

3 MODELS FOR E-LEARNING DAYS

Currently, there are 3 main models school and districts around the world are using to deliver content digitally. Each is explained in more detail below, but there is limited data to support these approaches are working, particularly for the most vulnerable students.

1. **Digital Model** (frequent in high schools or in 1:1 device contexts; similar to online courses)
 - Instructional delivery takes place on an online platform
 - Students log on virtually at a given time to participate in the lesson in live-time
 - Students complete follow-up work and submit assignments electronically
 - Teacher monitors student work through the online platform
2. **Analog Model** (frequent in larger school systems with students in diverse contexts)
 - Hard copy textbooks or work packets
 - Teachers make group or individual calls (typically phone calls) to students to check in on work
 - Teachers maintain records of student completion of work independently at the end of the closure period
3. **Hybrid Model** (more frequent when at least half of the student population has internet access)
 - Digital/video platform (e.g. Zoom, Skype, Google Hangouts) for a daily “class,” using the materials teachers are already using
 - Students submit homework/classwork to their teachers through a variety of channels (e.g. texting pictures, uploading to Google Drive, OneNote)
 - Teachers track and record student completion and mastery (e.g. daily grade) through an electronic gradebook or student information system (so principals can monitor delivery)
 - Teachers maintain an open electronic chat function with students (e.g. private Facebook group, Google Groups) throughout the day
 - Teachers check in one-on-one with a caseload of students or students who were not able to join the class through various channels (e.g. phone, FaceTime) to review their homework, talk through hard questions, prepare them for the next set of assignments, and ensure they are still progressing

Across all 3 models, students will want and need a touchpoint every day to support their emotional well-being and learning. In the next section, we will explore more about what this looks like for education staff.

STAFF MEMBERS’ E-LEARNING DAY EXPECTATIONS

Instead of teaching in school, **teachers** may be expected to teach from home. What does that mean?

- Teachers continue to be an important social, emotional, and instructional touchpoint for students.
- Teachers continue to be responsible for instructional delivery and accountable for student learning (unless ill, in which case a certified substitute teacher would cover).
- Teachers have a heightened responsibility for checking in with and supporting students who are instructionally vulnerable.

Instead of leading a physical community of learning, **Education Leaders** may be expected to manage a virtual community of learning. What does that mean?

- Leaders continue to be accountable for student learning for all students in the school and responsible for supporting the well-being and effectiveness of teachers.
- Leaders continue to manage the schedule of instructional delivery and vet resources to support teachers.
- Leaders continue to manage communication with teachers, students, and family members, with particular attention to the students who are instructionally vulnerable.
- Leaders continue to gather and review data on student performance and help teachers target key student learning needs.

How can **other education staff** in the school help?

- Much like student interventions, where many teachers pitch in to support targeted learning for students, schools can support individual students and families by creating “caseloads” of students and distributing them across multiple certified staff to make sure every student has a go-to point of contact and that the caseloads are not too big for any one teacher.
- Non-instructional staff can support communication and follow-up with families or technology and management support for teachers.

In any model, the clearer the learning targets, the easier it will be to operationalize effective learning. Using a common curriculum will simplify the task of managing instructional delivery in all of these options. There are several resource options that are free online (see resources on NDE’s e-learning days’ page), but the plan may look different by subject.

INSTRUCTIONAL SUPPORTS

Shifting to any instructional model often means a shift in mindset and skills in addition to the tactical shift in delivery. As schools prepare for longer closures, leaders will need to shift the message from “we are closing or cancelling school” to “we are moving to e-learning days”. In addition, a detailed professional development plan should be put in place to assist staff in moving forward with e-learning instructional design and tools. This professional learning plan should be directly in line with a similar learning plan that would be developed for students and parents/caregivers.