

Spring 2023 Semester

February 6, 2023 – May 26, 2023

Title of Course: ABC's of Virtual Teaching	
Number of Sessions: 6	Grade Levels: K-12
Total Hours: 45	Total Number of Credits: 3
Course Start Date: February 6, 2023	Course End Date: May 26, 2023
Course Location: Online at CE Credits Online www.cccreditsonline.org	
Maximum Course Enrollment: 1000	
Instructor's Name: Jeffrey G Christo	Instructor's Telephone: 425-788-7275
Instructor's Email: support@ccccreditsonline.org	
Education Partner Fee: \$149	
Materials Fee if applicable: N/A	
Registration Deadline: April 17, 2023	

Course Information

Course Description

This course provides NYC DOE teachers with an introduction to teaching in a virtual environment including an overview of the current state of online learning and best practices for online course instruction so that all students receive equitable experiences from unbiased pedagogical strategies. Throughout the course equity, what it means virtually and how to implement it is demonstrated to educators.

Participants will explore essential elements of teaching in a virtual environment including design principles, building community, promoting, and managing collaboration, as well as logistics and monitoring the progress of a diverse student population (of varying skill and ability levels, cultures, languages, and students of different or diverse identities.)

Throughout the course, participants will reflect on current virtual teaching practices, as well as their own experiences and potential biases, to ensure all students are engaging in an equitable learning environment. Participants will consider how the current online learning environment may disproportionately impact special populations such as special needs students, ELLs, homeless students, students without consistent internet, and other marginalized students (LGBTQ2S+, Black, Indigenous, and People of Color or other racialized and marginalized groups) - and will consider how to scaffold, accommodate, and serve these students throughout the course assignments.

Target Grade Levels

K-12

Integration of *Danielson Framework for Teaching* Components

Danielson's Framework Alignment

Primary Standards

Domain 2: Classroom Environment

2b - Establishing a Culture for Learning

- When implemented effectively, virtual learning is a powerful tool for changing classroom culture. Throughout the course, participants will explore the power of offering options to students in how they perceive, engage with, and demonstrate their understanding of classroom material. By learning how to build choice into their lesson design, participants will take the first steps towards creating a classroom environment in which all students are engaged, active, and focused on achieving clear learning outcomes.

Domain 3: Instruction

3c - Engaging Students in Learning

- By applying the strategies of instruction and assessment presented in the course, participants will engage diverse students in a rigorous and appropriate learning process. The educators will determine ways to build in student strengths, scaffold for effective instruction, and develop appropriate formative and summative assessments.

Additional Standards

Domain 1: Planning and Preparation

- 1d Demonstrating Knowledge of Resources
- 1e - Designing Coherent Instruction

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2c Managing Classroom Procedures

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4c Communicating with Families

Integration of Standards (Student standards should address Next Generation learning Standards)

NYS PD standards

Standard 1: Designing Professional Development

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
- 1g - The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.

Standard 2: Content Knowledge and Quality Teaching

- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

- 2e – Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.

Standard 3: Research-Based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 5: Diverse Learning

- 5b - Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
- 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

- 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

Standard 7: Parent, Family and Community Engagement

- 7a – Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.
- 7c – Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 8: Data-driven Professional Practice

- 8c - Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

Standard 9: Technology

- 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
- 9d – Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.
- 9e – Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.

New York State A Plus Instructional Priorities

Key Shift #1: Focus on Strengthening the Instructional Core - Analyzing and improving instruction by supporting teachers in building capacity to improve students' advanced literacies

- Setting Instructional Outcomes
- Engaging Students in Learning

Key Shift #2: Knowing Your Students - Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students

- Instruction that Reflects Students
- Using Assessment in Instruction
- Social and Emotional Learning
- Using Data, Informed by Multiple Perspectives, to Understand Students
- Classroom Communities
- Welcoming Families

Pedagogical Approach

This course consists of six Modules, each of which features andragogic strategies to meet the needs of diverse teacher learners in the NYC DOE. Each Module is comprised of research-based best practices, reading assignments, classroom and pedagogically focused video, reflection/analysis questions, [discussion boards](#), 2 [Authentic Tasks](#) (in lieu of a midterm), downloadable resources ([Appendix D](#)), a [Classroom Practice Analysis](#), and a [comprehensive Final Project](#).

Participants participate in presentations and discussions of various special populations of students and various learning styles, which build to an authentic task where all learning styles are addressed. Later modules feature discussions and presentations on various pedagogical and assessment strategies, including a performance-based learning task. As the culminating projects, educators synthesize the learning of the course into a comprehensive unit plan which can be implemented and also used as a model for best practices in virtual teaching.

Application to Instruction and Student Learning

Course Outcomes:

Learners will be able to:

- Identify the benefits and challenges of virtual learning
- Recognize the knowledge, skills, and disposition needed for a K-12 educator in an online learning environment.
- Distinguish various course technologies and functionality of Learning Management Systems
- Differentiate appropriate communication guidelines for virtual instruction
- Review and analyze current practices to help students affirm racial and cultural identities and leverage that to cultivate critical inquiry.
- Apply best practices of effective and engaging virtual instruction
- Assess specific approaches to promote academic rigor in online courses

Participants will:

- Describe benefits and barriers to online learning
- Construct student-centered learning objectives for virtual instruction
- Align student centered learning objectives with supporting technology, activities, and assessments to support mastery of course objectives
- Develop a virtual learning interaction activity designed to foster a sense of class community in the online learning environment
- Discuss how the assessment strategy for a module influences the design of learning activities and the design of the unit of instruction.
- Discuss aspects of backwards design
- Develop critically conscious activities for virtual learning environments
- Plan a warm and inviting atmosphere to build a learning community
- Discuss employing equity-minded teaching practices in virtual learning communities

- Develop group collaborative strategies and activities to use with virtual students.
- Discuss the virtual teacher's role in online group collaboration activities.
- Plan lessons that include the most critical components
- Discuss strategies for monitoring student progress and encourage lagging students

Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment. Participants receive feedback in 1-7 days of submission (review the Feedback section for more details).

