Preparing High-Quality Distance Learning Plans

Tuesday, November 17, 2020

CPRL

Project Timeline

May

- Formed Steering Committee to reimagine CT education
- Scanned landscape to determine current needs
- Articulated summer goal: Create remote learning “Plan B"

June

- Liaised with key stakeholders
- Conducted extensive desktop research
- Interviewed families, educators, administrators, education and advocacy leaders

July

- Drafted and iterated on guidance and model plan with key stakeholders
- Secured endorsement of CSDE, CAPSS, CABE, CEA
- Released guidance and plan

August

- Drafted and released supplemental tools
- Surveyed and conducted interviews with families
- Developed and released remote learning family guide

Our Goal: Create a high-quality, equitable remote learning plan for use by district leaders

Resources

- **Distance Learning Guidance**
  - Standards for high-quality, equitable distance learning
  - Steps to take to realize those standards

- **Model Plan for "Congrove"**
  - Structures and Operations
  - Instructional Design and Delivery
  - Learning Community
  - Systems for Improvement

- **Supplemental Resources**
  - Instructional Teams Overview and Planning Template
  - Evaluation Tools (Capacity Audit, Plan Self-Assessment, Implementation Self-Assessment)
  - Family and Stakeholder Engagement Tools (Check-in Protocols, Surveys)

- **Family Guide to Distance Learning**

Takeaways

Structure and Operations

- Close the digital divide
- Maintain a transparent online learning environment and schedule
- Serve some students on site

Instructional Design and Delivery

- Deliver coherent units of instruction aligned to prioritized standards
- Instruct in real-time using student-centered, culturally responsive and culturally sustaining practices
- Use mastery-based grading and promotion policies

Learning Community

- Establish and communicate high expectations (academic, SEL, learning community)
- Use tiered supports and practices to address students' social and emotional needs
- Develop strong school-family partnerships

Systems for Improvement

- Establish a theory of action and progress monitoring system
- Assess information collected to identify disparities and deficiencies in services provided
- Strengthen practices through inquiry-based collaborative problem-solving and predetermined professional learning

Cross-Cutting Themes

High Expectations and Quality Standards

Feedback and Improvement Systems

Equitable Access to High Quality Services

Continuity of Service Provision

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Key Takeaways: Structures and Operations

Close the Digital Divide

- 1:1 Student-to-device (with keyboard) ratio
- Reliable internet with sufficient broadband

Maintain a transparent online learning environment and schedule

- 4-5 hour student schedule; 7 hour instructional schedule
- Consistent set-up of LMS and virtual classrooms

Serve some students on-site

- Students with IEP needs experience synchronous on-site instruction
- Students for whom distance learning poses serious hardship (e.g., students experiencing homelessness) served (distance learning) on-site

Key Takeaways: Instructional Design and Delivery

Deliver coherent units of instruction aligned to prioritized standards

- Units aligned to prioritized standards
- Culturally responsive and culturally sustaining content and design

Instruct in real-time using student-centered, culturally responsive and culturally sustaining practices

- Daily synchronous instruction in all subjects
- Flex time for differentiation and intervention

Use mastery-based grading and promotion policies

- 4.0 scale with mid-level scores to allow for progress recognition
- Generated from (a) end-of-unit assessment scores, (b) content assessment scores, and (c) project rubric scores

Key Takeaways: Learning Community

Establish and communicate high expectations (academic, SEL, learning community)

- Standards to define quality for remote schooling
- Role and responsibility delineation for staff, families, students

Use tiered supports and practices to address students' social and emotional needs

- Advisory at start and end of day and whole school communication
- Additional trauma-informed supports and interventions (synchronous and asynchronous)

Develop strong school-family partnerships

- Weekly synchronous connection with families; additional connections as needed
- Weekly learning plans differentiated for students with IEPs and 504s, English Learners
- Informal touchpoints and community building

Key Takeaways: Systems for Improvement

Establish a theory of action and progress monitoring system

- Clear actions and short-, medium-, and long-term goals
- Feedback mechanisms aligned to theory of action

Assess information collected to identify disparities and deficiencies in services provided

- Regular analysis of collected data
- Disparities by race, primary language spoken, IEP status, and income status

Strengthen practices through inquiry-based collaborative problem-solving and predetermined professional learning

- Inquiry-based problem-solving based on disparities and deficiencies
- Collaboration with families, instructional staff, non-instructional staff, and administrators
- Pre-defined professional learning scope and sequence based on Spring 2020 implementation