



# Best Practices for Synchronous Instruction

---

November 18, 2021

**Check In** - *Put your response in the chat box.*

**Your name, role, and school.**

**What is one thing you hope to get out of this webinar?**

# Team + Materials



**Allie Weiss**

allie@edelements.com  
Washington, DC



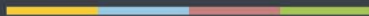
**Daniel Johnson**

daniel@edelements.com  
Washington, DC

Access today's slides: [bit.ly/\\_\\_\\_](https://bit.ly/___)  
Please remember to keep your mic on **mute**



# Hi! We are Education Elements



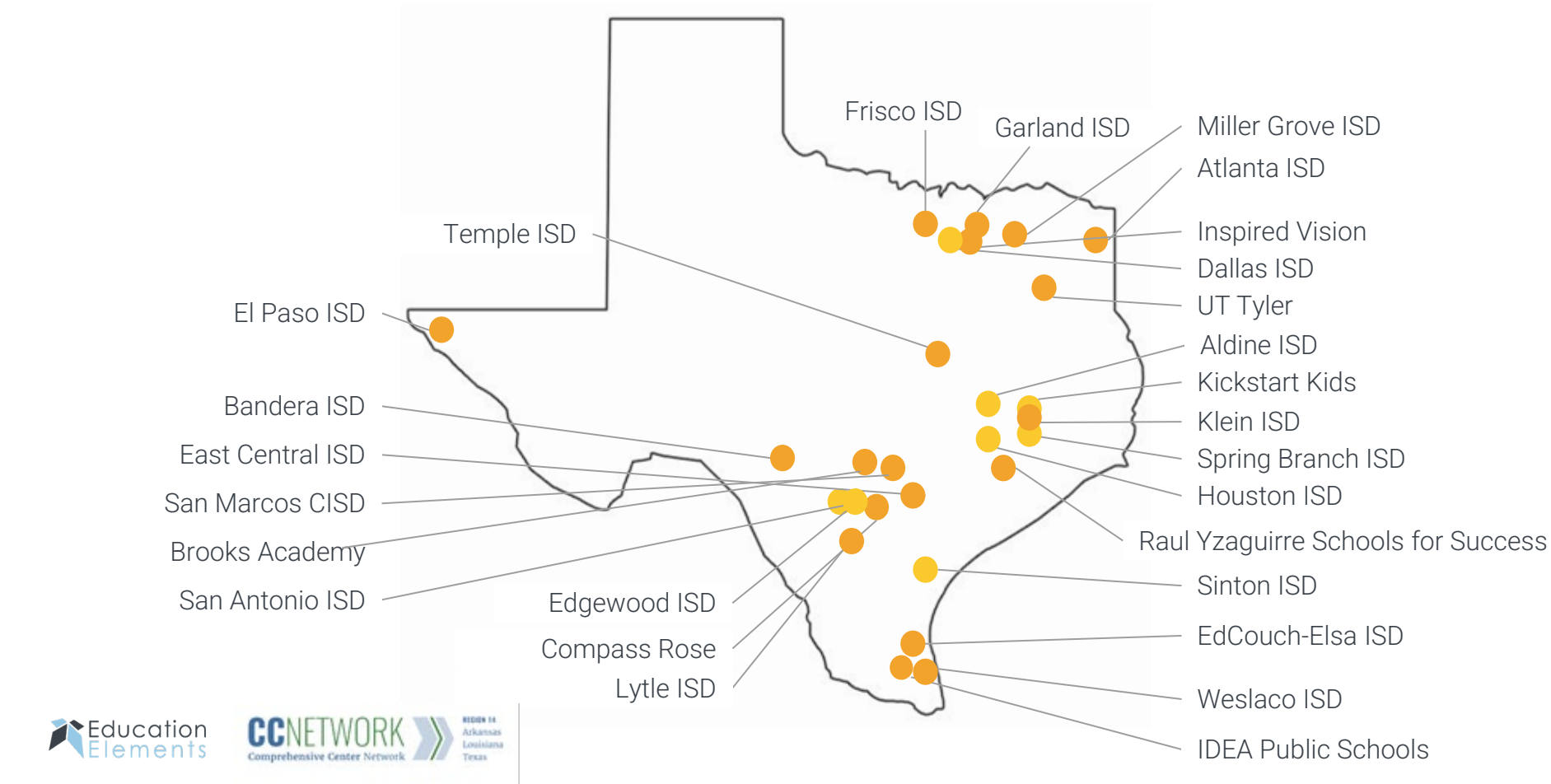
WE ARE AN EDUCATION CONSULTANCY, THAT HELPS TRANSFORM SCHOOLS AND DISTRICTS



**1000+**  
Schools  
and Districts



# We Love Partnering in Texas!



# Agenda

- Check-in, Introduction + Overview
- **See It:** Key Considerations for Synchronous Learning
- **Name It:** Best Practices for Synchronous Learning
- **Do It:** Planning the First 20 Days of Synchronous Learning
- Check-out + Next Steps

# Objectives


Explore models  
for  
asynchronous  
virtual  
instruction

Explore tools to  
support high  
quality  
asynchronous  
instruction


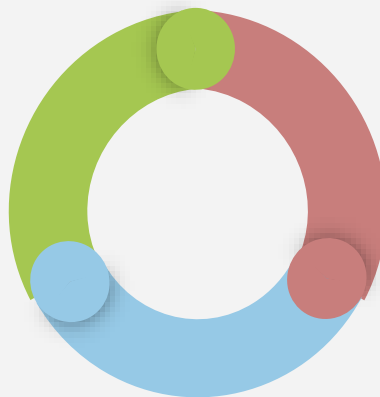
Articulate  
various ways  
asynchronous  
instruction can  
look in practice

