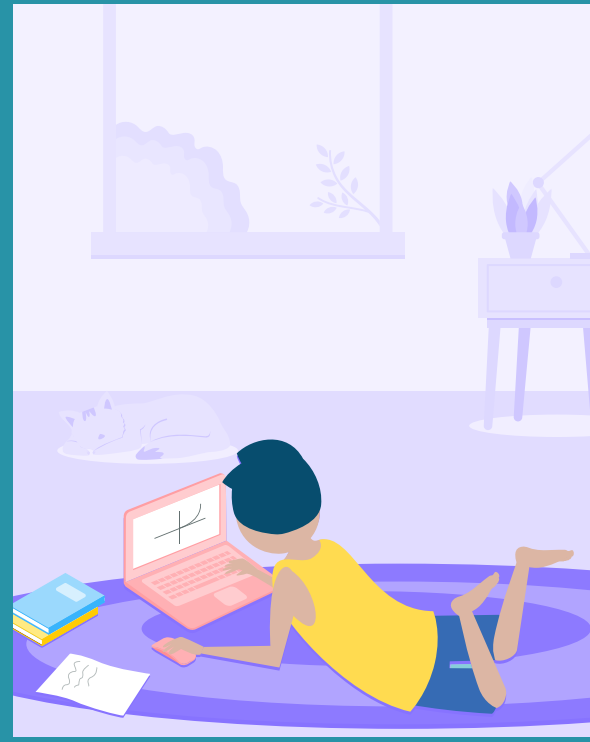




# Back to School in a Pandemic: Building Continuity of Learning in Any Scenario



## About This Guide

There's nothing quite like back-to-school season during a pandemic. While some are still waiting to hear orders from their district, others are already wading into the brave new territory of hybrid schedules, socially-distanced K-12 students wearing masks, or full-time distance learning with high hopes things go smoother than last year.

We created this resource to provide guidance to educators who are new to online instruction or trying to improve their practice. What you'll find:

### Advice from Field Educators

Because so much of this is uncharted territory, we wanted to collect guidance from real educators who are doing the work and have direct experience to share. In addition to listening and learning from the many educators using our platform, we interviewed an assistant principal and a teacher/instructional coach for advice, and also collected relevant advice from a number of external primary sources.

### Step-by-Step Guides

Whether you're familiar with Kiddom or not, you may not be familiar with some of the newer distance learning tools we've built into our free app to help teachers with these uncertain times. We've listened closely to educators and worked with them to create smoother workflows with fewer log ins, more connectivity (in-person and at a distance), and importantly, flexibility so they feel more prepared for whatever this unpredictable year throws their way.

### Tips & Encouragement

Above all else, this guide aims to help educators everywhere rebuild confidence in a brave new era. We know you're great at what you do, and you can adapt to this new format! We hope you'll find new ways to bring continuity of learning to your community through with the help of our free tools and tips.

## Additional Info



*We build technology to enable teachers and learners to unlock their full potential.*

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## Questions Answered in This Guide

**What are some ways to build online support communities?**

**How to reimagine curriculum & instruction for a blended learning or hybrid environment?**

**How to reimagine curriculum & instruction for a fully remote environment?**

**How can I adjust quickly from blended learning to distance learning?**

**What is the best, quickest way to move my curriculum online?**

**How can my school maintain continuity of learning for my community?**

**How do I keep my distance learning students engaged?**

**How to streamline all of these digital tools so teachers, students, and parents don't get overwhelmed?**

**How to plan distance lessons for younger students?**

**How to plan during all of this uncertainty?**



# How to Use This Guide

*For school leaders, curriculum roles, and teacher leaders.*

**Role-Based Guidance.** The roles each section pertains to will be in italics, like above. This will help you quickly find the most relevant sections for your role.

**Time-Saving Tool Tips.** We're excited to share some new distance learning features, mostly in our free app, that will save your curriculum planners, instructional coaches, teachers, parents, and students a great deal of time and energy. If features are only available in our paid plan, you'll find them in green boxes like so:



Tips in green boxes like this pertain to features available only on Kiddom for Schools & Districts. These will be helpful for readers who are already using Kiddom for Schools and Districts or for those interested in upgrading.

**What Tools Will Be Referenced in This Guide?** For the sake of convenience, most “Tool Tips” detailed in this guide will reference our free Kiddom app, or some other free tool. However, much of the advice here can be applied using whichever tools you prefer, in any of the following combinations:

