

# Planning & Teaching in the New Normal

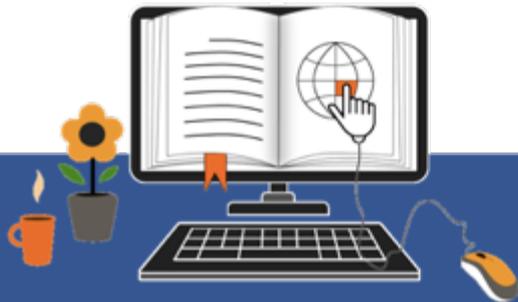


## Tips, Tools & Strategies



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# Presentation for Today

[bit.ly/2QLGlos](https://bit.ly/2QLGlos)



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# Agenda for the Day

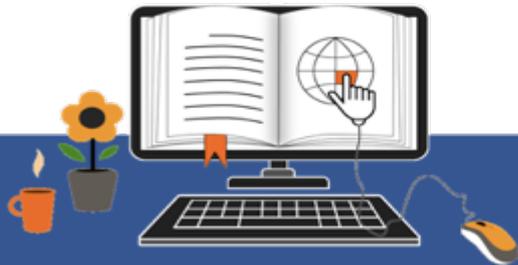
- What do we Know & How do we Apply
- Supports for Educators & Parents/Families
- Tips, Strategies, & Solutions



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# Resource for Today

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**BACKWARD**

**FORWARD**

# Let's Consider

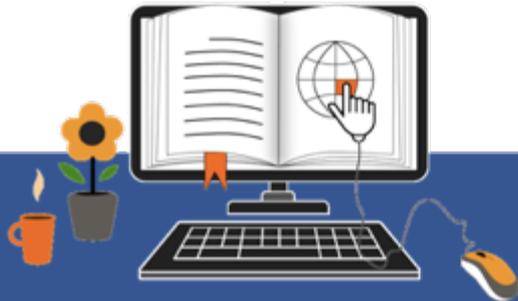
- F2F one Day – Online the Next
- No time to Plan
- Unaware of Technology Resources
- Did we Say no Time to Plan
- Everyone self-isolating



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# Just the Facts

- Social Distance
- Cleaning Process
- Up & Down Cases –  
Temporary Online
- Family Choice for Distance



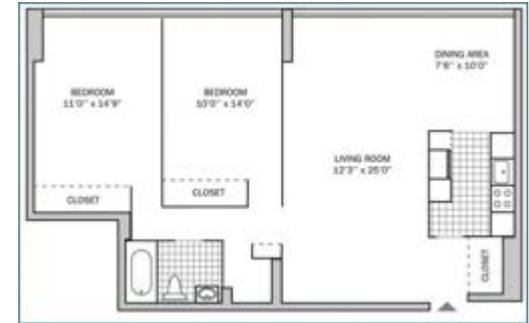
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# Buffet of Choices

- All Face to Face
- Hybrid
- Blended
- Fully Online

## FAIRFAX COUNTY PUBLIC SCHOOLS

1. Virtual Start - No Students in Buildings
2. Reopening with Social Distancing Protocols
3. Online Learning by Need

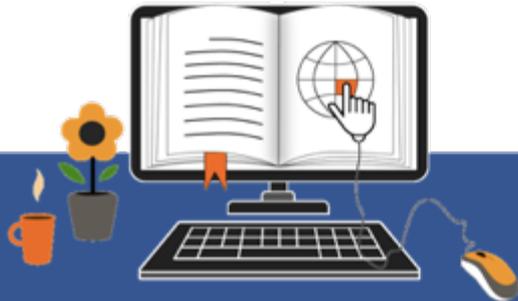


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# Domains for Reflection?

1. Basic Operations
  - Schedule, Procedures, Safety
2. **Curriculum & Instruction**
  - Design & Planning, Delivery, Digital Tools
3. Maintaining & Building Community



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# Silver Lining



- ❖ Personalize the Learning
- ❖ Using Digital Tools that are Effective for a Variety of Learners
- ❖ Supporting the Variability of Learners
- ❖ Planning & Designing - New Learning Model
- ❖ Embedded Supports....



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let's get  
started



- Hand Cleaning
- Social Distancing
- Masking Tape
- List Goes On

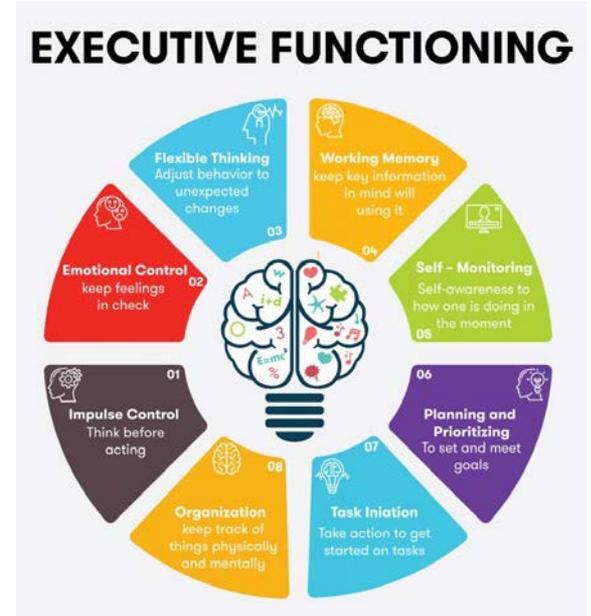


# Executive Functioning Skills

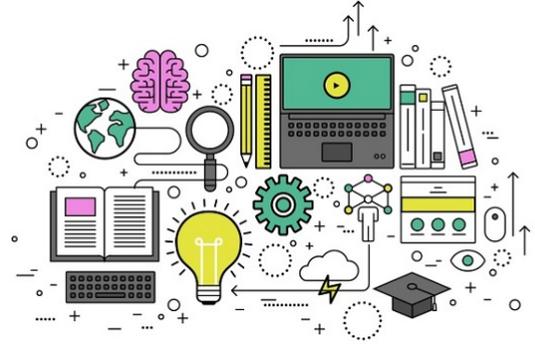
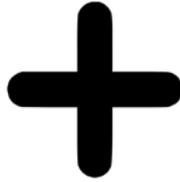
1. Attention
2. Priorities
3. Task Completion

Webpage - [Understanding Executive Functioning](#)

YouTube - [What are Executive Functioning Skills](#)



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# Video Modeling

- *Basic video modeling* involves recording someone besides the learner engaging in the target behavior or skill (i.e., models) – reviewed later.
- *Video self-modeling* is used to record the learner displaying the target skill or behavior - reviewed later.



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# Video Modeling

- *Point-of-view video modeling* is when the target behavior or skill is recorded from the perspective of the learner.
- *Video prompting* involves breaking the behavior skill into steps and recording each step with incorporated pauses during which the learner may attempt the step before viewing subsequent steps. Video prompting may be done with either the learner or someone else acting as a model.

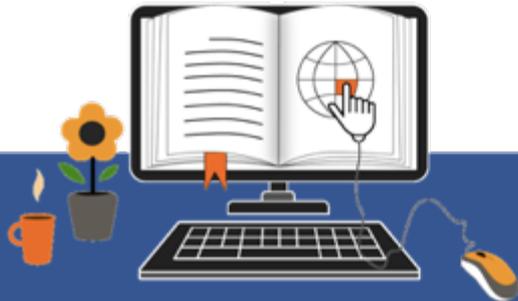


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# Social Stories

**Descriptive sentence** – in these sentences the “who, what, where, and why” details are emphasized, making it recognizable and easier for your child to relate as to when the situation actually occurs.

**Directive sentence** – here you include instructions as to how your child should appropriately respond to a specific situation.



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COVID-19



Right now, lots of people are getting sick with a virus.



Doctors and leaders are working hard to keep everyone



healthy. I need to help keep myself safe and healthy too.



School is closed so students and teachers can stay

healthy. While school is closed, it is important for



everyone to stay home and not visit other people. While I



am at home, I can play, look at books, and learn. I also



need to wash my hands a lot with soap and water. This

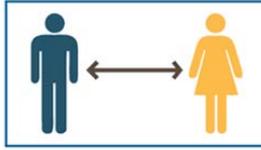


# Safety Signs & More

Visual Safety Reminders for COVID-19



Wash your hands.



Leave space between you and other people.

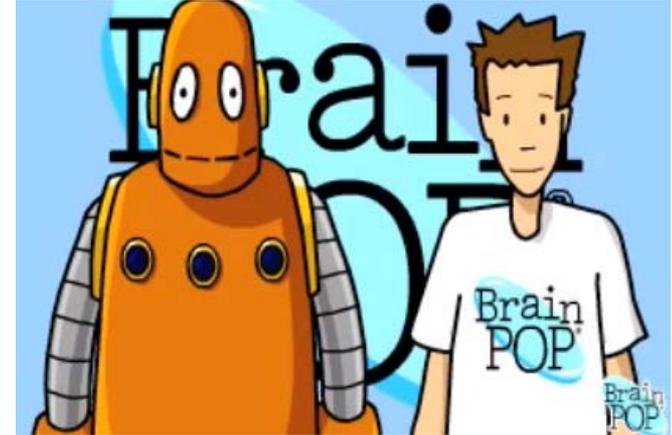


Keep your hands off of your face.



Wear a mask.

