Valley Center 2020-2021 Learning Guidelines

To be a premier school district known for excellence in education, innovative instruction, outstanding programs, and dedication to students.

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Overarching Guidance and Decision Protocols

The spring 2020 continuous learning model was in response to a crisis situation, and since that time period is over, the 2020-2021 school year will look different. A return to local decision making is in contrast to operations during the spring school shut down. Thus, we will be returning to district adopted curriculum, instruction, and assessment philosophies and resources as well as team organizations, such as building teams and district PLCs. Therefore, from a curriculum and instruction standpoint, we are as back to normal as possible, which provides us an anchor to navigate the parts of schooling that are different given the current local and world events.

Our district has and will continue to work closely with state, local, and health officials.

Guidance for District Operations:
1. State Department of Education (KSDE)
2. Kansas Department of Health (KDHE)
3. Sedgwick Co (SGCo) and local officials

Guidance for District Instruction and Learning:
1. KSDE
2. Valley Center USD 262 School Board
3. District adopted curriculum and resources

Definitions for Learning Environments

- Remote Learning: learning remotely (home or other location).
- Onsite: attending school physically as much as is possible.
- Hybrid: attending school part of the time and is remote learning part of the time.

Remote Learning Expectations

The KSDE has set the following rules for schools in *Navigating Change:*
- Remote students are assessed on the same standards and competencies as onsite students.
- Students must have a daily connection with a teacher. Connections can be through telephone and/or interactive video conferencing. Note: Contact is required with at least one teacher, not all teachers.
- Remote students must keep a learning log of activities signed by the student and a caregiver, and the log must be submitted to the school district.

Access and Equity

"We recognize that our communities are diverse and so are the needs and aspirations of the students we serve. Incorporating an *access and equity* lens into how you plan and deliver instruction, services, and support not only makes it more meaningful and effective, but ensures you are doing so in a way that thoughtfully engages and includes individuals and communities who have been historically excluded" (*Navigating Change,* 2020, 6).

USD 262 Guiding Pillars

Our guiding pillars are a result of stakeholders and staff feedback and engagement. The idea behind them is that they are foundational to the work we do. In anything that we do, we want to consider these areas:

- Safety
- Purposeful Learning
- Relationships
- Engagement

- Communication
- Equity
- Evidence of Learning

Anchor and Adjust

PLCs and teachers will be asked to anchor their work in what they already know: District adopted content standards and resources, effective strategies, informative assessments, and meaningful relationships. Teachers will need to analyze their classroom methods to determine big themes and outcomes.

