

# Supporting My ECE Student – Virtual Learning

Parent University



# Upcoming Parent University Workshops

## August

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**Supporting my Early Childhood Education Student This Fall**

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**Supporting Specialized Instruction During Learning at Home**

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**Accessing Learning Online – Canvas 101 for Families**

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**Helping Our Children Respond to Trauma as we Return to Learning**

## September

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

3

**High School Grading, Graduation and Supports**

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**Experience Restorative Practices with Your Family**

15

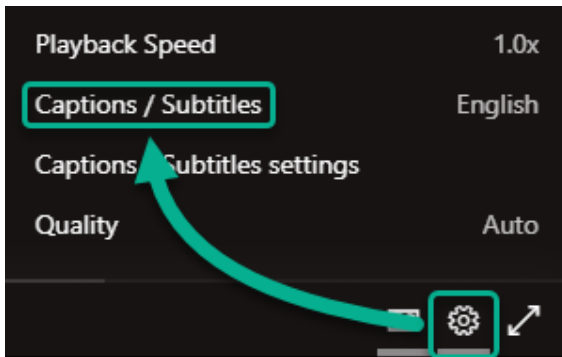
**What Will Attendance Look Like for School Year 20-21?**

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

**Sign up at [bit.ly/dcpsparentursvp](https://bit.ly/dcpsparentursvp)!**

# Subtitles, Sous-titres, Subtítulos



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

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

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

Select **Captions/Subtitles**.

Selecione **Captions/Subtitle**.

Sélectionnez **Captions/Subtitles**.

Choose a language from the list of available options.

Elija un idioma de la lista de opciones disponibles.

Choisissez votre langue parmi les options disponibles.

# Welcome to Microsoft Teams

## Use the Q&A feature to...



Ask questions



Share insights you might have



Upvote other questions and comments by pressing the thumbs up button

Ask as **Mr Tinkering**

Ask a question

Ask anonymously

Ask

# Community Agreement

Assume best intentions

Go hard on ideas, not  
on people

Accept non-closure



# Meet Our Presenter



Cheryl Ohlson

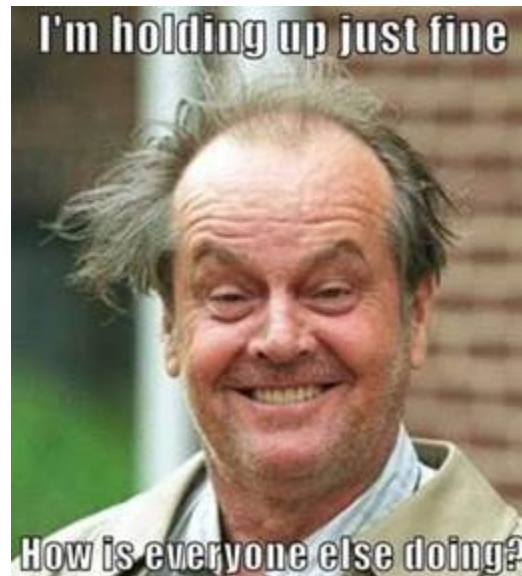
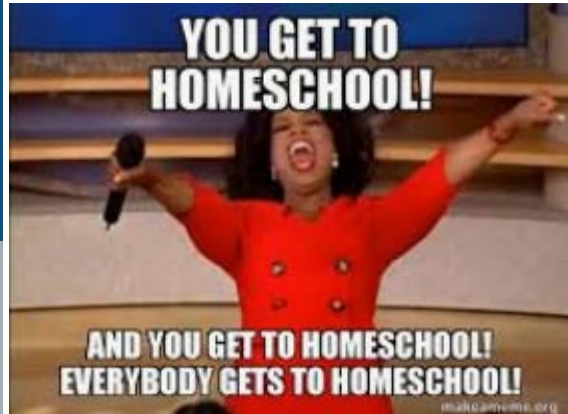
*Deputy Chief, Early Childhood  
Education Division*

*Office of Elementary Schools*

DC Public Schools

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# Virtual Learning!!

