

Hello and welcome back to Part 2 of our POP Up PD on Demand series , Instructional Practice: From In-person to Remote Learning. I'm Carole Dibble from the CSDE Turnaround office and I am joined again by my colleague Greg Dresko a consultant in the Turnaround Office. Today's PD is the second 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



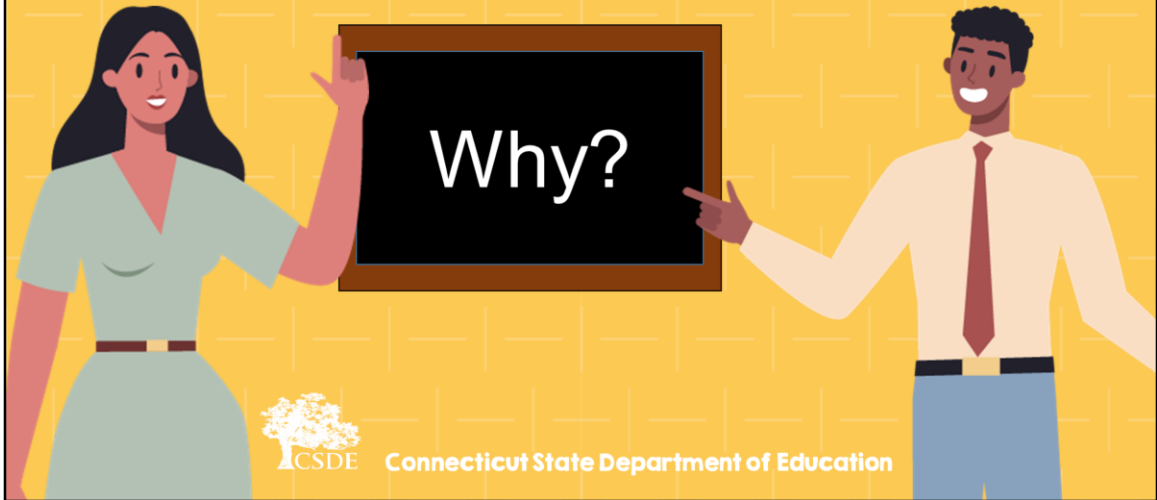
- **Examine 5 effective instructional strategies**
- **Consider ways to bring these instructional strategies to the remote learning environment**



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Here are our learning targets for our today's session of Effective strategies for in-person and remote learning.

# The Importance of Effective Instructional Strategies



We always begin with the why. Schools around the country have shown significant gains and narrowed achievement gaps by implementing research-based, high-leverage teaching strategies. Effective instructional strategies close the gap for our most vulnerable students. These are equitable strategies for meeting the needs of all students and supporting them as they build their identities as learners.

# Why?

Instructional strategies and practice influence:

- Behavior
- Attendance
- Engagement
- Student Outcomes



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The most effective way to positively impact student behavior, attendance and engagement is to use instructional strategies that excite students about learning! This is why we need to focus on instructional strategies that are rigorous and engaging that involve students directly in the educational process. In 2020 it is vital to not only bring these practices to in-person learning, but also to the remote classroom. These practices can shift teaching to be more effective and reach the needs of all students in the 21<sup>st</sup> century.

