Virtual Teaching Academy Session Two

Good afternoon and thank you everybody for joining us today.

If you're here for the virtual teaching alliance session two, you are in the right spot and we're just about to get started before we kick off just.

Couple items of housekeeping to go over and then we will turn the time over to our presenters today. All of our attendees today are joined in mute mode, so you won't be able to participate in chatter audio. If you do have questions, however, we would encourage you to use the questions panel at the side of your screen if you're going to desktop or the bottom of your app if you're on a mobile device, we will be monitoring those questions and feeding those through our presenters and we will try and answer as many of those as we can during the session. So thank you in advance for great questions and in good interactions here. And with that Pat, I will turn

the time over to you.

Great thanks Steve. Hello everyone, and welcome. We're so glad that you're here. We're excited that you've joined us for the second session. You know, Steve said or a summer virtual teaching Academy. We hope that you were able to join us for the first session or alert today which was our kickoff session where we introduced our blueprint for ritual learning and we hope you received the link in your email for the blueprint and ideally that you have an open now and ready to use during during today's session. I'm doctor Patricia Hoagie Veteran K12 Edgecator with a number of years and both traditional brick and mortar environments as well as on line teaching and learning. I most recently served as the chief academic officer for connections, education and Pearson online and blended learning, and I'm an academic advisor for Hudson Global Scholars with a focus on curriculum instruction. I've really devoted my career to helping students and those adults in their lives who serve and support them.

I help them achieve success, help them with developing tools and using the tools and resources to help them along their journey, so I'm so happy to be here with you today and to be part of the Alliance for virtual learning.

The Alliance is a collaborative effort on the part of University of Phoenix. Blackboard, another K12 learners leaders and myself, and we're bringing the series of events. So we know that K12 Education was really disrupted this past spring, and it's been permanently changed as a result of COVID-19 schools across the country mood very quickly this spring to pivot to virtual learning, which meant that teachers you had to move quickly to online classrooms to create them, understand them and use them. And sometimes without the support or tools or clear guidance that you needed right to keep all students engaged and really to maintain.

Morning.

University of Phoenix did a survey this spring of over 1000 teachers k12 teachers across the country and less than half of them were feeling like they had the training available to them this spring or before that. It was good enough and excellent.

It really prepare them for what happened this spring.

Yet of all the teachers, almost 84% were saying that they really wanted more. They wanted more learning on how to create compelling instructional content, how to leverage the technology on to really advance teaching and learning.

In addition, there was an article that came out in the New York Times that reported that most students will have fallen behind as a result of not staying in their classrooms this spring, and with some of them losing up to what would be the equivalent of a full year's worth of academic gains.

So this all just truly highlighted for us and for you.

The need for a longer term, more comprehensive approach to virtual learning. So we saw this within the alliance truly as a call to action.

The Alliance for virtual learning was formed to bring together leading minds in K12 education and in virtual learning to provide think about how could we provide a comprehensive curriculum, resources and support to you as district leaders and educators across the country.

University of Phoenix with the leader in this effort with their decades of experience as pioneers on line education, they really wanted to leverage their expertise and to give back and support the K12 Education community. They joined forces and partnered with K12 leaders such as Blackboard Heath Morrison an myself, which is just a wonderful collaboration.

Blackboard, as you know, is a recognized provider on Line K12 Learning Management Communication Systems and one in every 2K12 students nationwide. UTSA blackboard service. He'd

spent a part of this effort and he's a former president of McGraw Hill School Group, and he's brought extensive.

Experience in the K12 education space. To our conversations he has a rich history, serving as a school principal and Superintendent, and that's really informed our work. We leveraged his connections with superintendents across the country and he really brought a unique and deeply informed perspective of superintendents and school leaders to our conversations, which has just been wonderful.

The alliance, our effort is really in service of students and to help those who serve and support students. So we really want to provide you with resources and guidance and really help you in this shift. An transition to virtual

learning. Earlier today we conducted our first session where we kicked off the Academy and introduced our blueprint for Virtual Learning, and again I hope you have that up and are ready to engage with that during this session. With that, I'm excited to share that our second session, virtual teaching best practices when teaching and learning, move home and that we have carry rice and Lisa Dolly with us. I'll turn it over to them to introduce themselves and get us started. Thank you both.

Thank you so much Pat. Hi everybody, I'm Lisa Dolly in the executive director of the Jacobs Institute for innovation and education at the University of San Diego and Co. Inventor of packed full. It's an app to teach social good innovation aligned to the UN global goals. Two teenagers and I'm really

happy to be here today with Carrie Rice, who we have spent many years studying professional development needs of K12 online teachers. Researching practicing that work evolved into state standards, which eventually evolved into national standards for online teachers, and so happy that we can just share what we've learned and hopefully easier pathway into call Kerry.

Would you like to introduce yourself? Sure, thanks. I'm Carrie Rice. I'm a professor in the Department of educational technology at Boise State and I'm the coordinator for our K12 online teaching endorsement program with the state of Idaho.

Um, my research as Lisa has said, is focused primarily on best practice in K12 online teaching. I've been involved in training k12 online teachers since about 2006 when we were contacted with Connections Academy schools to train their teachers. So I have a pretty long history in in training on line teachers. I have practical classroom experience. I was a classroom teacher for eight years before moving to academia and I actually have taught high school students on line.

For our state Supplemental Program, I just want to mention that I have just made live my second edition of my text, making the move to K12 online teaching that I use in my classes. It's been a long time.

Project for me and passion for me since I started training teachers. I had a lot of content that I want to wanted to put out there and the book has been really helpful for that. So I just want to say that I really empathize with all of you out there in the struggles and challenges you're going through.

I know it's been really tough making the shift an I hope that I can just help provide some support for that. Yeah, and just so the audience is aware we cannot see your chat, but if you do have questions and post those, they will be shared with us and we'll do our best to answer as many as we can throughout the session. Can we have the next slide? OK, so just as a large overview and we can go off in a lot of different directions in an hour and a half time period to pick everything we know in narrow it down on best practice for virtual teaching is challenging, but we'll be exploring some of the key difference is that you might be encountering or that you should be considering when you're looking at virtual versus face to face methodology's.

I'm kind of looking at the key components and the nature of learning at home, especially in regards to the role of the parent in the technology itself and then talking about some best effective practices in virtual teaching itself. Next slide, please.

And I think we wanted to start out here. I like to start out big with the good news and the good news is that we've been engaged in K12 online teaching for a very long time now. 10 to 15 years. And we know a lot about best practice and how to do it well, and so it's not like it's a big mystery. What is the challenge is? How do you ramp up teachers quickly? Or how to teachers ramp up quickly when the online environment? Is new to them, and so as a starting point we like to recommend that if you're not familiar with the NSQ K12 online teaching standards, an there over here you see them. The categories listed on the right. It's a great starting point for

both teachers and for school administrators developing professional development plans, because you can literally use these guidelines. And if you click on each one of these, plus is not only will it give you sub categories, exemplar practices, but it goes into detail on.

