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Moving High-Quality Teaching Online

Using the Danielson Framework for Teaching
to Guide Teachers to Online Best Practices

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High-Quality Teaching Online

Using What We Know to Get to Where We Want to Be

The closure of schools in March 2020 took the education community by surprise. Suddenly, for the first time in history, a majority of American students and teachers was thrust into remote teaching and learning. Few were fully prepared for this shift. While schools may reopen as usual in some communities, the risk of further closures is real. Preparing for what comes next is paramount, whether that means a resumption of online instruction or a return to traditional classrooms. The challenges to our education system and to teachers and administrators, personally, are great. We hope, though, that teachers will join us in seizing this opportunity to enhance classroom skills and practice in service to our students.

Frame of Mind

Just as we strive to provide a learning environment for our students that keeps them in the comfort zone, as teachers and administrators we need to do the same for ourselves at this time. We have provided a comprehensive look at how the Danielson Framework for Teaching can inform our online instructional practice. Nevertheless, consumers of this information should be mindful that practitioners have varying levels of expertise in using online teaching tools. Given those differences, we suggest that you read this document carefully and decide for yourself where you will begin and when you should add add new online practices.

Adopting a growth mindset is the most productive way to approach teaching, be it online or in person. We would never expect our students to provide a polished, final-copy version the first time they submit a writing assignment. As teachers and administrators, we should set similar expectations for ourselves. Give yourself the permission to “simply create” the video or document. It does not have to look like a Ted Talk. Plus, your students want to see you, engaged in what is familiar and expected: facilitating their learning. Your less-than-perfect products and efforts will make your learning process visible to students will reinforce their willingness to take risks with trying new tools and publication styles. Take a deep breath and dive in.

You Do Not Need to Reinvent the Wheel

At the end of the document we provide selected additional resources for educators and school leaders. Our work as educators over the coming year will require that we practice flexibility, responsiveness, and a commitment to continued learning. With those values planted in our collective consciousness, we encourage teachers and leaders in each district to establish a shared, curated document where helpful resources are compiled and a list of frequently asked questions are addressed. As no one district can expect to fully plumb the depths of resources online, consider making your collections public and inviting other districts in your area to both share and con-construct tools. Seek out districts and teachers who are already leading the way with digital instruction and use them as inspirations and sources of possible practice.

Consider reframing your Professional Learning Communities (PLCs) for the year to focus on how to implement best practice teaching via digital means. Use PLC time to share and model trying new tools and processes, drawing on the expertise of your colleagues to provide feedback on your lessons. Share promising examples of practice via your district’s resources pages. Use these discussions to build the district’s FAQ document and resource bases. If we all put forth our best efforts, we will be better able to tackle the task of moving our best practices online.

Remember, we do not need to be that perfect teacher all day every day. We need only to get out there and strive to do our best for our students. Presenting them our real selves, at home or from an empty classroom, giving it our best, is what they want most.

High-Quality Teaching Online

Navigating This Guide

This guide is designed to provide educators and administrators a path from the best practices of the “real” classroom to digital practices that mirror traditional methods. We have used the Danielson Framework for Teaching Evaluation Instrument (2013) to serve as a scaffold for what we as teachers know to be good instructional delivery systems. As you read through this document, you will see that we have used each of the four Domains of the Danielson framework to organize our materials.

Components

Domain (points to the title bar)

Examples (points to the list of components: a. Knowledge of Content and Pedagogy, b. Knowledge of Student, c. Setting Instructional Objectives, d. Knowledge of Resources, e. Designing Cultured Classrooms, f. Designing Student Assessments)

Narrative and Resources (points to the text and links at the bottom of the page)

For Domain 1, Planning and Preparation; Domain 2, Classroom Environment; and Domain 4, Professional Responsibilities, you will see the components of the domain listed in the green box on the left. Examples of how the components can be addressed through online teaching are listed on the right. A brief narrative elaborates on the examples. At the bottom of the page we provide additional online resources for further information.

For Domain 3, Instruction, we have gone into greater depth because online instruction requires practitioners and leaders to effect more extensive changes to their customary methods of instructional delivery. For this domain, a page is provided for each component. The green box on the left lists the elements for that component with examples for those elements listed to the right. A brief narrative elaborates on the examples. At the bottom of the page we provide additional online resources for to further inform your instruction.

Elements

Domain/Component (points to the title bar)

Examples (points to the list of elements: i. Quality of Questions, ii. Discussion Techniques, iii. Student Participation)

Narrative and Resources (points to the text and links at the bottom of the page)

Domain/Component

Example of Distinguished Practice (points to the top section: Students formulate many questions, initiate topics, challenge one another's thinking, and make unolicited contributions.)

Suggested Practices (points to the middle section: Cultivate participation by suggesting that students who wish to speak raise their hands in front of the class, etc.)

Narrative and Resources (points to the bottom section: Because learning often requires students to approach discussions in ways that exceeded the study they do of their own classroom, etc.)

