



Bringing Your Instruction Online

Use this organizer to develop a plan for bringing each component of your instruction to life in a distance learning format, with a particular eye to what existing practices will work well online and what will need to be adapted significantly. This exercise can be completed by individual educators, grade/department teams, or school teams.

CLASS COMPONENTS	HOW, WHEN
<p>Learning Experiences</p>	<p><i>When can students count on lessons being available, and what means will be used to deliver instruction/ activities?</i></p> <p><i>What are established classroom activities and routines that lend themselves well to continuing in a virtual form? What new, "online only" activities can support student learning?</i></p>
<p>Assignments & Feedback</p>	<p><i>How many assignments are teachers expected to assign each week, given grade level, content area, and approximate total student workload?</i></p> <p><i>How long should students expect to spend working on assignments for each class per week, including instructional time?</i></p> <p><i>When are assignments due, and what is the minimum amount of time students will have to complete each assignment?</i></p> <p><i>When are teachers expected to update gradebooks each week, and how will this feedback be made available to students and families?</i></p>
<p>Support</p>	<p><i>What structures will be put in place to help students seek guidance from teachers and other staff? What expectations are in place for staff around communicating with students, families and colleagues?</i></p>

<p>Connection</p>	<p><i>How will teachers proactively incorporate students' need for social connection with peers into distance learning lessons?</i></p>
<p>Assessment & Grading:</p> <p><i>Priorities to consider:</i></p> <ol style="list-style-type: none"> 1) Equity given current situation & varied challenges for students/families 2) Prompting students/families/teachers to notice missing assignments 3) Setting a baseline so kids don't check out completely 4) Sustainability for teachers 5) Not doing harm to students' chances to earn credit, graduate, and maintain college admission 	<p><i>What is most important for grades to emphasize in these unusual circumstances: accountability, demonstrating mastery, ongoing communication with students and families? How will these priorities be reflected in your grading procedures?</i></p> <p><i>How do we avoid penalizing kids for obstacles in distance learning? Does our policy on late work require revision? If students fall behind, how will they be proactively supported?</i></p> <p><i>Given the barriers to access and support in a distance learning environment, does category weighting need to be revisited?</i></p> <p><i>What would be appropriate in terms of a final exam, given the enormous learning disruption that has taken place? What other kind of summative assessments allow students to demonstrate mastery and celebrate their accomplishments?</i></p>
<p>Other</p>	
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