

# RETURN TO SCHOOL UPDATE

September 14, 2020

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# Teacher Preparation

# August LEAP Week

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## Monday, August 24: 9:30-11:30



Time	Topic	Format	Link / Access Directions
9:30-9:45	Opening Remarks: Dr. Jon Holmen	Microsoft Teams Event	Link: <a href="#">Join Live Event link</a>
9:50-11:30	Curriculum & Instruction Presentation: <ul style="list-style-type: none"> <li>Secondary: Dr. Jen Rose</li> <li>Elementary: Kelly Pease</li> </ul>	Microsoft Teams Event (followed by breakout meetings)	Secondary Link: <a href="#">Join Live Event link</a> Elementary Link: <a href="#">Join Live Event link</a> Breakout meetings <a href="#">[Breakout links]</a> .

## Tuesday, August 25: 9:30-11:30



Time	Topic	Format	Link / Access Directions
9:30 – 10:45	PBIS/SEL: Building Protective Factors for Students & Staff by Johnny Phu, Dr. Lori Lyness & Dr. Jessica Swain-Bradway	Microsoft Teams Event	Link: <a href="#">Join Live Event link</a>
10:45-11:30	Building/Individual Time to Explore & Develop 4-Week Well-Being Plan	Individual/Building Time	

## Wednesday, August 26: 9:00-11:20



Time	Topic	Format	Link / Access Directions
9:00-9:50	Keynote: Superintendent Jon Holmen	Microsoft Teams Event	Link: <a href="#">Join Live Event link</a>
10:00-10:50	Equity Presentation: Gloria Henderson	Microsoft Teams Event	Link (same as above):
11:00-11:15	Safety Presentation: Scott Emry	Cornerstone course	1. <a href="#">Cornerstone Directions</a> 2. See your assigned trainings or search for "Covid-19 Safety Protocols" ( <a href="#">Cornerstone help available here</a> )

## Thursday, August 27: 9:30-11:30



Time	Topic	Format	Link / Access Directions
9:30 –11:00	Keynote: Dr. John Hattie	Cornerstone course	1. <a href="#">Cornerstone Directions</a> 2. See your assigned trainings or search for "Keynote from Dr. John Hattie" ( <a href="#">Cornerstone help available here</a> )
11:00-11:30	Collaboration & Collective Efficacy: Emily Young	Microsoft Teams Event	Link: <a href="#">Join Live Event link</a>

## Friday, August 28: 9:30-11:30



Time	Topic	Format	Link / Access Directions
9:30-11:30	Assignments & Assessment Presentation: <ul style="list-style-type: none"> <li>Secondary: Dr. Jen Rose</li> <li>Elementary: Kelly Pease</li> </ul>	Microsoft Teams Event (followed by breakout meetings)	Secondary Link: <a href="#">Join Live Event link</a> Elementary Link: <a href="#">Join Live Event link</a> Breakout meetings <a href="#">[Breakout links]</a>

# PLMS

## Professional Learning Management System

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# QUICK REFERENCE GUIDE

Lake Washington School District

## STARTING STRONG

This school year presents all of us with unique opportunities and challenges. Having support and guidance in how to best take advantage of these opportunities is essential. This guide has been developed by a team of teachers, specialists, and administrators to create a “one-stop-shop” of resources to support all teachers to have deep and positive impact on all students in our new environment.

Many resources are from the Distance Learning Playbook by Fisher, Frey, and Hattie. Resources with page numbers are from this resource. [Click here for instructions on accessing your ebook](#). The links will work when you are signed into the ebook platform. This resource is based on the Visible Learning™ research. [Click here to learn more about the factors of student achievement from Visible Learning™.](#)



Logo for Lake Washington School District

8/11/2020 | We recommend starting with the resources highlighted with a ★. Which were created by LWSD teachers.

*“Technology use is the means and starting point, not the core, of teaching.”*

## CLASSROOM TECHNOLOGY RESOURCES

**NOTE:** THESE RESOURCES ARE PROVIDED BY TECHNOLOGY INTEGRATION. AS OF AUGUST 10, 2020, THE “TRAINING” PORTION LINKED BELOW TO THE “KIT 2.0” WEBSITE IS THE ONLY CATEGORY PUBLISHED. YOU WILL NOT BE ABLE TO OPEN THE OTHER CATEGORIES AT THIS TIME.

