

School Leader “Power Moves” for Remote Learning:

Key actions and resources to support
implementation and improvement

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Created by The Learning Accelerator

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This resource is intended to help school and district leaders understand, reflect upon, and prioritize actions to improve student learning in remote settings. The guide:

- **Is organized around five key school leadership focus areas**, which enable critical best practices effective schools and districts engage in daily across in-person and remote learning settings. Its aim is to offer support for launching, improving, and removing barriers to effective instruction in virtual settings.
- **Highlights specific school-based “Power Moves,” examples and resources, and supportive system conditions** that are particularly critical to ensuring high-quality teaching and learning in distance and online environments for all students.
- **Can be used in concert with the accompanying deeper [Remote Learning Reflection Tool](#)** to help leaders assess current readiness and practice and then work with their teams and technical assistance partners to choose areas for highest-impact.

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Introduction: More About This Guide and Terms Used

The rapid shift to remote learning in the spring of 2020 has required schools to quickly build the capacity to serve students effectively online. This tool was developed by education nonprofit [The Learning Accelerator](#) (TLA) and with input from technical assistance partners and districts to support schools as they shift to and improve remote learning during the COVID-19 pandemic.

Assumptions About Improving Remote Learning: A long-standing body of research suggests that remote learning can be as effective as in-person instruction; however, while “good learning”—that is, rigorous, active experiences that equitably enable all learners to acquire and transfer new knowledge and skills to longer-term memory and application—is generally the same online as offline, the specific practices teachers enact must differ to take advantage of relative benefits and challenges of modalities (digital and analog, synchronous and asynchronous, and in-person versus online).

Through review of the [remote learning research](#) as well as through diligence with practitioners working on the ground, TLA has identified **two factors critical to remote learning success**:

- **Building a Foundation for Self-Directed Learning** that fosters students’ engagement outside of school; and,
- **Designing and Executing on Effective Instruction** that facilitates powerful and motivating learning interactions and engagement between student, teacher, and content (i.e., the instructional core).

Guide Purpose and Organization: The guide **outlines a series of targeted “Power Moves”** and related resources that leaders can put into action to enable these factors, remove barriers, align efforts, and drive outcomes. A few notes:

- The **intended user of this guide is a school leader or members of a leadership team**. For guidance on instructional practices and lesson design at the student-level, we suggest you explore this [Problem of Practice series](#).
- Suggested Power Moves and resources are **organized around the following five focus areas**: Strong Campus Leadership and Planning; Effective and Well-Supported Teachers; Strong, Positive School Culture; High-Quality Instructional Materials; and Effective and Relevant Instruction.
- Many of these Power Moves will support remote-only learning models but **are applicable to hybrid settings** as well.

For other TLA resources focused on remote learning (including research, sample training modules, and teaching strategies), see our [remote learning resources site](#). Leaders can also receive [pro-bono coaching from field experts](#).

Finally, this guide was developed with support from the Michael and Susan Dell Foundation. An earlier version of this tool was developed in collaboration with the Texas Education Agency. We are thankful to leaders on those teams for early input and support.

Overview and Stage Identification: Power Moves to Support Remote Learning

The deep dive sections of the guide explore Power Moves and related activities by focus area. However, before diving in, consider your overall status (early, developing, advanced) in each focus area by reading the stage descriptions and highlighting where you believe you are in implementation. This step will help prioritize attention as you explore Power Moves more deeply by stage.

Description of Stages of Implementation and Improvement				
Focus Area	Power Moves	Early	Developing	Advanced
Strong Campus Leadership and Planning	- Clearly communicate a vision for remote instruction - Organize team and adapt expectations, roles, and responsibilities for remote work in ways that have the highest impact on student learning - Develop remote structures and systems for collecting and sharing information to support planning with data on a regular basis (e.g., schedules, grading, instruction, etc.)	<i>Leadership team is just beginning to develop a shared understanding of a remote model. Teams are articulating a vision and plan, and beginning to set goals for implementation to inform improvement.</i>	<i>Leadership team has communicated a clear plan and goals for implementation, as well as roles and responsibilities aligned to that plan. Clear metrics and a cadence for meetings have been set to monitor progress.</i>	<i>Leadership team is executing and improving its plan for action; all members can clearly communicate it. As needed, roles and responsibilities have been modified for remote settings (e.g., new support/coaching roles and/or shifted responsibilities). Teams meet at least weekly to review data/feedback to monitor progress and action-plan. Mechanisms exist for collecting ideas and feedback from and communicating progress and learning with stakeholders.</i>
Highly-Effective and Well-Supported Teachers	- Clearly define and operationalize expected teacher competencies for remote instruction in talent systems (e.g., recruitment, observations, coaching, etc.) - Provide ongoing professional development to support the skill building of remote teaching aligned to instructional materials and remote community building	<i>Leaders begin to articulate expected new remote competencies to guide recruitment, selection, hiring, onboarding, and ongoing training of staff. Teams have a concrete picture of staffing needs and interim solutions to fill them. Teachers have the basic training and at-home</i>	<i>Commonly understood remote competencies are integrated into talent systems (recruitment, selection, hiring, onboarding, training, etc.). Leaders set up structures for regular remote observation and coaching and work with teachers to assess, identify, and align targeted, high-quality</i>	<i>Teams design and pilot tools to increase efficiency and information-sharing across processes for recruitment, selection, hiring, onboarding, and ongoing training. These processes also include authentic demonstrations and/or observations of remote practice (e.g., sample teaching sessions). Each teacher has ongoing, personalized professional learning opportunities connected to individual growth and development plans. Students</i>

	● Recruit highly-effective teachers with remote instructional experience and/or comfort ● Allocate high-performing teachers to the remote classrooms and grade levels where the most support is needed	<i>resources they need to execute remote instruction.</i>	<i>professional learning experiences. All classes are staffed with proficient remote instructors and plans for filling staffing needs are put into action.</i>	<i>needing the most support have access to the most expert remote instructors, and recruitment and substitute strategies are underway to proactively fill needs.</i>
Strong, Positive School Culture	● Clearly communicate remote learning culture vision and expectations with community in understandable, accessible ways ● Adapt and clearly communicate culture and equitable behavior practices, policies, and protocols for remote instruction ● Remotely collect and act upon data to assess climate as well as student and family experience and support needs ● Provide staff training and guidance on how to remotely support the development of student mental health and wellness skills ● Offer clear and consistent means for all students and families to remotely communicate with staff	<i>Leaders begin to articulate how school vision, mission, goals, and values translate to remote campus. Teachers, students, and families have clear methods for communication, though communications might be one-directional. Equitable remote learning behavior expectations are clearly outlined. Teachers have access to training and resources to offer basic support for mental health and wellness of students.</i>	<i>Leaders execute on remote vision, mission, goals, and values crafted with staff, student, and family input. Staff and families regularly communicate in preferred language via climate surveys, one-on-ones, and online systems and provide necessary support in response to data. Teachers and students understand and exhibit remote behavior norms. Instructional staff collaborate with support staff, such as counselors, to support student mental health and wellness.</i>	<i>Leaders establish and sustain a strong remote culture. They ensure students and families' physical safety needs are assessed regularly and support is provided as needed based on data received. Student support staff as well as additional community services are accessed routinely and integrally. Behavioral protocols are revised and improved with stakeholder feedback and audited for equity. Leaders ensure instructional staff receive training on developing student mental health and wellness skills and time is built into schedules to teach said skills.</i>
High-Quality Instructional Materials	● Define and disseminate clear remote curriculum plans and guidelines to instructional staff ● Evaluate, adapt, and organize accessible, high-quality standards-aligned instructional materials to digital format for synchronous and asynchronous remote instruction of all students,	<i>Leaders have assessed existing core standards-aligned instructional materials for use in digital formats. Where needed, supplementary standards-aligned materials and tools are</i>	<i>Leaders have adopted and trained teachers on a defined suite of core digital standards-aligned instructional materials. All materials are accessible and organized, though may be available across multiple platforms and tools.</i>	<i>Leaders have adopted and trained teachers on a defined suite of core and supplementary, digital standards-aligned instructional materials that are culturally relevant. All materials are easily accessible and centrally organized in a learning management system. Teachers are able to assess students regularly using standards-aligned assessment</i>

	including students who are learning English and students receiving special education services ● Identify policies and practices that protect student data and privacy ● Identify standards- and curriculum-aligned assessment tools that support measurement of mastery ● Provide content, curricular, grade level specific professional development with embedded best practices for remote teaching	<i>identified. Materials are made digitally accessible to students. Teachers have assessments students regularly using standards-aligned assessment items and learning tasks that support grade-level mastery.</i>	<i>Teachers are able to assess students regularly using standards-aligned assessment items that support grade-level mastery, progress monitoring, and intervention for foundational skills. Administrators have a clear process for soliciting feedback from teachers on materials.</i>	<i>items and learning tasks that support grade-level mastery, progress monitoring, and intervention for foundational skills. Where appropriate, students self-assess and can easily navigate to and identify standards-aligned learning resources. Mechanisms are in place to reflect on the efficacy of materials and make improvements as needed.</i>
Effective and Relevant Instruction	● Create and disseminate clear expectations for effective remote planning and instruction that integrates research-informed practice ● Integrate instructional strategies and routines that maximize connection and personalization, support a variety of learning needs (e.g., supports for students receiving special services, etc.), and actively engage students in rigorous grade-level learning ● Assess student progress regularly through multiple remote means, including using curriculum integrated tools, to understand mastery and inform instructional planning ● Develop system for tracking, planning, and delivering student interventions that address gaps and needs	<i>Leaders articulate a clear vision for effective remote instruction that seeks to actively and effectively engage students in existing grade-level content. Teachers implement remote learning, ensuring all students can access high-quality content, providing clear communications to engage families, and emphasizing relationship building to create a strong foundation for growth.</i>	<i>Remote instruction incorporates data-driven, differentiated learning activities. Teachers incorporate various synchronous and asynchronous learning opportunities that are designed to be rigorous as well as build student engagement by developing a community of learners. Diagnostic and formative data are collected, and individual student plans are developed for RTI in remote environments and include re-teaching of standards to address gaps in learning.</i>	<i>Remote learning is student-centered, standards-aligned, and rigorous. Teachers match the modality of instruction and activities to learning objectives, incorporating opportunities for collaborative learning, choice-making, and personalization. Students consistently lead, track, and reflect on their learning, sharing progress. Families clearly understand goals and have strategies for supporting learning. Data-driven instruction and RTI include whole-child needs and supports, ensuring students feel connected and holistically supported.</i>

Focus Area 1:

Strong Campus Leadership and Planning

Focus Area 1: Strong Campus Leadership and Planning

Campus instructional leaders clearly establish roles and responsibilities for staff and craft, implement, and monitor progress based upon vision for campus instruction and culture.

