



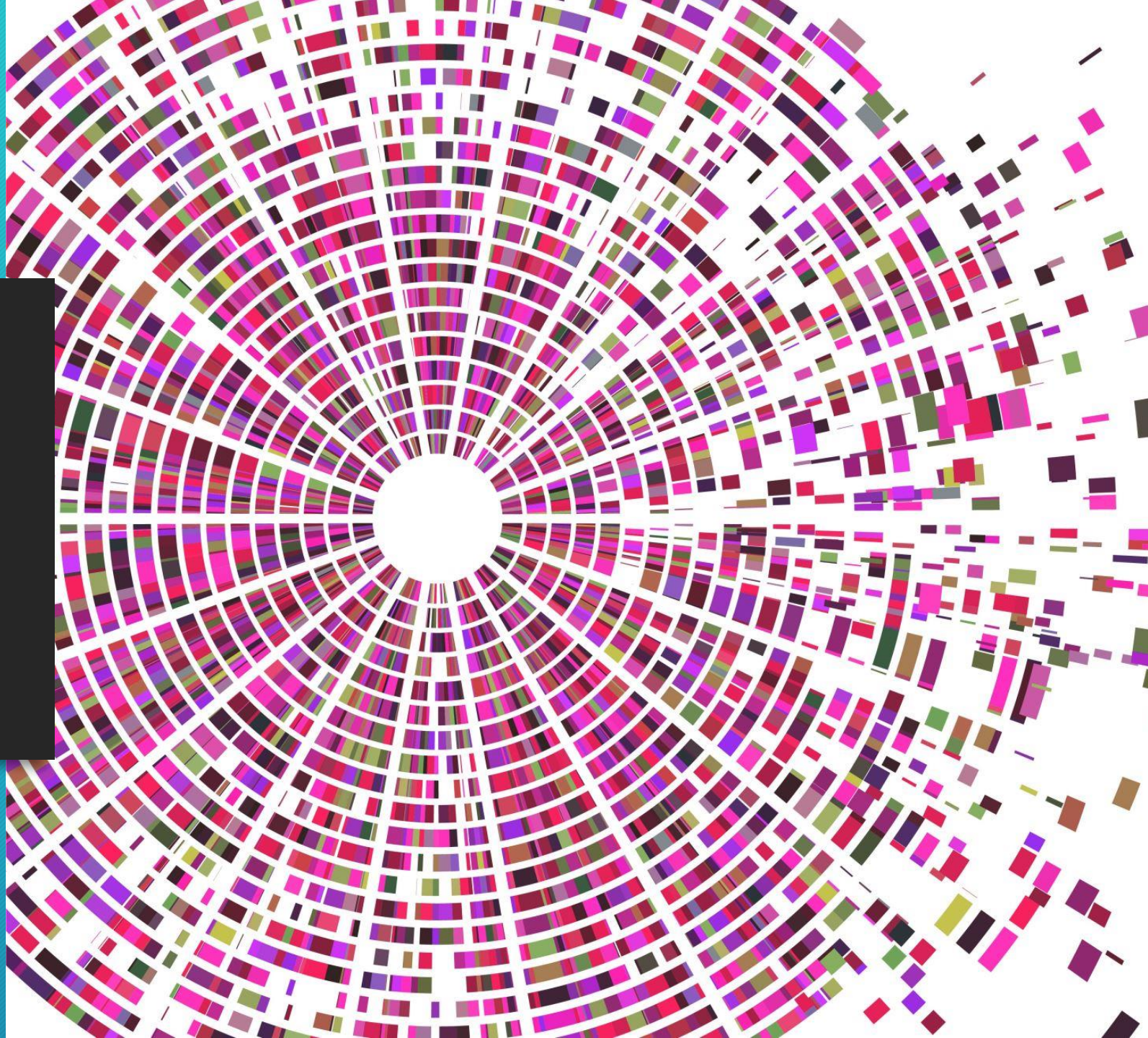
Virtual Resources for Distance Learning & Communicating with Students & Parents

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Session Goals

- Share virtual resources that:
 - can maintain communication w/students and families
 - offer great content and skills-based platforms
 - supplement & extend what students are learning; &
 - encourage students to have FUN learning!

