



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Connecticut Standards for Remote Learning  
Informational Webinar  
March 1, 2022**

*Session recorded*

**Welcome and  
Introductions**

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Officer**

**&**

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## Intentions

- For participants to deepen their understanding of the Connecticut Standards for Remote Learning
- Provide case illustrations as models to support local design thinking
- For participants to leave more curious about a local design for remote learning



## Ask Questions

Throughout the presentation  
add questions to the chat



# WHY

## PA 21-2ss, Sec. 391

(b) Not later than January 1, 2022, the Commissioner of Education shall develop, and update as necessary, standards for remote learning.

(c) For the school year **commencing July 1, 2022**, and each school year thereafter, a local or regional board of education may authorize **remote learning to students in grades nine to twelve**, inclusive, provided such board (1) provides such instruction in compliance with the standards developed pursuant to subsection (b) of this section...



# HOW

- Educator (District and Building Administrator, Teachers, Directors) Design Team
- CASCIAC Student Advisory Board
- Remote Learning Commission
- National Standards Review
  - National Standards for Quality Online Teaching
  - National Standards for Quality Online Programs
  - National Standards for Quality Online Courses
- CSDE Sensible Assessment Practices
- CSDE Plan for Reimagining CT Classrooms for Continuous Learning
- Statewide Student Survey – Thought Exchange
- Guidelines for Alternative Education Settings
- Stakeholder Engagement Series including Qualtrics Survey
- SEEK This WEEK



# WHAT

**Domain** = A larger group of related standards that describe the area of knowledge.

**Domain Overview** = A description of the purpose of the domain and set of standards, including alignment to CSDE documents, SBE approved standards and position statements, state and national research.

**Standards** = A set of correlated outcomes of the domain. A standard defines what educators, students, courses and programs should demonstrate and be able to do.

**Related Guidance** = Specific guidance by domain to support the local design and considerations for implementing a remote learning environment.



