

Deep Dive: Transformation of Lessons from In-Person to Virtual

STAGE ONE

PRESENTING INSTRUCTIONAL CONTENT			
In-person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Start:</i></p> <ul style="list-style-type: none"> • Provide an agenda or overview of lesson <ul style="list-style-type: none"> – Share objectives – Show sequence of lesson 	<ul style="list-style-type: none"> • Share a visual that shows an agenda with sequence of lesson and objectives <ul style="list-style-type: none"> – Signpost the order of materials to review and steps to success 	<ul style="list-style-type: none"> • To start lesson, use graphic agenda or slide to start each daily lesson <ul style="list-style-type: none"> – Include objectives and numbered order of lesson/materials to review 	<ul style="list-style-type: none"> • To start lesson, verbalize objectives and order of lesson with a visual
<p><i>Middle:</i></p> <ul style="list-style-type: none"> • Provide direct instruction (<i>I do</i>) <ul style="list-style-type: none"> – Concise and clear – Logically ordered – Use of visuals – Label new concepts and ideas • Connect new learning to prior learning 	<ul style="list-style-type: none"> • Tape/record lesson or share time for direct instruction via synchronous delivery 	<ul style="list-style-type: none"> • Use Zoom, Google Meet, or other tool to tape/record direct instruction to link in LMS • Create clearly labeled documents and/or folders that denote flow <ul style="list-style-type: none"> – All materials should have clear information and directions and be linked in order of usage 	<ul style="list-style-type: none"> • Use Zoom, Google Meet, or other tool to provide instruction in real time • Model a think-aloud and engage in questioning in real time; use chat and discussion boards
<p><i>Middle:</i></p> <ul style="list-style-type: none"> • Model expectations and success criteria (<i>what students have to do to be successful with the assignment</i>) <ul style="list-style-type: none"> – Provide all essential information – Use a rubric – Show connections from instruction to practice/assignment 	<ul style="list-style-type: none"> • Tape/record model after direct instruction portion of lesson • Link to specific documents with expectations 	<ul style="list-style-type: none"> • Show and reference same graphic agenda or slide outlining expectations throughout recorded narration of modeling <ul style="list-style-type: none"> – Note that a link/folder includes a model of expectations with examples • Share and talk through a rubric 	<ul style="list-style-type: none"> • Use technology tools to show, not just explain, and engage students in work (<i>we do</i>) • Engage in questioning in real time; use chat and discussion boards

<p><i>Middle:</i></p> <ul style="list-style-type: none"> • Show examples <ul style="list-style-type: none"> — Illustrate expectations • Show samples of student work 	<ul style="list-style-type: none"> • Show examples in taped or synchronous portion of lesson • Link to specific documents with expectations 	<ul style="list-style-type: none"> • Record narration of the analysis of an exemplar with reference to success criteria • Post examples for review 	<ul style="list-style-type: none"> • Show and talk about examples of the work you expect • Engage in questioning in real time; use chat and discussion boards
<p><i>End:</i></p> <ul style="list-style-type: none"> • Provide closure and review of new learning with assignment or next step(s); students share what they learned <ul style="list-style-type: none"> — Reference agenda and objectives — Note timeline for feedback — Provide time for restatement of learning, answers to specific questions, or go over what students are still unclear about from lesson 	<ul style="list-style-type: none"> • Provide final signpost for reminding students of next steps • Use tools to provide time for exit ticket moment 	<ul style="list-style-type: none"> • Show agenda again as reference to note final steps • Use sentence starters for students to respond and share what they learned in chat, discussion board 	<ul style="list-style-type: none"> • Use time to have students note next steps in their own words • Use sentence starters for students to respond and share what they learned orally, in chat, and discussion board