- Classroom Teams:
  - [Set Up Checklist, Meetings \(part 11\), Assignments \(part 5\), Creating and Sharing Video Lesson Content](#)
- Integrated Class Notebook:
  - [Overview and Creating Parent Links \(part 1\), Content Library and Collaboration Space \(part 4\)](#)
- [Welcome Page Template](#)
- [Week-at-a-Glance Page Template](#)

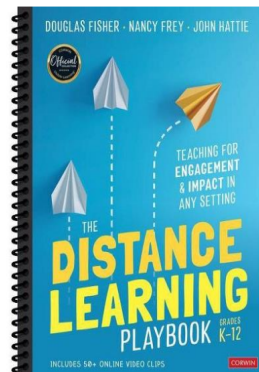
See the [Classroom Teams Handbook](#) for more information.

*“Your passion did not change because you are teaching from a distance. Make sure that your students know that”*

## PLANNING FOR INSTRUCTION

**NOTE:** PAGE NUMBERS ARE FOR THE DISTANCE LEARNING PLAYBOOK, LINKS OPEN THE EBOOK

- ★ [Student Remote Learning Skills: A Guide for Teachers](#)
- [Creating Class Norms and Agreements](#) pg. 29
- [Establishing Expectations for Synchronous Learning](#) pg. 32
- [Preparing for your first Distance Class](#) pg. 40
- [Aligning your Dispositions with Distance Learning](#) pg. 44
- [Increasing Touchpoints with all your Students](#) pg. 62
- [Establishing Credibility: Dynamism in Lesson Delivery](#) pg. 74
- [Establishing Credibility: Immediacy not Urgency](#) pg. 76
- [Planning for Clarity](#) pg. 81
- [Painting the Big Picture: Unit Planning](#) pg. 85
- [Identifying Tech Tools to Support Student Engagement](#) pg. 105
  - [Make sure to check KIT for district approved Tech Tools](#)
- [Transitioning to Distance Learning](#) pg. 107
- [Designing Tasks for Engagement](#) pg. 111
- [Designing a Distance Learning Lesson: Think-Along Planning Template](#) pg. 128



Cover of the Distance Learning Playbook by Douglas Fisher, Nancy Frey, and John Hattie.

## HAVE MORE QUESTIONS?

The planning process is much more effective in a team. You and your PCC should consider what is important and what you want to focus on as a team, ensuring multiple perspectives are considered and work load is shared. PCC work is at the heart of effective planning and instruction.

In-Building Support:

- Tech Integration Facilitators
- Administrator
- PCC

Technology Support – [helpdesk@lwsd.org](mailto:helpdesk@lwsd.org)

Teaching and Learning Support – [TeachLearn@lwsd.org](mailto:TeachLearn@lwsd.org)

Professional Learning Support – [ProfLearn@lwsd.org](mailto:ProfLearn@lwsd.org)

*“Distance Learning is not an accelerator. It’s also not negative. That means that the setting isn’t the deciding factor.”*

## SUPPORTING STUDENTS ACADEMICALLY

**NOTE:** PAGE NUMBERS ARE FOR THE DISTANCE LEARNING PLAYBOOK, LINKS OPEN THE EBOOK

- ★ [Student Reflection: Dispositions of a Successful Online Learner](#)
- [Planning Flowchart for Universally Designed Learning](#)
- [Universal Design for Learning \(UDL\) & how it Supports Students](#)
- [Reaching and Teaching All Students with UDL: A Teacher’s Guide](#)
- [Student Distance Learning Weekly Planner Template](#) pg. 118
- [Types of Cues to Guiding/Coaching](#) pg. 142
- [Making Learning Better for Students](#) pg. 171

*“Coaching and facilitating focuses on guiding students’ thinking while avoiding the temptation to tell them what to think.”*

## SUPPORTING STUDENTS EMOTIONALLY

**NOTE:** PAGE NUMBERS ARE FOR THE DISTANCE LEARNING PLAYBOOK, LINKS OPEN THE EBOOK

- [Social and Emotional Learning Roadmap for Reopening School](#)
- [Trauma Informed Teaching Practices Webinar](#)
- [Preparing for your first Distance Class](#) pg. 40
- [Continuum of Engagement](#) pg. 104

*“There is a tremendous opportunity to forge a positive teacher-student relationship by telling a student, ‘I read this and I thought of you.’”*

