

Distance Learning: Teaching and Learning Expectations

Middle School	
Area	Teacher Expectations
<p>Number of synchronous and asynchronous sessions</p>	<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>A block schedule where students are scheduled by period (instead of by content area) - (See block schedule draft here.)</p> <p>If using a Flipped Classroom approach: Asynchronous activity provided 24hrs prior to the live session to build background knowledge</p> <p>Office hours: Throughout the day and PM (See draft schedule)</p> <p>Best practices on synchronous:</p> <ul style="list-style-type: none"> ● Age-appropriate time limits (12-14 minute max) on direct instruction (premade videos, lectures, etc.) ● Chunk material into smaller bits of video to preserve engagement ● Small group sessions
<p>Daily and weekly schedule (ELA, Math, Science, History/Social Science, ELD, VAPA, PE)</p>	<p>A block schedule where students are scheduled by period (instead of by content area)</p> <p>Students will have “bell” work to complete at the start of the synchronous session. Followed by direct instruction, small group sessions, whole group share out, exit ticket, etc.</p> <p>USE OF SYNCHRONOUS TIME: <u>Teacher Expectations (Monday):</u> Teachers will facilitate live interaction for the duration of the 25 minute period in a compressed schedule and assign 90 minutes of asynchronous work to total 240 instructional minutes.</p>

Student Expectations

Keep computers connected to the online class for the duration of the period. Students are to keep their cameras on during direct live class interaction. Students must complete all asynchronous work

Teacher expectations (Tuesday - Friday):

1. Teachers will be online with class, facilitating live interaction, for the duration of the 80 min. period -- a combination to include, but not limited to, whole group, small group, individual instruction, guided practice, directed independent work, and student conferencing. The total amount of minutes for all combined activities must equal 80 mins. Sample breakdowns of minutes are suggested.
2. Teachers will provide an opportunity for formative assessment and feedback on the lesson (e.g. Exit Ticket)

Students' expectations:

Keep computers connected to the online class for the duration of the period. Students are to keep their cameras on during direct live class interaction.

SAMPLE BREAKDOWN #1

5 min - Attendance/Orientation, set agenda, relevance

10 - 15 min - SEL (per class or per department breakdown)

10 - 20 min - Instruction (eg: Whole Class Discussion / Review or Direct Instruction)

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 should provide a "Week at-a-glance" email or web page posting to parents and kids; Need to have a daily agenda with hyperlinks.

SAMPLE BREAKDOWN #2

10 min - Attendance / SEL

60 min - Instruction (see expectations)

10 min - Closure / Reflection

	<p>Teachers will need to adapt this schedule to the Monday shortened schedule (to provide breaks for students and prevent fatigue).</p> <p>Content areas may produce other breakdowns as they see appropriate.</p>
<p>Orientation</p>	<p>Considerations: First one-two weeks of school: Get to know students while introducing curriculum. Incorporate tech on-boarding, refresh tech skills, NETiquette, daily structure, social connection, etc.</p> <p>Have BTS Night earlier - to help orient parents to the platforms and classroom expectations</p> <ul style="list-style-type: none"> ● Intro to Zoom / Google Meets (etiquette, tech, expectations) ● Google Classroom ● Class routines (posting times, homework, etc.) <p>Teacher / Parent Liability Teachers, as mandated reporters, will continue to monitor students’ behavior and safety according to what is reasonable and seen online. Parents are expected to monitor their child’s behavior at home. Discipline should be consistent with school / district practices. Teachers should move students who are disruptive from instructional sessions into a “waiting room” and communicate with parents / admin by end of day. Potentially recording instructional portions could be helpful to support ELs, absent students, etc.</p> <p>DL Protocols & Expectations (e.g.: “LMS Academic Protocol for DL” document) - Publish and Distribute this before BTS Night to the parent community to express common expectations. Create a document for all middle schools to share.</p> <p>*Teacher training needed in this area</p>
<p>Learning outcomes (grade/department)</p>	<p>Power standards/essential learnings as determined by the grade level/content team and informed by the curriculum guides</p>

<p>Grading practices</p>	<p>Letter grades will be issued. Gradebook in illuminate needs to be updated. Teachers will also publish grades at least every two weeks (more frequent updates are highly recommended). The goal is to keep parents and teachers up-to-date with student progress and to avoid surprises and stress at the end of a grading period.</p> <p>Recommended strategies:</p> <ul style="list-style-type: none"> ● On-going common assessments ● Extra opportunities to demonstrate mastery ● Provide retake opportunities for items not meeting mastery ● Consider elements of standards-based grading to reduce the amount of grades ● Use Gradebooks by Total Points (no weighted categories) ● Use common assignments and common frequency of exams among common grade level teams ● “High F (59%)” policy ● Accept late work (time TBD by teachers) <p>Teachers will provide feedback in various forms to students regularly. The nature of the feedback should be content-specific and useful for students’ progression toward mastery.</p> <p>*Teacher training needed in this area</p>
<p>Types and number of tasks/assignments</p>	<p>“Gradebook worthy” assignments at least every other week to be entered in the gradebook</p> <p>Best practice suggestions:</p> <ul style="list-style-type: none"> ● Ongoing formative assessments / feedback is most useful to students/teachers ● Provide retake opportunities for items not meeting mastery ● Consider elements of standards-based grading to reduce the amount of grades ● Use Gradebooks by Total Points (no weighted categories) ● Use common assignments and common frequency of exams among common grade level teams ● “High F (59%)” policy ● Accept late work (time TBD by teachers) <p>*Teacher training needed in the area of standards-based grading</p>
<p>Common formative assessments</p>	<p>Teachers’ primary objective is: “What information is needed to inform my teaching?”</p>

