

Supporting My ECE Student – Virtual Learning

Parent University



Upcoming Parent University Workshops

August

13

Supporting my Early Childhood Education Student This Fall

18

Supporting Specialized Instruction During Learning at Home

20

Accessing Learning Online – Canvas 101 for Families

27

Helping Our Children Respond to Trauma as we Return to Learning

September

1

Learn How to Navigate the IEP (Individualized Education Program) Process This Year

3

High School Grading, Graduation and Supports

10

Experience Restorative Practices with Your Family

15

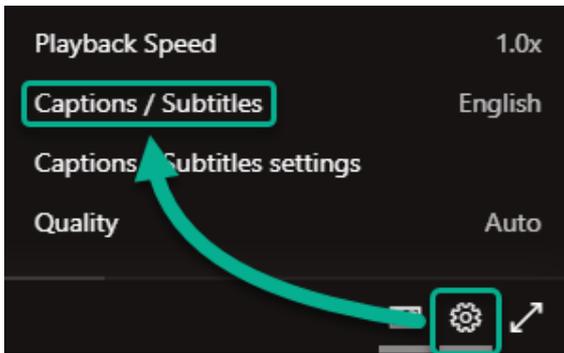
What Will Attendance Look Like for School Year 20-21?

17

English Learning Family Guide to Partnering with PK Teachers – in Spanish

Sign up at bit.ly/dcpsparentursvp!

Subtitles, Sous-titres, Subtítulos



Look for the gear icon in the bottom right corner of the video player.

Busque el ícono de ajustes en la esquina inferior a la derecha del reproductor de video.

Cherchez le bouton "réglages" dans la barre d'outils en bas à droite de la vidéo.

Select **Captions/Subtitles**.

Seleccione **Captions/Subtitle**.

Sélectionnez **Captions/Subtitles**.

Choose a language from the list of available options.

Elija un idioma de la lista de opciones disponibles.

Choisissez votre langue parmi les options disponibles.

Welcome to Microsoft Teams

Use the Q&A feature to...



Ask questions



Share insights you might have



Upvote other questions and comments by pressing the thumbs up button

Ask as **Mr Tinkering**

Ask a question

Ask anonymously

Ask

Community Agreement

Assume best intentions

Go hard on ideas, not
on people

Accept non-closure



Meet Our Presenter



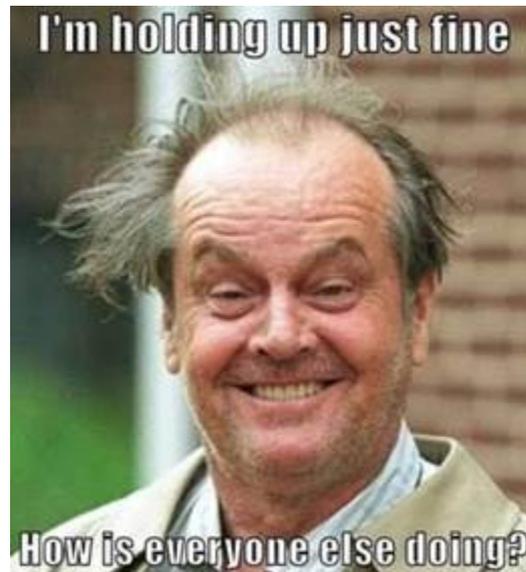
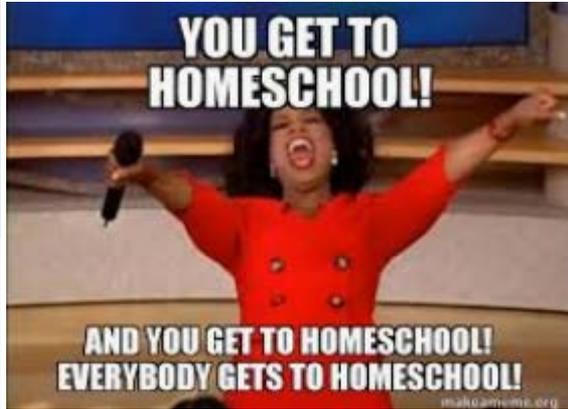
Cheryl Ohlson

