

5 Key Remote Teaching Proficiencies



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This tool is meant to help school and district leaders find the highest-leverage areas for support when training and coaching teachers, or as a self-reflection guide for teachers themselves. The 5 big “buckets” of the remote teaching proficiencies are:

1. Providing **Access**
2. Creating an **Organized** Learning Space
3. Habituating **Expectations & Routines**
4. Building **Relationships** with Students & Families
5. Engaging Students in **Rigorous** Content

Teaching Proficiency	Probing Questions	Strategies, Suggestions & Resources
Providing Access	<ul style="list-style-type: none"> Do you have a plan for students without Internet access? Do you know which of your students do not have a device/Internet access? What do you know about students' home schedules, especially access to a device during the day based on other family member's (working parents, siblings in school) Internet needs? How are you providing flexibility in expectations based on these varying scenarios? Have you provided information to students about free/reduced-price Internet, meals, and other social services? 	<ul style="list-style-type: none"> Even if you know that all students have internet access, continually keep in mind that assignments don't fall on all kids equally. Remember that students may be sharing a device with siblings or a parent working from home, or parents may be essential employees who can't support learning while at work. Communicate a message of flexibility and that you don't want families to be stressed by school assignments. Work with students and their families to both hold high expectations and accommodate different schedules and accessibility.

<p>Creating an Organized Learning Space</p>	<ul style="list-style-type: none"> • How are you helping students orient to online learning? • What structure are you using to share content with students? • How can these routines be both flexible and highly-accountable to support the varying needs of students and their families? • How are you practicing self-care? Are you keeping a consistent schedule that isn't burning you out? • If you've been doing remote learning for a little while now, in what ways can you streamline your work? 	<ul style="list-style-type: none"> • Sample daily schedule for teachers & students • Schedules for teachers should be accommodating to be available for students and their families, but also set good home-work boundaries • Consider being flexible to collect work on a weekly instead of daily basis, depending on grade/content area, to accommodate for varying family schedules • If possible, school and district leaders (with teacher input) should select one or a few platforms, such as Google Classroom or Class DOJO, to use across the school or district. This streamlines systems for families. • Provide clear communication around platforms that are allowed and prohibited with stated rationale. Evaluate the security of each system as a part of your decision-making process. • Review this video conference safety guide from EdWeek
<p>Habituating Expectations & Routines</p>	<ul style="list-style-type: none"> • What are the daily and weekly routines you have (or plan to have) for students? • What's your plan to communicate expectations? • How are students aware of their assignments? • To what extent are students participating in your remote classroom or submitting assignments? What do you know about why some students are not participating? 	<ul style="list-style-type: none"> • Using a program like Remind to send messages regarding daily expectations, posting objectives at the top of assignments, checking in on students not meeting expectations. • For students who are not engaging in remote learning, make a plan to call, text or email students and/or parents to understand what circumstances may be taking place.

<p>Building Relationships with Students & Families</p>	<ul style="list-style-type: none"> • How are you staying in regular contact with families? • In what ways are you (or can you) work to build deeper relationships with students and their families? • What types of questions can you ask or activities can you engage in to build relationships? • How are you celebrating students who are meeting expectations? • How can you facilitate students remaining connected with each other? 	<ul style="list-style-type: none"> • Humanizing Online Teaching includes a number of ideas about building relationships and group work • Regularly collect feedback from parents and students through regular short surveys and family phone calls about how remote learning is going and ways you can improve the process. • Consider concluding live sessions with an opportunity to provide feedback, such as, “In the chat box, how helpful (or fun or interesting) was today’s session and why?” • Use asset-oriented thinking to try to find ways families can support and accelerate student learning while at home. What additional skills (music, dance, cooking, coding, etc.) can students learn from a family member or online while they have a flexible schedule?
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<p>Engaging Students in Rigorous Content</p>	<ul style="list-style-type: none"> • How are you making content highly engaging for students? • What kind of content are you assigning students? How are you ensuring that content is rigorous, relevant, and culturally responsive? • What accommodations and additional supports are you providing to students with IEPs and English learners? • How are you keeping track of student data? • How are you assessing the assignments students are completing? • How are you providing meaningful feedback to students on their submitted work? How can you create opportunities for students to self-check their work and self-reflect? • Do recorded or live classes include moments to pause for students to repeat after you or think about a question? Include opportunities for guided practice? • Do live classes include opportunities for students to interact with each other, such as fish-bowl discussions, whip-arounds, or breakout groups? 	<ul style="list-style-type: none"> • If students can access textbooks at home, think about ways to make learning deeply engaging and fun. One 5th grade teacher who does not have access to science materials, has been hosting weekly live interviews with people he knows in the science field and his students plan and ask questions. • Set up a simple spreadsheet (or even notebook page if you prefer) to track which assignments students submit and when. • Provide feedback on key assignments each week, but not on every single thing in order to avoid burning out. Provide an answer key after a given amount of time so that students can check their own work. • If students are submitting work as a PDF, use Kami or a similar platform to annotate PDFs for feedback. • Take advantage of this time by providing one-on-one or small group instruction on differentiated topics while you don't have to worry about what the other students in the class are doing. • Make a plan to help each student discover something new they love or are good at while learning remotely. This could be anything from Zumba to coding or STEAM. Check out this list of creative ideas. • Actively Engaging Students includes a list of discussion platforms, group project ideas, and multimedia engagement.
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