



New York State Education Department
Office of Special Education
Educational Partnership





New York State Education Department
Office of Special Education
Educational Partnership

Designing an Effective & Inclusive Virtual Lesson

**Integrating Online Tools and Resources, Explicit Instruction and
Considerations for Equitable Instruction**

Developed by the Technical Assistance Partnership for Academics

12/15/2021



New York State Education Department
Office of Special Education
Educational Partnership

Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Learning Expectations (In Person)

BE RESPONSIBLE

Make yourself comfortable

Take care of your needs (water, food, restroom, etc.)

Action plan to implement what you are learning

Follow through on your action items

BE RESPECTFUL

Turn cell phones off or to vibrate

Listen attentively while others are speaking

Have only the training materials up on your computer/table/phone

BE ENGAGED

Ask what you need to know to understand and contribute

Contribute to the group by sharing relevant information and ideas

Learning Expectations (Virtual)

BE RESPONSIBLE

Take time to test technology in advance

Take care of your needs (breaks, water, food, restroom, etc.)

Action plan to implement what you are learning

Follow through on your action items

BE RESPECTFUL

Find a quiet place to participate

Mute your microphone when not speaking

Listen attentively while others are speaking

Turn video on when speaking

Have only the training materials up on your computer/table/phone

BE ENGAGED

Ask what you need to know to understand and contribute

Contribute to the group by sharing relevant information and ideas

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Introductions



NAME



ROLE



DISTRICT



SCHOOL



POPULATION
SERVED

Learning Objectives



Participants will:

1. Identify considerations that should be made in order to ensure equitable virtual instruction
2. Become familiar with online tools/resources for creating virtual lessons
3. Review essential components of an effective lesson
4. Integrate knowledge of virtual tools, considerations for equity, and effective lessons to plan an effective virtual lesson

Purpose of Training



This content is intended to:

Support educators in using online tools/resources to create an effective virtual lesson while considering ways to promote educational equity for all learners.

Defining Virtual Learning

“Virtual learning is defined as learning that can functionally and effectively occur in the absence of traditional classroom environments.”

“Virtual learning is a learning experience that is enhanced utilizing computers and/or the internet both outside and inside the facilities of the educational organization.”

Equity

“Educational equity is the principle of altering current practices and perspectives to teach for social transformation and to promote equitable learning outcomes for all social groups.”

 EQUALITY	 OPPORTUNITY	 ACCESS	 EQUITY
<i>Equal inputs regardless of need or outputs</i>	<i>Altering practices and resources to respond to student needs</i>	<i>The right to benefit from resources; admittance</i>	<i>Equitable inputs with equitable outputs; a chance</i>

Family Video



Reflect & Share Activity



What might you do to ensure that you are considering equity as you adapt to remote instruction?



What are some online tools and resources that can be used in a virtual lesson?

Designing an Effective & Inclusive Virtual Lesson

Online Tools & Resources

Online Tools and Resources to Support Virtual Instruction

The following is a list of online tools and resources to support educators as they create effective virtual lessons. It is important to consider the accessibility needs of students with disabilities when choosing tools, as well as to consider ways to promote educational equity for all students, including those with disabilities, student from culturally and linguistically diverse backgrounds, and those with various family/home circumstances, to ensure that all students are able to participate and benefit equally from instruction. Any technology used by educators should be approved by their educational organization and meet all organizational requirements. Please be sure to check with your district or organization for [Ed Law 2-d](#) compliance.

Click on the icon to be taken to the webpage. Click "video overview" to be taken to an introductory video.

	Presenting	Notes
	<ul style="list-style-type: none"> Option to create multiple classes Preloaded activities or make your own Students can post a photo, video, drawing, note, link, or file Option for teachers to approve posts before they become public Parents can be included to receive updates and access to their child's work Video overview 	
	<ul style="list-style-type: none"> Turn videos into your lesson Use videos from National Geographic, Ted Talks, Khan Academy and YouTube Use lessons made by other teachers or upload your own Embed questions to check for understanding Option to include voice over Ability to check student progress Video overview 	
	<ul style="list-style-type: none"> Many fun options to use when you share your screen Add text, drawing, timer, calendar, dice, random name generator, QR code, traffic light, and MORE Will NOT save! Video overview 	
	<ul style="list-style-type: none"> Works with Google Classroom (add on in Google Slides) Upload PowerPoints, Google Slides, etc and convert them to interactive lessons Options to add quizzes, polls, draw its, open ended questions, fill in the blanks Library of thousands of K-12 lessons (and they are editable) Can be live or student paced Video overview 	

Produced by the NYSED Office of Special Education Partnership
These products are not supported or endorsed by NYSED

Review of Online Tools & Resources

Activity



Materials Needed:

Online Tools and Resources to Support
Virtual Instruction

Laptop, Smart Phone, or Tablet

Reflect and Share

Activity



What might you do to ensure that you are considering equity when selecting online tools and resources for remote instruction?

Now that we have discussed the importance of equity considerations during remote instruction, in what ways had your thinking shifted?

What makes a lesson effective?

