MCS K-3 Elementary Digital Learning Framework

Supplement to the following documents:

- MCS Digital Learning Teachers Handbook - (attached)
- MCS Digital Learning Guidelines – Student - MCS Digital Learning Guidelines
- MCS COVID Management Plan – COVID-19 Management Plan

With the numbers as they are, it appears that a predominant site-based model is the appropriate model. Elementary schools must now consider the impact and the instructional delivery of identifying one teacher, possibly two, at most grade levels in all three schools as the Digital Learning Teacher(s) for that particular grade level in that particular school. In isolated cases, the identified Digital Teacher may be a multi-age teacher and cover two grade levels of instruction for the students in the school or cover the same grade level for two different schools. We anticipate that our numbers in distance learning may fluctuate over the opening month as parents can opt back in to the traditional in-person model, so we will need to be responsive to those numbers.

While it is both unproductive and impossible to go through cycles of "what-ifs" and "endless scenarios," the district is seeking feedback, suggestions, and recommendations. The district will work hard to provide as much support as we can possibly provide with CARES funding and the sound financial position of the district, we are prepared to do better than any school in the state on providing necessary and new resources and personnel to meet our collective needs.

Process & Timeline

- ✓ July 15 - Share the framework with elementary teachers through digital email communication.
- ✓ July 15 - Provide job descriptions, handbooks, schedules, and scenarios for teachers to review, contemplate, evaluate, and provide feedback.
- ✓ July 16, 3:00 p.m. - Provide ZOOM Meetings to enhance the written communication and provide more in-depth answers to question, concerns, and possibilities. Record and make available.
- ✓ Revise and provide updates.
- ✓ July 16 -20 (noon) –Solicit current teachers and assistants who are interested in providing the role of the digital learning teacher/assistant at their grade level or, potentially, another grade level or reassigned school. All interested employees who would like to be considered for digital learning must notify the school principal by noon, July 20.
- ✓ July 17 - Post and hire interim positions for additional teachers and assistants to help supplement the model and provide digital learning instruction.
- ✓ June 16 & 17 - Solicit and identify 1-2 SPECIALS teacher(s) in the district for all six content areas to provide a stipend to product instructional videos for Digital Learning Students.
- ✓ July 22 - Develop grade level plans at each site.

Framework

One teacher at each grade level in each school (where the enrollment numbers are ~15+) will be designated as the grade level's digital learning teacher. The grade level team will work together to educate both onsite and offsite students as effectively and efficiently as possible. Likewise, there is flexibility to identify two teachers at each grade level in each school to job share and together provide instruction to a class of digital learning students and a class of onsite learning students (see scenario below). Below are guidelines for the Digital Learning Teacher to supplement the MCS Digital Learning Teachers' Handbook.

- Maintain regular employee school hours and daily work at the school site in their personal classroom, planning and teaching digital learning students. Digital engagement, direct instruction, modeling, providing high quality academic feedback, and independent student work time to practice skills and standards must be equal to 7 hours for grades 1-3 and 4.5 hours for grade K. This does not mean the digital learning teacher will be online for 7 hours. However, it does mean a comparable rigorous academic experience will be expected. Digital teachers would use a variety of technology resources to deliver instruction, following the same pace and standards acquisition of the grade level team.
- Plan with the grade level team on pacing, engagement, assignments, and instructional strategies to deliver comparable rigorous, standards based instruction to academically prepare the child to return to onsite instruction at any time.
- Employ flexibility and expect to share responsibilities with onsite teachers and work to balance the workload as responsibly and equitably as possible with the changing and shifting of many variables. For example, if the Digital Learning Teacher has a small caseload, it is likely that teacher may provide digital instruction and manage the make-up work for students who are quarantined on the team.
- Provide a schedule to the Digital Learning Students to access the Digital Learning Lab (the onsite, designated Digital Learning Teacher's Classroom) for remediation support, assessment, and some limited direct instruction.

All SPECIALS instruction will be provided to Digital Learning Students through consolidated district instruction for a total of 5 hours per week. Teachers will be identified to develop and produce 30 one-hour lessons in their specific content area for K-1 and 2-3 for a total development of 60 lessons: Library, Art, Music, P.E., STEM, Guidance/Lifeskills. The non-interactive hour lesson can include embedded videos, PowerPoints, Saved ZOOMS, and set aside independent work time that will be accomplished in the home, independently or with the parent. A SPECIALS teacher(s) will be identified and compensated from the district to develop these lessons to be used in the course of the year for Digital Learning Students in grade K-3. These lessons will be stored digitally and easily accessible for the digital instructor to access and deliver to students.

