Princeton Public Schools

Live to Learn, Learn to Live

Expectations for Remote Learning

The Arts
English and Social Studies
Health and Physical Education
Math and Business Education
Science
Special Education
World Languages

PPS Visual and Performing Arts
Expectations for Remote Learning

Department Philosophy

Active participation in an arts program is a critical component in every child's education. Arts programs enrich students' lives and provide a vehicle for them to communicate and express human emotion and ideas. In addition, the study of the arts prepares students to be successful in a twenty-first century world that demands innovative thinking and creativity in an increasingly competitive global society. We believe that all students are capable of growth in the arts and that there are skills and concepts inherent in the arts that cannot be taught in other disciplines. Participation in an arts program allows students to make connections across content areas and cultural boundaries. The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.

We support this mission through our instruction aligned to the New Jersey Student Learning Standards and to national standards in each arts discipline. We are a nationally recognized program, and Princeton High School has been designated a New Jersey Model School in the Arts. Our distinguished faculty members provide sequential instruction in each arts discipline, challenging each student to reach his or her potential.

Elementary Remote Instruction

Vocal/general music classes will utilize a variety of strategies, both on and off the screen. All classes will start with a Zoom call in which the lesson will be introduced and directions explained. There will be some group activities with singing and movement. We will continue to move students forward using both Orff and Kodaly pedagogies, as we have done in the past. Recorder instruction will take place in second and third grade; choral singing will be part of the fourth and fifth grade program. Online resources such as MusicFirst Junior will be utilized to engage students in lessons about musical instruments, music history, music theory, composition, and other topics.

Elementary instrumental music will continue to be offered once per week on a rotating pull-out schedule. Beginner instruction will begin in September. All small group lessons will take place on Zoom and will be supplemented by resources on Canvas and SmartMusic. Students will work on their instrument technique and music reading skills in lessons, as well as on their parts for some ensemble repertoire. We hope to present an in-person or virtual concert in the spring.

Visual art classes will also begin with a Zoom call to explain the instructional goals of the lesson, as well as a teacher demonstration. The teacher will provide feedback to individual students as they work during the class period. Each student will be provided with art supplies to use at home throughout the year. Each project is connected to the curriculum and to a famous artist, culture, or historical period. We hope to present an in-person or virtual art show at the end of the school year.

Middle School Remote

Choir classes will utilize a variety of strategies, both on and off the screen. All classes will start with a Zoom call in which the lesson will be introduced and directions explained. Students will work individually, in small groups, and in whole-class activities to further their music reading skills, vocal technique, and musical expression. We will utilize online resources to enhance learning, including Canvas, Zoom, MusicFirst Classroom, and GarageBand. We plan to present a virtual concert in the fall semester and an in-person or virtual concert in the spring.

Band and orchestra will continue to be offered as part of the student's regular schedule. All small group lessons will take place on Zoom and will be supplemented by resources on Canvas and SmartMusic. Students will work on their instrument technique and music reading skills in lessons, as

well as on their parts for ensemble repertoire. We plan to present a virtual concert in the fall semester and an in-person or virtual concert in the spring.

Visual art classes will also begin with a Zoom call to explain the instructional goals of the lesson, as well as a teacher demonstration. The teacher will provide feedback to individual students as they work during the class period. Each student will be provided with art supplies to use at home throughout the year. Each project is connected to the curriculum and to a famous artist, culture, or historical period. We hope to present an in-person or virtual art show at the end of each semester.

Drama classes will take place during the EP block. Utilizing a variety of strategies in Canvas and on Zoom, students will be engaged in individual, small group, and larger group activities in the virtual world. The classes will continue to be active, engaging, and performance-based. The after-school drama club will continue to be open to all students; rehearsals will be held on Zoom, and we are planning to present a virtual performance in the fall. Plans are also underway for a spring musical theatre performance.

High School Remote Instruction
Choir classes will utilize a variety of strategies, both on and off the screen. All classes will start with a Zoom call in which the lesson will be introduced and directions explained. Students will work individually, in small groups, and in whole-class activities to further their music reading skills, vocal technique, and musical expression. Students will prepare choral repertoire for virtual performances. We will utilize online resources to enhance learning, including Canvas, Zoom, MusicFirst Classroom, and GarageBand.

