

# How do you build community and develop relationships in an online learning environment? (9/8/20, Session 1)

Social-emotional check-ins during class meetings or individual meetings

Meeting with students one-on-one on Zoom or Google Meet during office hours

Breakout rooms on Zoom or Google Meet

Shared Google Doc with personal questions to get to know classmates

Selfie Slides - students introduce themselves

Students make FlipGrid videos to get to know each other and respond to each other

We have been using breakout rooms for academic and nonacademic discussions to deliberately build community. Really focus on 'culture creation' during the first week.

Small class sizes (that helps to bring community), showing students you are listening and interested in your students, games/sharing to help students feel comfortable

Home Visits via Zoom

ParentSquare is easy to communicate with parents

Flipgrid/Would You Rather/Two Truths and a Lie

Strategies such as breakout rooms, Flipgrid, and a personality test

Jumping on class times early to allow a few extra minutes of relationship building between student/teacher

Giving students an opportunity to talk during recess times

# How do you build community and develop relationships in an online learning environment? (9/8/20, Session 2)

**Make sure to address each student by their name at the beginning of class. Greeting each student with a smile!**

**Meeting with students in to discuss different social-emotional topics.**

**Check ins, discussion boards, Flipgrids, Kahoot, breakout rooms, Padlet**

**Starting the day off with something fun and not related to the what you are learning- a warm up. Talking with others and doing a check in. Question of the day to find similarities or difference.**

**Google slide bitmoji. Personally dropping off materials and care packages.**

**Student surveys, exit ticket questions about themselves**

**Using small group instructional time to have personal/academic conversations with students in a smaller setting**

**small group instruction - not just students who are struggling, but rotating the whole class in over the course of 2 weeks. More personal communication during this time.**

**Social time at the end of the day as a class. Creating conversations. Doing ice breakers or physical activities that are personal. Gimkit- answering questions online.**

**messing up and let yourself make mistakes. Ask students to stay on to get to know them better. Involve parents by having them jump into zoom sessions or have parents/students write letters about students and how**

## How do you build community and develop relationships in an online learning environment? (9/9/20, Session 1)

**Constant communication with teachers/professors and students.**

**Checking in with students and having them share a little bit about their day or even starting out with a game helps get their attention and allows for you to connect with them more.**

**In the ag world we are able to build community through county fairs and 4-H and FFA activities. Bringing forth a community built in agriculture allows us to bond from past experiences.**

**Employ Flipgrid Artifact/ Culture Bag projects that the students make and respond to.**

**In-depth surveys that they can share with the teachers so we can better help them. Some questions involved "Do you have the school supplies you need?"**

**In math, incorporating a small group where students will fill out a Google Form about themselves. Office hours can also be utilized to get to know students.**

# How do you build community and develop relationships in an online learning environment? (9/9/20, Session 2)

Make sure instruction is active and organized, creative & helpful, and interesting for them (and meeting those Standards!). Communication, oh my goodness! :)

Making sure to greet each child as I take attendance. Ask them how their day is and welcome them to the DL classroom!

Constant communication on multiple platforms so it is "not missable!" :) Families feel supported in every which way.

Most important thing is making sure that people know that you understand them and that we are real and going through this together, listening to our students. Right now, it's devastating to put myself in their shoes.

That 1st week it was all about introducing themselves, what was inspiring, scavenger hunts around the house. Familiar with sharing!

The first 20 minutes of the day has been spent on SED. So there is a built in chit-chat time, for the students to say good morning each other and then go into emotional learning assignment time.

Asking students for feedback & doing emotional check-ins every now and then...trying to cram it all in, kids not engaging. Just a little check-in pulls them back into the scope of Zoom, and knowing they can ask Qs

We're not physically together, so worked hard to make virtual classroom very positive and welcoming, and treat one another with respect, setting the tone and our expectations in the classroom!

Lots of times my kids are more tech savvy than I am; allow them to be the experts, and have them be the teachers, Share their screen, go through steps...students can mentor one another!

The school principal is doing a recorded youtube video that all the students watch together. Often this leads to strong class conversations.

