



"Guam" by Paul Williams



Comprehensive Centers Regions 18 & 19

Distance Education with a Focus on the Pacific Context

Module VI: Supporting Students & Families at Home

Friday, July 2, 2021 1:00 pm HST

Photo is for illustrative purposes only.

Any person depicted in the photo is a model.

Agenda

Welcome

Sign In: [SHEET](#)

Getting to know everyone

Overview

Designing and Implementing Curriculum

Questions and Answers





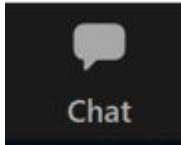
Engagement Norms

- Participate actively in the chats and breakout groups
- Be present
- Silence can be golden
- Be camera ready
- Be aware that we are recording

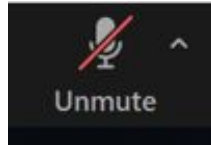


Housekeeping

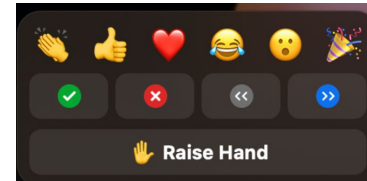
Use the **chat box** for questions, comments, and to participate in activities.



Please remain on **mute** when you're not speaking. Click **unmute** when you want to speak.



Share your **Reactions** throughout the presentation.



Note: This session is being recorded. The recording and PowerPoint will be made available after the session.

Getting to know us



Robin Dyrensborg

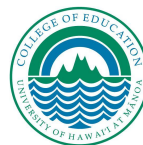
Robin Dyrensborg has a Master's of Education in Educational Leadership, is National Board Certified in Social Studies/History - Early Adolescence, and is in the Learning Design and Technology Doctorate program at the University of Hawai'i at Mānoa. She is a sixth-grade English/Language Arts teacher at 'Iolani School in Honolulu, Hawai'i where she is the Lower School Language Arts Department Head and a grade-level lead for distance learning. In these roles, she provides curriculum support, technology integration support, and designs distance learning protocols and resources for students and families. In addition, she designs the Social Emotional Learning curriculum for her grade level. She has taught for 26 years in public and private schools in elementary, middle, and K-12 settings. Her other teaching experiences include Title I Project teacher and World History teacher. Robin has designed and facilitated teacher professional development workshops at the local, district, and international levels. Robin enjoys cooking, traveling, reading, and spending time with family. She was born in Palau and moved to Hawai'i at the age of 10.



Lynn Mendiola, M.Ed.

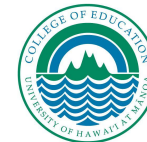


Lynn Mendiola was born and raised on the beautiful island of Saipan. She is a proud product of our CNMI Public School System, who received a Bachelor's Degree in English Literature and Technical Writing from the University of Hawai'i at Hilo and a Master's Degree in Education from Framingham State College. She has 8 years of teaching experience from grades 5–11, and 3 years experience as a reading specialist for grades 3–5. For the past 9 years, she has ventured into the world of school administration. Currently, she is the Principal of William S. Reyes Elementary School and working on a Doctoral Degree on Educational Technology.



Le'ah Murphy

Le'ah Aguon Murphy was born and reared on the island of Saipan. She is a proud product of our CNMI Public School System, who earned a Bachelor's Degree in Elementary Education at the Northern Marianas College and a Master's Degree in Education from Framingham State University. She has 6 years teaching experience from grades 5–12, and 3 years experience as an instructor for the Instructional Technology Program. Recently, she has entered the world of school administration as a Vice Principal. Currently, she serves as VP of ChaCha OceanView Middle School and working on a Doctoral Degree in Medicine em Chiropractic MD/DC. She enjoys beach days with her two daughters, gatherings with friends and family, reading, working out, and massages.



