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In the Remote & Distance Learning Supplement Six:

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Teachers' Experiences Working from Home During the COVID-19 Pandemic

Summary by Jeremy Prim, PhD student, Graduate Student Researcher

During the COVID-19 pandemic, administrators, teachers, and students have had to discover new ways of learning and viewing school in a new context. Closure of schools due to the threat COVID-19 posed on the health of the education stakeholders involved in schools provided challenges that schools were unprepared and unequipped to handle. Teachers, the heartbeat schools, have been deeply affected by these drastic changes and shift to online instruction.

instruction. The study draws on a diverse sample of 7,195 teachers working across 9 southern, midwestern, and eastern states. This report provides insight into some of the challenges and potential needs teachers may have as learning has shifted to primarily digital formats. I will briefly provide key findings from this study and a reflection on what it means for schools

Key Findings

Teachers Need Support. Teachers' sense of success teaching during the pandemic, according to this sample, is **closely linked to their perceptions of support from the district, administrators, and peers.**

Teachers Need to Feel Seen. Teachers who range from early career, mid-career, and late-career are struggling with balancing their work and personal lives, as they have now merged due to the mandated quarantine. These changes are very new at each career stage, and patience and empathy appear to be key.

New Age of Teacher and Student Engagement. As online learning and hybrid-learning styles appear to be the norm for the foreseeable future, engaging students in new and innovative ways are key. Further, lower socioeconomic and historically underrepresented minority students require necessary attention as the report shows that these students are at risk for greater academic losses than their white student counterparts.

Reflection. The forced transition due to the COVID-19 pandemic has caused unforeseen challenges for teachers, administrators, and students. Teachers are essential to student learning and are essential to uplifting the communities they serve. Community building within schools, and supports for teachers, provides some hope.

Access the full report [HERE](#).

Engaging Students with Video Conferencing

The following is excerpted from Harvard University's Derek Bok Center for Teaching and Learning:

1. Brainstorm.

- In Zoom, try brainstorms by asking students a question and asking them all to submit their brainstorming via chat.
- Another approach can be to use gallery view of all your students and do a “whip around,” in which you ask a question that each student needs to answer in sequence. As you go from student to student, getting each student’s answer, students can also “pass” if they don’t have an answer they want to share with everyone at that moment.

- In Zoom, you can ask students to make concept maps by providing them with a list of terms and then breaking the class into breakout rooms. Ask the students in each breakout room to **share a whiteboard** and collectively make a concept map that describes how all the terms you've provided are related. (**More than one student can annotate a whiteboard at the same time.**) When the students are done, ask them to take a snapshot or a screen capture of their white board, which they can either use to study later and/or submit for credit. (If you ask students to submit their concept maps for credit, ask them to write all their names on the whiteboard with their concept map.)
- Rather than asking them to make a concept map on a Zoom whiteboard, you can instead ask them to make one using Google Slides, in which they can write the terms in text boxes and draw lines with arrows connecting each term and use text boxes to describe the relationship between the connected terms. (Google Slides may be easier because a group can save their shared slide deck and you can provide them with all the terms in text boxes in advance, so they can just start by arranging them in their slide and drawing arrows between the related concepts.)

3. Gallery Walk.

- Gallery walks can be adapted to Canvas Discussion Boards. Rather than write multiple questions on different pieces of paper organized around a room, write your questions as Canvas discussion board questions, and ask students to rotate through each discussion question and respond. Ask them to spend 1-2 minutes at each discussion forum before moving to the next.

4. Graffiti Board.

Similar to gallery walks, graffiti boards can be adapted to Canvas Discussion Boards. Instead of making verbal discussion prompts, you can upload files or images that you want students to respond to rather than responding to a verbal question. Ask students to rotate through each discussion post image and respond. Ask them to spend 1-2 minutes at each discussion forum before moving to the next.

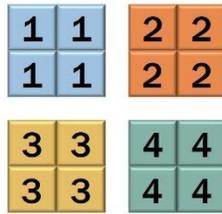
5. Doing practice problems in small groups.

- Breaking students into groups to work on practice problems is easily done in Zoom. Provide students with a worksheet (either a PDF linked to from your Canvas page or by sending them a link to a Google doc that has the instructions and problems they are to work on) and break them into breakout out rooms. See above, but I think break out rooms of 4-6 students work best, and hosts and co-hosts and shuttle between the breakout rooms to monitor student progress and answer questions.

JIGSAW

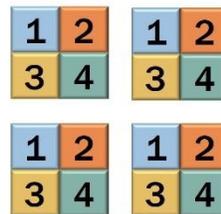
Round 1 – Focus Groups

Divide students into groups and give each group a different text to read and discuss.



Round 2 – Task Groups

Mix the groups so that students can bring their specific focus to a common task or problem.



Vanderbilt University Center for Teaching

Jigsaw developed by Aronson (1978)

- Jigsaws can still be done in Zoom using back-to-back Breakout room sessions. You just have to manually design which students are in which rooms for both Breakout room rounds. As students are working together during round 1, you can use that time to identify which students are present in class that day, and figure out how to rearrange the breakout groups so that the Breakout rooms in round 2 have a member from each of the round 1 breakout rooms.

