

Welcome!

Please take the Zoom poll while we wait for the webinar to begin.

Question: What role do you play in student learning?

Regional Educational Laboratory Midwest discussion: Research-based resources, considerations, and strategies for remote learning

Presenters

Fausto López

Melissa Rasberry

Marshal Conley

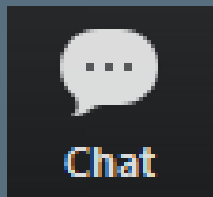
Facilitator

Dominique Bradley

Using the Zoom Platform



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- You have the option to dial into the phone line or listen through computer audio.



- Click on the Chat box to introduce yourself, ask questions for the presenters, or let us know about any technical issues.



- We have live closed captioning available during the webinar—to see the captions, click on Closed Caption.

Meet the presenters.



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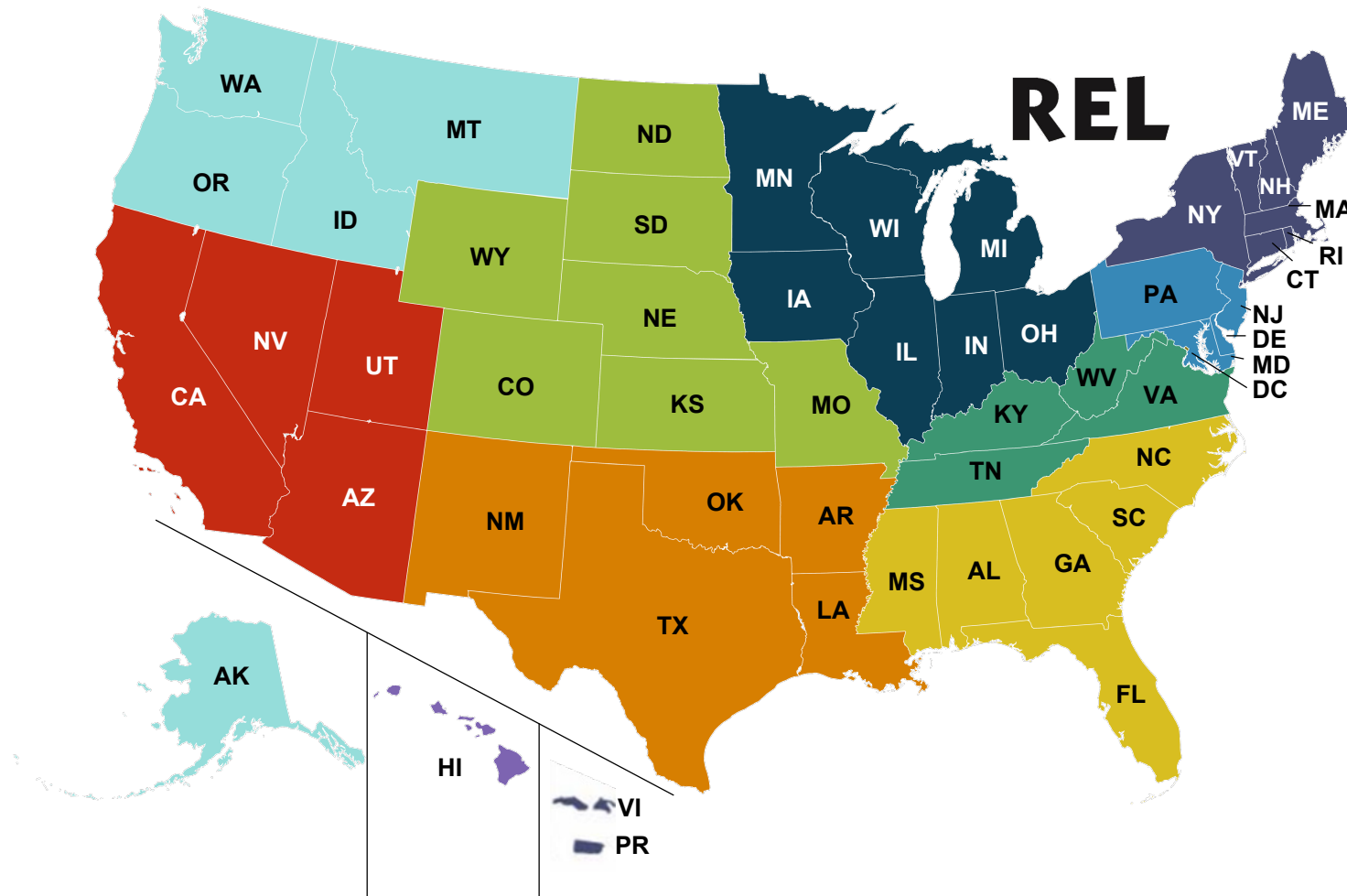
Results:

What role do you play in student learning?

