

Closed Captioning Transcript

>> Hey, what do you have to share with us?

>> H.

>> In Lee County, we have what was going on -- the iready, the achieve, our teachers are encouraging and motivating the students, and the Google forums piece is very helpful. A lot of Zoom calls, and small group instructions and one on one when needed, always something for the students to connect to every day, like Khan Academy or a video clip. We also have instructional guides for every year, for the standard, and encompass all sorts of resources. And one thing I benefitted from is having a systematic approach to the resources for our teachers. So our folks in our curriculum and instruction, teaching and learning department, are working over time and beefing up the resources for the teachers for that core instruction. That's probably one of the biggest concerns we have right now, to what level the core instruction is provided, and for how many students. We know lots of students are connecting, however, there's a lot of issues with connectivity around the district. Some are not always able to get online. Yeah, they definitely are using all of those cool things, we have looked at our discretionary projects to provide support, like learning teachers to help at the next level of what online teaching can look like, with fancy things, and the flip grid and green captify and things of that nature. So really trying to focus on the engagement more to keep them hooked and wanting them to come back day after day.

>> That's a great point. I appreciate that, Tami. And I am wondering, if those resources that your district developed ahead of time, before all of this happened, did that make it easier to do this transition into a distance learning platform, because you had already created and developed some of those things?

>> Yes. I do absolutely agree. The other piece, too, is -- we lean on the resources that we have and since we have a very, very good virtual school, they were instrumental in helping us develop what our platform would look like. So --

>> Okay.

>> So we have a lot of teachers in our district, currently, that were teaching online full time.

So --

>> Okay!

>> So that was very beneficial for us.

>> Great, thank you so much.

>> Uh-huh.

>> I am looking at the chat box, and again, because of a number of you who are participating and the number of comments who are coming in, I am -- I am hoping that my colleague, Kelly, if she is something that she feels that we really need to acknowledge, or address right now, we are going to help you do that. Otherwise, the chat will be saved and made available to you, just like it was from the last webinar that we did

We've got our closed captioning going on now and I am so appreciative of that person.

The Captioner: Great to be here! =).

>> And I will say something right now, off the record, last time our captioner wrote every um or uh that I uttered. When I read the transcript, I was like, oh my gosh, I had no idea that I said um all the times when I'm talking to people. So I can see that this person is deleting those, or not including them, and I'm so thankful.

The Captioner: =).

>> Anybody else who wants to respond to the first question?

Oh, all right. I see you.

Haha.

All right, I am going to switch us to the next discussion question, thanks for those of us who contributed. Number two, how are you aligning assessment of student progress with your distance delivery methods, understanding that not all students and families have access to internet, or the access to that is limited.

So if you are -- oops, I just said um.

So how are you aligning assessment with online versus paper, video instruction, versus independent learning. So if you have responses that you can share with your colleagues, that would be terrific.

I am looking at the chat box. Hey Luke from Orange County. Go ahead, Jodie.

>> Hi, can you hear me?

>> I can, how are you?

>> Good, how are you?

>> Doing well, thank you.

>> Awesome! Happy to be here again. I think -- this kind of goes with the first question, though, because a lot of the assessments that we're using to measure their progress are these online forms we have, like the iReady is a piece we are learning on more than usual, and the IXL kind of piece. And I know our teachers have been fabulous with being so creative with the way they are assessing these kiddos in a more individualized manner.

We use Scoology as a platform, and the teachers will upload lessons on there, and assessments. And through that they are measuring the progress through there. And then they will possibly develop, they will do a Zoom, or they will do a conference with the child, to re-teach skills if that is needed. Or, in a small group. And I think the creativity is amazing. But I think the bottom line is that connectiveness for the student is key and making sure that they are accessing everything there and they are getting their needs met in that way.

>> Thank you, I am seeing a question from Luke in Orange County, it is helpful for us to take a look at. I feel assessment is difficult, it is hard to determine if the student, parent, or some other home person is completing the work.

And my question for you guys, then, is: How do you work around that? Are you able to use visual learning platforms, so that you can actually see a student -- a student, him or herself, completing those assessments

Brandy from Duval, thanks, you are on!

>> We definitely had a lot of concern at the beginning about how much help was occurring at home and whether or not we would be able to spot it.

And we gave that diagnostic online and what we found is the teachers knew when something didn't look like it aligned with what they knew the student performance to be before we went to the online environment. And a quick phone call, or email, to the parent just saying, hey!

