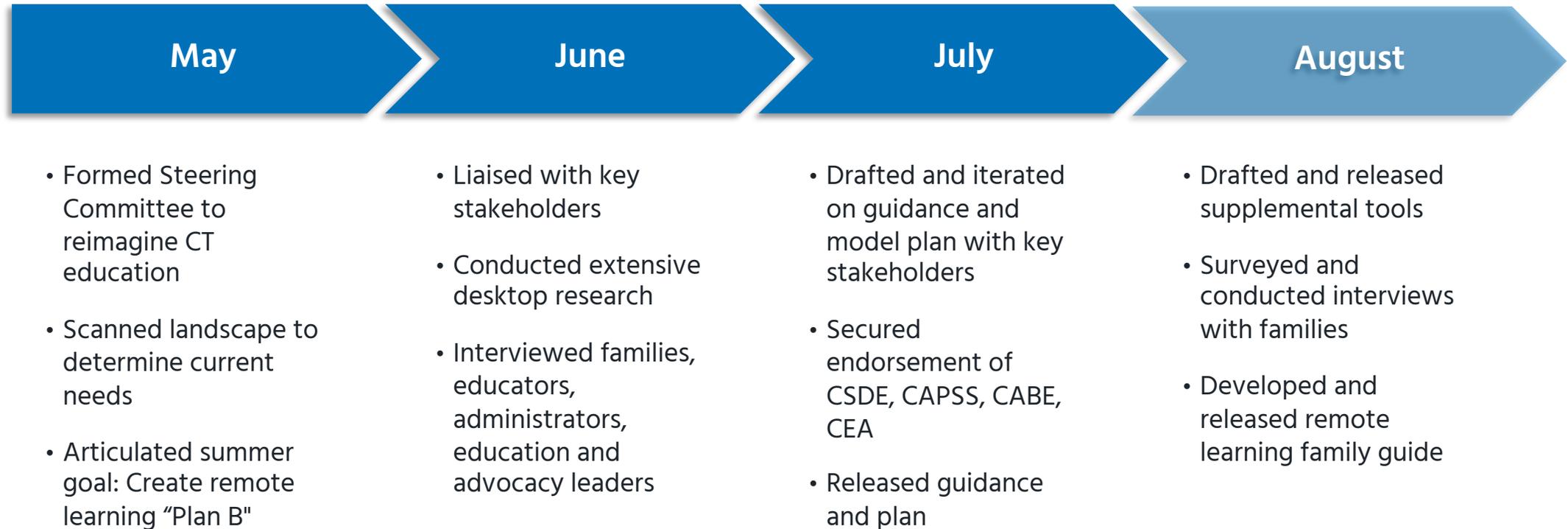


# Preparing High-Quality Distance Learning Plans

Tuesday, November 17, 2020



## Project Timeline



**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



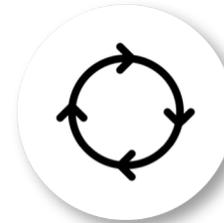
High Expectations and Quality Standards



Feedback and Improvement Systems



Equitable Access to High Quality Services



Continuity of Service Provision



## 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