Welcome!
The seminar will be starting shortly
Agenda

1. Context Setting
   - LEAP Innovations
     - Chris Liang-Vergara

2. Building Connectivity
   - ClassDojo
     - Caitlin Warren
     - Worked Example, Q&A
   - Google for Education
     - Britton Picciolini
     - Worked Example, Q&A

3. Building Community
   - Lee Elementary School
     - Lisa Epstein
     - Alejandra Marquez
     - Maritza Ceballos
     - Karina Garcia
     - Q&A

4. Helpline
   - The whole panel
Interact.

During the Seminar

Please post your questions via the Q&A at the bottom of your screen.

Vote up questions with the thumbs up!

Twitter

#LEAPLearningSeries @LEAPinChicago @LiangVergara

Q&A

After the Seminar

After the 60 min seminar, we’ll host an extended 30 minute “helpline”.

You will be able to step up to the mic and share your questions.

A recording of the session along with resources will be shared post webinar.

Resources

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Norms

- Be honest. Be vulnerable.

- Be solution oriented.

- Be open to outgrowing your knowledge (be humble)
  
  (Shoutout to Monroe Elementary School for the norms!)
Who am I?

🌟 Former high school teacher of 8 years
  • Beijing, Chicago, San Juan, Santiago, St. Louis
  • Ed.M. in Curriculum, Technology, & Ed Reform

🌟 Co-led 5 School Transformations in New Orleans, LA shortly after Hurricane Katrina = “re-entry”

🌟 Founding member of LEAP Innovations

🌟 Liang’s Chinese Food
For our students, we are all trying...

1. To provide standards-aligned, quality continuous learning
2. To minimize instructional loss
3. To create routines and structures to stay engaged and connected
4. To attend to the whole child needs
5. Just to get by...
Inequity is our Reality

- 1 in 5 children under the age of 18 lack access to broadband = more than 110,000 kids
- 1 in 3 households in Austin
- 1 in 3 households in Humboldt Park
- 1 in 2 households in West Englewood

“This is not an infrastructure issue, but an adoption issue.”

Chicago COVID-19 Cases 5/4/2020

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<thead>
<tr>
<th>Race-ethnicity</th>
<th>Number</th>
<th>% Total Cases</th>
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<tbody>
<tr>
<td>Latinx</td>
<td>6,729</td>
<td>36.5%</td>
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<tr>
<td>Black, non-Latinx</td>
<td>6,820</td>
<td>37.0%</td>
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<tr>
<td>White, non-Latinx</td>
<td>3,303</td>
<td>17.9%</td>
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<tr>
<td>Asian, non-Latinx</td>
<td>627</td>
<td>3.4%</td>
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<tr>
<td>Other, non-Latinx</td>
<td>972</td>
<td>5.2%</td>
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<tr>
<td>Under investigation</td>
<td>7,358</td>
<td>28.5%</td>
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</table>
Reality across continuums

- 40% contacted: Able to reach students?
  - None: Parent engagement?
    - Food, shelter, trauma: Student needs?
      - Lack digital literacy: Ability to adjust?
        - Prior structures & skills enabled pivot: Demanding rigor
  - 100% contacted: Academic

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Current Tech and Connectivity Challenges

**Educators**

- Finding the right balance for virtual engagement while respecting students’ home life
- Getting students *(and their parents)* to log on and engage in learning with many priorities
- Managing the influx of digital tools being made available to educators
- Adjusting to managing a virtual “classroom”

**Parents**

- Finding and accessing student emails and classroom app tools
- Understanding how to use technology effectively while navigating language differences
- A deep feeling of being overwhelmed; not being able to juggle teaching one or more students and for some parents, teaching while working
- Sharing devices with the whole family
As educators, you are committed to your students and are willing to do whatever it takes to reach each one. To help support, we’ve launched the LEAP Learning Series—

- A six part webinar series designed in response to educator’s immediate needs
- Safe place for educators to learn
- Hear promising practices
- Get support with reaching and teaching as many of your students as possible
Continue Learning Together

Learner Connected

Register for the next webinars:
https://www.leapinnovations.org/lls/
For group registration: kourtnie.nunley@leapinnovations.org

- Connectivity w/ Google & ClassDojo & Lee Elementary
- Trauma Informed Practices w/ Pamela Cantor TFC
- Literacy & Lesson Plans
- Making Moves with Math
- Parent Partnership
- Looking Ahead to Fall

Remote Learning in Action is a comprehensive, new professional learning program for educator teams.
Reach out to partnerships@leapinnovations.org.
We built the LEAP Learning Framework to provide actionable strategies to implement personalized learning.

