

Advisory Group 3
Remote Learning Capacity Building Recommendations
July 21, 2020

Working Group A: Deciding Best Structure & Practices for Hybrid/Remote Learning

What is the best structure for hybrid and remote learning? What best practices can be leveraged from the research?

Short-term Recommendations

1. Given the many potential models, it is not efficient to propose and evaluate complete models. This [document](#) identifies critical variables and information about the implications of each decision point.
2. Use the document or subgroup to make early decisions that eliminate non-productive options and identify/elevate better ones. Note: Each decision constrains future decisions.

Variables Include the Following:

- Number of groups, breakdown of groups, time period for remote/in-person switching, curriculum, and teacher allocation.

Critical early considerations/findings

1. It is likely that plans will need to vary based on grade (and student type).
2. Two groups alternating in/out of school seems the only viable option
3. Split grades in order to keep families together on the same schedule and within a single cohort to prevent transmission.
4. Decisions about the period of switching and curriculum should be considered together in order to maximize students' potential learning.
5. As decisions are made and more specific plans are built, they should be evaluated along these same dimensions (teaching and learning, health and safety, logistics, and grade specific considerations).
6. Models and schedules from other districts and schools should be considered.
7. Teacher involvement is key.

Working Group B: Managing Asynchronous Content Delivery & Learner Engagement for Hybrid/Remote Learning

What are best practices for management of learning, asynchronous content delivery & learner engagement?

Short-term Recommendations: Building on existing work:

1. Identify key needs. Create a document that lays out the key pedagogy needs for remote learning in PSB, by grade level and subject. (e.g. work 1:1 with a student, lead an academic discussion, get over-the-shoulder just-in-time feedback, build learning community, etc.)
2. Ensure every teacher has access to short-term professional development. Based on the key needs identified in #1, offer critical professional development for teachers before Sept 1.
 - a. Deploy professional development schedule, with budget for instructors and learners

- b. Encourage teachers to enroll in the courses that suit their needs, based on #1 above
- c. Elevate teacher-led efforts such as un-conferences recently organized at BHS
- 3. Align tools with key pedagogical needs. To enable more effective training and technical support, identify a set of core tools based on key pedagogical needs:
 - a. Execute contracts to procure these tools (if needed)
 - b. Deploy core tools to relevant teachers
 - c. Create MVP of simplified sign-on experience (consider [Clever](#))
- 4. Prioritize teacher collaboration. Use the schedule to encourage grade-level team teaching, leveraging individual teacher strengths. (e.g. Weekly Learning Times, co-planning, co-teaching, classroom “visits”)

Longer-term Recommendations

- 1. Align one core set of tools; encourage experimentation in others.
- 2. Activate a district-wide PD solution to help educators better use technology and core platforms
- 3. Empower teacher knowledge sharing on digital tools / remote learning approaches (through a forum, platform)

Working Group C: Streamlining Communication for Hybrid/Remote Learning

How can communication be streamlined to support learning in a remote/hybrid environment?

Short-term Recommendations:

- 1. Set common expectations for communication about learning -- teachers send 2 emails per week to students and families --so that all groups work as a team to support learning.
 - a. Standardized communication about learning helps: families know expectations and support students, students communicating with teachers, and teachers have fewer systems to navigate.
 - b. Two emails: 1 with goals for the week and assignments, 1 to give any follow-up details.
 - c. Send emails Sunday night: families can schedule use of devices, parent support etc.
- 2. Remote learning changes the dynamics of learning and the roles and involvement needed to support students. Using a sports analogy, the roles change in these ways:
 - a. Teacher: Head Coach-- Lead Plan-- Teach
 - b. Student: Learner/Player-- Interact with material-- Practice/Learn
 - c. Families: Assistant Coach-- Support learning
 - d. Administration: Referee-- Set common expectations
- 3. Email is the best way for families to receive information about learning assignments as they can't access assignments in Google Classroom or Canvas.
- 4. *Platform standardization (from District)*
 - a. K-2 Seesaw
 - b. 3-5 Google Classroom
 - c. 6-12 Canvas

Longer-term Recommendations:

- Continue with above, and survey all groups-- teachers, students, families-- to revise and improve based on feedback.