



WELCOME TO THE
**ALLIANCE FOR
VIRTUAL LEARNING'S**
SUMMER VIRTUAL TEACHING ACADEMY

Brought to you by



*Share Your Experience with the VTA on Social Media
with the #VTA2020*

STUDENT RELATIONSHIPS: KEEPING STUDENTS AND TEACHERS CONNECTED, AS WELL AS STUDENTS TO STUDENTS



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OUTCOMES AND HOUSEKEEPING

- **Have your Virtual Teaching Academy Blueprint handy.**
- **Be prepared to participate!** Please take part in our chat, reflections, poll, and Needs-Assessment.

Teacher Needs Assessment

1. I know how to **build online community** and encourage student-to-student interaction in a virtual learning environment.
2. I know how to **use a variety of tools** to foster positive relationships between the teacher and the student and among students in a virtual learning environment.
3. I know how to **self-assess my proficiency** in each of these areas.
4. I know how to use **socio-emotional learning strategies** with my students in a virtual learning environment.

Leader Needs Assessment

1. I know how to support my teachers in **building online community** and encouraging student-to-student interaction in a virtual learning environment.
2. I know how to support my teachers to **use a variety of tools** to foster positive relationships between the teacher and the student and among students in a virtual learning environment.
3. I know how to support my teachers in **self-assessing their proficiency** in each of these areas.
4. I know how to support my teachers in using **socio-emotional learning strategies** with their students.



PAM ROGGEMAN

Pam Roggeman, Ed.D.

Pam Roggeman is the College of Education Dean at University of Phoenix. There, she has led the work of preparing thousands of teacher candidates in numerous states satisfy credentialing requirements. This experience has included national partnerships helping to advance thought-leadership in the field of education. She has spent over a decade in higher education teacher preparation in both the public and private sector. Before Pam's second career in teacher preparation, she was an award-winning high school English teacher for 18 years in AZ.

Contact Pam at pamela.roggeman@phoenix.edu

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DEBBIE VICKERS

Debbie Vickers

Debbie is an educational consultant with over 30 years of experience in K-20 education. She has led teams of content developers, educators, assessment specialists, and district-level personnel in the design, creation, modification, and state approval of digital content. Additionally, she has designed, developed and taught undergraduate and graduate level courses for McDaniel College where she currently teaches pre-service teachers. Prior to consulting, Debbie served as VP of Content Development at Connections Education and Pearson Online and Blended Learning and Director of Educational Services at Maryland Public Television. In these roles, she led the content and multimedia development teams in the design, development and delivery of K-12 online courses and interactive media.

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MATT MOODY

Matt Moody

Matt is a consulting teacher in Teacher Preparation and Support in the San Diego Unified School District with 17 years of teaching experience in San Diego. Until this summer, he taught theatre and English Language Development (ELD) at a comprehensive high school. He is Lead Faculty for the University of Phoenix, for the last 8 years leading and instructing in our California Teachers of English Learners (CTEL), single and multiple subject teacher preparation, and nationwide TESOL programs. He is a faculty coach for his school district and holds elementary, secondary, and administrative credentials in California. He is also the father of three elementary-aged kids and a toddler.