## PROVIDING FEEDBACK AND EVALUATION

**NOTE:** PAGE NUMBERS ARE FOR THE DISTANCE LEARNING PLAYBOOK, LINKS OPEN THE EBOOK

- ★ [Snapshot: LWSD Guiding Principles of Assessing & Grading 20-21](#)
- ★ [Full: LWSD Guiding Principles of Assessing & Grading 20-21](#)
- [Designing an Assessment using the Principles of UDL](#)
- [Setting Success Criteria](#) pg. 92-94
- [Types of Prompts for Feedback](#) pg. 141
- [Providing Feedback to Students](#) pg. 150
- [Strategies for Formative Evaluation](#) pg. 157
- [Strategies for Summative Evaluation](#) pg. 160
- [Diving into Competency-Based Grading](#) pg. 163

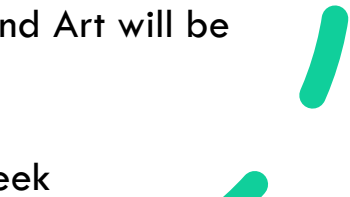
*“Voice-recorded comments give you the opportunity to use students’ names and give them the chance to hear the warmth and tone behind the feedback.”*

3/11/2020 | We recommend starting with the resources highlighted with a ★. Which were created by LWSD teachers.

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# Elementary Instruction

# Elementary Common Elements

- Students will participate in Social & Emotional Learning each day
  - Block synchronous instructional time is connected to intervention/small group support for students
  - K-2 students will need more parental support accessing synchronous instruction
  - Special Education, Safety Net and English Learner educators will provide instruction connected to the literacy and math blocks
  - Literacy and math instruction will be delivered four days a week on Monday, Tuesday, Thursday and Friday
  - Science, Social Studies, Computer Science and Art will be delivered asynchronously
  - Family connections will be built into each week
- 