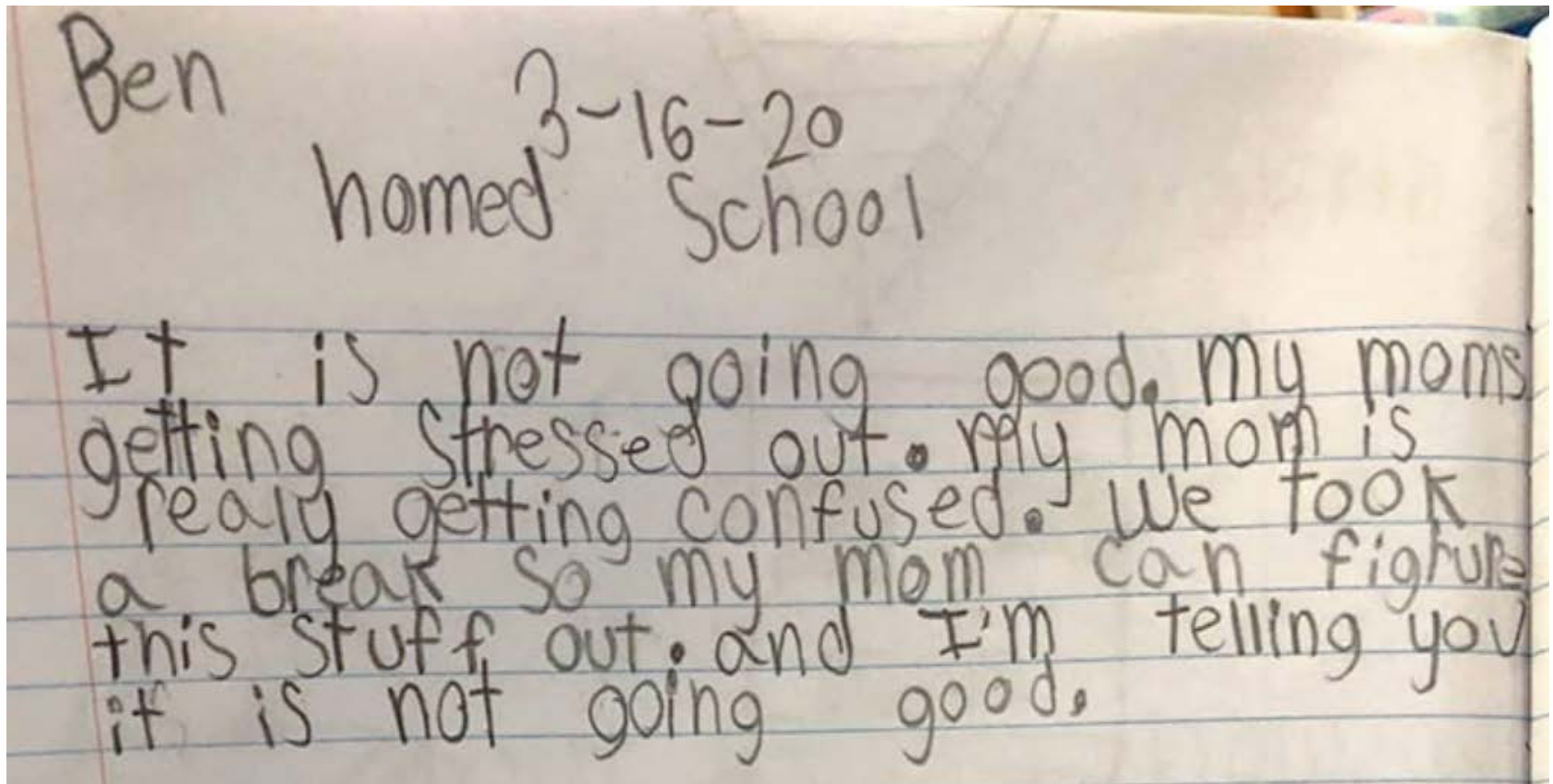


Here's Sue. 31 years old, home schooling her kids for the last 5 days. Great job Sue. Keep it up.





