FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

FAMILIES

EDUCATORS

LEADERS

RELATIONSHIPS

COMMUNICATION & FEEDBACK

ROLES & RESPONSIBILITIES

WELL-BEING STRUCTURES

CHECKLIST

ORGANIZATIONAL & STUDY SKILLS

ROUTINES

SUPPORT STRUCTURES

ATTENDANCE & ENGAGEMENT

LEARNING ENVIRONMENT

INSTRUCTIONAL TOOLS

TECHNOLOGY TOOLS

RESOURCES

eTEACHNY
TEACHING IN REMOTE LEARNING ENVIRONMENTS

Updated: January 20, 2021
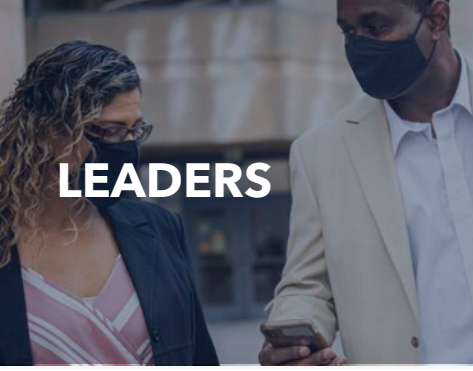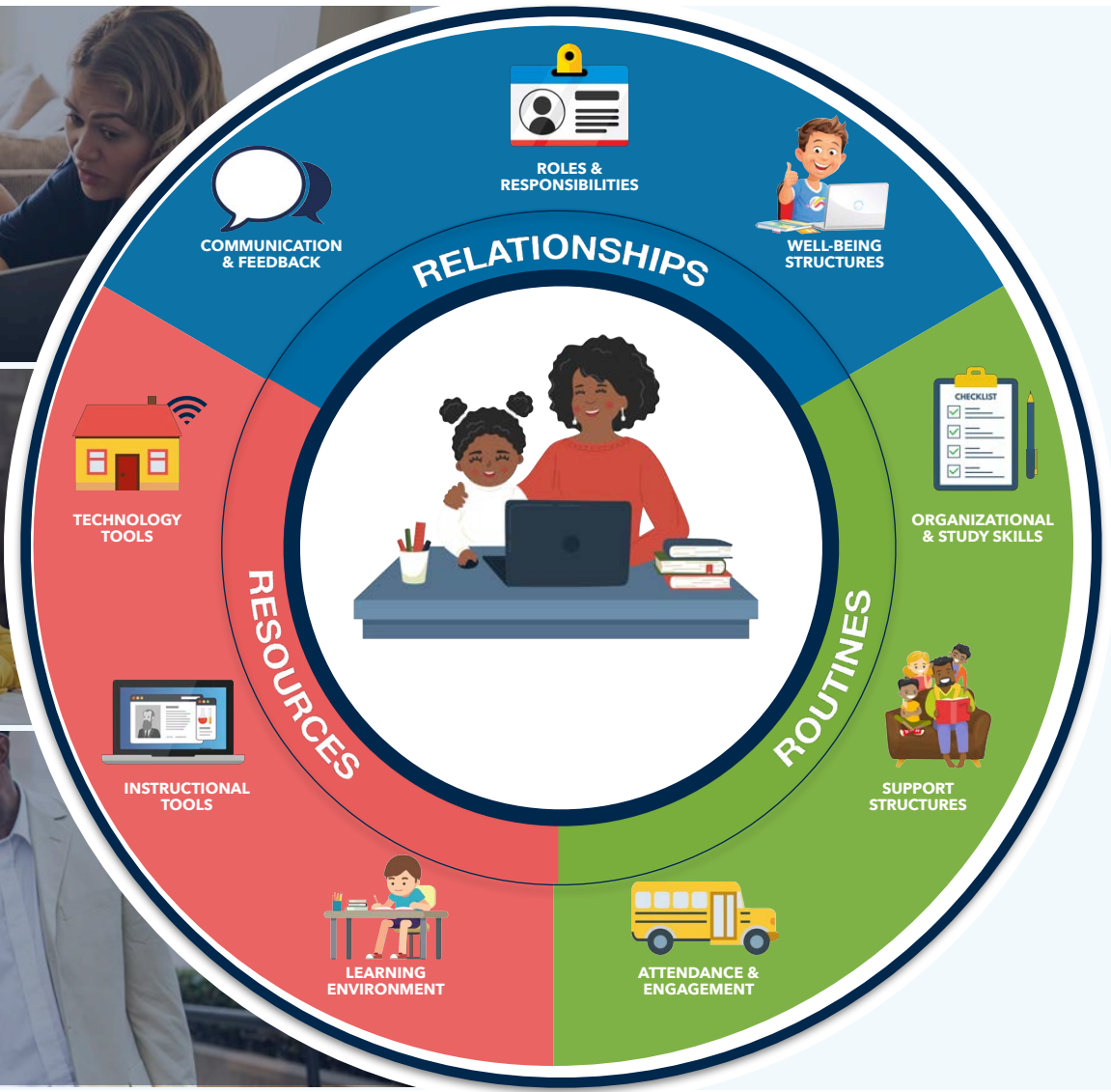
FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

