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FDLRS EMERALD COAST
ASYNCHRONOUS 101
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Live captioner standing by.

>> Good morning, everyone. I am Susan Saunders. I hope you are hearing my voice, Karen, Shannon, am I coming through? Very good. Excellent. And I see the captioner is typing away. So that's a good sign. If you guys will bear with me one moment, I am going to move us to our main room. I think -- you probably got a little bit of a blip. I will do something I wasn't planning to do but only because I was having so much chitchatting with everybody, I'm going to move our chat pod into the room. We have been having so many webinars over the last couple of weeks. And some of those sessions we had over a thousand attendees, which made it very difficult to monitor the chat pod because a lot of folks had a lot of questions. But we are a smaller group and I do think that having pod allows us the opportunity to be more interactive with each other. Again, I want to say good afternoon and good morning to everyone across the state. We hope you are staying healthy and coping as best you can in this special situation. We are happy to offer this webinar to you setting up a successful asynchronous environment. My name is -- asynchronous environment. My name is Susan Saunders. My colleagues, Sharon, Shannon and Tracy. And I would also like to thank Lenore our closed captioner who is joining with us. And also thank my director Mary Anne ahorn who is unable to be here with us this morning as well as Sarah Gaines.

This afternoon session we will share best practices for getting started in an asynchronous environment, and also some tools and resources for developing an interactive on-line teaching experience. I will not be providing tutorials on synchronous tools or district specific platforms like teams, Google classrooms. In fact, due to bandwidth issues, I will not be providing any live specific tutorials. I will, however, be providing how-to resources for those tools.

So just a little house keeping, links to the slides and webinar recording will be e-mailed in a follow-up e-mail, and available on demand at our website. Which I will be sharing momentarily. I will also be embedding resources within the slide presentation which will be able to access and most of them will be re-addressed or available at the very last few slides. I'll be addressing questions at the end of the presentation. So should you have any specific questions for me, please jot them down and ask them at the end of our session. If you want to post it and support each other in the chat as a back channel chat, feel free to do that now. I'm sure many of your colleagues who are on-line will have responses. If you can't get the answer you need or are looking for, jot it down and we will address it at the end.

Occasionally I will pause which will allow those of you who are taking notes to write things down.' ' if you are not familiar with fdlers. We were a support service under the Florida Department of Education. If you go to our website, you will be able to locate all of our webinar offerings as well as the record versions of this and other trainings we have been providing over the last couple of weeks. Recordings are typically available within 24 hours of our live session.

We have 19 centers across the state of Florida, and you can find your local center by clicking on the link at the top middle of the page. When you arrive at the new page, find the center page, simply identify your district's name, click and you will be taken to your local FDLRS center and can provide you additional support and services. Specifically if you are looking for assistance on a district specific platform or tool and in fact, a very good morning to my FDLRS colleagues who are joining from across the state. If you will, will you type in your name and which district you serve for reference for those joining us this morning. We have fabulous, fabulous network.

I will give them a minute to do that. Thank you so much. Keep doing it if you haven't yet.

When we begin this morning, we -- I want to chat a few minutes about mass lows hierarchy of needs. As you know, everyone is stressed. Families are stressed, parents are stressed, students are stressed. And they are very probably scared, our students. They may have someone in their family who is sick. I have a granddaughter. She is not sick, but she is experiencing a lot of anxiety right now. She is a junior and is hoping to be scouted for a college softball team. She is very worried about how this is going to affect her GPA, her college applications and any scouting opportunities she may have had. Her whole season was canceled. I know there are a lot of students in very similar boats. It's a scary time. Remember, that every home situation is going to look different. No matter how prepared you are or think you are, no matter how much technology your students have or may not have at home, replicating the school day is not possible. Digital equity does not exist in most areas. Some students will have no access at all. Some students -- the safety of the classroom. Being with you because their home isn't safe. We need to remember grace and not grades.

