

Addendum 12

Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together

Connecticut State Department of Education



Reimagining CT Classrooms: Planning the Instructional Time for Remote Learning in Hybrid and Full Remote Models

September 3, 2020

This addendum serves as guidance to support LEAs with planning for hybrid and full remote learning in response to the [Connecticut State Board of Education's resolution, passed August 11, 2020](#). The resolution authorizes guidance be issued to ensure that students are provided rigorous learning and engagement opportunities that are aligned with State standards and Board expectations, whether the education is in person or remote.

Whether onsite or remote, the optimal amount of time spent learning each day is determined by the need for learning, practicing, applying, exploring and demonstrating knowledge. It is imperative to keep all attention focused squarely on the quality of the teaching and learning that is occurring and removing all barriers that come in the way of it (e.g., device, connectivity, content, teacher expertise, unnecessary assessments, etc.). Time will vary depending on student strengths, needs and developmental level. When remote, it is important to consider family needs. Teachers should provide experiences and activities for the day and week of learning within a specified timeframe. All requirements for learning should be communicated in a timely manner to students and families through the district identified learning management systems or other forms of communication. Of note, in cases where a remote day is due to family choice, school districts should follow the [Temporarily Opting into Voluntary Remote Learning Due to COVID-19](#) guidance, where the approach may be different because the school continues to offer an in-person option to those families. And, the same engaged instruction principles apply for those that choose to opt into remote learning.

To reimagine CT classrooms, districts should plan to provide students with learning opportunities aligned to state and national educational standards, which move everyone closer to demonstrating mastery. Onsite and remote learning plans must include forward movement along standards aligned learning progressions or through grade level outcomes, as well as acceleration and reinforcement of prior learning and necessary intervention.

It is important to set reasonable, yet rigorous expectations for remote and at-home learning. As families work through extended remote learning, the routines of learning can provide some stability and joy. To support planning for the instructional day, consider the [20 Plays for Virtual Learning chart on page 11](#) and following guidance:

1. Communicate to parents the value and importance of their role in supporting virtual learning in a hybrid or remote setting.
2. Develop and implement communication channels for families to ensure two way communication and engagement.
3. Plan for all learners to be connected with an appropriate device (i.e., a tablet, laptop or desktop) and reliable internet connectivity, or ensure alternative learning activities are in place for all learners and families to engage.
4. Identify the essential learning targets, skills, and ideas students need to engage with while at home.
5. Outline routines for students and families to provide helpful structure. Keep it clear, simple and consistent. Be mindful to not overwhelm your staff and families with too many resources. Provide specific advice about when and how to use the materials you recommend. Maintaining teacher-to-student relationships is critical for connecting and engaging learners, delivering feedback, and demonstrating learning. The simplest solutions can be the most powerful (e.g., teacher-to-student phone calls).
6. Plan for consistency and flexibility. Suggest day-by-day schedules with recommended durations for activities (e.g., 10 minutes of math fluency) and clear and consistent routines. Consistency in structure of the remote learning day can support engagement and connectedness.
7. When planning for synchronous learning, consider the length of sessions, structure, and flexibility (e.g., web-based video, recordings). Daily contact between teachers and students (and/or caregiver) is key.
8. Prioritize the most important staff actions (PLCs, common planning) and consider what instructional routines need to be supported by a teacher directly (e.g., student discussion or feedback), determine what can be done independently, and how non-instructional staff can also help support families.
9. Consider the needs of all students, including English Language Learners and students with IEPs, to ensure goals and objectives are addressed. Plan ways for counselors, special education, related service providers” on this list (e.g., OT, PT) and language support teachers to collaborate virtually and engage with their students regularly. Create multiple and varied opportunities for students, families, and staff to connect with one another and provide feedback.
10. As physical distancing and extended remote learning continues, provide opportunities for caregivers, students and their siblings, and staff to engage with others socially, share their learning, and solve problems together. In addition, invite all stakeholders to share feedback on distance learning plans throughout the process.