This resource focuses on supporting educators' capacity to transition effective partnering practices used in traditional formats into remote/hybrid learning environments.
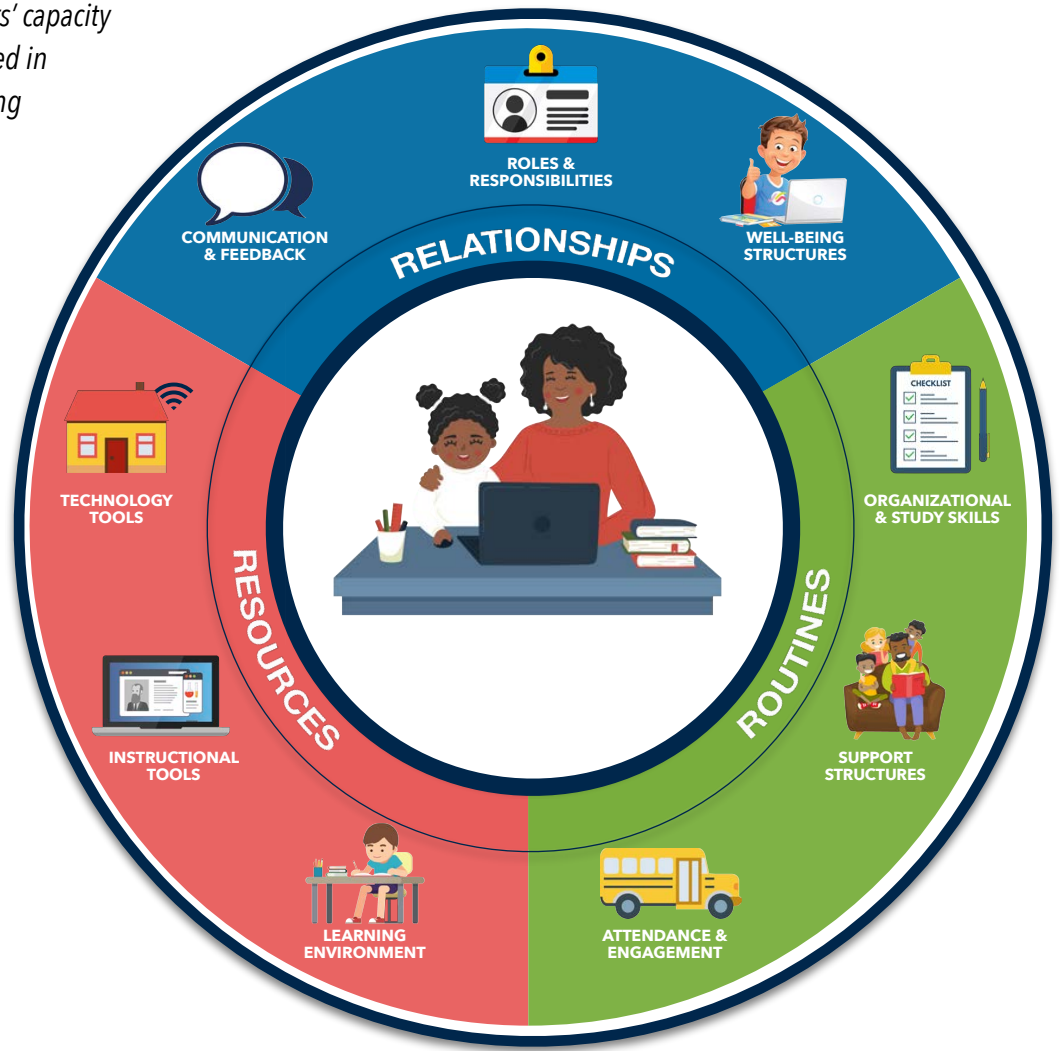
RELATIONSHIPS

