Distance Learning Consortium

Kern County Superintendent of Schools
Orange County Department of Education
San Diego County Office of Education
San Bernardino County Superintendent of Schools

* Link to DL Consortium content
Using Zoom Q&A

FOR QUESTIONS:

In your controls at the bottom of the window, click Q&A.

Q&A

All questions (1)

Learning Leo 11:30 AM
Will these slides be posted?

CCEE 11:35 AM
Yes, the archived video and slides will be posted on CCEE’s Distance Learning Resources page (https://ccee-ca.org/distance-learning.asp#Main). They will also be sent in a follow-up email after the webinar.

Type your question here...

Send

Send Anonymously
Webinar Outcomes:

• Share distance learning content and resources for LEAs, including lessons, units of study, and professional development.
• Connect educators with examples of how to design distance learning content.

Look out for future webinars in August focused on deeper dives!
Distance Learning (DL) Consortium

• A collaboration between CCEE, Kern, Orange, San Bernardino, and San Diego COEs to build and share distance learning content across CA in response to COVID-19 school closures:

  ➔ TK-12 lessons
  ➔ TK-12 Units of study
  ➔ Tier 2 project based units of study, including screener
  ➔ Early Childhood professional development.

• Shasta COE offered technical support for rural COEs.
Panelists

DR. KARLA ESTRADA
Deputy Executive Director
CCEE

DR. LISA GILBERT
Deputy Superintendent
Kern CSS

JENNIFER GATELEY
Program Manager
San Bernardino CSS

DR. SHANNON BAKER
Senior Director
San Diego COE

TRISH WALSH
Administrator
Orange CDE
DL Consortium
Design Principles

- Utilize **UDL principles**
- Provide **synchronous and asynchronous learning opportunities**
- Prioritize **ease of use for users**
- Include **choice, agency and engagement strategies** in content
- Remove barriers to learning
- Support a **whole child approach, utilizing MTSS**
- **Build capacity** of all learners
Structure of Lessons

- Followed **standardized format** by content area for ease of use, with learning objectives in student-friendly language.

- Included **choice boards** with every week's lessons, providing students choice in how they can demonstrate their learning.

- Designated **ELD embedded** in ELA K-6 lessons; 7-12 has own tile. All ELD aligned with ELA lessons.

- **Accessibility tools** available for all lessons, including translation and reading support (Immersive Reader).
Kern County Superintendent of Schools

Guiding Question: What does it mean to feel good about yourself?

A Bad Case of Stripes

No Mirrors In My Name's House

Learning Objectives:
- I can draw pictures of things that start with the sound.
- I can determine a character's feelings.
Complete two Choice Board activities.

Learning Objectives:
- I can tell how many syllables are in a word.
- I can answer questions about a story.
Complete two Choice Board activities.

Choices for this week:

- Choice #1: Ossietz and Rine
  Complete the ELD activity, Word Families, before Choice 1.

Directions:
1. Print the Ossietz and Rhyme Letter Cards Worksheet. Draw words on the letters on your own paper.
2. Cut out the Ossietz and Rhyme Letter Cards.
3. Create a video of yourself using the letter cards in the following ways:
   - Make real words and funny words.
   - Read a limerick to someone in your family or your favorite stuffed animal.
   - Try each letter with each rhyme and blend the words together.

Submission:
Print the Ossietz and Rhyme Letter Cards Worksheet.
Create a video of yourself in Canvas showing how you completed the items above.

California State Standards:
ELA Standard 2.2
EDS Standard ELD P.4.4

*These standards align with this activity

1.5 | Arts Connection

Activity

Welcome to your ARTS Connection! Pick one activity

Activity 1

Activity 2

There will be a Arts Connection session during Field Trip in the study and museum of the week.
The projects will include visual, dance, theater, or media arts aligned with California Arts Standards.

In these lessons, students will:
- Use movement and gestures to communicate ideas in guided kinaesthetic experiences and dance with others (ELA P.4.4).
- Recognize, describe, and create ideas and experiences with dance and movement in a personal expression (ELA P.4.4).
- Explore a variety of locomotor and non-locomotor movements by moving with and sharing the elements of dance (JVA C.1).

