How to Support Your Students During School Closures

CARS & STARS Online

Hawker Brownlow
DIGITAL

Today's Presenter

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How to Support Your Students During School Closures

This is a challenge that we are experiencing NOW

- How do we support our teachers?
- How do we keep our learning moving forward for our students?

This is a challenge that we are planning FOR right now.

- How do we support our teachers?
- How do we engage our students while learning from home?

Considerations When Facing Closure

Planning Considerations

Operational Set Up

- Are we set up, operationally, to support a full shut down for an unknown amount of time?
- How do I prepare my team for success in a remote setting?
- How do I prepare all grade levels for success in a remote setting?

Timing

- How do we support short term and extended closures?
- How do we meet our instructional requirements in the near and long term?

Time of Year

- It's mid year, how do I keep students progressing forward?
- How do will individualize instruction during unexpected shutdowns?

Planning Considerations

Teacher Expectations

- What kind of expectations need to be set for my teachers?
- How do I keep my teachers engaged in the teaching process during a shut down?

Student Expectations

- What kind of expectations need to be set for my students?
- How do we keep students engaged in their learning when they're at home?

Communication

- What is needed to communicate to all the stakeholders?

Contingency Planning Elements

What to consider when faced with contingency planning

- Connectivity, Access & Offline Support
- Communication Frequency
- Communication Channels
- Be Empathetic

Tips & Best Practices

- **Data:** Survey families to understand at-home connectivity; survey teachers to understand opportunities and potential challenges
- **Prepare Families:** Make sure families are comfortable with logistics
- **Empower Teachers:** Focus on the logistics with teachers and empower them with the tools they need for success
- **Prioritise Student-Teacher Engagement:** Find ways for students and teachers to interact through multiple channels (phone, email, video, class pages, websites etc.)
- **Communicate Well and Often:** Clearly communicate the details of your plan to students, parents, and teachers at an ongoing cadence
- **Identify Lesson Objectives:** Be intentional and identify clear learning objectives and assessment outcomes (formative and summative)

How Hawker Brownlow Digital Can Help?

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Mirror what is happening in the classroom remotely

- **Ensure you are operational in 48 hours**
  - Students and teachers are added and enrolled
- **Prepare your teachers to deliver remote instructions or track progress**
- **Ensure you have access to quality remote instruction**
  - Instruction delivered by your teacher and aligned to your student's needs
  - Quality resource - correlates to the Australian National Curriculum!
  - Ongoing tracking and progress monitoring

Active Classroom

- Turns your device into a powerful teaching assistant
- Easily monitor your students' progress on every student device at the same time and keep them on track

Benefits of going Digital (Schools)

Diagnostic Module

An online recreation of the CARS student workbook, with the same stories as the printed workbook, in full-colour and illustrated digital format. Students read a story and using their laptop, tablet, desktop PC or smartphone then complete a series of multiple-choice questions.

Instruction Module

With the guidance of our program, students can avoid being stranded, with step-by-step instructions on how to improve and what to do next. Students are not limited by content available, but only by their desire to do better.

Making teacher's lives easier

Designed to help marking, tracking and generating reports quicker and more intuitive, allowing more time to concentrate on student learning.

Helps students achieve better results

Provides in-depth reporting related to each strategy, with suggestions on how teachers can pinpoint individual student's strengths and weaknesses.

Benefits of going Digital (Homes)

Parent Portal Access

Easy parent registration.
Provides teaching resources to further support their children while they are on remote learning at home.

Engages parents with their child's education

Provides contextual information about learning and important school information, all in one place. Helps parents be better prepared for parent-teacher nights.

CARS: Diagnostic

Student module

- Reading Levels AA–H
  - Pretests
  - Benchmarks
  - Post Tests
  - Progress Chart
  - Self-Assessment 1 & 2

Teacher module

- Reporting
- CARS & STARS Teaching Guides

STARS: Instruction

Student module

- Reading Levels AA-H
  - AA: 6 lessons
  - A: 8 lessons
  - B–H: 12 lessons
- 12 Strategies
  - AA: 6 strategies
  - A: 8 strategies
  - B–H: 12 strategies

Teacher module

- Reporting
- CARS & STARS Teaching Guides

Program Structure

1

Placement Centre

Assess student's level of reading comprehension

Place student in correct CARS & STARS level

2

CARS: Diagnostic

Diagnose needs of the students by administering 5 Pretests

Benchmark during STARS instruction to monitor progress

Assess mastery by administering 5 **Post Tests**

3

STARS: Instruction

Two Ways to Teach

Teacher Guided: entire class in 6–12 strategies based on student need

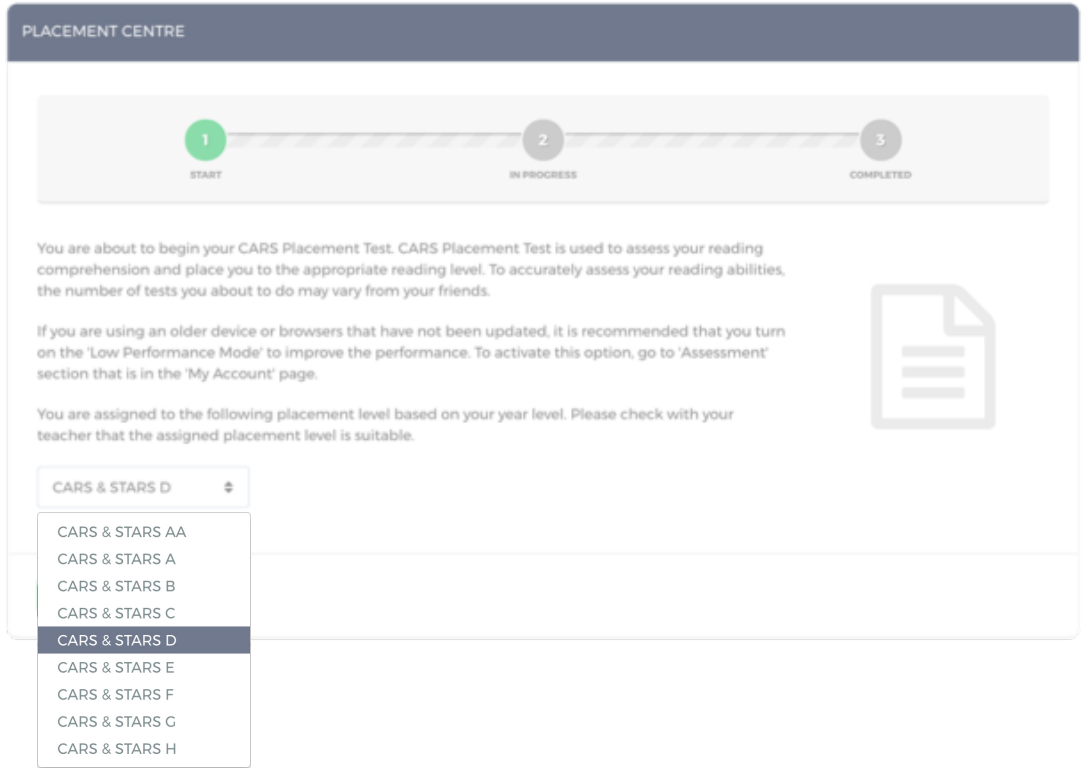
Student Guided: a fun and structured learning path which allows students to be taken on a journey which we have planned out for you.

Differentiate instruction using Reading Levels AA–H.