POSITIVE CONNECTIONS that foster interaction and establish a nurturing environment of trust and support.

ROUTINES

REHEARSED AND PREDICTABLE PRACTICES that provide structure to support efficient and effective learning.

RESOURCES

MATERIALS, TOOLS, AND SUPPLIES to support active learning and skill development.

RELATIONSHIPS

ROLES & RESPONSIBILITIES

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TECHNOLOGY TOOLS

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RESOURCES

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INSTRUCTIONAL TOOLS

SUPPORT STRUCTURES

LEARNING ENVIRONMENT

ATTENDANCE & ENGAGEMENT

HOW HAS COVID-19 IMPACTED TEACHING & LEARNING?

FAMILIES

- The **ROLE OF FAMILIES IN THE LEARNING PROCESS HAS SHIFTED**, putting new responsibilities on parents and caregivers.

- **PARENTS, SIBLINGS, GRANDPARENTS, DAYCARE PROVIDERS, AND OTHER PARTNERS ARE SUPPORTING LEARNERS** while attending to other responsibilities.

EDUCATORS

- **EDUCATORS** have taken on the challenge of **SHIFTING TEACHING AND LEARNING INTO REMOTE FORMATS**.

- Teachers are **DEVELOPING RELATIONSHIPS, ADJUSTING ROUTINES, AND LEVERAGING RESOURCES TO SUPPORT** family **PARTNERSHIPS** and student learning.

LEADERS

- **ADMINISTRATORS** have **FOSTERED THE TRANSITION OF** traditional **PARTNERING PRACTICES** into remote/hybrid learning environments.

- Leaders are **ADJUSTING** remote/hybrid learning **PLANS BASED ON FEEDBACK** from educators and families.

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

RELATIONSHIPS | **SELF-ASSESSMENT** SUPPORTING FAMILIES WITH REMOTE/HYBRID LEARNING

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DIRECTIONS: Rate yourself on a scale from **1 - "Haven't thought about yet/Not a priority"** to **5 - "Successfully Implementing the Plan."** Use the pages of this workbook to help you complete this self-assessment. A sample scenario is provided under each statement to provide additional context. If the sample scenario is not applicable to your role, consider a scenario that is the most relevant. Responses should reflect a remote or hybrid learning environment and not traditional face-to-face practices. After assessing yourself, total the points earned in each section to determine the areas of family partnership that may require extra attention or additional support.

1	**2**	**3**	**4**	**5**
HAVEN'T THOUGHT ABOUT YET/NOT A PRIORITY	CONSIDERING HOW TO PRIORITIZE THE CHANGE NEEDED	IDENTIFIED PRIORITY/ DEVELOPING A PLAN	IMPLEMENTING A PLAN	SUCCESSFULLY IMPLEMENTING THE PLAN

COMMUNICATION & FEEDBACK

1. "My communications are EXPLICIT."

