ISA's Virtual Offerings:
Improving Teaching and Learning Online

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Each of the online sessions detailed below are two hours in length. These sessions will be delivered synchronously using Zoom or some other online presentation tool.

MATHEMATICS

Making the Most of Learning Mathematics Remotely
Audience: High school mathematics teachers

In response to the COVID-19 pandemic, most educators and students in the US were thrust into finding a way forward with remote learning. In this introductory session, we'll engage in generative dialogues about teaching mathematics remotely as well as model practices and strategies that teachers utilized to engage students in learning mathematics remotely. Participants will leave with new connections to mathematics educators, strategies to consider implementing at the start of the school year, and a framework for thinking through as they design their remote instruction.

Supporting Students to Own Mathematical Thinking
Audience: Middle and high school mathematics teachers

Entry points into remote learning work are numerous. Some reflect students' thinking more than others. Regardless of the entry point, how can we help students own mathematical thinking so that they get the most out of the experience? This session examines the problem-solving cycle and illustrates how you can ask questions where students need to do the thinking.

Using Virtual Manipulatives in Middle School Mathematics
Audience: Middle school mathematics teachers

Manipulatives play an integral role in supporting middle school students as they develop conceptual and procedural fluency in mathematics. With remote learning in mind, participants will learn to engage students by teaching with virtual manipulatives. Participants will leave with resources and strategies to use in a remote learning environment.

Photo by Allison Shelley for American Education: Images of Teachers and Students in Action.

If you're interested in learning more about this teaching and learning assistance, please be in touch with ISA's **Abner Oakes**, **aoakes@ets.org**. Thank you!

Using Desmos in Algebra I/Math I to Support Remote Learning
Audience: Algebra I/Math I teachers

Hand-held graphing calculators were a useful resource for in-person learning, but how do we equip our students with graphing calculator capabilities in remote learning? Participants will learn how students can use DESMOS, which integrates with Google Drive and supports students as they master algebraic concepts.

Dynamic Geometry Tools in GeoGebra
Audience: Geometry teachers

Using the tools of GeoGebra, a free dynamic analytic geometry tool, we'll use the constructions often found in a geometry curriculum to learn how to use the tools as well as consider the mathematical opportunities this dynamic tool gives us with our students. Teachers will discuss and practice using GeoGebra and consider how to equip students to use it as a tool for their own mathematical thinking. Its integration with Google Drive will also be demonstrated.

Generating Discussions in Remote Learning Math Classrooms
Audience: Middle and high school mathematics teachers

It's tough to get students talking about mathematics in face-to-face settings. Now that the pandemic has thrust the nation into remote learning, how do we get students to engage in mathematical discourse with each other? Various digital tools can allow for rich and meaningful discussions. Participants will leave the session with strategies that promote student-to-student discourse about mathematics.

Utilizing Learning Logs for Assessment in Online Learning
Audience: Middle and high school mathematics teachers
Assessing what students have learned in a remote teaching context can be difficult. Learning logs can be a powerful tool that help reveal a student's learning. Participants will leave with a concrete strategy that they can use over the course of a unit to document student learning.

Synchronous Activity Structures That Promote Mathematics Discourse
Audience: Middle and high school mathematics teachers

No one wants to sign into a Zoom session and be talked at for a class period. Synchronous video conferencing, such as with Zoom and Teams, allows for new types of interactions and engagement with content. This session will share multiple strategies that teachers can utilize so that they can design more engaging synchronous time.

Using Screencasts to Assess Mathematical Thinking
Audience: Middle and high school mathematics teachers

Having students create videos that annotate their problem-solving process can be an incredibly powerful assessment tool. Instead of only creating videos for your students, they can create videos for you and each other. This session will share tips and lessons learned along the way that make this practice sustainable when teaching online.

Supporting Students' Independent, Virtual Work in Math
Audience: Middle and high school mathematics teachers

In remote learning, the teacher is not to prompt students to continue their individual work. How do we support students and keep them from giving up on challenging problems? This workshop shares tips, best practices, and strategies that help students work independently.

SCIENCE

Teaching the Scientific Method in the Virtual World
Audience: Middle school science teachers

As science teachers already know, the scientific method provides an objective, standardized approach to conducting experiments and, in doing so, improves the results that students get. But how are teachers undertaking this work online with their students? At the end of this workshop, teachers will be able to create a unit plan that helps students understand the scientific method by guiding students through the process. Students will develop a hypothesis, design an experiment, and analyze data.

Photo by Allison Shelley for American Education: Images of Teachers and Students in Action.

