**Core Philosophies of LUHS Distance Learning **

**Education in a time of CoronaVirus**

**Hold empathy at the heart of all you do**: We are in a global health crisis and economic meltdown. People are stressed, and everyone deals with that differently. Lead with kindness. Seek to understand. Avoid assumptions based on past experiences.

**It’s about ALL students:** Some of our students will make this change quickly, but we must remember that we are a public school that supports all students. As always, this takes time and energy, but it is a key part of our jobs. Before we can hold students accountable for their learning, we need to make sure we accommodate their individual needs as learners.

**Your students are experts on what works for them:** Talk to your students about how things are going with their other classes. Ask them for tips, listen to their feedback, withhold judgement, and let them know what your next steps will be.

**Reduce the workload (on yourself and your students):** Adjusting takes effort, so it is important to build in time for change. Before going full-throttle, make sure that you and your students are buckled up for the ride. Then accelerate slowly. SIMPLIFY.

**Explore, try new things, and be ready to fail and try again**: What worked before may not work now.  Broaden your focus to the big goals, and embrace flexibility as you endeavor to meet them. Let your students know that you’re going out on a limb, and that you’re interested in their feedback.

**Communicate often and in a variety of formats**: Hold office hours on Zoom. Call home. Send email. Send Schoology messages. Keep a log of who you are connecting with and how. Meet students where they are.

**Let your students know how they can be in touch with you:** Have clear and reasonable expectations about how often you want to hear from your students. Be clear about what “being in touch” means and give students options about how to do it: An email, submitted work, or attendance in an online meeting.

**Create flexible schedules:** Your classes happen when your students and you are available. Sometimes that means synchronous meetings; sometimes it means asynchronous. Try different approaches and see what works!

**Encourage evidence collection**: When you are clear on your broad goals, encourage students to meet them in a variety of ways, and to collect evidence of their learning. Use goal setting to provide structure, check-ins to provide support, and a portfolio of evidence to demonstrate learning.

**Be yourself:** With so much uncertainty and change, it is important to connect with your students in a personal way. Maintain good boundaries, but let your students know what projects you’re working on, what you’re watching, reading, and listening to, and what you’re looking forward to.