SMCOE Distance Learning Guidance:
Continuum Considerations

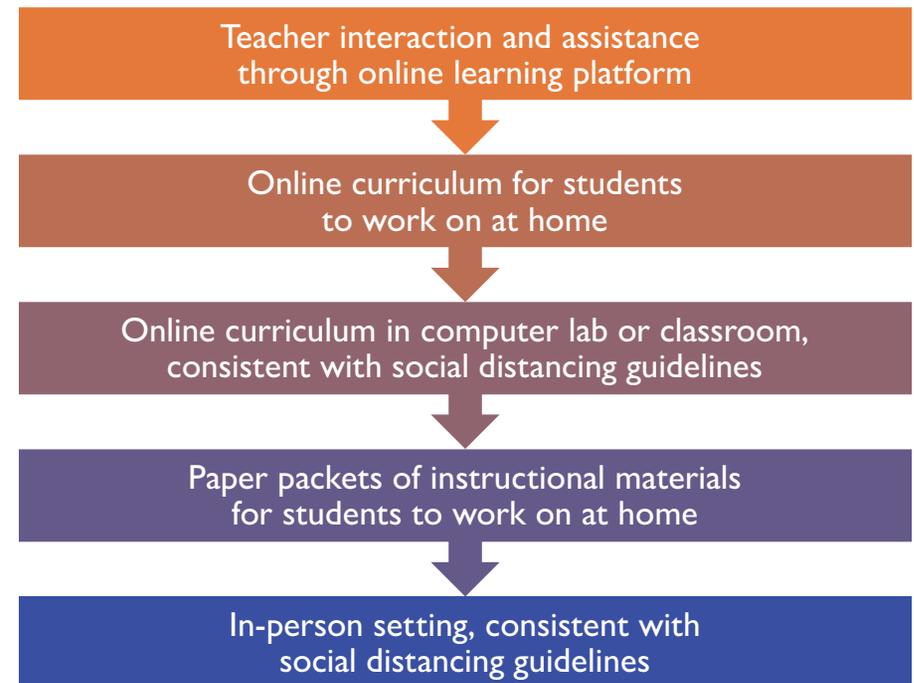*Updated March 20, 2020*

SAN MATEO COUNTY OFFICE OF EDUCATION

Purpose and Overview of this Document: This document supports the CDE's Distance Learning Guidelines and Continuum (see the chart below). SMCOE has reframed the CDE phrase "Continuum Considerations" to "Delivery Strategies." For each delivery strategy there is a definition, possibilities for school communities in San Mateo County, examples, and questions that districts and sites might consider as they put together a more long-term distance learning plan.

In considering the development and implementation of a distance learning plan for schools, school administrators need to consider:

1. What are the existing resources (including legal requirements, Acceptable Use Policy for distance learning, hardware, licensing agreements with vendors, WiFi availability, etc.) that can be leveraged to more seamlessly transition to a distance learning environment?

2. What processes need to be developed to ensure that equitable access and opportunity is offered to students?

When considering those two key questions, school officials will then need to assess the continuum of available strategies. Most schools will need to offer multiple options and a combination of strategies to students, depending on accessibility to devices and the internet. These strategies will likely change, both in the short- and long-term.

The plan should focus on how to deliver educational content to students across all platforms and delivery methods. Districts and sites can use this document as a starting point to self assess current strategies, and as a planning tool for determining next steps in the distance learning plan.

Teacher interaction and assistance through online learning platform

Online curriculum for students to work on at home

Online curriculum in computer lab or classroom, consistent with social distancing guidelines

Paper packets of instructional materials for students to work on at home

In-person setting, consistent with social distancing guidelines

CDE Distance Learning Continuum

Delivery Strategies CDE Distance Learning Guidelines and Continuum	Possible in San Mateo County	Examples District Learning Plans	Learning Considerations
Teacher interaction and assistance through online learning platform Instructors and students meet for regular, synchronous (live) interactions that may or may not include individualized coaching, small group work, and whole-class interactions. Activities include a well-balanced mix of academic and social and emotional learning.	**Yes** School needs a learning management system. Teachers who are providing daily full-time interactive instruction may or may not need access to classroom, and day care for their own children. For students that have daily access to devices and the internet.	Apollo School	**Content:** What is the DOK level of the task/activity? **Distribution:** How will the learning resources be distributed? Frequency? **Length:** What is the expected length of time these materials will take for students to complete? **Assessment:** What will be assessed? How will it be assessed? How frequently? **Level of Collaboration:** What level of student engagement is required with their peers, the instructor, and/or families?

