Massachusetts Department of Elementary and Secondary Education

Adult and Community Learning Services

STRENGTHENING ADULT EDUCATION REMOTE LEARNING

Guidance for Massachusetts Adult Education Programs

May 2020

OVERVIEW OF GUIDANCE

As adult education service providers are ramping up remote learning through the end of the school year, summer programming (where applicable), and possibly the beginning of the next school year, this document provides updated recommendations, strategies, and resources to strengthen adult education remote learning in Massachusetts.

Please note that this is not a comprehensive guide to designing and implementing a remote learning model. The intention of this document is to support program directors, program coordinators, teachers, and advisors in these challenging weeks of implementation. The goal is of this document is twofold.

1. Describe elements of a quality remote learning model.
2. Encourage adult education programs to move all students towards successful engagement in remote learning with a focus on addressing fundamental needs.

ACLS hopes that adult education program staff will review this guidance, pull out a handful of useful concepts and resources, and use them as focus areas for enhancing their remote learning models in the coming weeks.

ACLS will continue to collaborate with adult education stakeholders, professional development (PD) providers, and state leadership staff to:

1. Better understand adult education programs' day-to-day successes and challenges;
2. Identify and share best practices for remote learning;
3. Provide updated remote learning resources on the ACLS page and SABES website; and
4. Provide updated guidance for the school year 2020-2021 in the event of extended program closures due to COVID-19.

REMOTE LEARNING GUIDING PRINCIPLES

In the March 26, 2020 remote learning recommendations and the April 24, 2020 updated remote learning guidance sent by Commissioner Riley, DESE committed to a set of guiding principles focused on the holistic needs of the Massachusetts educational community, with an emphasis on supporting our most vulnerable learners.

These principles must continue to guide both K-12 and adult education work going forward.

- **The safety and well-being** of students and staff: We are focused not only on physical health and safety, but also on socio-emotional and mental health needs, which could intensify during this time.

- This COVID-19 crisis disproportionately affects our most vulnerable students in terms of their physical and mental health and also academically. **Equity** needs to be a top consideration in local planning efforts, especially as programs make plans should an extended closure be necessary.

- Maintaining **connections** between school staff and students is paramount, particularly for our most vulnerable adult students and their families. These connections will provide natural conduits to guide programs in addressing students' specific needs.

FEATURES OF REMOTE LEARNING

What is remote learning? Remote learning takes place when a student and teacher are separated by time and/or physical distance and therefore cannot meet in a traditional classroom setting.

Following is the DESE description and scope of remote learning:

- **Remote learning can encompass a wide variety of learning opportunities.** While technology can be a supportive tool, programs should also consider ways that student learning can continue offline.

- **Examples of remote learning tools** include large group video or audio conference calls, 1:1 phone or video calls, email, work packets, projects, reading lists, online learning platforms, and other resources to effectively engage with students.

  These tools can be used to deliver lessons, provide individual student support, provide resources (including instructional material and student assignments), connect students to each other and the teacher, and provide feedback on student work.

  Programs should ensure all online learning platforms meet confidentiality and student privacy standards. Please see [this page](#) on the DESE website for guidance on out-of-school access and Internet safety.

- Teachers should provide opportunities for students to engage in **meaningful and productive learning** through a combination of **teacher-directed learning** and **student self-directed learning**.

  The individual student experience will vary based on factors including student level, individual and family needs, and critical wellness and readiness factors like student and family health, technology, and Internet access.

- Lastly, a remote learning model should include the following essential components:
  - **Connections** with teachers and advisors;
  - Access to **academic content** with an emphasis on **applying** and **deepening** previously taught skills; and
  - Differentiated academic supports as well as non-academic and family supports (to the extent possible) in response to current learner needs.

GOALS AND ACTIONS FOR REMOTE LEARNING'S NEXT PHASE

Remote learning cannot replace students' experiences in programs with their teachers, advisors, volunteer tutors, and other support staff. However, adult education learners are among the most vulnerable student populations and now more than ever, they need our support.

Keeping equity at the forefront of remote learning experiences, ACLS recommends adult education programs focus on the following goal through the end of the current school year, during summer programming (where applicable), and (possibly) the beginning of the next school year:

> *Move <u>all students</u> toward consistent engagement in remote learning, with a focus on connectedness and on the content standards and language skills most critical for student success and for managing immediate needs.*

To do this, ACLS recommends that adult education programs take the following steps:

Strengthen the remote learning program for all students. ACLS recommends that programs focus on the following elements to ensure a strong remote learning program.

