



Comprehensive Centers Regions 18 & 19

Distance Education with a Focus on the Pacific Context

Module X: Assessing Virtual Lessons

**July 30, 2021
1:00 PM HST**

Agenda

Welcome

Sign In: [SHEET](#)

Getting to know everyone

Overview

Assessing Virtual Lessons

Questions and Answers



Participant Feedback Form

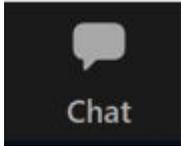
Help us improve our practice by providing us with some feedback.



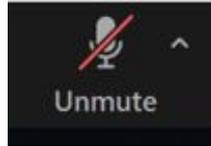
Housekeeping

Turn on your Cameras if you can.

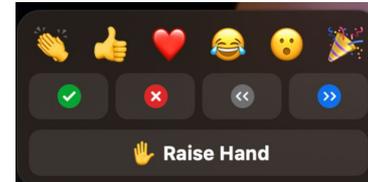
Use the **chat box** for questions, comments, and to participate in activities.



Please remain on **mute** when you're not speaking. Click **unmute** when you want to speak.



Share your **Reactions** throughout the presentation.



Note: This session is being recorded. The recording and PowerPoint will be made available after the session.

Getting to know us



REGION 18

Commonwealth of the
Northern Mariana Islands

Federated States
of Micronesia

Guam
Republic of Palau



REGION 19

American Samoa
Hawaii

Republic of the
Marshall Islands



Mike Menchaca

Dr. Mike Menchaca is a professor in the Department of Learning Design and Technology at the University of Hawai'i at Mānoa specializing in distance education. He conducts research on e-learning, the integration of technology, and social justice with technology. He has been teaching online since 1997. In his spare time, he likes to spend time with his family, travel, and play Scrabble. Soon, we will travel again!



Riya Nathrani



Dr. Riya Nathrani is a seventh-grade Computer Literacy teacher at Hopwood Middle School in Saipan, CNMI and holds a Doctorate in Education with a specialization in Digital Transformation. Dr. Nathrani has developed and facilitated online courses for the CNMI Public School System for several years and is currently an Instructor for the Educational Technology program. Through this capacity, she showcases the use of best practices for using technology and digital tools to enhance learning experiences for students. Dr. Nathrani is a proud product of the CNMI Public School System and has truly found her passion in contributing her skills to mold and inspire young minds. When she is not building online courses and creating videos, Dr. Nathrani enjoys traveling and doing nail art.



Paul Salalila



Paul Salalila is a teacher, leadership committee member, school and community level sports coach, and a father. He is currently a 5th grade elementary school teacher in Saipan. He has more than 20 years of teaching experience, ranging from Kinder to 6th grade. Paul has also been an online instructor for several years with one the main courses being Educational Technology. He is an advocate for integrating technology in the classrooms, persistently seeks for best practices, and tries to keep up with the latest developments in classroom technology tools. Paul is very passionate about educating young individuals. When he is not teaching, he looks forward to spending quality time with his family or getting greasy under the hood of a car.



Getting to know you



REGION 18

Commonwealth of the
Northern Mariana Islands

Federated States
of Micronesia

Guam
Republic of Palau



REGION 19

American Samoa
Hawaii

Republic of the
Marshall Islands



Summary

- » Over the past ten modules, attendees are typically:
 - > *New to online teaching (60% or more)*
 - > *K–12 teachers (50% or more)*
 - > *Attending more than one module workshop (40% or more)*
 - > *An even distribution with other education expertises such as administrators, librarians, college instructors, and the like*
- » Workshop evaluations have consistently been 4.7 or higher out of 5

Interactive Activity

Put in the chat:
*How do you know
if a lesson went well
(either traditional or virtual)?*



Objectives: Participants will...

- Explore virtual lesson best practices
- Review models for designing and assessing virtual instruction
- Discuss personal lesson assessment perspectives
- Review virtual assessment examples
- Investigate the relationship between design and assessment



Mike Menchaca

Assessing Virtual Lessons



Quality



Performance Assessment is Key

- » Before you can assess your *own* lessons, understanding *student* assessment and performance artifacts is key

Lesson Plan

Description

This film project encourages students to engage more deeply with Guam's cultural heritage by visiting the island's historic sites, talking to people, and using various resources to gather information about places with cultural or historic significance in Guam. In addition, students will be able to critically discuss issues surrounding historic sites and the importance of historic preservation.

Lesson plan courtesy of [Guampedia](#) used by permission

Performance Assessment is Key

- » Before you can assess your *own* lessons, understanding *student* assessment and performance artifacts is key
- » I.e., measure instructor success by measuring student success

Lesson Plan

Description

This film project encourages students to engage more deeply with Guam's cultural heritage by visiting the island's historic sites, talking to people, and using various resources to gather information about places with cultural or historic significance in Guam. In addition, students will be able to critically discuss issues surrounding historic sites and the importance of historic preservation.

Lesson plan courtesy of [Guampedia](#) used by permission

Performance Assessment is Key

- » Before you can assess your *own* lessons, understanding *student* assessment and performance artifacts is key
- » I.e., measure instructor success by measuring student success
- » Let's review a bit what was covered in Module 5 on assessment

Lesson Plan

Description

This film project encourages students to engage more deeply with Guam's cultural heritage by visiting the island's historic sites, talking to people, and using various resources to gather information about places with cultural or historic significance in Guam. In addition, students will be able to critically discuss issues surrounding historic sites and the importance of historic preservation.

Lesson plan courtesy of [Guampedia](#) used by permission

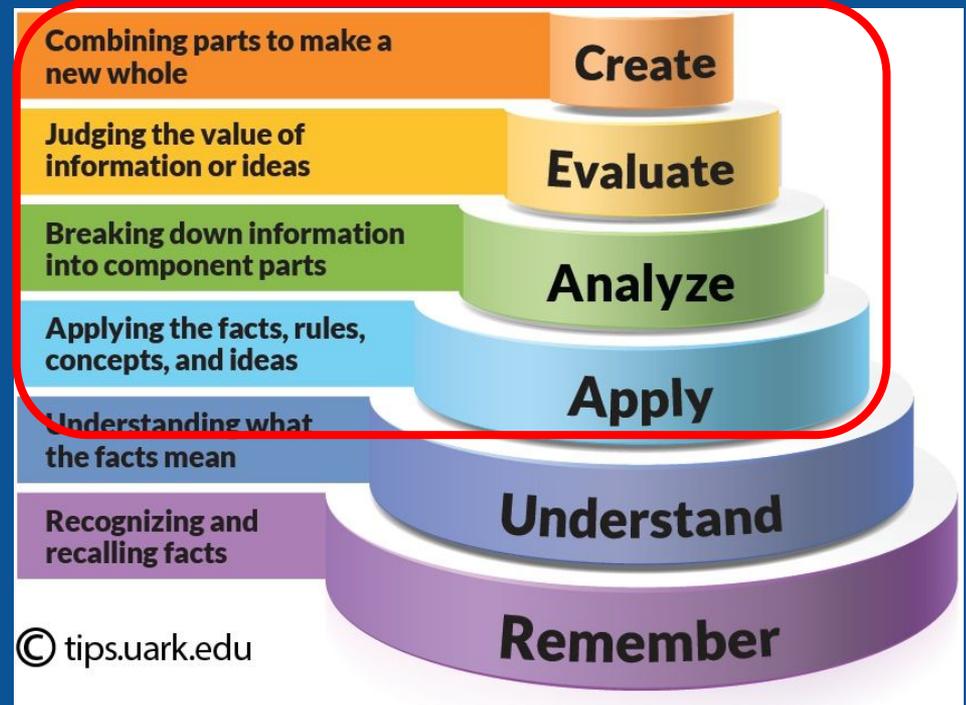
Rethink Assessments in Online Learning¹

- » There is no need to assess everything
- » Decide on what is “need to know” vs “nice to know”
- » Assign **performance** tasks to *apply* knowledge, not tests that are dependent on recalling information
- » Stated another way, have students *do* something



Global Learning Academy Tips²: Use Bloom's Taxonomy

- » Questions to guide your design:
 - > How can my students **apply** their knowledge?
 - > How can my students **create** something as a way to demonstrate their understanding?
 - > How can I create opportunities for students to **justify** a stand or decision?



