VIRTUAL TEACHING ACADEMY BLUEPRINT

From the Alliance for Virtual Learning

Session Workbook & Notepad

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VIRTUAL TEACHING ACADEMY 2020

SESSION BREAKDOWN

SEMINAR & TOPICS OVERVIEW

Developed by the Alliance for Virtual Learning, this Blueprint will help you prepare for virtual learning in your schools and classrooms this fall. By completing an initial Needs Assessment for each Virtual Teaching Academy session and identifying next steps based on what you hear from expert panelists in those sessions, this guide will highlight key improvement areas to focus on during your fall planning.

Upon completion, this Blueprint serves as a comprehensive readiness guide, helping you tackle the key improvement areas and actions for virtual and hybrid learning during the upcoming school year.

Topics

INFRASTRUCTURE	EQUITY & ACCESS	INSTRUCTIONAL PRACTICES	ENGAGEMENT	TRAINING & PROFESSIONAL DEVELOPMENT

Sessions

INFRASTRUCTURE	EQUITY & ACCESS	INSTRUCTIONAL PRACTICES	ENGAGEMENT	TRAINING & PROFESSIONAL DEVELOPMENT
Instructional Resources: Not Putting the Cart Before the Horse - "Why" First and Then "What" *Readiness Score:*	**Equitable Access:** Providing Equitable Access to Instruction and Resources for All Students *Readiness Score:*	**Virtual Teaching:** Best Practices When Teaching and Learning Move Home *Readiness Score:*	**Parent Relationships:** Supporting and Communicating with Families When Learning Moves Home *Readiness Score:*	**Teacher Professional Development:** Aligning Plans with Teacher Needs and Best Practices *Readiness Score:*
	Special Needs Populations: Serving the Needs of Special Education, Gifted, and English Language Learners in a Virtual Environment *Readiness Score:*	**Synchronous and Asynchronous Instruction:** When to Come Together and Why? *Readiness Score:*	**Student Relationships:** Keeping Students and Teachers Connected, as well as Students to Students *Readiness Score:*	
		Evidence of Student Learning: Are Students Learning and How Do We Know? *Readiness Score:*		

VIRTUAL TEACHING ACADEMY 2020

TEACHER VERSION

Instructional Resources:
Not Putting the Cart Before the Horse - "Why" First and Then "What"

NEEDS ASSESSMENT *Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.*

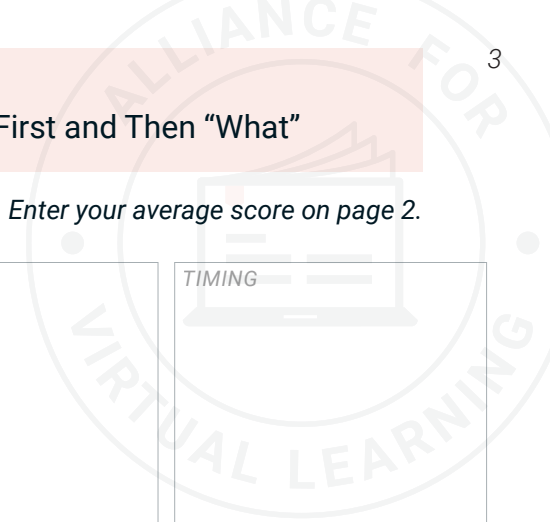|	1-5	NEXT STEPS	OWNER	TIMING
Tools: I have the necessary technology tools to effectively communicate, teach and support students when they are learning from home.				
Strategy: I have guidance from the school/district on how and when to use different tools to ensure consistency and success across teachers and classes.				
Parents: I have a strategy and tools for communicating and supporting parents when students are working remotely.				
Accessibility: I know how to create accessible digital content and have a sense of the assistive technologies used by students and their families.				

