MINDING THE GAP

Secondary
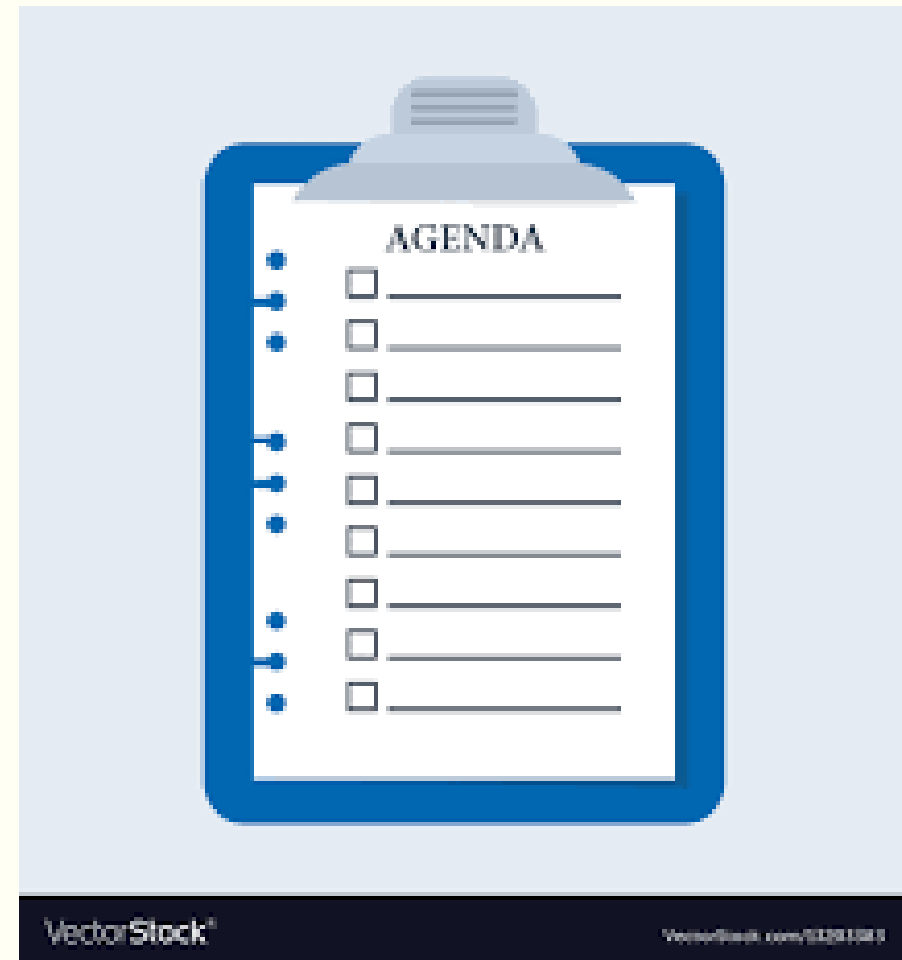
In the Chat Box...Jot down your answer to the following question:

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

Logistics

- The resources will be sent after the webinar

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.
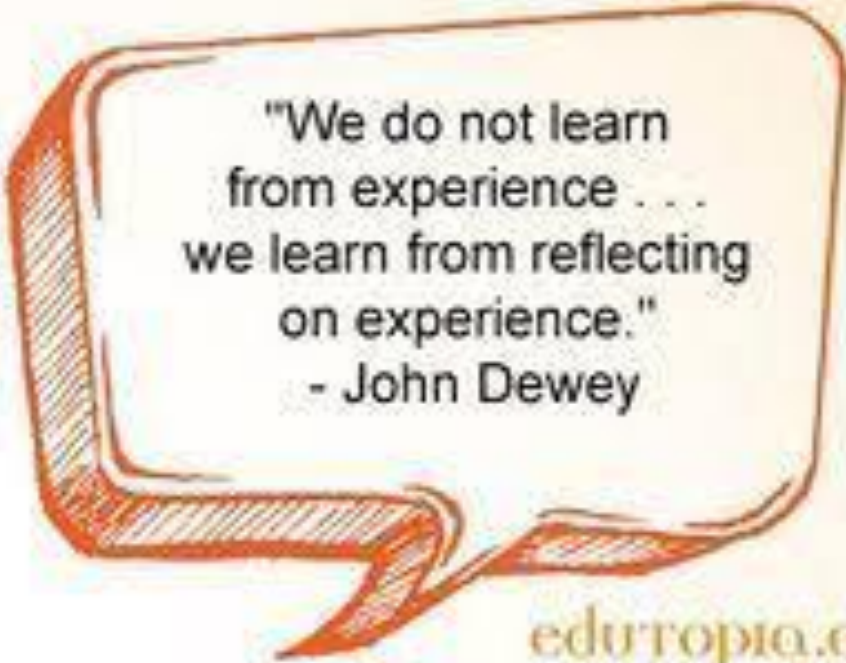
Arthur C. Clarke

