

# **Framework for Emergency Virtual or Remote Instruction**

Valley Road School

2021-2022



## Introduction

The Stanhope School District, in collaboration with the NJDOE recognizes that addressing student learning and social emotional needs in strategic and constructive ways is essential to both the short-term response to the current pandemic and our long term commitment to educational equity and excellence.

We recognize that the landscape of teaching and learning across New Jersey has shifted dramatically since the onset of the COVID-19 pandemic. New Jersey educators have worked tirelessly to design more equitable and responsive school systems. Collaboration with families and community members as equal partners in learning will be imperative as we move forward (Learning Acceleration Guide, NJDOE).

Our goal is to sustain and implement the most effective methods of virtual teaching to support every type and level of learning.

***Addressing the “whole child” amidst the uncertainty and unrest that the COVID -19 pandemic has been 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 Coppola, 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.

## Bloom's Digital Taxonomy



<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 will also consider methods of remote learning that account 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).*

## **Virtual/Remote Learning Experience (K-2)**

<b>Social Presence</b>	<b>Cognitive Presence</b>	<b>Teaching Presence</b>
<ul style="list-style-type: none"> <li>- Specials</li> <li>- Library</li> <li>- Read Alouds</li> <li>- Class Activities</li> </ul>	<ul style="list-style-type: none"> <li>- Independent Practice</li> <li>- Application</li> <li>- Assessment (more formative, less summative)</li> </ul>	<ul style="list-style-type: none"> <li>- Live Instruction</li> <li>- Google Meets</li> <li>- Mini Lessons</li> <li>- Supplemental Resources</li> <li>- Whole Group, Small Group, One to One</li> <li>- Feedback</li> </ul>

## Virtual/Remote Learning Experience (3-8)

Teaching Presence	Content	Social Emotional
<ul style="list-style-type: none"> <li>- Live Instruction</li> <li>- Google Meets</li> <li>- Feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Mini Lessons</li> <li>- Supplemental Resources</li> <li>- Whole Group, Small Group, One to One (as necessary)</li> <li>- Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>- Student Check Ins</li> <li>- Available Guidance Appointments</li> <li>- Specials</li> </ul>
Cognitive Presence	Dialect/Questioning	Evaluation
<ul style="list-style-type: none"> <li>- Activity, Project Based Learning</li> <li>- Application</li> </ul>	<ul style="list-style-type: none"> <li>- Class Discussions</li> <li>- Discussion Boards</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment (more formative/less summative)</li> <li>- Presentations</li> <li>- Slides</li> <li>- Portfolio</li> <li>- Feedback</li> </ul>
Reflection		
<ul style="list-style-type: none"> <li>- Blog</li> <li>- Journal</li> <li>- Letter, etc.</li> </ul>		

# Instructions Requirements and Expectations

## **Required:**

Mapped Weekly Syllabus

Daily Expectation Outline

Virtual Face to Face Interactions

Feedback

## **Additional Expectations:**

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

## **NJDOE COVID-19 Guidance for Schools:**

[The Road Forward: Health and Safety Guidance for the 2021-22 School Year](#)



# Virtual/Remote Instructional Programming

## **Instructional Hours of Attendance:**

All students will attend school during the regular Monday - Friday schedule. Students are expected to arrive at their homeroom's Google Meet **NO LATER THAN 8:00 a.m** each morning. Students will then follow their regular daily schedule until dismissal at 2:30 p.m. All subject areas will be delivered according to the schedule assigned to the student in the Genesis Portal. This includes specials classes (Art, Music, STEM, Spanish, PE).

A weekly syllabus will be provided by the homeroom teacher at the lower elementary level (grades K-3) and by the subject area teacher at the upper elementary and middle school level (grades 4-8).

## **Daily Attendance:**

Student attendance will be taken by the homeroom teacher each morning. Morning Announcements will be live each day at 8:00 a.m. and presented on the homeroom teachers' Google Meet. They will also be recorded and posted to Ms. Coppola's Google Classroom for students to access throughout the day. Student attendance during a period of remote learning is required and absences may count towards truancy.

## **Digital Divide:**

A technology survey will be sent to each family within the school district to inventory current technological resources. If additional access to technology is needed please contact Mr. Steve Hagemann or Mrs. Alicia Finklea-DiCataldo. The school will work with families to assist in the acquisition of, or provide internet access and a device compatible with the school's programs (listed on page 11).

## **Meal Services:**

Students in K-5 will be released for lunch and recess at their regularly scheduled times. Middle school students will be released for their lunch session. Student lunch may be ordered daily, to be picked up at the designated times below:

- 10:45 am to 11:30 am: Grades 6-8
- 11:30 am to 12:15 pm: Grades 3-5
- 12:15 pm to 1:00 pm: Grades K-2

\*Accommodations can be made for parents with students in different grade spans.

# Virtual/Remote Instruction Parameters

All Classes MUST use Google Classroom as their sole instructional platform. Old Google Classrooms are to be archived and NEW 2021-2022 classrooms will be set up for the new school year.

