



The First 20 Days of Virtual Learning

March 26, 2020 | 9am PT

Team + Materials



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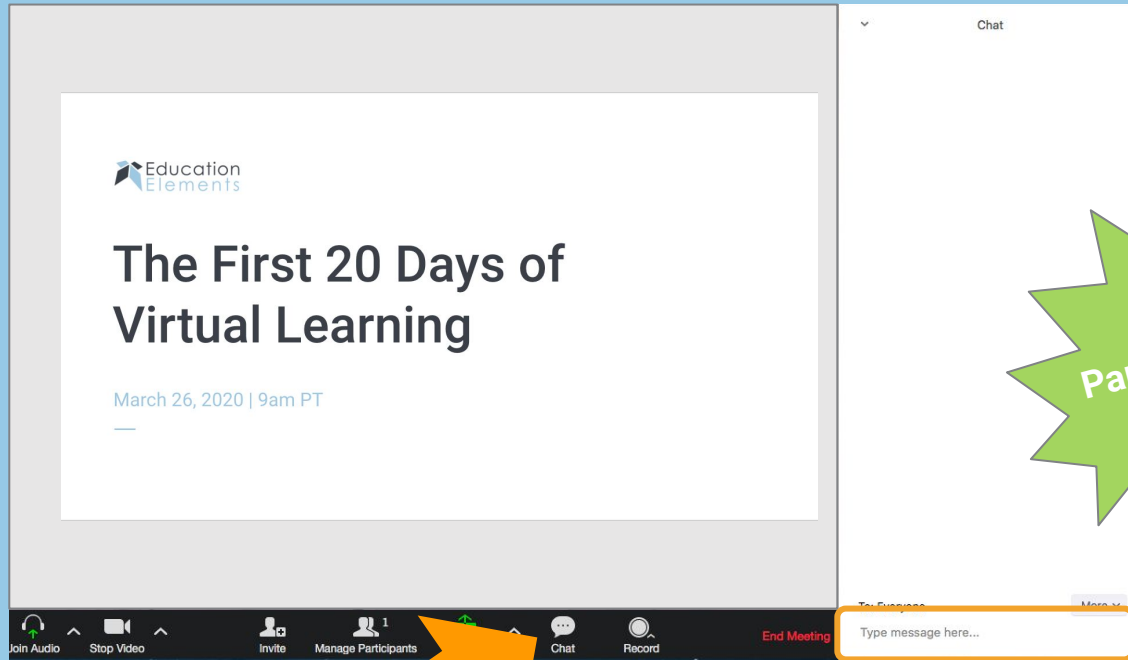
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Access agenda: bit.ly/First20VL

Responsive Ecosystem



How to Check In or Add Questions



The screenshot displays a Zoom meeting interface. On the left, a slide is shown with the Education Elements logo at the top left. The slide title is "The First 20 Days of Virtual Learning" in a large, bold, black font. Below the title, the date and time "March 26, 2020 | 9am PT" are displayed in a smaller blue font. At the bottom of the slide, there is a horizontal line. On the right side of the interface, a chat window is open, titled "Chat". The chat area is currently empty, with a text input field at the bottom containing the placeholder text "Type message here...". The Zoom meeting controls bar is visible at the bottom of the screen, featuring icons for "Join Audio", "Stop Video", "Invite", "Manage Participants", "Chat", "Record", and "End Meeting". A large orange arrow points to the "Chat" icon in the meeting controls bar.

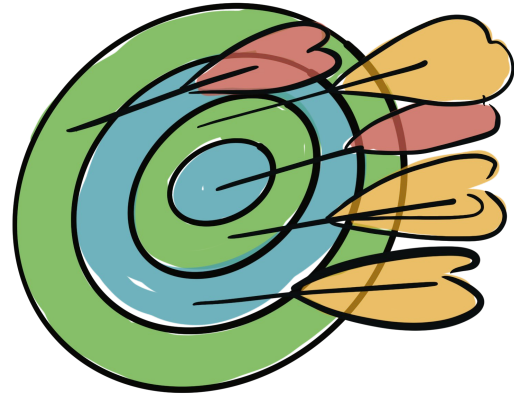
Panelist + All

What's one thing you're currently doing to support virtual learning?

Name, Role, Location

Goals for Today

1. Learn framework to define approach to virtual learning
2. Explore opportunities for transforming the learning experience
3. Identify practical strategies to advance virtual learning





Remember to breathe!

All of a sudden, we are navigating unknown territory.

We are learning and figuring this out together.

Part I: Structures + Expectations for Virtual Learning

What are you hiring virtual learning to do?