The shift towards remote learning requires schools to quickly adopt and improve upon new practices. Teams must have a shared understanding of and be clearly aligned on a vision for instructional leadership as well as a process for understanding how remote learning is working and where to direct improvement efforts with speed and agility in order to serve all students with excellence.

Key remote Power Moves for this area include:

1. Clearly articulate and communicate a vision for remote instruction
2. Organize team and adapt expectations, roles, and responsibilities for remote work in ways that have the highest impact on student learning
3. Develop remote structures and systems for collecting and sharing information to support planning with data on a regular basis (e.g., calendars, schedules, grading policy, instructional approach, etc.)

Each move is further broken down in detail by stage (early, developing, and advancing) in the section that follows. Based on where you are, explore what key Power Moves might look like by stage to drive improvement. Each move also has a set of resources that you can use to put the move into action in your school.

Power Move 1A: Clearly articulate and communicate a vision for remote instruction

Move Objective: Establish a clear, commonly understood campus vision for remote instruction		
Early	Developing	Advanced
Adapt campus vision for remote instruction and community building - Adapt current campus vision to incorporate remote learning and remote school community building	Revise campus vision for new context - Begin to implement adapted vision and gather feedback from stakeholders on ways to improve and clarify a new vision that supports remote instruction and remote community building	Communicate and implement vision - Share well-crafted, actionable, and articulated new vision for remote instruction and remote community building with stakeholders, including staff, students, and families
Review which key drivers/strategies/procedures are needed to achieve remote school improvement plan - Determine which strategies to adapt for remote	Revise key drivers/strategies/procedures based on data and feedback - Using student achievement data and teacher performance data, revise remote	Continue to execute and revise key drivers/strategies/procedures based on continual monitoring - Identify what, when, and how to remotely

instruction and community building (e.g., teacher observation cycle), which to abandon (e.g., hallway transition procedures), and which need to be created in order to achieve school improvement (e.g., expectations for remote engagement)	strategies/procedures based on performance, need, and alignment to campus goals	monitor progress of strategies using the opportunity to continually revise approach toward remote school improvement
Examples, resources, and tools to help make the shift Setting a vision: • Transcend Recovery to Reinvention Playbook This playbook lays the foundation for a leadership team to begin building a vision and laying the foundation for successful implementation • Today's One Thing for Leaders: What's Next? Planning for Success When... - From TLA's One Thing series, guidance for leaders on setting, communicating, and enacting a plan for remote learning. • School in Uncertain Times: Planning for Fall 2020 — Stanford d.school - Guidance for school teams on a planning process for school reopening. • Always Ready for Learning Strategy Lab Self-Assessment Tool - Simple protocol for school teams to self-evaluate all facets of their school in both pre- and during-COVID times. • A Roadmap for Schools and Systems - Planning guide for school and district leaders to prepare for an uncertain future. • Restart & Recovery: Considerations for Teaching & Learning: Academics - CCSSO's extensive guidance on planning, launching, and sustaining remote instruction . • Reentry — School Resource Hub - Framework for planning, communicating, and improving plans. • The Building Blocks of Equitable Remote Learning: Communicate Clearly - Recommendations and resources for communicating your vision. • Communicating About Reopening with Families - Toolkit from the Parabola Project with actionable strategies. Sample Remote Instruction Plans Documents mapping out specific steps and components of a school's remote instructional plan: • Uncommon Schools - Remote Learning Plan for High Schools • STRIVE Prep's Remote Learning Expectations • Intrinsic Schools Remote Learning Plan • KIPP Texas's New Normal Instructional Playbook • Distance Learning at Highline PS • Dallas ISD At-Home Learning Website • Wilmette Public Schools District 39 Remote Learning Guide • Indian Prairie School District 204 Remote Learning Plan • Success Academy's Outline for Remote Learning • Miami-Dade County Public Schools Instructional Continuity Plan Sources for Citation and Communications EEF - Best Evidence of Supporting Students to Learn Remotely: Research synthesis on remote instruction to support key messages on the efficacy of remote instruction Remote routines and procedures Our Classroom Routines and Structures for Remote Learning: Planning tool for mapping out remote routines and structures Highline Public Schools "8 Things to Do to Get Ready for School": Maps out specific steps for families and students to take to ensure they are ready for remote instruction		

Power Move 1B: Organize team and adapt expectations, roles, and responsibilities for remote work in ways that have the highest impact on student learning

Move Objective: Ensure team has clarity on remote responsibilities and outline clear expectations for remote work		
Early	Developing	Advanced
Create vision for remote working expectations - Set guidelines and expectations for remote work, including reporting hours, methods for communication, technology necessities, etc..	Solicit feedback from stakeholders on remote work expectations - Collect data from staff to determine what shifts may be needed in regards to remote work expectations based on changing needs	Based on feedback from stakeholders, execute revised vision for remote work expectations - Make adjustments to remote work expectations to adapt to and align with changing needs of stakeholders
Adapt roles and responsibilities of leadership team to leverage remote instruction expertise - Assess needs of school and strengths of staff, specifically identifying members of leadership team who are proficient in and comfortable with remote instruction, to assign to instructional support roles	Have clarity on adjustments to traditional roles and responsibilities to implement a remote instructional vision - Align on remote instructional roles and responsibilities and prepare to execute together with clear expectations for remote communication (including staff that can be reallocated to support instruction in new ways, e.g., tutors)	Execute effectively on remote instructional roles and responsibilities - Execute with clarity new responsibilities and coordinate actions with teammates both synchronously and asynchronously, using feedback from staff and students to adjust roles as necessary
Assign clear roles for non-instructional support staff - Outline clear roles and expectations for remote work for non-instructional support staff (e.g., guidance counselors, attendance clerks, deans of operations, etc..)	Provide clarity to non-instructional support staff on adjusted roles and responsibilities to implement a remote campus vision - Provide non-instructional support staff the necessary tools needed for their role (e.g., technology and connectivity) and training on how to execute remote responsibilities	Guide non-instructional support staff to effectively execute on remote roles and responsibilities to support implementation of remote campus vision - Provide support to non-instructional support staff to effectively execute on remote roles and responsibilities and provide a mechanism for giving and receiving feedback to and from staff to modify roles to changing needs
Examples, resources, and tools to help make the shift Remote Work Expectations Leander ISD - Remote Work Protocol: Guidelines for remote work expectations for instructional and non-instructional staff Roles and Responsibilities Descriptions of remote work responsibilities for instructional and non-instructional staff Leander ISD - Teacher Job Description, Remote Work Addendum Leander ISD - Salaried Employee Job Description, Remote Work Addendum Leander ISD - Hourly Employee Job Description, Remote Work Addendum Tools Critical Tools to Support Distance Learning - LINC Learning resource with specific tools for remote working and learning.		

Power Move 1C: Develop remote structures and systems for collecting and sharing information to support planning with data on a regular basis (e.g., calendars, schedules, grading policy, instructional approach, etc.)

Move Objective: Create and implement clear structures for remote communication across teams		
Early	Developing	Advanced
Leverage data from previous school year to craft remote improvement plan - Create remote campus improvement plans prior to the start of the school year using spring data and anticipate unfinished student learning from the previous school year and means for clearly diagnosing needs	Compile student and family data to adjust remote campus improvement plan - Leverage student and family survey data on remote instruction and community building to assess ongoing and changing needs	Revise remote campus improvement plan and execute based on data - Incorporate student and family survey data, formative assessment data, and data from teacher observation cycles to adjust and implement revised remote campus improvement plan
Hold weekly data review meetings with instructional leadership team - Hold weekly data review meetings synchronously (when possible) with instructional leadership team focusing on instructional and culture data points	Hold weekly remote meetings to review strengths and challenges of remote instruction and community building - Have standing agenda items in weekly, synchronous leadership team meeting agenda that allow instructional leaders and/or teacher coaches to share trends, strengths, and problem solve common challenges with remote instruction and community building	Hold weekly instructional leadership team meetings with co-observations of recorded synchronous lessons and analysis of formative student assessment data - Co-observe recording of synchronous lesson with instructional leadership team and align on teacher feedback and next steps based on observation and formative assessment data from the lesson
Create protocol for how to use shared digital platform for synchronous and asynchronous work - Created protocol outlining expectations and use of tools for cloud-based sharing, including shared calendar, video conferencing tools, and learning management system and include guidelines around protecting student data	Effectively use shared digital platform for synchronous and asynchronous work - Collaboratively and proficiently use online shared calendars and other cloud-based tools to coordinate and communicate	Hold staff meetings synchronously and leverage cloud-based platform for shared experience - Include shared digital agendas, recorded meeting minutes with action steps and follow-up techniques in team meetings
Adapt meeting structures and cadence to a remote setting - Drive remote meeting agendas by school goals, set at a regular occurrence, follow agreed upon norms, and share protocol for remote meeting structure with staff	Revise meeting structures and cadence so that all teammates can predict and prepare for meeting cycles that seek to improve performance - Place well defined meetings (e.g., teacher coaching meetings, data meetings, operations meetings, student support meetings, etc..) on calendar well in advance with structured agendas, method for meeting, and share clear roles for preparation and participation in advance	Hold data-driven, synchronous feedback meetings with instructional leadership team - Identify strengths and areas of growth for instructional coaches based on student achievement data and teacher observation data and embed opportunities for instructional coaches to practice providing teacher feedback
Examples, resources, and tools to help make the shift		

Staff Communication

[Sample Weekly Communications to Teachers & Staff](#): This template from Instruction Partners outlines a draft staff communication that can be used on a regular basis to update teams and the full staff on progress toward goals and key priorities.