Collaboration

Regardless of the learning structure, students learn more when teachers work together. While teachers might not be collaborating daily, PLCs do need to remain in contact with each other and work toward consistency of experience while differentiating for individual learning for students. PLC leaders will be providing structures for teams to work together, share ideas, resolve problems, provide feedback, and ensure quality, high-level success for all students.
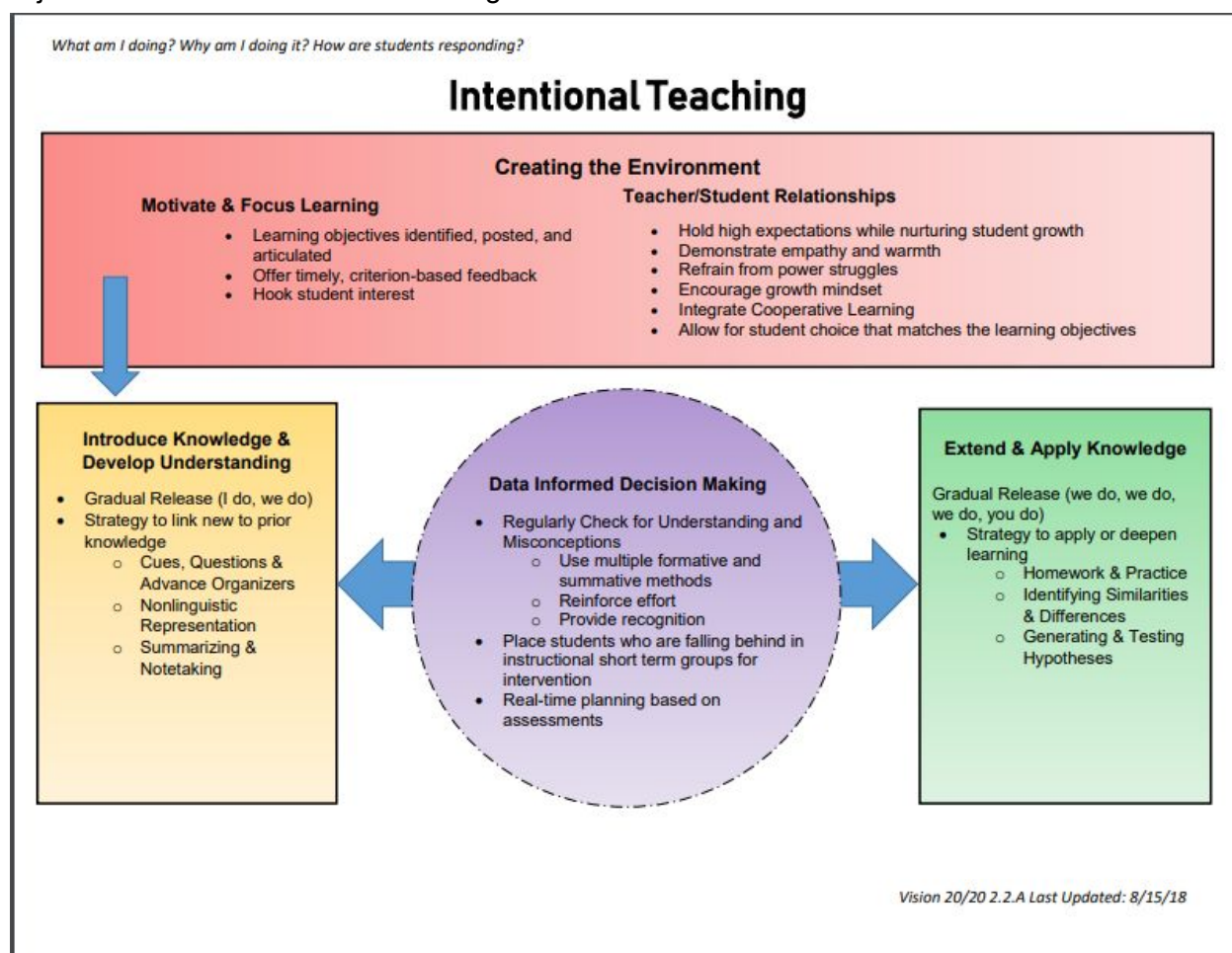
Intentional Teaching Framework

Teachers and staff must be ready to work with the changing number of remote students, knowing that the number is the variable while the constant is learning. The remainder of this document provides guidance for teachers to help them:

- Plan for fostering meaningful relationships, developing engaging lessons, and ensuring equity for all learning environments.
- Facilitate student learning while developing the mindset to think, process, organize, and demonstrate learning through digital platforms.
- Assess and monitor student learning.

High Impact Instructional Teaching

Anchoring in what teachers already know, we will continue to utilize practices for good instruction. This is an anchor for PLCs and teachers during unit and lesson planning. The adjustment will be for different learning environments.

What am I doing? Why am I doing it? How are students responding?

Intentional Teaching

Creating the Environment

Motivate & Focus Learning
- Learning objectives identified, posted, and articulated
- Offer timely, criterion-based feedback
- Hook student interest

Teacher/Student Relationships
- Hold high expectations while nurturing student growth
- Demonstrate empathy and warmth
- Refrain from power struggles
- Encourage growth mindset
- Integrate Cooperative Learning
- Allow for student choice that matches the learning objectives

Introduce Knowledge & Develop Understanding
- Gradual Release (I do, we do)
- Strategy to link new to prior knowledge
  - Cues, Questions & Advance Organizers
  - Nonlinguistic Representation
  - Summarizing & Notetaking

Data Informed Decision Making
- Regularly Check for Understanding and Misconceptions
  - Use multiple formative and summative methods
  - Reinforce effort
  - Provide recognition
- Place students who are falling behind in instructional short term groups for intervention
- Real-time planning based on assessments

Extend & Apply Knowledge

Gradual Release (we do, we do, we do, you do)
- Strategy to apply or deepen learning
  - Homework & Practice
  - Identifying Similarities & Differences
  - Generating & Testing Hypotheses

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Competencies

In an effort to look at instruction more globally, the KSDE has organized the standards into competencies and provided frameworks for teachers to think differently. This guidance is provided in the *Navigating Change* document, and teachers should consider the overarching guidance to develop alignment with current teaching practices. The examples that are given are intended to provoke thought on how learning could look differently. Care should be taken to ensure rigor and accountability.

