

THE FIRST 20 DAYS OF Virtual Learning



WEEK 0: PREPARING FOR VIRTUAL LEARNING

Gather Data + Start Communicating	Establish Expectations	Prep Teachers	Leverage Community Partnerships	Simulate the Process
Clarify roles within teams for things like tech support and teacher capacity. Establish expectations for the quantity and pacing of virtual lessons. Knowing that families will all have different situations, consider an asynchronous learning model with established times for everyone to sync (group chat, video, office hours).	Clarify roles within teams for things like tech support and teacher capacity. Establish expectations for the quantity and pacing of virtual lessons. Knowing that families will all have different situations, consider an asynchronous learning model with established times for everyone to sync (group chat, video, office hours).	Leverage coaches, PLC time, and planning periods to help teachers plan the resources they'll need for digital lessons. If resources allow, consider paper options so students with no or limited access can continue learning. Give teachers time to prepare for the changes to come.	Our schools provide more than just learning for students. Connect with community partners to make plans to address the whole child – consider shifting your summer meal plan to an emergency plan during virtual learning, pack backpacks with hygiene products, and work with providers to help families gain internet access.	Set the stage for what's about to come, so students can feel prepared. Facilitate a sample lesson in class, and answer any questions. This is also a great time to walk through simple steps for logging in to various applications, and to make sure all students have the login information they need.
RESOURCES				
<ul style="list-style-type: none"> • Stakeholder Engagement Guide • NSR Rule 5: Harness the Flow and Let Info Go • Using Social Media as a School District 	<ul style="list-style-type: none"> • [Example] LA Guidance for Schools • [Example] Plans for Schools • NSR Rule 3: Define the Work Before You Define the People • [Infographic] Do This, Not That 	<ul style="list-style-type: none"> • Planning for Virtual Lessons • Four Ways to Facilitate Virtual Learning • A Guide to Getting Started with Distance Learning 	<ul style="list-style-type: none"> • Internet Essentials • Day Care through Boys and Girls Clubs • NSR Workout: Plan for Change, Not Perfection 	<ul style="list-style-type: none"> • Digital Expectations & Login Support: Photo examples • Sample Technology Contract • Common Sense K-12 Digital Citizenship Curriculum • Digital Citizenship article

WEEK 1: BUILDING SAFETY + SKILLS

Students First	Sharing Content	Connecting Students	Submitting First Assignment	Office Hours
Everyone is feeling a little unsure about how virtual learning will work – start small with a check-in question that has students reflect, respond, and refresh the skills they will use as they engage in learning through this new format. Build in extra time to model how to use the software, and be sure any tips/tricks resources are shared again.	Add a video lesson to your virtual platform, or text a link to a YouTube video. Keep the video portion no longer than 10 minutes, and consider covering content that isn't brand new to students. This might be a great time to create a how-to lesson that reminds students (and parents) how to navigate through the process and resources in the upcoming days/weeks.	Introduce a way for students to collaborate and engage with content through discussion boards and recorded responses. We suggest making this an easy win for students at first so that as the questions become more rigorous, they are focused on the content and not the collaboration process. Remember to share clear expectations for what and how to post.	Students have shared, learned, and collaborated. Now it's time for them to demonstrate learning. Use email, LMS, blog, or Google Classroom for students to show their work. Another idea: have students take a picture and share with SeeSaw/Class Dojo/Email/Remind Text.	Set aside time to be online so families and students can connect virtually. Use this time to answer questions, chat, and gain feedback on the process so far. If needed, model for students how to use software features. Consider recording and sharing your office hour for those who can't join live.
RESOURCES				
<ul style="list-style-type: none"> • List of Check-in Questions • 35 Questions for Student Reflection 	<ul style="list-style-type: none"> • Tips + Tricks for Recording Lessons • Best Apps + Websites for the Flipped Classroom • EdPuzzle • Screencast-o-matic 	<ul style="list-style-type: none"> • Best Student-Collaboration Tools • Flipgrid • SeeSaw • Padlet • RISE protocol for peer collaboration 	<ul style="list-style-type: none"> • Submitting Assignments on Google Classroom • Class Dojo • Remind • SeeSaw 	<ul style="list-style-type: none"> • Conducting an Effective Virtual Meeting • How to Use Zoom for Online Learning • [Example] Virtual Learning Feedback Survey

