



**PURPLE  
RAIDERS**

**Virtual Mentors**

**Agile Pedagogies for Remote Field  
Experiences while Navigating COVID-19**

University of Mount Union

# Introductions

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# Community Partners

## Stark County Educational Service Center

The pandemic introduced new “opportunities” for our 22 affiliated districts

- *Virtual and hybrid learning situations*
- *Limitations of virtual curricula required need for supplemental content, instruction and activities*
- *Resources and supports for teachers, students and families*

The pandemic also shifted professional development delivered face-to-face to virtual formats

- *Candidates invited to attend Lead Teacher Network meetings*

# Community Partners

## Local Area School Districts

Being proactive rather than reactive- communication and outreach

- *Flexibility in preclinical and clinical placements*

Resources for virtual learning

- *Facilitated a group of educators (central office staff, ESC, and higher-ed) to brainstorm how to best serve students and assist local educators in a blended, hybrid, in-person, or combination delivery of education*

Virtual Panel with District Leaders

- *Hiring discussions with candidates on how to best prepare for interviews*



# Community Partners

## COVID Connection with Local Health Department

- **Proactive Processes**
  - Quarantining Procedures and University Contact Tracers
  - Educating involved stakeholders
- **Open Lines of Communication**
  - Maintaining confidentiality
  - Supporting candidates
- **Consistent Procedures**
  - **Health Department → Coordinator of Clinical Partnerships**
  - **District Communication Updates**
    - Coordinator to District
    - Candidate to Mentor
  - **Release Procedures**
    - Coordinator to all Parties after receiving release letter



# UMU Field and Clinical Format

## Traditional

### First Year

- Observation
- Assisting

### Second Year

- Tutoring
- Assisting
- School Visits

### Third Year

- Case Studies
- Teaching Units
- Co-Teaching

### Fourth Year

- Case Studies
- Co-Teaching
- 100+ hours in Preclinical
- 16 weeks in Clinical

## COVID-19

### First Year

- Video Observations

### Second Year

- Video Observations
- Remote Learning School Visits
- Virtual Literacy Support

### Third Year

- Case Studies
- Teaching Units
- Virtual Mentors Program

### Fourth Year

- Case Studies
- Co-Teaching
- 100+ hours in Preclinical
- 16 weeks in Clinical

# Fall Field 2020

## Preclinical & Clinical

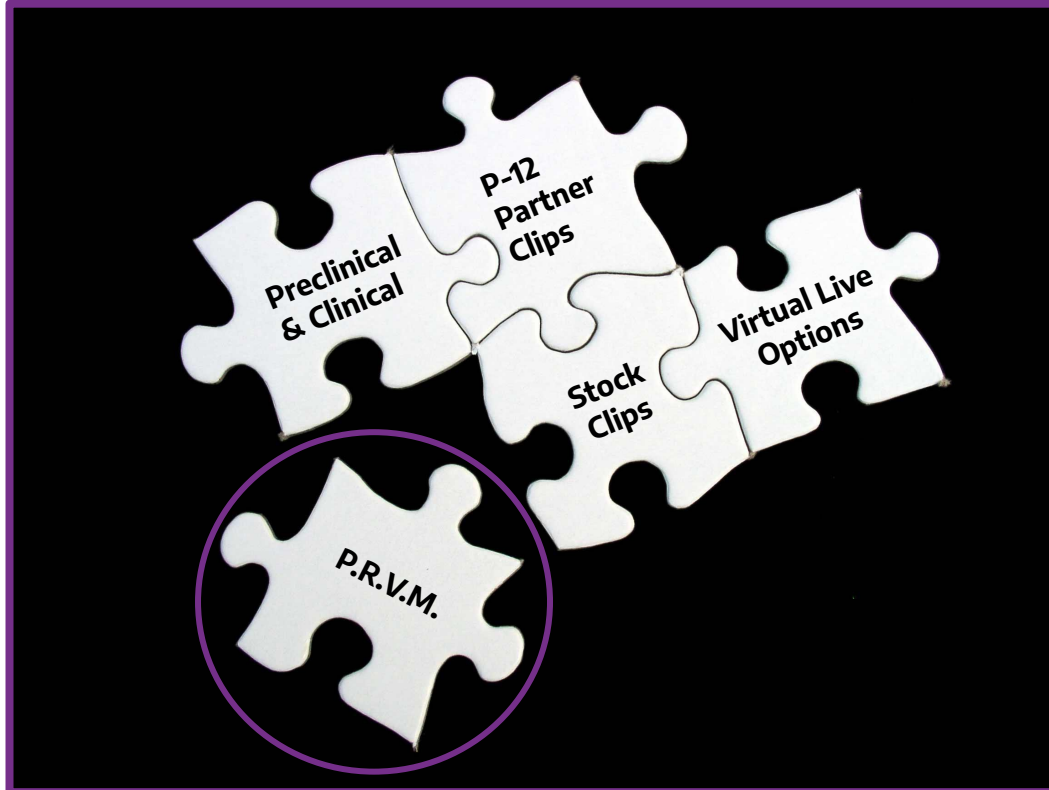
- F2F Placements
- 54 Candidates
- 14 Districts

