## INDEX

Academic honestv. 161, 162 Book clubs, 123, 133-134 Boredom, 3, 98, 102 Adesope, O. O., 159 ALEKS, 155 Bradford, Jessica, 99 Breakout rooms, 32, 37, 41, 60, 76, 158 Alexander, Matt, 148 Allen, Heidi, 116, 117, 131 Brick-and-mortar schools, 1 Alter, P., 29 bell schedules for, 116 Amador, Olivia, 82, 91 distance learning/pandemic teaching and, Anders, Matt. 66 1, 2, 5, 168 Arnaiz, Broc, 134 technologies, effect size of, 5 See also Crisis teaching; Education reform; Assessment: assessment-feedback linkage and, 148 Pandemic teaching assessment formats, expanded Brookhart, S., 151 Brown, Ari. 69 repertoire of, 161 compassion fatigue self-assessment Bustamante, Vince, 3 tool, 20, 21 (figure) developmental continuum, Capetillo, Christian, 105 application of, 153 Carbonary, W., 140 education reform assessment tool, 173 Cardenas, Stephany, 14 Carmichael, Brad, 135, 136 engagement assessment tool, 120 feedback/assessment/grading Castellanos, Brianna, 61 assessment tool, 166 Cervantes, Carolina, 133 formative assessment, 5, 148, 149, Chavez, Angelica, 19 "Chilly" classroom climates, 55 157-160, 166 initiating distance learning assessment Churchill, Winston, 169 tool, 44 Clarity. See Teacher clarity integrated quiz feature and, 131 Classroom management plans, 25-26 planning lessons/units assessment Coaching/facilitating, 125 (figure), 140 tool, 146 authentic questions and, 140 cues and, 141, 142 (figure) purpose of, 148 success criteria for, 149 group coaching meetings and, 143-144 summative assessment, 84, 148, metacognitive strategies, effect size of, 140 149, 160-162, 166 prompts and, 140-141, 141-142 (figure) teacher clarity assessment tool, 100 questioning, effect size of, 140 teacher credibility assessment tool, 78 teacher questions and, 140 teacher self-care assessment tool, 22 uptake questions and, 140 teacher-student relationships See also Planning lessons/units assessment tool, 63 Cognitive Tutor, 155 younger students and, 153 Collaborative work, 125 (figure), 132-133 See also Feedback; Grading book clubs and, 123, 133-134 Assof, Joseph, 91, 140 classroom discussion, effect size of, 132 Asynchronous learning experiences, 31, 59, discussion opportunities and, 56, 116, 132, 60, 75, 114, 116, 125, 163 133-134, 138-139 AutoTutor, 155 jigsaw technique and, 135-136, 138 reciprocal teaching and, 136-138, Balzer, Carla, 77 137 (figure) Barlow, Jarrod, 99 routines/tools for, 132-133, 139 Bauman, Keelie, 58 TAG strategy and, 139, 139 (figure) Beam, Chas, 168 text rendering and, 134-135 Benak, Staci, 116 See also Planning lessons/units Berry, A., 104, 110 Compassion fatigue, 20, 21 (figure) Best practices, 2, 4 Competency-based grading system, 163-165 Bishop, Fred, 30 Cornelius-White, J., 48 Bonine, Jeff, 156 Corrigan, Oscar, 99

