Summer 2020 Professional Development
Supporting Teachers with Remote Learning

Guiding question:

How can we utilize Schoology to provide our teachers and teacher teams with access over the summer to high-quality, asynchronous, professional learning that supports them with the challenging work of continuing remote teaching and learning when we return to school in the fall while also allowing for choice?

Course Options

- Materials
- Updates
- Gradebook
- Grade Setup
- Mastery
- Badges
- Members
- Analytics
- Workload Planning
- Edpuzzle
- LockDown Browser

Access Code

Professional Learning Modules - Remote Learning: 2020-2021 SY

Fremont Union High School District

Add Materials | Options

All Materials

- Introductory Materials - START HERE!
- Module #1: Determining Essential Learning
- Module #2: Designing Assessments
- Module #3: Communicating Criteria for Success
- Module #4: Checking for Understanding
- Module #5: Providing Feedback
- Sample Instructional Plans

  These sample multi-day lesson plans in English, Math, Science and Social Studies are to be used in conjunction with all five modules to illustrate what the practices might look like in the context of an instructional sequence. The lesson is presented side-by-side for both in-person and distance learning settings.

Identifying Criteria for Success

While skillful teachers have always endeavored to be clear when providing instruction to students, now that we've entered an era of remote learning—where teachers may have fewer opportunities to check for student understanding, and students may be less likely to ask clarifying questions of their teachers—it is even more important than ever for teachers to make clarity moves that support student learning.

In his book *Visible Teaching*, John Hattie synthesized the results of over 15 years of educational research in an attempt to determine the factors that have the greatest impact on student learning. When it comes to lesson planning, he found that student learning is optimized when teachers help students achieve clarity about two things in particular. First, teachers must make clear to students what the objective of the lesson is.

Second, teachers must clarify how everyone in the classroom will know that the objective has been learned or achieved by students; this is known as the "criteria for success." Put another way, criteria for success, as defined by *The Skillful Teacher*, are "the qualities that must be present in the student performance or product to meet the standard and be deemed successful."

What do criteria for success "look like"?

While they also can take the form of a rubric, criteria for success usually take the form of a checklist, written using clear language students can easily understand. For example, if an English teacher has designed a task that asks students to explain the argument an author makes in a text they have read, the criteria for success checklist might look like this:

The response should…

- ❑ *Paraphrase the main claim made by the author of the text*
- ❑ *Explain at least three reasons the author gives in support of the claim*
- ❑ *Describe at least one opposing argument raised by the author*
- ❑ *Demonstrate quality writing (i.e., be edited for errors, written in complete sentences, etc.)*
- ❑ *Utilize transitional expressions (i.e., first, next, however, etc.)*

Additional examples of criteria for success checklists can be found here: Math, Science, Social Studies

Criteria for Success Worksheet

PROCESS	GUIDING QUESTION & WORKSPACE
Learning Objective	What is it I want all students to know and/or be able to do by the end of the lesson?
Student Task	What method of data collection will I use to determine whether students have met the learning objective?
Ideal Response	What does an ideal (or proficient) response to the task actually look like?
Criteria for Success	What are the essential qualities of the ideal response? What must the product or performance include in order to meet my expectations for proficiency?
Additional Considerations	❑ Are the criteria written in clear language students can easily understand? ❑ Do the criteria provide students with scaffolding to support the production of academic language required by the task? ❑ How can I communicate the criteria to students before they begin working on the task, and also make them available to students as they work on the task? ❑ How might I use the criteria for success to assess student work and/or provide students with feedback? ❑ Can a modified version of the ideal response (one that demonstrates the expected level of quality without giving away “the answer”) be shared with students to further clarify their understanding of my expectations?

Alternatives to Reading Quizzes and Tests

Item or Tool	Description
3x Summarization • *Source: David Wees, formative assessment specialist*	To check understanding, ask students to write three different summaries: 1. One in 10-15 words 2. One in 30-50 words 3. One in 75-100 words. Different summary lengths require different attention to details.
Double Entry Reading Log • *Source: Sandra Krist, high school literacy coach* • Detailed instructions	As they read, students keep a double entry journal. In the left column, students write down passages from the reading they find interesting, significant, or confusing. In the right column, students respond to these passages by reacting to them, commenting on them, drawing connections to them, or asking questions about them.
One Page Response • One Page Response Dos and Don'ts	Students write a response--double-spaced, and no longer than a single page--in which they discuss or analyze the significance of something (a character, the plot, a symbol, the setting, etc.) of their own choosing from the reading assignment.
Take a Stand • Example	Students construct a response to an argumentative prompt that asks them to take a stand on an issue from the reading assignment.
Text Annotations • Article: "I'll Have Mine Annotated, Please: Helping Students Make Connections With	After being taught how to annotate a text, students submit evidence (an annotated PDF, a photo of a text that has been annotated, etc.) to demonstrate the ways in which they interacted with/made meaning of the text.

