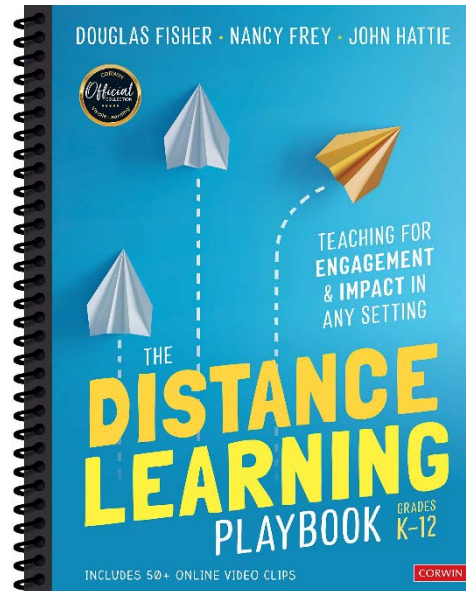**The Distance Learning Playbook by Doug Fisher, Nancy Frey and John Hattie**
Book Study Learning Plan

Initially designed by the Kentucky Department of Education professional learning coordinators and implemented with educators from across the state during fall 2020, *The Distance Learning Playbook* book study was extremely successful and is now packaged as an asynchronous learning plan educators can use to facilitate a group in their school and/or district.

This study allows educators to dig deeper into a hands-on guide focused on preparing and delivering distance learning experiences that are truly effective and impactful. Through this study, participants will take a closer look at evidence-based strategies teachers can utilize in the virtual setting, spanning topics from teacher-student relationships, clarity, instructional design, feedback and assessment. The study includes:
- Learning intentions and success criteria for each topic to track your own learning and model evidence-based teaching practices for meaningful learning;
- Special considerations for teachers of primary students;
- Videos of the authors and teachers discussing a wide variety of distance learning topics; and
- Opportunities to self-reflect on current practices and plan future instruction.

In addition to the text, the learning plan includes other resources used during the study to deepen participant understanding of best practices in distance learning and to take into account different perspectives from other leading educators.

Educators can modify this plan to set a pace and emphasis that is appropriate for their group. Depending on the setting, facilitators might use a Google classroom environment or similar platform as a space for reflection and group discussion virtually or use notebooks and face- to- face collaboration for an in-person setting.

The Distance Learning Playbook Study Learning Plan

Topic	Purpose	Watch and Read	Reflect and Respond	Extend

Preparing for Distance Learning	**Learning Goals:**
	We are learning about self-care during distance learning.
	
	We are learning about creating and managing distance learning classrooms.
	
	Success Criteria:
	Module 1
	● I can create a dedicated workspace in my home for distance learning.
	● I can develop routines and a schedule for myself during distance learning.
	● I can develop a plan to support my social, emotional and physical well-being duing distance learning.
	
	Module 2
	● I can establish norms for students.
	● I can develop class agreements.
	● I can identify synchronous distance learning classroom expectations.
	● I can identify procedural and organizational routines.
	● I can create a plan to learn my students' names and interests during the first days of school.
		Watch:
		● Recorded Live Event with Dr. Doug Fisher (Synchronous Meeting #1)
		
		● Introduction to the Distance Learning Playbook Study Video
		
		Read:
		● Introduction (pp. 1-7)
		● Module 1 (pp. 9-22)
		● Module 2 (pp. 23-45)
		
		Watch:
		● Topic 1 Wrap Up and Topic 2 Introduction Video
			All Participants Respond
			
			What are some aspects of teaching and learning that you know are critical for student success in the face-to-face setting that you want to apply to the distance learning setting? What aspects of distance learning do you want to focus on for your professional growth?
			
			Choose 1 of the 3
			
			1. What might be some important routines for yourself when working from home? How might you structure a schedule to support working from home? What are some ways you plan to take care of yourself socially, emotionally and physically while working from home?
			