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# Our Own Videos/Stories/Visuals

1. What are the issues?
2. Identify them, list them out.
3. How best to introduce?
4. What content/ideas/information will you need to cover?
5. Outline/storyline/web the ideas....



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# Our Own Videos/Stories/Visuals

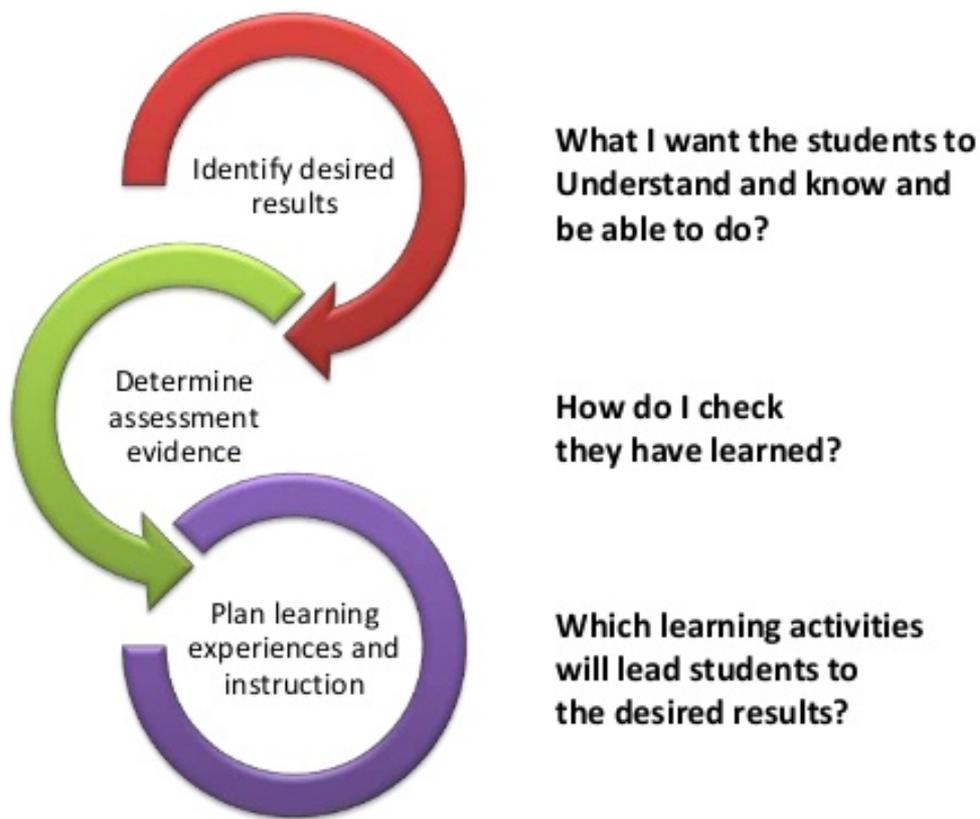
1. What video tools?
2. Editing ideas?
3. Where will use place and share?
4. How will you structure the delivery -  
Other supports

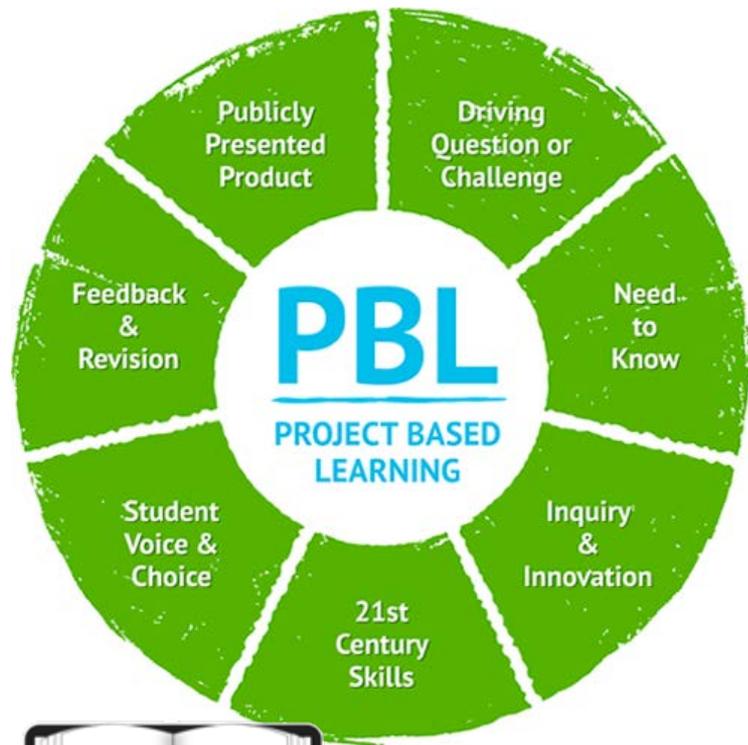


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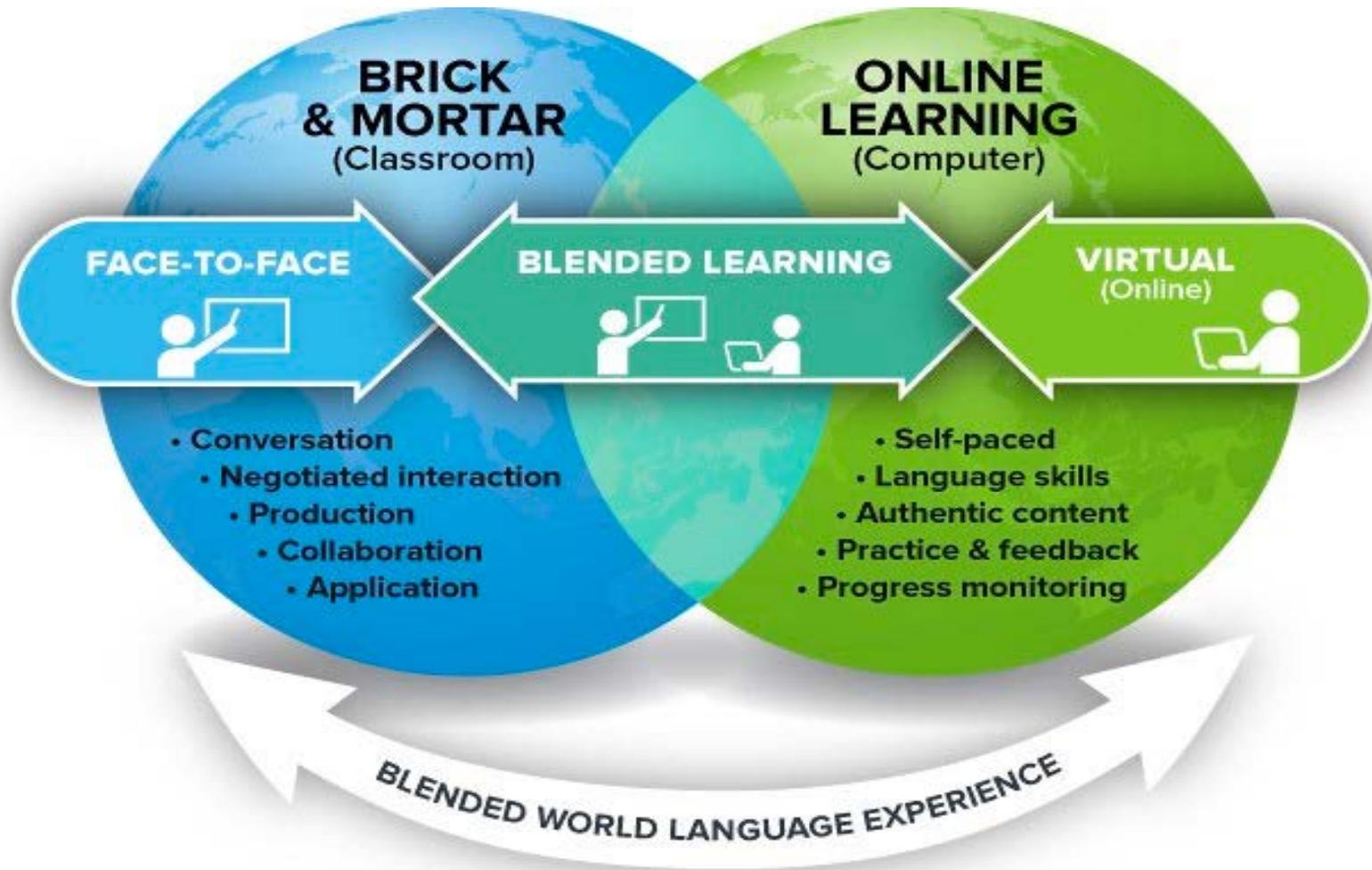