Designing an Effective & Inclusive Virtual Lesson

5 Essential Components of Explicit Instruction

Source	1	2	3	4	5
Hughes et al. (2017) Components	Segment Complex Skills	Draw Student Attention to Important Features of the Content through Modeling/Think-Alouds	Promote Successful Engagement by Using Systematically Faded Supports/Prompts	Provide Opportunities for Students to Respond and Receive Feedback	Create Purposeful Practice Opportunities
Archer & Hughes (2011) Components	Break Down Complex Skills and Strategies into Smaller Instructional Units	Provide Step-by-Step Directions	Provide Guided and Supported Practice	Require Frequent Responses, Monitor Student Performance Closely, Provide Immediate and Corrective Feedback	Provide Distributed and Cumulative Practice

Example of an Effective Lesson



Explicit Instruction Essential Components Graphic Organizer (“I Do”) 1



5 Essential Components	Observed in (In-person) Lesson	Online Tool/Resource Ideas	Reflection on Equity Considerations
Segment Complex Skills			
Draw Student Attention to Important Features of the Content Through Modeling/Think-Alouds			
Promote Successful Engagement by Using Systematically Faded Supports/Prompts			
Provide Opportunities for Students to Respond and Receive Feedback			
Create Purposeful Practice Opportunities			

Explicit Instruction Essential Components Graphic Organizer (“I Do”) 2

5 Essential Components	Observed in (In-person) Lesson	Online Tool/Resource Ideas	Reflection on Equity Considerations
Segment Complex Skills	<p><i>Not featured in the video</i> <i>Likely completed during planning</i></p>	-	-
Draw Student Attention to Important Features of the Content Through Modeling/Think-Alouds	<p><i>Drew a picture on the board while explaining aloud (and labeled picture)</i> <i>Used a mnemonic</i> <i>Referenced previous lesson to activate background knowledge</i> <i>Explained lesson importance</i> <i>“Teacher modeled several problems” (We saw her do one)</i></p>	-	-
Promote Successful Engagement by Using Systematically Faded Supports/Prompts	<p><i>Asked students questions</i> <i>Guided practice- students worked with partners and the teacher walked around and provided help as needed</i></p>	-	-
Provide Opportunities for Students to Respond and Receive Feedback	<p><i>Called on a student randomly</i> <i>“Raise your hand if you remember...”</i></p>	-	-
Create Purposeful Practice Opportunities	<p><i>Independent practice</i> <i>Opportunities for ongoing practice</i></p>	-	-

How do we take an effective lesson and make it virtual?

Designing an Effective & Inclusive Virtual Lesson

Effective Virtual Instruction

“...virtual teachers need to realize there is much to apply from brick-and-mortar to various online options.”

Although online learning presents a new set of unique educational circumstances, most evidence-based, high quality instructional strategies are still the most effective means of supporting learning for students with disabilities.

Explicit Instruction Essential Components Graphic Organizer (“I Do”) 3



5 Essential Components	Observed in (In-person) Lesson	Online Tool/Resource Ideas	Reflection on Equity Considerations
Segment Complex Skills	<p><i>Not featured in the video</i> <i>Likely completed during planning</i></p>		
Draw Student Attention to Important Features of the Content Through Modeling/Think-Alouds	<p><i>Drew a picture on the board while explaining aloud (and labeled picture)</i> <i>Used a mnemonic</i> <i>Referenced previous lesson to activate background knowledge</i> <i>Explained lesson importance</i> <i>“Teacher modeled several problems” (We saw her do one)</i></p>	<p><i>Jamboard: allows the teacher to virtually show the work involved in the problem while thinking aloud</i></p>	<p><i>YouTube instructional video about Jamboard in Spanish</i> <i>Minimal to no adult assistance needed</i></p>
Promote Successful Engagement by Using Systematically Faded Supports/Prompts	<p><i>Asked students questions</i> <i>Guided practice- students worked with partners and the teacher walked around and provided help as needed</i></p>		
Provide Opportunities for Students to Respond and Receive Feedback	<p><i>Called on a student randomly</i> <i>“Raise your hand if you remember...”</i></p>		
Create Purposeful Practice Opportunities	<p><i>Independent practice</i> <i>Opportunities for ongoing practice</i></p>		

Explicit Instruction Essential Components Graphic Organizer (“I Do”) 4



5 Essential Components	Observed in (In-person) Lesson	Online Tool/Resource Ideas	Reflection on Equity Considerations
Segment Complex Skills	<p><i>Not featured in the video</i> <i>Likely completed during planning</i></p>		
Draw Student Attention to Important Features of the Content Through Modeling/Think-Alouds	<p><i>Drew a picture on the board while explaining aloud (and labeled picture)</i> <i>Used a mnemonic</i> <i>Referenced previous lesson to activate background knowledge</i> <i>Explained lesson importance</i> <i>“Teacher modeled several problems” (We saw her do one)</i></p>	<p><i>Jamboard: allows the teacher to virtually show the work involved in the problem while thinking aloud</i></p>	<p><i>YouTube instructional video about Jamboard in Spanish</i> <i>Minimal to no adult assistance needed</i></p>
Promote Successful Engagement by Using Systematically Faded Supports/Prompts	<p><i>Asked students questions</i> <i>Guided practice- students worked with partners and the teacher walked around and provided help as needed</i></p>	<p><i>Jamboard: teacher can ask students to help solve the problem while he/she shows the work</i></p>	<p><i>YouTube instructional video about Jamboard in Spanish</i> <i>Minimal to no adult assistance needed</i></p>
Provide Opportunities for Students to Respond and Receive Feedback	<p><i>Called on a student randomly</i> <i>“Raise your hand if you remember...”</i></p>		
Create Purposeful Practice Opportunities	<p><i>Independent practice</i> <i>Opportunities for ongoing practice</i></p>		

