Insight
EDUCATION GROUP

High Leverage Practices for Maximizing Student Learning in the Virtual Classroom

Virtual Education: Transforming Obstacles into Opportunities

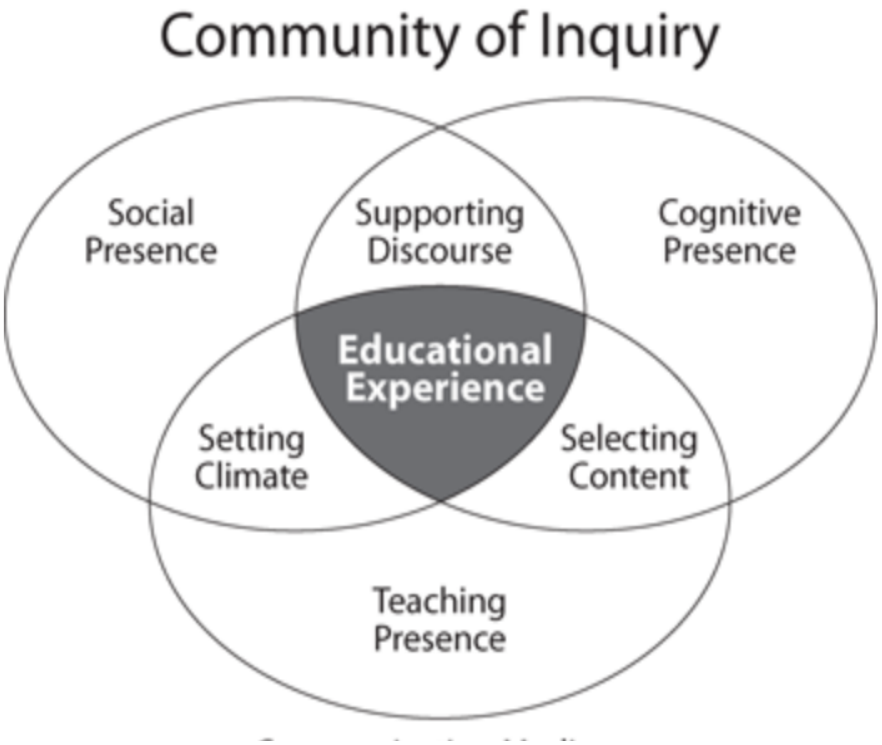
Participant Guide

Session Objectives

Identify high leverage practices to maximize student-centered learning in the virtual classroom; and	Build capacity around observing virtual instruction and coaching to support student-centered learning.

Notes:

Community of Inquiry



Social Presence	Cognitive Presence	Teaching Presence
The ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop interpersonal relationships by way of projecting their individual personalities	The extent to which learners are able to construct and confirm meaning through sustained reflection and discourse	The design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.

Planning and Preparing to Support Student Learning

Build a community of learners
Define student success criteria aligned to essential learning objectives
Utilize a student-focused instructional model

Prioritize Student Learning

- Identify the key skills/concepts in the standard that students should know and be able to do.
- For each skill - what would it look and sound like for students (actions and behaviors) to demonstrate mastery of that skill?
- Re-read the standard - if our students demonstrate success of the skills, will they master the standard at the appropriate level of cognitive expectation required by the standard?
- For each skill, determine how you will assess student learning.

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Skill	Distinguished	Proficient	Basic	Unsatisfactory
Cite Evidence	Students gather multiple specific pieces of evidence from the text including direct quotes, character actions and traits, and events	Students gather multiple specific pieces of evidence from the text including direct quotes, character actions and traits, and events	Students utilize one source to collect specific pieces of evidence from the text including direct quotes	Students are referencing information from the text, but this is not a direct citation.
Develop an Inference	Students are able to draw a conclusion and use evidence to support it by making a variety of literary connections including text to self, text to world, and text to text.	Students are able to draw a conclusion and support it with text evidence	Students are able to draw a conclusion and support with evidence either from prior knowledge or information from the text without a direct citation	Students draw a conclusion but are unable to support it with text evidence or students draw an erroneous conclusion.

