

# Remote Learning 2.0

*School Committee Update – August 27, 2020*



## Agenda

- What we learned from remote summer school
- Plans for stronger remote learning for the 2020-2021 school year
  - Structure & Accountability
  - Instruction & Professional Development
  - Special Populations
  - Partnering with Families
- Questions



# What did our families and staff say about remote learning?

Remote learning needs to improve

- Needs more structure and organization
- Needs more accountability for the families, students and teachers

# What We Learned From Summer School

## As we get better at remote learning, student engagement improves

- *97% of teachers reported improved confidence with remote instruction as a result of teaching summer school*
- *77% Student participation rate across the district*
- *Our younger students had higher engagement rates*

## Increased accountability positively impacts engagement

- *87% participation rate for high school credit recovery courses*

## Increased Cognitive Demand = Increased Engagement

- *89% participation rate for Calculus Project*

## Family communication strategies are improving as we learn from each other

- *Site supervisors created spaces for teachers to share effective strategies*

## Clearly communicated scheduling had a major impact on success

- *Teachers provided daily schedules for families*



# What Summer School Teachers Are Saying

**Keeping times consistent everyday** to avoid confusion (if remote) this made a noticeable difference in engagement

More **conferencing with students** and higher quality conferencing with students. I already did this (or thought I did) but this experience has really helped me hone that skill

I will continue to **thoughtfully consider what is engaging for students**, but also relevant for the curriculum or standards that I can present/teach to them. I think when we are teaching remote, it is crucial to keep them consistently engaged and looking forward to completing the assignments.

I have a much better handle on how to create **engaging google slides, with links embedded, to support literacy development.**

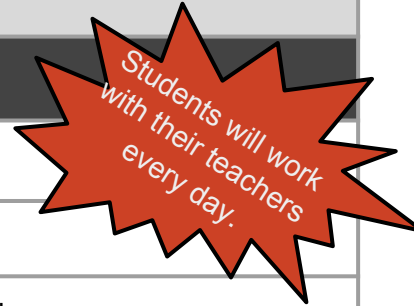
I learned how to more **effectively manage and pace a live teaching session in ZOOM.** I can see potential for more success in the fall, when I will be able to work more closely with colleagues to co-teach ( whether remotely or in person).

I was really surprised and proud about my ability to **become tech savvy.** I thought **this old dog** could not learn any new tricks.



## Structure and Accountability

Last Spring: Crisis Teaching Mode	The 2020-2021 School Year: Strategic
Zoom meetings were hit or miss	Daily schedules are in place for all students and teachers
Attendance was sporadic	Daily attendance will be taken and follow up will occur
Participation was low	Participation expectations for students have been developed
Grades were frozen	Grading will take place for synchronous/asynchronous and independent work
All stakeholders were not engaged	Re-Opening Task Force and focus groups included many stakeholder perspectives
Some students did not acquire technology	We will continue our work to ensure that all students have technology and wifi access
School buildings were closed	Centers for Online Learning will be available to middle and high school students
	Plan in place to deepen our engagement and partnerships with families through more robust structures and opportunities for support and collaboration



## Instruction and Professional Development

Last Spring: Crisis Teaching Mode	The 2020-2021 School Year: Strategic
Lessons were retrofitted to the new learning environment	Summer curriculum work has proactively designed lessons/units for remote learning
Lessons focused on review materials and social-emotional wellbeing	Standards-based new content with SEL integration will be taught and best practices for effective remote lessons will be shared
Teachers were learning on the fly	Organized professional development has been (and will continue) to be provided
Relied on free online instructional platform offerings from technology companies	Strategically platforms have been purchased to support remote instruction including <ul style="list-style-type: none"> <li>● content platforms</li> <li>● interactive lesson platforms</li> <li>● digital tools and platforms for expression and collaboration.</li> </ul>
Quick and in-the-moment decisions on curriculum were made	Revisited curricular year-long plans have identified the essential understandings and skills to plan for strategic instruction



## How does a remote school day look?

- Includes mix of “live” lessons, recorded lessons, and independent work.
- It is a full day.
  - **ELC K:** 8:00/8:15 - 12:00/12:30 + independent remote work
  - **Kelly/Hooks:** 8:05 - 1:05 + independent remote work
  - **Berkowitz/Sokolowski** 8:35 - 1:35 + independent remote work
  - **Middle Schools** 8:05 - 11:30 or 12:00 - 2:00 + independent remote work
  - **CHS:** 8:00 - 2:25 Two 75 minute periods, one 45 minute period + independent work M, T, Th, F. Wednesdays one 45 min period and independent work.
  - **COA:** 9:15 - 3:35