Teaching Assistants will be given an opportunity to request available digital work that is being conducted in the grade level/school. Digital teachers will have a minimum of two hours of TA support. Administrators will make additional assignments to assistants outside of the digital service plan. In addition, the TA may also be asked to participate in onsite support and help – before school duty, recess duty, lunch duty, etc. As the numbers ebb and flow, so will the assignment of the teaching assistant assigned to the grade level Digital Learning Teacher.

Accountability and Instructional Guidelines

Read the MCS Digital Learning Teacher Handbook for specific expectations. In particular, that document provides specific guidance related to TIGER Evaluations. See additional supplemental information below:

Communication - Elementary teachers will not need a Google phone number. They will use their own school office extension during their posted office hours, before, and after school.

Digital Learning Lab – The personal classroom of the DL teacher will be designated as the DL Lab for the group of students. The school's assessment plan will be conducted in the DL Lab, in addition to remedial, tier 1 support.

Grading-Digital instructors will utilize the K-3 report cards to administer grades each 9 weeks, aligning with the grading practices of the team, incorporating the grade level assessment plan, common assessments, etc.

Monitor Engagement-Elementary teachers will be responsible for measuring whether a student is on track and responsive to digital instruction. If the student shows evidence of instruction gaps and at-risk behaviors (not on pace, not participating in online sessions, not completing or attempting assignments, not turning in work on time, not responding to communication), then the following steps will be initiated: (1) A parent conference to determine areas of need; (2) Should dis-engagement continue, a two-week action plan be developed with weekly face-to-face sessions in the digital learning lab; (3) Should dis-engagement continue, work collaboratively with school site administration to determine whether or not the student will return to face to face instruction, or choose a different school option outside of MCS.

Monitoring Attendance- the digital learning teacher will take attendance for the daily online sessions and record the attendance as onsite teachers.   Likewise, truancy issues should be managed as dis-engagement issues.

Technology Support

Digital instructors will have access to technology support from their school site Technology Coordinator. The TCs will assist with deployment of iPads, issuing passwords, and providing support through the current ticket system. Families can submit a support ticket by going to the Classlink Portal at https://launchpad.classlink.com/maryville and clicking on "eLearning Tech Help" icon. This will take the students to an online form where they can submit their name, preferred method of contact, and an overview of the issue they are experiencing.

Whole Child Services will be provided to digital learners. ELL, RTI, and SPED services will be provided either through site based service or centralized district service. These decisions will be decided in the next few days.

CURRENT REALITY REPORT

Based on the current responses and statistics to guide us for Reopening, the following would be action steps needed in the K-3 delivery.

Grade	Probable Assignments	Notes
Kindergarten	Reassign or hire to secure one JSE K Digital Learning Teacher. Reassign or hire to secure one FHE or SHE K Digital Learning Teacher to serve both FHE and SHE	The great unknown; subject to change drastically
1st Grade	Reassign to secure one JSE and one SHE Digital Learning Teacher to first grade. Watch the FHE numbers and consider reassigning or securing part time DL teacher.	At this time, JSE has 23 DL students; SHE has 19 DL students; FHE has 9 DL students
2nd Grade	Reassign to secure one digital learning teacher for each 2nd grade team at all three schools.	At this time, JSE has 23, SHE has 27; FHE has 26
3rd Grade	Reassign to secure one digital learning teacher for FHE and one for JSE; reassign or hire one additional digital learning teachers for shared responsibilities.	At this time, JSE has 18; SHE has 13; FHE has 32. FHE would need more than 1 teacher to service needs.

Sample Schedules

The daily schedule must reflect student engagement to equal 4 hours for kindergarten and 6.5 hours for students in grades 1-3. When planning digital instruction, it is necessary to be online and providing interactive and/or direct instruction to cover the standards and the skills. It is not necessary to stay online during independent student work time. However, the allocated minutes for students to complete their independent work can be counted in the instructional minutes. Likewise, each day, the digital

learning teacher must post her office hours to respond to parents and provide specific individualized help to students.

Digital Learning Sample Schedule, Kindergarten.   4.5 hours of instructional teaching and learning.

8:00 – 10:00   Literacy

8:00 – 8:30   Direct Literacy Instruction through interactive ZOOM (phonics, literacy, writing)

8:30 – 9:00   Student practice of the lesson. (Offline; submit work through SeeSaw)

9:00 – 9:20   Read Aloud and Shared Reading using Scholastic online readers with vocabulary introduction/reinforcement

9:20 – 9:30   Directions/Assignment of independent work through Zoom or Showbie or SeeSaw.