# Weekly Elementary Instruction



Direct Instruction



Small Group Learning



Menu Tasks  
Independent Work



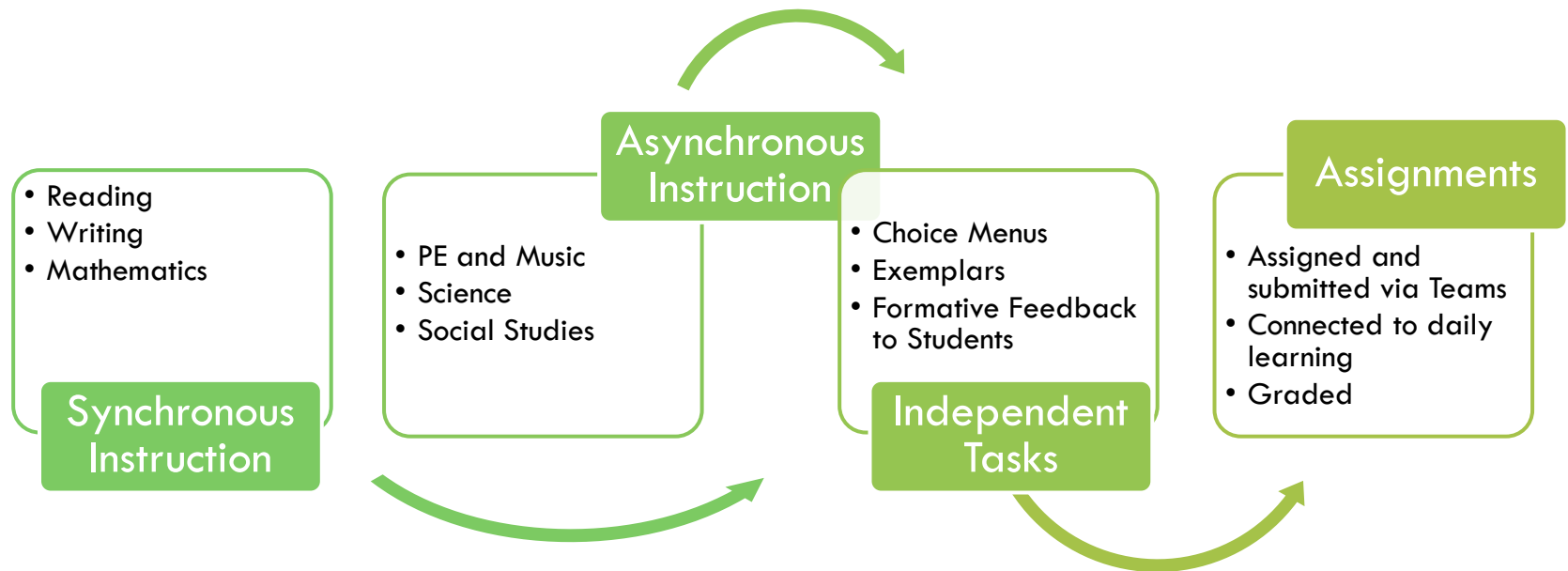
Assigned  
Independent Work



Lexia and  
Dreambox



# Direct Instruction to Independent Tasks



# Examples of Distance Instruction

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Teacher welcomes students to synchronous lesson and provides clarity for the day's learning

Teacher then teaches a synchronous lesson with the class

Teacher revisits the learning for the day and posts practice connected to the day's lesson

Students are provided with the reading/math video that connect to the lesson of the day

Students watch the reading/math video on the lesson of the day *asynchronously*

Teacher welcomes students to *synchronous* lesson and provides clarity for the day's learning

Teacher then teaches a synchronous follow-up lesson with the class **after** the video and reviews/adds to the content delivered in the video

Teacher revisits the learning for day and posts practice connected to the day's lesson

Students watch the reading/math video on the lesson of the day *asynchronously*

Teacher schedules students into small groups for differentiated reading/math instruction

# Sample Elementary School Schedule

	Kindergarten	First	Second	Third	Fourth	Fifth
8:50	Beginning of Day Check-in	Asynchronous Specialist	Beginning of Day Check-in	Beginning of Day Check-in	Beginning of Day Check-in	Beginning of Day Check-in
8:55						
9:00						
9:05						
9:10	Synchronous Reading Mini-Lesson	Beginning of Day Check-in	Synchronous Math Mini-Lesson	Asynchronous Specialist	Asynchronous Lexia	Synchronous Writing Mini-Lesson
9:15						
9:20						
9:25						
9:30	Small Group Reading (3 groups)	Synchronous Reading Mini-Lesson	Small Group Math (3 groups)	Asynchronous Lexia	Synchronous Reading Mini-Lesson	Writing Small Group
9:35						
9:40						
9:45						
9:50	• Teacher • Your Turn WB • Reading Menu	Small Group Reading (3 groups)	Movement Break	Asynchronous Lexia	Synchronous Reading Mini-Lesson	• Teacher • Writing
9:55						
10:00						
10:05						
10:10	Movement Break	Small Group Reading (3 groups)	Movement Break	Asynchronous Lexia	Synchronous Reading Mini-Lesson	Writing Small Group
10:15						
10:20						
10:25						
10:30	Synchronous Math Mini-Lesson	• Teacher • Your Turn WB • Reading Menu	Synchronous Reading Mini-Lesson	Asynchronous Dreambox	Small Group Reading (3 groups)	Synchronous Reading Mini-Lesson
10:35						
10:40						
10:45						
10:50	Small Group Math (3 groups)	Movement Break	Small Group Reading (3 groups)	Synchronous Reading Mini-Lesson	Movement Break	Small Group Reading (3 groups)
10:55						
11:00						
11:05						
11:10	• Teacher • Workbook • Math Menu	Synchronous Math Mini-Lesson	• Teacher • Your Turn WB • Reading Menu	Synchronous Reading Mini-Lesson	Movement Break	• Teacher • Your Turn WB • Reading Menu
11:15						
11:20						
11:25						
11:30	Movement Break	Small Group Math (3 groups)	Synchronous Writing Mini-Lesson	Small Group Reading (3 groups)	Asynchronous Specialist	Movement Break
11:35						
11:40						
11:45						
11:50	Asynchronous Dreambox	Movement Break	Writing Small Group	Movement Break	Asynchronous Dreambox	Asynchronous Specialist
11:55						
12:00 – 1:00	Lunch Break					
1:00	Asynchronous Lexia	Asynchronous Lexia	Asynchronous Lexia	Synchronous Math Mini-Lesson	Synchronous Math Mini-Lesson	Asynchronous Lexia
1:05						
1:10						
1:15						
1:20	Asynchronous Literacy Lesson and Independent Practice	Asynchronous Dreambox	Asynchronous Dreambox	Targeted Math Group	Targeted Math Group	Asynchronous Dreambox
1:25						
1:30						
1:35						
1:40	Asynchronous Literacy Lesson and Independent Practice	Asynchronous Literacy Lesson and Independent Practice	Asynchronous Literacy Lesson and Independent Practice	Synchronous Writing Mini-Lesson	Synchronous Writing Mini-Lesson	Synchronous Math Mini-Lesson
1:45						
1:50						
1:55						
2:00	Asynchronous Specialist	Synchronous Writing Mini-Lesson	Asynchronous Specialist	Writing Small Group	Writing Small Group	Targeted Math Group
2:05						
2:10						
2:15						
2:20	Asynchronous Specialist	Synchronous Writing Mini-Lesson	Asynchronous Specialist	Writing Small Group	Writing Small Group	Targeted Math Group
2:25						
2:30						
2:35						
2:40	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out
2:45						
2:50						
2:55						
3:00	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out
3:05						
3:10						
3:15						