Agenda

- Welcome and overview of REL Midwest
- Supporting social and emotional learning
- Considerations for districts transitioning to remote learning
- Resources to support remote learning
- Tools to enhance virtual learning

Regional Educational Laboratories



- Appalachia
- Central
- Mid-Atlantic
- Midwest
- NE & Islands
- NW
- Pacific*
- SE
- SW
- West

* The Pacific Region contains Hawaii, pictured on the map, and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau, not pictured on the map.

Types of support that REL Midwest offers



Applied research studies that address partnerships' research questions



Events that support the dissemination and understanding of existing research



Workshops that support the use of data and research



Coaching that supports the use of data and research



Technical support such as survey, interview, or observation protocol development; literature reviews; or tool development.



Reviews of studies and interventions to determine level of evidence to support ESSA implementation



Ask A REL annotated bibliographies produced in response to stakeholder questions

Resource flyer, notetaking handout, and link roundup

REL MIDWEST
Regional Educational Laboratory
A Division Institute for Research

Transitioning to remote learning: Resources and guidance

The Regional Educational Laboratory (REL) Midwest has identified considerations for districts transitioning to remote learning, strategies to provide continuity in social and emotional learning (SEL), considerations when selecting virtual learning tools, and resources to support remote learning.

What are some key considerations for districts transitioning to remote learning?

Focus area	Considerations for transitioning
Collaborative leadership	<ul style="list-style-type: none">• Create a vision for remote learning• Gather stakeholder input• Streamline messaging to students and parents
Personalized student learning	<ul style="list-style-type: none">• Develop learning plans unconstrained by the brick and mortar school environment• Offer "plugged" and "unplugged" options• Host virtual class meetings to "see" students• Differentiate activities to accommodate student needs
Robust infrastructure	<ul style="list-style-type: none">• Gather anonymous data about student access• Loan out devices to those in need, where available• Limit online learning activities in consideration for families with multiple students
Personalized professional learning	<ul style="list-style-type: none">• Connect with colleagues to support and share knowledge• Align work by codeveloping learning plans with grade-level or subject-area peers• Build a virtual learning network through social media• Offer districtwide professional development online

Source: See the U.S. Department of Education [Characteristics of Future Ready Leadership](#) for more information.

How can educators incorporate SEL in remote learning?

- SEL can engage students in exploring and expressing emotions, building developmental relationships, and supporting each other. In a remote learning environment, educators can incorporate SEL by doing the following:¹
 - Provide consistency in daily school routines, which can reduce stress and promote positive learning conditions.
 - Use SEL programs, groups, and individualized supports developed in the "brick and mortar" setting to engage students and connect them to tools and resources for remote learning.
 - Expand SEL programs, groups, and individualized supports to parents to connect them to tools and resources for use at home.
 - Offer opportunities for students to share and process their emotions.
 - Focus on the sequence and flow of the remote learning content, incorporating pauses and allowing time for students to gather their thoughts and share out.

¹ For more details on these tips, see <https://casel.org/covid-resources/>.

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Research-based resources, considerations, and strategies for online learning webinar: Notetaking handout

What are your reactions to the remote learning approaches presented?

What challenges have you noticed in preparing for remote learning?

What are the next steps you plan to take?

REL Midwest Notetaking Handout- 1
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Research-Based Resources, Considerations, and Strategies for Online Learning Webinar: Links to Resources

Following are links to the remote learning resources shared during the Regional Educational Laboratory (REL) Midwest webinar *Research-Based Resources, Considerations, and Strategies for Online Learning* on April 8, 2020.