When we make this transition or as you are transitioning, accept that things will be different. It cannot be the same. Even if you wrote lessons weeks ago, you will have to rewrite them and modify them for the on-line environment. All of your students can't be on-line at the same time or synchronously. There are different situations at homes. Juggling computers with siblings and parents. Some students may only have a tablet or smart phone or nothing at all. Don't use all videos from other educator or YouTube because the students are used to you. They are used to your ways of work and they need you to help them feel comforted.

So what is asynchronous education. Well, asynchronous means not keeping time together. Students will have the flexibility to access information, demonstrate what they learned and communicate with classrooms and instructors in their own time. They don't have to be in the same classroom, or even in the same time zone to participate. It's a flex be environment that is student centered. On-line resources are shared are used to share content and instruction. It's not limited by place or

time. The students will be in the driver's seat, able to access court when convenient, but they are able to access to take tests asking to show their understanding. In virtual learning schools, once they achieved the expected outcomes, students have the ability to move on at their individual pace to the next unit of study.

What we are experiencing right now as you know is unprecedented. It's not exactly on-line learning or eLearning, or home learning or remote learning. Really, we don't have a term for what this is right now. It's going to be more important than ever that you pave the path that you have a framework to hold everything together. It won't look the same at every school or every district or every state. And the most important thing is your teaching.

Think back when you first started as an educator. If you are like me, you had a copy of Harry Wong's the first days of school. It was my Bible. Keep that in mind as we move forward. Develop an on-line learning doctrine. Hopefully your districts have developed this and have a district-wide learning management system or LMS. If not, hopefully your school has their website posting policies and the expectations and communicated with you and have a school-wide LMS. If not, it's going to be up to you. It will be up to you to modify or bring home and provide that structure to the students on an individual level. Everyone will need a little guidants of your little students or your big students. You need to create this on-line doctrine as quickly as possible to clear up gray areas. Keep it short and sweet. Guide the learning that fits for your students. It's going to be a promise of what you will provide and share that with parents so that they know what they can expect from you. That's going to be comforting.

At the end of the slide presentation, I have a link to Casey bell's shake up learning podcast. Again the author and she does blogs and podcasts and has written a book. At the end in the resources I am providing a link to her podcast that I used as a resource in preparation for today and there is an example of a learning doctrine.

Some good ideas is communication immediately with parents. The majority of parents will do whatever they can to support their children. They want to know what their child should be doing every day and every week. Send home a weekly e-mail to

parents with an overview of the assignments, and just simply check in. For your student, establish a clear consistent and meaningful connection. Help them find a new routine along with you. Keep a daily line of communication open reach out every day to greet them. Continually check in with them to see how things are working, not just with the students but the parents. You want to adjust your teaching and strategies based on that. And based on the individual. Let the kids know that you are there for them. Success is going to look different now. If they are just showing up and trying every day, that might be success. I provided at the end of the edge -- from common sense learning because this may be a good time to address that if you have not already with your students.

It's not about the tools right now. And it's not the time for new tech tools. Focus on the pedagogy, not the platform and not the tool. Use what your students know. It's not the time to switch it up. The students need that routine and structure. Especially do not introduce any new tools during this first month. Considering narrowing your scope maybe one tool to get the content and one tool for students to provide their voice and products. New content and new tech tool but not both. For now focus on the content. New tools can cause anxiety for students and possibly cause assignments to be late or wrong.

Whatever platform the district or school you have used in the past is what you need to stick with. If you don't have a platform, use a website that you might have or a blog or simply use e-mail. Some LMSs you may have heard of is seesaw, Google classroom, Microsoft teams, schoolology and Ed Moto. Think of the platform as your home base for all learning. This is for students will come first every day. All your important information will go there, activities, assignments, chats and other resources. Ideally schools will be -- or districts will be providing professional development to their educator to help them get comfortable with these tools if they aren't already.

Your students will have a range of abilities and need a range of supports. You may have some students with IEPs. Make sure you are using practices that reach a variety of learners and support all students. Text if you use digital text, this can be very flexible. A lot of operating systems have built-in screen readers and magnifiers. If you send images include descriptions. If you use video chats or video recording, consider using captioning as we are this morning.

