

Distance Learning Considerations

This below information is compiled from three COVID-19 webinars hosted by Ed Leaders Network, IDEA (Illinois Digital Educators Alliance) and ASCD Tech & Learning Webinar.

<p>Conceptual Ideas with Students</p>	<ul style="list-style-type: none"> ● Flexibility is key. ● Keep instruction focused and simple with a “less is more” approach. Focus by grade level/content area on very select standards. ● Limit and minimize the amount of student work: be focused in content delivery as students often report having way too much work. Do not overplan. ● Focused learning is the goal, not busywork nor too much work. ● Consider focusing on Math and ELA for grades K-5 only at this time. ● Simplify! Don’t recreate the classroom experience. ● Remember the “WHY?”: Why are you teaching this? Focus on learning targets. ● Build on teachable moments in the home: lifeskills, cooking, money management, sorting, measuring, interviewing people. ● Students should not be on tech apps often, rather paper, pencil, reading books, problem solving, using the device to show evidence of completion with photos, videos, etc. ● A 5-hour day is not 5 hours on a device. ● Create a schedule/times for students to check-in with teachers. <ul style="list-style-type: none"> ○ Pace assignments ○ Teachers start with parameters and let students go from there. ○ Chunking assignments in module format ● Set guidelines and expectations for: <ul style="list-style-type: none"> ○ Communication with teachers ○ Due dates/times for submission of evidence of completed work. ○ Student attendance: check in at the beginning of each day? Submission of completed work? ● Students need to connect with their teachers. ● Allow for students to connect with one another virtually. Need for connectivity is vitally important. ● Allow for students to take the lead. ● Gather feedback from students and parents on the process early and often. ● Eight Steps for a Smoother Transition to Online Learning
<p>Technology</p>	<ul style="list-style-type: none"> ● Setup a technology hotline for support. ● Identify community needs for hotspots for students. Work with internet providers to seek provision. ● Watch out for backchanneling with students communicating via chats. ● Ensure that all platforms comply with COPPA and FERPA. ● Don’t overwhelm teachers with too many new tech options. Let them choose and use what they are familiar with. If it’s just an email with Google

	<p>docs, then sobeit. The focus is learning, not the tech. Let teachers use the tech tools they already use. Not too much new for teachers.</p> <ul style="list-style-type: none"> ● Utilize coaches to sift content and curate a top 3-5 list of tools and activities. ● Option: teachers may create a private Youtube channel and email it to parents. ● Rostering and single sign-on: Google Classroom, Zoom/Clever. ● Leverage SIS for parent communication. ● Develop plan for deployment of devices. ● Develop procedure for dropoff/pick-up of devices requiring repair.
Admin	<ul style="list-style-type: none"> ● Support teachers. Give them permission to not give 100% perfection, yet do what is reasonable. ● Keep in contact with teachers: encourage them, meet face to face virtually. Consider daily virtual meetings. ● Avoid teacher burnout by limiting requirements, setting parameters for teachers to manage their time well. ASCD: Five Strategies for Teacher Self-Care. ● Colleagues are our safety net. Tap into the talents and support of each other. ● Remember that teachers are living parallel lives balancing home and family/personal lives.
Teachers	<ul style="list-style-type: none"> ● Decide on plan for teacher guidelines and responsibilities: <ul style="list-style-type: none"> ○ Provide opportunities for teachers to collaborate: Google Meets/Hangouts. ○ Teachers can divide and conquer lesson planning (by day or subject). ○ Will teachers have set office hours, monitor email and be available throughout the scheduled school day? ● Teachers can use video conferencing tools for feedback (Zoom, Google Hangouts). ● Meet SEL Needs: students need to feel connected and cared for. Teachers are the supportive role for students by checking in with them and even keeping them company. ● Remember student/human behavior: if a student is behaving disrespectfully, do not take this personally, as there are in most cases underlying issues. Try to include these students and allow for them to have a voice, perhaps meet with those one on one to support and coach them.

Additional Resources:

[Teacher Distance Learning Support](#)

[South Cook Intermediate Resources](#)

[Maine 297 E-Learning Teacher Resources](#)

[Learningkeepsgoing.org](#)

[ASCD K-12 Coronavirus Resources](#)

[District Virtual Learning Time Template](#)

[ISBE Continuing Education Resources](#)