*Deputy Chief, Early Childhood
Education Division*

Office of Elementary Schools

DC Public Schools

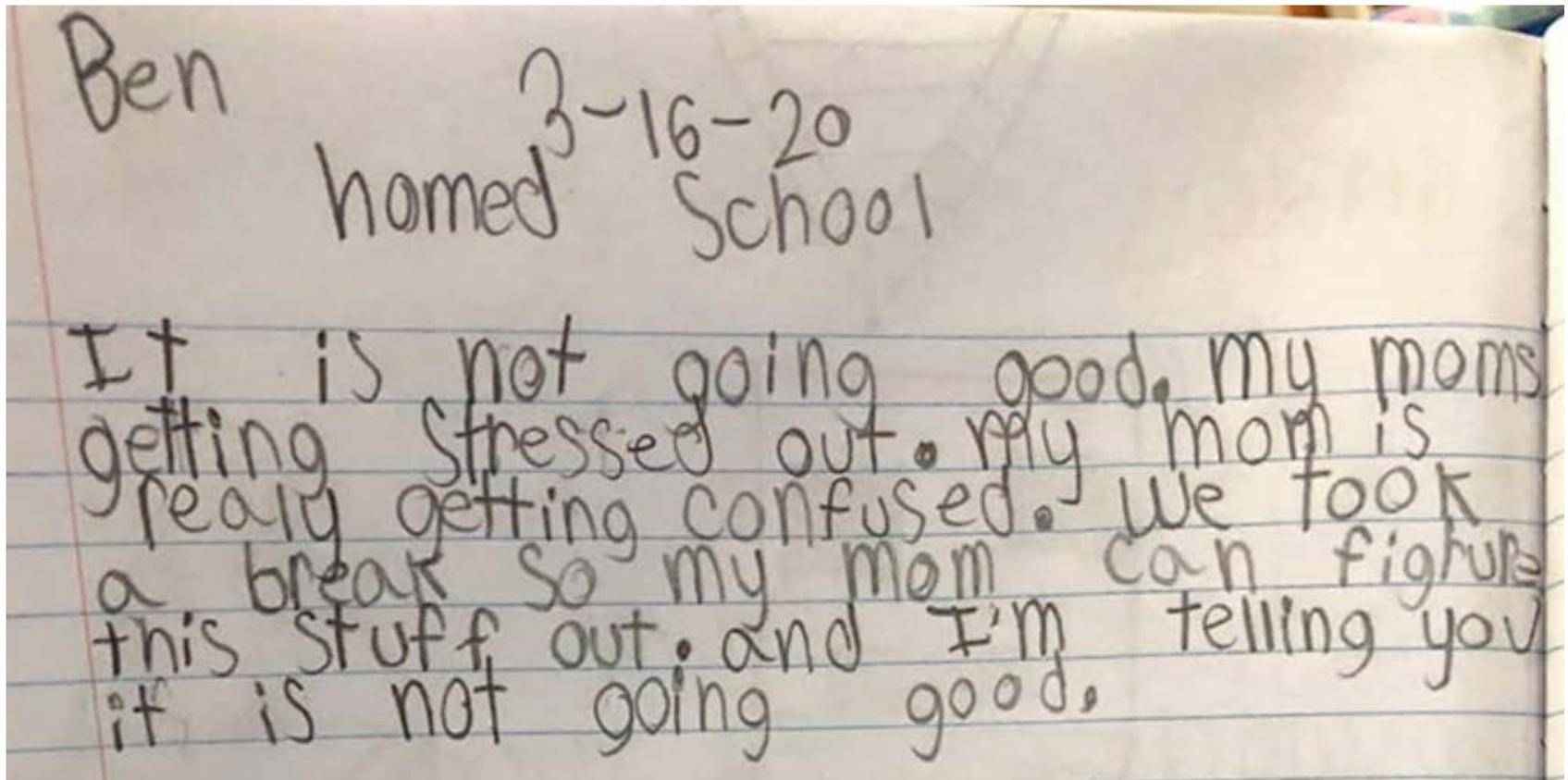
Virtual Learning!!



Here's Sue. 31 years old, home schooling her kids for the last 5 days. Great job Sue. Keep it up.

