Online Office Hours

The following document is designed to be used by teachers and leaders who are attempting to define excellence for synchronous online office hours. These office hours are in addition to any asynchronous learning opportunities provided by the teacher and should be used to help address gaps in learning.

Criteria	Description	Measures of Success
Purpose	Teachers should offer (as possible) a variety of office hours. Throughout the course of the week there should be "general question" office hours, where students can attend and ask any clarifying questions they may have from assignments. There should also be "small group instruction" (SGI) focused office hours, where students are invited by the teacher to attend (although anyone can come) where the focus is on a key skill or re-teaching a concept students struggled with learning. *Note: Groups to consider for SGI first should be students who were struggling or in danger of failing the course prior to remote learning.*	● Standard office hour time slots ● Schedule of different office hour types ● Identified & scheduled groups for SGI ● Student attendance tracked
Focused	Office hours must have clear benefits to students who choose or are selected to attend them. Therefore, teachers should always have a clear sense of the most important topics to discuss (even for the "general question" office hours). Therefore, teachers should always prepare a rough agenda and timeline for students and announce this to students as they join the call (or have posted). There should also be "bonus material" such as additional problems, feedback, or practice that is prepared to use so students feel they this time is valuable.	● Agenda & timeline posted ● Required materials clarified ● Students mute / unmute ● Additional practice
Joyful	These synchronous moments are critical for continuing to build a learning community with students. Therefore, the tone of all interactions with students online should be overwhelmingly positive and authentic. Teachers should individually acknowledge, welcome, and celebrate each student for attending. Ice-breakers should be used to have all students participate early. The focus of discussion should be on engaging all students to answer each-others questions and celebrate.	● Greet each student by name ● Plan icebreaker activities ● Be joyful / silly as is true for you ● Encourage shout-outs
Urgent	Teachers should show they value the time of the students who are choosing or selected to attend office hours. Therefore, there should be a sense of urgency of the work and practice and teachers should use cold/warm-calls to engage participants and encourage discourse.	● Use a timer ● Narrate for urgency ● Celebrate vulnerability
100% Participation	Each student who attends an office hours session should feel like their concerns were addressed and their participation valued. Therefore, teachers must insist that all students participate; whether asking/answering questions, summarizing their learning, or providing responses via a chat function.	● 100% participate ● Use chat for checks for understanding ● Track student participation

Sample Office Hours Agenda (6 min):

Timeline	Focus / Description	Example
0:00 - 0:05	**Welcome / Materials / Ice-Breaker** Teachers should log-in 5 minutes before scheduled office hours to set-up technology and greet participants. Ideally they should have a PPT or poster stating materials students should have for the session. They should greet each student and give reminders of materials needed. At the start, have an ice-breaker question or activity to engage all students using the chat or a quick share-out.	"Hi Claire, so good to see you! How are you doing?" "Just a reminder, you should have your Friday FRQ problem you attempted and scored along with a writing utensil for our time together" "What was the last show or video you watched? Did you like it? Put it in the chat!"
0:05 - 0:10	**Materials / Reviewing Questions** Provide time once the ice-breaker has happened for students to review their questions or pull-up the necessary materials. This will ensure 100% of minds are engaged in the task prior to jumping into discussion. Teachers should take 1 minute to set the rough agenda for the time together and expectation for participation and using a timer.	"Thanks for sharing! Now we are going to dig into today's free response question (FRQ). Here is today's rough agenda for our time together. We're going to get to take and receive feedback on a second, bonus FRQ!" "To be prepared for the discussion,take 3 minutes to gather your materials, type any initial questions in the chat, and be ready to discuss with your peers."
0:10 - 0:25	**Discussion of Question / Task** Students will begin to ask questions/clarify with each other, receive feedback on their work, or begin the practice for today's session. The goal of the teacher during this time is to be the "guide on the side" and to ensure all students are participating and sharing air time.	"All right, I see we have a few questions in the chat. Let's start with Josh's question. Can anyone help him out? What do you think, Erika?" "Thanks for sharing, Erika. Claire can you summarize what Erika just shared?"
0:25 - 0:40	**Independent / Guided Practice** Students should have time to lock-in their revised thinking by applying this to another, rigorous problem or task. During this time the focus should be on primarily independent work, but additional supports can be provided.	"Great job helping each other, team! Now we're going to see how well we all understood this by trying a few practice problems. Click the link I just provided to see the problems I've selected for today."
0:40 - 0:55	**Scoring / Debrief** Teachers should have an efficient method to either share or debrief answers so students receive feedback on their work. Then teachers should gather data on which questions to focus on for a final debrief discussion using the chat.	"The answers to the problems are as follows...Now take 30 seconds to type into the chat your top 2 choices of problems to discuss. If you don't need to discuss any, just type, 'I'm awesome and have no questions.' so I know we're all done."
0:55 - 0:60	**Close-Out / Shout-Outs** Teachers and students should identify the growth experienced during this time and thank everyone for attending. Make any important announcements for next time or upcoming lessons.	"What amazing work today, everyone! Let's take 2 minutes to type in the chat two things: 1) What did you learn/clarify today? and 2) A shout-out to someone in the session. Here's a sample of each in the PPT. Go!"