

REMOTE LEARNING FRAMEWORK

A FRAMEWORK INTENDED TO GUIDE THINKING, REFLECTION, AND PLANNING

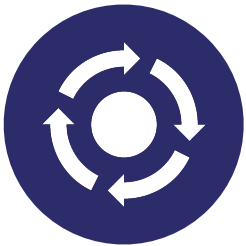
This document was designed by educators to provide guidance around how a district, school, or program might think through developing a Remote Learning system for students and families.

While looking through this document, there are a couple of principles to keep in mind:



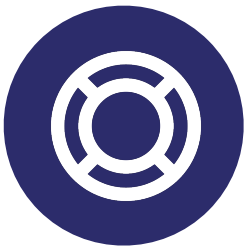
YOU KNOW YOUR STUDENTS AND FAMILIES BEST

This document is intentionally designed to guide thinking, reflection, and planning, not to dictate what will work best for you and your community. You know your students and families best and what will work (and not work) in your particular context.



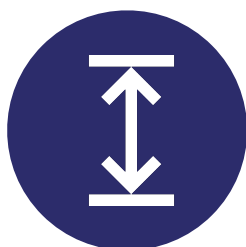
A NON-LINEAR FRAMEWORK

While the various levels of the framework do build upon one another, there may be times when implementing a Remote Learning system that you have to reflect on a prior level. For example, while you may have students engaged in the learning of new content, you will want to continuously reflect on how you are intentionally maintaining relationships with students and families and providing them with supports and resources as needed,.



ADDITIONAL REFLECTION AND PLANNING MAY BE NEEDED FOR SOME STUDENTS

While this document is intended to be as wholistic as possible when planning for a Remote Learning system, additional reflection and planning may be needed for students who receive additional supports/accommodations (i.e. - special education accommodations, mental health supports, etc.) during face-to-face instruction in order to ensure that the system being designed works for them as well.

