



Opening the Door to Distance Learning

Learn how our teachers will be with you and your child every step of the way.

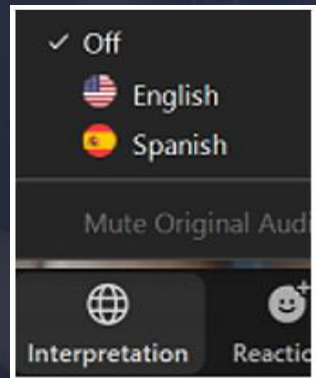




Distance Learning
Spring Branch ISD



Interpretation available
Interpretacion disponible





Distance Learning
Spring Branch ISD



A Day in the Life of a PreK Student



Sharee Cantrell, Director Early Childhood

Tyra Walker, Director of Counseling and Student Support Services

Kristin Craft, Associate Superintendent of Academics



Purpose

- 1) Inform parents of Distance Learning
- 2) Share how an online school day will flow
- 3) Provide parent and student supports



A woman with dark hair, wearing a blue headset, is shown in profile, looking at a laptop screen. The screen displays a video conference with four participants, two of whom are children. In the background, a small globe and a desk lamp are visible. A semi-transparent dark blue banner is overlaid across the bottom half of the image, containing white text and a logo.

How will the fall be different?





**Crisis
Schooling**



**Distance
Learning**

New Terms



- **Synchronous**
Live, Real Time
- **Asynchronous**
Independent



The building is closed.
School is being held
online due to
Coronavirus

Distance Learning

Key Features

- Students will receive instruction in an online environment, age appropriate.
- First priority is to keep students connected to their home school
- Instruction will be delivered by SBISD teachers, following the SBISD scope and sequence.
- Students will follow a daily schedule.
- Instruction will be a combination of:
 - synchronous “live, time-specific”
 - asynchronous “independent” learning sessions
- Scheduled instruction and interaction will be made by online teachers.

Instructional Continuity by School Level

No matter the instructional setting, our responsibility is to ensure high levels of learning for all students. Priority standards are identified in each grade, in each course, and for each grading period. School teams will practice the seven steps of the professional learning community process.

While SBISD will continue to learn and evolve through every time period spent in a distance learning model, we have identified three essential functions to ensure instructional continuity:



Content delivery:

How will teachers offer content to students and in what format?

Interaction:

How will teachers interact with students and how often? Synchronous or asynchronous?

Assessment:

How will teachers assess student work and provide feedback to students?



Whole group class time
Small group meetings
Read-alouds and shared writing



AT THE HEART OF EDUCATION

Learning management system (LMS)



A Day in the Life

Sharee Cantrell, Director of Early Childhood

Spring Branch ISD
parent **u**
a learning experience



LearnSBISD

Prekindergarten



Priorities and Considerations: PK 3 - 4

Content Delivery

- Curriculum and student instructional resources are provided in itslearning (ITSL).
- Distance learning for PK children will remain sensitive and respectful of the needs of young children.
- It is expected that students in PK will need higher levels of parental/ guardian involvement.

Priorities and Considerations: PK 3 - 4

Interaction

- The primary communication tools: email and ITSL.
- Students will have both live zoom sessions for direct teaching and recorded video lesson segments.
- Learning will include off-screen and on-screen learning activities.
- The PK teacher will provide parents with opportunities to holistically maintain and develop
 - social-emotional skills
 - foundational literacy and numeracy skills
 - fine and gross motor skills

through daily connections in the form of live sessions and pre-recorded sessions, guided activities, experiences, and challenges, and adaptive software.

Spring Branch Independent School District
Distance Learning



**Daily Learning
Schedules**

PREK - GRADE 5 STUDENT SCHEDULES

SAMPLE DAILY SCHEDULE

Schedule Key



Synchronous
(live)



Asynchronous
(pre-assigned)



Either
(live or pre-assigned)



