



Comprehensive Centers Regions 18 & 19

Distance Education with a Focus on the Pacific Context

Module IX: Early Childhood and Distance Education

**Friday, 7/23/21 1 pm HST/
Saturday, 7/24/21 9 am ChST**

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

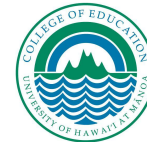
Early childhood best practices

Questions and Answers



Participant Feedback Form

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





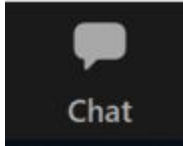
Engagement Norms

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

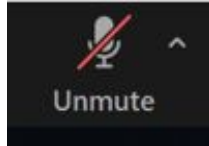


Housekeeping

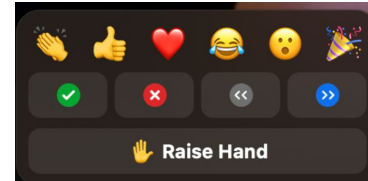
Use the **chat box** for questions, comments, and to participate in activities.



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 you



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.



Ericka Dela Rosa



Ericka was born and raised on the island of Saipan. She graduated from Northern Marianas College with a Bachelor's Degree of Elementary and Early Childhood Education and Master's Degree in Curriculum and Instruction in Early Childhood Education from Concordia University. She is currently a kindergarten teacher at William S. Reyes Elementary and has been teaching there for the past four years.

As a young educator, she believes that one of the most important things a child needs to learn, especially during their early years, is to learn about themselves; to develop a picture of themselves that affects the way they approach a situation, task, or relationship with another person. Relationships are a big factor then everything else will fall into place. Working with young children has helped her hone her craft in understanding the whole-child approach in education.

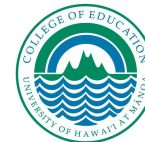
Ericka enjoys hiking, traveling with family and friends, and cooking.



Maria Mendoza

Hafa Adai! I am Maria Mendoza, born and raised on the beautiful island of Saipan. I hold a Master's of Education Degree in International Teaching from Framingham State College, as well as a Bachelor's of Science Degree in Elementary Education from Northern Marianas College. I worked for the CNMI Head Start Program as a teacher aide and a lead-teacher for about 5 years, but shortly thereafter, I transferred to William S. Reyes Elementary School as a classroom teacher. This will be my thirteenth consecutive year teaching Kindergarten.

Over the years, I have been fortunate to take advantage of many opportunities to work with culturally and linguistically diverse families and students. I was able to apply those "best practices" in early childhood education that are not only effective but also developmentally appropriate for our young learners. These experiences allowed me to serve as an adjunct instructor for early childhood curriculum and assessment courses at Northern Marianas College, as well as a mentor teacher for student interns.



Participant Activity –
Chat or turn on your mic

Name a success or
challenge with teaching
early childhood online

Robin Dyrensborg Responsive Classroom Approach

“Play is our brain’s
favorite way of learning.”

~Diane Ackerman



Objectives: Participants will...

- Explore the Responsive Classroom Approach
- Explore early childhood best practices and resources
- Brainstorm ways to meet learner needs
- Evaluate tools, resources, and best practices presented
- Analyze ways to adapt or adopt strategies in own context
- Engage in talk story discussions around best practices

Responsive Classroom Approach Core Belief¹

In order to be successful in and out of school, students need to learn a set of social and emotional competencies – cooperation, assertiveness, responsibility, empathy, and self-control – and a set of academic competencies – academic mindset, perseverance, learning strategies, and academic behaviors.



Responsive Classroom Approach Core Belief¹



Cooperation

Assertiveness

Responsibility

Empathy

Self-Control

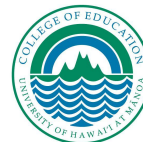
Students build positive relationships & resolve conflict in a healthy way.
Distance ed – same goal, but may require teacher talk aloud modeling.

Students ask questions and actively participate.
Distance ed – learn routines & expectations, then ask caregivers to support you

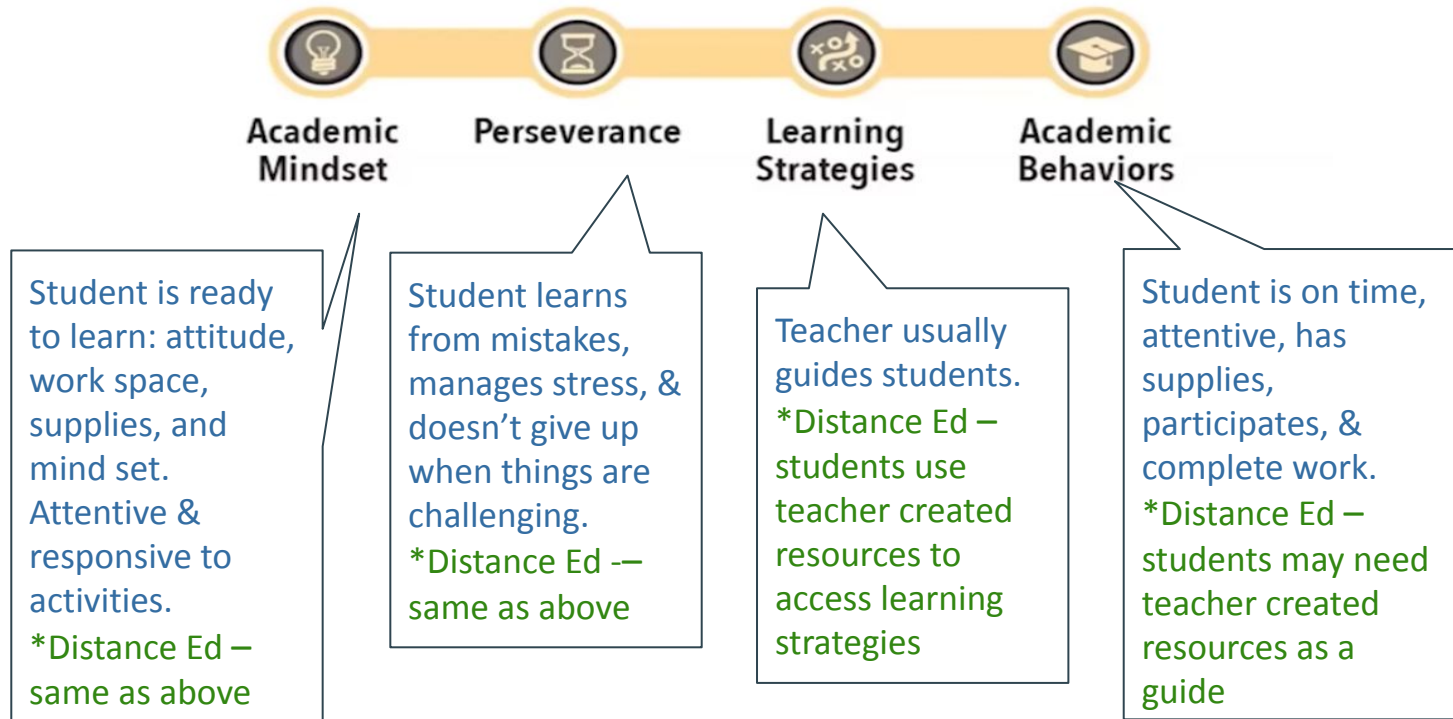
Students are prepared for class & complete work.
Distance ed – prepared, follows directions & sets aside time to get work done

Students accept differences/diversity of peers and encourage others.
Distance ed – same goal, with teacher modeling

Student controls focus, behavior & blurting.
Distance ed – same as above but we need to be mindful of additional home distractions



Responsive Classroom Approach Core Belief¹



Responsive Classroom Approach¹

Six Guiding Principles:

1. Teaching **social and emotional skills** is as important as teaching academic content.
2. **How** we teach is as important as **what** we teach.
3. Great cognitive growth occurs through **social interaction**.