## P-12 Partner Clips

- Elementary, Middle, and High School Partners
- Current educational landscape
- Reflection/Class Assignments

## Stock Clips

- Supplemented w/Partner Clips (50/50)
- EdPuzzle Teaching Points



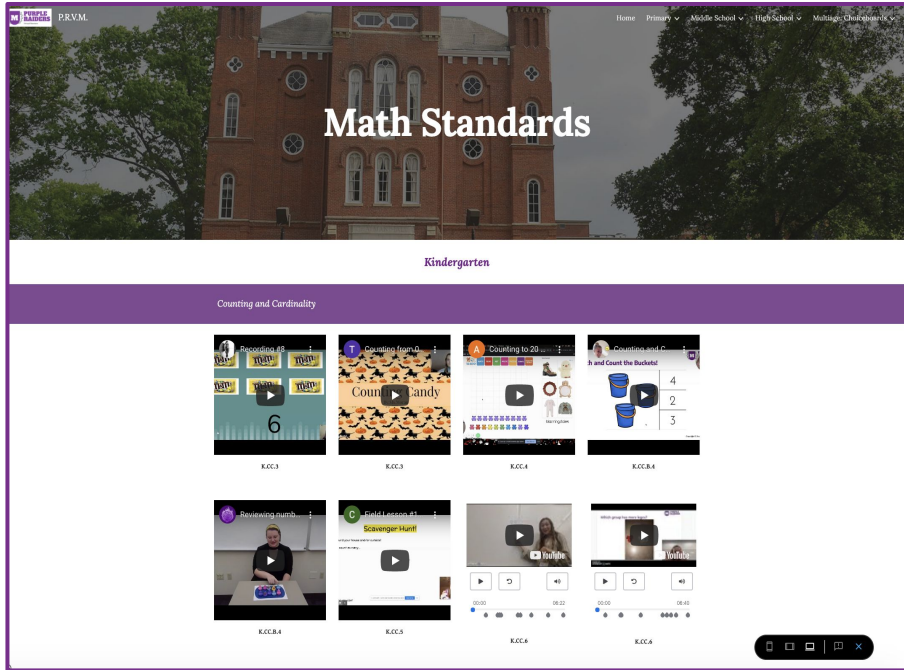
## Virtual Live Options

- 1-1 Tutoring
- Friday PD from Partner Literacy Coach
- Monthly County PD
- PreK Sessions
- Middle School/AYA Social Studies (remote teaching observation)

## P.R.V.M.

- Purple Raider Virtual Mentors
- Pandemic relief approach
- Consistency
- Mini-Lessons
- Choiceboards

# Purple Raider Virtual Mentors (P.R.V.M.)



PR.V.M. Home Primary Middle School High School Multigrade/Charter Schools

## Math Standards

Kindergarten

Counting and Cardinality

K.OC.1 Recording 6  
K.OC.3 Counting from 0  
K.OC.4 Counting to 20  
K.OC.B.4 It and Count the Buckets!