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

While ABC's of Virtual Teaching focuses on designing virtual instruction that is beneficial to all students – regardless of race, culture, experience, or other differentiating factor – it does require an acknowledgment of and reflection on the differences that exist among students. Therefore, throughout the course there is constant discussion of educators being self-reflective of their own assumptions and how that relates and connects to the lives of their students and their practice in the classroom. Many examples, articles and perspectives have been embedded throughout that build on each other as the course progresses, providing a range of diverse experiences connected to the topic. Module 3 focuses on concept of critical consciousness and explicitly shows how teachers can teach their students this language and do this work in a tangible and meaningful way. On multiple occasions, educators are asked to consider their own personal beliefs and teaching practices and how this impacts students. Additionally, educators are prompted to really see and consider how to create spaces of understanding with their students of diverse identities. Scenarios embedded throughout the modules helps educators to collaborate and learn how to take intentional and equitable actions in everything they do and the impact it can have on students. Educators reflect on what a Brave Space is and how to cultivate one online. This is important because it help educators critically reflect on and start with the 'self' by thinking about their own experience and 'how' they come to teaching. Then it prompts them to consider how their students may be experiencing virtual learning and consider the structures that may be contributing to their experiences. Module 3 discusses the concept of backward design, which creates an inclusive space/curriculum from the beginning that allows for choice and centers all students. The importance of building an online community is emphasized in Module 4, which is the heart of virtual teaching. Examples are given on how to foster an online community.

Major Assignment	Due Date
Authentic Task #1: Planning for Critical Conscious Learning	Self-paced. Due by May 26, 2023
Authentic Task #2: Planning for an Online Collaborative Assignment	Self-paced. Due by May 26, 2023
Classroom Practice Analysis	Self-paced. Due by May 26, 2023
Final Project: Virtual Learning Unit Plan	Self-paced. Due by May 26, 2023

Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Facilitators have received revised instructions and grading rubric and will respond to every comment in each discussion board. Facilitators will inform each participant who has had a comment added to their post to return to the discussion board to continue the conversation and reply to their colleague's comment to their post.

Formative Feedback:

Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and connection to practice. This course makes a special effort to give formative feedback in the form of concept quizzes and final project components in every module.

Summative Feedback:

Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-3 days of submission. For the two Authentic Tasks, Classroom Practice Analysis and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

Grades

Assignment(s)	Percentage of final grade
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final project	35%

Course Calendar

Module #1: Overview of Virtual Education for K-12	
Date: February 6, 2023 -May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Primary Standards Domain 2: Classroom Environment 2b - Establishing a Culture for Learning Domain 3: Instruction 3c - Engaging Students in Learning</p> <p>Additional Standards Domain 1: Planning and Preparation <ul style="list-style-type: none"> 1d Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction Domain 2: Classroom Environment <ul style="list-style-type: none"> 2a Creating an Environment of Respect and Rapport 2c Managing Classroom Procedures Domain 3: Instruction <ul style="list-style-type: none"> 3a Communicating with Students 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness </p>	<p>Alignment to the New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. 1g - The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. 2e – Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century. <p>Standard 3: Research-Based Professional Learning</p> <ul style="list-style-type: none"> 3a - Professional development is based on current research in teaching, learning, and leadership. 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. <p>Standard 5: Diverse Learning</p>

- 5b - Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
- 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

- 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

Standard 8: Data-driven Professional Practice

- 8c - Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

Standard 9: Technology

- 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
- 9d – Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.
- 9e – Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.

Alignment to A Plus Instructional Priorities

Key Shift #1: Focus on Strengthening the Instructional Core - Analyzing and improving

	<p>instruction by supporting teachers in building capacity to improve students' advanced literacies</p> <ul style="list-style-type: none"> Engaging Students in Learning <p>Key Shift #2: Knowing Your Students - Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students</p> <ul style="list-style-type: none"> Instruction that Reflects Students Using Assessment in Instruction Social and Emotional Learning Using Data, Informed by Multiple Perspectives, to Understand Students
Objectives:	
<p>By the end of the module, you will be able to:</p> <ul style="list-style-type: none"> Describe benefits and barriers to online learning Construct student-centered learning objectives for virtual instruction Align student centered learning objectives with supporting technology, activities, and assessments to support mastery of course objectives 	
Topics and Agenda:	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> Creating a Brave Learning Space <ul style="list-style-type: none"> Reading: Understanding Race and Privilege Discussion Board: Creating a Brave Learning Space Interactive Presentation: Course Overview <ul style="list-style-type: none"> Where applicable in this course, participants will be asked to align their tasks or projects to NYS's Next Generation Learning Standards for their grade level. Interactive Presentation: Online Learning benefits and challenges Discussion Board: Benefits and Barriers to Virtual Learning Interactive Presentation: Instructor foundational knowledge and skill Discussion Board: Crafting Measurable Learning Objectives 	
Connection to Critical Consciousness/CRSE:	
<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p>	<p>Activity:</p> <ul style="list-style-type: none"> Presentation: Creating a Brave Learning Space Discussion Board: Creating a Brave Learning Space Reading: Understanding Race and Privilege Reading/Reflection: How Online Learning is Revolutionizing K-12 Education and Benefiting Students Reflection Question Discussion Board: Benefits and Barriers to Virtual Learning

<p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity</p>	
Application to Instruction and Student Learning:	
<p>This module will provide you with an overview of virtual education. Initially, the module focuses on the benefits and challenges associated with virtual learning. This includes a brief background on the growth of online learning, barriers for quality education, and various approaches to online learning.</p> <p>Later in the module, you will learn about the foundational knowledge and skills required of a successful virtual instructor. You'll learn about the mindset and administrative skills of a virtual teacher, technology skills needed for success, and student-centered pedagogical practices.</p>	
Assessment and Feedback:	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.</p>	

Module #2: Instructional Strategies and Communication in the Online Learning Environment	
Date: February 6, 2023 -May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<p><u>Danielson's Framework Alignment</u></p> <p>Primary Standards Domain 2: Classroom Environment 2b - Establishing a Culture for Learning</p> <p>Domain 3: Instruction 3c - Engaging Students in Learning</p> <p>Additional Standards Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> 1d Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> 2c Managing Classroom Procedures <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> 3a Communicating with Students 3d Using Assessment in Instruction 	<p><u>NYS PD standards</u></p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. 1g - The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4c Communicating with Families

- 2e – Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.