Responsive Classroom Approach¹

4. **Work together as adults** to create a safe, joyful, and inclusive school environment. This is as important as our individual contribution or competence.

5. What we **know** and believe about **our students**—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.

6. **Partnering with caregivers**—knowing them and valuing their contributions—is as important as knowing the children we teach.

Classroom Practices & Strategies¹

- » **Morning Meeting/Cameras on**—Gather in a circle for twenty to thirty minutes at the beginning of each school day and proceed through four sequential components: greeting, sharing, group activity, and morning message.
- » **Establishing Rules***—Teacher and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.
- » **Energizers/Chat or emoji games**—Short, playful, whole-group activities that are used as breaks in lessons.



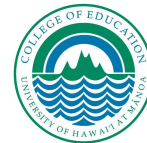
Classroom Practices & Strategies¹

- » **Quiet Time/Mindfulness or read aloud**—A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues.
- » **Closing Circle/Cameras on**—A five to ten minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.



Best Practices for Distance Education²

- » **Teacher preparation is key**
- » **Video & images** – Be as present as possible, for young learners video messages can be helpful for students at home
- » **Continue engaging students** – Ask open ended questions, give students a chance to talk story
- » **Make active learning a priority** – age appropriate activities, fun SEL activities, and brain and body breaks
- » **Communicate** – use a few key apps, keep it simple for students & caregivers, provide tip & tech tips handout
- » **Be flexible**



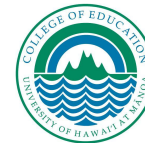
National Association of State Boards of Education (NASBE) Recommendations³

- Delivering a play-based, fun learning experience that keeps children engaged is the key to success.



National Association of State Boards of Education (NASBE) Recommendations

- The developmental nature of preK–3 requires online learning to be:
 - > Short in length with a combination of visual and interactive activities
 - > Physical movement
 - > Music
 - > Games
 - > Art projects



National Association of State Boards of Education (NASBE) Recommendations

➤ Encourage innovative strategies that engage children in **play-based activities** such as:

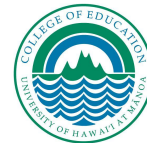
- > Sending weekly art materials
- > Project instructions
- > Books to children's homes



Transitioning to Distance Education⁴

» When you begin **academic content**:

- > Focus on no new material at first and keep it simple.
- > Start with something successful and build from there.
- > Send activities to students that they can feel confident in completing while they navigate working from home.
- > Review topics are good, especially as your caregivers may struggle with the technology aspect.



Transitioning to Distance Education

- » We should remember the amount of pressure on **caregivers**.
- > Have **realistic expectations** about what can be achieved due to juggling work, child care, siblings, illnesses, and caring for extended family.



Benefits of Distance Education

- » Students will be challenged.
- » Keep in mind that they will be learning more about:
 - > Technology
 - > Problem – solving
 - > Working together
 - > Communicating
 - > Academic concepts we can integrate into our plans



Stages of spelling development⁵

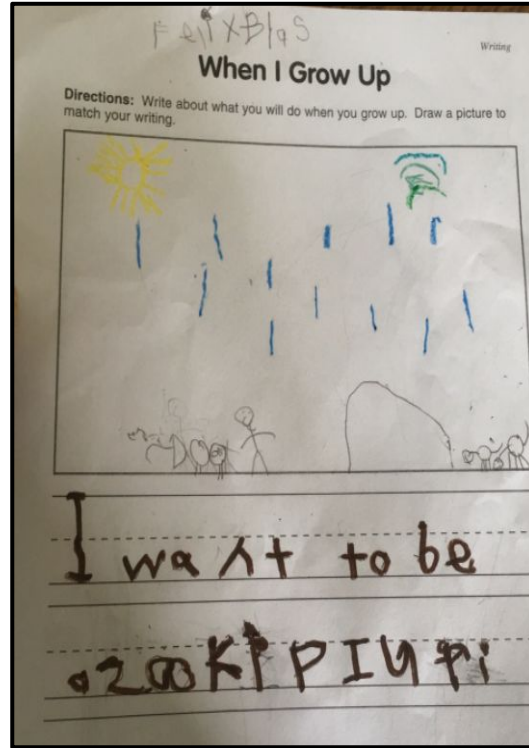
» Early elementary school children discover the intricacies of printed English, they go through several stages of spelling development. Gentry (1982), building on Read's research, describes **five stages**:

- 1) precommunicative
- 2) semiphonetic
- 3) phonetic
- 4) transitional
- 5) correct



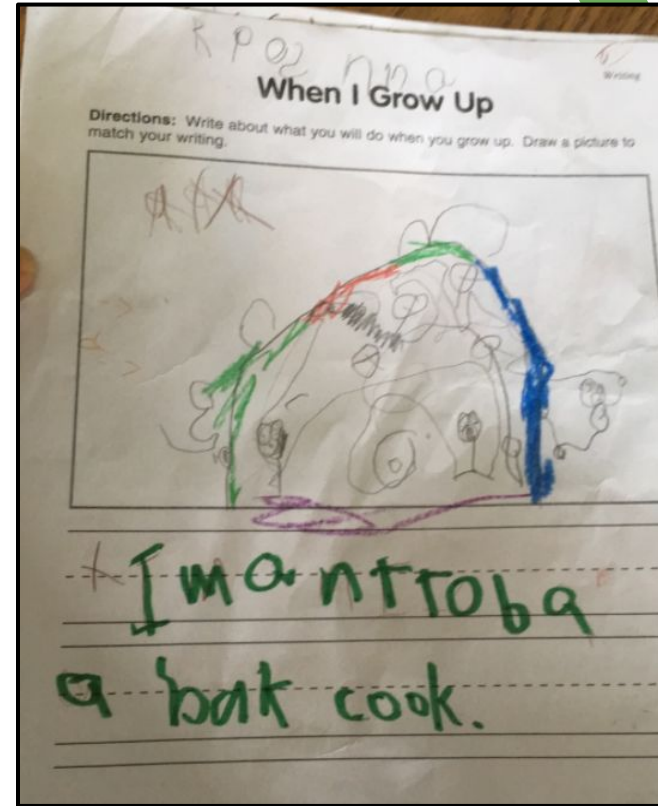
Emergent Spelling Stage

Stage	Age (yrs)	Learner Ability
Emergent Spelling	1 to 7	Students produce large scribbles; no markings look like letters; indecipherable writing. As they progress, their scribbles begin to mimic letters and they can write some letters to represent words. Students begin to recognize a left-to-right sequence in letters.



