

To: Governor Kate Brown, Members of the Oregon State Legislature Senate and House Education Committees, Covid-19 Reopening Council, top administrators at the Oregon Department of Education and Oregon Health Authority, Oregon School Board Association, Confederation of Oregon School Administrators, Oregon Superintendents, and media

From: Nancy Willard, Embrace Civility. Websites: <http://embracecivility.org> and <http://bepositivelypowerful.com>. Email: nwillard@embracecivility.org. (For those who might question whether someone who seeks to “embrace civility” might from time to time speak up in a passionate manner against those in positions of power who are making decisions that have or could harm others, this, in my opinion, is the essence of embracing civility. We ask students to speak out against those who are hurtful or bully. My actions are the same. Just because those in positions of power do not appreciate someone with lower power speaking truth does not make this “uncivil.”)

Re: The incredible effectiveness of Oregon’s teaching staff in delivering Comprehensive Distance Learning (CDL)

Date: December 7, 2020

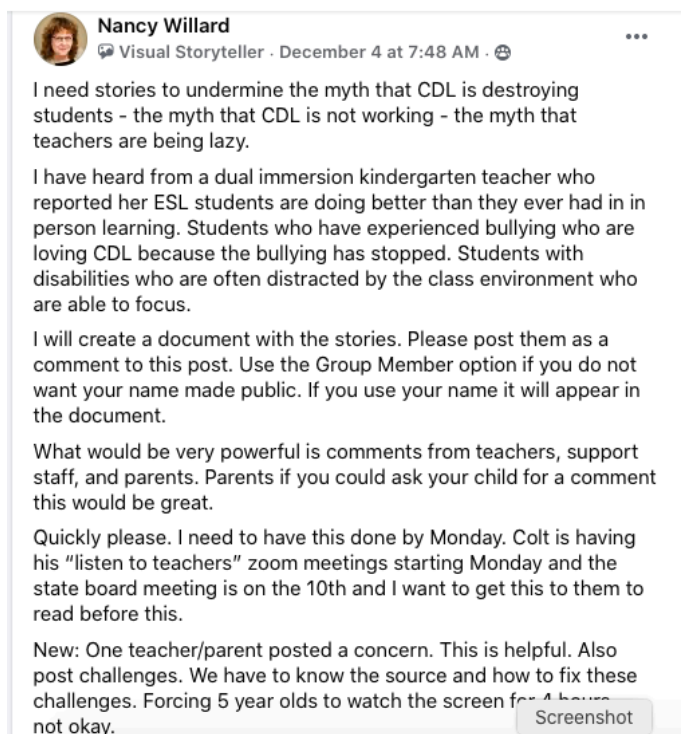
There has recently been an upwelling of voices from parents who are pressuring for schools to open. There is no doubt. Everyone wants schools to open. But only when it is safe. Medical professionals are warning that the infection rate after the winter holidays is likely to be worse than it has been after Halloween and Thanksgiving. So now is not the time to open. Now is the time to close virtually all in-person learning, including Limited In Person Instruction. If Oregonians want their schools to open then they all need to be fully on board with engaging in protections, especially wearing masks and not engaging in social gatherings.

Some analysis has been done by a number of us of the parents who are actively engaged in pushing for opening. These are not the parents of the students who are most likely at highest risk. These are well-educated parents who have every ability to provide the environment necessary to support effective distance learning. Through both an analysis of published comments, an analysis of the posts and comments in their various Facebook groups and the strong association with Let Oregon Play Facebook group, it has become relatively apparent that a desire to have their children play sports is a very strong driving factor.

Unfortunately, Oregon’s news media has given significant voice to these parents and not to the voice of those parents whose children are thriving through distance learning, nor to the school staff who are placed at risk if they must teach at school.

Speaking of such risk, as of the December 2 Oregon report on positive infections in schools, 162 school staff have reported being infected. A percentage of these staff members will end up as “long haulers.” They will face months, if not the rest of their lifetime, suffering from the effects of Covid. It is known that approximately one third of children and teens with Covid do not have symptoms. Unless Oregon’s contact tracers have been able to identify an external source for exposure of staff members, it must be assumed that these staff members were infected at school.

In light of the most recent actions of the parents pressuring for opening schools, I posted a post in Oregon Safe Return. This is a group of over 13,400 school staff members, parents, and advocates who are advocating for a safe return to schools. This is what I posted:



As of December 7, around 10, there were 579 comments. I also received some private messages. These were from parents and staff. Most were glowing comments about the delivery of instruction both in the opinion of parents and teachers. All of these comments will be provided in this document.

It must be noted for analysis purposes that this was a convenience sample. Just like in the open schools Facebook groups, the parents in this group appear to be well-educated middle class parents. However, when one reads the comments of teachers, these are the staff who are working with a wider range of students. They also are reporting success.

In some cases quite surprising success with students who might be thought to be more vulnerable. This includes ESL students and students receiving special education services.

One dual immersion kindergarten teacher reported that she is seeing astounding growth in her ESL students. Far better growth than they normally achieve in in-person instruction. Parents and teachers of students with autism and ADHD are also reporting very effective results — also far better achievement than is normal in unperson instruction.

These teachers are all now trying to figure out how to better integrate what they have learned from this distance learning environment into the instructional environment when students do return to school.

Both parents and teachers of students who suffer from anxiety or have experienced bullying while in person report that their children or students are far more relaxed and happy. Many report these youth are going off of their anxiety medication. Serious questions need to be asked about what is happening in school environments that is causing such anxiety, resulting in the medication of children and teens with dangerous psychotropic drugs. These are also issues that will need to be addressed upon a return to school.


At risk of some error in my assessment, which readers can verify for themselves, I would suggest the overall findings.


- There were some challenges at the beginning related to technology and processes. There likely remain challenges with bandwidth access for some students. This needs to be more fully investigated.
- Consistency is reportedly an important key component of the CDL services. Students know what to expect each day and each time of the day.
- School staff report that focusing on positive connections with students that provide emotional support to students is their highest priority. Schools are also finding creative ways to engage students in fun activities where they can interact virtually with their peers. This is clearly necessary.
- There is significant use of live-streaming tools such as Zoom and Google Meet. It appears that many teachers are using such technologies in a very effective manner. A very common format for instruction is 30 minute live-streaming of instruction followed either by student work with each other in break out rooms or student private work on worksheets. The teachers leave the chat function operational. Any student can at any time ask for help. This help can be provided with a written response or a video discussion.
- It is also possible for instructional aides or the teachers to provide more in-depth assistance during this time privately to students who are struggling. What many teachers report is that they are better able to provide assistance that is in private, thus not calling class attention to a student who is challenged. They have also been able to get to know their students far more effectively than they normally can. Parents report that their children appreciate being able to privately ask questions.
- All of the normal disruptions caused by class clears, bullying, and students' normal disruptive activities appears to have disappeared or be under effective control. This allows far more time for productive instruction and learning.
- Although not discussed much, because I did not pose this as an issue, the current situation appears to present a significant concern with a shift to Expanded LIPI or hybrid. (An explanation of my term "Expanded LIPI." It is quite evident that some district leaders are seeking to take the greatest advantage of the loosely written guidelines for LIPI to open in essentially a hybrid manner. This should not be allowed. But appears to be the case.) The significant concern is that a shift to having some students in school while others remain at home could potentially cause a significant interference in the supportive, consistent, and effective environment that has been established. District and school leaders must be very mindful of this and must engage in close coordination with their teaching staff to ensure that such disruption does not occur. This disruption would be even more likely if such a shift is made before the case count is very low because the disruption of rolling quarantines would be significant.

Those who are familiar with my writings are aware that I rarely write something in less than 10 pages. This time, I do not have to. I will allow the voices of teaching staff and parents come forth.


Sara Lindsley Starlin 
FYI.... there is no way to do an anonymous comment. Can you tell us more about Colt's listening to teachers session?
Like · Reply · 3d  3


Pam Girard
My sped kids I work with are engaged, and doing well! I am loving working with them. They are not distracted by the chaos going on around them in the school environment.
Like · Reply · 3d  4


Alisa Nelson Brummer
Pam Girard same here! I work with K-2 Sped. One kiddo (before Covid) refused to let us sing to him at morning meeting and he had trouble staying at his seat... Now he is participating in circle time, doing work online, etc.
Like · Reply · 3d  1

Pam Girard
Alisa Nelson Brummer yes! My 4th graders are getting their work done and are participating in class discussions. I am really enjoying working with them.
Like · Reply · 3d  1

Nancy Willard  Author
Pam Girard Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 1d


Nancy Willard  Author
Alisa Nelson Brummer Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 1d



Marisa Bayouth 
Penny Boggs Have the kids post here too!
Like · Reply · 3d

Marisa Bayouth 
Annie Naranjo-Rivera Maybe do this as well as the board response?
Like · Reply · 3d


Marisa Bayouth 
Danielle Johnson Would your boys want to comment?
Like · Reply · 3d

Danielle Johnson
Marisa Bayouth I think they would.
Like · Reply · 3d  1


Marisa Bayouth 
Danielle Johnson Posting it on their behalf here would allow **Nancy Willard** to include their voices in the document she is taking to the state.
Like · Reply · 3d


Nancy Willard  Author
Marisa Bayouth Would love voices from youth!
Like · Reply · 3d  1

Nancy Willard  Author
Marisa Bayouth Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 1d

Liane Davis
My students who suffer from anxiety are loving CDL. I have 6 or 7 that have told me they have been able to go off medication and are better able to regulate how anxiety is affecting them. They feel more comfortable letting their teachers know when the... **See More**
Like · Reply · 3d  12

Nancy Willard  Author
Liane Davis Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 1d


Nancy Willard  Author
Liane Davis I HATE that we have kids on psychotropic drugs for anxiety that is caused by school climate!!!
Like · Reply · 1d

Kate Aly-Brady
CDL is changing the delivery model of special Ed services at my school. Our pull out instruction is tied directly to grade level classes for all but the students significantly far below grade level. Those students are getting support during grade level... **See More**
Like · Reply · 3d  8

Nancy Willard  Author
Kate Aly-Brady Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 1d

Kate Aly-Brady
Nancy Willard I have my paras and myself in every zoom that our students are in so we can see the instruction being given. And since teachers have to prepare slide decks for the students, they share them with us so we are using the same visuals and lan... **See More**
Like · Reply · 1d

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Andrea Meier
We were going to have my youngest tested for ADHD literally a week after the shutdown. Never got to do it of course. He is smart as heck, but easily distracted and defiant lol. Since doing CDL he has grown immensely in the emotional and academic sense. ... **See More**
Like · Reply · 3d · Edited  5



Nancy Willard  Author
Andrea Meier Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 1d

Marie Lesage
As a parent, I've noticed my second grader has a lot less stress surrounding school. He had pretty severe anxiety about going to school, and is so quiet and well-behaved that he was often overlooked. Since CDL, he's more confident and speaks up more du... **See More**




Marie Lesage

As a parent, I've noticed my second grader has a lot less stress surrounding school. He had pretty severe anxiety about going to school, and is so quiet and well-behaved that he was often overlooked. Since CDL, he's more confident and speaks up more during class. He readily logs on, is engaged, and enjoys learning without the added stress and chaos of the classroom. He's excelling academically, and I'm very proud. However, I'm aware that not everyone has the ability and privilege to keep their kids home. My partner and I work opposite shifts so someone is always home with the kids. It hasn't been easy, but I'm happy with how well my son is doing. I asked him how he felt about CDL vs being in school. He said, "I really like it. I miss being around other kids but school is so much easier now and I can learn more in less time."

Like · Reply · 4d   5



Nancy Willard  Author

Marie Lesage Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d



Marie Lesage

Nancy Willard This ended up a little long, sorry!

My son's district uses the platform Canvas for the assignments, and meet in google meet for live instruction. They have a morning meeting for 40 minutes where all the kids get a chance to talk and they listen to a story. They have 2 more live instruction sessions with breaks in between where the teachers are available to help with work and you can pop in and talk to them. They also have small reading groups daily based on skill level, like they would in the classroom. They have optional "lunch bunch" if the kids want to log on during lunch and socialize with some friends and the teacher in a small group. During the instruction breaks, my son works on his work at his own pace, and the school day ends at 11:30 for him because he doesn't have services or extra help which are scheduled in the afternoons. But if he needs help with anything, the teachers are available on google meet until 2:30. I find this amount of work very appropriate for his age level, and they give the kids lots of wiggle time. The assignments for the week aren't due until Sunday, which allows for the kids who have an alternate schedule to get them done when they're able. I feel like the setup allows the kids who need the extra help to get it, while the ones who can work more independently are able to move ahead. It seems like the teachers are able to focus on the lesson without the added chaos of wrangling kids in a classroom. I realize that many kids need that face-to-face hands-on approach that the classroom allows, but kids like my son who get lost in the shuffle are really shining. There's plenty of opportunities for him to participate and share ideas without being talked over. He feels like he has more independence and control over his learning. I feel like he's getting equal attention from the teacher this year, whereas in past years the teacher's limited time was spent on getting the more spirited kids sitting and staying on task. His anxiety surrounding school has disappeared, and he is excited to log on every day.



Jessica Mottern

Nancy Willard Hillsboro school district. Instruction is live Monday, Tuesday, Thursday, Friday. Wednesday they have PE and one elective live. Electives offered are Band, choir, Spanish and art/computer tech.

Like · Reply · 2d

[View 4 more replies](#)



Michelle Sanders

This is what I wrote to my daughter's immersion teaching team a few weeks back:

Dear Teachers & Staff of Todos Unidos:

You are so appreciated.

I know your work is hard. The hours of doing, undoing, and redoing lessons on Seesaw. The physical distance from these kids that you designed a whole career around loving. The conversations with flustered, frustrated, irate parents who expect so much of you when it already feels like you've given all you've got. And the metrics... good grief... if my health, safety, job security, and sanity were dependent on the roller coaster of case numbers and bureaucracy, I'm fairly certain I'd be bald from the stress.

But friends, my kid is learning. And it's beautiful.

She is more in her skin right now than she has been in all of the 9 years I've known her. She's reading books upon books. She's talking in Spanish with all of us and family in Mexico all the time. She's taken full responsibility for every aspect of her homework getting done and turned in on Seesaw. She's socializing with friends on Zoom calls most afternoons and has grown to love connecting with folks there.

We keep reminding her that, sure... this year is different. It's not what we'd imagined 3rd grade to be. But, for us, it's not catastrophic. We're learning to use muscles and skills we didn't even know we had. I believe that whatever areas are hard for her would have manifested in some way to some degree, distance learning or not. I'm just grateful I get to see where her learning edges are and, because school happens in our spare bedroom this year, I get to listen in and gain insight from how you're addressing some of those same challenges with her or other kids.

The resilience she's building is stunning and your help in crafting that tool in her... even at a distance... is known in this house.



Thank you for your hard, hard work.

You are effective.


We are grateful.

Best,


Michelle Sanders for Familia Salinas-Sanders

Like · Reply · 4d   7



Marisa Bayouth  Author

Michelle Sanders Your letter makes my heart swell. As a teacher who had to resign due to the pandemic, it makes me so happy to some teachers still in the trenches get letters like this.

Like · Reply · 4d  1

Michelle Sanders
I wish we could encourage all of you. We look at it as our job this year... because y'all deserve it and we truly see your work and turmoil in all of this.
Like · Reply · 4d

Nancy Willard Author
Michelle Sanders Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Michelle Sanders
Their instruction is thru a variety of platforms, using Seesaw primarily. But there's also Splash Math and Epic and they are part of reading groups that have packs of books they're working thru from the school. The morning meetings they do each day are of particular note: it's all SEL learning and has been so important during this uncertain time.
Like · Reply · 2d

Write a reply...

Marisa Bayouth
My son is in second grade and CDL has been going great for him. In addition to live sessions and Seesaw assignments, his teacher sends home work once a week and is in constant contact with me through email. This work often includes art, socio-emotional lessons/tools, and even a manipulative! She sends me templates and manipulative! She sends me templates and answer keys through email so I know how to lead him through the independent activities. His reading skills have gone from almost nonexistent back in March to now reading an entire "Magic Treehouse" book in a single day. I was worried about his speech because he is only spending time with family members who understand his mush-mouth. But when he is Zooming his peers can understand him so that fear seems to be unfounded.
Like · Reply · 4d · Edited

Nancy Willard Author
Marisa Bayouth Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Marisa Bayouth
Nancy Willard There are live Zoom sessions from 9-11 am and again from 12-2pm in which his teacher does some whole group instruction and also has them break into small groups. She given them regular screen breaks in which she stays on screen to help, hang out, or give tips of how to take a screen break. We use manipulators during math, watch videos and prerecorded book read alouds together. Some students have an adult near by, others are on their own. Classroom management consists of a lots of reminding, modeling visually when possible, and the amazing power of a universal mute button when their

get too rambunctious. The specials teachers host a class once a week: PE, library, social-emotional, and music. My son has done a reading diagnostic screening and also math placement screening.

There are also between 4-6 lessons posted on Seesaw every week that are meant for independent study. Once a week a backpack gets sent home with the worksheets my son needs for class time. We send the previous week's in at that time. It's a pretty slick system. This includes his journal and sometimes has extra art supplies or other manipulative. We can even check out books from the library.

For me the best part is the flexibility of his teacher. I am a former teacher who is now a full time parent so I asked if we could reduce his screen time and let me lead a lot of the material in a more asynchronous way. While his classroom teacher misses seeing him, she is thankful he has the resources to be able to avoid so much screen time. So she does extra work by sending me emails with photos of her answer keys/models. I feel a bit like her student teacher and am so thankful she was willing to do even more work so he could have the best of both worlds...curriculum created by a trained and practiced 2nd grade teacher and delivered in person by a former middle/high school ELA teacher.

Nancy Willard Author
Marisa Bayouth so you are a former teacher. What is your impression of how the more vulnerable students in this class are doing?
Like · Reply · 2d

Marisa Bayouth
Nancy Willard It seems like the students who struggled in person are the same students who struggle online.
Like · Reply · 2d

Nancy Willard Author
Marisa Bayouth thanks. I was predicting this.
Like · Reply · 1d

Marisa Bayouth
Nancy Willard It is more an indication of the out-of-school challenges that impact learning than on CDL. I see it as confirmation that social services are needed for kids and families at a much greater rate than given. If we really want learning to improve we should invest in affordable housing, addiction services, trauma counseling, and healthy food for families.
Like · Reply · 1d

Angel Panks Honts
Marisa Bayouth YES!
Like · Reply · 1d

Write a reply...

Liane Davis
Many of my other students have expressed that they love they can private message me during a presentation when they have a question that they are afraid to ask to the group at large. I can then private message them back. I also do conversation calendars with them twice a week where I can check in with them on a socio-emotional level. Many of them have said they miss seeing their friends, but that the way CDL is set up, it really helps them see what assignments they have coming up and what they have not turned in. Many also like having the option at all times of using the online textbook which will read the text to them.

Like · Reply · 4d 3

Nancy Willard Author
Liane Davis Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Amy Quattlebaum
I have two elementary-aged kids on the autism spectrum. Both are doing at least as well with CDL as they ever did F2F. As a parent, I appreciate being more aware of how they actually perform academically. They also seem to be doing better without the constant distraction of the antics of some of their peers.

Like · Reply · 4d 6

Nancy Willard Author

Nina Baurer
My elementary child told me that this has been the best school year ever because "no one is mean."

Like · Reply · 4d 9

Nancy Willard Author
Nina Baurer Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Nancy Willard Author
Nina Baurer by the way. I work in bullying prevention. I am going to have some guidance by next fall for how to insist the school stop kids from being mean.

Like · Reply · 2d 1

Chelle Efayareleewhy
As a teacher, I have more opportunities for one on one assistance with CDL than I ever have had in my 19 years of teaching in the classroom. There are no other kids distracting each other and my students feel comfortable asking for help because they aren't embarrassed about telling me they don't understand something. It's been amazing to be able to help kids who would typically slide through the cracks when surrounded by 25-30 other kids.

Like · Reply · 4d 5

Nancy Willard Author
Chelle Efayareleewhy Can you explain more about how instruction is being delivered? What are teachers doing

Nina Baurer
My middle school child has been able to take extra classes that an in person schedule would not allow. He's getting MORE learning opportunities.

Like · Reply · 4d 5

Nancy Willard Author
Nina Baurer Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Lisa Ware
Tbh, the biggest barrier I have come up against in distance learning is having kids show up to class prepared. Those are things parents should be in charge of... If neither of those things are in place, I can't do my job as a sped teacher.