1. Prioritize meaningful connections with educators and peers.
2. Provide engaging core instruction focused on the content standards/language skills that are most critical for student success.
3. Offer differentiated academic supports to students at low levels of proficiency.
4. Ensure programming is accessible and secure and communication is streamlined.

Develop a system for identifying and supporting students not effectively engaged in remote learning. ACLS recommends that programs:

1. Collect information to understand each student's level of access to technology and engagement in remote learning; and
2. Provide supports to further engage all students, with a focus on meeting students' academic and non-academic needs.

Consider the strategic collaboration, teaming, and differentiated roles that remote learning makes possible. ACLS recommends that programs rethink traditional responsibilities and eliminate duplicative work in order to ease the pressures on program staff and make the best use of their unique skills.

The rest of this guidance document provides concrete recommendations, best practices, and resources to strengthen the remote learning experience. This document is organized into two parts:

- Part 1: Strengthening the remote learning experience for all students; and
- Part 2: Developing a system for identifying and supporting students not effectively engaging in remote learning.

PART 1: Strengthening the Remote Learning Experience for All Students

1. Prioritize meaningful connections with program staff and peers

Maintaining meaningful connections between program staff and students is paramount during this time of crisis and could serve as a buffer against the stress adult learners may be experiencing now.

A quality remote learning experience for students includes connections woven throughout core instruction. Separate group or individual check-ins focused on students' socio-emotional health and well-being are also highly encouraged.

Examples of strategies that facilitate these connections include:

- Starting blocks of synchronous ("live") lessons with warm-up activities designed to build connections;

- Synchronous weekly advisory group meetings led by an advisor, a teacher, or a student leader;

- Regular teacher "office hours" when students can drop in via computer or phone to get help with assignments and/or check in with their teachers;

- Individual calls/texts to students from teachers and/or advisors to check on students' well-being and/or to review feedback on student work, and/or connect them to community resources as needed;

- Opt-in, interest-based peer groups (e.g., a book club, conversation groups, tutoring sessions led by volunteers, program staff, or student leaders); and

- Advisor-facilitated peer support groups organized around a common need.

Additional supports to address socio-emotional needs:

- Run regular virtual support groups where students can connect with peers and advising staff;

- Set up a phone call buddy system where students are matched up to support each other with academics or to connect[1]; and

- Have a teacher or staff member communicate with students who need additional support for a quick check in at the beginning of the week to set goals for work completion and engagement. Celebrate student progress toward goals with a call or text at the end of each week.

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[1] Programs that choose to implement this recommendation should develop processes that ensure the confidentiality of student information (e.g., students are asked to refrain from sharing sensitive personal information, students opt in to the buddy system and authorize sharing of their contact information, students participating in the buddy system receive guidance or training related to protecting confidentially, both their own and that of others).

2. Provide engaging core instruction focused on the content standards and language skills most critical for student success in their next steps.

When planning remote learning lessons, ACLS recommends programs focus on those standards that are the most critical prerequisites for student success in their next steps or for immediate use in managing the crisis.

For example, math teachers could focus on critical reasoning skills through activities such as proportional reasoning, number and operation sense, and statistical reasoning.

ELA teachers could focus on skills such as judging an information source as credible or not, finding credible sources, understanding information in a variety of formats, sorting through evidence, understanding the meaning of new words and phrases and accurately using them, and building knowledge on a topic.

ESOL teachers could focus on language skills such as reading/listening closely to construct and analyze meaning, evaluating arguments and reasoning, building knowledge from a variety of complex informational texts, evaluating and using diverse media to synthesize information, communicate with others, and produce or enhance original writing/oral presentation.

2.1. Emphasize student engagement

In a remote learning context, making core instruction engaging for students is more important than ever. There are multiple methods program directors and teaching staff can use to prioritize engagement when creating or curating remote learning content:

- Lessons that build on students' own contexts and situations and that provide **real-world applications for learning**;

- **Self-paced learning platforms** that provide frequent feedback;

- **Frequent feedback** on student work, with celebrations of progress; and

- **Project-based learning** on an engaging, socially relevant topic, with clear links to standards and supports for students. This could be provided via online platforms or mailed packets.

One of these methods is not necessarily better than the other; programs should choose strategies that work for their students and staff.