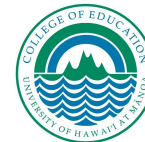
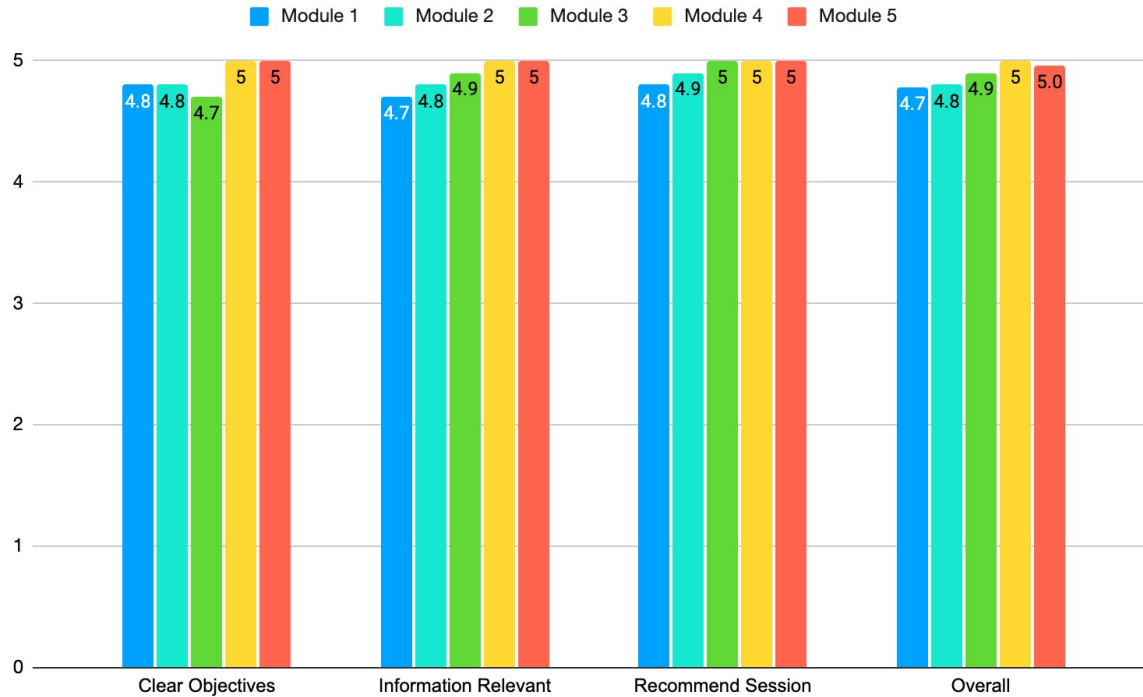
Getting to know you



Attendee Information

- » Over half of you are returning to our workshops again
- » A little less than half of you are attending a workshop for the first time
- » Over 80% of you are new to distance education (0–1 years)
- » More than half of you are K–12 teachers
- » The rest of you are split among administrators, librarians, other resource specialists, and higher education

First through Fifth Module Evaluations



Most Useful Information Module V

- » Breakout sessions, especially hearing what colleagues are doing
- » Different technologies and tips shared
- » Presenters from the region and experienced teachers
- » Reminder that teachers need formative assessment strategies
- » Collaborative approach used with open dialog
- » Learning about assessments and best practices

Recommendations and Interests

- » More step by step instructions
- » A shared drive or other resource of the resources
- » None: Great balance of information and collaboration



Participant Activity

Share a success
and/or a challenge
that you faced
supporting students
& families



Objectives: Participants will...

- Explore the Maslow Model of Hierarchy of Needs
- Understand resource applications in Distance Education
- Investigate student and family resources
- Adapt or adopt ideas for participants own context
- Engage in talk story discussions around tools and resources



Robin Dyrensborg *Maslow's Hierarchy of Needs*

"Building relationships with students is by far the most important thing a teacher can do. Without a solid foundation and relationships built on trust and respect, no quality learning will happen."