[Puget Sound Communications Templates](#): Templates for remotely communicating with staff and families

[Communication Engagement Plan and Calendar](#): Transcend provides a template to create a plan that works with your community and family

[Master Schedule and Facilities Plan](#): Transcend provides a planning template as you work to create schedules

[Sample Distance Learning Schedule](#): Altitude Learning provides sample schedules serve as a starting place for thinking through balanced days and weeks in a way that is age-appropriate for each grade band

[Parent Remote Learning Readiness Survey](#): LINC Learning shares a template to survey parents to know their readiness

District Actions to Support These Moves

- ☐ Place school leaders with the most remote learning experience in highest need schools.
- ☐ Provide opportunities for ongoing support and coaching of the campus leader with specific support dedicated to leading instruction in a remote setting and personalize growth plans for improving as instructional leaders in the remote space.
- ☐ Provide campus with adequate funding and dedicated resources specifically for technology and technology learning tools, with sufficient control over budgets to ensure access to necessary resources for implementation of plans.
- ☐ Support principals by protecting their time dedicated for remote instructional leadership and offer principals support on removing barriers to effective remote instruction.
- ☐ Leverage technology to capture and analyze school performance data or allow the school to determine a platform that will allow them to do this so that leaders can make quicker decisions to improve school performance.

Focus Area 2:

Highly-Effective and Well-Supported Teachers

Focus Area 2: Highly-Effective and Well-Supported Teachers

Effective teachers are recruited, selected, and assigned based on campus needs and are provided with targeted professional development to build instructional capacity.

Remote teaching and learning requires educators to work and teach in new ways. Given this, the rapid shift to remote learning has required educators to quickly build and implement new skills quickly, and schools must be able to help teachers understand and develop in response to needed changes. In addition, the development of these new skills through ongoing professional learning and coaching also needs to be provided through effective, engaging online means that support the transfer of new ideas into practice. Leaders of remote learning need to shift their people practices and support strategies to reflect these new demands.

Key remote Power Moves for this area include:

- A. Clearly define and operationalize expected teacher competencies for remote instruction in talent systems (e.g., recruitment, observations, coaching, etc.)
- B. Provide ongoing professional development to support the skill building of remote teaching aligned to instructional materials and remote community building
- C. Recruit highly effective teachers with remote instructional experience and/or comfort
- D. Allocate high-performing teachers to the remote classrooms and grade levels where the most support is needed

Each move is further broken down in detail by stage (early, developing, and advancing) in the section that follows. Based on where you are, explore what key Power Moves might look like by stage to drive change and improvement. Each move also has a set of resources that you can use to put the move into action in your school.

Power Move 2A: Clearly define and operationalize expected teacher competencies for remote instruction in talent systems (e.g., recruitment, observations, coaching, etc.)

Move Objective: Define and align systems and development strategy around a common vision for remote learning talent		
Early	Developing	Advanced
Define additional baseline proficiencies needed for remote environments - Communicate additional clear expectations for teacher actions and behaviors for online teaching that are used together with existing	Translate existing competency expectations - Integrate/crosswalk remote learning into existing definitions, evaluation tools, and competencies for high-quality teaching and learning	Redefine teaching competencies -Based on feedback from teachers and evolving vision for instruction, rebuild and communicate new competencies and tools to reflect new learnings

evaluation tools and competencies for high-quality teaching and learning		
Create and share vision and expectations for remote observations - Identify and calendar key metrics to monitor and craft a remote observation protocol	Provide guidelines for remote observations - Provide ongoing support to instructional coaches that includes synchronous and asynchronous administrative observation/modeling of meeting facilitation and performance coaching with clear, pre-determined guidelines for remote observations	Base cadence of observations on formative student assessments - Determine frequency of observations based on teacher needs and student results on formative assessments
Create vision for remote selection criteria - Create remote selection process that includes ways to clearly assess comfort with remote instruction, including lesson execution, planning, and the creation of class norms and systems (e.g., managing learning tools or a learning management system)	Execute on vision for remote selection criteria - Hold virtual, synchronous interviews with prospective candidates that include lesson execution, assessment of comfort with remote instruction, and remote classroom management	Revise remote selection criteria based on evolving needs of the school - Revise remote selection criteria based on changing needs of the school and reflections on remote selection process after execution
Examples, resources, and tools to help make the shift <u>Defining Educator Competencies:</u> Dallas ISD Rubric: Defines five domains and 20 high-leverage teacher and student actions which distinguish effective personalized learning environments across four levels of proficiency Dallas ISD Distance Learning Progression: Tool that identifies the necessary system, leader, teacher, and student actions when operating in a full-time distance learning instructional model Michigan Virtual Learning: Teacher continuity readiness rubric that maps out different components of a virtual learning environment <i>*referencing best practices not endorsing the CC standards</i> Aurora Institute: Blended learning teacher competency framework that can be used to help build competencies for teachers in the remote space Blended and Personalized Learning at Work Site: Resource bank that includes educator competencies from multiple innovative systems from across the country Microsoft Education Competencies for Teachers and School Leaders: Interactive resource bank that enables learners to identify and explore various competencies for teachers and school leaders <u>Onboarding Structures</u> Today's One Thing for Leaders: Hiring Teachers in a Remote Setting, Part 2 – Teacher Onboarding: Recommendations for remote teacher onboarding TLA's Onboarding Problems of Practice Series: This three part series maps out how to engage new teachers in the why and how to build understanding of the school and community, which is even more important in a remote setting.		

Power Move 2B: Provide ongoing professional development to support the skill building of remote teaching aligned to instructional materials and remote community building

Move Objective: Build the capacity of your teachers to execute high-quality instruction and create culture to engage students remotely

Early	Developing	Advanced
Create vision for and offer professional development on key technical skills - Create staff-wide professional development plans that include training and support of technology skills, including learning management system and platform for synchronous lessons	Create scope and sequence for longer-term high-quality remote professional development - Include adult facilitation, best practices for synchronous and asynchronous remote instruction, and team dynamics in targeted professional development	Create individualized professional development plans for staff that include choice and model remote instruction best practices - Create individualized professional development plans that are developed and implemented to support all staff by offering choice around where, when, what, and how they learn both synchronously and asynchronously
Create and execute assessment for teaching with technology proficiency - Observe and assess teacher proficiency with technology in a remote setting (e.g., comfort/proficiency with learning management system, video conference platform, visual presentations, etc.)	Provide opportunities to practice using remote instructional tools - Provide opportunities to support teachers in practicing the use of necessary technological tools (e.g., comfort/proficiency with learning management system, video conference platform, visual presentations, etc.)	Support teachers to internalize and practice executing instructional feedback from observational cycle - Provide actionable feedback during observation debriefs and provide teachers opportunities to practice in real-time
Compile remote teaching training resources - Identify additional remote learning training resources and make them available to instructional leaders as well as through planned professional learning sessions	Centralize teacher learning materials - Adopt a single tool or platform for organizing and accessing training materials (such as a learning management system) and ensure all materials are housed and improved in one space	Adopt a teacher learning platform - Identify and train all staff on the use of a teacher learning tool that supports individualized development and deliberate practice to build remote teaching skills
Identify a common tool for teacher observations - Use common tools to record, evaluate, and coach teachers both synchronously and asynchronously	Develop campus instructional leaders' proficiency in using remote teacher observation tool - Ensure campus instructional leaders have executed remote observations using predetermined guidelines and tool for assessing teacher performance	Use a shared platform to track and measure teacher performance - Have a shared platform for giving and receiving feedback asynchronously that allows both leaders and teachers to track and measure progress
Execute remote observations - Begin to execute on remote observations with teachers notified in advance of observation expectations	Provide multiple methods for observations that reflect artifacts across the instructional experience - Use shared platform for uploading recordings of lessons when synchronous observations by instructional leaders are not available and have means for sharing and providing feedback on asynchronous student tasks and teacher-created materials	Regularly remotely conduct follow up observations to monitor - Conduct synchronous and asynchronous follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames
Create and execute assessment for teaching with technology proficiency - Observe and assess teacher	Provide opportunities to practice using remote instructional tools - Provide opportunities to support	Support teachers to internalize and practice executing instructional feedback from observational cycle - Provide

