

Distance Learning: Teaching and Learning Expectations

High School	
Area	Teacher Expectations
Number of synchronous and asynchronous sessions	<p><i>Requirements set by SB 98:</i></p> <ul style="list-style-type: none"> ● <i>Daily live instruction</i> ● <i>240 minimum instructional minutes per school day (including synchronous and asynchronous)</i> <p>All learning will be managed through Google classroom</p> <p>Synchronous expectations:</p> <ul style="list-style-type: none"> ● Synchronous Instruction shall be defined as a student or a group of students engaged in learning at the same time using technology that allows the teacher and student to connect in real-time to deliver: <ul style="list-style-type: none"> ○ Timely actionable feedback to students. ○ Direct instruction to students through video conferencing. ○ Teacher guided peer-to-peer learning. ○ Whole or small-group instruction. ● <u>Block schedule four days a week</u>: During the class period, the teacher is interacting with students for all 80 minutes, and the session is open for all 80 minutes using whichever platform the school site chooses (Google Meet or Zoom). Likewise, the students are engaged in a combination of synchronous and asynchronous activities during the entire time block, subject to teacher lesson design (for example: during the first period, students are engaged in Government work, including interacting with teachers, reading, group discussion, etc.) <p style="text-align: center;">Overall Structure</p> <p style="text-align: center;">10 min - Community Building / Attendance / Social Emotional Learning (SEL)</p> <p style="text-align: center;">60 min - Instruction (see expectations)</p> <p style="text-align: center;">10 min - Closure / Reflection</p> <p style="text-align: center;">EXAMPLE BREAKDOWN</p> <p style="text-align: center;">5 min - Attendance/Orientation, set agenda, relevance</p> <p style="text-align: center;">10 - 15 min - Social Emotional Learning (SEL) / Community Building</p> <p style="text-align: center;">10 - 20 min - Instruction (eg: Whole Class Discussion / Review of Direct Instruction)</p>

20 - 30 min - Breakout / Group Work / Split Classroom Independent Classwork w/ teacher connection, meet with students individually

10 min - Closure & Connection to Learning Objective / Exit Ticket (formative/summative assessment)

*** Teachers will need to adapt the time frames above for days of shortened schedule. ***

- For all class periods, the class will start and end as the whole class.
 - *Suggestion: start class with a community builder or general check-in on students, and then reiterate the lesson objective or SWBAT (Students will be able to) for the class*
 - *Suggestion: end class with an exit “slip” or reflection discussion*
- Suggested synchronous learning activities:
 - structured class discussions
 - direct instruction/ demonstrations that go beyond video recorded lessons and that are interactive
 - peer brainstorming
 - group assignments -- utilize breakout rooms with tasks and/or targeted intervention based on assessment for small groups.
 - community building tasks
- For each class period, the live virtual meeting room will be open at least five minutes prior to the start of class (“passing period”) so that lessons can start on time for “bell-to-bell” instruction.
- Students are expected to participate in class with both audio and video.
 - Student and teacher attire must be school appropriate
 - Backgrounds (virtual or real) must be school appropriate and not a distraction to the learning environment
 - Teachers should be clear on their synchronous expectations related to the learning environment (limiting distractions to honor learning)
- Compressed schedule one day a week (Weds or Fri): During the class period, the teacher is interacting with students for the duration of the period, and the session is open for the entire time using whichever platform the school site chooses (Google Meet or Zoom). Likewise, the students are engaged in a combination of synchronous and asynchronous activities during the entire time block, subject to teacher lesson design. Teacher will assign asynchronous work to a total 240 minimum instructional minutes.
- Students are expected to participate in class with both audio and video and complete all assigned asynchronous work.