Each Component of Domain 3 has two pages. At the top of a component's second page, readers will find an example from the distinguished practice rubric. Examples that we perceived to be challenging were selected to serve as a way for readers to use the Danielson framework to improve online teaching. Below each are three suggestions for how teachers can demonstrate distinguished practice. We have provided suggestions targeted for teachers of different levels of online teaching experience and comfort. A brief narrative follows to expand on the suggested practices and additional resources appear at the bottom of these pages.

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Navigating This Guide

At the bottom of each page, we present additional resources that you can consult to learn more about teachers who are implementing online teaching techniques, information on the techniques, online tools that will help you try new techniques, and examples of how to implement techniques in your classroom.



Information: Visit these resources to learn more about the highlighted techniques.



Classroom in Action: Visit these resources to see how the highlighted technique can be implemented in an online environment.



Teacher Profile: Visit these resources to see how a teacher has implemented the technique in her/his classroom.



Tools: Visit these resources to check out online tools that will help you move classroom practices into a digital learning environment.

Asynchronous/Synchronous

The terms asynchronous and synchronous are not familiar ones for most teachers. They are important to keep in mind as we contemplate integrating online teaching to our educational processes. Here are the working definitions that we use in this document:

Asynchronous: We use asynchronous to mean teaching and learning activities that can happen at different times for the teacher and student. For example, a homework assignment is asynchronous; you give the material to students to do on their own time at home. Examples of asynchronous learning in the online realm might include videos that students watch as part of an assignment, recordings students do of their work either through audio or video capture.

Synchronous: We use synchronous to mean teaching and learning activities that happen at the same time for teachers and students. For example, teaching in our school classrooms is synchronous; you teach your students in “real time.” Examples of synchronous learning in the digital realm might include holding class meetings via video conferencing or having phone calls with your students.

Getting Started

We know that imagining how to take your teaching practice online teaching can be daunting. Use this guide as a starting point. Give yourself the time to play with the new ideas and techniques. Then reach out to your colleagues and share what you have been trying and how it has worked. Learn from them what they have found to be successful.

Alongside your colleagues, set a goal to build the first portions of how you would teach in an online space. Take it step by step and hand in hand.

Setting the Stage: Online Classroom Management

- Setting Expectations for Behavior and Learning
- Establish Routines
- Reinforce Positive Behavior
- Skillful Response to Misbehavior

Train students in use of all technology BEFORE any lesson begins. *Students will learn quickly and may outpace you.*

Set expectations for students about online meeting behavior. Train students by using role-plays. Reiterate expectations at the start of each meeting.

Establish routines for meetings and roles for large and small group discussions. Train students in these routines to provide clarity on what students' roles are in each environment.

Set up consults with students who are not meeting expectations. Meetings should be held immediately just prior to general class gatherings to address concerns with students, individually or with parents present.

Online learning is just as new to most of our students as it is to teachers. As a result, before we can engage students in using any sort of technology for learning, we must teach students how to use the tool, whether it be the video conferencing platform or a new application. Set aside time to provide students instruction on how to use your video conferencing platform. Give them the chance to explore and experiment with all the affordances/tools that you plan to use during regular instructional time. Do this every time you add a new type of technology. This process will save time as you move into content instruction.

Realize at the outset that most adults are not “tech natives” but our students are. Even if you find it necessary to teach them how to use something, within days, some of your students will have figured out how to use all the bells and whistles. Expect this, and when such a moment comes up, use it as a learning opportunity.



Have children teach one another about the new tools. Then, with your students, set expectations about when they should be used and when they should not. For instance, backgrounds in a student's video can be distracting or on the other hand, stand as an example of self-expression. You and your students must set the guidelines.

At the start of each on-line class session, and at the front end of any asynchronous discussion space, display/restate the expectations and guidelines for your classroom. Continue to reinforce positive behavior. As in the regular classroom, sometimes students will behave in ways that you find non-productive. When these moments arise, you may be forced to use the chat function, your ability to mute a student's microphone or to turn off a student's video stream after you've engaged first-line tactics such as distracting the distractor (see below). Build in these online classroom management steps as part of the expectations you want to reinforce. As suggested earlier, when necessary, set up one-on-one meetings with students outside of instructional time to discuss your concerns.

We will cover additional aspects of managing your online classroom later in this document.



Managing the Online Classroom

- <https://www.edutopia.org/article/extending-classroom-management-online>
- <https://www.cultofpedagogy.com/distract-the-distractor/>

1: Planning and Preparation

- a. Knowledge of Content and Pedagogy
- b. Knowledge of Students
- c. Setting Instructional Outcomes
- d. Knowledge of Resources
- e. Designing Coherent Instruction
- f. Designing Student Assessments

Designate time during online meetings for students to share aspects of their lives.

Create a classroom page that includes a welcome video, how families can contact you, and a calendar that details times for live lessons and relevant due dates for all tasks.

Be sure that all materials for your units and lessons are in shared drives, with a consistent organizational structure and naming convention.

