Secondary Remote Learning: Curriculum and Instruction

Agenda and Outcomes for the Session

Understand	Understand context, process, and resources provided to secondary schools
Share	Share guidance created by the Secondary Academic Planning Task Force and Content Area work groups
Develop	Develop an understanding of the overall structure of the school day/week
Provide	Provide information about instructional expectations and outcomes

Secondary Remote Learning Task Force

Curriculum and Instruction

Grading, Assessment and Feedback

Remote Learning Strategies and Structures

Professional Learning for Teachers, Students, Parents

Over 50 Teachers, Administrators and Program Specialists

Content Area Work Groups

Worked in teams over the year/summer

Developed revised scope and sequence for core classes and pathways

Identified effective strategies for remote teaching

Created/identified additional resources for learning

Providing on-going collaborative learning opportunities for teachers with support from district specialists

“Since we know that disturbance is required for change and there is no doubt that disturbance is happening as we speak, the question is, ***are we willing to use this opportunity to create the kind of educational system we want?*** We have learned that if we are going to change a system, we as individuals first have to SEE what the system is producing, then we have to ENGAGE with others to design something different, and finally we have to ACT.”

- Hugh Vasquez, Senior Associate, National Equity Project
“What if We… *Don’t* Return to School as Usual”

OSPI Commitment #1

The impacts of fear, hatred, and systemic and structural racism within institutions cannot be ignored, and they yield tragic outcomes. Washington's public education system must engage in anti-racist capacity building, leadership, and resource allocation. Dismantling systemically racist structures will make progress on inclusivity and will better serve students of color, students with disabilities, students who are English learners, students who are migratory, students experiencing homelessness, students in foster care, students experiencing intergenerational poverty, and students who identify as LGBTQ+.

Grounding the work: Research and Guidance

OPSI guidance documents:

- **Reopening Washington**
- **Reopening Washington Q & A**

Hanover School Reopening Tool Kit

Additional Resources:

- The Distance Learning Playbook by Hattie, Fisher, and Frey
- Universal Design for Learning (Resources from CAST and Katie Novak)
- 10 Mindframes for Learning by Hattie and Zierer

Key Component: Universal Design for Learning

UDL is a framework to guide the design of learning environments that are accessible and challenging for all. Ultimately, the goal of UDL is to support learners to become "expert learners" who are, each in their own way, purposeful and motivated, resourceful and knowledgeable, and strategic and goal driven. ***UDL aims to change the design of the environment rather than to change the learner.*** *When environments are intentionally designed to reduce barriers, all learners can engage in rigorous, meaningful learning. CAST, 2010*

