

# Supporting the Technology Needs of Educators & Administrators

- Because of the number of participants, we have it set for everyone to enter on mute.
- We will begin shortly.
- As we wait, please complete the “Do Now” activity.
- **Do Now:**
  - Please share your name, role and organization in the chat.
  - Also share one word that represents how you are feeling as you join the meeting today.



# Supporting the Technology Needs of Educators & Administrators

June 2, 2020

3:30-5:00 pm

**ccee**  
California Collaborative  
for Educational Excellence



# Working Agreements

Be present and  
listen deeply

Step up,  
step back

Try both/and  
statements

Use "I"  
statements

Take care of  
yourself

Identify  
assumptions

# CA IT in Education (CITE)



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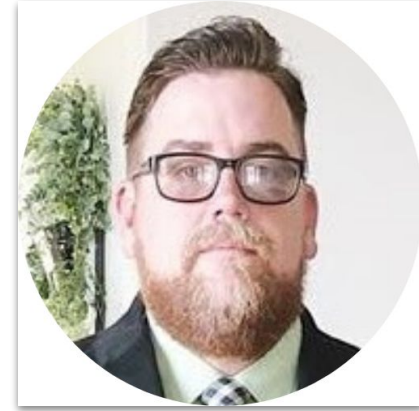
# Today's Panelists



**Pam Gildersleeve-Hernandez**

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**Jared Johnson**

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# Today's Panelists



**Eric Calderon**

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# Participation Guidelines

Option 1: Post question in the chat

Option 2: Q&A period during webinar

# Our Assumptions

Today's conversation supports reopening discussions.

Every school district will have to prepare a return to distance learning in 2020-21 and/or a hybrid model.

Broadband access is a foundation to distance learning.

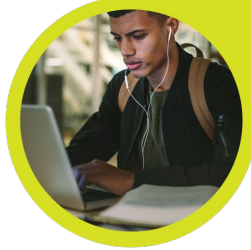


# Who Do We Support?

teachers



family



students



staff

# Equity and Access Not Solely A Student Concern

teachers



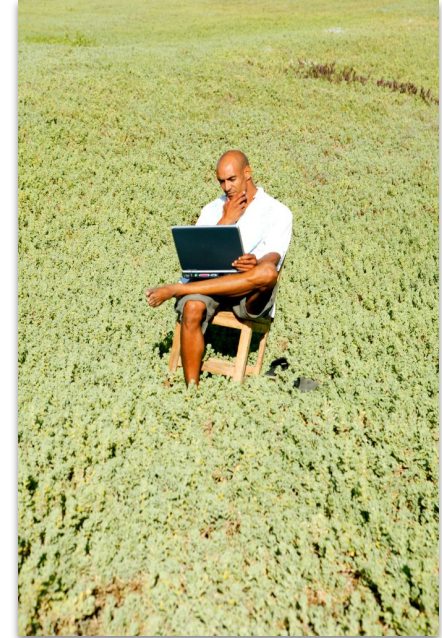
Do teachers have access to  
adequate **devices**?

Do teachers have access to  
high-speed **internet**?

Whose responsibility is it to provide?

# Rural Challenges & Solutions

teachers





# How NOT to Pick Devices



Photo: <https://www.jber.jb.mil/News/Photos/igphoto/2000227761/>

# Choosing Devices

Consider Instruction First . . .

teachers



*What kind of instruction needs to happen?*

And Devices Second . . .

*How do we match devices to instruction?*

<https://k12playbook.ccee-ca.org/>

# This Year's "Must" List

teachers



Teacher professional development and planning time for distance learning is critical.

- ❑ What does this fall's curriculum plan look like? Unit plans? Department meetings?
- ❑ How do you design digital lessons?
- ❑ How do you use available software? And devices?