# Virtual Learning!!





# The DCPS Office of Elementary Schools

## Early Childhood Education Division



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

# Agenda

## During this session we will...

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



# Virtual Learning for ECE

## What We Learned

Large group virtual instruction was not effective.

Individual lessons and check-ins were appreciated.

Family check-ins were valued.

Children's attention spans are brief.

Simplicity is key.

Information about targets for development and learning is needed.

Technology is essential.

# Virtual Learning for ECE

Based on that feedback...

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

Small group instruction and varied learning formats

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

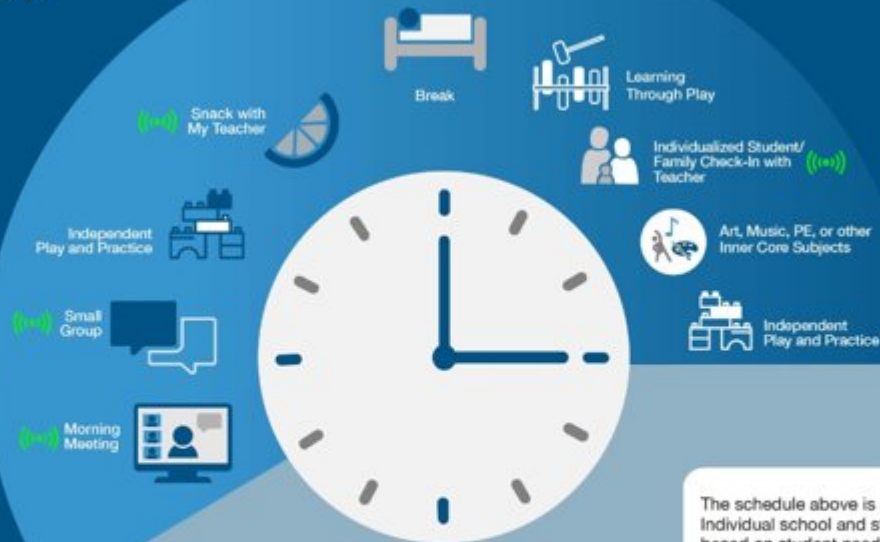
Opportunities for individualized child and family check-ins.

Supports for parents and caregivers

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# Virtual Learning for ECE

## Learning at Home: A Snapshot of PK3 and PK4



The schedule above is a sample snapshot. Individual school and student schedules will vary based on student need, staffing, enrollment, and course offerings. On most days, live instruction – denoted with – will be offered for 30 to 60 minutes per day for PK3 and PK4.

