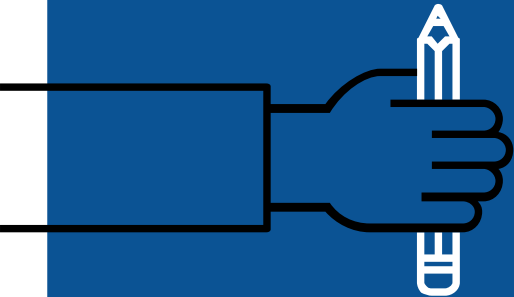
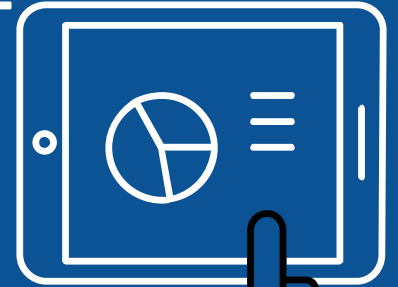
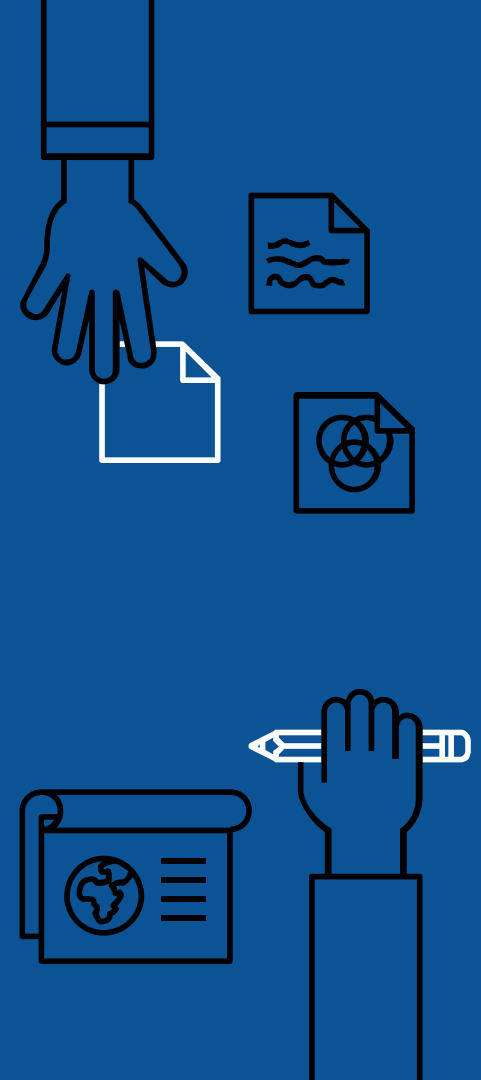


# QCSD Instructional Model 2020-2021

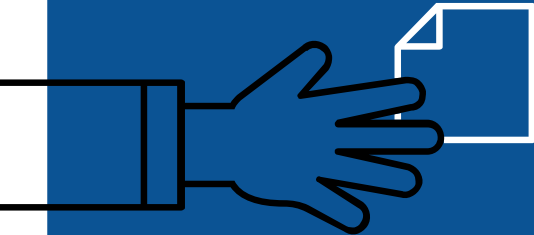
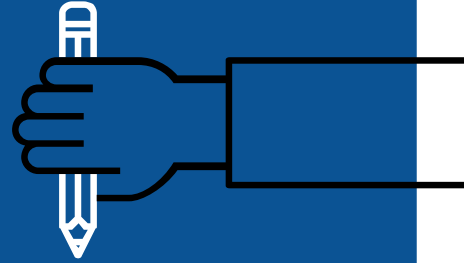


# Presentation Overview

- Task Force Work
- Instructional Model
- Professional Learning
- Parent Supports

