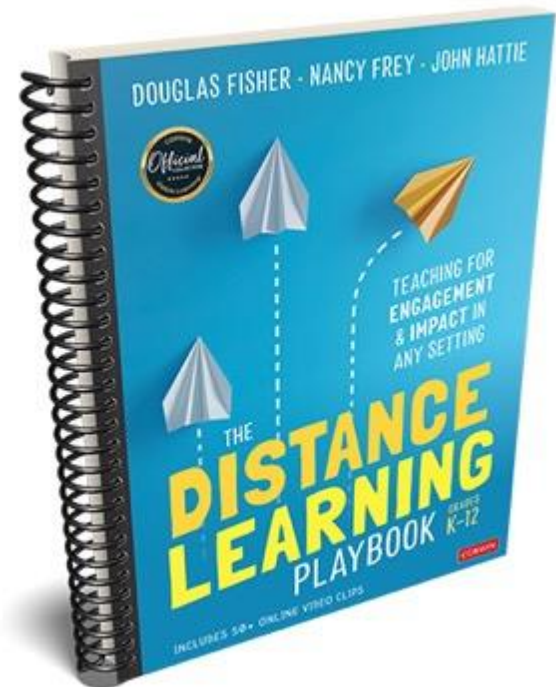


You're learning
from a distance –
so can your
students

Doug Fisher

www.fisherandfrey.com



@dfishersdsu

CORWIN



Until there's a cure...

there probably will be distance learning.

Pandemic
teaching of
2020 was really
not distance
learning. It was
crisis teaching.





GAP YEAR



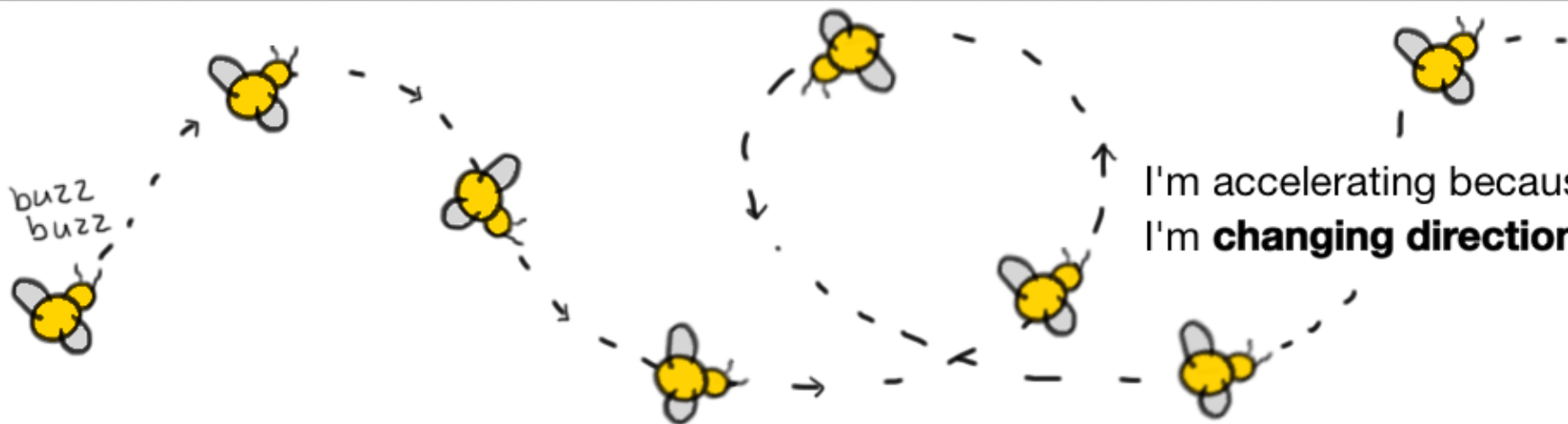
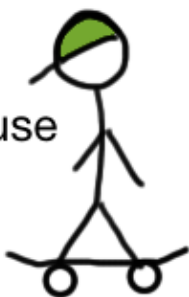
REMEDIATION



I'm accelerating because
I'm **speeding up**.

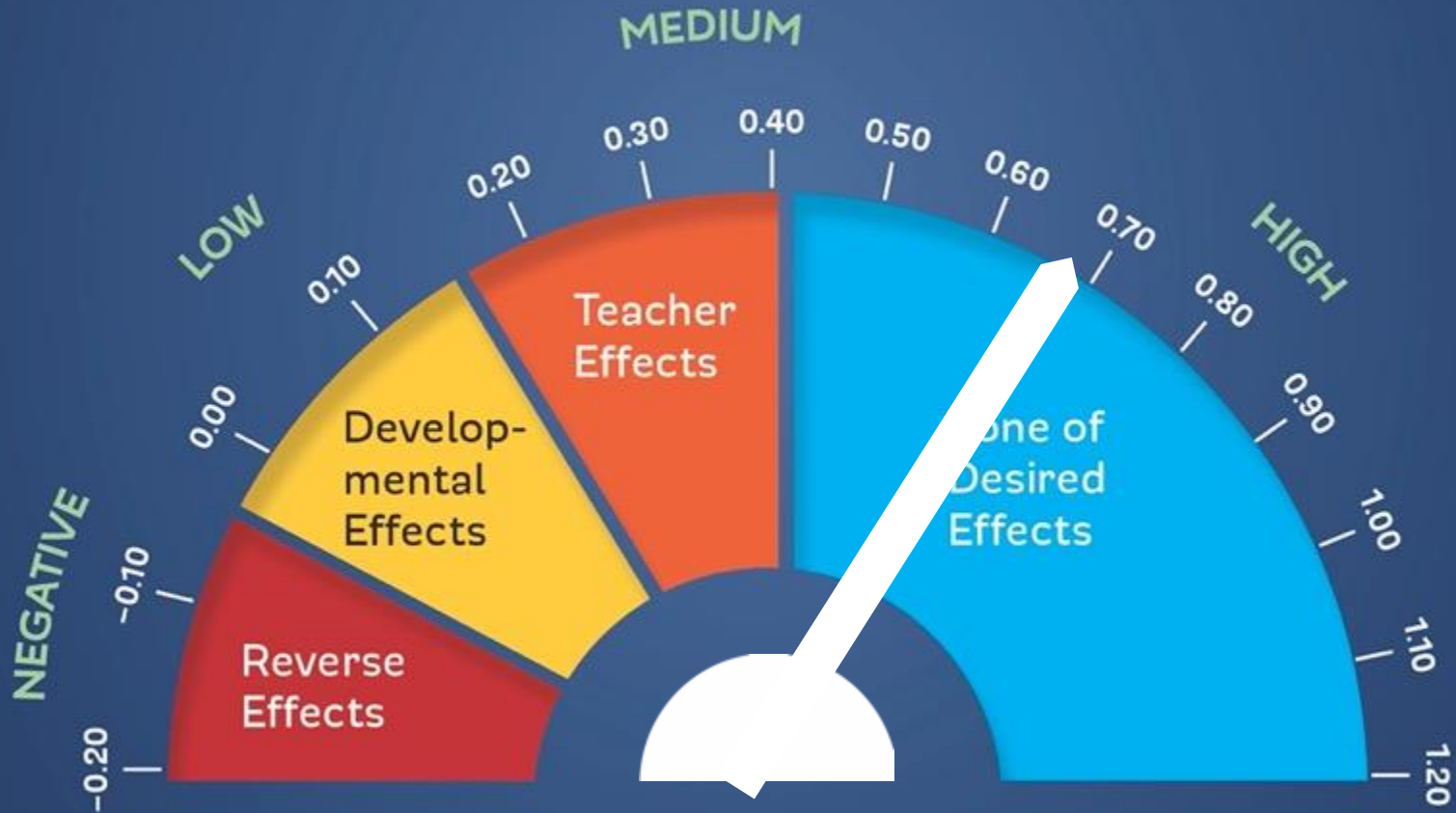


I'm accelerating because
I'm **slowing down**.



