

REALTIME FILE

USF: PEER-TO-PEER SUPPORT FOR MIDDLE GRADES MATH
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>> JANET GOOD: Good afternoon, everyone. We will be recording this vent today, and following this webinar, we will post this video on the website. We'll give you that information at the end.

So we're going to push record now.

Welcome. My name is Janet Good and I'm with the PS/RtI technology unit, and I will be hoping to facilitate this conversation today.

But before we get started, I would like to share a bit about Zoom so that you have a successful interaction with the content today.

So today's event is being closed captioned, and we would like to -- oops, I lost her name. I'm so sorry. Kacie Adcock is our captioner for today, so thank you, Kacie.

Just a little bit of information about Zoom. If you scroll down, you'll see a bar that comes alive. Be sure to click on the chat box so you're able to have a conversation with a fellow participant or the panelists today.

You will also want to click on the Q&A box. We ask that any questions be submitted to the Q&A box so we can keep track of those and the various panelists will be able to answer those and be able to follow that thread of information.

Also, if you would like a private chat, if you go over to the chat box itself and click on the blue box, you can pick an individual person or send a message to the panelist, or send a message to the panelists and all attendees.

Also, we will prepare you if you would like to speak. So, as you get the microphone rights, there will be a short delay, and your screen will go black temporarily, and we'll be able to see that you now have rights, and we will alert you to start that conversation.

So, I think we're ready to get started. Okay.

So, Karrie, I'm going to turn it over to you. Welcome, Karrie Musgrove.

>> KARRIE MUSGROVE: Thank you. I'm Karrie Musgrove, the SLD program specialist at the Florida Department of Education, and I'm also the co-lead of the Be Strategic Math Team.

First of all, I want to thank you all for your hard work. As we all work in this new distance and learning environment. And I want to thank you for coming to share and to learn today.

The reason we're here today is we want to hear you share your solutions to the challenges that revolve around some of the survey questions that you answered on your registration.

And we want to hear you share how you are providing services to all of your students. And when I say all, I mean students at all levels and at all abilities.

We want to collect and share resources today. We want to understand what kind of support that you may need from any of the people on our team.

And we also want to know -- we want you to know that you and your practice of teaching are valued, and because we're all in this together, we want to make sure that we can collaborate with each other and have the best outcomes for students.

So, that's why we're here and that's who I am.

So, we'll go and meet the rest of the panelists. First is our FDLR.

>> HENRY SCHMITGES: Good afternoon. My name is Henry Schmitges. I am from the Florida diagnostic resources system. I am here to support teachers in their endeavors as they work with students with disabilities in the gen ed classroom, in any kind of classroom, giving that support to those teachers to make those students successful.

And I'm going to kick it off to Caren.

>> CAREN PRICHARD: Thank you. This is Caren Prichard, and I am with the Florida Inclusion Network, and I hope you're aware of, Florida Inclusion Network is about supporting students to be in a more inclusive environment.

We're big on LRE data. I specifically work at PAC FDLRS. We're very thankful that we have our students with disabilities in the gen ed classroom getting this wonderful standards-based instruction.

>> CINDY MEDICI: Hi. I'm Cindy Medici. And I manage the strategic instruction model project that is part of our Florida state personnel development grant. A big mouthful.

We provide support to different districts that are implementing the strategic instruction model and check and connect statewide. Courtney, can you go ahead and introduce yourself, please?

>> KARRIE MUSGROVE: I got all nervous and didn't say Courtney. We are trying to practice what we preach up here at the Florida Department of Education. And Courtney is my gen ed counterpart. Go ahead, Courtney.

>> COURTNEY STARLING: I was just going to go at the end and wait for everyone else.

So, I work at the Florida Department of Education along with Karrie. I work within the Bureau of Standards and Instructional Support as the mathematics specialist.

So I support all teachers and other educational stakeholders K-12 in the mathematics world.

>> SHELBY ROBERTSON: Hi. I am one of the two folks that are part of the panel today from the Problem Solving Response to Intervention Project, along with Janet, Tony, and Greg. We're all from PS/RtI in different units. My name is Shelby Robertson and I'm the learning and development facilitator for math, and that is the student success and academic achievement unit within PS/RtI.

>> TARA JEFFS: Hello, everyone. I'm Tara Jeffs. I'm part of that project that Shelby just shared. But I'm on the tech side of the PS/RtI project, and what we do is we support students with disabilities, with assistive technology and instructional technology. And provide assistance to you and to the districts to help them in finding the right tools for that student to achieve their academic goals and their personal goals.

