



FOR TEACHERS, BY TEACHERS

Playbook to Kick-Off
the School Year

August 2020

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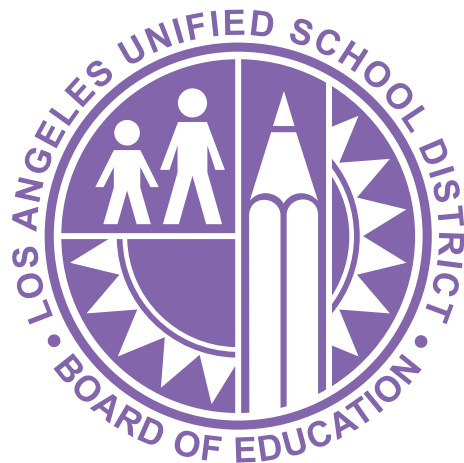
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MESSAGE FROM THE SUPERINTENDENT

Dear Educators,

For Teachers, By Teachers is designed as a resource to highlight the voice and promising practices of our educators.

We have also established a *For Teachers, By Teachers* bookshelf on Los Angeles Unified's YouTube channel. We invite you to share sample lessons, submit video exemplars, and highlight your skill, innovation and creativity as we work together to provide students with the best possible education.

I hope you find these useful and welcome your feedback on how we can make them better.



Austin Beutner
Superintendent



Los Angeles Unified

Creating A Library of Online Lessons

Developed by L.A. Unified Teachers for Teachers

Do you have a favorite lesson that you'd like to showcase?

A special way of teaching a challenging concept?

Please contact us regarding filming one of your lessons for broadcast on KLCS and/or to put on L.A. Unified's World of Learning YouTube channel.

Invitation to send the following:

- A link to your recorded lesson or lesson tip
- Record the preparation or delivery of your lesson
- Include grade level, subject area, student population, and standard(s)
- Be sure to only record yourself, no students' images voices or names
- YouTube [video formats](#)
- [View Parent Guardian Consent Form](#)



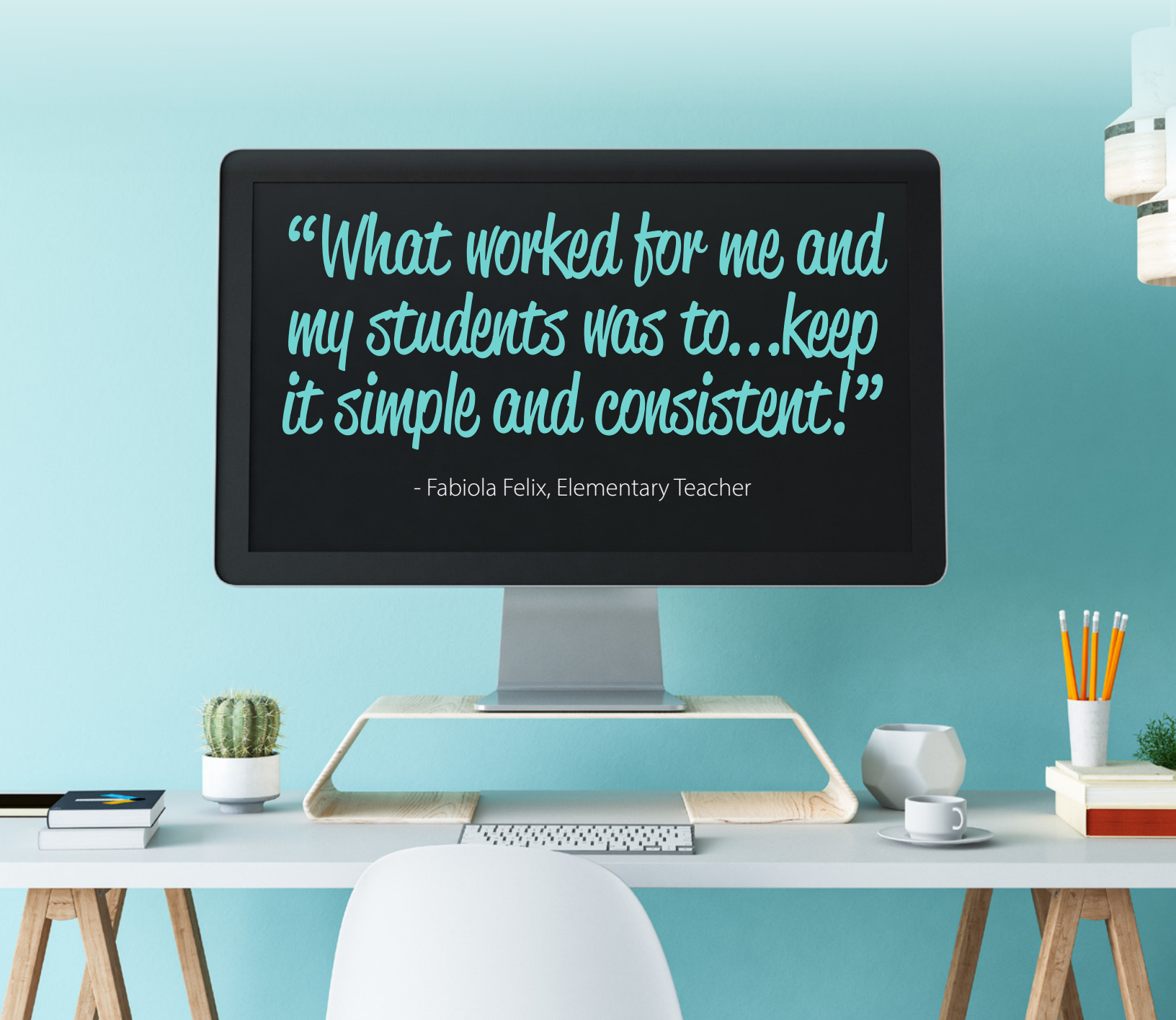
Link to world of learning



For more information or to submit a video lesson,
please contact: instruction@lausd.net

INTRODUCTION

This handbook was created by L.A. Unified teachers and administrators to support fellow teachers, administrators, students, and families as they prepare for online learning. The handbook is designed to share promising practices, lessons, and resources. These lessons and resources focus on building routines and procedures for success. Many provide support with utilizing online tools and social emotional learning. This handbook contains information on daily schedules and digital citizenship as well as a curated list of asynchronous professional development resources available through MyPLN. The intent of the handbook is to provide support in the days ahead as we all navigate this online educational landscape together.

A modern desk setup with a computer monitor, keyboard, cactus, books, and pencils. The monitor is on a wooden stand, and the desk is white with wooden legs. The background is a light blue wall.

“What worked for me and my students was to...keep it simple and consistent!”

- Fabiola Felix, Elementary Teacher

Here is an innovative way to greet your students for the new school year using



Learning new platforms, applications, and how to teach remotely has been overwhelming, but I know learning is a process. As I begin my 34th year of teaching, I am not an expert at distance learning now, but I will learn and get better at it because that's just what teachers do. We are lifelong learners that continue to focus on what matters most, our students. It will be a school year like no other. Be patient with yourself, be patient with your students, reach out to others when you need support, be willing to learn and step out of your comfort zone, and keep a positive attitude. You don't need to do this alone, this is new territory for everyone and together we will be able to do what is best for students.

