



Student Engagement in Remote and Hybrid Contexts

Session 1

As you join us...

Put in the chat:

- Your first and last name
- Your role
- Where you work

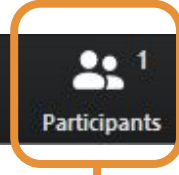


Zoom Features

Mute unless you'd like to speak

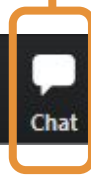


Keep videos on as you are able

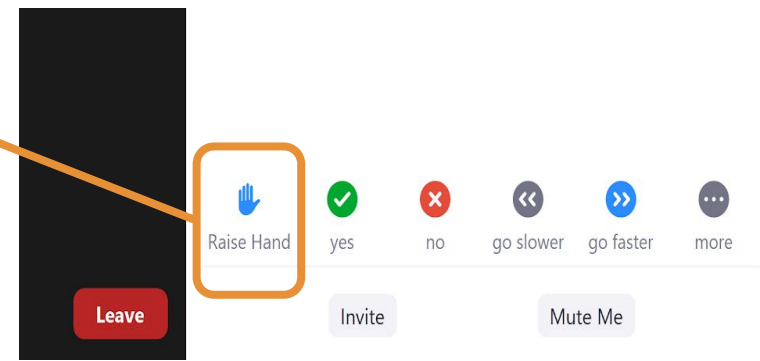
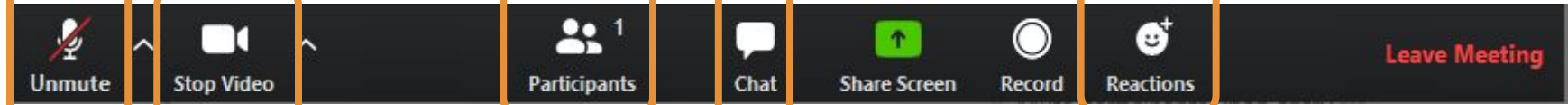
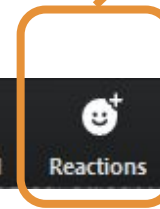


“Raise your hand” by selecting “Participants” and the blue hand on the bottom right hand bar

Chat tech issues & questions



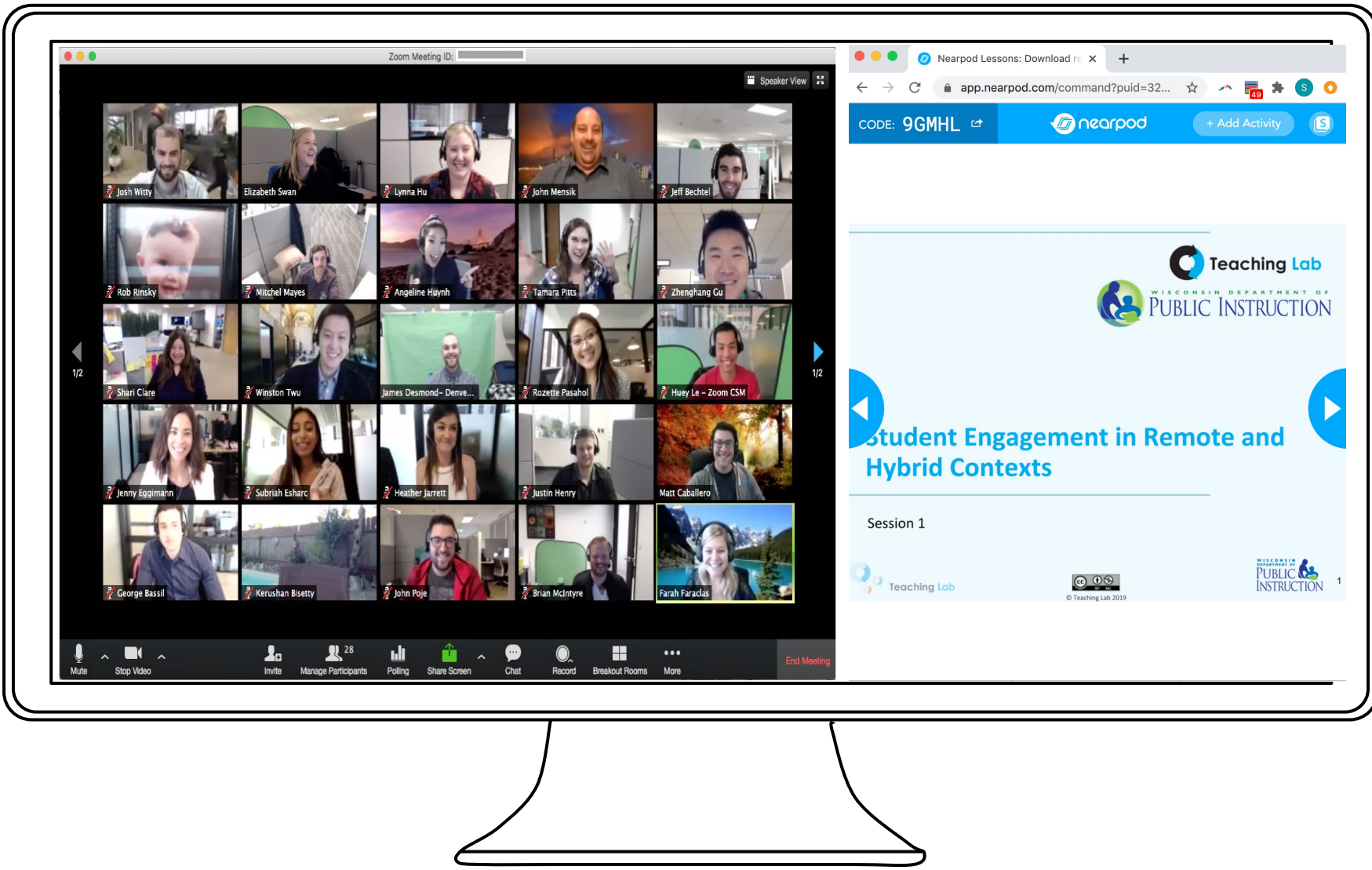
Let us know what you're thinking with these quick reaction



