Hello and welcome to today's POP Up PD on Demand, Instructional Practice: From In-person to Remote Learning. I'm Carole Dibble from the CSDE Turnaround office and I am joined by my colleague Greg Dresko a consultant in the Turnaround Office. Today's PD is the first of a two-part series to highlight 10 effective instructional strategies and how to bring them to life in a remote setting.

Learning Targets For Our Series

- Examine effective instructional strategies
- Exchange ideas for bringing these instructional strategies to the virtual classroom
- Learn from one another

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Here are our learning targets for our series of Effective strategies for in-person and remote learning.
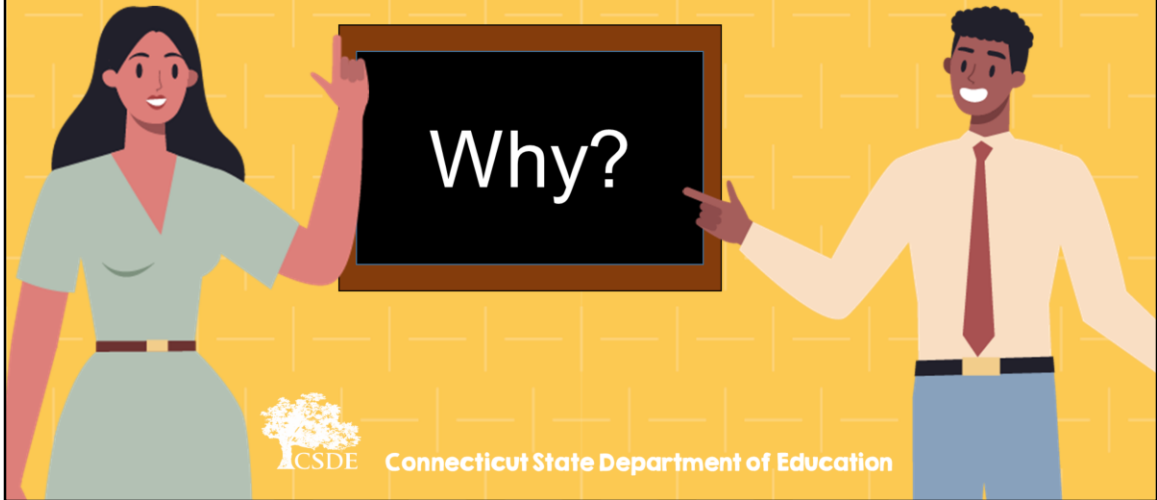
Learning Targets For Today

- Examine effective instructional strategies
- Consider ways to bring these instructional strategies to the remote learning environment

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Today our focus will be….

The Importance of Effective Instructional Strategies

Why?

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We always begin with the why. John Hattie's work looked at a variety of influences on student learning and found one of the greatest impacts on student outcomes to be collective teacher efficacy. Teachers make the difference! Teacher effectiveness is dependent on teachers having a deep knowledge and understanding of subject mater and pedagogical ability. Around the country schools have shown significant gains and narrowed achievement gaps by focusing on high-leverage, researched teaching strategies that work. Closing the gap and creating conditions for student success is why we must focus on high impact instructional strategies!

Why?

Instructional strategies and practice influence:
- Behavior
- Attendance
- Engagement

These strategies can be brought to the remote setting to impact student outcomes!

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The best way to impact behaviors like low attendance and student engagement is to use effective instructional strategies that engage and excite students about learning. (Click) In 2020 it has become even more important employ these effective teaching strategies to reach our students in person and in remote classrooms. All of the effective instructional strategies are transferable to the remote teaching setting. The product of the use of effective teaching strategies, rather in-person or remote, is improved student outcomes.

What are effective instructional strategies?

