Quick Tips to Consider in a Virtual PLC

1. When a team member will be out for an extended number of days, consider rotating the substitute among all the present team members' classes, and have those highly qualified teachers rotate coverage for the absent teacher's class. This will allow for more balance across the different virtual classrooms' learning of the essential learner outcomes and is an effective practice for face-to-face classes. And when this is done in virtual classrooms, the transition of coverage is instantaneous.

2. Have all guiding coalition members mentor a person from their grade level or department to fill in for them during an absence that causes them to miss a guiding coalition meeting.

3. Conduct faculty meetings as if they were a classroom for students. Provide clear learning targets, a warm-up, content delivery, checking for understanding with quality questioning techniques, and a closing assessment or exit slip. Model virtual strategies that teachers can replicate in their upcoming classes.

4. Record virtual team meetings, and use them to learn from and share with other teams; think *Monday Night Football* playbacks. The corporate world has done this for years. It's all about team performance and continuous improvement. These recordings can also be used if a member misses the team meeting.

5. Have teams observe other teams' meetings, using a team-created rubric to provide feedback for the observed team and a learning opportunity for the observing team.

6. Peer observations have never been easier. When a team creates a unit and clarifies what the unit will cover and what the lessons will look like when delivered, members can observe their peers' classes live with the appropriate link, or the classes can be recorded for later observations and feedback. The team should create a rubric of what it wants members to look for. The Lesson Study website (https://lessonresearch.net) is a helpful resource.

7. If social distancing guidelines are in place, avoid having meetings in large groups where social-distance regulations cannot be followed.

8. Encourage teachers to create individual connections with students during a virtual class or office-hour session. Have students share an activity they've become involved in and challenges and successes with the virtual learning.

9. When students don't virtually connect, load a school bus with administrators, counselors, a nurse, a school resource officer, a technology support specialist, and so on and go visit the students' homes. The members of this team should be able to resolve any issue that faces the students' education.

10. When updating an online handbook from one year to the next, use a different-color font to indicate new edits. This will prevent veteran members from having to scan the document for any updates. New members will need to read the handbook from beginning to end.