K.OC.B.4  
4  
2  
3

K.OC.B.4  
K.OC.5  
K.OC.4  
K.OC.4



PR.V.M. Home Primary Middle School High School Multigrade/Charter Schools

## PURPLE RAIDERS

Virtual Mentors

### Welcome to Purple Raiders Virtual Mentors!

The Purple Raiders Virtual Mentors program provides a pandemic relief approach to completing the field hours needed for UMU preservice education.

As part of the field experience, UMU teacher candidates design, develop and deliver standards-based digital teaching content to be shared with local teachers and P-12 students via a flipped learning pedagogical approach and associated instructional technologies.

### Enrichment Lessons & Resources created by UMU Preservice Teachers!

Access videos and resources below:

Primary Resources Middle School Resources High School Resources Multigrade (Specials)





# Agile

## adjective

1: marked by ready ability to move with quick easy grace

*//an agile dancer*

2: having a quick resourceful and adaptable character

*//an agile mind*

# Agile Pedagogy

We borrow our concept of agile pedagogy from work in the private business sector, specifically in project management and software development, and the **Manifesto for Agile Software Development** (2001).

“We are uncovering better ways of developing software by doing it and helping others do it. Through this work we have come to value:

**Individuals** and **interactions** over **processes** and **tools**  
**Working** software over **comprehensive** documentation  
Customer **collaboration** over contract **negotiation**  
**Responding** to change over **following** a plan

That is, while there is value in the items on the right, we value the items on the left more.”

# Agile Pedagogy

<b>Individuals/interactions</b>	over	<b>Processes/tools</b>
<b>Working</b>	over	<b>Comprehensive</b>
<b>Collaboration</b>	over	<b>Negotiation</b>
<b>Responding</b>	over	<b>Following</b>

**Agile pedagogy is an iterative learning experience design approach that values human communication and feedback, adapting to change, and constructing working results.**

# Candidate Learning Target



**I can meet expectations for field experience as demonstrated by agility in the design, development and implementation of my instruction.**

# EDU 218: Educational Technology

This course provides an introduction to the application of emerging educational technologies in teaching and learning using strategies in design, selection, development, integration, assessment, and evaluation.

## REVISED CAEP Components 1.3 & 2.3



**R1.3 Instructional Practice:** ...Further, providers ensure that candidates **model and apply approved technology standards (e.g., ISTE, state standards)** as they design, implement, and assess learning experiences to engage students and improve learning...

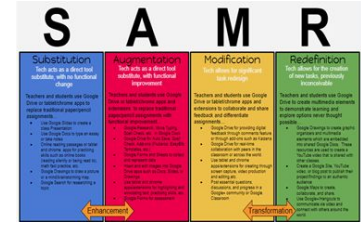
**R2.3 Clinical Experiences:** The provider works with partners to design and implement clinical experiences of sufficient depth, breadth, diversity, coherence, duration, and modality **(including online instruction)** to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development as presented in Standard 1.

# Strategies, Tools and Certification

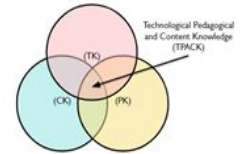
Candidates are introduced to **theoretical frameworks** for the effective use of technology in the P-12 setting as well as **pedagogical approaches** and **strategies for technology integration**.

Build skills and fluency with a variety of web-based and mobile applications candidates can integrate into lesson plans and use to develop instructional content for P-12 students and incorporate into Google Classroom and other learning management systems.

**Level 1 Google Certified Educator** - After successful completion of 13 Modules and Google Exam, candidates are Google Level I certified.



Technological Pedagogical and Content Knowledge (TPACK)



Google Classroom



## Context

The **Purple Raiders Virtual Mentors** program provides a pandemic relief approach to completing the field hours needed for UMU junior level education.

As part of the field experience, UMU teacher candidates **design**, **develop** and **deliver** standards-based digital teaching content to be shared with local teachers and P-12 students via a flipped learning pedagogical approach and associated instructional technologies.