We just need to put something in place so students don't fall behind

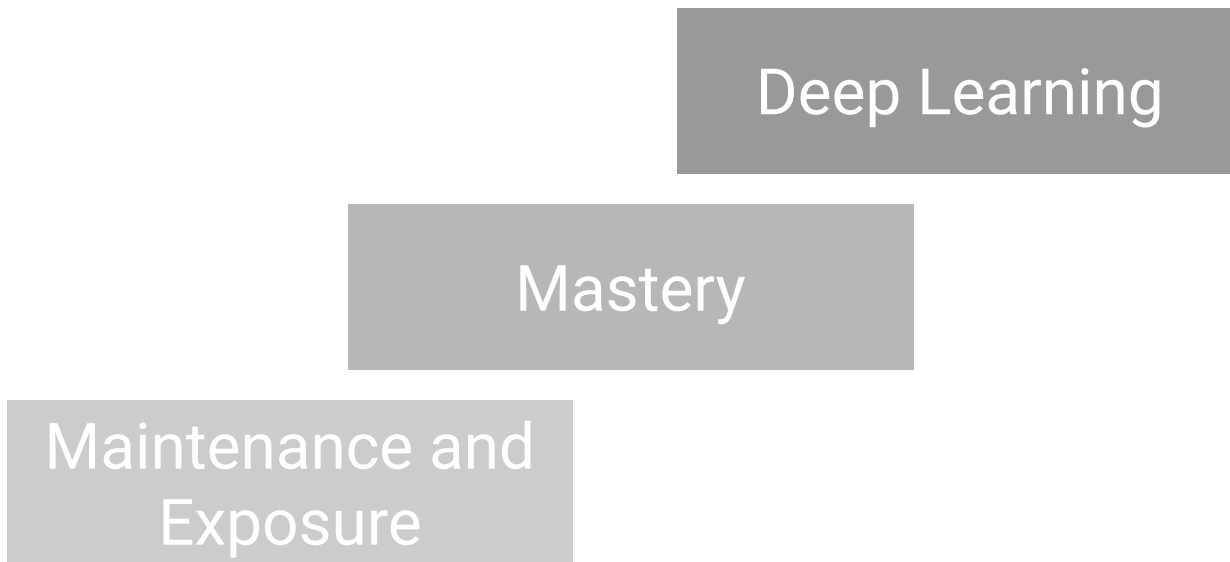
It is a way for students to continue making progress on their individual learning plans

Enable students to work on projects and remotely collaborate with peers

Create virtual opportunities for students to continue advancing through the curriculum

Honestly, I'm not sure, we started creating lessons in our LMS though

Virtual learning is a progression



3 dimensions to drive successful virtual learning

Personalization

How will individual students' academic and SEL needs be understood and met?

Depth of Learning

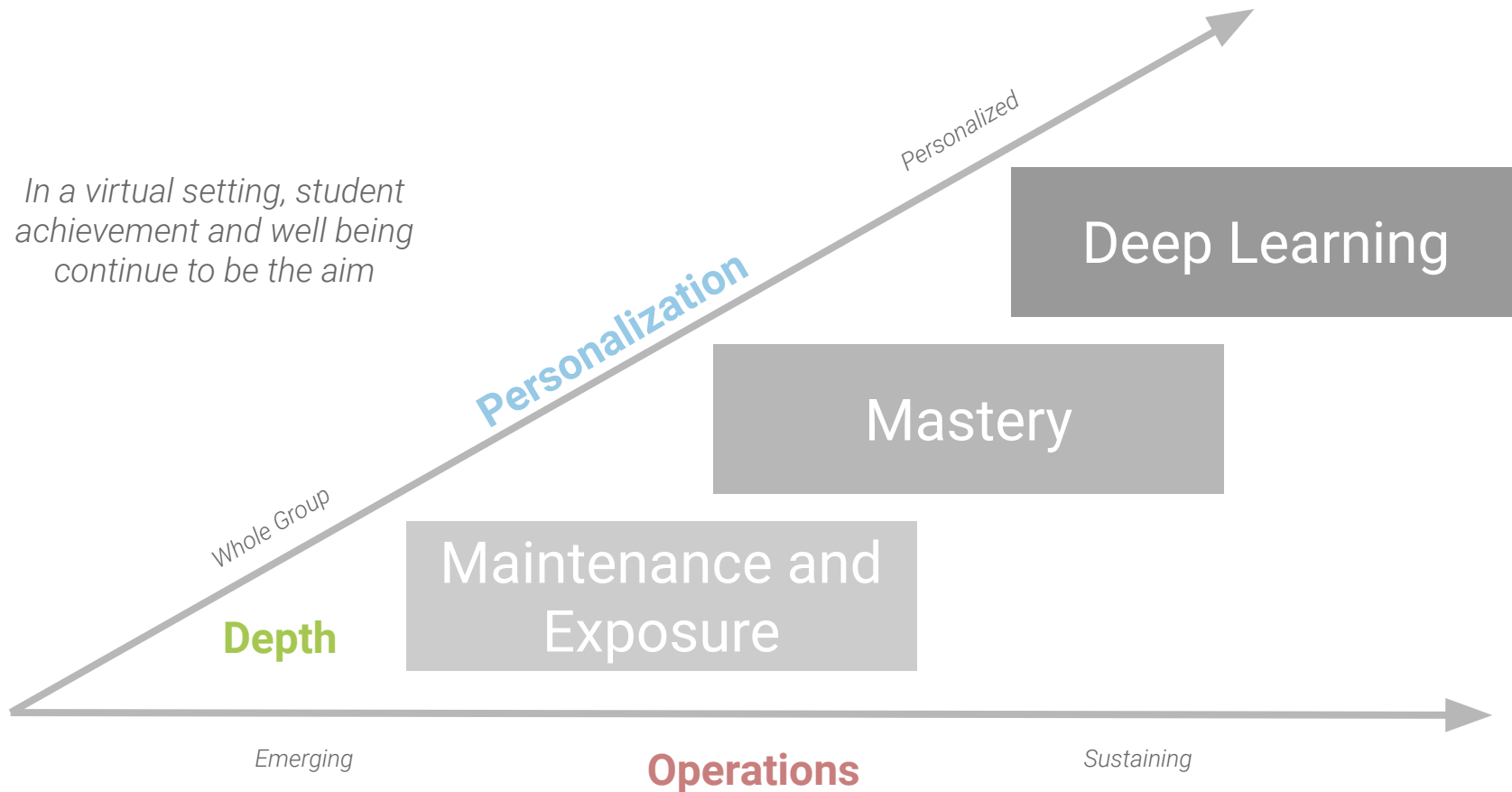
How deeply will students learn new skills and concepts?