Contact Matt at matt.moody@phoenix.edu

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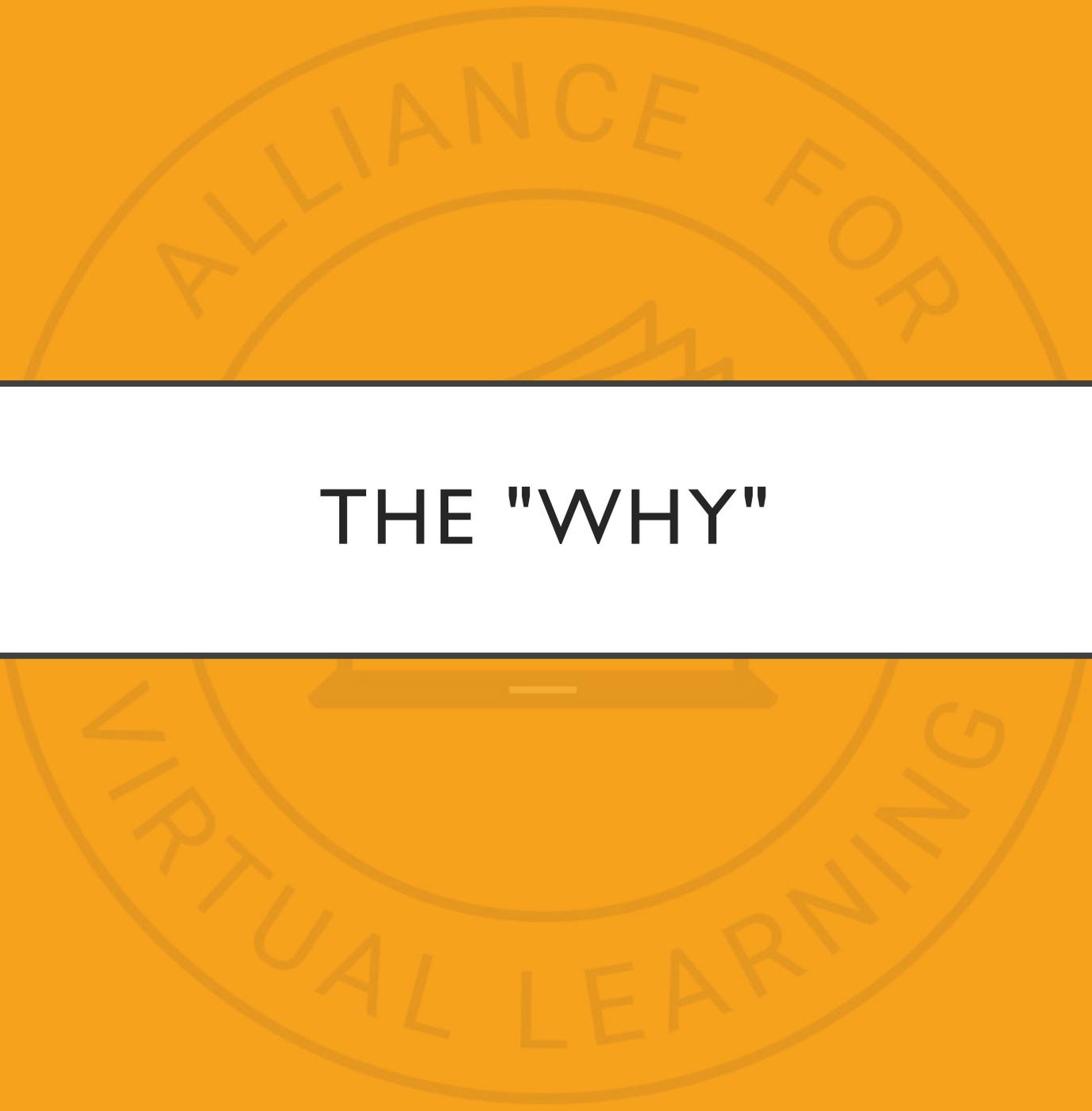
MAGGIE VERDOIA

Maggie Verdoia

Maggie is a 6th grade English teacher and English Department Chair at Raymond J. Fisher Middle School in Los Gatos, CA. She is a Google Certified Educator, regional conference presenter, and member of the Instructional Leadership Corps, a collaboration among the California Teachers Association, the Stanford Center for Opportunity Policy in Education, and the National Board Resource Center at Stanford. She enjoys working with and empowering teachers to personalize student learning using tech innovation.

Contact Maggie at mmverdoia@gmail.com.

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THE "WHY"

The Power of a Teacher

Research Says...

- An effective teacher is the **most** important factor impacting student achievement ¹
- The impact of an effective teacher on a student is both *cumulative* and *residual*¹
- Educator efficacy – “When teachers believe they are the primary causes of student achievement, student gains are three to five times higher than when they assume that the causes are factors beyond their control.” ²
- Developing relationships is one of the core social emotional learning (SEL) competencies
- Teachers who have relationships with their students have 31% fewer discipline issues³

Articles/Resources

- [Why Teacher-Student Relationships Matter](#)
- [The Two Minute Relationship Builder](#)

¹ Stronge, James. *Effective Teachers=Student Achievement: What the Research Says*. Routledge, 2017.

² “Focusing on the Essentials” by Douglas Reeves in *American School Board Journal*, July 2010 (Vol. 197, #7, p. 39, 41)

³ Marzano, R. J. (with Marzano, J. S., & Pickering, D. J.). (2003b). *Classroom management that works*. Alexandria, VA: ASCD.

The Power of a Student

Research Says...