			2. Develop a classroom management plan or analyze and revise your existing management plan for your distance learning classroom with the following considerations in mind:
			   a. What are the norms you want students to use as they interact in the distance learning setting?
			   b. What are some possible classroom agreements you want to co-construct with your students?
			   c. What expectations will you set for the synchronous distance learning experiences?
			   d. What procedures and organizational structures might you include?
			
			3. What routines might you use during the first week of school to learn your students' names in a fun, engaging way? How will you learn about their interests (surveys, videos, sharing illustrations, etc)?
				WestEd Resource: Self-Care Strategies for Educators During the Coronavirus Crisis
				
				Center on PBIS Resource: Creating a PBIS Behavior Teaching Matrix for Remote Instruction
				
				ASCD Article: Creating a Safe Digital Space

Topic	Purpose	Watch and Read	Reflect and Respond	Extend

Relationships, Credibility and Clarity	**Learning Goals:**
	We are learning about creating strong teacher-student relationships in the distance learning setting.
	
	We are learning about establishing and maintaining teacher credibility from a distance.
	
	We are learning about increasing clarity through learning intentions and success criteria in the distance learning setting.
	
	Success Criteria
	Module 3:
	● I can describe the characteristics of valuable teacher-student relationships.
	● I can develop a plan to apply the elements of teacher-student relationships to the distance learning setting.
	● I can create a system for increasing touchpoints with all my students virtually.
	
	Module 4:
	● I can describe the four aspects of teacher credibility.
	● I can generate ideas for establishing and maintaining trust, competence, dynamism and immediacy in my distance learning classroom.
	
	Module 5:
	● I can describe the four practices that combine to create clarity in the distance learning setting.
	● I can use the three clarity questions to plan distance learning experiences.
	● I can analyze my grade-level or course standards to develop learning intentions and success criteria that help students answer the three clarity questions.
	● I can identify and share the relevance of the learning expectations with my students.
		Watch:
		● Topic 2 Wrap Up and Topic 3 Introduction Video
		
		Read:
		● Module 3 (pp. 46-64)
		● Module 4 (pp. 65-78)
		● Module 5 (pp. 79-100)
		
		Watch:
		● Recorded Synchronous Meeting # 2
		
		● Synchronous Meeting # 2 Slides Presentation
			Choose 2 of the 4
			
			1. Why are relationships central to your distance learning classroom? Using the elements of teacher-student relationships on page 51, how might you build and maintain relationships with your students throughout the school year in the distance learning setting? Using the guiding questions on page 62, what specific approaches might you take to increase your touchpoints with all your students?
			
			2. In thinking about establishing and maintaining teacher credibility, choose one of the following aspects: trust, competence, dynamism or immediacy. Describe a teacher that you had in the past that exemplified that aspect. What specifically did they do to demonstrate that aspect? How might you incorporate similar ideas into your classroom setting?
			
			3. Think about how you established consistency with students in your face-to-face classroom through routines and structures. How might you create similar consistency in your distance learning classroom?
			
			4. How will you provide clarity to your students in the distance learning setting? Specifically in what ways might you:
			    a. Establish learning expectations?
			    b. Ensure students know what success looks like?
			    c. Ensure questions, tasks, and activities align with the learning expectations?
			    d. Design assessments that align to the learning expectations?
				Corwin Excerpt: Using Trust to Build Teacher-Student Relationships
				
