LINDAMOOD-BELL
FOR SCHOOLS

Online Instruction Checklist

Familiarize yourself with technology:
- [ ] Screen share
- [ ] Web or Document camera
- [ ] Whiteboard features

Have your materials ready:
- [ ] Log into any digital resources
- [ ] Have printed materials ready
- [ ] Lesson plan and instructional notes available

Establish Extrinsic Motivators:
- [ ] Immediate rewards for responses
- [ ] Rewards for attending as others think/work
- [ ] Rewards for overall attention/participation at halfway and endpoint of the lesson

Set the climate for the lesson:
- [ ] What students will be learning
- [ ] Why students want to learn it
- [ ] How students are expected to participate:
  - [ ] Use of hand gestures – Raising your hand, Thumbs up or down
  - [ ] Features built into the VC platform
  - [ ] Other:_____
- [ ] Explanation of how extrinsic motivators will be provided

During the lesson:
- [ ] Positive reinforcement on participation and attention
- [ ] Students accessing imagery by looking up or gesturing
- [ ] Popcorn questioning – Keep students engaged by rotating questions that challenge, yet are attainable for students' level.
- [ ] Choral responses elicit engagement from all students
- [ ] Consider how the energy of lesson drives engagement
- [ ] Incorporate movement and multisensory activities
- [ ] Involve students in the learning process through Socratic questioning
- [ ] Utilize meta-cognitive activities

After the lesson:
- [ ] Aligned documentation – Meticulous note-taking will help maintain consistent record-keeping and can be used as a formative asessment to help guide instruction. The use of digital record-keeping helps all stakeholders stay informed.
- [ ] Communicate – Many stakeholders in an online environment (parents, colleagues) need more frequent updates on student progress.
- [ ] Plan – How students respond to instruction should drive future lesson plans.