

## Blended Learning and Fully Remote Teaching and Learning

**A new paradigm for instructional programming was needed to provide students appropriate learning opportunities under the social distancing parameters and fiscal constraints that currently exist. To that end, in order to be prepared for both Blended Learning and Fully Remote Learning for Fall 2020, this document provides an overview for what students will experience in each model, and how teachers will work to serve students in each of the models.**

**Blended Learning Model:** The blended learning model incorporates a combination of both on-site instruction at the school and remote instruction at home on the days the students are not scheduled to be on-site at the school. Leveraging the Instructional Coordination Period for joint planning, the on-site teacher and the blended remote teacher will work together to coordinate student learning. The specific days on which students will be on-site vs. remote will be determined by the programming model selected by the school and will be communicated well in advance to the students and families.

**Fully Remote Learning Model:** The fully remote model uses only synchronous and asynchronous online learning and does not include in-person learning. Students who have opted to learn fully remote will be online with their teacher(s) every day engaging in both synchronous and asynchronous learning. The school will coordinate programming in order to coordinate learning across all grades/subjects.

### **TEACHER ROLES FOR BLENDED LEARNING AND FULLY REMOTE**

*All efforts shall be made to assign teachers to a program that is exclusively of one type (in-person or fully remote or blended remote). In the limited instances where a teacher has a partial program of one type, the balance of the teacher's program may be of another type.*

**Blended Learning On-Site Teacher:** *A teacher who provides live instruction in the school building to students participating in the blended learning model.*

Blended learning on-site and blended learning remote teachers will share responsibilities for students participating in the blended learning model. The blended on-site teacher will coordinate and plan for learning with the blended remote teacher partner during the Instructional Coordination Period.

**Blended Learning Remote Teacher:** *A teacher who provides remote instruction for remote students participating in the blended learning model.*

This includes elements of both synchronous and asynchronous instruction. Blended learning on-site and blended learning remote teachers will share responsibilities for students participating in the blended learning model. The blended remote teacher will coordinate and plan for learning with the on-site remote teacher partner during the Instructional Coordination Period. The blended remote teacher may choose to use resources created by the Virtual Content

Specialist (see below) to thoughtfully complement their school's shared, inclusive, digital curricula.

**Fully Remote Teacher:** *A teacher who provides synchronous and asynchronous instruction to students participating in the fully remote learning model.*

The fully remote teacher may choose to use resources created by the Virtual Content Specialist (see below) to thoughtfully complement their school's shared, inclusive, digital curricula as appropriate.

### **Virtual Content Specialist**

To ensure continuity of learning for students across models, instructional resources will be made available to teachers to the extent possible and should be thoughtfully paired with the school's shared, inclusive and digital curricula if considered for use. The role of Virtual Content Specialist (VCS) has been created to generate such resources. The VCS is a centrally funded role that schools may also choose fund themselves. Additional guidance on posting and filling the role is forthcoming. Selected applicants will develop instructional content that both on-site and remote teachers may choose to use to complement their school's shared, inclusive and digital curriculum.

The **VCS** will:

- *Create instructional content aligned to the course's scope and sequence, and relevant learning standards, that can be uploaded to a school's chosen learning platform. Instructional content will include:*
  - *video recorded mini-lessons*
  - *supplemental assignments and materials differentiated for a variety of learners*
  - *sample rubrics and grading criteria*
- *Curate instructional content to make it available to teachers*
- *Participate in and facilitate routine professional learning*
- *Collaborate with other Virtual Content Specialists*
- *Where applicable, collaborate with on-site and remote instructors during the instructional coordination period.*

### **KEY DEFINITIONS**

#### **Synchronous Teaching and Learning**

Given that there are developmental differences in each grade band for students, minimum to maximum ranges of synchronous learning time *for students* are delineated to guide students, families, and educators in citywide expectations. In order to ensure a gradual transition, online times may be shorter at the beginning of the school year.

- For students and families, the ranges delineate times a student should expect and prepare to be online engaging with the teacher(s) synchronously.
- For teachers and principals, the expectation is to ensure students are provided the range of times to engage synchronously, whether in whole group, small group, or individually,

within the contractual work day (outside of prep, lunch, office hours, instructional coordination times).