# Procedure

**Flipped learning**—sometimes called inverted learning—extends typical learning beyond the confines of classroom time and classroom space through the use of web-based applications.

In flipped learning, direct instruction is delivered through videos and other media; while time in the classroom is used for deepening understanding and engaging students in collaborative, hands-on activities (Beck, K., et al., 2001).

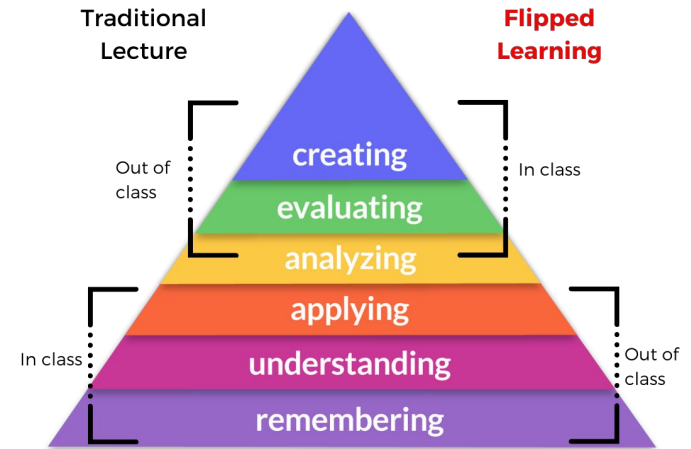


# Procedure

Using **Bloom's Taxonomy**, we created a hierarchy to classify different types of learning that occur during class time and outside of class time.

In more traditional approach, teachers typically provide space for remembering and understanding and send the students home to apply and analyze on their own.

In a flipped learning approach, the lower parts of Bloom are reserved for student self-instruction through structured online activities, while class time is used for more complex tasks.



# Materials

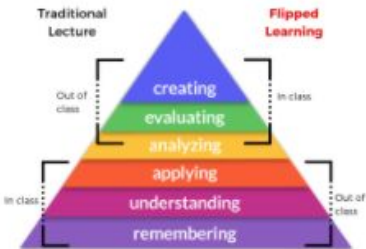
## Bloom's Taxonomy Learning Objectives Planning Template

Candidates developed standards-based learning objectives for each level of Bloom's Taxonomy to begin the planning process.

Faculty and candidates review objectives and identify 1 LO as focus of the flipped learning segment.



**Bloom's Taxonomy Brainstorming Template**

Use this template to brainstorm your <b>learning outcomes (LO)</b> for each level of Bloom's Taxonomy.			
Topic		Goal of Lesson	
		<p><b>TIP!!!</b></p> <p><b>Creating:</b> combining, rearranging, producing, planning, developing</p> <p><b>Evaluating:</b> critiquing, judging, reviewing, testing, defending</p> <p><b>Analyzing:</b> comparing, organizing, connecting, examining, concluding</p> <p><b>Applying:</b> solving, implementing, using, playing, demonstrating</p> <p><b>Understanding:</b> summarizing, classifying, comparing, discussing, interpreting</p> <p><b>Remembering:</b> defining, listing, memorizing, recalling, explaining</p>	<p><b>Action verbs to get started:</b></p>
Creating LO			
Evaluating LO			
Analyzing LO			
Applying LO			
Understanding LO			
Remembering LO			

# Materials

## Flipped Lesson Planning Template

Candidates developed standards-based lessons, incorporating learning objectives from the Bloom's planning template in each learning segment.

Select appropriate technology, develop content area resources, literature, procedures and assessment strategies for each learning segment.