# How We'll Learn Together


1. **See It:** Understand what the practice looks and sounds like
2. **Name It:** Identify key components of the practice
3. **Do It:** Try it out and make an action plan



**Do It**  
Make A Plan



**See It**  
New Ideas



**Name It**  
Key Components

# Our Lens: Universal Design for Learning

## DYSLEXIA | ENGLISH LEARNERS



## GIFTED & TALENTED | SPECIAL EDUCATION

- UDL allows us to think about designing solutions for a variety of learners, but special populations will still require targeted supports
- Intentionally embed high-leverage instructional strategies for ELs, SWD, and GT into creation of learning experiences
- Level of intentionality is driven by teachers' intimate knowledge of student strengths and areas of growth



# See It: Key Considerations for Synchronous Learning

# Defining Types of Learning



## Synchronous Learning

Learning that involves students engaging in learning with the teacher in real time.

*Example: Teacher presents material in real time over Google Meet with students who were selected for a small group or entire class.*

## Asynchronous Learning

Learning that involves students engaging in learning through resources and materials provided by the teacher and completed independently.

*Example: Teacher provides a list of activities that students work through on their own time.*



# Synchronous Learning



## Synchronous Learning

Learning that involves students engaging in learning with the teacher in real time.

*Example: Teacher presents material in real time over Google Meet with students who were selected for a small group or entire class.*

### Advantages:

- Dynamic Learning
- Instructional Depth
- “Classroom” Engagement

### Disadvantages/Considerations:

- Technical Difficulties
- Rigid Schedule

# Constraints of Traditional Learning



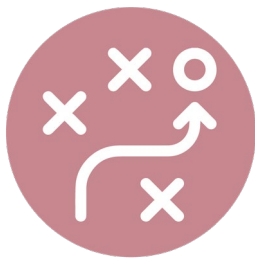
## TIME

When is learning happening? For how long?  
When will demonstration of mastery occur?



## SPACE

Where is learning happening?  
(Physical/virtual)



## ROUTINES

How is instruction happening? How are students engaging in the learning experience?



## COMMUNICATION

How do students communicate with the teacher and one another?  
What does collaboration look like?



## ACCOUNTABILITY

What expectations are set in the learning experience?  
How are they met?

# Virtual environments require self-directed learning



**Time**



**Space**



**Routines**



**Communication**



**Accountability**

**Brick +  
Mortar**

Teacher manages  
schedule

Teacher guides  
classroom layout

Teacher initiates  
and guides  
learning routines

Face-to-face  
communication  
and predictable  
schedule

Teacher  
continuously  
monitors student  
progress

**Virtual**

Student manages  
schedule

Student and  
family guide  
learning space  
design

Teacher and  
students share  
creation and  
practice

Two-way  
communication

Student works  
independently,  
and teacher  
monitors progress  
less frequently

Virtual learning NECESSITATES us all to become self-directed.

# Let's Watch an Example

**As you watch the video, consider:**

- What strategies did the teacher use that were most effective?
- What did the teacher do to effectively address time, space, routines, communication and accountability?
- How might the teacher shift his practice to better address any of these variables?





# Let's Reflect

- What strategies did the teacher use that were most effective?
- What did the teacher do to effectively address time, space, routines, communication and accountability?
- How might the teacher shift his practice to better address any of these variables?





# Reflect and Share



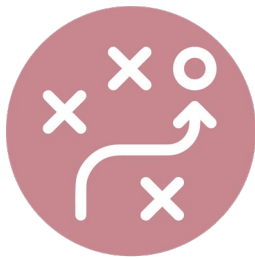
## **TIME**

When is learning happening? For how long?  
When will demonstration of mastery occur?



## **SPACE**

Where is learning happening?  
(Physical/virtual)



## **ROUTINES**

How is instruction happening? How are students engaging in the learning experience?



## **COMMUNICATION**

How do students communicate with the teacher and one another?  
What does collaboration look like?



## **ACCOUNTABILITY**

What expectations are set in the learning experience?  
How are they met?

**In the chat:** Which of the considerations is top of mind as you consider the shift to virtual learning?

# Name It: Best Practices for Synchronous Learning

# Key Considerations



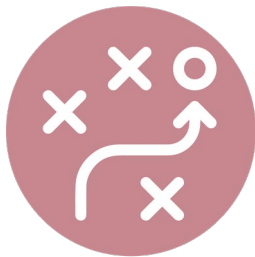
## **TIME**

When is learning happening? For how long?  
When will demonstration of mastery occur?



## **SPACE**

Where is learning happening?  
(Physical/virtual)



## **ROUTINES**

How is instruction happening? How are students engaging in the learning experience?