5 Examples that Enhance Instruction

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There are many effective instructional strategies. Today we will focus on five instructional strategies chosen because of their transformative impact on teaching and learning. As you participate today, you may say we have left off a must do for your school. Every school has many needs and we encourage you to continue with the strategies that get results for your students. However, If all students are not succeeding, we challenge you to consider if it is time for a change. Take a dive into these five instructional strategies that are great for in-person learning and let's look at how we might bring them to the remote classroom as well.
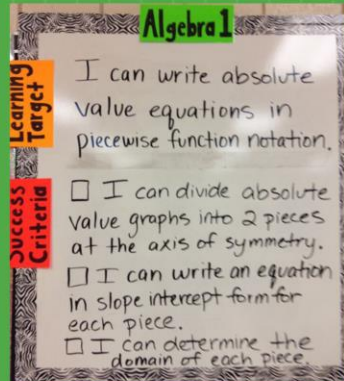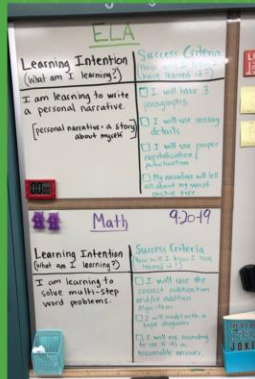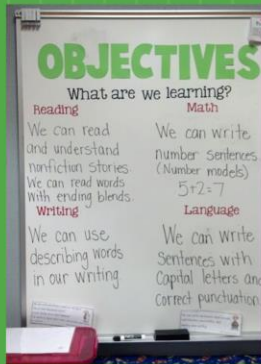
Setting Instructional Goals with Learning Targets

This is the foundation for all learning

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Our first strategy is setting instructional goals with learning targets. Basing every lesson on what students are learning is the foundation for effective instruction.

Educators may call them learning objectives, learning targets, or learning intentions. Regardless of what they are called, learning is at the center of the lesson. This is the intended learning outcome, what students will know, understand, or be able to do as a result of today's learning. Without a clear picture of he learning goal, the lesson will surely fall flat and seem like a series of tasks. The goals should be communicated and students should understand how today's learning fits into the bigger picture of the learning unit. Adding the criteria for success helps the goals come to life and let's students know what they must achieve to be successful. Be careful not to replace learning goals with doing goals. You may post an agenda of what will be done in the lesson, but make sure that agenda of tasks supports the intended learning and students know what they are going to be learning.

Learning Targets in the Remote Classroom

- Posting the learning target and success criteria at the start of the lesson (first slide, on camera on chart paper, etc.)
- Post it on slides through the lesson in your learning platform (Peardeck, PowerPoint, Google Slides, Nearpod, Flipgrid, etc)
- Post to online assignments
- Verbalize throughout the lesson
- Revisit at the closing of the lesson (virtual exit ticket)

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These are some ways to continuously revisit the learning target and success criteria while teaching remotely so students are reminded of the end goal throughout the lesson. Good preparation will lead to better instructional practices because the learning target will be embedded through the lesson.
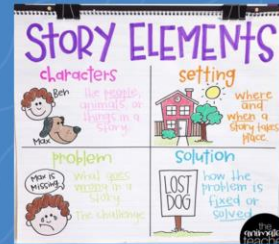
Visuals to Support Explanations

Don't just tell me, show me!

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Providing visuals for students helps them see the connections and develop a deeper understanding. You may have heard the quote, "Tell me and I forget, teach me and I remember, involve me and I learn." Many of these strategies support this idea. Showing students visuals will help them learn.

Visual supports might include: Anchor charts, models, word walls, vocabulary banks, manipulatives, and videos. These supports help students anchor their learning and provide references to reinforce new or previously learned concepts. Models help students use concrete tools to understand more abstract ideas. Many students need the visual reference to connect with the words they hear and develop understanding. When students can independently refer back to a visual model it is an opportunity to foster learner independence and self-efficacy which supports the development of a student's academic identity. We want students to see themselves as capable, independent learners.

