Teaching During COVID-19

Remote Learning Action Plan

School: _____ Teacher: _____ Classroom: _____ Date of plan: _____

Creating an effective remote learning plan is a crucial component of teaching during the COVID-19 crisis. Use the considerations below to create an action plan for remote instruction. Consider the following resources as your complete your remote action plan: guidance from your state's education department and operational guidelines provided by your district and administrators.

	Planning for Remote Instruction	
Complete?	**Considerations**	**Action Plan**
☐	**Scheduling** Create weekly and daily staff schedules to reflect remote learning; consider how many total minutes of remote instruction each student will receive	
☐	**Synchronous remote instruction** Provide students with learning opportunities delivered in real-time from an educator to ensure FAPE and meet IEP goals (group and/or 1:1 instruction); consider the type of instruction that is best conducted by classroom staff, and how many minutes each student will receive daily/weekly	
☐	**Asynchronous remote instruction** Provide students with instructorless learning opportunities to generalize skills and meet IEP goals at home. Might include pre-recorded video, self-guided module completion, discussion boards, home packets, independent work, at-home activities, and extension activities, etc.	

Planning for Remote Instruction		
Complete?	Considerations	Action Plan
☐	**Communication with caregivers** Establish plans for ongoing communication with caregivers (parents, guardians, family members, etc.), which may be different for each student; may include phone calls, emails, video chats, etc.	
☐	**Tracking attendance** Establish plans for tracking attendance for synchronous and asynchronous instruction	
☐	**Equitable access** Implement measures to help ensure all students have the necessary materials to engage fully in remote instruction; collaborate with families to determine the number, type, and capabilities of devices in their home to support remote learning	
☐	**Instructional environment** Create a teaching space with the appropriate technology and materials for delivering remote instruction to students	

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	Curriculum, Technology, and Progress Monitoring	
Complete?	**Considerations**	**Action Plan**
☐	**Curriculum and materials** Determine the curriculum and materials to be used for remote learning (assessment, lesson plans, curricular areas, group and/or 1:1 instruction, etc.)	
☐	**Technology and virtual platforms** Determine which technology and plaforms will used for remote instruction; may include any combination of phone, video conferencing, online classrooms, modules, etc.	
☐	**Assessment, data collection, and progress monitoring** Implement measures to assess student skills, collect data on IEP goals, lessons, and routines, and monitor progress	
☐	**Align IFSP/IEP goals** Write IFSP/IEP goals to reflect the skills targeted during remote learning (synchronous and asynchronous)	
☐	**Reinforcement systems** Establish plans for providing reinforcement to students to increase motivation and independence during remote learning	

	Establishing the Educational Team	
Complete?	**Considerations**	**Action Plan**
☐	**Caregivers** Determine who will be the primary contact; caregivers supporting remote learning may include parents, family members, guardians, daycare and respite providers, etc.	
☐	**Duties and responsibilities of classroom staff** Establish duties and responsibilities for each staff member (teacher, educational assistants, etc.) for remote instruction	
☐	**Related service providers** Create service delivery plans for related service providers (SLP, OT, PT, autism consultant, etc.) for remote instruction	
☐	**Inclusion and specials** Establish plans for inclusion and specials; includes scheduling and guidance for caregivers and general education staff	

Collaboration with Caregivers

Note: Caregivers are vital partners during remote learning opportunities. Some students will not be able to sit and attend to a teacher providing online instruction for long periods of time. Therefore, defining the caregiver's role for supporting remote instruction and providing opportunities for coaching and feedback will be essential to teaching effectively. The amount of support needed will depend greatly on the individual student, caregiver, and learning environment.

Complete?	Considerations	Action Plan
☐	**Initial communication** Pre-plan with each family to determine what their student's individualized remote learning plan will entail; establish norms and expectations for caregiver involvement, schedule synchronous remote learning times, and create backup plans	
☐	**Establish shared goals** Collaborate with caregivers to establish shared goals for remote learning; align caregiver goals and priorities with remote learning plan and IFSP/IEP goals	
☐	**Ongoing communication** Establish communication plans with each caregiver (primary contact, method of communication, frequency of communication, etc.)	
☐	**Prep caregivers to use technology** Practice technology with caregivers; acknowledge that comfort levels with technology will vary, and technology expectations should match each family's device capabilities	

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	Collaboration with Caregivers	
Complete?	**Considerations**	**Action Plan**
☐	**Establish at-home learning environments** Support caregivers with creating successful learning environments at home (for synchronous and asynchronous remote instruction)	
☐	**Create visual schedules for home use** Support caregivers with utilizing visual schedules at home to create structure and predictability for students and to make expectations for remote learning clear	
☐	**Reinforcement systems for home use** Coach caregivers to provide reinforcement to students at home to increase motivation and independence during remote learning	
☐	**Providing materials** Create plans for providing remote learning materials to families (home packets, visual supports, at-home activities, independent work, extension activities, etc.)	

Collaboration with Caregivers		
Complete?	**Considerations**	**Action Plan**
☐	**Acknowledge cultural differences and diverse needs** Provide differentiated remote instruction based on each student's unique needs; apply an equity lens when designing instruction and factor in cultural differences, family priorities, barriers to remote learning, etc.	
☐	**Progress monitoring and next steps** Collaborate with caregivers on a regular basis to reflect on remote instruction plan; evaluate successes and challenges to determine next steps	
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