

NPS Distance Learning Plan for Teachers

This document provides administrators and teachers with guidance for distance learning. We encourage teachers to collaborate with their teams virtually, as well as site and district administrators.

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PURPOSE of EDUCATIONAL PLAN

With the anticipated closure of school facilities for the remainder of the 2019-2020 school year, the Oklahoma State Department of Education is encouraging a continuous learning model approach to educating students in Oklahoma with a focus on “enrichment” activities.

Our purpose during this time is to provide opportunities for students to continue learning and maintain skills. We will provide opportunities for learning enrichment that students can complete at home to maintain positive communication between teachers, families, and students.

As we make this transition to remote learning, we want teachers to understand that the expectation is that we provide students with opportunities for connection and growth. You are not expected to recreate your classroom community and instruction as it would appear during a typical school day.

We want to ensure that this global pandemic does not negatively impact students' grades. Grades will be frozen as of 3/13/2020 and students will have the remaining weeks of school to improve their grades. We will not be giving grades for daily assignments, nor will any classroom summative assessments be administered during the remaining weeks of school. Students will have the opportunity to take a “P” or Pass for their grade.

GENERAL EXPECTATIONS PreK-12

- Activities can be provided through our existing, online subscriptions and textbooks and communicated through email, Google Classroom or Seesaw.
 - Opportunity to Co-Teach: [Multiple teachers may share a Google Classroom](#). A grade level or content team may share a Google Classroom and offer different times for Google Hangouts allowing students to join during the most convenient time.
- Begin posts & emails with a warm and friendly introduction (video greetings or flipped video lessons are encouraged). Loss of face-to-face contact for an extended period can be an issue for some students.
- Be flexible, responsive and positive. Students will be affected by the closure in different ways.
- NPS can provide workbooks or packets of activities to students lacking internet access and/or devices at home. This includes making copies and mailing materials to student's homes.
- If a student has difficulty accessing your Google Classroom/Seesaw, the teacher will need to support the student/family via email or phone. The NPS Technology Help Desk number is 405-366-0536.
- Where possible we encourage online group conversations (Google Hangouts).
- Maintain regular communication with families (eg Grade Level News, etc.).
- Maintain regular communication with your evaluator/principal (using their guidelines) to share what learning activities you are providing for your students.
- Teachers have a responsibility to set office hours while being flexible with individual family/student needs.
- Teachers need to check emails/messages at least twice daily (once in the morning, once in the afternoon), Monday - Friday.

Assistance from Curriculum Coordinators and Tech Services

[Office Hours for Curriculum Team Support](#)

[Office Hours for Instructional Technology Support](#)

OFFICE HOURS

The purposes of office hours are:

- to contact students you are not hearing from
- for students to have the opportunity to ask questions about content and activities

Teachers need a plan for communicating with students and parents on how they can be contacted for learning support, both online and for students without internet access. Teachers should hold office hours at least two times a week for a minimum of 30 min. Additionally, you need to be flexible to support students who cannot attend your office hours. For example,

- *I am available for email support from 10am to 2pm daily.*
- *I am available for Google Hangouts Meet sessions from 12.30-1.30pm every Thursday.*
- *Contact me by phone at ... with questions.*

Office Hours Medium: Google Hangouts (students can call in), email, Google Classroom

Phone Options: Google Voice, School Status

VIDEO/LIVE STREAMING GUIDANCE

- Dress appropriately for being on camera.
- Be aware of what is in the background that your students will see.
- Consider where you will be in your house to avoid unintended interruptions.
- Know when your mic and camera are on and off.
- Stay engaged.
- All communication with students should conform with common professional practice, federal and state law (i.e. FERPA), and district policies and regulations. Please see district [regulation 2003-3](#) for general district expectations for electronic interactions with students.

These articles have great tips and tricks for effective online meetings and instruction:

- [How to Be a Better Online Teacher](#)
- [The do's and don'ts of video conferencing](#)
- [How to Make Video Meetings Effective When Working From Home](#)
- [Working from home? Video conference call tips for the self-isolating](#)

GRADING

We want to ensure that this global pandemic does not negatively impact students' grades.