But specifically, their academic goals. And we have a state lending library that we provide tools to try and to be able to do a little bit of training on those tools and see if they actually would work within that school setting.

>> JANET GOOD: It is time for our poll. So we're going to ask all the attendees, what is your role? Help the panelists see who is here today.

And then, the second part is, are you part of a team that plans math instruction for distance learning together? So we'll give you just a minute or two. And again, Shelby, thanks so much for the shoutout. Dr. Tony Dutra and Gregory Ennen from our project are working very hard in the background to help make sure that your session today goes smoothly.

So, hopefully you're able to access that quick poll, and we will look at those results.

So it looks like 32% of you are gen ed teachers, 23 special ed. We have 12 instructional coaches, 24 district staff, two agency, and a few others.

So if you're an other, if you want to pop in the chat box to give us a sense of what that other means. It looks like more than half of you, 60 said that you are part of that distance learning planning together.

Great. Okay, so we have some other administration of school site principal. All right, Shelby.

>> SHELBY ROBERTSON: Thank you all for sharing that information with us. It gives us some idea of who is joining us today. What we're going to be going over the next 25, 30 minutes or so, it's a response to the data that we collected from the questions that you filled out during registration.

So that first question that you had addressed was, what do you need immediate support with? And this is the top ten that we saw. We disaggregated that data. And these are the things that came out

of that.

We saw distance learning strategies, engagement motivation, supporting students that struggle, supporting teachers with appropriate tools, ideas for collaboration and grouping, helping students to self-monitor, math tools, collecting data, targeting IEP goals and accommodations and differentiation.

So really, that's what we see in the regular classroom, right? But now we have a little bit of a twist, how we're going to address all of those things through a virtual learning platform.

So those were the immediate supports. But what we also asked you was what is the biggest obstacle. And things did come out somewhat similar, but there were also a few differences. And you'll see those as we go along.

So it's not going to exactly match what you need immediate support with, and you'll see why as we start moving through these.

As Janet said, I'm going to be giving out some kind of shoutouts for some folks that shared solutions with us. As we're looking through these obstacles.

Number 10, what is the biggest obstacle around distance learning and strategies? We had several folks give us the bullet points. So, those were Samantha, Crystal, and Brian from Clay Charter School. They gave us things like constant communication. Huge, right? You have both students and parents need to have that communication.

The online tutoring via Zoom. I'm still learning. Thank God for folks like Tony and Janet and Greg in the room, and Cindy just taught me something before we started this as well. All these pieces, we're getting this constant online tutoring, both for the educators and the students.

And things like document cameras to really help to enhance those distance learning pieces.

So, Janet, did you want to help me with the chat box or any questions and answers that are coming in?

>> JANET GOOD: Looks like we're okay right now. There was a question in the Q&A box, and they just wanted Karrie and Courtney's email address, so those have already been populated there.

When you're at the Q&A box, you can look at open questions and answered questions. So we'll keep those answered questions.

They also have a question for the BEST standards. So, I don't know if we want to hold that and come back around to that. We can keep moving for now. If there are any questions you have on these obstacles, please put in our Q&A box or provide some feedback in the chat box.

>> SHELBY ROBERTSON: All righty.

And things that -- if folks -- if you are part of the folks that we give shoutouts to, please, if you have additional information that you want to share regarding how those strategies are working in your classroom, please be sure to pop in, either on the chat box or if you want to share something in the Q&A.

I'm going to go ahead then to number 9. What is the biggest obstacle? That is engagement and motivation.

Engagement is always an issue for any teacher, but motivation, too, now we have our kids at home. So there's motivation to be on the computer for other reasons maybe than school.

So how are we going to keep them engaged in what they need to be doing? Some of the solutions that we got were Stephen from Dade shared parent contact and involvement. That's going to be huge, right? To make sure that parents are onboard with what's going on on that computer during when the kids are supposed to be doing their school work.

We had several folks share that Nearpod is something that they're utilizing for engagement and motivation. Angela from FAU and Katrina from Polk both said that Nearpod is something that they're definitely utilizing under that obstacle.

Some of the things that also came up were things like resources and tips to help them engage, and that was Kathryn from Duvall. Google Slides, Kendra from Baker. Creating YouTube videos. Kids are already on YouTube looking up some videos, so let's get them something that's fun and math related. That was David from Gulf that shared that.

Encouragement check-ins and being available, from Jennifer from DeSoto. Screencastify from Pamela and Rebecca from Baker County. And Classcraft Behavior, from Carolyn.

So, any of those things that folks utilize or want to share some more about how these solutions are helping with these obstacles.

