

2020-21 SCCS Secondary High Restrictions Distance Learning Instructional Guidelines & Recommendations	Resources
Essential Standards	• Teacher Clarity (Learning Goals & Success Criteria) is needed now more than ever • Courses will not be able to cover the same breadth in a typical year • Collaborate with course alike colleagues to determine Essential Standards for each course & communicate these with your SpEd RSP team • Use short, quick formative assessments to determine student level of mastery on Essential Standard(s). A formative assessment could be as informal as an exit ticket or written response/math problem during class, or as structured as using Illuminate, Google forms, goformative, etc. • Students will not bring the same level of prerequisite skills. Instruction must meet students where they are. Plan to address gaps in learning as needed throughout the year
Instructional Expectations & Lesson Design	All teachers will actively use Google Classroom for each course taught. All teachers will maintain daily and/or weekly agenda that are accessible to students and parents. See the Google Classroom portion of this document for more details. Explicitly teach students how to be successful in distance learning/blended learning (e.g., how to use Google Classroom, how to use the online tools/websites/programs you regularly ask students to use, learning strategies for at home learning, etc.). In each lesson, build in activities and/or quick check in questions that promote a positive and caring classroom community (see <i>Social Emotional Support</i> section of this document for ideas) Instructional Routines Instructional routines are essential to support student success in distance learning and blended learning. Instructional routines can include: • Beginning and ending class with similar routines (article w/ examples) • Posting assignments at the same time on the same day of the week • Using the same “template” for explaining lessons and/or assignments • Chunk learning into small manageable chunks. • Using the same external resources (websites, programs, etc.) so students understand how to use the resource and can focus on the actual content/skill/concept being learned • Consider the amount of screen time you are assigning, and when possible, give students assignments that get them outside and/or off of the computer

100% Distance Learning Expectations	Synchronous: • 3 synchronous (live and online) lessons a week with each class period for all schools with the exception of SCHS who will have 5 weekly lessons (see weekly schedule) • Purposefully plan for opportunities for small group work as well as opportunities for students to actively engage. Remember it is best practice to assign group roles and responsibilities (e.g., facilitator, recorder, reporter, etc.). ○ Discussions ○ Debates ○ Problem solving ○ Group work ○ Unpacking harder content ○ Learning study strategies Asynchronous: • While each class period is 80 minutes long, you do not need to be doing synchronous virtual, live instruction for the entire 80 minutes. School sites will be discussing this in further detail and coming to agreements and expectations regarding these 80 minutes. • Part of the 80 minutes can be asynchronous instruction/learning (instruction and/or learning that is not live). This can include having students watch instructional videos, work independently on an assignment, and/or any sort of learning that a student can do on their own time that is not live.	The Building Blocks of an Online Lesson Synchronous: Play.pos.it PD Opportunities: August 6th, District Distance Learning PD Day Modern Teacher Professional Learning Distance Learning Modules - info on this resource will be emailed to teachers & linked here when available.
Student Engagement During Synchronous Online Instruction	Keeping students engaged during synchronous instruction is a different ball of wax than when teaching in the physical classroom. Below are a list of guidelines to support continued student engagement during online instruction: • Ask students to keep cameras on, especially when speaking, explaining that this helps both the student and teacher to engage in the learning. However, keep in mind that some students may be uncomfortable being on camera &/or not want others to see their home environment. So a student should never be forced to have their camera on. • Keep direct instruction focused and brief • During direct instruction, provide students with an “incentive” to help keep them focused and engaged. Online “incentives” include but are not limited to the use of: ○ Bingo - using vocabulary words pertinent to the lesson/concept/Essential Standard ○ “Easter Eggs” - something “hidden” during the lesson that students can find (e.g., word of the day, link to a funny/upbeat video, pic, &/or meme) • Create multiple Google Meets or use Zoom for students to work in “breakout rooms” or small groups online after the direct instruction portion of the lesson is over	Best Practices for Educating Online Classroom Climate Strategies for Distance Learning Mindfulness in the classroom to cope with stress & increase engagement How Can We Build Relationships in Virtual Isolation? Engagement Tools for K-8 Webinar (1 hr recording)