This looks a little out of character for this student. By chance, did somebody help them with this? That has gone a long way. So we are just communicating with families and helping them understand when it is okay to lean in and help their student, and when we need them to step away for a moment so we can see what they know. And it seems to be going fairly well in our lower grades. We have actually put out communications to parents and said, here are the ways we would like you to help. And here are the ways we need you to let your student try it out and let the teacher know if you are seeing a problem. So I think communication is the key here.

>> I agree. I am glad you mentioned that, and I think that -- I think that, you know, even parents receiving that kind of specific instruction, or information, is helpful to them so that they know what is okay, what is not okay. And understanding, too, that these assessments, this progress monitoring, is helping folks understand what is going to have to happen and be in place for when students do return to a brick and mortar environment. I think that's good. And I think that it is a reminder, too, that -- we talked so much about database decision making, and the importance of that. But I think this is an example of: Teachers know what their kids are capable of. And so if they start seeing something, in a virtual setting, or a distance-learning setting, that something is amiss, I think that we -- it is good for us to be able to acknowledge and trust that. So thanks.

Jodie, I see you, and then Erica Gleason.

>> I forgot to put my hand down, haha.

>> Erica, how about you?

>> I am actually from -- I am from a virtual school. This is our environment that you all, you are all experiencing. And I love what you were saying, sorry, I forgot who was speaking about -- monitoring your students and the teachers truly do know their students. Just a suggestion: If you do see that scores are highly inflated, which obviously in our environment, our parents are learning coaches and sometimes we do see that. We do then offer that one-on-one proctored exam and have the students log into Zoom and we are proctering to make sure the scores are the actual student's scores. So you have to get creative and I am a resource -- I can drop my email in the chat box if you guys want to. You can email me, this is my environment that we do on a daily basis. I know I met with a few counties.

>> Yes, I am sure that people -- you may become inundated. that -- we have present documents and resources that we want to share with the caveat that, for Florida virtual school, we do this all the time. And you are supporting schools -- you are supporting a virtual schooling environment that is ongoing and permanent. And what lot of folks are experiencing now is something that is temporary.

And so, how do we, you know, take aspects out of what you guys do ongoing, and transfer that to what a lot of these folks are doing in the here and now, but that may not be ongoing. So I appreciate your -- your expertise, your perspective, and you putting your email address in the chat box, thank you for that. Anybody else with a spoken response to discussion question number two, lots and lots going on in the chat box. I am looking at just because Tracy Roark, I'm looking at your comments because -- Trisha, I'm sorry. You are addressing students who may not have that access to technology. And again, even those districts have provided devices, or tried to create hotspots for some folks, given their locations, or given the provider capacity within some of the small and rural districts, which isn't adequate, or isn't enough. So providing

paper-based instruction, not equitable and leading us more to completion grades as to -- as opposed to assessing what they actually know.

And that -- that says to me, and I see your hand, Trisha. Do you want to go ahead and just talk, so I am not trying to paraphrase for you?

>> Can you hear me now?

>> I can, how are you?

>> So interestingly enough, we have a lot of kids, and in our county, we are recovering for Hurricane Michael. We have a lot of students that truly don't have access to the same things that the majority of students do. Our district is wonderful about providing Chromebooks and hotspots, we had over 600 hotspots provided, which is amazing. We have local restaurants with WiFi and are allowing students to sit in the parking lot and work that way. Some of our -- we were in a webinar yesterday with Putnam county doing the same thing, which is amazing. And that is wonderful, but we have students that are not able to have parents take them to WiFi hotspots, or cannot check out the Chromebooks, or don't have a working knowledge to work with that.

So we are providing paper-based instruction for those students, that is great. But all of these wonderful resources that our teachers are coming up with, with wonderful videos, bringing in this website, and practice on this, they don't have access to that. So while they are getting paper-based instruction, and hopefully -- we have wonderful teachers that are giving great, explicit direction. They are not instructed -- by teachers. Their parents are following those instructions, and they can make phone calls, as much as they can. But to be honest, it is very inequitable.

>> Yes, I appreciate that. And I think -- apparently my laptop is creating noise, and I'm sorry. It is my laptop, it is on overdrive. And unfortunately, Lisa cannot mute me right now, like she can mute some of the rest of you.

