

# SPS Remote learning:

Responding to the challenges  
of learning at home



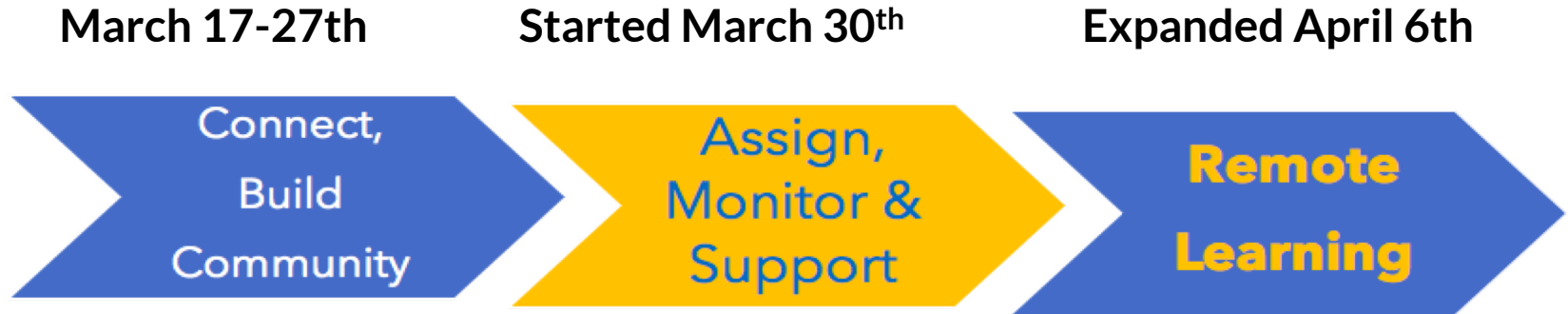
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**A presentation to School Committee**

*April 15, 2020*



## The Timeline



# Connect & Build Community March 17-27

<i>Date</i>	<i>State &amp; Federal Guidance</i>	<i>SPS Actions</i>
Week of March 9th	<p>DESE advised districts to remain open unless directed by Department of Public Health to close.</p> <p>Further, Per CDC Guidelines, if advised to close, districts were directed to approach closure on a school-by-school basis.</p>	<ul style="list-style-type: none"> <li>On March 12, Dr. Sawyer decided to close school on Friday, March 13; on March 13, he closed school for the following week due to further developments related to the coronavirus situation.</li> <li>Work began on resources for students and families.</li> </ul>
Sunday, March 15th	Governor Baker closed schools through April 6th	Administrators began discussions about how to support families during school closure, including providing food resources (meal provision begins March 17, Day 3 of closure)
Week of March 16th	DESE advised that providing mandatory “virtual classes” would be a violation of civil rights and special education law with regard to equitable access	<ul style="list-style-type: none"> <li>On March 16 (Day 2 of closure) SPS released <b>Learning Opportunity Resources</b> our initial “opt in” approach to learning.</li> </ul>

# Assign, Monitor & Support

## Started March 30

<i>Date</i>	<i>State &amp; Federal Guidance</i>	<i>SPS Actions</i>
March 21st	The U.S. Department of Education released guidance stating that ensuring compliance with the Individuals with Disabilities Education Act (IDEA) should not prevent schools from offering instruction via distance learning	<ul style="list-style-type: none"><li>SPS leadership discussed implications for planning with a focus on supporting students and families with diverse needs</li></ul>
Week of March 23rd	On March 25, Governor Baker extends school closure through May 4th	Administrators continued discussions about how to support families during extended closure, including efforts to get iPads and internet access to families who needed technology
	On March 26, DESE signaled new expectations for assigning student work and outreach to families.	<ul style="list-style-type: none"><li>On March 26, SPS issued guiding principles for remote learning</li><li>On March 27, SPS shared expectations for assigning and collecting work</li></ul>