Explicit Instruction Essential Components Graphic Organizer (“I Do”) 5

5 Essential Components	Observed in (In-person) Lesson	Online Tool/Resource Ideas	Reflection on Equity Considerations
Segment Complex Skills	<p><i>Not featured in the video</i> <i>Likely completed during planning</i></p>	-	-
Draw Student Attention to Important Features of the Content Through Modeling/Think-Alouds	<p><i>Drew a picture on the board while explaining aloud (and labeled picture)</i> <i>Used a mnemonic</i> <i>Referenced previous lesson to activate background knowledge</i> <i>Explained lesson importance</i> <i>“Teacher modeled several problems” (We saw her do one)</i></p>	<p><i>Jamboard: allows the teacher to virtually show the work involved in the problem while thinking aloud</i></p>	<p><i>YouTube instructional video about Jamboard in Spanish</i> <i>Minimal to no adult assistance needed</i></p>
Promote Successful Engagement by Using Systematically Faded Supports/Prompts	<p><i>Asked students questions</i> <i>Guided practice- students worked with partners and the teacher walked around and provided help as needed</i></p>	<p><i>Jamboard: teacher can ask students to help solve the problem while he/she shows the work</i></p>	<p><i>YouTube instructional video about Jamboard in Spanish</i> <i>Minimal to no adult assistance needed</i></p>
Provide Opportunities for Students to Respond and Receive Feedback	<p><i>Called on a student randomly</i> <i>“Raise your hand if you remember...”</i></p>	<p><i>Edpuzzle:</i> https://edpuzzle.com/media/5fece908f6d3254270974c37</p>	<p><i>Minimal to no adult assistance needed</i> <i>Allows students to work at their own pace, re-watch the video as needed</i></p>
Create Purposeful Practice Opportunities	<p><i>Independent practice</i> <i>Opportunities for ongoing practice</i></p>	-	-

Edpuzzle

Edpuzzle



- Turn videos into your lesson
- Use videos from National Geographic, Ted Talks, Khan Academy and YouTube
- Use lessons made by other teachers or upload your own
- Embed questions to check for understanding
- Option to include voice over
- Ability to check student progress

[Video overview](#)



Explicit Instruction Essential Components Graphic Organizer (“I Do”) 6

5 Essential Components	Observed in (In-person) Lesson	Online Tool/Resource Ideas	Reflection on Equity Considerations
Segment Complex Skills	<i>Not featured in the video Likely completed during planning</i>		
Draw Student Attention to Important Features of the Content Through Modeling/Think-Alouds	<i>Drew a picture on the board while explaining aloud (and labeled picture) Used a mnemonic Referenced previous lesson to activate background knowledge Explained lesson importance “Teacher modeled several problems” (We saw her do one)</i>	<i>Jamboard: allows the teacher to virtually show the work involved in the problem while thinking aloud</i>	<i>YouTube instructional video about Jamboard in Spanish Minimal to no adult assistance needed</i>
Promote Successful Engagement by Using Systematically Faded Supports/Prompts	<i>Asked students questions Guided practice- students worked with partners and the teacher walked around and provided help as needed</i>	<i>Jamboard: teacher can ask students to help solve the problem while he/she shows the work</i>	<i>YouTube instructional video about Jamboard in Spanish Minimal to no adult assistance needed</i>
Provide Opportunities for Students to Respond and Receive Feedback	<i>Called on a student randomly “Raise your hand if you remember...”</i>	<i>Edpuzzle: https://edpuzzle.com/media/5fece908f6d3254270974c37</i>	<i>Minimal to no adult assistance needed Allows students to work at their own pace, re-watch the video as needed</i>
Create Purposeful Practice Opportunities	<i>Independent practice Opportunities for ongoing practice</i>	<i>Gimkit: https://www.gimkit.com/view/5f72aa84a58ecb00223cf24d</i>	<i>Simple click of multiple choice Option to “view correct answer” Teacher can lead game</i>

Gimkit

The screenshot shows a Google Slides presentation titled "Gimkit". The slide content is as follows:

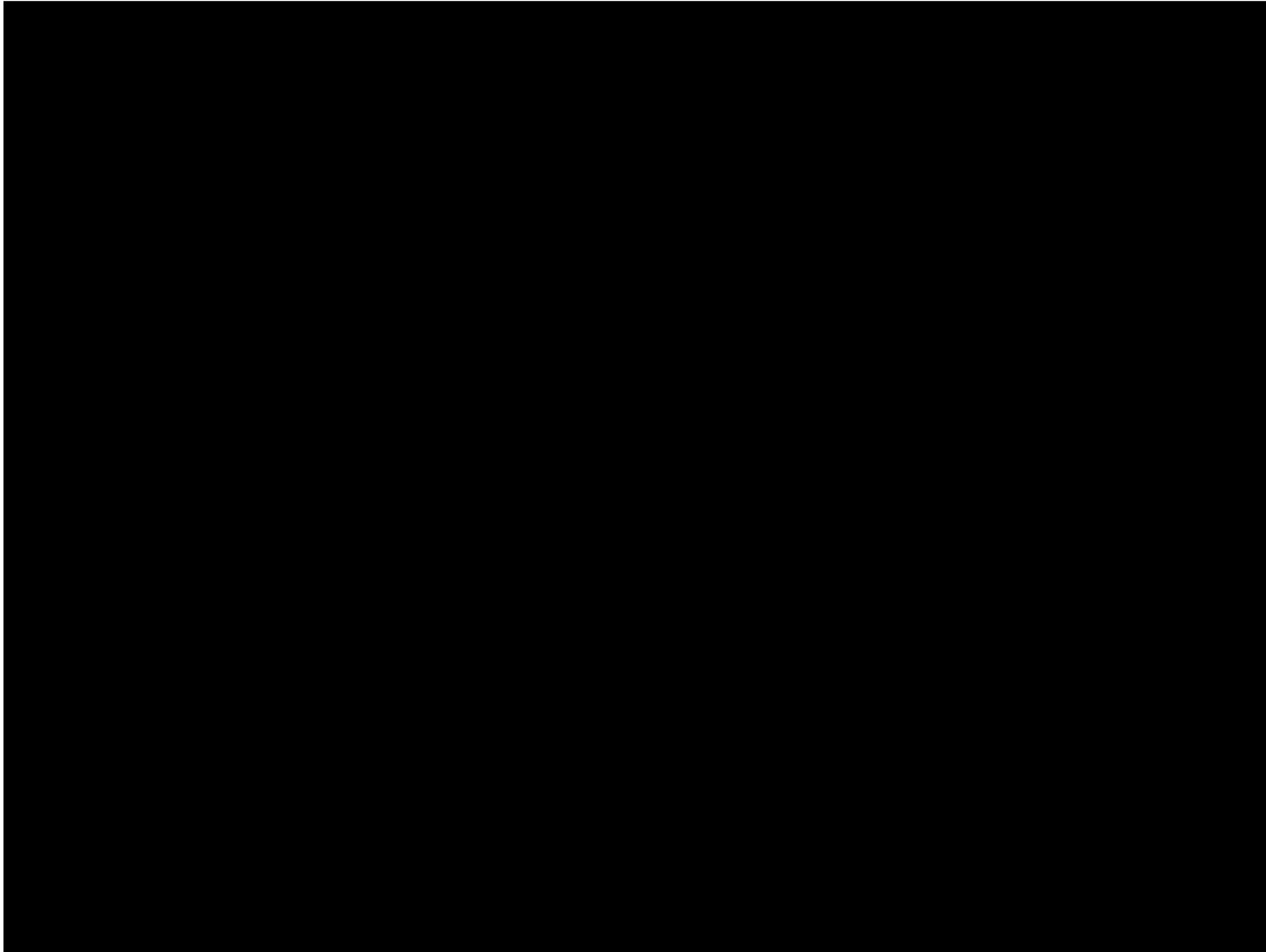
<h2>Gimkit</h2>	<ul style="list-style-type: none">• Multiple choice, short answer, flash cards• Limited question bank, also able to create your own• Free version does not allow you to upload images, there are \$4.99/month and \$9.99/month options• Limit to the number of times you can edit each "kit" <p>Video overview</p>
-----------------	---

At the bottom of the slide, there is a status bar with the text "You are screen sharing" and a "Stop Share" button. A notification from "Screencastify - Screen Video Recorder" is also visible, stating "Screen Video Recorder is sharing your screen." with "Stop sharing" and "Hide" buttons. The slide number "41" is located in the bottom right corner.

