Remote Learning Checklist

CONTINUE — Continuity (of Instruction) Is Critical to Learning

The closing of schools requires a plan that minimizes disruptions to instruction and learning.

- ❑ Create a communication plan.
- ❑ Empower educators to make instructional decisions.
- ❑ Preserve multi-tiered systems of support to ensure equity.
- ❑ Maintain rigorous standards.

ADAPT — New Conditions Require Adaptations for Learning

While schools are closed, instruction can move to a remote learning environment. To adapt instruction:

- ❑ Ensure adequate infrastructure to support remote learning.
- ❑ Develop plans for students without devices/access.
- ❑ Support educators with instructional materials that align to remote learning programs.
- ❑ Focus on and attend to social-emotional learning needs.

PRESERVE — Proven Online Solutions Bolster Learning
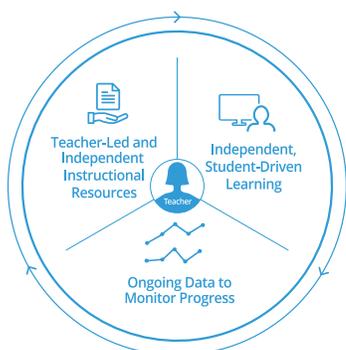
Rigorous instructional standards can be maintained and high levels of learning can continue with online learning solutions that are research proven.

- ❑ Require that online learning programs meet ESSA standards of efficacy and content aligns with evidence (e.g., Science of Reading).
- ❑ Identify blended learning programs that provide personalized learning from both the teacher and technology.
- ❑ Verify how the programs address the needs of multiple populations (e.g., English learners, special education students, students with dyslexia, general education students).
- ❑ Acceleration of learning beyond a year's growth in a year's time.

MONITOR — Data Inform Learning Progress

Data allow educators to check the progress of students' while they work remotely and provides administrators with a measure of progress when state assessments are suspended.

- ❑ Ensure that online learning solutions can capture, analyze, and synthesize data to generate simple and actionable reports to inform educators about student progress.
- ❑ Verify that data identifies students who are at risk, so instructional intensity can be adjusted to change students' trajectory of learning.
- ❑ Confirm how parents and administrations will be able to access and use the data.
- ❑ Confirm that data align to high-stakes tests.

Teacher-Led and Independent Instructional Resources

Independent, Student-Driven Learning

Teacher

Ongoing Data to Monitor Progress

Adaptive Blended Learning Framework

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