Framework for Hybrid & Remote Education and Instruction

## Valley Road School

2020-2021

Addressing the "whole child" amidst the uncertainty and unrest that the COVID -19 pandemic has presented as even more relevant today than ever seen before in modern times.

Social and Emotional Learning

Addressing social and emotional learning (SEL) effectively is proven to support the whole child and increase achievement, and this has never been more important than during our current crisis. As our school, district, and teachers work to provide continuity of learning for our students, SEL should be at the forefront of structures and learning opportunities. It is important to remember that online instruction looks different than it does in a face-to-face classroom. We must focus on the whole child and connect with students and their families to ensure that our school continues to play our essential and central role in the community (https://www.fi.ncsu.edu/resources/instructional-design-principles-for-remote-teaching-and-learning/).
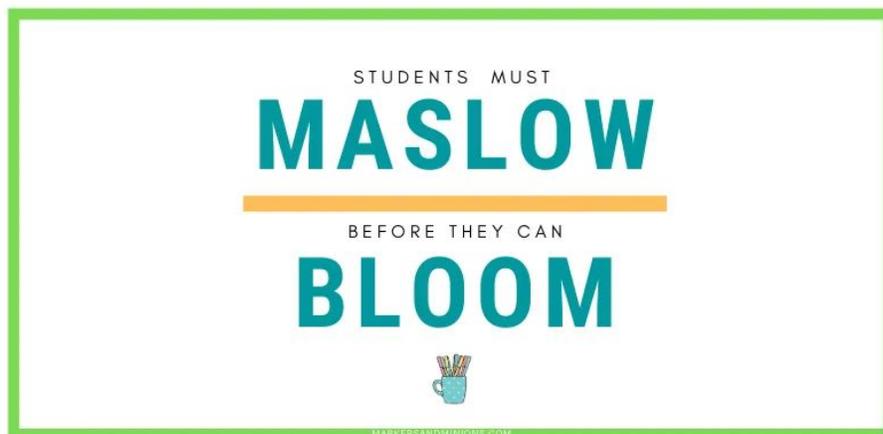
**Social Emotional Wellness; Meeting the Social Emotional Needs of Our Students**

Maslow has defined that the following basic needs must be met for students to thrive, Physiological Needs: the most basic needs that are vital to survival, such as the need for water, air, food and sleep. Safety Needs: the need for safety and security, including shelter, job security, health and safe neighborhoods. Love and Belonging Needs: love, family, affection, intimacy, relationships, etc. Esteem Needs: these include self-esteem, achievement, confidence, recognition and accomplishment. Self-Actualization Needs: realizing personal potential, self-fulfillment, personal growth. Ensuring that all children are supported emotionally in these areas is the foundation of any engagement opportunities that are provided. Monitoring students throughout the online instruction experience for well being will help to support our students' best efforts in learning. If a student has displayed concerns, assistance is necessary, or you may have a question

Mrs. Assunta Jardine, School Guidance Counselor, Mrs. Valeska Milan, School Social Worker or Mrs. Susan Harmon, School Psychologist, are available to assist you.

Academic Wellness; Meeting the Academic Needs of Our Students

Bloom's Taxonomy has defined the following as necessary in the cognitive learning process. Creating: Putting elements together to form a coherent or functional whole, and reorganizing elements into a new pattern or structure through generating, planning, or producing. Evaluating: Making judgments based on criteria and standards through checking and critiquing. Analyzing: Breaking material into constituent parts, and determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. Applying: Carrying out or using a procedure through executing or implementing. Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

An updated version of Bloom's Taxonomy has been tailored specifically to the online learning environment.

https://teachonline.asu.edu/2016/05/integrating-technology-blooms-taxonomy/
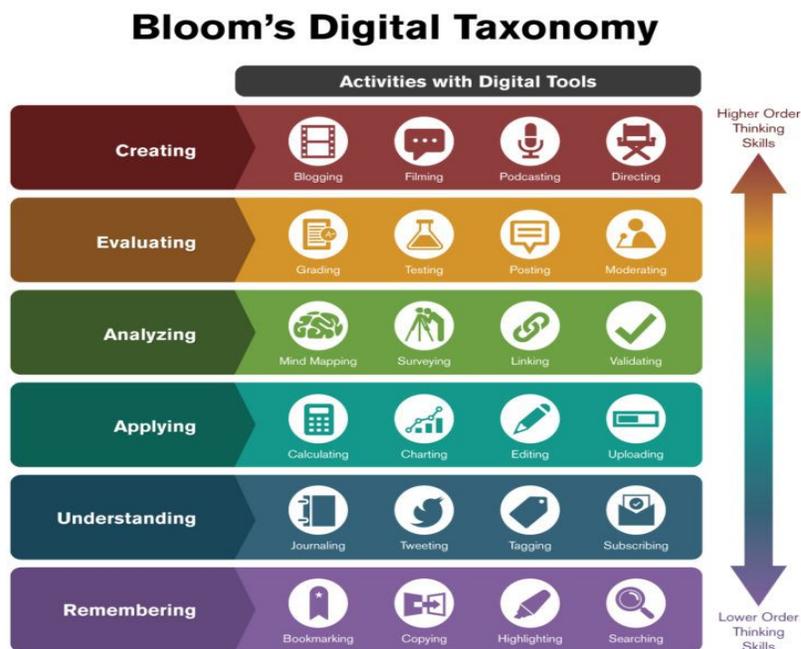
Instructional Wellness: Meeting the Online Instructional Needs of Our Students