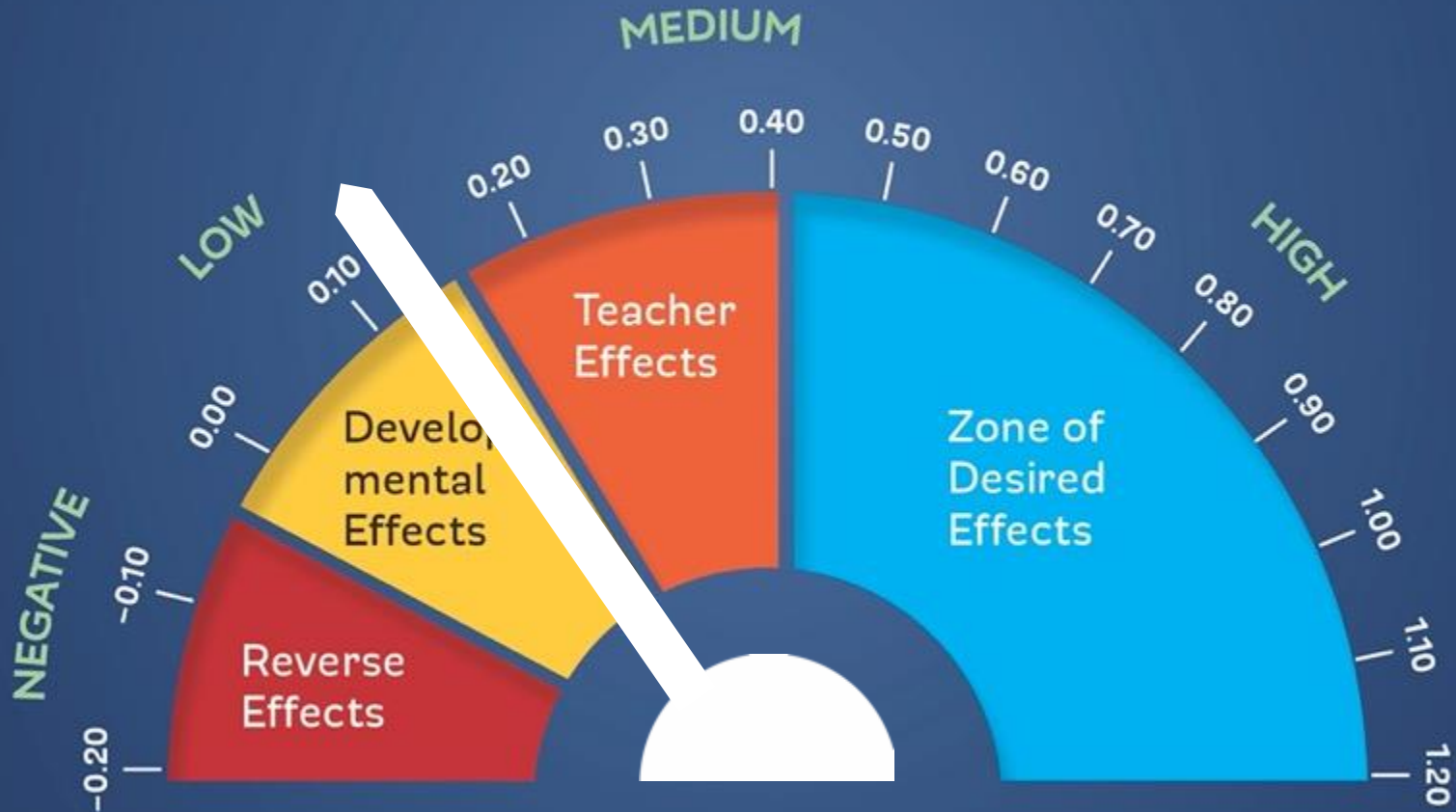
I'm accelerating because
I'm **changing directions**.

Acceleration ($d = .68$)

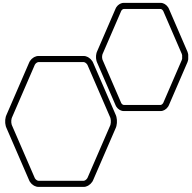


Hattie, 2020

Distance Education ($d = 0.17$)



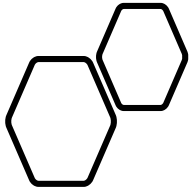
Hattie, 2020



What does that mean?

pp. 5-6



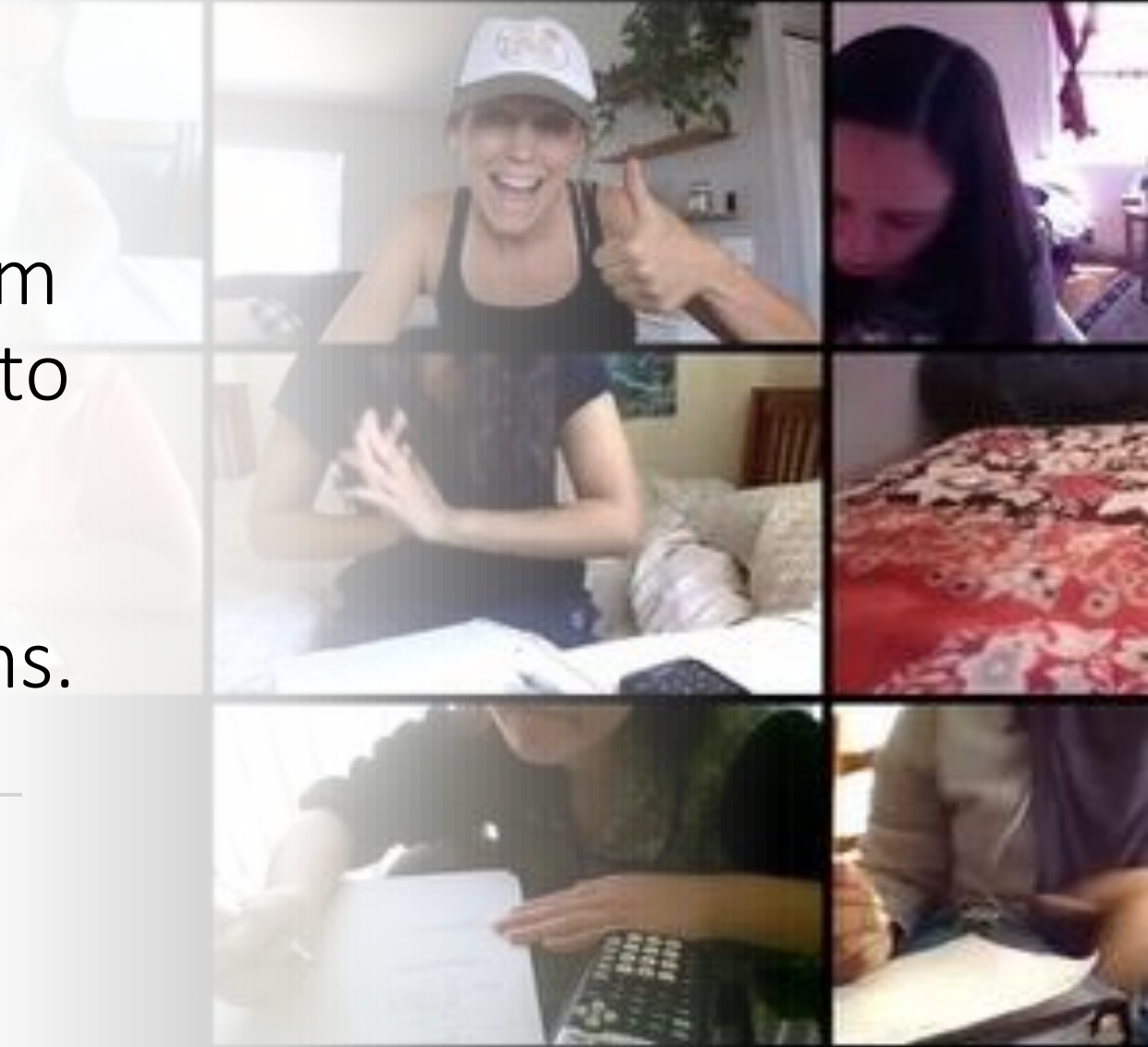


- *DL is not an accelerator, but also not a negative*
- *The setting is not the deciding factor*

“We need to view technology use like planning lessons and creating resources: It is the means and starting point, not the core, of teaching.