Each one of them, and so it's an amazing online resource free of charge would strongly encourage you to look at the online teaching standards as a starting point in just analyzing where you are and where you need to grow. Keep in mind that online teaching an and course designer really two different skill sets, and typically we would hire instructional designers to build courses or digital content, and the teacher focuses more on facilitation and sometimes building supplementary. Materials and so. The in Askew

standards do focus on the pedagogy. Everything you see on the right related to teaching. If you think you want to

understand online course design and curriculum development, we would highly encourage you to look at the quality matters standards for K12 online course design. Amen and quality matters also has a certificate program for training people. In course design and peer evaluation and lots of opportunities for building out online content that way. Carried it you want to add anything about the standards? Yeah, I'll just add a couple of things I was involved in the development of the new standards. They were just revised in 2019 so there fresh and new and they do include some really descriptive examples.

The standards and implementation and practice, which is really nice, but they also veer into other forms of delivery. So blended. Learning competency based strategies. So there's a wide variety that you can look at depending on the format of your transition. In the fall. The other thing I wanted to

mention was that the fall implementation is, it seems to me, might be significantly different from. The crisis shift we had in the spring, so there may be cases where teachers aren't actually physically meeting their students for the first time, which they had that opportunity last year and so just having an understanding of best practices is really critical in that respect, and then finally to to really encourage you to look at assessment in on line because it can be significantly different than it is in face to face.

And we had a general question, how would you teach kindergarten on line? Yeah, we're going to get out a little bit. Yeah, I actually delved into that today thinking that's the biggest challenge we have is young students. And so we do have some ideas for that. I'll talk about when we get to the more of the practice and definitely understanding that the younger the student you're going to be teaching K2 students, K three students a lot different than you would be teaching high school students, for example.

In an online environment, so age and developmental readiness is definitely a factor that you're going to encounter in the parent engagement increases as you go younger in age, and we'll talk about that too.

Next slide, please.

You want to start this out, Carrie, yeah, so OK, comes from our research. It does come from my research and we thought this was a really. It's very relevant right now because it does kind of identify those things we're seeing in in the media and press right now in what teachers need and what students need.

Basically, we've found that, especially with beginning online teachers isolation is a huge challenge and feeling connected in terms of.

Emotional support is very important for everybody concerned. The knowledge of technology skills is really critical and somewhat lacking. Usually in newer teachers and

we'll get into that a little bit in the Tech Toolkit and best practice for that time management is huge, and especially when in our case now we're bringing parents into the picture without the usual supports that we have an on line schools. So online schools typically higher or have.

Additional support staff to help with. Those functions in coordinating with parents and dealing with families versus individual students, those kinds of things. So we are going to cover most of these in terms of socio emotional health, centralized communication and planning, and then technology toolkit. I think the good news is on you can see that a new teacher compared to an online teacher of one to five years experience versus 6 years experience and on.

That the isolation issues and the technology skill issues do start to go away with practice and with experience an overtime students or teachers are then able to get more focused on the the student relationships. The parent engagement. But initially it's really hard to focus when you're feeling isolated, you're frustrated by the technology. You don't know how to juggle the

schedule. And as Carrie said, we're going to for that reason.

We're going to be focusing on those things on the left in this. Presentation.

I Kay next slide.

I'll start this one out, um. We hear a lot about social emotional learning. As Carrie mentioned, the social emotional piece which will address here among the students also applies to the teachers and the school staff on the elk ever that.

OK, um so I thought I would start here with UM when you think about the online environment, often people focus on the negative part. It's like, oh, I'm removed. I can't be social, when in reality youth often feel very connected digitally an so how can we leverage synchronous session? So when I think about zoom sessions or go to meeting sessions instead of doing direct instruction from the teacher to the student, how can we leverage those live sessions? And even our asynchronous on learning activities to promote social emotional learning an I'm just going to talk about a few different approaches. One is definitely supporting pure based learning and that's designing activities, whether it's live or whether it's asynchronous, where kids can interact with each other. So a really nice way to start out the school year might be having an assignment where you have to interview another student and then share your findings about that student.

You could provide guidelines or interview questions whatever, and then those results get shared in a discussion forum, for example, and so just this idea that we're encouraging the kids to engage through peer review through peer feedback on assignments, maybe using rubrics that we're having kids work in small group projects, but definitely leveraging pure based learning as part of your pedagogical strategy will take you a long way to help that social emotional. Um? I talked about small group learning in synchronous, making sure that you understand how to use breakout rooms so every major web and our platform that I know offers a breakout room tool where we can set up separate rooms and during the live session I can say OK for 10 minutes. You're going to break up in your pairs or in your teams. I'ma I'll drop in your room, and here's what you're going to work on, and then we're all going to join back in 15 minutes. And so you've got this nice flow synchronous where you can meet whole group.

And then go off in small group and then come back and hold group the same way you might in alive classroom.

Those sharingan showcasing for me is super important because this is the place where I as the learner get to share everything I've learned and done with not only the teacher but with the other students with the parents with the possibly with the larger community, an so Azure thinking about lesson design.

Don't just stop with the turning in the assignment and giving upgrade. Give that opportunity to share either in the form of having an portfolios.

Sometimes sharing examples of work on social media and having a hashtag for the class, for example sharing inside an LMS.

So maybe there's a discussion forum and that week everybody has to upload a screenshot or their or their actual assignment, or a video that they've created an. I also mentioned YouTube in slide share as a way for students or even a class starting their own YouTube channel or their own slideshow for sharing power point slides.

Out publicly. And then finally, I just wanted to mention, um, thinking about teaching digital citizenship skills as part of social, emotional, and if you're familiar with is the standards, you know that digital citizenship just isn't learned.

It has to be encouraged, modeled and thought, and definitely that, especially with older students 13 and above, it might be engaging in social media, Facebook, things like that where you absolutely will encounter negativity in the online environment, whether it's in the form of a negative comment.

Somebody that doesn't like your work. I saw somebody that sends you a direct message that might be hurtful or harmful and so.

Talking about that explicitly with students modeling, how do we handle that when you get a negative comment on YouTube, do you just delete it? Do we try to respond positively? How are we going to handle that? Are we going to rise above it or we going to let it upset us and helping students think through as the teachers? You're learning digital citizenship skills, working with your students, an modeling those as well, and then finally creating a healthy online identity. Uh, this is something I work with my own children on as students set up online accounts. Whether it's in Facebook or video games or wherever. This is middle school and high school students in particular that you're having these open discussions about is that really the persona that you want to project online? Are those really the comments? Those comments stay forever, and so you know you're going to be job hunting next year or in two years. Anas, employers do look back and your feet are those. The kinds of things that.

