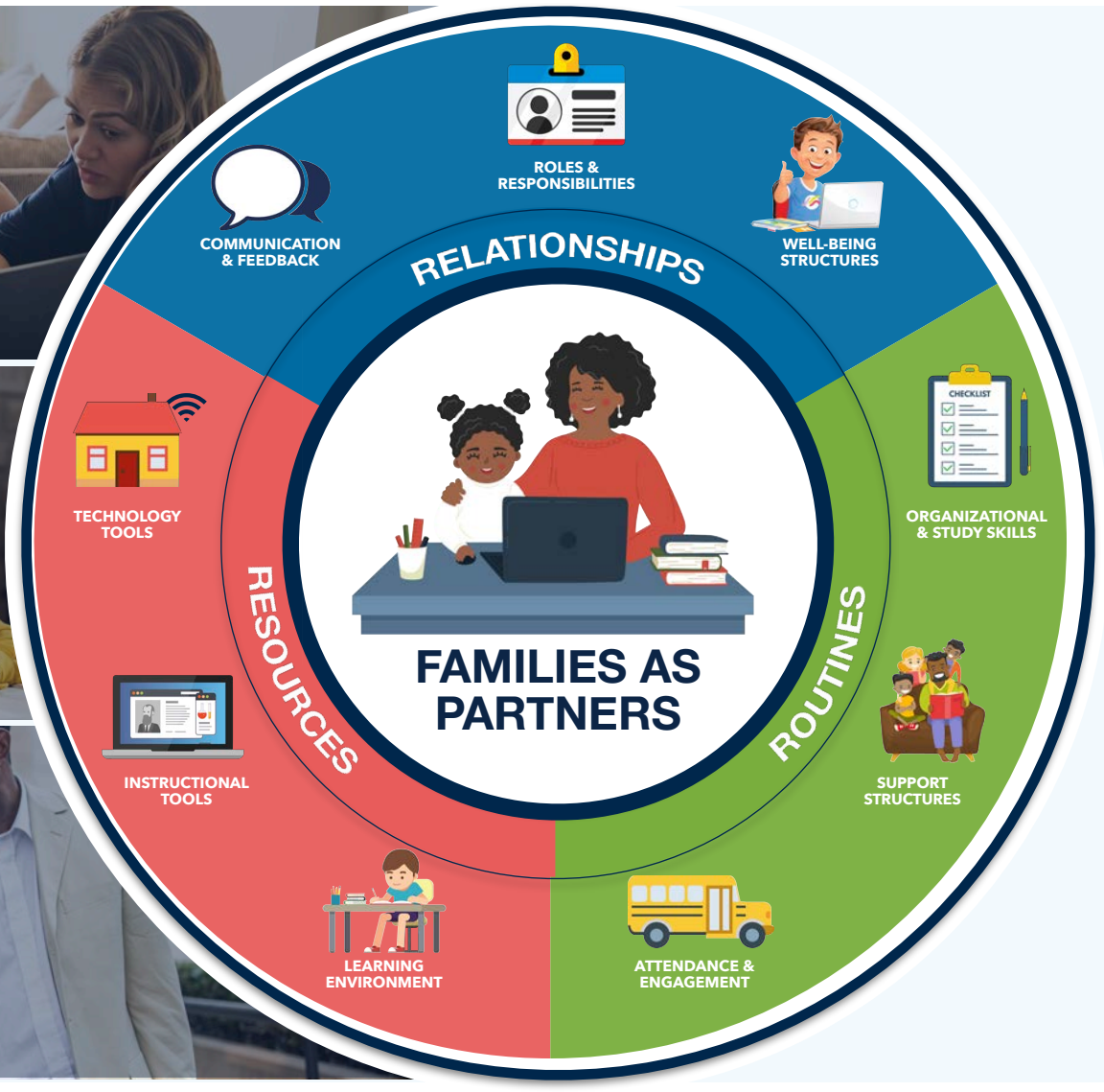
FAMILIES AS PARTNERS

SUPPORTING RELATIONSHIPS, ROUTINES, AND RESOURCES



eTEACHNY

TEACHING IN REMOTE LEARNING ENVIRONMENTS

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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

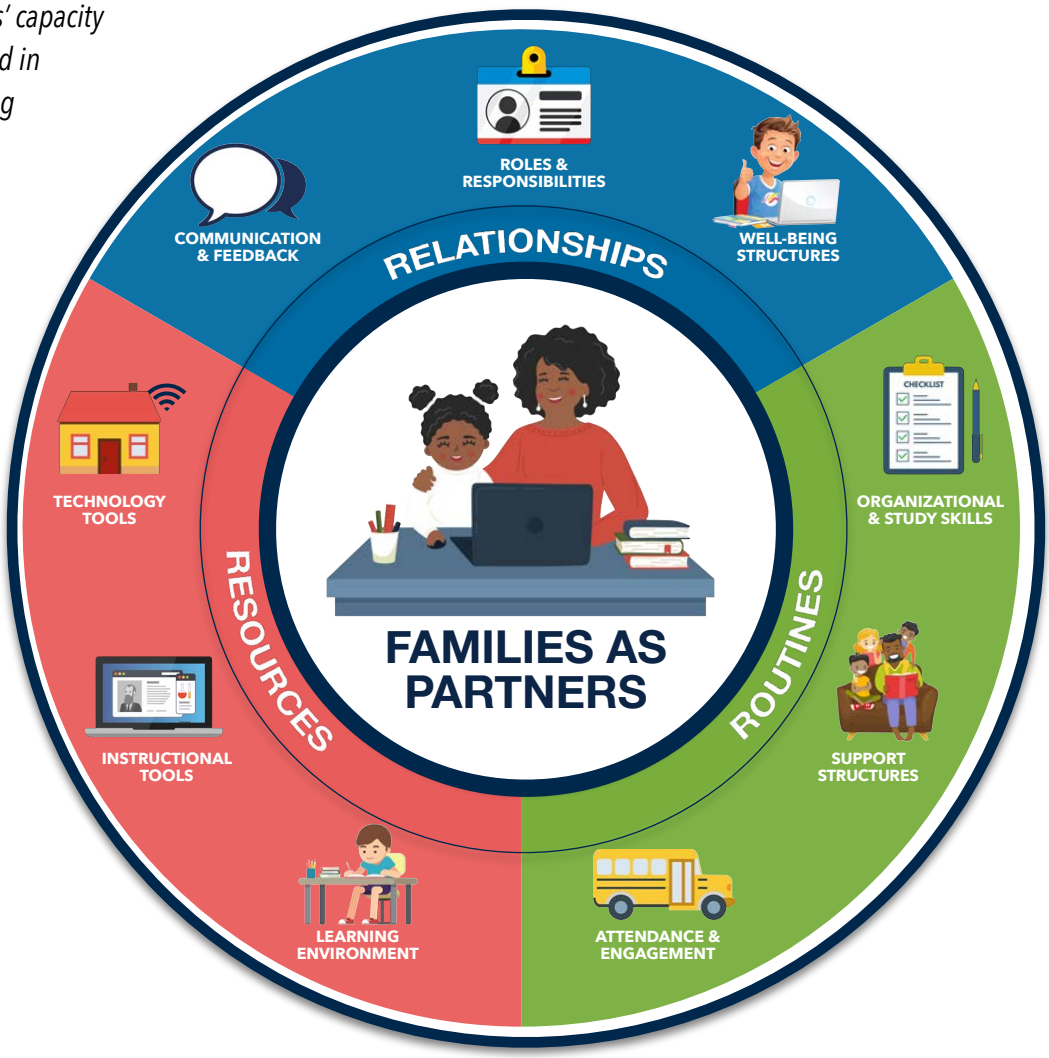
POSITIVE CONNECTIONS that foster interaction and establish a nurturing environment of trust and support.

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.



HOW HAS COVID-19 IMPACTED TEACHING & LEARNING?

- 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** 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.

