Professional Learning Modules: Facilitating the Foundations of Distance Learning
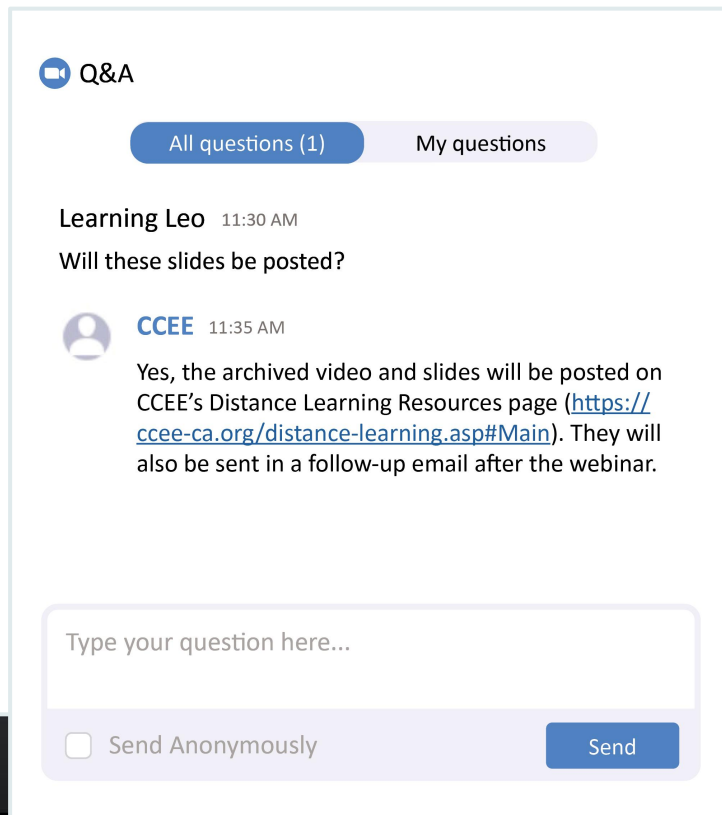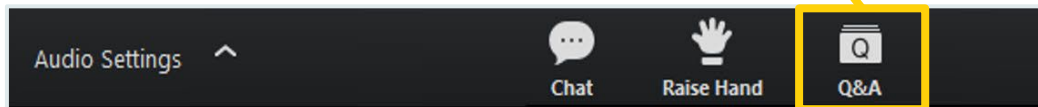
San Bernardino County Superintendent of Schools

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USING ZOOM Q&A

FOR QUESTIONS:

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

Q&A

| All questions (1) | My questions |

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 Anonymously   Send

Audio Settings ^   Chat   Raise Hand   Q&A

PRESENTERS

Jennifer Gateley

SBCSS Program Manager,
System of Support

Denise Cates-Darnell

SBCSS Coordinator,
Math

SESSION OUTCOMES

→ Introduce the CCEE Distance Learning Consortium

→ Overview the components of the SBCSS professional development courses and design process

→ Explore the SBCSS professional development course content in Canvas

→ Identify opportunities to explore next steps in distance learning

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California Distance Learning (DL) Consortium

A collaboration between the California Collaborative for Educational Excellence, Kern, Orange, San Bernardino, and San Diego County Offices of Education to build and share distance learning content across California in response to COVID-19 school closures. Shasta COE also participated to offer technical support for rural COEs.