>> JANET GOOD: We had a question that says, how are we handling kids that are not logging in at all? It's hard to get them engaged. Many attempts. Anybody want to field that one from Ashley?

>> SHELBY ROBERTSON: That's an interesting question. I did have a question from a district the other day too about how schools in districts are addressing the absenteeism piece.

So, anything anybody has to share about that?

>> CAREN PRICHARD: This is Caren at PAC. One of the things we're telling our teachers and participants is document, document -- I know you've never heard that before -- and document. And make sure that you're documenting that you have tried to get that parent, and that there was no answer.

So we need to document that, and then also being told after -- I believe it was three attempts, I'm not going to swear to that, that you've tried and tried. Then also go ahead and drop them something -- a document that you put in the letter in the mail as well.

There's a limit to what we can do, but we do need to make sure, especially for us, whether students with disabilities, it is very important that we document that we have made that effort.

>> JANET GOOD: Shelby, look at the one from Natasha about that engagement and motivation. She says, I do a raffle and giveaway. No homework passes. Five points of extra credit.

>> SHELBY ROBERTSON: Wow, that is awesome. That's very motivating, I would think. That would be motivating for me. That's a great idea. Rewards.

Let's see. I'm scrolling through too quick to see. Oh, Microsoft Teams does come up again. So, yeah, we're going to hear more about some utilization of Microsoft Teams.

>> JANET GOOD: All righty.

>> SHELBY ROBERTSON: We have a question from Marie about how do I add my name to my post or speak if needed?

>> JANET GOOD: So, if there's a specific question, put it in the Q&A box. We can give you microphone rights. So just go ahead and put that in the chat box. But please put all questions in the Q&A box. It makes it easier for us to keep track.

And Fay says she's constantly in contact with parents in many cases trying to connect. This is almost every day -- every other day -- wait. It's every other day. It has been difficult. So, definitely some frustration in trying to connect with some families.

>> SHELBY ROBERTSON: Thank you for sharing that. David shared his YouTube channel. So there's some good things there I'm going to have to go check out. Thank you for that.

>> JANET GOOD: Also about attendance. For documentation purposes, how do you document the students that attend a Zoom meeting? Anybody on the panel want to answer that? And then also type in that answer in the Q&A box.

>> CAREN PRICHARD: Okay. This is Caren again. And what we have been doing for ours is save the chat. So we ask them, when they log in, just like when you go to any other meeting or you're in school and you have to put down your attendance, we ask them to type into the chat box.

And then we save those chats as well as taking screenshots of the participants.

>> JANET GOOD: Great suggestions.

>> SHELBY ROBERTSON: Oh. Olga does an UberEATS raffle.

All righty. I'm going to keep moving. You all are adding some wonderful things in the chat, so please continue to do that.

The next thing we have is -- oops. Sorry, let me go back over here. Is number 8. Supporting students that struggle. We have some great solutions.

So, giving extra examples and building relationships came from Brenda at Westside Charter. Creating math practice off the computer, have students upload pictures, video, or work completed came from Girlande English from Palm Beach. I'm so sorry if I'm butchering anyone's names. I'm going to try, but I do have some that I might just do that to, so I apologize up front.

Recording lessons and accommodations from Darla and Hernando, and IEP accommodations from Thomas in Gulf country. So there's some really good ideas there, what are you all thinking about some of those, and how might you be using things like these in your classroom.

>> CAREN PRICHARD: Okay. You're going to get tired of hearing me. This is Caren again. One of the things we have said, especially for our struggling students, is to allow them to record the session so they can watch you working it time and time again, or if there's a specifically difficult issue that you're having, do that separate

and just record it and then share that with the students.

We're also going to be talking soon about having -- how we can get the parents involved at this time to help support the students. And I was on a call yesterday where they were actually talking about using the peers so that you could assign a peer that when you're not with the student, that that peer could build that friendship and they could be helping them.

So all those would be some ways that we can help our struggling students.

>> SHELBY ROBERTSON: Great idea, Caren.

I see some good things coming in, too. Reteaching lessons. Sure. And peer ideas. That's great. YouTube ideas. Self-teaching. Yes. So that's very similar to recording too and sharing that back to them. Those are great things.

Screen sharing capability within Google Chat and classroom functionality. I would love to know more about that. So I might have to -- Kim, I might have to hook up with you about that, too, because I'm not a Google Chat person.

Con Academy videos. Excellent idea. Con Academy is always wonderful.

>> COURTNEY STARLING: Shelby, if I can piggy back on what Caren was talking about, recording lessons. So you could also think about it as like a totally -- so I know that some people try to do almost like flipped classrooms.