Placement Centre

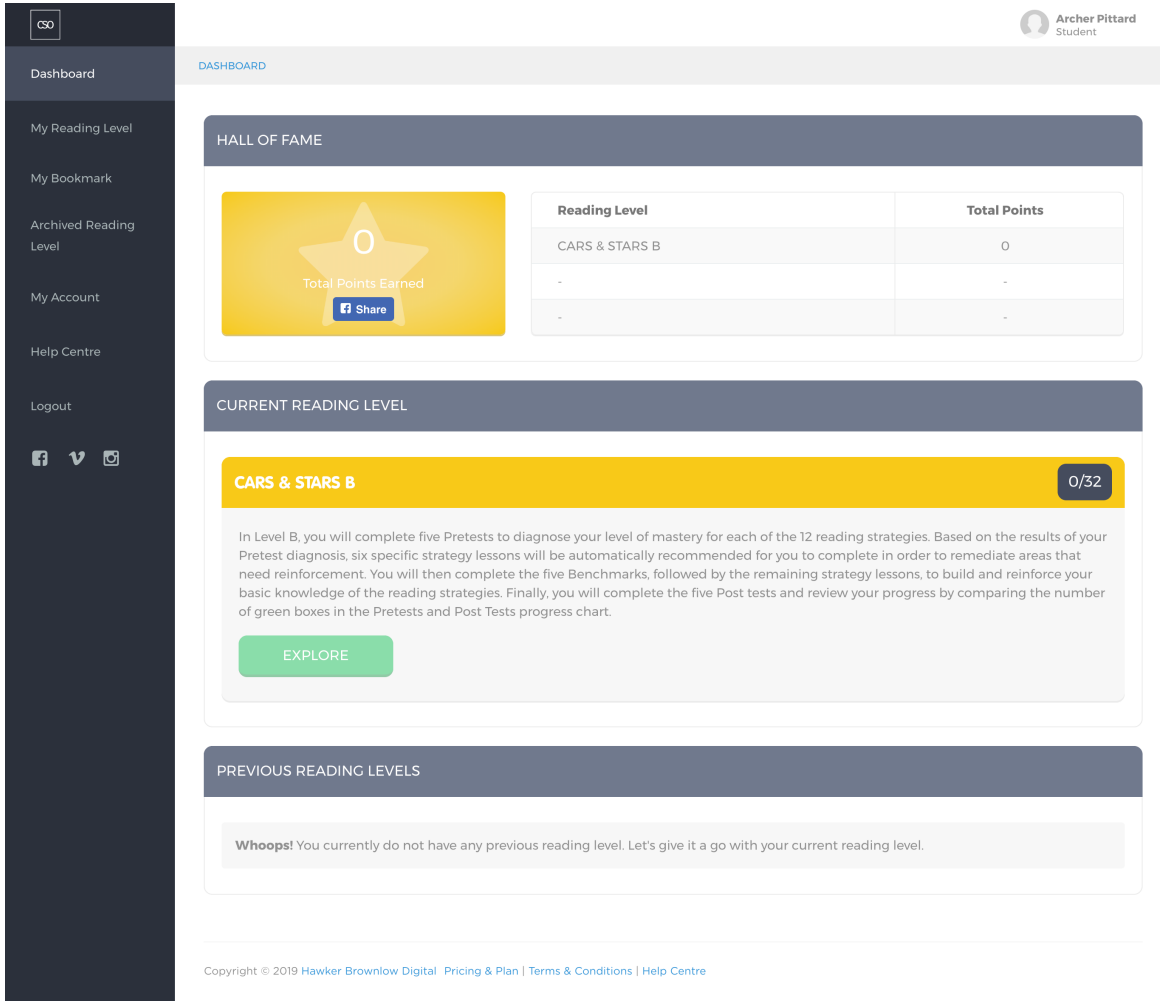
The **Placement Centre**

is the first part of the three parts of CARS & STARS Online. It is used to assess the students' reading comprehension and then place them on the correct reading level.

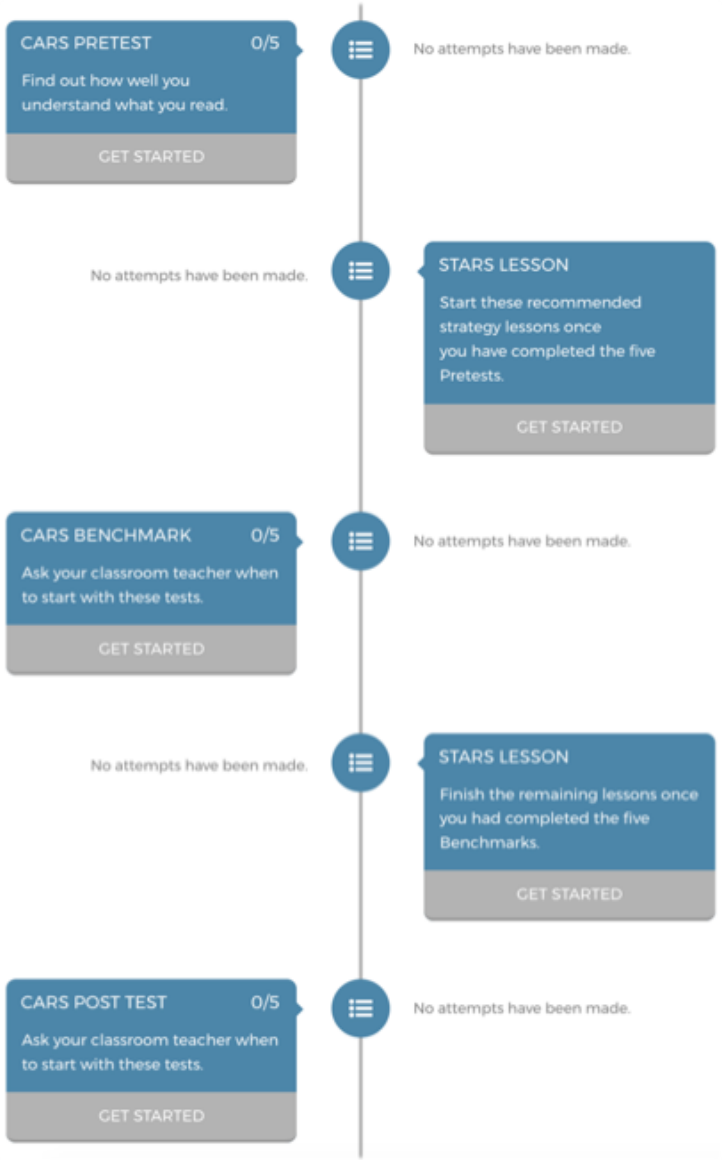


How to Use the Placement Centre

Once each student has completed the placement test, a recommended reading level will be assigned to them.



Reading Comprehension Journey (for the Student)



CARS Contents

Tests

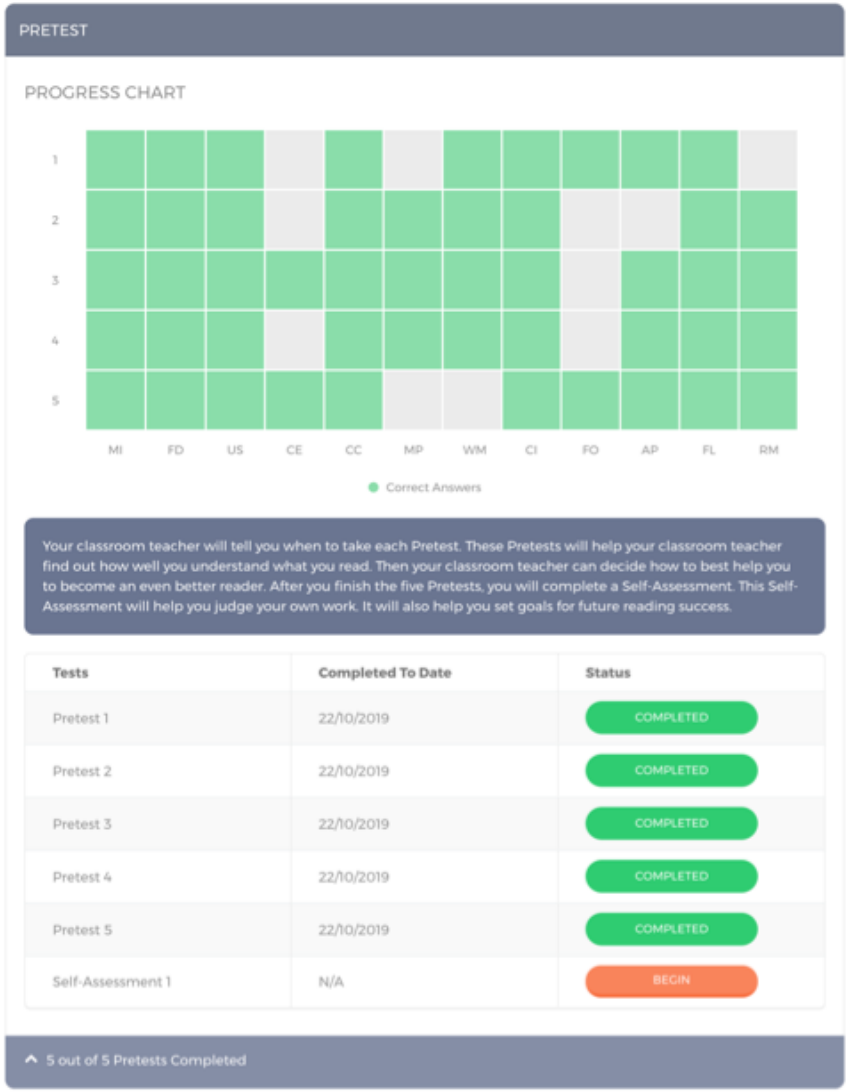
- 5 Pretests
- 5 Benchmarks
- 5 Post Tests

Each question tests a different comprehension strategy.

CARS Progress Chart (for the Student)

Progress Chart

After each reading test is completed, the student will be able to view their reading test result through the table. For each question that the student has answered correctly it will turn green, otherwise it will remain grey if it is wrong or skipped.



CARS Self-Assessment

Self-Assessment

- Use the Self-Assessment after Pretest and Post Test to help students set goals and reflect on their work.
- Students can send a copy of the self-assessment report to the classroom teacher.

