

Remote Learning Instructional Routine



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In order for remote and virtual instruction to be successful, there must be consistent routines on which students and teachers can rely as they transition. The information below provides a framework for teachers to utilize in planning instruction for remote days of the Hybrid Phase of the Return to Learn Plan and teaching in Virtual Academy.

Important Pre-Planning Considerations

Family & Home Context

On remote days during the Hybrid Phase of the Return to Learn Plan and Virtual Academy, home will be the new classroom for students. This will require that online instruction take place in a variety of home and family contexts. As teachers develop virtual lessons, the following situations should be considered:

- Students may be home alone while adults are working.
- Students may be caretakers of other family members, including those who may be ill.
- Students may be employed outside of the home to financially support their families.
- Students may speak a language other than English.
- Students may have parents speaking a language other than English and may not be able to assist them with school work.
- Students may have specific disabilities or learning needs which require accommodations or modifications in order to access instruction.
- Students may be struggling with social and emotional trauma due to COVID-19 and its impact.

Use of District Curriculum Maps

District Curriculum Specialists have developed curriculum maps that provide support and pacing for implementation of district academic standards. Content standards have generally been compacted or accelerated to ensure that learning gaps are minimized. However, in some courses where students do not have an opportunity to enroll in a course with similar content, recapturing the lost learning may not be possible. Please contact your Curriculum Specialist if you have specific questions regarding pacing and coverage of academic standards in the curriculum maps.

Remote Learning Norms, Routines, and Procedures

Online learning requires clear expectations and procedures in order for the virtual classroom environment to function. Teachers should consider the following norms, routines, and procedures in order to extend their face-to-face classroom to the online classroom:

The Classroom Community

Much like a face-to-face classroom setting, it is important to develop an online community.

- Greet students each day
- Acknowledge birthdays and special events
- Develop virtual community agreements
 - Review the agreements at the beginning and end of each session.
 - Have students determine how well they lived the agreements and provide feedback.
- Scaffold responsibility
 - Assist students in developing a routine to access schedules, materials, etc.
 - Assist with creating a calendar and reminders as applicable.
- Trust

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- Develop a process or system for individual students to connect with the teacher to share concerns.
- Communicate individually with students who appear upset.

Procedures

Developing a consistent set of procedures for students to follow helps to ensure the online environment is free of unnecessary distractions.

- Provide students with a daily schedule of topics and tasks with corresponding links in Google Classroom.
- Develop classroom norms for Google Meets
 - Students should find a quiet work space if available at home.
 - Remind students that what is behind them is visible to their classmates. Encourage students to sit with a blank wall at their back.
 - Develop procedures for students to follow when the teacher is providing instruction.
 - Develop a procedure for students to ask questions. Consider the use of the Chat box to capture student questions and respond as necessary.
- Develop a procedure for taking attendance in Google Meet.
- Develop a procedure for assignment submission
 - How and when do students submit finished work?
- Provide guidance on how to get questions answered
 - Consider developing a question page for commonly asked questions.
- Develop a process for providing feedback
 - When can students expect feedback related to assignments?
 - How will the feedback be delivered?
- Develop a process for technology interruptions
 - What will students do if they lose connectivity?
 - What will students do if the teacher loses connectivity?
- Develop a plan for addressing misbehavior. [PBIS](#) has produced a resource that may be helpful.

Communication With Students and Families

During online learning, it is important that students and families understand the appropriate methods of communicating with the teacher.

In addition to being available via Google Meet, District Gmail, Google Hangout Phone, or Google Chat during school hours, please provide parameters for contact after school hours for both students and parents.

Synchronous vs. Asynchronous

Asynchronous video (video that is not watched at the same time) is typically the way to share content, demonstrations, tutorials, and lessons.

Synchronous video (Google Meet) may not always be the best way to lead instruction. Synchronous video may be more beneficial during small groups and individual instruction. These smaller group synchronous events are much more successful when trying to lead instruction. They are also perfect for providing support to students and as an added layer for students who might be struggling.

The Instructional Routine below provides a framework for the use of synchronous video for the delivery of whole group and small group instruction as a way to ease the transition into online instruction. As teachers are more comfortable, they may begin to incorporate both synchronous and asynchronous video into online instruction.

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Suggested Instructional Routine

The Suggested Instructional Routine provides a structure for the development of lessons delivered via Google Meet. This structure may also be utilized for lessons developed and delivered via videos posted to Google Classroom.