**Please look for information coming from your child’s school for more exact details.**



Typical Remote Lesson includes many components

Typical Lesson Set-up	
Synchronous (Live) mini-lesson ( $\frac{1}{3}$ of time)	<ul style="list-style-type: none"> <li>● Set purpose</li> <li>● Direct instruction from teacher</li> <li>● Classwork exercises</li> <li>● Modeling</li> <li>● Formative Assessment (ongoing assessment of progress)</li> </ul>
Asynchronous (Recorded) or Independent Practice/Work ( $\frac{1}{3}$ of time)	<ul style="list-style-type: none"> <li>● Independent practice problems</li> <li>● Preview upcoming learning with videos provided by teachers</li> </ul>
Asynchronous or Small Group Synchronous ( $\frac{1}{3}$ of time)	<ul style="list-style-type: none"> <li>● Small group rotation with teacher</li> <li>● Collaboration with peers</li> <li>● Just in time intervention</li> <li>● Enrichment</li> <li>● Fluency practice</li> <li>● Assessment</li> <li>● Off-line assignments</li> <li>● Student presentations</li> </ul>
Independent Remote Work	<ul style="list-style-type: none"> <li>● Aligned to class curriculum</li> <li>● 30 min/day + 30 min/day Screen Free Play in Kindergarten</li> <li>● 35 min/day required in elementary school</li> <li>● 38-47 min/day per class required in middle school</li> <li>● As needed in high school</li> </ul>

# Sample Schedule from Elementary School

Student Sample Schedule		Classroom Teacher Sample Schedule	
Learning Activity	Time	Teaching Activity	Time
Log-in Ready to Learn Routines	10 min	Log-in Ready to Learn Routines	10 min
SEL Mind-Up Curriculum	25 min	SEL Mind-Up Curriculum	25 min
Math	70 min	Math	70 min
Specialist (art, PE, music)	30 min	Family Outreach & Collaboration	30 min
Lunch Break	25 min	Lunch Break	25 min
Read to Grow	30 min	Read to Grow	30 min
Read Together & Language	70 min	Read Together & Language	70 min
Writing	45 min	Writing	45 min
Independent Remote Learning	35 min	Prep & Collaboration Time	50 min

## Professional Development

- 10 days: August 31 - September 15
- Partnering with BetterLesson to provide best practices sessions
  - All teachers and administrators will attend a session on remote learning topics
  - All will have access to BetterLesson's Flexible Learning Resources
- PLC/collaboration time built into schedules for ongoing support
- Digital Learning coach being hired for middle/high schools to round out the support team

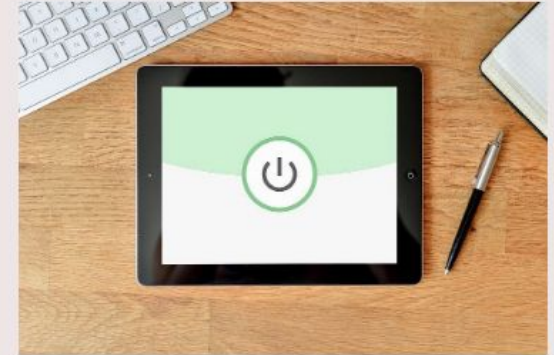


# CPS Remote Learning

Remote Learning Website  
to support CPS  
educators is being  
launched next week



**Professional Development & Resources**



**Best Practices, Guidelines & Expectations**

# Supporting Special Populations

## English Language Education

- Increased frequency of contact and communication
- Prioritization of social-emotional needs and positive two-way relationships
- Use of engaging online platforms that support frequent cycles of assessment and feedback
  - Imagine Learning (K-8, boost literacy)
  - Padlet (speaking and listening)
  - FlipGrid (speaking and listening)
  - Peardeck (interactive language lessons)
  - Nearpod (interactive language lessons)
  - Google Read and Write (speaking and listening)

# Supporting Special Populations

## Special Education

- Covid-19 Special Education Learning Plans (Formerly RLPs) will include
  - staff info including related service providers
  - strategies, assignments, projects
  - schedules and info on remote learning
  - suggestions on how to support student at home
- Families are encouraged to reach out to their liaison with any questions, concerns, thoughts, ideas

## Partnering with our Families

- Professional development for educators
- Trust Visits in September to deepen trust between families and teachers
- Family outreach time built into educator schedules
- Plan for supporting parents with remote learning
- Continuing to work to have *every* student have device and wifi access

# Questions and Comments

Chelsea Public Schools

