

## Considerations for Instruction

March 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?
- 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?