- **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

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

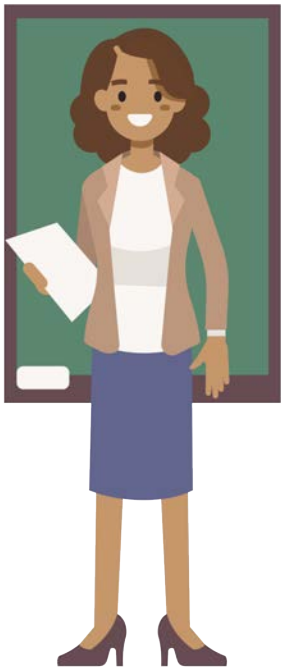
COMMUNICATION AND FEEDBACK
BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

TRADITIONAL BEST PRACTICES WITH A TWEAK

TRADITIONAL PRACTICES

CONNECTING WITH PARENTS[1]

- Address Parents by Name
- Lead with Good News
- Make Positive Calls Home
- Communicate Often
- Listen to Learn
- Thank Parents
- Leverage Technology Tools
- Smile

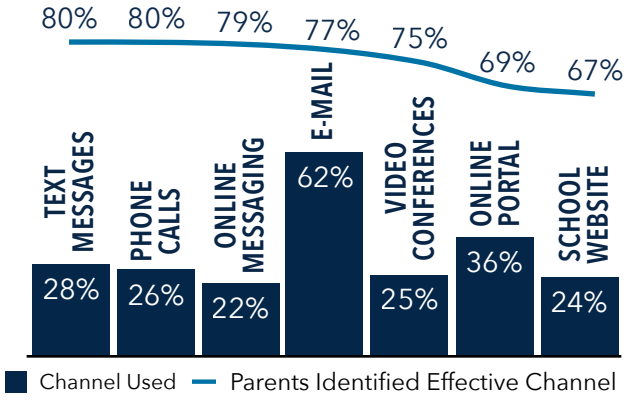


5 TEACHER COMMUNICATION TIPS

1. **PROMOTE TWO-WAY COMMUNICATION**
   Encourage interactive communication by asking parents for feedback and sending personalized messages.[19]
2. **CONSIDER PARENT PREFERENCES**
   The communication approach impacts the effectiveness. See the "Communication Channels" data below.[12]
3. **BE CONCISE**
   Keep messages short and clear. Families are busy. Use bullets, graphics, pictures, and headlines.[15]
4. **BE CLEAR AND WARM**
   To prompt action, messages must be clear and the tone should be motivating. Jargon can cause confusion.[11]
5. **USE TECHNOLOGY TOOLS**
   Identify tools your district has adopted that can be used to support effective and timely communication.[15]

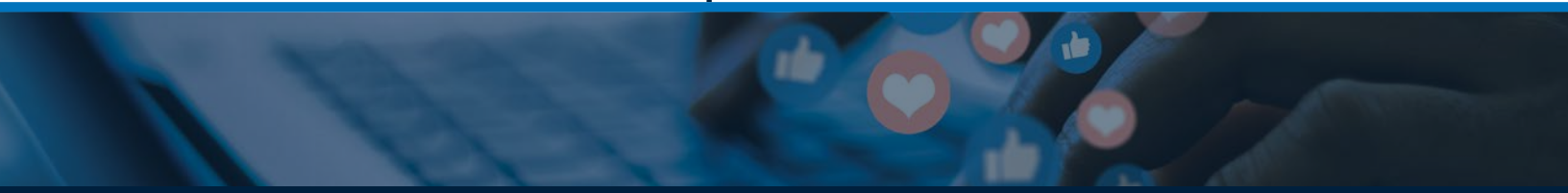
DATA TO INFORM

COMMUNICATION CHANNELS[12]



✓	HELPFUL TOOLS	USE CASE
☐	**WEB CONFERENCING**	I use an application, such as Zoom, to hold **virtual face-to-face meetings** with families.
☐	**COMMUNICATION SYSTEMS**	I use an application, such as Remind, to **text personalized messages to caregivers**.
☐	**LEARNING SYSTEMS** (GOOGLE)	I use features in learning systems to **interact asynchronously with parents**.
☐	**ONLINE PORTALS**	I **post attendance and grades** for parents in the student system.

2020 TWEAK



RELATIONSHIPS

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

COMMUNICATION AND FEEDBACK

BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

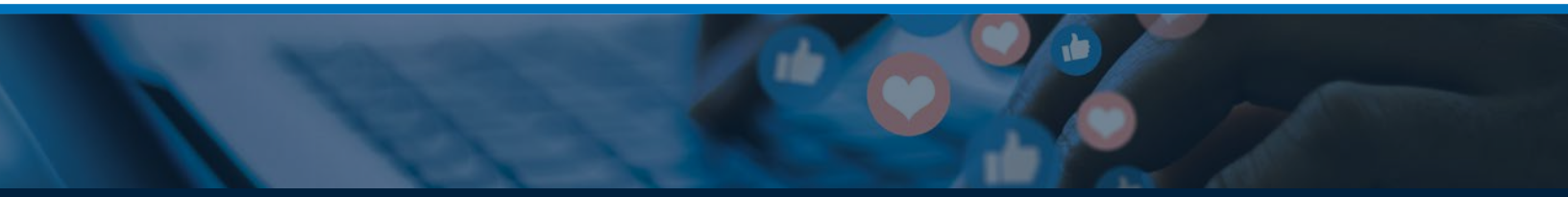
USE THE TOOLS BELOW TO REFLECT AND PLAN

Check your strengths and write notes related to your existing practices and future plans. As you record your thoughts remember to be explicit, consistent, and adaptable. After you've reflected, use the chart below to share ideas with your colleagues.

CELEBRATE YOUR CURRENT SUCCESSES:

RECORD IDEAS YOU'D LIKE TO EXPLORE FURTHER:

IDENTIFY SUPPORT AND RESOURCES YOU WILL NEED:



FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

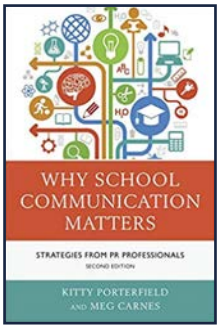
RELATIONSHIPS

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

COMMUNICATION AND FEEDBACK
BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

CHECK OUT LEADING RESEARCHERS

RESOURCE



WHY SCHOOL COMMUNICATION MATTERS
KITTY PORTERFIELD & MEG CARNES

There are so many competing priorities within a school day, communication is a function often completed in haste and out of need versus with **thoughtful and intentional planning**. This text addresses how to **think more strategically about communications** in order to more **effectively reach all stakeholders**. Listening to learn is just one of the many key communication and feedback strategies addressed in this resource.

ACT NOW STRATEGIES AND TOOLS

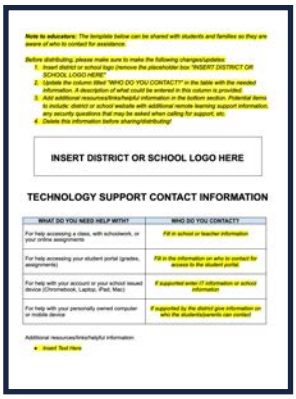
BEST PRACTICE
LISTEN TO LEARN

When you really listen to the needs of a stakeholder, you can hear what they are actually saying and **provide support that is tailored** to their specific need. How do you listen to the person who is supporting student learning at home if they are not sure how to get in contact with you?

Do not assume families know how to support student learning in a remote or hybrid learning setting or know how to seek help when needed. Consider using templated letters of key contacts, including phone numbers and email addresses. Additionally, include best times to make contact and expected response times. This strategy will **foster two-way communication between school and home.**

Templated letters can be created by teachers and leaders alike. A templated communication can be shared in a printed or electronic form. It can be posted on a website or stored in a shared drive for multiple users to access and update. A t**emplated communication creates consistency** across a school district or building, an aspect of **two-way communication that is valued by stakeholders.**

SEE IT IN ACTION
SAMPLE RESOURCE


INSERT DISTRICT OR SCHOOL LOGO HERE

TECHNOLOGY SUPPORT CONTACT INFORMATION

Communications & Feedback
CONTACT INFORMATION TEMPLATE

AVAILABLE ONLINE:
https://www.eteachny.org/families-as-partners/

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

RELATIONSHIPS

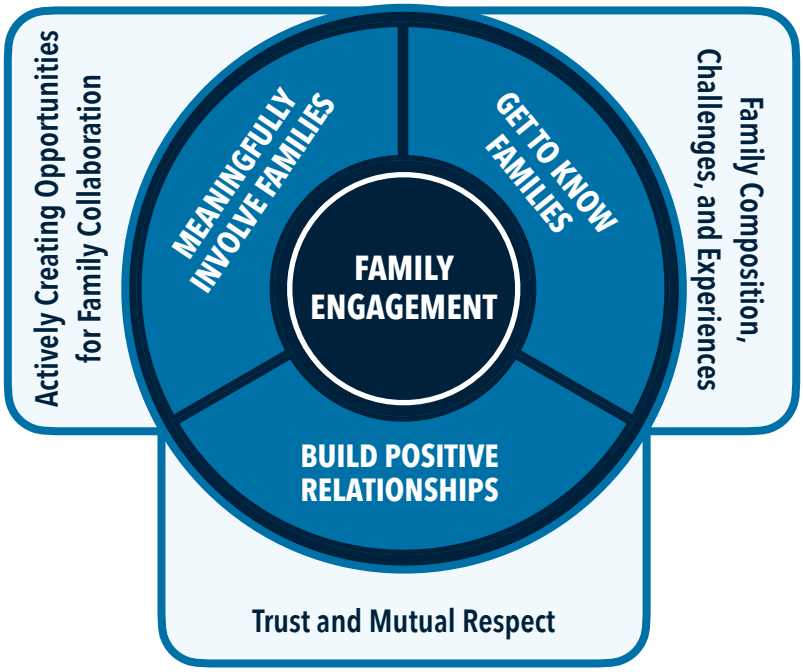
POSITIVE CONNECTIONS that foster interaction and establish a nurturing environment of trust and support.