## **COMMUNICATION**

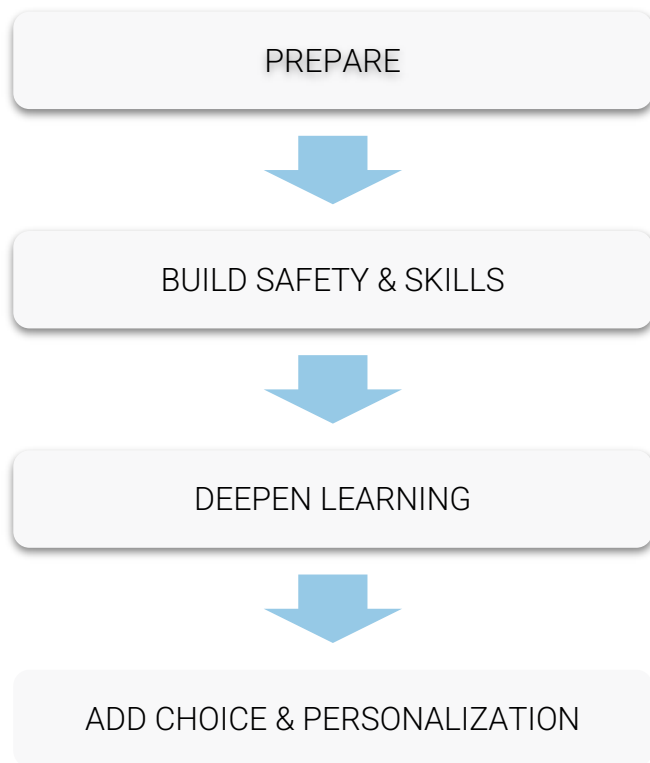
How do students communicate with the teacher and one another?  
What does collaboration look like?



## **ACCOUNTABILITY**

What expectations are set in the learning experience?  
How are they met?

# When adjusting time and space, start small + grow as you go



- Build in **time** to adjust to this new normal
- **Set clear learning goals** with support
  - Day 0 (prior to first day): \_\_\_\_
  - Day 1: Log In
  - Day 2: Complete Digital Citizenship Class
  - Day 3: Complete Reading Assignment
- **Admin:** Provide **time** for people to adjust in small ways
- **Teachers:** Build confidence with the system **before** introducing new content

# Highlighted Resource

PREPARE

BUILD SAFETY & SKILLS

DEEPEN LEARNING

ADD CHOICE & PERSONALIZATION

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 drafting 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"> <li>• <a href="#">Breakdown: Engagement, Equity</a></li> <li>• <a href="#">NWEA Data &amp; Insights: The State of the Nation</a></li> <li>• <a href="#">NWEA Social Media as a School District</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Example of a Student Doc, Literacy</a></li> <li>• <a href="#">Example of a Student Doc, Math</a></li> <li>• <a href="#">NWEA Data &amp; Insights: The State of the Nation</a></li> <li>• <a href="#">NWEA Social Media as a School District</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Example of a Student Doc, Literacy</a></li> <li>• <a href="#">Example of a Student Doc, Math</a></li> <li>• <a href="#">NWEA Data &amp; Insights: The State of the Nation</a></li> <li>• <a href="#">NWEA Social Media as a School District</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Internet Essentials: The Way Through Days and Nights</a></li> <li>• <a href="#">NWEA Data &amp; Insights: The State of the Nation</a></li> <li>• <a href="#">NWEA Social Media as a School District</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Digital Expectations &amp; Login</a></li> <li>• <a href="#">Example of a Student Doc, Literacy</a></li> <li>• <a href="#">Example of a Student Doc, Math</a></li> <li>• <a href="#">NWEA Data &amp; Insights: The State of the Nation</a></li> <li>• <a href="#">NWEA Social Media as a School District</a></li> </ul>
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 topic resources are shared again.	Add a video lesson to your virtual platform, or text a link to a video portion no longer than 10 minutes, and monitor 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 for the upcoming days/weeks.	Introduce a way for students to collaborate and engage with content faster. Use this time to answer questions, and give feedback 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 with content faster. Use email, LMS, blog, or Google Classroom for students to share their work. Another idea: have students take a picture and share with Seesaw/Class Dojo/Email/Remind Tool.	Set aside time to be online so families and students can connect virtually. Use this time to answer questions, and give feedback on the content and not the collaboration process. Remember to share clear expectations for what and how to post.
RESOURCES				
<ul style="list-style-type: none"> <li>• <a href="#">List of Check-in Questions</a></li> <li>• <a href="#">10 Questions for Student Reflection</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">10 Tips for Recording Lessons</a></li> <li>• <a href="#">10 Tips for Recording Lessons</a></li> <li>• <a href="#">10 Tips for Recording Lessons</a></li> <li>• <a href="#">10 Tips for Recording Lessons</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">10 Tips for Recording Lessons</a></li> <li>• <a href="#">10 Tips for Recording Lessons</a></li> <li>• <a href="#">10 Tips for Recording Lessons</a></li> <li>• <a href="#">10 Tips for Recording Lessons</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">10 Tips for Recording Lessons</a></li> <li>• <a href="#">10 Tips for Recording Lessons</a></li> <li>• <a href="#">10 Tips for Recording Lessons</a></li> <li>• <a href="#">10 Tips for Recording Lessons</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">10 Tips for Recording Lessons</a></li> <li>• <a href="#">10 Tips for Recording Lessons</a></li> <li>• <a href="#">10 Tips for Recording Lessons</a></li> <li>• <a href="#">10 Tips for Recording Lessons</a></li> </ul>

