



LAUNCH NEBRASKA



Strengthening the Core: Remote Learning for ELA

December 3, 2020



School Reentry: Foundational Values

Equity: We must ensure our students, especially those who have been historically underserved, maintain access to high quality teaching.

Quality: While flexibility and innovation must be pursued, we must not back down from our standards for quality.

Flexibility: We must pursue flexibilities in regulations and innovations to ensure students have access to high quality teaching.

Safety: Learning cannot occur if the school community does not feel safe in its environment

Decisive: Given the size and scope of the challenge, we must move deliberately and make tough choices. We will make mistakes, and we will adapt quickly as variables on the ground change.



Our Current Realities:

Schools are experiencing constant change.

Student learning environments are shifting between in-person and remote settings at different points throughout this fall.

It can be time consuming to prepare instruction for remote learning, and time is limited.

High-quality instructional materials support coherence and offer consistency as students move between remote and in-person learning scenarios.



Strengthening Core Instruction

- Professional learning sessions focused on strengthening core instruction for **literacy**, **mathematics**, and **science** to provide **content-specific** knowledge and skills related to remote instruction and essential instructional content.
- Complementary to previous Launch Nebraska Webinar Series.
- Each session be recorded and archived on the Launch Nebraska website (www.launchne.com).



Meet Megan



- Associate Dean at Relay GSE
- Former Teacher, School Leader, District Leader, and now work in Higher Education!
- Based in Fairfax, VA
- Aspiring bread maker...but lack the patience :(



Before we get started...

- Use the Q & A feature if you have questions about technology or logistics
- Use “Chat All Panelists” when prompted to respond
- Go to “View Options” to exit full screen to access the links in your web browser.
- Recorded session and this PPT deck will be available at www.launchne.com.

#launchnebraska
@NDE_TLA
@schoolkitgroup



Objectives

Participants will...

1. Understand how remote learning impacts student cognition and engagement.
2. Examine strategies to support planning, implementation, and assessment in a remote instructional setting.



Our Mindset About Remote Learning

“We can choose to envision opportunities as challenges, or to envision challenges as opportunities.”



Why are we focusing on this content now?

- **Equity.** All of our students deserve access to engaging, at-grade-level instruction aligned to high quality instructional materials
- **Increased remote learning.** Due to increases in COVID cases, we are seeing more school building closures and more teachers and school systems rolling over to remote learning
- **A focus on essential content.** NDE has provided Essential Content resources to help educators focus their planning and instruction on the learning that matters most.

Session Agenda:

Topic	Length
Getting Started	5 minutes
Cognitive Science + Remote Learning Considerations	20 minutes
Planning	20 minutes
Implementation	20 minutes
Assessment	20 minutes
Closing	5 minutes



Let's Hear From You

In the chat, please respond to these questions:

- Which aspects of remote learning have been going well?
- Which aspect(s) of remote learning do you find most challenging or complex?

Let's Prepare



Doug Lemov

*Managing Director of
Uncommon Schools; author
of "Teach Like a Champion"*

**As you watch the video,
jot down:**

- What key points and recommendations does he make?
- What resonates with you most? Why?



Let's Watch



Video Debrief

“Chat All Panelists”:

- What key points and recommendations does he make?
- What resonates with you most? Why?



Key Points and Recommendations

- *Short bursts* of information paired with *opportunities for students to DO* something with the content we are giving them
- *Plan and structure* lessons so that students are **always** doing the thinking work and using their working memories!
- Hold students *accountable* for doing the work in the lesson
- Provide opportunities for students to engage in *formative thinking*
- Collect formative data → *check for understanding* often!