Appendices A and B of this document provide remote learning resources for ELA, math, and ESOL, as well as a list of online platforms for teaching, learning and advising. ACLS will continue to update this list with new resources as available.

2.2. Provide a manageable number of lessons and assignments

Program directors and teachers should consider time that students are spending on core instructional work as precious, as adult learners have busy lives working and caring for their families. ACLS encourages

programs to coordinate across each class level/content area so that students receive a manageable number of lessons and assignments each week.

While planning their FY2021 budgets, programs should consider encouraging staff collaboration and differentiating responsibilities over components of the remote learning process. Programs are encouraged to think outside the box and connect with their program specialist for budget/program design-related questions.

- For example, in a larger program, one content area teacher could be responsible for planning curriculum and recording remote lessons, if feasible. Other content area teachers could take responsibility for following up with students in small groups and providing feedback on student work. Roles could be assigned based on teachers' strengths and interests.

- Program directors could also encourage teachers to share curricular resources and duties (e.g., teachers rotate responsibility for planning curriculum and recording lessons). Reducing the planning load would allow each teacher to spend more time on personalized engagement with individual students.

3. **Offer differentiated academic supports to all students, especially those at low levels of proficiency**

- Scaffold the materials (e.g., add captions for audio/video, include pictures/screen shots).

- Provide regular feedback on student work, identifying multiple positives and one area for growth. Loop back on that area for growth in the next assignment to note progress and celebrate successes, large and small.

- Schedule synchronous and asynchronous gradual release "workshops" to help students navigate remote learning assignments through an "I do, we do, you do" model, as well as explicit instruction as needed.

- Teach strategies that help students persevere through a task (e.g., breaking down elements in a task, chunking a complex reading, using color-coded highlighting to navigate important elements in a text or word problem).

4. **Ensure programming is accessible and secure, and communication is streamlined**

The degree of accessibility and quality of communication from the program to students is critical for quality remote learning.

4.1. Streamline communication to help students organize their remote learning

To support students in structuring their remote learning, program directors and teachers should consider the following.

- **Plan and communicate remote learning content in weekly doses.** Planning and organizing lessons, assignments, and meetings one week at a time instead of day-by-day will allow students to plan time for schoolwork within their own daily routines and needs.

- **Send out one communication with assignments and meeting times before the week begins.** Aim to post all assignments and meetings for the week no later than the Friday before the upcoming week. Unless used as a reminder or based on specific circumstances, avoid sending out meeting invitations the day of the meeting.

- **Provide sample weekly/daily schedules** to suggest ways that students can organize their time, including an approach for dividing up their work across the days of the week.

- **Provide a weekly checklist** of all assignments. If the checklist will be submitted, be sure to provide an option for students to either: verify they have completed the assignment; note that they will complete the assignment at a later date; or acknowledge they have not completed the assignment.

- To the extent possible and as feasible for learners, provide guidance that **differentiates between required/expected work and optional** assignments and meetings.

- **Coordinate communication between teachers and advisors** to ensure students are receiving a manageable number of emails and/or calls.

- **Provide an (opt-in) opportunity for students to meet regularly with the teacher/advisor /technology coordinator** to address any issues (including technical ones) a student may be having accessing or completing remote learning lessons, meetings, or assignments.

- Provide opportunities for students to "meet" virtually with other students to talk about their assignments.

- **To the extent possible, streamline the platforms, web tools, logins, and passwords** used across a program.

4.2. Provide a combination of synchronous (e.g., live) and asynchronous (e.g., recorded) instruction

ACLS generally recommends that programs deliver instruction in a combination of **asynchronous formats** (e.g., video recording of a lesson) and **synchronous formats** (e.g., "live" instruction). This approach:

- Benefits a variety of learners, especially ESOL learners whose language development is reliant on peer-to-peer interaction and use of authentic text[2];

- Provides accessibility for those students who may have conflicting commitments or responsibilities during class time;

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[2] See second language acquisition principles in Massachusetts Professional Standards for Teachers of Adult Speakers of Other Languages.

- Provides the ability for students to watch recorded lessons multiple times as needed while completing an assignment;

- Provides flexibility to students and teachers; and

- May free up teacher time during the day to provide synchronous ("live") support to students who may need extra support.

If synchronous ("live") lessons are recorded, ACLS recommends that programs develop systems to protect students' confidentiality when posting lesson recordings.

