**APR Transition to Remote Learning**

**Guiding Principles**

* **Big Hearts: prioritize maintaining relationships between faculty, students, and families** during what is likely to be stressful time through consistent and ongoing contact between members of our community.
* **Big Hearts and Focused Minds: provide opportunities for students to engage in learning related activities** that stimulate the minds and hearts, such that students maintain current mastery and avoid practices that could further educational inequities.

# Focused Minds: engage students in learning and thinking through a focus on feedback

(rather than grades) during these uncertain circumstances for students and families.

**Week 1 (March 16 to 20):** prepare Google Classrooms to launch with students this Tuesday/Wednesday [here](https://docs.google.com/document/d/1j4REP9KT0tcvjXO7WM_szONtqLGy3nK6cwzd1J63IOA/edit) are some supports to guide you on to upload videos, documents, and interactive materials. A huge shout to **Walker Anderson** for working with me to develop this document. He’s the primary author and has been working on it since Friday. THANK YOU!

Department chairs are also testing out various apps that may work to enhance Google Classroom. More to come!

Students and families will undoubtedly have questions about assessments, requirements, grades, and promotion and we are particularly mindful of our seniors as their time at APR draws to a close. More information will be forthcoming as we work with DESE and other school leaders to put a consistent response in place. We ask that you please be patient with us as we work out the details, and as we learn more of the expectations across other schools during this temporary closure.

**Weeks 2-6 (March 23 to April 17): Our goal with this remote learning plan is for all students to continue engaging in learning and with our community.** Our hope is that giving everyone’s days **structure embedded with flexibility** will provide routine and comfort during these uncertain times. Moreover, we hope a determined focus on feedback will strengthen and deepen student mastery of content and skills already taught this year.

**APR Approach:** Asynchronous online learning with a focus on leveraging feedback to continue and deepen student mastery of core academic content and skills.

**Rationale:** We strongly encourage students to participate in virtual learning on a daily basis to help prevent lost learning time and to allow for continuous practice of skills. We know one of the biggest challenges we will face in this new format will be engagement and support for all

students. Students have computer and online access but potentially not at the same time. Thus, asynchronous online teaching best meets the needs of our students and families. And we will work with our learning specialists to look for new ways to support students. Assignments cannot be counted as a grade at this time but we want to ensure we track completed tasks and provide students with feedback to help them continue to learn and grow.

# What this looks like over the course of a week:

* **Mondays:**
  + Update Student Academic Engagement Tracker by 8am
  + Virtual Advisory Circle
  + Advisor individual virtual student check-ins
  + Post the weekly video message to your class pages
  + Grade Level Meeting

# Tuesdays and Thursdays:

* + ELA and Science video/voice lessons and tasks are posted by 9am
  + Office Hours

# Wednesdays and Fridays:

* + Math, History, and Foreign Language video/voice lessons and tasks are posted by 9am
  + Office Hours

The video/voice lessons provide instruction and clarity for the whole class. Students are able to access the lessons at times convenient to them and able to review them more than once.

Students are spending 2-3 hours daily reviewing lesson material, teacher feedback, and completing new tasks as well as participating in office hours as needed.

APR remote learning will be anchored in **Google Classroom**, to allow students the opportunity to complete work on a flexible schedule, paired with **Google Hangout** or **Zoom** to create

real-time interaction with teachers and students, along with more targeted, individualized support through virtual Office Hours.

Our focus on **Deeper Learning Tasks** so that, to the greatest extent possible, we ensure student engagement and build on the mastery of skills taught this year. We should assign tasks that continue to provide students opportunities to build and refine knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. **Thus, as you wrap up your current unit, develop end of unit tasks that can be worked on in chunks and submitted over time and are**

**embedded with opportunities for multiple rounds of feedback. Our focus during this period of remote learning will be on providing students individualized feedback**. Feedback is a research based practice with the power to have a significant impact on student learning. In fact, feedback, based on research from John Hattie, is the highest level tool teachers can employ **and** one we can still effectively implement remotely.

