining us and we look forward to joining you again on Monday.

Thank you. Bye.

Thank you. Bye.

(upbeat music)