



High Impact Virtual Learning Practices

1 Establish Class Structure & Routines

Student Vision of Excellence:

- Students & families know when & where to look for assignments and participate in class each week.
- Students organize their time and personal schedules each day.
- Students prepare themselves for new learning and/or remediation using recommended resources.
- Students create a productive/quiet learning space.
- Students follow microphone/video expectations: unmute to participate, camera on when possible.
- Students help themselves by seeking assistance and asking for help in a timely manner via email, office hours, tutoring, etc.

Teacher Practices:

- **Design a predictable class structure & routines** - Maintain a scheduled routine each day, with the recommended minutes of instruction for each class, following GLOBE guidance for your grade level.
- **Post lessons & submit plans** - Ensure lessons are posted to Google Classroom by Friday each week.
- **Review lessons** - Regularly review lessons for the week with students and answer any questions.
- **Co-create & reinforce virtual classroom norms** - Work with students to establish norms for the virtual classroom that will help everyone reach those goals (e.g. students are appropriately clothed within the video frame, students meet deadlines). Reinforce expectations for physical space, muting, use of camera, etc. so that students know how to be professional when on video.

2 Build a Safe Class Culture & Foster Student Engagement

Student Vision of Excellence:

- Students feel known, valued, and part of a safe virtual learning community to fully contribute their ideas, perspectives, and questions.
- Students engage with their teacher and peers during lessons and on online platforms in alignment with CREST and agreed upon classroom norms
- Students respect differences in learning styles, environment, and circumstances.
- Students interact with lesson content and each other in a variety of ways.
- Students are critically thinking, analyzing, and actively engaged from start to finish of each lesson.
- Students demonstrate composure, appropriately expressing and managing their emotions.
- Students demonstrate a growing global consciousness: making connections, asking questions, and generating ideas about global issues, world cultures, or histories.

Teacher Practices:

- **Cultivate Community** - Develop authentic relationships between students as a community of learners using Responsive Classroom techniques (e.g. Morning Meeting, Advisory, Brain Breaks).
- **Dissolve the screen** - Help students feel connected to you, the work, and each other by using language that includes yourself in the work.
- **Teach, model, and reinforce CREST values** - CREST values are for always, not just in-person school!
- **Plan engagement strategies & patterns** - Use cold call*, fist-to-five*, collaborative tasks, "1-2-3 show me," and strong pacing to build & maintain engagement; use breakout rooms for discussions; have students annotate, use a whiteboard (real or virtual), and/or share screens to explain their thinking. Be intentional about *when* and *how* students will engage with lesson content and one another.
- **Acknowledge the environment** - Check-in on students' levels of focus; incorporate "brain breaks" and "mindfulness minutes*" to strengthen student attention on academic tasks.



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3 Create Standards–Aligned, Culturally Relevant Content

Student Vision of Excellence:

- Students spend the majority of their time reading, writing, and speaking in Literacy, Social Studies, and Language; texts are appropriately complex for the grade and reflect cultures/languages studied.
- Students spend the majority of their time solving high quality problems & tasks during math.
- Students engage in problem-solving and inquiry-based learning during science.
- Students actively participate in language classes
- Students have opportunities to speak, communicate and share in multiple languages, as appropriate. Students speak and write in the language when required.
- Students complete learning activities that support previous and current grade level standards.

Teacher Practices:

- **Prioritize grade/course level standards**** - Prioritize teaching grade/course level standards and content; when necessary, provide “just in time” scaffolds and/or previous grade content to address unfinished learning before resuming grade-level instruction.
- **Diverse materials** - Provide students with consistent opportunities to engage with rigorous and diverse texts, problems, and perspectives
- **Performance-based objectives & criteria for success** - Students should be clear on what they’re learning, how they’ll demonstrate this learning, and what objective mastery looks like.
- **Chunk content** - Keep learning objectives and lessons manageable for the allotted time and virtual learning environment
- **Align activities** - Virtual and hands-on activities should align with and support learning objectives.
- **Use language intentionally:** Speak, write, communicate, and facilitate to set a high standard for language use (English, Spanish, French, and/or Mandarin), to engage students in learning, and to support students in developing a command of both English and a second language.
- **Incorporate Core Actions** & Foundational Skills** - Use standard-aligned techniques in lessons.
- **Create self-directed learning opportunities** - Students should be able to easily access these activities, and the activities should help them master old and new concepts.
- **Develop your virtual instruction skills** - Participate in PD on pivoting to online instruction.
- **Develop Global Citizenship:** Find opportunities to help students understand the wider world around them and take action to improve it (e.g. connect to current events, consider community impact).

4 Monitor Learning & Support Student Needs

Student Vision of Excellence:

- Students communicate what they understand to their teachers and to each other.
- Students receive and acknowledge feedback, using it to revise their work during & outside of class.
- Students with additional needs— ELL, EIP, IEP, Gifted, etc.— receive appropriate support, including small groups.

