LADIES AND GENTLEMEN,

WELCOME AND THANK YOU FOR

JOINING THE TECHNOLOGY AS A TOOL

IN EDUCATION WEBINAR.

BEFORE WE BEGIN, PLEASE ENSURE

YOU HAVE OPENED THE CHAT PANEL

BY USING THE ASSOCIATED ICON

LOCATED AT THE BOTTOM OF YOUR

SCREEN.

IF YOU REQUIRE TECHNICAL

ASSISTANCE, PLEASE SEND A CHAT

TO THE EVENT PRODUCER.

PLEASE NOTE THAT ALL CONNECTIONS

ARE MUTED AT THIS TIME.

WITH THAT, I'LL TURN THE CALL

OVER TO FRANK BROGAN.

 THANK YOU AND GOOD AFTERNOON.

I'M THE ASSISTANT SECRETARY OF

EDUCATION HERE IN WASHINGTON,

D.C., WITH THE UNITED STATES

DEPARTMENT OF EDUCATION, AND WE

ARE SO PLEASED THAT YOU HAVE

JOINED US TODAY.

FIRST, I NEED TO LET YOU KNOW,

BEFORE WE EVEN BEGIN TO TALK

WITH OUR PANELISTS, THAT IF YOU

ARE WATCHING THIS TODAY, YOU ARE

ONE OF OVER , PEOPLE WHO ARE

PART OF THIS WEBINAR TODAY.

I WAS SAYING TO OUR PANELISTS

BEFORE WE BEGAN, AS FAR AS I

KNOW, THAT TO ME IS A STATEMENT

ABOUT THE IMPORTANCE OF

TECHNOLOGY AND DISTANCE

EDUCATION IN TODAY'S EDUCATIONAL

WORLD.

THE FACT THAT SO MANY PEOPLE

WOULD TUNE IN.

AND IT'S SUCH A TIMELY ISSUE

BASED ON WHAT WE'RE NOW ALL

GOING THROUGH RELATIVE TO THE

ADVENT OF THE CORONAVIRUS AND

ITS IMPACT, NOT ONLY ON OUR

SCHOOLS SINCE LAST MARCH, BUT,

OF COURSE, NOW AS WE BEGIN THE

ACTUAL RAMP-UP TO THE OPENING OF

THE NEXT SCHOOL YEAR, PEOPLE ARE

STILL WORKING VERY HARD OUT

THERE TO MAKE CERTAIN THAT SINCE

WE AREN'T SURE OF WHAT THE

ENVIRONMENT WILL BE WITH THIS

VERY DIFFICULT AND UNPRECEDENTED

CORONAVIRUS SITUATION, THAT

SEEMS TO EVOLVE FROM TIME TO

TIME, WE HAVE TO BE READY FOR

ANYTHING AND EVERYTHING SO THAT

WE CAN GET OFF TO A GREAT START

OF THE NEXT SCHOOL YEAR, EVEN IF

WE'RE NOT SURE WHAT THAT NEXT

SCHOOL YEAR MIGHT LOOK LIKE BY

WAY OF STUDENTS' ATTENDANCE,

FACULTY, STAFF, AND SITUATIONS

IN STATES AND SYSTEMS AND

COMMUNITIES ALL OVER THE UNITED

STATES.

SO BY VIRTUE OF THAT FACT, THIS

IS A MOST TIMELY TOPIC.

I AM REASONABLY CONVINCED THAT

AS PEOPLE HAVE BEEN DOING THREE

THINGS OVER THE COURSE OF THIS

SUMMER.

AMONG OTHERS, BUT THESE THREE

FOR CERTAIN, THAT THEY WILL MAKE

CERTAIN THEMSELVES THAT THEY ARE

READY FOR THE OPENING OF THE

SCHOOL YEAR BECAUSE THESE ARE

THE THREE THINGS WE HEARD MOST

ABOUT AS WE WERE STRUGGLING TO

PIVOT ONCE PHYSICAL SCHOOLS WERE

CLOSED DOWN LAST MARCH AND WE

BEGAN TO TRY TO SECURE A PLACE

IN THE WORLD OF DISTANCE AND

ONLINE EDUCATION.

THESE ARE THE THREE LAMENTS THAT

WE HEARD TO THE GREATEST DEGREE.

ONE, NOT ALL OF OUR EDUCATORS

HAVE BEEN TRAINED IN DISTANCE

EDUCATION.

THAT'S NOT JUST CLASSROOM

TEACHERS.

THAT'S ALSO ADMINISTRATORS,

STAFF, THE PEOPLE IN SCHOOLS WHO

NEED TO KNOW EXACTLY HOW THE

ONLINE EDUCATION PROGRAM WORKS.

AND THAT CAN ONLY BE DONE WITH

APPROPRIATE TRAINING OF

EVERYONE.

THE SECOND THING WE HEARD IS NOT

ALL OF OUR STUDENTS HAVE A

DEVICE, AND BY VIRTUE OF THAT

FACT, WE DID FIND OUT AT THAT

TIME THAT MANY OF AMERICA'S

STUDENTS, ELEMENTARY SCHOOL,

MIDDLE SCHOOL, HIGH SCHOOL,

WEREN'T SECURED WITH A DEVICE OF

THEIR OWN THAT THEY COULD

UTILIZE AT HOME AS A TAKEAWAY OR

THEIR OWN DEVICE THAT THEY KEPT

AT HOME.

THEN THE THIRD ISSUE WE HEAR A

GREAT DEAL OF IS STILL ALIVE

TODAY, AND THAT'S THE FACT THAT

WHILE SCHOOLS ARE WIRED ACROSS

THE COUNTRY, THERE ARE STILL

COMMUNITIES THAT ARE NOT WIRED

ACROSS THE COUNTRY.

AREAS THAT ARE STILL DEAD AS IT

RELATES TO BROADBAND AND

INTERNET CAPABILITIES, AND SO

CLEARLY THE THREE THINGS THAT I

HOPE EVERYONE HAS BEEN WORKING

ON SINCE THAT TIME IS TO MAKE

CERTAIN THAT EVERYONE'S

TRAINED -- AND THAT, BY THE WAY,

INCLUDES OUR PARENTS AND OUR

FAMILIES BECAUSE OFT TIMES IF

SOMETHING IS DOING DISTANCE

EDUCATION, THAT MEANS THEY'RE AT

HOME WITH MOM, DAD, FAMILY

MEMBERS, AND IT'S IMPORTANT THEY

KNOW HOW ALL OF THIS OPERATES AT

THE SAME TIME AND THAT THEY ARE

AWARE OF THEIR IMPORTANT ROLE IN

SEEING TO IT THAT IT GOES OFF

SMOOTHLY AT HOME.

THE SECOND THING THAT I, AS I

SAY, WE'VE TALKED ABOUT IS THE

DEVICE ITSELF AND MAKING CERTAIN

THAT ALL STUDENTS HAVE A DEVICE.

IT IS A LITTLE HARD TO BELIEVE,

IF YOU STOP AND THINK ABOUT IT,

THAT THIS IS AND WE STILL

HAVE NOT MOVED FAR ENOUGH ALONG

THE TECHNOLOGICAL SCALE TO SEE

TO IT THAT INDEED ALL STUDENTS

ALREADY HAVE A DEVICE OF THEIR

OWN AND CAN USE THAT IN CLASS

AND/OR AT HOME, NOT JUST BECAUSE

WE'RE NOW FACING CORONAVIRUS AND

SCHOOL SHUTDOWNS, BUT THE

ABILITY TO USE THAT DEVICE AT

HOME TO DO THEIR HOMEWORK OR TO

DO PROJECTS AND THEREFORE, IT IS

MORE IMPORTANT THAN EVER BEFORE

THAT EVERY STUDENT DO HAVE A

DEVICE.

THE THIRD THING, AGAIN, A LITTLE

TOUGHER.

FOR THOSE WHO FOUND THEMSELVES

IN A SITUATION WHERE PARTS OF

THEIR COMMUNITIES WEREN'T WIRED,

MAKING CERTAIN THAT WE BEGAN

THAT TREK.

IT MIGHT REQUIRE THE

PARTICIPATION OF CITY

COMMISSIONS, COUNTY COMMISSIONS.

IT MIGHT REQUIRE THE STATE IN

WHICH PEOPLE LIVE AND THE

FEDERAL GOVERNMENT, BUT THE

ABSOLUTE NECESSITY IN THE YEAR

 TO MAKE SURE THAT TO THE

GREATEST DEGREE POSSIBLE,

COMMUNITIES ARE NOT STILL DARK

AS IT RELATES TO TECHNOLOGY AND

BROADBAND AND INTERNET

CAPABILITY.

SO MY HOPE, AND I KNOW PEOPLE

ARE WORKING ON THIS, IS TO MAKE

CERTAIN THAT AT THE VERY LEAST,

THOSE THREE ISSUES WERE THE

PRIORITY GOING INTO THE PERIOD

OF TIME WHERE WE WERE TRYING TO

PIVOT AND UP UNTIL AND INCLUDING

THE DAY WE OPEN OUR DOORS IF THE

FALL OF THIS NEXT YEAR.

SO WE ARE VERY FORTUNATE TODAY

THAT WE HAVE FOUR GREAT

PANELISTS.

THIS, BY THE WAY, IS THE THIRD

IN A SERIES OF SEVEN WEBINARS

THAT WE WILL BE HOSTING AND VERY

SOON, BY THE WAY, THE ADDITIONAL

DATES SET ASIDE FOR THE NEXT

FOUR WEBINARS WILL BE GOING OUT

TO YOUR COMMUNITY SO THAT YOU

CAN SAVE THE DATE AND SEE THE

TOPICS.

BUT GENERALLY SPEAKING, THEY'RE

ALL ESSENTIALLY SURROUNDING

THESE SORTS OF ISSUES,

TECHNOLOGY AND TECHNOLOGY'S

PLACE IN st CENTURY AMERICAN

SCHOOLS.

TODAY, WE HAVE PLEASED TO HAVE

WITH US SOME FOLKS THAT I WOULD

LIKE TO NOW INTRODUCE AND TO

START THAT OFF AND TO MAKE

PRELIMINARY COMMENTS, WE HAVE

SOMEONE THAT I'VE TALKED ABOUT

MOMENTS AGO, BUT SHE IS A MEMBER

OF THE DEPARTMENT OF EDUCATION

FAMILY HERE IN WASHINGTON, D.C.

I'D LIKE TO GIVE HER SEVERAL

MINUTES TO MAKE COMMENTS ON WHAT

I CALL NATIONAL SCALE BECAUSE

THOSE OF US WITH THE DEPARTMENT

OF EDUCATION WORK WITH THE

ENTIRE NATION, AND BELIEVE ME,

OUR TECHNOLOGY FOLKS IN THE

DEPARTMENT OF EDUCATION KNOW A

GREAT DEAL ABOUT THE PULSE OF

AMERICAN SCHOOLS ON THE ISSUE OF

TECHNOLOGY.

SO I'M GOING TO INTRODUCE SARA

TRETTIN FIRST AND GIVE HER THE

OPPORTUNITY FOR COMMENT.

SHE'S A SENIOR POLICY ADVISOR IN

THE OFFICE OF EDUCATIONAL

TECHNOLOGY WITH THE UNITED

STATES DEPARTMENT OF EDUCATION.

SHE FOCUSES ON K- EDUCATIONAL

TECHNOLOGY POLICY ISSUES.

SHE KNOWS A GREAT DEAL ABOUT THE

BROADBAND CONNECTIVITY ISSUES.

SHE HELPS TO LEAD THE DEPARTMENT

K- IN OPEN EDUCATION WORK,

INCLUDING THE NATIONAL #GOOPEN

INITIATIVE FOCUSED ON SHARING

BEST PRACTICES AND FACILITATING

CONNECTIONS AMONG STATE AND

DISTRICT LEADERS USING THAT

PROGRAM, AND BY THE WAY, WE HOPE

YOU WILL LEAVE THIS CALL TODAY

NOT ONLY WITH GENERAL

INFORMATION, BUT GREAT EXAMPLES,

GREAT BEST PRACTICE, AND ALSO

PLACES TO BE ABLE TO GO IF YOU

WANT TO TAKE THAT NEXT STEP INTO

THE WORLD OF DISTANCE EDUCATION

AND TECHNOLOGY IN YOUR OWN

SCHOOLS AND SCHOOL DISTRICTS.

SHE'S GOING TO SHARE WITH US THE

OFFICE OF EDUCATIONAL

TECHNOLOGY'S WORK ON WHAT

THEY'RE DOING TO FACILITATE

OPPORTUNITIES FOR DISCUSSION ON

THESE TOPICS, WHERE EXPERTS IN

THE FIELD CAN SHARE THEIR

EXPERTISE IN THESE AREAS.

SO AGAIN, WELCOME TO YOU, SARA.

WE'RE DELIGHTED TO HAVE YOU, AND

I'LL TURN IT OVER TO SARA

TRETTIN AT THIS POINT.

 GREAT.

THANK YOU SO MUCH, FRANK.

AND GOOD AFTERNOON, EVERYONE.

AS FRANK MENTIONED, MY NAME IS

SARA TRETTIN.

I WORK IN THE OFFICE OF

EDUCATIONAL TECHNOLOGY AT THE

DEPARTMENT, AND OUR OFFICE

REALLY, THE CORE MISSION IS TO

FOCUS ON HOW TECHNOLOGY CAN BE

USED TO SUPPORT TEACHING AND

LEARNING ACROSS THE GRADE RANGES

FROM PRE-K THROUGH ELEMENTARY

AND SECONDARY EDUCATION INTO

POST SECONDARY AND ADULT

EDUCATION.

WE'RE REALLY EXCITED FOR TODAY'S

CONVERSATION AND HAVING THE

OPPORTUNITY TO WORK WITH THE

OFFICE OF ELEMENTARY AND

SECONDARY ED, ESPECIALLY THIS

CONVERSATION IS VERY IMPORTANT

AS MANY OF YOU KNOW, AS SCHOOLS

OVER THE LAST SEVERAL MONTHS

MADE THE IMMEDIATE SHIFT TO

REMOTE LEARNING AND AS WE ALL

LOOK FORWARD TO THE COMING

SCHOOL YEAR AND THINKING ABOUT

THE ROLE THAT TECHNOLOGY WILL

PLAY AS WE GO BACK TO SCHOOL.

SO I DO WANT TO THANK THE

PANELISTS THAT WE HAVE FROM

DISTRICTS ACROSS THE U.S. WHO

ARE HERE TODAY, AND I ALSO WANT

TO THANK THE ATTENDEES WHO ARE

ON, WHO HAVE MADE TIME TODAY TO

JOIN US, TO BE PART OF THE

CONVERSATION AND TO KIND OF

LEARN TOGETHER.

SO ONE OF THE THINGS THAT IS

CORE TO THE WORK OF OUR OFFICE

IS A RESOURCE CALLED THE

NATIONAL EDUCATION TECHNOLOGY

PLAN.

THE NATIONAL EDUCATION

TECHNOLOGY PLAN REALLY LAYS OUT

A VISION FOR WHAT TECHNOLOGY

USED IN SCHOOLS LOOKS LIKE, AND

KIND OF CORE TO THE DOCUMENT IS

REALLY HIGHLIGHTING SEVERAL KEY

COMPONENTS THAT, AS A SCHOOL IS

LOOKING AT USING TECHNOLOGY TO

SUPPORT LEARNING, WHAT ARE THE

KEY PIECES THAT NEED TO REALLY

BE IN PLACE, THAT PEOPLE ARE

THINKING THROUGH AS THEY'RE

IMPLEMENTING TECHNOLOGY.

SO I THINK TODAY'S CONVERSATION,

SINCE WE HAVE DISTRICT EXPERTS

FROM ACROSS THE COUNTRY, TODAY'S

CONVERSATION WILL REALLY BE AN

OPPORTUNITY TO SEE THE NATIONAL

EDUCATION TECHNOLOGY PLAN IN

ACTION.