My Background

- Grew up in DC---attended Whittier, Paul and Wilson
- B.A. in English & Education with a concentration in Black Studies from Swarthmore College
- Masters of Library & Information Science from Catholic University in School Library Media.
- Taught English 8 years (Woodson, M.M. Washington, McKinley Tech)
- Librarian for 11 years (CHEC & McKinley Tech)
- Mother of 3 (16, 7 and 6)
- Currently PD Coordinator for Washington Teachers' Union

Introductions

1. Who is on the Zoominar today?
(school, grade level, # of years teaching)
2. What goals do you have for our time together?



Important Notes

- Students and families should know and follow the [Acceptable Use policy](#).
- DCPS educators should follow all communication and content protocols. ([Rights & Responsibilities Handbook](#))
- DCPS is a [Microsoft District](#), uses Canvas as its Learning Management System and has bookmarked many virtual tools on Clever; thus, DCPS would most likely recommend these platforms over all others. [MICROSOFT TEAMS QUICK GUIDE](#)

From DCPS...

1. Experiment with different ways of teaching and learning! Try different modalities and ask your students what works for them and why?
2. Stay connected to students! Provide students/families with regular communication. Please communicate (using your favorite mode of communication: Remind, Email, text, or phone) with your whole class/ or group 3x/ week. By making contact with students as a group, it will encourage a virtual learning community. Social isolation can add additional stress so let's keep the relationship building going and good energy flowing!
3. Your students and families will enjoy hearing from you! Give them a call! Ask about their distance experiences; offer advice and support in setting up a routine for the day. Set regular "office hours" where students/families can contact you and get support in real time! (4hrs/day).
4. Leverage technology, as available to you and your students, to allow for personalized and differentiated learning!
5. Create additional assignments to share with students as necessary. They may have a particular curiosity based on an assignment or conversation.
6. Stay in contact with School Leadership and your colleagues. Provide updates of your work and engagement with students and share good ideas or tools when you find them.
7. Collaborate with a colleague on a project or idea that you have been eager to spend more time on.
8. Read a book or article that you have been waiting to read!
9. Think of ways to make our schools even more joyful and engaging for students and families!

Defining Your Purpose for Distance Learning

- Stay connected with students and families?
- Provide academic support?
- Provide social-emotional support?
- Recommend supplemental learning experiences?
- Experiment with virtual tools to enhance teaching and learning?
- Prevent “learning loss”?
- Provide structure?
- Remain a steady presence in students’ and families’ lives?
- Finding ways to encourage the joy of learning?

Resources from National Partners

[Share My Lesson](#)

[FirstBook](#)

*[American Association
of School Librarians](#)

Communication

What's App



Remind



Class Dojo



Other Communication Tools

[Best Messaging Apps and Websites for Students, Teachers, and Parents \(Common Sense Education\)](#)

[9 Awesome Group Text Messaging Tools for Educators \(Educational Technology and Mobile Learning\)](#)

Virtual Classrooms

[Canvas](#)

[Google Classroom](#)

[Edmodo](#)

Collaboration and Discussion

GoogleDocs (access through your Google account)

KidBlog (access through Clever)

Flipgrid ([Get Started with this One pager](#))

Content

[Class Zone](#)

[Khan Academy](#)

[Google Arts &
Culture](#)

[Scholastic
Learning Hub](#)

[Newsela](#)

[PBS](#)

[Discovery](#)

[Next Generation
Personal Finance](#)

FUN & JOY!!!

- Games: [Kahoot](#) & [Quizizz](#)
- Design: [Canva](#)
- Interactives: Playposit (via Clever) & [Nearpod](#)
- [Mystery Science](#)
- [Phet Simulations](#)
- [Duolingo](#)
- Projects: Students as CREATORS

Turn recipes and home improvement projects into embedded math problems.

Write and illustrate a children's book. ([Book Creator](#))

Phone/Video [Interview](#) Family Members. Create genealogy project.

Use entrepreneurship challenges to have students build websites, develop business plans, design marketing material and work on presentation skills.

Other project ideas: <https://www.homeschoolacademy.com/blog/use-project-based-learning-homeschooling/>

DC PUBLIC LIBRARY!!!



- Temporary Card Application

<https://www.dclibrary.org/catalog/account/application>

[SO MANY FREE RESOURCES!!!](#)

<https://www.dclibrary.org/godigital/all?tsource=researchdatabaselink>

Mango

Overdrive eBooks & Audiobooks

Lynda

BookFlix

Access Video (for older and younger students!)

