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# Virtual Learning Handbook

Resources for Virtual Learning

*Updated Spring 2021*

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**NIET**

NATIONAL INSTITUTE FOR  
EXCELLENCE IN TEACHING

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The purpose of this document is to share all of NIET's top resources for educators centered around virtual planning and instruction in one easy-to-print package. More tools and templates can be found online at [NIET.org/remote-learning](https://NIET.org/remote-learning).

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# Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching Standards Rubric

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# Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching and Learning Standards Rubric

*What effective teaching looks and sounds like in a virtual setting*

*April 2021*

## **Tool Description:**

As teachers move to virtual learning, many are asking how strong teaching practices translate to the online environment. NIET has developed a tool to describe what key instructional indicators should look like and sound like when planning and delivering virtual learning. The tool describes instructional and planning practices for both asynchronous and synchronous learning, as well as additional considerations for synchronous learning.

This tool is designed to be used alongside the NIET K-12 Teaching and Learning Standards Rubric, but it could support any teacher or leader to deepen their understanding of high-quality virtual learning instruction. The tool references exemplary practice for every indicator of the NIET rubric, with descriptors included, and the tool includes specific examples and strategies for how those indicators could be adapted in a virtual setting. NIET will continue to add and modify this document as we learn more effective virtual learning strategies.

## **How to Use this Tool:**

The virtual learning companion tool is meant to supplement what educators already know about strong instruction, regardless of delivery method. This tool assists in defining specific strategies and ideas – with key virtual learning terms highlighted in orange – but it is not meant to be comprehensive of all possible virtual learning adaptations. This resource could be helpful for educators to anchor their practice, for coaches and instructional leaders to provide feedback, and to support a more comprehensive evaluation system. We would encourage teachers and leaders to discuss how this tool can enhance their existing approaches to coaching, observation, evaluation, and feedback and set clear expectations on how it should be used.

The “virtual learning strategies” column includes ideas for adapting teaching strategies in both synchronous and asynchronous environments. For purposes of this tool, we define asynchronous and synchronous learning as follows:

- *Asynchronous Learning:* Asynchronous learning describes learning that does not occur in the same place or at the same time with the teacher (e.g., a recorded lesson). The instructor prepares lesson materials in advance for students to access the lesson content. Students can access and complete the assignments/learning within a flexible time frame. Methods of asynchronous virtual learning include self-guided lesson modules, streaming video content, virtual text, and posted lesson notes. Asynchronous learning can also include student interactions across discussion boards or social media platforms.
- *Synchronous Learning:* Synchronous learning happens in real time. This means that the teacher and students interact in a specific virtual place, through a specific medium, at the same time. Methods of synchronous learning include videoconferencing, teleconferencing, live chatting, and live-streaming instruction.

# NIET K-12 Teaching and Learning Standards Rubric: Companion Tool for Virtual Learning

## *Domain: Instruction*

Indicator	Performance Descriptors at the Exemplary Level	Virtual Learning Strategies	Additional Synchronous Considerations
<b>Standards &amp; Objectives</b>	<ul style="list-style-type: none"> <li>All learning objectives and state content standards, and their connection to student work expectations, are explicitly communicated and understood by students.</li> <li>Sub-objectives are aligned and logically sequenced to the lesson's major objective.</li> <li>Students make connections between learning objectives and: (a) what they have previously learned, (b) know from life experiences, and (c) knowledge of other disciplines.</li> <li>Expectations for student's performance are clear, demanding, and high, and student work is aligned to state content standards and learning objectives.</li> <li>State standards are displayed and referenced throughout the lesson with explanations.</li> <li>Student work shows evidence that each student is progressing or demonstrating mastery of the objective(s).</li> </ul>	<ul style="list-style-type: none"> <li>Communicate lesson objective(s) and alignment to the standard(s) via a slide, document, or video. List and share success criteria associated with objective(s) in an initial document.</li> <li>Reference objective(s) and success criteria throughout the lesson (i.e., in all presentation documents, such as PowerPoints, videos, assignments, and rubrics).</li> <li>Use success criteria to assess student work and provide feedback. Ask students to use success criteria for self-assessment before submitting student work.</li> <li>Use formative and summative checks to determine mastery of objectives or progressing towards mastery (e.g., quiz, written responses, discussion board posts, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Communicate how students will know when they learn objective(s) by explaining the expectations and success criteria throughout the lesson (i.e., in all presentation documents, such as PowerPoints, videos, assignments, rubrics, and in chats and discussions), and ask students for feedback on understanding.</li> </ul>
<b>Motivating Students</b>	<ul style="list-style-type: none"> <li>The teacher consistently organizes the content, including curriculum resources, so that it is personally meaningful, relevant, and intellectually engaging to students.</li> <li>The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.</li> <li>Students are consistently engaged in their own learning, and the teacher reinforces students' initiative to learn more.</li> </ul>	<ul style="list-style-type: none"> <li>Create clearly labeled documents and/or folders that signal or mark the order and flow of the lesson.</li> <li>Activate personal connections by modeling your own connection to learning in a narrative think-aloud and asking the student to do the same.</li> <li>Insert meaningful and relevant key questions and wonderings at various places in the lesson.</li> <li>Generate interest in the upcoming lesson topic (e.g., survey students prior to the lesson about what they already know about the subject, give a pre-assessment, send link to a video to spark questions).</li> <li>Include opportunities for student choice.</li> <li>Include opportunities for students to share work publicly.</li> <li>Reinforce students for participation by adding to the <b>chat</b> or <b>discussion board</b> (i.e., good job/nice comment; great thought-provoking question – let's discuss in our synchronous time this week).</li> <li>Include questions that require students to make connections between the content and current socio-political ideas (within the community and globally), such as through <b>discussion boards</b> and <b>chat</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate high interest and/or culturally relevant activities and tasks with the lessons.</li> <li>Provide relevant hooks when beginning a new concept (e.g., video clip(s) to spark student interest and curiosity, having students respond to a question with a poll related to the lesson's objective, having students make a personal connection to the content) and throughout the lesson.</li> <li>Include student voice and examples of work provided by students in responding to questions, reflections, texts, or problems.</li> </ul>

# NIET K-12 Teaching and Learning Standards Rubric: Companion Tool for Virtual Learning

## Domain: Instruction

Indicator	Performance Descriptors at the Exemplary Level	Virtual Learning Strategies	Additional Synchronous Considerations
<b>Presenting Instructional Content</b>	<p>Presentation of the content always includes:</p> <ul style="list-style-type: none"> <li>• visuals, including student work exemplars, that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>• examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>• modeling by the teacher or student demonstrates accurate understanding of the content and meets performance expectations;</li> <li>• criteria that clarifies how students can be successful;</li> <li>• concise communication;</li> <li>• logical sequencing and segmenting;</li> <li>• all essential information; and</li> <li>• no irrelevant, confusing, or nonessential information.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Storyboard</b> the lesson plan during planning, and post and present materials in the order students will need them to be successful.</li> <li>• Show clear examples of high-quality work by posting and analyzing exemplars for student work.</li> <li>• Create clearly labeled documents and/or folders that signal the order and flow of the lesson.</li> <li>• Utilize recorded videos or slides to discuss and/or display the lesson agenda at the beginning of and throughout the lesson.</li> <li>• Intentionally utilize pictures and visuals via shared documents or embedded in slides to deepen student understanding (e.g., actively model how to label a picture of the solar system or circulatory system in a diagram of the human body).</li> <li>• Record narration of the analysis of an exemplar with reference to success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Reference the agenda throughout the lesson.</li> <li>• Model a think-aloud of new learning and engage students in the process.</li> <li>• Utilize the success criteria as a visual and reference throughout the lesson.</li> <li>• Utilize frequent checks for understanding by stopping and asking questions and having students put learning in their own words.</li> </ul>
<b>Lesson Structure and Pacing</b>	<ul style="list-style-type: none"> <li>• The lesson starts promptly.</li> <li>• The lesson's structure is coherent, based on the content, and organized to meet students' needs, with time for reflection to ensure student understanding.</li> <li>• Pacing is brisk, adjusted for rigor of content and individual student learning expectations.</li> <li>• Students' individual needs are attended to and pacing provides many opportunities for individual students who progress at different learning rates.</li> <li>• Students understand and engage in classroom routines and transitions to ensure efficient use of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Create clearly labeled documents and/or folders that organize the order and flow of the lesson and/or unit (like a roadmap for students).</li> <li>• Clearly label lessons to move from purpose to direct instruction, to practice then application, and how/when to submit work.</li> <li>• All materials necessary for understanding and completing the lesson are provided/embedded within the descriptions.</li> <li>• Provide clearly written or verbalized directions for what is expected for every activity and assignment.</li> <li>• Provide <b>office hours</b> to support students and assist with differentiation.</li> <li>• Include scaffolds (e.g., read-alouds, thinking maps, links to resources).</li> <li>• Explicitly ask students to pause and reflect to process new learning throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice timing and tools for all synchronous functions.</li> <li>• Use <b>breakout room options</b> to work with various groups of students on differentiated needs.</li> <li>• Engage students in chats and feedback with attention to pacing to ensure the purpose is met.</li> <li>• Plan for pacing so that students can interact and have ample time for student-to-student interaction.</li> <li>• Meet with small groups of students or one-on-one outside of the whole group setting to support learning.</li> </ul>



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<b>Activities and Materials</b>	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> <li>● <i>Content:</i> <ul style="list-style-type: none"> <li>○ support the lesson objectives;</li> <li>○ are challenging;</li> <li>○ elicit a variety of thinking;</li> <li>○ provide time for reflection;</li> <li>○ are relevant to students' lives;</li> </ul> </li> <li>● <i>Student-centered:</i> <ul style="list-style-type: none"> <li>○ sustain students' attention;</li> <li>○ provide opportunities for student-to-student interaction;</li> <li>○ evoke student curiosity and suspense;</li> <li>○ provide students with choices;</li> </ul> </li> <li>● <i>Multiple materials:</i> <ul style="list-style-type: none"> <li>○ incorporate multimedia and technology; and</li> <li>○ incorporate additional standards-based resources where appropriate to support individual and whole-group understanding (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).</li> </ul> </li> <li>● In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction, and students are continuously self-monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan for a variety of activities that include student options and menus that are all aligned to objectives and available to all students.</li> <li>● Include intentional opportunities where students prepare products to share/post for an audience, such as through an <b>online submission tool and/or video</b>.</li> <li>● Have students share work with another student for feedback prior to submitting it.</li> <li>● Prepare rigorous student work/assignments with models that show expectations.</li> <li>● Build longer-term projects that require student investment at every stage.</li> <li>● Use checklists and rubrics as success criteria to help students monitor progress against expectations.</li> <li>● Turn on closed captioning for videos to support student understanding and language development.</li> </ul>	<ul style="list-style-type: none"> <li>● Include activities with more student-to-student interaction (e.g., <b>breakout rooms, chats, discussion boards, surveys, online presentations</b>).</li> <li>● Include teacher-led direct instruction and modeling through simulations and demonstrations.</li> <li>● Incorporate various <b>interactive programs</b>.</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>● Teacher questions are varied and high-quality, providing an appropriate mix of question types based on content: <ul style="list-style-type: none"> <li>○ knowledge and comprehension;</li> <li>○ application and analysis; and</li> <li>○ creation and evaluation.</li> </ul> </li> <li>● Questions are consistently purposeful and coherent.</li> <li>● The frequency of questions consistently engages students in the rigor of the content and in critical thinking.</li> <li>● Questions are consistently sequenced with attention to the instructional goals.</li> <li>● Wait time (3-5 seconds) is consistently provided.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan and record a variety of key question types on slides at opportune times to prompt reflection.</li> <li>● End the lesson with a reflective question(s) aligned to the objective for students to respond to in a collaborative document tool or platform.</li> <li>● Plan for students to engage with one another on projects/assignments to ask each other questions or provide feedback through virtual tools.</li> <li>● Plan for opportunities for students to generate their own questions using a <b>collaborative document tool or platform</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for students to respond to the teacher and to other student questions in <b>the main room</b> (whole class) in the chat. Students can raise their hands and respond out loud or via the <b>polling tool</b>.</li> <li>● Plan for visual prompting of questions to continue small group discussions in <b>breakout rooms</b>.</li> <li>● Prompt students to write on the <b>whiteboard</b> simultaneously to check for understanding.</li> </ul>

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	<ul style="list-style-type: none"> <li>Students regularly respond to a variety of teacher questions (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers).</li> <li>All students are actively answering questions and engaging with the teacher or each other to share their perspectives.</li> <li>Students generate questions that lead to further inquiry and self-directed learning.</li> </ul>		
<b>Academic Feedback</b>	<ul style="list-style-type: none"> <li>Oral and written feedback is consistently academically focused, frequent, and high-quality.</li> <li>Feedback is frequently given during guided practice and review of independent work assignments.</li> <li>The teacher circulates during instructional activities to prompt student thinking, assess each student's progress based on student work expectations, and provide individual feedback.</li> <li>Feedback, both verbal and non-verbal, from students is regularly used to monitor and adjust instruction.</li> <li>Students give specific and clear feedback to each other based on the teacher's expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>office hours</b> for students to log in at designated times to receive timely feedback on assignments.</li> <li>Provide written feedback in a timely manner virtually through email or discussion platforms aligned to the lesson's objectives and success criteria.</li> <li>Engage in written discussions and check for understanding between students by making comments on each other's written responses in a <b>collaborative document tool or platform</b>.</li> <li>Have students share work with another student for feedback prior to submitting</li> </ul>	<ul style="list-style-type: none"> <li>Model for students how to interact with one another and the teacher, and provide each other with specific feedback aligned to the lesson's objective in <b>breakout rooms</b> and in the <b>chat</b>.</li> <li>Allow students to complete tasks at different levels and time frames with some students remaining in the <b>breakout rooms</b> while others return to the <b>main room</b> to engage in a feedback discussion facilitated by the teacher (no lag time to lose engagement).</li> </ul>
<b>Grouping Students</b>	<ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole-class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.</li> <li>In an instructional group, each student takes responsibility for their individual role, tasks, and group work expectations so they can have meaningful and productive collaboration.</li> <li>In an instructional group, each student assumes accountability for completing group work and individual work.</li> <li>Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.</li> <li>Students set goals, reflect on, and evaluate their learning in instructional groups.</li> </ul>	<ul style="list-style-type: none"> <li>Provide clear directions and responsibilities for group work.</li> <li>Consider if the lesson lends itself to grouping students, group composition should be considered to ensure strong virtual collaboration.</li> <li>Utilize self-assessment and peer assessment tools with group work.</li> <li>Provide opportunities for students to choose the group that best meets their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Plan <b>breakout group</b> strategies and composition to ensure strong management and pacing.</li> <li>Model breakout group expectations and assessment with each group.</li> <li>Set clarity around what is expected, when it is expected, and how groups will proceed in the main room.</li> </ul>



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## Domain: Instruction

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	<ul style="list-style-type: none"> <li>When provided the choice or independence, students make responsible decisions about how to group themselves.</li> </ul>		
<b>Teacher Content Knowledge</b>	<ul style="list-style-type: none"> <li>Teacher displays extensive content knowledge and understanding of both state standards and instructional materials, including their curriculum, for all the subjects they teach.</li> <li>Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.</li> <li>Teacher consistently highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Segment and sequence traditional, in-person lessons into smaller segments to reach the depth of expectations per the standard.</li> <li>Spend several lessons on one topic (e.g., text, historic document, task) with each lesson subsequently focusing on a deeper and more extensive understanding of the topic and varied student work products.</li> <li>Intentionally highlight key concepts through discussion questions, lesson slides, video, pictures, to support students with making powerful connections.</li> </ul>	<ul style="list-style-type: none"> <li>Model the use of subject-specific strategies for students.</li> <li>Monitor the level of understanding through frequent checks for understanding of the content by calling on students and having them explain information for other students.</li> <li>Engage students in a <b>chat</b> or <b>discussion board</b> to communicate the connections students are making with the key concepts to other ideas based on questions posed.</li> </ul>
<b>Teacher Knowledge of Students</b>	<ul style="list-style-type: none"> <li>Teacher practices display understanding of each student’s anticipated learning abilities and challenges.</li> <li>Teacher practices consistently incorporate student interests, backgrounds, and cultures.</li> <li>Teacher consistently provides differentiated instructional content and strategies to ensure students have the opportunity to master what is being taught.</li> </ul>	<ul style="list-style-type: none"> <li>Record a video of thinking aloud through the skills and content that students may struggle with the most.</li> <li>Plan how to use virtual tools such as virtual manipulatives, videos, and websites providing texts with multiple reading levels to adjust content to meet the needs of all learners.</li> <li>Turn on closed captioning for videos to support student understanding and language development.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate planned activities that engage all types of learners at a pace that meets their style and requirement for pacing (e.g., set a virtual timer and post the time for students to see the countdown; encourage students that need to collaborate to break off into <b>“chat rooms”</b> with a task to solve and discuss their thinking, then come back to the whole group).</li> <li>Provide a problem on the presentation screen and ask students, “What would you do to solve this problem?” Then, allow them to partner or small group <b>“chat”</b> in the virtual program to discuss thinking and solutions.</li> <li>Allow opportunities for students to share their thinking with the whole group and critique each other’s solutions and thinking and provide feedback.</li> </ul>
<b>Thinking</b>	<ul style="list-style-type: none"> <li>Students are actively engaged in multiple types of thinking:                             <ul style="list-style-type: none"> <li>analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</li> <li>practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use think-aloud models frequently in videos/audio alongside lesson activities.</li> <li>Use <b>whiteboard</b> or <b>screensharing</b> opportunities to make thinking transparent in recorded sessions.</li> <li>Segment learning into units for students to discuss throughout to monitor their thinking and check for understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Model and discuss metacognitive strategies, such as:                             <ul style="list-style-type: none"> <li>planning for a task.</li> <li>gathering and organizing materials.</li> <li>arranging a study space and schedule.</li> <li>monitoring mistakes.</li> <li>evaluating success criteria for tasks.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ creative thinking, where students create, design, imagine, and suppose; and</li> <li>○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</li> <li>● The teacher and/or students model metacognitive strategies.</li> <li>● Students are provided opportunities to:               <ul style="list-style-type: none"> <li>○ generate a variety of ideas and alternatives;</li> <li>○ analyze problems from multiple perspectives and viewpoints; and</li> <li>○ monitor their thinking to ensure they understand what they are learning, are attending to critical information, and are aware of the learning strategies they are using and why.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Use and label <b>anchor documents</b> to help students access and reach higher levels of thinking.</li> <li>● Provide instruction and modeling on how students should actively take notes to help activate thinking and record questions throughout lesson videos, links, and texts.</li> <li>● Utilize <b>whiteboard, chat, or discussion board functions</b> to have students comment on other students' thinking.</li> </ul>	<ul style="list-style-type: none"> <li>○ evaluating the success of any learning strategy and adjusting.</li> <li>● Use <b>whiteboard or screensharing</b> opportunities to make thinking transparent and have students actively generate ideas and add information to discussion.</li> </ul>
<b>Problem-Solving</b>	<ul style="list-style-type: none"> <li>● Students engage in activities that reinforce several of the following problem-solving types:               <ul style="list-style-type: none"> <li>○ abstraction.</li> <li>○ categorization.</li> <li>○ drawing conclusions/justifying solutions.</li> <li>○ predicting outcomes.</li> <li>○ observing and experimenting.</li> <li>○ improving solutions.</li> <li>○ identifying relevant/irrelevant information.</li> <li>○ generating ideas.</li> <li>○ creating and designing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Plan for student work products that are intentional to help students move through stages of idea generation, creation, analysis, and drawing conclusions/justifying solutions.</li> <li>● Develop a pathway and clear sequence to problem-solving through modeling, activity and materials selection, <b>anchor documents</b>, videos, and other scaffolds.</li> <li>● Determine how students will interact with the materials to prompt different types of problem-solving (e.g., carefully constructed questions).</li> </ul>	<ul style="list-style-type: none"> <li>● Provide numerous times for students to engage in group activities to deepen their thinking and problem-solving skills.</li> <li>● Provide virtual tools that will support students with categorizing, drawing conclusions, generating ideas, observing and experimenting, etc. Often the tool itself can prompt a deeper level of problem-solving (e.g., <b>virtual thinking maps, polling</b>)</li> </ul>

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## Domain: Planning

Indicator	Performance Descriptors at the Exemplary Level	Virtual Learning Strategies	Additional Synchronous Considerations
<b>Instructional Plans</b>	<p>Instructional plans include:</p> <ul style="list-style-type: none"> <li>● measurable and explicit objectives aligned to state standards and aligned curriculum, both in content and in rigor;</li> <li>● activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>○ are aligned to state standards; content, including curriculum; and success criteria;</li> <li>○ are sequenced and scaffolded based on student need;</li> <li>○ build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines as appropriate; and</li> <li>○ provide appropriate time for student work, student reflection, and lesson closure;</li> </ul> </li> <li>● evidence that the plan is appropriate for the age, knowledge, and interests of all learners;</li> <li>● evidence that the plan provides regular opportunities to accommodate individual student needs and student choice; and</li> <li>● strategies for student autonomy and ownership.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop weekly plans aligned to state standards and curriculum.</li> <li>● Plan for how the students will demonstrate mastery of the objective for each segment of the learning. The objective and expectations for mastery can be placed on a slide at the beginning of each segment to avoid students guessing what they are expected to do.</li> <li>● Create an online collaboration folder (Google Drive, OneDrive) to include an exemplar for students to reference as an anchor document throughout the asynchronous lesson.</li> <li>● Lesson presentation is planned and practiced before the lesson unfolds and/or is recorded.                             <ul style="list-style-type: none"> <li>○ Check that the virtual platform is working, resources can be easily found, video and audio files play correctly in multiple web browsers, links are live.</li> </ul> </li> <li>● Pre-plan and post materials and reference tools and resources in a common and accessible location online, such as uploaded to a cloud collaboration folder which shares access with students.</li> <li>● Activities and materials are leveled to accommodate student needs (e.g., leveled text for specific groups, provide content in alternative formats).</li> <li>● Activities and materials are embedded for students to reflect on the learning (e.g., reflective question on a discussion board, exit tickets, message to the teacher, questionnaire for self-evaluation).</li> </ul>	<ul style="list-style-type: none"> <li>● Accommodate individual needs (e.g. office hours, 1:1 calls or chats, re-teaching, plan for enrichment activities).</li> <li>● Activities and materials include student reflection (e.g., everyone posts in live chat box).</li> <li>● Provide extended time for specific student groups in breakout rooms to allow students to work at needed pacing.</li> </ul>
<b>Student Work</b>	<p>Assignments are:</p> <ul style="list-style-type: none"> <li>● always aligned to the rigor and depth of the standards and curriculum content.</li> <li>● always aligned to the lesson’s objective and include descriptions of how assessment results will inform future instruction.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>● organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it;</li> </ul>	<ul style="list-style-type: none"> <li>● Align the student work with the outcome of each lesson aligned to the rigor of the objective.</li> <li>● Create a flow chart for students to monitor their progress toward meeting the objective.</li> <li>● Provide and communicate opportunities for student thinking and work sharing (e.g., posting work in the learning management system).</li> <li>● Plan for how students will articulate their learning and thinking in a virtual experience (e.g., questions, illustrations, audio/video recordings).</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-work for the lesson is communicated and assigned for students to be ready for new learning.</li> <li>● Students submit their thinking and learning orally and live in the discussion thread.</li> </ul>

