

Nevada Digital and Blended Learning Guide

Nevada Department of Education
[Nevada Digital Learning Collaborative](#)

November 2021



Table of Contents

Acknowledgements	2
Superintendent Message.....	3
Introduction and Overview.....	5
Access, Build, and Maintain Infrastructure.....	9
Make a Plan	9
Digital Citizenship Safety and Student Privacy	15
Federal Laws Governing Privacy and Safety	22
Personalized Student Learning	23
Student Instructional Models.....	23
Flexible Delivery	24
Structuring a Schedule.....	26
Communication with Students	28
Elementary Considerations	30
Early Learners.....	30
Grades 3-5.....	31
Secondary Considerations	34
Learning and Engagement.....	36
Balanced Assessment Systems	39
English Learners.....	44
Students with Disabilities	46
Social-Emotional Learning.....	49
Educator Professional Learning.....	53
Learning Management System.....	57
Health and Wellness.....	59
Parent and Family Collaboration	61
Communication	61
Health and Wellness	65
Organizational Best Practices.....	66
Communication.....	67
Professional Learning Communities (PLC).....	69
Grading Policies.....	71
Educator Network.....	72
State Outreach	74
Appendix.....	75

Acknowledgements

This work was developed under the guidance of the Nevada State Department of Education (NDE) Office of the Superintendent of Public Instruction. We would like to thank Superintendent Jhone Ebert and Deputy Superintendent Jonathan Moore for their continued support.

We would like to acknowledge the Nevada Digital Learning Collaborative Leadership Team of the Nevada Department of Education for the drafting of this guide:

Dave Brancamp, Director, Office of Standards and Instructional Support
Cindi Chang, Office of Standards and Instructional Support
Kathleen Galland-Collins, Office of Educator Development, Licensure, and Family Engagement
Jennifer Kane, Office of Inclusive Education
Kaitlin Lewallen, Office of Early Learning and Development
Joshua Loftis, Office of Superintendent
Jaynie Malorni, Office of Standards and Instructional Support
Amanda Pinter, Office of Standards and Instructional Support
Mark Rincon, Office of Standards and Instructional Support
Andrew Snyder, Office of Standards and Instructional Support
Susan Ulrey, Office of Student and School Support
Tina Winqvist, Office of Student and School Support

Additional support and content provided by:

Alberto Quintero, Office of Educator Development, Licensure, and Family Engagement
Tina Statucki, Office of Educator Development, Licensure, and Family Engagement
KellyLynn Charles, Office of Educator Development, Licensure, and Family Engagement

Nevada Department of Education Leadership:

Jhone Ebert
Felicia Gonzales
Dr. Jonathan Moore
Heidi Haartz
Allegra Demerjian

Message from the Superintendent of Public Instruction

November 2021

Dear Nevada Educators, School and District Leaders, and Communities:

In March 2020, the world changed forever. While digital learning had been an instructional option growing in popularity for several years, COVID-19 emphasized the need for flexible modes of instructional delivery, both immediately and into the future.

Our education system must evolve to meet the transformations in the world at this moment. Around the country – and the globe – schools are evolving to modernize the ways teachers teach and students learn. **This means we must replace traditional, time-based structures with new innovative, mastery-based, student-centered learning models.**

Nevada’s educators and school leaders are driving this transformation to redefine teaching and learning. New approaches aim to ensure that all students build knowledge and skills, can apply those skills to real-world problems, and can build the competencies they need to become lifelong learners.

When used effectively in online, hybrid, or face-to-face environments, digital tools can accelerate sound pedagogical practices and facilitate student growth as **lifelong, empowered learners.**

Some of the benefits of strategic use of technology to support learning include:

- Promoting active student engagement in the learning process
- Nurturing opportunities for ongoing collaboration with peers, educators, families, and a global community of experts
- Building on prior knowledge to deeply reinforce essential skills, such as executive functioning, critical thinking and reasoning, creativity, communication, cross-cultural understanding, and decision-making
- Providing means of authentically connecting students’ learning to the world beyond their physical learning environment
- Fostering student agency to set personal learning goals and plans and continuously monitor and evaluate their own progress

The current moment provides a unique opportunity for the education system to shift towards a redefined learning model in which technology is not perceived as a supplementary resource but a core tool to ensure student success.

To support schools in the effective implementation of technology to support learning, the *Nevada Digital / Blended Learning Guide* (“*Digital Guide*”) provides strategies to build educator and system capacity.

The Digital Guide is based on foundational, research-based, digital learning practices, including engaging in personal interaction, building classroom communities, promoting collaboration, incorporating authentic assessment, designing active learning activities, and cultivating student-centered opportunities to build agency.

While the Digital Guide does not provide a one-size-fits-all solution, you can access a broad array of topics related to digital and blended learning, then modify and adjust your plan based on the needs of educators and the students whom you serve.

The Nevada Department of Education (NDE) encourages districts to take stock of their strengths as well as their needs, and to continue a path forward that is both realistic and sustainable.

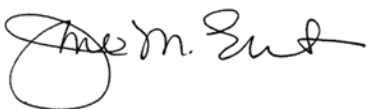
NDE is committed to supporting districts as they continue to implement robust, comprehensive digital and blended learning programs that support the vision statement of the Nevada State Board of Education: “All Nevada students are equipped and feel empowered to attain their vision of success.”

As we evolve our plans to serve our children, we must collaborate daily, not only as local educators, counselors, specialists, social workers, support staff, administrators, and board members, but also across districts, across states, and across the country. Only with this type of partnership can we create a better Nevada, for each and every one of our children.

It was H.L. Mencken, the famous journalist, who once said, “For every complex problem, there is a solution that is simple, neat, and wrong.” No simple solutions, no experts, no individuals have all of the answers for this pedagogical shift; we must work together to share challenges, solutions, and opportunities.

In closing, I want to emphasize that those of you who work in our schools do a phenomenal job of providing for the needs of our students, often under extraordinarily difficult conditions. I thank you for your tireless work and service, especially during the last two school years. This Digital Guide is intended to provide support, insight, and assistance for you, and I hope it can initiate a collaborative effort to continue evolving our educational system in a way that meets the needs of our students, now and into the future.

With Gratitude,



Jhone M. Ebert
State Superintendent of Public Instruction

Introduction and Overview

The Nevada Department of Education (NDE) is designing cross-curricular learning resources that incorporate digital/ blended learning strategies in everyday instructional practices through the Nevada Digital Learning Collaborative (NvDLC).

Digital learning is no longer an “if” in Nevada’s educational system, but it is now a critical component of all daily instruction, either in a school building or in ANY other learning setting.

NvDLC’s mission is to ensure every educator, student, and family member has access and support for digital learning to successfully navigate the online and blended learning environments across Nevada through professional learning and curricular resources.

The NvDLC has three main focus areas:

- Provide support to bridge the digital divide for students and families,
- Provide and support educators with high quality and standards aligned statewide K-12 curriculum and content, and
- Provide professional learning to educators on incorporating the instructional shifts of the daily integration of digital learning.



NDE's Strategic Plan, also known as the STIP includes ambitious goals for our education system.

Our focus is on a set of six education values: equity, access to quality, success, inclusivity, community, and transparency.



Equity

The learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.



Access to Quality

Students, educators, and families have opportunities to take full advantage of Nevada's education system, regardless of their zip code, district, or setting.



Success

Lead the nation in the excellence and rigor of our standards, assessments, and outcomes for students and educators.



Inclusivity

Learners are served in their least restrictive environment in culturally responsive and sustaining schools.



Community

NDE collaborates with educators, districts, families, stakeholders, and partner agencies to lead a high-performing and responsive system of education for all Nevadans.



Transparency

Districts, schools, and communities are served through efficient and effective use of public funds and fulfillment of statutory responsibilities.

NDE's commitment to our foundational values of equity, access to quality, and success, was key to the launch of the NvDLC. The pandemic brought to the surface many of the educational inequities that were already present but never aggressively addressed. The NvDLC was created to identify and address the digital needs of our families, educators, and students through surveys and stakeholder engagement and to support educators, families, and students in implementing effective digital instruction with high-quality, standards-aligned resources, and set the stage for continued learning through digital means by building a state network of digital engineers.

The NvDLC is a collaborative effort between NDE; digital experts we call digital ambassadors - teachers, administrators, and coaches throughout Nevada; and our Regional Professional Development Program (RPDP) partners. This group supports the following areas:

- Devices and Connectivity
- Content and Curriculum
- Professional Learning
- Stakeholder Engagement: Students, Educators, Families, and Community Members

The following steps were taken to build the foundation of the NvDLC:

1. Build the NDE Internal team
2. Discuss immediate needs
3. Create and implement a needs assessment survey across the State
4. Research funding opportunities
5. Build the core working team
6. Leverage and extend team capacity
7. Create marketing and communication plan, including a website



Our goals and values drive everything we do, and we are committed to supporting districts and schools in meeting the academic, social, and digital needs of all of Nevada’s learners while engaging families and communities. NvDLC’s recommendations are grounded in a commitment to local control and the information presented in the Digital and Blended Learning Guide is to support school districts and charter schools in making decisions that reflect their specific contextual needs.

How to Use This Guide

This guide is designed to provide important resources and recommendations to support district, school, and educator implementation of digital learning. Digital learning is defined as any instructional practice that effectively uses content and instruction that is delivered online, whether through remote instruction or in-person instruction. Students are enrolled in a school district or charter school and may access content from multiple settings—in school and/or out of school buildings, and instruction may be synchronous (participants interact in real time) or asynchronous (communication is separated by time, such as e-mail or online discussion forums). Each section in this guide includes key considerations, guiding strategies, resources, and reflection questions to help guide your thinking and planning in a way that will be specific to your particular situation and the unique needs of your students.



Access, Build, and Maintain Infrastructure



Make a Plan

Key Considerations

Implementing digital learning programs requires research and consideration from all stakeholder groups – whether your programs are by subject, school specific, or district/statewide. It is critical to clearly articulate the vision, academic goals, and set measurable outcomes to evaluate your successes and failures.

Once a vision and measurable outcomes have been identified, the district team can plan for implementation in four phases: devices and hardware, curriculum and content, professional support for educators, and family and community support. These phases begin with devices and then funnel outward, with every phase working in tandem. In-depth planning before and during implementation will enable educators and students to be successful in digital learning.

Assemble a Team

There is nothing more important for a successful plan than a good team. In order to set up your team, here are some key points to remember:

- Evaluate members' skill sets - strengths and weaknesses.
- Plan and set short and long-term goals.
- Solicit representation across age/grade bands and content areas.
- Ensure diversity of voice.
- Establish a cadence with individuals that bring different perspectives of content areas.

Implementation Phases

1. Devices and Hardware
2. Curriculum and Content
3. Professional Learning and Support for Educators
4. Family and Community Support

The Evolving Role of the Teacher

Just as digital learning is changing the educational experience for students, it also changes teacher experiences. Teachers will still be working with students one-on-one or in small groups and remain central to the learning process; however, educators will need new skills to build relationships and motivate students, reteach or review concepts, and initiate student discussions in this new online learning environment. Support for educators facilitating online learning is critical as educators must learn how to instruct, motivate, and mentor online learners.

Budgeting for Your Program

A successful virtual learning program may require a significant investment in hardware, software, internet connectivity, curriculum, personnel, professional learning, and more.

Initial Cost	Ongoing Costs
<ul style="list-style-type: none">• Devices and hardware• Headphones and other accessories• Wi-Fi access• Platform training• Educator professional learning• Content licenses	<ul style="list-style-type: none">• Devices (upkeep, repairs)• Content/curriculum licenses• Personnel/staffing• Professional learning• Hardware• Headphones, printers, and other accessories• Software

Needs Assessment

Develop a needs assessment to evaluate your district/school's technology inventory (hardware, internet connectivity), teacher capacity (what they know, where they need professional learning support), and families' needs (resources and support they need). Here is a sample needs assessment to get you started. [Sample Needs Assessment](#)



Guiding Strategies

- Select a committee of key stakeholders, including representatives from technology, business support, administration, instruction, and professional learning.
- Determine roles and responsibilities of leadership and instructional teams.
- Determine funding sources and develop a budget.
- Ensure hardware and software meet provider system requirements.
- Test functional requirements of bandwidth with peak loads in mind, including administrative and other uses of the network.
- Establish clear, measurable academic goals.
- Analyze current model, curriculum, materials, etc. to determine what is, and is not, meeting the needs of students and teachers.
- Research state-specific requirements for online learning, teacher certification, etc.
- Define and develop online model curriculum.
- Write measurable educational goals for each targeted group of students.
- Create student requirements for enrollment (grade levels, specific course completion, etc.).
- Develop evaluation criteria to determine if the program is educationally appropriate for students.
- Determine how to support students with diverse learning needs.
- Determine student supports for special populations.
- Confirm alignment of courses with district instructional standards.
- Identify resources to share.
- Recruit lead administrators and teachers.
- Develop policies, procedures, and handbooks.
- Develop and revise distance learning regulations.
- Host a teacher and facilitator orientation.
- Determine professional learning plan and begin training.
- Develop family communication.
- Schedule ongoing professional learning throughout the school year.
- Observe, coach, and evaluate teachers.
- Evaluate implementation benchmarks against program goals.
- Monitor, interpret, and utilize student-performance data.
- Continue to build a culture that emphasizes academic integrity, motivation, and student success.

Reflection Questions: Make a Plan

Planning and Progress Monitoring

- Who are the key stakeholders in the planning and success of your program? What is the responsibility of each stakeholder?
- How will we evaluate effective digital learning?
- What supports are needed for teachers; especially in their first year of virtual instruction?
- How will you provide effective professional learning for experienced online teachers?
- What process will you use to evaluate your virtual content and curriculum?
- How will you provide support for special student populations?
- What additional supports will you put in place for all students to be successful?
- What efforts will you use to motivate and retain students?
- How will you continuously educate students and families about your online learning program?
- What are districts' broadband capabilities? What is the required bandwidth for your desired implementation model?
- Will students access courses on Chromebooks, laptops, tablets?
- How many computers will you dedicate to your program?
- Do you have the online learning infrastructure to support your program?
- Will you have a dedicated district IT/tech support team available?

