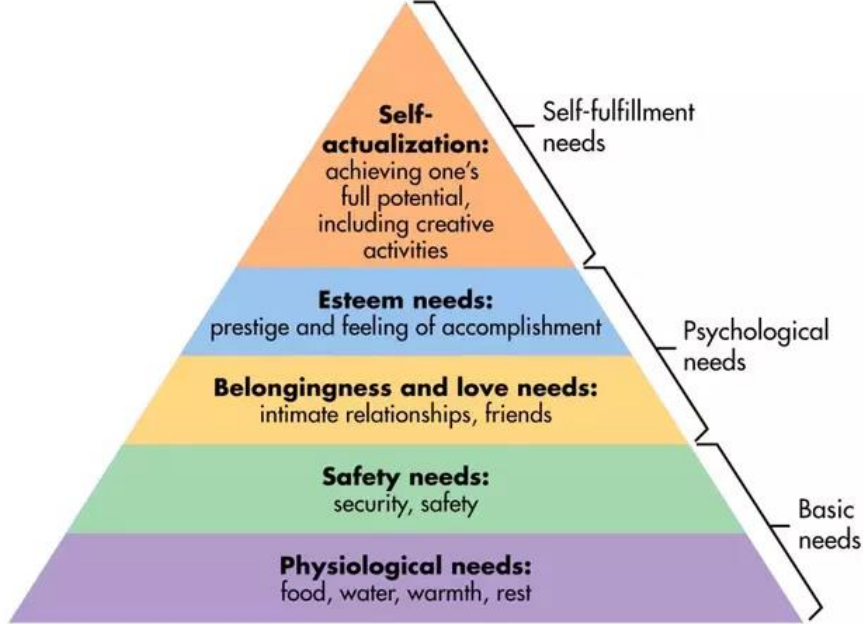


# Promising Practices for K-8 Students During Distance Learning



<p><b>Create the Conditions for Care</b></p>	<ul style="list-style-type: none"> <li>Understand the role of basic needs (food, water, shelter, rest, safety). Anchor in Maslow’s Hierarchy of Needs.</li> </ul>  <ul style="list-style-type: none"> <li>Communicate with families about how basic needs can be met via District resources (when appropriate).</li> <li>Start with connection and tending to social-emotional needs.</li> <li>Check in with students to see <i>how</i> they are doing before asking <i>what</i> they are doing.</li> <li>Follow established <a href="#">Child Abuse Reporting Requirements</a>.</li> </ul>
<p><b>Create the Conditions for Connection</b></p>	<ul style="list-style-type: none"> <li><a href="#">Engage with families as critical partners</a><sup>1</sup> to co-facilitate learning in offline and/or online modes and understand student needs and assets in their home environment.</li> <li>Thoughtfully and intentionally <a href="#">engage community-based organizations</a> as critical partners to co-facilitate culturally specific outreach.</li> <li>Build from student <a href="#">funds of knowledge</a> (e.g., strengths, culture, background, interests, heritage, and language).</li> <li>Prioritize connection and deep learning over content coverage.</li> <li>Promote peer-to-peer learning (while honoring “Stay Home, Save Lives”).</li> <li>When possible, have known educators reach out to students and families.</li> <li>Use <a href="#">culturally sustaining practices</a>.</li> </ul>

<sup>1</sup> 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.

# Promising Practices for K-8 Students During Distance Learning



<p><b>Understand the Context</b></p>	<ul style="list-style-type: none"> <li>• Student performance will be affected by factors beyond their control (e.g., access to technology, internet connectivity, home environment, illness).</li> <li>• Thoughtfully and intentionally engage community-based organizations as critical partners to co-facilitate culturally specific outreach.</li> <li>• Approach evidence of learning with a gracious perspective; minimize the number of assignments - quality over quantity.</li> <li>• Work with specialists, community resource professionals, community based organizations and the student to identify any necessary accessibility supports.</li> </ul>
<p><b>Provide Clear Learning Purpose</b></p>	<ul style="list-style-type: none"> <li>• Focus on a <b>few</b> core/priority standards; do not try to cover the same breadth of standards that were expected prior to Distance Learning for All.</li> <li>• Provide multiple means of representation that fit offline and/or online contexts: explicit prompts for each step, chunk information, preemptively anticipate and answer uncertainties and questions.</li> <li>• 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.</li> <li>• Be clear about what support students can expect from you as the instructor, as well as how and when it should be requested.</li> <li>• 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.</li> </ul>
<p><b>Define Success Criteria</b></p>	<ul style="list-style-type: none"> <li>• Give students and families an idea of what success looks like, as they will not have the same access to educators as resources.</li> <li>• Provide exemplars of performance at multiple levels so they can see their path to success in terms of intended outcomes.</li> <li>• Provide multiple means of access (offline and/or online), response, guides and reminders.</li> <li>• Give previews and alerts when new expectations or procedures are pending.</li> <li>• Design rubrics that describe proficiency/sufficiency.</li> <li>• When possible, have students define success criteria, identify exemplars, design rubrics and identify their own growth and progress.</li> </ul>

# Promising Practices for K-8 Students During Distance Learning



<p><b>Establish a Feedback Loop</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ask students and families for feedback: What is working best for you? What could I improve?</li> <li>• Minimize feedback and corrective action to an amount a student can reasonably act on; avoid overwhelming students to limit the emotional impact.</li> </ul>
<p><b>Collect a Variety of Evidence</b></p>	<ul style="list-style-type: none"> <li>• Provide essential learning activities that are developmentally appropriate for the student; consider the context of learning at home when designing activities to ensure that students have access to the resources needed in home environments.</li> <li>• 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).</li> <li>• Be flexible and allow students to select the mode of response to match their context, strengths, and interests.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Consider the Big Picture</b></p>	<ul style="list-style-type: none"> <li>• Focus on holistic judgments that incorporate the totality of opportunities to learn and evidence of learning collected.</li> <li>• Determine what evidence of essential learning is most critical for future success.</li> </ul>