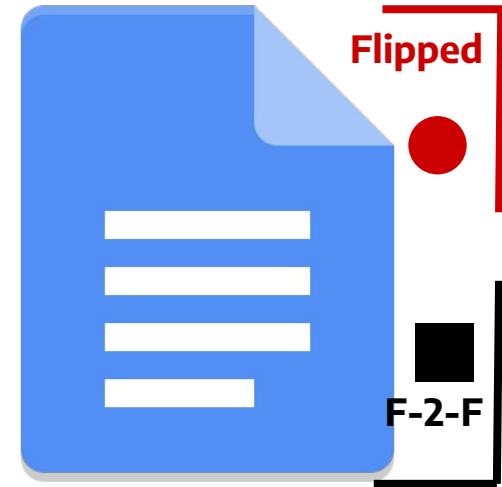
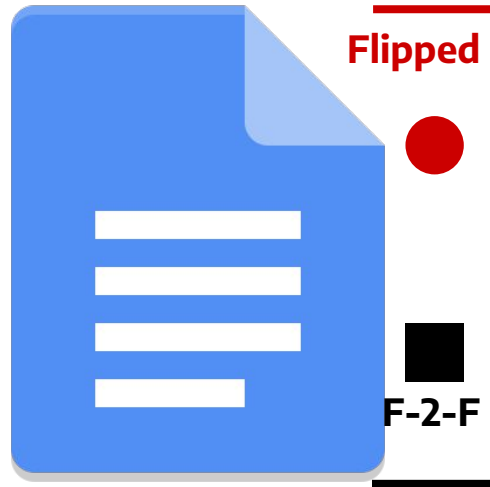
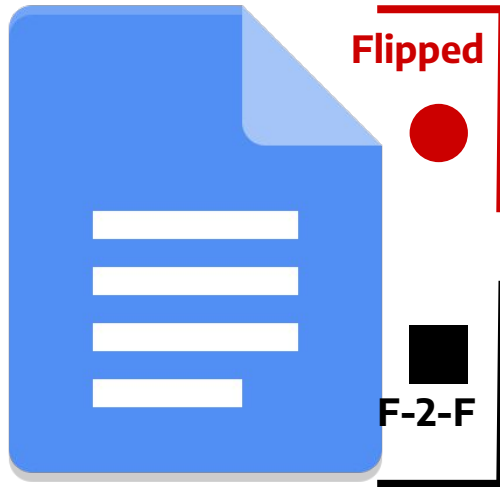
FLIPPED LEARNING SEGMENT
<p><b>FLIPPED Learning Outcomes</b> [Choose LOs that address a lower level of Bloom's Taxonomy for your flipped lesson.]</p> <p><i>Students will be able to</i> [insert LO]</p>
<p><b>FLIPPED Procedures</b> <i>To achieve the outcome(s), students are</i> [insert what are students doing to prepare to achieve the purpose of the lesson?]</p>
<p><b>FLIPPED Technology</b> [What technology will you need to create your Flipped Lesson and how will you use it?]</p>
IN CLASS LEARNING SEGMENT
<p><b>Learning Outcomes</b> [Choose LOs that address a higher level of Bloom's Taxonomy for your in-class lesson.]</p> <p><i>Students will be able to</i> [insert LO]</p>
<p><b>Procedures, Lesson Introduction</b> [When students arrive to class, what are they doing? How will class begin? Describe the focusing activity tied to the Flipped Learning segment.]</p>
<p><b>Procedures, Lesson Body</b> [Describe how you will teach the lesson.]</p>
<p><b>Procedures, Lesson Closure</b> [How will class end? Describe how you will close the lesson]</p>
<p><b>Differentiation, Individualized Instruction and Assessment</b> [What are students doing to show you they "get it"? What assessment strategies will you use? How will you differentiate for diverse student populations?]</p>