# Remote learning



# Expanded April 6th

<i>Date</i>	<i>State &amp; Federal Guidance</i>	<i>SPS Actions</i>
Week of March 30th	On March 30 Commissioner of Education Jeff Riley (DESE) issued a letter to families informing parents about the shift to remote learning , signaling new expectations for assignments and outreach as well as ongoing concerns about equity and access	<ul style="list-style-type: none"><li>• SPS continued to work through additional dimensions of remote learning including privacy and legal issues related to video conferencing.</li><li>• At all levels teacher planning teams were organized to provide consistency and redundancy.</li></ul>
Week of April 6th	On April 6th the DESE release a document entitled Supporting Students with Disabilities for All Educators and Providers with the intention of safeguarding student confidentiality, student privacy and accessibility standards	<ul style="list-style-type: none"><li>• On April 6th SPS released a formal memo to staff and families expanding the district plan for remote learning, including “live” interactions with students, virtual “office hours” and a plan to teach new content, beginning on April 8 &amp; 9.</li><li>• On April 7th Dr. Sawyer surveyed staff and families regarding April vacation.</li><li>• On April 8th, the School Committee voted to make 4/21-4/23 remote learning days.</li></ul>



## Early Successes

- Remote learning options provided immediately to families
- Our Food Services Department organized to support families with meal delivery starting on March 17th.
- Our educators started collaborating right away, with each other and with students and families.
- Our Information Technology Department worked overtime to support device delivery and to support district platforms.



## Lessons Learned

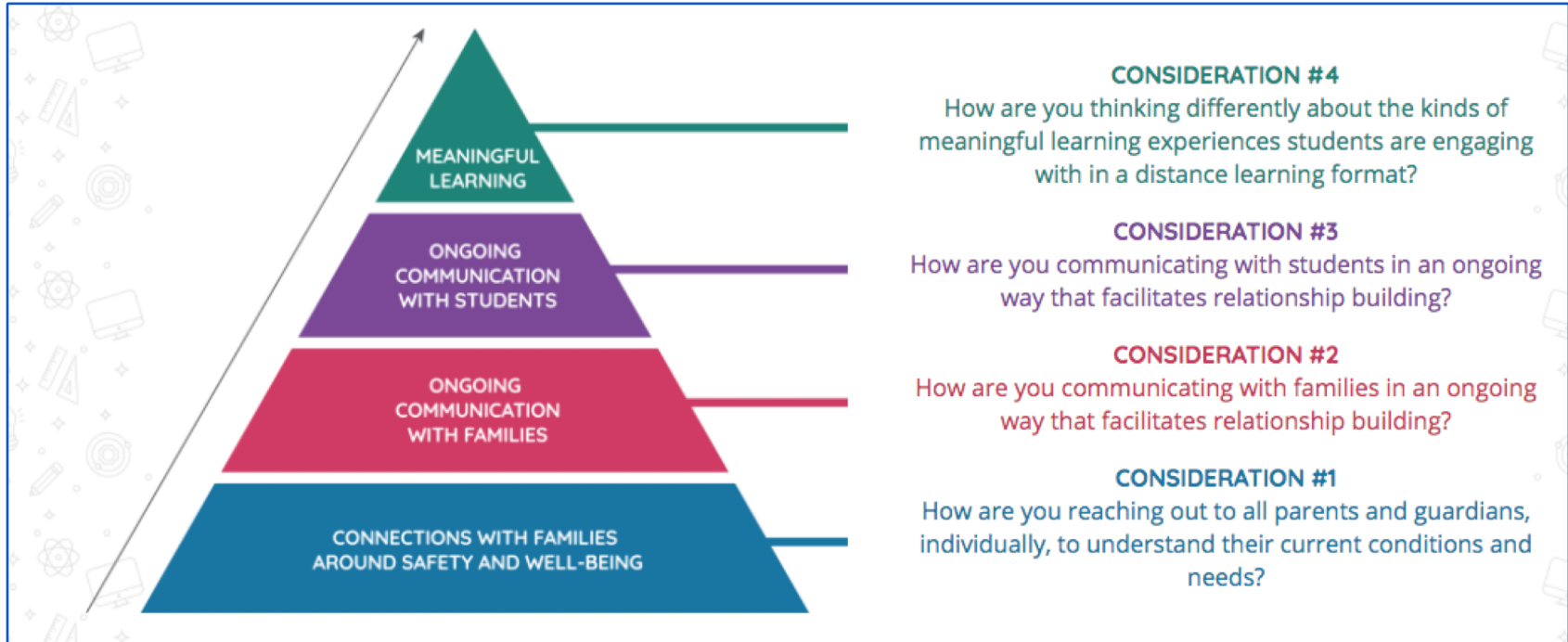
- Parents need help navigating resources
- Students are more motivated by assigned tasks
- Children persevere with tasks tailored to their level and/or needs and
- Feedback is even more precious when face-to-face isn't an option