## If Using Other Tools (Without Kiddom) You'll Need:

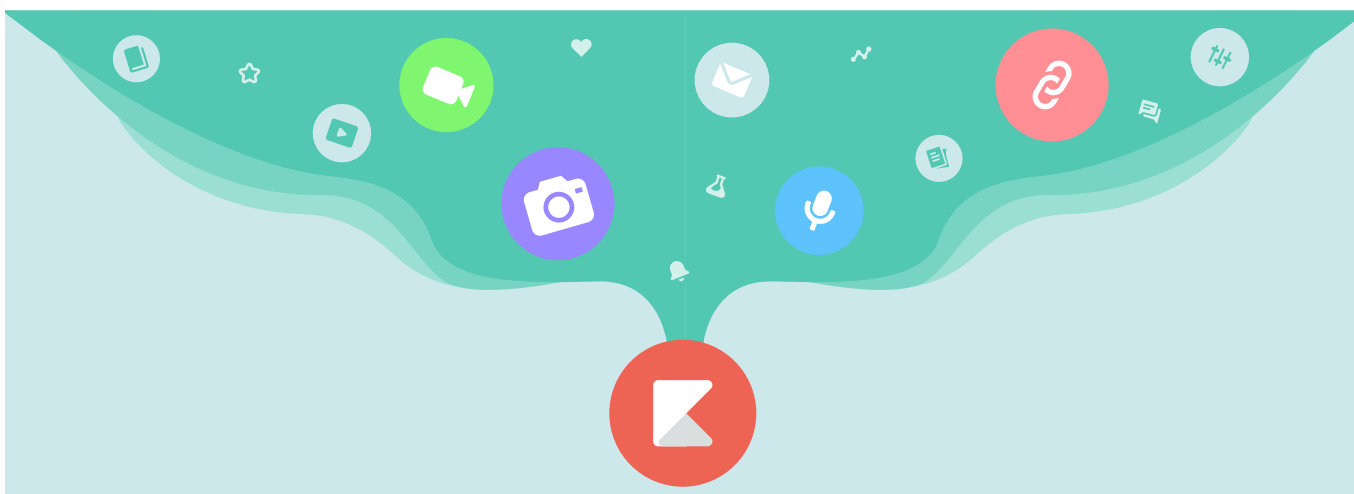
- Your Curriculum
- Curriculum Management Tool
- Classroom Management Tool
- Learning Management System
- SIS/Reporting System
- Video Hosting (e.g. YouTube)
- Screenshare Recorder
- Video Conferencing

## If Using the Free Kiddom Classroom App, You'll Need:

- Your Curriculum
- Kiddom Classroom
- Video Conferencing (Zoom or Google Hangouts)

## If Using Open Up Resources Curriculum + Kiddom for Schools & Districts + Kiddom Live:

- Kiddom Education Platform



# 1. Building a Community of Connectivity & Support

*For school & district leaders.*

## ☆ Topics Covered

- Change Management for Remote Instruction
- Building a Community of Support for Remote Learning
- Tackling Social Emotional Learning at a Distance
- Supporting Parents During Distance Learning
- Engaging Distance Learning Students

## 🔍 For Further Reading

- [Helping Parents Support Students](#)

## Building a Community of Support for Remote Learning

*Kicking off this guide, we want to share some advice from Assistant Principal John Cunningham-Elder of Moving Everest Middle School, a public charter school in Chicago doing full remote learning.*

### How a Community Adjusted for Remote Instruction

One of our biggest concerns was continuity of learning. In my opinion, there will never be a supplement or a replacement for a great teacher who has proximity to students – and we have really amazing teachers. So for our kids to not be in the rooms with teachers in front of them is a real instructional loss for the kids, and for the families. I'm a parent myself, so I'm speaking from that same perspective. This concern informed all of our planning.

One of the first things we did is commit to live lessons, and our teachers were on board, too. So

nearly every teacher is doing about forty-five minute live lessons starting next week. Our ELA teacher, for example, will do a forty-five minute lesson using a lot of the Kiddom tools, which she is really excited about. And then her students will have about thirty minutes to an hour of follow-up independent time just for reading. They'll be monitored by a teacher, but it's really up to them to work independently. We'll have the same thing for math; a forty-five minute direct instruction lesson, likely with breakout sessions and practice, followed by time for independent math practice. So at minimum, students are getting three live sessions a day, four at maximum.

We used our summer orientation to have teachers practice delivering live lessons virtually, and get feedback, so they could retool it. We're using this

week to ensure that every kid has their log in, knows how to log in, that every family has a Chromebook for every child they have in school. And as I mentioned, the teachers were really on board with the live lessons too. They don't just want to check in as needed. And then a recording of the live lessons will be uploaded so students who aren't available at the time are able to go back and access them later.

### **On Building a Network of Support for Remote Instruction**

We dedicated two to three virtual weeks with our staff before school started, and spent a lot of time with staff to make sure everyone was familiar with the tools (Kiddom, Dean's List, Google Classroom, etc.). We're trying to create as much normalcy as possible, with a focus on Social Emotional Learning (SEL), parent support systems, and building teacher/student engagement.

### **On How to Tackle SEL at a Distance**

Social Emotional Learning is a big focus for us. Last year was a kind of planning phase and we rolled out a few things, like the mood meter, where there was an SEL tool box with twelve tools that they got exposed to. And then we formed an SEL committee of around six to eight staff members who wanted to really take this work on and build it out. They worked really hard over the summer and then we rolled that out this year to all staff. We have very high staff buy-in for this, which is awesome.

We are approaching SEL from a few different angles. The most obvious is the morning meeting or the advisory meeting. When we start with academic classes next week, we'll start with that Monday through Friday. It's essentially a 30 minute SEL block where we will explicitly model tools from the tool box. We'll do some community circles, but virtually. Having led a lot of

advisories in person, I think one unintended benefit of the virtual aspect is that it can reduce anxiety for students to not be physically in a room with a bunch of other students. If you've ever been in a circle, even if it's only 12 or 15 students, and you say, "All right, it's your turn to share," a lot of students tend to clam up or get nervous. But that isn't so much the case with video. Instead, everybody's willing to share. And it has lowered the anxiety level a little bit, which wasn't necessarily expected. So that's the advisory block.

