**Example Considerations: Determining Tools, Programs and/or Platforms**

**Overview and Use of Example:**

The following is intended to be used as an illustrative example of determining tools, programs, and/or platforms to support components of an instructional continuity plan (ICP). Districts should modify and edit the document to meet the needs of their local context, identifying aspects of the ICP that require digital tools, programs and/or platforms.

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| **Consideration** | **Decision** | **Tool or Platform** | **Training Considerations** |
| Instructional Delivery Model | Teachers will use a hybrid model of instruction including some digital components as well as print options.  Students will be provided a schedule of class time at which they are required to log-on or identify attendance. | Various digital tools and platforms based on content and grade-level instruction. | Each content specialist or coordinator will identify the specific tools that teachers have access to for supporting virtual instruction and identify which tools require training. |
| Instructional Platform | Teachers will use Google Classroom as the primary platform for daily posting of videos, materials, and assignments.  Teachers will also create a self-guided packet for students without digital access to pick-up weekly at assigned locations. | Google Classroom  Various digital tools and platforms based on content and grade-level instruction. | Not all teachers have been using Google classroom previously and will require training and support to use district wide.  Not all teachers have been using the digital components of adopted programs and will require set-up for teachers, students, as well as training and support. |
| Teacher- Student Daily Interaction | Teachers will maintain an assigned schedule of office hours through google hangouts as well as access to phone for students' questions and tracking of attendance.  Teachers may elect to hold a class session with students logged-in or on a conference call to promote class interaction and discussion. | Google Hangouts | Teachers may not have used Google hangouts previously and will require training and support. |
| Student Feedback Expectations | Teachers will have students submit assignments through Google Classroom and are expected to review assignments daily to provide timely (within 24 hour) feedback to students on submitted assignments. | Google Classroom- submitting assignments | Teachers will require training and support to utilize the submit assignments feature and return timely feedback to teacher.  Teacher managers will need training to monitor teacher feedback to students. |
| Progress Monitoring | Teachers will monitor progress through completed assignments and administration of assessments using the adopted programs assessment tool.  Teachers will share progress with students through established grading program. | Eduphoria  Skyward | Not all teachers have used the on-line assessments on Eduphoria and will require training and support.  Teachers use skyward regularly to record grades and not additional training required. Support will need to be provided for maintaining Skyward. |
| Manager-teacher Interaction | Teacher managers will meet weekly with teachers using google hangouts to conduct heck-ins and check on teacher needs.  Teachers will post lessons on Google Classroom and provide access directly to managers. Teacher managers will be expected to check daily plans are submitted at established time and provide additional guidance or support for plans as needed. | Google Classroom  Google Hangouts | Teacher managers will need training and support for utilizing goggle classroom and hangouts with teachers. |