STANDARDS AND OBJECTIVES			
In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
Start: Communicate • Clearly outline objectives • Explicitly communicate connections to prior learning • Display and reference state standards	• Build students' understanding of the connection between the standards, objectives, and their own mastery	• Consistently connect standards through: — Labels on materials — Graphics on class site • Share a visual with the objective and success criteria for the lesson objective • Articulate and/or illustrate (e.g., use color-coding or visual cues) how standards and objectives in current lesson connect to previous learning • Communicate and clarify what it looks like to master the lesson objective through: — Class page with success criteria — Message board — Exemplar resource — Short videos	• Share a visual with the object and aligned standards • Communicate and clarify what it looks like to master the lesson objective through: — Class page with success criteria — Message board — Exemplar review — Live modeling or demonstration
Middle and End: Set Expectations and Assess Progress • Make expectations for performance clear, demanding, and high • Ensure work products are aligned to lesson objectives and overall standards • Ensure student mastery is visible	• Provide consistent reminders of the expectations for students • Create dedicated opportunities for student and teacher reflection and assessment of progress	• Use success criteria to assess student work and provide feedback • Ask students to use success criteria for self-assessment before submitting student work • Use formative and summative checks to determine mastery of objectives — Text-based platforms — End-of-session surveys	• Use success criteria to assess student work and provide feedback • Have students use success criteria for self-assessment before submitting student work • Use formative and summative checks to determine mastery of objectives — Check-for-understanding polls

NIET | NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

STANDARDS AND OBJECTIVES

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
		— Stop-and-think problems with solution debrief • Praise students who meet and exceed expectations in prior lessons	— Scaffolded breakout groups — Student exemplar responses • Recognize students exceeding expectations in real time

LESSON STRUCTURE AND PACING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies

Start:
• Begin lessons promptly
• Clearly display the agenda, objectives, and sequence for the class
• Include information about the lesson's pace in the structure of the class material
	• Share agenda with sequence of lesson, objectives, expectations, and ideal timing	• Share a visual that shows an agenda and objective
		• Use visuals like concept maps or webs to show how concepts are connected
		• Share links to prior lessons with foundational content
		• Provide clearly written or verbalized directions and approximate timing for what is expected for every activity and assignment
		• Share success criteria or an exemplar so that students understand what success looks like for the lesson or task
			• Begin lesson promptly
			• Share a visual that shows an agenda, objectives, and restates norms
			• Insert a hook or guiding question that students can answer via chat or other tool before the lesson begins to provide an opportunity for reflection on a previous lesson
			• Use a common structure for lessons:
			  — Ask probing questions to connect to prior learning
			  — Use visual reminders of class progress such as showing the class agenda and which objectives have been completed
			• Provide clearly written or verbalized directions for what is expected for every activity and assignment

LESSON STRUCTURE AND PACING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies

Middle:
• Ensure that transitions and materials distributions are seamless and paced appropriately
• Provide multiple places to assess and address student misunderstanding; differentiate and extend or accelerate learning as appropriate
• Time activities appropriately
• Ensure the lesson is brisk without being rushed, providing many opportunities for individual students who progress at different learning rates
	• Assemble materials and activities that are easily accessible, and implement seamless transitions	• Clearly organize materials and links
		  — House all materials and links on the class page
		  — Limit the number of different materials and log-ins needed
		  — Target additional resources, supports, or extension activities to students who need them
		• Edit clips to ensure brevity
		• Plan lessons that are brisk without being rushed
		  — Set clear expectations for work or think time during the lesson
		  — Utilize on-screen timers
		  — Continue to provide opportunities for students who learn and progress at different rates to be successful
		• Revisit the class agenda multiple times throughout the lesson to indicate progress through the objectives
		• Create a shared space for students who progress at different learning rates and/or who have similar learning needs; consider providing opportunities there for similar students to collaborate
		• Allow students to choose from a list of assignments or
			• Establish a simple routine for dissemination and collection of materials
			  — Share materials in chat
			  — Access materials through specific folder(s)
			  — Create class agendas with links
			  — Place all links and materials on class page
			  — Limit the need for multiple pages
			• Create seamless transitions through materials and platforms
			  — Provide students with relevant links before they need them
			  — Limit additional logins
			  — Prepare and open all materials and platforms needed for class ahead of the beginning of class
			• Regularly provide various supports based on individual learner needs through chats, polls, and/or collaborative boards (e.g., Jamboard)
			• Utilize breakout groups to provide opportunities for listening and assessing student thinking and addressing misunderstanding
			• Plan lessons that are brisk without being rushed
			  — Use an on-screen timer to assist with pacing of