CARS Reporting Management

Three-level Performance Reports

School Wide

- CARS School Reports

Single Class

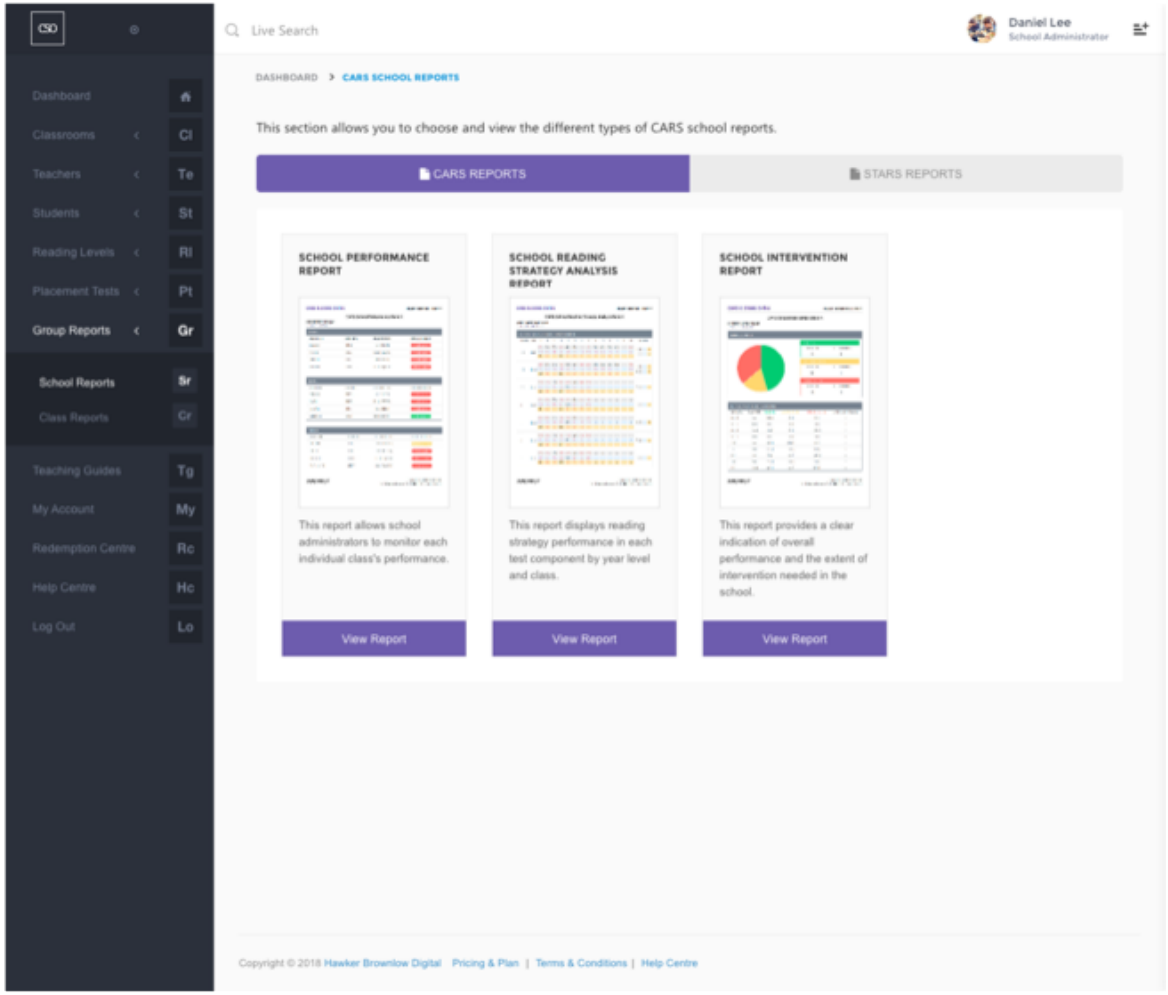
- CARS Class Reports

Individual Student

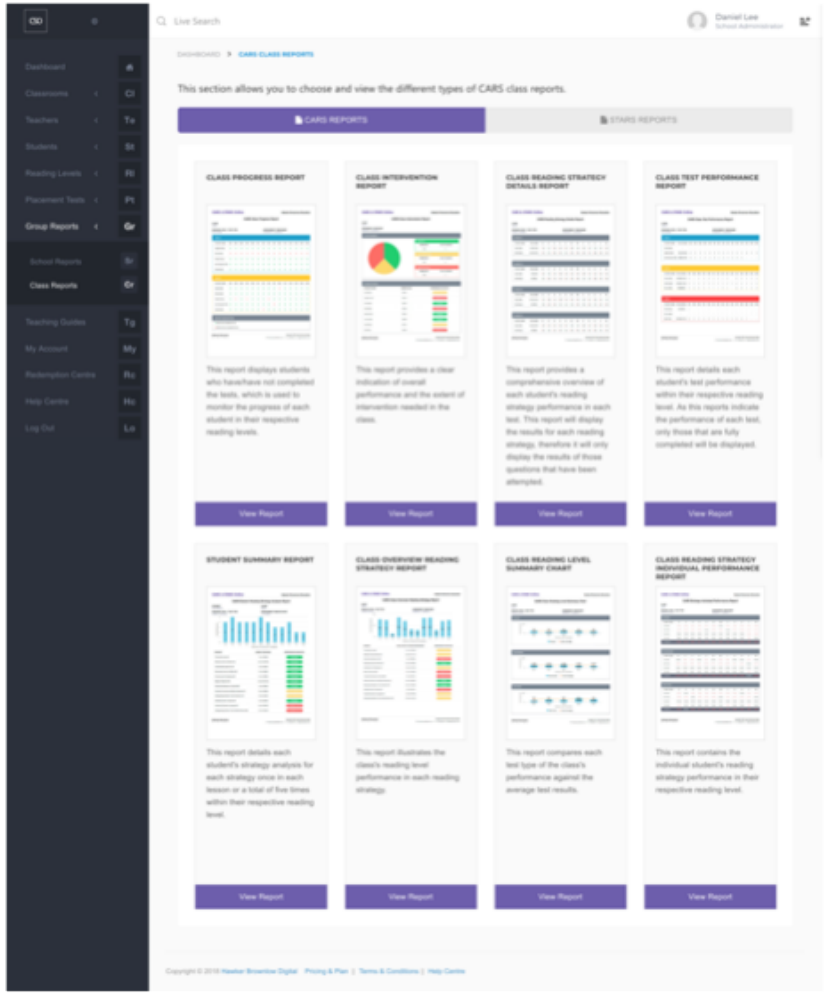
- CARS Student Reports

CARS Reporting Management

CARS School Reports

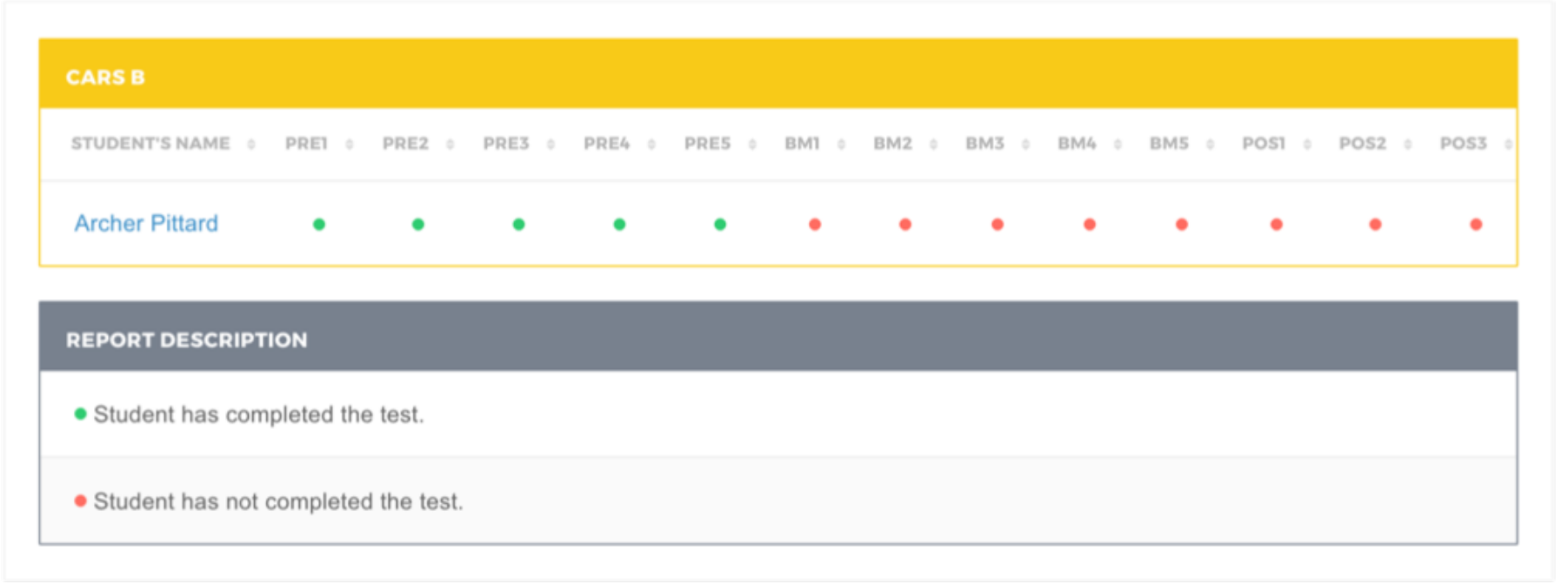


CARS Class Reports



CARS Student Progress Report (for Teacher)

Teachers will get the student's progress from the class progress report.



