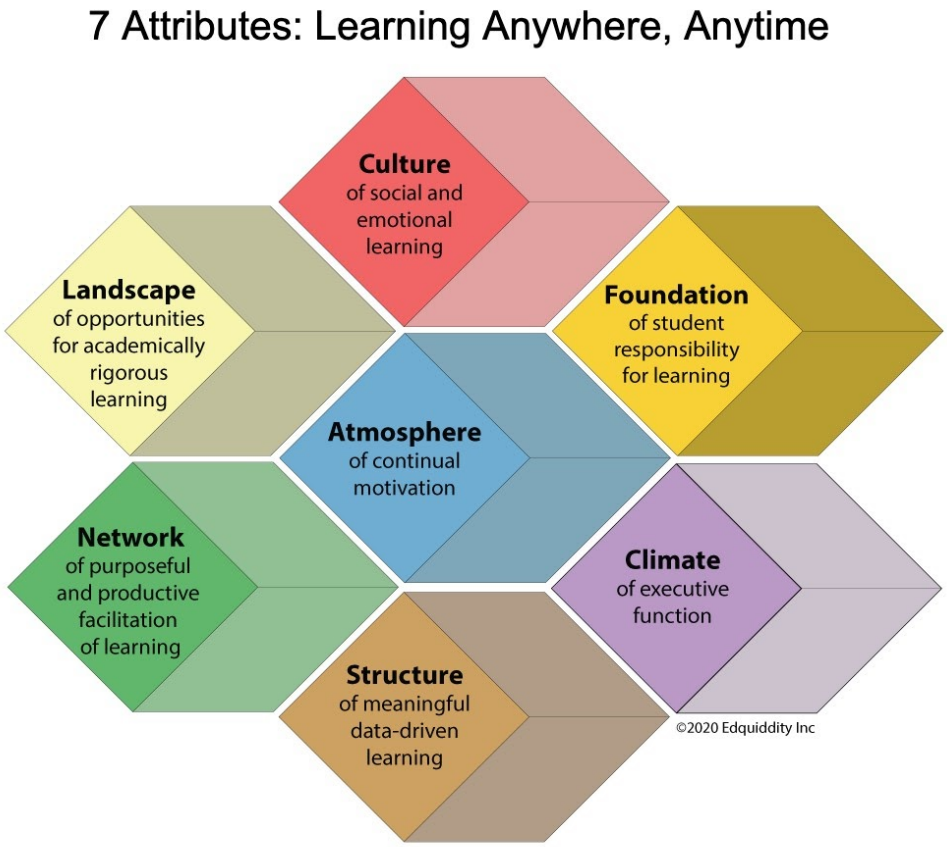
White Paper:
Re-Inventing the Classroom Experience

In order for teachers to plan and students to thrive, schools need an instructional model that works as well at home as it does in school. In March 2020, when schools closed, it became evident that teachers and students who were implementing my student-focused instructional framework -- *The Learner-Active, Technology-Infused Classroom* -- were able to easily shift their engagement from the "brick-and-mortar" classroom to the remote classroom. While that framework served schools well, it was originally designed for in-school learning. Consequently, I redesigned the framework to serve schools that would be dealing with remote or hybrid attendance. Realizing, too, that not all educators are ready to embrace the very student-focused paradigms of that framework, I developed a set of increasingly complex models for **Learning Anywhere, Anytime**.

Whether classes are remote, in school, or a mix of both, to achieve **Learning Anywhere, Anytime**, teachers develop structures and strategies that will work as well at home as they do in school. The goal is to design a learning environment that reflects these seven, interdependent attributes:



The key to a successful learning environment is implementing structures and strategies that work as well at home as they do in school, such that learning continues anywhere, anytime-- no need for a change in methods with a change in setting. This removes the roadblocks caused by the unknown related to student attendance. The **Learning Anywhere, Anytime** learning environment is designed such that students can be learning from home, in school, or moving between the two settings, and the day looks largely the same.

The Knowns

- For the unforeseeable future, the way students attend school will be shifting. At any time, students may be learning entirely remotely, entirely in school, or in a hybrid format on alternating days or weeks. ***Teachers need an instructional model that is not dependent on where students are learning.***

- Schools have to provide rigorous academic instruction so that students don't fall behind. We cannot afford to depend on in-school time for lessons and at-home time only for practice. ***Teachers need an instructional model of structures and strategies that work as well at home as they do in school, with learning activities in place no matter where students are.***

- Schools provide students with many services; two that are provided to all students are academic instruction and socialization. It is in school that students learn to engage in discussion and debate, reach consensus, collaborate, share, actively listen and respond, and more. ***Teachers need to avoid reserving in-school days for lessons and teacher talk, thus, robbing students of the socialization skills they are craving.***

- Teachers have certain "SuperPowers" when providing whole-class lessons in school, including scanning faces to check for attention and understanding and managing distractions. These SuperPowers cease to exist when attempting to deliver remote instruction through video conferencing. ***We need deliberate and effective ways to engage in live video instruction.***

- Our current models for teaching and learning are based upon a factory system of over 100 years ago; today presents an opportunity to reinvent schooling for the ages. It is important to avoid merely replacing in-school methods with computer-based methods. ***Educators must "do something different!"***

The Models

I developed three increasingly sophisticated models for a learning environment that will give teachers and students what they need to maintain continuity of high-quality learning. In fact, I believe that model "C" presented here can advance achievement, executive function, and socialization beyond the "brick and mortar" models that existed previously.

