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]

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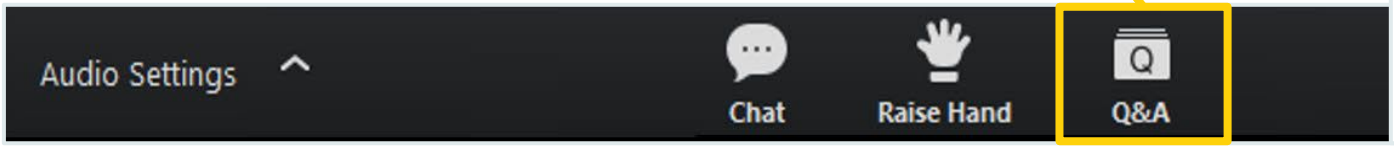
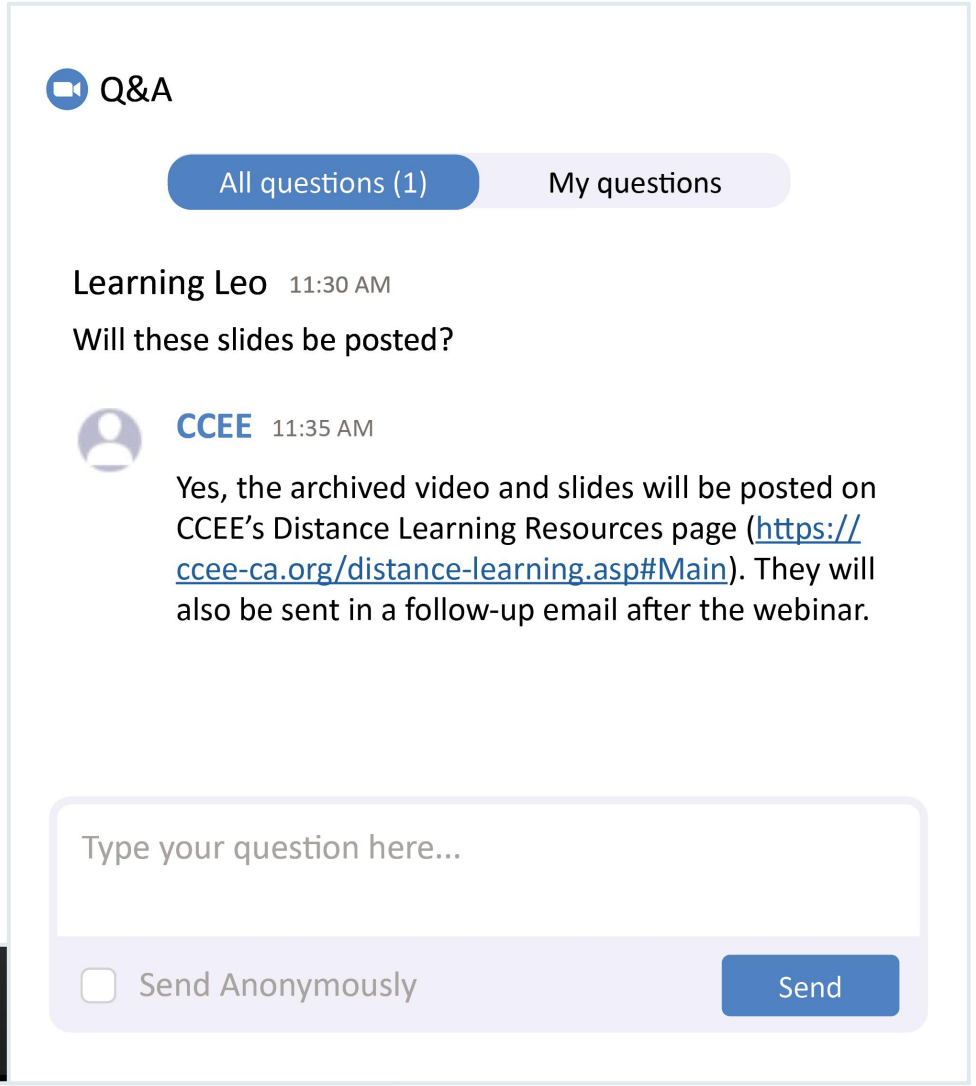
Using Zoom Q&A

FOR QUESTIONS:

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





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.

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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

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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

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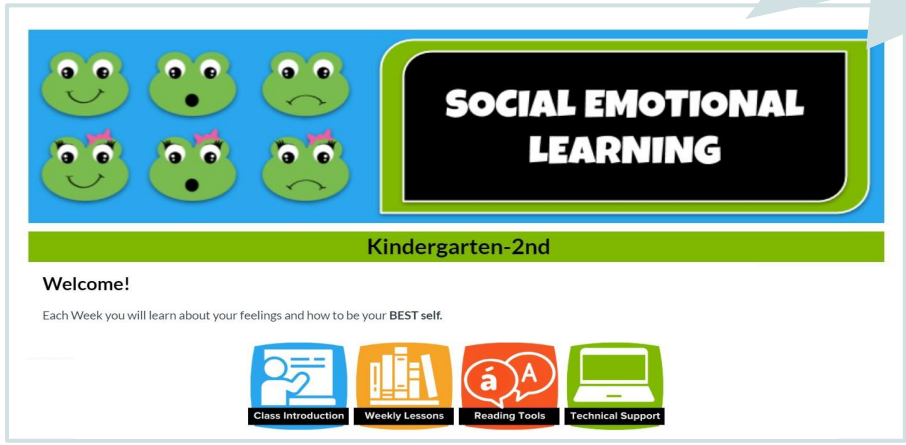
All TK-12 lessons are also available as printables!



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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).

This Week At a Glance

Weekly Overview

M	**Learning Objective: I can count to 100 using a number grid.** • Answer a 🔍 **Notice and Wonder** question • Watch a 📹 **Video** • Complete ✏️ **Practice** problems • Complete one 📌 **Choice Board** Activity
T	**Learning Objective: I can count in order and find the missing number.** • Answer a 🔍 **Notice and Wonder** question • Watch a 📹 **Video** • Complete ✏️ **Practice** problems • Complete one 📌 **Choice Board** Activity
W	**Learning Objective: I can count by tens.** • Answer a 🔍 **Notice and Wonder** question • Watch a 📹 **Video** • Complete ✏️ **Practice** problems • Complete one 📌 **Choice Board** Activity
Th	**Learning Objective: I can count forward starting at any number and find the missing number.** • Answer a 🔍 **Notice and Wonder** question • Watch a 📹 **Video** • Complete ✏️ **Practice** problems • Complete one 📌 **Choice Board** Activity
F	**Learning Objective: I can reflect on my week's learning.** • Answer a 🔍 **Notice and Wonder** question • Complete a ✓ **Quick Check** • Complete a 💭 **Weekly Reflection**

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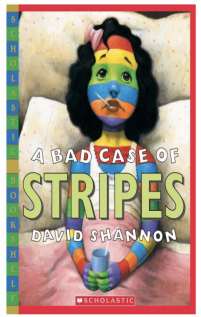
Guiding Question: What does it mean to feel good about yourself?

A Bad Case of Stripes

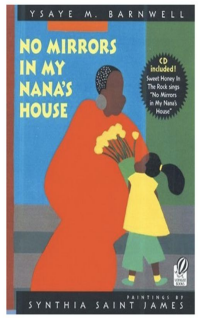


Learning Objectives:

- I can draw pictures of things that start with the c sound.
- I can determine a character's feelings.

Complete <u>two</u> 📌 **Choice Board** activities.

No Mirrors in My Nana's House



Learning Objectives:

- I can tell how many syllables are in a word.
- I can answer questions about a story.

Complete <u>two</u> 📌 **Choice Board** activities.

Choices for this week:

📌 Choice #1: Onset and Rime

✅ Complete the ELD activity, Word Families, before Choice 1.

<u>Directions:</u>

1. Print 🖨️ the Onset and Rhyme Letter Cards Worksheet 🗒️or write ✍️ the letters on your own paper 📝.
2. Cut ✂️ out the Onset 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 📖 rhyme words to someone in your family or your favorite stuffed animal.
   - Try each letter with each rhyme and blend the words together.

<u>Submission:</u>

Print 🖨️ the Onset and Rime Letter Cards Worksheet. 🗒️

Create a video 🎧 of yourself in Canvas showing how you completed the items above.

🎯 ***<u>California State Standards:</u>***

ELA Standard: RF.2

ELD Standard: ELD.PI.K.6

**The above standards align with this activity*

🎨 1.5 | Arts Connection

Activity

Welcome to your ARTS Connection!

Pick **one** activity

Activity 1 or **Activity 2**

There will be an **Arts Connection** every Friday that relates to the topics and themes of the week.

The projects will include visual art, music, dance, theatre, or media arts as aligned with California Arts Standards.

In these lessons, students will:

- Use movement and gestures to communicate emotions in a guided drama experience and share with others (1.TH.Pr6).
- Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience (K.DA:Cn10a).
- Explore a variety of locomotor and nonlocomotor movements by experimenting with and changing the elements of dance (1.DA.Cr1b).