proficiency with technology in a remote setting (e.g., comfort/proficiency with learning management system, video conference platform, visual presentations, etc.)	teachers in practicing the use of necessary technological tools (e.g., comfort/proficiency with learning management system, video conference platform, visual presentations, etc.)	actionable feedback during observation debriefs and provide teachers opportunities to practice in real time
Examples, resources, and tools to help make the shift <u>Designing Remote Professional Development</u> Research-Based, Online Learning for Teachers: Research paper by TLA that maps out 6 key quality drivers needed for effective online learning for adults Best Practices - Online Pedagogy: General advice, a variety of course types, and additional tips on student engagement in the online space 5 Ways to Shift In-Person PD Online: Blog post sharing a 5-step approach to shifting in-person PD to online PD effectively and efficiently TLA District Adult Learning Platform Selection Tool: Rubric designed to help leaders select research-based teacher learning tools <u>Personalizing Professional Development</u> Professional Development Strategies to Support Teachers During the Shift to Remote Learning: Blog sharing ways to connect effective, research-based online design to personalizing PD with concrete examples from Dallas ISD 5 Best Practices for Personalized Professional Development: Blog sharing distinct ways to personalize professional development strategically Cedar Rapids BINGO Board: BINGO board enabling educators to select content and learning experiences based on their specific needs Supporting Teachers Flexibly at Cisco ISD: Strategy sharing the various ways that Cisco supports educators in personalized ways Packaging the Experience in a Personalized Way: Slide deck from Dallas ISD illustrating how they creatively package their PD experiences to engage their educators in supportive, personalized ways TLA's Professional Development during School Closures: Suggestions for delivering remote professional development What Does Remote Professional Development Look Like for Online Teachers?: Article outlining professional development experience for educators during COVID-19 <u>Offering opportunities for self-assessment and reflection:</u> Self-Assessment and Reflection Rubric: Strategy illustrating one way to engage educators in reflecting and assessing their current mastery of identified competencies Ways to Build Reflection into PD: Article from Edutopia describing the importance of reflection time, alongside concrete steps to creating it Reflective Practice Guide: Guide from Championing Better Work and Working Lives exploring best practices around reflective practice Dallas ISD Look-Fors: Specific “look-fors” that enable educators to understand what beginning/developing and practicing/achieving looks like in action to further support effective personal assessment Collaborative Reflection Time: Strategy that illustrates how important it is to have specific allotted time for group collaboration and reflection <u>External Training Resources</u> Digital PD and Microcredentials from Digital Promise: A compilation of over 400 categorized online professional development courses <u>Virtual Coaching</u> 6 Tips for Mentoring New Teachers During Distance Learning: Edutopia article offering concrete strategies for remote coaching What Makes a Virtual Instructional Coach Effective?: Infographic on how to effectively coach teachers in a virtual setting Best Foot Forward Toolkit: Harvard project providing best practices for video observation Virtual Instructional Coaching: The ingredients for Success: Guide by BetterLesson mapping out key components needed for successful virtual coaching		

Power Move 2C: Recruit highly effective teachers with remote instructional experience and/or comfort

Move Objective: Ensure incoming teachers have the skills to be effective remote instructors

Early	Developing	Advanced
Determine staffing needs - Determine staffing needs based on current and anticipated vacancies and expertise/comfort in remote instruction	Plan for virtual interviews - Hold virtual interviews that include synchronous and asynchronous demonstration lessons and synchronous formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals	Recruit candidates with remote experience - Explicitly recruit candidates with remote instructional experience and competency
Identify substitute teachers with remote learning skill - Assess existing substitute teachers and sources to understand existing proficiency and skills	Recruit new substitute teachers and sources - Proactively build a pipeline of substitute teachers who are ready to work in remote settings	Maintain and creatively use remote substitute pool - Engage a standing pool of substitute teachers through activities such as tutors and online lesson creators to more dynamically support staffing needs and build remote learning capabilities
Examples, resources, and tools to help make the shift Recruitment TNTP Virtual Talent Systems: Guidance on virtual recruitment, selection, and hiring Today's One Thing for Leaders: Hiring Teachers in a Remote Setting, Part 1 – Active Recruitment and Selection: Recommendations for remote recruitment and hiring How to conduct a remote interview: seven tips for schools hiring teachers: This article maps out steps to take when interviewing educators in the remote space Substitute Teaching Recognizing Substitute Staff During COVID-19: Blog post on strategies to support and work with substitutes during COVID-19 Modernizing the Search for Substitute Teachers: Edutopia article on innovative strategies for identifying substitute teachers		

Power Move 2D: Allocate high-performing teachers to the remote classrooms and grade levels where the most support is needed

Move Objective: Ensure the students who need the most support have access to high-skill instructors		
Early	Developing	Advanced
Create vision for grade-level teacher assignments - Consider content expertise, previous achievement results for both staff and students, remote instructional efficacy, and diversity amongst grade-level and content teams during assignment of staff	Select and assign teacher leaders - Select and assign teacher leaders based on demonstrated track record of student achievement, comfort, and proficiency with remote instruction, and adult leadership skills	Disperse high-performing teachers to the classrooms and student assignments that need the most support - Identify high-performing teachers based on improving student outcomes and willingness to learn and develop, specifically in ways that adapt effective instruction for a remote setting and are dispersed amongst the grade levels

Examples, resources, and tools to help make the shift

[Teacher Team Structures](#): This strategy helps create educator teams to build out curriculum process and scale effective practices

[Trailblazer's Cross Grade-Level Teams](#): This resource shares how working in teams across multiple grade levels allows for flexibility and personalization

[How can strategic staffing better serve students with learning disabilities?](#) Though not focused on the remote space, this user guide maps out creative ways to staff to ensure all students are being supported in effective ways. This can then be translated to the virtual work through innovative means.

[Teacher Leadership in Uncertain Times: Recommendations from Board-Certified Teachers for School, District, and State Leaders](#): This paper shares creative ways to engage teacher leaders to better support students in meaningful ways. It also shares different strategies and approaches offered by Board Certified teachers from across the country.

District Actions to Support These Moves

- ☐ Provide campus with sufficient control over teacher hiring and placement with guidance and support for remote recruitment, including guidance on selection, remote offers and hiring, and onboarding.
- ☐ Create incentives for the strongest teachers to work in the lowest-performing schools and/or means for working with remote students needing the highest interventions.
- ☐ Identify and offer effective tools to assess, select, evaluate, and retain or promote teachers that demonstrate skill in remote instruction.
- ☐ Provide necessary technology, connectivity, and adult- and student-facing materials to ensure opportunities for induction, continued development, and effective execution of instruction.
- ☐ Offer centrally-designed professional learning to build the knowledge, skills, and mindsets necessary for teachers to be effective with remote instruction.

Focus Area 3:

Strong, Positive School Culture

Focus Area 3: Strong, Positive School Culture

School culture aligns with campus vision and values and includes family and community engagement, behavioral expectations, and student support services.

Quickly adjusting to and improving remote learning required a strong cultural foundation of trust, shared understanding of vision, goals, and expectations, and effective support for holistic development and the needs of students and staff. Creating this remote school culture requires frequent communication between families and staff, access to technology and connectivity, and inclusion of staff, student, and family input around vision, mission, and procedures. Further, given that student learning at home requires greater self-direction, teachers will need to exert additional attention and effort to build connection with and amongst students and families, as well as develop strategies for ensuring student support services are made available and accessible.

Key remote Power Moves for this area include:

1. Clearly communicate remote vision and expectations with community in understandable, accessible ways
2. Adapt and clearly communicate culture and equitable behavior practices, policies, and protocols for remote instruction
3. Remotely collect and act upon data to assess climate as well as student and family experience and support needs
4. Provide staff training and guidance on how to remotely support the development of student mental health and wellness skills
5. Offer clear and consistent means for all students and families to remotely communicate with staff

Each move is further broken down in detail by stage (early, developing, and advancing) in the section that follows. Based on where you are, explore what key Power Moves might look like by stage to drive improvement. Each move also has a set of resources that you can use to put the move into action in your school.

Power Move 3A: Clearly communicate vision and expectations with community in understandable, accessible ways

Move Objective: Ensure all stakeholders have access to revised vision and expectations for remote instruction		
Early	Developing	Advanced
Adapt mission, vision, and values for remote instruction and community building - Adjust mission, vision, and values to reference remote communication, collaboration, and flexibility, and provide to all stakeholders in their	Solicit input from staff, families, and students on mission, vision, and values for remote instruction and community building - Solicit feedback on mission, vision, and values from all stakeholders	Revise and implement mission, vision, and values for remote instruction and community building - Based on feedback received, make necessary changes to mission, vision, and values to reflect current state and needs of

preferred home language		community
Examples, resources, and tools to help make the shift Remote Campus Vision and Mission Virtual Family Engagement from TNTP: The New Teacher Project's resources on connecting with families in a remote setting Sample COVID-19 Check-In Questions for Families: This resource gives school leaders and student support teams ideas for regular check-ins with families FirstLine Distance Learning Commitments: This school district has outlined its commitments to families during remote learning Remote Campus Expectations Wilmette Public Schools Remote Learning Expectations GEM Prep Online Learning Expectations Strive Prep Remote Learning Expectations		

Power Move 3B: Adapt and clearly communicate culture and equitable behavior practices, policies, and protocols for remote instruction