Gagne's Nine Events of Instruction were identified as the mental conditions needed for learning based on an informational processing model. They are closely tied to Behaviorist principles of learning and focus on the outcomes of training and instruction. Used in combination with Bloom's Taxonomy, Gagne's nine events can lead to engaging and meaningful online instruction and learning (Mankato,2020).

Preparation

1. Gain Attention: use media _relevant to the topic_. Similar to your old school "anticipatory set."
2. Describe the Goal: provide _clear objectives_ to the overall course/unit goals.
3. Stimulate Prior Knowledge: review previously presented material and concepts and _connect_ them to the material to be addressed in the current unit.

Instruction and Practice

4. Present the Material to be Learned: readings, presentations, demonstrations, multimedia, graphics, audio files, animations, etc.
5. Provide Learning Guidance: _coaching_, examples, strategies and resources
6. Elicit Performance: _activity-based learning_ such as group research projects, discussion, homework, etc.
7. Provide Feedback: immediate, specific, and _constructive feedback_ is provided to students.

Assessment and Transfer

8. Assess Performance: assessment activity such as a test, research project, essay, or presentation. _More formative assessments less summatives_.
9. Enhance Retention and Transfer: provide opportunities for additional guided practice or projects that might _relate learning to other real-life activities_. Reduce the amount of busy work.

Students and Staff; Family and Home Considerations

It is critical that online learning must work in a multitude of family and home contexts. It is not only access to technology that must be considered. In this time of rapidly changing public health and economic uncertainty, the district must also ensure that their method of remote learning accounts for:

- Students who are home alone while adults are working
- Students who are caretakers for siblings or ill family members
- Students who work to help support their family
- Students who have special education needs
- Students and staff who are coping with the illness or loss of a family member
- Students and staff who are struggling with anxiety or depression
- Staff who are working remotely and simultaneously planning and delivering remote instruction while also providing care for their families
- Students and staff who are experiencing economic hardship

(adapted from the West Virginia Department of Education, 2020)

The experience is the most important part of the learning process. For learning to occur, the learner must do something with the information and reflect on the content throughout the process. To maximize the learning experience, we need to provide opportunities for reflection, both in-action, and on-action (Clapper, T. 2018).

Components of the Remote Learning Experience (K-2)

The Learning Experience

Social Presence	Cognitive Presence	Teaching Presence
- Specials - Library - Read Alouds - Class Activities/Holidays/Parties - Guidance Meet 1x Week	- Independent Practice - Application - Assessment (more formative, less summative)	- Face to Face Interaction; can be pre recorded* - Google Meets* - Mini Lessons - Supplemental Resources - Whole Group, Small Group, One to One* - Feedback*

* required

Components of the Remote Learning Experience (3-8)

The Learning Experience

Teaching Presence	Content	Social Emotional
- Face to Face Interaction; Can be live or pre recorded (ie. screencastify)* - Google Meets* - Feedback*	- Mini Lessons - Supplemental Resources - Whole Group, Small Group, One to One (as necessary) - Independent Study	- Student Check Ins - Bi-weekly Guidance Meeting (themed based on current trends) - Specials
Cognitive Presence	**Dialect/Questioning**	**Evaluation**
- Activity,Project Based Learning - Application	- Class Discussions - Discussion Boards	- Assessment (more formative/less summative) - Presentations - Slides - Portfolio - Feedback and Comments*
Reflection		
- Blog - Journal - Letter, etc.		

*required

Instructions Requirements and Expectations

Required:

Mapped Weekly Syllabus

Daily Expectation Outline

Face to Face Interactions

Feedback

Same Core Content Provided to all students on their scheduled days to avoid learning gaps, extenuation of curriculum pacing and ensure the equitable success of all learners (in the event of a potential pivot) Project based assignments may vary.

