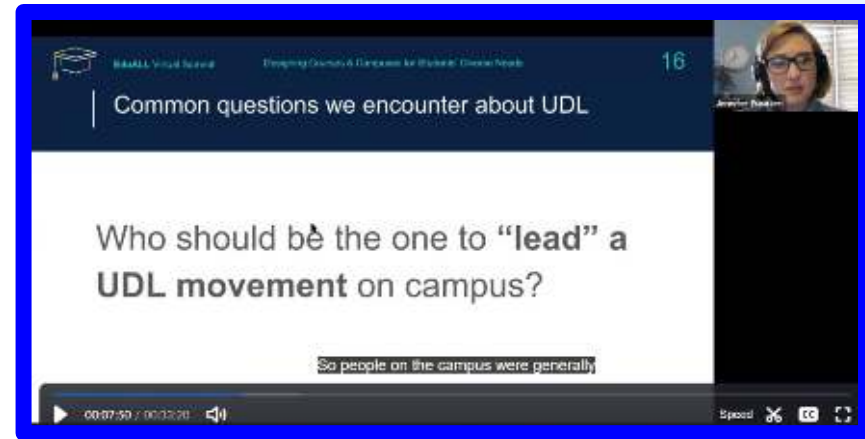# verbit webinar

K-12: Back In Session
Engaging K-12 Students
in the Current Climate

Enabling Verbit's Built-In Captions & Live Transcription in Zoom

- To enable **closed captions**, please click the CC button on the bottom menu of Zoom.

- To enable the live **transcript**, click on the arrow next to the CC button and select 'View Full Transcript'.

SPEAKERS

Eric Gordon

CEO, Cleveland Metropolitan School District & Member, Chiefs for Change and the Council of the Great City Schools

Steven Anderson

Educational Evangelist, Founder and CEO, Web20Classroom

Rachel Klein

Senior Associate, District Management Group

Misty Cobb

EdD, MBA
Senior Customer Success Manager, Verbit, 20 years serving in K-12 and higher education

What we're reading in today's headlines:

- **Students**: forming connections remotely, staying engaged and motivated, navigating assignments/understanding instructions

- **Parents**: Monster, back-to-school plans and employer support survey, 2000+ parents responded
  - 27% do not agree that their employer supports
  - 75% say schedule flexibility would be a meaningful support

- **Teachers/Staff**: Returning to work, accommodations and early retirement
  - USA Today poll - 20% of teachers will not return to the classroom in the 2020-2021 school year
  - Another survey - 10% are more likely to leave the profession
  - Growing concerns over early retirement; 18% of the teacher workforce is over the age of 65
  - Staff are asking for remote work options similar to those provided for some teachers

Addressing the reopening process and common challenges

Addressing the Reopening Process

Planning

1. Used **guiding principles** to drive decision-making

2. Developed **working groups** and a weekly steering committee

3. Engaged communities for **actionable feedback**

Implementation

1. Strategic **communication** *(using influencers, multiple modes, clear language, etc.)*

2. Message **flexibility**, confidence, and gratitude

3. Provide opportunities for **ongoing feedback** from students, staff, and families

Addressing the Reopening Process

- Planning and Implementation are two different skill sets; think "architect" and "construction manager"

- This situation is unprecedented, so managing expectations of all stakeholders is key.

- Always lead with reassurance.

- Parents don't know how or are not available to help their kids with virtual learning:

    ○ How can schools help parents help their students, especially working parents?

    ○ How can we address inequities in technology access for students?

- Schools are using a set number of virtual learning days per week and rotating groups of students for smaller class sizes in-person vs. all day via Zoom.

  - Do you expect there to be a more permanent shift in class sizes for greater student-teacher interaction now that we're seeing gains from more one:one engagement?

Insights from our thought leaders:

- What tips do you have for schools to help students who lack maturity or discipline to self-monitor and progress at home on remote learning days?

- Do you envision a new emergence of curriculum or guidance on how to prepare students and parents for continued virtual learning as it evolves?

