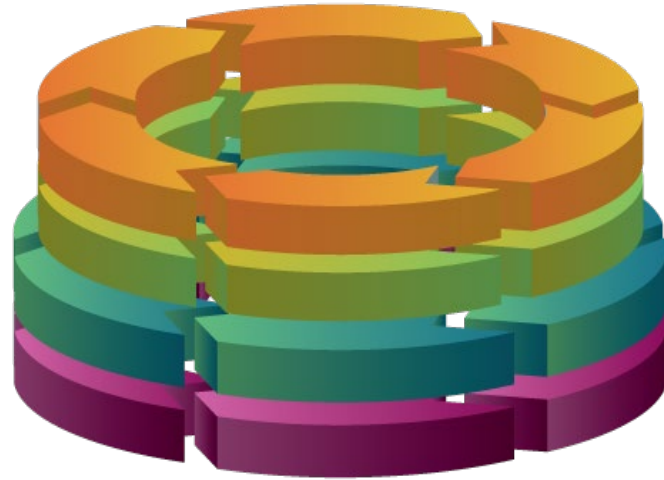




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# Developing Districtwide Procedures for Online & Hybrid Learning

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## Virtual & Hybrid Learning Instructional Delivery Scenario

- Shift from “emergency” virtual learning programs to sustainable, robust plans to meet the needs of all learners


# Objectives

- Examine “lessons learned” and solutions for virtual and hybrid learning from “Promise in the Time of Quarantine” Case Study
- Provide tips and strategies to retool virtual and hybrid learning programs from “emergency” education to sustainable, virtual education program using NSQ Quality Standards and EDC Checklist for Virtual Learning



# “Promise in the Time of Quarantine” Case Study



- Bellwether Educational Partners – <https://bellwethereducation.org/issues/covid-19> 
- Examined COVID 19’s impact on schools and their instructional delivery and practices.
- Identified promising and best practices in response to common challenges in a COVID and post -COVID setting.
- Provided a new body of institutional knowledge to help guide schools to effectively educate all students.
- Profiled schools seeking to improve their virtual learning practices.

# Virtual/ Hybrid Instructional Delivery: District Responses to COVID Mitigation Efforts



- Combined synchronous and asynchronous digital learning
- Invested in infrastructure to connect families to school
- Forced to retool existing assets to build promising virtual programs – staffing, technology, teacher evaluation, etc.
- Struggled to effectively meet the needs of students with disabilities

# Where Should Schools Focus to Build Effective, Sustainable Virtual & Hybrid Learning Programs Post-COVID?

- Build a districtwide set of policies, procedures to address virtual and hybrid learning systems
- Build innovative programs that focus on learning loss, social emotional wellness
- Design a school day that fits multiple learning environments
- Build a learning community for staff, students, and families in a virtual or hybrid environment
- Assess engagement and progress
- Ensure that all students are equitably served



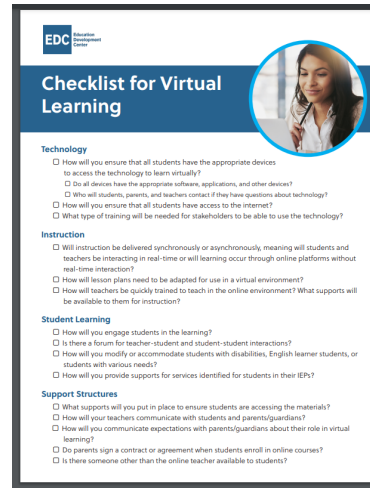
Build a districtwide set of policies, procedures to address virtual & hybrid learning systems

*The Educational Development Center  
Checklist & National Standards for Quality  
(NSQ) for Online Learning  
[www.nsqol.org](http://www.nsqol.org)*

# Educational Development Center Checklist

- A clear set of questions in 4 key categories to guide district planning

- Technology
- Instruction
- Student Learning
- Support Structures



<https://www.edc.org/sites/default/files/ZweigStaffordChecklist.pdf>



# About National Standards for Quality (NSQ)



- The purpose of the National Standards for Quality Online Courses, Programs, and Teaching are a nationally recognized and respected benchmark for school districts aspiring to provide quality online programs
- Virtual Learning Leadership Alliance (VLLE) and Quality Matters (QM) organized a committee of experts to develop and revise the standards

