

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

(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](#) blog by Kasey Bell

school@home

connecting with kids - creating community

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?)
<p>Learning Experiences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine content focus (important stuff) <input type="checkbox"/> Select one or two relevant experiences (minimize online activities) <ul style="list-style-type: none"> <input type="checkbox"/> Focused <input type="checkbox"/> Fun <input type="checkbox"/> Family Friendly <input type="checkbox"/> Have a checklist of what to accomplish <input type="checkbox"/> Determine format for direct instruction 	<p>Learning Experiences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vet free/district resources <ul style="list-style-type: none"> <input type="checkbox"/> Focused <input type="checkbox"/> Fun <input type="checkbox"/> Family Friendly <input type="checkbox"/> Use a common format for communicating expectations 	<p>Learning Experiences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Free/district resources
<p>Evidence of Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine what evidence to collect <input type="checkbox"/> Use collaborative assignments when possible 	<p>Evidence of Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design collaborative work projects 	<p>Evidence of Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine how to collect work
<p>Meet-ups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use homeroom/advisory structure to meet with small groups each week (check-in and review upcoming work) <input type="checkbox"/> Schedule “office hours” to provide content support/instruction 	<p>Meet-ups</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to use technology to meet up <input type="checkbox"/> Meet-up protocols <input type="checkbox"/> Internet safety 	<p>Meet-ups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine technology for video conferencing/phone support