Navigating Nearpod and Zoom



Resource





Who are your facilitators?

Meet Your Presenters- Primary Facilitator

Dr. Sarah Johnson



About Me

- Mom of a five-year-old in fully remote kindergarten
- Trained high school science teacher
- Former system-level leader
- Mom's side of the family from Sheboygan
- Leader of Teaching Lab

Meet Your Presenters- Support Facilitator

Octavia Nixon, M.Ed.



About Me

- Trained Secondary ELA General & Special Education teacher
- Former State-Level Partnership Manager
- Director of State-Level Partnerships

Meet Our Panelists



Dr. Beth Rabbitt
CEO, The Learning Accelerator



Yvette McLean-Piliner
High School Instructional
Support Manager
Shelby County Schools

What is Teaching Lab?



Our Core Model of Professional Learning



Head

**High-Quality
Instructional Materials**



*Acquired techniques
ineffective/
counterproductive*

*Pedagogical content
knowledge doesn't
grow*



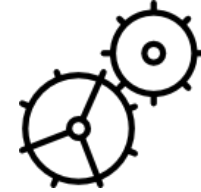
Heart

**Teacher Community
& Leadership**



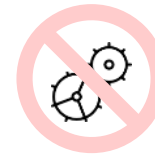
*Low buy-in/
resentment*

Resistance to adoption



Habits

**Sustained Cycles
of Inquiry**

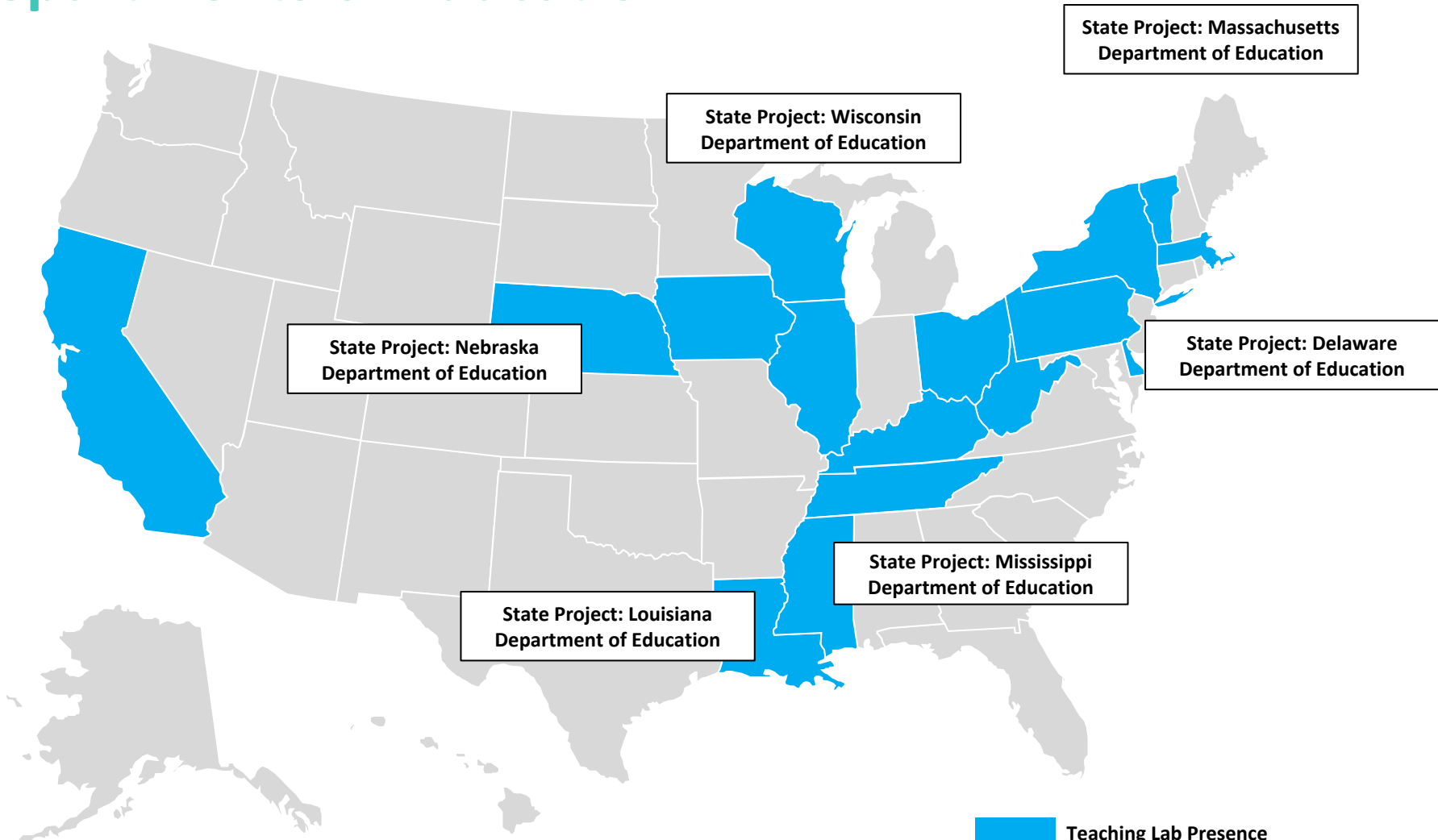


*Not incorporated into
regular practice*

*Not verified with student
learning*



30 School Systems across 15 States & 5 State Departments of Education





Session Orientation

Land Acknowledgement



Crisis Acknowledgement

I'M GLAD YOU'RE HERE.

IF YOU'RE COLD, WEAR A HOODIE, OR A BLANKET.

I'M GLAD YOU'RE HERE.

NO SHOES NEEDED TO LEARN FROM HOME.

I'M GLAD YOU'RE HERE.

I'D LOVE TO SEE YOUR FACE ON THE SCREEN EVERY DAY,

BUT IF YOU NEED TO MUTE YOUR CAMERA IT'S OK.

I'M GLAD YOU'RE HERE.

IF YOU CAN'T COME AT THAT TIME, CHECK IN LATER.

I'M GLAD YOU'RE HERE.

IF YOU HAVE A QUESTION, PLEASE UNMUTE AND ASK.

I'M HERE TO HELP, AND

I'M SO SO GLAD YOU'RE HERE.

K. Devaney 2020



Today's Topic

Student Engagement in Remote and Hybrid Contexts: “Help! I’m Stuck in a Boring Box of Zoom!”

Teaching and learning in a remote and/or hybrid learning context is not the same as teaching in-person. Attend this webinar to learn research-based practices and strategies to engage students so they don't feel like they are stuck in a “boring box of Zoom.” Teaching Lab facilitators and educators from the field will ground this learning opportunity in: the Chief Council for State School Officers' Restart and Recovery: Considerations for Teaching and Learning guidance and Teaching Lab's Distance and Hybrid Learning Principles.