Move Objective: Create, implement, and train staff in remote behavior practices		
Early	Developing	Advanced
Set clear guidelines and expectations for implementing behavioral protocols in a virtual setting both when working synchronously and asynchronously - Clearly outline behavioral expectations for synchronous learning sessions, engaging on learning management systems, and communicating remotely, and share with staff, students, and families in their home language and in digital formats through multiple channels	Train all instructional support staff in implementing protocol for behavioral expectations in a virtual setting - Provide training to all instructional support staff on implementing remote behavioral strategies and embed opportunities for practice into training	Ensure instructional support staff implement protocol for virtual behavioral expectations with fidelity and assess for revisions as needed - Provide instructional support staff with clear understanding of protocol for virtual behavioral expectations and implement both synchronously and asynchronously; leadership adjusts protocol as needed
Identify digital methods of communication for celebrating both individual and school or class-wide successes - Work with teams and teachers to identify specific ways schools will share success digitally	Share and implement with fidelity digital methods of communication for celebrating both individual, school, and class successes - Ensure all stakeholders (e.g., staff and students) are trained in and familiar with the methods of communicating or celebrating successes	Involve families in celebrating both individual, school, and class successes - Incorporate families in digital methods of celebration, ensuring that they have clear methods for communicating in their preferred home language
Audit and revise existing practices and policies for remote learning and make it readily available in a digital format in multiple languages to all staff, students, and families - Include synchronous and	Consistently implement practices and policies for remote instruction with fidelity, identifying gaps and points for improvement - Ensure staff is clear on remote practices and policies, has been trained, and executes	Provide stakeholders with multiple methods for sharing feedback on remote practices and policies with leadership - Provide stakeholders, including staff, family, and students, with multiple mechanisms for providing feedback, in their

asynchronous schedules, methods for remote communication, detailed outline of remote learning participation expectations, and remote learning work submission policy in practices and policies and share in writing to families in their preferred home language	them with fidelity, and data on implementation are used to identify growth areas	preferred home language, on remote practices and policies based on evolving needs
Examples, resources, and tools to help make the shift <u>Remote Behavior Expectations</u> Example Training for Online Learning Expectations: Training for staff on expectations for online student learning <u>Tools for Communicating with Families</u> Best Messaging Apps and Websites for Students, Teachers, and Parents: This resource identifies some recommended tools for parent communication Engaging Students Without Screens from Possip: This resource helps gives leaders and teams of educators ways to engage families without technology Instruction Partners' Questions to Consider for an FAQ Document: A guide to support your school team to develop an FAQ guide about COVID related questions that families might ask Today's One Thing for Teachers: Remote Family Engagement: This resource gives advice on how to engage families and what resources can be used to accomplish this.		

Power Move 3C: Remotely collect and act upon data to assess climate as well as student and family experience and support needs

Move Objective: Administer remote climate surveys to staff and families to ensure appropriate supports are provided		
Early	Developing	Advanced
Craft/adopt and administer initial climate survey to assess remote support needs of staff, students, and families - Administer climate survey in preferred home language and include student, staff, and family responses on key climate indicators, reflections on remote instruction, and identify changing support needs, such as technology in the home, mental health supports, and home safety	Administer climate surveys on an ongoing basis (at least quarterly) to all staff, students, and families and use data to iterate on plans and supports - Ensure all stakeholders complete climate survey in their preferred home language and analyze data from climate surveys to address evolving needs of stakeholders and to support safe remote learning environments	Conduct qualitative focus groups and/or interviews with a representative sample of the staff and student population to get deeper feedback - Recruit and conduct structured individual or group-based interviews with stakeholders, paying particular attention to data that can shed light on equity challenges as well as from stakeholders commonly underrepresented or with lower access to communication channels
Train teachers and students on protocols for discipline referrals for remote instructional models and share with all stakeholders - Enact clear guidelines and protocols for remote discipline referrals and share with all stakeholders in digital format in preferred home language	Analyze remote disciplinary data for disciplinary hot spots - Analyze remote disciplinary data to determine behavioral trends	Revise protocol for giving discipline referrals based on data analyzed and observation of best remote practices - Analyze behavioral trends from remote disciplinary data to revise protocol for giving discipline referrals to align with current needs and observed best remote practices

Examples, resources, and tools to help make the shift

Remotely surveying families

[An Introduction to Family Engagement from Harvard](#): A remote, independent course offered by Harvard that supports school leaders develop the knowledge, skills, and processes for remote family engagement with their school community

[General Student Family Contact Log](#): A resource to help teams track and monitor family communication

[Remote Learning Family Feedback Survey](#): Concrete resources that support teams of teachers with tracking family engagement and communication

[Rocketship's Care Core and Check Ins](#): Examples of how to connect with families, including templates for phone calls to administer wellness check-ins

[TNTP Covid Support Survey with Sample Questions for Students, Families, and Faculty](#): TNTP designed the following survey questions to help district and network leaders understand what everyone in their school or school system needs during the COVID-19 crisis

Targeted Support for Immigrant Families

[Immigrants Rising - Tangible Support for Immigrant Communities During COVID-19](#): Concrete resources to support undocumented families

Power Move 3D: Provide staff training and guidance on how to support the development of student mental health and wellness skills

Move Objective: Train staff how to identify and support development of students' mental health and wellness skills		
Early	Developing	Advanced
Craft scope and sequence of ongoing professional development opportunities to remotely support the development of student mental health and wellness skills - Create professional development that includes multiple opportunities for skill building for instructional support staff on how to remotely support development of student mental health and wellness skills	Build time into schedules to teach mental health and wellness skills - Embed time into instructional schedules to remotely teach mental health and wellness skills	Provide families with aligned resources to support the development of mental health and wellness skills at home - Provide families with resources in their preferred home language to support development of mental health and wellness skills at home in alignment with what is being taught remotely
Set cadence for regular contact with families to assess and support ongoing emotional, behavioral, and physical needs - Create calendar of when to contact families to hold remote family check-ins to assess and provide support for changing needs in response to COVID-19	Set regular cadence for virtual team meetings to discuss, identify, and create plans to meet and support individual student needs - Craft plans to address individual student needs (e.g., behavioral therapist, mentors, food support, etc.) when necessary and include families and external supports	Integrate health and wellbeing check-ins into ongoing instructional time - Embed synchronous, one-on-one, and small-group virtual meeting time into daily schedule to allow for real-time check-ins with students to assess and support mental health and wellness
Train school-based staff to identify when students should be referred for outside supports - Provide synchronous and asynchronous remote training to instructional support staff with clear guidelines on how to refer students for outside supports (e.g., behavioral	Maintain regular communication with support service staff to assess ongoing progress and needs - Set regular cadence for remote communication with support service staff (e.g., counselors, therapist, etc.) to assess student progress and adjust support to meet changing	Communicate with families on a regular basis to determine at-home progress - Set regular cadence for connecting with families of students receiving outside supports to monitor at-home progress and determine what other supports might be needed

therapy, speech therapy, counseling, welfare check, etc.)	needs	
Examples, resources, and tools to help make the shift <u>Supporting Development of Mental Health and Wellness</u> Texas Project Restore- Trauma informed training series created by the Texas Education Agency TLA's One Thing - Whole-Child Learning in a Virtual Setting: User guide mapping out specific steps, strategies, and resources to support whole-child needs Greater Good - Roadmap of Resources by Grade Level: Resource bank sharing strategies organized by grade level and duration of activity 5 Resources to Support the Mental Well-Being of Your School Community: Article highlighting five key ways to support the well-being of students, families, and communities Supporting Social Emotional Wellbeing: Guide with various considerations, tips, and examples for supporting well-being remotely. Covid-19 SEL Resources: Guidelines, roadmaps, and resources for attending to social and emotional needs during Covid-19. How to Meet Students' Social-Emotional and Academic Needs When Schools Reopen: Four lessons educators can use this fall to accelerate student's learning through social-emotional competencies. Integrating SEL in a Distance Learning World: Resources and tools for translating SEL into distance learning. <u>Trauma Informed Approaches</u> COVID Grief and Loss Resources Brooklyn LAB: Guidelines and resources for how to help students cope with traumatic events Transforming Ed - Trauma-Informed Toolkit: Toolkit featuring various ways to support students through trauma-informed, whole-child practices		

Power Move 3E: Offer clear and consistent means for all students and families to remotely communicate with staff

Move Objective: Create and share plans for clear methods of communication between staff and families in preferred home language		
Early	Developing	Advanced
Set predetermined office hours for when students and families can connect when supports are needed - Create protocol for communicating with staff that includes hours available, methods for communicating both synchronously and asynchronously; post on learning management systems and share with families in their preferred home language	Compile and track data on family communication from online surveys, participation logs, and attendance at virtual meetings and town halls - Analyze and leverage data to adapt protocol for staff and family communication and adjust based on frequency of participation by students and families as well as available methods for communication (e.g., changing technology needs, access to devices/internet, etc.)	Provide families and students with regular, clear, and open lines of communication with staff in their preferred home language - Adjust protocol for communication to meet needs of students and families and make readily available to provide both synchronous and asynchronous support when needed
Identify variety of tools to clearly communicate with families - Identify preferred methods for communicating with families (e.g., phone, email, learning management system, video conferencing, etc.) and ensure all stakeholders have the necessary technology for communication	Provide remote translation services for any and all communication with families who require it - Provide families with methods for communicating with staff by phone, learning management system, email, etc. in their preferred home language (e.g., using online translator services, leveraging bilingual and/or multilingual staff to serve as translators, etc.)	Provide live caption services for families when video conferencing to accommodate various auditory and linguistic needs - During synchronous video calls with families, provide live captions in preferred home language to support clear communication