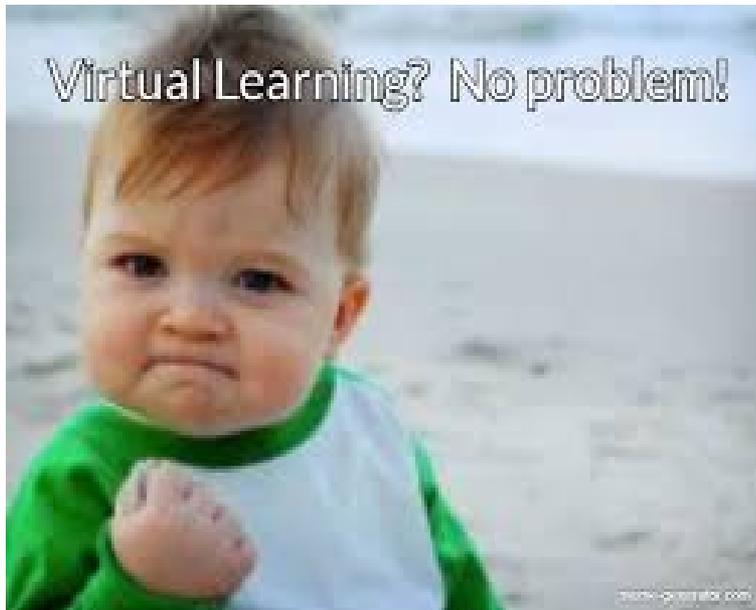


Virtual Learning!!



The DCPS Office of Elementary Schools

Early Childhood Education Division



- The Office of Elementary Schools supports Principals and school staff in implementing high quality programming across the elementary grades.
- The office includes the Early Childhood Education Division.

Agenda

During this session we will...

- Review the Pre-Kindergarten virtual learning structure and resources
- Identify the skills that my child needs to be set up for success in Pre-K, Kindergarten, and beyond
- Identify steps that parents and caregivers can take to support young children's learning at home



Virtual Learning for ECE

What We Learned

Large group virtual instruction was not effective.

Individual lessons and check-ins were appreciated.

Family check-ins were valued.

Children's attention spans are brief.

Simplicity is key.

Information about targets for development and learning is needed.

Technology is essential.

Virtual Learning for ECE

Based on that feedback...

ECED has developed an all-virtual model for ECE that is characterized by –

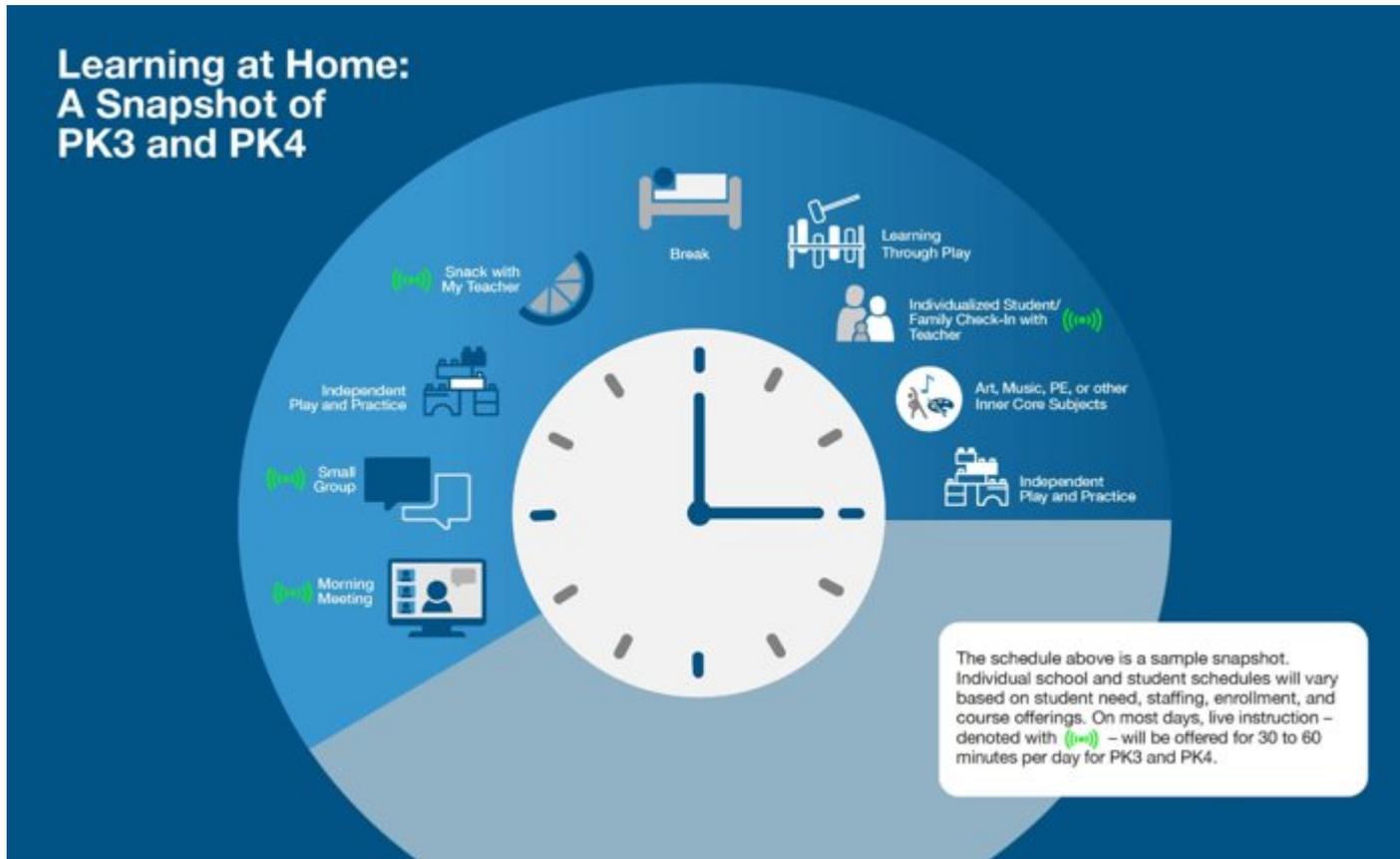
Small group instruction and varied learning formats