Critical Components of Online Instruction

Critical Components of Online Instruction		
When planning for virtual instruction, determine which components of the virtual lesson are best suited to be delivered synchronously and which should be delivered asynchronously. Example online tools are identified below to support the delivery and implementation of each component of the lesson.		
Lesson Component	Objective	Online Tools
Direct Instruction		
Modeling		
Discussion		
Research and Exploration		
Collaborative Tasks		
Practice and Review		
Assessment		
Reflection and Metacognitive Skill Building		

Adapted from: Catlin R. Tucker

Example: Critical Components of Online Instruction

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Lesson Component	Objective	Online Tools
Direct Instruction	Transfer information (lecture or mini lesson) or explain a complex topic.	Use Screencastify or QuickTime to record a screencast.
Modeling	Conduct a think-aloud as you navigate a task, apply a strategy, practice a skill, or use an online tool or resource.	Use Screencastify or QuickTime to record a video showing students your metacognition around a specific process, how to do something or record a screencast to demonstrate how to navigate something online.
Discussion	Engage students in academic conversations about a text, video, podcast, topic, or issue.	Post discussion questions on Google Classroom or use the discussion question feature in your learning management system to engage students in asynchronous text-based discussions. Host a synchronous discussion using a video conferencing tool like Google Meet or Zoom to allow students to engage in a real-time discussion.
Research and Exploration	Encourage students to research a topic or issue and crowdsource the information they find.	Give students a topic to research online and ask them to crowdsource what they are learning in a shared space online (an online discussion board, shared online document or slide deck, Padlet Wall, or FlipGrid).
Collaborative Tasks	Group students online and allow them to work collaboratively on shared tasks.	Use a collaborative suite, like Google or Microsoft, to engage groups of students online (shared documents or slide decks).
Practice and Review	Connect students with practice and review activities.	Use online resources, like Quizizz, Kahoot! Quizlet, Khan Academy, or NoRedInk, to encourage review and to create retrieval activities. Use digital documents (Google Documents or Microsoft OneNote) to assign review activities or writing assignments.
Assessment	Assess student work and use that data to determine what students need moving forward.	Administer tests and quizzes using online assessment tools. Assign a writing prompt, task, or project designed to assess the students' mastery of content and skills.
Reflection and Metacognitive Skill Building	Ask students to think about what they learned, how they learned it, what questions they have about the concepts or skills covered, and what support they need to continue improving.	Use Google Forms, Microsoft Forms, or Socrative to create an end-of-the-week exit ticket to encourage students to develop their metacognitive muscles. Teachers can also ask students to reflect in an online journal or learning log about their progress each week.

Adapted from: Catlin R. Tucker

Planning and Preparation
Pause and Plan

How will you prioritize student learning? Who are your key team members?
How will you ensure that effective modules for students are developed? How will you assess for student mastery?
How will you hold yourself accountable?

Virtual Classroom Environment
Pause and Plan

What resources do you need to build a positive climate in the virtual space?
How will you provide opportunities for students to communicate and connect?
How will you hold yourself accountable?

Virtual Visit

Critical Components of Online Instruction When planning for virtual instruction, determine which components of the virtual lesson are best suited to be delivered synchronously and which should be delivered asynchronously. Example online tools are identified below to support the delivery and implementation of each component of the lesson. (S)=Synchronous (A)=Asynchronous		
Lesson Component	**Objective**	**Online Tools**
Direct Instruction	Lesson Hook (S) Brainstorm & Access Prior Knowledge • What inferences can you make about the artist based on what you see in the image? • What do you wonder? What are you curious about? • What do you already know? How did you learn it? • Skill Review- define inference	Synchronous • Zoom for virtual classroom session • Padlet- post questions and see student responses in real time
Modeling	Read Aloud & Think Aloud (S) • Read an excerpt of the text • Model the process of drawing a conclusion based on the excerpt. • Demonstrate annotation by using the drawing tool to underline evidence from the text. • Think aloud to model making an inference by drawing a conclusion and making connections to the evidence.	Synchronous • Zoom for virtual classroom session • Drawing tool for virtual annotation Asynchronous • Record read aloud and think aloud for students that do not attend the virtual meeting.

Discussion	Discussion Opportunities
	• Students will engage in discussion in the following manners:
	  ○ Opening brainstorm/commentary (S)
	  ○ Breakout room (S) small-group discussions
	  ○ Discussion Board
		Synchronous
		• Padlet- Brainstorm/commentary
		• Zoom- Breakout Rooms
		
		Asynchronous
		• Schoology Discussion board

Research and Exploration	NA	NA
Collaborative Tasks	Breakout Rooms (S) • Following the read aloud and think aloud, students will collaborate to make an inference and cite supporting evidence	Synchronous • Zoom- Breakout Rooms • Google Docs- Collaborative workspace

Virtual Visit …continued

Practice and Review	Feedback and Scaffolding
	• In the moment feedback given to small-group work products (S)
	• The open ended response assignment on schoology was tailored according to individual student needs including the following: (A)
	  ○ Including Inference Starters
	  ○ Small Group work session during office hours
	  ○ Providing an exemplar
		Synchronous
		• Google Docs- Collaborative workspace
		
		Asynchronous
		• Schoology-rubric and virtual feedback

Assessment	Small-Group Inference (S) Exit Ticket (S) Open Ended Response (A)	Synchronous • Google Docs • Quizziz Asynchronous • Schoology Assignment
Reflection and Metacognitive Skill Building	Open Ended Response assignment includes reflection on how students identified evidence, and what connections they made to draw conclusions (A)	Asynchronous • Schoology Assignment