Some students will need additional processing time. Don't expect everyone to understand after being told once. If you can, provide transcripts and chat logs for review later. I would be remiss if I did not mention this wonderful resource to you, a webinar provided multiple, multiple times by our fabulous Shannon. The recording is available on our website and it's specifically addresses students with IEPs or 504 plans and providing accommodations that you can find in the state accommodations manual and how to adjust and offer those in an on-line environment. So please be sure to watch that if that speaks to you.

So those first days of school. As I said, channel your Harry Wong first day of schools. Review that book and look at how you can take those tips from Harry Wong and translate them to this new learning environment. Start with your basic routines screen cast where to go and how to do it. For example this is what you are going to do, and we will get into more in a moment about those tools and how to do that. Be the model. Set the expectations and stick with it. I always tell in my PDs to my educator who are participants, model the behavior that you expect of your students and everything is going to be perfect.

You might want to consider posting a picture of your work space. Model. Take a picture. Show the students there is no TV or distractions in the area. You -- distractions in the area. You have an out loud close by for your computer or devices. You close the door so you aren't interrupted. Ask kids to do the same. That could be an assignment. Have them post -- send you a picture of their work space sharing it with other students in your class and maybe help them troubleshoot how to make it more conducive for learning.

Also, help build some fun connections with your kids. Balance the work and play. Perhaps you might have them introduce their pets. A joke for the day. Have a student provide a joke for the day. Maybe you have artists in your classroom and they can share art for the day. See if you can provide an area for them to post, personal news and new interests and exciting new from their end. Like take out a new pair of glasses and here is a picture of me and what I look like in them.

You are going to have to help your students plan their new school day. These are home learning routines. They are good

tips for students of all ages. You might need tools or different tools based on the age group and we will dig into some of these a little deeper shortly. Some of these routines, eliminate distractions. Turn off notifications on your devices of for me this morning before we began I shut down my e-mail. If I didn't, I would be constantly getting notifications from my computer that I had an e-mail. Especially with all of the webinars we have been doing. Encourage students to charge their devices nightly. Encourage them to check your e-mail -- your check list first which we will talk about. And encourage them to watch your morning message, your morning video. That let's them know that you are there. And you miss seeing them. You may want to add something personal to let them know that you are there for them and a caring adult. Encourage them to use timers for breaks. We get into zombie mode one time or another when we are in front of the computer. You can use timers to help stay focused and work.

Pomodoro timers, breaks, with work, so that we are more productive if we take those short scheduled breaks regularly. Train the kids where to look for your feedback. Remind them to check their check list again where they finished to make sure they addressed everything and let them know that you are available if they have any questions or concerns.

So let's talk a little bit more about making check lists. Develop and post new check lists for your students every day. Everything they will need to do in that day. Do it the night before, be concise and chunk your information. If it's too long, it will be more confusing. Simple is better. Teach your students where to find it and always look for it first thing that morning.

Try to put everything in a one stop shop place. Include if you are an elementary, educator. Include everything in every class in your check list. If you are a secondary, everything they will need for your class that day. Include videos to watch. Any other work from teachers if you are in elementary school. Don't send a bunch of links. Remember, hopping around and clicking around leads to distractions and losing focus. Easily to get down into that worm hole and get lost.

If you are using slides, slide show presentations or slides to send to your students, make sure you include everything there on your slide deck. Make sure where to start and where to end. All of this information isn't going to help the student but going

to help the parents -- instead of saying you will have to assist many.

Rather than a daily approach, some schools are taking a whole week into account. They are giving projects or assignments that need to be completed or worked on over days. Based on the progress, a new plan will then be delivered -- developed for the following week. For example, today you need to spend 30 minutes on reading. 30 minutes on science. And 30 minutes on social studies. Tomorrow you will spend 30 minutes on math. 30 minutes on reading. And so on and so forth. Timed suggestions can be helpful so students don't spend all day working on a specific project or subject, or maybe it helps them to stay focused and in case they don't spend enough time on your tasks.

