

# Remote Learning Guidance for Caring School Community

## INTRODUCTION

## GUIDANCE

Beginning of Year

Middle of Year  
*(Coming Soon)*

End of Year  
*(Coming Soon)*

# Introduction

The school closures and emergency remote learning during the 2019–2020 school year have changed the landscape of instruction. Center for the Collaborative Classroom recognizes that going forward, educators will need more flexible options to support their students' learning in a variety of circumstances and formats.

The guidance that follows was designed to focus instruction on pedagogy rather than the technology used to deliver the instruction. We want to help ensure that the integrity of the lessons is maintained, while making necessary adjustments for distance learning. Additionally, we want to make sure the work students do is rigorous and cognitively engaging, leading to independence rather than simply completion and compliance.

The *Remote Learning Guidance* is designed to support teachers in transitioning *Caring School Community* from an in-person format to either a blended or fully remote setting.

## Copyright Guidance

In order to facilitate remote learning when in-person instruction is not possible, you may share Collaborative Classroom program materials as needed via private or closed digital and audio environments. This includes the ability to:

- Access digital versions of certain trade books for the duration of the remote learning period. We have secured permission from the copyright holders to provide these versions to our school partners. Please note that the digital editions are not to be printed, downloaded, or shared beyond the classroom community.
- Copy and share student materials as needed for learning, and share teacher materials in order to collaborate on lessons. Please make a reasonable effort to maintain existing copyright lines and reference owners of copyright (for example, if copying pages, include the copyright lines).

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## A Note About Read-Alouds

Unfortunately, in most cases Collaborative Classroom is not the copyright holder for the books and does not have the right to grant permission to record read-alouds. When recording read-alouds of any sort, please follow these additional guidelines to protect copyright holders:

- Many publishers have relaxed their copyright requirements during the covid-19 pandemic. Before recording a read-aloud or sending a request to the copyright holder, check the [copyright holder's website](#) for information. Typically, information about recording read-alouds can be found under the Subsidiary Rights/Permissions or Contact Us sections of publisher websites.
- If you are unable to find any information on their website about whether a copyright holder is allowing recording of read-alouds during the covid-19 pandemic, then send the copyright holder a request for permission to record their book(s) in order to temporarily facilitate remote learning. Include your school name and book information.
- When recording and sharing a story do so privately or in a closed system (e.g., YouTube channel set to private).
- Include the book title, author, and publisher at the beginning of your reading.

## Navigating a Virtual Platform

Students need the opportunity to learn the tools of their virtual platform. Build in time during the first few lessons to teach students how to turn their cameras on/off, mute/unmute, open and use the chat box, click to join a breakout room, and share their screen (older students). Review these procedures as needed. Ask yourself these questions:

- *How will you incorporate learning to navigate the virtual platform into your online sessions?*
- *What are the aspects of your virtual platform that are essential for students to know how to manipulate?*
- *How can you remind yourself to be patient about teaching this navigation?*

As you consider the aspects of your virtual platform that are essential, think about:

- The age of the students
- The content
- The time available
- How you can make best use of platform features:
  - A chat box is an excellent way for older students to have quick conversations, provide short responses, and share thinking.

- A breakout room is an excellent way to have deeper conversations, partner talk, and group work.
- Sharing a screen is an excellent way for older students to show their work or share information.

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## Involve Parents/Families

**Developing At-Home Norms/Expectations:** Ask families to establish at-home norms or expectations for the school day. Encourage families to discuss norms for working at home.

Possible discussion questions include:

- *What kind of routine will we establish to make sure we can all get our work done?*
- *When will we take breaks to play and have fun?*
- *When is it okay to interrupt adults while they are working?*
- *How will children communicate that they need help?*

**Supporting Younger Students:** There is a lot for our younger students to learn in this transition to online learning. Consider how you might involve parents/families in effectively engaging in the platform.

- *Who will help the student sign on?*
- *Who will help the student get oriented to their screens as you teach them about the camera, the microphone, and the other features of the virtual platform?*

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## Establish the “Ways We Work Together”

Provide an opportunity for the students to reflect on and discuss how to work as a community during online learning. Talk to the students about the ways you will work together on your virtual platform. Consider creating a “Ways We Work Together” chart. Possible discussion

questions include:

- *What can we do to make sure we get to sessions on time?*
- *What can we do to ensure we have all the materials needed?*
- *What can we do to show we are listening?*
- *What can we do to make sure everyone gets a chance to talk?*
- *What can we do to make sure several of us don’t talk at the same time?*

Over time, you might consider asking students to reflect on questions such as:

- *Which work habit was easy for you today?*
- *Which work habit was challenging for you today? Why?*

- *What do you like about working together virtually?*
- *What can be hard about working together virtually?*

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## Norm Setting

Consider engaging students in a more formal norm setting experience.

1. Ask the students to imagine what kind of virtual classroom they want to have. Ask them to close their eyes and visualize (make a picture in their minds) as you slowly read the following scenario aloud twice.

*Imagine logging in and joining our virtual classroom. You feel nervous because you've never used [the platform] before. You are a bit shy and worried about being on camera. You may be feeling a little overwhelmed or confused about having to be out of school for so long, and a little sad because you are not able to be with your friends and your teacher. And you're just feeling a little uncertain, but also maybe a little excited, about this new online structure for learning.*

2. Ask the students to consider:
  - *When you come to our online classroom, how do you want to be treated by the other class members?*
  - *How would you feel if other class members treated you this way?*
  - *Imagine if another member in our group felt this way—how would we want to treat them?*
3. Ask the students to open their eyes and write their ideas (if grade appropriate). After a few minutes, ask the students to share their thinking.
4. With this discussion in mind, let the students know that you will create a “Ways We Will Work Together” chart based on the class discussion. Model for the students how to generate ways to work together statements. For example,

*I will.... I will not....*

*Example: I will talk with a kind voice to other people.*

*Example: I will not talk over other people.*

5. Ask the students to share their “Ways We Will Work Together” statements. Based on what the students share, create a list of about five norms of “We will . . .” statements.
6. Revisit norms periodically across sessions.