CCEE
California Collaborative
for Educational Excellence

San Diego County Office of Education
Future Without Boundaries

San Bernardino County Superintendent of Schools

Shasta County Office of Education
KCSOS Building Capacity: Training and Support

- Basic Platform Training Series (multiple sessions)
  - Introduction to Canvas platform and resources (Target Audience: Admin/IT)
  - Overview of the platform and curriculum, including accessibility tools (Target Audience: Teachers & Admin)
- Advanced Platform Training (Target Audience: Teachers & Admin)
- Student and Parent Training (Target Audience: Parents & Students)

*Synchronous and asynchronous opportunities available.*
Accessing the Content (Teachers & Parents)

For those **WITHOUT** Canvas accounts:

Go to [https://kern.instructure.com/login/canvas](https://kern.instructure.com/login/canvas)

Log in:

- Email: kcsoscanvas@gmail.com
- Password: Ready4Canvas!

**Video with directions on how to access curriculum at [https://kern.org/at-home-learning/canvas/](https://kern.org/at-home-learning/canvas/)

For those **WITH** Canvas accounts:

- Log in to Canvas account
- Go to Commons
- Type in “California Continued Learning” into search bar
Accessing the Content (Teachers & Parents)

For those **WITHOUT** Canvas accounts:

Go to [https://kern.instructure.com/login/canvas](https://kern.instructure.com/login/canvas)

Log in:
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- Type in “California Continued Learning” into search bar
Welcome!

Our goal at San Bernardino County Superintendent of Schools is to support teachers and families throughout the county as they help all students to continue to develop their reading skills and become lifelong readers, both in the classroom and at home.

Each course is designed to be self-paced for independent professional learning that meets your needs as an individual.

In the Quick Access tabs below you find the following information and support:
- Introduction and Overview: An overview of the course content and professional learning objectives
- Learning Modules: A sequence of course content that supports the identified learning objectives
- Resources and Support: A repository of anchor resources for extended learning and support tools and contacts for the Canvas learning platform

Quick Access:
SBCSS Course Structure and Lesson Sequence

Distance Learning for Parents Courses (PreK - TK, K - 1st)
Ready, Set, Go, Soar

Early Learning Foundations Courses (PreK - 2nd)
Explore, Engage, Extend, Enrich, Exit

Foundations of Universal Design for Learning
Explore, Engage, Extend, Enrich, Exit

Access the SBCSS PD courses here:
https://sbcss.pdx.catalog.canvaslms.com
## Preparing for a Deeper Dive into Distance Learning

### Foundations of Universal Design for Learning (elementary, secondary)

### Universal Design for Learning and Distance Learning (PreK - 12)

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### Designed with the teacher in mind, this resource was created based on a CDE webinar that shared DISTANCE LEARNING KEY PRINCIPLES and CAST’S UNIVERSAL DESIGN FOR LEARNING (UDL).

**Five Distance Learning Key Principles:** 1) Student/Tech Connection 2) Learning Structures and Sequence in Instruction 3) Content Presentation 4) Collaboration Opportunities 5) Timely Feedback