Competencies are broader statements of learning that students should be able to demonstrate. They may incorporate multiple standards. Standards are more specific and are nested within competencies.

A Competency-based Model
- Uses student-friendly language with "I can" statements, which helps students to take ownership of their learning.
- Allows for a cross curricular component, so planning could take place across multiple subjects.
- Demonstrates that learning has occurred regardless of interruptions.
- Creates room for flexibility and gives multiple ideas to implement.

Grade Band Competencies

The competencies are divided into grade bands and include student-friendly performance assessment rubrics for Social Emotional Character Development (SECD) and all subject areas: ELA, HGSS, mathematics, science, humanities, STEAM, and specials. Additionally, for each competency in mathematics, ELA, HGSS, and science, there is a correlating English Learner (EL) standard and a performance based rubric.

- Grade Band Pre-K-2
- Grade Band 3-5
- Grade Band 6-8
- Grade Band 9-12

Digital Thinking, Organizing, and Executing

Teachers should be thinking, and organizing digitally. Thus, students need to know how to locate and use digital tools to help them be successful regardless if they are remote or hybrid learners. Teachers are to use the platform of SeeSaw (Pre-K - 3) or Google Classroom (4-12) to be organized. Additionally, sites will be linked on the district website to provide families access to information.

Since teachers need to be ready to execute digitally in the event that a student is remote learning, students are encouraged to utilize digital tools when appropriate for all learning. This will require that a teacher analyze the intention of the lesson or activity and then decide the best method of instruction and delivery.
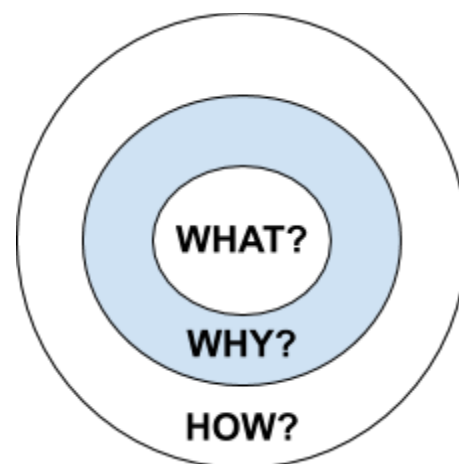
Unit and Lesson Planning

Unit and lesson planning is a vital part of success at any time and now more than ever. With uncertainties about the type and location of learning, teacher clarity is essential. Teachers are strongly encouraged to work collaboratively if possible to develop units.

While planning lessons, be intentional and focused:
- What do students need to learn?
- How will you know they are learning?
- What will you do if they are not?
- How will you structure the lessons?
- How will you provide feedback?

While this is always best practice, remote learning provides some challenges. Teachers are encouraged to anchor their units and lessons in what they know and then consider how these parts might look in the 3 types of learning: on-site, remote, and hybrid. Some of these components may be the same regardless of the learning environment. Shown on the next page is a sample of an outline for teachers to assist in thinking through units and lessons.

Unit Planning Framework

Subject Area(s): Primary Areas	Duration:
Ideas for Collaboration:	Essential Question(s):
★ Interdisciplinary areas ★	★ The "why of the unit"
Learning Intentions (Competencies and/or Standards):	Culminating Unit Project
★ List the "major" standards for the unit ★ OR list the priority standards ★	★ Demonstration of knowledge and skills gained during the unit ★ Summative assessment
Instructional Goals/Objectives:	Academic Vocabulary:
★ What do I want my student to accomplish? ★ ★ ★ ★	★ Content area terms that need explicit instruction ★ ★ ★ ★

Learning Environment Considerations		
On-Site	Hybrid	Remote
★ What is the format for instruction? ★ How will work be completed? ★ What extra support/resources are needed? ★ How will observations and feedback occur?	★ What is the format for instruction? ★ How will work be completed? ★ What extra support/resources are needed? ★ How will observations and feedback occur?	★ What is the format for instruction? ★ How will work be completed? ★ What extra support/resources are needed? ★ How will observations and feedback occur?