# Instructional Continuity



What we do every day:	How to apply that to an online class:
Connect with my students	Send encouraging notes and updates to students daily. Give feedback to class comments or submitted work to remind them that they're still a part of the class.
Make them feel connected and valuable	Online conversations can be tricky. Keep discussion positive and authentic. Share pictures or videos of yourself, if you're comfortable with that, or interesting news articles, a poem you wrote, picture you drew, a new song you like, or a funny Youtube video or meme. Keep building those relationships.
Acknowledge their contributions	This may be more challenging in an online setting, but be intentional about giving feedback when students contribute.
Find great instructional resources	This is the easy part. Share materials via Classroom, or just paste a bunch of links onto a Google Doc. With the recent textbook adoptions, many resources are now online for our elementary students, our math curriculum, and some World Language. Create a shared doc with your curriculum teams of the resources you find to support each other.
Prepare engaging lessons	This is the challenging part. Online classes may not have the excitement that live classrooms have, but you'll still be able to deliver your content, interact with your students, and check for understanding. What you choose to have the students do with the learning can amp up the engagement. Have fun with the assessments and checking for understanding.
Get to the heart of the content	Just like in emails, nuance can be lost. Share the goals or purpose of the lesson up front, and leave nothing to the imagination. Map out all steps the students need to take to complete the learning objectives. Think in terms of your sub planning. You can also make short video of the assignment directions to clarify the goals and students can rewatch as needed. Use Google Classroom or your website to lay out the lesson objectives, materials, and expectations.
Ask challenging questions	Sure, your students may be able to Google the answers when you're not looking. Our challenge is to ask questions that don't have such easy answers. Here is an <a href="#">article from Edutopia</a> about asking challenging questions.
Check for understanding	Use tools like Google Forms to send out quick checks, quizzes, and exit tickets, and encourage students to send private questions to your lcsud.net email address. Do a 3,2,1 Check: What 3 things did you learn from this lesson? What 2 things do you want to learn more about? What question(s) do you have about this lesson?
Assess for learning	Assessment may be tricky. You can use tools like Illuminate or the Locked Google Forms tools, however, for higher-stakes exams, you may want to wait until students return to your classroom. Another idea is to have alternative assessments. How might you have them show their learning beyond an exam? How about having the students create a 10 question exam and finding two friends to take it? What about a Flipgrid video where the students share what was most important in the materials as if they were newscasters. <a href="#">Here are some other ideas</a> for you to build on.

Resource from  
CITE Member  
Jamie Lewsadder  
Chief Technology Officer  
La Canada Unified

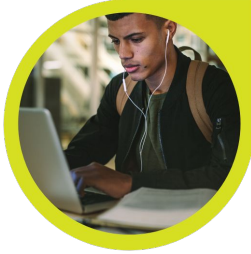
[tinyurl.com/LCUSDGuide](https://tinyurl.com/LCUSDGuide)