### Distance Learning Key Principle Descriptors

<table>
<thead>
<tr>
<th>Distance Learning Key Principle</th>
<th>UDL Engagement</th>
<th>UDL Representation</th>
<th>UDL Action and Expression</th>
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</thead>
<tbody>
<tr>
<td><strong>Student/Tech Connection</strong></td>
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<tr>
<td>Essential Questions:</td>
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<tr>
<td>・ How are we connecting with students? (Teacher) ?</td>
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<tr>
<td>・ What essential structures do you have in place to connect with students and parents?</td>
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<tr>
<td>Background Information:</td>
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<tr>
<td>・ S/TECHS: Teacher and students miss each other and need to contact Teacher to students and students to students “stable part of their day”</td>
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<tr>
<td>・ Schedule consistent connection – daily, weekly, every 2-3 days...</td>
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<td>・ Structures in place for parent communication that conveys to student learning</td>
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<td>Examples:</td>
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<tr>
<td>・ Personalize connection with the needs of the students – Postcards, Letters, emails</td>
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<td>・ Teacher posts weekly or pictures of notes and asks students to pick an emotion on how they are doing</td>
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<td>・ Teacher connects during meal pick-up or other interactions</td>
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<td>・ ZOOM meeting and Teacher follow-up with an email including anecdotes from the meeting and learning that occurred.</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Structures and Sequence for Instruction</th>
<th>UDL Engagement</th>
<th>UDL Representation</th>
<th>UDL Action and Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Questions:</td>
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<tr>
<td>・ What are the goals for student learning?</td>
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<tr>
<td>・ How do you facilitate learning to achieve the goals?</td>
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<tr>
<td>・ How are students able to express their learning?</td>
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<td>Background Information:</td>
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<tr>
<td>・ Instructional extensions – look for a different form – focus on the student learning and understanding</td>
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<tr>
<td>・ Augmentations and Adaptations options</td>
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<tr>
<td>・ Goals for learning – Mastery, Big Ideas, integrations across the content, PBL</td>
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<tr>
<td>・ What needs to be taught and how? – Backwards Planning, identify desired results</td>
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<tr>
<td>・ Plan learning experiences and Instruction – Pedagogy first, then teach!</td>
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<tr>
<td>・ Determine acceptable evidence</td>
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<tr>
<td>Examples:</td>
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<tr>
<td>・ Collect artifacts to connect learning to current experience</td>
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<tr>
<td>・ Create a “Process Project” that can span content and skills (writing, reading, math, science...)</td>
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<td>・ Provide assistive structures – Teacher tool office hours and support resources so that instruction is accessible</td>
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<tr>
<td>・ Choose tools to represent different tools – tools, media, formatting, products and processing options</td>
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</tbody>
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**CDE webinar:** https://www.cde.ca.gov/ls/tech/keys.asp  |  **CAST UDL:** http://udlguidelines.cast.org
Making Connections in Teaching and Learning to Support Distance Learning

Social Emotional Learning

Family Engagement

Universal Design for Learning

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Universal Design for Learning

Affective Networks
- The WHY of learning

Recognition Networks
- The WHAT of learning

Strategic Networks
- The HOW of learning

Provide Multiple Means of Engagement:
- get engaged
- stay motivated
- are challenged

Provide Multiple Means of Representation:
- gather information
- identify & process information

Provide Multiple Means of Action & Expression:
- plan & perform tasks
- organize/express ideas
Social-Emotional Foundation Skills in Early Childhood
Supporting Family Engagement and Distance Learning

4.3 | GO... How can you teach social-emotional learning to your child?

**Tips**

1. Promote a Growth Mindset:
   - Focus on your child's efforts not their abilities.
2. Encourage Volunteering and Community Service:
3. Foster Kindness:
   - Make sure as your child's self-identity emerges you model and encourage kindness.
4. Practice Social-Emotional Learning Skills:
   - Give your child opportunities to practice social-emotional skills in different settings.
Addressing Barriers to Learning Through Universal Design for Learning

- 4.0 | UDL and Distance Learning
  - 4.1 | Explore: Key Principles of Distance Learning
  - 4.2 | Engage: UDL in the Distance Learning Environment
  - Distance Learning Reflection
    - Contribute
  - 4.3 | Extend: Distance Learning Tools & Resources
    - View

Best Practices

Keep in mind these best practices for fully engaging in group discussions:

- Be sure your responses answer the prompt in a substantive, thoughtful, and insightful manner.
- Consider including specific textual examples, links, images, etc. to support your response and be sure to reference your links or quotes.
- Thoughtful responses should propel the conversation; respectively respond to your colleagues posts.

And don't forget:

- Keep it brief. Use enough words to make your point, but focus on quality over quantity.
- Don’t yell. Try to avoid using all caps.
- Proof read! Before you hit post, read your message aloud for to check for clarity and catch any errors.
Capacity Development for Scaling and Sustainability

In regards to educational goals following the Pandemic...