We also have SEL standards built into our lesson plans – we were going to do this with academic group work but we're still trying to figure that out in a virtual setting. We're learning as we go.

And then the third component, which is something I'm trying to tell as many people as possible about, is we created a new role at the school after a series of conversations with some outside consultants, which we call the Family Navigator role. We have about a third of our staff members whose work has been significantly reimaged, because if you're a behavior specialist and you're responding to student discipline or behavioral needs, you're not really doing that in a virtual setting. The core aspects of the work isn't there anymore. So we've taken those staff members who are in support roles, the instructional assistants, paraprofessionals, and behavior specialists whose work is going to be radically different, and we've made them family navigators.

Each of them has a caseload of twenty to thirty-five scholars and their families and our family navigators will reach out to them about all things remote learning. So if you don't have internet access then the navigators will work with you to

get you connected with Chicago Connects, which is a big city initiative for Wi-Fi access. If you don't know how to log in or you're confused about Zoom or Kiddom or whatever, your family navigator is going to help troubleshoot the tech. If you don't know where the food pick ups are, they'll get you connected. If there are social work needs within the family, or a crisis situation, family navigators are the first point of contact and they know the local and school resources.

They've been created as our first line of defense and partner with our families to make this extraordinarily difficult process a little bit better. I'm overseeing that program at the school so I've done trainings for our family navigators, created a role description, and they've done massive outreach in the last couple of weeks. So from an SEL component, we're really trying to extend that to families, too. We're asking ourselves how can we really partner with our families in ways that are meaningful, beyond saying "Hey, make sure you're logging on and make sure you're seeing the great updates." In addition, we also want to ask What are you struggling with, and how can the school help?"

### **On Supporting Parents During Distance Learning**

We had a week-long parent university and we had two grade levels each day where parents came in, sometimes with their students, sometimes not. We had four stations that they would go to. The first was the paperwork station. Next was the sign-in where we handed them their child's schedule. Then there was a tech check-in where we asked questions - Do you have a Chromebook? Did we already give you one? Does it need to be rebooted? Does it need updated? And then they would go to the final station which was our tech center in the gym where parents got a one-on-one with a staff member who would make sure they had all the important pages bookmarked, that they were on Google Classroom, that their password was saved, that sort

of thing. Then they were all set up so that when they went home to their child, they didn't have to spend 45 minutes or an hour or 10 hours struggling just with Chromebook. We tried to eliminate as many of the tech issues as possible because that's the biggest barrier to students actually accessing learning. We're trying to proactively solve as much of that as possible. We also gave math workbooks and notebooks to those that needed them so that when they went home, they were ready for the school year. And then, of course, there were parents who were unable to make it, so we've done a lot of outreach in the last couple of weeks. But the vast majority of families showed up to get the device and get logged on and all that stuff, so our attendance numbers were great and have been steadily climbing for the last three days.

### **On Engaging Distance Learning Students**

My team has come up with some great ideas. One is to be really thoughtful about how you're going to engage students and think about incentivizing families too. We aim to give positive, proactive outreach to families when their child is doing well - we're doing this even more than usual now, because it's so important for remote learning.

The thing we've really tried to stress with our teachers is lessons should be geared towards creating something because you don't treat a live lesson like you would direct instruction. There should be something culminating, not necessarily to say they should be creating a presentation in every class, but there should be something big that they're working on. What you really want is to facilitate conversations among students.

## 2. Reimagining Curriculum & Instruction

*For curriculum roles and teacher leaders.*

### ☆ Topics Covered

- Why School During a Pandemic Calls for a Curriculum & Instruction Adjustment
- Reimagining Curriculum & Instruction for Socially-Distanced Classrooms (Blended Learning)
- Reimagining Curriculum & Instruction for Distance Learning

### 🔍 For Further Reading

- [Blended Learning in the Age of COVID-19](#)
- [Blended Learning Definitions & Models](#)

### Why School During a Pandemic Calls for a Curriculum and Instruction Adjustment

No matter how great your curriculum is, it's highly unlikely that it was created for a pandemic, and will need some updating for what teaching and learning will look like, whether your school is starting with in-person or hybrid instruction, or you're wrapping your head around how to adjust to full distance learning. Many educators are preparing for the chance of an entirely remote scenario by including a distance learning backup in their curricular plans. But even fully in-person plans will have to be adjusted for social distancing. Here we cover both scenarios, before going into a quick view of how to easily and quickly adjust your curriculum within Kiddom.

### Reimagining Curriculum & Instruction for Socially-Distanced Classrooms (Blended Learning)

Many adjustments will need to be made with respect to social distancing. For curriculum that would have students move around the classroom to stations or working in groups, an adjustment will be required to convert group activities to individual activities. In order to provide safer instruction, some schools are

applying hybrid models and asking teachers to keep all assignments online, so students have the same access, regardless of location. And so a natural migration is taking place towards blended learning instruction, which leverages technology to shift instructional design towards personalization. It is easy to understand why this transition is occurring when we take a look at the core components of blended learning by Horn and Staker, and consider which could apply in a socially-distant or hybrid classroom:

1. Teaching and learning within a formal education program
2. Students learn at least in part through online delivery of content and instruction
3. Students have some level of control over time, place, path, and/or pace
4. Part or all instruction is delivered away from home in a supervised, brick-and mortar location

Many or all of these components could be applied with respect to space. Especially the online delivery of content and instruction is key – students can use personal devices on a daily basis to access their personalized assignments, which will be a great habit for students to form, should a school need to.





