

EXPERTS ADVICE

MANAGING TEACHER TRANSITIONS IN A COVID WORLD

*Best practices for planning for the
2020-2021 school year*

BROUGHT TO YOU BY...

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BACKWARD PLANNING IS YOUR FRIEND

- Make sure you know your standards and how they best group together for each unit.
 - Create your assessments based on the standards and be sure to include that content in your lessons – there is nothing worse than realizing after you have given an assessment that you forgot to include some of the content – oops!
 - Begin your lesson/unit plans AFTER you have decided WHAT you will assess your students on.
 - Be sure to include the time it will take to teach the content so that you can space your lessons appropriately
 - Include time for review and re-teaching in your lesson plans.
 - In preparing for remote learning, carefully inventory your resource and determine what can be converted to digital resources.
 - Consider what you can delegate to students – what can you reasonably expect students to create/complete at home?
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FLIP THAT CLASSROOM

The Flipped Classroom Model will play an important role in next year's teaching. The Flipped Classroom Model is ideal for blended and/or brick-and mortar learning environments (and with a little finessing, can also be used for full-on remote teaching) in which traditional ideas about classroom activities and homework are reversed, or "flipped."

In this model, instructors have students interact with new material for homework first. They then use class time to discuss the new information and put those ideas into practice.

Tune into our webinar Wednesday, August 5th at 2:00 PM Eastern Time with Matthew Johnson, an Elementary School Assistant Principal who is an award winning teacher who presents nationally on the Flipped Classroom Model. Click **HERE** to register.

You can learn more about the Flipped Classroom Model **HERE**: <https://www.schoology.com/blog/flipped-classroom>

FLIP THAT CLASSROOM

*Great resources for the Flipped
Classroom Model include:*

Science Bob

Khan Academy

Nearpod

Playposit

Brainpop

Everyday Mysteries

ASSESSMENTS/ CHEATING

There is a LOT of concern about cheating on assessments in remote learning environments. In order to combat this, consider:

Proctored Exams

Traditional timed, proctored exams are possible using the tools available in Canvas and Sakai and remote proctoring tools like [ProtctorTrack](#), [Proctorio](#), and [Proctor U](#).

Formative Assessments

- **Evaluate your tools.** If you need to see students' process, select a tool that can capture that, such as [Animoto](#) or [Flipgrid](#). If you need to check their content knowledge, try [Kahoot](#) or [Quizlet](#).
 - **Know the process.** Formative assessment is a process, and it's important to collect evidence of learning over time. Consider asking students to submit reflection videos in [Seesaw](#) or to send photos of their progress. Screenshots and scanning tools also work well. You can partner with parents to take those videos or photos, especially for students in the younger years.
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ASSESSMENTS/ CHEATING

Formative Assessments Continued

- **Focus on feedback:** You can provide written and/or oral feedback through videos or sound recordings. If you're doing synchronous sessions, you can put students in breakout groups to provide feedback to one another—if you do this, you'll need to give them clear feedback rules. Asynchronously, students can post work and provide feedback over a longer timeframe.
 - **Check for understanding in synchronous sessions:** Those in-the-moment checks for understanding that we did in the classroom were valuable, allowing us to adjust instruction and meet students where they were. You can supplement a tool like Zoom with [Peardeck](#) to assess along the way if those functions are not available.
 - **Leverage personal conversations:** Schedule individual sessions with students to assess learning and provide feedback with a real human connection. Video tools like [Marco Polo](#) and [Flipgrid](#) can bring a human element to the assessment process.
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ASSESSMENTS/ CHEATING

Formative Assessments Continued

- **Check in on SEL:** In addition to checking in on academic learning, be sure to check in on students' well-being and their overall distance learning experience
 - **Make it useful:** Data is useless unless it is used. When we collect and examine formative assessments, we need to use what we learn from them to inform instruction. All of those data points tell us something we can use to provide timely feedback, adjust instruction, and plan ahead.
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ASSESSMENTS/ CHEATING

Summative Assessments

Make sure you assess what students “need to know” rather than what is “nice to know.”