Note that these models represent "structures of engagement" with content, teachers, and peers for students who are in the physical school building and those who are home. The models do not prescribe specific content instruction, such as reading groups, science labs, etc. Teachers may use the model's structures to accommodate their specific content needs.

Included here are three sets of models: one for pre-kindergarten through first graders, who rely heavily on others for direction; one for second through fifth graders in a non-departmentalized setting; and one for sixth through twelfth grade departmentalized classrooms. While the content and sophistication of the structures will vary across the grade levels, there remains enough commonality within the set to warrant the grouping.

It is important to note that I am an advocate for model C, and only model C. I realize, however, that certain district constraints and teacher comfort levels may prevent teachers from being able to start there. Accordingly, I offer entry points so that teachers may decide if they are ready to start at level A or B and work their way to C.

Each set of models offers three increasingly complex implementation plans:

- A - Beginning equity model through differentiation and elevating student choice
- B - Increase in student engagement through problem- and project-based learning
- C - Increase in student responsibility for learning through specific structures

Each model offers a description of what in-school students are doing and what at-home students are doing. While there is some inherent order (e.g., the teacher offers a lesson before students engage in related activities), the description may not include everything that is happening in a classroom. It is intended to show how students can engage in rigorous learning whether at home or in school. Teachers may add additional structures and events throughout the day, as long as they focus on the seamless transition between home and school.

Starting the School Year

The models that follow are not a look at the first day of school. Depending on students' prior experience in taking responsibility for their own learning, the teachers may need to begin the school year with model A and gradually release responsibility to students over time as they teach students the norms and structures of the classroom.

Addressing Issues of Instructional Equity

Instructional equity means providing *each* student with the type and level of instruction needed to succeed, and that will vary for different students. This requires a reduction in whole-class instruction in favor of a more differentiated learning environment. Model A is the first level evidenced by differentiation and student choice. Model B introduces problem-, project-, place-, profession-, and pursuit-based instruction. Anchoring content in real-world issues with real-world audiences increases student engagement and builds relevancy. Model C introduces additional structures to foster greater student responsibility for learning. Ultimately, Model C provides students with the greatest level of engagement, empowerment, and efficacy and the greatest level of opportunity to learn in ways that address individual student needs.

While structure is important in students' lives, and that includes arriving at school or class on time, whether at home or in school; it is important to remember that some students, when they are home, are responsible for caring for others. Some students have to share their technology device with others in the family. Additionally, some students may need to work at a job to contribute to the household income. Teachers must understand these situations and take a student's home responsibilities into consideration when expecting all students to engage at particular times when they are learning from home.

Synchronous vs. Asynchronous Engagement

Prior to the pandemic-related school closures, explicit instruction was typically provided as whole-class lessons. Whole-class lessons across video, sometimes called "live streaming," are not effective -- I won't even sugar-coat that. It is impossible to manage distractions occurring in the home and it is difficult to gauge students' understanding of content through affective body language, which is one of the strategies used by teachers in the physical classroom.

In these models, "instruction" is offered through videos and Small-Group, Mini-Lessons. The latter are meant to be tailored to specific needs and levels, not repeated to cycle through a group of students.The advantages of video-based lessons recorded by the teachers and subject-area/grade-level colleagues are myriad. Among them:

- Students can watch, stop, rewind, and replay the video as much as they need to grapple with the content (an equity benefit).
- Students can watch when they are able to, in the event students at home are sharing devices or unable to join a class meeting at an appointed time (an equity benefit).
- Teachers' time with students becomes more facilitative, personalized, and targeted to individual needs, rather than focusing on content delivery.

Time with the teacher "live" shifts to these Small-Group, Mini-Lessons and live discussions where teachers can engage students in collectively grappling with content. Students come to the discussions with some background knowledge, which prepares them to participate. Teachers are able to synthesize

and solidify learning while students are able to build critical socialization skills. I recommend that these discussions take place with the in-class students and are more broad than a single lesson. Where teachers choose to have at-home students join a whole-class discussion, I recommend a cloud-based document where students can post their thoughts or comments (in-school and at-home students) so that the teacher can follow the discussion (which should reflect more student voice than teacher voice) and call on students as seems productive.

For more, watch my video, the 5-5-5-4 Approach to Instruction.

Technology

The best way to ensure the seamless transition between home and school is to ensure that students have computer devices both at home and at school. While this may not be immediately feasible, schools should be planning to increase the amount of technology available to accomplish this.

Author's Comments

I am wholly dedicated to helping educators deliver a new and more effective approach to "schooling" as we embark on a "new norm" for learning in the future. Timing is obviously of the essence. Therefore, I submit this white paper as a start in a much bigger conversation and will be updating it as time moves on. I invite you to read my blog posts as I seek to address different issues related to hybrid instruction (www.idecorp.com/dr-nancy-sulla-blog). Feel free to reach out to me if I can help clarify anything here: solutions@idecorp.com.

Learning Anywhere, Anytime Teaching Models

Teaching Models for Secondary Educators

Model A - Elevating Student Choice and Increase the Opportunities for All Students to Learn!