Operations

What resources, routines and procedures are in place to support virtual learning?

Students, staff, and families must know and understand the role they play in making virtual learning successful

In a virtual setting, student achievement and well being continue to be the aim



3 dimensions to drive successful virtual learning

Personalization

Student choice and ownership, flexible content, targeted instruction, data to drive instruction

Depth of Learning

Learning experiences intentionally designed to facilitate mastery and deeper learning (i.e., DOK or Bloom's)

Operations

Schedule, attendance and grading procedures, requesting assistance, submitting work

Students, staff, and families must know and understand the role they play in making virtual learning successful

Action: Define the purpose of virtual learning with your team.

What are you hiring virtual learning to do?

Remember, these are not normal times

Unprecedented times create new challenges

- Working from home and parenting full time
- Students caring for siblings and attending virtual school
- Ambiguity with timeline and impact

Wherever you are in your journey, name it and plan for where you want to go

...and wherever you are, good for you for making it happen



What is my role?



- 1) Write down your role
- 2) Write down 5 things you do during “normal times” to directly or indirectly enable student learning

What is my role?

Example: Teacher

Design
lessons

Establish and
practice
routines and
procedures

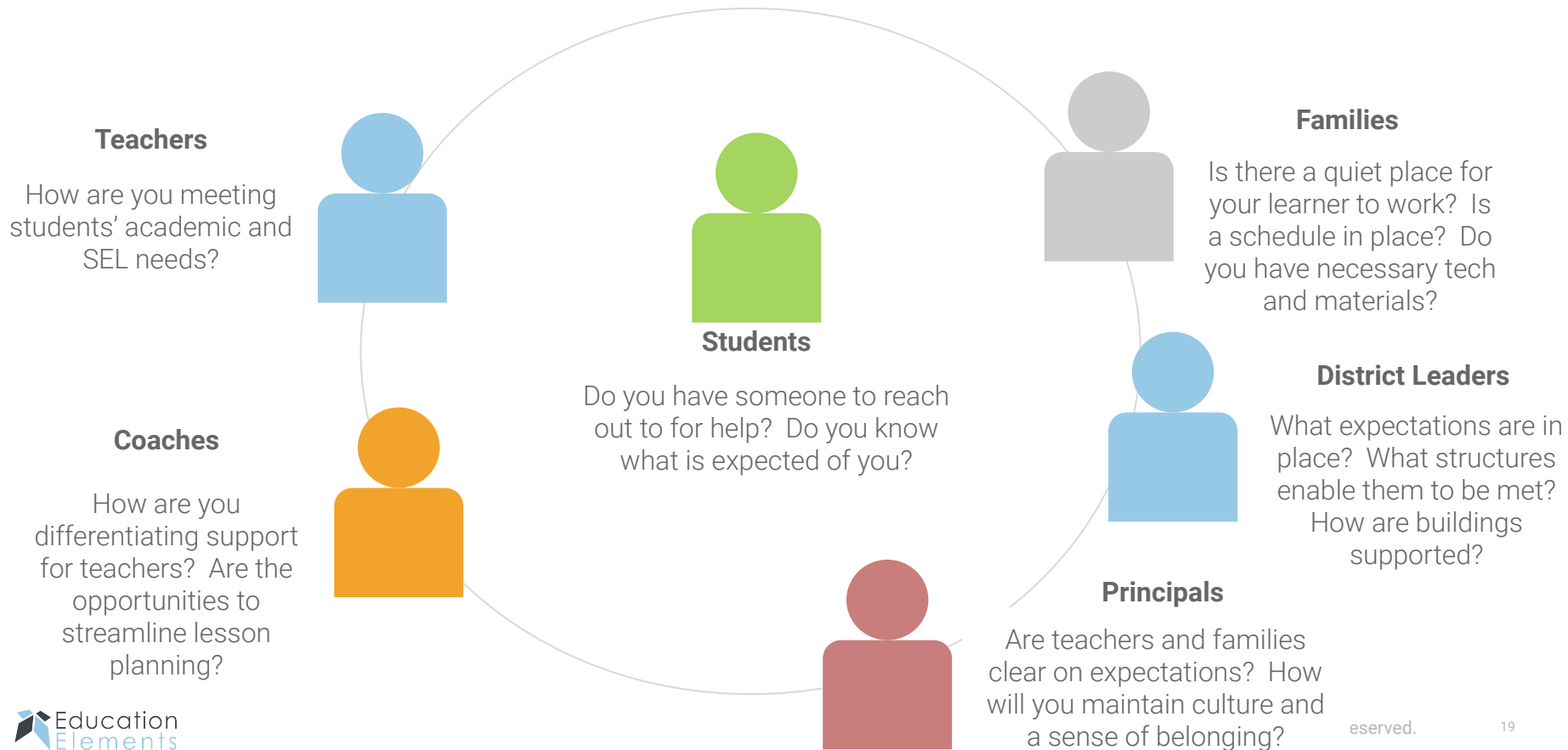
Support and
coach
individual
students

Assess
student
mastery

Take and
report
attendance

Core roles and responsibilities in a virtual environment mirror what we do in a brick and mortar setting, but will need some adapting

We all play a role in virtual learning



Action: Clarify roles and expectations.

