



Virtual Instruction in QCSD

The best model for virtual instruction is a combination of asynchronous (self-paced) and synchronous (live) opportunities for instruction, participation and feedback.

How is this different from the spring during emergency distance learning?

- Student work is graded and strong accountability for learning is present.
- Attendance is mandatory and will be determined by a variety of measures including log-in data and grades.
- QCSD curriculum and assessments will be used consistently.
- Seesaw and Canvas will be used more consistently.
- Teachers will offer more synchronous learning opportunities (as described below).

Virtual Learning Model

- ❑ Consistent structures for learning across classes in Seesaw (K-5), Google Classroom (4-5), and Canvas (6-12).
- ❑ Teachers will provide suggested schedules to virtual learners but can be adapted based on family needs.
- ❑ Teachers will determine attendance through a variety of factors that may include daily log-in data, task completion, and graded assignments.
- ❑ Students will have the opportunity to share their learning with their teacher and peers.
 - ❑ Discussion Boards, Flipgrid video submissions, graphic organizers, notes, practice, projects
 - ❑ Many of these can be collaborative and create virtual collaborative interaction with in-person peers (discussion boards, collaborative projects, etc).
- ❑ Students complete assessments and are provided feedback and grades, just like in the live environment.

Synchronous Learning Opportunities

- ❑ Opportunities to participate in some "live" class activities (Some examples include: morning meeting, class read aloud, group discussions)
- ❑ Opportunities to participate in some "live" instruction (Some examples may include: live demonstrations, class lectures). Note that live offerings are just one method of offering synchronous experiences, and that classes will vary in the amount of live instruction that is available.
- ❑ Student participation in collaborative group activities and projects from at home through the use of Google Meets, Google Docs, and various interactive tools inside Seesaw (K-5) and Canvas (6-12).

Asynchronous Learning Opportunities

- ❑ The teacher will provide clear directions and learning objectives with each lesson.
- ❑ The teacher will provide content to read, view, explore and interact with, including QCSD teacher recorded instruction.
- ❑ Many of the learning opportunities provided to students asynchronously will be the same as in the "live" environment and will be aligned to QCSD curricula.
- ❑ Time dedicated daily for feedback, support, and response to individual questions.

Why QCSD Virtual Learning?

- ❑ High quality QCSD teachers leading your child's learning experiences, using the same curriculum as live instruction
- ❑ Participation and sense of community with QCSD peers
- ❑ Seamless reintegration into live instruction for students in the '21- '22 school year.



What might this look like for an elementary student?

Sample learning including possible synchronous opportunities. Individual days may have more asynchronous learning and may vary based on subject, classroom, and grade level.

- Log in to Seesaw and review the learning objectives and activities for the day.
- Review feedback from teacher from prior work submitted.
- Participate in class meeting and Social Emotional Learning in the AM via Google Meet.
- Complete learning activities for Reading and Foundational skills via Seesaw.
- Participate in class read aloud via Google Meet.
- Engage in class math mini-lesson and complete math learning activities via Seesaw.
- Engage in teacher demonstration of science lab/social studies presentation and complete science via Seesaw.
- Complete activities provided by Art/Music/Health and Physical Education/Spanish teacher via Seesaw.
- *Students will rotate through all specials throughout the year, focusing on only one special for an extended period of time.
- Check in with teacher via Google Meet as needed during scheduled "office hours."
- [Table View of Sample Schedule](#)

AND/OR

- Log in to Seesaw and review learning objectives and activities for the day. Review feedback from teacher from prior work submitted.
- Complete learning experiences at their own pace.
- Check in with teacher via Google Meet as needed during scheduled "office hours."

What might this look like for a secondary student?

- Log in to Canvas at 7:45am and review the learning objectives and activities for the day in each class. Review teacher feedback from the prior day. Review potential "live" learning opportunities teachers may make available during the day.
- Complete learning experiences at own pace. These learning experiences may be a mix of teacher recorded instruction, access to high quality curriculum resources, etc.
- Participate in any live offerings during the day via Google Meet and/or small group collaboration when available including guided lectures, demonstrations, etc. Note that live offerings are just one method of offering synchronous experiences, and that classes will vary in the amount of live instruction that is available.
- Check in with teacher via Google Meet @ 2:15pm if necessary.
- [Table View of Sample Schedule](#)

AND/OR

- Log in to Canvas at 7:45am and review learning objectives and activities for the day in each class. Review feedback from the teacher from the prior day.
- Complete learning experiences at own pace. These learning experiences may be a mix of teacher recorded instruction, access to high quality curriculum resources, etc.
- Check in with the teacher via Google Meet @ 2:15 pm if necessary.

Note: Questions and/or feedback may be provided throughout the day depending on teacher schedules. These times will be communicated to learners and families at a future date.