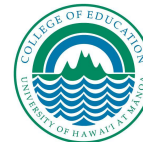
*Timothy Hilton in
Education Week Teacher*



Every Kid Needs a Champion by Rita Pierson



Maslow's Hierarchy of Needs¹

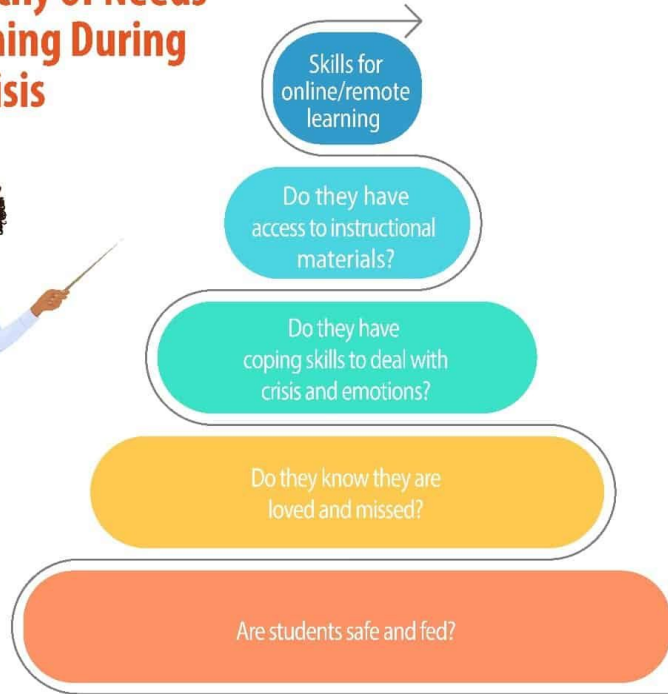


Maslow's Hierarchy of Needs²

Maslow's Hierarchy of Needs Applied to Teaching During the COVID-19 Crisis

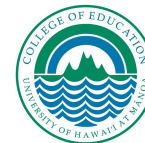


Swansboro High School



Supporting Students - Psychological Needs³

» Reduce stress and anxiety



Supporting Students - Safety⁴

- » COVID precautions
- » Mental health
- » Physical needs

Spell out your name for a quick workout!



Alphabet Workout

A 10 burpees	N 2 minute planks
B 30 jumping jacks	O 20 high knees
C 25 push-ups	P 30 squats
D 20 high knees	Q 20 arm circles
E 60 jumping jacks	R 20 crunches
F 3 minute wall sits	S 15 burpees
G 30 squats	T 15 push-ups
H 30 arm circles	U 50 jumping jacks
I 20 burpees	V 30 high knees
J 30 crunches	W 1 minute planks
K 2 minute planks	X 2 minute wall sits
L 20 push-ups	Y 15 squats
M 1 minute wall sits	Z 30 arm circles

Squeeze in a quick workout at home or on the go by spelling your name, an inspiration word or favorite food. The possibilities are endless.

For more tips on health and wellness visit ahealthiermichigan.org

Supporting Students - Love & Belonging⁵

- » Building relationships with students and among students
 - > Online
 - > Onsite
- » Feeling a sense of belonging
- » Having friends

Homeroom routine: Would you rather?

Would you rather be invisible or
be able to fly?