So I am going to try to hold the phone away from my laptop itself. I think that Trisha, what you are acknowledging, too, to me, is the important of -- when we do return to face-to-face schooling, how important it is going to be that the assessments we have in place do a -- do the job we need them to do in terms of helping us know where kids are, what their present level of performance is, and how we're going to schedule them, what kind of supports they are going to need.

>> Absolutely. We have had a lot of our principals working -- keeping those records of who is getting paper-based who is getting online, and using that to group going into next year, we started looking at some of that, just because we need to know where they are. If they were able to access any of the online information and the wonderful resources -- or if they didn't because they are fighting an up hill battle. Like you said, that is something we need to address going into the beginning of next year.

>> Right. Thank you, Trisha. Any other comments or thoughts related to question two? And Jodie from Manatee, I see your question. I agree. Our project, we have worked so hard to support districts with respect to their tiered system of support. I think, for all of the discretionary projects, when kids do return to face-to-face learning, that -- that going to become not more important, but it is going to achieve a different level, maybe, of attention or notice than it has recently, if folks felt like, yeah, we've got this, we've got a tiered system of support in place. All of that is re-assessed when we start back

Again, thank you for all the comments in the chat pod. We will move on to question three: Describe the capacity of your schools to use formative assessments through the distance learning platform.

That's a good one and one that we need to be able to address. I will go to my folks that are offering spoken comments right now, but if you guys could just take a look at that comment in the chat box from Colbert in terms of kids who have checked out, and what do we do now and what do we need to do over the summer and what do we need to be doing as students return, hopefully, to a face-to-face setting in the fall. Tami from Lee County.

>> This is a slippery slope, when I try to communicate with our intervention specialists and our administrators is first find out what is the purpose of your assessment. If it is just to give it, then don't. If you provided instruction on those skills and you really want that information to drive what you are planning for next week, then by all means, if you feel it can be done with fidelity, it is in the best interest of the student, please. But we really -- I just, I feel it is a slippery slope. We had the benefit of ending our third quarter right at our spring break. So that time period, that everything shut down.

So what we are really trying to do is go back to where students were at the end of that quarter, third quarter, and then think about how we're going to build supports from there.

And we do know and realize there is going to be a wider gap and it is really based on that opportunity gap in this last whole quarter. But I definitely think that grading with grace has been the theme of the conversation. If you really think about it, our teachers at least in our county, their evaluation cannot be lower than their evaluation last year.

So if they were highly effective, they will be highly effective this year. If they were effective, they will be effective last year, they will be effective this year. That is because teachers haven't had the opportunity to go the full year and, you know, present whatever it is that they feel they need to present whatever they need to, to show that they are effective or highly effective. If you can take that mindset, we will apply it to our students and think about what their capacity is for learning, at this time, and really implementing that positive aspect and I will go back to what I said earlier, keeping kids engaged. Because if you don't keep them engaged now, come the fall semester, whatever that looks like, engagement is going to be the key, that relationship-building.

A lot of POCs are working together in regards to what think they want to provide students for assessment. But I had several people let me know they took this as an opportunity to engage the parents to sit along with their students during the Zoom learning, to interact with the teacher and the students who see the challenges that their student is facing, or how the teacher is teaching it. So there's a lot of really positive things we can come out of this, but really -- a formative assessment during thus time period, I remember not a proponent.

>> Yes. And again, these are just questions to get input from all of you. So I appreciate that and I think you brought up several important points. One is that we are experiencing right now, because of the distance learning platform that schools in Florida are having to use right now, these kinds of chats, with state-wide representation and this many people from across the state participating in conversation, that doesn't happen before distance learning went into place. So it is important for us to look at, what are some of the good things that have come from this and respective to, perhaps, more increased communication and collaboration between teachers and parents. And things that are a result of something that may have been perceived

negatively at one time, and certainly there are things that have come out of this that are good. I see that increased communication as one. And to your point, the opportunity gap and how do we -- that was difficult enough. And brick and mortar learning environments, how do we -- when students return to that setting, how do we offset, how do we recoup or allow them to recoup in the face of that. What do we need to be considering to add to core instruction when students return to a face-to-face setting that is going to allow students who have had less opportunity during this distance learning time to catch up, or regain, or get back to where they need to be in terms of grade level requirements.