# Sample Elementary Daily Schedule






## Second Grade

	Monday, Tuesday, Thursday, Friday	Wednesday
Morning	Beginning of Day Check-In (Social Emotional Learning/Community Building)  Attendance	Small Group Support <ul style="list-style-type: none"> <li>• Safety Net</li> <li>• English Learners</li> </ul>
	Whole Class Learning <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Mathematics</li> </ul> Small Group Support <ul style="list-style-type: none"> <li>• Safety Net</li> <li>• English Learners</li> <li>• Special Education</li> </ul> Movement Breaks	Flex-Time Tasks <ul style="list-style-type: none"> <li>• <i>Lexia</i>, Online Adaptive Reading Software</li> <li>• Literacy Menu</li> </ul> Science  Social Studies  Movement Break(s)
12:00 – 1:00	Lunch and Movement Break	
Afternoon	Flex-Time Tasks <ul style="list-style-type: none"> <li>• <i>Lexia</i>, Online Adaptive Reading Software</li> <li>• <i>Dreambox</i>, Online Adaptive Math Software</li> <li>• Literacy and Mathematics Menus</li> </ul> Specialist (PE, Music, Library)  Movement Breaks	Flex-Time Tasks <ul style="list-style-type: none"> <li>• <i>Dreambox</i>, Online Adaptive Math Software</li> <li>• Mathematics Menu</li> </ul> Specialist (PE, Music, Library)  Movement Break(s)
	End of Day Closure Assignment Review	

# Student Week at a Glance

## 3<sup>rd</sup> Grade Literacy

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	TEACHER LESSONS	SMALL GROUP/STATIONS	INDEPENDENT PRACTICE
Directions	Attend <b>live lessons</b> at 8:50 AM and <b>watch the videos</b> linked here.	Log in at your <b>assigned time</b> to attend small group instruction.	Complete your “ <b>Everyday Work</b> ” for the week.
Monday	NO SCHOOL-LABOR DAY!		<div>▪ <b>Everyday Work</b></div> <div><div>○ Read independently for 15 minutes</div><div>○ <a href="#">Lexia</a> for 15 minutes</div></div> <div><div></div><div></div></div>
Tuesday	<div><div><input type="checkbox"/> <a href="#">Link to Teams</a> meeting</div><div><input type="checkbox"/> <a href="#">Listen to the read aloud</a></div></div> <div></div>	<i>This week I will be connecting with individual students and collecting data so there will be no small groups.</i>	
Wednesday	View the asynchronous lessons posted by your teacher.		
Thursday	<div><div><input type="checkbox"/> <a href="#">Link to Teams</a> meeting</div><div><input type="checkbox"/> <a href="#">Review the sound-spelling and high-frequency words</a></div></div> <div></div>	<i>This week I will be connecting with individual students and collecting data so there will be no small groups.</i>	
Friday	<div><div><input type="checkbox"/> <a href="#">Link to Teams</a> meeting</div><div><input type="checkbox"/> <a href="#">Listen to the read aloud</a></div></div> <div></div>	<i>This week I will be connecting with individual students and collecting data so there will be no small groups.</i>	

# Social and Emotional Learning

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## **Social Emotional Learning (SEL)**

is provided in the daily schedule for students. This ensures positive relationships are established and maintained, while also creating equitable, inclusive, and effective learning environments.