Teaching and Learning

- Are teachers skilled in coaching and mentoring?
- Are teachers skilled in engaging and motivating online learners?
- Are teachers skilled in using data to inform grouping and instruction?
- Are teachers skilled in technology?
- Are teachers skilled in supporting students with special needs? English Language Learners? Gifted and Talented Students?
- Are teachers skilled in enhancing student interaction and understanding without visual cues?
- Are teachers skilled in communications, particularly written communications?
- Are teachers skilled in creating and facilitating group discussions?
- Are teachers skilled in traditional instructional best practices?
- Do students need alternative opportunities to recover credits?
- Do students need access to more Advanced Placement courses than your school offers?
- Do students need access to career and technical education courses?
- Do students need access to world language courses?
- Do students need a way to earn credits outside of regular school hours?
- Do students need a way to re-engage with school?
- Do students need test preparation support?
- Do students need a program with learning scaffolds and supports?
- Do students need in-person mentoring and coaching?

Communication

School and District

- Have you shared your digital learning vision with all school staff?
- Has your communication plan been shared with your school building?
- How have you shared this communication plan with district leadership?
- How will teachers collaborate and share best practices?
- Have you established a communication routine with teachers?

Family and Community

- Have you shared your plan with your families that attend the school?
- Has your plan been posted on the local school website for families to view?
- Have you made your plan accessible in multiple languages that support families within your community?
- Have you utilized social media to disseminate information to parents?
- Have you established a regularly scheduled communications routine with parents?



Digital Citizenship Safety and Student Privacy

Key Considerations

Teaching digital citizenship in K-12 classrooms helps students make smart, safe, and ethical decisions online; empowers them to be proactive, empathetic, and responsible digital learners; and develops an understanding of the continuously expanding norms of appropriate and responsible behavior about the use of technology. Our schools play an essential role in assisting Nevada students in taking ownership of their digital lives with Digital Citizenship through many vital concepts, including Internet safety; privacy and security; digital footprint; cyberbullying, netiquette and communication; creative credit and copyright; and digital, information, and media literacy. Professional learning for teachers and methods to engage parents are also crucial to effectively teaching digital citizenship and safety.

- Determine if apps and programs to be used with students are Family Educational Rights and Privacy Act (FERPA), Children’s Online Privacy Protection Rule (COPPA), and Children’s Internet Protection Act (CIPA) compliant.
- Determine what devices students will use and if a single sign-on platform will be for those devices.
- Determine if apps and programs will require a login or whether students will be required to make their own accounts. (Be aware of age requirements.)
- Determine how student data will be handled.

In 2019, Nevada adopted The Nevada Academic Content Standards for Computer Science and Integrated Technology that includes “Digital Citizen.” The four national indicators listed below represent specific ideas within each focus area.

To be a Digital Citizen, students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

Indicator	Description
A	Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
B	Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
C	Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
D	Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

The Nevada Academic Content Standards for Computer Science and Integrated Technology cover core concepts in the field of computer science and focus areas on digital citizenship, digital communication, and innovative design that every student should master to become a computationally literate member of society. Available at [Nevada Academic Content Standards for Computer Science and Integrated Technology - 2019](#).

Guiding Strategies

- Determine who will be responsible for teaching digital citizenship.
- Involve parents in digital citizenship for students.
- Integrate digital citizenship lessons throughout the year.
- Review your district’s Acceptable/Responsible Use Policy and Social Media Policy if there is one.
- Add information to your AUP (Acceptable Use Policy) that will clearly communicate how students should use school technology responsibly.
- Focus on what we want students to be - The 5 **BE’s** of the Digital Age (Ribble & Park, 2019).
 - **BE INVOLVED** - Interact and understand others
 - **BE AN EXAMPLE** - Show what you expect your actions
 - **BE CURIOUS** - Ask questions, search for answers, teach/learn from each other
 - **BE A FRIEND** - Work together to help each other
 - **BE UNDERSTANDING** - We all make mistakes
- Utilize the “[DigCitCommit Competencies](#)”



- **Alert** - I am aware of my online actions and know how to be safe and create safe spaces for others online.
- **Balanced** - I make informed decisions about how to prioritize my time and activities online and off.
- **Engaged** - I use technology and digital channels for civic engagement, to solve problems, and be a force for good in both physical and virtual communities.
- **Inclusive** - I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy.
- **Informed** - I evaluate the accuracy, perspective, and validity of digital media and social posts.

- Explore the “The Nine Elements within the S3 (Safe, Savvy, Social) Framework” (Ribble & Park, 2019).
 - Safe - Protecting Digital Citizens (being protected from or unlikely to cause danger, risk, or injury to yourself or others)
 - **Digital Health and Welfare** refers to physical and psychological well-being in a digital world. Technology provides many opportunities and enjoyment but knowing how to segment use with our needs of others is key to a healthy, balanced life.
 - **Digital Rights and Responsibility** are those requirements and freedoms extended to everyone in a digital world. This area of digital citizenship is about helping students understand that when they are provided opportunities, such as access to the Internet and use of online products, they need to be diligent in helping others as well, such as informing adults of potential problems.
 - **Digital Security and Privacy** are the electronic precautions to guarantee safety. Viruses, worms, scams, and other bots, many of which are designed to gain access to a user's most sensitive and private information, can be passed along from one system to another just like an illness. When using devices in school or at home, understanding and being aware of attacks and how to prevent them are important skills.
 - Savvy - Creating Educated Digital Citizens (wisdom and practical knowledge; the understanding to make good judgments)
 - **Digital Commerce** is the electronic buying and selling of goods and services (including digital goods and services) and focuses on the tools and safeguards in place to assist those buying, selling, banking, or using money in any way in the digital space.
 - **Digital Communication and Collaboration** is the electronic exchange and shared creation of information. All users need to define how they will share their thoughts so that others understand the message.
 - **Digital Fluency** is the process of understanding and applying technology and its use. The better educated or “digitally fluent” students are, the more likely they are to make good decisions online. Digital fluency includes the discussion of media literacy and the ability to discern good information from the poor, such as “fake news” from real news, and then applying the learned skills.
 - Social - Respecting Yourself as a Digital Citizen (creating cooperative and interdependent relationships and understanding of others)
 - **Digital Access** is about the equitable distribution of technology and online resources. Teachers and administrators need to be aware of their community and who may or may not have access, not only in school but at home as well.
 - **Digital Etiquette** refers to electronic standards of conduct or procedures and the process of thinking about others when using digital devices. Teachers can include digital etiquette as part of the classroom rules or academic goals.
 - **Digital Law** refers to the electronic responsibility for actions and deeds and has to do with the creation of rules and policies that address issues related to the online world. Just as in the real world, the online world has had to create a structure to protect those using digital devices from harm.

Reflection Questions: Digital Citizenship Safety and Student Privacy

Planning and Progress Monitoring

- How often does my district update the Acceptable/Responsible Use Policy and Social Media Policy if there is one, and is there a yearly requirement for all school staff to review the policy(s)?
- What are the priorities for my school or district in the S3 (Safe, Savvy, Social) Framework?
- Are digital citizenship professional learning opportunities provided that include curriculum, instruction, materials, and methodology to assist all K-12 teachers?
- In making instructional plans and selecting curricular materials, to what extent did I make decisions to both empower and shape responsible digital learners?
- Am I aware of different school, district, and community digital citizenship resources for my students and their families?
- Are students online or in classrooms?
- How will you ensure that Digital Citizenship is integrated into your classroom during a virtual setting? How will you ensure that Digital Citizenship is integrated into your learning expectations?



Teaching and Learning

- How will you teach digital citizenship to students in PreK-12?
 - Have an articulated curriculum?
 - Train teachers to teach?
 - Integrate this into everyday curriculum?
 - Integrate this into each school?
- How will you teach students to create usernames/passwords and keep their information confidential?
- How will you determine how passwords and accounts are used and created at each grade level? For example, will you require kindergarteners to have these and how will they remember them?
- Have I modeled and provided learning opportunities for my students to practice responsible digital behavior?
- Have I ensured that my students have a safe environment to discuss digital citizenship topics?
- Have I inspired my students to positively contribute to and responsibly participate in the digital world?
- Have I helped my students understand the importance of what they do online and how they act online?
- Do my students understand the notion of “digital footprint” and the permanence and traceability associated with online communication?
- Do my students know where to find quality information from the Internet?
- Have I provided opportunities for my students to advocate and demonstrate respect for intellectual property with both print and digital media - including copyright, permission, and fair use - by creating media products that include an appropriate citation and attribution elements?
- Have I modeled and provided learning opportunities for my students to demonstrate an understanding of what personal data is and how to keep it private and secure including an awareness of terms such as encryption, HTTPS, password strength, cookies, phishing, computer viruses, and to identify potential dangers online to prevent, detect, and combat cybersecurity threats?

Communication

- Are all educators familiar with digital citizenship resources available to them?
- To what extent have I communicated to parents and families about best practices and resources regarding digital citizenship? My colleagues? My school leadership?
- Have I taken the time to ask my students and their families what aspirations and fears they have related to digital citizenship and used their feedback in the development of programs?
- How do you tell parents what you are doing?
- How do teachers/students know what district policies are?
- How do teachers/students know what the Digital Citizenship curriculum is?
- How do you communicate your AUP to students and families?

Resources

Educator Resources

Books:

- Ribble, M. & Park, M., (2019). The Digital Citizenship Handbook for School Leaders: Fostering Positive Interactions Online. ISTE: Portland, OR.
- Ribble, M. (2015). Digital Citizenship in Schools Third Edition: Nine Elements All Students Should Know. ISTE: Portland, OR.

Websites:

(Note: These websites are only suggestions and not affiliated with NDE)

- [Be Internet Awesome \(by Google\)](#)
- [Center for Cyber Safety and Education](#)
- [CommonSense Education](#)
- [Connect Safely](#)
- [DigCitCommit](#)
- [Digital Citizenship: Using Technology Appropriately](#)
- [Digital Respons-Ability](#)
- [Google Digital Literacy & Citizenship Curriculum](#)
- [ISTE Standards](#)
- [NET CETERA: Chatting with Kids About Being Online](#)
- [NetSmartzKids](#)
- [The Digital Citizenship Institute](#)
- [Peardeck: Be Internet Awesome Resources](#)
- [Creating Quality Assignment Templates with Digital Citizenship](#)
- [Digital Citizenship Resources](#)
- [SOS Top Ten Digital Citizenship from Discovery Education \(Jamboard Edition\)](#)
- [SOS Top Ten Digital Citizenship from Discovery Education \(Google Slides Edition\)](#)
- [Video: The Path to Digital Citizenship with Common Sense Media](#)
- [How Can You Be a Good Digital Citizen?](#)

Family Resources

Books:

- Livingstone, S. & Blum-Ross, A. (2020). Parenting for a Digital Future: How Hopes and Fears about Technology Shape Children's Lives, Oxford: New York.
- Rogers-Whitehead, C. (2021). Becoming a Digital Parent: A Practical Guide to Help Families Navigate Technology. Routledge: New York and London.
- Rushton, D. (2020). Parenting in the Screen Age: A Guide for Calm Conversations. Starhouse Media, LLC: San Anselmo, CA.

Videos:

- [Screenagers: Growing Up in the Digital Age](#)
- [Screenagers Next Chapter: Uncovering Skills for Stress Resilience](#)

Websites:

- [Family Digital Wellness Guide](#)
- [Family Online Safety Institute](#)
- [Google Families](#)



Federal Laws Governing Privacy and Safety

FERPA, IDEA, and COPPA

From the United States of America Department of Education Office of Educational Technology's [Teacher Digital Learning Guide](#):

The Family Educational Rights and Privacy Act, known as FERPA, is a federal law that, among other things, generally prohibits FERPA-covered educational agencies (e.g., school districts) and institutions (e.g., schools) from disclosing personally identifiable information (PII) from the education records of a student without the prior written consent of the student's parent or the "eligible student" herself or himself (i.e., the student if he or she is 18 years or older or attends an institution of postsecondary education) (20 U.S.C. §§ 1232g(b), (h), (i), (j), and 34 CFR Part 99, Subpart D). FERPA contains specific exceptions to this general consent requirement as set forth in 20 U.S.C. § 1232 g(b)(1)-(b)(3), (b)(5), (b)(6), (h), (i), (j), and 34 CFR § 99.31. FERPA also generally provides parents and eligible students with the right to inspect and review their education records, and the right to seek to amend information in their education records that is inaccurate, misleading, or in violation of the student's rights of privacy (20 U.S.C. §§ 1232g(a)(1)(A) and (a)(2), and 34 CFR Part 99, Subparts B and C). More information is available on the [U.S. Department of Education's Student Privacy Policy Office's](#) website. The U.S. Department of Education released "[The Family Educational Rights and Privacy Act: Guidance for Parents](#)" in April 2020 to provide guidance on FERPA during the COVID-19 emergency and in a virtual environment.

The Individuals with Disabilities Education Act (IDEA) also contains confidentiality of information provisions that protect PII in the education records of children with disabilities (20 U.S.C. § 1417(c) and 34 C.F.R. §§ 300.610-300.626). IDEA also generally provides parents with the right to inspect and review their child's education records and the right to seek to amend information in their child's education records that is inaccurate, misleading, or in violation of the student's rights of privacy. IDEA's confidentiality provisions generally require parental consent for disclosure of PII in education records, to parties other than officials of participating agencies, and generally incorporate the FERPA exceptions to the prior written consent requirement. Note that the IDEA confidentiality of information provisions incorporate some of the FERPA requirements but also include several provisions that are specifically related to children with disabilities. [More information about IDEA and FERPA](#) is available from the U.S. Department of Education.

The Children's Online Privacy Protection Act (COPPA) generally gives parents control over what information is collected about their children online. Under COPPA, schools may, in certain circumstances, provide consent on behalf of parents to the collection of student personal information. The Federal Trade Commission recently clarified that "schools can consent on behalf of parents to the collection of student personal information—but only if such information is used for a school-authorized educational purpose and for no other commercial purpose. This is true whether the learning takes place in the classroom or at home at the direction of the school." [More information is available from the Federal Trade Commission](#).

Personalized Student Learning



Student Instructional Models

Key Considerations

While the change to digital learning has presented educators with a host of new challenges, the effective use of technology can also empower educators to personalize learning for individual students based on student needs, interests, and learning styles.