Bloom's Taxonomy³

Traditional vs. Performance Assessment

<i>Traditional Assessment</i>	<i>Performance Assessment</i>
Recalling lower-order knowledge	Applying higher-order understanding
Focus on exams	Focus on performance
Knowledge is provided first	Tasks are provided first



Performance assessment objectives verbs

Model
Analyze
Recognize
Describe
Interpret
Evaluate
Create
Justify
Compare
Apply
Summarize
List



Approaches to Assessing Virtual Lessons

- » There are many ways to assess virtual lessons
 - > Student outcomes / objectives
 - > Student engagement
 - > Student motivation
 - > Clarity of content and instructions
 - > Student user experience



Approaches to Assessing Virtual Lessons

- » There are many ways to assess virtual lessons
 - > Student outcomes / objectives
 - > Student engagement
 - > Student motivation
 - > Clarity of content and instructions
 - > Student user experience
- » I want to focus on assessing *your* lessons through *student* assessment



Approaches to Assessing Virtual Lessons

- » There are many ways to assess virtual lessons
 - > Student outcomes / objectives
 - > Student engagement
 - > Student motivation
 - > Clarity of content and instructions
 - > Student user experience
- » I want to focus on assessing *your* lessons through *student* assessment
- » I often use the term evaluation vs. assessment just for clarity on what is actually being assessed
 - > Assessment = student learning
 - > Evaluation = instructor / program / materials

Backward Design

Wiggins and McTighe⁴



Step 1

Identify Desired Outcomes

What should learners understand after instruction



Backward Design

Wiggins and McTighe⁴



Identify Desired Outcomes



Identify Acceptable Evidence

What should learners understand after instruction

Determine types of assessments/ evidence that would clarify if students can perform the desired outcome



Backward Design

Wiggins and McTighe⁴



Identify Desired Outcomes

What should learners understand after instruction



Identify Acceptable Evidence

Determine types of assessments/ evidence that would clarify if students can perform the desired outcome



Plan Learning Experience

Develop instructional materials around desired outcomes



Backward Design

Wiggins and McTighe⁴



Identify Desired Outcomes

What should learners understand after instruction



Identify Acceptable Evidence

Determine types of assessments/ evidence that would clarify if students can perform the desired outcome



Plan Learning Experience

Develop instructional materials around desired outcomes



Launch Experience

Learner will be able to...



Backward Design

Wiggins and McTighe⁴



Identify Desired Outcomes

What should learners understand after instruction



Identify Acceptable Evidence

Determine types of assessments/ evidence that would clarify if students can perform the desired outcome



Plan Learning Experience

Develop instructional materials around desired outcomes



Launch Experience

Learner will be able to...



Was the learner able to...?

Thus, was my virtual lesson successful?



Factors to Consider: Quality Matters⁵

K-12 Specific Review Standards from the QM K-12 Rubric, Fifth Edition for K-12 Reviews

General Standards	Specific Review Standards	Points	
Course Overview and Introduction	1.1 1 Instructions make clear to learners how to get started and where to find essential course components.	3	
	1.2 2 Learners are introduced to the purpose and structure of the course.	3	
	1.3 1 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	3	
	1.4 1 Minimum computer skills and digital literacy skills expected of the learner are clearly stated.	3	
	1.5 1 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2	
	1.6 1 Standards of academic integrity are clearly stated.	2	
	1.7 2 The self-introduction by the instructor is appropriate and is clearly available in the course.	1	
	1.8 2 Prerequisite knowledge in the discipline and/or required competencies are clearly stated.	1	
	Learning Objectives (Competencies)	2.1 2 Course-level learning objectives or competencies are measurable and describe what learners will be able to demonstrate as a result of successfully completing the course.	3
		2.2 2 The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives.	3
2.3 2 The learning objectives or competencies are aligned with state standards and/or other accepted content standards.		3	
2.4 2 Learning objectives or competencies are designed and written for the target student audience.		3	
Assessment and Measurement	3.1 2 The types of assessments in the course measure the stated learning objectives or competencies, are consistent with learning activities and resources, and their relationship with learning objectives or competencies is clearly stated.	3	
	3.2 2 Specific and descriptive criteria are provided for the evaluation of learners' work and assist the instructor in determining the level of achievement of learning objectives and competencies.	3	
	3.3 2 Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.	3	
	3.4 2 Multiple methods of assessment strategies are included, based on the specified learning objectives or competencies and learner need.	3	
	3.5 2 Expectations for successfully completing the course, earning course credit, and calculating grades are clearly defined for the learner and instructor.	3	
Instructional Materials	4.1 2 The instructional materials contribute to the achievement of the stated course- and module/unit-level learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.	3	
	4.2 2 Instructional materials are integrated within the context of each lesson, and their intended use is clear.	3	
	4.3 2 The course content is appropriate to the reading level of the intended learners.	3	
	4.4 2 The instructional materials have sufficient breadth, depth, and currency.	2	
	4.5 2 All instructional materials used in the course are appropriately cited.	2	
	4.6 2 The course content strives to reflect a culturally diverse perspective that is free from bias.	1	
	4.7 2 The course is free of adult content and avoids unnecessary advertisements.	3	
Learning Activities and Learner Interaction	5.1 2 The learning activities promote the achievement of the stated learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.	3	
	5.2 2 Learning activities provide opportunities for learner-content interaction that support active learning.	3	
	5.3 2 Learning activities provide opportunities for learner-instructor and learner-learner interaction.	3	
	5.4 2 Standards for instructor responsiveness and availability are clearly stated.	3	
	5.5 2 The requirements for learner interaction are clearly stated.	2	
Course Technology	6.1 2 Course tools support the learning objectives or competencies.	3	
	6.2 2 Course tools facilitate student engagement and promote active learning.	3	
	6.3 2 The course takes advantage of technologies and tools that protect student privacy and maintain confidentiality of student information.	3	
	6.4 2 Course tools and technologies are current.	2	
Learner and Instructor Support	7.1 2 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	
	7.2 2 Course instructions articulate or link to academic support services and resources that can help learners succeed in the course.	2	
	7.3 2 The course articulates or links to resources to support effective course facilitation.	3	
	7.4 2 Course instructions articulate or link to the institution's accessibility policies and services.	3	
Accessibility and Usability	8.1 2 Course navigation is logical, consistent, efficient, and intuitive.	3	
	8.2 2 The course design facilitates readability.	3	
	8.3 2 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3	
	8.4 2 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	3	
	8.5 2 Course multimedia facilitate ease of use.	2	
	8.6 2 Vendor accessibility statements are provided for all technologies required in the course.	2	

Factors to Consider: Quality Matters⁵

» Course overview and introduction

Course Overview and Introduction

- 1.1 **T** Instructions make clear to learners how to get started and where to find essential course components.
- 1.2 **C** Learners are introduced to the purpose and structure of the course.
- 1.3 **T** Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.
- 1.4 **T** Minimum computer skills and digital literacy skills expected of the learner are clearly stated.

Factors to Consider: Quality Matters⁵

- » Course overview and introduction
- » Learning objectives

Learning Objectives (Competencies)

- 2.1 **C** Course-level learning objectives or competencies are measurable and describe what learners will be able to demonstrate as a result of successfully completing the course.
- 2.2 **C** The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives.
- 2.3 **C** The learning objectives or competencies are aligned with state standards and/or other accepted content standards.
- 2.4 **C** Learning objectives or competencies are designed and written for the target student audience.