- There is a reciprocal relationship between the way a teacher behaves and student engagement.
 - Teacher interactions with students predicted higher behavioral and emotional student engagement.
 - A teacher's individual interactions with a student had the most powerful impact on the student's perception of the teacher.
 - A teacher's "liking" for a student is communicated through affectation, attunement, dedication of resources, and dependability.
 - Student engagement influences teacher behavior.
 - A teacher's perception of a student's behavioral and emotional engagement predicts a teacher's future interactions with that student.
 - Unengaged students make teachers feel incompetent or unliked

Articles/Resources

- [Motivation in the Classroom: Reciprocal Effects of Teacher Behavior and Student Engagement across the School Year.](#)
- [6 Strategies for Building Better Student Relationships](#)

The Power of Community

Research Says...

- Social presence (creation of a community): "sensing self and others and feeling connected to others in a learning space can contribute to satisfaction, enjoyment and greater learning."
([Whiteside, Dikkers, and Lewis, 2017](#))
 - Affective Association
 - Community Cohesion
 - Interaction Intensity
 - Knowledge and Experience
 - Instructor Involvement
- Social awareness and relationship skills are two SEL competencies important to functioning in a community
- Developing an online community and fostering that community supports our innate desire to bond and belong ([Psychology Today](#))
- In Google's quest to build the perfect team, their research showed that the psychological safety, empathy, and conversational turn-taking were key elements in high functioning teams
([The New York Times Magazine](#))

The Power of Social Emotional Learning (SEL)

Survey of District Leaders, Principals, and Teachers

74%

of teachers, principals, and district leaders say their schools teach social-emotional learning

26%

of teachers, principals, and district leaders say they don't.

Views on social-emotional learning?

43%

Transformational way to improve public education

18%

Promising idea

29%

One of many strategies available to me

3%

Not on my radar screen

5%

Passing fad

3%

Threat to public education

Social Emotional Learning (SEL)

CASEL Competencies

- Self-Awareness
 - How do my emotions, thoughts and values influence my behavior?
- Self-Management
 - How can I regulate my emotions, thoughts and behaviors to manage stress, control my impulses, and motivate myself?
- Social awareness
 - How do I empathize with others? Do I understand the social and ethical norms for behavior? What resources do I have in my family, school and community to support me?
- Relationship Skills
 - How can I communicate clearly, listen well and cooperate with others? How do I resist social pressure and navigate conflict? Where can I go to get help if I need it?
- Responsible Decision-Making
 - How can I make constructive choices, evaluate the consequences of my actions, and exhibit consideration for others?

Social Emotional Learning (SEL) Resources

[Collaborative for Academic, Social and Emotional Learning \(CASEL\)](#)

- Research and policy
- COVID response
- Competencies and Approaches
- State specific resources (i.e., [Behavior and Social Emotional Learning Team of Kansas MTSS and Alignment](#))

[From a Nation at Risk to a Nation at Hope](#)

- Recommendations from the National Commission on Social, Emotional, and Academic Development

[common sense education](#)

- Educator toolkit for activities, edtech tools, and ways to involve families in SEL learning