Standard 3: Research-Based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 5: Diverse Learning

- 5b - Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
- 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

- 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

Standard 7: Parent, Family and Community Engagement

- 7a – Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.
- 7c – Professional development includes opportunities for educators to develop

	<p>skills and strategies that use technology to strengthen partnerships with parents, families, and the community.</p> <p>Standard 9: Technology</p> <ul style="list-style-type: none"> • 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments. • 9d – Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning. • 9e – Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways. <p><u>New York State A Plus Instructional Priorities</u></p> <p>Key Shift #1: Focus on Strengthening the Instructional Core - Analyzing and improving instruction by supporting teachers in building capacity to improve students' advanced literacies</p> <ul style="list-style-type: none"> • Setting Instructional Outcomes • Engaging Students in Learning <p>Key Shift #2: Knowing Your Students - Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students</p> <ul style="list-style-type: none"> • Instruction that Reflects Students • Using Assessment in Instruction • Classroom Communities • Welcoming Families
Objectives:	
<p>By the end of the module, you will be able to:</p> <ul style="list-style-type: none"> • Develop communication artifacts to foster a sense of class community in the online learning environment. • Identify strategies for supporting students with disabilities. • Discuss how the assessment strategy for a module influences the design of learning activities and the design of the unit of instruction. 	
Topics and Agenda:	
<ul style="list-style-type: none"> • Interactive Presentation: Communication and guidelines • Downloadable Resource: Weekly Parent Communication Template-Example 	

- Discussion Board: [Communication with Student and Parent](#)
- Interactive Presentation: Best Practices for Effective Online Instruction
- Discussion Board: [Alignment of Learning Objectives and Assessment](#)

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity

Activity:

- Reading/Reflection Question
- Discussion Board: [Communicating with Students and Parents](#)
- Accessible Virtual Learning and UDL strategies

Application to Instruction and Student Learning:

Teaching and learning online requires the need to have a clearly structured and well-planned course that incorporates best practices for effective online instruction.

Structuring the course effectively means **planning the course well in advance** of when it is being taught, thinking through the organizational structures and qualities that will help students learn, and understanding that the online environment presents a number of communication challenges. This module will teach you the importance of course planning, organization, and communication, all of which will help you create an effective online learning and teaching environment.

This module will provide online instruction best practices, which include establishing presences, engaging learning and creating community, incorporating rigorous and varied activities to address learning needs, and the ability to integrate a blend of assessment strategies.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #3: Designing for Learning

Date: February 6, 2023 -May 26, 2023

Number of hours for this session: 7

Time: Self-paced

Assignments due today: May 26, 2023

Standards and Components Alignment:

Danielson's Framework Alignment

Primary Standards

NYS PD standards

Standard 1: Designing Professional Development

<p>Domain 2: Classroom Environment 2b - Establishing a Culture for Learning</p> <p>Domain 3: Instruction 3c - Engaging Students in Learning</p> <p>Additional Standards</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> • 1d Demonstrating Knowledge of Resources • 1e - Designing Coherent Instruction <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> • 2a Creating an Environment of Respect and Rapport <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> • 3a Communicating with Students • 3b Using Questioning and Discussion Techniques • 3d Using Assessment in Instruction 	<ul style="list-style-type: none"> • 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. • 1g - The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> • 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. • 2e – Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century. <p>Standard 3: Research-Based Professional Learning</p> <ul style="list-style-type: none"> • 3a - Professional development is based on current research in teaching, learning, and leadership. • 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> • 5b - Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs. • 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.
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	<p>Standard 6: Student Learning Environments</p> <ul style="list-style-type: none"> 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. <p>Standard 8: Data-driven Professional Practice</p> <ul style="list-style-type: none"> 8c - Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning. <p>Standard 9: Technology</p> <ul style="list-style-type: none"> 9d – Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning. 9e – Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways. <p><u>New York State A Plus Instructional Priorities</u></p> <p>Key Shift #1: Focus on Strengthening the Instructional Core - Analyzing and improving instruction by supporting teachers in building capacity to improve students’ advanced literacies</p> <ul style="list-style-type: none"> Setting Instructional Outcomes <p>Key Shift #2: Knowing Your Students - Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students</p> <ul style="list-style-type: none"> Instruction that Reflects Students Using Assessment in Instruction Social and Emotional Learning Using Data, Informed by Multiple Perspectives, to Understand Students Classroom Communities
Objectives:	
<p>By the end of the module, you will be able to:</p> <ul style="list-style-type: none"> Discuss aspects of backwards design. 	

<ul style="list-style-type: none"> Plan critically conscious activities for virtual learning environments Develop engaging learning activities and resources for virtual learning 	
Topics and Agenda:	
<ul style="list-style-type: none"> Interactive Presentation: Backward Design Discussion Board: Meaningful Assessment Measures Interactive Presentation: Critical Consciousness Content, Engaging Activities, Resources & Assessment Discussion Board: Planning for Critical Consciousness Content Authentic Task #1: Planning for Critical Conscious Learning 	
Connection to Critical Consciousness/CRSE:	
<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity</p>	<p>Activity:</p> <ul style="list-style-type: none"> Interactive Slide Presentation: Critical Consciousness Content, Engaging Activities, Resources, and Assessment Video: Building Critical Consciousness for Educational Equity by Nicole West-Burns, Ph.D. Reading: Using Critical Consciousness to Challenge Inequity Reading: What Do Safe, Respectful and Inclusive Virtual Classrooms Look Like? Reading: COVID-19 Resources for Educators Discussion Board: Planning for Critical Conscious Content Authentic Task #1 Planning for Critical Conscious Learning
Application to Instruction and Student Learning:	
<p>Module three takes a deeper dive into design concepts. Participants will learn to develop a course in a careful construct of the learning goals through backward design. This module also highlights the importance of critical consciousness with focus on identifying social forces that produce inequity and providing engaging activities, resources, and assessments that meet the needs of all learners.</p>	
Assessment and Feedback:	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.</p>	

Module #4: Building Online Learning Communities	
Date: February 6, 2023 -May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<p><u>Danielson's Framework Alignment</u></p> <p>Primary Standards</p> <p>Domain 2: Classroom Environment</p>	<p><u>NYS PD standards</u></p> <p>Standard 1: Designing Professional Development</p>