ROLES & RESPONSIBILITIES
BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

TRADITIONAL BEST PRACTICES WITH A TWEAK

TRADITIONAL PRACTICES

FOSTERING FAMILY ENGAGEMENT[16]



AREAS OF FAMILY INVOLVEMENT[16]

PARENTING
HOME ENVIRONMENT SUPPORTS LEARNING

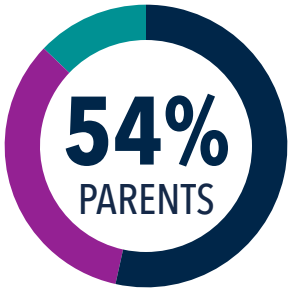
COMMUNICATING
TWO-WAY COMMUNICATION

VOLUNTEERING
FAMILY SCHOOL PROGRAM SUPPORT

LEARNING
FAMILIES INVOLVED IN LEARNING AT HOME

DATA TO INFORM

REMOTE LEARNING PREPARED[12]



REPORT THAT THEY FEEL **PREPARED TO SUPPORT** THEIR CHILD DOING **SCHOOLWORK AT HOME**.

● Prepared ● Somewhat ● Not

FAMILIES SUPPORTING LEARNING[17]

1. **LEARNING SPACE**
   Assist children in creating a learning space and schedule
2. **ENCOURAGEMENT**
   Offer encouragement to support engagement and learning
3. **SUPPORT**
   Provide help when children need assistance
4. **BALANCE**
   Balance learning and social-emotional needs

2020 PRIORITIES

RELATIONSHIPS

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

ROLES & RESPONSIBILITIES

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USE THE TOOLS BELOW TO REFLECT AND PLAN

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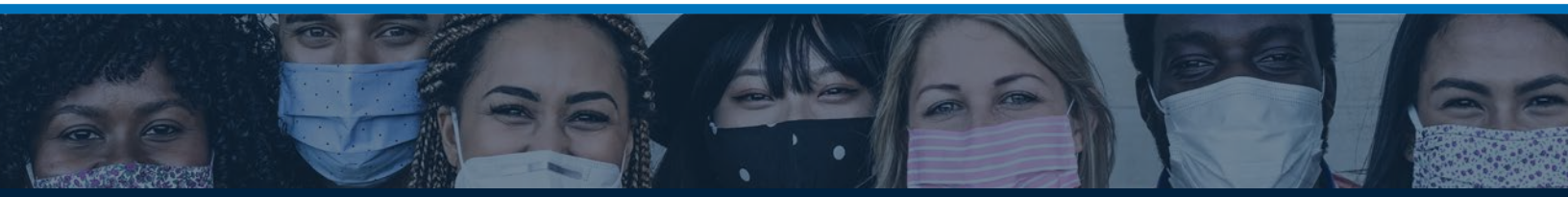

RELATIONSHIPS

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

ROLES & RESPONSIBILITIES

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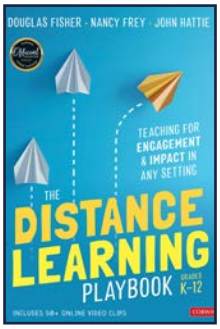
CHECK OUT LEADING RESEARCHERS

RESOURCE



THE DISTANCE LEARNING PLAYBOOK

DOUGLAS FISHER, NANCY FREY, AND JOHN HATTIE

The pandemic teaching of mid-2020 was not really distance learning, but rather crisis teaching. But starting now, teachers have the **opportunity to prepare for distance learning with purpose and intent**—using what works best **to accelerate students' learning while maintaining an indelible focus on equity**. This text provides insight in applying best instructional practices to a remote or distance learning environment.

ACT NOW STRATEGIES AND TOOLS

BEST PRACTICE

PARENTS AS PARTNERS

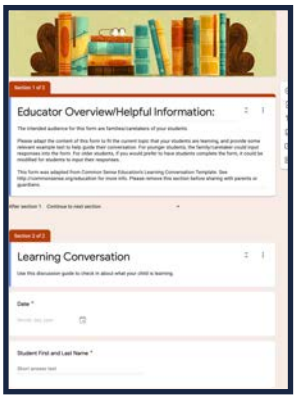
Students are supported in different ways in a remote or hybrid learning environment. Some learners have a parent at home to help them, while other learners are learning with the assistance of a grandparent or from a childcare facility. There are learners completing their academic assignments alone, while others are working in an environment filled with other siblings or family members. Some students are completing schoolwork during hours that mirror the traditional school day, while others are learning in the evening or on the weekends.

It is important to **understand that the at-home experience a student is encountering** when learning at a distance is not an equitable experience. **One size does not fit all.** Partnering with parents, or whomever is providing a network of support for remote or hybrid student learning is a key practice.

Establishing a means of **soliciting insight** into how the remote learning experience is going is a great method for **developing and strengthening the home-to-school partnership.**

SEE IT IN ACTION

SAMPLE RESOURCE



Roles & Responsibilities
LEARNING CONVERSATION FORM

eTEACHNY
TEACHING IN REMOTE LEARNING ENVIRONMENTS

AVAILABLE ONLINE:
https://www.eteachny.org/families-as-partners/

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

RELATIONSHIPS

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

WELL-BEING STRUCTURES
BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

TRADITIONAL BEST PRACTICES WITH A TWEAK

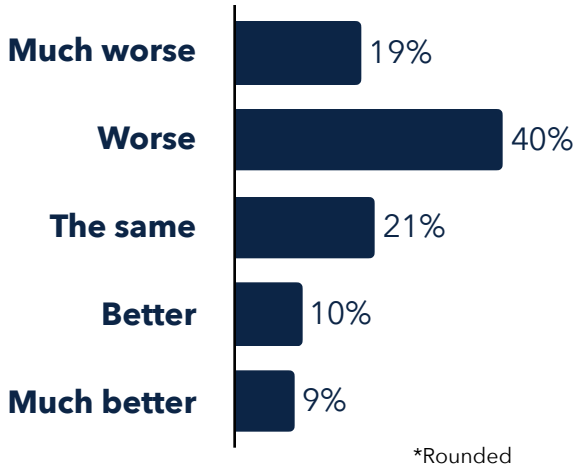
TRADITIONAL PRACTICES

SUPPORTING THE WHOLE CHILD[2]

DATA TO INFORM

COVID TEEN PERSPECTIVE[6]

Percentage of teens who say remote learning is … compared to in-person schooling



*Rounded

COVID PRIORITIES

FAMILIES SUPPORTING STUDENTS IN COPING WITH COVID-19 CHANGES[13]

REMAIN CALM, LISTEN, AND OFFER REASSURANCE
- BE A ROLE MODEL
- FOCUS ON THE POSITIVE
- MAINTAIN A ROUTINE
- HELP OTHERS

TALK TO CHILDREN AND PROVIDE ACCURATE INFO
- ENCOURAGE DISCUSSIONS
- CORRECT MISINFORMATION
- MONITOR CONTENT APPROPRIATENESS

ENCOURAGE HEALTHY LIFESTYLE PRACTICES
- GOOD HYGIENE
- BALANCED DIET
- EXERCISE
- REST / SLEEP

RELATIONSHIPS

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

WELL-BEING STRUCTURES

BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

USE THE TOOLS BELOW TO REFLECT AND PLAN

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FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

RELATIONSHIPS

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

WELL-BEING STRUCTURES
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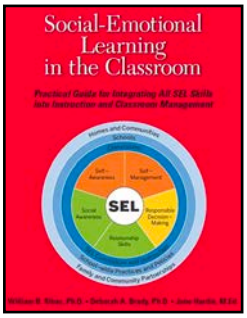


SOCIAL EMOTIONAL LEARNING IN THE CLASSROOM
WILLIAM RIBAS, DEBORAH BRADY, AND JANE HARDIN

During the pandemic, **placing priority on supporting the whole child is paramount.** In a remote or hybrid learning environment, it is critical that families and educators partner to implement well-being structures that **encourage an atmosphere of positivity** and hope for students. This text provides readers with **actionable classroom strategies** that can be used in a remote or hybrid learning environment to **develop student well-being skills** to use now and in the future.

ACT NOW STRATEGIES AND TOOLS

BEST PRACTICE
HEALTHY HOME HABITS

It is important for learners to start the day off on the right foot. **Developing healthy habits at home is just one method for creating positive well-being structures** for student learning. Families and educators can partner to support healthy habits at home. Making healthy food choices, ensuring personal hygiene, and participating in physical activity are all great healthy habits to make part of a daily well-being structure.

