

# Lapeer Community Schools

## K-5 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 classes at the elementary level. To the greatest possible degree, we desire to continue the student's education through an online platform and properly support the student's 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. Core elementary classes will complete lessons Monday through Friday and electives on Thursday and Friday.
- **Content Packets By Grade Level:** All K-5 students will be able to access weekly content packets as a means to maintain a continuity of learning within the grade level content in the area of ELA, Math, Science, and Social Studies.
- **Supplemental Educational Activities:** In addition to the packets, each classroom teacher will create and produce supplemental educational activities for students to participate in for their core content elementary classes and their special classes. These activities will be available via Google classroom.
  - Posted to Google Classroom by 10:00 AM each day
  - Lesson plan is to be documented in Plan Book prior to the lesson being posted to Google Classroom
  - Weekly Schedule:
    - Monday - ELA and Math
    - Tuesday - ELA and Math
    - Wednesday - Science and/or Social Studies - transition each week as needed
    - Thursday - Elective grades K-2 and \*Weekly Read at Home Plan homework for students
    - Friday - Elective grades 3-5 and \*Weekly Read at Home Plan homework for students
- **STUDENT INTERACTIONS** – All classroom teachers and support staff associated with a class will participate in three weekly interactions a week to conduct class discussions presented in lessons and answer student questions.
  - Elementary Times Monday through Friday. Monday through Wednesday with general education teacher and Thursday and Friday with specials teachers(Schedule to be determined with specials teachers)
    - Kindergarten 9:00-9:30

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- 1st grade 9:30-10:00
  - 2nd grade 10:00-10:30
  - 3rd grade 10:30-11:00
  - 4th grade 11:00-11:30
  - 5th grade 11:30-12:00
- COLLABORATION – All instructional staff will be expected to participate in a Zoom/Google Hang-out collaboration meeting once per week with building administration (suggested times - 30 minutes with building administration and 30 minutes with assigned coaches for grade level content support)
    - 30 minute grade level collaboration time on Thursday with principal
      - Kindergarten 9:00-9:30
      - 1st grade 9:30-10:00
      - 2nd grade 10:00-10:30
      - 3rd grade 10:30-11:00
      - 4th grade 11:00-11:30
      - 5th grade 11:30-12:00
    - 30 minute district grade level collaboration with grade level coach on Thursday
      - 1:00-1:30 PM
    - 1 hour Specials Collaboration on Tuesday
      - Art 9:00-10:00
      - Music 10:00-11:00
      - PE 11:00-12:00
      - Technology 12:00-1:00
      - World Language 2:00-3:00
    - Focus of the Collaboration with Principal 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?

## Resource Room Teachers / Teacher Consultants / ELL:

- CASELOAD STUDENTS- Individual contact with your caseload students once per week at a minimum by phone, virtual options, or email.
  - Identify and provide supports needs to complete course work
  - 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 (participation in your caseload courses to assist students is highly recommended)
- 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 course work for the classes you are associated with
  - Assist with paper copies as needed
  - Provide suggestions to students to approach in a supported manner the course work
  - 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

## Deans:

- COORDINATE student technology needs for the building
- STUDENT ENGAGEMENT – Support staff in connecting students to content, encouraging participation as outlined below in the student engagement expectations.

## Learning Coaches:

- GRADE LEVEL SUPPORT - Elementary coaches will be assigned a particular grade level in the district (K-5) to provide support with grade level ideas amongst buildings. Coaches will schedule a weekly Zoom/Google Hangout with their grade level once a week on Monday.
  - -E5 Lisa Madden
  - -K Elizabeth Schuett
  - -1 Tami Curry
  - -2 Cori Lomerson

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- -3 Nicole Schons
- -4 Amy Duncan
- -5 Amber Weidinger
- 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 those and as these will move students to understanding and engagement and be prepared for 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 so a well-planned 40 minutes in which you can build on or have conversations that encourage students to explain their thinking on activities/items/readings they may have completed previously will assist in student achievement.

- Assignments – Purposeful assignments tied to standards they can complete on own you can use during facetime.
- Rubrics/Exemplars - Allow minimum time explaining while allow students maximum output.
- Classroom Management – Or in this case 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.
  - Questioning and Discussion Techniques – High quality questions that cause students to think deeply, along with the ability for students to communicate and ask peers questions.
  - Feedback – Timely feedback during the facetime and in written form on assignments are 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 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 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 trimester.
- STUDENT FAILS TO ENGAGE IN INTERACTIVE ACTIVITY/CLASSROOM CONTENT
  - Student is not participant in class activities or video interactions document the following:
    - Second attempt – Teacher contacts student about missing and encourages participation
    - Third attempt– Teacher refers student to designated support staff to encourage students participation
    - Fourth attempt– Teacher refers student to building administrator

# Progressing in Content Grade

## Overview:

The goal of the 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, 2020.

- 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 13<sup>th</sup> can be completed and sent to the student via their school email account and submitted to the teacher.
  - Assessments missed prior to March 13<sup>th</sup> 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