-Jane Ching Fung, ETK-PCC Teacher

It's okay to not have it all figured out yet. There's lots of new learning ahead of us. It will be important to network and collaborate with our colleagues, especially our grade level team. Stay positive and don't be afraid to ask for help.

-Sophia Ramirez, TK Teacher

We are ALL going through a new, rapid learning process. Take it one step at a time and remember that you'll always have your colleagues for support whether it has to do with being helped or just a shoulder to lean on (virtually). Together we can "Do This!"

-Elizabeth Martin, Elementary Teacher

My nerves of a first day for distant teaching are as they were as the first day teaching, but I am going to go into it knowing I can learn as I go. That my best is the best thing I can give. That I may not be able to control everything that I may face but I can control my attitude, give myself grace and patience. This is temporary and I'm going to make mistakes and that's okay, tomorrow will be another day to try again.

-Marsha Jauregui, 3rd Grade Teacher

As an educator with 30+ years of teaching experience, the shift to distance learning has been challenging, frustrating, and has left me feeling like a brand new teacher at times. I have managed to improve my technological skills overnight by spending countless hours exploring and familiarizing myself with the technology available for classroom instruction. I continue to learn new things with the support and collaboration of my colleagues.

-Laura Morales, 2nd Grade Dual Teacher

As we prepare for the new school year, many teachers have spent countless hours in front of a computer screen pondering how we can be the best virtual teachers for our students. Without much direction and a lot of uncertainty, teachers have been taking professional development, collaborating with teachers virtually, and have found social media groups that offer a wealth of knowledge. Teachers are truly in this together. It's been a great reminder to let go of perfectionism and to really focus on building relationships with our students and families. We are not alone and we will be in this together.

-Jackie Avila-Bonilla, Elementary Teacher

The Kindergarten teachers at Belvedere feel the Bitmoji classrooms is an interactive tool for both asynchronous and synchronous learning. We are learning and taking as many trainings as we can to be able to have our Kiddos be successful. We text and zoom often with our new learnings and how we are going to use it.

-Juanita Ramos, K Teacher

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DAILY SCHEDULES

Distance learning schedules have been established for the 2020-2021 school year. [Senate Bill 98](#) establishes minimum daily instructional minutes for students from Extended Transitional Kindergarten through 12th grade. The schedules below provide guidance on the number of minutes students will be receiving both synchronous and asynchronous instruction from their assigned teachers.

"Always sign-on a few minutes early so you can personally greet your students and check in on them. There are always some that sign on early because they want to chat."

- Rosa Nemes, Elementary Teacher

DISTANCE LEARNING SCHEDULES FOR THE 2020-21 SCHOOL YEAR

Detailed daily schedules are [available here](#).

Grade Level/ Schedule	State Minimum for Daily Instructional Minutes	Minimum Number of Synchronous Minutes a Student Receives	Approximate Number of Asynchronous Minutes for Students
EEC/CSPP	180 minutes	90 minutes daily (45 minutes per session)	90 minutes
ETK/TK/K	180 minutes	60 minutes on Instructional Support Day 90 minutes on Other School Days	120 minutes on Instructional Support Day 90 minutes on Other School Days
1st-3rd	230 minutes	90 minutes on Instructional Support Day 110 minutes on Other School Days	140 minutes on Instructional Support Day 120 minutes on Other School Days
4th-5th/6th	240 minutes	90 minutes on Instructional Support Day 120 minutes on Other School Days	150 minutes on Instructional Support Day 120 minutes on Other School Days
6 periods	240 minutes	90 minutes on Instructional Support Day 150 minutes on Other School Days	150 minutes on Instructional Support Day 90 minutes on Other School Days
7 periods	240 minutes	100 minutes on Instructional Support Day 170 minutes on Other School Days	140 minutes Instructional Support Day 70 minutes on Other School Days
8 periods	240 minutes	100 minutes on Instructional Support Day 150 minutes on Other School Days	140 minutes Instructional Support Day 90 minutes on Other School Days
4 x 4	240 minutes	90 minutes on Instructional Support Day 150 minutes on Other School Days	150 minutes Instructional Support Day 90 minutes on Other School Days

For adult education Instructional minutes, please consult the Division of Adult and Career Education Handbook.

ONLINE LESSONS AND TEACHING RESOURCES

All educators in L.A. Unified were enrolled in the Learning Management System (LMS) Schoology group, ***L.A. Unified Educators*** last spring for the Continuity of Learning Professional Development days. This group was created to provide access to specific resources to all certificated staff in L.A. Unified.

We are continuing to utilize this group to house our online lessons and teaching resources. Log into Schoology (<https://lms.lausd.net/>) with your single sign-on and click on the GROUPS link on the top bar. You should see this group on your dashboard. If not, you may click on the My Groups link on the right-hand side of the page. This group should then show up in your list. If you have more than one page of groups, you may need to scroll through each page to find it.

Locate the Resources folder on the left-hand side of the page. Here, you will find a folder labeled **For Teachers, by Teachers**. Within this folder, lessons and resources have been uploaded and are curated for easy location. Resources are available from early childhood education through high school. Topics include the core content areas, language-learner and diverse population supports, and advisory and social emotional materials. There are lessons, job aids, videos, pedagogical strategies, and links to a wide range of resources.

This one-stop-shop will continue to have resources added to it, so come back to visit it often.

SHORTCUT: <https://bitly.com/LAEducatorResources>

Quotes. . .



"Some of the resources that I found great to work with were Readworks and CommonLit. Both had a vast library of grade level and thematic readings very easily accessible and assignable. They both linked into my google classroom very seamlessly. They both also had questions linked to the readings that included multiple choice and short answer questions. These gave me a thumbnail sketch of where the students were in their reading comprehension skills."

- Steve Seal, Elementary Teacher

"Delivering mini-lessons aligned to the skills the students were expected to demonstrate to complete their clusters was helpful, but explicit teaching of how to complete the clusters ensured that the students would actually complete the assignment."

-Andrew Evans, High School Teacher

"I always remember that I am teaching human beings and not just a subject. Keeping this in mind helps me create engaging lessons that students will enjoy and learn from. I ask myself two questions: What impact will this have in my students' lives? Will this be something memorable?"

- Evelyn Huerta, Middle School Teacher

"When designing virtual lessons, it is important to make them relevant to the student using culturally responsive strategies. Students want to feel and know they matter."

- Andrea Lugo, Elementary Special Education RSP Teacher

DISTANCE LEARNING

Tips for Teachers

1

BE FLEXIBLE

Anticipate challenges and have a back up plan. Use a messaging system (e.g. Schoology or Google Telephone) to communicate with families.



2

KNOW YOUR TOOLS

In this handbook, find a list of the online teaching tools and resources (core and supplemental) you and your students need.



3

DEFINE YOUR LESSON DESIGN

Crafting a lesson design that works for you is the first step to satisfaction. Find a format that is convenient for you and your students.



4

RECORD LESSON

Recording your own video lessons is useful for reference or view, especially if students are absent or need to re-watch or re-learn a concept. Use free or district-purchased video recording tools.



5

STAY IN TOUCH

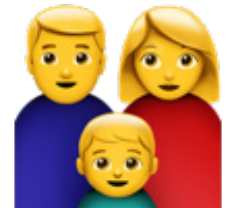
Be a part of a community of educators. Share tips and challenges with colleagues from inside and outside of your school site. Follow a blog. Start a chat room. Join an Online Educator group.



