As we transition to increased use of virtual learning spaces, it is critical to remain rooted in strong pedagogy and instructional practice. Technology, in the hands of a skilled practitioner, can accelerate learning and provoke meaningful collaboration. As mentioned in U6, “All students and communities come with cultural and linguistic assets, and deserve to be treated with dignity, fairness, and unconditional warmth, and we need to remain focused on the needs of all students.” These considerations become even more pronounced when shifting into a virtual learning space. As a reminder, the educational leadership team needs to be intentional about bringing our teaching and learning framework to life in a virtual learning space to provide teachers and leaders with a resource for planning high-quality instruction, helping them to integrate key teacher practices as part of daily instruction, build collective efficacy, and foster a culture of reflection throughout the instructional process. Specifically, it provides a starting point and outlines a progression of the implementations.

Digital Pedagogy Overview

As with all of our teaching and learning work in LBUSD, it is critical for us to build our collective efficacy in this new virtual space, and we need to remain focused on the pedagogy. A thorough understanding of standards provides a foundation for high-quality differentiated instruction that results in all students meeting college and career readiness expectations through the Linked Learning approach (U1).

### Instructional Move

**Direct Instruction and Modeling**

- **Introduce concepts**

<table>
<thead>
<tr>
<th>Instructional Move</th>
<th>Alignment to Understandings</th>
<th>Digital Pedagogy Ideas / Inspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Google Docs/Drawings</strong></td>
<td><strong>U1</strong></td>
<td><strong>Direct Instruction and Modeling</strong></td>
</tr>
<tr>
<td>- Post a link, picture, text, and or question along with a table to collect student responses or create a hyperdoc with links to resources.</td>
<td>A thorough understanding of standards provides a foundation for high quality differentiated instruction that results in all students meeting college and career readiness expectations through the Linked Learning approach (U1).</td>
<td></td>
</tr>
<tr>
<td>- Create a workmat to have students sort content or categorize ideas.</td>
<td>- Create a <strong>workmat</strong> to introduce a concept or gauge what students already know about a topic.</td>
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</tr>
<tr>
<td>- Ask students to answer a question by creating a visual.</td>
<td>- <strong>Post a series of links, files, or attachments (including articles, websites, and/or videos) as an opening assignment, asking students to read and reflect on the material.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Google Slides</strong></td>
<td><strong>Notice &amp; Wonder</strong></td>
<td><strong>Record</strong> and narrate a slideshow (screencast) and provide a copy of the slideshow for students to take note of and record content and share link with students who are not able to attend a live learning session.</td>
</tr>
<tr>
<td>- Present a slideshow during a Google Meet, supported with a note-taking tool (e.g., Google Doc).</td>
<td>- <strong>Conduct a quick Notice &amp; Wonder activity.</strong></td>
<td></td>
</tr>
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<td>- Embed videos and links to other websites or G-Suite tools within a slide presentation.</td>
<td>- Create a digital <strong>workmat</strong> to introduce a concept or gauge what students already know about a topic.</td>
<td></td>
</tr>
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<td>- Add slides with anticipatory sets or questions to activate prior knowledge (can also provide blank slides for students to take notes in).</td>
<td>- <strong>Branching in Google Forms</strong> to personalize the path that different students take to learn about a new topic based on their prior knowledge.</td>
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<td>- Record and narrate a slideshow (screencast) and provide a copy of the slideshow for students to take notes in (Speaker Notes section).</td>
<td><strong>Google Classroom</strong></td>
<td><strong>Recorded Content</strong></td>
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<td><strong>Scavenger Hunt</strong></td>
<td><strong>Notice &amp; Wonder</strong></td>
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<tr>
<td>- <strong>Show the steps to solve or add notes to explain the solution to a problem.</strong></td>
<td>- <strong>Read a text or book aloud and pose a question in a Google Classroom.</strong></td>
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</tr>
<tr>
<td><strong>Google Meet</strong></td>
<td><strong>Model a skill</strong></td>
<td><strong>Recorded Content</strong></td>
</tr>
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<td>- Present or review content using screen sharing, using other G-Suite tools to make the learning interactive (shared Google Doc, Slides, etc.).</td>
<td>- <strong>Model a skill</strong> for students to practice (e.g., planting seeds from store bought strawberries).</td>
<td></td>
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<tr>
<td>- Pre-record content and share link with students who are not able to attend a live learning session.</td>
<td>- <strong>Use recorded content that aligns with your learning goal</strong> (e.g., Khan Academy) and embed it in your Google Doc, Slides, or Classroom.</td>
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<td><strong>Google Classroom</strong></td>
<td><strong>Differentiate</strong></td>
<td><strong>Model a skill</strong></td>
</tr>
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<td>- Post a series of links, files, or attachments (including articles, websites, and/or videos) as an opening assignment, asking students to read and reflect on the material.</td>
<td>- <strong>Differentiate content and create personalized learning experiences by assigning materials to small groups.</strong></td>
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Reference: ASCD, *Educational Leadership: The Building Blocks of an Online Lesson* by Catlin R. Tucker

Office of Curriculum, Instruction, and Professional Development
### Relevant/Complex Tasks & Making Meaning