WEEK 2: DEEPENING ENGAGEMENT + MASTERY				
Formative Data	Leverage Digital Content	Create a Digital Data Tracker	1:1 Feedback Sessions	Personalize Instructional
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 focus on during upcoming virtual lessons.	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 class. 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 content aligned to grade-level standards. Leverage existing digital resources to help students dive deeper into their learning while not physically in class. 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.	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 appropriately challenges 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"> <li>• <a href="#">Formative Exit Ticket</a></li> <li>• <a href="#">Digital Data Tracker</a></li> <li>• <a href="#">1:1 Feedback Session</a></li> <li>• <a href="#">Personalize Instructional</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Education Elements: Offering Free Subscriptions</a></li> <li>• <a href="#">Math Skills: Examples</a></li> <li>• <a href="#">Science Learning with Data</a></li> <li>• <a href="#">Reading Schedule</a></li> <li>• <a href="#">Reading Learning Resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">1:1 Feedback Session</a></li> <li>• <a href="#">1:1 Feedback Session</a></li> <li>• <a href="#">1:1 Feedback Session</a></li> <li>• <a href="#">1:1 Feedback Session</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">1:1 Feedback Session</a></li> <li>• <a href="#">1:1 Feedback Session</a></li> <li>• <a href="#">1:1 Feedback Session</a></li> <li>• <a href="#">1:1 Feedback Session</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">1:1 Feedback Session</a></li> <li>• <a href="#">1:1 Feedback Session</a></li> <li>• <a href="#">1:1 Feedback Session</a></li> <li>• <a href="#">1:1 Feedback Session</a></li> </ul>
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 plan to address any questions students have or clarify your expectations for the work.	As students continue virtual lessons, set aside time to review expectations for how they are learning with an intentional focus on rigor and equity of choice. Consider having a single rubric for all options. Be sure to address any questions students have or clarify your expectations for the work.	Offer students 3 (or more) different ways to show what they've learned with an intentional focus on rigor and equity of choice. Consider having a single rubric for all options. Be sure to address any questions students have or clarify your expectations for the work.	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 unique 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 the week, and set expectations for your first day back together to alleviate any stress students might feel.
RESOURCES				
<ul style="list-style-type: none"> <li>• <a href="#">Feedback Check-in</a></li> <li>• <a href="#">Using Circles in School</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Measuring What Matters</a></li> <li>• <a href="#">Measuring What Matters</a></li> <li>• <a href="#">Measuring What Matters</a></li> <li>• <a href="#">Measuring What Matters</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Measuring What Matters</a></li> <li>• <a href="#">Measuring What Matters</a></li> <li>• <a href="#">Measuring What Matters</a></li> <li>• <a href="#">Measuring What Matters</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Measuring What Matters</a></li> <li>• <a href="#">Measuring What Matters</a></li> <li>• <a href="#">Measuring What Matters</a></li> <li>• <a href="#">Measuring What Matters</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Measuring What Matters</a></li> <li>• <a href="#">Measuring What Matters</a></li> <li>• <a href="#">Measuring What Matters</a></li> <li>• <a href="#">Measuring What Matters</a></li> </ul>

# Set Clear Expectations About Time

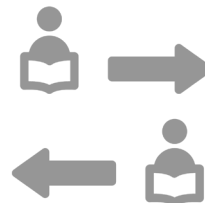
## Synchronous Learning



Learning that involves students engaging in learning with the teacher in real time.

*Example: Teacher presents material in real time over Zoom with students who were selected for a small group or entire class.*

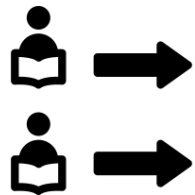
## Asynchronous Learning



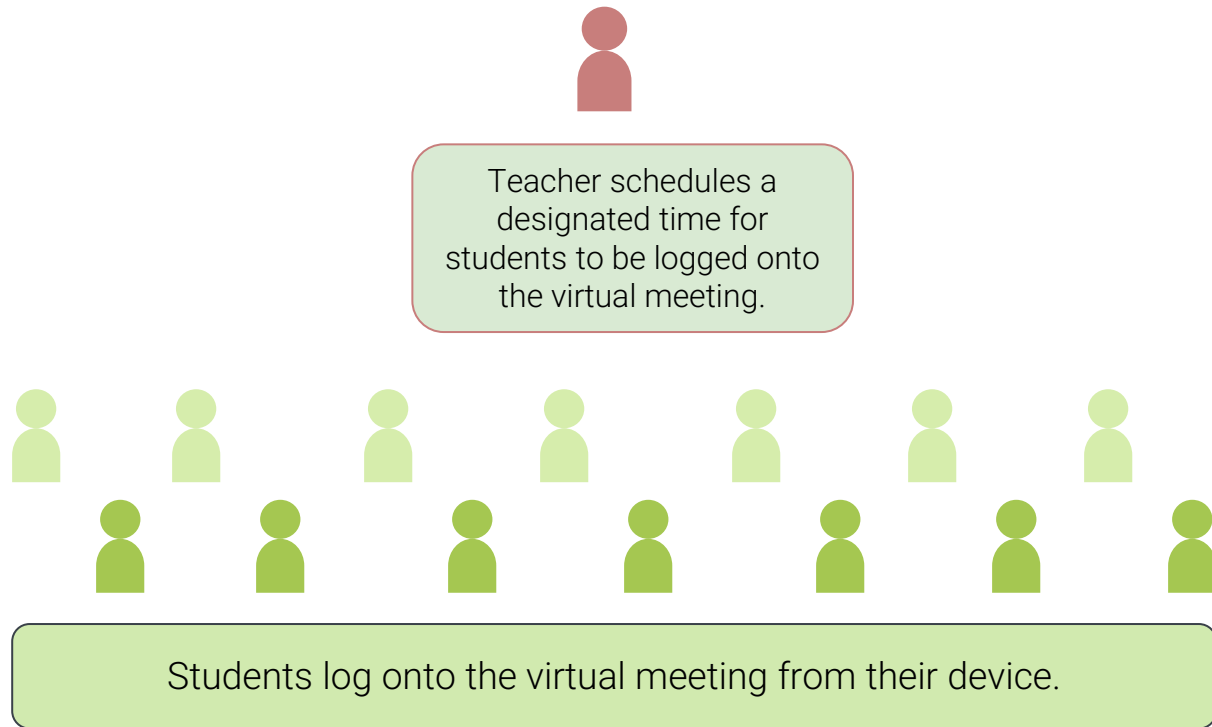
Learning that involves students engaging in learning through resources and materials provided by the teacher and completed independently.

