

MS Teaching

Standards of Practice FAQs

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ACCOMMODATIONS QUESTIONS:

- Evidence of Student Learning (purple) only star...Students must have the opportunity to redo assignments....what is a reasonable timeframe? If there are 170 students and I need to grade an assignment and then allow several students to redo the first assignment, how long do you give the student? 3 day window? 7 days? two weeks? End of the module?
 - This will likely vary based on subject area, project, and type of assignment. Teams need to make agreements regarding these deadlines together. When questions arise, please communicate with your school principal to make a reasonable decision. Some students may need specific accommodations according to their specific needs, qualifications (IEP, 504, etc), or family situations which can be determined with the support of the student's Advisory teacher.

ADVISORY QUESTIONS:

- So in this model it seems the course specific questions should go to the course teacher, but general student questions should go to the advisory teacher?
 - Yes, this is correct.
- Will we have access to Advisory lessons?
 - These will be created at the school level. [Please contact your principal or Advisory development team for more direction/information.](#)

ATTENDANCE QUESTIONS:

- In regard to attendance, will we be monitoring the "verified reasons for non-attendance" or will we be taking attendance and someone else will monitor?
 - Taking attendance and others will monitor
- How do we take attendance in class and then take attendance later on based on those that handed in materials?
 - https://docs.google.com/document/d/1uUAEllge-0NPPJf1XAGQ8MaeLgIX17MJxo710XL0_u4/edit?usp=sharing

BUILDING QUESTIONS:

- What is the system to check material out to students that is not iPad accessible? -HDMS
 - This will be done at the school level with specific protocols based on what is being handed out and needed. Please check with your building administrator and refer to the guidelines listed in this document.
<https://drive.google.com/file/d/15JPLZalcCn-9UoCLHly6EaAIUH9LJMC/view?usp=sharing>

CANVAS QUESTIONS:

- EA Access and Training for students/staff/families?
 - https://drive.google.com/file/d/1Eqavaal11YRo32pbz8_nUKg6oqEDrcLo/view?usp=sharing
- “Can I still use my WEB site to push out materials and videos or do I have to use Canvas”
 - We all must use Canvas in order to support our families and consistency.
- In our Canvas SOP:
 - Please refer to the Guidelines listed on the Standards of Practice document under “CANVAS” page. Schools may decide to make school-wide decisions regarding common systems as well.
 - All Canvas courses require a designated home page, which is the first page that will open to a student when a course is accessed. The “Home” button cannot be removed from course navigation. The BLP Template uses a “Front Page” as the home page to create a common experience for students across all courses and to highlight essential information about the course and its navigation.
 - The “Dashboard” is the first thing you see when you log into Canvas. The Dashboard helps you see what is happening in all of your current courses.
- Will students need to be in both Canvas & on Webex at the same time on their iPads? ... Our concern is that (since their screens are so small) split-screen isn't as useful/helpful as we'd like, and our understanding is that when they are on the Canvas app, they aren't able to 'switch tabs' to view each app in full screen - and fluidly move between them, and any other apps they may need to have open - like we teachers are often able to do on our laptops.
 - For the reasons listed and others, we should not expect to use both Canvas and WebEx at the same time. Best practices for remote learning recommend a clear distinction between synchronous and asynchronous time, with the synchronous time (WebEx) focused on community-building, interaction (not instruction), and follow-up on what students did in the asynchronous portion of the program (Canvas). WebEx participants might share their screen as part of the session, but we shouldn't expect to use both platforms simultaneously.
- Will the district be in charge of teaching parents and students how to use Canvas or will this fall on the advisory teacher?
 - The district will be supplying a Canvas Tool Kit with resources to help students and parents (as well as staff). Included will be a Canvas-Ready module for students that might be added to any Canvas class (say, English). It will lead students through Canvas basics, like accessing and submitting different kinds of work, communicating with teachers, setting up their dashboards, etc. Total completion time = about 1 hour.
- Do you know if our classes will be created in Canvas and loaded with our students? I don't want to start creating classes if I have to redo them all over once students are loaded.
 - Synergy-generated shells of each of the teacher's classes will appear on the teacher's dashboard. Content created in Canvas sandboxes can be imported easily into these shells, which are populated (through Synergy) with enrolled students. If a teacher has multiple sections of a given class, these can be cross-listed into one parent class shell, where changes and additions can be made once for all. Teachers can view sections

individually within this parent class, and differentiate when needed.

- When do we have access to pre-made modules?
 - Modules created by district teachers are being added to the Canvas Commons as they are vetted and approved. Find them in the Commons by filtering for Templates, Bend-La Pine and looking for the official district logo. Other modules, individual lessons, and full courses are available in the Commons, but only those with the BLP logo are vetted and approved.