Provide families and students with training on how to interact with necessary technology - Train families (in their preferred home language) and students on how to access and use learning management system and other necessary technology used for communication, such as video conferencing platforms	Ensure teachers proactively communicate with families on regular cadence to share student progress - Communicate with families in their preferred home language via learning management system, phone calls, and online meetings to share student progress; families have access to their child's formative and summative data to measure and track progress against objectives	Ensure teachers virtually hold quarterly, formal conferences to report on student progress - Enable teachers to hold synchronous conferences with families and students in their preferred home language on a quarterly basis to report on student progress, including participation and formative assessment data
Craft plan for remotely disseminating materials to families and students - Create plan that includes how students and families will access synchronous and asynchronous lessons and any corresponding materials	Ensure families have back-up options for accessing instruction and support as needed - Find ways to flex to family time or potential access issues (e.g., WiFi unavailable); for example, record synchronous lessons to allow all students to access material when unable to attend a synchronous lesson	Provide families with resources for extending and/or deepening learning at home - Provide families with strategies and remote access materials that support conversations about learning as well as opportunities to engage together around content
Examples, resources, and tools to help make the shift Remote communication with families Today's One Thing for Leaders: Connecting Remotely: Guide with tips and resources for how to meet the social needs of school teams and students in a remote environment. Today's One Thing for Teachers: Remote Family Engagement: Guide with tips and resources for how to remotely engage families to support student development and outcomes. National Communications Plan for Returning to School: Roadmap with considerations for communicating school reopening. Communication & Engagement Plan and Calendar: Playbook for planning communications. Communicating Clearly: Communication practices for designing equitable remote learning. Communicating with Stakeholders: Tips and guidance on communicating with stakeholders with the COVID-19 rapid transition. Tools for Educators to Listen to and Learn from Families During COVID-19 School Closures: Guide with strategies and tips for connecting with families during school closures. Panorama Ed - 5 Virtual Learning Resources to Build Connectedness With Students and Families: Toolkit with resources and example strategies to use in the virtual space 5 Virtual Learning Resources to Build Connectedness With Students and Families: Concrete resources for remotely building relationships and connections with students and families Practitioner Toolkit: Communicating About Reopening Measures with Families: Toolkit designed to help teachers and educator leaders understand and develop approaches for a specific problem of educational practice as schools seek to reopen during the COVID-19 pandemic. School System Examples Puget Sound Communications Templates Highline Public Schools - Return to Learn		

District Actions to Support These Moves

- ❑ Provide campuses with best practices for remotely engaging families (i.e., translation services, parent/student surveys, online communication structures, including a parent-facing learning management system and communications channels – and ways to support and train parents on effective use of those tools).
- ❑ Provide data systems to track pertinent remote school culture data (e.g., discipline referrals, attendance, campus climate, family needs, and supporting whole-child development).

- ☐ Provide students with referrals and access to external student support services, including mental health and food services.
- ☐ Ensure that all students have access to safe and conducive home learning environment.
- ☐ Adopt policies and practices that align with and promote positive school culture in a remote setting.
- ☐ Provide campuses with the necessary technology and at-home connectivity for students to engage in remote learning.

Focus Area 4:

Highly-Quality Instructional Materials

Focus Area 4: High-Quality Instructional Materials

Curriculum, relevant materials, and assessments are standards-aligned, culturally relevant, engaging, rigorous, and accessible for all students.

High-quality, standards-aligned instructional materials (curricular content and assessments) are critical to learning success, but even more so in remote environments where students are often navigating materials without support from an in-person teacher. Given this, leaders must ensure their existing curriculum can be effectively used in digital formats; if not, it must be adapted and/or replaced to meet remote instructional needs. Further, given students may have different levels of readiness and mastery or, depending on learning modality, pace through learning materials at different rates, it's critical that materials — core and supplementary — are clearly organized around standards and stored in a central location to focus student attention on learning rather than content navigation. Finally, when planning for assessments and collecting data online, it's important to ensure student privacy and accuracy.

Key initial remote Power Moves for this area include:

1. Define and disseminate clear remote curriculum plans and guidelines to instructional staff
2. Evaluate, adapt, and organize accessible, high-quality standards-aligned instructional materials to digital format for synchronous and asynchronous remote instruction of all students, including students who are learning English and students receiving special education services
3. Identify remote policies and practices that protect student data and privacy
4. Identify standards- and curriculum-aligned assessment tools that support measurement of mastery
5. Provide content, curricular, and grade level -specific professional development with embedded best practices for remote teaching

Each move is further broken down in detail by stage (early, developing, and advancing) in the section that follows. Based on where you are, explore what key Power Moves might look like by stage to drive change and improvement. Each move also has a set of resources that you can use to put the move into action in your school.

Power Move 4A: Define and disseminate clear remote curriculum plans and guidelines to instructional staff

Move Objective: Create and share standards- and curriculum-aligned instructional plans		
Early	Developing	Advanced
Create plan for remote instructional materials - Create and disseminate remote instructional plan that clearly articulates expectations for core standards-aligned	Plan collaboratively, with teachers in similar content/grade level bands - Create opportunities to collaborate across the school, district, region or state to	Design and personalize courses with consideration for student interests, aspirations, and needs - Use data on student achievement and interests to identify opportunities to

curriculum to be used, scope and sequence, assessment schedule, and mode to be used for remote delivery	strengthen plans for remote instructional materials	modify curriculum for cultural relevancy and/or learner choice
Examples, resources, and tools to help make the shift Webinar Series- Adapting or Adopting Remote Resilient Curriculum: Series created by Texas Education Agency, in partnership with Instruction Partners to support school districts as they consider how to adapt their current curriculum or adopt new curriculum for remote learning environments for SY20-21. Addressing unfinished Learning after COVID-19: This tool presents curriculum leaders and staff with an instructional framework for addressing unfinished learning and learning losses, as well as a review of essential skills and content in English language arts and mathematics to support access to grade-level content in key grade transitions for all students. Sample Pacing Guide for Tier 1 Instruction: Instruction Partners provides a process for adjusting a curriculum's scope and sequence, as well as a sample adjusted pacing guide for Tier 1 instruction, based on unfinished learning due to COVID-19. Open Educational Resources Wide Open Schools: Wide Open Schools is a site that allows teachers, school leaders and families sort through activities, learning tools, and educational resources that support learning at home or at school Uncommon Schools Curriculum: While Uncommon operates schools in the Northeast, they have opened their curriculum and resource library for anyone in the country to use		

Power Move 4B: Evaluate, adapt, and organize existing accessible, high-quality standards-aligned instructional materials to digital format

Move Objective: Ensure all instructional content is accessible in digital format and is made readily available on learning management systems		
Early	Developing	Advanced
Identify and align high-quality digital/online instructional materials with standards - Teachers and students use a core set of grade-level digital/online instructional materials that are standards-aligned and meet accessibility standards	Adapt/adopt additional supplementary remote instructional materials based on student need - Augment core set of standards-aligned remote materials to supplement content based on student need, interest, and or aspiration ensuring all resources are centrally accessible and organized together in one online space	Leverage Open Educational Resources (OER) to modify remote instructional materials - Use high-quality, standards-aligned OER to replace and/or supplement curriculum to support curricular modification (preserving rigor) and allow for students to collaborate, work at their own pace, and access additional digital/online resources and tools for learning extension
Audit existing resources in use and organize resources - Develop a complete picture of all materials — core and supplementary — in use, organizing log-ins and access in one space (e.g., website)	Use a Learning Management System to centralize instructional materials - Adopt a single tool or platform for organizing and accessing all core instructional materials (such as an LMS) and provide training to staff, students, and families	Integrate supplementary tools and systems - Ensure all materials, core and supplementary, can be accessed from single LMS that supports single-sign on and data integration
Examples, resources, and tools to help make the shift Texas Home Learning 3 (THL3): Texas educators can use Texas Home Learning (THL) fully or in part. It includes access to high-quality, TEKS-aligned instructional materials for prekindergarten through grade 12, technology, and professional development opportunities to support implementation for in-person and remote settings. Webinar Series- Adapting or Adopting Remote Resilient Curriculum: Series created by Texas Education Agency, in partnership with Instruction Partners to support school districts as		

they consider how to adapt their current curriculum or adopt new curriculum for remote learning environments for SY20-21.

[How can I utilize Open Educational Resources to personalize lessons and assessments?](#) This user guide can be used to think through how to break apart, align, and personalize free open content.

Power Move 4C: Identify policies and practices that protect student data and privacy

Move Objective: Ensure student data is protected		
Early	Developing	Advanced
Define a clear policy to protect student data and privacy - Identify and adopt a clear plan for how your community will protect students' information online, train teachers on their role in protecting these data	Ensure all student data is securely organized and communicated - Choose and train staff, students, and families on the use of a central platform for accessing instructional materials and data (e.g., a learning management system)	Commit to interoperability - Adopt a school-level policy that ensures current and new tools are fully interoperable with one another
Examples, resources, and tools to help make the shift Student Privacy EFF Student Privacy Considerations: Considerations for student privacy derived from case studies Video Conferencing Tools in the Age of Remote Learning: Privacy Considerations for New Technologies: Guidelines for ensuring student privacy when video conferencing Privacy Considerations Checklist: Comprehensive checklist to ensure privacy during remote instruction and community building TEA FERPA and Remote Learning Guidance: FERPA aligned guidance from TEA on how to ensure student privacy		

Power Move 4D: Identify standards-aligned assessment tools that support measurement of mastery

Move Objective: Create and remotely deliver standards- and curriculum-aligned assessments		
Early	Developing	Advanced
Adopt assessments designed for remote delivery - Create protocol for remote assessments, which includes standards-aligned content and clearly outlined criteria for student data security, privacy, and accuracy	Adopt assessments that allow for mastery-based progression - Adopt standards-aligned remote assessments that support individual progression and progress monitoring at the pace of the learner, with teachers adapting instruction and focusing on students that need additional touch points	Leverage remote assessments to give students multiple ways to demonstrate mastery - Adopt curriculum-integrated assessments that enable students to demonstrate mastery through multiple means, including performance tasks
Examples, resources, and tools to help make the shift Texas Home Learning 3 (THL3): Texas educators can use Texas Home Learning (THL) fully or in part. It includes access to high-quality, TEKS-aligned instructional materials for		

prekindergarten through grade 12, technology, and professional development opportunities to support implementation for in-person and remote settings.