		Slide Deck
Assessment	Common Formative Assessments • Keep formative assessments short & focused on one or two Essential Standards • Choose an assessment task that will demonstrate clear information on student level of proficiency/mastery on Essential Standard(s) • Use formative assessments often. A formative assessment can be any and/or all work students turn in Summative Assessments during 100% Distance Learning • Consider using Illuminate & give students a window to take the assessment. Consider making the assessment timed, allowing plenty of time for a thoughtful assessment & making sure you have accommodations in place for students needing these. • Create an assessment that requires students to produce original work (e.g., writing prompt, task or project), not work that can be easily copied from the internet. • Set a time when students can take the assessment synchronously, so you are there as a resource if students need help in understanding the assessment. • Give students the ability to retake the assessment and/or give some credit for test corrections • Students should have multiple opportunities to demonstrate proficiency on essential standards	Smarter Balanced Tools for Teachers ReThinking Assessment (1 hr recorded Webinar from SJSU specifically on creating assessments for online learning)
Social Emotional Support	Having caring relationships with our students is one of the best ways to provide students with social emotional support. Here are a few strategies for maintaining and creating these relationships during synchronous instruction. • Begin each class (whether in person or online) with a quick check in question (e.g., choose one mood word to describe how you're feeling, name one place you would love to visit one day, if you could have any super power, which would you choose, what is your favorite thing to do to destress, etc.). Have them type this into the chat feature of Zoom/Google Meet and share a few aloud. • Make space for relevant social issues when possible (e.g., Black Lives Matter movement, increased mental health needs due to COVID, etc). • Encouraging students to form study groups outside of class and/or work on a project with a partner also supports students in building positive relationships with their peers	Oakland Unified 3 Signature SEL Practices Let's Talk: Facilitating Critical Conversations w/ Kids SJSU Webinar: Developing Community in Online Learning Spaces Slide Deck Video Building Community thru Zoom

2020-21 Instructional Structures & Systems	Resources
Google Classroom Setup	To better support students during distance learning and blended learning, set up Google Classroom with your department/school following these guidelines. Also, be sure to share your Google Classroom with your site admin, RSP teachers, and all parents. Use this SCCS Google Classroom doc to help guide you as you set up your Google Classrooms for 20-21. “Stream” Tab Guidelines: • Posts for weekly agendas/assignments should be uniform • Post once for each time you are meeting synchronous with your class • Post assignments separate from the class meetings • Keep instructions for weekly assignments clear and focused ◦ If assignment instructions need to be longer than 1-2 sentences, use a Google doc and link into the weekly post or make and post a video to explain • <u>Try to keep posts to a minimum - less is more!</u> Consider using Blackboard, remind.com, or groupme app to send messages and/or reminders. “Classwork” Tab Guidelines: • Organize classwork by topic or date ◦ If organized by date, put the most recent work at the top, so it is seen first • Make each assignment very easy to see & labeled with the due date • Adding due dates to assignments are a must: ◦ When you give assignments due dates, this adds the assignment to each students’ “To Do” list. ◦ It also adds it to their Google calendar. This helps students see all assignments due from all classes in one spot. PD Opportunities: David Kline & Stacy Newsom Kerr, Date & Time TBD Parent training on Google Classroom SCCS Setting Up Your Google Classroom doc Student Handout on How to Use Google Classroom How to Create an Assignment Video (including how to give assignments due dates) Where Students Can Go to Find Assignments-ToDo List/Calendar How to Use Topics in Classroom to Organize Materials
Communication w/ Students	As a school site determine 1-2 key ways that students should use to contact their teacher (e.g., email, Google Classroom, etc.). Train students to use the 1-2 ways to communicate with teachers. The more consistency there is from teacher to teacher, the more these expectations will be reinforced in our students. Teacher Communication w/ Families Teachers should send parents/guardians an email at least every other week giving details regarding learning, assignments, and assessments. It does not need to be long, just clear and

	concise info parents can use to support their child to keep up with their learning and work. School Communication w/ Families In addition to emails, schools need to keep websites updated with the current COVID restriction status (e.g., High Restrictions, Medium Restrictions, Low Restrictions), and what this means for students, parents, visitors (e.g., masks are required, 6 feet of physical distancing required, entrances/exits, etc.). The current bell schedule also needs to be on the website. This information should be easily accessible, and should be updated as soon as restriction levels change.	
Collaboration/ PLCs	• Each site will establish a weekly collaboration schedule for departments and/or course alike groups to collaborate • In your course alike collaborative group, determine 3-6 Essential standards for your course for the year • Focus on developing/refining lessons that focus on the determined Essential Standards for your course • Develop multiple common formative assessments for each Essential Standard • Ensure the independent work and learning you are assigning is meaningful (not busy work) and will give you an idea of student proficiency regarding the Essential Standard of focus • Within coursealike collaboration groups, when possible, consider dividing up the work so that one person makes instructional videos, one creates the independent assignment, one plans the in person lesson, etc.	Flash Back / Flash Forward Template Deconstructing Essential Standards Template Learning Progression & Assessment Plan
Grading	SCCS understands the need for vetted and fair grading practices in online instruction and in blended learning. The 20-21 school year will be a recovery year while we work to maintain grade level achievement of standards. As such, consistent student feedback based on clear expectations is of utmost importance. Middle and High Schools will return to a traditional letter grading system. However, if at any time during the semester, middle and high school instructional programs include blended or distance learning, families may opt for a credit/no credit grading system in high school or pass/fail in middle school. Options and information including a deadline for selection of grades or credit/no credit or pass/fail will be clearly communicated to staff and families. It is important to note for high school, that as of now, no state universities have indicated they will allow “credit” to count towards being A-G eligible in the 20-21 school year. Our district will actively monitor this, and will send any grading updates from UC and/or Cal State out to all high school staff.	High School Semester 1 Grading Info Middle School Semester 1 Grading Info PD: Grading for Equity Institute 4 Point Grading ScaleResources: Levels of Learning Rubric 4 Point Rubric Template (Mastery Grading)