I believe some schools are offering a more structured timetable that they expect of all of their students. For example, from 9:00 to 10:00, all of the students in our school work on math. From 10:00 to 11:00, all of our students will work on reading. I don't recommend that. As I think it will be very difficult for students who are juggling computers and devices with siblings and parents who are working from home.

Factor in time for catching up. Schedule learning activities, for example, schedule learning activities in the morning. And then leave the afternoons free for catching up. Or perhaps offline pursuits. Or you may want to schedule one day a week for completing unfinished work and having a screen free day during the week.

Let's talk about video video, video, video video. Your presence as an educator and trusted adult is needed and important to the daily routine. The students miss you. They are accustomed to your way of instructing. They need to hear from you every day. Video conferences doesn't have to be live streaming. It can be you recording yourself saying good morning. Providing instructions for the day. Keep it short, light, and cheery. If you need to, make multiple videos. Try to limit them to two to three minutes each. I don't know about you, but for me if I see a video that's longer than three to five minutes, it's pretty much already lost me. So keep that in mind.

Let's talk about video conferencing tools. Synchronously or live streaming. A lot of folks might use -- YouTube for live streaming or Facebook for live streaming. You might have access

to an interactive conference tool like Zoom. Some synchronous videos can be recorded so they can be viewed again at a later date like we are doing today. That's very useful if students can't attend or if they encounter tech issues when they are trying to join in.

Consider establishing office hours. Publish a weekly meeting schedule to give students a daily option for joining a meeting and send it to the parents to let them know as well. Do leave it as an option. Some students will never join a meeting. And some will choose to come every time you offer it. Use that time to clear up any misconceptions about assignments. You may decide to try to get everybody to join as many as possible for the first part of the day. You might want to introduce important lessons or projects. Consider using video conferencing to have one-on-one check-ins with students during the week. Or you may want to schedule some small group conferences for students who have similar needs. Also consider having live recess. Live hangout time for the students to connect so they don't feel so alone. If they are an only child it might be their only opportunity to connect with other students. It's nice for them to be able to say hi and connect. You can just simply say I'm going to be on-line these hours this day. Join me even if you can. Not just for the littles, but for the older students, too.

There are a lot of tools you can use for video conferencing. Your school hopefully has -- your school or district hopefully has something in place. These are some of the most popular options right now. Zoom is a robust software designed exclusively for video conferencing. Google's meet which is evolved version of Google hangouts. Microsoft teams has a way for communicating and video conferences using the Office 365 platform.

There are several ways to have a video conference with screen sharing capabilities. The teacher can start the conference and share the link with students. The camera and microphone you have on your device is probably just fine for getting started.

Video recording for your more asynchronous recordings. Your asynchronous videos. You can post -- record and post videos that can be viewed or reviewed and reviewed by the student as often as needed. Screen casting means you narrate a video while recording your computer screen. Sometimes it's just audio.

Sometimes you can add your face. There is no time pressure when you do it this way, and you can record it over and over again until you feel like you got it right. Don't get caught in the weeds. Simply say good morning. Record the instructions. Using your tool. Show the students how to complete their work. And move on. Be natural, be yourself. You consider using video as your feedback tool for students. And encourage students to use screen cast to demonstrate their learning as well.

These are common video recording tools. Loom has unlimited access right now. You can record your screen -- you -- excuse me, your screen and include a web cam of yourself. They have spotlight tool and draw tools. You can share or download. You can edit those videos. You can find an app for Chrome or IOS devices as well. Screencastify has limitations how long your videos can be. Typically a free version is five minutes. It's my understanding that Screencastify has extended that to ten minutes now. Again, I recommend you keep your videos short and sweet and chunked. Screencastify is my favorite. Often when I get an e-mail or call from someone on how to do something, it's very easy for me to make a quick recording and it saves the recording in my Google Drive and I can provide the link. Often that will be way easier and more efficient than trying to type out those instructions in an e-mail. With Screencastify you can record your screen in a web cam if you want. It has a spotlight. You can draw, trim, and it is accessible with a Google Chrome extension.