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
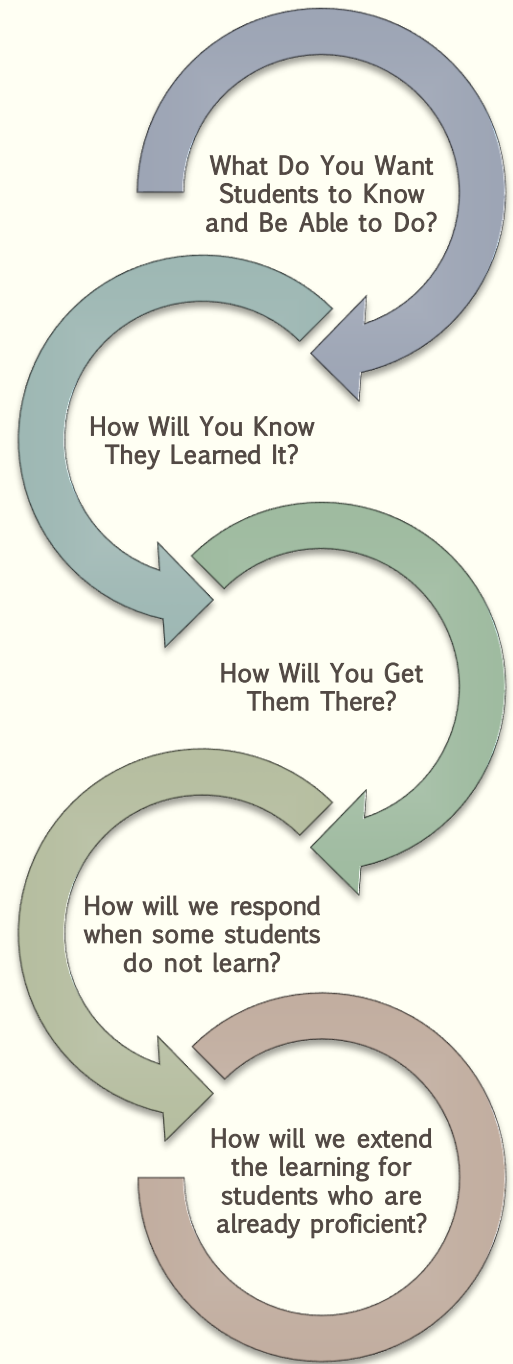
QUESTION FOR TODAY

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

edutopia.org

What Do You Want
Students to Know
and Be Able to Do?

How Will You Know
They Learned It?

How Will You Get
Them There?

How will we respond
when some students
do not learn?