Cortez, Uriel, 55	virtual classroom example and, 109–110
Covey, S., 68	Visible Learning and, 5–6
COVID-19 pandemic, 11	Zoom exhaustion and, 116
See also Pandemic teaching	See also Education reform; Initiating
Credibility. See Teacher credibility	distance learning; Online learning;
Crisis teaching, 1–2, 5, 168	Pandemic teaching; Planning lessons/
Christchurch earthquakes and, 169	units; Task selection; Teacher clarity;
crises, general responses to, 169–170	Teacher credibility; Teacher self-
Hurricane Katrina and, 169	care; Teacher-student relationships;
social fusion, state of, 170	Teaching practices; Technology;
See also Education reform;	Visible learning
Pandemic teaching	
Cues, 141, 142 (figure)	Education reform, 168
environmental cues, 142	assessment tool for, 173
gestural cues, 142	crisis teaching/learning, lessons learned
verbal cues, 142	from, 168–172
visual cues, 142	learning technologies, blending of, 170, 172
See also Coaching/facilitating	school-based processes,
	improvement in, 170
Davenport, Demetrius, 50	social fusion, experience of, 170
Davidson, Kyle, 157	status quo, hurried return to, 169
Demonstration, 125–126, 125 (figure)	student learning, improved
direct instruction and, 129, 130	strategies for, 171
expertise reversal effect and, 131	success criteria for, 173
lecture delivery and, 131	teaching practices, evolution of, 172
share sessions and, 131	Elliot, Kim, 83
think-alongs/think-alouds and,	Elliott, J. K., 20
126–127, 128 (figure)	Elliott, K. W., 20
worked examples and, 129, 131	Elwell, L., 41
See also Planning lessons/units	Elzein, Elleisha, 151
Dewall, Kari, 25	Engagement, 102
Direct instruction, 129, 130	achievement gap/engagement
Discussion opportunities, 56, 116, 132,	gap and, 102
133–134	assessment tool for, 120
Distance learning, 1	asynchronous learning and, 116
at-risk students and, 7	behavioral engagement and, 102, 117
blended learning and, 1	boredom, effect size of, 102
capacity building process and, 2, 7–8	cognitive engagement and, 102
diagnostic evaluation process and, 5	conditions for, 106
effect size of, 5	continuum of engagement and,
equity challenges and, 7–8	104, 104 (figure)
expansion of, 1, 2	disengagement, impact of, 102
factual knowledge/deep thinking,	"doing school," definition of, 102
balance between, 6	emotional engagement and, 102
formative evaluation opportunities and, 5	functions vs. tools of engagement and,
instructional strategy jigsaw, effect of, 3	104–105, 105 (figure), 109
learning tasks, selection of, 5	instructional/curricular design
log of distance learning and, 175	approaches and, 103
medium of teaching, impact of, 5	learning goals and, 104–105
pandemic teaching,	scheduling for engagement and,
differentiation from, 1–2	116–119, 117–118 (figures)
responsive feedback/instruction and, 5	success criteria for, 121
scoring rubrics/success criteria and, 5	task engagement, design for, 110–115
social interaction aspects, optimization of, 6	tools for engagement, selection of, 106,
student needs, meeting of, 8	108 (figure), 109–110
student ineeds, meeting of, o student understanding, evaluation of, 6	virtual classroom example and, 109–110
teacher clarity/feedback and, 5	Zoom exhaustion and, 116
teaching practices, continuous	See also Education reform; Task selection;
improvement in, 8	Teacher credibility; Teacher-student
technology, effect size of, 5	relationships; Teaching practices;
	. c.acpo, reaching practices,

Index 181

Equity issues: action resources, list of, 7 at-risk students and, 7–8 basic student needs, meeting of, 7, 8 capacity building process and, 7–8 crisis of confidence and, 7 distance learning and, 7–8 learning resources, equitable access to, 7 Matthew effect and, 7, 55 proactive supports and, 7–8 responsive/restorative learning structures, design of, 7	teacher-student relationship and, 151, 153, 154 voice recording feedback tools, 61, 155 younger students and, 153 See also Assessment; Distance learning; Grading; Teacher clarity; Teaching practices Fendick, F., 80 Figley, C. R., 20 First days. See Initiating distance learning Fisher, Douglas, 1, 41, 68, 82, 91, 104, 108, 118 126, 128, 142, 163, 174, 175
skill acquisition/assessment and, 84	Fizpatrick, J., 60
Ericsson, A., 145	Formative assessment, 5, 148, 149, 157
Espinoza, Marco, 77	assessment tool for, 166
Expertise, 1	assignments/homework and, 163
expertise reversal effect and, 131	effect size of, 157
teacher credibility and, 72–74	mastery teaching/learning and, 158, 166
See also Distance learning; Pandemic	polling/audience response methods and,
teaching; Teaching practices	158–159, 160
teaching, reaching practices	practice tests and, 159, 160
Facilitation. See Coaching/facilitating	student learning, positive impact on, 157
Fallon, Maggie, 69	success criteria for, 166
Feedback, 1, 2, 3, 150	virtual environment and, 157, 160
assessment-feedback linkage and, 148	virtual exit slips and, 157–158, 160
assessment tool for, 166	virtual retellings and, 158, 160
classroom discussion opportunities and,	younger students and, 158
133–134	See also Assessment; Feedback;
cognitive/motor skills, impact on, 153	Summative assessment
corrective feedback, 150	Frey, Nancy, 8, 68, 82, 91, 104, 108, 118, 126,
distance feedback, modalities of, 5, 155–156	128, 142, 163, 174, 175
effect size of, 150	Gamoran A., 140
feedback processes, continuity in, 148, 149	Garcia, Kika, 150, 151
formative evaluation opportunities and,	Gavin, Matt, 90, 91, 94
5, 148, 149, 157–160	George, Marnitta, 95
high-information feedback, components	Gilley, K., 21
of, 150–151, 152, 166	Glass, Brittini, 12
intelligent tutoring systems and, 5, 155–156	Gonzalez, Alex, 60, 104
interactive journals and, 153	Gonzalez, Annaleah, 157
interactive videos and, 155	Google Docs, 155
learning, driver of, 148, 149, 151–153	Gordon, Rob, 170
misplaced/misguided feedback and, 153	Grading, 163
mistakes, opportunity of, 49, 151, 154	assessment tool for, 166
motivational/behavioral outcomes,	competency-based grading,
impact on, 153	163–165, 166
performance improvement and, 148	distance learning environment
practice tests and, 159	and, 163–164
purpose/opportunity of, 150	grading practices, questioning
responsive feedback/instruction and, 5	about, 164, 165
socioemotional linkages with, 151–154	guidelines for, 164
steps in effective feedback and, 153	incompletes, addressing of, 164
student-led conferences, focused	mastery, measure of, 148, 163, 164
commitment and, 153	multiple tasks, averaging of, 163
student-to-teacher feedback and,	nonacademic indicators, inclusion of, 163
153, 155–156	online grading and, 109
success criteria for, 149, 166	practice work grading and, 163
summative assessment and, 84, 148,	self-directed students and, 164
149, 160–162	success criteria for, 166
teacher credibility and, 69–70, 75, 154	summative assessments and, 148, 163, 164
11 20.10. 0.00.10.10.j uliu, 00 70, 70, 10 1	

