



At Home Learning Framework

“Self efficacy is the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully.” (.92)


-J Hattie


Parts	Description	Expectations	Resources/Tools
Lesson Organization	<p>Well organized and manageable materials are necessary to the success of distance learning. All lessons will be placed in the black “Online Learning” folder in Schoology or in Class Dojo for K-2.</p> <p>Within the Online Learning folder, each week of distance learning will have its own folder. Each week folder will contain folders for each day of instruction that are clearly dated. Folders should be titled with the date.</p>	<ul style="list-style-type: none"> • Instruction will be provided Monday-Thursday. Friday will be designated a day for PLC work, communication with students, and collaboration. • All lessons for the week will be posted by 3:30 p.m. the Friday before. • All distance learning will be posted in the black “Online Learning” folder or in Class Dojo for K-2 • Faculty and staff will work regular school hours and be available for teaching, collaboration, faculty meetings, and communication for the entire day. Communication with parents and families will be flexible depending on the need. • Establish rituals and routines for students accessing and submitting assignments. 	<p style="text-align: center;">*Links for these will be added soon.</p> <p>Setting up Online Learning folder in Schoology</p> <p>Downloading Documents for Offline Use</p> <p>Teachers will be required to complete a series of Modules about Schoology.</p> <p>Linking assignments to course updates</p> <p>Workload Planning option in Schoology</p> <p style="text-align: center;">Hattie Research:</p> <p>Teacher Credibility: <i>is an umbrella term used to describe whether a teacher is considered by their students to be believable, convincing, and capable of persuading students that they can be successful.</i></p> <p>https://blogs.edweek.org/edweek/finding_common_ground/2020/05/what_does_teacher_credibility_look_like_during_pandemic_teaching.html</p>

		<ul style="list-style-type: none"> • Post assignments in such a way that they can be downloaded and worked on offline. • Teachers within teams, grade levels, co-teaching pairs, etc., will collaborate weekly and plan for each unit of instruction. Use the Workload function in Schoology to determine appropriate time for assigned lessons across content areas. The PLC Process will be vital with planning instruction. 	
<p>Relationships/ Communication</p>	<p>Feedback and communication are the most important parts of distance learning and can make or break a student’s distance learning experience.</p> <p>Calls, attempts at calls, or other means of communication should be documented on your contact log. (Teams, grade levels, ESS teachers, etc., will need to collaborate concerning phone calls to establish a clear communication plan for each student)</p> <p>Set up opportunities for students to communicate with each other via Teams</p>	<ul style="list-style-type: none"> • Create a supportive online community. • Encourage online study groups via Teams. • Establish rituals and routines for students to check messages from you and other teachers. • The deadline for completion of student work is weekly. • Attendance will depend on completion of work and communication. • Each school, grade level, and/or content area will designate a person(s) to communicate with students and families. • Faculty and staff will need to communicate weekly with students. <i>(The preference is personal phone calls, but it is vital to contact</i> 	<p>How to set up a Google phone number</p> <p>Digital Citizenship information</p> <p>Share information with parents on how to use Schoology</p> <p>How to Screen Record on the iPad and Mac</p>