It is the decisions we make as students are learning, as we listen to them think aloud, as we give them alternate strategies and help them work with others to jointly advance learning, as we formatively evaluate our impact, that are important.”

Let's move from
crisis teaching to
cohesive
instruction
across platforms.

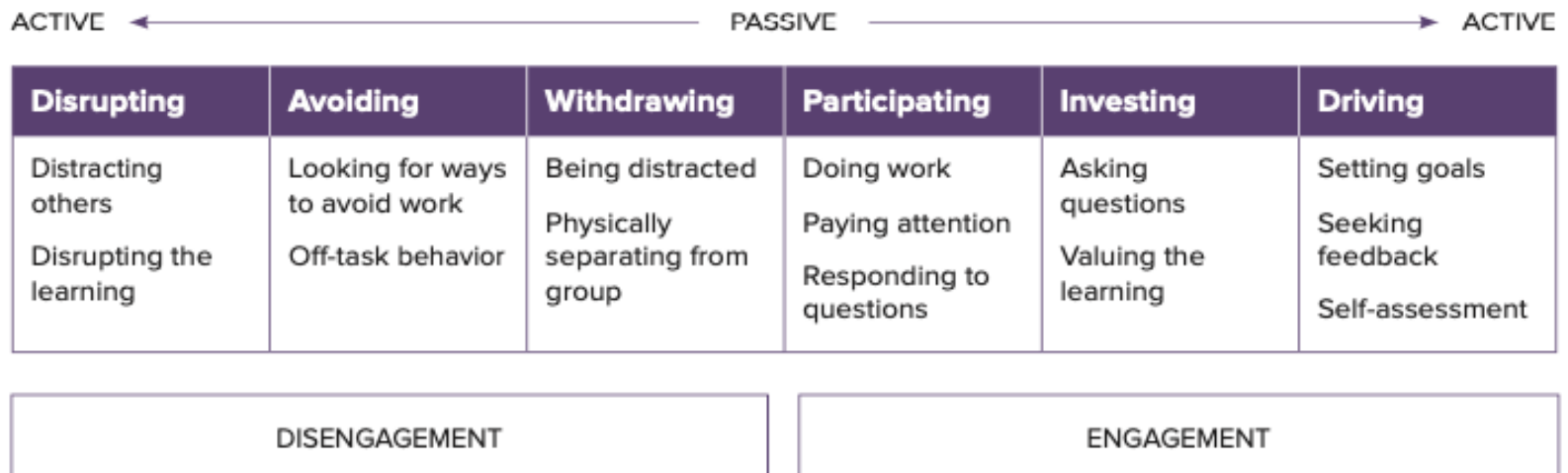


MODULE 6

ENGAGING TASKS

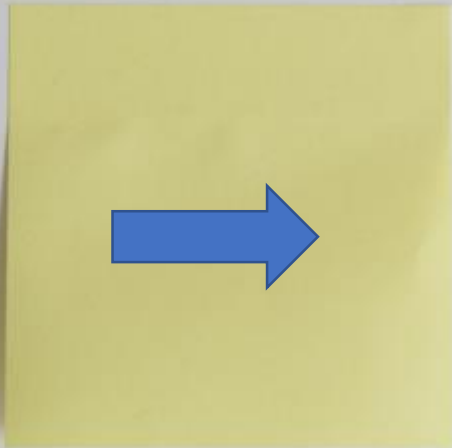


Figure 6.1 A Continuum of Engagement





Participating

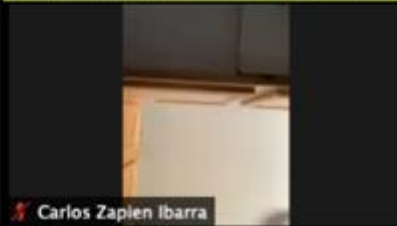


Driving



	A	B	C	D	E	F	G	H
1		M	T	W	Th	Sun		
2	Week 1	- Schedule Lecture: Safety, Survey, Scavenger HUNT and create a virtual cook book (google presentation)	Article review: Cooking Safety and the food groups	Watch me WEDNESDAY: Go over chopping techniques and create virtual cookbook	Teach me Thursday: Share MENU with class, review the class schedule Turn in Article Review	Submit my SHOW - FLIP GRID		
3	Week 2	Lecture: The importance of Breakfast	Article review: French Toast	Watch me WEDNESDAY: Go over recipe - FRENCH TOAST	Teach me Thursday: Watch me or cook with me - VEGGIE OMELET Turn in Article Review	Submit my SHOW		
4	Week 3	Lecture: Boiling and Sauteing	Article Review: Pancit	Watch me WEDNESDAY : Go over recipe - PANCIT	Teach me Thursday: Watch me or cook with me - LUMPIA Turn in Article Review	Submit my SHOW		
5	Week 4	Lecture: Baking - What it takes to make dough rise	Article Review: Pizza	Watch me WEDNESDAY: Go over recipe - PIZZA	Teach me Thursday:: Watch me or cook with me - TURKEY/VEGGIE BURGERS with SWEET POTATO FRIES Turn in Article Review	Submit my SHOW		
6	Week 5	Lecture: Pan Frying and simmering	Article Review: Taco	Watch me WEDNESDAY: GO over recipe - POTATO TACOS	Teach me Thursday: Watch me or cook with me - MEXICAN RICE Turn in Article Review	Submit my SHOW		
7	Week 6	FINAL: Apply all the skills learned by making the following dishes	Article Review: Sambusa	Watch me WEDNESDAY: GO over recipe - SAMBUSA	Teach me Thursday: Watch me or cook with me - LASANGA (or EGGPLANT LASANGA) Turn in Article Review			
8								
9								
10								
11								

ording Paused

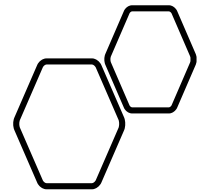




Document your learning



Seek feedback from others





How can you create tasks that allow students to drive?

The purpose of the task determines the tool,
not the other way around.



Figure 6.2 Functions and Tools

	Engagement Opportunities	Sample Tools
Finding Information	<ul style="list-style-type: none">• Can locate information sources• Can organize and analyze information sources for accuracy and utility to the task• Locating information is driven by curiosity	<ul style="list-style-type: none">• Kahoot• MindMeister Add-On• Quizlet• Padlet• Twitter• Google
Using Information	<ul style="list-style-type: none">• Can cite sources of information• Makes judgments about how best to use information• Asks questions the information provokes	<ul style="list-style-type: none">• Evernote• Flipgrid• Grammarly• PlayPosit
Creating Information	<ul style="list-style-type: none">• Can write and discuss information according to grade-level expectations• Transforms information in order to explore ideas new to the learner• Takes academic risks to innovate	<ul style="list-style-type: none">• Google Docs• ThingLink• Tik Tok• TurnItIn
Sharing Information	<ul style="list-style-type: none">• Accurately matches purpose to audience• Uses metacognitive thinking to identify the best strategies for the stated purpose• Is resourceful and resilient	<ul style="list-style-type: none">• Animoto• Storybird• Tik Tok• Remind• WeVideo• YouTube



Use the Chat function to give and get great ideas!

Distance Learning Weekly Planner

Content:

Grade:

Week of: (DATE)

This week's Learning Targets/Intentions	Tasks/Assessments	Success Criteria
I am learning...		I can...