Like · Reply · 4d 6

Nancy Willard Author
Lisa Ware Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Deb Barnes
I actually had my Broadcasting students create a video for our school board after they completed their capstone project - live election night coverage on our cable channel. They adapted and interviewed political candidates and those supporting and opposing all ballot measures.

Like · Reply · 4d 7

Marisa Bayouth
Deb Barnes This is AWESOME!

Like · Reply · 4d 1

Deb Barnes
My Journalism students posted live updates to the online newspaper for 3 hours that night. CDL does work.

Like · Reply · 4d 4

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Nina Baurer
As a parent who volunteered regularly, I have seen that there are more productive instructional minutes in CDL because the teachers can focus on teaching, not on classroom management/dealing with behavioral issues.

Like · Reply · 4d 16

Chelle Efayareleewhy
Nina Baurer yes!!!! This is something I have thoroughly enjoyed about distance learning!!!!


Like · Reply · 4d 4

Pam Girard
Nina Baurer good point. The other kids are not distracted by it either.


Like · Reply · 4d 3

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Maren Williams
My gifted son is able to work at his own pace, go deep on subjects he loves, and be a leader in the classroom in a way that he couldn't in person.


Steven Hoffert
I was in a meeting with a middle school spec ed teacher who shared she has a couple students with concerning in classroom behavior problems. These young people are mainstreamed for CDL and are passing all their classes with their non special ed peers, ... [See More](#)
Like · Reply · 4d 

Nancy Willard  Author
Steven Hoffert Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d


Crissy Salazar
My Daughter is a Senior and just got her first 4.0!!
Like · Reply · 4d 


Nancy Willard  Author
Crissy Salazar Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Crissy Salazar
Instruction is CDL. More time to process the information, more time to work on the paper, more time to take the test. When we have more time in general in school to do our best we can!! Teachers are not light on the work load and a few classes are college credit. Also, there is no longer the same social aspect that causes many children extra stress and anxiety. I believe it comes down to the balance of academic success and social emotional success. I'm a Head Start teacher with a degree in Child Development, so this is my theory.
Like · Reply · 2d · Edited


Molly Jones
My freshman has the best grades he has had in a few years, he is engaged and learning and although he misses his friends he is doing great. My ADHD 5th grader is also doing well, he likes having fewer distractions and working at his own pace when not in class.
Like · Reply · 4d 

Nancy Willard  Author
Molly Jones Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Danielle Underscore Wahl
I am a speech language pathologist, I have a student who regularly refused to come work with me last year and when he was willing he would often complete very little of our work or would simply refuse to talk. This year he has attended every one of our teletherapy sessions and is often very chatty and has little problem completing the work I am asking of him. It has been quite a thing to witness.
Like · Reply · 4d · Edited 

Nancy Willard  Author
Danielle Underscore Wahl Can you explain how instruction is being delivered? What are teachers doing that is working?

Amy Jones Kilpatrick
My kids are doing great in CDL.
While my high schooler does miss seeing her friends, she loves the virtual classroom setting. I'm happy with the 4 subjects per quarter as she's not as overwhelmed as she was this time last year (pre-covid). I feel any issues she's having, she would have them in person too (example being her Spanish teacher talks very fast so she sometimes misses things, so being able to go back and rewatch things is a big perk of CDL)

I'm very happy with CDL for my middle schooler. She has actually made new friends. Her grades are great and she definitely engages in class. I remember how hard middle school was for my oldest (that transition from elementary to middle is rough) and am thankful my youngest hasn't had to deal with it. Plus most of her friends don't live right by us, so they hung out online more than in person even before this all started, so this hasn't been that much of a change for her.
Like · Reply · 4d 

Nancy Willard  Author
Amy Jones Kilpatrick Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Amy Jones Kilpatrick
Nancy Willard I think one thing that helped is that HSD was already using digital tools like Google classroom and Khan Academy so my kids were already familiar with them.
I think the fact they are not online for the whole class period helps. Their instructors do about 30 minutes of instruction and then have them go work on their assignments for the remainder of the class, but will leave the chat open if anyone needs to come back with a question or will do check-ins with each student via a breakout room.
I like that the instructors are using small ways to connect with the kids and allowing them to get to know each other. One teacher takes song suggestions for the start of class (so when the kids first go to the digital classroom, music is playing). They did a pet showcase once where you could have your pet in camera. I also think seeing teachers having to deal with their own kids has made it more personal. Small things like that help.
If there is any aspect of their class that makes it difficult to learn, I encourage them to message their teachers because this is new to them too and that feedback helps. I encouraged my high schooler to message her Spanish teacher and bring up that he talks at a pace that is making it hard (I don't know if she did cause that's her responsibility not mine. If she was in Elementary and this was an issue then I would address it but by Middle school I expected them to workout their challenges)

Khan Academy so my kids were already familiar with them.

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I think a lot of their success is also mindset. We've talked about how there are going to be glitches to this but they need to show up everyday and try their best.

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Kory Quimby

While this may not be a great example of what's working and not working, my DIL is homeschooling her boys 1st, 4th, and 7th. She decided to homeschool primarily due to the unknown of if the kids would have to go back and then risk infection or being shut down again. If they would be on the same schedule or cohort. Then CDL had a tremendous load of zoom for all 3. Her 1st grader continues to get support from his IEP teacher and it has been very positive. I think for him especially the setting is better. They are in Washington and remain on CDL but were getting a lot of mixed messages from their district. Decide if you will return to in person, return at Semester, can't return at Semester..... shut down to in person. I think if we would have given parents a clearer timeframe to plan around we would not be in the mess we are in now.

Like · Reply · 4d

Nancy Willard Author
Kory Quimby this is helpful.

Like · Reply · 2d

Nancy Willard Author
Kory Quimby can you explain more

Heidi Focht

Our SPED teacher shared with me how amazing some of my students from last year are doing now that they aren't in the classroom and have more of the familiar surroundings of home. There are certainly stories out there!

Like · Reply · 4d

Nancy Willard Author
Heidi Focht Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Janet Brassfield Phillips

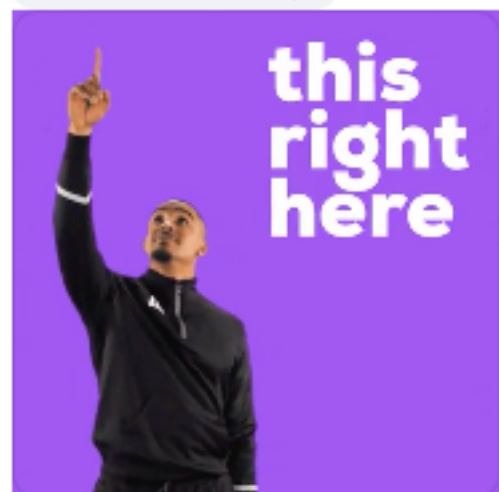
My 9ys old has struggled for 2 years up until covid hit. She has adhd. She was bullied, targeted by teachers as the bad kid. The minute we switched to schooling at home she has flourished! She can get up and have a snack, sit on whatever "chair" works for her or stand! She can fidget and draw or whatever helps he focus at home. When she needs a break she can take one-no needing to ask for permission. I haven't seen her this happy in school since she started school! And it seems like her teacher genuinely LIKES her this year

Like · Reply · 4d

Amanda Addams
Janet Brassfield Phillips soooooo much this!!!! My 12 year old is in the exact same position and he is flourishing this year.

Like · Reply · 4d

Stephanie Whitmore
Janet Brassfield Phillips



Like · Reply · 2d

↪ View 2 more replies

Nancy Willard Author
Realize I published this 25 minutes ago. Wow! Keep them coming. This is obviously going to be a very long document. Hey Kate Brown. Stop listening to that one kid on your reopening council.

Like · Reply · 4d

Amanda McCoy
As a parent my daughters are both doing better in CDL- less social drama, they talk to their teachers after class, and their grades have improved
As a special education teacher I have students who are doing really well in CDL. These students are able. [See More](#)

As a special education teacher I have students who are doing really well in CDL. These students are able to engage, and turn in work. They are thriving academically.

Like · Reply · 4d 6

Nancy Willard Author
Amanda McCoy Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Amanda McCoy
Nancy Willard we push in to general education classes and offer support classes. We also contact families every week
We are focusing on relationships with students, and breaking down assignments into manageable pieces. Instructions are recorded as well so students can go back and rewatch
We also have a team of assistants who support students in classes

Like · Reply · 2d

↪ View 1 more reply

Nancy Willard Author
Apparently group members does not work for comments. Send me a pm if you want.

Like · Reply · 4d

Maren Williams
Nancy Willard can you explain?

Like · Reply · 4d

Nancy Willard Author

Logan Heyerly
My 13yo has struggled so much with in building school because she couldn't focus. She's excelling with distance learning.

Like · Reply · 4d 2

Nancy Willard Author
Logan Heyerly Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Logan Heyerly
They go over the concepts and introduce the assignments in class. The asynchronous work time is what's really making a difference for her though, since she's able to get her work done without in-class distractions. She misses being in classes with her friends, but even she can admit that she's able to get more work done at home.

Like · Reply · 2d

Jenny Lagers
I have seen alot of my freshman's anxiety dissipate with distance. My Sophomore has a tough load. He loves history and has really been able to delve into and enjoy his AP class much more than he would if he were in person.

Like · Reply · 4d · Edited 3

Nancy Willard Author
Jenny Lagers Can you explain how instruction is being delivered? What

Jamie Incrovato
I have an extra study hall like session at the end of the day when the kids finish their independent learning. I have students who not only choose to come (some don't even really need the help), but also struggling learners. My students who struggle the most are the ones who whine and ask to stay at the end, or even decline an outing with a parent at that time, because they want to stay and continue to work. Most struggling learners would take the first out available to them, but feeling productive and successful feels good to them and they get that 1:1 time they are needing on a daily basis if they choose. Distance learning is working. It works differently than in person but that is a given. There are ways it can be weaker, but there are also ways it is stronger. You can justify any viewpoint if it's what you want to see. I have learned so much more about who my kids are so much faster in CDL. I've learned about levels slower than normal, but we have the relationships that allow for us to really build their knowledge as quickly as possible.

Like · Reply · 4d 4

Nancy Willard Author
Jamie Incrovato Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Nancy Willard Author
Jamie Incrovato it really sounds like you are doing a great job with connections.

Nancy much of this varies by teacher. My team works really closely and we tend to do things very similarly. We present information in live sessions where we can practice together and students can ask questions very similar to if we were in class in per...
[See More](#)

Like · Reply · 1d · Edited

Nancy Willard Author
Jamie Incrovato thanks

Like · Reply · 1d

Write a reply... 👍 📧 📧 📧

Ben Snyder
My son is doing very well, if not better with CDL. He is very high energy, so it works well to be able to take breaks when we notice he is getting flustered or needs to get some energy out. It does require some adjustment for us parents, but he is doing well enough that his mom and I are considering options to continue even after schools reopen.

Like · Reply · 4d 3

Nancy Willard Author
Ben Snyder Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

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CDL changed my high schooler from a student just barely getting by to a student with all A's. Once she was able to do

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[See More](#)

Like · Reply · 1d · Edited

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Like · Reply · 1d

Write a reply...

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Like · Reply · 4d

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Like · Reply · 2d

Amanda Addams

CDL changed my high schooler from a student just barely getting by to a student with all A's. Once she was able to do

loud/obnoxious students she was able to focus and understand the material. She's now considering college for the first time because she finally has the grades to allow for that option.

My 6th grader is also doing worlds better... he's no longer getting into fights at school, not having meltdowns in the middle of class, and is more on top of/current with his work than he was in In-Person class. Under CDL he's been skipped ahead to a more advanced math and has expanded his musical skillset.

In total, my boyfriend and I have 5 kids that we're doing CDL with now. (4th grade, 5th, 6th, 7th, and 11th) and they are ALL on par with their grade or slightly ahead. They've all done great jobs maintaining their friendships as well as making new friends, and I know a LARGE part of that comes from their teachers. I've seen every single one of my kids teachers (spanning 4 different schools and two districts *Bethel and 4J*) make the effort to give the kids social time.... break out rooms, playing scheduled online games together, or just giving up their office hours for the kids to use the space to socialize when no one particularly needs help.

Do we all look forward to the day when kids can safely return to school? Yes, of course. But we are in no rush and absolutely value the health and safety of the students AND teachers/faculty above the convenience of having kids return to schools.

Like · Reply · 4d · Edited

Amanda Addams both bethel and 4j made a strong commitment to making distance learning work. They paid attention to what the scientists said was going to happen this fall.

Like · Reply · 2d

Lacey Jean

My own 3rd grader (on an IEP) is finally on grade level for reading for the first time in her educational career.

Like · Reply · 4d

Nancy Willard Author

Lacey Jean Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Lacey Jean

The teachers are focused on relationships and honoring identity first and foremost. (They spend A LOT of time in community meetings getting to know each other and doing work around racial and cultural identities.) They are fun, engaging, and endlessly patient. All of this helps tremendously, but to be completely honest, the BIGGEST factor for my daughter is that she gets to learn from her safe place. Because of her specific type of disability, she has always struggled with feeling safe at school. Being able to be in her home, with her parents close by, and more flexibility around how and when learning is accomplished has been gold for her. Hope this helps!

Helps bunches! What we have to figure out is how to address this effectively when they all return to school.

Like · Reply · 1d

Lacey Jean

EXACTLY. I am hoping and praying that the foundation of safety that's being created right now can be more easily built upon when we return to buildings



Like · Reply · 1d

Write a reply...

Marta Alombro

My daughter is in 10th grade and is thriving. She's doing very well in her CDL classes, with an average grade of 3.7 in her 4 classes from the first quarter. She was able to participate in a lead role in the upcoming school play which was recorded 100% remote during after-school hours. This gave her a number of learning opportunities about the tech required to make her play recordings viable for the performance, and gave her access to the theater outlet she's always craving. She also has a major medical condition (with a 504) which has allowed us to monopolize on the healthcare aspects of her day at home, without causing any embarrassment or awkward moments, which totally happens at in-person school when her monitoring devices go off beeping or she has to leave class abruptly to head to the school nurse. Her condition makes her at

Nancy Willard Author
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Like · Reply · 1d

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Like · Reply · 1d

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infection, and her entire family here at home is also high risk. We have absolutely zero regrets keeping her safe at home in CDL until a COVID-19 vaccine is widely available and has been distributed to the general population in the upcoming months.

Like · Reply · 4d · Edited

Nancy Willard Author
Marta Alombro Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Keelie Duncan
My ten year old daughter has always been behind in math. With CdL is thriving and now has nearly perfect math grades. The only difference? CDL learning! More time, one on one and less pressure.

Like · Reply · 4d

Nancy Willard Author
Keelie Duncan Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Sidney McReynolds
I work in special education. The high school students I support with anxiety are thriving at home, completing work, turning in work with the hit of a button, and all without the stress for mirroring or matching peers. Yesterday I did a writing group for lower elementary students with Autism and other impacted diagnoses . At the end of our 20 min group all the

Autism and other impacted diagnoses . At the end of our 20 min group all the teachers cheered because one of the students stayed engaged the entire time, which is longer than we have experienced in person or online!

Like · Reply · 4d · Edited

Nancy Willard Author
Sidney McReynolds Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Sidney McReynolds
Nancy Willard really I think it has to do with consistency and accommodations. At least within the schools, teachers have to use the same systems and platforms. This allows for consistency and accountability. The work is provided in a form of universal design, work expectations are verbalized, then written and modeled. In person learning teachers (not putting anyone down) did what worked for them or for the majority.

Like · Reply · 2d

Nancy Willard Author
Sidney McReynolds helpful

Like · Reply · 2d

Nancy Willard Author
Sidney McReynolds have you looked through the comments? Pretty significant number of students with

"anxiety" who are doing so much better.

We need to figure this out. What about in person school is causing such anxiety (hint - the social climate) and how can we better address this?

Were your students with anxiety also experiencing bullying at school - including micro aggressions?

Like · Reply · 2d

Sidney McReynolds
Nancy Willard I don't think they experience bullying. I think it does have to do with social climate, large class sizes, personality conflicts with limited alternative peer options, peer pressure for performance. Stress of knowing and not knowing the skills being taught. Self perception of not knowing the information. teachers do not have enough time to address student needs and meet curriculum and climate requirements.

Like · Reply · 2d · Edited

Write a reply...

Carrie Journell
Last summer I did my best to teach my child her alphabet in preparation for Kindergarten. I just wanted her to understand that individual letters stand for certain sounds. I bought Kumon books, wall charts, played alphabet games, read the Dr. Seuss ABC book every night, and did whatever intuitively popped into my head to help build her early reading skills

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Like · Reply · 2d

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Like · Reply · 2d · Edited

Write a reply...

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Two weeks ago, just before the Thanksgiving break, I listened in to my child's individual weekly meeting with her teacher. I listened as she asked my child what words she recognized on the page and my child responded correctly. I watched her decipher the word "skate" using the pictures and knowing the sounds of the first three letters. I listened as she used the patience and encouragement of her educated, intelligent, empathetic teacher to read a book about individual animals skating upon a frozen pond entirely on her own. Since that time my child has been so excited to read, she wants to devour the simple early readers at our local library. The seeds of patience and encouragement that teacher has planted in my child for the past three months have just blossomed into confidence that she can tackle a task that seemed overwhelming and transform that fear into a love of reading.

CDL has been a roaring success for our family. I am so much more aware of what I call "teacher magic". The ability to enrapture an entire class with their tone of voice, to stay so attuned to the pulse of the class that she knows the time to take a mindfulness break, the ability to teach very real, valuable foundations of knowledge while meeting the emotional and social needs of each and every child.

that sometimes we need to put aside our individual wants to fulfill a greater social need.

Like · Reply · 4d · Edited

Carrie Journell

I wrote a letter to my child's principal praising her teacher. Should I send that to him as well?

Like · Reply · 4d

Nancy Willard Author

Carrie Journell most definitely!

Like · Reply · 4d

View 1 more reply

Lacey Jean

Also, I can share my actual quantitative data at some point if that's helpful, but this week I asked my 6th graders via a survey, how connected they feel to their teachers and peers right now...it was a scale of 1 to 5, and the vast majority said 4 or 5.

Like · Reply · 4d

Nancy Willard Author

Lacey Jean I LOVE data!

Like · Reply · 4d

Nancy Willard Author

Lacey Jean Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Lacey Jean

Nancy Willard can I email you?

I can personally attest that my wife **Janine** is the furthest thing from lazy and has been killing herself to teach kids. Though I don't know if this style of learning has been best for our 10-year-old kiddo, he is actually doing great and isn't failing. Yeah, we need to be more involved but we did birth this kid...it's our job to be involved in his life. 😊

Like · Reply · 4d

Nancy Willard Author

Jarl Berg Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Kim Jacobs

My kids are getting straight A's but they always have the only thing my son has said is that his senior year is like no other and he doesn't see his friends because he practices social distancing for everyone's safety

Like · Reply · 4d

Nancy Willard Author

Kim Jacobs Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Kim Jacobs

Nancy Willard my kids do the online classes ones in high school and his teachers interact with the kids he is in several AP classes and my other 2 are students at OSU Cascades and they have interactive classes and recorded

videos to watch depending on the teacher

Like · Reply · 2d

↳ View 1 more reply

Bryan Rezendez

I am not one who just wants to open things up all crazy like but It's not fun doing online school with my kindergartner. It's a perpetual struggle of redirecting his attention. 4 1hr increments with 5 minute breaks between for a 5 year old kid? 3hrs in and he can't sit still and is complaining he is hungry. I give him food and nothing gets done for 15min. There is no good answer.

Like · Reply · 4d

Nancy Willard Author

Bryan Rezendez Thank you for responding. This is an example in my opinion of an inappropriate distance learning approach. No kindergarten should be expected to sit for this long.

Like · Reply · 4d

Marie Lesage

Bryan Rezendez our 2nd grader isn't even in live instruction for that long! They really need to restructure and adapt their program for kinder.

Like · Reply · 4d

↳ View 9 more replies

Yangchin Topgyal Crane

My son is in first grade CDL. He's thriving in his class, gets his assignments in and enjoys class time. His teacher has been

questions and providing more challenging work as he is advanced. She has also now started virtual socialization groups which he enjoys attending. My child is knowledgeable about COVID-19. Going back to school knowing the risks actually would cause stress for him.