AND A COUPLE OF THE -- AS THE

PANELISTS ARE GOING TO TALK

ABOUT, THE WORK THAT THEY'RE

DOING AND THE INSTRUCTIONAL

SHIFTS THAT THEY ARE MAKING IN

THEIR DISTRICTS TO BETTER SERVE

STUDENTS, THERE ARE A COUPLE OF

KEY COMPONENTS AROUND THE USE OF

TECHNOLOGY THAT YOU'LL PROBABLY

HEAR HIGHLIGHTED.

THE FIRST AND PROBABLY THE MOST

IMPORTANT IS LEARNING, AND SO

WHEN WE THINK ABOUT THE USE OF

TECHNOLOGY, WE REALLY WANT TO

FOCUS ON HOW IS TECHNOLOGY A

TOOL THAT CAN SUPPORT THE VISION

THAT YOUR SCHOOL OR YOUR

DISTRICT HAS FOR LEARNING.

SO THINKING ABOUT LEARNING FIRST

AND THEN AS YOU CONSIDER THE

KIND OF -- HOW YOU WANT LEARNING

TO LOOK, WHAT YOU WANT STUDENTS

TO BE ABLE TO DO, HOW CAN

TECHNOLOGY SERVE AS A TOOL TO

HELP YOU GET THERE.

SO I KNOW WE'LL HEAR A LOT ABOUT

THAT TODAY.

THE SECOND KIND OF KEY COMPONENT

THAT, AS TECHNOLOGY IS USED IN

SCHOOLS, IS REALLY IMPORTANT AND

FRANK TOUCHED ON THIS, IS AROUND

TEACHER PROFESSIONAL

DEVELOPMENT, AND RIGHT NOW WE

ALSO ARE THINKING ABOUT HOW ARE

WE PROVIDING PROFESSIONAL

DEVELOPMENT TO OUR FAMILIES TO

MAKE SURE THAT THEY CAN SUPPORT

THEIR CHILD, THEIR STUDENT AS

THEY ARE LEARNING FROM HOME.

SO WHEN THINKING ABOUT

PROFESSIONAL DEVELOPMENT, HOW

ARE WE GIVING TEACHERS THE TIME

AND SPACE AND IS THE TO LEARN

HOW TO EFFECTIVELY USE THE

TECHNOLOGY TO SUPPORT STUDENTS

IN THEIR LEARNING.

A COUPLE OTHER KEY COMPONENTS

THAT I LIKE TO THINK OF WHEN

THINKING ABOUT THE HOLISTIC

PLANNING FOR THE USE OF

TECHNOLOGY IS AROUND DEVICES AND

CONNECTIVITY, WHICH FRANK ALSO

TOUCHED ON.

THOSE ARE IMPORTANT COMPONENTS,

MAKING SURE THAT STUDENTS HAVE A

DEVICE THAT IS -- WILL HELP THEM

ACCOMPLISH THE GOALS SET OUT FOR

LEARNING AND ALSO THINKING ABOUT

CONNECTIVITY.

BEFORE WE WERE THINKING A LOT

ABOUT MAKING SURE SCHOOL

BUILDINGS WERE CONNECTED, BUT

RIGHT NOW IT'S REALLY IMPORTANT

TO THINK ABOUT, ARE OUR

STUDENTS -- DO THEY HAVE

ADEQUATE ACCESS TO THE INTERNET

AT HOME NOT ONLY TO CONNECT TO

THEIR LEARNING, BUT ALSO CONNECT

TO THEIR TEACHERS, THEIR

CLASSMATES, TO MAKE SURE THAT

DURING THIS TIME, THEY FEEL

SUPPORTED EMOTIONALLY AS WELL.

AND THEN KIND OF THE LAST

COMPONENT THAT FOLKS MIGHT TOUCH

ON IS AROUND ACCESS TO

HIGH-QUALITY DIGITAL

INSTRUCTIONAL MATERIALS.

SO I THINK ESPECIALLY AS WE'RE

KIND OF IN THIS RAPID SHIFT AS

SCHOOLS MIGHT BE RAPIDLY

SWITCHING TO REMOTE LEARNING,

THERE'S A NEED TO CONSIDER WHAT

THE INSTRUCTIONAL MATERIALS LOOK

LIKE THAT WE'RE USING AS WE'RE

HAVING TO SHIFT TO USING NEW

SOFTWARE, TECHNOLOGY, AND

DIGITAL LEARNING MATERIALS

ONLINE, AND HOW CAN WE MAKE SURE

THAT THOSE MATERIALS ADDRESSES

NEEDS FOR ALL LEARNERS THAT WE

HAVE IN OUR SCHOOLS.

SO I AM EXCITED TO TURN IT OVER

TO OUR PANELISTS BECAUSE I KNOW

THAT THEY HAVE A LOT OF GREAT

INFORMATION TO SHARE AS WELL AS

THEIR EXPERIENCES, SO THEY'RE

GOING TO BE TALKING ABOUT WHAT

THE USE OF TECHNOLOGY LOOKS LIKE

IN THEIR OWN SCHOOLS AND HOW IT

HAS SUPPORTED THE INSTRUCTIONAL

SHIFTS THAT THEY ARE

IMPLEMENTING TO BETTER SERVE

STUDENTS.

AND SO AS THEY ARE ALL SHARING

THEIR WORK, ONE OF THE KIND OF

KEY THINGS YOU'LL HEAR ACROSS

ALL THE EXAMPLES IS HOW THE

INSTRUCTIONAL SHIFTS THAT

THEY'RE MAKING AND THE MODELS

THAT THEY'RE IMPLEMENTING ARE

REALLY GROUND IN THE IDEA OF

STUDENT ENGAGEMENT AND STUDENT

EMPOWERMENT.

THEY'RE THINKING ABOUT HOW DO

YOU PUT THE STUDENTS AT THE

CENTER OF THE LEARNING THAT'S

HAPPENING.

SO WITH THAT, I'M GOING TO TURN

IT BACK OVER TO FRANK TO

INTRODUCE OUR PANEL.

THANKS, FRANK.

 SARA, THANK YOU.

AND THANKS FOR THE WORK THAT YOU

AND YOUR COLLEAGUES DO EVERY DAY

ON BEHALF OF AMERICA'S CHILDREN

IN THE DEPARTMENT OF EDUCATION,

ESPECIALLY TODAY IN THE OFFICE

OF TECHNOLOGY.

I NOW HAVE THE GREAT

OPPORTUNITY, AS SARA MENTIONED,

TO INDIVIDUALIZE THE

INTRODUCTIONS FOR EACH OF OUR

REMAINING PANELISTS.

I WILL RUN THROUGH ALL FOUR OF

THOSE INTRODUCTIONS, AND THEN WE

WILL GO BACK AND BEGIN AGAIN FOR

COMMENTS OF EACH OF THEM.

I'M NOT GOING TO DO THEM REAL

JUSTICE BECAUSE I'M TRYING TO

KEEP THESE INTRODUCTIONS

RELATIVELY BRIEF, BUT JUST

PLEASE UNDERSTAND, THEY'RE

BETTER THAN EVEN I'M GOING TO

MAKE THEM SOUND IN THESE BRIEF

INTRODUCTIONS.

WE'RE DELIGHTED TO HAVE THEM ALL

WITH US TODAY.

WE HAVE, FIRST OF ALL, MARLON

STYLES JR.

MARLON IS THE SUPERINTENDENT OF

SCHOOLS WITH THE MIDDLETOWN CITY

SCHOOL DISTRICT, MIDDLETOWN,

OHIO.

THAT IS A DISTRICT OF ABOUT

, STUDENTS.

THE DISTRICT IS BILLED AS

SUBURBAN, BUT MARLON WOULD BE

THE FIRST ONE TO TELL YOU IT

ALSO BORDERS ON URBAN IN CERTAIN

SPOTS, AND SO THEY HAVE A

VERY -- I'LL CALL IT A MIXED

BAG, MARLON, OF STUDENTS, FREE

AND REDUCED LUNCHERS, MIXED

ETHNICITY, SO THEY HAVE A LITTLE

OF EVERYTHING.

THE DISTRICT IS ENGAGED IN

COMMUNITY PARTNERSHIPS FOR FREE

WI-FI, WHICH I THINK IS

FANTASTIC.

DISTANCE LEARNING HAS RECOGNIZED

STATEWIDE AND MIDDLETOWN CITY

SCHOOL DISTRICT HAS PICKED UP

THAT CHARGE AND, INDEED, UNDER

MARLON'S LEADERSHIP, ARE REALLY

DOING SOME GREAT THINGS FOR A

DISTRICT OF HIS SIZE, HIS

DEMOGRAPHIC, HIS CONFIGURATION.

INDEED, HE HAS BEEN A LEADER OF

BOTH DIGITAL PROMISE AND FUTURE

READY SCHOOLS, SPEAKS HIGHLY OF

THE LEADERSHIP OF THIS

PARTICULAR DISTRICT, AND AGAIN,

MARLON, I'M NOT DOING YOU

JUSTICE, I'M JUST GOING TO SAY

IT.

A BIG PART OF THAT HAS BEEN

BECAUSE OF HIS LEADERSHIP.

MAR LONS VERY FOCUSED, AMONG

OTHER THINGS, ON THE ISSUE OF

WORKING TO CLOSE THE GAP THAT

EXISTS ALL OVER THE COUNTRY, THE

GAP BETWEEN SOCIOECONOMIC STRATA

AND THE GAP BETWEEN STUDENTS OF

COLOR.

AND BY VIRTUE OF THAT FACT, IS

TO BE COMMENDED FOR ALL OF HIS

WORK.

MIKE NIKSON -- AND I SHOULD TELL

YOU, WAVE AT THE CROWD.

I THINK THEY SEE YOUR NAMES, BUT

I'M NOT SURE EVERY TIME.

MIKE NIKSON IS THE INSTRUCTIONAL

TECHNOLOGY COORDINATOR FOR

SHEBOYGAN FALLS DISTRICT,

SHEBOYGAN FALLS, WISCONSIN.

THAT IS A SMALL DISTRICT BY

COMPARISON TO MARLON AND WE LIKE

TO DO THAT.

WE LIKE TO HAVE PANELISTS WHO

REPRESENT DIFFERENT SIZES,

DIFFERENT SHAPES, DIFFERENT

CONFIGURATIONS AND DEMOGRAPHICS,

TO TRY TO MAKE SURE THAT THE

VIEWERS AT HOME RECOGNIZE THAT

THIS CAN BE A ONE-SIZES FITS

ALL.

THAT'S UNUSUAL IN EDUCATION.

WHAT I MEAN BY THAT, THOUGH, IS

THAT DISTANCE EDUCATION CAN BE

JUST AS IMPORTANT FOR A SMALL

RURAL SCHOOL SYSTEM AS IT CAN

FOR A GIGANTIC INNER CITY SCHOOL

SYSTEM AND EVERYTHING IN

BETWEEN.

AND SO BY VIRTUE OF THAT FACT,

MIKE BRINGS TO US A GOOD EXAMPLE

OF A SMALL SUBURBAN DISTRICT

THAT HAS BEEN DOING GREAT WORK

IN THE AREA OF DISTANCE

EDUCATION AND TECHNOLOGY IN

GENERAL.

THEY HAVE MOVED AGGRESSIVELY

INTO THE WORLD OF THE ONE-TO-ONE

DEVICE APPROACH, TRYING TO MAKE

SURE THAT EVERY STUDENT IN THEIR

SYSTEM HAS A DEVICE.

THEY'RE WORKING ON THE TEACHER

TRAINING COMPONENT, WHICH IS SO

VERY IMPORTANT, TO MAKE SURE

THAT THIS WHOLE THING WORKS, AND

THEY HAVE INVESTED QUITE HEAVILY

IN HELPING TEACHERS UNDERSTAND

THE LEARNING NEEDS AND

PREFERENCES OF STUDENTS VARY AND

INSTRUCTION SHOULD BE DESIGNED

TO PROVIDE STUDENTS OPTIONS TO

MEET THOSE NEEDS.

AND THAT INCLUDES PROVIDING

TECHNOLOGY TO SUPPORT LEARNERS.

MIKE HIMSELF HAS BEEN A

PRINCIPAL.

HE IS THE INSTRUCTIONAL

TECHNOLOGY COORDINATOR NOW.

HE'S BEEN A CLASSROOM TEACHER

AND I FOUND IT INTERESTING THAT

THAT WAS IN THE AREA OF BIOLOGY

AND CHEMISTRY.

INTERESTING SEGUE FROM BIOLOGY,

CHEMISTRY, INTO THE WORLD OF

DISTANCE EDUCATION.

BUT I THINK IT'S TERRIFIC, THE

TECHNOLOGICAL JUMP.

BY VIRTUE OF THAT FACT, WE ARE

DELIGHTED TO HAVE MIKE NIKSON

WITH US TODAY.

ALSO WITH TODAY, WE HAVE DAN

McDOWELL.

WAVE AT US, DAN.

DAN IS HERE TODAY AND IS THE

DIRECTOR FOR LEARNING AND

INNOVATION, WRATHMONT UNION

DISTRICT, SAN DIEGO, CALIFORNIA.

WE'RE THRILLED THAT HE'S HERE

WITH US TODAY.

THAT DISTRICT IS CONSIDERED TO

BE LARGE, LARGELY SUBURBAN, BUT

I'M SURE HE WOULD TELL YOU NOT

EXCLUSIVELY SUBURBAN.

SO AGAIN, HERE WE HAVE A MIXED

BAG OF STUDENT DEMOGRAPHIC AND

POPULATION.

IT'S A SYSTEM OF ABOUT ,

STUDENTS, SO IT'S A GOOD-SIZED

SYSTEM, AND THEY ARE PARTNERING

WITH THE DEPARTMENT OF FUNDED

CENTER ON INCLUSIVE TECHNOLOGY

AND EDUCATION SYSTEMS PROJECT AS

A FRAMEWORK DEVELOPMENT

DISTRICT.

FRAMEWORK DEVELOPMENT DISTRICTS

HAVE A LONG-TERM COMMITMENT WITH

THIS OPERATION TO TRY OUT NEW

EVIDENCE-BASED PRACTICES AND

PROVIDE FEEDBACK ON WHAT WORKS

TO BUILD AN INCLUSIVE TECHNOLOGY

ECOSYSTEM.

THE DISTRICT IS FOCUSED ON

TRAINING STAFF, SEEMS TO BE A

COMMON THREAD HERE, GANG.

WE LOVE TO HEAR THAT, IN

IMPLEMENTING UNIVERSAL DESIGN.

YOU'LL HEAR MORE ABOUT THAT, NO

DOUBT, FROM OUR PANELISTS IN

TODAY'S PRESENTATION BECAUSE

MORE THAN ONE OF THEM ARE

INVOLVED IN UNIVERSAL DESIGN

LEARNING PRINCIPLES.

SO WE WELCOME DAN HERE TODAY

WITH US.

LAST, BUT CARRIE, ABSOLUTELY NOT

LEAST, WE HAVE CARRIE WOZNIAK.

CARRIE IS A SUPERINTENDENT OF

SCHOOLS FOR FRAZIER PUBLIC

SCHOOLS, FRAZIER, MICHIGAN.

APPROXIMATELY , STUDENTS.

IT IS CONSIDERED A SUBURBAN,

LARGE DISTRICT, BUT I'LL BET YOU

SHE'LL TELL YOU THE SAME THING

EVERYBODY ELSE DOES.

DON'T GET A RUBBER STAMP IN YOUR

NINE WHEN YOU HEAR THE WORD

"SUBURBAN," AND SHE'LL TALK MORE

ABOUT THAT LATER.