Distance Learning 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

Empathize — Define — Ideate — Prototype — Test

Distance Learning Consortium Content

Resources
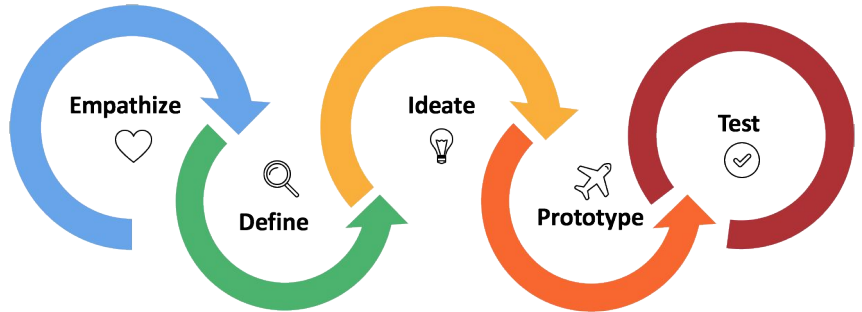
Kern County Superintendent of Schools

➔ 9 weeks of cross-curricular distance learning lessons for TK-12 students

Orange County Department of Education

➔ 6 weeks of Tier 2 ELA and Math lessons aligned to the iReady Universal Screener for K-8 students

San Diego County Office Education

➔ Integrated multidisciplinary thematic units of study for TK-12 students

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SBCSS Distance Learning Consortium Content

Nine PreK-12 professional development courses to support Tier 1 quality first instruction and to facilitate a transition of evidence-based instructional practices to support distance learning

Open, accessible, asynchronous PD content at no charge!

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Where do we begin?

1. Establishing Priorities within Priorities

With school closures, exploratory questions surfaced:

- ❏ *How do we support teachers with the new instructional model of distance learning?*

- ❏ *What instructional areas are the most impactful during a transition period?*

- ❏ *What teacher and student groups were the most vulnerable?*

The call to action was clear… PD supports were needed to ensure Conditions of Learning were being addressed in distance learning environments.
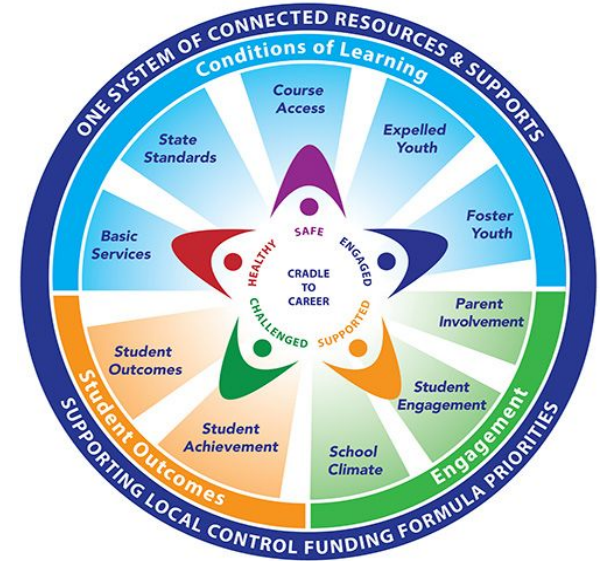
2. Adopting a Multi-Tiered System of Support (MTSS) Approach

Multi-Tiered System of Support

Inclusive Academic Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All

Administrative Leadership

Strong & Engaged Site Leadership
- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System
- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

Integrated Educational Framework

Fully Integrated Organizational Structure
- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture
- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

Family & Community Engagement

Trusting Family Partnerships
- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships
- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

Inclusive Policy Structure & Practice

Strong LEA / School Relationship
- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework
- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

Adapted with permission from: SWIFT Education Center. (2016). *MTSS Placemat*. Lawrence, KS. swiftschools.org

Anchoring to Evidence-Based Practices:

★ Universal Design for Learning (UDL)

★ Positive Behavioral Interventions and Supports (PBIS)

★ Collaborative for Academic, Social and Emotional Learning (CASEL)

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3. Identifying Key Principles for Quality Distance Learning

Principle 1: Establish a Student / Teacher Connection

Principle 2: Create Structures and Sequence for Learning

Principle 3: Design Content Presentation

Principle 4: Develop Collaboration Opportunities

Principle 5: Ensure Opportunities for Feedback

#StrongerTogether

COVID-19 information and resources:
cde.ca.gov/coronavirus

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4. Aligning to the Quality Professional Learning Standards

