LOUISIANA VIRTUAL INSTRUCTION GUIDE

During the 2020-2021 school year, many families and students across Louisiana are engaging with virtual learning for the first time. While instruction may look different, students in grades pre-K through 12 will continue to experience high quality instruction during virtual learning as they would during in-person learning and to engage in the same amount of learning activities as they would in a **typical school day**. Student attendance will be taken daily and adhere to **attendance policies**. Lessons will include a variety of computer-based (synchronous and asynchronous), paper-based, and hands-on learning activities. Learning activities should be designed to take into account the school system's **privacy policies and procedures**.

For months, systems and schools have been planning and preparing for this new virtual learning experience, including how they will continue to deliver the same high-quality instruction they deliver in-person in this new learning environment. The state has set clear expectations and shared resources as part of its Strong Start 2020 initiative to support systems and schools in this planning. This document is intended to share the characteristics of high-quality virtual learning to help families and students know what to expect of this new learning experience. It is also intended to help systems and schools continue to refine plans and implement the virtual learning opportunities they will offer students during this school year. This document focuses on instruction delivered through online teaching and learning, not instruction delivered through paper-based continuous education.

CHARACTERISTICS OF HIGH-QUALITY VIRTUAL INSTRUCTION

High-quality virtual learning should include each of the four components described below.

1. HIGH-QUALITY, STANDARDS-ALIGNED CURRICULUM

- Every student has access to an individual device with internet connectivity and materials (e.g., novels, e-books, etc.) needed for continuous learning at home.
- A learning management system or continuous learning platform (e.g., Canvas, Google Classroom, Schoology, etc.) is utilized to provide access to instructional materials.
- **Core instruction** (i.e., math, ELA, science, social studies, early childhood) uses high-quality instructional materials and associated virtual learning plans provided by publishers to support accessibility and high expectations for all students.
- **Non-core instruction** (e.g., PE, arts, Career and Technical Education, foreign language, etc.) is included in student instructional time and uses adopted materials (i.e., online components of materials that the system already uses) that support accessibility and high expectations for all students during virtual instruction.
- Implementation of core and non-core instructional materials for the virtual classroom leverages embedded curricular supports, additional equipment, and/or assistive technology to ensure **accessibility** for diverse learners, including **English learners** and **students with disabilities**.
- Instructional pacing of high-quality materials is adapted using publisher guidance, when available, to ensure students remain on-track to complete all grade-level standards.
- Clear success criteria for learning that are aligned to the standards and curriculum are established and referenced by both teachers and students.
- Educators and students are trained and supported in how to use **virtual platforms, tools, and materials**.

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2. INTERACTIVE, ENGAGING INSTRUCTION

- Norms and expectations for a safe, virtual learning environment and positive classroom climate are established and understood by teachers and students.
- Teacher-led instruction with student-teacher interaction (e.g., live teaching, pre-recorded lesson, office hours, individual instruction, small group instruction) is a regular component of student instruction.
- Opportunities for student-led or self-paced learning where students can practice skills independently with both computer-based and hands-on activities are a regular component of student instruction.
- Teachers regularly provide and set clear expectations for opportunities involving student-to-student interaction in a virtual setting (e.g., discussion boards, responding to peer assignments, live chats, etc.).
- Students have daily **communication** with a school-staff member regarding academics and well-being (e.g., a check-in phone call, teacher-led instruction, email exchange, teacher feedback on student work, small breakout groups, chat, messaging applications such as Remind, etc.).
- Daily and weekly schedules reflect developmentally appropriate lengths of time for instructional activities and are communicated to families. Sample schedules for **teachers** and **students** in different grade bands can be found on page 4.
- Students participate in a variety of interactive and engaging learning activities to build student understanding of grade-level content.
- Teachers have opportunities to collaborate to plan virtual instruction and adapt and annotate materials for the virtual classroom.
- Teachers pose questions to students designed to promote student thinking and understanding and employ a range of strategies to ensure that students are engaged in the learning.

