Tepper ✚ Flynn

Figure 3.1 Understanding Distanced Teaching and Learning

Strategy 14: Listening	
Modality	**What is available for listening?**
Listening to Learning	S questions/responses during small or large group chats/meets/instruction S-S discussions in small/breakout or large group chats/meets Created products (e.g., created read alouds, voice memo responses, podcasts, TED talks, songs) Ss responses to teacher check-ins for wellness, access, needs, etc.
Listening to Teaching	T initiation to tasks/day/community building (e.g., routines, morning meeting, check-ins) T introduction to tasks, direct instruction T-S questions/feedback (e.g., voice memos, Q & A during small or group chats/meets) 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) T responses on calls or check-ins with leaders or teams (for wellness, access, needs, etc.)
Strategy 15: Viewing	
Modality	**What is available for viewing?**
Viewing the Learning	Live engagement or recorded whiteboard actions, collaborative tasks (e.g., Padlet) gaming responses (e.g., Kahoot), student check-in forms/responses (e.g. Mentimeter) Live/created products (e.g., blog posts, discussion board responses, writing samples, videos, digital stories, infographics) using apps like Seesaw, Jigsaw or Google Classroom Submitted, scanned/photo of work, or quizzes Peer-Peer interaction or feedback using apps like Google Classroom, Jigsaw, or Seesaw Ss responses to nonverbal check-ins for wellness, access, needs, etc. (e.g., emojis)
Viewing the Teaching	Design/layout of tasks within the platform, directions for tasks, options for choice/varied levels T posted prompts/questions for discussion Live/recorded/created products (e.g., whiteboard instruction, polling, modeling, charts, resources) Tasks, prompts, inquiry questions in discussion boards/blogs, selected texts, copied packets Emails/communications with families and students T feedback on student work through emails or tools (e.g., in Google Classroom, Jigsaw) Ts responses to surveys from leaders and coaches
Strategy 16: Interacting* *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.	
Modality	**What is available?**
Interacting with Learners	Real-time chat (e.g., chat room texts set at private, breakout room discussions) Post-lesson email communications Surveys, phone calls for academic, social, & emotional check-ins
Interacting with Teachers	Chat room texts (set at private) Post-lesson email communications Team or 1:1 virtual/video meetings Surveys, phone calls for academic, social, & emotional check-ins