Factors to Consider: Quality Matters⁵

- » Course overview and introduction
- » Learning objectives
- » Assessment

Assessment and Measurement

- 3.1 ③ The types of assessments in the course measure the stated learning objectives or competencies, are consistent with learning activities and resources, and their relationship with learning objectives or competencies is clearly stated.
- 3.2 ③ Specific and descriptive criteria are provided for the evaluation of learners' work and assist the instructor in determining the level of achievement of learning objectives and competencies.
- 3.3 ③ Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.



Factors to Consider: Quality Matters⁵

- » Course overview and introduction
- » Learning objectives
- » Assessment
- » Materials

Instructional Materials

- 4.1  The instructional materials contribute to the achievement of the stated course- and module/unit-level learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.
- 4.2  Instructional materials are integrated within the context of each lesson, and their intended use is clear.
- 4.3  The course content is appropriate to the reading level of the intended learners.

Factors to Consider: Quality Matters⁵

- » Course overview and introduction
- » Learning objectives
- » Assessment
- » Materials
- » Activities and interaction

Learning Activities and Learner Interaction

- 5.1  The learning activities promote the achievement of the stated learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.
- 5.2  Learning activities provide opportunities for learner-content interaction that support active learning.
- 5.3  Learning activities provide opportunities for learner-instructor and learner-learner interaction.
- 5.4  Standards for instructor responsiveness and availability are clearly stated.



Factors to Consider: Quality Matters⁵

- » Course overview and introduction
- » Learning objectives
- » Assessment
- » Materials
- » Activities and interaction
- » Course technology

Course Technology

- 6.1  Course tools support the learning objectives or competencies.
- 6.2  Course tools facilitate student engagement and promote active learning.
- 6.3  The course takes advantage of technologies and tools that protect student privacy and maintain confidentiality of student information.
- 6.4  Course tools and technologies are current.

Factors to Consider: Quality Matters⁵

- » Course overview and introduction
- » Learning objectives
- » Assessment
- » Materials
- » Activities and interaction
- » Course technology
- » Support

Learner and Instructor Support

- 7.1 **T** The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
- 7.2 **T** Course instructions articulate or link to academic support services and resources that can help learners succeed in the course.
- 7.3 **T** The course articulates or links to resources to support effective course facilitation.

Factors to Consider: Quality Matters⁵

- » Course overview and introduction
- » Learning objectives
- » Assessment
- » Materials
- » Activities and interaction
- » Course technology
- » Support
- » Accessibility

Accessibility and Usability

- 8.1 **I** Course navigation is logical, consistent, efficient, and intuitive.
- 8.2 **C** The course design facilitates readability.
- 8.3 **C** The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

I would add...

- » Promote a positive learning environment
- » Make learning culturally relevant

Lesson Plan

- Anticipatory Song: [The Continents and Oceans](#) (Parody)

Description

Students will use their map skills to be able to identify islands in Micronesia based on their latitude and longitude, and determine the approximate distance between identified islands.

Lesson plan courtesy of [Guampedia](#) used by permission

Break



Riya Nathrani

Assessing Your Online Course



Effective Online Courses



State specific objectives about what students should know or be able to do as a result of successfully completing the unit or course.



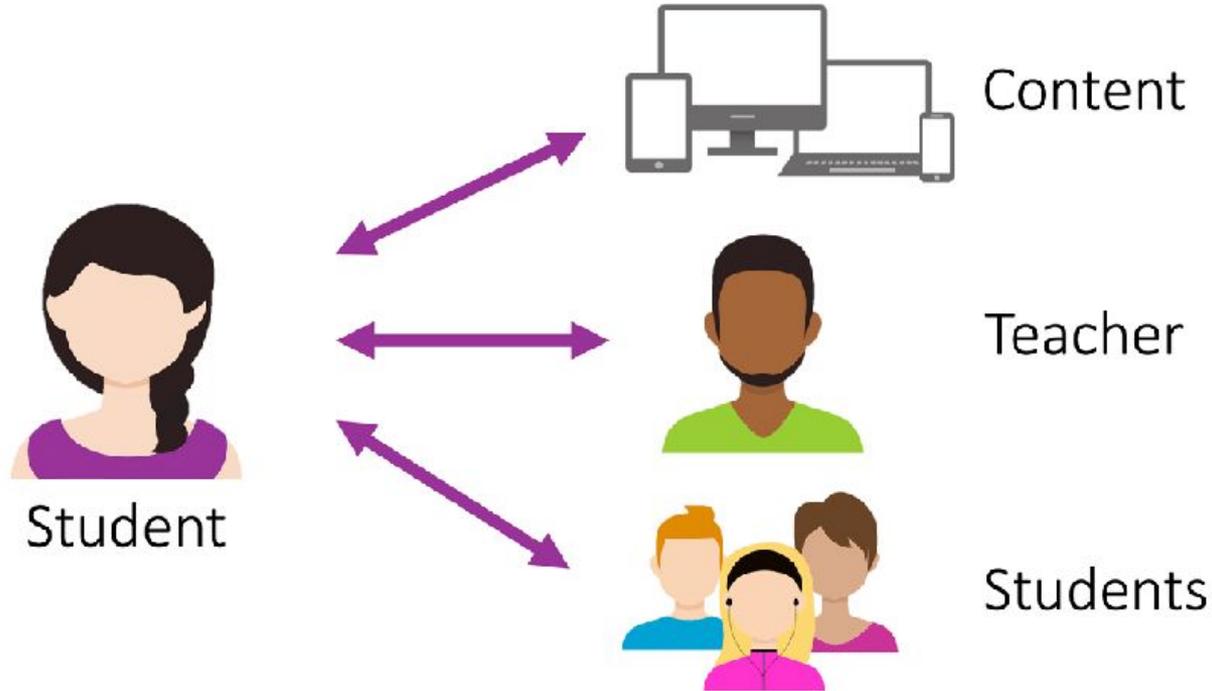
Involve students in applying what they learned instead of passively requiring them to watch and read content.



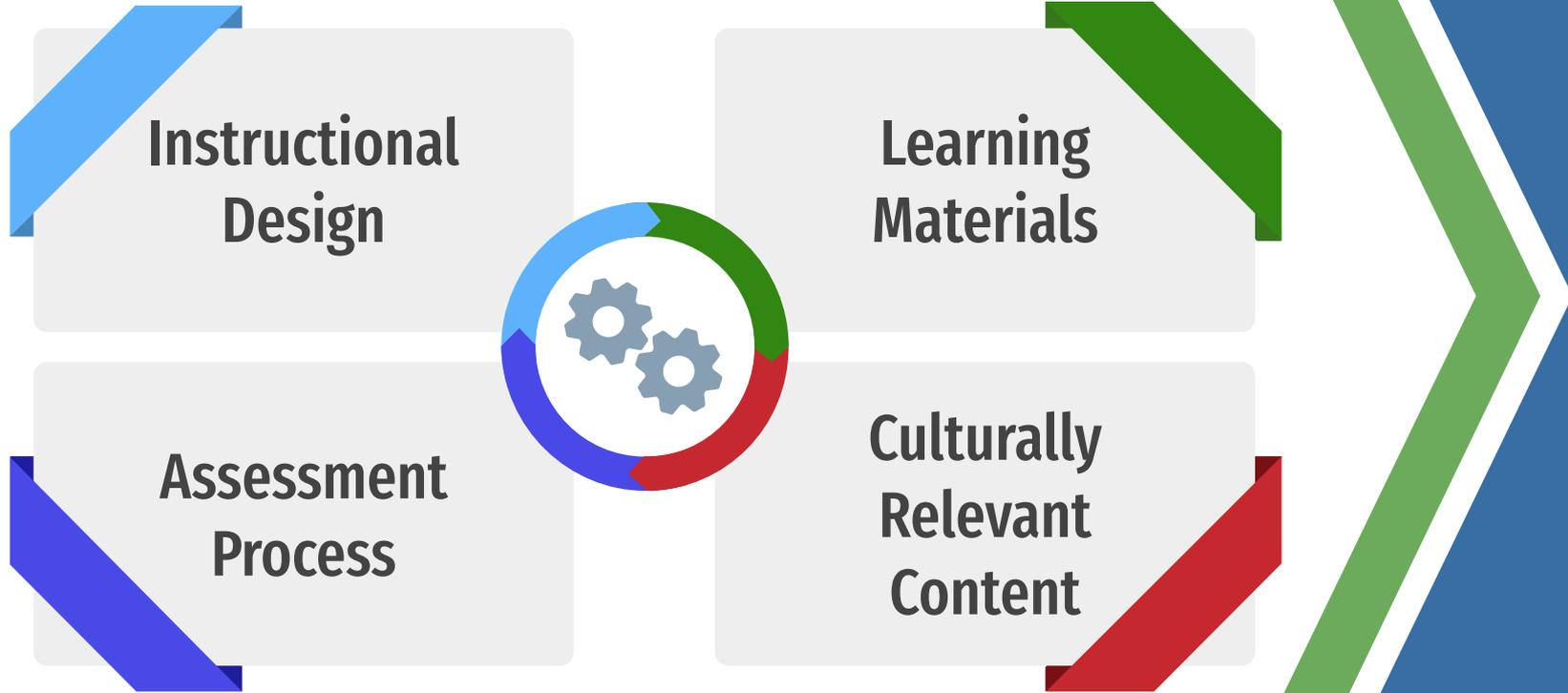
Promote interaction between the student and: 1) the content, 2) the teacher, and 3) other students.