***Work
off-line***

PK 3 Students Sample Schedule

Scheduled Time

Morning

7:15 - 7:45 Breakfast

7:45 - 7:55 Morning Meeting

7:55 - 8:00 Read aloud

8:00 - 8:20 Brain Break/Outdoor Play

8:20 - 9:20 Independent Activity /Creative Play/Small groups

STUDENTS PULLED IN 10 MINUTE SMALL GROUPS/TIME SCHEDULED WITH PARENTS IN ADVANCE

9:20 - 9:30 Music and Movement Video

9:30 - 9:50 Math Read Aloud and Mini-Lesson

9:50 - 10:00 Independent Math Practice Activity/Play with math manipulatives

10:00 - 10:20 Read Aloud/Close the day/Plan for tomorrow

Scheduled Time

Afternoon

11:45 - 11:55 Morning Meeting

11:55 - 12:00 Read aloud

12:00 - 12:20 Brain Break/Outdoor Play

12:20 - 1:20 Independent Activity/Creative Play/Small groups

STUDENTS PULLED IN 10 MINUTE SMALL GROUPS/TIME SCHEDULED WITH PARENTS IN ADVANCE

1:20 - 1:30 Music and Movement Video

1:30 - 1:50 Math Read Aloud and Mini-Lesson

1:50 - 2:00 Independent Math Practice Activity/Play with math manipulatives

2:00 - 2:25 Read Aloud/Close the day/Plan for tomorrow



Instructional time:
Approx. # minutes

Minutes Per Day



Morning Meeting

Opening the Day and SEL Read Aloud



Small Group Literacy Instruction



Independent Activity & Creative Play



Emergent Numeracy



Read Aloud/Mini lesson



Math skill practice or problem solving



Music & Movement



Creative, Imaginative Play

(building with blocks, boxes, dramatic play, art projects, cooking, board games)

PK3 EMERGENT LITERACY TIME

10 MINUTES	MORNING MEETING	SYNCHRONOUS
5 MINUTES	READ ALOUD	SYNCHRONOUS
20 MINUTES	BRAIN BREAK/OUTDOOR PLAY	ASYNCHRONOUS
60 MINUTES	SMALL GROUP/CREATIVE PLAY/INDEPENDENT ACTIVITY	BOTH STUDENTS PULLED IN 10 MINUTE SMALL GROUPS/TIME SCHEDULED WITH PARENTS IN ADVANCE

PK3 EMERGENT NUMERACY TIME

5 MINUTES	MATH READ ALOUD	SYNCHRONOUS
15 MINUTES	MATH MINI-LESSON	SYNCHRONOUS
10 MINUTES	INDEPENDENT MATH PRACTICE ACTIVITY/PLAY WITH MANIPULATIVES	ASYNCHRONOUS

PK 4 Students Sample Schedule



Instructional time:
Approx. # minutes

Scheduled Time

- 30** 7:15 - 7:45 Breakfast
- 20** 7:45 - 8:10 Morning Meeting (● Community Circle, ● SEL Lesson)
- 20** 8:10 - 8:30 Brain Break (● Movement or Outdoor Play)
- 120** 8:30 - 11:00 Emergent Literacy
- Istation Reading
 - Shared Reading/Interactive Writing
 - Independent Reading/Creative Play/Read-Aloud Video
 - Small Group Literacy Instruction
 - Writing Mini-lessons
 - Independent Writing/Bookmaking/Creative Play/Music & Movement Video
 - Writing Conferring
- 60** 11:00 - Noon Lunch
- 45** Noon - 1:00 Emergent Numeracy
- Read-Aloud/Mini Lesson
 - Math Skills Practice/Problem Solving
 - Istation Math
- 25** 1:00 - 1:25 ● Music & Movement Videos, ● Creative Play
- 45** 1:25 - 2:00 ● Flex Time
- 15** 2:00 - 2:20 ● Read-Aloud/Closing
- 30** 2:20 - 2:45 Office Hours

- Synchronous (live)
- Asynchronous (pre-assigned)
- Either (live or pre-assigned)
- Work off-line



PK4 EMERGENT LITERACY TIME

	PHONICS LESSON DURING MORNING MEETING	SYNCHRONOUS
10 MINUTES	ISTATION READING	ASYNCHRONOUS
20 MINUTES	SHARED READING/ INTERACTIVE WRITING	SYNCHRONOUS
50 MINUTES	SMALL GROUPS AND INDEPENDENT READING/ READ ALOUD VIDEO/CREATIVE PLAY	ASYNCHRONOUS ONLINE IN SMALL GROUPS/TIME SCHEDULED WITH PARENTS IN ADVANCE
10 MINUTES	WRITING MINI-LESSON	SYNCHRONOUS
30 MINUTES	WRITING CONFERRING AND INDEPENDENT WRITING BOOKMAKING/ CREATIVE PLAY	ASYNCHRONOUS ONLINE IN SMALL GROUPS/TIME SCHEDULED WITH PARENTS IN ADVANCE
	READ ALOUD DURING CLOSING THE DAY	SYNCHRONOUS

PK4 EMERGENT NUMERACY TIME

5 MINUTES	MATH READ ALOUD	SYNCHRONOUS
15 MINUTES	MATH MINI-LESSON	SYNCHRONOUS
20 MINUTES	INDEPENDENT MATH PRACTICE ACTIVITY/PLAY WITH MANIPULATIVES	ASYNCHRONOUS
10 MINUTES	ISTATION MATH	ASYNCHRONOUS ONLINE

Adaptive Software Primarily PK4

- Literacy and Math daily
- Assesses student ability and matches learning activities
- Available in English and Spanish
- Teachers can easily monitor student progress