3. MONITORING STUDENT PROGRESS

- At the beginning of the school year, the following **assessments** are administered to understand students' starting points as in previous years.
  - Beginning of year assessment for students in Kindergarten
  - Literacy screener for students in grades K-3
  - ELA and math diagnostic assessments for students in grades 3-high school
  - Social, emotional, and behavioral **screener** for all students (with parent **consent**)
  - Reviews needed to determine compensatory education for students with disabilities
  - Language screener for newly enrolled English learners
- Guidance on how **screeners** and **diagnostics** is administered (e.g., in-person or remotely) is determined and clearly communicated by the school system and teachers.
- Student progress is monitored and the data is used to adjust instruction and identify support for students throughout the year.
- Students with the most significant learning gaps or social, emotional, or behavioral needs as identified on assessments will **receive individual support** throughout the year.
- Teachers set clear and rigorous expectations for student work and communicate how understanding will be measured during virtual learning.
- Students have multiple opportunities to demonstrate and self-assess their progress towards mastery of standards.
- Student progress towards learning targets identified in an individualized education progam (IEP), individual accommodation plan (IAP), individual learning plan, and English learner plan are regularly monitored and shared with families and students.
- Progress updates and assessment results are shared transparently and proactively with students and families through established communication channels (e.g., online platform, email, phone call, videoconference, etc.) at multiple points during the school year.

4. STUDENT SUPPORT

- Schools **support** families in accessing necessary resources (e.g., e-books, science supplies, etc.) and implementing virtual instruction (e.g., orientation meetings, phone calls, trainings) throughout the year.

- Schools establish clear **communication channels** through which families can receive updates and ask questions.

- Students and families receive specific **feedback** from teachers on student work and progress aligned to learning objectives at least weekly.

- Students receive support, as needed, related to student well-being and academic progress as they would during in-person instruction to ensure successful grade-level completion.

- Diverse learners, including students with disabilities and English learners, receive the same level of support and **services**, to the greatest extent possible, aligned to their IEP, IAP, or EL plan in the virtual setting as they would during in-person instruction.

- Individual graduation plans (IGPs) are adapted to the virtual learning environment to ensure that all students are on-track to graduate on time.

- Student supports and **accommodations** provided by different school-level staff members (i.e. classroom teachers, special educational teachers, English as a second language teachers, counselors, teacher assistants, etc.) are coordinated and aligned to support student progress.

For more support, access these other Strong Start 2020 resources:

Strong Start 2020 webpage

Teaching and Learning Toolkit for Schools

Email: districtsupport@la.gov

SAMPLE STUDENT SCHEDULES

Families and students will receive information from their school leaders and teachers on specific learning activities students will be expected to participate in each day during virtual learning. The tables below provide examples of the types of learning activities that students may be engaged in, but students may not be engaged in all of these activities every day or in the exact order described below. Students will be expected to engage in the same amount of learning activities as they would in a typical school day. Teachers will be expected to build in breaks and a variety of computer-based, paper-based, and hands-on activities to the schedule to keep students engaged throughout the day.

PRE-K

SAMPLE INSTRUCTIONAL BLOCKS	ACTIVITY EXAMPLES
Morning Activities	Morning activities could include: • Live class discussion • Video message from teacher • Culture and relationship building activity
Core Instruction • **English Language Arts** • **Math**	This instruction could include: • Short pre-recorded video(s) focusing on module content and grade level standards • Live whole class teacher-led virtual instruction • Small group, differentiated instruction, one-on- one instruction • Embedded supports for diverse learners including students with disabilities and English learners • ELA instruction and practice including engaging with read-aloud audio files, practice with letters, etc. • Math instruction and practice including activities with numbers and shapes using manipulatives • Daily checks for understanding and targeted supports • Computer-based and hands-on learning activities
Arts	This time could include: • Activities to practice fine motor skills with coloring, safe use of scissors, or use of stickers • Listening to music and practicing keeping rhythm
Explore Activities	This time could include science-based projects, outdoor learning, or learning about current events and social studies.
Playtime/Physical Activity	This time could include free playtime, physical therapy, or other learning activities from a teacher.
Lunch, Snack Time, and Breaks	Throughout the day, students should have multiple breaks. This time could be used for eating snacks, eating lunch, napping, free playtime, etc.
Flexible Academic Time and End of Day Wrap	Flexible academic time and end of day wrap could include: • Follow-up academic activities from earlier instructional blocks including using building blocks to apply math concepts, library time, games, puzzles, etc. • Office hours • End-of-day video from the teacher reviewing or previewing learning • Social and emotional learning activity • Parent check-ins • Support services aligned to a student's IEP and could include related services, transition services, or functional skill development.