Abraham Lincoln said, "give me six hours to chop down a tree and I will spent the first four hours sharpening the axe." Having a plan in place is more than half the battle in achieving successful outcomes. **Students, families and educators can partner together to create a student well-being plan to support healthy home habits.** A student well-being plan can be incorporated into synchronous or asynchronous remote and hybrid lesson plans. Implementation of a plan provides an **opportunity for conversation** between students and a means for determining if other supports are needed for a student to find well-being success in a remote or hybrid setting.

SEE IT IN ACTION
SAMPLE RESOURCE

STUDENT WELL-BEING PLAN

Task 1:

MY WELL-BEING PLAN

Focus Area	Focus Area Explanation/Details	What I Can Do to Support My Well-Being	Adult(s) in My Life that Support Me
Relationships	How I create and maintain healthy connections with others	Smile and laugh Ask questions and listen Invite and include others	My track coach My family
Emotions	How I express emotions and receive others' emotions in a healthy way		
Core Values	How my personal values influence my choices and sense of purpose and meaning		
Rest, Relaxation, and Play	What I do to renew myself and stay balanced		
Stress Management	What I do to positively respond to challenges or setbacks		
Health	What I do to stay healthy		
Organization	What I do to keep track of my stuff, time, and priorities		
School/Work	What I do to continue to learn and grow		

Well-being Structures
STUDENT WELL-BEING PLAN

eTEACHNY
TEACHING IN REMOTE LEARNING ENVIRONMENTS

AVAILABLE ONLINE:
https://www.eteachny.org/families-as-partners/

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
BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

TRADITIONAL BEST PRACTICES WITH A TWEAK

TRADITIONAL PRACTICES

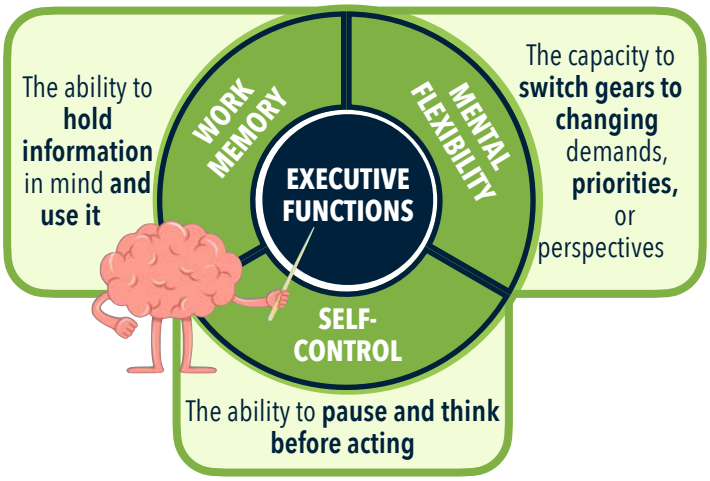
SUPPORTING TEENS WITH ORGANIZATION AND INDEPENDENCE[5]
A List of Activities Teens Can Use to Build Study and Organizational Skills

✓	TASK	DETAILS
☐	**BREAK PROJECTS DOWN**	CHUNK PROJECT INTO MANAGEABLE PIECES
☐	**DEVELOP REASONABLE PLANS**	IDENTIFY ALL STEPS AND RELATED TIMELINES. USE TOOLS LIKE CALENDARS
☐	**SELF-MONITOR**	SET TIMER, CHECK ATTENTION AND UNDERSTANDING, AND ADJUST AS NECESSARY

✓	TASK	DETAILS
☐	**MINIMIZE DISTRACTIONS**	REFRAIN FROM MULTITASKING AND ADDRESS FACTORS THAT IMPACT FOCUS
☐	**USE MEMORY SUPPORTS**	WRITE THINGS DOWN OR USE A MNEMONIC DEVICE
☐	**REFLECT AND REFINE**	THINK ABOUT YOUR EXPERIENCE TO PROMOTE CONTINUOUS IMPROVEMENT

RESEARCH TO INFORM

DIMENSIONS OF EXECUTIVE FUNCTIONS AND SELF-REGULATION[5]



CORE LIFE SKILLS DEVELOPMENT[4]

1. **PLANNING** — Develop and implement plans
2. **FOCUS** — Concentrate on priorities
3. **SELF-CONTROL** — Control the response to emotions/stress
4. **AWARENESS** — Notice people and the environment
5. **FLEXIBILITY** — Adapt to changing situations

2020 PRIORITIES

ROUTINES

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

ORGANIZATIONAL & STUDY SKILLS

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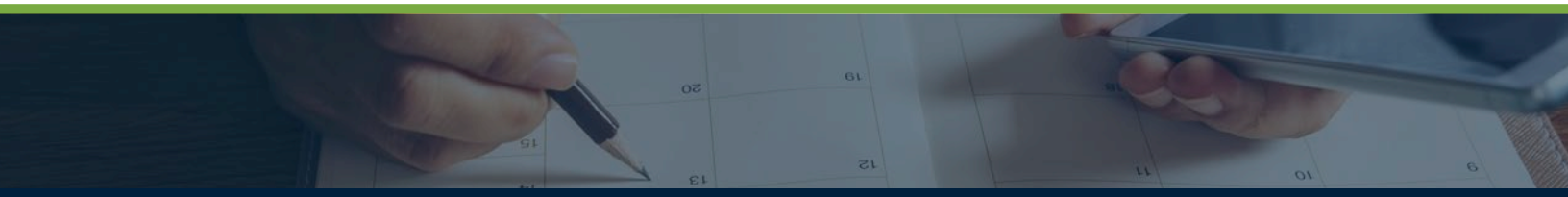

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

ROUTINES

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ORGANIZATIONAL & STUDY SKILLS
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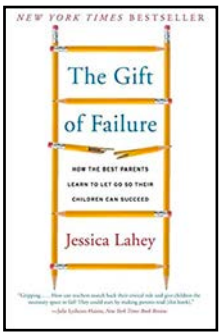
RESOURCE



THE GIFT OF FAILURE: HOW THE BEST PARENTS CAN LEARN TO LET GO SO THEIR CHILDREN CAN SUCCEED
JESSICA LAY

Remote and hybrid learning environments provide students the opportunity to **enhance autonomy and competence skills**. Providing praise from a distance can **build student confidence and self-esteem**. The author of this text shares with the reader **practical scenarios for encouraging student independence.**

ACT NOW STRATEGIES AND TOOLS

BEST PRACTICE
ENCOURAGE INDEPENDENCE

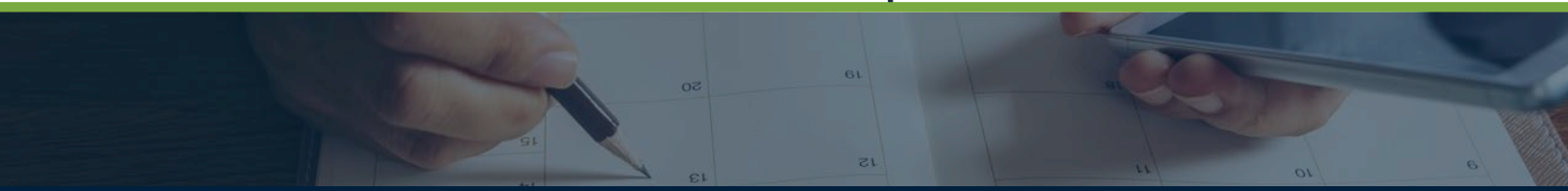
Encouraging student independence is a valuable goal, especially in a remote or hybrid learning environment. As **many learners are experiencing remote and hybrid learning with different levels of support** at home, it is pertinent to student success that learners know what they need to be doing and where to source the tools needed to be successful. **Students need resources to support organizational and study skills** at home. For those students who are learning with a network of support, it is important families and caregivers also know where to source assignments and instructional content so they can be a partner in learning.

Utilizing **a templated classroom agenda provides consistency** for students and families supporting learning at home. Implementing **a classroom agenda each day also encourages student independence**. Classroom agendas can be electronic or printed. They can be posted in a virtual classroom or emailed to families. When families know what to expect, they can support students' implementation of effective home organizational structures.

SEE IT IN ACTION
SAMPLE RESOURCE

Organizational & Study Skills
CLASSROOM AGENDA TEMPLATES

AVAILABLE ONLINE:
https://www.eteachny.org/families-as-partners/



FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

ROUTINES

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SUPPORT STRUCTURES
BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

TRADITIONAL BEST PRACTICES WITH A TWEAK

TRADITIONAL PRACTICES

THE FOUR PRINCIPLES OF DELIBERATE PRACTICE[8]
A Structure Families can Reinforce

WORK ON WEAKNESSES
ENCOURAGE CHILDREN TO FOCUS ON THE THINGS THAT ARE HARD FOR THEM. PRACTICE WILL HELP THEM IMPROVE.

