Remote Learning Guidance Document for K-12 Friday Institute--Teaching Remotely: A Practical Guide		
	K-5	**6-12**
	Connected/Blended Learning Progression for Educators	
	K-5 Remote Learning Curriculum Guidance	6-8 Remote Learning Curriculum Guidance (NOT COMPLETE) 9-12 Remote Learning Curriculum Guidance
Establishing Norms for Online Learning	- Students help to develop the norms. - What would it feel like to be listened to in our classroom? - What types of non-verbal communication can we use to make sure students feel like they are being heard? - Where can we sit in our learning space that is free from distractions and allows us to focus on our learning? - How can we be good participants in our online environment? - Focused on the learning that is occurring with the teacher. - Prepared for learning in a "school" environment. The environment should be similar to a classroom.	- Students help to develop the norms. - What would it feel like to be listened to in our classroom? - What types of non-verbal communication can we use to make sure students feel like they are being heard? - Where can we sit in our learning space that is free from distractions and allows us to focus on our learning? - How can we be good participants in our online environment? - Focused on the learning

		that is occuring with the teacher. ● Prepared for learning in a "school" environment. The environment should be similar to a classroom. ● From the OCS Teaching Remotely PD- Norms article & Option1 or Option 2

Student Expectations	● Daily communication with all teachers
	  ○ Communication can occur in many different forms
	● Attendance is required
	● Student work will be graded
	● Students will be taught new material daily
	● Being an active participant in the learning process
	● Engaging in collaboration with peers
		● Daily communication with all teachers
		  ○ Communication can occur in many different forms
		● Attendance is required
		● Student work will be graded
		● Grade point averages will be calculated
		● Grades will be recorded on the transcript
		● Students will be taught new material daily
		● Being an active participant in the learning process
		● Using tools that they are provided to be successful including check email and Canvas daily.
		● Engaging in collaboration with peers

Intentional Lesson Planning	● Focus on teaching students procedures for at least the first three weeks while teaching content ● Intentional about differentiating for students within our classroom: planning for small group conferences and one on one conferring ● All teachers will teach the same standards to allow for equitable access for students.	● Focus on teaching students procedures for at least the first three weeks while teaching content ● Intentional about differentiating for students within our classroom: planning for small group conferences and one on

	- Collaboration within PLCs at each school with both virtual and hybrid classrooms. - Fewer assignments with clear expectations that include modeling of the activities. - Provide very specific actionable feedback to the fewer assignments. - Think more about the virtual setting where it cannot be about exactly what we did in the class. - Feedback for the students will be extremely important. Hold students to higher expectations on the fewer assignments. - Daily time allotted for SEL assistance (Class Circles or meetings). - Allow for student choice. - Asynchronous v. Synchronous ([reference?](#)) - Teacher guide noting which lessons lend to asynchronous vs. synchronous in Blueprint Canvas Courses	- one conferring - All teachers will teach the same standards to allow for equitable access for students. - Collaboration within PLCs at each school with both virtual and hybrid classrooms. - In thinking about instructional planning, note that it takes twice as long for students to complete the work. - Fewer assignments with clear expectations that include modeling of the activities. - Provide very specific actionable feedback to the fewer assignments. - Think more about the virtual setting where it cannot be about exactly what we did in the class. - Feedback for the students will be extremely important. Hold students to higher expectations on the fewer assignments. - Daily time incorporated into the schedule for SEL assistance (Class Circles or meetings). - Allow for student choice. - Asynchronous v. Synchronous ([reference?](#)) - Teacher guide noting which lessons lend to

