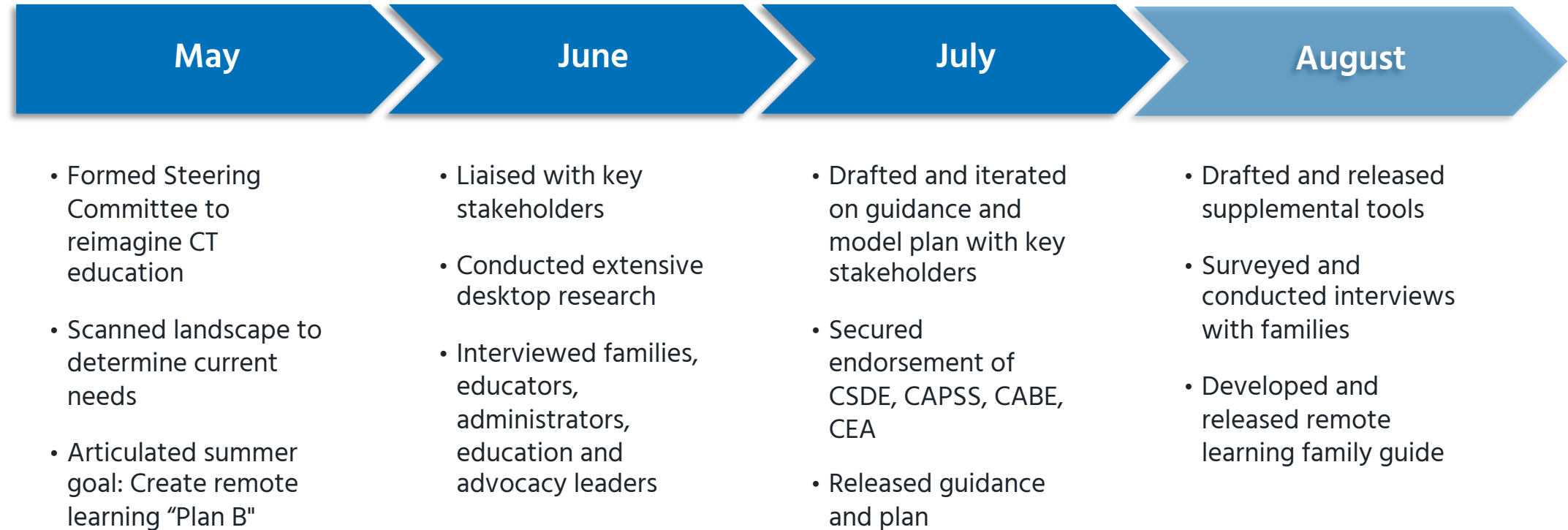


Preparing High-Quality Distance Learning Plans

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



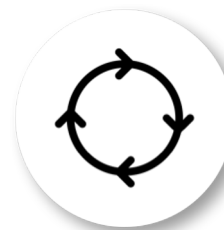
High Expectations and
Quality Standards



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