Reimagining How to Sustain Student Engagement & Learning—Virtually

Content provided by EXQ

Infinite know how for school
Education Week Webinar: Reimagining How to Sustain Student Engagement & Learning—Virtually

Sponsored by ExQ
June 23, 2020
• Welcome!
• Introductions
• Student Engagement
• Knowledge Gap
• Mindful Teaching
• Q&A
Holly Kurtz directs the EdWeek Research Center, which produces standalone studies as well as analyses for Education Week and special reports such as Quality Counts. Kurtz began working at Education Week in 2014 after earning a Ph.D. in 2013 from the University of Colorado at Boulder’s School of Education and completing a postdoctoral fellowship at the University of Colorado at Denver's School of Public Affairs.

Prior to attending graduate school, she spent 11 years covering education and other topics for newspapers in Florida, Alabama, and Colorado.

The EdWeek Research Center also produces customized studies and analyses for a range of clients, including professional associations and leading companies in the field of education.
Sucheta Kamath, Founder and CEO of ExQ®

Sucheta is a TEDx speaker, and an award-winning speech-language pathologist. As an EdTech entrepreneur, Sucheta has designed a digital learning management system (ExQ) that empowers all learners to develop self-awareness and strategic thinking skills through the mastery of Executive Function and social-emotional competence.

Additionally, in her weekly podcast “Full PreFrontal: Exposing the mysteries of Executive Function,” she interviews world-renowned experts across various fields including cognitive neuroscience, developmental psychology, and education.

Sucheta has served as the President of Georgia Speech-Language Hearing Association and continues to be part of the executive committee. Sucheta is currently working on her Mindfulness Meditation Teacher Certification and is a long-time avid reader and chef.
Sherry East
High School Science Teacher, SC Public Schools

In addition to her classroom experience, Sherry is serving in her 2nd year as president of The SC Education Association and currently serving on the SC Dept Ed Accelerate ED Task Force to reopen schools. Ms. East graduated with a BS in education from Concord University in Athens, WV. She has also earned a Master of Science in Ecological Teaching and Learning from Lesley University and has completed an additional 30+ graduate credits from Clemson University.

She began her teaching career at South Aiken High School and later moved to Rock Hill where she taught at Rock Hill High School. Ms. East’s leadership roles have included Association Representative, York County Education Association (YCEA) Treasurer, Secretary, Vice-President, President, and member of The SCEA Executive Board. As The SCEA Vice-President, Ms. East’s duties included serving as the membership committee chairperson. During this time, she worked closely with President Hampton to launch The SCEA’s Annual Read Across SC Art Contest to promote art and literacy. She also represented The SCEA on South Carolina Dept of Education’s Discipline Task Force, serves on Winthrop’s Teacher Preparedness Committee, Rock Hill’s River Park Advisory Board and is a member of the York County Master Gardener’s Club.
Dr. Clay Hunter, Assistant Superintendent of Curriculum and Instructional Support for Gwinnett County Public Schools (GA)

Dr. Hunter attended Morehouse College in Atlanta, Georgia, where he graduated, cum laude, with a degree in International Studies. He attended graduate school at the University of Georgia, where he received a Masters of Education degree in Social Science Education. He earned his doctorate in Educational Leadership from Clark Atlanta University.

Dr. Hunter taught social studies in Fulton County, Georgia, at Milton High School and in Gwinnett County, Georgia, at Norcross High School. He has served as an assistant principal in Gwinnett County Public Schools at Meadowcreek High School and McConnell Middle School. Dr. Hunter also served as the principal of Susan Stripling Elementary School and South Gwinnett High School.

During his tenure at South Gwinnett, Dr. Hunter established an Entrepreneurship Academy, and under his leadership, South Gwinnett adopted the theme, College, Not If, But Where. He was the recipient of the 2011 PTSA of Georgia Outstanding Principal of the Year Award.

After his time at South Gwinnett, Dr. Hunter served as the Regional Executive Director of Schools in Atlanta Public Schools. He also served as the Deputy Network Chief in Chicago Public Schools before returning to Gwinnett County. Dr. Hunter served for five years as a principal supervisor and now serves as the Assistant Superintendent of Curriculum and Instructional Support for Gwinnett County Public Schools.
Annette Dawson Owens, Co-founder of Nevada Strong Academy

Annette Dawson Owens has a history of advocating for an excellent education for all students. She is a lifelong educator who realized most students do not have access to a high-quality school in the urban areas. She has set out to co-found Nevada Strong Academy with an amazing team of mission aligned individuals.

Annette serves on a Community Education Advisory Board, on the My Brother’s Keeper task force, on two school organization teams at the elementary and junior high school level, on a Title I Committee and on a new charter school board, Explore Academy Las Vegas, opening this fall.
Dr. John E. Deasy currently leads several ventures. He is the Board Chair and former CEO of Reset: New Day, New Year, which is an alternative prison for young men 18-25 in the Bay Area of California. He is also the Editor-In-Chief of The Line. The Line is a magazine dedicated to civil discourse in dealing with the most pressing matters for those on the front lines of social justice, entrepreneurship, and education. You can visit at TheLineK12.org.

John also serves as a Superintendent consultant for the Broad Center and facilitates work in the Broad Academy while coaching a number of current and emerging national education leaders. John also maintains a management consulting practice and is active on a number of boards including: College Summit, UnboundED, Cambiar, and also serves on numerous advisory boards. John is also an Aspen Fellow from the inaugural cohort of the Aspen Institute’s fellowship of entrepreneurs in education and is a moderator for the Institute.

Email: jdeasy08@gmail.com
Phone: 707-259-1598
Twitter: @DrDeasyLAUSD
Facebook: Stockton Unified School District
https://www.facebook.com/stocktonunified/
Exploring how the backdrop of COVID-19 and virtual learning have changed the educational landscape requiring us to reassess how to sustain student engagement, how to rethink the burgeoning knowledge gap, and how to implement mindful teaching practices that support most not just the most independent, but also, struggling students.
Reimagining How to Sustain Student Engagement & Learning—Virtually.
How has ENGAGEMENT changed during COVID-19?
1. What have you experienced related to student engagement in your community?

2. What expectations are realistic for student engagement?

3. How are you supporting teachers who are coping with student AND parent engagement?

4. How are you dealing with variables such as internet access, computers, and other resources that may, or may not, be present for faculty and students?
Reimagining How to Sustain Student Engagement & Learning—Virtually.
How are you preparing to address the growing KNOWLEDGE GAP?
1. What are your concerns around an increasing gap in knowledge-summer + COVID?

2. How does your community plan to combat and remedy the gap?

3. Are you seeking tools, resources or summer programs to bridge the gap?

4. What are the long-term consequences if the gap continues with waves of COVID?
Reimagining How to Sustain Student Engagement & Learning—Virtually.
What type of MINDFUL TEACHING PRACTICES are you implementing to address SEL, EF and cognitive needs that may be heightened due to stress caused by COVID-19?
1. What types of effective mindful teaching practices are working in these new virtual environments?

2. How are teachers managing students with varying degrees of independence?

3. How are you helping students cope with anxiety due to loss of social experiences, family illness and fear of the pandemic?

4. What are your short-term issues and how is this new paradigm shift causing you to think about the future of virtual learning in new ways?
Reimagining How to Sustain Student Engagement & Learning—Virtually.
Q&A
Reimagining How to Sustain Student Engagement & Learning—Virtually.
Thank You