# What are effective instructional strategies?

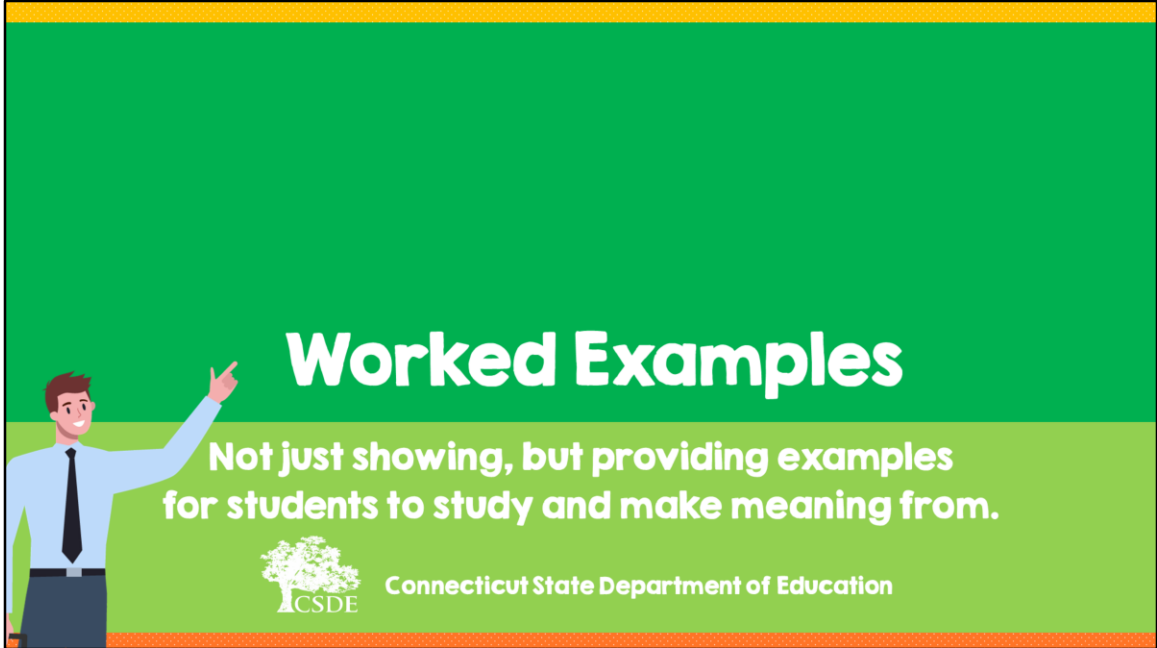
## 5 Examples that Enhance Instruction



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In our previous session we focused on the first 5 instructional strategies for in-person learning and how to bring them to the remote classrooms. They included: setting learning goals; providing visual supports for learning; explicit teaching; concept maps created by students, and selecting high-quality tasks. Today we will focus on an additional five instructional strategies chosen because of their high impact on teaching and learning. We encourage you to consider how these strategies might be transformative for your students and learning. How might these strategies help you reach all students and change the course of school for them, whether in person or remote?



# Worked Examples

Not just showing, but providing examples  
for students to study and make meaning from.

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Worked examples go beyond watch me and see how to do this problem. Here we are suggesting to create “worked examples” that help students develop their conceptual understanding and the process of how to get there.

# What are students learning?

**QUESTION:** Why did Megan start a dog walking business?

**ANSWER USING RACE:**

Megan started a dog walking business because she wanted to buy a bike and her parents said that she would have to earn the money to pay for it. The text stated that, "Megan was a hard worker and knew she could earn the money if she set her mind to it. After thinking about how she could earn the money, Megan decided that dog walking might be the best idea for her!" This evidence shows that Megan was determined. She really wanted a bike and would earn the money for it by walking neighborhood dogs.

- R**estate the question
- A**nsWER the question
- C**ite text evidence
- E**xplain what it means



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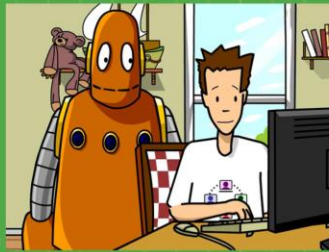
Example 1	Example 2	Example 3	Example 4	Example 5
$\begin{array}{r} 534 \\ \times 56 \\ \hline 3204 \\ + 26700 \\ \hline 29904 \end{array}$	$\begin{array}{r} 385 \\ \times 24 \\ \hline 1540 \\ + 7700 \\ \hline \end{array}$	$\begin{array}{r} 621 \\ \times 48 \\ \hline 4968 \\ + \quad 0 \\ \hline \end{array}$	$\begin{array}{r} 917 \\ \times 54 \\ \hline 3668 \\ \hline \end{array}$	$\begin{array}{r} 639 \\ \times 28 \\ \hline \end{array}$

Sample of a Faded Worked Example

Providing students with work examples helps them understand what success looks like. Exemplars set the expectation bar of what good work looks like. As you can see in the example to the right a faded worked example helps students reason about the way the work is done to develop their own "rules" and understanding. Worked examples are tools to help students develop a procedural understanding of a concept in a step-by-step way. They also foster critical thinking skills as students reason to understand why or how the problem is solved.