*Example: Teacher provides a choice board that students work through on their own time.*

# Synchronous - Single Teach Whole Group



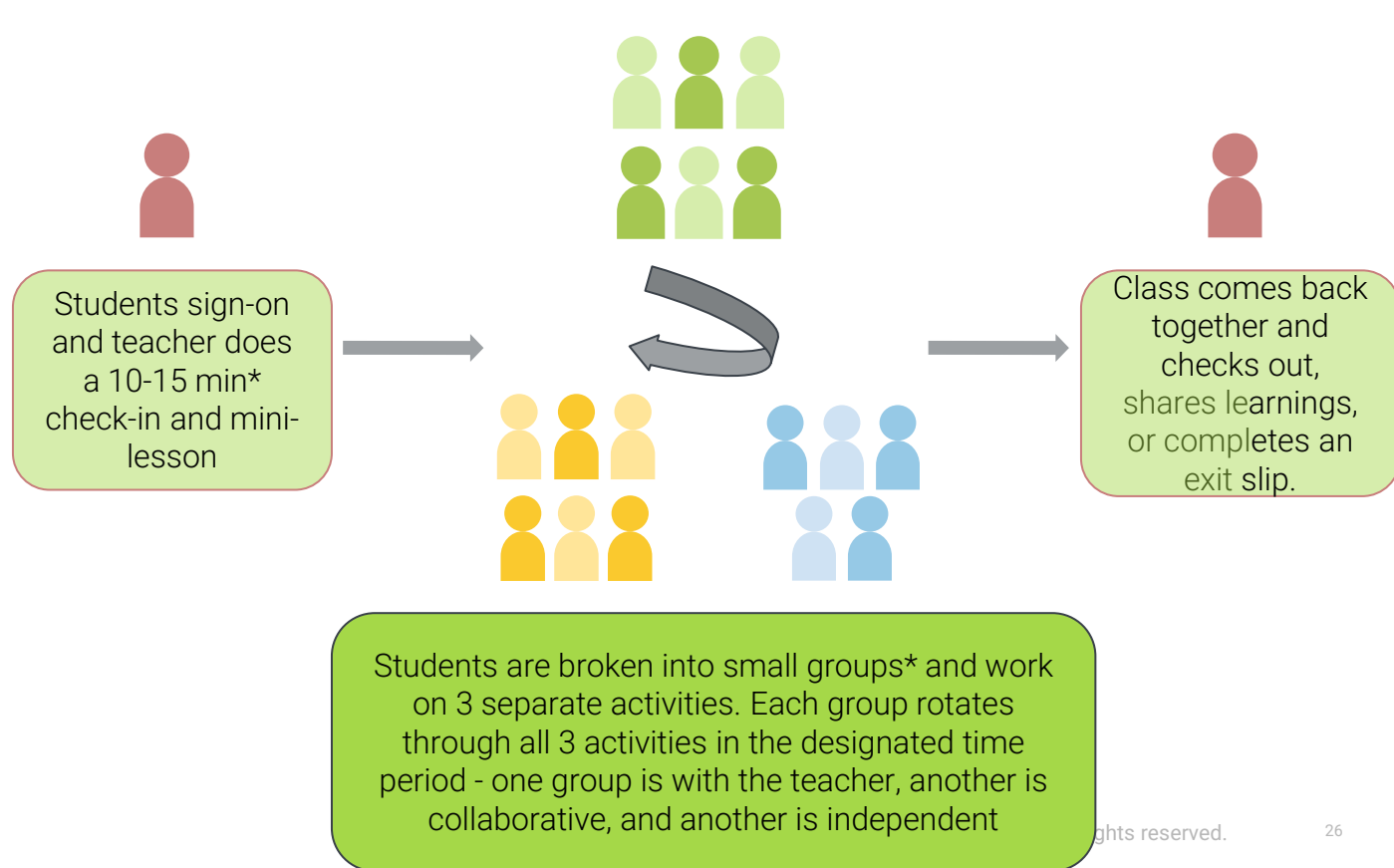
**Whole-Group**  
Face-to-face,  
Common Pace



