

The Remote Noble Classroom

The purpose of this document is to provide guidance and best practices for teachers integrating remote learning into their instruction. It serves as a companion to [The Noble Classroom](#).



GUIDING PRINCIPLE: Noble will prioritize asynchronous learning and provide optional synchronous learning opportunities for our students.

Rationale: Asynchronous learning allows for more equitable student engagement than required synchronous learning. Optional synchronous learning opportunities will be provided and are important for student/teacher relationship building and checking for understanding. However, synchronous opportunities should not be required for students and should not negatively impact their grades.



GUIDING PRINCIPLE: Student engagement stems from relevance and clarity.

Rationale: Engagement in a remote environment is challenging. Recommendations for engagement are grounded in the research demonstrating that relevance is directly connected to student engagement. Students engage in work that is relevant to their lives and utilizes their expertise and lived experiences. Additional guidance and principles can be found through the Culturally Responsive & Sustaining Teaching tenet of The Noble Classroom. Related, students are more likely to engage when directions and expectations are clear, easily accessible, and aligned to the objective.



GUIDING PRINCIPLE: All plans for SY20-21 will use the concept of Learning Acceleration rather than remediation.

Rationale: According to research, students achieve at higher rates when they are exposed to grade-appropriate work rather than remedial work. Important skills that were not covered in SY19-20 or need to be readdressed according to diagnostic data will be spiraled into content-appropriate units rather than addressed in an isolated “remedial skills unit.” Pacing plans and additional network-provided resources will also be guided by the principle of Learning Acceleration.



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Long-Term Remote Learning (COVID-19 quarantine days)

CLASSROOM MANAGEMENT & CULTURE

- **Prioritize [Safe & Supported](#)** and use campus referral structures and contact service providers. (SS)
 - Create shared 'Google Classroom Norms' for how to interact in the online classroom from the information you gather from your students. (SS & E)
 - Create a regular format (Google Form, survey) for students to process feelings and concerns about the current situation ([examples](#)). (SS & C)
 - Acknowledge the limitations of this format and provide strategies for coping with the current situation (examples [1](#), [2](#)). (SS)
 - Share positive affirmations of and gratitude for students. Incorporate gratitude and messages of hope into your regular routines. (SS & I)
 - Use video as an opportunity to “dissolve the screen”* to heighten students' awareness there's still a back and forth exchange between the two of you ([examples](#)). Be explicit and repetitive about ways students can contact you for support. (SS & I)
- **For opening the school year remotely:**
 - Prioritize [your](#) and [your students'](#) wellness. (SS)
 - Copy and adjust these forms or create your own to get to know your [students](#) and [families](#). (SS)
 - Hold small group sessions exclusively for community building and/or ask each student to share a video/slideshow/document to introduce themselves (and make sure that you go first!). (SS & I)
 - Create a one-pager that “brands” your class and shares the big ideas for your content. (IT & E)
 - Hold “family office hours” every other week on select evenings to connect with parents and to provide a place for questions and support. (SS & I)
 - Develop an agenda and clear outcomes for optional daily or weekly advisory synchronous sessions to provide students regular check points with a trusted adult and a community of peers. Use this time to touch base on how everyone is doing and engage in structured community building. (SS)

DATA ANALYSIS & PLANNING

- Provide guidance for how to use [Gmail](#) and [Google Calendar](#), and in content coursework, provide students scaffolding learning activities that build-up students' knowledge and capacity with using their device and tech interfaces. (e.g. one week, ask students to leave comments for feedback on another peer's document and provide direction on how to do this. The next week, ask students to create a collaborative Google Slides deck with each member creating a slide and provide direction on how to do this). (IT)
 - Adapt current long-term and unit plans to transfer to GC ([examples](#)) (SD & IT)
 - Pare down work to focus on high-leverage skills and relevant content. Create a “Must Do, May Do, and Catch Up” list of assignments to provide clarity on the most important work. (SD, IT, & C)
 - Collaborate with EL Coordinator, Learning Specialists, and Case Manager for planning for students who receive services from these providers. (SD & E)
- Provide students with one module or rigorous assignment per week (approx. 3-4 hours of work per week per class). Include choice and current events whenever possible. Students can access Google Drive work [offline](#) if internet access is inconsistent. (C, I, & IT)
 - Incorporate space for play and fun activities into online lesson plans. (SS & I)
 - Plan assignments that allow students to demonstrate mastery in a variety of ways (written, video, recording, PowerPoint). (SD & E)
 - Assign work for which you can provide feedback. Provide written and/or verbal feedback through [Docs](#), G-Chat, small group Hangouts and text features. (QR, I, & IT)
 - Continue to track student progress weekly on the most important objectives for your course to guide your virtual instruction (e.g. use [Google Forms](#) to gather data) (SD & C)

SS = Safe & Supported; SD = Standards Based & Data Informed; I = Invested; E = Empowered; C = Culturally Responsive & Sustaining Teaching; CL = Cognitive Lift; QR = Quality Response; IT = Intentional Time

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Long-Term Remote Learning (COVID-19 quarantine days), cont.