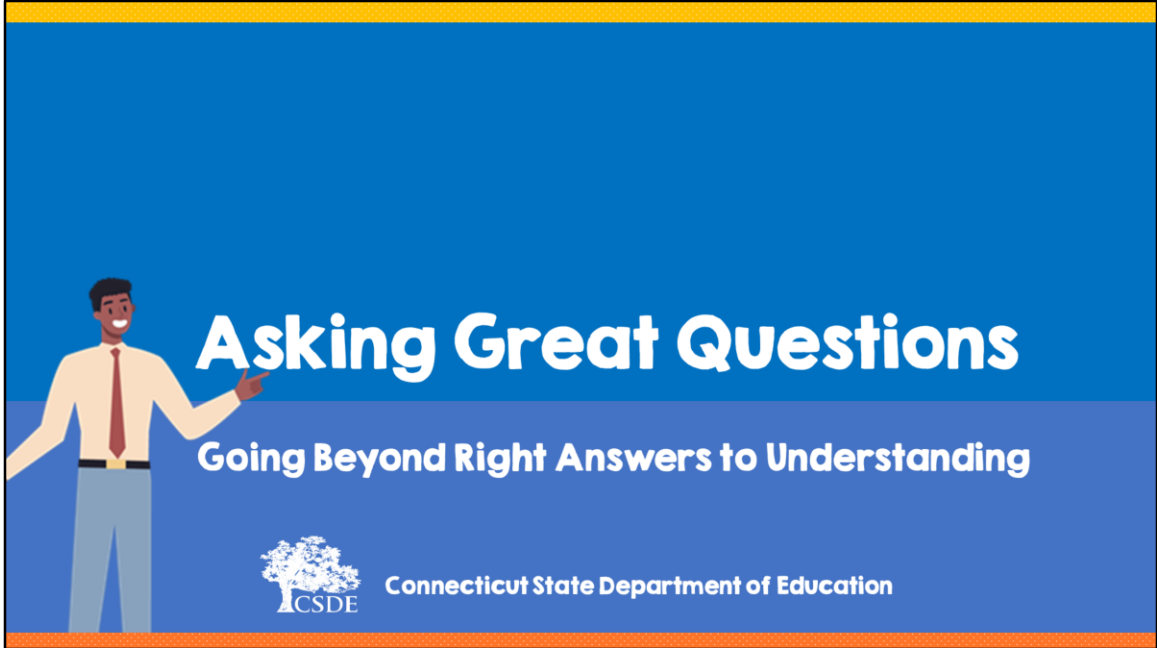
## Worked Examples in the Remote Classroom



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Providing videos of how-to processes, as well as rubrics for success criteria, will enable students to clearly see how to get to the end goal of a concept or a problem. Some remote learning platforms or strategies might include Screencastify, Youtube, brainpop, etc.



Questions should go beyond students report what they know and they should be used as a tool to develop deeper understanding and learning.

# How can open questions move learning forward?

## Tell me more...

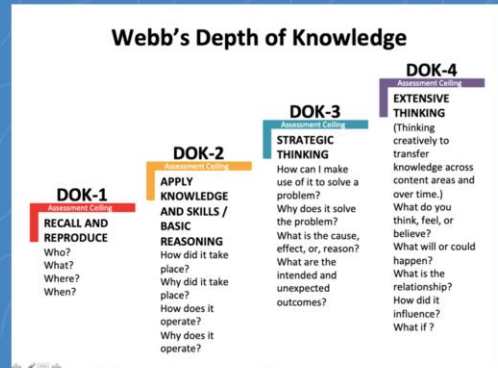
What is the evidence from the text?

Does that remind you of something?

What have we done before that might help us solve this?