Additional Expectations:

Reinforce Social Distancing Protocols

Support School Building Safety Logistics

Familiarity with District Approved Programs and Online Platform

Standards Based Lessons

Predictable Routines and Structure for Students

Assessment of Student Progress

Instruct and Maintain Good Practice in Digital Citizenship

Assignments Posted During Reasonable Hours

(The Road Back; Restart and Recovery Plan for Education, NJDOE
https://www.nj.gov/education/reopening/NJDOETheRoadBack.pdf)

Hybrid or Remote Attendance

The following provides an example of Hybrid attendance. According to N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one half hours may be considered a full day in the kindergarten. District and school policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180 - day school year are met (The Road Back; Restart and Recovery Plan for Education, NJDOE https://www.nj.gov/education/reopening/NJDOETheRoadBack.pdf). Additionally, an example of remote attendance is provided in the event that New Jersey Department of Education and/or New Jersey Department of Health deem a pivot to remote asynchronous instruction is necessary.

A/B/R Hybrid Attendance Example: Student A Sample

Monday: Remote and students (B) will attend specials and *physical education in the a.m. During this time, core subject teachers will upload pre-recorded lessons into the Google Classroom with their respective assignments for the students. Students (A) will be present for the live in class lesson, receiving the same content knowledge. All students will break for lunch and recess at 12:15 p.m. Following lunch and recess remote and students (B) will attend to their afternoon core subject area classwork and students (A) will attend to their afternoon special area subjects and *physical education. Teachers will be released to have their lunch and prep at 12:15 p.m. Returning for "Office Hours" (ie. Google Meets/Small Group/1:1, follow up on student attendance and assignments) for remote and students (B) in the afternoon.

All instructional lessons will be recorded to provide flexibility and equal access to all students unable to attend at the prescribed times. A weekly syllabus will be provided by the homeroom teacher at the elementary level and by the subject area teacher at the middle school level. Daily expectations and objectives will be posted.

*middle school students each day

Full Remote Attendance Example: All Students (in the event of a schoolwide closure)

Monday - Friday: All students will attend to core subject areas in the morning between the hours of 8:00 a.m. - 12:15 p.m. Students will be released for lunch and recess at 12:15 p.m. Special area subjects will be delivered following lunch and conclude at 2:45 p.m. Teachers will be released to have their lunch and prep at 12:15 p.m. Returning for "Office Hours" (Google Meets/Small Group/1:1, follow up on student attendance and

assignments) for students in the afternoon.

All instructional lessons will be recorded to provide flexibility and equal access to all students unable to attend at the prescribed times. A weekly syllabus will be provided by the homeroom teacher at the elementary level and by the subject area teacher at the middle school level. Daily expectations and objectives will be posted.

Hybrid Instruction Parameters

All Classes _MUST_ use Google Classroom as their sole instructional platform. Old Google Classrooms are to be archived and _NEW_ 2020-2021 classrooms are to be set up for the new school year.

A/B/R Hybrid Schedule Instruction Model

Students will follow the hybrid schedule each day regardless of which cohort that they are in. For example, if a student is in grade one, day one they will have two blocks of english language arts and one block of math, on day two they will have one block of math, a block of science and a block of social studies. If a student is in middle school 6-1, day one they will have a block of math, english language arts, social studies, on day two they will have a block of science english language arts and spanish. Please refer to the Restart and Recovery Plan Schedule for each specific grade level.

Morning Announcements will be conducted each day at 8:00 a.m. They will be pre recorded and posted to Mrs. Jardine's Google Classroom for student access throughout the day.

K-2 Hybrid A/B/R Instruction:

- Teacher Presence (prerecorded lesson and/or Google Meet) Daily for each Subject
- Small Group, One to One Instruction
- Standard-Based Assignment
- All Subjects will Follow the Restart and Recovery Plan Schedule
- Physical Education 2x per Week Online
- Specials 1x per Week Online, per Subject (Art, Music, STEM, Spanish)
- Guidance 1x per Week Online
- Weekly Syllabus/Daily Expectations Posted

3-5 Hybrid A/B/R Instruction:

- Teacher Presence (prerecorded lesson and/or Google Meet) Daily for each Subject
- Small Group, One to One Instruction
- Standard-Based Assignment
- All Subjects will Follow the Restart and Recovery Plan Schedule
- Physical Education 2x per Week Online
- Specials 1x per Week Online, per Subject (Art, Music, STEM, Spanish)
- Guidance 1x per Week Online
- Weekly Syllabus/Daily Expectations Posted

6-8 Hybrid A/B/R Instruction:

- Teacher Presence (prerecorded and/or Google Meet) Daily for each Subject
- Small Group, One to One (if necessary)
- Standard-Based Assignment
- All Subjects will Follow the Restart and Recovery Plan Schedule
- Physical Education Each Day Online
- Spanish 3x per Week Online (1x in person grade 6-8, virtual instruction provided for remote students)
- Specials 1x per Week Online (Art/STEM as per semester)
- Guidance 1x per Week Online
- Weekly Syllabus/Daily Expectations Posted

Remote Instruction Parameters

All Classes _MUST_ use Google Classroom as their sole instructional platform. Old Google Classrooms are to be archived and _NEW_ 2020-2021 classrooms are to be set up for the new school year.