6

ENGAGE STUDENTS AND FAMILIES

Make sure to communicate needed materials and assignments prior to class so students come ready. If a student hasn't participated or seems unprepared for class, reach out to the student and/or the parents.



Wisdom From the Field

"You're going to make mistakes, but that's okay! What matters most is how you grow and learn from your mistakes. You've got this!"

-Ashley Jordan,
Middle School
Teacher

"Creating weekly Kahoot reviews on the content helped provide an additional opportunity for reviewing/reteaching content that may have not been clearly communicated during the mini-lesson or missed due to absences."

-Oishi Tagana High School
Teacher

"Customized learning videos related to content to facilitate comprehension and address different learning modalities."

-Alison Lee, Elementary Teacher

"I created step-by-step screen casts that walked students through the platform and how to access their material."

-Martin Hernandez, Middle
School Teacher

"Be sure to provide time for mindfulness activities. Stretching, fun games and dance parties are essential!"

-Chris Halloway, Elementary
Teacher

"Be prepared to troubleshoot issues. You'll become an expert as to why student devices aren't connecting or why certain apps aren't working. Have patience...and have the ITD number ready to share with parents!"

-Son Nguyen, High School Teacher

"Online learning means students will be able to access assignments without direct guidance, so make sure to over explain everything using writing, images, and video/ audio clips—even if you think your instructions are common knowledge or intuitive or that students will figure it out—it will make their experience so much less stressful."

-Karen Wright, Elementary
Teacher

"To make online learning engaging for students, I make sure to use a variety of resources such as videos, photos, audio recordings, and online learning programs. By using various tools, I ensure that my students' different learning modalities are being met. This keeps them engaged and involved in their learning. I also ask them for feedback to gauge their interest in the resources I use so that they feel they have a voice in their learning."

-Guendy Gutierrez, Elementary
Teacher

"Technology integration offers opportunities to help students enhance their critical thinking while developing skills that will be essential in their learning today, tomorrow and beyond."

-Jordin Langley, Middle School
Teacher

"Embed technology into lessons. When creating lessons, embed videos, quizzes, polls, and activities in the segment. There are lots of tools to make your lessons interactive and fun for the students."

-Erica Montes, Elementary Teacher

"Stay live as much as possible! Students need to see your face and get immediate feedback! It is so easy for them to wander off if they don't feel connected."

-Eric Heino, Elementary
Teacher



PROFESSIONAL DEVELOPMENT OPPORTUNITIES

In preparation for the start of the school year, L.A. Unified will be providing professional development options for all educators in order to share and learn promising practices for distance/online learning.

Required Professional Development:

There are [six modules](#) as part of the 10-hour PD across August 17, 18, and 19. These modules are in addition to Local District and school-based initiatives. The following chart provides information on these six modules.

Module Title	Length of Module	Summary
Schoology & Zoom	45 minutes	This module contains various links designed to support educators understanding how to use Schoology & Zoom during distance learning.
Online Platforms Options	30 minutes	The Online Platform Options module will guide schools through the various supplemental digital resources and online platforms available for instruction.
Student Attendance During Distant Learning	30 minutes	The Student Attendance During Distance Learning module is designed to support educators understand how attendance will be documented.
Community Building in Online Learning	30 minutes	The Community Building in Online Learning module will help educators become familiar with social emotional supports and community building activities.
Engagement Strategies and Active Online Learning	30 minutes	The Engagement Strategies and Active Online Learning module will feature guest speakers talking about the power of active learning for students and some methods of engaging students online.
Social Emotion Learning - Elementary version - Secondary version	30 minutes	The Social Emotional Learning module will provide educators with an understanding of how to establish positive relationships, manage emotions and set positive goals. The secondary version will also introduce the concept of advisories.

Voluntary Professional Development:

There are also voluntary professional development resources available through the [L.A. Unified PD Catalog](#). This catalog provides offerings on a variety of topics including core and supplemental digital learning tools. Please visit myPLN to sign up. Keywords are listed in the PD Catalog. More information on guides for each digital learning tool is also available.

More information:

- Full offerings are available at this link: achieve.lausd.net/PDCatalog
- Please visit [myPLN](#) to sign up, Keyword: Digital Tools and vendor name
- Further guides for each vendor can be found at: achieve.lausd.net/digitallearningtools

ROUTINES AND PROCEDURES FOR SUCCESS

Attendance

Every school must offer daily live interaction between a teacher and all students. Other certificated employees such as special education service providers, counselors, and school administrators may also provide live interaction. Live interaction may include any of the following:

- an exchange of communication between teacher and each student
- internet and/or telephone communication
- other means permissible under public health orders

Every school shall document daily participation for each pupil on each school day, in whole or in part, for which distance/online learning is provided. Daily participation may include, and is not limited to:

- evidence of participation in daily live interaction and/or online activities
- completion of regular assignments
- completion of assessments
- contacts between employees of the district and pupils or parents or guardians

Daily participation types	Examples of activities to be considered “in attendance”
<ul style="list-style-type: none"> • Evidence of participation in daily live interaction and/or other online activities 	<p>Strategies to capture depend on platform SSO:</p> <ul style="list-style-type: none"> • Zoom (recommend SSO or log in via Schoology) enabled • Students to check-in via Zoom chat, or respond to a prompt to show present, or take roll by calling student names at the beginning of live interaction time (consider effective use of time) • Schoology conferencing • Microsoft Teams meeting with SSO
<ul style="list-style-type: none"> • Completion of regular assignments 	<ul style="list-style-type: none"> • Submit assignments in Schoology or other platforms • Exchange between teacher and student via other district platform, including email • Schools should consider assignment deadlines to capture same-day participation
<ul style="list-style-type: none"> • Completion of assessments 	<ul style="list-style-type: none"> • Schoology • Other L.A. Unified applications that require SSO log-in/completion of assessments
<ul style="list-style-type: none"> • Contacts between employees of the local educational agency and pupils or parents or guardians 	<ul style="list-style-type: none"> • Recommend that all contacts be documented in contact log, including “attempted contact” • Contacts between certificated employees and pupils will count for this purpose • Online/Form-Survey response • Email communication

Teachers are required to submit and certify attendance in MiSiS every day no later than 3:00 p.m. for that school day, with corrections to account for student participation in distance learning after that time entered by 3:00 p.m. on the following day, or by an earlier time designated by the school site administrator. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. All teachers shall have up to four school days to update attendance records in MiSiS as necessary.

Beginning on the first day of instruction, teachers shall track student interactions, including live interaction and other forms of participation. Students shall be marked "Present" or "Absent" with the appropriate absence reason code in MiSiS. [Additional assistance and job aids](#) for MiSiS are available. For additional information and related [resources and job aids](#), please visit the [Student Health and Human Services Website](#). More detailed information is also available through the Smart Start Professional Development modules for August 2020.

Online Platform-Schoology

For consistency, all schools will use the Learning Management System (LMS), [Schoology](#), as the central platform to access instruction. The following resources are available on the link above:

Quotes. . .

"Our students have largely grown up using technology, but they still need a lot of support and guidance on how to use digital platforms and navigate online spaces effectively to be successful online learners."