So you can also try things like that, where you have a prerecorded lesson, and that way students with go at their own pace. And then have a live classroom the next day. And then that way, the students have flexibility the first time around. So if they need to go slower and stop, or need to -- you know, can research other things online, they can certainly do so.

And then that way when they're live, they can have that one-on-one interaction, and then automatic feedback with the students.

>> SHELBY ROBERTSON: Thank you, Courtney. There's some great ideas coming in to the chat, too. It's very hard to keep up with them because there's so many coming in. But please make sure you check those all out.

I'm going to keep moving to the next struggle or obstacle.

What is the biggest obstacle number 7? Supporting teachers with appropriate tools and virtual grading practices.

So we had some folks share things such as Christine from Washington County shared quizizz, Jim kit, and IXL. I don't know that one, so you're going to have to help me with that one. Janice from St. Johns said Teams or Schoology Conferences and Microsoft Math Tools.

And I know some folks are very well versed in Microsoft, so those tools will be very well-received.

Jessica from Somerset Miramar said exit slips from Google Classroom. Excellent idea, too.

Xiomara from International Studies Charter School. She uses

Edmodo. So those are some great ideas for helping to support teachers with appropriate tools and virtual grading practices.

What else do you guys utilize for that?

>> JANET GOOD: Edulastic is fabulous for math assignments. I'm not familiar with that. Kimberly shared that with just us as all the panelists, so if you want to make sure when you click on the blue box that you include the attendees also, because these are great tips. Class Kick.

>> SHELBY ROBERTSON: Oh, I need to know more about that. Google Forms. I know a lot of schools that I have worked with use Google Forms. And it's very cool to be able to utilize things like that that you can see this constant kind of -- like a time stamp of what's happening to the forms and to tasks at the time. So that's very cool.

Moby Max. CPALM. Ingenuity. What's freckles? Emma, you have to tell me more about what freckles is. And Alex. Alex is great for students that struggle as well.

I'm going to continue to move on, but please continue to add things. And like Janet said, make sure that everyone can see, please, everything that you're sharing with us.

Number six. What's the biggest obstacle number 6?
Communication with parents and students.

So we have some folks sharing things like Remind. I know remind is utilized a lot in districts and that came from Jessica in Dade. Google Hangouts. Matthew from Palm Beach shared that. And Teams video calls came from Alison.

Anything else that folks are utilizing for communicating with parents and students? Class Dojo.

>> JANET GOOD: We have a few people that we've given microphone rights. Elena, Emma, and Mona? Any of you want to jump in here? You just have to unmute yourself.

>> Elena: I find that when you use Google Voice, they do get back to you. And it comes back. If you've got it downloaded -- I call from the computer. I sit down, I make call after call, and then they all come back either into the computer or the cell phone, but not under my phone number.

And that way I can check off and leave messages and get messages back from the parents.

>> JANET GOOD: Thank you, Elena, for sharing that. Mona?

>> Mona: The one that I've heard that most of the teachers that I know of that are using methods of getting to the parents, a lot of them are using that class Dojo. Of course, some of them have Zoom sessions with the parents only as well.

>> JANET GOOD: Good to know. Thank you for sharing.

>> SHELBY ROBERTSON: I see something from Paula saying focus messenger pushes out all assignments, too. That's great to know.

So our next one is number 5, what is the biggest obstacle, technology, and tools for concepts. So we had some great math tools pop in here. And I'm sure most of these sound very familiar to you guys.

Geogebra, Desmos, Lourdes from Mater Lakes Charter School, Studytracks, brandy from FSDB, and Mathshare, that was shared with us from Stephanie from Polk. Stephanie, I believe you have mic rights if you'd like to share more with us.

>> Stephanie: Sure. Mathshare is kind of new. It's from Bookshare. How I can see it -- it is pretty new, but the nice thing as I was checking today, you can share out through Google Classrooms, teams, and something else that our district doesn't use, so I can't remember it off the bat.

But kids with physical access issues. You can basically work problems -- teachers can create all kinds of math problems, and they can either use the whiteboard on there or there's all the icons that you would need for math pop up. If they don't have the motor ability. Definitely ability from an AT perspective.

And I just kicked it out today to all of our OTs and TBIs and teachers to say how does this apply to your population, because I pretty much looked at it from an access perspective. Like if they don't have the motor piece.

>> SHELBY ROBERTSON: Thank you for sharing. I'm definitely going to check into that more.

I see a lot of great things popping up here, things like National Library, we're going to see that again coming up. But that and illuminations are always wonderful resources as well.

Anybody on the panel have anything else to share there?