Ample time each day for unstructured, child-directed play.

Opportunities for individualized child and family check-ins.

Supports for parents and caregivers

Virtual Learning for ECE



Virtual Learning for ECE

Streamlined Platforms

- We will be using a common learning management system, called **Canvas**, to help teachers and students have all their learning resources in one place.
- Logging into Canvas every day is like entering the school building every day. This is how we will track attendance!
- We will still use **Microsoft TEAMS** for live class meetings, but those links can be accessed from Canvas.
- This will make it easier for students to stay organized!



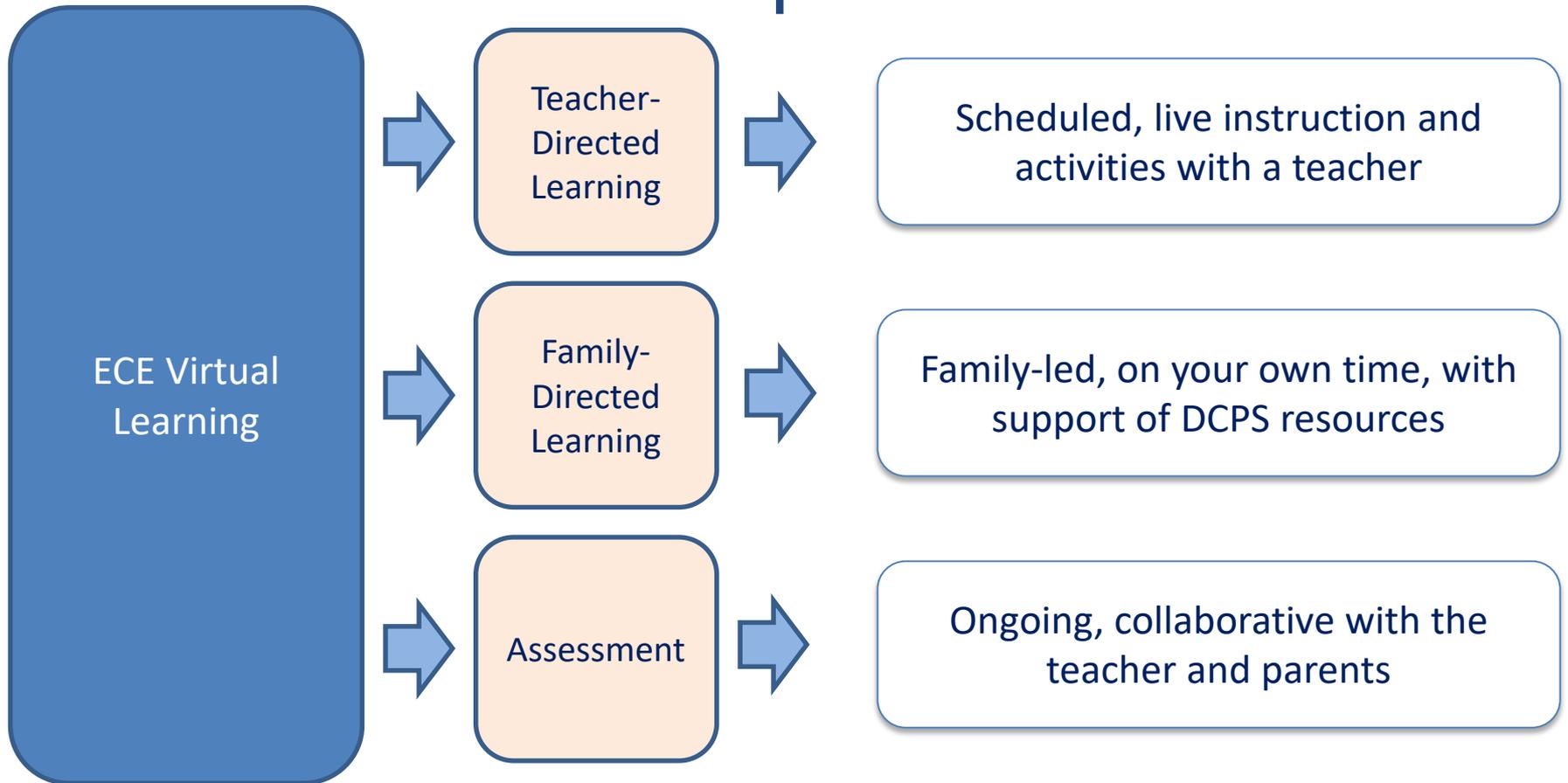
Virtual Learning for ECE

A note about attendance...

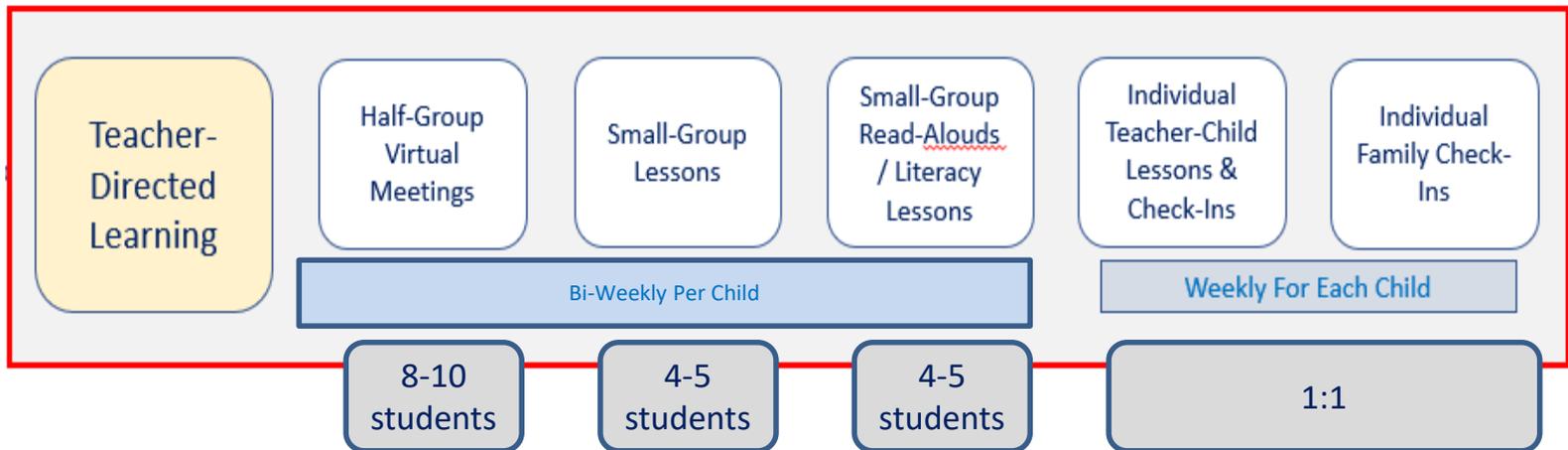
- Participating in live instruction
- Logging onto Canvas
- Importance of enrolling as soon as possible



