



The New York State Office of Religious and Independent Schools PROFESSIONAL DEVELOPMENT RESOURCE CENTER (PDRC)

The Upstate PDRC - All NYS Regions North of NYC

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E - Newsletter

Issue 6

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Middle School Language Arts
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Virtual Student Art Gallery -
RISE Conference 2020

Teachers and Leaders: Engage
in a FREE Distance Learning
Webinar Series featuring
Hattie, Fisher and Frey

FLASH Resources

Watch Grading for Equity
webinar presented by Joe
Feldman. Learn more here:
<https://gradingforequity.org/>
Find out how equitable your
grading is by taking this short
quiz for teachers and leaders.



Engaging with Students for Long-Term Learning

Engaging students effectively and meaningfully is one of the many things at the forefront of educators' minds these days. As educators we know that engagement requires managing several variables to ensure students are experiencing a sense of belonging, understanding content, demonstrating evidence of learning and reflecting as learners. Researcher Amy Berry (2020) studied how engagement falls on a continuum of six forms of engagement. Further, Katie Martin (2020) outlines ways to increase engagement in distance learning to increase student agency and support student reflection, based on Berry's findings.

Jennifer Gonzales (2019) cites four research-based learning strategies to intentionally engage students with new content. One of these strategies is retrieval practice. This learning strategy supports the organization and transfer of new knowledge, and can be used in both synchronous and asynchronous lessons to support student understanding and metacognition (<https://www.retrievalpractice.org>). This two-minute video provides an overview. Retrieval practices deliberately seek out what students know to help transfer learning into our long term memory. Retrieval practice helps students boost learning and engage in content strategically.

This metacognitive strategy offers a pathway to help students connect what they already know to new learning and allows teachers to engage students in the content, while also formatively assessing to guide learning forward. Check out some of these additional resources about retrieval practice: www.powerfulteaching.org and additional powerful teaching strategies. Here are a few more powerful teaching strategies to engage students in learning: Start-Stop-Keep Activity, Rose, Thorn, Bud Activity and Flash Forward Activity.

Please reach out to us at upstatepdrc@gmail.com and let us know how we can support you.

Let Us Know What You Think About Our Newsletter!





Practitioner Spotlight

Meet Christina Limson-Harvey, middle school English teacher at the Saratoga Independent School in Saratoga Springs, NY. Christina is also the newest member of the Upstate Professional Development Resource Center team. We asked Christina to share some of her classroom experiences this fall.

As a hybrid-model teacher, do you actually make two sets of plans? Any work-arounds there?

"At first I thought that I would need to make two whole sets of plans, and that seemed both time consuming and not helpful if I needed to go completely remote at some point. I wanted to make sure that I could also transition the on-campus students to remote easily if and when that time came, so I decided to make one set of plans, and to make sure that this set of plans was workable in the same way for both remote and on-campus learners. This is also helpful because the number of students on campus vs. remote varies from day to day; if a student is home with a sore throat or needs to be quarantined for a number of days, they can easily follow along from home because the plan is the same both ways."

What have you discovered about student engagement this fall? Are you experiencing differences in your on-campus and remote students?

"It's been challenging to ensure that the remote students feel included, and in step with their friends. I try to make sure that they have some Zoom time at least once or twice a week, and that this time is not just spent on direct instruction, but also on interacting with their peers, joking around, and making sure that they are in on all the fun that happens on campus as well. Our Middle School Director, Jeny Randall, has been amazing in implementing a Remote Learners Advisory, sort of like a homeroom just for remote learners, where they can check in each day and voice any questions or concerns. She has been on top of making sure that the remote students are receiving the support that they need

and feeling included every day. For example, on the first day of school during Orientation, when the on-campus students were organizing their school supplies and decorating their lockers, the remote students were tasked with organizing their at home work space and making it comfortable and fun for the time ahead. These little things have been so helpful in keeping the students engaged and willing to buy in to remote learning."

What strategies or resources have been really helpful to you?

"I've been relying heavily on Google Classroom and keeping Google Classroom VERY organized so that my remote students can easily access what they need. It's a big enough task to ask an 8th grader to check in to 5 different Google Classrooms a day. I want to make sure that when they arrive in my Google Classroom, they know exactly where to go, exactly what to do, and exactly how much time they have to do it. As we move forward with the year, I plan to use more and more of the Google Suite to have the remote and on campus students collaborating in real time, which I believe is really crucial to the students' engagement and retention. Having a very unified plan among all the teachers is also really helpful. The students, especially at the middle school level, really thrive on having consistent expectations among all teachers when it comes to remote learning. I think a lot of people are thinking, "oh, we did this in the Spring so the students should be used to it". But they're still not there yet. It's still a big change, and it's important to remember that keeping it simple and consistent will help mitigate a lot of the anxiety that a remote student might be facing."



Upcoming Events

NEW :

Show off your students' artwork! Now accepting submissions for Virtual Student Art Exhibit at RISE

View and download the flyer at: <https://www.nysed-soris-upstate-pdrc.org/rise-student-art-show>



[Click Here for Quick Guides!](#)

Topics include:

- Rethinking Time and Teacher Presence in Virtual Settings (New!)
- Looping
- Maslow's Hierarchy of Needs
- Outdoor Learning
- Project-Based Learning
- Morning Meetings
- Restorative Practices

SAVE THE DATE:



RISE (Religious and Independent School Educators) Annual Conference, Nov. 8-10, 2020 (online live and recorded sessions)

[Click here for more information](#)



Research Roundup

Looking for more ways to engage students? Check out these resources below:



Looking for ways to deepen thinking with students?

Check out [Harvard's Project Zero Thinking Toolbox](#) extensive resource bank of strategies.



Ask yourself these [six questions](#) to improve your virtual classroom.



Stay connected with kids through [short, daily videos](#).



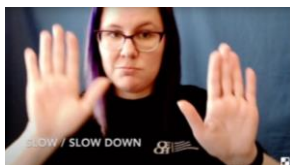
Read about how to engage with students with the [camera off](#).



Check out research-based tips to improve [your online teaching presence](#).



Create a sense of belonging by [establishing opening and closing routines for online learning](#).



See how using [sign language in virtual classrooms](#) can help support student engagement and formative assessment.



Clearly identify [virtual expectations](#) to support student learning.

