



Distance Learning Progression | Phase 3

ENGAGEMENT IN INDEPENDENT LEARNING



During **asynchronous 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 | <i>When appropriate</i> , 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. |

For inspiration and access to all resources, visit www.thepttoolbox.com/distancelearningprogression.