Virtual Teaching Academy Session Three

Good morning everybody. Thank you for joining us on a beautiful Saturday morning.

Uh, before we kick off a just a couple of really quick housekeeping issues to review the chat today will be muted for participants. We do encourage you to participate, however, so if you've got questions or comments, please use the questions panel to submit your feedback or questions will be monitoring those questions and feeding them through to our presenters as we go and answering as many of them as we can throughout the presentation.

So we do appreciate today your interactions here. And with that I'm going to go ahead and pass the mic over to Pam Rogueman from University of Phoenix to kick us off and get it started. Good morning, Pam.

We can't hear you yet.

One more time here.

There we go. Now you can hear me there. Hi everybody, welcome especially on a Saturday morning. I'm really excited about this session that you're going to hear today before we get started. I just wanted to tell you a little bit about what we're doing and who we are. An all the work that went into creating this virtual alliance. So First off, you should get a

little extra credit for joining on a Saturday. A little bit of housekeeping. Please feel free to ask questions. Are speaker is ready for your questions.

And you can either use the question or the chat section to your right, so please feel free to go ahead and do that a tiny bit about me. My name is doctor Pam Roadman and I'm the Dean for the College of Ed here at the University of Phoenix. But before that it was a high school English teacher for about 18 years and so this session is specially is one that I was super interested to be apart of. 1st a little bit of the

background about the alliance virtual learning with blackboard and other K12 liters.

Um, we wanted to both. Blackboard in the University of

Phoenix joined forces to say, what can we do to help the K12 community in this space, where blackboard and University Phoenix have already been? And so that's why we brought together the the great thinkers that you're going to hear throughout this virtual teaching Academy. As we all know, K12 Education was permanently changed as a result of Covid. I like to say that 20 years from now, we're going to look back at this time and say.

You know this is what covid did for public education, not what it did. Two public education, and I think that everybody here who is listening is going to be a part of the kind of this Seminole moment in public education. We all know that schools had about a week to pivot to virtual or distance or online learning. And most of that work was done on the backs of educators. And So what? I'm hoping that we will all now that we have 90 days to prepare for this, and we can create that that proactive blueprint that.

You all are being apart of creating right now will be ready and will be ready to make sure that learning happens just as expertly as it did before.

This with this time is really highlighted to us is that this is a longer term kind of pivot that we need to make. This is an asset to be able to have these new skills in our toolbox.

According to a recent survey that University of Phoenix did an we had thousand educators respond less than half felt that the training that they had already had was good or excellent into the virtual learning space. Yet 84% of those same respondents said that they.

Would really be interested and they are compelled to get more skills in this space, so I think it shows that the educators out there, you know want to do better. An want to know more. So that was part of the reason that we created the Alliance for Virtual Learning. And really it was just to bring together the great thinkers who have been doing successful virtual learning in the online space. For, you know, in some cases

over two decades.

So as you know, University of Phoenix is a pioneer in online learning and we partnered with an organization called blackboard. Many of you are super familiar with blackboard.

It's a learning management system that K12 Schools. An higher rate has been using forever, but it's recognized as one of the most trusted providers of K12 learning manage. Communication systems with believe it or not, already one in every 2K12 students nationwide already using blackboard. One of the brains behind our virtual lines is doctor, pad, hoagie. I want to tell you just a little

bit about her. She's a veteran, k12 educators 1st and she has a deep experience in both traditional brick and mortar environment as as well as online 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, and she's devoted her career to helping students in the adults who serve them achieve success and also to more greatly develop the tools and resources to help them on their journey. And also one of the other brains behind this whole project is Mr Heath Morrison. He is a former president of McGraw Hill School Group. Heath brings extensive experience in the K12 Education space, including a rich history serving as a school principal and Superintendent. He left his leveraged his connections with superintendents and others around the country.

To bring a really deep respective about the gaps that superintendents are seeing and the pivots that folks have had to make during this time. A recent New York Times article reported that most students have fallen behind where they would have been if they had stayed in the classroom with some losing the equivalent of a full year's worth of academic gains, we know that our goal, as educators, we owe our students at least one year of academic gains for every. Year that there in the classroom and Covid has interrupted that year of academic gains this year. And so we're going to start next year playing catch up. The alliances efforts are ultimately in service of helping students, and we're doing that, providing you there educators, their school leaders, the resources that you're going to need to help best serve them.

So that we can, you know, all kind of move forward with a future that is really comfortable with the virtual learning space. So this session that we're going to hear today and as you all saw an R title slide, it's all about equitable, equitable access. and I think this session more than any other, is what my group of educators have been talking about. How do we provide equitable access in the virtual space? We're not used to doing that? And I'm going to turn our session over to Mr. Duane Mcclary. And I'm going to allow Duane to introduce himself and give his background. And so Duane is going to be the leader of this session. and I am very, very excited to field Dwayne your questions in the chat. So I'm going to let Dwayne kind of educate us for awhile, and then I'll politely interrupt him with your questions so we don't want to save our questions for the end. We want you to continue to ask your questions throughout the web and R. So with that I'm going to hand things over to Duane Mcclary. Hi everyone, uh, my name is Dwayne Mcclary. I am the director of the League of innovative school for digital promise. So just to give you a little bit about digital promise, digital promises, a independent bipartisan nonprofit that was authorized by Congress in 2008 as the National Center for research in advance and information and technologies will sign into law by President Bush. Since then, digital promise has kind of grown rapidly with additional funding.

Uh, both with original and new funders an we are passionate about, uh, innovation in education and improving opportunities for our students. So within digital promise we

have what we call the League of innovative schools and that is where I serve as the director of the League of innovative schools. And the League is pretty much connecting and rallying our most forward thinking leaders. School districts across the country. So we have 114 different school districts and leaders that we work with. And we bring together R&D we bring together equity and we kind of figure out. How do we best meet the needs of our students? Most recently, we're really focusing on Equity.

Equity has been the title and the rule of the day to ensure that this work that we're doing is equity. When reach all students. But I'm going to back up a little bit before I came to digital promise. I was the director of educational technology and library programs for the District of Columbia public schools. For five years, uh, maybe for that in Arlington Public Schools in South Carolina. So I've been in education out about 12 or 13 years. Uhm, so I want to talk a lot about the work we did in Indy speed because that's where most of my equity, focus and driven works started where I really started seeing the inequities based on different populations of students. So I'm going to share my screen. We're going to talk a little bit about the definitions of equity, what that means and then dig into a little bit of.

A data that we can show that then it an echo would in equities across the board for students and then, uh, we'll jump into some question and answer. Alright, sounds good.

Alright, so can everyone see my screen? We can see you perfect, so we're going to talk about equitable access, providing equitable access to instructional resources for each student and teacher. So let's first talk about.

Give me a little bit of background. There are more than 14 million people without Internet access right now and 20 million of them without real, fast and reliable broadband access an that's the problem, especially when we're in the The The Realm of a pandemic.

We also have research that shows that broadband access.

Really, a lot of people don't have access to broadband access and the 1st and most important thing to learn about equity. You must know who you're working with, like what are the demographic of students who do not have in your district? Have you assessed them? Do you know where they are? So when you look at the homework app specially now with Cove it? 96.5% of our students have to do some type of assignment or are turning some type of homework online. But yet one in five of our Americans do not have access to broadband access, so that means about 666.2 million of our Americans left behind. So before we can really talk about digital equity which for me digital equity is the sweet spot, that's where we want to be. But we have to do the work of digital inclusion first, so we have to talk about looking at the communities that are less than communities that are disadvantage

and pretty much are marginalized students who don't have access to affordable and robust Internet access or have access to bring receiving digital literacy training, or even know anything about digital citizenship. I think those are some important pieces that we.