Band and orchestra classes will meet on Zoom and will utilize resources within Canvas, SmartMusic, and audio recording software. Students will continue their develop of technical skills, music theory and reading skills, and musical expression. Students will prepare repertoire for virtual performances.

Visual art classes will also begin with a Zoom call to explain the instructional goals of the lesson, as well as a teacher demonstration. The teacher will provide feedback to individual students as they work during the class period; students will also engage in peer assessment and critique. Each student will be provided with art supplies to use at home throughout the year. Each project is carefully selected to build on students' technical skills and the expression of ideas; students will continue their journey as they move from likeness to metaphor. Student art shows will be virtual.

Drama classes will utilize a variety of strategies in Canvas, Zoom, and other online tools, and students will be engaged in individual, small group, and larger group activities in the virtual world. Students will be expected to perform monologues and scenes. Spectacle Theatre will present performances virtually, and after-school rehearsals will take place on Zoom. In-person rehearsals and performances will resume when it is safe to do so. Tech Crew will continue to meet virtually and will support the technical and scenic needs of each production.

Dance classes will continue to be highly participatory and performance-based. Students will learn dances in a variety of styles, in addition to creating their own choreography. We will utilize online tools, including Canvas, Zoom, and Flipgrid to present instruction and for students to share evidence of their learning.

PPS Humanities (English and Social Studies): Grades K-12
Expectations for Remote Learning

English/ELA and Social Studies throughout the district are taught by teachers who are embracing the challenges that await us in the 2020-2021 school year. All teachers will be designing lesson modules and units that align with the district-wide adoption of hybrid and remote learning expectations, including:

The Community of Inquiry Framework, which outlines that teacher presence, social presence, and the learner's cognitive presence require intentional planning and are essential in blended and remote learning, and

The Watch-Do-Assess-Confer Model, which stipulates that lessons must involve multimodal components, active engagement, feedback, and conferencing with teacher(s) and/or peers.

While hybrid and remote learning pose unique challenges in Humanities courses, which so often involve discussion and other social modes of learning, all teachers will embrace the functionality of Zoom and Canvas to create digital active communities of learning.

Below are some **shared expectations for lesson design:**
- Teachers will blend synchronous and asynchronous learning throughout lessons and units. Students and teachers will be live with one another each lesson, as matches the day's content and learning objectives.
- Lessons will be as student-centered and interactive as possible.
- Teachers of students in the primary grades (K-2) will integrate the use of physical manipulatives into phonics instruction.
- Given the importance of peer interaction—particularly in the current context— lessons will frequently include group tasks like brainstorming and discussions.
- Teachers will prioritize providing frequent and varied informal and formal assessment, to ensure that students are grasping the concepts and skills taught.
- Teachers of core classes will be provided with weekly collaboration time as a means of enabling the sharing of best practices and the continued establishment of common skill goals for students.

To support teachers in the development of students' disciplinary literacy and to ensure students' access to text, Library Media Specialists will expand virtual collections. Intentional effort will be made by each Library Media Specialist to provide students not only with texts aligned to the units studied but also with texts that can be read for enjoyment.

K-12 Health and Physical Education
Expectations for Remote Learning

High quality physical education provides students with a planned, sequential, K-12 standards based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportspersonship, self-efficacy and emotional intelligence. Regardless of the mode (face-to-face, hybrid or online), the goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

At this time, the physical education department supports the Society of Health & Physical Educators of America (SHAPE) and does not view hybrid and online physical education (OLPE) as a medium to replace face-to-face instruction or instructors, but as an alternative method of instruction to fit the needs of students during the global pandemic. Additionally, our health and physical education department supports SHAPE in our belief that there should always be a face- to-face option for physical education because online learning is not appropriate for all students. Considering these points, parents should consult with their children and discuss as a family what options would work best to meet their health and physical education needs in regard to hybrid learning and all remote learning for their classes.