	In order to encourage students who are sick to stay home, a grading accommodation plan will be developed to support any students with flu or COVID symptoms. This grading accommodation plan may include excusing all work that was given during their illness. Additionally, should the semester include blended and/or distance learning, students will be given a separate grade regarding their participation and engagement during distance learning. Teachers will continue to use the Illuminate Gradebook as their main gradebook and tool for communicating with students and parents in regards to grades. Google Classroom's gradebook is now integrated with Illuminate. For instructions on how to import grades from Google Classroom to Illuminate, click here. Schools/Departments/Teachers should consider using a 4 point grading scale: 4 = A 3.5 = B+ 3 = B 2.5 = C+ 2 = C 1 = D 0 = F • A 4 point grading scale alleviates the inequitable 0-59% F issue created by using a traditional 0-100% scale. • As we focus on essential standards and learning for each course and continue to have non-traditional learning environments and structures, a simplified grading scale is supportive of student learning. • AP & Honors courses would continue to get a grade bump on the GPA in a 4 point grading scale. Additional Grading Recommendations: • Give students multiple opportunities to demonstrate proficiency on each Essential Standard • Allow students to make test corrections and/or do test retakes • Consider not grading homework, participation, or practice work (only if students are able to do test corrections and/or retakes)	Folder of Examples of 4 Point Proficiency Scales Standards Based Grading Resources: Overview of standards based gradebook by Annie Harris How to set up a standards based gradebook in Illuminate by Annie Harris Standards Based Grading Slidedeck to explain standards based grading to students by Annie Harris
Attendance	Synchronous, Live Online Instruction: • Take attendance in Illuminate each period during synchronous, live online instruction.	
Online Instruction Schedule	• There is a district secondary instructional schedule for synchronous online instruction under High Restrictions, 100% distance learning. • Each school needs to clearly communicate the academic and social/emotional interventions & supports available to students (e.g., Homework Club, Math Plus, etc.)	Link to High Restriction, Distance Learning Schedule

Content Area Specific Curricular & Instructional Resources for Distance & Blended Learning	
Multiple Content Areas	San Diego County Distance Learning Resources - so many and well organized! Distance Learning Units of Study
CTE	CTEonline.org - excellent curricular resource for all CTE pathways. Free to create an account. Use your district email. San Diego County list of distance learning resources
Designated ELD	Lexia Power Up - middle school Reading support program. All ELs will have licenses for this. Learning Ally - all secondary schools have Learning Ally, an online Reading platform that has access to many audiobooks EL Rise PD Series from Californias Together: Welcoming, Inclusive, and Affirming Classrooms for English Learners Critical Conditions for English Learners in Distance Learning Creating and Sustaining Family Partnerships in Distance Learning
English	Scholastic Learn at Home (curriculum for grades K-12) - mostly reading & writing Learning Ally (see below table for more details)
History	Newsela.com (social studies, science & ELA related curriculum) • A shortened, pre-recorded "Getting to Know Newsela" workshop that walks through how to use Newsela and the 3 subject platforms • Daily Lessons on our Distance Learning homepage - cross-curricular ideas for ES, MS, and HS • Our Remote Teaching Toolkit, with Little Lessons for students about how to use Newsela and links to office hours • A full list of available collections in the new subject products
Math	cpm.org (homework help for CPM courses)- CPM said they were in process of creating distance learning resources. Links will be added here as soon as they're available. Khan Academy (lesson plans by grade level to support distance learning)
PE	Distance Learning Instructional Resources for all grades and levels
RSP	Learning Ally - all secondary schools have Learning Ally, an online Reading platform that has access to many audiobooks

