



NEW HAVEN PUBLIC SCHOOLS

**Teaching and Learning Committee**  
June 17, 2020 4:30 p.m.-6:00 p.m.  
**Virtual Zoom Meeting (see below)**

**Topics: Distance Learning Update: Tiger  
Team Instruction/Assessment, SEL/Wellness,  
Functional Behavior, Policy Update**

**Chair: Dr. Edward Joyner,  
Larry Conaway  
Coordinator: Dr. Richard Therrien**

Additional Materials:

- Agenda
- Climate Change in NHPS
- Tiger Team ReOpening Instruction/Assessment Guidance 6.17.20
- SEL Update Presentation

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**Meeting Outcomes:**

- Board policy guidance if needed on Tiger Team reopening instruction/assessment guidance
- Board guidance on functional behavior if needed.
- Board recommendation on Policy adoptions if needed

**"The Teaching & Learning Committee shall focus on matters of teaching and learning strategy, including curriculum and instruction practices, talent initiatives, school portfolio management and wraparound initiatives which are designed to support student learning and district responsibilities. "**

**To Prepare:** Read this agenda  
 Documents: Tiger Team Instruction Draft,

**Schedule**

<b>Minutes</b>	<b>Activity</b>
5	Dr. Joyner: Welcome and Introductions
5	Points of interest: What is the district doing about climate change education? ~Richard Therrien , Update on Seal of biliteracy ~ Jessica Haxhi
15	Tiger Team Reopening Committee Instruction/Assessment Draft: Keisha Hannans What are the plans for instruction in the fall based on what we have learned?
15	Social/Emotional Learning/Wellness/Behavior: Typhanie Jackson
10	Functional Behavior: Role in classroom learning, professional development ~Dr. Joyner
15	<b>Policy Discussion: 6000 Series, possible guidance</b> Does the ACTIVE template capture the learning behaviors deemed essential to effective learning and what are the implications for its use?
15	<b>Future Teaching and Learning, restructuring, inclusion of building staff</b> Where are with getting broader input from building staff? Can we use surveys to solicit feedback and priorities from site-based educators to get a sense of building priorities across the district? <b>Future Teaching and Learning, Alternative Education</b> What is the quality and effectiveness of our current alternative education initiatives? How might hybrid learning enhance what we do in alternative education? What are the logistical steps needed to build a state of the art alternative learning program?

Future meetings 20-21 Jul 15, Aug 19, Sep 16, Oct 21, Nov 18, Dec 16, Jan 20, Feb 17, Mar 17, Apr 21, May 19, Jun 16

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## NEW HAVEN PUBLIC SCHOOLS

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### **CLIMATE CHANGE EDUCATION in New Haven Public Schools** **June 17, 2020**

Dr. Richard Therrien, K12 Science Supervisor richard.therrien@nhboe.net

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At the May/June Board of Education meetings, questions were raised about the role of climate change in NHPS.

Students build up their knowledge of: Weather and climate and factors that influence change, Natural cycles, such as carbon and water, and factors (including human/society) that affect change, Use of resources (burning fossil fuels) and results on the environment and climate, and technological and engineering approaches to mitigating human impacts on the environment.

Students are introduced to weather and climate in grades K and 3, use of resources and the environment in grades K, 3, 4, and electricity in grade 4. In grade 6, students move from a unit on weather to examining climate change and human impacts on environment. In grade 9 PhyChem, since 2008, nearly half the year is spent studying climate change, human impacts and possible technological resources. In Chemistry, climate change is one example of human environmental impact caused by chemical processes.

The ninth grade curriculum has been quite successful, for example some students participate in mock forums and debates about alternative energy sources, and several students culminating projects at schools such as HSC, Metro, NHAcad have dealt with climate change, and there have been award winning Science Fair projects dealing with this.

Links to NHPS science curriculum can be found at: <https://www.nhps.net/Page/157> .Here are the specific grades and standards where that topic is addressed in NHPS science using the recently adopted Next Generation Science Standards (NGSS):

#### **Kindergarten:**

Introduction to observation, conclusion, observing the sky, weather.

#### **Grade 3: Weather, Forecasting, Climate**

3-PE-ESS2-2: Obtain and combine information to describe climates in different regions of the world.

3-PE-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

K-PE-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.

K-PE-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

#### **Grade 4: Land/Water, Electricity**

\*5-PE-ESS2-1: 5-PE-ESS2-2: Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

5-PE-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

5-PE-ESS2-2 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interacts

4-PE-PS3-2: Make observations to provide evidence that energy can be transferred from place to place.

4-PE-PS3-4: Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.\*

#### **Grade 6: Weather, Climate, Human Impact, Climate Change**

MS-PE-PS1-4: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

MS-PE-PS1-6: Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.\*

MS-PE-PS3-3: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.\*

MS-PE-ESS2-4: Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

MS-PE-ESS2-5: Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

MS-PE-ESS2-6: Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

#### **CLIMATE CHANGE**

MS-PE-ESS3-5: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

MS-PE-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.\*

MS-PE-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

MS-PE-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-PE-ESS3-1: Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

MS-PE-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

## **PHYCHEM (grade 9)**

### **QUARTER ONE: SCIENCE OF WEATHER/CLIMATE CHANGE**

#### **(Review physical principles of weather, 6th grade PEs)**

HS-PE-ESS2-4: Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-PE-ESS2-7: Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

HS-PE-ESS2-6: Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-PE-ESS2-2: Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-PE-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

HS-PE-PS4-2: Evaluate questions about the advantages of using a digital transmission and storage of information.

HS-PE-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-PE-ETS1-4: Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

### **QUARTER TWO: HUMAN IMPACT AND NATURAL RESOURCES**

HS-PE-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-PE-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.\*

HS-PE-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-PE-ESS3-6: Use computational representation to illustrate the relationships among Earth systems how those relationships are being modified due to human activity.

HS-PE-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.\*

HS-PE-ESS2-5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-PE-ESS3-3: Create computational simulation to illustrate relationships among management of natural resources, the sustainability of human populations, and biodiversity.

## **CHEMISTRY**

### **QUARTER TWO**

HS-PE-PS1-5: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

HS-PE-PS1-6: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.\*

HS-PE-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

# **New Haven Public Schools**

## **Guidance for Instruction and**

### **Assessment**

This guidance document has been created to give direction and guidance to the district and schools as we move into the 2020-2021 School Year at New Haven Public Schools. The following people were involved in the compiling and writing of this guidance document:

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# Instruction & Assessment Guidance for the 2020-2021 School Year

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## Overview Reference Sheet

This Instruction & Assessment section aims to provide guidance for curriculum, instruction and assessment for schools to develop their school-based plans in the 2020-2021 school year. It takes into consideration Social Emotional Learning and Wellness and provides guidance in terms of organization of time as well as considerations for students with disabilities and English Learners. When using this guidance, consideration for engaging students, particularly at risk or disengaged youth, should be taken into account.

### Social Emotional Learning

This guidance document connects the importance of Social Emotional Learning and Wellness to the classroom and the impact it will have on the scope and sequence of curriculum, instruction and assessment. For more information on Social Emotional Learning and Wellness, refer to the Wellness section in this Roadmap to Reopening document.

### Instruction

There are two Instructional Models to consider, depending on how New Haven Public Schools approaches opening in the fall. The first Instructional Model is based on a partial reopening. The Instructional Model used in this case would be the Hybrid Instructional Model. The second Instructional Model is based either on a continued shut down or a need to shut down after reopening at some point during the school year. The Online Learning Instructional Model would be used in this case.