VIRTUAL TEACHING ACADEMY 2020

SCHOOL LEADER VERSION

Instructional Resources:
Not Putting the Cart Before the Horse - "Why" First and Then "What"

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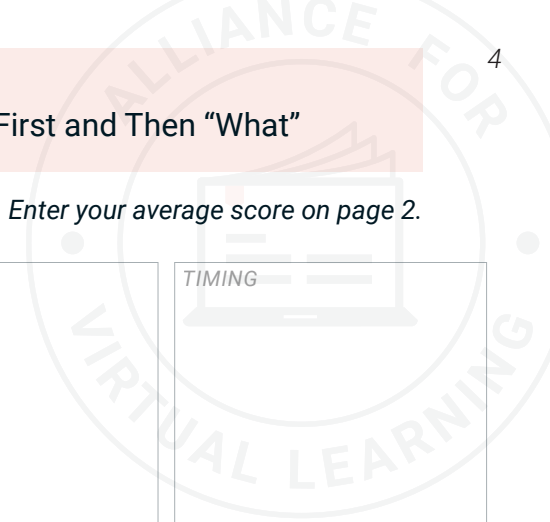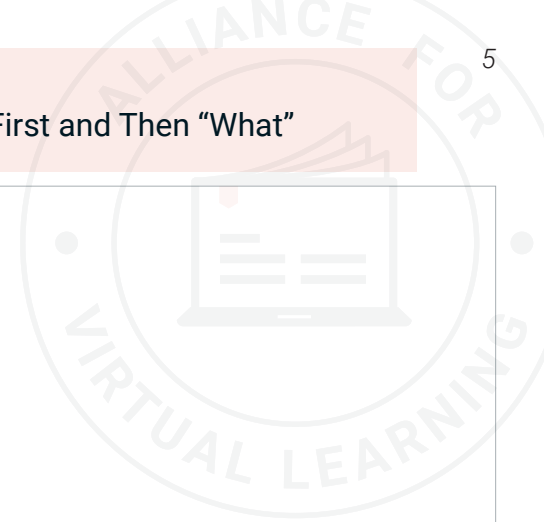|	1-5	NEXT STEPS	OWNER	TIMING
Tools: Our school/district has the necessary technology tools to effectively communicate, teach, and support students when they are learning from home.				
Strategy: Our school/district has provided guidance to schools/teachers to ensure consistency and success when students are learning from home.				
Families: Our school/district has established norms for staff members on how and when to communicate with families.				
Digital Equity, Access, and Inclusion: Our school/district understands the equity implications of varying levels of at-home access and is addressing them.				

VIRTUAL TEACHING ACADEMY 2020

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Instructional Resources:
Not Putting the Cart Before the Horse - "Why" First and Then "What"

VIRTUAL TEACHING ACADEMY 2020

SCHOOL LEADER & TEACHER VERSION

Equitable Access:
Providing Equitable Access to Instruction and Resources for All Students