# Rotation - Synchronous Small-Groups

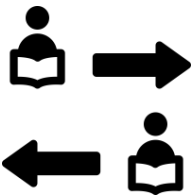


**Small-Group**  
Small Group,  
Varied Pace





# Synchronous - Playlist or Choice Board



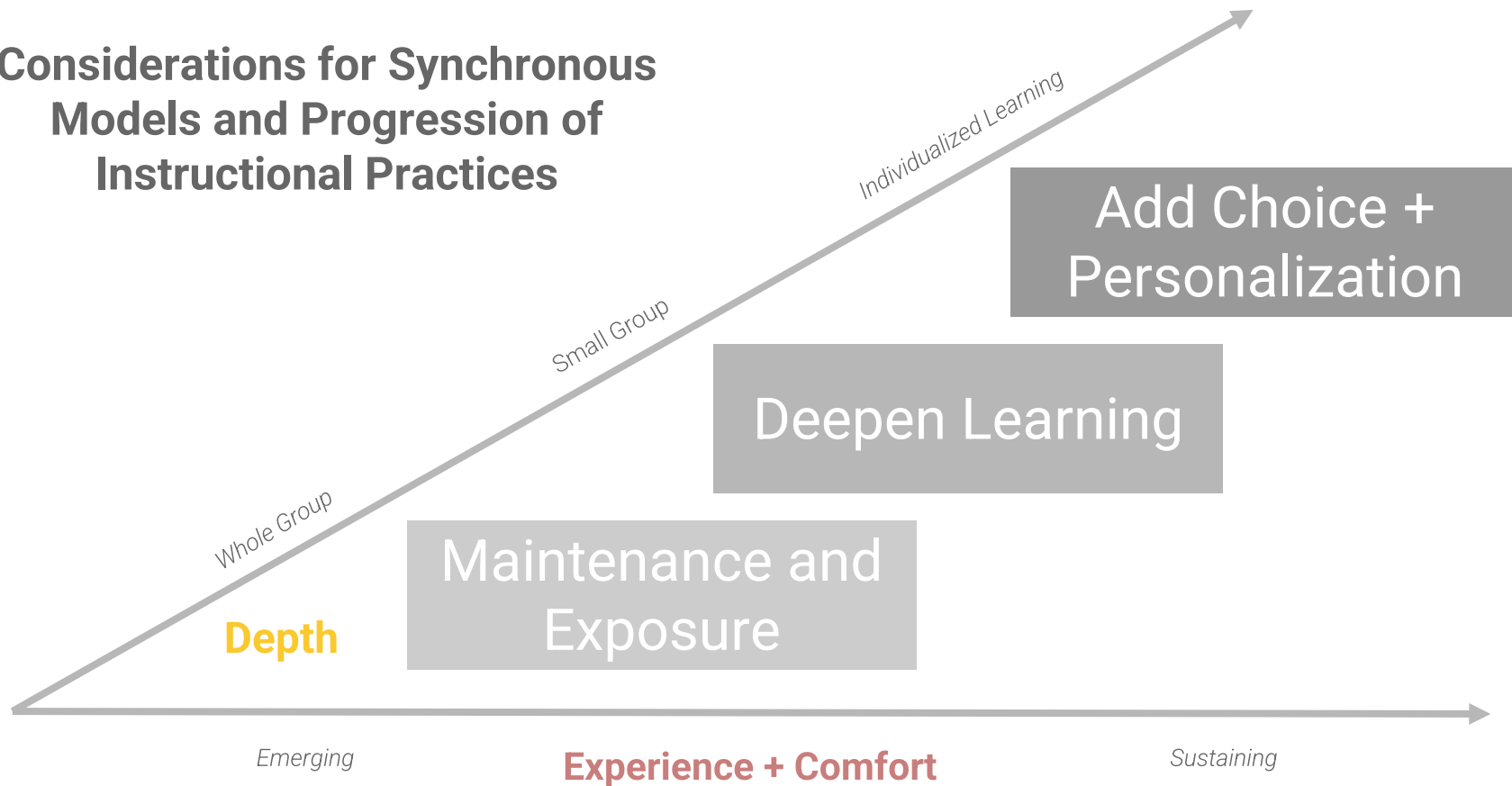
**Independent  
Playlist**  
Individual,  
Varied Pace

Teacher creates a curated collection of resources and tasks designed to help students achieve a common learning objective.

Students have the opportunity to check in with teachers as-needed

Students complete playlists/choice boards individually (or in small groups depending on the task), at their own pace, within an established timeframe.

# Considerations for Synchronous Models and Progression of Instructional Practices



*What of these models is closest to virtual instruction in your own school or classroom?*

# Key Considerations



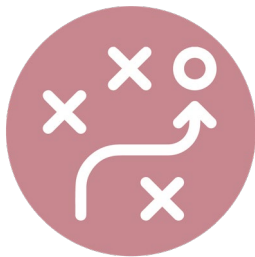
## TIME

When is learning happening? For how long?  
When will demonstration of mastery occur?



## SPACE

Where is learning happening?  
(Physical/virtual)



## ROUTINES

How is instruction happening? How are students engaging in the learning experience?



## COMMUNICATION

How do students communicate with the teacher and one another?  
What does collaboration look like?



## ACCOUNTABILITY

What expectations are set in the learning experience?  
How are they met?

# When building virtual routines...

- The best practices for in-person are often also the best practices for virtual instruction
- Spend time establishing clear routines for every role involved in virtual instruction
- Be prepared to reflect and pivot often (Do not let **perfect** be the enemy of **good!**)



# Defining roles and routines might look like...

ROLE	ROUTINE
<b>Students</b>	<ul style="list-style-type: none"><li>• Establish virtual etiquette norms (keep yourself on mute, turn video on during direct instruction, use chat feature to raise hand or pose questions)</li><li>• Submits assignments in Canvas every Friday by 3PM</li></ul>
<b>Teachers</b>	<ul style="list-style-type: none"><li>• Incorporates SEL activity into instruction, weekly</li><li>• Holds weekly office hours for students and parents every Wednesday at 10AM</li><li>• Uploads all lesson materials at least 1 week in advance of virtual instruction</li></ul>