Be sure that asynchronous learning resources are designated by learning level for students.

Provide materials in different modalities– text, audio, visual– when possible.

Include times for gathering feedback and conducting formative assessments while teaching via video conference. Establish means for gathering similar data for asynchronous lessons.

As you plan for remote instruction, you will need to blend video-conferencing with other types of instruction. None of us can reasonably spend six hours a day in a video conference. Create a schedule for your classroom that includes live-time video conferencing, asynchronous lessons to be done by students, small group video-conference meetings, and video-taped instruction that children can engage at their own pace.



The task of getting to know our students through online instruction requires setting aside time devoted to that goal. If you have previously held morning meetings or classroom meetings, adapt the process to your online classroom. You can hold video conference meetings for such gatherings. Set aside time for office hours when students can drop in for extra help or just to chat. Track who attends and reach out to connect with those who do not.

Make sure that your online materials (calendar, lesson plans, lesson materials) are easy to find and consistently named and formatted. You can differentiate instructional materials as you would in your classroom. This can be done by creating folders for different math or reading levels or by assigning resources to particular students.



Morning Meetings Online

- <https://www.weareteachers.com/online-morning-meeting/>
- <https://www.edutopia.org/article/bringing-benefits-your-morning-meetings-online>



Making a Welcome Video: <https://learningandteaching-navitas.com/tips-creating-welcome-video/>

Making Videos for the Classroom: <https://www.edutopia.org/article/5-step-guide-making-your-own-instructional-videos>

2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture of Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing (Digital) Space

The teacher models and upholds respectful language and online behavior.

The online learning space is a cognitively busy and rich learning environment, both synchronously and asynchronously.

Students are clear about expectations, norms, and roles in their classroom and small group.

Lessons are well organized in advance so teaching and learning flow smoothly in the synchronous and asynchronous learning spaces.



Just as in your “regular” classroom, having a successful online classroom depends on having high quality teaching plans. Be sure that you have all of your plans ready in advance of any live-video teaching. Note on your classroom calendar what lessons will be addressed during the video conference, what materials are needed. Do the same for asynchronous work. When your plans are in order, chances are great that you will have created a focused and intellectually vibrant classroom.

As you plan the entire scope of a given unit, be sure that you arrange your teaching to include live-video time as well as asynchronous instructional materials such as instructional videos that you record, lesson plans for independent work, and small group meetings. Providing a mix of instructional approaches will allow you to maximize live-video time. This process is similar to the blended learning model that some teachers employ in their “real” classrooms. Challenge yourself to see if you can build in elements of blended learning that allow students to work at their own pace. See the teacher profile of Kareem Farah below to learn more about this model.

We cannot expect any learner to spend more than one to one and a half hours engaged in live-video conferencing without challenges arising. Consider giving students time to work independently off-camera; you can leave the meeting open but have students turn off their cameras and microphones as they work. Doing so will save families and students the work of re-establishing a video conference session.

As in the “real” classroom, your demeanor makes a big difference to your students. In live or video recorded sessions, be sure to maintain enthusiasm for your topic and “eye contact” with the camera. Set the tone yourself and continue to take time to outline behavioral and learning expectations. Get students involved in modelling desired behaviors. As always, highlight positive behaviors. As you teach via video conferencing, remind students of the lessons goals and time frame just as you would in your “real” classroom. If you plan to have small group work video conferences, set up groupings beforehand to streamline the process of sorting students into the smaller workspaces.



Blended Learning Resources

- <https://www.edutopia.org/blended-learning-resources>
- <https://www.blendedlearning.org/what-blended-learning-is-and-isnt/>



Kareem Farah: Blended Learning

- <https://www.edutopia.org/article/4-tips-supporting-learning-home>
- <https://www.youtube.com/watch?v=zrR-Kloggf4>

3a: Communicating with Students – Part 1

- i. Expectations for Learning
- ii. Directions
- iii. Explanation of Content
- iv. Use of Oral and Written Language

Provide an overview or agenda of lesson, along with the learning goals, through a storyboard, video, or slide show.

Find short videos or slide shows that give an overview of your topic and send these videos out to students in advance of the lesson.

Use closed captioning where possible to support students who have language learning needs or who need additional support with auditory processing.

Create think out loud videos where you give directions, introduce the content, and/or imagine problems students might have or points where they might struggle.



When you provide clear and concise communication to your students about what your lessons entails and the directions that they are to follow you lay the foundation for a successful lesson.

In remote teaching, technology allows you to provide this type of information in multiple ways, which provides new and different opportunities for students who process information in ways other than through listening. As you approach your planning for lessons, consider how and what technology you can use to accomplish the goals of providing clearly communicated directions and learning

expectations.

In your classroom online calendar provide links to learning objectives for each session. During synchronous instruction, you can consider having a header on each slide of your presentation that will remind students of the learning objectives or the activity's instructions.