This model highlights the importance of equity through differentiation and the importance of school as a social environment. Meaningful learning is taking place in school and at home through teacher-made videos, live discussions, and teacher-curated Activity Lists.

Time	In-School Students	At-Home Students	Intentionality
Ongoing Planning Time	The teacher designs an Activity List for the week with choices of ways in which to learn content (e.g., audio, video, interactive simulations, text, websites, etc.) that are differentiated to meet the needs of all learners. The teacher and/or subject-area colleagues record instructional lessons (5-15 minutes). The teacher and/or subject-area colleagues record Directions videos for selected activities to support special education students and English Language Learners.		• Curate an instructional plan for students, whether at home or school, that will address differentiation and equity. • Different types of recordings serve different purposes: ○ Daily Message - connection ○ Directions - support for self-directed learning ○ Instructional - learning a new skill or concept
Before Class	The teacher records a daily message (1-2 minutes) to welcome students, share thoughts from the prior day, and set the stage for the current day.		• Teachers maintain connection with students through daily, personalized videos (replacing the greeting at the door and opening comments).
Start of Class Period	Students log into the classroom site, indicate they are present, watch the daily message video, review teacher notes and Activity List, and get started working.		• Teachers need to take attendance. • Students need structure, especially when moving back and forth between school and home, so it's important, if possible, for them to be in school virtually when it is physically in session.
Learning Activities	Students access an Activity List on the classroom site that offers differentiated opportunities to learn and provides choices for students (e.g., a video available on the web, a video made by the teacher, a website, a virtual learning center, text, etc.). This includes watching required Benchmark Lessons.		• Without as much teacher-contact in hybridity, students need greater differentiation through the activities themselves. • Students need the

			socialization that school provides, so in-school time should allow for significant collaboration, pairs and group work, and discussion (with social-distancing and potentially through cloud-based applications).
	Students may work with others (socially distanced).	If allowed by the school or district, students may connect and work with others at home or in school via videoconferencing.	
Small-Group, Mini-Lessons	The teacher offers short (5-10 minutes) Small-Group, Mini-Lessons that socially-distanced in-school students and at-home students can join. Lessons are designed for those who are struggling with content and those who are ready to be challenged to a higher level.		• Allows both groups to access skill-level, differentiated instruction. • Opportunity for growth in executive function and SEL.
Facilitation	The teacher sits with individuals or small groups to offer guidance and instruction.	The teacher may optionally connect with at-home students who need help via videoconference, while in-school students are working independently and with one another.	• If students are engaging in meaningful learning activities and are enjoying collegial collaboration in school, the teacher can facilitate learning for in-school and at-home students.
Discussion	On some days, the teacher leads a discussion to solidify learning.	Students continue working on differentiated learning activities. (Remote only? Hold discussions with half of the class at a time.)	• While lessons can be videotaped, discussions focus on socialization, SEL, and executive function, as well as academics.
End of Class	The teacher brings the group together for the last 5-10 minutes to summarize the day's learning and set the stage for the next day. Students submit completed assignments.	Students submit completed assignments.	• The teacher can prepare in-school students for at-home work expectations.

Model B - Now Let's Increase Student Engagement!

Building on model A, this model adds the use of problem- or project-based tasks to provide students with a real-world context for "why" they are learning content. A real-world audience, other than the teacher, increases motivation.

Time	In-School Students	At-Home Students	Intentionality
Before a Unit of Study	The teacher and/or students develop a real-world problem or project (challenge) with an authentic audience to which to present solutions, in order to frame the unit (i.e., a problem students could solve if they learned all of the unit content). Where possible, these should be interdisciplinary to limit the total number of PBLs in which a student is engaged.		• Provide a "felt need" to learn by using PBL to launch a unit and having a target audience. • Increase engagement by having students identify problems to solve or challenges to pursue.
Ongoing Planning Time	The teacher and/or subject-area colleagues record Benchmark Lessons (2-3 minutes) to inspire students by making the connection between the PBL task and upcoming content. The teacher designs an Activity List for the week with choices of ways in which to learn content (e.g., audio, video, interactive simulations, text, websites, etc.) that are differentiated to meet the needs of all learners. The teacher and/or subject-area colleagues record instructional lessons (5-15 minutes). The teacher and/or subject-area colleagues record Directions videos for selected activities to support special education students and English Language Learners.		• Inspire students to tackle content by connecting it to real-world problems. • Curate an instructional plan for students, whether at home or school, that will address cognitive, learning style, and cultural differences. • Different types of recordings serve different purposes: ○ Daily Message - connection ○ Benchmark Lesson - inspiration ○ Directions - support for self-directed learning ○ Instructional - learning a new skill or concept
Before Class	The teacher records a daily message (1-2 minutes) to welcome students, share thoughts from the prior day, and set the stage for the current day. The teacher posts a schedule for the week, with daily adjustments, of Benchmark Discussions and Small-Group, Mini-Lessons.		• Teachers maintain connection with students through daily, personalized videos (replacing the greeting at the door and opening comments).
Start of Class Period	Students log into the classroom site, indicate they are present, watch the daily message video, review teacher notes and Activity List, and get started working.		• Teachers need to take attendance. • Students need structure, especially when moving back and forth between school and home, so it's important for them to be in school virtually when it

