State Board of Education Goals  

1. **ALL** Students Proficient and Showing Growth in All Assessed Areas

2. **EVERY** Student Graduates from High School and is Ready for College and Career

3. **EVERY** Child Has Access to a High-Quality Early Childhood Program

4. **EVERY** School Has Effective Teachers and Leaders

5. **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. **EVERY** School and District is Rated “C” or Higher
Session Goals for Virtual Instruction

- Define Synchronous vs. Asynchronous Instruction
- Examine Beginning of the Year (BOY) Checklist and Instructional Descriptions
- Recommend Virtual Student Engagement Support
- Consider Sample Virtual Weekly Schedule
- Propose Example Virtual Weekly Lesson Plan
- Determine Ways for Measuring and Assessing Virtual Learning
- Identify Teacher Priorities
Synchronous vs. Asynchronous Instruction
### Synchronous vs Asynchronous Instruction

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous</th>
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<tr>
<td><strong>Real-Time Instructional Approach</strong></td>
<td><strong>Learner-Centered Approach</strong></td>
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<tr>
<td>- Instruction delivered in a specific place, at a specific time for students</td>
<td>- Content provided to students and accessed when they choose</td>
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<tr>
<td>- Includes collaboration and immediate feedback</td>
<td>- Includes self-pacing</td>
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<tr>
<td>- Video conferencing, live webinars, virtual classrooms</td>
<td>- Discussion boards, online assignments, email, blogs, pre-recorded videos</td>
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Motivate with goal setting.

- Completing a certain amount of assigned activities each week
- Accessing all posted lesson content and providing a brief summary of understanding
- Transitioning to personal goals designed to inform progress and mastery
Motivate with rewards and praise.

• Create a virtual reward chart or ‘gold star’ system.
• Give positive feedback messages that use fun videos, GIFs, and images.
• Let your virtual class out early (The timetable is more flexible than ever!) or add additional minutes for extended “off-topic” chats to increase classroom community.
• Email parents with student congratulations.
• Motivate with meaningful feedback.
• Voice recording addressed to an individual student.
• Attach helpful online resources for students who are having difficulty.
• Keep the tone warm and personable.
Synchronous vs Asynchronous Instruction: Communication

- Phone/Email/Learning Management System
- Relay clear and concise messages
- Remember less is more
- Be clear
- Use private communication for sensitive topics
- Check that students receive your messages
- Convey the right tone of voice
Synchronous vs Asynchronous Instruction: Communication

- Emotive language
- GIFs and emojis
- Proper language and grammar
- Self-disclosure
- Off-topic chat
- Be yourself
BOY Checklist and Descriptions

Recommended Planning, Academic Readiness, Social Emotional Learning (SEL) Factors, and Partnerships with Families
Checklist: Planning for Instruction

• Collaborate with colleagues to discuss, share, and learn best practices for conducting virtual instruction.

• Identify and setup the physical location for virtual instruction.

• Identify the online and physical materials needed for instruction (student and teacher).

• Identify the virtual platform (Zoom, Microsoft Teams, Google Meets, etc.).
Checklist: Planning for Instruction

- Explore the features which support the virtual platform for synchronous instruction.
- Explore the features which support the virtual platform for asynchronous instruction.
- Determine the method that will be used for collection of assignments during asynchronous and/or synchronous instruction.
- Identify the district or school contact who is responsible for supporting students and families with technical difficulties.
Checklist: Guiding Academic Readiness

- Identify the universal screener administration window.
- Identify diagnostic assessments needed based on screener data.
- Identify opportunities to transfer traditional curriculum to include (or expand to) virtual opportunities for students.
- Provide the students materials needed prior to instruction.
Establish routines and procedures to ensure successful virtual instruction.

- Check social/emotional needs.
- Provide guidance to students and parents on virtual platform features.
- Establish students’ engagement routines/procedures.
- Determine how students will display their work during whole- or small-group instruction.
Checklist: Guiding Academic Readiness

Maintain consistency in a daily routine.