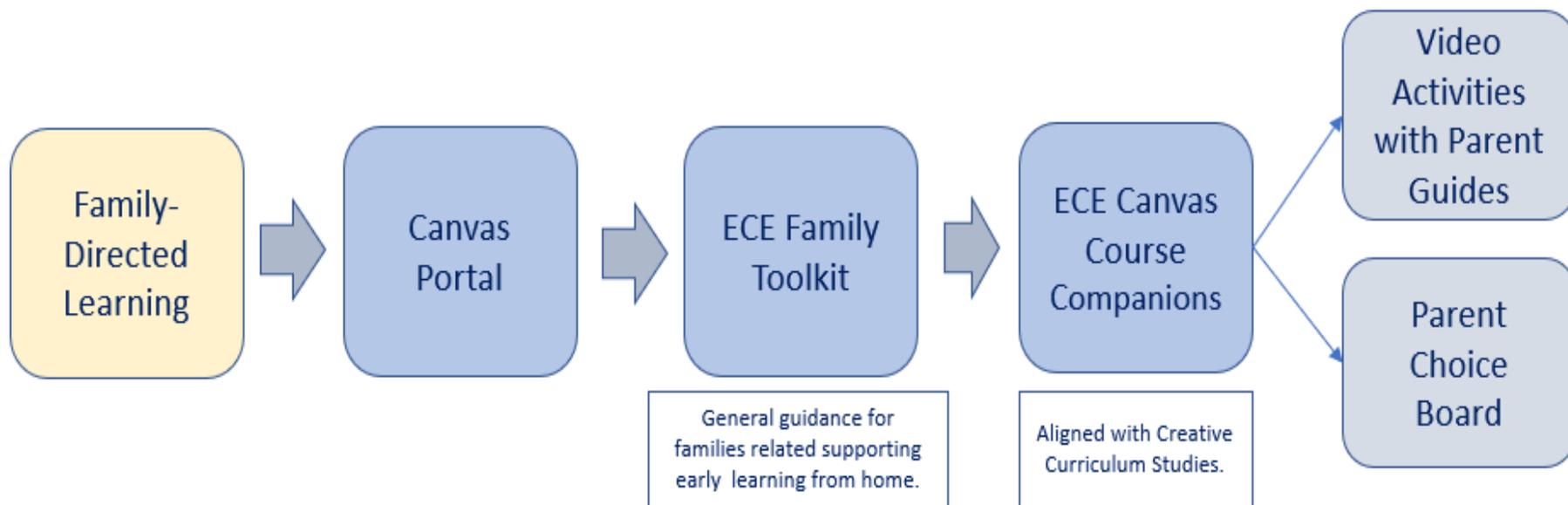
Virtual Learning for ECE – 3 Components



Teacher-Directed Learning



Family-Directed Learning



Family Directed Learning

Independent and Family-Led Learning

Course Navigation



Family Directed Learning

Independent and Family-Led Learning

1 Week One
Semana Uno

4 Week Four
Semana Cuatro

2 Week Two
Semana Dos

5 Week Five
Semana Cinco

3 Week Three
Semana Tres

6 Week Six
Semana Seis



Family Directed Learning

Independent and Family-Led Learning



Virtual Learning for ECE

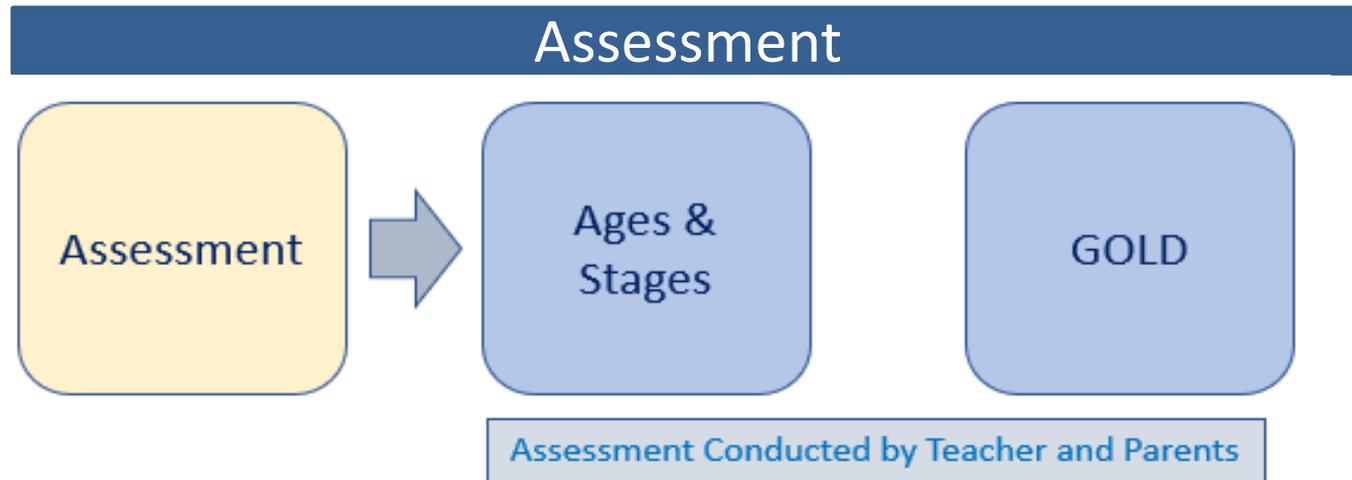
Putting the Pieces Together

9:00 – 9:30	Morning Meeting
9:30 – 10:30	<i>Canvas Course Companion Work / Play</i>
10:30 – 11:00	Small Group Lesson
11:00 – 11:15	Family Check-In
11:15 – 11:45	<i>Canvas Course Companion Work / Play</i>
11:45 – 12:15	Optional Lunch “Chew and Chat”
12:15 - 1:30	Rest / Play
2:00 - 2:40	<i>Canvas Course Companion Work / Rest / Play</i>
2:40 – 3:00	Read-Aloud / Literacy Lesson

Sample Day

- The daily schedule will consist of morning meetings (some days), half-class lessons, small group lessons, and individual lessons
- Child and family check-ins (once per week)
- “Special” classes
- Read-Alouds

Virtual Learning for ECE



