Remote Learning

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Licensure Renewal Credit: 1 credit

This course is approved for licensure renewal credit only upon successful completion of all the micro-credential components. The course is not approved as credit toward an endorsement or new teaching authority.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. In order to accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components with the exception of the final due date.

Dates: Online July 1, 2023-July 1, 2024

Course Description (Overview of Course)

The novel coronavirus pandemic of 2019-2020 forced school closings and an immediate need to provide education for millions of students sheltered at home. Teachers scrambled to deliver quality learning experiences for children and youth. Whether it is a natural or health disaster, educators must be prepared to provide online instruction.

Teachers can learn the knowledge and develop the skills to effectively support learning while students are away from the classroom. This includes making the shift to remote learning, planning and facilitating effective lessons, engaging students in their online learning, managing "classroom" routines, procedures, and expectations, and curating and organizing resources.

This course provides choice to the participants. Five micro-credentials address different facets of remote teaching and learning, from making the shift to online learning to establishing netiquette, to selecting resources. Consider your experience and needs regarding remote teaching and learning and choose what is best for you. **Participants will complete any <u>three</u> of the eight micro-credentials to fulfill the requirements of this course.**

School Improvement Rationale

Many situations may force a school to close its doors <u>and</u> continue the educational program in a remote learning environment. In order for quality teaching and student learning to be provided, teachers must know how to facilitate online learning.

The school closures of spring 2020 in which students were at home for one-fourth of the school year may happen more frequently than anyone desires. Furthermore, districts may need to provide a blended learning environment in which students are both at home and in the traditional classroom on a non-traditional schedule. Teachers must have the knowledge and skills to facilitate such learning.

Expected Outcomes: The learner will be able to…

Those who complete all components of the course will be able to:
- Adapt face-to-face classroom instruction to delivery in an online mode.
- Design learning activities to align with content standards.
- Attend to student's developmental and social-emotional needs in planning instruction.
- Use digital tools and resources to maximize learning.
- Create a learning community that encourages positive social interaction and active engagement for every student.
- Select strategies to engage students in varied learning experiences that recognize differences in home supports.
- Use technology to create and adapt learning experiences that accommodate learner differences and needs.

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Note: Success criteria for each component are identified for each component below.

Micro-Credential Component*	Micro-Credential Description	Hours
Startup Tips for Making the Shift to Online Learning	The speed at which you have had to move to online instruction is unprecedented. In this micro-credential, you will explore the differences between in-class learning and remote learning and what you can do to revise lessons for online learning.	5

Success Criteria for this micro-credential:
- Task 1: Create a tip sheet of 8-10 important factors for implementing effective online learning. Include a brief explanation of how each of the tips indicates best practice.
- Task 2: Revise <u>two</u> in-class lessons to be delivered as online lessons. Using a lesson plan template of your choice, show how the lessons can be altered to be delivered online. These lessons will be of a length appropriate for your grade level and content. Annotate the lessons to reflect the implementation factors that selected in Task 1.

Micro-Credential Component*	Micro-Credential Description	Hours
Remote Learning: Lesson Design and Delivery	This micro-credential looks at quality online instruction and applies some of those elements to remote learning. Understanding the distinction between remote learning and online learning will help ease your adjustment to remote learning during times of extreme need. Teachers can learn the concepts and develop the skills to effectively support learning while students are away from the classroom.	5

Success Criteria for this micro-credential:
- Submit <u>three sequential</u> online lessons that are developmentally appropriate for your students. Use a lesson plan template of your choosing. The lessons must clearly
    - State the standard and learning targets
    - Describe the online learning activity/activities. Include a variety of resources to meet the multiple learning needs of your students.
    - Indicate, by using annotation or other means, how the lessons are amended to meet the needs of students who have varying needs: lack of digital resources, English language learners, etc.
    - Describe the formative assessment or checks for understanding that you will use to monitor student progress. These checks for understanding must be able to answer the question: How do I know what my students have learned from this activity?
    - Indicate alternate checks for understanding that can be used for students without digital access.