We must first address. We must know what we're working towards.

So in order for us to get 2 digital equity, we must first understand digital inclusion. We have to ensure their folks are even have the right resource to get to be for us to get to the pie in the Sky of digital equity. So when we talk about digital equity, we're talking about where everyone has the full participation. To be able to participate in our society and democracy equally, when it comes down to access.

Universal access across the board. Regardless of your background, economic, political, religious. So that's kind of where we are. So when we talk about digital equity in education standpoint. And when I say digital equity, I talk. I mean more than just a device and Internet. So for me there are four prongs to digital equity. One there's the access piece

first devices. What type of device is going to meet the instructional need for your district or your students? Uh, I know a lot of folks when we think about access and devices.

We say well, every kid has some type of device or access, you know. But the problem comes in is. What do we want our students to be able to do at the end of the day? What is the outcome? So, for example? I may have a student. Who has a Mac book at home versus a student who has a Chrome book or a tablet? Those are two different experiences that that kid is going to have. They're not going to have access

to the same amount of resources are the same device.

The other thing about access is Internet. Uh, I know a lot of districts. We survey our students to ask, do you have access to Internet? I think we're asking the wrong question. 'cause some people feel that

Internet is this like I have a cellphone. Yes, I have access to Internet but having access to edit it on a cell phone is much different than having real true broadband Internet access in your home. I will tell you I, I've been at tech now couple of years I and before covert happened I felt like I had the best broadband in the in the community. But once covid hit up and my kids had to go live remote learning from home. So I have three kids are 13 year old, 11 year old and a 7 year old UM, and they all were doing remote learning. My wife is a teacher. She teaches 6th grade ELA and

then I was a direct of the League of innovative schools doing webinars all day everyday. An immediately that first week

of my my kids doing remote learning. I immediately saw my bandwidth just. Pretty much just come to a halt. So can I ask you a question, and so when we're talking about just especially on the topic of access to devices and Internet and you know it's not just K12 students because of the University of Phoenix, we experienced that as well. And what we recognize is a lot of families rely on their Wi-Fi, their broadband, whatnot at their workplace, and so when they weren't at their workplace that proved to be a difficulty.

But I. I'm especially interested because this is where I've had a lot of questions about equity. I'm especially interested in

those younger grades, so I really appreciate the fact that you're talking about the experience that you had a professional educator at your house and you have, you know, early elementary kids and we all know that even if you have a greatest setup as you have it, still that access to the younger kids. That access you know for them to try to just manipulate manage that it proves to be a difficulty. So I appreciate that you're talking from the lens as not only an expert in your field with a professional educator at your house, but also as a parent who had to figure things out along the way. Yeah, in apparent. And then also my wife being a teacher, so she's not worried about her students and just turn around. We have to worry about me and her children. So how do you juggle that? How

do you? How do you work with that so? That access has been for us has been the lifesaver.

If there was no Internet access, my kids would not have received any type of instruction, any type of synchronous or asynchronous instruction. So for Maine it when we think about our students, our youngest learners, you have to also think about that device. What type of experience do you want them to have? And then when you're thinking about our pre K to 1st grade students, what are the different modalities so? Is important for folks to understand that when you think about when I'm going to produce, provide this instructional experience for a student. You also have to consider what are your outputs and outcomes. Do you want that kid to have, uh, and then we get into the other piece of digital equity? Is talking about digitized curriculum. So when I started working in DC public schools my first year, I was brought on one to to move the district to a one to one. Initiative and we were very calculated not to do that in the first year. Really, we didn't get to until my last year five. And that was for reason. Because when I arrive the

district was not ready to provide what one to one real experience. and I think districts and universities have to also think about that. So great we could have purchased all the devices and and pass them out. But then the question is then what? What are kids going to? To do what it how? How are they going to? What are you going to you utilized to get to the curriculum? What will the curriculum even look like? Have you then also done the training and professional development for teachers? So there are a lot of

questions you have to think about before really jumping into the digitising of curriculum. So for what we did, our first year was one we did. It needs assessment looking at our curriculum is our curriculum ready today to turn key and turn onto for our kids are utilized. The answer was no.

Because we didn't have a a bona fide um LMS that was fully involved with our curriculum. So pretty much our curriculum was probably hot hodgepodge, so we had, you know, pieces here pieces there. We didn't have all of our ELA curriculum together, it didn't align, so it was. It was a lot of pieces that we would just decided that you know what we can do with the first year. So I think we need to think about that. The second step that we had to go to was.

Signing an LMS uhm and elements that one not only fits the needs in the for us right now, but something that could. We could grow into. So you gotta think about that selection process.

Don't just select something that you know I need to fix this today, but think about the long-term outcome that you want for your district. Something that you can grow into, and I think that's really important piece when it comes to the curriculum side. Because once the device is Internet is there then what? What are kids gonna do? What are you going to see? Dwayne, I think you know what you bring up is something that I've heard a couple of folks in your space talk about and that is that what you've done is. It's not like you just added

tech or embedded tech. What you talked about the years and the steps that you scaffold it up to was really infusing, infusing the whole idea of digital access to your community. Uh, a lot of the questions in the chat or bring up the point that.

Many of the families it just as you mentioned, only have only have a device that's a phone, and so that's the only screen in the House. And So what? I really think that it's important for all of us that are learning for me today to take into account is that whole infusion and step by step to make sure that you know you know why you're doing it and then you have a systemic approach to how you're doing it. So thanks for pointing that out.

I think that is a big deal, and so and then again, as we're talking through this, So what are? The folks on on that are listening to us or talk about is. That is one of the biggest problems that they're dealing with is for many of their students. The only screen they have access to is there cell phone. Yeah, and that and that's something that we really need to take a look at, for example.

Is that the proper experience you would like for your students to have? I would say no, uhm, because if you really want a student to get in golf and and utilized different resources and tools, Productivity Tools, especially when you want a kid to create artifacts for learning, I don't think the phone is going to be Suffice, so you know Duane. Also, if I can have you clarify one other thing, a lot of our colors are saying a lot of our listeners are saying what is an LMS. An LMS stands for learning management system, but if you could talk a little bit about.

What it what an LMS is and why it's important to to really just kind of present. That whole digital promise to your students. Yeah, so when you when you an LMS is a learning management system and there are various LMS is out there, one that I would definitely want to call at his blackboard. So blackboard is a learning management system. And what in elements does is it allows you to? How's your curriculum and provided? And push it out to students in a meaningful way.

For example, if I were a teacher and I developed wanted to develop my class online, it will serve as it container that not only holds my curriculum, but it can also interact with my SIS, which is my student information system, which I can pull in capturing create classes where my master schedule property lives. I can also integrate my Productivity Tools, my Office 365, or my Google Suite, where students will be able to.

Back and push and receive pushing pool and receive their content so when they're ready to turn it in, they can push it through the LMS, submit it and it goes to the teacher seamlessly. You can do grading. It can do attendance, so we can

kind of roster all of your kids into one place. Kind of like a one stop shop, and I think that's another piece when you think about digital equity in digitising and curriculum, you also have to think of the user experience. They end user students. Are your end user, so I think it's important when you're betting and looking. If you don't have a, elements are going through this process, you have to hear from all stakeholders. One you have to hear from your content and curriculum folks very important. What does curriculum and

instruction look like? What do you want it to? The lack in the end to you have to also consider your professional development and training. You have to think of ease of use, something that's intuitive and user friendly. Does it have a mobile app?