Lesson Planning Practice

Designing an Effective & Inclusive Virtual Lesson

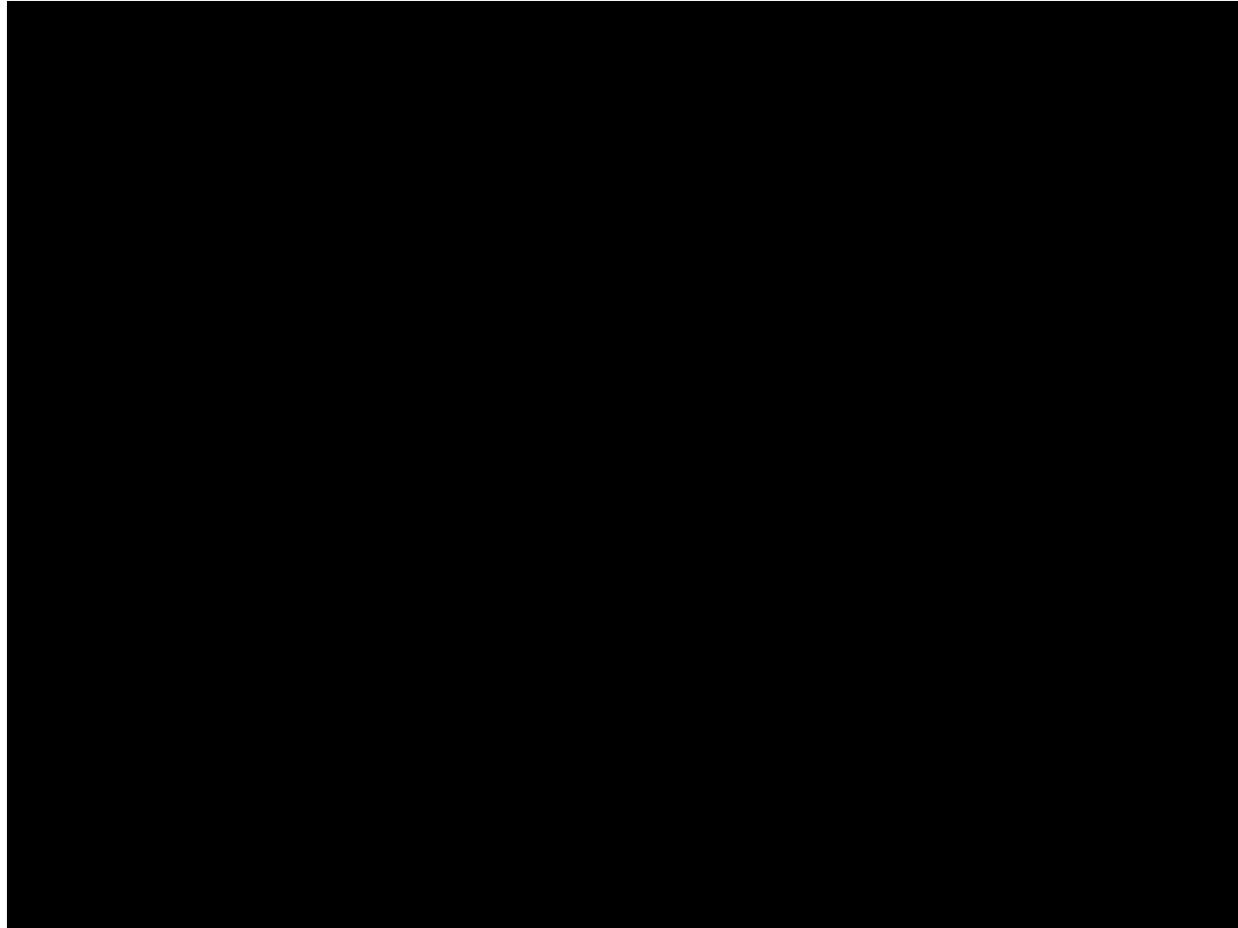
Third Grade ELA Lesson



Completed Grid, 3rd Grade ELA

5 Essential Components	Observed in (In-person) Lesson	Online Tool/Resource Ideas	Reflection on Equity Considerations
Segment Complex Skills	<i>Not featured in the video Likely completed during planning</i>	-	-
Draw Student Attention to Important Features of the Content Through Modeling/Think-Alouds	<i>“Listen as I read it” Thinks aloud about the words “fantasy” and “evaluate” and what they mean when reading to the class Try smelling the air like it says in the story, can you actually “smell” crime in the air? Think aloud about “playing dirty”</i>	<i>Flipgrid: Create a video of yourself thinking aloud about parts of the story</i>	<i>Video rather than written communication YouTube overview in Spanish available Minimal adult support necessary</i>
Promote Successful Engagement by Using Systematically Faded Supports/Prompts	<i>“I am thinking of a word that...” Puts her hand on a student’s back to have them whisper read to her Teacher reads aloud, when she stops the students say the next word Students read with a partner</i>	<i>Kami: Upload the text as a pdf and you or the students can annotate, add comments, etc. https://kami.app/wVWMwLJDw8LV</i>	<i>Minimal adult support necessary Dictionary available Text to speech available</i>
Provide Opportunities for Students to Respond and Receive Feedback	<i>Everyone reads words together Put your thumb up when you have it Whisper to your partner Everyone responds out loud together Everyone reads aloud together Students read with a partner</i>	<i>Book Creator: Have students respond to the question about how you know Robocat is a fantasy https://read.bookcreator.com/M25d8DEv79e8pRoxMWyijx1XipN2/ZTg4QiVHQquuw_hm4L2akQ</i>	<i>Allows for all voices to be heard (answers from all students) Menu is simple to use</i>
Create Purposeful Practice Opportunities	<i>Students read the story to themselves as well as together and with a partner</i>	<i>Quizlet: Have students practice with the “hard words” from the beginning of the lesson https://quizlet.com/_98gpnf?x=1qqt&i=utua0</i>	<i>Easy to navigate (flashcard style) Allows students to work at their own pace</i>