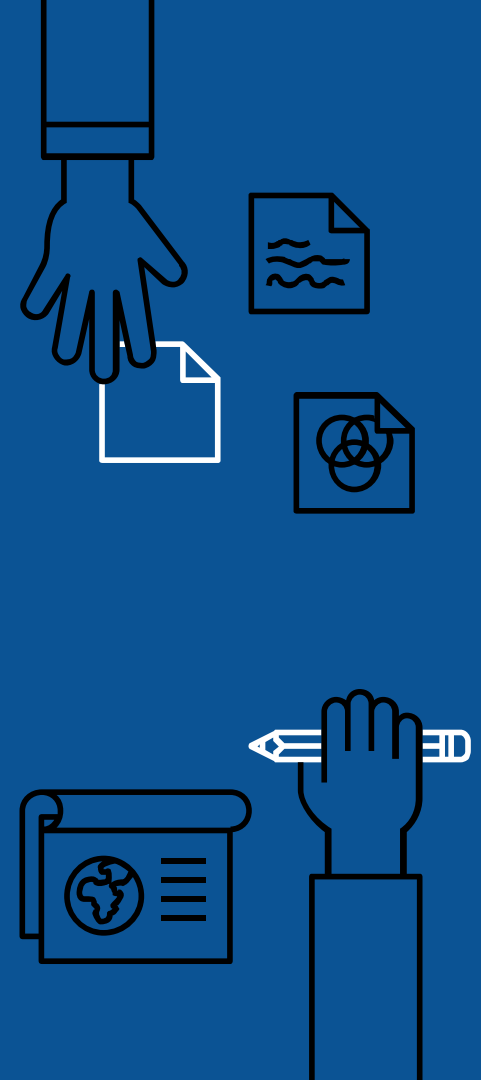


# Instructional Model



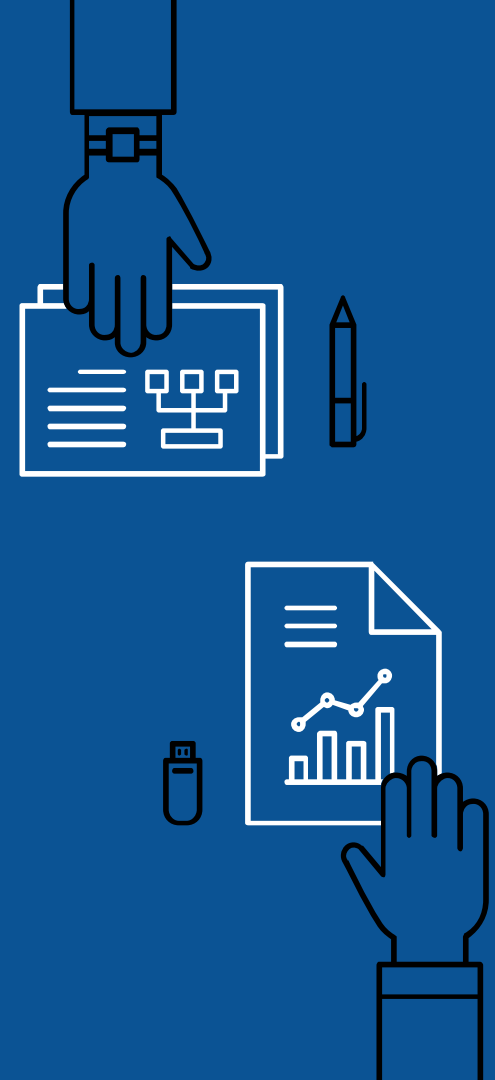
# How do we effectively and efficiently design powerful learning experiences regardless of the model in 2020-2021?

- Multiple scenarios
- Fluidity and flexibility for students and families
- Budget challenges and considerations
- Teacher capacity and workload



# Asynchronous and Synchronous Learning Opportunities

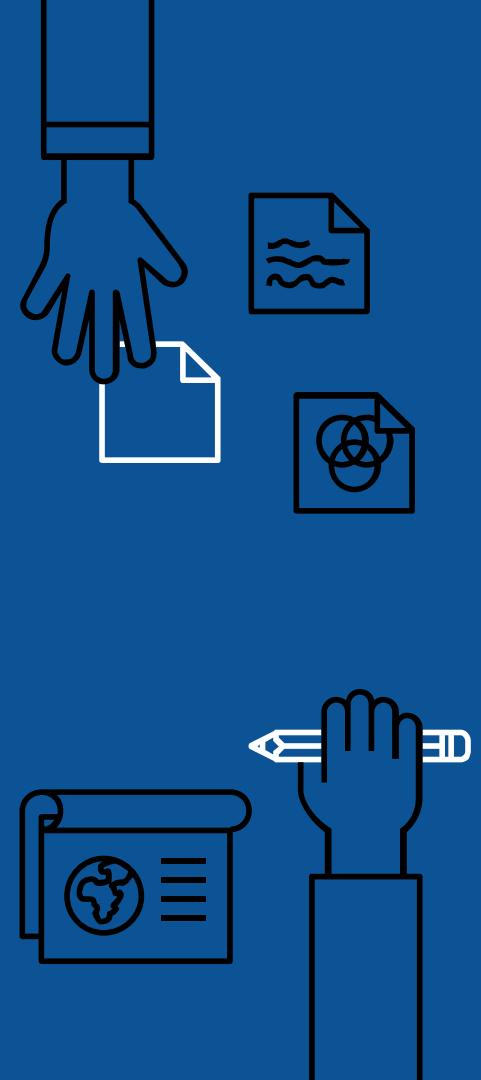
- Synchronous opportunities will be provided for virtual learners.
- Shortened days provide opportunities for teachers to connect with virtual learners.
- Live students will also utilize asynchronous learning opportunities making it a blended environment.



# Attendance and Engagement

We know that QCSD families find themselves in a variety of situations under the circumstances. We are prepared to do everything we can to meet student needs and meet academic targets for every course under these logistics.

- Virtual - Determined by completion of asynchronous experiences and competency on learning tasks.
- Live - Determined as normal.

