



Overview and Reflection on Current Practice

What It Is and Why It Is Important

Adopting remote learning – also called e-learning, distance learning, or cyber days — is not an easy feat. From teacher training to network and connectivity issues, 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. Whether the emergency is extended school closures due to a virus pandemic, or fires, tornadoes, hurricanes, and blizzards, the question is “How do we make sure that learning can continue?”

Many schools are already tapped into remote learning through their online textbooks, their one-to-one laptop program, their learning management system. Now that remote learning is a necessary reality, we turn more and more to the internet. And we are overwhelmed with the abundance of resources. We may be tempted to “grab and go” with all the offerings, sending them out to students and their families with little forethought. Certainly, the well-known quote by Mitchell Kapor applies here: “Getting information off the internet is like getting a drink from a fire hydrant.”

What is the answer to sorting through all these resources? The answer is we must curate and organize them. We dam the flood of websites, resources, and information from the internet by examining, filtering, and arranging the content for meaningful, relevant, and specific purposes. Raccoon Gang, instructional technology specialists, share it this way in their blog [Top 7 content curation tools for education](#): “Effective content curation holds great importance in developing a successful learning course. It is a tough job for instructors as it is directly associated with achieving the learning objectives.”

For teachers, this means

- Identifying learning goals and content that would facilitate the learning goal
- Choosing the strategy and content presentation approach that best fits the desired outcomes
- Integrating the resources and strategies purposefully and appropriately to fully meet learners’ requirements

Classroom teachers must select the most critical elements of the curriculum, possibly working with vertical teams to identify the most crucial skills for success in the following grade or course. These essential skills and understandings must be the focus during the time of remote learning. Further, leaders and teachers must remember to include special educators and English language learner teachers in planning discussions, collaborating with them to generate ideas for accommodations and modifications and to ensure instruction is accessible (Jung, L. 2020. [Accommodations, Modifications, and Interventions at a Distance](#), ASCD).

A key step in preparing remote learning experiences for your students is determining what system you will use before you start sending materials to students. Whether you choose to use one shared document with links to resources, such as a [hyperdoc](#) or [playlist](#), or to collect everything in your district’s online learning management system, it’s best to have an organization system so that students and you can keep track of what’s happening and what needs to be accomplished. Furthermore, it is critical you ask yourself if this system is equitable for all your students. Best practice suggests we offer students a mix of digital and analog tasks to complete in order to ensure all students have access to the activities and curriculum. This can be managed by sending assignments via email, posting activities on school websites, or sending home paper packets.

With this shift to remote learning as the major mode of instruction, what smart teachers do is curate the abundance of learning resources in order to design engaging, impactful educational experiences. This is the heart – the essence - of a teacher’s planning in a remote learning environment.

Thinking About Your Current Practice

Before you approach the task, think about your current practice as you answer the following questions:

- What is critical for my students to know and be able to do by the time a school closure period ends?
- In reviewing my lessons and units of instruction, what do I already do to integrate a variety of quality materials and activities to engage students?
- What gaps do I have in my knowledge and skills in using technology as an appropriate learning tool within my content and grade level? (online textbooks, classroom platform, learning management system)
- What must I do to provide for students without internet access or students with special needs?

Evidence of Skill and Implementation

The Task: Demonstrating Your Skill

Complete the following task as evidence of your learning, as well as for application or implementation in your classroom:

This series of tasks is meant to build one upon the other. First, select a unit of study that has a series of lessons you could teach remotely. Then complete the tasks in the order described below for one lesson from that unit.

Task 1: Creating a Checklist for Evaluating Resources to Meet Selected Standards

- a) Identify 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 of the standards, create a checklist of three to five criteria indicating what the standard looks like in remote teaching application and implementation. This checklist will be your own personal guide in evaluating potential resources in the teaching of your lesson to help students meet the learning target. You will use this checklist to evaluate the resources that you find to complete the rest of the tasks of this micro-credential.

Here is an example of what this task looks like for each category of standards:

MY CHECKLIST FOR CURATING AND ORGANIZING RESOURCES FOR REMOTE LEARNING	
Standard and Source	Checklist for Remote Learning Classroom Application
<p>Technology Standard Example: <i>Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.</i> Source: ISTE 5a</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Online learning resources are more than “skill and drill;” offering opportunities for creativity and collaboration. <input type="checkbox"/> Scaffolds are provided to accommodate learner differences. <input type="checkbox"/> Options for demonstrating learning are included: e.g., audio or video responses, portfolio, presentations.
<p>Content Standard Example: <i>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</i> Source: Iowa Core Literacy Standard WHST.9-10.6</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A variety of writing tools are integrated into each stage of the writing process. <input type="checkbox"/> The writing tools support the writer in adding value to the content, such as through the use graphics, charts, tables, and photographs. <input type="checkbox"/> Selected resources support student collaboration in the production of shared writing.