>> Something I had asked our student services team, we meet regularly as administration. And I did ask our mental health team if our (indiscernible) is reduced. Curious with regards to -- I think our connection -- my connection was lost -- with regards to how our community is doing. And with regard to where I am, Baker is much higher, at full capacity.

So our communities are truly, truly struggling greatly.

>> I agree. I had some conversation about this with Cat, are you on? I know you said you were going to be late. For students whose placement was restrictive based on behavioral or social/emotional needs, that what is this looking like for them. And even though it may be -- it certainly impacts schools in one way. But I think your point about what is truly happening with these kids and their homes and communities -- that is well-taken. Yep. Sydney -- because I saw, I know that Lisa's -- hey! Hey, Cat!

So I want to comment on something that Sydney has said, but if you can unmute yourself, can you just contribute to that thought in just a second? Star 6.

So Sydney and Martin, and I think you are responding to a comment that I saw from Luke in Orange County, that his point was, yeah. I have never been involved in a state-wide communication opportunity like this. And that's exactly what our project and our discretionary projects are trying to support. So I think Sydney put her own email address in there, if you want to continue the conversation, or be in regular contact with her. I appreciate that so much. Cat? Are you there?

Star 6.

And people loved Heidi's remark, because the chat is cleared, I don't know what the remark was. If someone could share?

>> Beth?

>> Yes?

>> It is Kelly. So there was -- Heidi's comment was -- (speaker far from mic).

>> Okay.

>> And I just wanted to draw our attention, it was cleared. But Joanne and, forgive my mispronunciation, Joanne Jarnik posed a question about new teachers, and being a former classroom teacher I appreciated that. I don't know if I need to turn the conversation towards that. I was hoping folks might share any thoughts or ideas they have. It is hard enough being a brand-new teacher in a brick and mortar environment, but just any additional supports or special considerations for supporting our first-year teachers would be much appreciated.

>> I appreciate that, Kelly. That might be beyond the scope of today. But certainly something that we could consider as far as a feature chat.

All right. So I will move us to question number four, and Cat, sorry, I know you are not able to get on. And I appreciate -- what district are you with? I wondered that after the last chat. Very

good. You had such great contributions to the chat box. Thanks, Dave, and Jose. And I am -- haha. All right, Patty. I see you. I'm going to move us on to the next question. So we started talking a little bit about how do we determine present levels of performance and how are we going to make decisions about what kids have been able to retain, and maintain what they have lost, how they regressed, how does that opportunity gap impact where they are going to be when we look at return to face to face, and how are we going to make scheduling decisions and determine needed supports, what is our tiered system of support going to look like when students return to a brick-and-mortar setting? So the question is, what data will you have available to plan for instruction and determine those supports when students -- and I said begin the school year. Maybe that is pie in the sky, or optimistic.

But so -- maybe I will amend it by saying, when students return to a brick-and-mortar, face-to-face setting.

>> Spoken comments, Brandy.

>> We finished revising the master schedule guidelines because not having all of our spring assessments, we thought about the data we currently have that is reliable and not so old it is no longer relevant to think about scheduling for next year. And so we are triangulating data across multiple sources. We are looking at the 2019FSA, when we have it. And our winter diagnostics, whether that is iReady, or Achieve, or whatever you use. And then we have quarterly district assessments that we can look at. And so, we are recommending the schools to look at all three. And the student's grades, and determine what would be best for the beginning of next year, and knowing that when we come back, we are going to have all of our fall assessments and we will be able to determine how students are walking in the doors and make adjustments as necessary at that time.

>> Okay, thanks Brandy. I'm looking at a question in the chat box from Emily. It says, can we hear from Bs on this question, related to progress monitoring and making decisions with this data?

Carrie or Christy, can one of you join the spoken conversation? While we are waiting for that, Cat, you are on the phone now?

>>

>> Can you hear me

>> I can, hi friend!

>> I love your smile, so nice. So I can't remember the comment, but who was saying it about the community needs and in Baker, outside of the schools being closed. None of us are surprised on that, but the population that is breaking my heart every day is those of you that are in home environments that were traumatic and abusive and along with kids that are in homes that just have increased stress in them, like my own, because of the factors of the context. I was saying a lot of things when I couldn't get on phone around considering social and emotional needs, and I love that thought, being trauma-informed and how to set up structures that welcome kids back and let them feel safe and it is okay to process through what they have been experiencing, and I will give kudos, I have heard my own teachers of my sons checking in with them, I am seeing great examples around the state of teachers connecting with kids. I hear they are frustrated because they cannot do the instruction they would like, I try to remind teacher friends and teachers I know of the connection part, they are connecting with kids right now is so, so impactful.