CURRICULUM QUESTIONS:

- Will we be shortening the curriculum since we are teaching roughly 110 minutes vs the 225 minutes normally?
 - Students can participate in up to 90 minutes of additional class work per class per week. This means that a student can experience about 200 minutes within a single subject area each week. Any adjustments to scope and sequence should be done at the team level within a school while considering any district guidance that has been given. This year is definitely an adjustment so teacher knowledge of power standards is crucial for making decisions regarding what will continue to be taught.
- ODE Prioritized Standards for ELA & Math:
<https://drive.google.com/file/d/1FsWbys7Yyxq06S7r4BXocxCA9WWTJGbY/view?usp=sharing>
- Should we have conversations with the high school if we teach a class that goes directly into a specific class for high school?
 - That makes sense. Everyone (including HS) will be making adjustments to courses this year. Middle level teachers simply will not be able to do all the same things as before - none of us will. However, by prioritizing standards, we can ensure a consistent trajectory of learning for our students.
- Do we only provide work for our students for our specific class days?
 - This may be the easiest way that students and families will be able to manage.

FAMILY COMMUNICATION QUESTIONS:

- Google Voice Directions:
<https://drive.google.com/file/d/1DfeMriIWI98NSE-ZM5WLIYI0nsBH8yl/view?usp=sharing>
- Enabling Call Forwarding from your school phone:
<https://sites.google.com/gapps.bend.k12.or.us/teachertech101/more/phone?authuser=0>
- Can we text parents and maintain confidentiality? -SVMS
 - There is a way to text using a google phone number. This should be agreed upon at the building level.
- Additionally, you are able to make a call from your personal phone and disguise your number by first dialing *67 (followed by the phone number you are calling)

TEACHING/INSTRUCTIONAL QUESTIONS:

- The document speaks of "sheltered instructional strategies", what are those?
 - SIOP: Language supports, scaffolds for students who may need different entry points.
- What are learning portfolios supposed to look like?
 - These will vary depending on subject and in some cases may not be necessary. This is simply a tool to use when demonstrating growth and development over time. They can be done in a digital format or physically and are often used as part of student-led conferences.

TIME QUESTIONS:

- Do we know how assessments fit into the 'Instructional Logistics' protocols? Are they to be only asynchronous, or do we need to use part of our 30 min required group screen time for them? (Do students need to be on with teachers for the full initial 30 minutes *every* day - even if it is an 'assessment' day?)

- This could mean that teachers welcome students together, give guidelines for the day, and students begin to complete assessments while the teacher remains live. At some point, the teacher can clarify questions, give encouragement, or bring the group together for a closing message near the end of the 30 minute window.
- “Does this mean that we should not ask students to practice any more than 90 minutes per week? I know several music teachers within the district require practice logs for time practiced, so this should be made clear to those teachers”.
 - The expectation is no more than 90 minutes as given or expected by a teacher. Students can do more if they wish.
- Homework guidelines (first star)...90 minutes including Wednesday for homework...outside of classroom instruction....how will this be conveyed to families so they understand there will be expectations for homework?
 - This should come out at the building level and can be shared within an FAQ from the district level.

WEBEX and VIDEO QUESTIONS:

- Once Webex creates breakout rooms, will we get guidance on how to use them? I worry about instances of bullying, share inappropriate content, etc.
 - Yes
- Breakout Room Norms - should we create school-wide or MS-wide norms to have so students aren't hearing different messages across teachers?
 - There are virtual Learning Norms that are linked within the standards of Practice document that your team can use if you'd like. Otherwise, these should be developed at the school level.
- Additional Norms to consider:
 - <https://docs.google.com/document/d/1L3skQwensfSffITdXNPHjmt9TI3vMt8tE-fGrAEkPQU/edit>
- Will we have training on how to video our own lessons and/or teaching?
 - Principals will be sharing tools and how-tos in order to support teachers with this component.
- For Webex videos, doesn't it take a day (or so) to receive videos for dispersal once they've been recorded - or is there a way to bypass that issue?
 - Recording in Webex:
 - <https://www.youtube.com/watch?v=INCakTRa98g&feature=youtu.be>
 - Screencasting with Loom:
 - <https://sites.google.com/gapps.bend.k12.or.us/screencasting-markup/screencasting-using-loom?authuser=0>
- Can we record live Webex teaching?
 - Yes, but the portions that are videoed should be focused on what is absolutely crucial for students to know in order to continue on their own. That is why we recommend videos no longer than 10/15 minutes maximum. You can think about this as what a student needs to be successful if they have been absent in class. It is not exactly the same- rather a way for them to receive content and continue to advance. This may be a reason to consider a small group opportunity for students who are unable to attend at a certain time (weekly/biweekly).
- What if there are students in it, can we record it?
 - After consulting with legal counsel, student voice, student image, and student name are ALLOWED to be recorded and uploaded/shared within your Canvas classroom. So you may, if you choose, record the first lesson launch you deliver live (in Webex), save that recording to your desktop, and then upload to your Canvas classroom.

Additionally, it is important that all students are reminded of the acceptable use policy within our district.