Think - Jot - Breakout room

Think - Jot - Turn & Talk

Supporting Students - Love & Belonging⁵

SEL Pocket Resource			
	Lower Elementary	Upper Elementary	Middle School
Self-Awareness	<p><i>Would you rather:</i></p> <ul style="list-style-type: none"> Would you rather have smelly feet or bad breath? Would you rather never have to shower again or never have to brush your teeth again? Would you rather eat a live bug or a dead worm? Would you rather get good grades or be a good athlete? Would you rather go to the school in the summer and have the rest of the year off or go to school during the rest of the year and have summers off? Would you rather be the most popular kid in school or the smartest kid in school? 	<p><i>Would you rather:</i></p> <ul style="list-style-type: none"> Would you rather be a firefighter or a police officer? Would you rather be a doctor or a garbage man? Would you rather be a chef or a waiter/waitress? Would you rather be a teacher or a janitor? Would you rather stay at your current age or be 10 years older? Would you rather only be able to whisper or only be able to shout? Would you rather be super strong or super fast? 	<p><i>Think About It! Discuss or Write</i></p> <ul style="list-style-type: none"> What makes me unique? Who are your role models? Who are your best friends? Why? What do you want to be when you're older? Take a moment to look at the things that make you, you. Write down one goal for yourself for this semester or this year or this month (or even just today!)
Self-Management	<ul style="list-style-type: none"> Discuss what happens when you feel angry. Ask your students what happens when they feel angry or frustrated? Do they cry? Do they (want to) throw things? Do they yell? Discuss what the best ways are to cope when feeling these emotions. Discuss taking 5 deep breaths, taking a quiet walk with an adult, closing your eyes, and how scientists have shown that these things help you calm down. 	<ul style="list-style-type: none"> Discuss what happens when you feel angry. Ask your students what happens when they feel angry or frustrated? Do they cry? Do they (want to) throw things? Do they yell? Discuss what the best ways are to cope when feeling these emotions. Discuss taking 5 deep breaths, taking a quiet walk with an adult, closing your eyes, and how scientists have shown that these things help you calm down. 	<ul style="list-style-type: none"> Discuss what happens when you feel angry. Ask your students what happens when they feel angry or frustrated? Do they cry? Do they (want to) throw things? Do they yell? Discuss what the best ways are to cope when feeling these emotions. Discuss taking 5 deep breaths, taking a quiet walk with an adult, closing your eyes, and how scientists have shown that these things help you calm down.
Social Awareness	<ul style="list-style-type: none"> Introduce a picture of a character/animal. Tell your student about something that made this animal very angry. Ask your student for advice. What should she do? Guide the discussion and add your ideas only if it is needed. Suggestions might include using your words, telling a grownup, having quiet time alone, pounding clay, scribbling really fast with crayons, or making an angry face. Remind the child it is OK to feel angry but you have to decide how to act angry in an OK way. 	<ul style="list-style-type: none"> Ask your student to list some qualities of what makes a good friend. Ask about their friendships, and how they would describe themselves as a friend to others. Segue into asking your student to tell you about a time when he/she and a friend had a conflict. How did it make her feel? How did her friend feel? Ask her what strategies they used to resolve the conflict. 	<ul style="list-style-type: none"> Ask your student to list some qualities of what makes a good friend. Ask about their friendships, and how they would describe themselves as a friend to others. Segue into asking your student to tell you about a time when he/she and a friend had a conflict. How did it make her feel? How did her friend feel? Ask her what strategies they used to resolve the conflict.
Relationship Skills	<ul style="list-style-type: none"> Ask your student if they know what it means 'to share'. Have them describe an instance when they did want to share, or did not want to share. Have a conversation regarding the importance of sharing and why it is beneficial when playing and getting along with others. 	<ul style="list-style-type: none"> Ask your student if they know what it means 'to share'. Have them describe an instance when they did want to share, or did not want to share. Have a conversation regarding the importance of sharing and why it is beneficial when playing and getting along with others. 	<ul style="list-style-type: none"> Ask your student if they know what it means 'to share'. Have them describe an instance when they did want to share, or did not want to share. Have a conversation regarding the importance of sharing and why it is beneficial when playing and getting along with others.
Responsible Decision-making	<ul style="list-style-type: none"> If you sneeze without covering your mouth, what can happen? If you don't wash your hands before you eat, what can happen? If you take good care of your teeth, what can happen? If you talk to an adult you trust when you are feeling sad, what can happen? 	<ul style="list-style-type: none"> <i>These social situation hypotheticals can be used for middle schoolers also:</i> You and your friends are at a corner store. The clerk is really busy with a long line of customers. Someone wants to steal some candy. How could you say 'no'? 	<ul style="list-style-type: none"> You are walking down the hall at school and see that someone is getting picked on by 2 other students. What are some ways you could help out that student who is being bullied?



