Start Time - 7:00 pm EST

Distance Learning Playbook:
PLANNING LEARNING
Things to Know

- The webinar recording will be available
- Test your sound – I’m talking now!
- All participants are muted
- We are using the Chat feature throughout the presentation – please send to “All panelists and all attendees”
Opening Chat Warm-up

Answer these questions in the Chat!

• What is your state / district and role?

• What has been your best lesson yet this Fall?
Learn More…

**Distance Learning Playbook Webinars for Teachers:**
**On Demand**   Webinar 1 - Engagement  
10/22   Webinar 2: Planning learning  
10/29   Webinar 3: Assessing learning and providing feedback

**Leading Learning from a Distance Webinars for Leaders:**
**On Demand**   Webinar 1: Creating and Maintaining School Climate  
11/03   Webinar 2: Instructional Supervision – A Framework for Distance Learning  
11/10   Webinar 3: Mindframes for Leaders

**Get the books!**  
With Dominique Smith  
With Rosalind Wiseman  
With John Almarode

**The Distance Learning Playbook Collection:**
Engagement and Impact in Any Setting  
by Douglas Fisher, Nancy Frey, John Hattie
Distance Distance Learning Playbook:
PLANNING LEARNING
Learn More...

Turn your reading into Graduate Credit!
3-Credit Course designed for The Distance Learning Playbook, Grades K-12

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Claire Kowal: Marketing Coordinator
Wendy Amato: Chief Academic Officer

WHAT IS TEACHING CHANNEL PLUS?

- Private, customizable online learning platform for schools, districts, states, universities, and organizations

- 1,400+ classroom videos
  - 175+ Uncut videos
  - 40+ DIY videos

- Video observation tools

- 75+ learning plans in many topics

- Teaching Channel Recorder app
Doug Fisher brings decades of educational experience to his work. He is a Professor of Educational Leadership at San Diego State University as well as a leader at Health Sciences High and Middle College.

Doug has served as a teacher, language development specialist, and administrator in public schools and non-profit organizations, including 8 years as the Director of Professional Development for the City Heights collaborative.

Author

Doug and co-authors have collaborated on numerous books on teaching and learning including *comprehension*, *The Teacher Clarity Playbook*, *This Is Balanced Literacy*, *PLC+* series, *Visible Learning for Literacy*, and many more.
Authors

Doug Fisher and Nancy Frey bring decades of educational experience to their work. They are both Professors of Educational Leadership at San Diego State University as well as leaders at Health Sciences High and Middle College.

Doug has served as a teacher, language development specialist, and administrator in public schools and non-profit organizations, including 8 years as the Director of Professional Development for the City Heights collaborative.

Nancy has been a special education teacher, reading specialist, and administrator in public schools. She has engaged in Professional Learning Communities as a member and in designing schoolwide systems to improve teaching and learning for all students.

Doug and Nancy have collaborated on numerous books on teaching and learning including Comprehension, The Teacher Clarity Playbook, This Is Balanced Literacy, PLC+ series, Visible Learning for Literacy and many more.
Planning Learning

Learning Intentions
• I am learning about effective teaching and learning from a distance.

Success Criteria
1. I can design lessons that allow students to drive their learning.
2. I can identify tools that allow me to engage learners.
3. TODAY: I can plan lessons, synchronously and asynchronously
4. I can assess learning from a distance and provide students with feedback
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Module 7
Planning Instructional Units for Distance Learning
Teaching is hard because it matters.
A Distance Learning Instructional Framework

p. 125
A Distance Learning Instructional Framework
ROBBER BARONS

WHO WERE THE RICHEST TYCOONS IN AMERICA?
Discussion Roundtable

1 My notes

2 What Mia said

3 What Alex said

5 Independent Summary

4 What Leo said
How many atoms do we have in common with one another?

Prompt:

My Summary of what I read:

Revisit the prompt: How many atoms do we have in common with one another? How do we know?

Jesus’s Notes:
- everyone shares atoms
- Our body is made of cells
- There are 4 different types of atoms
- 90% of the atoms that were in your body at one point are no longer there.
- Most of the oxygen and hydrogen in our body comes from water and air

Israel’s Notes:
- While we breathe, eat and drink, atoms enter our body that were once in someone else’s body.
- Around 1 million bacterial cells are on each square inch of skin you have.
- The human body is mostly made up of oxygen, (65%)
- 90% of atoms in your body are no longer there and have been replaced.
- Atoms are not created or destroyed.

Georgina’s Notes
- When you sweat, exhale, and either secrete or excrete matter from your body atoms go back into Earth’s biosphere
- we have approximately 1 atom in our body from every breath that every human has ever taken.
- Bones, muscles, skin, and other organs inside of you only make up 4% cells in your body.
- More than 90% of atoms that were in your body are no longer there
- There’s around a million bacteria cells on every inch of your skin.
- 65% oxygen, 18.5% carbon, 9.5% hydrogen, 3.2% nitrogen
- There are more atoms in your body than stars in the universe
- Almost all the oxygen in our body come from drinking water and breathing air
- Atoms are neither created or destroyed
- Do we share atoms in common with everyone alive today? Some fraction of the atoms of air you’re breathing in were once in someone else’s lungs throughout history

Jacqueline’s Notes:
- “We have 1 atom in our body from every breath that every human has taken.”
- Red blood cells live for about 4 months.
- “by weight the human body is 65% oxygen, 18.5% carbon, 9.5% hydrogen, and 3.2% nitrogen.”
- “more than 90% of the atoms that were in your body are no longer there. Cells get broken down, taken into your bloodstream, filtered by your liver and kidneys, and large components of their contents are excreted (removed).”
Text Rendering Process

In cooking, to render something is to clarify it by melting away other substances in order to reach its essence.

This is a 15 minute activity.

- The first 5 minutes is independent reading to prepare for the breakout room.
- The remaining 10 minutes is a small group process to render the text.
During Independent Reading:
Choose a significant:
• Sentence
• Phrase
• Word

Text Rendering Process
Prompt and Cue
Deliberate Practice: $d = 0.79$
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”
Poll Question
Directions: Answer on the screen

Which form of DEMONSTRATING are you LEAST comfortable offering?

1. Think Along
2. Direct Instruction
3. Worked Examples
4. Lectures
5. Share Sessions
Poll Question
Directions: Answer on the screen

How comfortable are you with COLLABORATIVE TASKS in distance learning?

1. Very comfortable
2. Somewhat comfortable
3. Somewhat uncomfortable
4. Very uncomfortable
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THANK YOU!

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