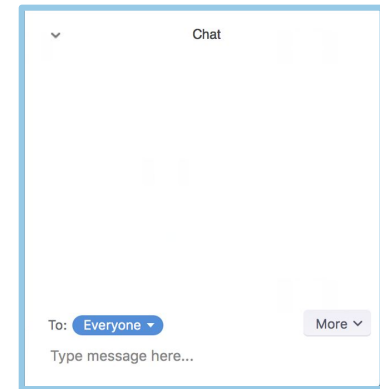
What is each stakeholder's role in facilitating virtual learning?

Part II: Transforming the Virtual Learning Experience

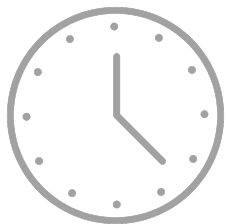
*“Resilience doesn’t just mean getting back to normal after facing a difficult situation. It means **learning from the process** in order to become stronger and better at tackling the next challenge.”*

Quote by Donna Volpitta shared in Inside the Box by George Couros

How does **self-direction** impact **virtual learning**?



CONSTRAINTS OF EDUCATION



TIME



SPACE



ROUTINES



COMMUNICATION



ACCOUNTABILITY

Virtual environments require self-directed learning



Time



Space



Routines



Communication



Accountability

Brick +
Mortar

Teacher manages
schedule

Teacher guides
classroom layout

Teacher initiates
and guides
learning routines

Face-to-face
communication
and predictable
schedule

Teacher manages
schedule and
monitoring of
student progress

Virtual

Student manages
schedule

Student and family
guide learning
space design

Teacher and
students share
creation and
practice

Two-way
communication

Student manages
schedule, teacher
monitors progress

Virtual learning is an opportunity for all to become self-directed

Synchronous Learning

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

Example: Teacher presents material in real time over zoom with students who were selected for a small group.

Asynchronous Learning

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

Example: Teacher provides a playlist that students work through on their own time.

