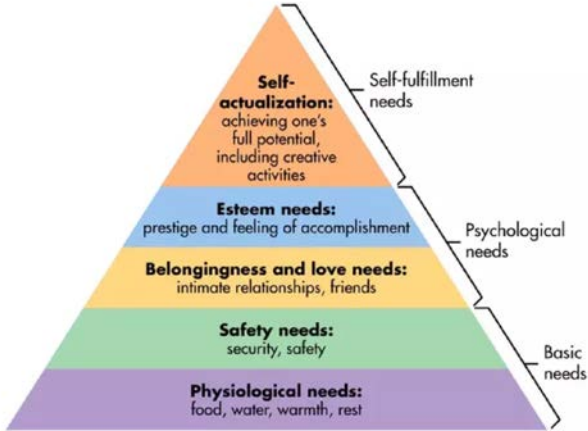




Promising Practices for Secondary Students During Distance Learning

<p>Create the Conditions for Care</p>	<ul style="list-style-type: none"> Understand the role of basic needs (food, water, shelter, rest, safety). Anchor in Maslow's Hierarchy of Needs  <p>The diagram is a pyramid divided into five horizontal layers, each with a specific label and description. From top to bottom: 1. Self-actualization: achieving one's full potential, including creative activities (labeled as Self-fulfillment needs). 2. Esteem needs: prestige and feeling of accomplishment (labeled as Psychological needs). 3. Belongingness and love needs: intimate relationships, friends (labeled as Psychological needs). 4. Safety needs: security, safety (labeled as Basic needs). 5. Physiological needs: food, water, warmth, rest (labeled as Basic needs). Brackets on the right side group the top two layers as 'Psychological needs' and the bottom three layers as 'Basic needs'.</p> <ul style="list-style-type: none"> Communicate with families about how basic needs can be met via District resources (when appropriate) Start with connection and tending to social and emotional needs Check in with students to see <i>how</i> they are doing before asking <i>what</i> they are doing Follow established Child Abuse Reporting Requirements
<p>Create the Conditions for Connection</p>	<ul style="list-style-type: none"> Engage with families as critical partners* to co-facilitate learning and understand student needs and assets in their home environment Build from student funds of knowledge (e.g., strengths, culture, background, interests, heritage, and language) Prioritize connection and deep learning over content coverage Promote peer-to-peer learning (while honoring "Stay Home, Stay Safe") When possible, have known educators reach out to students and families Use culturally sustaining practices
<p>Understand the Context</p>	<ul style="list-style-type: none"> Student performance will be affected by factors beyond their control (e.g., access to technology, internet connectivity, home environment, illness) Approach evidence of learning with a gracious perspective; minimize the number of assignments - quality over quantity Work with specialists and the student to identify any necessary accessibility supports
<p>Provide Clear Learning Purpose</p>	<ul style="list-style-type: none"> Focus on a few core/priority standards; do not try to cover the same breadth of standards that were expected prior to Distance Learning for All Provide multiple means of representation: explicit prompts for each step, chunk information, preemptively anticipate and answer uncertainties and questions

	<ul style="list-style-type: none"> • Be clear when explaining what you want students to <u>learn</u> (not just what you want them to do); include families in the communication • Be clear about what support students can expect from you as the instructor, as well as how and when it should be requested • Clear, concise communication is critical at the outset; there will be less opportunity to address any confusion that may interfere with student demonstrations of what they know and can do
Define Success Criteria	<ul style="list-style-type: none"> • Give students and families an idea of what success looks like, as they will not have the same access to educators as resources • Provide exemplars of performance at multiple levels so they can see their path to success in terms of intended outcomes • Provide multiple means of response, guides, and reminders • Give previews and alerts when new expectations or procedures are pending • Design rubrics that describe proficiency/sufficiency • When possible, have students define success criteria, identify exemplars, design rubrics and identify their own growth and progress
Establish a Feedback Loop	<ul style="list-style-type: none"> • Focus on descriptive feedback, which gives students and families actionable information that is relevant to the task, pointing out strengths and offering specific information to guide improvement • Ask students and families for feedback: What is working best for you? What could I improve? • Minimize feedback and corrective action to an amount a student can reasonably act on; avoid overwhelming students to limit the emotional impact
Collect a Variety of Evidence	<ul style="list-style-type: none"> • Incorporate multiple opportunities to collect evidence of learning over time (e.g., project-based learning, voice recordings, artifacts, self-assessment, community service projects, interdisciplinary work, student-designed projects, rubrics, anecdotal observations from synchronous classes) • Be flexible and allow students to select the mode of response to match their context, strengths, and interests • Families with mobile devices may take photos of work; families with limited technology may describe the student's completed project to the educator in some way, or use drop off sites or self-addressed, stamped mail from the district, as long as safe practices can be maintained. • Pursue multiple pieces of evidence of student learning in relation to learning topics to avoid making a judgment based on a single piece of evidence
Consider the Big Picture	<ul style="list-style-type: none"> • Focus on holistic judgments that incorporate the totality of opportunities to learn and evidence of learning collected • Determine what evidence is needed to earn credit for the Distance Learning for All time period.

* Ensure communication is linguistically responsive. This includes mindful consideration of preferred home language and providing interpretation support. Consider partnership and engagement with community-based partners who provide culturally and linguistically responsive services to students and staff.