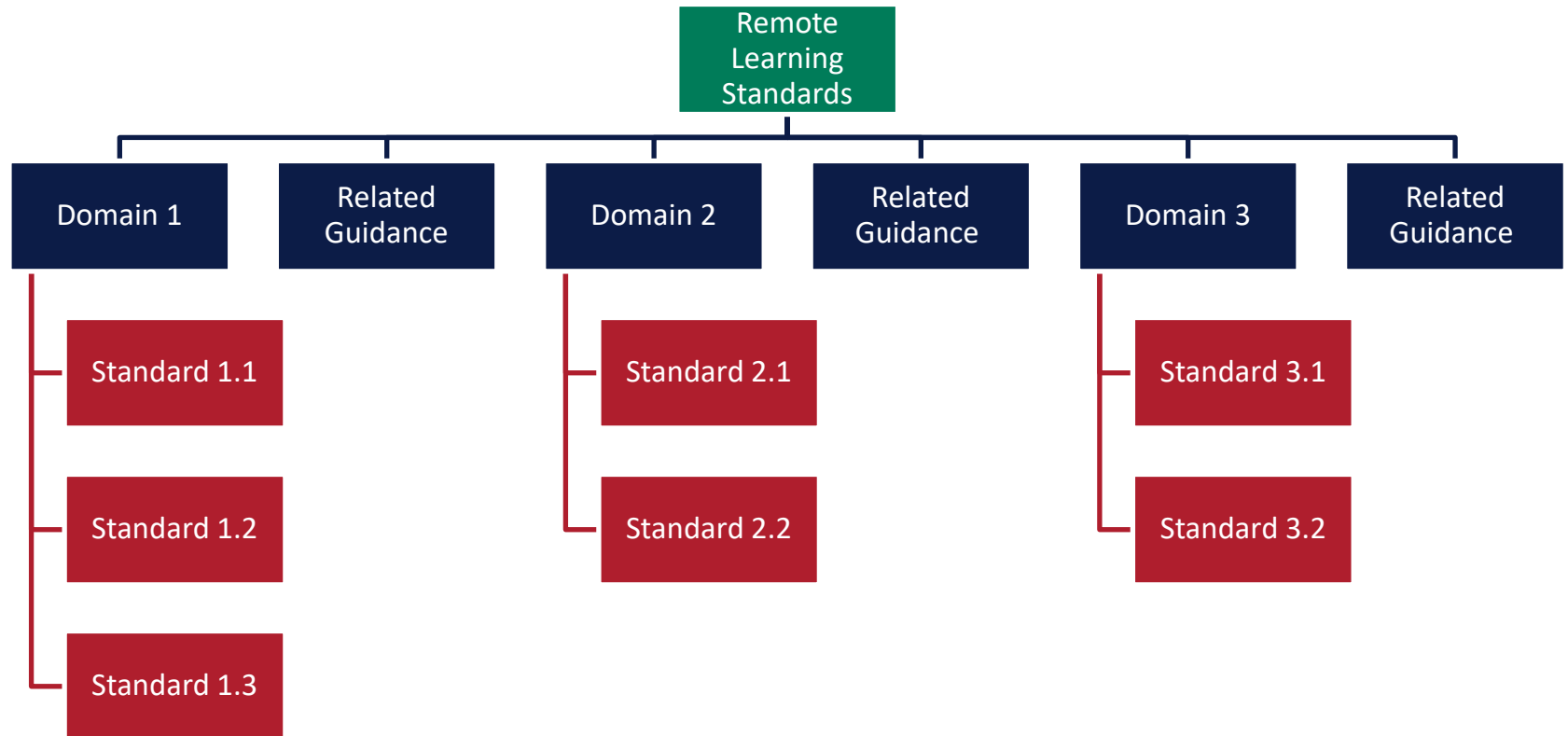
# WHAT

- Domain 1:** Professional Responsibility and Community Building
- Domain 2:** Digital Citizenship and Social Emotional Learning and Personal Skills
- Domain 3:** Online Curriculum and Instruction
- Domain 4:** Online Teaching and Learning
- Domain 5:** Online Learner Engagement
- Domain 6:** Online Assessment
- Domain 7:** Flexible Pathways to Learning
- Domain 8:** Accessibility and Usability





# WHAT – Standards and Guidance



# WHAT – Standards and Guidance

## Domains and Standards

### Domain 1: Professional Responsibility and Community Building

The local and regional board of education has the responsibility of ensuring that each student enrolled in a remote learning environment has access to all resources (physical, digital, human) to support academic, social, emotional, mental, and physical growth. At a minimum this should include access to all textbooks, materials, equipment, and supplies along with support services to students and families with specific needs or other documented accommodations. Access also includes extracurriculars like competitive and intramural sports and athletics, arts programs, musical performance groups, and electives that may require a blended approach in providing access online and in person.

Each school district shall provide in each school year no less than one hundred and eighty days of actual school sessions, 900 hours of actual schoolwork for grades 9-12, provided school districts shall not count more than seven hours of actual schoolwork in any school day towards the total required for the school year.

The CSDE recommends that remote learning environments are designed to align with the SBE adopted [Position Statement on Culturally Responsive Education](#). In collaboration with the local and regional board of education, school districts are expected to create an environment of value and support for the meaningful discussions of individuals' cultural contributions and assets through all schools; remote learning environments should be considered in this expectation<sup>4</sup>.

All Connecticut certified educators, including those that are assigned to remote learning environments are reminded of the Connecticut Code of Professional Responsibility<sup>5</sup>. The responsibilities to the student, profession, and community extend to remote learning environments.

Any educator assigned as the online teacher in remote learning environments should demonstrate professional responsibilities in keeping with the research-based practices of online instruction<sup>6</sup>. Developing relationships with the individual learner and family is critical to the success of remote learning experiences and student achievement. Online instruction should be designed as inclusive for all learners, including students with disabilities, multilingual learners, and students from low-income families. Local and regional boards of education should uphold existing policies, procedures, and curricula that assist teachers and administrators in creating learning environments of culturally responsive education that affirm the students' identity and their sense of belonging and provide them access to learning and the opportunity to grow.

