

High Leverage Teaching Practices for Remote Teaching

How to use this eModule: Detailed Guide for Groups

If you are interested in using this eModule in the context of a “study group”, we would recommend the following steps – which include a combination of synchronous and asynchronous activities designed to make the best use of the limited time the group will be able to have together.

Getting started:

- **A. To be completed independently prior to the first group meeting:**
 - 1. First watch our short introductory video at the top of this page, so as to get a better sense of the goals and contents of this eModule.
 - 2. Next, read through the brief descriptions provided below for each of the featured online teaching practices.
 - 3. To get a better sense of what each practice may look like in practice and its potential role, look at one or both of the following documents created to report on implementations of the features practices in two different contexts (and using different formats):
 - **PD on remote teaching:** The six featured practices were purposefully modeled in a fully-online professional development experience for K-12 teachers about leveraging online technologies for remote teaching. You can review an [annotated narrative](#) of a section of this experience, with links to selected artifacts and identification of the specific practices used.
 - **Digitally-rich classroom experience:** The 10-minute Teaching Channel video “[Creating Digital Stories](#)” provides a great visual illustration of the featured practices in a digitally-rich secondary classroom. To help you identify the specific practices used, you can check out the [annotated summary](#) of this experience we have created.
 - 4. Identify a couple of specific uses you have already made for each of the high-leverage teaching practices featured in this eModule – and be ready to share them with your group.
 - 5. Also think about which practices you would be most interested in becoming better at, and why, and be ready to share this information with your group.
- **B. First group meeting:**
 - 6. Watch once again the Introductory video together.
 - 7. For each practice, have each group member share one/two instances of when they used that practice in their teaching – so as to begin to develop a set of shared illustrations the group can refer to as needed throughout the eModule; then briefly discuss the value of becoming better at that particular practice.

- 8. Informed by the previous conversation, come to a group decision about which practices the group will work on and in which order.

(if there is time)

- 9. As a group, view together the 2-minute video provided on this page for the practice you decided to start with.
- 10. Have a first brief discussion of the relevant shared examples in light of the video.

Learning about a specific practice

For each practice your group selects to work on together, we recommend the following steps:

- ***A. To be completed independently prior to the first group meeting:***
 - 1. Click on the “Learn more” button for the practice you selected, to access the dedicated webpage with all the materials specific to that practice.
 - 2. As an introduction to the key elements and instructional decisions related to this practice, **watch the 2-minute video** posted on the top right of that page.
 - 3. To learn more about the potential benefits and challenges related to your selected practice, as well as key options to consider (along with their pros and cons) when implementing that practice, begin to explore the information provided on this page by **clicking open specific sections of the accordions**. As you do this, think back to the illustrations related to this practice that were shared in the group, as well as other instances of using that practice in your own teaching, and examine the instructional decisions made in those instances in light of the information you have reviewed.
 - 4. *(if this is the first practice you are working on)* Quickly review the pdf versions of the In-depth Analysis, Summary Handout, and Reflective Journal Template *(all available on the dedicated webpage, underneath the 2-minute video)* – just to have a sense of each document and to begin to think about how you could make use of these resources.
- ***B. First group meeting about this practice:***
 - 5. Watch once again the 2-minute video together.
 - 6. As a group, discuss in-depth a few illustrations of the practice participants previously shared, reviewing all the decisions made and their rationale, and discussing what may be done differently in similar situations in the future in light of what learned.
 - 7. *(if this is the first practice you are working on)* Have group members’ share their impressions about the available documents and their initial ideas about how they may make best use of them.
- ***C. Follow-up individual assignment:***
 - 8. **Download and review the Word version of our In-Depth Analysis** we have also provided on each dedicated webpage, underneath the video. This document contains the same information you reviewed by opening the accordions, but in a format

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<https://www.rochester.edu/warner/lida/programs/e-modules/high-leverage-teaching-practices-for-remote-teaching/eliciting-prior-knowledge-in-remote-online-settings/>

that allows you to add your own comments, and also include additional options and examples that may be particularly relevant to your specific teaching context. (*NOTE: This document is an open-source document you are allowed to modify and share – we only ask that you acknowledge its original source*)

- 9. You may also want to **print the 1-page Summary Handout** so you can use it for quick reference as you plan your instruction with the explicit goal of making use of the target practice as appropriate – and also as you fill in the Reflective Journal Template after each implementation of the practice.
- **10. Download the Reflective Journal Template**, so you are ready to use it to record your reflections after each implementation of the practice in your own teaching.
- **11. Review your forthcoming planned lessons** for the period agreed upon with your group, and identify opportunities for meaningful implementation of the target practice. For the opportunities you choose to implement, think carefully about the decisions you make taking into consideration the observations recorded in the *In-Depth Analysis* document – and record those decisions in your *Reflective Journal*. Once you have implemented these experiences, record your observations and reflections in your *Reflective Journal*.
- **12. Before the next group meeting, share your reflective journal and read the reflective journal of everybody else in the group.**
- **D. Closing group meeting about this practice:**
 - 13. As a group, select a few of the implementation of the target practice recorded in the *Reflective Journals*, and discuss them in-depth in light of the considerations reported in the *In-Depth Analysis*
 - 14. Have everyone identify key insights they gained from this activity, and share how they may customize their own *In-Depth Analysis* document to reflect those insights.
 - 15. (*only if desired and if there is time*) Launch the study of the next practice by viewing together the 2-minute video introducing that practice, and briefly sharing and discussing past experiences with that practice

This process can be repeated with any other practice the group chose to learn more about – in any order.

Call for feedback:

As we are very interested in continuing to improve these materials, we would greatly appreciate any information you could share with us about how your group used them, along with your feedback and suggestions. Please email us with this information at lidacenter@warner.rochester.edu.