Teaching Experimental Design in the Virtual World
Audience: Physical science teachers

Like the scientific method, experimental design is a process for conducting an experiment to solve problems. Teachers and students have had to pivot to using online tools to employ experimental design. At the end of this workshop, teachers will be able to create a unit plan that helps students understand and be ready to use experimental design. Students will use the experimental design process to solve an identified problem, and they will design and create a prototype that can be tested for efficiency.

ENGLISH LEARNERS (ELs)

Working with ELs Online
Audience: All teachers that work with ELs

What are the best strategies for working with ELs online? In this session, we will explore best practices to ensure ELs receive the instructional support that they need to be successful in your online and/or blended learning course. Strategies will include online discussion techniques, differentiating tasks and assessments, and ensuring instructions are accessible to ELs in an online class setting. We will also explore online literacy and language tools that facilitate the use of native language to support English language development.

Social Emotional Support for ELs in Online Instruction
Audience: All teachers and administrators that work with ELs

ELs have specific social and emotional needs for success in an online learning environment, as many of them do not have access to the same home resources as their native-born counterparts. In this course, we will problem-solve some of the issues your school is facing with EL online attendance, participation, and academic success. This course will include a discussion of your school's population and greatest challenges with your EL population virtually. It will then identify best practices to support their social-emotional needs. Both teachers and administrators are encouraged to attend this session to create an action plan to support their EL student population's academic success.

If you're interested in learning more about this teaching and learning assistance, please be in touch with ISA's **Abner Oakes**, **aoakes@ets.org**. Thank you!

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Building Online Tasks and Assessments That Work for ELs
Audience: All teachers that work with ELs

In this course, we will share successes and areas of growth with tasks that you created for ELs in your online classroom. Teachers will then examine model tasks and assessments that work best for ELs virtually. Participants will then create a task that they can use in their upcoming course, and this session will culminate in a presentation and feedback session of the tasks that teachers create. Teachers should plan to come with material that they would like to form into a successful online task, activity, or assessment for EL students.

SPECIAL EDUCATION

While ISA is modeling the use of certain apps when working online with special education students, it does not endorse any of the below. A choice to use an app is solely up to the educator, school, or district. In addition, some of the below apps have a cost after an initial free trial.

Using Padlet with Special Education Students
Audience: K–5 teachers

This workshop will explore the benefits of using Padlet for all classrooms, culminating with teachers creating a personal Padlet based on their own curriculum. Padlet is an interactive online bulletin board where educators and learners can post, create, and interact. Padlets can be made for individual students, small groups, or whole class interactions. Personalized Padlets can be created for individual students, which supports differentiation and accommodations.

Using Padlet with Special Education Students

Audience: Middle and high school teachers
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Using Perusall with Special Education Students
Audience: K–5 teachers

Perusall is a free online annotation app that supports students with IEPs and individual needs. With it, teachers can upload any material for students to read and discuss with their peers. Teachers can upload anything that they can turn into a PDF, such as an article, a book segment, or math word problem worksheets. Perusall allows for conversations between small groups through its grouping feature. At this workshop, teachers will participate in a Perusall activity and then create their own accounts and begin uploading documents for their class.

Using Perusall with Special Education Students
Audience: Middle and high school teachers

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Using Keep&Share Calendar with Special Education

Students

Audience: K–5 teachers

This interactive workshop explores the benefits of using an interactive calendar with special education students. Links, pictures, and discussions can be attached to a specific date to ensure students are on time and on task. Teachers fill the calendar with interactive activities for students to complete at their own pace. In this workshop, teachers will create their own calendars and begin to fill them in. Calendars can also be created for individual students supporting their specific needs.

Using Keep&Share Calendar with Special Education Students

Audience: Middle and high school teachers

This interactive workshop explores the benefits of using an interactive calendar with special education students. Links, pictures, and discussions can be attached to a specific date to ensure students are on time and on task. Teachers fill the calendar with interactive activities for students to complete at their own pace. In this workshop, teachers will create their own calendars and begin to fill them in. Calendars can also be created for individual students supporting their specific needs.

LEADERSHIP

Balancing Scholastic Priorities in a Virtual Environment: A Holistic Approach to Optimize Every Virtual School Day for Learning and Achievement

Audience: School leaders

School leaders in both large and small buildings have one limited resource in common: time. School days often consist of limited or mandated lengths with specific priorities that must be allocated for within that time. Given current pandemic challenges, leaders must model instructional flexibility that leads toward scholastic growth and mastery. Leaders manage this divide in many

Photo by Allison Shelley for American Education: Images of Teachers and Students in Action.

ways with varying levels of effectiveness. This session will present a framework for managing competing priorities within the day in an effort to optimize instructional priorities, while also embedding important elements of school culture.