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## Domain: Planning

Indicator	Performance Descriptors at the Exemplary Level	Virtual Learning Strategies	Additional Synchronous Considerations
	<ul style="list-style-type: none"> <li>draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and</li> <li>connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Students and teacher evaluate assignments against established and communicated success criteria. This can be recorded to provide a strong example students can reference throughout as a model.</li> </ul>	
<b>Assessment</b>	<p>Assessments:</p> <ul style="list-style-type: none"> <li>are aligned with the depth and rigor of the state standards and content, including curriculum resources;</li> <li>are designed to provide feedback on progress against objectives;</li> <li>use a variety of question types and formats to gauge student learning and problem-solving;</li> <li>measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice);</li> <li>require extended written tasks as appropriate;</li> <li>include clear illustrations of student progress toward state standards, which students monitor, understand, and articulate; and</li> <li>include descriptions of how assessment results will be used by teachers and students to inform future instruction and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for success is determined and communicated by teacher for students (e.g., via a live model, exemplars utilized in the lesson itself and posted in the <b>online collaboration folder</b> for ready access by students).</li> <li>Virtual assessments could be conducted in the form of a project (e.g., audio/video, taking a picture of product, experiment, graphs, charts, presentation, essay, short answer, or multiple-choice) and include criteria for success.</li> <li>Progression of learning for individual students is supported through assessments and informs teacher of future instruction (e.g., via <b>screencast recordings</b> to provide specific feedback on portfolios to inform future instruction).</li> </ul>	<ul style="list-style-type: none"> <li>In class, the student presents assessments in the form of a project (e.g., audio/video, taking a picture of product, experiment, graphs, charts, presentation, essay, short answer, or multiple-choice)</li> <li>Use of virtual tools like a <b>whiteboard</b> for students to show their thinking and solutions in real time.</li> <li>Create <b>learner surveys</b>, polls, check-in calls, and <b>live interactive sessions</b> to monitor students' understanding of the course objectives.</li> <li>Provide regular <b>virtual office hours</b> for students to receive feedback and support synchronously.</li> </ul>



# NIET K-12 Teaching and Learning Standards Rubric: Companion Tool for Virtual Learning

## Domain: Environment

Indicator	Performance Descriptors at the Exemplary Level	Virtual Learning Strategies	Additional Synchronous Considerations
<b>Expectations</b>	<ul style="list-style-type: none"> <li>Teacher engages students in learning with clear and rigorous academic expectations and actively uses aligned and differentiated materials and resources to ensure equitable access to learning.</li> <li>Students regularly learn from their mistakes and can describe their thinking on what they learned.</li> <li>Teacher creates learning opportunities where all students consistently experience success.</li> <li>Students lead opportunities that support learning.</li> <li>Students take initiative to meet or exceed teacher expectations.</li> <li>Teacher optimizes instructional time to ensure each student meets their learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Establish and communicate norms for virtual learning environment and post for each learning module.</li> <li>Create a model with expectations for success, labeling the thinking aligned to the criteria (and saved for students to reference after the lesson).</li> <li>Provide lesson objectives at varying depth so students can select which level of difficulty they will set as a target for the lesson.</li> <li>Student work can be found for most students posted in the learning management system with clear expectations on uploading and timelines for completed work.</li> <li>Provide time management suggestions for how to maximize pacing in the virtual lesson to monitor own progress and success.</li> <li>Perseverance is modeled and teachers provide encouragement to students as they attempt difficult tasks through feedback provided in written, oral, and screencast recordings.</li> <li>Students share their work with their peers via online bulletin boards (e.g. Padlet), chat box, video, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Model appropriate time management by referring back to the lesson agenda throughout the lesson.</li> <li>Use a countdown timer in breakout rooms to help students stay on target.</li> <li>Ask students to work with a preplanned partner to correct mistakes through feedback and questioning in small-group meeting rooms.</li> <li>Provide opportune time checks throughout the lesson to assist students with pacing of assignment completion.</li> <li>Ask students to reflect on what they have learned via video meetings, phone calls, and/or in the chat box, including what they have learned from their mistakes.</li> </ul>
<b>Engaging Students and Managing Behavior</b>	<ul style="list-style-type: none"> <li>Students are consistently engaged in behaviors that optimize learning and increase time on task.</li> <li>Teacher and students establish collective commitments for learning and behavior.</li> <li>Teacher consistently uses and students reinforce several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment.</li> <li>Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson.</li> <li>The teacher addresses individual students who have caused disruptions rather than the entire class.</li> <li>The teacher quickly attends to disruptions with minimal interruption to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Survey the students on their comfort level with different online tools and develop lessons around those they are most successful with when beginning virtual instruction.</li> <li>Post reminders throughout the asynchronous learning materials for established rules and expectations.</li> <li>Embed videos within a set of slides for the lesson to make pulling up videos seamless and so students can view the videos in the appropriate order later.</li> <li>Monitor completion of assignments to ensure behavior is not impeding learning outcomes (e.g., follow-up email to student and/or parent when assignments are not turned in).</li> <li>Offer “fun” videos or engagement activities as a reward for engagement and behavior over the course of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize online tools to engage whole-group, small-group, and individual students.</li> <li>Use private chat features when necessary to remind specific students of the expectations for behavior.</li> <li>Begin lesson with clear expectations for lesson and behavior on opening slide.</li> <li>Consistently model expected online behavior for students.</li> <li>Utilize a breakout room to re-engage students who are off task to understand why they are not participating in the lesson.</li> <li>If students are struggling with established rules, adjust student permissions to redirect behavior (e.g., adjust chatting or audio/video privileges in the platform settings).</li> </ul>

# NIET K-12 Teaching and Learning Standards Rubric: Companion Tool for Virtual Learning

## Domain: Environment

Indicator	Performance Descriptors at the Exemplary Level	Virtual Learning Strategies	Additional Synchronous Considerations
<b>Environment</b>	<p>The classroom:</p> <ul style="list-style-type: none"> <li>welcomes all students and guests and provides a safe space for all students to take risks and interact with peers.</li> <li>is clearly organized and designed for and with students to promote learning for all.</li> <li>has supplies, equipment and resources easily and readily accessible to provide equitable opportunities for all students.</li> <li>displays current student work that promotes a positive and inclusive classroom environment.</li> <li>is arranged to maximize individual and group learning and to reinforce a positive classroom culture.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a system to provide a welcome email and phone call to both students and parent within 48 hours of enrollment with detailed school procedures.</li> <li>Provide a virtual orientation to ensure all students and parents know and understand virtual tools and procedures.</li> <li>Share positive messages with students each morning (e.g., post written note, video, audio file).</li> <li>Offer weekly check-ins and office hours for families and students, and proactively reach out to those who do not attend.</li> <li>Develop a course homepage and welcome video with contact information, live lesson calendar, and course syllabus.</li> <li>Clearly label assignments, quizzes, and other activities, and ensure all materials and online platforms are accessible to all students (e.g., colors are not overstimulating).</li> <li>Take initiative in identifying, exploring, and applying new technologies and online tools with students.</li> <li>Display diverse and positive examples of student work (written assignments, audio files, videos, etc.) within the <b>learning platform</b> or <b>online bulletin board</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Practice utilization of the virtual tools so they are seamless for teacher and students.</li> <li>Establish and communicate system to transition from whole-group to breakout/small-group work and back to whole-group.</li> <li>Ensure that each student knows how to use all systems and tools.</li> <li>Monitor the work of all groups.</li> <li>Allow students to share new online tools with their teacher and, when appropriate, with other students.</li> </ul>
<b>Respectful Culture</b>	<ul style="list-style-type: none"> <li>Teacher-student interactions consistently demonstrate caring, kindness, and respect for one another and celebrate and acknowledge all students' backgrounds and cultures.</li> <li>Teacher seeks out and is receptive to the interests and opinions of all students.</li> <li>Positive relationships and interdependence characterize the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure online curriculum, texts, and materials include a diversity of perspectives and cultures.</li> <li>Explain the role of digital citizenship by modeling, guiding, and encouraging legal, ethical, and safe behavior related to technology use.</li> <li>Follow the standards in place to uphold academic integrity and follow through on all protocols (e.g., <b>turnitin.com</b> checks for plagiarism).</li> <li>Remain in compliance with all FERPA requirements in online education.</li> <li>Use a secure student information system as a tool for communication of student data.</li> </ul>	<ul style="list-style-type: none"> <li>Outline norms and provide opportunities daily/weekly during full-class video meetings for students to share with peers.</li> <li>Ask students to model digital citizenship and respect through questions and feedback provided to one another in chats, meeting rooms, and forums.</li> <li>Provide quick checks on social-emotional status with students (e.g., each student shares state of mind/well-being during 1:1 interaction).</li> <li>Ask for meetings with family members to cultivate positive relationships.</li> </ul>

# NIET K-12 Teaching and Learning Standards Rubric: Companion Tool for Virtual Learning

## Domain: Environment

Indicator	Performance Descriptors at the Exemplary Level	Virtual Learning Strategies	Additional Synchronous Considerations
<b>Respectful Culture</b> <i>(cont.)</i>		<ul style="list-style-type: none"> <li>Utilize the learning management system in an engaging and respectful manner and make lessons interactive when applicable.</li> <li>Set expectations for <b>forums</b> and provide sentence starters for how to respond in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Establish clear expectations for breakout room discussions (e.g., debates, consensus activities, controversial topics, friendly competitions).</li> <li>Actively engage students who may be disengaged.</li> <li>Share a <b>private chat</b> with a student when they misunderstand or say something off-track.</li> </ul>

## Virtual Learning Strategy Definitions with Examples:

**Anchor documents:** Key documents that provide a reference point for critical information needed to complete a task (e.g., math formulas, periodic chart, definitions, etc.).

**Breakout group and main room:** To facilitate small-group discussions in an online learning management system, the teacher can create breakout groups that are separate from the main room and assign students to them. Breakout groups have their own private audio, video, screensharing, and chat, plus other functions depending on the virtual meeting tool used. The teacher can direct the collaboration in each breakout room by joining periodically, or by assigning another teacher or instructional coach to monitor the breakout rooms. The teacher can then have groups rejoin the main room.

**Chat:** Online chat may refer to any kind of communication over the internet that offers a real-time transmission of text messages from sender to receiver. Chat messages are generally short to enable other participants to respond quickly.

**Collaborative document tool or platform:** Real-time tool that allows team members to view, edit, and work simultaneously on a cloud document without emailing attachments to each other (e.g., Google Docs, Google Slides, Word Online, PowerPoint Online).

**Discussion board:** An online discussion board provides the ability for asynchronous discussions to occur over a period of time. Students are able to gather their thoughts and ideas before posting and sharing their reflective responses, which leads to more in-depth learning.

**Interactive programs:** Game-like software or tools that use elements of games and peer interaction to engage and motivate students to retain more material (e.g., Kahoot!).

**Learning management system (LMS):** Software application for the administration, documentation, tracking, reporting, and delivery of educational courses (e.g., Schoology, Blackboard, Canvas).

**Office hours:** Set times communicated by the teacher when she will be available to work with students. Students can email or call during this time or set up a time to talk during the posted office hours.

**Online bulletin board:** Online applications, like Padlet and NoteApp, allow you and students to post their work, audio or video files, “sticky notes,” or other messages to share ideas and learning.

**Online submission tools:** Platforms, like Flipgrid or Screencastify, that allow students and teachers to upload and share videos or other projects with each other.

**Polling:** Tool that allows a teacher to survey students or ask a question, either synchronously or asynchronously, to gather feedback or check understanding (e.g., Zoom, Blackboard).

**Screenshare:** Similar to online submission tools, these are platforms that allow you to share the contents of your screen with another user via video or platform (e.g., Screencastify, Zoom, TeamViewer, OBS)

**Storyboard:** A sequence of visuals, typically with some directions and dialogue, or flow chart representing the order of events planned for a virtual presentation or video.

**Success criteria:** Success criteria are statements that describe what success looks like when the learning goal is reached. They are specific, concrete, and measurable. Success criteria engage students in the challenge of learning.



**Think-aloud:** With this strategy, teachers verbalize aloud while reading a selection orally or explaining a task or problem. This includes describing what they're doing to unpack the task and to show how they monitor their own comprehension.

**Virtual Thinking Map:** These tools, typically within an online platform, allow the user to use graphics and shapes and/or manipulate a document to help facilitate problem-solving and illustrate thinking.

**Whiteboard:** Depending on the specific program, an online whiteboard usually allows you to upload files, such as PowerPoint presentations, audio files, photos, and documents, to share with other collaborators. An online whiteboard might also allow you to chat with colleagues, either via text or a video feed. Most tools allow for written explanations, solving problems, etc., to accompany any uploaded items (e.g., write steps in a problem and solve with narration to accompany a PowerPoint). Examples of online whiteboard applications include OneNote, PowerPoint, Google Slides, Jamboard, Canvas Chrome App, Educreations App.

### Widely Used Virtual Learning Tools and Platforms (free versions with asterisk):

- Google Classroom (online classroom)\*
- G Suite for Education (communication/collaboration management)
- Seesaw (communication, electronic portfolios)\*
- Microsoft Teams (communication/collaboration management)\*
- Edmodo (communication/collaboration management)\*
- ClassDojo (communication/collaboration management)\*
- YoTeach! (discussion app)\*
- Voxer (voice, text, photo, video messenger)\*
- InsertLearning (allows for placement of instructional content on any webpage, e.g., scaffold text)\*
- Canvas Chrome App (whiteboard tool)\*
- Screencastify (screen recorder)\*
- OBS - Open Broadcaster Software (screen recorder)\*
- Screencast-O-Matic (screen recorder)
- Audacity (audio recorder)\*
- Canva (graphics creation tool)\*
- Genially (creates interactive content)\*
- Pear Deck for Google Slides (allows for student collaboration)
- Deck.Toys (virtual learning lesson creator)\*
- The Math Learning Center - Free Math Apps (virtual learning lesson creator)\*
- Flipgrid (video discussion platform)\*
- TeamViewer (screensharing)
- Zoom (video collaboration and screen recorder)

- Blackboard (online classroom)
- Schoology (online classroom)
- Padlet (online bulletin board)
- Kahoot (games and quizzes)
- Quizizz (quizzes)\*
- Baamboozle (games and quizzes)

# Deep Dive Tools: Transformation of Lessons from In-Person to Virtual

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## Deep Dives: Transformation of Lessons from In-Person to Virtual

The following deep dive tools show a progression of the Instruction domain indicators from the NIET Teaching Standards Rubric by stages as educators transition to virtual learning. This tool gives a side-by-side look at what in-person versus virtual instruction looks like within each indicator in a lesson. Synchronous and asynchronous strategies are included to provide specifics on how to consider virtual teaching opportunities by indicator. As teachers transition to virtual instruction, Stage One focuses attention to critical indicators within the Instruction domain, including Presenting Instructional Content, Motivating Students, and Academic Feedback. Stage Two brings in indicators that can deepen teacher instruction, including Standards and Objectives, Lesson Structure and Pacing, Activities and Materials, Questioning, and Teacher Content Knowledge. Stage Three focuses squarely on student ownership through the indicators of Grouping, Teacher Knowledge of Students, Thinking, and Problem-Solving.

The deep dive tools can be used to provide a professional learning progression for study within cluster and PLCs while also providing a tool for deepening feedback when teachers are observed in the virtual environment. Teachers can use this to focus their attention on what should get greater emphasis during the initial transition, and then what can get more focus as comfort and proficiency grows within each stage. Principals can use this tool to also focus their efforts as they begin providing professional learning support and coaching after observations of virtual lessons.



# Deep Dive: Transformation of Lessons from In-Person to Virtual

## STAGE ONE

PRESENTING INSTRUCTIONAL CONTENT			
In-person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Start:</i></p> <ul style="list-style-type: none"> <li>• Provide an agenda or overview of lesson               <ul style="list-style-type: none"> <li>– Share objectives</li> <li>– Show sequence of lesson</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Share a visual that shows an agenda with sequence of lesson and objectives               <ul style="list-style-type: none"> <li>– Signpost the order of materials to review and steps to success</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To start lesson, use graphic agenda or slide to start each daily lesson               <ul style="list-style-type: none"> <li>– Include objectives and numbered order of lesson/materials to review</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To start lesson, verbalize objectives and order of lesson with a visual</li> </ul>
<p><i>Middle:</i></p> <ul style="list-style-type: none"> <li>• Provide direct instruction (<i>I do</i>)               <ul style="list-style-type: none"> <li>– Concise and clear</li> <li>– Logically ordered</li> <li>– Use of visuals</li> <li>– Label new concepts and ideas</li> </ul> </li> <li>• Connect new learning to prior learning</li> </ul>	<ul style="list-style-type: none"> <li>• Tape/record lesson or share time for direct instruction via synchronous delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Use Zoom, Google Meet, or other tool to tape/record direct instruction to link in LMS</li> <li>• Create clearly labeled documents and/or folders that denote flow               <ul style="list-style-type: none"> <li>– All materials should have clear information and directions and be linked in order of usage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use Zoom, Google Meet, or other tool to provide instruction in real time</li> <li>• Model a think-aloud and engage in questioning in real time; use chat and discussion boards</li> </ul>
<p><i>Middle:</i></p> <ul style="list-style-type: none"> <li>• Model expectations and success criteria (<i>what students have to do to be successful with the assignment</i>)               <ul style="list-style-type: none"> <li>– Provide all essential information</li> <li>– Use a rubric</li> <li>– Show connections from instruction to practice/assignment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tape/record model after direct instruction portion of lesson</li> <li>• Link to specific documents with expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Show and reference same graphic agenda or slide outlining expectations throughout recorded narration of modeling               <ul style="list-style-type: none"> <li>– Note that a link/folder includes a model of expectations with examples</li> </ul> </li> <li>• Share and talk through a rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology tools to show, not just explain, and engage students in work (<i>we do</i>)</li> <li>• Engage in questioning in real time; use chat and discussion boards</li> </ul>

<p><i>Middle:</i></p> <ul style="list-style-type: none"> <li>• Show examples <ul style="list-style-type: none"> <li>— Illustrate expectations</li> </ul> </li> <li>• Show samples of student work</li> </ul>	<ul style="list-style-type: none"> <li>• Show examples in taped or synchronous portion of lesson</li> <li>• Link to specific documents with expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Record narration of the analysis of an exemplar with reference to success criteria</li> <li>• Post examples for review</li> </ul>	<ul style="list-style-type: none"> <li>• Show and talk about examples of the work you expect</li> <li>• Engage in questioning in real time; use chat and discussion boards</li> </ul>
<p><i>End:</i></p> <ul style="list-style-type: none"> <li>• Provide closure and review of new learning with assignment or next step(s); students share what they learned <ul style="list-style-type: none"> <li>— Reference agenda and objectives</li> <li>— Note timeline for feedback</li> <li>— Provide time for restatement of learning, answers to specific questions, or go over what students are still unclear about from lesson</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide final signpost for reminding students of next steps</li> <li>• Use tools to provide time for exit ticket moment</li> </ul>	<ul style="list-style-type: none"> <li>• Show agenda again as reference to note final steps</li> <li>• Use sentence starters for students to respond and share what they learned in chat, discussion board</li> </ul>	<ul style="list-style-type: none"> <li>• Use time to have students note next steps in their own words</li> <li>• Use sentence starters for students to respond and share what they learned orally, in chat, and discussion board</li> </ul>