			is physically in session. ● Students need to self start.
Learning Activities	Students access an Activity List on the classroom site that offers differentiated opportunities to learn and provides choices for students (e.g., a video available on the web, a video made by the teacher, a website, a virtual learning center, text, etc.). This includes watching required Benchmark Lessons.		● Without as much teacher-contact, students need greater differentiation through the activities themselves. ● Students need the socialization that school provides, so in-school time should allow for significant collaboration, pairs and group work, and discussion (with social-distancing and potentially through cloud-based applications).
	Students may work with others (socially distanced).	If allowed by the school or district, students may connect and work with others at home or in school via videoconferencing.	
Small-Group, Mini-Lessons	The teacher offers Small-Group, Mini-Lessons (5-10 min) in which 2-3 in-school students (socially distanced around a table with the teacher and a video camera aimed at the teacher and whiteboard) and 2-3 at-home students participate using videoconference. Lessons are designed for those who are struggling with content and those who are ready to be challenged to a higher level.		● Allows both groups to access skill-level, differentiated instruction. ● Opportunity for growth in executive function and SEL.
Facilitation	The teacher sits with individuals or small groups to offer guidance and instruction, using five levels of questions: comprehension, application, connection, synthesis, and metacognition.	The teacher may optionally connect with students at home who need help via videoconference, while in-school students are working independently and with one another.	● If students are engaging in meaningful learning activities and are enjoying collegial collaboration in school, the teacher can facilitate learning for in-school and at-home students.
Benchmark Discussions	On most days, the teacher leads a Benchmark Discussion to solidify learning, using four types of questions based on four lenses: explorer, analyst, synthesizer, catalyst.	Students continue working on learning activities.(Remote only? Hold Benchmark Discussions with half of the class at a time.)	● While lessons can be videotaped, discussions focus on socialization, SEL, and executive function, as well as academics.
End of Class	The teacher brings the group together for	Students submit completed assignments.	● The teacher can prepare in-school students for at-home

	the last 5-10 minutes to summarize the day's learning and set the stage for the next day. Students submit completed assignments.		work expectations.

Model C - Now Let's Increase Student Responsibility for Learning!

Building on model B, this model adds structures and strategies for putting students in charge of their own learning, freeing up the teacher to become a true facilitator of learning.

Time	In-School Students	At-Home Students	Intentionality
Before a Unit of Study	The teacher and/or students develop a real-world problem or project (challenge) with an authentic audience to which to present solutions, in order to frame the unit (i.e., a problem students could solve if they learned all of the unit content). Where possible, these should be interdisciplinary to limit the total number of PBLs in which a student is engaged.		• Provide a "felt need" to learn by using PBL to launch a unit and having a target audience. • Increase engagement by having students themselves identify problems to solve or challenges to pursue.

Ongoing Planning Time	The teacher and/or subject-area colleagues record Benchmark Lessons (2-3 minutes) to inspire students by making the connection between the PBL task and upcoming content.
	
	The teacher designs an Activity List for the week with choices of ways in which to learn content (e.g., audio, video, interactive simulations, text, websites, etc.) that are differentiated to meet the needs of all learners.
	
	The teacher and/or subject-area colleagues record instructional lessons (5-15 minutes).
	
	The teacher and/or subject-area colleagues record Directions videos for selected activities to support special education students and English Language Learners.
			• Inspire students to tackle content by connecting it to real-world problems.
			• Curate an instructional plan for students, whether at home or school, that will address cognitive, learning style, and cultural differences.
			• Different types of recordings serve different purposes:
			  ○ Daily Message - connection
			  ○ Benchmark Lesson - inspiration
			  ○ Directions - support for self-directed learning
			  ○ Instructional - learning a new skill or concept

Before Class	The teacher records a daily message (1-2 minutes) to welcome students, share thoughts from the prior day, and set the stage for the current day. The teacher posts a schedule for the week, with daily adjustments, of Benchmark Discussions and Small-Group, Mini-Lessons.		• Teachers maintain connection with students through daily, personalized videos (replacing the greeting at the door and opening comments).
Start of Class Period	Students log into the classroom site, indicate they are present, review teacher notes and the schedule they designed for themselves for the week, based on the Activity List; they watch the daily message video; they make adjustments based on teachers' scheduled Benchmark Discussions and Small-Group, Mini-Lessons.		• Teachers need to take attendance. • Students need structure, especially when moving back and forth between school and home, so it's important for them to be in school virtually when it is physically in session.