# NSQ Standards for Quality Online Program - <https://www.nsqol.org/>



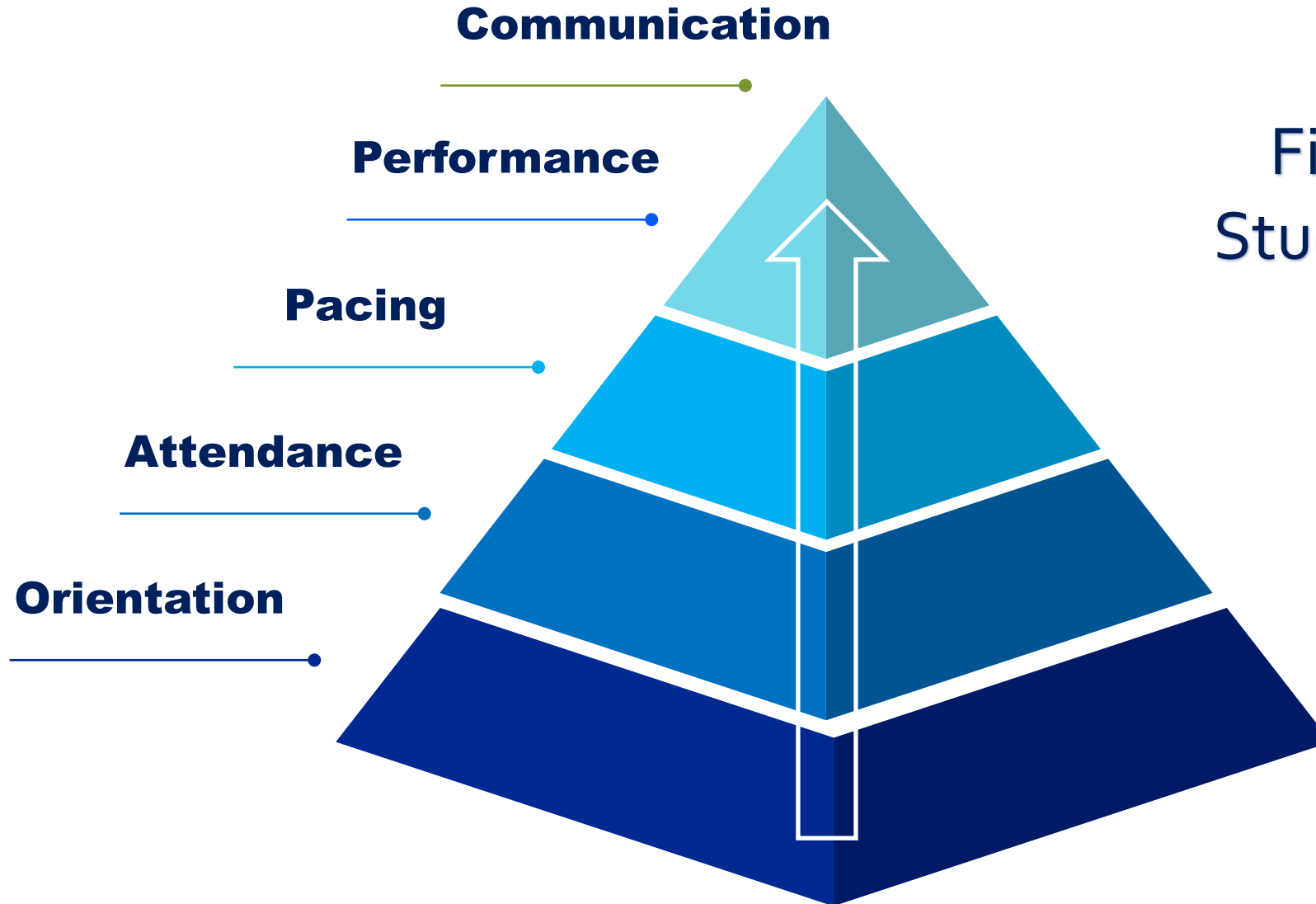
- Mission Statement
- Governance
- Leadership
- Planning
- Organizational Staff
- Financial & Material Resources
- Equity & Access
- Integrity & Accountability
- Curriculum & Course Design
- Instruction
- Assessment & Learner Performance
- Faculty & Staff Support
- Learner & Parent/Guardian Support
- Program Evaluation



