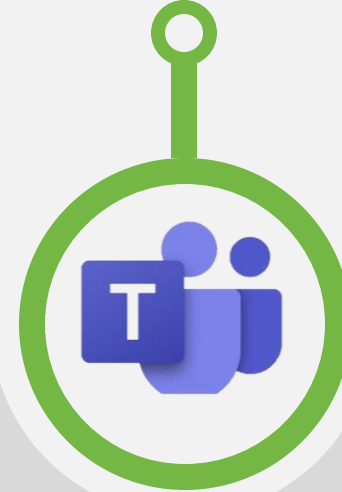


# Resources for Remote Learning

Scholantis Portal

Microsoft Teams



My Education BC

Office 365

SD5 Resources

# Possibilities

- Teacher Website
- Assignments
- Blogs
- Discussions
- Portfolios

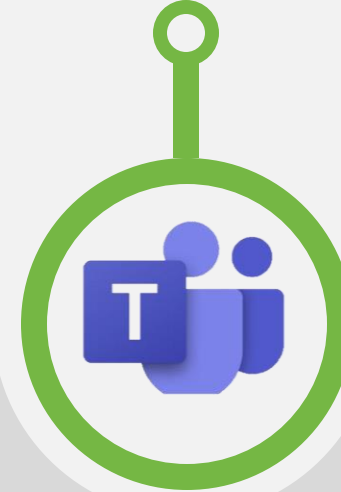
- Student management
- Notes, quizzes, resources
- Live communication



- Parent/student contacts
- Student Lists
- Built-in assessment tools



- Cloud and desktop
- Collaborative tools
- OneDrive and email



- DRC Website
- Links to other Sites

# Grade Levels



K-12



K-12



6-12



K-12

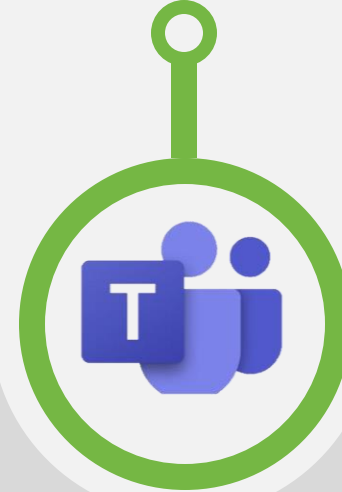


K-12

# Where to Learn

Portal support page  
[docs.scholantis.com](https://docs.scholantis.com)

<https://www.microsoft.com/en-us/education/remote-learning>



[myeducationbc.info](https://myeducationbc.info)

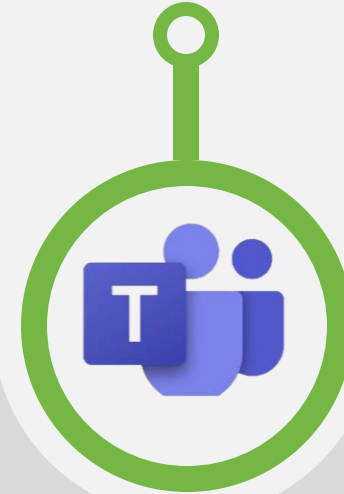
<https://education.microsoft.com/en-us/resource/4c0c02c0/>

[sd5.bc.ca/resources/drc](https://sd5.bc.ca/resources/drc)

