**Best Practices in Remote Instruction**

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| **Academic Engagement** | |
| * **Visible “Text”:** The teacher ensures that all students have access to the “text” (e.g., diagram, math problem, video, essay) so they can continually reference it throughout the lesson. | * **“Circulation” (grades 2+):** The teacher “circulates” when students are in breakout rooms by moving from room to room to listen to ideas, gather data about student thinking, and prompt students to push their thinking. |
| * **Breakout Rooms (grades 2+):** The teacher identifies 1-2 moments in each lesson where small group discussion will deepen understanding of the content and sends students to small group breakout rooms to engage with one another. | * **Student Observation:** The teacher scans the virtual classroom and notices who is participating, who is raising a hand, who is signaling agreement/disagreement with non-verbal signals, and responds to the engagement of the class. |
| * **Zoom Chat (grades 2+)**: The teacher identifies questions in the lesson that can be answered briefly and invites students to use the Zoom chat to share their thinking with the class. | * **Positive Praise:** The teacher observes the students and narrates behaviors that suggest engagement as a way to reinforce them and to encourage others to partake. |
| * **Habits of Discussion:** The teacher encourages students to listen to one another, respond to others’ ideas, and synthesize the thinking of the class. | * **Necessary Adjustments:** The teacher notices student behaviors and responds accordingly. When a majority of students aren’t responding or engaging, the teacher modifies the task or clarifies the expectation to increase academic engagement. |

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| **Differentiation** | | |
| Where is the student academically? | Where do they need to be? | How will I get them there? |
| * **Gather the Data:** The teacher gathers data from students by using cold call, having everyone write in the Zoom chat, collecting exit tickets, listening in to small group discussions, or by having students hold up manipulatives or work on their own paper. | * **Study the Standards:** The teacher studies the grade level standards in order to know where students should be. | * **Use Class Time Intentionally:** The teacher intentionally selects problem sets, analysis questions, and tasks based on the data gathered from the students. The tasks should align to what a majority of students in the class continue to struggle with. |
| * **Synthesize the Data:** The teacher identifies trends in the student data and asks - What does a majority of the class know? What is a majority of the class struggling with? Who are my outliers at each end? | * **Plan Collaboratively:** The teacher works with coach and colleagues to prepare for lessons that are standards aligned, grade level appropriate, and differentiated based on the data gathered from the class. | * **Engage Intentionally:** The teacher plans with the data in mind by creating intentionally formed, heterogeneous breakout groups, adjusting tasks to appropriately challenge each student, and scripting in who will be called on for each question, according to knowledge level and need. |