Because a lot of your kids may like you said have a device.

At home, and it may be their. Their cell phone. Does it work

on a mobile app and then the other pieces when you're doing the vetting process, which I think is very important, something we did in DC. PS is. You gotta give students a voice

in the selection process or even having a voice to see if this is something that they would want to use or something that's intuitive to them. So I think that is a huge important piece when you're talking about are selecting or even looking at a LMS. One more question about that Dwayne from the.

Group is can you talk like a lot of school systems have an SISA student information system. So what's the difference between an LMS, an NSIS yeah, so your SIS is a container for all of your data, your student data. So your SIS hold your student information like when you go in to register kid you gotta put in their name, address you gotta put in their demographics. Your SIS can create your schedule. Your SIS can also.

Help with you know any health related issues, all of that registration to get indicated it does not hold our house curriculum. However, there are some companies that have both as they are both SIS an LMS side to it. So it's a difference.

My SIS and your your LMS SIS is mostly a.

They are data container, kind of like your data warehouse world.

Your dad is going to live and then your LMS is where all your curriculum instruction Liz and it also is. Provides a student facing to your students and also facing for your teachers and even for your. Yeah that clarifies it for me and I'm sure everyone else. OK, we're going to let you continue everybody. I really thank you for alerting us when we're using acronyms or whatnot for things that you don't understand 'cause we want to make sure that we're speaking to the whole crowd.

Yes, feel free to those. Keep interrupting me and you guys.

Feel free to continue submitting those questions, so that's when we talk about digitizing of curriculum. So that's a huge important piece for digital equity, because when you think about digital echo is providing access. Not only that, I'm providing access to device and Internet, but then providing access to the information in the curriculum and instruction. Then we get down to the last two.

Which I feel are two important pieces of digital equity is digital citizenship and digital literacy a star? Digital citizenship? Once you give kids access to these devices in their Internet, the question is, have you train them properly on the air tickets of being a digital citizen? Do they know the do's and don'ts? Do they know pretty much now when you post something that is kind of there forever and you do, they know their digital footprint. Also, with the digital citizenship, peace.

Uh, have you taught and trained them on, um, the different pieces of if someone? If someone leaves their computer on and you walk up to it, do you browse around? No, you turn it off. You log them off so it's different pieces there. Then when you get into the digital literacy piece, Indian direct event, take a library programs in DC. PS. I was so fortunate because I had librarians that I help supervise. So then when you get into digital literacy, we're talking about. And information that's digits digital or will also looking at the creation of information once you search the information, do you know what to do with it? Do you know if this information is credible? So those are some different pieces that we also have to talk about that go a coil that go along with the instruction and it's instructional piece with the digits, digitalization of curriculum. So yeah, before we leave that topic really quickly, I know that you know, all of us are pretty used to when you take your kids to school you have to sign. Some form saying yes, I allow them to use the resources and allow them Internet access and all that. But as a teacher then as we're moving more and more to the virtual environment, all of these things that you talk about would just popped into my head. Is all of these things going to be part of my management plan? And when I'm teaching my management plan at the beginning of the year, I need to make sure that I include all these things and make sure that everybody understands it and the parents are fully aware of that as well. So I think that the way that you're presenting it really does just talk about being a good citizen.

In the classroom and a good citizen in your school community. But you do have to add and be aware of these different nuances for the way that our kids are going to interact with each other now. So those tips to me were huge that you just brought up. Yeah, and I think exactly so on the back end. Also, there's other pieces that go along with this, so when you talk about digital citizenship, digital literacy as a district as a school, and even as a teacher, teachers always worry about what do I have control? How do I control these pieces so? Do you have a filtering system that filters out where kids can go and look up different things that they should not? So does it filter and block them from it. You also have to think about the policy piece like do I allow my kids to do chats and and if I do allow my kids to do chance, is it OK if a if a if a teacher is in a chat with the student by themselves? So like different pieces that you have to really think about in the nuances and in the legality of it. Uhm, another thing here is professional development for our teachers. A very very important how are we providing training of professional development to ensure that teachers can utilize these tools in a meaningful way? Have they received training? Do they now how to utilize them? Do they also? Is there also a mechanism for like a device management system where teachers can really take control and own the device and on the engagement in the classroom alot of Teachers when we were rolling out our one to one in DC PS their number one worry.

I wasn't about to digitalization of the curriculum. The number one worry is, will I be able to control the devices when the students come to class? Can I unlock their screens down so I can have the tension all on me? Or can I make sure that I locked them into an actual browser or actual program that was something that was very important? I'm especially when it comes to student engagement. The gagement piece there.

Right, so we can go ahead and chat a little bit about some questions that you guys may have.

One of the big questions doing and I think we really just have to talk about this is cost and so you know the things that you talked about. You know those are too big,

districtwide systems. Both the student information system, Anna learning management system and I know that for the districts that that weren't prepared what they did in the spring.

We relied on email or just, you know, just kind of so for lack of a better term. What we did is we forced the tools that we were using into virtual space and sometimes more successfully than others. Can you talk a little bit in your past experience? Because we all know that the school funding is not equal across the United States and so you know, I know for a fact that some of the more affluent areas already have both of those things that you talked about. They have a learning management

system that's robust and they also have a student information system. You know, and they talk to each other, but what about our districts that are really struggling with how am I going to get that professional development and all these equitable areas that you talked about to my teachers? I'm going to pay for that. And then also, what can you talk a little bit about? Some creative funding that you've seen that districts have done in order to be able to access both of those two platforms that you talked about? Yes, I think you when you have to look at look at your current ecosystem, look at your current portfolio alot of districts.

This is something that a lot of districts are guilty of. They're they're guilty of always buying resources, buying resources, but never going back and assessing and get rid of resources that are duplicates there a lot of resources. For example, you may have a district that has. I'm going to buy this elements. I want to keep this, but then I'm gonna buy Google Classroom. Then I'm gonna buy Microsoft classroom like these are all these great things because they're out there and they're being pushed to me. But I think it's very important that you want to look at your portfolio.

When I join DC PS, the first thing we did was a quick assessment and when I arrived there were hundreds hundreds of different applications and resources. The number one thing we had to do was then figure out which of these are more meaningful and which of these are really being utilized by our students and teachers. Because if you're a teacher in the classroom and you have access to 150 different resources and 20 of those are duplicates, you're going to have to figure out which one do I use. So I think it's important from a professional development. I'm standpoint and also from a training standpoint. You have to one as a district, identify which of these tools are most meaningful and which of these tools are we just going to stick with. That's important. The second piece is the pricing in the costs. As you know, every district is in a different different space. Some districts are aligned directly to their their property taxes, some art.

Especially now with Covid, Every district to seeing some type of downturn because of the economy.

So you have to take in consideration at the dollars that you do. Have you have to spend them meaningfully. You have to make sure that they stretch longer than they they normally would. So you got to look at. One the most important piece is looking at instruction instruction. For me always came first, regardless of user experience or if I had to do extra work to make this application work right, fine, but one my Montreal is is always do right by students and everything that you do, and that's something that I kept on my desk and put on all of my employees. This always do right by students, so when you're thinking of of that, that that end that end user when you're thinking about. Now I need to purchase the LMSRI need to go in and vet to see what this is. Think about the students

experience. What would they? What are they going to utilize? And then the second piece is think about the teachers experience because now they're the ones gonna have to push us through the students. So you gotta look at the when you look at the costs however.