It should be noted that one of the biggest criticisms of online physical education is that students are not being physically active and engaged in motor skill learning (Buschner, 2006; Buschner, 2014; Mosier, 2012; NASPE, 2007; Ransdell, et al., 2008; Rhea, 2011). The K-12 health and physical education department supports SHAPE in our beliefs and considers the development of motor skill competence as the highest priority of physical education because of its impact on student engagement, intrinsic motivation, perceived competence, participation in physical activity, and sufficient levels of health-related fitness.

Teaching physical activity and motor skill development is what makes physical education unique and different than any other subject in the K-12 curriculum and thus must be the central component of any remote learning course work.

What Is Online Physical Education?
Online physical education will be the alternative medium used to deliver physical education course work. Instruction in a hybrid context (Mohnsen, 2012a; 2012b; Mosier, 2012; NASPE, 2007), where students complete most coursework outside of class individually and meet periodically in person for instruction and assessment, allowing for flexibility in learning to accommodate students' interest, activity and developmental level.

Instruction can also occur exclusively online, where students and teachers will only interact through canvas and zoom meetings for asynchronous or synchronous learning activities. In our hybrid model, online courses will be designed with the intention to deliver instruction that is flexible to meet the needs of students.

For a detailed literature review, including implications for policy and practice related to K-12 OLPE, read Daum and Buschner's (2018) chapter titled "Research on Teaching K-12 Online Physical Education" in the second edition of *Handbook of Research on K-12 Online and Blended Learning*.

OLPE for Individuals Receiving Special Education Services
All students must be afforded the same opportunities to participate in public school programs. The students must be provided accommodations and modifications as necessary, based on the individualized education program (IEP) team decisions.

OLPE teachers are expected to be proactive and consult with the IEP team if they have a student in their course with an IEP. It is not likely that the IEP will have accommodations needed for an online course; as such, OLPE teachers should reach out to discuss appropriate accommodations and modifications. If a parent, student or educational team member is considering an ALL REMOTE learning program for physical education, the IEP team should meet to discuss:

- If the student is at the secondary level and demonstrating competency in prior grade level outcomes, especially in the psychomotor domain.
- If the student can address all the state and/or national physical education content standards through the online learning program.
- Tailoring the program to suit the student's specific needs as indicated in the IEP.
- If the online learning program is the student's least restrictive environment as required by the Individuals with Disabilities Education Act

The decisions made by the IEP team will be based on the student's performance data and the current supports and services indicated in the student's IEP. Students participating in the online learning program and receiving special education services should be monitored by an adapted physical education teacher/physical education teacher (as specified by the local education agency).

Curriculum

Appropriate Practices	Inappropriate Practices	Practical Recommendations
Continually assess and revise online course to keep up with trends, technology and content.	Reuse the same course indefinitely with minimal to no changes or updates to content or technology.	Review courses regularly, at least every two to three years, to keep pace with current trends and issues in online education. Collect data on course satisfaction from course completers and noncompleters using a formal process, such as a survey.
Address all state and/or national physical education content standards, including any other required standards (Common Core, ELA, Technology, etc.).	Course is only fitness-focused (i.e. does not meet all state and/or national content standards).	Review your state and/or National Standards for K-12 Physical Education and ensure you have elements of each in your course.

Learning Environment and Instructional Strategies

Appropriate Practices	Inappropriate Practices	Practical Recommendations
Get parents involved with their child's learning.	No communication or involvement with parents in the student's learning.	Give assignments that include parents, such as interviewing the parents about their activity preferences or a physical activity assignment to be active as a family.
Allow for student choice so students can choose where, when and how to be physically active.	Does not provide choice for physical activities; for example, prescribing specific activities (e.g., running) as opposed to categories of activity (e.g., cardiovascular).	Allow students to choose activities they enjoy within categories of fitness. This could also include having them explore local physical activity options and/or investigate what meetup groups are active in their neighborhood.
Promote independent learning.	Does not promote independent learning. Course is heavily dependent on lectures.	Provide opportunities for students to design, monitor and evaluate their own physical activity including reflecting on their successes and setbacks.
Balance screen time and physical activity time.	Does not promote or include activities that don't involve screen time.	Include activities and assignments away from the computer, tablet or mobile device, such as evaluating local play spaces and being physically active outside.