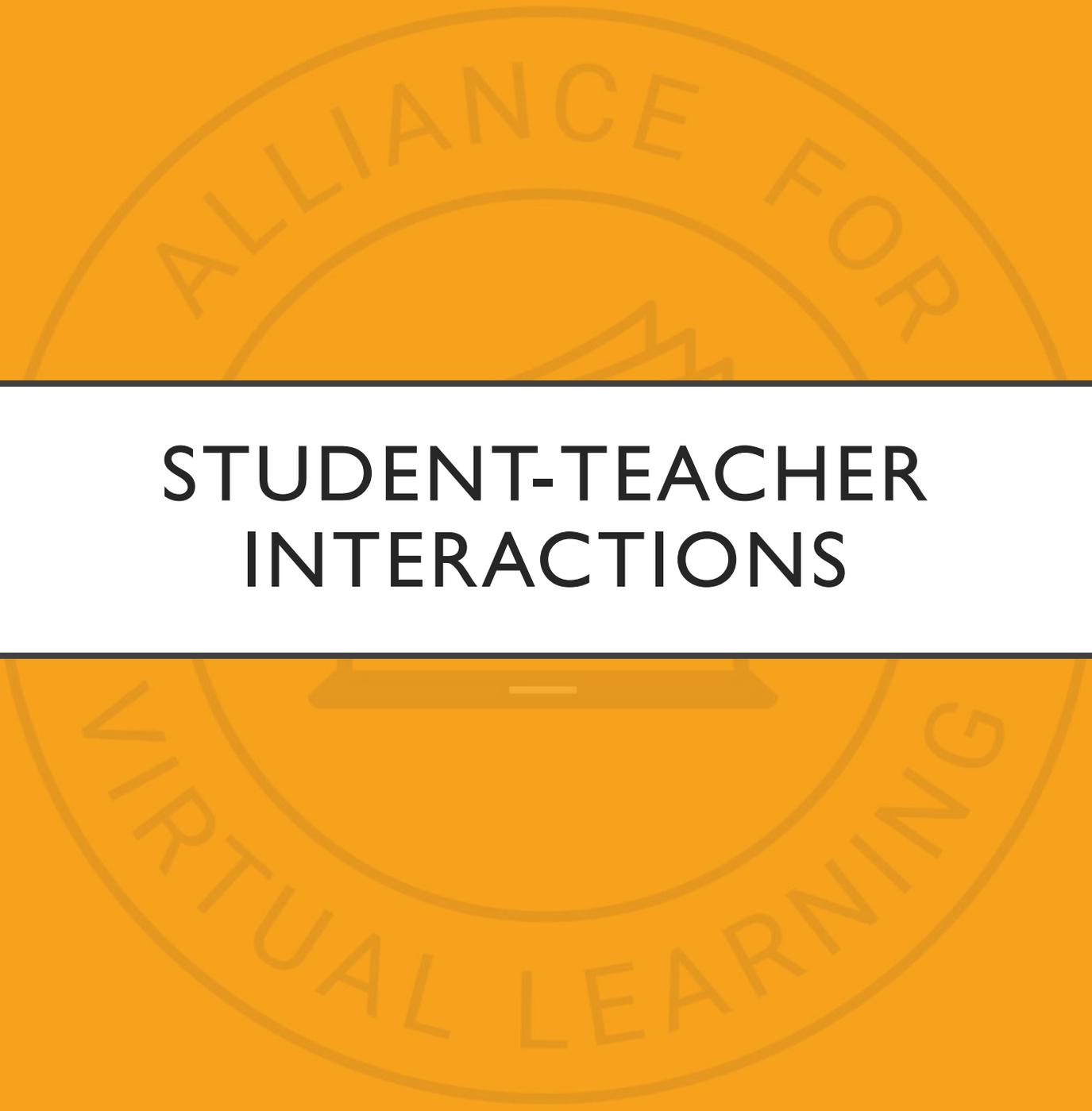
[Center on the Developing Child](#) - Harvard University

- Check out the key concepts of brain architecture and serve and return. Think of this give and take as an early childhood precursor to building community!

REFLECT

How will I have to adjust my relationship building strategies to account for a virtual learning environment?



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STUDENT-TEACHER INTERACTIONS

STUDENT-TEACHER INTERACTION

- **Choice** – Students benefit from having multiple options to complete an assignment: audiovisual (**SeeSaw**), audio and video (**FlipGrid**), text-based (**Google Classroom** or **Canvas** via **Google Docs**), presentation-based (**Google Slides** with **Zoom** or **Google Meet** screen-sharing for demonstration), found items from the home (cardboard, paper, fasteners, toys, etc.), one-on-one synchronous (live) meetings via **Zoom**, **Blackboard Collaborate** or **Google Meet**, or student-generated (student presents an idea to the teacher for approval)
- **Scaffolding and Differentiation**– The teacher can use **Google Slides** and screensharing (synchronous option) or **Screencastify** as a **Google Chrome extension** (asynchronous, on your own time, option) to create slides or video clips as graphic organizers, sentence frames, sentence starters, word banks, charts, and other supports or scaffolds for listening, reading, speaking, and writing for English learners, students from diverse backgrounds, or students who need academic interventions, **Zoom**, **Blackboard Collaborate**, and **Google Meet** have automatic closed captioning features that should be enabled by default
- **Accommodations** – **DisneyNOW** has a free "As Told By Emoji" sequence on their website, great for giving students with special needs the option to retell a story that is familiar to them. **FlipGrid** and **SeeSaw** are both highly accessible for video recording, drawing, and voice recording as alternatives to traditional text