teachers



family



students



staff



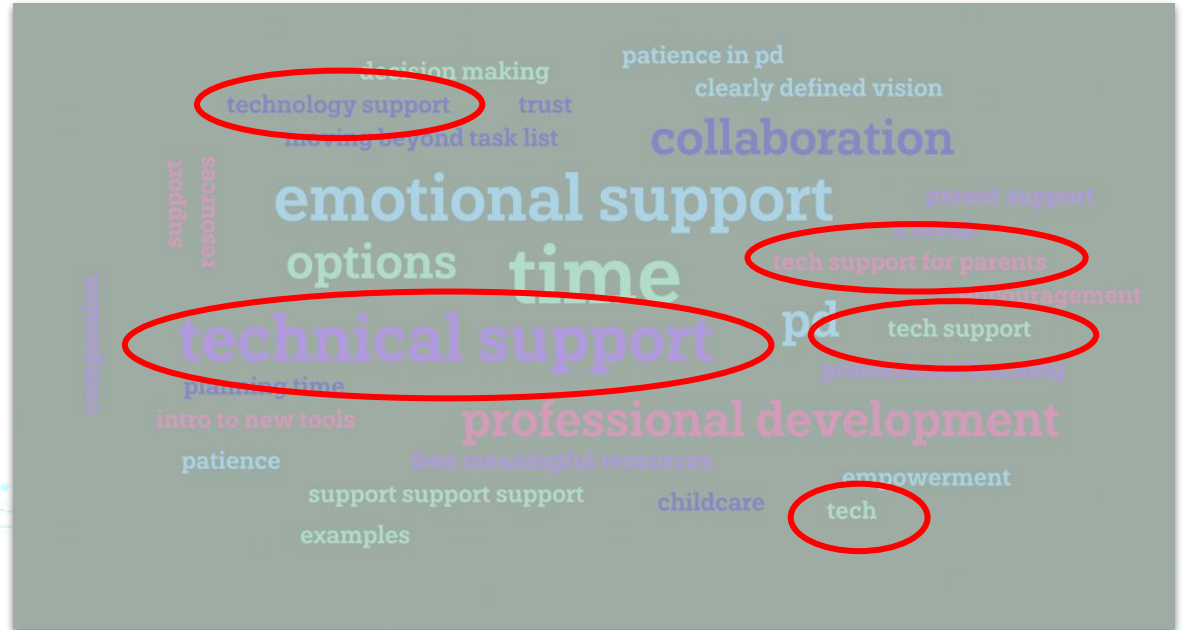


# Technology Staff: More Important Than Ever

*What help and support are teachers needing to support distance learning?*



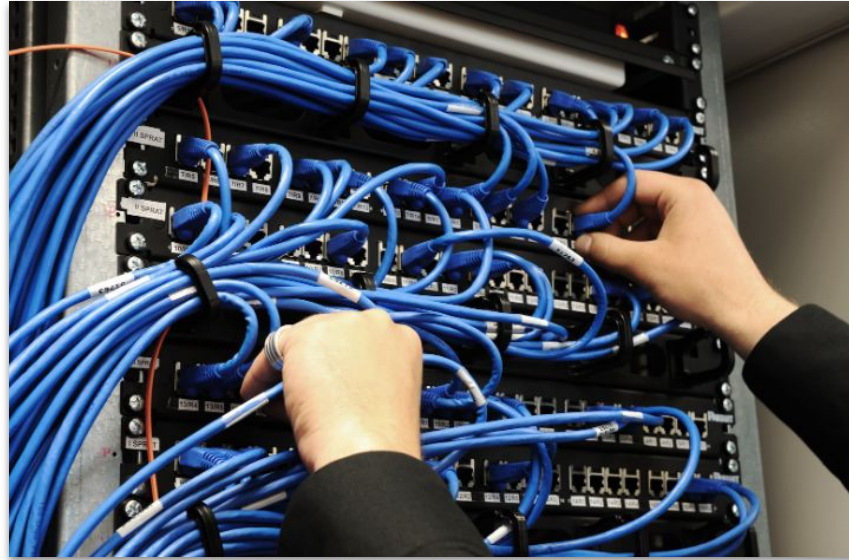
staff



# Now is the Time to Get Your Tech House in Order



staff



# Now is the Time to Get Your Tech House in Order



staff

- ❑ Review wifi and hotspot contracts
- ❑ COVID-19 deals extended?
- ❑ Can transfer devices to new providers?
- ❑ Vendor commitments in writing?

# Now is the Time to Get Your Tech House in Order



staff

- ❑ Has your local board approved new policies for . . .
  - ❑ Equipment purchase?
  - ❑ Hybrid learning?
  - ❑ Privacy agreements?

# Now is the Time to Get Your Tech House in Order



staff

- ❑ Cyberattacks on the rise . . . and burden of responsibility is on LEA.
- ❑ Does your cabinet have a process in place and communications drafted should the district network be breached?

