Literacy

In a Time of Remote Learning

Webinar
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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
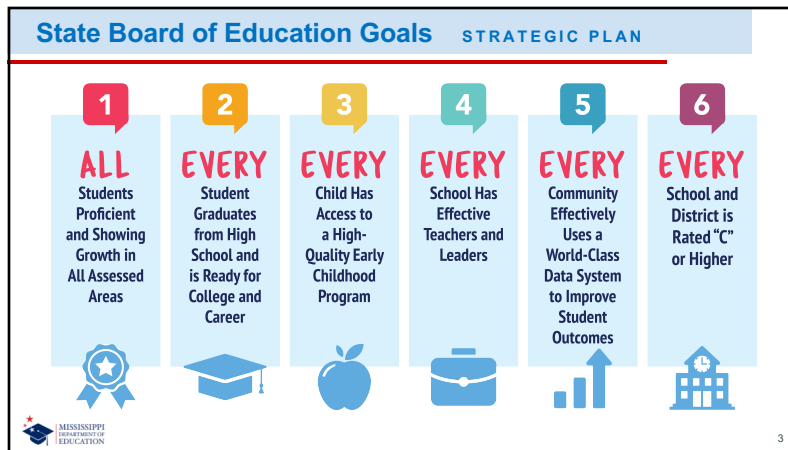
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State Board of Education Goals STRATEGIC PLAN

1 ALL Students Proficient and Showing Growth in All Assessed Areas

2 EVERY Student Graduates from High School and is Ready for College and Career

3 EVERY Child Has Access to a High-Quality Early Childhood Program

4 EVERY School Has Effective Teachers and Leaders

5 EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 EVERY School and District is Rated "C" or Higher

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Session Goals

- Moving forward in a remote setting

- Engaging students in a remote setting

- Maximizing instruction in a remote setting

- Planning for instructional practices in a remote setting

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Moving Forward
In a Remote Setting

KEEP MOVING FORWARD

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Why Instruction Must Move Forward

In a recent study conducted by Dr. Megan Kuhfeld and Dr. Beth Tarasawa, it was predicted that "students will experience a learning loss of 30 percent in reading and 50 percent in math as a result of the crisis. Left unchecked, it's an academic setback that could derail the futures even of students who were previously on grade level—and would be disastrous for students who were already behind."

(*The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement*, April 2020)

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Why Instruction Must Move Forward
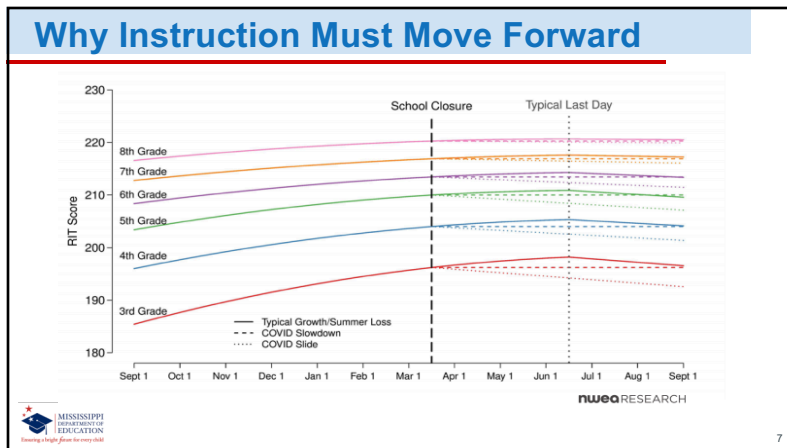
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Why Instruction Must Move Forward

"By implementing the components, principles, and instructional practice that align to both the Science of Reading and *Structured Literacy*, administrators, teachers, and parents are assured that all students will receive the multifaceted literacy instruction they need for reading and academic success."