MOTIVATING STUDENTS

In-person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Start:</i></p> <ul style="list-style-type: none"> • Make connections with students through intro questions <ul style="list-style-type: none"> — That are personal — That are engaging and motivating — Inspire curiosity • Provide clarity on objectives of lesson and where it is going (<i>preview of lesson</i>) 	<ul style="list-style-type: none"> • Use icebreakers and student-focused virtual bell-ringers • Share a visual that shows an agenda with sequence of lesson <ul style="list-style-type: none"> — Signpost the order of materials to review and steps to success 	<ul style="list-style-type: none"> • Have students answer bell-ringer question in discussion board • To start lesson, use graphic agenda or slide to start each daily lesson with objectives and numbered order of lesson/materials to review 	<ul style="list-style-type: none"> • Use icebreaker questions that allow for students to share orally or in chat to check-in <ul style="list-style-type: none"> — Have students warm up as lesson begins • Use polling or other tools to have students respond on screen to a quick question to gauge knowledge of a topic or answers to a pre-lesson question • To start lesson, verbalize objectives and order of lesson with a visual
<p><i>Middle:</i></p> <ul style="list-style-type: none"> • Content is engaging <ul style="list-style-type: none"> — Visuals used often — Student voice is activated — Use of think-alouds and questions to elicit responses are used frequently — Personal connections are made often — Student choice is present — Varied use of questioning • Content is organized and clear 	<ul style="list-style-type: none"> • Taped/recorded lessons and synchronous lessons <ul style="list-style-type: none"> — use video and graphics — show teacher enthusiasm and personal connections to topic — provide options for students — prompt students to connect with others — allow students to talk/present work 	<ul style="list-style-type: none"> • Tape teacher intro videos and think-alouds • Link to interesting videos • Allow for choice in writing prompts • Allow work to be done independently or in pairs/small groups • Allow students to tape themselves and turn in videos • Use asynchronous discussion boards • Create clearly labeled documents and/or folders that denote flow <ul style="list-style-type: none"> — All materials should have clear information and directions and linked in order of usage 	<ul style="list-style-type: none"> • Use brief video clips and key questions to keep attention • Use breakout rooms for student questions • Use novel tech tools periodically • Have different students prep to share on a topic to “teach” the class

<p><i>End:</i></p> <ul style="list-style-type: none"> • Teacher reinforcement of learning with engaging recap or culmination of lesson and individual student involvement 	<ul style="list-style-type: none"> • Provide final signpost that reminds students of learning and next steps • Complete an exit ticket using tech tools 	<ul style="list-style-type: none"> • Show agenda again as reference to note final step • Record teacher prompting about next steps • Use targeted questions or sentence starters (<i>I learned..., I'm getting better at..., I'd still like to know...</i>) for student to respond and share what they learned in chat, discussion board 	<ul style="list-style-type: none"> • Show agenda again as reference to note final step • Use time to have students note next steps in their own words • Use targeted questions or sentence starters (<i>I learned..., I'm getting better at..., I'd still like to know...</i>) for students to respond and share what they learned orally, in chat, discussion board
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ACADEMIC FEEDBACK

In-person	Virtual	Asynchronous Strategies	Synchronous Strategies
<ul style="list-style-type: none"> Feedback is frequent and high-quality 	<ul style="list-style-type: none"> Feedback is given as students respond to questions and on frequent, formative assessment checks 	<ul style="list-style-type: none"> Provide daily and weekly formative checks (short quizzes, checks for understanding, tests) where teacher provides grades with regular feedback on progress Use rubrics and checklists often to detail expectations with feedback Use recordings to upload thoughts on submitted work Reach out to students in email, on asynchronous discussion boards, and by phone to provide feedback on work Online grade book is used and kept updated 	<ul style="list-style-type: none"> Engage in oral and written feedback and offer comments during lessons Use regular questioning to gauge the quality of group and individual understanding and thinking <ul style="list-style-type: none"> Use system to call on more students and use private chat to check in with specific students Use rubrics and checklists often to detail expectations with feedback Use recordings to upload thoughts on submitted work Reach out to students in email, on discussion boards, and by phone to provide feedback on work Online grade book is used and kept updated
<ul style="list-style-type: none"> Feedback used during guided practice and as students complete student work and assignments 	<ul style="list-style-type: none"> Provide opportunities for teacher-student discussion during lesson and during set office hours 	<ul style="list-style-type: none"> Asynchronous discussion board comments or email exchanges are expected by students and are monitored by teacher to provide feedback Consistent office hours are available 	<ul style="list-style-type: none"> Opportunities for synchronous guided practice is frequent and questioning elicits student understanding of objectives and work expectations Oral/discussion board comments are expected and are monitored by teacher to provide feedback Consistent office hours are available

<ul style="list-style-type: none">• Students work together and provide feedback to each other using expectations as guide	<ul style="list-style-type: none">• Provide opportunities for student-student discussion and work time during lesson or between lessons	<ul style="list-style-type: none">• Students use rubric to provide feedback on each other's work prior to submission	<ul style="list-style-type: none">• Students share work with each other, either paired, in groups, or in breakout rooms<ul style="list-style-type: none">— Feedback uses rubric or checklist of expectations
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