Guiding Questions for Planning Virtual Learning

When converting a weekly lesson plan at-a-glance into a daily lesson presentation, **consider the following:**

- What are my objectives and success criteria for each daily lesson? What is the primary content that will serve as the focus for each day?
- What assignments will students need to complete or work on during each lesson?
- What resources or materials will I need to teach each lesson in order to prompt student thinking and problem solving?

Then: **What are the stages of my lesson?**

- What will I need to review from the week before?
- What skill or concept will I teach?
- What will I use to introduce the concept and get students interested?
- How will I model and provide guided and independent practice?
- How long will I spend on each stage?
- What questions will I use to assess learning at the end of the lesson?

Once you know WHAT you will teach, **consider the HOW**:

- How would I have taught this lesson in a physical classroom?
- What are some possible virtual alternatives?
    - *For example:*
        i. If I would have done a jigsaw group activity in beginning and middle of the lesson, how could I do that with breakout rooms?
        ii. Where would I have visually displayed content during instruction? How could I transfer this method in a virtual environment (screensharing, posting materials to a class folder)?
        iii. How will I "circulate" during work time to monitor understanding and provide feedback to students? Could I have them screenshare individually in breakout rooms, work in a live Google Doc, or write on the whiteboard?
- How will I ensure the directions and materials are clear and easy to access?
    - Will I have the live links to videos ready to paste onto the whiteboard and in chat, for instance?
    - How will I prevent overcrowding my slides with too much information? Could I present the information differently?

After teaching the lesson, **consider the following reflection questions**:

- What did I feel went well in the lesson? Which methods were most successful?
- Were there any places where students were confused or unresponsive? What didn't work?
- Did I get through what I needed to in the time I had? How could I tweak the pacing?
- What does my formative data tell me about student progress to mastery? What will we need to review? What does the number of responses tell me about student engagement? Do I need to plan outreach to certain students or offer additional small group help sessions?