

# Continuing Ed. Connection

OCTOBER 2020

**KEEP UP THE GREAT WORK!**

*Let's give ourselves  
GRACE.*

## **GIVING YOURSELF GRACE CAN HELP YOUR SOCIAL EMOTIONAL WELLBEING**

Currently, we are all in the midst of uncharted waters, which has brought everyone enormous amounts of stress as well. This has made it tempting for us to judge ourselves and become frustrated as we deal with this far-from-normal "new normal." Remember, though, it is important for us to give ourselves grace and find the positives where we can. It is tempting to look at mistakes and unknowns right now. But keep in mind, these are unprecedented times, so it is natural that we would have growing pains and areas that need improvement. But, the most important part is you are trying and learning, so give yourself some grace and remember none of this has been done before, so you are a pioneer helping pave the way for success in the midst of difficulty!

## **UPCOMING REGION 10 OPPORTUNITIES:**

#### **October 1**

- **ESL TExES 154 Content Review**
- **Teaching Reading IS Science**
- **Creating Virtual Science Instruction**
- **Effective Teaching Practices in Secondary Mathematics**

#### **October 2**

- **Put DocTeach in Your Teaching Toolbox**

#### **October 5**

- **Secondary ELAR Readers Writers Workshop Book Study**
- **THIS IS Balanced Literacy Book Study (K-6)**
- **Teaching Reading IS Science**
- **Virtual Fieldtrip to the Sixth Floor Museum**
- **Digital Interactive Notebooking**
- **Differentiating Questions and Writing Prompts for Different Language Levels**

#### **October 6**

- **Designing Learning Experiences for Remote & Face-to-Face**
- **Teaching Social Studies with Google Tools**
- **Connecting & Assessing with Quickwrites**

#### **October 7**

- **History Hyperdocs**

#### **October 9**

- **Planning the Learning Environment in Pre-K**

#### **October 10**

- **SEL - Soothing Our Stressed GT Students**

#### **October 12**

- **Equations and Inequalities in Secondary Math**
- **Fractions in Secondary Math**
- **Math Routines in Secondary Classrooms**
- **Purposeful Play in Secondary Math**
- **Revitalizing Research for the Gen Z Learner**
- **Teach Like a Champion**
- **The Embedded Librarian Virtual PD Series**
- **Using Screencasting Tools to Create Effective Literacy Lessons**

#### **October 13**

- **Early Childhood Special Education New Teacher Expedition**
- **Accessibility Training - Google Docs & Slides**
- **VI: Assistive Technology**

#### **October 14**

- Early Childhood Special Education New Teacher Expedition
- Youth Mental Health First Aid
- Assistive Technology Solutions in Minutes
- Elementary Math - Promoting Problem-Solving Through Storytelling

#### October 15

- World Languages - Designing for Differentiation
- Effective Teaching Practices in Secondary Mathematics
- ESL TExES Content Review
- Building Better Questions

#### October 16

- A Look Inside the Texas Prekindergarten Guidelines
- Academic Rigor - Understanding Cognitive Rigor
- Hands-On Science in a Virtual Setting
- Resources Galore! Enhance Learning by Diving Into TRS

## SYNCHRONOUS LEARNING TIPS

### TEACHING THE SAME LESSON IN DIFFERENT SETTINGS

Instead of planning two separate courses, think about the end goal. What do you want students to know at the end of the lesson? That should guide your instruction and planning decisions. Your lesson goal is the same for all students. Your lesson delivery and techniques will change based on the students being online or in-person.

Here is a great example from Education Week:



### IN-PERSON INSTRUCTION: WHOLE CLASS

Students use a chart with letters to practice placing individual letters in the right order to form words.



### REMOTE SYNCHRONOUS: SMALL GROUP

On a video call, students practice making words by moving letters around using an interactive chart.



### REMOTE ASYNCHRONOUS INSTRUCTION

In a digital reading program, students identify and manipulate letter sounds to assemble new words.



### CAREGIVER SUPPORT

Caregivers can access a website that provides easy reinforcement activities that can be done at home.



## VIRTUAL SOCRATIC SEMINARS

**Running video-optional Socratic seminars:** For small group discussions, I allowed students to meet on their own time—but asked that they submit a video recording to check for understanding. One group submitted a video even though students' cameras were off; nothing was lost in my ability to assess their ability to hold a discussion.

Initially, I had abandoned replicating a Socratic seminar virtually. Following the lead of this group, however, I was inspired to embrace an experiment. I conducted a virtual Socratic





seminar in which the outer circle turned off their cameras and only the inner-circle students spoke with video and cameras on.

Students in the outer circle, who typically would be evaluating the participation of their peers in the inner circle, used the chat feature to echo powerful comments they heard and ask questions of the inner-circle group. In our brick-and-mortar classroom, they would have done this by writing notes on the whiteboard or passing notes to their partners in the inner circle. Having their video off did not inhibit student participation after all. In fact, embracing this approach actually opened up a discussion technique that I thought would not work in the remote-learning world.

Providing choice: For this coming year, I am proactively planning opportunities for video-off and video-optional moments. To build student agency, I offer students a choice about how they want to demonstrate their learning. For asynchronous reading assignments, for instance, I plan to offer the options of submitting a typed reading journal, writing an oral response on Flipgrid (with the settings changed so that only the teacher views the videos), or posting a photo of a creative response completed with pen and paper.

When using Flipgrid, I will give students the option of blocking the camera or turning the screen away so that just their voice is audible. For synchronous video meetings, my students will be able to choose whether to participate with chat, video, or just audio. As I found helpful last spring, I will continue to find ways to build the breaks with the camera off, asking students to work independently off-camera and then return to small group or whole-class work with active participation.

Courtesy of Edutopia, "Engaging Students in Virtual Instruction With the Camera Off" by Katie Seltzer





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