# The Backward Design Process

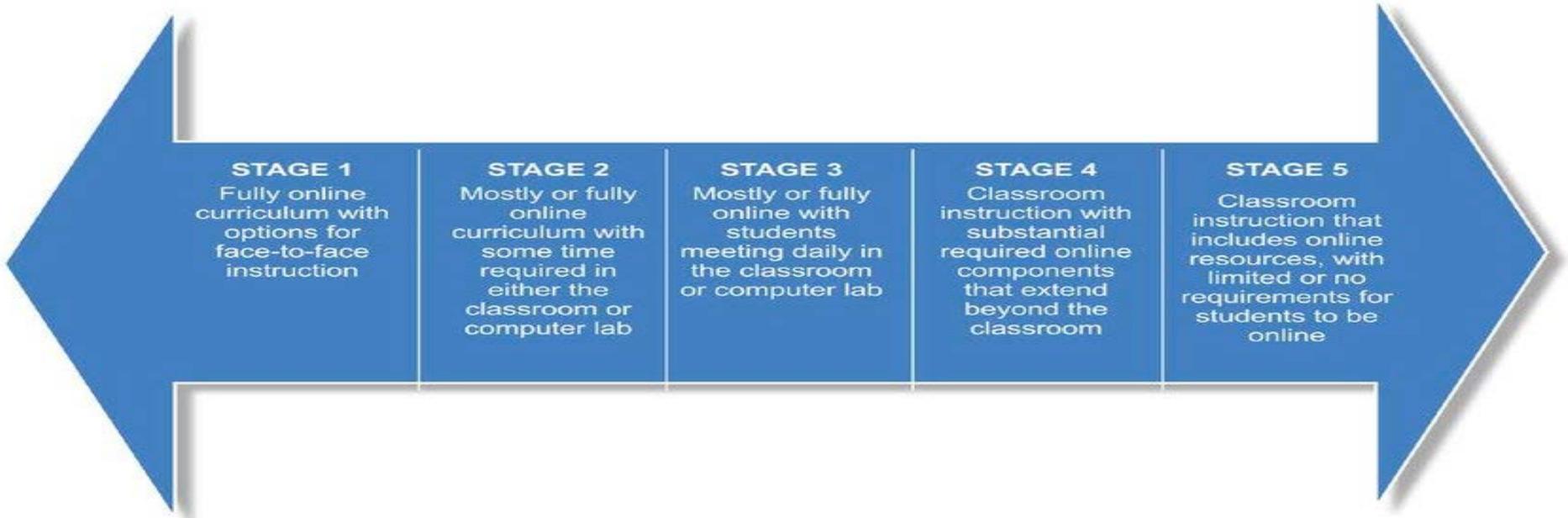




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## Blended Learning Continuum



**STAGE 1**  
Fully online curriculum with options for face-to-face instruction

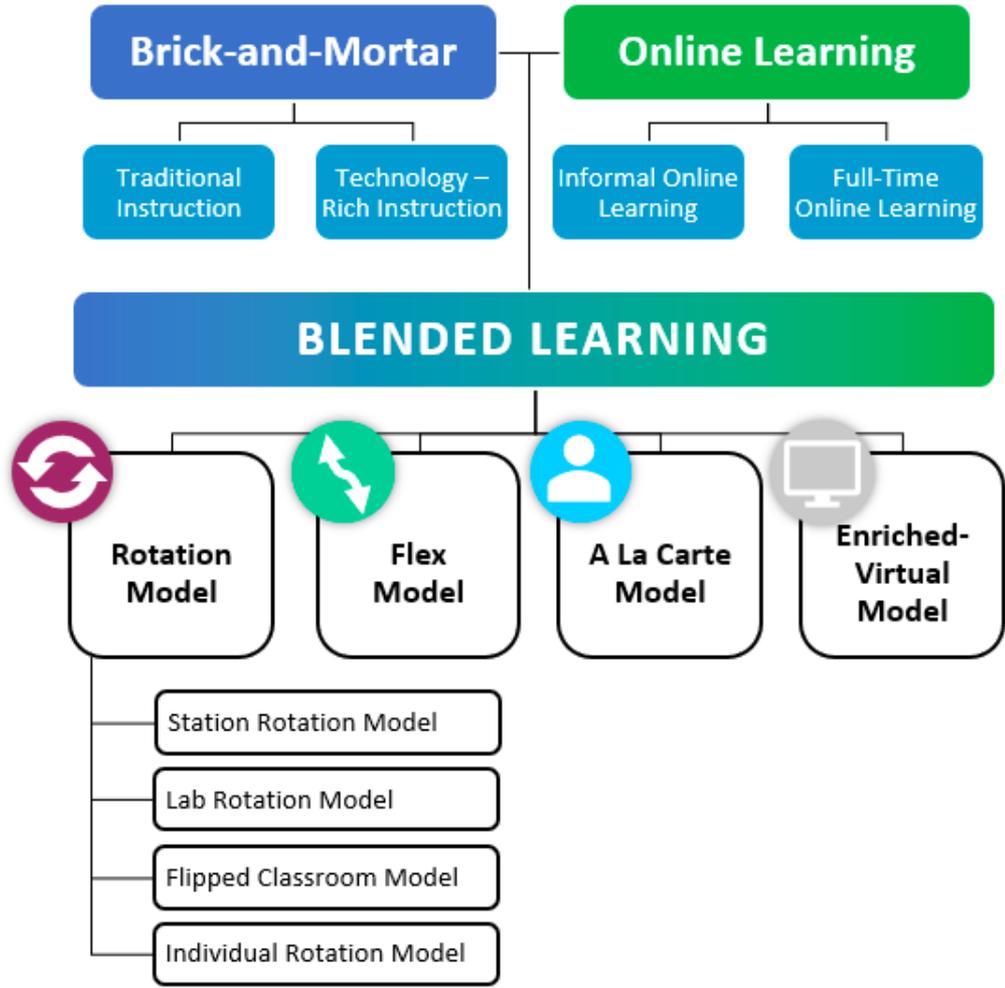
**STAGE 2**  
Mostly or fully online curriculum with some time required in either the classroom or computer lab

**STAGE 3**  
Mostly or fully online with students meeting daily in the classroom or computer lab

**STAGE 4**  
Classroom instruction with substantial required online components that extend beyond the classroom

**STAGE 5**  
Classroom instruction that includes online resources, with limited or no requirements for students to be online

# Looking to Fall of 2020

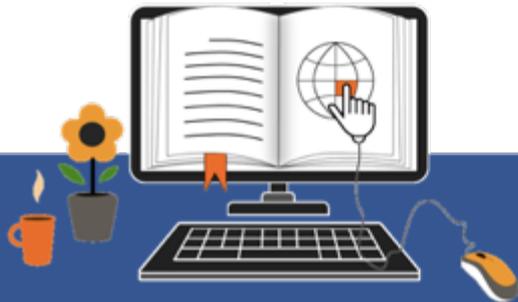


# Blended Learning – An Overview



# Flex Rotation

- ✓ Online learning in F2F class – teachers provide support in small group
- ✓ Rotate between online & teacher led instruction
  - Station – independent – initial instruction or drill and practice
  - Lab – small group – exploratory
  - Flipped classrooms – independent learning – foundational - extension

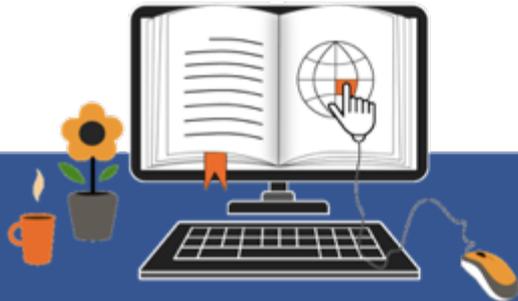


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# Blended Learning Can...

Facilitate a number of supporting instruction...

- Reinforcement
- Just in Time Instruction
- Practice
- Enrichment
- Contextualize...Anchor the Instruction...



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# Strengths of Blended Learning

1. Data-driven – LMS and CMS data, dashboards, automaticity
2. Student engagement
3. Team based teaching model
4. Level of personalization
5. ...



Strategic planning allows the teacher to give more time for discussions and high-order thinking activities during face-to-face interaction.

Online tools enable the teachers to personalize instruction for handling different paces/styles of learning.



Multiple communication platforms give students more interaction opportunities with the teacher and other students.

Collaborative learning is enhanced by allowing students to exchange and contribute resources in the online environment.



Learning becomes more interesting and mobile through the internet and multiple delivery platforms. This helps in gaining the attention of 21st century learners.

- ✓ Pace
- ✓ Pathway
- ✓ Student-Focused
- ✓ Data Driven
- ✓ Unique to Learner
- ✓ Just in Time

# DIFFERENTIATION IS

AN IDEA AS **OLD** AS EFFECTIVE TEACHING

Lessons designed around **PATTERNS OF STUDENT NEED**

USE OF **WHOLE-GROUP, SMALL-GROUP & INDIVIDUAL TASKS BASED ON CONTENT AND STUDENT NEEDS**

**VALUING and PLANNING for DIVERSITY in HETEROGENEOUS SETTINGS**

Necessary for success with standards for a *broad range of learners*

PURPOSEFUL USE OF **FLEXIBLE GROUPING**

A **STUDENT-FOCUSED** WAY OF THINKING ABOUT TEACHING AND LEARNING

**TEACHING UP**

**AT THE CORE OF QUALITY TEACHING**

ASCD  
www.ascd.org

Designed to **ADDRESS LEARNING & AFFECTIVE NEEDS** that *all* students have

# Your Homework

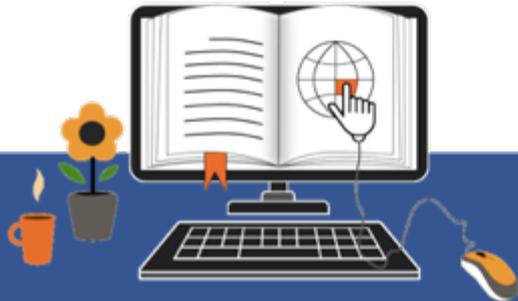
1. Review the Models...
2. Determine what will work for you!
3. Will you combine parts?
4. Blended/Hybrid Learning is Not Zoom



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# Big Ideas for 2020-2021

1. Key concepts
2. Essential Questions
3. Core Concepts
4. An enduring Understanding



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# Plan for Digital Instruction/Learning



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# Design/Plan for Distance & Online Learning

- Learner Variability
- Goals/Big Ideas
- Barriers Our Students are Facing?
- Barriers in the New Medium?
- Barriers in the Content and Curriculum?