Science	A recording was taken of the live SEPUP webinar 6-8, Thursday, April 23. You can view or download here. SEPUP online student portals (middle school science) Impact Science Lessons: Middle School science lessons and extension activities Mystery Science has now been added to Elementary.
VAPA	
World Language	World Language CLTA Distance Learning Resources: http://www.ocwlp.org/basics

Instruction Plan Updated: 8/3/20

District Supported Online Programs & Instructional Tools NOTE: Those highlighted in yellow below are in process, which means you will not have access yet (or at least paid account access). As soon as we confirm we have purchased, we will remove highlights and send out login info. Also, if you want something that is not on the district list below, please work with your principal to see if it is possible to get what you desire. If you do get something not on the list below, there will be limited to no district tech support for it.	
Edgenuity	Online curriculum and built in assessments. Note: Harbor (Math only) & Ark (all content areas) are the only schools with access.
EquatIO	Math Chrome add on that allows math teachers to more easily write equations using Google Slides. Click here to get the EquatIO Chrome Extension. 10 min video 1 hour training on EquatIO Using EquatIO on Google Forms If a product code is requested, use: GMFY8XDB
Flipgrid	Flipgrid is an online program that helps you integrate student video into your lesson and/or assignments. Flipgrid integrates with Google Classroom.
Google Suite	Google Suite includes: Google Classroom, Google Meet, Google Drive, Google Forms, Gmail, etc.

	Additionally, all secondary teachers have access to <u>unlimited</u> Originality Reports. Here is a link to Originality Report resources. Google has made quite a few updates to this feature, which now also includes the ability to compare a document a student turned in with all other student work turned into you, to help you identify if students have copied each other.
Learning Ally	Online subscription that gives students access to audiobooks. Work with your site librarian to get students' access to this.
Lexia	Online reading support program. Note: All students have access to this in elementary & ELs have access to this in middle school.
Newsela	English Language Arts, History, & Science related readings. As soon as this district license is available, you will have access to the paid version of Newsela, which gives you access to quizzes and reading comprehension data. If you already have a Newsela login, it should have been converted to a paid account, and you will continue to login the same way. If you do not have a Newsela account, it is easy to set up. Follow the directions linked here. Additional Newsela resources are linked here.
Pear Deck	Pear Deck was founded by educators and is an online tool you can use during instruction to help you engage every student. Using Pear Deck helps make your lesson a more active learning experience for students and also supports you with formative assessment. • Click here to make sure you have access to Pear Deck • Erin Asamoto, SCCS Computer Science TOSA, is a Pear Deck trainer and will be offering trainings the first few weeks of the school year • You should be able to access the free version of Pear Deck by clicking on "Add Ons" when you have Google Slides open. You will receive an email when you have access to the paid version. • Pear Deck Remote Learning Tips & Suggestions • Building our School Culture: Let's Talk about Stress • Staff Meetings & Professional Development • Templates to Deepen Instructional Practice • Great Teaching with Pear Deck
Ready Math & iReady	Middle School comprehensive standards aligned math curriculum and intervention program.
Screencastify	See 8/27/20 email from Julia w/ login info on how to access your unlimited recording account. Screencastify is a video creation tool for teachers and students. Screencastify helps make student voices heard

	and thinking visible through activities like: • Speech and language practice • Comprehension and reflection exercises • Interactive slide presentations If you use Google Apps, Screencastify will fit beautifully into your workflow. It integrates well with Google Classroom & Drive. • Video Intro to Screencastify
SORA	Santa Cruz Public Library online access for all students.
Zoom	All teachers have a paid subscription to the typical format. Login using your SCCS Gmail. Admin have Zoom Webinar capabilities to host large meetings. Please note, that you do have permission to record your classes and post in your Google Classroom for instructional purposes. You are not able to post to the open web. • Zoom Education Webinar • Zoom 101: Breakout Rooms • Zoom 101: Polling (In-meeting) • How to use Breakout Rooms • Screen Share & Annotation for EDU • Comprehensive Guide to Educating Through Zoom • How to use Waiting Rooms to Manage Office Hours & Drop-In Visitor Times • Comprehensive Guide to Educating Through Zoom Note: If there is a Zoom failure and Zoom is not available (like happened the 2nd week of this school year), use Google Meet. Make sure you tell your students that if Zoom ever stops working, they should check your Google Classroom, and that you will post a Google Meet link there to continue your synchronous instruction.

[Link to COE Professional Development Calendar](#)

Tech List Last Updated: 9/21/20