STUDENT-TEACHER INTERACTION (CONTINUED)

- **Differentiation for Parents** – Applications (apps) like **Band, Remind,** or **ClassDojo** are a must for teacher-to-parent consistent and bidirectional communication. These apps also allow easy linking to the learning management system (LMS) like **Canvas, Blackboard Ultra, Edmodo,** or **Google Classroom.** Parents need tutorials on how to access and help their children use the applications necessary to learn daily. Parents benefit from weekly updates and check-ins
- **Differentiation for Socioemotional Needs of Teachers** - Teachers need district training in apps used not just for teaching in an asynchronous or synchronous manner, but also in how to use communication tools like **Band, Remind,** and **ClassDojo.** Teachers may also have access to communication tools via their student information system like **PowerSchool.** Teachers need time in their weekly schedule to share challenges and best practices with other teachers

SOCIOEMOTIONAL NEEDS OF STUDENTS AND TEACHERS

- Most teachers' sense of self-efficacy took a hit when they had to rapidly transfer their teaching skills from an in-person to an online, distance model
- Empathy from school leaders toward the teacher learning curve for low, medium, and higher risk options for student engagement
- Tools like this help motivate and engage students who need additional supports to deal with isolation and abrupt change
- Students are motivated by seeing their peers actively engage through video, audio, and visuals



EXAMPLE / APPLICATION



Access via Google, Microsoft, or school district account at **flipgrid.com**

Practice here for a demonstration:
<https://flipgrid.com/661fac66>



Access via Google, Microsoft, or school district account at **web.seesaw.me**

Create your own account and try out the drawing and recording tools



Access at **screencastify.com** and install add-on to **Google Chrome**

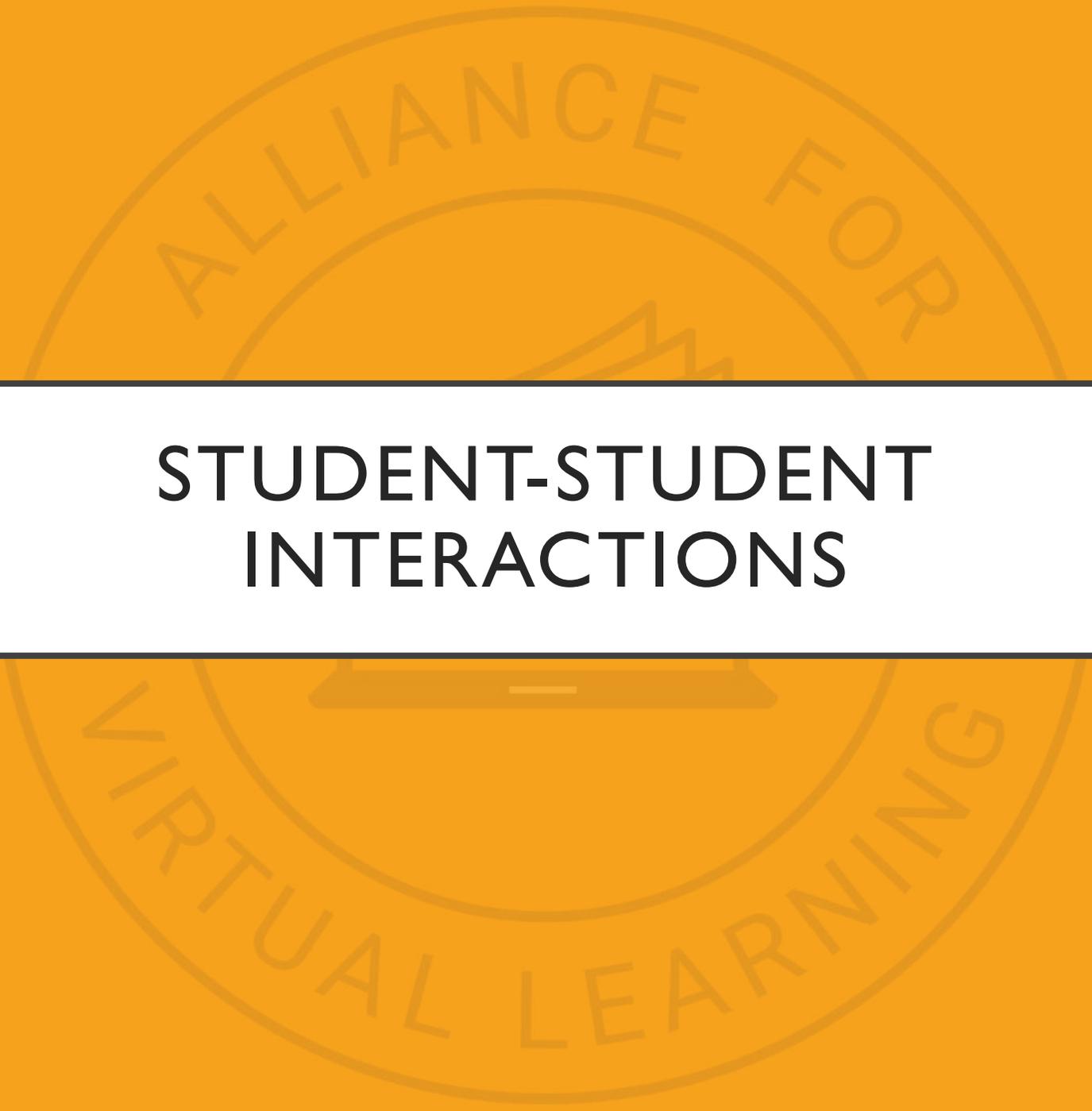
Practice recording a few seconds of scrolling, typing, or other action on Google Chrome

