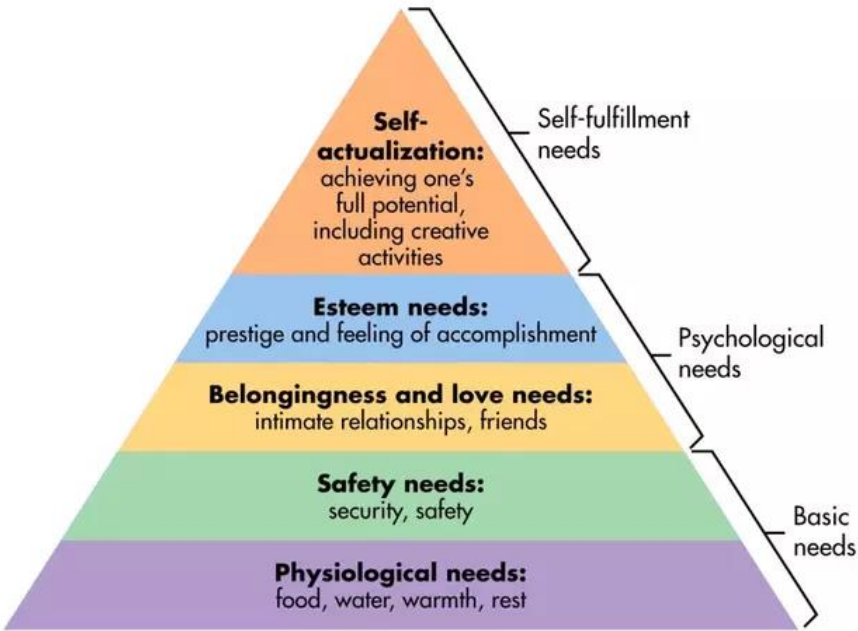


Promising Practices for Secondary Students During Distance Learning



<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.  <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-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 partners¹ 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.

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.

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<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). • 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.
<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 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 <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.
<p>Define Success Criteria</p>	<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 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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<p>Establish a Feedback Loop</p>	<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.
<p>Collect a Variety of Evidence</p>	<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). • 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.
<p>Consider the Big Picture</p>	<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 of essential learning is needed to earn credit for the Distance Learning for All time period.