(Suzanne Carreker, Ph.D., CALT-QI, Principal Educational Content Lead, Lexia Learning)

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Engaging Students
In a Remote Setting

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Engaging Students In a Remote Setting

Types of Online Learning Delivery Models

Synchronous	Online learning takes place in real-time
Asynchronous	Online learning takes place at different times for different students
Hybrid	Online learning takes place at different times in conjunction with real-time learning opportunities

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Engaging Students In a Remote Setting

Synchronous learning:

- Includes virtual classrooms, video conferencing, chat-based online discussions; interactive webinars
- Allows for real-time assessment
- Enables teachers to monitor student reactions
- Lacks focus and depth at times
- Means that planning for content is set

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Engaging Students In a Remote Setting

Asynchronous Learning:

- Includes pre-recorded slide-shows/video lessons, emailed assignments/assessments, discussion boards, and collaborative documents
- Increases accountability through submitted assignments
- Enables students to self-regulate their pacing
- Allows collaboration in partner and/or small groups
- Allows planning for differentiated content

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Engaging Students In a Remote Setting

Hybrid Learning:

- Increases the ability to reach all learners
- Offers flexibility for the teacher in how content is presented
- Means that learning does not stop when the virtual classroom ends
- Allows teacher-to-student interaction and peer-to-peer interaction

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Engaging Students In a Remote Setting

What is the purpose of engagement in a remote setting?

- To build accountability
- To allow formative thinking
- To check for understanding

All are equally important!

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Engaging Students in Distant Learning Checklist
"Good Teaching is Good Teaching" Anita Archer

☐ **VISUALS**
- Props – puppets, dress, expression
- Images & videos
  Pixabay.com Morguefile.com
  Unsplash.com Freepik.com
- Sound – music, sound effects
- Interactive anchor charts

☐ **STUDENT CHOICE**
- Differentiate
- Learning styles
- Choice boards
- Format for assignments
- Multi sensory activities
- Answer boards

☐ **DISCUSSION**
- Feedback on assignments
- Discussions boards
- Book studies
- Feedback to parents
  Remind.com classdojo.com
  schoolstatu.com

☐ **MODELING**
- I do, you do, we do
- Graphic organizers
- Teach as you always do
- Platforms - Facetime, Facebook, Zoom, Teams
- Read Aloud

☐ **MOVEMENT**
- Movement – hand motions, acting
  Movetolearn.com
- Move to sound
- Act out vocabulary words
- Act out events in a story

☐ **INCENTIVES**
- Digital stickers
- Saying student's names
- Note of praise
- Positive feedback to parent
- Games
  kahoot.it
  quizlet.com

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Engaging Students In a Remote Setting

What do we do when we notice students who are struggling to engage during remote learning?

- **Dissolving the Screen**: Communicate with students individually when you "see" that they are not engaging in their work
- **Cold Calls**: An individual phone call to a student can allow for the connection needed to encourage student engagement

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Engaging Students In a Remote Setting

Strategies for Supporting Social and Emotional Learning

- Check in with students (as a whole and individually)
- Encourage students to share their feelings and thoughts
- Acknowledge students' feelings and thoughts
- Provide norms and structures within remote learning
- Encourage students to generate questions

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Maximizing Instruction
In a Remote Setting

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Maximizing Instruction In a Remote Setting

5 Steps to Creating Your Own Instructional Videos

- Chunk instruction
- Build video-ready slides
- Record
- Enhance engagement
- Be yourself

https://www.edutopia.org/article/5-step-guide-making-your-own-instructional-videos

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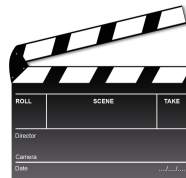
Maximizing Instruction in a Remote Setting

A Guide for Maximizing Remote Learning Using Zoom

Using Zoom for Distance Learning!

Fun Features:
- Virtual backgrounds
- Break-out rooms
- Polling (anonymous)
- Reactions (video screen)
- Non-verbal feedback (Participant list view)
- Transcription of meetings
- Hand raise
- Chat box
- Share Screen
- Whiteboard
- Annotation

Ideas and Tips:
- Teach Zoom "etiquette": muting, typing questions in chat box or raising hand feature
- Begin each class screen sharing an agenda/schedule
- Use polling as an exit ticket and for formative assessments
- Utilize Break-out rooms for one-on-one, partner, or group work (cooperative learning activities)
- Embrace the "pause" to encourage students to think before responding
- Look at camera to create eye contact with students
- Keep background of video neutral and minimize distractions
- Share your screen often to show videos, images, whiteboard, etc. to keep it engaging
- Vary the way students respond to you for engagement

IMPORTANT SAFETY TIPS!