- Rachel Muntz, High School Teacher

"Teaching independence in TK is a priority. I'm eager to introduce my students to features on Schoology and Seesaw so they can independently sign on and submit work."

Betty Moreno-Arias
Elementary Teacher

"Keep in mind that all teachers are learning how to do things by the seat of their pants and the people who create the apps for us to use, know that. The apps and websites are really geared to make it as easy as possible. Also, do not be afraid to ask your colleagues questions. The new tech tool is probably easier than you think it is. Really. Be brave. Stay in the Growth Mindset! You would want your students to do the same!"

-Ethlene Pollak, Middle School Teacher

Schoology Resources

Schoology Resources for Teachers	Log in to Schoology	Elementary Gradebook Setup	Secondary Grade Setup
Create Assignments (Secondary)	Create Google Assignments	Create Discussions	Set Up Your Digital Presence
Establishing Your Course Identity	Updates and Announcements	Communication Through the Platform	Grade Discussions
Grade Student Submissions	Add Members to Your Course	Mastery Reporting	Elementary Grade Passback (EGP)
Secondary Grade Passback	Organize Materials	Create Pages	Add Links and Files
The LMS App Center	External Tool Example (Zoom)	Additional Resources and Support	Create Assignments (Elementary)

"Avoid long lectures in Zoom sessions and in real-life."

-Kate Dehbashi, Middle School Teacher

"Keep your parents in the loop through weekly or biweekly evening Zoom meetings. They need social emotional reassurance just like their children!"

-Barbara Wexler, Middle School Teacher

"Teach your students to use the 'raise your hand' reaction button during group discussions. This will help students take turns responding without cutting each other off. The 'thumbs up' can be used to show agreement, again, without students talking over one another."

-Larry Seage, Elementary Teacher




The LMS also serves as a communication tool with parents and connects to the Parent Portal. Designating Schoology as the single platform for both synchronous and asynchronous learning that meets all teachers' and students' needs will help avoid confusion for students and parents.



L.A. Unified LMS Online Meeting/Conferencing Options



The L.A. Unified has online meeting and conferencing options for all educators to leverage for instructional continuity. Below are some options available through the Learning Management System (LMS), Schoology.

Features	 Conferences	 Microsoft Teams Meeting	 Zoom
Log in with Single Sign-on (SSO)	✓	Coming Soon	✓
Auto-installed in Courses	✓		✓
Auto-Installed in Groups	✓		
Available in Schoology as:	App	App	External Tool
Create notes	✓	✓	✓
Whiteboard	✓	✓	✓
Chat	✓	✓	✓
Share files during a conference		✓	✓
Dial in phone conferencing	✓	✓	✓
Nonverbal feedback		✓	✓
Annotation	✓		✓
Create breakout rooms	✓		✓
Polling	✓		✓
Manage participants	✓	✓	✓
Teacher/host can share their screens	✓	✓	✓
Closed Captions	Transcribed by Host	Transcribed by App	Transcribed by Host
Getting Started Guide	bit.ly/PLSConferences	bit.ly/PLSTeamsGSG	bit.ly/PLSZoomGSG

District Guidelines Overview:

- Above tools are for use through the LMS.
- Sessions involving students must not be recorded without [proper permission](#).
- Students/teachers are reminded to adhere to BUL-999.13 [Responsible Use Policy](#).
- For additional security, teacher/host will need to admit students from a virtual “waiting room” in Zoom.





As the District continues to expand and transform the traditional classroom, online conferencing has become a necessary tool for ensuring students keep participating and learning regardless of their location. Online conferencing tools provide students, teachers, and parents with useful features such as digital whiteboards, content sharing, and voice/video chat however, these features can also be exploited by malicious participants or “trollers” to disrupt remote instruction operations. To ensure a quality remote instruction experience and protect student privacy, the District recommend the following guidelines:

TEACHERS

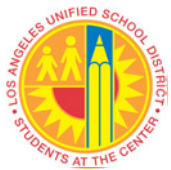
- Disable screen sharing option for participants (host only).
- Keep conference links private and do not publicly share them on social media.
- If conference links are shared publicly, require a private password to join that's sent to participants separately.
- Remove trollers from the conference and don't allow them to rejoin. Many online conference solutions can be configured to automatically disallow removed participants from rejoining.
- Do not record sessions with students without obtaining [proper permission](#).
- If supported, stop participants from joining until you're ready for them by placing them in a virtual staging area.

STUDENTS

- Make sure you have access to any conferencing software required by your teacher.
- Join the online conference a few minutes early and mute your computing device.
- Do not knowingly misuse online conferencing features to interfere with, disrupt, or harm remote instruction activities.

PARENTS

- Ensure that your internet connection is at least 4 megabits per second (Mbps) up and down. You can check this online by visiting <http://www.speedtest.net>.
- Prepare your child's remote conference area in advance to prevent interruptions and distractions (e.g. pets, siblings, other domestic activities).
- Report any complaints of inappropriate content to the teacher so appropriate action is taken.
- Do not store or transmit any data or material that is harassing, threatening, abusive, fraudulent, unlawful, obscene, libelous, or otherwise inappropriate.
- Do not record online conferencing sessions.
- These guidelines align with [L.A. Unified's Responsible Use Policy \(BUL-999.13\)](#), which is reviewed and signed annually by employees, students and parents to help ensure the appropriate use of District resources.



L.A. Unified

2020 - 2021 Supplemental Digital Learning Tools

L.A. Unified will be providing supplemental digital learning tools for the 2020-2021 school year to assist with distance learning. These resources are in addition to the adopted digital core instructional applications available through Schoology.

	EEC	ES	MS	HS
Amplify Reading (ELA)		✓		
BrainPOP (All Content)	✓	✓	✓	
Discovery (All Content)	✓	✓	✓	✓
Kami (All Content)		✓	✓	✓
EdPuzzle (All Content)	✓	✓	✓	✓
Edgenuity		✓	✓	✓
IXL (Math/ELA)		✓	✓	✓
Labster (Science)				✓
Nearpod (All Content)	✓	✓	✓	✓
Newsela (All Content)		✓	✓	✓
Reading Horizon (iELD-ELA)		✓	✓	✓
Renaissance (ELA/Math)			✓	✓
Rosetta Stone (ELD/DLE)		✓	✓	✓
Screencastify (All Content Teachers only)		✓	✓	✓
Smart Music (Music)		✓	✓	✓
Soundtrap (All Content)			✓	✓
Seesaw (All Content)	✓	✓		
ST Math		✓		
Zearn (Math)		✓	✓	

Rev. 8/10/2020

Teachers and staff will be able to install these new apps through the **LMS App Center** at <https://achieve.lausd.net/LMSAppCenter> and under the Schoology waffle icon by signing in at lms.lausd.net.



Additionally, staff, students, and parents will be able to access user guides, videos, webinars, professional development opportunities, and/or support information at <https://achieve.lausd.net/DigitalLearningTools>.

SUPPORTING SOCIAL AND EMOTIONAL LEARNING

A sense of community in the school and classroom helps students feel valued and included. Strategic activities that leverage students' strengths and identities provide opportunities for individuals to learn more about each other, resulting in deeper levels of connection and a sense of belonging in a manner that is culturally and linguistically responsive.

A simple and fun way to approach community building is through thematic events and activities. Elementary should be done daily, while Secondary should be done on a rotating schedule to ensure that all students are engaged in these activities. For example; History classes may engage in Mindful Mondays, Math classes may engage in Grati-Tuesday, and so on.

