



# Creating and Implementing Online Learning Lessons with Student Engagement in Mind

June 16, 2020



# Welcome and webinar reminders

- Mute your audio if lines are open
- Turn off your video to save bandwidth
- Use the chat feature to post thoughts and ask questions
- This session and breakouts will be recorded (including all use of the Chat)

# Session outcomes



1

Increased awareness of online learning strategies that engage students

2

Understanding of what makes effective learning plans

3

Appreciation for the role planning plays in the delivery of online lessons

## How does FAME define the formative assessment process?



“Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.”

(CCSSO FAST SCASS, revised June 2017)

# Thinking back and moving forward

A horizontal line with a central decorative element consisting of five small, colored rectangular segments in shades of green, teal, and blue.

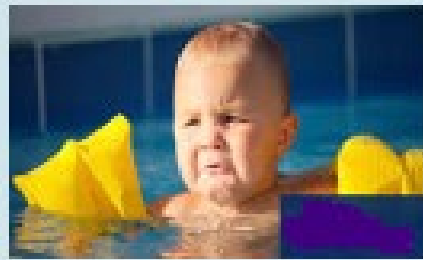
# Think back on Session 1 (April 23, 2020)



Which image best represents your current level of comfort teaching in an online environment? Place your number in the chat box



1



2



3



4

# Margaret Heritage reminds us.....



*“Making major changes does not necessarily mean that teachers need to learn afresh how to teach. Instead, they need to use their existing skills and knowledge differently for a new purpose.”*



In the chat box...

In a few words, how would you describe your **current** state of providing online learning?

# Session expectation



- Select one of three groups. Each has a unique connecting link
  - Elementary: Theresa Moore
  - Middle School – Donna Wright
  - High School – Lindsey Howe/Jay Schreur
- Facilitated by FAME Lead and MAC Tech Support
- End today's webinar in a breakout



# Michigan Great Lakes Academy





## **PRESENTER: Jay Schreur**

Jay Schreur has been an educator for 7 years, spending his first year teaching abroad in a public brick and mortar school in Korea. For the past five years, he has been teaching at Michigan Great Lakes Virtual Academy as a world history, economics, and contemporary world issues teacher. Jonathan has been a member of FAME (Formative Assessment for Michigan Educators) for almost four years, this being his first as a Coach. During previous summers, he has enjoyed leading and facilitating cross-cultural travel experiences for high school students.



## **PRESENTER: Lindsey Howe**

Lindsey Howe has been an educator for 14 years. She spent her first eight years teaching in two different brick and mortar schools. For the past six years, she has taught at Michigan Great Lakes Virtual Academy, where she started as an English 9 and SAT prep teacher, moved into career development, and then began her current role as the high school literacy coach. Lindsey has been a FAME member for almost four years; this is her first year as a Coach. Lindsey has worked for many years to advocate for virtual teaching and to bridge the "gap" between virtual and brick and mortar.



**PRESENTER: Theresa Moore**

Theresa Moore has been an educator for 12 years. She spent her first six years teaching first, second, and third grade at two different brick and mortar schools. For the past six years she has been at Michigan Great Lakes Virtual Academy where she taught fourth grade for three years and has currently been serving as an elementary literacy coach for the past three years. Theresa has been a FAME member for one year. She has worked hard to support teachers in reaching their students' literacy needs in a virtual school while getting books in the hands of kids as often as possible.



## **PRESENTER: Donna Wright**

Donna Wright has been an educator for 14 years. She spent her first ten years teaching MS Math at an inner city brick and mortar school. For the past four years she has been at Michigan Great Lakes Virtual Academy where she taught MS Title math class for one and a half years and has currently been serving as MS Math Content Coach for the past two and a half years. Donna has been a FAME member for one year. She has worked hard to support teachers in reaching their students' mathematical needs in a virtual setting, promoting both virtual and hands on manipulatives to increase conceptual knowledge in mathematics.