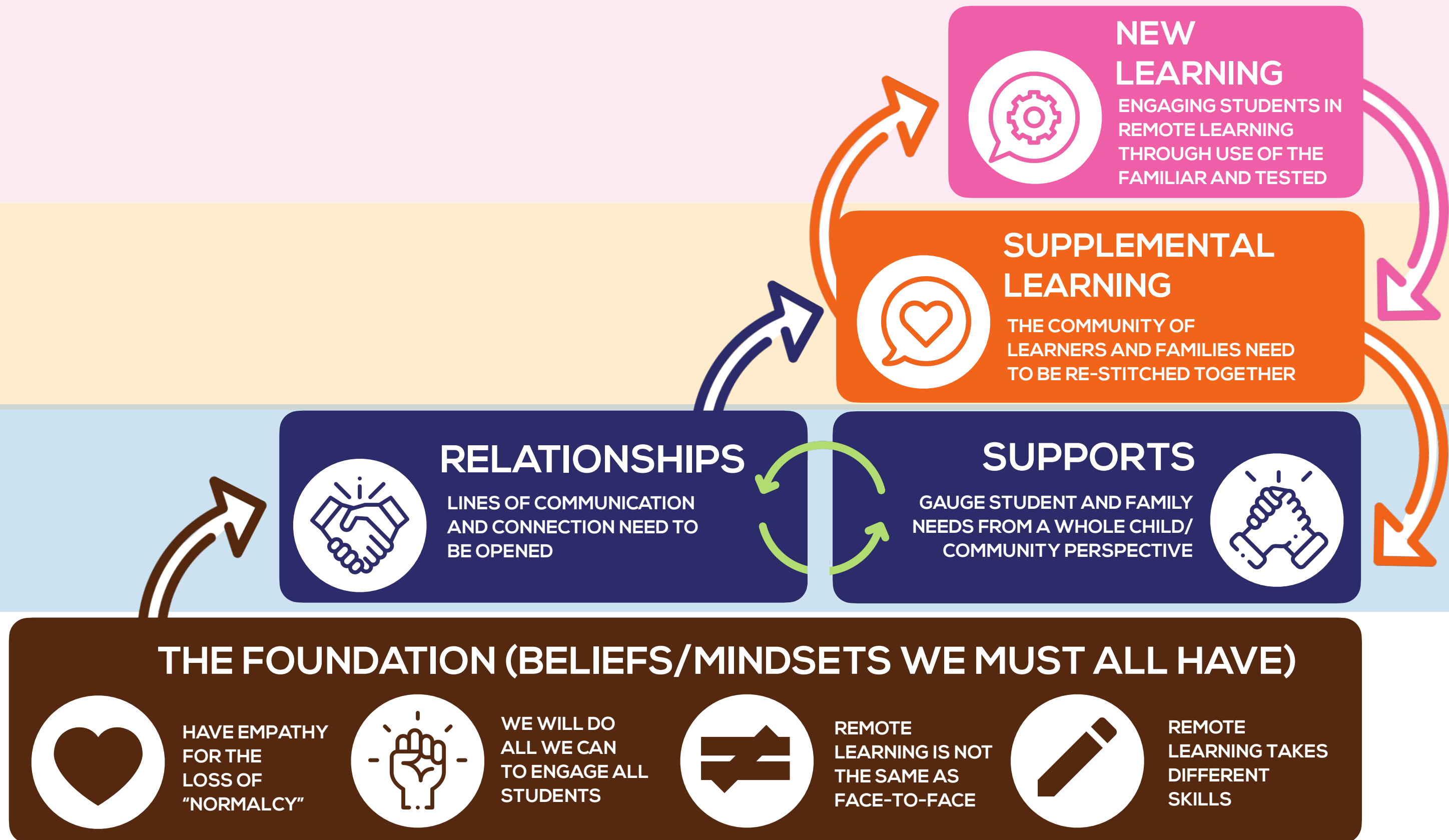


ONE SIZE DOES NOT FIT ALL

There are various ways to utilize this document: As a reflection guide for planning a Remote Learning system, as a reminder of what to keep in mind as you work with students and families in a Remote Learning setting, etc. Please adapt and customize this document to your own needs.

REMOTE LEARNING FRAMEWORK

(CLICK ON EACH LEVEL TO LEARN MORE)



THE FOUNDATION (BELIEFS/MINDSETS WE MUST ALL HAVE)

CLICK TO RETURN TO THE FRAMEWORK

Much like the foundation of a house or another structure, the following beliefs/mindsets make up the foundation of a Remote Learning system for students and families and help provide stability and security. Above and beyond everything though, **what we believe and know to be true about good teaching and learning still applies in a Remote Learning setting. These beliefs and knowledge should always be the bedrock upon which we work with both students and families.**



HAVE EMPATHY FOR THE LOSS OF "NORMALCY"

Students and families' structures, routines, connections, and community have been up-ended. This is a challenging time. Guiding questions to consider include:

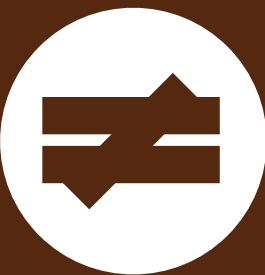
- How are we recognizing and honoring this in all of the communication and interactions we have with students and families?
- How are we intentionally listening to the experiences and needs of our students and families?



WE WILL DO ALL WE CAN TO ENGAGE ALL STUDENTS

Students need and deserve a caring connection to their teacher and learning community and we need to do all we can to support that. Guiding questions to consider include:

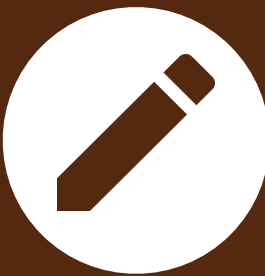
- How are we thinking about utilizing staff in new ways to support all students in this period of Remote Learning?
- What resources (technology, supplies, etc.) do we have available that we can deploy to students and their families?



REMOTE LEARNING IS NOT THE SAME AS FACE-TO-FACE

Teachers, students, and families need time to figure out their own systems for life and learning. Time and tools need to be used differently. Guiding questions to consider include:

- How are we structuring learning so that it does not overwhelm students and families?
- How are we rolling out systems slowly and thoughtfully and gathering feedback from students and families along the way?
- How are we assuring instructional effective practices (i.e. - student discourse, conferring, read alouds, etc.) by beginning with this as a focus and then determining how to utilize technology or other supports?