	meetings, Flipgrid, Padlet posts, etc.	<p><i>stakeholders to determine most effective mode of communication.)</i></p> <ul style="list-style-type: none"> • Share information on Digital Citizenship with students and parents regularly. • Create opportunities for parents to receive support: using Schoology, help with assignments, etc. 							
<p>Explicit Instruction</p>	<p>ALL distance learning lessons should contain instruction and teacher presence. In the classroom, you would review previous instruction before beginning the new lesson. The same is true for distance learning. A quick review or connection to previous material will improve student understanding.</p> <p>Co-teaching teams should collaborate on delivery of instruction.</p> <p>Keep in mind that it may take 2-3 days to teach a lesson that would take you 1 day in the classroom.</p>	<ul style="list-style-type: none"> • Learning intentions and success criteria are clearly stated and included with the lesson • Clear directions are posted for each lesson. • Develop and provide supplemental instruction or materials for ESS students. 	<p>**See attached document for GCS Special Education Distance Learning Expectations.</p> <p>Discovering Digital Differentiation: A Teacher Reimagines Writing Workshop in the Digital Age https://secure.ncte.org/library/NCTEFiles/Resources/Journals/VM/0264-may2019/VM0264May19Discovering.pdf</p> <table border="1" data-bbox="1377 922 2011 1149"> <thead> <tr> <th></th> <th>Traditional Writing Workshop</th> <th>Digital Writing Workshop</th> </tr> </thead> <tbody> <tr> <th>Mini-Lesson</th> <td> <ul style="list-style-type: none"> • Mentor text • Teacher demonstration • Explicit instruction • 10-15 minutes • Whole class • One-time lesson • Delivered on teacher's schedule </td> <td> <ul style="list-style-type: none"> • Mentor text • Teacher demonstration • Explicit instruction • 4-8 minutes • Students watch solo or in pairs • Re-watchable • Students watch when they are ready </td> </tr> </tbody> </table>		Traditional Writing Workshop	Digital Writing Workshop	Mini-Lesson	<ul style="list-style-type: none"> • Mentor text • Teacher demonstration • Explicit instruction • 10-15 minutes • Whole class • One-time lesson • Delivered on teacher's schedule 	<ul style="list-style-type: none"> • Mentor text • Teacher demonstration • Explicit instruction • 4-8 minutes • Students watch solo or in pairs • Re-watchable • Students watch when they are ready
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<p>Modeling</p>	<p>ALL lessons should contain modeling. Anything students are asked to do should be modeled for them. It is the teacher’s responsibility to demonstrate the process.</p> <p><u>Teachers will take the lead with instruction.</u></p>	<ul style="list-style-type: none"> • Multiple videos of teacher modeling the strategy for each unit. • Teachers may record essential lessons within Teams to share with students at a later date for both students working at school and at home. • Include videos submitted by students of them modeling or demonstrating. • Verbalize your thinking to enhance the lesson. • Utilize virtual manipulatives, when appropriate, to demonstrate how to complete the assignment. 	<p>Virtual manipulatives</p> <p>Hattie Research: https://opsoa.org/application/files/2215/8689/0389/Infuences-during-Corona-JH-article.pdf</p> <p>Interactive videos (.54)</p> <p><u>Points of Emphasis:</u></p> <ul style="list-style-type: none"> • Optimize social interaction between peers and teachers • Listen to student feedback carefully as you do not have the usual classroom cues to look out for • Balance “previous knowledge with deep learning” • Understand what it is to be a learner online • Question how you can know your impact as an educator from afar • Collaborate more with other teachers to share ideas, observation and tips 						
<p>Independent Practice</p>	<p>ALL lessons should have an opportunity for the students to apply the skill/strategy from the lesson to demonstrate their understanding.</p> <p>Not all practice must occur online. Provide students with an opportunity to practice offline and allow</p>	<ul style="list-style-type: none"> • Design meaningful opportunities for independent practice. • Encourage engagement and student collaboration through activities like discussion boards or video discussions to promote responses, questions, discussions, and reflections. • Develop and provide accommodations or modifications for ESS students. 	<table border="1"> <tr> <td data-bbox="1373 1040 1486 1224"> <p>Writing/ Conferring Time</p> </td> <td data-bbox="1486 1040 1766 1224"> <ul style="list-style-type: none"> • Student explains goals • Teacher & Student evaluate application of mini-lessons • Differentiated mini-lesson <ul style="list-style-type: none"> ◦ Delivered in person by teacher ◦ Applicable to specific writing • 5-10 minutes </td> <td data-bbox="1766 1040 2011 1224"> <ul style="list-style-type: none"> • Student explains goals • Teacher & Student evaluate application of mini-lessons • Differentiated video lesson <ul style="list-style-type: none"> ◦ Prepped & includes mentor text ◦ Available to any/all students • 3-6 minutes </td> </tr> <tr> <td data-bbox="1373 1224 1486 1360"> <p>Sharing</p> </td> <td data-bbox="1486 1224 1766 1360"> <ul style="list-style-type: none"> • Read aloud or projected • Often long or hard to understand • Limited “think time” for response • Verbal feedback • Limited class engagement </td> <td data-bbox="1766 1224 2011 1360"> <ul style="list-style-type: none"> • Excerpts posted online • Written feedback • Feedback can be revised • Lasting record of feedback • Responding to others is required for a </td> </tr> </table> <p>(Discovering Digital Differentiation)</p>	<p>Writing/ Conferring Time</p>	<ul style="list-style-type: none"> • Student explains goals • Teacher & Student evaluate application of mini-lessons • Differentiated mini-lesson <ul style="list-style-type: none"> ◦ Delivered in person by teacher ◦ Applicable to specific writing • 5-10 minutes 	<ul style="list-style-type: none"> • Student explains goals • Teacher & Student evaluate application of mini-lessons • Differentiated video lesson <ul style="list-style-type: none"> ◦ Prepped & includes mentor text ◦ Available to any/all students • 3-6 minutes 	<p>Sharing</p>	<ul style="list-style-type: none"> • Read aloud or projected • Often long or hard to understand • Limited “think time” for response • Verbal feedback • Limited class engagement 	<ul style="list-style-type: none"> • Excerpts posted online • Written feedback • Feedback can be revised • Lasting record of feedback • Responding to others is required for a
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	them to create or produce a product.		
Closing	A strong closing helps to wrap up instruction. You might share an exemplar of what the end result will look like or have students contribute by sharing their learning.	<ul style="list-style-type: none"> • Student-centered: Discussion post, student-created video reflecting about their learning, etc. • Closing or sharing with online learning should include feedback, reinforcing of essential standards, next steps for students, or an opportunity for students to collaborate. 	<p>How To Do the Feedback Loop in Distance Learning</p> <p>https://www.teachingchannel.com/blog/feedback-loop-distance-learning</p>
Needs Based Groups	Based on the data you receive from student work, provide remediation and support for students based on their needs.	<ul style="list-style-type: none"> • Provide targeted, remedial instruction for students based on needs. • The expectation is to create virtual small groups for students that may need additional instruction with essential standards and/or differentiation. 	<p>QR Code to Hattie's Ranking Influences and Effect Sizes and Student Achievement (2018)</p> 