<p>2b - Establishing a Culture for Learning</p> <p>Domain 3: Instruction 3c - Engaging Students in Learning</p> <p>Additional Standards</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> • 1e - Designing Coherent Instruction <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> • 2a Creating an Environment of Respect and Rapport • 2c Managing Classroom Procedures <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> • 3a Communicating with Students • 3b Using Questioning and Discussion Techniques • 3e Demonstrating Flexibility and Responsiveness <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> • 4c Communicating with Families 	<ul style="list-style-type: none"> • 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. • 1g - The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> • 2e – Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> • 5b - Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs. • 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement. <p>Standard 6: Student Learning Environments</p> <ul style="list-style-type: none"> • 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. <p>Standard 9: Technology</p> <ul style="list-style-type: none"> • 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
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	<ul style="list-style-type: none"> • 9d – Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning. • 9e – Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways. <p><u>New York State A Plus Instructional Priorities</u></p> <p>Key Shift #1: Focus on Strengthening the Instructional Core - Analyzing and improving instruction by supporting teachers in building capacity to improve students' advanced literacies</p> <ul style="list-style-type: none"> • Setting Instructional Outcomes • Engaging Students in Learning <p>Key Shift #2: Knowing Your Students - Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students</p> <ul style="list-style-type: none"> • Instruction that Reflects Students • Classroom Communities
Objectives:	
<p>By the end of the module, you will be able to:</p> <ul style="list-style-type: none"> • Plan a warm atmosphere to build online learning community • Discuss equity-minded & culturally affirming teaching practices for online learning 	
Topics and Agenda:	
<ul style="list-style-type: none"> • Interactive Presentation: Warm and Inviting Learning Communities • Downloadable Resource: Strategy Plan: Online Learning Community Building • Discussion Board: Planning for Community Building Strategy • Interactive Presentation: Communication Techniques • Downloadable Resource: Online Course Pacing Guide-Blank • Downloading Resource: Online Course Pacing Guide-Example • Discussion Board: Equitable Virtual Learning Environments 	
Connection to Critical Consciousness/CRSE:	
<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></p> <p><small>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized</small></p>	<p>Activity:</p> <p>Reading: Distance Learning During COVID-19: 7 Equity Considerations for Schools and Districts</p> <p>Reading: The First 6 Weeks: Strategies For Getting To Know Your Students</p>

<p>(including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity</p>	<p>Reading: Top 5 Ways to Get to Know Your Students</p> <p>Video: The consciousness gap in education - an equity imperative</p> <p>Video: Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities</p> <p>Discussion Board: Equitable Virtual Learning Environments</p>
Application to Instruction and Student Learning:	
<p>Modules four explores communication techniques that support building online learning communities, fostering student engagement, and creating inclusive learning environments. You will look at the characteristics of virtual students and learn how they can enhance the course content to ensure student success using adequate communication techniques. The issue of online learning and equity will also be addressed.</p>	
Assessment and Feedback:	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.</p>	

Module #5: Learning with Collaboration	
Date: February 6, 2023 -May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<p><u>Danielson's Framework Alignment</u></p> <p>Primary Standards</p> <p>Domain 2: Classroom Environment</p> <p>2b - Establishing a Culture for Learning</p> <p>Domain 3: Instruction</p> <p>3c - Engaging Students in Learning</p> <p>Additional Standards</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> 1d Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> 2a Creating an Environment of Respect and Rapport <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> 3a Communicating with Students 3b Using Questioning and Discussion Techniques 	<p><u>NYS PD standards</u></p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> 1g - The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. 2e – Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.

	<p>Standard 6: Student Learning Environments</p> <ul style="list-style-type: none"> 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. <p>Standard 9: Technology</p> <ul style="list-style-type: none"> 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments. 9d – Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning. 9e – Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways. <p><u>New York State A Plus Instructional Priorities</u></p> <p>Key Shift #1: Focus on Strengthening the Instructional Core - Analyzing and improving instruction by supporting teachers in building capacity to improve students' advanced literacies</p> <ul style="list-style-type: none"> Engaging Students in Learning <p>Key Shift #2: Knowing Your Students - Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students</p> <ul style="list-style-type: none"> Instruction that Reflects Students Social and Emotional Learning Classroom Communities
Objectives:	
<p>By the end of the module, you will be able to:</p> <ul style="list-style-type: none"> Develop group collaborative strategies and activities to use with virtual students. Discuss the virtual teacher's role in online group collaboration activities. 	
Topics and Agenda:	
<ul style="list-style-type: none"> Interactive Presentation: Collaborative Strategies and Activities Discussion Board: Challenges and Opportunities of Virtual Collaboration Discussion Board: Level of Teacher Involvement in Group Collaboration 	

- Authentic Task #2: [Planning for an Online Collaborative Assignment](#)

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity

Activity:

- Participants plan a collaborative learning activity and are held accountable for considering students who may have barriers in such an assignment - including, but not limited to ELLS, special needs, students with inconsistent internet access.
- This activity allows participants to apply their learning about critical consciousness and equity from the previous module to an authentic assignment. Principles of UDL, scaffolding, accommodations, affirming environment, and multiple means of participation and assessment must be present in the collaborative plan.

Application to Instruction and Student Learning:

Module five enables participants to reflect on the roles of the virtual teacher to foster collaboration. This module underscores communicating and interacting with students in order to encourage collaborative learning.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #6: Logistics and Motivating Online Students

Date: February 6, 2023 -May 26, 2023

Number of hours for this session: 10 (Including final)

Time: Self-paced

Assignments due today: May 26, 2023

Standards and Components Alignment:

Danielson's Framework Alignment

Primary Standards

Domain 2: Classroom Environment

2b - Establishing a Culture for Learning

Domain 3: Instruction

3c - Engaging Students in Learning

Additional Standards

Domain 1: Planning and Preparation

- 1d Demonstrating Knowledge of Resources
- 1e - Designing Coherent Instruction

NYS PD standards

Standard 1: Designing Professional Development

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
- 1g - The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and