PART 2: Developing a System for Identifying and Supporting Students Not Effectively Engaging in Remote Learning

Across Massachusetts adult education programs, many students are effectively engaging in remote learning. But what about students who are not being reached? What about students who only engage intermittently? What about those who need additional mental health or other foundational supports?

We can only move all students toward consistent engagement in remote learning by identifying and addressing the specific barriers they are facing. Below are some recommendations and approaches programs may find useful regardless of the system they choose to adopt.

1. Collect information to understand each student's level of engagement in remote learning

Because of the specific and diverse challenges students are facing, some of this information will likely need to be collected through individual calls with students. Other information could be collected from teachers or monitored through student work.

We recognize that collecting this level of personalized information about student needs takes time and effort. Enlisting a variety of staff can lighten the workload.

- **Programs could assign a variety of staff members (teachers, advisors, admin support staff) to a small group of students**. This would allow for frequent outreach and routine points of connection while reducing the student caseload for advisors/teachers.

- **Think creatively when assigning staff to reach out to students**. As long as the supportive nature of outreach is emphasized, support staff who have built positive relationships with students could be especially effective in reaching certain students.

- **All staff members conducting outreach should be clear that the purpose of collecting this information is for support**, not compliance. Students should never be shamed or penalized for lack of engagement. Instead, the purpose of the calls is to understand the barriers that are preventing students from engaging in remote learning, with the goal of ultimately providing support to overcome those barriers.

Below is a sample process for collecting information and providing follow-up support.

Plan and prepare:

- o **Collect and review existing information:** Gather existing information from teachers to understand current student engagement and potential student needs (e.g., teacher reports being in contact with a student about a recent assignment or knows that a student lacks Internet access). Collect this information in a central and secure location. Programs must protect the privacy of students' records and seek consent for any disclosure of personally identifiable information (PII) in students' education records.

- o **Identify students for targeted outreach:** Identify students who are not engaging regularly and flag the need for additional information to find out why.

- o **Assign staff to each student:** Split up responsibility for individual student contact across the program leadership team, advisors, teachers, and/or other staff.

Connect and follow up:

- o **Connect with students to identify barriers to engagement:** Call each student to identify barriers preventing students from engaging in lessons and assignments.

- o **Determine next steps** to support each student, potentially in consultation with advisors and teachers. This could include a follow up call from an advisor or connecting the student with needed resources.

- o **Follow up** with each student over the next few days/week. If appropriate, have the student set a goal for increasing engagement in remote learning and celebrate successes, large and small. Some students will benefit by starting with small goals and gradually moving towards bigger goals.

- 2. **Provide supports to further engage all students, with a focus on meeting student needs**

Collecting data is essential; however, the most important thing is how programs respond to this information. With that in mind, programs should consider the questions below when reviewing progress:

- o **What are the biggest trends** (e.g., family financial/health/security needs, technology needs, academic skill gaps, communication challenges, socio-emotional connection needs) **as to why students are not engaging?**

- o **How might we improve the remote learning program provided to all students based on these trends?** What additional supports should be built into the program? How can we best address the needs of students who are currently disengaged?

- o **Are there specific student groups** (e.g., gender, age, race/ethnicity, academic level) **who are disproportionately disengaged?**

Focus on foundational wellness and readiness for all students

Programs should continue to prioritize the **foundational wellness and readiness for all students to engage in remote learning.** Supports to address individual student needs may include:

- **Direct 1:1 support provided by program staff, for example**: support from an advisor for a student experiencing mental health challenges; hands-on technology support from a teacher or support staff for a student navigating new technologies or programs.

- **Referral to a community agency, for example:** support to address household challenges such as food insecurity, help obtaining technology, including devices and Internet access.

Programs should provide staff with resource lists that they can use to connect students to community organizations and other groups that can provide support. The Massachusetts 211 webpage is a valuable source of information and resources for students and staff.

Some wellness and readiness gaps may present fundamental barriers to student participation in remote learning with no simple solutions. This could include students who need to work or students who need to care for children or sick family members. Program staff can reach out frequently to check in on students facing these challenges and be available to support future entry points.

CONCLUSION

ACLS is aware that staff and students across the state are making significant efforts to implement remote learning. We are aware these efforts focus on engaging students who are fully engaged, partially engaged, and not at all engaged. Last but not least, we are aware this work calls for a strong focus on meeting students' foundational and academic needs.

