Virtual Learning in P-H-M

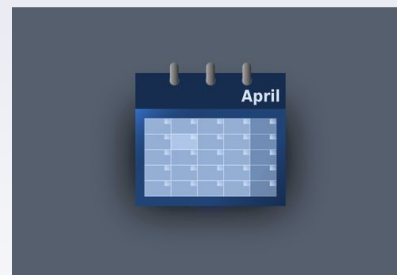# Topics

Where we were

What we've learned

Where we're going

Where we were...

Reactionary

No one predicted it;

No one expected it;

But, like the remarkable healthcare workers worldwide, our teachers stepped up and taught in a way most never expected.

Extended eLearning

While we, fortunately, were experienced and prepared for eLearning days, long-term eLearning was a colossal difference.

Some authors have since referred to it as "crisis" teaching.

Continual modifications

The constant shift in direction and expected length of duration made long term planning incredibly challenging for all of our stakeholders.

...and yet, when surveyed, over 83% of our parents reported that they considered our work a success.

What we've learned...

Teacher feedback informed us they:

- Wanted more professional development in implementation of digital platforms and apps
- Wanted a more distinct structure around expectations
- Wanted more guidance related to alternate grading options/methods

Research in digital learning taught us:

- Certain instructional strategies have a higher effect size (impact) when it comes to student learning
- Short, content-focused instructional videos can be very powerful
- A blend of synchronous and asynchronous learning yields the largest benefits and helps provide equitable access to content.

Good teaching didn't change.
Quality instruction didn't change.
The MEDIUM of instruction changed.

Where we're going...

For Teachers:

- Digital teacher kits.
- Additional, targeted professional development.
- Additional, reliable digital resources.
- Structure, routine, consistency, expectation.

For Students:

- Time devoted during the first week to expectations, structure, routine, and communications.
- Demonstration and application of digital platforms and apps.
- Purposeful feedback.

For Parents:

- Consistent, reliable communication.
- Q&As for how to utilize/access student platforms.
- Avenues for additional clarification as needed.

Creation of PHM Digital Learning Playbooks

Communication
Relationships
Instructional Planning
Learning Targets
Feedback

Templates and Schedules

- "Zoom exhaustion"
- Real time school from home is NOT workable
- Blend of synchronous/asynchronous.
- Consistency and predictability of schedules are student and family friendly.
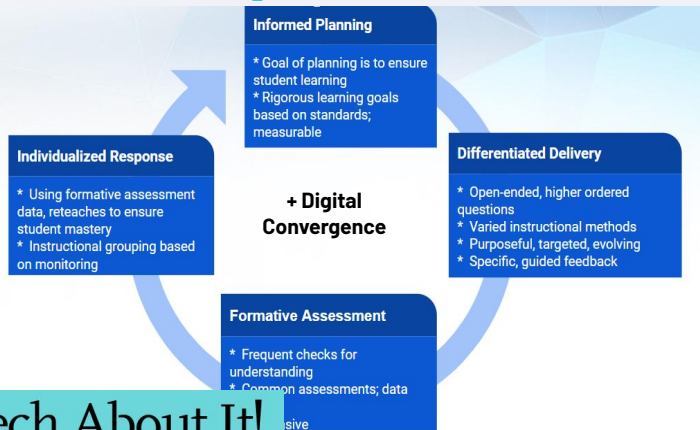- Plan ahead to avoid conflicting schedules and live sessions.

Professional Development

We are dedicated to providing ongoing, relevant training to help our teachers continue to grow over their careers.

A special segment of this was dedicated to virtual learning this year.

Professional Development

Informed Planning
* Goal of planning is to ensure student learning
* Rigorous learning goals based on standards; measurable

Individualized Response
* Using formative assessment data, reteaches to ensure student mastery
* Instructional grouping based on monitoring

+ Digital Convergence

Differentiated Delivery
* Open-ended, higher ordered questions
* Varied instructional methods
* Purposeful, targeted, evolving
* Specific, guided feedback

Formative Assessment
* Frequent checks for understanding
* Common assessments; data

P-H-M ELEMENTARY
CURRICULUM - INSTRUCTION - ASSESSMENT

CHOOSE YOUR GRADE LEVEL TO ACCESS DOCUMENTS:

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade

CURRICULUM GUIDANCE DOCUMENTS

Let's Tech About It!

Optional Summer PD

Optional Summer PD Week 3

Welcome to week three of our Optional Summer PD! This week we have the following PD available for you to work through!

- **Live Jump in:** Join Lisa Kreiger and Jessie Kinney for a live Q&A on Screencastify, and creating virtual classrooms. The sessions will be on Tuesday, July 28 at 9:00am and 1:00pm, and on Wednesday, July 29 at 9:00am and 1:00pm. To join the Live Jump in fill out THIS FORM.
- **Formative Assessment:** Look for formative assessment self-paced PD to be available on Thursday, July 30th.

All of the Optional Summer PD will earn you 2 PGP points after filling out the form at the end of activities! All of the optional PD resources can be accessed HERE at the P-H-M Professional Development Dashboard!

We hope that you are enjoying your summer. Let us know if we can help with anything!

Let's Tech About It!
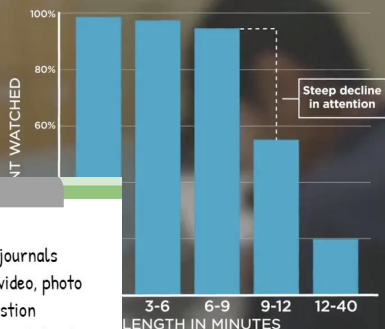Let us know if you have any questions or need any help!