**Learner Focused**
learner experiences are relevant, contextualized and designed around a deep understanding of individual academic and nonacademic needs, interests and strengths

**Learner Demonstrated**
learners progress at their own pace and advance based on demonstrated competency, not time spent on a subject

**Learner Led**
learners coached to take ownership of their learning so that it dynamically adjusts to their skills, curiosity and goals

**Learner Connected**
learning transcends the classroom in relevant and accredited ways, connected to families and communities
Connectivity isn’t just broadband and devices. It’s about human connection.
Think beyond things.

Teaching quality is more important than how lessons are delivered.

Peer interactions can provide motivation and improve learning outcomes.

Supporting pupils to work independently can improve learning outcomes.

(C) 2020 LEAP Innovations. All rights reserved. https://educationendowmentfoundation.org.uk/
Think beyond things. Create quality experiences and routines for learning.

1. **Teaching quality** is more important than how lessons are delivered.
   - Ensure effective teaching (clear, scaffolding, feedback, etc.)
   - Ex: You might try recording lessons for your students. But what matters most is how it builds on prior learning of your students.
2. **Peer interactions** can provide **motivation** and improve **learning outcomes**.
   - Ensure peers are able to interact with each other despite physical isolation
   - Ex: You can find ways for live and asynchronous interaction such as peer review and feedback, group work, and discussion boards or live calls.

3. **Supporting pupils** to work *independently* can improve **learning outcomes**.
   - Pupils at home will often need to work with less adult guidance.
   - Ex: You can design routines around your interactions with students and model routines like reflection, checklists, and weekly plans. **Coherence.**
Remote Learning on ClassDojo

Classrooms and schools are communities. With more schools closing, we know keeping your community connected is more important than ever.

ClassDojo helps you instantly communicate and engage with all families and students, so you can keep building relationships while school is closed.

It is 100% free, and you can get set up in minutes.

Sign up  Watch video (4 mins)
YOUR BRAIN IS LIKE A MUSCLE!
ClassDojo
Q&A
Google for Education

Britton Picciololini
Regional Manager

@brittonp
Increase opportunities for engagement

- Meet Chat features
- Interactive Docs
- Slides Q&A
- Chunking content
- Pausing often to check for understanding
- Integrating hands-on activities
Meet Chat features

- Dialogue during lessons
- Discussion starters
- Interact through chat
Interactive Docs

- Create interactive Slides and Docs
- Leverage hyperlinks and media content
- Vary the activity and content modality
Leverage Slides Audience Q&A to invite students to ask questions and share ideas during your lesson.

Display questions for all students to see and react to.
Chunking content

Have 30 minutes of instructional content?

- Break it into six 5-minute mini lessons
- Allow students to digest the material
- Synthesize through discussion, journaling, or content creation
Pausing often to check for understanding

Leverage Google Forms Quizzes, Google Classroom assignments, or discussions to check for student understanding throughout learning activities.

Since you can’t “take attendance” this will allow you to hold students accountable for completing learning tasks, and help you see how well they’re progressing.
Integrating hands-on activities

How can students interact with their physical environment throughout the lesson?

Integrate analog creation, and have students use photo and video to upload their work to a Slide, Doc, or Google Classroom.
What’s new?
Integration with Classroom

 Seamlessly start a Google Meet right from Classroom, the popular learning management tool with over 50M users.

The Google Meet + Classroom integration will simplify educator workflows and make it even easier for educators to facilitate remote learning.

