Planning for Remote Instruction

CAPITAL REGION BOCES

1	Determine the standards–based skill(s)/key idea(s) that will be the focus • for rest of the school year; and/or • for the lesson.
2	Plan for instruction using • direct instruction/modeling; • discussion; • research and exploration; • collaborative tasks; and/or • practice and review.
3	Determine how you will collect demonstration of learning. • e.g., create a choice board of options for student response.
4	Determine if there is evidence of learning and provide feedback.

1

Determine the Standards-Based Skill(s)/Key Idea(s)

Objective

Establish a progression of the essential knowledge and skills/key ideas still needed to be taught and/or reviewed to ensure student understanding necessary for course credit.

✓ Using your standards, determine what has already been taught.

✓ For the remaining standards, ask yourself:
   1. What skills/key ideas are essential for course credit?
   2. What skills/key ideas are essential for the next course of study?

✓ Map out the progression of these identified skills/key ideas for the remaining weeks of instruction.

✓ Determine the skill(s)/key idea(s) that will be taught in the lesson.

✓ Determine how evidence of learning will be evaluated.

✓ Provide feedback and plan for extension and reteaching as needed.

Useful Links

NYS Standards
https://essentialed.capitalregionboces.org/

2 Plan for Instruction

Objective

Plan for instruction of priority skills and standards in an online/remote learning platform.

Modes of Delivery	Traditional	Enhanced Learning Experiences for Remote Learning (Tools, Resources and Strategies)
Direct Instruction	Transfer information (lecture or mini-lesson) or explain a complex topic.	Use Screencastify, QuickTime, Loom etc. to record a screencast. Live meeting spaces (Zoom, Webex, Google Meets etc.).
Modeling	Conduct a think-aloud as you navigate a task, apply a strategy, practice a skill, using show and tell methods.	Use Screencastify, QuickTime, Loom etc. to record a video showing students how to do something or record a screencast to demonstrate how to navigate something online or use an online tool or resource, simulation etc.
Discussion	Engage students in academic conversations about a text, video, podcast, topic or issue.	Post discussion questions on Google Classroom or use the discussion question feature in your learning management system to engage students in asynchronous text-based discussions. Host a synchronous discussion using a video conferencing tool such as Google Meet or Zoom to allow students to engage in a real-time discussion.
Research and Exploration	Encourage students to research a topic or issue and communicate the information they find.	Give students or provide students a choice on a topic to research online and ask them to communicate/demonstrate what they are learning in a shared space online (an online discussion board, shared online document or slide deck, Padlet Wall or FlipGrid).
Collaborative Tasks	Group students and allow them to work collaboratively on shared tasks.	Group students online using a collaborative suite, such as Google or Microsoft, to engage groups of students (shared documents or slide decks).
Practice and Review	Connect students with practice and review activities.	Use online resources such as Quizizz, Kahoot!, Quizlet, KhanAcademy etc. to encourage review and to create retrieval activities. Additionally, create digital documents (Google Docs or Microsoft OneNote) to assign review activities or writing assignments.

Instructional Planning Template - Blank

Instructional Planning Template with Menu Options

Adapted From: Catlin R. Tucker, Successfully Taking Offline Classes Online, Educational Leadership/Special Report, April 2020

3 Demonstration of Learning

Objective

Offer students a variety of ways to demonstrate their understanding of the target skill(s)/key idea(s). Consider creating choice boards with options that have been intentionally chosen to highlight the skill(s)/key idea(s).

How to Use This Menu of Choice Board Options

✓ Determine the Bloom's rigor and depth of the response you are looking for.
✓ Pick a few options for student response. (Some options have directions on how to create, others are examples, all can be use in any discipline.)
✓ Modify your options to focus on the taught skills(s)/key idea(s).
✓ Consider creating a choice board and share with students.
✓ Feel free to add your own options.

Blooms	Quick Check	Multi-Lesson	Unit Project
Remembering	Digital Notes Cards Kahoot Quizziz Google Forms	Jeopardy Self-Grading Practice with Forms	Ted Talk Advertisement Portfolio Project Based Video
Understanding	Surveys/Forms Short Summaries with FlipGrid Comic Strip	Simulations Modeling Interactive Notes	Project Based Video using Flipgrid Digital Storytelling Personal Narrative Timeline
Applying	Real World Scenario Cause and Effect	Short Performance Assessment Animations Student Screencast Infographics	Write A Children's Book Write to Your Future Self
Analyzing	Case Studies Discussions for Debate Troubleshooting Inquiry Studies		
Evaluating	Summary and/or Reflection using Spark Learning Logs Critiques/Reviews		
Creating	Peer Review	Presentation Publication Modeling	

Online Tools

Choice Board Bulletin Board
Choice Board Slate

TED TALKS IDEAS WORTH SPREADING   HyperDocs   Canva
Infographic
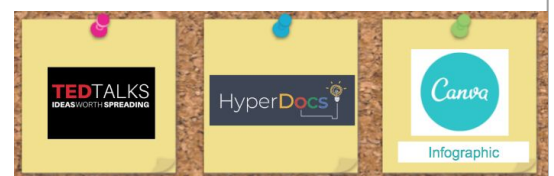
Objective

For teachers to:
- check in on student learning with purposeful experiences;
- provide feedback and allow for student revisions;
- encourage student self-reflection; and
- plan for learning extension experiences, re-teaching and re-evaluation.

For students to think about:
- what they learned;
- how they learned and applied it;
- what questions they have about the concepts or skills covered; and
- what support they need to continue improving, based on their own reflections and teacher feedback.

Rubric to Determine EOL/NYL

✓ Determine how evidence of learning will be evaluated.

✓ Provide feedback and plan for extension and reteaching as needed. (*Students may submit multiple times to reach goal of EOL.*)

Rubric to Determine Evidence of Learning (EOL) or Not Yet Learned (NYL)

Traditional score	Evidence:	Determination:	Next Steps:
4	The student exceeds competencies/understanding(s) of intended skill(s)/key idea(s) through application and extension and/or generalization beyond assignment goals. Example: The student presents arguments on disciplinary content which are logical and focused, and supported with sufficient and relevant evidence. Interpretation of content makes interdisciplinary connections or draws relevant conclusions to real world applications or problems.	Evidence of Learning	Provide extension experiences- articles etc. to foster further learning
3	The student meets competencies/understanding(s) of taught skill(s)/key idea(s) through application within assignment. Example: The student presents arguments on disciplinary content which are logical and focused, and supported with sufficient and relevant evidence.		Continue with instruction
2	The student partially meets competencies/understanding(s) of taught skill(s)/key idea(s) through application within assignment. Example: The student presents arguments on disciplinary content which are logical and focused, but lack evidence for support.		Provide the student with extra practice experiences, self-correcting online work, re-teach videos and check-in during office hours.
1	The student has not yet demonstrated competencies/understanding(s) of taught skill(s)/key idea(s) through application within assignment and/or has not completed assignment.	Not Yet Learned	Create a plan with the student to re-teach the skills/key idea, including: -working with a TA to complete re-teaching and/or, - work with the student during office hours to re-teach and/or, -