We thank you for these and other efforts you make on behalf of *all* students and look forward to partnering with you as remote learning grows and thrives in Massachusetts.

Note:
- The lists below highlight a few of the many resources available to educators. ACLS and SABES will continue to update these lists with more resources regularly. The updated lists will be posted on the ACLS and SABES websites.
- Some of the resources listed below have been developed for K-12 students, not adult learners. Therefore, teachers and program directors may want to need to carefully select those resources that best fit the needs of their adult learners.
- Several of the resources are applicable across content areas (e.g., PBS Learning Media has great resources for both math and social studies).
- Please contact the SABES Curriculum and Instruction Centers and the SABES Program Support Center for additional resources and for support with any of the resources listed below.

  o SABES ELA Curriculum and Instruction Center

  o SABES Math Curriculum and Instruction Center

  o SABES ESOL Curriculum and Instruction Center

  o SABES Program Support Center

ELA

Level	Resource Name	Description	Link
NRS 1-6	Readworks	Remote learning resources for educators and families. Similar to NewsELA, though ReadWorks platform and materials are completely free, and include audio recording of text, varied levels, and ELL supports.	Readworks
NRS 1-6	Ken Burns in the Classroom	Presents both clips and full lengths of Ken Burns' documentary films, along with documents, images, and lesson plans. Search by era or film, and find resources by keyword or theme. The films and film clips are for the general public, and the lesson plans, while aimed at middle and high school classes, can be adapted for adult learners.	Ken Burns in the Classroom (WGBH)
NRS 4-6	Facing History and Ourselves	Collection of educator resources covering a range of history topics with a focus on addressing racism, antisemitism, and prejudice.	Facing History and Ourselves
NRS 1-6	Teaching Tolerance	Lesson ideas, magazine articles, webinars and instructional strategies (free).	Teaching Tolerance

Level	Resource Name	Description	Link
NRS 1-6	Exploratorium science museum's Learning Toolbox for COVID-19	Make sense of timely topics and find general science support for the virtual classroom or learning together at home.	Learning Toolbox for COVID-19
NRS 1-6	National Science Teachers Association	See the Daily Do (daily sensemaking activities), free NSTA e-books, and Learning Together (teacher tips for teaching online).	National Science Teachers Association
NRS 4-6	New Readers Press Online Learning	Free pilots available for online Pre-HSE and HiSET® exam prep courses through the end of June. Best for review, not for learning new material. HiSET test-type questions for all test areas.	New Readers Press Online Learning
NRS 1-2	Sylvia Greene's Basic Literacy Kit	This literacy kit is designed for adult students reading at GLE 0-2 and their teachers or tutors. Teachers can print and mail the materials to students or contact Sylvia Green (via the ELA C&I PD Center) to get a better copy than can be accessed here.	Sylvia Greene's Basic Literacy Kit

Math

Level	Resource Name	Description	Link
NRS 1-6	Learnzillion	Offers opportunities to build conceptual understanding of core math activities (free).	Learnzillion
NRS 1-6	Illustrative Math	Math for grades 6-8 and 9-12, including student and teacher materials (free).	Illustrative Math
NRS 4-6	Carnegie Learning	Provides free access to lesson videos, student practice, and MATHia software for adaptive, student-centered learning (free).	Carnegie Learning
NRS 1-4	Math Learning Center	Resources that can be used to demonstrate an activity or problem you might do face-to-face (free).	Math Learning Center
NRS 1-4	PBS Learning Media	Resources such as interactive games, animations, and videos (free).	PBS Learning Media
NRS 4-6	CK-12 Foundation	Includes lessons for both math, science, and social studies.	CK-12 Foundation
NRS 1-6	Eureka Math	Provides curricular materials and daily video lessons (free)	Eureka Math
NRS 1-6	Mathplayground	While the title mentions math games for kids, the math involved is appropriate for many adult learners. It includes thinking games for critical math thinking such as algebraic reasoning and proportional reasoning.	Mathplayground
GLE 1-4	FunBrain	Provides activities for children and parents to work on together (e.g., *Number Cracker* would be appropriate for many adult learners.)	FunBrain

