



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

“Help! I Don’t Know What to Prioritize to Teach!”

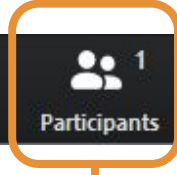
Session 2: Tuesday, November 10,
9am-11am CT

Zoom Features

Mute unless you'd like to speak

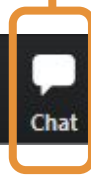


Keep videos on as you are able

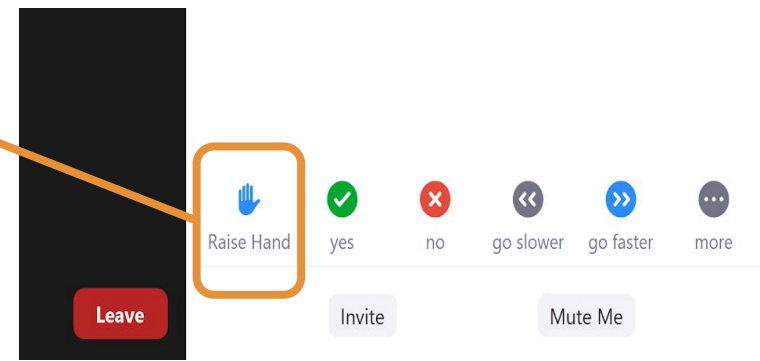
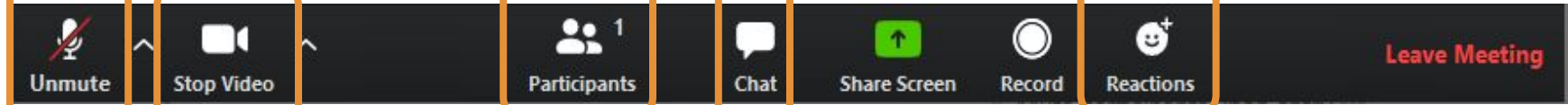
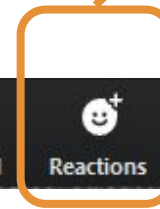


“Raise your hand” by selecting “Participants” and the blue hand on the bottom right hand bar

Chat tech issues & questions



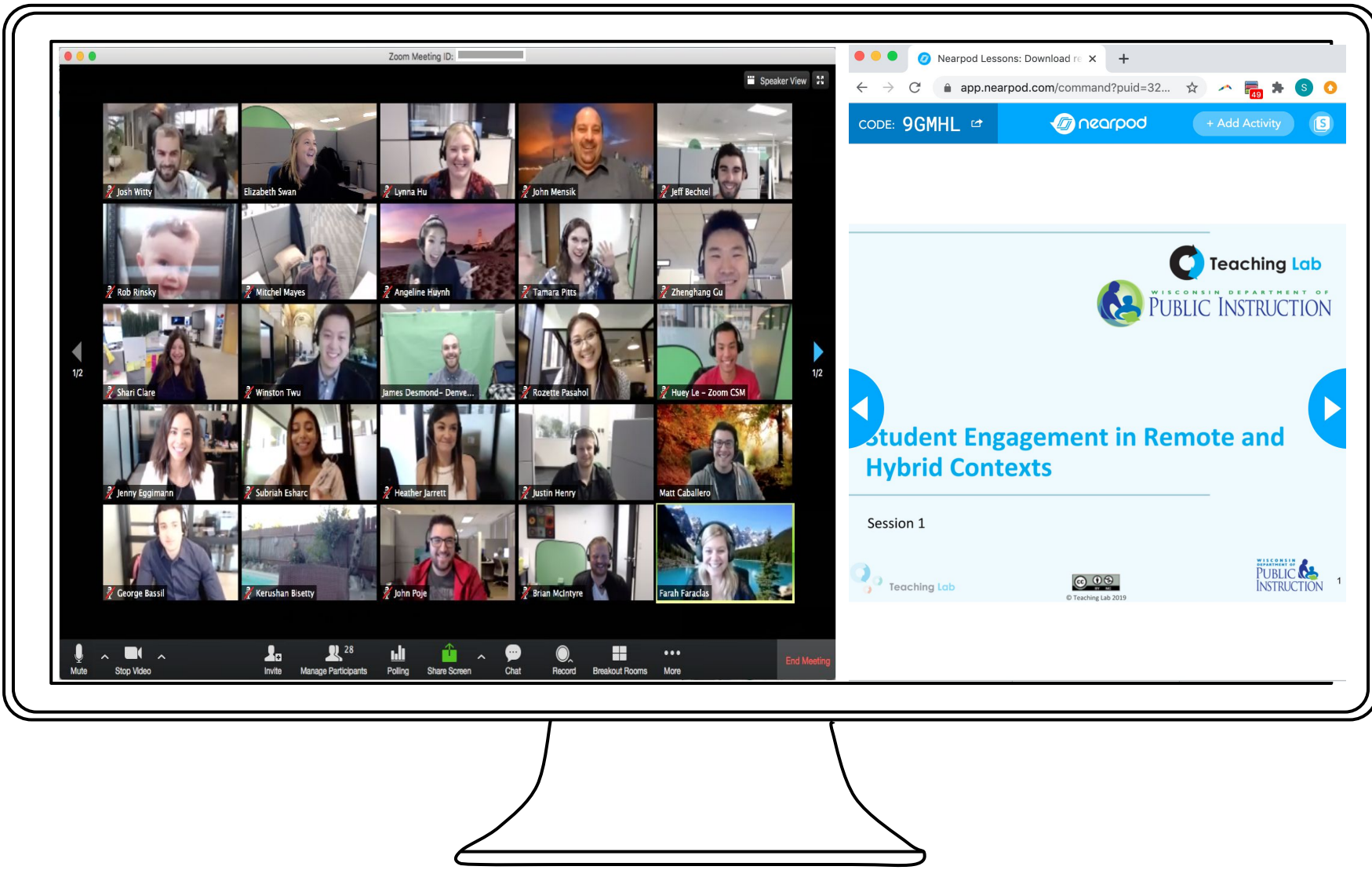
Let us know what you're thinking with these quick reaction