Supporting Students - Esteem

- » Self-worth
- » Accomplishment
- » Respect



Supporting Students - Self-Actualization

- » Intrinsic Motivation
- » Setting goals & working toward them
- » Recognizing their self-worth

SMART Goal	Student example:
Specific	Complete all HW this week.
Measurable	No incompletes or late work this week.
Attainable	Yes, I can do achieve this goal.
Relevant	I will feel happy and stress free. This will help me earn good grades.
Time Frame	Each day, I will complete all assigned work by using my time wisely and going to extra help.



Zoom Etiquette

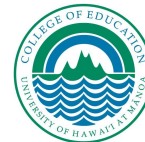
Do...

- Arrive on time
- Dress appropriately
- Sit in a quiet spot in your home with limited distractions/noise.
- Stay MUTED until it is your turn to speak.
- Raise your hand to speak
- Participate actively
- Chatbox is for helpful and relevant comments/questions
- Make sure family members/pets know not to interrupt
- Have pencil, paper, planner on hand
- Your face should be visible
 - *Well lit space
 - *Keep iPad flat & steady
 - *iPad should be charged

Don't...

- Walk around with your iPad
- Lie down
- Do distracting movements
- Use a distracting virtual background
- Multitask and use other devices
- Eat or drink during class - sips are okay
- Copy & paste from websites
- Plagiarize...cite your sources!

You are IN CLASS, therefore, class behavior and attitude expectations must be met. Be respectful of your peers, teachers, and your tech (devices and apps).



Extra Help

- » **Email** teachers before lunch to make an appointment for help during daily study halls 1:00-1:30 pm
- » Attend **Zoom office hours** extra help from 2:40-3:15 pm

Monday - Science

Tuesday - Language Arts

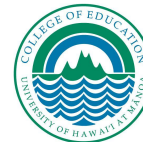
Wednesday - Social Studies

Thursday - Math



Advisory

- » Addresses **adolescent** Social-Emotional Learning (SEL) skills
- » Facilitates **connections** with peers and 2 HR advisors
 - > Fosters connections outside of academic subjects
- » Addresses a variety of skills
 - > Communication skills (asking for help, setting boundaries,...)
 - > Organization and study skills
 - > Digital citizenship and tech skills
 - > Interpersonal and intrapersonal skills
- » **Schedule:** Monday - Check-ins; Tuesday/Thursday - Lessons; Wednesdays - Chapel/Lessons; Friday - Reflections



Transitioning back to campus

- » Focus on building relationships
 - > Buddies
 - » Focus on routines
 - > Teachers on duty first few weeks
 - > Campus Maps
 - > Signage
 - > Safety protocols
- **Curriculum secondary**



Maslow's Hierarchy of Needs: Supporting Families

- » **Self-actualization** - Recognize different strengths
- » **Self-esteem** - Identify family “leaders” to reach out to shy families
- » **Love/Belonging** - Part of the team
- » **Safety** - Share community resource information
- » **Psychological** - Be clear and simplify expectations



Supporting Caregivers

» Communication

- > Simple
- > Often
- > Accessible to all backgrounds

» Expectations

- > Role
- > Level of support

» Technology Support

- > Hardware & connectivity
- > Software



HELPING YOUR CHILD AT HOME

TIPS FOR
SUCCESS!



COMMUNICATION

Zoom

5 minutes before class
and 5 minutes after class



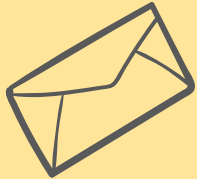
Open house webinar

If you have a quick question, you may pop into our class Zoom before or after classes and study halls to speak with a teacher.

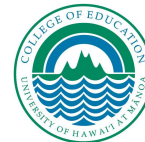
COMMUNICATION

EMAIL

Please feel free to email any teacher at any time with your questions, concerns, and to notify us if your child will miss class.