Participants will learn from examples from real educators that answer the following questions: What does it look like to...

- Prepare students for a rapid switch from hybrid to remote or in-person to hybrid or fully remote?
- Check for understanding for elementary/middle/high school students?
- Give students opportunities to build strong relationships with one another and their teachers?
- Support families with unequal access to technology + related tools?

This is the first in a series of conversations

Using High-Quality Instructional Materials (HQIM) in Remote and Hybrid Instruction: “Help! I Don’t Know What to Prioritize to Teach!”

Tuesday, November 10, 9-11am CST

Important Now More Than Ever: Culturally-Responsive Teaching in Remote and Hybrid Instruction

Tuesday, November 24, 9-11am CST

[Register Here](#)

Agenda

Welcome & Introductions (10)

Importance of Student Engagement (10)

Introduction to Resources (30)

In Practice: Conversation with Dr. Beth Rabbit and Yvette McLean-Piliner (40)

Discussion (10)

Closing (10)

Agreements



- Ask questions



- Be present and fully engage



- Consider differing perspectives



- Create and maintain a safe space for professional learning



- Monitor tech use

A. Snickers

B. Twix

C. Milky Way

D. Skittles

E. Reeses

F. M&Ms

G. KitKats

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Poll

A. Fully in-person instruction

B. Fully remote instruction

C. Hybrid instruction

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Poll

- A. Shift to fully remote instruction
- B. Shift to hybrid instruction
- C. Maintain fully in-person instruction

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Quiz

- A. Students attend school from home or some other location via devices and the internet.
- B. Students attend school both in-person and remotely based on an established, predictable schedule.
- C. Students attend school in a school building every day

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Importance of Student Engagement