REMOTE LEARNING TAKES DIFFERENT SKILLS

Time management, organization, flexibility, and patience are some of the skills that need to be utilized in a manner different than the standard school context. Guiding questions to consider include:

- How might we teach and support the development of Social-Emotional/Soft-Skills (i.e. - the Skills4Success, the Employability Skills Framework) through the Remote Learning we do with students and families?

FOR ADDITIONAL RESOURCES SEE: (1) WMESN.ORG, (2) <https://inservice.ascd.org/a-whole-school-whole-community-whole-child-approach-to-responding-to-health-crises/>

CONNECTING AND ESTABLISHING RELATIONSHIPS

[CLICK TO RETURN TO THE FRAMEWORK](#)

Based upon our beliefs/mindsets, we need to begin by establishing connections and gauging the need for supports to engage in learning.

RELATIONSHIPS



LINES OF COMMUNICATION AND CONNECTION NEED TO BE OPENED

Most parents/guardians are not trained educators. Students and families need to get the message that, “We are here for them, think about them, and care about their well-being and learning”. The goal needs to be to provide a sense of stability, guidance, and care.

Guiding questions to consider include:

- How are we making initial contact with students and families in ways that all families can access?
- How are we receiving feedback from families and ensuring that our communication attempts are effective?
- How do we know we are communicating and connecting with ALL of our students (e.g. - economically disadvantaged, English learners, students with disabilities, etc.)?
- How are we differentiating our approach to connecting and communicating with students and families in order to reach ALL of our students?
- How are we exhibiting empathy for and listening to the experience of students and families?

SUPPORTS



GAUGE STUDENT AND FAMILY NEEDS FROM A WHOLE CHILD/COMMUNITY PERSPECTIVE

In order to engage in a Remote Learning environment, students and families may need access to technology, connectivity, and resources (i.e. - learning supplies, food, mental health supports, etc.) among other things.

Guiding questions to consider include:

PHYSICAL HEALTH: How are we assuring that all of our students and families have access to food and other resources (medical access, transportation, clothing, shelter, utilities, childcare, etc.) to support their physical health while engaging in Remote Learning?

MENTAL HEALTH: How are we assuring that students and families have access to information and resources to support their mental health while engaging in Remote Learning?

- How might students and families know who to contact in the middle of a mental health crisis?
- How might students receive the same level of care remotely that they have in a face-to-face setting?

CONNECTIVITY: How do we know which students and families have access to devices and Internet access to support Remote Learning?

- How will we support those students and families that do not have access to a device and/or connectivity to the Internet?

RESOURCES: How will we provide resources (e.g. - books, materials, etc.) beyond technology devices and access to students and families to support Remote Learning?

- How will we support those students and families that do not have access to resources to support Remote Learning?

SUPPLEMENTAL LEARNING

[CLICK TO RETURN TO THE FRAMEWORK](#)

Students and families' structures, routines, connections, and schedules have been disrupted. How do we help provide a sense of "community" to them once again? Answering this would include deciding on routines and common frameworks that provide predictability and structure for students and families. In addition, consideration needs to be given to how we provide dynamic social interactions between teachers, students, and families and students and families themselves. At this stage, we are providing supplemental learning.



STUDENTS AND FAMILIES NEED A CONSISTENT AND PREDICTABLE SCHEDULE AND ROUTINE

In many ways, establishing community in a Remote Learning setting is much like setting up a learning environment at the beginning of the year. Students and families need to learn and grow accustomed to the routines and procedures of being a part of the learning community in this setting. Guiding questions to consider include:

- What is the schedule for and how will teachers be connecting with students and families? How will we differentiate this based upon student and family schedules?
- What is the expectation for students and families engaging with the Remote Learning being provided?
- How will we listen to and collect feedback from students and families on what is and is not working with the Remote Learning being provided?