# Learning Segments

Lesson 1

Lesson 2

Lesson 3



# Learning Segment Sequence

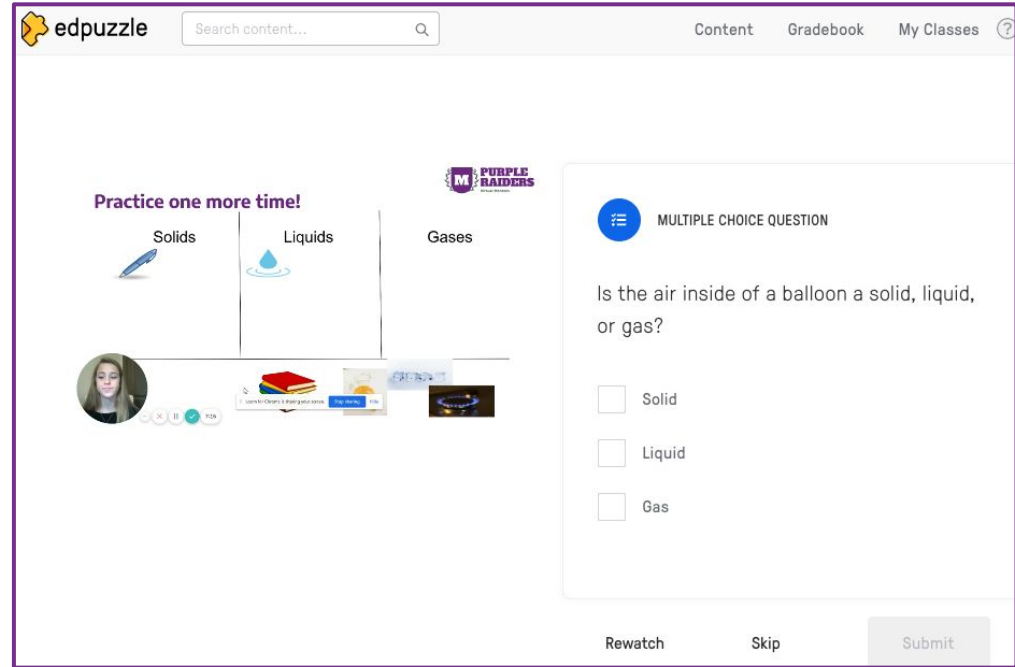
■	●	●	■	●	■
F-2-F	Flipped	Flipped	F-2-F	Flipped	F-2-F
<p>Inquiry activity to get students thinking about the BIG IDEA of the unit or lessons. <b>Formative</b> assessment is most likely here.</p>	<p>Online mini-lesson or activity to follow up with some of the main concepts from the inquiry activity. <b>Formative</b> or <b>summative</b> assessment.</p>	<p>Online mini-lesson or activity to build background knowledge or awareness of upcoming F-2-F lesson. <b>Formative</b> or <b>summative</b> assessment.</p>	<p>In-class activity that deepens understanding of main concepts, vocabulary, inquiry activity. <b>Formative</b> or <b>summative</b> assessment.</p>	<p>Online mini-lesson or activity to build background knowledge or awareness of upcoming F-2-F lesson. <b>Formative</b> or <b>summative</b> assessment.</p>	<p>Wrap-up activity for inquiry activity or unit. <b>Summative</b> assessment like a test, quiz or project may be used.</p>

# Development

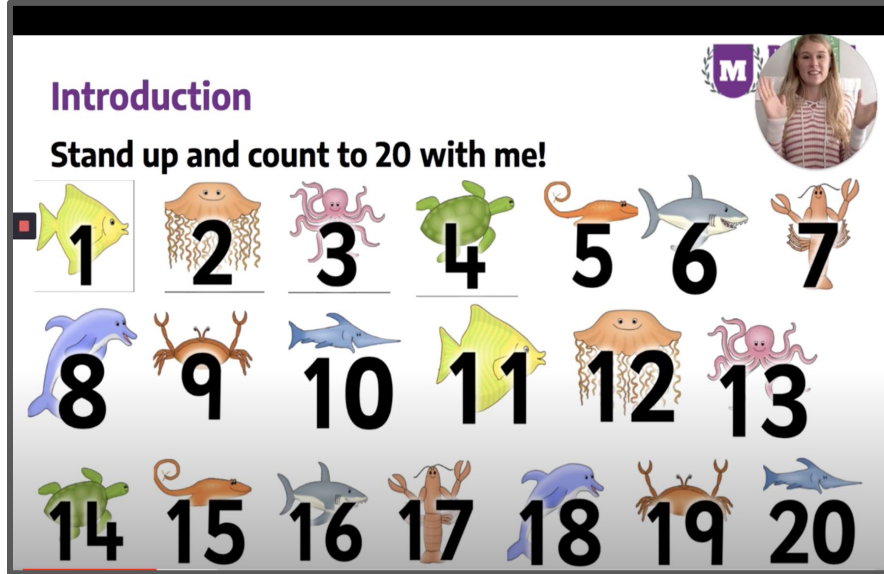
Candidates were provided with **models** of flipped content to help increase conceptual understanding.