### Assessment

The shift to hybrid learning will also require shifts in evaluation and assessment. The assessment of students' progress will need to include not only students' skills and content knowledge and proficiency, but also in their social-emotional skills as well as their ability to learn with technology and their individual learning styles. Thus, the first objective is to make sure that next year's teachers start with an idea of who their students are in terms of their ability to engage with hybrid learning, their ability to access/analyze information, their individual needs, as well as their knowledge. Teachers will need to continue to constantly monitor student progress, regularly examine student learning products and give actionable feedback. This overall shift will lead to a greater reliance of performance-based assessments that allow students to demonstrate a broad range of proficiency across different content, 21st century and social emotional skills.

### Professional Learning

Hybrid learning is new and all staff will require training on how to deliver instruction in a hybrid environment. Through professional learning opportunities including online pedagogy, educators will be able to transform their high-quality teaching practices to the virtual environment. Professional learning will be provided to educators on designing equitable, student-centered instruction that successfully transforms to distance, hybrid, and project-based teaching.

## Social Emotional Learning

### *Scope & Sequence*

There should be a strong focus on Social Emotional Learning of students and Culturally Responsive Practices going into the 2020-2021 School Year. The Social Emotional Learning Team will provide specific guidance but keep in mind students will need instruction and support with the following:

- Utilization of coping skills, emotional management, problem solving strategies and sharing resources

Teachers can:

- Develop relationships with students through informal conversations
- Be available to discuss needs
- Encourage, positive-talk, praise, relaying their ability to meet expectations
- Develop plans to support and/or re-engage disengaged youth

### *Connection with Instruction*

The content that would be covered in an average year will need to be adjusted to address the needs of students, incorporating both Social Emotional wellness and Culturally Responsive Practices. Curriculum, instruction and assessment should incorporate Project Based Learning and/or Play Based Learning. Guidance for the adjusted scope and sequence of content and instruction and resources to support Project Based Learning and/or Play Based Learning, will be provided by Curriculum Supervisors for each content area and/or grade level. Student-Centered Lessons should be implemented by using what is known about students to choose content and:

- Meeting students where they are and making the lessons accessible for all.
- Providing activities that are aligned with student interest (menus)
- Providing motivation for students to complete work based on relationships with them<sup>1</sup>

### *Connection with Assessment*

Teachers will be given support and tools to assess student wellness during the return to school in the fall. While the Wellness Committee will collect information about student needs on a district level for longer term planning, the role of classroom teachers and building leaders will be to assess student social and emotional needs during the first thirty days to ensure students' ability to access learning in the longer term.

During Professional Learning time, teachers will use a rubric aligned to the Social and Emotional Learning Standards to assess their own lessons and units to ensure students' wellness is at the center of student work during the first thirty days and beyond.

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<sup>1</sup> From: Mahood, R. [@DrRMahood]. (2020, May 11).

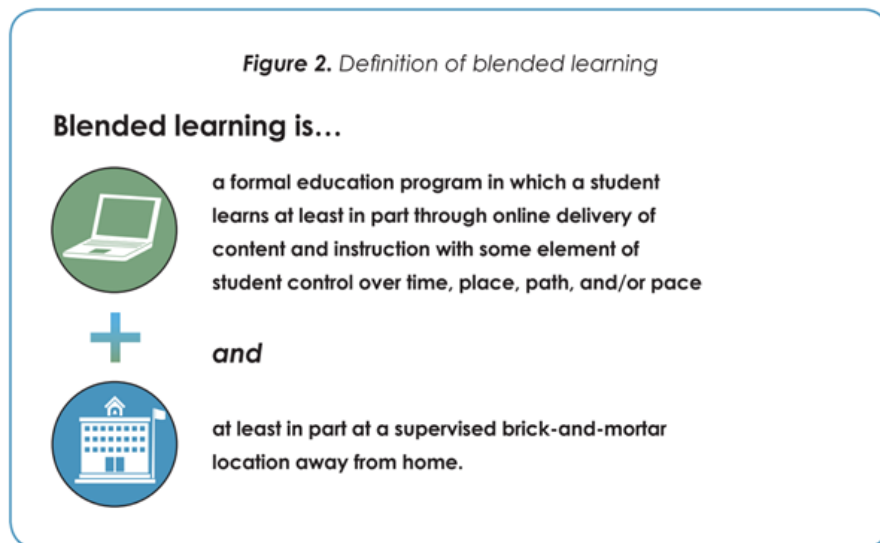
## Curriculum & Instruction

### *Scope & Sequence*

Due to this global pandemic, students all across the country will experience gaps in learning. To address those gaps in content, Curriculum Supervisors will provide an adjusted scope and sequence for content areas and/or grade levels as guidance to schools. Because of these gaps, teachers will need to address content that was supposed to be taught in the prior grade level or course. At the beginning of the year, teachers will need to explicitly teach students how to access and use the different technologies available at their school in addition to digital citizenship. Schools will need to identify and define the technology being utilized at their site and ensure teachers know and understand how to best use the technology. Central Office support may be utilized as needed. Curriculum Supervisors will provide guidance regarding which critical elements and structures are needed within lessons and units in addition to resources and support for Project Based Learning and/or Play Based Learning.

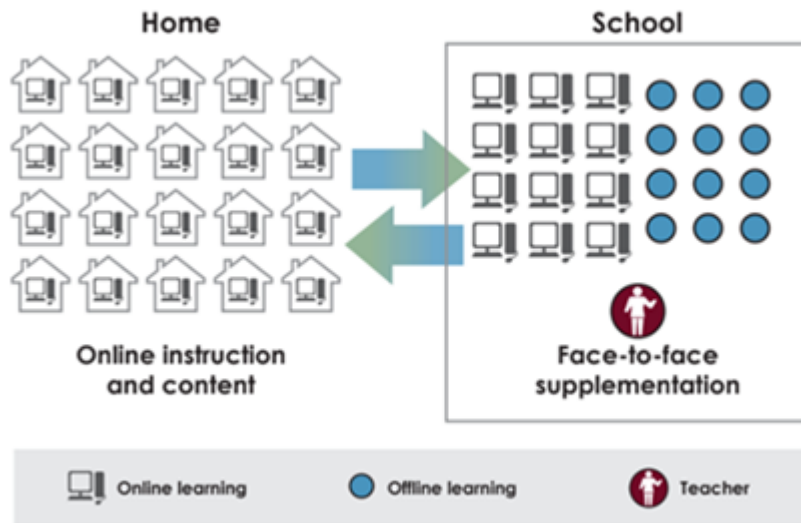
### *Instructional Model: Hybrid Learning*

New Haven Public Schools is following an *Enriched-Virtual Model* from Blended Learning, a student-centered methodology to create a unique Hybrid Learning Program. Below are figures for the definition of Blended Learning and the *Enriched-Virtual Model* according to Staker & Horn (2012).<sup>2</sup>



<sup>2</sup> From: Horn, S. & Staker, H. (2012). Classifying K-12 Blended Learning.