	<p>Asynchronous expectations:</p> <ul style="list-style-type: none"> ● Asynchronous Instruction shall be defined as: <ul style="list-style-type: none"> ○ Learning done on students own time or schedule. ○ Students work independently. ○ Self-guided instructional modules. ○ Pre-recorded lessons. ○ Discussion, emails or chats that aren't happening in real time. ● Build background knowledge, building on previously learned information (from synchronous sessions), preview or introduce skill asynchronously through prerecorded video (ScreenCastify, Khan Acad, etc.) which can be assigned through homework so kids come to the session ready to go deeper. ● There must be evidence of participation (i.e. completion of assignment, reading journal, or reflection questions)
<p>Daily and weekly schedule (ELA, Math, Science, History/Social Science, ELD, VAPA, PE)</p>	<ul style="list-style-type: none"> ● Block schedule by period (Sample Schedule Option 1 and Sample Schedule Option 2) ● Include time for students to get additional support (aka Flex-Time at Samohi) to allow students who are shy an opportunity to ask questions in another setting ● Consider incorporating a time for Clubs to meet ● Specific schedules set by sites based on their individual needs. ● Recommendation: Three 80-minute blocks followed by time for student support (aka Flex-Time at Samohi) ● Set common district "Professional Development Block" time for overlapping PD
<p>Learning outcomes (grade/department)</p>	<p>Community Building:</p> <ul style="list-style-type: none"> ● Focus on in initial weeks ● Additionally, include regularly in weekly lesson plans <p>Curriculum Coherence (by content curriculum teams within department)</p> <ul style="list-style-type: none"> ● Identify the essential skills/concepts/ learning outcomes to target per unit. ● Create and administer a pre-assessment to assess where skill/content gaps exist due to Spring closure ● Adjust curriculum based on results from a pre-assessment (not graded but used to inform instruction) ● Create a common pacing of content/skill in 6-week increments ● Use common assessments (formative and summative) to monitor learning ● Work with grade level colleagues to make the workload reasonable and provide consistency across classrooms (example: A video recorded by one teacher can be used by all the teachers).

Grading practices	<ul style="list-style-type: none"> ● Teachers will update gradebooks in Illuminate at least biweekly (every 2 weeks) so parents and students have accurate information about the student's progress on mastery of learning objectives <ul style="list-style-type: none"> ○ Focus on high leverage activities ○ Provide opportunities for retakes <p>Consistency of grading:</p> <ul style="list-style-type: none"> ● Per content team and ideally by department, establish common grading practices (i.e. common weights for assignment categories or common point values for assignments if the team is doing total points) ● If a content team has weighted categories, then the team needs to have a MINIMUM number of items per category that everyone commits to having. <p>Late Work Policy: 5 school days without a late work penalty</p> <ul style="list-style-type: none"> ● For students with IEP/504, extended time is based on the assignment's due date per the IEP/504 plan for legal and compliance purposes. <p>Accommodations/Modifications:</p> <ul style="list-style-type: none"> ● Student with IEP/504 plan: Accommodations must be provided per student's IEP or 504 plan for legal and compliance purposes. ● Student with IEP: Modifications must be provided per student's IEP for legal and compliance purposes. ● Assignments, tests, quizzes, projects must be provided to SpEd teachers to be modified/accommodated prior to being assigned to students with IEPs, and must be accommodated by GE teachers prior to being assigned to students with 504 plans. <p>Participation Grade (for LIVE sessions): 10% maximum</p> <ul style="list-style-type: none"> ● Teachers must provide clear expectations, such as an SLT or Content team created rubric that reflects the needs of the student community , to students and parents that fully articulate how participation will be documented and graded. ● Some examples of participation that can be documented include: <ul style="list-style-type: none"> ○ Typed responses in the chat ○ Exit slip responses (Google Form, Quizlet, etc.) ○ Discussion board entries ○ Teacher documented verbal responses to questions
-------------------	--