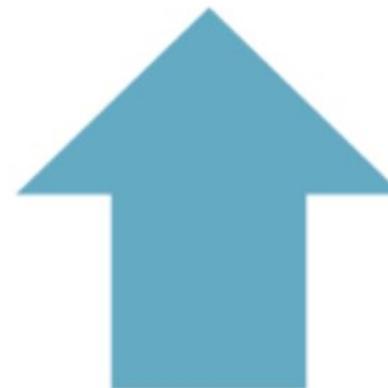


Think About the Shift from a Student Perspective

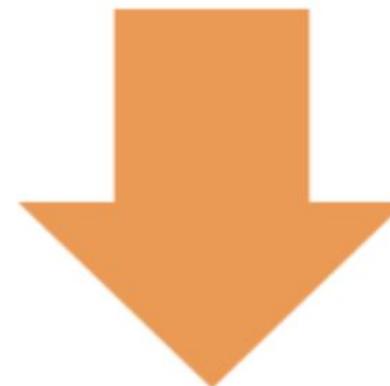


Affective Filters

“The *affective filter* is a term made popular by Stephen Krashen, a famous American researcher on second language acquisition, during the 1980s. It is an attempt to describe how a **student’s attitudes or emotional variables** can impact the success of learning a new language.” --Rocio Figuero



When the Active filter is High



Opportunities for learning or attaining comprehensible input decrease



What can we do to minimize this?

1. Recreate low stakes speaking opportunities
2. Avoid overcorrecting
3. “Celebrate failure” to promote a growth mindset
4. Build in “joy factor” and create time and space for students to have fun with their classmates



Let's talk English Language Arts.

As we keep the student experience and aspects of how students learn remotely in mind...

Let's learn more about best practices for teaching ELA remotely!



The Foundations of Our Work

Provide all students grade-level learning, regardless of their starting points.



Implement high-quality instructional materials to ensure all students have a coherent academic experience.