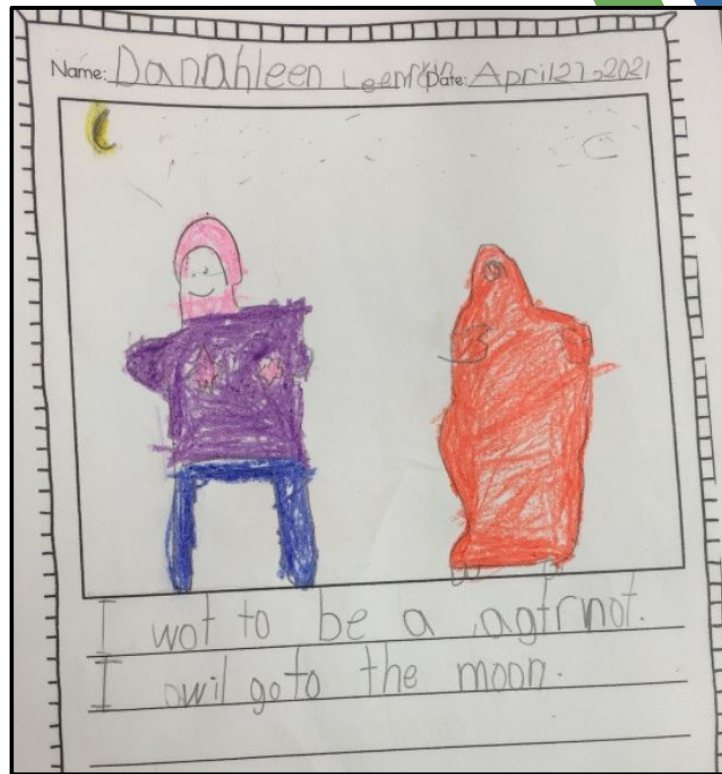
Letter Name – Alphabetic Stage

Stage	Age (yrs)	Learner Ability
Letter Name-Alphabetic Spelling	4 to 9	Students apply the alphabetic primarily principle to consonants. Students find matches between the spoken word and letters. At the end of this stage, students can represent most regular short-vowel patterns.



Within Word Pattern Spelling Stage

Stage	Age (yrs)	Learner Ability
Within Word Pattern Spelling	6 to 12	Students have a working sight-reading vocabulary of 200 to 400 words. Students show good accuracy with <i>r</i> -influenced words like <i>far</i> and <i>bird</i> . Some students know common Latin suffixes as seen in <i>inspection</i> .



Inventive Spelling is Developmental

Stage	Age (yrs)	Learner Ability
Emergent Spelling	1 to 7	Students produce large scribbles; no markings look like letters; indecipherable writing. As they progress, their scribbles begin to mimic letters and they can write some letters to represent words. Students begin to recognize a left-to-right sequence in letters.
Letter Name–Alphabetic Spelling	4 to 9	Students apply the alphabetic primarily principle to consonants. Students find matches between the spoken word and letters. At the end of this stage, students can represent most regular short-vowel patterns.
Within Word Pattern Spelling	6 to 12	Students have a working sight-reading vocabulary of 200 to 400 words. Students show good accuracy with <i>r</i> -influenced words like <i>far</i> and <i>bird</i> . Some students know common Latin suffixes as seen in <i>inspection</i> .

Learning Experience in Distance Education

- » Learning in distance education will be challenging at first.
- » It **is** a different experience.
 - > Build relationships with students & caregivers
 - > Set routines
 - > Do what you know works
 - > Use age appropriate apps
 - > Adapting takes time



Break



Ericka Dela Rosa

“Technology will never replace great teachers, but technology in the hands of a great teacher can be transformational.”
- George Couros

Kindergarten Virtual Teaching

Phase 1
Planning



Phase 2
Implementation



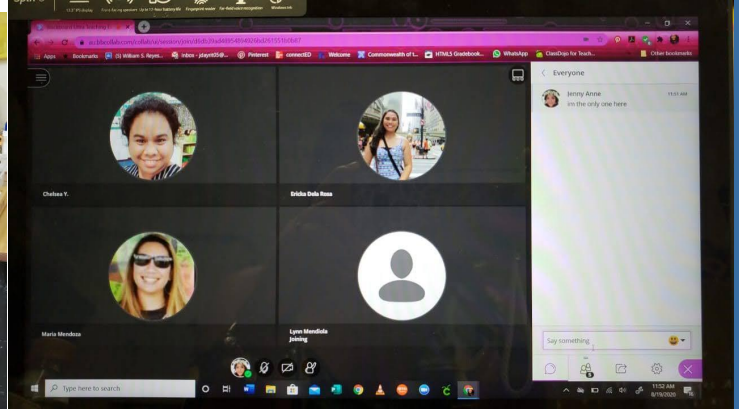
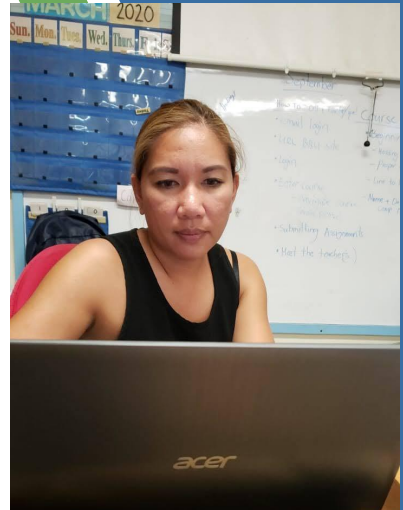
Phase 3
Reflection
Questions

Essential elements for having a successful
and consistent virtual learning.

Kindergarten Virtual Teaching

» Phase 1: Planning

- > Attend workshop on BlackBoard Ultra Platform
- > Set up technology workstation
- > Team Planning (Monthly Lesson Plan)
- > Gather resources and materials



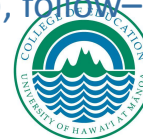
Kindergarten Virtual Teaching

SY 20-21 Kindergarten Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
ALL Students will be logged in Online	Cohort A (Face to Face) *Cohort B asynchronous work	Cohort B (Face to Face) *Cohort A asynchronous work	Cohort A (Face to Face) *Cohort B asynchronous work	Cohort B (Face to Face) *Cohort A asynchronous work

➤ Asynchronous learning...