Navigating Nearpod and Zoom



Resource



Rename Yourself

1

After launching the Zoom meeting, click on the "Participants" icon at the bottom of the window.



2

In the "Participants" list on the right side of the Zoom window, hover over your name and click on the "Rename" button.



3

Type in the display name you'd like to appear in the meeting and click on "OK".



Rename yourself using this naming convention:

Name_Content Area_Grade Band

Ex: Cara_Math_K-2

You can select: ELA or Math

Grade Band Options: K-2, 3-5, 6-8, 9-12



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

Cara Grom, M.Ed.



About Me

- Mom of 2 boys
- Special Education Teacher, Instructional Coach, School Administrator
 - School District of Waukesha
- State-Level Partnership Manager for Wisconsin
- Marquette University alum

My favorite WI food is..... a burger from Sobelman's in downtown Milwaukee!

In my freetime I enjoy... traveling! We love Door County in the fall!

Meet Our Panelists



Rachel Etienne

Student Achievement Partners
Executive Vice President,
Professional Learning



Jennifer Lawler

Kenosha Unified District
Coordinator of
Mathematics



John Silverthorne

Wauwatosa School District
Math Instructional Coach

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*



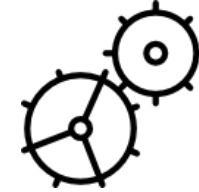
Heart

**Teacher Community
& Leadership**



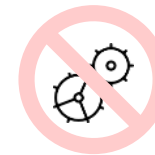
*Low buy-in/
resentment*

Resistance to adoption



Habits

**Sustained Cycles
of Inquiry**



*Not incorporated into
regular practice*

*Not verified with student
learning*





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

“Help! I Don't Know What to Prioritize to Teach!” Using HQIM in Remote and Hybrid Instruction

Teaching Lab will elevate voices from the field to highlight best practices for using ELA/math high-quality instructional materials (HQIM) in remote and hybrid learning environments. Attend this webinar to learn about concrete ways district and CESA level leaders are leveraging their HQIM to engage students and educators in both remote and hybrid learning experiences.

Teaching Lab facilitators and educators from the field will ground this learning opportunity in: Chief Council for State School Officers' [Restart and Recovery: Considerations for Teaching and Learning](#) and Student Achievement Partner's [2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#)

Participants will learn from examples from educators using high-quality instructional materials that answer the following questions : What does it look like to...

- Prioritize ELA and math content standards?
- Engage students in rigorous content?
- Support educators to use HQIM in remote or hybrid contexts?