You want representing yourself so really important just to uhm.

I think model that you care about who your students are digitally as well as in person.

And Carrie, what would you like to add to this piece? So do we want to still focus on students? Are we ready to shift to teachers? I think teachers right? OK yeah I'm thinking of the larger picture of support for the community and I like to think of it as responsive communities of support.

Staying at a different way and it's thinking about what teachers need will start with teachers and how that that is delivered and so being flexible in your planning on how you're going to provide supports to teachers. Making things short and accessible just in time, those kinds of things, and then also thinking about the pathways for that support. and I just have kind of three, I think critical aspects of that. And one is this.

Idea of providing.

Structured personal support for individual needs. An instructional coaches can be really helpful in that respect, and even transitioning if you have instructional content area coaches. Two more technology focus coach, so to help with implementing the technology supports in delivering instruction and the other is this idea of creating professional learning networks or a centralized place where teachers can go and share supports in resources and that has to really happen.

At the school level or the district level so that everybody is in the same place, not discouraging external supports.

But having that one place where teachers can collaborate and learn from each other and then also providing recorded webinars. Short little tutorials on very specific targeted goals for teachers. So kind of three levels of support that are needed and then.

I also wanted to talk about the shared responsibilities as a community, so I think in the crisis response a lot of responsibility was placed on teachers for managing everything, attendants, truancy content delivery, learning new technology tools and typically in full time or online virtual schools, even supplemental. But there are other staff that are brought in to handle some of those extraneous challenges.

An even thinking you know, along the lines of hiring a paraprofessional at a school to help with attendance and truancy. Having you know people go out to neighborhoods and knock on doors and have that not be the teacher so the teacher can really focus on content delivery. That should be their main focus. Also, bringing in additional support for remediation. So maybe you hire, use a coach or.

A special Ed staff member to host virtual lab hours. Those kinds of things can really help teachers and help them.

Keep their morale up and their energy going because there's a lot of energy in developing content an delivering that to students. And then the last kind of big picture ideas. This idea of Community Health and thinking about your rethinking your school structure a little bit about how you can better support families, especially families that have multiple kids in school and have different teachers for every student. Or every one of their children. And there's just all of this stuff coming at them with, you know, due dates, an zoom meetings, an.

And just rethinking what that looks like. and I actually just read an article today about model called. It's the multi classroom leadership model. It's at getting smart.

It talks about a plan for rethinking how your classrooms are structured. So having a leadership teacher and then having the content delivery staff and trying to deliver to families and take into account the needs of families Azure Azure delivering instruction.

Uhm, I will also say that means including parents in planning, especially parents of young children who have to be a lot more involved in the instructional aspect and then also taking into account their preferences. So even though you are, you might be shifting to high tech there, maybe parents who prefer low tech. And So what are those alternative delivery methods for content that you might take into account? There was a question on which page on the blueprint should people be working on right now. I believe the blueprint was set

up in sections, were part of the instructional practices section an I believe were one of three sessions related to that session. So hopefully that guideline will help and we're not following the needs assessment linear linear manner, so I hope you can kind of jump around, but it is that instructional practices section.

Next slide, please.

I don't want to spend time talking about synchronous learning. In particular, there is going to be a session later on, synchronous versus asynchronous, but as we first entered covid. Uhm, I heard and saw a lot of K12 teachers going full synchronous right away, like all day long, every hour of every day online and hearing from teachers that there's exhausted on. The kids are exhausted. do I force my kids to turn their cameras on? You wait right? And it was this idea that online learning meant being synchronous all the time.

And and it meant the teacher lecturing all the time and the kids paying attention and taking note are taking test. So we I think we wanted to just spend a little time here that synchronous learning learning is social in general, and that the affordances of of the sinchronicity should really be leveraged to support that Strong it student engagement. Social, emotional, peer based, elearning aspects. And so if you can think about. If you want to think about it is flipping the classroom where you're putting the lectures on video prior to coming into the synchronous session. You don't need to lecture live really ever. I mean, unless you're doing a webinar like this where we're sharing on large scale.

But the lectures on video or in asynchronous modules, if they can do their own at their own time. Other ideas are letting students lead the synchronous sessions, giving topics for the day or assignments and letting students take the lead and the teacher becomes more of a facilitator guide on the side.

An all of these little bullets are just thoughts around what you can actually use synchronous time for other than direct instruction, so just checking in and checking in is more like.

Emotionally, you know how's everybody doing? Uh? What are you guys working on right now? Where are you struggling? Uhm, I talked already about small group whole group learning that idea that we can start out whole. We can go small. We can come back to whole. We can absolutely do collaborative work while were synchronous, right? I can pull up a shared Google Doc.

Maybe a story that we're all working on together or spreadsheet, or a collaborative drawing. Uhm, I'm sure you guys have seen some of the choirs that have been doing singing an each student in a frame in a synchronous, or I saw an elementary school teacher hosting a disco dance party for her 2nd graders with a little disco ball, and the dog was dressed up and it just go outfit and the kids were all dancing and so that sense of.

Uh, I shared this picture because everybody's faces smiling. UM, the idea that we can have human connection and joy coming through the synchronous learning opportunity. So in your mind, if you can really think about hey when I'm on line are we having that level of engagement and joy and connection? Then you're it's a home run. It's a home run absolutely. Then

we don't have to think it does. Everybody have to turn on

cameras. do I need to take points away if people don't, we get out of that mode that penalizing mode and just accepting people where they are.

You can also use synchronous for I do it, you do it so it's modeling. I'm gonna fold the origami and then now you go and do it and I'm going to watch you do it so it can work well for science experiments. Things like that we can do

exit slips. Just a quick check in. What did you learn today? What did you take away? Hosting online office hours? This is important.

When you're not doing synchronous full time and carry, I don't know if you would advocate anyone ever being fully synchronous all the time in their instruction. I don't know that I've ever seen a case where I would say yeah, you should always be fully synchronous all the time. What do you think? I think early in the early days, maybe there were some models that had fully synchronous delivery, but that's changed vastly. It's part of the beauty of on line is the flexibility.

And, uh, and allowing students to access content when it meets their needs and then using the synchronous as a connection tool, an interaction tool, a staying in contact tool, those kinds of things. So yeah, I would never advocate fully synchronous. Yeah, and so we're going to share some examples schedules with you. What a week could look like, or what a schedule could look like for a student in general, but typically. Will set up your week weeks worth of assignments that the student can kind of work on at their own pace. You might have some synchronous sessions scheduled you know, maybe one or two during the week and then you might also offer online office hours where students could drop in if needed, for that one on one extra support and so kind of mixing up your.

How you're leveraging synchronous can be engaging for students as well, and then also for doing individual or group presentations, especially at the end of projects or as part of a final.