- Observation-based assessment systems
- Wholistic
- Collaborative
- ASQ – Beginning of the year
- GOLD - Ongoing

Agenda

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What should my child be learning?

Social-Emotional

- Regulates emotions and behaviors
- Follows limits and expectations
- Interacts with peers, participates cooperatively in group situations

Language

- Understands increasingly complex language
- Follows directions
- Uses language to express thoughts and needs
- Uses an expanding vocabulary
- Speaks clearly
- Engages in conversation

Cognitive

- Attends and engages
- Persists, solves problems
- Remembers and connects experiences
- Uses classification skills
- Shows flexibility in thinking

What should my child be learning?

Literacy

- Notices and discriminates rhyme and alliteration
- Demonstrates knowledge of the alphabet
- Comprehends books
- Retells stories
- Understands print concepts

Math

- Counts and quantifies
- Compares and measures
- Understands and creates patterns
- Understands spatial relations

What should my child be learning?

A Note About Developmental Variation

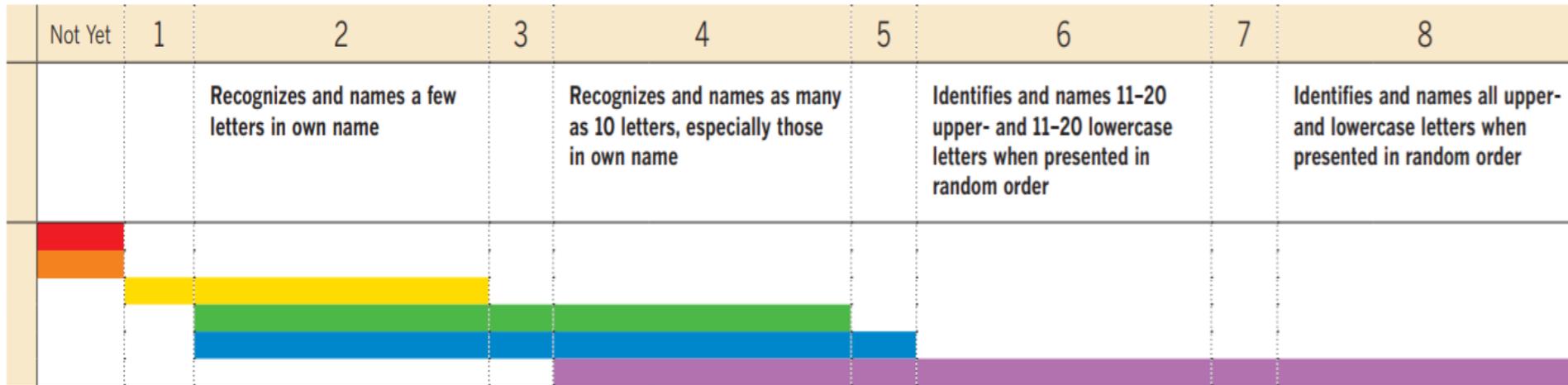
a. Uses an expanding expressive vocabulary