7. Minute paper, or quick write.

- The simplest technique we can use while teaching over Zoom. Before asking students to answer a question in front of the whole class, give everyone a minute to collect their thoughts by writing for a minute before asking for volunteers to share their answers with everyone.
- One minute papers at the end of class can also be useful, **for example through a Google form.**

8. Responsive lecture.

- Students in breakout groups can compile a list of questions in a shared Google doc that the instructor has access to.
- Ask your students to spend the last minute of class each submitting a question they have to the chat channel (either publicly to everyone, or privately just to you)

9. Statement correction, or intentional mistakes.

- An easily accessible technique in which you can provide students with a statement via a shared screen or a document you place on their Canvas page or as a shared Google doc with a link provided over chat. Ask your students to hit their Yes button if they think the statement is true, and the No button if they think it is false. Ask for volunteers to defend both positions before confirming the answer.

10. Strip sequence, or sequence (re)construction.

- Sequence (re)constructions can be easily adapted to multiple choice questions. Provide students with 4 or 5 labeled steps, and make the choices of the multiple choice question different arrangements of those steps.

Webinar: New Findings on Equity in Blended Learning

Live webinar presented by UC Davis School of Education, PowerSchool and Microsoft

The School of Education has been developing a new partnership with PowerSchool, a leading K-12 education technology company. The CEO of PowerSchool, Hardeep Gulati serves on our Advisory Board and we have been collaborating on several exciting projects.

As a result of this partnership, four of our School of Education faculty are sharing their expertise in a Digital Learning Webinar sponsored by PowerSchool and Microsoft. The topic of the webinar is “*Designing for Equity in Digital Learning Spaces*” and it will be offered live on **Thursday July 9 at 10:00 am** and recorded for future use. There is no charge to participate. Webinar details and the link to register are included below. Feel free to share with others, as I understand that they can host up to 3,000 participants!

In an upcoming webinar presented by PowerSchool and Microsoft, faculty members from the UC Davis School of Education are sharing key evidence-based research and findings about how to promote equity no matter where students are learning from or what their unique needs may be.

Join us to learn more about how to:

- Build school and family connections with education technology
- Support digital citizenship and literacy for diverse populations
- Engage students using technology and media to support learning
- Promote equity for bilingual students, teachers, and families

REGISTER NOW!

See you at the webinar on Thursday, July 9 at 10 AM PT / 1 PM ET!

Scheduling conflict? No problem.

Register for the live event, and you'll receive a recording after the webinar.

Collaboration and Addressing Student Needs

(PACE)

PACE created a brief all about one school district's response to the COVID-19 crisis, Mother Lode Union School District. Almost 60% of their students at their two schools receive free and reduced-price lunches. Considering the district only covers 62 square miles, that percentage depicts the amount of poverty they face.

Leaders at MLUSD knew that collaboration would be the only choice when it came to responding to the

knew their students would have a hard time finding enough food to eat and finding devices to use at home for schoolwork. While many needed help, leaders planned with equity in mind- the most vulnerable students were ensured access to every service they needed. Soon plans to distribute resources and teach virtually were made. Most vulnerable students were given everything to meet their basic needs and soon enough 770 students had Chromebooks, biweekly packets were created for the few that did not have internet access, and Google Classroom was chosen as the primary distance learning platform.

As distance learning settled in, MLUSD knew they couldn't just let it be. The district developed a process to follow up with the students and their families who were not engaged in distance learning twice a week. If teachers weren't able to get in touch with the family then the district administration would. If they couldn't get in touch with the family then someone from the local Sheriff's department would go conduct a wellness check. Students who were able to be online and participated in distance learning were monitored by their teachers to ensure they continued learning as best they could.

Now that they've settled into distance learning, they're beginning to plan on their intentions for the fall. As of now, they're hoping for a blended approach and are also prepared to assign students standardized academic grades.

To read the full article, click [here](#).

Effective Practices for Distance Learning

The following resources were compiled by Paola Avalos, CAP-Ed policy intern.

- Benchmark. *Electronic book family library that provides books that are in English, Spanish, and a dual language.*
 - <https://goto.benchmarkeducation.com/acton/fs/blocks/showLandingPage/a/34723/p/p-015b/t/page/fm/0?sid=TV2:exleKYHmD>
- TwigEducation. *Provides independent learning packets for distance learning. Has resources for K-12.*
 - https://www.go.twigeducation.com/covid19-us?utm_source=newsletter&utm_medium=email&utm_campaign=covid-19-us

Process and Engagement considerations for Distance Learning

Specific considerations and supports for students with disabilities

- Distant Learning Considerations. *Discusses considerations for students with disabilities and English learners. Provides examples of delivery strategies that can be used.*
 - A. <https://www.cde.ca.gov/ci/cr/dl/dlconsiderations.asp>
- Center on Online Learning and Students with Disabilities. *Provides documents for parents, school administrators, and licensing agencies regarding online instruction for students with disabilities.*
 - <http://www.centerononlinelearning.res.ku.edu/resource-documents/>
- Bookshare. *Electronic book library for students with learning disabilities and visual impairments, and physical disabilities.*
 - <https://www.bookshare.org/cms/>
- Social emotional considerations in the virtual space