This is a framework to support ongoing purposeful focus on wellbeing and a sense of community in schools and classrooms. Weekly lesson plans will be housed in the Resources Section in the [Positive Behavior Interventions and Supports/Restorative Practices \(PBIS/RP\) Schoology group](#).

"Building relationships with both parents and students is a priority to make everything run smoother. Communication tools like ClassDojo, surveys and tutorials show them you care."

- Teresa Rivas, Elementary Teacher

"Even though you are not physically in the classroom, make sure each child feels like s/he is part of their class."

- Gohar Hamo, Instructional Technology Facilitator

SOCIAL EMOTIONAL LEARNING RESOURCES

Elementary School: [Stanford Harmony](#)

Middle School: [Second Step](#)

High School: [Sandy Hook Promise](#)

"The pandemic has highlighted the important role the school community plays in families. As educators, we are tasked with content teaching, but it is our students' social and emotional well-being that is most at stake. Let us be patient, empathetic, and human in our daily interactions with our students. They need us more than ever."

- Julia Cervantes-Espinoza, Instructional Technology Facilitator

SUPPORTING ONLINE LEARNING

Digital Citizenship and the International Society for Technology in Education (ISTE) Standards

While we have been living in a digital world for many years, this move to fully online learning has brought the need for responsible digital citizenship into the forefront of education. Digital equity, online platform transparency, and digital privacy are a few of the issues our students encounter daily. It is our responsibility as educators to integrate lessons of digital citizenship into our curriculum to ensure our students understand privacy and security, are critical consumers and thinkers regarding information found, communicate clearly and respectfully, and are aware of the digital footprint they leave behind.

#DigCitLA Definition: The practice of cultivating a positive, authentic digital footprint that can be leveraged for college and career success

Digital citizenship is a critical skill for both students and educators. There are **five competencies** that focus on what students should be doing rather than focusing on what they should not be doing. These five competencies guide students on how to be inclusive, informed, engaged, balanced, and alert.

More information is available at [DigCitCommit](#).

[Common Sense Education](#) provides a wealth of classroom resources organized by grade spans to

engage students in digital citizenship conversations, activities, and lessons. They also have free online learning plans for [K-2 students and families](#), video discussion activities for [middle school students](#), and videos for [high school students](#) to get them to think critically about media.

The [International Society for Technology in Education](#) (ISTE) provides resources for online education including ISTE Standards for [students](#), [educators](#), [coaches](#), and [education leaders](#).

"Promote digital citizenship: try to integrate DC in every lesson/subject by reminding students of the DOs of DC. Refer to Common Sense Ed lessons at the beginning of the year. Brainstorm what digital citizens do with students and refer to these ideas (create a doc) when teaching lessons."

-Renata Keller, Elementary Teacher

"By providing students the freedom to practice their Digital Citizenship skills in your online learning environment, you allow students to safely navigate what it means to be a positive and productive Digital Citizen. All students need this guidance to become ethical, empathetic, and productive adults in digital spaces."

-Michelle Swensson, Instructional Technology Facilitator

"L.A. Unified students are digital natives and need explicit guidance about how to interact online in positive ways. Teaching #DigCit helps students recognize their role and responsibilities in online spaces so they can become participatory citizens in civic engagement."

-Jamie Galgana, Instructional Technology Facilitator

Digital citizens are. . .



Inclusive



Informed



Engaged



Balanced



Alert

Join the movement to redefine what it means to be a digital citizen.

DigCitCommit
digcitcommit.org



 **I'm Balanced.**

I make informed decisions about how to prioritize my time and activities online and off.

Learn more at
digcitcommit.org

DigCitCommit



 **I'm Alert.**

I am aware of my online actions, and know how to be safe and create safe spaces for others.

Learn more at
digcitcommit.org

DigCitCommit



I'm inclusive.

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I am open to hearing and respectfully recognizing multiple viewpoints, and engage with others online with respect and empathy.

Learn more at
digcitcommit.org

DigCitCommit



 **I'm informed.**

I evaluate the accuracy, perspective and validity of digital media and social posts.

Learn more at
digcitcommit.org

DigCitCommit



 **I'm Engaged.**

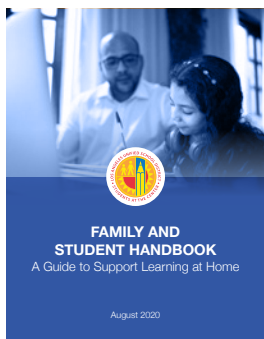
I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities.

Learn more at digcitcommit.org



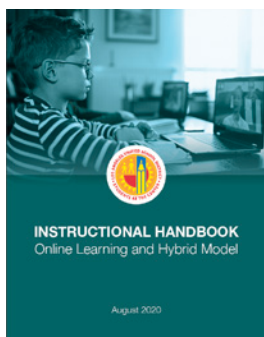
ADDITIONAL GUIDANCE AND RESOURCES

L.A. Unified has produced a series of handbooks to assist educators, families, and students prepare for the online opening of the 2020-2021 school year. In addition to this For Teachers, by Teachers handbook, L.A. Unified has produced the following support documents:



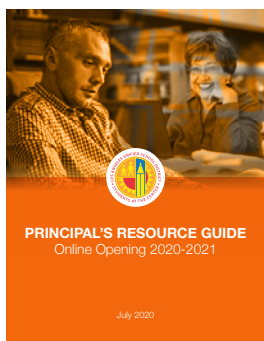
FAMILY AND STUDENT HANDBOOK **A Guide to Support Learning at Home**

The Family and Student Handbook provides general school information regarding school calendar, schedules, and meal services. It also provides information on how to obtain devices, internet access, student log-in processes, and basic troubleshooting tips.



INSTRUCTIONAL HANDBOOK **Online Learning and Hybrid Model**

The Instructional Handbook provides guidance to schools regarding online instructional strategies, supervision of instruction, assessments, and grade policy. It also provides information regarding online learning tools as well as device and hotspot distribution.



PRINCIPAL'S RESOURCE GUIDE **Online Opening 2020-2021**

The Principal's Resource Guide provides operational support for school leaders, information, and job aids for school opening. There are protocols for instructional material and device distribution.

All four handbooks have been developed in collaboration with teachers, principals, Local District leaders, and central office division leaders.

The following pages have resource flyers/posters that you may find helpful.



**Parent
Portal**

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THE PARENT PORTAL IS AN ONLINE SYSTEM THAT CONNECTS PARENTS AND GUARDIANS TO THEIR CHILD'S INFORMATION!

In the Parent Portal parents/guardians can:



Monitor attendance



Track progress
toward graduation



Monitor grades &
assignments



Track Reclassification
progress of English Learners



Update emergency
telephone numbers



Fill out your online volunteer
application



Special Education Support:
Apply for ESY, view active
IEP & service delivery



View Standardized
Test results And
much more!

CREATED ESPECIALLY FOR LAUSD PARENTS!

