

Online Learning Teacher Guide for Perkins Local School District 6-12 (excluding AP)

Objective:

Our objective is to offer meaningful, engaging learning opportunities to our students while not in school. With this offer, we hope students will stay engaged in learning at some level during an extended school closure.

Expectations:

Online learning opportunities are NOT a replacement for daily instruction nor are they blizzard bags. They are expected to be engaging activities and not busywork. NO student will be penalized for NOT participating in these opportunities.

Platforms for Learning:

- 6-8 will use Google Classroom. It is recommended to enable the guardian access to Google Classroom.
- 9-12 will use Canvas.

Expected Weekly Lessons: Our plan is designed to keep students and parents from being overwhelmed. We will keep it simple in number. Less is more.

- 6-12 Core Teachers will not exceed 2 lessons per week or 1 lesson if multi-day in length.
- 6-12 Elective Teachers will not exceed 1 lesson per week.

Implementation:

- Provide a teacher check-in time for students (or parents for younger students) at least once mid-week.
- Make due dates at the end of the week unless it's a multi-week project. Be flexible with due dates.
- Provide manageable and achievable lessons. Listen to feedback. Communicate frequently.
- Lessons should capitalize on the home environment. Reduce screen time and provide activities or projects that students can work on offline. Think about things your students can make or write away from the computer, then allow them to submit photos or video of their work for review and feedback.
- Video is encouraged as much as possible!

*** Preparation Guide with Grade Level Teams - April 6-9 plan for the following 5 weeks: A project based approach with multiple opportunities for students to share information. Grade level teams would work together. All contents are still able to collect and record grades as they choose. I have many many SOLE questions, I just added these as an example.

Products- writing/ math/ debates/ songs/ tiktoks/ games.

Vocabulary Strategies

- Two types of morphemes: Free and Bound
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocuswordmorph.aspx>
- Semantic Maps
<http://mavoigt.weebly.com/semantic-maps.html>
- Scaling
<https://keystoliteracy.com/wp-content/pdfs/orc-admins/Recognizing%20Use%20Vocab.pdf>
- Frayer Model
https://www.nbss.ie/sites/default/files/publications/frayer_model_-_vocabulary_strategy_handout_copy_3.pdf
- Word Matrix
<http://vocabularythatsticks.weebly.com/code-matrix.html>
- Explicit vocabulary instruction
<https://explicitinstruction.org/>
- Self-selecting vocabulary
<http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-chatting-collecting-vocabulary-296.html>

Dates	SOLE	ELA (writing/ debates) WRITING Products 3 types of writing	Math- the stimulus package	Social Studies	Science	Essentials	Support Staff
April 20-April 24	When should social distancing in the United States end?			What lessons can we learn from this crisis? How should we apply those lessons?	How were scientists able to identify how the virus is transmitted? What conclusions have the	How will this crisis change us?	

					Chinese Center for Disease Control and Prevention been able to reach through its observation and study?		
April 27-May 1	Why is NYC, New Orleans and LA growing so rapidly with fatal cases and Chicago, Austin and Atlanta are not?			What does it mean to be a “good citizen” in the context of this outbreak?	What are the causes and effects of this pandemic?		
May 4- May 8	How is a virus different from a bacteria and why should I care? Is a pandemic a plague? Why do we care?			What role should leaders, in government and elsewhere, play during a crisis like this one?	What ethical issues does this pandemic raise — for each of us personally, for our immediate		

					communities and for us all as global citizens?		
May 11- May 15	<p>What is the number classification of face masks?</p> <p>Why did we classify them?</p> <p>How do they function differently and who determines how they are distributed?</p> <p>Why?</p>				<p>What future effects can you predict, whether they happen in days, weeks, months or years?</p> <p>Why?</p>		
May 18- May 22	<p>How is the coronavirus similar and different from other epidemics like SARS and MERS? How does it compare with annual</p>						

	influenza outbreaks? What do these comparisons tell us about how dangerous this new virus is?						
--	--	--	--	--	--	--	--

Accommodations: Print Instruction and IEP Students

While most of our students will be learning online, we must accommodate those who need print materials and/or IEP accommodations. Please be ready to provide these materials to parents as needed and requested.