How will we extend
the learning for
students who are
already proficient?
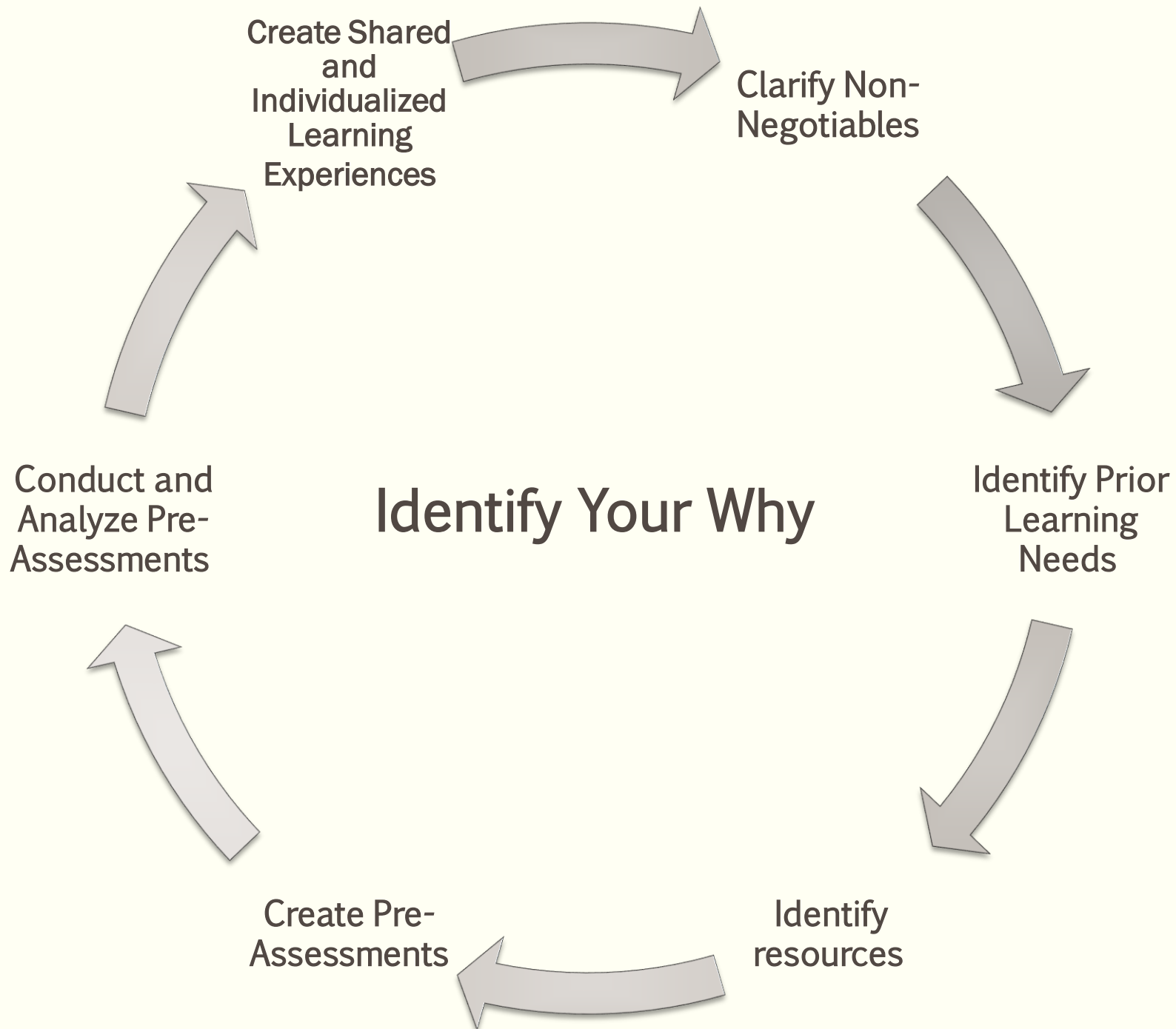
He who has a WHY can endure any HOW

-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/

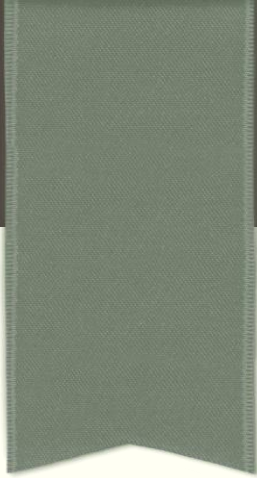- https://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf

Unit:
The Constitution
(American Revolution- Foundations, Events, Ideologies)
Self Awareness

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

Clarify the Non-Negotiables

- What are the most important big ideas students need to engage with at your grade level?

- Review structure of your standards as a guide
    Science
    Mathematics
    Phy Ed
    World Language
    Social Studies

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
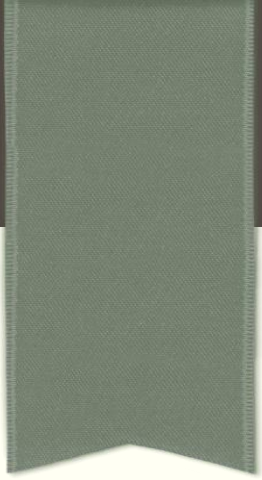
IDENTIFY PRIOR LEARNING NEEDED

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.[13,16-17]