*Pro Tip* Be Sure You are the last person to leave the Meet session and wait a few minutes before closing out to ensure students don’t rejoin!
Nickname Shortcut

g.co/meet/”yournickname”

Share the created link with students to join when you are ready for the session to begin. This shortcut allows you to enable the “teacher features” such as not having students rejoin the link if you are the last person in the Meet Session.
Creating a Google Meet Session

Step 1: Head to meet.google.com
Create a Nickname

Join or start a meeting

Enter the meeting code or nickname. To start your own meeting, enter a nickname or leave blank.

myclassperiod1

*Required*
Choose a name that describes what the room is about
**Invite Students**

- Once you join, this popup appears
- **Give students instructions:**
  - Go to meet.google.com
  - Click “+ Join/Create a Room”
  - Add our Class Nickname (ex. myclassperiod1)
  - Mute Your Mic as soon as you Join
- **Make Sure You are Last to Leave the Room When Class Ends**

*Pro Tip* With this setup, only people in your domain can join. If someone “knocks” to join, don’t let them in! It’s not your student.
As Soon As Students Join They Should... 

*Mute Their Mics*

*Tell them to “hover to the bottom of the screen” to see the mute menu option*

OR

CTRL/CMND + D
In the top right corner of your Meet session, you can click the “People” icon.

This will show a list of everyone in the session.

*Pro Tip* The participant list is great for attendance tracking. Take a quick screenshot of the participant list.
Enable Closed Captions

Show students how to enable Closed Captions so they can read while you speak.

*Great for English as a Second Language Learners*
Record Meetings

If enabled, you can record your session here. The recording will be saved in your Google Drive.
Dealing with Bandwidth Issues

1. Go to Settings Menu
2. Click “Video”
3. Lower Your Camera Resolution

*Share these tips with students*
Using Chat for Questions

You may want to encourage students to use the “Chat” feature to post questions and have dialogue during your discussion.

If classroom management is an issue, you can also use a Google Form for questions or the Q+A feature in Google Slides.
What’s new?

Tiled Layout View

See up to 16 meeting participants at once within Google Meet by changing your Layout to “Tiled”.

More updates are always coming based on your feedback so please keep sending it to us!

Learn More About Tiled Layout View
Present Your Screen

Presenting your screen means students can see what you see in real time.

This is great for sharing your Google Slide Presentation or anything you are looking at.
Present Your Screen Options

- You can present your entire screen (recommended)
- One window frame
- One tab in your browser

*Pro Tips* If you change tabs or enter a new site, students will not still see your screen unless you choose “Your entire screen” or “A window”

Use this for presenting a video with the native audio!! **NEW**
Using a Whiteboard in Google Meet

Go to jamboard.google.com

- present your screen
- files save to Google Drive
- students can collaborate!

Learn how to use Jamboard Here
Setting: Lee Elementary

- Chicago Public School
- West Lawn
  (Southwest Side of Chicago)
- PreK, K-8
- 780 Students
- Personalized Learning

Demographics

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0%</td>
</tr>
<tr>
<td>Black</td>
<td>0.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>96.9%</td>
</tr>
<tr>
<td>White</td>
<td>2.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
<tr>
<td>Low Income</td>
<td>90%</td>
</tr>
<tr>
<td>Diverse Learners</td>
<td>14.9%</td>
</tr>
<tr>
<td>Limited English</td>
<td>25.5%</td>
</tr>
</tbody>
</table>
Remote Learning - Ms. Marquez/Ms. Celballos
Lee Elementary School

How Lee Leverages ClassDojo

<table>
<thead>
<tr>
<th>Before Remote Learning</th>
<th>After Remote Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Parent Communication (emergency notices, reminders, newsletters, calendar events)</td>
<td>● Used Class Dojo as a communications tool before the pandemic. We briefly stopped using the tool and lost our main connection to parents.</td>
</tr>
<tr>
<td>● Provided families with information on the unit of study and how they could be a partner in their child’s learning</td>
<td>● We begin reusing the tool when the pandemic began and found it to be a useful way for parents to connect with us to aid remote learning.</td>
</tr>
<tr>
<td>● Celebration of student achievement via photos and certificates</td>
<td>● 90-100 % of parents engaged</td>
</tr>
<tr>
<td>(C) 2020 LEAP Innovations. All rights reserved.</td>
<td>48</td>
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</tbody>
</table>
# Remote Learning - Ms. Marquez/Ms. Ceballos