GRADES K–2

SAMPLE INSTRUCTIONAL BLOCKS	ACTIVITY EXAMPLES
Morning Activities	Morning activities could include: • Live class discussion • Video message from teacher • Culture and relationship building activity
Core Instruction • **English Language Arts including Foundational Skills** • **Math** • **Science** • **Social Studies**	This instruction could include: • Pre-recorded video(s) focusing on module content and grade level standards • Live whole class teacher-led virtual instruction • Small group, differentiated instruction, one on one instruction • Embedded supports for diverse learners including students with disabilities and English learners • Independent or guided application and practice of skill (e.g. interactive read-aloud, explicit writing instruction and practice, independent reading, etc.) • Daily checks for understanding and targeted supports • Computer-based and hands-on learning activities
Physical Activity or Arts	This time could include learning activities from a P.E./adaptive P.E., physical therapy, music, or art teacher.
Exploratory Activities	This could include hands-on, facilitated home-based activities, or STEAM activities.
Lunch, Snack Time, and Breaks	Throughout the day, students should have multiple breaks. This time could be used for eating snacks, eating lunch, free playtime, etc.
Flexible Academic Time and End of Day Wrap	Flexible academic time and end of day wrap could include: • Follow-up academic activities from earlier instructional blocks including independent and small group projects, current event activities, etc. • Free reading or writing • Office hours • End-of-day video from the teacher reviewing or previewing learning • Social and emotional learning activity • Review of homework • Support services aligned to a student's IEP and could include related services, transition services, or functional skill development.

GRADES 3-5

SAMPLE INSTRUCTIONAL BLOCKS	ACTIVITY EXAMPLES
Morning Activities	Morning activities could include: • Live class discussion • Video message from teacher • Culture and relationship building activity
Core Instruction • **English Language Arts** • **Math** • **Science** • **Social Studies**	This instruction could include: • Pre-recorded video(s) focusing on module content and grade level standards • Live whole class teacher-led virtual instruction • Small group, differentiated instruction, one on one instruction • Embedded supports for diverse learners including students with disabilities and English learners • Independent or guided application and practice of skill (e.g. interactive read-aloud, explicit writing instruction and practice, independent reading, etc.) • Daily checks for understanding and targeted supports • Computer-based and hands-on learning activities
Physical Activity or Arts	This time could include learning activities from a P.E./adaptive P.E., physical therapy, music, or art teacher.
Lunch, Snack Time, and Breaks	Throughout the day, students should have multiple breaks. This time could be used for eating snacks, eating lunch, physical activities, arts, etc.
Flexible Academic Time and End of Day Wrap	Flexible academic time and end of day wrap could include: • Follow-up academic activities from earlier instructional blocks including independent and small group projects, current event activities, etc. • Free reading or writing • Office hours • End-of-day video from the teacher reviewing or previewing learning • Social and emotional learning activity • Review of homework • Support services aligned to a student's IEP and could include related services, transition services, or functional skill development.

MIDDLE SCHOOL

SAMPLE INSTRUCTIONAL BLOCKS	ACTIVITY EXAMPLES
Morning Activities	Morning activities could include: • Live class discussion • Video message from teacher • Culture and relationship building activity
Core Instruction • **English Language Arts** • **Math** • **Science** • **Social Studies**	This instruction could include: • Pre-recorded video(s) focusing on module content and grade level standards • Live whole class teacher-led virtual instruction • Small group, differentiated instruction, one on one instruction • Embedded supports for diverse learners including students with disabilities and English learners • Independent or guided application and practice of skill (e.g. explicit writing instruction and practice, independent reading, etc.) • Daily checks for understanding and targeted supports • Computer-based and hands-on learning activities
Physical Activity or Related Arts	This time could include learning activities from a P.E./adaptive P.E., physical therapy, music, or art teacher.
Electives	Student electives could include career-exploration courses and other courses connected to student interests.
Lunch, Snack Time, and Breaks	Throughout the day, students should have multiple breaks. This time could be used for eating snacks, eating lunch, physical activities, arts, etc.
Flexible Academic Time and End of Day Wrap	Flexible academic time and end of day wrap could include: • Student electives • Follow-up academic activities from earlier instructional blocks including independent and small group projects, current event activities, etc. • Free reading or writing • Office hours • End-of-day video from the teacher reviewing or previewing learning • Social and emotional learning activity • Review of homework • Support services aligned to a student's IEP and could include related services, transition services, or functional skill development.