*Plan for Reimagining CT Classrooms for Continuous Learning p. 13. CSDE, 2020.

The CSDE requires:

Districts and schools should develop a **full** school day (approximately 6.50 Hours, including lunch) schedule to include age-appropriate engagement expectations for students; live daily contact between teachers and students (and/or caregiver); direct instruction (either synchronously or asynchronously); independent student work; opportunity for questions and feedback during teacher office hours. CSDE has previously recommended that hours of direct engaged learning should be 50% synchronous.

Length of the PK–12 remote instructional day of direct *engaged* learning should not be less than the allocated hours listed below:

<u>Grade Band</u>	<u>Minimum Instructional Hours of Engaged Learning</u>
Elementary (PK–5, K–5)	4.50 Hours
Secondary (6–8, 9–12)	5.00 Hours

The additional time before, after, or between can be considered “flex time”, similar to a typical in-person school day. The flex time before and after the allocated hours or periods for engaged learning can include, but is not limited to independent or small group learning opportunities that include reading, writing, performance-based tasks and activities, explorations, and social emotional experiences that develop transferable executive skills. Students with unfinished learning or in need of support, can use flex time to meet with their teacher(s).

Length of a public preschool program must be sufficient for the implementation of Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for students with Individualized Education Plans (IEP), as well as developmentally appropriate screen time and attention spans. Local Education Agencies (LEA) that receive funding from the Office of Early Childhood should check requirements for specific funding sources (e.g., Smart Start, School Readiness).

As a reminder, **new instruction** has to be delivered by appropriately certified, permitted, and/or authorized educators. This would include Long Term Substitutes, DSAPs, etc. Para-educators, tutors, etc., can **support** instruction under the supervision/direction of a certified educator, but cannot deliver new instruction themselves, regardless of in-person, hybrid or virtual.

Where Preschool is a half-day program, direct engaged learning should take place for 2.0 hours each day.

Attendance

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day” (Connecticut State Board of Education, 2008).

For more information on planning the instructional time for remote learning and establishing structures and systems to support greater student/family participation in remote learning, please see the guidance documents titled Tracking Daily Attendance on Remote Days in 2020–21 and Supporting Student Attendance during Remote Learning.

Recommended Time Guidelines for Student Learning Based on Age in Remote Settings

The student day should be organized around content specific learning outcomes for each block or period. Schedules can provide structure and routine.

Elementary			
Grade Band	Instructional Planning Decisions	Considerations for Synchronous Learning	Considerations for Asynchronous Learning
Preschool	<p>Daily Learning Time: 30 minutes of direct instruction</p> <p>Daily Learning time can include: 5-minute increments of hands-on activities between instruction, imaginative play, creative arts (fine motor), music and dance (gross motor), physical fitness education</p> <p>Early Childhood and Distance Learning for Preschool Teachers</p> <p>Sample Schedule</p> <ul style="list-style-type: none"> • 5 minutes: Daily Routines/Traditions (review daily schedule, engage in connection activities, review the calendar/date, etc.; teachers can provide ideas that overlap with familiar school routines) • 5 minutes: Story Time • 5 minutes: Brain Break (music and movement; ideas provided by teacher) • 5 minutes: Introduce new content (video from teacher or instructed by caregiver) • 10 minutes: Hands-on activity related to content or story (activities provided by teacher) Extra Suggestions for Extending Learning • 30–60 minutes of outdoor play • 10–20 minutes of reading with family (books of their choice) • 90+ minutes of imaginative play 	<ul style="list-style-type: none"> • Daily routine check-in • Small group synchronous sessions that lend themselves to a whole group learning experience • Facilitated small group discussion • Whole group lessons, call and response, sing along (with or without teacher colleagues) • Livestream educational content, sessions for interaction, collaboration, feedback and recap of learning 	<ul style="list-style-type: none"> • Recorded video with instructions created by teachers familiar to students or from approved digital tools • Recorded or self-guided brain breaks • Digital Tools that support extended opportunities to engage in brain breaks or self-regulation exercises • Provide meaningful alternatives to screen time with lessons or tasks that extend the learning outcomes from a virtual lesson (i.e., using materials in the home to practice sorting, sequencing, saying or signing number sequence).