FRAZIER PUBLIC SCHOOLS WAS

RECOMMENDED BY STAFF AT MICHIGAN

VIRTUAL FOR THE ROBUST

PROFESSIONAL TERNG THEY PROVIDED

TO TRANSITION ALL STAFF MEMBERS

TO REMOTE LEARNING AND VIRTUALLY

EVERYONE LISTENING IN TODAY

KNOWS A LITTLE BIT ABOUT THAT

ISSUE, TRYING TO GET EVERYBODY

FLUIDLY ABLE TO PIVOT AND USE

DISTANCE EDUCATION WHEN THE NEED

ARISES OR EVEN IN THE MAINSTREAM

WORLD OF THE st CENTURY SCHOOL

AND LEARNER.

THE DISTRICT IS A ONE-TO-ONE

&nbsp;

WHEN IT COMES TO THE HARDWARE

NECESSARY IN PRE-K THROUGH ,

WITH A FULL LEARNING MANAGEMENT

SYSTEM IMPLEMENTATION.

THE DISTRICT IMPLEMENTS

COMPETENCY-BASED EDUCATION AND

HAD A ROBUST HYBRID LEARNING

MODEL JUST PRIOR TO THE SCHOOL

CLOSURES.

AND THIS ALLOWED THE SCHOOL TO

BEGIN PROVIDING A NEW LEARNING

FOR STUDENTS ONE WEEK AFTER

SCHOOLS SHUT DOWN, AND THAT IS

MOST COMMENDABLE.

AND THERE ARE MANY AROUND THE

COUNTRY THAT WISH THEY COULD

HAVE FOUND THEMSELVES IN THAT

NIMBLE A POSITION.

SO KUDOS TO THE WORK YOU DO.

SHE'S GOT A B.A. FROM MICHIGAN

DEARBORN, A MASTERS FROM THE

UNIVERSITY OF MICHIGAN AND AN ED

SPECIALIST FROM THE UNIVERSITY

OF OAKLAND.

SHE THOUGHT SHE'D TRY THAT

DEGREE OUT ON THE WEST COAST.

SO WE'RE DELIGHTED TO HAVE ALL

OF YOU WITH US TODAY, AND NOW IF

YOU WILL INDULGE ME, I'M GOING

TO PIVOT TO OUR QUESTION AND

ANSWER SESSION AND FIRST GIVE

EACH OF YOU A CHANCE TO MAKE

COMMENT, BUT LET THE AUDIENCE

KNOW AS WELL IF THERE ARE OTHER

ISSUES THAT YOU WOULD HAVE

ADDRESSED IN THE SHORT TIME

WE'RE GIVING YOU FOR COMMENT.

THERE WILL BE PLACES FOR THAT

WHEN YOU ARE IN THE Q&A SESSION

OF THE PROGRAM.

SO MARLON STYLES, LET'S BEGIN

WITH YOU AND TELL US A LITTLE

BIT ABOUT MARLON AND A LITTLE

BIT ABOUT WHAT YOU'RE UP TO.

 GOOD AFTERNOON, EVERYONE.

THANK YOU, FRANK, AND THE

DEPARTMENT FOR HAVING US ON THE

PANEL, VERY EXCITED TO JOIN SOME

OF THE NATIONAL TRAILBLAZERS AND

THOUGHT LEADERS SERVING ON THE

PANEL.

ALSO EXCITED TO BE PARTNERED

WITH SARA AS WELL FROM THE

DEPARTMENT.

THANK YOU TO ALL THE EDUCATORS

OUT THERE JOINING US RIGHT NOW.

IT'S THE SUMMERTIME, SO YOU

MIGHT EVEN BE AT THE POOL

LISTENING TO US TODAY, BUT

APPRECIATE YOU TAKING TIME OUT

OF YOUR BUSY SCHEDULE.

A LITTLE BIT ABOUT MIDDLETOWN

CITY SCHOOL DISTRICT.

I'M HONORED AND PROUD TO SAY I'M

AN MIDI THROUGH AND THROUGH.

I'VE BEEN THERE FOR THREE YEARS

AND EVERYTHING I'LL SHARE TODAY

IS A CREDIT TO THE ENTIRE STAFF.

THE MODERNIZATION MOVEMENT IS

SOMETHING WE'RE AWFULLY PROUD

OF.

OUR DISTRICT IS VERY MUCH URBAN.

I DON'T CARE WHAT ANYBODY ELSE

SAYS, WE'RE % FREE AND

REDUCED LUNCH RATE, PROUD URBAN

DISTRICT.

OUR MEDIAN HOUSEHOLD INCOME IS

$,.

TAKE THOSE TAGS THAT SOCIETY

TELLS YOU WHAT YOU SHOULD THINK

ABOUT AN URBAN ENVIRONMENT AND

COME TO MIDDLETOWN CITY SCHOOL

DISTRICT, YOU'LL SEE THAT OUR

STAFF AND OUR STUDENTS ARE

ABSOLUTELY THRIVING AS WE GO TO

OFFER STUDENTS AN EDUCATION THAT

INSPIRES, UNITES AND TRANSFORMS.

OUR STAFF IS UNBELIEVABLE.

WE CELEBRATE AN MIDI RISING

CULTURE THAT RIGHT NOW IS

ABSOLUTELY ON FIRE.

THE CULTURE TRULY IS ABOUT HOW

WE DO BUSINESS.

CORONAVIRUS OR NOT, REMOTE

LEARNING OR NOT, THIS IS JUST

HOW WE GO ABOUT EDUCATING

CHILDREN.

WE TAKE A LOT OF PRIDE IN WHAT

WE DO AND WE CELEBRATE A LOT OF

HUGE SUCCESSES ABOUT OUR

STUDENTS AND THE OPPORTUNITIES

THAT THEY HAVE ACCESS TO.

WHAT I CAN SHARE IS WE ARE A

PROUD URBAN DISTRICT.

WE ARE A PROUD MEMBER OF THE

DIGITAL PROMISE LEAGUE OF

INNOVATIVE SCHOOLS, BOLD

INNOVATIVE WAYS OF HOW TO

LEVERAGE TECHNOLOGY TO INSPIRE

STUDENTS TO CHASE THEIR DREAMS

AND PASSIONS.

I CAN TELL YOU THAT WE CELEBRATE

DIFFERENT COMPONENTS INSIDE THE

FUTURE READY FRAMEWORK, BUT ALSO

AS WELL HOW THAT INSPIRES

STUDENTS TO MAKE THEIR DREAMS

COME TRUE.

JUST THIS PAST SUMMER, , OUR

DISTRICT, AGAIN CREDIT TO OUR

STAFF AND OUR LEADERS, OUR

DISTRICT WAS RECOGNIZED AS

DISTINGUISHED DISTRICT AWARD

WINNER, SO A LOT OF HUGE WINS IN

AN URBAN ENVIRONMENT.

I ALWAYS CHALLENGE FOLKS, NO

MATTER WHERE YOU'RE FROM, WHAT

YOU DO IN EDUCATION, LEARNING IS

LEARNING AND TEACHING IS

TEACHING.

GOOD OLD-FASHIONED TEACHING AND

LEARNING, BUT I ENCOURAGE FOLKS

TO EMBRACE TECHNOLOGY, EMPOWER

FOLKS TO CHASE THEIR DREAMS AND

FIND INCLUSIVE WAYS FOR STUDENTS

TO HAVE EXPERIENCES IN AND OUT

OF THE CLASSROOM AND

OPPORTUNITIES TO BE SUCCESSFUL.

SO VERY EXCITED TO BE HERE

TODAY.

I'LL STOP RAMBLING BECAUSE I

KNOW FOUR MINUTES GOES QUICK.

BUT I'LL END BY SAYING TWO

THINGS.

#MIDIRISING AND FOOTBALL.

 THAT MAKES SEVERAL OF OUR

PANELIST AND BIT UNCOMFORTABLE

THERE, MARLON, BUT THANK YOU FOR

THAT SHOUTOUT TO THE BUCKEYES.

WE'LL TURN OUR ATTENTION NOW TO

MIKE NIKSON.

MIKE, WELCOME AGAIN.

 I'LL JUST START BY SAYING GO

BADGERS.

BUT VERY PROUD TO REPRESENT

SHEBOYGAN FALLS.

IT'S A SUBURBAN RURAL DISTRICT,

SO WE HAVE SOME OF THOSE

CONNECTIVITY ISSUES.

EVEN AFTER ISSUING HOT SPOTS,

WHICH I ARE STILL CELLULAR IN

NATURE, WE'RE STILL TRYING TO

FIGURE OUT HOW TO PERFECT

GETTING EVERY STUDENT QUALITY

ACCESS TO THE INTERNET.

THEY MAY HAVE ACCESS, BUT IT MAY

NOT BE OF THE QUALITY THAT WE

NEED FOR DISTANCE LEARNING.

SO I GUESS STARTING, SHEBOYGAN

FALLS IS IN OUR SIXTH YEAR OF

OUR JOURNEY FOR UNIVERSAL DESIGN

FOR LEARNING AND WE USE THAT AS

OUR FRAMEWORK TO DESIGN ALL OF

OUR INSTRUCTION.

THE BASIC BELIEF OF UNIVERSAL

DESIGN FOR LEARNING IS THAT

EVERY STUDENT, NO MATTER IEP OR

NOT, THEY CAN BECOME EXPERT

LEARNERS AND WHAT THAT MEANS IS

THAT THEY'RE GOING TO BE

PURPOSEFUL AND MOTIVATED,

THEY'RE GOING TO BE RESOURCEFUL

AND KNOWLEDGEABLE, AND STRATEGIC

AND GOAL-DIRECTED.

WHAT WE DO IS WE ASSUME THAT

THERE IS NO AVERAGE STUDENT AND

THAT INSTEAD OF DESIGNING FOR

THE MIDDLE, WE DESIGN FOR THE

EDGES OR FOR ALL STUDENTS.

SO WE THINK THAT IF THERE'S A

PRACTICE THAT'S GOOD FOR

SOMEBODY WITH AN IEP, THAT

PRACTICE IS PROBABLY GOOD FOR

ALL STUDENTS.

OR IF THERE'S A DIFFERENT

TALENTED PRACTICE THAT'S GOOD

FOR THOSE STUDENTS, IT'S

PROBABLY ALSO GOOD FOR ALL

STUDENTS, SO WE REALLY WORK ON

DESIGNING OUR INSTRUCTION SO

THAT ALL STUDENTS ARE TAKEN INTO

EFFECT.

FOR INSTANCE, WE'RE WORKING ON

STAFF HOLDING ALL OF OUR

LEARNING AND IN A DIGITAL REALM,

THAT CAN BE DAUNTING, BUT IT CAN

ALSO BE VERY POWERFUL.

IT'S ONE OF THE BIGGER THINGS

YOU CAN DO TO INCREASE LEARNING.

SO THAT'S REALLY WHERE WE'RE

FOCUSING, AND BECAUSE OF THAT,

WE NEED TO HAVE TEACHERS THAT

CAN CREATE REAL FLEXIBLE

LEARNING ENVIRONMENTS.

SO WE'RE TRYING TO LEVERAGE OUR

TECHNOLOGY SUCH THAT OUR STAFF

MEMBERS CAN REALLY CREATE

FLEXIBLE LEARNING ENVIRONMENTS

FOR ALL STUDENTS.

SO WHEN WE THINK OF A TECH PLAN,

EVERYTHING WE DO GOES BACK TO

THE UNIVERSAL DESIGN FOR

LEARNING GUIDELINES, AND ONE OF

THOSE LAYERS IS ACCESS.

THAT'S WHERE YOU CAN REALLY NAIL

THE UNIVERSAL DESIGN GUIDELINES.

IN OUR DISTRICT, WE'RE IN THE

FOURTH YEAR OF BEING A

ONE-TO-ONE SCHOOL DISTRICT.

WE HAVE TOUCH SCREEN CHROME

BOOKS FOR GRADES THROUGH ,

AND iPADS IN K AND K.

WE PURCHASED THE CANVAS LEARNING

MANAGEMENT SYSTEM FOUR YEARS AGO

AND RECENTLY PURCHASED SEE SAW

FOR OUR YOUNGER LEARNERS JUST TO

NAIL THAT ACCESS PIECE.

WE USE TEXT HELP, WHICH IS AN

ACCESSIBILITY TOOL FOR THE

GOOGLE SUITE.

WE HAVE PRECAST AND WE VIDEO TO

CREATE VIDEOS.

WE RECENTLY PURCHASED SECURITY

CLASSROOM TO TEACHERS CAN EASILY

SHARE DIGITAL MATERIALS AND WE

USE GOOGLE MEET.

BASICALLY WHAT WE'RE TRYING TO

DO IS GIVE OUR TEACHERS AS MANY

TOOLS AVAILABLE TO CREATE THAT

FLEXIBLE LEARNING ENVIRONMENT.

WE NEED TO HAVE STUDENTS HAVE

CHOICES ON HOW THEY LEARN

MATERIAL, BUT ALSO ON HOW THEY

SHARE THEIR LEARNING WITH US.

SO THAT'S MY JOB AND OUR JOB AS

TECH PEOPLE IS TO CREATE THAT

ACCESS AND THEN WE HAVE TO TRAIN

OUR PEOPLE.

SO WE'RE REALLY WORKING ON

NAILING THAT PIECE.

SO THIS SUMMER, WE'RE REBUILDING

OUR UNIT WATSON PLANNER, WHICH

IS A LESSON PLANNER AND WE'RE

TAKING ADVANTAGE OF THE TEACHER

CLARITY PLAYBOOK AND REALLY

TRYING TO NAIL OUR ESSENTIAL

STANDARDS, AND THEN HOW DO WE

BUILD THAT GREAT LEARNING

PROGRESSION AND THOSE LEARNING

INTENTIONS TO OUR STUDENTS.

WE'RE PROVIDING LEARNING

MANAGEMENT SYSTEM TRAINING FOR

ALL TEACHERS, INCLUDING

ADMINISTRATION.

I GUESS I CAN'T STRESS THAT

ENOUGH.

OUR SUPERINTENDENT ON DOWN IS ON

BOARD WITH ALL THAT WE'RE DOING

FOR DISTANCE LEARNING.

THEY'RE ALL WELL VERSED IN

UNIVERSAL DESIGN FOR LEARNING

AND IF WE DIDN'T HAVE A

FRAMEWORK FOR LEARNING, WE WOULD

BE LOST.

SO THAT FRAMEWORK IS THE BASIS

FOR ALL THE WORK WE DO.

AND THEN WE'VE RECENTLY

RECONVENED OUR VIRTUAL LEARNING

COMMITTEE.

REASON WHY IS, UNLIKE VIRTUAL

SCHOOLS, NOBODY IN OUR DISTRICT

CHOSE TO BE IN AN ONLINE

ENVIRONMENT.

SO WE HAD A LOT OF CATCHING UP

TO DO AND A LOT OF WORK TO DO IN

THE FUTURE IN PROVIDING

HIGH-QUALITY, DIRECT

INSTRUCTION.

WE WERE GREAT AT MAKING STREET

CASTS AND POSTING THINGS, BUT

THAT FACE-TO-FACE INSTRUCTION,

WHICH AGAIN TELLS US IS SO

IMPORTANT, IS WHERE WE NEED TO

DO OUR GROWING AND WE'RE REALLY

LOOKING FORWARD TO DOING THAT

BECAUSE AS SARA SAID, TECHNOLOGY

IS GREAT, BUT UNLESS YOU HAVE

THE PEOPLE AND THE HIGH-QUALITY

EDUCATION BEHIND IT, IT IS JUST

A TOOL.

SO I'M EXCITED TO SHARE OUR

STORY WITH PEOPLE AND THANK

EVERYBODY ON THE PANEL AND

LISTENING IN TO SHARE YOUR

LEARNING.

 MIKE, THANKS.

FIRST, I'M GOING TO OUT YOU AND

TELL YOU WHAT YOU TOLD US BEFORE

THIS STARTED, AND THAT IS THE

FACT THAT THE FACIAL HAIR IS A

FUNCTION OF THE CORONAVIRUS

LOCKDOWN.

IT IS NOT SOMETHING THAT THAT

YOU'VE ALWAYS SPORTED.

LOOKING VERY DAPPER.

I WANT YOU TO KNOW THAT.

