

# Guidance for Remote Instruction

## ATTENDING TO INSTRUCTIONAL HOURS



The New Mexico Public Education Department's (NMPED's) options for reentry instructional models—full reentry, hybrid, and remote learning—all fall within the bounds of a school-directed program. Because of this, face-to-face instructional hours and remote instructional hours shall be considered equivalent during the public health emergency. School schedules must meet instructional hour requirements of 5.5 hours for grades K–6 and 6 hours for grade 7–12. Please see [NMPED Guidance on Instructional Hours](#) for more information. This document lists several suggestions for what can count as instructional time during remote learning such as:

- One-on-one check-ins
- Synchronous and asynchronous online interaction
- Reading and writing assignments
- Place-based learning
- Projects
- Tutoring
- Independent work
- Physical exploration



## Design and Scheduling

Districts and schools should consider the following factors when developing scheduling for remote instruction:

- How do daily schedules impact families? The more detailed the schedule, the more difficulty families might have navigating competing and differing classroom expectations. It is important to provide regular and consistent scheduling, while also providing space for families to navigate competing and differing classroom expectations.
- How does age-appropriate direct instruction, whole group instruction, small group instruction, and intervention factor in your schedule?
- Younger children may require support from adults at home or childcare, especially when learning new content. How do your schedule and instructional delivery methods account for the need for adults to support students and access instruction and materials?
- How might a block scheduling approach support core content, remediation time, and creative time where specials might be integrated?
- How does the schedule prioritize dedicated time to support social and emotional wellbeing? Does the schedule include brain breaks, social emotional learning (SEL) instruction, class meetings, and time for students to meet with counselors?
- How can districts and schools work with their librarians to ensure students have access to books to allow for breaks from digital screen time and alternate activities throughout the day—whether reading, research, or vocabulary/language activities?
- Teachers should conduct daily check-ins with students, similar to what happens naturally in a classroom. How can districts and schools incorporate video conferencing or phone-based office hours as an element of the day, and what policies and procedures related to privacy and appropriateness are in place? Check-ins can be organized as general office hours or one-on-one time.

- How does your schedule ensure accessibility for all students is in place, and what additional assistive technology will the district or school need to include?
- For students who might have trouble accessing online resources or instruction, how will schedules include time to work on downloaded content or distributed content, reading, and leveraging community or home resources?
- How could project-based learning play an integral part in scheduling?
- For more considerations on planning remote instruction, please see the [NMPED Checklist for Virtual Classroom Considerations](#), including applying for a waiver on virtual class size.
- Consider the [National Standards for Quality Online Teaching](#).

**A note on assessment:** Ask students to submit writing samples, samples of mathematics written work, and use teleconferencing or online conferencing to leverage formative assessment practices. Some tools will be available online, and for more information, see the NMPED Guidance on [Using Multiple Measures and Formative Practice to Identify Learning Needs](#).

## Sample Schedules

- 1. Teaching Lab** presents a [distance learning plan](#) that uses an Open Educational Resource (OER) called EL Education for elementary English language arts (ELA). It also presents a [lesson planning guide](#) for distance instruction.
- 2. Opportunity Culture** provides a model that leverages teacher leaders in a creative way. These educators play a role in shifting how school is organized by using multi-classroom teams. This can support more creative scheduling and small group instruction or intervention. It also supports educator professional learning. [Click here for the brief.](#)
- 3. ERS** provides guidance for COVID comeback school models that help school and system leaders develop locally relevant models. Strong components of the guidance include daily virtual or telephonic community circles, a care team organized to respond to the needs of the students and families who have been most adversely impacted by COVID-19, and content-focused collaborative planning time built into the schedules. [Click here for the website that provides comprehensive strategies.](#)

## Family Support

During Continuous Learning for spring 2020, the Engage NM project found the top barrier for student success in remote learning was **lack of structure and accountability**. Consequently, the number one intervention for students that led to success in remote learning was **accountability for engagement**. This intervention included daily check-ins from a coach/teacher/counselor and consistent progress monitoring. These are problems normally solved through observation of and access to a teacher in a face-to-face environment.