Step 1: Register for a Parent Portal account:

1. Have an email account
2. Go to <http://parentportal.lausd.net>
3. Click "REGISTER"
4. Select #4, "Register for an account"
5. Fill out the required information, click "Register" and wait for a confirmation email from Parent Portal with a web link to activate your account
6. When prompted, follow the guidelines to create a password for your account

Step 2: Link your child to your account:

1. Log in to Parent Portal: <http://parentportal.lausd.net>
2. Provide the 4-digit Parent PIN, Student's Date of Birth and LAUSD ID click "ADD A STUDENT"
3. Click "FINISH" to finish selecting your student
4. Repeat these steps for each child attending LAUSD schools

Parent Portal has Online Safety Measures,
which protects student information.

For Assistance with Parent Portal, contact your student's school or call your Local District Parent and Community Engagement office:

Local District Central (213) 241-8690

Local District East (323) 224-3320

Local District Northeast (818) 252-5400

Local District Northwest (818) 654-3600

Local District South (310) 345-3230

Local District West (310) 914-2124

PARENTPORTAL.LAUSD.NET





¡EL PORTAL PARA PADRES ES UN SISTEMA POR INTERNET QUE CONECTA A LOS PADRES DE FAMILIA Y TUTORES LEGALES A LA INFORMACIÓN DE SU ESTUDIANTE!

Con el Portal para padres, los padres de familia/tutores pueden:



Supervisar la asistencia



Darle seguimiento al progreso hacia graduación



Darle seguimiento a las calificaciones y tareas



Estar al tanto del progreso de un aprendiz de inglés hacia la graduación



Actualizar los números para casos de emergencia



Llenar la solicitud por Internet para voluntarios



Apoyo de educación especial: Aplicar por ESY, ver IEP activo y la prestación de los servicios



Ver los resultados de las pruebas normalizadas... Y, ¡mucho más!

¡CREADO ESPECÍFICAMENTE PARA LOS PADRES DE LAUSD!

Paso 1: Inscribirse para una cuenta del Portal para padre **Paso 2: Conectar a su estudiante a su cuenta:**

1. Contar con una cuenta de correo electrónico
2. Entre a <http://parentportal.lausd.net>
3. Haga clic en "INSCRIBIRSE"
4. Seleccione #4 – "Inscribirse para una cuenta"
5. Llene la información requerida, haga clic en "Inscribirse" y espere un mensaje electrónico de confirmación del Portal para padres con un enlace para activar su cuenta.
6. Al ser solicitado, siga las directrices para establecer una contraseña para su cuenta.

1. Ingrese al Portal para padres: <http://parentportal.lausd.net>
2. Proporcione un número de identificación PIN de cuatro números, la fecha de nacimiento de su estudiante y el número de identificación del estudiante y haga clic en "AGREGAR ESTUDIANTE"
3. Hacer clic en "CONCLUIR" para terminar la selección de su estudiante
4. Repita estos pasos para cada niño que esté inscrito en una escuela de LAUSD

El Portal para padres cuenta con Medidas de seguridad por Internet que protegen la información del estudiante.

Para pedir ayuda con el Portal para padres, comuníquese con la oficina de la escuela de su estudiante o llame a la Oficina de Participación de los Padres y la Comunidad del Distrito Local:

Distrito Local Central (213) 241-8690	Distrito Local Este (323) 224-3320	Distrito Local Noreste (818) 252-5400
Distrito Local Noroeste (818) 654-3600	Distrito Local Sur (310) 345-3230	Distrito Local Oeste (310) 914-2124

PARENTPORTAL.LAUSD.NET





POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS/RESTORATIVE PRACTICES
WE ARE SAFE, RESPECTFUL, RESPONSIBLE, RESILIENT, & RESTORATIVE

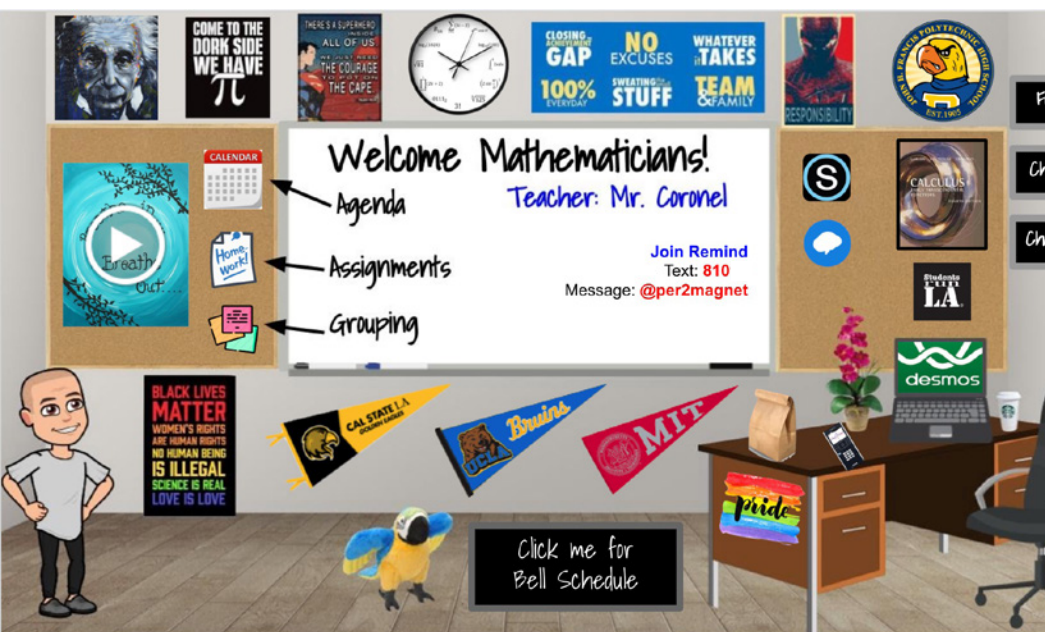
Compassionate Listening Tips

Listening with empathy and compassion is a foundational skill essential for building and maintaining strong relationships rooted in healthy communication. When we use compassionate listening, we are authentically conveying a sense of care and intentionally seeking to understand hearts and minds as we facilitate courageous conversations.



Stop, Look, Listen	Restate	Ask Questions	Validate & Connect
Show the speaker that you are truly listening by stopping other things that you are doing and looking at the speaker. Listen not only for the words but the underlying messages conveyed with tone and body language.	Use paraphrasing to restate and reflect what was said by the speaker. This shows what you as the listener understand, and that you are giving your undivided attention.	Ask clarifying questions to get more information and allow the speaker to elaborate on their feelings, thoughts, and ideas. This also helps us as the listener to better understand the speaker's perspective.	Reflect and validate what you have heard by summarizing what the speaker has said using their own key words, main ideas, and details of their experiences. Connect their ideas to the ideas of others and real-life situations.
Examples: <ul style="list-style-type: none"> • Sit up straight • Listen with your eyes, ears, & heart • Nod your head to show you are receiving • Track your speaker with your eyes 	Example: <ul style="list-style-type: none"> • "It sounds like you are feeling frustrated with the way things are going and want to explore other options for resolving the situation. Am I understanding you correctly?" 	Examples: <ul style="list-style-type: none"> • "What happened?" • "What were you thinking at the time?" • "What have you thought about since?" • "Who has been affected?" • "In what way have they been affected?" • "What can we do to make things right?" • "One of the words/phrases you mentioned was ____." • "Can you please share more on this?" • "As you listen to me restate your ideas, am I understanding you correctly?" • "What are some ways we can support each other through this?" 	Examples: <ul style="list-style-type: none"> • "You are clearly passionate about changing the way we approach the situation." • "Yes, you are right. We do need to explore some healthier alternatives to find peaceful resolutions." • "Could you help me better understand?"