- All PreK through 12th-grade students' grades will be frozen as of 3/13/2020 and students will have until 4/24/20 to turn in missing work, retake a test, or do other work to improve their 3rd quarter grade. Teachers are encouraged to waive missing work.
- In all cases, no student grades can drop after 3/13/2020.
- Grades will not be given for activities, daily assignments, nor will any classroom summative assessments be administered during the remaining weeks of school.
- Teachers may provide feedback to students but the focus will be on learning rather than grades.
- All teachers in grades K through 12th-grade will submit 3rd quarter grades after 4/24/20.
- Pre-K teachers will complete the Spring Developmental Checklist after 4/24/20.
- Only teachers teaching high school credit courses will submit semester grades after the last day of school.
- Students taking high school credit courses will have the opportunity to take a "P" for Pass or an "NP" for No Pass for their semester grade. *P and NP will be neutral in a student's GPA. Pass/No Pass may not be appropriate for students seeking scholarships or who are NCAA athletes.*

[FAQs about Grading](#)

NPS COVID Calendar/End-of-Year Timeline

The 2019-20 school calendar ends for teachers on May 27, 2020.

****April 24 - Last day of graded work for elementary and middle schools.****

Will use 3rd quarter grades or improvement of 3rd quarter grades as final grades.

May 13	End of Instruction - Conclusion of Distance Learning	Last Day of Instruction for Students (Last Day of School for Students)
May 14-20	Teacher Record Days Review student work products, data, etc. <u>High School Credit Courses Only</u> - Determine whether enrichment enhanced students' 3rd quarter grade; Determine letter grade vs. Pass/No Pass; Senior Sure Fails (high school only)	Teachers - Record Period

May 21	Final Grades Entered	Grading Period Closes
May 22-27*	Teacher Work Days Grade Verification, Final Grade Cards Posted	Possible Teacher Checkout, depending on CDC recommendations/Stay-At-Home orders
May 27	Last Day of School/182-Day Contract for Teachers	

PROFESSIONAL DEVELOPMENT

- Google Meet will be used for PD for teachers to learn how to use more of the technology
- Google Hangout for individuals or a couple of teachers to guide teachers through PD
- [School Status Communication](#)
- Google Classroom Training

INSTRUCTIONAL TECHNOLOGY

The NPS Technology Help Desk number is 366-0536.

- [Google Hangouts Meet](#)
- Both Google Classroom and Moodle existing courses can be duplicated and ownership transferred to another teacher, if a teacher would like to share the classroom they have created.
- [Google Help](#) including Google Chrome
- [Khan Academy Teacher Guide](#) Directions (Lessons in most subjects in high school and SAT Prep) Teachers can assign lessons, students join with code shared by teacher. Also 3 full writing assignments self graded for SAT prep.
- iPad Help including video making [iPad Help](#)
- MacBook Help including videos [MacBook Help](#)
- [Instructional Apps, Resources, & Tools](#)
- [Resources for Learners](#)
- [Resources for Educators](#)
- [NPS Library Resources Login Information](#) (Do NOT publish this list. You can give access on private and password protected sites.)
- [Edpuzzle](#), [Padlet](#), [FlipGrid](#), [ReadWorks](#), [Newsela](#), [CommonLit](#)
- Screencast on [iPad](#); [screencast on MacBook](#); record [screen + teacher's face](#)
- [Online Education Options](#)
- Overdrive Sora See link under **Librarians** for access

SCHOOL COUNSELORS; STUDENT ADVOCACY COORDINATORS

- School Counselors and Student Advocacy Coordinators will establish office hours.
- School Counselors will educate the school staff on the most effective way to be contacted.
- School Counselors and Student Advocacy Coordinators will provide direct contact by telephone, email or Google Hangout to stay in communication with students and families.
- Student Advocacy Coordinators will continue to provide services to identified students and will provide advocacy for additional students as needed.
- Encourage students, parents, and guardians to schedule telephone conferences as needed.
- They will continue with the normal academic advisement before school physical closures.
- Evaluate timelines for graduation requirements, class credits, and other educational programs
- They will use email and any available school/district online platforms and resources to consult and collaborate with families, teachers, administrators and other school staff.
- School Counselors will provide a weekly activity for students in all grade levels that supports mindfulness and well-being. They will determine the best platform to post videos or activities that is consistent with other learning educational plans in their school
- Serve as liaison for communication with students/families in crisis
- For students in crisis call: Youth Crisis Mobile Response (833) 855-CARE (2273)
- [NPS Elementary Virtual School Counseling Framework](#)
- [NPS Secondary Virtual School Counseling Framework](#)
- [Oklahoma School Counselor Association Resources for Counselors related to Covid19 and Virtual School Counseling](#)
- [American School Counselor Association Position Statement on Virtual School Counseling](#)
- State Department of Education Links
 - [Academic Counseling FAQs - Covid19](#)
 - [Student Support-Talking to Children about Covid19](#)
 - [Student Support SEL Educators Resource](#)

STUDENTS WITHOUT ACCESS TO DEVICES/INTERNET

Elementary

- Curriculum team is creating learning resources that will be mailed/delivered to students without access.