## How Can I Use Kiddom for Blended Learning in Class?

Self-Paced Instruction	Greater Student Privacy	Personalization Simplified
<p>You can use Kiddom as your students' home base for easy access to their assignments, whether those assignments are completed interactively within the platform, or in the classroom. Help students build ownership via healthy routines on the same platform they would use for distance learning.</p>	<p>An added benefit of using a platform like Kiddom is that you are able to give students more privacy, whether through direct messages for additional help, or by giving content appropriate to a student's learning level in a discreet way that keeps them from comparing themselves to others.</p>	<p>Quickly and easily search our content library by standard to find resources for enrichment or development. Then, assign to students by mastery level group. These will be updated in real-time as soon as assignments are manually graded by teachers or automatically if taking an auto-graded quiz or assessment.</p>

## Reimagining Curriculum & Instruction for Distance Learning

For those who are adjusting their curriculum and instruction for a remote environment (and it is recommended that everyone have a remote plan, just in case), key questions will need to be answered.

To begin planning, Assistant Principal John Cunningham-Elder recommends schools must start by answering the question, How much teacher-led instructional time will your community students receive? This should help inform your pacing.

If curriculum pacing has to be revised for remote learning (in other words, fewer units covered), think about the most important standards and knowledge needed for the next grade. If you're reducing the

number of lessons, ask yourself the following questions:

- Which of these lessons would work well for independent work?
- Which will require face-to-face instruction?
- Which will be good for project-based learning or flipped classroom models or any other models that are conducive to creating engagement in remote learning?

Increasing group activities are a great way to boost remote engagement while keeping discussions and classwork at a manageable level.



**Within Kiddom for Schools and Districts, teachers can host virtual meetings with student groups, individuals, or for the entire class, without leaving the platform. This new feature is possible with an upgrade to Kiddom Live.**



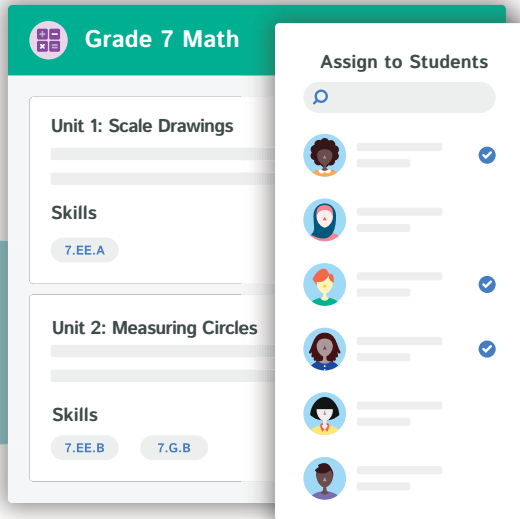


### How Can I Use Kiddom for Distance Learning?

Self-Paced Instruction	Keep Up the Discourse	Personalization Simplified
<p>Just as you would do in person, you can use Kiddom as your students' home base to access their assignments, whether those assignments are completed interactive within the platform, or with a parent, or even virtually with a teacher or teaching coach. Kiddom has many helpful options for students to show their work at a distance, including a new "record video/audio" feature.</p>	<p>Designed for discourse-driven curriculum and instruction in any scenario, Kiddom comes with various asynchronous and synchronous (with upgrade) tools that allow teachers and students to keep connections strong, even at a distance. They have many ways to chat directly, comment on assignments, or even leave audio and video feedback without leaving the platform.</p>	<p>Teachers can quickly and easily search our content library to find standards-aligned resources and assign to individuals or groups with the click of a button. Just like when they're in class, teachers can use Kiddom to assign support or enrichment content based on student mastery levels.</p>

# One Platform for Blended or Distance Learning

See the Curriculum Role view, Student view, and Teacher views in Kiddom below.



## BLENDDED LEARNING

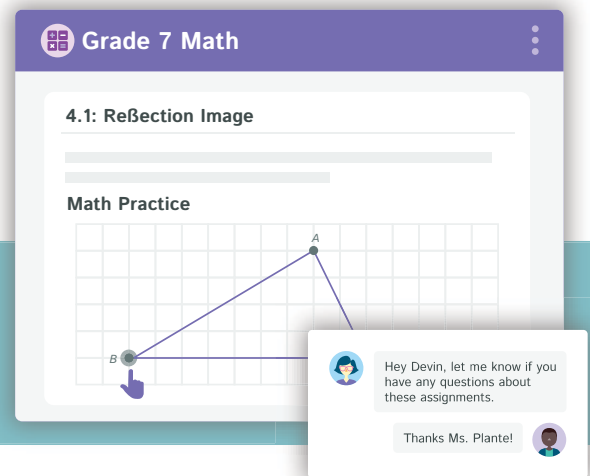
Plan each curricular unit to include a diverse range of activities. Assign by individual, group, or mastery level.

