Distance Learning Progression | Phase 2
ENGAGEMENT IN GUIDED LEARNING

*During **synchronous instruction** 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.

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

DALLAS
INDEPENDENT SCHOOL DISTRICT