Like · Reply · 4d

Nancy Willard Author

Yangchin Topgyal Crane Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Vanessa Elizabeth

My daughter, currently in 2nd grade, experienced really terrible anxiety last year and was later suspected of having PANS is having a fantastic year. We've seen it pop up in other aspects of her life but she's actually learning. Last year, learning was hit and miss because the anxiety was front and center. My son just started Kindergarten and his teacher is phenomenal. The class is very interactive, he runs downstairs to his computer in the morning. We've actually had it really fantastic experience and CDL. We like most other people miss our kids having close friendships and ways to burn out energy. Overall though our experience has been surprisingly great.

Like · Reply · 4d · Edited

Nancy Willard Author

Vanessa Elizabeth Can you explain how instruction is being delivered?

Michelle Barnes

My two children are doing much better with CDL than in person learning. One is 10, fifth grade, and one is 12, seventh grade.

Like · Reply · 4d

Nancy Willard Author

Michelle Barnes Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Michelle Barnes

My husband teaches fourth grade and they are all blissed out and fully engaged. He has almost 100% attendance all the time. It's amazing! The highflyers are getting so much more than they have since kindergarten. I remember seeing these kids banished to the hallways for the last four years and they are the most eager and loving learners of all. There's some things that are going very right.

Like · Reply · 4d

Nancy Willard Author

Michelle Barnes Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Nancy Willard Author

Michelle Barnes I really love your last sentences!

Like · Reply · 2d

Michele Eddy-Malott

I am a School Psychologist and the students and their parents that I have met 1:1 with since August have reported that they are actually doing much better with online instruction as they have fewer distractions, fewer opportunities to be bullied, can work as they need outside of school time if they need to take breaks, and their family is in the direct know about what their school work is as well as how they are doing. Parents have been great at providing invaluable feedback about their students learning during this time.

Like · Reply · 4d

Katie O'Day

Michele Eddy-Malott OT here. I agree. The anxious, sensory, behavior kids are doing well when logging on. I struggle the most with The kids with autism and those who are significantly impacted.

Like · Reply · 3d

Nancy Willard Author

Michele Eddy-Malott Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Nancy Willard Author

Katie O'Day Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Michele Eddy-Malott

Michele Eddy-Malott
Nancy Willard- Nancy they are providing on-line instruction. My teachers are actively engaging each and every student with dynamic, interactive instruction that is engaging. They are meeting their students where they are. Unlike the classroom setting, valuable instruction time hasn't had to be utilized to deal with unwanted behavior, thus freeing both student and teacher making great gains!
Like · Reply · 2d

Nancy Willard **Author**
Michele Eddy-Malott I have work in bullying prevention for over a decade. Unsuccessfully. School leaders will not listen.
I am going to try to figure out how to gain insight from this and provide guidance again when things return to more stable. I would love to connect with you on this.
Like · Reply · 2d

Write a reply...

Autumn Blood
My second grader's teacher has been absolutely amazing in CDL. She goes above and beyond, and is so accessible. I have messaged her with questions, and she calls back quickly to respond. She hosts Meets twice a week for the students just to hang out and visit. Sometimes there's a fun activity involved, like a direct draw, but it is on her time, for the kids' connections with one another. For Halloween, she prepared goodie bags for the students, and hosted a Meet where they watched a movie and had microwave popcorn and other snacks together. If my son has questions on his work, his teacher will explain and show him via a Meet, often immediately. She takes time to really get involved in my son's life other than school during their Meets; they have great conversations over multiple days about his hobbies and projects. I feel like their student-teacher relationship in CDL is stronger than it would be than in person.
Like · Reply · 4d 1

Nancy Willard **Author**
Autumn Blood Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d 1

Autumn Blood
Nancy Willard, instruction is via the Accelerate platform, which is mostly videos and interactive slides, guided by the student's learning coach (me). Activities are printable or can be filled out online. Our school has provided printed, bound copies of the activities so the expense of printing is not a burden for anyone. During individual weekly Google Meets, the teacher focuses practice on applicable math activities like counting money or telling time, and reading fluency and comprehension. Group activities take place in Meets twice a week: one

comprehension. Group activities take place in Meets twice a week; one daytime session, and one evening session. The teacher has encouraged us to message or call with any questions, which has worked very well; my second grader can initiate contact with the teacher by himself if he chooses to do so, which I feel has given him a great deal of independence and individual responsibility.
Like · Reply · 1d

Nancy Willard **Author**
Autumn Blood thanks 1
Like · Reply · 1d

Write a reply...

Alyssa Eisele
As a special education teacher in an elementary school I have been seriously impressed with my students. I get to work one on one with them each day for either 30 minutes or an hour, depending on their IEP. Being able to meet individually has allowed me to get through more curriculum, have more in depth conversations, and meet their needs on a whole new level. Many of my students are producing more work than in a normal year, and a majority came "back to school" without any significant regression. While I miss the day to day interactions that occur face to face, distance learning has actually been much better than anticipated.
Like · Reply · 4d 2

Alyssa Eisele
Nancy Willard most students are completely online for their LRC services. Our Kinder students are on campus so we see them in person, and I have one other student who is brought on campus specifically for LRC only.
When they're online, I deliver instruction via Google Meet. I've sent materials home (white boards, sight word lists, paper books, fluency passages, math workbooks), but I also use online resources and have the kids present their screen to me when we read books on the Reading A-Z website. I also hold some material right up to the camera. This is just my LRC classroom (two teachers, two IA's) and has worked really well for us so far. I'm honestly not versed in what/how the general education teachers are doing it. Does that help?
Like · Reply · 2d

Elisha Hocking
I have a kindergartner, 4th grader, and 5th grader doing CDL. They are all thriving. Sure, they miss some of the social aspects of school but let's face it, in person school at this point would not enable those same kinds of interactions. My kinder's teachers are amazing and she is in love with school. She bounces out of bed every morning ready to turn on her iPad. All 3 of my kids are not faced with the negative aspects of school during learning time: distractions or kids acting out. Their days are efficient

and I am really in tune now, more than ever, as a parent because I can witness learning/teaching or see an electronic record. I am able to supplement or extend learning as a more informed parent in a more timely fashion rather than my child recounting his day or waiting on teacher conferences or feedback. My kids also have time to eat lunch now instead of a 15 mins. I find amazing teachers in the classroom are also amazing online.

As an aside, I think it's really important to avoid needless pivoting. I think it's important and safest to stick to CDL for the year and work on strategies to scaffold students/families who find it difficult. Consistency enables teachers to excel at their jobs and families to plan with regularity.

Like · Reply · 4d

Nancy Willard Author
Elisha Hocking Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Elisha Hocking

Nancy Willard sure. Instruction is being delivered in zoom (approx 1.5 hrs) and seesaw (instructional videos with corresponding activity with opportunity for guided instruction in asynchronous time or office hours if needed).

Things that are working: students log on 5 min early so teacher can have small group break out rooms ready to go, teachers minimize screen distractions during instruction time, incorporating kinesthetic movement in instruction (ex: if you agree with Suzy's answer touch your head, stand up, etc), and a predictable schedule with a weekly newsletter that resembles a simplified teacher planner (so student and adult know what to expect). Kinder is able to have the staff to have a series of breakout rooms all teacher or assistant led on most days which is great. Upper grades review/ help plan schedule themselves as to encourage ownership of learning.

Like · Reply · 2d · Edited

Anna Pickel

I'm a family childcare provider facilitating distance learning so my perspective is likely different than others. CDL was really hard the first couple of weeks, but wow have these kids really found their groove and are doing so well now! All the kids I have are excelling academically and since we have a small pod of them they're still getting some social interaction with their peers. I also have multiple grade levels and it's so awesome to see the big kids jump in to help the younger ones when they're confused about a problem or unsure how to do something. It's fostered a great peer learning environment. Since I also have preschool kids the older ones have been a great influence on the younger kids too. They help them play games, make them paper airplanes, read them books, etc. It's made all my hours of hard work and stress

totally worth it since our group is now thriving! My school age kids also play outside 3-4 hours a day, so that's a significant increase from the 20 minute recess they'd be getting at school.

Like · Reply · 4d

Nancy Willard Author
Anna Pickel Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Anna Pickel

Nancy Willard two of the kids are using google classroom. They have 2-2.5 hrs of live classes in the morning and then additional independent work assigned. The teachers have been utilizing small groups and what they call "check ins" to meet with kids after live classes are over to make sure they're understanding the assignments or to give them extra help on things.

The other child, who is my kid, their district adopted FuelEd so he's getting very comprehensive instruction and learning a lot! They're also doing live classes, his are 3-3.5 hrs a day and then he has 1 hr or less of independent work to do in the afternoon.

All of the kids have multiple textbooks they're using during instruction time and the ones using google classroom take photos of their workbooks to turn in their assignments. My son using FuelEd does everything online. He has workbooks and does written work, but I've never seen him turn that in I think it's more for practice before he does the online modules.

Did I answer your question?

Like · Reply · 2d

Ginger Zimbaum

Both of my children (6th grade & 10th grade) are thriving and fully engaged in learning through CDL.

My 10th grader is an honors student taking advanced classes and took on APUSH this yr as a Sophomore. We had concerns over her readiness for this level of work, especially given the virtual format, but she has more than proven her abilities to meet the challenges and presently is finishing her first term with an A and special acknowledgment from the teacher for her work and class participation. She is a multi-sport athlete but due to our family's higher risk status we have not allowed her to participate in conditioning cohorts at this time. Of course this is a difficult emotional blow but she has remained positive and transferred that energy into other avenues such as becoming Sophomore Class President and increasing her involvement with Key Club since our school is running clubs virtually. We are so proud of her efforts and her positive attitude!

Our 6th grader has enjoyed her online classes. Avoiding all the social drama of middle school so far has been a wonderful

middle school so far has been a wonderful thing as she is able to just focus on learning to balance multiple classes, teachers and more difficult academics without the social distractions. She has mostly As right now but has had a few bumps in that road, she has met with teachers during their office hours to get extra help when she needs it and those grades have come up as a result of that effort. She also participates in lunchtime social clubs and is a member of the school's Robotics Team. It's been awesome seeing them run robotics virtually!

My husband is a PPS teacher and has been surprised by the number of students who have vocalized an appreciation for CDL. Many with diagnosed Anxiety, saying how much better their mental health is on this system. Others have talked about being able to avoid bullying from peers. And he has SPED students who are performing better academically now that distractions are removed and they are in home environments.

Like · Reply · 4d

Nancy Willard Author
Ginger Zimtbaum Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Nancy Willard Author
Ginger Zimtbaum I would really appreciate some insight from your daughter. As can be seen in this post and comments, many students who were being bullied or experiencing anxiety at school are doing lots better in CDL.

I have always told school leaders that if they want to have a more positive environment they have to put their consistently kind and compassionate leadership students to work on this.

Could you let her read some of the comments in this post and then my comment and let me know what she thinks student leaders could do? I would really welcome her insight.

Like · Reply · 2d

Ginger Zimtbaum
Nancy Willard Still asleep teenager but I'll have her chime in later today once she is up and going. She'll be happy to!

I can speak on the way they deliver instruction: Our district (Gladstone) is running the middle and high schools like normal sc... [See More](#)

Like · Reply · 1d

Nancy Willard Author
Ginger Zimtbaum great

Like · Reply · 1d

Write a reply...

Autumn Blood
I have a kindergartner with an IEP for speech services. Last year, she had in-person services at the ESD until schools

teletherapy for the remainder of the year. CDL has been great for her with speech, as now, she gets one on one instruction with her SLP rather than in a group for the same amount of time. I get to participate in helping her practice, and since I am next to her during every session, I am able to use the SLP's practice techniques with her during the week between her sessions.

Like · Reply · 4d

Krista B Bartley
Autumn Blood I'm an SLP and I've seen this happen with some of my students! It's lovely having the parents right there and being able to learn right along with their child. I do have some kids that have completely slipped through the cracks, tho. I'd say it's about 60/40. So not great odds, but definitely some wins 😊

Like · Reply · 4d

Nancy Willard Author
Autumn Blood Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Nancy Willard Author
Krista B Bartley Can you explain how instruction is being delivered? What are teachers doing that is working?

But I am very concerned about the kids who have slipped through the cracks. What is not working?

Like · Reply · 2d

Autumn Blood
Nancy Willard, my daughter gets once weekly sessions via Theraplatform. We receive an email each week with a link to join the meeting, which is very convenient. The SLP has me assist my daughter with tongue placement using tongue depressors or changes in head position. The SLP also shares her screen and control of the mouse so she and my daughter can play games where sounds are practiced; solving puzzles, uncovering pictures, or being first to the finish line of a board game type activity is the reward. The SLP chooses activities which have fun graphics and subjects that engage my daughter, such as earning turns to add features and accessories to a snowman, or build a sundae and add different toppings. Although there are benefits to in person instruction, my daughter gets the benefits of one on one attention, and I am able to help her more between sessions than if she was at school.

Like · Reply · 2d

Write a reply...

Alexis Henney
I work as a behavior consultant with kiddos with behavior needs that result in specialized placement for programming. I have kids who are excelling at school right now at a higher rate than they ever have even accessed school prior (social anxiety etc) so while not all of my kiddos are

thriving there is a subset that is excelling.
Like · Reply · 4d 4

Nancy Willard Author
Alexis Henney Can you explain how instruction is being delivered? What are teachers doing that is working? What is not working for some students?

Like · Reply · 2d

Alexis Henney
Nancy Willard instruction is provided based of individual need. So some kiddos are accessing live lessons through zoom, we are using digital curriculum platforms for learning (lexia, dreambox, prodigy, etc). During live lessons most teachers are using peardeck, NearPod or boom cards but some open interaction lessons without slide decks.

Some kids are not attending live group lessons but are doing small or 1:1 sessions with their teacher or a staff. Some families are choosing no live lessons and only the work being sent home or digital platforms. Again, it's not 100% for all kids but some kids we are seeing more work/progress than we ever did in program. We will still need to address some social skills in a more direct way upon return but some academics are getting addressed which hadn't been accessible prior.

Like · Reply · 2d

Keiko Falconer

Keiko Falconer

I was concerned about my 5th grade son since he just moved to new school one month before shutdown last Spring. However, he is thriving with CDL and actually made more friends than being the classroom for one month in person. My 7th grade daughter is also doing well with CDL. Getting straight A's. I'm glad that I chose CDL all year for them.

Like · Reply · 4d · Edited 3

Nancy Willard Author
Keiko Falconer Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Keiko Falconer

Nancy Willard Teacher is having class on zoom from 8:45-12:30 with several breaks in between for 10-15 minutes and some time to work in group at break room?! Also, she uses paper packets and white board that school distributed. They use Seesaw to do some assignment in iPad as well. Dream box and some other apps are also used. My kid seems to enjoy the group work time.

Like · Reply · 2d · Edited

Abbie Munsters

We actually switched over to homeschooling for my 1st grader. He was learning with online school, but it wasn't working for our family. They wanted him in 5 half hour zooms per day plus 6 assignments. He's 6. He obviously can't do

working for our family. They wanted him in 5 half hour zooms per day plus 6 assignments. He's 6. He obviously can't do all of that independently, and I have 2 younger kids to take care of, too. It wasn't working for our family, but the education aspect of it was fine. I'd rather homeschool (despite never wanting to homeschool) than send my child to in-person school right now. I think people need to prioritize health and lives over education right now. We can always learn. We can't always win against this virus. Sorry for the somewhat unrelated rant, I just don't get how people can choose school over health.

Like · Reply · 4d 2

Nancy Willard Author
Abbie Munsters I totally agree that the amount of time that was being expected is too much.

Like · Reply · 2d

Angela Britz-Robertson

Both of my kids (2nd & K) have been doing MUCH better with CDL than I thought possible. Meetings typically last 30 minutes at a time, with individual time for reading, math, or other projects. The time between meetings has done wonders for their attention span during meetings. They have time to decompress, have a snack, get up and move, or if they've just learned something really exciting to them, time to learn more on a particular subject before moving on. My kindergartner especially has benefited with distance learning. He receives services that are able to happen around his regular class meets, instead of missing class time to receive those services as he would at school. He's able to be standing or walking with his computer, still engaging while not being distracting to his classmates. Both kids have been able to more ownership in their learning than I expected for their ages.

Like · Reply · 4d 4

Nancy Willard Author
Angela Britz-Robertson Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Angela Britz-Robertson

Nancy Willard Whole group (live) instruction happens three times a day, at 8:30, 10:30, and 12:30, (Weds only has 8:30 meeting) via Google Meet. Meetings are recorded for students who need to attend at other times. Most of their whole group meetings end around 30 minutes, sometimes they're a bit longer, but not by much. Both kiddos have small reading groups that are at their ability level, for 20 minutes, at different times. So that all meets aren't work and there's something to look forward to, the kids have an optional 15 minute meeting daily for recess. The kindergartner receives behavioral support twice a week and speech services once a week.

The school has had two supply pictures so both kids have their

pickups, so both kids have their regular books and any workbooks needed. During whole group instruction, they read or start work in workbooks. Kindergarten is using an app called Seesaw for students to work in, the teacher can see the work and comment. 2nd grade is using Google Classroom for most assignments, and also flipgrid and iReady. The special education teacher has been by our house a couple of times to (contactless) drop off extra supplies needed for the behavioral support group. My kindergartner adores his teacher, she's stayed on with him after class just so he can chat with her for a few minutes, which has been a huge mood boost for him.

With a one year old to also look after, I haven't been totally present during all meetings for both kids, but I hear both of them talking to their class during every Meet. I've heard my 2nd grader's teacher redirecting his attention to the Meet when he's distracted by something and I've had my attention with another kid. I've heard my kindergartner's teacher remind him of his calming strategies when he's clearly struggling and what I'm doing on my end isn't enough. Both teachers have been amazing with communication, both for the kids and parents.

Like · Reply · 1d

Nancy Willard  Author

Angela Britz-Robertson thanks so

Anna McKelvie Robinson


As a music teacher this is very strange to teach in CDL. But I see so many exciting things that are not possible in person. Siblings and parents sharing in dancing, hand clap games, and music in general. Real connection with children that I have never met in person. They send me notes and videos in SeeSaw to sing me songs, show me drawings, read me books and tell me about lost teeth. We sent home music kits in our district and the students can quickly have all the supplies needed for an awesome music lesson without the hassle of passing out and collecting materials. It's not perfect but my students are generally happier and I do not have students asking for calm down breaks to sit and process emotions which was becoming the norm in the past few years with children experiencing lots of anxiety and trauma.

Like · Reply · 4d · Edited

Anna McKelvie Robinson

My struggle is my own older children. They are easily drawn to watch YouTubers instead of use the chrome book for school work. I am sure this is really common especially for technology savvy teens. To be fair my boys did have this same issue in the classroom as well.

Like · Reply · 3d

Nancy Willard  Author

Anna McKelvie Robinson Can you explain how instruction is being delivered? What are teachers doing that is working?

Anna McKelvie Robinson

Nancy Willard - use of zoom meetings with seesaw for younger grades and canvas for older.

Our school chose to use the same zoom link all day everyday. The music and PE teacher join already going classes or start a class. We are all cohosts when the meeting was created. PE and music were given slots of time based on an understanding of child development; 4/5th =25min, 2/3=20min, and K/1=15min. Children are highly engaged and we leave them wanting more.

The teachers who have the most students with screens on in the upper grades use ClassDojo to communicate with parents about participation and give positive reinforcement. All teachers are positive and most are working from home which I think makes the children feel better. I noticed my own son seems more content and relaxed when the teacher moved to teaching from home in October. He likes that her dog comes to class once and awhile. He is in Kinder and referenced the dog like he was a classmate.

I hope that gives you a better idea of how things are going. Thanks for helping us advocate for safety and quality learning.

Like · Reply · 2d · Edited

Write a reply...

Dalene Bloom

Wow. Reading these has been a light in the covid darkness. Kids are amazing.

Like · Reply · 4d

Pam Girard

You should print this out or post it on governor Browns page. I was heart broken when she made the comment how horrible CDL was. She needs to see these responses.

Like · Reply · 4d

Nancy Willard  Author


Pam Girard this is my intent!

Like · Reply · 2d

Jenny Ferro

I teach 1st grade. It hasn't been easy. But now that we have our schedule down, technology is working, and kids and parents understand expectations my students seem to be thriving. We get a lot of work done in a shortened time frame, as I am not having to deal with behavior issues. Students are growing and learning. My ESL students talk more than ever! The resilience that my students show through all this is amazing. They are excited and eager to come every day. I do struggle with finding creative ways to teach things that are really meant to be hands on. It is making me become a better educator. Would I rather be in a classroom, of course. But do I want to see myself, my family or my students families get sick and possibly die, no way. We are blessed to be in a country where we have the option of CDL because there are many children

CDL, because there are many children around the world that this is not an option.