“Capacity building is essential and should be an ongoing process aimed at aligning the skills of the staff to the needs of the students.”

*Dr. Pedro Noguera, Keynote presentation @SRSWC2020 July 14, 2020*
San Diego County: DL Units in Grades K-12

Integrated units of study in grades K-5 and thematic units in grades 6-12 developed in Google

- Units provide flexibility for teachers and students by integrating content across ELA, ELD, Mathematics, Science, History/Social Science, Arts, Computer Science, and Physical Education

- Units are designed to develop increased understanding, retention, and application of key learning concepts by incorporating flexibility and choice throughout the lessons

- Lessons within units utilize text, media, and simulations to support learning and application outside of the classroom

- Check-ins to support Social Emotional Learning are embedded throughout the unit lessons
There are four components of student learning that are shared across content areas and embedded in all lessons:

- Students understand what they are learning and why they are learning it
- Students engage in learning tasks/events to build, extend, and apply understanding
- Students use language and literacy to communicate in disciplinary ways
- Students self-assess and reflect on their learning and understanding
Lessons Are Built on Essential Learnings For Each Grade Level

Criteria for determining essential learnings:

- **Enduring**: Knowledge and skills of value beyond a single test date or fixed time period
- **Leverage**: Knowledge and skills of value in multiple disciplines and outside of the classroom
- **Readiness**: Knowledge and skills that are necessary for success in the next grade level or in the next level of instruction
San Diego County: DL Units in Grades K-HS

• Link to Access Units of Study: https://bit.ly/SDCOE-Learn

• One unit in each grade level is live and accessible (3-5 weeks of instruction per unit)

• A second unit in each grade level will be released by July 31
### Units are Housed in Google - Grade 5 Example

<table>
<thead>
<tr>
<th>Name</th>
<th>Owner</th>
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</thead>
<tbody>
<tr>
<td>Interactions and Systems: People, Communities and the Envir...</td>
<td>Staci Block</td>
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<tr>
<th>Name</th>
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<tbody>
<tr>
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<td>Introduction to Interactions and Systems: People, Communities and the Environment - Grade 5</td>
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<tr>
<td>1</td>
<td>Human Interaction - Grade 5</td>
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<td>2</td>
<td>Human Interactions with Their Environment - Grade 5</td>
</tr>
<tr>
<td>3</td>
<td>Understanding Systems - Grade 5</td>
</tr>
<tr>
<td>4</td>
<td>Taking Action - Grade 5</td>
</tr>
</tbody>
</table>
Units are Housed in Google - Grade 5 Module 0: Unit Overview

Learning Goals, Activity Icons, Materials List, Module Standards

**Unit Goals**

This 5th grade unit is designed as an integrated study that creates a student experience that:

- Empowers students as agents in their own learning and their lives
- Affirms racial and cultural identities
- Develops students’ abilities to connect across cultures
- Contributes to an individual’s engagement, learning, growth, and achievement through the cultivation of meaningfully relevant conversations, activities, and engagements.

(adapted from NYU Metro Center, 2020)

**Module 1 Materials List:**
- Student notebook
- Someone to talk with (family member, friend, classmate, teacher)

**Module 1 Standards:**

**English Language Arts:**
- ELA RL.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- ELA RL.6.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**Media Arts:**
- 5.MA:Re7.a. Identify, describe, and differentiate how messages and meaning are created by components in media artworks.
- 5.MA:Re8. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.
- 5.MA:Cn10.b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and events.
- 5.MA:Cn1. Envision original ideas and innovations for media artworks using personal experiences and the work of others.
Units are Housed in Google - Grade 5 Module 4 Example: Taking Action