The Foundations of Our Work: The Instructional Shifts

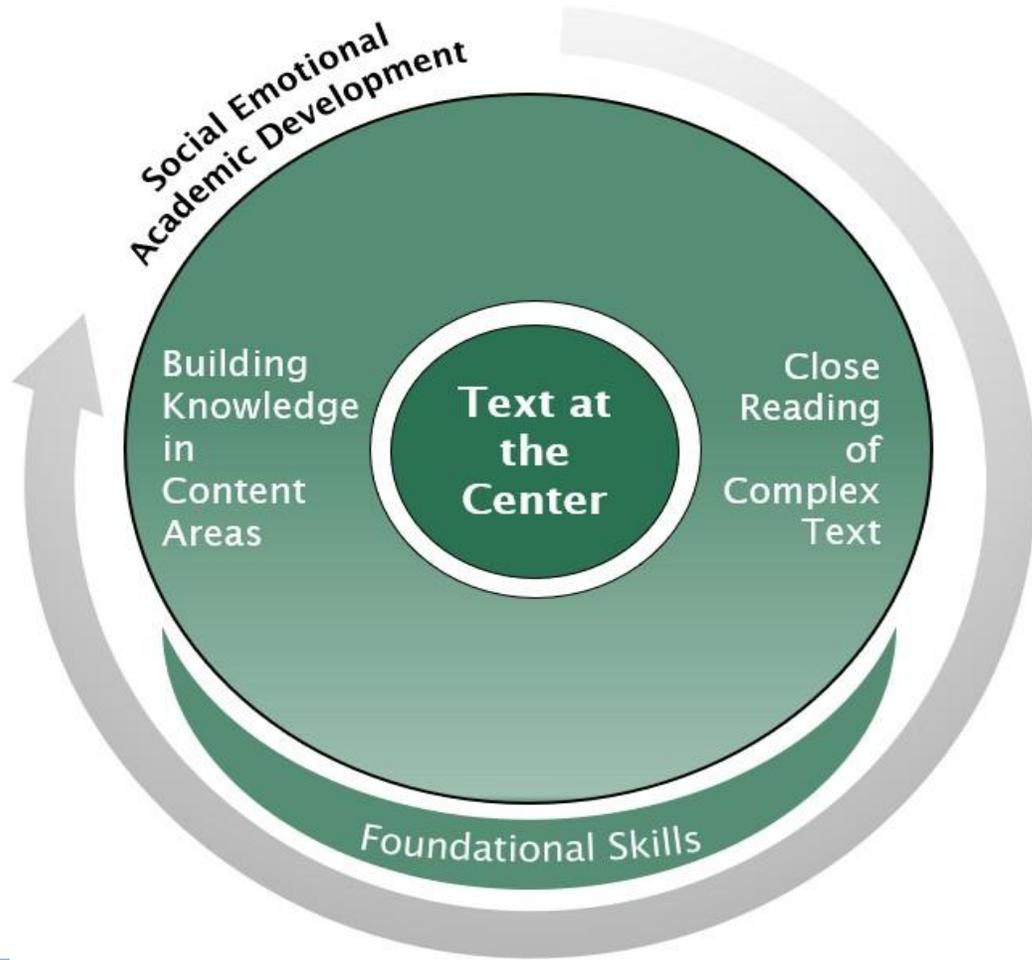
English Language Arts

Adopted September 5, 2014

Instruction allows students to...	Key Instructional Shifts
Develop foundational reading skills in literary and informational text	Students must acquire a strong grounding in the elements of both literary and informational texts if they are to meet the demands of college and career. Supporting students in navigating a variety of complex, grade-level texts is essential to literacy development and success in a number of content areas and disciplines. Students should have opportunities to build their background knowledge through instructional supports and practices that include analysis and reflection.
Find and use text evidence to support analysis and reflection in reading, writing, and discussion tasks	The revised standards emphasize a suite of skills associated with drawing upon textual evidence to formulate arguments, support claims, and generate deeper understandings of content. The standards call upon students to both construct and answer literal and inferential questions that are based on substantive evidence from text, as well as analyze the nuances of print and digital texts.
Conduct and publish research using multiple credible sources	While the revised standards reflect a broad range of writing tasks and modes, they bring renewed focus to specialized research skills. Specifically, young writers are called upon to integrate multiple sources of information into their writing, evaluate the credibility and trustworthiness of such, and learn how to properly cite textual evidence and other print and digital sources. Effective writing practice in this domain creates a space for explicit instruction around the guidelines for appropriate and ethical uses of information. Effective practice also underscores the specialized skills associated with writing for various purposes and audiences across disciplines such as Mathematics, Social Studies, and Sciences.