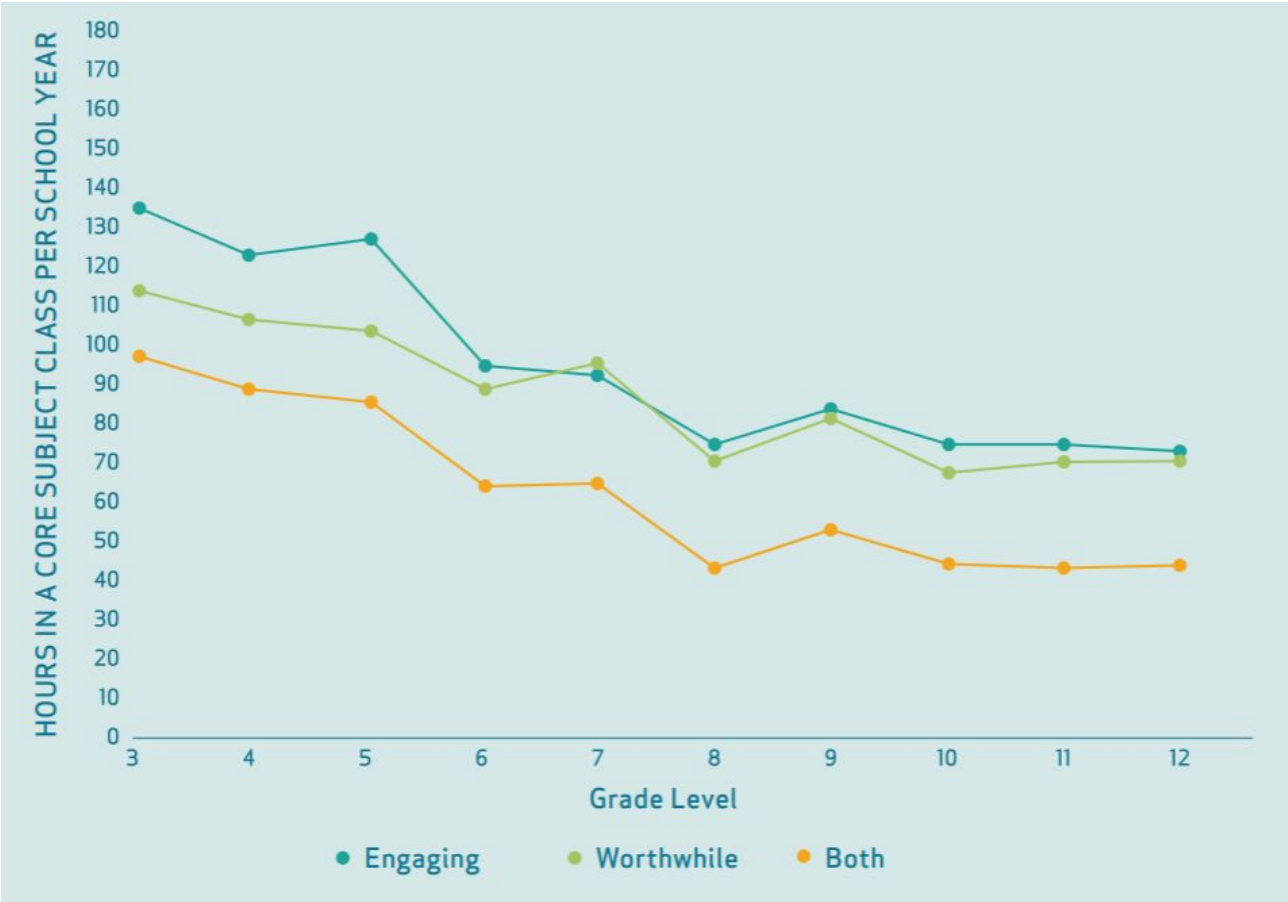
They're the same gaps that marginalized many of the same students before COVID-19 and that will continue to do so after the crisis if we fail to make fundamental shifts, not just to what we're doing, but also to how we're thinking. After all, what we think drives what we do...

When we talk about this crisis only in terms of its newness, we fail to recognize its connection with generations of inequity and limit the equity impact of our responses.

-Marceline DuBose & Paul Gorski, equityliteracy.org

Low student engagement is not new

Resource



Middle and high school students found their lessons engaging or worthwhile less than half the time.

But we need to pay special attention to it right now

“Help, I’m stuck in a boring box of Zoom.”

-Ulysses, five-year-old in fully remote kindergarten

What is Student Engagement?

What does the research say?

- Not just “a nice to have”
- “Deep learning only happens when people are cognitively and emotionally engaged with the material in front of them (and when people feel safe in their environment)”
- **Students do better academically when they feel engaged**
- TNTP’s Opp Myth: “Students were likely to earn better grades and find greater success in classrooms where they also reported feeling engaged”

What is engagement?

- Students: 1) **enjoy** what they were doing; (2) **interested** in it; and (3) **concentrate deeply** on it.
- **Students think the content is “worth it,”** or (1) usable outside of school; (2) important now; or (3) important in the future.”