			• Students need to take responsibility for their own learning.
Learning Activities	Students follow schedules they make for themselves, with teacher input, mapping out how they will spend their time learning over the week, using the teachers' Activity List of differentiated opportunities to learn via videos available on the web, videos made by the teacher, websites, virtual learning centers, texts, etc. This includes watching required Benchmark Lessons.		• Without as much teacher-contact, students need greater differentiation through the activities themselves. • Students need the socialization that school provides, so in-school time should allow for significant collaboration, pairs and group work, and discussion (with social-distancing and potentially through cloud-based applications). • Students build responsibility by developing their own schedule for the week, taking into account when they are in school and when they are home.
	Students may work with others (socially distanced).	If allowed by the school or district, students may connect and work with others at home or in school via videoconferencing.	
Small-Group, Mini-Lessons	The teacher offers short (5-10 minute) Small-Group, Mini-Lessons that socially-distanced in-school students and at-home students can join. Lessons are designed for those who are struggling with content and those who are ready to be challenged to a higher level.		• Allows both groups to access skill-level, differentiated instruction. • Opportunity for growth in executive function and SEL.
Self-Advocacy	When in need of help, students reread directions, check with Home-Group members (3-4 students who are in school or at home on the same days), check the digital Peer Expert Board, and then put their name on the digital Help Board.		• Emphasizing resourcefulness and independence, structures help students advocate for themselves when they need help.
Facilitation	The teacher sits with individuals or small groups to offer guidance and instruction, using five levels of questions: comprehension, application, connection, synthesis, and metacognition.	The teacher connects with students at home who need help via videoconference, while in-school students are working independently and with one another.	• If students are engaging in meaningful learning activities and are enjoying collegial collaboration in school, the teacher can facilitate learning for in-school and at-home students.
Benchmark Discussion	On most days, the teacher leads a Benchmark Discussion to solidify learning, using four types of questions based on four	Students continue working according to their schedules. (Remote only? Hold Benchmark Discussions with half of	• While lessons can be videotaped, discussions focus on socialization, SEL, and executive function, as well as academics.

	lenses: explorer, analyst, synthesizer, catalyst.	the class at a time.)	
Reflection	After each instructional activity, students add entries to their digital Efficacy Notebooks reflecting on how the learning related to solving the real-world problem and to other content and establishing what else they need to learn.		• To prevent students from being in "did it, check it off" mode, cause them to stop and reflect on the learning.
End of Class	Students review their schedules, make any notes for the next day, and submit anything they want the teacher to review.		• Students view time over the course of a week, but pause daily to revise the schedule, if necessary.

Next Step: #LATIChybrid … a comprehensive instructional framework that promotes student engagement, empowerment, and efficacy based on a series of paradigm shifts for the teaching/learning process.

For questions and more information, contact us at solutions@idecorp.com.

Teaching Models for Grade 2-5 Educators

Model A - Elevating Student Choice and Increase the Opportunities for All Students to Learn!

This model highlights the importance of equity through differentiation and the importance of school as a social environment. Meaningful learning is taking place in school and at home through teacher-made videos, live discussions, and teacher-curated Activity Lists.

Time	In-School Students	At-Home Students	Intentionality
Ongoing Planning Time	The teacher designs an Activity List for the day (gr 2-3) or week (gr 4-5) with choices of ways in which to learn content (e.g., audio, video, interactive simulations, text, websites, etc.) that are differentiated to meet the needs of all learners. The teacher and/or grade-level colleagues record instructional lessons (5-15 minutes). The teacher and/or grade-level colleagues record Directions videos for selected activities to support special education students and English Language Learners.		• Curate an instructional plan for students, whether at home or school, that will address differentiation and equity. • Different types of recordings serve different purposes: ○ Daily Message - connection ○ Directions - support for self-directed learning ○ Instructional - learning a new skill or concept
Before The School Day	The teacher records a daily message (1-2 minutes) to welcome students, share thoughts from the prior day, and set the stage for the current day.		• Teachers maintain connection with students through daily, personalized videos (replacing the greeting at the door and opening comments).
Start of the School Day	Students log into the classroom site, indicate that they are present, watch the daily message video, review teacher notes and Activity List, and get started working.		• Teachers need to take attendance. • Students need structure, especially when moving back and forth between school and home, so it's important for them to be in school virtually when it is physically in session. • Students need to self start.
Learning Activities	Students access an Activity List on the classroom site that offers differentiated opportunities to learn and provides choices for students (e.g., a video available on the web, a video made by the teacher, a website, a virtual learning center, text, etc.). This includes watching required		• Without as much teacher-contact in hybridity, students need greater differentiation through the activities themselves.

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Model B - Now Let's Increase Student Engagement!

Building on model A, this model adds the use of problem- or project-based tasks to provide students with a real-world context for "why" they are learning content. A real-world audience, other than the teacher, increases motivation.

Time	In-School Students	At-Home Students	Intentionality
Before Launching New Units of Study	The teacher and/or students develop one or two real-world problems or projects (challenges) with an authentic audience to which to present solutions, in order to frame the curriculum (i.e., problems students could solve if they learned all of the unit content).		• Provide a "felt need" to learn by using PBL to launch a unit and having a target audience. • Increase engagement by having students identify problems to solve or challenges to pursue.

Ongoing Planning Time	The teacher and/or grade-level colleagues record Benchmark Lessons (2-3 minutes) to inspire students by making the connection between the PBL task and upcoming content.
	
	The teacher designs an Activity List for the day (gr 2-3) or week (gr 4-5) with choices of ways in which to learn content (e.g., audio, video, interactive simulations, text, websites, etc.) that are differentiated to meet the needs of all learners.
	
	The teacher and/or grade-level colleagues record instructional lessons (5-15 minutes).
	