Three Types of Interaction

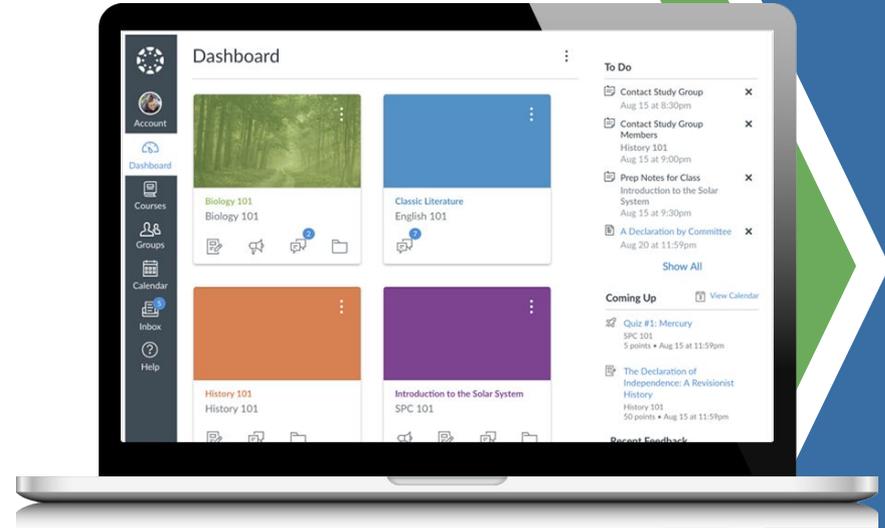


Components of Online Courses



Instructional Design

- ✓ Are students able to easily **navigate learning materials** in the course?
- ✓ Are the **content and assessments appropriate** for the grade level?
- ✓ Are sufficient **instructions** given for students to complete assignments and activities?
- ✓ Are the materials **logically sequenced** with consistent patterns in content **organization/structure**?
- ✓ Is the **design** of the course visually appealing?
- ✓ Are **expectations** and **due dates** provided for all course activities?
- ✓ Do students know how to **ask for help**?



GETTING STARTED

Start Here

View this page to learn about the course structure, how to navigate, and prepare for the semester.

About Your Instructor

Get to know your instructor by reading their bio and reviewing their contact information.

Course Tech. Requirements

Review the necessary technical requirements for establishing a smooth online course experience.

Introduce Yourself

Use this forum to introduce yourself to your peers and your instructor.

An orientation module to the course.

GETTING STARTED



START HERE: First Steps



About Your Instructor



Course Tech. Requirements



Introduce Yourself Forum



A TYPICAL MODULE

Module 1 | Introduction

 Module Overview & Instructions

 Module Content

 Quiz

 Assignment

 Discussion

Module Overview & Instructions

Learn about the upcoming week's goals, objectives and other important items.

Module Content

Find items such as lectures, readings, activities, discussions, and other links.

Quiz

Take quizzes to review and assess your content knowledge.

Assignment

Use this item to view assignment description, submission details, and submit assignments.

Discussion

Talk with your peers to build connections, problem solve, share ideas, and enhance your learning.

Note: Not all online courses contain the elements listed above.

Appropriate Learning Materials

- ✓ Do the learning materials match the **learning outcomes**?
- ✓ Are the course materials **interactive** to keep learners engaged throughout the course?
- ✓ Does the course have **presentations** and **visuals** with images, videos, charts, and graphs?
- ✓ Is the content varied to **accommodate** students that learn in different ways?
- ✓ Does the content that have **real-world relevance** and application?



The Assessment Process

- ✓ Do the **assessments measure** the learning outcomes of the course?
- ✓ Are the assessments **user-friendly** and set at the **appropriate difficulty level**?
- ✓ Are there instructions on how the assessment should be **submitted**?
- ✓ Are there **exemplars** that show students what a finished product looks like? Are **rubrics** used?
- ✓ Does the course instructor provide **timely and constructive feedback** to learners?



Culturally Relevant Content

- ✓ Courses should be **relevant** to their target audience.
- ✓ Tailor the language, compatibility, and other design aspects of your course to **suit your learners**.



Tips for Presenting Information

01



Information is up to date and relevant.

Content

Format

Information is presented in chunks and in varied formats. (Less is more)



02

03



Text is accompanied with images for examples.

Visuals

Appearance

The design is consistent and the text is easy to read.