When students are in class, it is easy to verbally articulate messages to share at home. Remotely, I still provide key communication that is clear, to the point, and personalized.

2. "My communication tools and structures are CONSISTENT."

In the classroom, assignments and due dates are clearly listed on the front whiteboard. In the remote/hybrid setting, I have a single location families can easily access to view key due dates and deadlines.

3. "I seek feedback to ADAPT practices."

In a remote setting, it is critical educators adapt traditional practices. I value feedback from students and parents and adjust protocols, expectations, and instructional practices based on input.

ROLES & RESPONSIBILITIES

4. "I provide EXPLICIT information about stakeholders' roles."

Prior to remote learning, I discussed academics with families. Now, families support students in completing lessons daily. I have provided guidance to families about this new role.

5. "Requests related to caregivers' support are CONSISTENT."

In a traditional setting, families have less involvement in daily learning. The support I request from families is age-appropriate, reasonable and consistent.

6. "I ADAPT partnership practices."

Every students home support structures are different. In a remote setting, I seek feedback from families and adapt my expectations, plans, and instruction.

WELL-BEING STRUCTURES

7. "We provide EXPLICIT information related to wellness."

Social-emotional and physical wellness challenges have increased during the Pandemic. We prioritize well-being and build awareness related to programs.

8. "Our focus on culture and community is CONSISTENT."

Districts implement structures to support social-emotional learning, climate and culture. Our district continues to value these priorities and ensure families are welcome partners.

9. "We ADAPT wellness structures."

In a traditional setting, teachers are able to effectively identify many student needs through observation. In a remote setting, I build in new systems to gather information related to students' needs.

RELATIONSHIPS ASSESSMENT SCORE

/ 15 POINTS / 15 POINTS / 15 POINTS = **TOTAL** / 45

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

RELATIONSHIPS

POSITIVE CONNECTIONS that foster interaction and establish a nurturing environment of trust and support.

COMMUNICATION & FEEDBACK

- FOSTER **TWO-WAY COMMUNICATION** (E.G., MINIMIZE EDUCATION JARGON AND USE PREFERRED COMMUNICATION CHANNELS)
- PROVIDE (ACTIONABLE AND REGULAR) **PERSONALIZED INFORMATION**

REMOTE/HYBRID LEARNING CONSIDERATIONS	
Be **EXPLICIT**	Are communications **concise**, **relevant**, and **actionable**? Are communications **personalized to the recipient**?
Be **CONSISTENT**	Are practices consistent so **families know where to get important information**?
Be **ADAPTABLE**	Have procedures been updated, based on feedback, to support **communication with caregivers supporting remote learning**?

ROLES & RESPONSIBILITIES

- **DEFINING THE TEAM** AND THE STANDARD **OPERATING PROCEDURES**
- **MANAGING EXPECTATIONS** FOR ALL PARTNERS

REMOTE/HYBRID LEARNING CONSIDERATIONS	
Be **EXPLICIT**	Do **families**, **caregivers**, and students **understand their roles** and responsibilities?
Be **CONSISTENT**	Are the districts' **expectations for families reasonable** and well-understood? Are they **consistent day-to-day**?
Be **ADAPTABLE**	Have **opportunities** been provided **to attain feedback** from families in order to adapt practices?

WELL-BEING STRUCTURES

- **PRIORITIZE** PHYSICAL AND EMOTIONAL **WELL-BEING**
- **PROMOTE BALANCE** (E.G., ALLOW BREAKS)

REMOTE/HYBRID LEARNING CONSIDERATIONS	
Be **EXPLICIT**	Have we provided **awareness to families** regarding community and district **programs aligned to non-academic needs**?
Be **CONSISTENT**	Does our district **consistently invite families** to be part of the community so that they **feel welcome, respected and heard**?
Be **ADAPTABLE**	Are there **sufficient interactions with all students and families** to identify needs and adapt practices?