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<td>Taking Action: Introduction - Interactions and Systems</td>
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<tr>
<td>4.1</td>
<td>Taking Action: Learning from Others - 4 Taking Action</td>
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<tr>
<td>4.2</td>
<td>Taking Action: Brainstorming - 4 Taking Action Grade 5</td>
</tr>
<tr>
<td>4.3</td>
<td>Taking Action: Making a plan - 4 Taking Action Grade 5</td>
</tr>
<tr>
<td>4.4</td>
<td>Taking Action: Your Project - Interactions and Systems</td>
</tr>
<tr>
<td>4.5</td>
<td>Reflection / Assessment - 4 Taking Action Grade 5</td>
</tr>
<tr>
<td>Teacher Resource for Interactions and Systems - 4 Taking...</td>
<td>Staci Block</td>
</tr>
</tbody>
</table>
Units are Housed in Google - Grade 5
Lesson 4.1: Taking Action: Learning from Others

4.1 | Taking Action: Learning from Others

Milo is not the only one who has worked to limit disposable straw use, or the only young person to make a big impact to solve problems they see around themselves.

Choose one of the following people to learn more about who they are and what impact they wanted to have.

- Milo's Story: The Last Straw (1)
- Malala Yousafzai (2)
- Robby Novak (3)
- McKenna Pope (4)
- Charlie Simpson (5)

To better understand Milo’s story, answer the following questions. Take time to rewatch the video if you can’t answer these questions yet.

1. What was the problem Milo saw?
2. What type of impact was he trying to have?
3. What were some of the steps he took?
4. What was the first step?
5. Do you think he has had an impact? Why, why not?

Share what you think.
Post your responses to these questions.
Units are Housed in Google - Grade 5
Lesson 4.1: Taking Action: Learning from Others

Checking-in
What each of these stories has in common is that each person was clear about the problem they saw, and they wanted to make a difference. You also might have noticed that their first step was something within their reach. In the next section, we’ll work to identify the problem you see and want to make a difference for, and determine a possible first step.

(Source: Pixabay)

Before you move on to the next section, take a moment to check in. How are you feeling today? What about this week has been surprisingly awesome? What about this week has been more difficult than you expected?

Share your check in.
Share your reflection by posting your thinking or recording your voice.

And just in case you need the reminder – we’re glad you’re here with us, in the awesomeness and the difficulties of this week. Reach out if you need to help. We’re in this together.
Additional Features Embedded in Units of Study

- Side by side student facing materials and teacher guidance
- Guidance provided to support:
  - Instructional practice decisions
  - Discussion and collaboration
  - Opportunities for student reflection and self-assessment
  - Assessment opportunities
- ELD lessons and suggested activities
- Student choice
- Links to print materials for students with limited internet access
Facilitated Learning with Integration & Personalization (FLIP)

TK-8 Supplemental Support Modules
Project Overview

→ The courses are designed for students in need of supplemental support from TK - 8th grade

→ Principles of UDL and SEL are infused within focused ELA & Mathematics standards, history & science content and use of adaptive software to help students practice and improve their skills with enrichment opportunities are built into each week connected to engaging themes

→ All competencies of the Multi-Tiered System of Support (MTSS) will be embedded

→ Students begin with a Universal Screener in order to inform the teacher and provide a baseline for student success

→ Adaptive Software will be used for asynchronous learning to customize and personalize the learning for each student

→ Weeks include Intentional synchronous opportunities for teachers to connect with students and students to engage with each other
Supplemental Support

- Some students, regardless of eligibility for specialized services might need supplemental support for academic, behavior, and/or social-emotional
- Access to supports when and where they need them
- Examples: small group intervention or enrichment focused on specific skills for literacy and/or math, social skills group, check-in/check-out (CICO)
- Formative assessment and progress monitoring to determine effectiveness of support
Welcome to the Facilitated Learning with Integration & Personalization (FLIP) modules! Click on any of the grade levels below to preview the courses designed for each of those grade levels.

[Diagram showing grade levels TK, K, 1, 2, 3, 4, 5, 6, 7, 8 with links to teacher guides]

https://ocde.instructure.com/courses/782
START:
Student is Assigned to FLIP Modules

i-Ready Diagnostic & Optional Student Interview

Review Results & Small Group Lessons for the Week

Would the student benefit from this week’s small group?