04



Tips for Assessing Your Online Course

1

Look at your course from the perspective of a learner

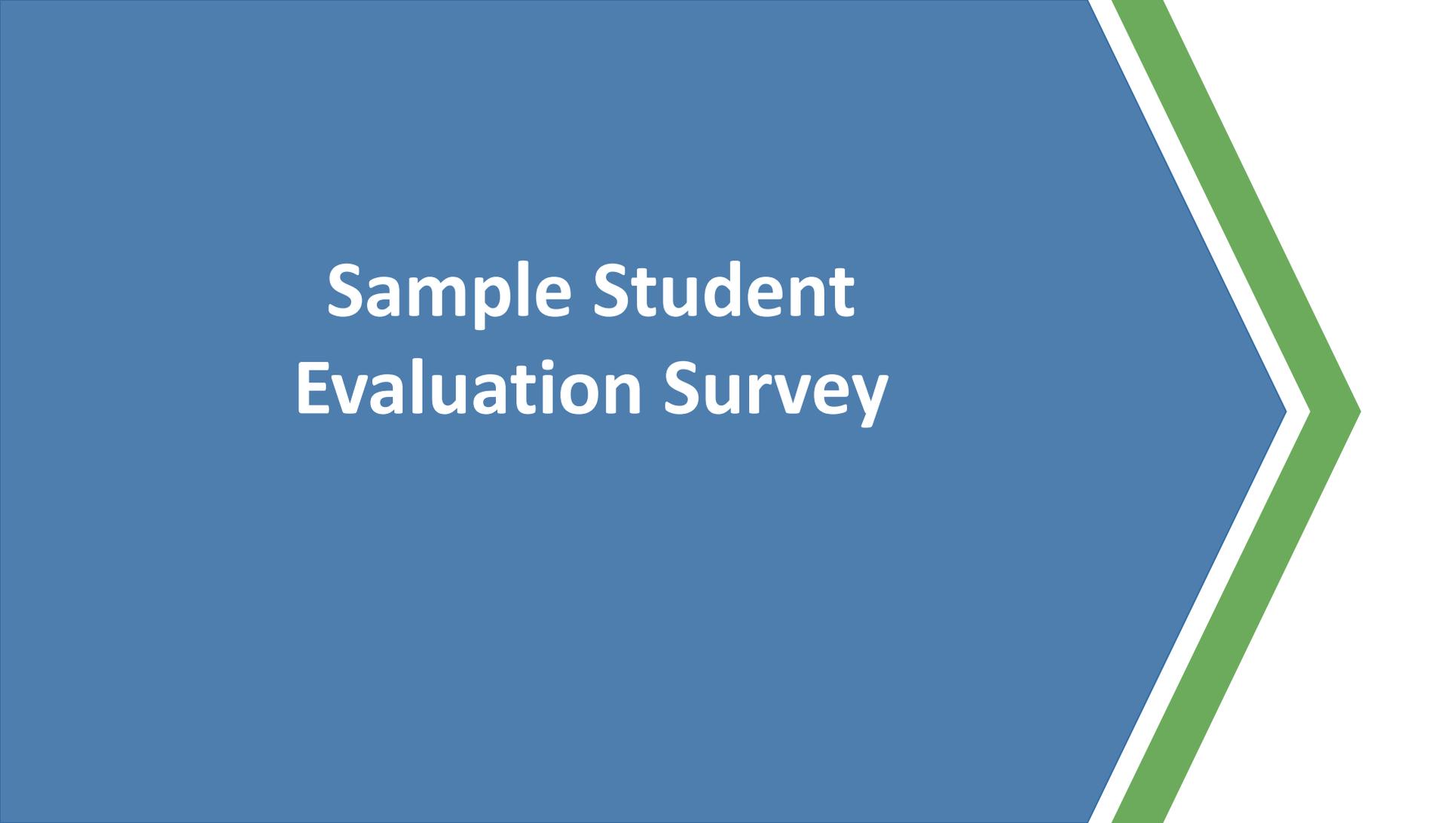
Analyze questions you receive from students

2

3

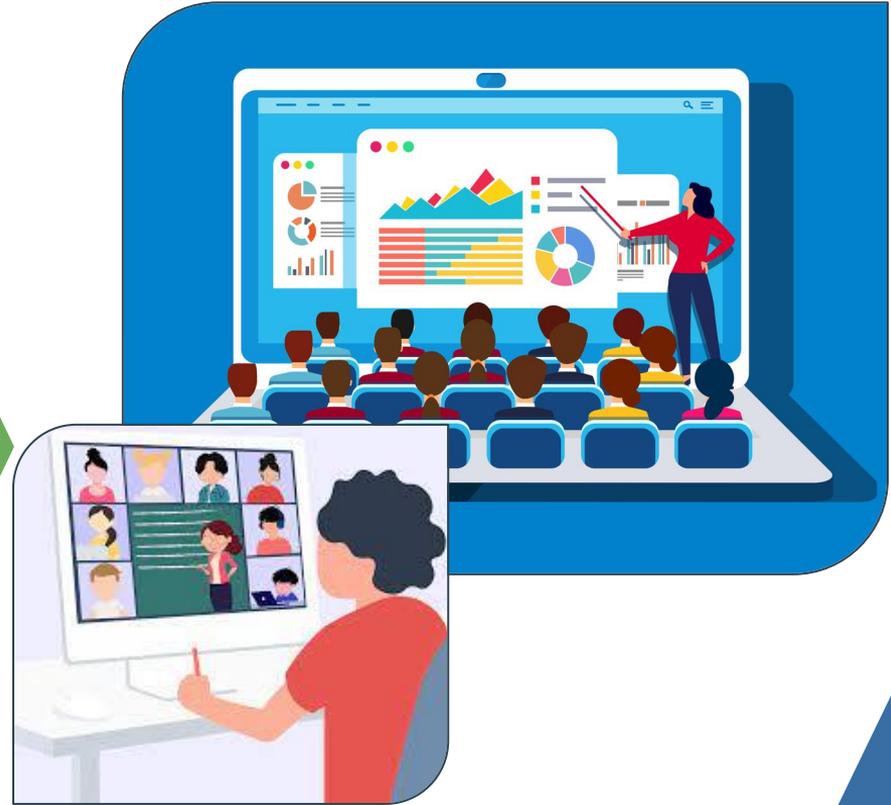
Get feedback about the course from your students

Sample Student Evaluation Survey

The background features a large blue chevron pointing to the right. Overlapping its right edge is a green chevron, also pointing right, with a thin white border between them. The text is centered within the blue area.

Paul Salalila

Assessing Your Lesson Delivery



Reflection:

“If you were a student in your online class or physical class, would you want to be in your class?”



Lesson Delivery Attributes

- » Lesson content/materials
- » Flow Design
- » Student engagement/participation
- » Discussions/Breakout sessions
- » Assignment quantity/duration
- » Surveying for retention



Lesson Content/Materials

- Agenda/Schedule/Plan of action
- Content and Language Objectives
- Visuals
- Quick engaging activities
- Be entertaining



Lesson Content/Materials

»» Agenda/Schedule/Plan of action

Reading Agenda

1. Review Objectives
2. Review yesterday's lesson
3. Identify vocabulary words in Leona's chapter
4. Guided reading for Leona's Chapter
5. Discussion Questions

Lesson Content/Materials

»» Schedule/Plan of action/Agenda

Reading
Summarize
Summarize each page of Package for Mrs. Jewls

Math
Multiplication
Multiplying with multi-digit factors

Grammar
Sentences
Distinguishing between sentences and fragments

Science
Scientists
What do scientists do?

< Week 2_Live Session.pdf (7/61) >

Lesson Content/Materials

»» Content and Language Objectives

Math: Multiplying Fractions

Content Objective:

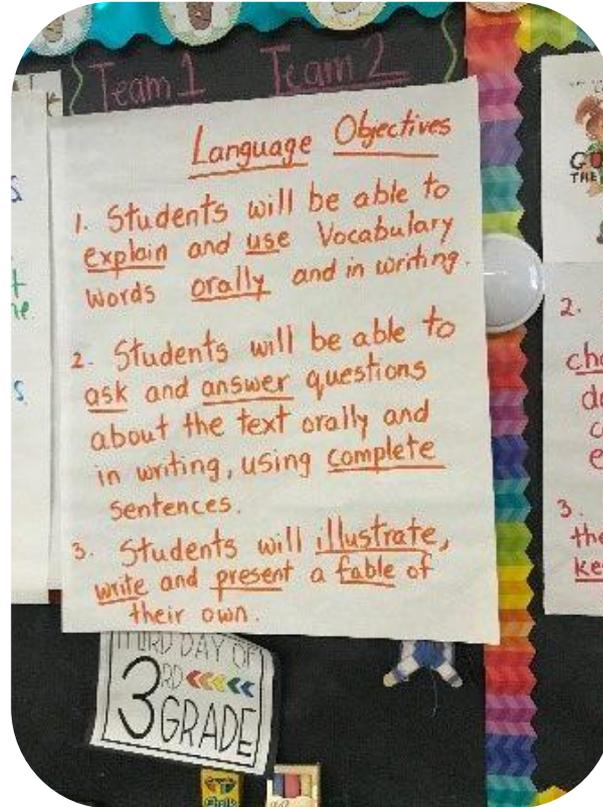
-I can multiply fractions to solve real-world related problems.

Language Objective:

-I can explain to a partner how to multiply two fractions.