Encyclopedias (English & Spanish)

My Educator Card # is 21172020356475



If Possible, encourage families to have a schedule...

- Students benefit from (and actually like) structure.
- Everyone can benefit from keeping a journal:

https://www.journalbuddies.com/journal_prompts__journal_topics/writing-prompts-everyone/

COVID-19 DAILY SCHEDULE

Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed, put PJ's in laundry
9:00-10:00	Morning walk	Family walk with the dog Yoga if it's raining
10:00-11:00	Academic time	NO ELECTRONICS Sudoku books, flash cards, study guide, Journal
11:00-12:00	Creative time	Legos, magnatiles, drawing, crafting, play music, cook or bake, etc
12:00	Lunch	
12:30PM	Chore time	A - wipe all kitchen table and chairs. B - wipe all door handles, light switches, and desk tops. C - Wipe both bathrooms - sinks and toilets.
1:00-2:30	Quiet time	Reading, puzzles, nap
2:30-4:00	Academic time	ELECTRONICS OK Ipad games, Prodigy, Educational show
4:00-5:00	Afternoon fresh air	Bikes, Walk the dog, play outside
5:00-6:00	Dinner	
6:00-8:00	Free TV time	Kid showers x3
8:00	Bedtime	All kids
9:00PM	Bedtime	All kids who follow the daily schedule & don't fight

Television? Netflix?



[8 Best Educational Shows
for Kids of All Ages](#)



[Best Movies: Our
Recommendations for
Families](#)



[30 Educational Netflix
Shows to Stream in Your
Classroom](#)

Let's Build our WTU EdTech Community!

- <https://padlet.com/sunnysarah03/fnit-o2iyc8og>



Other Resources...

- [Teach this Poem](#)
- <https://poets.org/teach-poem>
- Teaching for Change
- <https://www.teachingforchange.org/teaching-resources>
- KidLit Online Readings #readmybookonline
- https://docs.google.com/spreadsheets/d/1sxU02heqtCoZgi4HZ_f5f0rtN8S2ZuFFaLKT6S0U19A/edit?pli=1#gid=0
- BrainPop (FREE...for now...)
- <https://go.brainpop.com/family/home>
- Explain Everything (virtual whiteboard)
- <https://whiteboard.explaineverything.com/>

Considerations for Students with Special Needs

1. *Weekly written communication with students.* Instructor's written message could also contain a link to a brief video and/or audio recording conveying the same message. Additionally, such weekly check-in from an instructor may encourage learners to respond with any questions or requests for clarification they would not otherwise voice.
2. *Note takers for synchronous sessions.* The instructor should supplement the written notes from an "official note taker" with audio and video recording of the synchronous session so the students have a choice of format.
3. *Posting flexible presentations.* Instructors should provide students with a combination of slides with text, links to video clips, audio recordings, and graphics. This way, a learner has autonomy to decide whether to learn from written text, a video representation, a graphic, or a combination of all of these formats.
4. *Accessibility of digital materials.* Digital materials are more accessible when presented in multiple formats. For example, a digital textbook should be accessible through enlarged font, contrasted text color, or through text-to-speech application.
5. *Choices in demonstration of knowledge.* In practice, it means that for each assignment an instructor provides more than one way in which students can show their learning. Instructors need to realize that allowing options for student knowledge and skill demonstration does not lower the rigor of the assessment. For example, learners may have a choice to either write a 10-page paper, or prepare narrated slides, or create a website, or submit an audio recording of answering the assignment questions.
6. *Interactive online discussions.* Having a variety of means to express oneself builds a more authentic conversation around a topic posed by the instructor than a traditional discussion board would provide.

<https://elearnmag.acm.org/featured.cfm?aid=3310383>

Online PD to Check Out!

- [Share My Lesson](#)

42 All-New Webinars

VIRTUAL CONFERENCE | MARCH
24-26

Join us online for our biggest-ever PD conference featuring 42 free webinars for preK-12 teachers, school staff and parents.

- [Next Generation Personal Finance Online PD](#)



Thank you for your time and
wishing you peace &
wellness...

- This is a more thorough list of tech tools.
- Please email me if you have any additional questions:
selwell@wtulocal6.net

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