Yes
START: Student is Assigned to FLIP Modules

i-Ready Diagnostic & Optional Student Interview

Review Results & Small Group Lessons for the Week

Would the student benefit from this week’s small group?

Yes

Ongoing formative assessment & progress monitoring

No

Review Literacy & Math Student Submitted Assignments for Progress

Table: Ongoing formative assessment & progress monitoring

- No
- Yes
- Ongoing formative assessment & progress monitoring
<table>
<thead>
<tr>
<th>When</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous Session #1</td>
<td>Whole Group Morning Meeting (via video conference) TK/K-2nd: 20-30 min 3rd-5th: 30-45 min 6th-8th: 45-60 min</td>
<td></td>
<td>Whole Group Instruction (Literacy)</td>
<td>Whole Group Weekly Wrap-up (Literacy &amp; Math)</td>
<td>Office Hours for Families &amp; Students</td>
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<tr>
<td>Synchronous Session #2</td>
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<td>(via video conference; see appx.times above)</td>
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<tr>
<td>Asynchronous (on your own; not on video conference)</td>
<td>Lipidry - Complex Text Part 1</td>
<td>Math - Complex Task 1</td>
<td>Math - Complex Task 2</td>
<td>Enrichment &amp; Extension Opportunity</td>
<td>1-2 hours each week for literacy + 1-2 hours each week for math Recommended 15-30 min each day, 4 times each week for both literacy and math (times depending on grade level - teacher will advise)</td>
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<tr>
<td>Independent Work</td>
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<td>Adaptive Software</td>
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<td>6th-8th: 45-60min</td>
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<td>Synchronous</td>
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<td>Small Group Instruction (Math)</td>
<td>Whole Group Instruction (Math)</td>
<td>Small Group Instruction (Math)</td>
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<tr>
<td>Session #2</td>
<td>(via video conference; see appx. times above)</td>
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<tr>
<td>Asynchronous</td>
<td>Independent Work</td>
<td>Literacy - Complex Text Part 1</td>
<td>Literacy - Complex Text Part 2</td>
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<tr>
<td>(on your own; not on</td>
<td>Math - Complex Task 1</td>
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<td>video conference)</td>
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<td>Adaptive Software</td>
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<td>Enrichment &amp; Extension Opportunity</td>
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<td>1-2 hours each week for literacy + 1-2 hours each week for math</td>
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<td>Recommended 15-30 min each day, 4 times each week for both literacy and math</td>
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<td>(times depending on grade level - teacher will advise)</td>
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How do Teachers Get Started?

Teacher Guide - Grade 1

Quick Access:
- Grade Level Overview
- Week 1: Building Classroom Community
- Week 2: Parents and Offspring Share Many Traits
- Week 3: Do Baby Plants Look Like Their Parent?
- Week 4: Animals Have Features that Protect Them
- Week 5: Families Work Together to Care for Each Other
- Week 6: My Family Is Just Right For Me

Grade Level Overview
Overarching Theme: Families
Essential Questions:
- How are parents and offspring alike and different?
- How do many different people make one family?
Demonstration of Learning: How will students demonstrate their ability to answer the essential questions?

Overviews of math tasks and activities used in this module:
- Launching, Solving, and Sharing Strategies for Story Problems
- Which One Doesn’t Belong
- How Many Ways To Make A Number?
- Dot Images

Week 1 - Building Classroom Community

General Notes
General Objectives for:
- Provide opportunities for community building (teacher to student & student to student)
- Establish expectations (norms, etc.)
How do Students Get Started?

Getting started: 

- You're ready to begin the assessment. 
- You need to administer every 

   If you'd like to hear the problem 
   about the story. If there is 
   working, I'll take some 
   you a question about your 
   that I want to check 
   you ready to go?