Task 2: Selecting and Vetting Resources

Research and select a minimum of five resources that you would use with students for the lesson you are planning. These resources should be used to develop the content of the lesson, to deepen students' understanding, to enhance the learning in engaging ways, and/or to provide support for struggling learners. Use the checklist you created in the first task to evaluate your resources to ensure that the resources align with the standards you have identified.

Create a table or similar organizational tool using the five or more resources described above for the lesson you are planning. For each 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: Creating a Learning Plan that Includes the Selected Resources

Create a hyperdoc, playlist, 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 activities during the lesson, such as introducing the lesson, building knowledge, providing practice of the skills, and assessing the learning. Consider how the specific learning activities will actively engage students and help them meet the learning standard for the lesson identified in Task 1.

Reflection:

Reflect on the following questions and write a brief response to each:

- 1) From your study of technology standards coupled with learning standards, what are two things you learned that you want to continue growing in your practice?
- 2) What two tips would you share with your colleagues from your learning about curating the best resources for your instruction?
- 3) Describe your thinking as you processed how the resources could be modified to meet special needs.
- 4) What went well in creating the hyperdoc or its equivalent? How do you see your use of hyperdocs (or equivalent) in future instruction?

Learning Targets

You will be able to...

1. Design learning activities that align with content standards.
2. Use digital tools and resources to maximize learning.
3. Provide accessible course materials and activities to meet the needs of diverse learners.
4. Use technology to create and adapt learning experiences that accommodate learner differences and needs.

Possible Learning Pathways to Prepare for the Task

The following activities and resources will help you deepen and sharpen your understanding of the content. Choose those that will fill your learning needs and help you complete the task.

Technology and Online Learning Standards

- [National Standards for Quality Online Teaching](#) developed by the International Association for K-12 Online Learning
- [Quality Matters Emergency Remote Instruction Checklist](#) is a tiered list of considerations, tips, and actionable strategies to enact during an institutional move to temporary remote instruction of classroom-based courses.
- [ISTE Standards for Educators](#) from the International Society for Technology in Education

Curating and Organizing Resources for All Students: Tips and Tools

- [Seven Takeaways from GOA's Designing for Online Learning Course](#) describes what staff at Global Online Academy learned from teachers worldwide who were learning how to shift to remote teaching.
- [Are you a Curator or a Dumper?](#) asks Jennifer Gonzalez, Cult of Pedagogy blogger.
- Learn [How Hyperdocs Can Transform your Teaching](#), also from Gonzalez
- [ADA Compliance for Online Course Design](#) provides guidance for accommodations and modifications as described by EduCause, a non-profit association dedicated to instructional technology.
- [A Guide to Getting Started with Distance Learning](#) discusses eight questions to guide your making the shift, including consideration of resources and organization.
- [Factors to Consider when Preparing for E-Learning](#) discusses the critical elements for shifting to online teaching.
- PBS.org in [Distance Learning Tips from One Teacher to Another](#) provides engaging and fun ways to use technology to extend your classroom beyond the school walls.

Curated Resources

- The National Network of State Teachers of the Year have curated [online resources and strategies](#) to support schools and teachers in response to the COVID-19 pandemic.
- [Wide Open Schools](#) is a free collection of the best online learning experiences curated by the editors of CommonSense.org.

Additional Tools to Deepen and Sharpen Your Understanding

Curating Resources Tips

- [Cognitive Load Theory](#) must be considered when constructing educational materials. This is a resource from Vanderbilt University's Center for Teaching.
- [EducatingAllLearners.org](#) has curated a list of credible and actionable resources for meeting student needs.
- [EdReports.org](#) provides support in seeking and identifying high quality instructional materials. Ed Reports also has a [curated list of resources](#) for districts, teachers, and parents.
- [Need Help Sorting through an Avalanche of Online Resources](#) comes from The74Million.org, a non-profit, non-partisan education news site launched July 2019.

Curating Resources Tools

- [16 Curation Tools for Teachers and Students](#) to help with curating resources
- [Great Apps and Websites for Curation – Top 25 Picks](#) from CommonSense.org
- [Using Curation Tools as a Connected Educator](#) can help you the sort the wheat from the chaff when it comes to the plethora of online resources.
- [Top 7 Content Curation Tools for Education](#) provides support for effective content curation in developing a successful learning course.