Guiding Strategies

- Try to keep lessons fun and engaging
- Continue using a blended model
 - Plan lessons two weeks at a time
 - Prepare and distribute materials with agendas in case any students are not physically present
- Use digital collaboration tools to allow communication and collaboration with students
- Gamify content to create interactive and engaging lessons
- Utilize interactive platforms to create interactive learning experiences versus passive one
- Utilize a blended model:
 - Use class time for interactive lessons, discussions, labs, etc.
 - Use “at home” days for homework assignments that would not take longer than 20 minutes to complete (worksheets, videos, QR codes for easy access to online resources)
 - Supply deployments for physical materials as needed

Reflection Questions: Student Instructional Models

Planning and Progress Monitoring

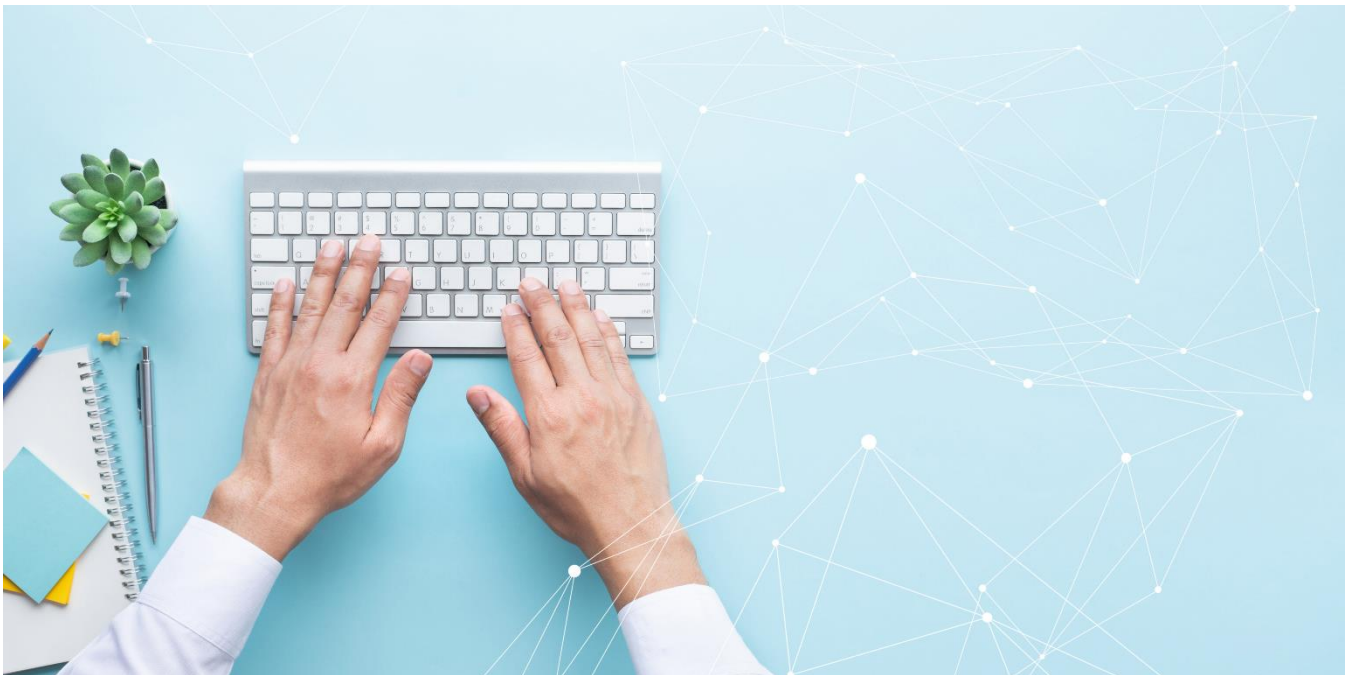
- How do I create authentic and secure assessments that students find engaging and that inform instruction?
- How do I organize the student work? Should I hand it out daily? Weekly?
- How many weeks of lessons should I have prepared in advance?

Teaching and Learning

- How can I leverage interactive tools like Jamboard and Nearpod to increase classroom discourse from students learning through a hybrid model?
- How can I gamify my lessons?
- How can I plan lessons to incorporate different modes of delivery?
- In what ways can I make digital resources accessible to students? (QR codes for smartphones, Google Classroom, Teams, Canvas)

Communication

- How much communication is too much communication? Daily? Every other day? Weekly?
- How can I effectively communicate feedback to students learning through different modes of delivery?
- In what ways can I make myself available to students on their “at home” days?



Flexible Delivery

Key Considerations

The use of blended learning with a digital component has presented educators with a host of new challenges requiring them to think differently and to be open to change the ways things have traditionally been done, not only in the delivery of instruction within the classroom itself (which may be completely virtual), but also in how both students and adults engage in school altogether.

When planning for digital learning, consideration must be made to address whether students will be attending remotely, in person, or if a hybrid approach will be used. If students are attending in person, even for part of the time, student movement and groupings within the school must also be taken into account. Whether in school or at home, student access to technology and to the Internet must be a top priority, and plans must be created and implemented to ensure equity of access for all students. Within the classroom itself, school leaders must ensure that teachers are adequately trained and prepared to teach with technology, and teachers must plan meaningful ways for students to engage in the content and with one another and the teacher.

Guiding Strategies

- Ensure consistency within a Learning Management System (LMS) – setting established guidelines and expectations for data entry
- Use collaborative tools
- Maintain a consistent workflow – using a master spreadsheet with codes for course access
- Communicate clearly about classroom coverage (e.g. substitute does not show up)

Reflection Questions: Flexible Delivery

Planning and Progress Monitoring

- What procedures will be put in place to support classroom coverage (e.g. schedule a substitute but substitute doesn't show up)?
- What procedure is in place if a student/teacher is unable to access the course or meeting?
- Where will flexible delivery resources be housed for central access?

Teaching and Learning

- What procedures need to be utilized to support co-teacher(s) and resources teachers (e.g. allowing access)?

Communication

- How will schedules be communicated to the parents/guardians and students?

Structuring a Schedule

Key Considerations

Blended learning with a digital component requires educators to think differently about how students traditionally attend school and allows for more flexibility in scheduling; however, key consideration must be placed on the needs of the students and their teachers.

First, a determination must be made in whether students will be attending class in person, remotely, or a combination of both. When creating the schedule, especially for high school students, consideration should be made for students who may work to help families or who may be responsible for caring for younger siblings and schedules should attempt to accommodate this if possible. If classes are all online, having too many classes scheduled in one day may be overwhelming, so schools may want to consider block scheduling. Schedules should be consistent, with as little rotation/ change from day-to-day as possible, and schedules should avoid having classes that are significantly different in length. Two hours may be too long for one class period, but a 30-minute class at the end of the day may be too short. Not only is it difficult for teachers to plan for vastly different lengths of time to teach the same content, but even schedules that rotate shorter class periods and longer class periods over the course of a week or two to maintain a consistent amount of time per class often cause confusion for students.



Second, schools should consider using a unified Learning Management Systems, like Canvas, to establish consistency for students, parents, and teachers. Making home pages universal, like including the school schedule, and/or organizing dashboards by class period helps students and parents be aware of what is happening on a daily basis.

Third, digital learning, whether delivered in person (perhaps when using a flipped classroom) or either partially or completely online, often requires work to be done independently. Schedules should reflect this, and students should be scheduled time to work independently, but still be held accountable for work done during that time.

Guiding Strategies

- Schedules should be as consistent and accommodating as possible to give students as much opportunity as possible to succeed. This includes the “schedule” of a lesson and a school’s daily schedule.
- As students grow older and reach middle/high school, schedules should be designed to give students choice and opportunity to practice independence and ownership of their own learning.
- Students should be divided and assigned to teachers based on their preference for learning (fully in person, hybrid, fully online).
- See [Nevada Learning Academy](#) for an example.

Reflection Questions: Structuring a Schedule

Planning and Progress Monitoring

- What groups need to be involved when creating a daily schedule?
- What perspectives do each of those groups bring to the table?
- How can these perspectives be leveraged to create a quality schedule?

Teaching and Learning

- How can a lesson be structured to give students and teachers time for remediation, new material, and guided/independent practice without losing student interest/engagement?

Communication

- What tools can be used to effectively and clearly communicate schedules to students, families, and community stakeholders?



Communication with Students

Key Considerations

A critical step to ensure student engagement and participation in a blended environment with a digital component is to foster open lines of communication with both students and parents to establish trust and build relationships.

Guiding Strategies

- Select communication that meets the needs of your families
- Use language and messages that are easy to understand
- Maintain a two-way line of communication
- Log communication
- Be consistent with format, type, and options of communication
- Host all information in one location (school website)
- Offer communication in the home language
- Establish goals with families for student success
- Communicate the goals and reasoning for learning activities and provide resources to help students achieve these goals
- Have students and parents preview your online learning system
- Keep communications brief and avoid educational jargon

Reflection Questions: Communication with Students

Planning and Progress Monitoring

- What tools and resources are best to use for effective communications with students and families?
- How can I log communications between staff, students, and families?
- How can I communicate positive messages to parents and families?
- How can I understand the background and situation of each of my students?
- What translation services are available in my district and how do I request them?

Teaching and Learning

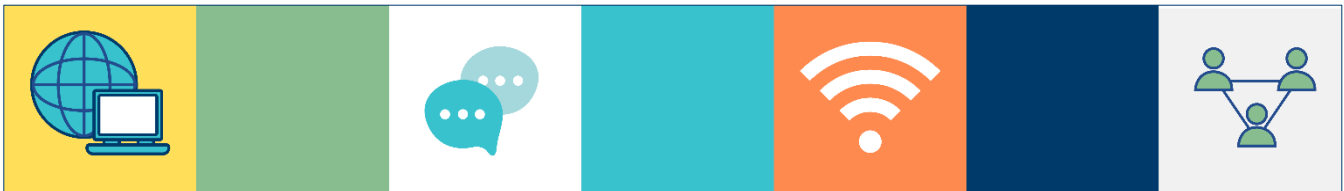
- Am I communicating and actively listening using both technology tools and face-to-face opportunities to deepen and enhance student learning?
- Did I explain the design of my class to students, the tools and resources, and how they will use them?
- How do I communicate this information to new students who enter the classroom throughout the year?

Communication

- Have I provided multiple methods for communicating with families, including when I'm available?
- Do parents and families know and understand the goals they have for their students?
- How can I learn from and share with my colleagues and school leadership to exchange best practices and resources regarding parent and family communication and engagement?

Resources

- [Understood.org](https://www.understood.org/)
- [8 Tips to Help your Child Stay Focused During Distance Learning](#)
- [Learning Heroes](#)



Elementary Considerations

Early Learners

Key Considerations

Young children learn through everyday play, exploration, and consistency in a safe and stimulating environment. A child’s relationships with teachers, caregivers, and family members are key for healthy development. Young children learn best by having the freedom to actively engage with their environment with hands-on learning experiences. Play is a highly supportive context for development and learning. Children’s learning and development are multidimensional, so we need to use a holistic approach to cover children’s mind and body needs. Teachers should provide students and their families with ideas to construct an understanding of the world around them, especially supporting and encouraging their communication and social-emotional skills.

Intentional engagement strategies are especially important for primary grades as it is not developmentally appropriate to expect a student to attend to academic tasks for a long period of time due to varying levels of attention span and appropriate screen time. Instead, students and families should be supported in having access to varied enrichment opportunities. Families are encouraged to support academic and social-emotional development through activities that extend beyond assigned remote learning activities.

Grade Level	Recommended Length of Sustained Attention (As the year goes on and students build their self-regulation skills, this will increase)
PreK	3-5 minutes
K	3-5 minutes
1-2	5-10 minutes
3-5	10-15 minutes

Source: Illinois State Board of Education

Guiding Strategies

Pre-K - Kindergarten

- Small blocks of time with repetitive activities
- Active exploration of their environment in child-initiated activities and in teacher/adult-initiated activities
- Choices based on their own interests can increase learning

Grades 1-2

- Children are becoming more confident and independent
- Self-discovery and independent exploration can increase learning
- Literacy skills play a key role in their learning and development

- Be mindful of [developmentally appropriate recommendations for screen time](#) and attention span when designing activities for young learners.
- Engage and partner with families to build their capacity to support home learning and use of technology in developmentally appropriate ways. Strong partnerships with families are critical for young learners using digital tools because of varying levels of capacity to navigate tools and platforms independently. For this reason, take into consideration families' schedules and other obligations and partner with them to co-design learning experiences beyond digital activities that build upon families' strengths, student interests, and individual needs.
- Build in authentic assessment opportunities that are embedded in learning activities whenever possible. This requires strong partnerships and regular two-way communication with families to develop a plan for the collection of photos of artifacts of student work, videos of students demonstrating mastery of skills through activities as well as play-based experiences, and check-ins to talk through other demonstrations of skills in the home.

Grades 3-5

Key Considerations

Planning

Educators are encouraged to plan and create academic and social engagement activities with a focus on the whole child. Educators should target the essential standards that were not addressed in the previous year. Elementary school teachers should determine any gaps in student learning and understanding and plan accordingly to support student acquisition of these skills upon returning to school. Place a focus on the most essential standards when selecting content to cover with your students while planning and collaborating with grade-level teams.

Keep in mind that family circumstances vary widely and ensure that caregivers have opportunities to provide input into what learning format and delivery modalities are being considered. Also, remember that factors that may play into these preferences: health risks, limited internet connectivity, access to devices, etc. Therefore, a flexible approach to instruction should be a strong focus.

Be flexible with instruction. To optimize learning during a crisis, ensure students are given the opportunity to express their understanding in a variety of means and that there is not one fixed way to accomplish the task.

All possible efforts should be made in planning and preparation to provide an equitable academic learning experience for all students.

Delivery

The delivery of instruction and the use of a digital learning platform should aim to maximize face-to-face instruction. Educators are encouraged to think about the planning and learning activities that can be effective in different scenarios while best utilizing the setting available to them.

Delivery recommendations include:

- Differentiate lesson plans and delivery to accommodate students' academic and social emotional needs as well as setting (e.g., IEP, EL).
- Communicate with students first with the tools educators are already utilizing and familiar with. Consistent use of platforms that have been used in the past is recommended. For example, use the same platforms within grade levels and aligned with other grade levels to alleviate any confusion for caregivers and students.
- Create learning opportunities for remote and blended learning that resemble classroom content using familiar wording.
- Clearly define the responsibilities of students, teachers, and caregivers in lesson plans and communication.
- Review procedures for accessing all instruction and communication platforms to transition from one learning environment to another.
- Notify caregivers of ongoing classroom activities and lessons to enable a smooth transition between learning environments.
- Provide opportunities for caregivers to attend training in Spanish and, if possible, use transition tools built in web browsers.