# Now is the Time to Get Your Tech House in Order



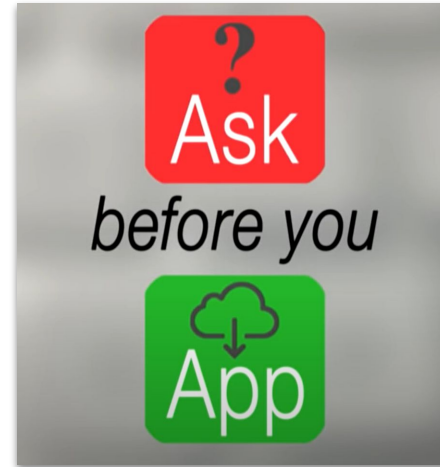
staff

- ❑ Will students be working on parent devices? Or teachers working on their personal devices?
- ❑ Is content filtering in place?
- ❑ Have social media guidelines been communicated?

# Resources



staff



[studentdataprivacy.net](https://studentdataprivacy.net)

# Ensuring Staff Safety



staff

- ❑ Will equipment be turned back in over the summer?
- ❑ Will it be returned in the fall?
- ❑ What are sanitization practices? Have those been communicated?
- ❑ What modifications need to be made for rural schools and districts?



# Your Pandemic Plan: Continuity of Instruction Plan



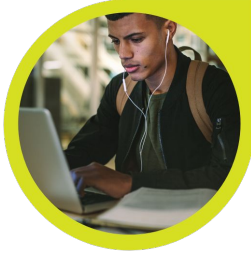
staff

- ❑ Multi-year budgeting for equipment
  - ❑ New LCAP deadlines
  - ❑ Revised LCAP processes
- ❑ Insuring devices (external vs. internal)

teachers



family



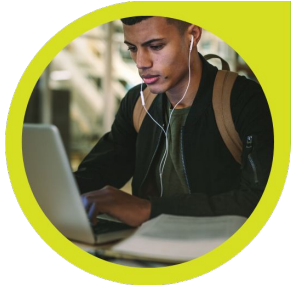
students



staff



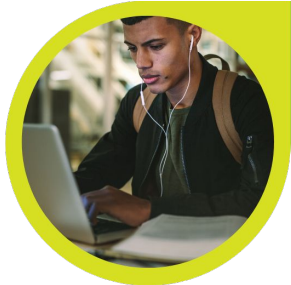
# What are students really missing right now?



students



# Keeping Students Safe



students

- ❑ What are the responsibilities of teachers, staff, and parents when teaching remotely?
- ❑ What processes do you have in place to communicate and support?
  - ❑ Mandated reporting
  - ❑ Cyberbullying & Zoombombing
  - ❑ Students on social media

# Keeping Students Safe: Resources



Pause Before You Post Video:

[tinyurl.com/PauseBefore](https://tinyurl.com/PauseBefore)

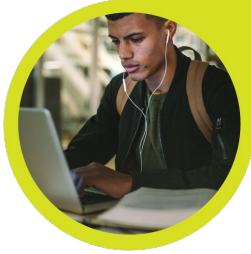
Student COVID-19 FAQs:

[tinyurl.com/F3Students](https://tinyurl.com/F3Students)

