

Lapeer Community Schools

6-12 Staff Expectations

Overview:

The following expectations exist for all instructional staff and support staff for the remainder of the school closure to ensure student progression in their courses at the secondary level. To the greatest possible degree, we desire to continue the students' education through an online platform and to properly support the students' needs to ensure success.

Classroom Teachers:

- LESSONS – On every day that was previously scheduled on the 2019-2020 school calendar from April 14 through June 12, 2020, all teachers will create and produce lessons and activities for their course twice per week.
 - Posted to Google Classroom by 10:00 AM each Monday and Thursday
 - Lesson plan is to be documented in Plan Book prior to the lesson being posted to Google Classroom
- STUDENT INTERACTIONS – All classroom teachers and support staff associated with a class will participate in a weekly face-to-face interactions, conduct class discussions, and answer student questions.
 - Weekly Schedule:
 - Monday - English Courses
 - Tuesday - Math Courses
 - Wednesday - Social Studies Courses
 - Thursday - Science Courses
 - Friday - Elective Courses
 - LHS Times
 - 7:45-8:30
 - 8:30-9:15
 - 9:15-10:00
 - Zemmer Times
 - 10:15-11:00
 - 11:00-11:45
 - 11:45-12:30
 - Rolland-Warner Times
 - 12:45-1:30
 - 1:30-2:15
 - 2:15-3:00
- COLLABORATION – All instructional staff will be expected to participate in a Zoom/Google Hang-out collaboration meeting once per week with building administration and learning coach as

assigned. PLC groups will remain as previously established prior to closure and times will be coordinated with department chairs.

- Focus of the Collaboration will be at a minimum:
 - What is being covered in classroom activities?
 - How well are students participating? Strategies to gain participation.
 - What methods are being used to provide student feedback?
 - How are students responding to the online learning experience?

Online Mentors:

- PEARSON & ODYSSEYWARE COURSES – Teachers serving as online mentors must maintain contact with their students in a manner similar to the count window. This includes at a minimum weekly, documented communication regarding progress and support in the online course.

Resource Room Teachers / Teacher Consultants / ELL:

- CASELOAD STUDENTS- Individual contact with your caseload students at least twice per week. This should be through virtual options, email, or by phone (at minimum).
 - Identify and provide supports needs to complete coursework
 - Our goal during this time is to ensure an opportunity and good faith effort to support our students with Section 504/IEP's/IFSP with access to any type of distance learning whether it be on-line, written packet, or telephone. Program and Service times will include our ability to meet the range of times as outlined in the IEP through our new delivery of learning.
 - Overall, our goal is to provide access and supports for each student to have opportunities to maintain access and improve upon their academics, goals and objectives, as well as accommodations and modifications in order to continue to progress forward
- SELF-CONTAINED COURSES- Provide individual content for students in self-contained courses either through online platform or paper methods
 - Provide feedback to students for these experiences
- INTERACTIVE ACTIVITIES - Participate in interactive class experiences with all courses for which you are team-teaching to support student learning. Additional participation with your case load students is expected.
- DOCUMENTATION – Complete appropriate documentation for the supports provided to students in class or on caseload as you would in the traditional setting
- COLLABORATION - All instructional staff will be expected to participate in a Zoom/Google Hang-out collaboration meeting once per week with building administration
 - Focus of the Collaboration will be at a minimum:
 - What is being covered in classroom activities?
 - How well are students participating?
 - What methods are being used to provide student feedback?
 - How are students responding to the online learning experience?

Paraprofessionals:

- COMMUNICATE – Have conversations with teaching staff for classes you work with regarding lessons provided to students
- SUPPORT STAFF – Assist in appropriate modifications for the students involved in completing coursework for the classes you are associated with
 - Assist with paper copies as needed
 - Provide suggestions to students to approach in a supported manner the coursework
 - Document all supports provided as you would in the traditional setting
- INTERACTIVE ACTIVITIES – Participate in the interactive activities conducted for the classes you are associated with to support student learning

Counselors / Drop-Out Preventionist / Deans and Media Specialist and Paraprofessionals:

- STUDENT SUPPORT – Respond to student needs for contact and support in navigating online learning. Phone conversations are appropriate for those struggling emotionally by counseling staff with reference to available resources online. To the extent feasible Drop-Out Preventionists will be expected to support students in understanding and utilizing technology to ensure successful lesson delivery.
- STUDENT ENGAGEMENT – Support staff in connecting students to content, encouraging participation as outlined below in the student engagement expectations.
- *DEANS and Media staff will coordinate technology needs for the building.

Learning Coaches

- DEPARTMENT SUPPORT - Secondary coaches will be assigned specific departments within the building and be available to provide individual and/or group support as needed. Departments will be determined for each coach at the building level.
- COLLABORATION - All coaches will be expected to participate in a Zoom/Google Hang-out collaboration meeting once per week with building administration
- Focus of the Collaboration will be at a minimum:
 - What is being covered in classroom activities?
 - How well are students participating?
 - What methods are being used to provide student feedback?
 - How are students responding to the online learning experience?
- Co-teach with teachers and be available to support teachers and students

Virtual Lesson Format

Overview:

Virtual lessons have the same requirements and standards as traditional lessons, however, the delivery method and “taking the temperature” of the room will certainly feel different for our staff. We realize that this may be a step outside of your comfort zone. Keep in mind that virtual lessons should be effective, efficient, and engaging with a set objective.

Below you will find best practices to assist you in the delivery of an effective online lesson.