Assessing Speaking and Listening with Free Technology

If you want students to be able to...	try this technology platform...	which allows for (asynchronous/synchronous) interaction.
• Create a podcast in response to a prompt or an assignment • Listen to a podcast you have created	Anchor Podbean Podomatic	Asynchronous
• Create short (up to 1 minute) digital whiteboard presentations • Collaborate in small groups, either synchronously or asynchronously, to create short digital whiteboard presentations	Explain Everything	Both
• Create a video of an oral response (of up to 10 minutes in length) to a prompt or question you pose • Listen to/view the video responses of other students • Create a video reply to a response another student has posted	Flipgrid	Asynchronous
• Engage in small group discussions over video (by creating their own Meet sessions) • Engage in whole-class discussions over video	Google Meet	Synchronous
• Create a video of an oral response (of up to 15 minutes in length) to a prompt or question	Screencast-O-Matic	Asynchronous
• Create multimedia digital portfolios with the option to record video explanations/presentations (of up to 10 minutes in length)	Seesaw	Asynchronous
• Listen to interviews on a wide variety of topics and themes • Record their own interviews (of up to 40 minutes in length)	StoryCorps	Asynchronous

Week-Long Lesson Planning for English: Argumentative Writing

Context: This series of lessons could be used at any point in the year when a lower-division English teacher (or an advanced-level EL teacher) would like students to develop their argumentative skills. For example, a teacher might use it prior to a unit in which students will be asked to respond to a "To what extent?" prompt about a piece of literature they will have read. Or, it could be used in connection with a text like Ray Bradbury's *Fahrenheit 451* that explores the impact that modern technology has on the lives of humans. In addition, while the learning objectives for these lessons focus on reading and writing, the lessons have also been designed to provide students with the opportunity to practice their speaking and listening skills through the use of an information gap activity called a Structured Academic Controversy (SAC).

Two Notes on Technology Use: The remote learning version of these lessons utilizes four technology platforms: Schoology, Screencast-O-Matic, Turnitin.com (both of which can easily be integrated into Schoology), and Zoom. While many teachers may already be familiar with these platforms and find them comfortable to use, they may be new, and even possibly overwhelming, to others. As a reminder, the remote learning version of these lessons is meant to illustrate one way, and not *the* way, a teacher might provide students with a remote learning experience. When you design your own lessons, please feel free to use the amount and types of technology that work best with the objectives and purposes of the lesson, as well as those that feel most comfortable for you at your current stage of learning.

Also, all Schoology tools referenced in this lesson are featured in the site-based Schoology training from spring/summer 2020. However, using the system is a learning process. If you need tech-based support, log in to your Schoology account and scroll to the bottom of the webpage. In the black footer, you will see "Support". When you click this button, a menu of support options will appear. You may choose to contact a site LMT, Submit a Request to Schoology, Live Chat with a Schoology Representative, or search the Help Center.

Learning Objectives: SWBAT write an argument in support of a claim, using valid reasoning and sufficient evidence.

- Class 1: SWBAT identify evidence from non-fiction texts that can be used to support a given claim.
- Class 2: SWBAT construct an argument in support of a given claim, using valid reasoning and sufficient evidence.
- Class 3: SWBAT write an argument in support of a claim, using valid reasoning and sufficient evidence.

Class 1: Identifying evidence from non-fiction texts that can be used to support a given claim	
In-Person Learning	**Remote Learning (Asynchronous)**
• The teacher starts class by explaining to students that they are about to write an argumentative response to a "To what extent?" prompt and that students will likely encounter this type of prompt throughout the rest of their academic careers. The teacher distributes the Responding to a "To What Extent?" Prompt handout and reviews it with the class. • The teacher asks students to take out their notebooks and to respond to the following prompt: Do smartphones have a positive or negative impact on the lives of teenagers? The teacher emphasizes that students should use the Responding to a "To What Extent?" Prompt handout when they write their responses. • Students are then given 10 minutes to respond to the prompt in their notebooks and are encouraged to use evidence from their own lives to support their thinking. • The teacher asks students to turn to a partner and gives students two minutes each to share their responses with one another. Once this pair-share opportunity is finished, the teacher brings the class together and asks a few students to share their responses with the class as a whole. As students share their responses, the teacher pays particular attention to students' claims and their use of transitional expressions, providing them with verbal feedback on what they've done well, and any next steps they might need to take in order to improve their claims and use of transitional expressions. • The teacher introduces the series of upcoming lessons. Over the next few days, students will	• The teacher posts the following materials on Schoology: Responding to a "To What Extent?" Prompt, the assignment sheet, the single point rubric, the positive impact texts, and the negative impact text. • The students log on to Schoology and start by watching a 10-minute video, pre-recorded by the teacher using a technology platform such as Screencast-O-Matic, that begins with the teacher explaining to students that they are about to write an argumentative response to a "To what extent?" prompt, a type of argumentative prompt they are likely to see throughout the rest of their academic careers. The teacher then reviews the Responding to a "To What Extent?" Prompt handout. Next, the teacher directs students to pause the video and to respond to the following prompt--Do smartphones have a positive or negative impact on the lives of teenagers?--via an assignment posted on Schoology. The teacher also encourages students to use evidence from their own lives when responding to the prompt, and to use the Responding to a "To What Extent?" Prompt handout when they write their responses. Finally, the teacher reminds students they will need to watch a second video after they have submitted their responses through Schoology. • Students write their responses, submit them through Schoology, and then return to watch the second video. • In the second video--approximately15 minutes in length, pre-recorded using Screencast-O-Matic, and also embedded in Schoology--the

Additional Resources for Online Teaching

Instructional Plan Submissions

Submit instructional plans or other artifacts that illustrate how you/your team used the ideas, tools, or materials from one or more of these modules for an upcoming lesson(s). These will inform ...

Summer Learning Feedback Form