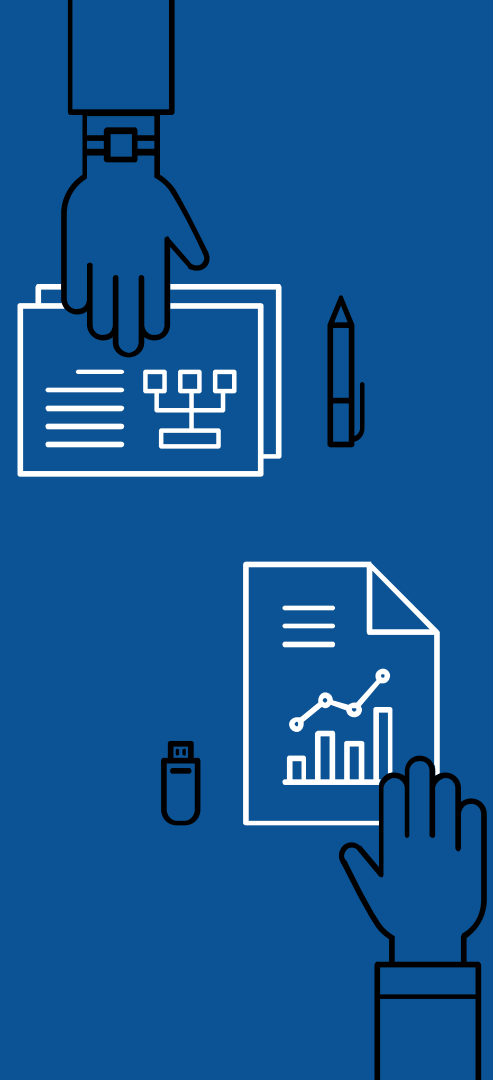


# Benchmark Assessments and Assessment Practices

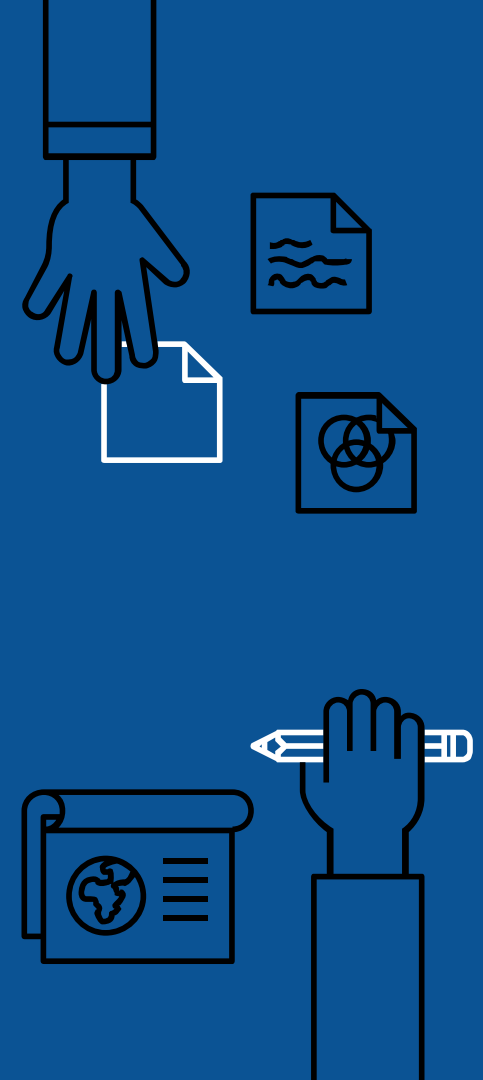
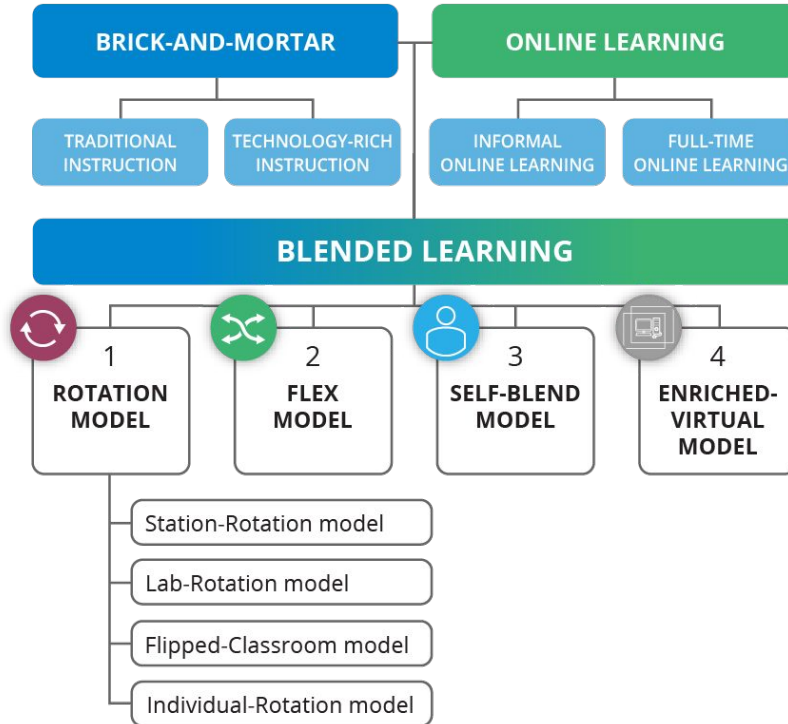
Our educators will use

- benchmark,
- diagnostic,
- pre-assessments,
- common assessments, and
- formative assessments

to design instruction that supports closing gaps and growing our learners.



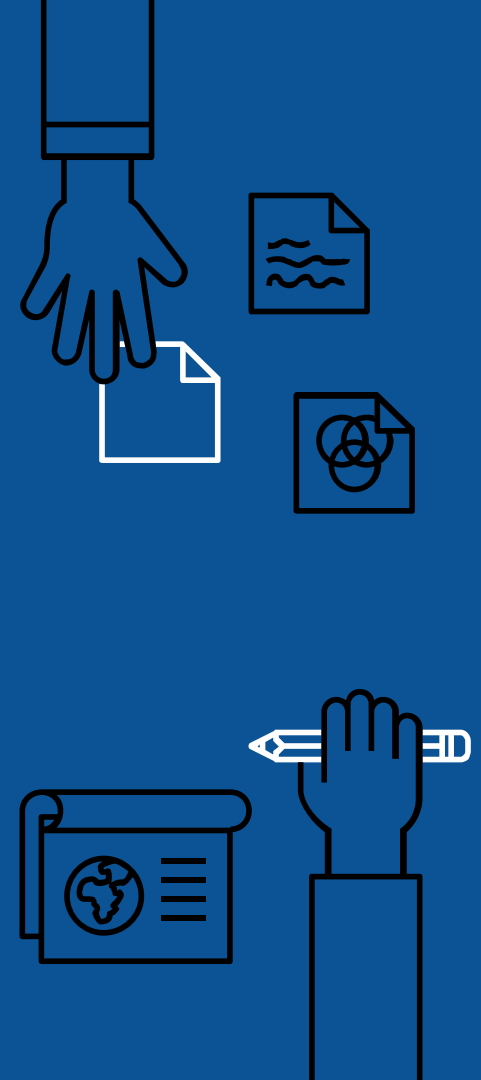
# Blended Learning and the Flipped Classroom Models