>> TARA JEFFS: This is Tara Jeffs, and I just wanted to add that there are -- although we can put them in the chat for sure, but when Stephanie was talking about access and accessibility, it made me stop and think that I was on a webinar the other day, and we were talking about how the students that use switches and don't have that motor ability to enter math and create those equations and those types of things.

What we did is we looked at some of the tools out there, and one of the parents had a question, well, most of the electronic tools don't allow you to, for example, they write everything vertically versus allow it to come down like a typical division problem.

Anyway, to make a long story short, some of the apps that help that is Math Mod 2 and Panther Paper, or math paper from panther. So just wanted to add those two tools, if you have students that really have some difficulty even writing, in that sense, of writing out those equations and problems.

>> SHELBY ROBERTSON: Thank you, Tara, and Stephanie. I see Stephanie shared that as well.

All righty. So let's move on to number 4, and that is the biggest obstacle was differentiation that came out. So a couple solutions. Again, I'm not going to pronounce your name right. I'm sorry, Ms. Velez. I believe it's Tainese from Pinecrest in Orlando, shared relevant grouping as something that she's been utilizing.

One of the tools for that could be breakout rooms in Zoom or breakout rooms in any other platform that you're utilizing.

So what else are you guys utilizing as far as differentiation

goes for solutions?

>> Olga: Hello? I work in a school that is really difficult to do, starting with making a student to log into Microsoft Teams and then go through the Zoom meetings, and then try to differentiate for each one.

It's really difficult. We need to go one-to-one to each student.

So basically, what I see for differentiation is anticipate the common mistakes that a student makes, and then try to know in advance which student needs help, and then group them in the breakout room in Zoom to be able to collaborate with them in one group.

When they feel more comfortable to ask questions, and answer to your question, because they are not supposed to hold class.

>> SHELBY ROBERTSON: Thank you. Yes, thank you. Those are great ideas.

We have some other ideas popping up in chat that I hope everyone can see. Thank you, Tara, that is a great tool. And USB graphic tablet and pen to work through math problems from Janet.

>> JANET GOOD: Actually, that was from Dorian. I just wanted to make sure that that got shared with everybody.

>> SHELBY ROBERTSON: Thank you for that shoutout. I do see that now. I have students use the draw tool on Nearpod. I have heard so many great things about Nearpod, is I'm very interested to see how Nearpod is utilized. I love that you guys are sharing so many of the ways that you're utilizing these resources. Thank you so much.

I'm going to continue to go through number 3. Opportunities for conceptual understanding and hands-on. Some of these are kind of overlap, and you'll see that some of the resources are solutions that some of the folks have shared, can fall under different obstacles, some that we've already talked about as well.

So, finding resources that allow students to work with manipulatives electronically. We did talk about National Library for Virtual Manipulatives. Janet from Clay shared that.

Visuals, utilizing a camera on the computer so students can see problems worked out from St. Lucie, Jairanie. I'm probably not saying that right. I apologize. Shared that with us.

So, things where students -- and we had talked about this earlier too where the students could actually see things being modeled. Those are excellent examples.

What other things do you guys utilize? Recording and PowerPoint. Okay. I'm sorry. Recording a PowerPoint, that is a great way to utilize some modeling as well. What else do we have?

>> JANET GOOD: So I know David has mic rights. I don't know if he has something he'd like to add at this point. Maybe not.

>> David: Okay. Can you guys hear me?

>> JANET GOOD: Yes.

>> David: Okay. Our district, we are just delivering paper and pencil packets to our high school students, and we're only teaching concepts and skills that they've already learned this year.

So, in order to deliver consent, upcoming content so they can learn the rest, like I teach Algebra I. The YouTube videos are proving to be excellent as far as being able to deliver that content.

And also, if you already know the problems that students are going to have, if you're really experienced or, in my case, I do teach a lot of special needs students, I make sure as I make my videos to point those things out, make mistakes, and I really try and make it just like I would in the classroom, and that way the students kind of feel comfortable. And they're challenged.

And so we can also put some challenging material in those YouTube videos also. So I'm seeing a lot of good response to that from the students by leaving comments. And then they can either view, email, or they can call us or ask us questions.

But that's the direction our district has gone so far.

>> JANET GOOD: Thank you for sharing. Lani Inslee shares about TikTok. Talk about engagement. I feel like I'm just learning about Tiktok. I'm late to the party here. But her kids share their cross sections the same way. That is very motivating. Talk about collaboration with students and a fun way to talk about content. Vanessa goes on to talk about Ed Puzzles.

And Edna, I use YouTube models that talk about different manipulatives. So there's a question, David, what is the typical length of your videos? Or anybody else. Anybody want to answer that in the chat box? Five minutes. Definitely shorter is better. Between four and six. Yes.