ENGLISH LEARNERS

- Follow all general expectations.
- Work with classroom teachers on task modifications and alternate assignments for Newcomers.

GIFTED

- Follow all general expectations and provide enrichment activities for GT students. This can be done through your weekly SMORE if you choose.
- Work with classroom teachers to include extended activities and options for students.
- 6th grade math for elementary will follow classroom teacher guidelines.

AP COURSES

- Monitor [AP Central Covid-19 Updates](#).
- [Student link](#) to AP updates and resources
- Work in conjunction with College Board to provide Study Sessions for students preparing for exams.
- Use College Board lessons provided to prepare for exams, or create your own based on the needs of your students.
- Have virtual meetings for students to ask questions and share ideas for success.

LIBRARIANS

To Do:

- Find ways to connect with students.
- Find and maintain ways to provide support and make connections for students, teachers or/and families. Please coordinate with your principal. (See guidelines above.)
- Provide office hours as outlined above. This provides a time when the library is 'open'.
- Make sure students, parents and teachers know how to contact you and how to schedule as needed.
- Provide enrichment opportunities that build engagement and connect to instruction and personal interests.
- Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences.
- Attend meetings organized by the office of libraries and instructional technologies.

Resources to Remember and Share with Staff and Students:

- Share:
 - [Resources for Learners](#)
 - [Resources for Educators](#)
 - [NPS Library Resources Login Information](#) (Do NOT publish this list. You can give access on private and password protected sites.)
- Provide support for Overdrive/Sora. <https://soraapp.com/welcome>. [Click here for Sora Help](#).
- Provide this information to teachers: Free home access to Epic! through your school for this school year <https://www.getepic.com/learn/freeremotestudentaccess/>
- Provide support for: [Google Hangouts Meet](#) see [Teacher Help](#), and [QuickStart](#).
- SLJ publisher list for read alouds (through June 30):
<https://www.slj.com/?detailStory=publishers-adapt-policies-to-help-educators-coronavirus-covid19>
- Continually monitor online resources and report any access problems to Kathryn and Stacy.

Ideas:

- Consider creating a form that allows students to ask for readers' advisory consultation from you.
- Consider creating videos of storytimes, booktalks (Use books in Sora), read alouds and book chats, etc. and posting to a secure, password protected site or on a limited (not public) social media group. Be mindful of copyright. (See above for SLJ publisher list for read alouds through June 30.)

- Provide a form or your email to students so they can contact you to get book recommendations and help.

SPECIAL EDUCATION

- Follow all general expectations and guidelines for attendance, grading, and office hours.
- Assist classroom teachers in modifying activities for students.
- Communicate regularly with students on your caseload and/or parents to provide learning support.
- Specific Guidelines for Special Services staff are being generated and will be shared with staff and administrators ASAP by Special Services.

SECONDARY GUIDELINES

[Secondary: Distance Learning Week at a Glance Secondary Planning Document](#)

ELECTIVES - Secondary Guidelines

- Follow all general expectations.
- Collaborate with other teachers, as well as site and district administrators/coordinators to design remote learning experiences.
- Communicate frequently with your students and, as needed, with their parents.

ELA Secondary Guidelines

Teachers should include the following in their enrichment plan:

- Time for connection
- Time for reading (directed or independent)
- Time for writing/online discussion/transference from one text to another
- Instructional support as seen fit

Instructional Support: This can be achieved through a live video, a concept/skill prerecorded video (like in StudySync) or a guided PowerPoint.

Reading Material: Novels, StudySync, Newsela, Overdrive, CommonLit, etc.

Options for Curriculum Selection

- StudySync ([log in information](#) and Quick Start Instructions)
- Literature circles/Independent Read + Google Classroom
- Khan Academy (SAT Practice 3 writing assignments available. Teachers make an account. Students join the class with code)
- Carefully evaluate any new resource(s) before you send out to students or parents
- [Resources for Educators](#)

Options for Offline

- StudySync workbooks
- Independent novels and reader response writing

Math Secondary Guidelines

Teachers should include the following in their enrichment plan:

- Direct Instruction
- Time for practice (directed or independent)
- Time for writing/online discussion/transference from one text to another

Direct instruction: instruction that explicitly teaches a concept/skill. This can be achieved through a live video, a concept/skill prerecorded video (like in Big Ideas/Cengage/Pearson) or a guided PowerPoint (offline option).

