Secondary Sample Schedule
6-12 Comprehensive Distance Learning Model

Tool Description:
The following tool gives an overview of the potential configurations of a school day for students grade 6-12 under a Comprehensive Distance Learning model. Configurations may be adjusted to fit both individual student needs but also to fit the needs of the local context.

How To Use This Tool:
As with regular, in-person instruction, educators must be willing and able to adjust based on each student's contexts and needs. During this time, it is even more pertinent to allow educators the flexibility to guide students to move at their own pace and within a schedule that allows for them to be successful in the areas of Teacher-Facilitated Learning, Applied Learning, and Social-Emotional Health.

Sample Resources for Planning: The Resource Hub's guidelines for Distance Learning includes guidance for ELA and Math. SHAPE America provides guidance for Physical Education. Schools should offer courses that span the full breadth of a well-rounded education.

Definitions:
Teacher-facilitated Learning is a synchronous or an asynchronous learning experience planned and guided by a licensed teacher. The experience is structured to develop, deepen, and assess new knowledge and understanding. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets each being structured to focus on the learning target. Synchronous opportunities may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours. All modes should provide students a means of checking for understanding and progressing based on that understanding.

Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. While family support is important, applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning (applied learning resources).

1

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Sample Secondary Instructional Schedules

Additional time for college-level courses and laboratory experiences are allowed.

Grade Level	Teacher- Facilitated Learning (Daily/Weekly) *Must account for at least 50% of Instructional Time*	Applied Learning *Must not account for more than 50% of Instructional Time*	Nutrition and Wellness (snack, lunch, connect, time management, advisory) *Does not count for Instructional Time*
6-8	2 hours, 30 minutes per day 12 hours, 30 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
9-11	2 hours, 50 minutes per day 14 hours, 10 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
12**	2 hours, 45 minutes per day 13 hours, 45 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended

Planning for Comprehensive Distance Instruction

- Ground content in relevant, **culturally affirming, responsive and sustaining pedagogy.**
- Develop daily/weekly plans aligned to Oregon content standards - focus on foundational and prioritized standards, principles of Universal Design for Learning (UDL), and backwards planning.
- Determine **success criteria** that students will need to demonstrate in class, small groups, or 1:1 to show their proficiency with essential standards.
- Explicitly discuss learning targets. Targets should connect to what students have previously learned, build on prior knowledge, and integrate with other content areas.
- Plan to differentiate for student needs (students identified as TAG, students experiencing disabilities, emergent bilinguals, etc.).
- Create assessments and plan assessments that: are aligned with state content standards; have clear measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or

multiple-choice test, performance); allow students to select from a menu of options; are portfolio-based; and are not reliant on a student's ability to use technology.

Technology Planning

- Create training for students and families in use of online class tools and structures.
- Share and post class plans, weekly calendar, recorded lessons and resources with families and establish times for check-ins and connections.
- Create a folder or homepage that is easy to access that includes learning materials, reference tools, student success criteria, and exemplars for students to reference.
- Storyboard your lessons, and post and present materials in the order students will need them to be successful.
- Record a video of thinking aloud through the skills and content (with visuals) that students may struggle with the most.
- Plan which interactive digital tools geared toward elementary will be most effective for the lesson (i.e., flipgrid, breakout rooms, videos, etc.).
- Determine how students will interact with stimuli (video, materials, text, etc.) to encourage different types of problem- solving (e.g., carefully constructed questions).
- Turn on closed captioning for videos to support student understanding and language development.

Secondary: Sample Instructional Day / Week for a single course

	Teacher-Facilitated Learning	Applied Learning	Culturally Responsive, Mental, Social, Emotional Health
Time	Minimum: 6-8: 2 hours, 30 minutes per day 9-12: 2 hours, 50 minutes per day	Varies	Incorporate throughout all courses