**Synchronous instruction** is defined as live interaction between the teacher and a student or students each day at a scheduled time, communicated in advance to parents and students. Daily synchronous instruction can be offered to the whole class, in small groups, or with individual students and when appropriate may include engaging caregivers to help students participate. Daily synchronous instruction may include but is not limited to the use of Google Meet, Microsoft Teams, Zoom, other DOE approved and school-determined online video conferencing platforms, and phone conferences to provide synchronous instruction in the following areas:

- Whole class, small group and/or individualized live instruction
- Regular, dedicated time during which students and/or families can connect with teachers and get help with instructional activities (“Office Hours”)
- Daily activities that promote students’ social and emotional wellness
- Feedback on student learning and work progress check-ins with students
- Conferences with students or families

Additionally, the impact of a student’s disability and individual needs for accessibility and accommodations must be considered when delivering synchronous instruction to students with disabilities.

### **Asynchronous Teaching and Learning**

All learning materials for students will be uploaded in the school’s chosen learning system (e.g., Google Classroom), including daily messages and directions given to students, assignments, and learning resources. Students will be expected to log in daily and read the daily messages and complete tasks as assigned by the teacher.

- For students and families, communications, assignments, and resources will be made available in the school’s chosen learning system and available 24/7. While work can be completed at any time, students must submit work by due dates identified.
- For teachers and principals, coordination of required asynchronous work will be made across all instructors to ensure developmental appropriateness.

*Asynchronous instruction occurs daily and serves as a complement to daily synchronous instruction. **Asynchronous learning** refers to instruction and learning opportunities that do not feature students and teachers interacting at the same time. Asynchronous learning activities enable students to work at their own pace so they can learn the same material at different time independently.*

*Daily asynchronous instruction may include, but is not limited to, the following approaches:*

- Video lessons or recorded presentations



Department of  
Education

Chancellor Richard A. Carranza

- *Activities, assignments or tasks, guided by digital curricula*
- *Collaborative documents*
- *Discussion boards*
- *Email communication*
- *Feedback on student learning*

*Asynchronous instruction should consist of daily tasks or assignments aligned to synchronous instruction as determined by the teacher and informed by student data so that students can work at their own pace. Students with disabilities may have asynchronous instruction that is intended to reinforce, extend or apply their Individualized Education Program goals.*

## **BLENDED LEARNING MODEL**

The blended learning model incorporates a combination of both on-site instruction at the school and remote instruction at home on the days the students are not scheduled to be on site at the school. Students in the blended learning model will learn with an on-site teacher and blended remote teacher. The specific days on-site vs. remote will be determined by the programming model selected by the school and will be communicated well in advance to the students and families. This section outlines the expectations for students in this context (both on-site and remote) and expectations when teachers are teaching these students.

### **Key Elements of Instruction for Blended Learning Students:**

- Remote and on-site learning experiences are connected and aligned to create meaningful and integrated learning experiences for students (e.g. a student might begin a project on-site and continue to work on this project while remote or a writing lesson the student engaged in while on-site supports the student's independent writing while remote).
- Remote and on-site teachers will be organized into teaching pairs or teams to coordinate instruction using their school's shared, inclusive and digital curriculum and complemented, as deemed appropriate, with resources created by the VCS and other digital resources that align to the curriculum's intended scope and sequence.
- Formative assessment data gleaned from student work, along with observational data of how students learn best either remotely or on-site, is used to plan accessible and meaningful remote and on-site instruction. Data is also used to provide students with tiered supports and give students actionable and meaningful mastery-oriented feedback.
- As determined during instructional co-planning time, content, progress toward learning goals, and student readiness will inform which aspects of instruction take place on-site or remotely.

### **Blended Remote**

For students learning in a blended learning setting, schools should also follow the guidelines related to fully remote, including synchronous and asynchronous instruction.