FAMILIES   EDUCATORS   LEADERS

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

SELF-ASSESSMENT SUPPORTING FAMILIES WITH REMOTE/HYBRID LEARNING

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ORGANIZATIONAL & STUDY SKILLS

1. **"I am EXPLICIT when teaching organizational/study skills."**

Executive function skills are increasingly important, in a remote setting. I build family awareness of age-appropriate time management, study skills, and organizational strategies.

2. **"Our team/building reinforces CONSISTENT study skills."**

In a remote setting, consistency across classrooms is increasingly important. To support caregiver partnerships, we leverage common time management, study, and organizational strategies.

3. **"I ADAPT instructional tools."**

In a traditional setting, I flash the lights to support students with time management. In a remote environment, I identify executive function supports that will be effective and provide related tools and instruction.

SUPPORT STRUCTURES

4. **"I provide EXPLICIT information about student support structures."**

Many families work outside of the house and cannot provide direct support during the day. I provide information and suggestions related to student support structures.

5. **"My students and families have CONSISTENT access to support."**

In a traditional setting, my students can access support during study halls. In a remote setting, I establish virtual office hours and encourage families to check-in with students about school daily.

6. **"We ADAPT support structures."**

In remote learning, often students perform more work independently (asynchronous learning). I have developed new support strategies to assist students and caregivers when they have questions.

ATTENDANCE & ENGAGEMENT

7. **"We communicate EXPLICIT protocols and expectations."**

In a remote setting, attendance is not based on physical presence at school. We communicate new expectations, procedures and protocols related to attendance and academics.

8. **"We distribute CONSISTENT personalized communications."**

Families value timely and personalized information related to attendance and academics. I provide families with understandable and actionable information.

9. **"We ADAPT district protocols."**

Remote learning, presents difficulties for families. Work, daycare, and technology can create challenges. Our district has adapted expectations and protocols to address remote learning and family needs.

ROUTINES
ASSESSMENT
SCORE

___ / 15 POINTS   ___ / 15 POINTS   ___ / 15 POINTS   **TOTAL** = ___ / 45

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

ROUTINES

REHEARSED AND PREDICTABLE PRACTICES that provide structure to support efficient and effective learning.

ORGANIZATIONAL & STUDY SKILLS

- ESTABLISH AGE-APPROPRIATE REMOTE **LEARNING ROUTINES** (E.G., SETTING WEEKLY GOALS)
- ENCOURAGE DEVELOPMENT OF **STUDY SKILLS** (E.G., NOTE TAKING TEMPLATES)

REMOTE/HYBRID LEARNING CONSIDERATIONS	
Be **EXPLICIT**	Have we **modeled strategies**, **and provided templates**, to support families in reinforcing organizational and study skills development?
Be **CONSISTENT**	Are **practices consistent across classes** to support families in reinforcing the development of organizational/study skills?
Be **ADAPTABLE**	If students are using increased technology, are we **leveraging digital tools** that support the application of organizational/study skills?

SUPPORT STRUCTURES

- ENCOURAGE **STUDENTS TO** REFLECT, IDENTIFY NEEDS, AND **SEEK HELP**
- ESTABLISH **SUPPORT ROUTINES** (E.G., GUARDIAN LEARNING OFFICE HOURS)

REMOTE/HYBRID LEARNING CONSIDERATIONS	
Be **EXPLICIT**	Do **families understand how students can access support** from teachers and strategies they can use to support learning?
Be **CONSISTENT**	Are there **established office hours or structures** students and families can use to seek individualized support?
Be **ADAPTABLE**	Have **students and caregivers** been provided with **suggested strategies** to assist them when **completing independent work**?

ATTENDANCE & ENGAGEMENT

- FOSTER **REGULAR COMMUNICATION** ABOUT STUDENT ATTENDANCE
- IDENTIFY LEARNING PRIORITIES AND OFFER **FLEXIBLE STRUCTURES** (E.G., MANAGEABLE AND MEANINGFUL TASKS)

REMOTE/HYBRID LEARNING CONSIDERATIONS	
Be **EXPLICIT**	Has the district explained remote learning **attendance and engagement protocols and expectations** to families?
Be **CONSISTENT**	Does the district provide **families with regular, timely, and personalized attendance and achievement information?**
Be **ADAPTABLE**	Have **families' needs** been **considered when defining** remote learning attendance and engagement **expectations and structures**?