CARS B

STUDENT'S NAME	PRE1	PRE2	PRE3	PRE4	PRE5	BM1	BM2	BM3	BM4	BM5	POS1	POS2	POS3
Archer Pittard	●	●	●	●	●	●	●	●	●	●	●	●	●

REPORT DESCRIPTION

- ● Student has completed the test.
- ● Student has not completed the test.

CARS Student Reports

Reading Strategy Analysis Report

- Strategy Performance Graph
- Strategy Performance Table
- What student can do
- Next step for instruction
- Recommendations on FOCUS on Reading and Extensions in Reading

STARS: Instruction

The **STARS: Instruction**

is the third part of the three parts of CARS & STARS Online.

- Targeted, scaffolded comprehension lessons for the 6–12 comprehension strategies
- Five-part lessons offer multiple learning opportunities
- Wide variety of genres
- Available in Reading Levels AA–H
- Comprehensive Teaching Guides provide ample instructional support
- Supports high-level direct instruction
- Two Ways to Teach
  - **Teacher Guided:** involves the entire class in 6–12 strategies based on student need. Assign specific exercises and lock to control the journey.
  - **Student Guided:** a fun and structured learning path which allows students to be taken on a journey which we have planned out for you.
- Unlock to allow students to move ahead at their own pace.

STARS Structure

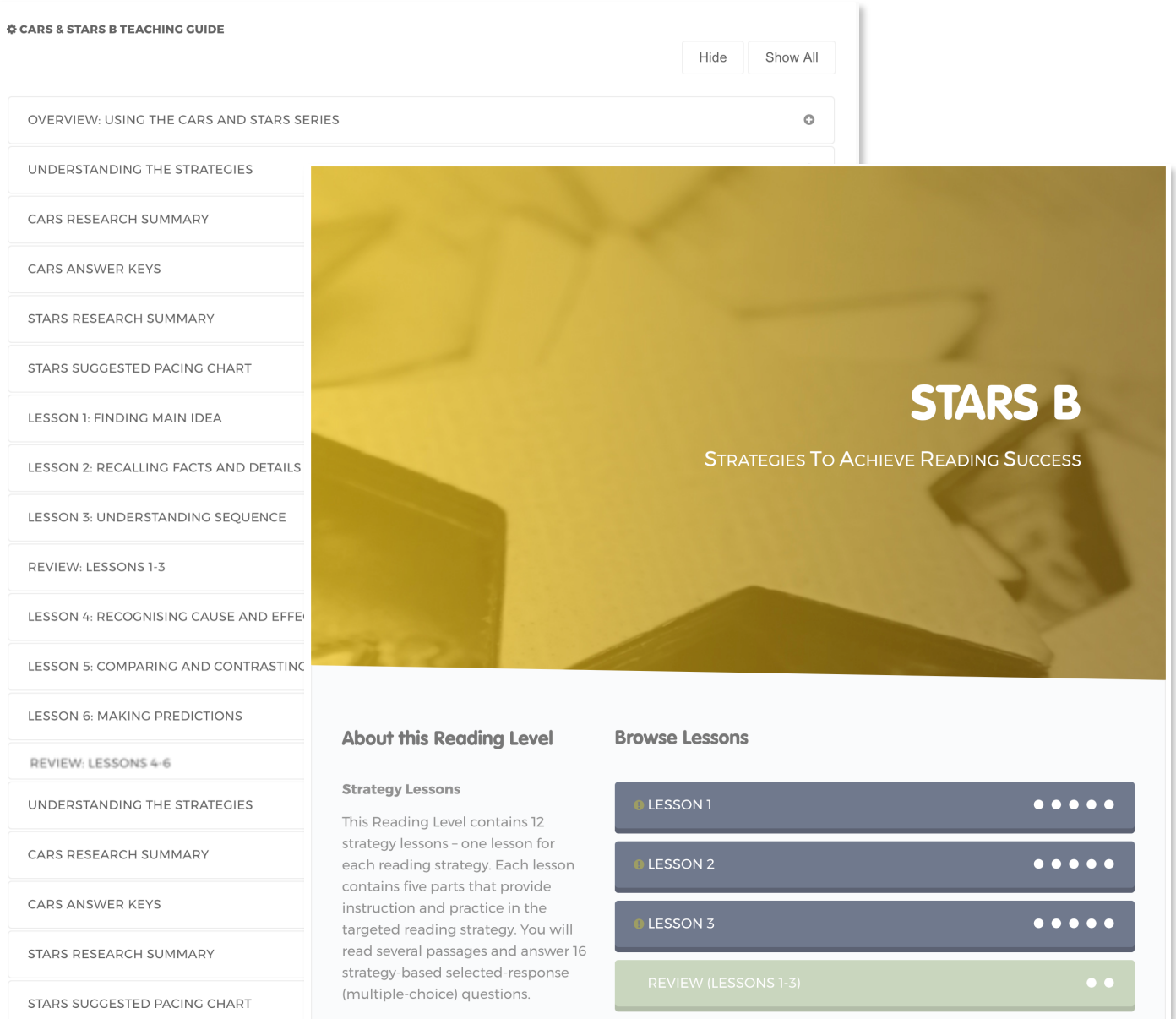
Student Module

- Lessons
- Review
- Final Review

Based on the student's skill level, our program recommends specific lessons which aim to help them improve in any areas of concern. Through this, students can engage in self-learning and are not heavily reliant on teachers, therefore they can continue to grow outside of the classroom.

Teacher Module

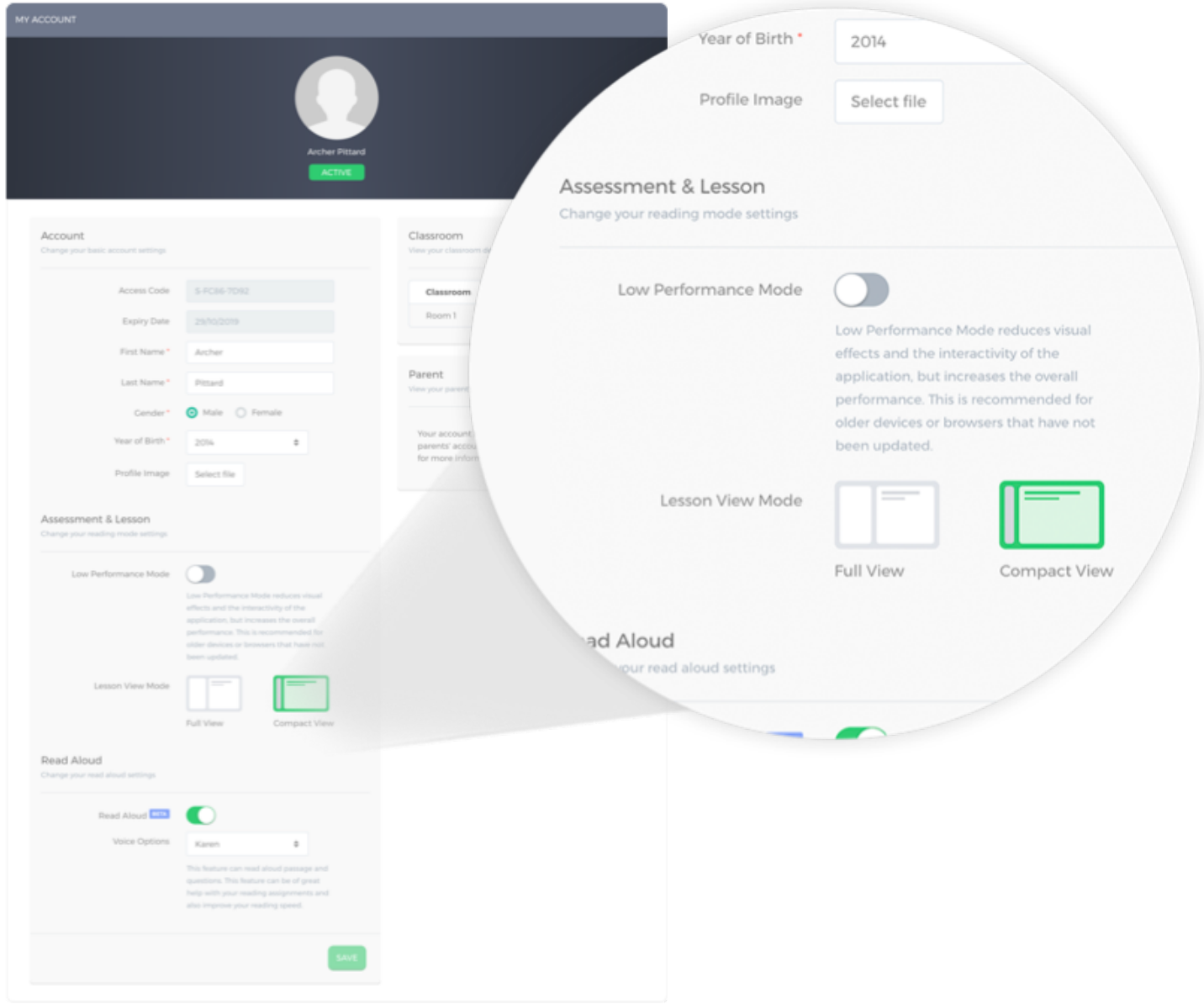
- CARS & STARS Teaching Guide (same for CARS & STARS)