	The teacher and/or grade-level colleagues record Directions videos for selected activities to support special education students and English Language Learners.
			• Inspire students to tackle content by connecting it to real-world problems.
			• Curate an instructional plan for students, whether at home or school, that will address cognitive, learning style, and cultural differences.
			• Different types of recordings serve different purposes:
			  ○ Daily Message - connection
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Before The School Day	The teacher records a daily message (1-2 minutes) to welcome students, share thoughts from the prior day, and set the stage for the current day. The teacher posts a schedule for the day (gr 2-3) or week (gr 4-5), with daily adjustments, of Benchmark Discussions and Small-Group, Mini-Lessons.		• Teachers maintain connection with students through daily, personalized videos (replacing the greeting at the door and opening comments).
Start of the School Day	Students log into the classroom site, indicate that they are present, watch the daily message video, review teacher notes and Activity List, and get started working.		• Teachers need to take attendance. • Students need structure, especially when moving back and forth between school and home, so it's important for them to be in school virtually when it is

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<tr><td>Benchmark Discussions</td><td>The teacher leads Benchmark Discussions to solidify learning across the units, using four types of questions based on four lenses: explorer, analyst, synthesizer, catalyst.</td><td>Students continue working on learning activities. (Remote only? Hold Benchmark Discussions with half of the class at a time.)</td><td>● While lessons can be videotaped, discussions focus on socialization, SEL, and executive function, as well as academics.</td></tr>
<tr><td>End of The School Day</td><td>The teacher brings the group together for the last 5-10 minutes to summarize the day's learning and set the stage for the next day. Students submit</td><td>Students submit completed assignments.</td><td>● The teacher can prepare in-school students for at-home work expectations.</td></tr>
</table>

	completed assignments.		

Model C - Now Let's Increase Student Responsibility for Learning!

Building on model B, this model adds structures and strategies for putting students in charge of their own learning, freeing up the teacher to become a true facilitator of learning.

Time	In-School Students	At-Home Students	Intentionality
Before Launching New Units of Study	The teacher and/or students develop one or two real-world problems or projects (challenges) with an authentic audience to which to present solutions, in order to frame the curriculum (i.e., problems students could solve if they learned all of the unit content).		• Provide a "felt need" to learn by using PBL to launch a unit and having a target audience. • Increase engagement by having students themselves identify problems to solve or challenges to pursue.
Ongoing Planning Time	The teacher and/or grade-level colleagues record Benchmark Lessons (2-3 minutes) to inspire students by making the connection between the PBL task and upcoming content. The teacher designs an Activity List for the day (gr 2-3) or week (gr 4-5) with choices of ways in which to learn content (e.g., audio, video, interactive simulations, text, websites, etc.) that are differentiated to meet the needs of all learners. The teacher and/or grade-level colleagues record instructional lessons (5-15 minutes). The teacher and/or grade-level colleagues record Directions videos for selected activities to support special education students and English Language Learners.		• Inspire students to tackle content by connecting it to real-world problems. • Curate an instructional plan for students, whether at home or school, that will address cognitive, learning style, and cultural differences. • Different types of recordings serve different purposes: ○ Daily Message - connection ○ Benchmark Lesson - inspiration ○ Directions - support for self-directed learning ○ Instruction - learning a new skill or concept
Before The School Day	The teacher records a daily message (1-2 min) to welcome students, share thoughts from the prior day, and set the stage for the current day. The teacher posts a schedule for the day (gr 2-3) or week (gr 4-5), with daily adjustments, of Benchmark Discussions and Small-Group, Mini-Lessons.		• Teachers maintain connection with students through daily, personalized videos (replacing the greeting at the door and opening comments).
Start of the School Day	Students log into the classroom site, review teacher notes and the schedule they designed for themselves for the week, based on the	Students log into the classroom site, send the teacher a note that they are present, review teacher notes and refer to the schedule they designed for	• Teachers need to take attendance. • Students need structure, especially when moving back and forth between school and home, so it's important for them

	Activity List; they watch the daily message video; they make adjustments based on teachers' scheduled Benchmark Discussions and Small-Group, Mini-Lessons.	themselves for the week, based on the Activity List; they watch the daily message video; they make adjustments based on teachers' scheduled Benchmark Discussions and Small-Group, Mini-Lessons.	to be in school virtually when it is physically in session. ● Students need to take responsibility for their own learning.
Learning Activities	Students follow schedules they make for themselves, with teacher input, mapping out how they will spend their time learning over the day (gr 2-3) or week (gr 4-5), using the teachers' Activity List of differentiated opportunities to learn via videos available on the web, videos made by the teacher, websites, virtual learning centers, texts, etc. This includes watching required Benchmark Lessons.		● Without as much teacher-contact, students need greater differentiation through the activities themselves. ● Students need the socialization that school provides, so in-school time should allow for significant collaboration, pairs and group work, and discussion (with social-distancing and potentially through cloud-based applications). ● Students build responsibility by developing their own schedule for the week, taking into account when they are in school and when they are home.
	Students may work with others (socially distanced).	If allowed by the school or district, students may connect and work with others at home or in school via videoconferencing.	
Small-Group, Mini-Lessons	The teacher offers short (5-7 minute) Small-Group, Mini-Lessons that socially-distanced in-school students and at-home students can join. Lessons are designed for those who are struggling with content and those who are ready to be challenged to a higher level.		● Allows both groups to access skill-level, differentiated instruction. ● Opportunity for growth in executive function and SEL.
Self-Advocacy	When in need of help, students reread directions, check, where possible, with Home-Group members (3-4 students who are in school or at home on the same days), check the digital Peer Expert Board, and then put their name on the digital Help Board.		● Emphasizing resourcefulness and independence, structures help students advocate for themselves when they need help.
Facilitation	The teacher sits with individuals or small groups to offer guidance and instruction, using five levels of questions: comprehension, application, connection, synthesis, and	The teacher connects with at-home students who need help via videoconference, while in-school students are working independently and with one another.	● If students are engaging in meaningful learning activities and are enjoying collegial collaboration in school, the teacher can facilitate learning for in-school and at-home students.

