

## Guidance for Educators: Technology Platforms for Early Childhood Remote Learning

### Context

As the DOE resumes in-person early childhood services this fall, most programs will implement a blended learning model, while some children and families will participate in full remote learning.

**Blended learning** includes:

- A combination of in-person learning and remote learning, with remote learning including synchronous or asynchronous activities
  - **Synchronous** means that live instruction is provided simultaneously with child participation. With children ages 2-5, this may include a video chat where a teaching team reads a story and children ask questions.
  - **Asynchronous** means that instruction is provided via pre-recorded lessons, learning platforms, and/or hands-on experiences that children explore with their family member/caregiver at home. With children ages 0-5, this may include at-home play or a family member/caregiver reading a child a story.
- Learning takes place five days a week
- Varied blended learning models depend on family needs, group size requirements, staffing limitations
- See [here](#) for guidance and suggestions to support planning for blended learning

Teaching teams can use technology platforms to support synchronous and asynchronous learning in multiple ways - through the use of live video calls, sharing pre-recorded videos, and sharing pictures and other updates. **Please see below for links to resources and guidance for multiple technology platforms available for early childhood educators.** Additional guidance is also available on this [FAQ](#).

### Accessing Technology Platforms for Early Childhood Remote Learning

The DOE recommends and provides support for the use of **Google** (i.e. **Google Classroom** and **Google Hangouts**), **Zoom**, and **Class Dojo**.

Below is information about accessing and using the DOE-recommended platforms.

#### General Access

- Visit the [NYC DOE Tech Applications portal](#) to access DOE-recommended remote learning applications. Use the following information to gain access:
  - District School and Pre-K Centers: Log in using your @schools.nyc.gov username

- Contracted NYCEEC and FCC Providers: Log in using your @doeexternal.nyc username
  - Request a DOE external account by following these steps:
    - Set up a Protraxx Account [here](#)
    - Submit [this](#) survey
- Share the following information with families as needed:
  - Families can request internet-enabled devices [here](#)
  - Families can get their login information to their child's student account [here](#)
  - **UPDATE:** Families may log in to their student's remote learning portal [here](#). Families may see other guidance about how to access DOE-supported Google Classroom and Zoom, directing them to visit TeachHub at this page <https://teachhub.schools.nyc/>, which is currently for K-12. Please direct families to [idpcloud.nycenet.edu](http://idpcloud.nycenet.edu).
- Get support for yourself, anyone at your program, or families experiencing technical difficulties:
  - Contact the DOE Help Desk at 718-935-5100 and select option 2 for expedited assistance with a support specialist
  - Review this [resource](#) for answers to frequently asked questions.

#### Access to Specific Platforms

- Google Hangouts
  - [NYC DOE Guidance](#)
  - [Getting Started Guide](#)
- Google Classroom
  - [Getting Started Guide](#)
- Zoom
  - [NYC DOE Guidance](#)
  - [Getting Started Guide](#)
- ClassDojo
  - [Getting Started Guide](#)

Note that at this time ILearnNYC is not available for 3-K and pre-K teachers and children.

#### **Suggestions for Using Technology Platforms for Early Childhood Remote Learning**

There are many different ways that technology can be used to support remote learning. Below are some tips and suggestions about which platforms may be most helpful for specific types of instruction, and examples of ways to engage children and their families using those platforms.

## General Tips

- In the event that your technology platform is not yet set up or accessible for usage at the start of the school year, it would be helpful to collect information regarding families' preferred method of communication, email addresses, phone numbers, etc.
  - Note that for contracted NYCEECs, students will gain access to Google as they are approved in Pre-Kids and enrolled in the DOE student information system, ATS.
  - Until students are officially enrolled in ATS, teaching teams can use Zoom and ClassDojo. Students can still join a DOE Zoom conference meeting without a DOE account (the DOE settings have been updated to reflect this), and ClassDojo can also be used to communicate with the family and share resources.
  - Allowing users without DOE accounts into a Zoom session requires that you use the following security procedures: setting a meeting password, locking the meeting once participants have joined, and enabling video only for the presenter. For a step by step guide on how to enable these settings, please see [here](#).
- Provide children and families with online community agreements or norms (i.e. mute sound when not speaking, taking turns speaking, etc.) and opportunities to practice the agreements and norms.
- Consider sharing a guide for families about the technology you will use in your classroom (see a sample technology guide for families [here](#) and adapt for your needs).
- Organize the online platform in a way that is easy for children and families to access and follow (i.e. by date, by folder, etc.).
- Be mindful of active and passive screen time for young children. Gradually increase as the year progresses and children become more familiar with remote/blended learning and the associated technology. Note that these screen time suggestions include both synchronous and asynchronous activities. It is recommended that about half of the recommended time be spent engaging in synchronous, or live, activities.

	September	October	November - December	January - June
3-K	15 - 20 minutes	15 - 20 minutes	15 - 20 minutes	15 - 30 minutes
Pre-K	20 - 30 minutes	20 - 30 minutes	20 - 45 minutes	20 - 60 minutes

## Specific Examples

	Synchronous Instruction	Asynchronous Instruction
<b>Definitions</b>	Live instruction is provided simultaneous with child participation. With children ages 2-5, this may include a video chat where a teaching team reads a story and children ask questions.	Instruction is provided via pre-recorded lessons, learning platforms, and/or hands-on experiences that children explore with their family member/caregiver at home. With children ages 0-5, this may include at-home play or a family member/caregiver reading a child a story.
<b>Recommended Platforms</b>	<ul style="list-style-type: none"> <li>• <a href="#">Google Hangouts</a></li> <li>• <a href="#">Zoom</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Google Classroom</a></li> <li>• <a href="#">Class Dojo</a></li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>• <b>Morning Meeting:</b> During a video call, invite children to greet one another, sing a song, discuss important news of the day, unit topic, feelings check, etc.</li> <li>• <b>Music and Movement:</b> During a video call, invite children to dance and sing together to some of their favorite songs.</li> <li>• <b>Child and Family Check-ins:</b> Schedule time to meet children individually. This could be an opportunity to check in about social-emotional health, ask questions, and connect with family members to address concerns or questions.</li> <li>• <b>Small Group &amp; Individualized Activities</b> Schedule a virtual small group activity with 2-3 children at a time.</li> <li>• <b>Read Aloud</b> Read a story to children on a video call. Pause to ask questions throughout and encourage children to share their ideas.</li> <li>• <b>Show &amp; Tell of Student Work</b> Invite a few children to share their at-home work with their friends during a video call. This may include sharing about something</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Morning Meeting:</b> Record a message for the children greeting them, telling them what day it is and what they will be exploring or learning about.</li> <li>• <b>Read Aloud:</b> Record yourself reading a story to the children, stopping to ask questions, use expression and props, model/highlight good reading strategies.</li> <li>• <b>Sharing Photos:</b> Provide examples of activity ideas, share and celebrate student work samples.</li> <li>• <b>Sharing Activity Suggestions:</b> Share documents or links to different activity ideas that families and children can engage in at home.</li> <li>• <b>Child and Family Check-ins</b> Communicate with students and families via email to connect around social-emotional health, share pertinent information, and address concerns.</li> </ul>

	Synchronous Instruction	Asynchronous Instruction
	<p>they've cooked, built, read, etc.</p> <ul style="list-style-type: none"> <li>● <b>Closing Meeting</b> During a video call, invite children to tell one another about their day, sing a song together, etc.</li> </ul>	