<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> • 2a Creating an Environment of Respect and Rapport • 2c Managing Classroom Procedures <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> • 3a Communicating with Students • 3d Using Assessment in Instruction • 3e Demonstrating Flexibility and Responsiveness 	<p>participation, and create virtual professional learning communities.</p> <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> • 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. • 2e – Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> • 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement. <p>Standard 6: Student Learning Environments</p> <ul style="list-style-type: none"> • 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. <p>Standard 9: Technology</p> <ul style="list-style-type: none"> • 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments. • 9d – Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning. • 9e – Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways. <p><u>New York State A Plus Instructional Priorities</u></p> <p>Key Shift #1: Focus on Strengthening the Instructional Core - Analyzing and improving</p>
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	<p>instruction by supporting teachers in building capacity to improve students' advanced literacies</p> <ul style="list-style-type: none"> • Setting Instructional Outcomes • Engaging Students in Learning <p>Key Shift #2: Knowing Your Students - Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students</p> <ul style="list-style-type: none"> • Instruction that Reflects Students • Social and Emotional Learning
Objectives:	
<p>By the end of the module, you will be able to:</p> <ul style="list-style-type: none"> • Plan lessons that include the most critical components • Discuss strategies for monitoring student progress and encourage lagging students 	
Topics and Agenda:	
<ul style="list-style-type: none"> • Interactive Presentation: Managing and Motivating Online Students • Discussion Board: Resolving Issues with Lagging Students • Discussion Board: Managing Conflict and Difficult Situations with Students • Classroom Practice Analysis • Discussion Board: Reflecting on Learning Plans • Additional Resources • Final Project: Virtual Learning Unit Plan 	
Connection to Critical Consciousness/CRSE:	
<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity</p>	<p>Activity:</p> <ul style="list-style-type: none"> • Recommended Reading Resources: • The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting by Douglas Fisher, Nancy Frey and John Hattie • Connecting with Students Online: Strategies for Remote Teaching and Learning by Jennifer Serravallo • Seven Effective Ways to Promote Equity in the Classroom • Children's Books to promote Critical Consciousness: <ul style="list-style-type: none"> ○ I am Enough by Grace Byers ○ The Colours of Us by Karen Katz ○ The Proudest Blue by S.K. Ali ○ Sulwe by Lupita Nyong'o ○ Let's Talk about Race by Julius Lester

	<ul style="list-style-type: none"> ○ Where are you from? By Yamile Saied Mendez ○ Not Quite Snow White by Ashley Franklin ● Final Project: Online Learning Unit Plan. Two of the four rubric points hold participants accountable for consideration of effective strategies for critical consciousness and the ability to serve marginalized student groups and student groups who may face barriers to online learning.
Application to Instruction and Student Learning:	
Module Six covers the logistics of online teaching, encouraging lagging students, and dealing with conflict. Participants will also learn about the advantages and disadvantages of real-time lessons versus pre-recorded content.	
Assessment and Feedback:	
For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.	

Appendix A Discussion Boards and Rubric

Discussion Board Prompts

MODULE	TITLE	TEXT
1	Creating a Brave Learning Space	<p>After viewing the presentation, Creating a Brave Learning Space, answer the following questions:</p> <ol style="list-style-type: none"> 1. Why is creating a brave learning space important to tackling the challenges of the online learning environment? 2. What groups of students, parents, or educators of different or diverse identities may be left behind or underserved by online learning and why? 3. Consider your own underlying assumptions about schooling, teaching, and learning. How may these assumptions affect the way you teach an online class, and how you interact with parents and students.
1	Benefits and Barriers to Virtual Learning	<p>Reflect on what you've learned about the benefits and barriers to online learning. Post to the discussion board answering the following questions.</p> <ol style="list-style-type: none"> 1. Have you ever taken an online course or know someone who has? Explain the reason for the choice to take classes online. 2. Describe barriers to online learning that may be present in your area. 3. How would online learning serve the population of students you teach? 4. Respond to at least one of your colleagues with a reflection on, or connection to, their post.
1	Crafting Measurable Learning Objectives	<p>Reflect on what you've learned so far about the foundational knowledge and skill of a virtual teacher.</p> <ol style="list-style-type: none"> 1. Using the information, you learned from the lesson and previous teaching experience: 2. Construct two student-centered learning objectives that can be used in your subject area. 3. Also, align one LMS tool that supports the objectives you've developed. <p>In addition, post to the discussion board answering the following questions about the objective you created.</p> <ol style="list-style-type: none"> 1. Describe in detail the use of the LMS tools to support the objectives. 2. Discuss an assessment measure that supports the objectives and explain how you might implement the measure in an online course. 3. Respond to at least one of your colleagues with a reflection on, or connection to, their post.
2	Communicating with Student and Parents	<p>Your online course should open with interaction activities that build a sense of class community, including developing welcome messages</p>

		<p>for students and parents. Respond to the following prompts regarding welcoming messages.</p> <ol style="list-style-type: none"> 1. Develop a welcome message for the online course you will or would like to teach. 2. Review the Weekly Parent Communication Example. Share your thoughts on the tools and its applicability to your current or future online course. Are there things that you particularly like or areas that may need to be modified to fit the needs of your online class? 3. What considerations may need to be made for those who are historically underserved? What traditional structures and practices may inhibit parents from fully benefiting from your communication strategy? 4. Respond to at least one of your colleagues with a reflection on, or connection to, their post.
2	Alignment of Learning Objectives and Assessment	<p>Use the module objectives you developed in module one of the courses to complete this discussion assignment. Complete the following using the objectives:</p> <ol style="list-style-type: none"> 1. Drawing on the module objectives and Danielson components from module 1, write two discussion questions/prompts that could be used for summative assessment. 2. Discuss how the summative assessment strategy for the module influences the design of learning activities and the design of the unit of instruction. 3. Respond to at least one of your colleagues with a reflection on, or connection to, their post.
3	Meaningful Assessment Measures	<p>Reflect on what you have learned about backward design and constructing measurable learning objectives that align to course and module goals. Consider the following scenario and respond to the prompt.</p> <p>A history teacher is presenting a short unit on the Bill of Rights. She normally just gives a quiz and asks her students to identify the first ten amendments of the Constitution.</p> <ol style="list-style-type: none"> 1. What might be a more meaningful way to assess this knowledge to ensure that the Bill of Rights becomes “a lasting understanding” for the student? 2. Respond to at least one of your colleagues with a reflection on, or connection to, their post.
3	Planning for Critical Conscious Content	<p>Answer the following questions about critical consciousness content in the classroom. You may conduct research to help support your responses.</p> <ol style="list-style-type: none"> 1. What is critical consciousness? 2. Why teach for critical consciousness? 3. What actions or strategies do you currently use to develop your student’s critical consciousness? 4. How might you improve on how you teach for critical consciousness in your online classroom? 5. Respond to at least one of your colleagues with a reflection on, or connection to, their post.