Great for example, can be another use. Is there anything else you want to add here? Carry yeah. I was just thinking you know, especially with younger students. I know of teachers who actually conduct daily short very short, maybe 1010 minute sessions to connect with students and do things that they would traditionally do in their face to face. Class is just to keep that continuity and the connection between the teacher and the child and the parent and so maybe they're not learning.

They're not necessarily learning. Delivery It's more show Intel or daily reading of a text or, you know, tell a joke Tuesday, or you know, whatever it is, it's more creating that interaction than delivering content necessarily. So I think that's really the critical.

You know when you move on line, the power dynamic shifts and it's challenging for teachers to take themselves out of the center of the classroom, and so the synchronous meetings kind of provide that for traditional oriented teachers to be at the center delivering lectures and and it's not really effective on line and so we just have to learn to take ourselves out of the center to focus on student, the student and the interactions. An communication and connectedness with synchronous tools.

And we did have a question that came up about um, many districts froze, grading and went to pass fail, and what are effective ways to assess student preparedness and learning in a remote online environment? Yeah, that's going to be a real challenge in the fall because of this lapse in learning continuity. And so I would my suggestion would be you know look at it's not like throw away the baby with the bathwater. We want to take practices that are effective in traditional classes and what you're familiar with and try to transition those on line So what are tools that were used in the past to evaluate student? Learning or knowledge retention after they come back from summer break so that maybe 1 approach.

And then we had a question about how to are these recommendations here apply to younger learners where independent learning is much more challenging.

So yeah, I would say again with the synchronous, it's more consistency for younger learners and more, I think more often so.

But just keeping yeah it just keeping into account that parents are going to have to do the set up an, but if it becomes routine you want those routines with young kids and even with parents if it becomes routine that you know they check in 10 minutes every morning. At this time I think it makes it easier for younger learners and parents. And we do see things like that with younger learners where there is the morning check in and will sing a morning song together and we'll go over the the mornings lesson that the younger learner is expected to work on, usually in conjunction with the parent. And then maybe there's an afternoon revisit.

But it's the frequency of the synchronous is more with the younger, the student is.

And there are also options in partnering with other organizations, so I do know of PBS in Colorado. Has a read with me at home initiative, so every day they have 30 minutes of reading on the TV. Basically it's a scheduled time. Khan Academy just set up.

Some some videos for ages 2 to 7, so there are resources out there for in there just starting to come in for young learners and then also looking at being thoughtful about screen time limitations, especially for young children. And let me see I have the National Association of state boards of Education put out remote learning in early childhood guidance for how much screen time young young children should, or how much time they should be on line.

And then the Illinois State Board of Education actually put up out actual hourly minute by minute recommendations for different age groups on screen time. So there are resources out there for those kinds of questions.

And then there's a question. And then we're going to move on to the next slide. If you're recording lectures on video, are you concerned that the students won't watch them? This is a really interesting question because we know from research tracking click activity. We've studied what students click on in the online environment, and absolutely what people do. All people do this. They'll go to the just tell me what I have to do place. So if the what I have to do is at the very bottom there just going to scroll to the bottom. And work on whatever they have to do now is what they have to do. Requires them to have to watch that video.

They'll go back and watch the video. And so I mean, my strategy is I always put the to do up at the top. Here's what you're gonna work on. Here's what you have to do. And now here are all the things you need to get it done, including maybe a video from me talking about it or modeling it or or whatever, and so that would be a tip that I would share that that students will always go to the just tell me what I have to do.

1st and then design your interaction around that carry. I don't know if you had anything you want to say about that.

Yeah, this is where checklists come really, really happy and task completion. So you can create those kinds of supports for students so they know exactly what they have to do, and you can set up videos. I mean, we get. We start getting into how to use technology tools, but there's a tool called Ed Puzzle where you can put places in the video for formative assessment and that can be tracked so.

There are tools to help you encourage and promote the looking at the entire video. You can do treasure hunts, or scavenger hunts where you have questions that have to be answered on a Google form that relate to the video so it takes a lot of planning and preparation, but it can be done.

And then we did get some questions about how will online learning work with special education students. It will depend on what the special needs are, and then I think we're talking about accommodation. I can't remember. I put this slide in accommodations, but I did want to mention that in this virtual teaching alliance or the Academy that there is going to be a session on special Ed in particular, and we would encourage you to attend that because it will go more deeply into that topic. Next slide, please.

Uh, this is the, UM, rhythm and pacing that we were talking about. Like what does my week look like? Uhm, on the right is just an example. This was a college course. OK, so just done in a spreadsheet and a table format an it has the week by Week 15 weeks the the start date of the week, the activities a student does that we can. Then the readings for the week.

Yours doesn't have to follow this outline obviously, but the idea is that you want to sync through the class schedule that there is some larger schedule and that that schedule is repeated in a consistent manner that it's not changing, and in two days this is doing in five days. This is do that. There's some rhythm to the course, and so with older students, high school students meeting live once or twice a week is plenty, as long as they have an understanding of what they're supposed to be doing.

During the week you might assign some peer interactions or some small group work. If I click on that link, there's all the resources that I need to get the work done.

I we always would launch the week so on the start date, January 16 week one I'm going to start that week with an email announcement. Hey everybody, we're in week one week two, whatever the week is this week, you're going to be doing whatever I might. I probably put a video in it from me just talking to them, so I'm creating that personal connection.

And then also letting them know when we're going to meet live right? And so it's just like this consistent rhythm gets developed overtime. What else is on here? We talked about hosting online office hours as an option for older students.

Um? Also, little things like if you get a text or an email that a lot of schools will set up policies like they have to be responded to within 4 hours or six hours or in college is typically within 24 hours minimum. Even if you can't provide a full solution that there's a response. Hey, I got your email. I need to look into that and I'll get back to you by tomorrow. Just some type of ongoing communication going during the. Asynchronous peace and then I always I don't know if this applies so much. At the K12 it can in college where people are often catching up on work over the weekend and just really encourage ING that work, life balance or school life balance with your students too. I think if we don't have things

do on Monday.

You know this that I have the right to take the weekend off and that's OK. Um, if you have questions please post them, but if I don't respond immediately it's because I'm taking that time off for myself and I I would encourage that for yourself as a teacher to define when you're available and not available and make that explicit for parents and students so they are not frustrated and so you're not frustrated as well, Carrie, what would you like to add here? Yeah, definitely, take weekends, of?-. I do it more passive

aggressive approach, but it's with University students so I I just don't respond on weekends and pretty soon they get the message. But I have my weekly schedule set up from Wednesday to Tuesday so that students have. I can respond to questions on Monday for questions they had over the weekend. They have a day to fix and turn it in on a Tuesday and then we start the new lesson on Wednesday. I always post my lessons a week in advance so that there's extra an extra weekend. In there for them, not many take advantage of that, but I do that so you do learn little tricks to keep that balance for yourself in with younger kids. It's going to be a lot more challenging. I think you do have to be explicit and say, Hey, you know I'm a person too, and I have a family and this is my time off. I'll get back to you, but part of that is in structuring so, uhm, I also think it's it's critical to have a kind of centralized again going back to the school wide.