	metacognition.		
Benchmark Discussions	The teacher and/or students lead Benchmark Discussions to solidify learning across the units, using questions based on four lenses: explorer, analyst, synthesizer, catalyst.	Students continue working according to their schedules. (Remote only? Hold Benchmark Discussions with half of the class at a time.)	• While lessons can be videotaped, discussions focus on socialization, SEL, and executive function, as well as academics.
Reflection	After each instructional activity, students add entries to their digital Efficacy Notebooks reflecting on how the learning related to solving the real-world problem and to other content and establishing what else they need to learn.		• To prevent students from being in "did it, check it off" mode, cause them to stop and reflect on the learning.
End of the School Day	Students review their schedules, make any notes for the next day, and submit anything they want the teacher to review.		• Students view time over the course of a day (gr 2-3) or week (gr 4-5), but pause daily to revise the schedule, if necessary.

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Teaching Models for Grade PK-1 Educators

Model A - Elevating Student Choice and Increase the Opportunities for All Students to Learn!

This model highlights the importance of equity through differentiation and the importance of school as a social environment. Meaningful learning is taking place in school and at home through teacher-made videos, live discussions, and teacher-curated Activity Lists.

Time	In-School Students	At-Home Students	Intentionality
Ongoing Planning Time	The teacher and/or grade-level colleagues develop an image-driven, digital choice board and record Directions videos with directions for selected activities. The teacher and/or grade-level colleagues record instructional videos (5-10 minutes).		• Curate an instructional plan for students, whether at home or school, that will address cognitive, learning style, and cultural differences. • Our youngest learners need more direction, which will also help parents/caregivers support teachers' directions.

Before the School Day	The teacher records the morning meeting, with a song, calendar focus, weather, or anything else that might occur in class for the students who are learning from home.		• Teachers maintain connection with students through daily, personalized videos.
			• Different types of recordings serve different purposes:
			  ○ Morning meeting - connection
			  ○ Directions - support for self-directed learning
			  ○ Instruction - learning a new skill or concept

Start of the School Day	Students enter class and follow the teacher's direction; the teacher holds the morning meeting. Students then log into the classroom site, post an emoticon of how they are feeling today, and refer to their choice boards to begin their work.	Students log into the classroom site and watch the video of the morning meeting; they post an emoticon of how they are feeling today so the teacher knows that they are present. They then refer to their choice boards to begin their work. (Optionally, students work in a videoconference, each in their own room.)	• Teachers need to take attendance. • Students need structure, so it's important for them to be in school, even virtually, when it is physically in session. • Students need to self start. • Teachers may wish to have students in a videoconference, each with their own breakout room so that they can facilitate instruction.
Learning Activities	Students work alone or in socially-distanced	Students choose from a set of activities on an	• Without as much teacher-contact, students need greater

	pairs, choosing from a set of activities on an image-driven, digital choice board with direction videos.	image-driven, digital choice board with direction videos.	differentiation through the activities themselves. ● Students need the socialization that school provides, so in-school time should allow for significant collaboration, pairs and group work, and discussion (with social-distancing and potentially through cloud-based applications).
	As needed, individually or in small-groups, live or through video, students work with the teacher who walks them through how to engage in activities and make choices.		● Teachers teach in-class students how to learn from home, modeling how to engage in the various activities.
Small-Group, Mini-Lessons	The teacher offers short (5-7 minute) Small-Group, Mini-Lessons that socially-distanced in-school students and at-home students can join. Lessons are designed for those who are struggling with content and those who are ready to be challenged to a higher level.		● Allows both groups to access skill-level, differentiated instruction. ● Opportunity for growth in executive function and SEL.
Facilitation	The teacher sits with individuals or small groups to offer guidance and instruction.	The teacher may, optionally, connect with at-home students who need help via videoconference, while in-school students are working independently and with one another, with the support of a teaching assistant or co-teacher.	● If students are engaging in meaningful learning activities and are self-directed, the teacher can facilitate learning for in-school and at-home students.
Discussions	The teacher leads discussions to solidify learning.	Students continue working from their choice boards. (Remote only? Hold discussions with a third of the class at a time.)	● While lessons can be videotaped, discussions focus on socialization, SEL, and executive function, as well as academics.
End of the School Day	The teacher brings the group together for the last 10-15 minutes to summarize the day's learning and set the stage for the next day.		● The teacher can prepare in-school students for at-home work expectations.

Model B - Now Let's Increase Student Engagement!

Building on model A, this model adds the use of problem- or project-based tasks to provide students with a real-world context for "why" they are learning content. A real-world audience, other than the teacher, increases motivation.

