



SAS INSTRUCTIONAL UPDATE

REMOTE LEARNING + INTEGRATING AN EQUITY LENS





PREPARING FAMILIES FOR VIRTUAL LEARNING

SALINE AREA SCHOOLS | WELCOME WEEK!

2020-2021 SCHOOL YEAR

TOOLBOX TUESDAY



ACCESS YOUR LMS

(LEARNING MANAGEMENT SYSTEM)

SEESAW
(Y5 - 5TH GRADE)

[WATCH VIDEO](#)

ACCESS YOUR LMS

(LEARNING MANAGEMENT SYSTEM)

GOOGLE CLASSROOM
(6TH - 12TH GRADE)

[WATCH VIDEO](#)

STUDENT DEVICE INFORMATION

IPAD: Y5 - 2ND GRADE + ECSC | CHROMEBOOK: 3RD - 12TH GRADE + YOUNG ADULT

All SAS students will either be provided with a device, or be loaned a device if needed for the 20-21 school year. More specifically, Y5-5th, 7th and 8th grades will be assigned a device. Grades 6th and 9th-12th are considered BYOD, but there are devices available upon request.

TECHNOLOGY HELP HOTLINE

The SAS Technology Family Help Desk is designed to assist families with technology support during COVID-19 when student learning is taking place remotely, virtually and in-person. Please complete the form with as much detail as possible. One of our IT Team Members will be in touch to provide support as soon as possible.

[LINK: REQUEST FORM](#)
*PREFERRED METHOD

LEAVE VOICEMAIL: 734-401-4099

IPAD: GETTING STARTED

[WATCH VIDEO](#)

CHROMEBOOK: GETTING STARTED

[WATCH VIDEO](#)

DISTRICT TECHNOLOGY RESOURCE PAGE

[CLICK HERE](#)





PREPARING TEACHERS FOR VIRTUAL LEARNING

In order to get our teaching staff ready for virtual teaching and learning, the Instructional Design Team and the Technology Team have coordinated a series of trainings to help teachers develop a philosophy and the necessary strategies to be successful in this environment.



The “Ask”

What is expected for learning in the fall?

As we begin to look at the start of this upcoming school year, we want to make clear what is being asked of us as teachers.

Spring Distance Learning	Fall Connected Learning
<ul style="list-style-type: none"> --Build on emergency basis --Many platforms used --Less accountability for work completion --Working times blurry for teachers and students 	<ul style="list-style-type: none"> --Built as part of a larger plan --LMS streamlined --Assessment and grades will hold students accountable. --Balance of synchronous and asynchronous work

Saline Area Schools Teaching and Learning Plan

[Click for detailed internal document.](#)

Main Points of Focus for Fall 2020

- Focus on power Share identified for course and/or grade level
 - Incorporate assessment and feedback cycles
 - Consider Learning Models for Virtual Teaching
- Teach into LMS
- Prioritize social emotional support
- Center equity while planning
 - Build relationship with students
 - Include accessibility for all learners



Prioritize Relationship Building

We all know the [importance of getting to know your students](#) in the first days and weeks of class.

Dialing in to a student's passions, preferences, or learning styles can make our teaching reach even farther and create an inclusive environment for all..

Some ideas for making these connections online this year:

- **Connect the “room”.** Introduce yourself creatively - be authentic. Make time invite opportunity for students to introduce themselves. Create a classroom culture where students *are* and *feel* seen. [Google Slides All About Me](#)
- **Start small.** Consider “podding” students to make smaller groups... you can switch the pods up or keep them the same
- **Try a “soft” start.** Whether it is a morning meeting or group ice breaker, try solving a quick

- **Build shared experiences.** In class, this is where our stories come from, “Remember the time when...” These experience can still happen. Go on a weekly [virtual field trip](#) or play a group trivia game.
- **Pair tech skills with student inventories.** If you want to get to know students, ask them about themselves. This can of course be done with worksheets, but think about having students share photos or pictures of pets, their study space, their passions. [Hyperdoc All About Me](#)
- **Build a Class Selfie Wall.** Using padlet or another online posting application, ask students a couple of questions--where is your happy place, what do you do to relax, what app can you not live without--and allow them to pose the answers, along with their name and selfie if desired..



([Source](#))

Learning Models for Online & In Person Instruction

Model: I Do, We Do, You Do

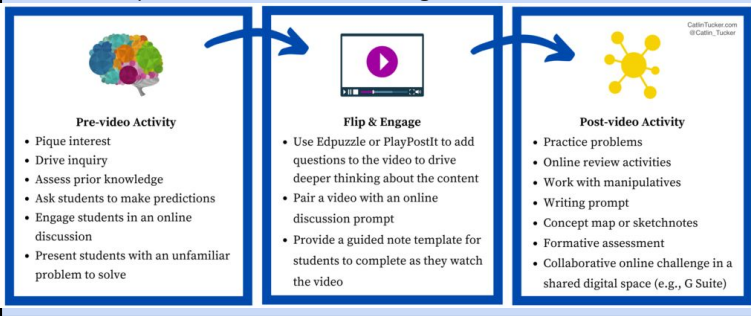
In this model, teachers can model how to solve a problem, sort information, or construct a piece of writing. Then they ask the class to help tackle a similar example. Students can virtually raise their hand to make suggestions for the “we do” section. Then the teacher can project and set a timer and ask the students to apply the strategy on their own. After the appointed work time, teachers can ask students to share their results. Students who feel comfortable with the concept can log off, while others stay on for more guidance.

