

Tennessee Principal Professional Learning Series
REMOTE LEARNING - ACTION PLANNING GUIDE
SPRING 2020

SCHOOL NAME:	
PRINCIPAL: Phone: Email: Social Media:	SECONDARY CONTACT: Phone: Email: Social Media:

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MISSION, VISION & GOALS

Everything we do needs to be driven by our values. Nothing we do digitally matters if it's not aligned with our vision for kids and how we want to learn together. Use this space to articulate your school's mission, vision and any goals that you have.

GUIDING QUESTIONS

- How can we ensure that ALL students have access to the tools and resources that support learning remotely?
- How can we leverage existing tools, resources and networks to support student access and teacher capacity to continue learning remotely?
- How can we move from basic practices, structures and strategies to more advanced instructional approaches that ensure students continue to achieve at increasingly higher levels?
- How can we operate in a way right now that positions our school community for success if remote learning continues into the future?

REFLECT & ASSESS YOUR READINESS

For each of the priorities, type an **X** on the line or in the box to identify where your school lies on the continuum. There is no right answer, but this will help drive where you should start when exploring the playlists. For additional framing around each milestone, explore the hyperlinks and checklists for each priority linked below.

<u>PRIORITY #1: CREATING & EXPANDING ACCESS</u> Ensure every student can access instruction anytime, anywhere		
() STARTING OUT GOAL: All students and staff have access to baseline tools for learning remotely	() MAKING IMPROVEMENTS GOAL: Gaps in access and quality are closed	() ADVANCED MOVES GOAL: Structures exist that continually improve performance
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<u>PRIORITY #2: COMMUNICATION</u> Establish communications structures and protocols		
() STARTING OUT GOAL: Basic structures are in place for communicating effectively to stakeholder groups	() MAKING IMPROVEMENTS GOAL: Processes enable communication between and across stakeholder groups	() ADVANCED MOVES GOAL: Systems of multidirectional communication are executed to allow for shared vision and inclusive planning
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<u>PRIORITY #3: ROUTINES & PROCEDURES</u> Set clear expectations for remote learning routines (including technology, usage, and priority learning standards)		
() STARTING OUT GOAL: All students/families and teachers have a basic understanding of expectations for remote learning	() MAKING IMPROVEMENTS GOAL: Consistent, clear expectations, routines and procedures for learning	() ADVANCED MOVES GOAL: Systems allow for increased teacher efficacy and a focus on student achievement
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<u>PRIORITY #4: INSTRUCTIONAL PLANNING & DELIVERY</u> Provide consistent teaching frameworks and strategies for teachers, including curricular materials		
() STARTING OUT GOAL: Basic remote learning practices are established for all students	() MAKING IMPROVEMENTS GOAL: Movement from basic strategies to advanced teaching and learning strategies in a remote setting (including new tools)	() ADVANCED MOVES GOAL: Advanced practices in place focused on mastery of content, such as differentiation to support for all learners
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<u>PRIORITY #5: ESSENTIAL WHOLE CHILD SUPPORTS & INTERVENTIONS</u> Put in place additional support measures to meet individual academic and non-academic needs (including students with disabilities, social emotional needs, deeper access issues, etc)		
() STARTING OUT GOAL: Staff have basic protocols, procedures for identifying and responding to known individual student needs	() MAKING IMPROVEMENTS GOAL: Broaden supports to more holistically address individual needs of students (academic and non-academic)	() ADVANCED MOVES GOAL: Robust plans and support exist for a range of academic and non-academic needs for all learners
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IDENTIFY PRIORITIES FOR INDEPENDENT LEARNING, DISCUSSION, AND ACTION

Using the reflection/assessment above, complete this action planning guide to identify, explore, and implement resources that meet your personalized needs.

Step 1: Identifying your Challenge

- Using your initial assessment, where do you see your biggest challenges? (e.g Where are you to the far left? What priorities are the most pressing at the moment?) (Be specific.)

Step 2: Personalized Exploration

- What resources do you need to address those challenges? Pick two to three of the [priority area playlists](#) focusing on each. Take 15 minutes to explore the resources.
- Pick a resource from each that you plan to explore further for implementation today, this week, this month, etc.

Step 3: Identify Areas for Action and Conversation

- Based on what you learned, what are two to three questions, wonderings, or potential actions you'd like to take back to your session PLC or your team at your school. Write them down below.