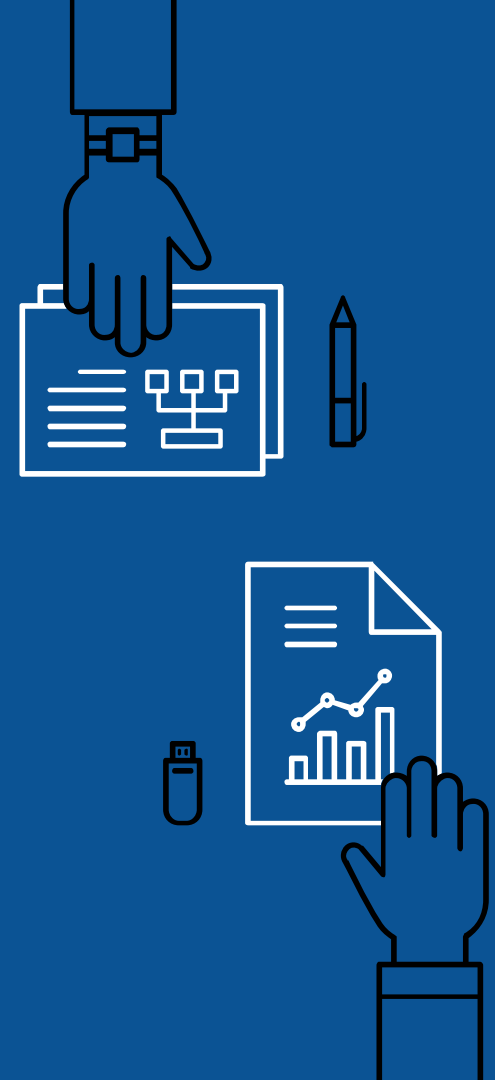
# Collaboration

- Our educators are highly collaborative. Additional time and opportunities are being organized to help ensure successful collaboration.



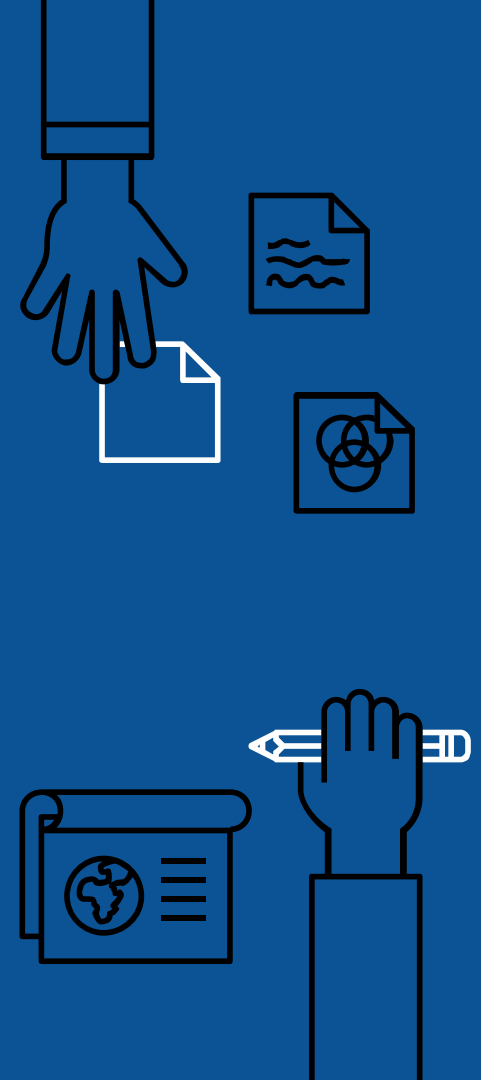
# Communication

- Seesaw/Canvas
- Email and phone calls
- Weekly Overview by Monday am
- Daily Learning and any available synchronous opportunities by start of instructional day
- Feedback for students in Seesaw/Canvas



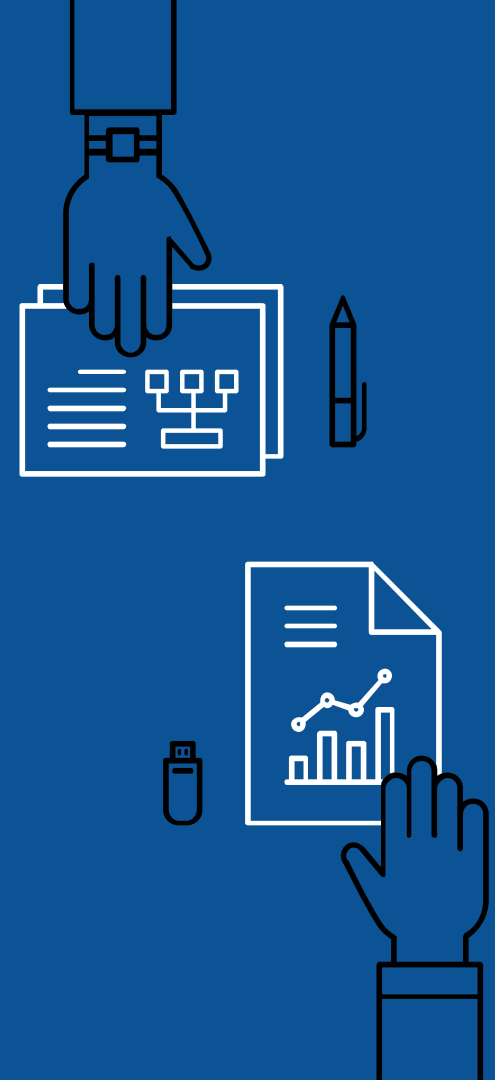
# Curriculum

- Student assessment data will drive any changes.
- Most curriculum maps available in [Atlas](#) (our curriculum mapping software).
- Teachers will continue with grade level material, differentiating where needed.



# Daily Schedule

Daily schedules for in person students will be determined by building principals depending on the operating procedures of the school.