Learning Environment and Instructional Strategies

Appropriate Practices	Inappropriate Practices	Practical Recommendations
Have policies related to communication type and frequency.	No communication policies/expectations are present or transparent to parents and students.	Teachers should have one-on-one communication with students on a weekly basis and parents on a monthly basis. This communication should include the occasional contact via synchronous methods (e.g., video, phone call, and/or text messaging).
The physical education teacher is credentialed and has participated in training and professional development related to online learning.	The teacher is non-credentialed teacher and/or has never had any professional development related to online learning.	Require annual professional development related to online learning for all teachers who will be teaching online courses.

Student Prerequisites

Appropriate Practices	Inappropriate Practices	Practical Recommendations
Allow OLPE only at the secondary level to students who have demonstrated competency in prior grade- level outcomes, especially in the psychomotor domain.	Allowing OLPE at the elementary level or to students lacking competency in basic movement patterns. These groups are still working on fundamental movement skills and are dependent learners.	Only allow OLPE courses for students for whom it is developmentally appropriate; ensure student success is at the forefront of all curricular decisions.

Appropriate Practices	Inappropriate Practices	Practical Recommendations
Have prerequisites to better ensure student success in OLPE.	No prerequisites or criteria for enrollment.	Set criteria for GPA, skills tests, and consider the use of online readiness tools (Example 1, Example 2, and Example 3).

Assessment

Appropriate Practices	Inappropriate Practices	Practical Recommendations
Utilize technology to verify participation and support learning gains in physical activity with the goal of meeting the CDC physical activity recommendations of 60 minutes of moderate- to vigorous physical activity per day.	Only using self-report activity data.	Use heart rate monitors, pedometers, and other activity trackers, including GPS features on smartphones.
Assess all state and/or national physical education standards	Does not assess all state and/or national physical education standards.	Have a range of assessments that target all state and/or national physical education standards.

including both formative and summative assessments		

PPS Math and Business Education
Expectations For Remote Learning

The onset of the pandemic has affected our environment such that the educational community remains faced with challenges never have imagined. However, the Mathematics and Business Education teachers are embracing this challenge by designing lesson modules and units that align with the district-wide adoption of hybrid and remote learning expectations that focus on providing students with robust and meaningful instruction in a virtual environment. The online lessons offer multiple entry points that support all learners through utilizing:

The Community of Inquiry Framework, which identifies teacher presence, social presence, and the learner's cognitive presence as essential for creating critical thinking, critical inquiry, and discourse among students and teachers (Garrison, Anderson & Archer, 2001).

The Watch-Do-Assess-Confer Model, which incorporates teacher-to-student, student-to- student, and student-to-content learning opportunities that offer active collaboration and teacher/peer feedback.

Expectations for Lesson Design Require That:
- Teachers will maintain live zoom sessions, launched from Canvas, the District's Learning Management System, for the duration of each instructional period.

- Within the session, teachers will designate time to presenting mini-lessons, directing students into engaging activities, assessing students' knowledge, and conferencing individually or in small groups about student learning.

During the instructional period, a teacher will:
- Communicate the expectations and learning with students.
- Engage students in both virtual and hybrid student-centered interactive learning
- experiences that blend synchronous and asynchronous lessons that align with the day's content and objectives.
- Use District provided educational resources and technology to create differentiated learning opportunities.
- Provide opportunities for useful feedback and coaching in a small group or individual settings.
- Provide an opportunity for peer-to-peer interactions through discussions and group tasks.
- Use multiple forms of informal and formal formative assessment strategies to correct confusion and identify comprehension of essential concepts.
- Assign homework or other tasks based on the teacher's observation and assessment of the student's performance.

- Teachers should provide time for breaks throughout the day: movement, screen, and snacks (if needed).

PPS Science Classroom
Expectations for Remote Learning

We would like to take this opportunity to outline policies and procedures as they pertain to the Science classroom in a virtual and hybrid setting.