NEEDS ASSESSMENT *Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.*

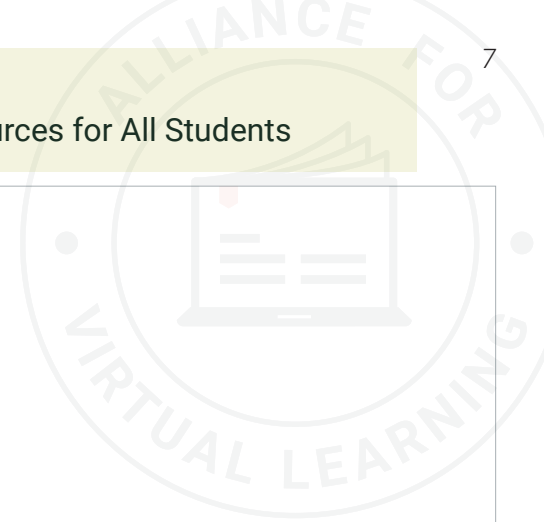|	1-5	NEXT STEPS	OWNER	TIMING
I have an understanding of the enhanced disparities that have further revealed themselves during the stay-at-home and schooling from home crisis.				
I have an understanding of the impact of this spring's learning loss on the most vulnerable populations.				
I have an understanding of what actions and decisions are needed to address disparities and to make significant progress in achieving equitable access for all students.				
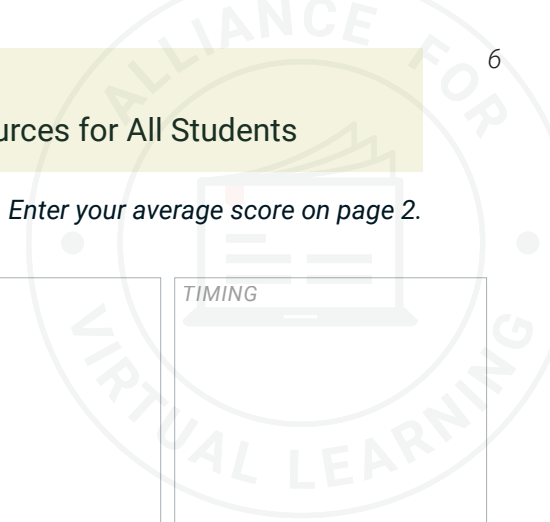
VIRTUAL TEACHING ACADEMY 2020

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Equitable Access:
Providing Equitable Access to Instruction and Resources for All Students

VIRTUAL TEACHING ACADEMY 2020

TEACHER VERSION

Special Needs Populations: Serving the Needs of Special Education, Gifted, and English Language Learners in a Virtual Environment

NEEDS ASSESSMENT *Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.*

	1-5	NEXT STEPS	OWNER	TIMING
I know the present levels of academic performance of all the students I serve.				
My students' parents know how to support their child's learning differences in various environments.				
I understand how to progress monitor my students in the virtual environment.				
I know how to make online instruction multisensory to better meet my students' needs.				

VIRTUAL TEACHING ACADEMY 2020

SCHOOL LEADER VERSION

Special Needs Populations: Serving the Needs of Special Education, Gifted, and English Language Learners in a Virtual Environment

NEEDS ASSESSMENT *Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.*

| Statement	1-5	NEXT STEPS	OWNER	TIMING
Teachers and administrators have resources to address IEP goals, provide accommodations or modifications and track when services have been delivered to exceptional students.				
My general education teachers and teachers of students with exceptionalities have time to collaborate.				
My case managers, counselors and teachers are conducting meetings or producing documentation to amend IEPs, Section 504 plans, and LEP plans to reflect the change of learning environment.				
My school is tracking federal and state indicators that may be missed because of learning at home (e.g., IDEA Indicator 11).				
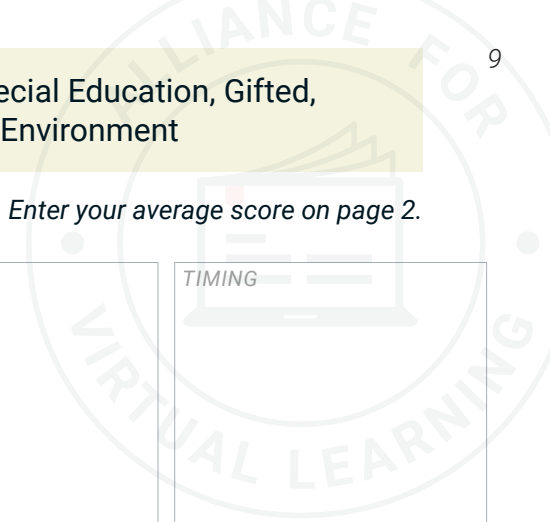
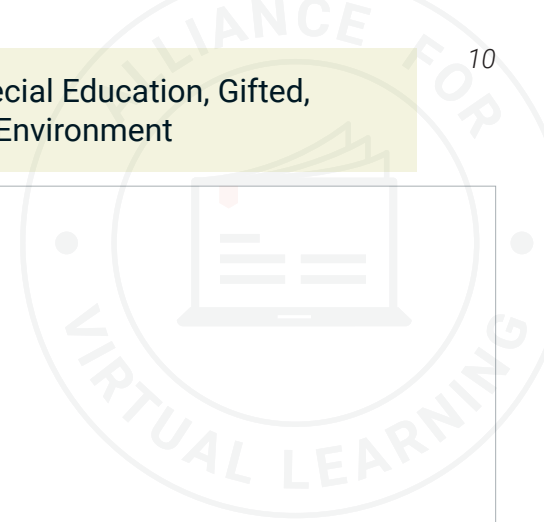NOTES