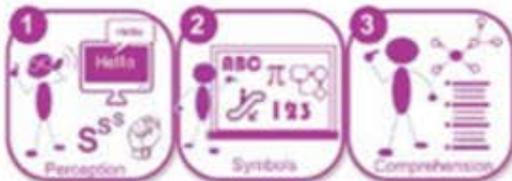
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# UDL

## Representation

**What?**

*of Learning*



## Action and Expression

**How?**

*of Learning*



## Engagement

**Why?**

*of Learning*



- To provide multiple means of **Representation** to address the **WHAT** of learning

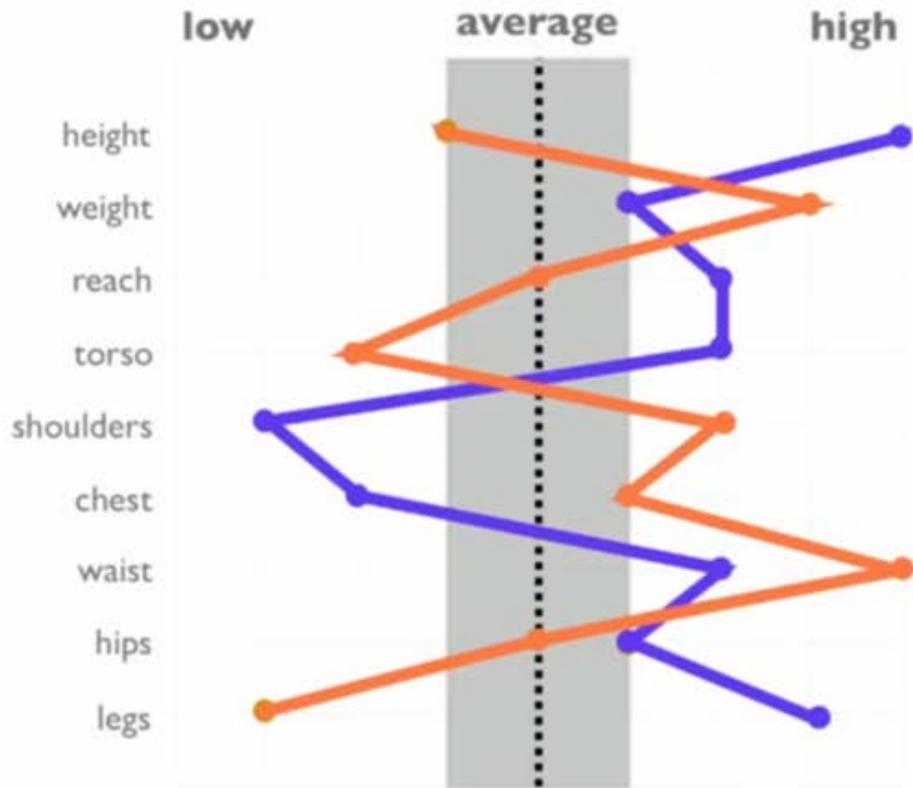
- To provide multiple means of **Action and Expression** to support the **HOW** of learning

- To provide multiple means of **Engagement** to answer the **WHY** of learning.

# Planning for Variability



# Our students with learner variability





## **EQUALITY**

Everyone is treated the same because it is assumed the same supports will benefit everyone.



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Everyone is treated the same because it is assumed the same supports will benefit everyone.



## **EQUITY**

Everyone is given different supports to have access. They are treated equitably.



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Everyone is treated the same because it is assumed the same supports will benefit everyone.



## **EQUITY**

Everyone is given different supports to have access. They are treated equitably.



## **UDL**

The cause of the inequity has been addressed. The systemic barrier has been removed.

### Provide multiple means of Engagement

Affective Networks  
The "WHY" of Learning



### Provide multiple means of Representation

Recognition Networks  
The "WHAT" of Learning



### Provide multiple means of Action & Expression

Strategic Networks  
The "HOW" of Learning



Provide options for **Recruiting Interest**

Provide options for **Perception**

Provide options for **Physical Action**

Access

Provide options for **Sustaining Effort & Persistence**

Provide options for **Language & Symbols**

Provide options for **Expression & Communication**

Build

Provide options for **Self Regulation**

Provide options for **Comprehension**

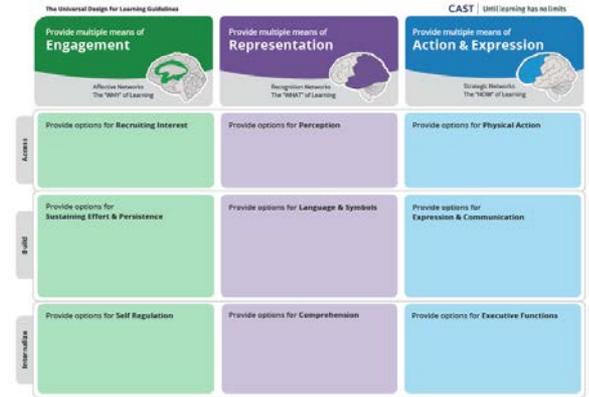
Provide options for **Executive Functions**

Internalize



# Using UDL to Plan & Design

1. UDL PLanning Tools
2. Lesson Planning with UDL
3. Guidance for a UDL Lesson



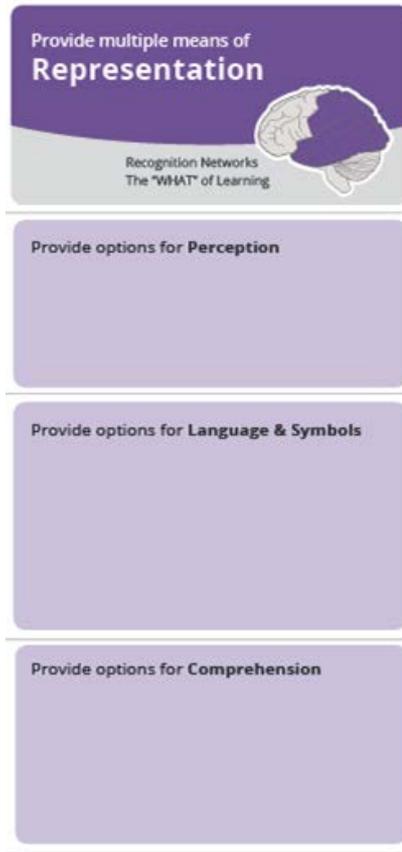
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# Addressing Learner Variability

## Common barriers and challenges

Academic Challenges	Executive Function	Learning behaviors
<p><b>When reading text:</b></p> <ul style="list-style-type: none"><li>• Decoding</li><li>• Unknown vocabulary</li><li>• Comprehension</li></ul> <p><b>When writing:</b></p> <ul style="list-style-type: none"><li>• Generating ideas</li><li>• Organizing ideas</li><li>• Drafting writing</li><li>• Mechanics of writing</li></ul>	<p><b>Understanding Expectations</b></p> <ul style="list-style-type: none"><li>• Remembering instructions</li><li>• Following step-by-step instruction</li><li>• Knowing how and when to ask for help</li></ul> <p><b>Planning and Organization</b></p> <ul style="list-style-type: none"><li>• Breaking tasks down and setting realistic goals</li><li>• Self-monitoring progress</li><li>• Managing resources</li></ul>	<p><b>Motivation</b></p> <ul style="list-style-type: none"><li>• Engaging in tasks</li><li>• Persisting with tasks</li><li>• Focus/Attention</li></ul> <p><b>Self regulation</b></p> <ul style="list-style-type: none"><li>• Confidence (learned helplessness)</li><li>• Strategies to cope</li><li>• Using feedback</li></ul>

- Provide options for Perception
- Provide options for language and symbols
- Provide options for comprehension





# National Center on Accessible Educational Materials

- Accessible Educational Materials
- Material or Technology – designed from the start to be accessible for all learners or is made accessible for learners with disabilities.