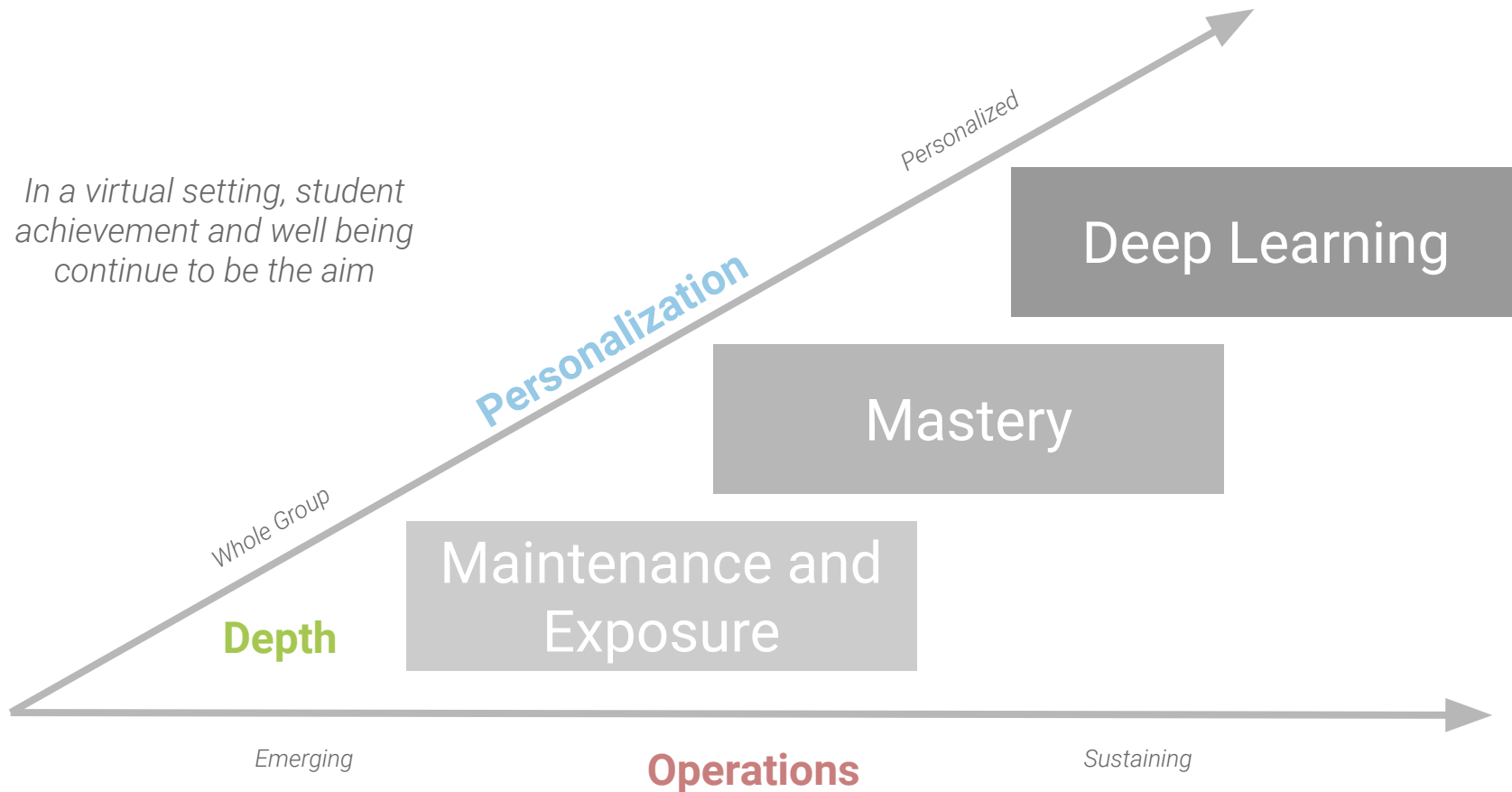
A DAY IN THE LIFE WITH NEW CONSTRAINTS

	Teacher	Student
8:00 AM - 11:00 AM	<ul style="list-style-type: none">- Take care of children- Check email, respond to student questions- Join 3, 10 min. Google hangouts to help students	<ul style="list-style-type: none">- Breakfast- Help w/siblings- 45 min ELA- 45 Social Studies
11:00 AM - 2:00 PM	<ul style="list-style-type: none">- 1:1 Office Hours- Small group instruction w/ students <i>*small group was pre-planned and arranged with selected students</i>- Lunch	<ul style="list-style-type: none">- Lunch- Brain Break- 1:1 Office Hours/Small Group- Creative time (Art, music, etc.)
2:00 PM - 5:00 PM	<ul style="list-style-type: none">- Planning time- PLC- 1:1 Check-in w/ Coach/Admin	<ul style="list-style-type: none">- 45 min. Science- 45 min. Math- Daily Reflection- Teacher Feedback Survey- Check-in with Advisor
5:00 PM - 8:00 PM	<ul style="list-style-type: none">- Family + Self-Care time	<ul style="list-style-type: none">- Family + Self-Care time

Action: Build empathy + gain insight.

Choose 3 students and create their virtual learning “schedule.”

In a virtual setting, student achievement and well being continue to be the aim



STORIES OF TRANSFORMATION



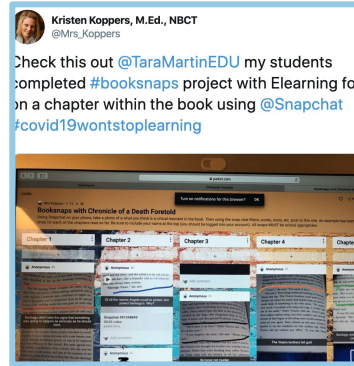
District Operations

Creating Bus Hotspots to provide wifi access to students.



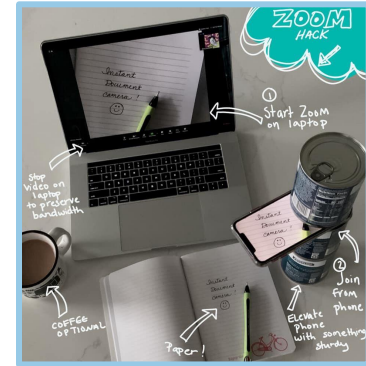
Campus Operations

Video welcoming students back during this uncertain time and promote a strong team culture.



Depth of Learning

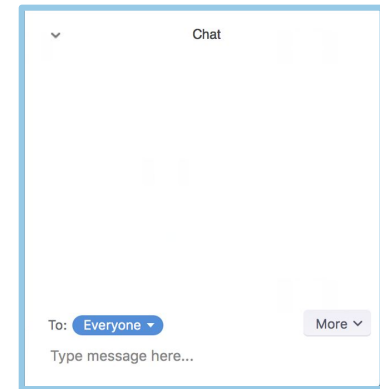
Utilizing Snapchat to share critical thinking with text evidence.



Personalization

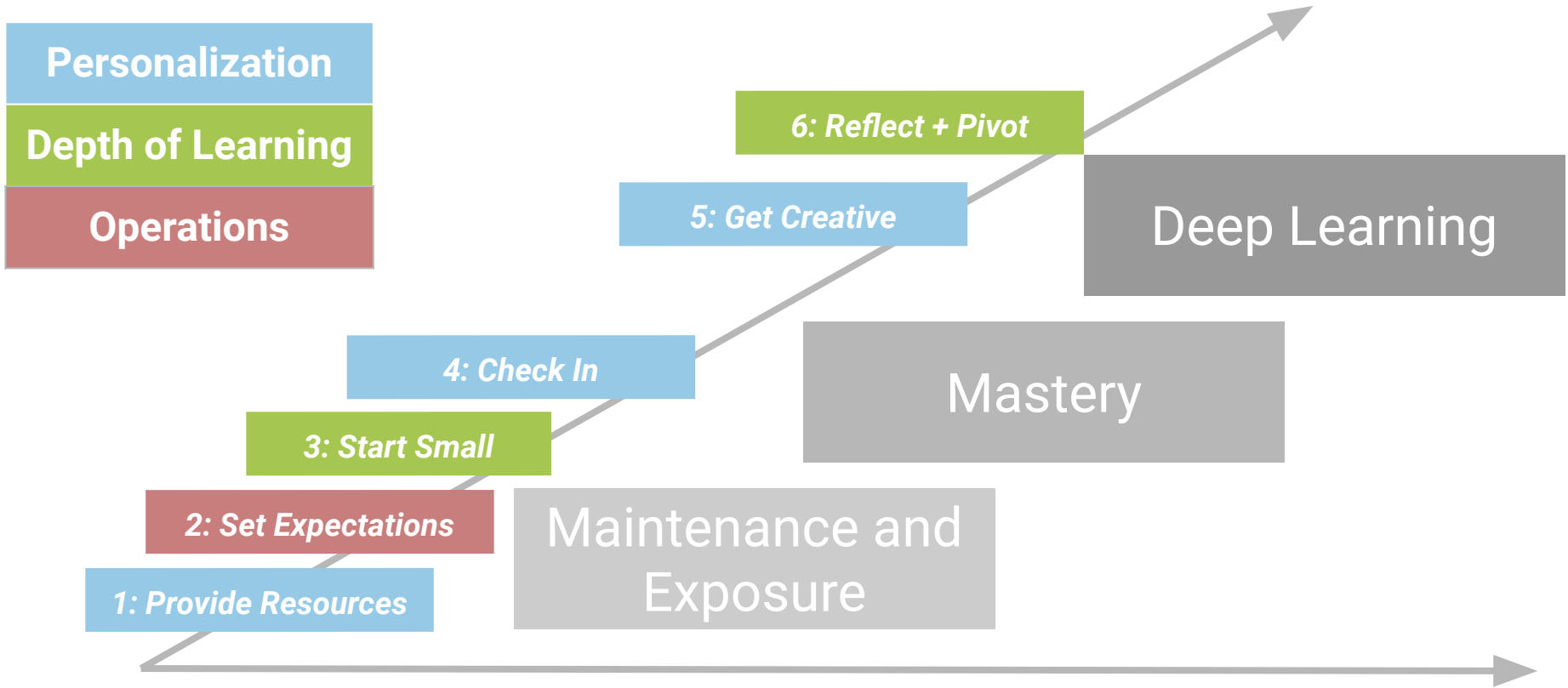
No doc camera? No problem. A Zoom hack to create one that allows more opportunity to keep content flexible.