		asynchronous vs. synchronous in Blueprint Canvas Courses
Instructional Time ● The amount of time students are expected to learn and complete academic work in a remote setting should differ from instruction delivered in a physical classroom. You should not assume students will be spending the traditional hours or the same amount of time on learning as when they are in the classroom.	● Instructional videos should be about 5-7 minutes. ● Blend between the asynchronous and synchronous instruction. ● During synchronous sessions, the students are able to do some independent work for a quick check-in with the teacher. The synchronous time can vary including some teacher instruction, student work time, or collaboration among students in partners or small groups. ● Provide extensions and enrichment for students through MTSS. ● Collaborate with support staff to differentiate the work so that EC and ESL students are spending comparable time to complete the work. ● Collaborate with AIG to ensure that the AIG students are completing extension work as part of their daily work and not additional work. The work should be aligned.	● Instructional videos should be about 10 minutes or less. ● Blend between the asynchronous and synchronous instruction ● During synchronous sessions, the students are able to do some independent work for a quick check-in with the teacher. The synchronous time can vary including some teacher instruction, student work time, or collaboration among students in partners or small groups. ● Provide extensions and enrichments for students through MTSS. ● Collaborate with support staff to differentiate the work so that EC and ESL students are spending comparable time to complete the work.
Connection/Communication with Families and Students	● During your initial community building conversations, talk with families about how they would like you to communicate with them. ● Communication needs to be consistent,	● During your initial community building conversations, talk with families about how they would like you to

● Schools are often the hub of our communities and play a significant role in their students' and families' lives, including and beyond academics. In transitioning to remote learning, having regular and predictable opportunities for families and students to connect with their teachers and schools is key	concise and predictable. ● Reach out to students to meet emotional needs outside of academics and connect with additional resources such as counselors or social workers to provide that support. ● Provide time for both students and parents to ask questions during the week. ● Offer a variety of ways to communicate, but also think about streamlining communication. Example is a newsletter each week to send all information for that student for all of their courses.	communicate with them. ● Offer a variety of ways to communicate, but also think about streamlining communication. Example is a newsletter each week to send all information for that student for all of their courses. ● Communication needs to be consistent, concise and predictable. ● Reach out to students to meet emotional needs outside of academics and connect with additional resources such as counselors or social workers to provide that support. ● Providing time for both students and parents to ask questions during the week.
Feedback ● Feedback has the potential to have a powerful impact on student learning and motivation, and educators will need means to assess (even if not through graded tests) how students are progressing in their learning. Regular and timely feedback will play an	● Provide frequent quality feedback. ● Feedback should be actionable. 　○ <mark>Example 1</mark> "I noticed that you ___ when you ___. Can you tell me more about that choice?" 　○ <mark>Example 2</mark>"Look at the way you____. How can you grow that idea into a more detailed description? 　○ <mark>Non</mark>-example 1 "Good job. I can tell you worked hard on _____." ● Fewer assignments allows us to provide more intentional and meaningful feedback ● Provide multiple forms of feedback (oral and written feedback). Change the forms of feedback to make it more meaningful.	● Provide frequent quality feedback. ● Feedback should be actionable. 　○ <mark>Example 1</mark> "I noticed that you ___ when you ___. Can you tell me more about that choice?" 　○ <mark>Example 2</mark>"Look at the way you____. How can you grow that idea into a more detailed description? 　○ <mark>Non-example 1</mark> "Good job. I can tell

important role in guiding students in their instruction.	● Students and parents provide feedback (possibly through Google Forms) to teachers about their learning/emotional needs. Using pictures/icons for students to self-reflect.	you worked hard on _____." ● Fewer assignments allows us to provide more intentional and meaningful feedback. ● Provide multiple forms of feedback (oral and written feedback). Change the forms of feedback to make it more meaningful. ● Meet with students throughout the week in small groups to give them feedback. ● It is important that students are able to provide feedback to their teachers. Routine google forms so that students are able to give you feedback on their learning environment, the work, and if they need additional support. The use of google forms to quickly analyze the check-in and see the academic and emotional needs of students. ● Teaching students how to give and receive quality feedback. (self-assessing and peer coaching)
Student Engagement in Learning Opportunities ● Designing learning	● Provide choice whenever possible to help with student engagement ● Develop structures for encouragement and positive reinforcement (shout-out videos, badges) ● Problem-based learning activities.	● Choice is a good motivator. Provide choice when possible. ● Develop structures for encouragement and positive reinforcement