### ***Teaching Remote Students***

Remote instruction will be a blend of synchronous and asynchronous student engagement. Remote instruction of **blended students** will include routinely meeting with the same group of students on specific days (which must be communicated in advance to families and posted publicly). These instructors are responsible for:

- *co-planning with the on-site instructor to provide access to lessons that are aligned to the curriculum, scope and sequence appropriate for the students being served*
- *co-planning for, co-administering, and co-evaluating assessments of student performance*
- *conducting outreach to individual students and families to provide feedback.*
- *monitoring the health, welfare, and engagement of students including reminders of new safety protocols regarding use of PPE and social distancing*
- *Providing students with a combination of synchronous and asynchronous instruction daily*
- *Coordinate instruction planning daily with other teachers, including ENL teachers, and Special Education support staff using the instructional coordination time*
- *Work with the classroom teacher to communicate, prepare and coordinate students' synchronous schedules and self-paced student activities, tasks and assignments*
- *Engage students in mini-lessons aligned to their school's shared, inclusive and digital curricula and may include resources developed by the VCS as appropriate and adjusted to meet student needs, include scaffolds and reflect the diverse cultures and backgrounds of students they serve. This can either be synchronous or a combination of asynchronous instruction with a component of live instruction that includes active engagement and checks for understanding to provide timely and targeted feedback; can be conducted with whole class or in small groups of students based on the goal of the lesson*
- *Engage students in small group or individualized instruction occurring synchronously to provide students with more targeted instruction, guided practice and immediate, constructive feedback*
- *Monitoring student engagement and completion of asynchronous, self-paced activities*
- *Assessing student work and providing feedback to students*
- *Daily community building and social emotional activities*
- *Supporting students and families with navigating remote learning instructional materials and platforms, while ensuring that these available in the home languages of the students*
- *Other duties related to both in-person and remote learning*

### **Blended Learning On-Site**

For students learning in a blended learning setting, on-site learning should resemble the learning that takes place across a typical school day. Students should receive instruction across all four core subject areas (ELA, math, science and social studies, including ENL supports as per Part 154 Regulations, special education and related services per IEPs) and other required courses as

scheduled (dance, music, theater, physical education, etc.). Students may participate in an instructional lunch called *Lunch in the Classroom* as detailed in the Instructional Principles found [here](#).

### ***Teaching On-Site Students***

On-site instruction is synchronous by its very nature. When teaching on-site, teachers will routinely meet with the same group of students on specific days (which must be communicated in advance to families and posted publicly). These instructors are responsible for co-planning and providing instruction aligned to the school's shared, inclusive and digital curriculum following a intentionally designed scope and sequence.

- *co-planning for and assigning asynchronous work to students*
- *co-planning , co-administering, and co-evaluating assessments of student performance*
- *conducting outreach to individual students and families to provide feedback*
- *monitoring the health, welfare, and engagement of students including implementation of new safety protocols regarding use of PPE and social distancing*
- *Providing students with synchronous instruction daily that includes active engagement and checks for understanding to provide timely and targeted feedback*
- *Coordinate instruction planning daily with other teachers, including ENL teachers, and Special Education support staff using the instructional coordination time for blended learning students when they are both in-person and remote*
- *Work with the remote teacher to communicate, prepare and coordinate students' asynchronous schedules and self-paced student activities, tasks and assignments*
- *Engage students in small group or individualized instruction to provide students with targeted instruction, guided practice, and constructive feedback*
- *Engage students in mini-lessons that include active engagement and checks for understanding to provide timely and targeted feedback; can be conducted with whole class or in small groups of students based on the goal of the lesson*
- *Monitoring student engagement and completion of activities, tasks and assignments*
- *Assessing student work and providing feedback to students*
- *Daily community building and social emotional activities*
- *Supporting students and families with navigating remote learning instructional materials and platforms, while ensuring that these available in the home languages of the students*
- *Other duties related to both in-person and remote learning*

## **FULLY REMOTE MODEL**

Students who have opted to learn fully remote will be online with their teacher(s) every day engaging in both synchronous and asynchronous learning. This section outlines the expectations for students in this context and expectations when teachers are teaching these students, including in the event of a school or the system needs to go entirely remote.