Like · Reply · 4d 


Nancy Willard  Author

Jenny Ferro Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Amber Yeager

I had students who were not coming to school because of anxiety or low self esteem. With CDL they are getting straight A's and they are going to graduate now! For a highschool we switched to hexamesters, they only do 3 classes a day for 6 weeks. That way they aren't having to manage 7 classes online everyday. Our teachers are still working overtime though.

Like · Reply · 4d 

Nancy Willard  Author

Amber Yeager Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Amber Yeager

Nancy Willard 80 minutes of instruction 3 times a day. The teachers are breaking up content, we learned a lot of new integrative apps, and they use breakout groups often. Our smart goals are based off of the use of technology in the virtual classroom. Virtual notebooks, flipgrid, ahh I can't think of them all right now. It is measured by students being

present in the virtual classroom and participating.


Like · Reply · 2d

↪ View 1 more reply

Cynthia Hoggatt

Here is a simple story:

My 10 year old son has dyslexia & ADHD. He is in SPED for math & reading. With CDL he is less distracted, has more 1:1 help from the school & from me. (I am able to work from home 3-5 hours a day). He is now receiving A's & B's in ALL classes! Before he was barely a C student. He has less frustration doing his work due to less transitions. 😊

Like · Reply · 4d 

Nancy Willard  Author

Cynthia Hoggatt Can you explain how instruction is being delivered? What are teachers doing that is working?


Like · Reply · 2d

Cynthia Hoggatt

Nancy Willard his SPED teacher is meeting with him via zoom herself & with aides if he needs help with daily work in his other classes. ALL teachers answer my emails in a timely manner. Teachers are giving checklists of what's due when for the week. Teachers have made sure all materials are provided including chrome books to students. Teachers have added zoom study hall meetings.(for extra help) The school has provided an on

line counselor. The school has made accommodations for students to check out books & have instituted bingo Thursday's for review of work to win prizes. Teachers have made drop off times to hand in work into bins outside their door & give incentives for the children who hand in their work. For families who don't have transportation teachers have picked up at homes.

Like · Reply · 2d · Edited

Nancy Willard  Author


Cynthia Hoggatt sounds great!

Like · Reply · 1d 

Write a reply...

Aimee Viramontes

I am a high school special education teacher and the results are mixed. I have some students who are thriving. Parents and students report their anxiety is much lower, their confidence is higher and their grades improved. Their communication with staff is better in remote because they don't have to talk face to face. It's been remarkable to see students who were skipping class show up to their Zoom meetings this year (camera and mic off) but they use the private chat feature to ask questions, come early or stay after for help. We have shortened schedules on Wednesday and have set up 30-45 minute blocks of rotating time for homework support in various classes that have been successful. It's working for so many! I've found the BIGGEST variable to be parent attitude and participation. Even my single working parents who have a positive attitude and have set up a routine have seen their kids be successful vs the negative attitude stay at home (educated!) parents who do nothing but complain all day that THEY'RE stuck home all day with their kids. Sadly, those students tell me they want to be back at school. (And these are kids who would appear to have it all!) it's remarkable how much influence parents have over their child's success, but who is calling that out?

Like · Reply · 4d 

Nancy Willard  Author

Aimee Viramontes Can you explain more about how instruction is being delivered? What are teachers doing that is working? And what appears to not be working?

Like · Reply · 2d

Aimee Viramontes

Nancy Willard We have a set bell schedule for four classes that are 80 mins. Teachers are using Canvas and either Zoom or Google Meets. Kids log in and there's about 30-45 min lecture/direct instruction then homework time after in either breakout groups or off screen. A few teachers keep the kids in the main room the entire time for the independent work but most are allowing the kids to log off. What instruction looks like for each class I could say specifically. I know our math

many! I've found the BIGGEST variable to be parent attitude and participation. Even my single working parents who have a positive attitude and have set up a routine have seen their kids be successful vs the negative attitude stay at home (educated!) parents who do nothing but complain all day that THEY'RE stuck home all day with their kids. Sadly, those students tell me they want to be back at school. (And these are kids who would appear to have it all!) it's remarkable how much influence parents have over their child's success, but who is calling that out?

Like · Reply · 4d



Nancy Willard Author

Aimee Viramontes Can you explain more about how instruction is being delivered? What are teachers doing that is working? And what appears to not be working?

Like · Reply · 2d

Aimee Viramontes

Nancy Willard We have a set bell schedule for four classes that are 80 mins. Teachers are using Canvas and either Zoom or Google Meets. Kids log in and there's about 30-45 min lecture/direct instruction then homework time after in either breakout groups or off screen. A few teachers keep the kids in the main room the entire time for the independent work but most are allowing the kids to log off. What instruction looks like for each class I could say specifically. I know our math teacher uses video lessons of herself teaching the lessons Orr recorded so she can go to breakout groups while that is playing and work with specific kids who are struggling. But another math teacher live teaches the lessons then videos himself later to post. On Wednesday our class time is 35 minutes and teachers use this day for care and connection; playing games, just logging in the chat or having kids check in via email. We use the afternoon for meetings and PD, and our EAs are running the homework support groups. Overall the entire lack of adult support with the child's daily structure appears to be lacking for some of our kids where we are seeing no engagement on our end. We have a team that makes house calls for struggling kiddos and they've been met with fierce opposition from adults in the home about remote learning despite attempts to problem solve and get students to engage. Even in our lowest SES homes, we have seen positive engagement and great success with parents who are supportive and working with the school. Our biggest surprises have been the Tier 4 students from last year who struggled on campus who are engaging and doing their work in remote learning. I contribute that to the outreach and resources my district has provided to families.

Like · Reply · 2d

Nancy Willard Author

Were those non supportive parents the same ones who were non supportive before or is this a different class of parents? Are we dealing with the same problem or a different one?

Like · Reply · 2d

Aimee Viramontes

Nancy Willard I would say some are parents who were wouldn't normally really have to "deal" with I'd say. Their kids come to school and do their work and such. Others, yes it's the same issues we saw before remote learning.

Like · Reply · 1d

Nancy Willard Author

Aimee Viramontes Hmm. Families undergoing adversities?

Like · Reply · 1d

Aimee Viramontes

Nancy Willard of course we have our fair share of families experiencing adversity. But some of our more affluent families who are usually very involved and whose students who appear to have better situations to access remote learning are not as successful right now because their parents' attitude toward remote learning is negative. The bigger concern is when can their kids get back into sports. Again, it all families, but a surprising amount for our area.

Like · Reply · 1d

Nancy Willard Author

Aimee Viramontes I have been picking up a lot of signals that "let them learn" is really "open schools so they can play sports."

This is said as a former soccer, lacrosse, and baseball mom.

Like · Reply · 1d

Aimee Viramontes

Nancy Willard yup! Parents are worried about the fancy scholarships and scouts for drafts and such (I don't know much about how all that works)

Like · Reply · 1d

Nancy Willard Author

Aimee Viramontes mine played varsity. But we did not play that game. Hmm. I wonder how universities are going to handle this.

Like · Reply · 1d

Write a reply...



Nina Baurer

I also look at CDL as teaching our children resilience. Resilience is the hot word when it comes to mental health. CDL gives our kids the chance to realize that it's okay when things are different. They can still thrive when things are different. T... [See More](#)

Like · Reply · 4d



Nina Baurer

Also, even once this pandemic ends, many employers will stay in a "work from home" format because it saves them money on

Nina Baurer
I also look at CDL as teaching our children resilience. Resilience is the hot word when it comes to mental health. CDL gives our kids the chance to realize that it's okay when things are different. They can still thrive when things are different. Things improve with time. It's good to learn new things and new ways of doing things. Today's children will be BETTER prepared for future challenges when they rise to the occasion in CDL.
Like · Reply · 4d

Nina Baurer
Also, even once this pandemic ends, many employers will stay in a "work from home" format because it saves them money on office space, electricity, etc. Once high school graduates reach college, many struggle with managing themselves and their new freedoms. Teaching our kids how to stay motivated and on track, even when there's not a teacher (or boss) hovering over you is a college/career readiness skill.
Like · Reply · 4d

Nancy Willard Author
Nina Baurer Totally agree!
Like · Reply · 4d

Nancy Willard Author
Nina Baurer Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Nina Baurer
Nancy Willard - We have synchronous
Nancy Willard - We have synchronous and asynchronous blocks. Teachers are available EVERY day to help students. They can be reached via phone, email, or google meet quickly and easily. For example, my elementary student is currently working on a slide show research project for social studies. This is asynchronous but the teacher has made a video series showing what should be on each slide and how to use the google slides tools. The video series broke the project into a small, manageable piece of the project for each day.
Like · Reply · 2d

Nancy Willard Author
Nina Baurer I have written 2 books for young people in resilience. So I totally agree!
Like · Reply · 2d

Write a reply...

Tara Bedney
My kid is actually having great success with CDL, good grades, still able to socialize through social media, just misses the heck out of music programs 😊
Like · Reply · 4d

Nancy Willard Author
Tara Bedney Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Tara Bedney
Nancy Willard he's doing zoom courses, although he's bad at showing up on time. He enjoys the flexibility of recorded lectures that he can go through at his pace. Office hours are offered everyday at a specific time. The online math program isn't the best, but that's where having a math major mom helps out. Teachers reach out if grades drop or they notice a lack of attendance, and have multiple ways of communicating with them. We had an unfortunately rushed "open house" that I think could have been better planned, teachers only found out about it a few days before it was happening. It's been a challenge but not insurmountable. We're fortunate in the fact that I'm home full time with my own schooling and I've worked as an educator for 10 years. I understand there are families who are facing a lot bigger struggles 😊
Like · Reply · 1d

Nancy Willard Author
Tara Bedney yes. I am concerned about the families with less support. I wish there were a way to set up family support groups.
Like · Reply · 1d

Write a reply...

Jackie Revilla
My daughter was recently diagnosed with Juvenile Arthritis. Having the ability to take her to appointments without disrupting her school day, adapting PE to her physical needs without other kids asking questions, not having to walk to classes when she is limping and her feet hurt, being able to sit in class with a heating pad on her wrist and no one knows. I know these have been blessings to me. She is also doing well academically and her teachers are engaged
Like · Reply · 4d

Kelly Schlottmann
<https://www.facebook.com/349101000355/posts/10157357695090356/?sfnsn=mo>
Like · Reply · 4d

Kelly Schlottmann
Check out this post from North Clackamas School district!
Like · Reply · 4d

Nancy Willard Author
Kelly Schlottmann Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Kelly Schlottmann
Nancy Willard im not sure. Last i heard they were completely virtual. Its just so nice to see happy news:)
Like · Reply · 2d

Write a reply...

Lee Nelson

- Lee Nelson**
There are positives and negatives. I think if we try too hard to paint a rosy picture of CDL, we risk losing credibility. That's my two cents.
Like · Reply · 4d 4
- Nancy Willard** Author
Lee Nelson I agree. I was trying to counteract the negative. I changed my post to also seek insight on what is not working well.
Like · Reply · 3d 2
- Lee Nelson**
Nancy Willard You're correct; the narrative is overwhelmingly negative and there are positives too.
Like · Reply · 3d 1
- Nancy Willard** Author
Lee Nelson Thanks. So please tell me some negatives I should include.
One person privately told me that they have lost students who are in lower income families that do not have adequate access.
Like · Reply · 3d
- Lee Nelson**
I will send an email
Like · Reply · 3d · Edited
- Lee Nelson**
I mean, a message.
Like · Reply · 3d
- Nancy Willard** Author
- Asha Hawkesworth**
My daughter is thriving and making straight As. My son is finally getting the hang of it and doing well. It's been good for him to step up his game in terms of being responsible.
Like · Reply · 4d 3
- Nancy Willard** Author
Asha Hawkesworth Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d
- Asha Hawkesworth**
Nancy Willard She's in 9th grade. She attends class every day via Google meetings. She does her homework, and knows she can contact her teachers. She's a self-starter, which helps. It's where my son is struggling.
Like · Reply · 1d
- Nancy Willard** Author
So when your son finally gets it this will help him the rest of his life!
Like · Reply · 1d 1
- Asha Hawkesworth**
Nancy Willard Absolutely!
Like · Reply · 1d
- Ahna Hawkesworth**
Nancy Willard Interestingly, our daughter was not making grades like this when she was in middle school. There was much drama going on that

this when she was in middle school. There was much drama going on that distracted her. Since she's been learning at home, she's happy and motivated to do her own thing. Our son is exactly the opposite, yearning for school, needing to be pushed and reminded, when he was very self motivated in physical school and making excellent grades and progress. The advantage of having them home is that they have us to give them one on one attention when they need it, but god the math.... 😊 I'm sure son's excellent and devoted teacher would help, but it's harder to him to ask for help without the day to day, face to face interaction. We're probably going to have to step in with teacher about this, which is something we normally wouldn't do with a child his age. But, I think if we all realize that we are all navigating this new world, and keep discussions going, plenty of positives will happen.

Like · Reply · 1d 1

Write a reply...

Vicki Korpi
In my 3rd-5th grade specialized program, the participation rate is 80% on any given day. My students are making progress on their IEP goals because they aren't faced with distractions. Students can allow themselves to be vulnerable to learning because they don't have to pretend to be cool and already know things. My students have learned how to independently navigate the computer and complete assignments. As much as I miss seeing them, they are rocking CDL.

Like · Reply · 4d 6

Kyla Zaworski
Vicki Korpi My experience has been the same. I was worried how my class would do with CDL, but they are doing amazing!

Like · Reply · 3d 2

Vicki Korpi
Kyla Zaworski ❤️❤️❤️

Like · Reply · 3d

Nancy Willard Author
Vicki Korpi Can you explain how instruction is being delivered? What are teachers doing that is working? Also Kyla.

Like · Reply · 2d · Edited

Write a reply...

Emm Aech
I am a middle school science teacher. I miss teaching science in a more exploratory, hands-on way. However, I have also found some surprising successes this year. Probably the most notable is the near complete absence of disruptive, disrespectful, explosive behaviors. My school, under regular circumstances, has a higher-than-average number of disadvantaged and trauma-impacted students. My school also hosts the district program for students who

have learned how to independently navigate the computer and complete assignments. As much as I miss seeing them, they are rocking CDL.

Like · Reply · 4d

Kyla Zaworski

Vicki Korpi My experience has been the same. I was worried how my class would do with CDL, but they are doing amazing!

Like · Reply · 3d

Vicki Korpi

Kyla Zaworski ❤️❤️❤️

Like · Reply · 3d

Nancy Willard Author

Vicki Korpi Can you explain how instruction is being delivered? What are teachers doing that is working? Also Kyla.

Like · Reply · 2d · Edited

Write a reply...

Emm Aech

I am a middle school science teacher. I miss teaching science in a more exploratory, hands-on way. However, I have also found some surprising successes this year. Probably the most notable is the near complete absence of disruptive, disrespectful, explosive behaviors. My school, under regular circumstances, has a higher-than-average number of disadvantaged and trauma-impacted students. My school also hosts the district program for students who the district program for students who receive intensive interventions due to emotional disturbance or other behavioral challenges. My average class size last year was 34. It was common to have multiple students per class with exceptionally challenging behaviors, causing countless interruptions to the learning environment, and sometimes safety issues as well. I still teach students who are trauma impacted. I still teach kids receiving intensive supports for emotional disturbance. And many of them are doing amazingly. There's a routine to online learning, clear boundaries between "activity time" and "teaching time." The norms are nearly universal for expectations across our virtual classrooms, creating a especially beneficial environment for students who regularly push boundaries.

Here's a specific example. In one of my classes I have a student on a behavior plan who likes to throw out swear words, sexual references, and generally try to "blow up" class with language grenades. This student has been having one of their most successful years ever, according to their caseworker. My class is interrupted maybe once every 3-4 weeks. Otherwise, the student attends without incidence. The student has decided I'm a "nice" teacher, and sticks around class after the end of the official lesson to talk with me, get some work done, and connect. I believe this student would not be this successful in class, and I'm thrilled with their current successes.

Like · Reply · 4d

Maya Pueo von Geldern

My 3rd Grader is thriving. He does well getting through his work each day and seems to be staying more involved in class discussions. There are fewer struggles as he's gotten better at managing his time, and getting home-work done more efficiently so that he actually has more free time each day. He's now reading at a 5th grade level, which seems like a big jump and while he misses seeing his friends in person, he's enjoying being able to see them remotely, understanding that we're in the middle of a dangerous pandemic.

Our household seemed to calm down too. Without the logistics of getting off to school each day, (get your shoes on, where's your jacket, you forgot your backpack inside, etc.), things seem more peaceful. Our teacher has done a great job setting the kids up to feel a sense of community and teamwork. The kids are supportive of each other and while it's not always easy to keep kids engaged across the board, we know that's the case in the class as well.

I also believe that it's allowed us to escape the stress I'd imagine we'd feel if we had to worry every day about a Covid breakout in school. That worry would eat us alive. I believe there would be a high degree of stress felt by the kids once they realized that in-person school looks nothing like they remember it to be. Distanced and disinfected days would be hard on them too.

Like · Reply · 3d

Marisa Bayouth

Maya Pueo von Geldern Your last paragraph is a narrative that gets so little airtime. It is a very valid and important point with thinking about opening campuses. Thanks for bringing it up.

Like · Reply · 3d

Maya Pueo von Geldern

Marisa Bayouth I do believe that's a major point. Beyond the idea that staying distanced needs to be physically figured out, there's the fact that kids will need to be "kept in line" as if they were in military school, which is a stark contrast to the "normal" environment at our IB k-8 school. 😞

Like · Reply · 3d

Maya Pueo von Geldern

I should also note that our specials teachers have been awesome as well. They've gotten creative with the work they're doing and figuring out fun ways to keep kids engaged; during synchronous AND asynchronous classes. I've even loved the PE classes! 🤗

Like · Reply · 3d · Edited

Nancy Willard Author

Maya Pueo von Geldern Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d



Maya Pueo von Geldern

Well, our main teacher simply does full-class group meetings daily, and then small group meetings after that, with office hours available. (All Zoom). She's very accessible via email, phone and RemindApp, even outside of office hours. All assignments are delivered on SeaSaw. (We use Clever as the main portal to organize by class, including the specials.) It's pretty uniform, and she really tries to set up a sense of community with the kids through the projects and discussions. The teacher that stands out the most, with regards to being creative and engaging the kids, is our PE teacher. He has a Bitmoji classroom with activities that change each week. The kids can click on links that lead to video workouts that he has pre-recorded, always with a theme and even in costume! He dresses up as different characters who are guest teachers each week, and uses props that tell their story in the work out. (For example once he was the teacher's cousin, who was a snowboarder, and he was dressed in a full snowboard outfit, for the HIIT workout, using the snowboard as a prop to jump over in one of the exercises.) Once he was the teacher's Grandpa, and he wore a grey wig with a grey mustache the whole workout, and used a walker to come into the room before starting things off and telling his story. Seriously - full costumes, week after week. Kids have

access to the bitmoji classroom so they can choose exercises whenever they want. During synchronous class, he uses some themed videos he's pre-recorded for a segment, (showing the video on one screen and doing the exercises himself on another screen). For example, he does games where he gets the kids to choose one thing or another (do you prefer pizza or a hamburger), and depending on the kids answer they do one exercise or another. He just keeps them involved and entertained as they do PE in their homes!

Our art teacher starts the class with a mindful exercise and then allows the kids to keep their microphone on, so it feels like they're all in the art studio together, encouraging discussion and sharing as they work on things. She often has music playing in the background as well.

I'm most thankful for the fact that each teacher has really worked to perpetuate a sense of community and togetherness, even while distanced. ❤️

Like · Reply · 1d



Write a reply...



Carrie M Fields

My daughter, a 1st grader, is doing much better online than in person. She attends a school in a poverty-stricken area and in person the teachers are so busy dealing with inappropriate behaviors that they can't do much one-on-one instruction,

which my daughter needed. She was well behaved, so was getting overlooked and falling behind. Since I brought her home, she's thriving and actually beginning to read.