Elementary			
Grade Band	Instructional Planning Decisions	Considerations for Synchronous Learning	Considerations for Asynchronous Learning
K–2	<p>Daily Learning Time: 5- to 20-minute time spans, a total of 4.5 hours each day</p> <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Phonological Awareness/Phonics/Word Study (recommended to occur every day) • Reading • Writing • Math • Science/Social Studies (integrated with writing) (can alternate) • Online engagement can include <ul style="list-style-type: none"> – word study – reading – interactive read aloud – math fluency and demonstration • Focused/Themed-based Small-Group • Offline or downloadable activities, performance tasks and challenges • Lunch (off video) • Electives: P.E., art, music, Library Science/ Digital Literacy <ul style="list-style-type: none"> – Social-Emotional Learning – Daily Check in/Check out (e.g., Wellness Wednesday) • Small Group/Circle Time/Classroom Community Meetings <p>Elevating the mini-lesson structure by recording each session and posting in a common platform i.e., learning management system, can support equity in access and opportunity for learning, as well as self-paced learning when needed.</p>	<ul style="list-style-type: none"> • Daily Routine Check-in • Small group synchronous sessions that lend themselves to a whole group learning experience • Facilitated small group discussion • Livestream educational content, sessions for interaction, collaboration, feedback and recap of learning 	<ul style="list-style-type: none"> • Daily <i>Recorded</i> Routine Check-in • Recorded video with instructions and or models for thinking, questioning or developing a plan for the concept being presented • Recorded or self-guided brain breaks • Digital tools that support extended opportunities to engage in brain breaks or self-regulation exercises

Elementary			
Grade Band	Instructional Planning Decisions	Considerations for Synchronous Learning	Considerations for Asynchronous Learning
3–5	<p>Daily Learning Time: 20–30-minute time spans, a total of 4.5 hours each day</p> <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • School-Wide Morning Message/Daily Check in • ELA/Reading /Writing • Math • Social Studies (integrated with writing) (can alternate with Science) • Science • Online engagement to include discussion threads, collaboration and creation of learning • Focused/Themed-based Small-Group • Flex Time • Offline or downloadable activities, performance tasks and challenges • Lunch (off video) • Electives: P.E., art, music, instrumental, Library Science/Digital Literacy • Social-Emotional Learning <ul style="list-style-type: none"> – Daily Check-in/Check-out (e.g., Wellness Wednesday) – Small Group/Circle Time/Classroom Community Meetings – Class Dismissal (to provide structure and routine) <p>Elevating the mini-lesson structure by recording each session and posting in a common platform i.e., learning management system, can support equity in access and opportunity for learning, as well as self-paced learning when needed.</p>	<ul style="list-style-type: none"> • Daily Routine Check-in • Homeroom Mindfulness facilitated by teacher or team • Small group synchronous sessions that lend themselves to a whole group learning experience • Facilitated small group discussion • Livestream educational content, sessions for interaction, collaboration, feedback and recap of learning 	<ul style="list-style-type: none"> • Daily <i>Recorded</i> Routine Check-in • Homeroom Mindfulness facilitated by teacher or team • Recorded video with instructions and or models for thinking, questioning or developing a plan for the concept being presented • Recorded or self-guided brain breaks • Digital tools that support extended opportunities to engage in brain breaks or self-regulation exercises

