

Enhance Remote & Hybrid Teaching

As you figure out how to prepare your teachers to meet the ever-changing demands of schooling in 2021, we have designed a guide for how to use the TLAC Online modules in conjunction with the TLAC blog to support your professional development plan to strengthen remote and hybrid teaching and learning.

This guide contains six short professional development activities which can be used for self-study or with a coach or learning community. Each mini-PD:

- Builds on the expertise developed from completing TLAC Online modules
- Links to video and tips on the TLAC blog on how teachers are using the technique in hybrid and online learning
- Recommends planning and practice activities for putting the technique into action

Before jumping into the PDs, we recommend completing those modules designed specifically for remote instruction:

1. What to Do Directions Online: Verbal & Visual
2. Narrate the Positive Online
3. Everybody Writes: Using the Chat
4. Positive Cold Call
5. Double Plan for Online Learning

Once you've completed the above, use the following modules and professional development activities to extend your teachers' comfort and impact in remote and hybrid settings.

Enhance Remote & Hybrid Teaching

As you continue to create your PD plan, consider the following modules which are applicable to remote, hybrid, and brick and mortar instruction.

- Plan for Error: Anticipate Student Error
- Plan for Error: Break It Down
- Art of the Sentence
- Exit Tickets: Design Criteria
- Exit Tickets: Analyze and Act
- Stretch It: Directive and Non-Directive

If you are focused strictly on remote learning, we recommend you save the following modules for when you return to hybrid or brick and mortar instruction.

- Radar: Building Radar
- Radar: Be Seen Looking
- Least Invasive Intervention: Non-Verbal Interventions; Two Key Verbal Interventions; Private Individual Corrections
- Strong Voice: Establish Formal Register; Do No Talk Over; Economy of Language & Quiet Power
- Cold Call: Time the Name

We are eager to learn from your innovation and planning! Please reach out to <mailto:hsolomon@uncommonschoools.org> with any questions or suggestions as you use these PDs to support your growth and the growth of your teachers and students.

Using Cold Call to Create Community in Hybrid Classrooms

Find each number. Round to the nearest hundredth if necessary.

1.) 55% of 140 $.55 \cdot 140$ <u>77</u>	2.) 40% of 123 $.40 \cdot 123$ <u>49.2</u>	3.) 37% of \$150 $.37 \cdot 150$ <u>\$55.50</u>
4.) 140% of 30 $1.40 \cdot 30$ <u>42</u>	5.) 165% of 10 $1.65 \cdot 10$ <u>16.5</u>	6.) 150% of 150 <u>6</u>
7.) 4.1% of 30 $.041 \cdot 30$ <u>1.23</u>	8.) 8.9% of 75 $.089 \cdot 75$ <u>6.675</u>	9.) 24.2% of \$120 $.242 \cdot 120$ <u>\$29.04</u>

Step Into a Classroom

Let's watch a few moments from [Jill Matthis' seventh grade math class](#). How do you see Jill use Cold Call to create a sense that remote and in-person students are all part of the same class community?

Study the Technique

We love the way Jill goes back and forth effortlessly, calling on a mix of in-school and at-home learners. In this three minute clip, she calls on 3 remote students and 4 students in the classroom. In our follow-up interview, Jill observes, "I like to do a little of both [Cold Calling and taking volunteers.] I will definitely call on the students that have their hands raised at home for the first few problems, but then I like to cold call on others to make sure they are there and paying attention." In addition to providing some loving accountability, Cold Call helps Jill keep the pace of the class moving quickly – another great way to keep her "roomers" and "zoomers" fully invested in the learning.

Using Cold Call to Create Community in Hybrid Classrooms

Plan to Practice

Choose a part of an upcoming lesson in which you will use Cold Call to invite students to participate. For each of the questions you've identified, plan out which student you will Cold Call, making sure to alternate back and forth between students at home and students in the classroom.

Delivery Practice

Use your phone or an online app to record yourself asking each of the questions you planned. Be sure to look into the camera when you call on a student at home and out into the "classroom" when you call on a student there. Remember that part of what makes Jill so successful is that she doesn't narrate "looking for someone at home,"—she simply calls on Henry, a student in her class who happens to be at home – sending the message that all students are part of one unified learning community.