- Take attendance and establish routines for absent students.
- Conduct social/emotional student check-ins.
- Execute consistent *instructional routines* for synchronous and asynchronous learning.
- Track assignment submissions, provide feedback on assignments, and follow up with students as needed.
- Support students with technical issues.
Checklist: Planning for Instruction (Asynchronous)

- Pre-record a video which introduces a new topic, vocabulary, or concepts, that students will watch (or listen to) such as:
  - Draw pictures or write sentences to retell
  - Complete sentences from words provided about the new concept
  - Use an online platform to review vocabulary from the text selections
  - Use sorting mats for vocabulary and/or knowledge concepts
The Pre-Class Learning routine includes the following elements (K-5):

- *Introduction* of the unit focus
- *Warm up* with questions for activation
- *Introduction to the text* and core vocabulary with images
- *Setting the purpose* for reading
- *Reading* the text
- *Responding* to text
Checklist: Planning for Instruction (Synchronous Whole Group)

Whole-Group instruction should include complex texts and introduce grade-level language and reading comprehension standards.

• Introduce and review vocabulary
• Ask and answer questions about the text/video
• Complete graphic organizers and association maps about the topic
• Complete vocabulary notebook template for selected words
Whole-Group routine includes the following elements for grades (K-5):

- **Warm up** with questions/ideas from the prework
- **Review** the purpose of reading the text and vocabulary words
- **Reread** the text or highlight sections of the text with guided questions, supports, and focus on vocabulary words
Checklist: Planning for Instruction (Synchronous Whole Group)

Whole-Group routine includes the following elements for grades (K-5):

• **Discuss** a portion of the read aloud that includes all 3 levels of questioning (recall, analysis, synthesis)
• **Complete a graphic organizer** with new information on the topic
• **Practice word work** that focuses on a phonics skill, vocabulary word, and/or phrase in the text
• **Close lesson** with an exit ticket and assignment to complete
Checklist: Planning for Instruction (Synchronous Small Group)

• **Warm up:** Use a paper (or virtual) letter flip chart to review letters, sounds, phonics patterns. Review irregularly spelled high-frequency words.

• **Phonological Awareness:** Use phonological awareness continuum to sequence instruction based on data; skills will be differentiated and taught to mastery.
Checklist: Planning for Instruction (Synchronous Small Group)

- **Phonics**: Skills will be differentiated and taught to mastery.
  - Introduce a new pattern(s)
  - Code or mark pattern(s) within words
  - Decode words with the new pattern
  - Practice reading words or phrases fluently
  - Practice sorting, phoneme-grapheme mapping, or chaining words with the new pattern
  - Encode sounds, words, and sentences

- **Fluency**: Read decodable text or grade-level anchor text.
Identify warning signs for social/emotional needs, academics, developmental milestones, and suspected neglect or abuse.
Establish a plan with school leadership for reporting/addressing these concerns.
Schedule a time for students to interact in an unstructured, monitored way throughout the day.
Watch for students who may be absent, withdrawn, or struggling and connect with them one-on-one.
Anticipate the types of support families will need to provide for students when planning weekly instruction.
Checklist: Exploring Social Emotional Learning Factors

- 5-7-minute greeting or social-emotional check-in (K-5)
- Mood Meter
- Emotion Cards
- Zoom chat or emoji: How are you feeling?
- Hand greeting
- 1-minute show and tell
- Open-ended sentence tied to new instructional topic: “My favorite animal is... because …”
Checklist: Building Partnerships with Families

• Collect student contact information.

• Develop a plan to track and sustain family communication.

• Connect with students’ families via email, phone, or text.