Universal Design for Learning Guidelines

Visit the UDL Guidelines

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

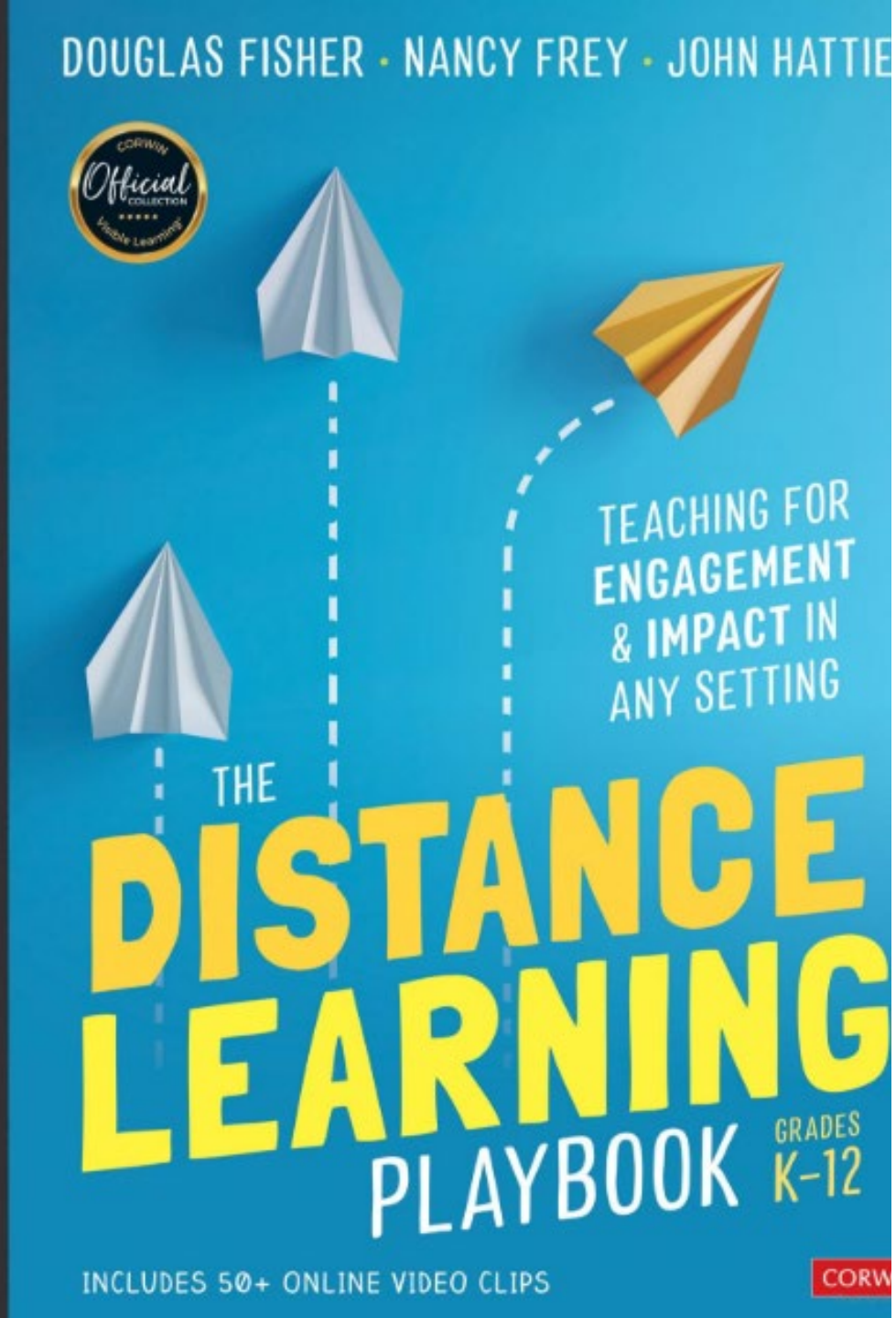
Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.



Distance Learning Playbook

- Aligns with OSPI's guidance and principles of UDL
- Team created documents that weave in concepts and directly reference graphic organizers
- Goal is to create coherence and learning/collaboration strands for PCCs, departments, courses

10 Mindframes for Visible Learning

1. I am an evaluator of my impact on student learning
2. I see assessment as informing my impact and next steps
3. I collaborate with others about my progress and impact
4. I am a change agent and believe all students can improve
5. I strive for challenge and not merely "doing your best"
6. I seek, give, and act on feedback
7. I engage as much in dialogue as monologue
8. I inform students what successful impact looks like
9. I build relationships and trust
10. I focus on learning and the language of learning

Created by John Hattie

Common Elements Across Task Force Groups

- Equity is an essential driver of our learning
- Focus on relationships with students and engage them in relevant learning
- Provide instructional foundation to support flexible models
- Learn from research and effective practice of colleagues
- Build alignment and coherence across district
- Collaboration of teachers is an essential element for success
- Develop common expectations and accountability to ensure guaranteed and viable learning for all students

Secondary Academic Planning Teams: Guidance and Recommendations

- Content-Area Resources: High-Impact Standards
- Remote Learning Structures
- Planning for Instruction
- Supporting Students Academically
- Supporting Students Emotionally
- Providing Assessment, Grading, and Feedback

What will my students learn this year?

Modified (but not lowered) standards and learning targets

OSPI identified key standards (Achieve the Core)

High-impact standards and skills as identified by teacher teams

Course material that will prepare them for the next level of content and any additional goals (ex: AP tests, college and career readiness)

What resources will teachers use to teach?