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# New Environment, New Needs



# Planning with Best Practice in Mind



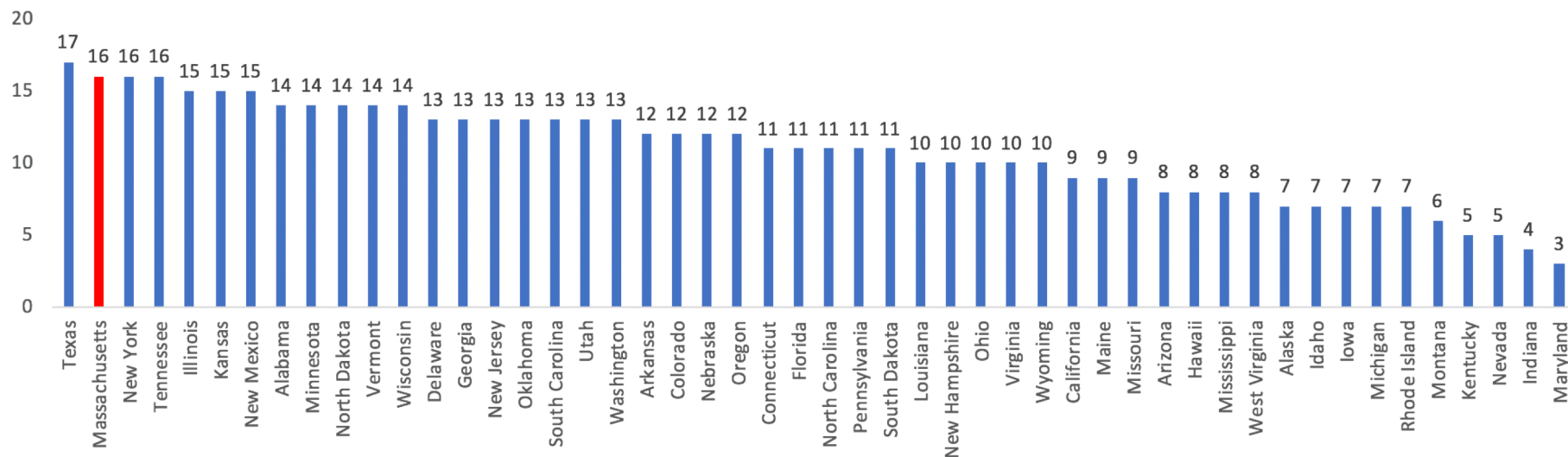


# What is Remote Learning?

**Remote Learning** can take place in a multitude of ways, including by helping students engage with resources in their everyday lives and in the natural world around them. Remote learning also provides unique opportunities to further engage students in the arts or interdisciplinary work. Finally, we must be conscious of the effects of increased screen time and seek balance between learning through technology and remote learning that happens offline to support students' curiosity and understanding. (DESE Guidance March 26)

# Massachusetts “ranks” second in nation on remote learning guidance using criteria from MIT’s Teaching Systems Lab

Massachusetts fulfills 16 out of 21 criteria outlined in MIT’s recent report: *Remote Learning Guidance from State Education Agencies During the COVID-19 Pandemic: A First Look*