<p>Feedback</p>	<p>Feedback and communication are the most important parts of distance learning and can make or break a student's distance learning experience.</p> <p>Providing feedback demonstrates the value of learning and should be connected to the student's work toward the learning intention and success criteria.</p>	<ul style="list-style-type: none"> • After feedback is given, students have an opportunity to revise their work and demonstrate a deeper understanding. • Feedback is given in a timely manner. Feedback should be given in different forms along the way not just a grade at the end of an assignment. <i>(For example, the teacher could video themselves talking to the student, providing feedback instead of written form.)</i> 	<p>Written feedback in Schoology</p> <p>Hattie Research: Teacher Clarity: <i>teacher clarity is a measure of the clarity of communication between teachers and students and is a vital factor in promoting student learning.</i></p> 
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Components of a High-Quality Distance Learning Experience

- “Grace over grades.” – Keep in mind that we do not know what situations our students’ families are experiencing. Distance learning is not a time to punish students for not completing assignments. Rather than punishing the student, reach out to the families to see what they need.
- Learning intention and success criteria are clear for the students and parents
- A variety of instructional strategies are embedded (use of learning intentions, comparative thinking, nonlinguistic representations, questioning strategies, Thinking Maps/Advance Organizers, inductive learning strategy, Reading for Meaning; etc.)
- Explicit instruction is provided
- Modeling for the students is provided. Teachers need to take the lead with instruction.
- Assignments are worthy of student’s time (**not “busy” work**)
- Include a variety of ways for students to create a product for the task (i.e. create a video, storyboard, or write a story) rather than using choice boards.
- Level (age-appropriate)-drill work is kept to a few items
- Includes an end product produced by the student
- Teacher feedback is provided
- Follow the curriculum outlined in the pacing guide and focus on essential standards.

Data from COVID 19 Reflection Survey for Parents:

The following topics were mentioned numerous times within the comments section of the survey:

1. There were many positive comments about how the system and the teachers handled the school closures.
2. There were at least 30 different comments concerning lack or inconsistent communication. The students and parents need regular individual contact if they are working at home due with digital or print resources.
3. One of the purposes of this plan is to remedy inconsistencies among the different schools and levels. This was a request from several parents.
4. Teachers will need to take the lead with video, recordings, and opportunities for collaboration. There were several comments about parents struggling to teach their children. The use of best practices and resources should remedy this issues. The data below shows the needs that were expressed by parents:

9. What additional resources would have been helpful to your child (check all that apply):

[More Details](#)

Mobile Hotspot (if cellular ser...	164
Mental Health Resources	59
Class materials made available...	200
Class materials that could be ...	233
More video conferencing less...	314
Recorded videos of instruction	467
Remote appointments with co...	60
Remote appointments with sc...	5
School supplies (e.g., pencil, p...	53
More frequent check-ins from ...	311
More frequent check-ins from ...	271
None of these	141