This is the second in a series of three conversations

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

Tuesday, November 24, 9-11am CST

Or

Tuesday, December 8, 9-11am CST

[*Register Here*](#)

Agenda

Welcome & Introductions (10)

A Wisconsin Story (10)

Introduction to Resources (30)

In Practice: Conversation with Panelists (30)

Breakout Discussion on Priority Instructional Content (20)

Closing (10)

Agreements



- Ask questions



- Be present and fully engage



- Consider differing perspectives



- Create and maintain a safe space for professional learning

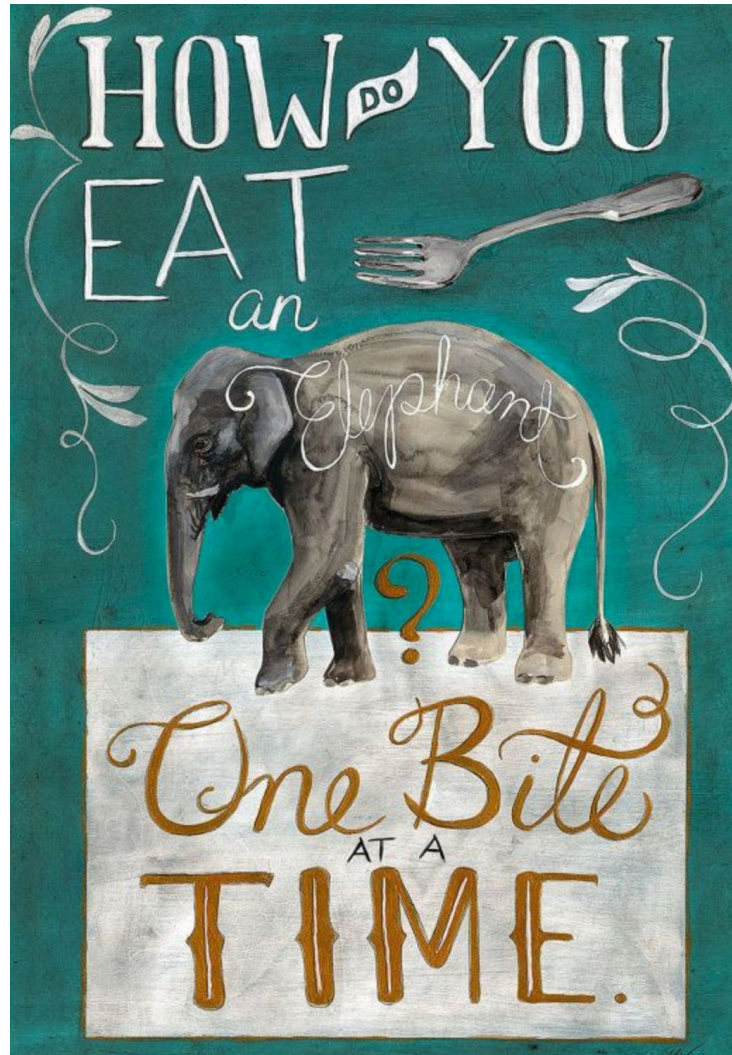


- Monitor tech use



A Story from Wisconsin

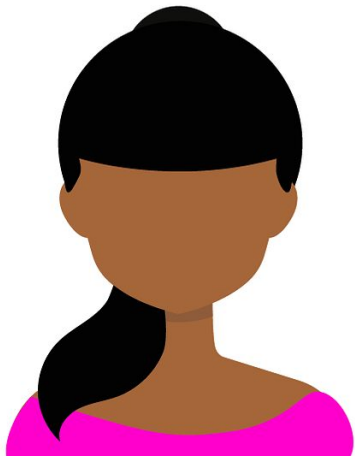
Stoughton's Story



Collaborate Board Reflection

Share *ONE* challenge you are working on or *ONE* opportunity from your context

Feel free to like to like or build on other comments



What is one big reflection? What is one lesson learned that will influence how you plan for ed equity?

Working with grade level teams using document to align district priorities.

2 ❤️

Connecting the math content, practices, and SEL learning together in developmentally appropriate ways

2 ❤️

Giving all young learners access to science and social studies to build content knowledge

2 ❤️

Really appreciated the student voices article. We need to make the effort to hear from our students about what is working for them and what is not.

3 ❤️

Maintaining the integrity of the resources chosen regardless of the context for teaching.

3 ❤️

We noticed how they stressed building community in middle school math and how they tied in the SEL competencies with the math practices to support a math community of learners.

3 ❤️

The importance of having a continual conversation about the priorities and student need.

