

Moving FTF Lessons Online:

Monday: Complete the series of timed activities below in order

Set a timer for 15 minutes

Write down as many **teaching strategies** you can think of that you use in your FTF classes.

- Numbered heads
- Stir the classroom
- Teach one, teach the group
- Jigsaw
- Partners report
- Socratic circle
- Give one, get one
- Gallery walk
- Cafe conversations
- Focused reading
- 3-2-1
- Here's what, so what, now what
- Lineups
- Sort Cards

Set a timer for 10 minutes

Re-order your results from #1 above from highest to lowest, highest being the **teaching strategy** you use most often. Highlight your top three.

1. Numbered heads
2. Here's what, so what, now what
3. Gallery walk
4. Jigsaw
5. Partners report
6. Stir the classroom
7. Focused Reading

8. Lineups
9. Socratic circle
10. Teach one, teach the group
11. Cafe conversations
12. Give one, get one
13. 3-2-1
14. Sort Cards

Set a time for 15 minutes

Fill the space below with as many different student activities you use in class to guide, support, or reinforce learning OR ways you can think of that you assign student work in your FTF classes:

- Guided highlighting
- Audio
- Video
- Simulations
- Screencasts
- Microsoft assignment app
- Shared documents from Office 365
- Backchannel chat
- Padlet - discussion board, webquest, brainstorming
- Quizlet
- Curation
- Quizlet
- Media albums in Schoology
- Non-linguistic representations
- Formative assessments with instant feedback

Set a timer for 10 minutes

Re-order your results from #3 above from highest to lowest, highest being the **student work strategy** you use most often. Highlight your top three.

1. Guided highlighting
2. Formative assessments with instant feedback

3. Backchannel chat
4. Slide decks
5. Microsoft assignment app
6. Shared documents from Office 365
7. Backchannel chat
8. Media albums in Schoology
9. Sorting
10. Webquests
11. Padlet - Brainstorming, summarizing and notetaking
12. Quizlet
13. Infographics
14. Curation

Set a timer for 15 minutes

Fill in the outline spaces below with as many different ways you can think of that you **assess** student work and give feedback in your FTF classes:

Classroom performance - self/peer evaluation
Annotation tools in Schoology
Audio in Schoology
Video in Schoology
Schoology Rubrics
Conference - student led
Conference - teacher led
Conference
Question level comments
Performance points
Effort
Participation
Process - reward risktaking
Product
Initial attempt and adjustments in another color
Self evaluation
Holistic Rubric

Conventions score
Standard
Personal learning goals

Set a timer for 10 minutes

Re-order your results from above from highest to lowest, highest being the **assessment/feedback strategies** you use most often.

1. Choice boards
2. Performance points - collaboration with peers and contributions to classroom discussions
3. Initial attempt with evidence of corrections and adjusted thinking in a second color
4. Conventions score - capitalization, spelling, punctuation, and grammar counts as an additional grade on every assignment.
5. Schoology Rubrics
6. Personal learning goals
7. Process
8. Group evaluation
9. Participation
10. Question level comments
11. Self evaluation
12. Audio feedback in Schoology
13. Video feedback in Schoology
14. Conference - student led
15. Conference - teacher led
16. Holistic rubric
17. Standard
18. Insert comment in word
19. Short answer quizzes
20. Self evaluation
21. Holistic Rubric
22. Standard
23. Insert comment in word

Take a 5 minute break: Walk around. Find some chocolate...or some ice cream...or some chocolate ice cream. Not too much, though, you only have 5 min. Finally, hug your kids, spouse, significant other, pet, or neighbor (only if they are in your Covid bubble though!). Back to EDU643.

Welcome back...now, look back at the three sets of lists you made. For each category (Teaching, Student Work, and Assessment/Feedback) copy and paste the top three that you highlighted from results into the first column just below.

