

Aspirations for Student Culture & Learning During Distance Learning

During this time of distance learning, we want all students to feel cared for, to be connected to their school community, and to engage in holistic learning experiences that interest them and build their knowledge of a variety of subjects and topics.

To work towards these aspirations, we are guided by the following:

- Students have regular, personal touchpoints with teachers and/or other school staff to check-in on their basic needs, social-emotional well-being, and any academic needs
- Students have regular touchpoints with their classmates to continue to build community
- Students engage in learning experiences that are holistic and are guided by both grade-level expectations and student interests

As we work to bring these aspirations to life, the following table outlines how we believe the aspirations will look in practice, as well as what we want to avoid.

<i>This is what the aspirations are...</i>	<i>This is what the aspirations are not....</i>
<ul style="list-style-type: none"> • Students’ social-emotional and physical well being and wellness are prioritized. • Family self-care and safety are prioritized. • The new and heightened role families will play in students’ learning is taken into account. • An approach to learning that is focused on all subjects and a variety of topics, not just limited to ELA and math. • Grounded in grade-level expectations and standards. • Include the use of high-quality instructional materials as much as possible. 	<ul style="list-style-type: none"> • Students are working on endless worksheets. • Students are working on tasks without feedback. • Students are on a computer program all day. • Students are working independently all day without any support or guidance for families and/or teachers. • Students are limited to learning that is within a specific content area/standard at any given time. • Students are only reviewing concepts. • Teachers/parents are trying to recreate traditional ‘school’ at home. • Based in a rigid structure or single approach; flexibility is required for varied family needs and circumstances, including grade level of student.

- Consists of a blend of reviewing material previously learned and new material.
- Use everyday life experiences as opportunities to teach and for students to learn.
- Students receive regular feedback and guidance from both teachers and their family/caregivers.
- Take into account different platforms or access for all students in terms of technology.
- Encourage student interest by using practical and everyday experiences in learning experiences.
- Realistic use of time in meaningful learning.

Aspirations by Phases

The following table outlines a phased approach to implement the Aspirations for Student Culture and Learning in a distance learning model at a high level. The phased approach enables systems to prioritize specific actions in each phase as they work to establish new structures and routines for students, families, teachers, and staff. In alignment to the overarching aspirations, there are grade band aspirations that outline the work that will occur in each grade band. As systems work to enact these phases, it's important to recognize that everyone involved (school leaders, teachers, parents, students, etc.) is in a new learning mode and it will take time to fully live into these aspirations.

Overarching Aspirations by Phases		
Phase 1	Phase 2	Phase 3
<i>(This phase focuses on laying the foundations to support ongoing distance learning. Systems can expect to spend roughly a week in this phase)</i>	<i>(This phase focuses on implementing the ongoing distance learning practices. Systems can expect to spend between two and three weeks in this phase)</i>	<i>(This phase focuses on maintaining distance learning practices. Systems can expect to spend the remainder of school closures in this phase)</i>

<ul style="list-style-type: none"> Relationship engagement with students & families Engaging learning activities Start routines & structures Feedback on student work 	<ul style="list-style-type: none"> Deeper relationship engagement; engagement between students Engaging learning activities that push into new learning and/or core grade level content Improve routines & structures Continued feedback on student work 	<ul style="list-style-type: none"> Deeper relationship engagement; engagement between students Engaging learning activities that push into new learning and/or core grade level content Strong routines & structures Meaningful feedback on student work & support for students
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The table below expands upon the three phases of engaged learning and feedback. This assumes relationship engagement, teacher interaction, and routines and structures are present in all phases, aligned with the overarching phases.

Grade Band	Phase 1	Phase 2 (additions in orange)	Phase 3 (additions in orange)
K-2 (up to 3 hours)	Over the course of a week... <ul style="list-style-type: none"> Reading Foundational skills Math in real life PE 	Over the course of a week... <ul style="list-style-type: none"> Reading Foundational skills Math in real life PE Math concept development Writing task Experiential learning (science) Teacher feedback on work 	Over the course of a week... <ul style="list-style-type: none"> Reading Foundational skills Math in real life Math concept development PE Writing task Experiential learning (science) Teacher feedback on work Peer interaction
3-8 (up to 3 hours for 3-5; up to 4 hours for 6-8)	Over the course of a week... <ul style="list-style-type: none"> Assigned reading with written task Independent reading 	Over the course of a week... <ul style="list-style-type: none"> Assigned reading with written task Independent reading Math fluency practice 	Over the course of a week... <ul style="list-style-type: none"> Assigned reading Independent reading Writing assignment Math fluency practice

	<ul style="list-style-type: none"> • Math fluency practice and/or review practice • Math application task • PE 	<ul style="list-style-type: none"> • Math application task • PE • Math concept development (6-8) • Extended writing task (story, poem, etc.) • Experiential learning (science) • Peer interaction • Teacher feedback on work 	<ul style="list-style-type: none"> • Math application task • Math concept development (6-8) • PE • Experiential learning (science) • Peer interaction • Math concept development (3-5) • Teacher feedback on work at least twice/week
9-12 (up to 4 hours)	<p>Over the course of a week...</p> <ul style="list-style-type: none"> • Assigned reading with written task • Independent reading • Math reinforcement/review practice • Math application task • PE • Feedback on work 	<p>Over the course of a week...</p> <ul style="list-style-type: none"> • Assigned reading with written task • Independent reading • Math reinforcement/review practice • PE • Feedback on work • Math concept development • Extended writing task (essay, story, etc.) • Experiential learning (science) • Peer interaction 	<p>Over the course of a week...</p> <ul style="list-style-type: none"> • Assigned reading • Independent reading • Writing assignment • Math reinforcement/review practice • Math application task • Math concept development • PE • Experiential learning (science) • Peer interaction • Teacher feedback on work at least twice/week

