



COVID-19 Considerations for Instruction

April 27, 2020

The Kentucky Department of Education (KDE) has identified the following critical factors for effective Non-Traditional Instruction (NTI) programs.

Non-traditional instruction:

- Is accessible by all students for which the learning is intended and is responsive to diverse learning groups;
- Maintains consistent communication between instructional staff, students and families;
- Addresses the curricular and instructional needs associated with appropriate grade-level, content-area standards;
- Includes evidence of authentic student learning; and
- Considers the whole child as well as the home learning environment.

“Best Practices for Emergency NTI” is a newly created document from KDE’s Office of Continuous Improvement and Support designed to provide guidance on best practices for several areas related to NTI.

Prior to making any decision, thoughtful consideration should be given to each instructional component in order to best meet the needs of individual students. Each district will have to make decisions that are unique to their student population, faculty, staff and available resources.

In general, when making local decisions, determine:

- What’s working and what’s not;
- The needs;
- The challenges; and
- Resources or next steps for overcoming those challenges.

Required

[KRS 158.6453](#), [KRS 158.6451](#), [704 KAR 3:305](#), [KRS 158.305](#)

Local District Considerations

- What administrative information must be gathered?
 - a. Technology available to students; internet/data and devices
 - b. Student/family needs and preferences
 - c. Opportunities for family suggestions/feedback
 - d. Staff Needs Assessment
- What are the expectations for standards-alignment and grade-level assignments?
- What are helpful tools for evaluating online instructional resources?



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- What is the expected time for students to spend learning each day? How much time can students' developmental age handle for non-traditional instruction each day or week?
- How will students demonstrate learning via oral and/or written forms of expression, and how will student work be assessed?
- How will student work be graded?
- How will Response to Intervention (RtI) continue during NTI days?
- How will special education requirements and exceptional student learning needs be met?
- What technology/apps/student learning platform(s) need to be utilized?
- How are teachers expected to communicate with students and parents? How often?
- How can support be provided to help parents understand grade-level expectations?
- How can educators engage and best support families in the implementation of NTI?
- What is a fair expectation for families to support their child(ren) in NTI assignments?
- What if students don't have devices or the internet?
- How do local schools and districts get technology and personal materials to students?
- How will district belongings be collected and inventoried at the end of the year?
- What are the implications for advanced coursework? How will Advanced Placement students be provided with access to technology to complete AP exams? How many students need a device to complete the online exam(s)?
- What community partners may be available to provide NTI supports?

Communication Plan/Audience

- How will this information be communicated to educators, students and parents?
- What are effective ways to ensure transparency?

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