## DISTANCE LEARNING

Easily edit curriculum to contextualize for any environment. Stay connected through sync and async tools.

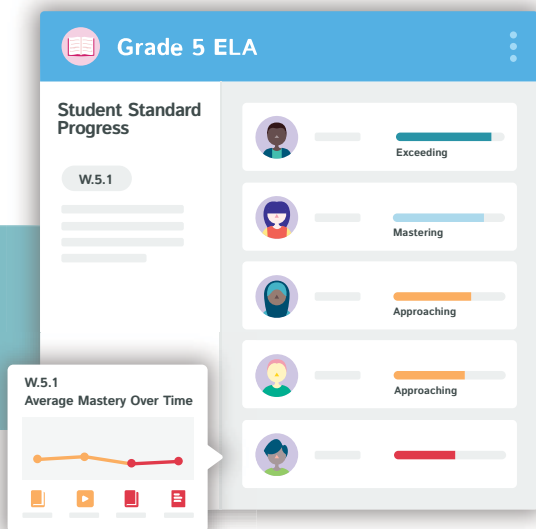
## BLENDDED LEARNING

Engage students via interactive lessons to Pt their needs with the privacy of personalized assignments and 1:1 chat.



## DISTANCE LEARNING

Students can work at their own pace, face-to-face, or by chatting on specific assignments.



## BLENDDED LEARNING

Identify trends in performance and tie them to content usage and in-class instruction.

## DISTANCE LEARNING

Stay in the loop on remote student performance with realtime summative and formative reporting.

# 3. Adjusting Your Curriculum for a Pandemic Year

For curriculum roles and teachers.

## ☆ Topics Covered

- Considerations When Moving Your Curriculum Online
- Step-by-Step Guide to Migrating Curriculum to Kiddom

## 🔍 For Further Reading

- [Build Your Own Curriculum with Kiddom](#)
- [The No-Nonsense Distance Learning Guide](#)

## Considerations When Moving Your Curriculum Online

*We begin with an interview with Instructional Coach Elizabeth Anderson of Rutherford County School District, a traditional public system on a mostly in-person hybrid model with distance learning for those in quarantine or sheltering in place. Then we'll jump into two step-by-step guides where Elizabeth shares how she planned scenario-proof curriculum and lesson plans in Kiddom.*

### On Pre-Planning for Online Curriculum

I started off looking at what my curriculum required of me, and then I thought about my district's pacing guidelines, what standards were expected for each unit, and what I would have to present to my students for the first nine weeks.

From there, I made myself a spreadsheet of all of that information so I could get the bird's eye view – what was connected, what standard was I using, what was my essential question or essential learning, what was going to be my performance task for my kids, my opening task for my kids, what lesson was I going to be teaching, and what pages in the book was I going to be assigning or using as the teacher? I gathered everything in this spreadsheet before going into Kiddom.

### On Creating Curriculum “Master Copies” and Sharing With Teachers to Contextualize

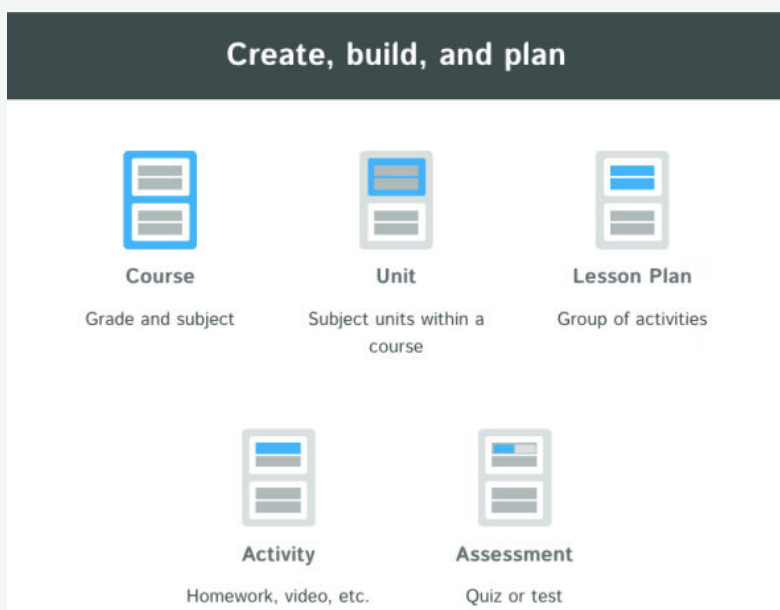
So I had that basic curriculum framework already set up. I kept it very streamlined because I knew



If you are in an admin role wishing to share curriculum to multiple teachers across your school or district, the paid plan is recommended for greater collaboration tools & school- or district-wide dashboards tying curriculum to implementation and student outcomes.

my entire PLC (Professional Learning Community) was going to be using it. I did not let them edit it at all until I was done. If you are all trying to work together on it, that's fine; let everybody be editing and collaborating. But the second you are done with that curriculum – and this is why pre-planning is so important – the second that you are completely done, it's locked.

For each course curriculum you create, you're going to put the framework of your units, lesson plans, and activities in there, then you're going to want to set everybody else as "view only". From there, once they click "edit", a copy will be created for them that they can then change and make unique to their own teaching style, but my master template will stay untouched.



