



MINDING THE GAP

Elementary



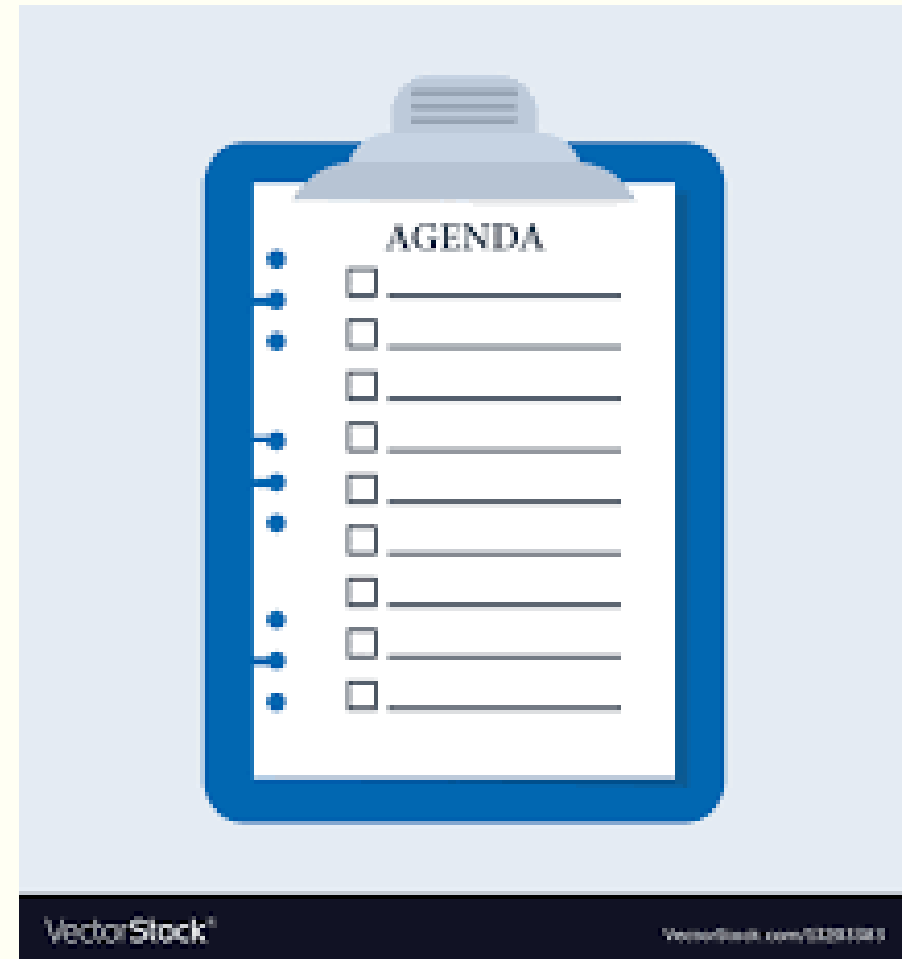
While We Wait

Please go to chat box and jot down your answer to the following question:

What has worked well in the last two months of teaching?

Logistics

- All resources will be sent right after this meeting



How Do You Feel At the Moment?



Agenda



Welcome
and
overview



Minding the
Gap: An
introduction



Digging deeper



Debrief



Next steps

Protocol for Interaction

- Be present and participate.
- Assume good intent.
- Listen to understand.
- Be open to new ideas.
- Be open to working outside your comfort zone.
- Take time to reflect.
- Please keep muted unless speaking to cut down on background noise.
- Use chat box to communicate any responses or technical issues.
- Others...?



Warm-Up



What are your biggest concerns for returning in 2020/21?



I don't pretend we have all the answers. But the questions are certainly worth thinking about.