Source: MIT Teaching Systems Lab

<https://tsl.mit.edu/covid19/>

[https://docs.google.com/spreadsheets/d/1F543PJ7R4SgHT\\_19on7ttkUg\\_357RF2wLEiy\\_S97gH0/edit#gid=0](https://docs.google.com/spreadsheets/d/1F543PJ7R4SgHT_19on7ttkUg_357RF2wLEiy_S97gH0/edit#gid=0)

# What IS possible?

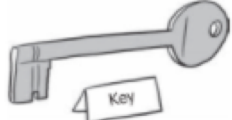

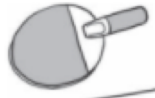
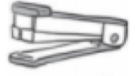
## Elementary

This is a Math in Focus worksheet  
Used with permission from the online  
version of our Grade 2 student  
workbook.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Look at the list.

Check (✓) the columns that are true.

	Item	Less than 1 foot	More than 1 foot
3.	 Key		
4.	 Baseball bat		
5.	 Table tennis racket		
6.	 Stapler		





## Remote & Robust



# What IS possible? Elementary

This board depicts well the collaboration at work between departments, teams and educators across all levels.

## Grade 4 Specials Choice Board

Please choose at least one activity for each special each week.

Art	PE	Music	Media
<a href="#">Scavenger hunt</a> alphabet drawings.	<a href="#">Make up your own workout routine</a>  Choose an exercise in five different areas. How many rounds can you do??	Design and Draw a new instrument. Explain how it would be played. What family would it be in? Strings, Woodwinds, Brass, or Percussion?	Do you love cake? Wanda Sykes reads <i>The Case of the Missing Carrot Cake</i> by Robin Newman <a href="#">Storyline Online</a>
How can <a href="#">Flags</a> be used to express messages?	<a href="#">One Minute Challenges</a> <i>How many can you do?</i> <a href="#">One Minute Challenges! Let's Go!!</a>	Go on a treasure hunt and try to find your recorder. Then take a listen to this story, <a href="#">Lazlo Learns Recorder</a> by Vicky Weber. (If you can't find your recorder, you can use a pen, a pencil, or a straw!)	Do you enjoy reading about famous people? Go to <a href="#">Big Timber Media</a> and choose a book about someone to read.
<a href="#">Houses on a Hill</a> with a surprise educational ending	<a href="#">Ball Skills- Grab a soccer ball and let's get movin'</a>  <a href="#">Soccer / Ball Skills</a>	Pick your favorite song and create your own dance. Can you find patterns in the song? Try to match your dance moves to these patterns. Perform your fabulous creation for your family members!	Do you enjoy stories about baseball? Kevin Costnar and Jillian Estell read <i>Catching the Moon</i> by Crystal Hubbard <a href="#">Storyline Online</a>

Artists, we would love to see your work! Upload an image of your work titled with your NAME and GRADE to your [teacher's folder](#).

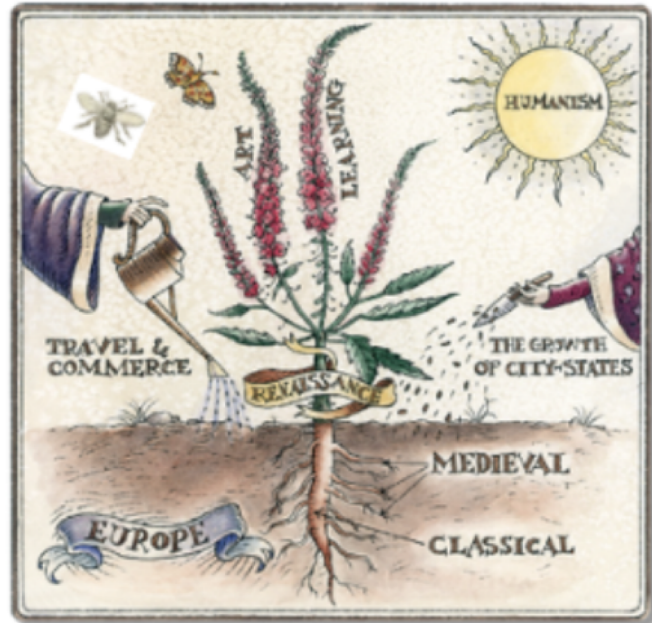
# What IS possible?