Scheduling a meeting:
- Use per-meeting ID, NOT personal ID
- Disable "Join Before Host"
- Enable "Waiting Room"
- When sending out invite, do not post it publicly, send in an email

What should you disable?
- Auto-saving chats
- File transfer
- Remote control
- Annotations
- Screen sharing for non-hosts

During the meeting:
- Lock participants once everyone is present
- Assign at least two co-hosts
- Mute all participants

If you are "Zoombombed":
- Remove the user and disable them from rejoining
- Lock the meeting

More information:
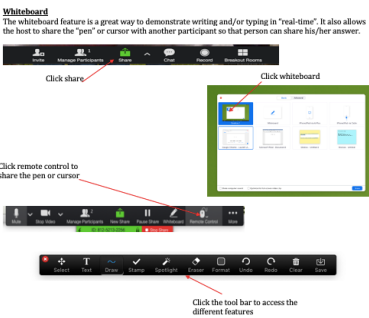https://www.cnet.com/how-to/no-more-zoombombing-6-steps-to-a-more-secure-zoom-video-chat/

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Maximizing Instruction in a Remote Setting

Whiteboard
The whiteboard feature is a great way to demonstrate writing and/or typing in "real-time". It also allows the host to share the "pen" or cursor with another participant so that person can share his/her answer.

Click share

Click whiteboard

Click remote control to share the pen or cursor

Click the tool bar to access the different features

To enable tools:

1. Open Zoom
2. Click on "My Account"
3. Click on settings under "Personal"
4. Scroll down until you see "In Meeting (Basic)"
5. Click to enable the annotation, whiteboard, and nonverbal feedback
6. Scroll down again until you see "In Meeting (Advanced)"
7. Click to enable breakout rooms

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Instructional Practices
In a Remote Setting

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Instructional Practices in a Remote Setting

"In a time where very little is routine or normal, how can we
rely upon structures to relieve the stress on ourselves,
students, and families while still ensuring students engage
in the learning opportunities, we know they need to become
proficient readers?"

-Jody Guarino

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Instructional Practices in a Remote Setting

Phonemic Awareness Activity: Identifying Deleted Phonemes with Cocoa
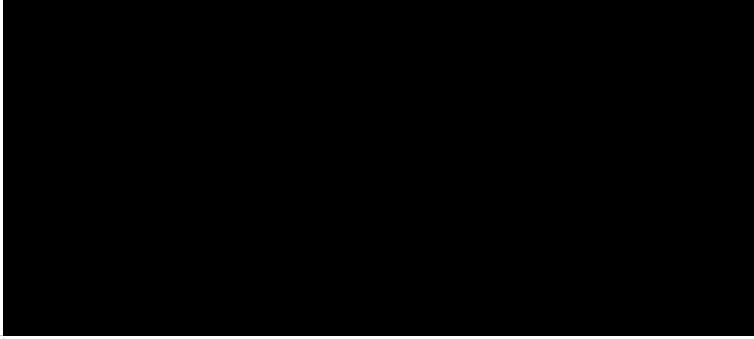
Using a puppet with phonemic awareness activities can increase student engagement and motivation.

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Instructional Practices in a Remote Setting

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Instructional Practices in a Remote Setting

Phonics Activities: Using PowerPoint to create West Virginia Phonics lessons

Word Work

An Asynchronous Phonics Lesson

Welcome to our
Virtual Learning
Experience!

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Instructional Practices in a Remote Setting

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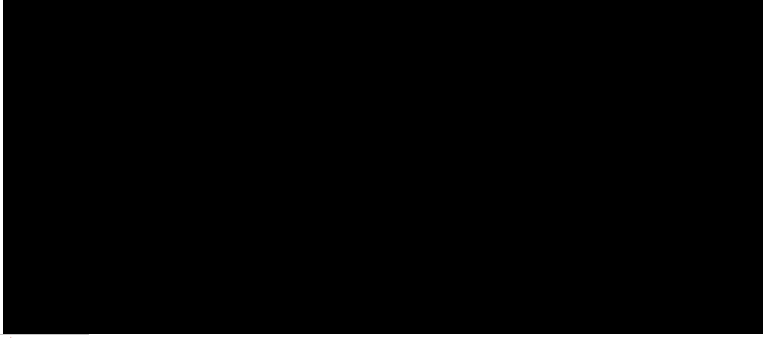
Instructional Practices in a Remote Setting