 THE FIRST TIME I HAD TO BUY

PRODUCTS FOR HERE.

[ LAUGHTER ]

 THANK YOU, MIKE.

MIKE ALSO MENTIONED SOMETHING

THAT I THINK IS VERY IMPORTANT,

AND THAT IS THE FACT THAT THE

WORLD NEEDS TO NOW LOOK AT

DISTANCE EDUCATION NOT AS

SOMETHING TO PROTECT US FROM A

GLOBAL PANDEMIC.

WE NEED TO START TO, IN PLACES

WHERE WE'RE NOT YET DOING THAT,

CONSIDER THE POTENTIAL FOR

DISTANCE EDUCATION IN A VERY

REGULAR AND MAINSTREAM WAY.

IT IS NOT GOING TO ELIMINATE

TEACHERS, CONTRARY TO THE MYTH,

AND THESE FOLKS WILL TELL YOU

THAT.

QUITE THE CONTRARY.

TEACHERS WHO ARE TRAINED IN HOW

TO USE DISTANCE EDUCATION HAVE

THE ABILITY TO BE MORE IMPORTANT

THAN EVER BEFORE IN THAT REALM.

SO BEYOND THE FACE-TO-FACE

EDUCATIONAL OPPORTUNITIES THE

TEACHERS HAVE AND ALWAYS WILL

PROVIDE, WILL BE AN AMENDMENT TO

THAT, THAT WILL ADD ON THE

ABILITY THAT A GREAT TEACHER WHO

KNOWS HOW TO USE DISTANCE

EDUCATION CAN PROVIDE TO ENHANCE

THE TEACHING AND LEARNING

EXPERIENCE, AND IT'S VERY

EXCITING.

WE'LL NOW GO TO DAN McDOWELL,

WHO HAD HIS FACIAL HAIR BEFORE

THE CORONAVIRUS OUTBREAK, I

MIGHT POINT OUT, AS WE CAME TO

LEARN.

DAN IS THE DIRECTOR AND

INNOVATION PERSON AT GRASSMONT

UNION HIGH SCHOOL DISTRICT, AS I

MENTIONED, AND DAN, WE ARE

DELIGHTED TO HAVE YOU WITH US

TODAY AND THE FLOOR IS NOW

YOURS, SIR.

 THANK YOU VERY MUCH.

SO ONE SMALL CORRECTION,

GROSSMONT, AND WE'RE IN THE

SUBURBANS JUST EAST OF SAN DIEGO

AND WE HAVE A VERY DIVERSE SET

OF DEMOGRAPHICS.

WE ARE URBAN AND RURAL.

WE HAVE KIDS WITH, YOU KNOW,

HIGH -- ABOUT % OF OUR

STUDENTS QUALIFY FOR FREE AND

REDUCED LUNCHES AT THREE OF OUR

SCHOOLS.

ACTUALLY, FOUR OF OUR SCHOOLS,

IT'S OVER %.

WE ARE A HIGH SCHOOL ONLY

DISTRICT, WHICH IS A CALIFORNIA

THING, AND SO WE HAVE -- I THINK

MAYBE A FEW OTHER STATES, BUT I

THINK IT'S MOST COMMON HERE IN

CALIFORNIA, SO WE HAVE SEVEN

FEEDER DISTRICTS THAT SEND

STUDENTS TO US.

SO THAT, AS YOU CAN IMAGINE,

PROVIDES A DIFFERENT SET OF

CHALLENGES.

SO WE STARTED A ONE-TO-ONE

JOURNEY SIX YEARS AGO, AND WE

ALWAYS FRAMED IT MORE AS A

TEACHING AND LEARNING PROGRAM.

WE NEVER TRIED TO -- WE TRIED TO

AVOID THE WORD INITIATIVE

BECAUSE IT WAS JUST REALLY

STARTING TO CHANGE WHAT WE DO,

AND REALLY TRYING TO PROVIDE A

MODERN, RIGOROUS, MEANINGFUL

EDUCATIONAL ENVIRONMENT THAT

BALANCES THE NEED TO MAKE SURE

KIDS ARE READING AT GRADE LEVEL

AND WRITING APPROPRIATELY WHILE

STILL GIVING THEM OPPORTUNITIES

TO BE INNOVATIVE AND PROVIDE

DEEP THINKING, YOU KNOW,

ACTIVITIES AND OPPORTUNITIES,

TRYING TO BUILD THE STUDENT AS A

WHOLE BECAUSE, YOU KNOW, WE

FELT -- IT'S GREAT AND WE

CERTAINLY WANT STUDENTS TO BE AT

GRADE LEVEL WITH THEIR SKILLS,

BUT WE ALSO NEED THEM TO BE

DEEPLY ENGAGING WITH THE CONTENT

IN THE WORLD.

SO WE'VE BEEN VERY FORTUNATE TO

HAVE A LOT OF SUPPORT IN OUR

COMMUNITY AND WITHIN OUR

ADMINISTRATION TO BRING

TECHNOLOGY INTO ALL OF OUR

CLASSROOMS.

WE FOUND, THOUGH, AS WE WENT

VIRTUAL, AS WE WENT DISTANCE ON

MARCH th, THAT TEACHING WITH

TECHNOLOGY INSIDE THE CLASSROOM

IS DIFFERENT THAN NOT SEEING

YOUR STUDENTS AT ALL.

AND SO WE DID, YOU KNOW, A LOT

OF PROFESSIONAL LEARNING.

WE DID A GREAT FIRST EFFORT AT

DISTANCE LEARNING, LEARNED A LOT

DURING THIS SPRINGTIME, AND LOOK

FORWARD TO REALLY TACKLING

WHAT'S AHEAD WITH THAT KNOWLEDGE

AND REALLY BEING ABLE TO BUILD

OFF OF IT.

AND ONE OF THE KEYS IS

PROFESSIONAL LEARNING AND ALSO

LEARNING HOW TO WORK AND LIVE IN

THIS ENVIRONMENT.

AND IT WAS MENTIONED PREVIOUSLY

THAT ALSO GOES FOR OUR STUDENTS

AND OUR FAMILIES.

WE HAVE TO TEACH KIDS HOW TO BE

SUCCESSFUL IN THIS ENVIRONMENT

AND RECOGNIZE THAT AS ADULTS,

THEIR WORLDS ARE A LITTLE BIT

DIFFERENT.

I HAVE A NOW SENIOR IN HIGH

SCHOOL WHOSE SLEEPING HABITS

SHIFTED FROM NORMAL TO HIS

NORMAL, RIGHT?

MY NORMAL TO HIS NORMAL.

I WILL SOMETIMES HEAR A : IN

THE MORNING SNACK HAPPEN.

HE'S GETTING UP AT NOON.

HE'S STILL DOING EVERYTHING HE

NEEDS TO DO.

HE'S WORKING A PART-TIME JOB,

DOING THOSE THINGS, BUT HIS

SCHEDULE IS NOW WHAT'S NATURALLY

FITTING FOR HIM.

SO WE HAVE TO JUST, YOU KNOW, AS

WE COME BACK IN THE FALL, BE

FLEXIBLE AND RECOGNIZE THAT

THERE'S PEOPLE ON THE OTHER SIDE

OF THESE COMPUTER SCREENS AND WE

WANT TO BE VERY SUPPORTIVE OF

WHAT THEY'RE DOING.

AND FROM SUPPORTIVE OF THE

ADULTS IN OUR SYSTEM, FROM THE

CLASSIFIED STAFF WHO ARE

PROVIDING MEALS, TO OUR TEACHERS

WHO ARE HAVING TO RETHINK HOW TO

ENGAGE AND EMPOWER STUDENTS IN

POWERFUL LEARNING WHEN THEY

DON'T GET TO SEE THEM EVERY DAY.

YOU KNOW, AND THAT'S -- THAT'S A

BIG SHIFT BECAUSE NO ONE SIGNED

UP -- I THINK YOU SAID THAT, NO

ONE SIGNED UP TO GO DISTANCE

LEARNING AND MOST OF OUR

TEACHERS DID NOT SIGN UP TO NOT

SEE THEIR STUDENTS.

AS A CLASSROOM TEACHER OF

YEARS, I CAN'T IMAGINE WHAT

THOSE YEARS WOULD HAVE BEEN LIKE

WITHOUT HAVING THAT REGULAR

INTERACTION.

SO IT'S A -- THERE'S A LOT OF

CHALLENGES AHEAD SUPPORTING

THOSE STUDENTS AND, YOU KNOW,

UNIVERSAL DESIGN FOR LEARNING

HAS BECOME A PART OF OUR CULTURE

AS WELL, TRYING TO SUPPORT ALL

KIDS, BUILDING EXPERT LEARNERS,

LOOKING AT WHERE THOSE BARRIERS

ARE AND TRYING TO FIND WAYS

AROUND THEM.

AND SO THAT'S GOING TO BE AN

ONGOING -- IT WAS ALREADY A

CHALLENGE WHEN WE WERE

FACE-TO-FACE, ALL RIGHT?

WITH OUR ENGLISH LANGUAGE

LEARNERS, OUR SPECIAL EDUCATION

STUDENTS AND OUR JUST STRUGGLING

STUDENTS WHO NEEDED THAT EXTRA

HELP.

SO I'VE HIT MY FOUR-MINUTE MARK,

BUT LOTS TO TALK ABOUT WITH HOW

TO BRING STUDENTS AND TEACHERS

INTO THE FOLD TO PROVIDE

SOMETHING MEANINGFUL.

 DAN, THANK YOU VERY MUCH.

YOU RAISED SOME WONDERFUL

POINTS, AND SOME OF THOSE

ISSUES, BY THE WAY, WE'LL POKE

AT A LITTLE MORE DURING THE

QUESTION AND ANSWER PORTION OF

THE PROGRAM.

BUT THANK YOU FOR THAT.

THANKS FOR BEING HERE.

AS I MENTIONED, LAST BUT NOT

LEAST, CARRIE WOZNIAK.

JUST TO REMIND YOU, SHE'S THE

SUPERINTENDENT OF SCHOOLS FOR

THE PHRASER PUBLIC SCHOOLS,

FRAZIER, MICHIGAN.

WE'RE THRILLED TO HAVE YOU,

CARRIE.

WELCOME.

AND, OF COURSE, YOU'RE ON MUTE.

I'VE ONLY DONE A THOUSAND TIMES

OVER THE CORONAVIRUS PERIOD WITH

ALL OF THE WORK I DO NOW ONLINE,

I CAN'T TELL YOU HOW MANY TIMES

I STARTED ONLINE ON MUTE.

DID YOU GET IT, CARRIE?

NO.

STILL MUTE.

HMM.

I THINK I CAN HEAR YOU HITTING

THE KEYS, CARRIE, IF I'M NOT

MISTAKEN.

I THINK THAT'S WHAT THAT IS.

 DO YOU HAVE YOUR PHONE ON

MUTE?

YOUR DEVICE?

TRY SPEAKING.

 TRY TO SPEAK, CARRIE.

 CAN YOU HEAR US?

NOD YOUR HEAD IF YOU CAN HEAR

US.

I DON'T THINK SHE CAN HEAR US

EITHER.

CARRIE, I THINK YOU GOT

DISCONNECTED, SO DIAL BACK IN.

 OKAY, DID SOMEBODY -- WE CAN

BEGIN WITH THE OTHER PANELISTS,

BUT IF SOMEBODY CAN CALL CARRIE

OR ALERT CARRIE TO DIAL BACK IN,

THAT WOULD BE GREAT.

I JUST DON'T WANT HER TO THINK

WE'RE CUTTING HER OFF, PERIOD.

ALL RIGHT.

WITH THAT, WE WILL BEGIN WITH

SOME OF THE QUESTIONS AND

ANSWERS, AND IF I HAD THE TIME,

I WOULD WRITE ON A PIECE OF

PAPER AND HOLD IT UP, CARRIE,

HANG UP AND DIAL BACK IN.

 I THINK I DIALED BACK IN.

AM I OKAY?

I APOLOGIZE FOR THAT.

 OH, THERE YOU ARE.

BINGO!

WE'VE GOT YOU.

 SO SORRY.

I DON'T KNOW WHAT HAPPENED.

I JUST -- I APOLOGIZE FOR THAT.

I DO KNOW WHAT I'M DOING

NORMALLY WITH TECHNOLOGY.

 YOU'RE JUST TRYING TO BUILD

THE SUSPENSE.

 RIGHT, YES.

 AFTER THAT MELODRAMATIC

ENTRE, WE'RE DELIGHTED TO HAVE

YOU.

 I DON'T LIKE DRAMA, THOSE OF

YOU THAT KNOW ME.

I APOLOGIZE FOR THAT.

JUST A LITTLE BIT ABOUT FRAZIER.

I KNOW YOU DID A NICE JOB OF

INTRODUCING ME, BUT WE'RE RIGHT

OUTSIDE OF DETROIT, ABOUT ,

STUDENTS, AND I THINK WHAT MAKES

OUR DISTRICT PRETTY INTERESTING

IS WE'VE BEEN ONE-TO-ONE SINCE

.

SO WE'VE HAD A LOT OF

OPPORTUNITIES TO REALLY LEVERAGE

THE TECHNOLOGY PRIOR TO THE

PANDEMIC AND I WANT TO ECHO THE

OTHER TWO PANELISTS THAT TALKED

A LOT ABOUT UNIVERSAL DESIGN FOR

LEARNING.

WE WORKED REALLY CLOSELY WITH

THE UNIVERSAL DESIGN FOR

LEARNING IRN.

THEY'VE BEEN A GREAT SUPPORT TO

US, SO I ENCOURAGE PEOPLE TO

CHECK OUT THAT WORK.

I THINK ANOTHER IMPORTANT PIECE,

WHEN I WAS LOOKING AT THE CHAT,

IS THE CONVERSATION ABOUT SOCIAL

AND EMOTIONAL LEARNING AND

REALLY CONNECTING WITH STUDENTS

DURING THE PANDEMIC IN A VIRTUAL

ENVIRONMENT.

PRIOR TO THE PANDEMIC, WE DID A

LOT OF WORK IN OUR DISTRICT TO

CREATE OUR PORTRAIT OF THE

GRADUATE AND ONE OF THE THINGS

WE REALLY STAYED COMMITTED TO

DURING THE PANDEMIC WAS KEEPING

THOSE KEY ASPECTS OR QUALITIES

ON THE PORTRAIT OF A GRADUATE

THAT WE DEVELOPED IN OUR VIRTUAL

LEARNING ENVIRONMENT AND I

ENCOURAGE DISTRICTS TO BE

THINKING ABOUT THAT AS THEY

THINK ABOUT WHAT THE FALL IS

GOING TO LOOK LIKE FOR THEM.

AND THE SECOND PIECE I WANTED TO

TALK ABOUT IS THE IMPORTANCE OF

INSTRUCTIONAL COACHING.

WE'VE DONE A LOT OF WORK IN OUR

DISTRICT TO GET, I THINK, TO

WHERE WE'RE AT RIGHT NOW THROUGH

THE INSTRUCTIONAL COACHES THAT

WE HAVE IN OUR DISTRICT.

ALL OF OUR BUILDINGS, WE HAVE

NINE OF THEM, HAVE INSTRUCTIONAL

COACHES.

WE CALL st CENTURY COACHES

THAT USE THAT UNIVERSAL DESIGN

FOR LEARNING FRAMEWORK TO

SUPPORT OUR TEACHERS IN THIS

VIRTUAL LEARNING EXPERIENCE THAT

WE'VE BEEN IN, BUT THEY WERE

ALSO USING IT PRIOR -- YOU KNOW,

THEY HAVE THOSE COACHES PRIOR TO

US GOING COMPLETELY ONLINE AND

HAVING THAT COACHING MODEL

REALLY SUPPORTED OUR TRANSITION

FROM FACE-TO-FACE INSTRUCTION TO

A VIRTUAL LEARNING ENVIRONMENT.

SO I THINK HAVING STRONG SUPPORT

WITHIN YOUR DISTRICT RIGHT NOW

AS YOU THINK ABOUT VIRTUAL

LEARNING ARE VERY, VERY

CRITICAL.

