

# Suffield Public Schools Hybrid Teaching Model

August 20 and 24, 2020

# Presentation Outline

- ❑ Cohort Schedule, Sample Student Schedule
- ❑ Synchronous and Asynchronous Schedule
- ❑ Sample Classroom Experience
- ❑ Student Learning Materials, Common Look Pages, Instruction
- ❑ Social Emotional Learning
- ❑ Programs: DreamBox, Readers Writers Workshop, Lexia, Raz Kids
- ❑ Intervention
- ❑ Grading/Reporting
- ❑ Participation
- ❑ Q/A

# We are here to help....

- ❑ Superintendent: Tim Van Tassel
- ❑ Assistant Superintendent: Michelle Zawawi
- ❑ SHS: Jim Blain, Ashley Eichorn, Brendan Canny
- ❑ SMS: Ken Smith, Dianna Kolodziej
- ❑ MIS: Kris Pryce, Melissa Todd
- ❑ AWS: Gina Olearczyk, Jack Ferraro
- ❑ Student Services: Diana Kelley, Sharon Goulet, Helen Donaher
- ❑ Technology: Rebecca Osleger
- ❑ Business Manager: Bill Hoff
- ❑ Social Emotional Learning, Responsive Classroom: Heather Goldstein, Brittany Popeleski
- ❑ Instructional Specialists:
  - ❑ Tim Percoski: 9-12 STEM
  - ❑ Steph Holland: 9-12 Humanities
  - ❑ Esther Boakye-Datthey: 6-8 STEM
  - ❑ Jeanine Rose: 6-8 Humanities
  - ❑ Shannon Inero: K-5 STEM
  - ❑ Christy Baril: K-5 Humanities

# Cohorts

Students will be grouped into two cohorts based on the letter of students' last names:

- ❑ Cohort A: Last names A through K
- ❑ Cohort B: Last names L through Z
  - ❑ Students who are opting for full remote learning will be placed in either Cohort A or B
  - ❑ Phase 1 Survey was sent to parents on August 19th - Thank you - working on schedules, classroom arrangements

# District Hybrid Schedule (first 3 weeks)

Schedule- at a glance

Week 1	Week 2	Week 3
Monday, August 31 In-School - A Remote - B	Monday, Sept 7 <b>NO SCHOOL</b> Labor Day	Monday, Sept 14 In-School - A Remote - B
Tuesday, Sept 1 In-School - A Remote - B	Tuesday, Sept 8 In-School - A Remote - B	Tuesday, Sept 15 In-School - A Remote - B
Wednesday, Sept 2 In-School - B Remote - A	Wednesday, Sept 9 In-School - A Remote - B	Wednesday, Sept 16 Asynchronous Learning - Teachers in school (PLC, PD)
Thursday, Sept 3 In-School - B Remote - A	Thursday, Sept 10 In-School - B Remote - A	Thursday, Sept 17 In-School - B Remote - A
Friday, Sept 4 <b>NO SCHOOL</b> Teacher Professional Development: DL technology, Implicit Bias, Trauma Informed Practices	Friday, Sept 11 In-School - B Remote - A	Friday, Sept 18 In-School - B Remote - A

# Student Schedule

- ❑ All students will receive their schedule and cohort this week or next
- ❑ **The expectation is that all students will attend their classes as scheduled during synchronous learning (M, T, Th, F)**
- ❑ Students who are in the remote cohort and Full Distance Learning will join their in-school classmates via “live” Google Meets which will be posted on their Google classroom page or SeeSaw page
- ❑ ALL students are expected to be ready for attendance (**camera on**) at the start of the day for PowerSchool Attendance
  - ❑ SMS/SHS - (**camera on**) for period attendance and daily attendance
- ❑ Elementary students will have some options built into their schedule; as we understand that parents play a significant role in helping younger students on the iPad or Chromebook

# Sample Student Schedules

- ❑ [SHS Hybrid Schedule](#)- sample
- ❑ [SMS Hybrid Schedule](#)- sample
- ❑ [MIS Hybrid Schedule](#) - sample
- ❑ [AWS Hybrid Schedule](#) - sample

# Synchronous Learning

- All students learn at the same time

Example: Period 1 math class (20 students)

