

NOTE TO SELF

How will you establish (or reestablish) relationships with students in a distance learning environment? We've started a list for you. How will you personalize it to your context?

Teacher Empathy How do students seek connections with you?	<ul style="list-style-type: none">Begin synchronous and asynchronous lessons with a positive affirmation (e.g., favorite quotes, a silly joke, short video messages).Establish virtual office hours for students to drop in for academic support.Host short check-in conferences with families and the student to see how they are doing and what they need.••
Unconditional Positive Regard How will your students know you care about them as people?	<ul style="list-style-type: none">Weave into lessons what you have learned about students' pursuits through interest surveys.Provide polls for students to respond to at the end of class meetings.Use voice feedback tools on student work so they can hear the sparkle in your voice, rather than read your words without context.••
Genuineness How will your students know you care about yourself as a professional?	<ul style="list-style-type: none">Dress and groom professionally.Project a demeanor that is optimistic about them and you.Make it clear in words and actions that this is a place for learning about themselves, the world, and each other.••
Nondirectivity How will your students know you hold their abilities in high regard?	<ul style="list-style-type: none">Hold individual conversations with students to help them identify their strengths, goals, and growth areas.Ask questions that mediate the student's thinking, rather than asking leading questions.Use shared decision-making about curriculum with students.••
Encouragement of Critical Thinking	<ul style="list-style-type: none">Foster discussion among peers using questions that open up their thinking.Every distance learning session includes opportunities for students to write about, illustrate, or discuss their thinking with peers.Build choice and relevance into assignments and projects.••

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