STARS: Lesson View Mode

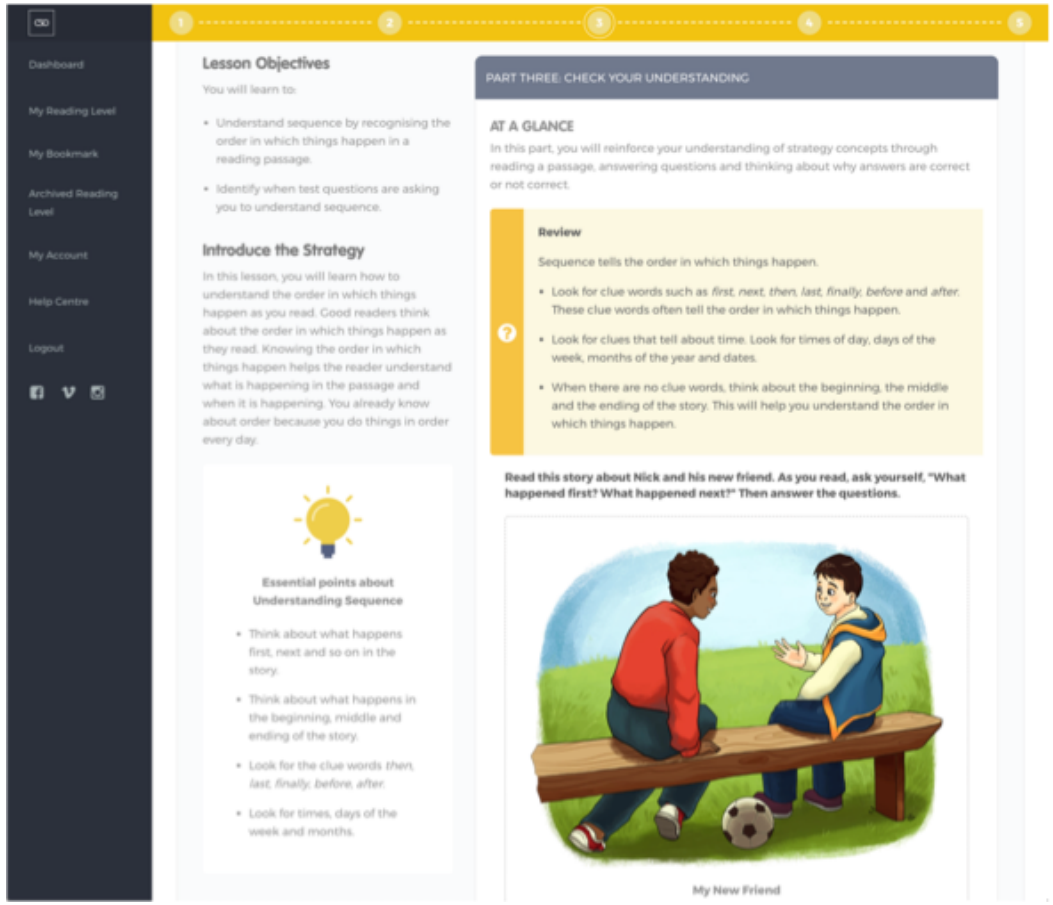
My Account

- Students can set their own individual preferences; e.g. lesson view mode and read aloud.

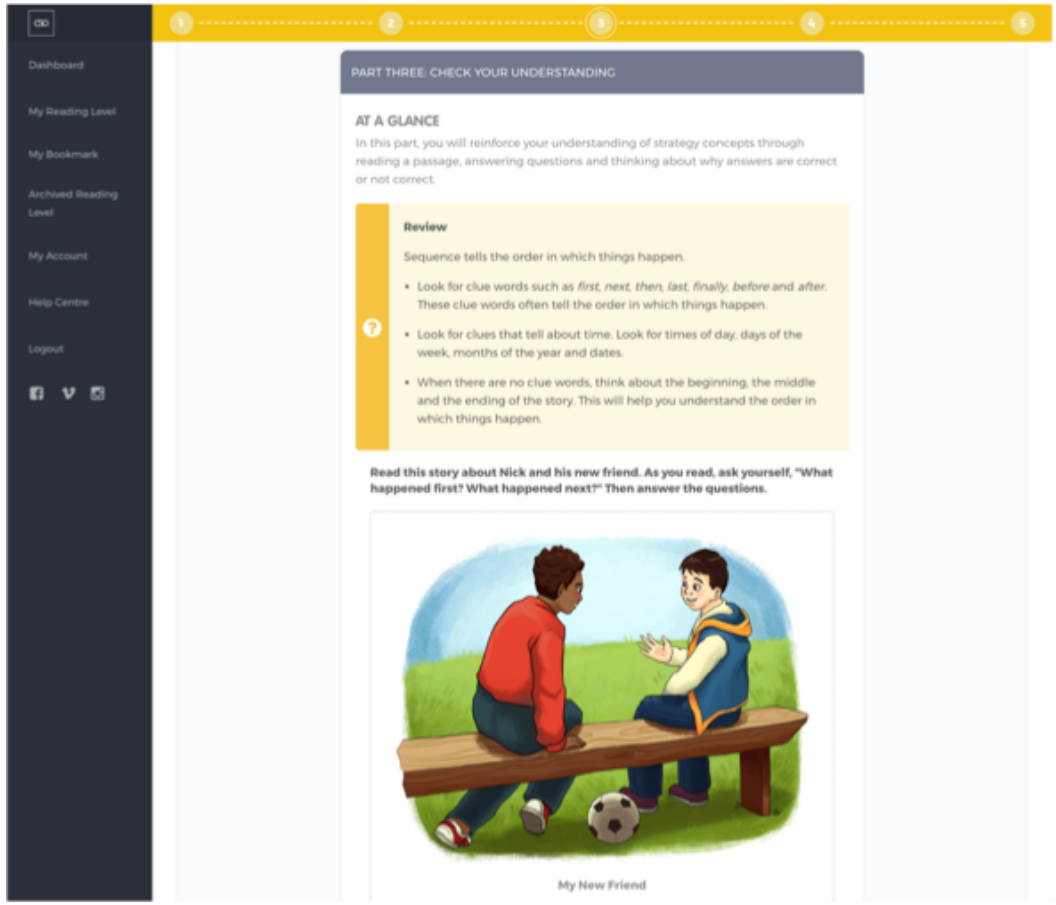


STARS: Lesson View Mode

Full View



Compact View



What is a Lesson?

5

Consists of five parts

12

Covers 12 Strategies

5

It takes approximately five days to teach one lesson.

The Five Parts of a Lesson

STRATEGY: Comparing and Contrasting	Teacher Module	Student Module
Introduction	X	
Part One: Modelled Instruction “Think About the Strategy”	X	X
Part Two: Guided Instruction “Learn About the Strategy”	X	X
Part Three: Modelled Practice “Check Your Understanding”	X	X
Part Four: Guided Practice “Build on What You Have Learned”	X	X
Part Five: Independent Practice “Prepare for a Test”	X	X

STARS: Part 1

Modelled Instruction

- Model the strategy in action with a short passage, then illustrate with a graphic organiser.

STARS: Part 2

Guided Instruction

- Part Two introduces key concepts of the strategy and provides another modelling opportunity.
- Comprehension questions are introduced.
- Students should discuss their answers with a partner.

STARS: Part 3

Modelled Practice

- Part Three repeats key concepts for easy reference and features a different passage with two comprehension questions.

- Alongside our auto-marking feature, students can view which answers were correct or incorrect, coupled with explanations of why this is the case.

STARS: Part 3

Modelled Practice

- Part Three repeats key concepts for easy reference and features a different passage with two comprehension questions.