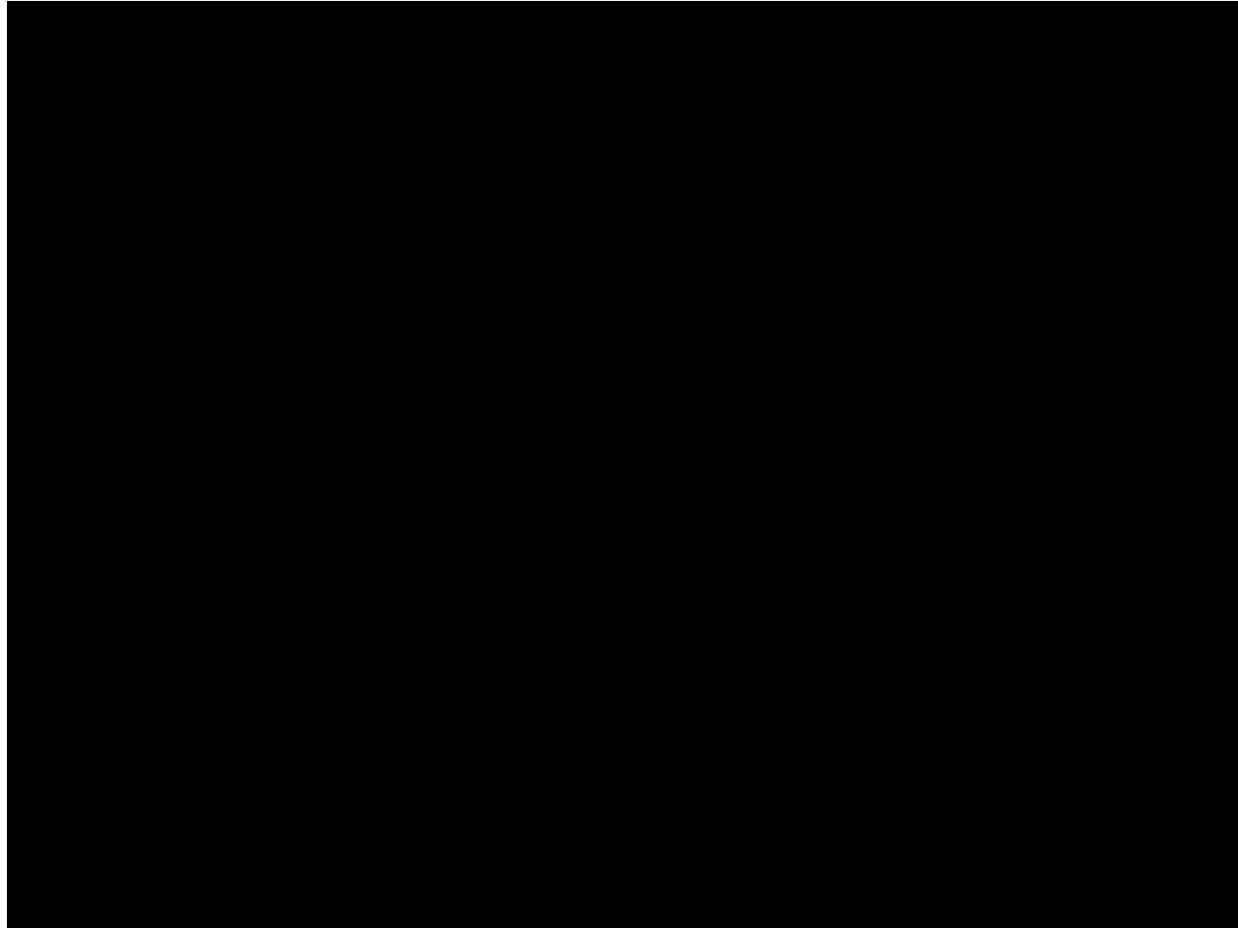
Eighth Grade Social Studies Lesson



Completed Grid, 8th Grade SS

5 Essential Components	Observed in (In-person) Lesson	Online Tool/Resource Ideas	Reflection on Equity Considerations
Segment Complex Skills	<i>Not featured in the video Likely completed during planning</i>	-	-
Draw Student Attention to Important Features of the Content Through Modeling/Think-Alouds	<i>Explained definitions of words Make connection between feeling depressed and the economy being depressed Thought aloud looking at pictures that were being shown on the screen Gave examples of corporations and what they do</i>	<i>Kami: Upload photos, model how to make notes about what is going on in each</i>	<i>Minimal adult support necessary Dictionary available Text to speech available Works with Google Classroom</i>
Promote Successful Engagement by Using Systematically Faded Supports/Prompts	<i>Allowing students to bullet notes in a shorter way Students thought of other corporations, shared with partner then shared out whole group</i>	<i>Mindmup: Create a graphic organizer showing different types of corporations students are aware of https://app.mindmup.com/map/new/1626179507436</i>	<i>Menu is similar to Google Docs (good for students familiar with Google) Can be used across content areas and grade levels</i>
Provide Opportunities for Students to Respond and Receive Feedback	<i>Asks students to respond chorally "Show me depressed with your body" "Raise your hand if..." Talking with partners Wrap around or pass to share out</i>	<i>Poll Everywhere: Have students create a word cloud with all of the corporations they can think of</i>	<i>Minimal to no adult assistance needed Can be used across content areas and grade levels Allows for responses from all students</i>
Create Purposeful Practice Opportunities	<i>*Not seen in this video*</i>	<i>Biteable: Have students create a video summarizing pictures and key facts from the Great Depression</i>	<i>Easy to use templates Can be used across content areas and grade levels Encourages student expression and choice</i>