				Edutopia Article: 7 Ways to Maintain Relationships During School Closure
				
				Fisher & Frey Article: Boosting Your Teacher Credibility
				
				Larry Ainsworth Video: Why Clarity Matters

Topic	Purpose	Watch and Read	Reflect and Respond	Extend
Instruction in Distance Learning	**Learning Goals:** We are learning about increasing student engagement in distance learning. We are learning to design experiences that impact students' understanding and strategies to support those experiences. **Success Criteria** **Module 6:** ● I can describe the three dimensions of engagement. ● I can select learning tools for my distance learning classroom that meet specific functions of learning. ● I can evaluate tools for their usefulness. ● I can apply the task design principles in my distance learning classroom. ● I can develop and implement a consistent schedule to promote engagement in my distance learning classroom. **Module 7:** ● I can identify high-leverage instructional strategies that are likely to impact students' learning. ● I can design challenging collaborative tasks. ● I can coach and facilitate students' learning based on the needs I have identified. ● I can design practice that is both spaced and deliberate.	**Watch:** ● Topic 3 Wrap Up and Topic 4 Introduction Video **Read:** ● Module 6 (pp. 101-121) ● Module 7 (pp. 122-146) **Watch:** ● Recorded Synchronous Meeting # 3 ● Synchronous Meeting # 3 Slides Presentation	**Choose 2 of the 4** 1. Choose one of the following learning functions: finding information, using information, creating information or sharing information. Complete the following: 　a. Research various digital tools that align to that function 　b. Select a tool that is grade-level appropriate for your students 　c. Develop a plan for how you might introduce that tool to students and build their capacity over time. 　d. Brainstorm specific ways students might use the tool to support their learning. 2. Using the task design principles on page 111, create a new task or revise an existing task for an upcoming unit or lesson to increase student engagement with that specific task in the distance learning setting. 3. In what ways is the schedule for your distance learning classroom consistent and predictable for students and families? Based on the reading, what might be some possible adjustments you want to make to your existing schedule? What scheduling issues are you currently experiencing that are within your control and what are some possible steps to help resolve those issues? 4. Choose one of the following aspects of the instructional framework: demonstrating, collaborating, coaching and facilitating, or practicing. What are some possible action steps and /or strategies you might use to improve that aspect in your distance learning classroom?	Edutopia Article: Designing Your LMS to Make Distance Learning Better Edutopia Video (2:23): Keeping Students Engaged in Virtual Settings Great Schools Partnership Article: Student Engagement

Topic	Purpose	Watch and Read	Reflect and Respond	Extend
Feedback and Assessment in Distance Learning	**Learning Goals:** We are learning about feedback and formative assessment in the distance learning setting. We are learning about ways to improve the schooling experience regardless of the classroom setting. **Success Criteria** **Module 8:** ● I can identify and apply strategies which promote teacher, peer and student feedback in the distance learning setting. ● I can identify formative assessment strategies to check for understanding in the distance learning setting. ● I can use formative assessment strategies to design a formative assessment for an upcoming lesson or unit. **Module 9:** ● I can apply what I learn from crisis teaching to improve teaching and learning in both the face-to-face and distance learning setting.	**Watch:** ● Month 4 Book Study Wrap Up Video **Read:** ● Module 8 (pp. 147-156) ● Module 9 (pp. 167-173) **Watch:** ● Recorded Synchronous Meeting # 4 ● Synchronous Meeting # 4 Slides Presentation	**All Participants Respond** What did you learn from crises teaching this past spring? How might you apply what you learned through this study and from the crisis to make learning better for you, your students and their parents in the future in both the face-to-face and distance learning settings? **Choose 1 of the 3** 1. Choose one of the following types of feedback: teacher-to-student, student-to-teacher, peer feedback, or student self-assessment. What are some possible action steps and /or strategies you might use to improve that type of feedback in your distance learning classroom? 2. How can you provide students feedback in a distance learning experience? How can the three questions on page 150 help you organize the feedback you provide? 3. How can you use some of the strategies in this module (e.g., virtual exit slips, retellings, polling, practice tests, etc.) as a part of the formative assessment process? Using one of the strategies above, design an example of a formative assessment for an upcoming lesson or unit.	Journal of Researchers Online Article: Five Elements that Impact Quality Feedback in the Online Asynchronous Classroom National Center for Educational Outcomes Article: Five Formative Assessment Strategies to Improve Outcomes for Students with Disabilities New Charlotte Danielson Remote Teaching Framework Documents: Remote Teaching Guide Self-Assessment and Reflection Tool Observation Tool