Delivery Strategies CDE Distance Learning Guidelines and Continuum	Possible in San Mateo County	Examples District Learning Plans	Learning Considerations
Online curriculum for students to work on at home **Asynchronous** Instructors produce daily or weekly learning materials as a multi-content, online asynchronous experience, that students access through a web portal. Activities focused around academic content and skills. Should also include social and emotional learning resources.	**Yes** School needs a learning management system. Teachers can work from home, but work time might be limited due to familial responsibilities. Students need daily access to devices and the internet.	Hollywood Hills School Westlake Charter School Miami-Dade Schools	**Content:** What is the DOK level of the task/activity? **Distribution:** How will the learning resources be distributed? Frequency? **Length:** What is the expected length of time these materials will take for students to complete? **Assessment:** What will be assessed? How will it be assessed? How frequently? **Level of Collaboration:** What level of student engagement is required with their peers, the instructor, and/or families?

Delivery Strategies CDE Distance Learning Guidelines and Continuum	Possible in San Mateo County	Examples District Learning Plans	Learning Considerations
Online curriculum in computer lab or classroom consistent with social distancing guidelines	Not at this time - Sheltering in Place (last updated March 19, 2020)		**Content:** What is the DOK level of the task/activity? **Assessment:** What will be assessed? How will it be assessed? How frequently? **Level of Collaboration:** What level of student engagement is required with their peers, the instructor, and/or families?

Delivery Strategies CDE Distance Learning Guidelines and Continuum	Possible in San Mateo County	Examples District Learning Plans	Learning Considerations
Paper packets of instructional materials for students to work on at home **Asynchronous (can we define?)** Instructors produce daily or weekly learning materials as a multi-content, paper packet that is distributed directly to students. Activities focused around academic content and skills. Should also include social and emotional learning resources.	**Yes** For districts with students who do not have any or consistent, internet access.	San Francisco USD Math (Grades K-5)	**Content:** What is the DOK level of the task/activity? **Distribution:** How will the learning resources be distributed? Frequency? **Length:** What is the expected length of time these materials will take for students to complete? **Assessment:** What will be assessed? How will it be assessed? How frequently? **Level of Collaboration:** What level of student engagement is required with their peers, the instructor, and/or families?
In Person Setting, Consistent with Social Distancing Guidelines	Not at this time - Sheltering in Place (last updated March 19, 2020)		**Content:** What is the DOK level of the task/activity? **Assessment:** What will be assessed? How will it be assessed? How frequently?

Other Distance Learning Guidance Documents from SMCOE:

- Sample Schedules and Content Resources

- Instructional Design Considerations

- Distance Learning Readiness Technology Resources & Best Practices for Extended Closure

Other Distance Learning Support from the CDE, COEs, and Districts:

- CDE: Distance Learning Guidance and Continuum AND Appendixes A3 - Designing a High Quality Online Course

- Santa Clara COE: Distance Learning Website

- Orange County Department of Ed: Instructional Continuity

- Contra Costa COE: Schedules and Content Resources

- San Diego COE: Distance Learning by Content Area

- SFUSD: Distance Learning Webinars (with PD Attendance Tracker) AND Digital Learning Scope and Sequence

- Butte COE: Online Learning Tips, Online Learning Tips slide deck

- Alameda COE: ELA/ELD Distance Learning Resources by Grade Band (a work in progress!)

- Ventura COE: Distance Learning Resources

- Santa Cruz COE: Continuity of Learning Resources, ELD Wakelet - let Sofia Sorensen know if you would like to be a contributor, Office Phone (831) 466-5807, ssorensen@santacruzcoe.org

- San Bernadino COE: https://sites.google.com/sbcss.org/sbcssremotelearningresources/home

- Los Angeles COE: Resources and Tools for RLA At-Home Learning

- Los Angeles COE: ELD Resources for Students, Parent and Professional Learning for Teachers and Site Administrators

- Monterey COE: tinyurl.com/MCOEDistanceLearning

- Kern COE: Content Area Resources

- Placer COE: **Online Curriculum resources**

- Tulare COE: **tcoe.org/DistanceLearning**

- Sacramento COE: **Online Resources**

- Riverside COE: **Remote Learning Guidance**