1.	
2.	
3.	

PRIORITY PLAYLISTS:

<p align="center">PRIORITY #1: CREATING & EXPANDING ACCESS Ensure every student can access instruction anytime, anywhere Highlighted Resource: Here's What Schools Can Do For the Millions of Students Without Internet Access</p>		
<p>STARTING OUT GOAL: All students and staff have access to baseline tools for learning remotely</p>	<p>MAKING IMPROVEMENTS GOAL: Gaps in access and quality are closed</p>	<p>ADVANCED MOVES GOAL: Structures exist that continually improve performance</p>
<p>PRIORITIZED CHECKLIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inventory available technology for all students and staff <input type="checkbox"/> Adopt an acceptable use policy <input type="checkbox"/> Distribute existing devices and resources to students <input type="checkbox"/> Provide internet essentials like hot spots etc. <input type="checkbox"/> Where needed, provide analog materials for home learning <p>GENERAL RESOURCES</p> <ul style="list-style-type: none"> - TEA FERPA and Remote Learning Guidance - TNTP COVID 19 Student Survey Questions - Advice: Creating an Acceptable Use Policy Blended & Personalized Learning Practices At Work <p>SAMPLE TEMPLATES</p> <ul style="list-style-type: none"> - Sample Chromebook Distribution Letter - Guidelines for Distributing Chromebooks during School Closure - Jotform: Sample parent device request 	<p>PRIORITIZED CHECKLIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Close wifi and device gaps <input type="checkbox"/> Training staff on technology resources <input type="checkbox"/> Establish practices for cyber security and student privacy <input type="checkbox"/> Ensure students with complex learning needs can equitably access remote instruction (e.g., through adaptive tools, additional assistance) <p>DEVICE AND WIFI RESOURCES</p> <ul style="list-style-type: none"> - TN Info Tech Guidance: information on state device/wifi programs - Sample: Maryville City Schools Wifi Initiative - Cybersecurity Considerations in a COVID-19 World <p>TEACHER SUPPORT AND ONBOARDING</p> <ul style="list-style-type: none"> - GetSetUp.io Free Teacher technology onboarding for popular tools - Sample COVID-19 Check-In Questions (Teachers).docx <p>ACCESS SUPPORTS FOR COMPLEX LEARNERS</p> <ul style="list-style-type: none"> - Educating All Learners Alliance Resource Site - Special Populations Engagement Tracker.xlsx 	<p>PRIORITIZED CHECKLIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create help desks/ response teams for quickly understanding and responding to issues <input type="checkbox"/> Establish metrics for monitoring learner access and supporting long-term planning <input type="checkbox"/> Take additional steps to ensure student privacy <p>HELP DESKS</p> <ul style="list-style-type: none"> - Beaverton Student Help Desk - Case study: Students as Tech Support - Technical Support From Highline Public Schools <p>STUDENT PRIVACY</p> <ul style="list-style-type: none"> - EFF Student Privacy Considerations - Video Conferencing Tools in the Age of Remote Learning: Privacy Considerations for New Technologies - Privacy Considerations Checklist

PRIORITY #2: COMMUNICATION

Establish communications structures and protocols

Highlighted Resource: [TLA's One Thing Guidance: Connecting Remotely During School Closures](#)

STARTING OUT

GOAL: Basic structures are in place for communicating effectively to stakeholder groups

PRIORITIZED CHECKLIST

- Determine tools/channels to communicate to students, staff and families
- Set up a consistent routines for sharing news and updates (e.g., weekly newsletter)

STARTING POINTS:

- [Leadership Perspectives: School Leaders Say Plan for Remote Teaching. But Take Care of Students First](#)
- [Best Messaging Apps and Websites for Students, Teachers, and Parents](#)
- [Stay in touch with students by Phone](#)
- [Engaging students without screens from Possip](#)

SAMPLES/TEMPLATES:

- [FirstLine Distance Learning Commitments](#)
- Instructional Partners: [Questions to Consider for FAQs.docx](#)

MAKING IMPROVEMENTS

GOAL: Processes enable communication between and across stakeholder groups

PRIORITIZED CHECKLIST

- Develop outreach to families/guardians for consistent check ins
- Develop outreach to staff including instructional and non-instructional staff

