



EASTCONN

**EASTCONN CONTINUOUS LEARNING
FROM HOME PLAN**

A RESOURCE FOR DISTRICTS



EASTCONN
Celebrating 40 Years 1980~2020



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The purpose of our on-line work over the next several weeks is to:

- Stay connected, engaged and supported; and
- Maintain critical thinking and problem solving during closure

Purpose of this document

As we set up our online communities it is imperative that we set and continue our values throughout the set up and implementation of schooling from home. There are two types to consider:

- Asynchronous (on at different times) and
- Synchronous (online together).

You will be using both as the week's progress.

We have placed as our first consideration: Social and Emotional Learning, as it reflects what we value first and most, before we get into the learning of how to be an instructor, teacher and coach long distance. We then follow it by a quick definition, how you might set priorities for week 1 and 2 and subsequent weeks, purpose and finally how you might plan and communicate to parents.

Each consideration can stand alone and be a starting point for where you are as a learner. For more information contact: [EASTCONN](#) or [RESC ALLIANCE](#)

Considerations:

- Social and Emotional Learning First
- Definition of Distance Learning
- Platforms
- Priorities and scheduling
- Purpose of teaching points or work
- Planning
- Parents

Consideration 1: Supporting students & families through connection and Social and Emotional Learning First

On maintaining a structure and social connection for students during this period of social distancing, we suggest educators begin the conversation with a traditional approach based on the following questions which are aligned with restorative practices. This could be

- Asynchronous (on line at different times with different individuals) or
- Synchronous (on line together): (Google classroom, etc.)

Examples of questions that can start your first conversation:

- How have you been doing since I saw you last?
- What has your typical day looked like so far?

(This will give the students a sense of how different things are.)

- What is the best part of your day? What are the most challenging (or worst) parts of your day?
- Introduce me to someone, your pet, or show me your prized possession
- Model by doing the same
- What would you like your day to look like? (Share your ideas relative to wake up time, learning time, meals, exercise, creative experiences like: journaling, drawing, puzzlemaking, etc.)
- Let's make an ideal new schedule for your day as we move on with this time away from school?
- Who can you share this schedule with to see if they can help you or if they have other
- Ideas for how you can structure your time?

As you continue to interact with your students, you'll need to revisit this process with them or their caregivers. Consider the ever changing landscape families are dealing with in these uncertain times ie: layoffs, health concerns, no daycare, etc... Schools are advised to track the percentage of students they are in contact with and to determine support systems for outreach.

It will be critically important to be flexible with the deadlines and work completion. We need to let students know that the work will be there for them whether they complete it by an initial deadline or not. The point is to master the learning. Even if circumstances make the work impossible to complete now, the learning will be available to them when they are ready.

Social & emotional support for students and caregivers will require educators to provide a level of support aligned with the core competencies of: Self Awareness, Self-Management; Social Awareness, Relationship Skills and Responsible Decision Making as described by [CASEL](#). This website can provide a rich overview of thinking about human needs first at the district and school level.

For practical activities and lessons that can support all learners in managing their day-to-day experiences as they stay home from school and other normal routines we highly recommend you join this website ([Inside SEL](#)) for access to their resources. The sign in process is easy and free.

Here are some examples of what you can find there:

- The “Teacher Character Workout” section. The session is focused on teacher self care and will walk you through an experience of grounding yourself in gratitude to sustain you through challenges.
- Another section offers short video clips demonstrating kindness for example. The clip is followed by some debriefing questions and activities for students/

This is a K-12 resource that will help you through this current day challenge and support your own understanding of SEL implementation.

Similar to the nature of the [CASEL](#) site, [Mindful Schools](#) is a great resource for learning more about Mindfulness in schools and how it is directly connected to the self-awareness and self-management competencies as described by CASEL.

If your students have questions, preview this story about the virus in order to help explain the issue.

