



Public Schools of North Carolina

Report to Joint Legislative Education Oversight Committee

**Remote Instruction Plans
School Calendar For The 2020-2021
School Year**

SB 704/S.L. 2020-3/Section 2.11.(c)

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Dr. David Stegall

Dr. Vanessa Wrenn and Mrs. Sneha Shah Coltrane

Introduction

- Crisis Response vs Proactive Strategic Planning:
Thank you for your vision.
- We have no choice but to be prepared for multiple scenarios of instruction in order to reach and re-engage all of our students.
- A May 2020 research compilation by the Research Alliance for New York City Schools found that teaching quality matters more than the method of delivering content (remote vs in person).



Background:

Remote Instruction Plans

WHAT ARE THEY?

- Response to SBE 704, due to NCDPI on July 20
- Instructional responses for remote learning days
- 15 components; 13 NCGA and 2 SBE
- Initially, 5 calendar days of remote learning

WHAT ARE THEY NOT?

- Are NOT Plan B or Plan C
- Do not include topics of health, safety, transportation, etc.



Report Required Components

Senate Bill 704 SECTION 2.11..(c)SECTION 2.11..(c)

SBE will submit:

- **Each PSU's Remote Instruction Plan**
- **Statewide Summary including:**
 - 1) All online remote instruction resources used by public school units, listed by public school unit.
 - 2) All offline remote instruction resources used by public school units, listed by public school unit.
 - 3) A list of any public school unit using only offline remote instruction resources.
 - 4) The number and percentage of public school units that did and did not provide plans addressing every item required by subsection (a) of this section.
 - 5) Strengths, challenges, and trends noted by the State Board in its review of how public school units implement remote instruction.
 - 6) Any other data deemed by the State Board to be useful to the Joint Legislative Education Oversight Committee in evaluating the delivery of statewide remote instruction.



Remote Instruction Plans: Current Status

- All 325 PSUs submitted.
LEAs, Charters, Lab Schools, and Regional School
- PSUs were very responsive
- Reviewed plans for basic completion and coaching, not evaluative
- Survey to PSUs to gather strengths and challenges they experienced at beginning of year



Remote Instruction Plans: Strengths

- **Professional Development/Teacher Readiness**
- **Alignment**
- **Teachers/Staff and Community/Families**

“Teachers have embraced the changes and challenges of remote learning. Feedback and participation in PD has been very positive. The timing and opening of school with the three possible scenarios has been a little challenging.”

“This has provided a great opportunity to work on more consistency across the schools in our district. It has also provided the opportunity and reason to improve and implement many things in the district that we believe will be best practice.”

“We have had wonderful support from our whole school community, especially about the transparency of the decision making and the dependable updates on the process. We have had staff members who were able to lend expertise and reach out to help train and support teachers from other schools and districts.”



Remote Instruction Plans: Strengths

- **Devices and Funding**
- **Digital Content/Learning Management System**
- **Support and Feedback**

“I have appreciated all the state-led calls to help keep school leaders informed and connected. Thank you for all of your efforts and resource documents shared.”

“Students are being provided with district-wide learning platforms and student learning progressions to support remote instruction; teachers have access across the district to consistent instructional resources to support remote learning.”

“Thank you for the financial support that helped make opening school safely possible.”

“This was an opportunity to debrief with teachers, parents, administrators, and the community... we implemented most of the feedback as a way to build a stronger plan plan for remote learners this fall.”



Remote Instruction Plans: Challenges

- **Internet Access: Lack of Broadband and Cellular**
- **Professional Development, Teacher Readiness**

“The greatest challenge right now is Broadband.”

“Due to our geographical isolation connectivity is an issue for the majority of our students. We do not have the infrastructure to support remote learning in terms of streaming content and lessons.”

“One of the greatest challenges was not having enough time to provide staff development to prepare our staff for remote learning. We have been working very hard to provide training and get everything ready in a short amount of time. Additional time to prepare before remote instruction would have been very helpful.”



Remote Instruction Plans: Challenges

- **Lack of Devices**
- **Additional Funding**
- **Supporting Families**

“Our challenges center around equity and how to ensure that all students are provided a quality education that meets their needs. X-County is not a 1:1 school district and we have a very limited number of devices to provide for student use at home.”

“Funding for devices and cleaning, uncertainty of the virus spread, equity of access...”

“Our biggest challenge will be helping families access affordable childcare options and support out most fragile students (EC, EL, Tier 3).”

“...it is a monumental switch...”



Remote Instruction Plans: Statewide Trends

- **Asynchronous and Synchronous Instruction:**
 - Use of live, synchronous, and asynchronous lessons
 - Some schedules simulate a physical school schedule; while others are using various asynchronous formats
- **Connectivity**
 - Broadband connectivity remains a struggle, especially in areas without cellular availability.
 - Expanded usage of mobile wifi hotspots, if possible
 - Non-connected households: paper-pencil packets and telephone communication or flash drives



Remote Instruction Plans: Statewide Trends

- **Creative Solutions using Existing Resources:**
 - Fully virtual learning programs/academies as a choice for families
 - Stationary computing equipment is being repurposed
 - Existing school building network infrastructure is being used for WiFi connectivity to parking lots and outdoor areas
- **Digital Resources and Platforms:**
 - One-to-One computing; if already, focused more on PD
 - Consistent Learning Management Systems and digital content.
 - Need for staff skilled in Digital Learning Competencies
 - Issues of availability; increased need, decreased global supply
 - Need access to high quality, standards-aligned online K-12 curriculum.



Remote Instruction Plans: Statewide Trends

- **Community Involvement**
 - Understanding and flexibility for needs of families
 - Increased communication, feedback, and responsiveness to needs
- **Remote Instruction Plan Development**
 - Continued refinement and revisions
 - Multiple stakeholder groups engaged in the plan development
- **Professional Development**
 - More time needed for professional development for remote instruction and digital tools and devices
- **Heightened Concerns Supporting Certain Students**
 - Specific concerns meeting needs of K-2
 - EL, EC and Low-Performing Students



On-Going NCDPI Supports

- Coaching and Technical Assistance
- Specific supports for EC, EL, AIG, and McKinney-Vento students
- Responsive professional learning opportunities
 - Remote Instructional Coaching Cohort
- Remote Instruction Resources and Information websites
- Updating *Lighting the Way Forward Guidebook: NC's Guidebook for Reopening Schools*
- **Continuing to Respond:** Connectivity Exploration, Professional Learning, Instructional Resources



Remote Instruction Plans: Closing

- Many PSU have indicated that their plan will be adjusted as needed to best serve the needs of students, families, and staff.
- PSUs shared the Remote Instructions Plan components helped them to plan, communicate, and to deliver effective and quality education remotely while continuing to mitigate limitations.
- NCDPI will continue to provide professional development opportunities, technical assistance, coaching and instructional/programming resources, and to monitor patterns and trends.
- NCDPI will intentionally review concerns heard from stakeholders to determine if further support is needed through practices or policies and to share promising practices with the field to build capacity and success during this unique time of teaching and learning.