Leading Through Purposeful Support: Learning How to Build the Capacity of School Leadership Strategically

Audience: School leaders

Principal supervisors and principals have the tough job of moving student achievement results and closing gaps, made even more difficult due to virtual teaching and learning. In this session participants will learn those skills that allow school-based leaders, even virtually, to help students meet standards mastery with success. Leaders will gain a set of tools that can be used to lead online data meetings more effectively, using protocols to promote dialogue driven by student work and other forms of data. Participants will explore how to apply common sense leadership strategies to design strong action plans to strengthen team dynamics and meet goals.

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ENGLISH LANGUAGE ARTS (ELA)

A Synergistic Approach to Reading, Speaking, and Writing

Audience: High school ELA teachers

Time is often the enemy of quality literacy instruction. How might ELA teachers cover all that they're responsible for while ensuring students produce the work that meets high expectations? In this session, teachers will explore synergistic literacy strategies designed to increase student engagement, participation, and success. Teachers will engage in the process of complicating texts—that is, layering texts with short profound works to highlight themes and ideas embedded within and facilitate reading and discussion. Throughout the session, teachers will reflect on the role of activities doubling as scaffolding and wells of knowledge so that when students demonstrate their ability to marshal arguments, the focus is less on the gathering of information and more on the logic and coherence of their arguments.

Actionable Feedback: Ongoing Conversations That Promote Deeper Learning

Audience: High school ELA and social studies teachers

In this interactive session, social studies and ELA teachers will explore the difference between feedback and feedback that is actionable because it is clear, targeted, contains guidance, and has an achievable goal for each subsequent draft. Participants will analyze a range of feedback samples, revise less actionable feedback, and then practice providing feedback between drafts. Participants will explore feedback and guidance strategies in the age of Google Docs and other platforms/programs/apps that make actionable feedback more efficient, immediate, and doable.

Closing Gaps Through Fluency and Intervention: Virtual Rigor Through Practice and Small Group Instruction

Audience: K–8 ELA teachers and school leaders

This session will provide teachers and leaders with a framework for developing targeted reading skills for students in grades K–8. Students learn through repetition and fluency. Providing daily small group instruction and individualized student practice, even online, is essential for students to master the host of discrete skills that they need in order to develop their reading comprehension. Through online individualized, targeted reading skills training, students build small successes every day and monitor their own progress. This workshop will guide teachers to develop their own reading skills training blocks for students, using resources from their existing school programs and incorporating research-based strategies and online/virtual methods.

10 Tips for Teaching Writing Online in Middle School ELA

Audience: Middle school ELA teachers

This session will be aimed at giving suggestions for teachers who are attempting to teach writing to middle schoolers online. Topics will include the following: using quick writes, setting up peer critiques online, using digital portfolios, and creating a digital writing workshop. Tips will also be provided for giving students practice with on-demand writing that they will need to do for standardized assessments. Writing assignments such as the multimodal memoir will be demonstrated that help students make the transition from elementary school to high school writing. Skills for writing online, such as creating hyperlinks, will also be demonstrated.

10 Tips for Teaching Reading Online in Middle School ELA
Audience: Middle school ELA teachers

A key emphasis of this workshop will be on strategies to motivate struggling middle school readers, both those who struggle with decoding and comprehension and those who simply don't enjoy reading. Tips will be shared both for teaching whole-class reading online and for facilitating individualized choice reading using a workshop model. Many great online management tools will be shared that allow for choice reading without burdensome record-keeping. Participants will leave the session with a toolkit of ideas and strategies that will motivate even the most unmotivated reader. In addition, a list will be provided of top young adult novels, graphic novels, and online resources that will be sure to get your students hooked on reading.

Teaching Writing Online in High School ELA
Audience: High school ELA teachers

Never has it been more important for high school ELA teachers to include some portion (if not all) of their writing instruction online. As institutions of higher learning move rapidly to offering many sections of "freshman comp" online, high school teachers need to give their students practice in being in an online writing class. Such common online practices as using digital portfolios, quick writes, using contract grading, and multimodal assignments will be discussed as session participants will be provided. Techniques for management will be shared that will enable participants to keep up with the grading load. Necessary skills for writing online, such as creating hyperlinks, will also be demonstrated.

10 Tips for Teaching Reading Online in High School ELA
Audience: High school ELA teachers

A key emphasis of this workshop will be on strategies to motivate struggling readers, both those who struggle with decoding and comprehension and those who simply don't enjoy reading. Tips will be shared both for teaching whole-class reading of canonical texts as well as for facilitating choice reading using a workshop model. Many online management tools will be shared that allow for choice reading without burdensome record-keeping. Participants will leave the session with a toolkit of ideas and strategies that will motivate even the most unmotivated reader. In addition, a collection of typical assignments that can be effectively assigned in an online environment will be shared. These assignments will include not only typical literary criticism assignments but also more multimodal, choice-driven assignments. In addition, a list will be provided of top young adult novels, graphic novels, and online resources that will be sure to get your students hooked on reading.