FAMILIES   **EDUCATORS**   **LEADERS**

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

SELF-ASSESSMENT SUPPORTING FAMILIES WITH REMOTE/HYBRID LEARNING

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LEARNING ENVIRONMENT	INSTRUCTIONAL TOOLS	TECHNOLOGY TOOLS

1. **"I provide EXPLICIT suggestions related to students' work areas."**

In a traditional setting, I establish classroom expectations related to workspace and supplies. I define similar remote expectations and suggestions.

2. **"Our building has CONSISTENT workspace expectations."**

Students' home environments and technology access varies. We establish common expectations related to workspace that are responsive to these differences.

3. **"We ADAPT workspace protocols."**

Students' home environments and technology access varies. We provide tools to students to support them in establishing effective environments and adjust expectations based on students' individualized needs.

4. **"I provide EXPLICIT information about instructional tools."**

It can be overwhelming for families to login to, navigate, and organize numerous print and digital resources. I provide students and families with concise information related to tools.

5. **"Our building has CONSISTENT instructional tools."**

It can be overwhelming for families to login to, navigate, and organize numerous print and digital resources. Our building has adopted a limited number of instructional tools.

6. **"We ADAPT instructional tools."**

Tools that work well in the classroom do not always work well in a remote setting. Our district has considered families' needs when selecting instructional tools for use in this environment.

7. **"We provide EXPLICIT information about tech support structures ."**

It can be overwhelming for families to use district devices, hotspots, web conferencing solutions, and applications. We provide families with technology support contacts and strategies.

8. **"Our building has CONSISTENT technology tools."**

It can be overwhelming for families to use district devices, hotspots, web conferencing solutions, and applications. Our school has standardized on specific technology tools.

9. **"We ADAPT and address equity."**

Children have inequitable access to technology. We develop plans to minimize those differences, deploy district technology for use in homes, and implement paper-based alternatives.

RESOURCES ASSESSMENT SCORE

_____ / 15 POINTS   _____ / 15 POINTS   _____ / 15 POINTS   =   **TOTAL** _____ / 45

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

RESOURCES

**MATERIALS, TOOLS, AND SUPPLIES** that support active learning and skill development.

LEARNING ENVIRONMENT

- **DEDICATE** A **SPACE** FOR LEARNING
- MAINTAIN AN **ORGANIZED** LEARNING **SPACE**

REMOTE/HYBRID LEARNING CONSIDERATIONS	
Be **EXPLICIT**	Has **guidance** been **provided** to families related to setting up and maintaining a remote learning environment?
Be **CONSISTENT**	Do teachers have **common expectations related** to **workspaces and synchronous learning** protocols?
Be **ADAPTABLE**	Do teachers **assist students and families in making adjustments** to the environment based on their individual needs?
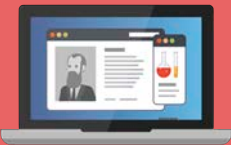
INSTRUCTIONAL TOOLS

- LEVERAGE **HIGH-QUALITY** DIGITAL AND PRINT LEARNING **RESOURCES**
- LEVERAGE **CONSISTENT PLATFORMS** ACROSS THE DISTRICT, WHEN POSSIBLE

REMOTE/HYBRID LEARNING CONSIDERATIONS	
Be **EXPLICIT**	Have families been provided with **concise, holistic, and specific information related to** students' **primary instructional tools**?
Be **CONSISTENT**	Have **common instructional tools** been adopted for use **across classrooms and grade levels** to foster family involvement?
Be **ADAPTABLE**	Do the district's **instructional tools support students and families' needs** related to remote learning?