How might we learn from this process and reimagine education ?



Part III: Practical Tools for Implementation

Six Ideas To Get Started



Action: Choose 1 resource to take
the next step with your virtual
learning journey

What's right for where you are now?

Provide Resources: Grow as you go!



Prepare



Build Safety + Skills



Deepen Learning



Add Choice + Personalization!

THE FIRST 20 DAYS OF Virtual Learning				
WEEK 0: PREPARING FOR VIRTUAL LEARNING				
Gather Data + Start Communicating Clarify roles with learners for things like tech support and teacher capacity. Establish expectations for the quantity and pacing of virtual lessons. Knowing that families will all have different situations, consider an asynchronous learning model with established times for everyone to sync (group chat, video office hours).	Establish Expectations Clarify roles with teams for things like tech support and teacher capacity. Establish expectations for the quantity and pacing of virtual lessons. Knowing that families will all have different situations, consider an asynchronous learning model with established times for everyone to sync (group chat, video office hours).	Prep Teachers Leverage coaches, PLC time, and planning periods to help teachers plan the resources they'll need for digital lessons. If resources allow, consider paper options so students with no or limited access can continue learning. Give teachers time to prepare for the changes to come.	Leverage Community Partnerships Our schools provide more than just learning for students. Connect with community partners to make plans to address the whole child – consider shifting your summer meal plan to an emergency plan during virtual learning, pool backpacks with hygiene products, and work with providers to help families gain internet access.	Simulate the Process Set the stage for what's about to come, so students can feel prepared. Facilitate a sample lesson in class, and answer any questions. This is also a great time to walk through simple steps for logging in to various applications, and to make sure all students have the login information they need.
RESOURCES				
<ul style="list-style-type: none"> Stakeholder Engagement Guide NSD Rule 5: Harness the Flow and Let Info Go Using Social Media at a School District 	<ul style="list-style-type: none"> Example 1: A Guidance for Schools Example 2: Plan for Schools NSD Rule 5: Define the Work Before You Define the Details Infographic: Do This, Not This 	<ul style="list-style-type: none"> Planning for Virtual Schools Four Ways to Facilitate Virtual Learning A Guide to Getting Started with Distance Learning 	<ul style="list-style-type: none"> Internet Essentials Buy One through Buy and Sell Clubs NSD Worksheet for Change, Not Perfection 	<ul style="list-style-type: none"> Digital Expectations & Login Support: Photo examples Sample Technology Contract Common Sense K-12 Digital Citizenship Curriculum Digital Citizenship article
WEEK 1: BUILDING SAFETY + SKILLS				
Students First Everyone is feeling a little unsure about how virtual learning will work – start small with a check-in question that has students reflect, respond, and refresh the skills they will use as they engage in learning through this new format. Build in extra time to model how to use the software, and be sure any tips/tricks resources are shared again.	Sharing Content Add a video lesson to your virtual platform, or text a link to a YouTube video. Keep the video portion no longer than 10 minutes, and consider covering content that isn't brand new to students. This might be a great time to create a how-to lesson that reminds students (and parents) how to navigate through the process and resources in the upcoming days/weeks.	Connecting Students Introduce a way for students to collaborate and engage with content through discussion boards and student responses. We suggest making this an easy win for students at first so that as the questions become more rigorous, they are focused on the content and not the collaboration process. Remember to share clear expectations for what and how to post.	Submitting First Assignment Students have shared, learned, and collaborated. Now it's time for them to demonstrate learning. Use email, LMS, blog or Google Classroom for students to show their work. Another idea: have students take a picture and share with SeeSaw/Class Dojo/Email/Remind Text.	Office Hours Set aside time to be online so families and students can connect virtually. Use this time to answer questions, chat, and gain feedback on the process so far. If needed, model for students how to use software features. Consider recording and sharing your office hour for those who can't join live.
RESOURCES				
<ul style="list-style-type: none"> List of Check-in Questions 36 Questions for Student Reflection 	<ul style="list-style-type: none"> Tips + Tricks for Recording Lessons Best Apps + Websites for the Closed Classroom EdBuzzes Screen cast to music 	<ul style="list-style-type: none"> Best Student Collaboration Tools Edspad Canvas Doodle BSE protocol for peer collaboration 	<ul style="list-style-type: none"> Submitting Assignments on Google Classroom Class Dojo Remind SeeSaw 	<ul style="list-style-type: none"> Conducting an Effective Virtual Meeting How to Use Zoom for Online Learning Example Virtual Learning Feedback Survey