>> David: My videos usually last -- they can last anywhere from five minutes to I think one was 25 or 30 minutes. And then we can upload them -- I upload them directly from my phone to YouTube. I have a video proving the Pythagorean Theorem that didn't take more than five or six or seven minutes.

But some other concepts, if you're factoring quadratics, that can take longer because you want to give students a wide variety of problems and you really want to explain things just like you would in the classroom, instead of just dryly going over step by step. You want to make it interesting.

So it can take up to 20, 30 minutes for a video.

>> JANET GOOD: Sure, that makes sense. All right, Shelby.

>> SHELBY ROBERTSON: I was reading Daniel's response. He says it's amazing how much you can get through without any disruptions. That's a great idea, to be able to capture your instruction without being distracted. Yeah. And then throw it over to them. It's wonderful.

Let's see. Study island has popped up a couple times. And, yes. Research says shorter videos are better. Sure, absolutely.

So, that's just -- you know, I think a lot of that has to do with their attention span as well. So, making sure. That's not an age limit thing. Making sure that what you've got to say happens succinctly and, yeah, sure. Things are definitely going to take the harder concepts are going to take longer. So I think everyone -- everything that everyone is saying is spot-on.

Let's go on to -- and I'm going to beep here because I didn't hit the right thing. Let's go to number 2.

The biggest obstacle that came out was time. So, we did have a couple shoutouts to share there. Creating scheduled chat time on MS Teams came from Keisha from Pinellas and Amy from Volusia. So they're utilizing MS Teams for that. Flexibility, definitely, Casey from Westside Charter.

And there was an example provided about four days a week with students and one day a week with parents, contacting, grading, planning. That was Teresa from Dade.

So there's some really great ideas there around how to address that, if time is an obstacle.

>> JANET GOOD: So I'm going to hold off on the Q&As and let you get through the next one. Shortcut is a free video editing tool that can help, if you're like me and have a hard time getting the video the way you want it the first time around it.

So, thank you, Lani, for that tip. It's nice to learn from other people's experience.

>> SHELBY ROBERTSON: Absolutely. So, our number one biggest obstacle was students completing work. And that does not change at all. Right now, there's a lot of distractions on top of everything else. Being that students are all in their homes and surrounded by all the things they love.

So, one of the solutions that we received was email us. I actually put up self-monitoring. So there's a lot of tools out there, and those will be posted when we post everything else from today. All of the resources from today for self-monitoring in order for students to be really self-aware of their own work.

But we did have Jill from bay county share emailing and Google check-in sheets.

Anything else?

>> JANET GOOD: So again, David is talking about -- every district is different on how they're checking in and how you're monitoring, and everybody seems to be just trying to work with those personal relationships you have with the families and those students.

>> SHELBY ROBERTSON: Definitely.

>> JANET GOOD: Deidre. Definitely. Be sure not to overwhelm students with loads of work. I think that has been resonating through all of these -- any of my connections. I think everybody, that definitely resonates with everybody.

Be in constant communication.

>> TARA JEFFS: If I could also add, I was just going to say, also look at what's common in the home environment. So, some folks have Alexa, some folks have Hey Google. As far as the assistant. So those are great ways of showing them how they can put reminders up if they have an assignment coming up, or if they have a to-do coming up. So those are pieces of it. Along with the Google to-do list.

>> JANET GOOD: So, Shelby and panelists, I want to kind of move to the Q&A box for a few minutes before we go into strategies and resources and make sure we get these answered. Natasha states that

administrators ask to report them-to-them.

So involving the administration if the parents are constantly absent or late, just reaching out and having communication. Janet calls the students online when they log in. She also uses quizzes for engagement. Prerecord the lesson instruction to see before Zoom. So kind of that front loading.

And also a nice way for students to get back to it if they were distracted. Again, quizzes, they love it. Natasha says, is there a program that prevents students from going to other sources during quizzes or tests? Does anybody have any thoughts on that? That's from Natasha.

It looks like Jennifer says that Schoology has a lockdown browser. Edulastic has a feature for that. Anybody on the panel have anything else to add there?

So there's a couple suggestions, Natasha. I hope that helps. Anonymous. How do we keep the students engaged if they know they already have the points for the year and they can't get a lower grade than what they got in the third quarter?

I'm going to hold out for one of our panelists to speak to that from our anonymous attendee. Anybody have any thoughts there? I think it's about relationships, and hoping that it's not just about those grades, right?

The days are long and making those connections with students. So I'm going to leave that out there, if somebody wants to loop back around. Maybe there's some other strategies and resources that Courtney will be sharing.