## MOTIVATING STUDENTS

In-person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Start:</i></p> <ul style="list-style-type: none"> <li>• Make connections with students through intro questions                             <ul style="list-style-type: none"> <li>— That are personal</li> <li>— That are engaging and motivating</li> <li>— Inspire curiosity</li> </ul> </li> <li>• Provide clarity on objectives of lesson and where it is going (<i>preview of lesson</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use icebreakers and student-focused virtual bell-ringers</li> <li>• Share a visual that shows an agenda with sequence of lesson                             <ul style="list-style-type: none"> <li>— Signpost the order of materials to review and steps to success</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students answer bell-ringer question in discussion board</li> <li>• To start lesson, use graphic agenda or slide to start each daily lesson with objectives and numbered order of lesson/materials to review</li> </ul>	<ul style="list-style-type: none"> <li>• Use icebreaker questions that allow for students to share orally or in chat to check-in                             <ul style="list-style-type: none"> <li>— Have students warm up as lesson begins</li> </ul> </li> <li>• Use polling or other tools to have students respond on screen to a quick question to gauge knowledge of a topic or answers to a pre-lesson question</li> <li>• To start lesson, verbalize objectives and order of lesson with a visual</li> </ul>
<p><i>Middle:</i></p> <ul style="list-style-type: none"> <li>• Content is engaging                             <ul style="list-style-type: none"> <li>— Visuals used often</li> <li>— Student voice is activated</li> <li>— Use of think-alouds and questions to elicit responses are used frequently</li> <li>— Personal connections are made often</li> <li>— Student choice is present</li> <li>— Varied use of questioning</li> </ul> </li> <li>• Content is organized and clear</li> </ul>	<ul style="list-style-type: none"> <li>• Taped/recorded lessons and synchronous lessons                             <ul style="list-style-type: none"> <li>— use video and graphics</li> <li>— show teacher enthusiasm and personal connections to topic</li> <li>— provide options for students</li> <li>— prompt students to connect with others</li> <li>— allow students to talk/present work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tape teacher intro videos and think-alouds</li> <li>• Link to interesting videos</li> <li>• Allow for choice in writing prompts</li> <li>• Allow work to be done independently or in pairs/small groups</li> <li>• Allow students to tape themselves and turn in videos</li> <li>• Use asynchronous discussion boards</li> <li>• Create clearly labeled documents and/or folders that denote flow                             <ul style="list-style-type: none"> <li>— All materials should have clear information and directions and linked in order of usage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use brief video clips and key questions to keep attention</li> <li>• Use breakout rooms for student questions</li> <li>• Use novel tech tools periodically</li> <li>• Have different students prep to share on a topic to “teach” the class</li> </ul>

<p><i>End:</i></p> <ul style="list-style-type: none"> <li>• Teacher reinforcement of learning with engaging recap or culmination of lesson and individual student involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Provide final signpost that reminds students of learning and next steps</li> <li>• Complete an exit ticket using tech tools</li> </ul>	<ul style="list-style-type: none"> <li>• Show agenda again as reference to note final step</li> <li>• Record teacher prompting about next steps</li> <li>• Use targeted questions or sentence starters (<i>I learned..., I'm getting better at..., I'd still like to know...</i>) for student to respond and share what they learned in chat, discussion board</li> </ul>	<ul style="list-style-type: none"> <li>• Show agenda again as reference to note final step</li> <li>• Use time to have students note next steps in their own words</li> <li>• Use targeted questions or sentence starters (<i>I learned..., I'm getting better at..., I'd still like to know...</i>) for students to respond and share what they learned orally, in chat, discussion board</li> </ul>
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## ACADEMIC FEEDBACK

In-person	Virtual	Asynchronous Strategies	Synchronous Strategies
<ul style="list-style-type: none"> <li>Feedback is frequent and high-quality</li> </ul>	<ul style="list-style-type: none"> <li>Feedback is given as students respond to questions and on frequent, formative assessment checks</li> </ul>	<ul style="list-style-type: none"> <li>Provide daily and weekly formative checks (short quizzes, checks for understanding, tests) where teacher provides grades with regular feedback on progress</li> <li>Use rubrics and checklists often to detail expectations with feedback</li> <li>Use recordings to upload thoughts on submitted work</li> <li>Reach out to students in email, on asynchronous discussion boards, and by phone to provide feedback on work</li> <li>Online grade book is used and kept updated</li> </ul>	<ul style="list-style-type: none"> <li>Engage in oral and written feedback and offer comments during lessons</li> <li>Use regular questioning to gauge the quality of group and individual understanding and thinking                             <ul style="list-style-type: none"> <li>Use system to call on more students and use private chat to check in with specific students</li> </ul> </li> <li>Use rubrics and checklists often to detail expectations with feedback</li> <li>Use recordings to upload thoughts on submitted work</li> <li>Reach out to students in email, on discussion boards, and by phone to provide feedback on work</li> <li>Online grade book is used and kept updated</li> </ul>
<ul style="list-style-type: none"> <li>Feedback used during guided practice and as students complete student work and assignments</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for teacher-student discussion during lesson and during set office hours</li> </ul>	<ul style="list-style-type: none"> <li>Asynchronous discussion board comments or email exchanges are expected by students and are monitored by teacher to provide feedback</li> <li>Consistent office hours are available</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for synchronous guided practice is frequent and questioning elicits student understanding of objectives and work expectations</li> <li>Oral/discussion board comments are expected and are monitored by teacher to provide feedback</li> <li>Consistent office hours are available</li> </ul>

<ul style="list-style-type: none"><li>• Students work together and provide feedback to each other using expectations as guide</li></ul>	<ul style="list-style-type: none"><li>• Provide opportunities for student-student discussion and work time during lesson or between lessons</li></ul>	<ul style="list-style-type: none"><li>• Students use rubric to provide feedback on each other's work prior to submission</li></ul>	<ul style="list-style-type: none"><li>• Students share work with each other, either paired, in groups, or in breakout rooms<ul style="list-style-type: none"><li>— Feedback uses rubric or checklist of expectations</li></ul></li></ul>
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# Deep Dive: Transformation of Lessons from In-Person to Virtual

## STAGE ONE

Connections to other rubric indicators →

PRESENTING INSTRUCTIONAL CONTENT			
In-person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Start:</i></p> <ul style="list-style-type: none"> <li>Provide an agenda or overview of lesson                             <ul style="list-style-type: none"> <li>Share objectives</li> <li>Show sequence of lesson</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Share a visual that shows an agenda with sequence of lesson and objectives                             <ul style="list-style-type: none"> <li>Signpost the order of materials to review and steps to success</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To start lesson, use graphic agenda or slide to start each daily lesson                             <ul style="list-style-type: none"> <li>Include objectives and numbered order of lesson/materials to review</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To start lesson, verbalize objectives and order of lesson with a visual</li> </ul>
<p><i>Middle:</i></p> <ul style="list-style-type: none"> <li>Provide direct instruction (<i>I do</i>)                             <ul style="list-style-type: none"> <li>Concise and clear</li> <li>Logically ordered</li> <li>Use of visuals</li> <li>Label new concepts and ideas</li> </ul> </li> <li>Connect new learning to prior learning</li> </ul>	<ul style="list-style-type: none"> <li>Tape/record lesson or share time for direct instruction via synchronous delivery</li> </ul>	<ul style="list-style-type: none"> <li>Use Zoom, Google Meet, or other tool to tape/record direct instruction to link in LMS</li> <li>Create clearly labeled documents and/or folders that denote flow                             <ul style="list-style-type: none"> <li>All materials should have clear information and directions and be linked in order of usage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use Zoom, Google Meet, or other tool to provide instruction in real time</li> <li>Model a think-aloud and engage in questioning in real time; use chat and discussion boards</li> </ul>
	Lesson Structure & Pacing		
<p><i>Middle:</i></p> <ul style="list-style-type: none"> <li>Model expectations and success criteria (<i>what students have to do to be successful with the assignment</i>)                             <ul style="list-style-type: none"> <li>Provide all essential information</li> <li>Use a rubric</li> <li>Show connections from instruction to practice/assignment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tape/record model after direct instruction portion of lesson</li> <li>Link to specific documents with expectations</li> </ul>	<ul style="list-style-type: none"> <li>Show and reference same graphic agenda or slide outlining expectations throughout recorded narration of modeling                             <ul style="list-style-type: none"> <li>Note that a link/folder includes a model of expectations with examples</li> </ul> </li> <li>Share and talk through a rubric</li> </ul>	<ul style="list-style-type: none"> <li>Use technology tools to show, not just explain, and engage students in work (<i>we do</i>)</li> <li>Engage in questioning in real time; use chat and discussion boards</li> </ul>

← Content Knowledge

Standards & Objectives →

← Thinking

↑ Questioning

← Activities & Materials

## PRESENTING INSTRUCTIONAL CONTENT

<p><i>Middle:</i></p> <ul style="list-style-type: none"> <li>• Show examples             <ul style="list-style-type: none"> <li>— Illustrate expectations</li> </ul> </li> <li>• Show samples of student work</li> </ul>	<ul style="list-style-type: none"> <li>• Show examples in taped or synchronous portion of lesson</li> <li>• Link to specific documents with expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Record narration of the analysis of an exemplar with reference to success criteria</li> <li>• Post examples for review</li> </ul>	<ul style="list-style-type: none"> <li>• Show and talk about examples of the work you expect</li> <li>• Engage in questioning in real time; use chat and discussion boards</li> </ul>
<p><i>End:</i></p> <ul style="list-style-type: none"> <li>• Provide closure and review of new learning with assignment or next step(s); students share what they learned             <ul style="list-style-type: none"> <li>— Reference agenda and objectives</li> <li>— Note timeline for feedback</li> <li>— Provide time for restatement of learning, answers to specific questions, or go over what students are still unclear about from lesson</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide final signpost for reminding students of next steps</li> <li>• Use virtual tools to provide time for exit ticket moment</li> </ul> <p style="text-align: center;">Assessment</p>	<ul style="list-style-type: none"> <li>• Show agenda again as reference to note final steps</li> <li>• Use sentence starters for students to respond and share what they learned in chat, discussion board</li> </ul> <p style="text-align: center;">Thinking</p>	<ul style="list-style-type: none"> <li>• Use time to have students note next steps in their own words</li> <li>• Use sentence starters for students to respond and share what they learned orally, in chat, and discussion board</li> </ul>

# MOTIVATING STUDENTS

← Teacher Knowledge of Students

In-person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Start:</i></p> <ul style="list-style-type: none"> <li>• Make connections with students through intro questions                             <ul style="list-style-type: none"> <li>— That are personal</li> <li>— That are engaging and motivating</li> <li>— Inspire curiosity</li> </ul> </li> <li>• Provide clarity on objectives of lesson and where it is going (<i>preview of lesson</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use icebreakers and student-focused virtual bell-ringers</li> <li>• Share a visual that shows an agenda with sequence of lesson                             <ul style="list-style-type: none"> <li>— Signpost the order of materials to review and steps to success</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students answer bell-ringer question in discussion board</li> <li>• To start lesson, use graphic agenda or slide to start each daily lesson with objectives and numbered order of lesson/materials to review</li> </ul>	<ul style="list-style-type: none"> <li>• Use icebreaker questions that allow for students to share orally or in chat to check-in                             <ul style="list-style-type: none"> <li>— Have students warm up as lesson begins</li> </ul> </li> <li>• Use polling or other tools to have students respond on screen to a quick question to gauge knowledge of a topic or answers to a pre-lesson question</li> <li>• To start lesson, verbalize objectives and order of lesson with a visual</li> </ul>
Lesson Structure & Pacing		Standards & Objectives	
		Thinking	
<p><i>Middle:</i></p> <ul style="list-style-type: none"> <li>• Content is engaging                             <ul style="list-style-type: none"> <li>— Visuals used often</li> <li>— Student voice is activated</li> <li>— Use of think-alouds and questions to elicit responses are used frequently</li> <li>— Personal connections are made often</li> <li>— Student choice is present</li> <li>— Varied use of questioning</li> </ul> </li> <li>• Content is organized and clear</li> </ul>	<ul style="list-style-type: none"> <li>• Taped/recorded lessons and synchronous lessons                             <ul style="list-style-type: none"> <li>— use video and graphics</li> <li>— show teacher enthusiasm and personal connections to topic</li> <li>— provide options for students</li> <li>— prompt students to connect with others</li> <li>— allow students to talk/present work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tape teacher intro videos &amp; think-alouds</li> <li>• Link to interesting videos</li> <li>• Allow for choice in writing prompts</li> <li>• Allow work to be done independently or in pairs/small groups</li> <li>• Allow students to tape themselves and turn in videos</li> <li>• Use asynchronous discussion boards</li> <li>• Create clearly labeled documents and/or folders that denote flow                             <ul style="list-style-type: none"> <li>— All materials should have clear information and directions and linked in order of usage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use brief video clips and key questions to keep attention</li> <li>• Use breakout rooms for student questions</li> <li>• Use novel tech tools periodically</li> <li>• Have different students prep to share on a topic to “teach” the class</li> </ul>
	Content Knowledge		Grouping Students
			Activities & Materials
			Problem-Solving

## MOTIVATING STUDENTS

← Teacher Knowledge of Students

<p><i>End:</i></p> <ul style="list-style-type: none"> <li>Teacher reinforcement of learning with engaging recap or culmination of lesson and individual student involvement</li> </ul>	<ul style="list-style-type: none"> <li>Provide final signpost that reminds students of learning and next steps                             <ul style="list-style-type: none"> <li>Complete an exit ticket using tech tools</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show agenda again as reference to note final step</li> <li>Record teacher prompting about next steps</li> <li>Use targeted questions or sentence starters (<i>I learned..., I'm getting better at..., I'd still like to know...</i>) for students to respond and share what they learned in chat, discussion board</li> </ul>	<ul style="list-style-type: none"> <li>Show agenda again as reference to note final step</li> <li>Use time to have students note next steps in their own words</li> <li>Use targeted questions or sentence starters (<i>I learned..., I'm getting better at..., I'd still like to know...</i>) for students to respond and share what they learned orally, in chat, discussion board</li> </ul>
Assessment			
	Questioning		



# ACADEMIC FEEDBACK

← Student Work

In-person	Virtual	Asynchronous Strategies	Synchronous Strategies
<ul style="list-style-type: none"> <li>Feedback is frequent and high-quality</li> </ul>	<ul style="list-style-type: none"> <li>Feedback is given as students respond to questions and on frequent, formative assessment checks</li> </ul>	<ul style="list-style-type: none"> <li>Provide daily and weekly formative checks (short quizzes, checks for understanding, tests) where teacher provides grades with regular feedback on progress</li> <li>Use rubrics and checklists often to detail expectations with feedback</li> <li>Use recordings to upload thoughts on submitted work</li> <li>Reach out to students in email, on asynchronous discussion boards, and by phone to provide feedback on work</li> <li>Online grade book is used and kept updated</li> </ul>	<ul style="list-style-type: none"> <li>Engage in oral and written feedback and offer comments during lessons</li> <li>Use regular questioning to gauge the quality of group and individual understanding and thinking                             <ul style="list-style-type: none"> <li>Use system to call on more students and use private chat to check in with specific students</li> </ul> </li> <li>Use rubrics and checklists often to detail expectations with feedback</li> <li>Use recordings to upload thoughts on submitted work</li> <li>Reach out to students in email, on discussion boards, and by phone to provide feedback on work</li> <li>Online grade book is used and kept updated</li> </ul>
	Assessment	→	←
<ul style="list-style-type: none"> <li>Feedback used during guided practice and as students complete student work and assignments</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for teacher-student discussion during lesson and during set office hours</li> </ul>	<ul style="list-style-type: none"> <li>Asynchronous discussion board comments or email exchanges are expected by students and are monitored by teacher to provide feedback</li> <li>Consistent office hours are available</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for synchronous guided practice is frequent and questioning elicits student understanding of objectives and work expectations</li> <li>Oral/discussion board comments are expected and are monitored by teacher to provide feedback</li> <li>Consistent office hours are available</li> </ul>
	Lesson Structure & Pacing		

← Questioning

← Thinking

## ACADEMIC FEEDBACK

← Student Work

- Students work together and provide feedback to each other using expectations as guide

- Provide opportunities for student-student discussion and work time during lesson or between lessons

- Students use rubric to provide feedback on each other's work prior to submission

- Students share work with each other, either paired, in groups, or in breakout rooms
  - Feedback uses rubric or checklist of expectations

↑  
↑  
Grouping Students

# Deep Dive: Transformation of Lessons from In-Person to Virtual

## STAGE TWO

STANDARDS AND OBJECTIVES			
In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Start: Communicate</i></p> <ul style="list-style-type: none"> <li>Clearly outline objectives</li> <li>Explicitly communicate connections to prior learning</li> <li>Display and reference state standards</li> </ul>	<ul style="list-style-type: none"> <li>Build students' understanding of the connection between the standards, objectives, and their own mastery</li> </ul>	<ul style="list-style-type: none"> <li>Consistently connect standards through:               <ul style="list-style-type: none"> <li>Labels on materials</li> <li>Graphics on class site</li> </ul> </li> <li>Share a visual with the objective and success criteria for the lesson objective</li> <li>Articulate and/or illustrate (e.g., use color-coding or visual cues) how standards and objectives in current lesson connect to previous learning</li> <li>Communicate and clarify what it looks like to master the lesson objective through:               <ul style="list-style-type: none"> <li>Class page with success criteria</li> <li>Message board</li> <li>Exemplar resource</li> <li>Short videos</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Share a visual with the object and aligned standards</li> <li>Communicate and clarify what it looks like to master the lesson objective through:               <ul style="list-style-type: none"> <li>Class page with success criteria</li> <li>Message board</li> <li>Exemplar review</li> <li>Live modeling or demonstration</li> </ul> </li> </ul>
<p><i>Middle and End: Set Expectations and Assess Progress</i></p> <ul style="list-style-type: none"> <li>Make expectations for performance clear, demanding, and high</li> <li>Ensure work products are aligned to lesson objectives and overall standards</li> <li>Ensure student mastery is visible</li> </ul>	<ul style="list-style-type: none"> <li>Provide consistent reminders of the expectations for students</li> <li>Create dedicated opportunities for student and teacher reflection and assessment of progress</li> </ul>	<ul style="list-style-type: none"> <li>Use success criteria to assess student work and provide feedback</li> <li>Ask students to use success criteria for self-assessment before submitting student work</li> <li>Use formative and summative checks to determine mastery of objectives               <ul style="list-style-type: none"> <li>Text-based platforms</li> <li>End-of-session surveys</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use success criteria to assess student work and provide feedback</li> <li>Have students use success criteria for self-assessment before submitting student work</li> <li>Use formative and summative checks to determine mastery of objectives               <ul style="list-style-type: none"> <li>Check-for-understanding polls</li> </ul> </li> </ul>

## STANDARDS AND OBJECTIVES

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
		<ul style="list-style-type: none"> <li>— Stop-and-think problems with solution debrief</li> <li>• Praise students who meet and exceed expectations in prior lessons</li> </ul>	<ul style="list-style-type: none"> <li>— Scaffolded breakout groups</li> <li>— Student exemplar responses</li> <li>• Recognize students exceeding expectations in real time</li> </ul>

## LESSON STRUCTURE AND PACING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Start:</i></p> <ul style="list-style-type: none"> <li>• Begin lessons promptly</li> <li>• Clearly display the agenda, objectives, and sequence for the class</li> <li>• Include information about the lesson's pace in the structure of the class material</li> </ul>	<ul style="list-style-type: none"> <li>• Share agenda with sequence of lesson, objectives, expectations, and ideal timing</li> </ul>	<ul style="list-style-type: none"> <li>• Share a visual that shows an agenda and objective</li> <li>• Use visuals like concept maps or webs to show how concepts are connected</li> <li>• Share links to prior lessons with foundational content</li> <li>• Provide clearly written or verbalized directions and approximate timing for what is expected for every activity and assignment</li> <li>• Share success criteria or an exemplar so that students understand what success looks like for the lesson or task</li> </ul>	<ul style="list-style-type: none"> <li>• Begin lesson promptly</li> <li>• Share a visual that shows an agenda, objectives, and restates norms</li> <li>• Insert a hook or guiding question that students can answer via chat or other tool before the lesson begins to provide an opportunity for reflection on a previous lesson</li> <li>• Use a common structure for lessons:               <ul style="list-style-type: none"> <li>— Ask probing questions to connect to prior learning</li> <li>— Use visual reminders of class progress such as showing the class agenda and which objectives have been completed</li> </ul> </li> <li>• Provide clearly written or verbalized directions for what is expected for every activity and assignment</li> </ul>

## LESSON STRUCTURE AND PACING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Middle:</i></p> <ul style="list-style-type: none"> <li>• Ensure that transitions and materials distributions are seamless and paced appropriately</li> <li>• Provide multiple places to assess and address student misunderstanding; differentiate and extend or accelerate learning as appropriate</li> <li>• Time activities appropriately</li> <li>• Ensure the lesson is brisk without being rushed, providing many opportunities for individual students who progress at different learning rates</li> </ul>	<ul style="list-style-type: none"> <li>• Assemble materials and activities that are easily accessible, and implement seamless transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly organize materials and links               <ul style="list-style-type: none"> <li>— House all materials and links on the class page</li> <li>— Limit the number of different materials and log-ins needed</li> <li>— Target additional resources, supports, or extension activities to students who need them</li> </ul> </li> <li>• Edit clips to ensure brevity</li> <li>• Plan lessons that are brisk without being rushed               <ul style="list-style-type: none"> <li>— Set clear expectations for work or think time during the lesson</li> <li>— Utilize on-screen timers</li> <li>— Continue to provide opportunities for students who learn and progress at different rates to be successful</li> </ul> </li> <li>• Revisit the class agenda multiple times throughout the lesson to indicate progress through the objectives</li> <li>• Create a shared space for students who progress at different learning rates and/or who have similar learning needs; consider providing opportunities there for similar students to collaborate</li> <li>• Allow students to choose from a list of assignments or</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a simple routine for dissemination and collection of materials               <ul style="list-style-type: none"> <li>— Share materials in chat</li> <li>— Access materials through specific folder(s)</li> <li>— Create class agendas with links</li> <li>— Place all links and materials on class page</li> <li>— Limit the need for multiple pages</li> </ul> </li> <li>• Create seamless transitions through materials and platforms               <ul style="list-style-type: none"> <li>— Provide students with relevant links before they need them</li> <li>— Limit additional logins</li> <li>— Prepare and open all materials and platforms needed for class ahead of the beginning of class</li> </ul> </li> <li>• Regularly provide various supports based on individual learner needs through chats, polls, and/or collaborative boards (e.g., Jamboard)</li> <li>• Utilize breakout groups to provide opportunities for listening and assessing student thinking and addressing misunderstanding</li> <li>• Plan lessons that are brisk without being rushed               <ul style="list-style-type: none"> <li>— Use an on-screen timer to assist with pacing of</li> </ul> </li> </ul>