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# Reading Access

## ➤ Text-to-Speech Tools

- Read Write
- Bookshare
- Learning Ally
- Snap & Read



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# Read and Write for Chrome



Dictionary

Picture  
Dictionary

TTS

Audio  
Maker

Screen  
Mask

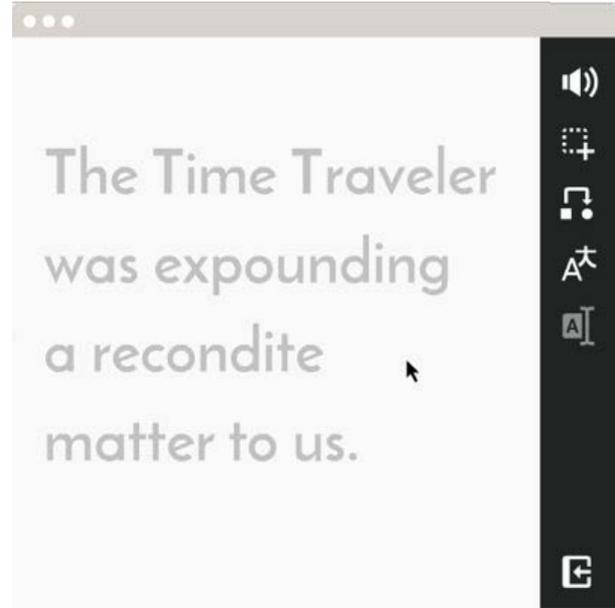
Translator

Highlighter

Practice  
Read Aloud

# Reading Access

- Snap & Read
  - Read Aloud
  - Dynamic Text Leveling
  - Translates
  - Study Tool
  - Removes distractions



# Reading Access

## ➤ Bookshare

- Digital Text
- Adjustable text format
- Read Aloud
- Digital books for accessible materials
- FREE

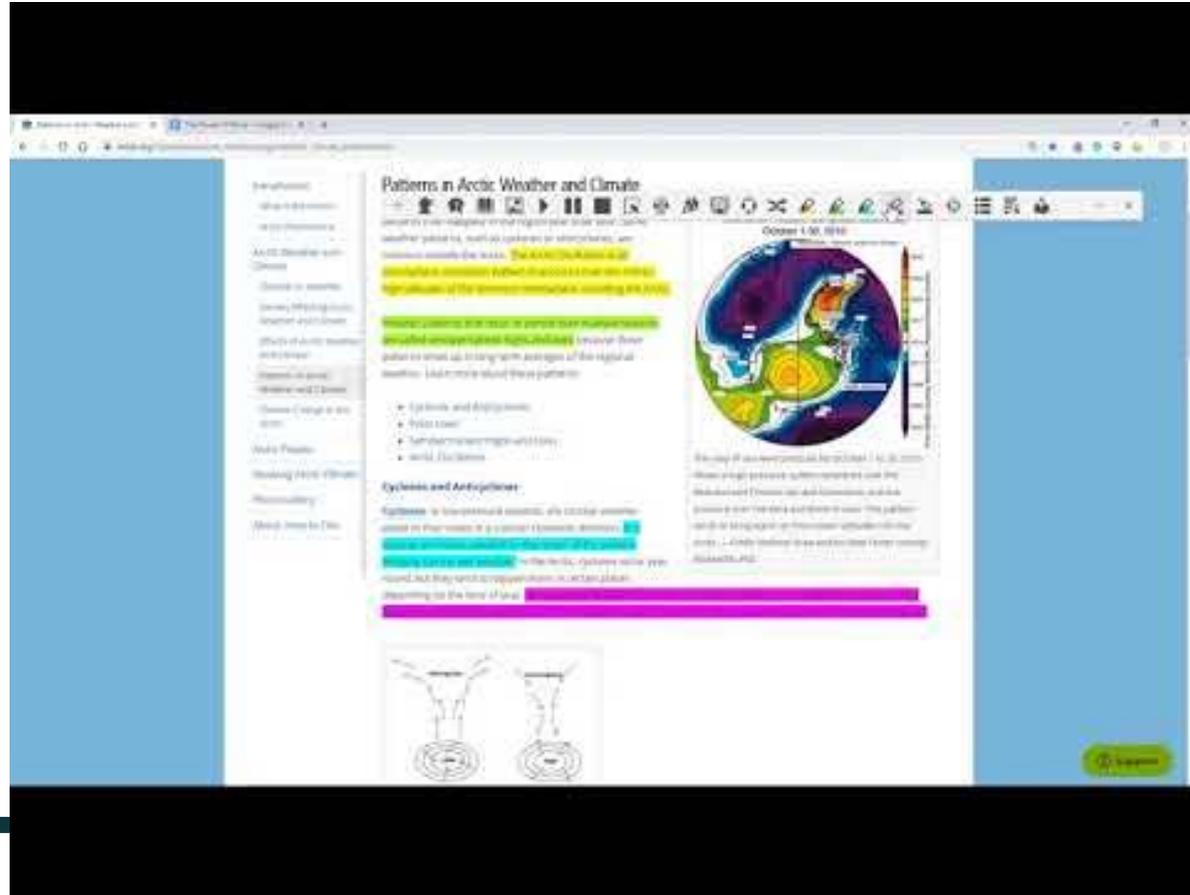


Bookshare



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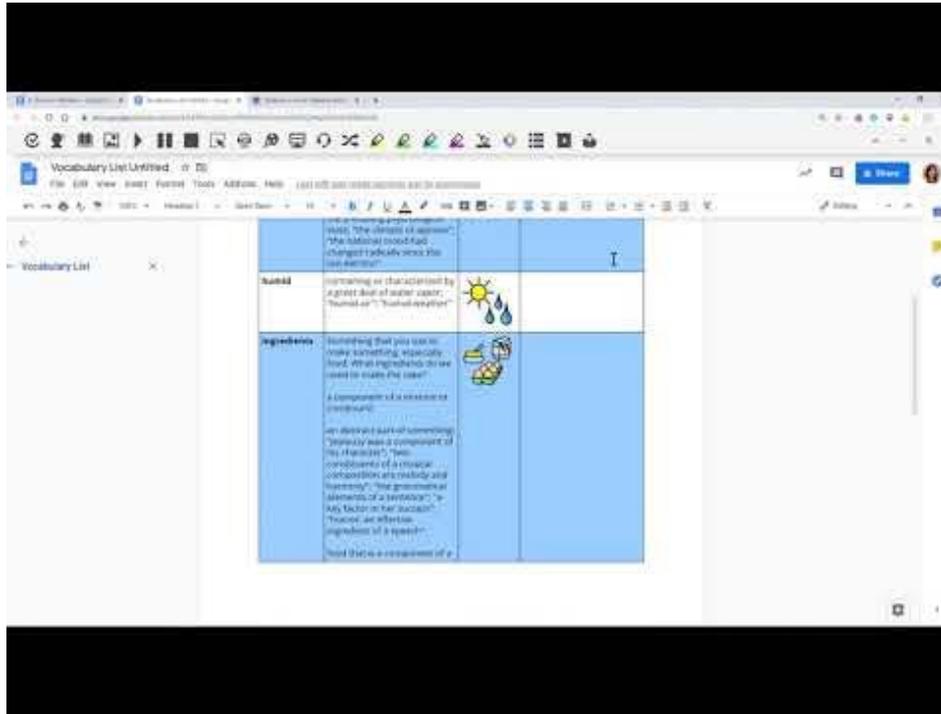
# Read and Write for Chrome: Collecting Highlights



Collecting Highlights (1 minute)

<https://www.youtube.com/watch?v=sRw2Ka5WSqg>

# Read and Write for Chrome: Vocabulary Tool



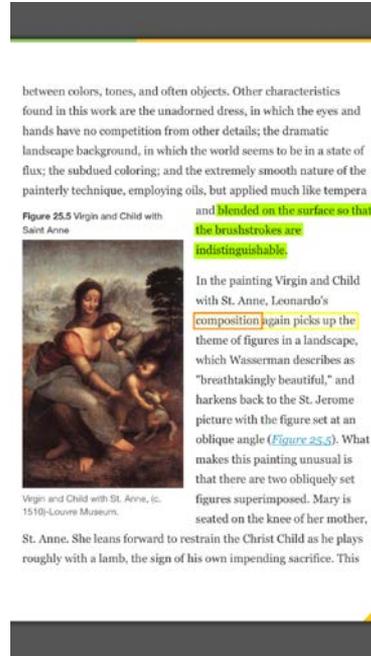
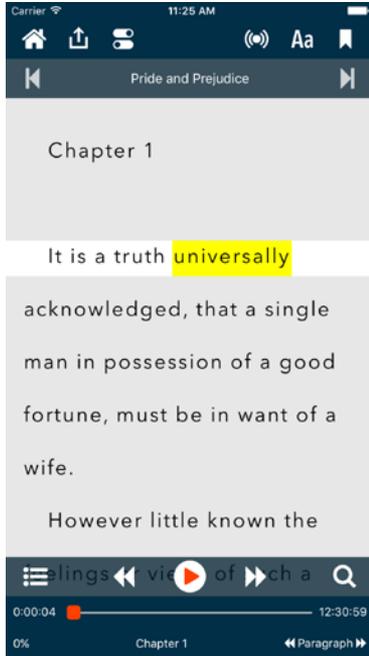
The screenshot shows the Read and Write for Chrome Vocabulary Tool interface. The tool displays a table with two columns: 'Word' and 'Definition'. The 'Word' column contains 'hurdle' and 'ingredients'. The 'Definition' column contains the corresponding definitions. The interface also includes a search bar, a list of words, and a 'Vocabulary List' tab.