### ***Teaching Fully Remote Students***

- Providing students with a combination of synchronous and asynchronous instruction daily with synchronous instruction daily to reflect grade level expectations.
- Coordinate instruction planning daily with other teachers, including ENL teachers, and Special Education support staff using the instructional coordination time
- Engage students in mini-lessons that align to their school's shared, inclusive and digital curriculum and may include resources developed by VCS as appropriate and adjusted to meet student needs, include scaffolds and reflect the diverse cultures and backgrounds of students they serve. This can either be synchronous or a combination of asynchronous instruction with a component of live instruction that includes active engagement and checks for understanding to provide timely and targeted feedback; can be conducted with whole class or in small groups of students based on the goal of the lesson
- Engage students in small group or individualized instruction occurring synchronously to provide students with more targeted instruction, guided practice and immediate, constructive feedback
- Preparing asynchronous self-paced student activities, tasks and assignments
- Monitoring student engagement and completion of asynchronous, self-paced activities
- Assessing student work and providing feedback to students
- Daily community building and social emotional activities
- Supporting students and families with navigating remote learning instructional materials and platforms, while ensuring that these available in the home languages of the students
- Teach students to use tools that support their independent use of accommodations (e.g. how to enlarge print, text reader technology, speech-to-text software).
- Progress Monitoring and data collection of student IEP goals
- Develop Individualized Education Programs for students on their caseload
- Engaging parents and caregivers into remote lessons when appropriate
- Fully remote class size same as CBA (ES at 32; MS at 30, HS at 34)
- Other duties related to remote learning

## Grades 3K-PK- FULLY REMOTE TEACHING AND LEARNING

The suggested flow of the day includes synchronous and asynchronous activities. Additionally, students with disabilities must receive their special education and related services as per their IEP.

Screen time suggestions for 3-K and Pre-K are provided below, with gradual increases as the year progresses and children become more familiar with remote/blended learning and the associated technology. Note that these screen time suggestions include both synchronous and asynchronous activities. It is recommended that about half of the recommended time be spent engaging in synchronous, or live, activities.

### Total educational screen time per day, inclusive of synchronous and asynchronous activities

Grade Level	September	October	November/ December	January - June
3-K	15-20 minutes	15-20 minutes	15-20 minutes	15-30 minutes
Pre-K	20-30 minutes	20-30 minutes	20-60 minutes	20-60 minutes

A typical remote day in 3-K/Pre-K could look as follows (and could be split into AM/PM sessions in two smaller groups):

- Morning meeting and SEL (school, grade, or class; attendance may be taken at this time depending on the school's procedures), 10-15 minutes.
- Several asynchronous blocks (playtime with suggested activities, gross motor play, lunch, rest/quiet time)
- Storytime (synchronous or asynchronous)
- Asynchronous blocks (playtime with suggested activities, gross motor play)
- Rotate in: Music, Art, and Phys. Ed. and other special subject areas
- Closing (synchronous or asynchronous)

## Grades K-2- FULLY REMOTE TEACHING AND LEARNING

For our youngest learners, it is essential to provide students in early childhood grades with synchronous instruction as this gives students the opportunity to interact with their teacher and peers to build community, promote socialization when in-person learning is not possible, grow vocabulary and language, receive direct, explicit instruction and engage in guided practice with corrective feedback.

Fully remote students should anticipate receiving live synchronous instruction each day with a minimum amount of live synchronous instruction based on grade level, student need, and school schedules based on the chart below. Additionally, ELLs must receive their ENL supports as per Part 154 regulations, and students with disabilities their special education and related services as per their IEP.

Grade levels	Sample of the potential minimum ranges of daily synchronous students may experience each day. Delivered in short, grade-appropriate, intervals throughout the day with gradual increase until schools fully reopen.			
Grade level	SEPTEMBER	OCTOBER	NOVEMBER-DECEMBER	JANUARY-FEBRUARY
K	65 – 75 minutes	70 – 80 minutes	80 – 90 minutes	120 minutes
1	75 – 85 minutes	80 – 90 minutes	90 – 100 minutes	120 minutes
2	80 – 95 minutes	90 - 100 minutes	95 – 110 minutes	130 minutes

The synchronous instruction fully remote students receive will be directly tied to the asynchronous learning activities they are engaged in to promote continuity of instruction.