teacher-student relationship and, 163 students with disabilities, access issues See also Assessment: Feedback: for. 37 Summative assessment success criteria for, 45 Green, Tamara, 25 synchronous learning, expectations for, 31-33.75 Hackman, Angie, 131, 155 teaching/learning philosophy statement Hall, R. M., 55 and, 25, 26 Hampson, Jacob, 116 technologies, usage agreements and, 29 Hancock, Laura, 109 video chat protocol and, 36-37, 36 (figure) Hanson, April, 80 virtual classroom, personalization of, 40 Harackiewicz, J. M., 98 website effectiveness, design for, 37-39 Hargrove, Susan, 72, 73 younger students and, 41 Hattie, John, 2, 5, 47, 68, 82, 108, 118, 128, See also Distance learning; Pandemic 153, 174, 175 teaching; Technology Haydon, T., 29 Intelligent tutoring systems (ITS), 5, 155-156 Hecht. C. A., 98 IRE (initiate/respond/evaluate) questioning cycle, 140 Homeschooling, 1 Honesty. See Academic honesty; Teacher credibility; Trust Jenkins, Krista, 132 Jigsaw technique, 3, 135-136, 138 Initiating distance learning, 24 Johnson, Sheri, 170 assessment tool for, 44 Jung, Angela, 143, 144 assignment submission procedures and, 34-35 Kassabian, Armen, 80 asynchronous learning experiences and, Kennedy, Brian, 14 31, 59, 60, 75, 114 Knopp, Crissy, 91, 92 breakout rooms, use of, 32, 37, 41 class agreements, characteristics of, 29-30 Lapp, D., 126 Law. Nicole, 7 class agreements-norms linkage Lawton, Jean, 117 and, 29-31 class constitution, establishment of, 37 Leach, Brian, 54 classroom management plan, development Learning intentions, 90-91, 92 (figure), 93, 123 of. 25-26 collaborative work, encouragement of, 30 Learning management system (LMS), 26, 33, 37, 41, 59, 156, 158, 159, 161, 162 computer camera use and, 31-32 discipline/behavior management and, 25 Lecture delivery, 131 Lesson planning. See Planning lessons/units; expectations, communication of, 29–33 first day goals and, 24 Teacher clarity first day/week activities and, 40-42 Lin. Jesse, 123 getting-to-know-you activities and, 35-36 Longfellow, Marcia, 141 greeting students and, 40 Lopez Elwell, C., 41 home language, attention to, 25 Lopez, Marcus, 159 learning management system posts and, 26, 33, 37, 38, 41 Marrs, S., 151 materials retrieval procedures and, 34 Marsella, Joe, 31 norms, establishment of, 27-28, 27 (figure) Martinez, Hilda, 111, 129 older students and, 41 Matthew effect, 7, 55 opening day rituals and, 24 McGuire, Seth, 69 organizational/procedural routines, Mehrabian, A., 76 establishment of, 33-37 Mewborn, C., 151 peer-to-peer learning norms and, Miller, Halev, 95 27, 27 (figure) Montferret, Ashlee, 77 positive teacher-student relationships and, 48-49 Noble, Melissa, 92 schedules, communication of, 33 Norms of interaction, 27–28, 27 (figure) signals/transition techniques and, 34, 37 North, Shayna, 131 social contract, reinforcement of, 29, 30 Nystrand, Marty, 140 student interests, awareness of, 42-43