Student participation is key! Breakout rooms, calling on students, spotlighting students, read-alouds, and engaging questions of the day help build community!

In building community and relationships, doing things all together as a group can make you feel like you're in it together...create a family atmosphere.

Working as a group is key to building connection, but it's also nice to use breakout rooms for private moments that aren't possible in a real life classroom.

Being open and sympathetic to their problems. Small group meetings help with lowering the pressure to communicate with others and they can feel safer to express themselves.

# How do you build community and develop relationships in an online learning environment? (9/10/20, Session 1)

**Name Study to get to know themselves and each other**

**Being referred to and establishing relationship at co-teachers!**

**breakout rooms -**

**Attendance share - a quick question to everyone at attendance.**

**Flip Grid**

**Communicating with parents in native language if possible - parent square -**

**Have students create virtual locker rooms with photos and symbols that represent themselves then have them share their lockers.**



**Talk about your own interests and make yourself seem like a real person-not a talking head**

**Asking students how their day is going, what's going on in their lives, etc.**

**Have students create their own unique wave to say hello**

**with a google slideshow and asked each student to copy it and edit it with their information introducing themselves. I had them meet in Table Groups using google meet codes and they presented their slideshows to**

**Have students make introduction videos**

**Meet one-on-one with students when possible**

**Flipgrid videos for students to introduce themselves and pronounce their names properly.**

- Surveys in zoom meetings
- Rotating groups during introduction activity
- For longer term projects, keep same groups
- Classroom / hobbies bingo
- Virtual 4 corners
- Smaller classes/groups
- Flipgrids

# What are some engaging instructional strategies that support student learning and collaboration online? (9/8/20, Session 1)

Teacher screen-sharing and showing students in real-time the concepts being learned

Use Mote Chrome extension to leave audio feedback for students

Having resources ready ahead of time to minimize tech issues

Interview students to help you get to know them (varying complexity), daily check in form (gather data on school and emotions), campus wide advisory period to ask students q's and help them relate with each other

Collaborative documents, incorporating games in multi-subject, brain breaks, and use of supplies

Use Google Classroom as platform; students can post questions there and teacher or fellow students can respond and answer in a more natural way

Slide deck escape room, giving students frequent opportunities to speak, interactive games on Google Slides, etc. No need to reinvent the wheel, we can continue using the same strategies!

Make groups on Canvas and assign them parts to a play and record in a Zoom meeting

Padlet questions with audio, video, and text answers

3-minute breakout rooms to keep students focused on the question then answer it in the chat afterwards

Utilizing prepared slides so students can visually see what they are also hearing

**Zoom polling**

**Kahoot**

Shorter, more engaging activities like YouTube videos with questions on EdPuzzle

# What are some engaging instructional strategies that support student learning and collaboration online? (9/8/20, Session 2)

**Creating engaging activities such as discussion boards on current events, sharing videos at the beginning of class, sharing personal artifacts, and class surveys.**

<https://www.gimkit.com/>

**Personal whiteboard work for engagement, playing fun music before class starts and including what materials will be needed at the start of the day**

**Making sure all students are present and not hiding- one pass allowed**

**Make lessons fun-engage students' interests and background, help them feel recognized so they want to be there. Meet with kids in small group instruction so they feel important and open to sharing**

**Breakout rooms via zoom! Allows students to be social and feel comfortable sharing their work... kind of like in-person table groups.**

**Jamboard, Peardeck, Nearpod, See-Saw, Flipgrid.**

**Live Q&A Google Doc for content questions during asynchronous time**

**Use positive feedback and recognize each student and parent for attending.**

**Peardeck - extra add-on for slide decks, facilitates student involvement**

What are some engaging instructional strategies that support student learning and collaboration online? (9/9/20, Session 1)

**Daily Loom Video - connection and accountability. Downloadable Google Docs and Form for students to collaborate on and teach each other.**

**Assign group work and have students work together so they can build relationships. Utilizing Kahoot, breakout rooms, and other options for students to be able to add input.**