Barriers to Student Engagement

[Resource](#)

Values and Beliefs

- A teacher values creative expression and increases the time spent on engaging in theatrical texts at the expense of other genres within a unit.
- Some students aren't believed to be capable of engaging in rigorous work required by grade-level standards.

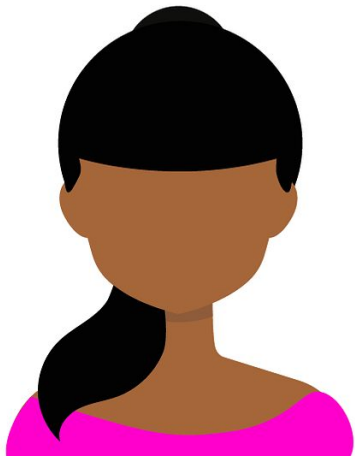


Priorities and Loyalties

- A school focuses on productive struggle, so a teacher does not provide students with appropriate scaffolds to be successful.
- A district omits a unit that centers the voices of Black, Indigenous, and People of Color.

Collaboration Board Reflection

Share **one student engagement strategy** you've used in the past, include which grade level or content area it applies to -- can be a remote or in-person strategy





Collaborate Board

Student Engagement Strategies

Share one student engagement strategy you've used in the past, include which grade level or content area it applies to -- can be a remote or in-person strategy

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Introduction to Helpful Resources

CCSSO's Restart & Recovery: Considerations for Teaching & Learning

Where do I find recommendations in the guidance?

1. What should each student know?
→ **Priority Instructional Content**
2. How will each student learn this content, whether in-person or remote?
→ **Curriculum and Instruction**
3. How prepared and how well is each student learning this content?
→ **Assessment**
4. How will teachers be prepared to teach this content effectively, whether in person or remote, and meet the needs of each student?
→ **Professional Learning**



The Guidance uses the following terms

Synchronous Learning

- a learning event in which a group of students is engaged in **learning at the same time**
- **Examples:** in-person class, webinar held with class, small group instruction, etc.

Asynchronous Learning

- students learn **at their own time and at their own pace**
- **Examples:** Watching recorded videos, using Lexia/Dreambox in a self-paced way, etc.

How many times synchronous and asynchronous were said during Day 1 of Remote Professional Development



Deep Dive on Appendix D

Read: **Remote Learning Considerations**



- **Maintain unit and lesson sequencing and coherence, using high-quality instructional materials in math and ELA, especially.**
- **Embed opportunities for community building.** Consistently use breakouts, arrange for each student to share out every day, and connect sync to async learning.
- **Ensure students receive regular feedback on work and participation,** using an asset-based feedback approach that includes making positive connections with students, acknowledging the difficulty of the task, affirming students' ability to succeed, and providing specific feedback that advances learning.
- **Provide support to families and students on how to use online platforms,** including language or translation features, and norms and expectations for building a respectful online community before learning begins. Consider welcome calls, texts, tweets, and videos; virtual orientations and dry runs; and some form of suggestion box for students and families.

Consider Kaseem



Read to yourself

“Consider Kaseem, a fourth grader who just spent the last six months at home. Throughout spring 2020, Kaseem was on videoconference a few times a week with teachers and peers and completed the majority of his homework. He is returning to fifth grade with classmates who had a variety of learning, social, and emotional experiences during the last months of fourth grade. Throughout the 2020-2021 school year, he is likely to be in school some days and learning remotely others. To manage shifting teaching and learning scenarios, his teachers are organized into a fifth-grade team, so Kaseem may get support from different teachers in different settings. His parents can assist 1-2 hours of his learning a day, but they work so they can’t supervise him. Kaseem needs a cohesive learning experience. He needs teachers coordinated around shared materials. He needs help navigating the challenges of the environment.”

Reflect: Stop and Jot



Who is a young person in your life or a student who you have taught?

- Name the student to yourself
- How did you engage them in student learning before?
- What do you feel like you can/can't do in a remote/hybrid context?
- Hold them in your mind as we discuss the strategies for engagement

Teaching Lab's Remote and Hybrid Learning Principles

1. **Prioritize**, both tech and content so students don't get bored from being on Zoom all-day
 - Tip: align tech platforms with curriculum, e.g., Eureka+Zearn
2. **Build strong relationships**, as relationships are an essential part of student engagement
3. **Establish consistent instructional routines**, as students are more likely to be engaged in rigorous content if they understand what to expect and what is expected of them
4. **Center equity in all decision-making**, as we cannot allow biases about how students/families should engage in a remote/hybrid setting to get in the way of equity in engagement and learning

Deep Dive on Appendix D (continued)

Engagement Strategies: Synchronous Remote Instruction

- **Call on students through: Warm calls** (i.e., send a private chat to tell students to unmute and be ready to answer a question); and **Rapid-fire calls** (i.e., alert the next 4-5 students in order of when they will be called upon).
- **Use polling** to get a sense of the temperature of the room.
- **Use chat** for students to raise questions, to check for understanding, to see how thinking is evolving, to resolve common points of confusion, and to collect data to inform who to call on.
- **Pause every few minutes for student reflection via the chat function.** Prompt them with phrases like, “I’d like you to think about...” Students can read one another’s ideas, react to them, and build on them.
- Engage students through **online quizzes**.
- **Use videos to ensure equity of access**

Includes links to resources on student engagement

VOICES | TEACHING & LEARNING

How Can Educators Tap Into Research to Increase Engagement During Remote Learning?