Reflection Questions: Elementary Considerations

Planning and Progress Monitoring

- Have I reviewed the learning strengths, areas for growth, and needs of my students—both academic and technological—to understand and prepare content, tools, and supports accordingly?
- In making instructional plans and selecting curricular materials, to what extent am I making decisions to empower all students while keeping the most vulnerable populations in mind?
- How can I keep track of each student's progress on mastery of specific skills and topics?
- How can I ensure that the grades I assign reflect the degree to which students have shown progress toward mastery?

Teaching and Learning

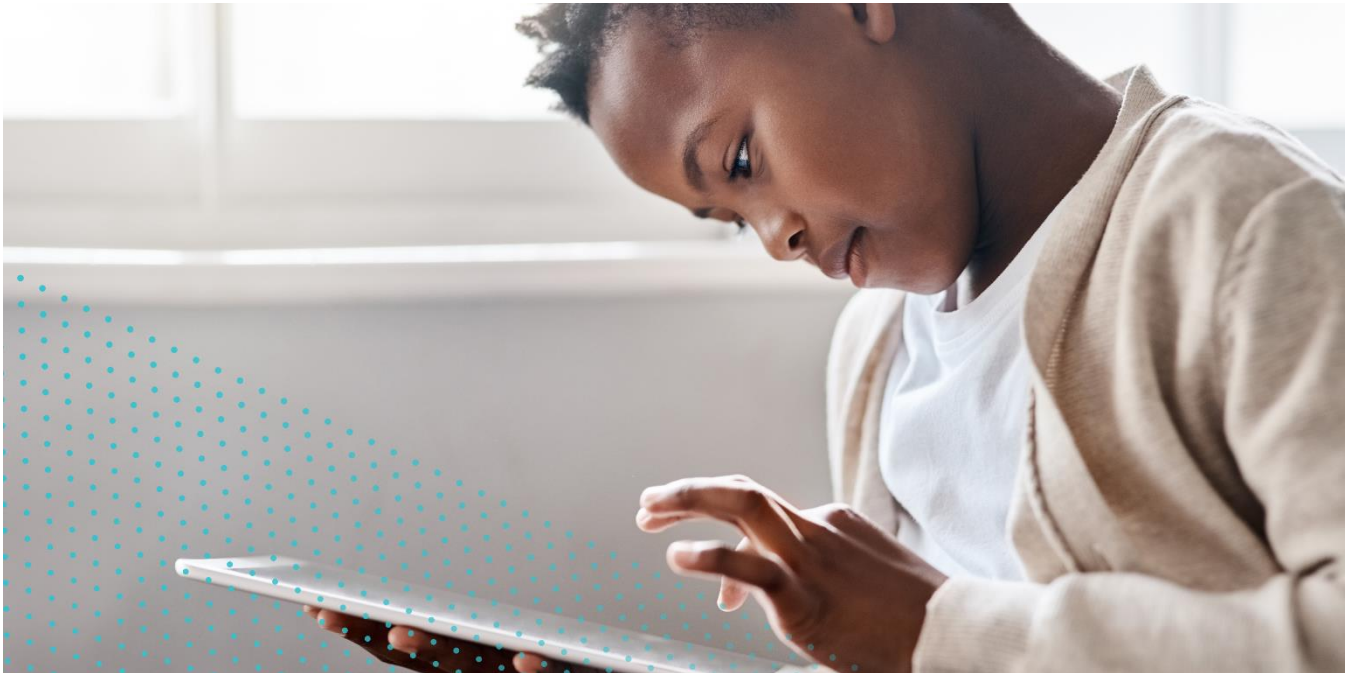
- How does the technology I am using provide feedback to students in real time?
- Can I use the technology in a way that allows my teaching to give students a better opportunity to learn?

Communication

- Have I established regular communication with parents and families to provide meaningful information about their child’s academic progress as well as their child’s engagement and emotional well-being?
- Do I have a helpful mechanism for feedback from parents about their student’s feelings about their own learning and progress, their school, classmates, and teachers?

Resources

- [Family Resources for Remote Learning](#)
- [Technology and Media](#)
- [Three Videos to Support Early Learning and Literacy](#)
- Specials:
 - Art: [Remote Learning Toolkit](#)
 - Music: [Distance Learning Resources for Music Educators](#)
 - Physical Education: [Distance Learning for Physical Education](#)



Secondary Considerations

Key Considerations

In a blended model with a digital component, we do not want to overwhelm students and families with an abundance of “live” learning sessions that require sitting in front of a computer screen for many hours at a time. It is important to maintain a healthy screen-time balance. For those students who may be attending class virtually for one reason or another, it is important to note that the goal is not to replicate a normal in-person class but to incorporate best practices for blended digital learning. Teachers should be mindful of their students’ schedules and workloads. Teachers should also be creative and assign work that can be completed away from the computer so that students are not looking at a screen for 6-7 hours every day.

Guiding Strategies

- Develop regularly scheduled check-ins for teachers and students to communicate with one another. This will ensure that students are on the correct path to success.
- Develop a daily or weekly schedule for students. Connecting teachers to their students should be a priority when creating these schedules.
- Establish a communication plan for students, families, and teachers.
- Offer weekly office hours for students and parents/guardians.
- Establish clear expectations and outline responsibilities of students that will help guide them to success.
- Allow for flexibility in the delivery of content including synchronous and asynchronous learning opportunities.
- Collaborate to ensure students are not overwhelmed with assignments and projects.
- Differentiate lessons to ensure the needs of all students are being met.
- Incorporate brain-break activities and other activities that allow students to stand up and move.
- Emphasize the importance of planning, organizing, and prioritizing.
- Provide as many opportunities as possible for peer-to-peer collaboration.

Reflection Questions: Secondary Considerations

Planning and Progress Monitoring

- How will I assess student progress on the mastery of standards?
- How will I provide content that is rigorous and aligned to standards?
- How do I ensure students have the lab materials needed to meet the standard being taught?
- Have I offered differentiated instruction to meet the needs of all students?
- How do I plan for flexible learning opportunities?
- How do I ensure that the materials I use are rigorous and standards aligned?
- Will all of my students be able to access the materials and content that I use?
- What do I do if at least one student is unable to access materials and/or content that I use?
- Have I included opportunities for students to provide feedback for effectiveness?

Teaching and Learning

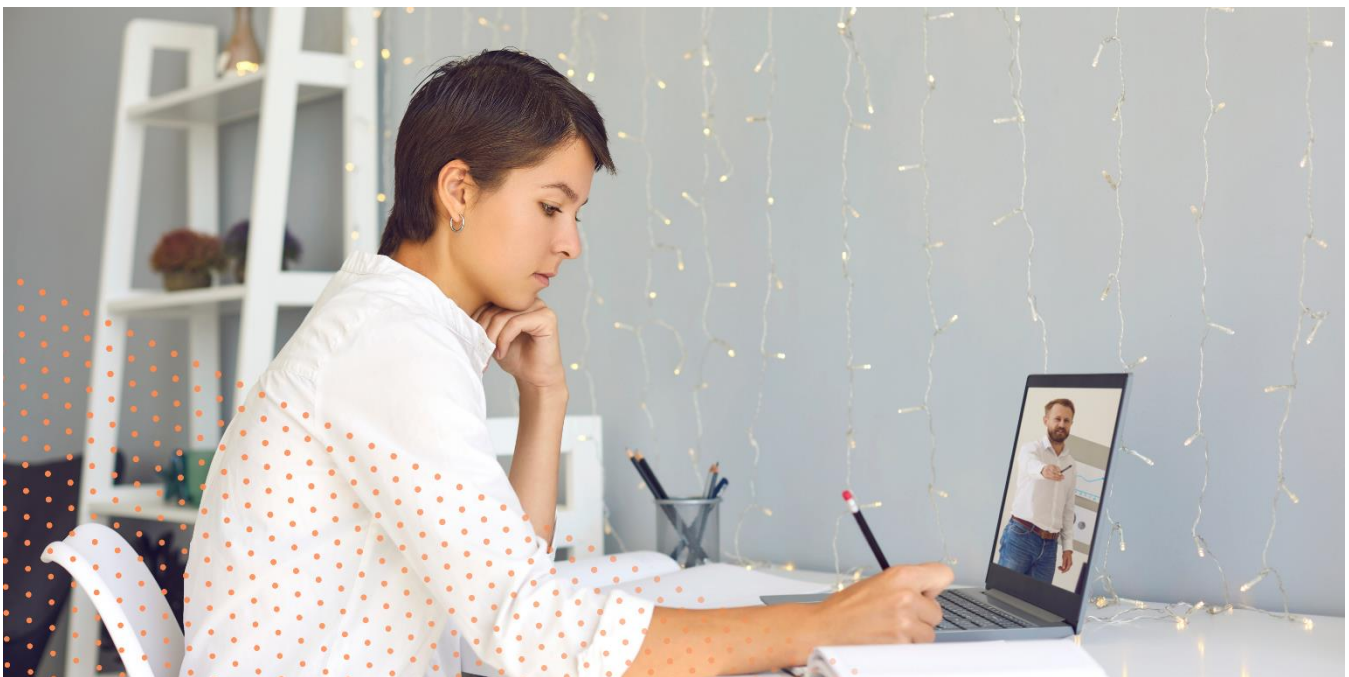
- How do I provide feedback in real time to my students?
- How do I ensure all students are engaged throughout synchronous lessons?
- How do I know that tasks, assignments, and projects are providing meaningful learning experiences for my students?

Communication

- Is there a communication plan in place and are students aware of how to communicate with their teachers?
- Are there multiple options of how students can communicate with their teacher?
- Is there a communication plan in place for parents/caregivers to communicate with their student's teacher(s)?

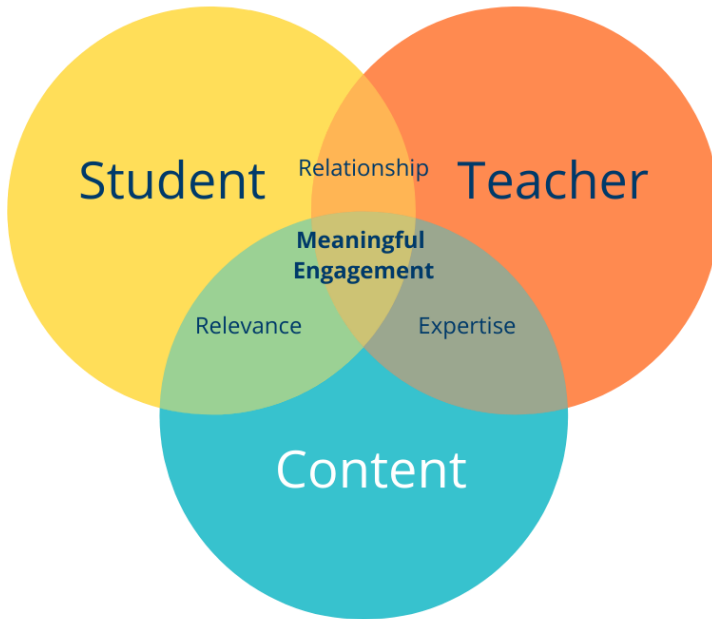
Resources

- [Office of Elementary and Secondary Education - Learning at Home](#)
- [Office of Educational Technology](#)



Learning and Engagement

Key Considerations



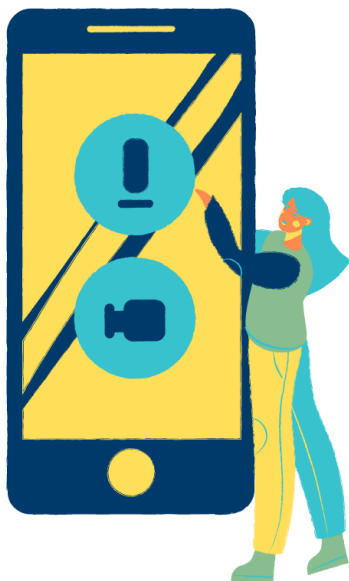
Student engagement is at the core of learning; however, student engagement has been a struggle for many schools to implement through online learning. What exactly is student engagement? Essentially, it is the real relationship a student has and how he/she interacts with their school/education. Students who are fully engaged are those who ask and answer questions in class, take part in extracurricular activities, socialize with others during their breaks, and are eager to learn and become valuable members of our society.

Image source: Creative Commons



Guiding Strategies

Moving from in-person to at-home instruction presents many challenges for teachers and school leaders. If students are not engaged during a lesson, it might not just be because of the strategies the teacher is or is not employing. In the challenges of the transition to distance learning, it is easy to overlook some of the things necessary for engagement in any lesson.



Communication

Make sure you have a clear and consistent communication plan. Clear, consistent communication of your learning plan builds trust. Trust builds relationships. Relationships allow learning to take place.

Expectations

Be sure to set clear, consistent expectations and that students understand these expectations. Purpose-oriented (not compliance-oriented) expectations for digital and blended learning that you may need to communicate clearly and often to your students include:

1. Set purpose-oriented expectations

- a. Set purpose-oriented expectations instead of compliance-oriented ones. For example, instead of saying, “Your cameras must be on” (compliance-oriented), say, “We need to hear your voice to have the most diversity of thought in class, so please share your thinking often.”

2. Help eliminate opportunity for non-participation due to tech problems (as much as is possible)

- a. If a student has questions/accessibility issues, the norm and expectation is that they email or text you immediately (You can set up a Remind account so they do not have your personal number).

3. Create a pattern for deadlines/due dates

- a. Example for students: every week, work is due on Tuesdays and Fridays by 3:00 P.M.
- b. Example for student feedback: Use a 24-hour loop. Every week, you will have your Tuesday work feedback by Wednesday afternoon and your Friday work feedback by Monday afternoon

4. Assignment expectations

- a. What happens when deadlines are missed?
- b. For your own understanding, are you willing to be a little more flexible in 1-1 scenarios? A little less flexible?

Reflection Questions: Learning and Engagement

Planning and Progress Monitoring

- Are the objectives purposeful and manageable?
- Is this streamlined enough and purposeful enough to get my learners learning?

