

**Break out Rooms Notes for challenges and successes with Distance Learning.**  
**Each Facilitator will take notes based on the discussion from the breakout rooms.**

## Amy -What were/are the Challenges & Successes with Distance Learning?

### GROUP 1

**Kathleen** - lots of Bio/PLC meetings. Lots of tech help from other people. None of them had kids. How can parents do this?

**AP** - multiple assignments like Thanh. Used School Loop brutally - anytime someone missed something, kids new right off the bat. Aggressive management so kids knew they missed an assignment. How to track kids down. Policy is that they had to do it all. Management problem with assignment numbers. Freshmen = synchronous. Caught issues during course via Google classroom. Synchronous is exhausting. Less time grading at the end, though. No dinging for private messages. SPED kids difficulty - changing from Google doc to Word doc SO HARD!!! Don't use tools you haven't taught in person. (CREATE STAFF GUIDELINES). How do I onboard students? How to teach them applications? One tool will NOT work. **Different Office Hours for different apps - expertise help.**

**Jen** - parents switching. Challenge as DL, plan did not get followed by everyone. 3 doing same thing, 2 doing own thing. Very difficult. It didn't matter sometimes with grades when kids would get a zero. Low accountability. Tons of makeups. They couldn't return to another week (specific workouts in correct order -) kids were putting their makeups in weird places. (WORKFLOW). Didn't mark late, just turn the assignment in.

**Thanh** - if/how to do synchronous classes. Filming lectures, doing Edpuzzle. Sections of lessons would be mirrored in class. Worksheet - online simulation, questions from textbook uploaded as homework, quizzes to take twice. Continuity.

Kids trying to manage school and technology at the same time. Troubleshooting was EXTREMELY difficult. Teachers not used to tech troubleshooting. Asynchronous worked better for that. Started Schoology in Jan, but now new kids in fall haven't used it. Anxiety around using the new LMS. Trying to adapt to new platform.

**Eric** - from a parent perspective, life at home is crazy!! **Geek squad of teacher experts** for distance learning.

**Susie** - different platforms was an absolute mess. Frustration from parents. Going through zoom, working on computers, common sense stuff slipped people's minds. How do we make it touchable, friendly, bringing back common sense to connect with people. Progress grade was very effective (NC). **1st week of school is tech training before they start learning**

### GROUP 2

**Jessica** - successes around giving kids a range of what they could turn in to show what they'd learned. There was a bar, but there was space above the bar so kids found success. Kids - food web - base product had a few necessary pieces, but kids had freedom to be creative about their understanding. Mostly asynchronous, then some synchronous at the end. Community of student to student was really nice. Kids did a virtual yearbook with Google Slides. Teachers see kids, but they don't see each other!!!

**Megan** - positive - seeing kids in their natural environment. Kids pictures in their own kitchens. Flip side = kids decided they weren't going to communicate. How do you rope them back in. She got to see the quiet kids and interact with them. Culinary = asynchronous (various different choices each week, choose own adventure) SPED = synchronous **There should be a protocol for looping the kid back in. What is the hierarchy of intervention for getting kids to communicate back with you?**

**Miguel** - PLC share document (copied below). Welcome activity -- online community for students. Pee breaks, access to water, Some teachers had no differentiation, some had NONE. Able to work at their own pace. More classes with more connections. Paras called homes, NEGATIVES - No accountability for breakout rooms. How do you monitor breakout rooms to make sure kids are using them wisely and well. Some students needed staff (engage) as executive function. Nothing like that for Zoom meetings. Messages at 3am in the morning. Tech support for students. Etiquette. Making sure you're presentable. Email etiquette horrible. Triage for new system. Greensheets did not cover eventualities and issues (what happens when you don't show up for classes). Trying to figure out how things were going in a timely manner. No communication (at FHS).

**Anshul** - kids interacting with kids. Breakout rooms typing, discussing = more interesting than something without a deliverable. Important HOW to make a breakout rooms to include a student leading the discussion OR make it an engaging activity that everyone felt they could. Online Zoom checkins - constantly remind students about what to do where.

### GROUP 3

**Jeff**

**Andrea** - 4Cs - distance learning silver lining - we have opportunity to teach 4Cs in a way now that we never had before. Do we create a module on communication expectations, organizing time? **Equity issue - how do kids without support at home GET support?** Formative assessments, feedback, no formal assessments. 100% asynchronous with Google chat during course time. The only change instruction = screencast with voice. Wants to do video with her delivering instructions. Don't give things in synchronous meeting that you don't post in LMS. Going synchronous we've lost only benefit of distance learning - learning own schedule, own time. Build connections -- question of the day -- little formative assessments during school. During remote - MH connection & Andrea touched base with every kid. Good way to communicate with the kids.

**Mike** - creative use of scheduling. Common test days to mitigate cheating, getting creative with time. Ability to lesson plan for a day or two, present, then get feedback from kids. Good on personal/professional level. Worked asynchronously - worried about the idea of more synchronous learning in the fall. Regular zoom meetings with kids to check in. The end user (kid) has 3 block periods with 1 ½ hour zooming.

**Brittany** - No one trained my kid how to organize email. Train freshmen how to create folders, etc. in email.

**Malissa** - communication improved - teachers with kids/parents. Being remote opened the door. Looped parents in more and made it positive.

**Some kind of central help location. Tutors, tech help, hierarchy..**

**Josh** - Lots of kids - jump in quality of work bc they had time to dig in and work harder. Paragraphs vs. sentences. Time + Space = Depth. Challenges were kids that fell through the cracks. What it looks like to chase the kids. Parents are same, not responding either. **Wishlist = some sort of guide (heirarchy, escalation)**. No visual = no connection. Asynchronous. Lots of zooming for meetings. Problems with synchronous - equity for teachers, equity for students.

Miguel's PLC Notes

Like/Dislike Distance Learning From Spring

Building Community Welcoming Activity PLC Session 1

LIKES	DISLIKE
teach/work at own pace	Inconsistent accountability
Bathroom breaks at any time	Lack of time to create options
Able to differentiate	Not seeing students daily
Structured courses	Working crazy hours
Convenient time wise	Online etiquette
No commute	LS/Engage was a triage for student work only
Build stronger relationships	Green sheets did not cover all scenarios
Allowed to connect in different ways	Things take longer to figure out. Cannot walk over or call teacher
Paras	Too many platforms
Admin	
Shared green sheets and info with all teachers	
Seeing kids in natural habitat	

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