



YOUR DISTANCE LEARNING CONTEXT

Before drafting extensive distance learning plans, it is helpful to take stock of the national, state, and local contexts you are working within. What is true for your community and the needs of your students and families?

Consider the following contextual factors:

- **Timing** - *How long a timeframe are you developing plans for, and at what point will they need to be revisited? What are the expectations from school/district leadership and families about timelines? What realities about student, family and staff schedules do you have to contend with?*
- **Equity** - *What are the varied learning needs, levels of independence, and access to support at home among your student population? What other factors might impact students' abilities to succeed while transitioning to a distance learning model?*
- **Faculty** - *How will you help your staff maintain work/life balance even during this challenging transitional period? Whose expertise can you lean on, and what are your overall faculty strengths and areas of growth to consider while developing distance learning plans?*
- **Technology** - *What tools are at your disposal, both free and that may be worth investing in? Overall, how tech-savvy is your faculty? How is technology both a barrier and an asset to your students, families and staff?*



CORE BELIEFS AND PRACTICES FOR DISTANCE LEARNING

Identify your core beliefs either as a school, department, grade level, or individual practitioner in the right column. On the left, identify a practice you can commit to as a distance learning teacher.

Core Belief <i>EX: Social Emotional Development and Support - We seek to foster feelings of safety and belonging for our students and families. We believe consistency and structure are important for students' well-being.</i>	Concrete Practice <i>EX: Teachers will provide at least one opportunity for students to connect with each other each week. This could be through an optional synchronous learning session, pair/group assignments, or other means.</i>