You gotta look at one.

If you gonna be standing something up normally, the cost is going to be higher the first year for implementation, specially with the LMS, because when you gotta get it stood up, you gotta pace probably fees to do integrations and then you gotta. It's gonna cost you a little more. Maybe the first year first two or three years because you gotta do all professional that I'm in training until you can develop your own internally or develop some type of on-demand presents for professional development and training. You know what? Dwayne? It's so ironic that you just brought that up because a question in the chat was.

We're being bombarded by some of these resources that are being offered for free for this.

Shut up and then the cost comes in later and so I think to your point it was the needs assessment and the research. If I could move on to just a different topic for cost really quickly.

I call them please, yeah, taking advantage of predatory vendors like you gotta be very careful. Read the language. Read the

language. What I'm seeing is and I've seen a few of my friends in school districts there. Right now we're in a dire straits when it comes to Cove it. And if you didn't have an LMS or you didn't have this program or with that program there dangling in front of you saying, hey, I have something for you, but then they're making district sign two and through your contracts when they don't even know what their budgets are going to look like, most school district budgets are only for one year.

How do I know what my budget is gonna look like after that? So be very careful and I know we may have to be a little more nimble, but think about the resources that are more impactful to your students instructionally.

And then that will help you determine which of these do I. I want to utilize, and then when you're betting, maybe you can get rid of some. Maybe you can save, you know couple of 1000 here or there that could actually go into utilizing it.

Better platform for your students. OK, thank you for that and I want to move on to another batch of questions that we're getting a lot of folks are asking and they like some specific examples. What does it mean to digitize your curriculum so if you could talk about that and possibly provide some examples an included in that you know. Who's responsibility is that? So digitising curriculum, so think about this if I want to teach our kids about, for example. Civil War I was a social studies teacher.

Wanna teach him about the civil war? Great. I have the textbook.

I have the information in the textbook, but how am I going to get that information from the textbook? Onto a platform or a screen where I can kiss can then receive it. See it, view it, read it, but then also interact with it. So how am I going to take the information and content? Put it on the screen, but then also how am I going to assess it? Like Are they going to be multiple modes of checks of understanding and I gotta just do quizzes and then what about those kids that need remediation? Is it going to be on the platform or is it gonna be in person? So what's the? What's the best way to do that? And then what prior knowledge do my kids need to have? And if they don't have that prior knowledge, do I have to also put that in the curriculum so it's just like the same way teachers do it now? But you just put it on a computer, uh, that's digitization. So taking it from a regular paper pencil and putting it on the actual screen? And of course, that takes time.

You know someone has to either upload it or edited it. A lot of textbook companies have integrations into the LMS and with a column Lt I learning and operability tools into where their textbook can live inside of the elements. Or is this like like a one stop shop or? Well, you can just kind of drag and drop stuff into the content on container. Uhm, but whose job is that? Well, that depends on your district in DC. PS it was a job of our central office content and curriculum teams. They were the one in charge of

bedding providing and producing the curriculum scopes and sequences that would then pushed out to the teachers. One thing that we did in DC. PS that I love what we did was to one.

We brought teachers in over the summer and with course we pay them a stipend to actually are Rockstar teachers to come in and actually provide and develop those resources that they're already utilized in their classroom. So they were the ones that were developing the modules inside of those classrooms. So they were the one developing. What correct what I loved that I

heard you say is the word module because yesterday on one of the sessions, one of the questions from one of the colors was does that mean that I have to go spend all summer and turn everything that I do into a PowerPoint? And so and they said, no, no, what you don't want it. You don't want to think about it as just you know, 'cause as we know you know what your power point is is. It's the overhead projector of days gone by. It's the white board. And so it's really. I like that I like that word module when you're thinking about digitizing your curriculum, because that shows that it's multifaceted. It includes all those pieces of good instruction that you just mentioned doing that pre assessment, doing the checks for understanding given students voice and choice. And how they are going to learn and how they're going to demonstrate mastery. But you're doing that on your just offering that electronically. And so yeah, great, OK, you just doing it on a system. So one example that we use in DPS was a program called play posit. So with plain part.

Is it so? A lot of us now we're into YouTube videos and all these videos because we want to get our kids engaged. We want to when we talk about the Civil War, I want to show you an example of what guerrilla warfare is so. Given that visual, but then the question becomes, How do I know if the kids are even watching the video? How do I know if they were understanding what play posit does and what a lot of LMS is are doing is with composite, I can upload the video into play, posit an I can do, create stop points within the video, and force them to answer the question so I can stop them at if the video is 5 minutes long I can stop them at 50 seconds. I can stop the meta minute 20 seconds and prompt them with a question it can be.

Multiple choice short answer essay whatever and that way I can check to make sure one they're watching it, and two I can check for understanding so that when we talk about the digital digital dollarization of curriculum, that's what we're talking about. How do I? Great thank you? Just it's just like in the old days when we would turn the lights on and hit pause and you know it just for the sake of time 'cause the questions on those topics. I've kind of slowed down a little bit. We're going to let you move on. I know that I am not doing your PowerPoint anymore, so you may need to. We share that, um, to go on to your next set of topic.

Also, that's it for the power points I'm I'm opening up and just chatting now. Perfect, OK, perfect OK. So then you know as we move on for that an you're talking about that can you talk a little bit about it just with your experience? And again I know that with your DC public schools which you guys did, you did it on a very large scale. Can you talk about what was

effective as far as your professional development for teachers? And can you talk about how? What kinds of steps you took to determine what the needs of that large public school system work? Most of most effective thing I think that we did was to involve teachers because when I was a former teacher and when someone came from the high high Central Office to tell me what to do was like oh here they go again. So I think what DC PS did very well was one involved teachers from the beginning to the end.

Teachers were involved in the writing of the curriculum.

Teachers were involved in the selection of the The Learning Management System. Teachers were involved in selecting what professional development should look like. We had to ensure that we had multiple on ramps for folks because you have teachers that are in various positions of their career are in various positions of learning. So you gotta have an on ramp for your beginners. Our first year teachers, you gotta have an on ramp for people that your on boarding and like I said first year bringing them on. Maybe even if they're veteran RR New Year teacher, what is the on ramp for them? What does this look like? What do I need to share with them when they were coming into our environment and ecosystem? The other piece was the on ramps for looking at what our intermediate and expert teachers you know you don't want to have an expert teacher sitting in the same training as a beginner teacher. 'cause That's going to be totally different type of professional development and training because we want to make sure that is meaningful for you. We just don't want something you just to sit through and do a check box. So I think that's very

important. Uhm, and then it's also important to ensure that our teachers receive some type of credential badging micro credentials. I think that's very important. You know, adults were just like it, but something shine. So who gave that credential then Duane? Would it be like OK, you received this digital citizenship learning badge from the district was at a district kind of be stowed. If you will an, was there any kind of assessment or check for understanding for the educators that went through that too? You need to determine the level of mastery. Yeah, So what we did? Our focus was on looking at our Productivity Tools when we first started this. This onslaught of digitising our curriculum. We were moving from one productivity tool to another, so we were moving directly to Office 365. And So what we did is we utilized Office 365 badging credentials to get them trained to ensure that they knew all of the aspects. So they most of our teachers were. In my E certified so they were Microsoft innovative educators. And then there were different steps. One from me. You can go to MIT, but you can be a trainer where your training, others, uh, so we did the trainer trainer model and they earn badges on that system. We then started looking at funny

because now with digital promise we started looking at digital promises and micro credentialing platform. And if you guys don't know where that is go to digitalpromise.org an. Type in my credentials. We have micro credentials for various things from instruction all the way to looking at hybrid learning and also looking at the different pieces of future radiant and learning. So giving them that access to something that they can own that they can take with them was an ideal piece for teachers. They love the badging piece and then it also get us a way to check to see who's done what. Who do you know? Where do we put our manpower? What do we need to develop? Uh, which led us to then develop an on-demand portal? Because what we notice is in order for us to scale to a school district where we had over 50,000 students, but over 5000 teachers, scaling is the most important piece, so you can't continually do intermediate training all day, every day because you also have a job to do so. OK, so I want to talk about that a little bit because I think for all the leaders that are on this call, what they understand is.