We're providing teachers with Social and Emotional Learning Resources including:

Weekly SEL Skill-Building Activities

Daily Integrated SEL Practices

Welcoming Inclusive Activities

Routines and Procedures

Engagement Strategies

Closure Activities

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## Secondary Instruction

# Weekly Secondary Instruction



Synchronous  
Instruction



Small Group  
Learning



Asynchronous  
Learning



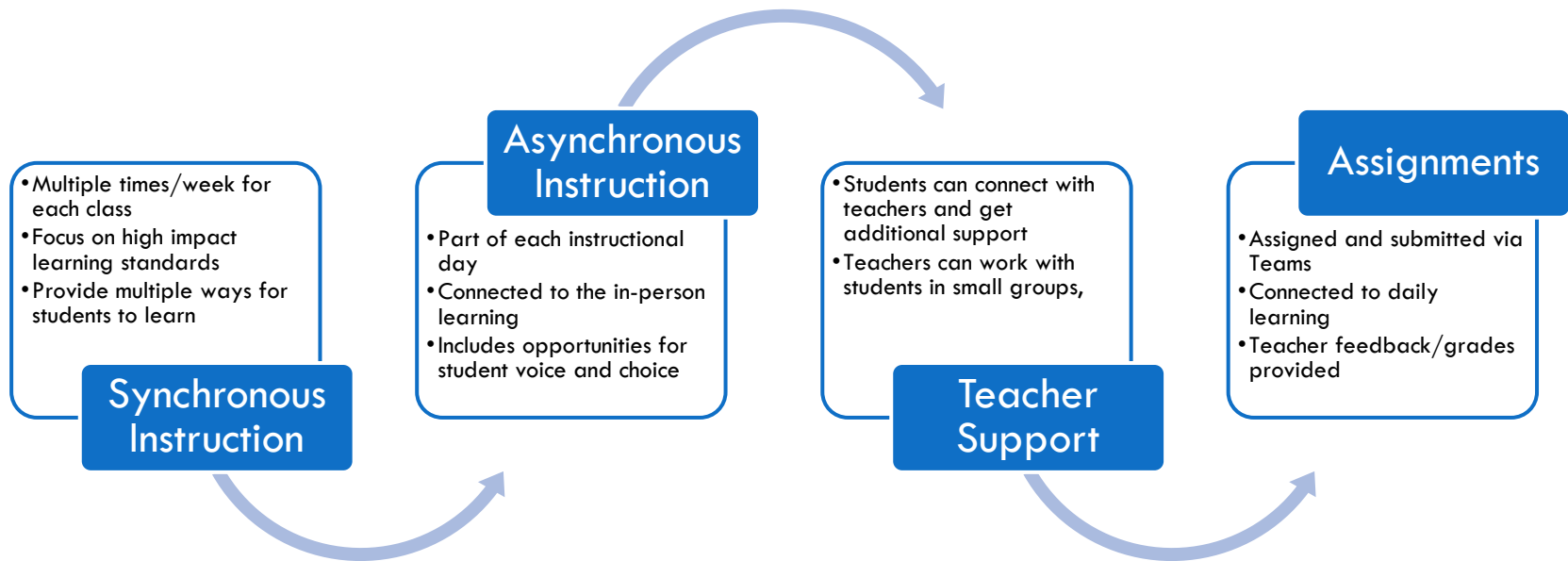
Teacher Connection  
and Support



Technology Tools  
and Support



# From Synchronous to Asynchronous



# Sample Secondary School Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Period 1</b> 9:00 – 10:00	<b>Period 2</b> 9:00 – 10:00	<b>Asynchronous Learning &amp; Support</b> 9:00-12:00	<b>Period 1</b> 9:00 – 10:00	<b>Period 2</b> 9:00 – 10:00
<b>Period 3</b> 10:10-11:10	<b>Homeroom/Intervention</b> 10:10-11:10		<b>Period 3</b> 10:10-11:10	<b>Homeroom/Intervention</b> 10:10-11:10
<b>Lunch</b> 11:10 – 11:40	<b>Lunch</b> 11:10 – 11:40	<b>Lunch</b> 12:00-12:30	<b>Lunch</b> 11:10 – 11:40	<b>Lunch</b> 11:10 – 11:40
<b>Period 5</b> 11:45-12:45	<b>Period 4</b> 11:45-12:45	<b>Student Work Time</b> 12:30-2:20	<b>Period 5</b> 11:45-12:45	<b>Period 4</b> 11:45-12:45
<b>Period 7</b> 12:55 – 1:55	<b>Period 6</b> 12:55 – 1:55		<b>Period 7</b> 12:55 – 1:55	<b>Period 6</b> 12:55 – 1:55
<b>Period 0</b> 2:10 – 3:10	<b>Period 8</b> 2:10 – 3:10		<b>Period 0</b> 2:10 – 3:10	<b>Period 8</b> 2:10 – 3:10
<b>Asynchronous Learning &amp; Support</b> 2:00-3:50	<b>Asynchronous Learning &amp; Support</b> 2:00-3:50		<b>Asynchronous Learning &amp; Support</b> 2:00-3:50	<b>Asynchronous Learning &amp; Support</b> 2:00-3:50