Collaboration:

- Grade/Course level teacher teams should offer consistency within reason.
- Teams are encouraged to collaborate and utilize the same lesson for a particular course or grade level.

Instructional Design:

With online learning, you'll still be able to deliver your content, interact with your students, and check for understanding. What you choose to have the students do with the learning can amp up the engagement.

To provide robust learning online, [ISTE](#) recommends these four key principles:

- Break learning into small chunks.
- Be clear about expectations for online participation.
- Provide immediate feedback.
- Include virtual meetings, live chats or video tutorials to maintain a human connection.

Content Ideas:

- | | |
|--|--|
| <input type="checkbox"/> Videos | <input type="checkbox"/> Texts |
| <input type="checkbox"/> Audio recordings, music, podcasts | <input type="checkbox"/> Webpages, games, interactives |
| <input type="checkbox"/> Images (artwork, photographs) | <input type="checkbox"/> Announcements, tasks, reflections |

Providing Directions:

It may be a little harder for students to follow classroom assignments when you are not there face to face. Help kids to focus and distinguish important ideas by using **different colored fonts** on your documents. (Google Classroom will only allow black and white.) Try to keep online instructions short, simple and clear. Consider making video instructions instead of text. We can't mention this enough!

Checks for Understanding:

- Use tools like Google Forms to send out quick checks and exit tickets and encourage students to send their questions.
- Do a 3,2,1 Check:
 - What 3 things did you learn from this lesson?
 - What 2 things do you want to learn more about?
 - What question(s) do you have about this lesson?
- What about a Flipgrid video where the students share what was most important in the materials as if they were newscasters? [Here are some other ideas](#) for you to build on.

Considerations:

Keep in mind that parents might either be at work or working from home and unable to help much. It's important to design learning that does not require a lot of support from parents who might already be overwhelmed. Providing an opportunity for "office hours" for parents and students to answer questions or clarify instructions is highly recommended. We understand that this may be a stressful time for families, and that our schoolwork can be a positive outlet and distraction; however, students may not turn in certain assignments. We will not penalize them in any way. Let's all do our best. We've got this!

Participation and Feedback:

- Please track student participation.
- Reminder: check-in with students at least midweek, especially if students are struggling or non-participatory.
- Provide feedback to students on every assignment, even if it is just a thumbs up. Voice and video feedback is highly recommended, when possible, for those technically capable. (Our Tech Dept can help you, too.)

Online Learning Lessons - What does an online lesson really look like?

Well, no one really knows. Online learning is a seriously complex challenge that no one has figured out yet. Don't feel bad or inadequate though. Your kids benefit more from just hearing from you than a perfect online learning experience. Nothing can replace the very human role of a teacher and mentor.

There are MANY online resources being shared right now, but they are not actually lessons. They may be worksheets or practice problems or lectures or virtual museum tours, but they're not lessons. Does that mean you shouldn't use them? No, not at all.

A lesson is a specific thing. It follows a lesson plan. It builds on a model of instruction. It has a clearly written objective (usually standards-based). It has purposeful pauses for students to practice and work with the material. It has structure and scaffolding.

Here's the key. When utilizing engaging online content, don't have students stop after viewing, reading, or listening. Provide a clear task for students to complete and preferably a task that involves [thinking, not just remembering](#). Then, when students are finished thinking about the content they consumed, how will they share their thoughts? Will they produce something? Write something? Talk about something?

To simplify, here is a 4-part Structure that can work for any teacher, any content.