The Foundations of Our Work

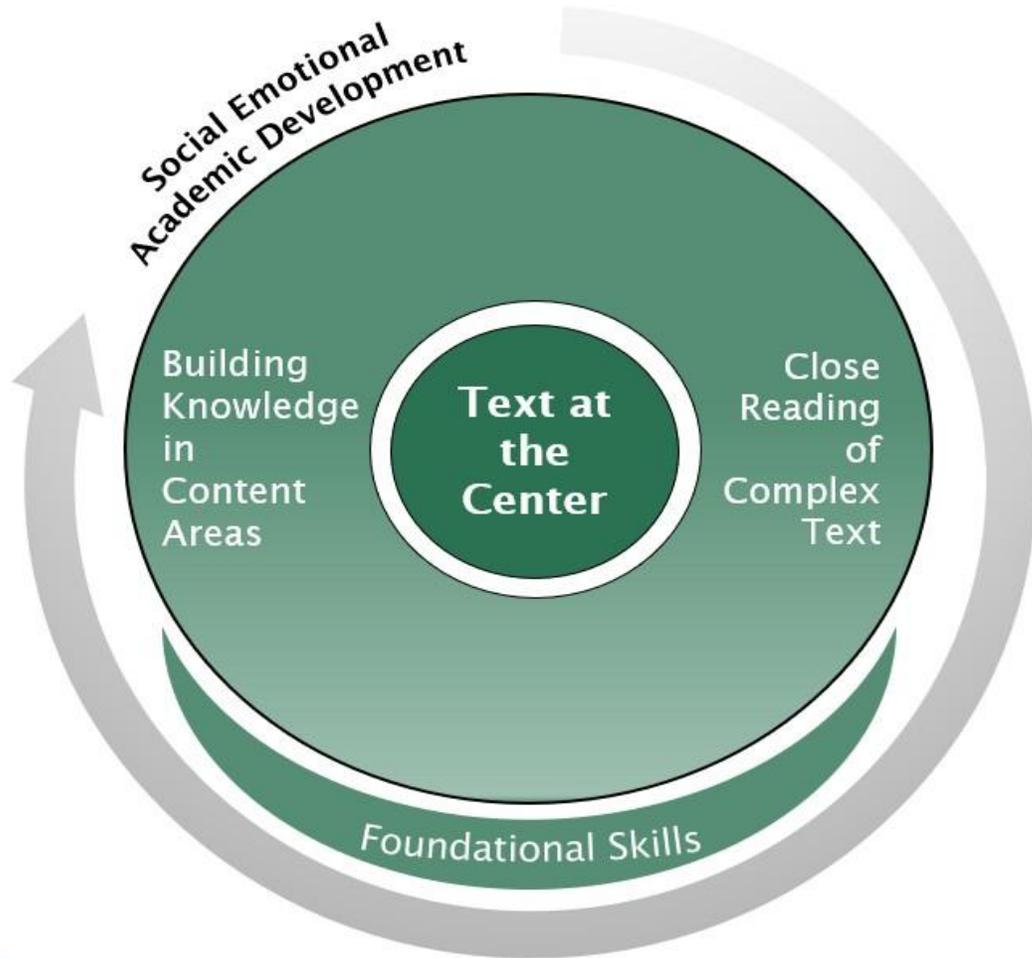


Essential Content In ELA:

- Teaching Students to Read (K-3)
- Keeping Grade Level Complex Text at the Center
- Building Knowledge Across Content Areas



The Foundations of Our Work



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All Students Need to Read and Write about Complex Texts

“The types of texts that teachers use with their students is an issue of **equity**: Teachers must provide a text diet rich with difficult texts to adolescents, **including those who may struggle when reading them**, to ensure equitable literacy instruction for all.”

*“Struggle is Not a Bad Word” (Lupo, Strong, & Smith 2018)
(Hiebert, 2017; Tatum, 1999)*



How can we support students in
accessing grade-level ELA standards in a
remote context?



Three Areas of Focus

**Prioritize and
Plan**

**Support
and Engage**

**Assess and
Give
Feedback**



Planning

If you are using **high quality instructional materials...**

- **Internalize** the unit, the tasks, and the lessons
- Identify opportunities to **scaffold** instruction
- **Adapt** for remote instruction



Planning

If you are using **teacher created materials...**

- Review **grade level content/standards** and their connections to **essential content**
- Develop **high leverage** units and lessons
- Determine areas of **challenge**
- Design **scaffolds** and **assessments**
- **Adapt** to the remote context



Planning

To adapt for remote, think about...

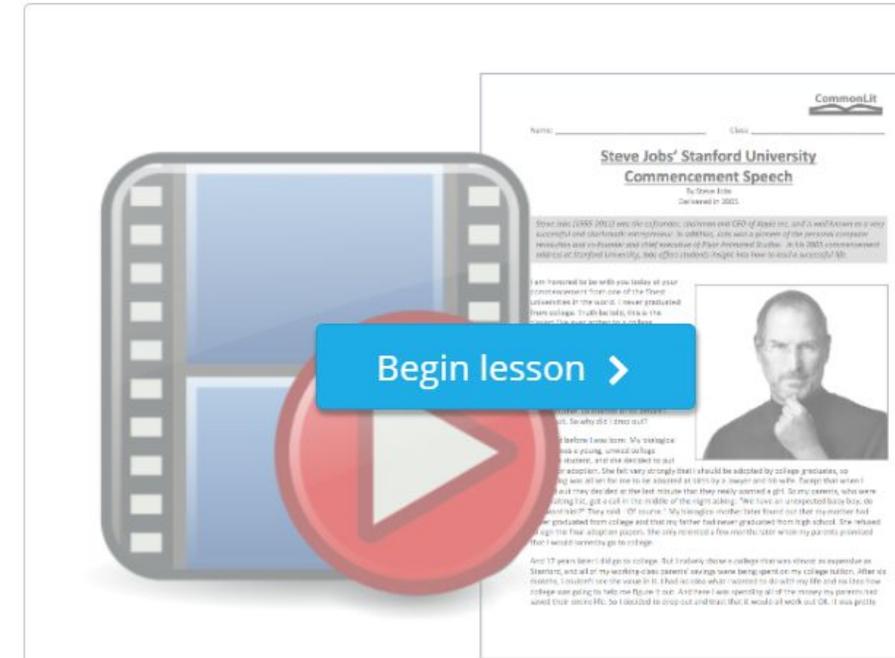
1. How are you providing **direct instruction** (what platform)?
2. How are **students engaging** with learning (teacher-led, small groups, partners, independent)?
3. How are you **assessing** (formative/summative, Google Form, Peardeck/Nearpod, Canvas)?