# Step-by-Step Guide to Building Flexible Digital Curriculum Within Kiddom

## Before Building Your Curriculum in Kiddom

My advice is to plan first. The biggest help to me was starting on paper with everything that I was going to do, and then transferring it into a spreadsheet. And then from that spreadsheet, I put it into Kiddom once I felt I had that picture of “This is what I’m teaching. This is my process. This is my nine week plan.” At that point, I thought, *Okay, I got this!*

So get that bird’s eye view before you go in and start creating assignments, units, lessons, and everything else. The more planning you can do on the front end, the easier Kiddom is going to be, and you’re going to end up using it, not as a hindrance or as a stressor, but as an enabler. It’s going to be your planning tool that actually takes all of those ideas that you have as a Professional Learning Community and puts them right into practice.

1

First, I made my curriculum separate from my classes, since I planned to share it with others.

2

You can add your standards at any level, either for reference or to tie them to assignments so they show up in the reporting.

3

Next, I assigned my “Units” in Kiddom to match the Units in the curriculum we’ve been using.

The screenshot shows the Kiddom interface for a course titled "6th Grade Music". At the top, there are filters for "6th Grade" and "Fine Arts", along with "VIEW" and "EDIT" buttons. The main content area is divided into several sections, each with a numbered callout:

- 1**: The course title "6th Grade Music" is highlighted.
- 2**: The "SKILLS" section is highlighted, showing a "+ SKILLS" button.
- 3**: The "UNITS" section is highlighted, showing a "+ NEW UNIT" button.
- 4**: The "UNITS" section is also highlighted, showing a trash icon and an upward arrow.
- 5**: The "ATTACHMENTS" section is highlighted, showing buttons for "Kiddom Library", "Google Drive", and "File Upload".

At the bottom, there is a "+ NEW SECTION" button.

4

Then, nesting in each Unit, I added Lesson Plans, and within each of these, I added Activities, one per planned day.

5

Any other reference documents or Google Drive files you need can be attached at any point, for example, a link to your original course curriculum.

# Step-by-Step Guide to Building Engaging Lesson Plans Within Kiddom

1

Within each Activity, I put the “Success Criteria” – “The student will be able to...” All that was up top in the description.

2

Next, I put one question as my “Bell Work” – I would pull that from a prior quiz or one of our end-of-course test questions that have been released. I use that “Bell Work” as a hook to get the kids started, to get their brains working.

3

Then I put in a link to a PowerPoint so my kids could look at that while we worked together.

4

I would then put in any questions, activities, PDFs, or the book pages for that day.

The screenshot shows the Kiddom lesson plan editor interface. At the top, there are filters for 'Duration', 'Formative', 'Participation', and '10 points'. Below these are '6th Grade' and '+ Add Subject' buttons. The main section is titled 'Day One'. Under 'DESCRIPTION', there is a text box for 'Success Criteria: Student will be able to...'. The 'ATTACHMENTS' section includes 'Kiddom Library', 'Google Drive', and 'File Upload'. Below are three activity items: 'BELL WORK', 'TODAY'S ASSIGNMENT...', and 'EXIT TICKET'. The 'EXIT TICKET' item is expanded to show a 'Multiple Choice' question with '4 Points' and 'SKILLS\_6.RPA.3' tag. It has three answer choices: 'A Answer Choice', 'B Answer Choice', and 'NEW ANSWER'. There are checkboxes for 'Correct Answer' and 'Randomize Answer Order'. A 'Teacher Note for Grading' button is at the bottom right. The 'OPEN-ENDED (SHOW YOUR WORK)' item is partially visible at the bottom.

5

I then put the “Exit Ticket” question as an actual question. I often took this straight from my curriculum’s “Lesson of the Day”.

6

Lastly, I would add an “Open-ended question” for them to upload any extra pages of work that they wanted to use as proof that they had done what they needed to do for that day.



## 4. Instructional Coaching When Distance Learning

For curriculum roles and teacher leaders.

### ☆ Topics Covered

- Maintaining Continuity for Your Community
- Curriculum Coaching & Support Systems

### 🔍 For Further Reading

- [Building Community While Distance Learning](#)
- [The No-Nonsense Distance Learning Guide](#)

### How to Maintain Continuity for Your Professional Learning Community

*In this essay originally published in our No-Nonsense Guide to Distance Learning, Engagement Director Geoffrey Schmidt shares experience from working at Opportunity Academy, Holyoke Public Schools..*

Great, you are operational! By now, your school's courses and schedules have been created, and students have begun grappling with work. You are now prepared to keep building the plane as you fly it.

To prepare themselves for this cosmic shift, the most important thing teachers and school leaders can do is accept that this is going to be an experience in trial and error, and happy failure.

#### Curriculum Coaching and Design

Leaders: make an effort to build a course yourself to model best practices for your teachers.

Teachers: start with curriculum material you already have and build from there. It is easier to modify these objectives, activities, and assessments for asynchronous and distance learning than to add new creation to your plate of things to do early.

At first, develop only what you believe is appropriate for one week's worth of work. See how students are progressing, and iterate as needed before burdening yourself with more course creation.

Put the cognitive lift on students early:

- Ask them to review a syllabus and ask questions, or respond to a welcoming video.
- Use a survey to make space for reflecting on the current moment.

