Start Time - 7:00 pm EST

Distance Learning Playbook:
Engagement in any setting
Things to Know

• The webinar recording and PowerPoint deck will be sent to all participants

• Test your sound to be sure you can hear

• All participants are on mute for this session

• We are using the Chat feature throughout the presentation
Opening Chat Warm-up

Answer these questions in the Chat.

• Where are you from?
• What is your role?
• What is your school mascot?
Learn More…

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

**Leading Learning from a Distance Webinars for Leaders:**
- **10/20** Webinar 1: Creating and Maintaining School Climate
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- **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:
Engagement in any setting
TEACHING CHANNEL TEAM

Guy Harrington: President
Catherine Guimaraes: Regional Director
Cherry Thompson: Regional Director
Tyler Harrington: Engagement Manager
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
- 400+ classroom videos
  - 175+ Unicat videos
  - 40+ DIY videos
- Video observation tools
- 75+ learning plans in every topic
- Teaching Channel Recorder app
Author

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.

----------------------------------------------------------------

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.
Engagement In Any Setting

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. TODAY: I can identify tools that allow me to engage learners.
3. I can plan lessons, synchronously and asynchronously
4. I can assess learning from a distance and provide students with feedback
Learn More…

Turn your reading in to Graduate Credit!
3-Credit Course
designed for
The Distance Learning Playbook, Grades k-12

Available through Learners Edge
Bookmark the link posted in chat

Poll Question

• How do you feel about your distance or hybrid instruction?

• 5 - feeling great and effective
• 4 - feeling comfortable and making progress
• 3 - feeling neutral
• 2 - feeling some discomfort and loose direction
• 1 - feeling lost and unsure of how to plan
MODULE 6

ENGAGING TASKS
How do you gauge student engagement in an online environment?
Figure 6.1  A Continuum of Engagement

<table>
<thead>
<tr>
<th>Disrupting</th>
<th>Avoiding</th>
<th>Withdrawing</th>
<th>Participating</th>
<th>Investing</th>
<th>Driving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distracting others</td>
<td>Looking for ways to avoid work</td>
<td>Being distracted physically separating from group</td>
<td>Doing work</td>
<td>Asking questions</td>
<td>Setting goals</td>
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<tr>
<td>Disrupting the learning</td>
<td>Off-task behavior</td>
<td></td>
<td>Paying attention</td>
<td>Valuing the learning</td>
<td>Seeking feedback</td>
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<td></td>
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<td>Responding to questions</td>
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<td>Self-assessment</td>
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DISENGAGEMENT  
ENGAGEMENT

Berry, 2020
Participating → Driving
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<td>2</td>
<td>- Schedule Lecture: Safety, Survey, Scavenger HUNT and create a virtual cookbook (google presentation)</td>
<td>Article review: Cooking Safety and the food groups</td>
<td>Watch me WEDNESDAY: Go over chopping techniques and create virtual cookbook</td>
<td>Teach me Thursday: Share MENU with class, review the class schedule</td>
<td>Turn in Article Review</td>
<td>Submit my SHOW - FLIP GRID</td>
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<td>3</td>
<td>Week 1</td>
<td>Week 2</td>
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<td>4</td>
<td>Lecture: The Importance of Breakfast</td>
<td>Article review: French Toast</td>
<td>Watch me WEDNESDAY: Go over recipe - FRENCH TOAST</td>
<td>Teach me Thursday: Watch me or cook with me - VEGGIE OMELET</td>
<td>Turn in Article Review</td>
<td>Submit my SHOW</td>
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<td>5</td>
<td>Lecture: Boiling and Saut�ing</td>
<td>Article Review: Pancit</td>
<td>Watch me WEDNESDAY: Go over recipe - PANCIT</td>
<td>Teach me Thursday: Watch me or cook with me - LUMPIA</td>
<td>Turn in Article Review</td>
<td>Submit my SHOW</td>
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<td>6</td>
<td>Lecture: Baking - What it takes to make dough rise</td>
<td>Article Review: Pizza</td>
<td>Watch me WEDNESDAY: Go over recipe - PIZZA</td>
<td>Teach me Thursday: Watch me or cook with me - TURKEY/VEGGIE BURGERS with SWEET POTATO FRIES</td>
<td>Turn in Article Review</td>
<td>Submit my SHOW</td>
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<td>7</td>
<td>Lecture: Pan Frying and simmering</td>
<td>Article Review: Taco</td>
<td>Watch me WEDNESDAY: GO over recipe - POTATO TACOS</td>
<td>Teach me Thursday: Watch me or cook with me - MEXICAN RICE</td>
<td>Turn in Article Review</td>
<td>Submit my SHOW</td>
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<td>8</td>
<td>FINAL: Apply all the skills learned by making the following dishes</td>
<td>Article Review: Sambusa</td>
<td>Watch me WEDNESDAY: GO over recipe - SAMBUSA</td>
<td>Teach me Thursday: Watch me or cook with me - LASANGA (or EGGPLANT LASANGA)</td>
<td>Turn in Article Review</td>
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Document your learning
Seek feedback from others
THE TEACHING CHANNEL’S ENGAGEMENT MODELS

Individual Exploration
- Video analysis, video observation, learning plans

Online Collaboration
- Coaching, mentoring, PLC, team/campus meetings

Facilitated Group Discussion
- Blended learning, book/video study, coaching cohorts, guided learning plans
Closing Chat – Your Next Steps

Let’s finish strong!

How might you take the Distance Learning Playbook back to your school and peers?

What is your action plan for you and your team?
• In which areas do you want/need more support?

1. Planning
2. Instruction
3. Technology support
4. Building “online” relationships
5. Organization
Poll Question

• In which areas do you want/need more support?

1. Videos of teachers doing distance/hybrid instruction well.

2. Case studies of teachers and schools planning and instructing well.

3. Access to coursework to build your understanding of teaching in these formats.

4. Connecting with leading educators, professionals, and researchers to help formulate and design your instruction.
Poll Question

• What are you looking for in an exemplar video of a teacher instructing online?

1. Synchronous teaching
2. Asynchronous teaching
3. Both Synchronous & Asynchronous teaching
Which statement is most true for you, having now attended this webinar?

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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.

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THANK YOU!

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