HIGH SCHOOL

SAMPLE INSTRUCTIONAL BLOCKS	ACTIVITY EXAMPLES
Homeroom	Morning activities could include: • Live class discussion • Video message from teacher • Culture and relationship building activity
Core Instruction • **English Language Arts** • **Math** • **Science** • **Social Studies**	This instruction could include: • Pre-recorded video(s) focusing on module content and grade level standards • Live whole class teacher-led virtual instruction • Small group, differentiated instruction, one on one instruction • Embedded supports for diverse learners including students with disabilities and English learners • Independent or guided application and practice of skill (e.g. explicit writing instruction and practice, independent reading, etc.) • Daily checks for understanding and targeted supports • Computer-based and hands-on learning activities
Physical Activity or Related Arts	This time could include learning activities from a P.E./adaptive P.E., physical therapy, music, or art teacher.
Electives	Student electives could include career-exploration courses, advanced placement courses, career and technical education courses, etc.
Lunch, Snack Time, and Breaks	Throughout the day, students should have multiple breaks. This time could be used for eating snacks, eating lunch, physical activities, arts, etc.
Flexible Academic Time and End of Day Wrap	Flexible academic time and end of day wrap could include: • Student electives • Follow-up academic activities from earlier instructional blocks including independent and small group projects, current event activities, etc. • Free reading or writing • Office hours • End-of-day video from the teacher reviewing or previewing learning • Social and emotional learning activity • Review of homework • Support services aligned to a student's IEP and could include related services, transition services, or functional skill development.

SAMPLE TEACHER SCHEDULES

PRE-K

SAMPLE INSTRUCTIONAL BLOCKS	ACTIVITY EXAMPLES
Morning Preparation	Morning preparation could include: • Independent or collaborative planning • Uploading or checking student learning activities and assignments in the continuous learning platform • Reviewing and providing feedback for students on previously submitted assignments • Reviewing and finalizing materials for live instruction
Morning Activities with Students	Morning activities could include: • Live video class discussion • Phone calls to students • Culture and relationship building activity
Instruction • **English Language Arts** • **Math** • **Arts**	These time blocks could include: • Delivering live whole class instruction for students • Facilitating student learning activities through the continuous learning platform (e.g. responding to discussion boards, providing student feedback) • Providing one-on-one or small group instruction or follow-up on learning for students • Reviewing daily checks for understanding and identifying targeted supports for specific students • Planning and preparing future lessons
Explore/Physical Activities	This time could include identifying activities for students to move and engage with creative learning activities (e.g. outdoor learning, science-based projects, projects about current events or social studies, etc.) that do not involve screen time.
Flexible Academic Time	This time block could include: • Providing one-on-one or small group follow-up on learning for students • Office hours • Reviewing student work and providing feedback • Identifying targeted supports for specific students • Planning and preparing future lessons independently or collaboratively • Progress monitoring for students • Emails and administrative tasks
End of Day Wrap	This time block could include: • End-of-day check-in with students (email, discussion board, live video conference, etc.) • Social and emotional learning activity • Parent check-ins

GRADES K-2

SAMPLE INSTRUCTIONAL BLOCKS	ACTIVITY EXAMPLES
Morning Preparation	Morning preparation could include: • Independent or collaborative planning • Uploading or checking student learning activities and assignments are ready in the continuous learning platform • Reviewing and providing feedback for students on previously submitted assignments • Reviewing and finalizing materials for live instruction
Morning Activities	Morning activities could include: • Live video class discussion • Phone calls to students • Culture and relationship building activity
Instruction • **English Language Arts including foundational Skills** • **Math** • **Science** • **Social Studies** • **Exploratory Activities**	These time blocks could include: • Delivering live whole class instruction for students • Facilitating student learning activities through the continuous learning platform (e.g. responding to discussion boards, providing student feedback) • Providing one-on-one or small group instruction or follow-up on learning for students • Reviewing daily checks for understanding and identifying targeted supports for specific students • Planning and preparing future lessons
Flexible Academic Time	This time block could include: • Providing one-on-one or small group follow-up on learning for students • Office hours • Reviewing student work, grading, and providing feedback • Identifying targeted supports for specific students • Planning and preparing future lessons independently or collaboratively • Progress monitoring for students • Emails and administrative tasks
End of Day Wrap	This time block could include: • End-of-day check-in with students (email, discussion board, live video conference, etc. • Social and emotional learning activity • Parent check-ins • Reviewing homework • Uploading and checking student learning activities and assignments are ready in the continuous learning platform for the next day