And the last point, to the actual question up on the screen: It was around a lot of districts have been talking about along with student support services project, on gathering and like we do with tier one assessments and informing the community data of when we come back to schools, the poverty rate has increased with this context. The COVID case death rate because of grief in families, and thinking about social and emotional supports and academic needs. I love all of that discussion and then we are planning some supports around that, too, about trauma-informed social and emotional instruction when you come back. I hope that is what you are looking for. Are you looking for something different?

>> Just your addition to the conversation and confirmation of that. I think we know that is important. It helps to hear it from somebody is more in that area. I see people are agreeing with you, Mary Nickels in Monroe, they are seeing domestic violence, and going back to Maslow's -

>> Yes, we are seeing creative agency work with that, safety symbols, kids can reach out if they are in unsafe environments or domestic abuse, that is increasing as well with all of the stress that is happening. Reach out to your community agencies and system of care partners to help with that, too. I doesn't see Jennifer Barn Hill say that, partner with your folks and community agency teams.

>> A good reminder to school and district folks, your discretionary projects that are designed to support the districts, we love working together to provide support to you. And I think that is going to become more important when we do return, or as we move through the distance learning and we return to face-to-face when we are better able to assess where kids are, what they need, and -- so I appreciate my discretionary project. And with that, Christy, I see you have your hand raised. Can you go back and address that question where, let's see. It came from Emily. Can we hear on this question and I am assuming it is question number four we have on the screen. You need to hit star 6.

>> Christy? Her hand went down. I'm hoping that our Bs friends, Christy, Carrie, that perhaps you made note of the question directed to you guys and you can provide us with information and guidance for these folks.

So any other thoughts that you want to -- or input to provide related to this question, number four? All right. We have -- oh! Christy. I see your hand is raised again. If you are on the conference line, you need to hit star 6

Hello?

I will move us on. We have just a couple of minutes left. Christy, if you have input to provide to me, I can share with others.

We have a couple of evaluation questions we would like for you to complete. The information you provided after the last chat we had was so, so informative. And it was so helpful that -- that information has been -- it was shared with Bees and other folks in positions where we can make decisions about scheduling further chats.

So your input is really important, as we -- as discretionary projects, and as Department of Edsupport staff continue to look at ways to provide support and information and guidance that you need right now. An aspect of the webinar that was most useful is just hearing from so many different people and so many roles and so many districts across our state.

I think that we are really lucky that we have forums like this and opportunities to get together.

The files -- I didn't give Jodie an opportunity to share this. The files in the files share are from Manatee, the PowerPoint is also in there. And there are two resources from Manatee that describe their approach to communicating with parents right now, as well as their approach to monitoring progress providing peer support. You are welcome to download those.

And Jodie, when we go back to the next screen, if you would put your email address in the chat pod so if people have questions or wanted to talk with you more about that, they would have the chance to do that.

And a reminder, too, this session was recorded. When I share out the chat pod results as well as the closed captioning transcript, the link for the recording will be shared as well. That has to go through Bees first and once they shared with their contacts, then the project is in a position to share with our contacts.

All right.

I have 3:01. I will close us out. Again, Jodie from Manatee, if you can put your email address or phone number in the chat pod, that would be great. I want all of you know, based on your requests and input, we have future chats in the work. We want to -- none of these are official, but we would like to be able to provide you with more specific guidance related to handling evaluations rights now and eligibility decisions. So that is something that we are giving thought to supporting parents is another potential topic, going into further depth related to providing tiered supports. So we are planning future chats, our project, and other discretionary projects are working on resources, our project has one in the works on what tier two and three can look like in a distance learning environment. Please let us know how we can support you, please stay healthy and connect with us. And Christy Whitfield put her email address in there. Thank you so much. She was not able to join with the voice aspect, but there it is.

Thank you, all. We appreciate you, every that you are doing, and everything that you are doing to support your schools and districts we will let you know as soon as we have the next date for these chats, they are clearly beneficial and you are appreciative of them. So we will keep on keeping on

Again, stay healthy. Hope your families stay healthy, we will be in touch soon. Thank you so much.