




CHALLENGE	OPTIMIZE FOR REMOTE LEARNERS	OPTIMIZE FOR HY-FLEX
<p>Lack of face to face interaction between teacher and students</p> <ul style="list-style-type: none"> Students feel out of touch with their teachers and vice-versa. Teachers worry that students aren't working hard or completing assignments 	<p>Establish structured daily (or every few days) check-ins with students.</p> <ul style="list-style-type: none"> Could be one-on-one or in small groups via video calls, but could also be informally through email or chat. <p>Offer a forum where students know they can reach out to the teacher and questions/concerns will be heard.</p> <ul style="list-style-type: none"> Schedule regular office hours 	<p>At the school level: consider creating sets of remote student "advisories", where students who are remote can check in with a teacher or faculty member daily.</p> <p>At the classroom level: teachers could utilize a timer to ensure he/she is checking in with remote students every X minutes during a synchronous session. Teachers could also have a checklist to ensure they call on at least three remote students every day to get their input.</p>
<p>Social isolation</p> <ul style="list-style-type: none"> Students miss the interaction of being with their peers in the classroom and in the school community. 	<p>Provide opportunities for remote social interaction</p> <ul style="list-style-type: none"> Virtual meetups that are not school/academic related Start class sessions with non-academic topics (e.g. time for students to catch up) Send "care packages" to remote students 	<p>At the school level: designate days for remote socialization and consider having all students remote that day for equity.</p> <p>At the classroom level: teachers could implement a buddy system for each remote student. In-person buddies check-in with their remote partners to ensure they are ok and feeling connected and to amplify their questions or ideas. While this may feel like an added task, classroom norms could specify what the buddy's role is and how the remote student can also support the in-person student so that this is about building community/relationships.</p>
<p>Building/Maintaining Relationships</p> <ul style="list-style-type: none"> It is hard to get to know students when the first introductions are remote rather than in-person. 	<p>Start every class with a "getting to know you activity"</p> <p>Conduct empathy interviews to better understand students before they start the school year</p>	<p>At the school level: consider what a successful onboarding plan needs to look like for remote families as well as in-person. Consider where these plans meet and diverge.</p> <p>At the class level: consider whether there are opportunities for remote learners to meet the teacher in-person if the familie feels comfortable (in a one-on-one, socially distanced way).</p>

CHALLENGE	OPTIMIZE FOR REMOTE LEARNERS	OPTIMIZE FOR HY-FLEX
<p>Distractions at home</p> <ul style="list-style-type: none"> Students may be contending with suboptimal workspaces There may be many at-home distractions that are “off-screen” and thus teachers are unaware of. 	<p>Build student agency through partnerships with parents/families.</p> <ul style="list-style-type: none"> Providing information to families on what a good workspace looks like for the student. <p>Give students tips on how to protect their time/workspace as well as what they may need to have on-hand to be successful.</p> <ul style="list-style-type: none"> Offer students suggestions such as using headphones to minimize distractions and the importance of building in scheduled off-screen breaks. <p>Provide students with the opportunity to name that they have a distraction at home that requires their attention.</p>	<p>At the classroom level: the teacher recognizes that the needs for remote learners will be different than those in-person. Specifically this might mean that the teacher checks in on the student’s organizational structures when at home. It could mean doing things like “binder checks” for both in-person and remote learners (at least at the beginning of the year).</p>
<p>Difficulty understanding/ following content</p> 	<p>Check-ins for Understanding:</p> <ul style="list-style-type: none"> Micro-check Ins where students are submitting parts of an assignment for feedback over a period of time rather than a final version at the end. <p>Record video lessons:</p> <ul style="list-style-type: none"> In addition to synchronous video lessons, providing recordings allows students to go back and re-listen/watch multiple times. 	<p>At the school level: provide flexible grading solutions that speak to the varied needs of students based on how they are learning.</p> <p>At the classroom level: assume that remote learners may not be grasping the content in the same way that in-person students are able to. They may miss an important exchange between two students, for example, due to audio. As much as possible, be aware of spaces and moments where remote learners may not be able to hear/follow along in the same way. This may mean that before a student speaks or answers a question, he is always reminded to project his voice.</p>

CHALLENGE	OPTIMIZE FOR REMOTE LEARNERS	OPTIMIZE FOR HY-FLEX
<p>Lack of information:</p> <ul style="list-style-type: none"> The added time and effort needed to locate information Getting answers to what seem like simple questions can feel like a large obstacle 	<p>Spend time at the beginning of remote learning focusing on clear directions, questions students have, and setting up strong systems.</p> <ul style="list-style-type: none"> Use websites to share information such as Google Classroom. 	<p>At the school level: consider what systems the school will continue to use to keep remote families apprised of school happenings. For example a sign posted at the front of the school door should still be shared with remote families so there is equity in information knowledge.</p> <p>At the classroom level: teachers utilize the first two weeks of school to set explicit norms for students.</p> <p>Clarify answers to questions like:</p> <ul style="list-style-type: none"> how remote learners can raise their hands what the interaction will typically look like between the remote and in-person students how/when remote learners should be turning in assignments
<p>Schedule:</p> <ul style="list-style-type: none"> Students who are coming to school have a different schedule than when remote (e.g. no pick-up/drop-off commute time, going to bed later) which may require adjustment  	<p>Maintain consistency to school schedules, but make adjustments based on students' needs.</p> <p>Ensure there is enough time for off-screen breaks.</p>	<p>At the school level: consider what could be done during pick-up and drop-off time for remote families. Is this an opportunity for remote check-ins between families and a faculty member?</p> <p>At the classroom level: recognize that there may be different schedules based on whether the student is remote or in-person. Remote learners may want to use what used to be commuting or lunchtime to check in with the teacher.</p>

RESOURCES:

Many of the ideas we have shared as challenges and solutions are based on the following lists:

<https://hbr.org/2020/03/a-guide-to-managing-your-newly-remote-workers>

<https://www.wework.com/ideas/growth-innovation/16-tips-for-managing-remote-teams>

<https://www.inc.com/lindsey-pollak-eileen-coombes/remote-work-home-productivity-communication-self-care-morale-team.html>