Teacher Practices:

- **Check for understanding during the lesson** - Use private chats, whiteboards, fingers in the air, Google Docs, and other technology to keep a close pulse on whether students are learning.
- **Create multiple opportunities to demonstrate learning** - Use both formative & summative assessments; provide opportunities for self-assessment and peer feedback.
- **Provide individual feedback** - Consistently provide student feedback via adding comments to their Google docs, using private chats, and public praise (finger snaps, virtual applause 🙌, etc.).
- **Ensure access & success for all students** - Include English language supports on Google Classroom page. Ensure lessons include supports for ELL, EIP, IEP student needs. Check in frequently with students who have special needs— and their caseworkers— to ensure needs are being met.



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- **Monitor student progress** - Conduct progress monitoring checks as outlined in MTSS plans.

5 Engage & Support Families in Virtual Learning

Teacher Practices:

- **Lean into CREST values** - Our values—Community, Respect, Empathy, Sustainability and Trust—are expected of the entire GLOBE community (board, faculty, staff, parents, and students).
- **Set family engagement boundaries and norms** - Account for family circumstances (e.g., health, work, multiple children in different grades) when designing a family engagement plan. Communicate clear expectations and boundaries about how and when families and teachers will interact.
- **Communicate clearly** - Simply express what you want families to do daily/weekly to support student learning. Use Google Classroom to limit the need for one-off emails.
- **Collaborate** - Work with the ESOL, Special Education, Gifted, and MTSS staff to ensure communication and translations are accurately worded for parents.
- **Empower families and students** - Encourage families to give students opportunities for independence, even when that involves productive struggle. Share simple and short activities families can do at home to reinforce academic and social-emotional learning (no more than 2 each week).

* See attached glossary for definitions.

**See attached appendix for additional explanations, resources, and examples.



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GLOSSARY: Sample Strategies for the Virtual Teacher

Circles	A strategy for facilitating the sharing of emotions, thoughts, and ideas. Supports SEL.
Cold calls	Teacher selects students to speak instead of waiting for volunteers.
Dissolve the screen	Establishing a connection to students through the work so they feel both accountable and connected at the same time. (“I’m looking forward to doing this with you today.” “Snap it up for those who had perfect scores on yesterday’s HW [names are posted on screen].”)
Fist to Five	A technique for quickly getting feedback or gauging consensus during a meeting. After a question is posed, the teacher asks students to indicate their level of agreement by showing a number of fingers: a “fist” means 0 and shows strong disagreement, and five fingers shows strong agreement.
Lesson Scripting/ Rehearsing	Planning & practicing questions, comments, directions, shout outs and other teacher moves. This ensures your lesson is crystal clear for students.
Mindfulness minute	Short meditation exercises that help students focus on the present moment.
Whip Around	A strategy for SEL check-ins, checking for understanding, or summarizing. After a question is posed, students write down as many answers as possible. The teacher then “whips” around the room, calling on one student at a time. Have students share one of their responses. When called on, students should not repeat a response; they must add something new.



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Appendix: Best Practice Examples & Further Reading

Class Structures & Routines	
Virtual Classroom Expectations	Link to online learning etiquette suggestions
Tips for Student Spaces	Physical environment recommendations
Safe Class Culture & Student Engagement	
“Keep it Personal”: nonverbals	Embracing the Nonverbal
Dissolving the Screen	Teach Like a Champion: Dissolving the Screen Article & Video Examples
Circle Prompts for SEL	Youth Circle Check-Ins
Online Instruction Training	Training Video from Relay GSE
Creating videos	How to Make Effective Videos for Learning
Virtual Instruction Examples	<ul style="list-style-type: none"> • Relay Online Teaching Videos • (A)synchrony: Hybrid Lesson
Grade/Course level, Relevant, Standards Aligned Instruction	
The Case for Acceleration vs. Remediation	TNTP Rationale & Tips for Learning Acceleration Important Prerequisite Math Standards (ANet)
“Just in Time” Learning	Learning Acceleration Guide
Core Actions from Student Achievement Partners	Foundational Literacy Skills ELA Math HS Math SS/History Science
Culturally Relevant Texts	10 Culturally Responsive Books for Elementary 22 Diverse Book Choices for All Grade Levels Research: How to Identify & Use Culturally Relevant Literature You have Culturally Relevant Texts. Now What?
Monitor Learning & Support All Students	
Students with IEP’s	Improve Distance Learning for Students with IEP’s
General Supports	Strategies to Support Students who are Below Grade Level
English Language Learners	Scaffolds for Writing & Discussion Developing Math Language Routines
Engage & Support Parents in Virtual Learning	
Clear Family Expectations	Virtual Learning Expectations for Families