Component & Approx. Time	Activities	Frequency
<b>Instruction/ Mini-Lesson:</b> Approximately 15 – 25 minutes per subject area for each student	<ul style="list-style-type: none"> <li>Lesson can either be synchronous or a combination of asynchronous instruction with a component of live instruction that includes active engagement and checks for understanding to provide timely feedback and determine priorities for small group instruction.</li> <li>Can be conducted with whole class or in small groups of students based on the goal of the lesson and student readiness/student learning data.</li> </ul>	ELA and math: Daily  Science and Social Studies: 3-4 times per week  Rotate in: Music, Art, and Phys. Ed. and other special subject areas
<b>Small Group/ Individualized Instruction</b> Approximately 15-30 minutes per subject area for each student	<ul style="list-style-type: none"> <li>Occurs synchronously to provide students with more targeted instruction, guided practice and immediate, constructive feedback.</li> </ul>	Occurs at least once a week for all students in all subject areas (for students in all grade levels) in small group/individualized.
<b>Asynchronous Learning</b> Approximately 15 – 25 minutes per subject area for each student, not to exceed 100 minutes in total per student.	Students may: <ul style="list-style-type: none"> <li>View videos that support learning related to the lesson's objectives</li> <li>Engage in self-paced projects, tasks or activities to in engage in independently or collaboratively with other students</li> <li>Participate in collaborative discussions via discussion boards or co-create learning artifacts in collaborative documents</li> <li>Apply feedback to enhance their reading and writing</li> <li>Complete teacher selected independent activities intended to reinforce, extend or apply lesson objectives or individual student goals</li> </ul>	Occurs daily for all students at all grade levels for all subjects.

A typical remote day in K-2 could including the following (and could be split into AM/PM sessions in two smaller groups):

- Morning meeting and SEL (school, grade, or class; attendance may be taken at this time depending on the school's procedures), 10-15 minutes.
- Foundational skills, reading and writing (Three live synchronous instructional blocks that include instruction in foundational skills, reading and writing featuring large group instruction, mini-lessons, small group targeted instruction and individualized constructive feedback, with a short break that includes a movement activity; asynchronous learning)
- Instructional Lunch
- Math (One synchronous instructional block, with short break that includes a movement activity; asynchronous learning)



**Department of  
Education**

Chancellor Richard A. Carranza

- Other required subjects (One live synchronous instructional block with a short break that includes a movement activity; asynchronous learning)

## Grades 3-5- FULLY REMOTE TEACHING AND LEARNING

Students who are learning in a fully remote setting will experience both synchronous and asynchronous instruction for all subjects. Synchronous or “live” instruction will occur daily. .

Fully remote students should anticipate receiving live synchronous instruction each day with a minimum amount of live synchronous instruction based on grade level, student need, and school schedules based on the chart below. Additionally, ELLs must receive their ENL supports as per Part 154 regulations, and students with disabilities their special education and related services as per their IEP.

Grade levels	Sample of the potential minimum ranges of daily synchronous students may experience each day. Delivered in short, grade-appropriate, intervals throughout the day with gradual increase until schools fully reopen.			
Grade level	SEPTEMBER	OCTOBER	NOVEMBER-DECEMBER	JANUARY-FEBRUARY
3-5	90– 110 minutes	100– 120 minutes	100 - 150 minutes	150 - 210 minutes

The synchronous instruction fully remote students receive will be directly tied to the asynchronous learning activities they are engaged in to promote continuity of instruction.

Component & Approx. Time	Activities	Frequency
<b>Instruction/ Mini-Lesson:</b> Approximately 15 – 30 minutes per subject area for each student	<ul style="list-style-type: none"> <li>Lesson can either be synchronous or a combination of asynchronous instruction with a component of live instruction that includes active engagement and checks for understanding to provide timely feedback and determine priorities for small group instruction.</li> <li>Can be conducted with whole class or in small groups of students based on the goal of the lesson and student readiness/student learning data.</li> </ul>	ELA and math: Daily Science and Social Studies: 3-4 times per week Rotate in: Music, Art, and Phys. Ed. and other special subject areas
<b>Small Group/ Individualized Instruction</b> Approximately 15-30 minutes per subject area for each student	<ul style="list-style-type: none"> <li>Occurs synchronously to provide students with more targeted instruction, guided practice and immediate, constructive feedback.</li> </ul>	Occurs at least once a week for all students in all subject areas (for students in all grade levels) in small group/individualized.
<b>Asynchronous Learning</b> Approximately 15 – 35 minutes per subject area for each student, not to exceed a total of 150 minutes total per student.	Students may: <ul style="list-style-type: none"> <li>View videos that support learning related to the lesson’s objectives</li> <li>Engage in self-paced projects, tasks or activities to in engage in independently or collaboratively with other students</li> <li>Participate in collaborative discussions via discussion boards or co-create learning artifacts in collaborative documents</li> <li>Apply feedback to enhance their reading and writing</li> <li>Complete teacher selected independent activities intended to reinforce, extend or apply lesson objectives or individual student goals</li> </ul>	Occurs daily for all students at all grade levels for all subjects.