LESSON STRUCTURE AND PACING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
		tasks aligned to the lesson's objective • Provide reflection questions for students to assess their progress and mastery • Include visible checkpoints (e.g., discussion board question, Google Form) to assess student thinking throughout the lesson; as needed, provide clearly labeled resources in the learning platform to support progress toward the learning goal	activities and as a visual cue for students — Individualize assignments or processes in order for pacing to be brisk while still accommodating students who have different learning needs • Use breakout rooms to work with various groups of students on differentiated needs

End:
• Allow sufficient time for wrap-up and/or reflection
	• Wrap up and/or reflection time	• Create a wrap-up and/or reflection survey for students to submit
		• Outline assignment expectations including:
		  — Homework
		  — Additional student-led work
		• Prompt students to share reflections on class discussion board
		• Restate objectives
		• Provide additional developmental materials as needed including:
		  — Links to prior foundational lessons
		  — Connections to prior assignments
		  — Additional skill practice assignments
		• Provide office hours
			• Utilize real-time polls
			• Prompt students to share out reflections tied to objective(s)
			• Provide additional developmental materials
			• Provide office hours
			  — Consider moving immediately from whole class lessons to small group lessons for students who need individual support based on performance or engagement

ACTIVITIES AND MATERIALS

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies

Start: Create Connection
• Create activities that sustain students' attention
• Connect activities to students' lives
• Ensure activities provide student interactions
	• Provide space and time for student interactions	• Create a shared discussion board
		• Hold office hours
		• Organize strategically designed study groups
		• Assign students to share work with another student for feedback prior to submitting it such as through an online document collaboration (e.g., Google Docs, Microsoft OneDrive, Dropbox, etc.)
		• Segment videos so that students are actively participating as often as possible
		• Include regular opportunities to interact with the new learning during durations of lesson
		  — Include quick pulse checks that provide opportunities for students to apply the new learning through answering a survey, responding to a discussion board, etc.
		  — During and/or after the lesson, provide opportunities for students to more deeply apply their new learning to complete assignments
		• Provide students with choices for assignments and tasks
			• Include activities with student-to-student interaction such as:
			  — breakout rooms
			  — chats
			  — discussion boards
			  — surveys
			  — online presentations
			  — online document collaboration (e.g., Google Docs, Microsoft OneDrive, Dropbox, etc.)
			• Organize strategically designed study groups
			• Assign students to share work with another student for feedback prior to submitting it

NIET | NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

ACTIVITIES AND MATERIALS

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
		• Provide opportunities for students to incorporate their own interests when completing assignments	

Middle: Facilitate Deep Thinking
• Ensure activities are challenging and aligned to objectives
• Utilize activities that evoke student curiosity
• Lead activities that elicit a variety of thinking
	• Develop activities that elicit a variety of thinking	• Use pre-recorded video clips to model thinking through the same process in a variety of ways
		• Annotate examples with comments or thought bubbles to show teacher thinking
		• Create projects requiring multiple perspectives
		  — Examples: Write from the perspective of different parts of the cell, sides of a war, etc.
		  — Assign student perspectives for a message board discussion
		• Build longer-term projects that require student investment at every stage
		• Use checklists and rubrics as success criteria to help students monitor progress against expectations
		• Plan for a variety of activities that include student options
		• Create scaffolded assignments based on student independence and content knowledge
		• Provide students with a shared space to collaborate (e.g., students could be tasked to engage with some stimulus like a video, picture, text, problem, etc. for which
			• Plan for a variety of activities that include student options that increase in depth and complexity, allowing students the opportunity to demonstrate mastery in multiple ways
			• Strategically create breakout groups to leverage student strengths
			• Utilize polls to have students generate questions in advance
			• Sequence lesson activities to build in complexity toward the instructional goal to allow opportunities to check for understanding and ensure student success
			• Provide students with a shared space to collaborate (e.g., breakout groups; consider allowing this group to continue collaboration asynchronously)
			• Strategically place opportunities for students to self-check their work based on set criteria