Secondary			
Grade Band	Instructional Planning Decisions	Considerations for Synchronous Learning	Considerations for Asynchronous Learning
Middle School	<p>Daily Learning Time: 5.00 total hours a day for all classes</p> <p>Recommend time:</p> <ul style="list-style-type: none"> • 30 minutes for each class period — middle school • After 15 minutes, strongly recommend students get up to move in their remote learning space <p>Daily learning time can include (can be adjusted based on block or rotating period schedule):</p> <ul style="list-style-type: none"> • Reading, responding and reflection • Writing • Math • Science • Social Studies • Electives • Recorded mini-lessons and demonstrations • Offline or downloadable activities, performance tasks and challenges • Discussion threads , Collaboration Groups, and Support • Online engagement using integrated digital tools and resources • Advisory (SEL or Developmental Guidance Focused) • Live Virtual Session • Lunch (off video) • Dismissal <p>Reimagining Homeroom or Period 1 as an advisory time can engage learners while addressing social emotional health and well-being needs. Schools and grade-based teams can identify topics aligned with SEL goals can cognitively engage learners and provide daily interactive opportunities.</p>	<ul style="list-style-type: none"> • Daily Routine Check-in • Homeroom Mindfulness facilitated by teacher or team • Homeroom Advisor Based learning opportunities facilitated by teacher, Guidance Counselor or Teacher Team • Interdisciplinary sessions to provide continuity of middle school teams • Livestream educational content, sessions for interaction, collaboration, feedback and recap of learning 	<ul style="list-style-type: none"> • Daily Recorded Routine Check-in • Recorded Homeroom Mindfulness facilitated by teacher or team • Recorded Homeroom Advisor Based learning opportunities facilitated by teacher, Guidance Counselor or Teacher Team • Recorded video with instructions, demonstrations, or modeling of tasks, problems or activities • Recorded or self- guided brain breaks • Interdisciplinary learning tasks where learner teams can engage to collaborate within approved digital tools • Digital Tools that support extended opportunities to engage in brain breaks or self- regulation exercises

Secondary			
Grade Band	Instructional Planning Decisions	Considerations for Synchronous Learning	Considerations for Asynchronous Learning
High School	<p>Daily Learning Time: 5.00 total hours a day for all classes</p> <p>Recommend time:</p> <ul style="list-style-type: none"> • 30 minutes for each class — high school • After 15 minutes, strongly recommend students get up to move <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading, responding and reflection • Writing • Math • Science • Social Studies • Electives • Recorded mini-lessons and demonstrations • Offline or downloadable activities, performance tasks and challenges • Discussion threads • Online engagement using integrated digital tools and resources • Advisory (SEL or Developmental Guidance Focused) • Live Virtual Session • Conferring with teachers, counselors and support personal • Lunch (off video) • Dismissal <p>Reimagining Homeroom or Period 1 as an advisory time can engage learners while addressing social emotional health and well-being needs. Schools and grade-based teams can identify topics aligned with SEL goals can cognitively engage learners and provide daily interactive opportunities.</p>	<ul style="list-style-type: none"> • Daily Routine Check-in • Homeroom Mindfulness facilitated by teacher or team • Homeroom Advisor Based learning opportunities facilitated by teacher, Guidance Counselor or Teacher Team • Livestream educational content, sessions for interaction, collaboration, feedback and recap of learning 	<ul style="list-style-type: none"> • Daily Recorded Routine Check-in • Recorded Homeroom Mindfulness facilitated by teacher or team • Recorded Homeroom Advisor Based learning opportunities facilitated by teacher, Guidance Counselor or Teacher Team • Recorded video with instructions, demonstrations, or modeling of tasks, problems or activities • Recorded or self-guided brain breaks • Digital Tools that support extended opportunities to engage in brain breaks or self-regulation exercises

