Checklist to Set Up My Virtual Classroom

When setting up our virtual classroom culture, we have many considerations. This checklist helps us to reflect on research-based practices in literacy development and brainstorm ideas as we plan for instruction in an online environment.

Classroom Culture/Environment: I am supporting our classroom culture and environment considering research support best practices in literacy and online learning.

- ☐ I have reviewed my **teaching philosophy and stance** to consider my mission and vision for virtual learning.

- ☐ I have considered ways to **empower my students** to take risks (*mistakes are for learning*) and include them in decision making.

- ☐ I have created a **virtual classroom space** that is easily navigated by my students and have included a visual "map" of the site, weekly goals and learning target access, a model schedule for parents and students, a link to connect with the teacher for questions.

- ☐ I have a process to develop and share **rituals and routines** for our virtual classroom, including; using the virtual classroom site, access and use of technology resources, process for turning in work, inclusion of students in decision-making, etc.

- ☐ I have clearly created and communicated a highly visible place to post daily student **Learning Targets**.

- ☐ I have a virtual **Word Wall** or **Content Vocabulary Wall** with a process for students to interactive with and learn new vocabulary, as well as to monitor and assess student development.

- ☐ I have a place and process for **sharing student work** that includes turning in developing work for feedback and shows mastery for summative assessment.

- ☐ I have expectations, guidelines, and an easily accessible process for **selecting and accessing** print, online digital, and audio texts. (balance)

- ☐ I have expectations, guidelines, and a process to support **independent reading** across their reading range and text genres, as well as a routine for reading response and conferring with feedback.

- ☐ I have the technology resources and processes to monitor student learning using **formative and summative assessment** strategies.

Rituals and Routines: I have a plan to collaborate with students to develop, teach, model, practice, and post rituals and routines in a designated place for all aspects of the Gradual Release of Literacy Instruction

- ☐ I have articulated a schedule, technology, and process for making mini lessons interactive

- ☐ I have articulated a schedule, technology, and process for **small group sessions**, both with the teacher and with a partner.

- ☐ I have created a video to model and/or resources to guide the **Good Fit/Just Right** book process.

- ☐ I have created a video to model and/or resources to guide **daily** independent reading and application.

Learning Targets

- ☐ I have a **designated location** for Learning Targets that clearly inform students of their expectations. (highly visible)

- ☐ Learning Targets identify the **success criteria** and **performance tasks** to facilitate parental support.

- ☐ My Learning Targets **align to standards**.

- ☐ My Learning Targets support **students' learning across the gradual release**.

The Gradual Release of Responsibility (GRR): I have a consistent weekly schedule with recommended daily time for the elements of the gradual release.

- ☐ I have a designated site and schedule, as well as a direct link to **Mini Lessons.**

- ☐ I have a plan to manage time in order to include all four components of the GRR.

Whole Group Mini Lessons:

- ☐ I have a designated site and schedule, as well as a direct link to **Mini Lessons.**

- ☐ I have identified the **technology** to support virtual Mini Lessons.

- ☐ I have created a **video to model and/or resources** to explain the day/time/and expectations for meetings.

- ☐ I have scheduled a regular time to review student engagement and work to **reflect on my mini lessons**.

Small Group Instruction: I have an intentional plan and schedule for setting up small group processes

- ☐ I have a designated site and schedule, as well as a direct link to **Small Group** sessions**.**

- ☐ I have identified the **technology** to support virtual small group sessions.

- ☐ I have created a **video to model and/or resources** to explain the day/time/and expectations for meetings.

- ☐ I have a process for providing **targeted feedback** to small groups and group members.

- ☐ I have a process for **collaborating and discussing** learning with a partner or small group.

- ☐ I have a process for **creating and turning** in group work.

- ☐ I have scheduled a regular time to review student engagement and work to **reflect on my mini lessons**.

Independent Learning/Reading & Conferring: I have a site/schedule for my independent work and conferring

- ☐ I have a designated site and schedule, as well as a direct link to **Independent Learning/Reading & Conferring** information**.**

- ☐ I have identified the **technology** to support independent learning, reading, and conferring.

- ☐ I have created a **video to model and/or resources** to build each student's stamina to read consistently and with engagement for up to 30 minutes each day. (online learning and reading - schedule to build time goals) videos with quiet music to guide?

- ☐ I developed an **initial conferring schedule** for the first 6 weeks and created a video to model use of supportive technology and resources.

- ☐ I have a **focus for the first rounds of conferring** (Good Fit Books-What is in my book bin?) with a model video and instructions for using the technology.

- ☐ I have created a **video to model and/or resources** to support student response to daily reading.

- ☐ I have a [system to record and collect conferring and observation data](#)

- ☐ I have a plan and schedule to review student reading responses and conferring data when **reflecting on my online instruction**. (PLC?)

Writing & Word Work/Study: I align my instructional practices to support all elements of literacy instruction

- ☐ I have a designated site and schedule, as well as a direct link to **writing and word work**.

- ☐ I have identified the **technology** to support writing and word work.

- ☐ I have created a **video to model and/or resources** to explain the day/time/and expectations for writing and word work.

- ☐ I have a process for creating and turning in work and providing **targeted feedback** about student writing.

- ☐ I have scheduled a regular time to review student work to **reflect on my mini lessons**.