
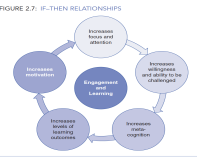


Figure 2.1: 4 Stages of a Shift from Traditional to Online Teaching and Learning



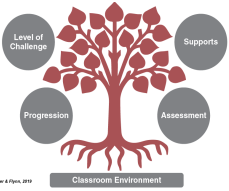
Stage 1: Meeting Basic Needs

At the outset or at any point, learners may be nervous or stressed and Maslow's needs may not be met. They are in need of connections, relationships and consistency. Learners and families may be uncertain and unfamiliar about expectations and tools. Some students may not be engaging in online learning at all. Teachers may be uncertain and unfamiliar with any number of basic requirements in shifting to online teaching to include use of technology and time and establishing expectations. They too may be nervous and stressed.



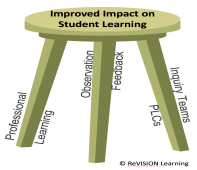
Stage 2: Adapting the Learning

Learners, families, and teachers are settling into routines and comfort levels are increasing. As a result, expectations in learning and use of technology are being adapted. Learners understand and are following schedules, building skills and dispositions to begin to create their own schedules, routines, and tools. There may be varying levels of student motivation, success and engagement, and completion of tasks with varying levels of teacher success in responding to student needs as they arise or to increase engagement.



Stage 3: Gauging the Learning

Learners are becoming more independent and engaging more deeply and consistently at developmentally, socially, and academically appropriate levels (which includes factors like access or equity), generally moving forward in their learning. Learners are becoming more reflective about their own learning and needs and demonstrating greater capacity for metacognition and self-regulation. Teachers are able to invest more time in planning and are purposefully trying new tools and resources (proactive), finding effective ways to scaffold, and becoming more proficient in use of tools and resources to make adjustments (reacting in real time).



Stage 4: Analyzing the Impact

Most learners are cognitively engaged at developmentally, socially, and academically appropriate levels, becoming assessment-capable learners who own their learning, but there is always room for all students to be further challenged or further supported. Teachers are highly reflective about their teaching and learning and may be comfortable self-assessing the effectiveness of tech tools in meeting their own and their learners' needs. They are analyzing tasks and the outcomes of virtual instruction to identify their impact and to continuously advance student learning. In Inquiry Team/PLC meetings, teachers are routinely analyzing impact and high leverage strategies and tools. They are also identifying students who may require further support or enrichment and are working together for solutions.