# Assessment

Online assignment submission  
Portfolios  
Discussion and comments

Assessment tools with  
online quizzes a custom  
rubrics and grading



Online assignment submission  
Gradebook

Teacher Led  
Assessment

Teacher led  
assessment

# Resources Hierarchy

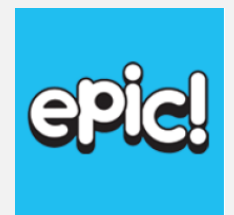
## Learning Management



## District Supported Resources



## Supplementary Resources & Tools



# The First 20 Days of Virtual Learning

THE FIRST 20 DAYS OF Virtual Learning				
WEEK 0: PREPARING FOR VIRTUAL LEARNING				
Further Details + Start Communications	Establish Expectations	Prep Teachers	Leverage Community Partnerships	Simulate the Process
<p>Clarify roles with teams for things like tech support and teacher capacity. Establish expectations for the quality and pacing of virtual lessons. Knowing that facilities will all have different capabilities, consider an asynchronous meeting model with established times for everyone to sign (group chat, video office hours).</p>	<p>Clarify roles with teams for things like tech support and teacher capacity. Establish expectations for the quality and pacing of virtual lessons. Knowing that facilities will all have different capabilities, consider an asynchronous meeting model with established times for everyone to sign (group chat, video office hours).</p>	<p>Leverage coaches, PLC time and planning periods to help teachers create measures they'll need for digital means. If resources allow, consider paper options as students will not be limited during an asynchronous meeting. Give teachers time to prepare for the changes to come.</p>	<p>Our schools partner with the local hearing for students. Connect with community partners to make plans to address the whole child – consider starting your action plan for an emergency plan during virtual learning. Each partnership with regular updates, and each will provide to help facilitate partnership success.</p>	<p>Set the stage for what's ahead to come, so students can feel prepared. Post this as a video lesson to class, and answer any questions. This is also a good time to work through any plans for logging in to various applications, and to make sure all students have the right information they need.</p>
RESOURCES				
<ul style="list-style-type: none"> <li><a href="#">Digital Learning Engagement Guide</a></li> <li><a href="#">100+ Digital Learning Tools, Apps and Sites</a></li> <li><a href="#">Using Social Media in a Virtual Classroom</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Developing a Curriculum for Virtual Learning</a></li> <li><a href="#">Developing Plans for Success with 1:1 Device Use</a></li> <li><a href="#">How to Measure the Quality of Virtual Learning</a></li> <li><a href="#">Supporting the Use of 1:1 Devices</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Developing a Virtual Learning Plan</a></li> <li><a href="#">How to Measure the Quality of Virtual Learning</a></li> <li><a href="#">A Guide to Getting Started with Virtual Learning</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Virtual Resources - Our Page Content, News and More</a></li> <li><a href="#">Virtual Learning Plan for Change and Resilience</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Digital Engagement &amp; Learning Tools</a></li> <li><a href="#">Digital Learning Guide</a></li> <li><a href="#">Classroom Support 1:1 Digital Learning &amp; Instruction</a></li> <li><a href="#">Digital Learning Guides</a></li> </ul>
WEEK 1: BUILDING SAFETY + SKILLS				
Students First	Sharing Content	Connecting Students	Understanding First Assignment	Office Hours
<p>Everyone is feeling a little unsure about how their virtual learning will work – start with a check-in session that has a supportive, relaxed, and helpful tone. The idea here is to use as they engage in learning through this new format. Build in extra time to model how to use the software and be sure any specific measures are shared again.</p>	<p>Add a video lesson to your virtual platform or use a link to a YouTube video. Keep the information no longer than 10 minutes and consider covering content that will be used in a great time to come back to it. Content that avoids students and content that is engaging through their phones and measures in the learning experience.</p>	<p>Introduce a map for students to collaborate and engage with content through discussion boards and measured responses. Be explicit making this an easy way for students to feel safe. As the questions become more specific, they can transition to the content and the collaborative process. Be intentional to share clear expectations for what and how to post.</p>	<p>Students have shared, heard, and collaborated. Now it's time for them to demonstrate learning. Use an exit ticket, blog, or Google Classroom for students to show their work. Another idea is to have students use a pollster and share with the class (Class Digital) Review Day.</p>	<p>Set aside time to collaborate with the class and students can connect virtually. Use this time to answer questions, chat, and give feedback on the process so far. If needed, model for students how to use an online feature. Consider modeling and modeling an office hour for those who aren't join live.</p>
RESOURCES				
<ul style="list-style-type: none"> <li><a href="#">List of Content Objectives or Objectives for Student Learning</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">How to Create a Virtual Lesson</a></li> <li><a href="#">How to Create a Virtual Lesson</a></li> <li><a href="#">How to Create a Virtual Lesson</a></li> <li><a href="#">How to Create a Virtual Lesson</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">How to Create a Virtual Lesson</a></li> <li><a href="#">How to Create a Virtual Lesson</a></li> <li><a href="#">How to Create a Virtual Lesson</a></li> <li><a href="#">How to Create a Virtual Lesson</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">How to Create a Virtual Lesson</a></li> <li><a href="#">How to Create a Virtual Lesson</a></li> <li><a href="#">How to Create a Virtual Lesson</a></li> <li><a href="#">How to Create a Virtual Lesson</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">How to Create a Virtual Lesson</a></li> <li><a href="#">How to Create a Virtual Lesson</a></li> <li><a href="#">How to Create a Virtual Lesson</a></li> <li><a href="#">How to Create a Virtual Lesson</a></li> </ul>
WEEK 2: DEEPENING ENGAGEMENT + MASTERY				
Formative Data	Leverage Digital Content	Create a Digital Data Tracker	1:1 Feedback Sessions	Personalize Instructional Experiences
<p>Offer an opportunity as well as part of the virtual lesson so students have a clear understanding of the standards/expectations they are already meeting/missing. These items will be focused on during monitoring of that measure.</p>	<p>Many online platforms have content aligned to your current standards. Leverage existing digital resources to help students learn. When they're learning online, they're not physically in a room. When choosing materials, consider what students will suggest. Consider students and facilities have a more user</p>	<p>Work with students to begin to develop progress trackers. These will allow them to track and reflect on the progress of their work over time. A simple data tracker could include the number of standards to be mastered in a unit, students for rolling mastery, and a column for the evidence students need to include.</p>	<p>Connecting with students one-on-one to discuss progress and performance can be helpful. Teachers can be helpful in getting comfortable with this meeting process. Having students understand what they are doing and what they need to focus on often will help them make progress.</p>	<p>Based on what you've learned about students' mastery of the content, tailor resources to the needs of different groups. Use resources in your digital platform so students have access to content that's appropriately challenging for them, or if your meeting management system allows, assign</p>