Time	In-School Students	At-Home Students	Intentionality
Before Launching New Units of Study	The teacher, with or without student input, develops one or two real-world problems or projects (challenges) in order to frame the curriculum (i.e., problems students could solve if they learned all of the unit content).		• Provide a "felt need" to learn by using PBL to launch a unit. • Increase engagement by having students identify problems to solve or challenges to pursue.

Ongoing Planning Time	The teacher and/or grade-level colleagues develop an image-driven, digital choice board and record Directions videos with directions for selected activities.
	
	The teacher and/or grade-level colleagues record instructional videos (5-10 minutes).
	
	The teacher and/or grade-level colleagues record Benchmark Lessons (2-3 minutes) to inspire students by making the connection between the PBL task and upcoming, new content.
			• Our youngest learners need more direction, which will also help parents/caregivers support teachers' directions.
			• Different types of recordings serve different purposes:
			  ○ Morning meeting - connection
			  ○ Benchmark Lesson - inspiration
			  ○ How To - support for self-directed learning
			  ○ Instruction - learning a new skill or concept

Before the School Day	The teacher records the morning meeting, with a song, calendar focus, weather, or anything else that might occur in class for the students who are learning from home.		• Teachers maintain connection with students through daily, personalized videos.
Start of the School Day	Students enter class and follow the teacher's direction; the teacher holds the morning meeting. Students then log into the classroom site, and refer to their choice board to begin their work.	Students log into the classroom site and watch the video of the morning meeting; they post an emoticon of how they are feeling today so the teacher knows that they are present. They then refer to their choice boards to begin their work. (Optionally, students work in a videoconference, each in their own room.)	• Teachers need to take attendance. • Students need structure, especially when moving back and forth between school and home, so it's important for them to be in school virtually when it is physically in session. • Students need to self start. • Teachers may wish to have students in a videoconference, each with their own breakout room so that they can facilitate instruction.

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<tr><td rowspan="2">Learning Activities</td><td colspan="2">Students refer to their choice board to begin their work, engaging in differentiated opportunities to learn (e.g., a video available on the web, a video made by the teacher, a website, a virtual learning center, text, their personal “manipulatives pack,” etc.). This includes watching required Benchmark Lessons.</td><td rowspan="2">• Without as much teacher-contact, students need greater differentiation through the activities themselves.
• Students need the socialization that school provides, so in-school time should allow for significant pairs and group work, and discussion (with social-distancing and potentially through cloud-based applications).
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Model C - Now Let's Increase Student Responsibility for Learning!

Building on model B, this model adds structures and strategies for putting students in charge of their own learning, freeing up the teacher to become a true facilitator of learning.

Time	In-School Students	At-Home Students	Intentionality
Before Launching New Units of Study	The teacher, with or without student input, develops one or two real-world problems or projects (challenges) in order to frame the curriculum (i.e., problems students could solve if they learned all of the unit content).		• Provide a "felt need" to learn by using PBL to launch a unit. • Increase engagement by having students themselves identify problems to solve or challenges to pursue.
Ongoing Planning Time	The teacher and/or grade-level colleagues develop an image-driven, digital choice board and record Directions videos with directions for selected activities. The teacher and/or grade-level colleagues record instructional videos (5-10 minutes). The teacher and/or grade-level colleagues record Benchmark Lessons (2-3 minutes) to inspire students by making the connection between the PBL task and upcoming, new content.		• Our youngest learners need more direction, which will also help parents/caregivers support teachers' directions. • Different types of recordings serve different purposes: ○ Morning meeting - connection ○ Benchmark Lesson - inspiration ○ How To - support for self-directed learning ○ Instruction - learning a new skill or concept
Before the School Day	The teacher records the morning meeting, with a song, calendar focus, weather, or anything else that might occur in class for the students who are learning from home.		• Teachers maintain connection with students through daily, personalized videos.
Start of the School Day	Students enter class, log into the classroom site, and post an emoticon of how they are feeling today so the teacher knows that they are present. The teacher holds the morning meeting. Students then refer to their choice boards to begin their work.	Students log into the classroom site and watch the video of the morning meeting; they post an emoticon of how they are feeling today so the teacher knows that they are present. Students then log into the classroom site and refer to their choice board to begin their work. (Optionally, students work in a videoconference, each in their own room.)	• Teachers need to take attendance. • Students need structure, so it's important for them to be in school, even virtually, when it is physically in session. • Students need to take responsibility for their own learning. • Teachers may wish to have students in a videoconference, each with their own breakout room so that they can facilitate instruction.

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	questions based on four lenses: explorer, analyst, synthesizer, catalyst.	Benchmark Discussions with a third of the class at a time.)	executive function, as well as academics.
Reflection	After each instructional activity, students fill in an emoticon face reflecting on how they felt about the activity. At the end of the morning and again at the end of the day, students share one thing they learned today.	After each instructional activity, students fill in an emoticon face reflecting on how they felt about the activity. At the end of the morning and again at the end of the day, students share and record audio of one thing they learned today.	• To prevent students from being in "did it, check it off" mode, cause them to stop and reflect on the learning.
End of the School Day	The teacher brings the group together for the last 10-15 minutes to summarize the day's learning and set the stage for the next day.		• The teacher can prepare in-school students for at-home work expectations.

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