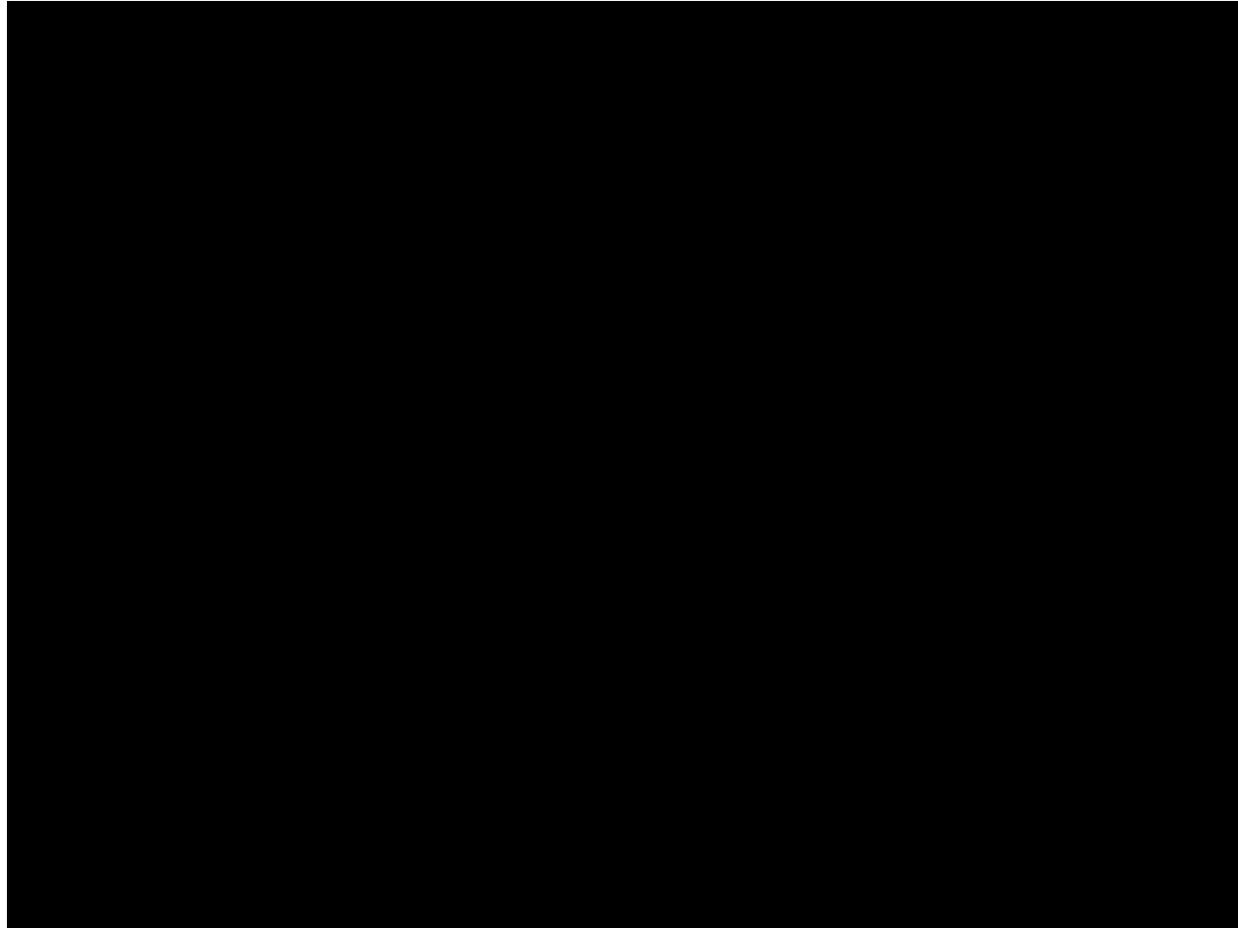
Sixth Grade ELA Lesson



Completed Grid, 6th Grade ELA

5 Essential Components	Observed in (In-person) Lesson	Online Tool/Resource Ideas	Reflection on Equity Considerations
Segment Complex Skills	<i>Not featured in the video Likely completed during planning</i>	-	-
Draw Student Attention to Important Features of the Content Through Modeling/Think-Alouds	<i>"We are going to read these words by part" "I am going to move my finger under each part" Gave a sentence to help describe immediately, persuade, ordinary, etc. "Last part is -suade"</i>	<i>Jamboard: Use virtual whiteboard to model the segmenting of syllables</i>	<i>YouTube instructional video about Jamboard in Spanish Minimal to no adult assistance needed Part of Google Suite, possibly easier for schools already using this</i>
Promote Successful Engagement by Using Systematically Faded Supports/Prompts	<i>Read the words in parts and then as a whole</i>	<i>Kami: Upload the list of words as a pdf, teacher (then students) can use annotating tools to segment the words into syllables. Students can also record themselves reading the words and include the recording in the document.</i>	<i>Minimal adult support necessary Dictionary available Text to speech available Works with Google Classroom</i>
Provide Opportunities for Students to Respond and Receive Feedback	<i>Read words aloud together</i>	<i>Jamboard: Have students type syllables onto separate stickies and arrange them to create words</i>	<i>YouTube instructional video about Jamboard in Spanish Minimal to no adult assistance needed Part of Google Suite, possibly easier for schools already using this</i>
Create Purposeful Practice Opportunities	<i>*Not seen in this video*</i>	<i>Quizizz: Practice segmenting multisyllabic words https://quizizz.com/admin/quiz/5fee0987dde9f8001b666dc7</i>	<i>Simple click of multiple choice Option to "view correct answer" Teacher can lead game</i>

First Grade ELA Lesson



Completed Grid, 1st Grade ELA

5 Essential Components	Observed in (In-person) Lesson	Online Tool/Resource Ideas	Reflection on Equity Considerations
Segment Complex Skills	<i>Not featured in the video Likely completed during planning</i>	-	-
Draw Student Attention to Important Features of the Content Through Modeling/Think-Alouds	<i>Described what you do when you get to a line Modeled using "look and copy" to spell the word correctly "Forms means makes" "Let's go back and read that sentence and make sure it makes sense"</i>	<i>Kami: upload the worksheet as a pdf to work through it as a class</i>	<i>Minimal adult support necessary Dictionary available Text to speech available Works with Google Classroom</i>
