Foundations for Learning

In-Person Learning

6 tasks for the first days and weeks of school.

Set up and maintain physical space.

- What messages do you want to convey to students as they enter your room?
- What information would be helpful to have posted on the wall? (schedules, anchors)
- Involve students in setting up and maintaining the space.
- Ensure all students have access to the resources and supports they need to succeed.

Create a classroom culture and community.

- Build rapport and trusting relationships with your students and among students.
- Guide students to craft a common vision statement; for example: "This year, we will support each other and encourage perseverance, problem solving, and teamwork."
- Recognize and incorporate the assets and strengths that all students bring to the class.
- Model humility and open-mindedness. Create a safe space for students to risk making mistakes.

Establish routines and procedures.

- What will your procedures be for starting and ending class? Working in groups? Asking questions? Sharing ideas? Transitioning between activities?
- Communicate your expectations clearly and consistently.
- Pre-assess prior knowledge and skills.
- What do you need to know about students to plan effective instructional activities?
- Collect student data, both formal and anecdotal, to inform learning objectives.

Engage all students in learning equitably.

- How will you engage students in new learning so that they believe they can and will learn?
- Employ culturally responsive classroom practices (best practices that recognize individual needs, challenges, and barriers as a result of race, culture, class, creed, socioeconomic status, gender identity, orientation, ableism, and ageism) to ensure equitable outcomes for all students.
- Hold and communicate high standards for all students; offer support and instructional scaffolding to encourage productive struggle.
- Ensure that learning experiences, from curriculum through assessment, are relevant and accessible to all students equitably.

Build in reflection time for you and your students.

- Take time to reflect on your practice: are you ensuring equity for all students? Do you believe all students can achieve at high levels? How are you closing the opportunity and access gap between students furthest from and closest to educational justice?
- Ask your students to reflect on their learning: What helps, what is challenging, what do they need?

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Online Learning

5 tasks for the first days and weeks of school.

Create a classroom culture and community.

- Build rapport and trusting relationships with your students and among students.
- Guide students to craft a common vision statement; for example: "This year, we will support each other and encourage perseverance, problem solving, and teamwork."
- Recognize and incorporate the assets and strengths that all students bring to the class.
- Model humility and open-mindedness. Create a safe space for students to risk making mistakes.

Establish routines and procedures.

- What will your procedures be for starting and ending class online? Working in groups? Asking questions? Sharing ideas? Communicating asynchronous tasks?
- What online tools do you have to engage students? (forums, breakout rooms, collaborative documents, comment threads)
- Communicate your expectations clearly and consistently.
- Pre-assess prior knowledge and skills.
- What do you need to know about students to plan effective instructional activities?
- What online tools can you use to pre-assess knowledge and skills?
- Collect student data, both formal and anecdotal, to inform learning objectives.
- Communicate with families and other stakeholders to bridge technology access gaps.

Engage all students in learning.

- How will you engage students in new learning so that they believe they can and will learn?
- How can you manage behavior to allow for online classroom engagement?
- Employ culturally responsive classroom practices (best practices that recognize individual needs, challenges, and barriers as a result of race, culture, class, creed, socioeconomic status, gender identity, orientation, ableism, and ageism) to ensure equitable outcomes for all students.
- Hold and communicate high standards for all students; offer support and instructional scaffolding to encourage productive struggle.
- Ensure that learning experiences, from curriculum through assessment, are relevant and accessible to all students equitably.

Build in reflection time for you and your students.

- Take time to reflect on your practice: are you ensuring equity for all students? Do you believe all students can achieve at high levels? How are you closing the opportunity and access gap between students furthest from and closest to educational justice?
- What online resources can you use to set up on-going reflection for you and your students? (online journals, forums, platforms)
- Ask your students to reflect on their learning: What helps, what is challenging, what do they need?