## “Go Bag” Guidance

The following suggestions will help you grab the necessary resources for teaching and learning when at-home remote learning is necessary.

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### For Teachers

While all of the teacher-facing resources are available on the Learning Portal, we recommend that you take your print *Teacher’s Manuals* home.

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### For Students

We recommend:

- A fully charged device
- A writing tool—preferably a marker or a crayon as those are more visible when holding up documents to the camera
- Paper

## Supporting Students with Disabilities

Ensure learning opportunities for all students. Additionally, consider how to use the digital supports offered in your virtual platform such as the speech-to-text feature.

## Professional Learning Resources

Collaborative Classroom is dedicated to providing on-going professional learning resources to support teachers in their work planning and teaching our programs. Our teaching community has been a wealth of information and idea sharing during the time of remote learning. The following resources might be of further help to you:

- Join our [Collaborative Classroom Community Facebook® page](#)
- Follow us on [Twitter](#)
- Access our [blogs](#) and use the filters to find blogs of interest
- Access our [archived webinars](#), review the various webinar series, and determine which might support your own learning

## Caring School Community

### Beginning of the Year

Relationships are essential. Consider how you will engage your students in *Caring School Community* activities with the goal of maintaining a sense of community. Below are some things to consider if you will be teaching in blended or fully remote scenarios during the first 10–12 weeks of school.

- **Build relationships.** Building strong relationships remains the centerpiece of the *Caring School Community* program whether you teach it remotely or in person. We suggest teaching the lessons and meetings in the program as regularly as your remote learning schedule allows. Consider starting each day with a morning circle and ending each day with a closing circle. Some activities will need to be modified, but following the structure each day and week will help students feel connected and supported.
- **Conduct regular one-on-one video and/or telephone calls with students and families.** You may need to make some extra connections with families and students at the start of the year. While these calls take extra time, they will prove essential as you begin working together. Connecting with students and families regularly will be especially important for kindergarten students, who will be new to school and to remote learning.
- **Provide ongoing ways to support student interaction.** Building relationships takes time and effort. Students will need many ways to engage with one another across the curriculum. These opportunities are essential for students to practice and to see the utility of the social skills they learn in the program.
- **Prepare students to re-enter school.** Teaching the *Caring School Community* lessons as often as you can during remote learning will set up students for returning to the physical classroom when it is safe. They will enter the classroom having learned some essential procedures and discussed and established norms. Students will be ready and excited to reconnect with one another in person.

## Scheduling Guidance

We recommend prioritizing Morning Circle and Community Chats/Class Meetings (grades K–5) and Advisory and Class Meetings (grades 6–8) whether in a blended or fully remote learning format. Consider how you will engage your students during blended or fully remote learning settings.

- Schedule the Morning Circle, Community Chat/Class Meeting, or Advisory at a consistent time.
- If you are using a blended model, schedule the Morning Circle, Community Chat/Class Meeting, or Advisory during a time that allows all students to participate (in-person and virtually).
- If you are using a blended or fully remote learning format, use the break-out function via your virtual platform (if available) to engage students in partner conversations.

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## Instructional Considerations

A sense of connectedness is an essential part of developing a strong learning community.

- For K–1, engage the students in the “Starting the Year” (weeks 1 and 2) and “Building the Classroom and School Community” (weeks 2–10) lessons.
- For grades 3–5, engage the students in the “Starting the Year” (weeks 1–10) lessons.
- For grades 6–8, engage the students in the “Beginning the Year” (weeks 1–10) lessons.

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## At-Home Activities

- Consider using the Home Sharing Activities (grades K–1) to engage families.
- Consider using Home Connection Activities (grades 2–5 and 6–8) to engage families.

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## Live Virtual Guidance

- “Gather” the class for a Morning Circle, Community Chat/Class Meeting, or Advisory and conduct a modified version of a meeting. Even if the meeting lasts only five minutes, it is vital to maintain the community by connecting in this way.
  - Use the established lesson format for the Morning Circle, Community Chat/Class Meeting, or Advisory. This will help you keep the meeting short but effective. You might:
    - Do a modified version of the greeting using waves instead of handshakes.
    - Modify the team building activity by expanding the sharing time.

- Possible topics for virtual class meetings include:
  - How to ask for and give help to each other
  - Ways to stay connected to classmates
  - What to do when we are bored
- Students and adults may be feeling anxious during this time of unknowns. Some self-calming strategies to try during times of stress include:
  - Tell someone how you are feeling.
  - Hug a stuffed toy or curl up in a comfy chair for a few minutes.
  - “Shake it off” by shaking out your arms and legs or by engaging in some physical activity.
  - Draw a picture of yourself feeling calm.
  - Write about how you are feeling.
  - Try the following breathing techniques:
    - Close your eyes and take five deep breaths.
    - Practice “one-minute breathing”: Set a timer for one minute and slowly breathe in and out.
    - “Breath moving”: Sit up straight, close your eyes. Breathe in and imagine moving the breath to the top of your head. Breathe out and imagine you are moving the breath to the bottom of your spine. Repeat.