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## Teleteaching Tips for Educators: Implementing with Success!

Reference: Austin, K. S., Reichenberger, S., Oakes, W. P., Lane, K. L., & Buckman, M. M. (2020, March). *Teleteaching tips for educators: Implementing with success!* Ci3T Strategic Leadership Team. [www.ci3t.org](http://www.ci3t.org)

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324N0002 to University of Kansas. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.



## Comprehensive, Integrated, Three-tiered Model of Prevention

### Purpose

The purpose of this resource: *Teleteaching Tips for Educators: Implementing with Success!* is to support district and school leaders in using their Comprehensive, Integrated, Three-tiered (Ci3T) structures to support educators in shifting to continuous learning experiences. Your Ci3T model of prevention was designed to meet students' academic, behavioral, and social needs. Ci3T is a flexible structure, ready and well-suited to make this swift transition. In this practice guide we feature practical guidance regarding how to adapt and use (a) Ci3T Procedures for Teaching when Teleteaching, (b) Ci3T Procedures for Reinforcing while Teleteaching, and (c) Ci3T Procedures for Monitoring while Teleteaching. In addition, we offer Tips for Educators: Reflecting on Your Teleteaching.

### Ci3T: Procedures for Teaching when Teleteaching

**Set students up for success at the onset of their telelearning.** If providing instruction via Zoom or other virtual platform, you may look for guidance from and/or make suggestions to your Ci3T Leadership Team to expand school-wide expectations to include the virtual environment, if it is a new setting for your school. As these shifts are happening so quickly, you may also consider working with your grade level team to discuss and agree on common expectations. One option is to add a column to your school-wide expectation matrix called "Telelearning" or "virtual school." We have provided an example in Figure 1. Provide pre-correction during instruction by going through the expectations.

After refining your expectation matrix for this new setting, remember to explicitly teach students these expectations and give them opportunities to practice and receive acknowledgements for meeting expectations.

- Learn your district/ school guidelines on the use of webcams for students, include those in your expectation matrix. Teach procedures to students.
- Take the time needed for teaching students' new skills and expectations for a virtual learning space.
- Teach students specifically how to use features on the virtual platform to assist in their learning such as, hand-raising, chat feature, reactions, muting their microphone, etc.
- Teach students what reinforcement will look like in the virtual learning environment. Continue to use behavior-specific praise and instructional feedback to let students know how they are doing. Keep in mind this is new for them too and they will want your feedback. You can find resources [here](#).
- Assign virtual class jobs. Hand raising monitor, technology wrangler, technology advisor (with only one person sharing 'your mute is on' or 'we cannot see the shared screen or white board'), chat monitor (who might call the teachers attention to a question in the chat box), teleteacher notetaker (take notes on items the teacher needs to follow up with).



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Figure 1.