# Student Week at a Glance Schedule

**Course:** Chemistry

**Topic/Unit:** Energy

**Big Picture for the Week:** Heating and Cooling Curves

**Learning Objectives:** You will be able to interpret, analyze and create a heating and cooling curve when given appropriate data. (See document for list of important terms)

Completed?	Task	Where do I find it?	How do I turn it in?	Suggested Due Date
<input type="checkbox"/>	Attend Heating and Cooling Lesson	Meeting Posted in Calendar*and on General Channel	Watch Video of lesson to be posted if you cannot attend	Monday
<input type="checkbox"/>	Heating and Cooling Activity 1	Assignments in Teams*	Turn In button on Assignment*	Tuesday
<input type="checkbox"/>	Heating and Cooling Activity 2	Announcement in Week of 7/27 Channel in Teams*	Flipgrid*	Wednesday
<input type="checkbox"/>	Online Heating and Cooling Lab	Assignments in Teams*	Turn in button on Assignment*	Friday

\* Directions on how to accomplish/find these tasks will be taught the first two weeks of school.

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# Programs

# Programs: English Learner

Elementary	Secondary
<ul style="list-style-type: none"><li>• Instruction began September 14</li><li>• Small groups, 20-30 minutes</li><li>• Program delivery by language profile<ul style="list-style-type: none"><li>• 4 days/week/emerging – 1 day/L3</li></ul></li><li>• Regular family connection meetings</li></ul>	<ul style="list-style-type: none"><li>• Instruction began September first day of school</li><li>• Students served in stand alone EL classes by language levels</li></ul>

# Programs: Special Education

Elementary	Secondary
<ul style="list-style-type: none"><li>• 1:1 or small group instruction</li><li>• Co-taught classes</li><li>• Intervention blocks</li><li>• Some in-person</li></ul>	<ul style="list-style-type: none"><li>• 1:1 or small group instruction</li><li>• Co-taught classes</li><li>• Content classes</li><li>• Intervention/homeroom</li><li>• Some in-person</li></ul>

# Programs: Highly Capable

Elementary	Secondary
<ul style="list-style-type: none"><li>• K5HC math and reading – weekly remote sessions including synchronous and asynchronous components</li><li>• Pull-out Quest – full day remote sessions</li><li>• Full-time Quest – daily remote sessions in line with general education synchronous and asynchronous times</li><li>• Supplemental Curricular Resources – ByrdseedTV and a critical thinking math program available to highly capable teachers</li></ul>	<ul style="list-style-type: none"><li>• Full-time Middle School Quest – daily remote sessions in line with general education synchronous and asynchronous times</li><li>• High School AP and Honors classes are being taught in line with general education classes.</li><li>• CollegeBoard/APCentral has a variety of videos and resources available and our AP teachers and students are utilizing.</li><li>• Supplemental Curricular Resources – ByrdseedTV available to highly capable teachers</li></ul>

# Administrator Comments

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- *Seeing great instruction- the ability for us to visit classes*
- *Great teamwork! Teachers supporting each other*
- *People helping people, fantastic!*
- *Daily staff drop-in session to answer questions. AND- Kids and teachers back together- the energy of the classroom has returned*
- *Seeing our in person SPED teachers and paras serving students!!*
- *Students were excited to be back in the building picking up materials and excited to be back in classes!*
- *Teachers focusing on relationships and culture.*
- *Being able to attend classes, easily jumping in.*
- *Teachers reported that it went better than expected, and even WELL in some cases.*
- *Lots of our staff have pitched in to help create our new way of doing school.*
- *Excellent parent support from Padres Unidos.*
- *Tapping the shoulders of strong teacher leaders in the building to lead and to model effective practices of tech.*
- *Great virtual assembly coordinated by our leadership teacher in which most of our staff participated.*