Office Hours Medium: Google Hangouts, email, Google Classroom

Reading Material: Big Ideas/Pearson/Cengage, Newsela

Online

- Big Ideas Math/Pearson/Cengage
- Edpuzzle, Flipgrid
- Khan Academy

Offline

- PDF packet sent home

Options for Curriculum Selection ([Resources for Educators](#))

- Curricular resources online (can push out assignments, has direct instruction, assessments, and reteaching materials)
- Unit/Review plans prepared and pushed out through Google Classroom with links/attached documents
- Khan Academy (SAT Practice - Teachers make an account. Students join the class with code.)
- Carefully evaluate any new resource(s) before you send out to students or parents

Science Secondary Guidelines:

Teachers can provide opportunities for:

- virtual labs
- interpreting data sets and graphs
- direct instruction
- reading/research
- online discussion/writing (constructing explanations)
- practice/transference from one text/medium (designing/using models)

Direct instruction: instruction that explicitly teaches a concept/skill. This can be achieved through a live video (demonstration), a concept/skill prerecorded video, or a guided PowerPoint (offline option).

Carefully evaluate any new resource(s) before you send out to students or parents.

Resources:

- Flexbook
- [Newsela](#)
- [Science News for Students](#),
- Virtual labs
 - [Gizmos](#)
 - [pHet](#)
- Citizen Science Projects
 - [National Geographic](#)
 - [Zooniverse](#)
 - [Scientific American Citizen Science](#)
- Edpuzzle, Flipgrid
- Khan Academy/Bozeman Science
- [Oklahoma Library of Digital Resources](#)
- [Resources for Educators](#)
- Offline
 - PDF packet sent home

Social Studies Secondary Guidelines

Teachers should include the following in their enrichment plan:

- Direct Instruction
- Time for Reading (directed or independent)
- Time for writing/online discussion/transference from one text to another

Direct instruction: instruction that explicitly teaches a concept/skill. This can be achieved through a live or pre-recorded video, a concept/skill prerecorded video (like Edpuzzles) or a guided PowerPoint (offline option).

Office Hours Medium: Google Hangouts (students can call in), email, Google Classroom

Phone Options: Google Voice, School Status

Options for Curriculum Selection

- Curricular resources online (can push out assignments, has direct instruction, assessments, and reteaching materials)
- Unit/Review plans prepared and pushed out through Google Classroom with links/attached documents
- Create [choice boards](#) for each remaining unit of study.

Carefully evaluate any new resource(s) before you send out to students or parents

Reading Material: Newsela, Overdrive, digital version of textbook (i.e., TCI, Pearson, Houghton Mifflin)

Resources:

- Record lessons using programs such as Zoom, Screencastify, Screencast-omatic, or Loom
- [TCI](#) (Grades 8-12, except Oklahoma History) - teachers can assign readings and notes online; text can be saved to Google Drive now
- 6th & 7th Grade Geography, Oklahoma History would have to be more dependent on Google Classroom & Newsela for instruction.
- Use of Flipgrid, Nearpod, EdPuzzle to provide instruction.
- [Crash Course](#)
- Virtual Tours and Online Exhibits of over 500 museums and galleries around the world, [Google Arts and Culture](#)
- Offline
 - PDF packet sent home

World Languages Secondary Guidelines

Teachers should include the following in their enrichment plan:

- Direct instruction: instruction that explicitly teaches a concept/skill. This can be achieved through a live video, a concept/skill prerecorded video, or a guided PowerPoint (offline option).
- Language practice: This could be in the form of a learning menu or choice board focusing on communication tasks that reinforce learned skills.

Office Hours: Google Hangouts, email, Google Classroom

Resources

[ACTFL Resources](#) (including free one-year basic membership)

[OK Electives 6-12 guidance doc](#)

[WL Resources & Activities PreK-College](#)

Oklahoma State Department World Languages Virtual Meeting Every Tuesday 3:00 - 4:00 p.m.

- Link: <https://zoom.us/j/389841821>
- Meeting ID: 389-841-821
- Phone: (346) 248-7799

Suggestions

Reading:

- [Fluency Matters](#) is offering a 21 day free subscription for e-learning and lesson plans. Check out the available titles.
- [Lingua.com](#)
- Online textbook resources
- Other texts/readings

Writing:

- Daily blog in target language of what you are doing/have done
- Reading summaries
- Using current vocabulary write a story/draw a cartoon about

Speaking:

- Flipgrid - talk about what you are doing/did at home

Other:

- [Duolingo](#)
- Art/Culture Project

Notes:

- Carefully evaluate any new resources before sending to students or parents.
- YouTube:
 - Any YouTube video must be pre approved by the teacher in order for students to view.
 - In order to view, students must log in to YouTube (not Google, but YouTube specifically) with their student account in order to view.