3 ❤️

"meet kids where they are at" has never been more important than now

3 ❤️

We need to make sure what we teach is engaging for students and that need to align the priorities across the district.

5 ❤️

The importance of having common curricula can be an influencer in closing the achievement gap. When people go off script, it matters!

1 ❤️

To stay true to the "big ideas/Standards at each grade level and determine how to support

5 ❤️

Embedded SEL is needed for every teacher and student

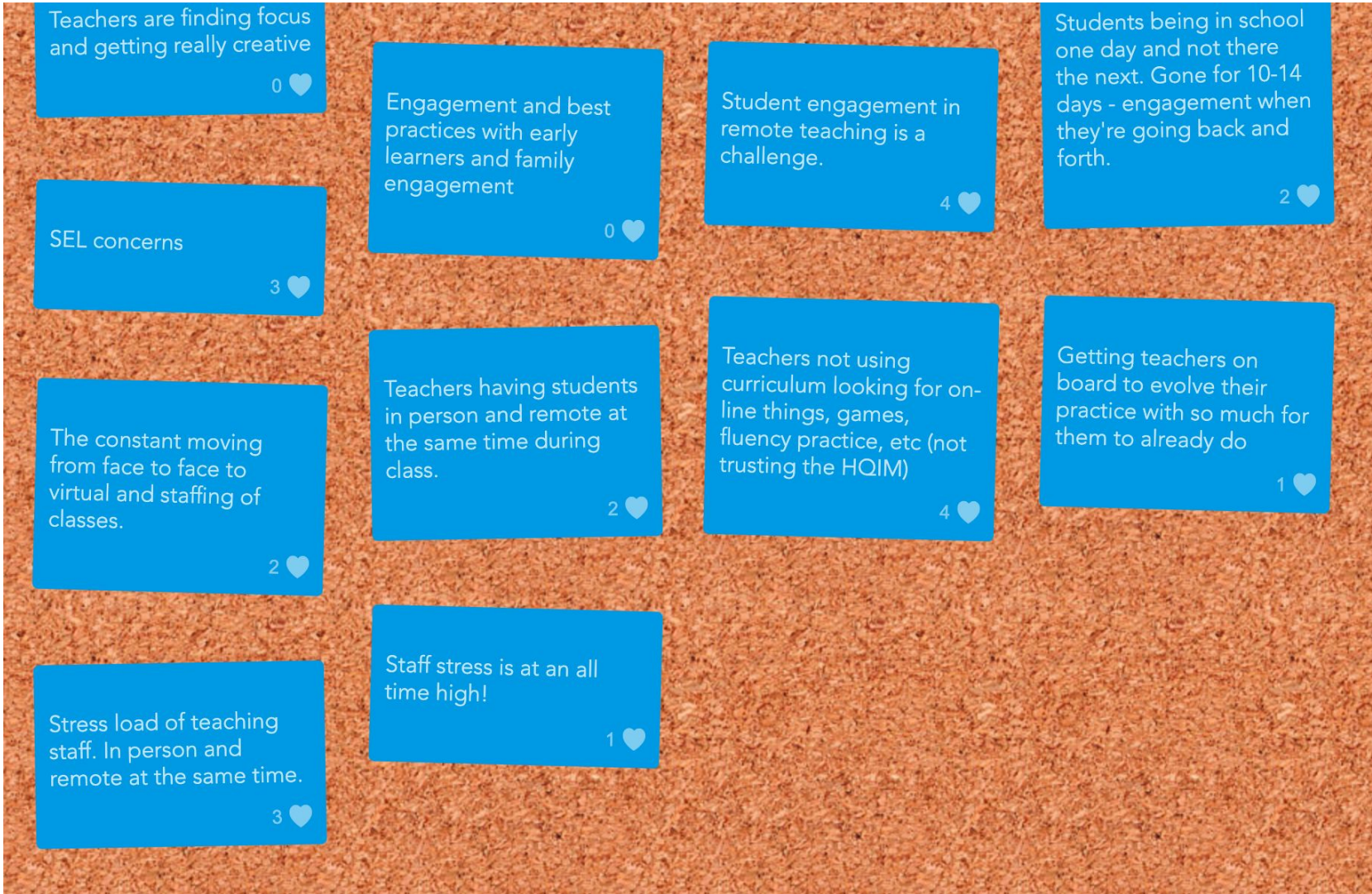
4 ❤️

To challenge students with rigor IN ADDITION to addressing SEL

Family engagement and family empowerment regarding early learning instruction

[See link to Collaborative Board here.](#)