Another favorite tool is screencastomatic. They have a limit of 15 minutes. They only have a Zoom tool. Drawing tools. You can add captions. However, it does have a water mark. So nothing is going to be perfect for free, but there are options out there. Again, we mentioned Zoom -- you can record yourself in Zoom. You start a meeting with just yourself as only the participant as you as the only participant and then share your screen and record that and then share that link or download with your students. So while it -- Zoom is not necessarily thought of as a screen casting tool, it certainly can be used that way. And I also understand flip grid which is a fabulous tool in the Microsoft family, I understand now they are also providing a feature for screen casting.

Don't forget your phone. You can simply make a recording with your phone or device. You edit it and add to it, but don't get carried away. Some tips will be your lighting, sit near a

window with the window facing towards you if your lighting is behind you will be in a shadow. Choose a quiet spot with a simple background if possible. Don't model what's in the slide. Turn your camera horizontal. That gives the best view. Keep eye contact and smile and have a natural approach.

Right now we are in a time where we will have to rethink assignments. This is a different learning environment. We have to make sure it's manageable but still valuable. It's going to be important that you look at your curriculum and narrow it down for possibly the rest of the school year. Decide which standards you have not covered and weed out the ones that are least important.

Some teachers are finding it takes two class periods on-line to complete something that you would do face to face. It really does take twice as long on-line to do half as much. Why? Because connectivity issues which I fear I might be having as my Wi-Fi, I see my green moving to orange. The students may encounter tech difficulties. They may not have devices. You are this control, you can choose what's most important. Maybe you only have them do three subjects a day if you are in an elementary environment. Choose reasonable time periods based on age. You know it's a challenge even for adults to stay focused on the computer and on the internet for hours. Try not to schedule anything that would take longer than 45 minutes to do online. The burnout happens fast. Eye strain, minds wander, comprehension breaks down. It's very easy to get a digital hangover. And we all know that staring at the screen all day isn't healthy.

Don't overwhelm your students. Consequently, overwhelm your parents and possibly make them upset with all that you are sending home. They are not going to have you there face to face as they do in the classroom. They may be living in a very busy household with multiple family members, multiple responsibilities and few devices. There is going to be varying degrees of parent and care giver involvement. There could be barriers in language, competence in technology and the curriculum. And let's not forget why we are in the situation. Some of them may be dealing with illness.

So what's the best way to plan an on-line lesson. Like all lessons, start with the end in mind and your learning outcomes. Keep the lessons simple. A normal lesson you would do in your

classroom usually might involve a warm up, some revisions that are needed, an explanation or your teaching for the day. A student activity that aligns with your outcomes. Then perhaps you provide an opportunity for reflection. That same sort of structure is very possible in your virtual lessons.

This is an example of a five Es instructional model. Meaning engage, explore, explain, elaborate and evaluate. One column has those elements listed. The other columns ask what does it look like? And the last one, what tools can I use. When you get a chance to look at the slide deck, take a look at that and look at the resources. This is from the -- excuse me, it's from a blog by Kaitlin Tucker. And you can look at this because she provides examples of the tools that you could use on-line to support that learning. She also includes videos on her blog. This is another example. She has a template that's available that you can copy into your Google Drive. Notice how everything is in one container, one nice neat package. It's all chunked. Don't assume because they might be older students they have a better understanding. Be clear, simple and explicit.

You're probably going to have to provide much more context than you normally do. Consider not requiring any partner work. Students will have a hard time. It's hard enough now for them to take responsibility for what they are doing and the situation and other peers' homes are out of their control. So that may be problematic. Consider breaking down tasks. If they are a large assignment. For example, research projects or large projects if they have a large research project, students may end up working on that all day long and ignore the other subjects and other work that they have to do that day. Try to chunk those large projects if you can.