Specials and Elective Courses		
Elective	Instructional Planning Decisions	Considerations for Synchronous and Asynchronous Learning
Arts (Visual, Fine, Performance)	<p>The time allotted for specials/electives will vary greatly by school district and level. Suggested time frames for specials should be given for the fraction of the school day/year this class might normally represent. Encouraging daily student physical activity will be critical, while also providing opportunities for meaningful activities in other electives/specials. Students are accustomed to daily structured movement (such as Physical Education) as well as unstructured movement (such as recess).</p> <p>Participation in the Arts and other elective/specials, and specialized course in CTE programs can aid in the development of students as culturally-responsive, compassionate, creative, and contributing members of society. Providing continuity of learning in these areas will require innovative thinking and practices.</p>	<ul style="list-style-type: none"> • COVID 19 Considerations for K–12 Music Instruction — Addendum 7 • Reopening Schools Planning Document — Physical Education p. 35–36 • Resources for designing high quality CTE programs from ACTE: https://www.acteonline.org/professional-development/high-quality-cte-covid-19-planning-guide/. Video demonstrations are an important instructional strategy for remote CTE instructors, and one that many • Learning Management Systems and other virtual tools enable instructors to track the amount of time that a student is engaged online each day or class period, and can help instructors to monitor learner effort and progress. Embedded tools can provide opportunities for collaboration, demonstrations and feedback cycles. • When age appropriate, students can record themselves demonstrating how to complete a task and submit to their teacher(s) for feedback.
Physical Education and Health		
Library Media/Digital Literacy		
World Language		
Career and Technical Education		

Roles and Teaming

We all have one thing in common: we want all Connecticut students to have an opportunity to access high quality and high impact learning experiences that develop their capacity to be college, career and life ready. In the development of a continuous learning plan, districts will need to consider the role of the parent, learner, educators, and administrators if the district is to be successful in reimagining classrooms, learning and teaching. Identified competencies by role are listed in the [Plan for Reimagining CT Classrooms for Continuous Learning](#) beginning on page 4. Each list by role provide guidance on what to develop, expect and support as partners in reimagining CT classrooms for all learners.

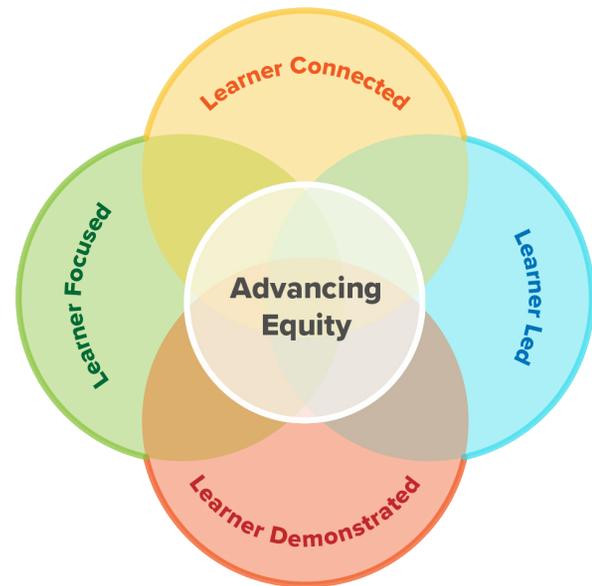
Measuring Learning and the CSDE Learner Framework

The existing educational design requires attention on the CSDE learner framework. All students have realized and developed skills to own their learning in remote settings. To develop the outcomes of the Learner Framework, it will be important to recognize and nurture the ongoing development of these skills upon returning to school and classrooms.

The purpose of this learner framework is to support how CT educators reimagine the role of the student in the teaching and learning process when onsite and remote. Specifically, learning can be designed so that students can progress at their own pace based on demonstrated mastery. The four components of the CSDE Learner Framework will support the required redesign of the school day when onsite or remote. When in practice, schools can realize success in implementing a blended learning environment to accelerate learning and advance equity.

Using sensible, formative assessment practices and mastery-based grading, all teachers can monitor learning progress, provide timely, effective feedback and collaborate to coordinate supports when needed. CSDE [Sensible Assessment Practices for 2020](#) and beyond includes a familiar improvement cycle on page 9 to determine what we already know about our learners by the numbers and beyond the numbers.

At the end of the year, the student is administered an on-grade summative assessment (which may be the state assessment for students in Grades 3–8 and 11) to evaluate overall achievement on the state standards.