Arthur C. Clarke

remotely through teachers
strategies teach
year gaps online most determine
assessments being special
without remote curriculum forward
ways Looking intervention previous
some RTI sure internet need access principal
while data essential Working much attend gap
sessions needs Planning consider
learners standards Any stay time address
engage COVID students after
instruction material new support virtually fall way
school tier use Education help still make work
moving assess via already zoom families kids
move levels about parents
content identify focus assessing
first math teaching skills level
best missed during building emotional
struggling tools start Ideas grade
student year's assessment
next

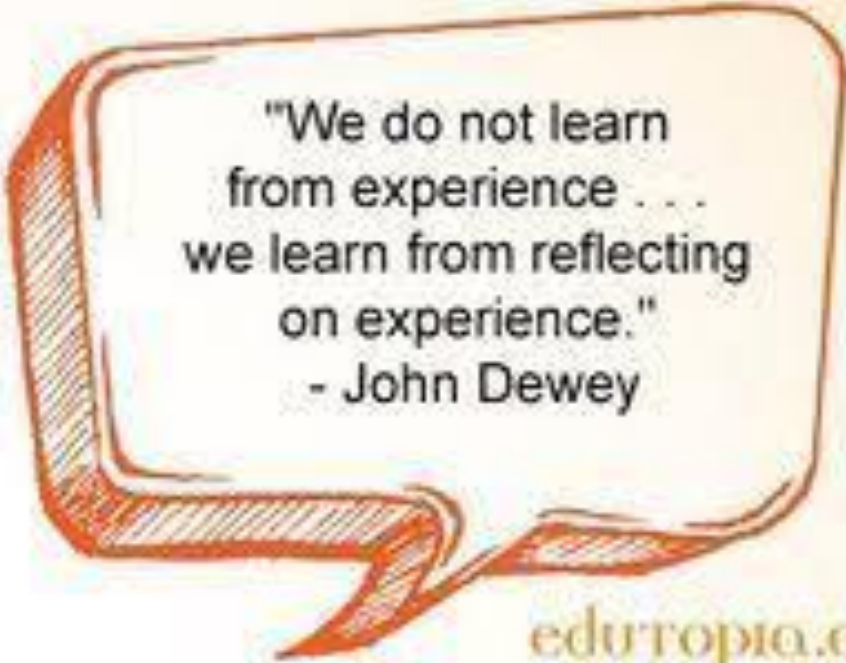
Goals

- Explore strategies to make the return to school manageable and meaningful
- Understand how to clearly identify the non-negotiables for their grade/course,
- Review strategies to identify prior learning needs,
- Examine strategies to build pre-assessments to be able to prioritize learning needs
- Discuss how to adjust learning plans to ensure all students are engaged in meaningful learning experiences



