REMOTE LEARNING CHECKLIST ✓

A set of "self-checks" to help your district take a strategic approach to **scheduling and staffing** as part of remote learning

Guiding Principles

▶ Keep it simple. Make remote school doable for students, families, and educators, considering the impact of current health and economic challenges.

▶ Prioritize equity. Ensure that students with the greatest needs have access to high-quality instruction, additional time and attention, and social-emotional support.

▶ Do what works. Implement research-backed practices that are proven to accelerate student learning and strengthen student and staff well-being.

1. Plans are predictable, consistent, and accessible for students, families, and educators.

- ☐ Student schedules have consistent start, end, and break/lunch times each day.
- ☐ Students stay on a single sign-on with the same cohort of peers as much as possible; teachers rotate.
- ☐ Families have access to the materials and supports that students need to learn.

2. Schedules prioritize time in core subjects, including synchronous and asynchronous learning.

- ☐ Synchronous time (direct instruction with a teacher online) is allocated for introduction of new concepts, critical thinking, and large group discussion and collaboration.
- ☐ Asynchronous time is allocated for skills practice, independent work, and consumption of stand-alone content, such as videos.

3. Students have regular opportunities for 1:1 and small group instructional support based on ongoing assessment of their learning needs.

- ☐ Core instructional blocks include opportunities for flexible grouping of students, including time directly supported by a teacher.
- ☐ Schedules include dedicated academic intervention blocks and/or teacher office hours, where students can receive small group or 1:1 support.

4. Students benefit from dedicated support for their wellness, social-emotional learning, and relationship-building.

- ☐ Social-emotional learning is embedded into core instruction and small groups, embodying a holistic approach to students' social-emotional and academic development.
- ☐ Educators are assigned specific students for "care team" check-ins. Students with higher needs, such as English language learners and students with disabilities, are prioritized.
- ☐ Students have daily advisory time for personalized academic and social-emotional support with a consistent adult.
- ☐ Student-teacher groupings enable continuity of relationship. For example, teacher teaming can allow for more personalized learning, extend the reach of most effective teachers, and enable students to stay with at least one teacher they know when they eventually transition to hybrid or in-person school.
- ☐ Students have short "brain breaks" between classes and longer breaks for lunch and physical activity.

5. All staff members are fully leveraged throughout the day to support students' academic and social-emotional learning.

- ☐ Core teachers, aides, coaches, counselors, librarians, and administrators with classroom experience all work in student-facing roles as much as possible. These staff have dedicated time in their schedule to provide small group or 1:1 support, such as push-in during core instruction or pull-out intervention.
- ☐ Teaching and non-teaching staff lead advisory and "care team" check-ins, reach out to families (with a particular focus on less engaged students) and observe and provide feedback for teachers on remote instruction (where they have the knowledge to do so).
- ☐ As needed, staff are given newly-defined roles and responsibilities specific to the remote learning context – they are coached and supported as they adapt to these changes.

6. Teachers benefit from a curriculum-connected professional learning approach that includes collaborative planning, cycles of observation and feedback, and leadership from instructional experts.

☐ Teachers who teach the same content have 90 minutes of collaborative planning time each week, focused on curriculum and instructional practice.

☐ Teachers who share students have time to discuss student well-being and proactively identify and address risks, such as through a weekly shared-student planning block.

☐ Highly effective teachers play a lead role in professional development, collaboration, and content development/dissemination.

☐ Instructional experts, such as teacher leaders or instructional coaches, observe and provide feedback to improve remote instructional strategies and share best practices.

☐ Staff are coached and supported as they take on new roles and responsibilities.