- 1. Turnaround for Children** provides a [Remote School Routines and Procedures Checklist](#) that is intended to help families organize their planning for household schooling routines and procedures. Administrators might use this to meet with parents and guide them through how to approach the 2020–2021 school year.
- 2. Future Ed** provides a comprehensive [Attendance Playbook](#) that provides strategies for reducing chronic absenteeism. Among the guidance is a section on effective messaging and engagement for families.
- 3. EveryDay Labs** provides a [Family Insights Toolkit](#) that helps districts and schools stay connected with families and identify the types of supports and information families might need.



## Learning Management System

NMPED will provide the Canvas Learning Management System (LMS) to any district or school that elects to use it for remote learning. The Canvas LMS is designed to be an all-inclusive platform that allows teachers to create and organize content, students to access coursework and grades, and parents to track assignments and student performance. Reporting, resource sharing, discussion, feedback, grading, and content creation are all supported by the LMS. However, the LMS is not a cure-all, and it does not replace the teacher. A teacher must still create, deliver, and manage their content—just as they do in the physical classroom. For further information, please go to the [NMPED learning management system webpage](#).

## Small Groups of In-Person Instruction

During Remote Instruction, NMPED will still permit small group or one-to-one, face-to-face instruction for students with disabilities or any students within the PreK through third grade span. Districts and schools should consider when planning for small group instruction:

- Prioritizing at-risk students
- Prioritizing students who might need social emotional support
- Prioritizing students with connectivity issues or who are struggling with remote instruction scheduling at home
- Organizing students based on tiered interventions
- Thinking about location and procedures, including minimizing transitions and exposure to others
- Working with staff who are best positioned to offer intervention and accelerate learning for students who may need targeted support for English instruction or specific content

When working with small groups, or in a hybrid environment, how might the typical lesson plan be spread out over the course of the A/B model? Generally, educators will want to assure new material is introduced while the students are at school, and schedule independent practice for when the students are at home.

### Example in an “I do, we do, you do” format:

- I do direct instruction: teacher modeling and mini-lessons on new content is done while the students are at school
- We do guided practice: could happen while the students are at school or at home (ex./ while on Zoom)
- You do independent practice: is done at home and submitted paper and pencil when the students return to school or electronically

### Another example of this for inquiry-based instruction might be:

- Engage (students are engaged with a challenging scenario or essential question): done at school
- Explore (students investigate the phenomenon): can be done at school or home or both for a rich experience, especially leveraging community resources and experiences
- Explain (students explain the phenomenon and new knowledge that is acquired): can be drafted at home and shared at school
- Elaborate (students apply their knowledge to new situations or deepen knowledge): can be done at school or home
- Evaluate (students reflect on their knowledge and the learning process assessment): should be done at home and shared at school for feedback and to cultivate a growth mindset



## Comprehensive Resources List for Remote Instruction

### PRIORITY INSTRUCTIONAL CONTENT

- [NMPED Instructional Scope and Acceleration Guide](#): A comprehensive tool aligned to NM Standards that provides a strategy for assuring a guaranteed, viable, and equitable curriculum for all students. NMPED strongly encourages districts and schools to leverage this tool.
- [2020–2021 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#), from Student Achievement Partners
- [School Practices to Address Student Learning Loss](#), from Annenberg Institute for School Reform at Brown University and Results for America
- [Disciplinary Core Ideas, Crosscutting Concepts Science and Engineering Practices](#), from NextGenScience