Visual Support in the Remote Classroom

Creating a virtual classroom with linkable tools and visuals to support learning that might include:
- manipulatives
- anchor charts
- books/resources
- games
- word walls
- videos

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One effective way of bringing visual supports to the remote classroom in an organized manner is to create a "virtual classroom." Students can come virtually to school and access many of the same, necessary tools and resources that they could access during in-person learning in order to be successful while learning remotely.

Explicit Teaching

Students need explanations, information, and connections!

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Yes! Explicit teaching is a key effective instructional strategy. Research has shown us that lecture style teaching is not as effective and may lead to unengaged students or undesirable behavior, but that doesn't mean that students don't need explicit instruction.

What are structures enhance explicit teaching?

Mini-Lessons

Flipped Classroom

Conferring

Small-group instruction

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Explicit teaching in person may come in many forms such as- a mini-lesson to kick off learning, creating a short instructional video for students to watch before they come to class, meeting with a small group to give targeted instruction based on the needs identified in the exit ticket from a lesson, or even conferring with individual students with a planned learning focus. All of these forms of instruction bring on explicit teaching. This is where you show, tell, explain, define, and connect information and guide students to develop new understandings.

Explicit Teaching in the Remote Classroom

Examples of platforms that support explicit instruction and student engagement:
- Google Classroom/Suite
- Nearpod
- Peardeck
- Seesaw
- Flipgrid
- Jamboard
- Padlet
- Others that lets you watch student work in real time

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With remote learning, there are many platforms and tools to support explicit instruction that increases student engagement in the virtual classroom. Here are some examples that we have seen around the state that are effective learning tools to help increase explicit teaching opportunities and best practices.

Concept Maps

Guiding students to make connections

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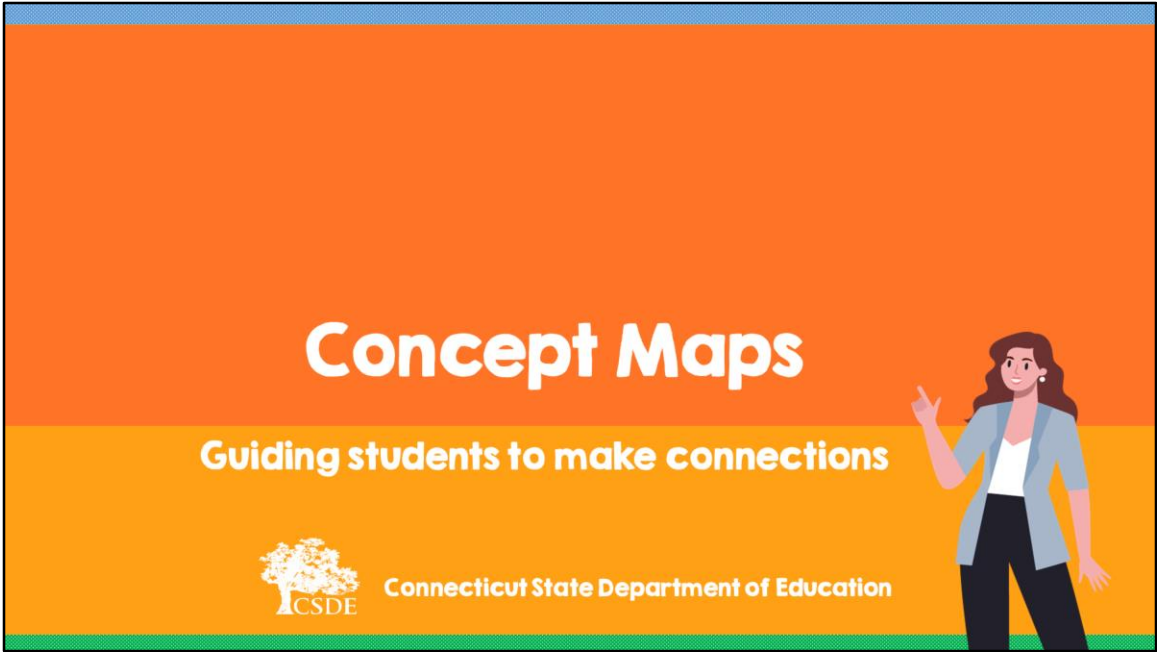
Deeper learning comes from making deeper connections to ideas. Concept maps help us make those connections.