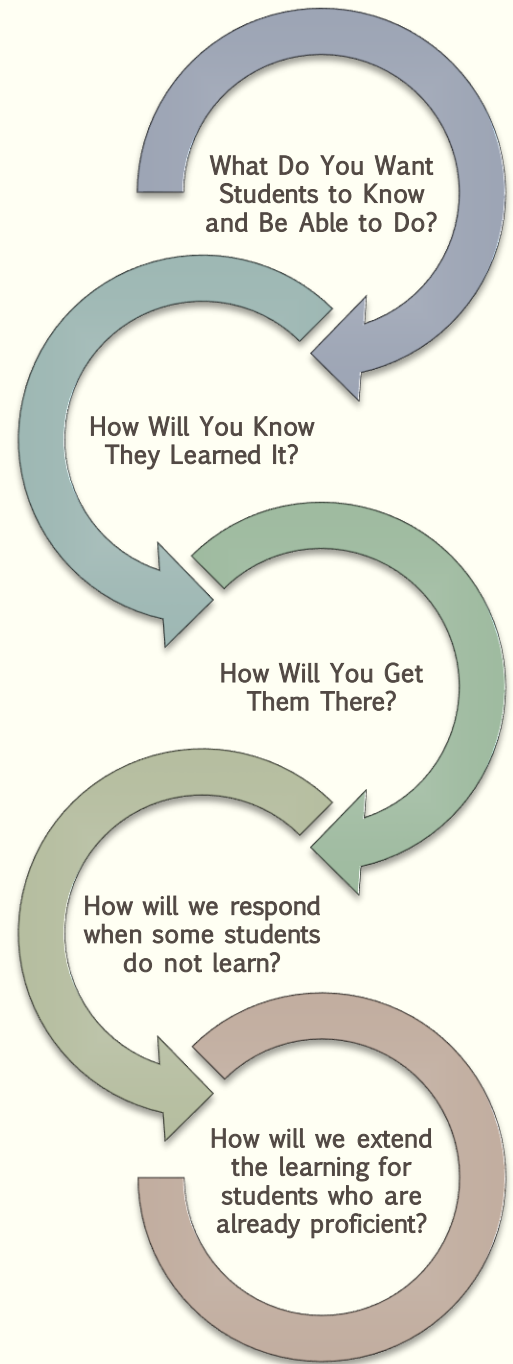
QUESTION FOR TODAY

How do we use reflective practice strategies to meet the needs of all Maine students in the 2020/21 school year?



"We do not learn
from experience . . .
we learn from reflecting
on experience."
- John Dewey