### CURRICULUM AND INSTRUCTION

- [Curriculum Publisher Information to Support Learning during COVID](#), from Collaborative for Student Success
- [Recommended Support for 2020–2021 Math Instruction](#), from Navigator
- [Important Prerequisite Math Standards to Support 2020–2021 Planning](#), from ANet
- [Sample Pacing Guide for Tier 1 Instruction](#), from Instruction Partners
- [Strong Start Instructional Materials Guidance](#), from the Louisiana Department of Education
- [Teaching About Race, Racism, and Police Violence](#), from Teaching Tolerance
- [15 Classroom Resources for Discussing Racism, Policing, and Protest](#), from EdWeek
- [Supporting Students Through Coronavirus](#), from Teaching Tolerance
- [How Teachers Are Integrating COVID-19 Crisis Into Their Lessons](#), from neaToday
- [COVID-19, Coronavirus, and Pandemics—Math Resources: Teaching and Using Mathematics to Understand our World](#), from NCTM
- [The Coronavirus in Light of Other Pandemics in History: Also Lesson Plans and Resources for Further Research](#), from Democracy & Me
- [Family engagement for underserved and multilingual families](#), from Talking Points
- [FASTalk](#), from Family Engagement Lab
- [Fair Grading Practices](#), from Stand For Children
- [Instruction Partners' Guidance for Accelerating Student Learning](#), from Instruction Partners
- [Reviews of K–12 instructional materials](#), from EdReports
- [Addressing Unfinished Learning in the 2020–2021 School Year](#), from Council of the Great City Schools
- [Progressions Documents for the Common Core State Standards for Mathematics](#), from Student Achievement Partners
- [EQuIP PRP-Reviewed High-quality Science Examples](#), from NextGenScience
- [Next Generation Science Standards \(NGSS\) Design Badged Units](#), from NextGenScience
- [NGSS Bundles](#), from NextGenScience
- [EdReports Middle School Science Reviews](#)
- [NGSS Lesson Screener](#), from NextGenScience
- [EQuIP Rubric for Science](#), from NextGenScience
- [NextGen TIME](#), from BSCS Science Learning, WestEd, and Achieve
- [Learning in Places](#), from Seattle Public Schools, tilth Alliance, University of Washington, Northwestern University, and National Science Foundation
- [Getting Started with Universal Design for Learning](#), from Understood
- [Distance Learning: 6 UDL Best Practices for Online Learning](#), from Understood
- [Academic Supports for Students with Disabilities](#), from Annenberg Institute for School Reform at Brown University and Results for America
- [Accommodating Student Individualized Education Program \(IEP\) & 504 Plans in K–12 Education](#), from Quality Matters
- [Supporting Teachers with Accommodations & Modifications in Distance Learning Environments](#), from Marshall Street Initiatives, a division of Summit Public Schools

### Resources for Remote Instruction continued

- [Accessibility Tip Sheet](#), from Dr. Yue-Ting Siu
- [Guidelines for Distance Learning for Students with Significant Support Needs](#), from Amy Hanreddy
- [Resources to Support Distance Learning for Students with Significant Support Needs](#), from Amy Hanreddy
- [Designing for Accessibility with POUR](#), from the National Center on Accessible Educational Materials
- [Creating Accessible Documents and Slide Decks](#), from the National Center on Accessible Educational Materials
- [Features for Customizing Students' Reading experience](#), from the National Center on Accessible Educational Materials
- [Getting started with EPUB](#), from the National Center on Accessible Educational Materials
- [Making Math Notation More Accessible](#), from the National Center on Accessible Educational Materials
- [Representing Math in an Accessible Manner](#), from the National Center on Accessible Educational Materials
- [Creating High-quality, Engaging Video](#), from the National Center on Accessible Educational Materials
- [Creating Accessible Video](#), from the National Center on Accessible Educational Materials
- [Teaching with Accessible Video](#), from the National Center on Accessible Educational Materials
- [Signing Math & Science](#), from TERC
- [Kids Stories in American Sign Language \(ASL\)](#) from The Sign Language Channel
- [Free online library and Learning at Home resources for educators and parents](#), from Bookshare
- [Remote learning resources](#), from the Described and Captioned Media Program
- [Tools and techniques for students on the autism spectrum](#), from the Texas Autism Circuit
- [Continuous Education for Students with Significant Cognitive Disabilities: Supporting Guidance for Special Educators](#), from the Louisiana Department of Education
- [Supports for Students with Significant Cognitive Disabilities](#), from Arkansas Division of Elementary and Secondary Education
- [Key Principles for English Language Learner \(ELL\) Instruction](#), from Understanding Language
- [Curriculum Guidelines & Specifications for English Learners \(ELs\)](#), from English Learners Success Forum
- [Analyzing Content and Language Demands for Math](#), from English Learners Success Forum
- [Analyzing Content and Language Demands for English Language Arts \(ELA\)](#), from English Learners Success Forum
- [Re-envisioning English Language Arts and English Language Development for English Language Learners](#), from Council of the Great City Schools
- [A Framework for Re-envisioning Mathematics Instruction for ELs](#), from Council of the Great City Schools
- [Language, Literacy, and Learning in the Content Areas](#), from the Understanding Language Conference
- [Classroom Talk: Supporting ELs Oral Language](#), from Aída Walqui and Margaret Heritage
- [Self-guided history exploration](#), from the Big History Project
- [Four Dimensions of Instructional Materials That Put Students First](#), from ANet

