



# Digital Tools for Teaching Math Remotely

Facilitating Small Group Instruction with  
Microsoft Teams

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June 5, 2020

# OSSE Division of Teaching and Learning (TAL)

The OSSE TAL Professional Development Team works to deliver responsive systems of professional learning and high-quality technical support to District of Columbia LEAs and schools.

Every Friday in June we will share digital tools that can be used to support the unique needs of teaching math remotely.

- **Friday, June 5, 2020, 2-2:45 p.m.** Facilitating Small Group Math Instruction with Microsoft Teams ([Register here](#))
- **Friday, June 12, 2020, 11-11:45 a.m.** Supporting Independent Math Practice with [Explain Everything](#) ([Register here](#))
- **Friday, June 19, 2020, 2-2:45 p.m.** Creating Instructional Math Videos with [Screencastify](#) ([Register here](#))
- **Friday, June 26, 2020, 11-11:45 a.m.** Digital Math Assessments with [EduLastic](#) ([Register here](#))

# Your Facilitator

- Tanaga Rodgers
- Math Content Specialist
  - NBCT, Early Adolescent Mathematics
  - *Gizmos!* and *Math Solutions*
  - Mom of school-aged children
- [Tanaga.Rodgers@dc.gov](mailto:Tanaga.Rodgers@dc.gov)



# Panelist

- Joshua Levin
- 4<sup>th</sup> grade math
  - Hearst ES
  - Former Geometry & Algebra teacher
- [Joshua.Levin@k12.dc.gov](mailto:Joshua.Levin@k12.dc.gov)



# Icebreaker

1. Choose a question to answer.
2. Share your answer in chat.

**What is your favorite....**

**way to eat pizza?**

**way to eat ice cream?**

# Our Norms

## Agreements

- Stay engaged
- Speak your truth
- Assume positive intent as others share
- Be kind to one another... we are all in this together!

## Virtual Engagement

- Please use video when speaking
- Participate in chats and polls
- Keep mic on mute unless speaking to the group

# Agenda

1. Tools & Resource Highlight
2. Q&A + Group Discussion
3. Closing



# Tools & Resources

*In Support of Distance Learning*

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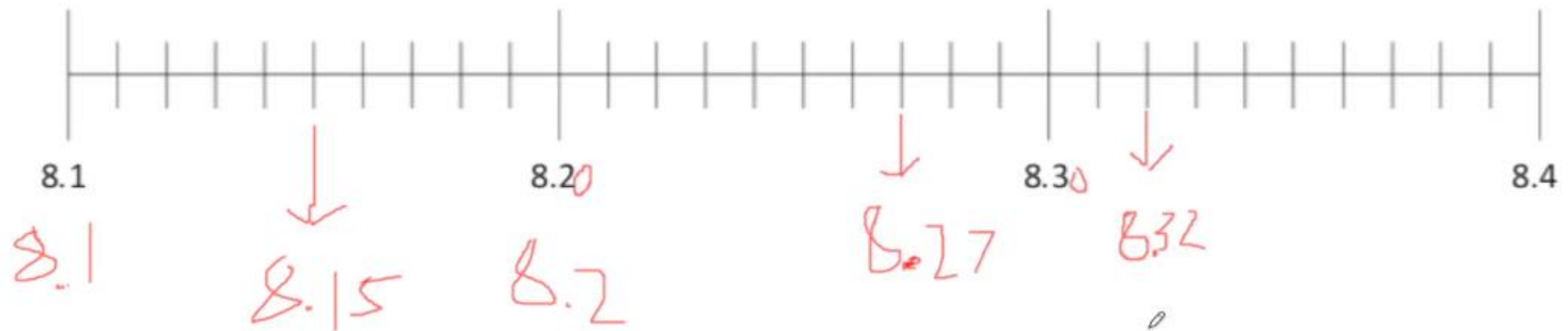
# How can we teach math in small groups remotely?

- What is Microsoft Teams?
  - Videoconferencing
  - Live chat
  - Calling feature
  - File sharing
  - Free
  - Recording and captions



# What does small groups with Microsoft Teams look like?

b. 8 ones and 15 hundredths,  $\frac{832}{100}$ ,  $8\frac{27}{100}$ ,  $\frac{82}{10}$ , 8.1



# What type of feedback are you receiving from parents and students?

Thank you. You and the positive peer pressure / socialization is so important. Now that [redacted] can be muted and has no one to fool around with his mouth's "volcano" issue is probably less of a problem ;-)

have a positive outlook. I've been eavesdropping a little during his math calls as well and I've noticed him being more engaged and excited to learn.

thanks for considering! Starting the day with the same class, same teacher, same kids does wonders for a 10 year's sense of structure.

# How has it impacted student learning?

Construct viable arguments and critique the reasoning of others.

- Give a snap/clap if you agree
- See and hear other students thinking

Receive immediate feedback on their learning.

- Mute and work
- Shout outs

Explain thinking and reasoning.

- Practice problems in real-time
- Teams partner chat

# Partner Chats

The screenshot displays a Microsoft Teams meeting interface. At the top, a slide contains two math problems:

b.  $\frac{27}{100} + \frac{8}{10}$

d.  $\frac{98}{100} + \frac{7}{10}$

To the right of the problems is a list of "Partner Talk Stems" in red text:

- "That is what I got, do you agree or disagree?"
- "I'm finished speaking, you can go now."
- "That is why I got \_\_\_\_\_, what did you get?"
- "Eso es lo que obtuve, ¿estás de acuerdo o en desacuerdo?"
- "Terminé de hablar, puedes irte ahora".
- "Es por eso que obtuve \_\_\_\_\_, ¿qué obtuviste?"

Below the slide is a hand-drawn diagram on a piece of paper. It features a box labeled "Expectation For Partner talk" with an arrow pointing to a box labeled "Partner talk". Below this, the text "That is why I got \_\_\_\_\_" is written.

At the bottom of the slide area is a control bar with icons for screen sharing, a menu, chat, and a "Request control" button. Below the control bar is a video gallery showing three participants.

# Recommendations

- Be selective with practice problems.
- Consider how and when to use the video/chat feature.
- Set up a plan for students who are having difficulty.
- Meet consistently.
- Consider how best to engage your students.  
Ex: Popsicle sticks or [wheel of names](#)
- Develop clear instructions and routines. See a sample set of directions [here](#).



## **Q&A + Group Discussion**

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# Discussion Directions

- Ensure that your video and audio are connected if you are using a phone for audio.
- Remember our norms for virtual engagement.
- There will be guided questions on the next slide; however, feel free to add other ideas and questions as needed.



# Discussion Questions

- 1. Based on your remote teaching experiences this past school year, what things worked?**
- 2. Based on your remote teaching experiences this past school year, what do you want to change or improve upon?**



# Closing & Next Steps

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# Technical Assistance is available

Thinking  
Partner

- Choosing instructional materials
- Planning lessons

Individual or  
Group Support

- Data Dives/Learning Walks
- Customized

Student-  
Centered

- Driven by student work
- Focused on student outcomes



[www.osse.dc.gov/distancelearning](http://www.osse.dc.gov/distancelearning)

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MURIEL BOWSER, MAYOR

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