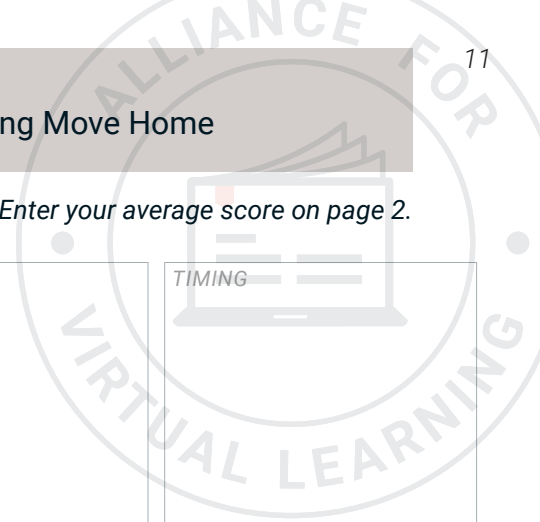**Special Needs Populations:** Serving the Needs of Special Education, Gifted, and English Language Learners in a Virtual Environment

VIRTUAL TEACHING ACADEMY 2020

1/2   **TEACHER** VERSION

Virtual Teaching:
Best Practices When Teaching and Learning Move Home

NEEDS ASSESSMENT *Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.*

|	1-5	NEXT STEPS	OWNER	TIMING
I have access to and received basic training on how to use a learning management system and webinar (synchronous) communication technology.				
I can identify at least four different pedagogical strategies using webinar technology and four using learning management systems.				
I understand strategies to offer a blend of synchronous/ asynchronous learning opportunities.				
I can identify at least one technology that supports each of these areas: content storage, planning and productivity, communication, learning & assessment and content creation.				
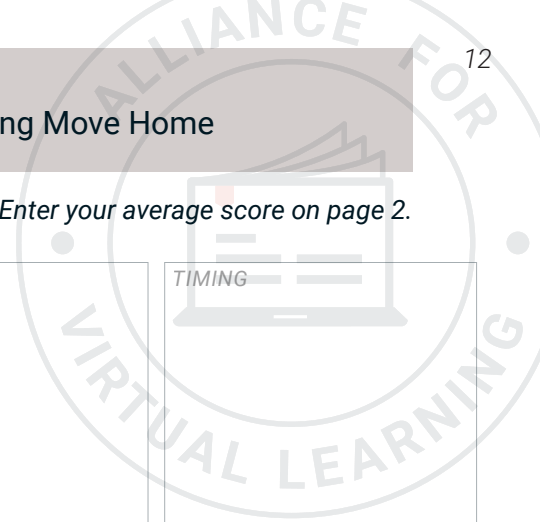
NEEDS ASSESSMENT *Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.*