4	Planning for Community Building Strategy	<p>Review the Strategy Plan: Online Learning Community Building resource. Using the document as a guide, reflect on ideas to build an effective community in your current or future online classroom.</p> <ol style="list-style-type: none"> 1. Share your BEST idea for how you would plan to build classroom community or encourage parent involvement. Use the following format to post your response: <ol style="list-style-type: none"> a. Grade Level: b. Content Area: c. Description of Your Best Idea for Building Community among Students and/or Parents: 2. Respond to at least one of your colleagues with a reflection on, or connection to, their post.
4	Equitable Virtual Learning Environments	<p>Watch Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities. Consider what you have learned about building community, communicating in the online learning environment, and equity-minded teaching and learning practices. Respond to the following questions.</p> <ol style="list-style-type: none"> 1. Which problems feel familiar? Why? 2. How do equity and or culturally affirming teaching concepts covered in this module relate to or are further impacted by current events? 3. How might you individually apply an equity mind-set to your online teaching practices? 4. Respond to at least one of your colleagues with a reflection on, or connection to, their post.
5	Challenges and Opportunities of Virtual Collaboration	<p>Read Managing -- and Motivating! -- Distance Learning Group Activities. Consider what you have learned about planning and designing collaborative learning communities. Respond to the following questions.</p> <ol style="list-style-type: none"> 1. Identify at least one strategy that may be challenging to implement into a current or future online course you may teach. Explain why. 2. Identify one strategy that you could easily implement into the same course. Explain why. 3. Respond to at least one of your colleagues with a reflection on, or connection to, their post.
5	Level of Teacher Involvement in Group Collaboration	<p>Collier and Yoder in "Successful Online Discussion and Collaboration: Techniques for Facilitation" suggest that virtual teachers need to know "when not to intervene" while Savery in "BE VOCAL: Characteristics of Successful Online Instructors" argues that they must be visible.</p> <ol style="list-style-type: none"> 1. What do you think? Do you agree with Collier and Yoder or Savery and why? Support your statements with references to the readings and resources. 2. Respond to at least one of your colleagues with a reflection on, or connection to, their post.
6	Resolving Issues with Lagging Students	<p>Consider what you have learned about engaging lagging students and dealing with conflict.</p> <ol style="list-style-type: none"> 1. What strategies might you use to address the following scenario?

		<p>a. Ben, delays logging into the course, and always has an excuse for not getting things done in the same timeframe as other students.</p> <p>2. Respond to at least one of your colleagues with a reflection on, or connection to, their post.</p>
6	Managing Conflict and Difficult Situations with Students	<p>Consider what you have learned about dealing with conflict.</p> <p>1. Write a response to the following email from a student.</p> <p>a. I don't deserve an F on that assignment. I didn't cheat. The Turnitin score is high because I used some of the information that I wrote for another class. That isn't plagiarism because I wrote it. You didn't say that we could re-use our own work. I need you to reconsider my score or I will ask my mom to contact the superintendent. You are being completely unfair.</p> <p>2. Respond to at least one of your colleagues with a reflection on, or connection to, their post.</p>
6	Reflecting on Learning Plans	<p>By this time in the course, you have had a chance to implement some of the downloadable resources, a critical consciousness learning experience, and a collaborative learning plan.</p> <p>1. Describe how you implemented one of these plans. How did it go? What worked and what did not?</p> <p>2. Respond to at least one of your colleague's posts.</p>

Discussion Board Rubric:

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations
<p>Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.</p> <p>Participant provides a low level of detail in entries.</p> <p>Participant typically does not include informative examples or foster discussions.</p> <p>Participant's responses are unclear or poorly written.</p> <p>Participant does not respond to colleague.</p>	<p>Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides some level of detail in entries.</p> <p>Examples are somewhat helpful and informative and occasionally foster discussions.</p> <p>Participant's responses are somewhat clear and well written.</p>	<p>Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides an adequate level of detail in entries.</p> <p>Examples are satisfactorily helpful and informative and foster discussions.</p> <p>Participant's responses are clear and well written.</p> <p>Participant responds to a colleague in a meaningful way and</p>	<p>Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.</p> <p>Participant provides a high level of detail in entries.</p> <p>Examples are very helpful and informative and almost always foster discussions.</p> <p>Participant's responses are exceedingly clear and well written.</p> <p>Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating</p>

Participant includes no self-reflection or consideration of issues related to critical consciousness.	<p>Participant responds to a colleague providing basic information.</p> <p>Participant includes little self-reflection or consideration of issues related to critical consciousness.</p>	<p>provides useful and relevant information.</p> <p>Participant engages in self-reflection and consideration of issues related to critical consciousness.</p>	<p>understanding of the topic being discussed.</p> <p>Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.</p>
<p>Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.</p> <p>Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.</p> <p>Facilitators will offer comments and guidance on every discussion board submission.</p> <p>Facilitators will inform participants where and in what way their response was insufficient.</p>			

Appendix B

Assignments and Rubrics

Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
 - If so, how? And why?
 - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How do you plan on improving the resource for the future?

Out of the classroom:

Note, depending on your current status or assignment, try to utilize the resource or observe the resource in use. Otherwise, you may answer simply how you plan to use it in the future. Suggestions include:

- Guidance counselors or CST members can assist a teacher to implement a resource for a specific student who would benefit.
 - Academic coaches, support staff, pre-service teachers, or student teachers can seek cooperation from a current classroom teacher to implement the resource and report results
 - Any non-classroom teacher may bring the resource to a PLC meeting of teachers and ask opinions about how the resource may hypothetically work for their students.
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- What is the name of the resource?
 - Why did you pick this resource? Please be specific.
 - No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
 - How do you plan on using this resource?
 - What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
 - How do you think this resource will impact your classroom/peers?
 - How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Resource Choice	Learner provides the name of a relevant downloadable resource with a clearly articulated rationale for why the resource was selected.	Learner provides the name of a downloadable resource with a rationale for why the resource was selected.	Learner provides the name of a resource with a vague rationale for why the resource was selected.	Learner does not define a downloadable resource and/or fails to provide a description of why the resource was selected.
Planning	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.
Analysis	Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to	Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to	Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective.	Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective. Learner does not engage with the

	<p>evaluate and modify the resource to ensure that it is effective.</p> <p>Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>ensure that it is effective.</p> <p>Learner engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>resource on issues related to author/creator perspective and critical consciousness.</p>
Writing	<p>Learner's writing is clear and concise with articulate language, thoughtful expression, and a careful attention to mechanics.</p>	<p>Learner's writing is clear with concise language, good expression, and a few mechanical errors.</p>	<p>Learner's writing is underdeveloped, contains few details, has little expression, and includes multiple mechanical errors.</p>	<p>Learner's writing is vague, lacks details, and contains multiple mechanical errors.</p>

Authentic Task #1

Planning for Critical Conscious Learning

Instructions: Consider what you have learned about critical consciousness and designing engaging activities and resources.