GIVE FULL CONCENTRATION
ENCOURAGE CHILDREN TO AVOID DISTRACTIONS THAT MAKE IT DIFFICULT TO STAY ON TASK.

GET FEEDBACK
ENCOURAGE CHILDREN TO SEEK FEEDBACK AND ASK TEACHERS, COACHES, AND OTHERS FOR SUPPORT.

REFLECT AND REFINE
ENCOURAGE CHILDREN TO KEEP WORKING ON THEIR WEAKNESSES AND STAY ON TASK UNTIL THEY MASTER THEIR SPECIFIC GOAL.

Note the strategy above can be applied to academics, athletics, the arts, and other student priorities.

DATA TO INFORM

DISTRICT PROVIDED RESOURCES PARENTS FIND EXTREMELY HELPFUL[12]

- **PERSONAL TECHNOLOGY** — 53%
- **PERSONAL GUIDANCE FOR HOW TO BEST SUPPORT YOUR CHILD** — 47%
- **REGULAR ACCESS TO YOUR CHILD'S TEACHER(S)** — 44%
- **OPTION FOR REMOTE ONE-ON-ONE TIME WITH A TEACHER** — 44%
- **PRINTED VERSIONS OF CLASS MATERIALS** — 43%

2020 TWEAKS

REMOTE LEARNING SUPPORT STRUCTURES THAT FOSTER RELATIONSHIP BUILDING[9]
Do not depend on parents to help students get "unstuck"

RELATIONSHIP BUILDING CHARACTERISTICS	ALIGNED SUPPORT STRUCTURES
EMPATHY	• Virtual Office Hours for Support • Virtual Check-In Family Conferences
POSITIVE REGARD	• Use of Voice Technology Tools to Provide Student Feedback
STUDENT-CENTERED	• Student Conferences to Support Identification of Strengths / Goals

ROUTINES

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

SUPPORT STRUCTURES

BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

USE THE TOOLS BELOW TO REFLECT AND PLAN

Check your strengths and write notes related to your existing practices and future plans. As you record your thoughts remember to be explicit, consistent, and adaptable. After you've reflected, use the chart below to share ideas with your colleagues.

CELEBRATE YOUR CURRENT SUCCESSES:

RECORD IDEAS YOU'D LIKE TO EXPLORE FURTHER:

IDENTIFY SUPPORT AND RESOURCES YOU WILL NEED:

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

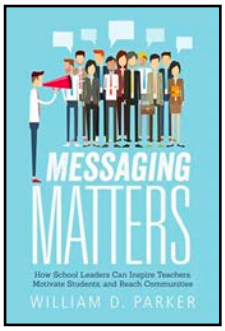
ROUTINES

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

SUPPORT STRUCTURES
BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

CHECK OUT LEADING RESEARCHERS

RESOURCE



MESSAGING MATTERS: HOW SCHOOL LEADERS CAN INSPIRE TEACHERS, MOTIVATE STUDENTS, AND REACH COMMUNITIES
WILLIAM D. PARKER

When **rehearsed and predictable practices** are employed by educators in a remote or hybrid learning environment, the **home-school partnership can be strengthened** because parents know what to expect and can plan. Needed support structures to promote student success are possible. This text outlines messaging tactics to try when communicating home so **families recognize that educators are accessible** and ready to be an active member of the student support structure.

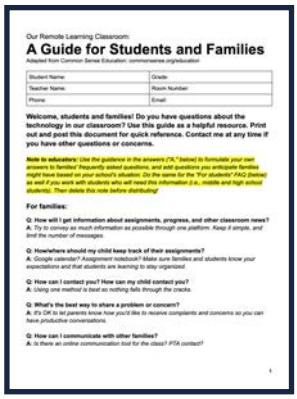
ACT NOW STRATEGIES AND TOOLS

BEST PRACTICE
ACCESSIBLE EDUCATORS

Relationship tension can develop between educators and those supporting student learning from home **when families struggle to get the support they need.** Ensuring families know how to maneuver through the requirements of remote learning is a quick win when affirming the home-to-school partnership. Providing **families with the knowledge** they need regarding expectations **allows routines to be established** in the home to support student success.

Consider **posting answers to frequently asked questions** in an easy to locate place. **Keep the location** of the posting **consistent.** Responses could be posted in a virtual classroom, on a school website, or even emailed out to families. **Be transparent with families** and provide them the information needed to plan for the support structures required in a remote or hybrid learning setting to ensure their student is successful. A **frequently asked questions document** can be created **for students** and a second document of **frequently asked questions** can be created **for families too.**

SEE IT IN ACTION
SAMPLE RESOURCE


Our Remote Learning Classroom:
A Guide for Students and Families
Adapted from Common Sense Education: commonsense.org/education

Student Name:	Grade:
Teacher Name:	Room Number:
Phone:	Email:

Welcome, students and families! Do you have questions about the technology in our classroom? Use this guide as a helpful resource. Print out and post this document for quick reference. Contact me at any time if you have other questions or concerns.

Note to educators: *Use the guidance in the answers ("A," below) to formulate your own answers to families' frequently asked questions, and add questions you anticipate families might have based on your school's situation. Do the same for the "For students" FAQ (below) as well if you work with students who will need this information (i.e., middle and high school students). Then delete this note before distributing!*

For families:

Q: How will I get information about assignments, progress, and other classroom news?
A: *Try to convey as much information as possible through one platform. Keep it simple, and limit the number of messages.*

Q: How/where should my child keep track of their assignments?
A: *Google calendar? Assignment notebook? Make sure families and students know your expectations and that students are learning to stay organized.*

Q: How can I contact you? How can my child contact you?
A: *Using one method is best so nothing falls through the cracks.*

Q: What's the best way to share a problem or concern?
A: *It's OK to let parents know how you'd like to receive complaints and concerns so you can have productive conversations.*

Q: How can I communicate with other families?
A: *Is there an online communication tool for the class? PTA contact?*

Support Structures
COMMONLY ASKED QUESTIONS TEMPLATE

AVAILABLE ONLINE:
https://www.eteachny.org/families-as-partners/

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

ROUTINES

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

ATTENDANCE & ENGAGEMENT
BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

TIERED PRACTICES FOR REMOTE OR HYBRID LEARNING[3]
Example Practices from Attendance Works