**Padlet - awesome for collaboration and updates automatically in real time so the students can interact. Jamboard - (example: philosophical wall)**

**Discussion boards - Forced conversations; mental breaks and movement during instruction and during instructional breaks.**

**Keeping students engaged with activities (using new technologies) even though it could be challenging for students, continuing to support them through activities.**

**Facilitate growth through speaking with their peers.**



What are some engaging instructional strategies that support student learning and collaboration online? (9/9/20, Session 2)

**Anything that is an online game: Kahoot, Quizziz, etc..... Also, breakout rooms lead to stronger participation.**

**1. Jamboard! 2. BreakOut Rooms 3. Mystery Science 4. Prodigy (gamified) 5. ST Math (new & improved) 6. ZEARN (Math) 7. MYON (text to speech). 8. Google Docs (speech to text) 9. SeeSaw. 10. Google Classroom (and Slides)**

**Popcorn method in whole class meets, equity sticks, pop camera requests etc... Keeping with the schedule.**

**Getting students participating - hand signal check-ins (feedback), prompting questions about their surroundings, asking questions that make students experts**

**Getting students up and moving, "brain-break," and small group work.**

**Having a library of everything that you do for reference and as resources next year will help the students if they fall behind**

**GSlides, they work on a slide individually then present to class. GDocs where everyone can put their input on their own. Also having a video lesson they can come back to helps**

# What are some engaging instructional strategies that support student learning and collaboration online? (9/10/20, Session 1)

**White boards to show what they know**

**Using superheroes and other things that kids can connect with. Sending home materials that students can share on SeeSaw.**

**Setting up Google Meeting codes for table groups. Assign students to table groups with links available on their Google Classroom assignment, or on the stream, or in the chat box.**

**Giving students time to work with one another**

**Reactions in participants box - quick check for understanding.**

**Breakout rooms for small discussion groups**

**Embed audio or video into lessons to engage students.**

**Whiteboards - especially teaching math. Allowing responses orally or on chat box - actual whiteboards that they hold up in front of screen.**

**Jamboard:)**

**Kahoot!!!**

**Go Noodle to allow kids to get up and move to help with screen fatigue.**

**Google word/sheets for shared documents**

Sharing screen / annotations  
Second phone / camera  
Shared documents  
Share responsibilities with co teacher

# What are different ways to assess student understanding when teaching online? (9/8/20, Session 1)

Platforms such as Pear Deck, Common Lit, Kahoot are great for assessment. Also using the whiteboard feature on Zoom, along with Zoom polls and Google chat.

Individual reflection questions with what they feel confident about and what they need help with on Google Forms

Exit tickets, Google Forms, zoom polls, thumbs up, breakout rooms, and private Flipgrids

Digital whiteboards on Jamboard or My Viewboard

Using the chat feature on Zoom

Open-ended questions to encourage critical thinking

ESGI assessment program good for assessing beginning schools, iReady online learning diagnostic that helps cater learning to student's prior knowledge, immediate feedback, screen captures with feedback embedded, seesaw, prerecorded lessons and meeting for feedback

Using chat; do a basic check in to assess where students are at with the material. Easier for students to speak up rather than unmuting and actually speaking

Challenge version of Kahoot that allows students to answer questions at their own pace

Quizlet live; students can answer live or review independently on their own

Small group instruction periods

Giving participation points for answering in the Google Chat. Also using Google Forms for exit tickets

# What are different ways to assess student understanding when teaching online? (9/8/20, Session 2)

**Individual jamboards (teacher can see students' jamboards, but they can't see each others').**

**Written responses, review questions at the beginning of class, Kahoot**

**Have students hold up their work and provide feedback. Use whiteboards for students to show what they're thinking. Pull sticks to call students names. Weekly online assessment quiz.**

**Video off while working individually on problems, turn video back on when done - for pacing and moving on**

**Checking for understanding throughout the lesson, not just at the end (i.e. exit ticket).**

**basic - thumbs up/thumbs down**

**Seesaw - assignments/collaboration**

**Create projects and display in classroom behind teacher.**

What are different ways to assess student understanding when teaching online? (9/9/20, Session 1)

**Ways to assess student understanding:** Google Classroom assignments, class warm-ups, get students talking, Google quiz (grades automatically!), and exit tickets.

