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

**Blended Learning**

1. **Rotation Model**
   - Station-Rotation model
   - Lab-Rotation model
   - Flipped-Classroom model
   - Individual-Rotation model

2. **Flex Model**

3. **Self-Blend Model**

4. **Enriched-Virtual Model**

**Brick-and-Mortar**

- Traditional Instruction
- Technology-Rich Instruction

**Online Learning**

- Informal Online Learning
- Full-Time Online Learning
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

<table>
<thead>
<tr>
<th>Time</th>
<th>In School Learners</th>
<th>Hybrid student at school</th>
<th>Hybrid student at home</th>
<th>At Home Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 Morning Meeting</td>
<td>9:00 Morning Meeting</td>
<td>9:00 Morning Meeting (possible synchronous opportunity)</td>
<td>9:00 Morning Meeting (possible synchronous opportunity)</td>
<td></td>
</tr>
<tr>
<td>Follow Daily Schedule</td>
<td>Follow Daily Schedule</td>
<td>- Students follow the school schedule or the family created at home learning schedule and complete async learning.</td>
<td>- Students follow the school schedule or the family created at home learning schedule and complete async learning.</td>
<td>- Daily check-in opportunity.</td>
</tr>
<tr>
<td>2:00 Teacher: Plan &amp; Connect Students: Async learning</td>
<td>2:00 Teacher: Plan &amp; Connect Students: Async learning</td>
<td>2:00 Teacher: Plan &amp; Connect Students: Async learning</td>
<td>2:00 Teacher: Plan &amp; connect Students: Async learning</td>
<td></td>
</tr>
</tbody>
</table>
### Sample Secondary

<table>
<thead>
<tr>
<th>Live</th>
<th>Hybrid student at school</th>
<th>Hybrid student at home</th>
<th>100% Remote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Class: Student follows the teacher's instructional plan for content delivery, collaboration, and independent practice.</td>
<td>Per Class: Student follows the teacher’s instructional plan for content delivery, collaboration, and independent practice.</td>
<td>Based on the teacher’s instructional plan, possible options exist for student participation:</td>
<td>Based on the teacher’s instructional plan, possible options exist for student participation:</td>
</tr>
<tr>
<td>Follow Daily Schedule</td>
<td>Follow Daily Schedule</td>
<td>- The student completes asynchronous content and submits work at the end of the designated time for teacher feedback.</td>
<td>- The student completes asynchronous content and submits work at the end of the designated time for teacher feedback.</td>
</tr>
<tr>
<td>1:00 Teacher: Plan &amp; Connect Students: Async learning</td>
<td>1:00 Teacher: Plan &amp; Connect Students: Async learning</td>
<td>- Student is “live” for a portion of the period for content delivery and collaboration. Independent practice is completed offline.</td>
<td>- Student is “live” for a portion of the period for content delivery and collaboration. Independent practice is completed offline.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In School Learners</th>
<th>At Home Learners</th>
</tr>
</thead>
</table>

1:00 Teacher: Plan & Connect Students: Async learning
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.
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.
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

<table>
<thead>
<tr>
<th></th>
<th>Live “In Person” Day</th>
<th>Asynchronous Per Day</th>
<th>Hybrid/Full Virtual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>300 minutes synchronous/day</td>
<td>60 asynchronous minutes (elementary)</td>
<td>Comparable learning experiences however time spent will be dependent on individual learners.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90 asynchronous minutes (secondary)</td>
<td></td>
</tr>
</tbody>
</table>
Social Emotional Learning

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
<table>
<thead>
<tr>
<th>Creating Community Online</th>
<th>Embedding SEL in Daily Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech Tools</td>
<td>Health and Safety Plan Training</td>
</tr>
<tr>
<td>Canvas/SeeSaw</td>
<td>Grading and Assessment</td>
</tr>
<tr>
<td>Differentiation</td>
<td>Blended Learning Models</td>
</tr>
<tr>
<td>Content Specific</td>
<td>Supporting Diverse Learners</td>
</tr>
</tbody>
</table>

**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