GRADES 3-5

SAMPLE INSTRUCTIONAL BLOCKS	ACTIVITY EXAMPLES
Morning Preparation	Morning preparation could include: • Independent or collaborative planning • Uploading or checking student learning activities and assignments are ready in the continuous learning platform • Reviewing and providing feedback for students on previously submitted assignments • Reviewing and finalizing materials for live instruction
Morning Activities	Morning activities could include: • Live video class discussion • Phone calls to students • Daily check-in question or discussion in continuous learning platform • Culture and relationship building activity
Instruction • **English Language Arts** • **Math** • **Science** • **Social Studies**	These time blocks could include: • Delivering live whole class instruction for students • Facilitating student learning activities through the continuous learning platform (e.g. responding to discussion boards, providing student feedback) • Providing one-on-one or small group instruction or follow-up on learning for students • Reviewing daily checks for understanding and identifying targeted supports for specific students • Preparing future lessons
Flexible Academic Time	This time block could include: • Providing one-on-one or small group follow-up on learning for students • Office hours • Reviewing student work, grading, and providing feedback • Identifying targeted supports for specific students • Planning and preparing future lessons independently or collaboratively • Progress monitoring for students • Emails and administrative tasks
End of Day Wrap	This time block could include: • End-of-day check-in with students (email, discussion board, live video conference, etc.) • Social and emotional learning activity • Parent check-ins • Reviewing homework • Uploading and checking student learning activities and assignments are ready in the continuous learning platform for the next day

MIDDLE SCHOOL

SAMPLE INSTRUCTIONAL BLOCKS	ACTIVITY EXAMPLES
Morning Preparation	Morning preparation could include: • Independent or collaborative planning • Uploading or checking student learning activities and assignments are ready in the continuous learning platform • Reviewing and providing feedback for students on previously submitted assignments • Reviewing and finalizing materials for live instruction
Morning Activities or Homeroom	Morning activities could include: • Phone calls to students • Daily check-in question or discussion in continuous learning platform • Culture and relationship building activity • Social and emotional learning activity • Student attendance
Instruction	These time blocks could include: • Delivering live whole class instruction for students • Facilitating student learning activities through the continuous learning platform (e.g. responding to discussion boards, providing student feedback) • Providing one-on-one or small group instruction or follow-up on learning for students • Reviewing daily checks for understanding and identifying targeted supports for specific students
Flexible Academic Time	This time block could include: • Providing one-on-one or small group follow-up on learning for students • Office hours • Reviewing student work, grading, and providing feedback • Identifying targeted supports for specific students • Planning and preparing future lessons independently or collaboratively • Progress monitoring for students • Emails and administrative tasks
End of Day Wrap	This time block could include: • End-of-day check-in with students (email, discussion board, live video conference, etc.) • Parent check-ins • Uploading and checking student learning activities and assignments are ready in the continuous learning platform for the next day

HIGH SCHOOL

SAMPLE INSTRUCTIONAL BLOCKS	ACTIVITY EXAMPLES
Morning Preparation	Morning preparation could include: • Independent or collaborative planning • Uploading or checking student learning activities and assignments are ready in the continuous learning platform • Reviewing and providing feedback for students on previously submitted assignments • Reviewing and finalizing materials for live instruction
Homeroom	Morning activities could include: • Phone calls to students • Daily check-in question or discussion in continuous learning platform • Culture and relationship building activity • Social and emotional learning activity • Student attendance
Instruction	These time blocks could include: • Delivering live whole class instruction for students • Facilitating student learning activities through the continuous learning platform (e.g. responding to discussion boards, providing student feedback) • Providing one-on-one or small group instruction or follow-up on learning for students • Reviewing daily checks for understanding and identifying targeted supports for specific students
Flexible Academic Time	This time block could include: • Providing one-on-one or small group follow-up on learning for students • Office hours • Reviewing student work, grading, and providing feedback • Identifying targeted supports for specific students • Planning and preparing future lessons independently or collaboratively • Progress monitoring for students • Emails and administrative tasks
End of Day Wrap	This time block could include: • End-of-day check-in with students (email, discussion board, live video conference, etc. • Parent check-ins • Uploading and checking student learning activities and assignments are ready in the continuous learning platform for the next day