# Be prepared to pivot...

ROLE	Challenge	Pivot
Students	<p>"I don't have access to internet this week because I'm at my grandparents' house."</p> <p>"I have three other siblings all with different class schedules, and I don't want to take over computer time when they are learning."</p>	<p>"Can you text me your response to a question? Or write it down on paper and snap a photo?"</p>
Teachers	<p>"I'm having trouble incorporating SEL into my online instruction"</p> <p>"Parents have reached out to me saying they cannot fit the Office Hours into their schedules, but still have lots of questions"</p>	<p>"Have you tried doing a quick check-in question at the beginning of your live lessons?"</p> <p>"Could you hop on the phone with individual parents for 15 minutes instead at a more convenient time?"</p>

In short, prepare to alter your routine on a student-by-student basis. **Equity is the goal.**

*What routines have you seen be most effective in your transition to virtual instruction?*



# Key Considerations



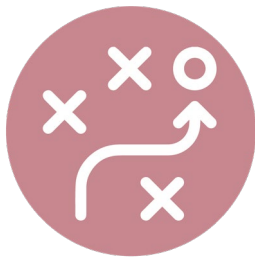
## TIME

When is learning happening? For how long?  
When will demonstration of mastery occur?



## SPACE

Where is learning happening?  
(Physical/virtual)



## ROUTINES

How is instruction happening? How are students engaging in the learning experience?



## COMMUNICATION

How do students communicate with the teacher and one another?  
What does collaboration look like?



## ACCOUNTABILITY

What expectations are set in the learning experience?  
How are they met?

# Create the Space for Communication

- Join virtual session before it starts to **casually connect** with students
  - *Just like a teacher might greet students at the door*
- Convey **warmth** and **positivity**
  - *Does it feel like a pre-recorded webinar? Have you smiled recently? What does your body language say to others?*
- Use individual's **names**
  - *It is important for students/teammates to feel seen and heard*
- Encourage others to **share in variety of ways**
  - *Chat feature, take the floor and speak, screenshare, etc*

# Communication - Establish Roles

*When there is clarity around individual and collective purpose, communication and collaboration can happen more effectively.*



**Pilot/Co-Pilot** - Shares screen and ensure group stays on task and on time.



**Time Keeper** - Keep the group on track, notice time warnings and adjust the team accordingly



**Note Taker** - Document group thinking, ensure everyone has access to important resources.



**Spokesperson** - Share out summary of decisions with the whole group

# How do we hold students accountable?

## Accountability Measures

- Exit tickets - short (5 questions max) check for understanding
- Check-Ins and Check-Outs - empower students to set and reflect on goals
- FlipGrid (and other tech tools) - use video to allow students to show vs. tell
- Virtual Polling - sprinkle polls, quick CFUs throughout learning experiences
- Collective Puzzles - a puzzle can't be complete without all of the pieces, so treat collaborative learning experiences as such
- Accountability Buddies - together, everyone accomplishes more

## Additional Strategies

- Celebrate students who are engaging and collaborating
- If a student is unreachable, leverage other stakeholders that might be able to help, and continue to elevate the bright spots

# Be mindful of pairing of technology and task

## **Sharing routine updates with students or staff?**

Use simpler, text-based media such as email, chat, and virtual bulletin boards when pushing information in one direction — for instance, when circulating routine information and plans, sharing ideas, and collecting simple data.

## **Introducing new standard content or skills?**

Video chats are richer, more interactive tools better suited to complex tasks such as problem-solving collaboration, which require your students to share different ideas and perspectives.

## **Attempting to resolve a conflict between students or give students critical feedback?**

Avoid email or chat platforms; try to get as close as ‘face to face’ as you can during this time

In short, the more complex the task or type of collaboration, **the closer you should be to in-person communication.**

*What are other ways you have encouraged communication + accountability in the virtual classroom?*

# Do It: Explore Toolkit and Share

# Reflect and Share



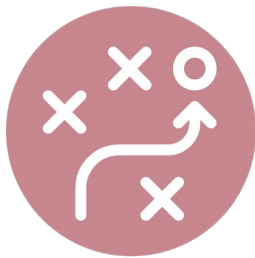
## **TIME**

When is learning happening? For how long?  
When will demonstration of mastery occur?



## **SPACE**

Where is learning happening?  
(Physical/virtual)



## **ROUTINES**

How is instruction happening? How are students engaging in the learning experience?



## **COMMUNICATION**

How do students communicate with the teacher and one another?  
What does collaboration look like?



## **ACCOUNTABILITY**

What expectations are set in the learning experience?  
How are they met?

**What is one variable you'd like to focus on improving in your classroom or school? How would you like to have this live in your classroom or school?**