You can leverage short video clips, either those that you record or those that you find are related to the topic of your lesson, to serve as stage-setters for your students. Provide these via email or through links in your classroom calendar so that students can view them before the start of the lesson. Remember, your digital content does not need to be perfect! Dive in and give it a go.



Think Aloud Strategies: <http://www.ascd.org/publications/newsletters/education-update/feb18/vol60/num02/3-Steps-for-Think-Alouds.aspx>



Clarissa Grimes: Think Aloud for Literacy: <https://www.youtube.com/watch?v=oi7RfnlkTL4>

3a: Communicating with Students – Part 2

Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.



Set the stage for class discussions by providing questions ahead of time and allowing students to submit questions in advance of the conversation.



Use the whiteboard and annotate function of your video conference to have students demonstrate solutions to math problems or highlight errors in a group editing exercise.



Use breakout rooms or schedule separate meeting times for small group discussion. Give specific instructions for the roles each member should play in the discussion along with a discussion prompt. Have groups report out after returning to the main meeting room.

Providing students the opportunity to explain concepts to classmates is a vital practice of high-quality teaching.

In a digital instructional environment, methods teachers typically use to have students demonstrate their knowledge may not be possible. However, many video conferencing platforms offer a digital whiteboard and annotation tools that allow teachers and students the opportunity to demonstrate their thinking in many of the same ways they traditionally employ.

These new tools, while similar to what teachers have used in their classrooms might take a bit of practice to get comfortable using them. We suggest that you do trial runs with friends and colleagues before trying with your students.

When you feel you are ready, begin with students by teaching them how the tools work in the virtual space. Be sure to be explicit about your expectations are for acceptable use.

For example, you will want students to know that it is not appropriate to annotate your screen until they have been specifically invited to do so. During your trial lesson, give students a chance to serve as instructor and demonstrate their use of the tools.



Number talks online: <https://www.edutopia.org/article/bringing-number-talks-online-classroom>

3b: Questioning and Discussion Techniques – Part 1

- i. Quality of Questions
- ii. Discussion Techniques
- iii. Student Participation

Have questions prepared in advance that will prompt deep, thoughtful engagement.

Prepare visual aids for discussion, such as a slide or shared document. Include graphics or a short video of where you state the questions.

Make concrete plans for when and how you will include and format discussion. Be sure to include a variety of discussion venues– chat, whole group, and small groups.

Provide windows for asynchronous discussions. Consider setting up a classroom blog or setting up a shared document that students can all edit.

Continue to monitor, facilitate, and motivate all students to participate in the discussion as you would in your “regular” classroom.

When you have live-video conferencing time with your students, the discussion will feel much the same as when you are in your “real” classroom. Students will share ideas by asking for recognition using the conventions for that you have established. Many video-conferencing platforms allow users to submit ideas and questions through a chat feature. Consider leveraging the chat function during the course of your lesson to gather input from students who may need more processing time, or are hesitant to share in front of their peers.

However, in remote teaching, the idea of classroom discussions can take on new and different forms. You can incorporate discussion threads to lessons that happen asynchronously. Consider inviting students to submit their responses to readings, videos, or slide shows that they watch at their own pace. There are many different applications to support such work, the most basic of which is to create a shared document and give editing privileges to your students. Look at how the nature and process of classroom discourse changes in both a/synchronous.



Guiding Online Discussions

- <https://inservice.ascd.org/three-strategies-for-better-online-discussions/>
- <https://www.edutopia.org/blog/blended-learning-research-eric-brunsell>
- <https://usergeneratededucation.wordpress.com/2020/03/20/increasing-student-participation-during-zoom-synchronous-teaching-meetings/>
- <https://catlintucker.com/2020/03/3-ways-to-use-video-conferencing/>

3b: Questioning and Discussion Techniques – Part 2

Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.



Cultivate participation by suggesting that students who wish to speak raise their hands in front of their cameras or use digital hand raising tool.



Solicit student questions through chat or polling functions. Encourage students to respond respectfully to one another in the chat. Draw questions from the chat into whole group discussions.



Use digital publishing tools that allow students to exchange ideas both during a lesson and while they are engaged in asynchronous portions of their studies. FlipGrid and CommentNow are two applications that can be used to sustain either video- or text-based student discussions

Remote learning allows teachers and students to approach discussions in ways that transcend the steady flow of time in the classroom; students who are slower to raise their hands or need more processing time gain new opportunities to respond through asynchronous means in remote learning.

Even during live-streaming teaching, we can use digital tools, such as the chat function, to gather student ideas and to pose challenges to each other's assertions. The chat function is one that while needing the guidance of ground rules and expectations for content, can provide entrée to discussions for students who are often more hesitant to speak in front of the group. As you teach, add in time set aside for students to engage in the chat. Build in time as well, so that you can draw out key points or concepts that arise in the chat.

Building in asynchronous discussions to lessons allows you to learn more from students who might be hesitant to speak in front of a group. Simple shared documents, an online blog forum, or a reply-all email chain are low-tech ways to add in this type of discussion. Explore new avenues for including student discussion like FlipGrid and CommentNow.