Model: Gather, Try, Apply

This introduces students where they gain knowledge about a topic and collect information. This may be from a video, a teacher recorded lesson, a podcast, an article, etc. Then students try to use the knowledge in a simple activity—think matching, fill in the blank. This stage ensures students are focusing on the correct information. Then students are asked to apply this information by using higher level skills such as ranking, describing, drawing a picture, solving a novel problem.

Model: Flipped Lessons

This model has students watching the lesson in a recorded form, typically before meeting with the teacher. Built into this watching phase are some quick checks for understanding. Then when “with” the teacher is the guided practice stage. The graphic before has an excellent explanation. Click on the image for the full article.



Leverage Strategies for Engagement and Equity

Often there is a correlation between student engagement and students feeling seen, heard, and empowered as a part of an inclusive community.

Be Present: Students want to learn from YOU... to see and hear you and all of your dynamic personality front and center. Maximize synchronous learning to connect and as much as possible include you/your voice during asynchronous opportunities. Need to bring in external videos/materials... introduce the author like a co-teacher or colleague.

Incorporate Student Voice: in what ways can you invite students into the decision making process related to planning and curriculum materials? How will you invite their feedback on how things are going and what they need? Consider weekly meetings, Google surveys, or brainstorm boards.

AND Incorporate Student Choice: Provide multiple pathways for students to both engage in their learning and demonstrate their learning.

Check out [3 Myths about Empowering Students](#) and [these strategies for shifted to a student-centered classroom](#).

Establish Collaborative Groups: shared learning to be significantly helpful with student success and socialization. You can utilize a range of strategies to incorporate group work into each class like shared projects on Google Drive, discussions with the [Jigsaw method](#), or friendly competition on [Quizlet Live](#).

Host Online Discussions: One prevalent trend in feedback from students is that they missed the daily interactions they had with their peers. Consider integrating online discussion boards or student blogs where students can actively engage each other's thinking. ([using questions in GC](#))

Incorporate materials and assessments that are relevant and representative: Students need to *and want to* be able to connect with the class material - to be able to see themselves and others in texts that are used, to tackle current topics, and to see the real world connections in the work at hand.

Incorporate multimodal access: Mix it up - braid print and audio texts, audio and visual experiences; integrate speaking and listening as well as opportunities for using movement (like thumbs up/thumbs down) to reach [Students More on Multimodal Access](#)

- Check out these ideas for [making learning authentic](#) as generated by the SAS staff! And these suggestions from our staff and student surveys.
- [Empowering Students in Distance Learning Environments](#) (Slide Deck... there is a webinar to go with it.)
- Additionally - Caitlin Tucker has [many ideas](#) to keep older kids actively engaged in learning.



LONG TERM DEI COMMITMENT

SAS is committed to supporting an environment that promotes a diverse, equitable and inclusive environment. We want ALL our students to feel part of the District's curriculum.

Thus, we have developed a series of actions to make progress in this area.





ACTION #1

Worked with the Diversity, Equity, Inclusion (DEI) Leadership Coalition to develop a 3 year DEI plan.

In this plan it includes 5 key objectives. Today, the focus is on the 4th objective:

Learning, Curriculum and Assessment





ACTION #2

Increase the number of SAS staff who have participated in Equity training to better support the teaching and learning experience (in particular, for our marginalized groups of students)

- 120 teachers and administrators have now participated in 4-day Equity Training and Advanced Equity Training cohort learning.
- 450 teachers, paraeducators, EL and literacy tutors, and administrators participated in an August 27th Equity training with WISD facilitators.
- Additional Classified staff will be provided Equity training in September.



ACTION #3

Connected our 1) Strategic Framework, 2) SAS Compass and 3) Common Core State Standards to align with our DEI work.

1) SAS Strategic Framework

The SAS Strategic Framework specifically lists “Implement Diversity Awareness” as the first action step under Goal 3: Enhance a positive school environment that promotes student and staff well-being, satisfaction, and positive morale.