Give students choice. This is from K.C. bell's shake up learning blog. She has a blog on and I believe a podcast as well on providing choice boards during the school closures. This is an example. You can see week three of the COVID-19 closure. So work to give students choice. Choice boards are learning menus are great. They engage the students more. It gives options to parents who might not understand an assigned lesson. They are good for any age group or any subject. You can create a week's worth of activities on one choice board with both on-line and offline options. To make sure that it's equitable for everyone. Students can always take a picture of what they create and send and submit that to you.

For example, each square here can be worth 20 points and the students might have to choose just five for a completion grade. They also will have their choice of tools on how they complete that work. Make sure all of the choice boards are aligned to standards and the learning goals for that subject and grade level.

Hyper docs are a great tool as well for designing your lessons. I've provided a link in our resources for the website for hyper docs by Lisa highfield and Sarah Landis. Hyper docs are more than links on a document. You as the teacher deliberately choose web tools to give students the opportunity to engage, explore, explain, apply, share, reflect, and extend their learning. You choreograph steps for the student so that they have a voice and a chance to be heard by their classmates. It involves critical thinking and problem solving skills. And provides an opportunity for students to create an authentic product to show what they know and they can connect with a wider audience.

Offline is greater than on-line. That's harsh words coming from a tech specialist but it's true. This is not our tech moment that we have been waiting for. Get away from the computer as much as possible. Save kids from the burnout. All that screen time is bad for you and it's bad for the students. Give them some flexibility. Give them meaningful tasks to do away from the computer. Be creative with your assignments and incorporate their physical living space. Provide opportunity to apply their knowledge to their daily environment. Assign offline tasks. For example, you can have them read a book and develop a sketch note. Read a unit and tech note that. They could -- if they have to submit a written product, maybe they prefer to work with paper and pencil. Let them do that and they can take a picture and submit that. Home is going to be a great space for maker spaces where they can re-purpose home tools. I heard from an administrator last week that they made sure all of their science experiments involved products that can be found in the home. I thought that was a great idea.

Allow students, if they can, to maybe draw a comic book for create art work. To show what they have learned to show their knowledge. Math is everywhere in the home. Figure out a way to incorporate that. Maybe have them walk around and take a picture of things with right angles. Have them go measure the cabinets

in their kitchen A lot of things you can do even for P.E., they can create workout routines and take a picture of them doing it or explaining a video of them doing that activity and share it. Be creative. Have some fun. Let them create videos as well.

Here are some useful on-line tools that are available. Remember, less can be more. You don't have to be using a huge range of tools. Start with the tools that students know. Despite technology being a crucial part of what's going on, teaching and learning isn't about the technology. Focus on relationships and learning. On-line tools you may want to consider are listed in the slide. Many of these have -- are free or have free options and most I'm guessing at this time are offering free access to their premium features. So be sure if you have a favorite tool that you visit their website and see if the free features have been extended or if they are giving the premium service for free.

kahoot offers fun learning games. It can be played live or students can work through it at their own pace. Quizlet is a free tool for study information. Learning games in tools like flash cards and quizzes. It also has a collaborative classroom game called Quizlet live but it requires participants to physically see each other's screen. The free version has advertising. I'm sure most of you are familiar with brain POP. There is brain POP junior K-3. And brain POP for English language learners.

Canva is a tool that we use very often in our office to develop fliers and graphics and info graphics for what we do. You can get a free canva for educators and create creative documents that are simple and clear for your students to use. It's very fun and user friendly. Ed puzzle is a popular tool. I used it in professional development. You can upload and find a video on YouTube and then you build in checks for understandings, the basic plan is free for teachers and students. You can assign classes. You can have classes in ed puzzle and assign it to students or to classes. And again, you may want to check it out because they are probably offering a ramped up free version during this time.

Flipgrid, again, part of the Microsoft family, creates grids to facilitate asynchronous video discussions that are engaging. You as the educator would record a short video asking the question. Send it to the students and they are all provided

the opportunity to respond via video. And for curating your resources, you might want to look at Wakelet. It's a great curation tool that allows you to save, organize, tell stories and share content from around the web.