View of of rhythm and pacing. A consistent communication plan in place, and that doesn't necessarily mean you know every teacher has to respond within 8 hours. It means there are these these communication loops and their consistent. So whether it's email through the LMS or if it's distributed lists, or if it's a common website that everybody goes to or push notifications, whatever that is, so it's consistent.

Everybody knows what to expect and what messages are coming from where, especially with helping to support parents who may have emails coming from multiple teachers. We just have to be cognizant of that I'm involved in that and this also.

Relates to um, creating common Lesson plan formats. So I think in the crisis response it may have been everybody just kind of figuring out to do their own thing, but it is helpful for students to see similar formats when they go to an LMS, especially as they get younger and that every class has kind of the same format. So maybe it's just, you know, everybody has a checklist, everybody has a self evaluation. Everybody has a reflection at the end and then activities posted in the middle. Just something that simple is

really helpful for students, and I think we get into the real larger schedule. On tracking attendance, what recommendations do you have for tracking attendance? Do you want to talk about that? Yeah, I mean, there's been a lot of study of an attendance in virtual schools and the most effective.

Uh, I strategy is connectedness and personalization, so you really do need somebody full-time, just devoted to tracking attendance and making sure kids are logging in in the LMS can take care of a lot of that if you learn to use your analytic tools, you can see who's responding or who's checking into.

And who's not an in our research, we found that it's not necessarily the time that a kid spends in their LMS or on content. It's the consistency of that time. So I'm always pushing consistency. So you structure your content delivery or lessons so that there's some kind of engagement. Either in the LMS or with the synchronous tool or whatever. Every other day you know so that it's consistent.

Could be every day with really young kids, but you want that consistency so you're forcing kids to check in on a regular basis. Yeah, and it's Carrie mentioned. Um, hopefully your district is using an LMS on that. Has those data tracking tools. It's giving you not only how long were they logged in, but where did they go and how much time they spent their on when? Yeah, yeah, so you can get some really good analytics, and we've seen things like if kids log in at least twice a week and post at least twice a week consistently. They have a 95% success rate, right? And so, as Carrie mentioned, is just.

Designing it in a way that you're encouraging that logging in and participation.

Um, consistent overtime that leads to success.

Uh, there are other questions. Hold on a sack.

How often treating your parents? Oh, sorry, go ahead.

Uh, how often should we be meeting with parents? Uhm.

You know, it's uh, I'm I'm just going to throw this out there.

You could set. You could set a once a week. Optional meeting for parents or once every month. Optional meeting and that would

be fine, but I think it's finding opportunities to engage parents in the and I'm thinking about fun synchronous activities. So imagine you're a teacher hosting, uh, uh? Show Intel or a share what you did.

It this weekend.

Synchronous meeting and the parents in the background hearing this an can also contribute in laugh and join in on the fun. So there are informal ways to engage parents that you can use with your synchronous meetings while at the same time providing optional meetings. Formal, more formal meetings. The other options are providing asynchronous ways for teachers or for parents to get engaged in what you're doing.

Providing asynchronous. Um, not necessarily. Tutorials but guides. Here's what we're doing this month. If you could do this, this and this, but create a video and share it with parents so they can watch it on their own. So lots of different ways to connect with parents other than meeting live.

Regarding assignments, do you assigned weekend work? No, please don't do that. Allow late work.

We can talk about that should all assignments we do on Friday.

Normally it's nice just to have the policy's up front, and those can be in the LMS or as part of the class overview or class syllabus. If you have one, simple things like because there are things that impact all of us that might make work late, the Internet goes down, someone is sick, your dog ate your homework, whatever the issues are, and so having a policy like. Um, you'll allow up to two late assignments per semester, so there's that. If those occasions do come up, the students not penalized for late work, but figuring out those parameters that feel comfortable for you as the instructor and then communicating them up front and making sure students understand what the parameters are. What do you recommend on network carry so I would take what works in your traditional classroom and shift that to on line, taking into account? There may be additional.

Uh, things that you have to lookout for, so it is really easy to procrastinate, so you don't want to encourage late work, of course.

Uh, yeah, I. I think I in my.

In my classes I do have a policy of no late work, but I as long as they and I said I do kind of send this out if if they're up front about it, they tell me that they're working on it, but they can't get it in then. That's fine. I can understand if life gets in the way, it's going to be different with high school and middle school and young kids. and I also think the due date for, uh.

Young kids high schoolers that Friday due date may make sense because that's probably pretty typical in your traditional classroom, so it's just you can take those things that work and shift them on line. I think it's just an awareness that there may be different circumstances that influence. The outcomes.

Although in higher Ed I always made my assignments due on Tuesday and part of that was the ribbon Carrie shaking her head.

Yes 'cause she did too. And why did we do that? Carry so that I didn't have to work over the weekends and so I had time to provide feedback before the due date on Monday. Yeah, and we also found that the log in with adult learners they don't work over the weekend either, or some will. The real go getters like to work over the weekend, but most don't and a lot of people do procrastinate and will get everything done that Monday before it. It doesn't matter what day you choose and so we have found with older learners Tuesday an will say things like you can't do Tuesday at midnight because then it's like well, do you mean Tuesday at midnight or is that Monday night at midnight? And so you have to be really clear with the.

Time in younger learners you might say something like 6:00 PM on such and such a night. Yeah, and then it just brings

up another point that you have to be crystal clear in everything you can out there. And when I do train teachers,

I think that's one of the greatest challenges is we tend to rely on our speaking voice and giving written directions.

Ann, you have to be so crystal clear and every word you use an what you mean by that when you move on line 'cause a lot of information is in text.

We have we have a lot of time left, 30 minutes left in some we have a question about Moodle. We're going to get to the online teaching tool kit that's going to be our last conversation, so we'll talk about that when we get there.

Question if a school adopts a hybrid model example ampm schedule, how might that look from a Lesson plan standpoint? Like virtual morning and on site in the afternoon. Is that what we mean by that model? Yeah, I'm I'm. I'm not sure I'm understanding the question.

Yeah, somebody wrote yeah so we've seen a lot of different virtual school models. This model reminds me somewhat.

Riverside Virtual School.

Um, they operated with alive campus. But typically when you have that hybrid model, almost always the contents on line, it doesn't for the live part for the virtual apart like let's put all the content online, the discussion boards on line, let's get everything on line and then you're going to come into the classroom and again, the synchronous time we're going to use that for social interaction for doing experiments. For not direct instruction. When do the direct instruction and recorded videos and so on thinking about the live time, whether it's classroom or in web and R as your synchronous interaction.