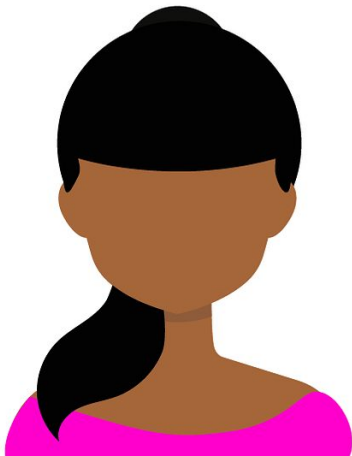


[See link to Collaborative Board here.](#)

Whole Group Share-Out

We're in this together!

Is there a reflection you'd like to share from reading other the collaborate board?





Introduction to Helpful Resources

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

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**



It's important to listen to students

Article

“A lot of teachers really tried really hard to post fun assignments for you to do and make it easier for you to do. But, as the time went on, I think the teachers just got tired or they forgot how important it is to try to keep the students engaged, or maybe it was just because they had to change their learning, but they would send a video to you and say, ‘Hey, here’s what you’ll be doing. I posted an assignment in [Google] Classroom. Go do it. It’s due on this day.’”

- Evelyn Livingston, sixth grader in WI

“Obviously we need to learn, but giving us more work doesn’t necessarily mean we’re learning more. It’s one thing for a teacher to just say that you’re heard, but it’s a different thing for a teacher to say, ‘Ok. I’m hearing your concerns. All of you have to work during the school week. Let me look at this work load and see if this is really necessary.’ I think that’s one big thing: for teachers to not only hear us, but to act on the things that we’re saying.”

-Sophia Perry, 12th grader in TN

Reflect: Stop and Jot



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

- 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 prioritizing content

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 and **continue to learn the most important content** to keep them on track
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

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

WI Created their Own Version Aligned with Your Context

Resource

WI Priority Instructional Content in ELA and Math

**Wisconsin Priority Instructional
Content in English Language Arts
and Mathematics
2020-2021**



What it is and What its not

WI Priority Instructional Content in ELA and Math

| Priority Instructional Content IS... | Priority Instructional Content IS NOT... |
|---|---|
| <ul style="list-style-type: none">● For use during 2020 - 2021● One way to address educational equity by ensuring meaningful instruction for all learners● Major content likely to lead to college and career readiness● A way for all learners to access grade-level content while completing unfinished learning from previous years● One way to use academic instruction to meet students' social emotional learning needs | <ul style="list-style-type: none">● A permanent narrowing of curriculum● The only content that should be taught● Replacing universal instruction and grade-level content with remediation or intervention |

Equity: Just in Time vs Just in Case

[Resource 1](#)
[Resource 2](#)
[\(math\)](#)

Just in case: try to cover, in an expedited fashion, the units that students missed at the end of last year, before moving on to any grade-level content.

BUT this may cause **unnecessary deficit mindsets**, **frustrate kids** right off the bat by focusing on what they maybe didn't learn last year, and **eat up time** in a year when time is going to be at a real premium.

Just in Time: A just-in-time approach **focuses forward on the current grade-level content**, rather than backward on the skills missing from the prior grade. It gives your students the chance to feel some learning momentum, as they continue to acquire new skills and understanding.



What's the connection to HQIM?

[Resource](#)

Publishers took the guidance and adapted their instructional materials!!

Many of these materials are open source and available for you to use NOW

Collaborative For Student Success shares:

- **Adjusted curriculum scope and sequences**
- **Info on how publishers provide educators with specific supports to use materials for remote and hybrid learning**
- **Info on how publishers provide students, families and other caregivers supports for using materials at home**



Bring Caregivers into the Classroom

Seek Common Ground and Student Achievement Partners created **Family Guides** to help anyone supporting a child's learning in the 2020-21 school year learn more about what children should know and be able to do, grade by grade, in math and literacy.



What does look like in practice?