Monday	Tuesday	Wednesday	Thursday	Friday
Attend:	Attend:	Attend:	Attend:	Attend:
Read:	Read:	Read:	Read:	Read:
Watch:	Watch:	Watch:	Watch:	Watch:
Discuss:	Discuss:	Discuss:	Discuss:	Discuss:
Turn in:	Turn in:	Turn in:	Turn in:	Turn in:

Distance Learning Weekly Planner

Teacher: Hilda Martinez

Week of: 8/31/20-9/4/20

Grade: 2

Focus: Reading Comprehension

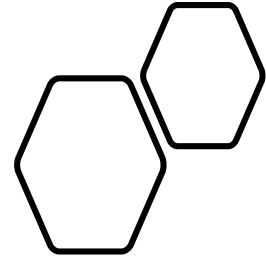
This week's Learning Targets/Intentions	Tasks/Assessments	Success Criteria
I am learning... <ul style="list-style-type: none"> <input type="checkbox"/> How to ask and answer questions to demonstrate understanding. <input type="checkbox"/> To identify the main idea of a text. <input type="checkbox"/> To use text features to locate information. 	<ol style="list-style-type: none"> 1. Google Response doc for ask/answer questions re: non-fiction text 2. Key Details Scavenger Hunt 3. Collaborative Chart on Text Features 4. Main Topic and Key Details Graphic Organizer 5. Main Topic and Key Detail Written Journal Response 	I can... <ul style="list-style-type: none"> <input type="checkbox"/> Use <i>who, what, where, when, why, and how</i> questions to deepen my understanding. <input type="checkbox"/> Determine the main purpose of a text using text features. <p>*All Zooms recorded and posted on SeeSaw. *Daily office hours: MWF: 1pm – 2pm; T/Th: 8am – 9am *M-F: Math 9-10, Small Groups 10 – 11, ELA 11 – 12; Science/social studies 1:30 – 2:30.</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Attend: Zoom at 11, SEL check-in, read, discuss, graphic organizer,</p> <p>Read: <i>National Geographic's Bears</i></p> <p>Discuss: Compare and Contrast <i>Goldilocks and the Three Bears</i> and <i>Bears</i>. (T chart)</p> <p>Co-Create: Venn Diagram on characteristics of fiction vs. non-fiction books.</p> <p>Turn in: Draw and label a bear; write three key details from today's book (<i>Bears</i>).</p>	<p>Attend: Zoom at 11, norms, video, ask ?s about reindeer in google doc, shared reading (article)</p> <p>Read: <i>Is That a Reindeer?</i> (article)</p> <p>Watch: BrainPop video on Concept Maps</p> <p>Discuss: Which of our reindeer questions were answered? How do we know? Find the evidence.</p> <p>Turn in: Graphic Organizer on Key Details using non-fiction book of your choice from Raz-Kids.</p>	<p>Attend: Zoom at 11, SEL check-in, listen, ask/answer ?'s, chart</p> <p>Read: <i>The Giant Squid</i></p> <p>Co-Create: Anchor chart on finding the main idea of a text (non-fiction) using today's book. What are the characteristics of this book (text features)?</p> <p>Collaborate/Breakout: Using yesterday's graphic organizer, have group members "guess" the main idea after sharing the key details of your book.</p> <p>Turn in: Text features graphic organizer on your assigned non-fiction Raz-Kids book.</p>	<p>Attend: Zoom at 11, Key Details scavenger hunt, read, discuss</p> <p>Watch: YouTube video on text features</p> <p>Read: <i>Amazing Snakes!</i></p> <p>Discuss: How do text features help us find where key details are located.</p> <p>Collaborate/Breakout: Find out Main Topic and Key Details for <i>Amazing Snakes!</i> by completing Scavenger Hunt sheet.</p> <p>Turn in: Journal response on main topic and 3 key details (paragraph).</p>	<p>Attend: Zoom at 11, Share out journal responses, Kahoot (review text features), watch, discuss.</p> <p>Watch: Author read aloud on YouTube: Amazing Mammals. Fill out graphic organizer: text features, key details, and main idea hunt. Are we able to ask/answer W ?s?</p> <p>Collaborate/Breakout: Compare, contrast, and edit graphic organizer on Amazing Mammals</p> <p>Family Project: Make your own mammal booklet with text features, illustrations, one diagram, and at least three key details</p>



MODULE 3

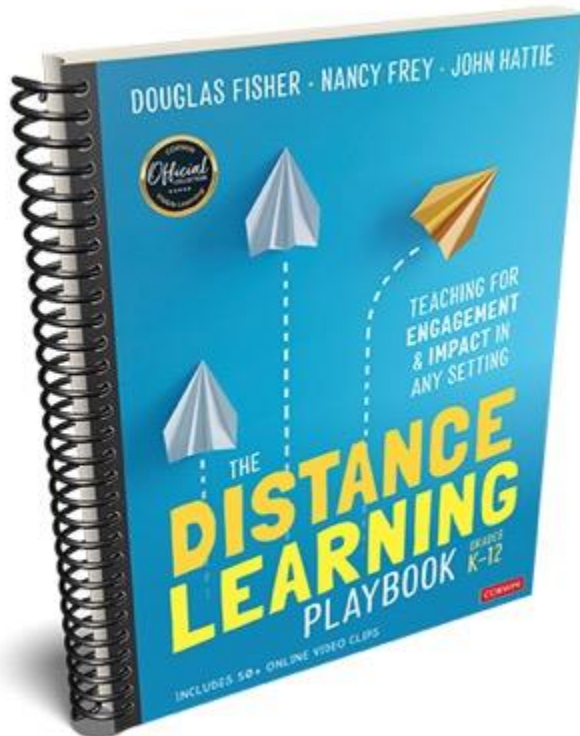
**TEACHER-STUDENT
RELATIONSHIPS
FROM A DISTANCE**



Use the Chat function to reply.



What are quality indicators for a positive and productive teacher-student relationship?



A “chilly” classroom climate

p. 55



Differential Teacher
Treatment of Low-
Achieving Students
(Good, 1987)

- *Are criticized more often for failure*
- *Are praised less frequently*
- *Receive less feedback*
- *Are called on less often*
- *Have less eye contact from the teacher*
- *Have fewer friendly interactions with the teacher*
- *Experience acceptance of their ideas less often*

These students believe
“their presence is at best
peripheral and at worst an
unwelcome intrusion.”



The mute button is a new way to send negative messages to low-achieving students.



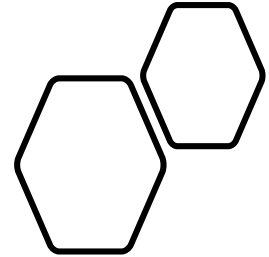
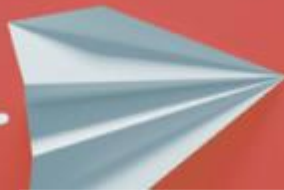
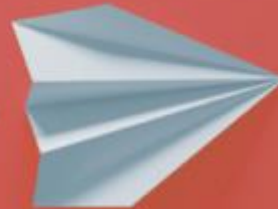
A teacher's dislike for a student is rarely a secret to their classmates.

Reach the hard to
teach through
robust virtual
teacher actions
(p. 57)

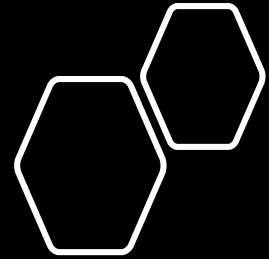
INTERACTION	STUDENT 1	STUDENT 2	STUDENT 3
Did I greet the student by name when they entered the virtual classroom?			
How many times did I use their name (not as a correction) during the session?			
Did I ask them a critical thinking question related to the content?			
Did I ask them a personal question?			
Did I pay them a compliment?			
How many times did I provide them with praise for learning performance?			