- > Takes place when students are not scheduled to go to school for F2F
- > Is when students are at home and independently working on their assignment packets
- > Is when students get support in the afternoon as check-ins (attendance), follow-up or needed clarification (Virtual Support 1:00pm–2:00pm)










Virtual Class Schedule

- » Encourage families to follow a schedule to help reduce behavior problems.
- » Predictable schedules allows children to feel safe, secure, and comfortable.

MY DAILY SCHEDULE



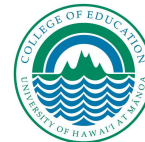
7:00 AM	Rise and Shine! Get ready to meet your teacher and classmates! (Brush your teeth, shower, put on clean clothes, and smile!)	
8:00 AM	Eat Breakfast Kick start your body with energy and nutrients.	
8:30 AM – 11:30 AM	Login to your Online Class! Meet with your teachers and classmates.	
12:00 noon	Lunch Time	
1:00 PM	Creative Play Time Relax, listen to some music or do some art work.	
2:00 PM	School Work Complete your assignments for the day.	
3:00 PM	Active Play Time It's time to sweat. Go outside and release some energy! Play with your family or neighbors.	

Post this up in your home learning space to help you organize and structure your day!

Kindergarten Virtual Teaching

» Phase 2: Implementation

- > Communicate with parents through email, calls, Classdojo
- > Schedule parent orientations
 - Share kindergarten teachers expectations for the SY
 - Schedules
 - Parent Supervision is highly recommended during virtual session
 - Parents are not encouraged to take any recordings or pictures during live virtual sessions.
- > Conduct virtual live session



Preparing for Kindergarten Online Learning

What I need to do to get ready:



Find a quiet place in your house. You don't want any noise to bother you.



Make sure you have an adult next to you so that they can help you.



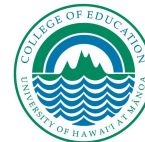
Sit up straight and get your learning minds ready.



Be on time so you can learn with your teacher and classmates.

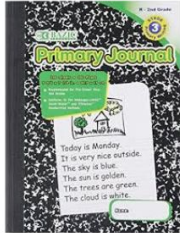


Have all your materials ready in your basket.



Preparing for Kindergarten Online Learning

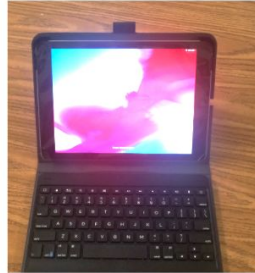
What you need:



Primary
Composition
Notebook



Sharpened
Pencil



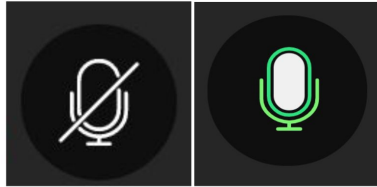
iPad



Headset or an
Earphone
(optional)

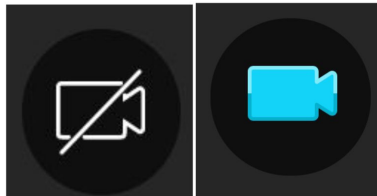
BlackBoard Ultra Virtual Icons

Microphone off



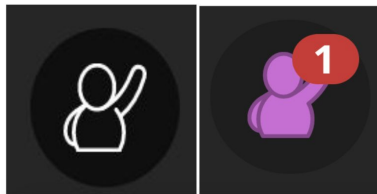
Microphone on

Video Camera off



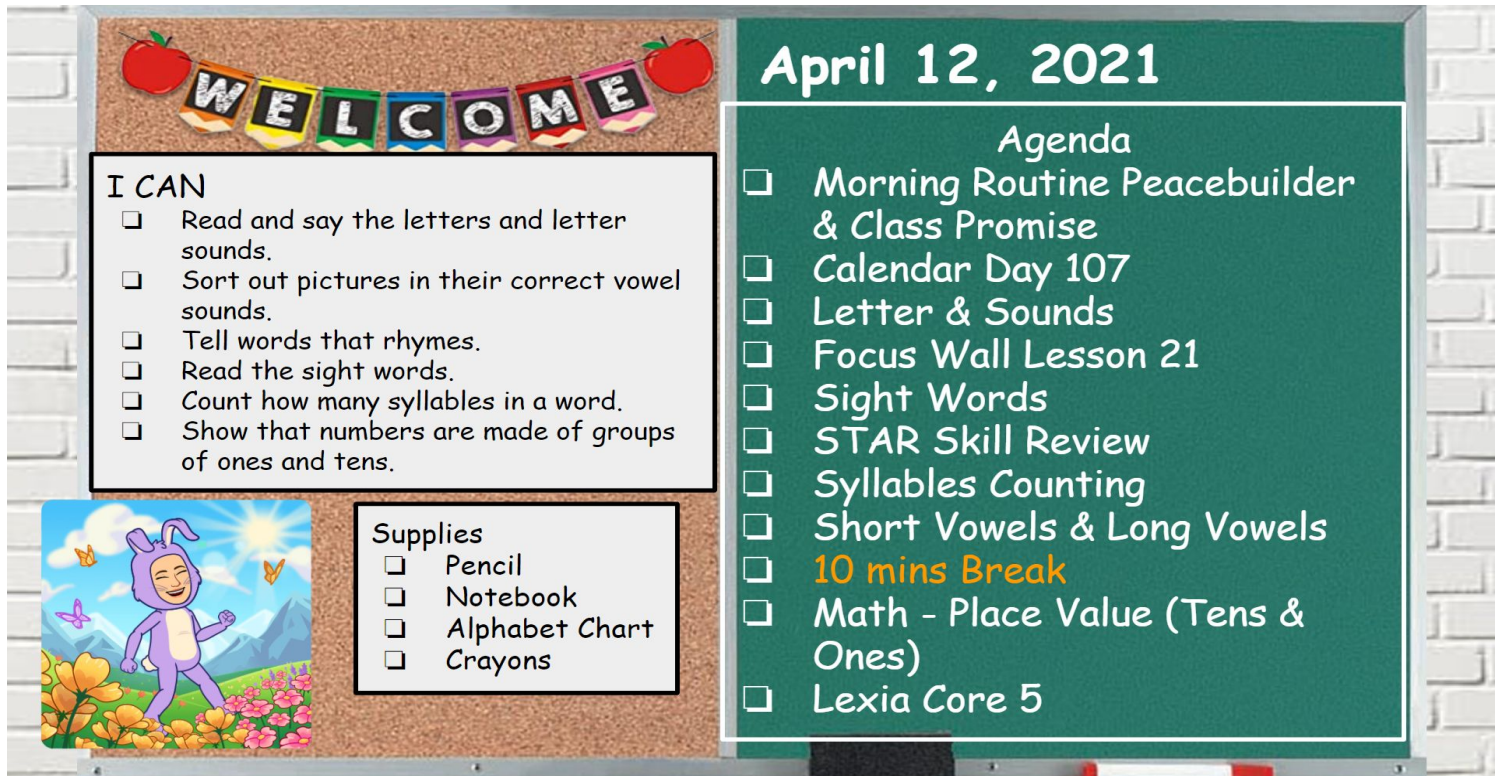
Video Camera on

Raised Hand Icon



I have a question or I'm done

Kindergarten Online Routine



WELCOME

I CAN

- ☐ Read and say the letters and letter sounds.
- ☐ Sort out pictures in their correct vowel sounds.
- ☐ Tell words that rhymes.
- ☐ Read the sight words.
- ☐ Count how many syllables in a word.
- ☐ Show that numbers are made of groups of ones and tens.

