

THEME	FACE-TO-FACE SETTINGS	VIRTUAL/DISTANCE SETTINGS
Teacher clarity and feedback is used to fuel students' ability to become their own teachers (they are assessment-capable learners).	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Methods for measuring the impact of teaching are used to understand each student's progress <i>and</i> achievement, with adjustments to teaching made accordingly.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Investment in collaboration with adults and relationships with students is continuous.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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My commitment partner is

I need the
following from this person:

We will check in

☐ Daily

☐ Two times per week

☐ Three times per week

☐ Weekly

☐ Biweekly

<ul style="list-style-type: none">• What habits and dispositions are needed to be successful learners?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none">• What should they learn about themselves as learners?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none">• How should they interact with you and others to maintain learning conditions?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none">• What should they do with their learning?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

FOR YOUR CONSIDERATION

How will your students learn about your synchronous virtual classroom? Here are some suggested items to address specific questions students are likely to have.

Getting Ready for Your Class Meeting

- Make sure you have completed the pre-class preparation activity so that you'll be ready to learn!
- Think about your goals for learning today. What do you want to achieve?
- Work with your family to find a quiet space that won't disturb other people in your house and won't distract you from learning.
- Prepare your learning space. Make sure you have a clear workspace to write and store your materials.
- If there are items that have personal information you wouldn't want other people to see, move them out of camera range.
- Check your lighting so that your classmates can see you.
- Check to see that your first and last name are on the screen.

During Class Meetings

- Ask clarifying questions so you fully understand the learning intentions and success criteria for the lesson.
- Listen carefully to others and ask good questions!
- Use the reaction buttons to let your classmates know when you agree or disagree and give them a thumbs-up or a round of applause to encourage them.
- The hand raising button helps all of us know when you've got something important to say.
- When you are not speaking, mute your microphone. It helps other people hear.
- Turn off notifications from email and social media so you aren't distracted.
- If you have a smartphone, shut it down so you aren't distracted.

At the Close of the Class Meeting

- Review the goals you set for today. Did you achieve them?
- Ask clarifying questions so you fully understand the learning intentions and success criteria for the lesson. Did you achieve the learning intentions and success criteria? How do you know?
- Make sure you know how to access assigned learning tasks to prepare for the next meeting.

Heading Requirements	Example	Nonexample
First and last name	Melissa Smith	Melissa S.
Date	4-18-21 or April 18, 2021	April
Subject/Period	US History/3	history
Assignment	p. 87, #1–5	questions

File-Saving Requirements	Example	Nonexample
Last name	Smith	Melissa
Subject/Period	US History 3	history
Assignment	p. 87	questions
Extension	.doc	Left blank

QUESTIONS	YOUR RESPONSES
Where can I find weekly and monthly schedules?	<div></div> <div></div> <div></div>
Where do I find assignments and materials?	<div></div> <div></div> <div></div>
How do I submit work?	<div></div> <div></div> <div></div>
How do I retrieve graded work?	<div></div> <div></div> <div></div>
How do I contact the teacher for academic help?	<div></div> <div></div> <div></div>
How do I get technical help?	<div></div> <div></div> <div></div>

Teacher Empathy How do students seek connections with you?	<ul style="list-style-type: none"> • Begin synchronous and asynchronous lessons with a positive affirmation (e.g., favorite quotes, a silly joke, short video messages). • Establish virtual office hours for students to drop in for academic support. • Host short check-in conferences with families and the student to see how they are doing and what they need. • •
Unconditional Positive Regard How will your students know you care about them as people?	<ul style="list-style-type: none"> • Weave into lessons what you have learned about students' pursuits through interest surveys. • Provide polls for students to respond to at the end of class meetings. • Use voice feedback tools on student work so they can hear the sparkle in your voice, rather than read your words without context. • •
Genuineness How will your students know you care about yourself as a professional?	<ul style="list-style-type: none"> • Dress and groom professionally. • Project a demeanor that is optimistic about them and you. • Make it clear in words and actions that this is a place for learning about themselves, the world, and each other. • •
Nondirectivity How will your students know you hold their abilities in high regard?	<ul style="list-style-type: none"> • Hold individual conversations with students to help them identify their strengths, goals, and growth areas. • Ask questions that mediate the student's thinking, rather than asking leading questions. • Use shared decision-making about curriculum with students. • •
Encouragement of Critical Thinking	<ul style="list-style-type: none"> • Foster discussion among peers using questions that open up their thinking. • Every distance learning session includes opportunities for students to write about, illustrate, or discuss their thinking with peers. • Build choice and relevance into assignments and projects. • •

How will you build and maintain relationships throughout the school year in a virtual environment?

Why are relationships central to your distance learning efforts?

INTERACTION	STUDENT 1	STUDENT 2	STUDENT 3
Did I greet the student by name when they entered the virtual classroom?			
How many times did I use their name (not as a correction) during the session?			
Did I ask them a critical thinking question related to the content?			
Did I ask them a personal question?			
Did I pay them a compliment?			
How many times did I provide them with praise for learning performance?			