Promote Successful Engagement by Using Systematically Faded Supports/Prompts	<i>"We are going to add to this and then you are going to do it on your own" Prompted pair of students with 2 possible words when they were struggling to come up with an answer (breaks, cracks open) Read through words together that they would need to do it on their own, put them on screen for "look and copy"</i>	<i>Jamboard: use to show words to read over and have students use for "look and copy" strategy</i>	<i>YouTube instructional video about Jamboard in Spanish Minimal to no adult assistance needed Part of Google Suite, possibly easier for schools already using this</i>
Provide Opportunities for Students to Respond and Receive Feedback	<i>"Put your thumb up when you know it" "Whisper the title (word) to your partner" Everybody read together, answer aloud together Called on a non-volunteer "Raise your hand if you agree"</i>	<i>Flipgrid: Have students record themselves reading the passage after they fill in the words</i>	<i>Video rather than written communication YouTube overview in Spanish available Minimal adult support necessary</i>
Create Purposeful Practice Opportunities	<i>Students did one on their own after they had done it together</i>	<i>Kahoot: Practice reading comprehension from The Very Hungry Caterpillar story https://create.kahoot.it/share/1st-grade-reading-comprehension/859e1cc1-8b7d-444f-a48f-46f675c3ad35</i>	<i>Simple click of multiple choice Option to "view correct answer" Teacher can lead game</i>

Ticket Out the Door/ Concluding Activity



Choose an upcoming lesson or topic that you will be teaching within the next two weeks

Use the graphic organizer to identify the five essential components of an explicit instruction lesson

While reflecting on equity considerations, think about at least one online tool/resource you would like to use in the lesson

Thank you!!



Please reach out any
time!

name@email.org

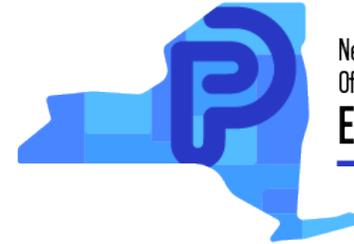
References

- Archer, A.L. & Hughes, C.A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.
- Ed Trust & Digital Promise (2020, May 7). 10 questions for equity advocates to ask about distance learning.
<https://edtrust.org/resource/10-questions-for-equity-advocates-to-ask-about-distance-learning/>
- Greer, D., Rowland, A. L., & Smith, S. J. (2014). Critical considerations for teaching students with disabilities in online environments. *TEACHING Exceptional Children*, 46(5), 79-91.
- Hughes, C.A, Morris, J.R., Therrien, W.J., & Benson, S.K. (2017). *Explicit instruction: Historical and contemporary contexts*. *Learning Disabilities Research & Practice*, 32(2), 140-148. DOI: 10.1111/ldrp.12142
- McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center.
- Racheva, V. (2017, November 29). What is virtual learning? Vedamo.
<https://www.vedamo.com/knowledge/what-is-virtual-learning/>
- Schlosser, A., & Simonson, M. (2006). *Distance education: Definition and glossary of terms*, 2nd ed. Greenwich, CO: Information Age Publishing.

Contact Us



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership



New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Academics



UNIVERSITY AT ALBANY
State University of New York