How can students create connections to solidfy learning?
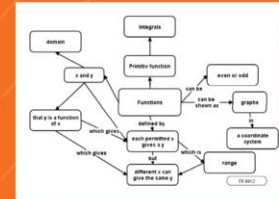
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Concept maps created by students help them connect new learning and ideas. It helps them make meaning of new information and consider how this information is important to them and to other concepts. Students can work individually or in small groups to build their concept map. Deeper meaning and understanding comes from deeper connections.
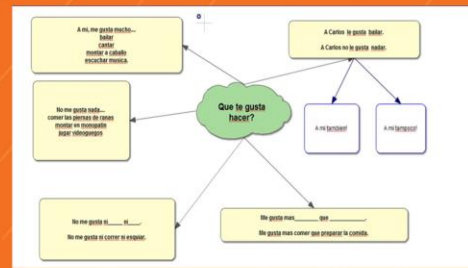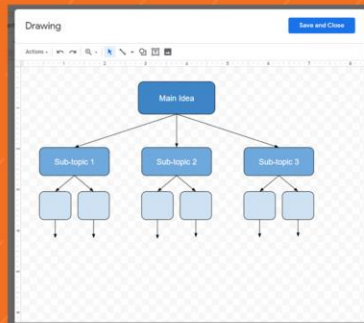
When moving to a remote setting, concept maps are easily accessible using many virtual tools, and easily created through the platforms you use in your schools such as google drawing or google classroom. Conceptual learning can continue to take place using technology that's both interactive and engaging.
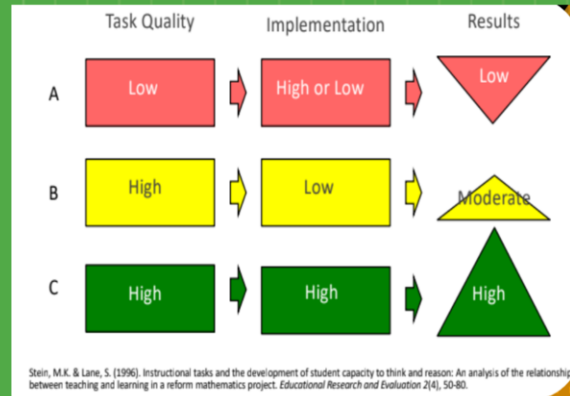
Selecting High Quality Tasks

Tasks that promote reasoning, problem solving, and productive struggle

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The learning activities that we plan for students matter. Not all tasks are created equally and the quality of the tasks impacts student learning.

The Impact of the Task

	Task Quality	Implementation	Results
A	Low	High or Low	Low
B	High	Low	Moderate
C	High	High	High

Stein, M.K. & Lane, S. (1996). Instructional tasks and the development of student capacity to think and reason: An analysis of the relationship between teaching and learning in a reform mathematics project. *Educational Research and Evaluation* 2(4), 50-80.
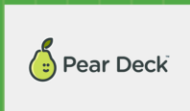
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Research shows the impact of a high quality tasks can significantly impact student results. If a task is of low quality, but the teacher implementation and instruction is great, students will still have low results. If the task is high quality and the implementation of the task is low, results will be moderately successful. Combine a high quality task and great implementation, students will have high results. Note: this doesn't say they will have great results if they come from an affluent zip code or they will have great results unless they are an English learner. High quality tasks are instrumental in good teaching and will support learning for all students.