REL Midwest Website: <https://ies.ed.gov/ncee/edlabs/regions/midwest/default.aspx>

REL Midwest newsletter: <https://ies.ed.gov/ncee/edlabs/regions/midwest/newsroom/newsletter.aspx>

REL Midwest Twitter feed: <https://twitter.com/RELMidwest>

Supporting students' social and emotional learning

- Collaborative for Academic, Social, and Emotional Learning (CASEL): *COVID-19 resources*: <https://casel.org/covid-resources/>

Social and emotional support in remote learning

- American Institutes for Research: *Social and Emotional Learning Solutions*: <https://www.air.org/resource/social-and-emotional-learning-sel-solutions-air>
- Conditions for Learning at AIR: *Creating the Environments for Learning Inside and Outside the Classroom*: <https://www.air.org/resource/conditions-learning-creating-environments-learning-inside-and-outside-classroom>
- Science of Learning and Development (SoLD) Project: *Science of Learning and Development*: https://assets.aspeninstitute.org/content/uploads/2017/05/SoLD-combined-manuscripts_under-review_vF.pdf

Considerations for instruction

- Illinois State Board of Education: *Remote learning recommendations- instructional time, p. 17*: https://www.isbe.net/Documents/RL_Recommendations-3-27-20.pdf?fbclid=IwAR0ioA4fr9WjplDqL0OKNasWB2mci-HDTL_zf9ThiBjhcPZGa5qKRW5Bru7w
- Confident Parents, Confident Kids: *A smooth morning routine*: <https://confidentparentsconfidentkids.org/2015/10/14/new-video-short-a-smooth-morning-routine/>
- Scholastic Learn at Home: *Free Resources for School Closures*: <https://www.scholastic.com/teachers/teaching-tools/articles/resources/scholastic-learn-at-home-free-resources-for-school-closures.html#>
- Khan Academy: <https://www.khanacademy.org/>

REL Midwest Links to Webinar Resources—1
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If you did not receive these handouts ahead of the webinar, email lhecovich@air.org.

Regional Educational Laboratories working to support educators

- REL Midwest: Quick Chat: Shifting Classroom Practices to a Virtual Environment
 - [Archive online](#)
- REL Mid-Atlantic: Learning Remotely in the Age of COVID-19
 - [Register today: April 14, 2020 at 3:30pm ET](#)
- REL Northeast & Islands: FAQ on Meeting the Needs of English Learners in an Online Environment
 - [How can educators provide high-quality instruction to English learners \(ELs\) in an online environment?](#)

Coming soon:

- REL Mid-Atlantic: Webinar on early childhood education
- REL Central: Chat with educators in rural areas

Supporting students' social and emotional learning

Social and emotional support in remote learning

Social and emotional learning (SEL) can engage both youth and adults in exploring and expressing **emotions**, building developmental **relationships**, and **supporting each other** during this challenging time.



Source: Collaborative for Academic, Social, and Emotional Learning: <https://casel.org/covid-resources/>.

Considerations for instruction

- Provide consistency in daily school routines to reduce stress and promote positive learning conditions.
- Focus on the sequence and flow of the content, incorporating pauses and allowing students time to gather their thoughts and share out.
- Use existing SEL programs, groups, and individualized supports to engage educators, students, and families and connect them to tools and resources.
- Provide opportunities for youth to share and process emotions. Engage youth in developmentally appropriate conversations and projects to investigate and discuss COVID-19.



Source: Collaborative for Academic, Social, and Emotional Learning: <https://casel.org/covid-resources/>.

A checklist for all educators

- Express Care
- Challenge Growth
- Provide Support
- Share Power
- Expand Possibilities

Source: Search Institute: [COVID-19 Checklist](#).

CHECKLIST Building Developmental Relationships During the COVID-19 Crisis



Search Institute's research is demonstrating that when young people experience developmental relationships with parents, educators, youth program staff, and other adults their outcomes are better, their risk behaviors are lower, and they are more likely to be on the path to thrive in life. Staff in schools and youth programs do not need to and should not stop seeking to build developmental relationships with young people while they are at home during the nation's response to the COVID-19 crisis. Every time you take one of the relationship-building steps below in the critical weeks ahead, place a check next to it and know that you have made a valuable contribution to helping young people weather this storm.

Express Care: Show me that I matter to you.