By Kerry Rice and Kristin Kipp May 6, 2020



Includes resources for how to engage families during distance learning

Resource



GETTING STARTED WITH REAL FAMILY ENGAGEMENT DURING DISTANCE LEARNING

FLAMBOYAN
FOUNDATION

OVERVIEW

From families to nation we are in learning at home educators and families ensure all students At Flamboyan v Engagement h

- » **Connect** with families to ensure they are physically healthy and emotionally well before assigning academic directives. Consider using our [Wellness Check In](#) to do so.
- » **Schedule** conversations with families in advance, at a time that is convenient for the family. When you reach out to families, ask “Is now a good time to talk?”
- » **Ask** families what is most important to them and their child.
- » **Encourage** staff members who have existing relationships with the family to be a bridge and continue their relationship.
- » **Practice two-way communication** with families and meet their needs! **Learn** each of your families’ communication preferences. For example, do you know:
 - *What is their preferred method? Text, email, phone call, FaceTime, Facebook message, etc.*
 - *How often do they want to be contacted? Daily, weekly, bi-weekly, etc.*
 - *What they would like to get out of each engagement? Does the family want ideas and resources, a thought partner, or something else?*



Quiz

- A. Understanding how to prioritize content
- B. Understanding how students will learn rigorous content in remote or hybrid settings
- C. Planning for how to engage students with assessments
- D. Planning for how to engage teachers in professional learning to support them in remote or hybrid instruction
- E. All of the above

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The Learning Accelerator's Driving Quality in Remote Learning

Resource

Driving Quality in Remote Learning: A framework for research-informed remote experiences for K-12 learners

September 2020

Created by The Learning Accelerator

Interested in helping us make this document better? Provide suggestions, questions, or links to relevant resources by using the comments feature.

“The Answer is In The Room”

“Overall the research suggests that “good” learning at any age or stage is simply good learning across any modality, assuming that the design for online approaches acknowledges and capitalizes on differences experienced by learners in online environments. Put another way by Clark in 1983, “...media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition.”

TLA's Driving Quality in Remote Learning

Relationship Factors

Engage individuals to motivate, persevere, and deepen commitment

Connection

Build social presence (teacher and peer) and collaboration

Personalization

Flexibility and targeting to meet personal needs and/or interests

Pedagogy Factors

Enable strong teaching and learning

Rigorous Content

High-quality, aligned materials (content, assessments)

Active Learning

Encourage cognitive effort and deep interaction with concepts

Mastery Learning

Structures / processes that support practice and build competency

Technology Factors

Engage students optimally in learning tasks

Accessibility

All users to access materials and supports needed to learn

Ease and Support

Users can access materials and supports needed to learn

Match

Mode(s) are appropriate for goals and context of instruction

Organization

Organization and navigation of materials/tasks focus cognitive load on content



Panel Discussion

Conversation with Panelists



Dr. Beth Rabbitt
CEO, The Learning Accelerator



Yvette McLean-Piliner
**High School Instructional
Support Manager**

Breakout Group Discussions

What is **one big reflection** you have from listening to the panelists?

What is **one lesson learned** that will influence the way you plan for equity in remote and hybrid instruction?



Reflect: Add to Collaboration Board



**Think back to the student
you named earlier**

- What is one **promising strategy** you can use in remote or hybrid instructional contexts?
- How is your strategy connected to **advancing educational equity**?

Promising Strategies/Ed Equity

Add your strategies here

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Closing

Let's Celebrate!

Add to the chat: Who is someone who pushed your thinking, supported your learning, or made this session more enjoyable?

**Shout
Outs!**



There's More!

Using High-Quality Instructional Materials (HQIM) in Remote and Hybrid Instruction: “Help! I Don’t Know What to Prioritize to Teach!”

Tuesday, November 10, 9-11am CST

Important Now More Than Ever: Culturally-Responsive Teaching in Remote and Hybrid Instruction

Tuesday, November 24, 9-11am CST

[Register Here](#)

Join Teaching Lab Curriculum Hubs!

Are you interested in seeing what virtual professional learning for ELA or Math high-quality instructional materials *looks, sounds and feels like*? We are offering this **FREE** opportunity to 10 WI teams!

If you are already implementing, or interested in piloting or implementing **EL Education's (K-5) or Illustrative Math's (6-12) curriculum**, join Teaching Lab's Curriculum Hub sequence of learning, beginning in Winter 2021!