Lesson Content/Materials

- » Content and Language Objectives



Lesson Content/Materials

»» Content and Language Objectives



Speaking

- Retell
- Summarize
- Discuss
- Share
- Tell
- Persuade
- Argue
- Report
- Recite
- Describe
- Comment
- Explain
- Sing
- Echo
- Repeat
- Read aloud
- Present
- Talk
- Say
- Whisper
- Chant
- Announce
- Ask
- Answer



Listening

- Listen for
- Look for
- Pay attention to
- Think about
- Focus on
- Concentrate on



Reading

- Sort
- Read
- Find
- Look for
- Predict
- Confirm
- Infer
- Sequence
- Identify
- Match
- Unscramble
- Review
- Organize



Writing

- Write
- Draw
- Copy
- Compare
- Contrast
- Draft
- Type
- Label
- Edit
- Sort
- Summarize
- Print
- Fill in
- Illustrate
- Color
- Record
- Collect
- Graph
- Diagram
- Create
- Make

Lesson Content/Materials

» Visuals:

Photos

Graphic organizers

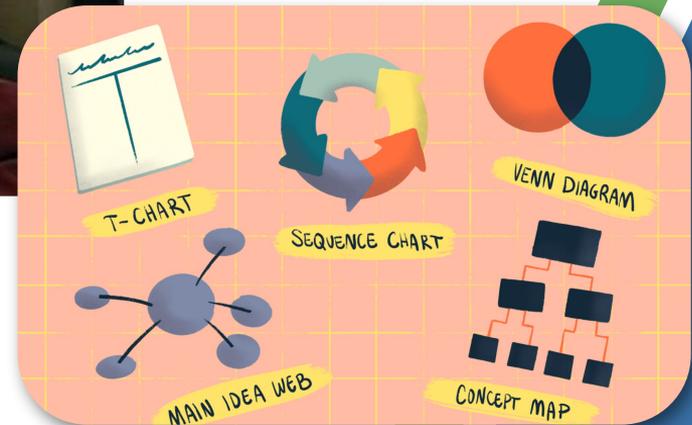
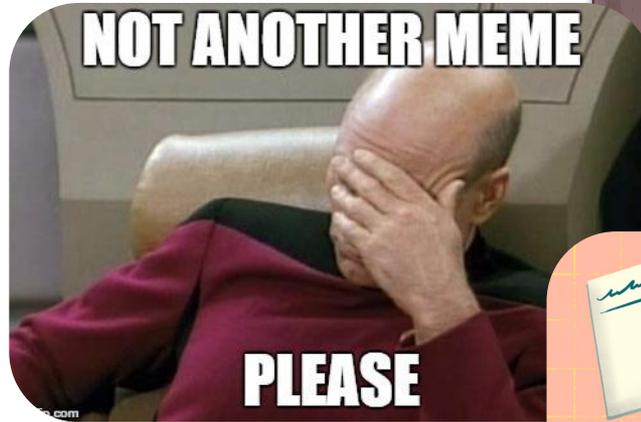
Different fonts

Attractive colors

Backgrounds

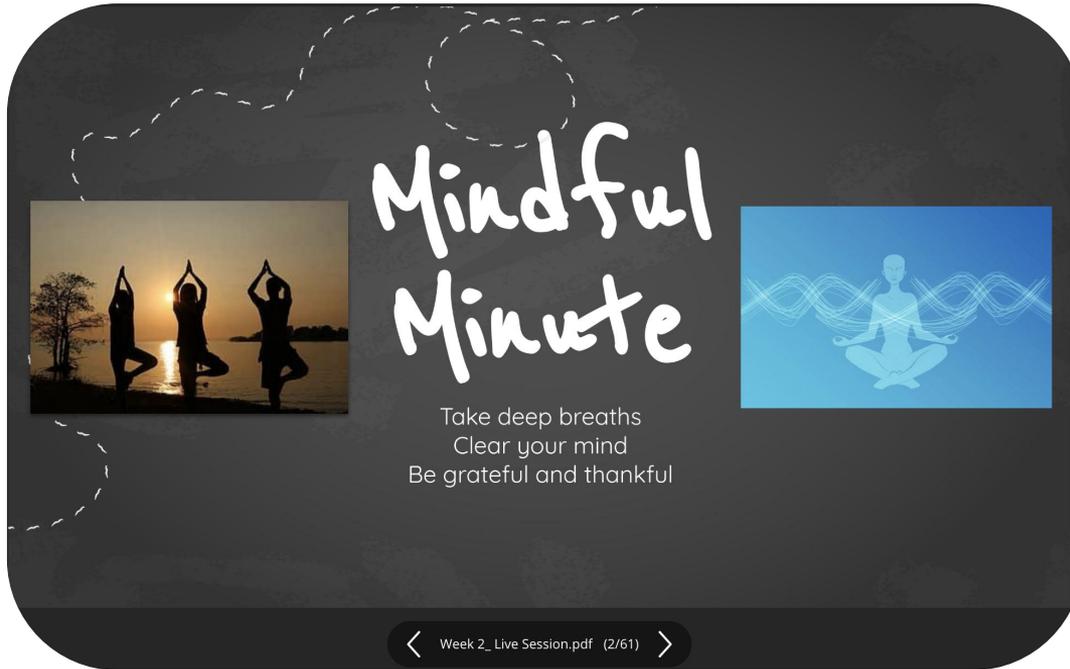
Gif

Memes



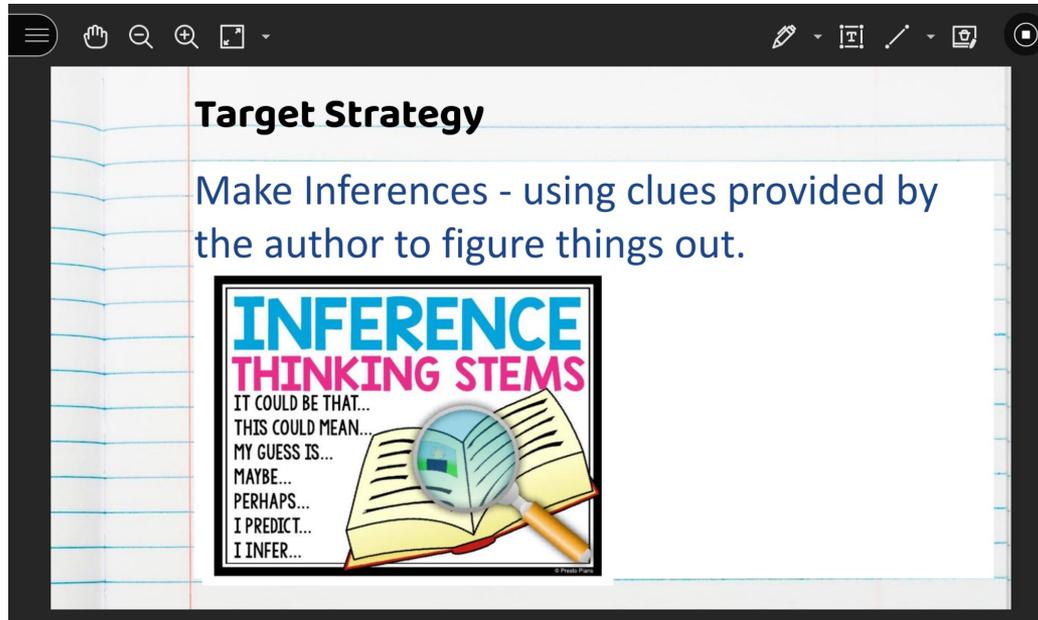
Lesson Content/Materials

>> Visuals



Lesson Content/Materials

>> Visuals



The image shows a digital note-taking application interface. At the top, there is a toolbar with icons for a menu, hand, search, zoom in, zoom out, and a redaction tool. The main content area is a white notepad with blue horizontal lines. The text on the notepad reads:

Target Strategy

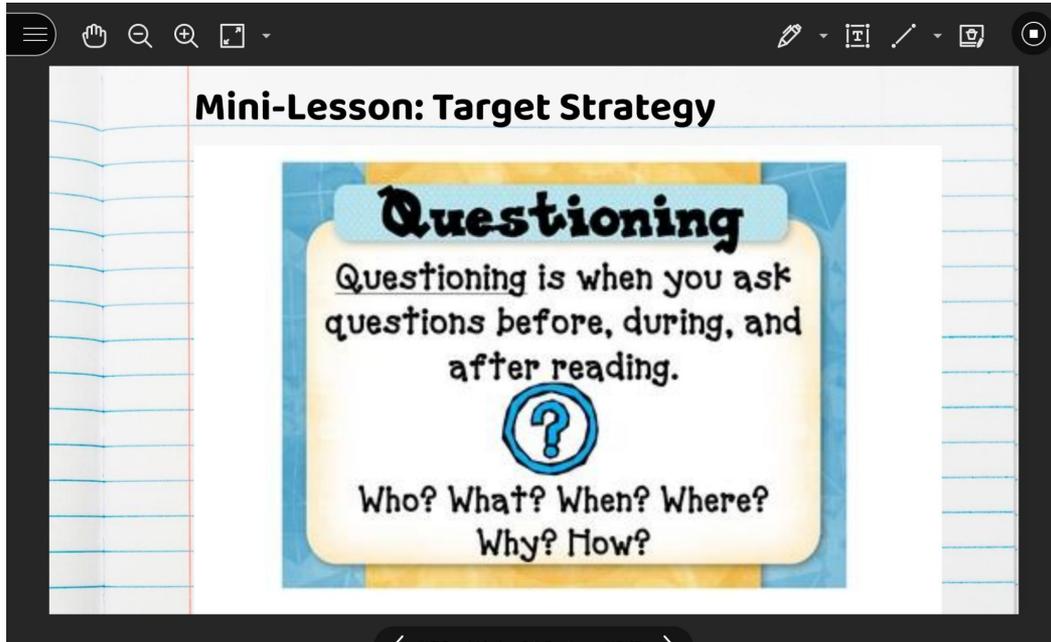
Make Inferences - using clues provided by the author to figure things out.

Below the text is a graphic titled "INFERENCE THINKING STEMS". The graphic features a magnifying glass over an open book. The text in the graphic includes:

- IT COULD BE THAT...
- THIS COULD MEAN...
- MY GUESS IS...
- MAYBE...
- PERHAPS...
- I PREDICT...
- I INFER...

Lesson Content/Materials

>> Visuals



The image shows a digital note on a lined paper background. At the top, it is titled "Mini-Lesson: Target Strategy". The main content is a yellow sticky note with a blue border. The word "Questioning" is written in a large, bold, black font. Below it, the text reads: "Questioning is when you ask questions before, during, and after reading." In the center of the sticky note is a blue question mark icon. At the bottom of the sticky note, the text lists: "Who? What? When? Where?" and "Why? How?". The note is displayed within a digital interface with various icons at the top, including a menu, hand, zoom, and drawing tools.

Lesson Content/Materials

»» Quick Engaging Activities

- Activities that are easy to manage and applies to almost any lesson.



Lesson Content/Materials

- » Quick Engaging Activities
 - > Quick Polls



Lesson Content/Materials

» Quick Engaging Activities

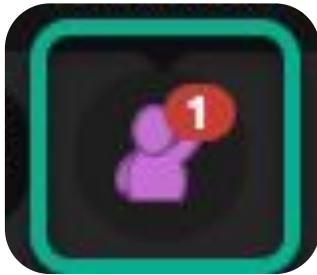
- > Quick Polls
- > Agree or Disagree



Lesson Content/Materials

» Quick Engaging Activities

- > Quick Polls
- > Agree or Disagree
- > Raise your hand if...



Lesson Content/Materials

- » Quick Engaging Activities
 - > Quick Polls
 - > Agree or Disagree
 - > Raise your hand if...
 - > Mics on 3



Lesson Content/Materials

- » Quick Engaging Activities
 - > Quick Polls
 - > Agree or Disagree
 - > Raise your hand if...
 - > Mics on 3
 - > Ask me a question



Flow Design

- Lesson flow is consistent
- Consistent visuals to help stay on track



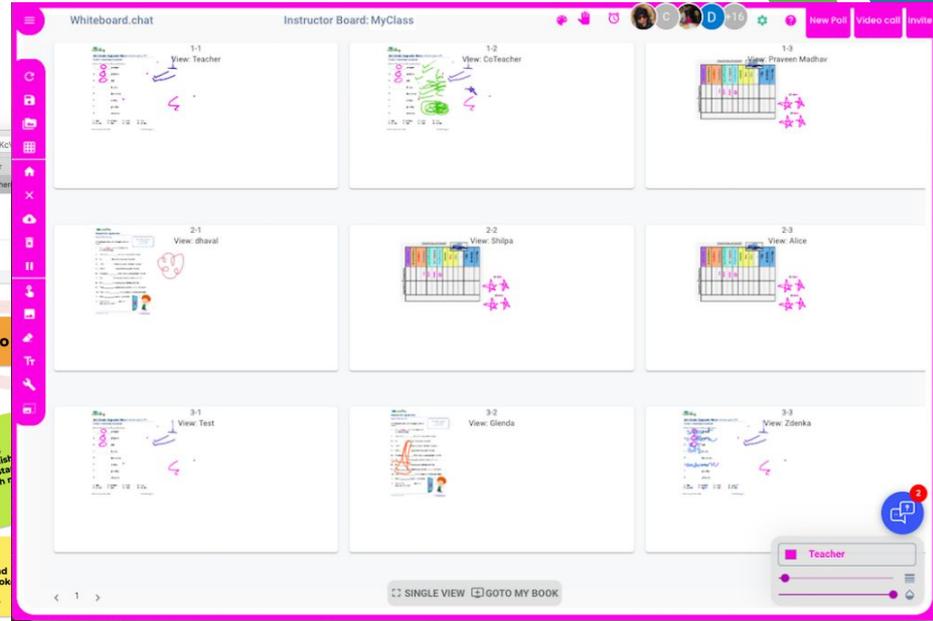
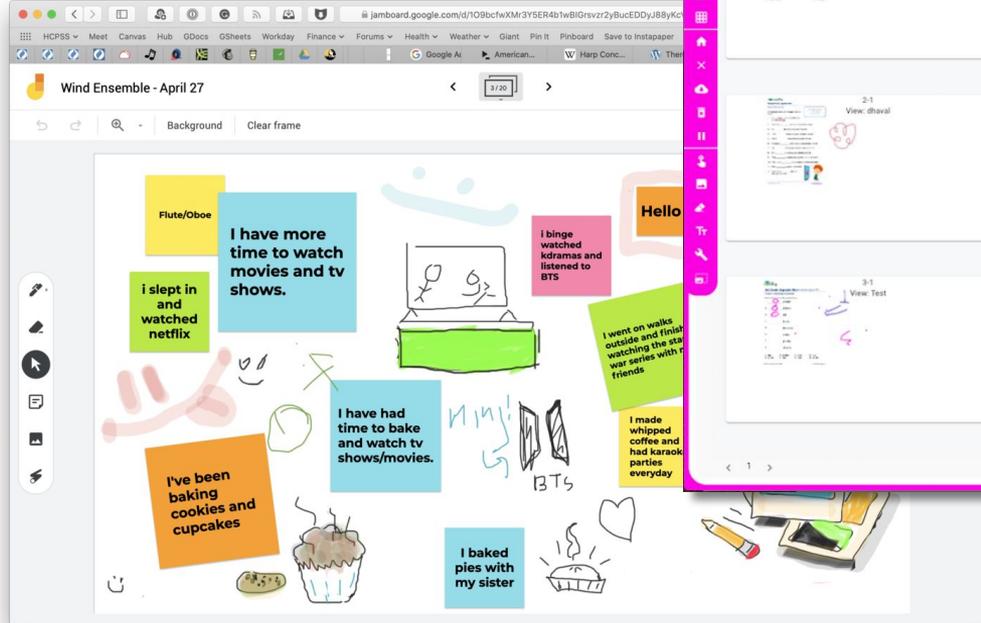
Student Engagement/Participation

- Conventions for attention but more for recalling and promoting retention.
- Methods for participation or contribution



Student Engagement/Participation

» Jamboard/Whiteboard



Student Engagement/Participation

- » Bump Reading
 - > Bump, Thomas.