INSTRUCTIONAL EXECUTION

- Provide predictable routines and consistent structures. (e.g. hold your office hours at the same time each week; post your assignments at the same time each week; create modules that follow the same structure; use programs like [Screencastify](#) to create videos of direct instruction). (E & IT)
- Provide synchronous lessons once a week and ensure they are [recorded](#) for those who are unable to attend. Keep synchronous lessons short (20-45 min)** and use them for peer-to-peer learning and the highest leverage concepts. (IT)
- For synchronous lessons, allow students to participate by phone or without their video enabled. (SS)
- Hold synchronous office hours twice a week for questions and additional practice. Record them and post them to GC. (IT)
- Offer multiple methods of participation (e.g. verbal, chat, shared doc) (SS, IT & QR)
- In both asynchronous and synchronous lessons, use pause points frequently to build lesson structure, allow formative thinking, and check for understanding.* (CL)
- For asynchronous video lessons, speak conversationally and authentically to your students, and provide clear “what to do directions” (e.g. “pause now and record your answer to #1”). (E & IT)
- Create a routine where you share shout outs of excellent work regularly, so students have an audience for their work in addition to knowing you’re providing feedback on the work. This can be done synchronously or asynchronously.* (SS & QR)

Hybrid Remote Learning (partial in-person attendance, testing days, inclement weather days)



CLASSROOM MANAGEMENT & CULTURE

- Take time in person to get to know your students, build relationships, and create a classroom culture. Continue activities virtually that are aligned to your class core values (e.g. shouting out excellent work, highest growth, students who are being helpful to one another remotely). (SS & I)
- Continue and refer back to shared ‘Google Classroom Norms’ for how to interact in the online classroom. (SS & E)
- Implement a clear method to track attendance and engagement. (SS & I)

DATA ANALYSIS & PLANNING

- Ensure that work done remotely is embedded into the established curriculum. (IT & I)
- Provide opportunities to go deeper on specific in-class topics. (e.g. link articles or websites for students to use as research and have students answer questions on Google Classroom). (CL & IT)
- Allow for checks for understanding and formative assessment to happen remotely with Google Forms. Use this data to target in-class interventions. (SD, CL, & IT)
- Provide clear criteria for success. (QR & E)

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Hybrid Remote Learning (partial in-person attendance, testing days, inclement weather days), cont.

INSTRUCTIONAL EXECUTION

- Provide asynchronous work but offer live office hours for students to ask questions and/or work in small groups. (IT & I)
- Offer multiple methods of participation (e.g. verbal, chat, shared doc) (SS, IT & QR)
- Provide direct instruction asynchronously so that students can reference lessons on their own time (record your lecture, provide a slideshow of essential concepts, etc.) (IT & CL)

In-Person Integration of Remote Learning



CLASSROOM MANAGEMENT & CULTURE

- Create shared 'Google Classroom Norms' for how to interact in the online classroom. (SS & E)
- Post a student of the week/month/quarter to recognize excellence in core values or academic growth. (SS & I)
- Provide a space for students to shout out one another for excellence in class using classroom core values as a measure. (SS & I)
- Hold "family office hours" every other week on select evenings to connect with parents and to provide a place for questions and support. (SS & I)

DATA ANALYSIS & PLANNING

- Incorporate Google Classroom engagement into unit plans. This includes posting and maintaining a class syllabus, assignments, relevant calendars/learning sequences for student reference using the Materials option, extension/enrichment material not used in class, 'homework as prep' and informational videos and articles on Google Classroom so students, families and school staff can access anytime and anywhere to stay informed. (IT, E)

INSTRUCTIONAL EXECUTION

- For initial engagement, explicitly walk students through the functions of GC. (E)
- Plan to continue a classroom discussion as a [virtual discussion](#) on GC. (IT & QR)

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