[Read the article from Elsa Support here](#)

Questions to ask yourself as you plan through this consideration.

- Frequency for advisory?
- How will you check in with your students?
- Frequency for staff meeting?
- How will you monitor online participation (attendance) to inform your work or a family needs?

Consideration 2: Platform and/or Dissemination of work

For equitable purposes you can offer more than one means of access. Otherwise, you will want to adopt a way or continue a way of creating your online community. Posting schedules, learning opportunities, feedback, etc. As you progress through this process, you may find you need to add a secondary platform, i.e., Zoom - group meeting platform and video of the group - Live and can be recorded

<https://www.zoom.us/>

EASTCONN Online Platforms:

Google Suite - Comprehensive video, posts, slide deck, etc.s already used by many schools and requires a sign in.

Padlet - Video, links, screen capture a visual form you only need a URL to share, not sign in unless set up for security. www.padlet.com (3 padlets can be created for free at no charge - you can upload to Google Classroom)

Zoom - A group meeting platform with a video of the group - Live and can be recorded

<https://www.zoom.us/>

Analog - paper and delivery / pick up

For online resources you will want to copy or provide resources, including some supplies for each child in a household to complete some of their work. Coordination and access to buildings is currently limited. Address needs with your administrators.

Additionally there are providers offering free hotspots and districts are providing devices to families that do not have them.

Consideration 3: Setting Priorities and scheduling

What will you work on first?

First, in the High Schools and Middle Schools you are one of many teachers. Please realize that students will be bombarded with maybe 5 teachers' lessons a day. Some schools are keeping to their rotations (A day is three subjects B day is three subjects) Other schools are gearing their learning towards multi day learning opportunities.

In elementary schools, you will have to pace yourself and your content for the long term. You may introduce simply our community and reading or online videos to watch for fun. Then you may fold in, as you become more familiar with, the resources around reading and writing and math. Content areas can rely on videos, by tagging and providing links, for at home students, you may provide text sets, books on tape (if available), etc.

First and foremost we think a sense of community is in order. You may need a few sessions just to create a community. **Below is a hypothetical order you may consider as a starting point. We do recommend your first few sessions be around SEL learning and structures.**

There are many online resources for reconnecting to students in meaningful ways.

Please see: [Inside SEL](#) and [RESC Alliance](#) to search, use and plan your sessions

We then think maybe a slower roll out on subjects and topics are in order. You may start just with review or application in the upper grades, getting the kinks out of your delivery. In the lower grades consider SEL and maybe Literacy (reading) as week one, folding in math week 2, etc.

A starter schedule might look like this

High School	Middle School	Elementary
Community and Connection - Social and Emotional Priority	Community and Connection - Social and Emotional Priority	Community and Connection - Social and Emotional Priority
<p>Establish:</p> <ul style="list-style-type: none"> • Expectations of timing and when to access your new content. • Expectations of community and partners and clubs • Encourage a schedule • Help Line - phone a friend or contact teacher • A lesson on Patience, immediacy, can wait, can I ask or find a resource <p>Materials: Email, chat or Phone tree of partners</p>	<p>Establish:</p> <ul style="list-style-type: none"> • Expectations of timing and when to access your new content. • Expectations of community and partners and clubs • Encourage a schedule • Help Line - phone a friend or contact teacher • Phone tree of partners • A lesson on Patience, immediacy, can wait, can I ask or find a resource <p>Materials: Email, chat or Phone tree of partners</p>	<p>Establish:</p> <ul style="list-style-type: none"> • Expectations of timing and when to access your new content. • Expectations of community and partners and clubs • Encourage a schedule • Help Line - phone a friend or contact teacher • A lesson on Patience, immediacy, can wait, can I ask or find a resource <p>Materials: Email, chat or Phone tree of partners</p>
Management	Management	Management
<ul style="list-style-type: none"> • Daily or weekly or biweekly check in Meeting • Homeroom meeting • recorded message • Conference or small • group tutoring/ tips/ • question period if needed 	<ul style="list-style-type: none"> • Daily or weekly or biweekly check in Meeting • Homeroom meeting • recorded message • Conference or small • group tutoring/ tips/ • question period if needed 	<ul style="list-style-type: none"> • Daily or weekly or biweekly check in Meeting • Homeroom meeting • recorded message • Conference or small • group tutoring/ tips/ • question period if needed