Istation



Waterford



**Asynchronous or
“Offline” Learning**



**“Play is the work of
childhood.”**

Jean Piaget

“Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning.” Mr. Rogers



**Parents and
caregivers are
essential
partners in the
work.**



Supporting you & your child

Tyra Walker, Director of Counseling and Student Support Services

Preparing for Our Children



Our children are worth every effort to ensure a smooth beginning to the school year. Great strides are being made to provide additional support, training and resources for staff in the areas of:

**Building Relationships
in an Online
Environment**

**Developing Social
Emotional Skills in an
Online Environment**

Building Relationships in an Online Environment

**Promotes a positive learning
environment**

**Helps to build our classroom
community**

**Helps you to know more
about your students to be
able to motivate and inspire
their learning**

Developing Social Emotional Skills in an Online Environment

Increases student engagement

**Increases the ability for
students to regulate their own
behavior**

**Improves communication,
active listening, social
behaviors**

Social Emotional Learning Supports



SEL for Pre-K students is centered on helping students learn how to:

- Understand their emotions
- Share their emotions when needed
- Manage their emotions effectively
- Build relationships with others
- Make good decisions



PARTNERING for Student Success

Positive connections between parents and teachers have been shown to improve:

- academic achievement
- social competencies
- emotional well-being

When parents and teachers work as partners, children do better in school and at home, because both are the most significant adults in the child's life.

Communication is essential so that both parent(s) and teacher are working together in the best interest of the child.

PARENT-TEACHER PARTNERSHIPS

The Three C's:

COMMUNICATION

Frequent two-way communication is essential to stay apprised of what is happening at school, and to let students know important information about your child.

CONSISTENCY

Creating routines and providing consistent opportunities to enhance your child's learning at home reinforces the idea that you and the teacher are working together to support their learning.

COLLABORATION

A collaborative, cooperative partnership requires planning and problem-solving to develop specific, positive strategies to help students achieve to their highest potential.

Social Emotional Supports



In addition to teachers and counselors, SBISD partners with:

Communities in Schools Available to provide basic needs, health and human services support, and community resources

Community Youth Services Available to provide social work, mental health and at-risk student supports

Mental Health Facilitator Available to coordinate mental health partnerships and and increase SEL/Mental health awareness throughout the district and community

Opening the Door to A New Normal

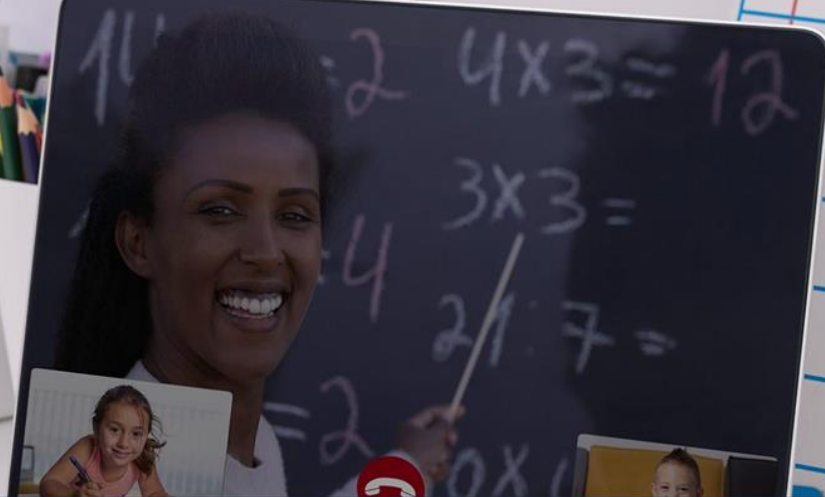
"Difficult roads often
lead to beautiful
destinations. The best is
yet to come."
~Zig Ziglar



Spring Branch ISD
parentu
a learning experience



Distance Learning
Spring Branch ISD



What to expect from your child's school

Kristin Craft, Associate Superintendent of Academics

What to EXPECT from YOUR SCHOOL

Before school starts:

- Device deployment date communicated
- Parent-student-teacher video conferences
- Grade level parent meetings
- Technology support parent trainings
- Teachers will communicate schedule to each family
- Scheduled time to pick up learning supplies
- Reading mats, anchor charts, vowel charts, math workbook
- Username and passwords for computer programs

Parents as Partners

- Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher
- Provide your child with assistance on their day-to-day activities
- Provide a quiet, consistent place for your child to study
- Ensure that your child knows their username and passwords for instructional resources
- Engage your child in conversations about their learning
- Remain mindful of your child's stress or worry; encourage time for physical activity and time spent offline
- Help your child own their learning. Provide support and encouragement, and expect your children to do their part. Help your child understand when to ask for help. Being able to work independently is a goal of learning



Distance Learning **Toolkit**



Supporting high-quality distance learning

This website was created to support our students, parents and teachers with distance learning tools, information and resources.



Using this site



Why DL?



What is my role?



Expectations



Videos



Tools



Other support



FAQs

Spring Branch ISD's Week of Welcome

WOW





Questions & Answers



LEARN
SBISD

Thank you.