Teaching and Learning

- Did you clearly communicate the worth of this learning to your students?
- What is working well with the current learning model that you would like to see continued?
- In the past week, how many of your students regularly participated in your virtual classes?
- In the past week, how engaged have students been in your virtual classes?
- In the past week, how engaged have students been in your in-person classes?

Communication

- When will you be communicating your weekly/daily plans to students?
 - Is it at a time they can rely on? Have you clearly communicated it to them? Are you sure?
 - If this is for younger learners? Do the parents know? Are you sure?
- How will this communication happen?
 - By email? A communication app such as Remind or Class Dojo? Something else?
 - Is it in a location they all know? Has that been clearly communicated to them? Are you sure?
 - Do you need to repeat it? Are there other roadblocks (e.g. login information)?
- Have you considered office hours? What are you going to offer during our office hours?



Resources

- [How Do I Increase Student Engagement in Distance Learning?](#)
- [How Can Educators Tap into Research to Increase Engagement during Remote Learning?](#)
- [7 Strategies Designed to Increase Student Engagement in Synchronous Online Discussions Using Video Conferencing](#)

Balanced Assessment Systems



Key Considerations

NDE suggests that districts develop a Balanced Assessment System including **diagnostic** (measure students' knowledge and skills before instruction), **formative** (to adjust instruction based on student progression toward learning targets), **interim** (to measure progress toward academic goals and standards), and **summative** (to measure student mastery of standards and drive local district decision making) components. As a part of a balanced system, districts may want to divide assessments into two areas: assessment for learning and assessment of learning. This division may assist with driving the building/district decision-making process.

A truly balanced assessment system is a complex concept; therefore, the information provided here is solely intended as an introduction and to support districts with communicating with parents, Boards of Trustees, and stakeholders. Additional information to assist with staff professional learning and development around balanced assessment systems and assessment literacy can be found by reaching out to the Nevada Department of Education (Office of Standards and Instructional Support; Office of Assessment, Data Accountability, and Management).

Guiding Strategies

The Four W's of Assessment

The intent of the "Four W's of Assessment" is to provide a general background on the levels of a balanced assessment system and help to answer questions on their use. Additionally, this figure will assist with communicating the types of assessments and their impact on student learning and district decision making. This figure may also assist with understanding the flow from formative (assessment for learning) toward summative (assessment of learning) and how these assessments can provide different information to varied stakeholders and assist with aligning district decisions.

The Four W's of Assessment

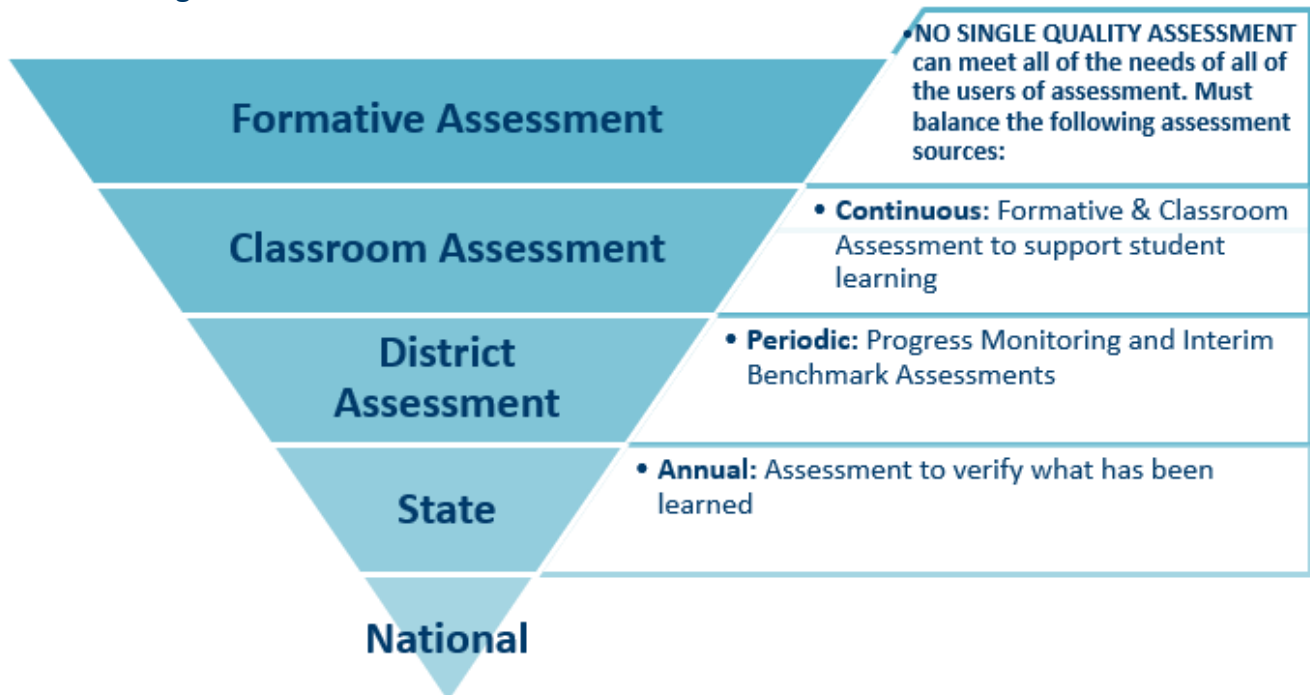
	Formative	Interim	Summative
When (Frequency)	Continuous Throughout Instruction	Periodic	End of Learning (Chapter, Unit, Annual)
What (Provided)	Immediate Actionable Feedback	Multiple "Check Points" Across Time	Snapshot
Who (Benefits)	Students and Teachers	Students, Teachers, and School	Students, Teachers, and School and District
Why (Purpose)	Inform Teaching and Learning Approaches	Monitor Student Learning Toward Meeting Learning Goals and Standards	Certify Student Learning of Intended Outcomes

Areas of Student Influence

The Department has created a visual to assist districts with understanding assessments and their impact on student learning. Knowing this impact can support decisions that are to be made in the School and District Improvement Planning process.

Appropriate Balance to Promote Learning

Career & College Readiness Standards



Assessment Systems

The Assessment Systems chart below crosses assessment type with intent. In addition, there are some sample assessments listed. Please note that these are examples, and it is not the intent of the Department to mandate the use of any of these examples. Districts are aware of the assessments that they use and can use this chart as a tool to assist with planning their assessment system. These sample assessments can help with identifying diverse needs of students and with creating and supporting all our student’s learning. (**Examples are used to illustrate possible assessments*)

	Planning Learning	Supporting Learning	Monitoring Learning	Verifying Learning
Formative Data / Evidence (Inform instruction and student learning)	Maps out when, why, how, all aspects of formative assessment will occur during learning.	Informs both student and teacher in order to make immediate adjustments to teaching and learning.	Allows teacher and student to see progress since last check.	Confirms what the student knows and can do toward learning target.
<i>Examples*</i>	<i>Examples of formative assessment strategies include self-assessment, peer assessment, feedback use, activating prior knowledge, goal setting, and questioning. Formative tools are the observable application of the formative strategy and may include student conferences, learning logs, exit tickets, portfolios, concept maps, etc.</i>			
Interim / Benchmark Data (monitor student learning)	Shows a teacher the instructional starting point for a unit, semester, or year	Shows the teacher what learning objectives have been mastered and what needs to be addressed next for each student.	Tracks student progress over time, provides periodic and multiple data points against benchmarks; used to promote program improvements and instructional change.	Establishes a grade or score and can be used to make program, curricular, and instructional change.
<i>Examples*</i>	<i>Screeners, Pre-tests, Graded Classroom Assignments, Curriculum-Based Measures (CBMs)</i>	<i>CBMs, Positive Behavior Intervention Support (PBIS)</i>	<i>Portfolios, CBMs</i>	<i>Report Cards, Progress Reports, Benchmark Assessments</i>

	Planning Learning	Supporting Learning	Monitoring Learning	Verifying Learning
Summative Data (Evaluate long-term learning)	Assists with planning future instruction or establishing the big picture within the classroom; used to promote program improvement, curricula changes, and professional learning needs.	Informs classroom decisions such as groupings alteration and mapping	Provides a snapshot of what students know and can do	Provides standardized data for making decisions on macro levels about subgroups, schools, and districts
<i>Examples*</i>	<i>Prior Year's exam/grades</i>	<i>Prior-year assessment data (M-STEP), Unit Assessments</i>	<i>Semester Grades/Exams</i>	<i>Accountability Scores, top-to-bottom rank, Student Attendance</i>

Reflection Questions: Assessment

Planning and Progress Monitoring

- How and where are you on this assessment continuum?

Formative	Benchmark	Summative
Short-term Ongoing Evaluation Strategies	Periodic Diagnostic/Progress Assessments	Large-Scale Assessments
Student-Centered	Classroom/School-Centered	School/District/State-Centered
Frequent, Immediate Feedback	Multiple Data Points Across Time	Annual Snapshot

- Are my assessments aligned to the state standards?
- Have I shared with my students the various formats of the assessments?
- Have I covered both the depth and breadth of the standards to be assessed?

Teaching and Learning

- Can the assessment I use tell me what I want to know about the student's mastery of the standards?
- Is the assessment a fair and realistic representation of the content in the standards?
- Do the various answer choices and/or responses allow me to see what the student truly understands and what misconceptions may still need to be addressed?
- How will I adjust my lesson and feedback based on the data from the assessment?
- Does the data tell me where I can begin with the next lesson?

Communication

- Does the feedback I provide give the student positive constructive information to move their learning forward?
- Is the communication on the feedback a two-way loop?
- Is the data and feedback understandable by all stakeholders to improve instructional practices and improve student understandings?

Resources

These one-page documents contain specific information on each different type of assessment found within the Balanced Assessment Framework (BAF) and allow you to focus on individual assessment across all indicators found within the BAF.

[Screener](#) | [Screener/Diagnostic Combined](#) | [Formative Assessment-Student](#) | [Classroom Summative](#) | [End of Year/Course Summative](#)
 [Diagnostic](#) | [Formative Assessment-Teacher](#) | [Interim/Benchmark](#)

- [Designing a Comprehensive Assessment System \(West Ed\)](#)
- [Balanced Assessment Systems: Leadership, Quality, and the Role of Classroom Assessment | Online Resources \(Corwin\)](#)
- [Balanced Assessment Systems \(Corwin\)](#)
- [ADE Balanced Assessment Framework 3 2 2018.pdf \(AZ Ed\)](#)



English Learners

Key Considerations

The education of English learners is a shared responsibility by all educators for English learners (ELs) to achieve both English language proficiency and content achievement. As Nevada moves forward with digital and blended instruction, aspects of digital learning can increase the inequalities for ELs, and educators should consider how to address this issue as they design blended instruction. Families of ELs might have minimal access to technology and the internet, may be unfamiliar with how to support their children's web-based learning programs, or may not even know how to help them locate information through a Google search. The district, school, and classroom teacher will need strategies, academic activities, and communication plans for assisting EL students and their families to embrace the digital aspects of the learning.

Guiding Strategies

- Boost synchronous learning time: Use live-time instruction to provide necessary background knowledge, to model language and processes, and to ask and answer questions. Make yourself available with virtual office hours for one-on-one consultations with students.
- Offer structures for student collaboration: Design activities that allow students to engage with each other in pairs or small groups, and select platforms that allow students to comment, discuss, and edit each other's work synchronously and asynchronously.
- Provide student opportunities to talk in depth: Ask students to record themselves for group presentations or to individually summarize a lesson using video or audio. Teach students how to self-record using video or audio, self-monitor their performance, and self-reflect on what has been done well and what remains to be addressed.
- Focus on high expectations and high supports: Provide standards-based instruction to engage students in deep content learning, analytical thinking, and language development by amplifying content through the use of language scaffolds and supports (before, during, and after).
 - Utilize on-line tools to make content and instructions comprehensible.
 - Explicitly plan and teach the language required to complete the content tasks.
- Incorporate reading and writing: Integrate activities that get students to discuss, argue, and analyze high-quality texts. Allow for students to provide feedback on each other's work and to post collaboratively written narratives, informational/explanatory texts, and arguments.
- Leverage the linguistic and cultural assets of students and families: Allow and encourage students to read, learn, and express their ideas in their home language(s) and to leverage the home environment. Get to know your students' funds of knowledge and utilize the strengths in families and community to provide powerful contexts of and for learning.

Reflection Questions: English Learners

Planning and Progress Monitoring

- Do I review the recent WIDA ACCESS results for my English learners?
- What tools am I using to access my English learners' English language development and content growth?
- How can I distinguish between language barriers and learning disabilities?

Teaching and Learning

- How do I know what my English learners and families need regarding the use of technology?
- How do I ensure English learners can access rigorous standard-based instruction?
- How do I know my English learners develop their academic language and content understanding?
- How can I collaborate with other teachers in lesson planning to ensure that English learners meet grade level standards?

Communication

- Have educators considered all possible methods in order to ensure meaningful communication with parents of EL students?
- Have LEAs translated all communications to parents to ensure they have access to the information in a language they understand?
- Does my district/school offer a "help desk/hotline" for parents to communicate their concerns and issues?

Resources

- [Nevada Department of Education English Language Learners Home Page](#)
- [Developer Toolkit: Creating Educational Technology for English Learners](#)

Students with Disabilities

Key Considerations

For effective planning, implementation, and evaluation of programs, services, and supports to occur for students with disabilities in online and blended learning, many educational, instructional, legal, logistical, and technical considerations must first be made. This is the shared responsibility of Individualized Education Program (IEP) teams and must include students' perspectives related to their own learning abilities and needs to the greatest extent possible.

Guiding Strategies

Recognize that all students eligible for special education services are diverse and understand the strengths, weaknesses, and learning differences of your students as you design digital learning lessons and experiences.

