

Elementary Virtual Learning Sample Schedule

(7/1/2020)

Key Schedule Features:

- **Teaching and Learning**

- Live in-person instruction and recorded/pre-recorded instruction, posted for students to review mini-lessons
- Daily Social Emotional Learning (SEL) for students, online classroom community, focus on Digital Citizenship
- Multiple opportunities for “live” learning time for students. Possible Friday late start can be for RTI, Office Hours, Partnering with Families, PLCs, and Professional Learning. In addition to this time block, teacher prep time at the start and end of the day is preserved
- Pre-recorded lessons for students to view before classroom discussions (flipped classroom)
- Blend of instructional models including online and offline learning
- Small group, differentiated instruction based on academic needs and programs such as 504, SpEd, English Learner and additional help or acceleration to occur during the class periods

- **Feedback and Assessment**

- Regular feedback to students via rubrics and coaching, support student's goal setting
- Proactively invite students to Office Hours
- Reporting progress three times a year
- Students earn academic, citizenship and work habit marks on progress reports
- Partner with families to support students during Office Hours-possibly through phone calls, emails, telecommuting, such as Zoom

- **Teacher Collaboration**

- Teachers will have time to collaborate and communicate with their team of teachers, counselors, Education Specialists, and para educators
- Teachers will have time for PLCs and professional learning, possibly during a late start on Fridays
- Teachers will continue to have teacher time for teacher responsibilities such as feedback and grading, parent communication, etc , grade level planning time, time to support students at risk, staff meetings, IEPs, 504, and 40 minute duty free lunch

SAMPLE ELEMENTARY VIRTUAL LEARNING ACADEMY DAILY SCHEDULE

Below are examples of a typical day in a Virtual Classroom. Please note that while these schedules follow the same guidelines for hours of offline and online learning, they can vary from day to day in order to best meet the needs of students.

Virtual Instructional Methods

- Core Content Instruction
 - a. Digital review of prior knowledge (10 minutes)
 - b. Live Mini-Lesson (10 - 40 minutes)
 - i. Whole Class
 - ii. Small Group Lesson(s) based on assessment data
 - iii. Collaborative Group Work.
 - c. Students complete digital independent practice of concepts (10 minutes)
 - d. Digital post-assessment (10 minutes)
 - e. Students complete self-paced work for next day/topic

- Flipped Instruction
 1. Students watch Pre-Recorded Lesson
 2. Students take Post-Assessment
 3. Teacher Reviews Assessment Data & Provides Instruction based on data
 - a. Students either are proficient and move forward to the next part, receive small-group instruction with their teacher, or meet with a group to deepen their understanding.
 4. Students complete Independent Practice

- Collaborative Group Work

EVERY DAY Based on Student Needs:

- 45 minutes-4.5 hour(s) **LIVE** online instruction
- 1-2 hour(s) NOT live (recorded/pre-recorded/adaptive)
- 2-3 hours OFFLINE learning
- Mixed Learning = choice of offline, online live, or online recorded/pre-recorded

EVERY DAY Teachers:

- 40 minute duty-free lunch
- Prep/planning/collaboration (in alignment with Shared Responsibility MOU)
- Office hours

EXAMPLE:**Monday-Thursday with a possible Late Start Friday for PD/Collaboration**

Time	Teacher	Student
7:30-8:10	Planning/Preparation	
8:10 - 8:30	Morning Meeting (Live)	
8:30 - 9:00	SEL Check Ins (Live) Push out Recorded ELA lesson to students	Watch ELA Lesson (Recorded) and complete Exit Ticket /SEL Check ins 2x's a week (Live)
9:00 - 9:15	Analyze student work and provide student feedback	Work on ELA/Content Choice Board (Mixed)
9:15 - 10:55	Reading Groups/ Intervention (Live)	Work on Choice Board (Mixed) and/or attend Small Group Reading (Live)
10:55 - 11:15	Actively engage (Live) with students (Office Hours) Individual verbal /written outreach feedback on Reading Choice Boards	Attend individual session with teacher, review feedback, or brain break
11:15 - 11:55	Lunch	
11:55- 12:30	Planning/Collaboration Push out Recorded Math lesson to students	Recess until 12:10 Math Lesson Recorded & Exit Ticket
12:30 - 1:00	Actively engage (Live) with students (Office Hours) Individual verbal /written outreach feedback on Math Choice Boards	Work on Math Choice Board (Mixed)
1:00-1:20	Recess/Brain Break	
1:20 - 2:00	Math Groups or Intervention (Live)	Work on Math Choice Board (Mixed) and/or attend Small Group Math (Live)
2:00-2:30	STEM/VAPA/Integrated Projects (Recorded Instruction) Push out Recorded STEM/VAPA/Integrated Projects lesson to students *Check with individual students (Live)	Work on STEM/VAPA/integrated Projects (Mixed)
2:30-3:10	Planning/Preparation	

EXAMPLE:
Late Start Friday for PD/Collaboration

Time	Teacher	Student
7:30-8:10	Planning/Preparation	
8:10 - 9:40	PD/Collaboration	Work on Math/ELA Choice Board work or Integrated project work
9:40 - 9:50	Morning Meeting (Live)	
9:50 - 10:50	Reading Groups/ Intervention (Live)	Work on Choice Board (Mixed) and/or attend Small Group Reading (Live)
10:50 - 11:15	Actively engage (Live) with students (Office Hours) Individual verbal /written outreach feedback on Math Choice Boards	Attend individual session with teacher, review feedback, or brain break
11:15 - 11:55	Lunch	
11:55 - 12:25	Planning/Collaboration	Recess
12:25-1:00	Math Lesson (Live) & Exit Ticket	Math Lesson (Live) & Exit Ticket
1:00 - 1:20	Recess/ Brain Break	Recess/Brain Break
1:20 - 2:00	Math Groups/ Intervention (Live)	Work on Math Choice Board (Mixed) and/or attend Small Group Math (Live)
2:00-2:30	STEM/VAPA/Integrated Projects (Recorded) Push out Recorded STEM/VAPA/Integrated lesson to students *Check with individual students	Work on STEM/VAPA/integrated Projects (Mixed)
2:30-3:10	Planning/Preparation	