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Right answers are necessary, but not sufficient. Asking questions where there is only a right answer doesn't challenge students to develop and share their thinking and understanding of a problem. Wrong answers should be met with probing questions to uncover misunderstandings and challenges and right answers should also be followed up with questions that allow students to verbalize or write about their thinking. Bloom's Taxonomy and Webb's DOK can guide teachers to plan for and include a variety of questions to develop meaning and sense-making. The right questions can move students beyond just right answer to deeper thinking and making connections to prior learning or real world applications.

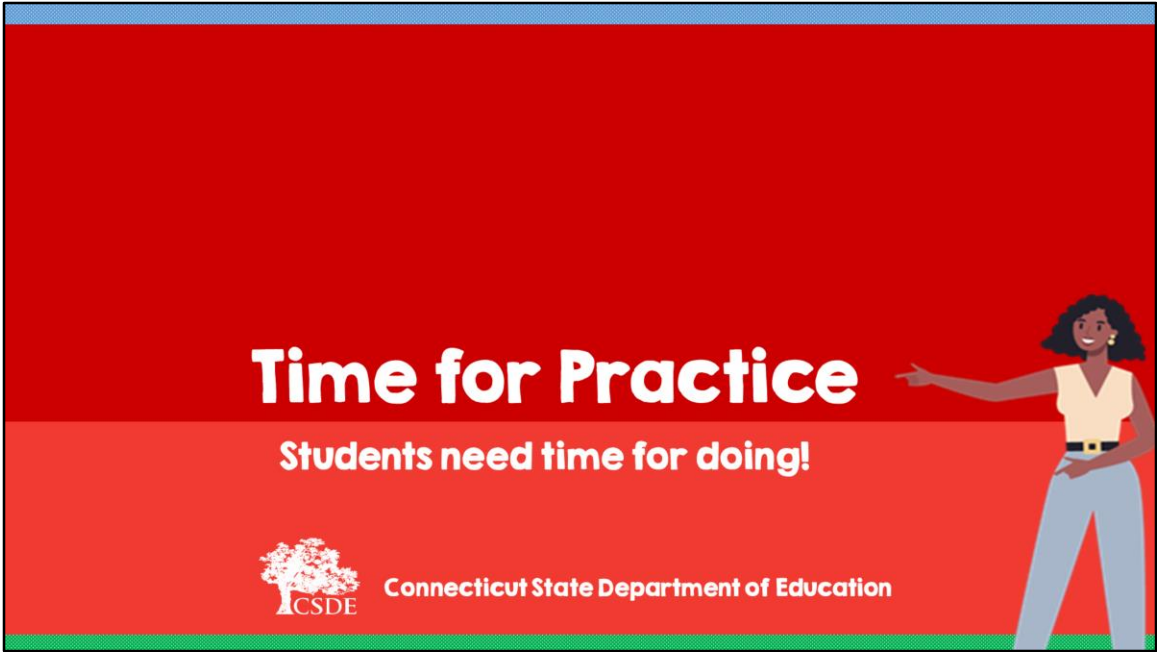
# Questioning in the Remote Classroom

The collage features three main components:

- Question Interface (Top Left):** A screenshot of a digital question tool. It shows a 'Question' title, a 'Date' set to 'Jul 11', and a 'Multiple choice' question type. The question text is partially visible, and there are 'Submit' and 'Add option' buttons.
- Open-ended Question Interface (Bottom Center):** A screenshot of a digital question tool for an 'Open-ended Question'. It features a text input field with a red arrow pointing to it and the instruction 'Enter your question here.' Below the input field are 'Submit' and 'Cancel' buttons.
- Mind Map (Right):** A mind map titled 'What are issues that you can think of that can be solved with biology? (synthetic biology or cell mimicry)'. The central node is surrounded by several colored boxes representing different issues: 'wild fires' (orange), 'climate change' (yellow), 'sea levels rising' (yellow), 'world hunger' (yellow), 'diseases' (light blue), and 'to make stuff like ice not melt' (light blue). A pink box contains the text 'Individuals to create lights'. A green box contains the text 'People can beat the environment using synthetic biology education'. A blue box contains the text 'to highlight areas that are bright or hearing'.