The greatest the greatest resource and asset or their teachers. And So what you've just described, as you know what? What teachers have known forever is that the more expertise that they develop they are called upon to be teacher leaders in their buildings and their districts. And So what you talked about with this kind of this higher level of knowledge through Microsoft that you gave your teachers the opportunity to become teacher leaders. What a huge thing that I heard is that on demand help, because we all know, you know, even though we had 90 days to prepare.

Or what virtual learning is going to look like that on demand help is so critical. So if I'm a leader for the school district and I want to just keep it real here, so let's talk about what incentive there was for those teacher leaders to become the on demand experts, because we all know that those teacher leaders are still in the classroom and they're still there shifting. They're pivoting their skills as well. So what kind of incentive an where did that come from for that group of teachers who were the on demand help? So what we did first was, uhm, we. Our biggest focus was one scaling. How do we touch every building? So we looked at our Rockstar teachers who were ready and we're experts in their curriculum. But also what kind of maybe intermediate with instruction and technology? How do we get into an expert field? Because at that time when it might, my team was only is only five of us for professional development for staff and not only staff students too, so five folks. You're not going to get very far, So what we did is we.

We had the stick in the carrot. He said one. We want to certify

you as a MI ET you gonna be a Microsoft innovative trainer.

That means you can now go out and train others in. Microsoft also had an ability where when you become a MIT you could also not only train people in your district, but they could also call upon you to train folks in your region. So being that leader given that leadership opportunity. Was very important and giving them a voice was very important. And then of course you know if we had funding for stipends or whatever we could do that. They also were able to on professional development days. We would work with their

principles where they would also be providing professional development not only to their staff but we will bring other teachers from across the district and there being a leader to others in the district. So they're not just going from beyond their building to multiple buildings, so give that yeah they could shift becoming. Teachers of adults an yeah which is great. So rewarding as well. OK so Duane I really want to shift here because we got a lot of questions and we're going to kind of separate them a little bit. So let's talk about how we can turn our virtual learning into an equitable access modality for our students of with special needs. An if we could first talk about our students who are English language learners. So can we talk about? What kinds of tools or what kinds of approaches did you in your DC Public Schools, help your teachers to gain knowledge of to make sure that that access was

there for English language learners? And also I know that you know many of us on this caller teachers, but we're also parents, and so yeah, and you know, and some teachers are that are listening are parents of students who are English language learners. Can you talk about that population for just a bit as far as equity and access? So, and in this is the piece where I think is the most forgotten piece when we talk about digital equity. We always assume race. We always assume device and we always assume Internet access. When you say digital equity equity means all, so you also have to think about your students with disabilities. You also have to think about your students like you say to LL students. It's the right wide array of things that we have to.

Make sure we keep in mind digital acquisition offers just for you, know one or two groups of students is for all students.

So we think about LL population is very important that you when you're doing your vetting foreign elements are doing your bedding for any type of resource. Now that we're pivoting toward virtual learning, remote learning, or online learning, whatever you wanna call it, how are you going to meet the needs of those students who English is not their first language? So what we did is we won. Ensure that.

We had a resource or a tool that would would help support us to do the translation for us. So because DPS we were living example of that we were moving to Microsoft, Microsoft platform and the thing that want us over for Microsoft was their learning tools and one of the learning tools was the immersive reader.

So what the immersive reader does is it takes any text that's on the screen and it drops it into a reader and it can read it aloud to you.

In English it can then can read it aloud to you in multiple languages, not just Spanish, but in right now I think they're up to almost 65 to 70 multiple different languages around the world. It also can speed it up or slow it down, because as you know when you change from one language to another, the speed also contributes to the understanding of the words.

Of the immersive reader did a little more than that. It also would. You could be able to turn on the syllables so you can see the syllables in the word. You can turn on if a word is a adverb or adjective, and it did a little more than that. So for your kids that are for with special education it also had what they called board maker. So what born maker does, it provides a picture for word. So maybe a picture to show like what a ball is, what you know, what a kitchen is, what the school is. It provides that picture for that student who may be struggling. Uh, in a kid can turn this owner off on their own setting so I could put all as a teacher post all my work in the LMS or through a through Microsoft. They can go to immersive reader had it read to them in their native language and then they could also utilize it if you have different special education requirements, specially with our state standardized tests, they have a focus reader. Weather does the line reading line by line it Blacks out all of the screen, but it is focus. Is it on the different words line by line and it highlights the word.

Add to speaking. OK, this great examples and So what I can see now is just, you know, preparing for this is going to find its way into our IE peas for our students and so and so. Anyway, can you talk a little bit? And So what we know is that we have hundreds of thousands of students who are mainstreamed into the regular classroom, and So what we have is we have our special education teacher experts working with our Gen Ed teachers as far as accommodating. Sprint needs of our students. Whether those be learning disabilities, physical disabilities, or or the vast array. So can you talk a little bit about what you did in the DC public schools as far as connecting our special Ed teachers with our Gen Ed teachers to create that virtual experience for our students with special needs? So we did, that planning occurs separately and I know that you know and also I just want to talk a little bit about, you know when I'm agenda teacher. Can I have you know some students with special needs who have aids in the classroom? You know, we all know what that looks like. We plan together and then we talk about how we're going to accommodate those students needs in the actual classroom. Can you talk about what that looks like? Can you translate that into the virtual space for a little bit? What is the planning look like? What is the actual instruction like look like and then how do we modify? We notice if we need to modify or adjust our practices. So if you could kind of just take a look. Talk a little bit about the planning of that. How does that look like in the instruction of that? How do we? How do we include our paraprofessionals? Who are such a huge an invaluable asset in the classroom? Yes, one thing the CPS does very well when it comes to the special education teacher is they do the Co taught lessons with their teachers. Their partnered with their

teachers. So even with planning your special education teacher is there with you when you're doing you're planning. So when the teachers developing that resource or that curriculum scope and sequence for students for their till one students.

You pretty much the whole population that special education teachers also there to say great. You've done that, but now we have to scaffold that for, you know student a or student be. How do we meet the needs of those students and what that has done is now push our Jeanette teacher to. Now think about this more meaningfully, not just for those special education students, but for all students. Because there are some resources that are provided that in special education that can support the Benton benefit all students. So what that has done for with the Co teaching in the core planning special education teachers are right there side by side. You know with those student. But then you also have to think about. The actual experience that the student goes through. So yes, the special education teacher might be there in a virtual classroom, but then there may be space where that special education education teacher can do a breakout room with that student and say, you know, what? Here's the direction the teachers give you direction. I see you look puzzled. Let's

break out over here so that I can get you caught up. And then we can join the classroom back later because you don't want to humiliate the student, you want the kid to feel empowered.