I have a typo. Grace over grades, relationships over rigor. I said the grace over grades several times. I will fix that before we send it out. Grace and patience is the name of the game. It's going to be very difficult for you to hold students accountable for their work. And everything they have to do at home, you can't control that home environment. You can have expectations and you can model. Understand there are limitations. Connectivity issues, limited data plans and limited devices. Try not to have any hard deadlines. Be flexible. No two homes are going to be the same. They may only have a SmartPhone or nothing at all. Except that things will not work perfectly. Even for tech specialists they don't work perfectly. Maintain a strong presence and let them know that you are there to support them with a smiling face. You may be the only one they see. And don't forget, at this time to have grace with yourself. It's a learning opportunity for everyone including you. And forgive yourself for any mistakes you may make.

What are your next steps? Prepare and plan. Survey. Survey at home. What is the access? What are their situations, who has what? Create your on-line learning doctrine. Make it simple, sweet, but clear up any gray areas. Rehearse and test platforms. Let everyone have an opportunity to test and learn as well, all your students. And communicate, communicate, communicate to everyone the students and the parents. And you use multiple formats and multiple locations. Post it in the LMS. Send it in a text. Send it in an e-mail. Use video. -- provide activities and content that is both offline and on-line. If you work with a team, decide how you are going to work and meet and plan together. And decide how you will give feedback to students and train them how to find it.

Lastly we are coming to the resources page. Common sense education is one of my go-to -- one stop shop places. They are fabulous for the resources. There is a video from a -- teaches several of these resources are sharing interviews and information from educators who have been teaching in China and who have been dealing with this situation for months already. Learn from them.

And also we have again Kasey Bell's shake up learning and

the examples of the 5E's model by Kaitlin Tucker.

With that, I'm coming to the end of the information that I wanted to share with you this morning. But I do want to provide opportunity for questions and answers. So if you would like to type those now into the chat pod, please do so and I will do my best to answer them for you. And to my colleagues -- before you leave, in fact, let's go to another room.

If you will take time to fill out this evaluation and you can see up at the top there are questions -- a pod for questions for the facilitator. For the evaluation, you will give the webinar this afternoon a rating. Six is great, one not at all. There are four questions. And I will start answering some of those questions. Will there be an attendance verification form for us to complete? Not for this webinar. We will be sending you a follow-up e-mail and we will be adding some verbiage at the bottom on how you can use some of the documentation we send you to apply for in-service credit with your school district.

Yes, there will be a copy of the PowerPoint sent out in a follow-up e-mail as well as listed on our website.

Yes, the webinar and the handouts are being recorded. We will post that on our website.

And send it in a follow-up e-mail.

How do you send the evaluation for this webinar? If you simply fill out -- this is what we call poll pods. There are questions there. Each box asks a different question. For example, the first box on the far left says to what extent this training increase your knowledge? And you will simply click. It's a radio dial, click in your response there.

Yes, I will provide a hard copy to download. It will all be available in a follow-up e-mail as well as on our website.

To submit your form, if you are talking about the evaluations, all you need to do is just click and you should see the click is usually clear. The radio dial is clear. When you make your choice, there will be a black dot in the middle.

Thank you, Heather. Thank you for taking the time to join us. Good luck.

Thank you, Molly. Good luck to you.

Thank you, Margo. And Truella. I'm going to go ahead and stop the recording. I work with students with difficulties, yes, I recommend you watch the video of that -- I shared with you earlier on our website, providing accommodations that Shannon did. I think that will clear up any questions that you may have.

Special tips and advice for facilitators. You know, Karen, I do not and I think I'm fuzzy to say with a you mean by support facilitator. I think that you mean inclusion teachers. If that is the case, then -- and if any of my colleagues have a better response, please join in. But I think the best thing for you to do is to reach out to your -- the primary teacher. Find out what they are doing and how you can help and what you can do to support those students. And watch that video that I shared earlier providing accommodations.