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When using questions in the remote classroom, embedding the questions to the presentations or classroom is a valuable way to keep students engaged, as well as check for understanding. The platforms you use in your community offer many ways to have each student offer an opportunity in differing ways to respond not only to the questions you as the educator pose, but also to respond to each other. Students can have breakout rooms where they can turn and talk, they can utilize platforms such as Nearpod or peardeck to draw, write or speak their answers or learners can use a platform such as padlet or jamboard to search for images on the internet to express their answers visually, and then expand further through discussions with the class or each other.



Students need time for practice! This helps solidify understanding, make connections and become proficient around the learning target and success criteria for the days lesson.

## What practice moves learning forward?



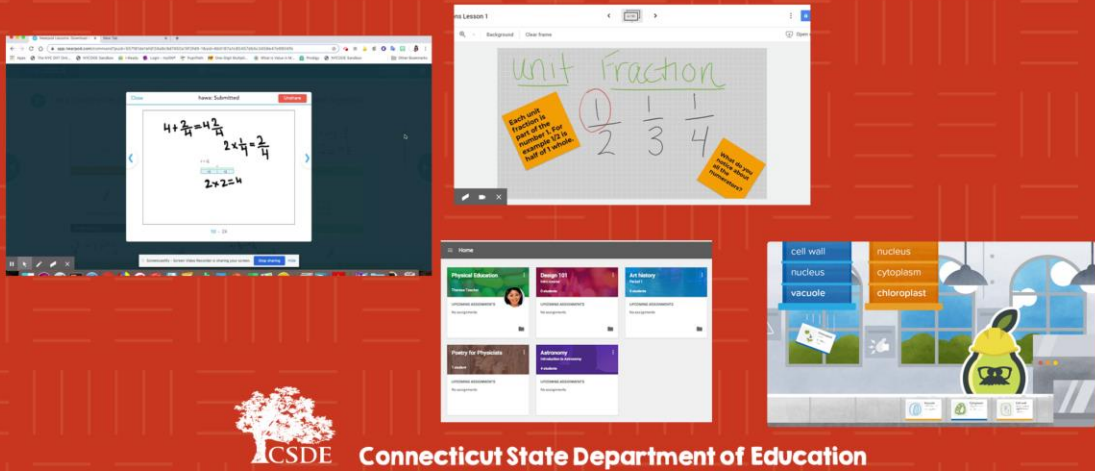
- Problem solving
- Reading
- Responding to text
- Fluency
- Developing and using vocabulary
- Writing
- Collaborating
- Developing persuasive arguments
- Understanding scientific phenomena



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Students need to practice with more complex tasks like you see listed here. They need time to respond to text, solve problems, and collaborate. They don't need a work sheet defining 10-20 vocabulary words with no context nor do they need 30 of the same problem with different numbers to practice today's learning. Yes, there is still a place for vocabulary and fluency development. It is so much more valuable to provide practice on these skills in context than in isolation. Vocabulary Frayer models that consider the definition, antonyms, synonyms and using the word in a sentence provide more context. Fluency problems that ask students to determine what strategy is needed given the context of the problem will help move learning forward.

# Practice in the Remote Classroom



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As stated before, the many learning platforms that are being used successfully in your communities offer these opportunities to teach, practice, engage and provide feedback to the students that also give educators valuable data that can be used to drive instruction. Platforms mentioned prior such as Nearpod, Peardeck, Google slides/ Classroom, Seesaw, Padlet and Jamboard are just some of the many platforms that are being used in the remote classroom settings right now. They offer students the opportunities to interactively engage in rigorous practice of concepts that are aligned to the learning targets and enable students to show mastery of the success criteria individually. They also allow teachers to see student work as they're doing it so that they can offer feedback immediately, collect data and adjust instruction in real time.

# Feedback to Students that is Learning Forward



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According to John Hattie and Helen Timperley (2007), “Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.”



## How do we provide feedback that positively impacts learning?

Be Specific

Be Timely

Concentrate on One Ability

Connect Feedback to Learning Targets

Confer

Use a Notebook to Keep Track of Progress

Coach Students to Critique Their Own Work

I Noticed...