Checking in with students progress too is also beneficial versus just testing them.

Sometimes it is hard to distinguish ways to assess students learning especially with a lot of content being easily "googlable", so an emphasis on content and analysis is more beneficial.

**Opinion based question with an explanation follow up. Padlet can be useful here. Lots of PBL (Project Based Learning). Reading assessments via Common Lit.**

**Speaking with parents about letting their child do the work and refraining from interfering.**

**Slight Tangent(s): Streamline tech/ streamline canvas layout. Might need to alter grading/assessment methods.**

**Using Paraeducators to record data. Using 1:1 sessions in order to take data. Using apps and technology to track students progress and use of the apps.**

**Most common answer = Project Based Assessment for Understanding. Formal assessment has been more difficult to do.**

What are different ways to assess student understanding when teaching online? (9/9/20, Session 2)

**1. Good old thumbs up, thumbs down**  
**2. Using Zoom's Chat Box**  
**3. Pear Deck (looks nice)**  
**4. Screening protocols (using FastBridge).**  
**5. Student sample work & observations**

**1. Whiteboard response**  
**2. Google Forms**  
**3. Spot Check**

**1. Thumbs up, thumbs down**  
**2. Using the nod app**  
**3. Quick Camera Flash**

Having students give you thumbs (up side, down), SeeSaw student assessment recordings (answering questions), iReady assessment lexile scores, individual running records, and oral language assessments.

Doing frequent check ins for understanding (1 on 1). GForms can be used to gather information on the students and where they are at. Popping in the breakout rooms is a great way to see their understanding

GForms can be used as an exit ticket is productive. During the small groups hearing their language that they use and we need to be more purposeful in how we assess them. Seesaw is also a useful tool.

# What are different ways to assess student understanding when teaching online? (9/10/20, Session 1)

**SeeSaw - records -**

**Private chat**

**One on One conferences**

**Have the kids use their reactions like a thumbs up or nodding in order to depict understanding.**

**Chat box to pose questions about the material and then see what the answers are.**

**Hold up a 1-5 or thumbs up/down to show who is ready to move on and who needs more support**

**Thumbs up/down reactions.**

**Small groups - breakout rooms to check for understanding.**

**Google Forms!**  
✓

**Weekly feedback from family members**

**Discussion boards on Canvas**

**Sharing screens**

**Padlet - easy way to push out questions - can record audio and video or type**

**Zoom Poll--set up questions and have the students answer the poll as an exit ticket.**

**Paraphrasing the information presented in the slideshow.**

**Thumbs up reaction = yes, Clapping hands reaction = no**

# How are you striving to ensure access and equity for all students when teaching online? (9/8/20, Session 1)

As a district making sure all students have a device and internet access

Chromebook distribution to all students for equitable access to technology

Linking student to a jamboard and answering questions back and forth for individual help

Offering hotspots to students so everyone has wifi access

Add audio to Google Slides using Online Voice Recorder

Multiple modalities for students to show their thinking, options for cameras to be on/off (if allowed by your district), make sure instructions are written, and read them to the students.

Scheduling individual tutoring appointments for each student, using check-in questions during each Zoom meeting, platforms such as Flippity, and Google forms for feedback

Break-out rooms/individual meeting with students

Message students in chat on Zoom to meet with students one-on-one after class and modify assignments

Close captioning on Zoom for students with hearing impairments

Assigning Google Classroom work based on individual student modifications

Take a movie of the lesson and post after instructional time. This allows students to go back and listen to parts they didn't understand or if they need to hear information more than one time.

Make sure materials are provided for students if necessary. Social-emotional check-ins have helped students open up to teachers.