Supplies

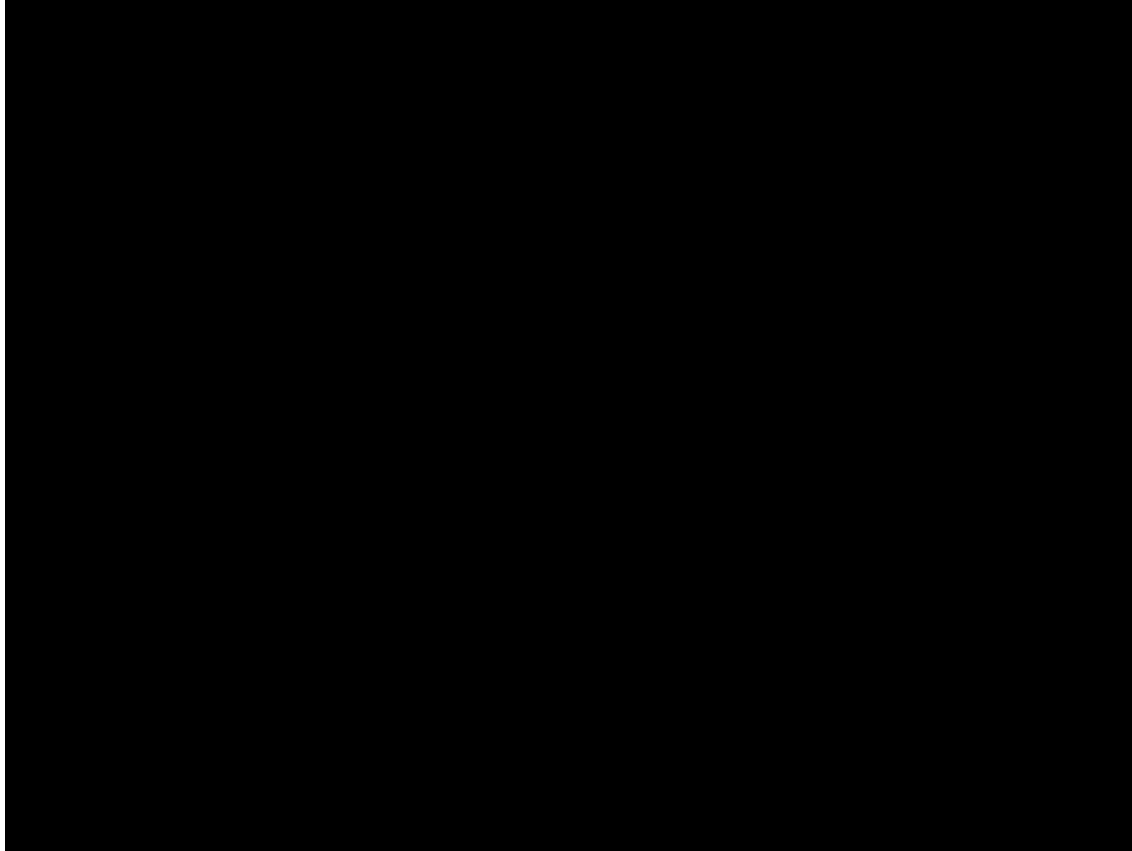
- ☐ Pencil
- ☐ Notebook
- ☐ Alphabet Chart
- ☐ Crayons

April 12, 2021

Agenda


- ☐ Morning Routine Peacebuilder & Class Promise
- ☐ Calendar Day 107
- ☐ Letter & Sounds
- ☐ Focus Wall Lesson 21
- ☐ Sight Words
- ☐ STAR Skill Review
- ☐ Syllables Counting
- ☐ Short Vowels & Long Vowels
- ☐ 10 mins Break
- ☐ Math - Place Value (Tens & Ones)
- ☐ Lexia Core 5

Teacher's View



Monthly Homework Calendar

- Parents are scheduled to come in monthly to pick up packets.
- Teachers plan assignments in a timely matter to meet mid progress report or report card deadline.

April Homework Calendar					 Up-dates 14 PTSA Meeting 5:30 p.m. Virtual 6-16 STAR Assessment
Monday	Tuesday	Wednesday	Thursday	Friday	
5 No School: Spring Break	6 Math Facts: Write the math facts for numbers 7 and 9.	7 Journeys Lesson 21 Sight Words Handout	8 Rhyming Handout (RF.K.2a)	9 Math Handout Ones and Tens	Reminders <ul style="list-style-type: none"> Please allow your child to sound spell instead of spelling the words for them. Having your child copy sentences will not help them learn to be independent writers. Encourage your child to always reread sentences as they write. This will help them self correct and take ownership of their writing. Remind your child to be a 5 STAR writer. <ol style="list-style-type: none"> Start with a uppercase letter and end with a punctuation mark. Use finger spaces. Sight words are spelled correctly and sound out unknown words. Sentences make sense. Use neat handwriting.
12 Virtual Class Only 8:30am - 10:30am Make-up day: Please use this time to have your child complete any missing assignment(s)	13 Journeys Lesson 21 Handout: -Read <i>My Dog Tom</i> -Answer the questions	14 Short Vowel Sort Handout	15 Writing Handout -Write your name and date -Follow the 5 Star writing guide when completing your sentences. -Remember to sound spell and reread your sentences	16 Math Handout Decomposing numbers 11-19 (K.NBT.1)	
19 Virtual Class Only 8:30am - 10:30am Make-up day: Please use this time to have your child complete any missing assignment(s)	20 T-Chart. Sort the following words into short/long vowels: 1. read 2. has 3. in 4. rain 5. find 6. cut 7. for 8. us 9. came 10. play	21 Math Handout 2D Shapes Counting/Sorting (K.MD.3)	22 Writing Handout -Write your name and date -Follow the 5 Star writing guide when completing your sentences. -Remember to sound spell and reread your sentences	23 Journeys Lesson 22 Handout: -Read <i>Fix It</i> -Answer the questions	
26 Virtual Class Only 8:30am - 10:30am Make-up day: Please use this time to have your child complete any missing assignment(s)	27 Social Studies Handout	28 Math Handout 3D Shapes (K.G.3)	29 Writing Handout -Write your name and date -Follow the 5 Star writing guide when completing your sentences. -Remember to sound spell and reread your sentences	30 Journeys Lesson 23 Handout: -Read <i>Ben and Jen</i> -Answer the questions	

What does my grade mean?



