Distance Learning Progression | Phase 4
FEEDBACK FOR LEARNING

		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.

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

DALLAS
INDEPENDENT SCHOOL DISTRICT