MODULE 7

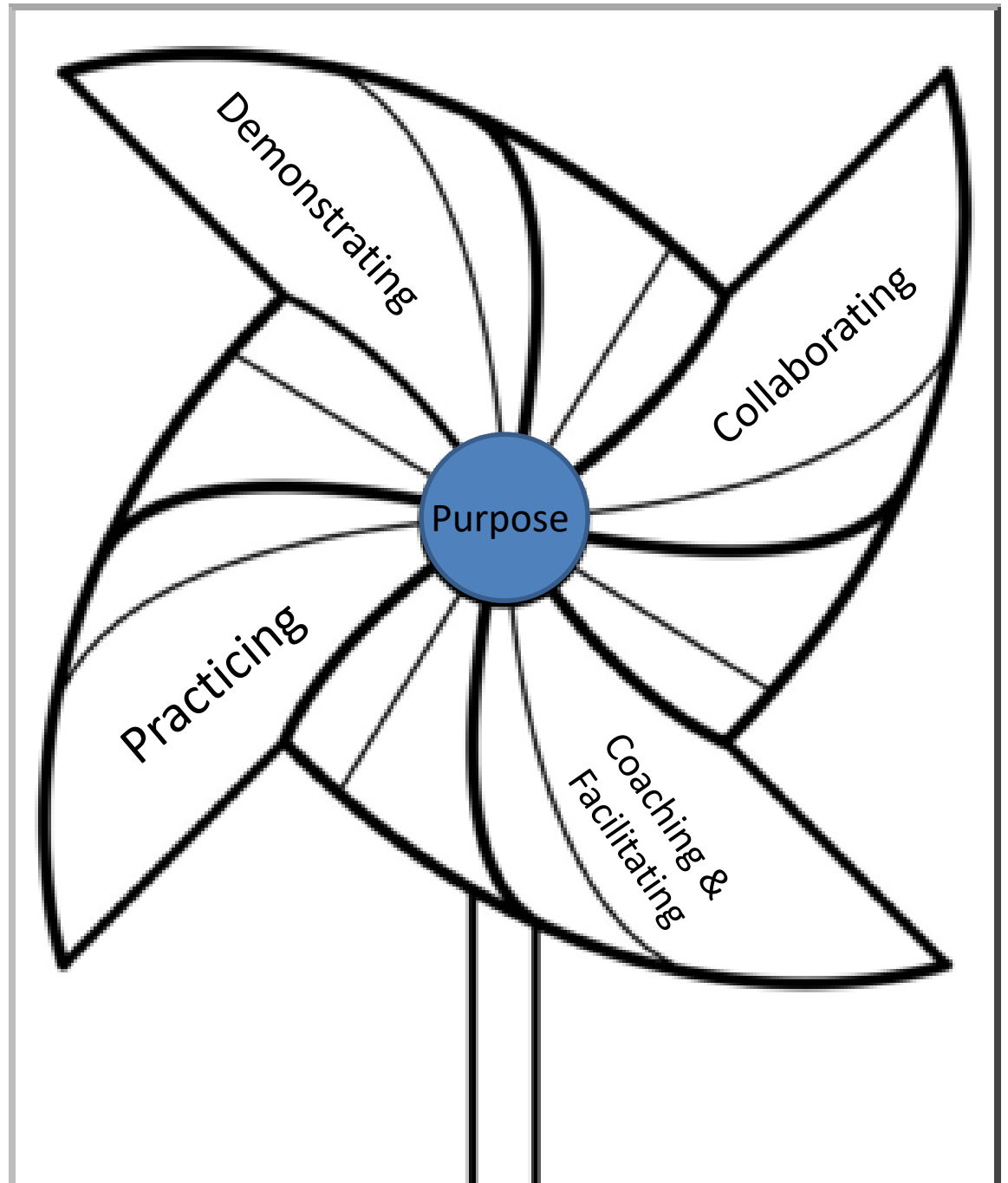
PLANNING INSTRUCTIONAL UNITS FOR DISTANCE LEARNING