Use Post It Notes



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During my education I received a grade at the top of my paper. Sometimes I was happy and sometimes I wasn't, but I have no recollection of using grade or a paper that says, "Good job!" to further my understanding. What a missed opportunity! Not all feedback to students needs to be evaluative. In fact, the goal of most feedback should be to help students learn. What are they missing? What are they doing well? Be specific and link feedback to the learning goal so students can correct, develop, and improve. Feedback should not be a gotcha, but a way to coach students to understanding.

# Feedback in the Virtual Classroom

The screenshot displays a virtual classroom interface. At the top, a text box contains the text "as well as some underline graph here and go on to a". Below this, a comment from "Brady Gavin" is visible, with the text "Very informative" and a "Comment" button highlighted by a red arrow. To the right, a "My terrific padlet" window is open, showing a grid of student posts. A blue arrow points from the "Comment" button to the "My terrific padlet" window. The grid contains several posts, including one from "Brady Gavin" about "video making/editing/sharing" and another from "Miles" about "create my classroom". The bottom of the interface features the CSDE logo and the text "Connecticut State Department of Education".

Feedback in the remote classroom may be instantaneous (in real time while the students are working synchronously) or can be left for the students on their work that they hand in asynchronously. Many of the platforms allow for teachers to leave comments on the assignments or privately, either by text or even through video. Either way, the feedback remotely needs to be the same as if you were providing feedback in person- timely, detailed, and actionable. It also needs to be centered around the learning target to move understanding forward.



Humans are social and many of us are social learners. Classroom discussions help us bring ideas to life and engage in making meaning to new concepts.

## How can we promote effective classroom discussions?

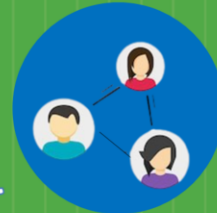
I heard you say...



I disagree because...



Tell me more about...



I know my answer is correct because...

My strategy is...

I agree...

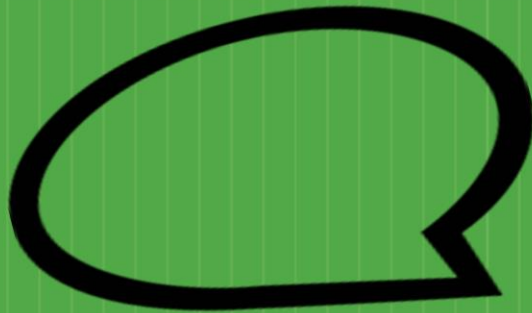
I would like to add...



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Talking through new ideas helps us make connections and develop a deeper understanding. Collaborative conversations aid in developing comprehension. Staff to students, peer-to-peer, and small group conversations all play a role in development of ideas and development as citizens. (Click) Explicitly teaching students to engage in collaborative conversations creates the conditions for productive classroom conversations

## Class Discussions in the Remote Classroom



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Student discussions are just as important in the remote classroom setting. Many virtual meeting platforms now have breakout rooms as well as chat functions that offer the ability to privately converse or have small group conversations. Additionally, students can also respond to discussion questions on streams in places like Google classroom or other platforms that act as peer to peer conversations that allow for responses when the students can get to them. Teachers can also monitor these discussions and provide “push” or follow up questions to help deepen the conversations. Remember, these conversations should revolve around the learning target and success criteria!



# Worked Examples Asking Great Questions Time for Practice Effective Feedback Classroom Discussions



## Five Effective Instructional Strategies



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Today we went over five more strategies that focused on instructional practices that can be utilized in both in-person and remote learning. You may find you are using some or all of the strategies or you may have a favorite you use often in your instructional practice. You may also have found something new today that you may want to try out for the first time.

# Reflection

**How often do you purposefully use this strategy for in-person learning?**

**How effectively did/do you employ this strategy for in-person learning?**

**How often do you purposefully use this strategy for remote learning?**

**How effectively did/do you employ this strategy for remote learning?**

[Click here for your personal reflection form](#)



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As with the previous Popup PD, This is your opportunity to reflect on each of these strategies and consider how often you are purposefully employing them during in person learning. Click the link above to find the reflection document. Then we ask you to consider each instructional strategy and how you have brought it to the remote classroom. 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 remotely.