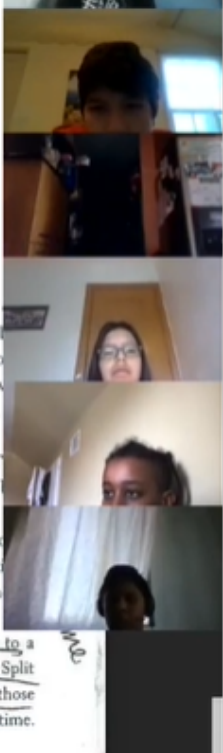
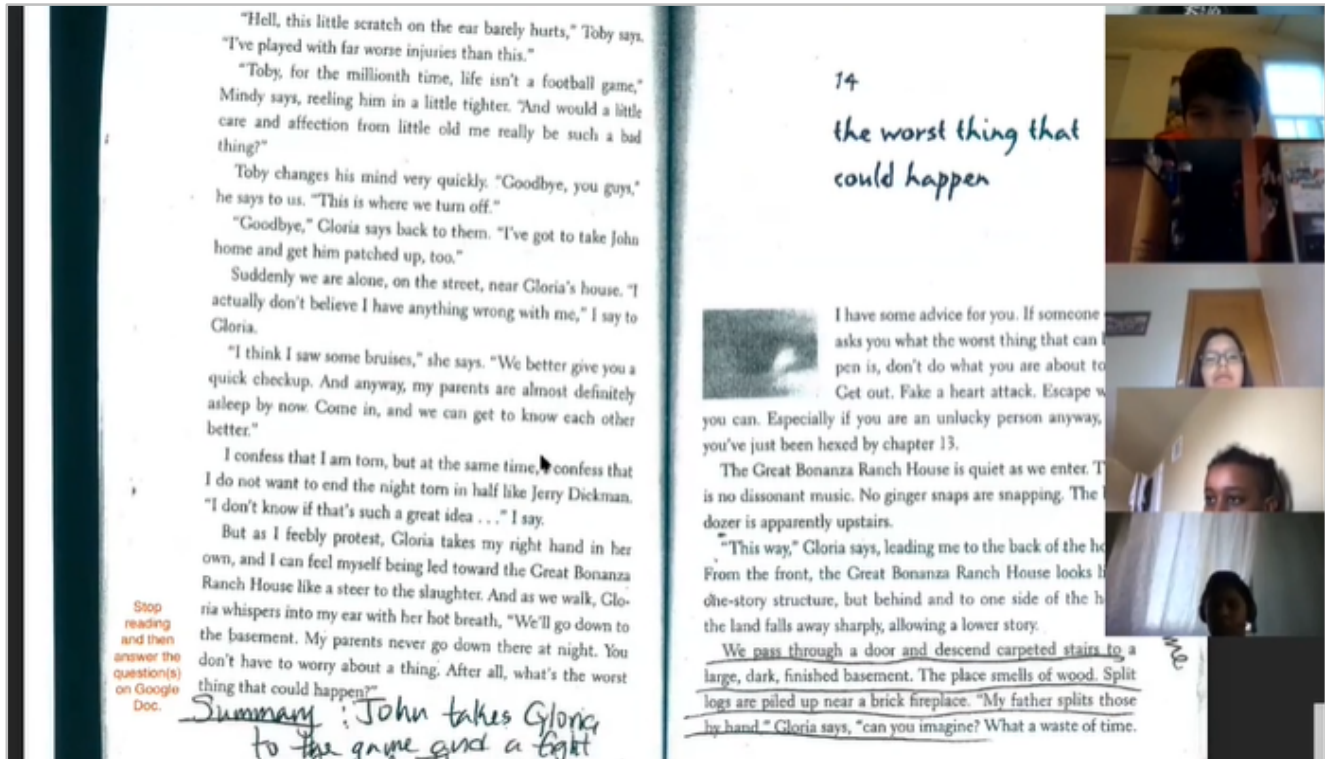
Review & Share

Watch your practice video

- Does your transition from remote learners to school-based learners feel smooth and inclusive?
- Did you smile to communicate your genuine desire to hear their thoughts?

If you found this practice useful, please share it with your colleagues and keep coming back to our blog for new video and insights.

Three Types of Cold Call



Step Into a Classroom

Let's watch a few moments from [Jill Matthis' seventh grade math class](#). How do you see Jill use Cold Call to create a sense that remote and in-person students are all part of the same class community?

Study the Technique

We love the way Jill goes back and forth effortlessly, calling on a mix of in-school and at-home learners. In this three minute clip, she calls on 3 remote students and 4 students in the classroom. In our follow-up interview, Jill observes, "I like to do a little of both [Cold Calling and taking volunteers.] I will definitely call on the students that have their hands raised at home for the first few problems, but then I like to cold call on others to make sure they are there and paying attention." In addition to providing some loving accountability, Cold Call helps Jill keep the pace of the class moving quickly – another great way to keep her "roomers" and "zoomers" fully invested in the learning.