Micro-Credential Component*	Micro-Credential Description	Hours
Remote Learning: Engaging Students in a Distant Environment	Student engagement is an ever-present concern in today's classroom, whether it be face-to-face or online. Increased student engagement is linked to higher achievement and more effective classroom management. While remote learning isn't a perfect substitute for in-class instruction, there are many ways to keep students engaged while they are learning from home. This micro-credential provides resources to learn how to do just that.	5

Success Criteria for this micro-credential:
- Task 1: Submit a) an extended definition of student engagement that incorporates remote learning pedagogy followed by b) a checklist or guidelines of a minimum of five points for yourself to use when creating lessons that engage students in deep and meaningful ways.
- Task 2: Review three of the remote learning lessons you have created.
    - Submit a critique for how well the three lessons engage students in the learning and how well they motivate students to participate and learn. Use your own definition and checklist or guidelines as a "rubric" for the critique.
    - Directly on the lessons, annotate the areas that have been successful in terms of engagement and add suggestions for how you would edit the lessons to build higher levels of engagement.

Micro-Credential Component*	Micro-Credential Description	Hours
Remote Learning: Netiquette and Norms for Learning and Teaming Online	One of the most important tasks you must do in making the shift to remote learning is set up the communication channels for your virtual classroom. Just as we establish classroom rules and expectations, we must also communicate our expectations of netiquette and ground rules – norming – for teaming and collaborating. Using your school's learning management system or other technology tool features to encourage interaction among you and your students will require planning. This micro-credential will support you in establishing channels of communication critical for your classroom.	5

Success Criteria for this micro-credential:
- Task 1: Submit a set of rules or norms for student behaviors and netiquette for online classes, including expectations during teaming or collaboration.
- Task 2: Submit a summary of the feedback and evidence of understanding received from students in their response to the online rules or norms you have implemented with their classes. The evidence of understanding should include examples (or non-examples) described by the students. In the summary, include suggested revisions to the norms.
- Task 3: Synchronous Learning
    - Submit a recording of appropriate length for your grade level and content that shows a mini-lesson about the rules or norms for online behaviors and netiquette for teaming or collaboration.
    - Submit a summary of the self-assessment or feedback students provided at the end of the class.

Micro-Credential Component*	Micro-Credential Description	Hours
Remote Learning: Curating and Organizing Resources	Districts and staff have a lot to work through to deliver instruction online and provide alternative assignments for students who lack devices or internet access at home. As we turn more and more to the internet to gather resources, we quickly become overwhelmed with the task of selecting high-quality materials. The answer is curating and organizing these resources by examining, filtering, and arranging the content for meaningful, relevant, and specific learning purposes. With this micro-credential, you will learn how to best use technology as an instructional tool, how to accommodate students lacking internet access, and how to create engaging lessons by curating and organizing materials.	5

Success Criteria for this micro-credential:

- **Task 1: Teaching Standards and Criteria**
  a) Submit a table that identifies two standards that align with the unit: One standard must be a technology or online teaching standard. The second standard must be a learning standard for the unit of study.
  b) For each selected standard, create a checklist of three to five criteria indicating what the standard looks like in remote teaching application and implementation and how it is a guide in evaluating learning resources.

- **Task 2: Curating Resources**
  Submit a table or similar organizational tool that lists a minimum of five resources you would use with students for the lesson you are planning. For <u>each</u> resource,
  a) explain the purpose of the resource and how you would use it in your lesson, and
  b) describe the modification or accommodation that could be implemented to ensure all students have equitable access to the learning.

- **Task 3: Hyperdoc or Equivalent**
  Submit a <u>hyperdoc</u>, <u>playlist</u>, or its equivalent for the lesson that shows how the resources you have selected will be sequenced in the delivery of the lesson. This document should demonstrate a clear learning target and a clear progression of learning during the lesson, such as introducing the lesson, building knowledge, providing practice of the skills, and assessing the learning. The selected activities should actively engage students and help them meet the learning standard for the lesson identified in Task 1.

Micro-Credential Component*	Micro-Credential Description	Hours
Social and Emotional Learning in a Distant Environment	When teachers and students cannot be at school for a prolonged time due to an emergency, disaster, or viral pandemic, their social and emotional needs must be addressed before we can even think about curriculum or assessments. Social and emotional learning can provide the support they need during challenging times. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions. In this micro-credential, you will study the five core competencies of CASEL's framework and select evidence-based strategies to teach the skills. Whether face-to-face or at a distance, social and emotional learning is key to our students' well-being and their readiness to learn.	5

Success Criteria for this micro-credential:

- Task 1: After studying CASEL's Social Emotional Learning Core Competencies, compose a clear description of what each means for your professional practice and then complete the three sentence starters for each core competency. The chart below can be used as a template for combining tasks 1 and 2.

- Task 2: For each of the core competencies, describe at least one strategy or practice or mini-lesson you will integrate or facilitate during remote learning with your students. If you are a teacher leader or administrator, these could be strategies or practices for team meetings. The attached charts can be used as a template for combining tasks 1 and 2.

