

K-12 ONLINE TEACHING: LEADING THROUGH THIS TIME OF UNCERTAINTY

WEBINAR 3:

How can what we do today inform tomorrow?

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Teacher Appreciation Week!!

“A good teacher is like a candle — it consumes itself to light the way for others”

– Mustafa Kemal Ataturk

Thank You!!

Agenda

1. Overview of webinar and webinar norms
2. Introductions
3. Review major ideas from webinars
4. Today versus Tomorrow
5. Rethinking the Context of Instruction
6. Introduction to the Quality Matters Rubric
7. Action Items
8. Resources
9. Q&A

PRESENTERS



Elizabeth N. Farley-Ripple is associate professor in the School of Education and director of the Partnership for Public Education at the University of Delaware. She earned her Ph.D. from the University of Pennsylvania in Education Policy and has been working in educational research for ten years.

PRESENTERS



Rachel Karchmer-Klein is associate professor in the School of Education where she has taught courses in literacy and educational technology for 17 years. She is a former elementary classroom teacher and reading specialist and earned her Ph.D. in Reading Education at Syracuse University.

Emergency Remote Teaching

- Temporary solution to an immediate disruption in face-to-face instruction
- Requires patience, creativity, and problem-solving skills
- Can be effective with continuity and clear expectations in place



Effective Online Instruction

- Long-term investment in delivering instruction online including technology support and teacher preparation
- Pedagogically-sound by integrating evidence-based teaching practices with digital tools

Webinar I: Leadership directives

01
Technology



02
Communication



03
Teacher
preparation



04
Instruction:
general



05
Instruction:
accessibility
and privacy



Webinar I: Audit organizer

<https://sites.google.com/udel.edu/rachel-karchmer-klein/ppe-webinars>



Audit Tool for use by School and district leaders
to establish continuity for all stakeholders during emergency remote learning



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COMMUNITY ENGAGEMENT
INITIATIVE

	KEY QUESTIONS TO ANSWER	STAKEHOLDERS TO ENGAGE	WHERE ARE WE NOW?	HOW CAN WE ESTABLISH OR IMPROVE CONTINUITY?
TECHNOLOGY	<p>Have we established a single LMS?</p> <p>What do we know about how that LMS works/looks on different devices?</p> <p>What technology supports are available to students, parents, and teachers?</p> <p>Is it clear how/where they can get support (e.g. contact information)?</p>			
COMMUNICATION	<p>Who sends communication about district-wide or school-wide issues?</p> <p>Who else needs to communicate with students and families?</p> <p>Is communication regularly, reliably scheduled?</p> <p>What are the modes by which all communication happens?</p>			
TEACHER PREPARATION	<p>What skills and strategies do you expect all educators to have to deliver remote teaching? (baseline, not ideal)</p> <p>How can we ensure all educators develop those skills and assure stakeholders educators are prepared?</p> <p>What supports/trainings are available and how can they be accessed by all educators?</p>			

Visit www.udel.edu/ppe for related resources

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	KEY QUESTIONS TO ANSWER	STAKEHOLDERS TO ENGAGE	AUDIT: WHERE ARE WE NOW?	HOW CAN WE ESTABLISH OR IMPROVE CONTINUITY?
INSTRUCTIONAL POLICIES AND PROCEDURES: GENERAL	<p>What are our expectations for asynchronous/ synchronous instruction?</p> <p>What are expectations for student engagement in terms of <i>time, participation, collaboration</i>?</p> <p>How will learning be assessed? What will "count"? How will grades be determined?</p> <p>Will there be accountability for students' in terms of engagement, participation and time spent on learning?</p>			
INSTRUCTIONAL POLICIES AND PROCEDURES: ACCESSIBILITY AND PRIVACY	<p>Does the online material take into consideration copyright issues and/or give credit to sources?</p> <p>Is online material made available in both its original/digital form as well as PDF to accommodate different technology?</p> <p>What guidance are teachers and students given about privacy (e.g. zoom meetings, student videos of themselves, etc)</p> <p>What accommodations are educators expected to provide in online environment (e.g. closed caption, Automatic speech recognition, time extensions for quizzes/tests)?</p>			

Visit www.udel.edu/PPE for related resources

Webinar 2:

What does instruction look like?

Instructional design is paramount



Informed by cognitive, social, and situated learning perspectives



Attributes of digital text must be leveraged intentionally



Different views of online teaching



Prepare K-12 students with digital literacy skills



Framework for instructional design

4 knowledge processes (Cope & Kalantzis, 2015)



What Does Tomorrow Look Like?