TRADITIONAL / 2020 PRACTICE

TIER 1

CLEAR AND CONSISTENT **COMMUNICATION** ABOUT **SCHEDULES AND EXPECTATIONS**

PREDICTABLE DAILY/WEEKLY **ROUTINES**

COMMUNITY BUILDING

PERSONALIZED OUTREACH TO FAMILIES ABOUT ABSENCES

RECOGNITION OF GOOD AND IMPROVED ATTENDANCE

MONITORING OF ATTENDANCE **DATA** TO ACTIVATE SUPPORTS AND IDENTIFY TRENDS

TIER 2

USING ABSENTEEISM DATA TO ACTIVATE **TARGETED SUPPORTS**

VIRTUAL **FAMILY MEETING** WHEN ABSENCES ADD-UP

INDIVIDUAL ATTENDANCE PLAN DEVELOPED WITH FAMILIES AND STUDENTS

ADDITIONAL **TECH SUPPORT AND TRAINING** FOR FAMILIES AND STUDENTS

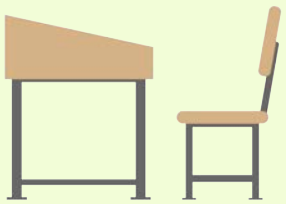
TAILORED SUPPORTS

PARTICIPATION IN **EXPANDED LEARNING**

TIER 3

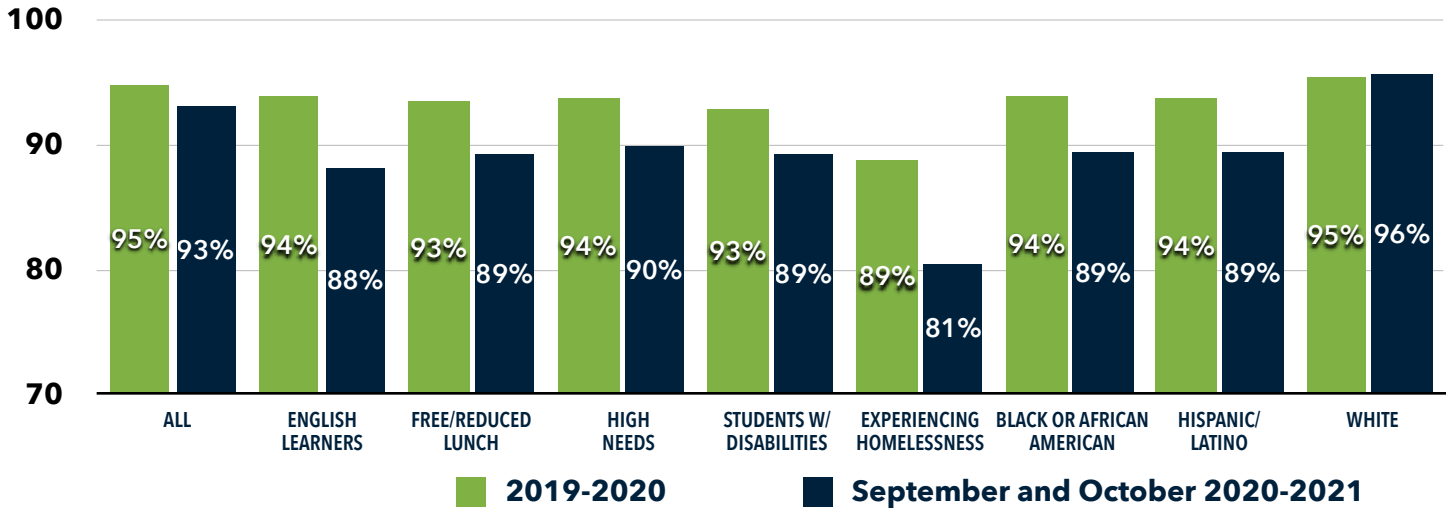
INTENSIVE OUTREACH TO LOCATE STUDENT AND FAMILY AND ASSESS SITUATION

COORDINATED CASE MANAGEMENT WITH MULTIPLE SYSTEMS INCLUDING CHILD WELFARE, MENTAL HEALTH, HEALTH, HOUSING/HOMELESSNESS, AND JUVENILE JUSTICE (AS A LAST RESORT)



DATA TO INFORM

CONNECTICUT 19-20 AND 20-21 ATTENDANCE RATE[7]



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ATTENDANCE & ENGAGEMENT

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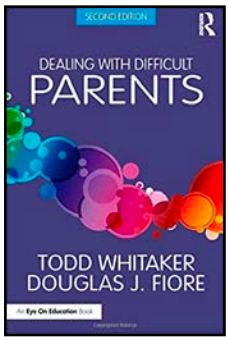
RESOURCE



DEALING WITH DIFFICULT PARENTS
TODD WHITAKER AND DOUGLAS J. FIORE

Dealing with difficult parents can be stressful for educators. In a remote or hybrid learning environment finding communication methods to **engage parents and develop a positive partnership** is critical. In this text, effective ways to not only deal with difficult parents, but to turn around the situation so **interactions become productive** are shared. Research shows when a strong home-to-school partnership exists **student attendance is better and engagement in learning increases.**

ACT NOW STRATEGIES AND TOOLS

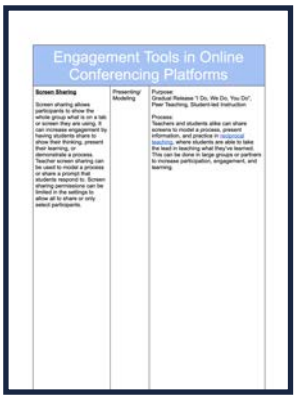
BEST PRACTICE
TACTICAL TOUCHPOINTS

Families face more obstacles than ever before that may prevent them from being involved in their student's education in a productive way. Single family households, parents at work, illness, and the loss of loved ones during the pandemic are all issues that **present challenges for families** to partner in a remote or hybrid learning environment.

Not all families have a positive perspective of schools. Negative experiences when they were in school themselves have colored their view of schools today. Even some families who view schools in a positive light, have lost faith in the educational process during the pandemic.

Educators can work to rebuild the relationship with families as partners in remote and hybrid learning environments through the use of **engaging instructional strategies.** While a virtual classroom can feel isolating for students and families, through innovative and creative practices, educators can bring the "hook" back to learning.

SEE IT IN ACTION
SAMPLE RESOURCE



Attendance & Engagement
ENGAGEMENT TOOLS IN ONLINE CONFERENCING PLATFORMS

AVAILABLE ONLINE:
https://www.eteachny.org/families-as-partners/

RESOURCES

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

LEARNING ENVIRONMENT
BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

TRADITIONAL BEST PRACTICES WITH A TWEAK

TRADITIONAL / 2020 PRACTICE

CLASSROOM MANAGEMENT

1. **ORGANIZING THE ENVIRONMENT**[20]
   Teachers organize students, space, time, and materials to maximize student learning.
2. **DEFINE EXPECTATIONS**[9]
   Teachers define procedures, routines, and expectations to maximize student learning.
3. **ADAPT TRADITIONAL PRACTICES**[9]
   In a remote or hybrid environment, teachers adapt practices, as classroom management structures remain important. Many traditional practices are transferable.

SPACE SUGGESTIONS FOR FAMILIES[10]

CONSISTENT
Identify a **dedicated space** to support forming habits

ORGANIZED
Keep **supplies** needed for learning in the space

STRUCTURED
Develop **plans and rules** for the space. For example, leave the space for meals

BUILDING HOME LEARNING SPACES
Communities and the Field in Action

1. **DESKS BUILT BY VOLUNTEERS & STUDENTS**
   Volunteers are building desks to donate to students, for use at home, to support remote learning.
2. **DISTRICT-PROVIDED SUPPLIES**
   Districts are providing supplies and tools that might be necessary to address students' personalized needs.
3. **WEB CONFERENCING PRACTICES**
   Teachers are providing students with common virtual backgrounds and/or adapting video requirements.
4. **SUPPLY LISTS**
   Districts are providing families with lists of needed supplies and materials.

THE GLOBAL IMPACT ON EDUCATION[18]

DATA TO INFORM

"The **COVID-19 PANDEMIC** has created the **LARGEST DISRUPTION OF EDUCATION SYSTEMS IN HISTORY**, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have **IMPACTED 94 PERCENT OF THE WORLD'S STUDENT POPULATION**." - United Nations

RESOURCES

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LEARNING ENVIRONMENT

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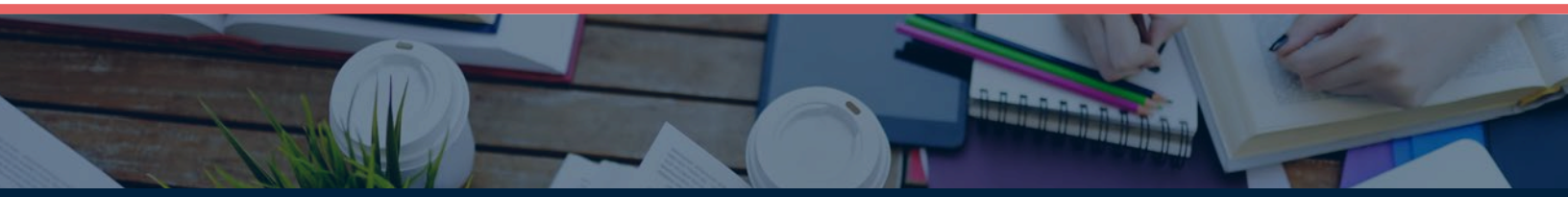

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BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

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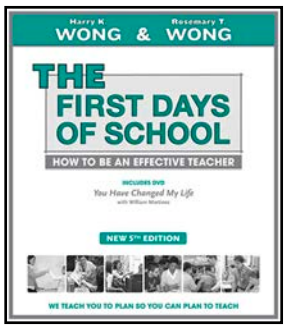


THE FIRST DAYS OF SCHOOL: HOW TO BE AN EFFECTIVE TEACHER
HARRY WONG AND ROSEMARY T. WONG

It is important that students have the resources they need to be successful in a remote or hybrid learning environment. **A well-stocked learning environment includes the materials, supplies, and tools** a student will need to learn; as well as, the **physical space needed**. This text dives into how an educator can support the establishment of a well-equipped learning environment.

ACT NOW STRATEGIES AND TOOLS

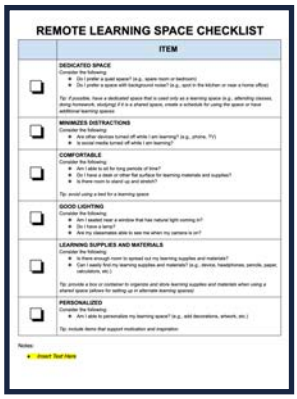
BEST PRACTICE
ORGANIZE AND ADAPT

In a traditional learning environment, the resources needed to create a positive learning space are supplied in large part by the school. The classroom environment is traditionally composed of desks, work tables, whiteboards, cubbies, and other furniture that gives students an inviting place to learn.

In a remote learning environment, the physical learning space is located outside of the school building and has moved to the student's home, childcare facility, or the home of a family member or caregiver who is supporting student learning in this new environment. **Not all students have equitable access to a physical space to learn.**

Educators can support families as partners in developing a learning environment at home that is well equipped by offering families a **remote learning space checklist** to help with the preparation of a student's learning space. As the school year goes on, sharing this checklist a second time is a great idea as supplies are used and learning needs and situations for students change with time.