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
mercantilism, economic policy, monetary reserves, positive balance of trade, imports, exports, raw materials, finished products, tariff imperial policies, role and purpose of colonies, government monopolies salutary neglect, colonial governments Seven Years War, French and Indian War Iroquois Confederacy, Benjamin Franklin Navigation Acts, Albany Plan of Union	**Distinguish immediate and long-term cause-effect relationships** of the British Empire's policies on the politics and economy of the American colonies. **Engage in collaborative discussions** regarding the American Indian influence on attempts to unite the colonies in order to challenge British rule.
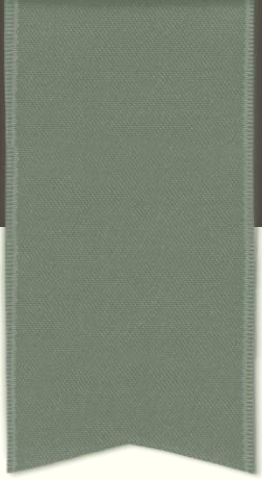
IDENTIFY RESOURCES

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
https://www.pbs.org/ktca/liberty/	https://drive.google.com/file/d/1coEY9FttkVgeHMBsmFn8xVdwZDu3nrCt/view https://drive.google.com/file/d/0B6gPE1B_FmOdNHE1cGRIT0RjaDQ/view http://www.benfranklin300.org/_edu_pdf/BF300Plans_Middle9.pdf
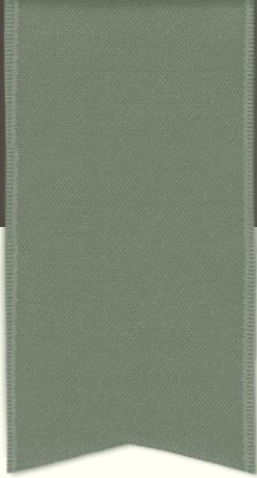
CREATING PRE-ASSESSMENTS

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/)

- Knowledge surveys (MS/HS) https://serc.carleton.edu/NAGTWorkshops/assess/knowledgesurvey/index.html

- 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

Sample Knowledge Survey Questions from Sedimentology and Stratigraphy

- *Bloom's Taxonomy Level - 1:* What is the definition of a formation?

- *Bloom's Taxonomy Level - 2:* Outline the basic descriptive parameters needed to characterize sedimentary rocks in detail.

- *Bloom's Taxonomy Level - 3:* Explain why the stratigraphic records of transgression and regression are commonly disproportionate (asymmetrical)?

- *Bloom's Taxonomy Level - 4:* Explain the concepts of transgression and regression.

- *Bloom's Taxonomy Level - 5:* Compare and contrast sequence stratigraphy with other types of stratigraphic analysis.

- *Bloom's Taxonomy Level - 6:* Evaluate alluvial architecture in relation to basin subsidence.

  ▶Show credit

What Pre-Assessment Strategies Can I Use?

Ask students to create a mind map outlining what they know about the American Revolution
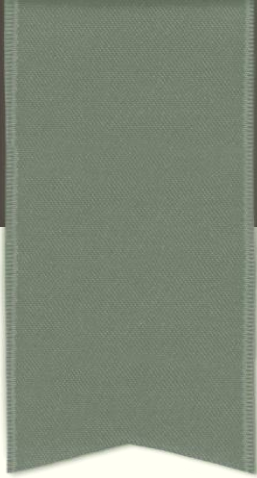
CREATE LEARNING EXPERIENCES

Create Shared and Individualize Learning Experiences

- Identify which is the best way for students to learn

- Identif...   ...tunity for shared...

- Identif...   ...e individ...

What Ways to You Engage Students in Shared Learning Experiences?

What Ways to You Engage Students in Individual Learning Experiences?

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	Individual
Have students work in small groups to work on **drawing conclusions from primary sources** such as political cartoons reflecting the changing relationship of Britain to its American colonies. Have students investigate and propose answers to essential questions representing enduring issues such as "Why is self-determination important to a people?"	Ask students to individually analyze: Iroquois Confederacy to the U.S. Constitution, chart for student reference. Status of the Colonies, charts of data related to the populations, background, and economies prior to the American Revolution. Milestones: Albany Plan of Union, U.S. Department of State, offers a succinct, yet thorough summary of the plan and its legacy as a model for subsequent attempts to unite the colonies under a central government. The Cartoon That Went Viral, History Channel, article discussing how the American Snake cartoon spread and rallied Americans through two wars. Diplomatic Struggles in the Colonial Period, U.S. Historian's Office, explains how European balance of power impacted politics and economics in the American colonies.

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

- [Accommodations and Interventions in Remote Learning](#)

- [Flipping the classroom](#)

- [Logic Models to Support Student Online learning](#)

- [How to Maintain a focus on equity](#)

Possible Summer Tools

- Hawaii Choice Boards

- PBS resources from KS

- Sample Learning Menus

- Daily Dos