Not Yet	1	2	3	4	5	6	7	8
		<p>Vocalizes and gestures to communicate</p> <ul style="list-style-type: none"> • Coos and squeals when happy • Cries after trying several times to get toy just out of reach • Waves hands in front of face to push away spoon during a feeding • Uses hand gestures to sign or indicate "more" 		<p>Names familiar people, animals, and objects</p> <ul style="list-style-type: none"> • Says, "Nana," when grandmother comes into the room • Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm 		<p>Describes and tells the use of many familiar items</p> <ul style="list-style-type: none"> • When making pancakes, says, "Here is the beater. Let me beat the egg with it." • Responds, "We used the big, red umbrella so we both could get under it." 		<p>Incorporates new, less familiar or technical words in everyday conversations</p> <ul style="list-style-type: none"> • Uses a communication device to say, "My bird went to the vet. He has a disease. He's losing his feathers." • Says, "I'm not sure I can put it together. It's complicated."
	Red bar		Orange bar	Yellow bar	Green bar	Blue bar	Purple bar	

What should my child be learning?

A Note About Developmental Variation

a. Identifies and names letters



What should my child be learning?

Social-Emotional

- Regulates emotions and behaviors

Language

- Uses an expanding vocabulary
- Engages in conversation

Cognitive

- Persists, solves problems
- Uses classification skills

Literacy

- Notices rhyme and alliteration
- Demonstrates knowledge of the alphabet

Math

- Counts and quantifies
- Understands spatial relations

What should my child be learning?

- As you watch the video, think about what the teacher is doing to promote the child's development in the specific objectives that we discussed.
- Jot one thing that the teacher did to promote learning.



What should my child be learning?

- Let's review your ideas.
- Which of these teacher actions can easily be incorporated into your home life to promote your child's learning?





Questions?

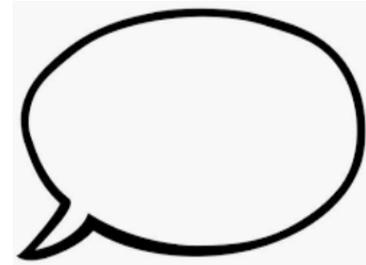
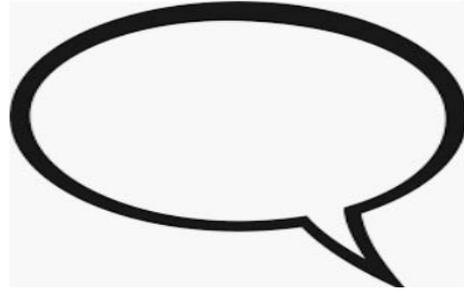
What can we do at home

Talk!!!!

- Have conversations
- Use big words
- Ask questions, listen, and ask follow up questions
- Make connections



- Language
- Literacy
- Cognitive
- Social-Emotional



What can we do at home

Talk!!!!

- Have conversations
- Use big words
- Ask questions, listen, and ask follow up questions
- Make connections



- "That reminds me of...."
- "I wonder what would happen if..."
- "I noticed..."
- "How do you think we could _____?"



What can we do at home

Read!!!!

- Talk about the book and the print
- Talk about the story
- Use big words
- Ask questions, listen, and ask follow up questions
- Make connections



- Language
- Literacy
- Cognitive
- Social-Emotional



What can we do at home

Play!!!!

- Look for and embrace problems
- Ask your child questions like “How do you think we can solve this?” “What do you think will happen if we ____?” and “What else could we try?”



- Have conversations
- Use big words
- Ask questions, listen, and ask follow up questions
- Make connections

- Language
- Literacy
- Cognitive
- Social-Emotional
- Math
- Scientific Thinking

What can we do at home

Play!!!!

- Look for and embrace problems
- Ask your child questions like “How do you think we can solve this?” “What do you think will happen if we ____?” and “What else could we try?”



What can we do at home

Count
Compare
Find and name letters
Find things that start with ___ sound
Rhyme
Sort into groups
Make & notice patterns

Sorting
laundry



Setting
the table

Having a
snack

Waiting
for the
bus

Making
dinner

Taking a
walk



Resources

PBS Kids for Parents

<https://www.pbs.org/parents/preschool-learning-at-home>

Sesame Street Toolkits

<https://www.sesamestreet.org/toolkits/learning>





Questions?

Wrapping Up

- Visit dcpsreopenstrong.com to access additional resources!
- Let us know how we did: Visit bit.ly/parentueval19 for a quick survey.
- Does your student need a device for learning at home? Complete the survey at bit.ly/DCPSTechAccess.
- For additional questions or ideas email ParentU@k12.dc.gov.