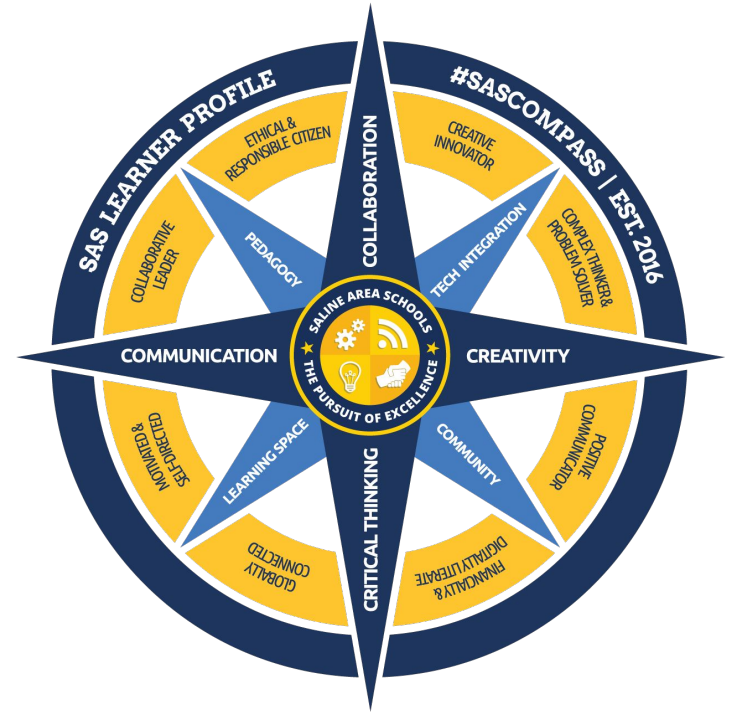




ACTION #3 - CONTINUED

2. **SAS Compass** - Broadened our SAS Compass within the Ethical and Responsible Citizens attribute to include the following tenets

- i. Students will take a role in caring for their classroom, school, community, and global environment.
- ii. Students will positively contribute to the lives of others and demonstrate an understanding of social justice.
- iii. Students will demonstrate empathy for differences in their peers and their communities.





ACTION #3 - CONTINUED

3) Common Core State Standards (ELA) - Students come to understand other perspectives and cultures.

- *Students appreciate that the twenty-first-century classroom and workplace are settings in which people from **often widely divergent cultures and who represent diverse experiences and perspectives** must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, **students can vicariously inhabit worlds and have experiences much different than their own.***
- Source: Common Core



ACTION #4

- **Committing to Teach History through Multiple Perspectives** - Although many accounts of history are accurate, it is important to integrate multiple perspectives when teaching about history. For example, many of us have a more glowing account of Columbus's account for discovering America. But, if you were a native Bahamian **Lucayans** in 1492, your perspective is much different:

EX: Columbus referring to making native Bahamian Lucayan servants.....“They ought to make good and skilled servants,” he wrote to the Spanish king and queen, “for they repeat very quickly whatever we say to them. If it pleases our Lord, I will take six of them to Your Highnesses when I depart in order that they may learn our language.” Little House by the Ferry

- Saline Secondary SS Teacher Leaders Met multiple times this summer to establish some core standards that they will be integrating into the instructional fabric.



ACTION #5

Committing to Use Literature to Teach and Support Marginalized Groups of Students (Ex: LGBTQ+, Students with Special Needs, Students of Color, etc.)

- Literature provides windows for all students to empathize with others
- Literature provides mirrors to allow for all students to see themselves as part of the curriculum
- July 29 and October 13 meetings with ELA teachers and Instructional Designers





ACTION #5 - CONTINUED

Deepening Diversity, Equity and Inclusion through Literacy

Goal

Select a series of texts per grade level that could open up conversations around a wide variety of marginalized groups.

Examples to consider

Sample Lessons from TCRWP

Lift the level of SAS teachers ability to facilitate conversations around these important topics.

Plan

Select and match texts to grade levels to ensure consistency, a wide variety of topics and grade level appropriate texts.

Books will be purchased by the district

We'll support teachers in how to do this in a safe and supportive classroom environment; considering the instructional moves needed

Collaborate

Grade level members of this group will meet to discuss the selected books, identify talking points, activities or ways to engage students in discussion around the book and topic.

Teachers will try it out in their classroom.

Refine

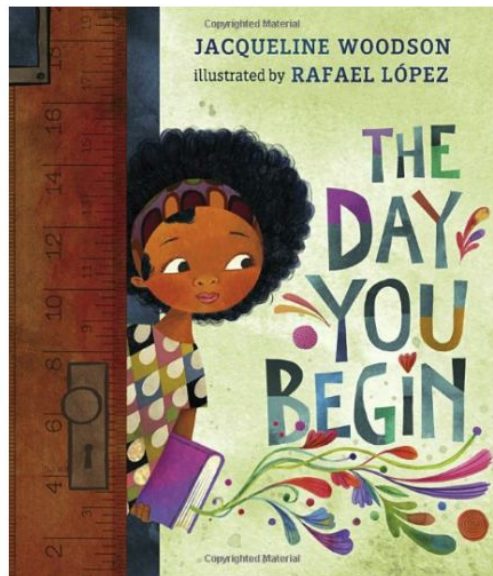
Teachers will meet again after trying it out with students and reflect on what went well, what didn't work well and what could be done better.

Supports will be created to bring all teachers into this work so that all SAS students are involved in conversations and books around important topics within diversity, equity and inclusion.



ACTION #5 (Example)

First Grade:



There are many reasons to feel different. Maybe it's how you look or talk, or where you're from; maybe it's what you eat, or something just as random. It's not easy to take those first steps into a place where nobody really knows you yet, but somehow you do it.