- **Response Tools:** <https://www.commonsense.org/education/articles/5-online-discussion-tools-to-fuel-student-engagement>
- **FlipGrid.** <https://ditchthattextbook.com/catch-the-flipgrid-fever-15-ways-to-use-flipgrid-in-your-class/>



- **Melissa White. Using FlipGrid.** <https://medium.com/a-teachers-hat/why-i-am-flipping-for-flipgrid-93b12f9b35b0>

3c: Engaging Students in Learning – Part 1

- i. Activities and Assignments
- ii. Grouping
- iii. Materials and Resources
- iv. Structure and Pacing

Provide students with visual reminders of the pace of lessons and when tasks or tests are due. Consider using a shared classroom calendar that you screen share each session.

Provide students with digital manipulatives or have them gather common household items to use as manipulatives.

Consider adapting small group activities from your “regular” classroom to the digital space. Book clubs and small group projects can be facilitated by using break out rooms, small group meetings, and shared-editing documents.

Getting students actively and cognitively engaged in their lessons opens the door to deeper learning. The digital teaching space provides both challenges to and opportunities for to student engagement.

Engagement of students in the digital learning environment requires teachers to engage new ways of presenting materials, organizing students, and providing digital learning materials.



As you create materials for asynchronous learning, be sure to leverage additional visual prompts to scaffold students’ progress through a lesson. Creating a consistent architecture to how you organize and present your materials online will serve to ease your students into the learning space.

For live instruction via video, consider adding low-tech ways of assessing engagement as you teach. Ask students to raise their thumbs in front of their cameras to show agreement or understanding. A simple thumbs up, down, or sideways vote can show you when or if you may need to back track or to move on. Remember to communicate your enthusiasm in the video environment. Reinforcing examples that you see of students showing behavior that indicates profound involvement is a great way to boost student engagement. Schedule small group meetings, with flexible groupings of students, to revisit content with students who struggled initially. As part of your daily calendar, create a list of students who are to check in during such meetings and specify the time and meeting venue for their group’s gathering.



Jessica Morris: Using Small Group Instruction

<https://thenotebook.org/articles/2020/06/02/teacher-diaries-jessica-morris/>



Starting Up Book Clubs Online: <https://learnoutlive.com/how-to-start-an-online-book-club/>

3c: Engaging Students in Learning – Part 2

Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.



Include opportunities to respond to lesson content throughout the instructional period. Check in with students during the lesson to see if they are grasping content.



Have older students take notes on lessons in shared documents using a note taking template.



Provide multiple venues for students to share their understandings of the lesson. You can use both synchronous strategies (chat and whiteboard responses) as well as asynchronous means (email responses, recorded video response and apps like FlipGrid or CommentNow).

When teaching online, teachers cannot leverage many of their usual techniques to get students engaged. However, teaching online offers them additional ways of engaging students in reflection.

Online teaching offers opportunities to engage students in reflection processes that create digital documents.



You can save digital whiteboards to create lasting records of student reflections. You can build collections of written reflections and video reflections over time that can serve as information for conducting assessments for students and for your evaluation of how your teaching has progressed. Further, you can save these compilations as teaching examples for future students when you teach the unit again.

Written and video reflections can serve as spot checks for understanding and engagement. Further, students can then use their video recordings and notes to review for assessments.



- Note Taking Pages. <http://blog.k12.com/teachers-voice/best-practices-for-virtual-teaching/>
- FlipGrid for Asynchronous Responses. <https://ditchthattextbook.com/catch-the-flipgrid-fever-15-ways-to-use-flipgrid-in-your-class/>

3d: Using Assessment in Instruction – Part 1

- i. Assessment criteria
- ii. Monitoring Student Learning
- iii. Feedback to Students
- iv. Student Self-Assessment

Display performance criteria and expectations at start of each lesson or on assignment page.

Establish office hours and homework help times. Actively solicit students to attend and track those who do and do not attend to expand outreach.

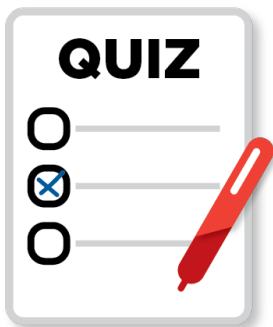
Use the digital commenting capacities, like adding comments to a Google document, to insert written comments to students.

Leverage digital opportunities for student comment such as online polls.

Ask students to video or audio record self-reflections and self-assessments.

Assessment provides the information teachers need to gauge and tailor their instructions to meet their students' needs and ensure student learning.

Many of the in-class routines, such as posting learning goals and performance criteria, we use should be continued in the online teaching space as they provide guides for both teachers and students. Similarly, since we are not available to students as we were before or after school, we should set up online office hours and track who attends and who does not.



In online teaching, there are additional options for teachers to support and gather information on student learning. While teaching via video, you can monitor for understanding using simple thumbs up/down or set up a digital poll. When doing polls, consider downloading poll results to your gradebook.