(Click) So what makes a high quality task? It is aligned to grade level standards. A high quality task requires problem solving and reasoning,. It is adequately challenging to students and engages them in productive struggle. Too easy and no learning is happening; too hard and students can't engage in the task. Planning more open-ended tasks with easy access and a high-ceiling for complexity is a great way to offer students challenging and attainable tasks.

Bringing Quality Tasks to the Remote Classroom
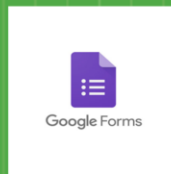
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The many platforms that are being used in our schools today offer the remote learning opportunities to learn, engage and practice these quality, rigorous skills to master the learning target and the success criteria necessary as well as offer that valuable feedback and data collection in real time. These platforms offer remote learners the opportunity from teachers for high quality tasks along with high quality, engaging implementation.

Setting a Learning Target
Visual Supports
Explict Teaching
Concept Maps
High Quality Tasks

Five Effective Instructional Strategies

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We focused on these five instructional strategies today. You may find that you are using some or all of the strategies or that you may have a favorite you use often in instruction. Other strategies may be new or you haven't had much experience with it in the remote setting yet.

This is your opportunity to reflect on each of these strategies and consider how often you are purposefully employing these strategies during in person and remote learning. Click above on the link to find the reflection document   We ask you to consider each instructional strategy and how you have brought it to your classroom this year. We know that 2020 has been a challenging year. You have had to be flexible in ways you have never been asked to be before. You may have had to completely transform your instruction as you move to a remote setting for learning. Bringing our best instructional strategies may have felt impossible. What we hope is this professional learning is spurring ideas about how great instructional strategies are possible in the remote learning environment. Please reflect on how you have used these strategies in-person and remotely.

Team PQP

Praise What resonated with you today that seems like a great idea?

Question What lingering question do you have?

Polish What strategy in your toolkit needs a little polish and attention? What support do you need to start?

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 As we close today we ask you to think about next steps. You might want to do this activity with your team. We are using a PQP strategy which is a great way to reflect with students on their learning.

(click)Start with Praise – What resonated with you today and seems like a great idea? Maybe you realize you have been doing something really well.
(click) Next, Q is for Questions – What lingering questions do you have? Who can help you find the answers?
(click) The final P is for Polish – What strategy in your instructional toolkit needs a little polish and attention. Sometimes when I have been to professional learning, I say I learned something again. Maybe today something has come to light that needs some work or brought into focus in your own practice.

Feel free to pause this video and work with your team.

Do you want to learn more about Effective Instructional Strategies? See POP Up PD On Demand Part 2 for five additional effective instructional strategies. Also, Check out the PD On-Demand Playlist. You can use this tool to self-pace and guide your learning to explore additional resources and ideas on effective instructional strategies.

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Don't just tell me.
SHOW ME.

Call to Action!

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As you engage in the work implementing effective instructional strategies in remote classrooms, we want to see examples of these instructional strategies. Please take a quick video, snap a picture, or write a quick description and share it with us. We will be gathering these examples from the field in follow-up POP Up PD in February. We know great things are happening in Connecticut and we want to showcase your work and your effective instructional strategies in the remote learning environment for all to see and learn. Please send your videos and remote teaching examples to greg.Dresko@ct.gov

THANK YOU FOR JOINING US!
Carole.dibble@ct.gov ◆ greg.Dresko@ct.gov

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We are so happy you joined us today. Remember to check out Part 2, available on The CSDE Turnaround Office Website. Go to Professional Learning and select POP Up PD On Demand Effective Instructional Strategies: From In-person to Remote Learning Part 2.

Also, watch for additional POP Up PDs available in January including Formative Assessments in the Remote Learning Environment and a new series beginning January 20th on Building Community in the Remote environment.

Please see our email addresses here and reach out if you have any questions or we can support you, Thanks again and have a great day!

References

- Evidence-based Teaching: Six Strategies Explained
- High Impact Teaching Strategies
- Using Effective Instructional Strategies – ThoughtCo

https://www.bensound.com

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