**Figure 12. Enriched-Virtual model, Albuquerque eCADEMY**



In an Enriched-Virtual Model of instruction, students divide their time between physically attending classes in school and learning remotely utilizing an online learning platform. In the Enriched Virtual Model students do not attend school every day but rather attend school on a scheduled basis while continuing the majority of learning virtually. Both aspects of learning are key components in this model. The face-to-face instructional time in school allows for collaboration and socialization that students do not get in a virtual setting. Additionally, it allows students greater success when practicing skills independently during asynchronous learning activities.<sup>3</sup>

For New Haven Public Schools’ Instructional Model of Hybrid Learning, students will engage in a combination of ways during the academic year, which aligns with the above model from Blended Learning. Based on the following parameters, each school will develop a plan that best meets their school community’s needs. At each school students will be engaged in the following:

**Face-to-Face Learning**

Students will attend the school site to engage in new learning and collaborative experiences that cannot be provided through Google Classroom or other platforms. The following are some examples of Face-to-Face Learning:

What It Is...	What It Is Not...
<ul style="list-style-type: none"> <li>● Small group interactions</li> <li>● Teacher-led small group instruction</li> <li>● Peer and teacher conferencing, feedback &amp; coaching</li> </ul>	<ul style="list-style-type: none"> <li>● Reliance on independent work as the main use of time</li> <li>● Silent work</li> <li>● Worksheets</li> </ul>

<sup>3</sup> From: Horn, S. & Staker, H. (2012). Classifying K-12 Blended Learning.

<ul style="list-style-type: none"> <li>● Interactive play-based activities</li> <li>● Project-based learning activities</li> <li>● Collaborative discussions based on asynchronous learning</li> <li>● Science experiments</li> <li>● Opportunity for explicit modeling &amp; guided practice</li> </ul>	
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### Synchronous Learning

Students engage virtually from home in real time. Students will log in to a Google Meets class that is live streamed during the Face-to Face Learning time sessions and/or support sessions. When creating school plans, educators should consider the following tips for designing synchronous learning:<sup>4</sup>

**1. Set the tone.**

The key to effective synchronous learning is creating the ideal learning environment. Since learners are going to be participating in a real time discussion or online presentation, you need to have their full attention to the extent possible; this means encouraging and helping students and families to find a space away from distractions, helping them to build a schedule so they can participate in the entire synchronous learning time. Make students and families aware of expectations and helpful tips in advance so that they know how to prepare for the event.

**2. Don't overload learners with text.**

Only include text for the key takeaways of the online presentation. Don't overload their mental processes by writing out your script word for word on the screen, or giving them text passages for each story that you share. The only exception to this rule is, of course, when you have hearing impaired learners in your audience. If this is the case, then you may want to consider adding optional subtitles that can be turned on or off during the event.

**3. Create a schedule.**

Unlike asynchronous learning, synchronous learning courses typically stick to a schedule. Record your online events so that absent learners can still get the information they need at a later time and engage in their learning. Before you begin an online learning experience it is important to use feedback to figure out the best days and times for your learners, so that you can create a schedule that works for as many people as possible within the teacher work day.. Also, keep students' and families' lives in mind when creating the deadlines for online assignments and online assessments.

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<sup>4</sup> Tips taken and adapted from: From: Pappas, C. (2015, October 9). *Synchronous versus Asynchronous Learning: Can You Tell the Difference?*

What It Is...	What It Is Not...
<ul style="list-style-type: none"> <li>● Modeling &amp; Guided Practice</li> <li>● Participants and teacher can interact with each other in real time</li> <li>● It supports the asynchronous learning activity</li> <li>● Conducted using Google Meets (or other)</li> <li>● Real time feedback &amp; coaching</li> <li>● Face to Face Learning Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Watching a video</li> <li>● Reliance on independent work as the main use of time</li> <li>● Completing a Google Classroom assignment</li> </ul>

### Asynchronous Learning

Students are provided assignments to support their learning on the days in which they do not report to school that could include paper, pencil, online learning or a combination. Asynchronous learning directly aligns and supports the face-to-face interaction and/or the synchronous learning. Students will engage in independent, asynchronous learning using Google Classroom as the main platform for learning at their own pace, time, and place. Students will have access to all materials, including recorded videos of the face-to-face learning sessions and pre-recorded mini lessons no more than 15 minutes in length in each of their Google Classrooms for each of their lessons as applicable. When creating school plans, educators should consider the following tips for designing asynchronous learning<sup>5</sup>:

#### 1. Variety is key.

Integrating a wide range of online and offline activities and exercises not only avoids dreaded learner boredom, but it also caters to a broad range of learning preferences and styles. It is essential to include a good mix of learning materials into your asynchronous learning strategy. Bear in mind that self-guided learners are more likely to disengage from the Online Learning experience if the online course fails to grab and hold their interest.

#### 2. Develop a solid support structure.

One of the downfalls of asynchronous learning is that it lacks face-to-face instruction. As such, a solid support system needs to be in place to assist those who need additional help with the subject matter, or even help with navigating the Google Classroom. If they encounter a glitch or cannot log in to the technology, they should always have a way to get in touch with someone who can offer assistance.

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<sup>5</sup> Tips taken from: Pappas, C. (2015, October 9). *Synchronous versus Asynchronous Learning: Can You Tell the Difference?*

**3. Create a collaborative online community.**

Self-guided learners who are participating in asynchronous learning experiences run the risk of feeling isolated. They are not engaging in real-time discussions on a regular basis. Thus, they are not able to collaborate with their peers and benefit from their experience as often. To alleviate this, consider building an online community, such as a forum or blog, where learners can meet and share their ideas, concerns, and questions. You might even want to think about developing online exercises that require learners to team up, via web-based project management platforms, to complete the online assignment or solve a common challenge.

**4. Make it easily digestible.**

Your asynchronous learners are probably going to be accessing learning materials on-the-go. Therefore, you need to make the modules bite-sized, so that they can get the info they need as quickly as possible. This also gives them the ability to pause once they've completed a module and then pick up where they left off at a later time. Digestible learning materials help to avoid cognitive overload, as well, which is always a plus. Be sure to include a course map that allows learners to track their progress and quickly view which module is up next. The asynchronous assignments and practice opportunities should be directly aligned with and support the synchronous and face to face instruction. The activities should be differentiated based on the student's needs as well.

What It Is...	What It Is Not...
<ul style="list-style-type: none"> <li>● Independent work completed on own time</li> <li>● Watching a pre-recorded mini-lesson</li> <li>● Completing assignments on Google Classroom</li> <li>● Activities on the computer (i.e. completing a Google Form)</li> <li>● Activities off the computer (i.e. play, reading books, drawing, paper &amp; pencil, doing something outside)</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborative in real time</li> <li>● Receiving real-time feedback and coaching</li> </ul>

**Instructional Model: Online Learning**

In the event the CSDE and other state and/or local officials determine that face-to-face instruction at the school site is not possible, all learning will take place online. New Haven Public Schools' students will engage in two different ways of learning during the academic year if Online Learning is needed. Based on the following parameters each school will develop a plan that best meets their

school community's needs. The plan will incorporate each aspect of the Online Learning model and provide structures and processes that are consistent across all grades, courses and or content areas. At each school students will be engaged in a *combination* of synchronous learning and asynchronous learning. Online Learning is a combination of both, not either or. Below is the guidance for each type of learning:

### **Synchronous Learning**

Students will engage virtually from home in real time. Students will log in to a Google Meets class that is live streamed during the Face-to Face Learning time sessions and/or support sessions. For a description of what synchronous learning is and is not and tips for developing a synchronous learning strategy, see page 8 and 9.