School

- Face to face
- Hybrid
- Fully online

Parents/guardians

- Working from home
- Unemployed
- Working outside of home

Daycare, before/after school care

- Available
- Unavailable

After school activities/sports

- Available
- Unavailable

Future disruptions

- Homebound students
- Natural disasters

Directive	Today	Tomorrow
Technology	<p>Committing to and training everyone on one LMS (e.g., Schoology)</p> <p>Technology support for all stakeholders</p>	<p>Identify and train everyone to use a set of common tools</p> <p>Maintain and strengthen</p>
Communication	<p>Clear communication plan using multiple modes to reach all stakeholders</p>	<p>Maintain and strengthen</p> <p>Communicate to stakeholders about educator and system preparedness to deliver remote learning</p>
Teacher preparation	<p>Emergency supports for educators to deliver remote learning</p> <p>Get teachers onto LMS and other systems and using them</p> <p>Limited (compromised) time for learning, planning</p>	<p>Systematic, differentiated professional learning opportunities</p> <p>Focused PD on pedagogy, engagement</p> <p>Allocated time for learning and advanced planning for online lessons</p>

Directive

Today

Tomorrow

Instruction: general	<p>Teachers quickly moving classes to online format</p> <p>limited Expectations for student engagement, accountability, and work</p> <p>Optional synchronous, participation, reviewing content, “no harm” grading, limited collaboration</p>	<p>Deep consideration of the role of the teacher in an online environment</p> <p>Require interactivity and collaboration between teachers/students and students/students</p> <p>Use an instructional framework to design online instruction that leverages digital tools to integrate evidence-based teaching practices</p> <p>Continuity in instructional practices across grades/subjects/teams: agendas, digital tools beyond LMS, morning messages, video updates, access to materials</p>
Instruction - Accessibility and Privacy	<p>Use best available materials</p> <p>Unmonitored use of devices</p> <p>“Good faith” effort to meet accommodations</p> <p>General guidance about privacy</p>	<p>System identifies and provides access to quality digital materials for use</p> <p>Adherence to AUP</p> <p>Systematic implementation of accommodations</p> <p>Schoolwide implementation of privacy practices</p>

Directive

Today

Tomorrow

NEW!!!! Student preparation	Basic skills for using tools provided prior to remote instruction	Orientation to <i>learning</i> online and managing own learning remotely
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Reconceptualize Instruction

- Online instruction is different than face to face instruction – we can't recreate our classroom or lessons in an online format
- When making decisions (directives), it is important to consider how the *role and work* of a teacher in an online environment differs from a traditional environment.
- Have explicit conversations about what "teaching" looks like: delivering content, providing feedback, differentiating instruction, collaborating, building an online community of learners.
- Don't mistake continuity for instruction all being the same all the time.

Role of the teacher in the online classroom

Independent work
Asynchronous/non-digital

Teacher/student
synchronous

Teacher/whole group
synchronous

Teacher/small group
synchronous

Small group
synchronous/asynchronous



Organizing Instruction: An Example

Subject	Yesterday	Tomorrow
ELA	<p>90-minute block</p> <ul style="list-style-type: none">• Interactive read aloud (whole class)• Shared reading (small group)• Differentiated reading (individual/small group)• Writing instruction (whole class/small group/individual)	<p>Combination of:</p> <ul style="list-style-type: none">• Teacher/whole group synchronous• Teacher/small group synchronous• Teacher I:I synchronous• Small groups synchronous• Student independent at home with digital tool• Student independent at home with other resource(s)• Time with interventionist, special educator, other support

K-12

Specific Review Standards from the QM
K-12 Rubric, Fifth Edition for K-12 Reviews

