

Elementary Remote Learning Schedule

MONDAY, TUESDAY, THURSDAY AND FRIDAY

Full day, mostly synchronous learning

KEY FEATURES

- Provides daily, district-wide predictability for teachers, students, and families
- Includes 45-60 minutes each day for individual or small group instruction, intervention, acceleration and/or enrichment
- Prioritizes time for literacy and math instruction
- Includes daily time for outdoor activity
- Gives all students 45 minutes of specials
- Morning and afternoon meetings will be an opportunity for application or reinforcement of social emotional learning skills

WEDNESDAY

Asynchronous learning for all with students logging on to complete work assigned to them by their teacher/s. Targeted instruction and additional support will be provided for specific students (in-person and/or virtual).

KEY FEATURES

- Allows for targeted instruction, direct support, and ongoing progress monitoring for students with specialized needs, e.g. students with disabilities, students learning English as a second language, students with specialized learning plans, etc.
 - This support could be offered in-person or virtually depending on the needs of students and their learning goals.
- Provides time for all students to access additional and individualized or small group support from teachers via virtual platforms such as Google Meet or Zoom.
- Provides time for students to engage in asynchronous lessons.

ALL GRADES: ASYNCHRONOUS LEARNING

Early release day: all grades will follow their school's bell schedule.	Students will engage in asynchronous lessons that are designed to be completed independently or in small groups without real-time, direct instruction from a teacher. Social Emotional Learning Specialists will design asynchronous lessons for students to access and interact with during this time. The focus skills will be the five social emotional learning competencies. Teachers will schedule individual or small group support for students based on need (either in person or virtually).
Early release time for teacher planning and professional development.	Professional learning and collaborative planning time for teachers. (NO DIRECT INSTRUCTION FOR STUDENTS)

Elementary Remote Learning Schedule Cont.

SYNCHRONOUS AND ASYNCHRONOUS LEARNING

ROLES AND RESPONSIBILITIES

	Teachers	Students
<p>S Synchronous Learning is learning that occurs in real time, similar to face to face learning in a brick and mortar setting. Both the teacher and the students are online at the same time.</p> <p>Teachers may provide a mini-lesson, demonstration and/or problem for inquiry. It is not expected they are providing direct instruction for the entire synchronous learning block.</p>	<p>Plan and deliver whole group or small group direct instruction (live, pre-recorded to view with students, etc.).</p> <p>Provide “real time” feedback to students as they practice.</p> <p>Provide additional support, reteach or accelerate for students as needed.</p>	<p>Attend class during their scheduled times.</p> <p>Engage in the learning during whole class and small group instruction.</p> <p>Complete learning tasks and/or assignments as instructed by the teacher.</p>
<p>A Asynchronous Learning occurs when students learn the same content or material at different times or locations.</p> <p>Teachers may be providing synchronous, small group reading or math instruction to students who are not being pulled out for specialized instruction or ELD.</p>	<p>Plan for learning opportunities connected to content that students will be able to access and complete independently.</p> <p>Record lessons, videos, etc.</p> <p>Determine what small groups will be seen during this time for “pull out” (ELD, special education, intervention).</p> <p>Determine how students on an ALP will engage in differentiated learning.</p>	<p>Engage in the learning activities or tasks the teacher has planned.</p> <p>Complete assignments or tasks in preparation for synchronous learning.</p> <p>Engage in small group instruction as determined by the teacher or team of teachers.</p>