- Send a text, email, video, or note that says they matter to you personally and you are thinking about them during this crisis.
- Ask how they are spending their time at home during the crisis.
- Tell them that you believe in them and you know they will get through this difficult time, then move on with learning and growing.

Challenge Growth: Push me to keep getting better.

- Let young people know that you expect them to keep up with the work of your school or program even though times are difficult; hold them accountable if they don't put in the effort.
- Encourage or require young people to use the time at home to focus on learning or doing something that they have been struggling with in your class or program.
- Ask young people what they are or could be doing to help their parents, siblings, or others get through this difficult time.
- Ask young people to set one personal goal for something they want to achieve during the time away from your school or program, and then periodically check in on their progress.

Provide Support: Help me complete tasks and achieve goals.

- Ask young people how they are feeling about the world, themselves, and the future during the crisis. Indicate that you really hear them when they respond and that you care about their feelings.
- Send notes to parenting adults to suggest ways they can help young people stay connected to the work of your class or program while they are at home.

SEL resources for parents and families

*SEL is most effective when **youth and adults** feel safe and cared for.*

- Stem Next Opportunity Fund: [Supporting Families and COVID-19: We've Got to Get This Right](#): Guidance and resources for educators in supporting families
- [The National Child Traumatic Stress Network](#): Coping in Hard Times: Fact Sheet for Community Organizations and Leaders
- [Feeding America](#): Resources for families experiencing food uncertainty



Resources for educators

SEL online learning module: [Creating a Well-Rounded Educational Experience](#)

- A course for educators, teachers, counselors, support staff, custodians, lunchroom workers, and afterschool providers
- Contains videos, readings, and activities for developing SEL as well as links to additional resources

[Insights in the field](#): Opportunities for learning and development in out-of-school time; contains podcasts and links to resources to supplement student learning during a quarantine

[Conditions for Learning at AIR](#): Creating the Environments for Learning Inside and Outside the Classroom

[Social and Emotional Learning Solutions at AIR](#): A suite of resources and guidance for policymakers and educators



Creating a Well-Rounded Educational Experience

Introduction to Social and Emotional Learning

SEL Solutions | at American Institutes for Research

AIR
AMERICAN INSTITUTES FOR RESEARCH

Personalized professional learning strategies



- Call on your colleagues: Identify reflective learning partners.
- Codevelop learning plans: Create virtual grade-level meetings.
- Build your virtual learning network: Develop communities of practice, multitiered systems of support, or community advisory boards.

Reflection from educators on the ground: Supporting students' SEL

Considerations for districts transitioning to remote learning

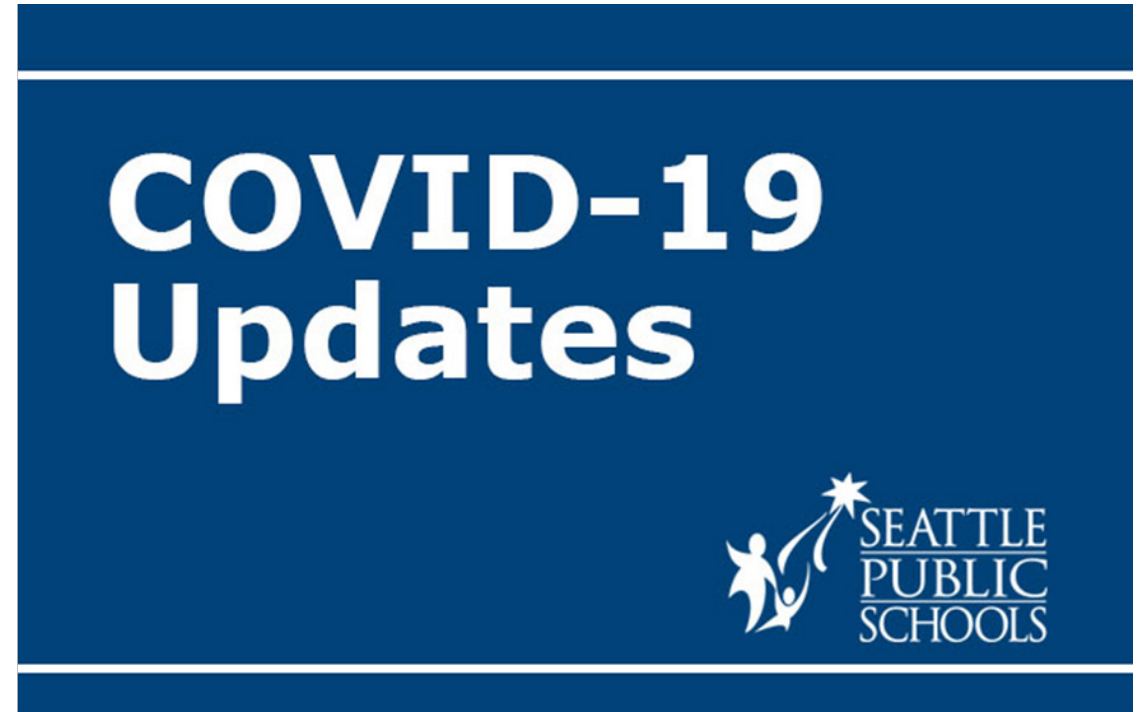
Future ready leadership: A framework for decisionmaking