ESOL

Level	Resource Name	Description	Link
Reading			
NRS 2-6+	NewsELA	Engaging texts across content areas (including current events), including text sets, standards-aligned skills practice and assessments, with embedded English learner supports, and ability to adjust the Lexile level of a text. Though not ESOL-specific and designed for K-12, teachers can easily adapt assessments and writing tasks for each text and link assignments through Google Classroom.	Newsela
NRS 4-6	CommonLit	A collection of reading passages, with a heavy emphasis on literature as well as nonfiction, designed for K-12 grades 3-12. Reading passages are available in Spanish. Students can annotate and highlight as they read, then answer comprehension questions. Can link assignments to Google Classroom.	CommonLit
Reading and Listening			
NRS 2-6+	ReadWorks	Remote learning resources for educators and families. Similar to NewsELA, though ReadWorks platform and materials are completely free, and include audio recording of text, varied levels, and ELL supports.	ReadWorks
NRS 1-4	News for You Online	Designed for adult English learners, the site offers weekly news stories shared along with audio, exercises, vocabulary, a crossword puzzle and word search.	News For You
NRS 1-6+	Voice of America Learning English	Learning English is VOA's multimedia source of news and information, which includes daily newscasts, as well as multilevel ESOL resources for listening, reading, grammar, and culture.	VOA Learning English
NRS 4-6+	Listenwise	Curated excerpts of NPR podcasts on engaging topics with regular or slower playback speed, some embedded supports for English learners, and accompanying comprehension quizzes that require students to type responses to questions. Easily integrated with Google Classroom. Premium service free for schools during the COVID-19 crisis.	Listenwise
Listening			
NRS 2-6+	EdPuzzle	Customizable interactive video lessons. Teachers can develop lessons by embedding comprehension questions into Youtube videos. Some differentiation possible by assigning	Edpuzzle

Level	Resource Name	Description	Link
		different questions for the same video to particular students.	
NRS 3-6+	Ted Ed	Customizable video lessons. Teachers can add interactive questions, discussion topics and more to Ted-Ed animations, TED talks or any YouTube video. Lessons can be shared online and teachers can track the results.	TedEd
Speaking/Project-Based Learning			
NRS 1-6+	FlipGrid	Video response collection/exchange. Allows teachers to post prompts and students to respond orally through video recording. Can be used for project assessment, teacher-student virtual exchange, or as a community-building group project for students to share short video messages with each other on a topic.	Flipgrid
NRS 4-6+	Adobe Spark	A video-making program that allows students to communicate their thinking by connecting images, texts, and voice-recordings together into a creative video.	Adobe Spark
NRS 4-6+	Sutori	A collaborative instruction and presentation tool. Teachers can use pre-made curated "story" collections on a topic, construct their own, or create assignments (like an exam review study guide or final assessment) that require students to build multimedia-rich stories. Teachers should definitely take time to search through both the developer's pre-made stories and the community stories to see what may be relevant for their specific classroom needs.	Sutori
Writing			
NRS 4-6+	Quill	Provides free writing and grammar activities for elementary, middle, and high school students. Not ESOL-specific; best for supplemental use only to practice writing and editing skills.	Quill
NRS 1-4	Padlet	Teachers can have students post short responses to prompts. Students can also respond to each other's comments to promote critical thinking and create a sense of community. It is also available in 29 languages.	Padlet
Grammar and Vocabulary			
NRS 1-3	Duolingo	Free language acquisition tool that provides supplemental grammar & vocabulary support & practice (not a stand-alone tool).	Duolingo

Level	Resource Name	Description	Link
NRS 0-3	Games to Learn English	Student-focused resource designed to provide opportunities for English learners to practice English in an engaging and fun way.	Games to Learn English
NRS 2-6+	Quizlet	Study tool that provides an array of options to review and practice vocabulary and other study sets of facts or information. Teachers and students can use existing sets, or create their own.	Quizlet
NRS 2-6+	Kahoot	A game-based learning platform that brings engagement and fun to the learning process. Teachers and students can use existing Kahoot materials or create their own.	Kahoot
LD Accessibility Resources			
All	Microsoft Immersive Reader	Supports students with learning disabilities/differences. Students can hear text read aloud, use a picture dictionary, to look up words, and translate part of or the entire text into multiple languages in Word, OneNote, PowerPoint. As this may be complicated to set up, use only to support students who need this for access; probably best introduced in F2F setting.	Microsoft Immersive Reader

APPENDIX B: ONLINE PLATFORMS FOR REMOTE TEACHING, LEARNING, AND ADVISING

The following tools are useful for remote teaching, learning, advising, and communicating with students. This list is intended to provide a small sampling of available tools but does not include every option.

