



Session Key Terms

Key Terms	Definitions
Teacher Clarity	<p>Teacher clarity is both a method and a mindset, and it has an effect size of 0.75 (<i>Hattie, 2009</i>).</p> <p>It's teaching that is organized and intentional. It brings a forthrightness and fairness to the classroom because student learning is based on transparent expectations. And when we are clear, our students can better plan and predict, set goals, and acquire a stronger sense of how to judge their own progress.</p>
Dimensions of Teacher Clarity	<p>Clarity of Organization Clarity of Explanation Clarity of Examples and Guided Practice Clarity of Assessment of Student Learning</p>
Clarity of Organization	<p>The practice of ensuring that all lesson tasks, assignments, and activities include links to the objectives and outcomes of learning. Whether learning occurs virtually or in person, clarity of organization is an essential practice for reaching desired student outcomes.</p>
Clarity of Explanation	<p>The practice of ensuring that information is relevant, accurate, and comprehensible to students.</p>
Clarity of Examples and Guided Practice	<p>The practice of ensuring that the lesson includes information that is illustrative and illuminating as students gradually move to independence, making progress with less support from the teacher.</p> <p>Opportunities for practice that are tightly aligned to learning targets and success criteria will support students in making meaning and reaching proficiency. Teachers can guide and support students in their learning in varied ways and may need to differentiate the learning activities or provide scaffolds in order to meet the unique needs of students.</p>



Key Terms	Definitions
Clarity of Assessment of Student Learning	The practice of ensuring that the teacher is regularly seeking out and acting upon the feedback they receive from students, especially through their verbal and written responses.
Assessment	The process of gathering and analyzing information in order to develop an understanding of what students know, understand, and can do with their knowledge as a result of their educational experience.
Formative Assessment	<p>The process used by teachers to recognize and respond to student learning, in order to enhance that learning, during the learning.</p> <p>Formative assessment as assessment for learning, reflecting that it is a process, not a measurement instrument per se. It is integrated and ongoing.</p>
Summative Assessment	<p>Assessments of learning that are often mandated by federal, state, or district policies.</p> <p>They "sum up" the learning students have achieved after a period of time as a measurement process.</p>
Diagnostic Tools	<p>Allow teachers to identify current knowledge and any misconceptions to inform their instructional decisions.</p> <p>Can be used to recognize student strengths, weaknesses, knowledge or skills prior to and post instruction.</p>



Explicit Teaching Strategies: *specific teacher behaviors that support students in actively receiving and accurately interpreting instruction.*

Relevance	Explaining why the acquisition of a new skill or concept is important in one's life
Delivering	Delivering content in small, digestible chunks
Differentiating	Differentiating instruction in response to learner differences
Providing	Providing relevant and explicit modeling and examples of expectations
Adapting	Adapting speech and pace of instruction to student needs



Reflection Questions: *aligned to teacher behaviors that support students in actively receiving and accurately interpreting instruction*

Do I design and communicate clear learning goals and success criteria (e.g., written, posted, or verbal, etc.) that are reflective of what I want my students to know and do?

In planning, do I align the learning and student practice tasks to the lesson objectives/goals?

Do I revisit learning goals throughout the lesson and make connections for students to the learning goal?

Do I scaffold learning goals to measure progression of learning amongst achievement levels of students?

Do I use explicit instruction to clearly introduce new content to students?

Do I clearly demonstrate relevant skills and processes that I expect students to do?

Do I anchor student's prior knowledge to new learning goals?

Do I check that students have a clear understanding of new content?



Evaluation Distance Learning Tools

Question	Answer
What learning function does this tool fulfill?	
Is the tool/site developmentally appropriate for my students to use with minimal adult assistance?	
Does this tool have accessibility features that are aligned to digital compliance requirements (e.g. provide closed captioning, supports screen-reader software)? What are they?	

Distance Learning Tools – Key Features Checklist

Key Feature	Notes
<input type="checkbox"/> A way to pre-record lessons and directions	
<input type="checkbox"/> A written or video-based discussion forum for students	
<input type="checkbox"/> A means for students to submit work	
<input type="checkbox"/> A way to provide feedback to students about their work	
<input type="checkbox"/> A way for students to provide feedback to one another	
<input type="checkbox"/> Assessment tools that allow for formative and summative evaluation	
<input type="checkbox"/> A way to host individual meetings with students, families, and other professionals	
<input type="checkbox"/> A way to share and communicate with other teachers	



Distance Learning Functions & Tools

Function	Engagement Opportunities	Sample Tools
Finding Information	<ul style="list-style-type: none"> • Can locate information sources • Can organize and analyze information sources for accuracy and utility to the task • Locating information is driven by curiosity 	Kahoot MindMeister Add-On Quizlet Padlet Twitter Google
Using Information	<ul style="list-style-type: none"> • Can cite sources of information • Makes judgements about how best to use information • Asks questions the information provokes 	Evernote Flipgrid Grammarly PlayPosit
Creating Information	<ul style="list-style-type: none"> • Can write and discuss information according to grade-level expectations • Transforms information in order to explore ideas new to the learner • Takes academic risks to innovate 	Google Docs ThingLink Tik Tok TurnItIn
Sharing Information	<ul style="list-style-type: none"> • Accurately matches purpose to audience • Uses metacognitive thinking to identify the best strategies for the stated purpose • Is resourceful and resilient 	Animoto Storybird Tik Tok REmind WeVideo YouTube