#### Standards

- Standard 1.1: Local policies clearly state learner eligibility requirements for the program and are communicated to stakeholders.
- Standard 1.2: Students demonstrate daily attendance through synchronous and asynchronous learning models.
- Standard 1.3: Ongoing internal evaluations are conducted to regularly collect and analyze data based on student engagement and outcome program metrics.
- Standard 1.4: Program faculty and staff work with students and families to personalize programs and adhere to accommodations as dictated by local policies and laws.
- Standard 1.5: All learners including students with disabilities, multilingual learners, and students from low-income families are ensured equitable access to the program.
- Standard 1.6: Learners are offered an orientation prior to the start of the online course, which includes lessons aligned with the SBE approved standards for Digital Citizenship, Internet Safety, and Media Literacy Guidelines and Recommended Actions.
- Standard 1.7: The online teacher meets the professional teaching standards or has academic credentials in the field in which they are teaching.

- Standard 1.8: The online teacher is a reflective practitioner that engages in the practice of looking back to determine personal areas for growth.
- Standard 1.9: The online teacher continuously pursues knowledge and skills related to online learning and pedagogy.
- Standard 1.10: The online teacher serves as an ambassador of knowledge to stakeholders.
- Standard 1.11: The online teacher demonstrates knowledge of the role of online learning in preparing learners to participate as global citizens.
- Standard 1.12: The online teacher demonstrates an understanding of effective time management strategies.
- Standard 1.13: The online teacher models digital citizenship.
- Standard 1.14: The online teacher maintains accurate records of relevant information and communications in the appropriate format.
- Standard 1.15: The online teacher can explain his or her responsibilities in carrying out local or national law or mandates related to accessibility.
- Standard 1.16: Courses offered through the program meet content copyright law and fair use guidelines.

#### Related Guidance

- Establish clear enrollment criteria and process as a collaborative decision that involves the assent of the student, the parent/guardian, the educator, the administrator, and where appropriate, as determined by the planning and placement team (PPT).
- Districts with a remote learning program should establish a process whereby a student, parent/guardian, or educator can nominate a student for the remote learning program.
- Enrollment in a remote learning program should not be the unilateral decision of any one party.
- No student should be required to take an entire course remotely.
- Establish the remote learning environment as a school of choice that provides a fully online educational option for students.
- For any student enrolled in a local or regional board of education approved environment/program, remote learning shall be considered an actual school session, provided such environment/program is conducted in compliance with these standards.
- Any remote learning environment shall align with the local or regional board of education approved school calendar.
- Remote learning environments can parallel the general program of studies and local high school master schedule allowing for flexibility in accessing resources or courses on campus.
- Create and communicate staff, student and family handbooks outlining all policies and procedures.
- Establish exiting/withdrawal criteria and process, so that at any point a student decides to return to learning in person and on school campus, the student can be allowed within a reasonable amount of time to maintain continuity of learning.
- Withdrawing from a remote learning course should be coordinated by the assigned mentor or school counselor with the student and family.
- Initiation of a withdrawal process with mentor or counselor should include consultation with the student and family.
- Establish and communicate a transition process and system of support to ensure continuity of learning and earning credit for works submitted. This may include students continuing to submit work through a digital platform until the withdrawal is processed.
- Districts can use the [CSDE Observation, Feedback and Support: Educator Performance and Practice](#) guide to support teacher evaluation of remote teaching and learning.



Where is your district in terms of implementing a remote learning program in 2022-23 for students in Grades 9-12?

<https://forms.office.com/g/cV3wqMkB5Z>





# Case Illustrations

# Case Illustration – Expanding Course Offerings

## Empathize

A CT HS and its community desire to expand course offerings based on a recent student survey on the design of the program of study for SY23. The survey indicates students want to take specific courses that are not available in their HS program of studies. Surrounding districts are talking about an inter-district collaborative to offer courses in a Remote Learning Environment.

## Define

The challenge is having the opportunity available in the master schedule to accommodate the course request and enrollment to ensure all students can experience a course elective that provides for choice, access to expanded offerings or unique course offerings.