Ci3T Elementary School Expectation Matrix							
	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus & Arrival/Dismissal	Telelearning
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Use kind words and actions</li> <li>Control your temper</li> <li>Cooperate with others</li> <li>Use an inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Walk on the right side of the hallway</li> <li>Face forward</li> </ul>	<ul style="list-style-type: none"> <li>Keep your food to yourself</li> <li>Use manners</li> <li>Listen to and follow adult requests</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' personal space</li> <li>Follow the rules of the game</li> <li>Line up when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>Use the restroom and then return to class</li> <li>Stay in your own bathroom stall</li> <li>Give others privacy</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words towards the bus driver and other students</li> <li>Listen to and follow the bus drivers' rules</li> <li>Stay in your personal space</li> </ul>	<ul style="list-style-type: none"> <li>Mute yourself when not speaking</li> <li>Use kind words and actions on the chat and with your voice</li> <li>Take turns when working together</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Be in assigned area on time</li> <li>Remain in school for the whole day</li> <li>Bring your required materials</li> <li>Turn in finished work</li> <li>Exercise self-control</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to yourself</li> <li>Walk in the hallway</li> <li>Stay in line with your class</li> </ul>	<ul style="list-style-type: none"> <li>Make your choices quickly</li> <li>Eat your own food</li> <li>Choose a seat and stick with it</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Play approved games</li> <li>Use equipment appropriately</li> <li>Return equipment when you are done</li> </ul>	<ul style="list-style-type: none"> <li>Flush toilet</li> <li>Wash hands with soap</li> <li>Throw away any trash properly</li> <li>Report any problems to your teacher</li> </ul>	<ul style="list-style-type: none"> <li>Bring home all needed materials</li> <li>Talk quietly with others</li> <li>Remain in seat after you enter the bus</li> </ul>	<ul style="list-style-type: none"> <li>Be on time/ or let your teacher know if you cannot attend scheduled class times</li> <li>Complete activities</li> <li>Remove other distractions during classroom time</li> </ul>
<b>Give Best Effort</b>	<ul style="list-style-type: none"> <li>Participate in class activities</li> <li>Complete work with best effort</li> <li>Ask for help politely</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Move directly to next location</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Use your table manners</li> <li>Assist your neighbor if necessary</li> <li>Use an inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Include others in your games</li> <li>Be active</li> <li>Follow the rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>Take care of your business quickly</li> <li>Keep bathroom tidy</li> <li>Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to your destination</li> <li>Keep hands and feet to self</li> <li>Use self-control</li> </ul>	<ul style="list-style-type: none"> <li>Participate fully in virtual classroom</li> <li>Ask for help</li> <li>Do your best with your learning activities</li> <li>Do your best with your virtual classroom job</li> </ul>

For additional information, please see Lane, Kalberg, and Menzies (2009) and pbis.org.

*Note.* We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.

**Teach social skills.** In addition to these positive behavior interventions and supports (PBIS), also remember that social skills instruction remains important. Consider your Tier 1 instruction in social skills, revisit skills you have taught, and consider ways to continue teaching students new skills. Rely on the validated resources adopted by your district or school, if accessible. Check the publisher's website as they may also be generating new materials to support educators using their curriculum. Building students' self-determined behaviors and social emotional skill sets will be particularly important at this at this time as many students – and adults – may have heightened anxiety.

**Protect students' privacies in virtual spaces.** If providing instruction via a virtual platform, it is important to protect each student's privacy. In the rapidly changing landscape, but certain to ask district leaders for current expectations. For example,

- seek clarification about the appropriateness of making recordings. For example, when students will log into the virtual platform, will you use live delivery (synchronous) instead of recording (asynchronous) your sessions? Seek permission before recording.
- if using an open link to a virtual session, make certain privacy settings are in place to ensure that any guests who log in cannot contact students without your knowledge.



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- Seek clarifications about district and school guidelines on the use of webcams, photo sharing, and recording for students.

### Ci3T: Procedures for Reinforcing when Teleteaching

By utilizing the virtual class jobs and remembering to use behavior-specific praise and instructional feedback, students can receive reinforcement and guidance even from a distance.

- Use the chat function to provide behavior specific praise. Specially, acknowledge students who meet expectations by writing write praise statements for the exact behaviors you would like to see more of in the future. Examples include, “Thank you for remembering to use your mute feature so each person can hear.” “I noticed you offered new ideas during the last conversation!”
- When returning work, engaging in new collaborative technologies virtually, add behavior specific praise when students put forth their best effort.
- Have a “morning meeting” or start activity as well as a close-out meeting or activity at the end of each session in which you review the day's activities, provide whole-group praise, specific student praise, and preview for the class for the following session.
- At the end of each day or week, consider sending positive emails or communications using your family communication tool to parents and other care givers.

### Ci3T: Procedures for Monitoring when Teleteaching

Consider how you will monitor student performance and achievement in the virtual classroom space. Considerations are needed for how you will assign grades, gauge student engagement and understanding, and analyze data in order to provide the best virtual instruction for students. Be certain to review fall and winter academic and behavior screening data to inform instruction. If at all possible, complete your spring screenings now. This information, particularly information regarding internalizing issues, will be useful as you support students in transitioning to this continuous learning experience.