Focus Areas	Description
Collaborative Leadership	Commitment to demonstrating strong leadership aptitude, developing the vision, securing the ongoing funding, building a district-wide leadership team, and garnering broad-based support to ensure a successful digital learning transition for students and teachers
Personalized Student Learning	Personalized pathways for student learning through active and collaborative learning activities, which are aligned with standards, chosen through ongoing assessment of students' progress and preferences, and supported by the use and creation of rich content and robust tools
Robust Infrastructure	Equitable access to bandwidth, wireless networks, hardware, and devices, managed by support personnel for reliable use—both inside and outside of school
Personalized Professional Learning	Ongoing, job-embedded, and relevant professional learning designed and led by teachers with support from other experts to assist other teachers, administrators, and support personnel in making the digital transition

Source: [Characteristics of Future Ready Leadership](#) (page 2).

Future ready leadership: Collaborative leadership

- Create a vision for remote learning, including creating immediate goals and aligning long-term goals.
- Gather input from a wide variety of stakeholders.
- Collaborate to streamline messaging to students and parents.
- Remember: The whole is greater than the sum of its parts.

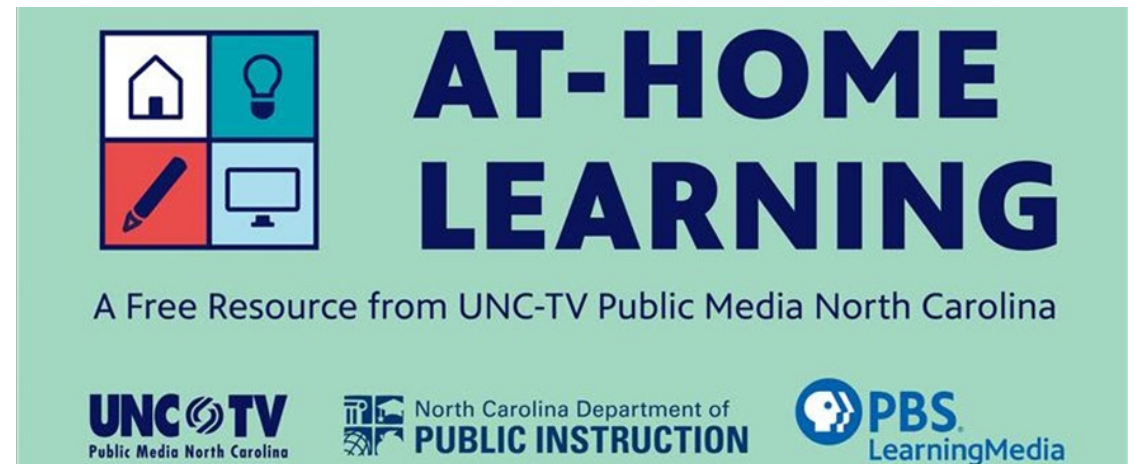


Exemplar: Seattle Public Schools communication strategy

Source: Seattle Public Schools.

Future ready leadership: Personalized student learning

- Develop learning plans that do not try to replicate the school environment.
- Offer both “plugged” and “unplugged” options so that all students may participate.
- Schedule virtual class meetings so that you can “see” your students via webcam and build community together online.
- Differentiate activities, just as you would in the classroom, to ensure that students with special needs can be accommodated at home.



