



## Engaging Instruction

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**Kathy Jarosinski:** How do you address the issues of students who are not able to be present in your online class because of needing to babysit their siblings or their work scheduling them during the day to help with the family income?

**Response:** For me, my synchronous classes are recorded. My students have the ability to attend office hours, email or call me when their schedule allows. DT

**Stephen DeWitt:** If you are interested in more resources on ACTE's high-quality framework, you can access them here: <https://www.acteonline.org/professional-development/high-quality-cte-tools/acteact>

**Julie Williams:** how do you do team building virtually? We have lots of project based campuses and big on collaboration

**Response:** So many ways. We call the families first to make sure they know us and invite them to a computer meeting. This means that we are on the phone walking them through the connection. Kahoot games are great, raise hand jeopardy or small chat rooms based on age range.

**Sarah Vielma:** Did you need parents to sign or give permissions for recording synchronous sessions?

**Response:** They sign the agreements when they come to our school. Most schools have a media form that is signed upon registration. Please follow your school district protocols.

**Alisha Hyslop:** A little more nuance -- synchronous learning happens in "real time" -- whether in person or remotely, so a zoom meeting with the class would be synchronous learning. Asynchronous learning does not take place all together or at the same time, so students all watching a recorded video at their convenience would be asynchronous learning.

**Diane Walker:** How are you doing the filming if teachers don't have dedicated equipment to do that? Are they coming in to the school site, or have you purchased additional video cameras, etc.? Are you using some sort of service/vendor to do that?

**Response:** At my school, we are creative and use our phones and then upload to a school site. :)

**Response:** Thinking more of the teachers videotaping their lessons; we've had some concerns from them since they don't want to just use their phones. Thanks, Dawn.

**Response:** if you're familiar with Edpuzzle, a video/with quiz site, search there first, there are lots of videos that people post. then you can build in quizzes directly into the video. Always search what's out there first, create original as a last resort. Ed puzzle also allows for you to record a voice over, if the video says something that isn't your style or incorrect

**Trish Zugg:** Have you had to address liability issues with students doing Project Based Learning remotely/at home? If so, how did you cross this hurdle?

**Response:** Trish, parent permission and a waiver for us.

**Diane Walker:** Have any of your states changed the funding model from instructional minutes to instructional days as far as student attendance is concerned?

**Response:** not yet. But we are working to hear what will be expected for synchronous learning

**Response:** our district allows us to track attendance in three ways:

1. Direct interaction
2. Based on project or assignment time. ex: this assignment would take 2 hrs to complete.
3. Meeting competencies, ex. Student takes chapter 2 test, that covers the competencies covered in Course competency A. that is worth 20 hours. so i give the student 20 hours of attendance.

We are have a 19 day window to enter attendance.

**Aaron Saenz:** EdPuzzle - <https://edpuzzle.com>, Edpuzzle is an easy-to-use platform allowing you to engage every student, one video at a time. We unlock the power of videos through simple editing tools and dazzling student data. The process is simple - find a video, add questions and assign it to your class. Watch as they progress and hold them accountable on their learning journey.

**Diane Walker:** Thanks, Aaron - a number of our teachers do use EdPuzzle - good tool. The synchronous instruction we may be doing is where they want some support. We've looked at a couple of things like CreatorUp, Imago, Danny Rubin's tips, etc., for that.

**Diane Walker:** One of our mentor teachers did a whole PD on that when we switched over, and there is another session next week on the subject of creating community - might be able to share links with ACTE after Monday. :)

**Rebecca Gordon:** Texas just was told that we will be going back to the classroom. It is the option of parents to NOT send them to the classroom for safety concerns. How do you handle it as far as teaching when you're teaching students in the classroom and try to not leave out the ones that are virtual learning?

**Response:** There isn't an easy answer. Please make sure the student feels involved and continues to learn...whatever it takes.

**Diane Walker:** Aaron, we're looking at how competency-based can fit in, also. For this past semester, we used a system where students were given a week's attendance for interacting in the Google Classroom in some way or contacting the teacher during the week. With no waiver of instructional minutes provided, we may not have that flexibility going forward.

**Response:** our CTE classes are all competency based.

[https://www.wearedace.org/apps/publications/index.jsp?parentREC\\_ID=1738](https://www.wearedace.org/apps/publications/index.jsp?parentREC_ID=1738)

**Sarah Vielma:** So, if you have students in your class w/o media release, do you not record if those students are involved in discussion?

**Response:** maybe for those that missed, they can do a discussion board, post their answers that way

**Response:** My school will re-record and share the information.

**Aaron Saenz:** The CTELearn Trainings on Online Teaching were great for this. I did them in May. ACTE provided free access, I don't know if they extended it. <https://www.ctelearn.org/>

**Diane Walker:** Giving 50% off on CTELearn subscription through July - there's a code. Great resources!