

Distance Learning Priorities

Overview: Less is more with setting priorities for your school during the transition to distance learning. Therefore, focusing on the following 3 phases of roll-out of priorities will allow you and your teachers to celebrate wins along the way and will move your school to true online learning.

Priorities:

#1 - Online Resources Strong	#2 - >70% Participation	#3 - Feedback to Students
<p>The first and major priority is to ensure that the resources being provided to students are strong. This will require identifying appropriate platforms for teachers, coaching them on making quality materials, streamlining assignments, and identifying the best directions to clarify tasks.</p>	<p>After ensuring initial materials are strong, schools should quickly shift the focus to ensuring all students are participating and identifying appropriate supports to identify those who are not. This should include an intentional family-contact plan, especially for students most at-risk.</p>	<p>As higher numbers of students are beginning to participate, the school should shift focus to ensuring quality feedback to students to maintain investment. Teachers should receive training on efficiency and quality of this feedback and re-teaching.</p>
<p>Support Schedule:</p> <ul style="list-style-type: none"> All lesson Intellectual prep protocols (IPP) Due EOD Tuesday All online materials rough draft EOD Tuesday Feedback from coach received EOD Wednesday via email & tracked All online material uploaded & scholar ready EOD Thursday 	<p>Support Schedule:</p> <ul style="list-style-type: none"> Special services team meets weekly for 1:1 with students Non-instructional advisers assigned to have weekly touch points with students Weekly tracked student participation rate Identified focus parent outreach (10 students) Identify students for office hours to increase participation 	<p>Support Schedule:</p> <ul style="list-style-type: none"> Teachers cycle through 1 class per course per week to provide more detailed feedback All assignments graded within 2 work days of deadline Shout-out emails sent to classes for great work Weekly Looking at Student work (LASW)
<p><u>Online Resources Audit</u> Each week, instructional leaders should complete an audit of the materials provided to students (replacing a typical lesson plan review). Teachers should be emailed clear action steps to increase the quality of their materials. See resources to support (p.2)</p>	<p><u>Student Participation Tracking</u> Schools must have the same focus on quality participation as they did for in-person attendance. This should begin with a focus on providing access/student logging in, but should quickly focus on tracking the quality of their participation and providing additional time and support to increase participation. See resources for support (p.3).</p>	<p><u>Quality Feedback to Students</u> Coaches should shift from a focus on materials to a focus on ensuring teachers are appropriately analyzing and planning responses to student gaps and misunderstandings. See resources to support (p.5).</p>

Online Resources Audit Criteria

Item	Description	Scoring
Easily Navigable Site	Google Classroom has a clear folder system that is navigable by lesson/day. Standard format is used for ease of student access. Clarity of daily items needed to be completed. Deadlines are included to make expectations clear.	Strong Developing Needs Improvement
Standard/ Objective Included & Aligned	Daily materials include both the standard(s) being taught and the daily objective. All materials created are aligned to standards and make use of AF materials provided in LP.	Strongly Developing Need Improvement
Video Alignment to CFS	Videos should be <15 minutes long and aligned to the TAI and INM of the lesson. These should include the following: <ul style="list-style-type: none"> ● Thinking/Metacognition Questions ● Work Time / Strategic Pauses ● Anticipated Misconceptions ● Alternative Methods / Exemplary Work 	Strong Developing Needs Improvement
Clarity of Directions	Directions are bolded/clear and are student friendly. Multiple steps should be numbered. Always include CFS for practice problems that are aligned to the objective. Time estimates should be provided to students to help ensure completion.	Strong Developing Needs Improvement
Quality of Materials	All packets provided include AF-provided lesson materials with a focus on targeted practice to ensure student mastery. These include rigorous samples that are supported with hints, etc. for student success.	Strong Developing Needs Improvement
Appropriate Exit Ticket	Exit Ticket should be aligned or slightly modified from AF-provided ET in the LP. Directions should be modified to be clear and CFS for the ET and LP should be included. Directions must include submission protocol and deadline date and time.	Strong Developing Needs Improvement