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Virtual Data Collection Tool

Virtual Visit Data Collection Tool

Teacher Date		Time	
Lesson Topic		Grade Level-Content	
Standard/Learning Target/I Can		Number of Students	

Look Fors	STUDENT (actions-behaviors)	TEACHER (actions-behaviors)
High Leverage Practices Utilized • Number of students actively participating • Equitable opportunities for learning • Culturally responsive practices • Differentiated learning • Specific virtual engagement strategies		
Learning in a Virtual Environment • How is the technology enhancing student learning? • What is getting in the way of students' o academic success? o ability to access content? o engage with peers/teacher? • What inequities may have surfaced due to the virtual environment?		
Opportunities for Support • What additional supports could be provided to enhance delivery of instruction and/or student learning in this new virtual environment?		
Actionable Feedback • What teacher practice positively impacted student learning? • What actionable next step in teacher practice would enhance student outcomes?		
Resources Needed • What additional resources would help ensure that students are receiving equitable and rigorous instruction?		
Trends Noted • Are there any trends noted in this virtual visit that may be consistent across virtual classrooms? If so, describe.		
Next Steps • Specifically, what are the next steps to support student learning and teacher practice in this virtual setting?		

Example: Virtual Data Collection Tool

Virtual Visit Data Collection Tool

Teacher Date	Ms. Apple April 15, 2020	Time	8:30
Lesson Topic	Making inferences	Grade Level-Content	7
Standard/Learning Target/I Can	I can justify an inference by citing text evidence to support the inference.	Number of Students	18

Look Fors	STUDENT (actions-behaviors)	TEACHER (actions-behaviors)
High Leverage Practices Utilized • Number of students actively participating • Equitable opportunities for learning • Culturally responsive practices • Differentiated learning • Specific virtual engagement strategies	14 students submitted responses into the chat window. Two additional students responded by adding their inferences to the chat box. As the teacher thought aloud, students were encouraged to capture their thoughts on the note catcher. Students were also asked to show understanding via a thumbs up/thumbs down strategy. This was used as a check for understanding. 100% student were able to respond to the text via the poll.	Teacher utilized a hook and reviewed the skill by having students look at a popular music figure icon and students were given one minute to share inferences based on the image in the chat box. Teacher narrated the think time and clearly communicated the 100% response expectation. *"I have 4 teammates that have not submitted a response. Let me know if you need help using the chat function."* Teacher provided students with an electronic note-catcher to assist students. Teacher provided students with texts based on skill level. Teacher modeled a think aloud of how to cite text evidence. The text was on screen as the teacher shared her thinking and used the drawing tools to annotate text on the screen for the students. The virtual lesson ended with each student reading an excerpt and providing a written response via a virtual poll.

Learning in a Virtual Environment
• How is the technology enhancing student learning?
• What is getting in the way of students'
  ○ academic success?
  ○ ability to access content?
  ○ engage with peers/teacher?
• What inequities may have surfaced due to the virtual environment?
	Teacher's virtual think aloud and annotation provides real time modeling and feedback for students. Students are able to engage with the teacher and peers through the chat box. This also allowed the teacher to monitor student understanding and provide support for both content and technology as needed. The hook did not have 100% completion. One barrier may have been the inability of some students to use the chat function. This section actually has 26 students enrolled. Access to internet and/or device may be a barrier.	

Post Conference Reflection

What were students able to learn? How do you know?
What were the specific high leverage practices that were utilized to offer student-focused rigorous instruction?
What will you do differently moving forward and how will the data inform those decisions?

Student-Focused Rigorous Instruction
Pause and Plan

How will you engage students in making meaning of content?
How will you provide continuous actionable feedback and coaching support for teachers?
How will you hold yourself accountable?

Prioritizing Next Steps

What high leverage practice are working well?

List the areas of focus that are the most urgent and immediate. Use the table below to place urgent needs in order of importance and identify the resources needed to execute.

Priority	Area of focus/Actionable Next Step	Resources Needed to Execute
1st		
2nd		
3rd		
4th		

Resources

To access the links in PowerPoint, you must view this page in "Present" mode.

- Practical Tips for Teaching Online Small-Group Discussion
- Three Strategies for Better On-line Discussions
- Successfully Taking OFFLINE Classes ONLINE
- Community of Inquiry (CoI)
- Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education
- Information Technology and Constructivism in Higher Education: Progressive Learning Frameworks
  Chapter IV A Constructivist Approach to Online Learning: The Community of Inquiry Framework
- Visible Learning Effect Sizes When Schools are Closed: What Matters and What Does Not
- Synchronous Learning vs Asynchronous Learning in Online Education

Notes / Reflections