Learning Management Systems (LMS)

Learning management systems support teaching, learning, collaboration, and communication among teachers and students. They allow teachers and students to share content and communicate. They are all mobile-friendly to an extent and can be accessed via the Internet on cell phones and through apps.

Resource Name	Description	Link
Google Classroom	Teachers and students need a Gmail account. Note: See Google's companion website, Teach from Home, which offers a multitude of resources for connecting with learners from a distance.	Google Classroom
Edmodo	See Edmodo's COVID19 response site with many tools for working with learners online	Edmodo
Canvas	Used by many colleges; you can also access a free account at the link provided.	Canvas
Schoology	For programs connected to K-12 schools	Schoology
Blackboard Course Sites	Used by many colleges; you can access a free account at the link provided	Blackboard Course Sites

Synchronous Instruction, Meetings, and Communication

These tools allow for synchronous instruction, meetings, and communication. Through these platforms, screen/content may be shared and real-time communication among teachers and students is supported.

Tool Name	Description	Link
Google Meet	Video meeting, chat, and phone calling	Google Meet
Zoom	The free version allows up to 40 minutes, but this time limit has been waived as part of Zoom's COVID-19 response	Zoom
Free Conference Call	Can accommodate up to 1,000 callers with no time limits	Free Conference Call
Big Blue Button	Specifically designed for teachers and online learning	Big Blue Button
Webex	Can accommodate up to 100 participants; in COVID19 response, no restrictions on the number of uses or the length of meetings	Webex
Skype	Webinars, chat. Skype to Skype calls are free	Skype

Tool Name	Description	Link
Google Voice	Phone, voice message, text	Google Voice

Asynchronous Communication

These tools allow for asynchronous exchange and sharing of content and communication. They allow flexibility for students to access materials and messages when it is convenient for them to do so.

Tool Name	Description	Link
WhatsApp	Group messages, photos, videos, files. Free voice calls to other WhatsApp users.	WhatsApp
Google Sites	Website creator, content, discussions	Google Sites
Weebly	Website creator, content, discussions	Weebly
Wix	Website creator, content, discussions	Wix
Hyperdocs	Teacher-created playlists of assignments. Can be in a document, slideshow and more.	Hyperdocs
Class Dojo	Messaging and student portfolios	Class Dojo
Google Drive	Cloud storage, office and other productivity applications	Google Drive
FlipGrid	Share photos and videos, whiteboard, texts	FlipGrid
Remind	Share texts, links, photos, and files. Up to 10 classes with 150 students per class	Remind
Screencast-O-Matic	Record screen and webcam, edit and share videos	Screencast-O-Matic
Screencastify	Record screen and webcam, edit and share videos	Screencastify
Padlet	Boards to make and share content: text, link, video, image, voice recording, and more	Padlet
Loom	Free screen and video recording software. Easy and accessible way to record and share lessons online. Video of teacher talking is on the side of the screen, with presentation content in the rest of the screen.	Loom
The Modern Classrooms Project	A free self-directed professional development resource that guides teachers to build curricular units that combine blended instruction centered around teacher-created videos, self-paced structure that allows students to progress at their own pace, and mastery-based assessment tools. Tools developed can either complement face-to-face classroom instruction, or provide a facilitated approach to remote instruction.	The Modern Classrooms Project
Voicethread	Interactive, mobile friendly means of sharing documents, videos, or other media. Students can comment via text, phone, video, microphone, or leave video messages for the	Voicethread

Tool Name	Description	Link
	group. Cloud application - no download needed. Open to those invited via email only - secure. Teacher could post weekly Voicethread videos and students could reply in a way comfortable for them.	
WordArt	Fun, interactive word cloud/wordle creator for all levels. Can be completed as a small group project, assignment, or during a synchronous session. Choose a shape or theme, type in appropriate terms and create art from your words.	WordArt

Other Communication Tools

It is important to continue to support all learners including those with limited or no technology access. These tools include:
- Text
- Phone
- Email
- Mail (Postal Service)

Support with access to technology

- Wi-Fi Hotspots
- Free and Low-Cost Internet Plans: Support with connectivity

Resources for Programs in Correctional Institutions

- Kajeet: for use of tablets offline (e.g., iPads, Chromebooks)
- Raspberry Pi: used to teach computer science in low-resource/offline areas and has inexpensive options.
- Education Over Obstacles (Edovo): uses secure tablet technology to deliver free access to educational programming and low-cost communication services.