- ❑ Students (A-K) approx 10 students learn from **in-class environment**, follow along with the lesson plan via Google classroom, answer questions, engage in class discussion
- ❑ Students (L-Z) approx 10 students **learn from home** by following along with Google Classroom lesson plan while watching/listening to the direct instruction via Google Meets
- ❑ Students who are **opting for distance learning** will join the remote A or B cohort (4 days of Remote Learning)
- ❑ Teacher will view students in grid form on via Google Meet on their desktop **may** project students on whiteboard for all the students to see each other
- ❑ Teacher **may** ask cohort B to participate in the lesson using Google Enterprise tools, Jamboard, Google Chat
  - ❑ **Note:** We are not engaging in “Live” classroom discussions between cohorts, **at this point**

# Asynchronous Learning: Wednesday

- ❑ Students follow lessons on Google Classroom and SeeSaw
- ❑ Asynchronous lessons will be connected to previous learning, personalized and challenging to students; it will NOT be busy work
- ❑ Teachers may link recorded lessons for direct instruction, utilize “Flipped classroom” model
- ❑ Assessments - students may work on projects, complete open ended assessments, writing assignments, project based research papers, Social Emotional Learning, career exploration, developmental guidance lessons, Dreambox, Lexia, Raz Kids, SHS Capstone, authentic learning experiences which may be connected to multiple subjects
- ❑ Lessons will be posted according to the Powerschool schedule (SHS will post a 7 period day)

# Lessons/Instruction - In Hybrid Model

## Hybrid Lesson Overview

*“WHEN NOTHING IS SURE, EVERYTHING IS POSSIBLE”*

Margaret Drabble

# Student Learning Materials

## Technology/Workbooks/Journals:

- ❑ Cohort A will receive their Chromebooks (iPads for Pre-K and K) in school on Monday, Aug 31
- ❑ Cohort B and Full Distance will receive their materials before school starts - Thursday/Friday
- ❑ District is creating a plan to address student chromebook/iPad issues during the lesson
- ❑ Grade 1 and 5 Chromebooks back ordered since March; students will be getting loaners
  - ❑ Insurance will cover the loaner and the new technology

## Reminders:

- ❑ Students will be expected to bring their FULLY charged technology devices (chromebook/iPad) back and forth to school each day - leave charger at home
  - ❑ We do NOT have loaners or extra chargers - handle Chromebook/iPads with care
  - ❑ Please make sure your child has **“SHUT DOWN”** their computer at the end of each day
- ❑ AWS, MIS, SMS will be providing drawstring bags to students to help them manage the movement of their belongings from class to class

# Common Look to Pages

- ❑ All teachers will use the same format for their Google Classrooms/SeeSaw within a school
- ❑ Students at home (either Full Distance or Hybrid) will follow the teacher's lesson by viewing/listening in Google Meets
  - ❑ Meet Code will be located in the same place each day
  - ❑ Materials and expectations for learning made available on Google Classroom/SeeSaw
  - ❑ Lesson Learning Template will include graphic organizers, notes, resource links, discussion questions, rubrics, classwork expectations, due dates
- ❑ Log on and off times will be made available on Google Classroom/SeeSaw
- ❑ Sample: SHS block period the expectation would be that students log in at the start of class, listen to direct instruction or mini-lesson - log off to complete independent work - log back in for debrief, etc.

# Lessons/Instruction

- ❑ Remote cohort access class sessions by logging into “live Google Meet” class sessions (this includes students not in school, absent but scheduled to be in school and those opting for full distance learning)
- ❑ The “Live” lessons will **NOT** be recorded
- ❑ Lesson targets, agendas, links, outlines, graphic organizers, assignments, reading passages, etc., will be clearly outlined in each teacher’s Google Classroom/SeeSaw page
- ❑ The first few days of school may be focused on helping students understand:
  - ❑ Safety protocols - mask, signage, lunch, recess, bus protocols
  - ❑ Online learning programs (Dreambox, Raz Kids, Type to Learn, Lexia, etc.)
  - ❑ Community building- Social Emotional Learning
  - ❑ Technology expectations
  - ❑ Google Classroom layout
  - ❑ Help class and how to contact teachers

# Responsive Classroom

*Responsive Classroom* is a research-based approach to K-8 teaching that focuses on the strong link between academic success and social-emotional learning. The belief is that a high-quality education for every child is built on the foundation of a safe and joyful learning community.

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## SEL Goals

1. Help students to feel physically and emotionally safe
2. Build strong classroom communities to help establish a home to school connection

## Our Plan

1. SEL PD for all teachers
2. Responsive Classroom Practice and Strategies
3. Clear behavioral and academic expectations for students in school and at home
4. SEL Lessons ( AWS and MIS ) and Health (SMS)
5. Whole school community building activities

# Core Belief

In order to be successful in and out of school, students need to learn a set of social and emotional competencies— cooperation, assertiveness, responsibility, empathy, and self control—and a set of academic competencies— academic mindset, perseverance, learning strategies, and academic behaviors.