### **Asynchronous Learning**

Students engage in independent learning using Google Classroom as the main platform for learning at their own pace, time, and place. Students will have access to all materials, including recorded videos of the face-to-face learning sessions and pre-recorded mini lessons - no more than 15 minutes in length - in each of their Google Classrooms for each of their lessons as applicable. For a description of what asynchronous learning is and is not, see page 9 and 10. Considerations should be made for what technology students have available to them with the different learning activities (for example: printers,

## **Considerations for Sub-Groups**

We are collectively responsible for meeting the needs of all students, including the distinctive needs of students of varying socio-economic backgrounds, students with disabilities, and English learners. We are obliged to find ways to serve all students, even during times of disruption when remote learning requires students to connect from home.

As educators, we need to be aware that race, ability, class, language, gender, and other systems of identity influence learning, access to learning, and how we think about education. We also need to be aware that power can easily translate to online environments (for example, consider: do boys and young men take up more space than girls and young women; does instruction privilege abled persons in ways that it does not privilege otherly abled persons).<sup>6</sup>

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<sup>6</sup> Adapted from: Kirkland, D. (n.d.) *Guidance on Culturally Responsive-Sustaining Remote Education Centering Equity, Access and Educational Justice*.



### ***Special Education***

Students with disabilities need increased opportunities for live interaction between and among students and teachers. This interaction is crucial, particularly for direct instruction, guided practice, and in order to maintain student engagement.

### **Supports and Considerations**

Listed below are other supports/considerations for Student with disabilities during distance learning:

- Ongoing communication and support for families to maintain engagement (ie: technology support, etc)
- Continued communication with general education teachers regarding strengths/weaknesses and modifications needed
- A consistent schedule that provides opportunities to practice new learning across multiple content areas over the course of the week
- Utilization of special education paraprofessionals to support specific students requiring additional instructional or social emotional supports
- Build in sensory breaks (movement breaks)
- Interactive live platform with teachers
- Modified work with additional supports (see table below)
- Informal progress monitoring to ensure that identified goals and objectives are being met

### **Modifications, Accommodations & Software**

Considerations for Students with Disabilities for Hybrid Learning	
Area of Focus	Notes
Educational Software	Literacy <ul style="list-style-type: none"> <li>● Lexia</li> <li>● RAZ kids</li> <li>● LearningAlly(audio books)</li> <li>● Abcya</li> <li>● Edmark Online</li> </ul> Math <ul style="list-style-type: none"> <li>● Symphony Math</li> <li>● IXL</li> <li>● Abcya</li> <li>● Touch Math PDFs</li> </ul>
Instructional Modifications	<ul style="list-style-type: none"> <li>● Access to modified google classroom lessons (based on planning between general education/special education)</li> <li>● Consideration of amount of work provided</li> <li>● Building scaffolds that provide a bridge between in-person and in-home school</li> </ul>

	<p>experience</p> <ul style="list-style-type: none"> <li>● Presentation of materials above and beyond google classroom</li> <li>● Individualized lessons based on student IEP</li> <li>● Lessons provided inclusive of tech and no tech (many students with IEPs cannot access online google suite/Classroom dojo)</li> </ul>
Instructional Accommodations	<ul style="list-style-type: none"> <li>● Access to materials needed to complete work assignments</li> <li>● Extra time provided for work completion</li> <li>● Live interactive classroom for explicit instruction</li> </ul>
Staff Training	<ul style="list-style-type: none"> <li>● Continued training Google Suite (Classroom, Meets, Screencastify, Flipgrid)</li> <li>● Training from NEAT Assistive Technology</li> </ul>

## ***English Learners***

### ***Language & Cultural Needs***

This is a scary time for everyone especially English Learners and their families who may be feeling particularly isolated due to language and cultural barriers. Students who speak underrepresented languages may need extra support in accessing information. Consideration must be given to English proficiency level, cultural background, prior education, native language, and literacy level of students and families. A phone call is a powerful tool. ELs and their families may require extra support to navigate technology and distance learning platforms. A simple phone call using [Google Voice](#) can be so helpful and reassuring. For all students, receiving feedback and staying connected with their teacher is critical. Use [Voiance](#) Translation Service to communicate with families who do not speak English fluently.

### ***Responsibilities***

**Classroom Teachers** provide Tier 1 Instruction for ELs and adhere to content area guidelines. Your school's ESL teacher can support classroom teachers and Special Education teachers as a 'co-teacher' to Google classes. Classroom teachers and Special Education teachers should add ESL teachers as co-teachers so that they can access any resources and materials that need to be modified. Additionally, classroom teachers should take into consideration and plan for the following:

- **Language Proficiency.** The needs of ELs are very varied and their English language proficiency and prior schooling must be considered when assigning work. The ESL teacher can assist with modifying assignments and providing scaffolds as needed for all ELs. (In particular newcomers, level 1 & 2 students, and dually-identified students)

- **Keep things simple and clear.** Do not overwhelm students and their families (especially newcomers and K-3 students) with multiple sites, platforms, and unrealistic expectations. **Less is more!**
- **Language Development:** Provide opportunities to develop the four language domains (reading, listening, speaking, writing) as this is critical for ELs.

### **ESL Teachers**

#### **ESL Teachers:**

- Should have his/her own Google Classroom to provide students with ESL instruction.
- Should collaborate with regular classroom teachers and Special Education teachers and should be added as co-teachers to Google Classrooms so that they can access any resources and materials that need to be modified.
- During face- to-face classes, should frontload vocabulary and build background knowledge that will be essential to completing work remotely.
- Should differentiate lessons to meet each student's individual English language development needs

#### **Biliteracy Teachers:**

- Should continue to follow their current model of instruction.
- Should continue to follow the district curriculum/expectations. Do not require bilingual and dual language students to spend more time online than what is expected of the general education students.
- Should continue to teach content areas in the language of instruction that was used in your classroom (Ex. If you were teaching Math in English, provide math lessons in English or if you were teaching Writing in Spanish, provide writing instruction in Spanish).
- Should provide students with daily learning opportunities in their second language.

#### **ESL Tutors:**

- Should collaborate with their ELs' classroom teachers
- Should assist with making sure ELs have technology and are able to access the platforms their teachers are using.
- Provide modified work for ELs during face-to-face learning differentiating lessons to meet each student's individual English language development needs

#### **Staff Training Needs:**

- Training on preferred platforms such as Google Classroom, Google Meets, Flipgrid, etc that work to support ELs
- Training on how to effectively teach using blended learning, particularly for ELs
- Training on providing meaningful feedback remotely for ELs
- Training on digital tools that promote speaking and interaction to support EL language acquisition and understanding

### Resources for English Learners

We are in the process of gathering information from ESOL, bilingual teachers and instructional coaches, as to which are the most important resources to include during blended learning.

Resource Name	Description
On Our Way to English	Leveled Libraries, chants, interactive vocabulary practice
Imagine Learning Language and Literacy	Adaptive learning program for literacy and language development for K-8. Additional support available in 15 languages
Imagine Español	Adaptive learning program for Spanish literacy and language development for K-3.
Imagine Math	Math skill program for grades K-8. Provides bilingual support.
Tumblebooks	A variety of books with audio support (available in English and Spanish)
Reading A-Z	Leveled Readers, Science, ELL, Spanish titles available
Audible <a href="https://stories.audible.com/start-listen">https://stories.audible.com/start-listen</a>	Collections for children and teens are FREE until schools are back in session. Audiobooks available for preschool to high-schoolers. Titles are available in a variety of languages.
Common Lit	A collection of passages on various topics and on a variety of levels. Also available in Spanish.
BlackBoard's ParentLink <a href="https://newhaven.parentlink.net/main/login">https://newhaven.parentlink.net/main/login</a>	This system allows us to communicate with parents and students in over 100+ languages. It sends text messages, voice, and emails.