4		<ul style="list-style-type: none"> • I understand and can teach others. • My work was neat and complete. • Always participates in class and virtual sessions. • I tried my best!
3		<ul style="list-style-type: none"> • I mostly understand but could use more practice. • Mostly participates in class and virtual sessions. • My work is mostly complete and neat. • I tried my best!
2		<ul style="list-style-type: none"> • I understood with help. • Sometimes participates in class and virtual sessions. • My work was not all complete or neat. • I tried my best to understand the content.
1		<ul style="list-style-type: none"> • I don't understand the content but tried my best. • Rarely participates in class and virtual session. • My work was incomplete/did not do the work or it is not neat. • I need to ask for help.

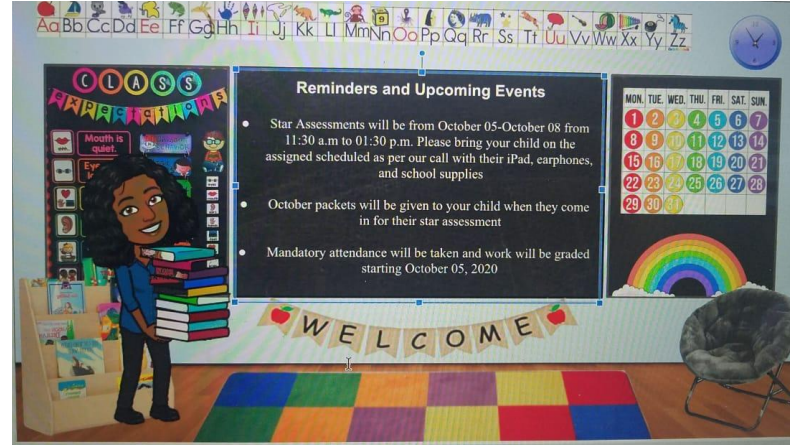
Grading System

- » Exceeds grade level expectations
- » Meets grade level expectations
- » Approaching grade level expectations
- » Has limited knowledge or skill regarding the benchmark



Teacher Announcements

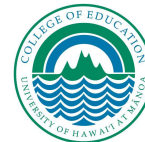
- » Teachers use Bitmojis and PowerPoint templates to create announcements to post through classdojo class story
- » Deadlines, upcoming events, reminders



Kindergarten Virtual Teaching

>> Phase 3: Reflection Questions

- > Reflection on children's learning
 - Did my student grasp the concepts of the lesson for today?
 - What can I do better next time?
 - How can I best support my student's learning?
- > Reflection on teaching virtually
 - What are other ways I can reach my students family who are not online?
 - How can I ensure my students are understanding the content?
- > Team debrief on how the lesson went
 - What lesson worked and that did not work?
 - How long did it take for your lesson to be completed?
 - Was the pacing smooth?



Kindergarten Virtual Teaching Overview

- Teachers use a variety of seasonal head gears or accessories to start off conversations or get student attention
- Sing a variety of songs and nursery rhymes
- Share book read alouds
- Encourage students to present their works



Best Practices for Distance Education⁶

- **Teacher preparation is key!**
- **Video & images** – age appropriate graphics that students can make connections
- **Continue engaging students** – encourage connections that are relatable and relevant, turn lessons into stories
- **Make active learning a priority** – set clear expectations, provide students to communicate, brain breaks
- **Communicate** – children benefit when those who are most involved with their everyday well-being and learning have warm, meaningful communication
- **Be flexible**



Maria Mendoza



Overview

Social
Emotional
Learning

Digital
Resources

Assessment

Success
and
Challenges

Next Steps

Social Emotional Learning (SEL)

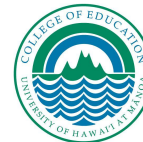
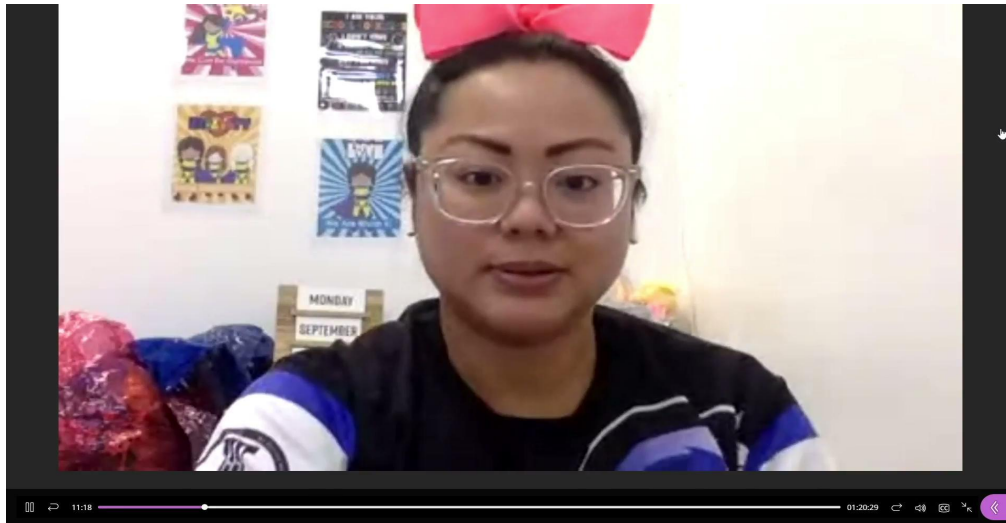
SEL: Providing instruction that will help students of all ages better understand their feelings, how to cope with everyday challenges, and how to build positive relationships with others

- Discussion on Peace Building Principles, Morning Recitals (PeaceBuilders Pledge), Rewards (stickers, praise notes, posters, quarterly certificates)
- Show pictures of students expressing different emotions (sad, happy, hurt, angry). Focus on one emotion at a time. Generate discussion on positive ways students can help their friends when they notice strong emotions
- Role Playing: Problem Solving Scenarios that frequently occur in Kindergarten – have students draw pictures of how they feel when they are being teased or when they hear phrases like “I am not your friend” vs. “You are my best friend”
- Demonstrate both healthy and unhealthy ways to resolve conflict
- Practice language to express their feelings: “I feel sad when you laugh at me”



Social Emotional Learning

- » School Counselors provide classroom guidance lessons that promote SEL
- » Pure Edge breathing exercise by our counselor Ms. Tambra Reyes