# MAC & FAME



# Classroom code



- Be an active participant
- Be respectful
- Be prompt
- Be thoughtful in providing feedback

# Transition





# Introduce in the Chat Box



- Who are you?
- What do you do?
- Where you do you do it?



# Time together



MGLVA to identify and reflect on big themes in the padlet

1. Responses to posted Guiding Questions
2. What did you see or hear that you want to hang on to for your own practice?

Questions from participants in the breakout



# Webinar location



- Once the webinar is finished and rendered, it will be uploaded to the MAC website and available for viewing.
- Don't forget to check out the other valuable resources on the MAC website:

<https://www.michiganassessmentconsortium.org>

- and the FAME website:

<https://famemichigan.org>

# Thank you!



- Thank you to all of you for joining us this afternoon; we appreciate your involvement today and throughout the series
- Thanks to Wayne RESA and
- Special thanks to Michigan Great Lakes Virtual Academy.

# Exit Ticket



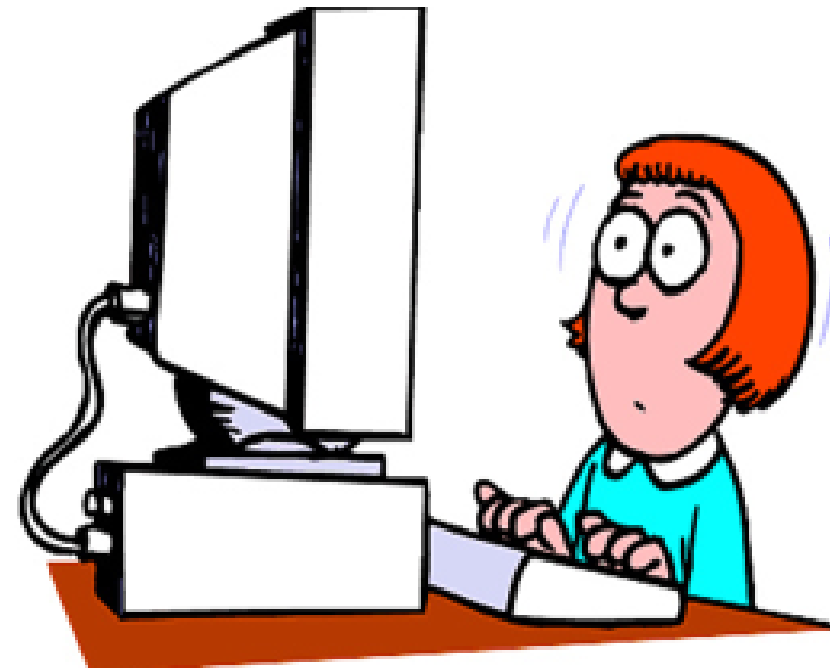
Respond in the chat box to the following prompt:

In the chat box..



Before I .....

Now I.....



# What is the MAC?

An education assessment-focused, non-profit organization.

A statewide consortium, governed by a volunteer board, serving our LEA's, ESEA's, education associations, SEA, and community.

**Mission** of the MAC is to improve student learning and achievement through a system of coherent curriculum, balanced assessment and effective instruction. We do this by *collaboratively* by:

- Promoting ***assessment knowledge & practice***
- Providing ***professional learning***
- Producing and sharing assessment ***tools and resources***

# The MAC Believes...

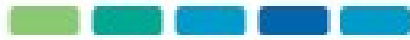


**Assessment Literacy** is essential for those making important decisions about students, educators, and educational systems based on student data. Yet, evidence shows that too few educators understand the fundamental concepts and procedures of educational testing. Even fewer policy-makers, students, and families understand the important role of assessment in helping all students achieve at high levels.

The MAC actively engages state and national leaders in exploring what it means to be assessment literate. We continuously develop resources to support assessment knowledge, dispositions, and performance among each education stakeholder group.



# FAME Project



- Since 2008
- Learning Team – Coach model
- Team continues to meet during the school year and locally determined
- Teams are encouraged to stay together for 3 years
- Learning Guide and website resources
- Learn, connect, practice and reflect