Like · Reply · 3d



Teryn Ford LaRue

Carrie M Fields .. the student behaviors were issues for my daughters, too. 7th and 10th graders who are absolutely loving and crushing CDL.. they say they are actually learning more in 1/2 the time because their teachers aren't dealing with all the student behaviors and they can work at their own pace! We may never go back! Some people say the socialization is important for them, and that may be true for some, but my children were so over the student behaviors and the time it stole from their learning.

Like · Reply · 3d



Nancy Willard Author

Carrie M Fields Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d



Nancy Willard Author

Teryn Ford LaRue Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d



Carrie M Fields

Nancy Willard Every day, my daughter completes 3-4 hours on Moby Max, Accelerate, or RAZ kids. In addition, she has two school meetings (30 min each) on Google meets. There are 2 instructors in the classroom and they pull out each student individually to work on phonics, etc. She's getting more focused one-on-one time with a teacher and the support is helping her build confidence while moving forward. The teachers do a great job at connecting on Google meets, feeding the missing void in social connections by allowing the students time to do home scavenger hunts and share their day.

Like · Reply · 2d



Teryn Ford LaRue

My kids are online through their district. My high schooler is in a mix of online and distance learning with her high school to get all the classes she needs. For my kids, the work is posted and kids can email or submit questions. They can also attend an office hour or time with their teacher if they need it. The high school teachers are communicating regularly about what is coming up, what is due and what is missing. I think the biggest hurdle for my kids was figuring out the tech, and last spring my daughter's 9th grade AP Geography teacher made herself available on several occasions to help us. That wasn't part of her job description, but she took the time and walked us through. Any

the time and walked us through. Any time we have had a question, teachers have been available to work with us. Utmost gratitude for the teachers working through this, I know they want kids to be successful and are doing everything they can- including teaching kids tech skills they didn't have prior. Problem solving, persistence, resilience, self-advocating... these are some of the foundational skills necessary to be an independent, contributing member of society, too. Once again, teachers rise to the occasion. Thank you teachers!

Like · Reply · 2d

Write a reply...

Marisa Bayouth

My son has viral induced asthma and would often miss a week of school for an illness that his peers would only miss two days of school for. Because we have almost completely isolated since March he has remained healthier for a longer stretch of time than he has since starting school. Once a vaccine is distributed and he is in the building again I know he will pick up illnesses and need to be home near a nebulizer for a few days. If some form of CDL remains in place it is possible that his absences would go down because usually on the days he needs nebulizer treatments he is feeling good other than the breathing.

Additionally, he has an ear condition that less than .1% of the population has which has made him need five surgeries in under three years. CDL could get us through the post op days where his pain/delicate internal healing of tiny ear bones is too much to manage a full day in school but not so bad it totally puts him down for the count.

CDL flexibility is a great asset for medically needy children who have families with enough privilege to have a parent home who can help navigate it. I am so fortunate to be as supported as I am and able to take care of my son. I wish all parents could do this if they needed to.

Like · Reply · 3d

Nancy Willard Author
Marisa Bayouth

Like · Reply · 2d

Nancy Willard Author
Marisa Bayouth Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Marisa Bayouth
Nancy Willard Nancy Willard There are live Zoom sessions from 9-11 am and again from 12-2pm in which his teacher does some whole group instruction and also has them break into small groups. She given them regular screen breaks in which she stays on screen to help, hang out, or give tips of how to take a screen break. We use manipulators during

math, watch videos and prerecorded book read alouds together. Some students have an adult near by, others are on their own. Classroom management consists of a lots of reminding, modeling visually when possible, and the amazing power of a universal mute button when their get too rambunctious. The specials teachers host a class once a week: PE, library, social-emotional, and music. My son has done a reading diagnostic screening and also math placement screening.

There are also between 4-6 lessons posted on Seesaw every week that are meant for independent study. Once a week a backpack gets sent home with the worksheets my son needs for class time. We send the previous week's in at that time. It's a pretty slick system. This includes his journal and sometimes has extra art supplies or other manipulative. We can even check out books from the library.

For me the best part is the flexibility of his teacher. I am a former teacher who is now a full time parent so I asked if we could reduce his screen time and let me lead a lot of the material in a more asynchronous way. While his classroom teacher misses seeing him, she is thankful he has the resources to be able to avoid so much screen time. So she does extra work by sending me emails with photos of her answer keys/models. I feel a bit like her student teacher and am so

thankful she was willing to do even more work so he could have the best of both worlds...curriculum created by a trained and practiced 2nd grade teacher and delivered in person by a former middle/high school ELA teacher.

Like · Reply · 2d · Edited

Write a reply...

Erik Carlstrom

My oldest was recently diagnosed with ADD. The "work at your own pace" approach has really helped her and some of the behavior issues she was starting to do before the pandemic occurred are not happening as often. My youngest is doing great in some subjects, but the learning to read approach for first grade definitely needs way more improvement. Far too much time is spent on screen and sometimes new words are added that don't seem appropriate for the grade or experience.

Like · Reply · 3d

Erik Carlstrom

A follow up as well. CDL is giving an opportunity for my oldest to learn how to take notes well. She will come out of this ahead of her classmates once she grasps the concept better.

Like · Reply · 3d

Nancy Willard Author
Erik Carlstrom Can you explain how instruction is being delivered? What are teachers doing that is working?

Erik Carlstrom
Nancy Willard teachers are mostly focusing on mental health. The distance program is doing the instruction, but the teacher for my oldest is responsive and answers questions as she has them. Giving tips, guidance, etc.

Like · Reply · 2d

Erik Carlstrom
Nancy Willard another thing I forgot to mention. My oldest teacher from last year has set up zooms with former classmates as well. I know that has helped my little social butterfly.

Like · Reply · 1d

Nancy Willard **Author**
Erik Carlstrom I am SO glad to hear of their focus. Can't focus on learning without emotional well-being and good connections.

Like · Reply · 1d

Write a reply...

Vanita Kurse
My Experience with CDL High school Math Classroom - (+) 1. Increased Questioning using chat box when my students feel stuck. (Since they can private message to their teacher.) 2. Percentage of students using test retake opportunity considerably higher compared to my previous year. 3. Parent attendance during conference was higher since they were able to connect via zoom with us 4.

Increased number of students using office hours 5. Students more open with their teacher when they are faced with challenges that are affecting them in their academic area. 5. Students receiving SPED and IEP performing way better than last year.

Like · Reply · 3d · Edited

Nancy Willard **Author**
Vanita Kurse Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Ted Vossen
I'm seeing a lot of students who really struggled to concentrate on getting their work done in class now doing significantly better with both work completion and the quality of what they turn in.

Like · Reply · 3d

Ted Vossen
I've also noticed that break out rooms really are helpful in giving a space for struggling students to make mistakes when peers can't see them, which leads to them being more willing to try things on their own.

Like · Reply · 3d

Nancy Willard **Author**
Ted Vossen Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Nina Baurer

I think a lot of the parents who complain about their child "struggling" with CDL never saw that their child struggled sometimes in the classroom as well. Maybe they failed a test now and then, but the parents did not see it, so they didn't know. We learn from mistakes and failures. It's an important part of the process.

Like · Reply · 3d

Suzanna Kruger
Nina Baurer I was thinking about that perspective as well: true learning involves frustration, challenge and mistakes. So many parents try to make their children's lives stress-free.

Like · Reply · 3d

Teryn Ford LaRue
Suzanna Kruger ... exactly. Struggle, failure, persistence and resilience are life skills, too. I say this to parents all the time... kids need to experience failure at some level so they can learn how to cope with that. My kids never struggled academically... but tech wise.. yes! CDL was difficult initially.. and we had discussions and trial and error.. there were tears...but my kids have learned a ton about technology and self-advocacy through this CDL experience, and I think that's invaluable.

Like · Reply · 3d

Maya Pueo von Geldern
Nina Baurer this is very true. Most parents are seeing the scope of their

Maya Pueo von Geldern
Nina Baurer this is very true. Most parents are seeing the scope of their children's schooling for the very first time. Struggling and learning from mistakes happens every day.

Like · Reply · 3d

Nancy Willard **Author**
Teryn Ford LaRue Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Write a reply...

Kristen Meeker
As a newer teacher and mom to four school aged kids we are making it. I will make no rosey statements about it not being hard but my children are engaged from 8:30-1 with teachers they love. My middle schoolers go until 2pm. Their teachers are teaching them, not me. My 1st grader is progressing in reading and writing and math just as I'd expect her to be in the building. I get to hear my 3rd graders conversations during my breaks and his class is engaging in a way that is in on par with being in the classroom. We are not perfect. Some of our days are ugly but I truly believe we are where we should be in the midst of this pandemic. My middle schoolers are working on tracking their own assignments independently and they have access to their teachers all day. We love our teachers and all the work they

We love our teachers and all the work they are putting in. I teach a resource classroom and won't discuss specifics but overall my engagement is good and my students are working hard.

Like · Reply · 3d 2

Nancy Willard Author
Kristen Meeker Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Polly Showell
I am having great success as a sped teacher! My students are able to focus and are less distracted. I am not dealing with behaviors all day and can focus exactly on what my students need.
Like · Reply · 3d 5

Katie O'Day
Polly Showell same, OT here. The sensory & anxiety & behavior kids are doing better via CDL.
Like · Reply · 3d 1

Nancy Willard Author
Polly Showell Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Nancy Willard Author
Katie O'Day Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Betsy Frame
My 5th grader is doing really well. We just had conferences (via webcam) and his teacher told me he is helpful with other students, answers when she calls on him, and is on track with where he should be at this time. Before CDL he was more quiet with his interactions at school and didn't participate as much. He tells me he misses playing with his friends in person, and misses playing tag in P.E., but otherwise he still gets to see all of his friends faces every single day when he logs on. His teacher is there every day to greet them at 8:30 and she keeps them engaged asking questions, and also letting them have fun at times, too. He still has music two times a week and P.E. three times a week. I can hear him singing on music days, and he comes out sweating and laughing on P.E. days.
His teacher stays on the group chat during breaks, and after school if any kids need help, too.
CDL has been a great experience for us and a HUGE part of that is because of how much work his teacher has put into making it a success for the kids.
For us, it's been great. We social distance and take Covid seriously. If the school district that my son attends told us that they were opening back up, my son would not be going back right now. He has some understanding, at 10 years old, what covid does to people now, and what could possibly happen to them 6 months from now. The thought of getting it, maybe giving it to a friend or teacher, or bringing it home to his Type 1 diabetic mom, or his

it home to his Type 1 diabetic mom, or his grandmother, is not something that he wants to have to worry about, and is a scary thing for a kid to have to think about.
Like · Reply · 3d 2

Nancy Willard Author
Betsy Frame Can you explain how instruction is being delivered? What are teachers doing that is working?
Like · Reply · 2d

Betsy Frame
Nancy Willard The class logs into canvas every morning at 8:30 and the children are taught live classes until they are done at 1:30 (with breaks and lunch excluded). They have breakout groups where they work in small groups at times, but I'm not sure how often that is. I don't sit in the room but I am home and walking by and stopping to listen often. I can hear his 5th grade teacher teaching the lesson, calling on children to answer questions, and asking them to read from the school books that we picked up at the start of the year. It's all very similar to what they would be doing if they were there. (As much as it can be).
I've volunteered in his classrooms in the past (in person) and it seems that having a set schedule, the teacher being there and making all of this not a stressful time, and engaging with them, is what is making this work.
Like · Reply · 1d 1

Betsy Frame
Betsy Frame
The program they use is Canvas, if you need to know that, too.
Like · Reply · 1d

Write a reply...

Gianna Simon
I'm an SLP. Kids who are logging in are making progress.
Like · Reply · 3d 4

Nancy Willard Author
Gianna Simon Can you explain how instruction is being delivered? What are teachers doing that is working? What is happening with the kids who are not logged in? What are the issues and how are they being addressed?
Like · Reply · 2d

Gianna Simon
Nancy Willard speech therapy is provided via Canvas/Zoom. I can only speak for myself, not teachers and not other SLPs. I have kids scheduled during times that don't conflict with their academic core instruction time. I use a lot of digital materials from TPT (like Boom Cards) as well as YouTube videos. I keep attendance and report it to case managers, the building principal and the sped director. What is done in regards to those who don't log in, I cannot say beyond my efforts at emailing and calling parents.
Like · Reply · 2d

Keri Brnema

Keri Broome
My child is finally getting the level of learning he has needed and never got in regular school.

Like · Reply · 3d

Nancy Willard Author
Keri Broome Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Katie O'Day
Kids with anxiety, including many in specialized "behavior" classrooms are doing much better via CDL. I'm an OT and the sensory processing aspect of in-person vs CDL is eye opening.

Like · Reply · 3d · Edited

Julie Frank
Katie O'Day My son with anxiety and some sensory integration issues is struggling badly. He is not in a specialized classroom, but has a 504. I think he has trouble reading expressions via camera, can't track a screen and take notes well (this is an accommodation the school has not tried to solve by sending class notes ahead of time). He also gets fatigued much more quickly from the screen time. What do you think is the difference between the successes you've seen, and the failure we're experiencing?

Like · Reply · 3d

Nancy Willard Author
Katie O'Day Can you explain how instruction is being delivered? What are teachers doing that is working? But note the comment of a parent for whose son this is not working?

Like · Reply · 2d

Nancy Willard Author
Julie Frank please discuss this more so we can figure out what is working and what is not.

Like · Reply · 2d

Write a reply...

Kristen Croft
There are instances of some students receiving special education services, who have been able to spend significantly more time in the mainstream setting through distance learning than in-person instruction. Learning from a home setting reduces the social pressures that are major barriers to some students in accessing education.

Like · Reply · 3d

Amber Bedortha
I will say that my oldest son who is a senior is refusing to do work remotely, because he doesn't learn that way. He gets too distracted and now he may not graduate because of it.

Like · Reply · 3d

Nancy Willard Author
Amber Bedortha This is a huge

concern. How is your son's instruction set up? What is not working?

Like · Reply · 2d

Amber Bedortha
Nancy Willard since he is 18, he opted for the all online, but I'm trying to get him to switch it to the distant learning. He says I just can't sit on an iPad or computer all day. I don't learn that way and I get too distracted, so he just is giving up.

Like · Reply · 2d

View 5 more replies

Jen Hiser
My son (a sophomore), normally a C average student, is getting straight A's. His ADHD and chattiness made the classroom a social experiment rather than a learning environment. At home he is excelling, without any need for me to nag or remind him to do assignments.

Like · Reply · 3d

Nancy Willard Author
Jen Hiser Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Suzanna Faye
My youngest has severe anxiety, especially in social situations. School had become a huge trigger for them; to the point that they had barely attended any school before the shut down in March. During that first period of crisis long-distance education, they went from not doing any work to completing everything assigned. This fall we chose to go completely online with our district as it was an asynchronous option (with little Zoom time) that allowed them to work at their own pace. As we near the end of their first term of high school, they are not close enough to complete with the assignments. However, instead of having to redo all of the work, they are being allowed to continue into next term and earn the grade. This is happening because my child is not nearly the only one struggling in this manner. This is happening because the CDL and online options have given the district the ability to be more flexible. This would not have even been considered without the district seeing a number of students who will benefit from this option. And, while we are disappointed that they will not finish with the term, we are grateful that they have been given a chance to show success. This is a positive. Because of CDL my child is being given the support that they desperately need but wouldn't have been available in a brick and mortar, standard school year.

Like · Reply · 3d

Nancy Willard Author
Suzanna Faye Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Suzanna Faye
Nancy Willard

Nancy Willard

The district bought a third party curriculum that was developed to be self-paced, asynchronous in nature, and used with self-motivated students. Teachers are on hand for emails, zooms, and even texts or calls. Teachers also post information to the class page on a daily or weekly basis.

The real beauty is that the district was able and WILLING to be flexible with it to the point of not penalizing the students for not being done according to their timeline (end of term).

Students will be allowed to continue with their classes if they are behind (as opposed to having to start over next term from the beginning). They are also allowing students to take a lesser class load next term as well as allowing them the option of taking more electives than typical.

School started late, and then later still due to fires in our area. Many students, including mine, were learning a complete new system to interact with (and mine are very tech savvy). Plus, interest was so high that the online option was overwhelmed and classes weren't completely scheduled for up to two weeks beyond the already late start.

Honestly, this is the most supported I've felt the district has been with my students (both on 504s) in 5+ years (since they were in elementary school).

Like · Reply · 1d

My 6 year old almost entirely self-manages her schedule. We spent the first few days of school establishing a routine, set alarms on the tablet for live meetings and breaks, and she even sometimes sets out the items I need to make her lunch before I get off my computer to take a break. I have seen her reading and math fluency grow the past few months, and just this morning when asked if she preferred school in the building or on zoom (in Spanish...because it's a dual language school), she answered she preferred zoom because she doesn't have to worry about the virus or wear masks all day and get too hot. Words of a 6 year old. Nobody put those ideas into her head.

Like · Reply · 3d

Nancy Willard Author

Kaci Bleau Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Maureen McGee

Our son is a 5th grader with a diagnosis of ADHD and an educational qualification for autism and has always had an adult aid with him in a mainstream classroom. We chose to enroll him in the EDGE program at salem keizer this year. He really enjoys attending class online and is doing better academically than he's ever done. He enjoys having more control and flexibility over his schedule. Having the opportunity to pace his own work has made him more inclined to plan out projects and he gets a lot less overwhelmed with his

assignments. His teacher says that he's engaged and interacts respectfully and in a socially appropriate manner with classmates, which used to be a real struggle. At in-person school, he had a behavioral plan for frustrated outbursts, but we rarely see those at home. He does get significant assistance from his dad during the school day, but I doubt it is any more than he was getting from his classroom aid. I don't think that the EDGE program is perfect, but my child definitely hasn't suffered from online learning.

Like · Reply · 3d

Nancy Willard Author

Maureen McGee Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Maureen McGee

Nancy Willard I think probably the biggest success factor is how assignments are handled. He gets all of his assignments for the week, including tests, posted on canvas on Monday, to be turned in by the following Monday. He and his dad go over the list together, and he makes a daily plan for what assignments to do when, and whether he'll complete an entire assignment at once or in chunks. There's no need for him to ask for breaks when he gets overwhelmed or frustrated because he builds them in himself in advance. And if the assignment is so easy he doesn't need his planned breaks, he has the choice to reward himself with more free time or keep working. He gets to be proud of himself for getting more done than he thought he could. I also just think having the assignments in a web based system where you can't see the whole worksheet at once helps diminish the overwhelm factor quite a bit. Thanks for asking a thoughtful follow up question and for gathering all this information to share with ODE leadership. Your hard work is appreciated.

Like · Reply · 2d

Heidi Rae Coffey

My son is immunocompromised and developmentally delayed. He is really enjoying his zoom classes, making progress on his IEP goals, and we don't have to feel sick to our stomachs watching him leave for school everyday, wondering if this is the day that someone didn't wash their hands before touching him, or isn't wearing their mask correctly. I know our story isn't "typical" but kids like him in our neuro-diverse population are staying alive and out of the hospital BECAUSE of CDL. It is absolutely doing what it is supposed to do: saving lives.

Like · Reply · 3d

Nancy Willard Author

Heidi Rae Coffey Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d



Heidi Rae Coffey

Nancy Willard absolutely! He has 4 short zoom meetings each day: one is music and PE, two are class meetings with the DLC teacher and other kids in his k-2 DLC class, and one is one on one time with his teacher (which I think is the most valuable for a kid like him). He enjoys the social aspect of the times with his class, and story time is always a favorite. The IEP goal we are working on right now is intentionally grabbing an object, holding it for a few seconds, and then letting it go. His teacher provides support, guidance, and new ideas of ways for me to help him and gives him lots of positive affirmation and encouragement. Obviously he needs an adult with him to access his education, but he would probably need that even if he were a neuro-typical kindergartener. I really started the year with a negative attitude, knowing that being home was best for him, but thinking that he was going to make zero developmental progress, but I have been pleasantly surprised



Like · Reply · 1d



Kate Sweeney

My daughter is in 2nd grade. She has ADD and is dyslexic. My mom, a retired teacher, is helping her during CDL and she is doing great. She isn't on an IEP or a 504 yet (I was going to start the process this year) but she is getting every possible

accommodation during this time because of her grandma. She is also getting Orton Gillingham tutoring and has made great progress in reading. She can work at her own pace and feel successful. CDL has been great for her academically. I wish we had more social opportunities but I'm happy with the progress she is making in school. She would be falling behind if we were in person.