20 Plays for Virtual Learning (On-Site, Hybrid or Remote)

Plays to Plan, Prepare, Set the Stage				
Gather Evidence and Communicate	Establish Commitments to Learning and Teaching	Onboard Teacher	Engage Community Partners in Learning	Simulate the Process
<p>Gather and review evidence of learning from extended school closures. Analyze evidence for lessons learned and prioritize areas of focus for a renewed approach to blending learning on site, in a hybrid and in extended remote settings. Establish daily schedules taking into consideration of family needs with supports for synchronous and asynchronous learning specific to age group.</p>	<p>Clarify and communicate roles within and across teams for tech support and teacher capacity. Establish expectations for the quantity and pacing of virtual lessons. Communicate commitments to the school day that include opportunities for engagement, telehealth, support, extensions in learning and access to content, teachers and supports throughout the school day.</p>	<p>Onboarding requires access to just in time training and professional learning. Leverage coaches, within and across grade/content/ school PLC time, and planning periods to help teachers plan the resources they'll need for digital lessons. If resources allow, consider alternative options e.g., paper so students with no or limited access can continue learning. Provide teachers time to prepare and collaborate on how to reimagine learning regardless of location.</p>	<p>Schools provide more than just learning for students. Connect with community partners to make plans to address the whole child. Consider the assets available in your community where resources could be provided to students and families. Consider making resources available throughout the day, in multiple locations and in multiple languages. Leverage communication tools of community partners to ensure access.</p>	<p>Students, families and educators benefit when there are opportunities to mimic the environment they will learn and live in. Set the stage for what's about to come, so students can feel prepared. Facilitate a sample lesson in class, and answer any questions. Walk through simple steps for logging in to various applications, and to make sure all students have the login information they need. Ensure students have what they need to self regulate and manage their learning regardless of location.</p>
Resources				
<p>CSDE Sensible Assessment Practices Stakeholder Engagement Guide</p>	<p>Plan for Reimagining CT Classrooms for Continuous Learning CPRL Distance Learning Framework CSDE COVID 19 Resources for Educators Stakeholder Roles in Virtual Learning — Plan for Reimagining CT Classrooms (p. 4)</p>	<p>CT Learning Hub Planning for Virtual Lessons — Plan for Reimagining CT Classrooms (p. 6-10) Four Ways to Facilitate Virtual Learning CSDE COVID 19 Resources for Educators CSDE Resources to Support Student Learning</p> <ul style="list-style-type: none"> • Volume 1 • Volume 2 • Volume 4 	<p>Social Emotional Learning Hub SEL Resources for Families <Day Care Providers></p>	<p>CSDE Resources for Families CT Learning Hub Wide Open School — Digital Citizenship Curriculum</p>

Plays for Developing Compassionate Classrooms				
Students First	Connecting Before Content	Sharing Content	Submitting First Assignment	Office Hours, Telehealth, Wellness Breaks
<p>Start small with a check-in question that has students reflect, respond, and refresh the skills they will use as they engage in learning through this new format. Build in extra time to model how to use the software, and be sure any tips/tricks resources are shared again</p>	<p>Introduce a way for students to collaborate and engage with content through discussion boards and recorded responses. We suggest making this an easy win for students at first so that as the questions become more rigorous, they are focused on the content and not the collaboration process. Remember to share clear expectations for what and how to post.</p>	<p>Add a video lesson to your virtual platform, or text a link to a YouTube video. Keep the video portion no longer than 10 minutes, and consider covering content that isn't brand new to students. This might be a great time to create a how-to lesson that reminds students (and parents) how to navigate through the process and resources in the upcoming days/weeks</p>	<p>Students have shared, learned, and collaborated. Now it's time for them to demonstrate learning. Use email, LMS, blog, or Google Classroom for students to show their work. Students can use the device camera to take a picture and share through approved district tools and or LMS i.e., Google Classroom, Schoology, Canvas.</p>	<p>Learning transcends location in relevant and innovative ways, connected to families, educators, communities and other identified student networks to provide a strong web of care. Set aside time to be online so families and students can connect virtually. Use this time to answer questions, chat, and gain feedback on the process so far. Model for students how to use software features. Consider recording and sharing your office hour for those who cannot join live, if conversation is universally relevant not specific to an individual student.</p>
Resources				
<p>Social Emotional Learning Hub 35 Questions for Student Reflection</p>	<p>Plan for Reimagining CT Classrooms for Continuous Learning CPRL Distance Learning Framework Stakeholder Roles in Virtual Learning — Plan for Reimagining CT Classrooms (p. 4)</p>	<p>CT Learning Hub Planning for Synchronous and Asynchronous Learning — Plan for Reimagining CT Classrooms (p. 10) Four Ways to Facilitate Virtual Learning CSDE COVID 19 Resources for Educators CSDE Resources to Support Student Learning</p> <ul style="list-style-type: none"> • Volume 1 • Volume 2 • Volume 4 	<p>CSDE Resources to Support Student Learning</p> <ul style="list-style-type: none"> • Volume 1 • Volume 2 <p>Submitting assignments on Google Classroom</p>	<p>CSDE Resources for Families CT Learning Hub Blended Learning Environment Success Factors — Plan for Reimagining CT Classrooms (p. 8)</p>