## LESSON STRUCTURE AND PACING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
		<p>tasks aligned to the lesson's objective</p> <ul style="list-style-type: none"> <li>• Provide reflection questions for students to assess their progress and mastery</li> <li>• Include visible checkpoints (e.g., discussion board question, Google Form) to assess student thinking throughout the lesson; as needed, provide clearly labeled resources in the learning platform to support progress toward the learning goal</li> </ul>	<p>activities and as a visual cue for students</p> <ul style="list-style-type: none"> <li>— Individualize assignments or processes in order for pacing to be brisk while still accommodating students who have different learning needs</li> <li>• Use breakout rooms to work with various groups of students on differentiated needs</li> </ul>
<p><i>End:</i></p> <ul style="list-style-type: none"> <li>• Allow sufficient time for wrap-up and/or reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Wrap up and/or reflection time</li> </ul>	<ul style="list-style-type: none"> <li>• Create a wrap-up and/or reflection survey for students to submit</li> <li>• Outline assignment expectations including: <ul style="list-style-type: none"> <li>— Homework</li> <li>— Additional student-led work</li> </ul> </li> <li>• Prompt students to share reflections on class discussion board</li> <li>• Restate objectives</li> <li>• Provide additional developmental materials as needed including: <ul style="list-style-type: none"> <li>— Links to prior foundational lessons</li> <li>— Connections to prior assignments</li> <li>— Additional skill practice assignments</li> </ul> </li> <li>• Provide office hours</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize real-time polls</li> <li>• Prompt students to share out reflections tied to objective(s)</li> <li>• Provide additional developmental materials</li> <li>• Provide office hours <ul style="list-style-type: none"> <li>— Consider moving immediately from whole class lessons to small group lessons for students who need individual support based on performance or engagement</li> </ul> </li> </ul>



## ACTIVITIES AND MATERIALS

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Start: Create Connection</i></p> <ul style="list-style-type: none"> <li>• Create activities that sustain students' attention</li> <li>• Connect activities to students' lives</li> <li>• Ensure activities provide student interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide space and time for student interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Create a shared discussion board</li> <li>• Hold office hours</li> <li>• Organize strategically designed study groups</li> <li>• Assign students to share work with another student for feedback prior to submitting it such as through an online document collaboration (e.g., Google Docs, Microsoft OneDrive, Dropbox, etc.)</li> <li>• Segment videos so that students are actively participating as often as possible</li> <li>• Include regular opportunities to interact with the new learning during durations of lesson               <ul style="list-style-type: none"> <li>– Include quick pulse checks that provide opportunities for students to apply the new learning through answering a survey, responding to a discussion board, etc.</li> <li>– During and/or after the lesson, provide opportunities for students to more deeply apply their new learning to complete assignments</li> </ul> </li> <li>• Provide students with choices for assignments and tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Include activities with student-to-student interaction such as:               <ul style="list-style-type: none"> <li>– breakout rooms</li> <li>– chats</li> <li>– discussion boards</li> <li>– surveys</li> <li>– online presentations</li> <li>– online document collaboration (e.g., Google Docs, Microsoft OneDrive, Dropbox, etc.)</li> </ul> </li> <li>• Organize strategically designed study groups</li> <li>• Assign students to share work with another student for feedback prior to submitting it</li> </ul>

## ACTIVITIES AND MATERIALS

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
		<ul style="list-style-type: none"> <li>Provide opportunities for students to incorporate their own interests when completing assignments</li> </ul>	
<p><i>Middle: Facilitate Deep Thinking</i></p> <ul style="list-style-type: none"> <li>Ensure activities are challenging and aligned to objectives</li> <li>Utilize activities that evoke student curiosity</li> <li>Lead activities that elicit a variety of thinking</li> </ul>	<ul style="list-style-type: none"> <li>Develop activities that elicit a variety of thinking</li> </ul>	<ul style="list-style-type: none"> <li>Use pre-recorded video clips to model thinking through the same process in a variety of ways</li> <li>Annotate examples with comments or thought bubbles to show teacher thinking</li> <li>Create projects requiring multiple perspectives                             <ul style="list-style-type: none"> <li>Examples: Write from the perspective of different parts of the cell, sides of a war, etc.</li> <li>Assign student perspectives for a message board discussion</li> </ul> </li> <li>Build longer-term projects that require student investment at every stage</li> <li>Use checklists and rubrics as success criteria to help students monitor progress against expectations</li> <li>Plan for a variety of activities that include student options</li> <li>Create scaffolded assignments based on student independence and content knowledge</li> <li>Provide students with a shared space to collaborate (e.g., students could be tasked to engage with some stimulus like a video, picture, text, problem, etc. for which</li> </ul>	<ul style="list-style-type: none"> <li>Plan for a variety of activities that include student options that increase in depth and complexity, allowing students the opportunity to demonstrate mastery in multiple ways</li> <li>Strategically create breakout groups to leverage student strengths</li> <li>Utilize polls to have students generate questions in advance</li> <li>Sequence lesson activities to build in complexity toward the instructional goal to allow opportunities to check for understanding and ensure student success</li> <li>Provide students with a shared space to collaborate (e.g., breakout groups; consider allowing this group to continue collaboration asynchronously)</li> <li>Strategically place opportunities for students to self-check their work based on set criteria</li> </ul>

## ACTIVITIES AND MATERIALS

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
		they provide feedback, answer questions, problem-solve, and add to each other's thinking)	
<p><i>End: Be Creative</i></p> <ul style="list-style-type: none"> <li>• Incorporate resources beyond the school curriculum texts</li> <li>• Provide activities that are sometimes game-like, involve simulations, require creating products, and demand self-direction and self-monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Leverage the virtual medium to engage students through a variety of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize asynchronous materials aligned to the lesson objective from sources such as:               <ul style="list-style-type: none"> <li>— Public libraries</li> <li>— Universities</li> <li>— Aligned YouTube pages</li> <li>— Standards-aligned computer-based programs</li> <li>— Virtual manipulatives (e.g., web-based fraction strips)</li> </ul> </li> <li>• Create activities and assign student projects that engage students in their physical or virtual environment               <ul style="list-style-type: none"> <li>— Create virtual learning scavenger hunts</li> <li>— Design a dance</li> <li>— Record a 5-minute Ted Talk video</li> <li>— Write and record a song, rap, or other audio file</li> <li>— Design a slideshow to define a problem and suggest solutions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Utilize virtual materials housed online such as:               <ul style="list-style-type: none"> <li>— Online whiteboards</li> <li>— Google Suite</li> <li>— Prezi</li> </ul> </li> <li>• Create group activities that engage students in their virtual environment               <ul style="list-style-type: none"> <li>— Create virtual learning scavenger hunts</li> <li>— Make a video</li> <li>— Co-create on a virtual whiteboard</li> </ul> </li> <li>• Create assignments that allow for multiple answer methods such as:               <ul style="list-style-type: none"> <li>— Video submission</li> <li>— Draw a picture</li> <li>— Written responses</li> <li>— Perform a monologue</li> </ul> </li> </ul>

## QUESTIONING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Start:</i></p> <ul style="list-style-type: none"> <li>• Ensure questions are intentionally varied and scaffolded</li> <li>• Align questions to lesson objectives</li> <li>• Ensure questions are purposeful</li> </ul>	<ul style="list-style-type: none"> <li>• Craft scripted questions that are ready to present across multiple modalities</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence lesson questioning, building from basic to complex, with attention to instructional goals</li> <li>• Clearly communicate how students should interact with questions through:               <ul style="list-style-type: none"> <li>– Independent think time</li> <li>– Completing a survey</li> <li>– Class discussion boards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use a mix of verbal and visual questions</li> <li>• Call on a mix of students, and allow students to answer individually and as a group through a variety of mediums (e.g., chat, messaging, raising hands, audio response)</li> <li>• Provide questions during breakout rooms via the chat and on handouts or Google Docs for students to see</li> <li>• Use real-time polls to:               <ul style="list-style-type: none"> <li>– Check for understanding</li> <li>– Modify question sequence</li> <li>– Create tiered groups</li> </ul> </li> </ul>
<p><i>Middle:</i></p> <ul style="list-style-type: none"> <li>• Ensure questions require active responses</li> <li>• Ask purposeful, aligned questions</li> <li>• Utilize wait time</li> </ul>	<ul style="list-style-type: none"> <li>• Develop questions that require active responses from students</li> </ul>	<ul style="list-style-type: none"> <li>• Develop visual question cues to appear on screen that may require students to:               <ul style="list-style-type: none"> <li>– Pause and take think time</li> <li>– Respond through a survey or message board</li> <li>– Interact with a text platform</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prompt students to expand on high-quality answers</li> <li>• Don't be afraid of a quiet call; wait time is still a good thing</li> </ul>
<p><i>End:</i></p> <ul style="list-style-type: none"> <li>• Call on volunteers and nonvolunteers and a balance of students based on ability and gender</li> <li>• Encourage students to generate higher order questions that lead to further inquiry and self-directed learning</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage and celebrate students asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Include a specific place for questions in wrap-up</li> <li>• Leverage class message boards to encourage strong questions and foster further conversation</li> <li>• Provide answers to students after they submit an exit ticket or follow-up question (e.g., through Google Forms)</li> <li>• Establish norms for how students can submit questions and when they</li> </ul>	<ul style="list-style-type: none"> <li>• Build norms around volunteering and responding to questions</li> <li>• Have a system for volunteers to respond through:               <ul style="list-style-type: none"> <li>– Raised hand on video</li> <li>– Thumbs up emoji</li> <li>– Chat message</li> </ul> </li> <li>• Strategically call on all students to empower and move discussion forward</li> <li>• Follow up in a private chat or 1:1 breakout room with</li> </ul>

## QUESTIONING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
		<p>should be expected to receive responses</p> <ul style="list-style-type: none"> <li>• Directly address prior student questions in subsequent lessons when appropriate</li> <li>• Encourage signing up for office hours to engage around questions</li> </ul>	<p>students who are not engaging or responding</p> <ul style="list-style-type: none"> <li>• Plan for opportunities for students to generate their own questions using a collaborative document tool or platform</li> </ul>

## TEACHER CONTENT KNOWLEDGE

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
<ul style="list-style-type: none"> <li>• Implement a variety of subject-specific instructional strategies to enhance student content knowledge</li> <li>• Highlight key concepts and ideas to use as bases to connect other powerful ideas</li> <li>• Teach limited content in sufficient depth to allow for the development of understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze standards and content for success criteria and focus lessons on those criteria</li> <li>• Utilize texts or assignments to address connected objectives and standards</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize subject-specific online tools and sites to engage students (e.g., science websites, museums, etc.)</li> <li>• Highlight key concepts and subject-specific vocabulary in lesson overviews and handouts</li> <li>• Provide students with visuals like concept maps or webs to organize thinking and generate responses aligned to lesson objectives</li> <li>• Allow students to choose and use subject-specific strategies to reach an objective (e.g., ratio tables, number lines); identify and clearly label within the learning platform where students can access resources that support those strategies (e.g., videos,</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in subject-specific activities like demonstrating science labs, engaging in debates, etc.</li> <li>• Highlight key concepts and subject-specific vocabulary verbally and in presentation documents</li> <li>• Animate visuals like concept maps or webs in PowerPoint, Prezi, or drawings to show how concepts are connected</li> </ul>

		<p>interactive tools, graphic organizers)</p> <ul style="list-style-type: none"><li>• Intentionally plan opportunities to summarize learning and make connections</li><li>• Provide opportunities for students to evaluate their progress toward meeting learning objectives and receive feedback</li></ul>	
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# Deep Dive: Transformation of Lessons from In-Person to Virtual

## STAGE THREE

GROUPING STUDENTS			
In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Start:</i></p> <ul style="list-style-type: none"> <li>• Ensure grouping arrangements maximize opportunities for increasing student understanding</li> <li>• Prepare students to accomplish the goals of the lesson by providing clear expectations for performance</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for groups that will maximize student understanding</li> <li>• Share visuals of group expectations and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare student groups based on their learning modality                             <ul style="list-style-type: none"> <li>– Students with internet connectivity</li> <li>– Students without connectivity</li> </ul> </li> <li>• Prepare student communication and work product expectations visuals and/or recordings</li> <li>• Create small groups to be an additional social-emotional learning support throughout the year</li> <li>• Create resources designed with specific groupings in mind                             <ul style="list-style-type: none"> <li>– Stretch tasks for students who are demonstrating mastery</li> <li>– Additional practice for students needing limited support</li> <li>– Intervention resources for students struggling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Plan to integrate real-time and asynchronous groups as appropriate                             <ul style="list-style-type: none"> <li>– Whole class meeting</li> <li>– Breakout groups</li> <li>– Group presentations</li> <li>– Offline group work time</li> <li>– Study groups</li> </ul> </li> <li>• <b>Have varied breakout groups planned throughout the lessons</b> <ul style="list-style-type: none"> <li>– Mixed ability</li> <li>– Homogeneous ability</li> <li>– Randomized</li> </ul> </li> <li>• Plan group check-ins based on anticipated needs                             <ul style="list-style-type: none"> <li>– Check for understanding strategically</li> <li>– Ensure time is dedicated to students with anticipated misunderstandings</li> </ul> </li> </ul>
<p><i>Middle:</i></p> <ul style="list-style-type: none"> <li>• All students in groups know their roles, responsibilities, and group work expectations</li> <li>• All students participating in groups are held accountable for group work and individual work</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all students are familiar with, and receive feedback on, the expectations of the group and their own work</li> </ul>	<ul style="list-style-type: none"> <li>• Use a consistent grouping protocol                             <ul style="list-style-type: none"> <li>– Create resources showing examples and non-examples of expectations being met</li> <li>– Give public praise to groups meeting expectations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Circulate among groups                             <ul style="list-style-type: none"> <li>– Tie feedback to specific expectations, roles, and success criteria</li> <li>– Redirect off-task students</li> </ul> </li> <li>• Provide students with a clear notetaking template or graphic organizer for group time and include instructions</li> </ul>

## GROUPING STUDENTS

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
		<ul style="list-style-type: none"> <li>• Allow students to give feedback on the roles of others                             <ul style="list-style-type: none"> <li>— Use a non-judgmental survey to assess participation</li> </ul> </li> <li>• Include opportunities for all students to submit their contributions to the overall group task</li> </ul>	<p>to allow all students to access materials</p> <ul style="list-style-type: none"> <li>• Provide opportunities for groups to self-assess their work tasks using provided success criteria in real time</li> </ul>
<p><i>End:</i></p> <ul style="list-style-type: none"> <li>• Design instructional groups to facilitate opportunities for students to set goals, reflect, and evaluate their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to have the opportunity to set goals, reflect, and evaluate their learning and give feedback on the process</li> <li>• Create a familiar process to close out group work</li> </ul>	<ul style="list-style-type: none"> <li>• Administer a survey having students:                             <ul style="list-style-type: none"> <li>— Assess the goals of the group</li> <li>— Reflect on their role in the outcome</li> <li>— Evaluate what they've learned</li> </ul> </li> <li>• Give feedback on the process</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate a conversation within the group where they:                             <ul style="list-style-type: none"> <li>— Discuss achievement against goals</li> <li>— Reflect on the overall outcome</li> </ul> </li> <li>• Evaluate what they learned</li> </ul>

## TEACHER KNOWLEDGE OF STUDENTS

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Start: Scaffold Support</i></p> <ul style="list-style-type: none"> <li>• Assess student understanding at the start of the lesson with a “do now” and make adjustments to the lesson content based on this informal assessment</li> <li>• Incorporate the use of visuals and anchor documents to support the new concepts within a lesson</li> <li>• Provide opportunities for students to activate their schema/prior knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that lesson structure and materials allow for differentiation based on student needs                             <ul style="list-style-type: none"> <li>— Provide students with an opportunity to review prior learning visually (e.g., PowerPoint) to serve as a way to differentiate/scaffold</li> <li>— Identify points in the lesson to assess student understanding and provide clarification</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have a variety of materials or exercises that are responsive to students’ current learning needs, including graphic organizers and scaffolded resources, to ensure access to standards-aligned tasks for all students</li> <li>• Proactively plan additional outreach and support students who may struggle</li> <li>• Plan pulse checks throughout the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate student misunderstandings and plan to accommodate them                             <ul style="list-style-type: none"> <li>— Prioritize checking in with students during practice sessions and think through anticipated misconceptions</li> <li>— Strategically group students to focus support</li> </ul> </li> <li>• Facilitate real-time practice through a variety of means                             <ul style="list-style-type: none"> <li>— Virtual whiteboards</li> <li>— Google docs</li> </ul> </li> </ul>

## TEACHER KNOWLEDGE OF STUDENTS

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p>make connections to their own backgrounds, cultures, and experiences</p>		<ul style="list-style-type: none"> <li>— If mastered, have students navigate to one folder</li> <li>— If not, have students navigate to another folder</li> <li>• Facilitate opportunities for students to practice through a variety of means                             <ul style="list-style-type: none"> <li>— Google docs</li> <li>— Message boards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Chat functionality</li> <li>— Breakout rooms</li> </ul>
<p><i>Throughout the Lesson: Attend to Individual Student Needs and Use Culturally Responsive Practices</i></p> <ul style="list-style-type: none"> <li>• Regularly provide differentiated instructional methods and content to ensure students have the opportunity to master what is being taught</li> <li>• Provide explicit models of academic expectations</li> <li>• Provide whole group and small group opportunities for students to share relevant examples from their perspectives and experiences</li> <li>• Ask questions and encourage students to problem-solve with an intentional focus on students' own community</li> <li>• Engage students in thinking and problem-solving through discussion, exploration, and collaboration</li> <li>• Ensure students have numerous opportunities for meaningful engagement that is framed around high academic expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Plan multiple ways to incorporate student interests and cultures                             <ul style="list-style-type: none"> <li>— Surveys/polls</li> <li>— Choice in tasks</li> </ul> </li> <li>• Provide explicit models of expectations and relevant examples</li> <li>• Utilize breakout rooms to allow for extended discussion, exploration, and collaboration to engage students in rigorous problem-solving tasks</li> <li>• Provide students with opportunities to choose questions in response to chat</li> <li>• Use open mic discussion to encourage students to justify and expand on their responses to questions posed</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively learn about students using                             <ul style="list-style-type: none"> <li>— Office hours</li> <li>— Individual student calls</li> <li>— Interest surveys</li> <li>— Family outreach</li> </ul> </li> <li>• Incorporate student interests into assignments                             <ul style="list-style-type: none"> <li>— Modify questions to include relevant activities</li> <li>— Allow student choice in assignments</li> <li>— Tailor projects to mirror student interests</li> </ul> </li> <li>• Celebrate and support cultural differences                             <ul style="list-style-type: none"> <li>— Ensure there is multicultural representation in materials used</li> <li>— Model culturally responsive language and culture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Proactively learn about students using                             <ul style="list-style-type: none"> <li>— Interactive journaling</li> <li>— Interest surveys</li> </ul> </li> <li>• Incorporate student interests into assignments                             <ul style="list-style-type: none"> <li>— Adjust real-time questions to be relevant to students</li> <li>— Allow student choice in assignments</li> <li>— Design choice boards that incorporate students' interests</li> <li>— Create individual playlists to align to student needs and interests</li> <li>— Tailor projects and groups to integrate a diversity of student interests, perspectives, and cultures</li> </ul> </li> <li>• Celebrate and support cultural differences                             <ul style="list-style-type: none"> <li>— Ensure there is multicultural representation in materials used</li> <li>— Model culturally responsive language and culture</li> </ul> </li> </ul>

## TEACHER KNOWLEDGE OF STUDENTS

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
(rigorous and standards-aligned) <ul style="list-style-type: none"> <li>Regularly incorporate student interests and cultural heritage</li> </ul>			

## THINKING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
<b>Start:</b> <ul style="list-style-type: none"> <li>Model types of thinking for students</li> <li>Provide opportunities for students to connect previous learning to new objectives</li> <li>Provide students with the opportunity to solve a novel problem</li> </ul>	<ul style="list-style-type: none"> <li>Plan for different types of thinking early in lessons and prepare to support students in utilizing them (e.g., prep a series of demonstrations)</li> <li>Model how one type of thinking may be applied to the beginning of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Thinking analytically                             <ul style="list-style-type: none"> <li>Draw initial connections to the previous lesson and then have students submit their own connections by responding to a written prompt</li> <li>Give students the opportunity to compare previously covered material that relates to the current lesson</li> </ul> </li> <li>Thinking creatively                             <ul style="list-style-type: none"> <li>Frame the lesson around a problem to prompt creative thinking and problem-solving</li> <li>Have students set a goal for their work</li> </ul> </li> <li>Thinking practically                             <ul style="list-style-type: none"> <li>Use a real-life example to frame the lesson</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Thinking analytically                             <ul style="list-style-type: none"> <li>Provide students with opportunities to have student-led mini-lessons</li> <li>Engage in a class discussion or chat connecting prior content to new objectives</li> <li>Ask students to transform the lesson's objective into an essential question and share that question in the chat box</li> </ul> </li> </ul>
<b>Middle:</b> <ul style="list-style-type: none"> <li>Provide opportunities for students to analyze problems from multiple perspectives and viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>Engage students in a variety of thinking types with opportunities to check for understanding aligned to a thinking type</li> </ul>	<ul style="list-style-type: none"> <li>Thinking analytically                             <ul style="list-style-type: none"> <li>Assign students periodic opportunities to reflect on their thinking process throughout the lesson</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Thinking analytically                             <ul style="list-style-type: none"> <li>Design a virtual debate where students defend an assigned position</li> <li>Engage in group error analysis, providing</li> </ul> </li> </ul>