REFLECTION ON TOOLS

FlipGrid is an audiovisual tool that I could use comfortably to add *student choice, accommodations, differentiation, or scaffolding* to my classroom online.

SeeSaw is an audiovisual tool that I could use comfortably to add *student choice, accommodations, differentiation, or scaffolding* to my classroom online.

Screencastify is a recording tool that I could use comfortably to add *student choice, accommodations, differentiation, or scaffolding* to my classroom online.

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STUDENT-STUDENT INTERACTIONS



LIANCE FC

UAL LEAR

FIRST: ESTABLISH EXPECTATIONS

WRITTEN

(GOOGLE CLASSROOM, EDMODO, PADLET, ETC.)

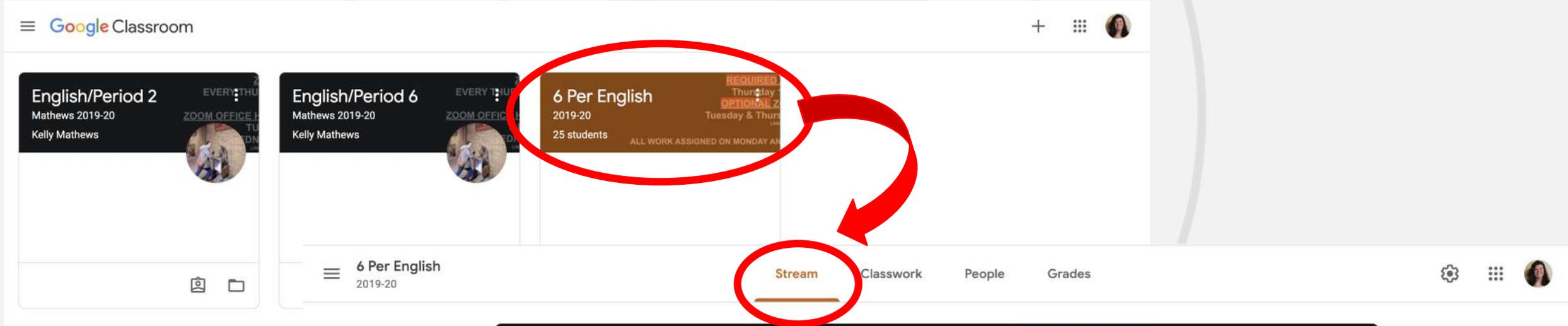
- Behavior expectations aligned to classroom rules (be respectful, be prepared, take responsibility)
 - Consequences
- Use sentence stems (affirm, critique, clarify, paraphrase, build, push thinking)
- Set accountability/output measures (e.g. quality/quantity of posts)
- Complete sentences/no abbreviations
- One emoji only!

SPOKEN

(ZOOM, BLACKBOARD COLLABORATE, FLIPGRID, ETC.)

- Behavior expectations aligned to classroom rules (be respectful, be prepared, take responsibility)
- Use sentence stems (affirm, critique, clarify, paraphrase, build, push thinking)
- Use video
- Log on in a quiet/appropriate space
- Mute when not speaking
- Raise hand to share (physically or digitally)
- Dress appropriately
- Log in on time
- Identify yourself with first name/last name
- Monitor chat – hold kids accountable!