SO I'M NOT GOING TO TAKE MY

WHOLE FOUR MINUTES BECAUSE I

WASTED TWO MINUTES BEING

DISCONNECTED.

 THANK YOU, CARRIE.

AND AGAIN, WELCOME ABOARD.

WE'RE GLAD TO HAVE YOU TODAY AND

GLAD YOU WERE ABLE TO FINALLY

NAVIGATE THIS.

SO WELCOME ABOARD.

 SORRY ABOUT THAT.

 WHEN WE DO THESE WEBINARS, I

ALWAYS WORK WITH OUR STAFF TO

MAKE SURE THAT THERE IS AT LEAST

ONE TECHNOLOGICAL GLITCH TO

PROVE TO THE , PEOPLE

WATCHING THIS THAT IT HAPPENS TO

EVERYBODY AND WE'LL GET OVER IT.

RIGHT?

IT'S HAPPENING --

 THAT'S ALL YOU CAN DO.

 -- ALL OVER THE COUNTRY NOW

WHERE THEY'VE GOT THEIR STUDENTS

ON DISTANCE LEARNING AND

SOMETHING CRASHES OR SOMEBODY

CAN'T CONNECT, AND PEOPLE ARE

LEARNING TO OVERCOME THAT.

SO WELCOME, CARRIE.

WE'RE GLAD TO HAVE YOU.

I'M GOING TO BEGIN THE QUESTION

AND ANSWER PORTION OF THE

PROGRAM FOR THE REMAINING TIME

THAT WE HAVE TOGETHER, AND

AGAIN, AS I REMINDED OUR

PANELISTS, I'M GOING TO TRY TO

GIVE ONE OR TWO FOLKS A SHOT AT

EACH OF THESE QUESTIONS, BUT

SOMEONE FEELS AS THOUGH THEY

REALLY WOULD LIKE TO ADD TO

THAT, ALL THEY NEED TO DO IS

RAISE THEIR HAND.

SO WE'RE NOT CAPPING IT AT ONE

OR TWO.

WE DO, HOWEVER, WANT TO TRY TO

GET THROUGH AS MANY OF THESE

QUESTIONS AS WE CAN.

AS WE SEGUE, A NUMBER OF THESE

QUESTIONS ARE DEDICATED TO THE

PROPOSITION THAT VERY MUCH LIKE

MEDICINE WHERE WE USED TO TREAT

PATIENTS IN THE AGGREGATE,

PEOPLE WHO HAVE A COMMON MALADY,

WE TREATED IN COMMON WAYS, AND

NOW VIA THE SCIENCE THAT HAS

EVOLVED ALONG WITH THE AMAZING

TECHNOLOGY THAT IS NOW IN THE

HANDS OF TALENTS DOCTORS AND

NURSES, WE'RE ABLE TO NOT ONLY

DIAGNOSE SPECIFIC TO THAT

PARTICULAR PATIENT, BUT

PRESCRIBE SPECIFIC TO THAT

PARTICULAR PATIENT.

THAT ANALOGY PROBABLY BREAKS

DOWN, BUT THE POINT IS IN THE

WORLD OF EDUCATION, WE HAVE

STARTED TO MOVE MUCH MORE TOWARD

THE INDIVIDUAL STUDENT AND AWAY

FROM JUST TEACHING A CLASSROOM

OF STUDENTS AND BEGIN TO LOOK AT

WAYS THAT WE CAN REACH EACH

INDIVIDUAL THROUGH DIAGNOSIS AND

THEN, IF YOU WILL, THROUGH

PRESCRIPTION.

AND CERTAINLY NOTHING HAS BEEN

LESS A CONTRIBUTING FACTOR THAN

TECHNOLOGY WHEN IT COMES TO

ALLOWING GREAT TEACHERS WHO KNOW

HOW TO USE THAT TECHNOLOGY TO

ASSIST THEM IN MAKING THAT

HAPPEN.

BOTH THROUGH TECHNOLOGY AS A

STRATEGY, BUT ALSO WITH THE

GREAT DATA THAT WE'RE NOW ABLE

TO PULL OUT OF THE NEW

TECHNOLOGY AND THAT DATA HAS

BECOME REFINED TO THE POINT

WHERE IT'S USER FRIENDLY AND IN

THE HANDS, AGAIN, OF GREAT

TEACHERS TO HELP US DIAGNOSE

WHERE OUR STUDENTS ARE AND WHAT

THEY NEED TO CATCH UP OR MOVE

AHEAD.

AND SO WITH THAT, MY FIRST

QUESTION IS: MANY OF YOU HAVE

BEEN INVESTING IN TECHNOLOGY AND

TRAINING, WE'VE ALREADY HEARD,

FOR MANY YEARS.

WE'RE SEEING DISTRICTS PURCHASE

DEVICES AT AN UNPRECEDENTED

LEVEL TO KEEP THE LEARNING GOING

IN .

THE DEPARTMENT OF EDUCATION, VIA

THE CARES ACT, PROVIDED FROM

CONGRESS TO THE DEPARTMENT TO

SEND OUT TO STATES $ BILLION,

HALF OF WHICH GOES TO HIGHER ED

AND HALF OF WHICH GOES TO K-,

WHICH IS NOW ACTUALLY IN THE

HANDS OF OUR STATES AND

HOPEFULLY DOWN TO THE LOCAL

COMMUNITIES AND A BIG CHARGE IN

THAT WAS TO CONSIDER HOW SOME OF

THAT MONEY COULD GO TO ASSIST

WITH YOU AS YOU'RE WORKING ON

THE ISSUE OF DISTANCE EDUCATION

AND DISTANCE LEARNING.

FOR SCHOOLS AND DISTRIBUTIONS

WHO MAY WANT TO ADOPT --

DISTRICTS WHO MAY WANT TO ADOPT

SIMILAR INSTRUCTION SHIFTS AND

ARE EARLY IN THE PROCESS OF

IMPLEMENTING TECHNOLOGY, WHAT

ARE THE FIRST ONE OR TWO OR

THREE ACTIONABLE STEPS THAT YOU

ALL CAN SHARE THAT ARE IMPORTANT

TO THOSE FOLKS?

AND I'D LIKE TO TURN FIRST TO

THE TWO TECHIES IN THE GROUP,

THE PEOPLE WHO -- THAT ON A

REGULAR BASIS, AND SO DAN, COULD

I START WITH YOU AND IMPOSE, AND

IF YOU CAN TALK TO US ABOUT THAT

ISSUE A LITTLE BIT?

 ABSOLUTELY.

SO I THINK THE FIRST THING TO

ALWAYS SAY IS IT'S NOT JUST

ABOUT THE HARDWARE OR THE

SOFTWARE.

IT'S ABOUT LEARNING.

YOU KNOW, AND REALLY TRYING TO

THINK ABOUT THE BEST WAY TO USE

THE, YOU KNOW, THE TECHNOLOGY

TO, YOU KNOW, ADDRESS YOUR CLEAR

LEARNING GOALS THAT ARE

STANDARDS BASED AND WHAT DO KIDS

NEED TO DO TO BE SUCCESSFUL.

THAT SUCCESS CRITERIA, AND NOT,

YOU KNOW -- THERE'S A FUN GAME

OUT THERE CALLED CAHOOTS THAT

MAYBE PEOPLE HAVE HEARD OF AND

THAT'S FUN, BUT DOES THAT OFFER

DEEP LEARNING OPPORTUNITIES?

AND I WOULD ARGUE, MAYBE NOT

ACROSS THE BOARD, MAYBE IN SMALL

DOSES HERE OR THERE, BUT THAT'S

NOT THE ANSWER TO TECHNOLOGY.

AND SOMETIMES IF YOU'RE NOT

REALLY KIND OF FOCUSED ON THAT

LEARNING, YOU MIGHT GET STUCK IN

SOME OF THE SHINY AND THE BELLS

AND WHISTLES.

AND AGAIN, THERE MIGHT BE A

PLACE FOR THAT, BUT IT'S NOT THE

ONLY THING.

SO REALLY THE FIRST THING IS

FOCUS ON THE LEARNING AND WHAT

HAPPENED IS IT YOU WANT STUDENTS

TO LEARN USING THOSE TOOLS.

AGAIN, WHEN WE WERE

FACE-TO-FACE, IT WAS EASIER TO,

YOU KNOW, MIX THAT UP WITH THAT

FACE-TO-FACE INSTRUCTION.

AN ONLINE-ONLY INSTRUCTION OR A

BLENDED HYBRID VERSION WHERE YOU

DON'T GET AS MUCH FACE TIME,

IT'S GOING TO BE EVEN MORE

IMPORTANT.

I WOULD ALSO SAY, YOU KNOW,

REFLECTION BY BOTH STUDENTS AND

TEACHERS ON WHAT'S WORKING AND

WHAT'S NOT WORKING, AND BE VERY

INTENTIONAL IN THAT, YOU KNOW,

HOW YOU WANT THAT WORK TO --

WHAT YOU'RE EXPECTING AND THEN

REFLECT ON DID YOU GET WHAT YOU

WERE EXPECTING.

IF NOT, HOW DO YOU NEED TO

ITERATE OR WHAT DO YOU NEED TO

REDO AND RETHINK INSTEAD OF JUST

THROWING OUT ANOTHER MAYBE

INEFFECTIVE LESSON.

BECAUSE, YOU KNOW, TIME IS OF

THE ESSENCE AND WE HAVE SOME

LOST LEARNING.

SUPER IMPORTANT THAT WE, YOU

KNOW, ARE NOT WASTING ANYBODY'S

TIME, RIGHT?

AND THE LAST PART IS THE TEACHER

SUPPORT.

TEACHERS NEED SUPPORT.

THEY NEED ONLY GOING

PROFESSIONAL LEARNING.

THEY NEED MAYBE THEIR PLCs TO BE

WORKING TOGETHER ON THINGS, YOU

KNOW O UNITS AND LESSONS IF

THAT'S AVAILABLE TO THEM, AND

ANYTIME WHERE YOU HAVE TEACHER

LEADERS WHO COULD RISE ABOVE TO

HELP EACH OTHER, I HAVE FOUND IN

MY DISTRICT, THE TEACHER LEADERS

HAVE BROUGHT US FURTHER THAN

ANYTHING.

WHEN THEY OWN IT AND THEN

THEY -- THEIR ENTHUSIASM HELPS

PUSH IT FORWARD, THAT'S, I

THINK, A VERY IMPORTANT PIECE AS

WELL.

SO PROVIDING THAT ONGOING

TEACHER SUPPORT AND NOT JUST,

LET'S SAY, IN AUGUST, JULY AND

AUGUST, BUT ALL THE WAY

THROUGHOUT THE WHOLE YEAR

BECAUSE, YOU KNOW, SOME TEACHERS

ARE GOING TO BE READY FOR THINGS

IN AUGUST AND OTHERS WILL BE

READY FOR THOSE SAME THINGS IN

NOVEMBER.

AND WE NEED TO RECOGNIZE THAT

CURVE AND THAT RAMP-UP IS

DIFFERENT FOR EVERYONE.

 THANK YOU, DAN.

AND I'M GOING TO PIVOT TO MIKE

AND SARA, I'M GOING TO COME YOUR

WAY FOR A DEPARTMENT PERSPECTIVE

ON THE SAME ISSUE.

MIKE?

 SO THE FIRST THING WE DID WAS

FLESH OUT OUR INSTRUCTIONAL

FRAMEWORK.

THAT'S WHY WE LOVE UNIVERSAL

DESIGN FOR LEARNING.

IT IS NOT A FAD.

IT'S NOT A ONE-HIT WONDER.

IT'S SOMETHING WE'VE BEEN IN FOR

SIX-PLUS YEARS AND HAVE SEVERAL

MORE YEARS OF PLANNING ALREADY

DONE.

SO YOU REALLY NAIL THAT

FRAMEWORK FIRST, AND THEN YOU

KNOW HOW THE TECHNOLOGY CAN

SERVE YOUR COMMUNITY.

SO THAT'S THE FIRST THING YOU

REALLY NEED TO DO IS NAIL YOUR

EDUCATIONAL PHILOSOPHY.

THEN WE REALLY CREATED A PLAN,

AND ONE OF THE FIRST THINGS WE

DID, BECAUSE WE ARE A SMALL

DISTRICT WHICH HAS ENROLLMENT

ISSUES, THEY GO UP AND DOWN, SO

OUR BUDGET GOES UP AND DOWN, WE

BORROWED FROM THE BUSINESS WORLD

AND DID AN ROI AND THEN CHANGED

THE "I" FROM INVESTMENT TO

INSTRUCTION.

SO WE PURCHASED A FEW PROGRAMS

LIKE LEARNING PLATFORM TO REALLY

NAIL WHAT WE WERE USING AND

WHERE WE WERE GETTING A GOOD

INVESTMENT TO INSTRUCTION ON

THAT.

WE DROPPED A LOT OF PIECES

BEFORE WE STARTED TO ADD, SO YOU

REALLY HAVE TO DO THAT PLANNING

PIECE BECAUSE THE BUDGETS ARE A

STICKING POINT FOR MANY SCHOOL

DISTRICTS.

THEN WE PUT OUR MONEY WHERE OUR

MOUTH WAS.

WE INVESTED IN UDL COACHES.

WE TOOK PEOPLE OUT OF THE

CLASSROOM AND PUT THEM IN A

COACHING SITUATION, WHICH MEANT

WE HAD TO MAKE AN INVESTMENT IN

NEW TEACHERS AS WELL.

WE FIGURED OUT HOW THAT WORKS TO

SERVE OUR STUDENTS.

OUR ADULTS ARE FLEXIBLE, WHICH I

CAN'T PRAISE OUR ADULTS ENOUGH,

THAT THEY'RE WILLING TO DO WHAT

IT TAKES TO KIDS.

AND THEN WE REALLY WORKED ON

BUY-IN FOR BOTH OUR SCHOOL BOARD

MEMBERS AND OUR ADMINISTRATION

AND OUR TEACHERS.

A LOT OF LEARNING WENT ON, A LOT

OF MISTAKES WERE MADE, BUT WE

SOLDIERED THROUGH SO YOU REALLY

HAVE TO HAVE THAT PERSISTENCE

PIECE, WHICH IS ONE OF THOSE

ENGAGEMENT PIECES OF THE

UNIVERSAL DESIGN ASPECT THAT YOU

REALLY HAVE TO HAVE AS AN ADULT,

JUST REALLY SOLDIER THROUGH

BECAUSE IT'S REALLY WHAT'S GOOD

FOR YOUR STUDENTS.

 OUTSTANDING.

AND FROM THE NATIONAL LEVEL,

SARA, ARE FOLKS SEEING ANY

PARTICULAR TRENDS IN THE AREA OF

HARDWARE, PLATFORMS, THOSE KINDS

OF THINGS?

 SO IN TERMS OF WHAT ARE SOME

ACTIONABLE NEXT STEPS,

ESPECIALLY THINKING, YOU KNOW,

JUST LOOKING TO THE NEXT SCHOOL

YEAR ESPECIALLY, I WOULD

PLUS-ONE AND ECHO THE THINGS

MIKE AND DAN SAID AROUND TEACHER

PROFESSIONAL DEVELOPMENT.

YOU KNOW, I'VE SEEN A LOT OF

STUFF IN THE CHAT ABOUT THE

ABILITY TO HAVE COACHES ON HAND

IN TERMS OF PEOPLE THAT CAN

SUPPORT THEIR TEACHERS.

I THINK THAT IS VERY IMPORTANT,

ESPECIALLY THINKING TO THE NEXT

SCHOOL YEAR.