Time, um? You know, if you can think about the scheduling that way and then leveraging your LMS and it could be Google Docs if you don't have an LMS, use Google docs or Microsoft Teams that you're storing the content somewhere in the cloud that you can share it with a link. So here's the lesson here. Here's the information parents here's.

You definitely need some type of content storage, and we're going to talk about that in the toolkit.

OK, so next time so I please and this is more for school administrators thinking about the design of the schedule.

Overall in Cary, I know you feel very strongly about this thing about it. I'm really empathetic and sympathetic to parents because my. My son is going through the same thing with two young kids in school and he's working full time and you know how do you manage all these zoom meetings that are coming in and? And no, you're getting emails from both teachers, and so it's just really critical. I think to have centralized planning an be thinking Thoughtfully about who is hosting synchronous meetings when in the school, and so it's just going back to that.

Thinking about the family. It's a shift in thinking.

And not just the individual students sitting in your class for 55 minutes. So this is just one idea that came up and I found in the in a new.

Report that was put out by ACE an it's open source, it is I don't know. 300 different papers on practical applications in during the covid crisis, and I'm going to share that link with you. Because I think it's really valuable for some practical advice, and it has a really good I sent it to the wrong. Maybe the organizers can send that out. I sent it to organizers. Anyway, this is just an

example of a school schedule and they send this out to parents, so it's that part of that communication loop.

Parents are aware there's a link on the calendar you can do it in Google calendar. That would be a really great way to do it, and then they can have it on their computer or posted on their fridge and see when the different zoom meetings are scheduled.

Yeah again, so this is just thinking about that master schedule at a larger level and that not every teacher is online all the time.

Um? Right and then and then? Yeah, yeah, don't feel like they're jumping from one virtual class of the next one to the next one to the next. Factly, yeah, right. That there's some because, um, learning.

As you know, we all know sometimes we need time to reflect on things to really learn like it's just gotta sit with us for awhile and sometimes that's a very private thing, sometimes as a social thing, so that opportunity for reflection and pulling back and not being engaged with other people is a really, really important part of learning and so keeping empty blocks of time in a daily schedule like this is really important for learners and teachers too. I'm just to have those planning periods and opportunities to pull back and get other work done as well.

Grading things like that, OK? Think we do you feel it online? Teaching takes more time than in the classroom. It seems like the potential to lose your own free time is very real. Question, mark.

Yeah, a lot of up front front planning, but once you have it structured, uhm.

To me it doesn't take longer to do the instruction. It's the planning in advance that takes so much time and it's OK not to have everything completely planned before this start of the school year. I mean, when I first started teaching on line I. Planned my classes two weeks in advance and I started, you know, filling them out. I have a template that I use for every class I teach. It has the same section so it became very easy for me just to.

Pulling information I always include a video in every lesson.

I have lesson resources. I have a checklist so I have this template that works very well for me, but it still takes a lot of time to plan.

An I think we would strongly again encourage the school or the district level to take ownership over the large curriculum. Larger curriculum design allowing the teacher than to just create supplemental materials if needed, or maybe have the permission to modify the lesson if needed, but that they're not having to spend all their time developing everything from scratch, because that is where the time suck is is the actual course design content, design, lesson design.

But as Carrie said that once it's done the next time around in the next time around it, things move a lot faster.

Yeah, so it's an investment that you're making on the front end with your time.

Um? Do you have any insight on how states will change their hours of instruction with virtual instruction? Yeah, that's an interesting question.

I kind of have been thinking about policy and in terms of teacher work hours and how we measure that and how antiquated it is really at this point. And there were states that really struggled with Out at the beginning, because how do you measure time when the teacher isn't physically present in the classroom and they actually made teachers of go to the classroom so they could put in their hours in the classroom? I think it becomes, you know, it's.

It's that whole shifting on line changes the way we think about what does it mean to be productive to do your job to master content? It's not ours, its actual productivity mastery.

Those are the things. So it becomes this shift to thinking more about what are the measurements for doing your job.

It doesn't have to be ours, it's that you're accomplishing those goals that we set out for you to accomplish in completing your job. So it's just definitely a real change and shift in.

In how we look at.

We take time out of the equation. And it really doesn't belong in the equation policy. I think it may take a while to get there. We already saw it in higher Ed with federal financial aid, which for a long time was based on see time. And how do you measure seat time in an online environment? And so there's years of arguing and debating, and organizations, politicking, and then finally, policy changes. An we've had this going on in K12 for awhile with organizations like Aurora Institute, which was formerly known as the International Association of. Online learning I Nicole getting smart knowledgeworks advocating for competency based learning that learning is based on the outcomes, not on how much time I spend on something. And so I think with those organizations their years of advocacy with the shifts we will see change in policy. But like all policy zan.

New legislation takes time, so I do think I'll be awhile.

Um? OK, how about the next slide? Let's see where we are.

And this is our last slide, an animal. Spend some time talking about uhm online teaching tools and your thoughts around those and pick up any remaining questions that you may have.

I pulled this slide together, um, nobody has come out firmly and said there's five areas of online teaching tools that you should think about. These are just how I think about them. And and there may be others that you think about another categories.

But rather than sometimes when we talk about the technology that you have to pick up, especially with beginning teachers beginning online, teachers learning new technology is time consuming. And if you have more than one or two tools, it's overwhelming. And so when you look at this, it's like, well, no wonder people are overwhelmed. It's like you're having to pick up technology and all kinds of different categories. An initially it's just like where do I click? How do I turn it on? How do I make it do this? And then once you learn how and where to click, it's what are the best strategies for when and where to use that technology. So I just wanted to encourage you think about as we go through each area. Do you have at least one technology? Each area in your classroom or in your school are in your district. To create a baseline virtual teaching tool kit and then building from their overtime. And maybe it you're going to spend six months with the technologies you have or a year or maybe 2 years and slowly adding technology overtime so you're not inundated.

Um, carried you want to start us off talking about just basic content storage for lesson plans.

I'll say though that I do like, uhm, I like these categories alot and I think that's it's a good framework for schools to work within. Oh, we lost our slide there we did and somebody asked if Moodle was a good LMS in my going to answer that question.

There, let's just say they all have their pros and cons. I've used a lot of different systems, the. They're not significantly different. Moodle tends to be a lot more customizable, but also that creates problems with inconsistency from lesson to lesson, where blackboard is very consistent in how it appears across different courses, but they all basically have the same kind of features. You know, the main features, though. Foreign LMS that you want to look for are you want it to be able to hold your content, so for awhile. Google Classroom couldn't store content.

It can now, but it wasn't really affected. That way. You want it to be able to streamline your grading assignments, the mission and grading those are things that save you time and make it easy for everybody to get assignment submitted without sending individual emails. And you want a discussion forum an it it's nice to have.

Of options for embedded video and audio so that you're not always working in text, especially with young kids and almost all of the LMS is do that.