High School	Middle School	Elementary
Instruction	Instruction	Instruction
<ul style="list-style-type: none"> • Engage a subject area for more than one day. With check ins throughout the week • Menu of work and choices may be paramount • Explain the practice work and what it looks like online. • Demonstrate how to-submit work • Play a game with the kids online • Think of project based assignments where students have to individually or collaboratively complete written assignments, design an infographic, make presentations via video or orally submit an assignment <p>Resources: RESC Alliance</p>	<ul style="list-style-type: none"> • Engage a subject area for more than one day. With check ins throughout the week • Menu of work and choices may be paramount • Explain the new work and idea • Mini lecture on the time period they are going to read about • Explain the reflection they will write after watching 2 videos. • Think of project based assignments where students have to individually or collaboratively complete written assignments, design an infographic, make presentations via video or orally submit an assignment <p>Resources: RESC Alliance</p>	<ul style="list-style-type: none"> • Engage 2-3 subject areas a day. • Menu of work and choices may be paramount. See Choice Board links on the RESC Alliance Resources Page. <p>Literacy</p> <ul style="list-style-type: none"> • Read a chapter to students of the read aloud book via ZOOM or via recording. Ask a question in a journal form, have kids record on google docs or in writing. • Independently read and answer a few journal questions • Menu of activities (various subjects) <p>Resources: RESC Alliance</p>

High School	Middle School	Elementary
Math (example)	Math (example)	Math (example)
<p>After your greeting and check in - start your lesson with a group review so that students become familiar with the format.</p> <ul style="list-style-type: none"> • Consider using Zoom or Google Hangout to individually check in with students or small groups <p>Exit ticket ideas: (have students upload through google classroom)</p> <ul style="list-style-type: none"> • List 3 do's and 3 don't when using, applying or solving this problem. • List what you think are 3 common misunderstandings of the given topic • List what you do or don't understand about a given topic - be specific • Ask 3 questions about the topic 	<p>After your greeting and check in - start your lesson with a group review so that students become familiar with the format.</p> <ul style="list-style-type: none"> • Consider using Zoom or Google Hangout to individually check in with students or small groups <p>Exit ticket ideas: (have students upload through google classroom)</p> <ul style="list-style-type: none"> • List 3 do's and 3 don't when using, applying or solving this problem. • List what you think are 3 common misunderstandings of the given topic • List what you do or don't understand about a given topic - be specific • Ask 3 questions about the topic 	<p>After your greeting and check in - start your lesson with a group review so that students become familiar with the format.</p> <ul style="list-style-type: none"> • Consider using Zoom or Google Hangout to individually check in with students or small groups <p>Exit ticket ideas: (have students upload through google classroom)</p> <ul style="list-style-type: none"> • List 3 do's and 3 don't when using, applying or solving this problem. • List what you think are 3 common misunderstandings of the given topic • List what you do or don't understand about a given topic - be specific • Ask 3 questions about the topic

