

EXAMPLE DAILY TEACHER REMOTE LEARNING SCHEDULE | PRE-K

This schedule outlines 1.5-2.5 hours of directed learning and 1.5-3 hours of flexible learning time

Time Frame	Activity
7-9 a.m.	Morning prep, upload feedback for students, morning PLC/meetings
9-9:30 a.m.	Morning activities with students (synchronous video meetings or phone calls, review daily plan and highlight key learning for the day)
9:30-10:15 a.m.	[ELA block] Follow up 1:1 with students via phone calls, recorded videos, etc.
10:15-11 a.m.	Planning, provide feedback to students/families, opportunity for PLC
11-11:45 a.m.	[Math block] Follow up 1:1 with students via phone calls, recorded videos, etc.
11:45-12:30 p.m.	Lunch; emails
12:30-1:30 p.m.	Planning, provide feedback to students/families, opportunity for PLC
1:30-2:30 p.m.	[Explore block] Follow up 1:1 with students via phone calls, recorded videos, etc.
2:30-3:30 p.m.	Parent check-ins and office hours; upload/double-check lessons are uploaded for next day; check student work submissions; grade and provide feedback; progress monitoring; identify students who need support

EXAMPLE DAILY TEACHER REMOTE LEARNING SCHEDULE | KINDERGARTEN-GRADE 2

This schedule outlines 2.5-3.5 hours of directed learning and 2-3 hours of flexible learning time

Time Frame	Activity
7-8:30 a.m.	Morning prep, upload feedback for students, morning PLC/meetings
8:30-9 a.m.	Morning activities with students (synchronous video meetings or phone calls, review daily plan and highlight key learning for the day, culture and relationship building activity)
9-10 a.m.	[ELA block] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
10-10:30 a.m.	Planning break
10:30-11:30 a.m.	[Math block] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
11:30-12:30 p.m.	Lunch; emails; opportunity for PLC
12:30-1:30 p.m.	[TBD academic block and flexible learning time] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc., deliver RTI, offer independent learning activities (e.g., free read, current events, self-guided projects)
1:30-2 p.m.	Planning break; upload future lessons; upload feedback
2:-2:30 p.m.	End-of-day wrap-up (e.g., synchronous video meetings or phone calls, SEL activity, review/preview of learning, review of homework)
2:30-3:30 p.m.	Parent check-ins and office hours; upload/double-check lessons are uploaded for next day; check student work submissions; grade and provide feedback; progress monitoring; identify students who need support

EXAMPLE DAILY TEACHER REMOTE LEARNING SCHEDULE | GRADES 3-5

This schedule outlines 2.5-3.5 hours of directed learning and 2-3 hours of flexible learning time

Time Frame	Activity
7-8:30 a.m.	Morning prep, upload feedback for students, morning PLC/meetings
8:30-9 a.m.	Morning activities with students (synchronous video meetings or phone calls, review daily plan and highlight key learning for the day, culture and relationship building activity)
9-10 a.m.	[ELA block] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
10-10:15 a.m.	Quick planning break
10:15-11:15 a.m.	[Math block] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
11:15-12:30 p.m.	Lunch; emails; opportunity for PLC; planning
12:30-1:45 p.m.	[TBD academic block and flexible learning time] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc., deliver RTI, offer independent learning activities (e.g., free read, current events, self-guided projects)
1:45-2 p.m.	Quick planning break; upload future lessons; upload feedback
2:-2:30 p.m.	End-of-day wrap-up (e.g., synchronous video meetings or phone calls, SEL activity, review/preview of learning, review of homework)
2:30-3:30 p.m.	Parent check-ins and office hours; upload/double-check lessons are uploaded for next day; check student work submissions; grade and provide feedback; progress monitoring; identify students who need support

EXAMPLE DAILY TEACHER REMOTE LEARNING SCHEDULE | MIDDLE SCHOOL

This schedule outlines 3.5-4.5 hours of directed learning and 2-3 hours of flexible learning time

Time Frame	Activity
7-8:30 a.m.	Morning prep, upload feedback for students, morning PLC/meetings
8:30-9 a.m.	Morning activities with students (synchronous video meetings or phone calls, review daily plan and highlight key learning for the day, culture and relationship building activity)
9-10 a.m.	[Math block] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
10-10:15 a.m.	Quick planning break
10:15-11:15 a.m.	[ELA block] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
11:15-12 p.m.	Lunch; emails; opportunity for PLC
12-1:30 p.m.	[TBD academic block and flexible learning time] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc., deliver RTI, offer independent learning activities (e.g., free read, current events, self-guided projects)
1:30-2:30 p.m.	TBD academic block and end-of-day whole class wrap up (e.g., synchronous video meetings or phone calls, SEL activity, review/preview of learning, review of homework)
2:30-3:30 p.m.	Check-ins and office hours; upload/double-check lessons are uploaded for next day; check student work submissions; grade and provide feedback; progress monitoring; identify students who need support

EXAMPLE DAILY TEACHER REMOTE LEARNING SCHEDULE | HIGH SCHOOL OPTION 1

This schedule outlines 4-5 hours of directed learning and 1-2 hours of flexible learning time

Time Frame	Activity
7-8:30 a.m.	Morning prep, upload feedback for students, morning PLC/meetings
8:30-9 a.m.	Morning activities with students (synchronous video meetings or phone calls, SEL, counseling, culture and relationship building activity)
9-10 a.m.	[Period 1] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
10-10:15 a.m.	Quick planning break
10:15-11:15 a.m.	[Period 2] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
11:15-11:30 a.m.	Quick planning break
11:30-12:30 p.m.	[Period 3] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
12:30-1:00 p.m.	Lunch; emails
1-1:45 p.m.	Electives, RTI, or project-based learning
1:45-2:45 p.m.	[Period 4] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
2:45-3:30 p.m.	Check-ins and office hours; upload/double-check lessons are uploaded for next day; check student work submissions; grade and provide feedback; progress monitoring; identify students who need support

EXAMPLE DAILY TEACHER REMOTE LEARNING SCHEDULE | HIGH SCHOOL OPTION 2

This schedule outlines 6-7 hours of directed learning

Time Frame	Activity
7-8:30 a.m.	Morning prep, upload feedback for students, morning PLC/meetings
8:30-9:50 a.m.	[Period 1] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
9:50-10 a.m.	Quick planning break
10-11:20 a.m.	[Period 2] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
11:20-12 p.m.	RTI and office hours; progress monitoring
12-12:30 p.m.	Lunch; emails
12:30-1:50 p.m.	[Period 3] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
1:50-2 p.m.	Quick planning break
2-3:20 p.m.	[Period 4] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
3:20-3:30 p.m.	Planning and prep