## Ideate

The HS Innovation Team shares ideas to plan and design a remote learning academy for juniors and seniors to have access to expanded course offerings, like Computer Science, STEM, dual credit or other elective pathway courses. The team prioritizes computer science courses that support a new pathway for students.

## Prototype

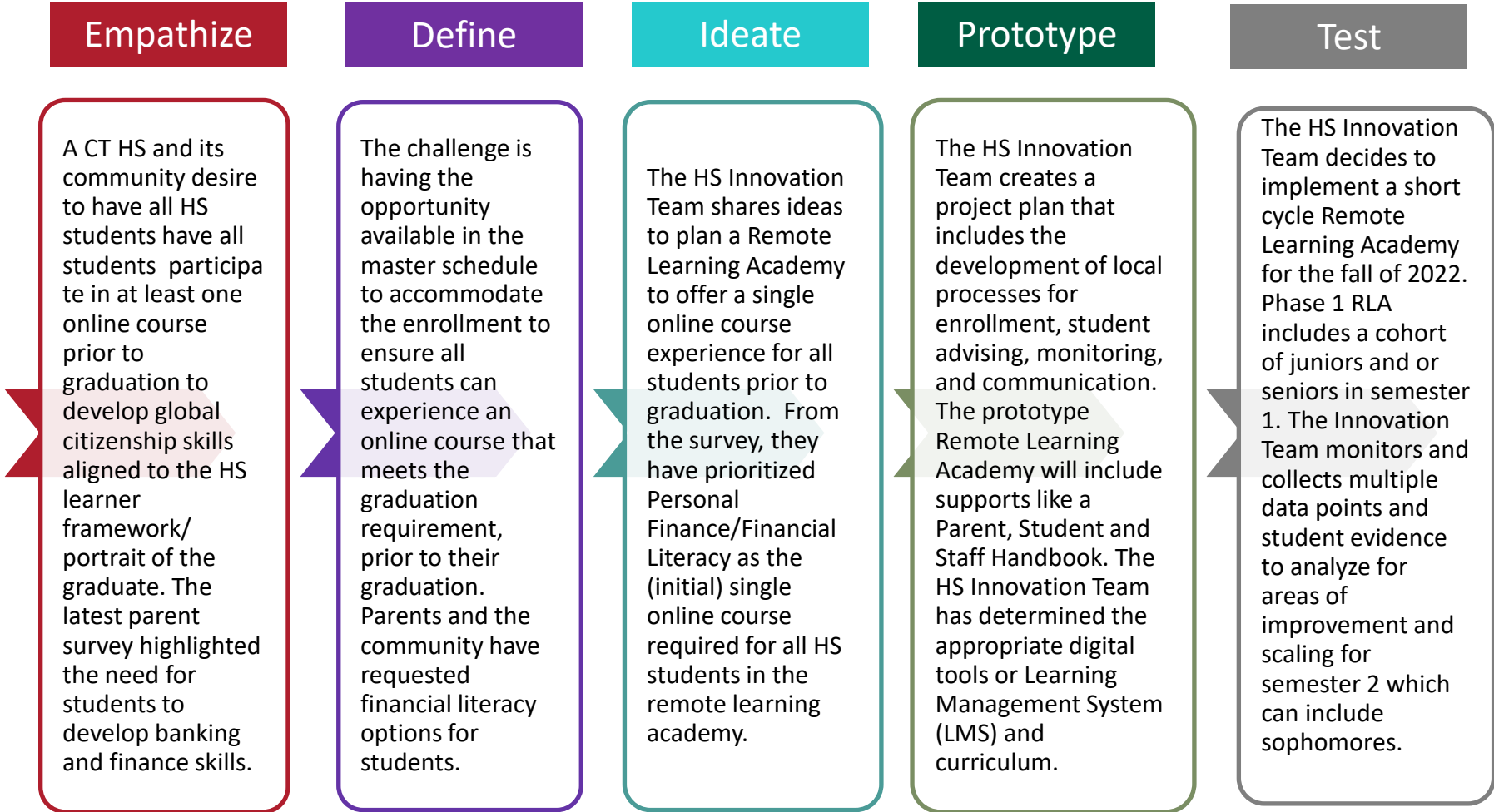
The HS Innovation Team creates a project plan that includes the development of processes for enrollment for juniors and seniors, student advising, monitoring, and communication. The prototype inter-district RLA will include supports like a Parent, Student and Staff Handbook. The HS Innovation Team has determined the appropriate digital tools or Learning Management System (LMS) and curriculum.