Adopted curricular resources in content area/courses

Supplemental resources identified/created by teacher teams that support learning in a remote environment

Technology (including previously adopted and new) that facilities collaboration and interaction with learning in a remote environment

How will highly interactive or “hands-on” courses like science, orchestra or CTE be taught?

- Teachers will focus on essential standards and/or frameworks
- Course content specific groups developed guidance
- Multiple ways of learning standards and engaging learning will be provided
- Examples:
  - Choir teacher provides a “multi-course menu” of learning with options for viewing, listening, practicing, composing, recording, sharing, performing for individuals and/or groups
  - Science teacher provides options for doing labs including modeling during synchronous time, sharing access to computer simulations, or giving instructions for home experiments

How will my student be assessed and get feedback from their teachers?

Teachers use multiple methods and tools to assess students and provide feedback

Assignments traditionally used still work in a remote context

- Written assignments, projects, presentations, recordings of performance/outcomes, worksheets
- Teacher observations of student interactions/contributions in synchronous learning such as discussions, comments in Chats, interactions, small group work
- Curriculum based technology tools such as ALEKS, Big Ideas Math platform, Amplify ELA
- District adopted technology tools such as Microsoft Teams, OneNote, Forms

Continued focus is needed to effectively assess, grade, and give feedback

Assessing and Grading for Fall 2020

"Districts should consider the effectiveness of the grading policies at various grade levels implemented for spring of 2020. This information should inform local decisions about grading policies moving forward. The process and decisions about both standards and grading have profound consequences on students, potentially deepening the opportunity gap and existing inequities. Districts should examine how their decisions about grading policies will affect each student group and create an equitable system of instruction, assessment, and grading. Districts have an opportunity now to reframe their systems around culturally responsive and anti-racist practices."

Guiding Principles for Assessment, Grading and Feedback

- Equity is at the forefront of grading and assessment
- Grading and assessment are rooted in common learning standards
- Learning goals and assessments are consistently and frequently shared with students
- Assessments are student-centered, allowing for student choice, multiple ways to show learning, and reflection.
- Student needs and life circumstances are an important consideration in teaching and evaluation
- Course grades are based on learning standards with minimal impact from other indicators that are not directly tied to these standards

Secondary Schedule Design

Teachers and students need to directly connect for instruction

Schedules need to be thoughtful of student screen time and the length of their day tied to their computer

Schedules need to provide flexibility for students completing asynchronous instruction

Schedules need to provide students with asynchronous support they can access during the school day

Students need to be able to connect with their teachers outside of times set aside for instruction

Synchronous Instruction

Small Group Learning

Asynchronous Learning

Teacher Connection and Support

Technology Tools and Support

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 9:00 – 10:00	**Period 2** 9:00 – 10:00	**Asynchronous Learning & Support** 9:00-12:00	**Period 1** 9:00 – 10:00	**Period 2** 9:00 – 10:00
Intervention/Homeroom 10:10-11:10	**Intervention/Homeroom** 10:10-11:10		**Intervention/Homeroom** 10:10-11:10	**Intervention/Homeroom** 10:10-11:10
Lunch 11:15 – 11:45	**Lunch** 11:15 – 11:45	**Lunch** 12:00-12:30	**Lunch** 11:15 – 11:45	**Lunch** 11:15 – 11:45
Period 3 11:50-12:50	**Period 4** 11:50-12:50		**Period 3** 11:50-12:50	**Period 4** 11:50-12:50
Period 5 1:00-2:00	**Period 6** 1:00-2:00	**Student Work Time** 12:30-2:00	**Period 5** 1:00-2:00	**Period 6** 1:00-2:00
Asynchronous Learning & Support 2:00-3:30	**Asynchronous Learning & Support** 2:00-3:30		**Asynchronous Learning & Support** 2:00-3:30	**Asynchronous Learning & Support** 2:00-3:30