And then the ability to do the work. Um, I also think it's important when we do think about going back into the classroom. I know everyone knows about summer slide, so pretty much the knowledge that kids lose from the last day of school until it back to the first day of school.

What what information have their loss? And then the first you know the week of school. You have to kind of spark their minds and remind them hey, here's your prior knowledge. Let me get you back. But we not only are experiencing summer slide, were experiencing covid slide too. So it's very important that when we come back to school that one were not remediating our kids all day. 'cause we still stick on remediation. When are we ever going to get kids to where they need to be? So we need to provide when we're doing that. Scheduling principles when you're doing that scheduling, make sure you set a space in that schedule for one core instruction, but then also set a time if you really need to do remediation. What set a time for remediation? Don't try to merge the two together because you'll never get kids to be on grade level if you're only stuck on the remediation of the last year. You know it. When I read I read one place where it said that it could take. Depending on you know where the student was or the individual population. It could take up they could. It could take up to three years to recover from the loss because you know kids are going to be without direct instruction in some cases for, you know, depending on how equipped that school district was for up to six months by the time school start again. So you know you kind of touched on a little bit of a topic that I want to talk about. Can you talk a little bit about it again with your experience equity for teachers? And so as we all know, you know our students come from families and so do our teachers. And so teachers have different levels of expertise, different comfort levels. You know, different age levels. You know, we have some of our younger teachers are digital natives. You know some folks my age are digital citizens, but we weren't born in the digital age and so how to talk a little bit about in your professional development. What you do. Did you talked a little bit about new teachers? And So what? I assume there is that you were going to separate them by pedagogical depth of knowledge. But now is we're talking about, you know, equity among teachers and getting them up to speed so that we feel like no teacher has an advantage over the other, at least as far as their platform in their tools. Can you talk a little bit about what you did to get your staff up to speed there, yeah? Once again, this is another piece that a lot of people forget when we talk about equity, they always think about students and like you said, teachers are also a part of this. So what we have seen even within the League is.

We have some teachers that don't have Internet access to. We have some teachers that don't have a fully functional laptop that they can afford, so we have to think about that aspect. Are we as the district providing those resources to our teachers, especially our first year teachers? You know they're coming out of college with probably, you know, they didn't have a scholarship mounds of debt. And now you're turning around and ask them to buy brand new Mac.

Beefed up that's maybe $2200 like that's not gonna gonna work. So what are we doing? How are we going to be able to provide these resources? And are we? I think we should, especially if you want everyone to be equitable in your district, you gotta provide them the same type of resource and then device. Because if not then you're going to have a different experience. That's why it's important that when you think of professional development and training for all teachers one, it's important that we're all in the same platform. No one's using this or that so that when I say click here, click right click left. We're all seeing the same thing. One, you should have the same device so that you can have that same user experience so that once again when I say all right, when you click the immersive reader up in the top right corner, you know everyone knows that there is a different experience between a PCA map and a Chrome book.

Different experience, so the equity there you gotta have equity. Everyone has to be on the same level playing field. So it's important that as a district you think about that yes, that's dollars. But if you think about it from the standpoint of instruction.

An pedagogy you or be father and down the road of equity. Then you wear if you would say alright teachers bring your own device or area teachers figure it out. You're not going to ever have equity in your in your district if you don't do that.

Another question and it's kind of pragmatic. This one is an again when you started you said you were a team of UN for other people. So what does tech support look like? What should just be prepared for? You know I love that idea of on demand.

But the on demand help was really just kind of like How do I do this? But as far as tech support and budgeting for that, what does that look like and what should districts prepare for it? So tech support is a very I think is crucial. UM, pretty much what happens if something doesn't work, or what happens if my device that I've been given all of a sudden stops? What's the next step? So for DPS we thought about, do we have a surplus of devices on hand where teachers can easily this one stops today can go in their building to pick up another device and then what's the plan for once this device? Isn't working, what's the plan for it to get fixed? Who's gonna put the ticket in? Who's gonna go pick it up? So like you have to think about all of those pieces. But let's back up now that we are in a covert situation and were remote. What does that even look like? So that's why it's super important that when you're betting different programs and resources that you also vetting the customer support side. There are a lot of LMS is, and I know blackboard is one that teachers if they're having problem with blackboard teachers can pick up the phone and call the help desk 24 hours a day.

Is not going to. The district is going to blackboard and what the district does is they have already set out. You know the questions and in blackboard over indicia cassette out the questions and what they different answers are. So when that person picks up the phone they see that oh this is from XY Z district. Oh these are the answers. These are the things that I can change. These are the things that I can and they can walk the teacher through that process that super important.

The other piece like you said tech support with devices.

How are you going to with Cove it now? How are you going to one drop off the device and two, how are they going to pick up a device and stay safe? So like there are different mechanisms that you're going to have to figure out, like are you going to have, uh, one place in your district that they're going to go to? Or maybe you know you also got think about transportation. Not everyone has a car. Maybe you're going to have it at multiple stations throughout your district. You know multiple regions when it within your district. Maybe it's at a school, do they? Put in a ticket. Do they call and say you know I need this device. You know my device is broken. What's the wait time? What's the lag? Is it 24 hours? Is it 12 hours is 72 hours.

And if it is longer than that, then the question is.

What do we expect from that teacher if she doesn't have a device and she now can't do her synchronous? Are asynchronous lessons with their students, so as a lot of things, you gotta think about as a district, what is your plan to back that up? What is your plan to backfill for those resources? And do I even have them on hand? So if you have 10,000 teachers, you just don't want to buy 10,000 devices, you gotta calculate in break fixes. You gotta do your homework like. Doing looking at uh, hopefully you have some data that you can kind of look at over the past longitudinal data for the past five years to show the amount of brake fixes I've had in the district. Maybe that will help you determine how many devices in Sir plus I need to order and then when you talk about tech support now that kids are home. What type of tech support are you providing the parents? What's what does that look like? Is there a a call desk for them? Because you know they may not be native technology here, specially for the younger kids. The younger kids that they're having issues they're not going to call it, it's going to be. Their parents were going to call in and want to throw the device through the window with frustration. So yeah, that's a really good point. I think that yeah, having and let's talk about that for a minute, and if we could shift here a little bit so you've done a nice job talking about talking about making our instruction equitable, making the access equitable and all that. But let's talk about what kinds of support? Our teachers should plan on providing for parents, and again, we're talking about, you know, starting with we're talking about K through 12 educators, and so if I am, you know, of course we all teachers. We plan. What is our

communication going to look like? For our parents, what is going to be that communication back and forth, but now we're going to what we're talking about in the virtual learning spaces, relying on that parent to be a greater partner than they ever have in the education of the child. And so, as far as equity and planning for how we're going to instruct our parents to be our partners in digital learning, digital citizenship, digital literacy.

What are kind of the biggest banks for the Buck that we can private everybody? Who's listening about what to expect to need to provide for our parent population? Yeah, I. I will 100% say having my kids home and my first grader, my 5th grader and myself of Greater home has been my wife. Have been pulling out our hair especially with Common Core Math. This is not the same map. You don't carry one, you know I don't get it. So we were struggling and we live in our lives above the schools. We got killed in public school and so we were struggling trying to figure out this Common Core math. So as a district, you gotta think that your parents and I'm sure some of you as parents are struggling the same way we are. Your now kind of the teachers, the quasi teacher that their kid is receiving instruction from. So How do I even teach this? So I think it's important that as a district I know that a lot of districts, even in the League and.