[3 Principles of Assessment](#): Achievement Network provides three guiding principles for establishing a strong assessment system

[Principles for Effective Assessments](#): CRPE shares outlines steps districts and schools can take as they approach testing

[Summative Assessment during Distance Learning](#): Edutopia provides ideas for teachers to use to assess students

[Formative Assessment Tool: Exit Tickets](#): This strategy provides an easy way to access quick data from students on a daily basis around their mastery of content.

[Pre-Unit Diagnostics](#): This resource is focused on the importance and implementation of pre-assessment to drive instructional planning

[Progress Triangulation](#): This strategy covers the importance of looking at student data from multiple angle

[Empowering Ownership of Learning through Monitoring Learning Progress and Goal-Setting](#): This resource shares how important reflecting on learning data and goals are for academic growth

[Providing Pacing Guidance with “Must Do” & “May Do” Tasks](#): This strategy maps out how to implement mastery-based pacing in fun and engaging ways

Power Move 4E: Provide content and grade level-specific professional development with embedded best practices for remote teaching

Move Objective: Ensure teachers receive content, grade level, and curriculum-relevant professional development to support remote instruction		
Early	Developing	Advanced
Provide training on core standards-aligned remote curriculum - Offer professional development to support teachers in delivering adapted or new curriculum in their content area	Articulate a clear set of teacher curriculum planning competencies to guide professional development - Define professional development competencies that articulate teacher efficacy with curricular planning and implementation in remote learning	Personalize professional development based on teacher capacity - Adapt and personalize professional development plans based on student performance and observation data
Examples, resources, and tools to help make the shift ELA Guidelines for Distance Learning Models - This document maps out guidelines around english instruction within the remote space and includes content specific aspirations as well as adjustments for distance learning. Math Guidelines for Distance Learning Models -This document maps out guidelines around math instruction within the remote space and includes content specific aspirations as well as adjustments for distance learning. Today's One Thing for Teachers: Curating Content - This guide shares various ways to both organize and curate content within the remote space and can be used as a tangible support to educators to start building their own remote instructional content.		

District Actions to Support These Moves

- ☐ Provide the campus with a standards-aligned guaranteed and viable remote learning curriculum (GVC) and scope and sequence, as well as the ongoing training and support to adapt, prioritize, and implement the curriculum remotely.
- ☐ Provide access to flexible, online assessments aligned to the standards and the expected level of rigor.
- ☐ Define an annual academic calendar that includes days for school-based virtual professional development activities that align with the

assessment calendar and allow for data-driven reflection.

- ☐ Provide a data assessment platform to capture assessment data by item and student level.
- ☐ Adopt policies that support the effective use of online standards-aligned GVC and assessments.
- ☐ Put in place mechanisms for routinely receiving teacher, student, and family feedback on instructional materials to iteratively inform and improve remote learning.
- ☐ Ensure all students and teachers have access to devices, internet connectivity, and other materials needed for engaging in the GVC from home.

Focus Area 5:

Effective and Relevant Instruction

Focus Area 5: Effective and Relevant Instruction

All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

In remote learning environments, it can be more difficult to feel connected and understand the needs, motivation, and engagement of learners. When designing and improving for effective instruction, educators and leaders must optimize for student-centered learning, high motivation and engagement, and a strong culture with clear communications and high expectations. To do this, they must put in place research-informed practices that: ensure the platforms they use are accessible, well organized, and easy to use; provide active, mastery-focused instruction that is rigorous and aligned to grade level; and, build commitment and engagement through connection to others and personalization to individual needs and interests.

Key remote Power Moves for this area include:

1. Create and disseminate clear expectations for effective remote planning and instruction that integrates research-informed practice
2. Integrate instructional strategies and routines that maximize connection and personalization, support a variety of learning needs (e.g., supports for students who are learning English, receive special education services, etc.), and actively engage students in rigorous grade-level learning
3. Assess student progress regularly through multiple remote means, including using curricular integrated tools, to understand mastery and inform instructional planning
4. Develop system for tracking, planning, and delivering student interventions that address gaps and needs

Each move is further broken down in detail by stage (early, developing, and advancing) in the section that follows. Based on where you are, explore what key Power Moves might look like by stage to drive change and improvement. Each move also has a set of resources that you can use to put the move into action in your school.

Power Move 5A: Create and disseminate clear expectations for effective remote planning and instruction that integrates research-informed practice

Move Objective: Create and implement guidelines for remote teaching and learning activities that support teacher integration of practices		
Early	Developing	Advanced
Design with technology considerations - Explicitly call out technology tools and moves used throughout each lesson	Maximize student engagement and connection - Include multiple strategies for engaging students, creating points for connection, and investing families on	Include effective formative assessments to inform learning - Include online formative assessments and checks for understanding in lesson plans to continually inform and

	remote learning in lesson plans	improve instruction
Ensure rigor, standards alignment - Design lesson plans to foster critical thinking and comprehensive student development aligned to the appropriate standards	Include scheduled synchronous and asynchronous activities - Incorporate both real-time and independent learning along with guidance for families to support remote learning	Adapt lesson plans to include choice, motivation, and student accountability - Allow for appropriate levels of student choice and autonomy along with accountability with rigorous learning activities to increase motivation
Clearly and consistently communicate remote learning expectations - Ensure students are invested in clear expectations for remote learning, which are made accessible online	Ensure families are invested in remote learning expectations - Ensure all families are invested in remote learning expectations, supporting students and families in optimizing home learning conditions	Co-create expectations with students and families - Ensure students and families co-create the expectations and remote learning environment to enable effective synchronous and asynchronous learning
Anchor clear learning objectives in all learning activities - Ensure all synchronous and asynchronous learning activities are clearly stated and connected to learning objectives	Regularly prompt class- and student-level reflection on progress - Reflect on progress towards objectives within lessons and think through strategies for effectively meeting strategies in remote learning	Enable students to regularly reflect and share progress on rigorous goals - Build students' awareness of class-wide and individual progress, regularly reflecting on their learning, setting rigorous goals, and sharing updates with their families
Examples, resources, and tools to help make the shift Lesson planning Escola Concept Virtual School Lesson Structure: Guide for designing a virtual lesson Resources for Remote Learning: UTeach tools to help you focus on learning as you design remote instruction Curated Collection, Remote Instruction: This document from Transcend includes multiple examples of various models of remote instruction. Building student skills for independent learning: TLA's One Thing - Setting Expectations for Individual Work Time: User guide mapping out key components and specific strategies to use when supporting students as independent learners TLA's One Thing - Setting up Systems of Accountability: Guidance, specific strategies, and resources to support students around accountability Strategies that Develop Independent Learning Habits and Accountability: Playlist offering multiple strategies from various schools on how to develop needed habits Strategies that Support Personalized Goal-Setting and Conferencing: Playlist with specific strategies to support students with goal-setting Strategies that Support Self-Directed Learning: Multitude of strategies from various systems around self-directed learning EEF - Strategies for Working with Parents to Support Children's Learning: Brief research guide Remote instructional design: LINC - Critical Tools to Support Distance Learning: Guide with linked tools and resources for remote instruction Impact Public Schools - Scholar Schedule: Illustrates the different instructional methods that students receive each day Success Academy K-12 Remote Learning Plan: Guiding principles, schedules, and stakeholder responsibilities for remote learning Turnaround for Children - The New 3 Rs: Strategies focused on building relationships, routines, and resilience Equity Meets Design - Virtual Facilitation Guide: Best practices for conducting virtual facilitation with an equity lens Teach For All - Strong Examples of Virtual Learning and Knowledge: Resource bank of strong examples of virtual learning		

Power Move 5B: Integrate instructional strategies and routines that maximize connection and personalization, support a variety of learning needs (e.g., supports for students who are learning English, receive special education services, etc.), and actively engage students in rigorous grade-level learning

Move Objective: Ensure teachers use remote instructional strategies are rigorous, engaging, and include differentiation, personalization, and necessary supports for all learners		
Early	Developing	Advanced
Create routines and schedules for logging into virtual platforms and troubleshooting technology - Develop consistent routines and troubleshooting strategies for logging into online platforms, ensuring clear communication with students and families	Invest students in routines and expectations for connecting and engaging virtually - Design remote learning routines and expectations to maximize student connection and engagement with peers and teachers	Enable students to lead various remote learning routines - Create remote learning routines co-owned by teachers and students, creating a collaborative and shared community of learning
Design instruction that optimizes for engagement and motivation - Continually implement and improve strategies for engaging and motivating students in remote learning, thinking through the various challenges and opportunities with learning at a distance	Create opportunities for peer connection and learning - Incorporate peer connection strategies (such as small group instruction or group projects) to ensure learning is social and collaborative	Ensure ongoing opportunities for one-on-one connection and timely feedback - Connect with students regularly through one-on-one conferences to develop relationships, support students with individual needs, and offer relevant, timely feedback
Incorporate engaging, high-quality remote learning experiences - Create engaging, standards-aligned synchronous and asynchronous learning experiences	Effectively differentiate based on holistic student needs - Design remote learning experiences to be responsive to and designed based on each student's learning and wellbeing needs	Enable relevant and rigorous learning experiences that promote critical-thinking skills - Design remote learning with academic and cultural relevance and ensure students apply higher-order thinking skills
Design to differentiate instruction and learning based on data - Design lesson plans based on holistic student learning needs and include strategies to address misconceptions	Include additional opportunities to connect with and coach students - Embed opportunities to connect with students in addition to direct instruction, such as small group sessions or office hours, to further connect with students and provide timely and relevant feedback	Schedule regular one-on-one conferences to ensure students are connected and motivated - Schedule one-on-one conferences to connect to and build off of lessons, particularly for students who benefit most from one on-one supports
Provide clear expectations for effective remote instruction - Clearly articulate remote learning expectations for teachers, ensuring alignment and the appropriate supports for implementation	Create a clear process for observations and coaching - Regularly provide feedback through real-time and asynchronous (through recordings) observations of remote learning, minimizing disruptions to online learning	Enable teachers to self-reflect and collaborate with peers to improve instruction - Support teachers in analyzing data, self-reflecting, and collaborating with peers to continually improve remote learning
Examples, resources, and tools to help make the shift		