Flipgrid	Flipgrid is a free, simple way to foster discussions on classroom topics. Can be used at school or at home to stay connected and share learning experiences. K-12
Socrative	An app that allows you to monitor and evaluate learning in an engaging way.
International Children’s Library	A collection of short stories in a variety of languages
BrainPop EL	Online learning platform in which students can work independently of teachers can assign specific lessons at specific levels
Moby Max	An adaptive learning platform that addresses a variety of content areas (Reading, Phonics, Writing, Social Studies, Science, Grammar etc. )

## Organization of Time

### Considerations

Schools should consider how they organize student time and how students engage in the different streams of work (face to face, synchronous and asynchronous) for both Instructional Models (Hybrid Learning and Online Learning). Schools should develop guidance for their school community that incorporates plans for organizing time for the models. In the guidance, schools should provide information on how parents and families can best organize their child’s time at home and provide structures and routines. The guidance should take into account the developmentally appropriate screen time for students as well as:

- 3 asynchronous learning opportunities for every 2 synchronous learning opportunities
- No more than 4 synchronous content specific/instructional periods on a given day
- At least 2 synchronous periods per week that offers support protocols/models/blocks of time for SEL Support (i.e. Advisory, Morning Meeting, etc.)
- At least 1 period per week for a student optional support period protocols/models/blocks of time for Instruction (i.e. Instructional Support, Office Hours)

## Guidance on Screen Time

Distance Learning and asynchronous learning opportunities do not always have to be done on a screen (computer, phone, smart device). Schools should consider ways students are engaging in their learning using the following screen time guidance<sup>7</sup>:

- Ages 3-5 (Pre-School & Kindergarten): 1 hour per day
- Ages 6-10 (Elementary): 1.5 hours per day
- Ages 11-13 (Middle School): 2 hours per day
- Ages 14+ (High School): 2.5 - 3 hours per day

## Roles of School Community Members<sup>8</sup>

### *Teachers*

- Continuously work to communicate with and build relationships with families from different racial, cultural, linguistic, ability, and class backgrounds.
- Establish regular communication, utilizing translation services as needed,
- Learn to teach students online by engaging in PD provided by district and school
- Learn to navigate multiple digital platforms outlined in district policy
- Utilize project-based learning activities or play based learning activities
- Develop digital synchronous and asynchronous protocols & classroom routines encouraging student discourse/group work (Google Meets, etc.)
- Develop lessons based on student needs, differentiating content when appropriate
- Utilize a continuous cycle of reflection/assessment
- Seek feedback and student input regarding routines to meet student need
- Identify their own biases and assumptions regarding distance learning and identify how these may impact the learning experiences of students
- Know how to ensure maximum student participation
- Lesson plan effectively with others which provides scope and space for online activities, remote participation and/or face-to-face opportunities
- Integrate arts, culture and creativity in lessons
- Utilize techniques for student-centered, independent learning
- Adjust remote lessons plans to meet the different needs of students
- Request help when needed, logging questions, best practices, and other insights that come up in the process of remote teaching (i.e., reflective practice)

### *District/School Leaders*

- Develop plan for school regarding online learning to provide structure and processes that are consistent across all grades, courses and or content areas

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<sup>7</sup> Adapted From: Eye Promise. (2019, May 8). Screen Time Guidelines by Age.

<sup>8</sup> Adapted From: Kirkland, D. (n.d.) *Guidance on Culturally Responsive-Sustaining Remote Education Centering Equity, Access and Educational Justice*.

- Ensure sufficient professional development opportunities for educators to help them navigate through changes
- Understand that race, socioeconomic status, ability, language, and other social forces exacerbate inequities in terms of access to resources, opportunities, power, culturally responsive instruction, and education
- Master all of the items under “teacher” and know how to support teachers in doing those things
- Support families in crisis
- Utilize knowledge of and relationships in the school community so they can amplify and leverage resources and supports
- Work to identify their own biases and assumptions regarding distance learning and identify how these may impact the learning experiences of students
- Support opportunities for teacher collaboration to build cohesion among grade levels and schools and to maximize the collective brainpower of the teaching staff

### ***Paraprofessionals and Support Staff***

- Support specific students requiring additional instructional or social emotional supports as identified by general education teachers, special education teachers and/or student support teams
- Meet with small groups and individual students during face to face instruction time and support their learning needs
- Request help when needed, logging questions, best practices, and other insights that come up in the process of remote teaching
- Learn to support students online by engaging in PD provided by district and school

### ***Students***

- Need to feel safe and supported
- Provide contact information for at least one trusted adult in their school (or a partner community organization) who can support them
- Know how to recognize when they need help and know about available resources and/or a contact person for resources (mental and emotional support, free technology and internet, food pantries, etc.) as applicable and developmentally appropriate
- Understand that they are the greatest fountain of knowledge during these times of online connection; that building upon their current ability to interact, communicate and learn through web-based platforms is critical
- Engage in meaningful experiences and conversations with peers and educators around culturally relevant academic content and materials
- Be challenged in ways that match high expectations and rigor with high quality instruction and learning support
- Learn to access and navigate multiple on-line platforms

## ***Families***

- Create a space for students to be actively involved in remote classrooms due to the changing dynamic
- Know how to access to free technology, free internet, and free tech support when things break down
- Be open to learning and working with teachers to learn how to navigate multiple online learning platforms
- Review and take advantage of crisis supports such as food pantries, rent/mortgage/utility assistance, unemployment, etc. when necessary
- Understand that they have the most influence for shaping their child's education (i.e. stay on top of school, remain informed, make demands in service of your child(ren)'s education, etc.)

## **District Approved Resources**

### ***The G-Suite***

#### **Google Classroom**

The main platform to be used for the academic school year is Google Classroom. Schools will create a plan with their school community to determine how Google Classrooms are structured and organized across grade levels and content areas to provide consistency. Google Classroom is an integral part of the academic year. It is not in addition to or in lieu of but rather an extension of the classroom and larger school community.

#### **Google Drive**

The main platform for using documents that integrate with Google Classroom and the G-Suite apps. The primary apps used in Google Drive are Google Docs, Google Sheets, Google Forms and Google Slides. There are a range of other apps available within the NHPS Google Drive.

#### **Google Meets**

The main platform for live instruction, support sessions and meeting with students is Google Meets. Educators will need to have a laptop, Chromebook or other device in their classroom available in order to live stream and record face-to-face sessions or videos used in asynchronous learning opportunities. Google is working towards developing break out room functions and more control over who is speaking. [Click here](#) for a walkthrough of Google Meets.

#### **Google Voice**

Google Voice is a telephone service that provides call forwarding and voicemail services, voice and text messaging, as well as U.S. and international call. Google Voice provides a U.S. telephone number, chosen by the user from available numbers in selected area codes, free of charge to each user account. Calls to



this number are forwarded to telephone numbers that each user must configure in the account web portal. [Click here](#) for a walkthrough of Google Voice.

### **Google Groups**

Groups such as project teams, departments, or classmates can communicate and collaborate using Google Groups. If you want to invite a group to an event, or share documents with a group, you can send a single email to everyone in the group. You can also create an online forum to discuss a popular technology or answer questions about a topic. [Click here](#) for a walkthrough of Google Groups.

### **Google Chat**

Whether in a 1:1 chat or a dedicated group workspace, Google Chat makes it easy to collaborate with your team in an organized way. Share and discuss Google Docs, Sheets, and Slides all in one place. [Click here](#) for a walkthrough of Google Chat.