## Middle - Gr 8

This assignment prompts students to start thinking about concepts before formal teaching begins, akin to the approach used in a 'flipped classroom' model.

### Renaissance Flower: How did the Renaissance come about?

Directions: In order to understand how the Renaissance started we will use this flower picture as a metaphor. Each piece represents or symbolizes one factor that helped to bring about the Renaissance. Use [these slides](#) to help you fill in the chart below. You will have a chance to ask questions during my "live" time on Wednesday at 11:30 on Schoology!




## What IS possible? Middle



Here Spanish Teacher Evan Sooy models oral proficiency in an authentic way for a real purpose

# What IS possible? SHS

Teachers at SHS are able to draw from a variety of sources, including their own work products, to support students in revisiting taught concepts and in learning new skills.

Assignment of: 4/13 - 4/17/20  Assignments Due by: 4/17	<b>Shrewsbury HS</b> 	<b>Science &amp; Engineering</b>  <b>Course: Biology</b>
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Teacher: The Biology Teachers  
Course: Honors and A-Level Biology  
Period(s): All of them

**Assignment #1: Please submit required work as one document to schoology.**

[Crash course-The Global Carbon Cycle Video](#)

- [Worksheet](#) (optional for extra clarification/not required)

[Bozeman Biogeochemical Cycles Video](#)

[LB Cycles of Matter Worksheet](#) (required)

[Cycles diagrams](#) - coloring (required)

# What IS possible? SHS

Our Social Science teachers are using current events to engage students in thinking more broadly about big ideas like society, culture and equity.

US History I Honors: Section 1



Distance Learning March-May 2020

## How will coronavirus change the world?

Due: Monday, April 13, 2020 at 12:30 pm

The world is going through an unprecedented time for humanity right now. Major world events have impacted the way our society operates. Take 9/11 for example...drastic changes were made to airline travel following that fateful day. Stereotypes and prejudice grew among certain races and people became more wary of everyone.

How do you think the coronavirus will change the way we live going forward? Read ONE of the following articles (or more if you want). I would like you to tell me in some way, how you think this will change our world. You can write something, draw something, create something....whatever you want! Be creative!

I look forward to your responses!

Posted Thu Apr 9, 2020 at 11:23 am



[bbc.com-Read more from The Conversation.pdf](#) 94 KB | [VIEW](#)



[nytimes.com-We Were Planning an Inequality Project Then History Lurched.pdf](#) 32 KB | [VIEW](#)

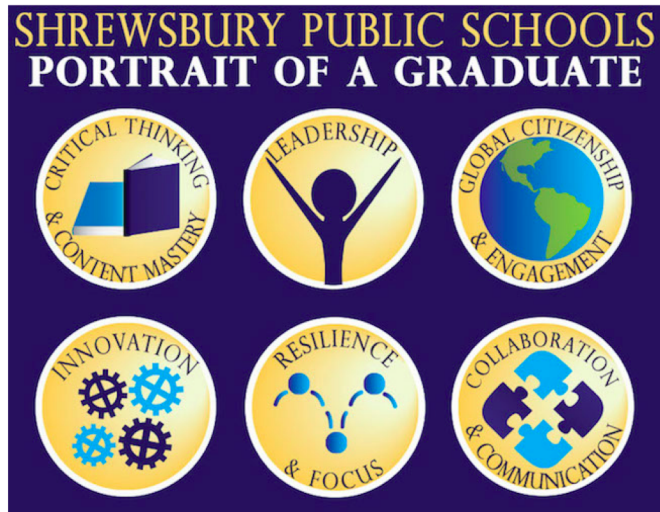


[usatoday.com-Life may change for us all How we respond to the coronavirus crisis will be defined by historians say.pdf](#) 47 KB | [VIEW](#)



[Distance Learning Rubric.docx](#) | [VIEW](#)

# Opportunities for Student & Families



Graphic by Alexandra Lekas, SHS Class of 2018

**Greg Tang's Level 6**  
**Spring Math Challenge**

Name \_\_\_\_\_  
Parent Signature \_\_\_\_\_

**START** **FINISH**

**Instructions:**

- Go to: [gregtangmath.com](http://gregtangmath.com)
- Click the buttons at the top to go to Books and Games.
- Mark off each square on the game board as you complete the activity.
- Try to get to the finish line by
- May 7th!