# NSQ Alignment

Target Student Group	Delivery	Instruction	Curriculum	Support Services
Full Time Online Blended Students Alternative Ed AP Enrichment Remediation Homebound SEL	Asynchronous Synchronous Concurrent Blended Hybrid Technology Single Sign On SIS Integration Timelines	District Staff – PA Certified Vendor Staff Live/Synchronous Support Professional Development Training Data/Reporting Diagnostic Prescriptive	District Designed Vendor LMS Supplemental Materials Aligned to Academic Standards Professional Development	Special Ed Review/Support Student Orientation Progress Monitoring Hardware/ Infrastructure Curriculum Alignment Curriculum Design ESL Gifted/Talented Dual Enrollment NCAA STEAM/Career Readiness

# SUCCESS



## Five Keys to Student Success





# Build innovative programs that focus on learning loss, social emotional wellness

*Recognize the possibility of unfinished learning and plan to address it moving forward*

# Promising Practices to Address Learning Loss & Fill Gaps



- Summer programming, camps with an online and/or in-person element
- Build a “playbook” to address learning loss that reflects strategies in both process and content
- Address substantive learning deficits by conducting screening at the beginning of the year and teaching essential standards throughout the year (can be done in person or online )
- Build Professional Learning Communities (PLCs) where online teachers and in -person teachers can collaborate

# Promising Practices to Address SEL

- Implement asynchronous, online instruction for online students.
- Consider telepresence/counseling.
- Structured synchronous meeting models across buildings and age groups that support the emotional health of participants and creates connections.
- Create virtual office hours or a monitored virtual space to provide SEL resources.







# Design a school day that fits multiple learning environments

*Build a plan that aligns online learning content and pacing with in-person content and pacing*

# Aligning the School Day in a Hybrid Model

- Many students will choose to learn online in the aftermath of COVID.
- Districts will concurrently offer in-person and online instruction.
- Align pacing and content to build consistent instruction throughout the district.



# Hybrid Learning Plan Catalyst

- Increase Personalized Learning
- Maximize student engagement
- Transform learning outcomes
- Extend time/stretch resources
- Capitalize on 1:1 technology
- Increase staff utilization
- Target professional development
- Modify school day – align schedules



# Building the Hybrid Model

## Phase 1: Align

Align district hybrid learning goals, problem solve through existing obstacles, create the vision, and plan the strategy focusing on existing and new technologies.

## Phase 2: Educate

Educate selected district stakeholders in research-based, best practices in Hybrid Design Thinking to include visionary planning around: agency goals, determination of target area, evaluation of existing programs, resources, and capacity, identify pilot goals and action step outcomes.

## Phase 3: Design

Design the Hybrid Learning Instructional Design Plan comprised of the four key action plan components: Planning and Preparation, Implementation of Action Plan, Design and Execution, and Evaluation/Quality Improvement.

## Phase 4: Customize

Districts build and execute their Hybrid Learning Instructional Design Plan.

# Building the Hybrid Model - Design

## ADMINISTRATIVE PERSPECTIVE

What are the program catalysts? Who are the key stakeholder groups? What are the implementation goals? How will expectations for staff be determined, communicated, and monitored? How will staff be trained and supervised? Will master scheduling be considered? Will state reporting be affected? How will content be designed, reviewed, and disseminated? Is the initiative fiscally sound and sustainable over time?

## STUDENT PERSPECTIVE

Will the courses be engaging? How will support be provided? Will peer interaction occur? Will courses be modified based on need? Do all courses follow the same design format and expectations? What are the expectations? What technology will be needed for participation?