| Statement	1-5	NEXT STEPS	OWNER	TIMING
I understand how to leverage technology to support higher order thinking skills such as creating, analysis, evaluation and synthesis.				
I incorporate student choice and content creation in the learning opportunities I provide.				
I understand the process for identifying and meeting needs and accommodations related to disabilities.				
I understand how to support social emotional learning by leveraging technology and various pedagogical strategies.				
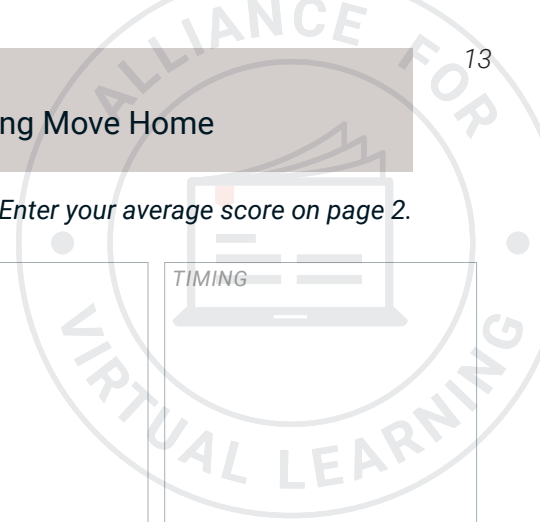
Virtual Teaching:
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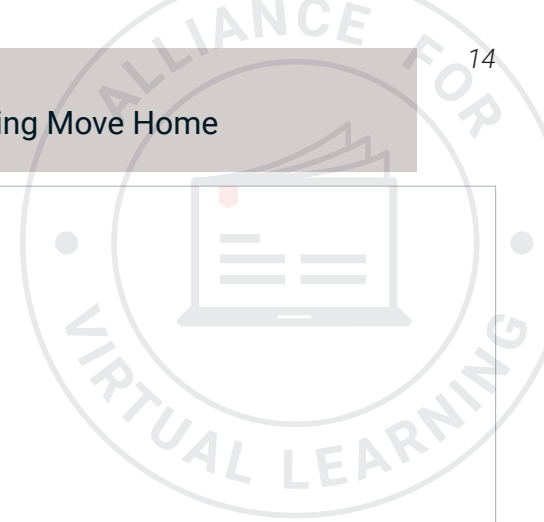| Statement	1-5	NEXT STEPS	OWNER	TIMING
My school/district has a 1-to-1 initiative ensuring all students have access to educational content and communications.				
All teachers and students have access to broadband, a learning management system (LMS), email and webinar technology at a minimum.				
Our plan addresses the role of parents in virtual learning at various grade levels and considers parents as virtual learning coaches for elementary students, especially in grades K-3.				
Our plan provides support for student accommodations and/or disabilities with virtual learning.				

VIRTUAL TEACHING ACADEMY 2020

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Virtual Teaching:
Best Practices When Teaching and Learning Move Home

VIRTUAL TEACHING ACADEMY 2020

TEACHER VERSION

Synchronous and Asynchronous Instruction:
When to Come Together and Why?

NEEDS ASSESSMENT *Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.*

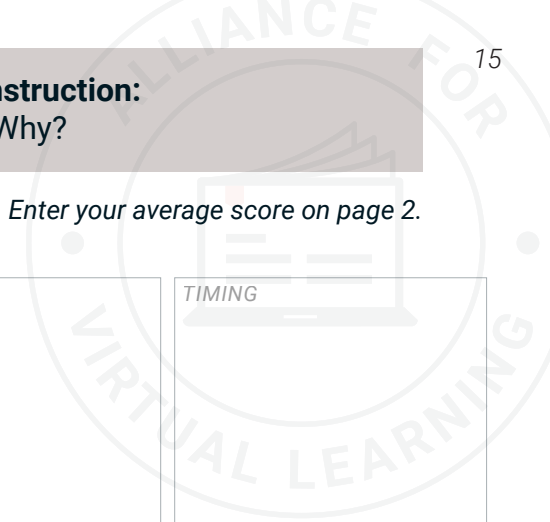|	1-5	NEXT STEPS	OWNER	TIMING
I understand the role, and strengths and opportunities, of both synchronous and asynchronous instruction in an online classroom.				
I have the resources and support needed to create asynchronous and synchronous instruction for my content/grade level.				
I have the instructional tools to check for understanding during synchronous and asynchronous instruction.				

