The COVID-19 pandemic has disrupted all facets of daily life. This impact is deeply felt by our nation’s classrooms. Teachers, first responders in their own right, need targeted support to meet this new reality. Continuity of learning for students has never been more critical, and its impact on the stability of families and communities, more profound.

In response, Discovery Education has launched the Distance Learning Response Initiative, in partnership with the National Afterschool Association (501c3), to address the need for targeted training for teachers adjusting to this new paradigm. At a time when we are doing our best to support family, friends and neighbors, we recognize that supporting a teacher’s connection to their students is a critical step.

Discovery Education has made a large-scale commitment to schools and teachers across the globe by providing access to comprehensive, free tools and foundational support for teachers who are rapidly adjusting to meet student need through the end of this school year and beyond.

The Distance Learning Response Initiative establishes a place for companies and foundations to join this systemic approach by providing targeted, virtual training at the school level to ensure student instructional needs are met. Specifically, the fund will ensure schools with the highest need receive:

- Small and large group virtual training for all or a subset of teachers within a school (ex. whole schools, special ed teachers, or by subject-matter or grade level, etc.)
- Flexible, individualized instructional support in a 1:1 or 1:4–5 format to address specific student or instructional needs

The Distance Learning Response Initiative will deepen the quality of teacher-to-student instruction, develop skills in teachers they are forced to learn rapidly, and provide lesson planning support by deploying a network of professional trainers to walk with teachers through this journey.

Contributions to the Distance Learning Response Initiative will be made to the National Afterschool Association, Discovery Education’s partner to provide equitable access to students during COVID-19. The NAA is a 501(c)(3) organization whose mission is to foster development, provide education, and encourage advocacy for the out-of-school-time community.

INQUIRIES:
DistanceLearningResponseInitiative@discoveryed.com

**NEED**
The State of K–12 Education During COVID-19

COVID-19 has forced school closures in almost all of U.S. Schools, resulting in close to 50 million students experiencing disruption in their learning, which can have lasting, detrimental impact.

In most instances, educators are thrust into teaching environments that lack the tools, delivery methods, content, supports and peer networks necessary for success.

**RESPONSE**
High Quality Professional Development

Targeted, scaffolded, and research-based instructional support for teachers is critical to the intentional adaptation of practice necessary for successful transitions to teaching in virtual environments.

Further, teachers need structured and monitored peer-to-peer communities to strengthen skills, exchange ideas, and receive real-time feedback.

**RESULT**
Student Learning

Empowered and confident teachers establish high quality continuous virtual learning, minimizing disruption and fostering student engagement necessary for continued achievement.

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