

6-12 BLENDED LEARNING INSTRUCTIONAL FRAMEWORK

For Teachers

This blended learning framework* is a guide for teachers when the learning structure is that most students will be attending school in-person and some students will be completely remote. This framework provides the structure for teachers to prepare lessons that are accessible to all students, whether they are physically in the school building or not. Blended learning requires that all materials and assignments be available on Teams to ensure that students have access regardless of whether they come to school. In-person time at school allows teachers to reinforce the material that students worked on at home, build relationships and trust, and develop accountability for student learning. Teachers need to diligently connect with their students on a regular basis throughout the week and should share with their administrators any ongoing difficulties with connecting. It is critically important that students who are working at home can complete their work within a reasonable time frame of the school week.

Be Present	Communicate	Standards & Curriculum	Clear Learning Expectations	Lesson Structure
<ul style="list-style-type: none"> <input type="checkbox"/> Post a detailed weekly agenda on your HSD teacher webpage and Teams by Monday morning. Utilize the common weekly agenda template (example link here). <input type="checkbox"/> Post upcoming assignments in PowerSchool each week. <input type="checkbox"/> Prioritize assistance to fully remote students during your daily scheduled time to support remote students. <input type="checkbox"/> Check email and assignments throughout the contracted school day. <input type="checkbox"/> Respond to questions via email and Teams within 24 hours with the exception of weekends and holidays. <input type="checkbox"/> Establish regular “office hours” when you are available to speak directly with students. <input type="checkbox"/> Minimize anything in print to avoid handling materials and to ease transitions between modes of instruction. See district direction on textbooks and other class materials. 	<ul style="list-style-type: none"> <input type="checkbox"/> Acknowledge all emails and Teams chats from students and parents, even if you do not believe something justifies a response (emoji). <input type="checkbox"/> All communication should be through official school channels. <input type="checkbox"/> Follow protocol for disengaged students. <input type="checkbox"/> Use a professional tone in all communications. (Stay positive and encouraging.) <input type="checkbox"/> Synchronous online sessions that include instructional components must be recorded and posted so all students can access the recording. <input type="checkbox"/> During onboarding, help students establish a routine to use a tool (virtual or handwritten planner, calendar, etc.) to help them keep track of assignments, office hours, due dates, school schedule, etc. <input type="checkbox"/> Update grades in PowerSchool once a week, including zeroes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Align each week’s learning target(s) to content area and literacy standards as identified within PLC. <input type="checkbox"/> In PLC groups, implement a unit-planning tool (e.g. UbD practices) to map curriculum and establish essential standards. <input type="checkbox"/> Use the curriculum resources provided by HSD. See list. <input type="checkbox"/> Design assessments and lessons around higher level thinking skills (synthesize, evaluate, apply, support, defend, etc.) to deter plagiarism. (Think Bloom’s Taxonomy). Create quality questions for students to explore/investigate/discuss. <input type="checkbox"/> All summative assessments measure the identified essential standards for your content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching and learning will occur 5 days a week. Provide and post weekly learning expectations. <input type="checkbox"/> Chunk large assignments into weekly or daily work to check for understanding and to provide feedback before the final due date. <input type="checkbox"/> Provide weekly feedback for each student. <input type="checkbox"/> Provide opportunities for all students to actively participate in online instruction (discussions, asking follow-up questions, providing feedback, etc.). <input type="checkbox"/> Clearly communicate the timing and form of assessments so students clearly understand learning objectives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Post all lesson expectations weekly and communicate clear due dates for the week. <input type="checkbox"/> Have all assignments posted in Teams for equitable access for all students. <input type="checkbox"/> Include an opening activity for each week (anticipatory set, introduction to the week’s expectations, lessons that will be due/topics, bell ringer, etc). <input type="checkbox"/> Instruction and assignments will be made available remotely. <input type="checkbox"/> Alternative assignments must be made available as necessary. <p><i>Note: Extenuating circumstances may require flexibility with assignments.</i></p>

*These expectations were developed using the Very Good Online Teaching expectations developed by the Montana Digital Academy.

Helpful Resources

- The links in the document are provided for further clarification.
- Teachers are encouraged to collaborate on the COVID-19 Digital Learning Bridge Team for technology support.
- Resource teachers, title teachers, speech-language pathologists, and paraprofessionals will support students both remotely and in person.
- At the discretion of the building administrator, attendance exceptions will be made for students who are unable to complete work due to extenuating circumstances in their homes.
- Health and medical consultation and support to students and staff will be available through school nurses in all buildings as requested.
- Teachers and administrators can email helpdesk@helenaschools.org if students have difficulty logging in.

Recommended PD for teachers:

[Link to My Learning Plan](#)