GOOGLE CLASSROOM STREAM



Google Classroom

English/Period 2
Mathews 2019-20
Kelly Mathews

English/Period 6
Mathews 2019-20
Kelly Mathews

6 Per English
2019-20
25 students

REQUIRED Thursday
OPTIONAL Z Tuesday & Thurs

Stream Classwork People Grades

6 Per English

2019-20

Class code `zybgj5a`

Meet link [Generate Meet link](#)

REQUIRED ZOOM MEETING
Thursday 11 AM - 11:30 AM
OPTIONAL ZOOM MEETINGS
Tuesday & Thursday 1 PM - 2 PM

LINKS WILL BE POSTED IN CLASSROOM

ALL WORK ASSIGNED ON MONDAY AND DUE ON FRIDAY

Select theme
Upload photo

GOOGLE CLASSROOM STREAM



Share something with your class...



For

6 Per English... ▾

All students ▾

Share with your class

 Add

Cancel

Post ▾

GOOGLE CLASSROOM STREAM



Kelly Mathews

May 14



DAY #47 PUZZLES: Please post your answers below.

I'm looking forward to seeing you all at our required Zoom meeting this morning!

1. Use your real first and last name in order to be admitted into the meeting
2. Bring questions you have about your speech; we will have time for Q & A

Topic: 2nd Period English Zoom Meeting

Time: May 14, 2020 9:00 AM

Join Zoom Meeting

<https://lgusd-org.zoom.us/j/91124656932?pwd=eVZXQlJjNUpEb04yNDczeXV6Y3F5dz09>

Meeting ID: 911 2465 6932

Password: 662804



Screen Shot 2020-05-14 ...

Image

GOOGLE CLASSROOM STREAM

4 class comments



Emmanuella [redacted] May 14

Apple pie?



William [redacted] May 14

#2 = horseback riding



Kelly Mathews May 15

+[emma \[redacted\] org](#) Yes!



Kelly Mathews May 15

+[will \[redacted\] org](#) You got it :-)



+[emma \[redacted\] org](#)



GOOGLE CLASSROOM STREAM



6 Per English
2019-20

Stream

Classwork

People

Grades



General

Class code

Stream

Classwork on the stream

Show deleted items

Only teachers can view deleted items.

Guardian summaries

[See example](#)

Students can post and comment

Students can only comment

Only teachers can post or comment

Hide notifications



GOOGLE CLASSROOM STREAM

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



ZOOM BREAKOUT ROOMS

The Zoom logo is displayed in a bold, blue, lowercase sans-serif font. It is centered horizontally on the page.

zoom

Video Breakout Rooms

ZOOM BREAKOUT ROOMS

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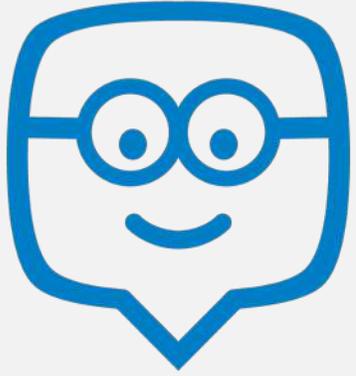
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EDMODO



The screenshot displays the Edmodo web interface. At the top, the navigation bar includes the 'edmodo' logo and links for Home, Classes, Planner, Backpack, Discover, and Messages, along with a search bar. The main content area is for a class titled 'Fever 1793 P6 2020' by Maggie Verdoia, a Language Arts teacher for 6th Grade. On the left, a sidebar menu lists 'Your Classes', 'Posts', 'Folders', 'Members', and 'SMALL GROUPS (0)'. The central post area shows a user profile for Maggie Verdoia and a text input field with the placeholder 'Type your post here...'. Below the input field are icons for adding images, GIFs, and text formatting, and a 'Post' button. At the bottom, a partial post by 'Jeanne White' is visible.



EDMODO



Kyle D. to P3 [Where the Red Fern Grows](#)

How do you guys feel about what happened to Rubin? Do you think he deserved it? How do you think this will affect the plot? Do you think it will affect the plot at all or do you think that they are just going to forget about it?

Like (1) • 1 Reply • Share • Follow

Feb 14, 2017



Amelle K.

