

Stepping Stones Implementation Tool

Considerations for Distance Learning



The purpose of this document is to describe considerations for implementing the core components of the Stepping Stones elementary mathematics program in a distance learning model. The *Stepping Stones Implementation Tool* (SSIT) measures the extent to which *Stepping Stones* is being implemented as intended in a traditional face-to-face classroom environment. The chart below describes the indicators from the SSIT that will be most impacted or changed due to a shift to distance learning or a hybrid learning model. While the basic principles reflected in the SSIT are still relevant, some indicators should be modified for the 2020-2021 academic year.

We encourage you to honor the spirit and intention of the SSIT as a support for high-quality implementation and to recognize and respect the changes teachers must make given the current context of the global pandemic. You may wish to consider adjusting the composition of your implementation team to reflect the emphasis on virtual or distance learning in this time.

| SSIT Sections/ Implementation Indicators | Considerations for Distance Learning |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Section A: Curriculum Indicators 1.1 – 3.2 | Unchanged |
| Section B: Planning Indicators 4.1 – 5.5 | The steps of the planning process are unchanged. The activities included in planning will be different for face-to-face instruction vs. virtual instruction. This is particularly true for the three indicators listed below. |
| Indicator 4.1 Teachers plan modules collaboratively. | This planning should include making any changes based on district guidance to emphasize focus standards or other modifications due to the COVID pandemic. The other module planning indicators do not change, but their outcomes should reflect any priority emphasis identified here. |

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| Indicator 5.2 Review the steps of the lesson to plan for delivery. | Planning for delivery should reflect virtual delivery, as required. |
| Indicator 5.5 Completes step 1 by planning and gathering resources necessary to deliver the lesson. | Resources gathered will include identifying digital resources, as appropriate. |
| Section C: Instruction Indicators 6.1 – 6.8 | Instruction will vary depending on the school schedule and the mix of face-to-face and virtual instruction. The three indicators below are likely to be most impacted. |
| Indicator 6.1 Provide at least 60 minutes of continuous mathematics instruction daily. | Will vary depending on the current school schedule. |
| Indicator 6.4 Teaches the full lesson (Steps 2-4) including the use of slides, projectable, and all other recommended resources. | This may not happen in a single session, depending on the current schedule. |
| Indicator 6.7 Uses Maintaining Concepts and Skills as part of daily instruction. | This may not be daily. It would be very appropriate for asynchronous assignments at home in between teacher-led instruction lessons. |
| Section D: Assessment Indicators 7.1 – 7.3 | Unchanged |