Then, for each of your top three **teaching strategies**, come up with three words or short phrases that succinctly describe **why** that teaching strategy works so well (What does that strategy give your students in terms of learning? How does it help your students learn?) in your FTF classes. For example:

| Teaching Strategy | Three Reasons Each of These Teaching Strategies Work for You | | |
|-------------------------|--|--|---|
| <i>Example: Lecture</i> | <i>I Can Demonstrate Processes Well</i> | <i>I Can Monitor Student Receptiveness to Ideas</i> | <i>I Can Vary My Pace of Delivery As Needed</i> |
| Numbered heads | I can keep students engaged | I can challenge, pose alternate viewpoints, and stretch thinking to add rigor and ensure the accuracy of small and whole group discussions | I can quickly assess learning of learning to determine next steps or adjust the conversation to clarify misconceptions and/or inaccurate thinking |

| | | | |
|------------------------------|--|---|---|
| 2. Stir the classroom | I can incorporate movement in a lesson | I can challenge students to consider new perspectives and adjust thinking | I can create opportunities for students to work cooperatively and come to consensus |
| 3. Teach one teach the group | I can teach an application or process in 15 minutes. | I can create positive interdependence | I can ensure students are comfortable with the tool and their focus is on the learning. Everyone can remember one thing. The strategy is more effective than talking through an entire demo and students remembering not a thing. |

For each of your top three **student work strategies**, come up with three words or short phrases that succinctly describe **why** that student work strategy works so well (What does that strategy give your students in terms of learning? How does it help your students learn?) in your FTF classes:

| Student Work Strategy | Three Reasons Each of These Student Work Strategies Work for You | | |
|------------------------|--|--|---|
| <i>Example: Debate</i> | <i>Enhances Teamwork and Collaboration</i> | <i>Improves Listening and Note-taking Skills</i> | <i>Fosters Public Speaking Skills and Audience Engagement</i> |
| Formative | Keeps students | Check for | Yields data to |

| | | | |
|---|---|--|--|
| assessment tools with instant feedback (Socratic Quick Questions) | engaged | understanding | drive instruction |
| Backchannel chat | Keeps students engaged | Opportunities for students to connection prior knowledge to new learning or share knowledge and experience | Instructor can provide timely feedback and use data to drive instruction |
| Guided highlighting | I can provide rigor or support based on the needs of the individual | I can help students build stamina without risking comprehension | I can guide students to focus on concepts and ideas in the reading that will be critical to their understanding of larger concepts in a unit of study. |

For each of your top three **feedback/assessment strategies**, come up with three words or short phrases that succinctly describe **why** that assessment/feedback strategy works so well (What does it tell you about their learning? What evidence does it supply for assessing their learning?) in your FTF classes:

| | | | |
|-------------------------------|---|---------------------------|---|
| Assessment/ Feedback Strategy | Three Reasons Each of These Assessment/Feedback Strategies Work for You | | |
| <i>Example: Exit Tickets</i> | <i>Quick</i> | <i>Immediate feedback</i> | <i>Can use to guide further instruction</i> |

| | | | |
|--------------------|--|---|--|
| Weekly Performance | Individual accountability and positive interdependence | Promotes honesty with anonymity of exercise | Reflection provides insight on students perception of self and peers speaking and listening skills |
| Assessing process | Provides insight to thinking so feedback can pinpoint where understanding broke down | Gauge soft skills like planning, problem solving, critical thinking, goal setting, etc. | Accounts for learner variability |
| Choice boards | Improves accuracy of assessment when students can choose to show what they know in the way they prefer | Adds validity to assessment when students demonstrate knowledge in more than one way | Opportunity to assess higher-order thinking and/or a range DOK levels |

When you are done with the above work, paste a link to this document on your web site titled **“Thinking about Teaching Practice” worth 40 points, due Monday at midnight.** NOTE: Each box in questions 7-9 is worth 1 point. You will only receive a point if your “reasons” are substantive, introspective, and thoughtful. The whole point of today is to think deeply about your current teaching practice before thinking deeply about moving it online, which we will do tomorrow :).

You are all done for Monday!