Online Lesson Design

- [Using Playlists to Differentiate Instruction](#) is an alternative to hyperdocs from the Cult of Pedagogy.
- PowerPoint presentation about [Hyperdocs](#)

Submission Guidelines

Submission Guidelines

Following are items you must submit to earn this micro-credential and the criteria by which they will be evaluated. To earn this micro-credential, you must successfully complete each element of the rubrics.

Part I: Task Submission

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 each 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 hyperdoc, playlist, 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.

Part II: Reflection

Reflection: Reflect on the following questions and write a brief response to each:

- 1) From your study of technology standards coupled with learning standards, what are two things you learned that you want to continue growing in your practice?
- 2) What two tips would you share with your colleagues from your learning about curating the best resources for your instruction?
- 3) Describe your thinking as you processed how the resources could be modified to meet special needs.
- 4) What went well in creating the hyperdoc or its equivalent? How do you see your use of hyperdocs (or equivalent) in future instruction?

Success Criteria for Completing the Task

Part I: Task		
<p><i>Your task will be evaluated on the following one-column rubric. You must earn a “yes” on all elements of the rubric in order to earn the micro-credential.</i></p>		
Notes on What Needs Improvement	YES	Notes on How the Work Meets or Exceeds Expectation
	<p>Task 1a: Selecting Standards</p> <ul style="list-style-type: none"> • Two standards are identified: one from technology or online teaching standards; one from learning standards for the unit of study • Selected standards address the instructional use of technology 	
	<p>Task 1b: Checklist for Evaluating Resources to Meet Standards</p> <ul style="list-style-type: none"> • Criteria is closely aligned to the standard • Criteria addresses implementation and application of the standard • Criteria can be used to evaluate learning resources 	
	<p>Task 2a: Selecting and Curating Resources</p> <ul style="list-style-type: none"> • A minimum of five resources are identified • Resources are closely aligned to the learning target • Resources develop, enhance, and/or support learning • Resources engage students in a variety of learning activities 	
	<p>Task 2b: Selecting and Curating Resources</p> <ul style="list-style-type: none"> • A modification or accommodation is included for each resource • Modifications/Accommodations address learning needs • Modifications/Accommodations address access needs 	

	<p>Task 3: Hyperdoc or Equivalent</p> <ul style="list-style-type: none">• Hyperdoc or equivalent establishes a clear learning target• Hyperdoc or equivalent indicates a clear progression of learning activities• Hyperdoc or equivalent includes a variety of engaging activities• Hyperdoc or equivalent provides alternatives that address student learning needs	
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Part II: Reflection

Your reflection will be evaluated on the following rubric. You must earn a “yes” on all elements of the rubric in order to earn the micro-credential.

Notes on What Needs Improvement	YES	Notes on How the Work Meets or Exceeds Expectation
	<p>CONTENT: All components of the reflection are present:</p> <ol style="list-style-type: none">1) From your study of technology standards coupled with learning standards, what are two things you learned that you want to continue growing in your practice?2) What two tips would you share with your colleagues from your learning about curating the best resources for your instruction?3) Describe your thinking as you processed how the resources could be modified to meet special needs.4) What went well in creating the hyperdoc or its equivalent? How do you see your use of hyperdocs (or its equivalent) in future instruction?	
	<p>DETAILED: Reflection includes sufficient detail for reader to know what the teacher has learned and how knowledge is/will be used in teaching and learning.</p>	
	<p>CLARITY: Reflection is clear and coherent.</p>	

Iowa Teaching Standards

The following Iowa Teaching Standards are closely aligned with this micro-credential.

- 1. Demonstrate ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- ✓ 2. Demonstrate competence in content knowledge appropriate to the teaching position.
- ✓ 3. Demonstrate competence in planning and preparing for instruction.
- ✓ 4. Uses strategies to deliver instruction that meets the multiple learning needs of students
- 5. Uses a variety of methods to monitor student learning.
- 6. Demonstrates competence in classroom management.
- ✓ 7. Engages in professional growth.
- 8. Fulfills professional responsibilities established by the school district.

Ohio Teaching Standards

The following Ohio Teaching Standards are closely aligned with this micro-credential.

- ✓ 1. Teachers understand student learning and development and respect the diversity of the students they teach.
- ✓ 2. Teachers know and understand the content area for which they have instructional responsibility.
- 3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- ✓ 4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
- ✓ 5. Teachers create learning environments that promote high levels of learning and achievement for all students.
- 6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- 7. Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.