- Encourage reading by providing leveled texts; writing by creating digital journals; and STEM work by connecting to synced platforms, etc.
- Get regular feedback from students and parents about what is working and what could be improved.

When students are active in the classroom, use task analysis to determine which activities are high-engagement and high-impact. Use similar activities as often as possible in future lessons.

### Creating Continuity Through Coaching & Support Systems

Your initial schedule should be heavy on all-staff meetings to lay the groundwork for distance learning.

Later, your school can slowly transition back to the traditional engines of learning and continuity.

**Instructional Teams** should find new, but familiar ways to foster cultures of learning: use digital communication to provide feedback on lessons and units of study; and review student work.

**Support Staff Teams** will want to refine the best practices they are learning in their new roles of engaging students in meaningful work.

**Leadership Teams** should meet frequently to review progress, and to steer the course in what will be an ever-changing environment.

**Leaders** will shift more of their time to coaching at this point.

In the first few weeks, use team meetings to replace some of the time that was dedicated to professional learning. But beyond that, free up as much time as possible for: a) teachers to create and refine curriculum, and b) support staff to continue student outreach, with a sharper focus on academic progress.

### Benefits & Considerations for PLCs & Coaching From a Distance

Distance learning highlights the utility of Coaching and Professional Learning Communities (PLCs). Courses on a digital learning platform like Kiddom benefit the most from feedback, revision, and decision-making informed by data analysis.

Leaders and teachers should start by signing in to courses as students, and as collaborators. Review these courses with a lens on how students will access the content and learn the skills; as well as how the teacher is sequencing their learning activities. Take note of the following:

- Is context for the course given upfront? As a student, would you know where you are headed and why? Do you know how to find out “what to do next”? As a collaborator, can you predict the flow and provide advice on aligned activities and supplementary resources?
- What will teachers need to do to enable asynchronous instruction? What can they anticipate handling via in-app chat versus office hour phone calls? How often is direct instruction necessary? What supports are (or need to be) provided with direct instruction, activities, and assessments for students with disabilities?
- Where would it be appropriate to add synchronous learning opportunities?
- Which activities are students most responsive to?

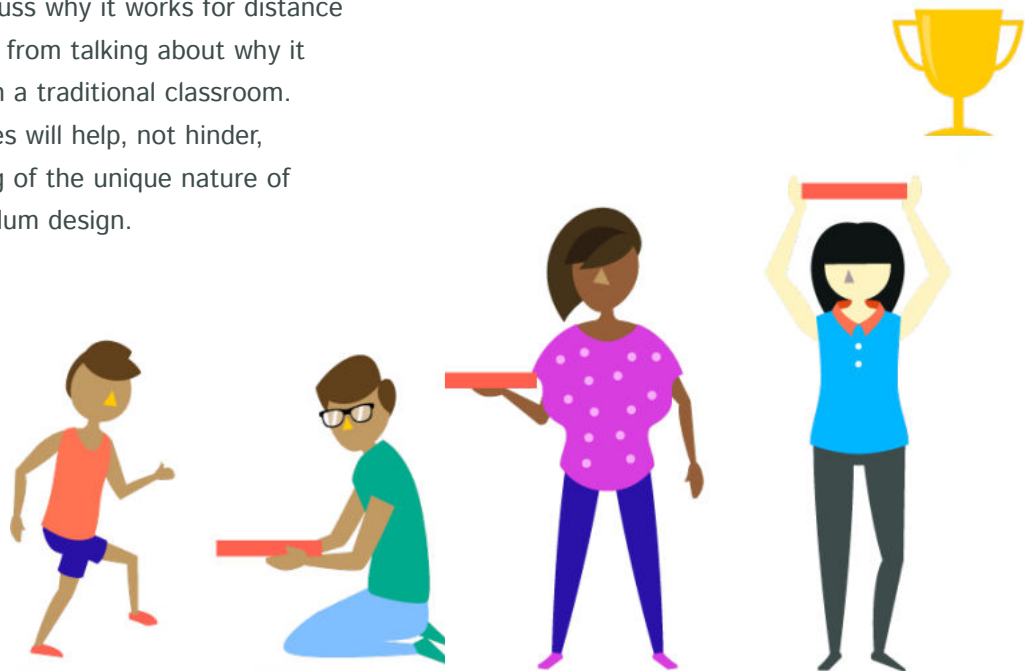
### Asking For the Right Feedback

Within an education platform like Kiddom, teachers and leaders can work on a course simultaneously. As a teacher, ask for feedback on the following:

- How do I know my students are progressing at the pace they should be? What can I do to track this better?
- Where am I missing opportunities to connect to synced resources?
- What can we lift up from my course/curriculum to share with others?
- Which peer should I look to for exemplars of X subject?

PLCs, on the other hand, will likely look a little different. Before diving into Looking at Student Work (LASW) protocols – which will be possible in time – ample space should be given to reflect on what is working with curriculum design and instruction, and what is not translating smoothly.

Use video conferencing tools to share your screen and to lift up examples of model lessons or units, and ask teachers to discuss why it works for distance learning. Don't shy away from talking about why it might not work as well in a traditional classroom. Defining these differences will help, not hinder, all parties' understanding of the unique nature of distance learning curriculum design.



## 5. Engaging Online Students

For curriculum roles and teachers.