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 1 Instructions make clear to learners how to get started and where to find essential course components.	3
	1.2 2 Learners are introduced to the purpose and structure of the course.	3
	1.3 1 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	3
	1.4 1 Minimum computer skills and digital literacy skills expected of the learner are clearly stated.	3
	1.5 1 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.6 1 Standards of academic integrity are clearly stated.	2
	1.7 2 The self-introduction by the instructor is appropriate and is clearly available in the course.	1
	1.8 2 Prerequisite knowledge in the discipline and/or required competencies are clearly stated.	1
Learning Objectives (Competencies)	2.1 2 Course-level learning objectives or competencies are measurable and describe what learners will be able to demonstrate as a result of successfully completing the course.	3
	2.2 2 The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives.	3
	2.3 2 The learning objectives or competencies are aligned with state standards and/or other accepted content standards.	3
	2.4 2 Learning objectives or competencies are designed and written for the target student audience.	3
Assessment and Measurement	3.1 2 The types of assessments in the course measure the stated learning objectives or competencies, are consistent with learning activities and resources, and their relationship with learning objectives or competencies is clearly stated.	3
	3.2 2 Specific and descriptive criteria are provided for the evaluation of learners' work and assist the instructor in determining the level of achievement of learning objectives and competencies.	3
	3.3 2 Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.	3
	3.4 2 Multiple methods of assessment strategies are included, based on the specified learning objectives or competencies and learner need.	3
	3.5 2 Expectations for successfully completing the course, earning course credit, and calculating grades are clearly defined for the learner and instructor.	3
Instructional Materials	4.1 2 The instructional materials contribute to the achievement of the stated course- and module/unit-level learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.	3
	4.2 2 Instructional materials are integrated within the context of each lesson, and their intended use is clear.	3
	4.3 2 The course content is appropriate to the reading level of the intended learners.	3
	4.4 2 The instructional materials have sufficient breadth, depth, and currency.	3
	4.5 2 All instructional materials used in the course are appropriately cited.	2
	4.6 2 The course content strives to reflect a culturally diverse perspective that is free from bias.	1
	4.7 2 The course is free of adult content and avoids unnecessary advertisements.	1
Learning Activities and Learner Interaction	5.1 2 The learning activities promote the achievement of the stated learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.	3
	5.2 2 Learning activities provide opportunities for learner-content interaction that support active learning.	3
	5.3 2 Learning activities provide opportunities for learner-instructor and learner-learner interaction.	3
	5.4 2 Standards for instructor responsiveness and availability are clearly stated.	3
	5.5 2 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 2 Course tools support the learning objectives or competencies.	3
	6.2 1 Course tools facilitate student engagement and promote active learning.	3
	6.3 1 The course takes advantage of technologies and tools that protect student privacy and maintain confidentiality of student information.	3
	6.4 1 Course tools and technologies are current.	2
Learner and Instructor Support	7.1 1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 1 Course instructions articulate or link to academic support services and resources that can help learners succeed in the course.	2
	7.3 1 The course articulates or links to resources to support effective course facilitation.	2
	7.4 1 Course instructions articulate or link to the institution's accessibility policies and services.	3
Accessibility and Usability	8.1 1 Course navigation is logical, consistent, efficient, and intuitive.	3
	8.2 2 The course design facilitates readability.	3
	8.3 2 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 2 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	3
	8.5 1 Course multimedia facilitate ease of use.	2
	8.6 1 Vendor accessibility statements are provided for all technologies required in the course.	2

Action Items



01 Conduct audit

02 Survey stakeholders

03 Check do's and don'ts to develop action steps and plan

04 Utilize action planning template

05 Progress monitor

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Quick Guide to Leading K-12 Online Learning During Emergency Remote Learning



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	Do	Don't
Communication	Establish a clear, consistent and predictable plan for communication (i.e. from whom? on what day of the week? in what format?)	Encourage multiple communications to stakeholders unless there's emergency information that needs to be shared.
Technology	Commit to a single LMS and set expectations for all teachers to base their instruction in that LMS	Have students logging on to multiple apps and creating multiple accounts for tools that are not integrated into a system wide LMS.
	Identify a narrow set of tools that integrate well with the LMS (Schoology) that meet a range of instructional goals (e.g. presenting, etc) and create a process for vetting and implementing new tools.	Have teachers spend their time finding and testing a range of tools for their instruction.
Teacher Preparation	Identify basic skills all educators need to deliver emergency remote learning and develop a scaffolded or personalized PD plan to get them all to that point.	Don't assume educators can learn on their own or from each other, especially during crisis conditions.
	Have explicit conversations about what "teaching" looks like in an online environment: delivering content, providing feedback, differentiating instruction, collaborating, building an online community of learners, and be creative with how learning is organized.	Don't recreate an in-person classroom in an online environment and expect teachers to engage in the same activities and roles.
	Allocate time for professional learning and required advanced planning for online lessons	Ask teachers to pivot practice quickly or on their own.
Student Preparation	Require students to complete a student orientation that covers content they did not learn when given a device (middle and high school). For instance, evaluation of content, free images, etc.: Webinar	Assume students have the necessarily skills to navigate the LMS or operate the device effectively.
	Design and implement resources to help students understand how to learn in an online environment	Assume students as "digital natives" can translate technology skills into how to learn online.
Instruction	Consider digital and non-digital (e.g. paper and pencil, discussion) ways of meeting instructional objectives	Think that all instructional activities need to be done digitally
	Use instructional objectives to determine what tools are used and how.	Find ways to use tools because they are available.
	Apply an instructional framework to designing lessons to achieve a specific learning objective.	Piece together a series of activities on related content.