- The success of students with disabilities is maximized through sound instructional strategies that differentiate learning opportunities and expected learning outcomes.
- Using an asset-based approach highlights links between what students already know and the content and skills being taught.
- Educational technology provides supports for personalizing learning by allowing you to tailor instructional materials to address student interests, creating options for student choice, and providing real time feedback.
- Providing students with self-monitoring resources (such as checklists, planning guides, or rubrics) visually scaffolds expectations and provides cognitive supports when affective challenges present themselves.
- Digital technologies, including assistive technologies, can empower students to become drivers of their own learning, deeper thinkers, and stronger collaborators.
- It is important to proactively provide students with the instruction necessary to become comfortable, competent, effective users of assistive technology systems within the online or blended learning environments.
- Tools in the Learning Management System (LMS) and the following strategies should be used to support students with disabilities in online and blended learning:
 - Break instructional activities, content, and videos into smaller segments to focus on the objectives in a way that meets the needs of the students and reduces anxiety.
 - Provide repetition of content using multiple modalities when providing instruction. Most educational materials are written, so capitalize on the wide variety of multimedia capabilities afforded by the online or blended environments to help demonstrate content concepts.
 - Leverage tools like text-to-speech programs to promote students' ability to process information in ways that are best for them.
 - Provide copies of handouts, lectures, and notes including multiple representations (graph, text, video, etc.) when teaching a topic to support the need for processing information differently and assist with notetaking in class.
 - Support differentiated student output, using software and apps, for student work products and assessments. Offer multiple ways to assess course content and provide students options for task and assignment completion.

- Provide students a choice menu of technology tools that they can use to present their learning such as creating a digital storyboard, designing a report or comic, or explaining their thinking using an online recording tool.
- Provide an assessment format in the student’s most successful modality or response format.
- Provide frequent and meaningful feedback and help your students develop new ways to reflect on their learning. Using a shared document or tool that supports voice annotation and asking students questions can encourage critical thinking or reflection to provide feedback on their thinking.
- Have students post or share their daily and long-term goals and provide structure for self-reflection. Students can create screen recordings to share reflections, and receive feedback from you, their peers, or both.
- Utilize the announcements section of the LMS to establish a system that provides students enough notice about change in expectations or schedules.
- Have students work with peers or mentors, when appropriate, so they have another perspective on the academic content. Using the chat, discussion board, or video conferencing features that are part of the online or blended environment will allow students the opportunity to socially interact as they collaboratively work through the assignment.
- Partner with families to support their child’s metacognition, progress monitoring, reflection, and self-regulation and gain insights into their child’s cognitive engagement.

Reflection Questions: Students with Disabilities

Planning and Progress Monitoring

- Have I reviewed the learning strengths, weaknesses, and needs of my students—functional, academic (from IEP Present Levels of Performance), and technological—to understand and prepare instructional materials, aids and services, and assistive technologies that are tailored to their specific needs as identified in their IEPs?
- Does the educational program we developed address issues related to assessment, curriculum, instruction, materials, methodology, and technology to ensure that the required supports are in place for the student to be educated in the least restrictive environment in the online and blended learning settings?
- In making instructional plans and selecting curricular materials, to what extent did I make decisions to both empower and meet the individual needs of my students?
- Did I meaningfully include all IEP team member perspectives (student, family, general education teachers, service providers, etc.) during the planning process?
- How does my district account for the digital delivery and support of legally required needs, goals, and services for students with disabilities?

Teaching and Learning

- How am I using IEP data to inform personalized learning?
- To what extent is research available to support the efficacy of the personalized learning tools that I am considering using for my students?
- What additional supports or resources are available for my students to address any learning loss that may have occurred and to mitigate future learning loss.

Communication

- How can I work best with my students and families to exchange best practices and resources regarding personalized learning? My colleagues? My school leadership?
- Have I taken the time to ask my students and their families what aspirations and fears they have related to online and blended learning and used their feedback in the development of the programs?
- Have I communicated and connected parents and families to additional supports or resources available for my students to both meet their different learning needs and to address any learning loss?

Resources

Use educational technology tools to support personalization in multiple ways such as through apps, adaptive environments and problem sets, the availability of myriad topics of interest on the internet, games and simulations, the use of tools for creativity and self-expression, and the ability of students to develop and maintain their own portfolios. Examples of these tools developed with the support of the Institute of Education Sciences (IES) include:

- [EdMod](#)
- [KinderTEK](#)
- [Go Phonics](#)
- [Future Quest Island](#)
- [Supporting Students with Disabilities in K-12 Online and Blended Learning](#)



Social-Emotional Learning

Key Considerations

Student SEL

Emotions and social relationships are essential components that drive learning and academic achievement. Our schools are community spaces that play pivotal roles in the social development and mental well-being of students. To help address these needs in the digital space, whether in the classroom, virtually, or in a hybrid approach, it is crucial that we work to build safe and supportive digital learning communities and expressly address the social and emotional needs of our students. When working in a virtual learning environment, just as in classrooms, we will need to have strategies to get to know our students, and to foster and build trusting relationships for the digital space.

In 2017, Nevada adopted Five Core Competencies from the Collaborative of Academic, Social and Emotional Learning. According to [CASEL](#), they are defined as:



Self-awareness

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.



Self-management

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



Social awareness

The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.



Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.



Responsible decision-making

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Adult SEL

The Nevada Department of Education recognizes that implementing effective and sustainable social, emotional, and academic development (SEAD) in schools must begin with the adults within the school community. It is important for educational leaders and all school staff to understand, practice, and model skills related to the five CASEL competencies before integrating or explicitly teaching SEAD skills to students.

The [Nevada SEAD Center](#) is available to all. The SEAD Center is a free virtual support system and statewide community of educators developing social, emotional, and academic development skills that reinforce equitable environments and success for both adults and students. The Center provides state-funded (free for participants) professional learning, on-going training and coaching, guest speakers, a statewide Community of Practice, support groups, resource library, and daily wellness sessions. Open enrollment is available.

Guiding Strategies

- Connect with students before school starts with a video or email, personalizing it to each student to the extent possible. You can use digital tools such as Flipgrid, a shared document, or have them start a blog (that you continue to use over the school year).
- Ask students, through prompts, to send you a picture of “a favorite memory” or “when you felt proud” or “something that makes you happy or sad” as an open-ended starter to get to know your students.
- Develop activities that help students get to know each other (e.g., small group chat rooms around interests, get-to-know-each-other online games).
- Co-develop rules and respectful normative behaviors that create a welcoming online classroom space, much as you would in a physical classroom.
- Make space for informal connections and social support by regularly scheduling 1:1 or small group check-ins with students.
- Help students share their identities in the digital space in similar ways to how they would in your classroom. For example, create a website or photo gallery of student work. Students can take pictures of pen and paper assignments or screenshots of online assignments.
- Enable connections between peers by providing opportunities for students to share experiences, engage in digital class discussions and small-group work, and support one another.
- Provide avenues for students to share questions, comments, and concerns that are related to instruction.
- Expand the classroom community by creating opportunities for students to connect with other classes (e.g., within the school, across the world) to share ideas and collaborate on projects.
- Support students in developing schedules and rhythms that include time for brain breaks. During those routine breaks, encourage students to move away from the screen (e.g., get outside if possible, draw, and move).
- Build consistent check-ins with students as a part of digital learning. These can occur at the start of each synchronous session or once a day if activities are asynchronous.
- If you have concerns, coordinate support with school or other district personnel as appropriate (e.g., special education practitioners, counselors, social workers, nurses) to work as a team in supporting students’ social and emotional health.
 - Understand and collaborate with your school or school system on strategies for response if the safety of the learning environment for your class, or for an individual student, has potentially been compromised.
 - Be aware of district and community supports that are available for students who need additional support as well as the processes and protocols to follow in identifying students for timely referral to services.

Reflection Questions: Social Emotional Learning

Planning and Progress Monitoring

- Am I giving students supports that allow for differences in home situations?
- Do I have a way to understand how much time is being spent on tasks by students so that I can adjust or provide additional support, if necessary?
- Am I aware of different school, school system, and community supports for students?

Teaching and Learning

- To what extent are learners invited to take ownership and responsibility in the online classroom by co-developing expectations and protocols?
- Have I modeled and provided examples of effective and appropriate online communication?
- Have I facilitated ways for my learners to get to know and trust me, as well as the other students, in our online environment?
- Have I facilitated ways for my students to build and maintain social and emotional connections with fellow students in a digital learning environment to foster their wellbeing?
- What is the right pacing for scheduling for learning and breaks?
- What tasks allow for flexibility?

Communication

- To what extent have I ensured rules and norms are explicitly communicated to parents and families?
- How can I work best with my students' families to exchange best practices and resources regarding social and emotional support? My colleagues? My school leadership?
- How have I planned to implement a system of regular "well-being checks" with my students and to communicate any issues or concerns with parents, families, and, if necessary, my school leadership?

Resources

- [CASEL Cares Initiative](#)
- [Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community](#)
- [National Commission on Social, Emotional and Academic Development](#)
- [Supporting the Social and Emotional Needs of Educators and Students: Skills for Now and Planning for When Schools Reopen](#)
- [IES Expands Research in Social Emotional Learning](#)
- [Measuring Social and Emotional Learning in Schools](#)

Educator Professional Learning

Instructional Pedagogy



Key Considerations

Educators will have a variety of experience and comfort levels with providing instruction through a blended method that encompasses digital instruction. The transition to digital learning can, for some, be daunting, but digital tools can be used to ease this transition and equip educators with the skills needed to digitize their craft. To increase educator effectiveness and results for all students in a digital environment, educators must be provided professional learning that is timely, meaningful, job-embedded, collaborative, and continuous.

Educators need to reflect on their own practices and skill level in using digital tools and seek out professional learning that increases their comfort and

confidence in using those tools to support student success. Educators need to be open to changing existing practices and implementing new strategies to not only deliver instruction and improve communication with students and families, but also learning how to use digital tools to automate and/or simplify some of the everyday required tasks that traditionally take time away from students.

Districts need to be cognizant of the varied levels of expertise of their educators and provide appropriate, differentiated, and ongoing learning opportunities that are aligned to Nevada's Nine Standards of Professional Learning to increase educator effectiveness and results for all students by ensuring that all professional learning will:

- Occur within learning communities committed to continuous improvement, collective responsibility, and goal alignment
- Require skillful leaders who develop capacity, advocate, and create support systems for professional learning
- Require prioritizing, monitoring, and coordinating resources for educator learning
- Use a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning
- Integrate theories, research, and models of human learning to achieve its intended outcomes
- Apply research on change and sustains support for implementation of professional learning for long-term change
- Align its outcomes with educator performance and student curriculum standards
- Focus on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups, and

- Facilitate educator’s self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally responsive strategies to enrich educational experiences for all students.

Guiding Strategies

- Reflect on your current use of digital tools and technology skills to assess your strengths and weaknesses, and then seek out professional learning that will help you develop those areas of need.
- Find out who on your campus effectively uses digital tools and resources to support students in the classroom and ask if you can observe their class (including a virtual class) to learn tips and tricks.
- Invite a colleague to attend your class to observe, provide feedback, and even co-teach.
- Identify colleagues with whom you can collaborate, problem-solve, and share successes and failures.
- Find out if there is an instructional coach on campus and set aside time to work with them to help strengthen your skills.
- Partner with other teachers in your school, district, and in the State to share lessons and ideas and to co-create lessons and resources.
- Participate in professional learning communities and, if you cannot find one that suits your needs, start one.
- Survey students, parents, and families to find out what tools and resources they need to be successful in a digital environment and then make sure you know how to use them to provide appropriate support.
- Stay current on best practices for digital learning as well as new applications, software, and hardware that can improve your instructional practice in the classroom.
- Cultivate a growth mindset and be willing to try new things and take risks to engage students and improve practice.
- Explore ways to continue building your skills and expertise beyond the professional learning provided by your employer by earning certifications, microcredentials, and even continuing your education/getting an additional degree.
- Investigate ways to provide students what they need beyond academic support, such as providing social-emotional support, career guidance, and keeping your families engaged.
- Learn about digital tools that can ease your workload - grading, sending out digital reminders, calendaring, providing communication to students and families, etc.
- Learn how to utilize digital tools to track student performance to provide targeted, timely supports to support student achievement and growth
- Check out the resources available through the [Nevada Digital Learning Collaborative](#) (NvDLC)

Reflection Questions: Instructional Pedagogy

Planning and Progress Monitoring

- What professional learning do educators need to carry out digital learning?
- How prepared are educators to use the technology that is already in place?
- What else will educators be expected to do differently, and have they received the training and support they need to carry out those responsibilities?
- What skills do technical staff possess? What professional learning do they need?
- Is there a strategic plan in place to provide meaningful, job-embedded, ongoing professional learning for educators?
- Has professional learning been created that is differentiated for educators based on existing skill level and expertise (i.e., novice, intermediate, advanced)?
- How will the effectiveness of professional learning opportunities be assessed to drive continuous improvement and to reflect the changing needs of educators?
- Is professional learning provided to educators in a timely manner, given to educators prior to implementation?
- Is professional learning offered at a time/s that is conducive to educator schedules, minimizing the time teachers are removed from classroom instruction while still valuing personal time?
- Are teachers encouraged to take risks and try new tools and strategies to engage students?
- Are educators provided professional learning on how to trouble-shoot when technology problems arise, not just with their own equipment or software, but also when students have technology issues?

Teaching and Learning

- What standards-based professional learning for effective technology-enhanced instruction can you provide for teachers?
- Are educators provided professional learning that meets all of their needs, from how to use LMS, how to use technology to communicate with students and families effectively including email and videoconferencing, and how to use a variety of digital tools to engage students while maintaining the focus on rigorous, relevant, standards-based curriculum?
- Are educators provided with professional learning on how to meet the needs of all learners digitally, focusing on special populations who may have different needs and/or learning challenges?
- Other than student grades, what measures will be used to evaluate the effectiveness of the technology-enhanced instruction?
- How will supervisors observe, support, guide, and evaluate teachers as they deliver digital learning?
- Are educators encouraged to further their skills beyond those provided by the district, through certifications, micro-credentials, and/or continuing education/degree programs?

Communication

- Have staff been asked to reflect on their own digital learning practices and communicate their individual needs to guide professional learning?
- Are professional learning opportunities clearly communicated to educators?
- Do educators have easy access to digital learning resources and are they familiar with the resources available to them?
- Are educators provided opportunities to participate virtually in Professional Learning Communities within their school buildings, the district, or in the State?
- Are educators encouraged and/or supported in building or facilitating collaborative workspaces or instructional environments for students?
- Do educators have access to technology support in real-time, when needed?

Resources

- [Learning Forward Standards for Professional Learning](#)
- [Teacher Digital Learning Guide](#)



Learning Management System



Key Considerations

Another lesson learned from the pandemic is that consistency and communication is key when trying to support educators in digital learning no matter the method of delivery (face-to-face, online, and blended). As the State and districts evaluated various methods to convey needed virtual professional learning for our educators, it was clear a unifying learning management system (LMS) had to be put in place. The Department purchased the Canvas LMS by Instructure to provide this one-stop-shop for statewide professional learning, in addition to its usage as a content and curriculum repository and the student learning platform used by many of our districts.

