

Panel 1 Summary of Recommendations

Best Practices for Remote/Hybrid Learning for Educational Excellence and Equity

Question: How can best practices be adapted and implemented for remote and hybrid learning in order to achieve educational excellence and equity?

Recommendation 1:

- Prioritize face to face instruction for students who require hands-on learning or lack the ability to access and benefit from remote instruction: Youngest elementary students; students with special educational needs; English language learners with the greatest needs; students who fit DESE criteria for 'high needs'.

If face to face is not possible for these students, ensure that caregivers of these students have the most robust supports in place.

Recommendation 2:

Provide structures and supports to increase chances that ALL students can access remote learning:

- Simplify, simplify, simplify!
- Consistent platforms and instructional routines; clear and timely communication about assignments; content of synchronous sessions made available for access at a later time; only a few carefully chosen external resources; print resources; information in multiple modalities (video, text, caption all videos)
- Harness resources of PSB * and a wider community (parents, HS and college students, retired teachers, PTO, paraprofessionals, etc.) to provide real-time support (e.g. a hotline, check-ins, small group support with remote learning, tutoring, etc.) ALL HANDS ON DECK!

Recommendation 3:

Focus on key elements that have been shown to be the most effective across widest range of subjects and students:

- Provide a knowledge-rich curriculum

- Provide clarity of purpose of activity/lesson (Tell students what they're meant to be learning)
- Check for understanding (Find out what students have learned)
- Provide feedback that improves student learning
- Have students help each other learn (collaborative learning)
- Develop students' ability to monitor and assess their own learning (self-regulated learning)

Recommendation 4:

Leverage possibilities of synchronous and asynchronous modes to their maximum benefit and use various tools and practices to accomplish the above aims (rec. 3)

- Synchronous
 - ❑ Provide frequent opportunities to respond and check for understanding (chat, response cards, breakout rooms, quizzes, polls, exit tickets, etc.)
 - ❑ Provide community building and socialization opportunities
 - ❑ Provide teacher-led direct content and skill instruction (brief)
 - ❑ Meet in small groups of up to 12 students *
- Asynchronous
 - ❑ Embed pause points and questions in short videos, screencasts and readings that deliver content or instruction
 - ❑ Assign activities/resources to practice skills independently
 - ❑ Work on projects (ensure students are at a stage that enables independence)
 - ❑ Engage students in text-based and/or video-based chat with each other
 - ❑ Provide audio feedback, whole class video feedback

Recommendation 5:

Minimize stress and anxiety during transitions

- Use a graphic or matrix to describe and compare details of expectations and features of different modes/environments (Physical space, learning activities, safety rules and procedures, accessing help, etc.) Example:

Hybrid Guide	In-Person	Remote Learning
Physical Set-Up	<ul style="list-style-type: none"> - Desks 6 ft apart - Group meetings on individual rug squares 6 ft apart 	<ul style="list-style-type: none"> - Home learning space
Learning Activities	<ul style="list-style-type: none"> - Morning meeting - Check-ins for understanding - Presentation of new material 	<ul style="list-style-type: none"> - Morning meeting - Check-ins for understanding - Presentation of new material
Safety	<ul style="list-style-type: none"> - Everyone wears masks - Everyone washes hands or sanitizes regularly 	<ul style="list-style-type: none"> - Wash hands for 20s
Expectations	<ul style="list-style-type: none"> - Be kind - Listen to others when they are taking - Make only expected comments - Follow teacher instructions - Do your best work 	<ul style="list-style-type: none"> - Be kind - Listen to others when they are taking - Make only expected comments - Follow teacher instructions - Do your best work - Stay muted unless talking - Use chat function only for subject related comments
Getting Help	<ul style="list-style-type: none"> - Talk to the teacher - Talk to the counselor 	<ul style="list-style-type: none"> - Contact person for technology - Contact person for social-emotional help - Contact person for content questions

- Provide frequent check-ins, as much consistency as possible (e.g. morning meeting virtual and in person), social times (virtual lunch bunch)

Recommendation 6:

Adopt creative approaches to specials

- Outdoor P.E, music and arts events; physical kits for art; virtual library visits to borrow ebooks, virtual read-alouds

* See recommendation #9 here. This restructuring and rethinking of educator roles may help allow for small group synchronous meetings.

<https://edpolicyinca.org/publications/supporting-learning-covid-19-context>.

“Reconceptualize educator roles and team structures.

Distance learning enables schools and districts to reimagine educator roles. Instead of all teachers fulfilling the same duties, roles and tasks can be distributed across educators teaching the same grade or course. Examples of tasks that could be distributed across teams may include live instruction, family outreach, providing formative feedback, and material curation. The roles of other support staff—including paraeducators, expanded learning providers, and content specialists—can also be creatively deployed in service of meeting student learning needs in distance and blended learning contexts.”

References

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