Feedback aims to bridge the gap between prior or current achievement and the success criteria. Feedback can “provide cues that capture a person’s attention and help him or her to focus on succeeding with the task; it can direct attention towards the processes needed to accomplish the task; it can provide information about ideas that have been misunderstood; and it can be motivational so that students invest more effort or skill” (Hattie & Timperley 2006, as cited in Hattie 2012b).

# Weekly Expectations

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| **BIG HEARTS** | |
| **Advisory Circles** | Lead weekly online circles led by Advisors on Mondays.  **Purpose:** maintain community and peer to peer connections. In the principals’ weekly emails you will find suggested prompts and activities. **Logistics:** Monday meeting time will be determined by Advisor and Advisory group. Use Google Hangout or Zoom. Please remember to share and follow community norms.  ***Suggestion:*** use Doodle Poll to find the best time for most people |
| **Advisor Check In** | Make weekly advisor one-on-one phone calls on Mondays.  **Purpose:** check in with students one-on-one to see how they are doing. Follow up on their general engagement with school and/or needs (food, internet access, etc). Review the **Academic Engagement Tracker** prior to reaching out to see feedback from core subject teachers.  **Logistics:** create a schedule to check in with all your advisees every Monday. Record needs on the **Academic Engagement Tracker**. See links in weekly emails from principals. |
| **Weekly GL Team Meeting** | Participate in weekly online Grade Level meetings.  **Purpose:** weekly team meeting to maintain adult community, share best practices, and follow up in students.  **Logistics:** meetings will be co-facilitated by the principal and grade level chair. Meeting time will be set by principal in consultation with grade level team members. |

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| **FOCUSED MINDS** | |
| **Weekly Learning Tasks** | 1. Post a weekly video/voice memos to the whole class to maintain connections and set the purpose for the week. 2. Post video/voice mini-lessons and two deeper learning tasks (follow rotation set up between subjects). 3. set weekly learning goals with students aligned to your deeper learning tasks.   In addition, to the deeper learning tasks you may have warm up questions/do nows, fluency exercises, exit slips, etc. These items will not be graded but they do provide purposeful opportunities to practice.  Avoid a laundry list of tasks on multiple different platforms. Learning Specialists will reach out and provide **daily** IEP services to support access and engagement.  **Purpose:** we want to continue to stimulate the minds and hearts, such that students maintain current mastery and avoid practices that could further educational inequities.  **Logistics:** Length of videos should be 4-6 minutes for middle school and 10-15 minutes for high school. The deeper learning tasks should be tasks that can be chunked into smaller pieces that can be submitted for feedback. *Examples include:* research papers, essays, lab reports tied to simulations, three act math problems. |
| **Focus on Feedback** | Provide weekly descriptive feedback to students on the deeper learning tasks on the days you are not posting lessons and holding office hours. With your feedback:   * define for students, “Where am I going? What is my goal?” * provide input on their process and current work product to answer the question of, “how am I doing?” * share with students what’s next for their development. **Purpose:** feedback aims to bridge the gap between prior knowledge/current skill levels to higher levels of mastery.   **Logistics:** Provide digital feedback on any student work submitted, ideally within 48 hours of submission. |
| **Office Hours** | Provide stated, consistent times for office hours on Google Hangout. The expectation is for 4 hours weekly. Students can opt in as needed. You can also use it as a time to talk through the feedback you’ve provided.  **Logistics:** please coordinate the timing of your office hours with the Grade Level Chair. ELA + Science on Tues. and Thurs.; Math, History, + FL on Wed. and Fri. |

