



Virtual Instruction and Learning Guidelines for the Week of March 23, 2020

Welcome to Week 2 of our VIL journey. This week, I am excited to share an outstanding resource from NCEA in collaboration with Eduscape.

To quote a facilitator of the webinar we will be sharing, “There is online learning, and there is emergency online learning.” Last week we were in “emergency” mode, trying to facilitate the learning process while navigating logistics. It appears our VIL experience will continue for much longer than we expected, so we need to move to more refined VIL practices. The resources below will help us do just that.

K-12 principals are strongly encouraged to use the [Continuity of Learning Webinar](#) as required virtual professional development for all teachers. The webinar provides a systematic process for creating high quality VIL experiences that address many of the questions that have surfaced. While the process of learning experience planning is modeled through a 10th grade teacher, it would be the same for all grade level teachers.

In addition to watching the webinar, we highly recommend using the [NCEA Continuity of Learning: Learning Experience Planning Organizer](#) as a school-wide reflection and planning tool. It closely aligns with our standards-based instruction, assessment, and grading practices, and includes valuable links to resources. Most noteworthy is the “Online Activity Ideas” link found in Planning Stage 4.

Q & A

How is feedback provided to students and families?

You have probably established communication protocols as a faculty. Some considerations to reflect on are:

- Are your protocols family-friendly? Are teachers using a variety of platforms or methods of communication that would be confusing or burdensome for families with more than one child in your school?
- Are students receiving growth-producing feedback on their progress in a timely manner? Teachers should collaborate to make sure there is consistency in how and when feedback is delivered. This will get easier as time goes on and logistical issues are identified and resolved.
- Are parents/guardians engaged in VIL? Parents will be much more inclined to support VIL if they are engaged and supported in the process.

How is new material taught in a VIL setting (See *Planning Organizer Stages 4 & 5*)?

The most effective way to introduce new material and maintain a connection to your students is through face-to-face interaction. Many teachers are using technology tools to provide direct instruction to their students. This is an area where peer-to-peer training/coaching is most effective. In the *Planning Organizer, Stage 4*, there is a link “Online Activity Ideas” that is invaluable. In addition, well-designed assignments/units that require Level 3 application of learning are critical.

We mentioned last week that it is not advisable to try new apps or programs that students are not familiar with. There are, however, sites like *Kahn Academy* that have instructional videos that could be helpful. Be mindful of students who do not have access to technology.

How will VIL impact report cards?

Most schools completed second trimester report cards prior to school closures. Schools grading by quarter were within a week of completing the third quarter, so they probably have sufficient evidence to grade the priority standards targeted for third quarter.

How do we assess for proficiency in a VIL environment (See *Planning Organizer Stage 3*)?

Assessment and grading for the remainder of the year must be strategic. All VIL assignments and assessments must focus on priority standards* that have not been assessed at this point. This will require careful planning and consideration.

- Integrate multiple standards in unit design and/or projects.
- Collaborate with your peers by grade level or department to make sure you cover as many standards as possible without overlaps.
- Review assessments to make sure they include questions/tasks at Level 3.
- Don't prioritize Level 4 opportunities in your planning. This would be a time for Level 4 tasks to be proposed by a student who has clearly demonstrated proficiency.

*In the *Planning Organizer*, they refer to priority standards as “non-negotiable learning.”

How do you manage the collection and distribution of assignments?

Most schools will have found a solution to this challenge by now. If you have students who do not have the capacity to work using technology, you must provide a way for assignments and materials to be exchanged. The best way to manage this and stay within mandated guidelines would be to schedule small groups of students/parents at

predetermined time intervals for purposes of distribution and collection of materials only, and restrict access to a confined area of the school. No in-person small group or individual teaching time with teachers is allowed.

How do we continue to nurture the faith life of our teachers and students during Lent in a virtual environment?

As we continue to focus on Lent through VIL, please feel free to use the resources below. Thank you to John Soper and Maureen Wurster for their contributions in compiling these resources.

Busted Halo – Lent in 3 Minutes

- The format of this video is excellent for so many other topics. Imagine your students collaborating through Google docs or other platform to create their own “Holy Week in 2 Minutes” video.