### ***Other Websites and Tools to Support All Learners***

#### **Voiance Translation Services**

Voiance's interpretation service is available wherever there is a telephone connection. Dial Voiance's toll-free access number, enter account information, [your school's pin](#) and follow the voice prompts to request a language for interpretation. Phone interpretation is a three-way phone conversation with a human interpreter. The interpreter facilitates meaning-for-meaning communication between a limited-English proficient person and your English-speaking staff.

#### **[Flip Grid](#)**

Flip grid is a web-based server that offers a virtual meeting place for classrooms, schools, departments, and larger learning communities. Flipgrid offers learners a place to reflect, discuss, and showcase what is being learned together.

#### **[Screencastify](#)**

Screencastify allows teachers to easily record, edit, and share their screen for use in videotaped lessons. These lessons can then be utilized by students at their own pace.

#### **[Pear Deck](#)**

Pear Deck offers teachers another way to present lesson content. Presentations using Pear Deck automatically enable videos, animations, and GIFs. Another advantage offered through Pear Deck is the instructor's ability to quickly see what each individual thinks on the Teacher Dashboard provided. Students can answer questions in real time allowing the teacher to modify lessons to

meet student needs, reteaching when necessary. Students access Pear Deck on any device with a web browser.

### [Voki](#)

**Voki** is a fun tool that students can use for homework, classwork or projects. Customize their appearance and what they say, and share with others! Click for a [Voki Tutorial](#).

### [Infographic](#)

**Infographics** (a clipped compound of "information" and "graphics") are graphic visual representations of information, data or knowledge intended to present information quickly and clearly. Additionally, [Canva](#) can be used to build infographics, here is a [Canva Tutorial](#).

### [Socrative](#)

**Socrative** allows teachers to give formative and summative assessments digitally rather than the typical paper-pen method. They can type their open-ended responses and were excited to send me the results of their quiz. Click for a [Socrative Tutorial](#).

### [Thinglink](#)

**ThingLink's** image interaction technology helps students become fluent in using digital media to express themselves and demonstrate their learning. With ThingLink, teachers and students can easily create interactive infographics, maps, drawings, and engaging 360 documentaries in a classroom setting, at home, or on field trips. Click for a [Thinglink Tutorial](#).

### [TedEd](#)

**TedEd** is a digital resource that allows users to create lessons based on previously created videos. Participants and create thought questions, discussion questions, enrichment activities, and takeaways. Click for a [TedEd Tutorial](#).

### [Quizlet](#)

My students enjoyed using **Quizlet** as a vocabulary and spelling refresher when there were gaps in between connected lessons. They were proud to be able to get instant results and to share them with me. Click for a [Quizlet Tutorial](#).

### [Chrome Extensions](#)

In this blog post we will take a look at over 30 Chrome web extensions that can assist students in five main categories:

- Text to Speech
- Readability
- Reading Comprehension
- Focus
- Navigation

### [Remind.com](#)

**Remind.com** is a tool that enables teachers to send notices to students and families regarding academic and non-academic subjects. This can be a 1 way communication tool that students and parents cannot reply to if you choose. Click for a [Remind Tutorial](#).

### [Kahoot!](#)

**Kahoot!** for schools is our new solution that helps teachers collaborate, save time and create even more engaging games. Put your creative minds together with other teachers and make learning awesome as a team! Click for a [Kahoot Tutorial](#).

## **Assessment**

### ***Scope and Sequence***

The shift to distance learning in Spring 2020 provides both opportunities and challenges in terms of assessing and evaluating student learning progress in a manner that is both fair and equitable. One realization is that there needs to be an honest evaluation of each student's skills, not only in content knowledge, but also in how they approach learning with technology, their particular learning needs and styles, as well as their social/emotional well-being. Thus, the first objective is to make sure that next year's teachers start with an idea of who their students are in terms of their ability to engage with hybrid learning, their ability to access/analyze information, their individual needs, as well as their knowledge. This follows the order of operations on student wellness, learning then followed by assessment. In this way, teachers will be able to start Fall 2020 with a more comprehensive picture and design a roadmap for curriculum and instruction.

Because it is likely that students will be engaging with instruction in a variety of different formats and in different settings, assessment will need to be approached in a holistic manner. Continuous monitoring of learning will become even more important, with teachers assessing skills and giving actionable feedback in a regular and deliberate manner. A shift will be needed in terms of ongoing student assessment, leading to a greater reliance on performance based assessments that enable students to work asynchronously and produce a learning product that demonstrates a variety of skills in different ways, depending on their own situation and needs. We as a district believe that we should emphasize the student's overall learning. The evaluation of students' 21st century skills, their social emotional skills, and those skills that cut across content areas will continue to be developed through these types of performance-based assessments. (See <https://www.edutopia.org/article/summative-assessment-distance-learning> for example)

### ***Student Evaluation from Spring to Fall***

These evaluations are in addition to information that normally follows students from grade to grade including: course/subject grades, primary grades skills rubrics, standardized tests, and district diagnostic tests and assessments available.. Examples include: LI, PSF, CAP, ORF, BAS, Math

Inventory, SBA, Fact Fluency, LAS Links, Reading Inventory, content quarterly assessments, CT Physical Fitness Assessment.

### Grades Pre K to 7

Elementary teams pass on evaluations of students, including content skills, SEL skills, and distance learning information. (how do they access/analyze, learning style, individual needs, home learning info, language needs, special education, etc..) Survey results show that 27/28 schools have this in place, principals to share with each other. Spec Ed Transitional PPT Meetings are also used.

### Grades 8 to 9 (MS teams summarize in schoolnet)

SchoolNet distance learning survey to support information sharing for the 8th-9th grade transition. The following questions are now in Schoolnet for use by 8th grade teachers (as well as for hs if needed):

- What is the most efficient way to contact the student and/or family? What is the primary language? Contact Method/Language
- What supports worked best for this student during distance learning? What motivated them to engage? Supports/Motivation
- What other comments could help next year's teacher understand this student's needs?
- Optional Comments
- Distance Learning Communication Frequency during a typical month
- The student independently engaged with distance learning tasks . . .
- STUDENT WORK/OTHER EVALUATIONS

### Grades 9-12 (HS teachers use eval spreadsheet as model)

Spreadsheet for high school grade level teams to organize and share information about students from this year to next year

- High schools have best practices already established in this area; consider convening a small group in the fall to continue to share these strategies as we move forward
- Draft of spreadsheet (to be individualized by and for each high school as needed): [LINK](#)
- Draft of student feedback portion (to be individualized by and for each high school as needed): [LINK](#)
- Questions for teachers and for student input (see example)

The most efficient way to contact the student and/or family is:	Student's primary language is...	During a typical month of distance learning, the student generally communicated with teachers...	The student independently engaged with distance learning tasks...	Student strengths (before and/or during distance learning)	What supports worked best for this student during distance learning? What motivated them to engage?	Optional: What other comments could help next year's teachers understand this student's needs?
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### ***Summer 2020 Student Focus Groups***

To support summer planning and the transition from summer to fall, NHPS will conduct virtual focus groups with a diverse group of high school students. In addition, these focus groups will help us to more deeply understand how students have experienced their time away from school. We will ask students how they have experienced at-home learning and how their connection to their peers and their school community has held up. Sample questions from TNTF found [here](#).