Exemplar: Diversity of access using public media

Source: UNC-TV Public Media North Carolina.

Future ready leadership: Robust infrastructure

- Survey students anonymously about the access they have at home.
- Use “out-of-the-box” thinking to bring connectivity to those “unplugged.”
- Loan out devices, if available, to students in need.
- Limit online learning activities so that families with multiple students can manage the workload easier.



Exemplar: Thinking out of the box to connect “unplugged” students

[This photo](#) by unknown author is licensed under [CC BY-SA](#).

Future ready leadership: Personalized professional learning

- Call on your colleagues for support and tap into their collective wisdom.
- Codevelop learning plans with your grade-level or subject-area peers so that the work is aligned.
- Build your virtual learning network through social media (e.g., Twitter, Pinterest).
- Offer districtwide professional development online so that educators can continue to learn, using the same tools that students are accessing.



Exemplar: Building virtual learning networks

Resources to support remote learning

Resources for education leaders

Guidance on continuity of learning

Comprehensive Center Network: [Resources for Continuity of Learning](#)

- Free resources and tools have been developed by federal, state, and private organizations and vetted by a team of experts.
- The resources include policy guidance, curricular materials, and grading and credit policies.

Staying up-to-date with changing requirements

- U.S. Department of Education: [COVID-19 \(“Coronavirus”\) Information and Resources Schools and School Personnel](#)
- Education Week: [Map: Coronavirus and School Closures](#)



Resources for teachers and families

[Learning Keeps Going](#): Provides resources and support for educators and parents as they keep the learning going during extended school closures.

[International Society for Technology in Education](#): Provides practical guidance, evidence-based professional learning, virtual networks, and thought-provoking events.

[Digital Promise](#): This organization is working to close the digital learning gap and ensure equitable access to learning technology.



Resources for specific student populations

U.S. Department of Education guidance

- [Guiding Principles for Use of Technology With Early Learners](#): Guidance on developmentally appropriate use of technology with young children.
- [Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children With Disabilities](#): Policy guidance and links to resources for serving students with disabilities.

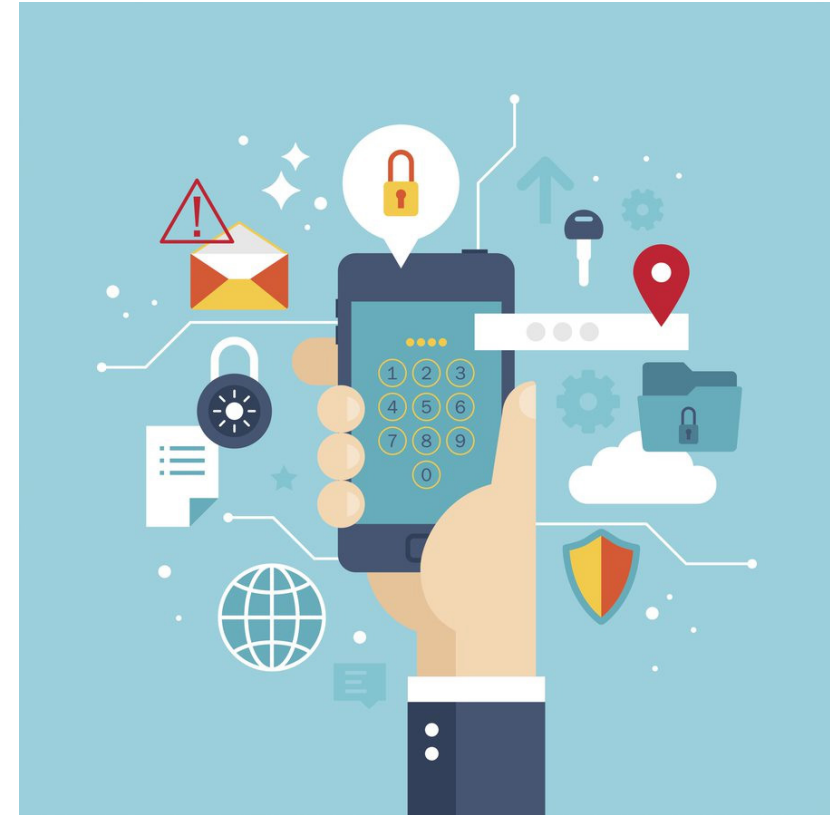
Resources for educators

- [About Accessible Educational Materials](#): Lesson plans, articles, and other resources for educators serving students with disabilities.
- [School Responses to COVID-19: ELL/Immigrant Considerations](#): Guidance on English learner student and immigrant considerations, resources for educators including bilingual remote lessons, and links to organizations supporting immigrant families.