There is no better way to gain an appreciation of science as a process than to ask questions, predict outcomes, design experiments, collect data, and draw conclusions. However, laboratory work will look a little different this school year than it has in the past, but the focus on developing 21st century skills will remain at the core. You will likely see a few different approaches to inquiry-driven and phenomenon-based laboratory work in your student's science classroom:

1. Filmed and live demonstrations conducted by the teacher.
2. Virtual labs and simulations that allow for the manipulation of variables and collection of data.
3. Digital datasets that allow students to ask questions, analyze data and generate scientific claims.
4. Hands-on experimentation using simple and safe materials (some classes will provide lab kits for at-home use).

Students in several classes will be able to conduct experiments by simply observing and navigating through their environments. Teachers may ask that students venture outside to observe their surroundings, take pictures, and collect samples.

Students in some high school science courses, will receive a "Science Toolkit" to allow them to build simple models and carry out small-scale experiments. Regardless of the materials' safety it is important to note that materials are not for human consumption and should be kept from younger siblings or family members. Examples of what might be found in the "Science Toolkit" are clay, beads, straws, balloons, seeds, rulers, and plastic pipettes. The kit can be picked up at your student's school on a date assigned by the teacher, once the student and parent/guardian has signed and returned the safety contract form. This form will also be distributed via your Science teacher's Canvas page.

Teaching Model for Secondary Educators
Elevating Student Choice and Increase the Opportunities for All Students to Learn!

This model highlights the importance of equity through differentiation and the importance of school as a social environment. Meaningful learning is taking place in school and at home through teacher-made videos, live discussions, and teacher-curated Activity Lists.

(Adapted from "White Paper: Re-Inventing the Classroom Experience"
© 2020, by Nancy Sulla - President, IDE Corp. www.idecorp.com)

Time	In-School Students	At-Home Students	Intentionality
Ongoing Planning Time	The teacher designs an Activity List for the week with choices of ways in which to learn content (e.g., audio, video, interactive simulations, text, websites, etc.) that are differentiated to meet the needs of all learners. The teacher and/or subject-area colleagues record instructional lessons (5-15 minutes). The teacher and/or subject-area colleagues record Directions videos for selected activities to support special education students and English Language Learners.		● Curate an instructional plan for students, whether at home or school, that will address differentiation and equity. ● Different types of recordings serve different purposes: 　○ Daily Message - connection 　○ Directions - support for self-directed learning 　○ Instructional - learning a new skill or concept
Before Class	The teacher records a daily message (1-2 minutes) to welcome students, share thoughts from the prior day, and set the stage for the current day.		● Teachers maintain connection with students through daily, personalized videos (replacing the greeting at the door and opening comments).
Start of Class Period	Students log into the classroom site, indicate they are present, watch the daily message video, review teacher notes and Activity List, and get started working.		● Teachers need to take attendance. ● Students need structure, especially when moving back and forth between school and home, so it's important, if possible, for them to be in school virtually when it is physically in session.
Learning Activities	Students access an Activity List on the classroom site that offers differentiated opportunities to learn and provides choices for students (e.g., a video available on the web, a video made by the teacher, a website, a virtual learning center, text, etc.). This includes watching required Benchmark Lessons.		● Without as much teacher-contact in hybridity, students need greater differentiation through the activities themselves. ● Students need the

			socialization that school provides, so in-school time should allow for significant collaboration, pairs and group work, and discussion (with social-distancing and potentially through cloud-based applications).
	Students may work with others (socially distanced).	If allowed by the school or district, students may connect and work with others at home or in school via videoconferencing.	
Small-Group, Mini-Lessons	The teacher offers short (5-10 minutes) Small-Group, Mini-Lessons that socially-distanced in-school students and at-home students can join. Lessons are designed for those who are struggling with content and those who are ready to be challenged to a higher level.		● Allows both groups to access skill-level, differentiated instruction. ● Opportunity for growth in executive function and SEL.
Facilitation	The teacher sits with individuals or small groups to offer guidance and instruction.	The teacher may optionally connect with at-home students who need help via videoconference, while in-school students are working independently and with one another.	● If students are engaging in meaningful learning activities and are enjoying collegial collaboration in school, the teacher can facilitate learning for in-school and at-home students.
Discussion	On some days, the teacher leads a discussion to solidify learning.	Students continue working on differentiated learning activities. (Remote only? Hold discussions with half of the class at a time.)	● While lessons can be videotaped, discussions focus on socialization, SEL, and executive function, as well as academics.
End of Class	The teacher brings the group together for the last 5-10 minutes to summarize the day's learning and set the stage for the next day. Students submit completed assignments.	Students submit completed assignments.	● The teacher can prepare in-school students for at-home work expectations.