## THINKING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
<ul style="list-style-type: none"> <li>• Monitor student thinking to ensure that they understand what they are learning</li> <li>• Provide opportunities for students to exhibit learning in creative ways</li> <li>• Engage students in topics that require analysis and synthesis of ideas, models, and solutions</li> <li>• Enhance understanding by having students engage in multiple types of thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Develop structures and periodic checkpoints for students to monitor and explain their thinking process</li> <li>• Utilize lesson activities and assignments that require analysis and synthesis of ideas, models, and solutions</li> </ul>	<ul style="list-style-type: none"> <li>— Have students explain why their answer is correct</li> <li>— Create opportunities for student-led video presentations</li> <li>• Thinking creatively               <ul style="list-style-type: none"> <li>— Utilize online whiteboards, videos, and 3D tours</li> </ul> </li> <li>• Research-based thinking               <ul style="list-style-type: none"> <li>— Explicitly teach research skills and expectations</li> <li>— Synthesize information from a variety of sources to draw conclusions</li> <li>— Have students research a topic that interests them and prepare a 5-minute “Ted Talk” to present in their next lesson</li> </ul> </li> </ul>	<p style="text-align: center;">students opportunities to explain their thinking</p> <ul style="list-style-type: none"> <li>• Thinking creatively               <ul style="list-style-type: none"> <li>— Allow for multimedia submissions</li> <li>— Utilize collaborative online whiteboards, share documents, and creative tools</li> <li>— Ask students to present a 5-minute “Ted Talk” on a topic they have previously researched</li> </ul> </li> <li>• Research-based thinking               <ul style="list-style-type: none"> <li>— Explicitly teach research skills and expectations</li> <li>— Synthesize information from a variety of sources to draw conclusions</li> <li>— Provide opportunities for students to research technology tools they would like to use in a future project</li> </ul> </li> </ul>
<p><i>End:</i></p> <ul style="list-style-type: none"> <li>• Revisit problem-solving skills practiced earlier in the lesson</li> <li>• Assess understanding by having students express their thinking in multiple ways</li> <li>• Have students apply their learning in creative ways</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to show learning through different types of thinking</li> <li>• Utilize the virtual setting to extend learning applications into students’ real life</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking practically               <ul style="list-style-type: none"> <li>— Ask students to teach someone at home what they have learned</li> <li>— Align projects to real-life application</li> <li>— Provide opportunities for students to self-reflect on their goals using the lesson’s success criteria</li> </ul> </li> <li>• Thinking creatively               <ul style="list-style-type: none"> <li>— Allow for multimedia submissions</li> <li>— Provide opportunities for students to generate their</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Thinking practically               <ul style="list-style-type: none"> <li>— Have students share real-life applications of learning</li> <li>— Develop exit ticket questions focused on how students will apply their new learning</li> </ul> </li> <li>• Thinking creatively               <ul style="list-style-type: none"> <li>— Provide opportunities for students to generate their own problems/tasks for others to complete</li> </ul> </li> </ul>

## THINKING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
		<ul style="list-style-type: none"> <li>• own problems/tasks for others to complete</li> <li>• Research-based thinking                             <ul style="list-style-type: none"> <li>— Research projects on standards-aligned content</li> <li>— Assign an end-of-unit wrap-up task requiring research into bigger lingering questions</li> </ul> </li> </ul>	

## PROBLEM-SOLVING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
<p><i>Start:</i></p> <ul style="list-style-type: none"> <li>• Introduce the lesson with a multi-step problem that is considered throughout the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Enable students to begin problem-solving at the beginning of the lesson by sharing a visual, video, or recording of a multi-step problem that frames the lesson objectives for the day</li> </ul>	<ul style="list-style-type: none"> <li>• Create a discovery-based learning activity to begin the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Create situations for hypothesis creation and evaluation</li> </ul>
<p><i>Middle:</i></p> <ul style="list-style-type: none"> <li>• Implement activities that teach and reinforce problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Implement activities that reinforce problem-solving skills</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create representations for their thinking</li> <li>• Develop tasks that prompt categorization (e.g., students are given options on choice boards and categorize options)</li> <li>• Given an incomplete scenario or story, ask students to complete it</li> <li>• Ask students to complete an error analysis and explain their thinking through recordings or writing</li> </ul>	<ul style="list-style-type: none"> <li>• In groups, have students create representations of how to solve the problem using virtual tools</li> <li>• Consistently ask students to fully explain and create visuals of their reasoning</li> <li>• Complete error analyses</li> <li>• Facilitate breakout room brainstorms and/or jamboard brainstorms</li> </ul>



## PROBLEM-SOLVING

In-Person	Virtual	Asynchronous Strategies	Synchronous Strategies
		<ul style="list-style-type: none"> <li>Design tasks where students determine which information is needed</li> </ul>	
<p><i>End:</i></p> <ul style="list-style-type: none"> <li>Revisit and use original introductory problem for closure to reinforce problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Embed opportunities for problem-solving within work products and lesson closure</li> </ul>	<ul style="list-style-type: none"> <li>On exit surveys, have students connect current learning to prior lessons</li> <li>Create shared word clouds after lesson completion</li> </ul>	<ul style="list-style-type: none"> <li>Create long-term, group-based problem-solving projects</li> </ul>

# Virtual Coaching Considerations: Environment Domain

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# Virtual Coaching Considerations

## Environment Domain

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### EXPECTATIONS

#### *Right Now*

- Prioritize ensuring all teachers show their agenda and plan for each lesson; they should frequently use and refer to it to build the habit of students using and referring to it
- Assist teachers with guidance and communication around weekly/daily work submission cadence and expectations

#### *Next*

- Support pacing of lessons by providing feedback to teachers on the time they are spending on various aspects of lesson
- Assist teachers with showing and modeling clear steps/how-to in virtual environment

### ENGAGING LEARNERS AND MANAGING BEHAVIOR

#### *Right Now*

- Encourage teachers to use surveys and student questions to learn about student readiness and understanding of tech tools and learning environment
- Ensure teachers consistently remind students of protocols

#### *Next*

- Help teachers think about how to give more individual feedback within synchronous lessons, call on more individual students, use grouping, etc.

### ENVIRONMENT

#### *Right Now*

- Support teachers to hold a virtual orientation to the online environment for students and families
- Ensure teachers frequently communicate tools, norms, and procedures for students and families
- Ensure teachers post current/updated calendar, schedule of events, assignments in consistent locations and ways

#### *Next*

- Help teachers learn and introduce new technology tools and virtual learning opportunities periodically

### RESPECTFUL CULTURE

#### *Right Now*

- Support teachers in using interesting, diverse, and student-centered curriculum, texts, videos, and resources to support all learners
- Help teachers prioritize daily social and emotional check-ins

#### *Next*

- Engage directly with family members to learn more about individual students



# Concurrent Teaching: Planning and Reflection Guide and Considerations

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# Concurrent Teaching: Planning and Reflection Guide

## *Preparing for multiple modalities*

This planning and reflection guide is designed to support teachers with critical questions and strategies to support concurrent teaching, ensuring that the needs of both virtual and in-person learners are met. Concurrent teaching can include:

- Teaching virtual and in-person learners simultaneously
- Teaching virtual and in-person learners in different class periods but within the same day

### BEFORE THE LESSON

- How can I ensure that all learners, regardless of learning modality, receive the core elements of the lesson?
  - Create a flipped lesson with lecture portions of the lesson done asynchronously and class time used for discussion, questions, and assignments
  - Create a class website with all in-class content accessible to all learners
  - Share presentations in real time with virtual learners
  - Plan to have as many assignments completed virtually for all learners as possible
- How can I ensure that my lesson pacing is inclusive of all learners?
  - Proactively plan both formal checks for understanding and informal screen checks for all learners
  - Utilize built-in tools to conduct checks (e.g., polls, reactions, etc.)
- How can I plan to integrate virtual learners seamlessly with in-person learners?
  - Get to know the learning platform and all of its available tools
  - If you are able to be one-to-one, have all students open the virtual learning space
  - If you are not able to be one-to-one, project virtual classmates within the classroom
  - Assign class thought partners across learning platforms for students to build relationships
  - Intentionally plan to cold call and take responses from in-person and virtual students equally - track engagement throughout the lesson
  - If possible, have virtual chat visible to you at all times
  - If not possible, designate a “chat moderator” - an in-person student who monitors the virtual chat and alerts you to questions or comments

## BEFORE THE LESSON

- ☐ How can I plan for, and have solutions ready for, technical issues so that instruction is not disrupted for in-person or other virtual learners?
  - Create a FAQ sheet for common tech issues and their solutions - ensure that all students have familiarity with this before the content begins in earnest
  - Check your technology before each lesson to ensure functionality
  - Create routines around tech issues so students do not panic if they occur - a phone number they text with issues, an in-person buddy to contact, contacting the office
  
- ☐ How can I adapt assessment strategies to ensure I am getting the clearest picture of student learning?
  - Utilize shared documents to allow for feedback, modification, and shared ownership
  - Utilize built-in tools to conduct formative assessments (e.g., polls, reactions, etc.)
  - Plan to have all assessments completed virtually
  
- ☐ How can I develop a classroom culture that has norms aligned with our new learning structures?
  - Collectively create clear norms that support both in-person and virtual learners
  - Give frequent feedback and redirection directly tied to the new norms
  - Reach out individually to students to reinforce a positive class culture of engagement and ensure that virtual students feel personally connected to the teacher and class

## DURING THE LESSON

- ☐ How can I get a sense of student understanding at different points in the lesson?
  - Segment activities to break up the amount of time that students are working on any one item
  - Give consistent and ongoing feedback on any activity
  - Utilize tools within your online platform to check for understanding of all students (e.g., polls, reactions, etc.)
  - Plan to cold call, take volunteers, and solicit questions proportionally from in-person and virtual students
  
- ☐ How can I ensure that all students are engaging with the content?
  - Utilize online platforms and tools that align to lesson objectives (e.g., videos, virtual whiteboards, message boards, social media, etc.)

- Use a variety of lesson structures (e.g., flipped lessons, Socratic seminars, station rotations, segmented lessons, etc.)
- Create multiple opportunities for students to show learning (e.g., in-class activities, on ongoing projects, exit tickets, etc.)

□ How can I facilitate discussion and communication across student modalities?

- Have all students log into the virtual learning platform if one-to-one devices are available
- Encourage all students to engage in the chat function
- Predetermine breakout groups that connect in-person and virtual students

## AFTER THE LESSON

□ Reflect on the following questions:

- What went well for virtual learners?
- What went well for in-person learners?
- What did not go well for virtual learners?
- What did not go well for in-person learners?
- What modifications do I need to make to leverage what went well to overcome the issues any learners face?

□ How can I support learners in need of remediation?

- Create office hours for remediation that are flexible to the student, but required based on mastery
- Utilize small groups for both in-person and virtual learners with students needing remediation grouped with the teacher while those who have mastered the content work on a virtual stretch task



# Concurrent Teaching Considerations

## *Supporting instruction in multiple modalities*

Many teachers are now teaching students both in-person and virtually. While doing one is difficult, doing both at the same time can be daunting. This tool is designed to help teachers plan for and then deliver concurrent lessons to ensure that learning is maximized regardless of student modality. Concurrent instruction can include:

- Teaching virtual and in-person learners simultaneously
- Teaching virtual and in-person learners in different class periods but within the same day

The three NIET Teaching Standards Rubric domains – Planning, Instruction, and Environment – are detailed with selected rubric indicators in the left column and aligned considerations and strategies in the right column. This resource may be helpful for both classroom teachers as well as instructional coaches and school leaders.

PLANNING	
<b>Instructional Plans</b>	<ul style="list-style-type: none"> <li>• How can I ensure that my instructional plan is measurable and explicit for virtual and in-person learners?               <ul style="list-style-type: none"> <li>— Utilize a visual of the learning goal on a slide, or prompt, during all transitions in activities</li> <li>— Have all students complete activities using virtual technologies (e.g., share documents, virtual polls, LMS tools, etc.)</li> <li>— Develop assignments that allow for student choice and prompt collaboration with groups across learning modalities</li> <li>— Plan for checks for understanding that intentionally engage virtual students (e.g., polls, cold calling, chats, etc.)</li> <li>— Plan to reteach or remediate students in all learning spaces based on the responses to the checks for understanding through small groups, alternative tasks, or asynchronous content</li> </ul> </li> <li>• How can I ensure that my plan is inclusive of all learners?               <ul style="list-style-type: none"> <li>— Collectively create and continually re-emphasize classroom norms, and clearly articulate how they apply to both in-person and virtual environments</li> <li>— Have a “chat monitor” in class to ensure virtual voices are not left out of classroom conversations</li> <li>— Include differentiated group plans with intentional mixes of small groups of virtual and in-person students</li> <li>— Centrally store and upload asynchronous or recorded lessons to allow both virtual and in-person students access to any missed content</li> </ul> </li> </ul>

## PLANNING

### Student Work

- How can I ensure that student work requires students to do the proper level of thinking?
  - Create a playlist of activities for the lesson that engages students in the content in a variety of ways and allows you to assess learning regardless of modality
  - Utilize virtual resources and interactive tools to capture student learning in ways aligned to the lesson objectives
  - Utilize longer-term, primarily virtual projects with clear deliverables aligned to learning objectives

## INSTRUCTION

### Activities and Materials

- How can I ensure that my activities and materials sustain students' attention?
  - Segment activities to allow students to move, interact, and change environment regardless of learning space
  - Create systems to give consistent and ongoing feedback on any activity wherever a learner is (e.g., comments on shared documents, chat functionality, non-verbal cues, etc.)
  - Utilize online platforms and tools that align to lesson objectives (e.g., videos, virtual whiteboards, message boards, social media, etc.) to engage all learners
- How can I ensure that my activities and materials provide opportunities for student-to-student interaction?
  - If you have access to one-to-one computer ratios, have all students open the virtual learning space
  - If you do not have one-to-one computer ratios, project virtual classmates within the classroom
  - Intentionally plan for segments of time with breakout groups with a mix of in-person and virtual students when possible
  - Create structures for students to give one another feedback (e.g., on shared documents)
  - If possible, have virtual chat visible to you at all times
  - If it's not possible to have virtual chat visible at all times, designate a "chat moderator" – an in-person student who monitors the virtual chat and alerts you to questions or comments
- How can I ensure that sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring?
  - Design stretch tasks that allow students to independently engage with the content on their own
  - Create a playlist of activities for the lesson that requires a variety of thinking and work outputs, including virtual, and provide opportunities for student choice

## INSTRUCTION

<b>Questioning</b>	<ul style="list-style-type: none"> <li>• How can I ensure that questions regularly require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers)?             <ul style="list-style-type: none"> <li>— Utilize built-in tools to conduct formative assessments (e.g., polls, reactions, etc.) of all learners</li> <li>— Proactively plan both formal checks for understanding and informal screen checks for all learners</li> <li>— Intentionally plan to cold call and take responses from in-person and virtual students equally - utilize a tracker to note student engagement throughout the lesson</li> </ul> </li> <li>• How can I enable students to generate questions that lead to further inquiry and self-directed learning?             <ul style="list-style-type: none"> <li>— Create a flipped lesson with lecture portions of the lesson done asynchronously and class time used for discussion, questions, and assignments</li> <li>— If possible, have virtual chat visible to you at all times</li> <li>— If it's not possible to have virtual chat visible at all times, designate a "chat moderator" - an in-person student who monitors the virtual chat and alerts you to questions or comments</li> <li>— Determine critical points in the lessons for students to unmute their mics and ask questions or submit chat questions in the chat feature</li> </ul> </li> </ul>
<b>Academic Feedback</b>	<ul style="list-style-type: none"> <li>• How can I ensure that feedback is consistently academically focused, frequent, and high-quality?             <ul style="list-style-type: none"> <li>— Utilize shared documents to allow for feedback, modification, and shared ownership</li> <li>— Hold office hours for both in-person and virtual students to seek feedback and assistance</li> <li>— Plan to conduct regular one-on-one check-ins with students in all learning spaces to give academic feedback</li> <li>— Provide written and recorded feedback aligned to the lesson objective using tools like Flipgrid</li> </ul> </li> <li>• How can I engage students in giving specific and high-quality feedback to one another?             <ul style="list-style-type: none"> <li>— Create and regularly utilize structures for students to give one another feedback (e.g., on shared documents)</li> <li>— Model feedback practices and expectations for students</li> <li>— Using shared documents, assess students on their feedback to one another as well as the overall final product</li> </ul> </li> </ul>

## LEARNING ENVIRONMENT

### Building and maintaining a learning environment

- How can I seek out and be receptive to the interests and opinions of all students?
  - Utilize student wellness surveys to open each class to assess both student well-being and attendance for virtual and in-person students
  - Have a regular rotation of student and family outreach to ensure that all students feel supported and heard
  - Actively seek out student feedback on lesson execution and interest levels to determine effectiveness across learning spaces
  - Engage directly with family members to learn more about individual students and how they are responding to concurrent learning
  - Provide designated office hours for parents to respond to concerns and questions they may have regarding their child's learning
- How can I create learning opportunities where all students can experience success?
  - Provide office hours for students learning in both modalities
  - Develop assignments aligned to objectives that offer student choice in demonstrating mastery of the objective. (e.g., choice boards, playlists)
- How can my class establish clear rules for learning and behavior?
  - Create a poll or word cloud to determine what each student says they need to learn most effectively in their learning space
  - Facilitate a classroom conversation to determine norms aligned to the learning needs of students in all learning spaces
  - Ensure that all rules are inclusive of all learners in all modalities
  - Ensure that systems create efficiency of execution for the teacher rather than duplicating efforts based on student learning space (e.g., only materials submitted virtually will be assessed)



# Supporting Social and Emotional Learning in Everyday Instruction

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# Supporting Social and Emotional Learning in Everyday Instruction

Research shows that supporting students' social and emotional learning as part of instructional practice can foster skills, habits, and mindsets that enable academic progress and encourage productive behavior. Right now, this work is even more important – and possibly more difficult. This document includes ideas and strategies for supporting social and emotional learning in both in-person and virtual environments.

## Social-Emotional Learning:

- **Is proactive:** Plan to engage, don't wait for your students to come to you.
- **Empowers students:** Allow students to own their learning, behavioral decisions, and development.
- **Builds critical relationships:** Allows mutual trust to be built and connections to be made.
- **Keeps students connected:** Students engage in what they care about.
- **Teaches us how to resonate with others:** Help students to see and feel empathy for their peers and the world around them.
- **Facilitates connections:** Students learn how to connect to others within and outside the classroom.
- **Provides a foundation for open communication:** Sets the expectation that communication is a two-way street.

Social and Emotional Learning (SEL) Strategies			
	Checking In	Lesson Integration	Planned SEL Activity
Virtual Learning	<ul style="list-style-type: none"> <li>• Use <b>visual prompts</b>, pictures, one-word responses to express feelings.</li> <li>• Use an <b>emoji</b> to represent how they feel via Google Sheets.</li> <li>• Post a <b>Google Form</b> with questions to monitor students' well-being.</li> <li>• Post a discussion question at the beginning of class for students to respond to in the <b>chat</b> feature. Students can respond in a private chat with the teacher if they prefer.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>reflective writing</b> questions or prompts that tie to course content but also build self-awareness, self-management, social awareness, and responsible decision-making skills. Students can capture their thoughts in free online apps (Google Keep, Day One, Diaro).</li> <li>• Practice problem-solving skills and responsible decision-making in group activities with students collaborating in</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>Zoom or Google Hangouts</b> to host <b>morning meetings</b> or weekly circles where students can share how they are feeling around different topics.</li> <li>• Develop <b>well-being boards</b> for students to build self-awareness of their feelings and include strategies to promote self-management on ways to manage stress and work toward achieving personal goals.</li> </ul>

## Social and Emotional Learning (SEL) Strategies

	Checking In	Lesson Integration	Planned SEL Activity
<b>Virtual Learning</b> <i>(cont.)</i>	<ul style="list-style-type: none"> <li>Conduct <b>live polls</b> to assess students' feelings and well-being.</li> </ul>	<p><b>breakout rooms.</b> Tasks can integrate course content and current events.</p> <ul style="list-style-type: none"> <li>Create <b>choice boards or playlists</b> that blend SEL and course content. Students have the choice to demonstrate their understanding of specific skills while also building self-management and responsible decision-making in asynchronous learning.</li> <li>Promote <b>positive affirmations</b> and <b>growth mindsets</b> in synchronous lessons and asynchronous feedback to students. Use positive statements to challenge negative thoughts (e.g., "Math is tough but I am going to ask for help so I can accomplish what I want to do.").</li> <li>The teacher <b>models pro-social behaviors</b> to the students and <b>provides feedback</b> to students on how they interact with their peers and learn content.</li> </ul>	<ul style="list-style-type: none"> <li>Implement student-centered discipline practices, such as <b>student input and feedback on procedures</b> and teaching students to <b>use provided tools to resolve conflict and repair harm.</b></li> <li>Engage students in ongoing <b>service learning</b>, community service, or schoolwide event projects (e.g., letter writing).</li> <li>Read a book aloud during a synchronous session. Ask questions about the characters' emotions and behaviors.</li> <li><b>Having cameras on</b> is great for seeing and reading faces. Encourage younger students to show each other their best "emotion" faces: "This is what I look like when I'm scared, angry, sad, excited."</li> <li>Send a <b>personal email</b> to every student at some point every week or few weeks.</li> <li>Host a <b>virtual event</b> and <b>invite families</b> (e.g., a virtual pajama party where you read stories aloud, a class art show, etc.).</li> </ul>