I am also a special education elementary teacher. CDL has been challenging for some of my friends for sure. Others are thriving. They can focus without classroom distractions and are having positive social interactions with their peers in small groups. I'm hopeful this will translate to the classroom once we go back. I also have some friends that were reluctant to get help and didn't want to be pulled to work on reading or math when we were in school. They are happily coming to groups during this time and thriving. Because I don't have to have instructional assistants be 1:1s, I am able to offer more groups than ever and am actually over serving my kids! There are a lot of benefits to CDL.

Like · Reply · 3d



Nancy Willard Author

Kate Sweeney Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d



Jeanne Federovitch

My son has an autoimmune disease and he's never been healthier!



Nancy Willard he meets with each class 2-3 times a week (PPS middle school)- they use google meets. Canvas used with weekly modules. Some teachers are giving less work- and giving time in the meets to do the work. Other classes spend class time doing a direct instruction lesson with nearpod and students have extra work to complete during asynchronous time. We dropped one elective (7 classes too many for him- a tech elective made no sense given how much tech he's already doing) I'm a teacher in WA- and I'm happy with what is happening in his classes- though I know many parents don't think it's "enough" they want a full day on zoom

Like · Reply · 2d



Blythe Daniels

I teach 4th grade in GBSD, and I am having one of the best years of my career! All 30 of my students show up on time, every day, to all 4 of my class meetings. We are all learning, laughing, having fun, and growing. We have gotten to know our homes, our pets and our families. When a kiddo gets the wiggles, they can turn their camera off and move around. When someone doesn't understand a lesson, they can stay after and I will work through it with them. When kids come to my daily office hours to get help, it fills my heart with joy. I am giving more small group/1:1 feed back than I have even been able to before. Kiddos are engaged and excited to come to class each day! I have been telling everyone I know- DISTANCE LEARNING IS WORKING IN MY CLASS - and it's starting to feel like 'normal' school. 💜

Like · Reply · 3d



^ Hide 28 Replies



Michelle Mercer

Blythe Daniels yes yes

Like · Reply · 3d



Melinda Beyers

Blythe Daniels you are an awesome teacher!

Like · Reply · 3d



Blythe Daniels

Melinda Beyers thank you!! 💜

Like · Reply · 3d



Nancy Willard Author

Blythe Daniels Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d



Shannon Strauss Murdock

Nancy Willard I teach in the same district--different school--and we are NOT seeing this success with our 5th graders.

Like · Reply · 2d



Blythe Daniels

Nancy Willard we have sent home textbooks, workbooks and some manipulative to our 4th graders. Electronically, I am using a

Flocabulary, and iReady Reading and Math. We are using existing reading and writing curriculum. I have found that less is better- If I make an anchor chart with the kiddos, I literally write it down on paper and hold it up to the screen as kids write it down. (After the lesson I will post a photo of the anchor chart to our Google Classroom.) I am finding major success in our routines each week- For example, Mondays are always first read and graphic organizers, Tuesdays are always second reads and comprehension questions or targeted skill activities, etc. This has really set up my kiddos for success because they know what to expect, and are able to come to class mentally and physically prepared for their day. Many families have mentioned their students responding to me so strongly because of my candor and genuine interest in the kids and their lives. We start each meeting with talk about our days/families/current events, and that draws us together. I have even incorporated virtual class jobs and student of the week- additional student interest activities that are really working in my class! I hope that any of this helps. Let me know if you need anything else, Nancy Willard!

Like · Reply · 2d



Blythe Daniels

Shannon Strauss Murdock what is the participation like in your classroom? I'm really sorry you aren't seeing the I'm really sorry you aren't seeing the successes I have been lucky enough to experience! 💜

Like · Reply · 2d



Michelle Mercer

Blythe Daniels my ELD groups are going well!

Like · Reply · 2d



Nancy Willard Author

Shannon Strauss Murdock if they two of you could put your heads together to see if you can figure out why this the insight could likely be very helpful.

Take a growth mindset. Failure is something to learn from.

Different schools in the same district can have a very different SES. And different leadership directives.

If you could get the teachers of both schools talking together we all could possibly learn from what you sort out.

Like · Reply · 2d



Nancy Willard Author

How much time do you spend in live large group settings? I am trying to get a sense of the zoom lecture limits for different ages.

Do you have struggling students? How is this being handled?

Like · Reply · 2d



Blythe Daniels

Michelle Mercer good!! I wouldn't suspect anything less- the kiddos love



Blythe Daniels

Michelle Mercer good!! I wouldn't suspect anything less- the kiddos love you! ❤️

Like · Reply · 2d



Blythe Daniels

Nancy Willard we meet from 8:30-9:20, 10:15-10:45, and 12:40-1:05. There are small groups after each live lesson for those needing help, also. Another way kiddos who are struggling get help is during my daily office hours from 1:30-2. Additionally, about a third of my class goes to ELD from 1:10-1:30, and over half of my class is going to small reading groups getting guided reading instruction at their level in a 3:1 format from 12:05-12:30, 4 days per week. Another successful component in my opinion is that on Wednesdays, kiddos don't have school beyond our morning meeting from 8:30-9. It allows them to have a break and catch up on work.

Like · Reply · 2d



Shannon Strauss Murdock

Blythe Daniels a majority of my kids come to most of our meets. They just don't do the work and turn it in, even if we do it together in class. Or they just rush through to get it done and don't put any thought into it. Or they mark it done without actually doing it or turn in blank assignments.

Like · Reply · 1d



Shannon Strauss Murdock

Omitted some discussion



Rae Dawn

I'm shocked that anyone's ESL class would be doing well. I am all for distance learning and our district is most likely all distance learning all year but I'm the only ESL teacher and my other classes are English 10 and 11. The English classes are doing fine but the ESL class is doing very badly. We just had a debate about distance learning in that class today but its very very hard to do distance learning for ESL, no one in my district has had more success with it.

Like · Reply · 3d



Julie Frank

Rae Dawn agree 🗨️ 1

Like · Reply · 3d



Nancy Willard Author

Rae Dawn some other folks seem to be having success with ESL in this environment. Can we somehow figure out what strategies work and what do not?

Like · Reply · 2d



Lisa Corbett

I've never worked so many hours. Ever.

Like · Reply · 3d



Nancy Willard Author

🗨️ **Lisa Corbett** Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d



Amy Hill

I teach junior high math. Our online

Amy Hill
I teach junior high math. Our online schedule has tutorial time built in every day. During tutorial time, I am able to spend literally HOURS with kids who need extra help in math. This could not happen if we had all the kids in person, because where would the kids who don't need help go, without the tutorial seeming a punishment? Kids can drop into my Zoom for just a couple of minutes for a quick question or spend serious time doing their homework with me right there to help. I feel like finally I am able to reach kids who can't stay after school or are too shy to ask for help in person.

Like · Reply · 3d 6

Nancy Willard Author
Amy Hill Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Melinda Hogg-Voy
This year, more than any other since our district starting using I-Ready math, my kids understand and properly use open number lines for second grade addition and subtraction. I am so proud of them. This usually overwhelms students, but my class is rocking it during CDL!

Like · Reply · 3d 1

Nancy Willard Author
Melinda Hogg-Voy Can you explain how instruction is being delivered? What are teachers doing that is working?

Nancy Willard, I believe that math is going well for my students this year because they have a two hour break between morning and afternoon academics. They are able to join lunch "clubs" like art, show and tell, dance, etc if they want. They can eat when they are hungry, rest, and then reset before we make them stay focused again. In building, we push them to be in seats for way too long at one time. They have small breaks like music and PE, one recess, but they don't just get to reset their bodies like they can during CDL.

Like · Reply · 2d

Johanna Moeller Curelo
We are sort of a mix over here...my 8th grader, who has struggled the last few years academically, is engaged more in his classes, getting better grades, and has a better rapport with his teacher. His teacher is fantastic and has gone out of her way to help him. He is highly anxious and has been for most of his life. His anxiety is through the roof. He's gotten to the point where it's hard to leave house. He struggles to initiate contact with friends or respond when they text him. He is pretty shut down emotionally.

My 4th grader who has always been top of her class and loves school, is struggling to get her work done. She avoids assignments, turns them in late. She won't turn her camera on in class, won't offer answers when she knows them (she will say them quietly while muted). She is still

getting good grades, but no longer feels confident and is sure that she is not smart. Socially, she seems more comfortable reaching out to friends...she loves the interactive nature of google classroom...commenting on friends posts, seeing their comments on her posts. She reaches out through messenger kids.

As a therapists who works with kids, I see similar issues with my clients. Some are thriving, some are shutting down. There doesn't seem to be a consistent response. Support at home and relationship with teachers seem to be important factors.

Like · Reply · 3d 2

Linda Stoll
Johanna Moeller Curelo I agree. Some kids thrive in the online environment for various reasons. As a teacher, I see those kids daily. Then there are the students that are negatively impacted, not academically, but emotionally. This would be my daughter. She is a 4th grader, who loves school. She excels in all areas (grade levels above). However, this year she has been having emotional meltdowns and withdrawal behavior. She avoids asynchronous work and cries (sobbing in her room) daily. She loves her teacher (who is doing an AMAZING job) and enjoys participating in synchronous lessons, but it is not the same for her. She is losing her mind with the lack of human interaction with kids her age.

Like · Reply · 3d 1

Johanna Moeller Curelo
Linda Stoll that's the same with my daughter. She has always been a kid that needed to connect with an adult and know who her go to person was. When she can do that, she excels! She builds these amazing connections with her teachers (even as far back as preschool). And this year she has her brothers favorite teacher and she feels like she is missing something. It's so hard.

Like · Reply · 3d 1

Julie Frank
Johanna Moeller Curelo Agreed, my 7th grader with severe anxiety on 504 is more withdrawn and hyper-alert. The accommodations have not been even looked at or reconsidered how that looks in CDL and I had to really push to get a meeting. Admin and support services are mostly absent and unavailable.

My son thrives on personal attention, and this has been lacking with the very minimal instructional time students have. The peer-peer interactions are also poor because they are forgotten or unstructured. I brought this up in conferences, and one teacher's solution was to read the roster aloud and ask my son if he recognized any names, and to "try to contact them and have a Facetime on your personal device to do asynch work together."

My son is normally an A/B student,

My son is normally an A/B student, and now he is C-Failing. He hates school, and it's a constant struggle to get him to engage even minimally.

Like · Reply · 3d

Nancy Willard Author

Johanna Moeller Curelo this is going to need much longer discussions.

Like · Reply · 2d

Write a reply...

Sarah Michel

I teach a 3-5 Lifeskills class for 9 students with moderate to severe disabilities. Contrary to fears about how CDL would work for this population, they are doing extremely well. In fact, some are making more progress in this way than they would have in class. I am able to assign very individualized and specific work to each student's ability, and they are completing MUCH more at home, due to several factors: 1) 1-1 help from parents without constant distractions by behaviors of peers 2) less overstimulation 3) being able to do work when they are able to, whether at 11 am or 8 pm, and 3) careful planning and preparation by me and my staff to supply many different modes for learning, ie visuals (at home and online), tangible things to do and count, hands-on assignments with materials provided monthly and taught through asynchronous videos, and of course the right online platforms and curriculum provided by my district. I'm really proud of all of us, especially the parents of my students.

Like · Reply · 3d · Edited

Nancy Willard Author

Sarah Michel Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Sarah Michel

Nancy Willard I teach synchronous large group and small groups in breakout rooms. We use Zoom and share our screens to deliver instruction from curriculum this way, while also having students use hands-on materials with supplies we have provided (ie counting, clocks, money, communication boards/devices). I am working to teach students to demonstrate understanding and answer questions using gestures, like thumbs up for yes/no questions, or pointing to visuals so non-verbal students can participate (the same way I teach in class). I also pair a lot of songs (videos) with the curriculum and this is working well for engagement. The reinforcement routines we use in class (visuals, token boards) were sent home and we are continuing to use them for rewards at the end of groups. We utilize routines and repetition during both large and small groups, and students are learning this way just as they would in class.

Like · Reply · 2d

Summer Olsen Highfill

Oregon is a school of choice. That means education and how it's delivered is a choice. My introverts love CDL and choose it! Traditional classrooms are built for extroverts. All personalities can thrive anywhere, but some choose CDL or virtual as their platform of choice. I'm a CTE instructor in virtual. We bring simulations to life! The business world has remote career options, we deliver that in a collaborative environment. As a teacher, I chose virtual because my students learn without distraction.

Like · Reply · 3d

Deb Barnes

Summer Olsen Highfill Good on you! CTE teachers are making it relevant!

Like · Reply · 3d

Summer Olsen Highfill

Deb Barnes thank you. It's been so fun to create relevant work based learning focus and some exciting emerging partnerships.

Like · Reply · 3d

Shelly Campbell

Summer Olsen Highfill is CTE Career Tech?

Like · Reply · 3d

Summer Olsen Highfill

Shelly Campbell it is. I'm developing and instructing in the Business pathway at Oregon Charter Academy.

Nancy Willard Author

Summer Olsen Highfill Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Summer Olsen Highfill

Yes. It's all about engagement, tools and relevance. I'm delighted to be a CTE instructor right now. We have relevance covered and it's a true blessing. Never before have we been able to model and discuss an educational overhaul more than now. For decades it's been the same instruction, while the world around us continues to change and evolve. 2020 is an eye opening opportunity for education. What we do moving forward will certainly set our intentions for what we can do differently (and I'll argue better) to prepare our students. Relevance: I've spent this time working with a co-teacher to create cross-curriculum instruction. We are preparing to combine and re-imagine math courses through the Business Industry lens. Students will participate in the general math progression, but will have a full understanding of relevance to the Business path they are studying. If you need to learn a subject area, it can be insightful and engaging (relevant!) to the area you are focused on. We can't return to the same education model, we have to re-invigorate it. Use this time to get creative through co-



Nancy Willard Author

Summer Olsen Highfill Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d



Summer Olsen Highfill

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skills). Other ways to engage: pull in free micro-credential programs, schedule virtual field trips, use the Nepris platform to bring in guest or industry speakers, look at HP Life micro-credentials, or other relevant content. Students will appreciate having new additions to their resume/linkedin digital branding. I understand that some courses are going to require specific instruction and you can't get creative, but where you can I encourage it. Help your students build networks, social capital and branding while they are stuck at home. Let them pick projects and choose options when available, but please DON'T lecture. Nobody wants to sit in front of a screen for an hour listening to someone talk, plus you don't learn that way. The right tools (Nearpod, Google, Zoom)-we've all had to learn them and fast. These make for engaging instruction that supports relevance and understanding of digital literacy and 21st Century Skills. Instead of stressing on what you can't do, focus on what you can. Can you re-imagine a lesson or two each week? Can you convert it to Nearpod (trust me you'll love this later on when you are back in the classroom), what can you do now to invest in your future when you do return? You can bring in guest speakers that you never could before? Lots of volunteers are ready now. This isn't time wasted, think BIG, think creatively. Think about what your

students need. They like relevance, they like choice, they like options. Creating asynchronous options that build to synchronous instructional time is preferred by many students in all populations. We all learn differently, some work faster/some work slower. Digital tools help us work together. Use them to your advantage and your students will thrive both virtually and when you are back in the classroom. We can think about what we have lost or we can really focus in on what's truly important right now. What our students need. My industry partners tell me that students need Employability Skills (Digital Literacy, Collaboration, Communication, Resilience, Self-Awareness, etc.). Build that into your instruction and it will serve your HS students well, but even Kinders need these skills. You teach Chemistry? Great! Bring in a Chemist or someone in a field that uses Chemistry and ask them to talk about their career, their path to entry, etc. Your students will love this! Plus, you've exposed them to a career option and made your content area relevant and you saved time. There are so many ways to get creative in the digital space. I think as a past B&M educator, you forget that life moves on around you. You aren't stuck in your classroom! Work on content collaborations with your teachers. You may even want to do this once you are back in the classroom. Perhaps a teacher swap day to cover the lesson

students need. They like relevance, they like choice, they like options. Creating asynchronous options that build to synchronous instructional time is preferred by many students in all populations. We all learn differently, some work faster/some work slower. Digital tools help us work together. Use them to your advantage and your students will thrive both virtually and when you are back in the classroom. We can think about what we have lost or we can really focus in on what's truly important right now. What our students need. My industry partners tell me that students need Employability Skills (Digital Literacy, Collaboration, Communication, Resilience, Self-Awareness, etc.). Build that into your instruction and it will serve your HS students well, but even Kinders need these skills. You teach Chemistry? Great! Bring in a Chemist or someone in a field that uses Chemistry and ask them to talk about their career, their path to entry, etc. Your students will love this! Plus, you've exposed them to a career option and made your content area relevant and you saved time. There are so many ways to get creative in the digital space. I think as a past B&M educator, you forget that life moves on around you. You aren't stuck in your classroom! Work on content collaborations with your teachers. You may even want to do this once you are back in the classroom. Perhaps a teacher swap day to cover the lesson you co-created. I love virtual instruction because I don't have 4 walls. I have the world. There are great tools, find them, use them. Your instruction and learning will fully come alive.

Like · Reply · 2d

Nancy Willard Author
Yeah! You need to go in the road teaching!

Like · Reply · 1d

Summer Olsen Highfill
Nancy Willard right? So much we could do, but we are stuck. It's sad. I subbed for 20 years, I've worked everywhere. I've seen what works, well.

Like · Reply · 1d

Nancy Willard Author
Summer Olsen Highfill obviously you have great insight.

Like · Reply · 1d

Summer Olsen Highfill
Nancy Willard thank you. I'm passionate for everyone! 😊

Like · Reply · 1d

Write a reply...

Deb Barnes



This is an announcement from North Clackamas.

Deb Barnes



Like · Reply · 3d

Julia Silverman
So, this means that 43 percent of students are below a 3.0? Huh. How does that compare to Q1 of 2019? Are grading standards different as a result of the pandemic, and should they be? Lots to unpack/consider here.

Like · Reply · 3d

Jeanne Chouard

I am a speech/language pathologist who works with preschool children aged 3 - 5 and their families in Southern Oregon. Most of my families are poor working families, many of my families are first generation immigrants and are learning English as a second language. On top of the pandemic, my community was devastated by severe climate fires this September. Thousands of homes were burnt and neighborhoods with low income seniors and trailer parks with working poor families were destroyed. And yet, the families I work with are trying so hard to support their children's education. The children receiving teletherapy are making very good progress because a family member or their day care provider is engaged and helping with every session. Unfortunately, the agency I work for has not been able to provide internet or devices yet to the families that didn't already have this type of technology in their homes. But, for the families who don't have technology, we are providing packets of activities. Parents often reach out to me and ask for more materials and activities to do with their children. I just wish that we could provide a device, internet and a caring adult facilitator in every home so I could work with more children virtually.

Like · Reply · 3d

Amy Vetor

My 5th grader is doing great in CDL. He works very independently. He has 2.5 hours of live instruction 4 days a week (which seems like a good amount), and his teacher also offers virtual "study halls" for an hour in the afternoon for kids who are behind or need extra help. She gives specific guidance for each kid for what they need to focus on for their one asynchronous day each week. My kiddo struggles in a few subjects, but they're ones he also struggles with when he's doing live instruction in the classroom. Virtual learning might make it a bit more challenging for his teacher to provide one-on-one help, but I am able to step in and provide that help as needed.

Like · Reply · 3d

Nancy Willard Author

Kerri Lee
I teach kindergarten... and we are doing great! They're learning letters, sounds and we can sign the whole alphabet. They are beginning to read and write sentences. They come to class smiling and leave smiling. We have 2 groups of 12-13 kids at a time, every day... it's been amazing compared to the 26 kids that we usually have when we are in person. I've actually gotten to know my kids better and have more time to interact with them when I'm not trying to "herd" 26 kids around. The parents at conferences were all happy and were amazed at what we've been able to accomplish so far! Before thanksgiving we wrote about what they were thankful for, several said school, our time together and my teacher. So CDL can work and there are many benefits for K in having the smaller groups.

Like · Reply · 3d · Edited 3

Pam Girard
Kerri Lee



Kerri Lee
Nancy Willard We are live on zoom everyday. M,T,Th,F the am group is 8-10:45 and the pm group is 12:45-3:25. Wed. we just started meeting for an hour for each group and then we have all of our meetings, trainings, and PLC time. Classroom teachers ar... [See More](#)

Like · Reply · 2d

Nancy Willard Author
Kerri Lee thanks

Like · Reply · 1d 1

Write a reply... 👤 🗨️ 📧 📧 📧

Catherine McGowan
I teach elementary Special Ed. Every single one of my students has made progress in their reading skills since shut down in March. I have multiple students who are making more progress now than they did before shut down. Parents are more involved and understand their childrens' learning challenges better, and have been able to be very insightful during IEP meetings.