DCPS have done. They've developed what they call parent academies, where parents could actually log on and get the professional development and training from a live person. So if you are in six grade, they're going to say you know Wednesdays at 12:00 o'clock. We're going to do a live session. We're just going to walk you through this curriculum. This is what is expected for your kids, and then they also gonna record that because parents that can't join that may have to work. They can go back and view it on demand is your best friend, so.

Walking the parents do that process one the curriculum piece and then to the the actual technology training piece. So if my kid is going to have to utilize Office 365 or an LMS, this is how you log in this button right here means that you're going to record like walking through those peace, giving them some terminology, giving them an experience that they can log in and view. I think that will take you farther than anything else would.

Partnering with your parents at asking questions, doing surveys.

What do you need from us? Because a lot of parents they don't know all of the resources that you're providing. So maybe developing a portal for your parents where they can go through and see all of the technology resources that are standard in your district. So standardization is very important. So now I can go in and see the these resources are and then I should be able to click on them and get a overview of what Office 365 is. What play posit is what blackboard is.

And then, um, set up within that on-demand presence where it did.

Then it can go granular if they want to. So for me, I would say that same type of professional development and training your provided to teachers. I will kind of scrub it a little bit, and this give parents like a high level overview of this is immersive reader. This is how this can support your your students. So I do think it's very important that you create different subtitles for your parents or like. Their student is ALLELL up there. They can go there and see all the resources for LL Special Education have a special

education but and then go up there and see all the resources that you're providing for special education and even information that you want to push to him. So that's why once again is very important to have a one stop shop and LMS that you can push and pull content to and from in Point people to one place that will be there for them in perpetuity. and I know with most LMS is now.

They have a parent Vue apparent login where they can actually see what the kids a curriculum is. They can see the kids Gray, but they can't edit. They only have you access. That's that's important for them to know where their kids are doing, so they might want to log in hour before they have to sit down with their kids so that they understand. Kind of what I'm expecting. So if I need to Google something, I can.

So you know that I love that idea of the Parent Academy. An just scrubbing all the stuff that you're doing for your staff and making that available. You know, I have a couple more questions that are coming in one of 'em is just really talking about you've touched based on a lot of things that a lot of ways that we can achieve our goals through a virtual space. That was a little bit tougher to do face to face and so that whole idea of the parent contact.

And you know, just like we're doing right now, whereas before you know if we wanted to do an in person iep, catch up with a student, apparent the staff, the faculty, administrators, and Whatnot. You know that was coordinating a lot of schedules and drive time, and so can you talk a little bit about how. If you were building leader or if you are a teacher leader in your building, the kinds of parameters that you might set around access to the.

Teacher, while we know that it's becoming much easier and you know, maybe maybe it will become more frequent for us to drop in.

But as far as you know, setting setting those for lack of a better term, I'm calling him kind of parameters around access to teachers. I've talked to a lot of my teacher friends and while they had the comfort of teaching from home.

Also felt like their school day. Um, was now 12 hours and a lot

of Teachers really, you know, suffered socio socio emotionally from that. So access to us as professionals. What kind of parameters did you in your DC school district set up to make sure that we still protected our professional life from our personal life and had those kind of had those kind of expectations? I am rambling a little bit just trying to put together a few questions, but hopefully. You get the gist. Yeah, I think it's very

important, specially with covert covert. His kind of thrown thrown all of our rules and expectations out the window like we're starting fresh and new, so I think it's important. If I were a school leader, even with some schools in the League and even with the CPS, the most important pieces, what is the expectation of response from your teacher to your parents? For power emails? You what expectations should there be? I think as a school leader.

The job for school leader is to one be very clear with your parents up front. All of them be very transparent that hey, this has really thrown a wrench into what response time would be because not only is the teacher having to respond to your email, but there also having to do synchronous and asynchronous lessons, so there may be times that we may designate and say you know what? From 12 to two. You know there is no, there will

be no emails back and forth because teachers are teaching our all of my LA teachers.

I'm going to be teaching at 9:00 o'clock in the morning, so don't expect an email or don't expect a response from them until after 12 or one. Uhm. You know, maybe do that for Department. So it's being very clear and upfront with your parents from a leader school leader, I think was is very important and not only that, but then you have to think about. The teachers privacy because the teacher may have kids at home also. So she's not only just teaching and responding, but she did also have to stop and get their kid on. And you know, I have a first grader, so I have to stop and like, OK, I gotta get you on this computer. I gotta get you set up and you gotta kind of monitor. So you gotta think about that too. So that that's going to take some time and attention away from what they should be doing. So being very clear and upfront as a as a school leader with your parents on that I think is very important. The other piece around that a lot of I hear from a lot of teachers is, uhm I need a tool that rack and communicate with my parents. Or maybe my students and not give them my real cell phone number number. So what type of resources are you doing Centrali from your district standpoint of maybe setting them up or Google account? Or maybe use Alliant.

Utilize an application like remind or maybe your LMS has uh like blackboard as collaborate with you can set up video calling. Maybe you ask your teachers to develop a hub so every teacher are. Maybe the teachers are on teens, maybe to departmentalize you know set up a hub. Your parents can go and see that these are the office hours of the teachers. You know, maybe an hour a day. You know it may be different every other day, but at least they know like these are the Times that I can set up a schedule or to chat with him. 101 or just to see what's going on. I think you have to be very clear up front. What is the expectation for phone calls you know? Is it gonna be 2 days, three days? How many hours you should teacher get back or a parent should expect an email? I think that's that's important, and if they are not able to get to it, what's the backup? You can they reach out to the guidance counselor. Can it reach out to the principle of the assistant principle like you gotta have those? Exactly, and I think you know for the building leaders out there. This is a new aspect of your teacher Handbook and your teacher contracts and you know pulling in all of your stakeholder groups to make sure that that you're talking through this and everybody is in agreement on what the expectations are. Yeah, you don't join, you just rattled off about like six or Seven. Really good practical examples of that.

I want to add this because I think this is the piece that a lot of teachers are worried about is if I communicate with this. Pair via phone or via chat is it archive. Is there a way where you know my protection? I want to make sure that I have to pay. It is fun for record.

When I archive that, so just as you know, in the old days you used to document a phone call exactly. Yeah, yeah, yeah, you know it is something that as responsible educators, we just need to consider OK, so doing what I really like to talk about now because we're getting kind of towards the end of our session. But if you could talk about what are some of the biggest mistakes to avoid? As we move to as far as as maintaining equitable access in the digital and the virtual space, what are some of the biggest mistakes that you've seen other school districts do that you can save? Everybody who's on this call from making either from the district leader perspective or from the classroom teacher perspective? Wow, where do I begin? Um, biggest mistake. Especially now with Cove it. Uhm, don't automatically jump into a program or a contract without knowing all of the you know the small print and one ensuring that it meets your needs at the end of the day.

I think this is something that a lot of a lot of districts are struggling with. A lot of dishes are finding themselves in trouble now because when covid hit, if they had our lack, we know didn't have a LMS or didn't have a tool to be able to. You know portfolio or provide information to their parents like they. You know vendors were reaching out and saying hey, it's free, it's free and really wasn't so. Now they're on the hook for two to three, four years maybe.

To fund this and then they don't even know if they're going to have the funding, so I think it's very important to one before you do anything when it comes to purchasing any new application platform, whatever. Ticket take time to step back and think about.

Am I doing right my students? Does this meet my end goal in my need? Will this take me 3, four, five years out? And then also.

Does this program a platform? Does it duplicate a service already have? So I think that's the other piece that a lot of districts run into, like they have so many services and programs they don't even know what they have, so optimizing that list, knowing what you have known what you're paying for.