Does this stuff work? Looking for evidence in educational technology

- [Jefferson Education Exchange EdTech Genome Project](#): This nonprofit is dedicated to studying the efficacy of edtech tools across contexts, identifying which tools work, in what contexts, and why.
- [Office of Educational Technology Research and Innovation Resources](#): Provides research and resources on edtech as well as free online resources for students and families, district and state leaders, and developers.
- [EdSurge: Learning Resource](#): This article provides guidance specific for understanding edtech research.



Reflection from educators on the ground: Transitioning to remote learning

Tools to enhance virtual learning

Virtual learning tools: Overall considerations

- What tools has the district and state approved for use?
- What are the primary components of the virtual platform?
 - Privacy settings (student safety)
 - Online diagnostics
 - Tutorials
 - Availability of test-runs
- How do the resources in each online resource “map” onto curricular content?
 - Facilitation of preparation
 - Group discussion
 - Individual projects
- What is the cost and ease of use for instructional staff and students?
 - Requirement of subscriptions
 - Availability of meeting invites and toll-free numbers

Virtual learning tools: Technical considerations

- Cost, subscription plans, and ease of use to educators, students, and families
 - Data rates
 - Wi-Fi access
 - User learning curve
- Consent and privacy concerns
 - Parent and youth consent
 - Encryption
 - Compliance with HIPAA/FERPA
- Accessibility and capacity of virtual meetings
- Archival or recording needs

HIPAA = Health Insurance Portability and Accountability Act; FERPA = Family Educational Rights and Privacy Act

Tools for collaborative learning



- Free
- Video-sharing platform; can create channels and share activities/lessons



Google Classroom

- Free
- Create, distribute, and grade assignments



- Fee based, schools may receive fee waiver
- Meeting app, screen sharing, video conferencing



- Free
- Create “grids” to facilitate video discussions, classroom message board, video sharing



Facebook Groups

- Free
- Closed groups, file sharing, video and image sharing, social media



Blackboard

- Fee based
- Learning and content management system, communication portal

Tools for messaging



ClassDojo

- Free
- Feed for photos and videos, and messaging



facebook Messenger

- Free
- Messaging service



- Free for 30 days
- Classroom updates, photo/video sharing, calendar, messaging, tracking



- Fee-based
- Securely publish student writing



WhatsApp

- Free
- Messaging service



- Fee based for schools and districts
- Educator initiated messages, can send documents and files
- Integrates with other apps

Tools for collaborative planning



GoToMeeting

- Fee based
- Meeting app, screen sharing, video conferencing, conference call



Adobe Connect

- Free for 90 days
- Meeting app, screen sharing, video conferencing, integrates with other apps



Microsoft Teams

- Free for schools
- Meeting app, screen sharing, video conferencing, notebooks and collaborative spaces, integrates with other apps



Google Hangouts

- Free
- Meeting app, screen sharing, video conferencing, integrates with Google apps

Links and descriptions of these tools, plus many more, can be found at the UNESCO site on distance learning platforms:

<https://en.unesco.org/covid19/educationresponse/solutions?>

To request a certificate of participation,
email us at relmidwest@air.org.

Thank you!



Follow us [@RELMidwest](https://twitter.com/RELMidwest)

Sign up for our newsletter to stay up to date on additional resources and events.