TECHNOLOGY TOOLS

- SUPPORT **ACCESS TO DEVICES AND INTERNET**
- PROVIDE **TECHNOLOGY SUPPORT** RESOURCES AND STRUCTURES

REMOTE/HYBRID LEARNING CONSIDERATIONS	
Be **EXPLICIT**	Have families been provided with explicit information about **support structures** to **assist with troubleshooting** problems?
Be **CONSISTENT**	Have **technology tools** been **standardized** to minimize the learning curve for students, families, and caregivers?
Be **ADAPTABLE**	Is there a plan to **support students' device and internet needs**? When a technology solution is not possible, is there an alternative?

FAMILIES　　**EDUCATORS**　　**LEADERS**

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

SELF-ASSESSMENT RESULTS

After completing the full assessment, tally your results below to help you identify areas for growth. What section did you score the highest in and which areas should you focus on to foster improvement? Use these results to develop an action plan and spark collaborative conversations. Next steps for success can be recorded in the workspace below. Additionally, check out the subsequent pages to review recommended actions and resources to support practice refinement. More resources can be found online at www.eteachny.org.

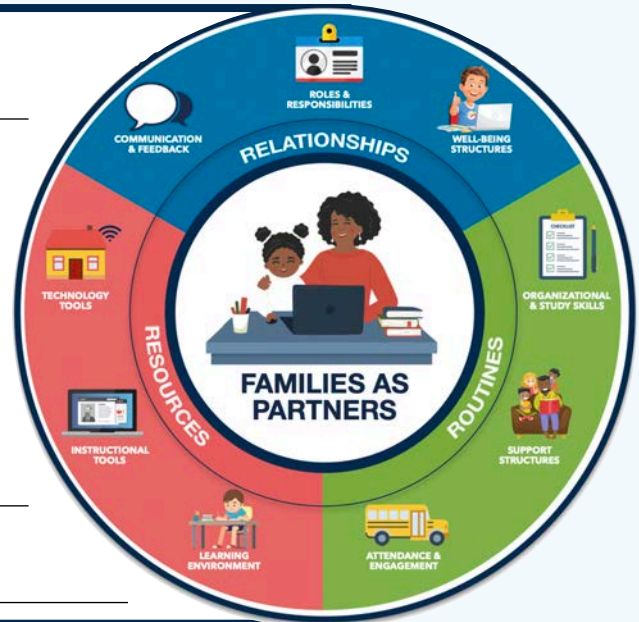| RELATIONSHIPS	ROUTINES	RESOURCES
COMMUNICATION & FEEDBACK	ORGANIZATIONAL & STUDY SKILLS	LEARNING ENVIRONMENT
ROLES & RESPONSIBILITIES	SUPPORT STRUCTURES	INSTRUCTIONAL TOOLS
WELL-BEING STRUCTURES	ATTENDANCE & ENGAGEMENT	TECHNOLOGY TOOLS
RELATIONSHIPS TOTAL	ROUTINES TOTAL	RESOURCES TOTAL

FAMILIES AS PARTNERS
MY NEXT STEPS FOR SUCCESS

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

ADDITIONAL **RESOURCES**

*Now that you have found areas for improvement when partnering with families, consider implementing one of the **ACT NOW** steps below. Links to further research articles and websites are provided to support this work and are listed under **CHECK OUT** below.*

RELATIONSHIPS

POSITIVE CONNECTIONS that foster interaction and establish a nurturing environment of trust and support.

- **COMMUNICATION & FEEDBACK**
- **ROLES & RESPONSIBILITIES**
- **WELL-BEING STRUCTURES**

ACT NOW

1. **Reply early and often to** student and family **inquiries**

2. **Conduct check-in phone calls/ video conferencing** with students/ families

3. **Thank families for their support and encourage dialog** through outreach and vulnerability

4. Identify and intentionally **avoid using common education jargon** (acronyms, words and phrases)

5. **Share learning goals** and specific, measurable outcome **with** students and **families**

CHECK OUT

1. **We Are Teachers - 4 Tricks for Building Relationships During Remote Learning:** https://www.weareteachers.com/building-relationships-remote-learning/

2. **Edutopia - How to Coach Parents Who Are Teaching at Home:** https://www.edutopia.org/article/how-coach-parents-who-are-teaching-home

3. **Cult of Pedagogy website - Creating Moments of Genuine Connection Online:** https://www.cultofpedagogy.com/genuine-connection-online/

ROUTINES

REHEARSED AND PREDICTABLE PRACTICES that provide structure to support efficient and effective learning.