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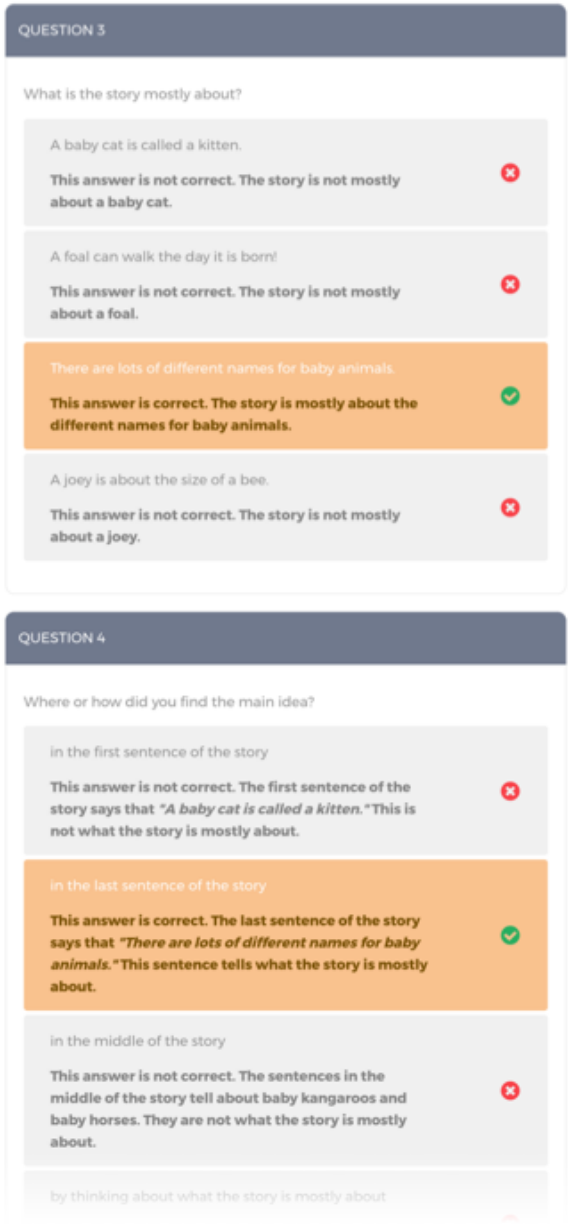
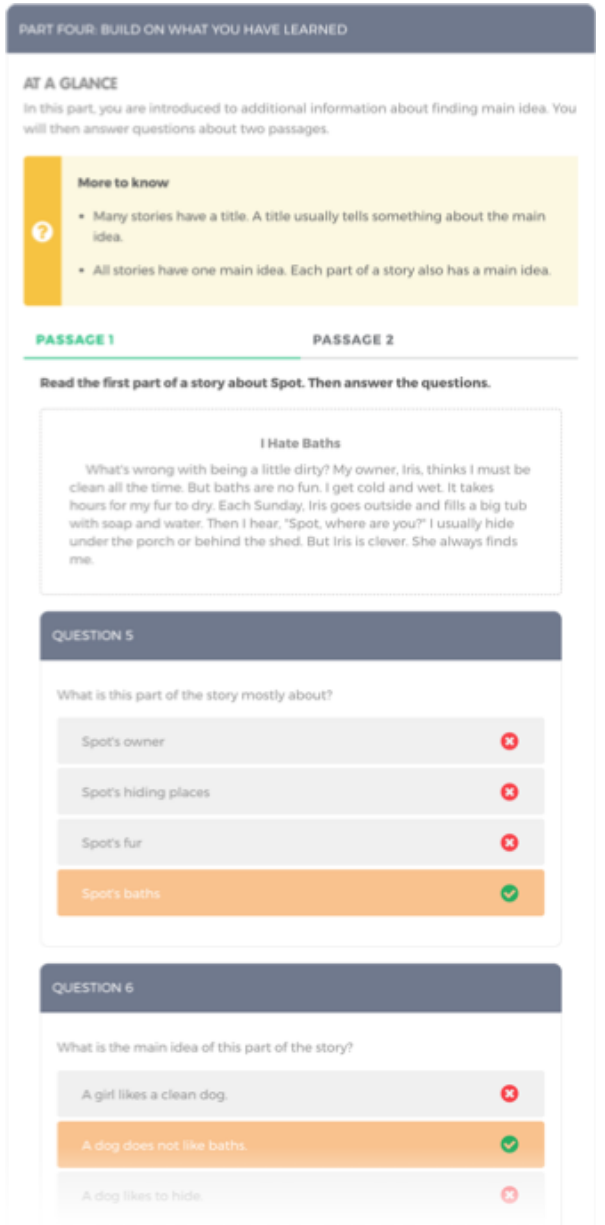


STARS: Part 4

Guided Practice

- Part Four introduces new concepts about the strategy and provides guided practice.



PART FOUR: BUILD ON WHAT YOU HAVE LEARNED

AT A GLANCE

In this part, you are introduced to additional information about finding main idea. You will then answer questions about two passages.

More to know

- Many stories have a title. A title usually tells something about the main idea.
- All stories have one main idea. Each part of a story also has a main idea.

PASSAGE 1 PASSAGE 2

Read the first part of a story about Spot. Then answer the questions.

I Hate Baths

What's wrong with being a little dirty? My owner, Iris, thinks I must be clean all the time. But baths are no fun. I get cold and wet. It takes hours for my fur to dry. Each Sunday, Iris goes outside and fills a big tub with soap and water. Then I hear, "Spot, where are you?" I usually hide under the porch or behind the shed. But Iris is clever. She always finds me.

QUESTION 5

What is this part of the story mostly about?

- Spot's owner
- Spot's hiding places
- Spot's fur
- Spot's baths

QUESTION 6

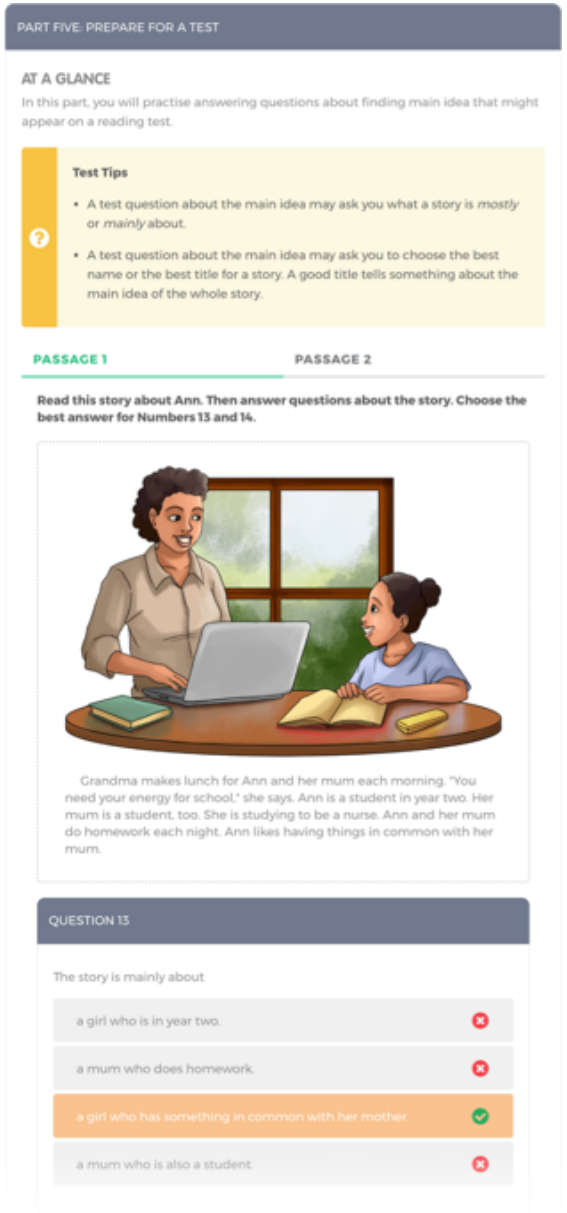
What is the main idea of this part of the story?

- A girl likes a clean dog.
- A dog does not like baths.
- A dog likes to hide.

Independent Practice

- Part Five prepares students for what strategy questions look like on reading tests.

- Independent practice opportunities allow you to see if students can use the strategy effectively.



STARS: Part 5

Independent Practice

- Part Five prepares students for what strategy questions look like on reading tests.

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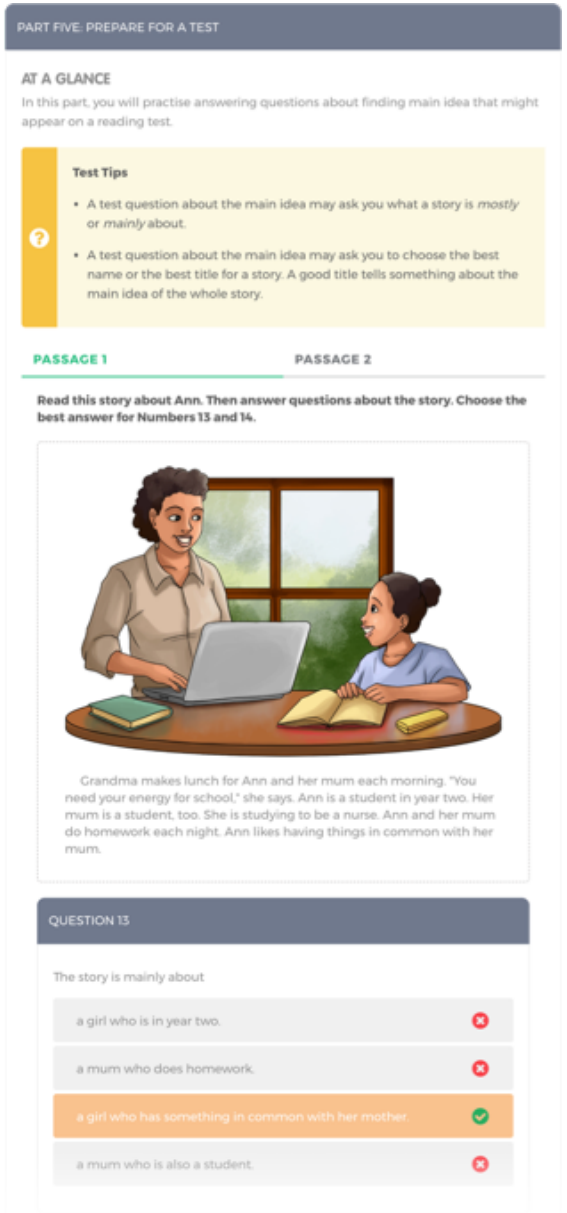


PART FIVE: PREPARE FOR A TEST

AT A GLANCE

In this part, you will practise answering questions about finding main idea that might appear on a reading test.