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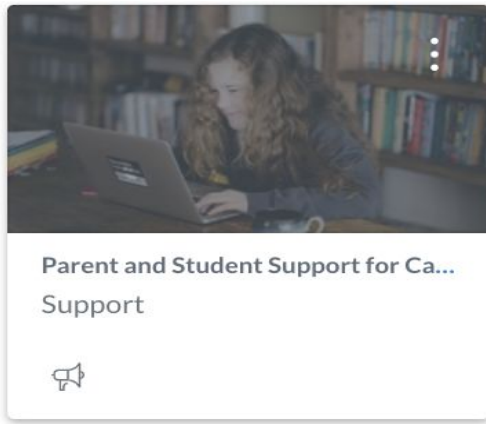
KCSOS Building Capacity: Training and Support

- 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.



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Accessing the Content (Teachers & Parents)

For those **WITHOUT** Canvas accounts:

Go to 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/*

For those **WITH** Canvas accounts:

- ➜ Log in to Canvas account
- ➜ Go to Commons
- ➜ Type in "**California Continued Learning**" into search bar

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Professional Development Courses to Support Quality First Instruction and a Transition to Distance Learning

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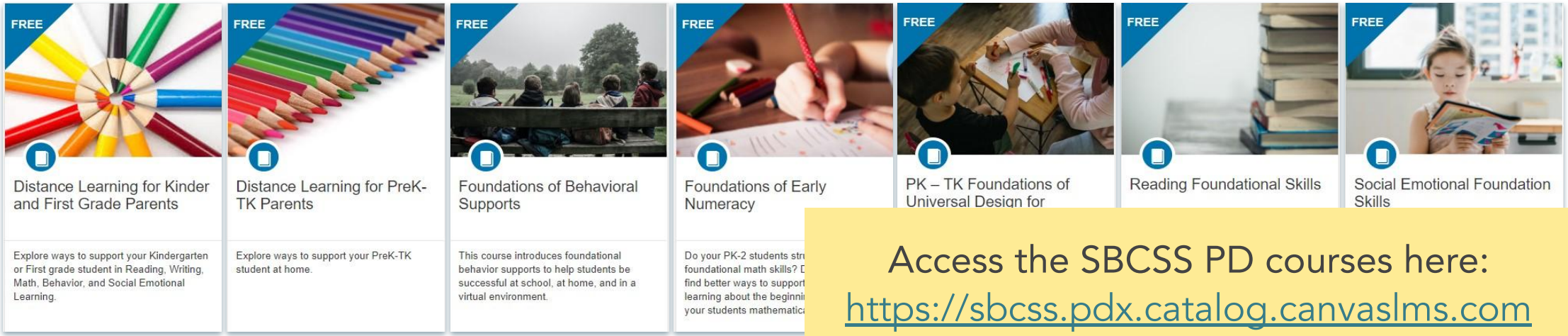
SBCSS Course Structure and Lesson Sequence



Access the SBCSS PD courses here:
https://sbcss.pdx.catalog.canvaslms.com

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

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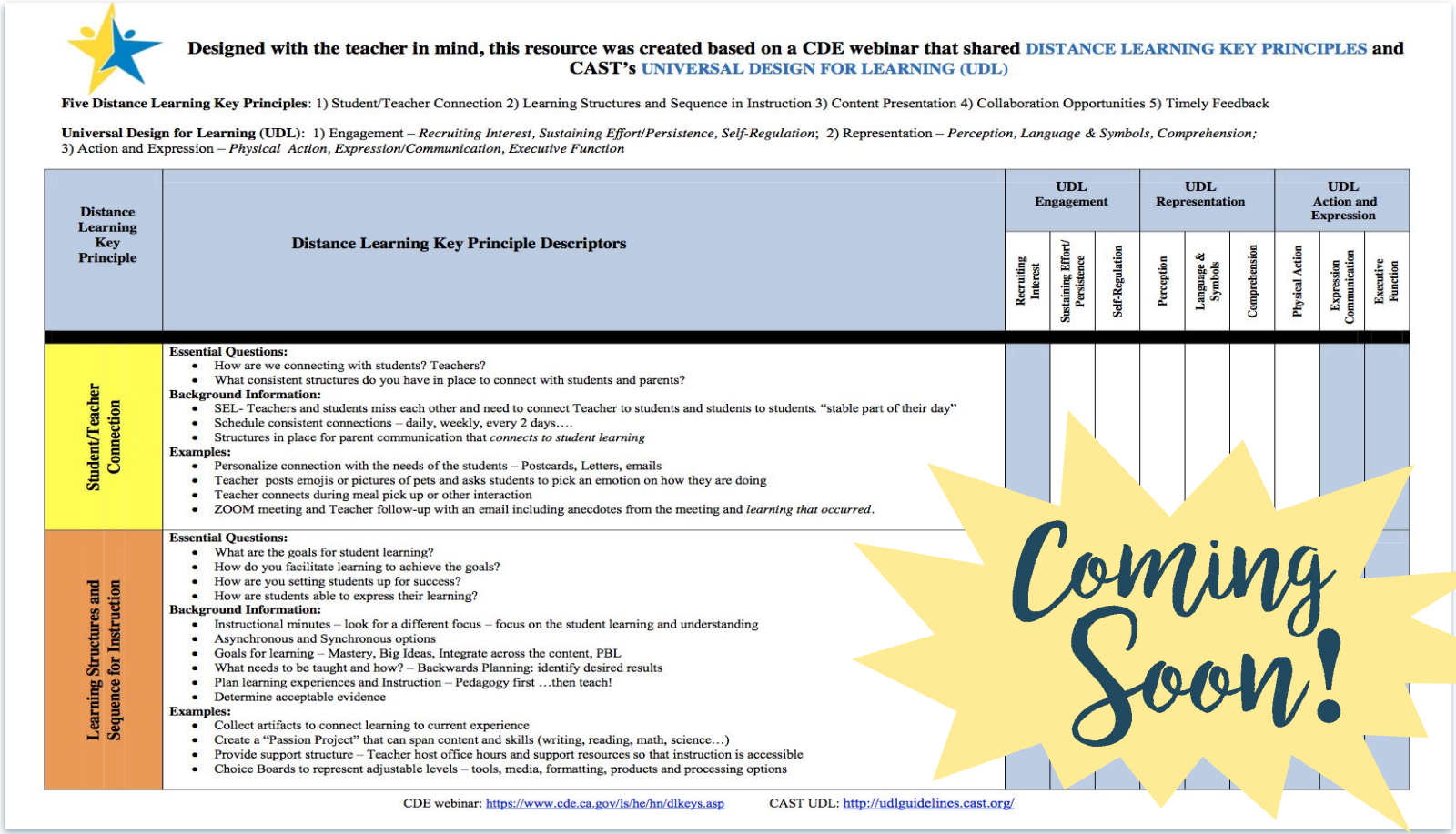
Preparing for a Deeper Dive into Distance Learning

- Foundations of Universal Design for Learning (elementary, secondary)
- Universal Design for Learning and Distance Learning (PreK - 12)



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/Teacher Connection 2) Learning Structures and Sequence in Instruction 3) Content Presentation 4) Collaboration Opportunities 5) Timely Feedback

Universal Design for Learning (UDL): 1) Engagement – *Recruiting Interest, Sustaining Effort/Persistence, Self-Regulation*; 2) Representation – *Perception, Language & Symbols, Comprehension;* 3) Action and Expression – *Physical Action, Expression/Communication, Executive Function*

Distance Learning Key Principle	Distance Learning Key Principle Descriptors	UDL Engagement			UDL Representation			UDL Action and Expression		
		Recruiting Interest	Sustaining Effort/ Persistence	Self-Regulation	Perception	Language & Symbols	Comprehension	Physical Action	Expression Communication	Executive Function
Student/Teacher Connection	**Essential Questions:** • How are we connecting with students? Teachers? • What consistent structures do you have in place to connect with students and parents? **Background Information:** • SEL- Teachers and students miss each other and need to connect Teacher to students and students to students. "stable part of their day" • Schedule consistent connections – daily, weekly, every 2 days…. • Structures in place for parent communication that *connects to student learning* **Examples:** • Personalize connection with the needs of the students – Postcards, Letters, emails • Teacher posts emojis or pictures of pets and asks students to pick an emotion on how they are doing • Teacher connects during meal pick up or other interaction • ZOOM meeting and Teacher follow-up with an email including anecdotes from the meeting and *learning that occurred*.									
Learning Structures and Sequence for Instruction	**Essential Questions:** • What are the goals for student learning? • How do you facilitate learning to achieve the goals? • How are you setting students up for success? • How are students able to express their learning? **Background Information:** • Instructional minutes – look for a different focus – focus on the student learning and understanding • Asynchronous and Synchronous options • Goals for learning – Mastery, Big Ideas, Integrate across the content, PBL • What needs to be taught and how? – Backwards Planning: identify desired results • Plan learning experiences and Instruction – Pedagogy first …then teach! • Determine acceptable evidence **Examples:** • Collect artifacts to connect learning to current experience • Create a "Passion Project" that can span content and skills (writing, reading, math, science…) • Provide support structure – Teacher host office hours and support resources so that instruction is accessible • Choice Boards to represent adjustable levels – tools, media, formatting, products and processing options									