• Administer a survey to gather information regarding which family member/caregiver will be supporting student learning at home.
• Communicate family expectations for online learning.
• Communicate student expectations for online learning.
• Guide families through utilizing the virtual platform, family/teacher communication processes, teacher feedback and student assessment(s).
Sample Weekly Schedule
## Sample Weekly Schedule

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<tbody>
<tr>
<td>Time</td>
<td>Schedule</td>
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<tr>
<td>20 mins or less</td>
<td>ASYNCHRONOUS Pre-Class Learning</td>
<td>ASYNCHRONOUS Pre-Class Learning</td>
<td>ASYNCHRONOUS Pre-Class Learning</td>
<td>ASYNCHRONOUS Pre-Class Learning</td>
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<tr>
<td>10 minutes</td>
<td>Greet and SEL</td>
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<td>Greet and SEL</td>
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<td>GRADE 1: 15-20 minutes</td>
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<td>GRADE 2: 15-20 minutes</td>
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<tr>
<td>GRADES 3-5: 20-30 minutes</td>
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<tr>
<td>K: 20 minutes</td>
<td>SYNONCHRONOUS Small Groups Word Recognition: (with teacher)</td>
<td>SYNONCHRONOUS Small Groups Word Recognition: (with teacher)</td>
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<td>SYNONCHRONOUS Small Groups Word Recognition: (with teacher)</td>
<td>ASSESSMENT Weekly: Check for Mastery</td>
</tr>
<tr>
<td>GRADE 1: 30 minutes</td>
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<td></td>
<td></td>
<td></td>
<td>As needed each week: Benchmark, Screeners, Progress Monitoring</td>
</tr>
<tr>
<td>GRADE 2: 25 minutes</td>
<td></td>
<td></td>
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<td></td>
<td>Small Groups may be used for reteaching or interventions.</td>
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<tr>
<td>GRADES 3-5: 20 minutes (time per group)</td>
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<tr>
<td>20 minutes/group</td>
<td>Interventions</td>
<td>Interventions</td>
<td>Interventions</td>
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**ASSESSMENT**
Weekly: Check for Mastery
As needed each week: Benchmark, Screeners, Progress Monitoring
Small Groups may be used for reteaching or interventions.
Example Weekly Lesson Plan
Example Weekly Lesson Plan

- First Grade Sample Virtual Plan- ELA *Examples and units of study from CKLA 1/Domain 2
- Third Grade Sample Virtual Plan- ELA *Examples and units of study from CKLA 3/Unit 2
Example Weekly Lesson Plan: Video

- **First Grade Sample Virtual Plan** – ELA read aloud with comprehension component using Google Slides, Flipgrid, and Padlet

- **Third Grade Sample Virtual Plan** – ELA vocabulary and phonics lesson using Whiteboard, Immersive Reader, and Breakout Rooms
First Grade Lesson Sample
Measuring and Assessing Virtual Learning
Mentimeter Quick Check

• Go to www.menti.com

• Enter the code 40 74 05

• Answer the question “In the word characteristic, the ch digraph is pronounced like which other word?”
Measuring and Assessing Virtual Learning

- Find sustainable modes of formative assessment
- Encourage self-assessment and reflection
- Identify exit tickets
- Utilize real-time classroom strategies
- Engage with parents
Teacher Priorities and Resources
Teacher Priorities: Thriving During Virtual Instruction

- Use technology wisely
- Engage with parents
- Hold tight to classroom management standards
- Plan for more than you need
- Maintain student communication
Teacher Priorities: Thriving During Virtual Instruction

- Follow up and hold students accountable
- Prioritize activities to keep students accountable
- Be realistic about what you can achieve and adjust your programming accordingly
Teacher Priorities: Thriving During Virtual Instruction

• Be kind to yourself.
• Focus on the positives.
• Draw clear boundaries around work time.
• Stay connected with colleagues.
• Remember that you’ve got this!
Resources

- 3P Learning
- Barksdale Reading Institute
- Strong Readers
- Achieve the Core: Student Achievement Partners
- University of Floriday Literacy Institute
Office of Elementary Education and Reading
Division of Literacy
https://www.mdek12.org/Literacy

mdek12.org
Ask a Literacy Coach