Welcome! We will begin shortly.

Teaching in Blended/Hybrid Models Webinar Series

Instruction, Assessment and Now What?

All attendees are muted upon entry. If you can see the slide and hear the music, then you are all set.
DEFINITIONS

Face-to-Face
Class sessions take place 100% in a traditional “bricks-and-mortar” classroom. Technology may or may not be used to enhance learning.

Web-Enhanced
Class sessions take place in a traditional classroom, but technology is used to facilitate activities, deliver content, and/or assess students.

Hybrid
Online and face-to-face instruction are integrated, with a substantial amount of “seat time” in the traditional classroom substituted with internet-based activities.

Online
Nearly all instruction, interaction, and activities take place online; may or may not include a face-to-face orientation or proctored exam(s).

An Introduction to Hybrid Teaching, Learning Technologies
Today’s Panelists:

Kira Martelli  Kurt Hassenpflug  Kathleen Young

Susan Lafond
Moderator
Jolene T. DiBrango
Executive Vice President, NYSUT
Kira Martelli
6th Grade Teacher, Massapequa Federation of Teachers
The CommonLit Pre-Assessment, which is only available through the fall, is a set of reading passages and multiple-choice questions designed to assess students' general reading aptitude and performance on key skills for their grade level. Data will show how your students compare to all other students in the same grade across CommonLit.

The Pre-Assessment includes three reading passages with at least 20 multiple-choice questions and takes most students about 60 minutes to complete. The assessment should be administered in one test session.

Scheduled: 09/21/2020 Download Test Administration Guide

ALL SAINTS’ DAY AT NIGHT

You are all caught up on grading.

View Assessment Data
BEING DIFFERENT

In this distance learning set, students will read 2 short stories that speak to the essential question: How does it feel to be different? They will practice analyzing how an author develops a narrator’s point of view in fiction or their own point of view in nonfiction. Students will also read thematically paired poetry and nonfiction from CommonLit and complete a graphic organizer that will help them track their own understanding of the essential question to prepare for a multiparagraph essay.

VISION OF MASTERY
By the end of this unit, students will be able to analyze how an author develops their (nonfiction) or a narrator’s (fiction) point of

SKILLS COVERED
- Writing a literary analysis essay
- Citing evidence from multiple texts to support analysis
Assignment Library

Choose an activity, or browse by your standards.

- **Practice**: Targeted exercises to help students master writing and grammar skills.
- **Writing**: Scaffolded writing and revising activities for a range of genres and purposes.
- **Assessment**: Diagnostics and quizzes to assess your students' skills.
- **Standards & Tests**: Skill practice that aligns to your standards and standardized tests.
Thinking Routine TOOLBOX

A collection of more than 65 Thinking Routines from PZ's research projects including Agency by Design, Artful Thinking, Cultures of Thinking, Visible Thinking, and more.
and new projects developed new routines. Some of the larger PZ research projects focused on enhancing thinking include Artful Thinking, Cultures of Thinking, Agency by Design, PZ Connect, and Interdisciplinary & Global Studies. To learn more about PZ Thinking Routines and their background, watch this video introduction and read more about PZ’s initial Visible Thinking research.

The Toolbox organizes the Thinking Routines into categories that describe the types of thinking the routines help to facilitate. Some routines appear in more than one category, and some routines have different versions that offer modifications for specific age groups or more specific conceptual challenges. When clicking on a routine in the Toolbox, a separate page opens with links to the downloadable PDF of the routine. All routines use a common PZ template describing the purpose of the routine, offering potential applications for the routine, and often providing suggestions for its use and tips for getting started. The PZ research project responsible for developing the routine is noted at the bottom of each page along with the copyright and licensing information and guidance about how to reference the routine. We invite and encourage educators to share their experiences using the routines! Each routine has a #hashtag listed just above the reference information. Jump in and get started!
Kurt Hassenpflug
ELA and ENL Teacher, North Colonie Teachers’ Association
Have a plan for troubleshooting. With technology failing, it’s a matter of “when,” not “if.”
Device troubleshooting

- When in doubt, restart
- Is it charged? Plugged in?
- Hold power button
- Switch device to airplane mode, wait 1 minute, then switch out to reset Wi-Fi and Bluetooth radios
Have a pre-established plan for what students will work on when you need to troubleshoot, e.g. long-term project.
Don’t Reinvent the Wheel!

- Self-grading Google Forms & recycle past creations
- Google Classroom Rubrics
- What’s available in free resources?
- What about the resources your district is already paying for?
Consider:

- Nearpod
- NewsELA
- Kahoot
- GC Questions
- Old State Tests
- Flipgrid
- PERTS Co-Pilot
- Quizizz
- Gizmos
- Math Learning Center
Kathleen Young
P.E. Teacher, Newburgh Teachers’ Association
Procedural Mastery

Help students learn tasks which will make their learning easier:

• Split Screen, Make a folder, Make a copy, Save, Browse
• Turn in vs Submit
• Classroom organization
Post instructional videos for reminders and “extra help.”

Keep them in a section where students can easily find them and replay them.
Scaffolding

1. Break it down / chunk it / single steps
2. Show examples of what you expect / how to do the work
3. Connect with their current knowledge
4. Help organize thoughts with graphic organizers / class discussions
Assessment

• Use formative assessments along the way
• Align assessments to outcomes
• Provide different ways to tackle the learning objective
Reflection

- What did you do well - How do you know that?
- What were your challenges?
- How do these answers relate to your prior learning
- How can we do better?
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Like/Follow us at NYSUT Education & Learning Trust - ELT