A weekly email will be sent Sunday afternoons by 2 pm. The email will include a copy of your child's weekly class schedule, extra help days, Zoom links, reminders, and daily homework lists.



As a learning coach, please help your child...

- » maintain a clear, organized workspace and the materials needed to be successful (quiet & distraction free)
- » establish and maintain schedules (including sleep!)
- » check in to ensure that your child has completed his/her tasks for the day.
- » maintain student privacy by not posting pictures or videos of your child, their classmates, or teachers working online
- » encourage your child to communicate with their teachers if he/she has any questions or concerns



iPads, Digital Citizenship, and Unplugged Time

» Digital Safety

- > Smart phones, iPads, TVs with web access, Netflix, YouTube
- > Monitor (parent passwords)
- > Exposure to mature content
 - *Grandma Rule*
- > Family charging area (all devices)
 - Minimize peer drama
 - Avoid exhaustion/distraction
 - Balance of unplugged time



Break



Lynn Mendiola Elementary School Perspective

“Coming together is a beginning; keeping together is progress; working together is success.”

– Henry Ford

Partnership

- » District Support (Allotted time to progressively get everyone acclimated with the new procedures.)
 - > Parent Meetings (Scheduled throughout one week)
 - Orientation
 - Introductions, Principal's message, Protocols on entering campus, bell schedule, etc.



Parent/Student watching principal's message. Notice the floor markings to ensure social distancing.

Challenges: Time, Parent Attendance

Partnership

- » District Support (Allotted time to progressively get everyone acclimated with the new procedures.)
 - > Parent Meetings (Scheduled throughout one week)
 - Orientation
 - Introductions, Principal's message, Protocols on entering campus, bell schedule, etc.
 - Remote Learning
 - Demonstration of BBU (LMS), Logging In, Students Accounts (email, BBU, Clever - single sign-on , etc...), MOU



1st Gr. Teacher Ms. Michelle used flashcards to help students maneuver BBU

Challenges: One-to-one tutorial,
Technical Difficulties, Ghost Students

Partnership

- » District Support (Allotted time to progressively get everyone acclimated with the new procedures.)
 - > Parent Meetings (Scheduled throughout one week)
 - Orientation
 - Introductions, Principal's message, Protocols on entering campus, bell schedule, etc.
 - Remote Learning
 - Demonstration of BBU (LMS), Logging In, Students Accounts (email, BBU, Clever - single sign-on , etc...), MOU
 - Device Distribution
 - MOU, how to use the device, prepare logins for all accounts



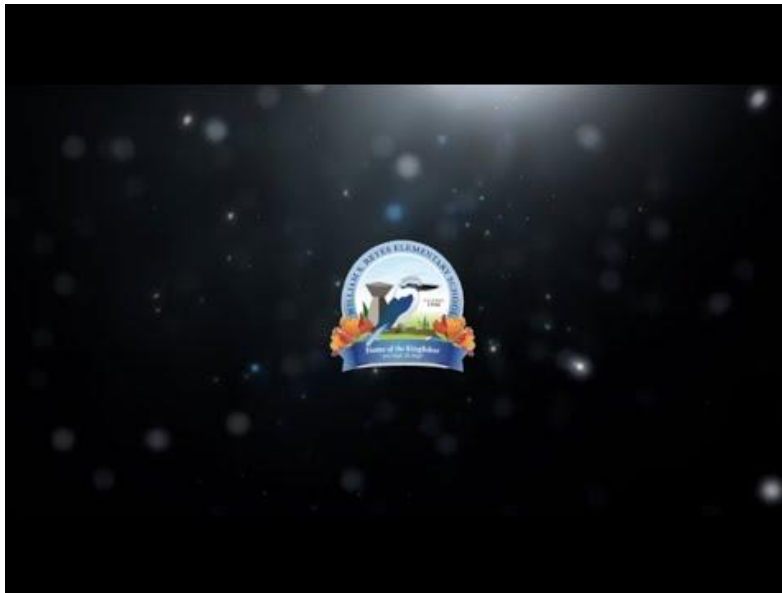
Device Distribution required demonstration and log-in tutorials for both parents and students