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SCHOOL LEADER VERSION

Synchronous and Asynchronous Instruction:
When to Come Together and Why?

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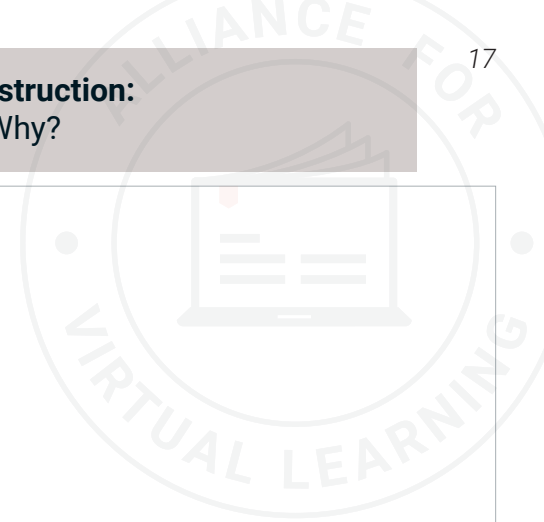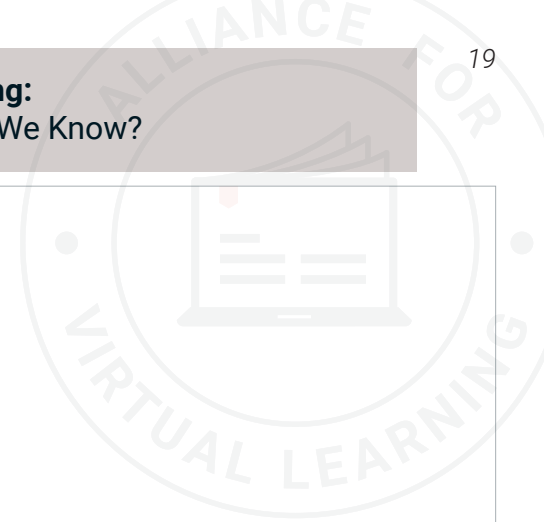|	1-5	NEXT STEPS	OWNER	TIMING
Students have access (both digital and schedule-based) to attend to synchronous instruction.				
Our administrators understand their role as instructional leaders in both synchronous and asynchronous environments.	1-5	NEXT STEPS	OWNER	TIMING
Professional learning plans are in place for teachers to design high-quality, engaging asynchronous and synchronous experiences.	1-5	NEXT STEPS	OWNER	TIMING
I know how I will model best practices for both synchronous and asynchronous online instruction.	1-5	NEXT STEPS	OWNER	TIMING

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Synchronous and Asynchronous Instruction:
When to Come Together and Why?

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SCHOOL LEADER & TEACHER VERSION

Evidence of Student Learning:
Are Students Learning and How Do We Know?

NEEDS ASSESSMENT *Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.*

	1-5	NEXT STEPS	OWNER	TIMING
I have an understanding of the goals of "student engagement" and "student learning" and of how our previous paradigms (e.g., seat time, physical attendance, eye contact, in-person testing) change when learning moves home.				
I have an understanding of new ways of thinking about evidence of student engagement and learning when in a virtual learning environment—24/7 access, anytime, anywhere, any place model, artifacts of engagement and learning, formative and summative assessment instruments and models.				
I have an understanding of what changes when you switch from "When time is a constant, learning is a variable" to "When time is the variable, learning is the constant."				
I have learned effective strategies and techniques for gaining evidence of student engagement and learning in a virtual learning environment.				

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Evidence of Student Learning:
Are Students Learning and How Do We Know?