# Virtual Learning for ECE

## Streamlined Platforms

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



# Virtual Learning for ECE

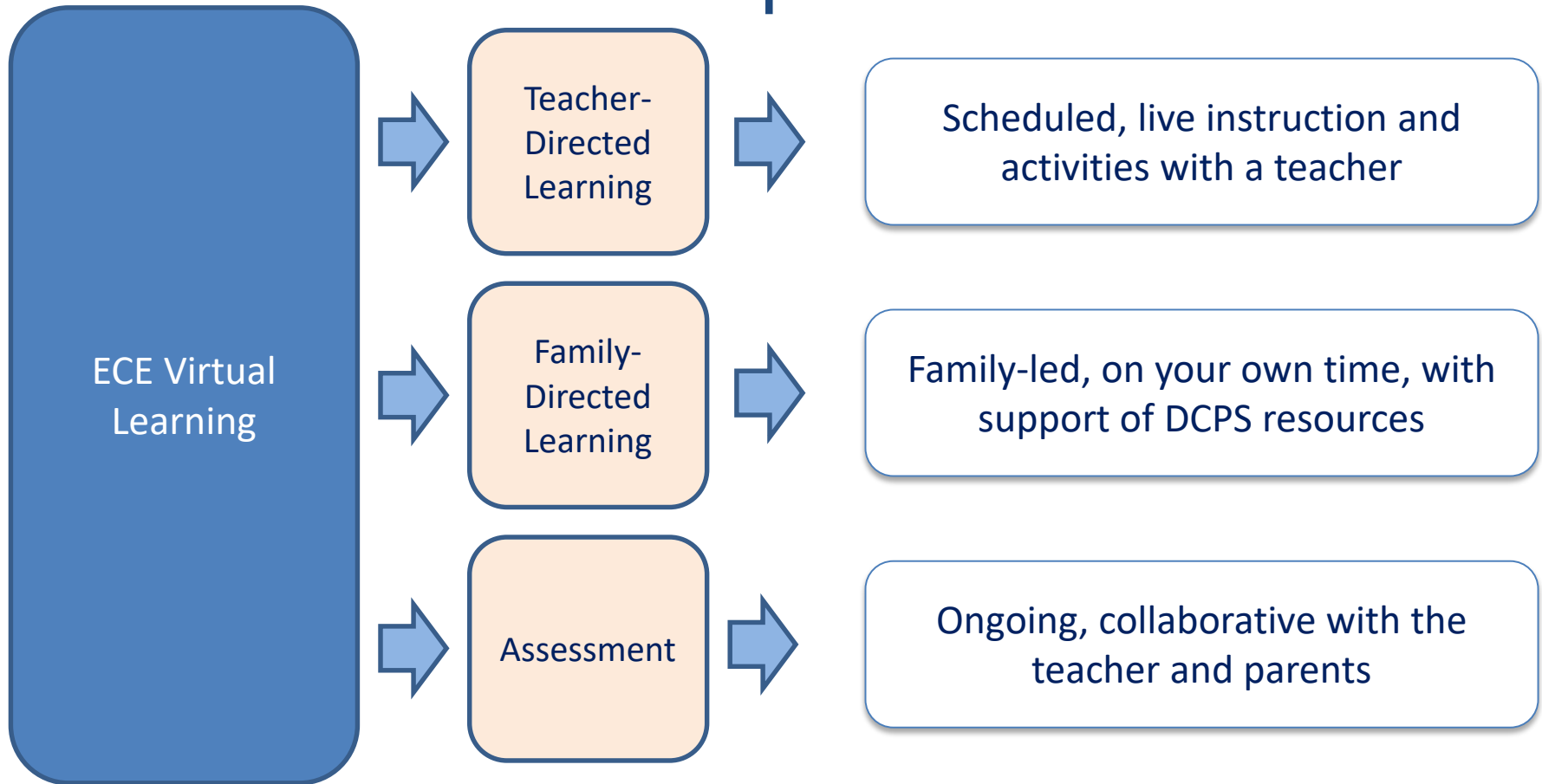
A note about attendance...