## Individual Stars and Stairs

**Stars** What resonated with you today and what effective instructional strategies are you using?

**Stairs** What opportunities to do you see for growth and what are your next steps?



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As we close today I ask you to think about next steps. I want to share two activities. The first you can do individually or with your team. The second is definitely at team activity.

(Click) Start with the stars of the day or the series. What has really resonated with you? What was affirmed that you know you are doing well in your practice?

(Click) What are the stairs. These are the opportunities you have for growth. There will be some work ahead, climbing the learning ladder.





## Team Chalk Talk

- **As a team, start with a sheet of chart paper. Draw a circle in the middle labeled, “Effective Instructional Strategies”**
- **Set a timer for 3-5 minutes. Without conversation create a concept map about effective instructional strategies, building upon one another’s ideas.**
- **When the timer goes off recap and discuss the ideas that resonated with all.**



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If you are processing with your team, Chalk Talk is a great tool for making connections and learning. Draw a circle in the middle

Start with a paper and everyone has a marker. Draw a bubble in the middle with “Effective Instructional Strategies” set the time for 3-5 minutes and no one is allowed to talk until the time goes off. Now everyone begins to add to a concept map. Build on one another’s ideas, and don’t be afraid to ask a question as you build.

When the time goes off, recap and address the questions that came up on the Chalk talk.

# Check out the PD Playlist for Teachers

**Effective Instructional Strategies: From In-Person to Remote Learning**

How might we implement effective instructional strategies to promote student learning and improve outcomes? Select resources in the playlist below to access shared promising teaching practices to transfer to any remote learning setting.

**Read** Read one or more articles

- [6 Strategies for Successful Distance Learning - Edutopia](#)
- [10 Best Practices to be an Effective Online Teacher - eLearning](#)
- [Six Strategies for Effective Learning: A Summary for Teachers - The Learning Scientists](#)
- [Reimagining CT Classrooms: Planning Instructional Time for Remote Learning in Hybrid and Full Remote Models - CSDE](#)
- [10 Powerful Instructional Strategies - Edutopia](#)

**Watch** Watch one or more videos

- [\[12:45\] Five Principles of Highly Effective Teachers - Pierre Pirard](#)
- [\[2:59\] Remote Teaching and Learning Teachings in Education](#)
- [\[3:39\] The Science of Learning and Effective Teaching Strategies Columbia Learn](#)
- [\[59:10\] John Hattie on the Educator Mindframes and Why It Matters Ed Week's Leaders of Learning, 2019](#)

**Listen** Listen to one or more recording/podcast

- [\[20:00\] Four Laws for Learning - CUP of Podcast #153](#)

Available on the [CT Learning Hub](#)

Go to [Teacher's Learning Hub](#)

Select PD On-Demand Playlist

Select Effective Instructional Strategies



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Do you want to learn more about Effective Instructional Strategies? If you haven't seen it yet, check out POP Up PD On Demand Part 1 for five additional effective instructional strategies. Also, go to the CT Learning Hub to find the PD On-Demand Playlist with the same title. You can use this tool to self-pace and guide your learning to explore additional resources and ideas on effective instructional strategies.

**Greg.Dresko@ct.gov**

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. Send your videos and remote teaching examples to greg.Dresko at

# THANK YOU FOR JOINING US!

Carole.dibble@ct.gov ♦ greg.Dresko@ct.gov



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We thank you for joining us for this second popup PD about instructional strategies for remote learners. Please be on the lookout in January for our next Popup PD about Formative Assessments for the Remote Learners that Carole and I will also be conducting.

A new POP Up PD Series will begin January 20<sup>th</sup> ***Building Community: Promoting Relationships Virtually and In Person. It will include great information for building community in 2021.***

***We have included our emails and invite you reach out with any questions or if we can assist you in your work.***

# References

- [Evidence-based Teaching: Six Strategies Explained](#)
- [High Impact Teaching Strategies](#)
- [Using Effective Instructional Strategies](#) – ThoughtCo
- [The Power of Feedback](#)



<https://www.bensound.com>

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