WEEK 2: DEEPENING ENGAGEMENT + MASTERY

Formative Data	Leverage Digital Content	Create a Digital Data Tracker	1:1 Feedback Sessions	Personalize Instructional Resources
Offer an entry or an exit ticket as part of the virtual lesson so students have a clear understanding of the standards/skills they have already mastered versus those they will be focused on during upcoming virtual lessons. Use student data to update the resources you share.	Many online platforms have content aligned to grade-level standards. Leverage existing digital resources to help students dive deeper into their learning while not physically in school. When choosing materials, organize and share with suggested times so students and families have a more clear idea of the pace at which you expect them to progress.	Work with students to begin to develop progress trackers. These will allow them to track & reflect on the progress of their work over time. A simple data tracker could include the list of standards to be mastered in a unit, a column for noting mastery, and a column for the evidence students used to indicate mastery. Consider using an ID number to add anonymity.	Connecting with students one-on-one to discuss progress and performance can be helpful feedback as they continue to get comfortable with this learning process. Helping students understand what they are doing well and where they need to focus more attention will help them make informed decisions regarding their learning choices.	Based on what you've learned about students' mastery of the content, tailor resources to the needs of different groups. Label resources in your digital platform so students have access to content that's appropriately challenging for them, or if your learning management system allows, assign different resources and assignments to specific students and groups.
RESOURCES				
<ul style="list-style-type: none"> • Fantastic Fast Formative Assessments • Digital Tools Anecdotes Example • NWEA strategy group planning sheet 	<ul style="list-style-type: none"> • Education Companies Offering Free Subscriptions due to School Closures • Remote Learning with Khan Academy • PreK Schedule • Remote Learning Resources 	<ul style="list-style-type: none"> • ST Math data tracker examples • Achieve3000 Reflection • iXL Skills Spreadsheet 	<ul style="list-style-type: none"> • Teacher-led conferencing • How-To-Guide for Student Conferencing • Conferencing artifacts 	<ul style="list-style-type: none"> • Playlist Building 101 • Math Examples • History Example • ELA Examples • The Personalized Learning Playbook

WEEK 3: CHOICE + CELEBRATIONS

Virtual Circle	Introduce Student Choice	Choice in Demonstration	Gather Data + Plan Differentiated Stations	Peer Affirmations + Virtual Celebration
Pause for a virtual circle that includes a way for students to respond to a check-in question, so you can continue to build your virtual community. We also suggest holding office hours for students that want to connect in real time.	As students continue virtual lessons, set aside time to review expectations for how students will demonstrate learning by choosing an activity and completing the tasks. Be sure to answer any questions students have and clarify your expectations for their work.	Offer students 3 (or more) different ways to show what they've learned with an intentional focus on rigor and equity of choices. Consider having a single rubric for all options. Be mindful of the technology and resources options offer, keeping equity at the forefront of your planning.	We know all students have different experiences during virtual learning. Use time to ensure you have the data you need to start planning for differentiated stations when you return, so you can best meet the various needs of your learners.	Have students create affirmations about their classmates. This will help foster a positive learning environment, whether virtual or back in the classroom. Take time to celebrate the work everyone did during this virtual time, and set expectations for your first few days back together to alleviate any stress students might feel.
RESOURCES				
<ul style="list-style-type: none"> • Toolbox: Check-In Check-Out • Using Circles in School 	<ul style="list-style-type: none"> • Measuring What Matters • Interest Based Learning • Choice Boards and Playlists • Learning Menus 	<ul style="list-style-type: none"> • Assessment tic-tac-toe • Assessment, Choice, and the Learning Brain • Using Games for Assessment 	<ul style="list-style-type: none"> • Tips for trying small groups for the first time • Know, Understand, Do chart to plan differentiated stations • Flexible Grouping 	<ul style="list-style-type: none"> • Affirmations Article + Examples • The Compliments Project