FAMILY ENGAGEMENT:

- [Prioritizing Human Connection When Social Distancing Is the New Norm](#)
- [Virtual Family Engagement from TNTP](#)
- [Sample COVID-19 Check-In Questions \(Families\).docx](#)

TEACHER ENGAGEMENT

- [Sample COVID-19 Check-In Questions \(Teachers\).docx](#)
- [Sample Weekly Communications to Teachers&Staff.docx](#)

GENERAL COMMUNICATIONS RESOURCES

- [Communications resources and tools from Charter School Growth Fund](#)
- [School communications toolkit from Schusterman Foundation](#)

SAMPLES/TEMPLATES:

- [Example staff communication from Impact Public Schools](#)
- [Puget Sound Communications Templates](#)

ADVANCED MOVES

GOAL: Systems of multidirectional communication are executed to allow for shared vision and inclusive planning

PRIORITIZED CHECKLIST

- Seek proactive feedback for planning and improvement (eg focus groups, community survey)
- Create a system to monitor engagement of communication with all stakeholders

RESOURCES:

- [Guide: Communications Planning for Innovation in Education](#)
- [An Introduction to Family Engagement, a course from Harvard](#)

SAMPLES/TEMPLATES:

- [General Student Family Contact Log.xlsx](#)
- [Remote Learning Family Feedback Survey](#)

PRIORITY #3: ROUTINES & PROCEDURES

Set clear expectations for remote learning routines (including technology, usage, and priority learning standards)

Highlighted Resource: [Using learning management systems to manage remote learning](#)

STARTING OUT

GOAL: All students/families and teachers have a basic understanding of expectations for remote learning

PRIORITIZED CHECKLIST

- Articulate assumptions about learning focus: review, new content, etc.
- Create and communicate clear instructional expectations with teachers
- Create and communicate clear expectations for families/guardians and students

GENERAL RESOURCES

- [Our Classroom Routines and Structures for Remote Learning](#)
- [Success Academy's Outline for Keeping Things Simple](#)
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CREATE EXPECTATIONS FOR FAMILIES

- [Setting 'Reasonable' Goals, Expectations and Routines for Remote Learning](#)
- [To Engage Young Kids in Remote Learning, Start Simple](#)

CREATE EXPECTATIONS FOR TEACHERS

- [Sample Teacher Daily Schedule](#)
- [Achievement First's Staff Expectations for Remote Learning](#)
- [YES Prep's Staff Expectations](#)

CREATE EXPECTATIONS FOR STUDENTS

- [TLA's Setting up Systems of Accountability](#)
- [Example Daily Schedule](#)
- [Taking Attendance During Closures](#)
- [Scheduling Resources from Wide Open School](#)

MAKING IMPROVEMENTS

GOAL: Consistent, clear expectations, routines and procedures for learning

PRIORITIZED CHECKLIST

- Iterate on plans with consistent, reliable updates to stakeholders about changes in process or expectations
- Support teachers to develop initial means of progress tracking at the individual student level
- Develop routines for teacher development and support (e.g., PLCs)
- Set appropriate boundaries for work times and create space for mental health

PROGRESS TRACKING

- [Today's One Thing for Teachers: Assessing for Learning](#)

SUPPORTING TEACHERS

- [TLA's Professional Development during School Closures](#)
- [What Does Remote Professional Development Look Like for Online Teachers?](#)
- [For Educators, Being 'Always-On' During COVID-19 Can Lead to Burnout](#)
- [Example Training for Online Learning Expectations](#)
- [Sea Change - Ten Strategies for Educators' Wellbeing](#)

SUPPORTING FAMILIES

- [Online Learning Guide for Families](#)
- [How to Keep School Rhythm and Routines for Young Children at Home](#)

ADVANCED MOVES

GOAL: Systems allow for increased teacher efficacy and a focus on student achievement

PRIORITIZED CHECKLIST

- Determine and implement plans for tracking consistent metrics as indicators of performance (attendance, work completion, etc.)
- Develop coaching plans with teachers based on where they want to improve
- Create rapid response procedures for students needing additional supports

PROGRESS TRACKING

- [Are students still learning during COVID-19? Formative assessment can provide the answer](#)
- [Loudon County Data-Driven RTI/MTSS process](#)