All educators in Nevada have access to this platform regardless of if their district has opted-in for use with their students. Additionally, a comprehensive [professional learning calendar](#) of events is available for all stakeholders in Nevada. Many of these events cover instruction on Canvas, but also include many other opportunities for learning in all areas.

Guiding Strategies

In collaboration with your immediate stakeholders (school, district, partners):

- Take inventory, through survey or other means, of teacher access to Canvas, usage, professional learning needed, and so forth.
- Complete this State [troubleshooting form](#) for any teachers unable to access Canvas.
- Share available Canvas professional learning options noted in the resources below with your educators, students, and families as applicable.
- Educate your parents on how to access their child's coursework in Canvas as an observer.
- Develop a timeline for Canvas integration by reaching out to the State Canvas Administrators listed on the [Nevada Digital Learning Webpage](#) and inquire about support available to assist your digital learning initiatives.

Reflection Questions: Learning Management System

Planning and Progress Monitoring

- Have I done a needs assessment survey with my educators on current access to Canvas?
- Have I collaborated with the state on a Canvas integration plan for my school/district?
- Have I determined ways the Canvas LMS can help bridge potential opportunity gaps our educators will encounter in the future?

Teaching and Learning

- Have I created a plan for consistent educator professional learning within their work schedule to accommodate for this added layer of digital learning requirement that may be new and overwhelming to some of them?
- Have I prepared my staff for PL development, technical support, and other needed resources as conveyed by the state?
- Have I reached out to the State for targeted one-on-one Canvas LMS support?

Communication

- Have I devised a way to consistently and equitably communicate the numerous professional learning opportunities provided at the state and district levels to the educators in my charge?

Resources

- [Nevada Department of Education Digital Learning Website](#)
- [Nevada Canvas Guidebook Course](#)



Health and Wellness



Key Considerations

Learning to teach with digital technologies, including student access from home, changes the classroom system and can be a stressful experience which will take time and support. It is important to support the physical, mental, and emotional health of our educators as they may experience additional stress.

Guiding Strategies

- Consider surveying educators to determine needs and supports.
- Offer self-care opportunities and resources for educators.
- Encourage educators to speak openly about their concerns.
- Identify colleagues with whom you can share ideas, think through issues, and openly discuss successes and failures.
- Maintain connections with other educators. If the school building is closed or is open in a limited capacity, take advantage of educational technology and move to the digital space; create opportunities for spontaneous and informal conversations around what you are experiencing, tips, resources, and shared ideas.
- Utilize school and community resources to provide educators with mental and emotional support.
- Take time to celebrate successes.
- Model and practice mindfulness.
- Support wellness and encourage teachers to take breaks and set boundaries.
- Encourage educators to develop a healthy work-life balance.
- Focus on one or two specific priorities at a time.
- Rethink your workflow. Digital teaching has the potential to automate portions of the teacher's work and allow more time to connect, build relationships, and work with students individually and in small groups.
- Recognize that it can take time to set up and learn how to use EdTech, but it can automate processes, build efficiencies, and help you make more meaningful use of both digital and offline learning time. Systems exist that can help grade student work, personalize homework, and inform you about what your students know and do not yet fully understand.

Reflection Questions: Health and Wellness

Planning and Progress Monitoring

- Have I practiced empathy with all educators in my building?
- Where can I go to take a mental health break?
- Are expectations and goals realistic?
- What types of health supports are available at my school?

- Are there formalized daily self-care opportunities?
- What steps am I taking to ensure I have a work-life balance?

Teaching and Learning

- Have there been opportunities for self-reflection?
- Have I incorporated enough brain-breaks and movement opportunities throughout the day?
- Do teachers have social-emotional opportunities for themselves?
- Are there professional learning opportunities about wellness?
- Are there health challenges that educators can participate in?

Communication

- Are there opportunities for both formal and informal conversations among educators?
- Has communication been clear about the importance of self-care?
- Have school/district leaders communicated their support for educator wellness?
- Are there opportunities for educators to express their concerns in a safe place?

Resources

- [How to Grow Teacher Well-being in Your Schools](#)
- [Reflecting on Teacher Well-being During the COVID-19 Pandemic](#)
- [Self-Care Strategies for Educators During the Coronavirus Crisis: Supporting Personal Social and Emotional Well-Being](#)
- [To Create Safe and Healthy Schools During a Pandemic, Prioritize Educator Wellbeing](#)



Parent and Family Collaboration

Communication



Key Considerations

Families are essential to the long-term success of their child’s education, often assuming the role of a coach, facilitator, or tutor. When families are involved in their children’s education, students are more engaged and have improved student outcomes. Partnering with families is essential to help students succeed in school, especially when conditions require that learning occur in the home through virtual learning environments. Insight can be gained through engagement and conversation with families regarding how their children participate. Families can help you learn how to better support your students.

Maintaining a two-way line of communication with families is essential for ensuring clarity. Active listening and empathizing can help establish trust. Make sure families know that you care about their circumstances and will do what you can to meet their child’s learning needs. Help families understand the role they can play using straightforward language and deliver messages in ways that are easy to understand.

Families are also partners in ensuring devices get charged, are cared for, and are used in responsible ways. Effective two-way communication about digital learning will ensure that families are informed, engaged, and trust the decisions that education and school leaders are making.

Guiding Strategies

- Establish norms for school staff members on how and when to communicate with students and families, including guidance on the primary tools and methods for communication.
- Confirm school staff members are utilizing tools for listening to the ideas and concerns of families and that families understand that, while educators will use a variety of tools, they will not be available around the clock.
- Establish scheduled check-ins. For example, some districts/schools have “office hours” at designated times during the week for all teachers to be able to check and respond to emails or arrange to talk via telephone or video chat with families.
- Use multiple communication platforms that are familiar to students and families including recorded videos, phone calls, video conferencing, social media apps, and texting apps.
- Identify that communication platforms are accessible to students and families with disabilities and to families whose primary language is not English. Ensure that families receive communications in their home language and are informed of options for translation, over-the-phone interpretation services, or text messaging translation.

- Select forms of communication (email, phone calls, text messaging, and/or other platforms) that will best meet the needs of each of your students and their families.
- Create a central website for students and families to receive up-to-date information and resources. Confirm that the site is mobile-friendly to accommodate families that access the internet via smartphones. For simplicity and ease of access, use a single platform across all schools and programs in a school system.
- Establish the understanding with your teachers that families, as the primary educators of their children, need and rely on effective, responsive, and timely communication from teachers and staff to promote and support student success.
- Provide communications with staff, students, and families that are authentic and model a positive and hopeful tone to improve the emotional state of your learning community.
- Create models for communicating with families about specific learning outcomes, expectations, and resources available, recognizing that families may prefer a variety of communication methods.
- Inform families about how to be digital partners, including sharing best practices on proper care and maintenance of the device, screen time practices, online safety, and digital citizenship.
- Host family workshops, either in person or online, or develop other creative solutions to help families learn and navigate digital learning tools to support their children’s digital learning.
- Communicate both expectations and progress with students and families on a regular basis.
- Ask families what goals they have for their child and get to know what resources are available to them to support their child. You can gather this information in a survey or by asking specific questions in an initial conversation.
- Share reasoning about how and why you make decisions about your activities.
- Make sure that families know how you will communicate clear goals for assignments and provide the scaffolds and resources needed to help students and their families work toward shared goals.
- Invite students and their families to preview your online learning system or website to see learning goals, materials, and criteria upon which students will be assessed.
- Keep communication brief and avoid using educational jargon in your communications (e.g., describe or name a learning management system rather than using the term “LMS”).
- Inform families of local options for home internet access, and provide school or school system resources about free or low-cost home internet service options in their area or through resources such as the Federal Communications Commission’s [Lifeline program](#), the non-profit [EveryoneOn](#), or the [National Digital Inclusion Alliance](#).
- Reference the “[Parent and Family Digital Learning Guide](#)” for information on empowering families in their role in digital learning and working with families to protect the privacy and security of students.
- Ask educators to communicate with families to get insight into their students’ emotional, cognitive, and behavioral engagement,
- [Partner with parents](#) to [support their child’s self-regulation, progress monitoring, metacognition, and reflection](#).
- Feedback from families can be gathered in a variety of formats. Ensure families are aware of these feedback mechanisms.
- Regularly communicate with families to understand their circumstances and their capacity to support their child’s distance learning.

- Develop a plan for flexibility to support diverse student needs and family circumstances and lay out available options to meet those needs.
- Share with families how student participation—attendance, grading, behavior—in a digital learning environment will be tracked and measured.
- If a student is not attending classes, determine whether there are systemic or individual barriers to participation (e.g., lack of access, understanding, or motivation, potential struggles with physical health or mental wellness, or if there are home-based responsibilities to which they must attend).
- Collaborate with the student and family to identify solutions that meet their unique needs.
- Use your students' families as a support system to motivate students to participate.

Reflection Questions: Communication

Planning and Progress Monitoring

- What is the home environment of each of my students and how might I support their full participation?
- Do my students and their families have access to the tools needed for supporting effective digital learning at home? If not, how can I facilitate their access?
- How can I work best with my students' families to exchange best practices and resources for access, digital citizenship and safety, and privacy and security?
- Do I understand the background and situation of each of my students and their families?

Teaching and Learning

- What instructions will I provide families around expectations and schedules for remote schoolwork?
- Do students and families know how, at what point, and from whom students should seek help when they are stuck with classwork?

Communication

- How have you empowered families to ask for help and give feedback to support their child's learning at home?
- What languages are spoken in your community and what translation services should you provide?
- Did you set the expectation with teachers and staff that families, as the primary educators of their children, need and rely on effective, responsive, and timely communication from teachers and staff to promote and support student success?
- Have you properly communicated the potential and importance of digital and virtual learning to families?
- Who is communicating with families and how?
- Which communication methods have the most success?
- Which families have not been reached and why?
- Have I communicated and connected families to additional supports or resources available for my students to both meet their different learning needs and to address any learning loss?

- Have I established regular, two-way communication with families to provide them meaningful information about their child’s academic progress, as well as their engagement and emotional well-being?
- Do I have a helpful mechanism for feedback from families about their student’s feelings about their learning and progress, their school, classmates, and teachers?
- How can I intentionally plan positive messages to families, ensuring we are not only communicating when there is an issue or problem?

Resources

- [Parent and Family Digital Learning Guide \(Spanish Version\)](#)
- [School Leader Digital Learning Guide](#)
- [Teacher Digital Learning Guide](#)
- [Engaging Families Virtually](#)
- [Parent-Teacher Planning Tool](#)
- [Family Outreach Resources](#)
- [Continuity of Learning: Resources for Families](#)
- [Supporting Young Children’s Learning and Well-Being At Home](#)



Health and Wellness

Key Considerations

Oftentimes the health and wellness of parents/guardians is forgotten about and may not always be taken in consideration when their children are learning digitally. The success of a student's digital learning experience relies heavily on the mental and emotional health of their parents/guardians. It is important to not overwhelm parents/guardians and collaborate with them on how to meet the needs of their child(ren) as well as their family.

Guiding Strategies

- Offer open lines of communication to allow parents/guardians express their concerns in a safe space.
- Practice empathy with parents/guardians and let them know that it is important to take care of themselves.
- Share mental and emotional health resources that parents can utilize and access.
- Ensure parents/guardians feel like partners in their child's digital learning experience.
- Encourage parents/guardians to be physically active with their child(ren).
- Offer consistent opportunities for parents/guardians to check-in with you.
- Share teaching strategies to help parents/guardians support their child(ren) with digital learning.
- Avoid overwhelming parents/families with excessive classwork/homework.

Reflection Questions: Health and Wellness

Planning and Progress Monitoring

- How do I provide sufficient support for parents/guardians to minimize their stress during digital learning?
- How often should parents/guardians take digital breaks?
- How do I reassure parents/guardians that their support from home is appreciated?
Have I allowed parents to be a part of the decision making?

Teaching and Learning

- Have I placed too much responsibility on my students' parents/guardians?
- Have I provided a sufficient amount of resources for parents/guardians to support their child with digital learning?
- Have I provided opportunities for parents/guardians and students to learn away from the computer?
- How do I provide opportunities for parents/guardians and students to relieve stress along with their child(ren)?
- Have I made learning fun and inviting for parents/guardians?
- Have I developed family-based lessons that include health and wellness topics?
How do I develop learning experiences where parents/guardians engage in health-related activities with their child(ren)?

Communication

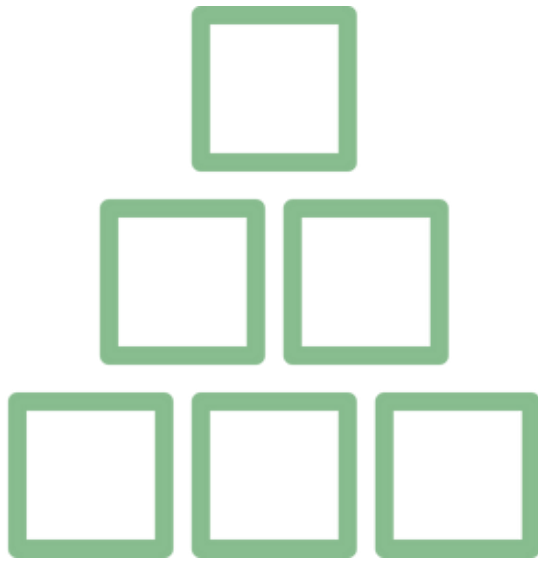
- Have I been responsive to parents/guardians concerns?
- Have I communicated effectively enough with parents/guardians to help alleviate their stress and worries that come along with digital learning?
- Have I allowed parents/guardians the ability to be open and honest with me regarding their needs to support their child?
- Have I shared mental and emotional health resources with parents/guardians?

Resources

- [Mental Health and Wellness Tips for Parents](#)
- [Self-Care for Parents](#)
- [Self-Care for Parents & Caregivers](#)



Organizational Best Practices



Communication

Key Considerations

In our increasingly digital world, education must be at the forefront of innovation and access for students to be prepared for 21st-century careers. It is upon education organizations to utilize and model best practices with digital learning, including communication. By setting clear expectations and maintaining open lines of communication, local education agencies can leverage communication in ways that benefit the community as a whole.