O'Connell, Cody, 85

Olson, Kurt, 172

student names, familiarity with,

40-41, 42, 56

Online learning, 1, 5 teacher clarity, role of, 125, 126 See also Distance learning; Pandemic template for, 174 teaching; Technology text rendering and, 134-135 think-alongs/think-alouds and. Paigrove, Stacy, 136, 137 126-127, 128 (figure) Pandemic teaching, 1, 168 understanding, assessment of, 131 crisis teaching and, 1-2 Universal Design for Learning and, 85 digital technology, effect size of, 5 virtual learning sessions, distance learning/teaching, first preparation for, 116 experience with, 11 vocabulary knowledge, effect size of, 85 general application of, 1 worked examples and, 129, 131 younger students and, 138–139 homeschooling, differentiation from, 1 See also Task selection; Teacher clarity lessons learned from, 1-2 meaningful learning opportunities, Pool. R., 145 creation of, 1 Pop-up pedagogy, 60-61 social distancing, experience of, 170 Practice opportunities, 125 (figure), 143, 144-145 See also Crisis teaching; Distance learning; Education reform; Equity issues; assignments/homework and, 163 Teaching practices; Visible learning deliberate practice and, 144-145 Pena, Marisa, 170 effect sizes of, 144, 145 Peralta, Ebony, 153 formative practice tests and, 159 Perez. Mike. 12 information processing speed and, 145 Pfifferling, J., 21 mastery goals, role of, 145 Planning lessons/units, 123 mental representation, development of, 145 accurate information and, 72 spaced vs. mass practice and, 144 assessment tool for, 146 See also Planning lessons/units book clubs and, 123, 133-134 Priniski, S. J., 98 coaching/facilitating and, 125 (figure), Prompts, 140-141, 141-142 (figure) 140-144, 141-142 (figures) background knowledge prompt, 141 collaborative work and, 125 (figure), heuristic prompt, 142 132–139, 137 (figure), 139 (figure) process/procedure prompts, 141 cues and, 141, 142 (figure) reflection prompt, 141 demonstration and, 125-131, 125 (figure), See also Coaching/facilitating 128 (figure) direct instruction and, 129, 130 Ramirez, Cynthia, 172 Readwright, Claudia, 56, 70, 97, 111, 113, 114, discussion opportunities and, 56, 116, 132, 133-134, 143-144 138, 139, 153 flow of lessons, unit planning and, 85, Reciprocal teaching, 136-138, 137 (figure) 86-88 (figure) Reform initiatives. See Education reform group coaching meetings and, 143-144 Regas, Nick, 144 instructional framework for, 123-125, Rehabilitation Act of 1998, 37 125 (figure) Relationship. See Teacher-student IRE questioning cycle and, 140 relationships jigsaw technique and, 135-136, 138 Relevant learning, 98-99 learning intentions, creation of, 90-91, Robertson, Ricky, 10 92 (figure), 123 Rogers, Hunter, 82 lecture delivery and, 131 Rosenshine, B., 129 metacognitive strategies, effect size of, 140 Rotell, Aida, 40 pace of lessons and, 72 practice opportunities and, 125 (figure), Sacerdote, B., 169 143, 144-145 Salazar, Brianna, 69 prompts and, 140-141, 141-142 (figure) Sampson, Hayley, 116 purpose of learning, focus on, Sanchez, Yamily, 29 Sandler, B. R., 55 125, 125 (figure) reciprocal teaching and, 136-138, Sandoval, Maria, 143 137 (figure) Santiago, Marco, 49 share sessions and, 131 Schaefer, Joanna, 74 success criteria for, 146 Schedules: synchronous/asynchronous clear communication of, 33 learning and, 125 conflicts in, 116 TAG strategy and, 139, 139 (figure) consistency/predictability of, 116

