

**Figure 3.1 Understanding Online Teaching and Learning**

<b>Strategy 14: Listening</b>	
<b>Modality</b>	<b>What is available for listening?</b>
<b>Listening to Learning</b>	<p>S questions/responses during small or large group chats/meets/instruction</p> <p>S-S discussions in small/breakout or large group chats/meets</p> <p>Created products (e.g., created read alouds, voice memo responses, podcasts, TED talks, songs)</p> <p>Ss responses to teacher check-ins for wellness, access, needs, etc.</p>
<b>Listening to Teaching</b>	<p>T initiation to tasks/day/community building (e.g., routines, morning meeting, check-ins)</p> <p>T introduction to tasks, direct instruction</p> <p>T-S questions/feedback (e.g., voice memos, Q &amp; A during small or group chats/meets)</p> <p>Live delivery or created/recorded products (e.g., read alouds, think alouds, tutorials/ resources/verbal directions like in Seesaw, as podcasts, as voice memos, using Screencastify without camera)</p> <p>T responses on calls or check-ins with leaders or teams (for wellness, access, needs, etc.)</p>
<b>Strategy 15: Viewing</b>	
<b>Modality</b>	<b>What is available for viewing?</b>
<b>Viewing the Learning</b>	<p>Live engagement or recorded whiteboard actions, collaborative tasks (e.g., Padlet) gaming responses (e.g., Kahoot), student check-in forms/responses (e.g. Mentimeter)</p> <p>Live/created products (e.g., blog posts, discussion board responses, writing samples, videos, digital stories, infographics) using apps like Seesaw, Jigsaw or Google Classroom</p> <p>Submitted, scanned/photo of work, or quizzes</p> <p>Peer-Peer interaction or feedback using apps like Google Classroom, Jigsaw, or Seesaw</p> <p>Ss responses to nonverbal check-ins for wellness, access, needs, etc. (e.g., emojis)</p>
<b>Viewing the Teaching</b>	<p>Design/layout of tasks within the platform, directions for tasks, options for choice/varied levels</p> <p>T posted prompts/questions for discussion</p> <p>Live/recorded/created products (e.g., whiteboard instruction, polling, modeling, charts, resources)</p> <p>Tasks, prompts, inquiry questions in discussion boards/blogs, selected texts, copied packets</p> <p>Emails/communications with families and students</p> <p>T feedback on student work through emails or tools (e.g., in Google Classroom, Jigsaw)</p> <p>Ts responses to surveys from leaders and coaches</p>
<b>Strategy 16: Interacting*</b>	
<p>*Though there are some limitations to interacting with learners directly in a virtual setting as an “observer,” we can still engage with them to some degree to learn more about experiences, thinking, understanding, and needs.</p>	
<b>Modality</b>	<b>What is available?</b>
<b>Interacting with Learners</b>	<p>Real-time chat (e.g., chat room texts set at private, breakout room discussions)</p> <p>Post-lesson email communications</p> <p>Surveys, phone calls for academic, social, &amp; emotional check-ins</p>
<b>Interacting with Teachers</b>	<p>Chat room texts (set at private)</p> <p>Post-lesson email communications</p> <p>Team or 1:1 virtual/video meetings</p> <p>Surveys, phone calls for academic, social, &amp; emotional check-ins</p>