Types and number of tasks/assignments	<ul style="list-style-type: none"> ● Post a Week-at-a-Glance Summary of all assignments for the week on Google Classroom before Monday at 9 AM ● Ensure that the tasks/assignments link to common learning outcomes ● Provide student with opportunities for feedback ● Use common assignments and common frequency of exams among content teams
Common formative assessments	<ul style="list-style-type: none"> ● Formative assessments should be linked to essential standards and used frequently to help monitor mastery of learning outcomes. ● Possible strategies: Exit Slips, polls, quizlet live, Google Forms, etc. ● SLT/Departments/etc. to consider frequency of common assessments
District-wide interim assessments (2-3 times a year)	<ul style="list-style-type: none"> ● Continue with ELA (Illuminate) and Math (IAB)
Types and frequency of communication with families	<p>Communication:</p> <ul style="list-style-type: none"> ● Parents will receive a Week at-a-Glance Summary from the teacher. ● Parents will sign up for the Google Classroom to better monitor student progress. If parents sign up, then Google Classroom will automatically generate and send a weekly email (parents do need to make sure they do not allow students to bump them out of the Google classroom). ● Teachers will communicate to parents and students the established learning outcomes per unit of study. This can be done by posting in Google Classroom and/or including in the Week-at-a-Glance Summary. ● <i>Suggestion: Consider assigning a “family assignment” to help families see what is being learned and where to access things.</i> ● Clearly communicate the availability and access to support services and support staff (such as counselors, therapists, etc.) <p>Feedback:</p> <ul style="list-style-type: none"> ● Teachers will provide specific and timely feedback on student work. ● Teachers update Illuminate gradebooks biweekly in order to help parents monitor progress. <p>Intervention:</p> <ul style="list-style-type: none"> ● Standardized/supportive communication when students aren’t engaging to students and parents. <ul style="list-style-type: none"> ○ Contact will be made by phone. Not just via email or postings in Google Classroom. ○ Teachers will seek to understand barriers to engagement and aim to help troubleshoot with families and students showing support and compassion.

	<p>Back to School Night:</p> <ul style="list-style-type: none"> ● SLT/FAC and administration will collaborate to schedule back to school night earlier (digital options to provide parents an experience of digital learning)
Support for English Learners	<ul style="list-style-type: none"> ● Provide resources and information via a web page for EL students and families that provides links to resources. Resources to include: <ul style="list-style-type: none"> ○ Google extension that can translate websites when using Chrome ○ How to turn on captions for Google Meet or Zoom sessions, and videos ● Remind teachers of embedded support (already in existence) with current textbooks. ● If a teacher is using a specific platform, they should communicate with EL students when platforms have translation tools embedded (such as SkiesLearn where any text the student highlights can be translated for them). ● Teachers will use integrated ELD strategies to support EL learners including visuals, videos, templates, sentence frames, vocab banks, and front-loading. ● Teachers create resource folder for classroom (strategy tool kit) ● Teachers will provide materials in multiple languages (when possible). ● Teachers will utilize small group instruction and the time built in for support (aka Flex-Time at Samohi) in order to support struggling learners and provide targeted support. ● Students will continue to receive supplemental and designated ELD based on EL Master plan (past practice that will continue)
Supports for Low-Income	<ul style="list-style-type: none"> ● Teachers will utilize small group instruction and the time built in for support (aka Flex-Time at Samohi) in order to support struggling learners and provide targeted support. ● Students will be provided standardized Zoom (and Google Meet, when released) background to facilitate their willingness to have their video on. ● Students will be given priority for Virtual Learning Centers. ● Pick up and access to free-reduced lunch during Distance Learning will be arranged so it does not conflict with the learning schedule (perhaps starting at 7:00 am and continuing up to lunch).
Supports for Homeless/Foster Youth	<p><i>SAME AS ABOVE with the following addition:</i></p> <ul style="list-style-type: none"> ● Students will be given access to electronic versions of textbooks, in addition to the physical book (when possible). ● Priority for HotSpots
Supports for students with IEPs	<ul style="list-style-type: none"> ● For students with IEP/504, extended time is based on the assignment's due date, per IEP