Purpose: to engage in curriculum-specific professional learning *like a teacher* with an instructional leadership team in your district or CESA to support:

- Building ELA or Math content & pedagogical content knowledge
- Improvement of teacher practice in the (in-person, hybrid or virtual) classroom
- Culturally responsive teaching
- Supporting students with unfinished learning

[Click here for interest form](#)

Wrap-Up: Help us continuously improve!

Please take our **one-minute** survey!

[Access the Link Here](#)

Share student engagement resources on social media

We're learning about new resources everyday.

Share your resources with us on social media!

#StudentEngagement
@TeachinglabHQ

Or email them to us and we'll post:
cara.grom@teachinglab.org

Follow Us on Social Media

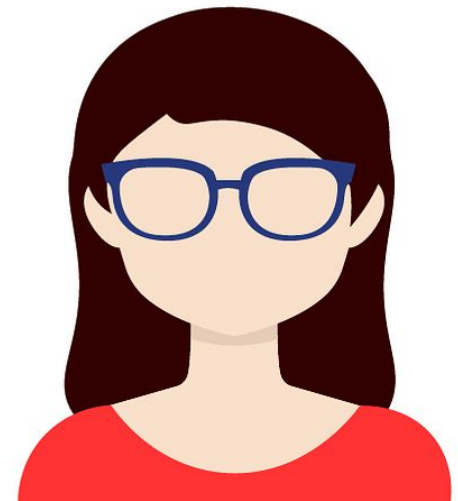
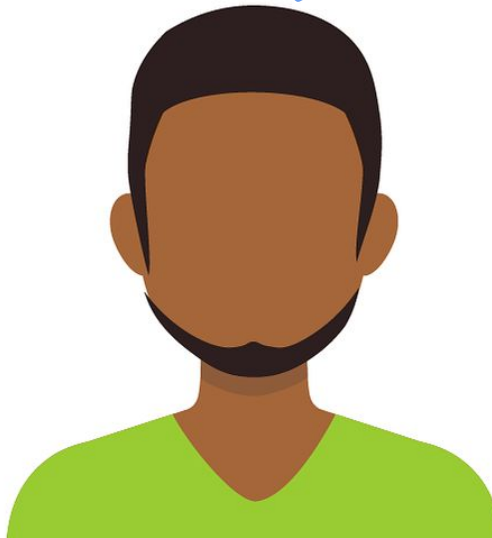
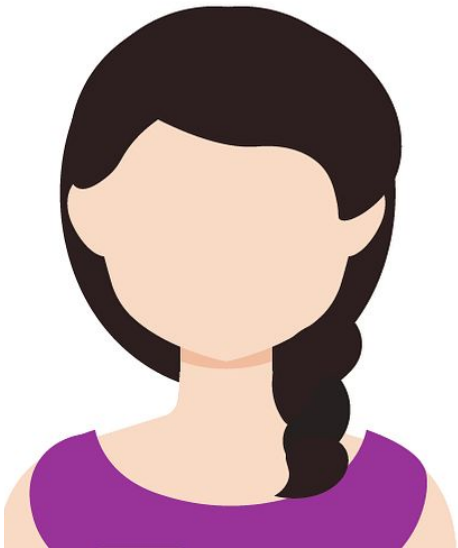


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Additional Resources



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SAP's Priority Instructional Content

[Resource](#)

2020-21 Priority Instructional Content Considerations in Literacy and Math



- Determine how to bring students into grade-level instruction, not when
- Focus on standards that represent major work of ELA/Math
- Facilitate Social Emotional & Academic Development through promoting equity of student voice and responsibility
- Guidance for teachers + coaches by grade-level

Day in the Life (DILo) resources are Use Resource for system-level leaders

2: Districts adapt a starter list of operational questions associated with each activity

ILLUSTRATIVE EXAMPLE ONLY – NOT A RECOMMENDATION FOR A SCHOOL DAY



Maria – 5th grade in-person GenEd student

2 Maria arrives at school 7:45 AM

- Where does Maria go after disembarking the bus?
- Who conducts Maria's health screening, how, and where?
- What does Maria do after she passes her health screening?



1 Maria travels to school 7:15 – 7:45 AM

5 Maria eats lunch 11:30 AM – 12:00 PM

- Where does she eat?
- How does she receive her lunch/ what does she eat?
- What protocols are in place?
- Who is coordinating/ supervising?
- How does she get to her next activity?



4 Maria has morning classes 8:15-11:30AM

- What space(s) is she using?
- What subjects is she learning?
- How is she graded?
- By whom is she taught?
- Which peers are in her class?
- Is she learning the same content as peers who remain remote?
- What objects does she share with others?



3 Maria sits in her homeroom seat 8:15 AM

7 Maria has afternoon classes 12:30 - 2:00 PM

- What space(s) is she using?
- What subjects is she learning?
- How is she graded?
- Are her classmates and teacher the same as in homeroom?
- Is she learning the same content as peers who remain remote?
- What objects does she share with other?