Thank you, Bennett. Thank you for being available for support.

Yes, I can.

This is a note pod and I will type in my e-mail address here. You are very welcome.

I'm a support facilitator and I reach out to teachers each day to provide resources for help with each student. I make a schedule and pop in on their live recording sessions. Perfect. Truella, thank you so much for sharing that.

No, one R and two Ss. For Susan Saunders. One R and two Ss. Thank you for catching that. And Truella, thank you for sharing that. That's great. Very helpful.

Thank you, carissa, I do, too, it certainly helps to have participant praise and recommendations. I think there is information that will help every teacher regardless if they have students with IEPs or not, and certainly it is a very good companion piece to this which digs into some specifics on supporting kids.

We were scheduled to one. So certainly if anyone needs one-on-one assistance, I may go ahead and bring out the other

chat pod, too. If anybody has any comments or questions, I am happy to stick around for as long as we are needed. If you have gotten everything that you had planned for, if you have been gracious enough to fill out our evaluation, then if you will simply -- you can close out your browser. You can close out your tab. You can shut down your computer and that will take you out of our room.

No, you do not. Don't have to click in anyway.

When I signed in, they made me report an abuse complaint form. Was that about -- I don't know what that's about. I'm sorry. That worries me a little bit. I am not familiar. I don't know if any of my colleagues who are on-line are. I never heard of that before affiliated with Adobe.

Shannon, do you?

>> When you say abuse from Adobe or from your school district?

>> Yes, Lisa, these resources will be on the FDLRS website and I'm going to send a follow-up e-mail.

A PowerPoint, the slide deck will be sent, access will be sent in a follow-up e-mail and it will be available on our website.

That is correct. You cannot see the questions that others are asking. I'm so sorry. I am trying to state what's in the question as I answer it. So I will try to do better if I have not done that. Thanks, Rita, for the prompt.

Apparently some of the participants when they were signing in to register for the class were asked to fill out a complaint. It may have something to do with where you clicked. I know that Google and Facebook sometimes you click somewhere and they will say report this. So I don't know and I hope you didn't need to report any. I'm sure. If you were forced to do that, they will take a look and if they feel there is a problem, they will let you know. I don't think they will. Thank you for letting me know.

>> Joy is asking how to send the training evaluation. You don't have to hit anything. You simply will decide each number is a radio dial that is an empty school. Just a circle. When you

make your choice, there will be a black dot in the middle and that you have made your choice and that's all you need to do.

So that was -- you encountered that when you registered? Or when you came into this morning's session? I think that's what is fuzzy for me. But regardless, don't worry about it. You were able to get in and join us and I'm glad you were able to do that.

Nicole said the course said it had a Google form link in order to sign in for attendance. No, Nicole, I did not do one for this one as well. The other webinars, we've offered this week, many of them on the providing accommodations, we had a huge amount of participants, like close to or over 1,000. This one was smaller. It will be easier for me to compare participants to registrants. And also many attendees were from the Miami/Dade area and were being required to show documentation that they attended or watched a recording of that webinar, the providing accommodations in a virtual environment. So I do not have that form for this one.

Again, Lourdes, I'm not really sure why you had to do that, and I apologize for the inconvenience. I'm glad that you were able to join us this morning.

I still see several participants in our room with us. Please let me know if I can assist in anyway answering your questions, repeating some information. Otherwise you are free to log out and if we give -- it's 12:38. We will give you two more minutes to respond and ask your questions. And if we don't have anything, we will go ahead and close the meeting room. We wish you all lots of luck and best wishes and best health at this time.

You, too, Debbie.

Thank you, Rita and Cheney. Thank you for joining us this morning.

Again, to exit this Adobe Connect environment, simply click on your browser window and close it. You can shut down your browser and you can shut down your computer -- shut down your computer. On your browser you have a red "X," a "X" in the top top corner or the right top corner that you can simply click. Otherwise, we will give it one more minute and if nobody

responds, then --