- In your personal daily schedule set aside time for:
  - Grading and/or providing feedback and returning of work promptly to students and families
  - Responding to parent or student questions (emails, texts, etc.)
  - Reflection on the virtual lesson
  - Planning for refinements for the following session
- During virtual lessons, to provide you with ways to monitor progress consider having students:
  - Use the features of the virtual platform (e.g., hand-raising) when providing checks for understanding and formative assessment
  - Write some of their responses in the chat
  - Use polling features in the virtual platform or other technologies for shared working spaces and whole class responding.
  - Respond to their peers’ responses with features from the virtual platform
  - Work together in groups (if possible, using breakout rooms in the virtual platform where you can ‘pop into’ the groups and provide, etc.)



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### Tips for Educators: Reflecting on your Teleteaching

In addition to the procedures for monitoring student progress and achievement, consider using student data to make decisions for how to provide individualized supports, collect data on your own teleteaching, and assessing the social validity (opinions of your students and families) of teleteaching components.

- Review your most recent screening data (e.g., winter screening data) and other student progress data to shape your instruction. Identify students who might benefit from additional or differentiated supports or instruction.
  - Students who are building reading fluency skills may benefit from online reading activities.
  - Students with higher levels of internalizing behaviors may benefit from additional online mindfulness activities, clear and kind instructional feedback, and higher rates of behavior specific praise.
  - Students with externalizing behaviors may benefit from self-monitoring strategies to support work completion and engagement.
  - Students struggling with organizational skills may benefit from additional precorrections as to what is expected.
  - Connect personally with students and families to provide additional or personalized learning resources. Keep in mind these might be academic, behavioral, and/or social emotional learning.
- Consider creating some guiding questions related to the goals you set and practices you plan to use in order to reflect on your teaching. Consider phrasing these as questions for reflections? Some considerations are:
  - Did I communicate the log in information and schedule to families?
  - Did I provide supports for students and families to access the virtual space?
  - Did I use my procedures for teaching?
  - Did I use behavior specific praise to acknowledge students meeting expectations?
  - Did I use precorrection to support student success in the lesson and any virtual skills they would need?
  - Did I allow enough wait-time for students to ask questions and share comments?
  - Did I reinforce students throughout the virtual lesson?
  - Did I remind students of opportunities to use skills taught as part of our social component (e.g., self-regulation or calming strategies, decision making skills)?
  - Did I consider my student's academic, behavioral, and social emotional needs in today's lessons or activities?
  - Did I check for understanding using features of the chat?
  - Did I meet my goals for teleteaching today?
- Ask for regular feedback from your students and families to gauge how telelearning is working and plan in time to adjust as needed.



## Resources

Resources for Instructional Collaboration
<p><a href="#">Edpuzzle</a> (EDpuzzle Inc.) <a href="#">Flipgrid</a> (Microsoft) <a href="#">Kahoot</a> (Kahoot) <a href="#">Kathy Schrock's Guide to Everything</a> (Kathy Schrock) <a href="#">Mentimeter</a> (Mentimeter) <a href="#">Pear Deck</a> (Pear Deck, Inc.) <a href="#">Poll Everywhere</a> (Poll Everywhere) <a href="#">Quia</a> (IXL Learning) <a href="#">Quizlet</a> (Quizlet Inc.)</p>
Resources for Student Learning
<p><a href="#">Activities for Students and Families Stuck at Home due to COVID 19</a> (Institute for Education Sciences) <a href="#">BrainPop</a> and <a href="#">BrainPop Jr.</a> (BrainPOP) <a href="#">Learn at Home: Free Resources for School Closures</a> (Scholastic) <a href="#">Resources for K-12 educators and families</a> (Arizona State University) <a href="#">Storyline Online</a> (SAG-AFTRA Foundation) <a href="#">Vooks</a> (Vooks)</p>
Resources for Talking with students about COVID-19 and Quarantine
<p><a href="#">COVID-19 Social Story</a> (Reach Dane) <a href="#">Blogpost: Resources for COVID-19</a> (PATHS) <a href="#">PBIS Practice Guide Responding to the Novel Coronavirus (COVID-19) Outbreak through PBIS</a> (pbis.org) <a href="#">COVID-19 SEL Support</a> (Second Step) <a href="#">Healthy Reminder to Educators</a> (Teaching Tolerance)</p>