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Strategies	Educators have the professional skills to build life-long learning skills and foster curiosity, creativity, and connection.	Opportunities to apply knowledge and skills builds mastery and critical thinking.	Learning is possible and enhanced through a sense of community and connection.
	- Virtual Instruction using district LMS platform. - Recorded videos - Lessons can be found in the learning management systems. - Pace lesson to include direct instruction (use methods such as 10:2) and time for processing, social interaction, checks for understanding. - Meet with small groups of students or one- on-one outside of the whole group setting to support learning. - Reference the learning target throughout the lesson. - Model a think-aloud of new learning and engage students in the process. - Show success criteria and reference throughout the lesson. - Utilize frequent checks for understanding by stopping and asking questions and having students put learning in their own	- Encourage discussion with each other and at home. - Illustrate to create or demonstrate. - Include summarizing and writing to enhance learning. - Incorporate the use of common household materials. - Inquiry to foster critical thinking. - Encourage remote peer-to-peer collaboration. - Provide clear directions and responsibilities for group work. - Utilize self-assessment and peer assessment tools with group work. - Use checklists and rubrics as success criteria to help students monitor progress against expectations. - Provide numerous times for students to engage in group activities to deepen their thinking and problem-solving skills. - Assignments require students to: ○ organize, interpret, analyze, synthesize, and evaluate	- Maintain schedules and predictable routines but be flexible. - Honor the student environment, harnessing assets including home language, family, and culture. - Integrate culturally sustaining practices. - Regularly brainstorm solutions, including conflict resolution. Educator regularly collects and incorporates student input on class processes. - Create a safe place to discuss fears, worries, triumphs, hopes. - See National Equity Project: Building Rapport. Reminder of social emotional supports available - The Oregon YouthLine: 877-968-8491 (Text- Teen2Teen: 839863, Email- Teen2Teen@LinesforLife.org) - The National Suicide Prevention Lifeline (English: 800-273-8255, Spanish: 888-628-9454) - Oregon 211: dial 211 or 866-698-6155 (Text your zip code to 898211 or Email- help@211info.org)

words. ● Use small groups such as breakout room options to work with various groups of students on differentiated needs. ● Engage students in chats and feedback with attention to pacing to ensure the purpose is met.	information rather than reproduce it; ○ draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and ○ connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.	● The SafeOregon Tip Line: 844-472-3367 (Text- 844-472-3367, Email- tip@safeoregon.com or download the free app) ● The National Institute on Mental Health's child and teen coping strategies for reducing stress related to traumatic events provides guidance for parents and others supporting our students. ● The National Association of School Nurses and National Association of School Psychologists developed a resource for how to talk with students about COVID-19.

Sample Schedule

Teacher Facilitated	Applied/Peer/Family/ Community Learning	Mental, Social, Emotional Health
Monday: Assignments for the week are shared. Office hours with the teacher are announced. Synchronous class and online resources are shared.	**Team projects:** Students work collaboratively to determine questions or define problems based on the project parameters, determine and distribute tasks, determine a schedule for completing	**Monday**: Connect with teachers; share gratitudes/concerns from the week. Affirm that emotions like sadness, anxiety, fear and frustration are understandable, and encourage communication with trusted adults and/or mental health professionals.

The teacher introduces a project, design challenge, learning outcome, and/or essential questions.

Feedback/support should be provided to students throughout the process as needed.

Teacher outlines standards/skill sets to be covered and performance expectations/ success criteria.

Additional materials (e.g. rubrics, videos, content support, etc.) should be included at this time.

Tuesday: Follow up with students who might need more support to engage with the learning. Try to contact students who you have not had success reaching.

Wednesday: Offer office hours for check-ins and provide additional resources to spur successful projects. Monitor student chat. Synchronous check-in.

Thursday: Feedback on student progress to date, office hours, peer discussion space

tasks, and provide opportunities for group discussion.

Individual project: The student determines questions or problems to address within the parameters of the assigned project, determines steps toward completion of the project, and constructs a timeline for completion. (Schedule regular check ins with teacher frequency will depend on the students' individual need for support.)

Work-based Learning: Work-based Learning is defined as structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community professionals that foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field. Examples include: Clinical/Practicum/Internships, School Based Enterprises, Workplace Simulation, Service-Learning and Cooperative Work Experiences. Educators can create opportunities for students to align work experiences that align to course curriculum and provide ongoing interactions with business partners.

Tuesday-Thursday:
peer / family / mentor connections
Suggested mindful moments
Suggested physical activity

Friday:
Check in! How did the week go? Provide opportunity for conversation about how things are going.

Friday: Team/Individual project reflection submitted to the teacher. Include questions, concerns, successes, and challenges. The teacher would use these reflections the following week during office hours to provide feedback to students. The teacher would use this feedback to determine additional ancillary support needed by individuals or students to support learning.		