Lee Elementary School

## How Lee Leverages ClassDojo

<table>
<thead>
<tr>
<th>Before Remote Learning</th>
<th>After Remote Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Parent Communication (emergency notices, reminders, newsletters, calendar events)</td>
<td>Same as before, but with the following additions:</td>
</tr>
<tr>
<td>● Provided families with information on the unit of study and how they could be a partner in their child’s learning</td>
<td>● answering academic questions from parents</td>
</tr>
<tr>
<td>● Celebration of student achievement via photos and certificates</td>
<td>● helping parents to be able to help their child with the learning</td>
</tr>
<tr>
<td>● 90-100 % of parents engaged</td>
<td>● using the &quot;translations available in the different languages&quot;</td>
</tr>
<tr>
<td></td>
<td>● checking to see who has read messages</td>
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<tr>
<td></td>
<td>● allows for messaging to multiple homes (especially in the case of families that might be living in different homes)</td>
</tr>
<tr>
<td></td>
<td>● Around 95% of parents engaged</td>
</tr>
</tbody>
</table>

Used Class Dojo as a communications tool before the pandemic. We briefly stopped using the tool and lost our main connection to parents.

We begin reusing the tool when the pandemic began and found it to be a useful way for parents to connect with us to aid remote learning.

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Remote Learning - Ms. Garcia 5th Grade
Lee Elementary School

- **Mon/Fri:**
  - GoogleMeets
    - Announce link 10 minutes before session through “Stream” tab
    - Start off with mood check in/ highlight through “Chat”
    - Focus on a new skill each week (mini lesson Mondays)
    - After video call exit ticket on google classroom
    - I stay on call while students leave to complete exit ticket
      - Come back to call if they have questions since it’s the first day talking about the skill

- **Fridays:**
  - Choice/ Catch up/ Summit Learning
    - Stay on call for any questions, reteaching

---

Online: May 4-8

<table>
<thead>
<tr>
<th>5/4 Monday Documents</th>
<th>Due 11:59 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/4 Monday: Agenda Google Docs</td>
<td>16 Turned in, 16 Assigned</td>
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<tr>
<td>5/4 TURN IN- Exit slip Google Docs</td>
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<tr>
<td>5/4- TURN IN- Predictions Google Docs</td>
<td></td>
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</tbody>
</table>

View assignment

- 5/5 Tuesday Documents
- 5/6 Wednesday Documents
- 5/7 Thursday Documents
- 5/8 Friday Documents
Remote Learning - Ms. Garcia 5th Grade
Lee Elementary School

- **Tues-Thurs:**
  - **Google Classroom**
    - Assignments practicing a skill/ listening to reading
    - Scheduled to appear at class time daily
    - Due at 11:59 so can work on it any time of the day they can, pace
    - Wednesday mood check-in through document
    - Upload daily agenda for students to follow at own pace, still gives structure/ self direction
    - Give 1 IXL lesson for the week related to also practice skill
      - If completed lesson, students chooses a lesson from recommendations
    - Open “student comments” for questions
    - Give feedback at the end of the day
    - Students add private comments while doing assignments when they need clarification
    - Independent reading- choice of book, offer virtual library too
      - Recommend to read before bed to sibling, with family, etc.

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# Remote Learning - Ms. Garcia 5th Grade
Lee Elementary School

## Contact Log Spreadsheet

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<td>4/20</td>
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Week 2: April 20-24, 2020

- X = Activity completed
- Comm = Communication

Week 3: April 27-May 1

- X = Activity completed
- X/CONF = Activity completed and reviewed
- lev1 = Level 1

Week 4: May 4 - May 8

- X = Activity completed

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Remote Learning - Lee Elementary School
What we are struggling with...

1. Students completing work/joining class (with access)
2. Parents completing work/not letting students engage in productive struggle
3. Group Collaboration-Projects
4. Assessing students
5. Students in class (google meet) actively engaging them in discussions
Continue Learning Together

Give us your feedback on today’s session via the survey! https://bit.ly/2L5L06v

Register for the next webinars: https://www.leapinnovations.org/lls/

- Connectivity w/ Google & ClassDojo - NOW
- Trauma Informed Practices w/ Pamela Cantor
- Literacy & Lesson Plans
- Making Moves with Math
- Parent Partnership
- Looking Ahead to Fall

Remote Learning in Action is a comprehensive, new professional learning program for educator teams.

Reach out to partnerships@leapinnovations.org.
**Helpline**

**Step 1:** Raise your hand

**Step 2:** If you are called on, your mic will be unmuted and you can ask your question.

Please state:

- your name
- school / org
- your question

Please limit your question to 30s or less. :)

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Continue Learning Together

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