teachers



family



students

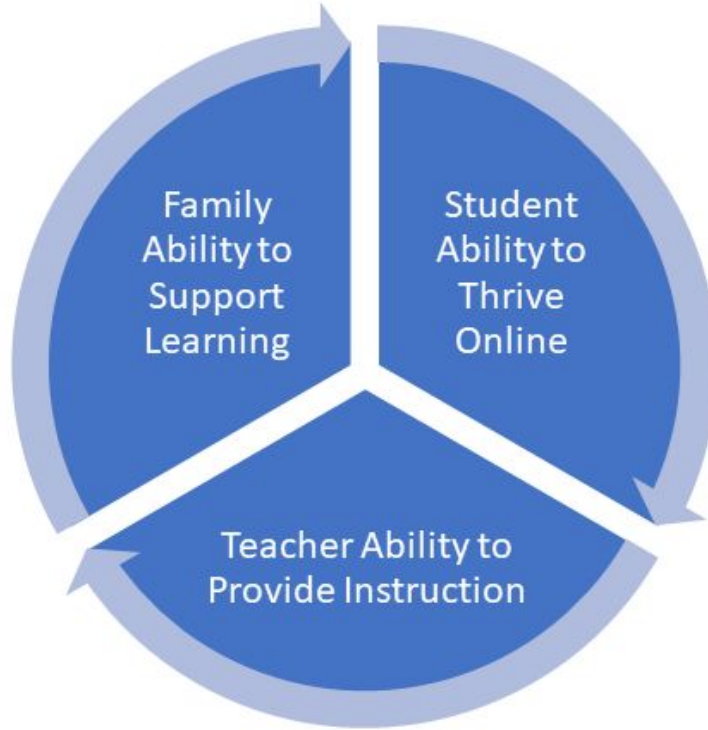


staff



# Supporting Family

family



# Supporting Family

family



Affluence does not equal Access

Parents or guardians may be working on personal or work-provided devices for their own employment



# Supporting Family

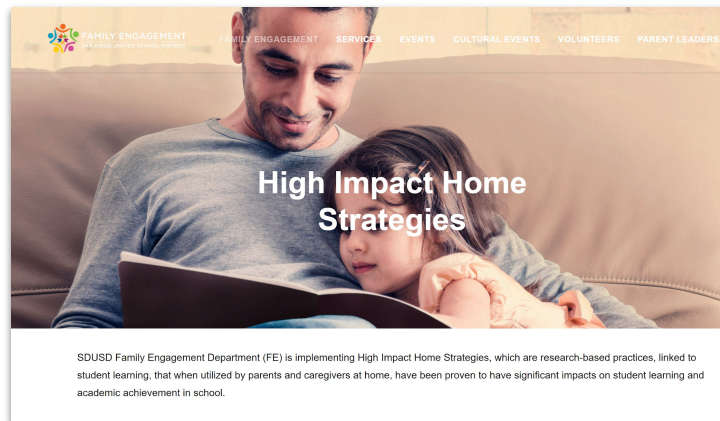
family



- ❑ What is the family's ability to access online content?
- ❑ How does the district play a role in providing internet access to families?
- ❑ How do you protect family's financial confidentiality when securing access?

# Supporting Families: Resources

family



FAMILY ENGAGEMENT SERVICES EVENTS CULTURAL EVENTS VOLUNTEERS PARENT LEADERSHIP

## High Impact Home Strategies

SDUSD Family Engagement Department (FE) is implementing High Impact Home Strategies, which are research-based practices, linked to student learning, that when utilized by parents and caregivers at home, have been proven to have significant impacts on student learning and academic achievement in school.

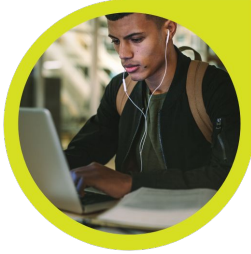
[tinyurl.com/SDUSDFamilies](https://tinyurl.com/SDUSDFamilies)



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students



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Director of Education &  
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- CA Student Privacy Alliance
- Purchasing Agreements  
(Microsoft, Adobe)
- Technical Professional  
Development & Conference
- Online Community (Members)
- Regional Groups (All LEAs)

[cite.org](http://cite.org)

# CCEE Distance Learning Sessions

- ❑ [Distance Learning with an Equity Lens](#) Wednesday, June 3 from 2:30-2:30pm
- ❑ [Distance Learning for Highly Mobile Student Populations](#) Wednesday, June 10 from 1:30-2:30pm
- ❑ [Supporting Historically Underserved Students in the Context of Distance Learning](#) Wednesday, June 17 from 1:30-2:30pm
- ❑ [Advancing Equity in an Era of Crisis Series](#)
  - ❑ **Planning California's Districts Transition Back to School: A Blueprint for Districtwide Communication During COVID-19** on Wednesday, June 3 from 1:00-2:00pm
  - ❑ **Diagnosing Impact of Distance Learning and Amplified Learning Losses Due to Sheltering in Place** on Thursday, June 4 from 1:00-2:00pm



# Thank you!

## Session Survey

[tinyurl.com/CITEJune2](https://tinyurl.com/CITEJune2)

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EDUCATION PROGRAMS