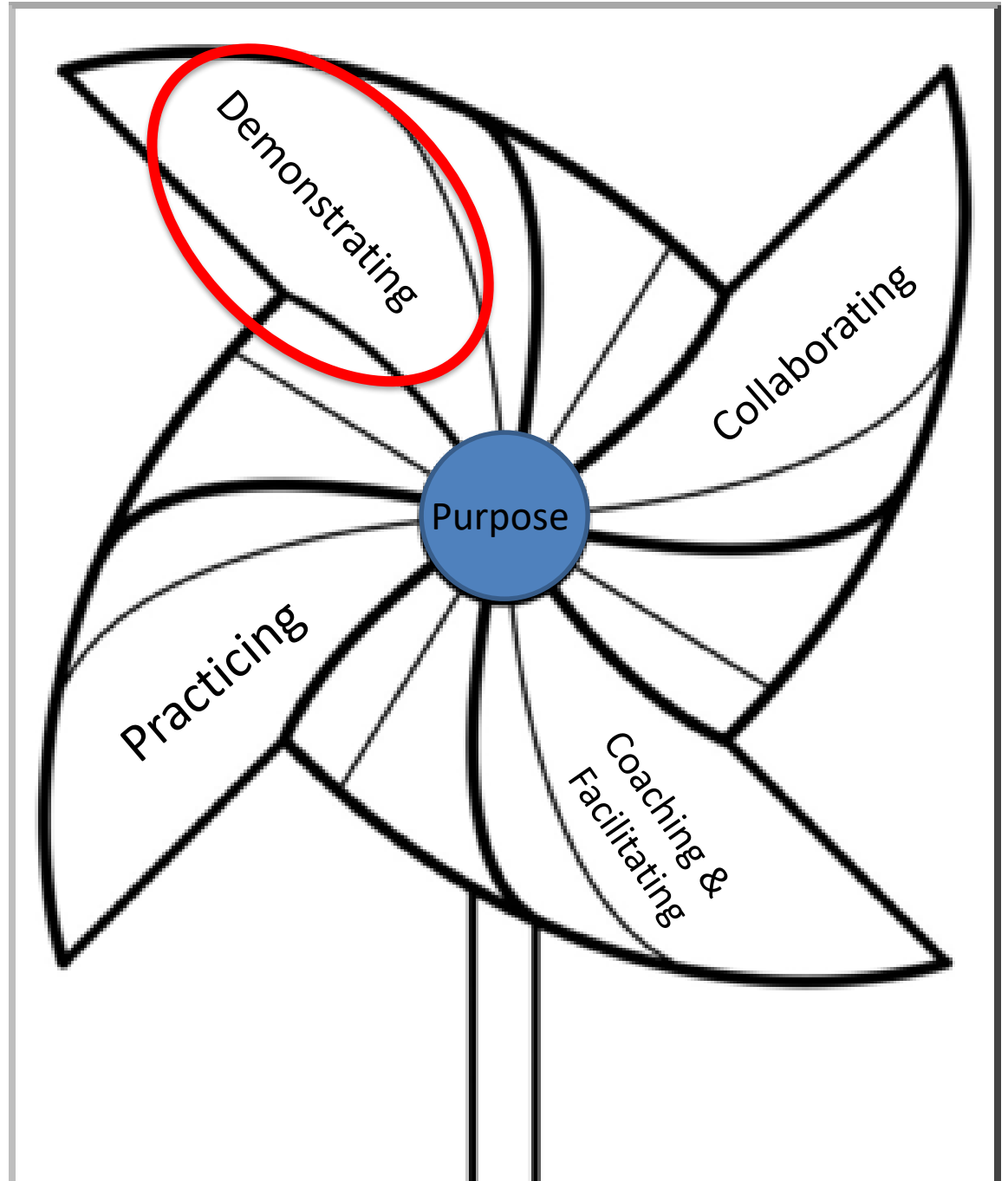
TEACHING IS HARD
BECAUSE IT
MATTERS

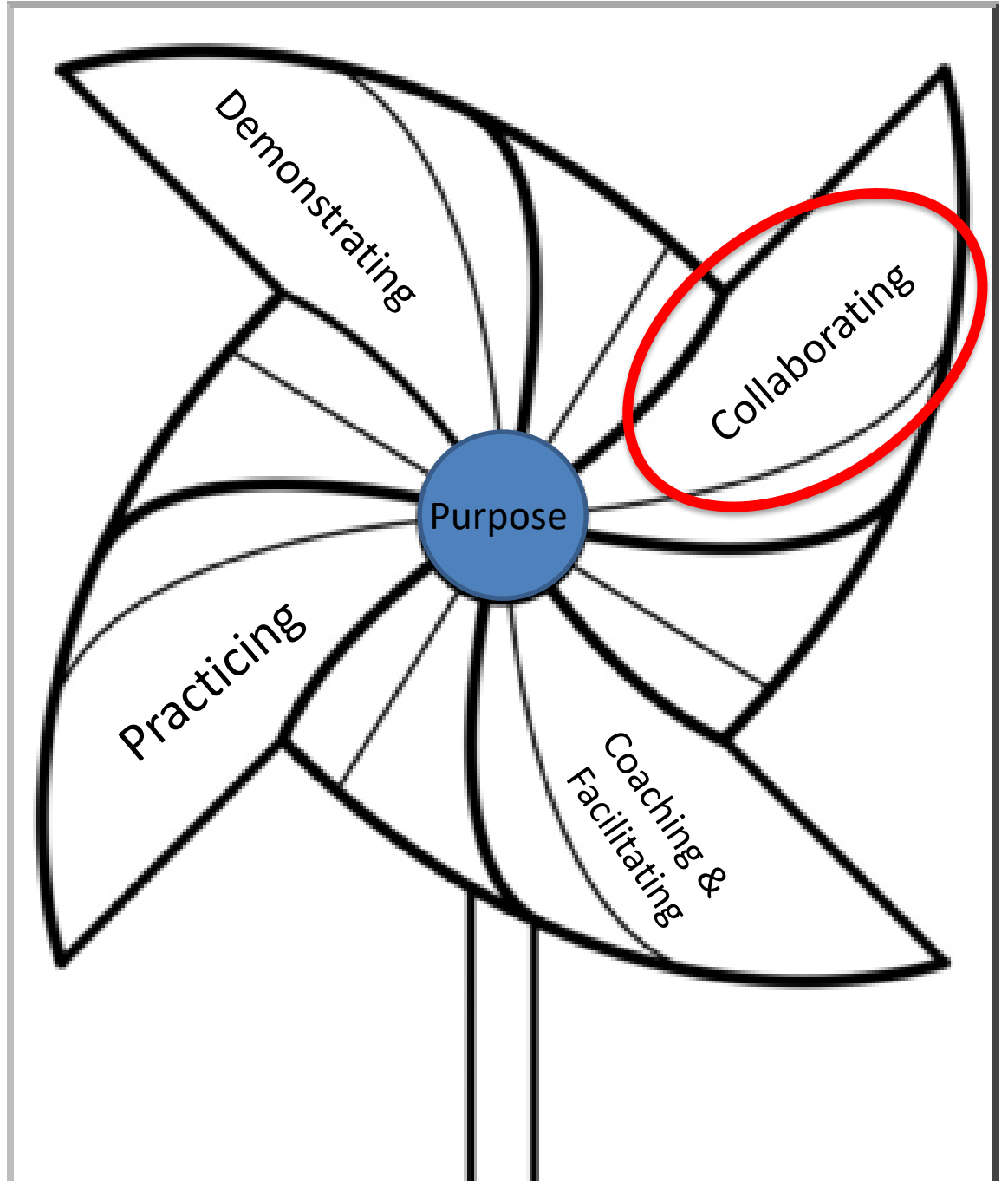


A Distance Learning Instructional Framework



- Direct instruction
- Think-alouds and think-alongs
- Worked examples
- Lectures
- Share sessions

