

CANDEO DISTANCE LEARNING ROLES AND RESPONSIBILITIES

Success Criteria	Administration	Teacher	TA	Parent / Student
<ul style="list-style-type: none"> Strong parental understanding of their role in their child's education <i>"Students should see their parents as their greatest cheerleaders and coaches, knowing a coach won't be misleading or overly positive, but constructive and goal-oriented. They need to reinforce the bigger picture and how the responsibilities of today point to the larger intention."</i> link 	<ul style="list-style-type: none"> Requires and monitors daily attendance 	<ul style="list-style-type: none"> Supports parents in their role as their children's primary teacher during distance learning Records and monitors daily attendance 		<ul style="list-style-type: none"> Values distance learning days (does not treat them as vacation days) Submits assignments in a timely manner Adds to each learning experience by providing their personal insight and helping make "real-world" connections
<ul style="list-style-type: none"> Strong TA and parental understanding of student's daily learning objectives 	<ul style="list-style-type: none"> Provides guidelines on quantity and verbiage for daily learning objectives Assists teachers with clarifying learning objectives, as needed 	<ul style="list-style-type: none"> Explicitly identifies daily learning objectives (DLO's) Example: <ul style="list-style-type: none"> Know that words are separated by spaces Practice a memorized "reading" of "Roses are Red" and "Ring Around the Rosie" using one-to-one correspondence. Illustrate realistic drawings below each poem that appropriately captures the main idea(s) Identify the rhyming words blue/you and rosie/posie Clarifies any misunderstood learning objectives 	<ul style="list-style-type: none"> Shares learning objectives with families via Google Classroom. 	<ul style="list-style-type: none"> Receive training at "Meet the Teacher" Night on the importance of understanding daily lesson objectives Carefully read and understand the daily learning objectives Contacts the teacher if objectives are not understood.
<ul style="list-style-type: none"> Access to appropriate and varied resources 	<ul style="list-style-type: none"> Ensures that each family has access to all needed resources <ul style="list-style-type: none"> Chromebooks available for checkout Student textbooks and workbooks Organizes a materials pickup at the beginning of the school year 	<ul style="list-style-type: none"> Includes a "Materials & Resources" section in their Planbook lessons with links to <u>only essential</u>, Candeo-approved resources Encourages parents and students to use Candeo-approved resources as their first attempt at teaching/learning 	<ul style="list-style-type: none"> Shares materials and resources with families via Google Classroom. 	<ul style="list-style-type: none"> Use the Candeo-approved resources as their first and primary approach to teaching/learning Work with other families to compile and share additional resources that aid distance learning <ul style="list-style-type: none"> websites books

		<ul style="list-style-type: none"> Records lessons and shares them, when appropriate 		<ul style="list-style-type: none"> activities “real-world” connections
<ul style="list-style-type: none"> Student readiness to learn 	<ul style="list-style-type: none"> Helps parents in selecting between DL and IOCL options for their child(ren) where one may be a better fit 	<ul style="list-style-type: none"> Ensure that student has all of the materials needed to learn while moving from IOCL to DL mode Praise and encourage students for their efforts Use Love and Logic approaches 	<ul style="list-style-type: none"> Take a proactive approach to student learning by “jumping in” when they see an opportunity to move a student forward Helps students attending Lab learn how to guide their own learning by asking probing questions like: “What part of this do you (not) understand?” “What is one step you can take to move you in the right direction?” “What would you do if I wasn’t here?” 	<ul style="list-style-type: none"> Create an appropriate at-home learning environment <ul style="list-style-type: none"> Study Space Materials Readily Available Schedule Learning Breaks Monitor technology use Create an appropriate at-home emotional environment <ul style="list-style-type: none"> Model an excitement for learning Speak positively about the learning experience Ensures that all materials go with children to school on any IOCL weeks.
<ul style="list-style-type: none"> Regular communication and feedback between parent and teacher 	<ul style="list-style-type: none"> Supports parents and teachers 	<ul style="list-style-type: none"> Maintains close communication with parents and students who are currently distanced Initiates contact with less visible parents/students Schedule routine and additional conferences, as needed Receive training on providing meaningful and effective feedback - <i>“Feedback is the Breakfast of Champions”</i> 	<ul style="list-style-type: none"> Contribute to Feedback documents when working with children one-on-one or in small groups 	<ul style="list-style-type: none"> Schedule conferences, as needed Shares successes with teachers. (<i>We can learn from your experiences at home!</i>)
<ul style="list-style-type: none"> Parents are afforded the flexibility to teach objectives in ways that work best for their child 	<ul style="list-style-type: none"> Communicates parent, student and teacher expectations and roles for distance learning. 	<ul style="list-style-type: none"> Is careful to only provide objectives (not lesson plans or details in <i>how</i> a student should learn the objectives) 	<ul style="list-style-type: none"> Work to identify unique learning styles of children in Lab or with whom they are working with 	<ul style="list-style-type: none"> Identify your child’s learning style Identify Candeo’s research-based mission and approach to teaching/learning Discover ways to bridge any gaps between your child’s learning style and the Candeo Way.

<ul style="list-style-type: none">• Remediation and additional support is quickly given to students, when needed	<ul style="list-style-type: none">• Set and maintain guidelines on who qualifies for remediation	<ul style="list-style-type: none">• Identifies students who are either not meeting or exceeding the learning objectives and creates and communicates a plan for these students	<ul style="list-style-type: none">• Provide schedules with time slots for children who need additional practice	<ul style="list-style-type: none">• Communicate quickly and often with teachers when children's daily learning objectives aren't being met.• Work to understand and communicate what roadblocks may be preventing your child from reaching their objectives
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