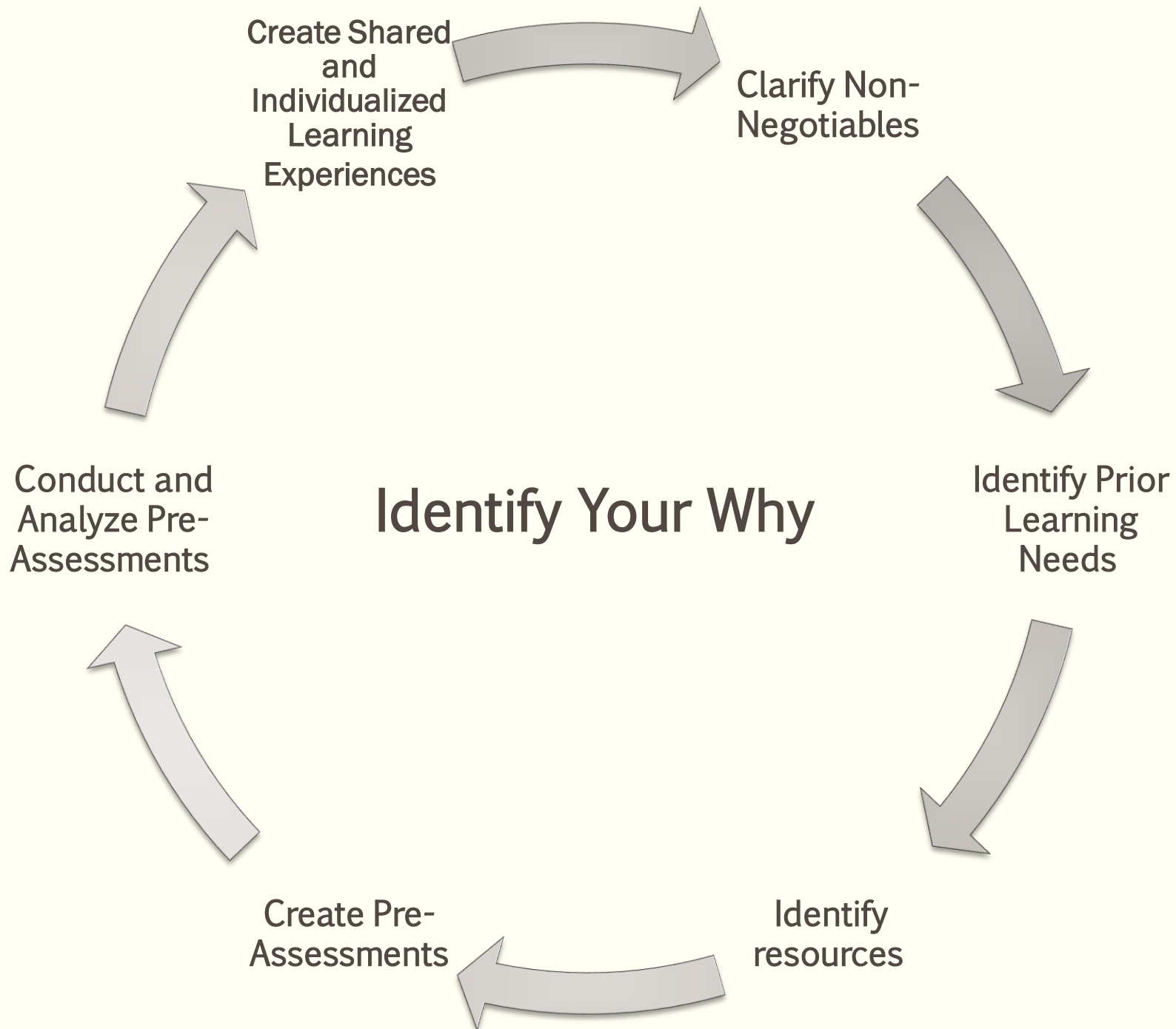
edutropia.org





MIND THE GAP

Identify Your Why





He who has a

WHY

can endure any

HOW

-Friedrich Nietzsche-

Identify Your Why

- What do we do?
- How do we do it?
- For whom do we do it?
- Why do we do it? What value are we bringing?

UNIT:



SEL FOCUS:



What are the Non-negotiables?



What Prior Learning Is Needed?

Content/Concepts

Skills



What Resources Are Available for Students to Engage With?

Online

Face to Face/hard copy



What Pre-Assessment Strategies Can I Use?



What Learning Strategies Will Best Meet the Needs of Students

Shared

Individual

Key Reminder – Classroom Environment is KEY

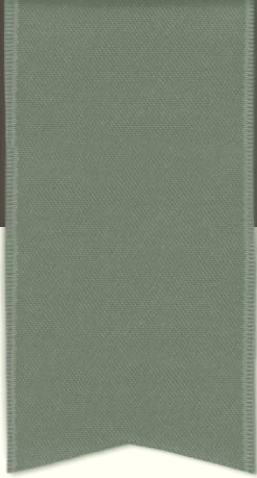
- <https://www.edutopia.org/article/13-powerful-sel-activities-emelina-minero>
- <https://www.secondstep.org/covid19support>
- <https://www.waterford.org/education/15-activities-for-teaching-casel-core-competencies/>
- <https://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf>



Unit: The roles of citizens in Maine
(Role of individual in a Community)

SEL Focus:

Self Management



CLARIFY NON-NEGOTIABLES

Non-Negotiables



Based on (and refined by) available research and promising practices



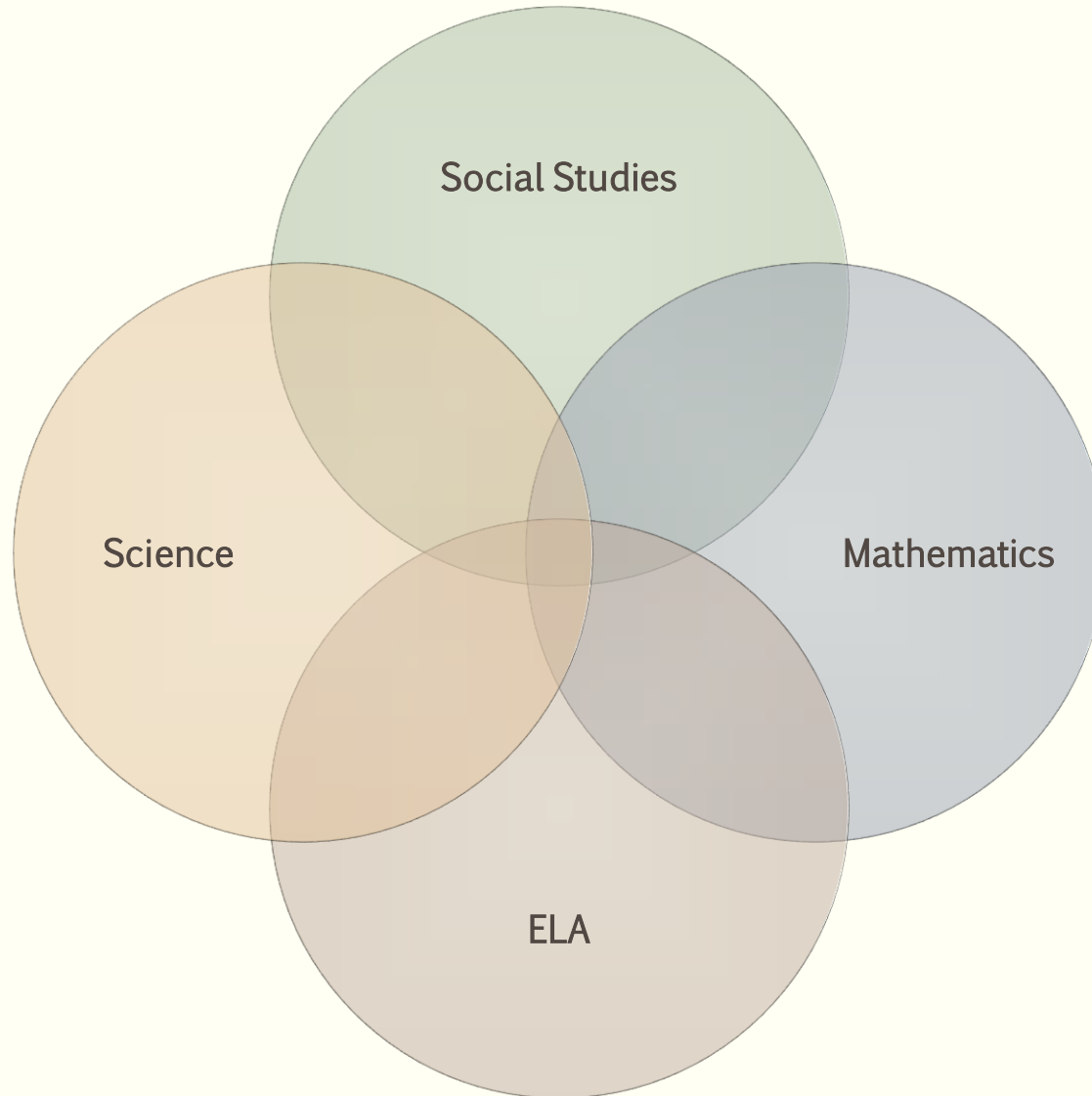
The non-negotiables are the “essence” of the discipline(s), and are the binding threads that connect the disciplines



Are consistently revisited from grade to grade



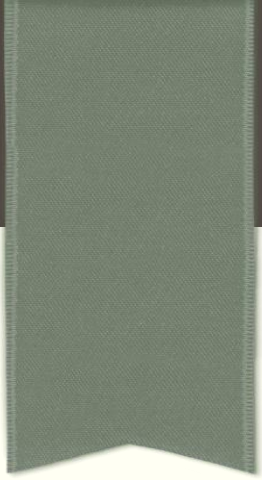
One Approach – Use This As An Opportunity to Identify Connections



What Are the Non-Negotiables?

- A. Clear and Effective Communicator: Students research and use background knowledge to give audiovisual presentations about current and historical issues.
- B. Self-Directed and Lifelong Learner: Students generate questions and explore primary and secondary sources to answer those questions while demonstrating a growth mindset.
- C. Creative and Practical Problem Solver: Students draw conclusions about current and historical problems using valid research and critical thinking.
- D. Responsible and Involved Citizen: Students practice and apply the duties of citizenship through the exercise of constitutional rights.
- E. Integrative and Informed Thinker: Students compare and contrast to analyze point of view and differentiate between reliable and unreliable primary and secondary sources.