OPPORTUNITIES THAT ARE BOTH KIND

OF FORMAL AND INFORMAL FOR

TEACHERS TO LEARN, AND MAKING

SURE THAT THAT PROFESSIONAL

DEVELOPMENT IS JUST IN TIME AND

JUST LIKE WE'RE THINKING ABOUT

WHERE OUR STUDENTS, WE NEED TO

BE THINKING ABOUT WHERE ARE OUR

TEACHERS AND BEING ABLE TO

ACCOMMODATE THEIR NEEDS NO

MATTER WHERE THEY ARE ON THE

SPECTRUM OF THEIR COMFORT WITH

TECHNOLOGY, ETCETERA.

JUST SPECIFICALLY RELATED TO THE

KIND OF LAST COUPLE OF MONTHS

AND THE SUDDEN SHIFT TO REMOTE

LEARNING, SOME OF THE THINGS

THAT WE'VE SEEN JUST, YOU KNOW,

THROUGH VARIOUS NEWS ARTICLES,

CONVERSATIONS WITH STATES, AND

SCHOOL DISTRICTS IS -- I GUESS

ONE TIP FOR THE NEXT SCHOOL YEAR

IS AS YOU ARE THINKING ABOUT

FAMILIES THAT ARE WORKING TO

KEEP THEIR STUDENTS LEARNING

ONLINE FROM HOME AS THEY'RE

JUGGLING MANY OTHER THINGS,

MAKING SURE -- YOU'VE HEARD THAT

THERE'S SUCCESS WHEN DISTRICTS

AND SCHOOLS KIND OF STREAMLINE

THE NUMBER OF TOOLS THAT THEY'RE

USING, SO ONE, IF YOU'VE ALREADY

BEEN USING TECHNOLOGY, STICK

WITH WHAT YOU KNOW, WHAT YOUR

TEACHERS KNOW, WHAT YOUR

STUDENTS KNOW.

DON'T NECESSARILY TRY TO

INTRODUCE ANYTHING NEW, BUT ALSO

IF YOU'RE THINKING ABOUT A

FAMILY THAT MIGHT HAVE CHILDREN

FROM MULTIPLE GRADES TRYING TO

STREAMLINE AND KEEP CONSISTENT

THE TOOLS THAT THEY'RE GOING TO

BE USING SO THAT FAMILIES DON'T

NECESSARILY HAVE TO BALANCE

MULTIPLE PLATFORMS AND LOG-IN

CODES AND THINGS LIKE THAT.

SO THAT IS ONE THING THAT WE'VE

HEARD THAT'S PARTICULARLY

RELEVANT TO THE CURRENT

SITUATION, AND JUST ECHOING

MIKE, THE PLANNING PIECE, LONG

TERM, IS REALLY IMPORTANT.

SO AS WE'RE MAYBE PURCHASING

DEVICES OR HOT SPOTS FOR

STUDENTS IN THE IMMEDIATE, BEING

SURE TO REVISIT THE

CONVERSATIONS WITH LONG-TERM

SUSTAINABILITY.

I'VE SEEN A LOT OF COMMENTS HERE

ABOUT, YOU KNOW, BUDGETS AND

THINGS LIKE THAT.

SO THERE ARE RESOURCES OUT THERE

AROUND -- THAT FOLKS CAN TURN TO

AROUND TECHNOLOGY PLANNING AND

HAVING THAT HOLISTIC PICTURE AND

PLAN IN PLACE, AND SO I THINK AS

FOLKS ARE BRINGING MORE

TECHNOLOGY ONLINE, THAT WILL BE

IMPORTANT TO REVISIT IN THE

COMING MONTHS.

 THANK YOU, SARA.

AND IT'S LOGICAL THAT THIS --

WITH THIS SAME EMPHASIS THAT WE

PIVOT TO OUR TWO SCHOOL

SUPERINTENDENTS.

FROM A SUPERINTENDENT'S

PERSPECTIVE, HOW WILL THESE

ACTIONABLE STEPS LOOK IN YOUR

DISTRIBUTIONS AND WHAT ARE

SOME -- YOUR DISTRICTS AND WHAT

ARE SOME OF THE CHALLENGES YOUR

COMMUNITIES FACED SPECIFICALLY

WHEN TRYING TO IMPLEMENT THESE

STEPS?

MARLON, CAN WE COME BACK TO YOU?

 SURE THING.

I APPLAUD THAT COMMENT YOU

PLAYED ABOUT THE PARENTS,

PLUS-ONE ON THAT.

ACTUALLY, PLUS-FIVE.

MIDDLETOWN, JUST A FEW PIECES

AROUND THIS WHOLE CONVERSATION,

I THINK FIRST OF ALL I'M GOING

TO GO REALLY SKY HIGH FOR JUST A

SECOND.

THIS IS A CULTURAL CONVERSATION

IN OUR PROFESSION, SO WE ALWAYS

OFTEN LOOK TO THE QUICK FIX FOR

THE RESOURCE OR THE ORGANIZATION

THAT CAN COME IN AND HELP US.

THIS IS AN ORGANIZATIONAL

MINDSET AROUND EMBRACING

TECHNOLOGY AND HOW IT CAN

SUPPORT THE DEEPER LEARNING THAT

WE SO DESPERATELY WANT OUR

STUDENTS TO EXPERIENCE.

SO WHATEVER YOU VALUE AS AN

ORGANIZATION IS WHAT WE STRESS

IN OUR DISTRICT, IS HOW WE WANT

TO LEAD AND OPERATE.

SO WE VALUE EQUITY.

WE VALUE THE IMPORTANCE OF

TECHNOLOGY BEING PRESENT.

WE VALUE CULTURALLY WHAT OUR

PEOPLE AND THEIR TALENT BRING TO

THE TABLE.

SO FOR OUR DISTRICT, WE WERE

VERY STRATEGIC IN HOW WE WENT

ABOUT EMBRACING TECHNOLOGY AND

CULTURALLY WHAT THAT WOULD DO

FOR LEARNING IN OUR DISTRICT.

SO WE DID ABSOLUTELY FACE SOME

CHALLENGES AND THESE ARE ALL

CHALLENGES THAT EVERYONE IN

EDUCATION FACES.

WE HAVE THE CHALLENGE OF EQUITY

AND ACCESS, NOT TO JUST DEVICES,

BUT TO CONNECTIVITY OUTSIDE THE

SCHOOL DAY.

WHEN THE SCHOOL DAY ENDED, OUR

KIDS WOULD GO HOME AND THE

LEARNING WOULD STOP, SO WE HAD

TO FLOCK DOWN THAT HOMEWORK --

KNOCK DOWN THAT HOMEWORK GAP

BARRIER.

ANOTHER EQUITY CHALLENGE THAT WE

FACED, AND I DON'T THINK WE

SPEAK TOO MUCH OFTEN ABOUT, IS

LOOKING AT THIS FROM AN EQUITY

LENS AND MAKE SURE STUDENTS HAVE

ACCESS TO AN EDUCATOR THAT CAN

EFFECTIVELY INTEGRATE THE

TECHNOLOGY IN THE CLASSROOM.

SO I STRESS ONE OF OUR MOST

IMPORTANT PIECES THAT WE HAD TO

TACKLE, WE SAID IT SEVERAL TYPES

TODAY, IS THE IDEA OF

PROFESSIONAL LEARNING FOR THE

EDUCATORS.

SO WE'VE ALL BEEN IN DISTRICTS

AND SOME OF US HAVE EXPRESSED IN

THE CHAT THAT WE ARE STRAPPED

FOR CASH BECAUSE OF WHATEVER

REASONS OR CIRCUMSTANCES.

CULTURALLY, I'D LIKE TO SHIFT

OUR MINDSET AS A PROFESSION TO

SAY THAT EVERY EDUCATOR IS AN

INSTRUCTIONAL COACH.

IT'S ABOUT MIND SET.

COACHING DOES NOT HAVE TO HAPPEN

JUST BECAUSE SOMEONE WHO OWNS

THE POSITION COMES INTO OUR

CLASSROOM OR BUILDING AND HELPS

US DEEPEN AND FURTHER OUR

INSTRUCTIONAL ABILITY.

ALL EDUCATORS ARE INSTRUCTIONAL

COACHES, SO WHETHER WE HAVE THE

CATCH OR NOT, IF WE VALUE -- THE

CASH OR NOT, IF WE VALUE OUR

COLLEAGUES, WE CAN LEARN FROM

EACH OTHER.

WE SAW THE IDEA OF PROFESSIONAL

LEARNING AS A HUGE CHALLENGE FOR

US AS WE BEGAN TO TRY TO NOT

ONCATCH UP IN THE TECHNOLOGY

WORLD, BUT ALSO ACCELERATE AT

THE EXACT SAME TIME, SO WE

REALLY FOCUSED ON ACCELERATING

THE TALENT OF OUR STAFF.

SO WE'RE IN YEAR TWO, IT WILL BE

YEAR THREE THAT WE'RE ENTERING.

WE HAVE EDUCATORS AND COHORTS

THAT ARE PURSUING THEIR IPSI

CERTIFICATION.

IT MEANS I HAVE THE ABILITY TO

NOT ONLY EVALUATE INSTRUCTIONAL

TECHNOLOGY, BUT I CAN PLAN

INSTRUCTIONAL STRATEGIES AND

DESIGN INSTRUCTION THAT PROPERLY

INTEGRATES THE TECHNOLOGY INTO

THE CLASSROOM.

AGAIN, GOING BACK TO WHAT YOU

VALUE.

WE ALSO INTERNALLY, WE HAVE

CREATED A WAY THAT WE BELIEVE

WILL ALLOW US TO PERSONALIZE

LEARNING FOR STAFF WHETHER THE

COACHES ARE PRESENT OR NOT.

WE JUST KICKED OFF THIS SUMMER A

PATHWAYS PROFESSIONAL LEARNING

PLATFORM SO WHERE LOCALLY OUR

CURRICULUM INNOVATION

DEPARTMENTS CREATED P.D.

EXPERIENCES, DUMBIZED TO AN

URBAN -- CUSTOMIZED TO AN URBAN

ENVIRONMENT THAT ALLOWS TEACHERS

TO BUILD THEIR CAPACITY.

FINANCES ARE ANOTHER BIGGIE, SO

I GO BACK TO THE IDEA OF

STRATEGIC AND CULTURAL MIND SET.

WE NOT ONLY, AS MIKE SAID

BEFORE, SET OUR INSTRUCTIONAL

VISION, BUT WE SET OUR ACADEMIC

AND ORGANIZATIONAL PRIORITIES

STRATEGICALLY AND THEN WE WENT

THROUGH THIS SAME PROCESS TO SET

OUR FISCAL PRIORITIES AS WELL TO

MARRY BOTH TOGETHER.

WE TRY TO ELIMINATE

DISTRACTIONS.

IF IT DOES NOT ALIGN FISCALLY

WITH WHAT WE'RE TRYING TO DO

ACADEMICALLY, WE MIGHT NOT GET

TO GO ON THAT FIELD TRIP DOWN TO

THE ZOO TO SEE THE ELEPHANT WALK

AROUND.

WE MAY FISCALLY USE THOSE FUNDS

TO SUPPORT SOME OF THE STRATEGIC

THINGS THAT WE'RE TRYING TO DO.

SO FROM OUR LENS HERE IN

MIDDLETOWN CITY SCHOOL DISTRICT,

WE VALUE THE EQUITY PIECE.

WE VALUE THAT ACCESS PIECE.

THAT'S NOT JUST FOR DEVICES.

BUT ACCESS TO THOSE EDUCATORS IN

THE CLASSROOM THAT CAN IMPLEMENT

THAT TECHNOLOGY EFFECTIVELY.

 WELL SAID.

THANK YOU.

CARRIE.

 THANK YOU.

SO, I WANT TO ECHO WHAT MARLON

SAID ABOUT THE EQUITY PIECE.

SINCE , THAT WAS SOMETHING

THAT THE LAST SUPERINTENDENT

REALLY STRESSED THAT EQUITY WAS

CRITICAL.

THAT WHATEVER WE GAVE TO ONE

STUDENT, ALL STUDENTS SHOULD

HAVE THAT ACCESS, AND I THINK

THAT'S REALLY HELPED US MOVE OUR

WORK ALONG.

ALL KIDS HAD DEVICES, ALL KIDS

HAVE INTERNET ACCESS, AND IF

THEY DON'T VIT, WE FIND A WAY TO

GET IT FOR THEM.

I THINK THE OTHER PIECE THAT IS

REALLY IMPORTANT AS THE LEADER

OF THE DISTRICT IS THAT WE LOOK

AT OUR TEACHERS AS DESIGN

THINKERS, AND THAT'S WHERE

YOU'RE GOING TO START TO REALLY

PERSONALIZE THE WORK IS WHEN

YOUR TEACHERS FEEL EMPOWERED TO

LOOK AT A SITUATION AND DESIGN A

SOLUTION.

AND WE CONSTANTLY ARE USING THAT

DESIGN THINKING PROCESS THAT,

YOU KNOW, COMES FROM OUR UDL

TRAINING AND THAT'S REALLY,

REALLY IMPORTANT TO US.

ONLINE LEARNING, I THINK

PEOPLE -- AND I READ THIS IN THE

CHAT, YOU KNOW, ABOUT TOO MUCH

SCREEN TIME, YOU KNOW THAT, KIDS

ARE ONLINE AND NOT PERSONALIZING

WORK FOR THEM.

AND ONE OF THE THINGS WE QUICKLY

REALIZED WAS THE IMPORTANCE THAT

OUR TEACHERS HAD CONNECTING WITH

OUR KIDS REGULARLY DURING THE

PANDEMIC WAS HUGE.

SO WE BROUGHT BACK OUR MORNING

MEETINGS.

WE TALKED ABOUT THE CIRCLES THAT

WE DID A LOT OF WITH OUR

RESTORATIVE PRACTICES WORK IN

OUR DISTRICT, AND WE STARTED TO

BRING THOSE EXPERIENCES INTO THE

VIRTUAL WORLD, AND I THINK THAT

WAS SO IMPORTANT TO -- WHEN YOU

TALK ABOUT THAT SOCIAL AND

EMOTIONAL LEARNING, YOU CAN'T

FORGET ABOUT THAT, EVEN IN A

VIRTUAL WORLD, AND THOSE

ROUTINES AND THOSE PRACTICES

THAT WE HAD BEEN WORKING WITH,

YOU KNOW, SO HARD IN OUR

FACE-TO-FACE LEARNING, WE REALLY

TRIED TO EMBED INTO OUR VIRTUAL

LEARNING.

AND THAT'S WHY I THINK, AS THE

OTHERS HAVE SAID, HAVING THAT

TEACHING AND LEARNING FRAMEWORK

IS THE MOST IMPORTANT PIECE.

THE TECHNOLOGY IS IMPORTANT AND

ONCE YOU GET THAT IS CORRECT IT

WILL FIT TOGETHER, I -- GET

THAT, IT WILL FIT TOGETHER, I

THINK NATURALLY, BUT YOU HAVE TO

HAVE A PHILOSOPHY AND A BELIEF

IN WHAT YOU'RE DOING.

I HEAR EVERYONE TALKING ABOUT

EQUITY, DESIGNING TO THE EDGES.

THOSE ARE ALL THOSE PIECES THAT

MAKE THE VIRTUAL LEARNING

EXPERIENCE -- THAT'S GOING TO

MAKE THE VIRTUAL LEARNING

EXPERIENCE SUCCESSFUL IS HAVING

THAT GOOD DESIGN FRAMEWORK AND

THINKING ABOUT ALL KIDS.

AND THAT'S BEEN REALLY IMPORTANT

IN OUR DISTRICT, AND I MESSAGE

THAT ALL THE TIME.

AND I SEE AS MY JOB TO PUT

PROTOCOLS IN PLACE THAT ARE

GOING TO SUPPORT MY TEACHERS TO

BE ABLE TO DO THEIR JOB AND DO

THAT JOB EFFECTIVELY.

 CAN I ADD TO THAT JUST REAL

QUICK?

 MARLON.

 TALK ABOUT SUPPORTING THE

TEACHERS, CARRIE, I ABSOLUTELY

LOVE THE FACT YOU BROUGHT THAT

UP.