### ☆ Topics Covered

- Engaging distance learning students
- Streamlining Lesson Plans to Increase Engagement

### 🔍 For Further Reading

- [Help Students Feel a Sense of Belonging](#)
- [Fun Ways Teachers are Creating Community](#)

## Engaging Students With Interactive and Streamlined Lesson Plans

*An interview with Instructional Coach Elizabeth Anderson of Rutherford County School District, a traditional public system in Tennessee doing mostly in-person learning hybrid model with some distance learning for those in quarantine.*

### On Engaging Students With Kiddom

I encourage teachers to share a video in that Announcement Screen, either for the day or for the week, just a quick video – because it’s only two minutes, and they can record it right within the app – letting the kids see their face, letting them have some type of direction for what they should be looking for, either that day or that week.

I also tell teachers to let their kids know they don’t have to write their answers with Kiddom. Let the kids know that they can take a picture, or they can take a video and tell you the answers. Especially for those lower grades, they may not be able to write, but they could tell you. They click on that little feedback button or they can go into the text box that you’ve given them for their written response. And instead of writing the response, they can simply upload a video.

For all of the kids that I “Quick Assist”, where I’m taking control of their screen to help with tech setup, I pin the camera right to their task bar at

the bottom so that they can just click on it, do their videos, do whatever they need to, and then upload it into Kiddom.

I always tell them that leaving feedback directly on an assignment is essential for them to be able to have that conversation with those kids back and forth. You can send video messages or audio recordings back and forth to each other. As a student, they may want to hear their teacher's voice more than read their teacher's message. So I think that's great.

If a teacher is trying to give a student specific information, especially for math, it's sometimes stressful using so many tools; doing a Screencastify, taking that and uploading it into that feedback space. But you can add just about any type of file to give a student access to the teacher that they wouldn't necessarily have because the teacher is not standing with them.

Now, student-to-student engagement is important too; I'm interested in more student to student interaction because that's something that there really isn't a lot of yet, but I know it's coming soon with live video and we're excited about having more of that in Kiddom! So for now that's where Zoom comes into play, so that we have Face-To-Face interactions and break out rooms.

### **On Streamlining Lesson Plans to Increase Student Engagement**

One thing I do is look at all of the different websites and activities that we have and figure out how to streamline it so that, especially for lower grades, our parents and students don't have to click all over the place for everything.

One way we're doing that is by using the "Embed

Code" feature in Kiddom, the one you often use for videos – here's an example from today – I made a Nearpod Screencastify tutorial to show teachers how to embed that Nearpod worksheet into Kiddom. I think that's one of the biggest nuggets we've found right now to keep it streamlined – that's actually a huge thing because, yeah I can give them a link to See Saw and I can give them a link to Padlet and I can give them a link to here and here, but they're still having to go all over the place. It opens up new tabs. But if it's embedded within the activity, then I don't have to ask them to do that.

A second thing I've told my teachers to capitalize on is the rich text formatting that's allowed in the text description box that pops up.

I say "If you don't have your student materials already input into Kiddom, take the lesson components that you're going to use and just copy and paste it in there because it has the links already embedded, it has all of the rich text, the pictures, everything. It's all right there. So we're not having to reinvent the wheel." And I think that's the biggest thing we love about Kiddom, we don't want our teachers to reinvent the wheel every time. So this to me is how they do it. You can take any Near Pod you've already created, any worksheet that you would have your students fill out.

And what our second grade teachers and our first grade teachers are doing is using the Graphic Organizers to allow the kids to draw pictures of their answers. They can do that and still submit their assignments within Kiddom and get their grades all in one place, as opposed to looking at See-Saw over here and looking at quizzes over here – it's so much. And it stresses the teachers

out. It stresses the parents out. And that's the big thing, especially when we have so many distance learning families that are not digital natives, but they just happen to have a Wi-Fi hook up and a computer from the school. This is a way for us to make it super streamlined for them.

Another thing I like about Kiddom is that our teachers can also upload their videos very easily from their live lesson for those kids that do have to do asynchronous, because while we can stream now a whole lot easier, parents may have two kids in the household, three kids, four kids in the household, and their bandwidth can't take it. So we make sure we record all of our live lessons, then upload them into Kiddom as part of the activities. And then our kids can consistently do their assignments asynchronously or synchronously.



*We build technology to enable all teachers and learners to unlock their full potential.*

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# Why Teachers Love Kiddom

Within Kiddom, digital curriculum lives to be contextualized for each classroom. Top-rated curricula from Open Up Resources are already built with supports for every learner—but no one knows their students like teachers do. With the ability to edit curricula from day one, teachers can ensure meaningful learning experiences for every student in their classes.

## Streamlined Curriculum WorkFlow

Start from ready-to-use top-rated curriculum by Open Up Resources (already aligned to standards), import existing curriculum, or build-your-own in a platform that makes it easy to share expected scope and sequence with teachers and see how teachers contextualize for each class.



## Time-Saving Teacher Features

Quickly edit to contextualize curriculum for students, or assign extra support or enrichment to students by mastery level. They can also quickly search Kiddom's content library of over 70,000 vetted resources by standard, type, and more.

## Actionable, Real-Time Reporting

Kiddom's clear actionable reporting equips students with real-time achievement views, so they can discover problem areas early and address them head-on as they build their own path to mastery.