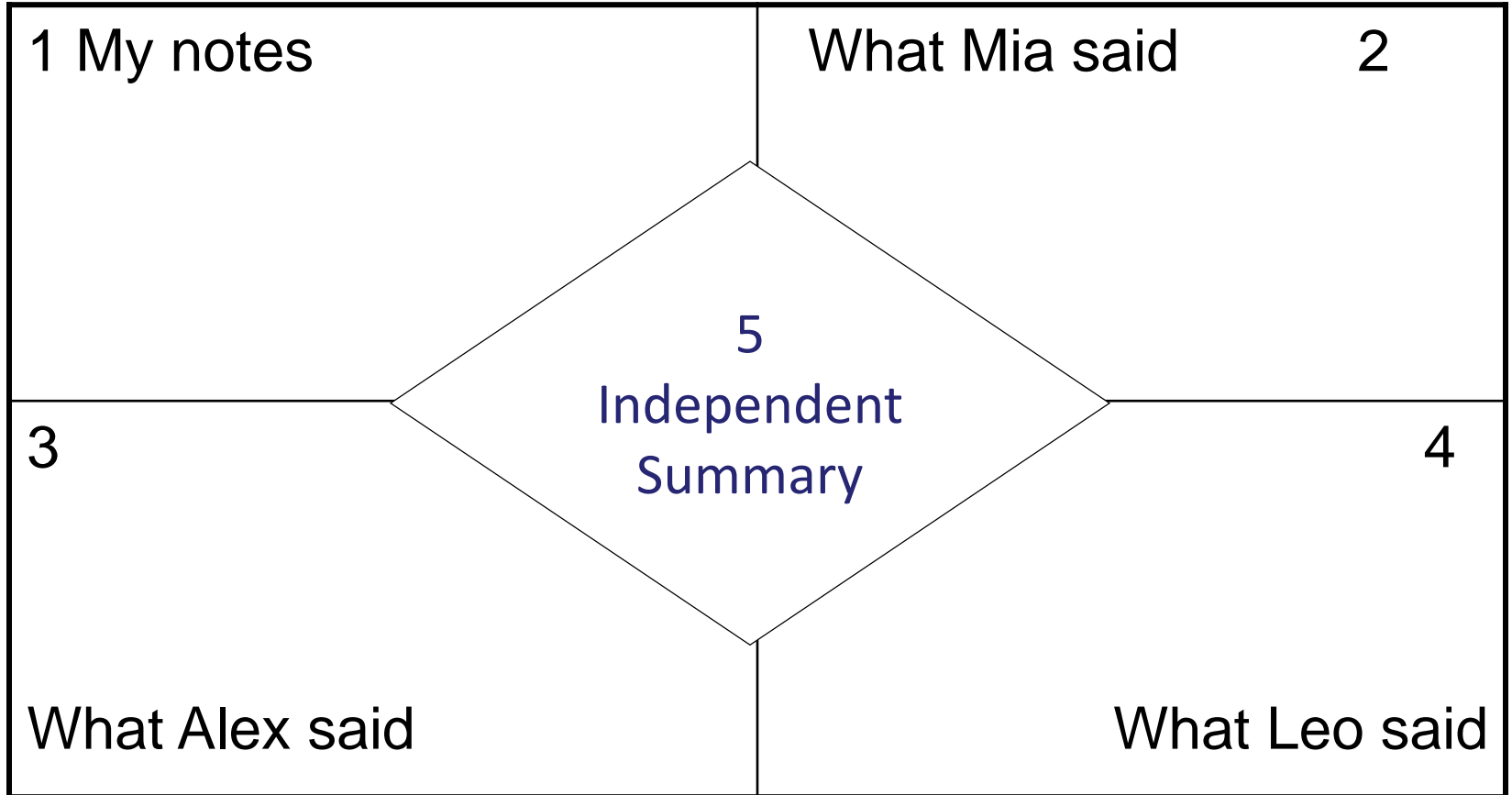




Spotlight Practice: Discussion Roundtable



Discussion Roundtable



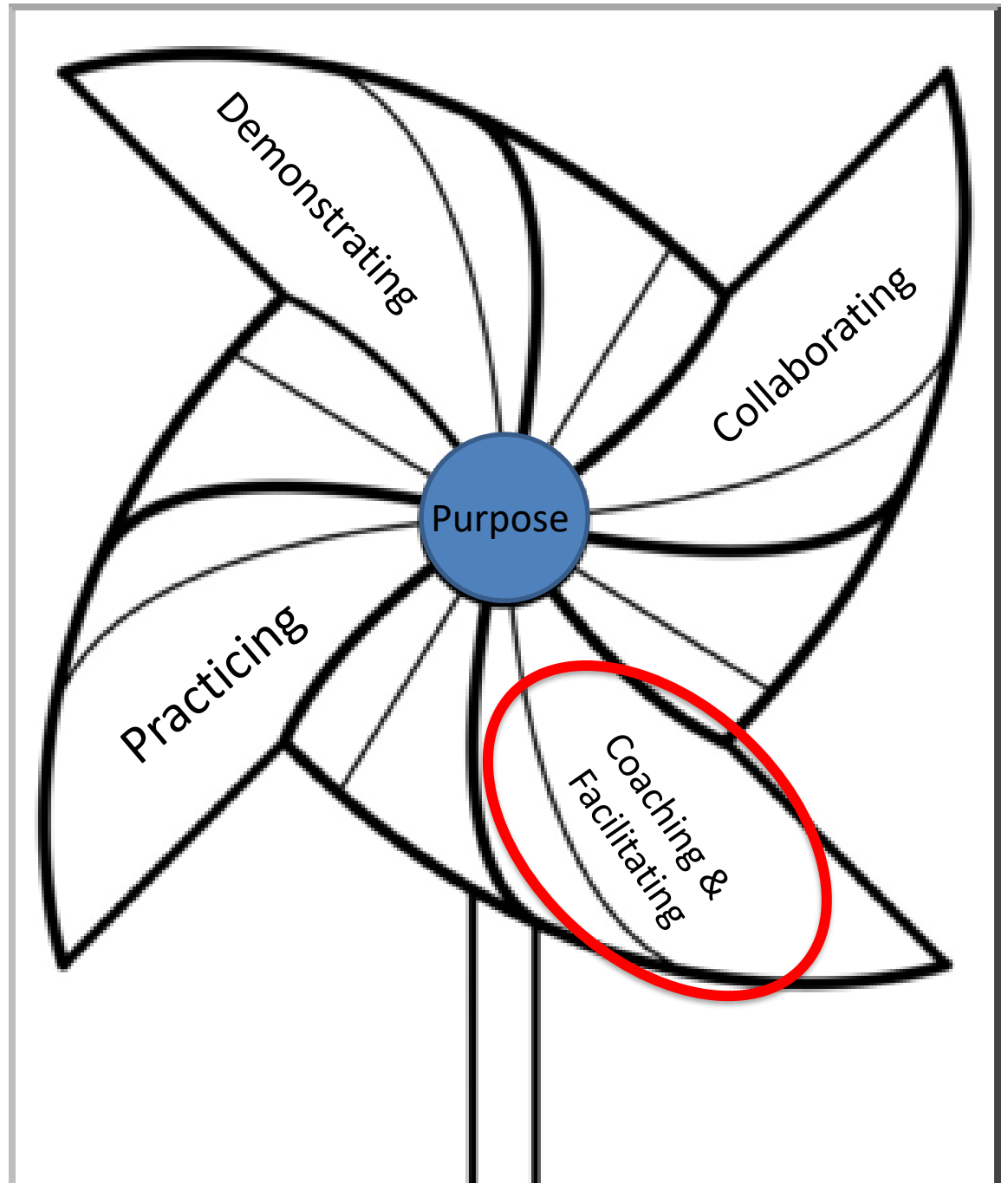
Spotlight Practice: Text Rendering



Text Rendering

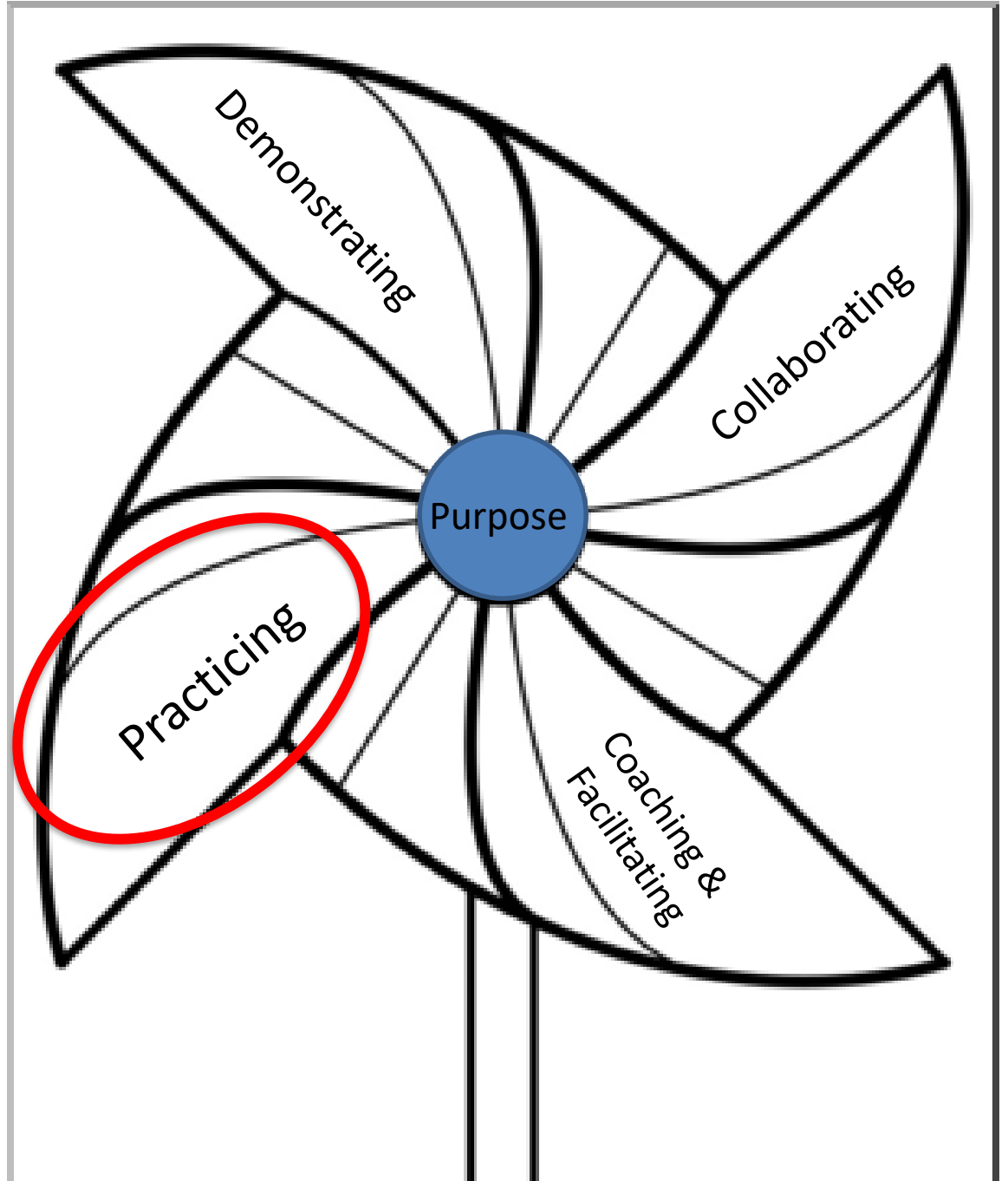
- Meet in groups of 4 and appoint a scribe.
- **Round 1:** Each person shares a significant sentence.
- **Round 2:** Each person shares a significant phrase (scribe records).
- **Round 3:** Each person shares a significant word (scribe records).
- The group discusses what they heard and what it says about the document.
- The group shares the words that emerged and any new insights about the document.
- The group debriefs the text rendering process.

Adapting
instruction
according to
specific needs.

