



MODELING CONTENT PROVIDERS: BEST PRACTICES

While most students these days are technologically savvy and most online content providers are user friendly, it is still important for teachers to model for students how to interact with online programs. Modeling involves a teacher showing students exactly what to do and how to do it. Strong teacher modeling includes doing an online lesson with the class while sharing certain features, note takers and thought process aloud.

Modeling the different aspects of an online program, teacher expectations and important routines will set students up for success long term. By modeling, teachers can make sure students are clear on how to engage in their online learning, they can give feedback to students and they can build student capacity to work independently. Below are some best practices for teachers to consider when introducing students to the online content provider.

Practice 1: Decide what to model

- When deciding what to model for students, think about what students most often struggle with. What aspect of online learning do students most often use incorrectly, don't use or have a hard time with? Model this aspect of the content provider or online learning.
 - Help features
 - What to do when you get stuck
 - How to let the teacher know you are struggling
- Model a lesson or key features of the content provider
 - How to take notes specifically during the "instruction" part of a math lesson.
 - How to engage with the text students are reading so they have strong comprehension for the quiz portion later.
- Model expectations
 - What lessons to complete
 - How to turn in note takers
- Model any features that are new to the content provider from previous versions.

Practice 2: Provide multiple opportunities of modeling and practice

- Provide additional teacher modeling and student practice opportunities as needed until students are successful
 - Example: On Monday do an in depth modeling of a lesson on a new content provider, walking students through the lesson explaining your thinking. Then every day before starting online learning, do a quick review of one aspect of the lesson students need more support with, allow for practice and give feedback.



Practice 3: Use an “I do” “we do” “you do” framework

- “I do”: the teacher models a skill or habit
 - Normally this will involve a teacher modeling the skill from their device projected so all students can see their screen
 - Go beyond simply performing the actions, make sure you are narrating the what and why of your actions
 - While most teachers find it distracting for students to have devices during their model, they should still be following along and engaging with the process
 - Often this is done by having students take notes or complete a graphic organizer
- “We do”: Gradually releasing the thinking from the teacher to students
 - This could include doing a lesson as a class or working in a small group
 - Students practice the skill, teacher gives feedback and students practice again
- “You do”: Students independently practicing the skill or habit
 - Once you are confident your students can be successful with the skill or habit on their own “fully release” them and provide opportunities to practice without any scaffolding
 - This is most often done with a whole class at the same time so that you as a teacher can quickly identify issues and provide in the moment feedback

Note: Consider borrowing devices from a “sister” classroom to achieve a one-to-one device ratio.

Practice 4: Chunk and plan your practice

- Focus modeling on a bite sized action, and plan modeling out over time
- The most effective teachers map out the progression of skills and habits they are going to model and practice with their student

Example skill progression:

Day	Skill	Time
1	Logging into content and starting a lesson	12 mins
2	Identifying different components of a lesson or activity	20 mins
3	Pausing and restarting a lesson	15 mins
4	Reviewing a problem	18 min

Note: That while the example above lists modeling happening in consecutive days, they can be spread out at a teacher's discretion



Practice 5: Make sure students know how their online provider works

- Students should have a general understanding of how their content provider works to meet their needs. This will look and sound different at each grade level, but an understanding of how a program individualizes a student's work can do a lot to increase engagement.
- Help students understand how the diagnostic works and how the provider then adjusts the learning path just for them.
- Ensure students are aware of the ways their content provider can support them- for example how to reach a “live teacher” or how to listen to a segment again. This empowers students to have greater control over their learning and find support when they are struggling with a lesson.

Practice 6: Reinforce what you modeled

- After you have modeled a skill/habit and students have shown the ability to do it independently make sure you reinforce it over the coming months.
- This can be often done in the moment with behavioral narration, or at the end of a blended learning rotation.
- If students start to struggle with a skill or habit use positive narration and reminders. If a specific few students are struggling most, have a direct conversation with those students. If a majority of the class is struggling, have a class meeting and reset expectations.