6 Maria has recess 12:00-12:20 PM

- Is physical distancing enforced?
- Is group size restricted?
- Are there hand sanitation protocols?
- What equipment is she using?
- What space does she use?
- Who enforces/ supervises rules and procedures?

Operational questions

Details to follow

8A Maria goes home 2:15 PM

- How are the hallways set up?
- Where does she exit the building?
- How does she leave campus?
- What does she take home with her vs. leave at school?
- Does she end her school day the same time as all other students?
- Who is coordinating/ supervising?



OR

8B

Maria goes to after care 2:15 PM – 6:00 PM

- Where does she go if she needs after-care?
- What extra-curriculars are available?
- How does she interact with others during this activity?



SAP's Blogs have great and accessible resources

Resource

CLASSROOM STRATEGIES

Fostering Academic Discussion Online



By: Match Fishtank

POSTED: 08/24/20



SAP's Blogs have great and accessible resources

[Resource](#)

Amplifying Student Voices During Distance Learning

Using asynchronous tools to create a math share-out for the kindergarten classroom



SAP's Blogs have great and accessible resources

[Resource](#)

CLASSROOM STRATEGIES, TOOLS AND RESOURCES

5 Ideas to Engage K-2 Students in Math Remotely

Using video, interactive platforms, and at-home materials to support math instruction for young students



How Teachers Can Increase Learner Engagement in a Remote Classroom

- **Post regular announcements:** A funny video or meme along with a hello and a weekly reminder of due dates can go a long way in reconnecting learners.
- **Reply early and often:** Students need to feel that teachers are immediately available to help and may feel isolated when educators take a full business day to respond to a request for help. Quick communication builds connection.
- **Vary communication tools:** Teachers should consider the communication preferences of individual students and make sure that their tools are best positioned to respond to students' questions. **Phone calls, synchronous video tools, instant messaging or texting** are all good options to use in combination.
- **Use feedback to build relationships:** Providing personalized feedback to let students know their work has been reviewed can strengthen relations. Video feedback is also effective in building a connection with learners.
- **Physical connections under social distancing:** Teacher parades and chalk messages on students' sidewalks are a great example of recent efforts teachers have taken to demonstrate their level of commitment to maintain high levels of engagement with their students. Similar online approaches such as recorded or live book readings and virtual office hours can be just as effective.





Appendix

CCSSO's Restart & Recovery: Considerations for Teaching & Learning

Overview

In-person: Students attend school in a school building every day

Hybrid: Students attend school both in-person and remotely based on an established, predictable schedule.

Remote: Students attend school from home or some other location via devices and the internet.

For all scenarios, we must plan to:

- Assess student academic and social-emotional needs
- Provide time, staff and programming for educational recovery
- Provide social-emotional support for students
- Support and prepare teachers
- Provide technology to enable learning in all contexts
- Organize non-instructional resources
- Address inequities that continue to affect the experience of students with the greatest needs

Deep Dive on Appendix D (continued)

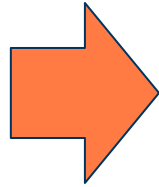
Pedagogy Supports Engagement: Equity of Access

- **Offer live and prerecorded instructions.**
- **Share videos** that require students to interact with the content (e.g., watch video and respond to these two reflection questions in a shared Google document).
- **Use a mix of text, images, and graphs** to clarify concepts.
- **Provide files of images or videos shown in synchronous learning** for students to download and revisit.
- **Use videos with closed captions.**
- Employ edtech programs that **provide immediate feedback.**
- **Use calendar features** to outline due dates and class meeting times.
- **Be explicit, with well-defined transitions** from topics.

The Paradigm Shift

From Professional learning that is ...

- One and done
- Disconnected from curriculum
- Top-down
- Not based in evidence
- Not linked to student learning
- Does not connect equity to instructional shifts



To Professional learning that is...

- Cyclical and **ongoing**
- **Relevant** to curriculum
- Grounded in **evidence-based** practices
- Always linked to **student work analysis**
- Centers **equitable instruction** for **equitable outcomes**

The Head, Heart, Habits Effect

Common Versions of PD	Understand & Use HQ Content?	Build Community & Leadership?	Engage in Cycles of Learning?	What Happens
Top-Down				Teachers are told what to do; low buy-in or resentment leads to passive compliance or resistance.
Feel-Good				Teachers meet and feel good but are not supported to learn and grow their practice.
Slow Learning				Teachers engage in cycles of learning but progress slowly without the benefit of research-based content; may even adopt ineffective or counterproductive techniques.
Lonely-Slow Learning				Teacher learning is neither research-based nor collaborative; teachers are overwhelmed and revert to traditional teaching methods.
Professional Learning				Teacher-led communities are focused on core academic content and repeated cycles of inquiry, building social capital and buy-in from teachers to dramatically improve teacher learning.