THE COMMUNITY OF LEARNERS, FAMILIES AND FELLOW EDUCATORS NEED TO BE RE-STITCHED TOGETHER

Learning is a social activity between teachers, students, and their families as well as the students and families themselves. Tools and connections need to be established in Remote Learning settings so that teachers, students and families have the opportunity to learn and grow together as a community. Guiding questions to consider include:

- What tools will we use to connect with students and families in ways beyond the written word (e.g. - video, voice, etc.) to assure interpersonal connections in real-time?
- What tools will we use to connect students and families with each other for learning and support?
- How will we listen to and collect feedback from students and families on what is and is not working in establishing the learning community?
- How will we provide avenues for educators to collaborate with each other as they serve students and families through Remote Learning?



AS THE LEARNING COMMUNITY IS ESTABLISHED, BEGIN WITH SUPPLEMENTAL LEARNING

As you are establishing your routines and procedures and creating your learning community within the Remote Learning environment, begin with supplemental learning. Try and create engaging learning opportunities where students can work on content and skills they have not quite mastered or experienced as well as learn content and skills that are related to the core curriculum. Guiding questions to consider include:

- What skills and/or content do our students still need to master, what instructional strategies would best engage students, and how should we utilize the technology and resources available?
- How might we learn and share promising practices with those around us, within our district, from other districts, and from the ISD?

NEW LEARNING

[CLICK TO RETURN TO THE FRAMEWORK](#)

After connections, community, routines, and procedures have been re-established, students will begin re-engaging with learning. In doing so, teachers are recommended to utilize what their students already know and are comfortable with and selectively and cautiously incorporate new tools and structures as recommended by administrators. Students at this stage may begin learning new concepts and content.

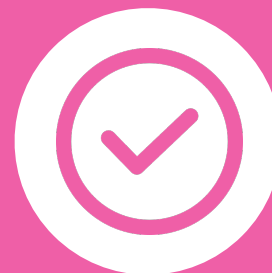


ENGAGING STUDENTS IN REMOTE LEARNING THROUGH USE OF THE FAMILIAR AND TESTED

In transitioning to teaching students new skills and/or concepts, the tools and resources that are utilized need to be a support and not a barrier to learning. Whenever possible, the tools and resources that are utilized need to be ones that students are familiar and comfortable with. The focus must remain on learning and strategies to best engage students.

Guiding questions to consider include:

- How are we leveraging the tools and resources that we utilize in the face-to-face setting for our Remote Learning needs?
- How might we listen to and collect feedback from students and families on what is and is not working with the tools and resources we are using?



CAREFULLY CONSIDER THE PACING AND APPROPRIATENESS OF NEW CONTENT

One of the beliefs that we all must have is that Remote Learning is not the same as face-to-face learning. When teaching new content, carefully consider and monitor whether it takes more or less time for students to learn it in a Remote Learning setting. In addition, reflect on whether certain new content is required for the next level and is appropriate to teach in a Remote Learning setting.

Guiding questions to consider include:

- What skills and/or content is appropriate to teach in a Remote Learning setting based on a variety of factors (e.g. - readiness, leverage, etc.)?
- How will we pace the teaching of new content and skills so that it does not overwhelm students and families? (See the Chicago Parent Guide: <https://cps.edu/SiteCollectionDocuments/Remote-Learning-Guidance-for-Parents.pdf> - specifically page #7)
- How will we listen to and collect feedback from families, students and other educators (neighboring districts/schools, ISDs, etc.) on the content and the pacing of our teaching?



CAREFULLY CONSIDER HOW YOU WILL MONITOR AND ASSESS LEARNING

Just as in a face-to-face learning environment, when working with students through Remote Learning it is important to continuously monitor and assess students' understanding and acquisition of new content and skills.

Guiding questions to consider include:

- How will we provide grading protections to ensure that students with limited access to technology and supports are not penalized?
- How will we monitor, provide feedback on, and assess student understanding and acquisition of new content and skills?
- How will we promote students reflection on the acquisition of new content and skills?
- How can we be creative and flexible in how students demonstrate their understanding and acquisition of new content and skills?