Sample Middle School Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 9:00 – 10:00	**Period 2** 9:00 – 10:00	**Asynchronous Learning & Support** 9:00-12:00	**Period 1** 9:00 – 10:00	**Period 2** 9:00 – 10:00
Period 3 10:10-11:10	**Period 4** 10:10-11:10		**Period 3** 10:10-11:10	**Period 4** 10:10-11:10
Lunch 11:15 – 11:45	**Lunch** 11:15 – 11:45	**Lunch** 12:00-12:30	**Lunch** 11:15 – 11:45	**Lunch** 11:15 – 11:45
Period 5 11:50-12:50	**Intervention/Homeroom** 11:50-12:50		**Period 5** 11:50-12:50	**Intervention/Homeroom** 11:50-12:50
Period 7 1:00-2:00	**Period 6** 1:00-2:00	**Student Work Time** 12:30-2:20	**Period 7** 1:00-2:00	**Period 6** 1:00-2:00
Asynchronous Learning & Support	**Asynchronous Learning & Support**		**Asynchronous Learning & Support**	**Asynchronous Learning & Support**

Sample High School Schedule

What is Synchronous vs. Asynchronous?

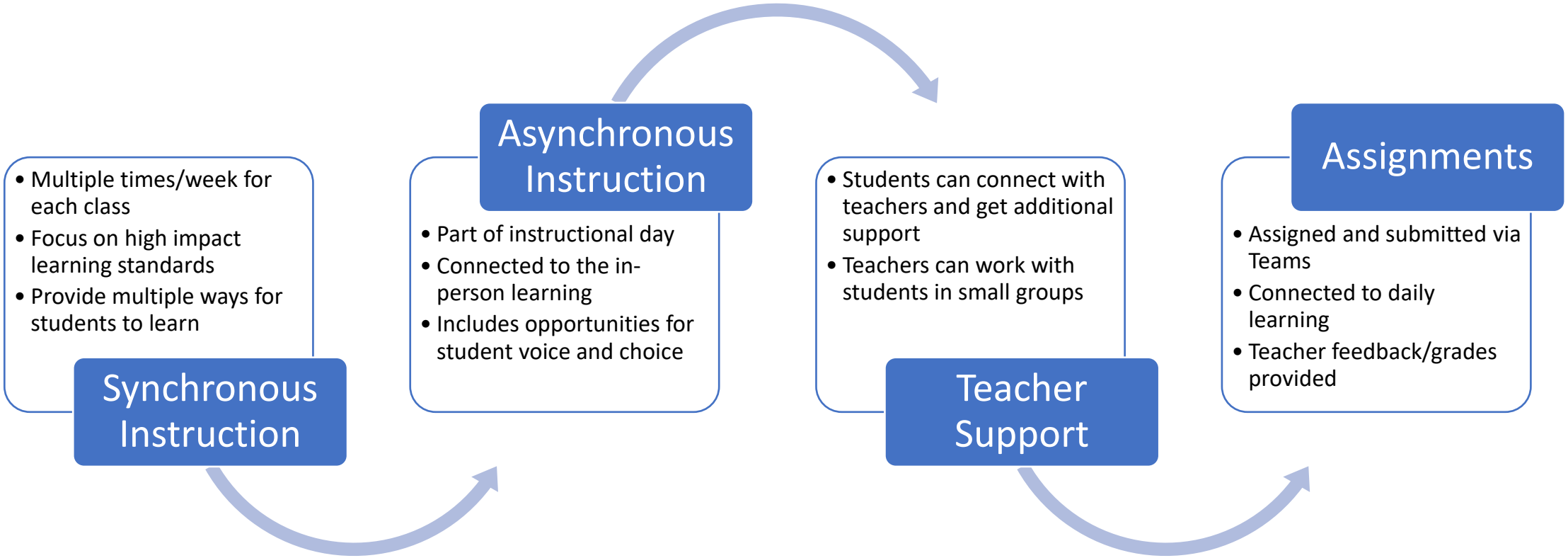
Synchronous instruction:

- Students are in a remote learning environment
- The teacher is delivering real time instruction via Microsoft Teams to the whole class, small groups of students, or individual students
- Individual and/or small group time off-computer may be included