Let's Plan!

Steve Jobs Unit, Grade 6, ELA Guidebooks

Unit Goal: Students read literary and informational texts about the role of failure in success. Students understand that success takes hard work, deliberate practice, and the ability to learn from failures and persevere. They express their understanding by exploring how an author's word choice, use of evidence, and selected organization reflect a text's purpose and then by writing their own personal narrative based on the models.



The image is a composite graphic. On the left is a blue film strip icon. In the center is a large red play button. On the right is a document titled "Steve Jobs' Stanford University Commencement Speech" by Steve Jobs, dated November 12, 2005. The document includes a photo of Steve Jobs and a "Begin lesson" button with a right-pointing arrow.



Let's Plan!

- **Review** the annotated student cards from lesson at <https://bit.ly/2VLD62P>
- **Think about:**
 - How did the teacher **adapt** to remote instruction? What stayed the same?
 - How did the teacher incorporate **reading** and **writing**?
 - What questions does this raise for you?



Let's Plan!

What stays the same?

- Texts and rigor
- Final assessment prompt

What changes?

- Student turn and talks/share outs
- Student resources (chart, final task)
- Read aloud structure



Let's hear from you!



- How did the teacher adapt to remote instruction?
- What questions does this raise for you?

Chat your reflections to “All Panelists and Attendees”



Key Points

When planning for virtual ELA instruction, think about...

1. How are students **accessing/reading** the text?
2. How are students **writing** about the text?
3. How are students **talking** about the text?



Let's Plan!

Ask yourself:

1. What parts of the lesson already work for a remote context? Keep them!
2. What parts of the lesson need to be changed for remote instruction? Adapt them!



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Lesson Delivery

Shift the cognitive load to the students by making sure students are **actively engaged** and participating in **student discourse**.



Lesson Delivery

- Go to <https://bit.ly/2VLD62P>
- Review the **Let's Practice!** and **Let's Discuss!** section of the lesson cards.
 - How does this teacher encourage student discourse?



Lesson Delivery

Online Turn and Talk

- What teacher moves does Ben make in order to make this turn and talk successful?



Lesson Delivery



Let's hear from you!



- What does Ben do to make this turn and talk successful?
- What questions does this raise for you?

Chat your reflections to “All Panelists and Attendees”



Lesson Delivery

Online Turn and Talk

1. Use time wisely
2. Manage turns (identify who goes first and second in the Turn and Talk)
3. Have students write before they talk
4. Take volunteers before you cold call
5. Ask students to build on each other's responses



Key Points

Shift the cognitive load to students by engaging them in the learning process.

Plan for opportunities for students to speak...

- To you
- To each other
- To the whole class



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Three Areas of Focus

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Assessment

Check for understanding/misconceptions and provide explicit feedback.



Assessment

- Daily formative assessments (exit ticket, discussion prompt of the day)
- Varying ways to show knowledge (audio/video, photograph, experiment, chart, graph, presentation, essay, multiple choice, short answer)
- Surveys, polls, check-in calls



Assessment

- Kahoot (www.kahoot.com)
- Nearpod (www.nearpod.com)
- Peardeck (www.peardeck.com)
- Padlet (www.padlet.com)
- Edpuzzle (www.edpuzzle.com)
- Flipgrid (www.flipgrid.com)
- Jamboard (www.jamboard.google.com)
- Seesaw (web.seesaw.me)



Let's Assess!

- Go to <https://bit.ly/2K2ZZvN>
- **Read** Example 1 and Example 2
- **Think about:**
 - Which of these examples best sets students up for success and why?
 - What questions/thoughts does this raise for you?



Let's hear from you!



- Which of these examples best sets students up for success and why?
- What questions/thoughts does this raise for you?

Chat your reflections to “All Panelists and Attendees”



Let's hear from you!



What skills does Mr. Gordon need to acquire or hone?

