



## Remote Teaching Virtual Event Agenda

Solution Tree recommends viewing sessions in the order presented here.

<b>Introduction and Keynote</b> Paul J. Cancellieri and William M. Ferriter <i>Planning for Uncertainty: How Collaborative Teams Can Ensure Learning for All in Hybrid Environments</i>
<b>Morning Breakout Sessions</b> <i>See list of breakouts on Page 2</i>
<b>Afternoon Breakout Sessions</b> <i>See list of breakouts on Page 2</i>
<b>Keynote</b> Regina Stephens Owens <i>Ensuring Equity in a Remote Learning Environment</i>

## Breakout Sessions

### Morning Sessions

<b>Paul J. Cancellieri</b>	Using Digital Tools to Create Meaningful Learning Opportunities for Students
<b>William M. Ferriter</b>	Delivering Content in a Remote Learning Environment
<b>Amy Gluck</b>	Meeting the Needs of Students with Disabilities in a Remote Learning Environment
<b>Jacquie Heller</b>	Supporting Primary Learners in a Remote Learning Environment

### Afternoon Sessions

<b>Paul J. Cancellieri</b>	What Does “Meaningful Feedback to Students” Look Like in a Remote Environment?
<b>Cassandra Erkens</b>	Assessing Mastery in a Remote Learning Environment
<b>William M. Ferriter</b>	Differentiating Learning in a Remote Learning Environment
<b>Chris Jakicic</b>	Working With Your Collaborative Team to Identify Essential Standards

# Keynote Session Descriptions

## Keynotes

### **Paul Cancellieri and William M. Ferriter**

#### **Creating Lessons that Straddle Online and In-Person Learning**

Many students and teachers were forced this year to switch suddenly from a traditional face-to-face setting to a completely online remote learning environment. It seems likely that the next school year will include periods of in-person learning as well as remote learning, perhaps with little or no notice of when those transitions will take place. The ideal way for educators to plan for this uncertainty is to create instructional experiences that bridge the two environments, allowing for a seamless flow from one mode of learning to the other. The philosophies and strategies that teachers can use to make this happen are detailed in this keynote presentation.

### **Regina Stephens Owens**

#### **Ensuring Equity in a Remote Learning Environment**

Equity in the remote learning environment is about opportunity and ownership. How will we ensure a demonstration of essential behaviors anchored to our values that result in equity in the remote learning environment? We must overcome challenges with collective responsibility. We must leverage virtual learning by making learners visible. We must commit to a culture of care and collective inquiry to ensure high levels of learning for all. Join us as we discuss the steps to creating equity in a remote learning environment.

# Breakout Session Descriptions

## Paul Cancellieri

### **What Does “Meaningful Feedback to Students” Look Like in a Remote Environment**

If there has been a silver lining in the changes that schools have had to make as a result of the COVID-19 pandemic, it is that entire districts are being forced to rethink traditional grading practices. Aware of the reality that learning environments for students working from home are often anything but equitable, teachers have been asked to abandon traditional grades and to instead prioritize their efforts to give students meaningful feedback on the progress that they are making towards mastery. In this session, participants will learn more about what “meaningful feedback” looks like in action and be introduced to simple tools and strategies that learning teams can develop together to empower their students as partners in the assessment process.

### **Using Digital Tools to Create Meaningful Learning Opportunities for Students**

Over the past decade, teachers have been introduced to dozens and dozens of digital tools. Branded with clever names like SeeSaw, Kahoot, Padlet and Flipgrid, each product tries to capture our attention and to build a critical mass of users. The challenge for teachers, then, isn't *finding* new digital tools worth exploring. The challenge is *figuring out* which tools can be used to create meaningful learning opportunities for students. In this session, participants will explore four tools that can be used to successfully engage learners, whether they are working from home or working in your classroom.

## William M. Ferriter

### **Differentiating Learning in a Remote Learning Environment**

Whether they are learning in our classrooms or learning from home, all students come to class with a unique set of strengths and weaknesses -- and the goal of every collaborative team should be to help all students learn at the highest levels. That means collaborative teams are going to have to deliberately design activities that provide access to differentiated learning opportunities for students working from home. In this session, participants will be introduced to three different strategies for differentiating instruction in a remote learning environment.

### **Delivering Content in a Remote Learning Environment**

Let's face it: Delivering content to students is one of the primary responsibilities of a classroom teacher. Whether we are showing a video, telling a story, giving a lecture, or leading a review session, a major part of our job is sharing information with the kids in our classrooms. Accomplishing that task with students who are working from home and juggling all of the responsibilities and distractions that entails, however, depends on teams who develop a new set of content delivery skills. In this session, participants will be introduced to several tips and tricks for delivering content to students in synchronous or asynchronous remote learning lessons.

## **Chris Jakicic**

### **Working with Your Collaborative Team to Identify Essential Standards**

Learning teams in professional learning communities have always worked together to identify essential skills unit-by-unit throughout their curriculum. Doing so ensured that every student had access to a guaranteed and viable curriculum. Those decisions, however, become even MORE important in a remote learning environment. It's simply not possible to deliver the same amount of instruction to students who are working from home. In this session, participants will learn how to use evidence -- pretests, testing results, surveys of teachers at previous grade levels -- to identify a small handful of "need to knows" that they can focus their instruction on.

## **Cassandra Erkens**

### **Assessing Mastery in a Remote Learning Environment**

Whether they are working in a schoolhouse filled with students or teaching remotely, the goal of teachers in a Professional Learning Community at Work is to ensure that every child masters the essential outcomes identified in their guaranteed and viable curriculum. Assessing mastery, however, becomes more difficult when students are working remotely because teachers lose a valuable source of information: Their observations of student performance. In this session, participants will be introduced to different strategies for both establishing clarity with colleagues around what "mastery" looks like in action and assessing mastery of work completed by students who are not in the classroom.

## **Jacque Heller**

### **Supporting Primary Learners in a Remote Learning Environment**

There can be no doubt that the teachers who have struggled the most with the shift to remote learning have been teachers of primary aged students. Students who are in grades K-2 haven't yet mastered the independent learning skills necessary to self-direct their own learning from home. But there can also be no doubt that the content and skills learned by students in grades K-2 are foundational for success, both in school and in later life. That means the work done by primary learning teams is even MORE important in a remote learning environment than the work done by teachers of older students. In this session, participants will be introduced to tips and tricks for making remote learning more meaningful for younger students.

## **Amy Gluck**

### **Meeting the Needs of Students with Disabilities in a Remote Learning Environment**

Another challenge that teachers, schools and districts faced during the COVID-19 pandemic was meeting the needs of students with disabilities. In many cases, those needs went unmet simply because teachers and schools couldn't imagine what productive solutions to that particular challenge could look like in action. But schools have both a legal and a moral obligation to meet the needs of every child -- including those with disabilities -- wherever they are learning from. In this session, participants will be introduced to a set of best practices for creating meaningful remote learning experiences for students with disabilities.