### ***Initial Fall 2020 Evaluations***

#### **Wellness**

Teachers will be given support and tools to assess student wellness during the return to school in the fall. While the Wellness Committee will collect information about student needs on a district level for longer term planning, the role of classroom teachers and building leaders will be to assess student social and emotional needs during the first thirty days to ensure students' ability to access learning in the longer term.

During Professional Learning time, teachers will use a rubric aligned to the Social and Emotional Learning Standards to assess their own lessons and units to ensure students' wellness is at the center of student work during the first thirty day and beyond.

#### **Developmentally Appropriate Assessment Tools and Feedback**

Schools will use developmentally appropriate assessment tools for the start of the school year that align with both SEL standards and content standards. Schools will avoid starting the year with a battery of testing, and implement more traditional diagnostic assessment tools after the first thirty days.

In the event of hybrid learning, classroom teachers will assess student wellness, access to tech tools, school supplies, general learning skills, and work space as part of the initial reentry plan.

Classroom teachers will have access to a bank of content and grade level specific performance based assessments for the first thirty days that consider and honor the whole child including students' lived experiences of growth and struggle throughout the shutdown and the summer. These assessments are designed to assess content and grade level specific academic skills, students' experiences with distance learning, and students' interdisciplinary skills.

Teachers will provide ongoing feedback on students' performance based assessments, both to enhance communication/teacher-student relationships and provide specific guidance to students about their strengths and areas of growth. Teachers should be using this time to carefully look at student work collaboratively to help assess individual students foundational skills. In the first days of hybrid learning in the fall, these assessments and students' responses to actionable feedback can form the basis of the teacher's picture of each student's learning abilities and needs. As the first thirty day period ends, classroom teachers can begin to implement more traditional diagnostic assessment tools and use student performance data to continue to plan and adjust instruction. See diagnostic tools organized by grade level bands below.

#### **Diagnostic Tools (K-3)**

TBD

#### **Diagnostic Tools (4-8)**

TBD

## **Diagnostic Tools (9-12)**

TBD

### **Citywide Journal Project**

As school communities seek to build community, process current events, and engage in dialogue about the issues and realities of COVID-19, the extended shutdown, and distance learning, as well as recent protest and policy changes related to racial justice and police brutality, NHPS will initiate and invite school communities to participate in a Citywide Journal Project. In the event of ongoing distance learning or a second shutdown, students will have the opportunity to journal on paper or online in response to open-ended prompts that will promote critical analysis, discussion, and writing fluency.

### ***Long Term Hybrid Learning Assessment Shifts***

Curriculum supervisors will modify the scope and sequence of each of the curricula in order to “prioritize the most critical prerequisite skills and content knowledge for each subject area and grade level” (TNTP, 2020). With these critical priorities established, teachers will rely on an ongoing cycle of formative assessment and feedback to determine students’ evolving needs and support their ongoing learning. With these critical priorities established, students will engage with and reflect on summative performance based assessments that align with interdisciplinary standards, SEL standards, and content/grade level standards. In the event of continued distance learning, student created portfolios of work can help students organize, reflect on, and self-assess their mastery of interdisciplinary standards, SEL standards, and content/grade level standards

The Instruction Assessment Subcommittee will work with Curriculum Supervisors and teachers to collect examples of both formative and summative assessments. We will continue to revise and align these assessments, as well as relevant rubrics, organize them by grade level and content area, and share them across the district. When school level teams collaborate to review student work with these rubrics, not only will they identify trends in student strengths and areas of growth, but improved equity in grading will also result.

Key Shifts:

- Student assessment and evaluation is part of a continuous cycle of personalized learning based on student needs.
- Students engage with/create portfolios and project based learning/performance based assessments that align with interdisciplinary standards (skill based).
- Students demonstrate mastery of 21C skills and SEL standards by choosing projects to complete, with scaffolded teacher support that matches skill standards.
- Teachers providing scaffolded formative feedback throughout learning tasks.
- Teachers using protocols to review student work.
- Teachers utilizing skill-based rubrics providing for better equity in grading.

Notes/Next Steps being Considered:

Fully implement 21st Cent Skills (Includes hybrid learning, technology skills, creativity, problem solving, etc...)/ Social Emotional/Wellness/Content Skills

Committee will work with Curriculum Supervisors and teachers to collect examples and continue to revise/align and share across the district.

Committee will help determine which schools/grades/subjects are using, identify district criteria (cross disciplinary and content) and rubrics.

Committee will consult with admins/teachers to provide professional development on skills based learning and pilot with schools/teachers, implement across district

## **GRADING**

The group will also take the time to reexamine grading policies for 2020-2021, based on the structure of hybrid learning. This may require rethinking the information that gets passed on to parents and students, including conferences, communications, report cards.

## **Acceptable Use Policies**

(Insert here)

## Professional Development

### *Scope and Sequence*

Hybrid learning is new and all staff will require training on how to deliver instruction in a hybrid environment. Through professional learning opportunities including online pedagogy, educators will be able to transform their high-quality teaching practices to the virtual environment. Professional learning will be provided to educators on designing equitable, student-centered instruction that successfully transforms to distance, hybrid, and project-based teaching.

Instructional coaches will also require professional learning on coaching in a hybrid environment. Administrators will need professional learning on assisting, observing, providing feedback, and leading staff in a hybrid environment.

### *Professional Learning Communities*

Professional learning opportunities will be designed for educators to collaborate in professional learning communities in a Summer Learning Institute and within schools.

### *Teacher Teams*

Principals will build in opportunities for teachers to collaborate in at least two of the following ways. Opportunities for teacher collaboration should be teacher facilitated and whenever use [protocols](#) to guide those conversations. Here are some overall topics of teacher teams:

- Content/Grade Level Teams to plan and reflect on lessons and units
- Vertical Teams to plan and reflect on lessons and units
- Department Teams to address curriculum, instruction and assessment
- Teams to discuss and address student work, student progress and strategies to implement



## Glossary of Terms

**Asynchronous Learning:** Learning that does not happen simultaneously in real time with others. Students engage in learning and complete work at their own time, pace and place.

**Blended Learning:** a student-centered methodology designed to provide students control of time, place, path, and/or pace through the purposeful alignment of traditional teaching practices and technology-enabled learning opportunities.

**Enriched Virtual Model:** A model in which students divide their time between physically attending classes in school and learning online. Students engage in the majority of learning online and do not attend the physical school building every day but rather attend school on a scheduled basis.

**Face-to-Face:** Learning that occurs in real time in a physical environment, not online, and interactions are typically collaborative in nature.

**Hybrid Learning:** A method of teaching remotely using online learning and in person at the same time.

**Synchronous Learning:** Learning that happens in real time on an online platform by engaging with an instructor and peers.