Be sure to check in with students about how they are handling the new demands of the online classroom. After teaching students how to use a new tech tool assess how many feel ready to proceed on their own. For those who stated they do not yet feel ready to fly solo, offer additional small group instruction and/or additional online resources they can access.

Along with tech check-ins, include self-assessments for students. Giving them the voice to express where they feel they are with their learning is crucial to your learning where additional support is needed.



Ben Rimes: Using Video for Formative Assessments.

<http://www.techsavvyed.net/archives/2925>



Self-Assessments: <https://www.edutopia.org/discussion/self-assessment-powerful-tool-improve-student-learning-and-understanding>



Digital Self-Reflections

- <https://www.hollyclark.org/2020/05/10/reflection-ideas-for-the-classroom/>
- <https://medium.com/@techr solutions/15-digital-tools-for-student-reflection-on-learning-65ef12141fb8>

3d: Using Assessment in Instruction – Part 2

The teacher successfully differentiates instruction to address individual student's misunderstandings.



Record mini-lessons in response to common mistakes that students made in recent work for you class.



Implement virtual exit tickets.



Provide video feedback to your students' work.

Online teaching allows teachers to gather both real-time and asynchronous information on students' learning and to use that information to tailor instruction to each student's needs.

As you provide asynchronous instructional materials to your students in response to their performance, consider using not just written comments about how they can revise work. You can provide video mini lessons for students who share a common learning need. Teach students how to access supplemental resources. Place such materials in your shared file space and be sure to tag or email students who should review the recording.

The process of using exit tickets to shape student instruction can be adapted to the online space. You can create exit slips to be emailed back to you or posted in the student's classroom folder. You also can get real time responses through many different apps. Whether you use a Google form or try out one of the apps featured below, digital exit tickets can be used to provide you real-time instructional information about what a student needs next. You can target re-teaching activities or web resources to a particular skill a student has yet to master.

Regardless of whether the exit ticket provides synchronous or asynchronous information to you, the data you gather will allow you to continue to tailor your instruction to your students' individual needs.

Providing video feedback to your students bridges the remote learning gap. Seeing a teacher's face and warm demeanor is an invaluable part of receiving feedback and guidance. Video feedback allows you to provide not only emotional context to your remarks, but to do re-teaching or expanded teaching as needed.



Using Video Feedback:

<https://drive.google.com/file/d/1MihjFQTrmBRbJBMjQ1D3zJFj1BaqVLE/view>



Exit Tickets: <https://www.edutopia.org/practice/exit-tickets-checking-understanding>



- Creating Teaching Videos: <https://www.hippovideo.io/blog/top-7-free-online-video-tool-teachers/>
- Online Exit Tickets: <https://www.teachthought.com/technology/smart-tools-for-digital-exit-slips/>

3e: Demonstrating Flexibility and Responsiveness – Part 1

- i. Lesson Adjustment
- ii. Response to Students
- iii. Persistence
- iv. Student Self-Assessment

Use tools to gather real-time input on whether kids are understanding the concepts in the lesson.

Provide responses to students using audio/visual technologies.

Consider peer-tutoring that leverages asynchronous audio or video-recorded explanations of challenging content.

Integrate self-assessment into your teaching by having students submit written or audio/video recorded evaluations of their work.

The pandemic has changed so much about how we deliver instruction. As we work to embrace the challenges posed by teaching during this and future pandemics, we will need to practice flexibility and responsiveness in new and different ways. Set aside time to explore practices that you might not have tried before and bring them to your online teaching. New strategies in this new time can help you respond to the needs of your students in ways that increase learning.

Gather feedback from students about your video-teaching to assess if they would like you to go faster or slower. Similarly, during the course of asynchronous assignments, check in with students to see if the pace is working for them and where or if they need additional support.



Digital teaching allows you to record your own explanations of content on which students needed additional teaching. These recordings can provide a library of future supports. Peer-tutoring, as well, can be leveraged through asynchronous recordings or documents. Let kids volunteer to tutor their peers by creating content that you then share with students in need.

Finally, continue building ways for students to engage in self-assessment. Platforms such as surveys, Google forms, shared-document writing can provide feedback from students on how they feel they are progressing. Consider leveraging new modalities such as audio or video recordings of students' self assessments.



• For more information on self-assessment, **see p. 11**



• **Online Peer Tutoring:** <https://www.vedamo.com/knowledge/benefits-peer-tutoring-virtual-classroom/>

For more information on making video recorded self-reflections, **see p. 11**

3e: Demonstrating Flexibility and Responsiveness – Part 2

Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.



Seek out and explore new teaching routines by visiting teacher websites like Cult of Pedagogy.



Build multiple learning modalities in each lesson. Explore ways to alternate teacher presentation with videos or small group discussions.



Consider collaborative planning to create lessons that are multi-layered and include audio/visual as well as text-based instruction and/or project-based learning all of which incorporates formative assessments.