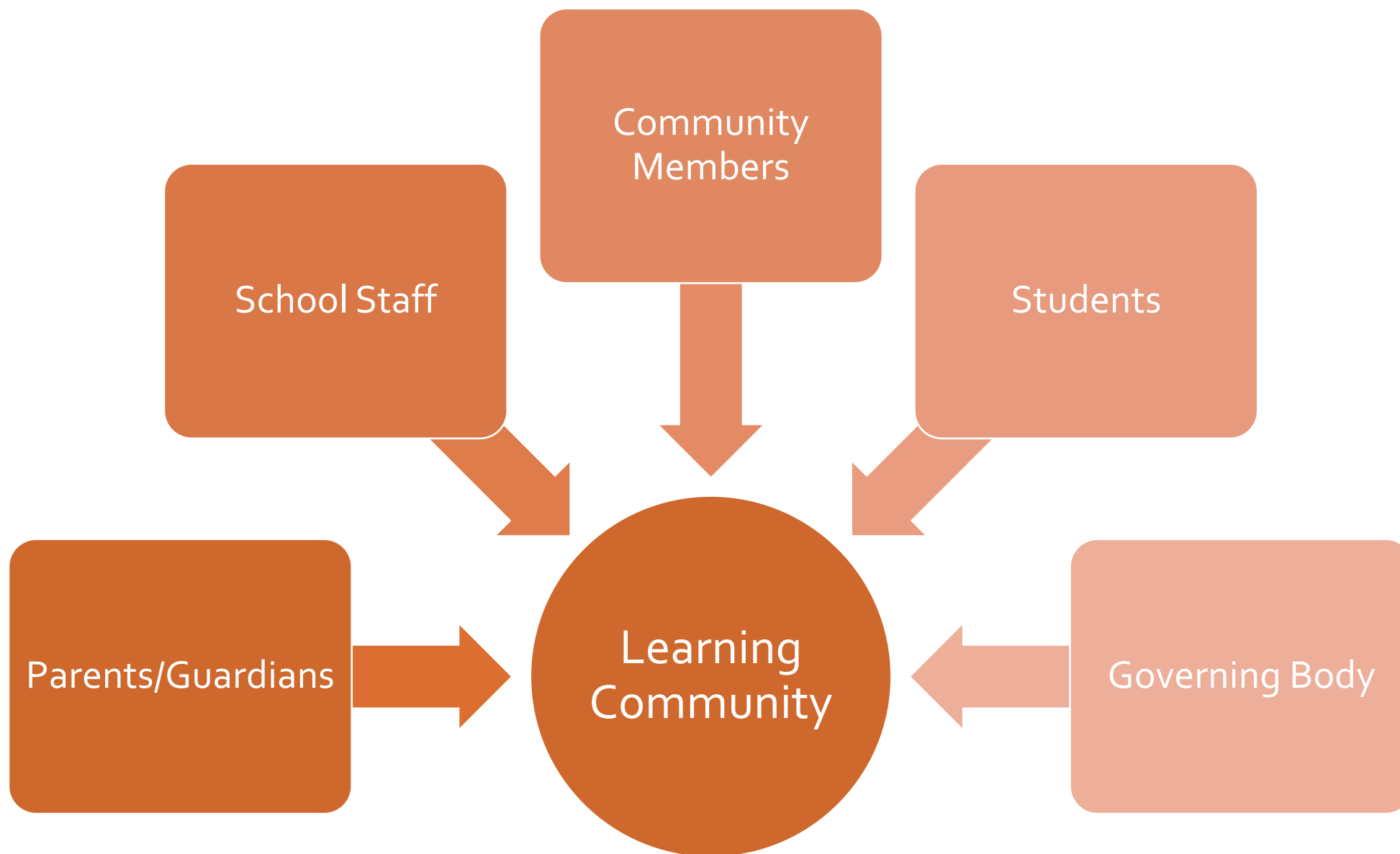
## TECHNOLOGY PERSPECTIVE

Is technology infrastructure in place to support nontraditional instruction? Is hardware readily available? If not, does the budget support purchase of equipment? Is there assistance when experiencing networking and/or vendor platform related issues? Does specific equipment provided limit vendor or platform selection and use? Are Acceptable Use and Child Internet Protection Act policies applicable to nontraditional instruction?