1. Provide an objective/goal (can tie to standards here) - why are you asking your students to do this?
2. Provide content/context - what are students to consume? A video, a text, an audio file, etc.
3. Provide a task - what are students to do (a thinking task) with what they just consumed? Draw a ____? Make a ____? Write a ____? Respond to ____? (Consider if they will need some practice first.)
4. Provide students with directions on how they are to "submit" their completed task and follow up with feedback so they know what they submitted does matter.

Examples that show the potential of online learning:

[Lisa Van Gemert's YouTube class](#) on short stories. Every day she's leading an hour-long class, live with dozens of students following along in real-time, interacting, and chatting with her. Lisa is leading lessons. She's creating space for kids to think and make discoveries.

[Desmos](#) has a fascinating math platform that encourages student thinking and collaboration. They're trying to build on the benefits of a collaborative classroom digitally. You can see how they break out a task into several "screens" that purposefully build on each other. Desmos supports lessons, not just lectures or quizzes.

Move slowly and thoughtfully as you get a handle on online learning. Try one thing at a time and see what happens. Share with others what works and what doesn't so others can benefit from your experience. Remember, we are in this together!

(Some ideas in this section are credited to Ian Byrd.)

Student Well-Being:

If a closure lasts for a long time, you will miss your students, and they will miss you and each other. Here are ways to help:

- Send encouraging notes and updates to students often.
- Provide feedback to class comments or submitted work to remind them that they're still a part of the class.
- Keep discussion positive and authentic.
- Share pictures or videos of yourself, interesting news articles, a funny Youtube video or meme.
- Check in with how your students are doing and feeling. [Using Google Forms](#), you can create mood check-ins for students to share their emotional state. Within the Form, students can request a conference with the teacher if they need extra support.

IMPORTANT: Please report any student concerns to counselors, administration, and/or Angel Young.

Teacher Well-Being:

Please maintain a healthy work/life balance. Keep lines of communication open and consult your administration and tech department when needed. If you are having any difficulty with online learning, we are here to support you!

Communication and Availability:

When students' routines are disrupted, many realize how much they actually miss the structure of school, and learning with their teacher. It's important to maintain that feeling of comfort and safety during a time of uncertainty. Be present and available as a teacher. Here are some ways you can be intentional about creating a sense of presence with our students:

- Video announcement: You can create a weekly video with a preview of what students will do that week or even a daily short video just to brighten their day.
- Small group check-ins: You can see them virtually on [Hangouts Meet](#). You can also use this platform to create video discussions for students to engage with their classmates.
- Email check-ups: You can send out a whole class email and/or a short email to each student asking how they're doing. If you have 100 students in a class, rotate with 10 per day and make sure each student gets an individual email every other week.

[Coronavirus Closures? Online Learning Tips for Teachers \(from an American Teacher in China\).](#)

Below are the tips I thought most appropriate for us. Select link for full article, if interested.

Get Comfortable

Take a pic of your workspace, post it, and ask students to show you theirs. Show students what makes a good workspace and how to create their own.

This is NOT the Time for New Tech Tools!

Students need routine and structure during this time. Their way of learning has been changed, their environment has been changed, their routine has been changed. Do NOT introduce new tech tools and expect students to use them for learning during the first month of Online Learning. You can have new content or new tech, not both. Go for the content at this difficult time in students' lives.

Video, Video, Video!

Your presence as a teacher and trusted adult in students' lives is important to the daily routine. Your students miss you! Your voice and presence is important for your students. They need to see and hear you every day. This does not mean a video conference with them every day. It means you record yourself saying, "Good Morning," every day and recording video instructions every day. Keep it short, light, and cheery. Screencastify (Loom), Flipgrid, and even your iPhone screen recorder will work for this.

Also, no one needs a fifteen minute lecture video. Instead, aim for no more than 4 - 7 minutes. If you have multiple teaching points, make multiple videos. (If your video file is too big to share, export in the lowest resolution or compress your video using HandBrake, a free online tool.)