A typical remote day in 3-5 could including the following:

- Morning meeting and SEL (school, grade, or class; attendance may be taken at this time depending on the school’s procedures), 10-15 minutes
- Reading and writing (Two live synchronous instructional blocks, featuring large group instruction, mini-lessons, small group targeted instruction and individualized constructive feedback; asynchronous learning)
- Instructional Lunch
- Math (Two live synchronous instructional blocks, featuring large group instruction; mini-lessons, small group targeted instruction; individualized constructive feedback; asynchronous learning)
- Other required subjects (One live synchronous instructional block with a short break that includes a movement activity; asynchronous learning)



**Department of Education**

Chancellor Richard A. Carranza

- Office hours: students and/or family members may check in with teachers; identifying areas of challenge and exploration

## Grades 6-8/Middle School - FULLY REMOTE TEACHING AND LEARNING

Students who are learning in a fully remote setting will experience both synchronous and asynchronous instruction for all subjects. Synchronous or “live” instruction will occur daily.

Fully remote students should anticipate receiving live synchronous instruction each day with a minimum amount of live synchronous instruction based on grade level, student need, and school schedules based on the chart below. Additionally, ELLs must receive their ENL supports as per Part 154 regulations, and students with disabilities their special education and related services as per their IEP.

Grade levels	Sample of the potential minimum ranges of daily synchronous students may experience each day. Delivered in short, grade-appropriate, intervals throughout the day with gradual increase until schools fully reopen.			
Grade level	SEPTEMBER	OCTOBER	NOVEMBER-DECEMBER	JANUARY-FEBRUARY
6-8	80 – 100 minutes	90 – 120 minutes	100 - 140 minutes	150 – 210 minutes

The synchronous instruction fully remote students receive will be directly tied to the asynchronous learning activities they are engaged in to promote continuity of instruction.

Component & Approx. Time	Activities	Frequency
<b>Instruction/ Mini-Lesson:</b> Approximately 15 – 30 minutes per subject area for each student	<ul style="list-style-type: none"> <li>• Lesson can either be synchronous or a combination of asynchronous instruction with a component of live instruction that includes active engagement and checks for understanding to provide timely feedback and determine priorities for small group instruction.</li> <li>• Can be conducted with whole class or in small groups of students based on the goal of the lesson and student readiness/student learning data.</li> </ul>	Daily for any scheduled subject areas Rotate through: Music, Art, and Phys. Ed. and other special subject areas (Band and Chorus students may be able to participate remotely; depending on school.)
<b>Small Group/ Individualized Instruction</b> Approximately 15-30 minutes per subject area for each student	<ul style="list-style-type: none"> <li>• Occurs synchronously to provide students with more targeted instruction, guided practice and immediate, constructive feedback.</li> </ul>	Occurs at least once a week for all students in all subject areas (for students in all grade levels) in small group/individualized.
<b>Asynchronous Learning</b> Approximately 15 – 45 minutes per subject area for each student not to exceed 200 minutes total per student.	Students may: <ul style="list-style-type: none"> <li>• View videos that support learning related to the lesson’s objectives</li> <li>• Engage in self-paced projects, tasks or activities to in engage in independently or collaboratively with other students</li> <li>• Participate in collaborative discussions via discussion boards or co-create learning artifacts in collaborative documents</li> <li>• Apply feedback to enhance their reading and writing</li> <li>• Complete teacher selected independent activities intended to reinforce, extend or apply lesson objectives or individual student goals</li> </ul>	Occurs daily for all students at all grade levels for all subjects.

