### Promising Practices for Secondary Students During Distance Learning

#### Create the Conditions for Care

- Understand the role of basic needs (food, water, shelter, rest, safety). Anchor in Maslow’s Hierarchy of Needs.

  - Communicate with families about how basic needs can be met via District resources (when appropriate).
  - Start with connection and tending to social-emotional needs.
  - Check in with students to see how they are doing before asking what they are doing.
  - Follow established Child Abuse Reporting Requirements.

#### Create the Conditions for Connection

- Engage with families as critical partners to co-facilitate learning in offline and/or online modes and understand student needs and assets in their home environment.

  - Thoughtfully and intentionally engage community-based organizations as critical partners to co-facilitate culturally specific outreach.
  - 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, Save Lives”).
  - When possible, have known educators reach out to students and families.
  - Use culturally sustaining practices.

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1 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 Secondary Students During Distance Learning

### Understand the Context
- Student performance will be affected by factors beyond their control (e.g., access to technology, internet connectivity, home environment, illness).
- Thoughtfully and intentionally engage community-based organizations as critical partners to co-facilitate culturally specific outreach.
- Approach evidence of learning with a gracious perspective; minimize the number of assignments - quality over quantity.
- Work with specialists, community resource professionals, community based organizations and the student to identify any necessary accessibility supports.

### Provide Clear Learning Purpose
- 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 that fit offline and/or online contexts: explicit prompts for each step, chunk information, preemptively anticipate and answer uncertainties and questions.
- Be clear when explaining what you want students to **learn** (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
- 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 access (offline and/or online), 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.
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| Establish a Feedback Loop | 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 | 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).  
| | 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 | Focus on holistic judgments that incorporate the totality of opportunities to learn and evidence of learning collected.  
| | Determine what evidence of essential learning is needed to earn credit for the Distance Learning for All time period. |