



Quick Guide to Leading K-12 Online Learning During Emergency Remote Learning



	Do	Don't
Communication	Establish a clear, consistent and predictable plan for communication (i.e. from whom? on what day of the week? in what format?)	Encourage multiple communications to stakeholders unless there's emergency information that needs to be shared.
Technology	Commit to a single LMS and set expectations for all teachers to base their instruction in that LMS	Have students logging on to multiple apps and creating multiple accounts for tools that are not integrated into a system wide LMS.
	Identify a narrow set of tools that integrate well with the LMS (Schoology) that meet a range of instructional goals (e.g. presenting, etc) and create a process for vetting and implementing new tools.	Have teachers spend their time finding and testing a range of tools for their instruction.
Teacher Preparation	Identify basic skills all educators need to deliver emergency remote learning and develop a scaffolded or personalized PD plan to get them all to that point.	Don't assume educators can learn on their own or from each other, especially during crisis conditions.
	Have explicit conversations about what "teaching" looks like in an online environment: delivering content, providing feedback, differentiating instruction, collaborating, building an online community of learners, and be creative with how learning is organized.	Don't recreate an in-person classroom in an online environment and expect teachers to engage in the same activities and roles.
	Allocate time for professional learning and required advanced planning for online lessons	Ask teachers to pivot practice quickly or on their own.
Student Preparation	Require students to complete a student orientation that covers content they did not learn when given a device (middle and high school). For instance, evaluation of content, free images, etc.: Webinar	Assume students have the necessarily skills to navigate the LMS or operate the device effectively.
	Design and implement resources to help students understand how to learn in an online environment	Assume students as "digital natives" can translate technology skills into how to learn online.
Instruction	Consider digital and non-digital (e.g. paper and pencil, discussion) ways of meeting instructional objectives	Think that all instructional activities need to be done digitally
	Use instructional objectives to determine what tools are used and how.	Find ways to use tools because they are available.



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	Apply an instructional framework to designing lessons to achieve a specific learning objective.	Piece together a series of activities on related content.
	Design and implement resources to help students understand how to learn in an online environment	Assume students as "digital natives" can translate technology skills into how to learn online.
	Develop and communicate consistent school-wide expectations for asynchronous/ synchronous instruction, taking into account what is possible for educators, students, and families in terms of time, accessibility of technology and internet, and other supports for learning.	Have inconsistent practices of asynchronous and synchronous instruction or practices of synchronous instruction that do not take into account various student environmental factors and/or challenges.
	Determine consistent practices of assessment of learning and identify/communicate to students what will "count" as well as how grades be determined.	Leave students and families confused about the work that needs to be prioritized
	Develop and communicate consistent school-wide and grade-level appropriate expectations for student engagement in terms of time and participation.	Have inconsistent practices of expectations of time and participation between teachers within a single grade-level or have expectations that are beyond the developmental ability of the student.
	Develop consistent school-wide expectations for accountability for students' in terms of engagement and participation.	Create confusion for students and parents with different expectations across classes and schools
Accessibility and privacy	Make sure materials take into consideration copyright issues and/or give credit to sources.	Violate copyright or forget to give credit to sources.
	Make online material available in both its original/digital form as well as in PDF to accommodate different technology.	Share materials that are not easily readable on a range of devices
	Proactively provide guidance to teachers and students about privacy (e.g. zoom meetings, student videos of themselves, etc) and how to handle concerns	Wait for a privacy issue to come across your desk before clarifying policies and procedures.
	Communicate clear expectations and provide supports for accommodations that need to be provided in online environment (e.g. closed caption, Automatic speech recognition, time extensions for quizzes/tests).	Assume educators have the tools (or time) they need to meet the needs of all students.