

Elementary: Teaching and Learning in an Online Classroom

The Routine Development Tool helps you consider the inclusion and development of executive function skills as you develop, teach, and reflect on classroom routines. It is suggested that you watch the Executive Function Webcast Series (<https://www.ocali.org/project/executive-function-webcast-series>) to gain the background information that will help you fill in the tool. The tool and completed examples of the blank Routine Development Tool are also available from the Webcast Series webpage.

Directions:

- Name the routine you have chosen to develop while considering Executive Function
- Teacher/Staff Planning and Responsibilities sections
 - Identify the teacher and staff tasks that need to take place before, during and after the routine
 - List what information to share with the family/caregiver on how to support learning the routine if it is only done at school
 - If the routine is also to be implemented at home, describe how the family/caregiver can implement the routine in the home setting
- Manifestation Areas
 - Fill in the classwide student outcome for each manifestation area for this routine
 - List the observable student action(s) that the students would do for the routine in each manifestation area
- Teacher/Staff Reflection after Implementation
 - Reflect on the answers to the questions based on your data and identify next steps

Routine: Teaching and Learning in an Online Classroom

Teacher/Staff Planning and Responsibilities

Before the Routine is Started:

- Get familiar with and set up virtual classroom using designated online platform
- Practice using online platform
- Set up electronic communication with students and families (e.g., Class Dojo, Google Classroom) for:
 - Classwork
 - Homework
 - General information
- Develop and send directions for how to use the platform and the communication system to families
- Send home or have family pick up materials (e.g., books, white board, markers, ruler, electronic device, etc.)
- Communicate that parents are welcome to listen to the online sessions (make sure to contact all parents of each child as there may be more than one household involved)
- Develop expectations for online learning with the class
 - Use your school's positive behavior interventions and supports system (e.g., Be safe. Be Respectful. Be Responsible.)
 - Have some examples ready to share (e.g., create an area for class time, arrive on time, dress like you are going to the school building, eat before or after class time, everyone is to mute their mics and only unmute to ask/answer a question, no chat box use your voice)
- Develop a positive reinforcement system for the whole class (examples of rewards include class game on Friday, stuffed animal show and tell, choose one freebie homework problem that the teacher will give the answer to, etc.)
- Plan for technical issues and how to problem solve
- Send daily work for students and notes for parents before each online session
- Set up a grading routine (e.g., students or family members send in a photo of completed assignments to be graded)
- Plan for and open each program that will be used in a session in a tab

During the Routine:

- Deal with technical issues (Be patient. This might take a few sessions to solve everyone's issues.)
- To help students see online learning in the same way they see learning in a brick and mortar school building, develop the expectations for online learning using examples above
- Start with a class meeting, for example:
 - How are you doing
 - Do you have any concerns
 - Talk about challenges with picking up materials
 - Solve technical issues

- Use activities that engage students, for example:
 - read along
 - raising hand to answer questions
 - playing subject related videos
 - conducting science experiments
 - social sharing
 - polls
- Give ideas for activities to try at home as follow up to lessons
- Problem solve together with the students (e.g., “This video won’t play! What should we do?”)
- Use positive reinforcement system with whole class rewards
- Communicate work and assignments to students
- Track class participation
- Record session to share with students who need to review or who didn’t attend (only record teacher, not student faces)

After the Routine is Completed:

- Evaluate what worked and what didn’t work online that always worked in a classroom (e.g., phonics with hand movements was challenging to scan all the students and see if they were doing them correctly)
- Communicate electronically to the parents the work and assignments given to students in class
- Consider what lessons did and didn’t engage the students
- Respond to all student communication to maintain relationships
- Follow up with any parent communication
- If a student leaves early, track them and then follow up with student and parent, for example:
 - What the student missed
 - What work the student needs to do
 - Where to see the session if it was recorded
- Give students and families a few weeks to learn the routine
- Keep in mind communication might need to happen with babysitters and other caregivers as directed by families

Family/Caregiver Guide to Support Routine at Home:

- Share directions for classroom platform and communication system with all households of each child as directed by custodial parent
- Share resources on setting up a learning area for remote learning at home

- Send classroom expectations home for families to reinforce
- Be available to answer questions and help problem solve

Manifestation Areas

Observable Student Action(s)

Self-Management: Taking responsibility for your own behavior, actions and well-being

Classwide Student Outcome: Students follow virtual classroom expectations

Observable Student Actions for Self-Management:

- Participate in the development of classroom expectations
- Follow classroom expectations
- Engage with and pay attention during classroom activities
- Interact socially with peers and teacher
- Share what's happening in their lives
- Reflect with the teacher and classmates about how the expectations are working for everyone and offer suggestions for possible improvements

Time Management: Ability to use time effectively and productively

Classwide Student Outcome: Students arrive on time for class and complete activities/assignments in a timely manner

Observable Student Actions for Time Management:

- Arrive for class on time
- Stay in class for the designated time
- Complete assignments within given time parameters
- Turn in homework assignments on time

Information Management: Ability to acquire, retain and use information

Classwide Student Outcome: Students engage with online learning materials

Observable Student Actions for Information Management:

- Answer questions about the lesson voluntarily or when called on
- Participate in polls and breakout groups
- Actively engage with whole group, small group, and individual activities
- Maintain or improve grades in each subject area

Materials Management: Ability to manage the “stuff” of school or preschool

Classwide Student Outcome: Students arrive for class with needed materials

Observable Student Actions for Materials Management:

- Bring all materials needed for class
- Gather the needed materials for an activity/lesson from all materials
- Communicate with the teacher about missing materials

Teacher/Staff Reflection after Implementation

Which Observable Student Actions are happening and/or not happening according to the data?

- 100% of students participated in developing online class expectations
- Expectations are followed 90% of the time
- 90% of students are engaged with lessons
- 70% of students are arriving with all needed materials

What's working? What's not working? What needs to change based on data collection?

- Expectations were created and are being followed
- Social interactions are improving for 75% of the students
- Bringing needed materials to class is still a challenge

Next steps:

- Use reminder app daily to share list of needed materials for the next day
- Check in with families to see if they need help getting materials (for those who consistently don't have what's needed)
- Teach students to set a reminder alarm to gather materials for 30 minutes before class
- Research fun online social activities to include in class