

Scheduling Virtual Learning

About the tool

This activity was developed by Kerry Hayes Trotta, Etmi Lopes Martins, Kendra Haggerty, Maryann Reilly, Michelle Silvia, and Amy Burns, educators and administrators at Robert F. Kennedy Elementary School in Providence, Rhode Island, during the spring of 2020 as part of an NCII community of practice focused on virtual intervention delivery. Please note that NCII does not endorse specific intervention programs. As such, any programs noted in these documents are used for illustrative purposes only or as potential resources for source materials (e.g., sample text, graphic organizers).

At-home learning requires increased independence for students. With no bells signaling the beginning or end of class and no teacher leading the class for each subject, students must follow a virtual schedule. Within these schedules, students are responsible for accessing the appropriate links to class sessions and work activities. In addition, students often must populate usernames and passwords—most of which are unique for each different site or task.

With this expectation of independence, it is imperative that teachers provide both daily agendas and individual subject outlines that are clear enough for students and families to follow. The following are some examples of daily schedules for kindergarten and second grade:

- Daily agenda: [Kindergarten](#)
- Daily agenda: [Grade 2](#)

Within each subject area or time period, an individual breakdown of and timeline for specific tasks can also aid students in planning and expectations. The following are examples of subject outlines for kindergarten–grade 1 small-group reading and math.

- Small-group reading outline: [Kindergarten–Grade 1](#)
- Small-group math outline: [Kindergarten–Grade 1](#)

Tips for implementation

1. Provide the relevant link in its respective time slot and label it appropriately (e.g., Morning Meeting—9:00 a.m., Math Independent Practice—10:00 a.m.).
2. Present pertinent information under each link, such as usernames and passwords, due dates, and/or other expectations for completion.
3. Provide the lesson name and number for each task (e.g., Lesson 16—Tricky Trapezoids).
4. If a subject has numerous tasks, provide approximate timing for each activity. (See small-group outlines above for examples.)

5. For younger students, limit the amount of text and include illustrative picture icons (e.g., picture of books for reading or picture of numbers for math).
6. If your students or their families are multilingual, provide translations to ensure there is no confusion about the schedule.

Instructional examples

Kennedy Elementary School’s integrated approach to distance learning combines direct instruction, technology-based activities, and family communication and engagement. To prepare teachers for distance learning, Kennedy Elementary School held weekly professional development for teachers on various tools and resources for virtual learning. In addition, the school incorporated common planning time for support staff to ensure all staff were prepared to best meet the needs of their students. As you create daily schedules, you may want to consider applying Table 1, which shows an example of how this integrated approach looks in both academics and behavior.

Table 1. Kennedy Elementary School Instructional Examples

	Academics	Behavior
Instruction	<ul style="list-style-type: none"> • Specialized instruction (Zoom) • Small-group reading and math (Zoom) • Example: Small-group reading and math outlines 	<ul style="list-style-type: none"> • Weekly social-emotional learning lesson (Google Classroom) • Direct services (Zoom or phone calls) • Example: Create Your Own 5-Point Scale
Technology-based activities	<ul style="list-style-type: none"> • Lalilo—online phonics program • MobyMax—supplemental practice opportunities for students in a variety of subjects • Seesaw—virtual learning platform • Happy Numbers—individualized math supplemental instruction • Lexia—resources to support literacy instruction • ABCmouse—educational games, books, and puzzles • Google Hangout/Google Chat—apps to foster peer-to-peer communication 	<ul style="list-style-type: none"> • Weekly check-in (Google Form or Zoom) • Example: Weekly Check-In Form

Communication techniques

One of Kennedy Elementary School’s keys to success during distance learning has been clear, consistent communication. Beyond sharing student schedules, Kennedy Elementary School employs a multi-layered approach to communication that encourages family engagement at the classroom and school levels.

Kennedy Elementary School communicates with families primarily through four user-friendly websites, in addition to weekly phone calls. The school website, [Dolphin Site](#), serves as a public platform to communicate school-wide announcements and highlight upcoming events. The school also has an internal Google Site, Kennedy Dolphins' Pod Page, which highlights the achievements of students, as well as information about how to access virtual resources. Kennedy Elementary School uses its [YouTube channel](#) to share important messages from the school and deliver virtual learning tips. Specifically for parents and families, Kennedy Elementary School uses [KiNVO](#) to share student data, including attendance and grades, and to connect teachers and parents through instant messaging.