SEE IT IN ACTION
SAMPLE RESOURCE


REMOTE LEARNING SPACE CHECKLIST

ITEM

DEDICATED SPACE
Consider the following:
- Do I prefer a quiet space? (e.g., spare room or bedroom)
- Do I prefer a space with background noise? (e.g., spot in the kitchen or near a home office)

Tip: If possible, have a dedicated space that is used only as a learning space (e.g., attending classes, doing homework, studying) if it is a shared space, create a schedule for using the space or have additional learning spaces

MINIMIZES DISTRACTIONS
Consider the following:
- Are other devices turned off while I am learning? (e.g., phone, TV)
- Is social media turned off while I am learning?

COMFORTABLE
Consider the following:
- Am I able to sit for long periods of time?
- Do I have a desk or other flat surface for learning materials and supplies?
- Is there room to stand up and stretch?

Tip: avoid using a bed for a learning space

GOOD LIGHTING
Consider the following:
- Am I seated near a window that has natural light coming in?
- Do I have a lamp?
- Are my classmates able to see me when my camera is on?

LEARNING SUPPLIES AND MATERIALS
Consider the following:
- Is there enough room to spread out my learning supplies and materials?
- Can I easily find my learning supplies and materials? (e.g., device, headphones, pencils, paper, calculators, etc.)

Tip: provide a box or container to organize and store learning supplies and materials when using a shared space (allows for setting up in alternate learning spaces)

PERSONALIZED
Consider the following:
- Am I able to personalize my learning space? (e.g., add decorations, artwork, etc.)

Tip: include items that support motivation and inspiration

Notes:
← Insert Tool Here

Learning Environment
REMOTE LEARNING SPACE CHECKLIST

eTEACHNY
TEACHING IN REMOTE LEARNING ENVIRONMENTS

AVAILABLE ONLINE:
https://www.eteachny.org/families-as-partners/

FAMILIES AS PARTNERS
SUPPORTING TEACHING AND LEARNING AT HOME

RESOURCES

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

INSTRUCTIONAL TOOLS
BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

TRADITIONAL BEST PRACTICES WITH A TWEAK

TRADITIONAL PRACTICES

INSTRUCTIONAL TOOL SELECTION[9]

SELECT TOOLS WITH PURPOSE
Focus on what needs to be accomplished in the learning process. Then, identify supportive resources. Don't fall victim to chasing fun technology.

REVIEW AGE-APPROPRIATENESS
Consider whether the tool is developmentally appropriate. Additionally, minimal adult assistance should be required.

IDENTIFY ACCESSIBILITY FEATURES
Consider whether the tool has accessibility features that support student learning and comply with federal and state requirements.

FOLLOW DISTRICT PROCEDURES
Districts often have procedures educators must follow before adopting a technology for use with students. For example, there may be district tool compliance structures to ensure the protection of student data.

COVID PRIORITIES

REMOTE LEARNING DEFINITIONS
Introduce Families to Important Vocabulary[10]

1. **SYNCHRONOUS**
Distance/virtual learning that happens in real-time during live sessions

2. **ASYNCHRONOUS**
Distance/virtual learning that happens at a student's own pace when they are not connected with the class

LEARNING MANAGEMENT SYSTEMS
Introducing Families to the Instructional System[10]

1. **IDENTIFY SYSTEMS AND THEIR PURPOSE**
Many schools use a Learning Management System (LMS) to deliver instruction. Google Classroom is common.

2. **LOGIN INFORMATION**
Provide families with information related to how their child logs into primary learning solutions.

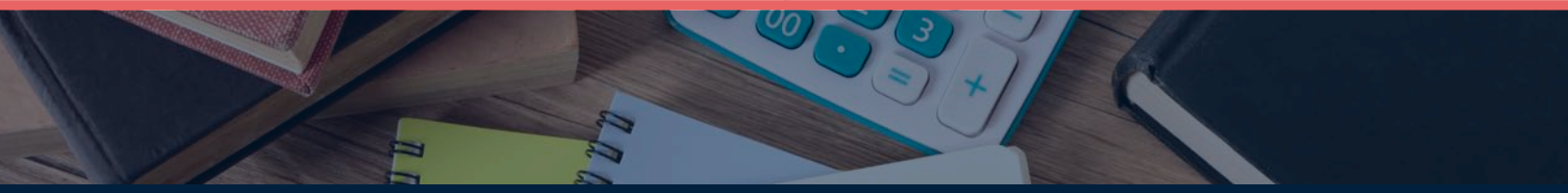
3. **HIGHLIGHT KEY FEATURES**
Showcase key features that can aid students' learning. Families can reinforce use of tools.

4. **OUTLINE PROTOCOLS**
Districts are providing families with lists of needed supplies and materials.

DATA TO INFORM

METHOD NOT THE MEDIUM MATTERS[9]

- **SETTING** (remote or face-to-face) **DOESN'T DETERMINE EFFECTIVENESS** of instruction.
- The **METHODS OF TEACHING**, not the medium **MATTERS**.
- **LEVERAGE TOOLS WITH A HIGHER** learning **EFFECT** size. For example, interactive videos and intelligent tutoring systems.



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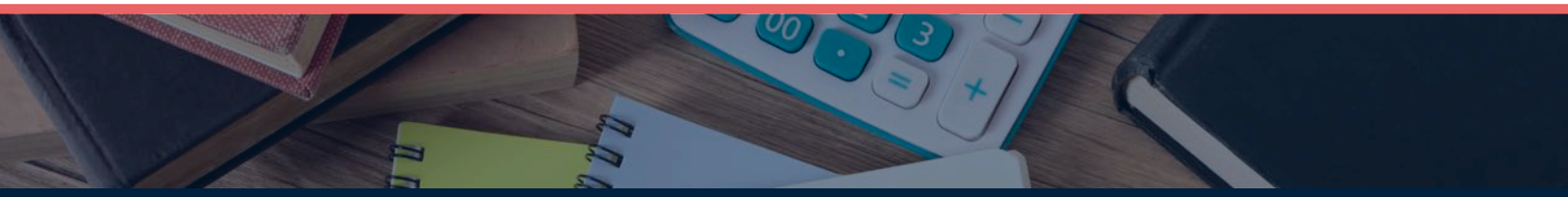

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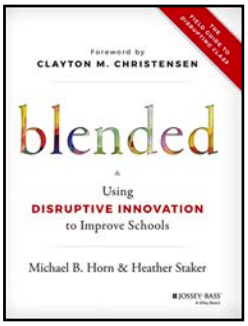


BLENDED: USING DISRUPTIVE INNOVATION TO IMPROVE SCHOOLS
MICHAEL B. HORN AND HEATHER STAKER

The pandemic has forced the integration of technology into the physical classroom and opened the door to learning opportunities in the virtual classroom. This text provides a variety of **practical and research based strategies for educators to successfully integrate instructional technology tools** into daily educational experiences.

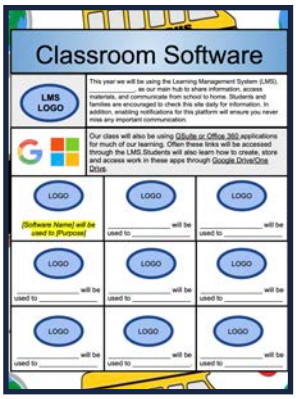
ACT NOW STRATEGIES AND TOOLS

BEST PRACTICE
STRATEGIC SELECTIONS

Since the start of the pandemic, **educators have been integrating instructional technologies** into remote and hybrid learning environments to **enhance the learning experience** students encounter. Educators have been attending professional development opportunities, watching tutorial videos, and partnering with colleagues to learn how to use the various instructional tools now being leveraged. The learning curve is steep, but educators are up for the challenge.

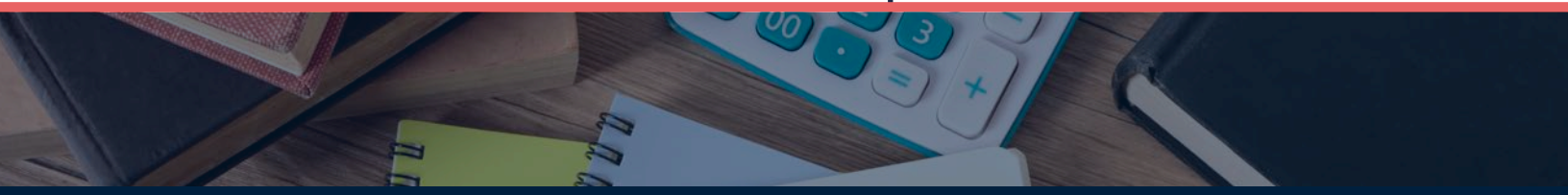
Families are facing a similar **learning curve in supporting students** with the use of the many instructional tools being harnessed by educators. Consider being **strategic with instructional tool selection.** When possible, have **consistent tool use** across grade levels, departments, buildings, or the school district. Also, inform families of the instructional tools being used in a remote or hybrid learning environment. Creating a **classroom software list** to share with families is a practical strategy to support families as partners in a remote or hybrid learning setting.