# SEL Competencies

What might these look like with a COVID-19 lens?

Cooperation- Teach students to work cooperatively while social distancing.

Assertion- Teach students how to be assertive by asking others to pull their masks up if necessary.

Responsibility- Teach students to have all materials ready for in person and virtual learning.

Empathy- Teach students to empathize with how hard it might being tempted to be close to others or to hug.

Self-Control- Teach students that by social distancing we are protecting those around us.



Cooperation



Assertiveness



Responsibility



Empathy



Self-Control

# DreamBox Math

## ❑ **What is DreamBox?**

- ❑ DreamBox Learning is an engaging, self-adaptive tool to help our students learn in a way that enables each student to think and make sense of the mathematics
- ❑ Digital resource to support math learning
  - ❑ It is web based, can be used anywhere
  - ❑ Students have to log on for access

## ❑ **Ways to use DreamBox**

- ❑ Additional learning resources
  - ❑ Differentiation
    - ❑ One of the option menu/DreamBox Station/Flex
    - ❑ Assign small group or individual student lessons for support in class during class time
    - ❑ Extra work for students who need to be challenged

## ❑ **Expectations**

- ❑ Students should complete at least 5-8 lessons a week

## ❑ **Suggestions to promote use and engagement**

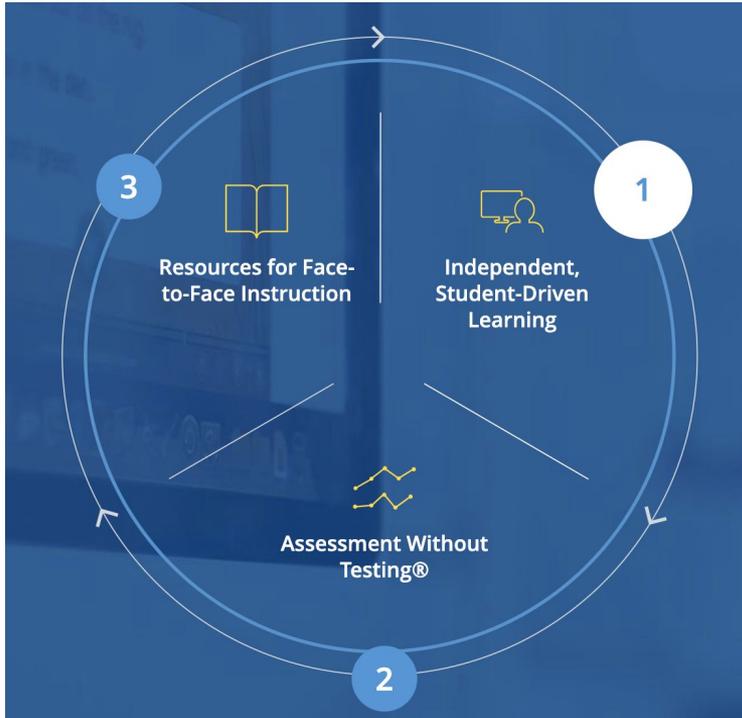
- ❑ Badges, Certificates of Completion, class recognitions

# Readers' and Writers' Workshop

Students will continue learning reading and writing skills in a workshop model approach

- ❑ Teachers will present the day's 10-minute mini-lesson
  - ❑ This *may* be a recorded lesson that students can watch the night before so that teachers can maximize contact time with students in live class time
  - ❑ Anchor charts will be used and available to students during and after the lesson to use as they practice these skills in their reading and writing
  - ❑ Students will set goals for their independent work at the end of the mini-lesson
  
- ❑ “Off you go!”: Students work independently in their Reading and/or Writing Notebooks for the next 35 minutes, incorporating the skills taught in this (and previous) units' mini-lessons
  - ❑ Teachers observe progress, confer with students, and lead small group work in a differentiated fashion
  - ❑ Teachers may provide a mid-lesson teaching point to offer a reminder or a quick tip to extend the mini-lesson or remind students of ongoing habits
  
- ❑ The class ends with a share to capture the power of that day's lesson, to remind students of what they learned, and to give students an audience for their work

