Distance Learning Progression | Phase 1
ESTABLISH A LEARNING MANAGEMENT SYSTEM (LMS)

		Action(s)	Possible Next Move to Take
Systems Level Planning	1	Explore, procure, and assess possible LMS options that meet all District security standards.	Determine needs and criteria for LMS, then review possible options.
	2	Establish infrastructure to support LMS and user rostering.	Use Student Information System (SIS) to set up a single sign on (SSO) rostering.
	3	Design an implementation plan and roll out with training and support at leader and teacher level.	Create a comprehensive professional development and support plan.
Leader	4	Leader identifies LMS for campus wide use or across grade level bands.	Review district approved LMS options and select a platform that is appropriate for each grade level.
	5	Leader determines criteria for course design/ expectations.	Model expectations and use the LMS as the campus hub.
	6	Leader determines how teachers will leverage the LMS during lesson planning.	Create a lesson plan template to support planning over a week versus day by day.
Teacher	7	Teacher creates and designs a separate course for each grouping of students or by class period.	Ensure everything posted in your LMS has purpose and consistency in formatting for students in a virtual setting.
	8	Teacher leverages features of LMS appropriately for online engagement.	Get to know all features available in the LMS so that the feature used best fits desired engagement from students.
	9	Teacher posts the daily learning target and agenda for students in the LMS.	Create and post an agenda for students to follow to access daily learning tasks.
Student	10	Students use LMS to access materials as needed.	Explicitly teach, practice and communicate routines for accessing the LMS.
	11	Students know where to access all communication and daily agendas in the LMS to complete assignments.	Post explicit and sequential directions for all agenda items that are either written, pictorial, or in video format.
	12	Students engage in at least one learning activity in the LMS each day.	Use a getting-acquainted first assignment to help students learn the LMS fundamentals.

Distance Learning Progression | Phase 2
SYNCHRONOUS STUDENT ENGAGEMENT

During guided learning leaders, teachers, and students will:

		Action(s)	Possible Next Move to Take
Systems Level Planning	1	Explore, procure, and assess possible video conferencing platforms that meet all District security standards.	Determine needs and criteria for video conferencing tools, then review possible options.
	2	Establish infrastructure to support video conferencing accounts for all users.	Use the Student Information System (SIS) to set up a single sign on (SSO) rostering.
	3	Design an implementation plan and roll out with training and support for all users.	Create a comprehensive professional development and support plan.
Leader	4	Leader identifies the video conferencing tool for campus wide use or across grade level bands.	Provide onboarding opportunities for parents and students to learn how to connect virtually.
	5	Leader communicates expectations for synchronous sessions (i.e. length or sessions per week).	Set expectations for synchronous learning.
	6	Leader determines which experience tools teachers will have available for use.	Model expectations and use experience tools in virtual staff meetings.
Teacher	7	Teacher establishes a weekly cadence for synchronous sessions and communicates who needs to attend which session.	Share the weekly synchronous schedule with students and provide explicit directions and access information.
	8	Teacher leverages synchronous time for differentiation in small groups, morning meetings, advisory or multi-student check-ins.	Plan and execute synchronous learning time to differentiate with smaller groups of students.
	9	Teacher plans opportunities for students to interact with the teacher or their peers.	Build rapport with students to establish a culture of trust with class.
Student	10	Students take active responsibility for their learning.	Provide students with question stems or directly teach questioning strategies for active learning.
	11	Students talk about what they are learning with their peers.	Ensure individual accountability in peer-to-peer interactions.
	12	Students work interdependently on a collaborative task.	Design for equitable collaboration and opportunity for students to work in teams.