ACTIVITIES AND MATERIALS

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
		they provide feedback, answer questions, problem-solve, and add to each other's thinking)	
End: Be Creative • Incorporate resources beyond the school curriculum texts • Provide activities that are sometimes game-like, involve simulations, require creating products, and demand self-direction and self-monitoring	• Leverage the virtual medium to engage students through a variety of resources	• Utilize asynchronous materials aligned to the lesson objective from sources such as: — Public libraries — Universities — Aligned YouTube pages — Standards-aligned computer-based programs — Virtual manipulatives (e.g., web-based fraction strips) • Create activities and assign student projects that engage students in their physical or virtual environment — Create virtual learning scavenger hunts — Design a dance — Record a 5-minute Ted Talk video — Write and record a song, rap, or other audio file — Design a slideshow to define a problem and suggest solutions	• Utilize virtual materials housed online such as: — Online whiteboards — Google Suite — Prezi • Create group activities that engage students in their virtual environment — Create virtual learning scavenger hunts — Make a video — Co-create on a virtual whiteboard • Create assignments that allow for multiple answer methods such as: — Video submission — Draw a picture — Written responses — Perform a monologue

QUESTIONING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
Start: • Ensure questions are intentionally varied and scaffolded • Align questions to lesson objectives • Ensure questions are purposeful	• Craft scripted questions that are ready to present across multiple modalities	• Sequence lesson questioning, building from basic to complex, with attention to instructional goals • Clearly communicate how students should interact with questions through: — Independent think time — Completing a survey — Class discussion boards	• Use a mix of verbal and visual questions • Call on a mix of students, and allow students to answer individually and as a group through a variety of mediums (e.g., chat, messaging, raising hands, audio response) • Provide questions during breakout rooms via the chat and on handouts or Google Docs for students to see • Use real-time polls to: — Check for understanding — Modify question sequence — Create tiered groups
Middle: • Ensure questions require active responses • Ask purposeful, aligned questions • Utilize wait time	• Develop questions that require active responses from students	• Develop visual question cues to appear on screen that may require students to: — Pause and take think time — Respond through a survey or message board — Interact with a text platform	• Prompt students to expand on high-quality answers • Don't be afraid of a quiet call; wait time is still a good thing
End: • Call on volunteers and nonvolunteers and a balance of students based on ability and gender • Encourage students to generate higher order questions that lead to further inquiry and self-directed learning	• Encourage and celebrate students asking questions	• Include a specific place for questions in wrap-up • Leverage class message boards to encourage strong questions and foster further conversation • Provide answers to students after they submit an exit ticket or follow-up question (e.g., through Google Forms) • Establish norms for how students can submit questions and when they	• Build norms around volunteering and responding to questions • Have a system for volunteers to respond through: — Raised hand on video — Thumbs up emoji — Chat message • Strategically call on all students to empower and move discussion forward • Follow up in a private chat or 1:1 breakout room with

QUESTIONING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
		should be expected to receive responses • Directly address prior student questions in subsequent lessons when appropriate • Encourage signing up for office hours to engage around questions	students who are not engaging or responding • Plan for opportunities for students to generate their own questions using a collaborative document tool or platform

TEACHER CONTENT KNOWLEDGE

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
• Implement a variety of subject-specific instructional strategies to enhance student content knowledge • Highlight key concepts and ideas to use as bases to connect other powerful ideas • Teach limited content in sufficient depth to allow for the development of understanding	• Analyze standards and content for success criteria and focus lessons on those criteria • Utilize texts or assignments to address connected objectives and standards	• Utilize subject-specific online tools and sites to engage students (e.g., science websites, museums, etc.) • Highlight key concepts and subject-specific vocabulary in lesson overviews and handouts • Provide students with visuals like concept maps or webs to organize thinking and generate responses aligned to lesson objectives • Allow students to choose and use subject-specific strategies to reach an objective (e.g., ratio tables, number lines); identify and clearly label within the learning platform where students can access resources that support those strategies (e.g., videos,	• Engage in subject-specific activities like demonstrating science labs, engaging in debates, etc. • Highlight key concepts and subject-specific vocabulary verbally and in presentation documents • Animate visuals like concept maps or webs in PowerPoint, Prezi, or drawings to show how concepts are connected

		interactive tools, graphic organizers) • Intentionally plan opportunities to summarize learning and make connections • Provide opportunities for students to evaluate their progress toward meeting learning objectives and receive feedback	