# Lexia



- ❑ We will continue to use Lexia (K-5) to help develop critical reading and language skills through motivating learning paths
- ❑ Real time performance data is collected as students work through their Lexia assignments
  - ❑ Teachers can use this data to plan for individual or small group instruction
- ❑ Lexia provides a level of scaffolding
  - ❑ If the student struggles in a particular area, the program provides explicit instruction on the concepts and rules of the skill, allowing the student to demonstrate proficiency
  - ❑ The teacher will also receive an email with notification of the skill the student is struggling with as well as different activities/lessons they can provide to guide the student toward mastery
- ❑ Students should log on for at least 15 minutes everyday to make sure they meet their required 60 minutes
  - ❑ Teachers may set a specific time in their daily schedule to have all students access Lexia at the same time to ensure this time requirement is met

# Raz Kids

- ❑ Raz-Kids is an award-winning teaching product that provides comprehensive leveled reading resources for students
- ❑ Includes over 800 leveled books to choose from with corresponding e-quizzes that monitor comprehension
- ❑ Includes digital management and reporting tools to easily track individual and class-wide reading progress
- ❑ Provides teachers with the ability to use running records to progress monitor throughout the year
  - ❑ Students record themselves reading aloud Benchmark passages or books and send recordings to their teacher
    - ❑ Teachers can score their these readings using online running records
  - ❑ Students can also record a retelling of the text and send it to their teacher
    - ❑ Teachers use online rubrics for fiction and nonfiction texts to score their comprehension
  - ❑ These skills reports help teachers identify comprehension skills for additional practice
- ❑ Students should be reading at least 20 mins per day in school or remotely

# Specials/Electives

- ❑ Elementary level, students will attend the same special for two weeks
  - ❑ Every two weeks their special will change and they will rotate through PE, Art, Music, Library Media and STEM
- ❑ In person students will go to the specials room, distance learners will have the option to log in for the initial instruction or just work on the project/assignment during the two week period when convenient for the family
- ❑ We will be working with specials teachers to review and adjust curriculum and align with core curriculum when possible
- ❑ All students will be required to complete assignments for specials to allow for assessment and grading
- ❑ Students at the secondary level will be expected to join all elective classes

# Intervention/Academic Support

- ❑ Plans are still being developed as we finalize which students will be attending in person and who will be remote full time
- ❑ Initially academic support and interventionists will push into the classroom and then pull groups if and as needed
- ❑ Students in full remote will have a scheduled small group intervention time
- ❑ Benchmarking of all students within the first few weeks of school
- ❑ Students that were receiving Tier 2 or Tier 3 in March
- ❑ Wildcat (SHS) and Flex (SMS) will be available for all students for help
- ❑ Teachers are available before and after school as they always have been

# Grading/Reporting

- ❑ Powerschool grades for all students will be posted according to the district guidelines
- ❑ Teachers at all grade levels will be reviewing launch units and will use the Curriculum Compacting Template to ensure essential components of each unit are taught and paced out throughout the grading period
- ❑ Elementary teachers will report on benchmark level of achievement toward end of year standard at each trimester (Exceeding Standard, Meeting Standard, Progressing Toward Standard)
- ❑ Students at SMS/SHS will not have the option to select Pass/Fail

# DISTANCE LEARNING EXPECTATIONS



## WORK SPACE

- A designated table or desk
- Organized and clear of clutter
- In a quiet location free from distractions

2:00



## CLASS ATTENDANCE

- Be on time for class- attendance will be taken
- Camera is on during class
- Attend class while seated at your designated work space
- Dress in school appropriate clothes

DAILY SCHEDULE	
8:00-9:00	• Morning Meeting (15 min)
9:00-9:30	• Reading (15 min)
9:30-10:30	• Math (45 min)
10:30-11:00	• Social Studies (15 min)
11:00-11:30	• Lunch (15 min)
11:30-12:00	• Reading (15 min)
12:00-1:00	• Lunch (15 min)
1:00-1:30	• Math (15 min)
1:30-2:00	• Reading (15 min)
• My weekly check-in with Mrs. Waldron _____	

## SCHEDULE

- Follow your school schedule
- Keep a consistent daily routine



## ASSIGNMENTS

- Complete all assignments
- Hand in assignments on time
- Reach out for help when you need it
- Stay connected by checking your Google Classroom/Seesaw daily



# We Need Your Help

- ❑ In order for students to have the best possible chance for success this year we are asking you to establish home hybrid routines:
  - ❑ Students work in a quiet space free of distractions while at home
  - ❑ Be dressed and ready for learning
  - ❑ Complete their classwork and homework
  - ❑ Keep their cameras on (if directed by teacher) so teachers can monitor their learning
- ❑ It is important for students to maintain their school day routine including snacks, meals and bedtime routines
- ❑ Reach out to your child's teacher and administrator if you need help

# Questions/Answers

Thank you!!!