Yeah, and I I just wanted to mention that, uhm, you know it.

Whether you do or do not have an LMS using a cloud based sweet like Google Drive or Office 365 Microsoft Teams etc is super super critical and those are often used in relation with each other. Like when we build our content often we're building in Google Drive and then because it's kept there forever. If I build directly into my LMS.

Um, it gets harder to import export unless I'm in Squarm or something like that, and so frequently just for building initially or lesson plans. Storage things like that. Often

it's done in a cloud based storage like Google Drive and then brought into the LMS.

I do the same thing. Yeah, I create all of my content in Google Docs and I like using. I use. I use an LMS and Google combined because I do like the very collaborative aspect of any Google product. So you can have students collaborating and slide share on Google documents they have. I think screencast ify is now integrated with Google. So you can share with one of the one of the.

I think things you need to look for in any tool is whether it needs a student login, so that's one of the most critical things.

It's so much easier if it doesn't need a student login, so a teacher can just create a link or whatever and give it to a student to use. That's the best kind of tool and Screencast ify has that knew. I just read about it. It's in beta. It's called their submit feature. Padlet is another one that doesn't require a student account. That's really easy to use. So anything.

That students can use without creating an account is great.

Yeah, and if you if you're Brent, let's say your brand new like you're, you're just not using any technology and you ask me like what do I absolutely need? I have to have it. You have to have content storage and you have to have one form of synchronous and warm form of asynchronous and the rest you can kind of build an overtime. But those are really the basics.

So planning and productivity. These are all the tools that a

teacher or staff member might use before they ever get in front of kids. And so these could include things like lesson plans that you're building grade rosters that you're keeping checklists. Maybe you're making rubrics.

Lesson plan templates on calendars 2 calendars. I have teacherspayteachers on here because a lot of teachers make their own templates and outlines and forms and then they go and they sell them on teacherspayteachers and I support teacher entrepreneurship. So all these tools that are used.

An you can just search online like if you've never made your own rubric and you just Google Rubric makers. You'll see there are tons of 'em that pop up that allow you to create your own tools for planning and productivity purposes. Do you want to take communication carry synchronous? Yeah and what I love about the communication is you have the phone on there, so that's something we forget. Like when you start getting into all these technologies, you can use the phone and I actually do call every one of my students every semester just to check in.

And so it's a really great way to connect with the phone.

Discussion boards are there really useful and I think as we shift even to hybrid or combination models that those online discussion forums are going to become more and more important. There really challenging to to set up, you know, prompts that are interesting and motivating to students that aren't just textbook type questions, so that takes a lot of thought in the types of prompts that you put into discussion forums.

And why they are used? We tend to want essays in discussion boards when we first start out, so it's just thinking about.

What, uh, uhm and engaging discussion would look like in your traditional classroom and actually taking that and shifting that on line, I will say that I discourage post one. Respond to two. Kind of, you know if you've ever seen that, it's like it never ends. Post one responded to with no

purpose, so discussion boards really need to have a purpose in order to engage learners. Otherwise, they're not going

to be used.

The learning and assessment tools is just a category of content or age specific apps that a teacher might use as part of the learning or assessment process, and so, for example, a science teacher might leverage stuff off Discovery Education.

I'm a foreign language teacher might use a bussu app. Lean stack is for business educators, and so there are all these. Once you get into, well, I teach math or I teach 2nd grade or.

Whatever it is you're teaching, I can guarantee you there's multiple apps out there on that will typically cover the content related to whatever that content area is. I'm wondering if people in chat wouldn't mind sharing in your own teaching, like what is your favorite learning app? Uh, more assessment app that you use with in your own teaching and maybe people can pick up ideas from one another. Do you want to say anything about these apps? Carry? That's a good idea.

Hum.

Yeah, you know, it just takes time to search them out, so it's really good. Maybe this is a good time to advocate for professional learning networks, so within your content area or grade level and try searching those out.

On Twitter or Facebook or wherever to share ideas.

Oh, you can actually a really great place to look for apps and whether they're age appropriate parent ratings on them is common sense media apps.

Right, yeah, common sense rates. Movies at rates videos at rates.

A lot of things, but they have a whole educational apps section and it's filterable by age by grade, by subject area. And so if you're looking for vetted apps for education, please check out common sense. Yeah, they also have a whole set of lessons designed around digital citizenship with lesson plans and everything, so it's a great site. That's one really good site to get to know. Really high quality, non profit.

Group and I have content creation on. Here is the last category because from my perspective, when you talk about higher order thinking skills, higher order, lower order, higher order, you know blooms taxonomy work creating were synthesizing were evaluating. We're doing really high level

work. Lower order skills like memorizing, understanding, comprehending those are important and taking a multiple choice test maybe. But can we really push ourselves? And our students to focus on content creation. Because when I create, I'm engaged. I'm learning, I'm the builder

of my own knowledge, right? And so the more that you can bring these tools in your own work and you use them and teaching your students to use them, You're going to go a long way in your online teaching. I know a lot of K12 teachers love flip grid right now. Flip grid if you haven't used it is basically a video.

Interaction platform. Typically the teacher will have a video prompt or question and then students can post their own video responses. It's really neat for building community. See saw is that's an online portfolio tool right? Yeah and it's used a lot in the elementary grades, yeah? Tinker CAD if you're it's 3D design for younger kids. So when you're thinking about.

Uhm, you know asking kids to conceptualize something and putting it in a 3D shape. And now I can take that 3D file and I can print it in the classroom. Or I can bring that 3D object

into a video game. Or I can do a lot with it. So there are a lot of really neat tools that allow me to build an for teachers. Can I just mention, by the way, if you're building content on pixlr is my very favorite video editing tool or not video, it's.

Image editing, so if you don't, it's like photo shop, but it's online and it's free. I'm and then pixels PLS is where I get all my Copyright free images. Oh I use clicker CL KER.

Oh yeah, that one yet.

When you use your all these rights.

DMV is absolutely my most favorite tool and I wish I could demo it here for you. Um, it started out just as a tool where you could go online, create a flyer or poster.

Um, now you can create everything there.

Infographics covers own students is to read an article and then create an infographic of the five most important things they learn from the article and cite the article.

So it's a really neat tool for both teachers and students to use, and it's free, right? Yeah yeah, it's amazing uhm? OK, we have 15 minutes left and I think that was our last slide, right? And we're going to answer a few more questions, so let's see.

LMS is 4K2.

Hum.

You know, I, I don't think it's the delivery platform that is the concern as much as it is how the content is delivered. And so you and there's a good article in that link that I sent you about. Creating parent based text versus child based text, Ann being really careful about writing for the child in a text based lesson and maybe have annotations for parents or guide for parents. So it's not necessarily the LMS.

And I honestly don't have a recommendation that I can think of for an elements that would be just for younger students. It's more in the language that's used and the format of the delivery. So maybe using a lot more video.