## **K-8 Remote Instruction:**

- Daily Live Instruction Required
- Whole Group, Small Group, One to One Instruction
- NJSLS Aligned Assignment
- All Subjects will Follow the Regular Bell Schedule (Including Homeroom, EHA, Art, Music, STEM, Spanish, and PE)
- Weekly Syllabus/Daily Expectations Posted
- Related Services (OT, PT, Speech, Counseling) will be Provided During Regularly Scheduled Session

\*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.

# Daily Virtual/Remote Schedule

VALLEY ROAD SCHOOL VIRTUAL/REMOTE SCHEDULE			
<b>Grade 6-8</b>			
Period	Regular Day	Early Dismissal	Delayed Opening
HR	8:00 to 8:06	8:00 to 8:08	10:00 to 10:06
1	8:08 to 8:50	8:10 to 8:38	10:08 to 10:35
2	8:52 to 9:34	8:40 to 9:08	10:37 to 11:04
3	9:36 to 10:18	9:10 to 9:38	11:06 to 11:33
4	10:20 to 11:02	9:40 to 10:08	11:35 to 12:02
<b>5 (Lunch)</b>	<b>11:04 to 11:34</b>	<b>NO LUNCH</b>	<b>12:04 to 12:34</b>
6	11:36 to 12:18	10:10 to 10:38	12:36 to 1:03
7	12:20 to 1:02	10:40 to 11:08	1:05 to 1:32
8	1:04 to 1:46	11:10 to 11:38	1:34 to 2:01
9	1:48 to 2:30	11:40 to 12:08	2:03 to 2:30
<b>Grade 3-5</b>			
Period	Regular Day	Early Dismissal	Delayed Opening
HR	8:00 to 8:06	8:00 to 8:08	10:00 to 10:06
1	8:08 to 8:50	8:10 to 8:38	10:08 to 10:35
2	8:52 to 9:34	8:40 to 9:08	10:37 to 11:04
3	9:36 to 10:18	9:10 to 9:38	11:06 to 11:33
4	10:20 to 11:02	9:40 to 10:08	11:35 to 12:02
5	11:04 to 11:46	10:10 to 10:38	12:04 to 12:31
<b>6 (Lunch)</b>	<b>11:48 to 12:18</b>	<b>NO LUNCH</b>	<b>12:33 to 1:03</b>
7	12:20 to 1:02	10:40 to 11:08	1:05 to 1:32
8	1:04 to 1:46	11:10 to 11:38	1:34 to 2:01
9	1:48 to 2:30	11:40 to 12:08	2:03 to 2:30

**Grade K-2**

<b>Period</b>	<b>Regular Day</b>	<b>Early Dismissal</b>	<b>Delayed Opening</b>
<b>HR</b>	8:00 to 8:06	8:00 to 8:08	10:00 to 10:06
<b>1</b>	8:08 to 8:50	8:10 to 8:38	10:08 to 10:35
<b>2</b>	8:52 to 9:34	8:40 to 9:08	10:37 to 11:04
<b>3</b>	9:36 to 10:18	9:10 to 9:38	11:06 to 11:33
<b>4</b>	10:20 to 11:02	9:40 to 10:08	11:35 to 12:02
<b>5</b>	11:04 to 11:46	10:10 to 10:38	12:04 to 12:31
<b>6</b>	11:48 to 12:30	10:40 to 11:08	12:33 to 1:00
<b>7 (Lunch)</b>	12:32 to 1:02	NO LUNCH	1:02 to 1:32
<b>8</b>	1:04 to 1:46	11:10 to 11:38	1:34 to 2:01
<b>9</b>	1:48 to 2:30	11:40 to 12:08	2:03 to 2:30

## List of Approved Programs

ELA	MATH	SOCIAL STUDIES
<p><b>Elementary:</b> Reader's/Writer's Workshop RAZ Epic Orton Gillingham</p> <p><b>Middle School:</b> Reader's/Writer's Accelerated Reader Newsela Epic CommonLit</p>	<p><b>Elementary:</b> Pearson Envision (K-5)</p> <p><b>Middle School:</b> Pearson Math (other) Pearson MS</p>	<p><b>Elementary/Middle School:</b> TCI History Alive Newsela Gilder Lehrman</p>
SCIENCE	SPECIALS	MISC.
<p><b>Elementary:</b> Mystery Science Generation Genius NJCTL</p> <p><b>Middle School:</b> Generation Genius TCI Science Newsela</p>	<p>Artsonia Google Drawing Pixilart</p>	<p>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)</p>

\* supplemental resources may vary

**References:**

<https://journals.sagepub.com/doi/full/10.1177/1046878118755155>

<https://www.gcusd7.org/recommended-student-participation-guidelines/>

<https://teachonline.asu.edu/2016/05/integrating-technology-blooms-taxonomy/>

<https://mankato.mnsu.edu/it-solutions/locations/instructional-design-academic-technology-services/mavlearn/mavlearn-archive/instructional-design-frameworks/gagnes-nine-events-of-instruction/>

<https://thepeakperformancecenter.com/business/learning/business-training/gagnes-nine-events-instruction/>

<https://www.coursearc.com/gagnes-nine-events-of-instruction/>

<http://boe.maso.k12.wv.us/wp-content/uploads/sites/12/2020/04/WVDE-Remote-Learning-Framework.pdf>

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