I'm in one place and then possibly, you know, utilizing those existing applications to the to the Max of their potential, because there are a lot of programs that we just don't utilize. All of you only use 25 to 30% of the platform.

Also, really looking at the different platforms you're having, assess them every year. I think that's very important. I

think one thing that.

A lot of districts.

Especially now with thinking about going back into school and reopening, they're making their plans, or they've already developing their, releasing them. But they did talk to the teachers, didn't talk to the parents, and a lot of parents and teachers are or have different situations going on in their life. We don't know what's going on at home. They may have up grandparent living with them. They may have their mom or dad.

They may have kids that have asthma and they don't want to risk their livelihood.

Are there child's life or whoever is life going back in the building? We don't know what other pre existing conditions they have, so I think we need to assess and ask your teachers about what is their expectation about coming back to work. What are their expectations? Do they feel comfortable doing online learning? Virtual learning? OK, yeah, yeah. Thank you. A couple other questions that I want to just one that will be quick to clarify. So I think that I know what you mean by when you're talking about having that kind of support on demand.

Can you talk for just a minute or so about what you mean when you have tech support? Parents support you know, staff support on demand. What does that mean? So that means, uhm, think about this.

Let's say we're now watching this video, right? Everyone's going on this web and R. Once this webinar is over. For those who did not were not able to join. I think 1500 people may have signed up, but right now, maybe only 600 people on um, once this video is over, it's going to be pre recorded and we're going to place it somewhere so that you can always go back and view it at your own time and leisure. Maybe there was something earlier. I said that you forgot. You can always go back and view it, but those folks that were not able to join at this time because they is Saturday. They might have had to do something else. They can always go back and view it, so that's what I mean on demand. So it's a platform is a place is pretty much. This is like a a within a learning management system. You develop a actual place where you're putting everything as a repository, but you're making it look nice and pretty you're organizing it so that you're having, let's say Office 365 or equity and access, and we would put under equity and access devices digital citizenship. So so you it's a place where you're archiving and putting information so that you can always go back and do it at your own leisure and then the most important piece there is.

Do you have a back end system that can capture who has viewed it so that you can give them credit or points towards this certification? One thing that we did in DC PS is we work with our state organization which is Aussie Office of the state Superintendent. When teachers were going in and viewing the actual application we have them login. We put a quick assessment at the end so that we make sure that they watched it.

Uh, we gave them re certification points and every teacher has to go through re certification so that's one way of making sure they're they're watching your videos, but also you're able to push content to them. Everyone's here in this same thing. OK, couple more questions to get to. Just one thing I want to say to anybody who's listening here by your mere registration. You will get continuing Ed hours for the Academy, so I just wanted to let you guys know when the Academy completes then that those could that credit will be pushed to use just for this too, but a couple more questions, Dwayne.

The first one folks are still asking about what would be what is the key functionality that that districts should look for when choosing an LMS keep functionality will.

That depends on your needs. Uh, you have to one. Think about and I just actually supported the school district. Uh school system recently with helping them develop their non negotiables lists. So when you have to figure out what are your non negotiables, what things that you absolutely must have, can you give an example of one? For example if you have your party student population is 60% DLL students you know you gotta have an immersive reader.

If you have a students that all of your yours district is all iPad, then you know you gotta have elements that has a mobile app.

Your if you are district has Byo D then you must know that you wanted your requirements. Is that my? My LMS must be device agnostic and browser agnostic means bring your own device.

Bring your own device so those are the different non negotiables you need to think about. Uhm, so when you're selecting that it's going to be based on your districts need in your approach to instruction is everyone's not going to be the same, but I would say those things that I just mentioned there should be non negotiable's on your list and then again the key difference between the student information system in the LMS is the yellow message or content deliverer. Yes LMS is where all of your curriculum lies and with a LMS.

Most elementals have where you can do, um, standard based instruction, so you could actually tag you're different curriculum with different standards so that when kids actually complete that assessment and it grades it, it can show the kid has mastery or not, and it gives you a great analytics on the back end. It does all of the data for you, so you can actually show you which kids are in which. Which quartile of instruction you know who killed kids? You need to work with more. You can even set up scaffolding with your LMS. So a kid must. Made a certain threshold when it comes to grades and if they don't they have to repeat or whatever, absolutely. Like that's what it LMS is OK. Thank you and then.

Uh last question, what are the different ways to ensure Internet access? Can you talk a little bit about hotspots or free free access or reduced pricing access that is offered by providers? Can you talk about that a little bit? Yeah, so with digital problems we've been looking into that heavily and working with our districts that need access for their students.

So we've been looking with at different vendors. And trying to figure out what's the best method to you. So you gotta think about 1:00 if you're going to provide hot spots to your students. We looked up and found a company like Gee, could you provide Internet access to all of the Internet providers? They do Sprint, they do T-Mobile.

They do Verizon all of them, so you got one figure out which.

Of those services is going to work in your area, so if you're in a rural school district, you might have two different providers in your area. You know Verizon may work in the in the bigger cities and municipalities, but your kids that live out in the more rural areas of your County might have to have T-Mobile or AT&T. So you gotta figure out what coverage there is so hot spots look at, you know those different companies like GE door, reach out to whoever provides your cell phone services. I'm sure you school dishes provide cell phones to their school leaders or their Superintendent. Check with your current provider and see what hotspots do they have to offer and making sure that you have that coverage. Also that it will meet the needs of their students. You also gotta think about um your your your megabits like your dad, your data packages. How much dad are you gonna require? That's very important so you gotta look at the instruction if I'm doing online learning for my students and I'm requiring them to be on zoom for 8 hours a day, I hope you're not because it shouldn't look the same as a regular classroom. But if you're doing live instruction, you may require kids to be on live instruction for two hours a day.

You gotta make sure that bandwidth that data package can fulfill that form off. So looking at that and then you can also look at your Internet, your regular cable providers in your area. You know Verizon files, or looking at it, there is a program called Internet essentials is for supporting families of low income status where you can get Internet access to broadband Internet in the home. Little as 10 to $20 a month and they also have a program where they can provide a low-cost device. Also two families between, you know maybe 150 to $200 for a fully functional device, so those are the different resources that you might want to look at and partner with organizations I also say is important. A lot of the districts, especially DPS.

They have a nonprofit arm called DC at fund so they do fund raising for its philanthropy to raise funds to support the.

Purchasing of these devices in different special projects in the district. So Duane were almost that time here, so everyone so as you, as you know that you'll be able to access all of these webinars on demand. I want to send a huge thank you

to the fountain of information that Dwayne Mcclary from digital promise just provided us for the last 90 minutes. And you know, everybody's contact information is made available to you as well. So I also want to thank blackboard and the University of Phoenix or for writing this series of webinars in the virtual teaching Academy.

Um, free of cost for everybody who might want to join the next session, which will happen at 12:00 PM Pacific Time and 3:00 PM on the East Coast, is one that is going to be sorry about that. All about student relationships and how you can maintain those on a digital platform, and especially because we won't know. Our students are students will be new to us as they enter the classroom this fall. Dwayne Mcclary will let you send a sof and say goodbye to everyone. Thank you Pam. Thank you so much to blackboard

at University of Phoenix. You guys have been rock stars. It is so informative to be able to share knowledge. I am not the the knowledge keeper. I don't know everything but what I will say is be intentional about what you're doing for your students.

And always remember, as I said, my mantra is do right by all students in all things that you do. Thank you guys. And with that we will close. Thanks everybody for joining us.