

Distance Teaching & Learning for Elementary Classrooms Summer 2020

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Office Hours: Tuesdays & Thursdays 1-2pm and by appointment. Sign up [here](#). If you can't meet during these times, let me know and I am happy to find another meeting time.

Class meeting dates and time

Fridays, 10:30am-12:15pm

Course Description

During Spring 2020, due to the spread of COVID-19, K-12 schools across the United States moved rapidly into a distance teaching and learning model. That model of education provided vastly different experiences based on the district's readiness, the student's home environment (including access to the fulfillment of basic needs), and the teacher's flexibility with the technology tools they were provided. Over the course of the Summer of 2020, each district in California, based on the guidance of the [California Department of Education](#) and their local County Office of Education ([Santa Clara County](#) & [San Mateo County](#)), worked toward making a determination about whether to begin the 2020-2021 school year with in-person learning, distance learning, or a hybrid of the two approaches. On Friday, July 17th, Governor Gavin Newsom announced that counties on the state's COVID-19 watchlist could not institute in-person learning in their schools without a waiver granted by the state or their county being off the watchlist for 14 consecutive days. As of July 27, 2020, Santa Clara County and San Francisco County remain on the state's COVID-19 watchlist, requiring schools to begin the year in a distance learning format, unless provided a special waiver by the state. San Mateo County has not been on the COVID-19 watchlist in the last 14 days, so school districts in the county are free to begin the year in the format determined by their school board.

As this course is placed at the beginning of your STEP experience, the goal is to explore the basics of distance teaching and learning while providing you with a set of questions and tools to help you make informed decisions when planning or leading lessons in a distance learning format.

Most of the content in this course is also applicable to teaching in a blended learning environment in an in-person setting.

HONOR CODE

Students are expected to adhere to Stanford's honor code. According to the Office of Judicial Affairs (OJA) website, "For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s)." For further information, please consult the OJA website:

<http://www.stanford.edu/dept/vpsa/judicialaffairs/students/plagiarism.sources.htm>

STUDENTS WITH DOCUMENTED DISABILITIES

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone number: 723- 1066

<http://studentaffairs.stanford.edu/oea>

SUPPORT FOR ALL LEARNERS

This course is designed to support your development as a professional educator. As educators, we are tasked with ensuring the success of ALL learners. Please let me know if the need arises for additional resources or support and we will work together to develop a plan for success.

ATTENDANCE AND PARTICIPATION

If you must miss a session, let me know as soon as possible so that you can complete all missed work prior to the next session. As valuable members of our learning community, your promptness, engagement, and attendance at each class session is essential. Engagement looks differently for everyone but ultimately requires us all to think critically, question our assumptions, actively listen, as we grow and learn together.

COURSE ASSIGNMENTS

You will have assignments due each week in class. Below is a table to help you organize yourself. More details for each assignment are listed below. All assignments, unless noted, are due at the start of class. We will be using each assignment in class. As such, for the benefit of our learning community, it is important that each assignment is completed thoughtfully and on time.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Create a screencast introducing yourself and three facts about the natural world.	Experience Seesaw and Google Classroom as a learner by engaging in asynchronous class activities.	Create a class/lesson exit slip using Google Forms or another online tool.	Using the Thinking Routines from Agency by Design, analyze a synchronous or asynchronous lesson for its ability to reach all	Based on experience throughout the course, select one or two tools you are interested in using for distance teaching and	Share any lingering questions you have about distance teaching & learning which we may be able to support you with

			learners. Suggest modifications to make the lesson more inclusive.	learning. Evaluate the tool(s) for their usefulness and compliance with data privacy laws.	as we move into Fall.
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COURSE OUTLINE

Session	Guiding Questions	Readings (Generally to be read before class, except for Session 1's readings)	Assignments (Due the evening before class)
Session 1	What lessons did the K-12 education community learn from Spring 2020 in the rapid shift to distance teaching & learning?	<p>Eckert, Jonathan. "3 Keys to a Better 2020-21" Edutopia, George Lucas Educational Foundation, 16 Jul. 2020, https://www.edutopia.org/article/3-keys-better-2020-21</p> <p>Mahmood, Rachael. "Online Teaching Can Be Culturally Responsive." Teaching Tolerance, 31 Mar. 2020, www.tolerance.org/magazine/online-teaching-can-be-culturally-responsive</p>	Create a screencast introducing yourself and an interesting nature fact or location that is special to you.
Session 2	How might we structure the distance learning	Gonser, Sarah. "7 Ways to Maintain Relationships During Your School"	Experience Seesaw and Google Classroom as a learner by engaging

	environment to minimize the friction students and families experience?	<p>Closure.” Edutopia, George Lucas Educational Foundation, 25 Mar. 2020, www.edutopia.org/article/7-ways-maintain-relationships-during-your-school-closure.</p> <p>Raygoza, M., León, R., & Norris, A. (2020). Humanizing online teaching. http://works.bepress.com/mary-candace-raygoza/28/</p>	in asynchronous class activities.
Session 3	How might we assess student knowledge and learning to ensure we are meeting students’ needs?	<p>Thomas, Laura. “7 Smart, Fast Ways to Do Formative Assessment.” Edutopia, George Lucas Educational Foundation, 26 Apr. 2019, www.edutopia.org/article/7-smart-fast-ways-do-formative-assessment.</p> <p>Spotlight – Reframing feedback to improve teaching and learning. Australian Institute for Teaching and School Leadership.</p>	Create a class/lesson exit slip using Google Forms or another online tool.
Session 4	How can the design of synchronous and asynchronous experiences promote equity in supporting and engaging all students, especially students of color and students with IEPs?	<p>Reich, Justin and Mizuko Ito. 2017. From Good Intentions to Real Outcomes: Equity by Design in Learning Technologies. Irvine, CA: Digital Media and Learning Research Hub.</p> <p>Oud, Joanne, "Guidelines for</p>	Using the Thinking Routines from Agency by Design, analyze a synchronous or asynchronous lesson for its ability to reach all learners. Suggest modifications to make the lesson more inclusive.

		<p>Effective Online Instruction Using Multimedia Screencasts" (2009). Library Publications. 5. https://scholars.wlu.ca/lib_pub/5</p>	
Session 5	<p>How can teachers navigate the world of educational technology tools while prioritizing student data privacy, minimizing overwhelm, and ensuring equitable access?</p>	<p>Higgin, Tanner. "What Makes a Good Edtech Tool Great? - EdSurge News." EdSurge, EdSurge, 27 Dec. 2018, www.edsurge.com/news/2018-07-21-what-makes-a-good-edtech-tool-great.</p> <p>Gallagher, K., Magid, L., & Pruitt, K. (2017). The Educator's Guide to Student Data Privacy. Future of Privacy Forum.</p>	<p>Based on experience throughout the course, select one or two tools you are interested in using for distance teaching and learning. Evaluate the tool(s) for their usefulness and compliance with data privacy laws.</p>
Session 6	<i>To be determined</i>		