Three Types of Cold Call

Plan to Practice

Choose a part of an upcoming lesson in which you will use Cold Call to invite students to participate. For each of the questions you've identified, plan out which student you will Cold Call, making sure to alternate back and forth between students at home and students in the classroom.

Delivery Practice

Use your phone or an online app to record yourself asking each of the questions you planned. Be sure to look into the camera when you call on a student at home and out into the "classroom" when you call on a student there. Remember that part of what makes Jill so successful is that she doesn't narrate "looking for someone at home,"—she simply calls on Henry, a student in her class who happens to be at home – sending the message that all students are part of one unified learning community.

Review & Share

Watch your practice video

- Does your transition from remote learners to school-based learners feel smooth and inclusive?
- Did you smile to communicate your genuine desire to hear their thoughts?

If you found this practice useful, please share it with your colleagues and keep coming back to our blog for new video and insights

Cold Call with Cameras Off

$\text{Mg(OH)}_2 + 2 \text{HCl} \rightarrow \text{MgCl}_2 + 2 \text{H}_2\text{O}$

Scientists are interested in testing the rate at which an antacid pill containing the active ingredient, Mg(OH)_2 reacts with stomach acid, HCl . They conduct 4 trials of the reaction between HCl and Mg(OH)_2 at various concentrations, and measure the reaction rate for each one. Answer the questions using the data below.

Trial	[HCl]	[Mg(OH) ₂]	Reaction Rate (M/min)
1	3 M	2 M	0.5
2	6 M	2 M	2
3	1 M	6 M	0.04
4	3 M	1 M	0.25

AS [HCl] doubles and [Mg(OH)₂] remains constant, the rates _____

Step Into a Classroom

Watch this scene from [Sadie McCleary’s high school Chemistry class](#). As you watch, consider the following: Why can students having cameras off make Cold Call more challenging? How does Sadie respond to this challenge?

Study the Technique

Cold Call in a class with cameras off is certainly more difficult; there’s always the understandable fear that the student who has been invited to participate will take advantage of their off camera to ignore the teacher’s invitation to speak. However Cold Call remains a critical tool in keeping students engaged and the pace of the class moving. So we think it’s brilliant how Sadie asks students to enter answers in the chat so she can see who is there and paying attention. This way when she Cold Calls, she can be sure the student she’s called on is ready to respond. In fact, Sadie has used the chat to gather this “presence data” for three questions in a row, so when she says “Cendahl, can you unmute and tell us why...” she can be fairly confident that Cendahl will willingly do exactly as Sadie has asked – and so she does.

Cold Call with Cameras Off

Practice

Use your phone or an online app to record yourself asking the student with the exemplary answer to hop off mute and share their answer. Check to make sure your voice is warm and positive and that you say the student's name before you give the direction to come off mute.

Review & Share

Watch your practice video

- Does your Cold Call extend from questions that students have answered in the chat?
- Does your prompt follow the pattern of: student name, direction to come off mute, question?

If you found this practice useful, please share it with your colleagues and keep coming back to our blog for new video and insight.

Set Up Tips to Support Show Call

The screenshot shows a Zoom meeting window. At the top, it says "AM Wed Jul 1" and "Math07_Slides PDF". The main content is a slide with the following text: "Han and Clare are stuffing envelopes. Han can stuff 20 envelopes in one minute, and Clare can stuff 10 envelopes in one minute. They start working together on a pile of 1,000 envelopes. How long does it take them to finish the pile?". Below the text is a purple box with the name "Khaia". Underneath is a grid of handwritten work. The work includes: "Han = 20 envelopes per minute", "Clare = 10 envelopes per minute", a vertical addition of 20 and 10 resulting in 30, and "30 envelopes per min" circled. To the left is a multiplication problem:
$$\begin{array}{r} 60 \\ \times 5 \\ \hline 300 \end{array}$$
 To the right is a division problem:
$$\begin{array}{r} 300 = 1,000 \\ 30 \quad \quad 30 \\ \hline 33 \cdot 33 \quad 300 \\ \quad \quad \quad 99 \quad 00 \end{array}$$

Step Into a Classroom

Check out these clips from [Jeff Li's Math class](#). What takeaways do you have from how Jeff adapts Show Call to the online setting?