Like · Reply · 3d · Edited 4

Nancy Willard Author
Catherine McGowan Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Catherine McGowan

Catherine McGowan
Nancy Willard I'm meeting one on one for 30 minutes per day with my neediest students, pretty much the same as I did when we were in person. We are even using the same reading programs: I use a document camera to show the book over Google Meet.

Like · Reply · 2d · Edited

Catherine McGowan
Nancy Willard One of the reasons many are making such great progress is because they are focused during instruction, less distractions than at school.

Like · Reply · 2d

Write a reply... 👤 🗨️ 📧 📧 📧

Erica Johnson Garrick
My kids are in 6th and 9th grade. I am so grateful to have been permitted to work from home since March. Although rough in the beginning, my children have adjusted to life and school at home. Both are performing the same or better than in traditional school academically. One kiddo is very outgoing socially and I have had to work hard to provide safe social opportunities. The other child is more introverted and has the majority of his social interactions online. They both understand the gravity of the pandemic the world is enduring, but that it won't last forever and we as a family are doing our part to minimize transmission in the community by staying home. I think it is my duty as a parent to coach them on responsibility during an unprecedented event—and to focus on our blessings and avoid attacking public officials who are trying to move things in the right direction. The silver lining here is that my kids (nearly 4 years apart) have become best friends. As opportunities with peers have dwindled, they have come to rely on one another for entertainment and company. It's been so sweet to watch. I am hopeful the relationship they have built will be lifelong! I respect that every family is dealing differently with this event and our experience may not be typical. But it is one perspective. We are planning for our kids to continue to participate in cdI or a full online program until fall 2021.

Like · Reply · 3d

Nancy Willard Author
Erica Johnson Garrick Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Erica Johnson Garrick
Nancy Willard both children have zoom lessons 4 days per week. Each class is with one teacher and about 10 students. Both kids have 4 different classes each quarter. Teachers are doing a great job keeping kids engaged by calling on them by name regularly during class to encourage participation. Teachers are getting to know each kid by hosting regular "check in"activities each week—where

"check in"activities each week—where (via zoom) kids talk about their experiences/likes/dislikes. My kids enjoy this and seem to feel better connected to the kids in their cdl cohort in general. I have had individual calls with each teacher throughout the term to discuss challenges for my kids and individual progress. I appreciated the thorough nature of their comments and reporting—they are working hard to get to know each student virtually and it shows. Additionally, the teachers are uploading grades and assignments quickly to Parentvue, so I can keep on track of their progress in real time...and make adjustments at home (ie consequences for missing work).

Like · Reply · 2d

Dorine Moore

I feel that CDL has allowed families to have much more involvement in their kids' education. My middle school granddaughter would be mortified to have her grandma sit in on her classes in the building. Though she and I have a very close relationship, that's not cool in middle school! But in CDL, she welcomes me daily. She calls me up on FaceTime the minute she gets out of class to read a few paragraphs that she wrote for English class. She asks for my feedback on her mind map for science. I get to work with her on some of her math assignments. I have the privilege of online access to all of her classes, so I know what she's studying in every class. I'm able to watch videos,

Oregon for a Safe Return to Campus

view notebooks, and read through slides to better understand how the teacher has presented the material. Before CDL, I always had concerns that I might teach a completely different process than the teacher did, thereby causing confusion. Now, I can support my granddaughter's learning so much more effectively. My daughter, my granddaughter, and I are all reading a novel together, the one that my granddaughter is reading for her English class. What fun to have discussions and to hear my granddaughter's reasoning skills develop so beautifully. A friend recently shared that she was super excited to watch her son raising his hand and answering many questions in his class. She never got to see that when he was in the building. Though it can definitely be stressful for parents because they now have more responsibility for monitoring their kids' participation, it also brings amazing opportunities for families to partner more fully with their kids' schools. It also allows them to share more intimately with their children in the educational process. And we definitely learn some new things ourselves. What fun!

Like · Reply · 3d · Edited

Nancy Willard Author

Dorine Moore Can you explain how instruction is being delivered? What are teachers doing that is working?

Oregon for a Safe Return to Campus

Shannon McCormick Graham

I am teaching first grade. This summer, I could not imagine how distance learning could be successful. I immersed myself into learning to use Seesaw as my online teaching platform and was impressed at the tools that it offered for creation of activities and the ease at which students could interact and respond. I get to listen to, see, and hear every student's reading ability, insights, creativity, handwriting, and individual responses daily. I am able to have whole class live reading and math classes daily as well as we meet with 3 small groups a day. We offer friendship groups daily for social emotional support and the ability to just be a kid. I never expected that we would have strong connections with each other. I actually feel like I have not only created strong bonds with my students but feel more connected with their families than I have ever felt before. On average, my students have made more reading and math growth in the Comprehensive Distance Learning than they have in normal school years by this point. I feel that it has a lot to do with fewer distractions during the whole class lessons, having concepts reinforced in their daily online Seesaw journals with reading, math and writing mini lessons and activities for practice, and finally the extra support they are receiving at home from parents and caregivers. I also love that parents are listening to me teach and have a better understanding of how to support

Oregon for a Safe Return to Campus

them. On average, my students have made more reading and math growth in the Comprehensive Distance Learning than they have in normal school years by this point. I feel that it has a lot to do with fewer distractions during the whole class lessons, having concepts reinforced in their daily online Seesaw journals with reading, math and writing mini lessons and activities for practice, and finally the extra support they are receiving at home from parents and caregivers. I also love that parents are listening to me teach and have a better understanding of how to support their children in their learning. My students are making excellent academic growth, they are engaged, we are building strong bonds, and I have strong connections with all of my student families. I would never have imagined it possible this summer, but Comprehensive Distance Learning IS working! ❤️

Like · Reply · 3d

Maya Pueo von Geldern

Shannon McCormick Graham thank you for sharing this! 🙌

Like · Reply · 3d

Nancy Willard Author

Shannon McCormick Graham Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Write a reply...

Oregon for a Safe Return to Campus

Kasie Shadwick Hansen

I am an elementary SPED teacher. My student who experience anxiety and/or attention challenges are thriving! They are able to focus and attend - they are not distracted, can take breaks without others noticing. My students who would be "pulled out" in an in class model go to breakout rooms for their SDI (as all students go to breakout rooms for small group/independent work) without feeling different or identified as a different learner.

Like · Reply · 3d



Nancy Willard Author

Kasie Shadwick Hansen Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Write a reply...



Polly Showell

So how are we going to make some great amazing positive changes going forward. I'm truly worried that some of the successes we have had during CDL will get lost as we go back to "normal"...

Like · Reply · 3d



Maya Pueo von Geldern

Polly Showell I guess the first question needs to be addressed: are we ready to go back at all, let alone

Polly Showell I guess the first question needs to be addressed: are we ready to go back at all, let alone "go back to normal".

I, personally, think we're nowhere near.

Like · Reply · 3d

Polly Showell

Maya Pueo von Geldern not at all - so far from it. I just want to make sure we learned from all this. In some ways it has been wonderful. I worry about going back to "normal" in the future.

Like · Reply · 3d



Maya Pueo von Geldern

Polly Showell 100%

Like · Reply · 3d

Nancy Willard Author

Polly Showell will need to be a new normal

Like · Reply · 2d

Write a reply...



Laura Warren

I have a student who's struggled with incredible anxiety and focus in my honors and AP lit classes. Last year he was consistently overwhelmed; this year he's the first one to finish assignments and is doing great! His mom said he's doing super well.

Like · Reply · 3d



↳ 4 Replies

Laura Warren

Nancy Willard we're synchronous 5 days a week. Students have 4 class periods, 1 hour each. I think longer class periods let him get his work done during the period, allows him time to ask questions. Fewer periods let him focus more and feel less behind.

Like · Reply · 2d

Nancy Willard Author

Laura Warren this is high school right? Is this one hour of lectures for each class? Then external work.

Like · Reply · 2d

Laura Warren

Nancy Willard yes high school. Not all the work is lecture but it's an hour on zoom. Usually I do about 20 min of lecture in AP lit, then they work on analysis, writing, whatever it is we're doing individually but on the zoom so they can ask questions in the chat.

Like · Reply · 2d

Write a reply...



Colleen Matthews

I'm a speech-language pathologist at a low income, dual-language school. Our students are the ones politicians claim are suffering the most, but our English language learners are engaging and working in both languages - I'm a co-teacher in every single classroom and see it every day. My speech and language

therapy in CDL. They're learning new sounds and concepts, and because I have far more interaction with parents than usual, there's MUCH more carryover at home than in a typical year. My students with autism, attention issues, and sensory issues are honestly mostly thriving in the CDL environment because of the lack of distraction and the ability to meet their movement and sensory needs whenever they need to. In fact, I've asked all 50 of my students their thoughts on CDL, and the majority have said they prefer it. ALL of them have expressed that they feel safer learning from home until the virus is under control.

Like · Reply · 3d



Nancy Willard Author

Colleen Matthews Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Colleen Matthews

Nancy Willard In no particular order, just as I'm thinking of it, and probably long!

- Our teachers worked hard to build relationships before they started focusing on academics, and it shows in the comfort the students have to offer their thoughts and questions in class. (I'm at two schools, both dual language and low income, and I see the same level of interaction at both.)
- Teachers are pulling out all the stops to learn and use different technology

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Like · Reply · 3d



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Like · Reply · 2d



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- Teachers are pulling out all the stops to learn and use different technology

- to learn and use different technology tools to present instruction in engaging ways and to allow all students to demonstrate their learning. (Most students don't have access to printers, and of course some students aren't reading and writing yet, so they've had to be creative about using videos, screenshots, Peardeck, Nearpod, etc.)
- Because of the CDL schedule, every teacher is seeing every student in a small group, or individually during help hours, almost every day, so they know exactly where the students are struggling and can provide extra help.

- Also because of the CDL schedule, students' days are focused and predictable. At my schools, specials and small groups are in the afternoon or on Wednesdays, our short day for whole group instruction. Lessons aren't being interrupted to go to specials, and no one is being pulled out of class to go to their intervention groups. Everyone can focus on the whole group lesson for an extended period of time, and kids receiving special ed services don't feel singled out by being removed from the group.

- Lessons are well planned. It's impossible to wing it in CDL. EVERY lesson requires significant prep to make sure all the digital pieces are in place, and teachers are spending many hours a week finding, creating, and prepping lessons. That's not to suggest they slack off during in person instruction, just that every

single virtual lesson requires all the effort you put into your best f2f lesson.

- Teachers have so much more contact with parents than usual. They see and talk to them during the day, and because of that familiarity parents seem to be more comfortable reaching out. Many teachers have told me they have more text, email, and live conversations with parents this year than ever before. Our parents see what their kids are learning and struggling with, and they want to help.

- Kids are resilient when adults give them the tools to be. Many of our students have experienced trauma and might be expected to have difficulty with this change. But our teachers have consistently modeled a positive approach to CDL that has set the tone. In our community, parent surveys initially suggested most families would send their students back to campus if offered - many of them are essential workers who are juggling working outside the home with CDL. But as case numbers have climbed in our area I've seen attitudes shift. ALL of my students have said they feel safer learning from home until the virus is under control, and I attribute this to the fact that their families have often experienced Covid already and also know that they have no safety net - they know that illness in their families could be devastating. When families and schools both support kids in CDL, kids are successful.



Polly Showell

Colleen Matthews wonderfully said my friend and coworker! Everything you mentioned is spot on! I will only add that it possible to make connections with colleagues as well. We have uninterrupted time to collaborate and really focus on our students needs.

Like · Reply · 2d



Nancy Willard Author

Colleen Matthews This is really helpful. A huge question that is going to have to be asked is how a shift to hybrid might disrupt all of this.

Like · Reply · 2d



Colleen Matthews

Nancy Willard Absolutely. Friends who are teachers and parents in areas doing hybrid have been continually disrupted by staff going into quarantine coupled with sub shortages. Sometimes entire classes or grades have switched from hybrid to CDL, overnight, every couple of weeks.

Like · Reply · 1d · Edited



Nancy Willard Author

Colleen Matthews does not bode well

Like · Reply · 1d



Polly Showell

Students do best with consistency. Transitioning to hybrid and back to possibly CDL etc. is going create havoc on students and families

have on students and families
emotional well being.

Like · Reply · 1d · Edited

1

Nancy Willard Author

I totally agree. But let's add staff to that.

Especially if they try to jump to fast - the LIPI that is really hybrid.

One TA said in another post that she was spending her time in LIPI having students sit distanced and do worksheets. The teacher remained online.

I have heard of plans where the students would have to join new classes with new teachers. Or if their family has someone who is at higher risk the student can just stay home and watch through zoom.

What they are going to want you to do is the same thing you are doing but half of your students will be sitting in front of you and half at home. Tell me how you are going to effectively support the students at home.

Like · Reply · 1d

Write a reply...

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Gretchen Hughes Lieberman

There are undoubtedly challenges and drawbacks and yes, if COVID wasn't an issue, I would 100% prefer being in a classroom. That being said, I was just expressing to students and parents this week that while it's true, we have absolutely had to cut curriculum to fit the schedule and modified expectations, we haven't cut learning. I stand by that passionately. When I look at all the things my 9th and 10th grade students have learned to do and navigate in the last 12 weeks, it counterbalances the little loss of geography and sociology content they would have gotten in a regular year. Everything from how to scan photos to PDFs with smart phones; how to collaborate on shared documents; how to use cool interactive web tools (so many new tools we've experimented with); the importance of navigating things like settings, log-ons, resetting passwords, and troubleshooting; how to use a complex online education tool designed for college students (not high school students); how to connect with teachers in office hours outside of class more than they ever would have before; and so much more. People mistakenly think that teens are tech savvy because they are "digital natives," but I actually find that they are pretty unskilled in things that they actually need for their future. I'm usually still ahead of them and I'm a social studies teacher, not a tech teacher. This is not a criticism, just an acknowledgment that we make assumptions and don't invest time into teaching them these skills. This term has given so many opportunities for this stuff. And these are life skills they will need.

Like · Reply · 3d

👍 🗨️ 5

↪️ 2 Replies

Sarah Ivy Kincaid

My kiddo is a 6th grader, so while this is

Gretchen Hughes Lieberman

Nancy Willard instruction is being delivered over Zoom and in extensive clear and detailed directions with examples on Canvas classroom pages, and in Loom videos with demos. Like many other teachers, I've been logging 55-65 hour weeks every week since school started to make this all happen.

Like · Reply · 2d

Write a reply...

👍 🗨️ 📧 🗑️

Sarah Ivy Kincaid

My kiddo is a 6th grader, so while this is definitely an awkward way to be introduced to middle school, they are mostly truly thriving. I also have to make sure to note we come to this positivity through privilege....I am able to be home and tracking assignments/due dates for them, which can be very overwhelming with multiple teachers and classes. That I can offer this support and structure makes our family very lucky, and I recognize there are so many families where this is not feasible. But the other day my child walked through the room and randomly said, "I think this might weirdly end up being my best school year ever!"

Is providing them with a social structure with other kids their age a constant struggle? Absolutely. But simply in terms of school, they are achieving more than they ever did before, because classmates were always such a distraction. I've been able to really focus on learning how to be a good student with them, and the concept of truly taking pride in your work, and it's been a much needed confidence boost.

Like · Reply · 3d

👍 🗨️ 2

Martha Specht

Sarah Ivy Kincaid same here, my son is a junior CTEC and South and he is doing great, better than we he was at the building. Last year was challenging with the transition and this year he has established the same routines when he was going to the building. I noticed this year that he has been able to connect with the teachers and teachers have been able to know him better. There is more feedback and support. He has more confidence and feel valued by teachers. For us it is working, I am all day teaching my second grade class, my daughter at Chemeketa on line and my husband running business from home. I am able to check with them during lunch and give them the support need it. And we feel safe.

Like · Reply · 3d

👍 🗨️ 2

Nancy Willard Author

Sarah Ivy Kincaid Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Nancy Willard Author

Martha Specht Can you explain how instruction is being delivered? What

Leah Brakebill

I work as a speech-language pathologist in secondary education and have been able to provide more 1:1 therapy sessions and parent coaching via telehealth than I do in-school. Additionally, I push into the (virtual) specialized classrooms that many of my students are part of weekly, and I see such thoughtful and engaging teaching and enthusiastic participation from these resilient kids. None of this is perfect, but I feel safe, protected, and confident in the work I and my colleagues are tirelessly putting into CDL. We are not lazy and many of our students are thriving.

Like · Reply · 3d

↳ 1 Reply

Andrea Jones

I think for some kids it is working better. My son who is a senior this year on an IEP and displays ADD type behavior is doing extremely well. He can get up and still move around, doesn't have to ask. He can text on his phone. Chose to have his computer camera on or off. Lots of options. I also have a foster son who is significantly impacted with autism and DL is of zero benefit for him. Each kid is different.

Like · Reply · 3d

Nancy Willard Author

Andrea Jones Can you explain how instruction is being delivered? What are teachers doing that is working? Do you have any thoughts on what is not working?

Cara Chapman

My eighth grader has ADHD and he is doing so much better with CDL because he can't really talk during class. Organization is his biggest struggle and everything is so organized on canvas so it is easier for him to keep track of what work he needs to complete. of my middle schoolers are doing great with it. The teachers are putting so much effort in to make it engaging and fun. My kids are learning in this format.

Like · Reply · 3d

Nancy Willard Author

Cara Chapman Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Cara Chapman

Nancy Willard Sure, my daughter is in the Japanese Immersion program at Kelly. She is in 6th grade. Her teacher, Shaun Sensei, has made fun question and answer sessions that look and sound like a game show . It is fun and draws you right in. Another teacher, (I'm blanking on his name) has had break out groups of kids to work on projects together. The projects can be challenging, so the group really needs to work together. For both of my kids, there are either lectures and sometimes they have videos about a certain topic. The teachers try to get the kids to actively participate. It has been interesting to see that both of my kids took to CDL well. because

my kids took to CDL well, because both of them are very different students. My oldest has struggled with school at times due to his ADHD. CDL has allowed him to take breaks when he needs to during asynchronous time and he has found a lot of benefit in attending office hours in math. My daughter always excelled in school and is TAG. I worried that it wouldn't be challenging enough, but she is definitely learning. She is the kind of student that loves to talk about what she learned and I can see that she is being challenged. It is really easy for my son to keep track of his work on canvas. He was so forgetful with turning work in. The tablet helps so much with him keeping track of what is due. I worked for years with him in using a planner and he just struggled with it. Canvas has really helped him.

Like · Reply · 2d

Nancy Willard Author

Cara Chapman This is helpful. A district administrator in 4j told me they saw the handwriting and put all focus on good CDL.

Like · Reply · 2d

Write a reply...

Kathryn Schlotzhauer Harmon

I had my most successful trimester of my school career this fall. As a middle school teacher- I find much time is spent minimizing distractions and refocusing attention. Kids are so distracted by other kids in the environment, that it impacts the amount of curriculum I teach. Even with less teaching time, I was able to teach more curriculum, how is that possible? Many of my students had less stress, were able to pet their cat, change their seated position, kick off their shoes, spin a fidget spinner all without distracting the classroom. I particularly noticed it was a game changer for kids with ADHD and/or anxiety.

I also saw my students working through adversity- solving problems- advocating for themselves.

From chats to emails to office hours, I was able to help them outside of our allotted class time this Fall. Having office hours for the first time in my career was a dream.

Like · Reply · 3d

Kathryn Schlotzhauer Harmon

As for things that aren't working- I have a few cases of chronic absenteeism- kids who didn't show up at all, or very little. A few of these are the same kids who would be in my class trying to disrupt the learning environment for all - if they showed ... [See More](#)

Like · Reply · 3d

Nancy Willard Author

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Like · Reply · 2d

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Like · Reply · 3d

Kathryn Schlotzhauer Harmon

As for things that aren't working- I have a few cases of chronic absenteeism- kids who didn't show up at all, or very little. A few of these are the same kids who would be in my class trying to disrupt the learning environment for all - if they showed up during in person school either... For these kids traditional school and CDL are not working- so for those few- and it is just a few- we need to find other ways to support them. I found that if kids missed many classes and were unwilling to show up to office hours to catch up, or go through the lessons I posted independently, we had the same problems that we have in person. How do I teach Johnny the lesson he missed yesterday while at the same time helping these 20 who don't want to repeat what they already learned. At least with CDL if a kid wants to learn they have access to a much wider array of tools than they did in traditional school.