- **ORGANIZATIONAL & STUDY SKILLS**
- **SUPPORT STRUCTURES**
- **ATTENDANCE & ENGAGEMENT**

ACT NOW

1. Establish a **consistent location and predictable schedule for sharing information**

2. Focus on the implementation of **flexible routines rather than rigid schedules**

3. **Share** virtual **office hours information** with students and families

4. Share **expectations for synchronous and asynchronous participation**

5. **Encourage** students development of **reflection, self-awareness, and outreach skills**

CHECK OUT

1. **Edutopia -Engaging Parental Support for Smarter Thinking:** https://www.edutopia.org/blog/parental-support-for-smarter-thinking-donna-wilson-marcus-conyers

2. **Edutopia - Establishing Routines for Remote Learning:** https://www.edutopia.org/article/establishing-routines-remote-learning

3. **Edutopia - 7 Guiding Principles for Parents Teaching From Home:** https://www.edutopia.org/article/7-guiding-principles-parents-teaching-home

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

RESOURCES

MATERIALS, TOOLS, AND SUPPLIES that support active learning and skill development.

- **LEARNING ENVIRONMENT**
- **INSTRUCTIONAL TOOLS**
- **TECHNOLOGY TOOLS**

ACT NOW

1. **Provide a list of applications/** technology tools that are used in the classroom

2. **Ask three before me** (Google the issue, ask a sibling, chat with a friend)

3. **Provide a list of** supplies and **instructional materials** that are needed

4. **Minimize the number of applications and instructional materials** used

5. **Share tips** with students and families **for** setting up a **productive learning space** at home
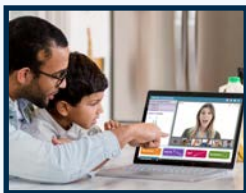
CHECK OUT

1. **Edutopia - 3 Tech Tools for Distance Learning and Beyond:** https://www.edutopia.org/article/3-tech-tools-distance-learning-and-beyond

2. **NY Times - How to Set Up a Remote Learning Environment for Your Kids:** https://www.nytimes.com/wirecutter/blog/remote-learning-space-set-up/

3. **Edutopia - Designing Your LMS to Make Distance Learning Better:** https://www.edutopia.org/article/designing-your-lms-make-distance-learning-better

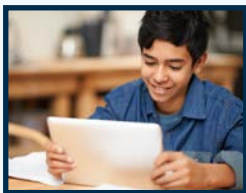## TEACHING IN REMOTE LEARNING ENVIRONMENTS
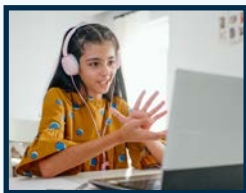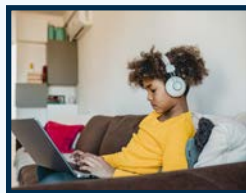# ADDITIONAL **ONLINE RESOURCES**

- **SHIFTING TO TEACHING ONLINE**
- **FAMILIES AS PARTNERS**
- **STUDENTS WITH DISABILITIES**
- **ENGLISH LANGUAGE AND MULTILINGUAL LEARNERS**
- **CULTURALLY-RESPONSIVE EDU**
- **SOCIAL EMOTIONAL LEARNING**

Additional resources to support the development of positive partnerships with families and other remote learning priorities can be found online at **www.eteachny.org**.

Rethink K-12 Education Models
TEACHING IN REMOTE LEARNING ENVIRONMENTS
Developed January 2021