Study the Technique

Jeff uses technology (nothing too fancy) to support his ability to Show Call. He creates a slide deck in advance of his class, but you could easily adapt his general approach to google docs or any other platform. Jeff's keys to setting himself and his students up for success include:

- Make sure both the question and the student work are displayed within the same screen so students don't have to search for one or the other in order to complete their analysis
- Start your lesson with a show call that demonstrates the common misunderstanding from the prior day's lesson

Set Up Tips to Support Show Call

Plan to Practice

To apply this idea, create sample slides that you could use to Show Call students' work. Make sure your slides leave room for both the question or task and also the student work. Consider labeling slides with the following:

- Correct Work
- Good to Great
- Common Error

With this format, it will be easy to pop in an example of each when you review student work.

Delivery Practice

Review student work from your most recent lesson and identify an example that you can Show Call for each category above. Adjust your visual display so students can easily see both the prompt/question and student work in one screen.

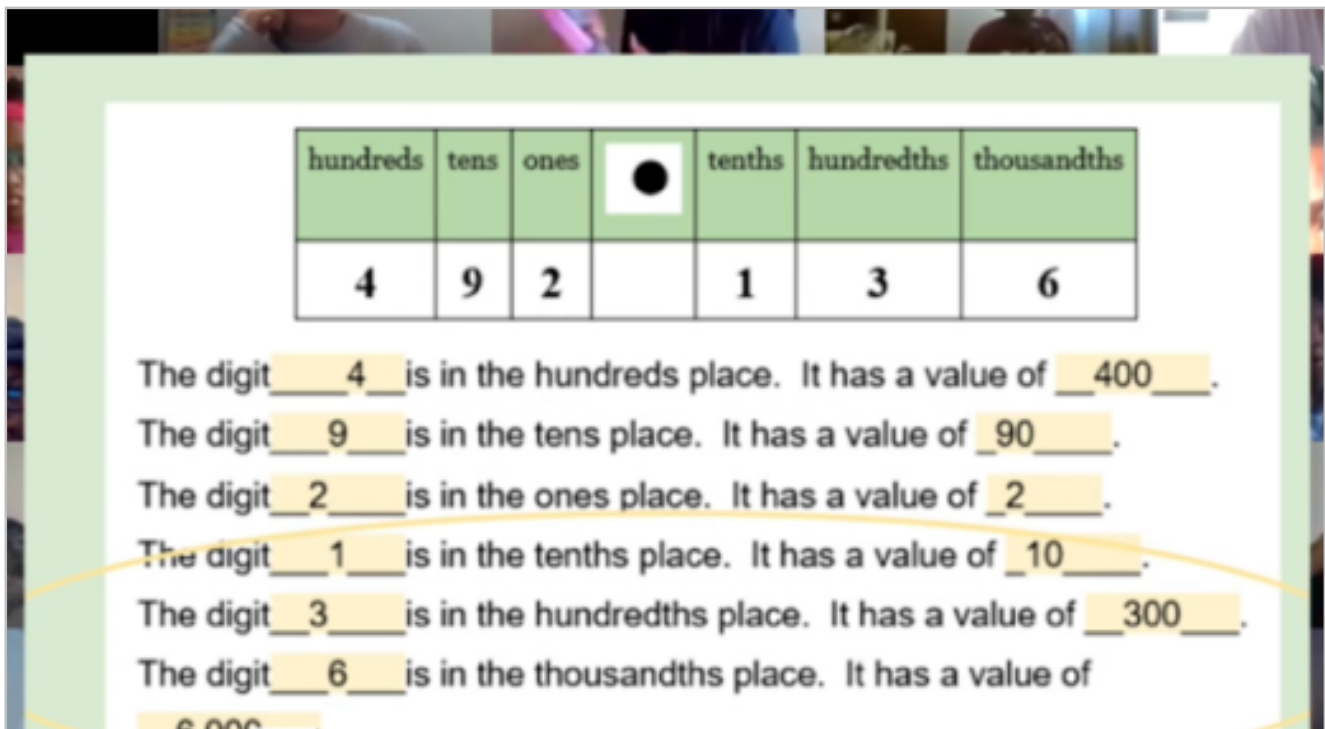
Review & Share

Review your completed slides.

- Is it easy to see both the work and the prompt?
- Do you have examples of all types of Show Call that may be helpful during your lesson?

If you found this practice useful, please share it with your colleagues and keep coming back to our blog for new video and insights.

Centering Student Analysis and Voice with Show Call



Step Into a Classroom

Watch this Show Call from [Heather Pirolli's fifth grade Math class](#). How does Heather set her students up for strong error analysis of the show called work?