[Visible Thinking Routines with Thinking Amplifier Apps](#): Table of thinking routines, virtual apps, and how and when to use each

[EL Education - Teaching & Learning Protocols](#): List of digital platforms for guiding student thinking virtually

[Impact Public Schools - Scholar Schedule](#): Illustrates the different instructional methods that students receive each day

[Michigan Virtual - Teacher's Guide to Online Learning](#): Toolkit that explores online instructional strategies

[Student Interest Surveys](#): This resource shares how to learn more about students to build out personalized supports and instruction

[Playlist Building 101](#): This guide maps out key steps to take when building an effective playlist

[Customized Playlists to Keep Learning on Track](#): This strategy shows the importance and implementation of customized playlists

[Creating a Culture of Revision](#): This strategy highlights how vital culture is to true mastery based learning and growth

[Providing Pacing Guidance with "Must Do" & "May Do" Tasks](#): This strategy maps out how to implement mastery-based pacing in fun and engaging ways

Power Move 5C: Assess student progress regularly through multiple remote means, including using curricular-integrated tools, to understand mastery and inform instructional planning

Move Objective: Collect and help teachers act on variety of data to support progress monitoring of student mastery to inform instruction		
Early	Developing	Advanced
Gather data on home learning conditions - Collect data through surveys and 1:1 conversations on home learning conditions	Collect data on whole-child needs, student wellbeing, and engagement - Gather holistic information on students to understand their social emotional needs in addition to their academic needs	Regularly conference one-on-one or in small groups with students - Connect with students regularly in small groups (both homogeneous and heterogeneous groupings) or one-on-one to build relationships, reflect on learning, and identify holistic needs
Create a plan for regularly assessing individual student progress and mastery - Develop cadence and consistent ways to collect progress and formative mastery data through remote assessments	Identify gaps in prerequisite and below-grade-level content - Utilize remote diagnostic assessments to understand prerequisite skills and standards not yet mastered	Enable students to regularly reflect and set goals based on their progress and mastery - Create remote systems to allow students to track and reflect on their progress and mastery as well as share data with their families
Adjust instruction and reteach content based on data - Identify trends in unmastered content and adjust scopes and sequences to include corrective remote instruction	Differentiate instruction, groups, and learning opportunities based on data - Plan data-driven differentiated learning opportunities, such as leveled asynchronous tasks and small group learning	Create learning pathways based on individual student needs - Create online playlists and independent remote learning experiences that can be flexibly designed to personalize learning based on individual needs and mastery
Engage in regular reflection on mastery data and instruction to inform ongoing learning - Provide teachers with dedicated time and systems to enable data analysis and planning	Practice instruction and reteaching, and reflect on recordings of prior instruction - Ensure teachers practice synchronous instruction, review and reflect on recordings, and continually improve remote strategies	Collaborate in PLCs to identify trends in misconceptions and challenges with engagement to improve learning - Ensure teachers meet regularly and virtually with other teachers to reflect and collaboratively improve their practice
Instructional leaders assess trends in data to inform	Instructional leaders examine disaggregated data to	Instructional leaders review mastery and engagement

decision making - Utilize data insights to make decisions, engage the community, and coach teachers	identify priority students and groups - Disaggregate data across multiple types of groups to prioritize resources and ensure equitable learning	trends in data to provide evidence-based feedback to teachers - Provide feedback and coaching to teachers based on holistic data, including academic mastery, remote learning culture, and engagement
Examples, resources, and tools to help make the shift Leveraging Data CSDE Assessment, Grading, & Privacy Resources: Guidance and aligned resources on student data privacy, grading practices, assessment, and professional learning Progress Triangulation: This strategy covers the importance of looking at student data from multiple angles Problem of Practice: How to use data to adjust instruction?: This user guide contains multiple strategies around how to use data meaningfully Playlist Data Trackers: This strategy shares how a school created playlist trackers to enable student ownership of data and mastery Empowering Ownership of Learning through Monitoring Learning Progress and Goal-Setting: This resource shares how important reflecting on learning data and goals are for academic growth Assessment Student Choice of Mastery Demonstration: This strategy is focused on how to support students in demonstrating mastery in multiple ways Learner Choice of Mastery Level: This resource shares how flexibility in mastery level can improve time management and ownership of learning Today's One Thing for Teachers: Assessing for Learning: Guidance and concrete resources on how to remotely assesses for progress		

Power Move 5D: Develop system for tracking, planning, and delivering student interventions that address gaps and needs

Move Objective: Ensure student data is leveraged to plan and execute interventions and maintain frequent communication with families to update status of student progress		
Early	Developing	Advanced
Communicate expectations with and schedule regular remote interventions - Schedule and design remote intervention to work within remote environments	Partner with families to ensure quality, effective intervention - Communicate regularly with families to ensure interventions are implemented with fidelity and quality	Codify effective practices for remote interventions - Identify, codify, and share effective practices for remote interventions with other educators
Develop online systems for tracking, reviewing, and planning interventions - Develop online systems that streamline tracking, reviewing, and planning of interventions, ensuring all stakeholders are aligned and properly collaborating	Create consistent cadence for reviewing and sharing intervention data - Ensure RTI teams identify the proper cadences for reviewing, sharing, and acting on intervention data	Ensure families can access intervention data and progress - Fully engage and invest families in interventions and regularly access student progress data
Adapt the process for effectively identifying RTI needs based on holistic data - Expand systems for identifying RTI to include remote implementation and holistic student needs (including attendance,	Incorporate whole-child needs, including student wellbeing and engagement, in RTI - Ensure interventions include and support whole-child needs, ensuring students are attending remote learning opportunities, feel	Regularly exit students from RTI based on successful interventions - Design interventions with appropriate implementation, goals, and tracking systems to successfully exit students from RTI when appropriate

emotional, etc..)	connected, and are holistically supported	
Provide frequent feedback on effective technology usage and engagement strategies in lessons - Regularly review and coach teachers to use technology effectively and optimize engagement with remote learning	Provide frequent feedback on rigor and alignment of learning activities - Coach teachers to design for rigorous, standards-aligned remote learning activities, both synchronous and asynchronous	Provide frequent feedback on data-driven differentiation and personalization strategies - Continually coach teachers to use data to understand and design learning opportunities based on holistic student needs

Examples, resources, and tools to help make the shift

General Intervention

[Problem of Practice: Strategic Support](#): This user guide shares specific ways to implement strategic supports for all students

[EdResearch for Recovery - Academic Supports for Students with Disabilities](#): Insights and strategies for providing remote supports.

[Pre-Unit Diagnostics](#): This resource is focused on the importance and implementation of pre-assessment to drive instructional planning

[Formative Assessment Tool: Exit Tickets](#): This strategy provides an easy way to access quick data from students on a daily basis

Small Group Instruction

[Transcend - Small Group Instruction at Van Ness Elementary School](#): Guide with considerations and linked resources for designing virtual small group instruction

[Transcend - Daily Small Group Instruction at Impact Public Schools](#): Guide with considerations and linked resources for designing virtual small group instruction

[Small-Group Instruction & Differentiation in Remote Learning](#): This article shares advice and examples of what effective, remote, small-group instruction and differentiation looks like

RTI

[Loudon County Data-Driven RTI/MTSS process](#): Guide for entry and exit criteria to determine RTI status

Complex/Special Learners

[Special Education, IEPs, and Coronavirus: FAQs](#): Understood.org is a national non-profit organization that supports families with understanding their children's unique learning and development needs. This resources provides guidance for school administrators to better understand IEP services in the remote setting

[New Strategies in Special Education as Kids Learn From Home](#): Edutopia has provided some guidance with specific advice about how schools can support students with special needs for learning at home

[Specialized Support for Students with Diverse Learning Needs Engaged in At-Home Learning](#): TNTP's guidance for remote learning for students with special needs outlines Federal rules and specific resources for schools to support this population of students

[Resources & Tools: COVID-19](#): This resource bank by NCLD includes resources for parents, educators, and students with diverse needs

[Educating All Learners Site](#): This site shares resources from a variety of partner organizations all focused on ensuring complex learners are engaging in an equitable education.

Multilingual Language Needs

[Supporting multilingual learners \(MLLs\)/English language learners \(ELLs\) during the COVID-19 Shutdown](#): This TNTP resource gives school leaders curriculum resources, strategies and reminders about how to support students with language needs while school campuses are closed

[RSED English Learners Guidance](#): Rocketship Education has compiled videos and resources to support students and families that have specific language needs

District Actions to Support These Moves

- ☐ Ensure access to high-quality common online formative assessment resources aligned to state standards.
- ☐ Provide online assessment resources and strategies to understand standards-aligned mastery, grade-level readiness, and below-grade-level remediation needs.

- ❑ Create effective systems for identifying and supporting struggling learners to meet grade-level expectations, designed intentionally to understand holistic student needs and home learning environments.
- ❑ Adopt district policies and practices to support effective remote instruction.
- ❑ Put policies and practices in place to protect student privacy and data security.

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