*Ideas for Personalizing feedback*

- Interactive journals
- Record it - video, photo
- Flipgrid question
- Interactive Read alouds – with questions throughout for comprehension
- Read & Write Function on Google Docs – allows you to highlight a portion of student writing and record a voice comment

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Student Engagement with Online Videos

PERCENT WATCHED

Steep decline in attention

| 3-6 | 6-9 | 9-12 | 12-40 |

LENGTH IN MINUTES

Brame, 2016; Guo et al., 2014

Software Name	Grade Level	Basic Information	Helpful Tutorials	Extra/ FYI
Google Meet	K-12			
Screencastify	K-12			
Jamboard	K-12			
Google Apps	K-12			
Study Island	K-12			
Newsela	K-12			
Flipgrid	K-12			
Peardeck	K-12			
Quizizz	K-12			
Kahoot	K-12			
Padlet	K-12			
Mindplay	1-12			
ClearSight	3-12			
Ascend Math	2-10			
EDpuzzle	6-12			
Turnitin	6-12			

# A Day in the (Virtual) Life of an Elementary Student

- Student day will be a blend of synchronous and asynchronous learning.
- Students will likely start with an opening community circle focused on SEL and relationship building.
- Instruction will be a blend of live sessions, recorded lessons, and differentiated guided practice.
- Teachers will be available for instructional assistance.
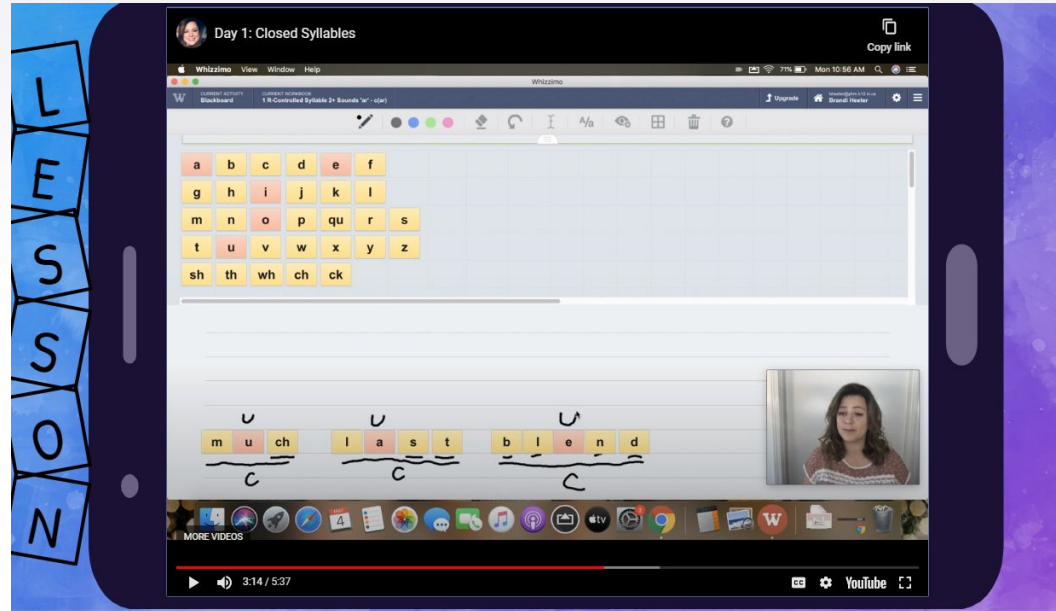
A Day in the (Virtual) Life of a Middle School Student

- Student day will be a blend of synchronous and asynchronous learning.
- Students will be assigned to an Advisory class where focus will be given to SEL lessons and relationship-building.
- Instruction will be a blend of live lessons, recorded lessons, and self-guided application of concepts.
- Teachers will be available for instructional assistance.
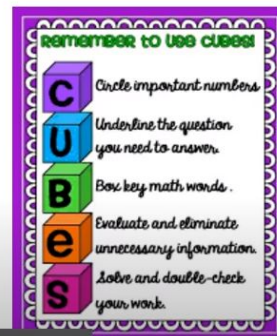
A Day in the (Virtual) Life of a Penn High School Student

- First several days devoted to community building, building positive relationships and digital competency.
- Virtual classroom norms, agreements, expectations and routines will be established.
- Classroom instruction will focus on live synchronous learning with a blend of asynchronous self-paced work.

Daily Critical Instructional Components

Positive Learning Environment
- Synchronous Classes, Relationships, Digital Competency

Communication
- Consistent and predictable through Canvas

Student Engagement
- Typical Gold/Black school schedule, synchronous live sessions multiple times during each block with scheduled group work and/or asynchronous learning.

Student Voice
- Student input to help shape the virtual classroom and student learning

Learning Goals & Agenda
- Posted daily in Canvas with synchronous live class introductions

Literacy Strategies
- Reading, writing, speaking and listening everyday in each class with opportunities for individual, small group and whole class discussions

Formative Assessment & Feedback
- Everyday through creative formats (student creation)

Growth Mindset and Metacognition
- Focus on individual growth, SEL lessons delivered virtually on Gold Mondays

Differentiated Instruction and RTI
- Individual and small group interventions based on formative assessment data

Additional Office hours in the morning and afternoon

Questions we can answer?