Study the Technique

We love how Heather has prepared a Show Call that captures the error trend that she sees (misunderstanding place value in a number with a decimal), and then asks students to identify the error by asking, “Your thinking question is what is incorrect about this work or what mistake did they make?” By lifting up a common misunderstanding and asking students to do the cognitive work of finding that mistake, Heather has set her students up to drive the analysis in the class. Further, in Heather’s class, this analysis feels like an exciting challenge: she asks the question in an upbeat voice and with a smile. Finally, Heather helps any students who remain confused to “see” the error with a clear visual (the flying circle.)

We also love how Heather follows the first Show Call with a second one, warmly holding students accountable for completing the second Check for Understanding and also making sure their final takeaway is not just the correct right answer, but even better, a correct answer generated by a peer

Centering Student Analysis and Voice with Show Call

Plan to Practice

For this practice, you will need student work samples on a topic that you will be reviewing again in class.

First, choose or create a work sample that captures the common error. Rewriting a common error, like we saw Heather do, removes the potential distraction of students trying to identify whose work it is, and you can make the handwriting extra clear and legible.

Next, jot down the question you will ask students to help them focus their analysis and identify the error. Generally, the more knowledge students have, the broader your question can be. A more specific question will help them locate an error in content that is more challenging for them.

Finally, create a slide or visual that will support you clearly identifying the error to your online students.

Delivery Practice

Using your phone or a computer based app like Zoom, record yourself introducing the Show Call to your students. As you record, make sure to:

- I Ask the analysis question clearly
- Show the work with any supporting visual to guide students to identify the misunderstanding or opportunity for improvement
- Use a warm and positive tone to establish a culture of curiosity that celebrates learning from error

Review & Share

Watch the video you've recorded

- Will the question you have planned guide students to determine the common error?
- Do your tone, expression, and language build a positive Show Call culture?

If you found this practice useful, please share it with your colleagues and keep coming back to our blog for new video and insights.


Modifying the Chat to Show Call

Freak the Mighty (41-47) "Dinosaur Brain"

3.8: Lesson Objective: Analyze changes in Max's character and relationships.

Pages 41-42

1. Reread these lines from p. 41:
Me rescuing Freak. What a joke, right? Except that's how it must have looked from a distance, because they never knew it was Freak who rescued me – or his genius brain and my big dumb body.
 - a. What does Max see as "a joke"? Why? Do you agree that this is "a joke"?
 - b. Consider the final line of the excerpt: *or it was his genius brain and my dumb body.*
What contrasts do you see in this line?
2. **In the Chat:** On p. 42, Gram says, "Oh, I saw those blue lights and I thought the worst." What might she and Grim have thought when they saw the police lights? Try to come up with more than one explanation.



Hasan Clayton

Step Into a Classroom

Watch this Show Call from [Heather Pirolli's fifth grade Math class](#). How does Heather set her students up for strong error analysis of the show called work?

Study the Technique

Hassan maximizes the advantages of the chat by positively narrating participation and giving a bit of wait time, so every child has an opportunity to engage with the academic task. He also manages the tendency of the chat to be overwhelming to read – to teachers and students alike – by cutting and pasting a few answers into the class's shared word document. We consider this a variation on Show Call, since Hassan centers students' attention on just a few strong answers. In the case of the first question, we know there's a bit of confusion (as Hassan says "Ooh I love when we have some disagreement") so he uses the cut-and-paste chat to make sure all students land on the correct understanding. He repeats this cycle of show-calling the correct answer via cut-and-paste for the second question he asks as well, providing an efficient and student-centered way of reviewing the correct answer and then moving on.

Modifying the Chat to Show Call

Plan to Practice

Choose a question in an upcoming class for which you want students to chat their answers. Draft an exemplar answer. Then ask yourself “what phrases will I look for in the chatted student answers to identify the response that I will cut and paste and share?” This bit of planning will help you to quickly sort through the chat responses and choose the right one to display so you can stamp the correct understanding for your class.

Delivery Practice

Open Zoom or the app you use to teach from. Then open a word processing document. Record yourself smiling and positively narrating student work as it comes into the chat, while you practice either cutting and pasting or typing an ideal student answer from the chat into your word processing document. The tricky part about this practice is managing to respond warmly to the chat while you simultaneously prepare the answer you want to share visually with the class.

Review & Share

Watch the video you’ve recorded.

- Will the exemplar phrases you’ve jotted help you to identify quickly the answer you want to Show Call?
- Are you able to both positively narrate the chat and also display the student exemplar at an appropriate pace?

If you found this practice useful, please share it with your colleagues and keep coming back to our blog for new video and insight.