High School	Middle School	Elementary
Feedback	Feedback	Feedback
<p>Using a google form or email ask students:</p> <ul style="list-style-type: none"> • What is working for you in this mode of learning? • What's not working? • Integrate their responses as part of your own learning process and make tweaks to your planning as needed. <p>Review your written feedback; written text can be open to interpretation or misinterpretations.</p> <p>If the opportunity exists create small groups, use discussion boards or forums to allow students to talk with each other</p> <ul style="list-style-type: none"> • Google Docs feedback • Video Feedback • Conference call • In writing if passed in 	<p>Using a google form or email ask students:</p> <ul style="list-style-type: none"> • What is working for you in this mode of learning? • What's not working? • Integrate their responses as part of your own learning process and make tweaks to your planning as needed. <p>Review your written feedback; written text can be open to interpretation or misinterpretations.</p> <p>If the opportunity exists create small groups, use discussion boards or forums to allow students to talk with each other</p> <ul style="list-style-type: none"> • Google Docs feedback • Video Feedback • Conference call • In writing if passed in 	<p>Using a google form or email ask students:</p> <ul style="list-style-type: none"> • What is working for you in this mode of learning? • What's not working? • Integrate their responses as part of your own learning process and make tweaks to your planning as needed. <p>Review your written feedback; written text can be open to interpretation or misinterpretations.</p> <p>If the opportunity exists create small groups, use discussion boards or forums to allow students to talk with each other</p> <ul style="list-style-type: none"> • Google Docs feedback • Video Feedback • Conference call • In writing if passed in

Questions to Consider?

What schedule will you create for advisory/student check-ins?

What schedule will you create for the introduction of logistical expectations?

What schedule will you create for staff meetings (check-in with teachers)?

Given the unique fact that we are dealing with a virus that will impact many of our students, families and staff please remember that you will need to be flexible with time lines, deadlines and assignments.

Consideration 4: Purpose and structures to keep in mind

For the next several weeks in online learning the key is to keep it short and clear. While you are planning, decide if your purpose for this day or time periods work. Will this be long term, over the week, or short term today. Will this be a shared experience like a read aloud or conversation? Or will this be a one day event and done.

It is important you offer choices in your online experiences.

Your purpose of the lesson might be to:

- Review
 - Review a concept in math
 - Review an online practice resource
 - Review questions to ask yourself in reading
 - Review an assignment
- Practice
 - Use online math resource for practice
 - Create your own math problems
 - Singing a song or reading poems out loud
 - Fluency
- Create
 - Create a schedule to use your time wisely
 - Create a resource for
 - Be a teacher and imagine how...
 - Create poems ...in writing, verbally, visually

- Introduce

- With a mini lecture introduce a book
- The work of the week
- A video
- A challenge

- Accumulate - Add on to existing knowledge

- The other week we watched a video on ... now I'd like you to watch a Khan Academy video to...

Think of what the students should be doing after you are done with your time with them.

Set the students up for a task, practice, writing, reading, creation, etc. Make it clear.

“By the end of this session you will be writing a piece...”

“By the end of this session you will be watching two videos and responding...”

“Today I hope you will read for 2 periods of 30 minutes each and send me an email...”

“ Make that an end goal for today’s work, and put onto a document for the day in writing.”

There are already too many resources to assist you. Please look at RESC Alliance

Consideration 5: General Online Teaching Tips

Below is a list of tips and ideas we feel may help you in overall work.

- A lesson plan does not need to be finished in one day - students are stressed right now and need a manageable amount of work.
- Think of the cognitive load, the brain can only take in so much at once. Couple your oral presentation with visual supports.
- Be present - set clear guidelines with your students, ie, due dates, amounts, time spent, how you will think of and communicate, your requirements for participation. Are you the only one giving work ? Or are you on a team?
- Keep deadlines flexible
- Reach out to students individually, check in with the students’ other teachers, collaborate with administrators on students of concern, and keep parents in the communications loop.