## Social and Emotional Learning (SEL) Strategies

	Checking In	Lesson Integration	Planned SEL Activity
<b>Additional In-person Learning</b>	<ul style="list-style-type: none"> <li>• <b>Greet students</b> when entering the classroom to assess how they are feeling.</li> <li>• Have students <b>call out</b> the emotion they are bringing to class.</li> <li>• Use interactive whiteboards to conduct <b>live polls</b> to assess students' feelings and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin class with a <b>motivational moment</b> where students give a 3-5 minute presentation and come up with two discussion questions based on their interests. Connect presentations to related course content in a real-world context.</li> <li>• Provide opportunities for students to <b>develop goals</b> based on the lesson's success criteria. Then, have students return to their goal at the end of the lesson to monitor their success.</li> <li>• Have students create a <b>goal roadmap</b> for a week or unit that they use to monitor their progress at set intervals.</li> <li>• Have students work as <b>teams or groups</b> to complete a common task. Have assigned roles and responsibilities for all team members to foster self-management and relationship skills.</li> <li>• Develop structures and expectations for <b>journaling</b>, incorporating into instructional content when possible, and for <b>mindfulness techniques</b> that are age-appropriate. (<a href="#">Example available here.</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Host <b>morning meetings</b> or weekly circles where students can share how they are feeling around different topics.</li> <li>• Develop <b>well-being boards</b> for students to build self-awareness of their feelings and include strategies to promote self-management of stress or anxiety. Encourage students to set and work toward achieving personal goals.</li> <li>• Establish classroom <b>peace areas</b> for students to utilize to avoid conflict or resolve conflicts.</li> <li>• Leverage <b>music</b> to express feelings. Have students respond to music by moving in the way the music makes them feel, <b>drawing</b> images the music conjures, or <b>writing</b> poetry or a short story that is inspired by the music.</li> </ul>

Social and Emotional Learning (SEL) Strategies			
	Checking In	Lesson Integration	Planned SEL Activity
Additional In-person Learning <i>(cont.)</i>		<ul style="list-style-type: none"> <li>• Hold small group meetings with 4-5 students to have a “<b>book club</b>,” talk about something specific, discuss an article they read, or for a more detailed show-and-tell.</li> <li>• Teach <b>point of view</b> through the lens of empathy (e.g., how are others feeling in books, articles, blogs, etc.).</li> </ul>	

# Example: Weekly At-A-Glance and Daily Lesson Plan

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# Template: Weekly At-A-Glance and Daily Lesson Plan

*Updated January 2021*

WEEKLY LESSON TITLE: <i>NIGHT PARTS 2-6</i>																			
<b>Teacher:</b>																			
<b>Unit:</b> 3: <i>Night</i>																			
<b>Week:</b> 15	<b>Dates:</b>																		
LESSON COMPONENTS																			
LESSON OBJECTIVES, DIFFERENTIATED BY DOK LEVEL:																			
<p><i>Note to educators: All of the components listed below should align.</i></p> <p><b>Standard(s):</b> <u>CCSS.ELA-Literacy.RL.9-10.2</u> Determine a <b>theme</b> or <b>central idea</b> of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an <b>objective summary</b> of the text.</p> <p><b>Assessment(s):</b> Weekly Writing Prompt 9</p> <p><b>Exemplar(s) for Model:</b> Teacher model</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Reference the identified theme in writing.</li> <li>Objectively summarize a minimum of three significant details from the text.</li> <li>Justify details with evidence from the text.</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e6f2ff;"> <td style="text-align: center; width: 5%; padding: 5px;"><b>4</b></td> <td style="padding: 5px;">Predict possible outcomes for a text using a <u>theme</u> inferred through the SLIME method partway through that text.</td> </tr> <tr style="background-color: #fff2cc;"> <td style="text-align: center; padding: 5px;"><b>3</b></td> <td style="padding: 5px;">Objectively <u>summarize</u> the three most significant points of a chapter of text/short guest lecture and <u>justify</u> why they are most important.</td> </tr> <tr style="background-color: #e6e6e6;"> <td style="text-align: center; padding: 5px;"><b>2</b></td> <td style="padding: 5px;">Use the SLIME method to determine a <u>theme</u> in a long text and analyze in detail its development over the course of that text.</td> </tr> <tr style="background-color: #fff2cc;"> <td style="text-align: center; padding: 5px;"><b>1</b></td> <td style="padding: 5px;">Objectively <u>summarize</u> the three most significant points of a chapter of text/short guest lecture.</td> </tr> <tr style="background-color: #fff2cc;"> <td style="text-align: center; padding: 5px;"><b>1</b></td> <td style="padding: 5px;">Develop a given topic into a <u>theme statement</u> using the SLIME method.</td> </tr> <tr style="background-color: #fff2cc;"> <td style="text-align: center; padding: 5px;"><b>1</b></td> <td style="padding: 5px;"><u>Describe</u> at least three significant points from a chapter of text/short guest lecture.</td> </tr> <tr style="background-color: #fff2cc;"> <td style="text-align: center; padding: 5px;"><b>1</b></td> <td style="padding: 5px;">Define <u>theme statement</u>.</td> </tr> <tr style="background-color: #fff2cc;"> <td style="text-align: center; padding: 5px;"><b>1</b></td> <td style="padding: 5px;">List the differences between a topic and a <u>theme statement</u>.</td> </tr> <tr style="background-color: #fff2cc;"> <td style="text-align: center; padding: 5px;"><b>1</b></td> <td style="padding: 5px;"><u>Identify</u> from a list which events or talking points from a speech or chapter of text seem most important.</td> </tr> </table>	<b>4</b>	Predict possible outcomes for a text using a <u>theme</u> inferred through the SLIME method partway through that text.	<b>3</b>	Objectively <u>summarize</u> the three most significant points of a chapter of text/short guest lecture and <u>justify</u> why they are most important.	<b>2</b>	Use the SLIME method to determine a <u>theme</u> in a long text and analyze in detail its development over the course of that text.	<b>1</b>	Objectively <u>summarize</u> the three most significant points of a chapter of text/short guest lecture.	<b>1</b>	Develop a given topic into a <u>theme statement</u> using the SLIME method.	<b>1</b>	<u>Describe</u> at least three significant points from a chapter of text/short guest lecture.	<b>1</b>	Define <u>theme statement</u> .	<b>1</b>	List the differences between a topic and a <u>theme statement</u> .	<b>1</b>	<u>Identify</u> from a list which events or talking points from a speech or chapter of text seem most important.
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<b>1</b>	<u>Identify</u> from a list which events or talking points from a speech or chapter of text seem most important.																		
VOCABULARY																			
<p>Student vocabulary:</p> <ul style="list-style-type: none"> <li><i>Blockalteste</i></li> <li>Concentration camp</li> <li>Anti-semitism</li> <li>Yom Kippur</li> <li>Personal response</li> </ul>	<p>Academic vocabulary:</p> <ul style="list-style-type: none"> <li>Theme statement</li> <li>Topic</li> <li>Summary</li> </ul>																		
RESOURCES (CURRICULUM, TOOLS, ONLINE RESOURCES)																			
<p><i>Night</i> parts 2-6 (A New Translation By Marion Wiesel) pg. 23-97:  <a href="https://birdvilleschools.instructure.com/courses/82598/files/774829">https://birdvilleschools.instructure.com/courses/82598/files/774829</a></p> <p><i>Night</i> audiobook: <a href="https://www.youtube.com/watch?v=QBI2zKvAAAY&amp;list=PLUvVpT6IYNR2Wkiqlj7aLaLsry6u2XLuf">https://www.youtube.com/watch?v=QBI2zKvAAAY&amp;list=PLUvVpT6IYNR2Wkiqlj7aLaLsry6u2XLuf</a></p>																			

## DAILY LESSON PLANS

KEY INFORMATION	CORE COMPONENTS	STUDENT OWNERSHIP
<p><b>MONDAY:</b></p> <ul style="list-style-type: none"> <li>• Asynchronous</li> <li>• Synchronous</li> <li>• Hybrid</li> </ul> <p>(Highlight lesson delivery format.)</p> <p><b>Standard(s):</b></p> <p>Which of the components will students interact with the most during this lesson? (highlight)</p> <ul style="list-style-type: none"> <li>• Lesson Objective</li> <li>• Daily Check-in Strategy</li> <li>• Connections to Prior Learning/Setting Purpose</li> <li>• Success Criteria</li> <li>• New Learning/Mini-Lesson/Model</li> <li>• Practice</li> <li>• Assessment/Product/Student Work</li> <li>• Lesson Closure/Reflection</li> </ul> <p><b>Differentiation:</b> (How will the lesson accommodate individual student needs for academic success?)</p> <p><i>Note to educators: All of the components should align to each other and to the standard(s) of the lesson.</i></p>	<p><b>Lesson Objective(s) Aligned to Standard(s):</b> (What am I learning?)</p> <p><b>Daily Check-in Strategy:</b> (How will I connect with each student check-in on their learning readiness and to build relationships with each of them?)</p> <p><b>Connections to Prior Learning/Setting Purpose (Opening):</b> (How is this lesson connected to prior learning or other content? Why is this lesson important? How will I grab students' attention to ensure they engage quickly?)</p> <p><b>Success Criteria:</b> (How will I define and describe success?)</p> <p><b>New Learning/Mini-Lesson/Model:</b> (How will I present the content to ensure students meet the rigor of the standards?)</p> <p><b>Practice:</b> (How will students interact with the learning content? What will the students be doing?)</p> <p><b>Assessment/Product/Student Work:</b> (What is the student work? How will success toward the objective be measured?)</p> <p><b>Lesson Closure/Reflection:</b> (How will I have students reflect on their learning in reference to one of the following: the learning objective, the success criteria, and an exemplar?)</p>	<p>What are students doing during this component? Where are students able to take ownership for their learning?</p>

## DAILY LESSON PLANS

KEY INFORMATION	CORE COMPONENTS	STUDENT OWNERSHIP
<p><b>TUESDAY:</b></p> <ul style="list-style-type: none"> <li>• Asynchronous</li> <li>• Synchronous</li> <li>• Hybrid</li> </ul> <p>(Highlight lesson delivery format.)</p> <p><b>Standard(s):</b></p> <p>Which of the components will students interact with the most during this lesson? (highlight)</p> <ul style="list-style-type: none"> <li>• Lesson Objective</li> <li>• Daily Check-in Strategy</li> <li>• Connections to Prior Learning/Setting Purpose</li> <li>• Success Criteria</li> <li>• New Learning/Mini-Lesson/Model</li> <li>• Practice</li> <li>• Assessment/Product/Student Work</li> <li>• Lesson Closure/Reflection</li> </ul> <p><b>Differentiation:</b> (How will the lesson accommodate individual student needs for academic success?)</p> <p><i>Note to educators: All of the components should align to each other and to the standard(s) of the lesson.</i></p>	<p><b>Lesson Objective(s) Aligned to Standard(s):</b> (What am I learning?)</p> <p><b>Daily Check-in Strategy:</b> (How will I connect with each student check-in on their learning readiness and to build relationships with each of them?)</p> <p><b>Connections to Prior Learning/Setting Purpose (Opening):</b> (How is this lesson connected to prior learning or other content? Why is this lesson important? How will I grab students' attention to ensure they engage quickly?)</p> <p><b>Success Criteria:</b> (How will I define and describe success?)</p> <p><b>New Learning/Mini-Lesson/Model:</b> (How will I present the content to ensure students meet the rigor of the standards?)</p> <p><b>Practice:</b> (How will students interact with the learning content? What will the students be doing?)</p> <p><b>Assessment/Product/Student Work:</b> (What is the student work? How will success toward the objective be measured?)</p> <p><b>Lesson Closure/Reflection:</b> (How will I have students reflect on their learning in reference to one of the following: the learning objective, the success criteria, and an exemplar?)</p>	<p><i>What are students doing during this component? Where are students able to take ownership for their learning?</i></p>



## DAILY LESSON PLANS

KEY INFORMATION	CORE COMPONENTS	STUDENT OWNERSHIP
<p><b>WEDNESDAY:</b></p> <ul style="list-style-type: none"> <li>• Asynchronous</li> <li>• Synchronous</li> <li>• Hybrid</li> </ul> <p>(Highlight lesson delivery format.)</p> <p><b>Standard(s):</b></p> <p>Which of the components will students interact with the most during this lesson? (highlight)</p> <ul style="list-style-type: none"> <li>• Lesson Objective</li> <li>• Daily Check-in Strategy</li> <li>• Connections to Prior Learning/Setting Purpose</li> <li>• Success Criteria</li> <li>• New Learning/Mini-Lesson/Model</li> <li>• Practice</li> <li>• Assessment/Product/Student Work</li> <li>• Lesson Closure/Reflection</li> </ul> <p><b>Differentiation:</b> (How will the lesson accommodate individual student needs for academic success?)</p> <p><i>Note to educators: All of the components should align to each other and to the standard(s) of the lesson.</i></p>	<p><b>Lesson Objective(s) Aligned to Standard(s):</b> (What am I learning?)</p> <p><b>Daily Check-in Strategy:</b> (How will I connect with each student check-in on their learning readiness and to build relationships with each of them?)</p> <p><b>Connections to Prior Learning/Setting Purpose (Opening):</b> (How is this lesson connected to prior learning or other content? Why is this lesson important? How will I grab students' attention to ensure they engage quickly?)</p> <p><b>Success Criteria:</b> (How will I define and describe success?)</p> <p><b>New Learning/Mini-Lesson/Model:</b> (How will I present the content to ensure students meet the rigor of the standards?)</p> <p><b>Practice:</b> (How will students interact with the learning content? What will the students be doing?)</p> <p><b>Assessment/Product/Student Work:</b> (What is the student work? How will success toward the objective be measured?)</p> <p><b>Lesson Closure/Reflection:</b> (How will I have students reflect on their learning in reference to one of the following: the learning objective, the success criteria, and an exemplar?)</p>	<p><i>What are students doing during this component? Where are students able to take ownership for their learning?</i></p>



## DAILY LESSON PLANS

KEY INFORMATION	CORE COMPONENTS	STUDENT OWNERSHIP
<p><b>THURSDAY:</b></p> <ul style="list-style-type: none"> <li>• Asynchronous</li> <li>• Synchronous</li> <li>• Hybrid</li> </ul> <p>(Highlight lesson delivery format.)</p> <p><b>Standard(s):</b></p> <p>Which of the components will students interact with the most during this lesson? (highlight)</p> <ul style="list-style-type: none"> <li>• Lesson Objective</li> <li>• Daily Check-in Strategy</li> <li>• Connections to Prior Learning/Setting Purpose</li> <li>• Success Criteria</li> <li>• New Learning/Mini-Lesson/Model</li> <li>• Practice</li> <li>• Assessment/Product/Student Work</li> <li>• Lesson Closure/Reflection</li> </ul> <p><b>Differentiation:</b> (How will the lesson accommodate individual student needs for academic success?)</p> <p><i>Note to educators: All of the components should align to each other and to the standard(s) of the lesson.</i></p>	<p><b>Lesson Objective(s) Aligned to Standard(s):</b> (What am I learning?)</p> <p><b>Daily Check-in Strategy:</b> (How will I connect with each student check-in on their learning readiness and to build relationships with each of them?)</p> <p><b>Connections to Prior Learning/Setting Purpose (Opening):</b> (How is this lesson connected to prior learning or other content? Why is this lesson important? How will I grab students' attention to ensure they engage quickly?)</p> <p><b>Success Criteria:</b> (How will I define and describe success?)</p> <p><b>New Learning/Mini-Lesson/Model:</b> (How will I present the content to ensure students meet the rigor of the standards?)</p> <p><b>Practice:</b> (How will students interact with the learning content? What will the students be doing?)</p> <p><b>Assessment/Product/Student Work:</b> (What is the student work? How will success toward the objective be measured?)</p> <p><b>Lesson Closure/Reflection:</b> (How will I have students reflect on their learning in reference to one of the following: the learning objective, the success criteria, and an exemplar?)</p>	<p><i>What are students doing during this component? Where are students able to take ownership for their learning?</i></p>

## DAILY LESSON PLANS

KEY INFORMATION	CORE COMPONENTS	STUDENT OWNERSHIP
<p><b>FRIDAY:</b></p> <ul style="list-style-type: none"> <li>• Asynchronous</li> <li>• Synchronous</li> <li>• Hybrid</li> </ul> <p>(Highlight lesson delivery format.)</p> <p><b>Standard(s):</b></p> <p>Which of the components will students interact with the most during this lesson? (highlight)</p> <ul style="list-style-type: none"> <li>• Lesson Objective</li> <li>• Daily Check-in Strategy</li> <li>• Connections to Prior Learning/Setting Purpose</li> <li>• Success Criteria</li> <li>• New Learning/Mini-Lesson/Model</li> <li>• Practice</li> <li>• Assessment/Product/Student Work</li> <li>• Lesson Closure/Reflection</li> </ul> <p><b>Differentiation:</b> (How will the lesson accommodate individual student needs for academic success?)</p> <p><i>Note to educators: All of the components should align to each other and to the standard(s) of the lesson.</i></p>	<p><b>Lesson Objective(s) Aligned to Standard(s):</b> (What am I learning?)</p> <p><b>Daily Check-in Strategy:</b> (How will I connect with each student check-in on their learning readiness and to build relationships with each of them?)</p> <p><b>Connections to Prior Learning/Setting Purpose (Opening):</b> (How is this lesson connected to prior learning or other content? Why is this lesson important? How will I grab students' attention to ensure they engage quickly?)</p> <p><b>Success Criteria:</b> (How will I define and describe success?)</p> <p><b>New Learning/Mini-Lesson/Model:</b> (How will I present the content to ensure students meet the rigor of the standards?)</p> <p><b>Practice:</b> (How will students interact with the learning content? What will the students be doing?)</p> <p><b>Assessment/Product/Student Work:</b> (What is the student work? How will success toward the objective be measured?)</p> <p><b>Lesson Closure/Reflection:</b> (How will I have students reflect on their learning in reference to one of the following: the learning objective, the success criteria, and an exemplar?)</p>	<p><i>What are students doing during this component? Where are students able to take ownership for their learning?</i></p>

**Guiding Questions for Planning:**

- Does the lesson objective align to the rigor of the standard?
- Do all components of the lesson align to the rigor of the lesson objective?
- Does the plan include student engagement opportunities in every component of the lesson?
- Where are opportunities for student collaboration to enhance understanding of the objective?

**For additional support, see NIET's virtual daily lesson plan PowerPoint template at <https://www.niet.org/remote-learning/top-free-resources-2020-21/>.**

# Student Engagement in Virtual Learning

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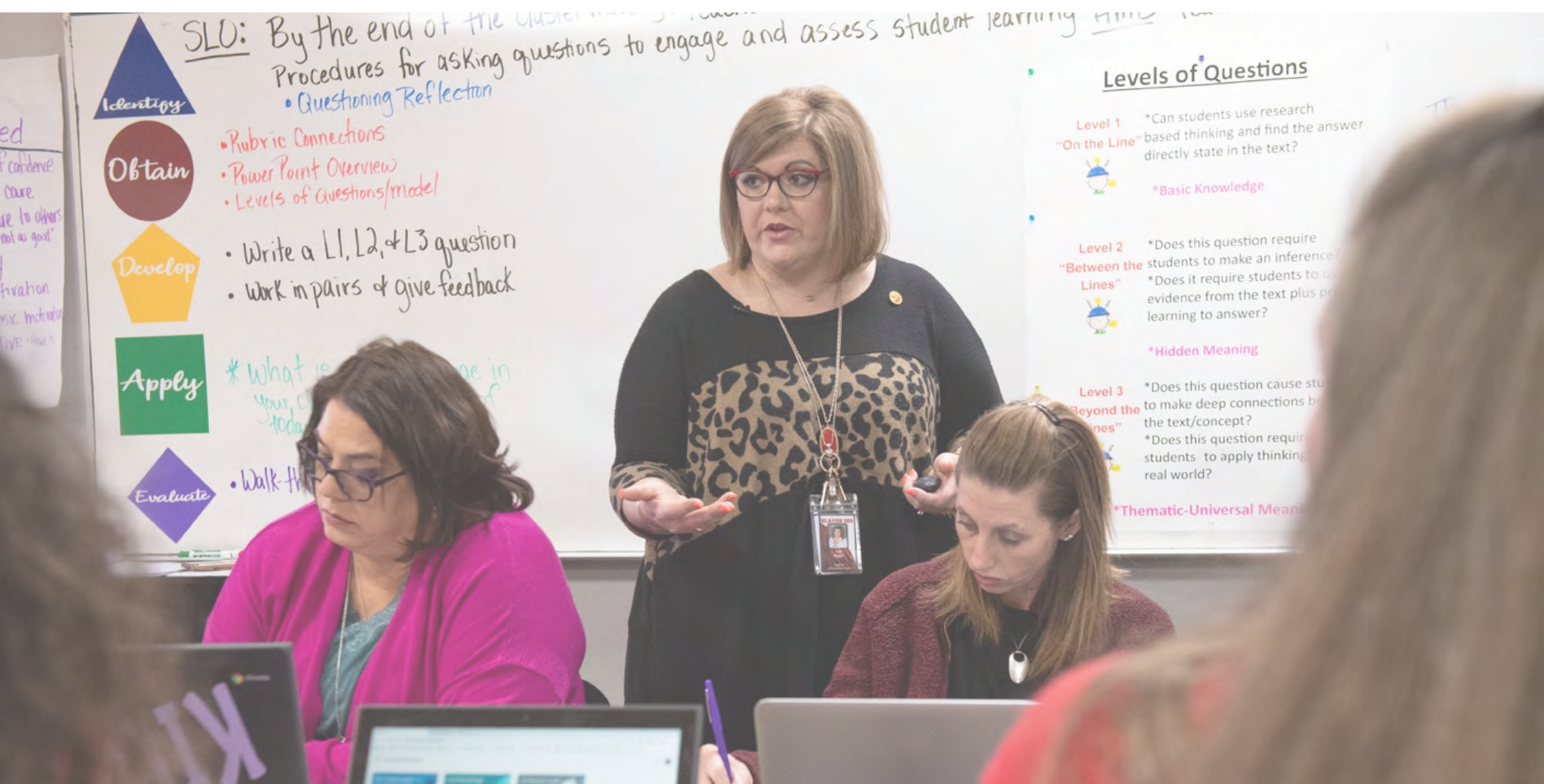


## Student Engagement in Virtual Learning

Student Engagement in Virtual Learning			
<b>Classroom:</b>  Number of students at the beginning of the lesson: _____  Number of students at the end of the lesson: _____	<b>Strengths:</b>	<b>Needs and Next Steps:</b>	<b>Type of Support Needed:</b>
<b>Content/Instruction:</b>			
Are students aware of how they will show their learning and the expectations for the products they will produce?			
Do students have multiple opportunities to engage in the learning throughout the virtual lesson?			
Do the student tasks require students to actively think and problem-solve during the lesson?			
Do students have opportunities to deepen their understanding of the content through collaboration with their peers?			
Is student choice incorporated into the lesson?			
Are all students engaged in responding to and asking questions during the lesson?			
<b>Structures:</b>			
Is time devoted to community-building and relationship development?			
Do students understand the technology tools in order to engage in the class learning?			