REMOTE TEACHER PD and COACHING

- [How Coaches Can Help Teachers Provide Deeper Learning Online](#)
- [Formative Feedback for Online Learning](#)
- [Digital PD and Microcredentials from Digital Promise](#)

SAMPLE FULL SCALE PLANS

- [STRIVE Prep's Remote Learning Expectations](#)
- [Intrinsic Schools Remote Learning Plan](#)
- [KIPP Texas's New Normal Instructional Playbook](#)
- [Alliance For College Ready Schools Outlines Tracking Metrics](#)
- [Distance Learning at Highline PS](#)
- [Dallas ISD At-Home Learning Website](#)
- [Wilmette Public Schools District 39 Remote Learning Guide](#)
- [Indian Prairie School District 204 Remote Learning Plan](#)

PRIORITY #4: INSTRUCTIONAL PLANNING & DELIVERY

Provide consistent teaching frameworks and strategies for teachers, including curricular materials
Highlighted Resource:

STARTING OUT

GOAL: Basic remote learning practices are established for all students

MAKING IMPROVEMENTS

GOAL: Movement from basic strategies to advanced teaching and learning strategies in a remote setting (including new tools)

ADVANCED MOVES

GOAL: Advanced practices in place focused on mastery of content, such as differentiation to support for all learners

PRIORITIZED CHECKLIST

- Create simple lesson planning guidelines for teachers
- Determine a limited number of daily practices that will support initial instructional goals
- Identify high-quality core (“tier 1”) content that will be used with all learners

INITIAL PLANNING GUIDANCE

- [Success Academy’s Outline for Keeping Things Simple](#)
- [The shift to Online Learning](#)
- [10 strategies for online learning during a coronavirus outbreak](#)
- [A Letter to Educators Teaching Online for the First Time](#)
- [Moving to Remote Instruction Immediately: Where to Get Started](#)
- [Best Practices: Online Pedagogy](#)

LEARNING PLATFORMS

- [Rowan-Salisbury School District’s Recommended Learning Tools](#)

BASIC DIGITAL LEARNING MATERIALS

- [Best Tools for Virtual and Distance Learning](#)
- [Wide Open Schools](#)

GRAB AND GO RESOURCES (SIMPLE, PRINTABLE)

- [Instructional Partners Grab and Go](#)
- [PBS Teaching Tennessee](#)
- [Uncommon Schools Curriculum](#)
- [Denver School of Science and Technology Printable Resources](#)
- [Chicago Public Schools work packets](#)

PRIORITIZED CHECKLIST

- Expand the variety of approaches for online learning to “blend” plans to meet different instructional goals
- Provide teachers with continued training opportunities for increased capacity
- Identify and pilot additional digital tools and resources that can supplement or support delivery of core curriculum (intervention, access)
- Begin to orient towards learning assessment

NEXT-LEVEL PLANNING

- [TLA’s One Thing: Setting Expectations for Individual Work Time](#)
- [A Pandemic Proof Approach to Learning](#)
- [Alison Lang’s Online Learning Guide](#)

CONTENT SELECTION AND CURATION

- [TLA’s One Thing: Curating Content For Lessons](#)
- [Resource Review Template.docx](#)
- [4 tips for creating awesome classroom videos – so you can spend more time teaching!](#)
- [PearDeck for Google Slides](#)

LEARNING ASSESSMENT

- [TLA’s One Thing: Assessing for Learning in a remote classroom](#)

DIGITAL LEARNING MATERIALS

- [Critical Tools to Support Remote Learning](#)
- [Don’t teach digital citizenship – embed it!](#)
- [Math Models and Tools](#)
- [ELA Models and Tools](#)

PRIORITIZED CHECKLIST

- Develop individual learning plans based on student needs and goals
- Execute ongoing assessment of learning
- Develop ways to differentiate support based on student strengths and needs
- Evolve digital curriculum and supplementary tools based on needs and indicators or efficacy

INDIVIDUAL LEARNING PLANS

- Ex [Graduated Student Content Choice in Personalized Learning Plans](#)
- [Lovett Learner Profiles](#)
- [Implementing Learner Profiles by Henry County Schools](#)

DIFFERENTIATED INSTRUCTION

- [TLA’s Problem of Practice: How to Deepen Differentiation and Personalization](#)
- [TLA’s Problem of Practice: How to use data to adjust instruction for groups and individual students](#)