MISIC
Members Impacting Students: Improving Curriculum

Micro-Credential Component*	Micro-Credential Description	Hours
Effective Feedback on Any Platform	Feedback, an essential component of an assessment system, ranks in the top ten of teacher practices in improving student learning. Whether we are in a brick-and-mortar classroom or a digital one, students need effective feedback to better engage in their learning. Quality feedback supports students in knowing where and how to improve; furthermore, effective feedback influences students' motivation toward better performance. Through this micro-credential, you will hone your skills in providing feedback that is substantive, timely, and constructive, regardless of the learning platform.	5

Success Criteria for this micro-credential:

- Task 1. Submit a set of five to seven criteria for effective feedback. The criteria should include components that ensure that the feedback aligns with best practices in providing feedback to students. Use a format that is appealing and useful to you as your personal reference.

- Task 2. Submit a plan to enact a feedback session, limited to seven minutes, with a student or a small group of students. The plan should include a) the context for the feedback: the learning target, success criteria, and a brief description of the task, and b) the substantive and constructive comments or questions you will use with the student(s) during the feedback session. Once you feel you have mastered the skills of giving effective feedback, record your session digitally and submit it with the plan.

- Task 3. Submit a written response about the recorded session answering these questions:
    - a. What went well for you?
    - b. What went well for the student(s)?
    - c. What did you learn about how students understand or can use their new learning from this feedback session?
    - d. What are the next instructional steps you will take as a result of the session and from what you learned?
    - e. What are the next steps for the student(s) in reaching the learning target(s)? What evidence do you have that these next steps are key to improving student understanding and/or skills?

Micro-Credential Component*	Micro-Credential Description	Hours
Digital Formative Assessment Tools	Assessment for learning is a powerful and important tool for teachers as they carefully consider where students are on the path toward meeting the learning goal. With formative assessment, teachers and students make use of specific strategies to elicit evidence of understanding, analyze progress, and provide constructive feedback. Formative classroom assessment can take a wide variety of formats, and today, teachers can avail themselves of many digital formative assessment tools to get a snapshot of the class or monitor progress of individuals. In this micro-credential, you will become familiar with a variety of digital formative assessment tools that can be implemented synchronously (all together) or asynchronously (at the student's own pace). You will determine how the tool aligns with your learning targets and activities and how it can provide the information you need to make instructional decisions for your students, as a class or individually. With your enhanced knowledge of digital formative assessment tools, you will be able to adapt technology to suit your instructional needs.	5

Success Criteria for this micro-credential:

Task 1: Explore a variety of digital formative assessment tools from the resources in the Possible Learning Pathways or from your own sources. Consider how you might use these tools synchronously (together at the same time as determined by the teacher) or asynchronously (determined by students, on their own time or pace).
- a) Select one tool to use synchronously and a different tool to use asynchronously as formative assessments.
- b) Write a brief paragraph for each tool, describing the rationale behind your selection of the tool and how you intend to use it.

Task 2: Create and teach <u>two</u> lessons, one that implements the tool used synchronously, the other that implements the different tool used asynchronously. For each lesson
- a) state the learning target,
- b) briefly describe the learning activity or task, and
- c) identify the tool you will use, and
- d) explain the evidence of student learning to be gathered with the formative assessment tool.

Task 3: After you have taught each lesson, reflect upon each, focusing on the formative assessment tool. In a paragraph for each lesson, answer the following prompts:
- a) What you specifically learned about students' understanding or skill(s) from the data collected from the formative assessment, and
- b) The instructional changes or moves you made (or will make) as a result of the data from the use of the formative assessment tool.

Iowa Teaching Standards

Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:
- ✓ Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- ✓ Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
- ✓ Standard 3: Demonstrates competence in planning and preparing for instruction.
- ✓ Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- ☐ Standard 5: Uses a variety of methods to monitor student learning.
- ✓ Standard 6: Demonstrates competence in classroom management.
- ✓ Standard 7: Engages in professional growth
- ☐ Standard 8: Fulfills professional responsibilities established by the school district.

Iowa Leadership Standards

Check which number(s) of the Iowa Leadership Standards that connect to the work defined in this course:
- ✓ Standard 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)
- ✓ Standard 2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)
- ☐ Standard 3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)
- ☐ Standard 4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)
- ☐ Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)
- ✓ Standard 6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

*A component can be completed as a stand-alone learning experience without the expectation of recertification credit or graduate credit. If the learner successfully completes all components in this course, they will be eligible to be awarded recertification or graduate credit.