Consolidate Work

Consolidate work as much as possible for students. Fewer clicks, fewer distractions. Try not to send them to tons of websites, sort through different databases, no WebQuests. Put everything you can into Google Slides, a Slide deck or a Nearpod lesson. Every time students have to go search for something, there's a chance they will get distracted.

Capture Kids' Hearts

Capturing kids' hearts is essential during a time like this! Respond to their assignments with voice or video whenever possible. Teach them where to look for your response. If you want students to redo something, teach them the procedure for this, too.

No Hard Deadlines

Everyone's situation is unique and different during home learning. Johnny may not be able to do his assignment until mom gets home from work, while Susie has to do her assignment in the morning before her dad leaves for work. No two homes will be the same. Technology can also make it difficult for students to complete work timely. Deadlines are not as important as the relationship you are saving by being understanding.

Get Away From the Computer as Much as Possible

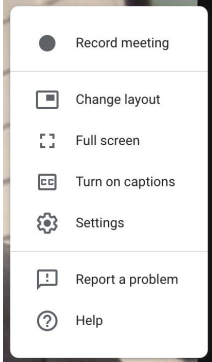
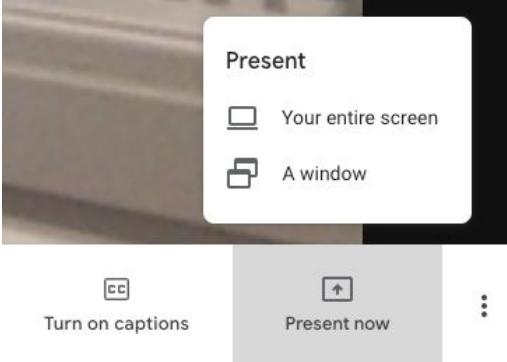
Too much screen time is unhealthy. Be creative with your assignments and incorporate their physical, living space. We have the opportunity to show the learner how to apply their knowledge to their everyday environment. For ideas, see more on [Unplugging Home Learning](#).

Send Home a Weekly Email to Parents

In most home situations, parents will be trying to support their children in their learning. Especially for younger students, parents want to know what their child will be doing each week. An overview of their assignments or a simple check-in will assist parents who are trying to make home learning work.

Online Classroom Quick Start Guide

Tool	Benefit	How to use it
Google Classroom Tutorial	Our students are very familiar with Classroom, and can easily navigate the stream, receiving and submitting assignments.	In an online classroom, you can have class discussions in the Stream. Simply click "Share something with your class" to ask questions, distribute a video link, or share a link to a certain online resource. Share from your Google Drive or attach images, pdf files, etc.
Screencastify (Loom) Tutorial	Your students know your style. A recording of your lesson or lecture can build on previous lessons or incorporate your own teaching strategies better than a video from Youtube.	Many of us don't like to hear our voices, but a screencast can be a powerful tool in an online classroom. Jot down a few notes, be open to a few honest flubs, and record away! The

	<p>Record video of your own lessons to share with your students. Screencastify can record your webcam, your on-screen work, or both.</p>	<p>video is shared to your Google Drive. Share the link with your students and you're good to go! Simple option if you don't want to use Screencastify: use your phone's camera to record your videos, and upload to your Drive with the Google Drive App for your phone.</p>
<p>Google Hangouts Meet Tutorial Video Cheat Sheet</p>	<p>If you want to conduct your class live, with all your students able to watch you and ask questions and discuss content together, try Google Hangouts Meet. Currently, there is no limit to the number of students allowed to join a meeting. Consider pairing up with a colleague to team-teach a common lesson to all your classes.</p> <p><i>We've just turned on the recording feature in Hangouts Meet. You can record your lesson in the "three dots" menu in the bottom right corner.</i></p> 	<p>Start a Hangouts Meet by going to meet.google.com and clicking Start a New Meeting. When you start your meeting, you'll create a meeting link. Share the link with your students. You can broadcast your video from either your webcam or your computer screen and turn on Closed Captions.</p> 
<p>Zoom Tutorial on Starting a Zoom Meeting</p>	<p>Zoom is another option for sharing video. You can easily share your screen with your students, annotate/draw on the content, and students can raise their hands with questions. There is also a whiteboard.</p> <p>You can have up to 100 participants and meetings can last 40 minutes.</p>	<p>Visit zoom.us and hit the sign up button in the top right.</p>
<p>Youtube Tutorial to Share Videos Tutorial to Create and Share Playlists</p>	<p>The world of video is at your fingertips.</p> <p>You can find excellent media from scholarly sources or lessons from other educators.</p>	<p>Click the Share button below the bottom-right corner of the video to get a shareable link. Tip: with the Share button, you can also start the video at a desired time.</p>

