HOW DO WE PREPARE EACH UNIT IN OUR CURRICULUM FOR REMOTE TEACHING?

These recommendations are adapted from
CCSSO's Restart and Recovery: Considerations for Teaching and Learning.

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A high-quality curriculum can help teachers, families, and students maintain coherence, consistency, and quality instruction. There is work, however, to prepare that curriculum for a remote learning setting. Those making these adjustments, whether district staff or groups of teachers, can use the steps and resources below, pulled from CCSSO Restart and Recovery: Considerations for Teaching and Learning.*

Before you begin, check this resource first. Your curriculum provider may be doing some of this work for you. Check it out here!

01 Confirm student access to the needed resources & technology for the unit to be taught remotely.

Each unit will require that students have access to key materials (e.g. printed texts/packets, manipulatives).

- Check which resources are needed for the upcoming unit.
- Confirm which resources your students will and won't have access to (make note if you will need to adjust the lessons for which they don't have materials).
- Compile and distribute materials efficiently before each unit to all students.

Review the content-specific considerations for remote instruction in Appendix D of the Academic guidance.

02 Adjust the lessons for a remote learning setting, ensuring they still meet the objectives.

Adjust the lessons in three important ways:

- Establish and maintain content-specific routines that work remotely to support instruction. To the extent feasible, think about how to translate these routines to in-person instruction so learning will feel consistent to students when they return to their classrooms. Check out Appendix E in the Academic guidance for content-specific recommendations.
- Adjust the lessons to build community and engage students remotely. Review the detailed recommendations in Appendix D in the Academic guidance for support.
- Adjust lesson activities for remote learning, ensuring that students will still meet the objectives of the lesson. Confirm that students have access to all required materials. Use the appendices above, along with the curated resources and research on remote instruction in Appendix N and Appendix O. Check out this step in the Academic guidance for additional curated resources.

03 Clarify the role each teacher will play in remotely teaching the unit.

Roles are likely to shift as teachers adjust to the remote environment and to the needs of students. Revisit and confirm each teacher's role (e.g., content lead, remote facilitator, struggling student support) to effectively implement the unit remotely. Use the Educator Roles Guide from the System Conditions guidance as support.

04 Communicate expectations with students & families.

Clearly communicate to students and families critical information on each unit, such as routines, materials needed, and objectives. For more information on parent and family communication, review this step in the Academic guidance.

05 Prepare teachers to implement the unit remotely.

If necessary, share the adjusted unit, lesson, and materials with teachers and help them internalize and prepare to teach the unit. For a list of critical knowledge and skills teachers need, leverage For and for guidance on building coherent professional development and collaborative planning time, see Appendix L and Appendix M of the Academic guidance.