Expert Roundtable Additional Information

Dr. Holly Lane directs the University of Florida Literacy Institute, is a professor of special education, and also directs Florida's statewide professional development initiative in Florida. Over her career, she has provided professional learning experiences for more than 100,000 teachers. Dr. Lane has directed more than $17 million in grants to support reading research and the development of teachers and researchers, and she is the author of numerous publications related to literacy.

Q and A with Dr. Holly Lane, Director, University of Florida Literacy Institute (UFLI)

1. What are the best strategies for providing practice and feedback on the practice?

Feedback is critically important and we're seeing a lot of different ways teachers are figuring it out. Some districts are using the video assignment platforms that we use for observing student teachers such as *GoReact* or *Edthena*. A teacher can assign the child to do something such as reading a story aloud and recording it. The student uploads the recording to the learning management system. Through *GoReact* you can provide time-stamped feedback. You can click on the video whenever a child makes an error and say "I saw you do this; next time try___." The feedback can be written, audio, or video. The teacher can record a video of her response, giving very specific feedback.

2. **What are recommended resources for providing reading intervention?**

UFLI's virtual teaching hub https://education.ufl.edu/ufli/virtual-teaching/ has videos of teaching doing virtual tutoring and providing interventions; see Resources tab on the site. For most teachers, the easiest way to learn is to watch someone else.

3. **What are your recommendations about the amount of time daily that explicit reading instruction is reasonable in remote learning?**

The amount of time depends both on the child and the teacher. Different children at the same grade level have different capacities for attending and teachers vary greatly in their capacities to maintain engagement. I have seen a skillful teacher maintain the interest of four kindergarteners online for an hour! She was so engaging that they were excited the whole time, varying her pace, taking movement breaks, keeping the children involved the entire time.

4. **What are effective ways to have teachers share what they are learning about virtual teaching?**

We set up a Facebook page (https://www.facebook.com/groups/712691762601577 to support the UFLI Virtual Teaching Hub. Teachers are now helping each other with applications and adaptations of tools and methods.

5. **What about supporting the development of handwriting skills for young children?**

We've used on-screen annotations in Zoom but it is challenging (even for adults) to have the motor skills to form letters. This is where we go to "lower tech" high tech instruction: have children write on a dry erase board and show it to the teacher. However, that still provides a challenge for watching letter formation. The child's product may look great but the way they got it to look that way may be wrong. One approach is to ask parents to set up the camera device close to the wall. Then they put paper on the wall behind the child who uses markers to write on the paper while the teacher watches the letter formation. In this case, best to use a more traditional medium.

6. **How do we know that evidence-based practices are working under remote conditions?**

There's so little research on doing any of this work on the scale we are now doing it. There is research about effective online instruction, but it is much more limited than what we currently face. We are attempting to replicate the salient features of instruction in an online environment as best we can. We are starting to see real reading growth through online instruction. We have an example of a child who did not learn to read at all in first grade but through ten online classes with powerful intervention is now reading close to what would be expected of his age/grade. I believe it is possible to have powerful effects through online instruction; we are now in position to test it out.

Links to resources Dr. Lane mentions in her presentation:

Online Webinars: Link for the registration for online webinars from The University of Florida Literacy Institute: https://education.ufl.edu/ufli/ and Recordings of Webinar Series on Teaching Reading Online: https://education.ufl.edu/ufli/webinars/

UFLI Facebook Page: https://www.facebook.com/UFLiteracy

Resource Hubs: UFLI's Virtual Teaching Resource Hub: https://education.ufl.edu/ufli/virtual-teaching/ and UFLI Virtual Teaching Hub Support Facebook Group: https://www.facebook.com/groups/712691762601577

Dyslexia Resource Hub: https://education.ufl.edu/ufli/dyslexia-resources/

Parent Resource Hub: https://education.ufl.edu/ufli/parent-resources/

Apps: Beginning Word Work App: https://research.dwi.ufl.edu/op.n/file/cbhd8xmn9i4ctf7i/embed

Intermediate Word Work App: https://research.dwi.ufl.edu/op.n/file/gc8nkxns914enc7d/embed

Blending Board App: https://research.dwi.ufl.edu/op.n/file/bca9ju45kvvrvoan/embed