Plays for Ensuring High Quality, High Impact Learning and Engagement				
Gather Formative Evidence and Communicate	Leverage Digital Tools, Resources and Content	Monitoring Student Data and Progress	1:1 Teacher — Student Feedback Sessions	Personalize Instructional Resources
<p>Continuous improvement with a focus on the instructional core requires gathering formative evidence and data to make intentional instructional moves. Offer an entry or an exit ticket as part of the virtual lesson so students have a clear understanding of the standards/skills they have already mastered versus those they will be focused on during upcoming virtual lessons. Use student data to update the resources you share. Consider implementing sensible assessment review protocol.</p>	<p>Many online platforms have content aligned to grade level standards. Leverage existing digital resources to help students dive deeper into their learning while not physically in school. When choosing materials, organize and share with suggested times so students and families have a more clear idea of the pace at which you expect them to progress.</p>	<p>Work with students to begin to develop progress trackers. These will allow them to track and reflect on the progress of their work over time. A simple data tracker could include the list of standards to be mastered in a unit, a column for noting mastery, and a column for the evidence students used to indicate mastery. Consider using an ID number to add anonymity.</p>	<p>CT Students have shared their desire to connect early and often with their teachers when working remotely. Connecting with students one-on-one to discuss progress and performance can be helpful feedback as they continue to get comfortable with this learning process. Helping students understand what they are doing well and where they need to focus more attention will help them make informed decisions regarding their learning choices.</p>	<p>Based on what you've learned about students' mastery of the content, tailor resources to the needs of different groups. Label resources in your digital platform so students have access to content that's appropriately challenging for them, or if the learning management system allows, assign different resources and assignments to specific students and groups.</p>
Resources				
<p>Data Review Protocol — CSDE Sensible Assessment Practices (p. 9)</p>	<p>CT Learning Hub — Online Learning Content Hub — LearnPlatform Plan for Reimagining CT Classrooms for Continuous Learning CPRL Distance Learning Framework CSDE COVID 19 Resources for Educators Stakeholder Roles in Virtual Learning — Plan for Reimagining CT Classrooms (p. 4) CSDE Resources to Support Student Learning Volume 1</p>	<p>CT Learning Hub CSDE PD Playlist — How to Keep Student Attention in a Virtual Classroom Planning for Virtual Lessons — Plan for Reimagining CT Classrooms (p. 6-10) Four Ways to Facilitate Virtual Learning CSDE COVID 19 Resources for Educators CSDE Resources to Support Student Learning</p> <ul style="list-style-type: none"> • Volume 1 • Volume 2 • Volume 4 <p>Improving Student Engagement Promising Practices Brief</p>	<p>Plan for Reimagining CT Classrooms (p. 8) Teacher-led conferencing How-To-Guide for Student Conferencing Conferencing artifacts</p>	<p>CT Learning Hub CSDE Mastery Based Learning Resource Center</p>

