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:

JUMP TO...

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.

PRIORITY #1: CREATING & EXPANDING ACCESS
Ensure every student can access instruction anytime, anywhere

( ) STARTING OUT	( ) MAKING IMPROVEMENTS	( ) ADVANCED MOVES
GOAL: All students and staff have access to baseline tools for learning remotely	GOAL: Gaps in access and quality are closed	GOAL: Structures exist that continually improve performance

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PRIORITY #2: COMMUNICATION
Establish communications structures and protocols

( ) STARTING OUT	( ) MAKING IMPROVEMENTS	( ) ADVANCED MOVES
GOAL: Basic structures are in place for communicating effectively to stakeholder groups	GOAL: Processes enable communication between and across stakeholder groups	GOAL: Systems of multidirectional communication are executed to allow for shared vision and inclusive planning

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PRIORITY #3: ROUTINES & PROCEDURES
Set clear expectations for remote learning routines (including technology, usage, and priority learning standards)

( ) STARTING OUT	( ) MAKING IMPROVEMENTS	( ) ADVANCED MOVES
GOAL: All students/families and teachers have a basic understanding of expectations for remote learning	GOAL: Consistent, clear expectations, routines and procedures for learning	GOAL: Systems allow for increased teacher efficacy and a focus on student achievement

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PRIORITY #4: INSTRUCTIONAL PLANNING & DELIVERY
Provide consistent teaching frameworks and strategies for teachers, including curricular materials

( ) STARTING OUT	( ) MAKING IMPROVEMENTS	( ) ADVANCED MOVES
GOAL: Basic remote learning practices are established for all students	GOAL: Movement from basic strategies to advanced teaching and learning strategies in a remote setting (including new tools)	GOAL: Advanced practices in place focused on mastery of content, such as differentiation to support for all learners

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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)

( ) STARTING OUT	( ) MAKING IMPROVEMENTS	( ) ADVANCED MOVES
GOAL: Staff have basic protocols, procedures for identifying and responding to known individual student needs	GOAL: Broaden supports to more holistically address individual needs of students (academic and non-academic)	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:

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](#)

STARTING OUT	MAKING IMPROVEMENTS	ADVANCED MOVES
GOAL: All students and staff have access to baseline tools for learning remotely	GOAL: Gaps in access and quality are closed	GOAL: Structures exist that continually improve performance

PRIORITIZED CHECKLIST ❏ Inventory available technology for all students and staff ❏ Adopt an acceptable use policy ❏ Distribute existing devices and resources to students ❏ Provide internet essentials like hot spots etc. ❏ Where needed, provide analog materials for home learning	**PRIORITIZED CHECKLIST** ❏ Close wifi and device gaps ❏ Training staff on technology resources ❏ Establish practices for cyber security and student privacy ❏ Ensure students with complex learning needs can equitably access remote instruction (e.g., through adaptive tools, additional assistance)	**PRIORITIZED CHECKLIST** ❏ Create help desks/ response teams for quickly understanding and responding to issues ❏ Establish metrics for monitoring learner access and supporting long-term planning ❏ Take additional steps to ensure student privacy
GENERAL RESOURCES - [TEA FERPA and Remote Learning Guidance](#) - [TNTP COVID 19 Student Survey Questions](#) - [Advice: Creating an Acceptable Use Policy	Blended & Personalized Learning Practices At Work](#)	**DEVICE AND WIFI RESOURCES** - [TN Info Tech Guidance: information on state device/wifi programs](#) - [Sample: Maryville City Schools Wifi Initiative](#) - [Cybersecurity Considerations in a COVID-19 World](#)	**HELP DESKS** - [Beaverton Student Help Desk](#) - [Case study: Students as Tech Support](#) - [Technical Support From Highline Public Schools](#)
SAMPLE TEMPLATES - [Sample Chromebook Distribution Letter](#) - [Guidelines for Distributing Chromebooks during School Closure](#) - [Jotform: Sample parent device request](#)	**TEACHER SUPPORT AND ONBOARDING** - [GetSetUp.io Free Teacher technology onboarding for popular tools](#) - [Sample COVID-19 Check-In Questions (Teachers).docx](#) **ACCESS SUPPORTS FOR COMPLEX LEARNERS** - [Educating All Learners Alliance Resource Site](#) - [Special Populations Engagement Tracker.xlsx](#)	**STUDENT PRIVACY** - [EFF Student Privacy Considerations](#) - [Video Conferencing Tools in the Age of Remote Learning: Privacy Considerations for New Technologies](#) - [Privacy Considerations Checklist](#)