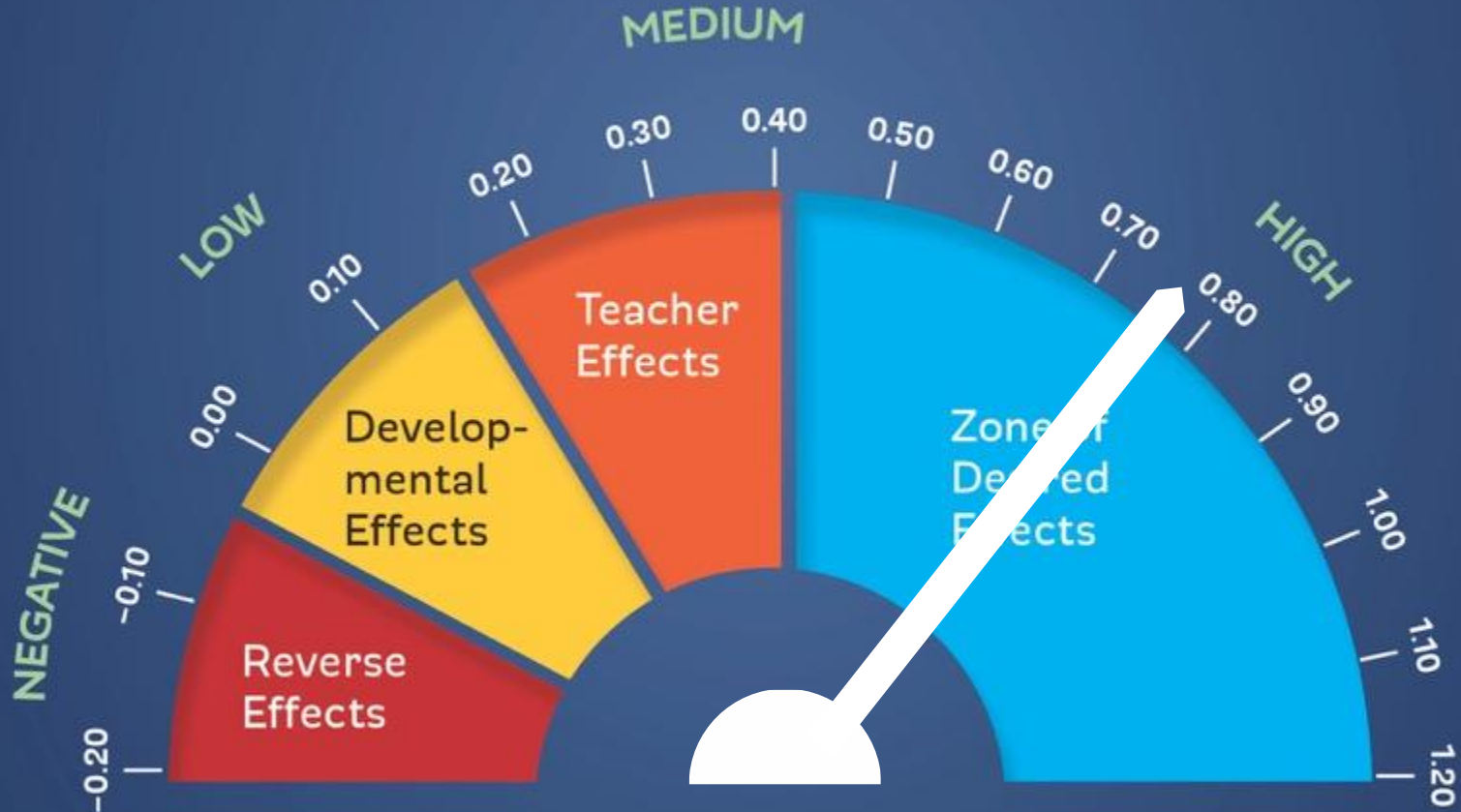


Prompt and Cue





Deliberate Practice: $d = 0.79$



THE FIVE PRINCIPLES OF DELIBERATE PRACTICE



PUSH BEYOND

one's comfort
zone



Work toward
well-defined,
**SPECIFIC
GOALS**



FOCUS
intently on
practice
activities



Receive and
respond to
**HIGH-QUALITY
FEEDBACK**



Develop a
**MENTAL
MODEL**
of expertise

Acquisition
“I can do it”





Consolidation
"I can do it
consistently"

Acquisition
"I can do it"





Acquisition
"I can do it"

Consolidation
"I can do it consistently"

Maintenance
"I can keep doing it later"



Acquisition
"I can do it"



Consolidation
"I can do it consistently"



Maintenance
"I can keep doing it later"



Transfer
"I can do it in a different context"



9 Reasons to Read More

- BUILDS KNOWLEDGE
- IMPROVES ACHIEVEMENT
- INCREASES MOTIVATION
- INCREASES VOCABULARY
- IMPROVES WRITING
- BUILDS BACKGROUND KNOWLEDGE
- IMPROVES UNDERSTANDING OF TEXT STRUCTURES
- DEVELOPS EMPATHY
- DEVELOPS PERSONAL IDENTITY

- Kyrene Beers and Robert E. Probst



The Best
Intervention
is a
Good Book.

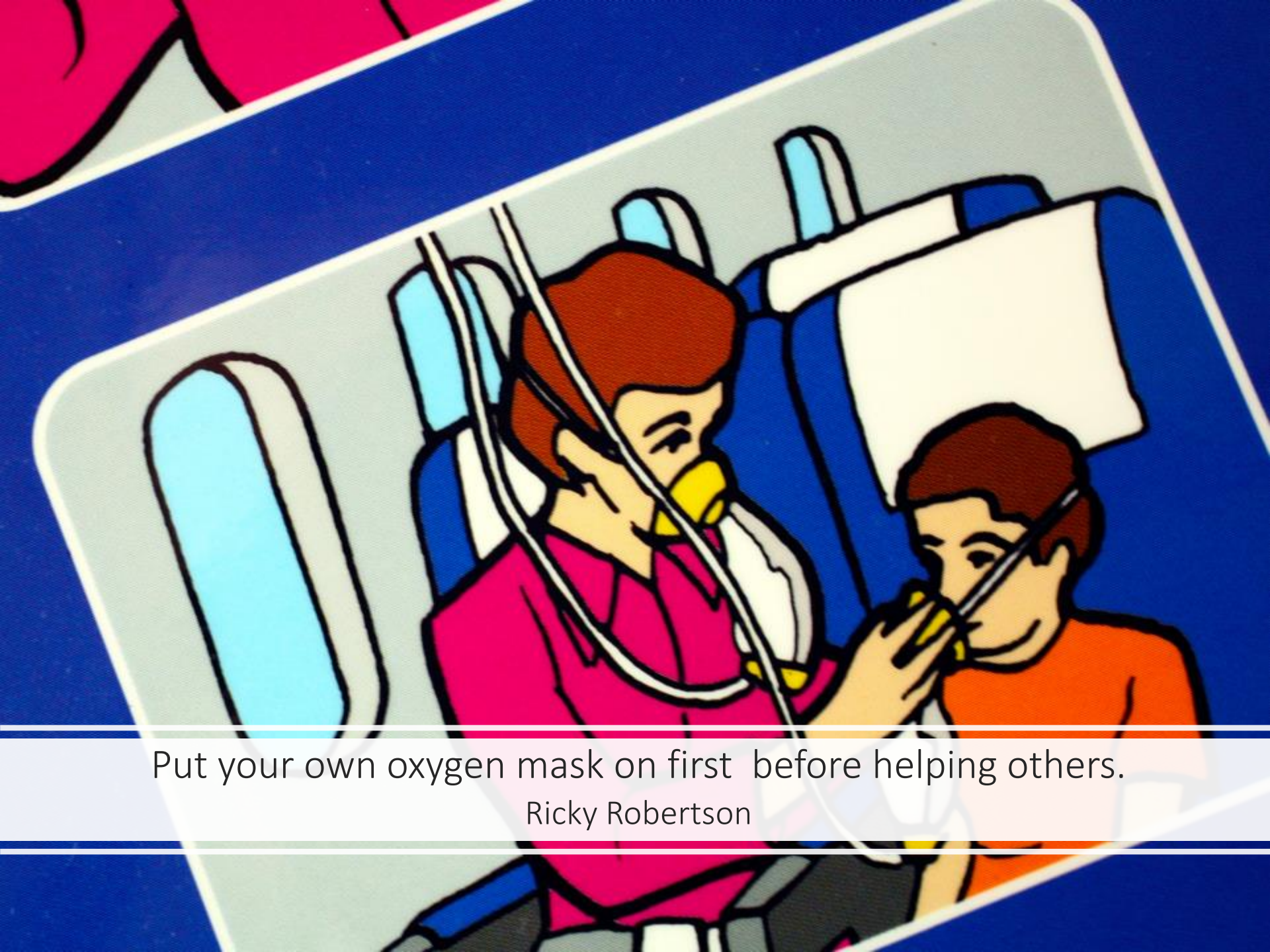
- HARVEY AND WARD



MODULE 1

TAKE CARE OF YOURSELF





Put your own oxygen mask on first before helping others.

Ricky Robertson



Taking it Back