Plays for Elevating Learner Choice and Voice				
Learner Connected Opportunities	Learner Led: Elevating Learner Choice	Learner Demonstrated Opportunities	Learner Focused: Gather and Analyze Evidence for Differentiations and Personalization	Learner Connected Affirmations and Virtual Celebrations
<p>Finding ways to move classroom routines for coming together as a classroom community from a physical to a virtual space is critical to the development of student networks and collaboration skills. Pause for a virtual circle that includes a way for students to respond to a check-in question, so you can continue to build your virtual community. We also suggest holding office hours for students that want to connect in real time.</p>	<p>As students continue virtual lessons, set aside time to review expectations for how students will demonstrate learning by choosing an activity and completing the tasks. Be sure to answer any questions students have and clarify your expectations for their work. As students reflect on their learning, develop ways for students to establish goals and targets to support engagement, voice and self-regulation. Student goal setting supports the development of a district identified learner profile.</p>	<p>Offer students 3 (or more) different ways to show what they've learned with an intentional focus on rigor and equity of choices. Consider having a single rubric for all options. Be mindful of the technology and resources options offer, keeping equity at the forefront of your planning. When students have multiple ways for demonstrating their learner, the level of engagement and mastery can increase. This approach also takes into consideration the availability of resources when learning in remote locations.</p>	<p>We know all students have different experiences during virtual learning. Use time to ensure you have the evidence and data you need to start planning for differentiated stations, so you can best meet the various needs of your learners.</p> <p>Curriculum Playlists can provide a structure to differentiate and personalize learning specific to the learner</p>	<p>Providing opportunities in a virtual space to connect with teachers and peers has the potential to cultivate and increase relationships. Have students create affirmations about their classmates. This will help foster a positive learning environment, whether virtual or back in the classroom. Take time to celebrate the work everyone did during this virtual time, and set expectations for your first few days back together to alleviate any stress students might feel.</p>
Resources				
<p>Plan for Reimagining CT Classrooms for Continuous Learning (p. 6–7) PD Playlists for Blended Learning and Student Engagement — Educator Learning Hub</p>	<p>Plan for Reimagining CT Classrooms for Continuous Learning (p. 6–7) CPRL Distance Learning Framework CSDE COVID 19 Resources for Educators Stakeholder Roles in Virtual Learning — Plan for Reimagining CT Classrooms (p. 4)</p>	<p>Online Content Learning Resources — CT Learning Hub Planning for Virtual Lessons — Plan for Reimagining CT Classrooms (p. 6–10) Four Ways to Facilitate Virtual Learning CSDE COVID 19 Resources for Educators CSDE Resources to Support Student Learning</p> <ul style="list-style-type: none"> • Volume 1 • Volume 2 • Volume 4 	<p>Plan for Reimagining CT Classrooms for Continuous Learning (p. 6–7) CSDE PD Playlists for Blended Learning and Student Engagement — Educator Learning Hub Curriculum Playlist Building</p>	<p>Plan for Reimagining CT Classrooms for Continuous Learning (p. 6–7) CT Learning Hub The Compliments Project</p>

* Adapted from Education Elements First 20 Days of Virtual Learning, 2020, with permission

Endnotes

1. <https://portal.ct.gov/-/media/SDE/COVID-19/ReimaginingCTClassrooms.pdf>
2. CT Distance Learning Planning Guide (CPRL) <https://docs.google.com/document/d/1VIH9hm1ulGKQ2OryCb2N-OrgMdxQo5I9kX2R99Ek5hs/edit>
3. Congrove Distance Learning Model (CPRL) https://docs.google.com/presentation/d/1MRuB5Z8hsuyaKBy2qB7qq9K1zKC8iPyPt75QVs_wU8A/edit#slide=id.p1
4. <https://docs.google.com/document/d/1VIH9hm1ulGKQ2OryCb2N-OrgMdxQo5I9kX2R99Ek5hs/edit>
5. <https://portal.ct.gov/-/media/SDE/COVID-19/ReimaginingCTClassrooms.pdf>