Asynchronous learning and support:

- Students are in a remote learning environment
- The teacher provides pre-developed or recorded lessons
- Learning tasks are aligned with synchronous lesson objectives
- Students complete these when convenient for the student/family (within assignment due date windows)

From Synchronous to Asynchronous



Planning for Instruction: Additional Resources

- Teaching students how to learn is essential
- Student Remote Learning Skills: A Guide for Teachers
- Five lessons to be taught over first two weeks to teach students how to successfully access and interact with technology and their teacher
- Goal is increasing opportunity and access for all students

Student Remote Learning Skills

- Lesson 1: Accessing Class Information
  - Logging in 101 , Asking Questions and Getting Input
- Lesson 2: Orientation to Classroom Teams
  - Navigating Teams , Class Meetings
- Lesson 3: Orientation to Class Notebook
  - Navigating Class Notebook, Submitting Work on OneNote , Supporting Students' Learning
- Lesson 4: Assessments and Grading
  - Checking Assignments/Grades , Turning in Assignments , Assessments, Feedback
- Lesson 5: Class Resources
  - Class Technology Tools, Class Curriculum Resource

Supporting Students Academically

Teaching how to learn is essential

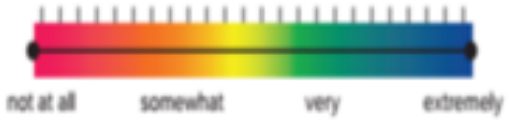
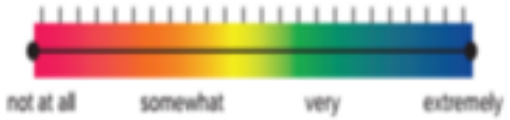
Students need to be empowered and responsible

Teachers can use this to support student ownership and success

Student Reflection: Dispositions of a Successful Online Learner

Goal is increasing opportunity and access for all students

Dispositions of a Successful Online Learner

To be a successful online learner I need:	How do I think I am doing:	What evidence do I have of my successes and challenges:	What questions do I have and how do I move forward:
To work independently. • **This means** I have to depend on myself to reach out to my teacher, my parent or my classmate to get the help that I need. • **This does not mean** that I have to solve my problems alone without any help from anyone.			
To manage my time. • **This means** I need to learn to use tools and strategies to help keep me organized. These tools could be written planners or calendars at home, online calendars and planners, checklists and accountability partners			

Advanced Placement Update

Remote Learning Update

For the 2020-21 School Year:

AP Programming for 2020-21

- Remote learning expectations will run parallel to secondary core academic expectations.

AP Central Units of Study

- Daily videos – hosted on the CollegeBoard site
- Ongoing assessments available to all students
- Dashboard for teachers to monitor progress
- Practice problems
- Exam review

Fall exam registration

- No cancelation fee
- September 25th - October 30th
- Late fee if registering in the winter window