Student Participation Tracking

Item	Description	Materials Needed
Special Services Meetings	<p>A major focus of preparation to ensure equity of distance learning is ensuring that students with 504s/IEPs are having their accommodations and modifications met and are receiving additional support to ensure a smooth transition to distance learning.</p> <p>Special services teams should split all students within a given caseload among members of their team such that weekly 15-30min one-on-one meetings can occur with students (and possibly guardians). During this meeting, the special services team member will review the student's grades, any missed assignments from the previous week, and identify any major assignments or needed action steps to move forward.</p>	<p>Special Services Coaching Meeting Agenda Template</p> <p>Special Services Check-in Tracker</p> <p>Access to Student Gradebooks</p> <p>Access to Guardian Contact Information</p>
Adviser Meetings	<p>Non-instructional staff (as available) should be leveraged to ensure consistent, purposeful interactions with all students on a weekly basis. Each staff member should be assigned a portfolio of students that they are in charge of contacting and checking-in on during a given week. These portfolios will differ significantly in size based on likelihood of needed support, such as:</p> <ul style="list-style-type: none"> ● 20-40 students: High Skill/High Will - May only require an email check-in each week that shout-outs student progress or checks in on minimally missed assignments or clarifications. ● 10 -20 students: Mid Skill/Will - Students that may require more frequent communication and/or weekly video conferencing to check-in on progress of assignments and create weekly schedules of work time and deadlines. ● 5-10 students: Low Skill/Will - The most at-risk students that do not fall under the Special Services Team who will need multiple check-points, including a weekly video conference to set-up schedules, follow-up on assignments, etc. 	<p>Adviser Meeting Template</p> <p>Access to Teacher Classroom Materials</p> <p>Access to Student Gradebooks</p> <p>Access to Guardian Contact Information</p>
Class Participation	<p>Teachers and leaders should have a simple way of calculating participation on assignments each week. The threshold for what counts as participation should be clarified and ideally increased each week. These should be reported out, analyzed, and clear action steps given each week to coaches and teachers to ensure all classes are meeting >70%. This can include:</p> <ul style="list-style-type: none"> ● Week 1: % students submitting any assignment ● Week 2: % students submitting both assignments ● Week 3: % students scoring >70% on assignments 	<p>Class Participation Tracker for All Courses</p> <p>Weekly Goals and Action Steps Tracker</p>
Family Outreach	<p>All schools should have a standard way of pulling data from online gradebook or parent contact forms to track family outreach and to ensure that accurate parent contact and preferred contact is up-to-date.</p>	<p>Weekly Family Outreach Report</p> <p>Staff Member to Own Outreach</p>

Focus Student Tracking	All teachers should have a list of at least 10 students per course that they are tracking and prioritizing for outreach, shout-outs, feedback, etc. to increase their engagement with the course. These students should NOT overlap with the work of the Special Services Team unless work is not being complete. Coaches should have teachers report out on progress each week ahead of coaching meetings and support with alternative strategies/support as needed to increase engagement. After 2-3 weeks of strong participation, students can be removed from this list and new students added.	Weekly Coaching Agenda Template with Focus Student Tracker Weekly Coaching Meeting with Teacher
Office Hours Tracking	Teachers should be tracking and making public the participation in their weekly office hours. For the Special Services Team, a quick note should be provided about the focus of each session for support tracking. Teachers should use this to shout-out students for attending and creating competition between periods for most attendance or progress. Coaches should look and track for meaningful participation and address instances of low turn-out to support teachers.	Shared School Office Hours Tracker

Quality Feedback to Students

Item	Description	Materials Needed
Assignment Feedback	<p>Teachers cannot be expected to provide individualized feedback for every student on every assignment, but must provide feedback to students in a standard way to ensure engagement. Therefore, teachers should commit to the following as a baseline for student feedback:</p> <ul style="list-style-type: none"> • All assignments scored in gradebook within 2 business days • Mass email to students each week shouting out quality work, strong participation rates by period, and clarifying how to submit missed work • Targeted calls home to focus students (see previous section) who did not complete assignments • Rotating weekly which period receives more substantial feedback on their assignment, i.e. This week only period 1 will receive written or typed feedback, but next week period 2 will, then period 3 and so on. • Tracking common errors for each assignment in a standard document to use for possible re-teaches or office hours 	<p>Up-to-date Online Gradebook</p> <p>Email Template for Weekly Shout-Outs & Reminders</p> <p>Family Contact Information for Focus Students</p> <p>Tracker for Common Errors or Misconceptions</p>
Gradebook Audits	<p>Coaches should have a standard 30-60 minute window where they will audit teacher gradebooks for completion. This should include looking at the minimum number of assignments entered, and visually checking for overall participation rates and reaching out or making a note to discuss in an upcoming coaching meeting.</p>	<p>Gradebook Audit Tracker</p> <p>Email Template for Incomplete</p>
Looking at Student Work (LASW) Meetings	<p>Each week, coaches and teachers should meet for a minimum of 30 minutes to analyze, discuss, and plan a re-teach lesson from student submitted work. Ideally the group of students being audited each week remains the same for the course to see growth over time. This meeting will ensure the teacher is keeping a high bar for student work, is planning strong re-teaches, and is scheduling these re-teaches for future videos or office hours.</p>	<p>LASW Template</p> <p>Scheduled, Weekly LASW Meeting</p>
Re-Teaches	<p>All teachers should have a standard cycle of a minimum weekly re-teach on content based on student misconceptions or low mastery. These can take a variety of forms, but the most important thing is that these re-teaches are happening to ensure student learning.</p> <ul style="list-style-type: none"> • 5 minute-mini-lesson or error-analysis at the beginning of a related video with an associated exit ticket problem • Full 10-15 minute re-teach video with practice problems and exit ticket problem • Office hours re-teach with practice and exit ticket for a specific subset of the class <p>Coaches should ask teachers to share the link to this re-teach or a video of the office hours to ensure completion and quality.</p>	<p>Re-Teach Template (with lesson planning materials)</p>