<https://youtu.be/Xo1mjuj1NA0>

Busted Halo Lenten Quote Calendar

- Students could reflect on the quote of the day, post to #MICROCHALLENGE, or find a daily or weekly quote of hope and inspiration for their peers during these challenging times.
- <https://lent.bustedhalo.com/>



The Practices of Lent – Fr. Barron

- This 6-minute video focuses on prayer, fasting, and almsgiving. How can principals provide leadership and inspiration for faculty/staff during Lent? What opportunities do you have as a community of faith to practice prayer, fasting, and almsgiving in times of social isolation?

https://youtu.be/LvsOFWxbyRM?list=PL_8TJM-h7QH0EqrGEjrpllopyr3-hybHW

Living Lent

- This site provides a daily guide that includes reflections and a call to action (see below), which could be used with older students or adapted for younger students. Each day features a work of art or photograph. How could students engage in finding or creating visual representations for these days of Lent? For Holy Week? Perhaps students could keep a journal of their reflections on the meditations or actions.

<https://www.catholic.org/lent/livinglent.php>

PRAY:

"Create in me a clean heart, O God, and put a new and right spirit within me." (Psalm 51:10)

READING: Luke 11:29-30

29 The crowds got even bigger and he addressed them, "This is an evil generation; it is asking for a sign. The only sign it will be given is the sign of Jonah.

30 For just as Jonah became a sign to the people of Nineveh, so will the Son of man be a sign to this generation.

MEDITATION:

Lent is a call for us to repent and to turn away from habits and ways that displease God. In what ways do we sin and fail to meet God's expectations? How can we change our habits and routines to avoid sin? What new habits can we cultivate to make ourselves better?

LET US PRAY:

Lord, I have sinned in many ways, in what I have done and in what I have failed to do. I promise to amend my ways and to do that which is pleasing to you while avoiding that which you hate.

ACTION:

Make plans to receive the Sacrament of Reconciliation. In the meantime, consider the ways in which you have fallen short of the expectations God has for you. Think of something you can do to avoid old habits. Think of new practices that will make you a better person and strive to keep them.

NCEA/Loyola Press Resources for Children during Lent

- Day-to-day activities all ready to go for grades 1 – 8.

<https://www.loyolapress.com/our-catholic-faith/liturgical-year/lent/activities-and-resources/lenten-activities-for-children>

Busted Halo Stations of the Cross Videos

- 2-minute videos for each station, with an invitation to reflect and prayer after each. You need to click on each video as you move from station to station. Would be appropriate for older children but the duration of doing all stations in one sitting alone could be challenging.

<https://bustedhalo.com/video/virtual-stations-of-the-cross>

Stations of the Cross with Narrations for Younger Students - Recommended

- Excellent for elementary students. Approximately 10 minutes. This could be a weekly part of your virtual prayer time with an invitation to parents to participate.

<https://safeshare.tv/x/ss57fe48fa52fb8>

Loyola Press Stations Slide Show – text only.

English

<https://media.loyolapress.com/assets/lent/stations-eng/stations-eng.html>

Spanish

<https://media.loyolapress.com/assets/lent/stations-span/stations-span.html>

NCEA/Teacher/Adult Formation Resources

https://www.ncea.org/NCEA/Learn/Lenten_Resources/NCEA/Learn/Resource/Lenten_Resources/Lenten_Resources.aspx

For Teachers	For Families	For Anyone
<h3>15+ FREE Resources for Lent You Will Love</h3> <p>Lent is a season of simple living. As the entire Church prepares for the great celebration of Christ's Paschal Mystery in the Easter Triduum, Catholics make special efforts to pray, do penance, and do good works. Every day of the forty-day Lenten season is an opportunity to live simply and prepare for Easter.</p>		
<h4>Lenten Activities for Children</h4> <p>The activities provided offer ideas for how you can help the children you serve understand and embrace the season of Lent.</p>		
<h4>Teach Children about the Triduum</h4> <p>During the Easter Triduum, we celebrate the death and Resurrection of Jesus. Download a printable Triduum activity designed for early childhood and primary aged children.</p>		
<h4>Catechetical Activities for Lent</h4> <p>Whether you are able to gather parishioners together for an intergenerational event or observe the season in small groups, Loyola Press has activities for you.</p>		
<h4>40 Ideas for 40 Days Calendar</h4> <p>The activities are grounded in the symbols, Scripture readings, devotions, and traditions of the Lenten season. Check this calendar each day to find another Lenten activity that you can adapt for your own setting.</p>		
<h4>Lent Frequently Asked Questions: With Joe Paprocki</h4> <p>Joe Paprocki, National Consultant for Faith Formation at Loyola Press, provides simple answers to frequently asked questions about Lent.</p>		

Best Lent Ever – Dynamic Catholic

- Great resource to share with your teachers for their spiritual growth.

<http://dynamiccatholic.com/bestlentever/>

I hope the information and resources in this week's *Virtual Instruction and Learning Guidelines* was helpful. Please feel free to send questions to me (nelsons@archmil.org) so we can address them next week.