Examples:
- STEAM Unit Planning Framework Example
- Humanities Unit Planning Framework: 2nd Grade Example

Lesson Plan Framework

Component	On-Site	Hybrid	Remote
Learning intention or objective			
Introduce concept and related vocabulary			
Activate prior knowledge			
Model concepts and procedures			
Guided practice			
Feedback			
Student evidence of learning			

Feedback, Assessment, and Grading

Teachers are encouraged to consider the assessment rubrics in the *Navigating Change* document for your grade band. Level 3 on the rubric is the goal for the end of the grade level band. Teachers are encouraged to have collaborative discussions with PLCs on how these rubrics may be modified to fit your grade level's needs, and consider what you are already assessing that could be utilized or modified.

Training, Resources, and Professional Learning

As we are anchoring in what we know, teachers will be familiar with many of the concepts that are outlined in this booklet. There are, however, considerations that must be taken into account for our current time and setting. Teachers need to be vigilant to analyze their content, instruction and assessment methods in addition to their resources to be sure the delivery matches the desired outcome. When needed, teachers will need to learn new techniques and practices to help them be more effective with student learning.

Professional Learning Definitions

- **Professional Development:** the focus is on processing information and sharing ideas to develop a deeper understanding. For example: Techniques to engage learners from a distance. This type of learning requires reflection, paraphrasing and asking questions and would be delivered through Zoom or in-person if that can be accomplished safely. Professional development is likely not recorded as the focus is conversations.
- **Workshop**: the focus is on producing. Information may be reviewed and processed, but leaving with a product is the goal. For example: Creating your own Google Classroom. This type of learning requires gaining information and creating and would be delivered through Zoom or in-person if that can be accomplished safely. Workshops are likely not recorded as the focus is production and technical assistance.
- **Training**: the focus is on learning a series of steps and requirements. For example: Training on how to use AESOP for securing a substitute. Training may be offered live or as a recording as the focus is on providing a series of steps. In some, may come in the form of a handout of steps.
- **Information**: the focus is on relaying information. Likely there is limited or no discussion. Information may be offered live or as a recording, but the most effective method is through handouts or reading.

The Digital Learning Playbook

Many of the professional learning opportunities will be developed and organized around the modules presented in *Distance Learning Playbook* written by Douglas Fisher, Nancy Frye and John Hattie.

Synopsis of the book: Teachers have the opportunity to prepare for distance learning with purpose and intent--using what works best to accelerate students' learning all the while maintaining an indelible focus on equity. Harnessing the insights and experience of renowned educators, Douglas Fisher, Nancy Frey, and John Hattie, The *Distance Learning Playbook* applies the wisdom and evidence of Visible Learning ® research to understand what works best with distance learning. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design, assessments, and grading practices, this comprehensive playbook details the research and evidence-based strategies teachers can mobilize to deliver high-impact learning in an online, virtual, and distributed environment.

Appendix

Learning Log Example

Remote Learning Daily Log

Date: _____   USD: _____

Student name: _____   Student ID: _____

Student grade: _____   School: _____

Name of teacher(s) who made contact today: _____

CLASS	ACTIVITY	ASSIGNMENTS COMPLETED		TEST TAKEN		TOTAL MINUTES
		Y	N	Y	N	

I certify that I am enrolled and participating in courses offered through the USD listed above.

Student signature: _____   Date: _____

I certify that my child is enrolled and participating in courses offered through the USD listed above.