Word	Definition
hurdle	an obstacle or problem that must be overcome; "the debate is a hurdle"; "the obstacle course had changed radically since the last edition"
ingredients	something that you use to make something, especially food; "what ingredients do we need to make the cake?" a component of a mixture or compound; an electronic part of something; "transistor was a component of his amplifier"; "the components of a musical composition are melody and harmony"; "the grammatical elements of a sentence"; "a key factor in her success"; "Travis is an ingredient of a speech"; "word that is a component of a"

Vocabulary Tool (1 minute)

<https://www.youtube.com/watch?v=BNks9ofZb00>

# Voice Dream Suite (Reader, Writer, Scanner)



**Literacy support tools on mobile devices**  
(iOs and Android) \$21.99 for full suite

Makes use of mobile features (one-finger, two-finger, swiping)

Includes:

- Reading modes
- Audio controls
- Visual controls
- Optical character recognition

# Leveled Digital Text and More...

Fewer items per page—

- Newsela
- Smithsonian Tween Tribune
- Lalilo
- McGraw Hill Connect



The screenshot shows the Newsela website interface. At the top, there is a navigation bar with "NEWSELA" and categories like "War & Peace", "Science", "Kits", and "Money". Below this is a news article titled "Nelson Mandela, 20th century colossus, dies at 95" by Christopher Torchia and Marcus Elason, AP, dated Dec. 06, 2013. The article features a photograph of Nelson Mandela and his wife Winnie walking hand-in-hand with their raised clenched fists upon his release from Victor Verster prison. Below the photo is a "Questions for Discussion" section with three questions: 1. Why is the death of Nelson Mandela news? 2. What qualities made Nelson Mandela remarkable? 3. How did Nelson Mandela's values influence the choices he made in his life? On the right side of the article, there is a vertical toolbar with a magnifying glass highlighting the text level selection options: "MAX", "1120L", and "1050L".



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# Short video instructions (e.g., Screencastify)

started rushing by so quickly they had to stretch the advertising out so it would last.

"I didn't know that!" Montag laughed abruptly.

"But I know something else you don't. There's dew on the grass in the morning."

He suddenly couldn't remember if he had known this or not, and it made him quite irritable.

"And if you look"-she nodded at the sky-"there's a spot in the moon!"

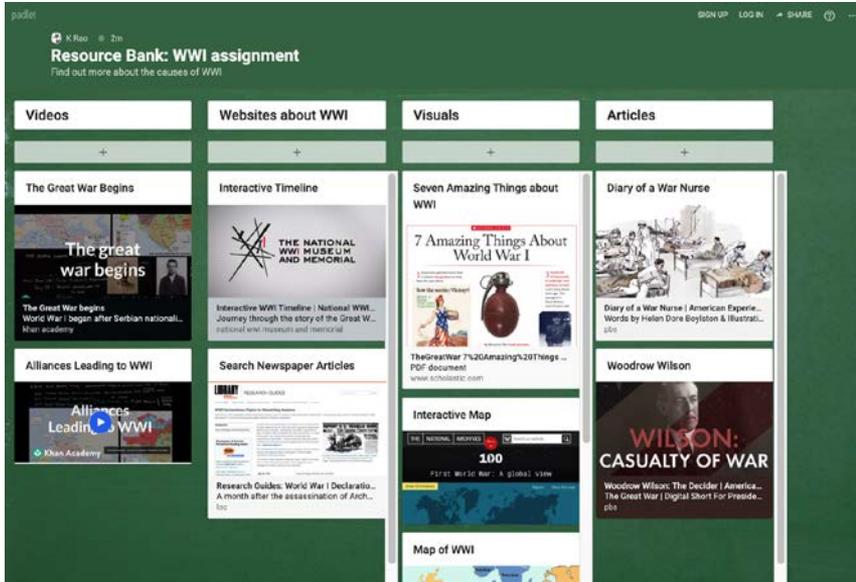
He hadn't looked for a long time.

They walked the rest of the way in silence, hers thoughtful, his a kind of clenching and uncomfortable silence in which he shot her accusing glances. When they reached her house all its lights were blazing.

RECAP: How old is Clarisse and what is her relationship to Montag? (AKA how do they know each other)

The moon in the window

# Provide a Resource Bank (e.g., Padlet)



- Provide some boundaries to research activities
- Select a set of resources that students can use; Provide guidance or keep it open ended

- Provide options for Physical Action
- Provide options for expression & communication
- Provide options for executive functions



Provide multiple means of  
**Action & Expression**

Strategic Networks  
The "HOW" of Learning



Provide options for **Physical Action**

Provide options for **Expression & Communication**

Provide options for **Executive Functions**

Provide multiple means of  
**Representation**

Recognition Networks  
The "WHAT" of Learning



Provide options for **Perception**

Provide options for **Language & Symbols**

Provide options for **Comprehension**

# Digital Text Plus

1. Text to Speech
2. Sequenced structure
3. Leveled books
4. Organized topics
5. Images, visuals, & more



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# Demonstrate knowledge in various ways

## Academic Challenges

### When writing:

- Generating ideas
- Organizing ideas
- Drafting writing
- Mechanics of writing

## Executive Function

### Understanding Expectations

- Remembering instructions
- Following step-by-step instruction
- Knowing how and when to ask for help

## Additional challenges online:

- Not know where to begin with demonstrating what they know
- Lack of clarity with assignment
- Inability to scaffold like you can in class
- Teacher not there to help guide

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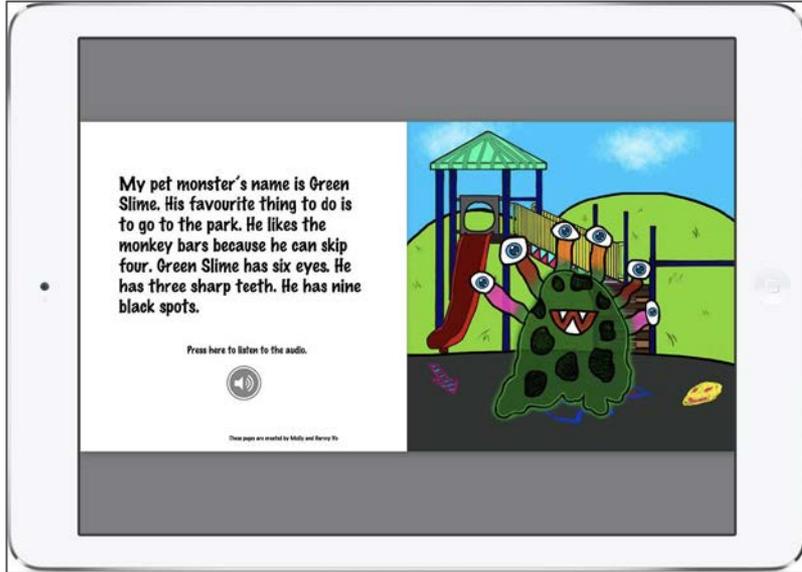
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## Digital tools and strategies:

- Multimodal digital book tools (Bookshare, UDL BookBuilder)
- Other formats (Piktochart, Puppet Pals)
- Scaffolded collaborative slides

# Multimodal digital book tools (e.g., Book Creator)



With BookCreator:

- Create books, add audio, add video
- Collaborate on a book

**For younger students:**

- Have them listen and interact
- Have them add their video response

**For older students:**

- "Choose your own ending"
- Story retelling
- Create books for younger learners

BookCreator:

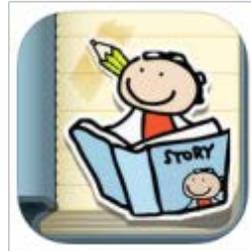
Free plan (40 books)

\$5 per month for 180 books (free for all students)

# Digital Text Plus



BOOK CREATOR



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# Scaffolded collaborative slides

- Collaborate in small groups
- Place headers or photos on slides (as a scaffold, if needed)
- Provide formative comments as they create slides
- Can be a scaffold for a report or writing assignment