Challenges: Broken/Missing Devices, District Tags removed, Apple ID issues



A Sense of Normalcy

- » Using Multimedia to share school events such as:
 - > **STUCO Elections, United Nations Day, Student of the Month, etc.**



A Sense of Normalcy

- » Using Multimedia to share school events such as:
 - > STUCO Elections, United Nations Day, Student of the Month, etc.
 - > **Drive Thru Promotion**



Challenges

» Student Attendance

- > 94% overall student attendance for SY 20–21
(average attendance rate during a normal SY is usually at 97–98%)
- > Some parents are still not comfortable sending their child to school (even with limited F2F)

Challenges

» Student Attendance

- > 94% overall student attendance for SY 20–21
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» Learning Gaps

Challenges

» Student Attendance

- > 94% overall student attendance for SY 20–21 (normal attendance rate is at 97–98%)
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» Learning Gaps

» **Some sports were not offered**

Challenges

- » Student Attendance
 - > 94% overall student attendance for SY 20-21 (normal attendance rate is at 97-98%)
 - > Some parents are still not comfortable sending their child to school (even with limited F2F)
- » Learning Gaps
- » Some sports were not offered
- » **Students have a difficult time engaging in conversations/discussions in class**



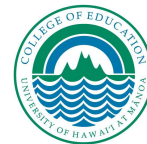
**Le'ah Murphy
Secondary School
Perspective**

**“We can't hold
hands—
Someone might see.
Won't you please
Hold toes with me?”**

**— Shel Silverstein,
Every Thing on It**

At the Middle School

- » Facilitating BlackBoard Training
- » Growth Mindset
 - > Teachers
 - > Students
 - > Parents
- » Access
 - > Devices, MiFis, and MOAs
- » Scheduling - State Level
 - > Transitioning Virtually and Face-to-face
- » Tech Support On and Off Campus



Scheduling

>> State Level

Monday Synchronous	Tuesday Cohort A Face-to-face Cohort B Asynchronous	Wednesday Cohort A Asynchronous Cohort B Face-to-face	Thursday Cohort A Face-to-face Cohort B Asynchronous	Friday Cohort A Asynchronous Cohort B Face-to-face
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>> Virtually

- > Monday: rotation through each course
- > Asynchronous for all other days: assignments posted

Glitches

- » Blackboard fluctuations
- » Power Outages
- » Student Attendance
- » Devices and/or MiFis
 - > damaged, missing, etc.

We don't learn much when everything goes right. We learn the most when things go wrong.

Simon Sinek

WWW.STOREMYPIC.COM

Break



Real-time Collaboration:

Breakout Rooms

25 minutes with the group

20 mins to share with everyone
(elect a facilitator and a speaker)

What challenges did you face? How did you address these? Were they successful?



Wrapping Up

- » Maslow's Model: It is important to know your students and families in order to support their unique needs.
- » There are many tools and resources for supporting students and families online and onsite.
- » District support in terms of a unified plan, time, resources, and teacher support are key for success.



Resources

Evidence-based practices

1. [Maslow's Hierarchy of Needs](#)
2. [Maslow Covid 19 Swansboro High School](#)
3. [Fablefy - The Whole Child](#)
4. [Alphabet Workout](#)
5. [SEL - Would You Rather Chart](#)
6. [School Virtually](#)

YouTube video: [Every Kid Needs a Champion - Rita Pierson](#)

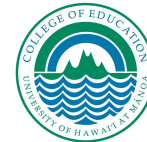
YouTube video: [WSR Celebrates United Nations](#)

YouTube video: [Remote Learning at WSR](#)

YouTube video: [Parent Blogger records WSR Drive Thru Promo \(June 2021\)](#)

Participant Feedback Form

Help us improve our practice by providing us with some feedback.



Contact Information

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- » Hendrick Cho - cho@prel.org



Thank you!



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