Check out this case study on [Teaching Lab's work](#) with Freire Charter Schools in PA



TOPICS / PROFESSIONAL LEARNING FOR EDUCATORS

How to Accelerate Learning for All Students in the 2020–21 School Year

Carnegie Corporation of New York grantees support grade-level instruction to overcome lost learning caused by the pandemic

Stephanie Hirsh, September 1, 2020



Panel Discussion

Panel Discussion



Rachel Etienne

Student Achievement Partners
Executive Vice President,
Professional Learning



Jennifer Lawler

Kenosha Unified District
Coordinator of
Mathematics



John Silverthorne

Wauwatosa School District
Math Instructional Coach

Breakout Group Discussion on WI Priority Instructional Content

[Google Folder
Link](#)

Instructions:

- Find your google folder aligned with your grade/subject (same as what is on your name)
 - ELA K-2, ELA 3-5, ELA 6-8, ELA 9-12
 - Math K-2, Math 3-5, Math 6-8, Math 9-12
- Join breakout groups
- Introduce yourselves!
 - Name, Role, Location
- Identify a group note-taker
 - Name:
- Find the pages of the guidance focused on your grade/subject
- Read the guidance
- Discuss the questions below
- Complete the table below with the two questions



Closing

Collaborate Board

What is **one big reflection** you have from today?

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



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To challenge students with rigor IN ADDITION to addressing SEL

The importance of having common curricula can be an influencer in closing the achievement gap. When people go off script, it matters!

1 ❤️

Family engagement and family empowerment regarding early learning instruction

[See link to Collaborative Board here.](#)



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!

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

Tuesday, November 24, 9-11am CST

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[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 resources on social media

**We're learning about new resources
everyday.**

**Share your resources with us on social
media!**

@TeachinglabHQ

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

Follow Us on Social Media

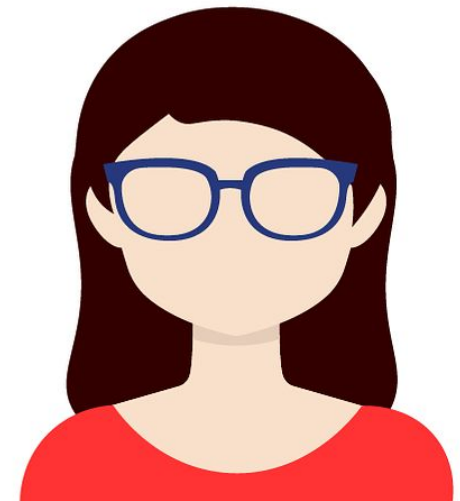
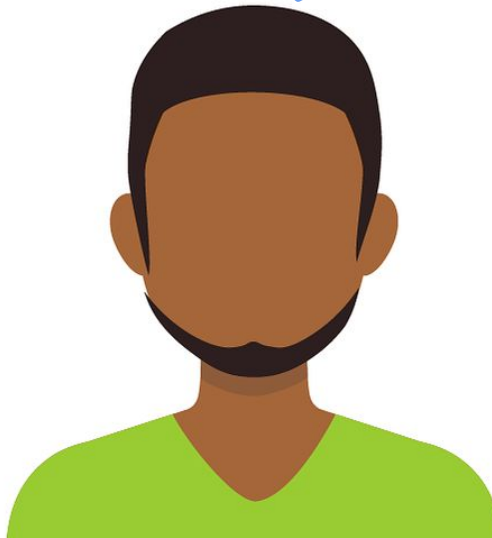
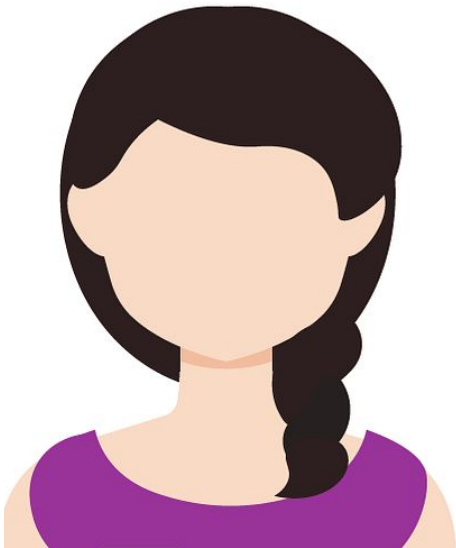


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www.teachinglab.org



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Additional Resources

Reminder: definition of 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



“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.”**”

What does look like in practice?

Check out this case study on [Teaching Lab's work](#) with Freire Charter Schools in PA



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Resource on student engagement in remote learning

VOICES | TEACHING & LEARNING

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

By Kerry Rice and Kristin Kipp May 6, 2020



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.

Resource for how to engage families during distance learning

Resource



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?*



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.

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



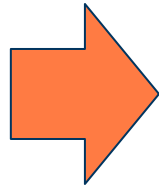


Appendix

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. |