06/02/2020



My Bitmoji counseling corner is now ready for my Fall 2020-2021 students with resources on mental health, college and individual support. Thanks for the support #TWTCON2020 @LDNESchools





POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS/RESTORATIVE PRACTICES

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Focus 5 SERP Institute

Focus 5 exercises give you a chance to calm your thoughts so you can have better control over your attention. Practicing these exercises daily, both in and out of school, can lead to better focus, as well as feelings of calmness and relaxation.

Exercise 1: BREATHE DEEP	Exercise 2: LET IT GO	Exercise 3: MIND IN MOTION	Exercise 4: TRAINS OF THOUGHT	Exercise 5: GRATITUDE
<p>Sit up tall in your chair (or stand) with your feet on the floor. If you feel comfortable, close your eyes to tune out distractions.</p> <p>Take a deep breath in, letting go of any tension as you breathe out.</p> <p>Slowly relax your neck and your shoulders</p> <p>Now relax your arms Let go of any tension you may be feeling in any part of your body.</p> <p>Breathe in slowly through your nose like you're smelling hot chocolate, filling your lungs with air.</p> <p>Let the breath go, slowly exhaling out your mouth like you are cooling it off.</p> <p>Take (5-10) more breaths, allowing each breath to become slower and deeper than the one before.</p> <p>Now shift your breathing so you can breathe in and out of your nose.</p> <p>Keep following your breath as it enters through your nose and fills up your lungs.</p> <p>Feel your lungs and diaphragm expand.</p> <p>Follow your breath as you exhale and your lungs deflate.</p> <p>Keep breathing calmly and deeply for a few more moments.</p> <p>Now take 5 deep breaths at your own speed.</p> <p>When you're ready, slowly open your eyes.</p>	<p>Sit up tall in your chair (or stand) with your feet flat on the floor. If you feel comfortable, close your eyes to tune out distractions.</p> <p>Take a deep breath in, letting go of any tension as you breathe out.</p> <p>Slowly relax your neck and your shoulders.</p> <p>Now relax your arms and your hands.</p> <p>Let go of any tension you may be feeling in any part of your body.</p> <p>Breathe in slowly, inhaling deeply through your nose and filling your lungs with air.</p> <p>Now slowly exhale through your nose.</p> <p>Allow each breath to become slower and deeper than the one before.</p> <p>Take a deep breath in and completely fill your lungs with air. When they feel full, see if you can draw in just a little more air.</p> <p>Now tuck your chin into your chest and hold your breath for a count of 4: 1...2...3...4...</p> <p>Slowly exhale, lifting your chin back to its normal position.</p> <p>Begin again, inhaling deeply. Tuck your chin and hold your breath: 1...2...3...4...</p> <p>Exhale out and slowly lift your chin.</p> <p>Let's do this (5-10) more times.</p> <p>When you're ready, slowly open your eyes.</p>	<p>Find a space where you can stand and stretch your arms out fully without touching someone else.</p> <p>If you feel comfortable, close your eyes.</p> <p>Now let your shoulders relax down and let your arms dangle at your sides.</p> <p>Feel your feet planted firmly on the ground, as if they have roots holding you in place.</p> <p>Your knees should be unlocked and slightly bent.</p> <p>Now turn your attention to your breath, inhaling and exhaling slowly and fully 3 times.</p> <p>Now, we are going to move our arms in sync with our breath. Breathe in slowly through your nose as you gently raise your arms to shoulder height.</p> <p>Once you have your arms straight out in front of you, hold your breath for a count of 3: 1...2...3....</p> <p>Now slowly exhale and lower your arms back to your sides.</p> <p>Let's do that (5-10) more times, keeping your wrists and elbows relaxed as you lift and lower your arms. Inhale, raising your arms...hold for a count of 3.</p> <p>Exhale, lowering the arms to starting position.</p> <p>Once you've finished, take a moment to stand still and notice how your arms and hands feel.</p> <p>Take 3 deep breaths at your own speed.</p> <p>When you're ready, open your eyes.</p>	<p>Sit up tall in your chair with your feet flat on the floor. If you feel comfortable, close your eyes to tune out distractions.</p> <p>Take a deep breath in, letting go of any tension as you breathe out.</p> <p>Slowly relax your neck and your shoulders.</p> <p>Now relax your arms and your hands.</p> <p>Let go of any tension you may be feeling in any part of your body.</p> <p>Breathe in slowly through your nose as if you're smelling fresh bread, then exhale slowly.</p> <p>Let's do this 5 more times, breathing in deeply and exhaling out fully.</p> <p>Continue to focus on your inhaled and exhaled.</p> <p>As you breathe, you may notice your attention drifting to thoughts that come into your head, distracting you from your breath.</p> <p>Treat these thoughts like trains coming into a station. Simply let them pass through, returning your attention to your breath.</p> <p>Continue to breathe deeply, noticing the trains of thought come and go. Always returning attention to your breath.</p> <p>Now take 3 deep breaths.</p> <p>When you're ready, open your eyes.</p>	<p>Sit up tall in your chair with your feet flat on the floor. If you feel comfortable, close your eyes to tune out distractions.</p> <p>Slowly inhale through your nose, and then exhale out your nose. Breathe calmly like this for (5-10) breaths.</p> <p>Now, start to think of a time when someone did something for you out of the kindness of their heart, just to help you out. Take a moment to really picture this person in your mind.</p> <p>Try to remember and recreate this moment fully in your mind. What was going on? What did they do?</p> <p>How did this make you feel?</p> <p>Allow yourself to notice any thoughts or emotions that start to come up. Just sit with these for a moment.</p> <p>Now think about a time when you did something helpful or kind for someone else. Imagine the person.</p> <p>Vividly remember what it felt like to help this person, recreating this moment in your mind.</p> <p>Notice how your body feels.</p> <p>Notice your thoughts and your emotions.</p> <p>Continue to imagine this situation in your mind. All the while, breathe calmly in and out through your nose.</p> <p>Slowly, open your eyes.</p>

*FOCUS 5 From Strategic Education Research Partnership (SERP)
For more information go to <https://www.serpinstiute.org/focus-5>



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Seven Core Virtual Circle Guidelines

Circles work best when guidelines are followed. The same seven core virtual guidelines need to be used and reviewed every time you meet in circle with your students. The more they are used, the more your students will come to understand and appreciate how they support the time spent together in the circle.

The core virtual guidelines can be viewed by your students by sharing your screen or using the core guidelines as your virtual background.

Respect the Virtual Talking Piece

Establish how your students will share while honoring one voice; one speaker at a time. (e.g., alphabetical order, person to your left/right/bottom/top of your screen, pick a friend, etc.).



Speak from Your Heart

This means speaking for yourself, talking about what is true for you based on your own experiences. When we speak from the heart we are aiming for eloquence, for choosing words that accurately communicate what we hold to be important.



Listen with Your Heart

We are accustomed to judging other people, often without even knowing anything about them. These assumptions can keep us from really hearing what they have to say and what they have to say may be something important and/or helpful. Therefore, when we listen from the heart, we are trying to set aside any assumptions and/or judgments we may hold about the person. This opens up the possibility of making wonderful discoveries about each other.