### DISTANCE AND ONLINE LEARNING

- [Lesson Planning Guide for Distance and Hybrid Learning](#), from Teaching Lab
- [Distance and Online Learning Example: Teaching Lab's Distance Learning Plan Based on EL Education's 2nd Edition K-5 Language Arts Curriculum](#), from Teaching Lab
- [Recommendations for District Policies for At-Home Teaching and Learning](#), from Opportunity Culture: An Initiative of Public Impact
- [Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era](#), from FutureEd and Attendance Works

### Resources for Remote Instruction continued

- [How Can Educators Tap Into Research to Increase Engagement During Remote Learning?](#), from EdSurge
  - [Instruction Partners' Math Guidelines for Distance Learning Models](#), from Instruction Partners
  - [Less is More in Math Distance Learning](#), from EdWeek
  - [Moving Forward: Mathematics Learning in the Era of COVID-19](#), from National Council of Teachers of Mathematics and National Council of Supervisors of Mathematics
  - [Instruction Partners' ELA Guidelines for Distance Learning Models](#), from Instruction Partners
  - [Supporting Students with Disabilities in K–12 Online and Blended Learning](#), from Michigan Virtual Learning Research Institute
  - [Distance Learning for ELLs: Planning Instruction](#), from Colorín Colorado
  - [6 Key Considerations for Supporting English Learners with Distance Learning](#), from Sobrato Early Academic Language
  - [Guidance to Plan and Provide Remote Learning for English Learners](#), from Massachusetts Department of Education
  - [Enhanced Reports with Key Technology Information Template](#), from EdReports
  - [Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching Standards Rubric](#), from the National Institute for Excellence in Teaching
  - [Supporting Student Collaboration in a Virtual Setting: General Education and Small Group Services](#), Marshall Street Initiative, a division of Summit Public Schools
  - [Taking School Online with a Student-Centered Approach](#), from Facing History and Ourselves
  - [Accountability and Feedback Online: One Big Question is 'When?'](#), from Doug Lemov's Field Notes
  - ["I See You. I Care. How Can I Help You Grow?"](#), from Charter School Growth Fund
  - [Keeping the teacher-student feedback loop intact during distance learning](#), from Partnership Schools
  - [Best Practices: Online Pedagogy](#), from Harvard University
  - [Distance Learning Going Forward](#), from Annenberg Institute for School Reform at Brown University and Results for America (Expected July 2020)
  - [Continuing Science at Home with Science Notebooks](#), from Council of State Science Supervisors and National Science Education Leadership Association (NSELA)
  - [Supporting Equitable Home-based Teaching and Learning During COVID-19 School Closures](#), from Council of State Science Supervisors
  - [5 Ideas to Engage K–2 Students in Math Remotely](#), from Student Achievement Partners
  - [3 Recommendations for Supporting Early Elementary Students Remotely](#), from Student Achievement Partners
  - [Remote Learning Resource: Discourse](#), from OpenSciEd, inquiry Hub, and NextGen Science Storylines
  - [Remote Learning Resource: Leading an Anchoring Phenomenon](#), from OpenSciEd, inquiry Hub, and NextGen Science Storylines
- #### ASSESSMENT
- [Assessing Basic Fact Fluency](#), from National Council of Teachers of Mathematics
  - [Guidance for Accelerating Student Learning](#), from Instruction Partners
  - [Restart & Recovery: Assessment Considerations for Fall 2020](#), from the Council of Chief State School Officers.
  - [3 Principles for Assessments During Instructional Recovery and Beyond](#), from ANet
  - [Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020–2021 School Year](#), from the Center on Positive Behavioral Interventions & Supports
  - [Formative Assessment for ELs in Remote Learning Environments](#), from Understanding Language

