



Distance Learning Overview for Principals K-12

What is Distance Learning (DL)?

Distance Learning, also known as Remote Learning and Distance Education, occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional classroom setting. Information is transmitted via:

- e-Learning (email, discussion boards, video conference, audio bridge) if both the learner and instructor have access to necessary connection, hardware, and software AND/OR
- learning packets (paper and other tangible resources).

Opening Statement

As Catholic school educators, we are charged first and foremost with leading our students and their families to a deeper relationship with Christ. We understand that our work and shared mission have never been limited to a single classroom or building. The need for Distance Learning does not change our mission – it only changes our physical location. These Distance Learning resources are intended to give guidance on what you now must do – continue to educate students from a distance.

Distance Learning Essentials

When circumstances warrant the need for Distance Learning, it is crucial that teachers and school leaders:

1. support families by communicating and emphasizing our FAITH and JOY in all communications and lessons.
2. create authentic & meaningful learning experiences their students can experience and complete at home,
3. create creative assessments aligned to the school's curriculum (not pages and pages of worksheets) that allow students to demonstrate their understanding and mastery of learning goals, and
4. determine to what degree their students mastered course/grade level learning goals via Distance Learning.

Setting Non-Negotiables

Principals should set non-negotiables for faculty in their Distance Learning Plans that include:

- Daily Schedules – when and how they will be available to parents (via email and phone) and students (via e-Learning platforms such as Google Classroom if the capabilities exist or creating videos for students that are emailed to parents).

- The expectation that continuity of learning is present and designed appropriately for learning at home. In other words, this time away from school is not meant solely for review of past learning. Teachers must plan for their students to learn and be assessed on new concepts/skills at home.
- The expectation that Best Practices (aka Evidence Based Practices) regarding instruction and assessments are used and communicated well to students and parents. See these links for e-Learning Best Practices and Learning Packet Best Practices.
- How lessons (including prayer, learning goals, activities, and assessments) will be communicated to students and parents.
- When, where, how often the faculty will meet to review/evaluate/assess current status and address issues.
- Teachers sending principal what is being sent to students so principal can continue to observe learning. (i.e. for e-Learning platforms – teacher adding the principal to Google Classrooms OR for Packet Learning – teacher copying principal on emails with video instructions for students on how to complete weekly packets and giving the principal a copy of the weekly packet)
- How and how often grades will be determined and communicated. *How do we ensure grading fidelity?*