Like · Reply · 3d

Nancy Willard Author

Kathryn Schlotzhauer Harmon Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Kathryn Schlotzhauer Harmon

Nancy Willard here is an article on a grant I got to provide LEGO kits to every 6th grader this year.

https://www.northcoastcitizen.com/community/neath-kah-nie-middle-school-receives-80-lego-gadget-kits-for-students/article_9335f295-812b-5888-b7c3-4597a... See More



NORTHCOASTCITIZEN.COM
Neah-Kah-Nie Middle School receives 80 LEGO...

Like · Reply · 2d

Angela Vezzetti Peacor

My 7th grader has been diagnosed with a learning disability in math. She has struggled in all subjects throughout elementary school. Since we started at home learning in March, she has absolutely thrived. She is doing well in all her classes including math and best of all —she's developed a new love for school I haven't seen before. She enjoys all the technology and her skills with the computer, creating verbal presentations, and her ability to self manage have really come to light this year. She told me it is much easier because she doesn't have the distractions of all the kids who don't want to learn. When she was going to in person school, I heard stories about kids getting disciplined in school daily for poor behavior in class. At home learning has been a life changing, positive experience for her. I would love school districts to consider that not all kids learn the same way and to always offer a variety of LOCAL learning options.

Like · Reply · 3d

Nancy Willard Author

Angela Vezzetti Peacor Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d

Write a reply...

Susan Rodinsky

As a Dual Immersion teacher on a team with 2 other teachers, an ELD teacher and

Susan Rodinsky

As a Dual Immersion teacher on a team with 2 other teachers, an ELD teacher and three EAs, we have created a schedule in which all 60 students are receiving small group reading instruction in both languages every day for 45 minutes. We are able to meet the diverse needs of our learners and they are making gains. In addition, we have high rates of participation.

Like · Reply · 3d

Nancy Willard Author

Susan Rodinsky Can you explain how instruction is being delivered? What are teachers doing that is working?

Like · Reply · 2d


Susan Rodinsky

We have 3 literacy meetings each day in each language. Our teachers and assistants are in two teams, one that teaches English and one that teaches Spanish. Each student attends a 45 minute Zoom meeting in each language. These meetings consist of a read aloud, and 3 ten minute rotations. The read aloud is with the whole class of 20-22 students and then they go to breakout rooms to work on phonics, sight words (or Spanish high frequency words), and Guided Reading. The groups are based on reading skills and we are able to differentiate by need.

Like · Reply · 2d


Write a reply...

Laura Zank
I teach 4-6th grade. I have noticed with specific instruction prior to my students having to go on Odysseyware, they are doing extremely well. Students who didn't do well in the regular school are excelling. There is no bullying. Every Thursday we do something fun such as a snack and chat, crazy hair day, bring your pet to school day, etc. Students get so excited for these days. We have very few behaviors while teaching.

Like · Reply · 3d 

↳ 1 Reply

DeLise Dirks McCormick
I teach 4th grade in a small district. There is one teacher per grade so we have decided not to offer in person instruction at this time. I can't say my students are doing better than if they were in person. I would love to be teaching my students in person. But they are progressing. They are persevering. They have found ways to use technology to visit with each other and have even started using face time to do their work together! I am so proud of them and how they persevere through glitchy connections and not being able to play with each other every day. I have a connection with each and every one of them. It is not the best, but the kids are learning to be independent learners. They are learning to make lemonade when life gives you lemons which will serve them well in life.

Like · Reply · 3d 


↳ 1 Reply

Esther Hirsch Streisfeld
As an ELD teacher, CDL allows me to teach my students without a mask so they can see my lips and watch my mouth when I talk. It is essential that a student is able to do that for success in English Language Learning. Putting us back in the classrooms with masks will eliminate that advantage for the students and they will take much longer to achieve fluency.

Additionally, putting students in schools will breed an environment of fear where both students and school personnel will be worried constantly for their health and lives. It's not with it.

Additionally, transitioning into this fear based learning will stunt learning due to Disruption in flow and a loss of progress. It's not worth it.

Stay home, let students stay home until they have a vaccine to ensure health and safety. We must prioritize learning and saving lives above all else.


Like · Reply · 3d · Edited 

↳ 1 Reply

Laura Kirk
My 2nd grader often wouldn't be done with her assignment when the time was up, and would get frustrated and that frustration would eat in to the next class time. This happened often at school last year. At home she isn't waiting her turn to be helped to then have a few minutes to finish the assignment, and because she is getting this one on one attention she is less stressed and learning more. Her

improved, and she is more confident in her school work.


I am burned out, working from home after school and at night when I can find time as a single parent. After a full week of online school. But she's doing ok.

Like · Reply · 3d · Edited 

↳ 5 Replies

Leesa Burr-Bates
I retired on August 28th due to being assigned to teach a 2nd grade cohort after teaching only music/band for 34 years....BUT... my husband continues to teach band via CDL and I am watching and listening every day. The kids are moving a bit slower but only really due to the technology issues. They are still learning! I actually think his beginning band kiddos are doing great!


My so. Is a senior in HS and although he doesn't enjoy CDL, mostly because he misses his friends, he is doing great! And taking AP classes to boot!

Like · Reply · 3d · Edited 

↳ 1 Reply


Melinda Beyers
I'm not sure my experience will have a lot of value in regards to CDL, but as a young military wife, I was surprised by my friends who worried about the effects of frequent moves on their children. That made me realize that how I felt about our moves d...

See More

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↳ 1 Reply

I do also think it depends on student. CDL is working better for my son that has an IEP. I do has some students that are really strong students that seem pretty depressed. I think that the students would do better (hs level) if they embraced the breakout rooms, but it is hard to convince them.

Like · Reply · 3d 

↳ 1 Reply

Jessica Lunceford
My 6th grader who has anxiety is finally enjoying school. There is no battle to get him out of bed in the mornings. He is up and waiting for his Zoom to start without any reminders from me. I love hearing him talking with his classmates and teachers when I walk by his room. He is way less stressed and his counselor has been able to adjust his goals and reduce the amount of time they spend together. He loves showing me what he is working on and freely talks happily about school.

Like · Reply · 3d · Edited 

↳ 5 Replies

Leah Willow
First grade teacher here. While not all students thrive with this model, many do. Family situation, dynamics and housing play a huge role. Here's what I've noticed with my group of students: 1. My students who experience anxiety are doing better in this platform as opposed to in-person. They are relaxed from comfort of home with security of adult they trust at home with them. 2. A student on the spectrum is

I am omitting the replies from here on out because I am getting tired.

with them. 2. A student on the spectrum is also excelling with this model as social interactions are more fewer and follow a predictable/consistent pattern. They can just focus on academics. Parents report that student has never been happier! 3. Some students who might be below/hovering near grade level are at/near grade level with CDL because they have not only have my instruction/differentiated assignments but also a parent/child care worker to work with them one-on-one to complete assignments or practice skills. Parents are more involved so they see students' strengths and weaknesses and can support child accordingly. If it's just me and 30 first graders, there isn't enough of me to work one-on-one as many students need. 4. There are also fewer distractions at home as opposed to in a classroom with 30 students with varying degrees of self-regulation skills. No room clears! 5. My class size is smaller in my CDL (21!!!) and I have an EA to support small reading and math groups for an hour each day. Brick and mortar I have 26-32 students in my class and no EA to support small groups that support differentiated learning.

Like · Reply · 3d

↳ 4 Replies

Nancy Willard Author

I would still like more examples from teachers, staff, or parents.

Like · Reply · 3d

Emily Gibson

There is a lot that is hard, and a lot that is good, in CDL. One of the goods, for me as a SEL specialist, is I get to work more closely with families. I am able to support parents and guardians directly in their moment of need. They can see me working with their child, and pick up strategies to try. Over time, they are able to ask for the help they truly need, as we build trust. Much of this would never happen within in-person schooling. The other "good" I see is the reduction of distractions, which others have mentioned. Much more focus on academics and learning, far less on redirection and responding to melt downs. No Room clears! The negative side is that some students who cause the room clears and distractions are not getting what they need (while others are under less stress at home and are actually learning more). The truth is, anyone who spends time in school buildings knows that learning time is often spent in other ways, and CDL allows for a laser focus. In a classroom, the constant disruptions and distractions are very problematic for both staff and students.

Like · Reply · 2d

↳ View 1 more reply

Emily Gibson

Nancy Willard Teachers are doing one whole-class meeting a day, and then meeting with students in small groups, daily, for reading, math, and writing. Teachers are scheduling 1-1 sessions with students who are struggling, plan social time for students to hang out in groups and talk. grade level teams are

Jillian Joinson

As a parent it was great at conferences to see how well my children's teachers have gotten to know them. They knew what my kids are good at and enjoy in CDL and also areas that can be improved. Honestly, conferences were much like every year. I also love that my children's school is offering some optional afternoon electives for elementary kids. My daughter is in Ukulele club with her music teacher, which she really enjoys and it adds more social connection as well.

Like · Reply · 2d

Jillian Joinson

As an SLP, my students are equally engaged online as they are in person. They are happy to see each other in a small group setting, and greet me with smiles. They are making progress on their goals. It is easier to minimize impact on their academic schedules when looking for therapy times in CDL. Teletherapy is an evidence based practice for speech language pathology.

Yes, there are a couple of students/families that the school as a whole are struggling to get connected with, but this is not unusual. The difference being in a regular school year if a student is absent for 10 school days, unexcused, they are dropped from enrollment. That doesn't happen now in CDL so the level of outreach and continued attempts to connect for students who have less stable living situations, is much higher in CDL.

Like · Reply · 2d

Stephanie Whitmore

I get that CDL doesn't work for everyone but neither does in person. I'm glad that at least some parents are SEEING that their children aren't getting bullied and feel SAFE! This is HUGE folks. The difference it can make I can attest to myself

Like · Reply · 2d

↳ 5 Replies

Laura Means

I started a "silver lining" journal just to help cope with this situation. I have marveled at how many silver linings there actually are with such an adverse situation...Do you have an email contact?

Like · Reply · 2d · Edited

↳ 2 Replies

Autumn Jensen

My 6th graders has the best grades she ever has and my twin 3rd graders are both doing very well. One of my twins has been supported in speech therapy very well. There was some adjustment but a lot of it depends on the parents attitude and how well the district is organized and listening to teacher and parent input.

Like · Reply · 2d

↳ 3 Replies

Kristina Morano

My sophomore daughter is doing quite well. She was lost and constantly overwhelmed in her former high school of 2600 students. Now she has 4 classes to focus on, quiet to do it and loves having

focus on, quiet to do it and loves having some peace between classes at home. Her grades are great and she seems overall happier. She does miss seeing friends in person and looks forward to a hybrid schedule at some point. I hope they stay with 4 classes at a time. It's great.

Like · Reply · 2d 2
↳ 3 Replies

Meredith Leblanc

I teach CDL. Due to budget concerns, I was given a 4/5 blend this year. Since my district made the decision to split our classes into AM and PM Zoom groups that are each 2 hours long, I can teach a small class of 11 4th graders and a small class of 14 5th graders. Parents could request AM or PM so that they could do what best works for their family. It allows me to give more focused attention to each student during class. I can differentiate instruction for 4th and 5th. I even have a student with special needs, who normally is in a self-contained classroom, mainstreamed into my class, participating in grade-level work (by only having to focus for 2 hours a day, and support from his mom, his behavior does not interfere with his learning). Another family told me at conferences that their child has made more progress than usual because there are no peer conflicts on Zoom, so he can focus on the lesson and not worry about anything else. That is the first thing I noticed- there is no peer conflict getting in the way of learning. I do give the classes Zoom recess each day, so they get a chance to just hang out and talk together. Attendance is much better than it

together. Attendance is much better than it has been in-person, as I have 100% attendance almost every day- my district loaned Chromebooks to every family who needed them and provided hotspots to anyone without WiFi. I provide an hour of asynchronous learning each day through Google Classroom and Seesaw. The majority of students do the work and demonstrate learning. There are a handful who are work avoiders, but that is the same as in-person.

Like · Reply · 2d 4

Nancy Willard Author

By the way. We have a mole in this group who is passing on information to Let Oregon Learn. These are some screen shots shared with me by a mole in their group.

Like · Reply · 2d 2

Nancy Willard Author



Like · Reply · 2d

Write a reply...

Nancy Willard Author

Apparently I am the "vile woman" who has not paid attention to the research.

Nancy Willard Author

Apparently I am the "vile woman" who has not paid attention to the research.

As I recall, well behaved women rarely create positive change.

Hey resident mole! Are you passing along these posts? I hope you will. We do need to have a better understanding of what works and what does not work.

However it is evident that parent attitude is an important factor.

Like · Reply · 2d 9
↳ 5 Replies

Polly Showell

I think what it really comes down to is that we have learned that one model does not fit all. For some students this is a great fit - it seems like for most of the students who had a difficult time in in person learning it has opened huge doors and pos... [See More](#)

Like · Reply · 2d · Edited 11

Nancy Willard Author



Like · Reply · 2d

↳ 3 Replies

Leah Michelle

I have several parents who told me that CDL is a game changer for their sensory sensitive students. These kids who have not done well in the past because there's too much going on around them in the classroom, are now able to focus and do better during distance learning

Like · Reply · 2d 12

Logan Heyerly

I have a student who has always struggled in school because of OCD and is excelling in distance learning because he's working from home in an environment that he's comfortable in.

Like · Reply · 1d 6

Kate Legere

My visual art students have shared that it is nice to be in their own "private studio" where they can't see their classmates' work and compare themselves. They've said it's helped them take bigger risks!

Like · Reply · 1d 14

Danielle Nelson

My daughter who is a sophomore is doing great with CDL. Her grades are great and she is challenged by her work. She has live zoom meetings twice a week with class work posted the other three days. She is participating in theater club virtually and they... [See More](#)

Like · Reply · 1d 5

Sarah Ann

We are with ORCA which uses canvas. One live 30-45 minute class four days a week. I

My grandson is in 7th grade and my granddaughter is a senior in high school. Both are doing really well with their online classes. While they miss their friends and school activities, they absolutely want to continue distance learning from home rather than risk unnecessary exposure to COVID-19.

Like · Reply · 1d



Karey Elizabeth

My first graders love coming to our digital school everyday. First graders. Most feedback from parents via email and parent teacher conferences has been positive. They share how surprised they are that this is going so much better than they were expecting. I see that without a lot of the classroom distractions, I'm actually better able to focus on building one on one relationships with every child and see all of their great work in their responses online. With digital hybrid, my class sizes are small and personal.

Like · Reply · 1d

Cassy Moorhead

I teach Second grade and in a rural school, where it's one teacher per grade level. I've seen both positives and challenges with CDL. I am finding that my students who were the most shy are thriving and finding their voices in this environment. This has been an amazing time of confidence for those students. Same for my students who are self-motivated. They are thriving and working independently, which is something all my students at this age crave, but are not always ready for this early in the school year. For me, I find I am connecting with each child in a more meaningful way without all the classroom competition for attention.

I asked my students just before conference week what they thought was going well as well as what was challenging. The number one positive was that we can see each other's faces without masks! The biggest challenge: Internet connectivity, followed by missing playing with my friends at school.

As for challenges, Internet is big in our area. I have three asynchronous students only because they don't have reliable service. Teaching and having your students glitch out or your computer freeze up in the middle of a lesson presents itself as perseverance opportunities. I can also see who will benefit being in the classroom by how they connect, participate, and perform on assignments. I have a hard time knowing I was trained to teach based on developmentally appropriate practices and yet I'm being required to make my 7-8 year olds work on a computer from 8:30-2:50 daily with a 90 minute lunch/movement break. And based on the model my district has adopted for live instruction, my 7-8 year old students will be on their laptops for pretty much the same amount of time daily as they are now.

So, is CDL working? Yes, for a lot of my students it is. Are there challenges? Yes. Will returning to in-person learning be the

assignments. I have a hard time knowing I was trained to teach based on developmentally appropriate practices and yet I'm being required to make my 7-8 year olds work on a computer from 8:30-2:50 daily with a 90 minute lunch/movement break. And based on the model my district has adopted for live instruction, my 7-8 year old students will be on their laptops for pretty much the same amount of time daily as they are now.

So, is CDL working? Yes, for a lot of my students it is. Are there challenges? Yes. Will returning to in-person learning be the answer to everything? No. It will have its own set of problems that only those working in the classroom can know.

Like · Reply · 1d

Katy Fontneau

My students are doing well with CDL. Their families want them home right now due to the increased spread of the virus in the community. I hold live class every morning at 9. We do whole group as well as small breakout rooms to play games, make letters, numbers, and shapes with play dough, and have conversations. My young students really want to talk to each other so this gives them the opportunity to chat while I help facilitate the conversation and build language skills. I read books, do the calendar, teach letters and numbers, do many social stories and emotional learning activities, and sing songs. After about an hour or so, my young students are done with live online class and they go off to do activities I've prepared for them on their iPads, some of them using the materials the program has dropped off at their doorsteps. I think this is working for my 3 to 6 year olds because that's what their parents are telling me. My class is a mixed age class within a public school in Portland.

Like · Reply · 1d



Rashelle Chase

The biggest challenge for my family is that I work from home full time and have a toddler to care for, which means I struggle getting my 2nd grader to stay on task. That said, his teachers are doing an amazing job. His reading and writing have improved and he's crushing math. He has an IEP and needs 1:1 support the district won't provide. He's getting that 1:1 through CDL, can take the breaks he needs, and for the first time I'm able to see for myself where he thrives and where he struggles, which makes me a better advocate for him. They meet as a class twice daily and those are SEL focused meetings. Throughout the week he has various small groups and 1:1 sessions. I look forward to the day he can safely return to school but until then I'm willing to do whatever I can to support his CDL.

Like · Reply · 1d



Angela Murray Mahoney

Massive shout out to the teachers. We've been through parent teacher conferences for my 10th grade pre-IB student and my 8th grade charter school student. Both would lose their places in their programs if they were forced to go in person but opted



Angela Murray Mahoney

Massive shout out to the teachers. We've been through parent teacher conferences for my 10th grade pre-IB student and my 8th grade charter school student. Both would lose their places in their programs if they were forced to go in person but opted for EDGE as they would have to return to their neighborhood schools. Teachers report both are doing very well. Great participation and meaningful work. We LOVE that they are rested and what's more, not stressed about having to share space with others that have family members that are not on board with masks and science. Having to return before it's safe and be in contacts with so many others in a school environment would be a huge detriment to their ability to focus as ALL of us would be concerned about transmission. We fully support staying online for us and allowing those that need to return IF THEY WANT TO because our kids fall into the silent group of kids doing well as things stand right now, again, thank you to their amazing teachers. We claim NO credit here. We ignore our kids all day while we work, which has had the effect of maximizing evening and weekend family time, an unreported benefit.

Like · Reply · 1d · Edited



These are two screen captures that were sent to me from the Let Oregon Learn Facebook group.



~~Nicole De Graff~~ **Let Oregon Learn! - a member of ED300**

5 hrs · 📍

Let Colt Gill know how badly CDL is working out for your kids. Is it really a myth that it's not a good substitute? Also make sure you sign up for the listening sessions taking place next week.

8:31 ↗



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Nancy Willard ▶ **Oregon for a Safe Return to Campus**

41m · 📍

I need stories to undermine the myth that CDL is destroying students - the myth that CDL is not working - the myth that teachers are being lazy.

I have heard from a dual immersion kindergarten teacher who reported her ESL students are doing better than they ever had in in person learning. Students who have experienced bullying who are loving CDL because the bullying has stopped. Students with disabilities who are often distracted



~~Nicole De Graff~~ Infuriating 🤔

5h

Like

Reply

3 📌



~~Wendy~~ That woman is vile.

5h

Like

Reply

2 📌



~~Vanessa Hunt~~ She is literally ignoring ALL of the experts and the countless data and news articles about how devastating this is!

5h

Like

Reply

6 📌



~~Nicole De Graff~~ Vanessa Hunt I hope C...



~~Vanessa Hunt~~ Nicole De Graff I've ema...



~~Nicole De Graff~~ The myth? WTF!!! I cannot even tell you how hard we are struggling! My 8 year old son has what can only be described as screen induced ADHD. I have done all the recommended