**Project Based Assessment:**

**Performance Based Assessment:**

**Portfolio Assessment:**

**Mastery Learning:**

**Content Mastery Learning Rubrics:**

**Cross Disciplinary Rubrics:**

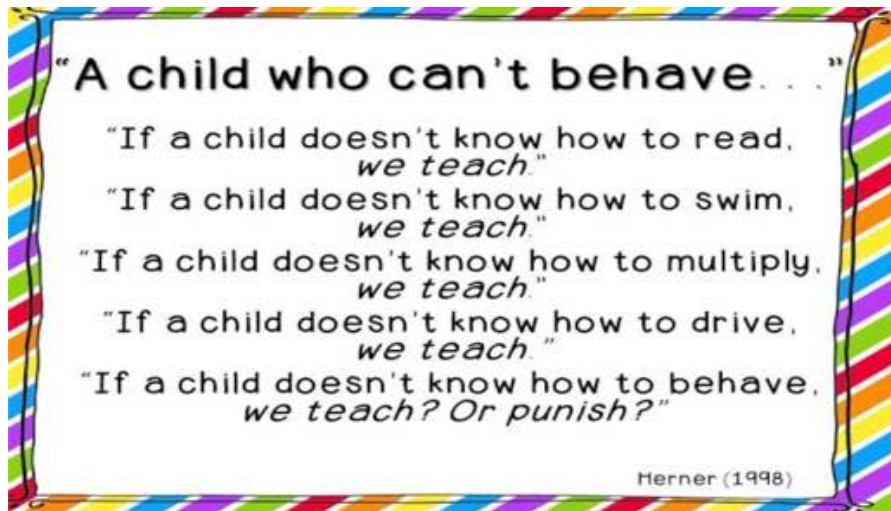
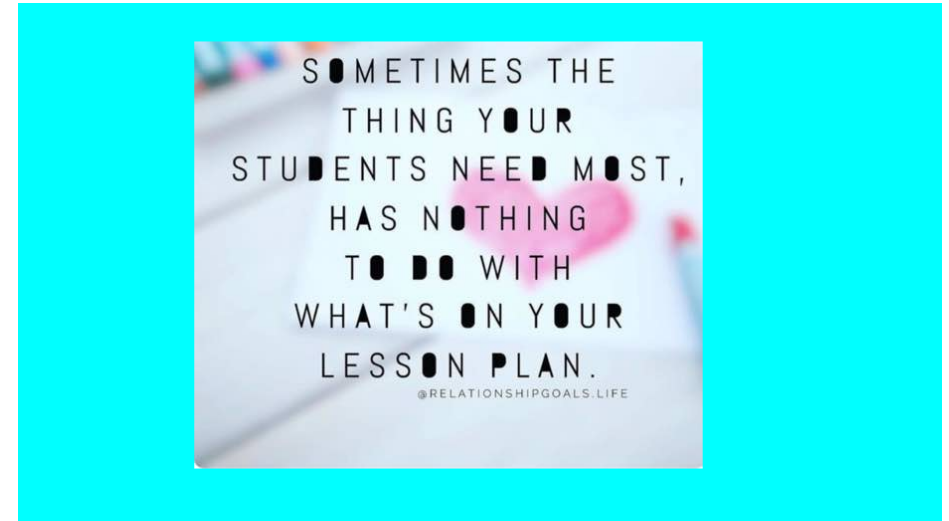
**21st Century Rubrics:**

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Whole Child Framework - Multi Tiered System of Support  
Teaching and Learning Presentation  
6.17.20



## History



- Comer School Development
- NHPS Social Development Department



## Tier 3 Supports

**Data:** What does it tell us? It should drive the interventions and supports

### Examples of supports for educators:

**Building Capacity-** understanding how to work with behaviorally challenging students through modeling and practice

**Train the Trainer-** providing staff with the tools to work with behaviorally challenging students and implicit bias

### Examples of supports for students:

**Behavior Technicians-** provide immediate relief and also build capacity within staff

**Individualized Behavior Planning-** customizing supports to fit the needs of student

**Functional Behavior Assessment-** identifies the root causes, functions and reinforcers of behavior

**Alternate Learning Spaces-** providing areas for calming and reflecting



**Continuously monitor and modify:** What are the results of the intervention? Does it need to be adjusted based on the data?

## Tier 1- Social Emotional Learning



### Universal Practices

- Positive, Welcoming Environments
- Responsive, Restorative and Reflective Teaching
- Student Centered, Blended Learning opportunities
- Culturally Responsive Teaching Practices
- Proactive practices
- Celebrations of students' unique strengths are identified and nurtured
- Academic Integration of SEL skills
- Parental Involvement

### Outcomes

- Increased academic achievement
- Increased social-emotional skills
- Improved attitudes toward self and others
- Improved positive social behaviors
- Prepared to to enter and succeed in Postsecondary Opportunities
- Increased Cultural Awareness

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## Tier 2



### Supports for Students

**Small group behavior instruction:** Directly related to the skill deficit- conflict resolution, coping skills, relationship skills, relaxation techniques, social skills

**Structured Breaks:** built in movement

**Check in Check out:** preferred adult

**Daily Behavior Chart:** teacher or self monitoring tool

**Sensory Tools:** providing students with sensory stimulation needed

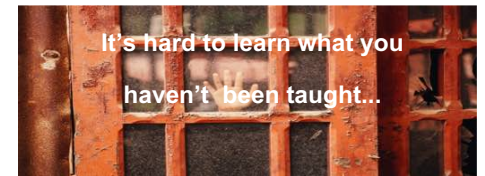
**Social Stories:** Visual examples of behavior interventions

### Supports for Adults

**Facilitated Collaborative groups:** School based teams meet using a selected protocol to analyze and determine best strategies to implement to support

**Professional Development:** learning strategies and supports to develop relationships with students

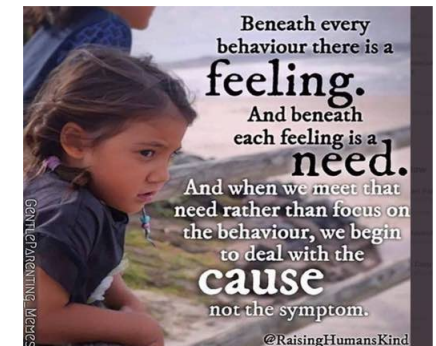
**Intensive supervision in a positive and proactive manner:** Interact more frequently with students according to their needs



## EDUCATOR'S ROLE



- Train the Trainer
- Culturally Responsive Teaching Practices
- Mindset Shifts
- Development of reflective/responsive rooms
- Continued development of climate and culture that supports whole child.



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# JOHN S. MARTINEZ OFFICE REFERRAL DATA

## Martinez Office Referrals

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-2018	2018-2019	2019-2020
September	25	7	8	0	0	1	2	3	8
October	19	9	12	8	0	3	7	6	11
November	27	10	9	3	1	2	5	4	10
December	31	8	7	0	7	2	2	2	4
January	44	15	13	6	2	0	4	8	3
February	31	10	7	1	1	2	1	1	5
March	29	30	10	2	6	1	3	10	1
April	18	17	10	5	1	3	6	2	0
May	36	25	11	3	1	0	10	13	0
June	22	1	1	0	0	2	0	0	0
<b>Total:</b>	<b>282</b>	<b>132</b>	<b>88</b>	<b>28</b>	<b>19</b>	<b>16</b>	<b>40</b>	<b>49</b>	<b>42</b>

# John S. Martinez School Data



## Martinez Suspensions

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-2019	2019-2020
September	3	0	0	0	0	0	0	0	0
October	4	2	2	0	1	0	0	0	0
November	5	3	1	0	0	0	0	0	0
December	4	0	1	0	0	0	0	0	0
January	5	5	2	0	2	0	1	0	0
February	0	1	1	0	0	0	0	0	0
March	3	2	5	1	0	0	1	0	0
April	4	2	2	0	0	0	0	0	0
May	8	2	3	1	1	0	2	0	0
June	5	0	0	2	0	0	1	0	0
<b>Total:</b>	<b>41</b>	<b>17</b>	<b>17</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>



## Equity Lens

- ❖ Disproportionate number of males of color are suspended/expelled
- ❖ Key: Relationship Development ,Culturally Responsive Practices