- Choose **three** actions/areas in the table to focus on.
- In the *Ideas for my online classroom* column, describe at least **one** idea for each action/area you have selected that you may implement in your online classroom.
- Complete a reflection after you complete the activity.

Actions/Areas	Ideas for my online classroom
<p>HELP STUDENTS DEVELOP A LANGUAGE OF CRITIQUE.</p> <p>Possible Strategies: <i>Encourage your students to ask the question why: Why are we learning this? Why does this matter? Why did this happen?</i></p>	

<p><i>Teach your students terms and concepts that can function as “lenses” for analysis and critique. For example: racism, classism, sexism, privilege, oppression, hegemony, critical theories.</i></p>	
<p>MAKE THE FAMILIAR SEEM STRANGE.</p> <p>Possible Strategies: <i>Position students to identify and critically analyze hidden assumptions, values, or power structures in things that are familiar. For example: school policies, pop culture (film, music, and advertising), current events, etc.</i></p> <p><i>Position students to identify taken-for-granted assumptions or beliefs and analyze where they come from and how they serve to benefit or oppress people. For example: meritocracy, color-blindness, traditional gender roles, etc.</i></p>	
<p>TEACH STUDENTS TO LOOK AT ISSUES FROM VARIOUS VIEWPOINTS.</p> <p>Possible Strategies: <i>Expose students to multiple perspectives on a given topic.</i></p> <p><i>Explore the question: “How might this look from the perspective of...?”</i></p> <p><i>Make difference visible. Explicitly discuss why different people might see, experience, interpret, or be affected by (a text, policy, situation) differently.</i></p>	
<p>TEACH CONTENT THAT COUNTERS HEGEMONIC CONTENT.</p> <p>Possible Strategies: <i>Teach content that helps students investigate, challenge, and refute stereotypes.</i></p> <p><i>Expose students to counter-stories that question or oppose dominant narratives in school and society.</i></p>	
<p>CONNECT TO SOCIOPOLITICAL ISSUES.</p> <p>Possible Strategies: <i>Position students to use the knowledge and skills of your content area to examine unequal power relationships and the roots of injustice.</i></p> <p><i>Create opportunities for students to research and discuss social problems.</i></p>	

HELP STUDENTS ENGAGE IN USING AND PRACTICING CRITICAL CONSCIOUSNESS.

Possible Strategies:

Engage students in a cycle of critical praxis: -

- Work with students to identify a problem they want to address.
- Research the problem and gather information.
- Develop a plan to address the problem.
- Implement the problem.
- Reflect on outcomes, adjust, and begin the process again.

Reflection:

- Pick either - NYS Professional Development Standard #5: Diverse Learning or Key Shift #2 - Getting to Know Your Students.
- Write a 2-3 paragraph reflection where you explain how this activity will help you achieve the standard.

Authentic Task #1 Rubric

Rubric Authentic Task One - Planning for Critical Consciousness Learning

Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Partially Meets Expectations	1 Does Not Meet Expectations	Points Awarded
Critical Consciousness	Ideas presented relate to 3 of the defined areas of critical consciousness and display innovative, unique, or extremely effective planning.	Ideas presented relate to 3 of the defined areas of critical consciousness	Ideas presented relate to 1-2 of the defined areas of critical consciousness	Ideas presented do not relate to critical consciousness	
Applicability to Online Learning	The ideas can be implemented in an online classroom, and the use of technology enhances the learning experience.	The ideas can be implemented online and appropriate use of technology is included in the plan.	The ideas can only be partially implemented in an online environment and would be better for in person instruction.	The ideas cannot be implemented in an online environment.	

Conventions and Organization	Writing style, grammar, spelling, and organization are all professional, clear, and concise. Careful attention to mechanics, conventions, and thoughtful language are evident.	Writing style and organization are professional and effective in explaining ideas. Grammar, spelling, and other conventions have a few errors.	Writing style may be underdeveloped or disorganized. There are noticeable errors in conventions of grammar and spelling.	The writing style and the organization are confusing or lack substance. There may be significant errors in grammar, punctuation, or conventions that fall short of minimum academic writing standards.	
					Total:
Comments:					

Authentic Task #2_Planning for an Online Collaborative Assignment

Instructions: Refer to the course that you developed learning objectives for. You may use that course as a basis or develop the online group-work assignment for a different module or content area that you teach. Complete the following twelve elements to complete the assignment. Refer to the Authentic Task #2 Rubric for further details on evaluation criteria.

General Assignment Information

1. Course Name:
2. Grade Level:
3. Aligned Course/Module Objective:
4. Group Assignment Title:
5. Duration (days/weeks):
6. # of Group members:

Description of the Technology:

1. Technology Required:

Description of ALL Interaction

-
1. Describe Interaction (Student to Students/Teacher/Content; type of group, etc):

Overview of Group Activity

1. Description of Group Activity:

Practical Considerations

1. Group Activity Information (answer the question below):
 1. What are the practical considerations of what needs to be done **before** the assignment?
1. What are the practical considerations of what needs to be done **during** the assignment?
1. What are the practical considerations of what needs to be done **after** the assignment?

Instructions for the Student

1. Detailed Student Instructions (Outline the instruction you will provide to students. You may include tables and create additional pages, if needed.):

Assessment Methods

1. Develop an Assessment Method for Grading the Group Assignment (rubric, criteria, etc.):

Reflection:

1. After you have completed the Online Plan, consider ways that this plan will improve student academic or social-emotional outcomes. Write a reflection of 2-3 paragraphs where you explain how implementing this plan will meet one or more of the Danielson elements 2B or 3C (the focus standards for this course).

Rubric Authentic Task #2: Planning for an Online Collaborative Assignment

Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Partially Meets Expectations	1 Does Not Meet Expectations	Points Awarded
Academic Rigor	The activity meets rigorous grade level academic standards and is highly motivating and engaging.	The activity meets rigorous grade level academic standards. Connects to Danielson element 3C.	The activity is generally aligned to grade level academic standards. Partially connected to	The activity does not meet grade level academic standards.	