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

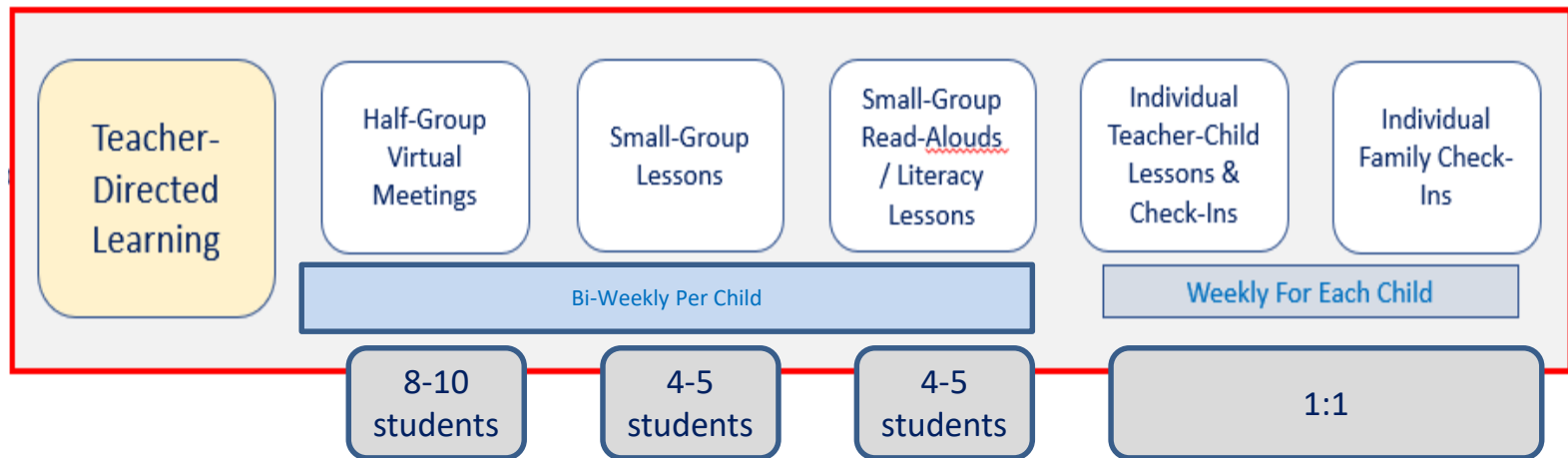




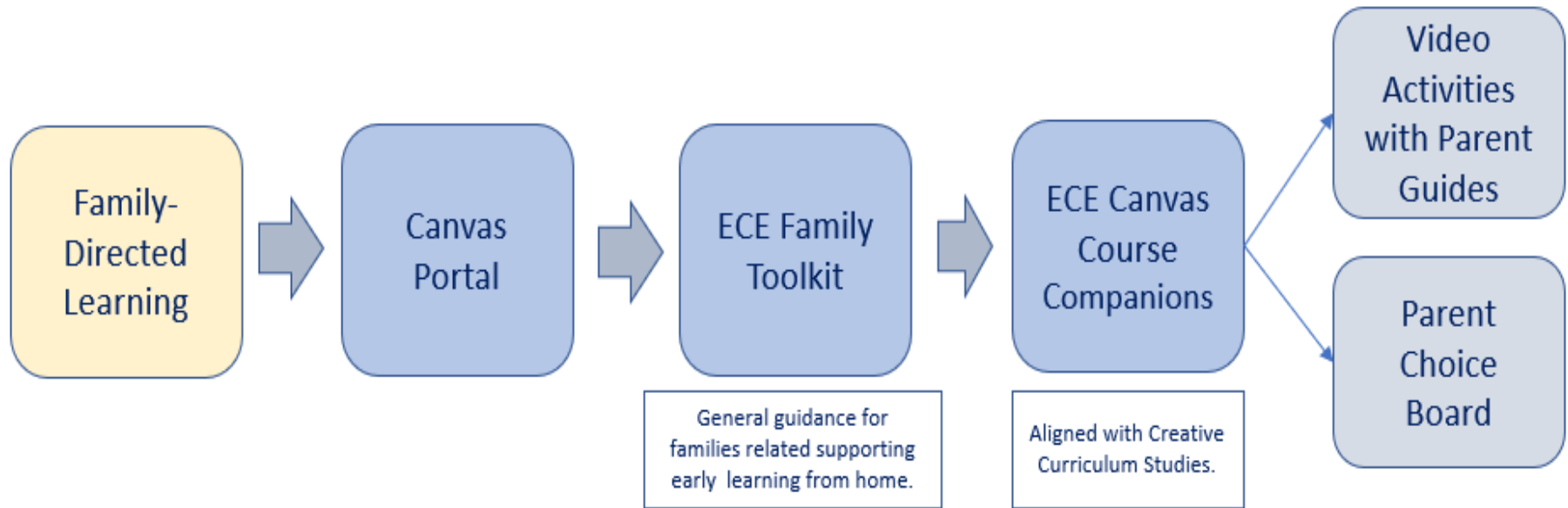
# Virtual Learning for ECE – 3 Components