Seven interdependent standards promote professional learning that is:

➜ Rooted in student and educator needs demonstrated through **data**

➜ Focused on **content and pedagogy**

➜ Designed to ensure **equitable** outcomes

➜ Designed and structured to be **ongoing, intensive, and embedded** in practice

➜ **Collaborative** with an emphasis on shared accountability

➜ Supported by adequate **resources**

➜ **Coherent and aligned** with other standards, policies, and programs

5. Leveraging a Learning Management System (LMS)

Canvas supports Professional Development content creation and resource sharing

- ➜ <u>FLEXIBLE</u>: Courses can be synchronous or asynchronous

- ➜ <u>ROBUST</u>: Embedded tools allow for increased interactivity

- ➜ <u>ACCOUNTABLE</u>: Enrollment and participation managed with Catalog

- ➜ <u>ACCESSIBLE</u>: Sharing managed with Commons

- ➜ <u>SUPPORTED</u>: 24/7 HelpDesk and Training Portal

"A well prepared and engaging teacher is a catalyst...a spark that creates the desire to learn in our students."

--Robert John Meehan

SBCSS Course Structure and Lesson Sequence

Distance Learning for Kinder and First Grade Parents

Explore ways to support your Kindergarten or First grade student in Reading, Writing, Math, Behavior, and Social Emotional Learning.

Distance Learning for PreK-TK Parents

Explore ways to support your PreK-TK student at home.

Foundations of Behavioral Supports

This course introduces foundational behavior supports to help students be successful at school, at home, and in a virtual environment.

Foundations of Early Numeracy

Do your PK-2 students str... foundational math skills? D... find better ways to suppor... learning about the beginni... your students mathematic...

PK – TK Foundations of Universal Design for

Reading Foundational Skills

Social Emotional Foundation Skills

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

Early Learning Foundations Courses (PreK – 2nd)

Explore, Engage, Extend, Enrich, Exit

Distance Learning for Parents Courses (PreK – TK, K – 1st)

Ready, Set, Go, Soar

Foundations of Universal Design for Learning

Explore, Engage, Extend, Enrich, Exit

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Professional Development Course Components

- **Structured lesson design format for gradual release** of learning from exploration to application

- **Diverse professional learning activities** that model best practices and student variability in teaching and learning and relevant to a distance learning model

- **Exemplars of learning outcomes** supported by developmentally appropriate practices

- **Ability to manage course** enrollment and participation and access to materials

- **Fluid grade level span content and resources** that can be used to support varied student needs and programs

- **Aligned course content** that supports the PreK-12 continuum and is responsive to the contextual fit of early learning, elementary, and secondary

- **Acknowledgement of engagement in PD courses** through the provision of professional development badges and certificates of completion

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Log in With Us…

Access SBCSS PD courses in Canvas here:

https://sbcss.pdx.catalog.canvaslms.com

NEXT STEPS

Lesson Design to Address Barriers in Distance Learning

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*

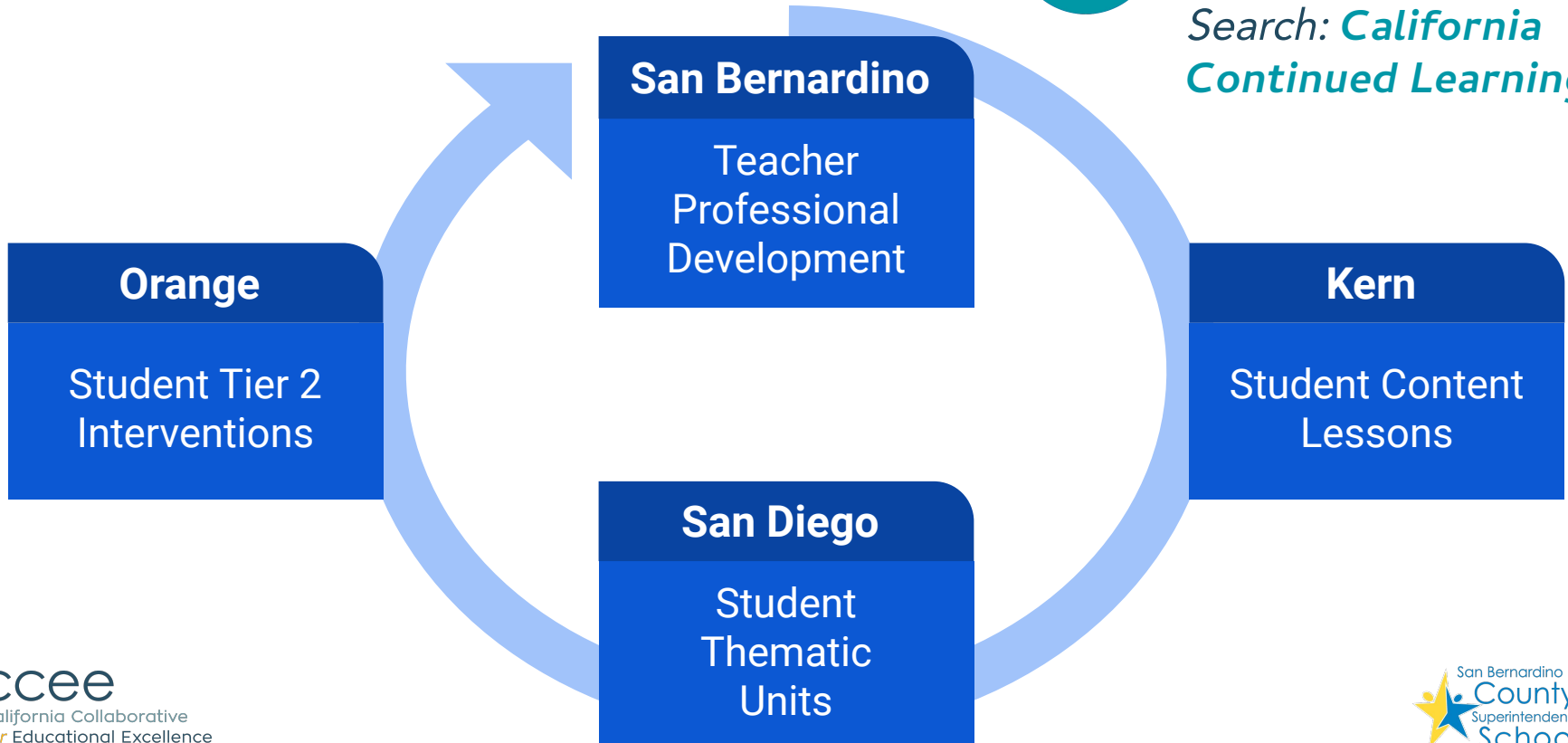| Distance Learning Key Principle	Distance Learning Key Principle Descriptors	UDL Engagement			UDL Representation			UDL Action and Expression		
		Recruiting Interest	Sustaining Effort/ Persistence	Self-Regulation	Perception	Language & Symbols	Comprehension	Physical Action	Expression Communication	Executive 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/

Connections in the DL Consortium

San Bernardino

Teacher Professional Development

Orange

Student Tier 2 Interventions

Kern

Student Content Lessons

San Diego

Student Thematic Units

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Upcoming DL Consortium Webinars

FLIP Supplemental Support Modules: Facilitated Learning with Integration & Personalization (OCDE)

Wednesday, August 12
10:30am-11:30am

Units of Study for Distance Learning: An Integrated and Thematic Approach (SDCOE)

Friday, August 14
10:30am-11:30am

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QUESTIONS?

tinyurl.com/SBCSS-811

Thank You!