**Play Ten Frame Mania**  
for 10 minutes

**Play Place Value**  
Decimals  
3-place (Hard)  
for 10 minutes

**Play How Much How Many**  
for 10 minutes

**Read Math Potatoes**

**Play Missing**  
Divide Combo (Hard)  
for 10 minutes

**Play Kakooma**  
Play + & x  
for 10 minutes

**Play Satisfraction**  
Calculate + (Hard)  
for 10 minutes

**Play Minus Mania (Play)**  
for 10 minutes

**Play Expresso**  
+ - x ÷ (Insane)  
for 10 minutes

**Play NumTanga**  
Level 5 & 6  
for 10 minutes

**Notes:**

- Have someone older, like Mom or Dad, help if you need it.
- If the games are too easy, move to a harder level!

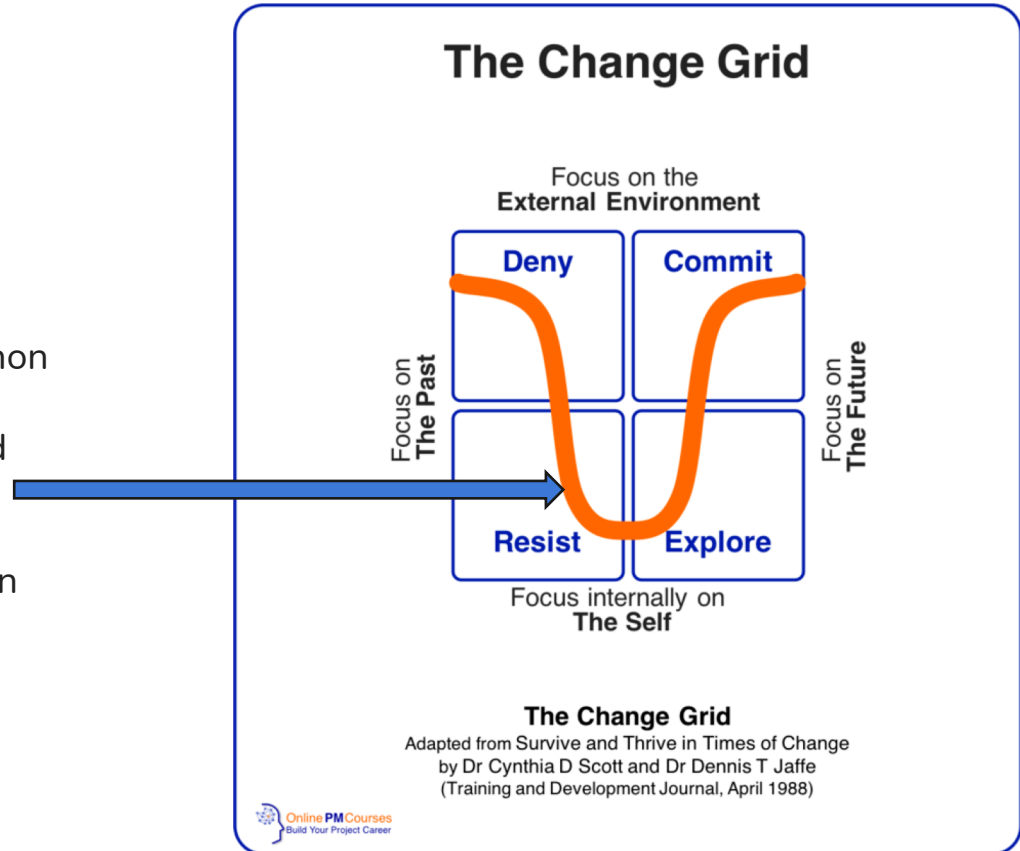


# Implementation

Michael **Fullan** refers to this drop in performance and confidence as the “**implementation dip**” – the phenomenon that occurs “as one encounters an innovation that requires new skills and new understandings.”

