

6-12 REMOTE LEARNING INSTRUCTIONAL FRAMEWORK

For Teachers

Remote learning is dramatically different from traditional classroom instruction, but the fundamental importance of the connection between a teacher and a student is the same. Teachers need to diligently connect with their students on a weekly basis 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 family schedule -- asynchronously. Additionally, within traditional school hours, all teachers, librarians, counselors, resource teachers, and administrators should be available for specific "office hours" when they can connect personally and answer questions about assigned work. All staff are also encouraged to post additional digital resources for families and students to use at their discretion for extension, practice, and enrichment. Resources should be linked through Clever to ensure ease of access. There are links embedded in this document that provide information to help you design and deliver your instruction while providing excellent feedback and support for students.

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"/> Host and post "office hours" in Teams -- at least an hour a day -- at a variety of times (consider morning and afternoon times for flexibility of student schedules). This is a time when you will be available to answer questions within contracted school hours. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use Clever for single sign on. <input type="checkbox"/> Acknowledge all emails and Teams chats from students and parents. Do this even if you do not believe something justifies a response (emoji). <input type="checkbox"/> All communication should be through official school channels. Follow district guidelines for making school-related phone calls while working remotely. <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"/> When using "live" sessions to support instruction, record and post the video so all students can access the session. <input type="checkbox"/> If a live session is offered, host it during the regularly scheduled class period. <input type="checkbox"/> Encourage students to continue to use a tool (virtual or handwritten planner, calendar, etc.) to help them keep track of assignments, office hours, due dates, school schedule, etc. Establish this routine/habit during the onboarding process. <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 with PLC. <input type="checkbox"/> In PLC groups, 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 (synthesis, 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 identified essential standards. <input type="checkbox"/> Printed materials can only be made available as appropriate for students who are on IEP's or 504's. Other than these specific cases, all materials must be provided digitally. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching and Learning will occur 5 days a week <input type="checkbox"/> Plan for a reasonable student workload expectation not to exceed 50 minutes per day per class. <input type="checkbox"/> Chunk larger assignments into weekly or daily work to check for understanding, and provide feedback before the final due date. <input type="checkbox"/> Strive to have a point of contact with each student each week in order to support engagement. (For example: seeing a student during an office hour or commenting on an assignment.) <input type="checkbox"/> Provide feedback and/or resources for students to understand a) their performance on any completed work and b) how to learn and grow from it. <input type="checkbox"/> Consider comments included with scores and grading to support each student's academic progress. <input type="checkbox"/> Provide opportunities for all students to actively participate in online instruction (discussions, asking follow-up questions, and providing feedback, etc.). <input type="checkbox"/> Clearly communicate the timing and form of assessments to students 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 communicated in Teams, for equitable access for all students. <input type="checkbox"/> Consider including an opening activity for each week (e.g. anticipatory set, introduction to the week's expectations, lessons that will be due/topics, bell ringer, etc). <p><i>Note: Extenuating circumstances may require flexibility with assignments.</i></p>

Helpful Resources

Recommended PD for teachers:

- [Link to My Learning Plan](#)