Online teaching provides a range of opportunities that are helpful to some children while also posing challenges to some of our learners. To respond to these challenges, teachers will need to expand the teaching tools they use. Exploring websites like Cult of Pedagogy for ideas of how to change the ways in which you manage student interactions and format discussions, can help you respond to the new learning environment

As you explore how to balance your online teaching, you will want to learn how to integrate multiple types of information and presentation in your lessons. As you reflect on areas where students lost engagement, consider how you might change the way in which you present content in future lessons. You will want to find a balance between synchronous lecturing, explanatory videos, small and large group discussions, and individual reflection time.



Given the need for a truly different type of planning in this age of online teaching, collaborative planning can be helpful to allow each teacher to leverage their strengths. In this model of planning, each member of the planning team takes responsibility for creating a particular aspect of the lesson which all are synthesized in a shared digital document.



- Expand Your Pedagogy: <https://www.cultofpedagogy.com/>
- Learning Modalities:
 - <https://blog.edmentum.com/kinesthetic-visual-auditory-tactile-oh-my-what-are-learning-modalities-and-how-can-you-incorporate>
 - <https://www.edutopia.org/blog/learning-profiles-john-mccarthy>

4: Professional Responsibilities

- a. Reflecting on Teaching
- b. Maintaining Accurate Records
- c. Communicating with Families
- d. Participating in Professional Community
- e. Growing and Developing Professionally
- f. Showing Professionalism

Gather data from student responses to teaching that come in via chat, poll, or shared document to reflect on the effectiveness of your lessons.

Use your district's protocols and guidance on how and on what platform to set up shared drive folders and materials for your classroom. These materials should include specifics about units of study and assignments and assignment and assessment dates.

For each lesson, both synchronous and asynchronous, specify due dates, how you will track student completion of the work, and the grading parameters for the assignment. These details should be visible to students and families.

Expand your communication with families to include video messages that you record and send home, posts to social media platforms, as well as using traditional means like grade books, emails, and phone calls.

Network with colleagues across your district to learn how they are adapting their teaching to online means. Share your process with others through district and social media channels.



This entire year is going to be one where each of us is asked to grow and develop, as teachers, that we might never have imagined. While the challenges will be many, embracing this moment as one where we can rise together as professionals will serve the needs of our students.

If teachers can accurately identify the learning needs of our students, we can effectively advocate for them and ourselves to obtain the tools and training we need to succeed. As we plan our work, alone and with colleagues, keeping our students' learning needs at the forefront of our thinking is a critical responsibility now more than ever. There is no year of schooling for a child that is discard-able. Every year counts.

As we work to make this year count, we can all grow as educators by supporting one another, holding our districts and states accountable for providing a high-quality education to each child.



Professional Development for Online Teaching

- Michigan Virtual: <https://michiganvirtual.org/professionals/>
- The Resilient Educator: <https://resilienteducator.com/classroom-resources/online-professional-development-resources/>
- PBS TeacherLine: <http://www.pbs.org/teacherline/>

Additional Resources

Getting Up to Speed for Online Teaching

- Engaging Learners in Online Learning through Universal Design for Learning Principles: <https://elearnmag.acm.org/featured.cfm?aid=3310383>
 - Global Online Academy's COVID-19 Resources: <https://globalonlineacademy.org/covid-19>
 - K-12 Online Interaction Chapter from K-12 Blended Teaching: A Guide to Personalized Learning and Online Integration: https://edtechbooks.org/k12blended/online_interaction
 - National Institute for Excellence in Teaching— Taking Great Teaching Online: <https://www.niet.org/newsroom/show/blog/taking-great-teaching-online-candice-mcqueen>
 - National Institute for Excellence in Teaching– Instructional Strategies for Virtual Learning: <https://www.niet.org/assets/Resources/f42de7f8fb/niet-rubric-companion-for-virtual-instruction.pdf>
 - National Institute for Excellence in Teaching– Collection of Articles about Online Teaching: https://www.niet.org/newsroom?type=BlogNewsItem&search=online&action_handleNewsroomFilters=Submit
 - The Teacher's Guide to Tech, by Jennifer Gonzales from Cult of Pedagogy an Online Course (\$25 on Teachers Pay Teachers): <https://teachersguidetotech.com/guide/>
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Effectively Using Video Conferencing with Students

- Caitlin Tucker's 3 Ways to Use Video Conferencing with Students: <https://catlintucker.com/2020/03/3-ways-to-use-video-conferencing/>
 - User Generated Education– Increasing Student Participation During Zoom Meetings: <https://usergeneratededucation.wordpress.com/2020/03/20/increasing-student-participation-during-zoom-synchronous-teaching-meetings/>
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Additional Tech Resources for Online Teaching

- Cult of Pedagogy's Distance Learning Resources List: <https://www.cultofpedagogy.com/distance-learning/>
 - Tech Against Coronavirus' List of Tech Resources <https://techagainstcoronavirus.com/>
 - Using Google Classroom to Organize Files: <https://www.youtube.com/watch?v=qOUEP29MX58>
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Resources for Administrators

