Digital Framework for Synchronous Learning

Daily Targets for Digital Learning Experiences:

- Teachers will interact with each student once a day through Zoom or Google Meets virtual platforms
- Teachers will design learning that is equitable for students engaged in online learning and offline learning
- Teachers will use a variety of instructional digital tools & experiences to keep students engaged in learning
- Teachers will support both the academic learning of students and the social-emotional needs of students by leveraging technology tools available
- Grading will follow as per board policy

Attendance Verification:

- Teachers provide synchronous virtual learning daily meeting the minimum minutes required by TEA
  - 180 minutes for 3rd – 5th grade students
  - 240 minutes for 6th – 12th grade students
- Students who login are verified as being "present"
- Students submit an assignment daily via Google Classroom, email, or complete a lesson on Imagine Learning
- Teacher check in with students each day through emails, phone calls to students or parents.

Lesson Component	Planning Guidelines/Instructional Practices Asynchronous & Synchronous	Instructional Technology Tools to Consider
E Enter and Welcome Students to Virtual Learning	Consider this your virtual "welcoming" from your classroom door! ● Create your Google Meet with a waiting room for students to enter upon arrival. ● To start learning, allow 2 to 3 students into your Google Meet at a time. ● Greet students individually as they enter your Google Meet conference. ● Clear, specific online behavioral expectations should be established.	● Google Meet is the video conferencing tool supported by ECISD for teacher/student interactions. ● Zoom
C Connect/ Framing the	How will you engage your students' interest to start this lesson? ● Provide specific instructions for students on any materials or resources they will need. ● "Do Now" to connect with students' prior knowledge or previous learning for your class. ● Get them excited about learning with a hook activity, story, or modeled	● Google Meet ● Seesaw/Google Classroom

Learning Objective	example. ● Review agenda - explain what the learning group will be doing today.	
I Instruction & Modeling	How will your students receive the content for this lesson? ● "I Do" statements with clearly written instruction ● Short videos provided by core content instructional materials or created by teachers giving the lesson or supplemental content: ○ Pre K to 3rd Grade - less than 5 minutes max ○ 4th to 12th Grade - 6 to 9 minutes max ○ Always remind students to pause/rewind as needed! ● Teacher created presentations embedded into online engagement tools ● Inclusion support will be provided during instruction and break out rooms can be used to support students in need	● Nearpod ● Peardeck ● Google Slides/PowerPoint ● EdPuzzle ● Discovery Education
S Student Collaboration/ Creation	How will your students interact with one another to explore & discuss their learning from this lesson? ● Utilize online tools to create a space for student collaboration with one another about the content ● Tools should be used for creativity, collaboration, communication & critical thinking ● Include a variety of opportunities in which students either work together or independently to share with one another ● Aggressively monitor breakout rooms for understanding/compliance of task ● Hands on/creating time for students supported by teachers	● Flipgrid ● Video Conferencing with Breakout Rooms ● Padlet ● Google Suite for Education Apps ● Discovery Education
Skill Practice/Spiral Review	What opportunity will students have to practice skills from this lesson or scaffolded skills needed? ● Provide very specific information about accessing these platforms (including student login information) ● Spiral TEKS from prior year ● Provide very clear expectations & directions on the assignment. ● Set clear expectations for engagement - time spent, how teachers will monitor completion, follow up, etc. ● Aggressive monitoring and assignment must be turned in digitally through the digital platform, Google Classroom, Seesaw or email ● Inclusion support will be provided during instruction and break out rooms	● Imagine Math ● Imagine Language & Literacy ● Core Online Portals (HMH, Pearson, STEMscopes, McGraw, Perfection) ● Discovery Education

	can be used to support students in need of support Determine reteach model based on observation	
D Data Collection/Check for Understanding/ Formative Assessment	How will you know your students' level of understanding or what additional support is needed at the end of this lesson? ● Exit Tickets (brief final mini-assessment aligned to learning objective) ● Align the check for understanding with the TEKS & content delivered. ● Before assigning to students, is this a valuable measure of their learning to guide instructional next steps? Determine reteach model based on formative assessments (exit tickets)	● Quizizz ● EdPuzzle ● Google Form ● Flipgrid ● Chat feature