# Spotlight: Unfinished and Continued Learning: Planning for the Recovery of Standards and Content



# Spotlight: Unfinished and Continued Learning

## Planning for the Recovery of Standards and Content

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As students return to school this fall, whether that is in-person, virtual, a combination of both, or intermittently transitioning back and forth between the two, many will have not mastered all of the standards or content from their previous grade level. Teachers, therefore, will be asked to ensure mastery of both current and previous grade-level standards and are likely to do so in new or reconfigured learning environments.

The **Standards Recovery Planning Template** in NIET's Planning Guide for 2020-21 is intended to support district and school leaders in determining gaps in unfinished learning from the previous year, identifying standards that may not have been taught or that were taught but not mastered, and creating an action plan for how any missed standards or content will be addressed in the 2020-21 school year. The guiding questions and templates below are intended to build on that to support district and school leaders in analyzing current curricular materials or content and identifying how these can be effectively utilized for the 2020-21 school year.

Some districts or schools might find this document helpful in identifying focus areas for core instruction across grade levels and subject areas, developing a comprehensive curriculum implementation plan, developing intervention plans for individual student needs as a part of RTI, or identifying professional learning that might be needed by teachers and leaders to meet the needs of students with unfinished learning in different learning environments.

## Guiding Questions

The guiding questions on the following pages are intended to support district and school leaders in identifying areas of unfinished learning, developing an action plan, and preparing for different learning environments. The guiding questions assume that district and school leaders have already collected and compiled teacher responses to the **Standards Recovery Planning Template** and have reviewed social distancing guidance for the 2020-21 school year. In addition, the guiding questions assume that districts and schools have adopted a high-quality curriculum or have a curriculum and supplements that are aligned to college- and career-readiness standards and provide a scope and sequence, questions, text, materials, and resources that move students' thinking to the highest levels of depth of knowledge.



## STANDARDS, EXPECTATIONS, AND SKILLS: IDENTIFYING AREAS OF UNFINISHED LEARNING

Before creating a plan for how curriculum and instructional decisions may need to be updated to address learning gaps and different learning environment scenarios, it is critical to identify the “what” – the standard(s) and/or content – that will need to be addressed for each grade level and subject area, including unfinished learning from previous grade levels. The **Standards Recovery Summary Template** is designed to be used in connection with the guiding questions and ideas to consider listed below.

Guiding Questions	Ideas to Consider
<p>Using the <b>Standards Recovery Summary Template</b>, identify missed standards and corresponding current standards. Using the missed and corresponding standards, identify mastery expectations and breakdown the skills for standards taught and not mastered in the previous school year as well as standards not taught. Consider:</p> <ol style="list-style-type: none"> <li>1. What do we know about the current grade-level standard?</li> <li>2. What are the pre-requisite skills and understanding students need to demonstrate mastery of the current grade-level standard?</li> <li>3. How is the current grade-level standard similar to and different from the previous grade-level standard?</li> <li>4. Will the previous standard stand alone in instruction, or can it be layered in with current grade-level standard?</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop and create a clear communication plan for how the collaborative work of the standards recovery process will be communicated and supported throughout all levels in the district.</li> <li>2. Create opportunities for principals and teacher leaders to engage in collaborative planning in order to effectively adjust and enhance existing curricular resources and instructional pacing.</li> <li>3. Integrate the previous grade-level standards into current grade-level content and instruction.</li> </ol>

## CURRICULUM AND INSTRUCTION DECISIONS: DEVELOPING AN ACTION PLAN

The guiding questions and ideas to consider in the table below are designed to be used by district and school leaders to develop an action plan for how identified areas of unfinished learning will be addressed in the 2020-21 school year. These questions and ideas focus on curriculum and instructional decisions and are aligned to the **Standards Recovery Summary Template** and **Curricular Resources Planning Template** highlighted in this document.

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> <li>1. Where are students in their understanding of the pre-requisite skills for the current grade-level standards?</li> <li>2. What month, unit/module, and/or lesson will this standard be covered during the current school year?</li> <li>3. Do the current curriculum resources already address a review of the previous standard expectations?</li> </ol>	<ol style="list-style-type: none"> <li>1. Use diagnostic and/or formative data to determine student understanding.</li> <li>2. Create a scope and sequence to address unfinished learning (with a focus on mastery of grade-level standards to meet the needs of all students).</li> <li>3. Determine how standards were taught in previous grade levels to</li> </ol>

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> <li>4. How does the current curriculum build to mastery of this standard?</li> <li>5. What adjustments might need to be made to the current lesson/unit pacing in order to address identified skill breakdowns?</li> <li>6. What additional aligned resources may need to be utilized in order to supplement breakdown in skill understanding?</li> <li>7. How will on-going assessments be used to monitor the impact of the decisions made around supporting unfinished learning while maintaining alignment to core instruction?</li> <li>8. How will we monitor progress to ensure student mastery over the course of the school year?</li> <li>9. Which instructional practices (teaching standards) will support strong implementation of teaching and learning in the fall and spring?</li> </ol>	<p>ensure instructional coherence across grade-level content.</p> <ol style="list-style-type: none"> <li>4. Identify components of the prior year’s curricular resources that can be transferred directly or updated to coherently integrate the missed standard(s) into the current grade-level curriculum.</li> <li>5. Identify and utilize lesson and remedial content from the previous grade levels to enhance current grade-level curriculum content.</li> <li>6. Check that previous grade level content is aligned to current grade-level standards and content.</li> <li>7. Provide guidance for scaffolds and supports for meeting students’ learning needs throughout the school year.</li> <li>8. Consider alignment of student grouping arrangements to maximize student understanding of standards.</li> <li>9. Develop an assessment plan to ensure student mastery of unfinished learning and current grade-level standards.</li> <li>10. Use existing teacher leaders and teacher leader support structures (i.e., clusters, PLC) to support the standards recovery process.</li> </ol>

## CURRICULAR RESOURCES: PREPARING FOR DIFFERENT LEARNING ENVIRONMENTS

How will curricular materials or specific content be adapted under each of the four scenarios outlined in NIET’s Planning Guide for 2020-21? The guiding questions and ideas to consider highlighted in the table are intended to support district and school leaders in preparing curricular resources under each of the four scenarios and is aligned to the **Curricular Resources Planning Template**.

Guiding Questions	Ideas to Consider
<i>Scenario 1 - All Students in Physical Buildings</i>	
<ol style="list-style-type: none"> <li>1. What updates or supplements to curricular materials will need to be created and/or implemented to facilitate learning in light of social distancing guidelines?</li> <li>2. What updates or supplements to curricular materials will need to be created and implemented due to alternative scheduling options (e.g., AM/PM students, A/B days, A/B weeks, etc.)?</li> <li>3. How will the unit scope and sequence be adjusted to account for in-person versus independent learning and work assignments?</li> <li>4. How and when will students be assessed to measure their progress toward mastery of standards at the beginning and</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify protocols for facilitating small group activities in which students are traditionally working together in close proximity.</li> <li>2. Invest in additional materials that are commonly used in classroom activities so that students do not need to share materials.</li> <li>3. Review and propose alternative activities for activities in the curriculum that would be challenging to facilitate while maintain social distancing recommendations.</li> <li>4. Identify a process for translating current curricular materials to be used under alternative scheduling options (i.e., adjustments</li> </ol>

Guiding Questions	Ideas to Consider
<i>Scenario 1 – All Students in Physical Buildings</i>	
<p>throughout the school year?</p> <p>5. What guidance would need to be provided to instructional staff on how to use the updated materials?</p>	<p>to the unit scope and sequence to account for in-person versus independent learning and work assignments). The process should include identifying who will be responsible for translating materials (i.e., central office and support staff vs. individual teachers), guiding principles for updating materials, and guidance for implementing updated materials.</p> <p>5. Provide clear expectations to teachers regarding new protocols for selecting and facilitating learning activities in the classroom.</p> <p>6. Identify, update (as needed), and implement regular progress monitoring for students to assess progress toward mastery of standards and address any significant deviations.</p> <p>7. Create opportunities for principals and teacher leaders to engage in collaborative planning in order to effectively adjust and enhance existing curricular resources and instructional pacing.</p> <p>8. Invite principals, teacher leaders, and teachers to be engaged in identifying needs and planning and creating updates and supplements to existing curricular materials.</p> <p>9. Create feedback loops in which teachers can provide feedback on what is working in their classrooms and where they are facing challenges in using the existing curriculum.</p>
<i>Scenario 2 – Some Students in Physical Buildings with Some Virtual</i>	
<p>1. All guiding questions under Scenario 1 and Scenario 3.</p> <p>2. What updates or supplements will need to be created and implemented to ensure that students engaged in learning through in-person and virtual environments are having equitable learning experiences and can easily transition from one modality to another (e.g., due to students transitioning from in-person to quarantine and back to in-person, due to additional students transitioning to virtual as a result of higher community spread, etc.)?</p>	<p>1. All ideas under Scenario 1 and Scenario 3.</p> <p>2. Identify procedures for checking in with teachers and students engaging in in-person and virtual learning to ensure similar pacing between the two learning environments.</p> <p>3. Identify and implement regular progress monitoring that is the same or similar for students in both learning environments to assess progress toward mastery of standards and address any significant deviations.</p> <p>4. Identify staff members who are responsible for planning, delivery, and measurement of the learning for virtual and in-person students.</p>

Guiding Questions	Ideas to Consider
<i>Scenario 3 - All Students Virtual</i>	
<ol style="list-style-type: none"> <li>1. What updates or supplements to curricular materials will need to be created and implemented to translate materials to the virtual learning environment in addition to adjustments needed to address learning gaps?</li> <li>2. How will students be held accountable for completing the work?</li> <li>3. How and when will students be assessed to measure their progress toward mastery of standards at the beginning and throughout the school year?</li> <li>4. How will students receive feedback throughout their learning?</li> <li>5. What guidance would need to be provided to instructional staff on how to use the updated materials?</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify a process for translating current curricular materials to be used in the virtual environment. The process should include identifying who will be responsible for translating materials (i.e., central office and support staff vs. individual teachers), guiding principles for adapting materials, and guidance for implementing adapted materials.</li> <li>2. Review and reimagine in-person activities in the curriculum for the virtual learning environment while preserving active student participation, engagement, and feedback. Consider providing guidance on facilitating activities virtually.</li> <li>3. Identify expectations for the amount of schooling students will be expected to engage with daily and what percentage of that schooling will be synchronous vs. asynchronous.</li> <li>4. Identify staff members who are responsible for planning, delivery, and measurement of the learning for virtual students.</li> <li>5. Identify recommended practices and protocols for facilitating teacher-student and student-student learning and interactions.</li> <li>6. Identify and implement regular progress monitoring for students in virtual learning environments to assess progress toward mastery of standards and address any significant deviations.</li> <li>7. Invite principals, teacher leaders, teachers, and virtual learning experts to be engaged in identifying needs and planning and creating updates and supplements to existing curricular materials.</li> <li>8. Create feedback loops in which teachers can provide feedback on what is working and where they are facing challenges in using the existing curriculum.</li> </ol>
<i>Scenario 4 - Intermittent Virtual</i>	
<ol style="list-style-type: none"> <li>1. All guiding questions under Scenario 1, Scenario 2, and Scenario 3.</li> <li>2. What updates or supplements to curricular materials will need to be made to ease transitions between virtual and in-person learning?</li> </ol>	<ol style="list-style-type: none"> <li>1. All ideas under Scenario 1, Scenario 2, and Scenario 3.</li> <li>2. Ensure that materials used in in-person and virtual learning are aligned to allow for easy shifts between the two environments.</li> <li>3. Identify clear expectations and procedures for instructional staff to transition materials and learning between different scenarios.</li> <li>4. Identify opportunities for students and instructional staff to engage and familiarize themselves with virtual learning platforms during in-person instruction to ease transition to virtual learning,</li> </ol>

# Standards Recovery Planning Example and Template

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# Standards Recovery Planning Example

## With Curriculum Considerations

TEACHER:		CONTENT:			CURRENT GRADE:				
Missed Standard	Current Standard	Mastery Expectations & Skill Breakdown *Standards taught & not mastered	Mastery Expectations & Skill Breakdown **Standards not taught	Stand Alone or Layered In	Timeline for Teaching	Action Plan	Rubric Focus	Existing Curricular Materials	Plan for Curricular Materials
<i>What previous standard was missed or partially covered?</i>	<i>What is the aligned standard at the current grade level?</i>	<i>What is the mastery expectation? Skills required to master the partially covered standard?</i>	<i>What is the mastery expectation? Skills required to master the standard?</i>	<i>Will the standard stand alone in instruction, or can it be layered in with current grade-level standard?</i>	<i>What month, unit/module, and/or lessons will this standard be covered?</i>	<i>What remediation resources and tools will be used? (e.g., mini-lesson, interventions, RTI, core, flex-day, after school)</i>	<i>What rubric indicators closely align? What will be the focus indicators during this cycle?</i>	<i>How is the missed standard addressed in existing curricular materials?</i>	<i>How will existing curricular materials be transferred, updated, or supplemented to integrate the missed standard?</i>
4.NBT.A.3 Round multi-digit whole numbers to any place (up to and including the hundred-thousand place) using understanding of place value.	5.NBT.A.4 Round decimals to the nearest hundredth, tenth, or whole number using understanding of place value.		Round from ones to hundred thousand place with multi digit Understanding of place value  Introduce rounding using decimals Tenth Hundredth	Layered	Place Value Unit (October)	CORE, RTI	Standards & Objectives  Instructional Plans  Assessments	Content is part of the review and spiraling in first unit of 5th grade curriculum	Add content from last 4th grade unit to supplement directed practice in first unit of 5th grade curriculum

# Standards Recovery Planning Template

## With Curriculum Considerations

TEACHER:		CONTENT:				CURRENT GRADE:			
Missed Standard	Current Standard	Mastery Expectations & Skill Breakdown *Standards taught & not mastered	Mastery Expectations & Skill Breakdown **Standards not taught	Stand Alone or Layered In	Timeline for Teaching	Action Plan	Rubric Focus	Existing Curricular Materials	Plan for Curricular Materials
<i>What previous standard was missed or partially covered?</i>	<i>What is the aligned standard at the current grade level?</i>	<i>What is the mastery expectation? Skills required to master the partially covered standard?</i>	<i>What is the mastery expectation? Skills required to master the standard?</i>	<i>Will the standard stand alone in instruction, or can it be layered in with current grade-level standard?</i>	<i>What month, unit/module, and/or lessons will this standard be covered?</i>	<i>What remediation resources and tools will be used? (e.g., mini-lesson, interventions, RTI, core, flex-day, after school)</i>	<i>What rubric indicators closely align? What will be the focus indicators during this cycle?</i>	<i>How is the missed standard addressed in existing curricular materials?</i>	<i>How will existing curricular materials be transferred, updated, or supplemented to integrate the missed standard?</i>



# Curricular Resources Planning Template

SUBJECT:		GRADE:	
<b>Integrating Standards from Prior Grade Level</b> (from Standards Recovery Summary Template with Curriculum Considerations)			
<b>Standard</b>	<b>Plan for Curricular Materials</b>		
<i>[Missed standard to be integrated in the grade level]</i>	<i>[Plan for transferring, updating, or supplementing curricular materials to integrate the missed standard]</i>		
<b>Preparing for Different Learning Environments</b>			
<b>Scenario 1 - All Students in Physical Buildings</b>	<b>Scenario 2 - Some Students in Physical Buildings with Some Virtual</b>	<b>Scenario 3 - All Students Virtual</b>	<b>Scenario 4 - Intermittent Virtual</b>
<i>[Curricular Update #1 Related to Scenario 1]</i>	<i>[Curricular Update #1 Related to Scenario 2]</i>	<i>[Curricular Update #1 Related to Scenario 3]</i>	<i>[Curricular Update #1 Related to Scenario 4]</i>
<i>[Curricular Update #2 Related to Scenario 1]</i>	<i>[Curricular Update #2 Related to Scenario 2]</i>	<i>[Curricular Update #2 Related to Scenario 3]</i>	<i>[Curricular Update #2 Related to Scenario 4]</i>

# Spotlight: Planning for Diverse Learners

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# Spotlight: Planning for Diverse Learners

## Creating plans for re-entry that maximize accessibility for diverse learners

As districts plan for the 2020-21 school year, which may include virtual instruction, in-person instruction, or a combination or intermittent periods of virtual and in-person instruction, district leaders continue to be thoughtful in how they are supporting and empowering school teams and specialized educators in serving all students, especially students with diverse needs, in each learning modality. Specialized teachers who serve diverse learners, such as students with individual education plans, 504 plans, and any students who receive specialized services from a special education or English learner teacher, face a significant challenge in adapting to meet a diverse set of student needs in an unpredictable and changing environment. Therefore, educators need guidance from district leaders but also flexibility to adapt to meet the unique needs of the students and families they serve. Furthermore, educators need opportunities to learn about evolving best practices and network with peers. The guiding questions and ideas to consider highlighted on the following pages are intended to support district leaders in planning how to assist teachers and their school leaders in meeting the diverse set of needs for all learners.

This spotlight was created as a partnership between the National Institute on Excellence in Teaching (NIET) and the Diverse Learners Cooperative (DLC).

### ABOUT THE DIVERSE LEARNERS COOPERATIVE

Teachers of students with disabilities and English learners are often one of a few in their schools, lack access to adequate support and development opportunities, and as a result, experience high rates of burnout. The Diverse Learners Cooperative (DLC) is a nonprofit organization that connects teachers and leaders with professional learning, resources, and networks that propel best practice for diverse learners and increase teacher retention. The DLC lives out this mission through its Teacher Leader Fellowship, New Teacher Cohorts, and variety of practice-based professional development, as well as engaging in school partnerships focused on equipping and empowering teams to meet diverse learner needs.

In order to support schools and districts, the DLC has created a roadmap for equitable reentry, which includes a series of resources to help school and district leaders prioritize diverse learners in their plans for the 2020-21 school year. These resources are available at: <https://www.dlresourcecenter.com/>.

### ABOUT THE NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

The National Institute for Excellence in Teaching (NIET) is a public nonprofit with 20 years of experience in advancing evidence-based practices through job-embedded professional development. NIET's vision is that every student in America is taught by an excellent teacher and supported by effective leaders every year. NIET believes intentional, sustained, and high-quality investments in educators directly result in success for all students and are essential to eliminating equity gaps. As a result, NIET is committed to raising achievement levels for all students by focusing on the most powerful lever for change—teachers and the leadership that supports them.

During this unprecedented period of time, NIET has created and released a series of resources, including this spotlight, to be used as guides for leaders as they design their plan for 2020-21. These resources are available at: <https://bit.ly/20-21-Planning-BrochurePage>.

# Guiding Questions

The guiding questions in this document are intended to aid district and school leaders as they plan for a return to school for 2020-2021. Specifically, these questions will point to how district teams can understand student needs, identify barriers to instruction and support, and create solutions that work for all learners. Designing strategies that increase accessibility for students with disabilities and English language learners is necessary, and it often benefits all students. Districts and schools are encouraged to work closely with frontline educators and affected families to optimize planning for re-entry across various scenarios and settings.

