

# Roles and Responsibilities in Comprehensive Distance Learning

## EDUCATORS



- Build a sense of community and connectedness among students by including individual student voice when determining instructional engagement strategies.
- Connect with students daily through check-ins and/or classroom sessions.
- Deliver teacher-facilitated instruction through live/recorded classroom sessions and/or offline activities; ensure that clear, step-by-step instructions are provided.
- Provide individual and group feedback on assignments in a timely manner that is easily accessible to students, and when appropriate, to parents and caregivers (feedback can be written, video, audio, or live communication formats).
- Create self-directed learning opportunities that are accessible for students and that help them continue to learn (e.g. through productive struggle).
- Create and communicate availability to students, caregivers, and administrators.
- Understand roles of school personnel within each level of instructional programming for students who are emergent bilinguals and students experiencing disabilities.

## ADMINISTRATORS



- Encourage staff to design distance learning courses for deep learning, not just transmission of information or giving out assignments that are not connected to purposeful learning.
- Incorporate time for staff to develop more detailed offline, online, or blended course designs that includes clear instructions, timetables, learning tasks, and student learning outcomes.
- Encourage staff to collaborate and use similar frameworks and platforms to support families/caregivers working with more than one student.
- Provide time and resources for staff to connect socially, practice self-care, and take care of one another.
- Support staff in developing expertise in formative assessment practices and use of Oregon's interim assessments.
- Accommodate for differentiation in offline, online, or blended contexts.
- Promote supportive relationships between staff and students.
- Continue to ensure clear communication is flowing to staff and families/caregivers.
- Provide professional learning opportunities that focus on prioritized standards and assessments, as well as offline and online pedagogy.

## PARENTS/CAREGIVERS



- Review school-specific schedules and guidance from teachers.
- Review districtwide guidance on plans for grading.
- Review any school community messages.
- Support your child(ren) with checking and submitting assignments.
- Contact your child's/children's school(s) if you have questions.
- Families should proactively notify their teacher or a school administrator with any concerns about progress or additional support needed.
- Families should ensure that students are adhering to their school's contract for appropriate behavior on web enabled devices.

## STUDENTS



- Connect with teachers on a regular basis based on your school's specific schedules (Parents/caregivers should review these schedules).
- Participate in offline assignments, online classes, and recorded teacher-facilitated activities, as appropriate.
- Review and complete assignments, whether offline, online, or blended.
- Ask questions or seek support when needed.
- Self-assess your understanding of the learning targets.
- Incorporate feedback from teachers into future work.
- Attend regularly scheduled check-ins with teacher and let them know where you need help/clarification and where things are going well.
- Share your knowledge and interests with peers and educators.