Test Tips

- A test question about the main idea may ask you what a story is *mostly* or *mainly* about.
- A test question about the main idea may ask you to choose the best name or the best title for a story. A good title tells something about the main idea of the whole story.

PASSAGE 1 PASSAGE 2

Read this story about Ann. Then answer questions about the story. Choose the best answer for Numbers 13 and 14.

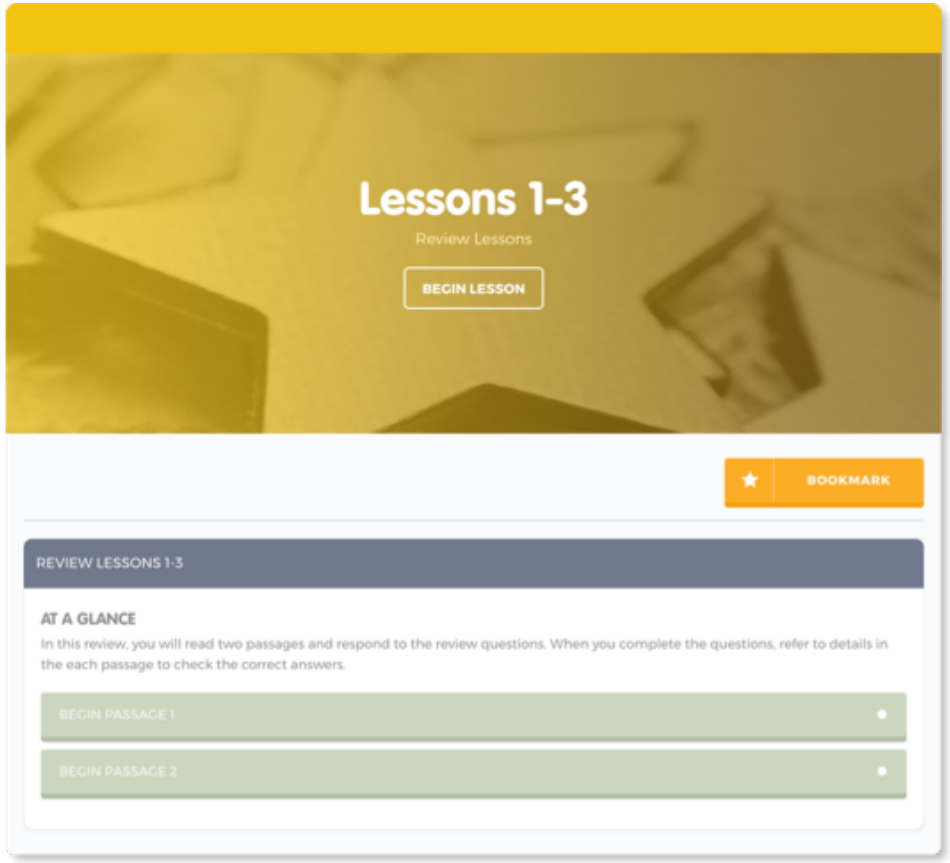
Grandma makes lunch for Ann and her mum each morning. "You need your energy for school," she says. Ann is a student in year two. Her mum is a student, too. She is studying to be a nurse. Ann and her mum do homework each night. Ann likes having things in common with her mum.

QUESTION 13

The story is mainly about

- a girl who is in year two.
- a mum who does homework.
- a girl who has something in common with her mother.
- a mum who is also a student.

Reviews and Final Review



Reviews

- Benchmark Lessons can be used after a Review to monitor progress, and with this information Focus and Extensions could be used to further target instruction and remediation..

** Focus and Extensions modules will be available in the future.*

Reviews and Final Review

Final Reviews

- The multi-passage Final Review is cumulative.