## IDENTIFYING, TRACKING AND MONITORING STUDENT NEEDS

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> <li>1. How will the district identify student needs at the beginning of the school year and then ongoing throughout the school year?</li> <li>2. How will the district track and monitor student needs, identify trends, and utilize this information to inform additional supports, trainings, and resources for teachers in educating students with diverse needs?</li> <li>3. How will the district plan to continue to identify, track, and monitor student needs across learning environments and during transitions between environments?</li> </ol>	<ul style="list-style-type: none"> <li>• Identify the domains for which to capture information about student needs, particularly areas which may be greatly impacted by the pandemic. These domains should include: physical needs, mental and behavioral health, core academics, foundational academic skills, language proficiency, and communication access.</li> <li>• Identify specific areas within each domain for which to collect data. For example:             <ul style="list-style-type: none"> <li>• Physical needs: access to safe space to learn, access to food, access to technology needed to learn</li> <li>• Mental and behavioral health: emotional well-being, access to supportive adults, access to supportive peers, access to therapeutic service providers</li> <li>• Core academics: measures of unfinished learning that support current grade-level learning</li> <li>• Foundational academic skills: basic reading skills including phonemic awareness, phonics, and reading fluency; basic math skills including number sense and calculation; data collected should reflect student needs in IEP and support the instructional team in developing appropriately ambitious goals</li> <li>• Language proficiency: basic interpersonal communication skills (social language), academic language skills; consider measures across reading, writing, listening, and speaking domains</li> <li>• Communication access: need for assistive technology or other communication strategies to promote independence across various learning scenarios</li> </ul> </li> <li>• Review data and reflect on the district’s experience identifying and tracking the needs of students during spring closures. Identify:             <ul style="list-style-type: none"> <li>• Needs students exhibited during the spring closures and what needs may continue into reopening.</li> <li>• Areas of strength and areas for improvement in the district’s procedures, processes, and tools for assessing needs in each domain.</li> </ul> </li> <li>• Review and update (as needed) any assessments and guidance available to educators. Consider:</li> </ul>



Guiding Questions	Ideas to Consider
	<ul style="list-style-type: none"> <li>• Assessments should include measures across domains, including and beyond academics.</li> <li>• Assessments may include initial diagnostics and calendared benchmarks, as well as frequent progress monitoring measures.</li> <li>• Guidance for administering assessments in different learning scenarios (e.g., virtual instruction, socially distanced, scheduled at school in individual or small groups, etc.) should be included and/or alternative options highlighted.</li> <li>• Establish guidance for school teams regarding data that can be collected before and after school returns to understand students' needs and inform/refine plans. Identify: <ul style="list-style-type: none"> <li>• Now, before school starts: What information can the school team collect now to inform the plan to reopen? Consider collecting information from prior grade level team, new grade level team, families, and the students themselves.</li> <li>• Looking ahead to school returns: What information can be collected upon school return that will in turn have the most impact on aligned planning and student success? Name assessments in each learning modality that will be used that provide the right information from which to plan, when and how frequently students should be assessed, and which students should be assessed.</li> </ul> </li> <li>• Establish recommendations for school teams around collaborative and consistent communication with families in their home language(s) to gather information about student needs and input on instructional models.</li> <li>• Identify regular time periods for when new data will be collected, when data will be examined, and who will be responsible for collecting and examining data and determining next steps at the district and school level based on the findings.</li> <li>• Review, refine, and/or develop a tool to track information regarding student needs succinctly and purposefully across learning modalities and during transitions between learning modalities. Consider: <ul style="list-style-type: none"> <li>• Storing and presenting data by domain to understand school/group trends and by student to more fully grasp the interplay of needs.</li> <li>• Setting dates by which to collect various types of data, as well as dates when team members will analyze the data and use it to make next step plans. This will likely involve different team members across a variety of planning conversations.</li> <li>• Using information from regular data analysis meetings to assess teacher gaps in supporting diverse learners. As key priorities are established for student needs, monitor teachers' comfort at addressing these needs through the use of regular surveys. Use this data to inform responsive trainings and/or resources for teachers to better address diverse learner needs.</li> </ul> </li> </ul>

# IDENTIFYING BARRIERS FOR CONTINUITY OF LEARNING IN DIFFERENT LEARNING ENVIRONMENTS

For each of four reopening scenarios (all in-person learning, all remote learning, a combination of remote and in-person learning, intermittent remote and in-person learning), what challenges arise in serving students with diverse needs in each learning environment?

## SCENARIO 1: ALL STUDENTS IN PHYSICAL BUILDINGS (ALL IN-PERSON LEARNING)

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> <li>1. What challenges arise due to physical distancing protocols?</li> <li>2. Which students are most affected by the implementation of physical distancing protocols?</li> <li>3. As updates for Tier 1 instruction are being made, how can Tier 1 be modified to be more inclusive? What guidance will need to be in place to support decisions around when remediation and RTI are appropriate in different learning environments?</li> </ol>	<ul style="list-style-type: none"> <li>• Develop recommendations and guidance for school teams and teachers regarding class scheduling, seating arrangements, and delivering small group instruction while minimizing movement of students and staff across classrooms.               <ul style="list-style-type: none"> <li>• Assign students requiring special education and/or EL teacher service to a limited number of classes.</li> <li>• Strategically seat students to allow for smooth transition to small groups within the classroom as needed.</li> <li>• Prioritize and ensure that all students requiring special education services continue to have access to their least restrictive environment, including access to typically developing peers in small and large groups.</li> <li>• Provide access to peers for English learners as English language models are particularly important for language learners.</li> <li>• Discuss and prioritize least restrictive environments and access to peers in all conversations regarding scheduling and service changes for students with diverse needs.</li> </ul> </li> <li>• Identify tools and strategies to provide accommodations that students can access independently. For example, rather than a teacher reading aloud an assignment or assessment to an individual, requiring the need for close proximity, provide an audio recording that the student can play and pause as needed.</li> <li>• Create and share parameters for delivering proximity strategies and/or physical prompting for students to ensure appropriate and safe support. Encourage and provide alternative options, articulate the parameters in which such strategies can be used for meeting individual student needs, and identify any precautions that should be used when delivering such supports.</li> <li>• Develop expectations for staff and students regarding the use of masks at school that accounts for the needs of diverse learners and identify strategies for responding to anticipated challenges for specific students. Consider:               <ul style="list-style-type: none"> <li>• The impact on students with hearing impairments and those learning English as another language, who may rely on lip reading and facial cues to access communication.</li> </ul> </li> </ul>



Guiding Questions	Ideas to Consider
	<ul style="list-style-type: none"> <li>• The impact on students with sensory or behavioral challenges.</li> <li>• Use of social stories, classroom visuals, positive reinforcement, safe breaks, and other strategies to support students, especially students with sensory or behavioral challenges, in maintaining safety protocols.</li> <li>• Communicate with families of diverse learners now about distance learning experiences and needs that may affect return to school. Inquire about any calming or soothing strategies families used successfully while the student was engaged in remote learning. If possible, encourage teachers to replicate those strategies to ease transitions.</li> <li>• While school may have returned to in-person instruction, not all students may be able to return with consistency due to individual health concerns. Encourage school-based IEP teams to communicate with families to plan for individual circumstances.</li> </ul>

## SCENARIO 2: SOME STUDENTS IN PHYSICAL BUILDINGS WITH SOME VIRTUAL (HYBRID IN-PERSON & REMOTE LEARNING)

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> <li>1. All guiding questions under Scenario 1 and Scenario 3</li> <li>2. What challenges arise due to some students engaging in in-person learning while other students engage in virtual learning?</li> <li>3. Which students are most affected by the implementation of multiple learning modality?</li> <li>4. As updates for Tier 1 instruction are being made, how can Tier 1 be modified to be more inclusive? What guidance will need to be in place to support decisions around when remediation and RTI are appropriate in different learning environments?</li> </ol>	<ul style="list-style-type: none"> <li>• All ideas under Scenario 1 and Scenario 3</li> <li>• If families and students are provided opportunities to select between different learning modality, create and share clear guidance around how students with specialized needs will be served in each scenario and the expectations for parents in supporting students. Identify: <ul style="list-style-type: none"> <li>• Expectations for families in supporting and/or facilitating instruction and provision of services for students, especially during remote learning.</li> <li>• Tools and channels that will be used to provide specialized services during in-person social distanced and virtual instruction (e.g., technology platforms, devices, etc.)</li> <li>• Sample schedules for when specialized services will be provided in different scenarios.</li> </ul> </li> <li>• If the district is utilizing alternative schedules in which students spend part of their time in in-person learning and part of their time in remote learning, analyze how different schedules will impact various groups of learners when developing and finalizing schedules. Considerations should include: <ul style="list-style-type: none"> <li>• Least restrictive environments: How will decisions about the setting for instruction maintain the least restrictive environment for each student?</li> <li>• Access to peers: How can prioritizing students with disabilities or English learners</li> </ul> </li> </ul>

Guiding Questions	Ideas to Consider
	<p>for certain hybrid schedules with in-person instruction maximize access to typically developing peers?</p> <ul style="list-style-type: none"> <li>• Staffing: How can school teams leverage team member expertise to optimize in continuity of learning and support across environments? Identify a point person for each student to ensure consistency and clear lines of communication across in-person and remote settings.</li> <li>• Instructional prioritization: Prioritize instruction or application of new knowledge that requires in person interaction for the time students are in the building.</li> <li>• Transitions: Some students will have difficulty transitioning between learning settings. How can school teams minimize transitions and time to acclimate through transitions? Consider incorporating familiar routines, instructional materials, and technology usage across settings.</li> <li>• Develop methods of progress monitoring that can be utilized across settings, ideally forms of data that can be collected and tracked digitally. Calendar cadence of meetings to regularly examine this data and make decisions based on findings.</li> </ul>

### SCENARIO 3: ALL STUDENTS VIRTUAL (ALL REMOTE LEARNING)

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> <li>1. What challenges arise due to virtual instruction?</li> <li>2. Which students are most affected by the implementation of virtual learning?</li> <li>3. As updates for Tier 1 instruction are being made, how can Tier 1 be modified to be more inclusive? What guidance will need to be in place to support decisions around when remediation/RTI are appropriate in different learning environments?</li> </ol>	<ul style="list-style-type: none"> <li>• Provide guidance and/or recommendations to school-based teams on reviewing and translating specialized services (i.e., special education services, English learner services, etc.) to be delivered remotely. Consider: <ul style="list-style-type: none"> <li>• Students will need to access specialized services via remote channels, but these services may not be a one-for-one translation of in-person service delivery minutes.</li> <li>• Anchoring discussions around updating individual student plans around the students' learning goals and needs and how to best serve those needs remotely, versus how to best translate a particular in-person service or strategy.</li> <li>• Proactively involving families, students, and the IEP team in decisions regarding how students will continue to be served during virtual learning.</li> <li>• Identifying how and when decisions will be documented in collaborative documents such as the IEP, ILP, or contingency learning plans.</li> </ul> </li> <li>• Identify and share a variety of options to provide specialized service (including IEP and EL services) while prioritizing balance and consistency of student and teacher daily schedules. Consider providing information on best practices for when different</li> </ul>

Guiding Questions	Ideas to Consider
	<p>options may be appropriate and ensure teachers identify which student IEP goal is being addressed by each instructional technique they use. These methods may include:</p> <ul style="list-style-type: none"> <li>• Synchronous learning opportunities such as class morning meetings, small group instruction, or 1:1 lessons</li> <li>• Asynchronous learning opportunities such as online instructional platforms, pre-recorded mini-lessons, self-correcting academic activities (printed or picked-up/delivered to students, including manipulatives the student may need); ensure teacher and student training on use of these online instructional platforms</li> <li>• Parent-supported activities such as incorporating IEP goals, academic content, or daily living skills into home routines (e.g., preparing a meal, completing chores)</li> <li>• Social activities that provide access to a range of peers, including access to school synchronous activities (morning announcements with principal, virtual dance party) or specially planned opportunities (video lunch bunch with peers, neighborhood socially distanced meet-ups).</li> </ul> <ul style="list-style-type: none"> <li>• Provide parameters and share best practices for offering intervention in the virtual setting. Parameters should include expectations regarding scheduling and delivery of interventions/supplementary instruction while best practices should provide guidance around how certain intervention protocols or programs might be adapted or shifted to be delivered in a virtual setting.</li> <li>• When identifying technology solutions (platforms, devices, software, etc.), identify and understand the diversity of student needs and identify a technology strategy that is flexible in meeting a variety of needs and prioritizes addressing privacy-related concerns. Consider: <ul style="list-style-type: none"> <li>• When selecting computer-based intervention platforms, prioritize options that provide students with immediate feedback, appropriate accommodations, and meaningful data on student progress.</li> <li>• When selecting student-used technology, consider what devices might provide the most access for different students (i.e., consider if a touch-screen tablet may provide increased access for some students in lieu of a laptop computer).</li> <li>• Utilize platforms that are HIPAA/FERPA compliant and that center on participant safety.</li> <li>• Identify functionality and strategies that maintain privacy in group instruction by using breakout rooms, turning off videos, or providing 1:1 service as necessary.</li> </ul> </li> <li>• Identify expectations and procedures to support students in accessing needed materials they would normally access at school. Consider: <ul style="list-style-type: none"> <li>• Investing in and/or providing teachers time to create additional instructional materials to be kept at home (e.g., math manipulatives, sound cards, laminated PECS cards, assistive technology or communication devices).</li> </ul> </li> </ul>

Guiding Questions	Ideas to Consider
	<ul style="list-style-type: none"> <li>Identifying safe ways for families to collect the materials from their student's school or centralized location.</li> <li>Identify a common scheduling template to ensure collaboration between schools, providers of related services (i.e., telehealth/telemedicine), and families to identify times that are best for service.</li> <li>Identify a common planning template with a consistent lesson format for teachers to use with students each day. For example, create and utilize a PowerPoint lesson template that teachers can update with the day's lesson but has consistent elements for students to follow daily.</li> </ul>

## SCENARIO 4: INTERMITTENT VIRTUAL AND IN-PERSON LEARNING

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> <li>All guiding questions under Scenario 1, Scenario 2, and Scenario 3</li> <li>What challenges arise due to intermittent periods of virtual learning?</li> <li>Which students are most affected by intermittent transitions to remote learning?</li> <li>As updates for Tier 1 instruction are being made, how can Tier 1 be modified to be more inclusive? What guidance will need to be in place to support decisions around when remediation/RTI are appropriate in different learning environments?</li> </ol>	<ul style="list-style-type: none"> <li>All ideas under Scenario 1, Scenario 2, and Scenario 3.</li> <li>Set expectations for all schools to develop a family check-in protocol ahead of school closures. Check-in protocols should include: <ul style="list-style-type: none"> <li>Identification of team members who are prepared to initiate and oversee this protocol upon closure to minimize time students and families are out of contact.</li> <li>Identification of a central point person (i.e., teacher, school leader) to reach out to each student and/or family</li> <li>Procedure for tracking outreach and escalating to school leaders if teachers are unable to teach a student and/or family.</li> <li>Be informed by information collected during school closures regarding difficult-to-reach families.</li> </ul> </li> <li>Identify strategies to leverage during in-person instruction to establish strong communication channels, especially with families and students who were difficult to reach during previous school closures.</li> <li>Provide technology to use in person from the start of the year and encourage school leaders and teachers to incorporate potential virtual learning platforms into the school setting. This will increase student familiarity with procedures should school need to transition to virtual instruction.</li> <li>Establish expectations for students to bring to school and take home certain instructional materials every day.</li> </ul>

# DEVELOPING STRATEGIES AND BUILDING EDUCATOR CAPACITY TO MEET NEEDS OF DIVERSE LEARNERS

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> <li>1. How can the district build educator capacity to meet the needs of diverse learners in different learning environments?</li> <li>2. How can the district invest in technology that supports educators in teaching students with diverse needs in in-person, physically-distanced learning and virtual learning?</li> <li>3. How can the district create opportunities for collaboration between general education and specialized teachers to collectively meet the needs of all students?</li> <li>4. What protocols will the district have in place to respond quickly and with clarity in implementing IEP, 504, and EL guidance that is released throughout the school year?</li> </ol>	<ul style="list-style-type: none"> <li>• Message that diverse learners are a priority for leaders and highlight the need to develop skills to serve them across all school teams.</li> <li>• Provide and encourage all educators to participate in regular professional learning that incorporate strategies for serving diverse learners. Areas of focus for professional learning should include:             <ul style="list-style-type: none"> <li>• Best practices for use of <i>virtual learning tools</i>. District trainings may focus on:                 <ul style="list-style-type: none"> <li>• Supporting teachers in leveraging new tools during in-person and virtual instruction.</li> <li>• Supporting teachers in building student and family capacity to use new tools.</li> </ul> </li> <li>• Instructional strategies across <i>service methods</i>, particularly in virtual setting (i.e., co-teaching, small group intervention, 1:1 instruction). District trainings may focus on:                 <ul style="list-style-type: none"> <li>• Training on the characteristics and “look fors” for high-quality, inclusive classroom instruction and intervention in each learning scenario. This training could include the district’s vision and exemplars that support teachers in implementing quality instruction and intervention.</li> <li>• Training on methods should emphasize the use of multiple ways for students to access, express, and engage in learning across different learning scenarios.</li> <li>• Training for school leaders and teacher leaders on strategies for identifying and addressing areas of unfinished learning among students while avoiding overwhelming current intervention systems. This training could include incorporating daily intervention blocks for all students, using the intervention blocks to build up foundational skills needed to access grade-level learning, selecting interventions and methods that support positive skill development toward core curriculum success, monitoring progress frequently in order to remain responsive to individual student needs, and adjusting triggers between tiers to reflect current context and need for time to recoup learning.</li> </ul> </li> </ul> </li> <li>• <i>Social-emotional skills and strategies</i>. Students will need time to process their experiences surrounding the health crisis, intermittent learning, and challenges that come with growing up in this climate. District trainings could include:             <ul style="list-style-type: none"> <li>• Training for school-based teams to be able to respond to students in crisis, including identifying crisis response teams, proactive safety measures, and the use of non-violent physical restraint. These trainings should focus on specific strategies in maintaining staff safety through the use of Personal Protective Equipment (PPE) during in-person instruction and supportive de-escalation strategies.</li> </ul> </li> </ul>

Guiding Questions	Ideas to Consider
	<ul style="list-style-type: none"> <li>• Training on developing and implementing individualized behavior support plans, with emphasis on proactive classroom procedures that may mitigate challenges. For example, school teams may provide spaces or means for students to self-isolate in the classroom (noise-cancelling headphones or sensory breaks) or create other opportunities to “recharge” if they become overstimulated during in-person instruction.</li> <li>• Training on supporting students who have difficulty with transitions by anticipating and addressing these needs from the beginning to avoid significant time to acclimate and decrease regression for students prone to experience it.</li> <li>• Build teacher capacity to <i>design IEPs</i> and individual student growth goals in new and evolving learning environments. District trainings could include: <ul style="list-style-type: none"> <li>• Training on frameworks designed to guide need-aligned and consistent decisions about selecting service methods and delivery times.</li> <li>• Training for school teams on developing learning units and lessons that align with IEP goals, promote independence, and support generalization between home and school settings.</li> </ul> </li> <li>• Build skills and strategies to <i>communicate with families early and often</i>. District trainings could include: <ul style="list-style-type: none"> <li>• Training on collaborating with families to determine a learning schedule that works for them and their children, developing visual schedules and using choice boards or menus to promote flexibility in how learning goals are accomplished, and providing social stories about school being online and what that means for communicating with the teacher.</li> <li>• Training on how to tap into lived experiences of students, home language(s), and strengths of families by incorporating learning into home routines. Thematic units and project-based learning may increase accessibility. Frequent communication about the student’s academic progress and concerns will allow for adjustments to be made.</li> <li>• Training on identifying methods to equip families with strategies to support behavior, social, and emotional progress, especially those that support students through transitions to remote learning platforms or protocols.</li> <li>• Training to support teachers in developing school opening procedures that incorporate additional time to build relationships and rapport with students and families.</li> <li>• Training on available resources for interacting and communicating with families such as translation services to translate resources into the home language(s) of families.</li> </ul> </li> </ul>



Guiding Questions	Ideas to Consider
	<ul style="list-style-type: none"> <li>• Review and update (as necessary) onboarding and induction processes to support special education and English learner teachers in getting to know their teammates, school systems, and curriculum resources, especially in socially distanced and virtual settings. Consider: <ul style="list-style-type: none"> <li>• Assigning role-similar peer mentors</li> <li>• Providing regular access to administration and instructional coaches</li> <li>• Establishing a cadence of collecting regular input from these new teachers</li> </ul> </li> <li>• Set expectations for school leaders to schedule intentional times for staff collaboration, especially between core content and specialized support teachers, and to preserve these times during each potential learning scenario. As new needs arise in this setting, it will be essential to keep open lines of communication, discuss possible responses, and implement solutions with urgency.</li> <li>• Establish communities of practice specifically for specialized teachers in which specialized teachers can learn about new best practices and engage in networks with one another across the district or regionally to continue to grow instruction, especially in new and evolving learning environments.</li> <li>• Provide access to ongoing coaching opportunities for specialized teachers across all scenarios of reopening to accompany available professional learning opportunities.</li> <li>• Develop a communication framework for disseminating clear guidance as it changes throughout the year. Identify roles and responsibilities of team members at all levels of the organization that relate to ensuring diverse learners have access to quality educational opportunities. Calendar regular meetings to discuss latest guidance, current data, and plans to respond.</li> <li>• Investigate investment in educator-used technology that clarifies the learning process for students. This could include quality microphones or cameras that transmit sounds and visuals clearly or student management systems with user-friendly interfaces and ways to centralize tasks in one platform.</li> <li>• Identify and share strategies for utilizing and building the capacity of paraprofessionals to support students in meeting their learning outcomes. Consider: <ul style="list-style-type: none"> <li>• Including paraprofessionals in applicable professional learning opportunities.</li> <li>• Assigning paraprofessionals to serve specific students during in-person and virtual instruction.</li> <li>• Identifying mentor teachers to provide coaching and support for paraprofessionals</li> </ul> </li> <li>• Identify systems, procedures, and expectations for transferring knowledge of students from one grade level or teaching team to the next ahead of school reopening. Consider encouraging school leaders to hold space for teams to unpack information and dedicate team resources to planning to support specific groups or individual students.</li> </ul>

Guiding Questions	Ideas to Consider
	<ul style="list-style-type: none"> <li>• Investigate and weigh the impact of maintaining consistency of staff serving groups of students, particularly through looping practices and/or assigning paraprofessionals to students or groups of students they are familiar with serving.</li> <li>• Continue to reference federal and state guidance as it becomes available. Modifications for how meetings should be conducted, decisions documented, and services provided will continue to evolve over this season. In a space of uncertainty, prioritize communication with families, deepening understanding of student needs, providing IEP/ILP aligned service, and documenting these decisions.</li> </ul>

NIET's additional resources to support virtual and hybrid learning are linked below.

- Video: [Presenting Instructional Content: How to Engage Students in a Virtual Learning Environment Through Models and Examples](#)
- Video: [Building Success Criteria in a Virtual Learning Environment](#)
- Video: [Leading Virtual Clusters/Professional Learning Communities: Making the Transition](#)
- Video: [Providing High-Quality Feedback in a Virtual Learning Environment](#)
- Video: [Teacher Knowledge of Students](#)
- Video: [Supporting Students' Social-Emotional Learning in a Virtual Classroom](#)
- [To Do's for Today's Virtual Teaching](#)
- [Full length classroom videos and strategies for supporting aspiring teachers during COVID-19](#)
- Sample Student Schedules ([PDFs](#)) ([Templates](#))
- Sample Teacher Schedules ([PDFs](#)) ([Templates](#))
- [2020-21 School Year Guide](#)