PPS Special Education
Expectations For Remote Learning

The global pandemic has affected our education environment like never before and because of this we have been faced with challenges that we could never have imagined. As such, we will provide robust and meaningful instruction through a virtual platform.

The following expectations have been developed to ensure that remote or virtual instruction meets the level of quality our students require to make progress in their programs.

Instruction in Special Education Programs

Teachers will maintain a live zoom session for the duration of each instructional period. Within that session, teachers will designate time periods of presenting mini-lessons, directing students into engaging activities, assessing students' knowledge, and conferencing individually or in small groups about student learning.

All instruction will be launched via the district learning management tool: Canvas. (Zoom links or other hyperlinks must be embedded in Canvas for student access.)

Please follow the schedules provided by your school. During each instructional period a teacher will:

- Follow the district's model of Watch, Do, Assess, & Confer.
- Communicate the expectations and learning with students verbally and in writing.
- Create robust lessons that engage students in both virtual and hybrid cohorts.
- All students will join their class session whether at home or in school.
- Provide direct instruction or live guidance through a learning experience for each class session.
- Provide feedback and coaching to a small group or to individual students.
- Have a time when students are working independently to review student work and prepare for the next component of the lesson.
- Use multiple forms of assessments including formative, summative and scenario-based assessments.
- Provide an opportunity for share/closure to end each instructional period/content area.
- Be flexible, positive and responsive when communicating with students.
- Utilize breakout rooms when appropriate.
- Provide differentiated instruction that is aligned to the IEP goals.
- Special education and general education co-teachers will collaborate on the presentation of the Canvas course and learning assignments; and will continue to differentiate assignment and support based student needs. All IEP goals will be addressed, and accommodations /modifications will be provided during remote teaching.
- All related service providers (speech, OT, PT) will maintain live Zoom therapy sessions as per the IEP. Sessions will be interactive and engage students. When needed, parents/care takers will be trained to assist the student in the home to ensure engagement, cooperation, and safety.
- Teachers should provide time for the following breaks throughout the day: movement, screen, and snack.

- Group and one-to-one Instructional Assistants will participate in relevant instructional sessions to support teachers and students; aides, who will receive appropriate training before the start of our school year, will meet virtually with students to provide additional assistance. All instructional assistants will be guided in their work with students by classroom teachers.
- Homework will be assigned based on the teacher's observation and assessment of the student's performance.
- Teachers will maintain positive, transparent, and frequent communication with parents/guardians and case managers.

PPS World Languages
Expectations for Remote Learning

The World Languages teachers will continue to teach the thematically organized content as detailed in their published curricula. Gaining proficiency in any language requires a combination of time and intensity and while the teachers will continue to teach with the same level of intensity and skill, it must be acknowledged that students will be "in class" either remotely or in the classroom for a significantly shorter amount of time, two plus hours per week as opposed to just under five hours per week. Therefore, everyone's—teacher, student, parent—commitment must be a high level for students to continue to develop confidence and the linguistic and cultural competence that is our goal.

Language classes will comprise, as always, a combination of synchronous, both whole class and small group, instruction and asynchronous learning. Teachers will begin each class on time with a whole class meeting to take attendance and set the lesson for the day. Either direct instruction or immediate break out into small groups will follow as students practice new and previously taught constructions, complete projects and/or make recordings of their speaking. Language teachers will continue to incorporate technology into their lessons both for teaching and assessment purposes. Language assessments will continue to be project based incorporating the three modes of communication and there will be formative assessments and various games to inform student progress.

Teachers expect students to arrive on time to class, show their faces during the class, and remain in class for the entire period. Teachers will communicate with parents and assistant principals when students are absent from class.