I think that Rubin was just acting a bit rebellious, and in the process he ended up falling. I don't think anyone was to blame. Billy will probably think about it once in a while a feel guilty. Billy even wanted to save up for a gun, because he felt guilty. This will affect the plot by making Billy more cautious in future hunts and bets. [Less...](#)

Like (1) • 2 Replies • Feb 15, 2017



Ava H.

If Rubin had not stolen Billy's axe trying to kill Old Dan and Little Ann, he would not have tripped and died. If Rubin had tried to end the fight between the two dogs in a more appropriate way, such as separating the hounds, Rubin would not have gotten injured. I do not think that Billy is to blame and if anything, Rubin's death was his own fault. [Less...](#)

Like • Feb 15, 2017



Danica R.

Yes, though it was a dark and foggy night and Billy should have been more careful with the axe. Why didn't they just bring extra lanterns or something? As for Old Blue, I kind of agree with Ava and think the boys could have trained him better. [Less...](#)

Like • Feb 15, 2017



Michaela T. to P4 [A Single Shard](#)

I definitely think Tree-ear is Mr. Min's son, because when Mr. Min told Tree-ear that he wasn't his son, Mr. Min was very sad. That makes me positive that Tree-ear is Mr. Min's son.

Like (1) • 2 Replies • Share • Follow

Feb 15, 2017



Kirin D.

Yeah great catch Michaela! I think that Min is realizing that he has a big ego, so he is finally starting to care for Tree-Ear. What do you think Teagan and Sarah?

Like (1) • Reply • Feb 16, 2017



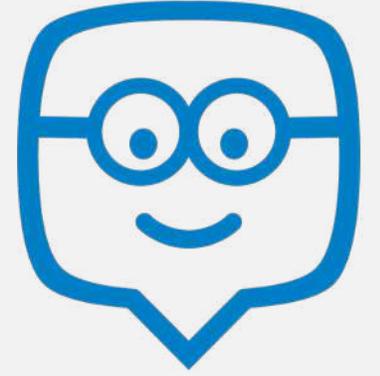
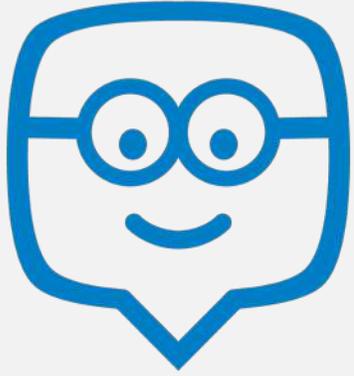
Teagan C.

I agree with the both of you! Like Kirin said nice catch Michaela.

Like (1) • Reply • Feb 17, 2017



Type a reply...



EDMODO

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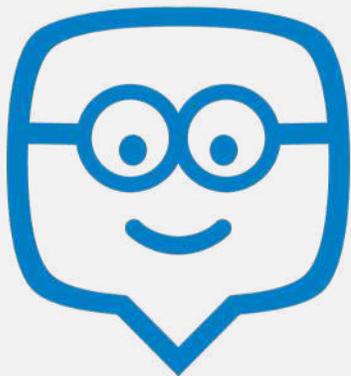
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- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY





REFLECT

How could I use the Google Classroom Stream, Blackboard Collaborate, Zoom breakout rooms, and/or Edmodo to build community among students in my classroom and enhance socio-emotional competencies?



EXTRA TOOLS TO PROMOTE STUDENT-TEACHER OR STUDENT-STUDENT CONNECTION

[Padlet](#): Online discussion board. Students post and can comment on each other's posts.

[EdPuzzle](#): Makes YouTube videos interactive. Embed audio clips and/or questions into videos.

[InsertLearning \(Chrome add-on\)](#): Make any webpage into an interactive lesson.

[PearDeck add-on \(Google Slides\)](#): Make slides interactive with embedded questions.

[Alice Keeler's Blog](#): Classroom teacher; posts tons of innovative uses for Google's suite of products.

[Catlin Tucker's Blog](#): Blended learning coach; posts ideas about how to blend tech tools and in-person learning.



DISCUSSION
QUESTIONS

SIGN UP FOR UPCOMING SESSIONS IN THE
SUMMER VIRTUAL TEACHING ACADEMY,
JUNE 26TH -JULY 1ST, AT

<https://go.blackboard.com/virtual-teaching-academy>

*Share Your Experience with the VTA on Social Media
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