	<ul style="list-style-type: none"> ● Remind teachers the need to continue to follow legal requirements of IEP/504 plans (i.e., accommodations/modifications written in IEPs AND accommodations written in Section 504 Plans). ● IEP's will be scheduled during school hours as determined by the student's annual, triennial, initial dates for legal and compliance purposes. ● There will be a consistent time and day of the week as determined by sites to hold annual, triennials, amendments, & initial IEPs for legal and compliance purposes. ● Zoom/Google Meeting: Designated Instructional Services (DIS) (e.g., counseling, speech/language , occupational therapy, nursing,-etc.) will be scheduled on a consistent day and time of the week (for consistency & routine) per student's IEP service page. ● Prior Written Notice will be provided to all students with IEPs to inform parents about distance learning via virtual platform. ● Administrator or Administrative Designee shall attend and participate in all IEP meetings. ● All service providers will be provided with time to conduct psycho-educational, vision and hearing screenings (school nurse), speech-language, occupational therapy, and etc. testing as mandated by IDEA. ● Teachers will utilize small group instruction and the Support Period / Flex-Time in order to support struggling learners and provide targeted support. ● Students will be given priority for Distance Learning Centers. ● Students will be provided a standardized Zoom (and Google Meet, when released) background to minimize distraction. ● Students will be given access to electronic versions of textbooks, in addition to the physical book (when available per IEP). ● Sped Padlet of resources for parents ● Sped point person for parent communication (case carrier) with other providers making contact as needed. ● Assessments completed via remote (as appropriate) and in-person (when approved by health departments) formats minimizing threats to validity of testing results.
Time for Student Support (Flex-Time at Samohi)	<ul style="list-style-type: none"> ● Time built into schedule for student support (aka Flex-Time at Samohi) to allow students who are shy an opportunity to ask questions in another setting ● <i>NOT optional, teacher driven, students need to be available if a teacher wishes to give them extra support, but also student driven (students proactively seek help where they need it)</i>
Grade level and/or department collaboration	<ul style="list-style-type: none"> ● BEFORE SCHOOL STARTS: Content teams need time to determine most essential concepts. ● BEFORE SCHOOL STARTS: Departments and content teams need time to determine grading policies and minimum assignments. ● Teams need to communicate and collaborate regularly and ongoing throughout the Distance Learning period. This can be done during allotted times in the work day (see schedule).

In-School Work Hubs	<ul style="list-style-type: none"> ● In-School Work Hubs for specific students are strongly recommended with clearly defined guidelines.
Professional Learning Needs (new)	<ul style="list-style-type: none"> ● Targeted training sessions are needed before school starts with ongoing check-ins throughout the year, especially on the direct teaching in digital model (including: how to use technology effectively, and time to discuss essential content per course).
Addressing On-Line Bullying Behavior During COVID-19 Distance Learning	<ul style="list-style-type: none"> ● “Bullying”(On-Line) means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4. ● Administrator involvement.
Addressing Attendance Problems During COVID-19 Distance Learning Platform	<ul style="list-style-type: none"> ● Chronic Attendance Problems/Truancy. ● EDC 48260. A pupil subject to compulsory full-time education or to compulsory continuation education (each person between the ages of 6 and 18 years) who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the superintendent of the school district. ● 5 CCR § 306. Explanation of Absence. A principal or teacher may require satisfactory explanation from the parent or guardian of a pupil, either in person or by written note, whenever the pupil is absent a part or all of a school day. The explanation shall not be required until the day following. ● EDC 48263. If any minor pupil in any district is an habitual truant, or is irregular in attendance at school, or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to a school attendance review board. The supervisor of attendance, or any other persons the governing board of the school district may designate, making the referral shall notify the minor and parents or guardians of the minor, in writing. The notice shall indicate that the pupil and parents or guardians of the pupil will be required, along with the referring person, to meet with the school attendance review board.