# Sample Elementary

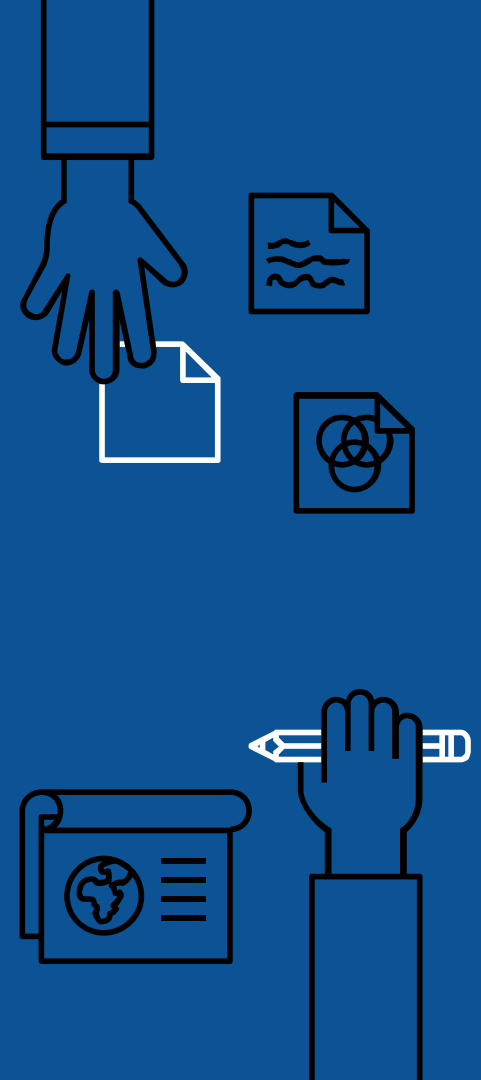
Live	Hybrid student at school	Hybrid student at home	100% Remote
9:00 Morning Meeting	9:00 Morning Meeting	9:00 Morning Meeting (possible synchronous opportunity)	9:00 Morning Meeting (possible synchronous opportunity)
Follow Daily Schedule	Follow Daily Schedule	-Students follow the school schedule <b>or</b> the family created at home learning schedule and complete async learning.  -Daily check-in opportunity.	-Students follow the school schedule <b>or</b> the family created at home learning schedule and complete async learning.  -Daily check-in opportunity.
2:00 Teacher: Plan & Connect Students: Async learning	2:00 Teacher: Plan & Connect Students: Async learning	2:00 Teacher: Plan & Connect Students: Async learning	2:00 Teacher: Plan & connect Students: Async learning
In School Learners		At Home Learners	

# Sample Secondary

Live	Hybrid student at school	Hybrid student at home	100% Remote
<p>Per Class: Student follows the teacher's instructional plan for content delivery, collaboration, and independent practice.</p> <p>Follow Daily Schedule</p>	<p>Per Class: Student follows the teacher's instructional plan for content delivery, collaboration, and independent practice.</p> <p>Follow Daily Schedule</p>	<p>Based on the teacher's instructional plan, possible options exist for student participation:</p> <ul style="list-style-type: none"> <li>- The student completes asynchronous content and submits work at the end of the designated time for teacher feedback.</li> <li>- Student is "live" for a portion of the period for content delivery and collaboration. Independent practice is completed offline.</li> </ul>	<p>Based on the teacher's instructional plan, possible options exist for student participation:</p> <ul style="list-style-type: none"> <li>- The student completes asynchronous content and submits work at the end of the designated time for teacher feedback.</li> <li>- Student is "live" for a portion of the period for content delivery and collaboration. Independent practice is completed offline.</li> </ul>
<p>1:00 Teacher: Plan &amp; Connect Students: Async learning</p>	<p>1:00 Teacher: Plan &amp; Connect Students: Async learning</p>	<p>1:00 Teacher: Plan &amp; Connect Students: Async learning</p>	<p>1:00 Teacher: Plan &amp; connect Students: Async learning</p>
In School Learners		At Home Learners	

# Digital Tools

- Expectations for teachers to consistently use Seesaw and Canvas.
- Common structure of all secondary Canvas courses.
- Board approved digital curriculum



# Seesaw

Consistent for both learning models.

Seesaw will be the single communication method for all elementary teachers and families.

→ Allows for real time communication.

→ In addition to communication, Seesaw allows teachers to create interactive materials that replicate physical manipulatives.

The screenshot shows the Seesaw Activity Library interface. At the top, there is a navigation bar with "Community", "School & District" (selected), and "My Library". Below this is a search bar with filters for "2nd Grade", "All Subjects", and "Quakertown Comm...". The main heading reads "Quakertown Community School District 2nd Grade Activities" with "270 Activities" listed below it. The grid of activity cards includes:

- Fluency Rate Template with Goal** by Susan Rivera: A worksheet with smiley faces and a goal.
- Choice board Templates** by Susan Rivera: A diagram with arrows and numbers 1 and 2.
- Tabbed Notebook** by Mrs. Caputo: A blank notebook page.
- Summer - Art Choice Board** by Mrs. Caputo: A grid of various art projects.
- Let's Get Creative - Week 11** by Mrs. Caputo: A colorful illustration of a sea turtle.
- BOOM Cards Balancing Equations** by Kathryn Riley: A math problem  $-4 = 15 - 3$  with colorful houses.
- Orchestra Instruments Demonstration (2nd...)** by Lara Cifelli: A blank screen with a "Continue" button.
- 3rd Grade Foundations Fun With Mrs. DiCicc...** by Stacey DiCicco: A classroom scene with a teacher and students.
- 2nd Grade Fluency Fun With Mrs. DiCicc...** by Stacey DiCicco: A field of sunflowers.



# CANVAS

Consistent for both learning models.

Canvas will be the single communication method for all secondary teachers and families.

→ As a learning management system, all resources will be available within Canvas.

The screenshot displays the Canvas LMS interface for a course titled "QCSD Blueprint Template". On the left is a navigation menu with items: Home, Announcements, Modules, People, Syllabus, Grades, Grade Sync, Collaborations, Google Drive, Atlas Curriculum Mapping, Rubrics, Discussions, Outcomes, Pages, Files, Assignments, Conferences, Quizzes, Studio, and Settings. The main content area features a "WELCOME" message with a cougar logo. Below this is a table of marking periods:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
9/14 - 11/17	11/18 - 2/2	2/5 - 4/15	4/16 - 6/21

Below the marking periods is a list of course activities:

<a href="#">Get Started</a>	Learn what to complete in this class each week.
<a href="#">Announcements</a>	Read updates from your teacher.
<a href="#">Modules</a>	Find the content for this course.
<a href="#">Syllabus</a>	Find assignments and due dates for this course on one page.
<a href="#">Grades</a>	Check teacher feedback and grades you earn.
<a href="#">About the Course</a>	Learn more about this course.
<a href="#">About the Teacher</a>	Learn more about your teacher.

# Grading and Feedback

## What will grading look like?

- ▶ Traditional grading and reporting will resume for the 20-21 school year.

## Will my student still take quizzes or tests remotely?

- ▶ Yes. Teachers will be able to give students quizzes and tests both synchronously and through the Canvas LMS.