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| **Learning Specialists & Related Service Providers** | Learning specialists should check in **daily** with students on their caseload, share assistive technology and provide [certain] services at home where appropriate. Suggestions for implementation:   * Schedule three 45 minutes small group meetings per day with differentiated groups of students to work to support students with daily academic assignments (or some version of this). * Learning specialists should log all contact attempts/services provided to students into the log that Alex previously shared with you. * Learning specialists should continue to provide accommodations and modifications to student work. * Learning specialists should continue weekly consults with gen-ed teachers.   Related Service providers should provide weekly sessions for students on their caseload.   * RSPs will schedule individual weekly check-ins with students on their caseload (or small group for speech/OT). * RSPs should continue with consults as scheduled. * RSPs should log all contact attempts/services provided to students into the log that Alex previously shared with you.   Through this entire process, it is crucial for us to work closely with families to think and plan about how best to meet the needs of our students in what may be a chaotic and constantly-changing environment. These challenges can best be met together. |

**Looking ahead:** in the coming weeks, we will work together to consider how to design deeper learning tasks and give meaningful feedback. Our goal with feedback is to provide students with a **compass, not a GPS**. According to Wiggins (2012): “Feedback is information about how we are doing in our efforts to reach a goal ... Helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; on-going; and consistent.” We are in this together. Our work is about progress, not perfection. We will keep learning with and from each other to provide our students the best experience possible to support the development of their Big Hearts and Focused Minds.

**Instructional Resources**

**Catalog of Online Resources or Ideas:**

[**http://www.amazingeducationalresources.com/**](http://www.amazingeducationalresources.com/)

[**https://docs.google.com/document/d/1oCM2Ue9w32EUIGfRXsjwEXU\_-Up8D6FSSWT8YGiBEtE/edit**](https://docs.google.com/document/d/1oCM2Ue9w32EUIGfRXsjwEXU_-Up8D6FSSWT8YGiBEtE/edit) **(this is one is science specific!)**

**Specific Sites recommended by APR colleagues:**

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| **Khan Academy** |
| This is an online learning platform in which you may assign videos to watch with quizzes and tests. There content for more courses and grade levels, including AP courses. |
| <https://www.khanacademy.org/coach/dashboard> |
| ***APR Teacher Quote:*** Khan Academy includes videos, articles, quizzes, and tests for students to complete. I use this as a way to review material. |

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| **Actively Learn** |
| This is an online learning platform in which I may assign articles to read. They usually come with multiple choice questions and short written response questions. |
| <https://www.activelylearn.com/> |
| ***APR Teacher Quote:*** Actively Learn offers a pretty robust History selection, but doesn’t include all topics. |

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| **Common Lit** |
| This is an online learning platform in which I may assign articles to read. They usually come with multiple choice questions and short written response questions. |
| [https://www.commonlit.org](https://www.commonlit.org/) |
| ***APR Teacher Quote:*** Same as Actively Learn. Actively Learn offers a pretty robust History selection, but doesn’t include all topics. |

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| **Newsela** |
| Key literacy skills cannot be taught with just any content. Engage students with thousands of texts on topics they |

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| care about most, with standards-aligned lesson supports built for ELA instruction. |
| <https://newsela.com/> |

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| **EdPuzzle** |
| This is an online learning platform in which I may assign videos to watch. They usually come with multiple choice questions and short written response questions. |
| <https://edpuzzle.com/> |
| ***APR Teacher Quote:*** EdPuzzle is a source of videos from a variety of sources such as Khan Academy, Youtube, etc. Except these videos are paused within the software to check for understanding. There are a variety of levels and include AP content. I’ve only assigned one video thus far from this source and it was a video reviewing Chapter 1 of our Give me Liberty book. |

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| **iCivics** |
| iCivics provides educational online games and lesson plans to promote civics education and encourage students to become active citizens. iCivics was founded in 2008 by retired Supreme Court of the United States Justice Sandra Day O'Connor. |
| [https://www.icivics.org](http://www.icivics.org/) |

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| **ReadWorks** |
| Similar to Actively learn and CommonLit |
| [https://www.readworks.org/](http://www.readworks.org/) |

**Access to Texts/Textbooks:**

<https://www.cambridge.org/about-us/covid-19/>

<https://www.cambridge.org/us/academic/covid-19-resources-and-information>