Making sure students have Chromebooks and internet access (hotspots), language interpreter to help explain instructions and how to use the resources/bring supplies, recording lessons so they can watch later, being flexible, communicate openly, help them stay caught up, aces program for low income families online (extracurriculars and extra help)



## How are you striving to ensure access and equity for all students when teaching online? (9/8/20, Session 2)

**Making sure all students have the necessary technology & materials (laptops, WIFI, books, etc.)**

**Breaking language barriers so all students understand expectations.**

**Make sure all students have access to computers and hotspots. Create a tech survey before the start of the semester to ensure each student's tech needs are met.**

**Personally ensuring every student has access and knowledge about how materials work. Making sure every student has the same materials.**

**Giving students grace when issues arise (i.e. can't join after school support class because they need to help their siblings get on their class). ... being flexible in the way we allow students to participate**

**Set goals and check for understanding to ensure goals are met and understood**

**Recording classes/lessons so that students can watch it later if they need to.**

**District is providing hotspots and Chromebooks to students who need it.**

How are you striving to ensure access and equity for all students when teaching online? (9/9/20, Session 1)

Patience with students. Teachers being willing to be available to students (at all times and in all ways - we have students in all kinds of various living situations and with different levels/kinds of resources.) Communicating with students to learn what they need - does their tech have issues? Can they get their books? Are they able to access the information/materials?) --- Schools are giving students chrome books and hotspots in certain areas. ---- Leniency and patience because students are also caring for their siblings or other family members. Remember - if there are problems, they could come from the teacher side of things. Be advocates for your students.

Every student is in a different situation at home, some don't have access to wifi, others are helping with siblings, so teachers are now needing to have a sense of leniency. Students might submit late work or fall behind, but sometimes it is inevitable with what is going on at home so if the teachers are more understanding and helpful, it provides the students with more comfort.

Every student is given access to a hot spot and a chromebook/laptop so they can do their work and continue to thrive in school. Be kind and understanding towards all students situations, we don't know who has to work, take care of their siblings, or their life situation.

Ensuring that everyone has access to internet and tracking who you are engaging with in order to keep students from falling through the cracks with attendance. Having preferred communication with parents to ensure that the line is always open for help and troubleshooting.

## How are you striving to ensure access and equity for all students when teaching online? (9/9/20, Session 2)

**Sending parents texts to check-in, providing students with hotspots and devices, working with baby-sitters and daycare providers, and sending out school supplies and materials to students every so often.**

- 1. Have Districts send Hotspots & MiFi**
- 2. Turning off teacher's cameras (so students with slower WiFi and older devices can get improved audio/video)**
- 3. Use Zoom poll, how did you Sleep**

**Providing access to extra supplies to children with two households**

**Talked to the parents about their needs. Not requiring their camera for those that don't have the bandwidth to do that as well as informing the students on how to use the technology that they have.**

**District devices, hot spots, chargers etc....**

**Recording all teaching blocks for all students with Screencastify. Students have access to all live instruction.**

**Supporting families who need extra training using tech.**

**Being flexible with meeting times and deadlines for assignments. As well as giving them access to the lessons outside of the classroom.**

# How are you striving to ensure access and equity for all students when teaching online? (9/10/20, Session 1)

I provide hard copies of articles we're reading in ERWC for every student.

I provide students with a meeting code to meet with me individually for help

**Internet availability -**

Parents are comfortable on phones - use Google Voice to provide a number to call without compromising your privacy.

Advisory meetings once a week with students who may need campus resources such as academic counseling or the school psychologist.

A variety of ways to send out the same message - written, spoken, visual.

**Flexibility with breakout rooms**

Not assigning things that all students cannot do

Provide a variety of modes of assessment

**Deadline flexibility**

Open communication

Not requiring a specific time table for completing daily tasks

**A lot of modeling!**

Parent Square, Canvas, phone calls - a variety of ways to communicate.

Providing a link to the weekly school newsletter in order to provide information to the students who may be in need of textbooks, free lunch, etc.

**1 to 1 devices**

Record lessons so students can go back to it later

Small group appointments one on one with one student and the teacher for a thirty minute period to go over coursework they may need help with, etc.

Language differences to be addressed and accommodated. Send communication in home language.

Asynchronous instruction balance

**Open office hours**