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Perspectives on Early and Middle Level Education in Disruption



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Today's Agenda

- **Introductions**
- **Pandemic Learning**
- **Literacy and Language Development at Home**
- **Opportunities for Early Elementary Education at Home**
- **Opportunities for Middle Level Education at Home**
- **Discussion: Lessons, Learning, and Shaping Education for the Future**
- **Resources for Parents and Students**
- **Learn & Earn Digital Badge Opportunity**



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- Associate Professor in Dept. of Education at UVM, specializing in elementary literacy teaching and learning

Areas of Expertise:

- Assessment and evaluation
- Curriculum and Instruction
- English Language Learners
- Reading education and literacy
- Response to Intervention (RTI)
- Teacher education



Hannah Luce, M.Ed.

- 1st Grade Teacher at Cambridge Elementary School
- Graduate Student at UVM

Areas of Expertise:

- Early childhood education
- Reading education and literacy
- Multi-Tiered System of Support (MTSS) Intervention Model



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Areas of Expertise:

- Middle level education
- Personalized learning
- Proficiency-based learning
- Social justice education
- Teacher education

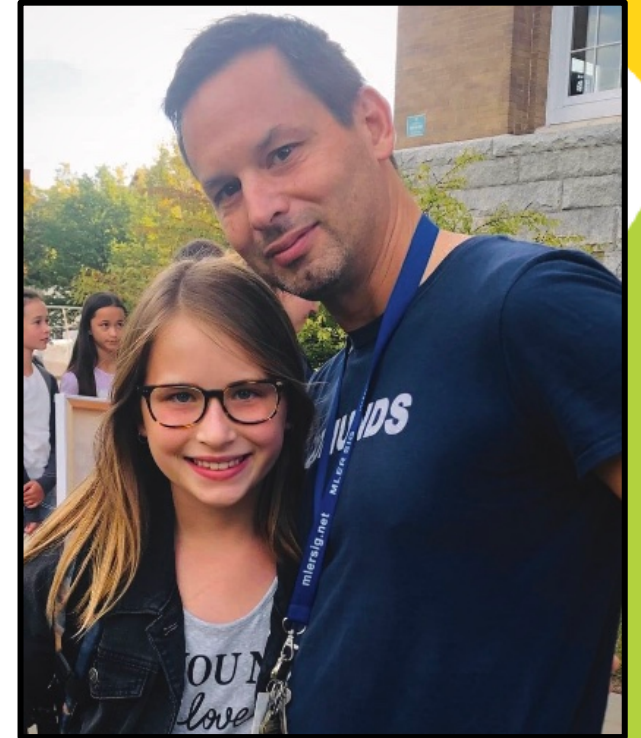


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- 7th & 8th Grade Social Studies/YPAR Teacher at Edmunds Middle School
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Areas of Expertise:

- Middle level education
- Project-based learning
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- Universal Design for Learning
- Social Justice Education



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- Senior Research Associate at Education Development Center (EDC)

Areas of Expertise:

- Early childhood mathematics
- Designing and studying the effectiveness of digital tools for learning
- Former teacher of 1st, 4th, and 8th grade (algebra)



Pandemic Learning is Remote Learning in Crisis



Young Learners: Big Ideas to Keep in Mind

- This is remote learning in crisis, not homeschooling
 - Set realistic expectations, and don't worry if you can't always meet them
- Parents' role is to provide a supportive environment, not to be the teacher
 - Create structures and offer support
- Students need social and emotional support, not just academic support
 - Offer down time, personal connections, and lots of patience!



Supporting Language & Literacy Development

Some simple steps you can take:

- ❖ Provide a *language-rich* home environment
- ❖ Engage children in *authentic literacy activities*
- ❖ Foster *motivation* and encourage *independence*

I'll provide some specific suggestions in the slides that follow...