- Create moments where students check-in, contribute online, or meet with you online
- **Keep parents informed** - try to maintain the same routines. If students are trying to manage their own learning, then parents may feel they need their own tools to support. Keep the communication simple, with clear actionable steps
- Provide an online forum for parents who have questions and want to do more.
- Be explicit about timing and pacing. If everyone is new to this learning platform, then extra time should be allotted. Now is the time to remember that more is not necessarily better; it's just more.
- **Find ways to personalize material.** Offer students choices, including text and video. Human and local connections are important right now, including letters to the editor, local images, your own voice in videos on assignments, and/or use online learning videos, such as Khan Academy or other listed at <http://www.rescalliance.org/covid19/> may be helpful.
- Online learning is an opportunity to give students voice and choice.
- Mix- up the type of instruction in different lessons so your students stay engaged
- Use images and color with your text instruction. Be aware of accessibility issues when using color.
- Create your own presentation using Google Slides and uploading videos.
- Hold students accountable with exit slip types of questions.
- Don't try to mimic an actual school day - it's not a normal day Kids are stressed

Not all are used to online learning

Many kids cannot self-manage their schedule on their own

- Provide explicit instructions for each step, including screenshots or pictures where appropriate, and test out your procedure with someone else to ensure that directions are clear.
- Have a closing activity - a final summary to allow students to reflect on their takeaways.
- For Science: When utilizing online labs or simulations, use HTML 5 where possible- avoid using Flash or Java. HTML5 should work on every device.

Consideration 6: Planning

Draft of a planner

Subject			
	Synchronous or Asynchronous		
Teaching Point or Goal			
Explanation of work or task, or extended learning			
What They will do as a possible outcome			
How will I show them what to do or what I expect them to try	How will I show them what to do or what I expect them to try	Explanation Video Explanation via writing	
Materials needed	PDF	VIDEO	LINKS
	LIVE	PARTNERS	

Preparing a session for going live and online.

Questions to prepare yourself in delving into an online LIVE community.

- Do I need to create a video of myself doing a
- Mini Lecture
- Quick Demonstrate
- Explanation
- Set up or introduction

Think multi day, and across the week.

Consideration 7: Parents

Here is a resource you may wish to pass on to parents, parcel out in a newsletter or use if you are doing morning announcements to parents. It is for you to use as you wish.

Tips for parents to make the 'school' days easier with your child home during COVID-19

- **Think about setting up a visual schedule to structure the day** – Keep it simple, make a list of what's going to happen and roughly when (you don't need to include times if that's going to be hard to stick to)
- **Make sure to factor in movement breaks so they can burn off energy** – movement helps many kids focus so having breaks every hour or so will be required.
- **Let your children get creative and practice skills in different ways** i.e. cooking to practice math skills or getting your child to write a review of their lunch to practice their writing etc.
- **Try using a "first this then that" system to keep motivation high** i.e. "first we'll do writing, then we can have a picnic outside". You can even write this down to show the kids that there's something fun on the horizon once they've finished their work.
- **Perhaps use token systems to keep your kids on track and show progress through the day.** You might give points for positive behavior and once they earn 10 points they get a break.
- **It may be helpful to use timers to show how long various tasks will take** – (there are apps on the phone as well so you don't need to go out and purchase anything) this is a fun way to help show kids that time is passing.
- **Create an area of the house for school work and keep it distraction free, tidy and organized.** Many families won't have enough space so consider rearranging furniture for this period of time or utilizing spaces like the dining table. You can keep all the school work and materials in tubs which can be packed up at the end of the day so that the dining table can be used for its intended purpose again!
- **Set blanket rules like 'no tv until after 3pm' and stick to them from the start.** This is likely to be the biggest battle for many parents because kids are accustomed to having screens at home – and with their school and home worlds colliding it will be hard for them to understand why there are now different rules.
- **Limit screen time at night to avoid issues with sleep.** It is important that our children keep a sense of normalcy during this time.
- **Stick to a routine and keep it predictable** – this links in with using a visual schedule but even if you don't use one, keeping things predictable means your kids are less likely to feel anxious.
- **Get the kids as active as you can** – make sure they are getting enough exercise and activity even if it's running up and down the hallway if you can't go outside.
- **Keep your mindset positive** – remember it's not forever, and we are all doing our part to minimize the impact of this virus!

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