**starting points**

**Determine an Instructional Framework**

(How will we guide teaching and learning?)

The teacher is responsible for three components:

* Learning Experiences: relevant learning activities
* Evidence of Learning: determining what student work to evaluate
* Meet-ups: opportunities to connect with kids and families

**Develop a** [**Master Schedule**](https://lead4ward.com/images/schoolathome/gettingstarted/master_schedule.pdf)

(How will we organize the work?)

The principal is responsible for:

* Meet-ups schedule
* PLC schedule

**Organize Professional Development**

(How will we support teachers in implementation?)

The district/campus leaders are responsible for:

* Preparing teachers
* Using technology (video-conferencing platform such as Zoom, Google classroom, etc.)
* Vetting resources

**Pacing the Work**

Week 1: Building Teacher Capacity – teacher as learner

Week 2: Building Student Capacity (first week of school@home) – student as learner

Week 3 Engaging in school@home learning experiences – creating engaging synchronous and asynchronous learning environments

**Guiding Principles**

* give teachers time to learn first
* regularly connect with kids (social distance and social interaction can both take place)
* school@home is not homeschool (do not try to replicate the traditional school day)
* choose a platform and stick with it
* this is not the time for new tech tools
* reduce the workload by at least half
* choose experiences that get students away from the computer as much as possible
* give students choice
* use a video-conferencing tool and videos
* focus on important content

adapted from [Shake it Up](https://shakeuplearning.com/blog/coronavirus-closures-online-learning-tips-for-teachers-and-schools-interview-with-an-american-teacher-in-china/) blog by Kasey Bell

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| --- | --- | --- |
| **Instructional Framework**  (How will we guide teaching and learning?) | **Professional Development**  (How will we support teachers in implementation?) | **District/Campus Resources**  (Which resources will we vet/develop to use in instruction?) |
| **Learning Experiences**   * Determine content focus (important stuff) * Select one or two relevant experiences (minimize online activities) * Focused * Fun * Family Friendly * Have a checklist of what to accomplish * Determine format for direct instruction | **Learning Experiences**   * Vet free/district resources * Focused * Fun * Family Friendly * Use a common format for communicating expectations | **Learning Experiences**   * Free/district resources |
| **Evidence of Learning**   * Determine what evidence to collect * Use collaborative assignments when possible | **Evidence of Learning**   * Design collaborative work projects | **Evidence of Learning**   * Determine how to collect work |
| **Meet-ups**   * Use homeroom/advisory structure to meet with small groups each week (check-in and review upcoming work) * Schedule “office hours” to provide content support/instruction | **Meet-ups**   * How to use technology to meet up * Meet-up protocols * Internet safety | **Meet-ups**   * Determine technology for video conferencing/phone support |