Provide a language-rich home environment

Oral Language

- Take the time to talk
- Ask open-ended questions
- Let children record their own stories

Print Literacy

- Supply print and digital texts ([kanopy](#), [hoopla](#), [epic](#), [storylineonline](#))
- Encourage interesting content ([pbskids](#), [National Geographic Kids](#))
- Create a writing center: pencils, crayons, paper, envelopes...



Engage Children in Authentic Literacy Activities

Find fun ways to practice literacy skills for *real purposes* and *audiences*:

- ❖ Make sidewalk chalk messages for neighbors
- ❖ Write cards and draw pictures for essential workers
- ❖ Write and illustrate books for siblings or neighbors
- ❖ Talk online with grandparents and friends
- ❖ Keep a journal or blog of daily activities
- ❖ Record video book reviews and share with friends ([flipgrid](#))
- ❖ Make a lunch or dinner menu for the family



Foster Motivation and Encourage Independence

Theoretical ideas:

- ❖ Motivation depends on: 1) expectations of success, and 2) value placed on the task (e.g., Brophy, 2004)
 - Set children up for success, and make sure they value what they're doing!
- ❖ Motivating tasks feature: Choice, Challenge, Collaboration (Turner & Paris, 1995)
 - Provide options, make sure activities are challenging but achievable, encourage interaction

What that could look like at home:

- Offer a menu of options
- Break tasks into smaller pieces
- Set reasonable timelines and check-in regularly
- Celebrate successes!



Opportunities for Early Learners at Home

Early Literacy Learning:

- Set regular reading routines and [share books](#) often.
- Engage in book discussions to promote comprehension.
- Build your child's [reading stamina](#).
- Play games together that involve reading, writing and word play - Bananagrams, Boggle, Boggle Junior, Cranium Cadoo and Scrabble are all great games for young learners.



Opportunities for Early Learners at Home

Early Math Learning:

- [Bridges Mathematics](#) is a K-5 Math program that many VT schools use.
- The Bridges program provides many opportunities for hands-on and game-based learning.
- The Math Learning Center provides links to online [manipulatives](#), [family guides](#) and [games](#).
- Think about the big ideas and how you can support your child in new ways that extend learning and get them excited!
- Play games together that require strategic thinking – try Blokus, Quirkle, Connect 4, Checkers or Chess.



Opportunities for Early Learners at Home

Put emotional-wellbeing before academics

- Children are not immune to the disruption in their routines, stress and anxiety brought about by the pandemic.
- Young children can't always articulate feelings and identify their own needs.
- Help them to put words to the way that they are feeling and then figure out how you can help them to coregulate.
- You know your child best, but some activities that could help your child achieve a more relaxed state could be taking a walk, riding their bike, watching a show, playing a game, solving a puzzle, building with Legos or drawing a picture.
- Students who are particularly anxious might need a [cognitive distraction](#).



Our Guideposts for Supporting Middle Level Learners

1. This is **crisis learning**, not home schooling; not business as usual
2. Stay focused on the **big picture**

I want my kid to walk out of this pandemic:

- healthy (physically and social/emotionally)
- knowing that she is loved and we are here for her
- having a positive self-image

3. The role of the family is to create a **supportive environment** for learning, you do not have to become their teacher
4. Prioritize **non-intellectual developmental needs** (ex. physical, psychological, social)
5. Prioritize **wellness and relationships**



Highlights Reel: Select Non-Intellectual Needs of Middle Level Learners

Developmental Category	Example Needs
Physical	Movement & exercise Plenty of nutritious food and water Rest
Psychological	Opportunities to: <ul style="list-style-type: none">• make choices• experience autonomy• develop executive functioning• reflect on decision-making with adults
Social & Emotional	Opportunities to: <ul style="list-style-type: none">• interact with peers and develop/maintain friendships• explore their identity & interests



Middle School & Executive Functioning

What is executive functioning?

The managing of one's cognitive and emotional resources in order to achieve a goal.