opportunities aligned to standards that engage students is critical to support students' academic and social and emotional growth. Educators will have to adapt these learning experiences to a remote setting with and/or without access to devices and the Internet. Educators should provide a recommended schedule with flexible options and assume that students will have minimal supervision or guidance.	- Work with DLCs to integrate tech tools to increase student engagement. - Use a combination of activities to ensure that students do use technology but they also have access to hands-on activities that may include project and problem based learning. - To increase student engagement the teacher utilizes the following structures or resources: flexible schedules, independent learning activities designed for students, a consistent LMS that promotes student accountability, synchronous meetings utilized for small group and individual support, asynchronous instruction to provide core content, and creation of personalized learning plans to allow for student choice and the diverse needs of learners. - Utilize online resources to be very intentional about small group instruction to identify mastery of standards for the students and provide student motivation. Recommended at least 30 minutes/week.	(shout-out videos, badges) - Problem-based learning activities. - Work with DLCs to integrate tech tools to increase student engagement. - Use a combination of activities to ensure that students use technology but they also have access to hands-on activities that may include project and problem based learning. - To increase student engagement the teacher utilizes the following structures or resources: flexible schedules, independent learning activities designed for students, a consistent LMS that promotes student accountability, synchronous meetings utilized for small group and individual support, asynchronous instruction to provide core content, and creation of personalized learning plans to allow for student choice and the diverse needs of learners. - As teachers, be flexible about the assignments that you provide for students. Allow students to have choice to identify mastery of standards.

Equity, Choice, Flexibility
 	
● As educators design learning opportunities for students in a remote learning environment, it is important for educators to design instruction with choice and flexibility, especially when considering student populations that typically have additional support while in school. Instruction should include enough flexibility and choice to reduce instances of students feeling overwhelmed, disinterested, and/or frustrated.
	● Equity is not to be a standalone concept. Teachers are to design their teaching and learning experiences through the lens of equity.
	
	   ○ How well do teachers know each of their students?
	   ○ How relevant is what teachers are teaching to the lives of their students?
	   ○ What choices are students given to align their learning with their experiences?
	   ○ What flexibility are students given to represent themselves in their learning?
		● Equity is not to be a standalone concept. Teachers are to design their teaching and learning experiences through the lens of equity.
		
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		   ○ What flexibility are students given to represent themselves in their learning?

Collaboration ● Students need social interaction, and collaborating with one another is an effective strategy for learning that also supports the whole child.	● Small Group instruction ● Problem based learning ● Social and emotional check-ins - Morning Meeting; collaboration on a non-academic level	● Small Group instruction ● Problem-based learning ● Discussions built within the Canvas Course. ● Potential advisory period to serve as a morning meeting time for students and teachers.

The key is trying to ensure that students are collaborating and connecting with each other multiple times each week through thoughtful, yet simple lessons.		

Check for Understanding - Grading & Assessment	● Teachers utilize frequent check ins with students
	  ○ Example 1 - Exit ticket
	  ○ Example 2 - Talk Moves
	  ○ Example 3 - Turn and Talks
	  ○ Example 4 - Engagement Meters
	● Refer to the feedback section.
	● Use of student learning progressions and rubrics to guide feedback to students and parents. Continue to use curriculum resource materials for assessment.
	● Edmentum can be used as a quick check for understanding and mastery of standards.
	● Aware of the amount of assessments especially in the beginning to ensure that students are successful with assessments.
		● Teachers utilize frequent check-ins with students
		  ○ Example 1 - Turn and Talk
		  ○ Example 2 - Exit Ticket
		  ○ Example 3 - Engagement Meter
		  ○ Example 4 - Thumb Up Thumb Down
		● Refer to the feedback section
		● Use of student learning progressions and rubrics to guide feedback to students and parents. Continue to use curriculum resource materials for assessment.
		● Aware of the amount of assessments especially in the beginning to ensure that students are successful with assessments.

Social Emotional Learning ● Addressing social and emotional learning (SEL)	● Refer to [SEL document](#) created through OCS Teaching Remotely PD	● Refer to [SEL document](#) created through OCS Teaching Remotely PD

| effectively is proven to support the whole child and increase achievement, and this is never more important than during a crisis. As schools, districts, and teachers work to provide continuity of learning for their students, SEL should be at the forefront of structures and learning opportunities. | | |