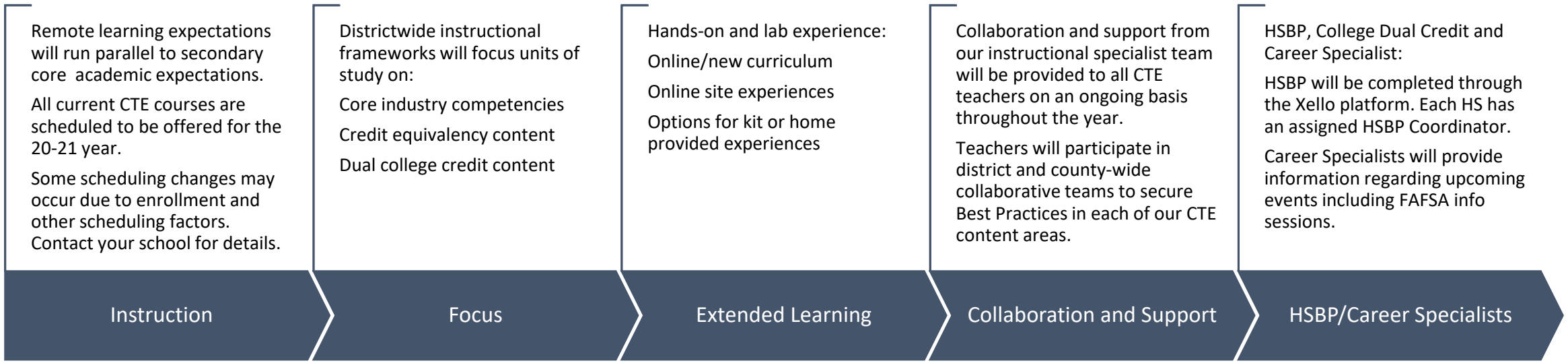
Supports for teachers

- Encouraging and facilitating cross-building collaboration by course
- Ensuring resources available to teachers and students
- Ongoing curricular adoptions, as needed

College & Career Readiness/ Career & Tech Ed

Remote Learning Update

Remote learning update



Career and technical education courses

Middle School CTE Offerings:

Green Sustainable Design
Exploring Business
PLTW Computer Science for Innovators and Makers
Game Design and Computer Programming
PLTW Medical Detectives
Exploring Food Science
Exploring Culinary Arts
Exploring International Foods
Future Ready Life Skills
Exploring Woods Technology I/II
Exploring Computer Aided Design
Exploring Digital Media
Exploring Digital Photography
Exploring Digital Video
Exploring Technology
PLTW Design and Modeling
Exploring Robotics
PLTW Flight and Space

High School Career and technical education courses

Environmental Science
AP Environmental Science
Urban Agriculture I/II
Business and Marketing Foundations
Microsoft Office Specialist
Microsoft Office Advanced
Personal Finance
Financial Algebra
Accounting
AP Statistics
Economics
AP Micro/Microeconomics
Business and Personal Law
Marketing: Sports and Entertainment
Digital Marketing and Social Media

Retail Operations
Retail Management
Business and Marketing Management
Entrepreneurship
Introduction to Computer Science
AP Computer Science Principles
AP Computer Science A
Advanced Projects in JAVA
Data Structures
Anatomy and Physiology
Biotechnology
American Sign Language I/II/III
Family Health
Child Development I/II
Psychology/AP Psychology
Teacher Education Academy I/II

Interior Design
Project Management
Leadership I/II
GRADS: Grad., Reality, and Dual-role Skills
Culinary Arts I/II
Culinary Arts and Catering
Food Science
International Foods
Photography I/II/III
Video Production I/II
PLTW Intro to Engineering Design
PLTW Principles of Engineering
PLTW Aerospace Engineering
PLTW Engineering Design and Development

PLTW Computer Integrated Manufacturing
Architecture and Construction Foundations
Architecture and Engineering I/II
Engineering and Computer Science
Engineering I (EYW)
Engineering II/III
Material Science I/II
Sustain Design & Environmental Engineering
Robotics I/II

WANIC skills center courses/update

All current WANIC courses are scheduled to be offered for the 20-21 year.

- Should any scheduling changes occur students and families will be notified, and scheduling corrections will be made by the student's high school.

WANIC Course Offerings:

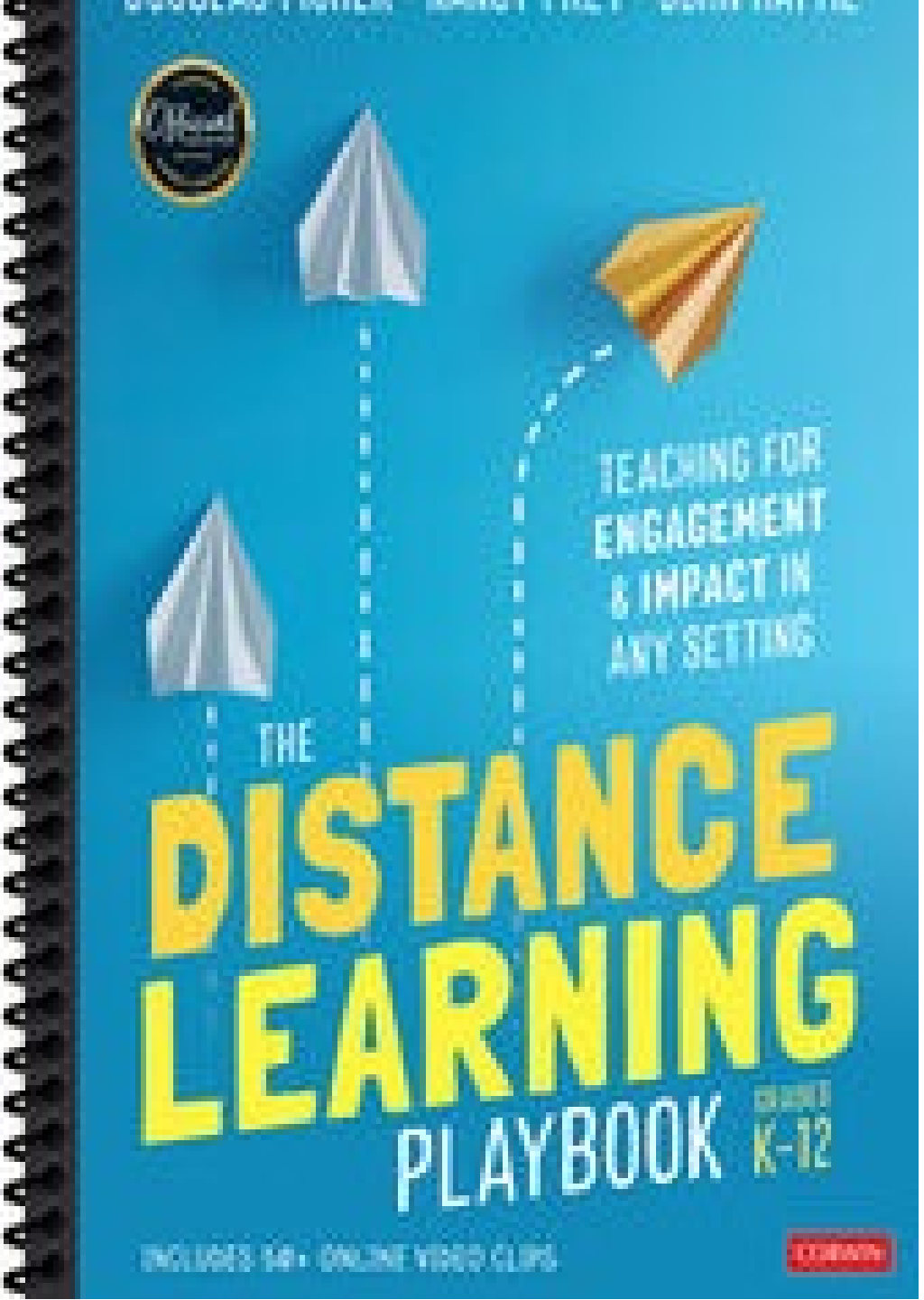
- WANIC Main Campus – Medical Careers, Dental Careers, Fire & EMS, Health Sciences/Nursing
- Bothell HS and Bellevue HS – Automotive Technology
- New Port HS – CISCO Networking, Culinary Arts
- DigiPen Institute of Technology – Art & Animation, Music & Sound, Video Game Design
- Sammamish HS and Woodinville HS – Health Careers
- Issaquah HS – Sports Medicine

Kari Schuh, Director wanic@lwsd.org 425-739-8400

Professional Learning for Teachers and Administrators

Professional Learning

- Equity
- Remote Instruction
- Safety and Health
- Students' Social-Emotional Needs
- Flexible, adaptive curriculum design
- Visible Learning



Distance Learning Playbook

- Relationship-building
- Instructional clarity
- Engaging tasks
- Remote unit design
- Meaningful, growth-focused feedback

- Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

- Every student will be Future Ready:
  - Prepared for College
  - Prepared for the Global Workplace
  - Prepared for Personal Success