CDE webinar: https://www.cde.ca.gov/ls/he/hn/dlkeys.asp CAST UDL: http://udlguidelines.cast.org/

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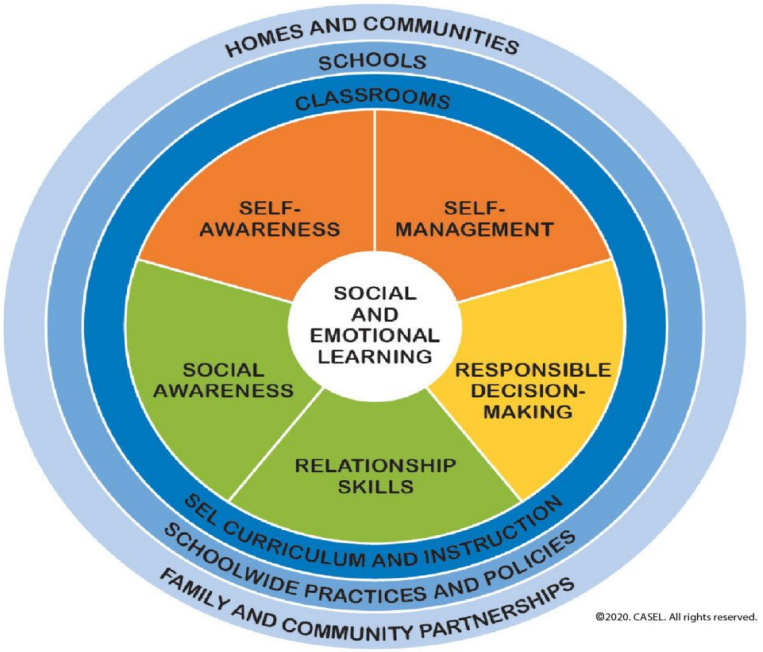
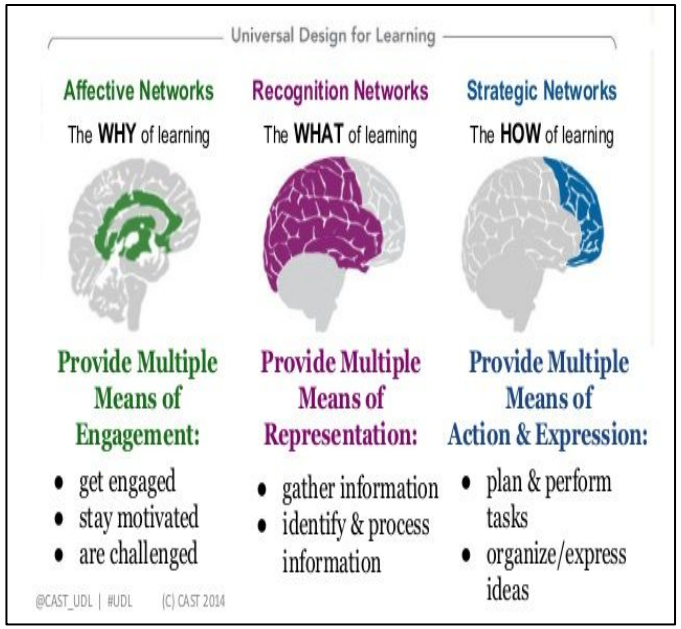
Making Connections in Teaching and Learning to Support Distance Learning

Social Emotional Learning



Family Engagement

Universal Design for Learning



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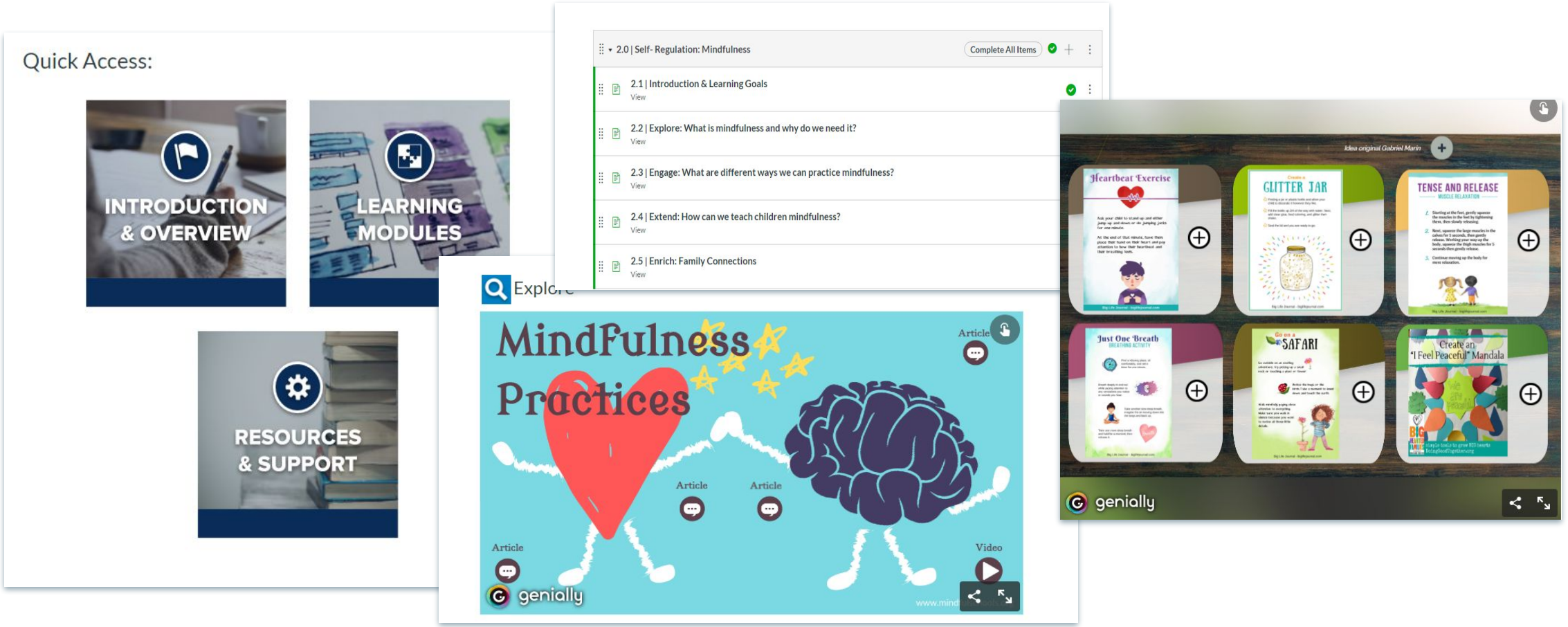
Social-Emotional Foundation Skills in Early Childhood



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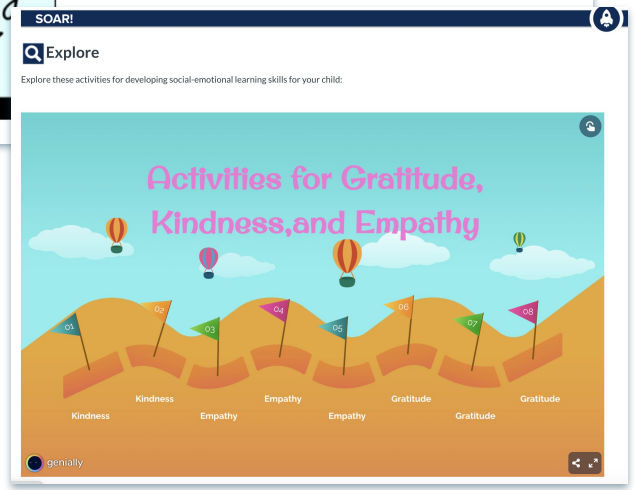
Supporting Family Engagement and Distance Learning

- 4.0 | Social-Emotional Learning for your PreK-TK student
  - 4.0 | Overview
  - 4.1 | READY... Why is social-emotional learning important?
  - 4.2 | SET... What is social-emotional learning?
  - 4.3 | GO... How can you teach social-emotional learning to your child?
  - 4.4 | SOAR! Expectations & Examples
  - 4.5 | Summary

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

GO!



Tips

1. **Promote a Growth Mindset:**
   - Focus on your child's efforts not their abilities.
2. **Encourage Volunteering and Community Service:**
   - Help your child avoid self-centeredness and promote development of a healthy self-identity.
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.