Parent, guardian or responsible adult's signature: _____   Date: _____

(*Navigating Change*, 2020 p.4)

Unit Planning Framework Template

Subject Area(s):	Duration:
Ideas for Collaboration:	Essential Question(s):
★ ★	★
Learning Intentions (Competencies and/or Standards):	Culminating Unit Project
★ ★ ★	★ ★ ★
Instructional Goals/Objectives:	Academic Vocabulary:
★ ★ ★ ★ ★	★ ★ ★ ★ ★ ★

Learning Environment Considerations		
On-Site	Hybrid	Remote
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Lesson Plan Framework

Component	On-Site	Hybrid	Remote
Learning intention or objective			
Introduce concept and related vocabulary			
Activate prior knowledge			
Model concepts and procedures			
Guided practice			
Feedback			
Student evidence of learning			

STEAM Unit Planning Framework Example

Subject Area(s): Math	Duration: 3 Weeks Aug-Sept 2020
Ideas for Collaboration:	Essential Question(s):
★ Art-create a place value animal on grid paper ★	★ How do you use place value to find the values of numbers and describe numbers in different ways?
Learning Intentions (competencies and/or standards):	Culminating Unit Project
★ 2.OA.C3-Work with equal groups of objects to gain foundations for multiplication. ★ 2.NBT.A2-Count within 1000; skip-count by 5s, 10s, and 100s. ★ 2.NBT.A3-Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	★ Mid-chapter checkpoint ★ Chapter 1 test ★ Chapter 1 performance task
Instructional Goals/Objectives:	Academic Vocabulary:
★ Classify/represent odd and even numbers ★ Represent 2 digit numbers ★ Count by1s, 2s, 5s, 10s ★ Use place value to show standard and expanded form ★ Represent 2 digit numbers with combinations of tens and ones	★ Even ★ Odd ★ Base ten ★ Digit ★ Tens ★ Ones

Learning Environment Considerations		
On-Site	Hybrid	Remote
★ Practice using digital tools/platform in the classroom with support ★ Individual sets of manipulatives	★ Practice using digital tools/platform in the classroom with support ★ Individual sets of manipulatives ★ Manipulatives in digital or paper format for home ★ Instructions/support for families to access digital material and/or paper materials ★ Videos for instructional examples	★ Online access or paper copies ★ Videos for instructional examples ★ Zoom support/feedback for students ★ Manipulatives in digital format/paper format

Humanities Unit Planning Framework: 2nd Grade Example

Knowledge Strand:: Government & Citizenship	Unit Theme: Government at Work
Subject Area(s): ELA, HGSS, SECD	Duration: 3 weeks Aug-Sept 2020
Ideas for Collaboration:	Essential Question(s):
★ Art -create a poster for fire safety ★ Music- Music of George Washington https://www.youtube.com/watch?v=WXcWaxy3DuE School House Rock https://www.youtube.com/watch?v=tyeJ55o3El0 ★ PE ★ Library - Library of Congress explained	★ Why do we need a government? ★ What makes a good leader for society?
Learning Intentions (competencies and/or standards):	Culminating Unit Project

★ Foundational skills - PTR resource
★ Draw/dictate/write to compose narrative texts, describing real or imaginary events or
★ experiences.
★ Demonstrate the ability to comprehend, analyze & evaluate increasingly complex texts.
★ Make meaning of increasingly complex informational print and nonprint texts, and
★ provide text details to explain interpretations and thinking.
★ Listen, view and interpret information from a variety of sources in order to make
★ meaning and respond effectively.
★ Describe the roles and responsibilities of people in authority to recognize and evaluate
★ relationships.
★ Civics/Government:
   ○ Standard 2 Individuals have rights and responsibilities.
	★ Unit Assessment :
	   ○ -Write a personal letter to a friend about a trip
	   ○ Answer questions and write a narrative about how government laws affected the characters in *Amelia's Day* & *The New Bike.*
	
	★ Project: timeline on how a bill becomes a law

Instructional Goals/Objectives:	Academic Vocabulary:
★ Discuss leader attributes and roles of authority ★ Grasp basic concepts of government ★ Use various media to discuss the different ways our government helps us and about different types of government workers.	★ Government ★ Constitution ★ Bill ★ Law

Learning Environment Considerations

On-Site	Hybrid	Remote
★ Practice using digital tools/platform in the classroom with support ★ Individual sets of manipulatives	★ Practice using digital tools/platform in the classroom with support ★ Individual sets of manipulatives ★ Manipulatives in digital or paper format for home ★ Instructions/support for families to access digital material and/or paper materials ★ Videos for instructional examples	★ Online access or paper copies ★ Videos for instructional examples ★ Zoom support/feedback for students ★ Manipulatives in digital format/paper format