### *Resources for Remote Instruction continued*

- [Use of Formative Assessment Data for ELs](#), from the National Center for Research on Evaluation, Standards, & Student Testing
- [Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic](#), from the Center on Reinventing Public Education

#### PROGRAMMING AND SPECIAL EDUCATION SERVICES

- [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak](#), from the U.S. Department of Education
- [IDEA Best Practices During the COVID-19 Crisis](#), from the Council of the Great City Schools
- [Virtual IEP Meeting Guidance](#), from Marshall Street Initiatives, a division of Summit Public Schools
- [Sample Virtual IEP Meeting Agenda](#), from the Center for Parent Information & Resources
- [Supporting Inclusionary Practices During School Facility Closure](#), from the Washington Office of Superintendent of Public Instruction released
- [Continuous Education for Students with Disabilities: Direct Services](#), from the Louisiana Department of Education
- [FAQs on Special Education & COVID-19](#), from the Colorado Department of Education
- [Guide to Delivering High-Quality IEP Services During School Closures](#), from the Diverse Learners Co-Op
- [Occupational and Physical Therapy Home Program Activities](#), from The Inspired Treehouse
- [Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary, and Secondary Schools While Serving Children with Disabilities](#), from the U.S. Department of Education
- [State Contacts](#), from the U.S. Department of Education

#### PROGRAMMING AND ELD SERVICES

- [Assessing Language Proficiency during Extended School Closures](#), from Council of the Great City Schools

- [English Learner Toolkit](#), from the U.S. Department of Education, National Center for English Language Acquisition
- [Fact Sheet: Providing Services to English Learners During the COVID-19 Outbreak](#), from the U.S. Department of Education

#### PROFESSIONAL LEARNING

- [Accessing Teacher and School Leader Surveys for Self-Assessment on Critical Skills](#), from the Council of Chief State School Officers
- [Identifying System Professional Learning Priorities](#), from the Council of Chief State School Officers
- [Identifying School Professional Learning Priorities for Teachers](#), from the Council of Chief State School Officers
- [Sample Professional Learning Scope and Sequence](#), from the Council of Chief State School Officers
- [Professional Learning Scope and Sequence Template](#), from the Council of Chief State School Officers
- [Professional Learning Partner Guide](#), from Rivet Education (available by the end of August)
- [Professional Development Essentials for Educators of Multilingual Learners](#), from Understanding Language
- [Forward Together: A School Leader's Guide to Creating Inclusive Schools](#), from National Center for Learning Disabilities and Understood
- [High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders](#), from the Council for Exceptional Children and CEEDAR Center
- [Toolkit: Connected Professional Learning for Teachers](#), from Education Resource Strategies
- [Collaborative Teaching Virtual Instruction Tips](#), from the Florida Inclusion Network
- [Common Planning Time Note Catcher](#), from Council of Chief State School Officers
- [Tactical Ideas for Virtually Coaching Your Newly Virtual Teachers](#), from Edthena