Executive functioning skills that middle school students are developing:

- **Self Regulation**--emotion management
- **Attention**—longer tasks
- **Task Initiation**—starting a non-preferred task
- **Organization**—keeping track of things and organizing ideas
- **Planning and Prioritizing**—mapping out and ordering tasks
- **Time Management**—knowing how much time a task will take



Example Routines & Norms to Support ML Learners

Checklists

- Work together to make a checklist that includes more than just learning tasks

Morning meetings

- Have a brief morning meeting where your ML learner talks through the day's schedule and anticipates what they might need help with
- Offer advice but also let them fail. . . then support them in problem solving.
- [Other fun ideas](#)

Establish norms for when they're stuck

- "Ask three before me."
- Write it down and move on to something else

Timers/alarms

- Have your child set timers for brain breaks and check-ins

[Example: Daily Planner with Choices](#)



What to do when it's not working

Reflect on Guideposts:

- Are the expectations we have set as a family reasonable given that we are in crisis?
- Am I taking on too much responsibility for my child's teaching and learning?
- Are my child's non-intellectual developmental needs being met?
- Are our actions in keeping with our big picture goals (ex. feeling loved and supported, positive self-image, etc.)?
- What might we need to adjust?



What to do when it's not working

In the moment of struggle

- Take a break and encourage them to do something non-academic for 10-15 min
- Use your judgment---you know your kid and when they have hit their limit

Process later when you and your ML learner are calm

- Check in and talk about what's not working (ask and listen)
- Problem solve together
- Encourage self-advocacy
- Advocate when needed, asking for teacher intervention



Discussion: Lessons, Learning, and Shaping Education for the Future



Resources for Parents and Students

<u>EDC's list of resources</u> for parents, educators, and families during COVID	<u>Agency of Education resources for families (by grade band)</u>
<ul style="list-style-type: none">• <u>5 Tips for Keeping Kids Engaged</u>	<u>Rule #1 for parents during Crisis Schooling: Take a Deep Breath</u>
<ul style="list-style-type: none">• <u>Using Technology to Support Learning</u> with links to guides in English and Spanish	<u>Google/Chromebook suite of tools</u>
<ul style="list-style-type: none">• <u>Integrating Social and Emotional Learning into Remote Learning</u>	<u>Example Google Doc Daily Planner with Choices</u>
<u>Deb's blog</u> about parenting and supporting learning at home during COVID	<u>Free Audiobooks from audible</u>
<u>Vermont PBS</u> has day-by-day lessons by age range based around <u>PBS Kids</u> great resources	<u>Khan Academy</u>
<u>PBS's Parent-facing</u> website with strategies and activities for supporting learning at home, both on and off the screen	<u>Yardsticks</u> developmental traits and needs ages 4-12



Resources for Parents and Students

Common Sense Media has useful information about selecting media, as well as lists and reviews by age and subject area	<u>Developmental Characteristics of Young Adolescents</u>
• Useful information about decisions and limits around screen time	<u>Free online exercise classes for kids/teens</u>
• Useful information about how to learn with technology	<u>How to get physical copies of books</u>
A spreadsheet of livestream events organized by day and time	<u>How to get ebooks and other amazing lit resources</u>
Gayle Bouche building independent reading stamina video series	<u>Balancing your new work and home situations</u>
K-2 Spelling Development and Support	<u>How to run an in-person morning meeting at home</u>
Duncan McDougall demonstrates how to share books with children.	Math Learning Center page for families



Resources at UVM & Evidence-Based Information:

[Office of Emergency Management:](#)

- ❖ Campus communications related to the coronavirus
- ❖ Information and FAQs for Students and Families, Visitors, the Community, and Faculty and Staff

[UVM Medical Center](#)

- ❖ Up to date Information
- ❖ How to connect with a healthcare provider
- [Centers for Disease Control and Prevention](#): Coronavirus Disease 2019 (COVID-19)
- [Vermont Department of Health](#): 2019 Novel Coronavirus
- [World Health Organization](#)



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The University of Vermont

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