Student Engagement/Participation

» SIOP

Engagement Strategies		
GRAPHIC ORGANIZER Choose a structure that will help with compare, sequence, or organize ideas. 	JIGSAW Assign groups different chunks of information to learn and teach to others. 	GALLERY WALK Students show class or work on "wall." Groups rotate to discuss and leave feedback. 
DEBATE Provide two opposing views for students to choose from and defend. 	THINK-PAIR-SHARE Pose a question. Allow think time. Have students pair up, discuss and share out. 	QUIZ-QUIZ-TRADE Give each student a question card. Students pair up, "quiz" each other, then trade cards and find a new partner. 
GAMES Use a game format such as Jeopardy, Trivial Pursuit, or Jeopardy to review information. 	GRAFFITI WALL Display questions, work or images for groups to observe and discuss. Students rotate and leave written thoughts. 	CORNER CALL Each corner is assigned a response to a question. Students choose and move to their corner for discussion/learning. 
IN-OUT CIRCLE Split class in half. One group is "inside circle" and other is "outside circle." Lines for new partners. 	MIX TO MUSIC Students move around while music plays and pair up when music stops. Easy for multiple pair ups. 	LEARNING COACH One student thinks out while the other provides "coaching" and then partners switch. 
MIRROR Teacher acts out concept while students copy and/or repeat. 	RATE IT Partners or groups use rubric or checklist to discuss and rate work. 	RESPONSE CARDS Students hold up cards to show learning (yes/no, true/false, etc.) 
SIMULATION Teacher provides real-world, interactive experience. 	EXPERIMENT Students test predictions with meaningful investigations. 	SONG Use music or song to learn or practice skills. 

www.teachertraps.com



Student Engagement/Participation

>> Waterfall



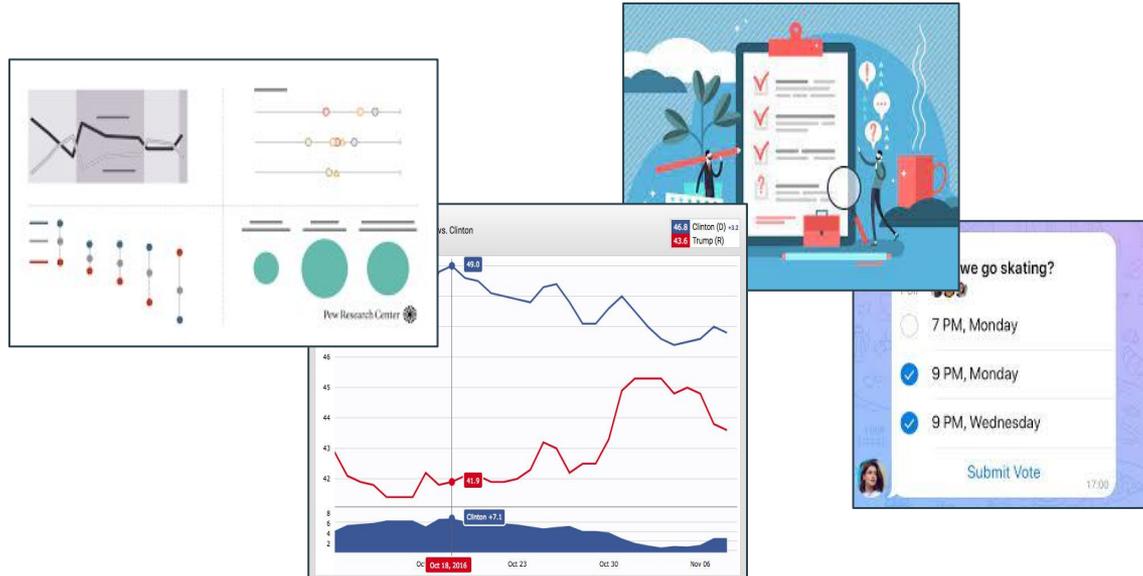
Student Engagement/Participation

» Student Domino



Student Engagement/Participation

➤➤ More Polls!!!



Student Engagement/Participation

>> Rewards



Be Entertaining

- » Change your tone/mimic a voice
- » Hype them up
- » Use different accents
- » Use reverse psychology
- » Use their generation's language
- » Point to the camera
- » Use emotions masks or expressions
- » Use props



Discussion/Breakout Sessions

- Always have a discussion or breakout session
- Everyone must respond (verbally or chat)
- Whole group or breakout discussion



Assignment Quantity/Duration

- Goldilocks amount
- Core of the lesson/The Objective
- Broken down into
- Assignments focus mainly on explanation rather than simple answers.
- Simplified activity



Survey Retention

- » Use your breakout or group discussions
- » Use polls
- » Exit tickets



Assessing Lesson Delivery; In a nutshell

- Is it designed to effectively keep students engaged?
- Does it allow for participation?
- Does it help clarify ideas and check for understanding?



Break

A digital timer displaying the time 5:00. The numbers are white with a black outline and are centered on a vibrant, multi-colored background of overlapping translucent squares in shades of yellow, orange, red, and green. The timer is framed by a black border.

5:00

Real-time Collaboration:
Breakout Rooms
25 minutes in breakout plus
20 mins to share with everyone
(elect a speaker)

**How do you assess your
virtual lessons?**
Share your ideas (voluntarily)
on a collaborative Google Doc

NOTE: If you aren't teaching virtually, feel
free to share general approaches.

Wrapping Thoughts

- » Try performance assessment
- » Reflect on what you do and why you do what you do
- » Reflect on the data (formal and informal) you get from your students
- » Have a personal assessment plan as well as a student one





References

- ¹Miller, A. (2020). *Summative assessment in distance learning*. Edutopia. <https://www.edutopia.org/article/summative-assessment-distance-learning>
- ²Shabatura, J. (2013). *Using Bloom's Taxonomy to write effective learning objectives*. Teaching Innovation and Pedagogical Support, University of Arkansas. <https://tips.uark.edu/using-blooms-taxonomy/>
- ³Global Academy Online. (2020). *GOA norms and rubric for online learning*. Global Academy Online. <https://globalonlineacademy.org/media/publications/Online-Learning-Norms-Competencies-v1%E2%80%9494Public.pdf>
- ⁴Wiggins, G. & McTighe, J. (2018). *Understanding by design*. ASCD
- ⁵Quality Matters. (2019). Course design rubric standards, fifth edition. <https://www.qualitymatters.org/qa-resources/rubric-standards/k-12-secondary-rubric>

Images

- » Unless otherwise specified, all images are creative commons zero (CC0), no attributes required including presenter provided photos
- » GIF Images from Google search labeled “Reuse with Modification”

Participant Feedback Form

Help us improve our practice by providing us with some feedback.



Contact Information

- » Riya Nathrani - riya.nathrani@cnmipss.org
- » Paul Salalila - paul.salalila@cnmipss.org
- » Michael Menchaca - mikepm@hawaii.edu
- » Lynette Villagomez - villagomezl@prel.org
- » Eloise Sanchez - sancheze@prel.org
- » Emerson Odango - odangoe@prel.org
- » Melly Wilson - wilsonm@prel.org
- » Hendrick Cho - cho@prel.org



Thank you!



This presentation is in the public domain. While permission to reprint is not necessary, publication should be cited. The presentation is prepared by the Region 18 and Region 19 Comprehensive Centers under Awards #S283B190058 and #S283B190050, respectively, for the Office of Program and Grantee Support Services (PGSS) within the Office of Elementary and Secondary Education (OESE) of the U.S. Department of Education and is administered by Pacific Resources for Education and Learning. The content of the presentation does not necessarily reflect the views or policies of the PGSS or OESE or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. © 2021 PREL.