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SCHOOL LEADER & TEACHER VERSION

Parent Relationships:
Supporting and Communicating with Families When Learning Moves Home

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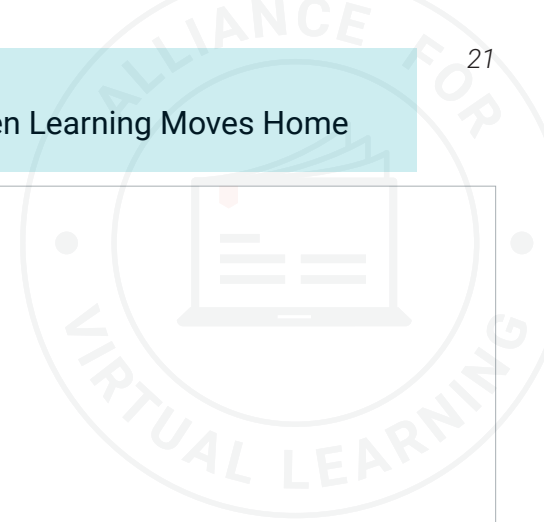| Statement	1-5	NEXT STEPS	OWNER	TIMING
I am aware of the stressors on students, parents, teachers and school leaders when learning moves home.	1-5			
I have a model for understanding reactions to stressors and how to improve emotional well-being.	1-5			
I have tools to improve communication between families and school personnel when learning moves home.	1-5			
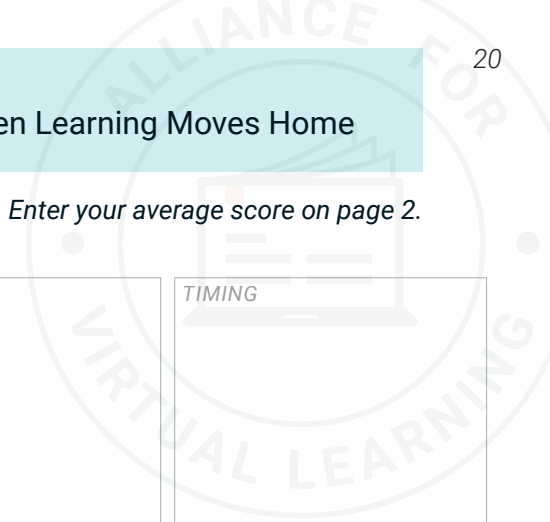
VIRTUAL TEACHING ACADEMY 2020

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Parent Relationships:
Supporting and Communicating with Families When Learning Moves Home

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TEACHER VERSION

Student Relationships:
Keeping Students and Teachers Connected, as well as Students to Students

NEEDS ASSESSMENT *Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.*

Statement	1-5	NEXT STEPS	OWNER	TIMING
I know how to build online community and encourage student-to-student interaction in a virtual learning environment.				
I know how to use a variety of tools to foster positive relationships between the teacher and students in a virtual learning environment.				
I know how to self-assess my proficiency in each of these areas.				
I know how to use socio-emotional learning strategies with my students in a virtual learning environment.				

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SCHOOL LEADER VERSION

Student Relationships:
Keeping Students and Teachers Connected, as well as Students to Students

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Statement	1-5	NEXT STEPS	OWNER	TIMING
I know how to build online community and encourage student-to-student interaction in a virtual learning environment.				
I know how to support my teachers to use a variety of tools to foster positive relationships between the teacher and students.				
I know how to support my teachers in self-assessing their proficiency in each of these areas.				
I know how to support my teachers in using socio-emotional learning strategies with their students.				