Definitely a lot more synchronous.

I don't know, he said. What do you think? You will see, um, a difference and platforms from K12 to hire red and so where like blackboard canvas desire to learn. Those are all very typical platforms and.

Higher Ed and sometimes using K12. Depending on the platform you will see K12 specific platforms that are only in case like Haiku and yeah so.

So maybe it's a question of, you know, I always encourage using the same LMS throughout your school so that every student you know, even students in same families have the same experience, but maybe with younger students. It's better to use something like Google Docs, so it's very simplified and it you could embed those in blackboard or just send them separately.

One question is my school district is planning to have all teachers go to production studios to produce instructional content. How well should I expect this to work? Why are they going to production studios to make it? Like professional no, it's like they're forcing every teacher to it's. I think it's a great thing for every teacher to learn some basic digital content production skills. It's a. It's a basic skill set that any modern teacher should have, right? Like you should know how to work both in physical materials, an basic digital materials, but to actually be like OK first grade teacher you're going to build all the first grade lessons and 2nd grade teachers. You're going to build all this. I think it puts a huge burden.

On the teachers. And so it's really. What is the intent of that? And it's hard to do because you have to find the time you have to do the script honestly. It's not the professional Ness of the video that matters to students, it's the contact with the teacher, and so we know from research that students prefer videos that are created by their teachers because they know them and they want to see them over professionally created videos.

So it's not necessarily. It has to look or behave. Actually, it's the contact that's the important part. But yeah, they do have minimum skills that you need, but then literally, yeah, right now you know, have a recorded video and this would be just fine. Yeah, like think about your own self like would you rather hear from your teacher standing in their kitchen just being, you know themselves which feels more engaging. Or do you want this dodgy professor on the stage with the text overlays floating in front? That feels very formal. I'm it's not as engaging and so will Carrie, Carrie said. We do know that from research people will watch videos that are less formal. Yeah, from their teacher.

Yeah, and you could provide guidelines like you want to be really careful about backgrounds. An, uh, you know you want them to dress professionally. Those kinds of things, but in high production I'm not sure it's really necessary.

Ah, let's see. I'm concerned about teaching a combo class and getting to both classes.

And online successfully. Any thoughts on how to teach both in person an on line? You're going to have your hands full this year? Yeah, remember I I don't know if the Steve can you go back to the to that schedule that we had up that weekly. Kind of it's one slide back I believe, yeah, that one. If you could think about breaking up your week. Um, where maybe your meeting virtually every other day with one group and then virtually every other day with the other group? You may be able to like. Split that time up a little bit. That way if you're wanting to group your students, I'm trying to understand how you teach the combo class, and I think it gets back to moving all your content on line so the content delivery is consistent to both classes. The only difference is some of your kids are coming in physically to meet with you and summer.

Only meeting on line.

And it's how you use that time that's important. I think that is. I mean, we could say that 100 times Carrie get content on line content on line, it will remove so much burden from you Ann that getting that content online should be the responsibility of the district or school. Yeah.

Absolutely.

Compensated as an instructional designer on the teachers job is really about teaching and facilitating whether it's Horrible, Yep or in person.

Um? Let's see, my district is looking at two cohorts. Two days in class and three days DL. What is DL mean distance learning I think.

Call it on line learning. I've only done it, got 20 years now but OK. Classroom teachers responsible for creating DL.

Anan class work. What do you think possible schedules days could look like for elementary students? Videos synchronization.

Too cold hearts 2 days in class and three days DL classroom teachers responsible for creating distance learning in class work. Oh, I think it. That kind of answers you answered the question before. Create a master schedule. Hum. Yeah, does that make sense? And the alternating between and looking for that curriculum support as much as possible, right? But put your content online. Um and the synchronized meetings would be similar. I mean, you could do similar things as you do face to face and on line for those synchronized times. Probably not going to need the same length in the synchronized. Videos.

But it's understanding and there is a class on this. I think an asynchronous versus synchronous, so understanding the difference between those and the benefits to each and how they fit together in an online class is going to be really important.

I think we're down to the Seven night last question, yeah? Uh, there's going to be a somebody asked about special education students. There's going to be a separate session just on special education, so I'm going to skip over that question. What if you see your

students in for groups and only see them in person once a week and see them for days a week on line? So that's that's a blended.

Uh-huh for groups from your meeting. For days a week, virtually for

maybe an hour. And then they're doing the rest of their work asynchronously.

And then the in class work is all inquiry based or interactions based on the content delivery that was delivered on line.

If we could leave with a parting idea and we didn't get a lot in, there was so much we had to leave out. I know there's so much it really is. If we could leave with a big idea and the big idea is in virtual learning in all learning the more authentic the learning is, the more powerful it is for the student. So when you can get into problem based learning models, an authentic based learning models. Of some schools are investigating career pathway models.

The more real the work feels to me as the student, I'm I'm not just taking a test or writing an essay, I'm actually engaging and work that feels real, meaningful, purposeful. And there's some choice in it. I got to choose. Maybe you're giving me alive. Learn that from my own research when we offer students choice. Even if you choose one out of three activities, I'm automatically more engaged because I chose that it's just human psychology. So I don't know if you have a big idea you wanna leave with Carrie, but that would be my big idea is to strive for authentic learning models and student choice. I love that actually because that's what works in on line. It create causes you to think differently about teaching and your role as a teacher. But I think my big idea is and this is to give teachers support. It's that responsive community of support. It's really thinking about different. Ways to support teachers in doing their job, and that may mean hiring other staff to take on some of the role that the teacher had in a traditional classroom and just really be thoughtful about how you can best support teachers.

Hi Pat, I pass I'm back with you. I'm back with you. What a wonderful Oh my goodness information packed session that you presented to us and there's many more questions and the questions in the chat that we will.

So one I just want to thank you both. You obviously live and breathe us all the time and that's obvious. So you've given you been sharing your experiences, sharing your wisdom, sharing their guidance. And that's just great. and I in

my own notes, there were a lot of consistent messages before we talked about in the first session this morning, and this one so good. We're on the same page as far as best practices.

And what were really advocating. It's just wonderful how that

comes together. So, so thank you both. And on behalf of all my fellow alliance members again, I want to thank everybody else for joining us in this session and in this journey to virtual teaching and learning, we have eight more sessions. Lisa mentioned several them. They were coming up in your questions. So please go and look because we really wanted to get dedicate individual sessions to these important topics. So eight more between now and July 1st.

So we hope you join those. Join us for those and use your blueprint as you engage with those and then beyond.

So please do share your experiences with all of us.

Thank you again everyone have a great rest of your day.

Thank you, email addresses are on that slide. A man feel free to reach out to us if we can help in anyway. Yes, I did know that.

Appreciate the opportunity, Pat. Thank you so much everybody. Yeah, thanks for the great work you're doing.

Pat, thank you guys.