Chat your reflections to “All Panelists and Attendees”



Additional Resources for Educators

 **TNTP** reimagine teaching

Scaffolding Strategies

A key recommendation from our research findings is to give all students greater access to grade-level assignments. While this is critical to improving academic outcomes for all students, it's much easier said than done. Assigning rigorous content poses a significant instructional challenge for teachers who are faced with the reality of students who are behind grade level and need varying types and levels of support to be successful academically.

We observed teachers addressing this reality in many ways: reteaching content from previous grades, assigning students texts at their current reading levels, and providing worksheets with tasks broken down into discrete steps, to name a few. While these strategies did help students complete their assignments more successfully, they often focused on remedial content and did not help students meet the demands of grade-level standards. This speaks to a real and widespread need in the field of education that collectively we haven't yet figured out: How do we support all students to be successful with the rigorous grade-appropriate content that we know is so important for their academic outcomes?

What we're calling "scaffolding up" attempts to address that need. Instead of simplifying activities and bringing content down to what students can currently do, scaffolding up focuses on getting students to master the key practices and concepts in grade-level content, with students able to do so increasingly independently over time. We've combed the field for best practices and resources to support teachers in implementing scaffolding up strategies in their classrooms. As you'll see below, this is a modest collection and the resources are specific to a content area or population of students. As the field expands its expertise in this area, we will continue to share learnings and resources.

General Best Practices

Best Practice	Details
Keep equity and rigorous content at the forefront of all decisions on what and how to teach students who are behind grade level.	<ul style="list-style-type: none">Always use the relevant grade-level college and career ready standards as your baseline for planning content. Ensure you are deeply familiar with the standards for your grade level and/or content area, as well as how they connect to students' previous and future learning.Any other standards you may be using, such as English language development standards, should work in tandem with—not supplant—grade-level college and career ready standards.Provide all students with the opportunity to work with the same grade-appropriate texts and/or tasks in whole-group instruction.
Set aside time, both when initially creating unit/lesson plans and on an ongoing basis, to plan when and how you'll incorporate specific scaffolds to support students.	<ul style="list-style-type: none">Proactively plan scaffolding in each lesson according to the learning objective, target standard(s), and your students' needs. Regularly revisit the scaffolds you've planned to gauge whether they are meeting students' needs and adapt your plans as needed.If using a curriculum that includes scaffolds, evaluate their appropriateness for your content and population of students and adapt as needed.Co-plan with other staff members who work with your students (such as intervention specialists) to ensure students consistently receive appropriate scaffolds that support them in accessing

TNTP: Scaffolding Strategies

Strategies to give students access to grade level assignments



Additional Resources for Educators

Virtual Instruction Guidance EL Education Flex Curriculum: 2020-21

Welcome to EL Education's Virtual Instruction Guidance. In our development of the EL Education Flex Curriculum: 2020-21, clear patterns of instruction emerged that needed specific guidance for effective implementation in a virtual environment.

The principles that follow represent our approach to virtual instruction for the various components of the EL Education K-8 Language Arts Curriculum.

General Guidance For Using a Video Conferencing Platform



Section 1: Direct Instruction



Section 2: Independent Work



Section 3: Protocols and Student Collaboration



Section 4: Writing



Section 5: Close Reading



Section 6: Language Dives



Section 7: Assessment/Reviews



EL Education: Virtual Instruction Guidance

Guidance for best practices in teaching ELA remotely



Additional Resources for Educators

10.21.20 SOME HANDY TOOLS FOR BUILDING STUDENT ENGAGEMENT IN ONLINE CLASSES

As most readers of this blog probably know we've been offering small group online webinar-style workshops this fall on remote teaching. The workshops allow us to connect to, share with and learn from teachers and school leaders everywhere and rarely a workshop goes by where we don't learn something we can pay forward to teachers at the next one.

A session we ran last week was no exception. We discussed when and how to use six key Means of Participation:

Means of Participation	
	Definition
Cold Call	Calling on students whether or not they have volunteered.
Volunteers	Asking students to participate as and if they choose.
Turn&Talk	Using breakout rooms to allow students short, small group discussions
Chat	Asking students to share insights in app-based chat function.
Everybody Writes	Asking students to write pencil-to-paper (or pen to white board)

Teach Like a Champion
Blog: [Some Handy Tools for Building Student Engagement in Online Classes](#)



Additional Resources for Educators



ELA Guidelines for Distance Learning Models

This resource describes adjustments teachers can make to their content and pedagogy to advance and preserve student learning during distance learning. Leaders can use this to guide teacher training, planning, and coaching.