Fullan suggests that this dip may be an inevitable part of any change effort

The **way up and out** of the dip is through **learning** the **new** practices.



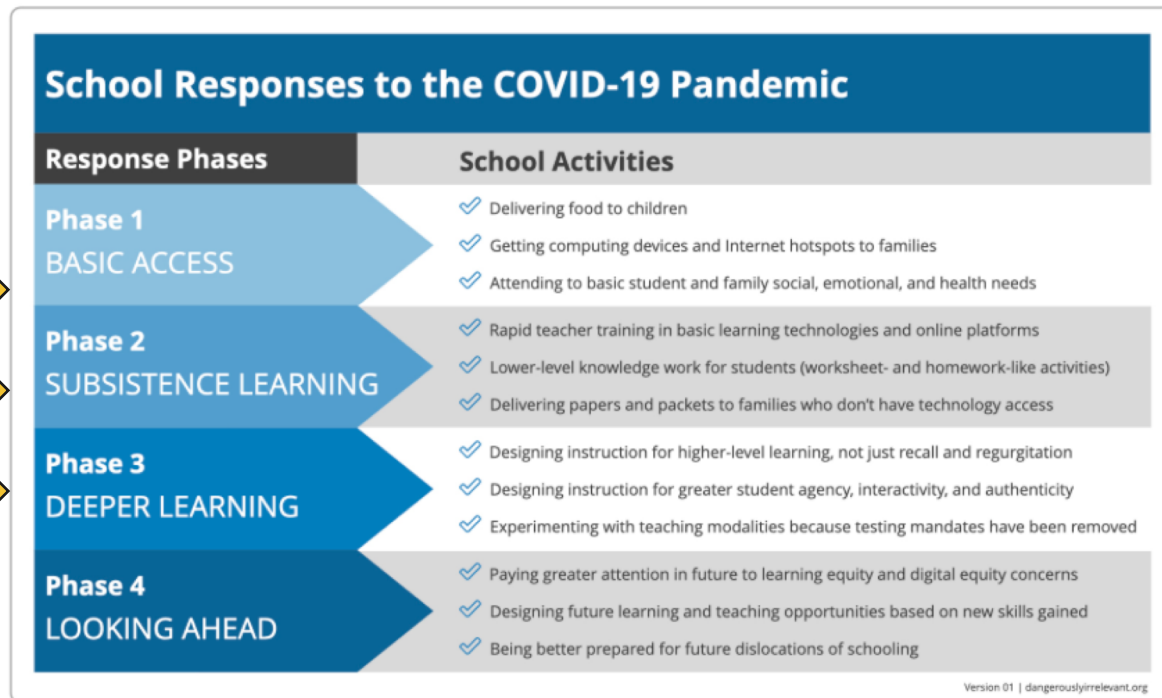
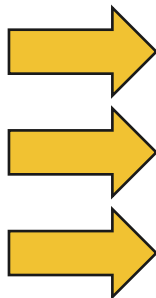


 We're in this together.