ANOTHER CULTURAL MINDSET AS

PROFESSIONALS FOR US TO TRULY

EMBRACE NOW MORE THAN EVER IS

THE IDEA THAT THERE ARE

TRAILBLAZERS IN THIS WORLD.

THERE ARE TRAILBLAZERS IN

EDUCATION.

I'D LIKE TO SEE US START

EMPOWERING TRAILBLAZERS.

NOT JUST TELL THEM YES, GO TRY,

BUT IS THE THEM IN WHATEVER IT

IS THEY'RE TRYING TO PURSUE AS

FAR AS GETTING BETTER.

I'D LIKE FOR OUR PROFESSION TO

EMBRACE THESE FOLKS WHO ARE

BEING BOLD IN THEIR ACTIONS TO

HELP THEIR STUDENTS LEARN AT A

MUCH DEEPER LEVEL, ESPECIALLY

WHEN IT COMES TO INTEGRATING

TECHNOLOGY.

SO FROM LEADERSHIP TOP DOWN,

SUPERINTENDENTS TO WHATEVER

TITLE YOU MAY HAVE IN THE

DISTRICT, IF SOMEONE WANTS TO

ACCELERATE THE IDEA OF HOW TO

INSTRUCTIONAL INTEGRATE

TECHNOLOGY TO SUPPORT STUDENTS,

ABSOLUTELY DON'T JUST TELL THEM

YES, BUT THROW ALL THE SUPPORT

THAT YOU HAVE AT YOUR DISPOSAL,

THROW IT AT THEM.

SUPPORT THEM AND TELL THEM TO

GO, AND WON THEY SET THE STAGE

AND THE NEW STANDARD, SCALE IT

ONE IT'S PROVEN THAT IT'S

EFFECTIVE.

GO FOR IT.

 IF I MAY JUMP IN.

 YES, PLEASE, GO AHEAD, MIKE.

 SO I -- OH, I'M SORRY, DAN,

THAT'S YOU.

 THIS IS DAN.

ONE THING I ALSO WANT TO THROW

OUT THERE BECAUSE THERE'S A LOT

OF PEOPLE IN THE ROOM IS NOT

EVERY DISTRICT IS IN THE SAME

PLACE.

I WOULD SAY WE AS MY DISTRICT IS

LESS DEVELOPED IN THE, YOU KNOW,

HAVING FRAMEWORKS THAT ARE

CONSISTENT ACROSS OUR SCHOOL

SITES AND WE ARE IN THAT WORK

RIGHT NOW.

AND SO FOR THOSE DISTRICTS WHO

MIGHT BE, YOU KNOW, IN THE

AUDIENCE, MIGHT BE FEELING A

LITTLE INTIMIDATED AS I ACTUALLY

AM RIGHT NOW FROM SOME OF THE

THINGS THAT PEOPLE ARE SAYING,

THIS IS ALSO THE OPPORTUNITY TO

START MOVING IN THAT DIRECTION

AND THERE ARE PLACES WHERE WE

CAN LEVERAGE, YOU KNOW, WHAT

WE'RE SEEING BECAUSE I THINK ONE

THING THAT THE SPRING HAS SHOWN

AND THE FALL WILL CONTINUE TO

SHOW IS THE INEQUITIES IN OUR

SYSTEM ARE GOING TO BE A LOT

MORE APPARENT.

IT'S NOT THAT THEY WEREN'T THERE

BEFORE, BUT WE'RE GOING TO SEE

THEM MORE CLEARLY AND WE WANT TO

SEE WHAT SHIFTS WE CAN

PRIORITIZE.

WE'RE NOT GOING TO BE BLOWING

EVERYTHING UP AND REBUILDING.

WE'RE GOING TO BE ITERATING AS

WE DO IN EDUCATION AND THERE IS

A GOOD OPPORTUNITY TO GET

MOMENTUM AROUND THAT.

I WOULD JUST ENCOURAGE

DISTRIBUTIONS WHO SAY, YOU KNOW,

WHO AREN'T AS FAR ALONG, DON'T

BE -- WHAT CAN YOU DO NEXT,

RIGHT?

AND TRY TO CHANGE AND WE'RE ONLY

ONE YEAR INTO OUR UDL JOURNEY.

I WISH WE WERE FIVE YEARS IN,

SIX YEARS IN, IT WOULD BE A MUCH

DIFFERENT CONVERSATION RIGHT

NOW.

BUT WE DECIDED TO START THAT

JOURNEY AND WE CONTINUE STARTING

OTHER JOURNEYS ALONG THE WAY.

SO, YOU KNOW, JUST WANTED TO

THROW THAT OUT THERE REAL QUICK.

 NO, I APPRECIATE THAT AND

YOU'VE ACTUALLY TEED ME UP FOR

THE NEXT POINT AND THIS IS AN

OPEN-ENDED QUESTION THAT ANYONE

OR ANY ONE OF YOU WHO WOULD LIKE

A SHOT AT THIS, BUT WE TALKED

ABOUT INDIVIDUALIZED INSTRUCTION

AND ONE OF THE GENIUSES OF

ONLINE LEARNING IS THE ABILITY

TO USE IT AS A TOOL TO HELP

INDIVIDUALIZE INSTRUCTION.

AND THAT MEANS DIFFERENT THINGS

IN DIFFERENT PLACES, BUT I WAS

JUST WONDERING IF ANYBODY ON THE

CALL HAS AN EXAMPLE OF SOMETHING

THAT'S HAPPENING IN YOUR SCHOOL

OR IN YOUR SCHOOLS THAT'S A GOOD

EXAMPLE OF SOMEONE OR SOME GRADE

LEVEL, FOR EXAMPLE, WHO HAVE

FIGURED OUT HOW TO BETTER USE

THE NEW TECHNOLOGY FOR

INDIVIDUALIZED INSTRUCTION

PURPOSES.

ANYBODY WANT TO HAVE A GO AT

THAT?

 WELL, I'LL TAKE A SHOT AT IT.

ONE OF THE THINGS I NOTICED IN

THE CHAT WAS A DISCUSSION ABOUT

IEPs AND THEN ALSO ABOUT GRADE

LEVEL STANDARDS AND STUDENTS

THAT ARE ALREADY BEHIND.

SO WHAT WE'VE DONE IS, IN OUR

LEARNING MANAGEMENT SYSTEM, WE

CAN CREATE COHORTS OR GROUPS, SO

OUR -- WE CALL THEM

INSTRUCTIONAL OR LEARNING

STRATEGISTS, NOT SPECIAL

EDUCATION TEACHERS.

IT'S THAT LITTLE SHIFT IN

MINDSET THAT'S KIND OF IMPORTANT

BECAUSE THEY CAN HELP EVERYONE.

BUT ANYWAY, SO WE HAVE THOSE

KIDS AND COHORTS AND THEY ARE

ABLE TO ACCESS THAT TEACHER

/.

SO THAT'S ONE OF THE THINGS

WE'VE DONE.

WE'VE MADE SURE TO PURCHASE TECH

HELP, WHICH IS AN ACCESSIBILITY

TOOL, BUT AGAIN, WE PURCHASED IT

FOR THE WHOLE DISTRICT.

YOU DON'T HAVE TO HAVE AN IEP

JUST TO DO THAT AND THE OTHER

THING WE'VE DONE IS WE CHANGED

OUR INSTRUCTION.

WE HAPPENED TO PURCHASE I-READY.

THAT'S AN INDIVIDUALIZED PROGRAM

AND WHAT WE'VE REALLY DONE IS WE

CHANGED THE WAY WE INSTRUCTION.

EVERY STUDENT IS GOING TO GET

THE GRADE LEVEL STANDARD AS THEY

SHOULD.

WHEN THEY NEED TIME TO CLOSE THE

GAP, THAT'S WHEN WE CHANGE OUR

DAY.

WE PROVIDE THE OPPORTUNITY IN

PLACE FOR STUDENTS TO USE THAT

TECHNOLOGY TO CLOSE THE GAP, SO

THEY AREN'T FALLING BEHIND MORE

BECAUSE THEY'RE POLICING THEIR

GRADE LEVEL STANDARDS.

THEY'RE ALL RECEIVING

INSTRUCTION AT THE GRADE LEVEL

TO CLOSE THE GAP AND THAT'S

WHERE WE'RE TRYING TO USE OUR

TECHNOLOGY TO REALLY LEVERAGE

CLOSING THAT GAP.

I THINK THAT'S WHERE WE'RE GOING

TO GET A LOT OF RETURN ON

INVESTMENT AND WHERE WE'RE GOING

TO FOCUS A LOT OF OUR

DEVELOPMENT FOR OUR STUDENTS

WITH IEPs AND THAT HAVE THOSE

DEFICIENCIES.

AGAIN, EVERY STUDENT DESERVES

THAT AND WE'RE GOING TO WORK OUR

DARNEDEST TO MAKE SURE THAT

HAPPENS.

 YOU TOUCHED ON THIS, MIKE,

AND I'M STAYING WITH THIS SAME

TOPIC FOR A MOMENT.

DO ANY OF YOU HAVE EXAMPLES ON

THE GROUND OF THINGS THAT PEOPLE

ARE USING, PROGRAMS THAT THEY'RE

USING, HARDWARE OR SOFTWARE THAT

THEY ARE USING, THAT IS TAILORED

TO ASSISTING THEM IN THE ARENA

OF INDIVIDUALIZED INSTRUCTION?

MIKE TALKED A LITTLE BIT ABOUT

THAT THERE.

ANYBODY ELSE HAVE AN EXAMPLE OF

SOMETHING?

CARRIE?

 IF I COULD ADD, I THINK ONE

OF THE MOST INTERESTING THINGS

THAT CAME OUT OF THE PANDEMIC

WHEN WE WERE ONLINE IS THE WAY

OUR TEACHERS WERE ABLE TO

DIFFERENTIATE, AND WE'RE

COMPETENCY BASED, SO STUDENTS

HAVE TO DEVELOP COMPETENCY FOR

THE COURSE.

AND WHAT WE SAW HAPPEN IS THEY

FOUND LOTS OF DIFFERENT WAYS TO

GIVE KIDS OPPORTUNITIES TO SHOW

WHAT THEY KNOW.

SO IT MIGHT NOT NECESSARILY HAVE

BEEN AN ESSAY THAT THE KID ENDED

UP WRITING.

THEY FOUND ANOTHER WAY OR

ANOTHER TOOL WITH TECHNOLOGY TO

SHARE THAT THEY HAD MET THAT

COMPETENCY.

AND I THINK THAT REALLY

STRETCHED OUR TEACHERS BECAUSE

THEY KNEW THEY COULDN'T DO THE

THINGS THEY WERE TRADITIONALLY

DOING.

AND THAT WAS PROBABLY THE MOST

POWERFUL PIECE THAT CAME OUT OF

THE -- ALL OF THE WORK THAT WE

DID OVER THE CLOSING THAT WE

HAD.

AND TEACHERS REALLY FOUND NEW

WAYS TO HAVE KIDS SHOW WHAT THEY

KNOW, LEVERAGING THE TECHNOLOGY.

AND THE TEACHER MIGHT NOT EVEN

HAD SHOWN THEM THE TOOL.

THE KID -- OR THE STUDENTS FOUND

THE TOOL FOR THEM, AND I THINK

THAT'S REALLY THE EXCITING PART

OF WHERE WE'RE HEADED WITH

THIS -- THE OPPORTUNITY WITH

TECHNOLOGY IS IT'S GIVING KIDS

THAT MIGHT NOT NECESSARILY HAVE

BEEN ENGAGED WITH THAT

TRADITIONAL WAY OF ASSESSING TO,

START TO SHOW WHAT THEY KNOW IN

A DIFFERENT WAY.

AND WE REALLY NEED TO ENCOURAGE

THAT AND KEEP LEVERAGING THAT AS

WE MOVE FORWARD.

 WELL, I CAN TELL YOU FROM

SOME EXAMPLE, HAVING BEEN

TRAVELING THE UNITED STATES AND

THE BEST PART OF MY JOB IS

GETTING TO VISIT ELEMENTARY

SCHOOLS AND MIDDLE SCHOOLS AND

HIGH SCHOOLS AND SEE THE

DIFFERENT STRATEGIES NOW THAT

PEOPLE ARE EMPLOYING.

AND ONE THAT IS MAJOR THAT IS

SPREADING THE NATION IS CHANGING

THE ROLE OF THE TEACHER FROM

WHAT IT WAS WHEN I STARTED

TEACHING FIFTH GRADE AND I'LL

SIMPLY SAY I DIDN'T HAVE A BEARD

THEN EITHER.

IT'S BEEN THAT LONG AGO.

FROM CLANGING THE TEACHER'S ROLE

FROM THE SAGE ON THE STAGE AS WE

ALL LIKE TO SAY, WHERE I WAS A

FIFTH GRADE WHO STOOD IN FRONT

OF THOSE OR FIFTH GRADE

STUDENTS AND TRIED TO GET TO AS

MANY OF THEM AS I COULD WITH THE

INFORMATION I HAD GLEANED,

BECAUSE THERE WAS NO TECHNOLOGY

AVAILABLE TO ME AT THAT

PARTICULAR TIME.

NOW YOU GO INTO CLASSROOMS,

THERE AREN'T NICE NEAT ROWS

ANYMORE AS THERE ONCE WERE WHERE

YOUR STUDENTS COULDN'T TALK TO

THE STUDENT IN FRONT OF THEM,

BEHIND THEM, SIDE TO SIDE,

BECAUSE EVERYBODY HAD TO FOCUS

ON THE GIANT TALKING HEAD IN THE

FRONT OF THE ROOM.

THAT WAS THE SAGE ON THE STAGE.

THAT'S WHAT WAS REQUIRED AT THAT

TIME.

BUT NOW, THE TEACHERS HAVE MOVED

MUCH MORE TOWARDS THE

FACILITATOR OF THE LEARNING

PROCESS, OF ORGANIZING

CLASSROOMS PHYSICALLY IN A

DIFFERENT WAY, INCORPORATING

TECHNOLOGY IN A MEANINGFUL WAY,

AND THEN FACILITATING THAT

TEACHING AND THAT LEARNING THAT

IS TAKING PLACE IN THAT

CLASSROOM.

AND IT'S AN EXTRAORDINARY THING

TO SEE.

I WILL END ON THAT ONE ON MY

PART BY SAYING THIS.

I REMEMBER WHEN WE FIRST STARTED

TO TALK ABOUT NO NICE NEAT ROWS

AND STUDENT ACTUALLY TALKING TO

EACH OTHER DURING CLASS AND

PEOPLE SAYING IT WILL BE

ANARCHY, IT WILL NEVER WORK, IT

WILL BE OUT OF CONTROL!

AND IT ISN'T.

IT IS AMAZING WHEN YOU WALK INTO

A CLASSROOM IN TODAY'S WORLD AND

YOU SEE INTENTIONAL TEACHING AND

LEARNING TAKING PLACE, BUT IN A

VERY DIFFERENT WAY WITH PEOPLE

WORKING IN GROUPS TO SOLVE

PROBLEMS, WITH TEACHERS

WANDERING ABOUT THE CLASS TO

ASSIST AND FACILITATE THAT LERPG

THAT IS TAKING PLACE -- LEARNING

THAT IS TAKING PLACE AND IT IS

NOWHERE NEAR PANDEMONIUM.

IT IS VERY, VERY ORGANIZED AND

IT IS VERY UNDERSTATED IN HOW

ALL OF THAT IS GOING ON, AND YET

THE POWER OF IT IS PALPABLE WHEN

YOU WALK INTO A CLASSROOM IN

TODAY'S SCHOOL.

AS OUR TIME BEGINS TO GIVE WAY,

I'M GOING TO TRY TO SEE IF WE

CAN GET A COUPLE OF MORE

QUESTIONS IN AND YOU'VE BEEN

WONDERFUL WITH YOUR RESPONSES.