<p>EdPuzzle Tutorial See it in action</p>	<p>If you want your students to watch videos, and also want to make sure that they're watching them (and that they're learning something!), use EdPuzzle.</p>	<p>EdPuzzle allows a teacher to create an assessment based on a Youtube video: at certain points, the student's video will pause, and a question that you've created will appear on screen. To move forward, the student has to answer the question.</p>
<p>Other ideas</p>	<p>Tips:</p> <p>Expect that running an online classroom may be bumpy. Let your students know that we're doing our best.</p> <p>Set online "office hours" when you'll be online and can answer questions. Choose: do you want one-to-one questions via your email, or is it best to share questions and answers in a shared space (like the Google Classroom Stream) so all can benefit from the questions?</p> <p>Use Google Forms for quick quizzes and checks-for-understanding.</p> <p>This may be a stressful time for students and families. Allow ample time for submission of assignments.</p>	<p>Additional Resources:</p> <p>Excellent video!: The Flipped Class: Overcoming Common Hurdles</p> <p>Cornell University's Flipping the Classroom Center for Teaching Innovation</p> <p>Fun math activities: The Classroom Chef</p> <p>Hyperdocs: with a little bit of effort, this is an excellent resource for remote instruction. Start here with Lindsay Staley's guide, and find a HUGE selection of premade examples here.</p> <p>More will be found in another se</p>

Tips for Student Choice in Online Classes

1. Choice Menu Boards

[Design Your Own Digital Choice Board](#)
[Choice Menu Boards](#) (Gifted examples)

Choice Menu Boards allow students to choose how they will present what they are learning. Here's a variation on the choice menu that goes beyond choosing topics and toward student ownership of the learning targets and resources:

<h2 style="text-align: center;">Learning Targets</h2> <p style="text-align: center;">(Choose 1-2 that you currently haven't mastered)</p>	<h2 style="text-align: center;">Resources</h2> <p style="text-align: center;">Choose at least 3 resources that you will use to learn about the content.</p>	<h2 style="text-align: center;">Product</h2> <p style="text-align: center;">Choose how you will demonstrate your mastery of the content.</p>
<p>Here's where you list optional learning targets.</p> <p>Example in math: I can identify a linear function by examining a graph.</p> <p>Example in social studies: I can determine the impact of World War II on the women's rights movement</p>	<p>Here's where you link curated resources, such as videos, podcasts, articles, infographics, and models.</p> <p>Example in math: Crash Course Videos Tutorial Article Flip Video from a classmate</p> <p>Examples: History podcast Article from Atlas Obscura Primary source documents</p>	<p>Here's where you list options for what students will create to demonstrate their learning. This might be a blog post, essay, slideshow, podcast, model, etc.</p> <p>Example in math: Video explaining how you solved it</p> <p>Example in social studies Podcast explaining women's involvement in World War II war effort</p>

2. Take a "Show and Tell" approach. Home learning doesn't have to require us to send schoolwork home. It's about building a partnership between school and home and recognizing the ways that students might learn within their own environment. Consider Show and Tell, the opposite of homework. Design a lesson where you ask your students to bring their world into the school rather than school into their world. Students can share experts they follow, resources, videos, or audio from their own world as they related it to a topic/project in your class.