**Research and Exploration**

- Providing all learners with cognitively demanding tasks and complex text with the goal of making meaning is essential in order for students to build conceptual understanding of content and transfer their learning to new contexts (U2).
- **Google Slides**
  - Use formatting tools to annotate a text (highlight, underline, comment)
  - Create a note-taking sheet or graphic organizer to help students make sense of content
- **Google Forms/Sheets**
  - Create a guided reading log that allows for resubmissions (multiple entries)
- **Google Jamboard**
  - Conduct a guided close read of a complex text by projecting a Jamboard frame during Google Meet, and annotating after each read, with guided discussion
  - Use Jamboard to have students sketch, annotate, concept map, brainstorm, complete a graphic organizer, match, or sort
  - Annotate a Google Slide with Jamboard (i.e., create/approximate an interactive whiteboard experience for students)
- **Google Classroom**
  - Post a DBQ, broken down into several posts, or aggregated as one, using graphic organizers or other scaffolds to help students make meaning of the text, before responding in writing
  - Install the free Kami add-on to Chrome (on both your and student Chrome browsers), then post complex text and/or task assignments for students to highlight, annotate, or interact with the text/task (after installing the Kami add-on, watch this [video tutorial](#))
- **Screencasting**
  - Model annotation coupled with a think aloud to make the learning visible to students

### Collaboration, Connections, & Conversations

**Research and Exploration**

- Orchestrationing opportunities for technical and academic discourse including collaborative conversations allows students to develop a deeper understanding of content and support a point of view in varied contexts (U3).
- **Google Docs/Drawings**
  - Ask students to work on a shared doc and use Version History to determine individual contributions
  - Conduct peer editing sessions, by having students share their work with Comment only access
- **Google Slides**
  - Students can co-create a slide deck on an assigned topic or one of their choice (students can either work from a blank slide deck or one that the teacher and shared with the group)
  - Have students collaborate on a Jeopardy Game to review key content
- **Google Classroom**
  - Post links in chat to shared docs for students to collaborate real time
  - Create a schedule for online, in-person guided instruction (around a complex task or text) in smaller groups, based on student needs

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Inspired by ASCD, *Educational Leadership*, The Building Blocks of an Online Lesson by Catlin R. Tucker

Reference: Google Slides, Tech Tools Quick Guide and *Strategies for Engaging Students in Virtual Learning*
Checking for Understanding

The strategic planning and consistent use of formative assessment strategies allow teachers and students to collect evidence about where students are and to determine immediate next steps (U4).

Google Slides
- Conduct peer editing sessions, by having students share their work with Comment only access
- Provide meaningful comments using Comment feature

Google Forms/Sheets
- In a slideshow, embed editable text boxes for students to input their responses to a prompt or question
- Provide feedback to students on their presentations in the Speaker Notes or using the Comments feature
- Play Jeopardy to review key concepts and surface in-line reteach opportunities

Google Docs/Drawings & Google Forms/Sheets
- Create an exit slip and use the data in Google Sheets to create mixed groups for the next day’s warm up

Google Slides
- Students create a single slide to demonstrate learning (e.g., Poster or One-Pager)

Google Jamboard
- Post a question on a Jamboard frame and ask students to respond to it as an exit slip
- Conduct a Final Frame activity to prompt self-reflection, note “what stuck” from the day’s lesson, take the emotional temperature of the class, or conduct a Two Stars and a Wish activity

Google Meet
- Post a closing question, or link to a Google Form, in the chat to determine where students are in their learning of key concepts and to target support the following day

Google Classroom
- Post one of the activities above as an assignment in the Classroom
- Use multiple choice, true or false, or short answer questions as quick assessments of student learning at the end of a lesson

Practice and Review

Assessment

Reflection & Metacognitive Skill Building

The strategic planning and consistent use of formative assessment strategies allow teachers and students to collect evidence about where students are and to determine immediate next steps (U4).

Google Slides
- In a slideshow, embed editable text boxes for students to input their responses to a prompt or question
- Build questions into Speaker Notes at the bottom of specific slides
- Attach a link to a Google Form with 1-2 targeted questions for students to complete
- Provide feedback to students on their presentations in the Speaker Notes or using the Comments feature
- Play Jeopardy to review key concepts and surface in-line reteach opportunities

Google Forms/Sheets
- Create a quiz or check for understanding, with videos and or visuals embedded
- Build feedback into the quiz (for incorrect and correct answers), to activate students as resources for themselves
- Create a rubric and use Autocrat add-on to summarize the feedback into a doc sent to the student
- Create auto-graded, closed-ended quizzes (Choose “Quizzes” tab, and turn on “Make this a quiz”)

Google Jamboard
- Share a Jamboard link with an assigned task, and “make a copy” for each student in Google Classroom before a Google Meet, where students will be prompted to share their frames

Google Meet
- Use chat feature to allow students to ask questions and plan strategic pauses for whole group clarification
- Assign students to be moderators (alternate) to either respond to one another’s questions or to raise them whole group
- Solicit feedback in the chat (e.g., after a student presents, peers post “Two Stars and a Wish” in the chat)

Google Classroom
- Use Comment feature in any G-Suite files posted or attached to a Google Classroom post in order to pose questions to additional content to challenge thinking
- Provide private and/or public feedback on a post or assignment

Screencasting/Video Recording Applications
- For students who need verbal/visual feedback, screencast the students’ doc and annotate your feedback to help the student make meaning

Inspired by ASCD, Educational Leadership, The Building Blocks of an Online Lesson, by Catlin R. Tucker
Reference: G-Suite & Tech Tools Quick Guide and Strategies for Engaging Students in Virtual Learning