SEL Lesson Plan/Curriculum

Second Step Curriculum

Social Emotional Learning Activity Calendar

WEEK 1

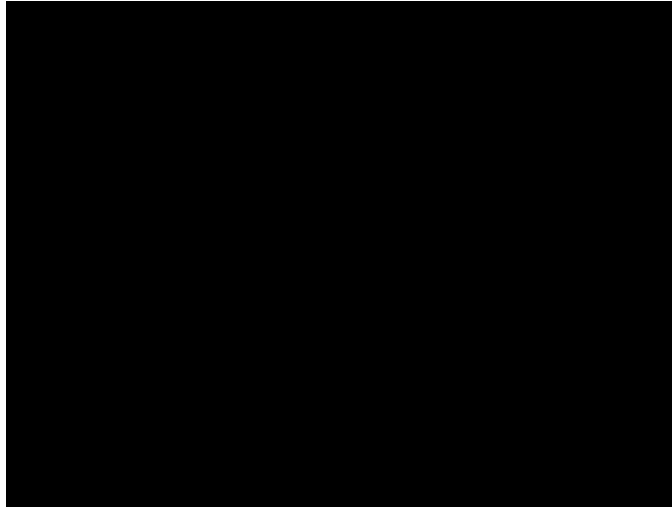
	MONDAY Self-Awareness	TUESDAY Self-Management	WEDNESDAY Social-Awareness	THURSDAY Relationship Skills	FRIDAY Responsible Decision-Making
DISCUSSION QUESTION	How does your body feel when you have strong emotions? For example how does your body feel when you are really scared, excited, or mad?	What is a routine? Why are routines important?	How can you show kindness to your family?	What makes someone a good listener?	Why is it important to follow directions from adults? How can you remind yourself to follow directions, even if you'd rather be doing something else?
ACTIVITY	<p>Pick an emotion and draw a picture of your body. Label where you notice that feeling in your body.</p> <p>Example: When I'm scared my palms feel sweaty. When I'm angry my face gets hot.</p>	Write out a morning routine with at least 5 activities that you should do when you first wake up. Post it by your bed and try to stick to it every day for 1 week.	Make a list of things you can do to be kind at home. Try to complete at least 1 activity each day for one week.	Think of 3 questions to ask a friend. Call that person and ask your questions. Listen very carefully while they speak and then try to write or draw as much as you can remember.	Write a letter to yourself and explain why it's always important to follow directions from grown ups who care about you.

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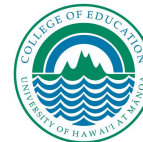


Technology Apps/Tools and Resources

- » Journeys – iRead Videos (For alphafriends - alphabet of the week)

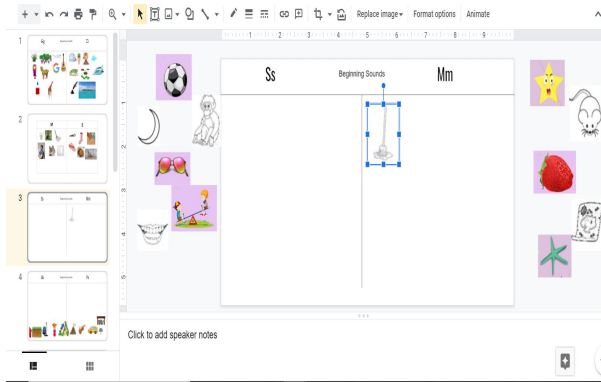


- » BrainPop Jr. – Science and Social Studies Lessons
- » GoNoodle – PE activities/kinesthetic/Dancing/Rhythm and Rhyme



Technology Apps/Tools and Resources

- Youtube – Timer / Jack Hartmann Videos (ELA) / Scratch Garden (Math – patterns, measurement, shapes)
- Google Slides – Sorting pictures (beginning, middle, ending sounds)

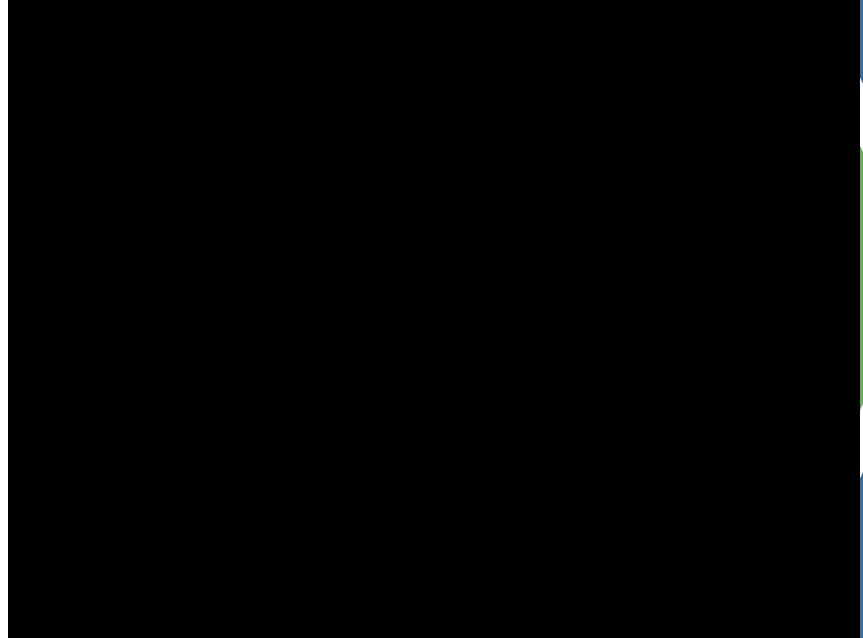
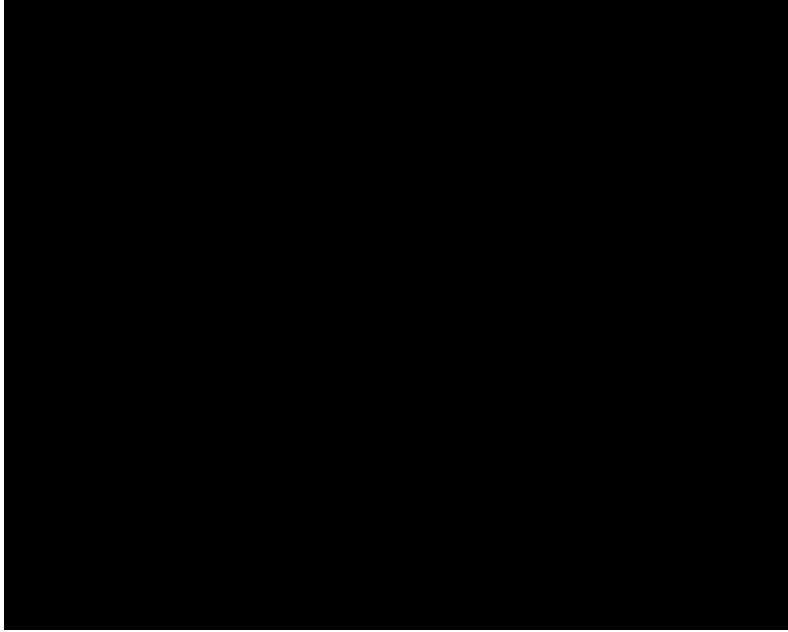


