

Instructional Best Practices for Long-Term Distance Learning

Focus	Putting It Into Practice
Account for Additional Planning	<ul style="list-style-type: none"> ● Provide staff with additional planning time to support the shift in practices, creating detailed instructions for students/families, and the demand for advanced preparation (e.g. having materials ready to copy and send out prior to instruction). ● Add an extra level of detail to coursework instruction. Ensure that every step of an assignment or project has been included (including obvious and assumed steps) and is easy to understand.
Provide Consistency	<ul style="list-style-type: none"> ● Create common templates that can be used across teachers to provide consistency for students and families. ● Provide time for educators to work together in using the templates, building shared practices. ● Create consistency within schedules so students and families become familiar with what is expected at what time/day. ● Provide student choice within structure. For example, provide the same assignment for all students but let the students choose the topic.
Support Families in Planning their Time	<ul style="list-style-type: none"> ● Clarify the time expectations and provide recommended schedules for projects, as students will need help with time management in a remote setting. ● Create daily or weekly lesson plans that can be posted or sent out in advance. ● If students will be receiving copies or paperwork that need to be sent out in advance, allow extra time for this process and delivery of materials. ● Consider creating a frequent, set schedule for transfer of content and materials, including the turning in of paper assignments e.g., weekly.
Create the Conditions for Connection	<ul style="list-style-type: none"> ● Prioritize connection and deep learning over content coverage. ● Build from student funds of knowledge (e.g., strengths, culture, background, interests, heritage, and language). ● Promote peer-to-peer learning experiences. ● Provide essential learning activities that are culturally relevant, meaningful, and aligned to grade level or above academic content standards; consider the context of learning at home when designing activities to leverage the assets of the home environment.
Provide Clear Learning Purpose	<ul style="list-style-type: none"> ● Be clear when explaining student learning targets and outline the purpose for the learning; include families in the communication. ● Be clear about what support students can expect from the teacher during distance learning, as well as how and when it should be requested. ● Honor individual student experiences, building from them to sustain learning and inquiry. Incorporate culturally responsive and sustaining practices.
Show What Success Looks	<ul style="list-style-type: none"> ● Give students and families an idea of what success looks like; co-create success criteria when possible.

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Like	<ul style="list-style-type: none"> • Provide exemplars of performance at multiple levels so students can see their path to success in terms of intended outcomes and design rubrics that describe proficiency/sufficiency. • When possible, have students define what success looks like, 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 in various modes (text, audio, video, etc), 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 improve?
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 asynchronous or synchronous classes). • Conduct frequent low-stakes assessment to avoid making a judgment based on a single piece of evidence and to sustain student motivation and active engagement.