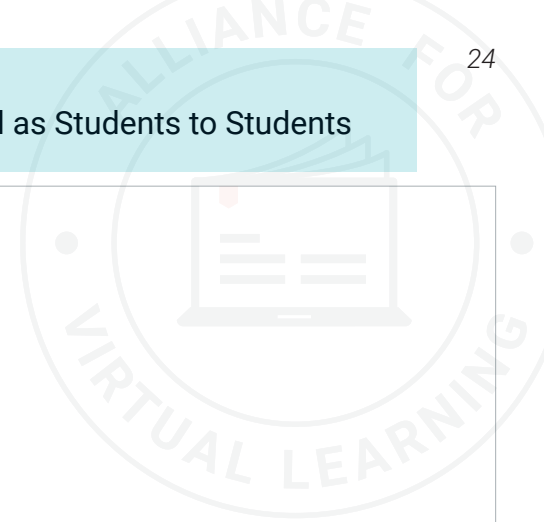**VIRTUAL TEACHING ACADEMY 2020**

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Student Relationships:
Keeping Students and Teachers Connected, as well as Students to Students

VIRTUAL TEACHING ACADEMY 2020

TEACHER VERSION

Teacher Professional Development:
Aligning Plans with Teacher Needs and Best Practices

NEEDS ASSESSMENT *Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.*

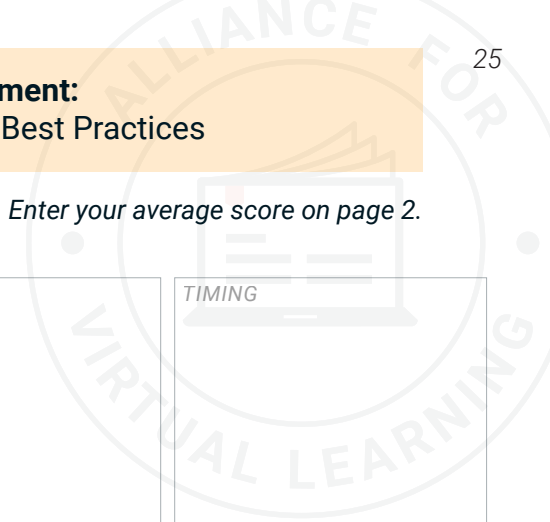| Statement	1-5	NEXT STEPS	OWNER	TIMING
I have assessed myself using the NSQ Online Teaching Standards and understand my areas for future growth.				
I understand that learning to teach online is developmental and I will encounter new issues as I gain experience over time.				
I participate in a professional learning network of my peers, both locally and around the globe.				

Teacher Professional Development:
Aligning Plans with Teacher Needs and Best Practices

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	1-5	NEXT STEPS	OWNER	TIMING
We offer teachers the opportunity to self-assess their professional development needs as aligned to the NSQ online teaching standards at least once per year, and use that data to create customized professional development opportunities.				

My school/district has created a professional development strategy for teachers that:

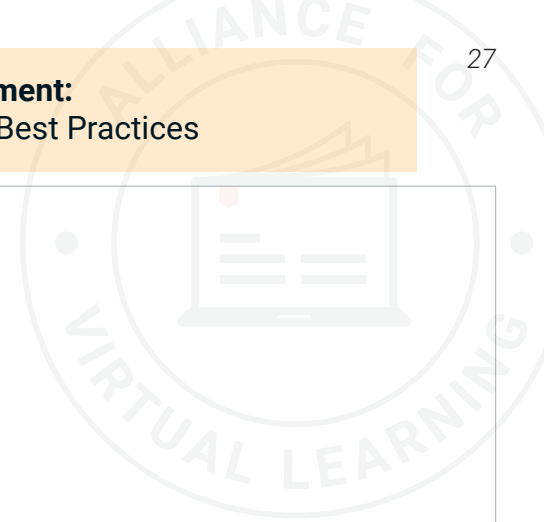|	1-5	NEXT STEPS	OWNER	TIMING
Aligns to NSQ Online Teaching Standards.				
Addresses early developmental needs of teacher isolation, technology skills and time management strategies.				
Goes beyond how to use technology to address pedagogical strategies that are learner-centered, personalized, and competency-based.				
Offers training based on years of online teaching experience to meet different developmental needs.				

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Teacher Professional Development:
Aligning Plans with Teacher Needs and Best Practices