## What other ways will students be assessed?

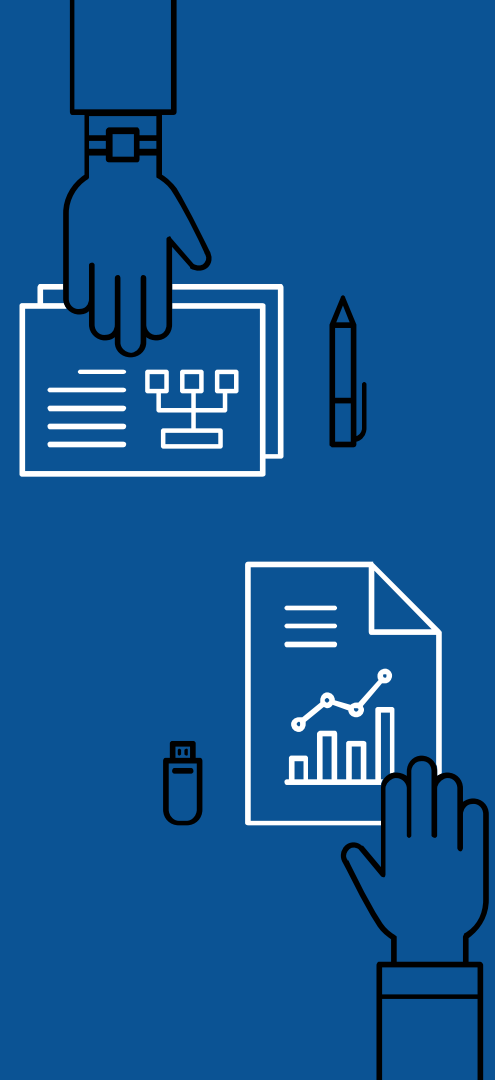
- ▶ Projects and performance-based assessments will also be part of the student experience.

## How can I see my student's assignments and assessments?

- ▶ Grades will continue to appear in PowerSchool. However, parents can see assignments and assignment completion in SeeSaw and Canvas.

## How will teachers provide feedback?

- ▶ Teachers will provide daily feedback in a variety of formats.



# Instructional Day

## Live "In Person" Day

300 minutes synchronous/day

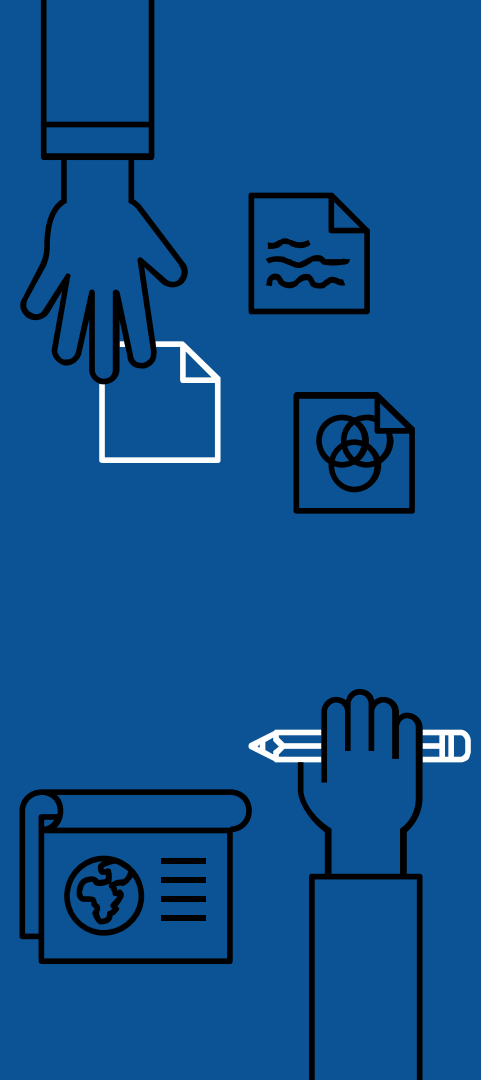
## Asynchronous Per Day

60 asynchronous minutes (elementary)

90 asynchronous minutes (secondary)

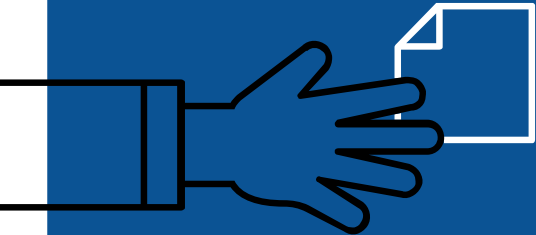
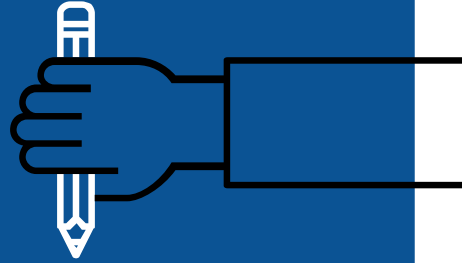
## Hybrid/Full Virtual

Comparable learning experiences however time spent will be dependent on individual learners.