Freedom and Justice · Conflict and Compromise · Technology and Innovation · Unity and Diversity · Continuity and Change Over Time · Supply and Demand



IDENTIFY PRIOR LEARNING NEEDED

Research behind prior knowledge

Prior knowledge is defined as a multidimensional and hierarchical entity that is dynamic in nature and consists of different types of knowledge and skills.⁴⁻⁶

Prior knowledge has long been considered the most important factor influencing learning and student achievement.⁴⁻¹⁰

The amount and quality of prior knowledge positively influence both knowledge acquisition and the capacity to apply higher-order cognitive problem-solving skills.¹¹⁻¹⁵

An essential factor in developing an integrated knowledge framework is to create a learning environment in which learning means actively constructing knowledge and skills on the basis of prior knowledge.^{6,10}

Inadequate or fragmented prior knowledge is an important issue to consider because if there is a mismatch between the instructors' expectations of student knowledge and the students' actual knowledge base, learning may be hampered from the start of the studies. Trying to learn something without having adequate prior knowledge or, worse, having misconceptions, may result in rote memorization. This type of surface learning may occur if students cannot relate the new knowledge to their existing knowledge frameworks.^{13,16-}

Identify Prior Learning Needs

- What do students need to know and be able to do to be prepared to learn?
- What key concepts are required to be able to engage in learning expectations for the year?
- What key skills are required to be able to engage in learning expectations for the year?



IDENTIFY PRIOR KNOWLEDGE BY
REVIEWING THE STANDARDS

When Identifying Prior Learning Needs, Ask a Series of Questions:



What knowledge will students need to demonstrate the intended learning?



What understandings will they need to master?



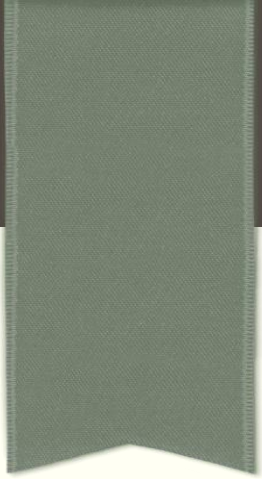
What skills will they need to apply to demonstrate mastery?



How might students demonstrate the requisite skills through learning experiences?

What Prior Learning is Needed?

Content/Concepts	Skills
<p>Government, Consequences, Principle of the rule of law Concept of law and order, Punishment Respect for the law Role of law enforcement officers and courts of law</p>	<p>Describe the basic structure of government at the local level. Explain and provide examples of the consequences for violating laws in the community.</p>



IDENTIFY RESOURCES

Identify Resources



LOOK FOR RESOURCES TO HELP STUDENTS ENGAGE WITH THE CONCEPTS/SKILLS/MISCONCEPTIONS OF PRIOR KNOWLEDGE



USE THE ONES YOU HAVE BEEN GETTING FROM YOUR CONTENT SPECIALISTS PAGES



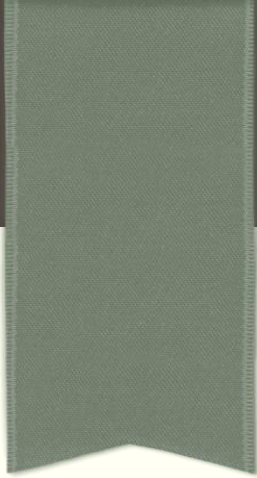
REVIEW RESOURCES YOU CURRENTLY USE AND CONNECT THEM TO THE PRIOR LEARNING



THINK ABOUT ALL OF THE RESOURCES YOU HAVE BEEN RECEIVING DURING THIS TIME

What Resources are Available?

Online	Text
<p>https://www.living-democracy.com/textbooks/volume-2/unit-5/lesson-1/</p> <p>https://www.living-democracy.com/textbooks/volume-2/unit-5/lesson-2/</p>	<p>https://drive.google.com/file/d/1uqSEOs6wq-w1xdYYQoCMs99rtA7jplSw/view</p> <p><i>David Goes to School</i>, by David Shannon. <i>Rules and Laws</i>, by Ann-Marie Kishel. <i>King for a Day</i>, by Rukshana Khan. <i>The Big Umbrella</i>, by June Bates.</p>