1

2

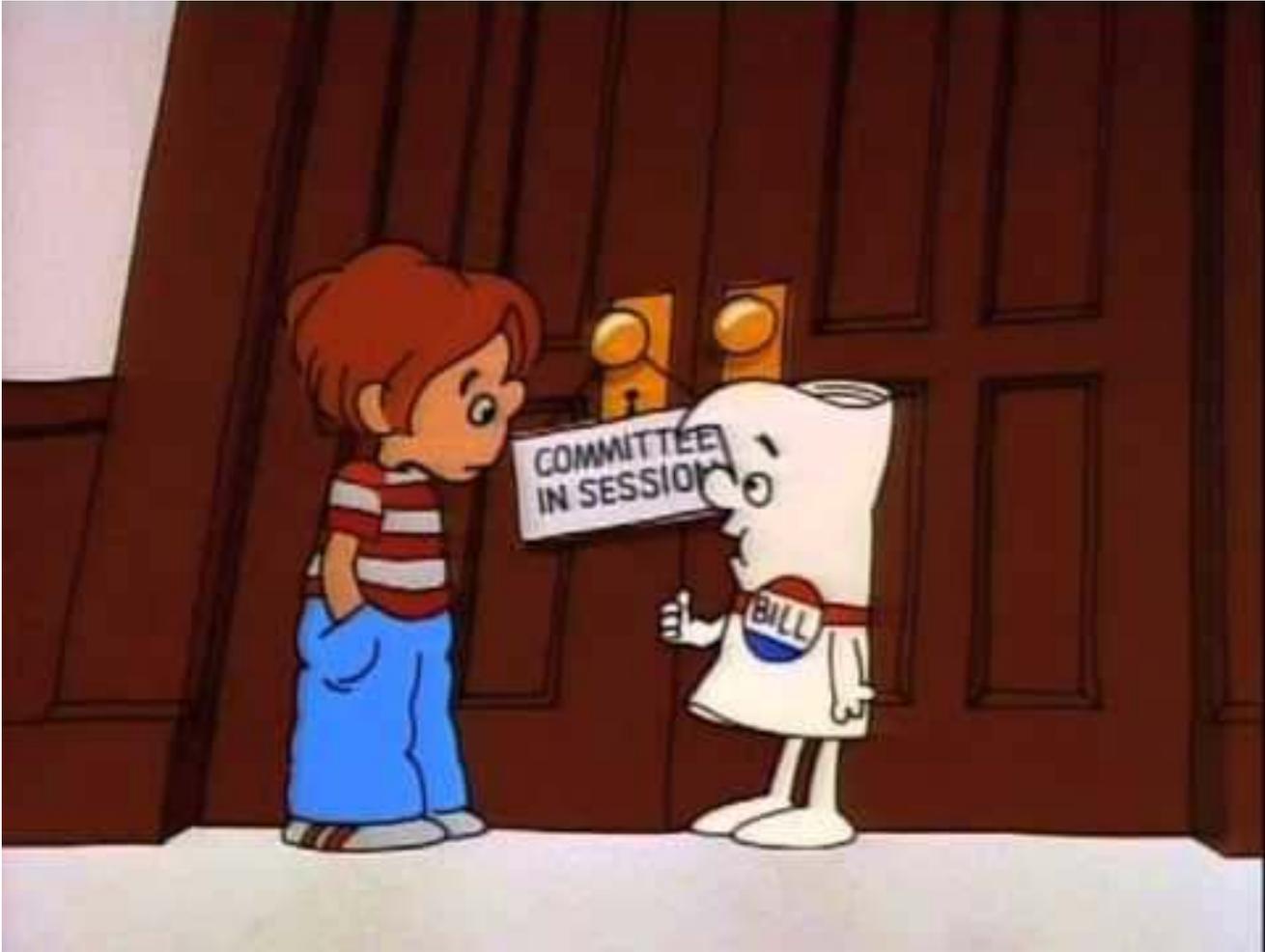
3

4

5

6

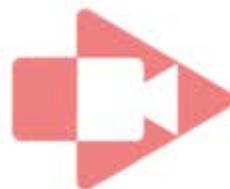
# The Power of Video



**Can't Stop  
There**



# Home Movie Aren't What They Used to Be!



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# Videos for Teaching

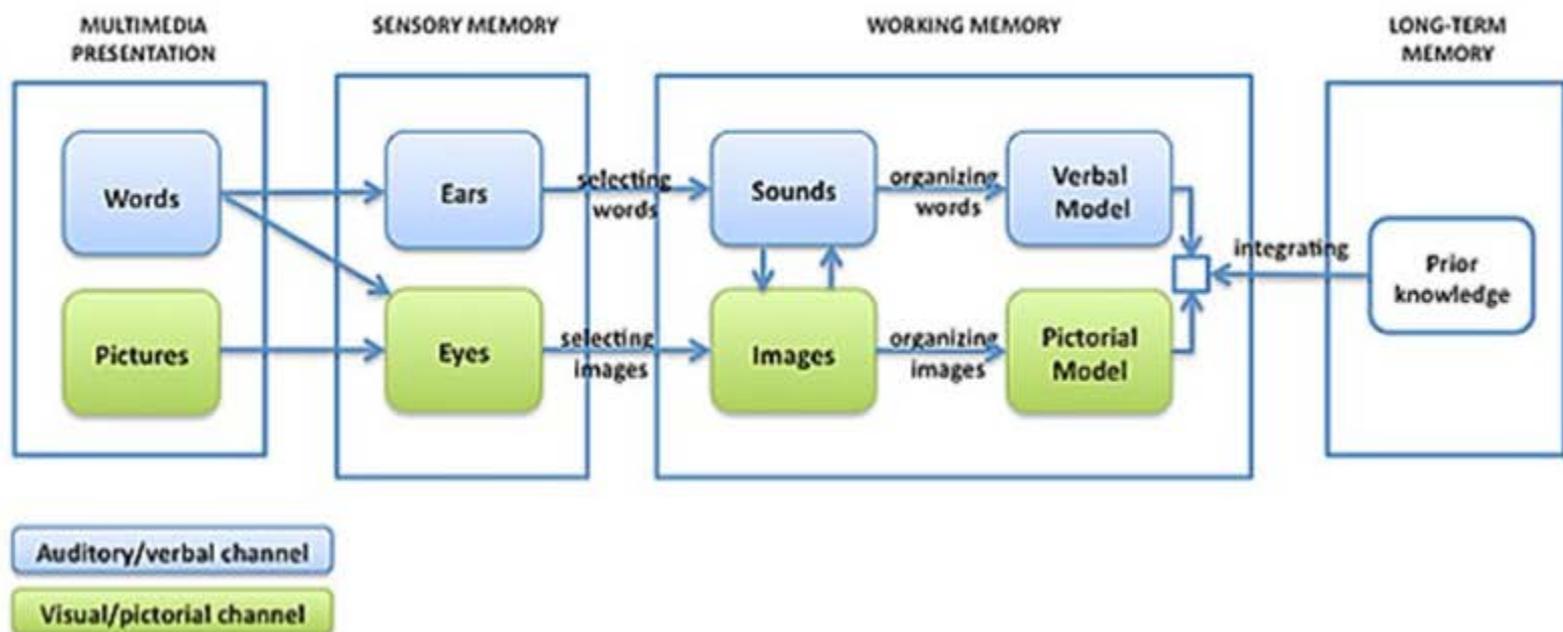


[WatchKnowLearn.org](http://WatchKnowLearn.org)  
Free educational videos. Organized.



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## Cognitive theory of multimedia learning



# Cueing

1. On-screen text or symbols to highlight important information.
2. Change color or contrast to highlight ideas
3. Use symbols that draw attention to a part of a screen



# Segmenting



1. Chunk information – allows learners to engage in small pieces of new information
2. Shorter videos
3. Targeted to specific goals
4. Pauses in video
5. Annotate video – Offer a Question

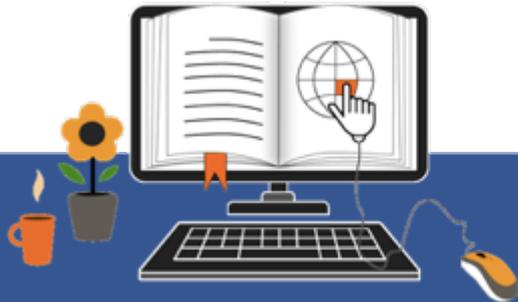


Analog Clock

**Explain Everything**

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# Weeding



# Basic addition



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# Matching Modality



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- Provide options for Recruiting Interest
- Provide options for Sustaining Efforts & Persistence
- Provide options for Self Regulation



# • Teacher's Role

- Instruction
- Methods & Materials
- Curriculum & Content

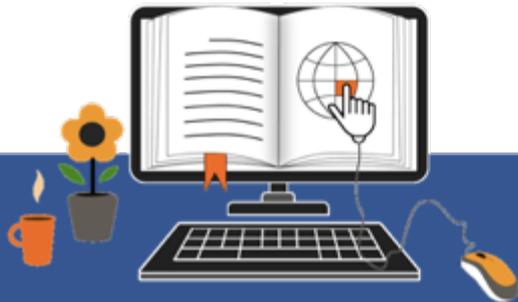
# • Assistant Role

- Aide – Facilitator – Tutor

# • Parent Role

- Aide – Facilitator - Tutor

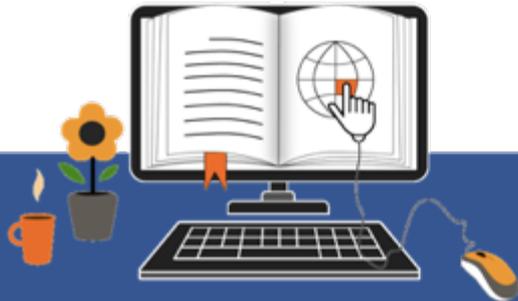
## Blended Instruction



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# Role Reversal – Parent/Family as Teacher

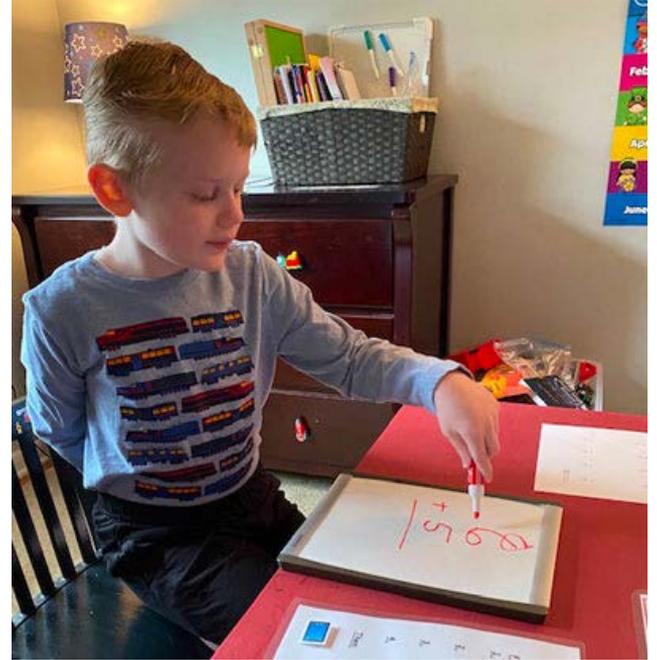
- ✓ Parents are the Eyes & Ears
- ✓ What we are seeing...
- ✓ Observe the challenges...
- ✓ The antecedents...
- ✓ What is working...