	Shows clear evidence of meeting Danielson element 3C and other elements.		Danielson elements.		
Resources and Support (i.e., readings, websites, technology tools, video links, online texts, graphic organizers, etc.)	The teacher provides a variety of effective resources and supports that help students complete the activity. The resources are selected for diverse students including multiple reading levels, different learning modes, and different interests, etc.	The teacher provides multiple types of resources that help and support the students	The teacher provides several resources that can be used to complete the assignment.	The teacher provides minimal resources for the student to complete the activity.	
Facilitates Collaborative Climate	The teacher gives strong directions on the norms the group should use and how students should interact to support each other's learning. The learning activity uses collaboration to enhance learning.	The teacher gives directions on the norms the group should use and how students should interact to support each other's learning. The learning activity uses collaboration to enhance learning, rather than simply combining individual pieces.	The teacher provides some directions to assist with collaborative group norms and work expectations. The assignment may only combine several individual pieces and fail to accomplish any enhancement to learning by collaboration.	The teacher provides little or no guidance on collaborative norms or work expectations.	
Assessment	The lesson builds in	The assessment	The assessment	The assessment is	

	effective individual and group accountability with assessments aligned to the learning objectives. Evidence of formative and summative assessments are noted. Assessments include suggested modifications for special populations.	includes formative and summative parts which are aligned to the learning objective. Both individual and group accountability are measured.	either only partially aligns to the objectives	missing or does not align to the objectives	
Equity - How effectively is this activity designed for students from marginalized or underserved populations?	The activity is universally designed so that it can be enacted seamlessly for a wide variety of learners. This may include built in scaffolding, a variety of leveled resources, multiple modes of presentation, and student choice.	The activity includes scaffolding and suggested modifications for students from special populations.	The activity is designed with some scaffolding, accommodations, or supports, but which may not be sufficient for many students from special populations.	The activity will be very difficult to complete for some special populations.	
					Total:
Comments:					

Appendix C

Final Project and Rubric

Final Project - Online Learning Unit Plan

Instructions: Your final project is to design an effective weeklong online learning unit plan for one content area. Refer to the course that you developed learning objectives for during this course. You may use that course as a basis or develop the online group-work assignment for a different module or content area that you teach. Complete the following elements to complete the final project. Refer to the final project rubric for further details on evaluation criteria.

Grade:	Subject:	Week of:
Content Standard (s):		Student Learning Objective (s):
Teacher Resources Required:	Student Resources Required:	Content Delivery Method:

Lesson Content

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Delivery / Direct Teach					
Collaborative Learning					
Independent Practice					
Methods of Assessment					
Feedback					

Potential Intervention / Extension/ Scaffolding/Accommodations					
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Social – Emotional Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
Critical Consciousness Content					
Communication with Parents					
Communication / Goal Setting with Students					
Community Building					

Final Project Rubric:

	4 Exceeds Expectations	3 Meets Expectations	2 Partially Meets Expectations	1 Does Not Meet Expectations
Rigor	The weekly meets rigorous grade level academic standards and is highly motivating and engaging.	The weekly plan meets rigorous grade level academic standards.	The weekly plan is generally aligned to grade level academic standards.	The weekly plan does not meet grade level academic standards.
Pedagogy	The weekly plan includes engaging pedagogical strategies including multiple experiences in collaborative learning, practice, formative and	The weekly plan includes multiple pedagogical strategies with collaborative learning and multiple assessments.	The weekly plan has limited variety of pedagogical activities and limited assessments.	The weekly plan shows little to no use of collaborative learning, practice, or assessments.

	summative assessment, and feedback.			
Communications	Comprehensive communication plan AND alternate plans for special populations such as ELLs, homeless students, students with limited internet connections, etc. who may struggle in online learning environments.	Communication plan that includes multiple modes of communication and addresses students and parents. AND The plan includes multiple steps to help build a strong online classroom community.	Communication plan that addresses students and parents but provides only partially effective strategies.	Limited communication plan or a plan with obvious flaws.
Critical Consciousness And Equity	The weekly plan includes multiple strategies to affirm the identities of all diverse learners, plans for critical consciousness, and includes planning for all special populations who may struggle with online learning such as ELLs, special needs students, homeless students, or students with inconsistent access to the internet.	The weekly plan includes a plan for critical consciousness and includes planning for a few special populations.	The weekly plan shows some minimal planning for special populations and critical consciousness.	The weekly plan does not include strategies for critical consciousness and does not consider the needs of special populations.
				Total:
Comments:				

Appendix D

Downloadable Resources

- [Downloadable Resource: Weekly Parent Communication Template-Example](#)
- [Downloadable Resource: Strategy Plan: Online Learning Community Building](#)
- [Downloadable Resource: Online Course Pacing Guide-Blank](#)
- [Downloadable Resource: Online Course Pacing Guide – Example](#)

Additional Teacher Resources

Teachers helping Teachers

Cat Gonzalez is the creator of the Facebook group **Teachers Helping Teachers**. She created this group 5 years ago and it has surpassed her greatest expectations! With almost 13,000 members this group offers resources for teachers to help them succeed. This page is full of positive people and motivational posts and discussions. Cat is excited that teachers along with principals and educational programs have requested to join her group over the years. She hopes this page can be a safe haven for teachers around the Facebook world!

Covid-19 Teacher Support

This group was created as a place for educators to come together to find support during the pandemic and remote teaching. The goal of this group is to connect struggling teachers to the collective wisdom to help us all get through this together.

The goal is best outcomes for students.

Elementary Teachers Support Group

This group is for teachers looking for encouragement and support!

WeAreTeachers HELPLINE

[The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting](#) by Douglas Fisher, Nancy Frey and John Hattie

[Connecting with Students Online: Strategies for Remote Teaching and Learning](#) by Jennifer Serravallo

Seven Effective Ways to Promote Equity in the Classroom

Children's Books to promote Critical Consciousness:

Identity:

- [I am Enough](#) by Grace Byers
- [The Colours of Us](#) by Karen Katz
- [The Proudest Blue](#) by S.K. Ali
- [Sulwe](#) by Lupita Nyong'o
- [Let's Talk about Race](#) by Julius Lester
- [Where are you from?](#) By Yamile Saied Mendez
- [Not Quite Snow White](#) by Ashley Franklin