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
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

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

<table>
<thead>
<tr>
<th>Last Spring: Crisis Teaching Mode</th>
<th>The 2020-2021 School Year: Strategic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons were retrofitted to the new learning environment</td>
<td>Summer curriculum work has proactively designed lessons/units for remote learning</td>
</tr>
<tr>
<td>Lessons focused on review materials and social-emotional wellbeing</td>
<td>Standards-based new content with SEL integration will be taught and best practices for effective remote lessons will be shared</td>
</tr>
<tr>
<td>Teachers were learning on the fly</td>
<td>Organized professional development has been (and will continue) to be provided</td>
</tr>
</tbody>
</table>
| Relied on free online instructional platform offerings from technology companies | Strategically platforms have been purchased to support remote instruction including:  
  ● content platforms  
  ● interactive lesson platforms  
  ● digital tools and platforms for expression and collaboration. |
| 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

<table>
<thead>
<tr>
<th><strong>Typical Lesson Set-up</strong></th>
<th></th>
</tr>
</thead>
</table>
| **Synchronous (Live) mini-lesson (½ of time)** | • Set purpose  
• Direct instruction from teacher  
• Classwork exercises  
• Modeling  
• Formative Assessment (ongoing assessment of progress) |
| **Asynchronous (Recorded) or Independent Practice/Work (½ of time)** | • Independent practice problems  
• Preview upcoming learning with videos provided by teachers |
| **Asynchronous or Small Group Synchronous (½ of time)** | • Small group rotation with teacher  
• Collaboration with peers  
• Just in time intervention  
• Enrichment  
• Fluency practice  
• Assessment  
• Off-line assignments  
• Student presentations |
| **Independent Remote Work** | • Aligned to class curriculum  
• 30 min/day + 30 min/day Screen Free Play in Kindergarten  
• 35 min/day required in elementary school  
• 38-47 min/day per class required in middle school  
• As needed in high school |
<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Time</th>
<th>Teaching Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log-in Ready to Learn Routines</td>
<td>10 min</td>
<td>Log-in Ready to Learn Routines</td>
<td>10 min</td>
</tr>
<tr>
<td>SEL Mind-Up Curriculum</td>
<td>25 min</td>
<td>SEL Mind-Up Curriculum</td>
<td>25 min</td>
</tr>
<tr>
<td>Math</td>
<td>70 min</td>
<td>Math</td>
<td>70 min</td>
</tr>
<tr>
<td>Specialist (art, PE, music)</td>
<td>30 min</td>
<td>Family Outreach &amp; Collaboration</td>
<td>30 min</td>
</tr>
<tr>
<td>Lunch Break</td>
<td>25 min</td>
<td>Lunch Break</td>
<td>25 min</td>
</tr>
<tr>
<td>Read to Grow</td>
<td>30 min</td>
<td>Read to Grow</td>
<td>30 min</td>
</tr>
<tr>
<td>Read Together &amp; Language</td>
<td>70 min</td>
<td>Read Together &amp; Language</td>
<td>70 min</td>
</tr>
<tr>
<td>Writing</td>
<td>45 min</td>
<td>Writing</td>
<td>45 min</td>
</tr>
<tr>
<td>Independent Remote Learning</td>
<td>35 min</td>
<td>Prep &amp; Collaboration Time</td>
<td>50 min</td>
</tr>
</tbody>
</table>
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
Remote Learning Website to support CPS educators is being launched next week.
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