Guiding Strategies

- Select forms of communication (email, phone calls, text messaging, and/or other platforms) that will best meet the needs of each local education agency, educators and school staff, families, and the community.
- Provide multiple methods for communicating, both synchronously and asynchronously.
- Provide systems to ensure communication is streamlined and follows a consistent cadence throughout each local education agency and in each school for employees, families, and the community.
- Provide clarity around how frequently and in what formats communication will occur and provide employees, families, and community members with options for contacting each local education agency and school with feedback, questions, and concerns.

Reflection Questions: Communication

Planning and Progress Monitoring

- Choose communication tools based on ease of use and availability for educators, families, and the community.
- Create a reliable method of feedback from all stakeholders.
- Create a plan to regularly assess the established communication plan for each local education agency using feedback data to continually improve communication with the communities they serve.
- Create a dedicated team to assess and update communication policies as needed.
- How is each local education agency working to exchange best practices and resources between and among schools and districts? Regarding teacher professional learning and well-being? My school leadership?

Teaching and Learning

- In the classroom:
 - How can I provide insights into my classroom to parents and families of my students?
 - Have I provided simple and consistent methods for communicating with families, both synchronously and asynchronously, and clearly communicated my availability?
 - Have I ensured an ease of two-way communication with my students' families?
 - What instructions will I provide families to communicate expectations and schedules for remote schoolwork?
 - How will I communicate resources and procedures for students who need additional support via remote access?
 - Have I modeled and provided practice opportunities for students to use appropriate and effective online communication?

Communication

- Has each school or district established regular communication with schools, educators, families, and the community?
- Has the school and district established a useful method of feedback from educators, families, and the community?
- Has the school and district established a method to track and monitor communication with educators, families, and the community to ensure timely and appropriate responses?
- How easy is it for families and the community to contact each local education agency and school with questions or feedback?
- Has the school or district provided access to communication in multiple languages?
- What translation and interpretation services, or other resources, are available in each district to serve the diverse needs of our communities?

Resources

- [Six Step Process to Develop a Technology Plan](#)
- [Teaching Continuity Readiness Rubric](#)
- [School Leader Digital Learning Guide](#)

Professional Learning Communities (PLC)

Key Considerations

Technology has been implemented at a rapid rate at every level in education, making Professional Learning Communities (PLCs) more important now than ever before. Although teaching and learning have quickly evolved in the digital world, new and existing struggles continue to grow and require increased focus on collaboration. Technological innovations provide more opportunities for educators to engage in and contribute to high-quality PLCs in an effort to support needs and promote ongoing student success.

Guiding Strategies

- Choose a platform that enables maximum access and equal participation opportunities for all
- Effective implementation, evaluation, and modification of best practices that result in higher student achievement and success
- Systematic process to engage each member and provide equal opportunities to reflect upon practices, outcomes, and next steps at each meeting
- Develop and define rotating meeting roles - leader/ facilitator/ data
- Implement meeting norms and expectations (when to meet, respecting roles and contributions, decisions, participation)
- Identify consistent agenda items (updates, current practices, current needs, evaluation, data, practices, outcomes, individual input, tasks, goals, plans, next steps)

Reflection Questions: Professional Learning Communities (PLC)

Planning and Progress Monitoring

- Will PLC groups be determined based on department, grade level, or other criteria?
- How will current needs be determined to help create goals?
- Are the goals S.M.A.R.T. (specific, measurable, attainable, results-orientated, timely)?
- How will we ensure that all team members are aware of expectations before, during, and after meetings?
- How will we determine specific and consistent agenda items, including start and finish times?
- How might we prepare for the hurdles that may impact the ability to schedule and attend meetings at the department, school, district, or online?
- How will each meeting be structured?
- How will data be analyzed to determine needs for modification and progress towards goals?
- Do our online PLC meetings achieve the same goals and collaboration as face-to-face meetings? Are they effective?

Teaching and Learning

- Have we provided the appropriate professional learning for educators to effectively contribute to the PLC?
- What devices and programs should be utilized during synchronous and asynchronous meetings?

- Have we provided the most effective technologies and hardware and software training for all members to equally contribute and participate in virtual meetings? (Laptop, tablet, webcam, microphone, chat pod, screenshare, Zoom, etc.)
- Will all team members have the autonomy to implement and evaluate strategies in a way that allows them to prepare informed thoughts and opinions to share with the group during the next meeting?
- How much flexibility will team members be given to develop measurable goals and specific plans to help students?
- How will plans and procedures be implemented at the individual, small group, class, grade, and school level?
- How will we determine if the plans created to help students are fair and reasonable for all students?
- How will teachers evaluate if the plans have been correctly implemented and efficiently evaluate achievement or growth?

Communication

- How are we communicating and how often?
- What are we communicating? Where will this communication be directed?
- Have we provided clear expectations for consistent communication during and between scheduled meetings?
- Have we provided tools and strategies for ongoing asynchronous communication (email, text, chat, etc.) and synchronous communication (Zoom, virtual meetings, in-person, phone)?
- Have we created a timeline and goals for synchronous meetings?
- Has the team developed a productive method for feedback and means for evaluation?

Resources

- [All Things PLC](#)
- [Edutopia – How to Create an Effective Learning Community](#)
- [Education World – Best Practices for Professional Learning Communities](#)
- [ISTE – 4 Benefits of an Active Professional Learning Community](#)

Grading Policies

Key Considerations

As teachers and students move to digital learning, clear expectations are required for student assessment. Digital learning conditions have created a rapid pace learning environment. Grading must evolve to meet the new needs of the digital student while still accurately indicating the level of comprehension and retention of learned material and communicating those levels and feedback in a timely and effective manner to students and parents. This is imperative for all learning environments with the end goal of assessments to determine learner's knowledge and individual needs within a course.

Guiding Strategies

- Foster critical thinking
- Create clear expectations on your late work policy, revisions, standards for quality, plagiarism, formatting, and reaching out with questions
- Design objectives, measurements/ rubric, and consequences
- Provide instructive, meaningful feedback
- Promote high expectations
- Employ grading strategies
- Ensure consistency
- Provide timely grading and feedback
 - Teacher will answer emails and phone messages within 24 hours
 - Teacher graded work will be returned within 3-5 school days
 - Grades will be posted for students and parents
- Use rubrics
- Have clear expectations for both students and teachers

Reflection Questions: Grading Policies

Planning and Progress Monitoring

- How do I create questions?
- How much time is spent grading?
- Is there consistency in the course – the use rubrics?
- Is there consistency in the school - expectations, timely grading, thoughtfully constructed questions, critical thinking questions / higher level thinking, feedback, revisions, limits?

Teaching and Learning

With the Students

- Have I included ways for all learners to show knowledge using good question construction?
- Other than student grades, what measures will be used to evaluate the effectiveness of using best grading practices including timely & meaningful feedback?
- Do students comprehend expectations found in the rubric?
- Do I provide descriptive feedback, even when using pre-set statements, and is it attached to an evaluative grade to provide students greater learning?

With the Staff

- Are educators provided with professional learning on how to meet the needs of all learners by focusing on best practices of grading policies?
- Are expectations expressed school wide to create continuity for students?
- How will supervisors evaluate a teacher's ability to complete meaningful feedback in a timely manner?

Communication

- Have I provided adequate professional learning to staff?
- Have I (we) outlined best practices for student evaluation in an online environment?

Resources

- [The Importance of Feedback for Student Learning](#)
- [Summative Assessment in Distance Learning](#)
- [14 Rules for Writing Multiple Choice Questions](#)
- [The Importance of Feedback for Student Learning](#)



Educator Network

Key Considerations

A large piece to teaching is in making connections and supporting our students. Connections foster learning, collaboration, the dissemination of content and satisfaction. Education networks are informal networks connecting people and organizations that allow for individualized learning and engagement in personal and professional learning. There are many education networks that are available to teachers to help at all stages of an educator's journey. Presently, Education networks are harnessing Web 2.0 and social media in particular to promote research collaborations, share expertise and foster relationships both locally and globally.

Guiding Strategies

Shared Resources through Social Media - Social media is a great tool to connect and share resources with other colleagues engaged in distance learning.

- There are many Facebook groups where you will find teachers posting free resources and sharing great ideas.
- Another way to connect with other teachers is through Twitter.
 - Popular hashtags that were created from the transition to distance learning include #RemoteLearning, #DistanceLearning, or #RemoteEd. While using these hashtags you will engage in real-time conversations with teachers and share stories of what is working well in their classrooms.
 - Participate in Twitter Education Chats - In addition to the recommended hashtags, another way to connect with educators using Social Media is by participating in #EdChats. #EdChats typically occur the same time and day every week and are moderated by teachers engaging in a virtual conversation about education. This is one way to form relationships with educators from all regions and learn best practices.
- Join or Start an Educator or Learning Network - An educator or learning network is a group of people who share a common interest in a topic and learn about that topic from and with each other. Individuals can join a network on any topic from incorporating technology to Social Emotional Learning.

Reflection Questions: Educator Network

Planning

Guiding Questions for Starting a Professional Education or Learning Network

- What specific impact do we want the network to have on students? Adults? Others?
- What is the desired unit of membership (district, schools, teams within schools, individuals)?
- What process do we use to recruit participants?
- To what extent does level of readiness and eagerness matter?

Resources

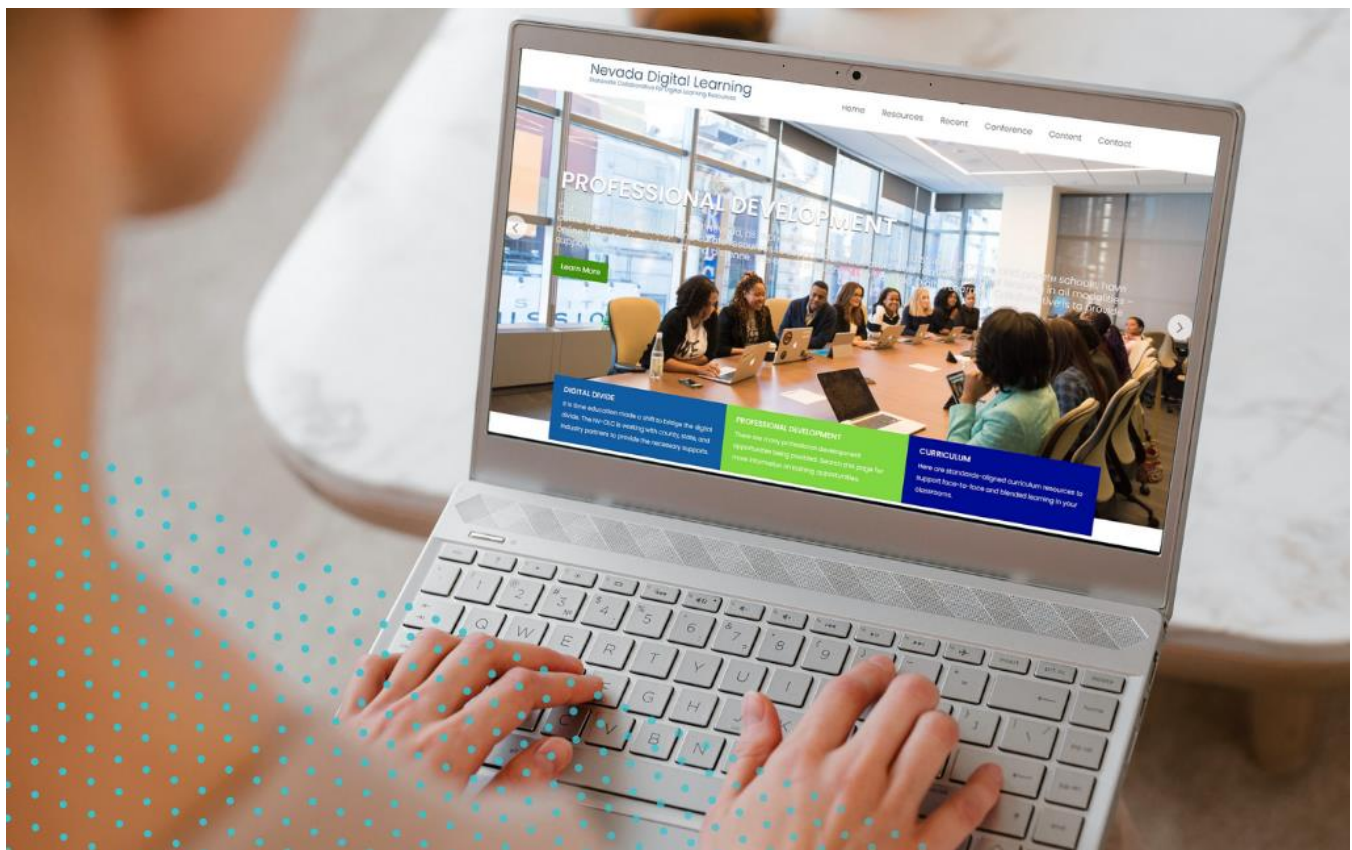
- [Guiding Questions for Starting a Professional Learning Network](#)
- [The Essential #EdChat Resource Guide](#)
- [44 Education Twitter Chats Worth Your Time](#)

State Outreach

The Nevada Department of Education continues to provide support in partnership with educators, administrators, and educational partners to districts and families in meeting the learning needs of Nevada’s students. Digital Engineers have developed many resources related to various academic content areas. These documents are available on the [Nevada Digital Learning Collaborative](#) Website. Resources will continue to be updated and refined to support teaching and learning in the 2021-2022 school year.

Digital Engineers who created the multitude of resources during the first year of the Nevada Digital Learning Collaborative, have contributed to the long-term vision on equitable access to high-quality resources to support students. These individuals have become ambassadors on promoting high-quality resources that include professional learning on instructional pedagogy, materials that strengthen learning, and technology training on tools to engage with students in offline and online formats.

We encourage you to continue to follow the work of our Digital Engineers, now called Digital Ambassadors. They are committed to providing ongoing resources for schools, students, families, and communities as we continue to innovate, expand, and redesign learning in Nevada.



Appendix

Rubrics

Templates

References

- [US-DOE Digital Learning Guide](#)
- [Michigan Digital Learning Guide](#)
- [Office of Educational Technology Parent and Family Digital Learning Guide](#)
- [Mississippi Department of Education Digital Learning District Guidance](#)