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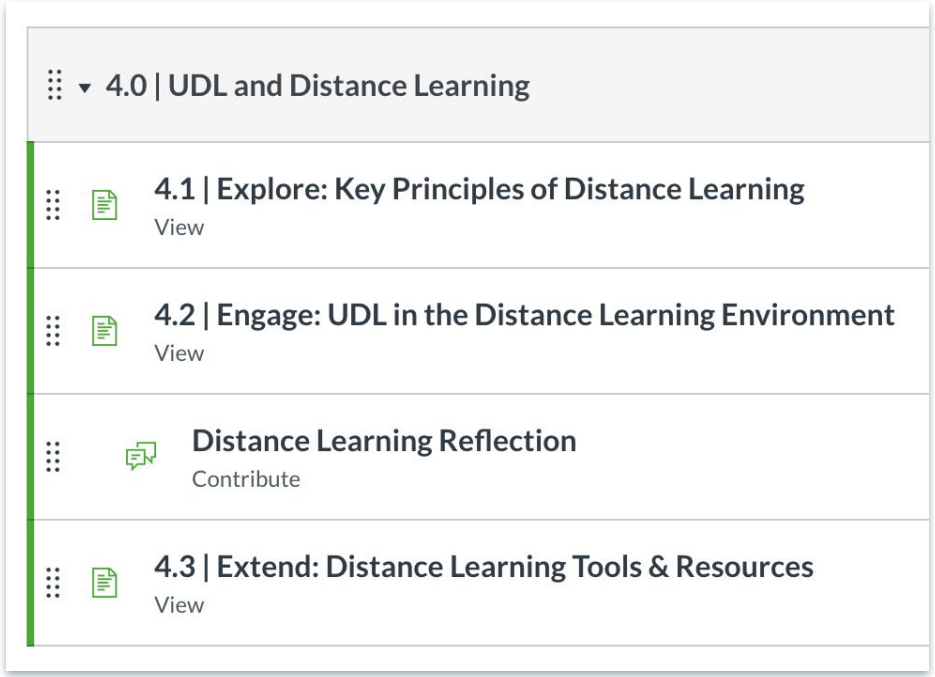
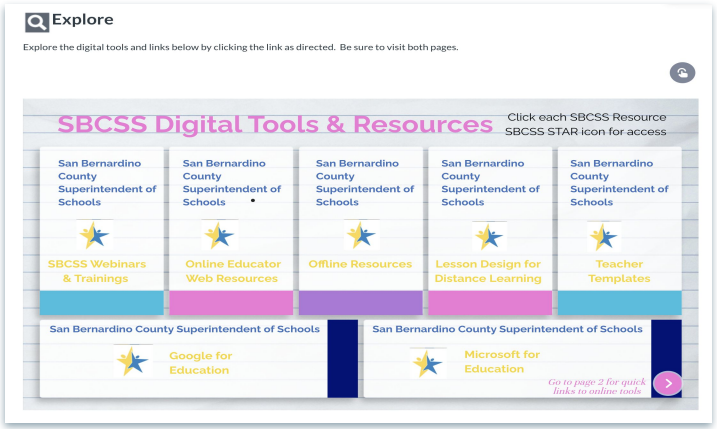
Addressing Barriers to Learning Through Universal Design for Learning





Best Practices

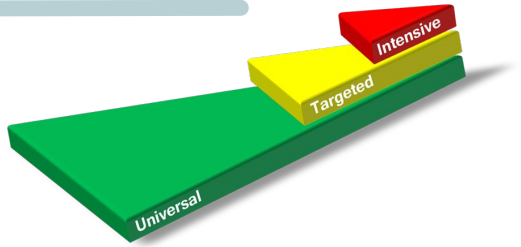
Keep in mind these best practices for fully engaging in group discussions:

- Be sure your response answers 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

ACCESS → INCLUSION → EQUITY

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San Diego County: DL Units in Grades K-12

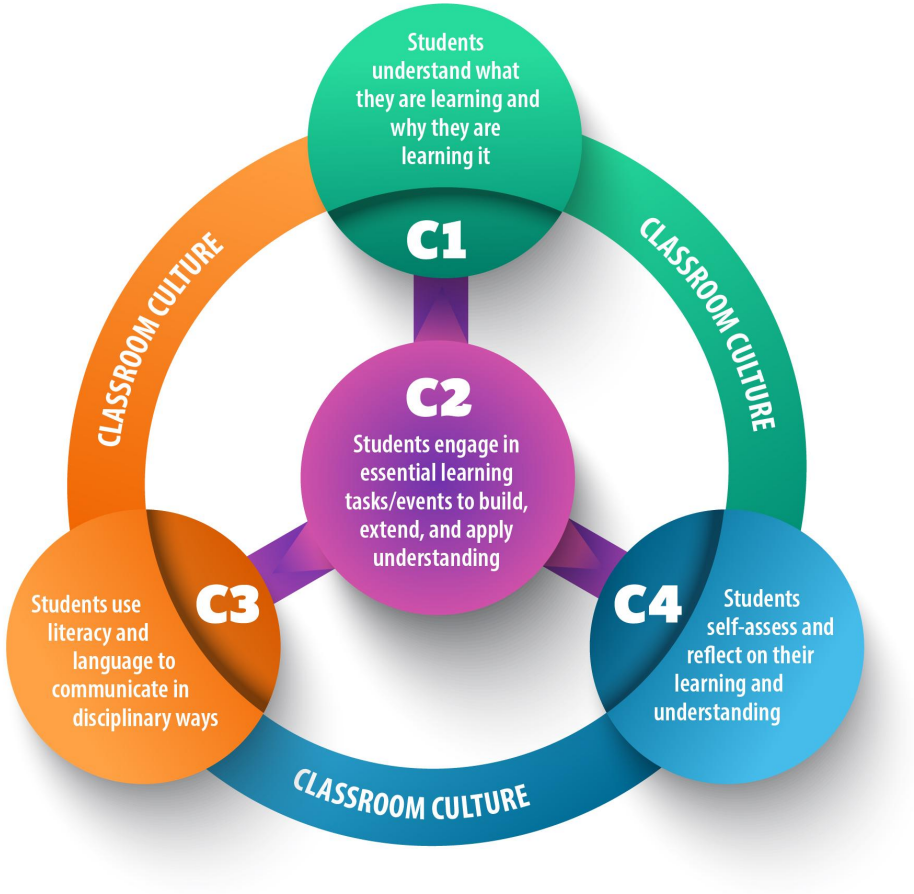
Integrated units of study in grades K-5 and thematic units in grades 6-12 developed in Google

- 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

Lesson Design Principles - Components of Student Learning

There are four components of student learning that are shared across content areas and embedded in all lessons:

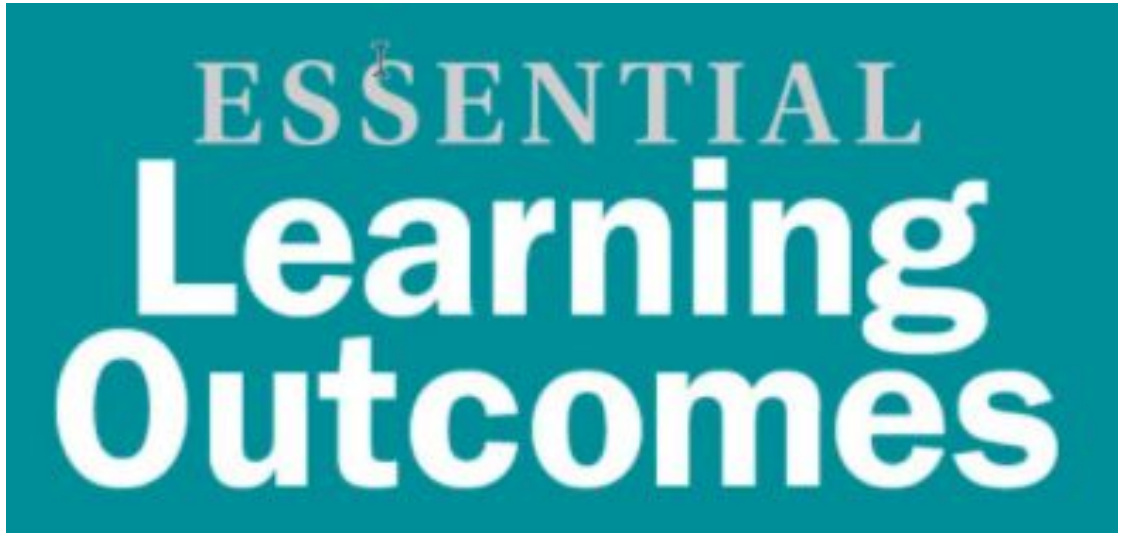
- Students understand what they are learning and why they are learning it
- Students engage in learning tasks/events to build, extend, and apply understanding
- Students use language and literacy to communicate in disciplinary ways
- Students self-assess and reflect on their learning and understanding