A typical remote day in 6-8 could include the following:

- If a school uses an advisory/homeroom model, these practices should continue and should be used to address SEL.
- Required courses as scheduled by school that will include synchronous and asynchronous experiences with ELA, Math, Science and Social Studies taught every day.
- Scheduled synchronous learning featuring large group instruction, mini-lessons, small group targeted instruction and individualized constructive feedback



**Department of Education**

Chancellor Richard A. Carranza

- Asynchronous learning: watching videos; working in shared documents; analysis and synthesis of texts, used to make arguments
- Supervised study groups engaged in problem analysis and approach to support conceptual understanding in math
- Office hours: students may check in with teachers; identifying areas of challenge and exploration

## High School- FULLY REMOTE TEACHING AND LEARNING

Students who are learning in a fully remote setting will experience both synchronous and asynchronous instruction for all subjects. Synchronous or “live” instruction will occur daily.

Fully remote students should anticipate receiving live synchronous instruction each day with a minimum amount of live synchronous instruction based on grade level, student need, and school schedules based on the chart below. Additionally, ELLs must receive their ENL supports as per Part 154 regulations, and students with disabilities their special education and related services as per their IEP.

Grade levels	Sample of the potential minimum ranges of daily synchronous students may experience each day. Delivered in short, grade-appropriate, intervals throughout the day with gradual increase until schools fully reopen.			
Grade level	SEPTEMBER	OCTOBER	NOVEMBER-DECEMBER	JANUARY-FEBRUARY
9-12	100 – 120 minutes	120 - 130 minutes	130 - 150 minutes	180 – 210 minutes

The synchronous instruction fully remote students receive will be directly tied to the asynchronous learning activities they are engaged in to promote continuity of instruction.

Component & Approx. Time	Activities	Frequency
<b>Instruction/ Mini-Lesson:</b> Approximately 15 – 30 minutes per subject area for each student	<ul style="list-style-type: none"> <li>• Lesson can either be synchronous or a combination of asynchronous instruction with a component of live instruction that includes active engagement and checks for understanding to provide timely feedback and determine priorities for small group instruction.</li> <li>• Can be conducted with whole class or in small groups of students based on the goals of the lesson and student readiness/student learning data.</li> </ul>	Daily for any scheduled subject areas Rotate through: Music, Art, and Phys. Ed. and other special subject areas (Band and Chorus students may be able to participate remotely; depending on school.)
<b>Small Group/ Individualized Instruction</b> Approximately 15-30 minutes per subject area for each student	<ul style="list-style-type: none"> <li>• Occurs synchronously to provide students with more targeted instruction, guided practice and immediate, constructive feedback.</li> </ul>	Occurs at least once a week for all students in all subject areas (for students in all grade levels) in small group/individualized.
<b>Asynchronous Learning</b> Approximately 15 – 45 minutes per subject area for each student, not to exceed 250 minutes total per student.	Students may: <ul style="list-style-type: none"> <li>• View videos that support learning related to the lesson’s objectives</li> <li>• Engage in self-paced projects, tasks or activities to in engage in independently or collaboratively with other students</li> <li>• Participate in collaborative discussions via discussion boards or co-create learning artifacts in collaborative documents</li> <li>• Apply feedback to enhance their reading and writing</li> <li>• Complete teacher selected independent activities intended to reinforce, extend or apply lesson objectives or individual student goals</li> </ul>	Occurs daily for all students at all grade levels for all subjects.

A typical remote day in 9-12 could include the following:

- If a school uses an advisory/homeroom model, these practices should continue and should be used to address SEL.
- Required courses as scheduled by school that will include synchronous and asynchronous experiences
- Scheduled synchronous learning featuring large group instruction; mini-lessons, small group targeted instruction; individualized constructive feedback



**Department of  
Education**

Chancellor Richard A. Carranza

- Asynchronous learning: watching videos; working in shared documents; analysis and synthesis of laboratory data, used to make predictions
- Supervised study groups engaged in problem analysis and approach to support conceptual understanding in math
- Office hours: students may check in with teachers; identifying areas of challenge and exploration