How do you record a PowerPoint?

>> KARRIE MUSGROVE: If I can circle back real quick to the students that are not engaging because they know that they already have what they need.

I know it's the same thing you've heard before, but really, just trying to reach out, respectfully listen, document, document, document, set it on your calendar to follow up. Follow up with them again and document.

And just keep showing that you're there offering the services to them.

>> JANET GOOD: Great. Thank you for jumping in there, Karrie.

Janet also talks about, in teaching geometry, you could use Dr. Berger's videos and you could reteach worksheets from HMH are excellent. So she's providing another suggestion. There's various ways to record a PowerPoint, and we're seeing some of those in the chat box.

Elena said she could answer. There's Screencastify is one way. You record your PowerPoint. I'm going to come back, Elena. Insert voice and record. Again, Pedro likes quizzes, and Google Forms has an option to prevent viewing from other tabs. And Janet says about reminding the students that they need to be prepared for high school and win scholarships. They need to get prepared now.

So, we are good with that. I'm going to turn it over to Courtney to take us through strategy and resources.

>> COURTNEY STARLING: Thank you.

So these are just some various strategies and resources that you can use to help with the distance learning that are good for all students. And really looking at designing distance learning. First, we want to be flexible and have fun with our students. Hopefully, you know, we've created these relationships with our students. And so keeping that going with them, and just to expect the unexpected. You know, if things are going to go wrong, and it's just we need to be open with students. Like sometimes, the Internet goes out, but that's okay.

And when creating content, you can do different things. So recording your PowerPoints beforehand, having text with audio, being able to navigate and search PDFs or Word documents that you give out to students beforehand, and that way they can quickly find things.

One thing that we do in the classroom, so allowing think time. We hate quiet, and now that we're working from distance, it's probably even more quiet, and we want to really kind of, like, cut that quiet noise. But really, because the distance learning and sometimes especially when you're doing things like Zoom or Microsoft Teams or whatever platform you're on, there is a delay.

And so we need to make sure that we have certain pauses. Maybe a little extra than you would in the classroom. Just to take into consideration those delay times that you may have, especially with the Internet. There's so many people on it.

Right now, I know mine sometimes gets delayed a little bit. So just allowing a little bit more time for that for students.

Trying to make some sort of consistency or routine within your digital classroom. I know a lot of people were saying in order to help with attendance, you have a question of the day that you start with.

So trying to create that routine. You know, that will get students to feel like they are in their classroom, even though they're at their house.

And really challenging their growth. I know people are doing a little bit different things as far as teaching. But not just going over what they've learned over the whole year, but also extending their knowledge. If you are having, you know, students that know that they may not get more points for the rest of the year, you know, hopefully we've made those relationships with our students.

And kind of challenge their mindsets a little bit. You know, preparing them for next year. Just because this school year is over as far as within the classroom. It doesn't mean that their learning has to end, but I think that we just need to bring that message to them.

One cool thing that I have seen online, this I kind of borrowed from Palm Beach. So, on their Twitter, every single day, I see that they are challenging themselves and students with bringing #math outside. I think this is a great, great idea for students.

So, this is -- you know, whatever you're learning that week or that day, challenge your students to think about math inside and

outside of their house.

If you're talking about vertical angles, things that can be described, you know, with different types of two-dimensional figures, or if you are baking, you know, parents are baking or cooking, you know, you can work with ratios and rates and adding and subtracting fractions at their house.

So challenge them to find and then share out with one another. So you can maybe have them video themselves dribbling a basketball, for example. And, you know, kind of determine the wait at which they dribble the basketball. Grade 7, you can go a little bit further, and can they calculate their unit rate per minute, per second, per hour.

Grade 8, have everyone determine the rate at which they dribble the basketball. Have them have a scatter plot, and then does have it have a linear fit.

So there's things that we kind of have to think outside of the box a little bit, not just for us, but for the students as well. But being able to do that.

We have a website, the Florida STEAMposium. We have resource webinars, resources from the districts, and also our STEAMposium partners. So you can always go to that to find other resources as well.

Someone brought it up earlier, CPALMS. They have a lot of different resources. As a teacher, you can go in there and create a CMAP, and you can actually assign students different resources, and you can share that, not only with the students, but also with the parents as well.

And so that you can see which resources that they've done and haven't done. And then also have contact not only with the students, but the parents as well. So CPALMS is a great resource. NCTM also has a ton of things on their website.

And then Educating All Learners has a bunch of stuff on their website as well that you can go in and look at.

>> SHELBY ROBERTSON: Thank you, Courtney.