ONGOING ASSESSMENT TO INFORM GOAL SETTING AND INSTRUCTION

- [Cisco’s Empowering Ownership of Learning through Monitoring Learning Progress and Goal-Setting](#)
- Ex. [Student-Led Progress Tracking](#)
- [Helping Students Set Goals with SMART Goals at Cisco](#)

SAMPLE ADVANCED LEARNING PLANS

- [Uplift Education’s Phase 2 of Continuity of Learning](#)
- [Uncommon Schools Remote Learning Plan for High Schools](#)

PRIORITY #5: ESSENTIAL WHOLE CHILD SUPPORTS & INTERVENTIONS

Put in place additional support measures to meet individual academic and non-academic needs (including students with disabilities, social emotional needs, deeper access issues, etc.)

Highlighted resource: [Wraparound Distance Learning Support – Coronavirus \(COVID-19\) Information](#)

<p>STARTING OUT GOAL: Staff have basic protocols, procedures for identifying and responding to known individual student needs</p>	<p>MAKING IMPROVEMENTS GOAL: Broaden supports to more holistically address individual needs of students (academic and non-academic)</p>	<p>ADVANCED MOVES GOAL: Robust plans and support exist for a range of academic and non-academic needs for all learners</p>
<p>PRIORITIZED CHECKLIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leverage existing plans and documentation to support complex learners (e.g., IEPs, individual learning plans, English learning plans, existing assessment data) <input type="checkbox"/> Ensure existing IEP and intervention teams connect to develop action plans and communicate with students and guardians <p>COMPLEX/SPECIAL LEARNERS</p> <ul style="list-style-type: none"> - Special Education, IEPs, and Coronavirus: FAQs - New Strategies in Special Education as Kids Learn From Home <p>MULTILINGUAL LANGUAGE NEEDS</p> <ul style="list-style-type: none"> - Supporting multilingual learners (MLLs)/English language learners (ELLs) during the COVID-19 Shutdown - RSED English Learners Guidance <p>SAMPLES/TEMPLATE</p> <ul style="list-style-type: none"> - COVID-19 Closure Special Education Remote Learning Plan 	<p>PRIORITIZED CHECKLIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> With staff, articulate non-academic priorities to support all students <input type="checkbox"/> Provide support for non-academic development <input type="checkbox"/> Create a rapid response team focused on planning for and responding to student well-being <p>NEXT-LEVEL GUIDANCE FOR COMPLEX LEARNERS</p> <ul style="list-style-type: none"> - How to Serve Students With Special Needs From Afar - Specialized Support for Students with Diverse Learning Needs Engaged in At-Home Learning - Charter School Growth Fund’s Special Education Resource Folder <p>TRAUMA-INFORMED APPROACHES</p> <ul style="list-style-type: none"> - COVID Grief and Loss Resources Brooklyn LAB - 5 essential trauma-informed priorities for remote learning - Trauma-Informed SEL Toolkit <p>SOCIAL EMOTIONAL SUPPORT</p> <ul style="list-style-type: none"> - ‘Students Are Lonely:’ What Happens When Coronavirus Forces Schools Online - 10 Ways Parents Can Bring Social-Emotional Learning Home - How a Preschool for At-Risk Children Is Prioritizing Mental Health During COVID-19 Closures 	<p>PRIORITIZED CHECKLIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop individual support plans for every learner <input type="checkbox"/> Create school-level teams focused on fostering and operationalizing connection with every student <input type="checkbox"/> Deeply assess the needs of staff <input type="checkbox"/> Consider additional wrap-around support for students and families <p>WRAP-AROUND SUPPORTS</p> <ul style="list-style-type: none"> - 5 Resources to Support the Mental Well-Being of Your School Community - 5 Virtual Learning Resources to Build Connectedness With Students and Families - Rocketship’s Care Core and Check Ins - Greater Good’s Roadmap for Family Engagement by Age - COVID-19 Mentor Tips One Pager - [Immigrants Rising] Tangible Support for Immigrant Communities During COVID-19 <p>SUPPORTING STAFF</p> <ul style="list-style-type: none"> - Staff Needs Assessment from The Management Center - Check In Template - Performance Management during COVID-19 - -