We are here

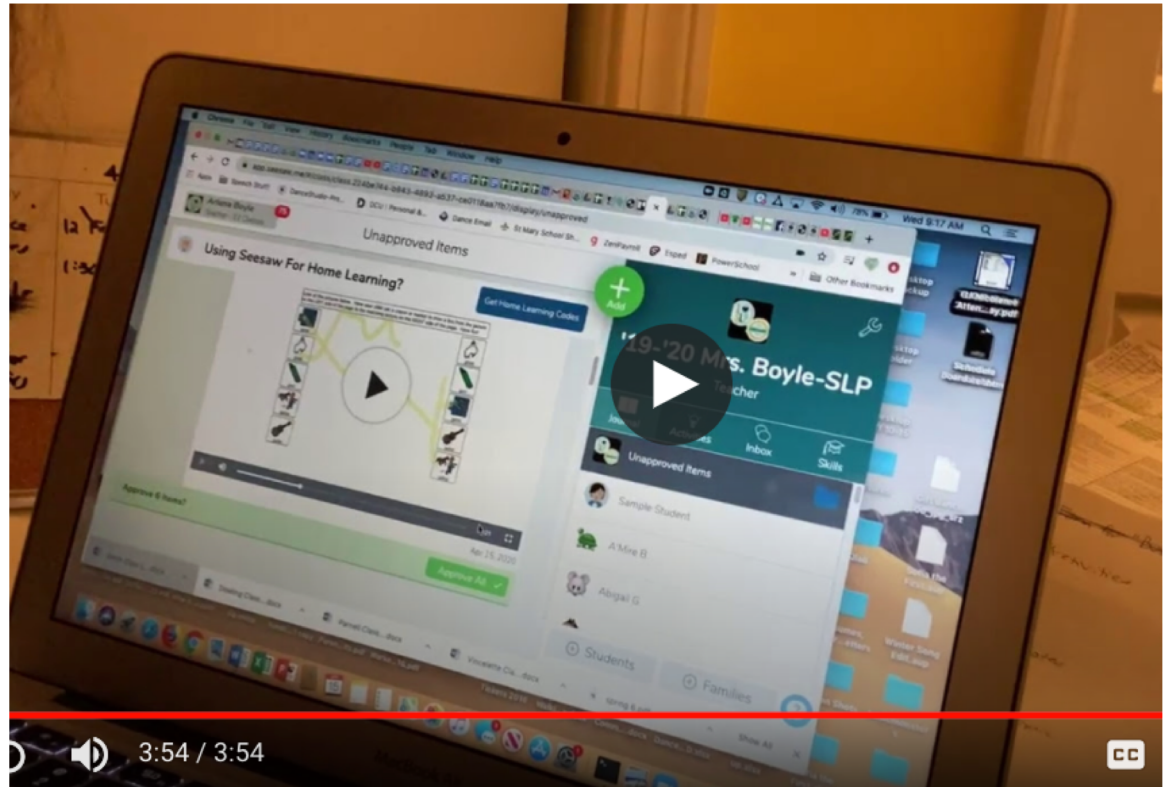
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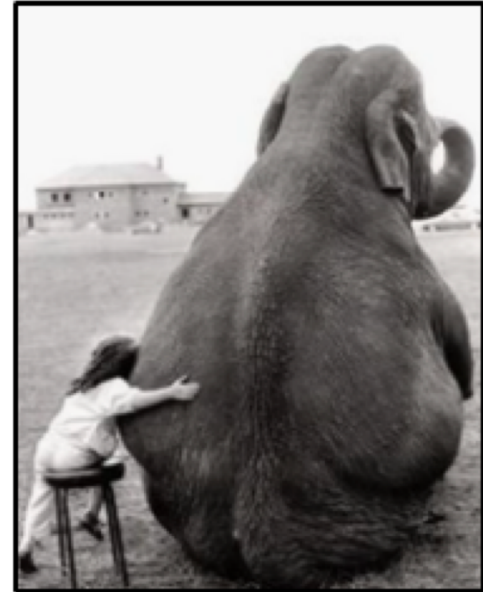
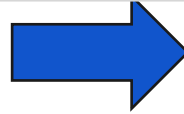
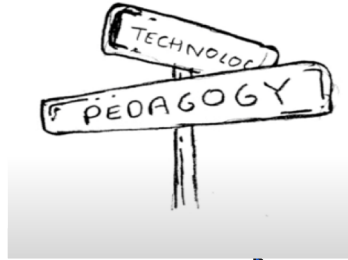


Used with permission from Scott McLeod

# Better Together



# Opportunity in Crisis



 Questions?