## Test

The HS Innovation Team decides to implement a short cycle inter-district Remote Learning Academy for the fall of 2022. Phase 1 RLA includes a cohort of juniors and seniors by course. The Innovation Team monitors and collects multiple data points and student evidence to analyze for areas of improvement and scaling.



# Case Illustration – Course Requirement



# Case Illustration – Blended WBE Program for Seniors

## Empathize

A CT HS and its community desire to have a blended learning environment that provides a focused option for Seniors to participate in a mix of in person and remote courses while participating in a work- based Experience/work release/Internship .

## Define

The challenge is providing a robust course of study while seniors engage in WBE/work release/ Internship. An important component to the success is also having time to meet with professional mentors in the community.

## Ideate

The HS Innovation Team brainstorms to prioritize a program/course of studies for remote learning that mirrors in person learning. School counselors design a student success plan process that provides focused advising on enrolling in a remote course with a matched WBE/work release Internship.

## Prototype

The HS Innovation Team creates a remote course of study that provides for five selected courses (prioritized by previous years data). The enrollment process includes set criteria that includes secured WBE/ Internship, academic, attendance and other selected data. Supports include Parent, Student and Staff Handbook. The team determines appropriate digital tools, LMS and curriculum.

## Test

The Team decides to implement a short cycle Blended WBE/ work release/ internship program for the Spring of 2023. Phase 1 short cycle includes a cohort of 50-75 seniors. The team monitors and collects multiple data points, including WBE reports and student evidence to analyze for areas of improvement or scaling.



# Case Illustration – Addressing School Avoidance

## Empathize

A CT HS and its community desire to reengage students that have been identified as disengaged or avoiding school altogether. School administrators have talked with teachers, staff, students and families and community services and they have recognized an increase in anxiety when coming to school.

## Define

The challenge is with a group of students that have showed signs of school avoidance. The data shows groups of students that do not socialize, are withdrawn from school and home activities, show unspecified illnesses or sickness in the morning, and can be excessively angry, sad, or anxious about school or going into social situations.

## Ideate

The HS Innovation Team brainstorms and shared ideas to plan and design a summer remote learning academy to begin integrating students back into social settings, even if in an online community. The summer remote learning academy will build an on ramp to returning to school for a portion of the day in the fall.

## Prototype

The HS Innovation Team creates a 2022 summer remote learning academy for a cohort of identified students. An invitation is sent to families and students to participate in an orientation. Breakout sessions are planned to meet with school counselors, academic advisors, and the online teacher(s) to support 1:1 planning.

## Test

The HS Innovation Team decides to implement 2022 Summer remote learning academy. Phase 1 short cycle includes a cohort of identified students. An assigned adult to a specific group of students monitors and collects multiple data points, including student check ins to support reengagement into the school community.





Survey results were shared verbally



<https://www.menti.com/8j2997q58z>

## **Reflection Question 1**

In about 10 words tell us what your remote learning program is about?

## **Reflection Question 2**

What challenges do you anticipate with implementing a remote learning program in your district?



# Next Steps


- Statewide Survey to learn district plan and design for Remote Learning
- Provide additional engagement opportunities with districts to facilitate sharing



# Questions and Technical Assistance

Contact Irene Parisi, Chief Academic Officer, by email:

[Irene.Parisi@ct.gov](mailto:Irene.Parisi@ct.gov) or call 860-713-6823

Follow on  @CT\_Academics @EducateCT

## To Access the Standards:

- [Remote Learning Commission \(ct.gov\)](#)
- **CT Learning Hub** [Standards for Remote Learning Grades 9-12 \(ct.gov\)](#)