engaged learning and, 116-119, closed vs. open tasks and, 111, 114, 115 117-118 (figures) deep learning, encouragement of, 111 inconsistent/unpredictable schedules, functions vs. tools of engagement and, impact of, 117 104-105, 105 (figure), 109 template for, 116, 118 (figure) normative classroom tasks and, 102 Section 508 Amendment, 37 problem-solving activities and, 111, 115 Self-care. See Teacher self-care project-based learning and, Servis, Tyler, 37 112-113 (figure), 114 Share sessions, 131 recall/recognition tasks and, 111 Shihab, Nur. 158 scheduling for engagement and, 116-119, Smith. Dominique, 173 117-118 (figures) Social contract, 29, 30 STEAM projects and, 114 Spears, S. G., 20 student-generated ideas, Speck, Kristen, 19 encouragement of, 111, 114 Stein, Missy, 141 task engagement, design for, 110-115, Success criteria, 5 112-113 (figure) education reform and, 173 task engagement, principles of, 111 effect size of, 92 tools for engagement, selection of, engaged learning and, 121 106, 108 (figure), 109-110 feedback/assessment/grading understanding, facilitation of, 111, 115 processes and, 166 virtual learning sessions, initiating distance learning and, 45 preparation for, 116 vounger students and, 111, planning lessons/units and, 146 rating template for, 175 112-113 (figure), 114 teacher clarity/learning expectations and, See also Engagement; 91, 92, 92 (figure), 94-96, 100 Planning lessons/units teacher credibility and, 78 Teacher clarity, 5, 80 teacher self-care and, 21-22 assessment of student learning and, 80, teacher-student relationships and, 64 82, 92, 94-96 assessment tool for, 100 Summative assessment, 84, 148, 149, 160 academic honesty/ethical behavior contributory factors in, 80, 82 and, 161, 162 effect size of, 80 assessment formats, expanded engagement, conditions for, 106 repertoire of, 161, 162 explanations, clarity in, 80 assessment tool for, 166 flow of lessons, unit planning and, authenticity in, 161 85, 86-88 (figure) cumulative knowledge/skills, guided practice examples and, 80 testing of, 160-161 learning intentions, creation of, 90-91, distance learning environment, testing 92 (figure), 93, 94 security and, 161 organizational clarity and, 80 grading process and, 163 questions for evaluation of, 82 learning management system relevant learning and, 98-99 tools and, 161, 162 standards/official curriculum, guidance proctoring exams and, 161, 162 from, 82-84, 93 student developmental needs and, 161 student learning, expectations for. student learning progress and, 166 80, 82, 90-91, 92 (figure), 93, 94 success criteria for, 166 success criteria for, 91, 92, 92 (figure), text-matching software, essay 94-96, 100 answers and, 161, 162 younger students and, 97-98 See also Assessment; Feedback; Grading See also Education reform; Planning Sundararajan, N., 159 lessons/units Swift, Nick, 146 Teacher credibility, 66, 67 Synchronous learning experiences, 31–33, assessment tool for. 78 benevolence and, 68 75, 125, 163 competence and, 69, 72-74 TAG (tell/ask/give) strategy, 139, 139 (figure) consistency vs. variety and, 73 Task selection, 5 credibility, elements in, 68-77 asking tasks and, 115 distance learning tools, familiarity asynchronous learning and, 116 with. 72-73 at-home learning menu example and, 111, dynamic nature of, 66, 68 112-113 (figure), 114 dynamism and, 74-76

