

Coaches can provide a range of supports to help teachers implement their version of distance learning, whether instruction is asynchronous, synchronous, or a blend of both.

### Initial Coaching Visit: Listen and Learn

- Identify strengths and needs around supporting children and families in distance learning.
- Determine focus for coaching and an estimated scope and sequence for your work together.
- Help your teacher do an inventory of their current technology.
- Discuss district curriculum and expectations for distance learning provided by their district/school.

Instructional support of students may look like ...	So Coaching Support could look like ...	Coaching activities could include:
Teachers checking in on students as they complete school or district selected/created materials for flexible learning at home (links, projects, etc.)  <b>(Asynchronous Distance Learning)</b>	<ul style="list-style-type: none"> <li>- Discuss how learning at home is going for students, how to respond to children's/families' questions or concerns</li> <li>- Discuss the week's lesson plans/activities – how to differentiate and assess learning</li> </ul>	<ul style="list-style-type: none"> <li>• Help teachers keep children at the center of learning, developing a mindset of resilience, managing their expectations, and building and maintaining relationships. <b>Resource: Three Tips for A Successful Transition to Distance Learning</b></li> <li>• Help teachers to enhance the offerings of online reading resources (GetEpic, RAZ Kids, Freckle, Read Theory, etc.) with engaging assignments or extension activities that lean into best practices, promote thoughtful conversation, deepen comprehension, and increase joy in reading.</li> </ul>
Students watching instructional video lessons recorded by other teachers, plus some extensions/independent practice (links, projects, writing, etc.)  <b>(Asynchronous Distance Learning)</b>	<ul style="list-style-type: none"> <li>- Deepen teacher knowledge of an Area of Literacy (ALI: phonological awareness, phonics, fluency, vocabulary, comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>• Help teachers sift through district curriculum resources to match resources to their children's needs. <b>Resource: General Support Coaching Template for Distance Learning (English and Spanish)</b></li> <li>• Provide vetted, high-quality supplemental resources the teacher can use with children. <b>Resource: Quality Online Resources for Families for Distance Learning</b></li> <li>• Discuss how to differentiate instruction in a virtual context. <b>Resources: The Teacher's Role in Supporting Asynchronous Learning; Core Habits of Literacy Lesson Design (English and Spanish)</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Discuss best practices in assessment and responding to student work in a virtual setting. <b>Resource: The Teacher's Role in Supporting Asynchronous Learning</b></li> <li>• For teachers who are highly engaged in coaching, extend discussions about the literacy content of the children's learning. Explore a "learning pathway" to deepen their knowledge of an area of literacy instruction connected to children's learning (phonological awareness, phonics, fluency, vocabulary, comprehension). <b>Resources: ALL Learning Pathway, Coaching Template for Distance Learning: ALL Learning Pathway</b></li> </ul>
<p>Planning for and creating video lessons of themselves teaching for children to watch (at any time)</p> <p><b>(Asynchronous Distance Learning)</b></p> <hr/> <p>Teaching in real time - live stream of lessons with some or all of the children in the class, during some portion of regular school hours</p> <p><b>(Synchronous Distance Learning)</b></p>	<ul style="list-style-type: none"> <li>- Develop lessons or activities (for at-home, video lessons, or live stream)</li> <li>- Deepen understanding of lesson plan content by exploring an Area of Literacy Instruction</li> </ul>	<p>Any of the above activities, plus:</p> <ul style="list-style-type: none"> <li>• Support teachers in understanding best practices for planning lessons for distance learning. <b>Resource: Effective Practices in Planning for Distance Literacy Learning (English and Spanish)</b></li> <li>• Provide teachers with samples of effective video lessons as models for online instruction/distance learning.</li> <li>• Build/deepen a teacher's knowledge of distance learning technology (i.e., PowerPoint for developing visuals for lessons; applications for recording and storing video lessons and resources, like Canvas, Google Classroom; applications for conferencing with children, like Zoom).</li> <li>• Engage in CFC sessions to develop literacy lessons:             <ul style="list-style-type: none"> <li>- Focus on differentiation (i.e., language demands of lessons for children who are ELL's, pace, visuals, repetition for children of varying needs, considering the virtual platform and home environment in which students are learning.</li> <li>- Focus on new routines for learning on a virtual platform at home (speaking and listening, reading and writing).</li> <li>- Provide clear and actionable feedback for teacher-created video lessons or "live" lessons (modeled, co-taught, or observed by coach) using video conferencing technology. <b>Resources: Instructional Planning Coaching</b></li> </ul> </li> </ul>

		<p><b>Template for Distance Learning (English and Spanish), CLI Lesson Plan Templates (English and Spanish), Core Habits of Literacy Lesson Design (English and Spanish), as needed</b></p> <ul style="list-style-type: none"> <li>• Help teachers to reflect on ways to increase student engagement and opportunities to talk during virtual instruction. Help teachers to differentiate instruction and assessment, possibly through occasional small group or individual sessions with students, to increase engagement and opportunities for student talk as well as teacher response.</li> <li>• Support teachers to reflect on successes and challenges of this new work, to manage the emotional transition and to set realistic and targeted goals for development.</li> <li>• For teachers who are highly engaged in coaching, extend discussions about the content of the children's learning by exploring a "learning pathway" to deepen their knowledge of an area of literacy instruction (phonological awareness, phonics, fluency, vocabulary, comprehension).</li> </ul> <p><b>Resources: ALI Learning Pathway, Coaching for Distance Learning</b>  <b>Template: Ali Learning Pathway</b></p>
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