



Overview and Reflection on Current Practice

What It Is and Why It Is Important

In times of natural or medical disasters, schools may close and teachers may need to deliver learning remotely. Suddenly the classroom setting is gone; students are not in their seats or gathered into groups around a lab table or sitting cross-legged on the reading rug. This remote-learning teaching mode is unfamiliar, one that requires a skill set not yet fully developed. Certainly, everyone may be in a different place when it comes to designing remote learning experiences and navigating the corresponding technology.

Teachers can learn how to design and deliver effective lessons for learners not in the classroom. [Director of FutureEd Thomas Toch](#) describes it this way: “In a distance-learning model, you’re taking the components of a typical school day and moving them to some type of online or remote-learning equivalent and you’re using the same pedagogy that you use in face-to-face courses. You’re trying to create a remote-learning equivalence of what you would do in school classrooms.”

Toch further cautions us, “We must remember that students learning remotely are juggling many different assignments and responsibilities, negotiating shared spaces with family members, and dealing with the emotional and mental impacts of being socially isolated. As educators, we must take these factors into consideration as we design learning experiences and be sure to give students plenty of time to complete the work we are assigning.”

Lesson planning requires us to differentiate content for learners with varying needs and learning styles. This can be done by customizing or personalizing learning experiences with readings, videos, and activities. Secondary teachers can leverage the power of technology through their school’s learning management system to keep students engaged in inquiry and collaboration. Elementary teachers can think about the online resources they may already regularly use within their classrooms.

It can take six months or more to train a teacher for online instruction, such as that delivered by K-12 online schools or online college and university courses. While that full-time all-year instruction is not the focus of this micro-credential, we can learn what [quality online instruction](#) is and apply some of those elements to remote learning.

Understanding the distinction between remote learning and online learning will help ease your concerns about the adjustment to remote learning during times of extreme need. Remote learning is less complicated. Teachers can learn the knowledge and develop the skills to effectively support learning while students are away from the classroom.

Thinking About Your Current Practice

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

- What do I already know about effective lesson design and how I develop lessons for my students?
- What elements of technology do I already use in my classroom?
- How do I currently use technology to differentiate instruction to meet my students’ learning needs?
- What do I know about my students at-home technology and the supports they may have or not have at home?

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:

- Task:** Develop three sequential online lessons that are developmentally appropriate for your students. Use a lesson plan template of your choosing. The lessons must
- State the standard and learning targets
 - Describe the remote or online learning activity/activities.
 - Use a variety of resources to meet the multiple learning needs of your students. When choosing resources, consider the digital resources and other resources available to all students. If resources are not available to some students, indicate how the lessons will be amended to meet the needs of those students.
 - 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?
 - Include alternate checks that might be used for students without digital access.

Reflection:

In a narrative of three well-developed paragraphs,

- Describe what went well in developing remote learning lessons for your students. What were you most happy with or proud of? Why?
- Describe the struggles you had and how you overcame those difficulties.
- Describe next steps for you in regards to remote learning. What would be some goals or what do you want to learn more about?

Learning Targets

You will be able to...

- Align learning standards and targets with remote learning activities.
- Attend to student's developmental and social-emotional needs in planning instruction.
- Select strategies to engage students in varied learning experiences that recognize differences in home supports.
- Communicate assessment criteria and develop means for providing constructive feedback.

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.

- [Tips for Designing an Online Learning Experience Using the 5 Es Instructional Model](#) describes the instructional model and lesson design that engages, explores, explains, elaborates, and evaluates. Lesson plan template and tools for each E are included.
- [Distance Learning: A Gently Curated Collection of Resources for Teachers](#) from Jennifer Gonzalez, Cult of Pedagogy, is broken into 4 parts: addressing emotional and psychological factors; the nuts and bolts of content delivery; general tips from teachers in the field; troubleshooting. It includes a podcast and links to other valuable resources.
- [7 Big Ideas as you Shift Toward Online Teaching](#) discusses the important mind shift of “How do I transform my course? rather than How do I convert it? Videos are used to illustrate each of the seven big ideas.
- [The Spectrum of Online Learning](#) examines the components of online learning, looks at the different formats for online learning as a whole, considers options for online programs that either K-12 schools or post-secondary institutions can employ. This resource is an element of the Online Learning for Iowa Educators (OLLIE) curriculum, which can also be found in OER Commons.
- [Wide Open School](#) is a free collection of the best online experiences for students K-12 curated by the editors at Common Sense.org. You’ll find resources here to use in your lessons.

Additional Tools to Deepen and Sharpen Your Understanding

- [A New REALM: IFSEL’s Tips for Distance Learning](#) provides ideas to embed in your lessons to address some of the social and emotional needs that students are experiencing.
- [Teaching the Online Learner](#) from Online Learning for Iowa Educators (OLLIE) focuses on the social-emotional “humanity” of the online learner. Included is [a video of the five traits](#) of the successful online learner.
- [Distance Learning Support for Educators](#) was developed by the Tulare County Office of Education, California, in response to educator’s needs for teaching online.
- [Top 10 Free Training Courses for Online Teachers](#) from GetEducated.com, a resource for online teachers.
- [Do’s and Don’ts of Distance Learning in a Pandemic](#) provides tips for first steps, addressing the digital divide, and more to support the shift to online learning.

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

Submit three sequential online lessons that are developmentally appropriate for your students. Use a lesson plan template of your choosing. The lessons must clearly

- a. State the standard and learning targets
- b. Describe the online learning activity/activities. Include a variety of resources to meet the multiple learning needs of your students.
- c. 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.
- d. 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?
- e. Indicate alternate checks for understanding that can be used for students without digital access.

Part II: Reflection

In a narrative of three well-developed paragraphs,

- 1) Describe what went well in developing remote learning lessons for your students. What were you most happy with or proud of? Why?
- 2) Describe the struggles you had and how you overcame those difficulties.
- 3) Describe next steps for you in regards to remote learning. What would be some goals or what do you want to learn more about?

Success Criteria for Completing the Task

Part I: Task

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.

Notes on What Needs Improvement	YES	Notes on How the Work Meets or Exceeds Expectation
	Three <u>sequential</u> online lessons are appropriate to the grade level for which they are intended. for students.	
	The three lesson plans clearly state the standard(s) and learning target(s).	
	The online learning activity/ activities include a variety of resources to meet the multiple learning needs of students.	
	Annotations clearly explain how the lessons can be amended to meet the needs of students who have varying needs.	
	Formative assessment or checks for understanding are included to monitor student progress.	
	Alternate checks for understanding for students without digital access are included.	

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) Describes what went well in developing remote learning lessons for your students.2) Describes the struggles you had and how you overcame those difficulties.3) Describes next steps for you in regards to remote learning.	
	<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.

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