Best Practices:

- **ENGAGEMENT** - We all know the importance of student engagement from Hattie’s effect sizes to the stressing in Danielson.
 - **Chunking/Varying Formats** – Design your lesson in a way to chunk your presentation in no more than 10-minute chunks, varying the format. Discussions, collaboration, video, presentations, hands-on exercises, audio, lectures, split screens, shared screens, etc. are all useful formats to chunk into a lesson.
 - **Grouping** – For peer critiques, collaboration, group discussions or group activities break students into groups of no more than 10. This allows for student interactions to be sincere and reduces the ability of some to “hide” in the conversation.
 - **Chat** – Utilizing online formats may have a lag, encourage use of chat for questions and comments. Be sure to honor chat questions as these will move students to understanding as well as engage them. Be conscious of wait-time.
 - **Kagan Strategies** – Kagan strategies can certainly be implemented during discussion and at other times to increase engagement.
- **EFFICIENCY** – You will have limited facetime with students each week. This means a well-planned 40 minutes in which you can have/build on conversations that encourage students to explain their thinking on activities/items/readings they may have completed previously. This will also assist with student achievement.
 - **Assignments** – Purposeful assignments tied to standards they can complete on their own but can be utilized during facetime.
 - **Rubrics/Exemplars** - Allow minimum time explaining while allowing students maximum output.
 - **Classroom Management** – A student causing a disruption can waste a large percentage of your minimal time with students.
 - **Clear/Concise Instruction**
- **EFFECTIVE** – Online lessons require some of the same components/concepts as a traditional lesson to be effective.
 - **Student Choice** – Student choice in assignments or choices within assignments such as outputs.

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Virtual Lesson Format

- Questioning and Discussion Techniques – High quality questions that cause students to think deeply as well as the ability for students to communicate and ask peers questions.
- Feedback – Timely feedback during the facetime and in written form on assignments is equally important.

Resources:

- Google Classroom
- Zoom
- Google Hangouts
- Prezi Video – New options
- PowerPoint
- SeeSaw

Student Engagement Expectations and Grading

Overview:

All coursework and assessments that were completed by students prior to March 13 must be graded and entered in PowerSchool no later than April 8, 2020. Student grades as of March 13 will only be maintained as they were on March 13 or improved for the final end of the term grade.

Communications to students and families will focus on participation grades. Participation in the online delivery of content will work to determine a “participation grade” for students for the time frame of March 16 until June 12, 2020. The purpose of this participation is two-fold. First, we don’t want to lose an extended span of time with our students not learning the content expected to be covered in their courses. As educators we all believe our content area is important and beneficial to students becoming well rounded citizens upon graduation. It is crucial we continue their progress in their learning. The second reason is we want the students’ participation grade to be factored in for the purpose of maintaining or improving the grade they had earned as of March 13 in your courses. Active participation by students for the remainder of the closure allows us to reasonably determine they have learned the expected content.

Student grades will be stored on April 8, 2020. Participation grades will be entered into PowerSchool under *Learning Process (AKA Class work/homework) category* so that students and parents can be informed of student participation along the way. However, please note that students who do not earn participation grades for work after March 13 will have a final grade that is **NO LOWER than what their grade was on March 13. Adjustments will be made in PowerSchool prior to finalizing report cards at the end of the year.**

Process for Handling Non-Participation:

- STUDENT FAILS TO SIGN UP FOR CLASSROOM

- Teacher is to contact the student by email/phone to determine why they are not signed up.
 - If it is unavailable technology access, send the students name to building Dean of Students for support in working with media staff to access or coordination of alternate materials.
 - If it is lack of motivation, encourage student to access class to maintain or improve their grade for the semester.
- STUDENT FAILS TO ENGAGE IN INTERACTIVE ACTIVITY/CLASSROOM CONTENT
 - Student is not a participant in class activities or video interactions
 - Second attempt– Teacher contacts student about missing and encourages participation
 - Third attempt – Teacher refers student to designated support staff to encourage student’s participation
 - Fourth attempt– Teacher refers student to designated dean, drop-out prevention coordinator, or counselor to encourage participation.
 - Fifth attempt – Teacher refers student to building administrator for encouragement to participate with possibility of not passing the course if previously failing.
- BUILDING SPECIFIC DETAILS – A building communication will be developed and sent to staff regarding appropriate personnel to forward concerns about student inactivity or for follow up with students.

Progressing in Content Grade

Overview:

The goal of progressing in the content grade is to provide a “carrot” to encourage students to actively participate in the continued efforts to educate during the school closure. The active participation by students is intended to improve or maintain the grade they had in class as of March 13.

- PRE-CLOSURE - All content covered and assigned prior to the closure should be entered into PowerSchool as part of the student's grade no later than April 8, 2020.
 - Work missing prior to March 13th can be completed and sent to the student via their school email account and submitted to the teacher.
 - Assessments missed prior to March 13th can be given in an alternate format to provide students with the opportunity to make up the grade.
- POST CLOSURE – All content covered and assigned after the closure should be evaluated in the following format
 - Feedback to students on the work submitted to increase their learning opportunity.
 - Participation in completing work assigned and participation in interactive sessions can be calculated in the students grade to improve or maintain the grade earned as of the closure on March 13th

Student Inability to Access Online

Overview:

In an ideal setting, all our students would have the ability to participate in the lesson delivery and interactive activity. The reality is not all students have access to the technology to do so. The following supports will be put in place for those unable to participate.

- ACCESS TO CONTENT – Lessons presented through Google Classroom will be provided to students in a print format on an as needed basis. Staff help in identifying these students is important
- FEEDBACK – Feedback on the work completed by students is to be provided in a similar format as to the feedback provided to students working online.
- PARTICIPATION – Students completing and submitting printed materials will be counted as participating in the same manner as those working in the online platforms.