- Global Online Academy
 - 10 Strategies for Leading Online When School Is Closed: <https://globalonlineacademy.org/insights/articles/10-strategies-for-leading-online-when-school-is-closed>
 - If I Knew Then... A School Leader Reflects: <https://globalonlineacademy.org/insights/articles/if-i-knew-then-a-school-leader-reflects-on-ten-weeks-of-learning-online>
 - The New Normal: Five Insights: <https://globalonlineacademy.org/insights/articles/the-new-normal-five-insights-from-goas-covid-19-leadership-roundtable>
 - Why Online Collaboration and Connection Matter More Than Ever: <https://globalonlineacademy.org/insights/articles/why-online-collaboration-and-connection-matters-more-than-ever>

Additional Resources

Support for Major Video Conferencing Platforms

Blue Jeans

- BlueJeans Education Blog: <https://www.bluejeans.com/blog/tag/education>
- General BlueJeans Support: <https://support.bluejeans.com/s/topic/0TO2R000000kaieWAA/help-resources>

Google Meets

- Google's Education Blog: <https://blog.google/outreach-initiatives/education/>
- Google Meet Help: <https://support.google.com/meet/?hl=en#topic=7306097>

Microsoft Teams

- Microsoft Teams Education Blog: <https://educationblog.microsoft.com/en-us/category/education/>
- Best Practices for School Leaders using Microsoft Teams: <https://support.microsoft.com/en-us/office/best-practices-for-school-leaders-creating-teams-and-channels-in-microsoft-teams-for-education-f3663ad9-a835-4971-9acb-6725a543c003?ui=en-us&rs=en-us&ad=us>
- General Microsoft Teams Support: <https://support.microsoft.com/en-us/teams>

Zoom

- Tips and Tricks: Teachers Educating on Zoom:
<https://zoom.us/docs/doc/Tips%20and%20Tricks%20for%20Teachers%20Educating%20on%20Zoom.pdf>
- General Zoom Support: <https://zoom.us/docs/en-us/covid19.html>

References

In addition to the resources listed at the bottom of each page of this guide, the following references/resources informed the creation of this document.

Danielson Group. (2013). *Framework for Teaching Evaluation Instrument*.

<https://danielsongroup.org/downloads/2013-framework-teaching-evaluation-instrument>

National Institute for Excellence in Teaching. (June 2020). *Instructional Strategies for Virtual Teaching: A Companion Tool to the NIET Teaching Standards Rubric-- What Effective Teaching Looks and Sounds Like in a Virtual Setting*. <https://www.niet.org/assets/Resources/f42de7f8fb/niet-rubric-companion-for-virtual-instruction.pdf>

National Institute for Excellence in Teaching. (1999-2020). <https://www.niet.org/>

Office of K-12 Outreach at Michigan State University. Outreach Specialist Expertise.

<https://education.msu.edu/k12/>

Challenges for Administrators

Just as teachers will confront unforeseen challenges, educational leaders, school principals, and central office staff are certain to face unanticipated challenges as well. Preparation for the 2020-21 school year will require additional planning that will stretch your capacities. We encourage leaders to take it one step at a time and give themselves the same grace we allow our students. Get started, look for mistakes, own where you need to grow, and make a plan to do so.

Digital infrastructure and architecture are key areas where leadership will be immediately needed.

- We urge districts to research and select one, and if needed two at the most, learning management platforms. Consistency is needed so that your tech teams can provide needed support. Families need uniformity as many will have learners at multiple grade levels.
- We encourage districts to establish templates for how classroom shared drives are set up across grade levels. Consistency in such formatting will allow students and families to better access the multiple folders they will use during remote learning.
- We appeal to districts to help staff come to consensus about how to create classroom calendars and naming conventions for digital files and to provide templates for calendars and unit/lesson plans for teachers to share with students and families. Standardizing the process for accessing learning tools will allow students and families to more easily access the multiple folders they will use during remote learning.

Establishing an environment where teachers and students can take risks, try new things, and sometimes fail will be crucial.

- We recommend that all district leaders, from principals to superintendents, participate in professional learning alongside their staffs.
- We encourage district leaders to publicly engage in the process of trying new technologies, making mistakes, owning the missteps, and planning to resolve them.
- We believe that district leaders must take the lead in advocating for additional training, materials, technology, and professional learning time for their staff.

Office of K-12 Outreach College of Education— Michigan State University

Collective Capacity Building and Leadership Development

The Office of K-12 Outreach, under the leadership of Director Bryan Beverly, Ph.D., has unmatched experience in developing and implementing customized support for schools and districts in Michigan that seek to turnaround their schools and rapidly improve student achievement. Our unique field-oriented service organization within the university brings a 20-year history of collaboration with schools and districts across the state. K-12 Outreach has experience working with school districts on topics ranging from staff professional development to central office transformations, to equity, and it is available in this new technology-driven environment to help districts plan for school re-opening.

K-12 Outreach is available to help districts plan for school re-opening.

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