A. <https://onlinehighschool.stanford.edu/essentials-student-support-services>

- American School Counselor Association: School Counseling in a Virtual School Setting. *Discusses supplementary information about school counseling in a virtual setting and benefits and limitations of online counseling.*
 - https://www.schoolcounselor.org/asca/media/PDFs/WebinarPowerPoints/WEB100317_Steele.pdf
- Strategies for Trauma-Informed Distance Learning. *Discusses strategies that educators can use to attend the emotional needs of their students.*
 - https://selcenter.wested.org/wp-content/uploads/sites/3/2020/05/SEL_Center_Strategies_for_Trauma_Informed_Distance_Learning_Brief.pdf
- Preventing Adverse Childhood Experiences (ACEs): Leveraging the Best Available Evidence. *Discusses adverse childhood experiences and different strategies to prevent adverse childhood experiences such as promoting social norms that protect against violence and adversity, teaching skills, and connecting youth to caring adults and activities.*
 - <https://www.cdc.gov/violenceprevention/pdf/preventingACES.pdf>
 - The role of homework load, testing, and grading considerations
- Keep Teaching: Strategies and Resources for Instructional Resilience. *Discusses remote assessment and testing options.*

California Schools Turn to Mindfulness to Help Students Cope with Stress

(EdSource)

- “A recent **study** by researchers at the Stanford School of Medicine used brain scans to show that chronic anxiety altered children’s emotional-regulation brain circuits, making them more likely to suffer from long-term mood disorders.”
- “In the short term, chronic anxiety can cause children to suffer from behavior problems and difficulty focusing, according to the **Child Mind Institute**.”

Considering the above statements, think about what all the children across America are going through right now. Students are uncertain about what is going to happen with their upcoming school year, they’re in the middle of a pandemic- something they have never experienced before, and on top of that they are also seeing a tremendous amount of racial unrest throughout the country. Fortunately for some students, school districts in California are beginning to present the idea of practicing mindfulness. Studies show that quiet breathing and focusing in on the present moment can boost attention skills and aid in coping with stress according to Harvard’s Center for Education Policy Research report in 2019.

A fourth grader in Pittsburg, CA did not need any more convincing on mindfulness practice and claims that it not only has changed her own outlook on stressful situations, but her mother’s as well. In Los Angeles Unified, almost 1,000 teachers have been trained and there are hundreds more on the waiting list to learn mindfulness, yoga, tai chi and other techniques to improve their students’ mental health which is key in times such as these. LA Unified is also offering an optional summer school class for those interested in mindfulness and staying fit- there are already 660 students enrolled. The Mindful Life Project which serves numerous districts in the bay area, has seen a 250% increase in the downloads of their app in just the past 2 months alone proving that this is a sought after, effective activity for children.

Jody Miller, head of Esther B. Clark Schools in San Jose and Palo Alto stated, “My advice is to just listen to kids. Be available and don’t minimize whatever they’re experiencing. Talk to them about what’s going

earlier you start, the better.

To read the full article, click [here](#).

What's in the CARES Act and What May Come Next

(The Wallace Foundation)

Recently, Congress passed the Coronavirus Aid, Relief and Economic Security (CARES) Act in response to the coronavirus pandemic. It includes more than \$2 trillion in spending, \$30 billion of which will be available to support K-12, higher education, and early childhood education. The Wallace Foundation in partnership with EducationCounsel will be hosting a webinar to give an overview of the CARES Act as well as information on implementation.

To register for the webinar, click [here](#).

Getting to 100% Student Engagement in Distance Learning

(EdSource)

The 2020-2021 school year is going to be one like no other thanks to the coronavirus. Many people are more stressed than ever due to so much uncertainty in our world right now, but one thing is for sure—distance learning will continue, even if it's at a partial amount of what it is now. One of the biggest concerns of those dealing with distance learning now is how to get ALL students engaged. How can distance learning become more equitable?

A third-grade teacher in Richmond, CA realized that distance learning was here to stay so she wanted to learn how she could get more kids involved. After 2 months of researching she was able to get all 22 of her students participating. The following are some of her tips:

- Partner with students, families, and colleagues. Some students spend different parts of the day with different people. Being able to get in touch with the caregiver during the school day is crucial to ensuring the student is engaged and learning.
- Engaging and social lesson plans. Students used to have social time with their friends at school before class so that's what this teacher did via Zoom. Students get open social time on Zoom before their lessons to support their social and emotional needs. By doing this, she has seen 100% attendance on most school days. Interactive lessons and activities paired with public honoring of their work (posting art and science projects on ClassDojo) help keep students engaged and motivated.
- Be clear, caring and flexible. Tutorial videos in English and Spanish are made before she releases any new procedures. There are no set schedules (other than the one-hour live session in the morning) and no due dates for assignments. There are, however, guidelines, must-do assignments, and may-do assignments.

The main key in this teacher's approach to distance learning is to be compassionate and understand that no families are the same. Flexibility from teachers and schools is crucial to making this work for all students, regardless of where they come from.

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