# Social Emotional Learning

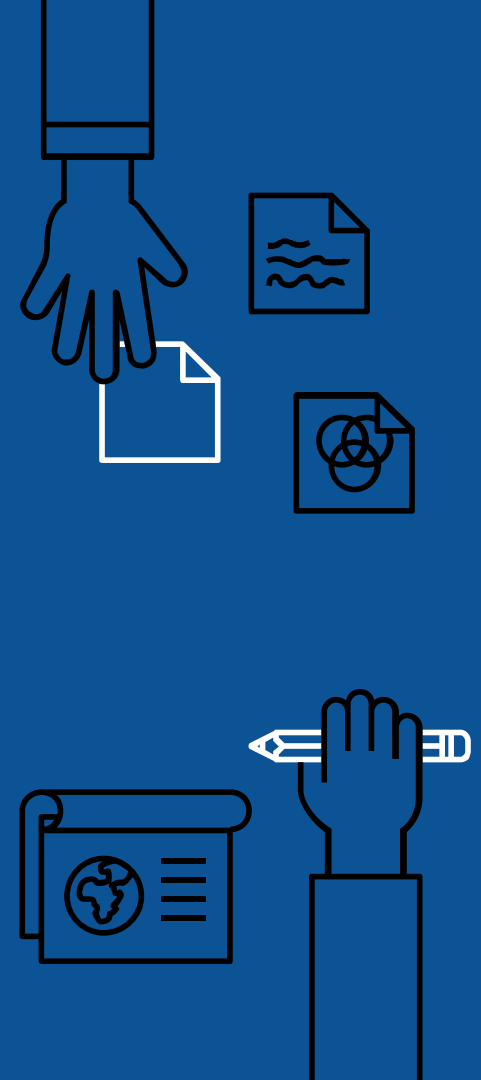
*Reunite. Renew. Thrive.*



# Social Emotional Learning

## *Reunite*

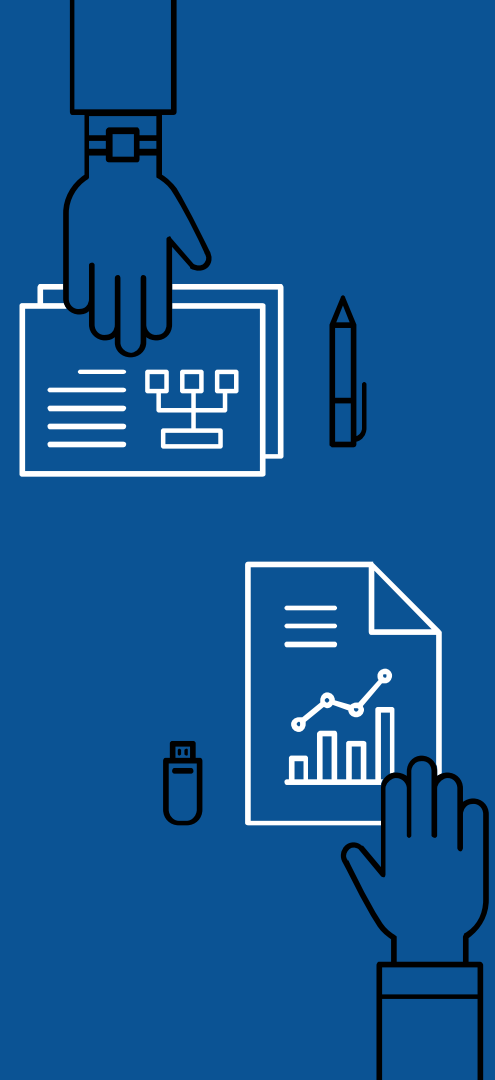
- ❑ **Create a safe and inviting learning environment**
  - ❑ Review and practice health and safety procedures for in classroom learners.
  - ❑ Establish norms for online participation and use consistent communication strategies.
- ❑ **Build Relationships**
  - ❑ Practice socially distanced greetings.
  - ❑ Plan activities like icebreakers, google surveys, and video conferencing.
  - ❑ Utilize digital tools like Canvas, SeeSaw, Google Meet and Flipgrid.
- ❑ **Establish Routines that create a sense of belonging**
  - ❑ Facilitate morning meetings at the elementary level.
  - ❑ Facilitate daily check ins at the secondary level.



# Social Emotional Learning

## *Renew*

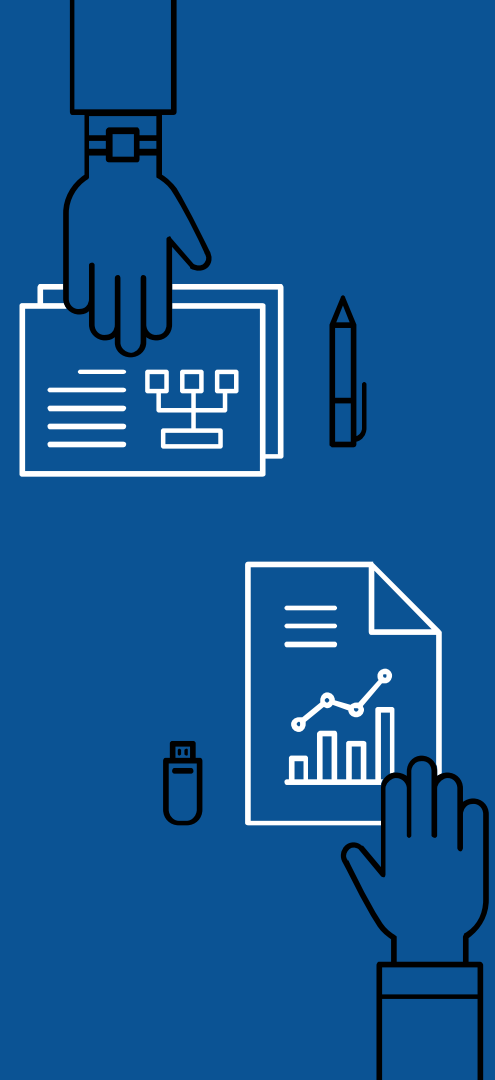
- ❑ **Partner with families to forge strong support for students**
  - ❑ Ensure students and families know how to contact and connect with the teacher and school.
  - ❑ Share the QCSD Parent/Family website as a hub to resources and information related to wellness.
  - ❑ Provide clear, intentional, and frequent communication with families in their native language.
- ❑ **Organize content via Canvas and SeeSaw in streamlined and predictable ways for easy navigation.**
- ❑ **Support families in establishing routines for at home learning.**



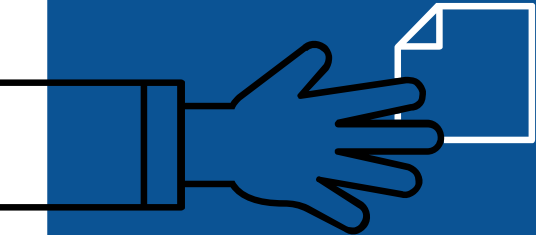
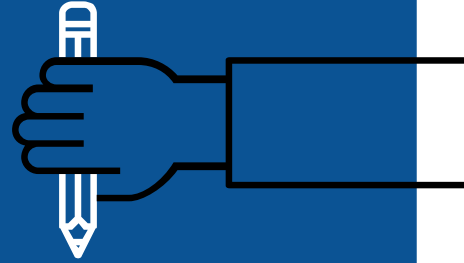
# Social Emotional Learning