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PRIORITY #2: COMMUNICATION
Establish communications structures and protocols
Highlighted Resource: TLA's One Thing Guidance: Connecting Remotely During School Closures

STARTING OUT	MAKING IMPROVEMENTS	ADVANCED MOVES
GOAL: Basic structures are in place for communicating effectively to stakeholder groups	GOAL: Processes enable communication between and across stakeholder groups	GOAL: Systems of multidirectional communication are executed to allow for shared vision and inclusive planning

STARTING OUT

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

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

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	MAKING IMPROVEMENTS	ADVANCED MOVES
GOAL: All students/families and teachers have a basic understanding of expectations for remote learning	GOAL: Consistent, clear expectations, routines and procedures for learning	GOAL: Systems allow for increased teacher efficacy and a focus on student achievement

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

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

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

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PRIORITY #4: INSTRUCTIONAL PLANNING & DELIVERY
Provide consistent teaching frameworks and strategies for teachers, including curricular materials
Highlighted Resource:

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STARTING OUT

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

MAKING IMPROVEMENTS

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

ADVANCED MOVES

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

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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

STARTING OUT	MAKING IMPROVEMENTS	ADVANCED MOVES
GOAL: Staff have basic protocols, procedures for identifying and responding to known individual student needs	GOAL: Broaden supports to more holistically address individual needs of students (academic and non-academic)	GOAL: Robust plans and support exist for a range of academic and non-academic needs for all learners

STARTING OUT

PRIORITIZED CHECKLIST
- ❏ Leverage existing plans and documentation to support complex learners (e.g., IEPs, individual learning plans, English learning plans, existing assessment data)
- ❏ Ensure existing IEP and intervention teams connect to develop action plans and communicate with students and guardians

COMPLEX/SPECIAL LEARNERS
- Special Education, IEPs, and Coronavirus: FAQs
- New Strategies in Special Education as Kids Learn From Home

MULTILINGUAL LANGUAGE NEEDS
- Supporting multilingual learners (MLLs)/English language learners (ELLs) during the COVID-19 Shutdown
- RSED English Learners Guidance

SAMPLES/TEMPLATE
- COVID-19 Closure Special Education Remote Learning Pla**n**

MAKING IMPROVEMENTS

PRIORITIZED CHECKLIST
- ❏ With staff, articulate non-academic priorities to support all students
- ❏ Provide support for non-academic development
- ❏ Create a rapid response team focused on planning for and responding to student well-being

NEXT-LEVEL GUIDANCE FOR COMPLEX LEARNERS
- 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

TRAUMA-INFORMED APPROACHES
- COVID Grief and Loss Resources Brooklyn LAB
- 5 essential trauma-informed priorities for remote learning
- Trauma-Informed SEL Toolkit

SOCIAL EMOTIONAL SUPPORT
- '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

ADVANCED MOVES

PRIORITIZED CHECKLIST
- ❏ Develop individual support plans for every learner
- ❏ Create school-level teams focused on fostering and operationalizing connection with every student
- ❏ Deeply assess the needs of staff
- ❏ Consider additional wrap-around support for students and families

WRAP-AROUND SUPPORTS
- 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

SUPPORTING STAFF
- Staff Needs Assessment from The Management Center
- Check In Template
- Performance Management during COVID-19
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