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Motivating the Unmotivated Adolescent Reader
Audience: Middle and high school ELA teachers

Strategies that can be used online will be demonstrated that actually motivate struggling readers, both those "a-literates" who just don't like to read and those who struggle with decoding and comprehension. Strategies will be divided into those done before, during, and after reading. Participants will leave the workshop with a thick file of ideas and strategies. We will demonstrate the use of Flipgrid to record student book talks will be demonstrated as well as the use of sites such as Amazon to elicit student comments on their reading. A segment of this session will focus on socio-emotional learning and how the ELA teacher can turn the narrative around for students who feel they are poor readers. A list of popular new and older young adult book titles as well as online resources such as fan fiction sites will be shared, broadening the conception of what "counts" as reading.

SOCIAL EMOTIONAL LEARNING

Addressing Students' Social-Emotional Needs in the Virtual Classroom
Audience: Middle and high school teachers

In this training, teachers will come away with rituals and routines for the beginning and end of digital classes to alleviate student anxiety and stress and get students ready to learn and able to reflect on what they have learned. Teachers will also learn about strategies that they could coach students to practice regularly to monitor their own learning, to identify when they are hitting a wall, to use discipline-specific hacks to overcome the difficulty, and to persevere and complete the work. Teachers will learn about the components of academic mindset, its importance in motivating positive academic behaviors and outcomes, and strategies for nurturing academic mindset in their students whether online or in person.

Creating Trauma Responsive Schools
Audience: All educators, grades pre-K–high school.

When students come back to school this fall, they may have experienced many traumas in the six months they have been gone, such as family unemployment, food insufficiency, death of a family member or friend, violence in their neighborhoods or what they have seen on television, and a general feeling of not being safe. In this two-hour training, participants will learn a different set of the 3 R's: Realizing, Recognizing, and Responding. Areas covered will include a basic understanding of what trauma is, how it impacts students on many levels, what programs and structures need to be put in place school-wide to provide appropriate support, and what individual techniques staff can use to help students build resiliency in order to have a successful school year.

OPEN TO ALL CONTENT AREA TEACHERS

10 Tips to Improve Your Online Teaching No Matter What You Teach
Audience: Middle and high school teachers

No matter what you teach, there are simple strategies that can improve your efficiency and help you connect with your students even when you have never met them in person. In this session many strategies will be shared including activities to do both during synchronous meetings and ones to do asynchronously with students. A variety of types of assignments and activities will be described, including methods for setting up student collaboration, easy tips for using video (both for yourself and your students), and using various presentational tools such as Google Slides (with Screencastify), VoiceThread, and ThingLink. Safe ways of using social media will also be discussed.

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Using Project-Based Learning in Your Online Classroom

Audience: Middle and high school teachers

Online instruction lends itself to project-based learning (PBL), both in short and long forms. This session will demonstrate simple yet powerful ways to set up project-based learning projects that have an experiential feel. It's never been easier to set up simulations, for example, that can take your students all over the world while providing for them a "deep dive" into the curriculum. Both short-term and long-term examples will be shared, many with ready-to-assign project descriptions complete with rubrics. Using PBL online opens up your instruction to allow students to really construct their own learning, providing short dips into a different time or a concept, or more long-term immersive experiences that can stretch out for an entire grading period, semester, or even year.

Active Literacy Engagement Strategies That Can Be Done Online

Audience: Middle and high school teachers

Worried about keeping the engagement of your students when they're learning online? This session will provide time-tested methods for keeping your students logged in and motivated to contribute both during synchronous classes and asynchronous classes. Based on extensive experience teaching in both blended and online formats, these ideas will energize your online teaching and help you go beyond the traditional "talking head" lectures. You will leave this session with an extensive collection of manageable strategies that you can implement in your online classroom immediately.

Differentiating Instruction Online

Audience: Middle and high school teachers

This session will demonstrate simple yet effective ways that new media tools can aid differentiating instruction in your online classroom. From constructing online portfolios to using electronic literature circles, whatever learning management system you use allows for students at any level to engage with your curriculum no matter where they are starting. Whether taking part in virtual role-playing or creating projects constructed on a wiki or in Google Sites, all learners can experience success. Each participant will come away with a number of differentiation strategies that are manageable and add immediate value to whatever you are teaching, allowing you to reach each student in a meaningful way.

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