# Independent Reflection - 5 minute individual exploration

PREPARE

BUILD SAFETY & SKILLS

DEEPEN LEARNING

ADD CHOICE & PERSONALIZATION

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, team, 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 offering 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 sample 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"> <li>Stakeholder Engagement, Briefly</li> <li>NWEA Data &amp; Insights: The State and the Future</li> <li>Using Social Media as a School District</li> </ul>	<ul style="list-style-type: none"> <li>Example of a Student Doc, Literacy</li> <li>Example of a Student Doc, Math</li> <li>NWEA Data &amp; Insights: The State and the Future</li> <li>Using Social Media as a School District</li> </ul>	<ul style="list-style-type: none"> <li>Example of a Student Doc, Literacy</li> <li>Example of a Student Doc, Math</li> <li>Example of a Student Doc, Science</li> <li>Example of a Student Doc, Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>Internet Essentials: The Plan Through Days and Nights</li> <li>NWEA Data &amp; Insights: The State and the Future</li> <li>Example of a Student Doc, Literacy</li> <li>Example of a Student Doc, Math</li> </ul>	<ul style="list-style-type: none"> <li>Example of a Student Doc, Literacy</li> <li>Example of a Student Doc, Math</li> <li>Example of a Student Doc, Science</li> <li>Example of a Student Doc, Social Studies</li> </ul>
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 tech tips/resources are shared again.	Add a video lesson to your virtual platform, or text a link to a video lesson no longer than 10 minutes, and monitor the content that isn't used. 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 for what and how to post.	Introduce a way for students to collaborate and engage with content. Use this time to answer questions, and give feedback on the process so far. If needed, model for students how to use software features. Consider modeling and sharing your office hour for how they can get help.	Students have shared, learned, and collaborated. Now it's time 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 Tool.	Set aside time to be online so families and students can connect virtually. Use this time to answer questions, and give feedback on the process so far. If needed, model for students how to use software features. Consider modeling and sharing your office hour for how they can get help.
RESOURCES				
<ul style="list-style-type: none"> <li>List of Check-in Questions</li> <li>10 Questions for Student Reflection</li> </ul>	<ul style="list-style-type: none"> <li>10 Tips for Recording Lessons</li> <li>10 Tips for Recording Lessons</li> <li>10 Tips for Recording Lessons</li> <li>10 Tips for Recording Lessons</li> </ul>	<ul style="list-style-type: none"> <li>10 Tips for Recording Lessons</li> <li>10 Tips for Recording Lessons</li> <li>10 Tips for Recording Lessons</li> <li>10 Tips for Recording Lessons</li> </ul>	<ul style="list-style-type: none"> <li>10 Tips for Recording Lessons</li> <li>10 Tips for Recording Lessons</li> <li>10 Tips for Recording Lessons</li> <li>10 Tips for Recording Lessons</li> </ul>	<ul style="list-style-type: none"> <li>10 Tips for Recording Lessons</li> <li>10 Tips for Recording Lessons</li> <li>10 Tips for Recording Lessons</li> <li>10 Tips for Recording Lessons</li> </ul>

WEEK 2: DEEPENING ENGAGEMENT + MASTERY				
Formative Data	Leverage Digital Content	Create a Digital Data Tracker	1:1 Feedback Sessions	Personalize Instructional
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 focus 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 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.	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 what 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 appropriately challenges 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"> <li>Formative Exit Ticket, Assessment</li> <li>Digital Tools, Examples</li> <li>NWEA Learning Group, Learning Data</li> </ul>	<ul style="list-style-type: none"> <li>Education Elements, Offering Free Subscriptions</li> <li>Math, Science, Examples</li> <li>Remote Learning with Data, Examples</li> <li>Blank Schedule</li> <li>Remote Learning, Examples</li> </ul>	<ul style="list-style-type: none"> <li>1:1 Math Data Tracker, Examples</li> <li>1:1 Math Data Tracker, Examples</li> <li>1:1 Math Data Tracker, Examples</li> <li>1:1 Math Data Tracker, Examples</li> </ul>	<ul style="list-style-type: none"> <li>1:1 Math Data Tracker, Examples</li> <li>1:1 Math Data Tracker, Examples</li> <li>1:1 Math Data Tracker, Examples</li> <li>1:1 Math Data Tracker, Examples</li> </ul>	<ul style="list-style-type: none"> <li>1:1 Math Data Tracker, Examples</li> <li>1:1 Math Data Tracker, Examples</li> <li>1:1 Math Data Tracker, Examples</li> <li>1:1 Math Data Tracker, Examples</li> </ul>
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 what they've learned with an intentional focus on rigor and equity of choice. Consider having a single rubric for all options. Be mindful of the technology resources or options that may be needed for the forefront of your planning.	Offer students 3 (or more) different ways to show what they've learned with an intentional focus on rigor and equity of choice. Consider having a single rubric for all options. Be mindful of the technology resources or options that may be needed for 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 the week, and together to celebrate your first day of virtual learning. Allocate any stress students might feel.
RESOURCES				
<ul style="list-style-type: none"> <li>Feedback Check-in, Examples</li> <li>Using Circles in School</li> </ul>	<ul style="list-style-type: none"> <li>Measuring What Matters, Assessment, Examples</li> <li>Measuring What Matters, Assessment, Examples</li> <li>Measuring What Matters, Assessment, Examples</li> <li>Measuring What Matters, Assessment, Examples</li> </ul>	<ul style="list-style-type: none"> <li>Measuring What Matters, Assessment, Examples</li> <li>Measuring What Matters, Assessment, Examples</li> <li>Measuring What Matters, Assessment, Examples</li> <li>Measuring What Matters, Assessment, Examples</li> </ul>	<ul style="list-style-type: none"> <li>Measuring What Matters, Assessment, Examples</li> <li>Measuring What Matters, Assessment, Examples</li> <li>Measuring What Matters, Assessment, Examples</li> <li>Measuring What Matters, Assessment, Examples</li> </ul>	<ul style="list-style-type: none"> <li>Measuring What Matters, Assessment, Examples</li> <li>Measuring What Matters, Assessment, Examples</li> <li>Measuring What Matters, Assessment, Examples</li> <li>Measuring What Matters, Assessment, Examples</li> </ul>

# Optional Planner

Two Days	Two Weeks	Two Months
Checklist	Checklist	Checklist
Resources to support		

## Add to the Chat

*What is one resource or idea from the guide that you would like to take back to your school or classroom?*

# Closing

## CLOSING | Let's Check-Out!



**ONE**



**TWO**



**THREE**



**FOUR**

**And one takeaway from today's session**