1. Problem Solving 
   to help the child. 
   You have 12 
   Times 12 pages. 
   Times tests for 

   - direct modeling 
   - counting (on or 
   - number lines 
   - known facts

   Username: Enter username
   Password: Enter password
   State: California

Diagnostic Assessment
Explicit SEL Instruction

**Welcome**

**Purpose:**
- To practice our listening skills
- To learn the names and interests of some of our classmates

**Directions:**
1. Welcome using Name & Motion (adapted from p. 13) from SEL Playbook
   a. SEL Focus: This activity helps develop the Social Awareness skill Recognizing Strengths as participants identify an activity they enjoy, and the Social Awareness skill Appreciating Diversity as they learn more about one another’s interests and talents.
   b. Steps:
      i. Explain that our purpose is to learn names and get to know more about one another.
      ii. Ask students to switch to “Grid View” to see as many of their peers as possible on screen.
      iii. Offer instructions:
         1. Participants will take turns saying their own name while making a motion that represents something they enjoy doing.
         2. Each participant in turn will repeat the name and gesture of the peer who went before, and then will add their own name and gesture.

2. Model with your name and motion, e.g., “I’m Sara and I like to play basketball.” (Pretend to throw a ball towards a hoop.)
3. Check for understanding, then the teacher will call on the next student. Model by repeating their name and demonstrating their motion.
4. If someone can’t remember a name or motion, invite them to ask someone in the group for help and to thank that person for their assistance.
5. Debrief by asking one or two of these questions (teacher choice):
   1. “Why is it important to know each other’s names?”
Integrated SEL Instruction

Self-Awareness

Accurately Recognizing One’s Own Feelings and Thoughts

Students will be able to...
- Correctly label their own emotions.
- Recognize that emotions are temporary and can and will change.
- Recognize that emotions can affect their behavior.
- Recognize that behavior can affect emotions (including their own feels).
- Recognize that emotions have physical effects.

What teachers can do in Lessons and Instruction
- Provide age-appropriate vocabulary words. (e.g., happy, sad, related, blue/down, rejected/disappointed, angry/irate for young students; view, hear, smell, touch, taste for older students)
- Have older students generate age-appropriate vocabulary.

Sample Teaching Activities to Support Core Competencies of Social and Emotional Learning

1. Welcome students.
2. Sing “Living Things” song.
3. Review what living things need to survive.
4. Ask students what their favorite thing to drink is. Before having students answer, remind them about waiting their turn to share and being an active listener. (This helps build interpersonal skills).
5. Tell them that one drink none of us can live without is water.
6. Read the text “Wow, Water!”
7. The text ends with the question: “How do you use water?” Give students time to talk about that question. Tell them they will be thinking about that question at home this week. Ask them to set a goal for how many people they will talk about to see how water is used.

Math:
Use conversations about weekly text/theme as a transition to launch Story problem 3-1 (first asynchronous task). Consider having students set a goal for their learning this week.

1. Let students know that they will be trying to make sense of the story and to solve it in any way that makes sense to them. You may wish to show them story problem 3-1 (asynchronous task #1 for the week) on Canvas and clarify directions for completing the task and what they will submit (images and/or video recording).
2. Introduce/launch the story problem. Engage students in conversation about the story — what the story is about/what’s happening. Support comprehension, but do not show/tell students how they should solve. When they understand the story, invite them to solve the problem in any way that makes sense to them (they will do this asynchronously).
3. Teachers might also encourage students to think about how this problem relates to other problems they’ve solved in the past, and/or a goal they might set for themselves.
Lessons Learned as a DL Consortium:

- Lesson design principles and standardized format are critical agreements, whether working within or across organizations.
- Creation of digital learning curriculum requires content AND technology expertise.
- Taking a user-centered perspective leads to improved accessibility.
- Leadership acting as lead learners heavily supports implementation.
- Common platforms/learning management systems create opportunities for collaboration, professional learning, and sharing of resources.
Questions?
Thank you to the educators who made it all happen!

Over 100+ educators working 40+ hours a week during a pandemic!

County Offices of Education and Districts
Institutes of Higher Learning
Teachers and Curriculum and Instruction support staff
Consulting Company
Thank You!

Please share and access resources here.