



TEACHER EXPECTATIONS

High-quality remote early learning requires a high degree of planning and organization. As the lead instructor, the Teacher/Master teacher takes responsibility for coordination and communication among the teacher, assistant teacher, and supporting adult in the home.

LESSON PLANNING

To allow time for the home adult to prepare, lesson will be planned weekly. Weekly lesson plans will be written with the home adult in mind. Specifically, lesson plans will be written using a format and language that is easily understood by the home adult.

WEEKLY LESSON PLAN

Teacher led lessons (synchronous)

- Daily morning message
- Daily lesson following morning message (type of lesson will vary)
- Two small group lessons/week
- Weekly read aloud; one book, two focus areas

Home adult led activities (asynchronous)

- Daily sign-in
- Daily activity (follow teacher lesson; type of activity will vary)
- Daily book activity (e.g., read aloud, book response, Vooks)
- Daily outdoor activity (asynchronous)

COMMUNICATION

- Daily interaction with each child/family
- Teacher availability via phone
- Weekly individual video meeting with each child
- Weekly phone call/video chat with each family
- Home visits following social distance protocols (alternating months)
- City Explorations (alternating months with home visits)
- Use only approved technology platforms (Padlet, Flipgrid, Zoom, Remind)

TIME COMMITMENT

- Flexibility of time with families (survey parents regarding time availability)
- May require late afternoon or evening meeting times

Please note: This approach was designed for families who chose remote learning. The approach will need to be modified to accommodate family circumstances when remote learning is required due to school closure.