

Increasing Student Engagement & Ownership in Virtual Delivery

October 2020

Resources

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- [Minton Kindergarten Math](#) Video (0:00-3:20, 4:00-5:30) - Student Achievement Partners
- [Uncommon 5th Grade ELA](#) Video (0:00-3:30, 8:20-10:00) - Uncommon Schools
- [Fox English III](#) Video - Achievement First
- [Rappaport 7th Grade ELA](#) Video - Achievement First
- [Simon 8th Algebra](#) Video - Achievement First
- [CAST Key Questions to Consider When Planning Lessons](#)
- [Getting Started with Presentation Accessibility](#)
- [Getting Started with Document Accessibility](#)
- [TNTP's Covid-19 School Response Toolkit](#): Resources for navigating extended school closures during the coronavirus outbreak and planning for reopening.
 - [Supporting Multilingual Learners During the 2020-21 School Year](#)
 - [Supporting Students with Diverse Learning Needs at Home](#)
- [ELL and ELD Distance Learning Support](#): General guidance on what to consider as you determine how to best continue your students' language and literacy development.
- [Scavenger Hunt Deck](#)
- [Scavenger Hunt Padlet](#)
- [Final Reflections Padlet](#)

Vision for High-Quality Instruction (Slide 10)

What are the most important things we want to see in a lesson that are universal to all subject areas.

Teachers are...	Students are...

Vision for High-Quality Instruction (Slide 11)

- [Minton Kindergarten Math](#) Video
- [Uncommon 5th Grade ELA](#) Video

Video Notes

Reflection	
Do you think students would be engaged? How do you know?	
What are the teaching practices you listed that were effective?	

What are the systems you identified that had to be in place?	
What do you take from this for your own virtual learning?	

Key Priorities for Optimizing Distance Learning (Slide 12)



Responsive Learning Environments



Authentic Relationships



Strong Instruction

Set Clear Routines & Expectations	Relationships happen inside and outside of the classroom.	Use asynchronous and synchronous material wisely
Understand Virtual Environment Limitations	Student-to-student relationships matter too.	Make asynchronous learning interactive
Prioritize Engagement	Collect regular feedback	Provide regular feedback

Video Evidence

Responsive Learning Environments Fox, HS English III	Authentic Relationships Rappaport, 7th grade ELA	Strong Instruction Simon, 8th grade Algebra

Best Practices for Synchronous and Asynchronous Learning (Slide 19)

ASYNCHRONOUS

SYNCHRONOUS

Record your daily lessons using a screen casting tool, Zoom, Meet, or PPT narration.

Make sure that you **break your recorded lessons into segments** that are less than 9 minutes each.

Give students **response activities** during or immediately following lesson segments.

Use live sessions (via Zoom, Google Classroom, Blackboard Meet) to **discuss content explored during the asynchronous** work.

Provide feedback to students during the live session based on their asynchronous responses.

Give students time to **listen and learn** from one another.

Designing Accessible Presentations and Documents (Slide 24)

Review the [Sample Deck](#).

Slide titles are descriptive and unique	Links are meaningful	Images have text alternatives	Design is perceivable and predictable	Empathy drives design

Share your notes for each category on the [Padlet](#).

Stop & Jot (Slide 25)

What would you add to your vision for excellent distance instruction specifically for diverse students?

Network Planning Time (Slide 27-28)



Define effective synchronous instruction for your district.

What elements of instruction should be true in virtual classrooms? What observable practices should be taking place each day? What practices must be in place to support diverse learners?



Align expectations for synchronous instruction to your schedule and address inequities head on.

How will you ensure students attend synchronous instruction? What plans will you put in place for students that cannot access lessons synchronously? How will the expectations meet the needs of diverse learners?

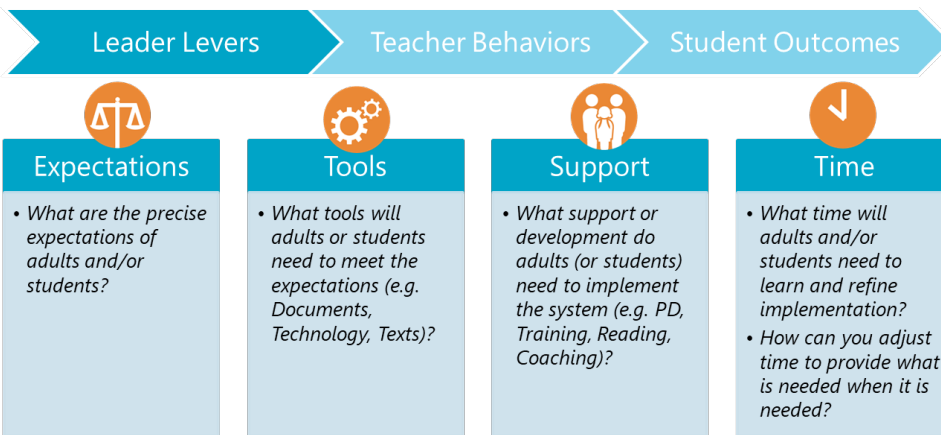


Identify the supports teachers will need to implement lessons.

How will you support teachers to engage diverse learners? When will teachers receive these supports and how? What PD or training do teachers need to do this well? How are you leveraging staff that did or do this well?

What does this look like in your district now?

What are the specific leader levers you need to pull in your district to engage in this work?



Whole-Group Reflections (Slide 29)

[Final Reflections Padlet](#)

Feedback Survey (Slide 31)

Please provide your feedback through the [Session 6 Survey](#).