Cleveland Metro Schools
and addressing the diverse needs of 37,000 students

Who we are

- 86% children of color

- Highest childhood poverty of any major city in the U.S.

  - 100% economically disadvantaged

- 23.5% students with disabilities

- 8% Limited English Proficient

- 5% homeless

- 4th worst internet-connected city in the U.S.

Why it matters?

- Opportunity, Equity, Success
  - We have to create the capital (e.g., permanent access to high-speed reliable internet) and social-capital (e.g., access to academic learning pods) that middle income families already enjoy

- COVID-19 and Racial Justice
  - In the past, our efforts were to address the structural biases within existing systems
  - COVID-19 allows us a unique opportunity to create new systems that are more fair, just and good

How do we do it?

- Be clear on your guiding principles; now is not the time to abandon clearly articulated values and priorities

- Communicate a sense of "bounded optimism" and "deliberate calm"
  - Stress the importance of relationships between students, caregivers and educators, and mean it!

  - Focus on learning what students, caregivers, and educators actually need from you, not what you wish they needed

  - Communicate plans and progress, frequently and in multiple formats

  - Acknowledge problems, challenges, mistakes and how you will address them

Digital instruction and student engagement

Which of these do you feel is the most challenging part of 'pandemic learning'?

- Lack of professional development for distance/hybrid learning

- Technology challenges

- Student engagement

- Safety concerns

3 Considerations For Learning In A Pandemic

- **Building Relationships**
  - Affinity Spaces

- **Differentiation**
  - It is Possible at a Distance!

- **The Student's Learning Journey**
  - How will we know where students are?

What are best practices to combat ‘video fatigue’ to keep K-12 students engaged as they learn remotely?

Teacher Tips for Virtual Learning Instruction

Shaelynn Farnsworth & Steven Anderson

5 to 15 mins. Grades K–5
- Whole Group via video conferencing, open office times, OR taped video
- Telephone call OR Letter
- Every other day, at least once a week

15 to 20 mins. Grades 5–8
- Whole Group via video conferencing, open office times, OR taped video
- Use to maintain relationships, check-ins, short instruction, connect to peers socially
- Everyday or every other day

25 to 30 mins. Grades 9–12
- Whole Group via video conferencing, open office times, OR taped video
- Use to maintain relationships, check-ins, short instruction, connect to peers socially
- Everyday or every other day

Equity, Access, and Specifications provided by district should be considered first.
Professional recommendations as a place to start when transitioning to online learning.

Web20Classroom

The research is clear:

Less is more.

Focus on High-Quality Pedagogy rather than tricking students into high engagement with technology.

Digital Instruction and Student Engagement

- This is an opportunity to move away from time as the constant and mastery of content as the variable; we can create much more personalized learning experiences for our kids

- Create opportunities for increased collaboration among teachers to lesson plan and continuously learn from one another

Online Learning via Web Conferencing & Zoom

Teacher Tips for Creating Instructional Videos

Shaelynn Farnsworth & Steven Anderson

Student Engagement

- 6-9 Minutes in length
- Teacher-Created, students want to see you, not stranger
- Conversational, enthusiastic tone
- Use multiple modes for annotation, explanations, narrations
- Show that these videos were created for them, for this class, during this time

Active Learning

- Start with a guiding question or connection to prior learning
- Use interactive features that allow students to rewatch, pause, etc. videos
- Integrate questions in the video with edpuzzle or post on discussion board
- Make video part of a larger collection, curate, accessible

Inspired by: Cynthia J. Brame

Web20Classroom

How to support students' mental health and address specific learning needs

Supporting Accessibility Needs of Students

- Ongoing communication and collaboration with families
  - Build the trust necessary to be honest about capacity and support and the changing needs of the student
  - Collaborate with families to build on remote services to students
- Consider accessibility needs of all students
  - Students with disabilities
  - English language learners, immigrants and refugees
  - Foster and homeless youth
  - Other reluctant learners

Thank You.

verbit