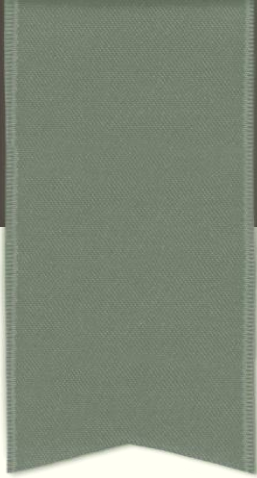
CREATING PRE-ASSESSMENTS

Design, Conduct and Analyze Pre-Assessments

- Edutopia's "53 Ways to Check for Understanding"
(<http://www.edutopia.org/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf>)
- Iowa State's "Strategies to Check Student Learning in the Classroom"
(<http://www.celt.iastate.edu/teaching-resources/classroom-practice/teaching-techniques-strategies/check-student-learning/>)
- <https://www.cmu.edu/teaching/assessment/priorknowledge/index.html>
- <https://www.middleweb.com/36652/8-strategies-to-quickly-assess-prior-knowledge/>
- <https://teaching.cornell.edu/teaching-resources/assessment-evaluation/assessing-prior-knowledge>
- <https://catlintucker.com/2019/08/assessing-prior-knowledge/>
- <https://poorvucenter.yale.edu/StudentsPriorKnowledge>

What Pre-Assessment Strategies Can I Use?

Ask students to draw a picture showing what responsibilities they have in their communities



CREATE LEARNING EXPERIENCES

Create Shared and Individualize Learning Experiences

- Identify which is the best way for students to learn
- Identify shared
- Identify individual

What Ways to You Engage Students in Shared Learning Experiences?

What Ways to You Engage Students in Individual Learning Experiences?

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Shared Learning Experiences Online Tools

- [FlipGrid](#)
- [VoiceThread](#)
- [Chime In](#)
- [Paper clickers](#)
 - [Video of paper clickers demonstration](#)
- [iClickersLinks](#)
- [Quizlet](#)
- Canvas Tools
 - [Quizzes](#) (ungraded or graded survey)
 - [Mastery Path](#)
 - [Discussion Forums](#)

Individual Learning Experiences Samples

- [Hawaii Choice Boards](#)
- [PBS resources from KS](#)
- [Investigation Beyond the Classroom](#)
- [Sample Learning Menus](#)

What Learning Strategies Will Best Meet the Needs of Students?

Shared

Have students engage in discussing democratic principles such as fairness, equality, and respect for authority in order to explain the need for laws and the purpose of government.

Have students work in teams to examine the need and purpose of rules and laws in various contexts, including the concept of consequences for one's actions.

Individual

Have individual students work through - [What is Authority](#), a lesson from the Center for Civic Education, encourages students to analyze why we need authority, how citizens can help solve problems, and how we choose people to be our leaders.



BUT WHAT ABOUT ALL STUDENTS?

ELs

- <https://www.colorincolorado.org/coronavirus>
- https://tntp.org/assets/documents/ELL_and_ELD_At-Home_Learning_Support-TNTP.pdf
- <https://hechingerreport.org/teachers-use-high-and-low-tech-means-to-reach-english-language-learners-during-coronavirus-crisis/>

High Leverage Practices – Special Education

- Collaboration
- Assessment
- Social/emotional/behavioral
- Instruction

Special Ed Resources

- [The Council for Exceptional Children](#): In addition to remote teaching resources, the Council has forums for staff who serve students with disabilities
- [National Center for Learning Disabilities](#): Provides specific resources for parents and educators
- [National Center on Intensive Intervention](#): This center has sample lessons for parents and educators
- [Educating All Learners Alliance \(EALA\)](#): EALA which has a broad resource library
- [OSEP IDEAs that Work](#): This U.S. Department of Education website has a compilation of resources that can be filtered by topic, age, and audience

Next Steps



Take it one step at a
time



Collaborate for
sanity



Continue to reflect
and learn

Resources for online learning

- [Ways to Make Online Learning Engaging](#)
- [Student engagement in online learning](#)
- [Strategies to engage students in zoom](#)
- [Resources for Early Childhood](#)
- [COVID and Early Childhood Education](#)
- [Accommodations and Interventions in Remote Learning](#)
- [How to Maintain a focus on equity](#)

Possible Summer Tools

- [Hawaii Choice Boards](#)
- [PBS resources from KS](#)
- [Sample Learning Menus](#)
- [Daily Dos](#)