Patterns and trends in the data	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Changes in identified students	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Actions and next steps	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>

How will you call on students?	<hr/> <hr/> <hr/>
How will you notice who hasn't participated so you can re-engage them?	<hr/> <hr/> <hr/>
What will you need to be mindful of to create more discussion opportunities during live virtual sessions?	<hr/> <hr/> <hr/>
How will you be a presence on your discussion boards?	<hr/> <hr/> <hr/>
What is your "pop up pedagogy" plan to stay connected with students when you are not in a live session?	<hr/> <hr/> <hr/>
What is your "pop-up pedagogy" plan to stay connected with families?	<hr/> <hr/> <hr/>

Standard(s)	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Concepts (nouns)	Skills (verbs)
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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Flow of Concepts and Skills

Learning Intention	Success Criteria
I am learning that an electric charge can be positive or negative.	<ul style="list-style-type: none"> I can recognize positive and negative charges. I can summarize the difference between positive and negative charges.
I am learning about the law of conservation of electric charge.	<ul style="list-style-type: none"> I can explain what the law of conservation of electric charge means for an isolated system. I can define the law of conservation of electric charge in my own words. I can write the law of conservation of electric charge.
I am learning to define <i>electric current</i> , <i>electrical potential difference</i> in a circuit, and <i>power</i> .	<ul style="list-style-type: none"> I can describe (in my own words) <i>electric current</i>, <i>electrical potential difference</i> in a circuit, and <i>power</i>, and how they relate to each other. I can recognize that electric current, electrical potential difference in a circuit, and power are related to circuits.
I am learning to solve problems involving electric current, electric charge, and time.	<ul style="list-style-type: none"> I can determine values for current, electric charge, and time in complex situations. I can recall that electric current is equal to the amount of charge movement per time. I can calculate current in a simple circuit when charge is known and time is known.
I am learning to solve problems involving electrical potential difference.	<ul style="list-style-type: none"> I can determine values for electric potential difference in complex situations. I can recall the formula for calculating electric potential difference. I can calculate the electrical potential difference between two points.

Concepts (nouns)	Skills (verbs)

- Success Criteria
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____

	INSTRUCTIONAL TECHNIQUES	CURRICULAR DESIGN
Behavioral engagement	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Cognitive engagement	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Emotional engagement	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>

	FACE-TO-FACE CLASSROOMS	DISTANCE LEARNING CLASSROOMS
Finding information	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Using information	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Creating information	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Sharing information	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

	YES	NOT YET	DON'T NEED
Video recording for lessons and directions			
Discussion forum for students			
Student work submission			
Feedback tool			
Formative and summative evaluation			
Individual meeting platform			
Sharing professional learning with colleagues			

An open task	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
An understanding task	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
An asking task	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
A problem-solving task	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

When will you hold synchronous sessions? How frequently? For how long?	<hr/> <hr/> <hr/> <hr/>
How will asynchronous learning bracket live sessions (before and after)?	<hr/> <hr/> <hr/> <hr/>
What do families need in order to be supportive (but not to burden them with doing school themselves)?	<hr/> <hr/> <hr/> <hr/>
How will students access technology help?	<hr/> <hr/> <hr/> <hr/>
How will you collect family questions and concerns?	<hr/> <hr/> <hr/> <hr/>
How will you coordinate your efforts with other educators?	<hr/> <hr/> <hr/> <hr/>

	GOALS	EVIDENCE OF SUCCESS TOWARD GOALS
Feedback to students	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
Formative evaluation	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
Summative evaluation	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
Grading	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>

“Where am I going?”

Success criteria

“How am I going there?”

Feedback about processes

“Where will I go next?”

Self-regulatory feedback

	WAYS YOU FOSTER	ERRORS TO AVOID
Teacher–student relationships	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Teacher credibility	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Classroom climate that accepts errors	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>

	USEFUL AND CURRENTLY USING IT	USEFUL AND HAVEN'T USED IT YET	NOT USEFUL FOR MY CLASS
Virtual Exit Slips			
Virtual Retellings			
Polling and Audience Response Methods			
Practice Tests			

What tools does my LMS offer?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How can I proctor assessments?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What text-matching systems can I use?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What assessment formats can I use?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What do I need to teach students in relation to academic honesty and ethical decision-making in distance learning?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

PLANNING TEMPLATE

COURSE:	INSTRUCTIONAL UNIT:			TIME RANGE:	
STANDARDS	TOPIC (LEARNING PROGRESSIONS)	WEEK	IN-CLASS ACTIVITIES	FORMATIVE ASSESSMENT EXTEND – REVIEW – ASSESS – RETEACH	TEXTS AND RESOURCES
		1			
		2			
		3			
Week 4: Summative Assessment Competency					
Content and Academic Vocabulary					
Accommodations and Modifications for Students With Disabilities					



Available for download at resources.corwin.com/distancelearningplaybook

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DISTANCE LEARNING LOG

STUDENT NAME:		CONTENT:		GRADE:	
WEEK OF: (DATE)					
THIS WEEK'S LEARNING INTENTION(S)			TASKS/ASSESSMENTS I COMPLETED		

SUCCESS CRITERIA

Use the space below to rate your learning before and after each lesson.

CRITERIA	BEFORE	AFTER
I can		
I can		



Available for download at resources.corwin.com/distancelearningplaybook

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