WEEK 2: DEEPENING ENGAGEMENT + MASTERY

Formative Data	Leverage Digital Content	Create a Digital Data Tracker	1:1 Feedback Sessions	Personalize Instructional Resources
Offer an entry or an exit ticket as part of the virtual lesson so students have a clear understanding of the standards/skills they have already mastered versus those they will be focused on during upcoming virtual lessons. Use student data to update the resources you share.	Many online platforms have content aligned to grade-level standards. Leverage existing digital resources to help students dive deeper into their learning while not physically in school. When choosing materials, organize and share with suggested times so students and families have a more clear idea of the pace at which you expect them to progress.	Work with students to begin to develop progress trackers. This will allow them to track & reflect on the progress of their work over time. A sample data tracker could include the list of standards to be mastered in a unit, a column for noting mastery, and a column for the evidence students used to indicate mastery. Consider using an ID number to add anonymity.	Connecting with students one-on-one to discuss progress and performance can be helpful feedback as they continue to get comfortable with this learning process. Helping students understand what they are doing well and where they need to focus more attention will help them make informed decisions regarding their learning choices.	Based on what you've learned about students' mastery of the content, tailor resources to the needs of different groups. Label resources in your digital platform so students have access to content that's appropriately challenging for them, or if your learning management system allows, assign different resources and assignments to specific students and groups.
RESOURCES				
<ul style="list-style-type: none"> Formative Exit Ticket 	<ul style="list-style-type: none"> Education Commons Learning Technology Edmentum Edmentum Edmentum 	<ul style="list-style-type: none"> ST Math data tracker example Edmentum Edmentum Edmentum 	<ul style="list-style-type: none"> Teacher-led conferencing How to Guide for Student Conferencing Conferencing artifacts 	<ul style="list-style-type: none"> Playlist Building 101 Math Examples History Examples ELA Examples The Personalized Learning Playlist
WEEK 3: CHOICE + CELEBRATIONS				
Virtual Circle Pause for a virtual circle that includes a way for students to respond to a check-in question, so you can connect to build your virtual community. We also suggest holding office hours for students that want to connect in real time.	Introduce Student Choice As students continue virtual lessons, set aside time to review expectations for how students will demonstrate learning by choosing an activity and completing the tasks. Be sure to answer any questions students have and clarify your expectations for their work.	Choice in Demonstration Offer students 3 (or more) different ways to show what they've learned with their intentional focus on rigor and equity of choice. Consider having a single rubric for all options. Be mindful of the technology and resources options offer, keeping equity at the forefront of your planning.	Gather Data + Plan Differentiated Stations We know all students have different experiences during virtual learning. Use time to ensure you have the data you need to start planning for differentiated stations when you return, so you can best meet the various needs of your learners.	Peer Affirmations + Virtual Celebration Have students create affirmations about their classmates. This will help foster a positive learning environment, whether virtual or back in the classroom. Take time to celebrate the work everyone did during this virtual time, and set expectations for your first few days back together to alleviate any stress students might feel.
RESOURCES				
<ul style="list-style-type: none"> Toolbox: Check-in Check-out Using Circles in School 	<ul style="list-style-type: none"> Measuring Virtual Mastery Interest-Based Learning Choice Boards and Playlists Learning Menus 	<ul style="list-style-type: none"> Assessment Practices Assessment Check and Plan Learning Menu Using Games for Assessment 	<ul style="list-style-type: none"> Time for trying small groups for the first time Know Understand, Do, Share to plan differentiated stations Flexible Grouping 	<ul style="list-style-type: none"> Affirmations Article - Examples The Compliments Project

Start Small



- Build in time to adjust to this new normal
- Clear learning goals with support
 - Day 1: Log In
 - Day 2: Complete Digital Citizenship Class
 - Day 3: Complete Reading Assignment
- Admin: Provide time for people to adjust in small ways
- Teachers: Build confidence with the system before new content

Wednesday, March 18th

Learning Goal: Students and families will become familiar with the programs they will be using for online learning.

Tasks:

1. Parents, If you do NOT have Internet access and/or a device (computer, tablet, or cell phone) that your child(ren) can use to complete the online learning assignments, please click on the link below to take a survey. Please only complete ONE survey per family.