Speak with Respect

This means to be mindful of the words that one uses when sharing their thoughts. Hurtful words should never be used. It best to use affective statements ("I" statements) when speaking one's truths.



Listen with Respect

This means to listen to what is being said, without judgement. This also means to make sure that one's body reflects being respectful.



Remain in the Circle

This means to be physically and mentally present when being in circle. It is important to bring our attention back to circle when our mind wanders.



Honor Privacy

It is important to remind the participants that things shared in the circle should remain in the circle. Do however, disclose that you are a mandated reporter and will report suspicions of child abuse or neglect.



"Breakout rooms are important to allow for grouping students by clusters and allow time for students to bond by talking. They kept saying how sad they are and how they want to go to school. They need time to connect like in the classroom."

-Brie Turner, Elementary Teacher






"To make online learning engaging for students, I make sure to use a variety of resources such as videos, photos, audio recordings, and online learning programs. By using various tools, I ensure that my students' different learning modalities are being met. This keeps them engaged and involved in their learning. I also ask them for feedback to gauge their interest in the resources I use so that they feel they have a voice in their learning."

-Guendy Gutierrez, Elementary Teacher

"With the uncertainty of a worldwide pandemic, along with our nation's social and political climate, our students are afloat on an ocean of information from sources of all manner of origin. Even in virtual form, advisory acts as an anchor providing a haven of calm for reliable resources and discussion that students look forward to. In addition, content focused on socio-emotional learning, as well as responsible digital citizenship, equips our students with the skills necessary to navigate the surrounding chaos on their own."

- David Trachtenberg, High School Teacher

Community Building through Thematic Events and Activities

 <p>Mindful Monday</p>	<p>Mindfulness is the ability to be fully present in the moment. It can provide numerous benefits, from decreased stress and sadness to increased levels of focus and happiness, according to research. Mindfulness meditation practice is one way to truly experience the current moment and integrate that awareness into your everyday life.</p>
 <p>Grati-Tuesday</p>	<p>Gratitude is one of many positive emotions. It's about focusing on what is good in our lives and being thankful for the things we have. Gratitude is pausing to notice and appreciate the things we often take for granted, like having a place to live, food, clean water, friends, family, and even computer access.</p>
 <p>Wellness Wednesday</p>	<p>There are Eight Dimensions of Wellness: emotional, physical, social, occupational, spiritual, environmental, financial, and intellectual. Each dimension of wellness is interrelated and equally vital in the pursuit of optimum health. Understanding how to maintain and optimize each of the dimensions can support an optimal level of overall wellness.</p>
 <p>Thoughtful Thursday</p>	<p>Doing something for others is powerful for your wellbeing. In fact, when we give to others, our brain's pleasure and reward centers light up as if we were the receiver and not the giver! We also get a boost of feel-good endorphins and a hormone called oxytocin is released, which lowers our stress!</p>
 <p>Fun Friday</p>	<p>Fun Friday is the opportunity to learn more about our students while building community and developing and strengthening relationships. Be creative and have fun!</p>



Review Tech Skills: For the first session, do a needs assessment and show everyone some basic skills rather than assuming that everyone knows – how to raise a hand to talk, how to contribute to the chat, how to save the chat, how to change their names, and how to change their background if they want.



Have an **assistant**, either a volunteer or partner watching out for tech issues and chat items (you might want to swap cell phone numbers).



Acknowledge different realities: Recognize that not everyone has equal access to technology, resources, space, and time. While technology can sometimes be democratizing, it can also do the opposite and increase inequity. Remember that technology is not neutral and often privileges certain people and groups while marginalizing others. **Personalize instruction** whenever possible and expect some people to be more impacted than others because of discriminatory design, policies, and factors beyond their control.



Agreements are important. When possible make them collaboratively with the group. They could be different for different times and purposes (i.e. breakout rooms vs. whole group). Consider issues such as: when to mute, when the camera should be on or off, how to let the host know if somebody wants to talk, how to participate respectfully (i.e. challenging ideas and not people), etc.



Flexibility: While it can be helpful to see people's eyes, it is important to allow everyone to participate in various ways. Consider allowing people to turn off their cameras at certain times and other times encourage everyone to turn on their **cameras**. We never know what challenges or concerns each person has with technology, or controlling the space they are in, or many other issues.



Breakout rooms should have agreements and expectations. One expectation could be for everyone to turn their cameras on and unmute themselves, when possible. While some groups will work better on their own, other groups might function better if everyone has a task or job. Consider assigning **roles**: facilitator, timekeeper, note taker, idea connector, fact checker, image locator, illustrator, presenter, etc.

- ✓ Let everyone know how to return, when the clock counts down from 60 seconds some will return right away and others at the end. It can be helpful to tell everyone to let the computer bring them back so they all return at the same time.
- ✓ Provide instructions verbally before sending everyone into breakout rooms and also put those instructions in writing in the chat so that participants can see the instructions after they have left the whole group. It can also be helpful to paste URLs into the chat for easy access.
- ✓ Automatic breakout rooms are easy and fast. However, if you need to manually create specific breakout rooms this can take time, so one option is to assign the participants **during the break** while everyone is doing something else.



Interactivity is important but can be difficult online. Try to find ways for everyone to engage and share when possible, because screen time is often a passive experience. Try using Zoom's polling feature or another online program to provide opportunities to interact and for everyone to participate. Breakout rooms can be great, even if they are short (like a quick pair share).



Take short **breaks** to stretch or move around at least every hour (depending on the age of participants and the length of the session you might need more frequent breaks).



Build community online: Value socio-emotional concerns. Check-in with everyone and provide spaces for socializing when possible. During this time **trauma-informed teaching** is essential because the multiple crises, pandemic, police violence, climate change, and economic inequality, are affecting everyone differently.

- ✓ You can use the **chat** feature for everyone to share something, so you don't have to take as much time for each person to speak.
- ✓ Consider using various **collaborative tools:** Google Slides, Google Docs, Nearpod, EdPuzzle, Poll feature in Zoom, Padlet, etc. These can be tools that participants use while in whole group, breakout rooms, or to work together during asynchronous time.
- ✓ **Using art and media:** Photographs can be easy and fun for everyone to create with their cell phones. Consider the possibility of having participants take pictures of something (visualize an idea) that is connected to the content of the lesson.
- ✓ Building trust and creating a **safe/brave space** for dialogue can be more difficult online, so consider encouraging students to contact you directly to discuss personal concerns privately one-on-one.
- ✓ While silence can feel uncomfortable online, it is important to provide opportunities to think and process before responding, therefore **increasing wait time** can be helpful for building equity.



Synchronous (live at the same time) **vs. Asynchronous** (no time requirement): Weigh the advantageous and disadvantages for when a lesson or activity should be done live with everyone together (when you want interaction between presenter and participants) vs. when it is better for participants to do at their own time and pace (when a lecture or video is to be viewed without discussion). Try to prerecord anything that does not need to be live and allow participants to watch/listen at their own time. Consider recording a live session for anyone unable to attend so they can watch later (following guidelines listed on page 16).



Be concise – Be clear with instructions and plan to do less than you would do in-person because online teaching often takes longer.

Courtesy of Teaching Colleagues at UCLA Center X | Updated 8/13/20