- **Assign performance tasks and performance items:** This isn't a new practice for assessment, but in these times of distance learning, it's important that the assessments we design for students demand that they apply their knowledge to new and novel situations. Performance tasks do that, and they create engaging multi-step opportunities for students to show what they know. Performance items are similar, appearing in many traditional exams. Both require students to perform by applying their thinking; performance items are more limited in scope and often assess a single standard or skill.
 - **Cheating:** If you are concerned about cheating or academic honesty, consider changing your assessments to be more performance-based. You can also consider long-term Project Based Learning projects that also leverage performance tasks.
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ASSESSMENTS/ CHEATING

Summative Assessments Continued

- **Use conversations and oral defense:** Anthony Poullard, an associate principal at Korea International School, said that “students must always be prepared to explain their thinking or learning with their teacher, and they know that a teacher may ask for an explanation of assessment answers one on one.” Another article on formative assessment in distance learning points out that conversations are one of the best ways to check for understanding. Students can do presentations or engage in an oral explanation or defense of their final product. This provides further evidence of student learning.
 - **Leverage technology tools:** Have students take the assessment at the same time, during a synchronous virtual session. This is similar to timed in-class writing. [Schoolology](#), for example, allows you to time quizzes and tests. Tools like [Draft Back](#), a Google Chrome extension, can show patterns in work submitted and play back the process. And student-created videos are great tools for students to share what they know.
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ASSESSMENTS/ CHEATING

Summative Assessments Continued

- **Teach academic honesty and trust students:** We need to acknowledge *there is no foolproof way to ensure academic honesty, and that is OK*. Education consultant [Ken O'Connor explained in a recent webinar](#) that we need to educate students about academic honesty, adding that if there is a problem in this area, we may not have intentionally educated students on it.
 - **Use professional judgment:** Ultimately, we need to use our professional judgment when summatively assessing students and determining scores. You can decide that a summative assessment should instead be formative and then reteach and support students in learning before attempting another summative assessment. And if you wonder about a student's academic honesty on a summative assessment, you can meet with that student to make an informed judgement. We need to trust not only students but also our teachers.
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10 ALTERNATIVES TO EXAMS

1. **Series of quizzes:** offer a low-stakes opportunity for students to demonstrate mastery of material, and give you ongoing information about student understanding. Frequent quizzing has also been shown to reinforce student understanding. Both Canvas and Sakai can randomize questions in quizzes, making cheating more difficult.
2. **Student-developed quiz questions:** writing quiz questions both builds and demonstrates students' understanding of the material. This assignment can be structured as a collaborative group activity.
3. **Open-book, take-home assessments:** many disciplines already have a tradition of take-home exams, typically involving more conceptual or applied questions that students cannot quickly look up in a textbook.
4. **Professional presentations and demonstrations:** students can create audiovisual presentations using a variety of media, PowerPoint, [Prezi](#), and other tools.
5. **Annotated anthology or bibliography:** this project gives students choice in selecting works while assessing their higher-order abilities to evaluate sources, compare multiple perspectives, and provide rationales for their choices.

10 ALTERNATIVES TO EXAMS

1. **Fact sheet:** students create a one-page fact sheet on a topic. Students must select relevant facts and explain them clearly and concisely.
 2. **Peer and self-review activity:** these allow for personal reflection on learning and peer-to-peer instruction, both of which reinforce and deepen understanding. Students do need instruction in the task of providing constructive feedback. Targeted rubrics laying out expectations for student work are very helpful.
 3. **E-Portfolio:** a student-selected portfolio of work from the semester. Students compile their best or representative work from the semester, writing a critical introduction to the portfolio and a brief introduction to each piece.
 4. **Non-Traditional Paper or Project:** creative assignments work best when they have some “real-world” relevance and offer students some choice in delivery format.
 5. **Group Project:** group projects require students to demonstrate mastery of subject matter and develop their ability to communicate and work collaboratively. It is crucial to make your assessment criteria and grading scheme clear, and to ensure that there are clear, explicit expectations for each team member.
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