Preparing High-Quality Distance Learning Plans

Tuesday, November 17, 2020
Our Goal: Create a high-quality, equitable remote learning plan for use by district leaders

**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
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