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Additional resources

State plan examples

- California: [Distance Learning](#)
- Georgia: [Digital Learning Planning: Information for Georgia Public School Districts](#)
- Texas: [Instructional Continuity Planning Framework](#)

Resources for education leaders

- Consortium on School Networking: [Coronavirus \(COVID-19\) Edtech Guidance](#)
- Council of Chief State School Officers: [CCSSO Supporting States Amid Coronavirus Outbreak](#)
- eLearning days
 - Digital Learning Collaborative: [eLearningDays: A Scan of Policy and Guidance](#)
 - State Educational Technology Directors Association: [Supporting Students With IEPs During eLearning Days](#)
- [Opportunities for Learning and Development in Out-of-School Time](#)

Resources for teachers and families

- International Society for Technology in Education
 - [7 Ways to Make Remote Learning Accessible to All Students](#)
 - [Open Educational Resources](#)
 - [ISTE Standards](#) (standards for innovation in education)
 - [Learning During COVID-19 Resources](#)
- Digital Promise
 - [Online Learning Resources and FAQ](#)
 - [COVID-19 Online Learning](#)
- Learning Keeps Going
 - [Resources for teachers, leaders, parents](#)
 - [Free tech for learning, webinars](#)

Resources for special populations

- [Collection of Guidance and Resources for Special Education on COVID-19](#) (state guidance links on Padlet)
- [E-Learning for Special Populations](#) (*EdWeek* special report)
- [About Accessible Educational Materials](#) (lesson plans, articles, and other resources for educators serving students with disabilities)
- English learner students: [School Responses to COVID-19: ELL/Immigrant Considerations](#) (links to resources for educators serving English learner students)

COVID-19 specific resources for educators

American School Counselor Association: [Planning for Virtual/Distance School Counseling During an Emergency Shutdown](#) (handout)

American Teacher Federation: [Coronavirus Lesson Plans and Resources](#)

National Education Association: [Schools and Coronavirus: What You Should Know](#) (includes links to national resources in response to COVID-19)

[National Center on Safe Supportive Learning Environments](#) (links to state and federal responses and COVID-19 related resources for educators and district administrators)

[Scholastic Learn at Home: Free Resources for School Closure](#) (website with resources)

UNESCO: [Distance Learning Solutions](#) (website with virtual learning resources)

Resources for supporting adults

Centers for Disease Control and Prevention: [Stress and Coping](#): (resources for adults on stress and coping in the time of COVID-19)

[Feeding America](#): (resources for those experiencing food uncertainty)

[The National Child Traumatic Stress Network](#): Fact Sheet for Community Organizations and Leaders

Substance Abuse and Mental Health Services Administration: [Coping With Stress During Infectious Disease Outbreaks](#)

SEL resources to support children

American Academy of Child and Adolescent Psychiatry: [Talking to Children About Coronavirus \(COVID19\)](#)

National Association of School Psychologists: [Helping Children Cope With Changes Resulting From COVID-19](#)

PBS Parents: [How to Talk to Your Kids About Coronavirus](#)

World Health Organization: [Helping Children Cope With Stress During the 2019-nCov Outbreak](#)

Resources for future ready leaders

Instruction Partners: [COVID-19 School Closures: Key Actions, Guiding Questions, and Resources to Prepare for Continued Student Learning](#)

National Association of Secondary School Principals: [How Twitter Can Serve as a COVID-19 School Resource](#)

[Seattle Public Schools](#) (coronavirus communications strategy)

U.S. Department of Education, Office of Education Technology: [Personalized Professional Learning for Future Ready Leaders: Full Video Library](#)

Resources on personalized learning for students

Chicago Public Schools: [Pre-K Resource Packet](#) (includes activities to Read, Write, Move, Design, and Solve)

[UNC-TV Public Media North Carolina](#) (diversity of access using public media)

U.S. Department of Education, Office of Education Technology: [Examples of Pedagogical Change and Personalized Learning](#)

Resources for creating robust infrastructure

USA Today: [SC schools deploy wifi buses amid virus pandemic](#)

U.S. Department of Education, Office of Education Technology: [Device Deployment From a Position of Equity](#)

U.S. Department of Education, Office of Education Technology: [Attaining Broadband District-Wide](#)

Resources on professional personalized learning

Cybraryman: [Education Chats](#)

U.S. Department of Education, Office of Education Technology: [Becoming a Connected Educator](#)

U.S. Department of Education, Office of Education Technology: [Recharge Ed: Collaborative Unconference](#)

Resources on creating routines

Confident Parents Confident Kids: [New Video Short!—A Smooth Morning Routine](#)

[Scholastic Learn at Home: Free Resources for School Closures](#)