SEE IT IN ACTION
SAMPLE RESOURCE



Instructional Tools
CLASSROOM SOFTWARE LIST

AVAILABLE ONLINE:
https://www.eteachny.org/families-as-partners/



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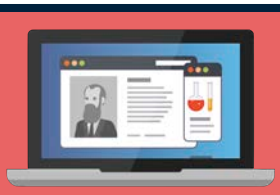
TECHNOLOGY TOOLS
BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

TRADITIONAL BEST PRACTICES WITH A TWEAK

TRADITIONAL / 2020 PRACTICE

PARTNERING TO ENABLE REMOTE & HYBRID LEARNING[14]



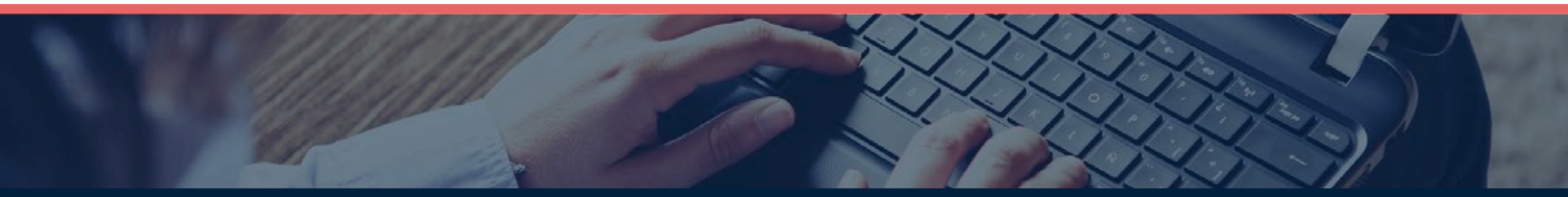
PERSONAL LEARNING DEVICES
- **Each student** should have their **own reliable device** so they can participate at the same time.
- Inform parents of **device distribution opportunities**.
- Offer families **technical support resources** and options.

INTERNET ACCESS
- **Home high-speed internet** access is critical for supporting continuity of learning.
- **When districts can't provide home solutions**, implement **alternatives** (e.g., WIFI in parking lots).
- Inform families of **hotspot loan opportunities.**

SAFETY, PRIVACY, AND RESPONSIBILITIES
- **Inform parents** about the **data security and privacy protections** in place at the district.
- **Share resources with parents related to digital citizenship** and data security best practices.

INTRODUCING FAMILIES TO VIDEO CONFERENCING SYSTEMS[10]

1. **IDENTIFY SYSTEMS AND THEIR PURPOSE**
   Many schools use a video conferencing tool to deliver synchronous/real-time instruction. Zoom is common.
2. **OUTLINE PROTOCOLS**
   Provide families with synchronous learning expectations. For example, students coming on time and prepared.
3. **EXPLAIN CAMERA ETIQUETTE**
   Remind parents to encourage children to stay in one place and be aware of the visual field of the camera.
4. **HIGHLIGHT KEY FEATURES**
   Make sure students and families know how to use features like mute/unmute and raising their hand.
5. **DEVELOP CAMERAS & BACKGROUND PLANS**
   It is helpful for the teacher to see students' faces. Consider accommodations to promote camera use. For example, providing universal virtual backgrounds and showing students how to turn off the self-view feature.



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TECHNOLOGY TOOLS

BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

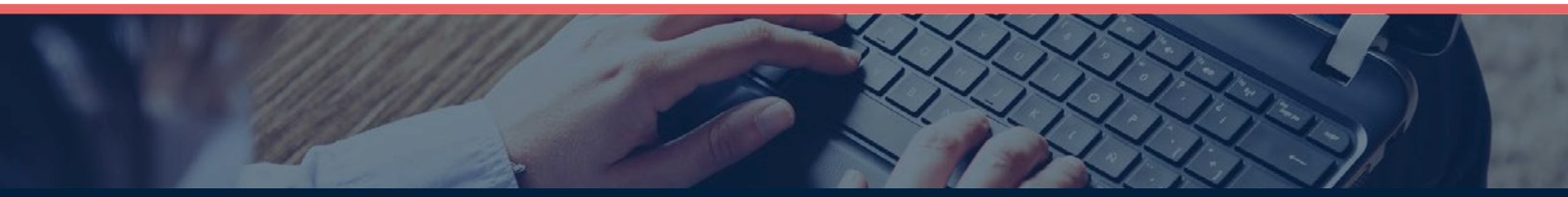
USE THE TOOLS BELOW TO REFLECT AND PLAN

Check your strengths and write notes related to your existing practices and future plans. As you record your thoughts remember to be explicit, consistent, and adaptable. After you've reflected, use the chart below to share ideas with your colleagues.

CELEBRATE YOUR CURRENT SUCCESSES:

RECORD IDEAS YOU'D LIKE TO EXPLORE FURTHER:

IDENTIFY SUPPORT AND RESOURCES YOU WILL NEED:



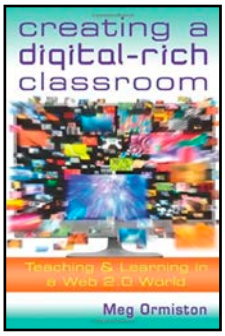
RESOURCES

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

TECHNOLOGY TOOLS
BE EXPLICIT, BE CONSISTENT, BE ADAPTABLE

CHECK OUT LEADING RESEARCHERS

RESOURCE



CREATING A DIGITAL RICH CLASSROOM: TEACHING AND LEARNING IN A WEB 2.0 WORLD
MEG ORMISTON

Technology can increase student engagement, but when the technology is not working, it can be the greatest hurdle to overcome in a remote or hybrid learning environment. In this text, educators will find information about **technology tools that increase student engagement** and how to leverage these technology tools to support student success.

ACT NOW STRATEGIES AND TOOLS

BEST PRACTICE
PROACTIVE PLANNING

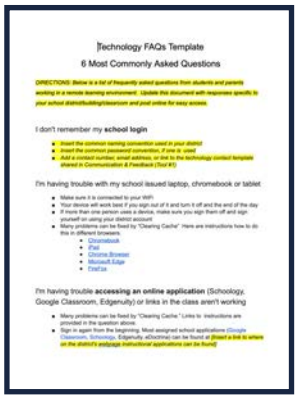
A reported frustration from families supporting students learning in remote or hybrid learning environments is the challenge faced with the technology itself. Families struggle to connect to the internet, troubleshoot technical problems, and download required assignments.

When supporting learners in a virtual setting, **you never know when a technology challenge might arise**. **Educators can help families and strengthen the home-to-family partnership by planning ahead.**

Consider opportunities for proactive planning. For example, create a resource of frequently asked technology questions for families to use when a technology challenge is encountered.

Ideally, when a technology challenge occurs, a family would be able to reach out for support. If it is late at night or over a weekend, **a technology FAQs document** might be a helpful substitute or temporary framework to **support families as partners**.

SEE IT IN ACTION
SAMPLE RESOURCE


Technology FAQs Template

6 Most Commonly Asked Questions

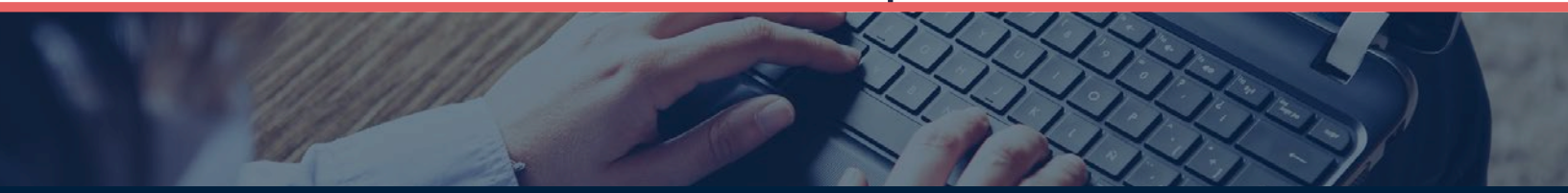
I don't remember my **school login**

I'm having trouble with my school issued laptop, chromebook or tablet

I'm having trouble **accessing an online application** (Schoology, Google Classroom, Edgenuity) or links in the class aren't working

Technology Tools
TECHNOLOGY FAQs

AVAILABLE ONLINE:
https://www.eteachny.org/families-as-partners/



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