Build a learning community for staff, students, and families in a virtual or hybrid environment

*Building a community of learners is possible and critical for overall virtual learning success*



# Successful Learning Communities



Communicate

Collaborate

Connect

Challenge

Learn  
Continuously



# Online Learning Community Building Activities



- Open House – virtual/in -person
- Extracurricular activity participation and inclusion
- Family activity nights – virtual/in -person
- Concurrent faculty meetings, team building activities
- Virtual Icebreakers
- Virtual Scavenger Hunts, team building activities
- Field trips – virtual/in -person
- Partner with community organizations

# Consider Equity in Community Building Activities



- Offer multiple times and locations for activities
- Consider transportation
- Offer in multiple languages
- Provide accommodations and accessibility for participants
- Consider digital literacy, Internet access, & family technology devices



## Assess engagement and progress

*Build a program that promotes and measures engagement of all learners*

# Strategies to Increase Engagement for Online Learners

- Use rewards – badges, treasure box
- Combine with district PBIS program
- Earn points to obtain rewards – attendance, turning in assignments on time, participation in synchronous sessions
- Online games
- Use student handbooks and guidance documents to define expectations
- Conduct family orientations
- Goal setting conferences

# How to Identify Engagement in a Virtual Environment

## Students:

- Time logged in to the course
- Pacing
- Progress
- Daily attendance
- Communication with teacher
- Responsiveness to teachers/staff/parents
- Notetaking
- Interaction with other learners

## Teachers:

- Welcome calls
- Announcements
- Frequent checkpoints
- Regular Feedback
- Tiered Interventions
- Live sessions
- Relationship -building

# Engagement Measurement Rubrics



## Student Responsibilities

- Demonstrates knowledge of expectations, pacing, assignment calendars
- Short-term and long-term goals
- Demonstrates knowledge of technology and learning tools
- Proactively communicates with teachers, staff, and peers
- Responds to feedback from teachers, staff, and peers
- Maintains organized workspace
- Takes notes and organizes materials for academic success

## Teacher Responsibilities

- Teacher completes individual welcome calls
- Posts weekly announcements and email reminders – due date checklists
- Conducts monthly 1-on-1 checkpoints with student
- Provides regular feedback in a variety of formats (uses names & specifics, video, audio & text)
- Starts live sessions with icebreaker activities
- Encourages learner-to-learner interactions



## Ensure that all students are equitably served

*A quality online program provides policies and practices to support student access within the program. Accommodations are available to meet a variety of student needs.*



# Equity and Access

- Clear policy on participation eligibility, publish in accessible locations.
- All learners have equitable access to the program.
- District offers options for Internet access, hardware, content, supports.
- Offer mobile -friendly or offline activities.
- Provides asynchronous/synchronous/concurrent instruction.
- Uses project -based learning.





# Resources

- Bellwether Education Partners - <https://bellwethereducation.org/>
- What makes a Successful Learning Community - <https://www.geofunders.org/resources/what-makes-a-successful-learning-community-657>
- Education Development Center - [www.edc.org](http://www.edc.org)
- The National Standards for Quality Online Learning - <https://www.nsqol.org/>
- Education Development Center - <https://www.edc.org/sites/default/files/ZweigStaffordChecklist.pdf>
- Engaging Families in Distance Learning: Supporting From Afar - <https://www.gettingsmart.com/2020/04/engaging-families-in-distance-learning-supporting-from-afar/>
- Ensuring Equity in Online Learning - [www.idra.org](http://www.idra.org)
- Waterfront Learning - [www.waterfrontlearning.com](http://www.waterfrontlearning.com)

4/27/2021

## Systems, Stakeholders: Districtwide procedures for online and hybrid learning

**Submit your attendance for this session using this Google Form: [tinyurl.com/PDEaccelerate](https://forms.gle/KcwcPwgT5gXguaKSA)**

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use: <https://forms.gle/KcwcPwgT5gXguaKSA> (case sensitive)

You may also access the attendance form by scanning this QR code with your smartphone.

Both links and the QR code direct you to the same form.

**The exit code for this session is: 6 2 1 9 6**





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# Thank you & Contact Information

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