Teaching Lab

Teaching Lab's Principles for Distance and Hybrid Instruction

Note: this is a living document and will be revised based on what Teaching Lab learns from educators.

Purpose: This guide is for educators to use when planning to deliver instruction in fully remote (distance) or hybrid (combination of in-person and distance) learning contexts.

Distance and Hybrid Learning Principles

In planning high-impact instruction for remote and/or hybrid learning contexts, educators should:

1. **Prioritize.**
2. **Build strong relationships.**
3. **Establish consistent instructional routines.**
4. **Center equity in all-decision-making.**

Students	Teachers
Prioritize. Students experience coherent distance and hybrid instruction aligned with the curriculum in use, priority instructional content and with strategies grounded in learning science.	Teachers catalogue all instructional resources and technological tools in use (including curriculum, video platforms, learning platforms, learning apps, etc.) and determine which ones are essential for learning and which ones are not: ● Which tech tools are aligned with the curriculum? ● Which tech tools employ learning science, specifically, opportunities for retrieval and spaced practice? ● Which tech tools are not essential to enhance learning? If they are not essential, stop using them.
Build strong relationships. Students form strong relationships with their teachers and peers through frequent virtual touchpoints with educators and peers.	● Teachers spend significant whole group and small group time ensuring that students form strong relationships. ● Teachers engage in weekly 1:1 check-ins with students and with caregivers to build strong relationships and check in on effectiveness of distance learning, especially if instruction is fully remote. ● Note on hybrid learning context: Teachers intentionally establish time for relationship-building when they are in-person with students.
Establish consistent instructional routines. ● Students develop deep knowledge of how to use all technological tools and platforms necessary to engage in learning in and outside of school. ● Students adhere to a clear routine of synchronous and asynchronous learning and understand when and how they are meeting learning goals.	● Teachers spend significant amounts of time, especially early in the school year, teaching students routines for synchronous, asynchronous and in-person learning, if applicable. ● Teachers spend significant amounts of time, especially early in the school year, explicitly teaching how to use technological tools and platforms as well as routines for using them in different learning contexts. ● Teachers incorporate more checks for understanding into synchronous lesson time, including using technology to facilitate checks for understanding, like quizzing apps. ● Teachers shift their approach to lesson planning and lesson study to include time for planning across synchronous, asynchronous and in-person modalities.

	• Note on hybrid learning context: Teachers ensure students and caregivers understand what happens if there is a shift from one context to another (e.g., shift from hybrid to a fully remote context).
Center equity in all-decision-making. All students access grade-level content in ways that affirm their identities and take into account their home learning environments (e.g., when they can complete asynchronous assignments, amount of care-giver support, etc.)	• Teachers affirm student identities and recognize there is "no right way" to learn from home. • Teachers provide multiple ways to complete asynchronous assignments (or homework) including: spending time with students during office hours or "group asynchronous time," allowing students to complete assignments when they may have a caregiver present outside of normal school hours, etc. • Teachers monitor data on who is attending synchronous sessions and who is not and follow up with students and caregivers to understand why and to engage in creative and empathetic problem-solving.