ELEMENTARY GUIDELINES

Each week five activities will be given that support each subject area. Families may complete these activities as their schedule allows. If an assignment should be turned in for teacher review it will be noted in the activity selection. Teachers will use the document linked below to plan activities. Teachers will share individually or as a grade level team with families weekly.

[Weekly Distant Learning Plan](#)

[Sample Distant Learning Plan](#)

Early Childhood Guidelines

Purposeful play is the foundation of learning in grades Pre-K and Kindergarten. Students should expect to engage in play experiences with caregivers while away from school. Asking questions while engaging with students such as, "What is your plan?", "Why did that fall?", "What shape will you use?", etc.

Resources families can utilize that can be referenced in weekly activities:

- Raising a Reader (already in place for PreK) parents use the read-aloud guide provided
- Summer Activities for PreK and K shared early (parents choose one activity per category to complete daily with student) **I will link these here
- Scholastic Learn at Home
- Read 20 minutes daily
 - Teachers can share question prompts for parents (RAR resource may assist)
- [Everyday Math Do-Anytime Activities](#)

Online: Smarty Ants, Wonders assignments on ConnectED, Lexia, Imagine Learning, Pebble Go

Reading/Math Specialists Guidelines

- Provide resources to continue skills practice and fluency for students they serve
 - Specialists should contact families via email or phone to provide activities once a week.
- This could be continuation of Lexia, Fast Forward, etc.

ELA Elementary Guidelines

****Activities will NOT reflect what would normally be completed during a daily 90 minute literacy block. Please provide activities to sustain learning and allow students to continue to practice/review literacy skills.**

- Creative Writing Activities: Write a story based on a magazine picture, squiggles, top ten writing, pen pals, writing summaries of books
- Leveled texts for independent reading practice
- Smarty Ants (PreK-2)
- Lexia (Skill Builders)
- Your Turn Practice
- Read 20 minutes daily
 - Teachers can create reading response prompts and projects

Online: Smarty Ants, Wonders assignments on ConnectED, Lexia, Achieve 3000, Newsela, Imagine Learning, Pebble Go

Resource: Create packets that support IEP goals students can complete at home; communicate apps and materials that are available.

Math Elementary Guidelines

- Everyday Math Journal/Home Link pages
- ConnectED activities (manipulatives, games)
- [EM Do Anytime activities](#)
- Apps/sites that support

Online: ConnectED games or assignments, apps depending on use at site (Reflex, Prodigy, Freckle, IXL, etc)

Science Elementary Guidelines

- Select activities to be done at home with families.
 - See the [Oklahoma Family Guides](#) for suggestions on activities to do at home
 - See [Oklahoma Library of Digital Resources](#) for suggestions
- Find appropriate reading materials for the current unit

- Suggested Resources:
 - [Pebble Go](#)
 - [Newsela](#)
 - [Readworks](#)
 - [Science Journal for Kids](#)
 - [CK 12](#)
 - Note Grade Level texts may not be aligned to OAS-Science Standards-you may want to look in other grade levels for your topic.
- Video resources:
 - [Crash Course Kids](#)
 - [Watch, Know, Learn](#)

Social Studies Elementary Guidelines

- Create packets of activities to be done at home with families. Most school sites do not teach Social Studies everyday. Keep activities limited to 2-3 per week and consider.
 - See the [Oklahoma Family Guides](#) for suggestions on activities to do at home.
 - See [Oklahoma Library of Digital Resources](#) for suggestions.
- 4th & 5th grade can use TCI's online platform to have students complete minimal work (readings and online activities)
- Create [choice boards](#) for remaining units of study.
- Suggested social studies resources:
 - [Newsela](#)
 - [PebbleGo](#)
 - [Readworks](#)
 - [National Geographic Kids](#)
- Practice good citizenship at home (following guidelines on good hygiene, being helpful to parents, completing chores at home).
- While reading, pay attention to setting (geography). Where does the story take place? What is the climate/weather like there? What is the culture of the people in the story?
- Play board games, or other types of games. Emphasize good play behavior such as taking turns, following rules, etc.

Specialists Elementary Guidelines

Collaborate with classroom teachers on how to integrate content into classroom projects and experiences.

- Art – Staying mindful of the resources and tools families may have in their home, develop a bank of projects and activities for students and share these with classroom teachers and families
- Music – Staying mindful of the instruments or resources families may have in their home, develop a bank of activities for students and share these with classroom teachers and families

- Physical Education - Develop a bank of exercises and physical activities for students and share these with classroom teachers and families.