Complete Remote Instruction Model
(in the event of a schoolwide closure)

Morning Announcements will be conducted each day at 8:00 a.m. They will be pre recorded and posted to Mrs. Jardine's Google Classroom for student access throughout the day.

K-2 Remote Instruction:

- Minimum of 240 Minutes/Day (K 150-240 minutes/day)
- Teacher Presence (pre recorded lesson and/or Google Meet) Daily
- Small Group, One to One Instruction
- Standard-Based Assignment
- All Subjects will Follow the Restart and Recovery Plan Schedule
- Physical Education 2x per Week Online
- Specials 1x per Week Online, per Subject (Art, Music, STEM, Spanish)
- Guidance 1x per Week Online
- Weekly Syllabus/Daily Expectations Posted
- Whole or Small Group Google Meets Required (minimum 3x's per week)

3-5 Remote Instruction:

- Continued Minimum of 240 Minutes/Day
- Teacher Presence (pre recorded lesson and/or Google Meet) Daily
- Small Group, One to One Instruction
- Standard-Based Assignment
- All Subjects will Follow the Restart and Recovery Plan Schedule
- Physical Education 2x per Week Online
- Specials 1x per Week Online, per Subject (Art, Music, STEM, Spanish)
- Guidance 1x per Week Online
- Weekly Syllabus/Daily Expectations Posted
- Whole Group Google Meet Required (minimum 3x's per week)

6-8 Remote Instruction:

- Continued Minimum of 240-300 Minutes/Day
- Teacher Presence (prerecorded and/or Google Meet) Daily
- Small Group, One to One (only as necessary)
- Standard-Based Assignment
- All Subjects will Follow the Restart and Recovery Plan Schedule
- Physical Education Each Day Online
- Spanish 3x per Week Online (in person grade 6-8 if hybrid/virtual instruction provided for remote students)
- Specials 1x per Week Online (Art, STEM)
- Guidance 1x per Week Online
- Weekly Syllabus/Daily Expectations Posted
- Whole Group Google Meet Required (minimum 2x's per week)

Student Engagement Timeline Considerations per Class			
Grade Level	Minimum	Maximum	*Recommended Length of Sustained Attention
PreK	minutes/day	90 minutes/day	3-5 minutes
Kindergarten	150 minutes/day	240 minutes/day	3-5 minutes
1-2	240 minutes/day	240 minutes/day	5-10 minutes
3-5	240 minutes/day	240 minutes/day	10-15 minutes
6-8	240 minutes	300 minutes/day	15-20 minutes

*mini lesson should take into account the recommended length of sustained attention

Elementary Subject Minutes per Day (max 240)					
Subject Area	ELA (Readers/Writers/ Word Study)	Math	Science	Social Studies	Special
Minutes	78	48	36	36	36

Middle School Subject Minutes per Day (max 300)						
Subject Area	ELA (Readers/Writers/ Word Study)	Math	Science	Social Studies	Special	PE
Minutes	82	58	40	40	40	40

*hours of instruction time are not defined as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher (The Road Back; Restart and Recovery Plan for Education, NJDOE https://www.nj.gov/education/reopening/NJDOETheRoadBack.pdf)

List of Approved Programs

ELA	MATH	SOCIAL STUDIES
Elementary: Reader's/Writer's Workshop RAZ Epic Orton Gillingham **Middle School:** Reader's/Writer's Accelerated Reader Newsela Epic CommonLit	**Elementary:** Pearson Envision (K-5) **Middle School:** Pearson Math (other) Pearson MS	**Elementary/Middle School:** TCI History Alive Newsela Gilder Lehrman

SCIENCE	SPECIALS	MISC.
Elementary: Mystery Science Generation Genius NJCTL **Middle School:** Generation Genius TCI Science Newsela	Artsonia Google Drawing Pixilart	Google Enterprise for Education Ally Boardmaker IXL (RtI) Whiteboard.fi Flipgrid Jamboard Whiteboard.fi Flipgrid Kahoot Socrative You Tube Discovery Education Scholastic Kami Sussex County Library (all students are encouraged to sign up for a card)

* supplemental resources may vary

References:

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https://www.nj.gov/education/reopening/NJDOETheRoadBack.pdf