The tables below are organized by the following learning aspirations:

- All Students Access Grade-level Content
- Unfinished Learning is Addressed in Service of Grade-level Content
- Teacher Checks for Understanding and Misconceptions
- Students Receive Feedback on Their Work
- Students Own Their Learning
- Students Leave Grade 2 Having Mastered the Alphabetic Code

Instruction Partners: [ELA](#)
[Guidance for Distance](#)
[Learning Models](#)

Guidance for best practices in teaching ELA remotely



Resources for Nebraska Educators:



Science of Reading
Professional Learning and
Communities of Practice



Resources for Nebraska Educators:



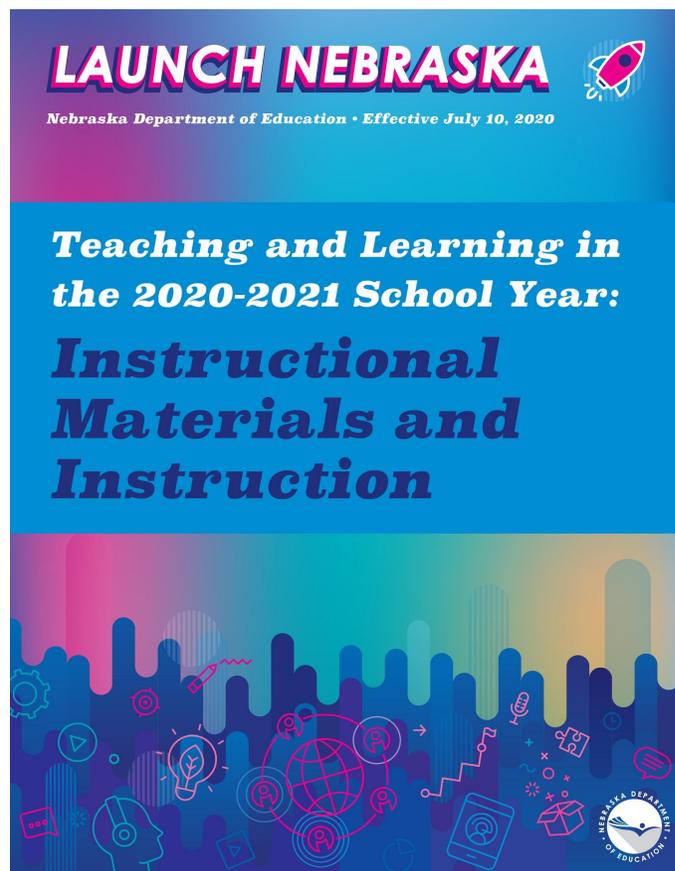
Be sure to check out additional resources and guidance:

- [Instructional Materials & Instruction](#)
- [Assessment](#)
- [Wellbeing and Connection](#)
- [Student, Family, and Community Engagement](#)
- [Professional Learning](#)

<https://www.launchne.com/continuity-of-learning/instruction/>



Resources for Nebraska Educators:



Appendix D: Remote Learning Instructional Considerations (page 56): This includes content considerations for a remote learning environment as well as conditions for engagement in a remote setting

Appendix E: Content-Specific Learning Routines for In-Person and Remote Learning (page 62): Specific routines that can be used to maintain consistency and facilitate deeper learning. Includes both in-person and remote considerations.

Appendix F: Steps to Align Instructional Materials to Remote and Hybrid Scenarios (page 66)



Reflect and Share



Consider Your Role

What are you most excited to take and apply from today's session?

Chat your reflections to “All Panelists and Attendees”



QUESTIONS?

Questions? Reach out to:

Marissa Payzant (marissa.payzant@nebraska.gov),
English Language Arts Specialist at NDE

Abby Burke (abby.burke@nebraska.gov),
Reading Specialist at NDE



THANK YOU!

Remember, remote learning provides us with opportunities in spite of the challenges!

We appreciate the work you to do support excellent ELA instruction for Nebraska students!