up	2	3	4
5	6	7	up
9	10	11	12

- Epic Reading – Read Alouds
- BlackBoard Ultra – whiteboard feature, chatbox



Student Interaction using Whiteboard: ELA & Math



Assessments

➤ Remote

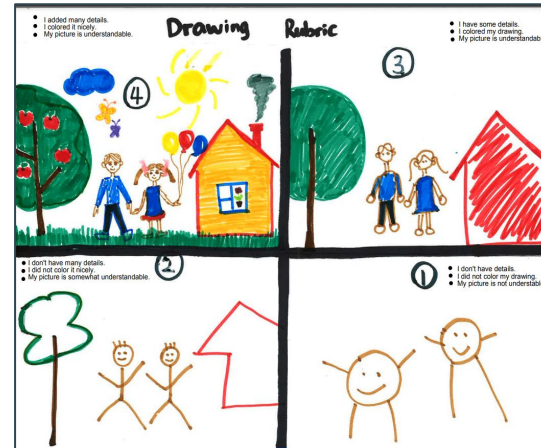
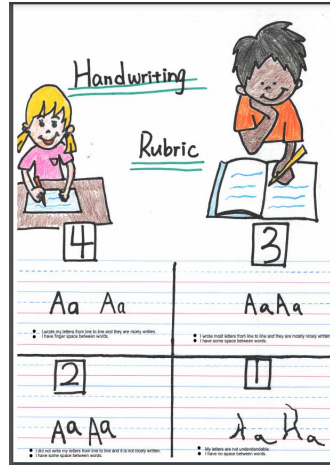
- > Informal Assessments – Assessed mostly on participation, Projects, and submission of assignments
- > Online Quizzes – (1st grade) Reading passages and answering multiple choice questions

➤ Onsite

- > State Assessment
- > Reading First Assessment

➤ Homework/Classwork

- > Rubrics
- > Anchor Charts



Successes: Teacher

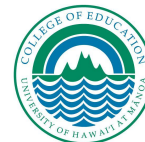
»» Teacher:

- > Team Collaboration (reflecting, planning, and prepping)
- > Adapting to teaching remotely
- > Flexible instruction to meet the needs of students with learning preferences
- > Meeting 21st century expectations and skills
- > Able to teach distantly through school closure



Successes: Parents/Families

- » **Benefits:** Students were given devices and MiFis
- » **Access:** Achieve3000 and other Educational Programs
- » **Parent Communication:** Class Dojo, Emails (parent and student), WhatsApp, Facebook, Messenger, Paper notices, Phone calls
- » **Help:** Teachers provided a scheduled time during the day for parents/students to meet virtually in case they had questions or needed homework assistance
- » **Skills:** Gained 21st century skills using technology
- » **Content:** Parents learned certain skills/tasks their child should be able to do compared to same age peers. Parents learned the teaching techniques and academic language.



Successes: Students

- » Convenience of being able to learn from home
- » Developing confidence and self awareness – working from the comfort of home allowed more class participation
- » Establishing a routine while at home
- » Exploring new technology and accessing Apps
- » Utilizing Digital Tools (Chatbox, Key Board, Camera, Uploading)
- » Pacing: students/parents had access to session recordings and were able to work at their own pace



Challenges: Teacher

» BlackBoard Ultra Platform

- > The number of students visible in teacher's view
- > Since we were not able to see all students at once, it was hard to tell who was speaking
- > Students did not need to turn on their cameras
- > Features: Whiteboard feature did not allow the teacher to know who was drawing/writing

» Attendance

- > Inconsistency joining virtual sessions
- > Inconsistency completing classwork / Submission of assignments

» Workload

- > Preparing monthly homework calendars, making copies, preparing virtual and face to face lesson plans, Assessing and grading, learning new tech apps



Challenges: Student

- » Having a quiet working space at home with little siblings
- » “I need help.”
- » Glitches/troubleshooting
- » Responsibilities: charging devices, getting materials ready, doing assignments
- » Attention span
- » All students want a turn in answering questions- others get impatient
- » Providing accommodations for students with IEPs



Challenges: Parent

» Schedule

- > Managing work/house chores
- > I have more than one child in elementary

» Home Environment

- > No other quiet space in the house
- > There are more children than adults

» Digital Resources/Apps

- > Overwhelming
- > Data/Storage

» Content

- > “I don’t know how to teach my child.”
- > Mommy/Daddy is not “teacher”
- > Understanding developmental stages of learning (example: inventive spelling)



Next Steps:

- » **Clever Accounts** – Have students login to Clever and send badges home to easily access their accounts
- » **Apps** – Use more kid friendly apps
- » **Communication** – Continue to designate a scheduled time and platform for parents/students to be able to ask questions or seek assistance with assignments
- » **Grouping** – Have smaller group meetings

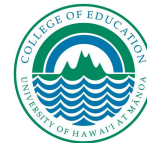


Recap

Responsive Classroom Approach Core Belief



- » Include **SEL** into your curriculum
- » Choose **Resources** that work for you and your students
- » **Collaborate** with your colleagues
- » **Reflect** on your lessons
- » **Share Best Practices**



Break



Real-time Collaboration:

Breakout Rooms

25 minutes with the group

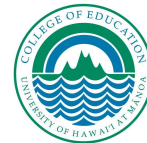
20 mins to share with everyone
(elect a speaker)

**Explore an app. What is
one way you can use this
with your students?**



Wrapping Up

- Leverage the Responsive Classroom Approach, as well as early childhood strategies and tools to support students
- Teachers know their students best, and can determine which approaches, practices, strategies, and tools will be effective
- Distance education is challenging and it will take time to prepare lessons & materials
- Change is hard on teachers, students, and caregivers
- Be flexible and resilient



Resources

Evidence-based practices

1. [Responsive Classroom](#), [Responsive Classroom Efficacy Research](#), and [Responsive Classroom Core Beliefs SEL Chart](#)
2. [Best Practices for Distance Learning](#)
3. [NASBE Early Childhood Ed Recommendations handbook](#)
4. [Support Early Childhood at Home](#)
5. [Spelling Development](#) and [Stages of Spelling](#)
6. [Best Practices for Distance Education](#)

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Contact Information

- » Robin Dyrensborg - robinsld@hawaii.edu
- » Ericka Dela Rosa - ericka.delarosa@cnmipss.org
- » Maria Mendoza - maria.mendoza@cnmipss.org
- » Michael Menchaca - mikepm@hawaii.edu
- » Lynette Villagomez - villagomezl@prel.org
- » Eloise Sanchez - sancheze@prel.org
- » Emerson Odango - odangoe@prel.org
- » Melly Wilson - wilsonm@prel.org
- » Hendrick Cho - cho@prel.org



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