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# It can Work...

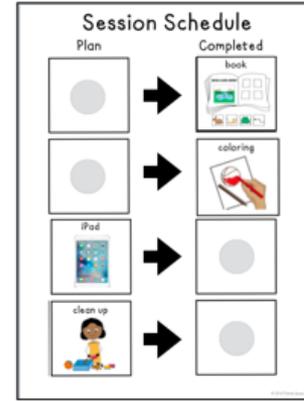
- 7 year old
- Non verbal
- Autism Spectrum Disorder
- Clothes optional
- Hard worker – Bright – Etc..



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# Behavior

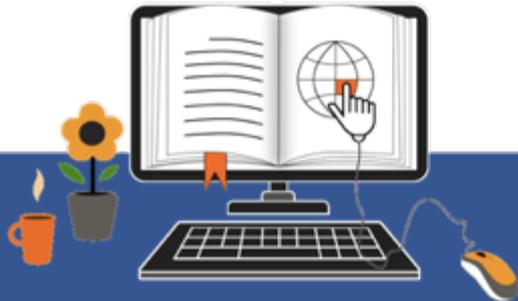
- Visuals
- Time
- Consequences
- Structure



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# Sensory Prep = PE

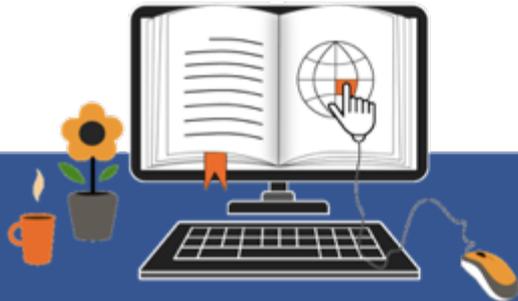
- Prior to Learning
  - Walk
  - Jump
  - Slide
  - Swing



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# Structure

- Bath Time
- Dressing
- Milk – Food
- Sensory Breaks



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# Visuals

- Beginning
- Progress
- End



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## Episode 8 – Words Matter: How Do You Deliver Special Education Services During a Worldwide Pandemic?

We chat with a multiple disabilities teacher and parent of a first grader and learn about their tag-team efforts to continue education during the school shut down.

[Download Episode 8 Transcript](#)



**SIMON BUEHRER:** Patty Leitz is a nurse and mother of four. Her youngest son Michael is in first grade. They've lived in Ohio for two years now, though their home is actually in Virginia.

**PATTY LEITZ:** Michael's 7-years-old. He's in first grade. And he was diagnosed with autism at 18 months and then started ABA 20 months.

And they call him nonverbal. He uses LAMP for communication on the iPad, a communication device due to having the limited ability to communicate. Yeah, it does definitely affect his life greatly, but he's very good at-- he's a strong personality, very good at communicating non-verbally also.

# Supporting the Learning Coach

- Schedule the Day – Chunking – Breaks
- Empower them as Tutors – Aides
- Identify & Reinforce the Big Ideas – Critical Goals
- Communicate, Communicate, & Communicate



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# Empower Parents - Building Capacity

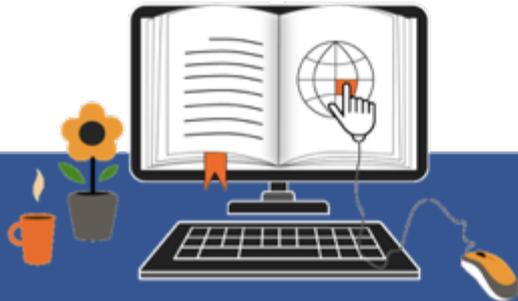
1. Communicate Instructional Goals
2. Expectations - Class - Week - Day
3. Curriculum Guides
4. Instructional Guides
5. List goes on & on



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# Purposeful Communication...

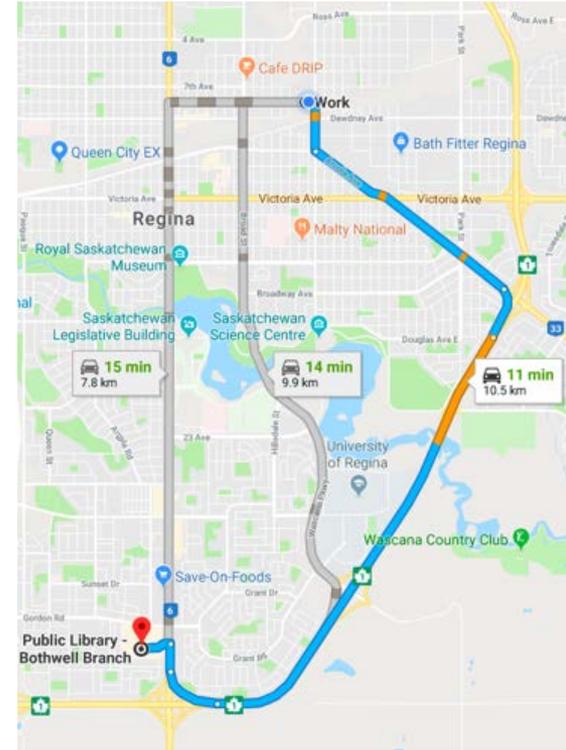
- Big Ideas
- Essential Goals
- Overview of the Week – Chunking for the Day
- Assessments for the Week
- Supports to Provide



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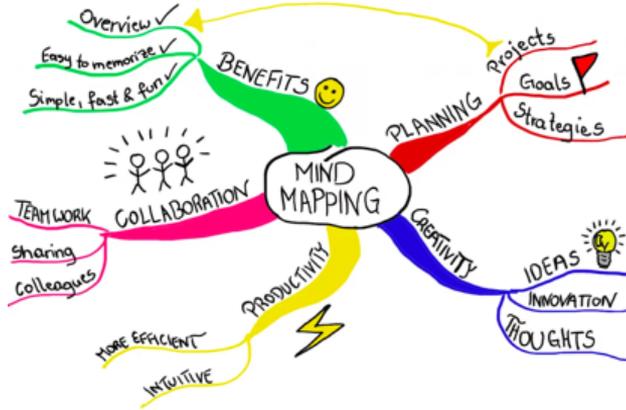
# Maps for the Week...

- What to pre-teach...
- Offer context to our children...
- How do we organize our time?



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# Applying Tips & Strategies



Sight Words			
hand	after	America	also
animal	different	me	where
give	good	found	big
help	land	another	great
large	means	little	learn
answer	follow	kind	any
form	before	most	mother
just	house	home	around



# Empowering Parents in the Home

## Reading Logs

1. Chart that is sent home
2. Request parents/students to record:
  - a. Book
  - b. Date Read
  - c. Number of Minutes

## Reading Instructions

1. Choose stories or texts that respond to children's interests and experiences
2. Introduce the Book (Pictures, title) - Invite Students to Predict What the Story will be About...
3. Read with expression (tone, speed, volume)
4. Build in time for reflection (for children to study the pictures, ask questions)
5. Encourage predictions
6. Etc.



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# Reading Instruction



Launching young readers!

## Reading Rockets

1. Decoding - Phonological Development
2. Explicit Instruction
3. Modeling
4. Practice
5. Corrective Feedback
6. Generalization

1. What's is Critical Face-to-Face
2. What can I teach through Video Modeling
3. What can I foster through Zoom
4. What online systems allow them to practice?
5. What can we assign to parents/adults?



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# Extend Reading

1. Digital Books
2. Audio Recordings
3. Video of Your Reading the Book
4. Create Digital - Interactive Books



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# Empower Parents - Building Capacity

1. Notes Home
2. Instructional Guides
3. Videos - Directions - How To - Mentoring - Explicit Instruction - Video Models - The List Goes On
4. Practice Guides - Enrichment Activities...
5. List goes on & on



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# Virtual Office Hours

- Meet in real-time – Audio, Video, Screen Sharing...
- Record the Video...
- Parents can come and go...
- Schedule check-ins for specific parents/students...
- Further direction, instruction, review...

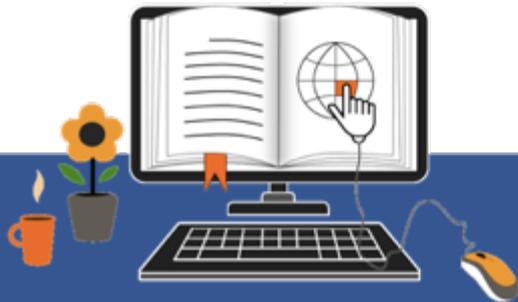
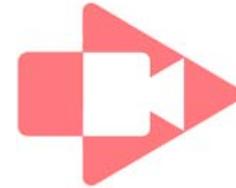


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# Videos for Communication

## Proactive strategy

- Lesson overview
- Expectations of a task
- Address potential barriers

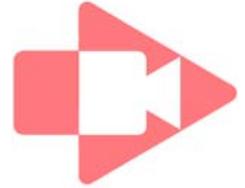


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# Videos for Communication

## Proactive strategy

- ❑ Self-modeling
- ❑ Highlight directions
- ❑ Model an assignment



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# Parent Videos



- ✓ Record questions
- ✓ Post weekly updates
- ✓ Illustrations of what is happening at home
- ✓ Students can share demonstration...



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# Presentation for Today

[bit.ly/2QLGlos](https://bit.ly/2QLGlos)



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