- Synchronous Class Meeting
 - Each class begins with a synchronous Google Meet with all students in attendance. The Google Meet link will either be left open during the entirety of the lesson (instructional time frame), or the teacher will set times during the instructional time frame to come back together as a whole group. Each instructional time frame will conclude with a synchronous Google Meet
- Facilitated Instruction
 - This portion of the lesson will be delivered as part of the synchronous Google Meet (more information below). The direct instruction, mini-lesson, focus lesson, or think aloud will either be delivered live or via a pre-produced video shared during the synchronous Google Meet.
- Engaging Task (Independent or Collaborative)
 - The teacher will provide instructions, links, and instructional materials to students via Google Classroom.
- Work Time
 - During instructional time (appropriate for the grade level), students will have time to work on individual or collaborative tasks.
 - Consider keeping the Google Meet open to enable students to ask questions, provide scaffolding and reteaching if necessary, and collect data to inform student needs.
- Formative Data Collection & Feedback
 - Teachers will utilize digital tools to collect formative data and to provide consistent feedback to students regarding their work.

Develop Virtually Delivered Instruction

Google Meet will be used to facilitate instruction. All Google Meets should be recorded and posted to Google Classroom for students to access at any time. If it is safe to do so, teachers may provide this instruction from their classrooms using their classroom materials. If buildings are not accessible due to closure, teachers will need to take any necessary materials home to provide virtual instruction.

As remote lessons are developed for synchronous and asynchronous instruction, a number of considerations must be taken into account in creating effective video content. Facilitated instruction can be delivered live on Google Meet, or can be pre-produced and shared via Google Classroom and/or live on Google Meet. Please keep in mind the models for instruction that are typically used in each content when designing remote instruction.

Remote lessons may be produced from home or from the school classroom if building access is not restricted.

Length

The length of videos should remain relatively short, in the range of 3-6 minutes for most videos. However, sometimes we just can't get everything in during a video that is only 3-6 minutes, so chunk the videos in segments or chapters.

The guidelines below suggest minimum and maximum times of engagement by grade levels for student participation in facilitated instruction. This is not inclusive of all learning activities that can take place virtually, but rather a general framework for student engagement in facilitated instruction.

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Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
Preschool	20 minutes per day	60 minutes per day	3-5 minutes
Kindergarten	30 minutes per day	90 minutes per day	3-5 minutes
Grades 1-2	45 minutes per day	90 minutes per day	5-10 minutes
Grades 3-5	60 minutes per day	120 minutes per day	10-15 minutes
Grades 6-8	15 minutes per day per class 90 minutes per day total	30 minutes per day per class 180 minutes per day total	½ class period
Grades 9-12	20 minutes per day per class 120 minutes per day total	45 minutes per day per class 270 minutes per day total	1 class period

Quality

While production value is certainly not the most important thing, the quality of the video can contribute to watching/listening for learning. Bad production value (poor sound quality, poor video, boring visuals, etc.) can increase the chances that the videos are not watched and/or are not effective.

Active Listening

Within videos, provide pause points; places where students can stop and do something. Classroom practice shouldn't (and can't) be replicated completely in virtual spaces, but some of the best instructional practices can be replicated. Active listening, opportunities for reflection, collaborative and individual tasks, and more.

Sound

Sound is very important in any video production. If the sound is too quiet, too loud, scratchy, or muffled, people will tune out. It is not easy to focus when the sound is distracting. Background noise and ambient sound must also be considered. A microphone should be used any time that is a possibility.

Tools

There are a couple of tools that will do the job to create instructional videos. WeVideo and Screencastify are wonderful tools to create videos. Here are some quick pros and cons:

WeVideo		Screencastify	
Advantage	Disadvantage	Advantage	Disadvantage
<ul style="list-style-type: none"> Much more control over the editing process. Many features to easily produce engaging videos. Audio is much more manageable and editable. (Specifically around volume) Can bring in videos, sound, and images to create videos. Can create GIFs which can be great for learning. Saves to Google Drive for easy insertion in Google Classroom. 	<ul style="list-style-type: none"> Not as easy as Screencastify or Loom. More features = more to learn. 	<ul style="list-style-type: none"> Easy to use. Saves to Google Drive. Can record yourself and/or your screen. On screen tools (highlight cursor, annotation tools, etc.) 	<ul style="list-style-type: none"> Not much in terms of editing ability beyond trimming the beginning and end of videos There is some additional editing they are giving away for free, but not sure when that will end. No real features to add text to the screen. No control over the audio of the video.

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Create Engaging Student Tasks and Provide Work Time

Utilizing digital tools, teachers will create engaging student tasks and learning opportunities. These tasks will focus on application of learning, skills, and concepts shared during the direct instruction, mini-lesson, or focus lesson. This portion of the virtual lesson would be used for a combination of the following activities:

- Individual student work time.
- Students collaborating virtually with their peers.
- Teachers utilizing Google Meet to work with small groups and individual students.
- Teachers providing direct feedback to individual students and/or groups.

Collect Formative Data and Provide Feedback

Utilizing digital tools, teachers will create structures and opportunities for students to share their understanding and to collect formative data which will be used to make instructional decisions.

Google Meet will be used to bring the entire class back together prior to the end of the instructional time frame. During this time, teachers will answer any questions, address expectations for homework or independent practice, set the stage for the next day's learning, and to assist students in the use of district approved apps.

Notes

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