STARS Reporting Management

Three-level Performance Reports

School Wide

- STARS School Reports

Single Class

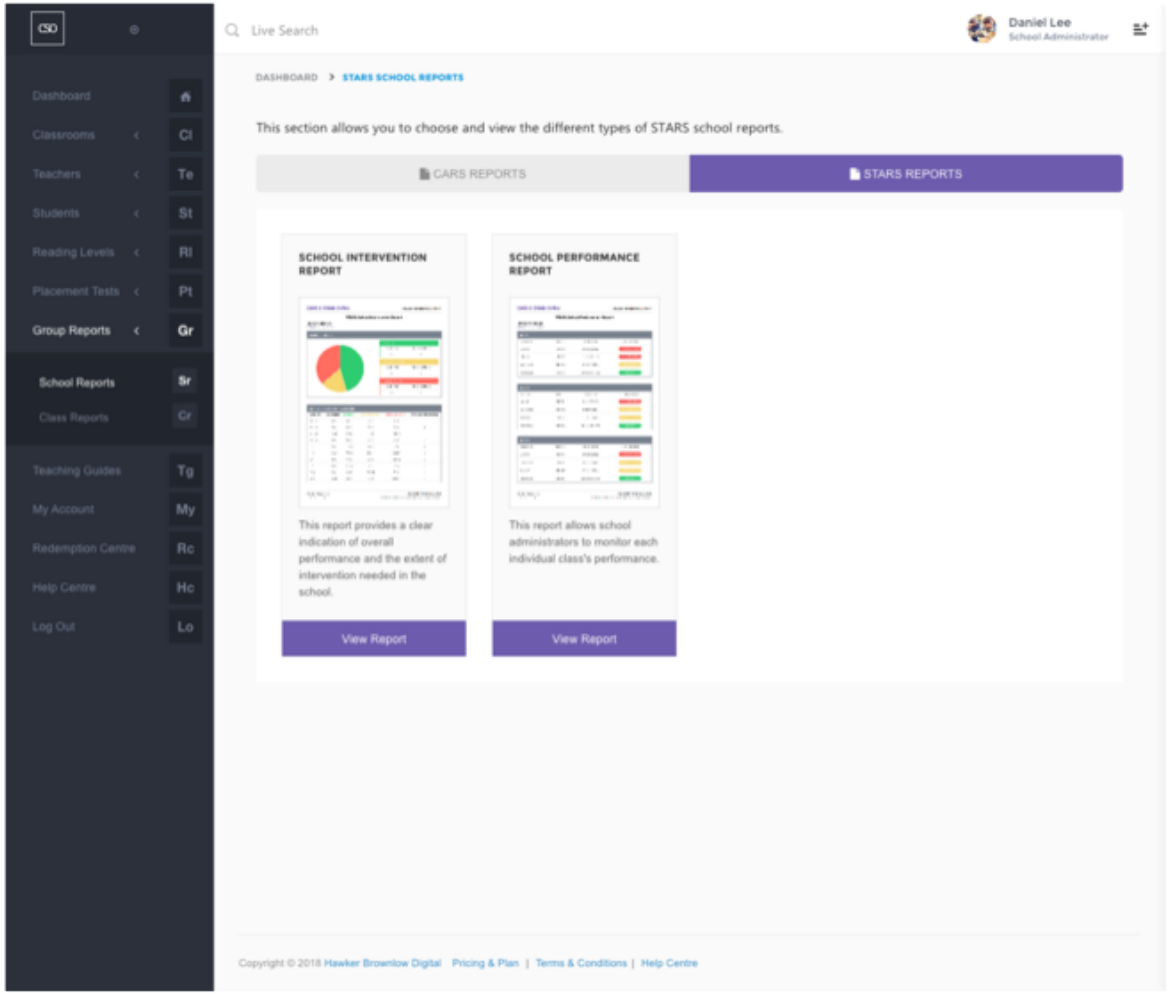
- STARS Class Reports

Individual Student

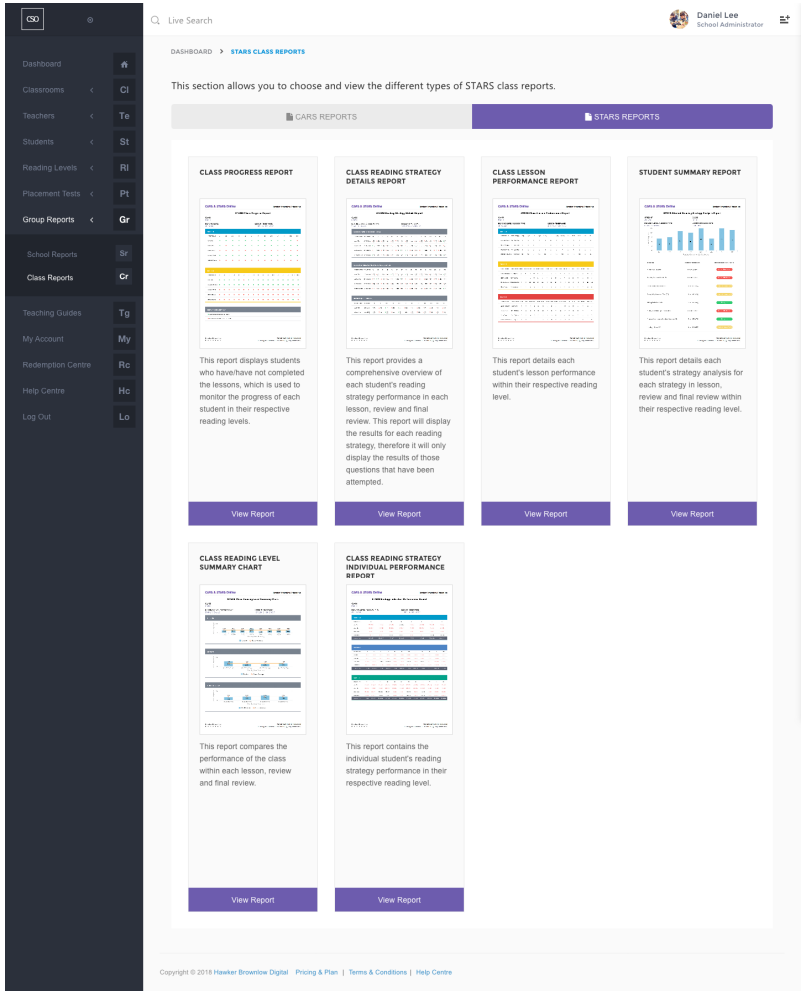
- STARS Student Reports

STARS Reporting Management

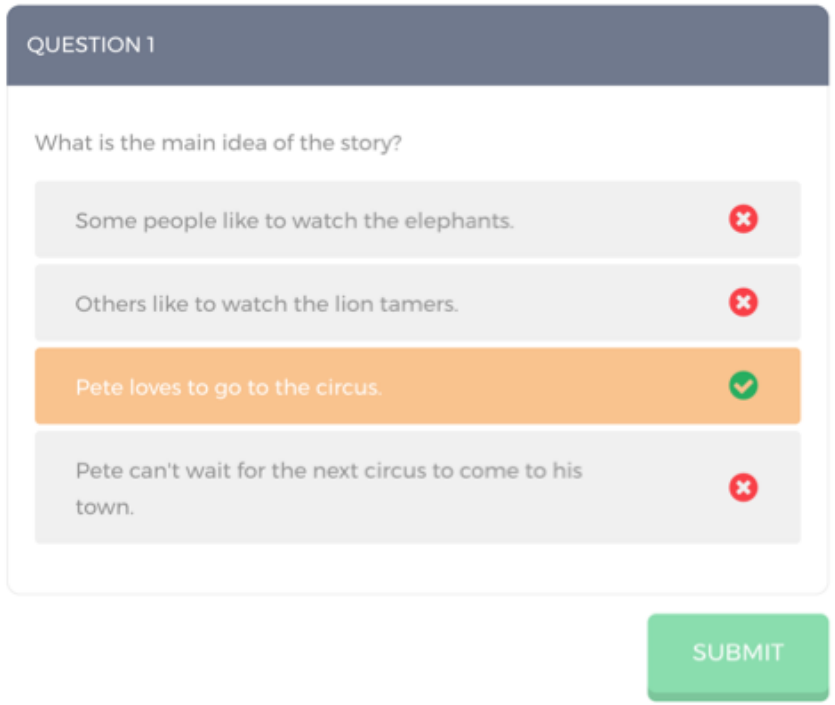
STARS School Reports

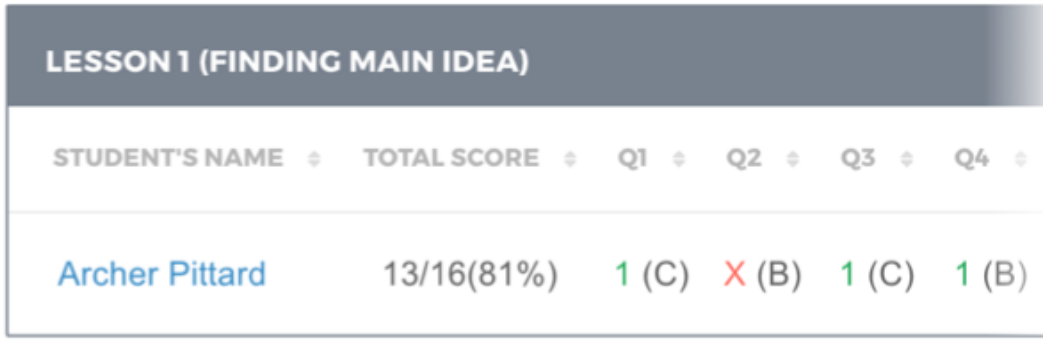


STARS Class Reports



Answer Keys



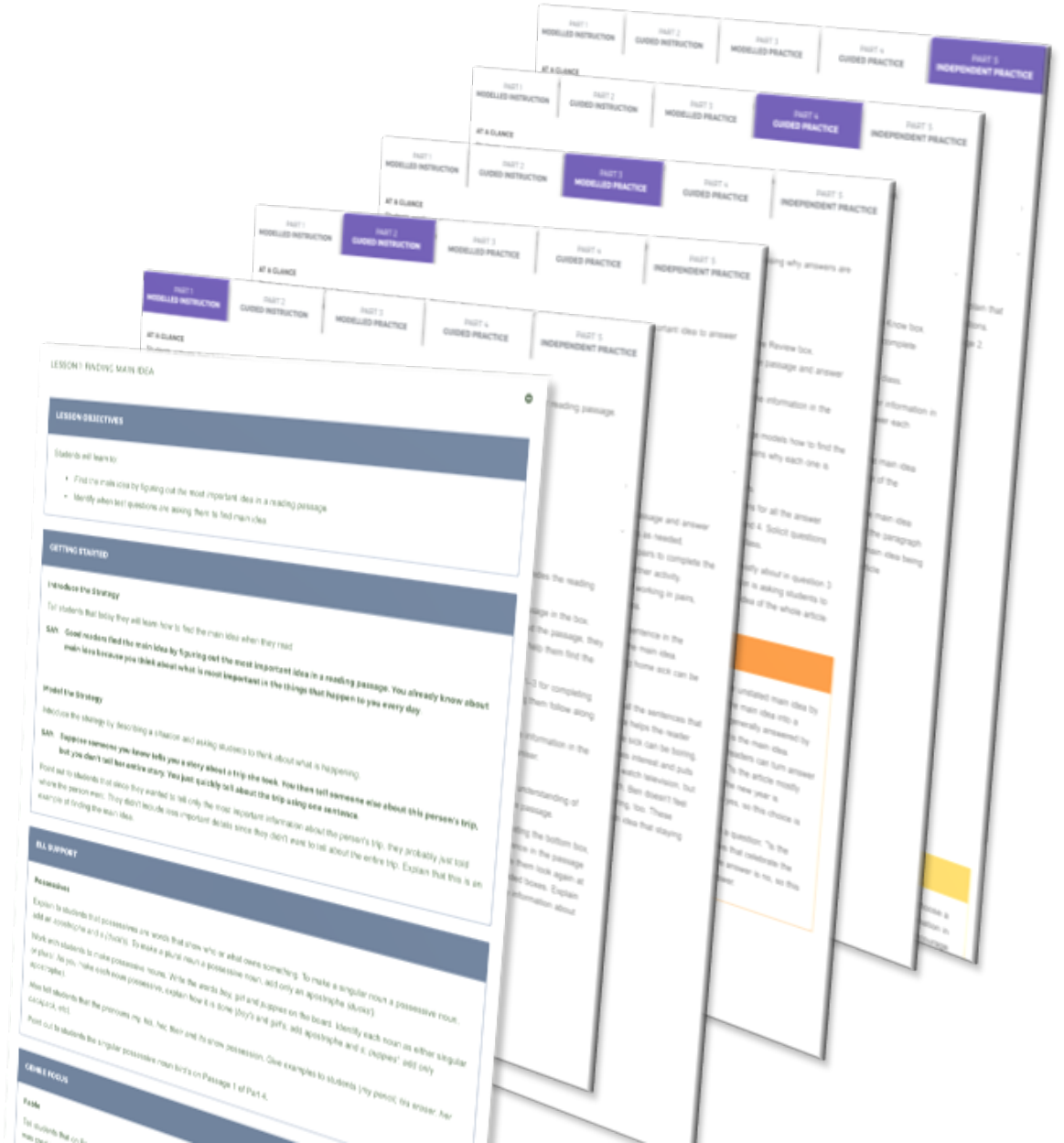


- Student will get results immediately after submitting the answers.
- Teachers will also get instant student results.
- **No marking is required.**

STARS Teaching Guide

Teaching Guide Contents

- Lesson Objectives
- Getting Started
- EAL/D Support
- Genre Focus and Definition
- 5-part STARS instruction



Helpful Features

Highlighting

Read Aloud

Lock Settings

Active Classroom Demonstration

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