	<p>Could occur during:</p> <ul style="list-style-type: none"> ● Opening activities - identify learning objective / essential questions to provide context for students ● Closing activities (e.g: "Exit Slip") ● Independent Work (can even break up and focus on 1-2 high impact questions) <p>CFAs inform teaching, provide feedback to students, and should not be graded (research-backed).</p>
<p>District-wide interim assessments (2-3 times a year)</p>	<p>Follow the common assessments in the assessment calendar already identified for secondary sites</p> <ul style="list-style-type: none"> ● Use aReading for ELA assessments at the start of the year Grades 6-8 as a diagnostic. ● Use MDTP for Math assessment at the start of the year Grades 6-8. ● MDTP and aReading can be done remotely. Publish instructions on how-to. <p>Implement a system of teacher monitoring.</p> <p>Just-in-time intervention is the need.</p>
<p>Types and frequency of communication with families</p>	<p>Weekly teacher email blast to families about what is coming up the next week (make sure teachers know to bcc the parent emails). This schedule can also be posted on Webpage but an email is required. (See "grading practices" and changes.)</p> <p>The district will survey parents / teachers / students every 6 weeks. We will access relevant pieces to inform our communication practice.</p>
<p>Support for English Learners</p>	<p>Make sure teachers know who the EL students are in their classes and the supports needed (EL coordinator, EL teachers, site PD, etc)</p> <p>Small group sessions during the class block and/or small group/individual check-ins during office hours at least once a week.</p> <p>Teachers should develop networks of support and determine best practices to ensure students' success in this area.</p>
<p>Supports for Low-Income</p>	<p>Materials: Teachers shouldn't expect students to have any materials to work with outside of a laptop. This includes a printer and even their textbooks as they may have left them at school.</p>

	<p>Remember not all students have an adult around to assist them throughout the day. Students are being asked to transition to a new level of independence without training.</p> <p>Counselor outreach before school starts to make sure students have necessary resources</p> <p>Refer students and families to appropriate district personnel (counselors, community liaisons, admin, parent partners) in order to receive access to resources provided by the district and community.</p> <p>Site-develops plan for materials pick-up (books, instruments, art supplies, consumables, etc.)... Ideal to limit the number of materials as students may have difficulty picking up.</p>
Supports for Homeless/Foster Youth	<p>Materials: Teachers shouldn't expect students to have any materials to work with outside of a laptop. This includes a printer and even their textbooks as they may have left them at school.</p> <p>Remember not all students have an adult around to assist them throughout the day. Students are being asked to transition to a new level of independence without training.</p> <p>Counselor outreach before school starts to make sure students have necessary resources</p> <p>Refer students and families to appropriate district personnel (counselors, community liaisons, admin, parent partners) in order to receive access to resources provided by the district and community.</p> <p>Prioritize special populations for on-site opportunities for learning with guided support since students may not have the ability to work from shelter, hotel, car, etc.</p>

<p>Supports for students with IEPs and/or 504 plans</p>	<p>SAI classes are scheduled by period. Might need a rotating sub so teachers can attend IEP meetings as needed.</p> <p>General Ed teachers need to ensure students are provided needed accommodations.</p> <p>Small group sessions during the class block and/or small group/individual check-ins during office hours at least once a week.</p> <p>Include SAI teachers on Google Classroom to ensure their support of students.</p>
<p>Office Hours Format</p>	<p>Established Office Hours Teachers should mandate students to attend office hours who:</p> <ul style="list-style-type: none"> ● lacking mastery ● members of special populations ● are chronically absent ● have missed key objectives / skills <p>Teacher scheduled, quick follow up office hour to clarify, follow up w/ students in need of extra attention - "flex time").</p> <p>One-on-one (or small group) check in per grading / assessment period (at end / during class block). Teachers can host additional office hours outside of the class period as needed.</p>
<p>Grade level and/or department collaboration</p>	<p>Extended Collaboration Time (Mon): During this time, teachers will engage in coherence building at the grade level, department level or in interdisciplinary teams. This will include, but is not limited to:</p> <p>Course alike planning and collaboration; creating common assessments; creating online resources such as videos and presentations; grading common assessments and creating Tier I and Tier II interventions; connecting with students who are struggling in the online environment; and, devising an assessment/project calendar that will avoid scheduling conflicts and support student learning.</p> <p>Embedded Collaboration Time (Thurs. and Fri.):</p>

	<p>Work across grade levels to prevent students from having too many projects/assessments in the same day. Consider a common Google calendar or department assessment schedule.</p> <p>Coordinate with your grade-level to ensure that you do not repeat the same SEL activities as other teachers.</p>
<p>Professional Learning Needs (new)</p>	<p>Additional time provided for teacher planning and collaboration in August.</p> <p>Identified Topics:</p> <ul style="list-style-type: none"> ● parent communication modalities (blackboard, google classroom, list serves) ● technical training (teachers and families) ● formative / summative assessment ● providing student feedback ● standards-based grading
<p>Additional Considerations</p>	<p>Be empathetic, compassionate, considerate and flexible while remembering that some students experience:</p> <ul style="list-style-type: none"> ● hunger ● homelessness ● limitations due to multiple tech users ● embarrassment (over home) ● lack of parental support ● emotional challenges ● health challenges ● attention challenges ● increased responsibilities (caring for others in the home)