# Teacher-Directed Learning



# Family-Directed Learning



# Family Directed Learning

Independent and Family-Led Learning

## Course Navigation



# Family Directed Learning

## Independent and Family-Led Learning

1 Week One  
Semana Uno

4 Week Four  
Semana Cuatro



2 Week Two  
Semana Dos

5 Week Five  
Semana Cinco



3 Week Three  
Semana Tres

6 Week Six  
Semana Seis



# Family Directed Learning

## Independent and Family-Led Learning



# Virtual Learning for ECE

## Putting the Pieces Together

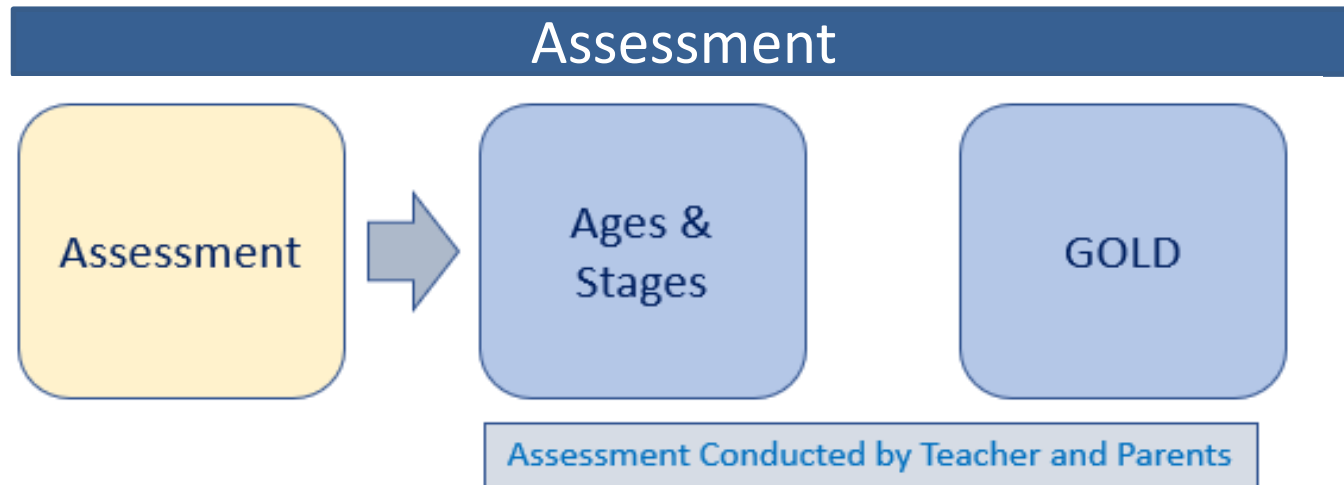
9:00 – 9:30	Morning Meeting
9:30 – 10:30	<i>Canvas Course Companion Work / Play</i>
10:30 – 11:00	Small Group Lesson
11:00 – 11:15	Family Check-In
11:15 – 11:45	<i>Canvas Course Companion Work / Play</i>
11:45 – 12:15	Optional Lunch “Chew and Chat”
12:15 - 1:30	Rest / Play
2:00 - 2:40	<i>Canvas Course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

## Sample Day

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



# Virtual Learning for ECE



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

# Agenda

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# What should my child be learning?

## Social-Emotional

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

## Language

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

## Cognitive

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

# What should my child be learning?

## Literacy

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

## Math

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

## A Note About Developmental Variation

[illegible]

## A Note About Developmental Variation

[illegible]

# What should my child be learning?

## Social-Emotional

- Regulates emotions and behaviors

## Language

- Uses an expanding vocabulary
- Engages in conversation

## Cognitive

- Persists, solves problems
- Uses classification skills

## Literacy

- Notices rhyme and alliteration
- Demonstrates knowledge of the alphabet

## Math

- Counts and quantifies
- Understands spatial relations



# What should my child be learning?

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



# What should my child be learning?

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





Questions?

# What can we do at home

## Talk!!!!!!

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



- Language
- Literacy
- Cognitive
- Social-Emotional



# What can we do at home

## Talk!!!!

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



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



# What can we do at home

## Read!!!!

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



- Language
- Literacy
- Cognitive
- Social-Emotional





# What can we do at home

## Play!!!!

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



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



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



# What can we do at home

## Play!!!!

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



# What can we do at home

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

Sorting  
laundry



Setting  
the table

Having a  
snack

Waiting  
for the  
bus

Making  
dinner

Taking a  
walk



# Resources

## **PBS Kids for Parents**

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

## **Sesame Street Toolkits**

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





Questions?

# Wrapping Up

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