Lessons Are Built on Essential Learnings For Each Grade Level

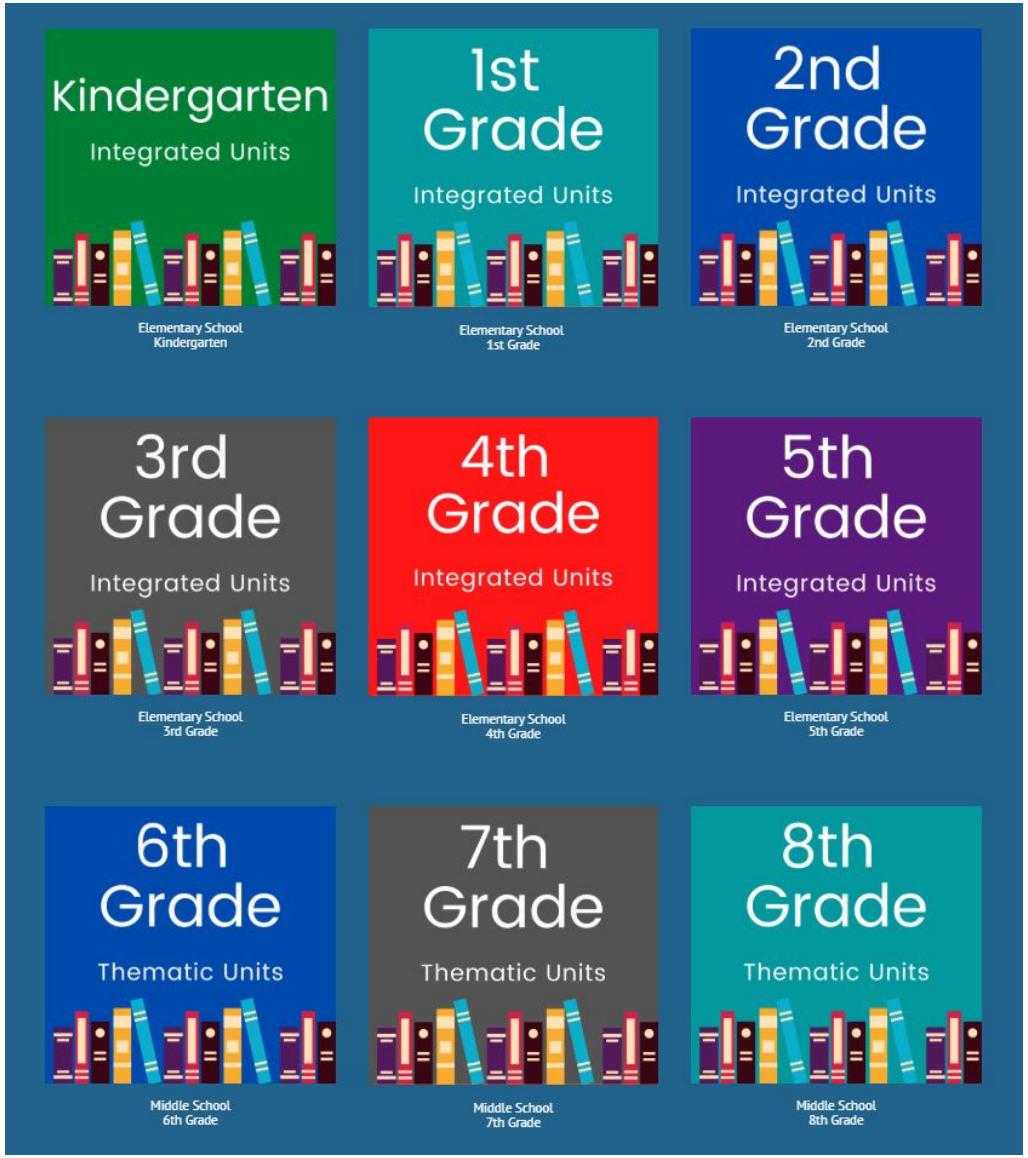
Criteria for determining essential learnings:

- **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



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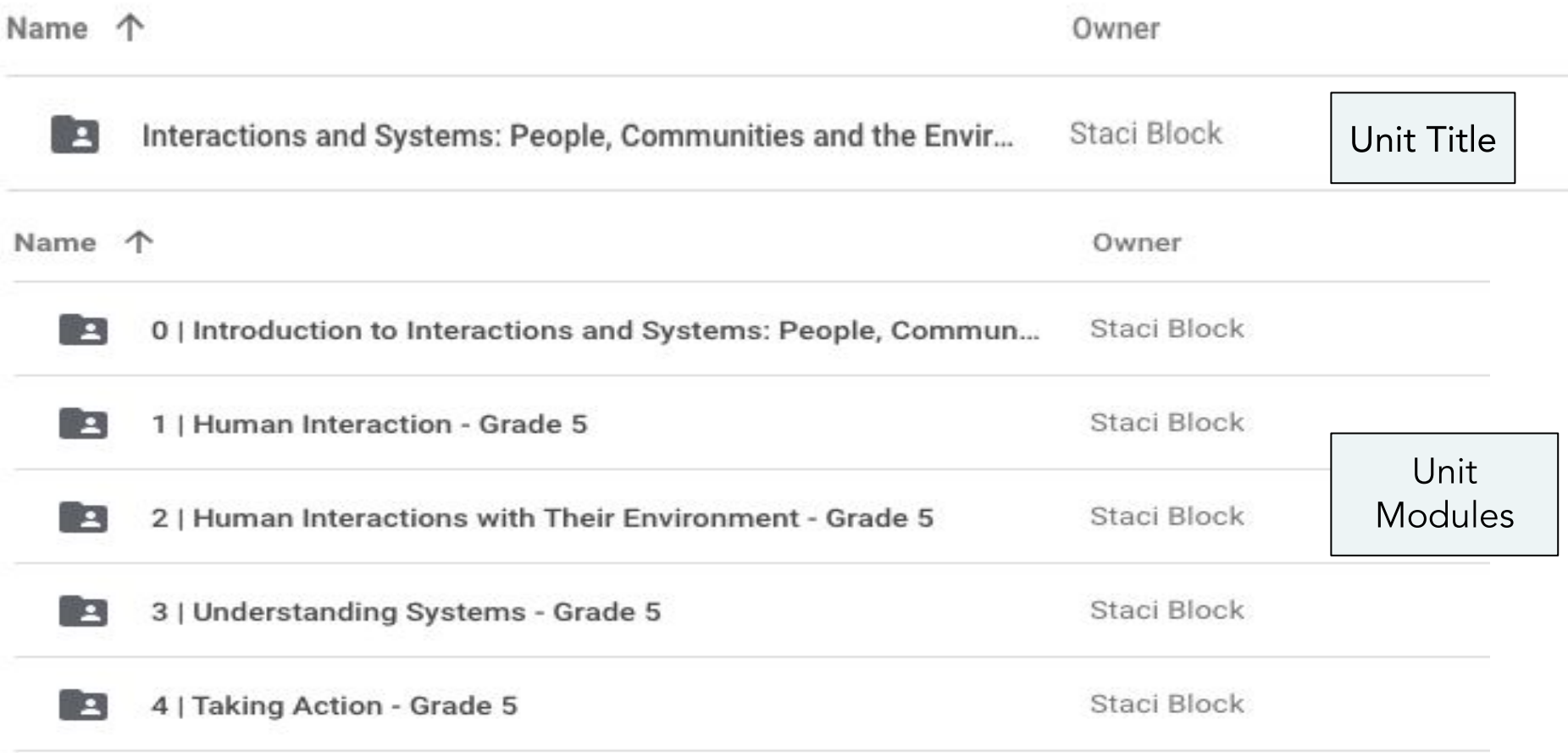
Units are Housed in Google - Grade 5 Example



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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)

Read text or **watch** a video to build understanding

Observe or **look** at a picture or situation

Record ideas, reflect, or answer questions in your notebook

Follow steps to **complete** an activity

Talk to a partner, share with a group, or participate in a class discussion

Think about a question or idea

Listen

Module 1 Materials List:

- Student notebook
- Someone to talk with (family member, friend, classmate, teacher)

Module 1 Standards:

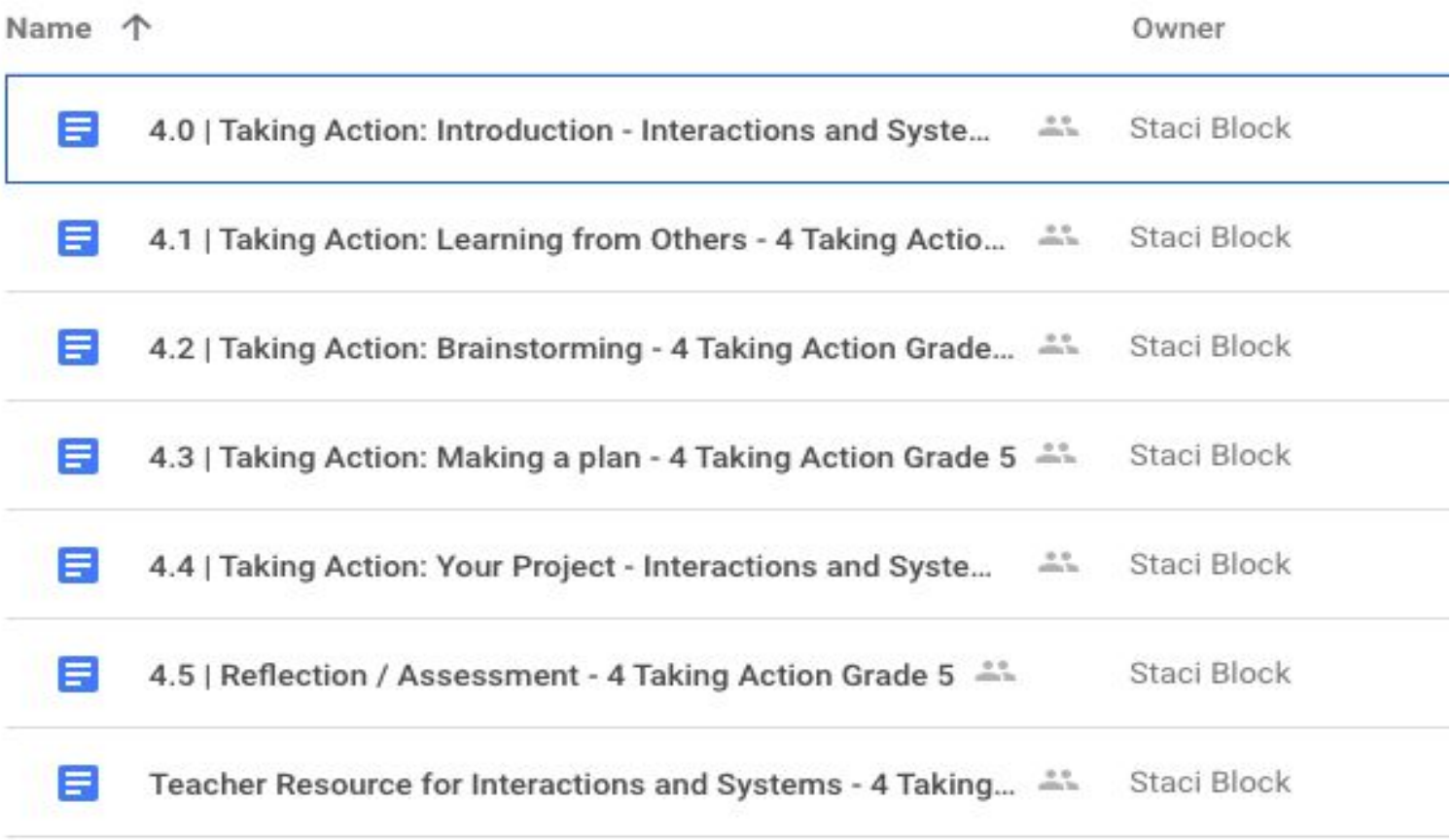
English Language Arts:

- ELA RL.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- ELA RL.5.7 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:Cr1 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



Unit Lessons

Units are Housed in Google - Grade 5
Lesson 4.1: Taking Action: Learning from Others

4.1 | Taking Action: Learning from Others

You're never too young to have a big impact on the world around you!

We're going to take a look at how some young people have decided to take action on a problem they've seen around them.

First up, we'd like to introduce you to Milo. Watch this video to hear his story:

Milo's Story: The Last Straw (1)

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.

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.

(Source: Southbank Centre London, licensed under CC BY 2.0)

Malala Yousafzai (2)

(Source: plumsaplomb is licensed under CC PDM 1.0)

Robby Novak (3)

(Source: TED Conference is licensed under CC BY-NC 2.0)

McKenna Pope (4)

(Source: Downing Street is licensed under CC BY-NC-ND 2.0)

Charlie Simpson (5)

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

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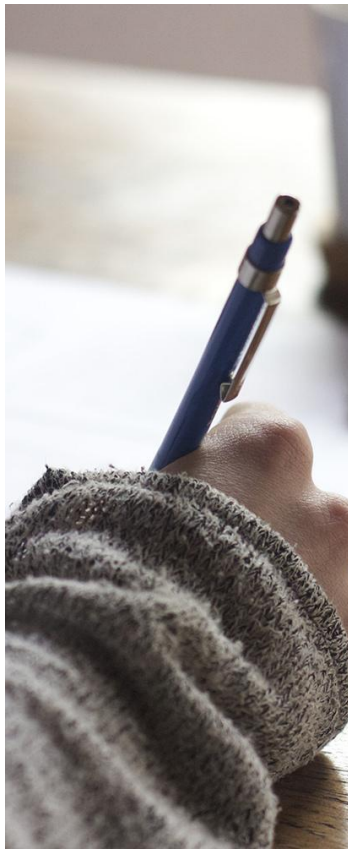

Facilitated Learning with Integration & Personalization (FLIP)

TK-8 Supplemental Support Modules

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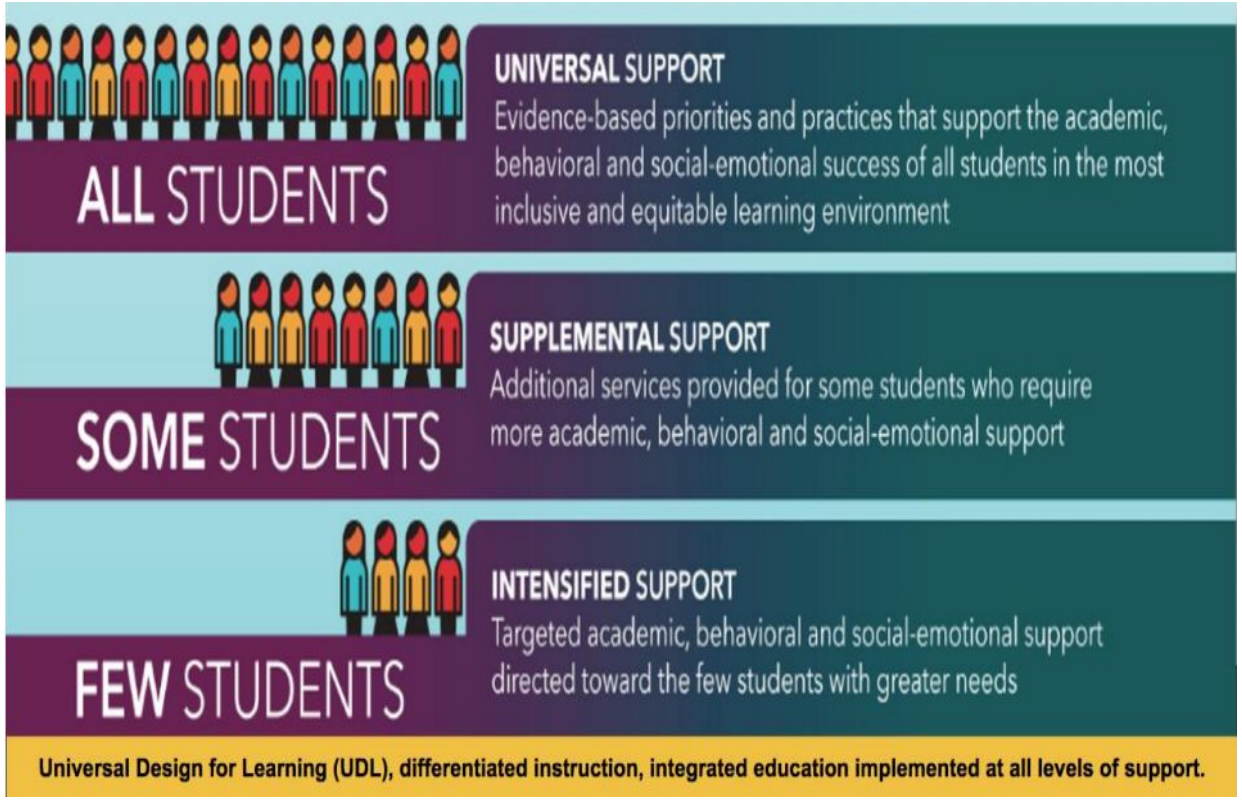
Project Overview

- 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

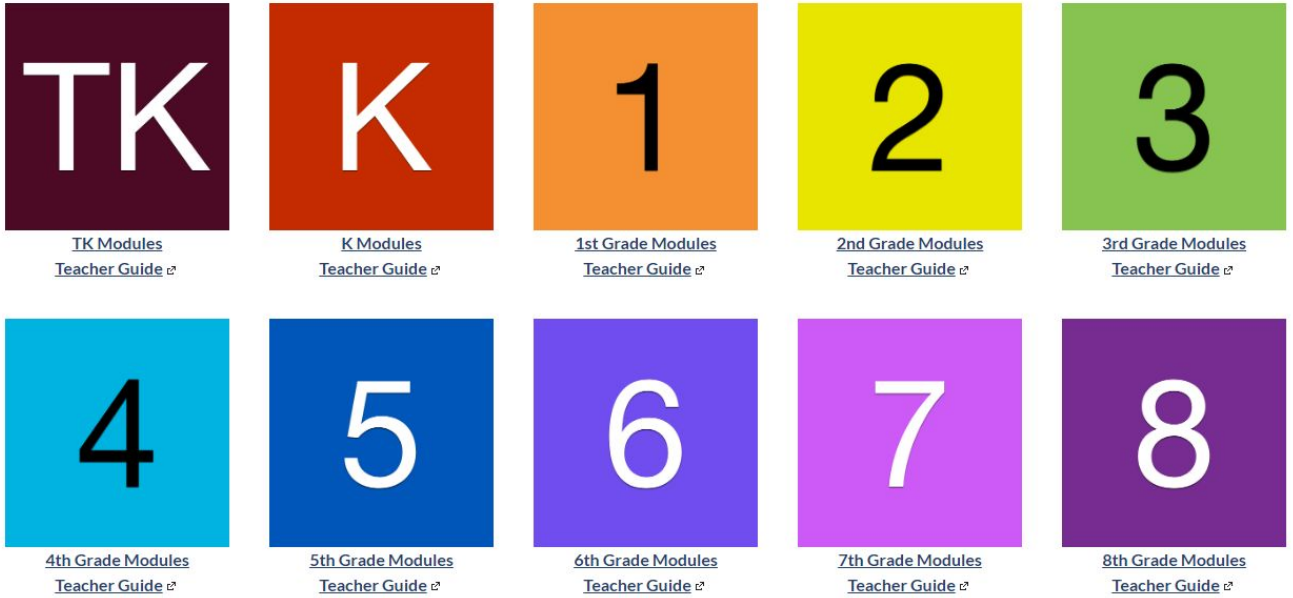


- Some students, regardless of eligibility for specialized services might need supplemental support for academic, behavior, and/or social-emotional
- Access to supports when and where they need them
- Examples: small group intervention or enrichment focused on specific skills for literacy and/or math, social skills group, check-in/check-out (CICO)
- Formative assessment and progress monitoring to determine effectiveness of support