3. Design your lessons to include more "Choose your own Adventure" activities rather than a fixed schedule of lectures and lessons. Lots of options here with this one.

4. "Show Me What You Learned" is one way of challenging students to come up with their own creative, engaging way to do just that: show me what they learned during a lesson or unit. It can be a song or rap, a how to video, a book trailer, an infographic, an

animation. Anything school appropriate. Why not let students decide their distance learning activities? Ask them to turn in something that shows what they learned for your lesson or unit.

5. PBL or SOLE. [Why and How You Should Implement #PBL in your Virtual Classroom](#). Your curriculum is more flexible and students can now explore learning a little more independently. You identify a part of your curriculum you want students to explore in depth on their own, provide some links to resources that can help, and let them explore, discover, and then share. Or, ask students what area of your content they have always wanted to learn about and then let them explore, discover, and share. Lots of options here. Check out the link for the full article.

Additional Resources for Teachers

Many companies are stepping up to the plate and offering free content, tools, etc. You may have seen many of these listings. The most comprehensive and useful ones I have found are the ones below. Adding new content is OK. Please be careful though in adding new tools that may frustrate students and parents if they can't work them properly.

1. [Amazing Educational Resources](#)

This Google Sheet link of education companies and resources that are offering free memberships and services for any schools that are closed due to the Covid-19. This is a very complete list and is continually updated.

2. [Free Online Learning Resources For Schools Affected by Coronavirus/COVID-19](#)

If the Google Sheet is too much for you to look at, try this one. It is also a very complete list with hundreds of free elearning resources for schools worldwide.

If you need Google help at home, go to [Google's Distance Learning Resources](#). There are blog posts and training resources to engage students through distance learning with Google products (Classroom, Docs, Forms, Sheets, Slides, Drive, Sites, etc.).

[Ditch that Textbook's eLearning Resource Page](#)

Here are several posts that have been popular on the Ditch That Textbook blog to educators making plans for elearning.

- ❑ [The Google Classroom Quick-Start Guide + tips and tricks --](#) Need a refresher on Google Classroom? Finally getting around to it and need some help? This post has the steps you'll need to start -- and tips to thrive.
- ❑ [20 virtual field trip ideas and activities for your classroom --](#) A school closure doesn't mean you and your students can't travel the world. Use these tools and ideas to do on-demand virtual field trips from anywhere.
- ❑ [How to use Chromebooks offline for elearning day activities --](#) Have students who don't have Internet access at home? Their Chromebooks are still powerful devices without Internet. Here's how to make the most of them.

- ❑ [30 digital escape rooms \(plus a step by step guide for creating your own\)](#) -- The escape room craze can be done digitally. Your student can do them from home. Make your own or use one of 30+ pre-created ones.

ThinkCERCA Teacher Tools

- ❑ [ThinkCERCA Free Graphic Organizers for Virtual Learning](#) - Download or print our free graphic organizers to support close reading, effective writing, and critical thinking. Many of these supports can be adapted using teleconferencing or other web-based communication tools.
- ❑ [ThinkCERCA's Peer-to-Peer Discussion Resources](#) - the following student engagement activities are adapted for remote-friendly learning environments.
 - ❑ [Think-Pair-Share](#)
 - ❑ [Last/Final Word](#)
 - ❑ [Silent Conversation](#)



Ultimately, there is no one single way to do online teaching. It's an experiment and it varies depending on your subject, your context, and your students. You'll make tons of mistakes--and that's okay. The beauty is in learning from those mistakes and iterating toward better and better instruction. Lean in to the experts in our district and be humble about what you don't know. Ask students for their input along the way. And over time, you'll develop some amazing online learning lessons. We got this!