[Internet Access Survey](#)

1. *Practice logging into Google Dashboard.* Students will also need to log into their Google Dashboard to access online instructional materials provided by Rockwall ISD. To log into Google Dashboard, follow these instructions:

[Google Dashboard Instructions](#)

1. *Become familiar with Google Classroom.* Lessons and activities will be delivered through Google Classroom.
 - Once you are logged into your Google Dashboard (see #2 above), you will see the app for Google Classroom.
 - When you click on Google Classroom, you will be able to see all of your classes. Please note, you might not see all of your Classes until later this week.
 - Parents, in order to see your child's classes in Google Classroom, your child must be logged in to Google Classroom.
 - Google Classroom resources for students:

[Join a class as a student - Computer - Classroom Help](#)

Set Expectations

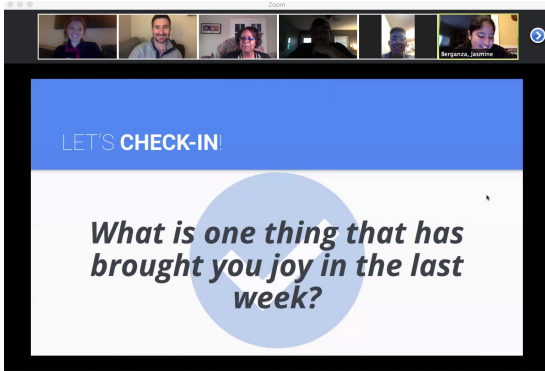


- What our objectives for learning during this time?
- Where to do work?
 - What will students need?
 - Have S submit a pic of their work space and share yours as a model
- When to do work?
 - Coordinate with colleagues to be sure secondary students have a doable workload
 - Be mindful of shared access + other responsibilities
- How to do work?
 - Create a tutorial navigating your Google Classroom, website, blog or LMS (where to find info, where to submit assignments)





Video Call Question



Emoji Check In via SeeSaw

Students use creative tools in the Seesaw app or website to complete classroom activities like "Emoji Daily Check In"

How are you feeling?

Coach Ben - @cogswell_ben

Try it

Save Activity

Student Instructions

Emoji Daily Check In

- 1) Click the 🗨️ icon
- 2) Circle the 😊 😐 😞 that describes who you are feeling
- 3) Select the 🗨️ and 🗨️ why you are feeling that way
- 4) Press 📄 and 🗨️ to your response
- 5) Press 📤 to submit your work.

Students will edit this template:

How are you feeling?

🙄 😊 😐 😞 😡 😏 😜 😇

1st Grade, Kindergarten, 2nd Grade, English Language Learners, Social Emotional Learning

2373 teachers like this

Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

Discussion Thread

Create a Discussion Question
in Google Classroom

[@c6edtech](#) [youtube.com/user/c6edtech](https://www.youtube.com/user/c6edtech) c6edtech.blogspot.com [facebook.com](#)

Get Creative!



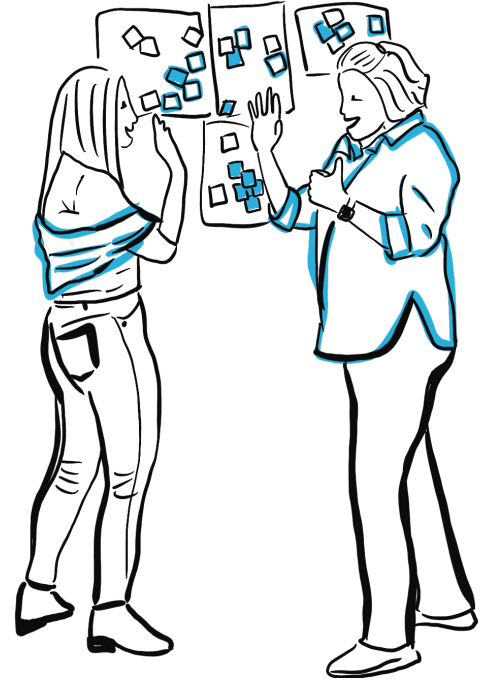
- If you had no standardized test and an undetermined amount of time, what would you teach?
- What enduring understandings and high leverage concepts do you want students to remember?
- Consider how this can become an opportunity for deeper learning:
 - Real world applications
 - Project-based work
 - Genius hour/20% time
 - Independent passion projects
 - Cross-curricular connections
 - Design challenges



Reflect + Pivot



- Set aside time to reflect on where you are in the process
- Add it to your calendar
- Consider:
 - Are we (my team, my students, and I) ready to deepen our practice + move into mastery?
 - What small shifts can we start to make?
 - What new resources are needed?
 - Who else needs to be involved?



Game Plan!

1. Talk with your team about what you're hiring virtual learning to do
2. Define roles and expectations for each stakeholder
3. Create sample student schedules to build empathy
4. Choose one resource aligned to where you are right now



Additional Resources

Materials to Support Virtual Learning:

- [First 20 Days of Virtual Learning](#)
- [25 Ways to Pause + Prioritize](#)
- [Best Practices for Digital Learning + Virtual Meetings](#)
- [COVID-19 Responsive Resource Bank](#)
- [Design Challenges in Schools](#)

Upcoming Webinars:

- **Virtual Learning**
 - Virtual Learning Walks
 - SEL + Shift to Virtual Learning
- **Leadership**
 - Leading through Uncertainty: Sharing Information
 - Leading through Uncertainty: Planning for Change
 - Equity + School Closures
 - Trauma-Informed Leadership



How do you feel leaving today?
What support/resources would you like?

EDUCATING THROUGH COVID-19



Addressing The Widespread Impact of Coronavirus on Schools



Free webinars



1:1 Office Hours



Facilitated Coffee Chats



Articles & Downloads



Leadership



Virtual Learning



Equity and Access



Teacher Recruitment,
Retention & Self-Care



Operations, Meetings,
and Logistics

FREE 1:1 OFFICE HOURS available! Sign up here:
www.edelements.com/covid-19-office-hours

a **facebook** group for you

LIFT**Ed**

LEADERSHIP INSIGHTS FOR
TRANSFORMING EDUCATION