FLIP Modules

CANVAS

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.



https://ocde.instructure.com/courses/782

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FLIP Modules Process Map

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

When		Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K-2nd: 20-30min 3rd-5th: 30-45min 6th-8th: 45-60min		Whole Group Morning Meeting (Literacy & Math)	Small Group Instruction (Literacy)	Whole Group Instruction (Literacy)	Small Group Instruction (Literacy)	Whole Group Weekly Wrap-up (Literacy & Math) Office Hours for Families & Students
Synchronous Session #2 (via video conference; see appx.times above)			Small Group Instruction (Math)	Whole Group Instruction (Math)	Small Group Instruction (Math)	
Asynchronous (on your own; not on video conference)	Independent Work	Literacy - Complex Text Part 1		Literacy - Complex Text Part 2		
		Math - Complex Task 1		Math - Complex Task 2		
		Enrichment & Extension Opportunity				
	Adaptive Software	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)				

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No

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Review Literacy & Math Student Submitted Assignments for Progress

No

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Ongoing formative assessment & progress monitoring

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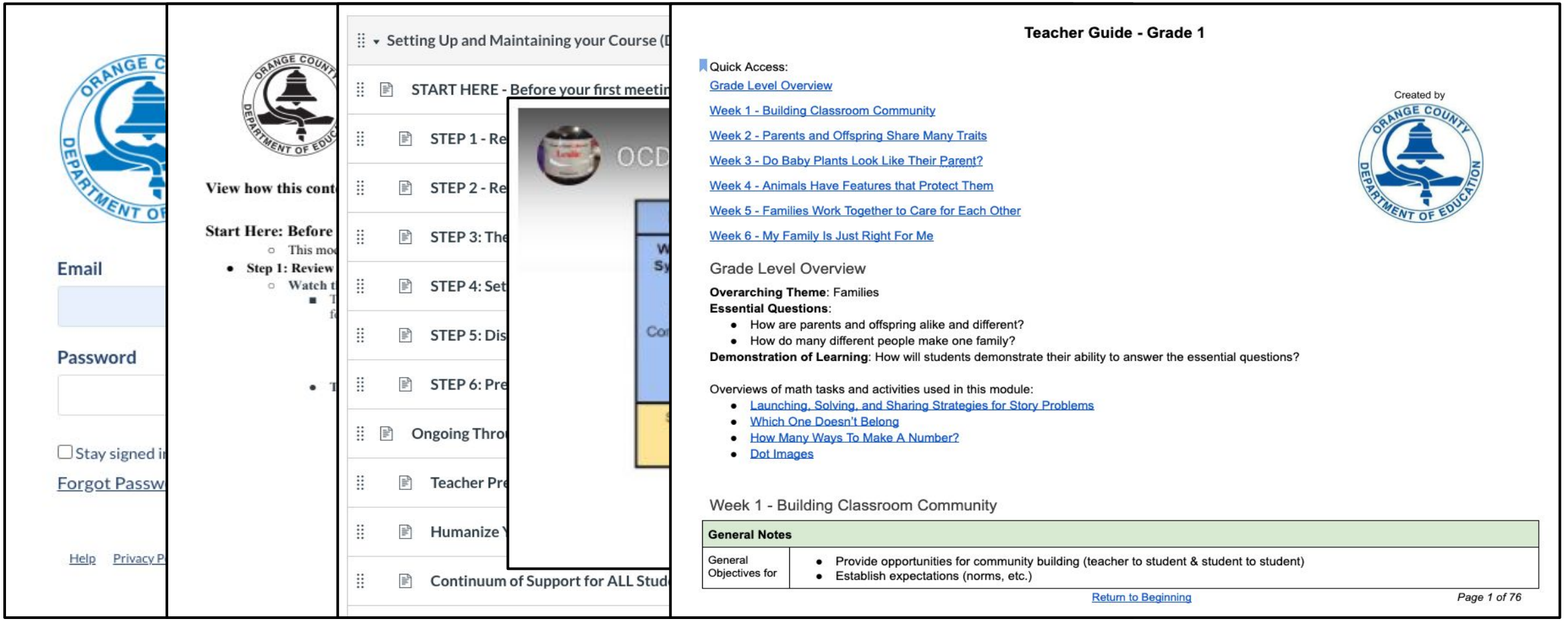
How do Teachers Get Started?



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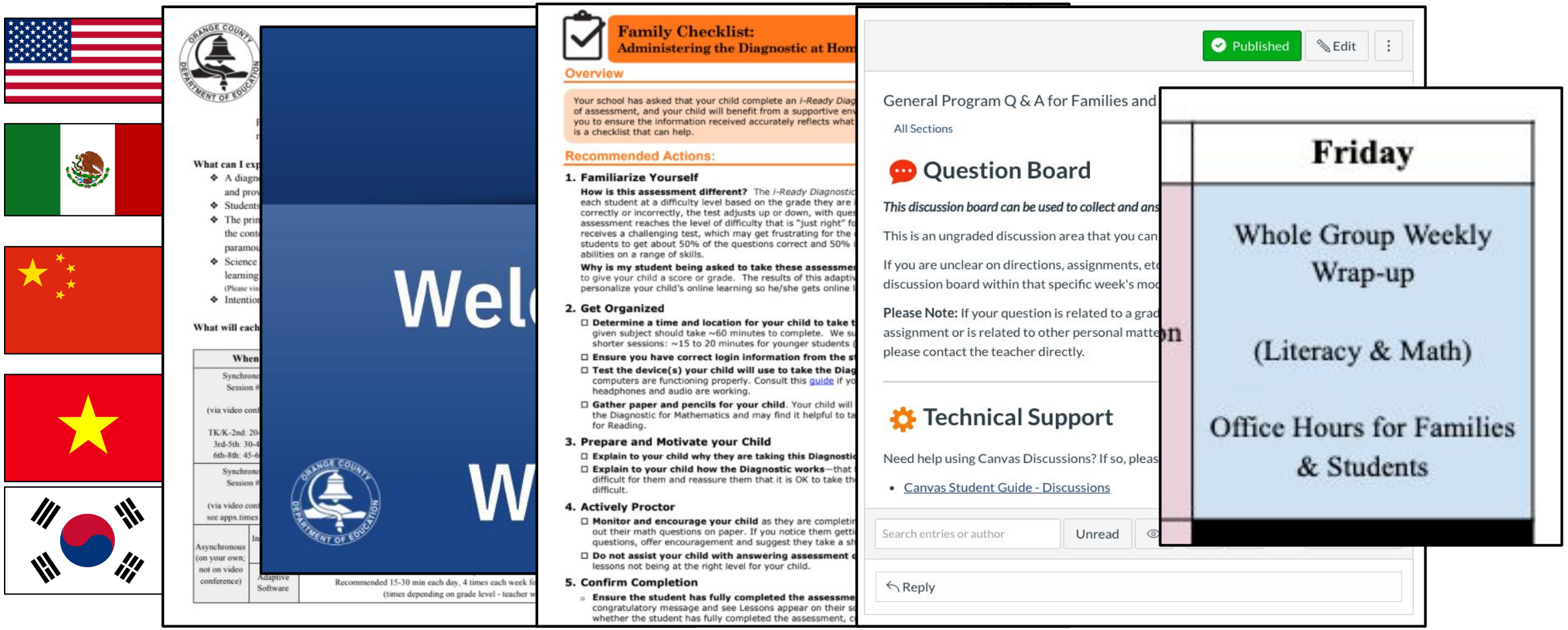
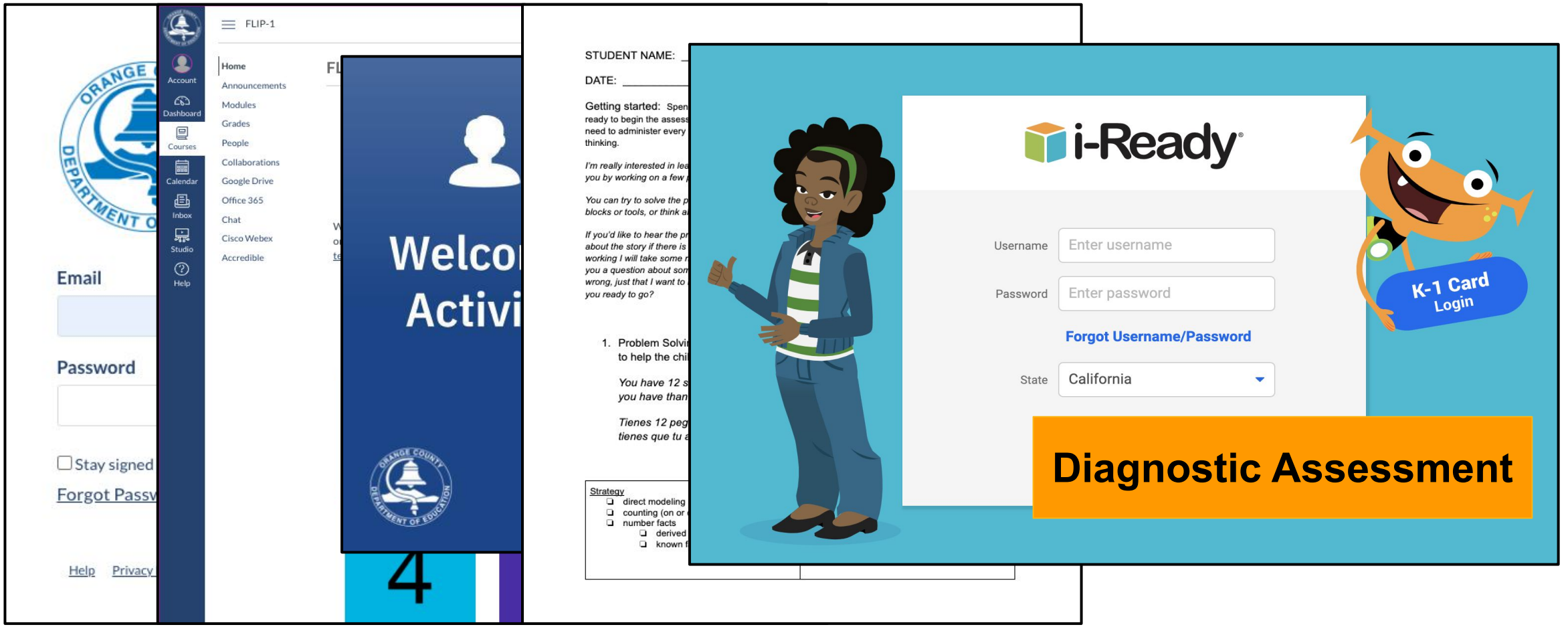
How do Families Get Started?