## *Thrive*

- ❑ **Embed Social Emotional Learning**
  - ❑ Include Social Emotional Learning objectives in daily lesson plans to reinforce students' experiences with skills such as:
    - ❑ self-awareness,
    - ❑ responsible decision making,
    - ❑ self-management,
    - ❑ social awareness, and
    - ❑ relationship skills
  - ❑ Use instructional practices and structures that encourage student-led discussions, interactions and teamwork.
  - ❑ Implement an optimistic closure.
  - ❑ Implement brain breaks and energizers.
  
- ❑ **Provide teachers with ongoing professional development**



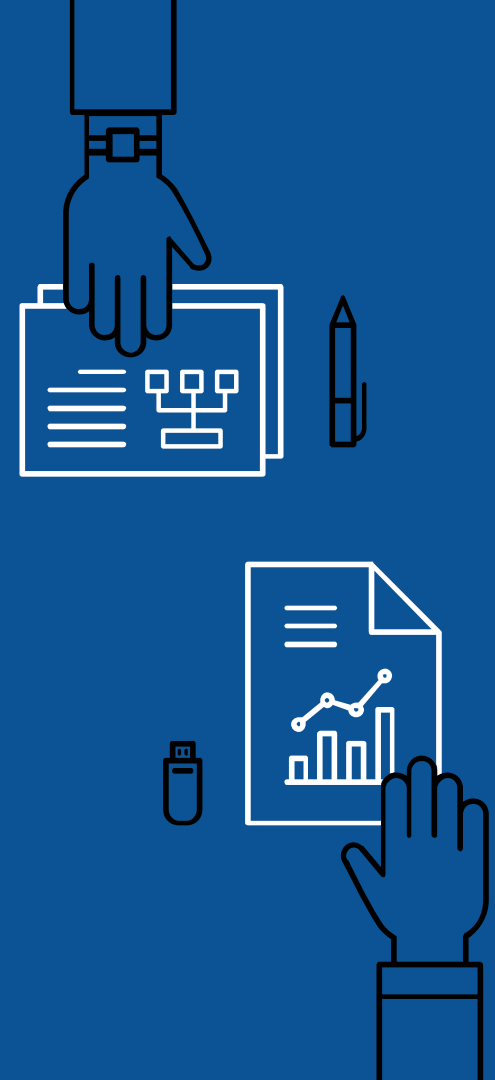
# Professional Learning Opportunities





# Types of Available PD

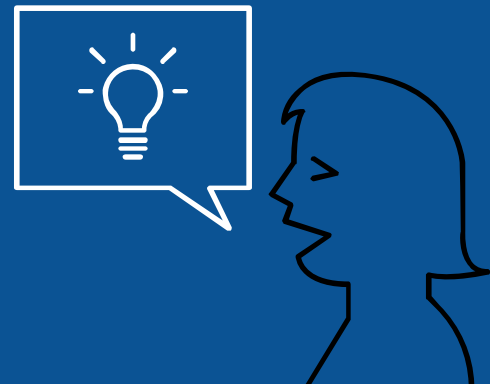
- August Panther Bytes (synchronous and asynchronous)
- Expert PD (literacy, blended learning)
- Structured Collaboration opportunities
- Coaching sessions
- Canvas courses
- Professional Learning Site
- BCIU PD

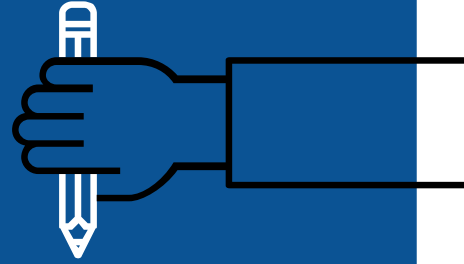




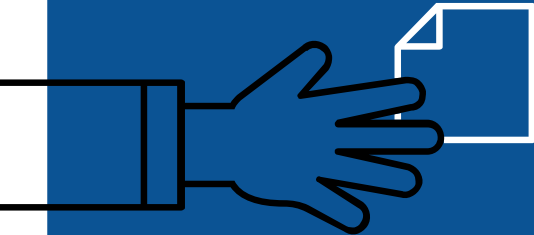
Creating Community Online	Embedding SEL in Daily Instruction
Tech Tools	Health and Safety Plan Training
Canvas/SeeSaw	Grading and Assessment
Differentiation	Blended Learning Models
Content Specific	Supporting Diverse Learners

## Session Topics

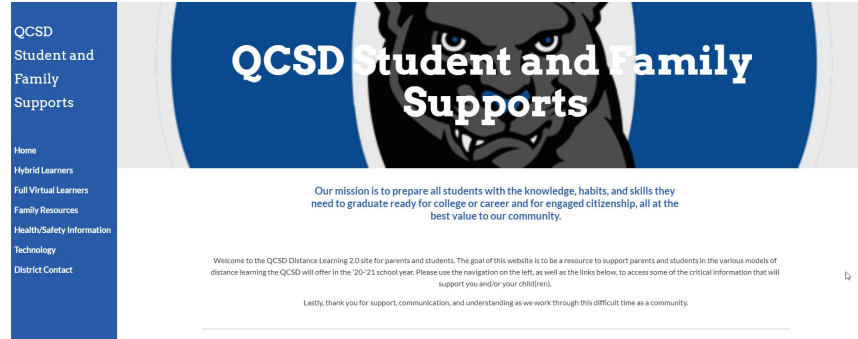




# Parent Supports



# Parent/ Family Website



- Resources to support social emotional needs
- Resources to support virtual/hybrid learning at home
- Explainer videos and tutorials
- Documents to support technology usage



Thank You