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Instructional Practices in a Remote Setting

Fluency:(embedding vocabulary and comprehension)

5-Day Instructional Plan

Day 1	Day 2	Day 3	Day 4	Day 5
-Front-load vocabulary -Modeled reading -Choral reading -Repeated reading aloud -Comprehension	-Review vocabulary -Modeled reading -Echo reading -Repeated reading aloud	-Reading aloud (with optional feedback)	-Repeated reading and self-reflection	-Perform passage -Optional assessment

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Instructional Practices in a Remote Setting

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Instructional Practices in a Remote Setting

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Instructional Practices in a Remote Setting

Synchronous	Asynchronous	Limited/No Technology
(T) Models reading passage	(T) Models reading passage **via recorded platform**	(T) Models reading passage **via phone call or voice recording**
(S) Echo reads and choral reads passage to teacher and/or peers	(S) Echo reads and choral reads passage to teacher and/or peers **via recorded platform**	(S) Echo reads and choral reads passage **via phone call with teacher, along with voice recording from teacher, or to a family member**
(S) Repeated reading to teacher and/or peers	(S) Repeated reading to teacher and/or peers **via recorded platform**	(S) Repeated reading **via phone call with teacher, along with voice recording from teacher, or to a family member**
(S) Read aloud to peers (day 3-5 utilizing online break-out rooms)	(S) Read aloud to peers **via recorded platform**	
(S) Answer comprehension questions	(S) Answer comprehension questions **digitally**	(S) Read aloud to a family member
		(S) Answer comprehension questions **via text message or using paper/pencil**

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Instructional Practices in a Remote Setting

Comprehension Activity: Reviewing Text Structure using Flipgrid

Watch the attached Flocabulary video. Name at least one type of **Text Structure** and give one signal word that would be used with that type of structure in your video.

Video Instructions:
Click the green plus sign to start recording [you will have one minute to record]
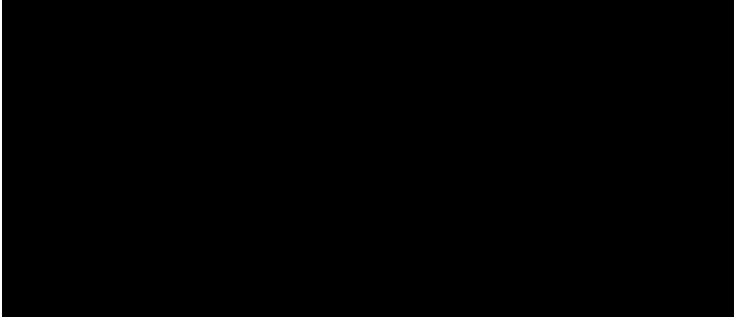Click Next
Take a selfie
Submit Video

Finding multiple ways to check for understanding helps to "dissolve the screen" and engage the students

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Instructional Practices in a Remote Setting

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Instructional Practices in a Remote Setting

As educators we need to be sure that during this time of remote learning, all students have equal access to literacy instruction.

- One thing to keep in mind, when deciding what platforms to use for instructional activities, is your students' access to technology.

- Be sure to choose platforms that can be used on a computer, laptop, or other device using WIFI, and can be accessed through apps on smartphones using cellular data.

A recent study showed that 90% of adults own cell phones.
(Pew Research Center, February 2019)

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Resources

- https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

- https://support.zoom.us/hc/en-us?flash_digest=bd5c6939b50d3f9546f29ada368799ad2f35c939

- https://www.youtube.com/user/ZoomMeetings

- https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf

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Resources

- https://www.edutopia.org/article/5-step-guide-making-your-own-instructional-videos

- https://cdn2.hubspot.net/hubfs/3409306/Best%20Practices%20in%20Online%20Professional%20Learning.pdf?utm_source=hs_email

- https://www.crowdcast.io/e/literacy-in-a-changing

- https://achievethecore.org

- https://www.morningsidecenter.org/teachable-moment/lessons/guidelines-addressing-coronavirus-outbreak

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Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among Kindergarten through 5th grade students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit https://strongreadersms.com for more information!

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