Distance Learning Progression | Phase 3
ASYNCHRONOUS STUDENT ENGAGEMENT

During independent learning leaders, teachers, and students will:

		Action(s)	Possible Next Move to Take
Systems Level Planning	**1**	Explore, procure, and assess possible experience tools that meet District all security standards and can be embedded to enhance the LMS.	Determine needs and criteria for experience tools that integrate with the LMS, then review possible options.
	2	Establish infrastructure to support experience tools and user rostering.	Use the Student Information System (SIS) to set up a single sign on (SSO) rostering.
	3	Design an implementation plan and roll out with training and support at leader and teacher level.	Create a comprehensive professional development and support plan.
Leader	**4**	Leader identifies asynchronous experience tools for campus wide use or across grade level bands.	Leader provides onboarding opportunities for parents and students to understand what it means to learn asynchronously.
	5	Leader communicates lesson planning expectations for asynchronous learning.	Define the elements of a successful asynchronous lesson and set expectations for planning.
	6	*When appropriate*, the leader executes asynchronous professional development for staff.	Determine your purpose and outcomes for professional development, then choose the model that best fits your vision (synchronous or asynchronous).
Teacher	**7**	Teacher leverages asynchronous learning to introduce new material or provide direct instruction.	Plan for experiences over a week that use asynchronous for direct instruction so that synchronous time can be used to clarify misconceptions, apply new learning, or deepen understanding.
	8	Teacher sets directions that are specific, concrete, sequential, and observable.	Write directions or create video tutorials that are explicit and clear for every asynchronous task.
	9	Teacher plans tasks that engage students with the teacher or their peers in an online environment.	Leverage components of the LMS or other experience tools that promote online discussion or collaboration.
Student	**10**	Students troubleshoot and access asynchronous tasks without support from the teacher.	Explicitly teach and practice routines and procedures for asynchronous learning.
	11	Students begin to build agency by setting short-term academic and non-academic goals to drive independent learning.	Support students in building habits and routines to be successful in a distance learning environment.
	12	Students complete authentic work that they are proud to share with their peers and community.	Design work that is interconnected and provides opportunities for authentic audiences, student-led conferences, or celebrations of learning that make learning fun.

		Action(s)	Possible Next Move to Take
Systems Level Planning	1	Explore, procure, and assess possible experience/feedback tools that meet District all security standards.	Determine needs and criteria for experience/feedback tools, then review possible options.
	2	Establish infrastructure to support experience tools and user rostering.	Use the Student Information System (SIS) to set up a single sign on (SSO) rostering.
	3	Design an implementation plan and roll out with training and support at leader and teacher level.	Create a comprehensive professional development and support plan.
Leader	4	Leader establishes a two-way communication channel for feedback from all stakeholders on campus.	Be vulnerable and transparent about distance learning. Ask for feedback from all stakeholders and show that you're listening by responding in observable ways.
	5	Leader identifies types of feedback students will receive in learning.	Set expectations for when to use corrective and reinforcement feedback.
	6	Leader determines which experience tools teachers will have available to use to provide student feedback.	Model selected tools in professional development or when providing teachers feedback.
Teacher	7	Teacher creates an exemplar to internalize the learning goal and determine what success looks like.	Develop a sequenced list of conceptual milestones to identify the learning path a student might take.
	8	Teacher provides timely, relevant, and frequent feedback that moves learning forward in both synchronous and asynchronous learning.	Embed check for understandings throughout the learning cycle to gather evidence to assess progress towards mastery.
	9	Teacher is responsive to student learning and adjusts feedback to meet the needs of all students.	Develop a system to keep track of feedback provided to students.
Student	10	Students seek feedback or initiate a feedback loop by asking questions to clarify confusion.	Explicitly teach students protocols and procedures for seeking feedback from the teacher and/or their peers.
	11	Students set goals, measure their current level of understanding, and monitor their own progress toward mastery.	Establish a system to help students learn about how they learn and monitor progress towards goals (academic and non-academic).
	12	Students meaningfully reflect on and assess their own learning progress.	Provide a rubric, success criteria, and/or an exemplar to give students clear indication of how they know they are successful in learning.

DALLAS INDEPENDENT SCHOOL DISTRICT