I WANT TO START WITH THIS ONE

AND THIS IS A LITTLE OFF THE

ACADEMIC TOPIC, BUT TODAY'S

SOCIAL AND EMOTIONAL LEARNING

HAS BECOME SUCH A WIDESPREAD AND

IMPORTANT PART OF WHAT'S GOING

ON IN AMERICA'S SCHOOLS IN THE

st CENTURY.

AND IT CONTINUES TO EVOLVE AND

GROW IN ITS IMPORTANCE AND ITS

POWER.

ANYBODY INVOLVED WITH SOCIAL AND

EMOTIONAL LEARNING WITH THE USE

OF ONLINE EDUCATION?

I'M JUST CURIOUS, OR AWARE OF

ANYONE WHO IS WORKING IN SOCIAL

AND EMOTIONAL TEACHING AND

LEARNING WITH ONLINE EDUCATION?

 WE ARE.

WE'RE LOOKING AT -- WE HAVE NOT

DONE THAT BECAUSE, OTHER THAN

SORT OF THE EMERGENCY CRISIS

WORK THAT WE DID IN THE SPRING,

OFFERING, YOU KNOW, OFFERING

ONLINE THERAPY FOR STUDENTS IN

GROUPS AND THOSE SORTS OF

THINGS.

AS WE LOOK TO THE FALL, WE'RE

LOOKING AT HOW WE CAN PROVIDE

THAT SOCIAL AND EMOTIONAL

SUPPORT BEYOND THE ACADEMICS,

AND A GREAT TEACHER, YOU KNOW --

AND THIS DOESN'T ONLY DEFINE

GREAT TEACHERS, BUT MIGHT EMBED

THAT INTO THEIR COURSES, BUT

SINCE COURSE -- DEVELOPING COURT

WORK IS GOING TO BE -- COURSE

WORK IS GOING TO BE SO MUCH

DIFFERENT NOW, WE ALSO WANT TO

KIND OF CREATE A SPECIAL SPACE

FOR IT.

WE HOPE TO HAVE KIDS ON A

LIMITED BASIS ON OUR CAMPUS,

MAYBE ONE, TWO DAYS A WEEK,

BUILD IT INTO THAT, BUT ALSO

BUILD IT INTO OUR ONLINE WORK AS

WELL.

SO THE SCHOOL CAN STILL BECOME A

COMMUNITY AND A SAFE PLACE FOR

KIDS TO BE KIDS, RIGHT?

SO MUCH OF SCHOOL IS SOCIAL AND

THAT PART HAS BEEN SORT OF

STRIPPED AWAY RIGHT NOW.

SO WE DON'T HAVE IT YET.

WE'RE WORKING ON IT, BUT WE'RE

TRYING TO BUILD A CONSISTENT

PROGRAM ACROSS ALL OUR SCHOOLS

THAT EVERY KID WILL HAVE ACCESS

TO THAT, NOT JUST BECAUSE

THEY'RE LUCKY ENOUGH TO GET THE

SUPER WARM TEACHER WHO'S GOING

ABOVE AND BEYOND.

I SEE SOME LINKS GOING UP IN THE

CHAT, SO I'M GOING TO BE

CHECKING THOSE OUT.

 I'VE HEARD GREAT STORIES FROM

AREN'T COUNTRY ABOUT PEOPLE WHO

QUICKLY RECOGNIZED HOW WONDERFUL

IT WAS TO PIVOT TO THE DIRECT

INSTRUCTION, BUT ALSO REALIZED

THAT AS THE WHOLE SCHOOL

PIVOTED, WHAT DROPPED OFF WERE

THE SERVICES, THE OTHER SERVICES

THAT STUDENTS NEED, TO YOUR

POINT, THAT GO ALONG WITH

SUPPORTING WHAT HAPPENS IN THE

CLASSROOM AND PEOPLE HAVE

STARTED TO PUT IN PLACE GUIDANCE

COUNSELORS ONLINE FOR STUDENTS

AND PROGRAMMING OPPORTUNITIES OF

SOCIAL AND EMOTION LEARNING FOR

STUDENTS, WHETHER IT'S

INDIVIDUAL INSTRUCTION OR

WHETHER IT'S GROUP INSTRUCTION.

BECAUSE THEY DIDN'T WANT TO LOSE

THOSE INCREDIBLY IMPORTANT

WRAPAROUND SERVICES THAT

STUDENTS NEED BEYOND THE DIRECT

INSTRUCTION OF EVEN THE MOST

TALENTED OF OUR TEACHERS.

SO I THINK THAT IS SOMETHING

THAT WE'LL SEE EMERGING OVER

TIME.

FOLKS, I CAN'T BELIEVE, SPEAKING

OF TIME, THAT OURS HAS COME, AND

FIRST OF ALL, WE CAN GO ON ALL

DAY AND I KNOW I'M SPEAKING NOT

JUST FOR MYSELF, BUT I'LL BET

YOU A WHOLE LOT OF THOSE ,

PEOPLE WHO ARE TUNED IN, BUT IN

THE SHORT TIME WE HAVE LEFT, I

WANT TO SAY THIS.

FIRST OF ALL, I HOPE EVERYONE IN

THE COUNTRY IS PREPARING FOR THE

FIRST DAY OF SCHOOL NEXT YEAR,

BUT PREPARING FOR SOMETHING THAT

WE DON'T KNOW YET AS TO WHAT IT

WILL LOOK LIKE.

AND THEREFORE, KNOWING THAT WE

HAD BETTER CONTINUE TO EVOLVE

POSITIVELY IN THE WORLD OF

DISTANCE EDUCATION.

NOT JUST BECAUSE WE MAY VERY

WELL NEED ALL OF IT OR AT LEAST

SOME OF IT WHEN STUDENTS DO COME

BACK TO SCHOOL, OR IN SOME

PLACES IN THE COUNTRY, BASED ON

THE UNKNOWN, WHICH IS THIS

PHENOMENA WE CALL COVID-, WHAT

THEY MAY STILL BE REQUIRED TO DO

IN GREAT NUMBER AT THIS POINT.

IT'S JUST TOO EARLY TO TELL.

SO I CALL IT THE BIG THREE.

MY HOPE IS THAT EVERYONE IS

DEALING WITH THE THREE LAMENTS

THAT WE HEARD TO THE GREATEST

DEGREE WHEN THIS THING FIRST

STARTED BY WAY OF THE PIVOT.

ONE, ALL EDUCATORS NEED TO BE

TRAINED AND THAT'S NOT JUST

TRADITIONAL CLASSROOM TEACHERS.

ALL EDUCATORS WHO WILL WORK WITH

CHILDREN.

THEREFORE, THE ADULT POPULATION

ON SCHOOL CAMPUSES NEED TO BE

TRAINED IN HOW DISTANCE

EDUCATION WILL WORK IN THAT

SCHOOL.

TWO, THAT ALL CHILDREN COME BACK

TO A SCHOOL WHERE EVERYONE HAS

BEEN PROVIDED WITH THE HARDWARE

NECESSARY TO USE IN SCHOOL AND

USE AT HOME AND KNOW HOW TO USE

THAT HARDWARE AND THOSE

PLATFORMS.

AND THREE -- AND THIS IS A BIG

ONE -- BY VIRTUE OF THE FACT

THAT ALMOST ALL OF OUR SCHOOLS

IN THE COUNTRY ARE NOW WIRED BUT

THERE ARE STILL COMMUNITIES THAT

ARE NOT, THAT PEOPLE DIDN'T

WASTE ANY TIME WHEN THE VIRUS

SHUT US DOWN IN MANY PLACES TO

START WORKING THEN AND CONTINUE

TO WORK ON THE BIG ONE, WHICH IS

MAKING SURE THAT OUR COMMUNITIES

ARE WIRED SO THAT STUDENTS DON'T

GO DARK WHEN THEY LEAVE THAT

SCHOOL CAMPUS AS IT RELATES TO

BROADBAND AND INTERNET

CAPABILITIES.

AND THAT IS A BIG ONE BECAUSE

THAT TYPICALLY INVOLVES A LOT

MORE PEOPLE THAN JUST THOSE IN

THE SCHOOL OR THE SCHOOL

DISTRICT BECAUSE OF THE NATURE

OF WIRING COMMUNITIES AND WHAT

IS REQUIRED TO DO SO.

AND THEN VERY IMPORTANTLY,

YOU'RE COVERED AND YOU'VE

DEVELOPED A WAY TO CONTINUE

DISTANCE EDUCATION, BUT

HOPEFULLY NOT JUST AS SOMETHING

THAT DROPS INTO PLACE WHEN

SOMETHING THE SIZE OF A GLOBAL

PANDEMIC KEEPS US FROM TEACHING

AND LEARNING IN PERSON, BUT

SOMETHING THAT CAN BE INVALUABLE

TO THE TEACHING AND LEARNING

PROCESS, WHETHER IT'S OFFERING

A.P. COURSES IN RURAL AMERICA

WHERE OFT TIMES HIGH SCHOOLS

CAN'T PROVIDE AN A.P. TEACHER

BECAUSE THEY DON'T HAVE ENOUGH

STUDENTS TO QUALIFY.

TO USE DUAL ENROLLMENT

OPPORTUNITIES, AND WE KNOW THE

WORLD OF HIGHER EDUCATION HAS

WORKING IN DISTANCE EDUCATION

FASHION A LOT LONGER THAN K-

HAS IN MANY WAYS.

HOW DO THEY DO, WHAT DID THEY

DO, AND HOW CAN WE USE DUAL

ENROLLMENT TO THE BENEFIT OF

STUDENTS WHO ARE ABLE TO MOVE

FARTHER, FASTER, AND GAIN

COLLEGE CREDIT WHILE STILL IN

HIGH SCHOOL, FOR EXAMPLE.

AND THE ISSUE, AGAIN, OF MAKING

CERTAIN THAT WE RECOGNIZE THAT

THE INDIVIDUALIZED INSTRUCTION

OF STUDENTS HAS THE ABILITY AND

I WOULD SAY EVEN THE NEED TO

TRANSCEND THE TRADITIONAL SCHOOL

DAY AND THE TRADITIONAL SCHOOL

YEAR.

WHEN WILL WE START TO LEARN THAT

THERE IS NOTHING SACRED ABOUT

 DAYS?

AND THE FACT THAT TEACHING AND

LEARNING CAN GO ON CONSTANTLY,

ESPECIALLY AS MARLON POINTS OUT,

TO HELP US CLOSE THE GAP AND

HELP MAKE SURE THAT THE EQUITY

ISSUE IS DISRUPTED IN A POSITIVE

WAY TO SEE TO IT THAT WE DON'T

ALLOW AN AGRARIAN CALENDAR TO

CHECK US IN TERMS OF WHEN FORMAL

EDUCATION CAN TAKE PLACE OR NOT

TAKE PLACE.

THESE ARE ALL BIG QUESTIONS AND

THESE ARE ALL BIG ISSUES, BUT

THESE SESSIONS ARE MEANT TO SHOW

YOU FOLKS JUST LIKE WE HAVE ON

THE SCREEN NOW, PEOPLE WHO ARE

ENGAGED ON THE GROUND TODAY

TRYING TO MAKE CERTAIN THAT THE

TECHNOLOGICAL CAPABILITIES THAT

ARE UNFOLDING IN OUR SCHOOLS AND

OUR DISTRICTS AND ACROSS OUR

COUNTRY ARE HAVING A MEANINGFUL

IMPACT ON EVERY SINGLE ONE OF

AMERICA'S STUDENTS.

AND THAT SHOULD BE ONE OF THE

GENIUSES OF TECHNOLOGY IN

EDUCATION.

HELPING US AS A TOOL IN THE

HANDS OF TALENTED EDUCATORS TO

BE ABLE TO MAKE CERTAIN THAT WE

CAN REACH EVERY ONE OF AMERICA'S

CHILDREN NO MATTER THE COLOR OF

THEIR SKIN OR THEIR NATIVE

TONGUE OR THEIR SOCIOECONOMIC

LEVEL, THEIR FAMILY STRUCTURE OR

A DISABILITY THAT THEY MIGHT

HAVE, EVERY CHILD CAN BE REACHED

FARTHER, FASTER, WITH A TALENTED

EDUCATOR WHO KNOWS HOW TO MAKE

DISTANCE EDUCATION SYNC.

I WANT TO THANK OUR PARTICIPANTS

TODAY VERY, VERY MUCH FOR BEING

WITH US, SHARING YOUR TIME AND

WHAT YOU'VE LEARNED AND CONTINUE

TO TEACHER IN MANY WAYS IN

YOUR -- TEACH IN MANY WAYS IN

YOUR COMMUNITY.

SARA, THANK YOU FOR REPRESENTING

THE DEPARTMENT OF EDUCATION AND

THE OFFICE OF TECHNOLOGY WHEN IT

COMES TO TEACHING AND LEARNING.

AND TO OUR PARTICIPANTS TODAY,

WE HOPE YOU'RE GOING TO LEAVE

THIS CALL WITH A THOUSAND NEW

QUESTIONS YOU DIDN'T HAVE BEFORE

YOU SIGNED ON, BUT PLEASE KNOW

THAT THE DEPARTMENT IS

COMMITTED, AS I MENTIONED TO, A

SERIES OF SUMMERTIME

OPPORTUNITIES -- FOUR MORE

REMAIN RIGHT THROUGH AUGUST --

TO TRY TO HELP GET MORE

INFORMATION OUT THERE, MORE OF

AN OPPORTUNITY TO SEE WHAT

PEOPLE ARE DOING BY WAY OF BEST

PRACTICE AND HELPING EACH OTHER.

AND JUST LIKE TODAY'S PANEL, THE

FACT THAT IT'S NOT BEING DONE

THE SAME WAY IN ANY TWO

LOCATIONS, BUT WE HAVE SO MUCH

WE CAN LEARN FROM ONE ANOTHER,

WHETHER YOU'RE A TEACHER, A

SCHOOL PRINCIPAL, A SCHOOL

SUPERINTENDENT, WHETHER YOU'RE A

STAFF MEMBER, WHETHER YOU'RE A

MOTHER OR A FATHER OR A

GRANDMOTHER OR GRANDFATHER WHO

WILL BE WORKING WITH CHILDREN IN

A DISTANCE EDUCATION SETTING,

AND THAT INCLUDES BROTHERS AND

SISTERS, HOW WE CAN TAKE THIS

HORRIBLE COVID- MOMENT AND

ASSIST US IN MOVING FORWARD

FASTER THAN WE THOUGHT EVER

CAPABLE OF BEING ABLE TO MOVE TO

ASSURE THAT THIS GENERATION OF

STUDENTS IS ABLE TO LEARN

DIFFERENTLY THAN PREVIOUS

GENERATIONS AND TEACHERS ABLE TO

TEACH DIFFERENTLY THAN IN

PREVIOUS GENERATIONS.

THANK YOU ALL FOR COMING

TOGETHER TODAY AND THANKS FOR

ALL WHO HELPED PUT THIS WEBINAR

TOGETHER, AND LASTLY, AGAIN, TO

THE OVER , PEOPLE WHO ARE

ENGAGED IN THIS WEBINAR TODAY,

WE HOPE WE'VE PROVIDED YOU

SOMETHING THAT YOU CAN TAKE AWAY

OR SOMETHING THAT YOU CAN CHEW

ON THAT YOU WANT TO LOOK AT

THAT, YOU WANT TO CONSIDER, THAT

YOU WANT TO TAKE BACK TO YOUR

SCHOOL, YOUR DISTRICT, YOUR

COMMUNITY, AND TRY TO HELP MAKE

CONCERN WHEN WE OPEN OUR DOORS

NEXT YEAR, WE ARE PREPARED FOR

THOSE STUDENTS REGARDLESS OF HOW

WE FIND THEM READY FOR US.

THANKS AGAIN TO EVERYBODY FOR

BEING WITH US.

LOOK FOR THOSE SAVE THE DATES

THAT WILL BE COMING YOUR WAY TO

DISH WEBINAR SERIES AND THANKS

AGAIN TO OUR PANELISTS.

HAVE A GREAT REST OF THE DAY,

EVERYBODY.