How do Students Get Started?



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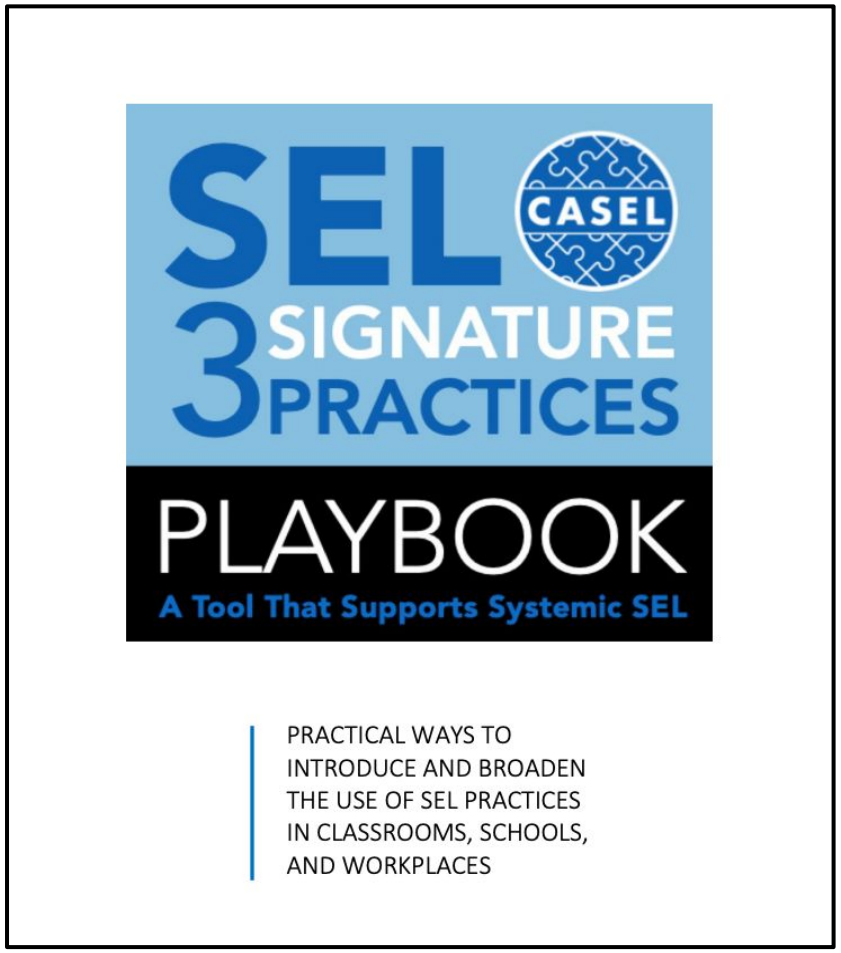
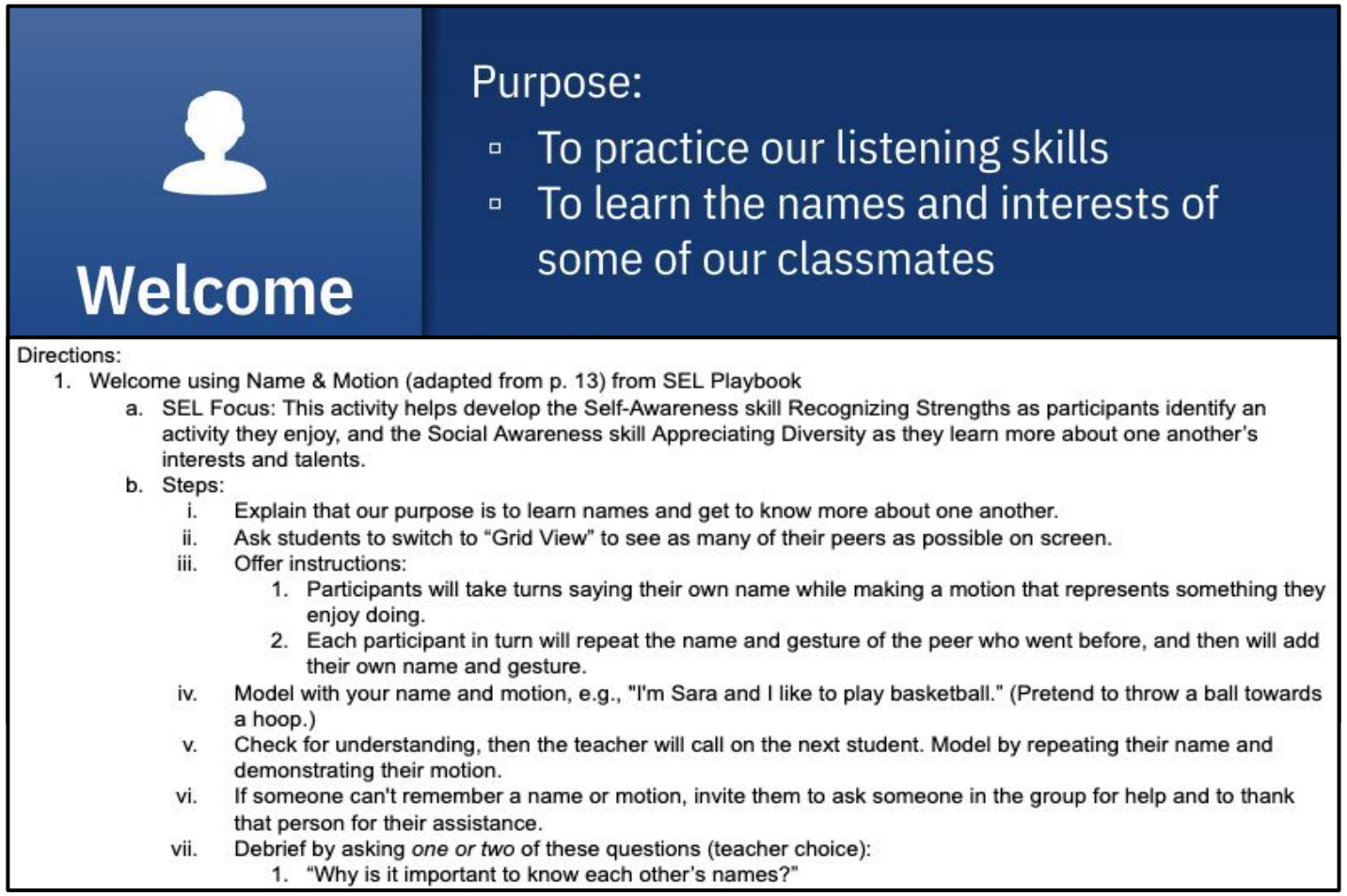
Explicit SEL Instruction





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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
	Recognize that emotions can affect their behavior.
	Recognize that behavior can affect emotions (including t feels.
	Recognize that emotions have physical effects.
What teachers can do in Lessons and Instruc-tion	Provide age-appropriate vocabulary words. (e.g., happy, elated, blue/down, rejected/disappointed, angry/irate fo
	Have older students generate age-appropriate vocabular vocabulary.

CASEL Collaborating States Initiative

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 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?

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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

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