DEPARTMENT of EDUCATION
Louisiana Believes

This virtual companion tool is designed to support the use of the Common Planning Time Support Tool for planning virtual lessons. This companion gives examples of virtual considerations that teachers should consider during common planning time.

Indicator 1: All teachers —including special education, English language, and reading interventionists— prepare for instruction using high-quality materials, led by an individual trained in the content.
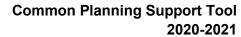
Teacher Actions	Virtual Considerations	Yes or No
A. High-quality curricular materials are being used. If yes, complete the remainder of the form. If no, document the activities below.	● Engage in lesson annotations to note virtual considerations and tools. ● Plan for how the students will demonstrate mastery of the objective for each segment of the learning using virtual tools and the curricular materials. ● Pre-plan and post materials, reference tools and resources in a common location. ● Plan for opportunities for student thinking and work sharing using virtual tools (e.g., posting work in the learning management system). ● Plan for how students will articulate their learning and thinking in a virtual experience (e.g., questions, illustrations, audio/video recordings).	

B. 1. The leader of common planning time is: *teacher * administrator *vendor *other
 	
B. 2. The leader has participated in: *Content Leader training *content module redelivery *Intervention Content Leader training *Mentor Teacher training *NISL *other content/curriculum training
	● The leader demonstrates extensive knowledge of the curriculum and its application in a virtual setting, including:
	  ○ Understanding of the content and its alignment to the state standards.
	  ○ Understanding of the scope and sequence and pacing of the units/lessons and how to segment the learning appropriately in a virtual setting.
	  ○ Understanding of the assessment plan and how/when to embed self created or curriculum provided virtual assessments.
	  ○ Understanding of the components of daily lessons and how/when to embed virtual components provided in the curriculum or use virtual tools to accomplish the components of the lesson.
	● The leader, in-person or in a virtual setting, demonstrates best instructional practices to accomplish the goals of the planning time (modeling, guided practice, independent work, questioning and feedback, collaboration).	

C. Teachers are planning for the upcoming unit or lesson using high-quality curricular materials.	● Map the progression of learning throughout the unit and utilize planned assessments to inform instruction and provide on-going student feedback (e.g., recordings, shared documents, etc.). ● Create student surveys, polls, check-in calls, and live interactive sessions to monitor students' understanding of the unit objectives.	

	● Create an easy access folder to include exemplars for students to reference as anchor documents throughout the unit. ● Create a flow chart for students to monitor their progress toward meeting the key learning objectives of the unit.	

Indicator 2: All teachers are planning for necessary supports within the lesson for students that require them.

Teacher Actions	Virtual Considerations	Yes or No
A. Teachers have identified where students will struggle within the lesson or their likely misconceptions about the material.	● Post video models and explanations of how to use lesson-specific virtual tools to bridge potential gaps in technology proficiency. ● Plan to provide reference tools and resources in a common and accessible location for students to access for additional support on demand. ● Plan how to use virtual tools such as virtual manipulatives and videos to scaffold content to meet the needs of all learners. ● Plan for the use of grouping arrangements to maximize student understanding, with intentionality to group composition to ensure strong virtual collaboration.	
B. Teachers have identified students who will need additional support to access the curriculum.	● Plan opportunities for 1-on-1 support for students to receive feedback and support. ● Consider if the lesson lends itself to grouping students, group composition should be considered to ensure strong virtual collaboration. ● Progression of learning for students is supported by assessments which inform teachers future instruction.	
C. Teachers are planning how to support those students within the lesson and using the appropriate resources and work connected to the high-quality curriculum.	● Plan how to record a video of thinking aloud through the skills and content that students may struggle with the most. ● Create activities and materials including scaffolds leveled to accommodate student needs (e.g., content in alternative formats, content through video, paragraph frames for supporting written responses, etc.). ● Plan for how students will articulate their learning and thinking in the virtual setting (e.g., questions, illustrations, audio/video recordings). ● Plan how to have students share work with another student for feedback prior to submitting. ● Plan how to intentionally utilize visuals to deepen student understanding. ● Prepare rigorous student work/assignments with models that show expectations. ● Plan how to segment and sequence traditional, in-person lessons into smaller segments. ● Plan how to use and label anchor documents housed in virtual folders to help students access and reach higher levels of thinking.	

| | ● Plan how to use virtual tools such as a virtual orientation, landing page, virtual manipulatives, and videos to adjust content to meet the needs of all learners. | |

Subject Specific Planning Companion Tools:

ELA Companion

Math Companion

Science Companion