

Mamaroneck UFSD Remote Learning Modalities

Each day away from school, teachers strive to adapt the following key components of teaching and learning to the remote learning environment:

Components of Effective Remote Learning Lessons
Framing of the Learning <ul style="list-style-type: none">● Contextualizing; building relevance● Setting a purpose and objective; fostering students' motivation● Relating to what has come before and/or to other subjects
Instruction <ul style="list-style-type: none">● Input of new information, concepts● Modeling, demonstrating● Teaching skills, strategies
Differentiation <ul style="list-style-type: none">● Providing multiple, accessible entry points for all learners● Offering choices, branching opportunities, extensions of learning
Engagement <ul style="list-style-type: none">● Opportunities for students to practice and process what has been taught● Students interacting with content, peers, and teacher● Academic and social components
Feedback and Response <ul style="list-style-type: none">● Mechanisms for children to share work with teachers and each other and to submit work for assessment● Response, coaching, suggestions for revision
Family Communication <ul style="list-style-type: none">● Two-way interactions about children's progress and well-being● Teaching families about curriculum and strategies

To incorporate these elements into remote learning lessons, teachers make thoughtful decisions about how to match lesson goals and objectives with appropriate delivery modalities. By design, district remote learning plans include options for synchronous (occurring at the same time) as well as asynchronous (not occurring at the same time) learning opportunities for whole classes, small groups, and individual students. The chart on the next page summarizes the purposes, benefits, and challenges of each modality.

Configuration	Synchronous	Asynchronous
Whole Group	<ul style="list-style-type: none"> ● Class “meets” at set time; all students are expected to attend. ● Teacher provides live instruction. ● Benefits: students interact with each other and with the teacher, pose clarifying questions, receive feedback. ● Challenges: providing high-quality, efficient instruction; managing interactions among numerous participants; ensuring active participation of all students. 	<ul style="list-style-type: none"> ● Teacher video-records whole-group lessons; students watch and respond on their own. ● Benefits: convenient for teacher and student time management; enables high-quality, efficient instruction and student work submission. ● Challenges: lacks intimacy; prevents students from posing questions and receiving feedback in real time. Feels distant.
Small Group	<ul style="list-style-type: none"> ● Teacher convenes groups of students based on needs and/or interest. Purposes may be academic, social, or both. ● Teacher moderates and facilitates group interaction. ● Benefits: high degree of interaction possible; teacher able to monitor students’ individual contributions, provide feedback. ● Challenges: ensuring that all children on caseload participate meaningfully and frequently. 	<ul style="list-style-type: none"> ● Teacher establishes groups that interact via threaded discussions. Students record or post their contributions and respond to group-mates on their own time. ● Benefits: places productive onus of participation on students and enables more interaction than whole-group assignments. ● Challenges: lacks intimacy; prevents students from posing questions and receiving feedback in real time.
One-on-One	<ul style="list-style-type: none"> ● Teacher connects with individual students by phone or video chat. ● Benefits: provides high degree of contact, interaction, and feedback; supports academic growth and social/emotional wellness. ● Challenges: ensuring that all children on caseload benefit from 1:1 contact; relies on both parties being available and comfortable communicating in real time. 	<ul style="list-style-type: none"> ● Teacher and students exchange emails, voicemails, video messages on own time. ● Benefits: enables both parties to compose their messages and respond thoughtfully to each other. ● Challenges: labor intensive without providing intimacy and warmth; may not be age/developmentally appropriate for young children.
Open (Optional)	<ul style="list-style-type: none"> ● Teacher provides windows of availability for live contact and interaction (e.g., “office hours”); students opt to participate or not. ● Benefits: enables students to interact with teacher and each other, pose questions, seek clarification. ● Challenges: not all students avail themselves of the opportunity; competition for teacher attention. 	<ul style="list-style-type: none"> ● Teachers are available to receive and respond to communication (e.g., email, voicemail) from students and families. ● Benefits: needs-based; only activated when necessary. ● Challenges: doesn’t ensure connection with every student and family.