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Leading K-12 Online Learning: Action Planning Template



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Recommended Steps:

- ☐ **Conduct Internal Continuity Audit:** Where are we now? How can we establish or improve continuity?
- ☐ **Solicit stakeholder feedback:** What is working? What needs improvement?
- ☐ **Check Do's and Don'ts** to consider your action steps and planning

Area	Priority Areas	Action Steps	Who and How	Resources	Potential Challenges	Progress Monitoring Strategy
Technology Support						
Communication Practices						
Teacher Preparation						
Instruction: General						
Instruction: Accessibility and Privacy						
Student Preparation						

Action Items



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Implement plan and progress monitor

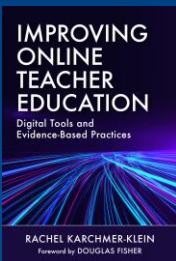
Resources

PPE: Webinar Resources:

<https://sites.google.com/udel.edu/rachel-karchmer-klein/ppe-webinars>

Partnership for Public Education:

www.udel.edu/PPE



Karchmer-Klein, R. (2020). *Improving Online Teacher Education: Digital Tools and Evidence-Based Practices*. New York. Teachers College Press.

Participants of this webinar can get a 15% discount plus free shipping within the U.S. on *Improving Online Teacher Education* at TcPress.com using coupon code **OTE2020** at checkout, good until May 31, 2020. For discounts on multiple-copy orders for your school needs, please contact us at tcp@tc.edu.

Quality matters. (2019). *Foundations for change: 2019 qm community in review*. Retrieved from : <https://www.qualitymatters.org/sites/default/files/PDFs/QM-2019-Community-in-Review-Report.pdf>

New 3-credit offering at UD



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HUMAN DEVELOPMENT

DESIGNING ONLINE INSTRUCTION

How will this course help me?

In response to the closing of PK-12 schools and universities across the country due to Covid-19, educators have been tasked with transitioning all instruction to online delivery. This immediate call to action has proven to be quite disruptive for those with little experience teaching in fully digital environments.

Designed for anyone who teaches online, **EDUC 439/639: Designing Online Instruction** will explore how educators can leverage digital tools to engage their students in instructional practices, such as think alouds, case-based instruction, and peer review. It will offer a simple framework to support lesson plan design, along with approaches to integrating evidence-based instructional practices with digital tools. Students can apply the course content to PK-16 classrooms across all subject areas.

How will I engage in this course?

- This online course gives students an opportunity to problem-solve, explore new technologies, and engage in self-initiated learning.
- Students participate using a reliable, high-speed Internet-connected computer and Canvas, a free, online course management tool.
- Course content will be delivered asynchronously without required meeting times. Students may work at their own pace throughout the week, but will submit work by designated due dates.
- The instructor will offer optional synchronous meetings using Zoom for students who would like to discuss content in real time.
- This 3-credit course will run from June 8–July 10, 2020 and costs \$697 per credit.
- To register, visit the [UD Professional and Continuing Studies website](https://www.udel.edu/professional-and-continuing-studies) or email access-advice@udel.edu.



Who teaches this course?

Dr. Rachel Karchmer-Klein is an Associate Professor in the School of Education at the University of Delaware, where she teaches courses in literacy and educational technology at the undergraduate, graduate, and doctoral levels. She also coordinates the fully-online M.Ed. in Teacher Leadership and M.Ed. in Literacy programs.

Dr. Karchmer-Klein's research investigates relationships among literacy skills, digital tools, and teacher preparation, with particular emphasis on technology-rich instructional design. Her new book, *Improving Online Teacher Education: Digital Tools and Evidence-Based Practices*, guides educators in developing collaborative and interactive online experiences for teacher candidates.



To learn more about EDUC 439/639: Designing Online Instruction,
email Dr. Rachel Karchmer-Klein at karchmer@udel.edu.

Additional PD and Supports

- Summer PD for districts/schools
- Book club around *Improving Online Teacher Education: Digital Tools and Evidence Based Practices*

Questions?