All of these -- this PowerPoint, again, will be available for you, so you'll be able to just click on these links within that PowerPoint.

A couple of additional resources we wanted you to have was the Florida DOE website for the COVID-19 resource page. So many awesome resources there.

There's a special report that came out from ASCD called a new reality, getting remote learning right. We have that PDF that we'll have on the website as well, but this is where you can go directly to it. It does require you to put in your information, but you can download the PDF for free.

There's a collaborative teaching, virtual instruction tip from FIN Caren shared with us, so that is there. And that's the direct link. We'll also have that PDF available directly on the website.

And the TLC website, that is from our wonderful folks that are hosting us right now. So, Tony, Janet, Tara, and their colleagues

as well have all -- a plethora of information up on the TLC website that is there.

And the BEESS PD portal actually has a lot of other great resources. The one that I shared there was on math disabilities and dyscalculia. So that is there, so there's some additional resources for you there.

And, coming soon. This is actually our first webinar, but the next three Wednesdays, we are going to have three more additional webinars. The first one is next Wednesday on Universal Design For Learning in math. The following Wednesday on May 6th will be the new standards, the B.E.S.T. standards. May 13th will be the standards-based instruction, and we'll talk more about accommodations and addressing needs of all learners.

So, this is a series. It's called meeting the math needs of all students within the virtual environment, and we're really focusing on this type of platform where we get a lot of input from participants.

So if you like the way this was today and you get to learn a lot from your colleagues, please join us. You have the URL there on the right-hand side as well as a QR code that you can go right in and register for those. Please just make sure you drop down and click on the -- if you want all three, or if you want one specifically.

Something that is built into these three, there's going to be a certificate for points. So that something you would have to turn in through your district to get points for those. But each of those will have -- it's one hour, so you'll have one point for each of those.

And if you do, they will be recorded. So if you can't make all of them, there will be follow-ups for each of those, just so we know that you did attend, even the recorded version.

And then you'll have an additional follow-up worth two additional hours. So you would have a possible total of five points, if you attend these webinars.

The final thing that we would like to share with us is the contact information. So you've seen and heard from I believe all of us today, and this is our direct contact information, which, again, you'll have this within the presentation when you get a hold of it.

Janet, am I leaving anything out?

>> JANET GOOD: No. We have just five more minutes, so I'm going to look back over those Q&A box, Shelby, to see if we can kind of answer any of these final questions.

>> SHELBY ROBERTSON: Okay.

>> JANET GOOD: Starting with Janet Diaz. Let your students, as a suggestion, let your students share the screen with you, like you do, make them feel that they're going to the board in the class. A lot of time it's like them helping out the teacher. Great suggestion, Janet.

Any time we can involve students as teaching others is very powerful.

CPALMS has a few amount of STEAM lessons for pre-algebra standards. Where can we find more?

>> COURTNEY STARLING: We have some on that Florida STEAMposium site from the various resources, from our STEAMposium partners.

If you have -- you know, if you want other ones, feel free to email me. We have a STEAM specialist. She can maybe help you find some other STEAM resources as well.

>> JANET GOOD: Great. It looks like Lani had a suggestion that co.org has some algebra. So that's another place to look at. Thank you so much for these suggestions.

Dave is asking about that flier. So we are going to ask you to go to -- right here, the recording link is available on the PS/RtI's website, and you will find the QR code on that last slide and all the information to get you to that link.

So we ask you all to take a few minutes to please complete the evaluation. Any suggestions, feedback on how helpful, what you'd like next in regards to math from this group. You can see there's a schedule of events that are here for you to share your suggestions.

And, we have three minutes. Right on time. We really honor your time that it takes out of your day to be present and contribute to this session today.

So on behalf of the group, I would like to say thank you. I think it went very well. Shelby, I'll leave it to you all if you have any final comments.

>> SHELBY ROBERTSON: Thank you, Janet, for facilitating us today. Thank you, all of the folks in the background, Tony and Greg. This has been wonderful. I think we've got a lot of great information, and I hope that everyone has gotten some great ideas and resources. And like we've been saying, you'll have access to all of this.

I did see from David a question about the flier from May 6th. Yes, we are getting all of -- we have to go through the POPE and all of those around town to get approval for these things, so we're just waiting on final approvals of fliers and we will get those out to everyone.

So we hope to see you again over the next three Wednesdays. Everyone stay safe, and thank you so much for joining us. Anyone else have anything to say?

>> JANET GOOD: Thank you, Kacie Adcock, or captioner, for providing closed captioning to provide accessibility for this session today.

Okay. And we can stop the recording now. Thank you all so much for your time.