9:30 – 10:00   Independent Work Time; teacher offline; student upload work through pics on SeeSaw;

10:00 – 10:30   SPECIALS part 1, Independent work as optional homework.

10:30 – 11:45   Lunch and Recess and bathroom break (teacher offline)

11:45 – 12:15   Math Direct Instruction – Interactive Zoom. Make independent work assignment

12:15 – 12:45   Math Independent Work – teacher in office hours, providing feedback and helping as needed. Student day ends.

1:00 – 3:00   DL Teacher Planning, Digital Learning Lab Service; Parent Communication; Assigned Duties.

Digital Learning Sample Schedule, Grade 1-3.   7 hours of instructional teaching and learning.

8:30 – 11   Literacy.

8:30 – 9:00   The DL teacher provides 30 minutes of interactive direct Zoom instruction (whole group phonics, writing, or literacy mini lessons). She posts the independent work assignments to the students (adaptive programming, writing assignments, worksheets submitted by SeeSaw or Showbie).

9:00 – 10:30   The TA and the Teacher meet with both of their small, interactive groups for 30 minutes using online Scholastic leveled readers and ZOOM. Additional time may be used for independent student conferences/providing high quality academic feedback.

10:30 – 11:00   Whole Group Direct and Interactive Zoom Instruction (phonics lesson, literacy lesson, academic feedback session, writing lessons)

11 – 12:00   Students are offline for recess, lunch, and bathroom break. DL Teacher has lunch, provides 30 minute office hours, 45 minutes planning.

12:00 – 1:00   Math. The DL Teacher provides 20 minutes of ZOOM math instruction and makes assignment.   Allows students to work and submit work digitally, giving academic feedback. Returns to ZOOM at 1:35 to wrap up math instruction, give feedback, and make homework assignments.

1:00 – 2:00   Specials. Provide the pre-recorded SPECIAL video lesson. DL Teacher Planning or additional office hours/parent communication.

2:00 – 3:00   Social Studies or Science. SeeSaw students and assign students to watch the video on plants (20 minutes) and spend the remaining time (diagramming a plant labeling all the parts accordingly). Tape a photo of the completed plant diagram and submit through SeeSaw. (no online or interactive instruction happening in this segment with the exception of receiving photos and giving academic feedback to students.

Assign Evening Homework: Finish any unfinished assigned work. Read 30 minutes daily. Complete reading log daily. Take AR Assessment or ThinkMore Assessment when finished.

Sample Scenarios

The third grade team has 25 digital learning students assigned to one Digital Learning Teacher. If that number had gotten any higher, an additional part or full time teacher would be hired or additional TA support would be secured. The Digital Learning Teacher works with his/her team and weekly identify digital lessons and assignments that mirror the rigor intent of the grade level. The workday at the assigned school would mirror her colleagues. The DL teacher would use a variety of tools (SeeSaw, Scholastic Literacy, iReady Math, iXl, Zoom, adaptive programming, etc.) to teach the DL students. At the end of the nine weeks, 12 students return to the classroom and no additional students elect to move to DL. Now the DL teacher will continue to teach the 13 DL students and provide additional support to her onsite colleagues by picking up a small group during literacy or providing Tier 1 RTI support, etc. At the onset of Digital Learning Planning, the team reserved "high impact" hours to be set aside and not taught in the DL model (every day from 8-9:00 a.m.), so the DL teacher can now help with onsite teaching for 1.5 hours daily and provide online instruction for only 13 students beginning at the regular time of 9:00 a.m. each day.

One DL teacher is identified to serve 18 first grade students in two elementary schools. The DL teacher works with the first grade team in the assigned physical school to follow pacing, scope, and sequence.   At the end of the first nine week, 5 additional students join Digital Learning, bringing the number to 23. If 12 additional students choose to become digital learners, then additional teaching staff would be secured. If 12 of the original 18 choose to return to the classroom and no new digital learning students are added, then the TA schedule may be adjust to allow for extra hands in classrooms where enrollments have peaked.

Job Share Scenario. Two second grade teachers choose to job share the responsibilities of digital learning and onsite learning. Teacher A would provide direct onsite language arts instruction every morning to a class size of onsite learners while teacher B provides Math, Science, and Social Studies instruction to all digital learners in the grade level. Then, after independent home time for lunch, recess, and Specials, the teachers would flip flop their assignments. In summary, one teacher would teach ELA twice to two different groups of 2nd graders – onsite and digital. The other teacher would teach Math, Science, and Social Studies to the same two groups of students at opposing times.