Index 185

effect size of, 66	mistakes, opportunity of, 49
feedback style and, 69–70	negative relationships, effect size of, 53
honesty and, 68, 69	negative relationships, impact of,
immediacy, perceptions of, 76–77	53–54, 55
lesson content/delivery and, 72, 74–75	older students and, 60
nonverbal behaviors/communication	peer-to-peer relationships,
and, 72	influence on, 53–54
openness and, 69	pop-up pedagogy, use of, 60–61
passion for content and, 74, 75	positive relationships, effect size of, 48, 55
reliability and, 68, 69	positive relationships, elements
student disengagement and, 77–78	in, 48–50, 56
success criteria for, 78	student-centered practices and, 48–49
trust and, 66, 68–71	student interests, awareness of, 42–43
truthfulness and, 70–71	student names, familiarity with, 56
younger students and, 70–71	success criteria for, 64
Teacher self-care, 10	teacher judgment/will vs. knowledge/ability
assessment tool for, 22	and, 50, 52
behavior modeling, responsibility for, 11	touchpoint interactions, increase
burnout, experience of, 10, 20	in, 59–62
commitment partners, importance of, 19	trust/safety, importance of, 49–50, 56
compassion fatigue and, 20, 21 (figure)	Visible Learning, mindframes of, 47
distance learning/teaching,	younger students and, 56, 61
challenge of, 10, 11	Teaching practices, 1
embodied trauma and, 11	change agency and, 3
emotional check-in and, 15	curriculum, breadth-depth balance in, 1
home-based workspace, design	diverse instructional approaches and, 2
of, 12–13, 14–15	expertise, applications of, 1
home-based workspace, ground	feedback, provision of, 1, 2, 3, 5
rules for, 12, 13, 15	high-trust environments and, 2, 49–50, 56
prior knowledge, advantage of, 10	medium of teaching, impact of, 5
routines, establishment of, 14–16	peer-to-peer learning experiences and,
social connection plan and, 16–17 social/emotional learning, continuation of,	2, 27, 27 (figure) student-directed learning and, 2
11, 15–16	student motivation, facilitation of, 1
stress management plan and, 16, 18, 19	student motivation, racintation of, 1 student self-regulation, facilitation of, 2
success criteria for, 21–22	See also Crisis teaching; Distance learning
trauma, accumulated impact of, 11–12	Education reform; Equity issues;
work-life balance and, 10, 12	Initiating distance learning;
See also Distance learning; Pandemic	Pandemic teaching; Teacher
teaching; Teaching practices	self-care; Teacher-student
Teacher-student relationships, 47	relationships; Visible learning
assessment tool for, 63	Technology:
at-risk/low-achieving students and, 55	class agreements, need for, 29
breakout rooms, use of, 60	discussion boards and, 29, 60, 69
calling on students, systems for, 59–60	effect size of, 5, 155
characteristics of, 48–50	effective website design and, 37–39
"chilly" classroom climates and, 55	intelligent tutoring systems and, 5, 155–156
class agreements, purpose of, 30	interactive journals and, 153
differential teacher behaviors and, 55	interactive videos and, 5, 155
discussion boards, active teacher	learning management system posts and,
presence on, 60	26, 33, 37, 38, 41
distance learning, re-established	learning tasks, selection of, 5
relationships and, 50, 51	online collaborative tools and, 29
dynamic nature of, 50	Read&Write Google Docs function, 155
effect size and, 53	selection/use of, 5–6
grading practices and, 163	starting point of, 6
group discussions, opportunities for, 60	students with disabilities, access for, 37
hard-to-teach students, positive	text-matching software, 161
interactions with, 57–58	user analytics and, 156
high-quality teaching, effect size of, 49 Matthew effect and, 55	video chat protocol and, 36–37, 36 (figure) virtual classroom example and, 109–110
matthew check alla, JJ	virtual ciassiooni example and, 103-110

Web Content Accessibility Guidelines 2.0 and. 37 See also Distance learning; Initiating distance learning Text rendering, 134-135 Thayre, Marisol, 104 Think-alongs, 126–127, 128 (figure) Touchpoints, 59-62 Trevisan, D. A., 159 Trust, 2, 49-50, 56 academic honesty statements and, 161 benevolence and, 68 competency and, 69 elements of, 68-69 honesty and, 68, 69 openness and, 69 reliability and, 68, 69 teacher credibility and, 66, 68-71 See also Teacher credibility Tutogi, Thomas, 33

Unit planning. See Planning lessons/units Universal Design for Learning (UDL), 85

Vaca, Javier, 73
Van der Kolk, B., 11
Van Straatum, Paul, 50
Video chats, 36–37, 36 (figure)
Visible learning, 2
best practices and, 2, 4
boredom, effect of, 3, 98
change agency and, 3

distance learning and, 5-6 effect size and, 2-3, 5 instructional strategy jigsaw, effect of, 3 mindframes of, 47 prior/future achievement. relationship of, 3, 5 prior student knowledge, building on, 3, 4, 5 relationship/collaboration, investment in, 3, 4 student progress/achievement, focus on, 3, 4 teacher clarity/feedback and, 3, 4, 5 teacher dispositions/beliefs and, 3, 4 Visible Learning database and, 2, 3 See also Distance learning; Pandemic teaching; Teaching practices

Wangberg, J. K., 75
Warfield, Kameron, 12
Web Content Accessibility
Guidelines 2.0, 37
Wilder, Ricki, 163
William, Dylan, 5, 157
Windschitl, M., 102
Wisniewski, B., 153
Woollard, Kasey, 83
Worked examples, 129, 131

Zierer, K., 47, 153 Zoom exhaustion, 116 Zumbrunn, S., 151

Index 187