

# HOW DO WE HELP TEACHERS BUILD THE KNOWLEDGE & SKILLS THEY NEED TO DO REMOTE INSTRUCTION WELL?

These recommendations, taken from [CCSSO's Restart and Recovery: Considerations for Teaching and Learning](#), offer suggestions on the topics to focus on this year and can be adapted to accommodate individual schools'/teachers' constraints.

School systems can use three structures to help educators prepare for instruction: training sessions, teacher collaboration, and observation and feedback. Note that it is possible (and understandable) that, given capacity and teacher time, only one or two of these structures might be feasible this year.

### Training Sessions

- See [Appendix J](#) (in Academic Guidance) for a list of professional learning topics for teachers and principals.
- See [Appendix L](#) (in Academic Guidance) for samples and templates of teacher professional learning scope and sequences, including the ongoing professional development areas to focus on this year.

### Teacher Collaboration

- See [Appendix M](#) (in Academic Guidance) for tools to support collaborative planning.

### Observation & Feedback

- See [Appendix J](#) for sample observation schedules.
- See [NIET's rubric](#) for observing virtual instruction.

Within the structures above, the topics below are most critical as teachers engage in remote instruction. Integrate these topics into whichever structures are planned.

### Building Virtual Student Relationships — including expectations for & approaches to:

- Checking in meaningfully with every student individually each week.
- Identifying struggling students and following up daily.
- Engaging families weekly.

### Engaging Students Remotely

- Preparing students and families for learning each week.
- Building community remotely.
- Using research-based strategies for remote learning engagement.
- Engaging peers so students can learn from each other and build community.
- Using technology effectively to enhance the class/school community.
- See [Appendix D](#) in Academic Guidance.

### Maximizing Technological Features of the Online System for Better Instruction

- Reflecting on what is and is not working within the platform; learning from and with colleagues.
- Diving deeper into the platform to fully understand all features.
- Leveraging features to foster student engagement in large and small groups.
- Training families and students to better use platforms.

### Implementing Content-Specific Routines Remotely

- Identifying routines that are most essential for each subject area.
- Adapting those routines for the remote setting, with the goal of keeping them as consistent as possible with the in-person routines.
- Leveraging resources to support grade-level and subject-area learning in remote settings.
- See [Appendix E](#) (in Academic Guidance).

### Implementing Curriculum Remotely

- Identifying which lessons work in a remote setting.
- Identifying which lessons will NOT work and how to adapt them to meet the learning objective remotely.
- Leveraging strategies for teaching the lesson remotely, effectively using technology.
- See [Appendix C](#) (in Academic Guidance).