A set of Field Experience Guidelines was developed to **scaffold** the instructional design and development process.

Candidates were provided **coaching** and support in the selection of appropriate instructional technologies.

The screenshot shows the edpuzzle website interface. At the top, there is a search bar and navigation links for 'Content', 'Gradebook', and 'My Classes'. The main content area is titled 'Practice one more time!' and features a diagram with three columns labeled 'Solids', 'Liquids', and 'Gases'. The 'Solids' column has a pencil icon, 'Liquids' has a water drop icon, and 'Gases' is empty. Below the diagram is a user profile picture and a video player. On the right side, a 'MULTIPLE CHOICE QUESTION' is displayed: 'Is the air inside of a balloon a solid, liquid, or gas?'. There are three radio button options: 'Solid', 'Liquid', and 'Gas'. At the bottom of the question box are buttons for 'Rewatch', 'Skip', and 'Submit'.

# Delivery: Mini-Lessons



**Introduction**

Stand up and count to 20 with me!

1 2 3 4 5 6 7  
8 9 10 11 12 13  
14 15 16 17 18 19 20

## Math - K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.



**PURPLE  
RAIDERS**  
Virtual Mentors

States of Matter

00:00 08:31

## Science - 1.PS.1

Properties of objects and materials can change.

# Delivery: Choice Boards



<b>October</b> Self-care choices	<b>10 PTS</b>	<u><b>Choice A</b></u> Nature walk	<u><b>Choice B</b></u> Meditation	<u><b>Choice C</b></u> Listen to a song
	<b>15 PTS</b>	<u><b>Choice D</b></u> Best Memories	<u><b>Choice E</b></u> Mental Health Day	<u><b>Choice F</b></u> Meditate
	<b>30 PTS</b>	<u><b>Choice G</b></u> Unplug	<u><b>Choice H</b></u> Go for a walk	<u><b>Choice I</b></u> Up & at 'Em



# Implications for Teacher Candidates

The conceptual leap from lesson planning to instructional design was steep and challenging for candidates.

- **Solution:** Transitioned teaching style of our methods classes to **instructional coaching**. Candidates seemed to benefit from seeing models and feedback from faculty members throughout the design process.

Candidates teaching samples demonstrated that the lack of access to practicing teachers and models of classroom instruction in the field has resulted in weaker instructional planners.

- **Solution:** We are now able to be agile and plan proactively for adaptations next fall 2021 preclinical practice field.

# Long Term Impact for P-12

## Hiring and Human Resources Impacts

- Future teaching pool is filled with candidates not just familiar with traditional pedagogical approaches, but also prepared to deliver fully virtual and/or blended instruction upon entering the teaching field.

## Curriculum and Instruction Impacts

- P-12 is more familiar with the limitations of virtual and/or blended instructional materials, especially at the primary level, and have models of pedagogical approaches that might be taken to close these gaps.

## Conclusion

The COVID-19 pandemic presented numerous challenges across all levels of education, requiring a balance of public health-related considerations with the requirements of P-12 teaching and learning and Educator Preparation Program field requirements.

The Purple Raiders Virtual Mentors program leverages agile pedagogies to **respond to change** and **deliver meaningful instruction** to teacher candidates in way that **meets EPP field requirements, supports P-12 partners** and keeps our **community healthy and safe**.

**Questions?**

# References

Beck, K., et al. (2001). *The Agile Manifesto*. Agile Alliance. <http://agilemanifesto.org/>

Flipped Learning Network (2014). *What is flipped learning? The four pillars of F-L-I-P*. Retrieved October 15, 2020, from <http://www.flippedlearning.org/definition>