
[princi_elem] Analog Distance Education Guidance

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Analog Distance Education - K-8
Guidance, Questions and Answers

Our goal is to do everything possible to get students and families connected on-line to our Seesaw or Google Classroom resources. For some families, this access will take a few weeks and we may need to bridge their experience with analog resources. However, our primary goal is to be focused on and innovative in finding families ways to get online.

In addition, each building will develop a plan to equitably serve the education needs of students not connected to the District's on-line learning in order to assure that distance education produces meaningful student growth for all regardless of their access to digital curriculum.

Recommendation:

1. Buildings select the Lane ESD Project Based Learning Programs (which the ODE is translating for free to Spanish).
2. Buildings design a support model that should include classified staff.
3. If classified staff are chosen to provide the PBL support, teacher(s) would still be checking in with them to give feedback and to help them feel like they are part of the school.

Possible Implementation Model for PBL:

1. Building creates a system to assign the new PBL student to a classroom teacher for attendance and marking purposes (could require a new Synergy class for middle school).
2. The new PBL student and family are connected to a building classified staff member, who contacts the family by phone and sends a request for the packet to be safely printed by designated building staff members and delivered to the family.
3. The classified staff member checks-in 2-3 times per week on how the work is going and answers questions or forwards questions that they cannot/should not answer.
4. The teacher(s) or case managers assigned to this class are responsible for checking in once per week to make sure the students feel connected to what is going on at school. They also are responsible for marking attendance and providing feedback to students.
5. Administrator checks in with classified staff on progress and answers questions.
6. District programming with radio / TV that focuses on the off-line curriculum and/or provides a way for students to demonstrate learning.

How should packets be printed?

- Follow district safety protocols regarding printing packets.
- Any building or district level packets must be translated in Spanish.
- Small print jobs should be done at the buildings, with a limited number of staff making copies using.
- Large jobs should be sent to Instaprint.

What about materials and/or kits to support learning?

- Buildings should follow protocols for staff to safely come to school and assemble kits of materials to send home.
- Buildings will distribute materials with building based staff in any manner that fits the school community best so long as all health protocols are followed. Contact level-director if you need district support for distribution.

More Information about the Lane ESD PBL Curriculum

- A partnership by Lane ESD and including staff from 4J, other districts, and ODE is preparing standards based Project Based Learning curriculum K-8 and possibly. If a family chooses or can't engage with distance learning on-line, the Lane ESD packets are the analog alternative.
- One of the design goals for this PBL work is minimize additional accommodations for students by making it more universally accessible.
- This is a collaborative effort among educators and it is being built rapidly. The group working on it welcomes support from those who can give it. Here are the student facing materials completed thus far, with each completed unit containing 2-3 weeks of student learning.
 - [K-1 PBL: Student Facing Materials: Identity Mapping](#)
 - [2-3 PBL: Student Facing Materials](#)
 - 4-5 PBL: Student Facing Materials: (coming Saturday April 18)
 - [6-8 PBL: Student Facing Materials](#)
 - 9-12 PBL: Lane ESD and educators (including 4J educators) have started to develop a high school PBL project and, with support, can develop a few cross-curricular courses that focus on societal issues.

Assessment of PBL or other Packets

- Filled out packets will be returned to school using safety protocols (to be determined) and staff will give feedback either in writing or on the phone.
- The Lane ESD PBL program includes rubrics that staff can use for assessment.
- Building or teacher based packets would be assessed using their own systems.

Are there any other ways teachers could deliver content/instructions?

- We have the capacity to use radio and television to deliver supplemental instructions (in English and Spanish) on the use of the packets and as a way for students to share their work.

How can I help develop the Lane ESD project based modules:

- Contact Sue Wilson swilson@lesd.k12.or.us or Peter Tromba tromba_p@4j.lane.edu
- Take look and/or support the collaborative work already in progress:
 - [Middle School Distance Learning Planning](#)
 - [K-1_PBLWorks_Project_Planner_Community Health and Wellness](#)



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