

Remote Learning

Jeacher Expecations and Huidelines

2020-2021

Progress &

Instructional Attestation Statements (TEA)

- A- Staff Attendance
- B- Learning Management Systems (LMS)
- C-Instructional Schedules
- D-Student Attendance
- E- Student Engagement
- F- Student Progress & Feedback
- G- Grading
- H- Virtual Class Observations

Digital Learning Standards



Galena Park ISD will provide virtual instruction for students who are required or choose to learn remotely this school year utilizing an ASYNCHRONOUS plan. The expectations and procedures outlined below are for teachers and staff who are providing this virtual instruction. Applicable district policies have been summarized in this addendum where appropriate. However, all district policies established in the Employee Handbook are still in effect. SW7

Grading

Staff Attendance

Observation

Virtual Class

Texas Education Agency

Ins	tructional Continuity Attestations for Asynchronous Instruction
\checkmark	Teacher interaction with students is predictable and sufficient to support schedule.
✓	Teacher availability for students is planned in advance, predictable, sufficient for student progress, clearly defined and published.
✓	Students can access instructional support from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
\checkmark	Students are provided clear means to engage with academic material on a daily basis.
\checkmark	Student IEPs are followed regardless of learning environment.
~	 Student academic work ensures engagement that is equivalent to direct content work that a student would be engaged in over a normal school year. PreK (1/2 day)- 90 minutes PreK (full day)- 180 minutes K-5th grade- 180 minutes 6th-12th grade- 240 minutes
~	 A full, TEKS-aligned curriculum is executed with: Assessments to ensure continued information on student progress Instructional materials that support a coherent, logical sequence to ensure continuity of learning and retention of knowledge
\checkmark	Instructional materials include specifically-designed resources and/or accommodations and modifications to support students with disabilities and English learners.
\checkmark	District-adopted instructional materials are used during virtual instruction and in the hands of students.
✓	Expected student progress is planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.
✓	 Daily, trackable student engagement exists to ensure curricular progress in asynchronous learning. Progress can be measured using: Data from the LMS made that day Evidence of teacher/student interactions made that day Completion and submission of assignments planned for the day
\checkmark	Systems to measure academic progress of all students are implemented to inform instructional decisions and practice.
✓	Student feedback is provided from instructor(s) at least weekly, including next steps or necessary academic remediation to improve performance.
\checkmark	School grading policies for remote student work are consistent with those used for on-campus students and

assignments.

Staff Attendance

Staff Attendance

Instructional Schedules

LMS

Student Attendance

Student ngagement

ogress & eedback

Grading

Staff Attendance

Teachers who provide virtual instruction are expected to work and/or be available during their assigned work hours each day.

Elementary, 7:30 am – 3:30 pm Middle School, 8:30 am – 4:30 pm High School, 7:00 am – 3:00 pm

Teachers who are unable to perform their daily duties, or will be unavailable, must contact their immediate supervisor and input an appropriate absence in TEAMS.

The teacher's work location will be dependent on Galena Park ISD's colorcoded level for COVID response in the community (chart available on district's Return to Work webpage) and the staff member's eligibility.

RED	Severe Response	Teachers provide virtual instruction from home
ORANGE	Significant Response	Teachers report to campus on assigned days*
YELLOW	Moderate Response	All teachers report to campus daily
GREEN	Minimal Response	All teachers report to campus daily

*Campus administrators will communicate which days ELIGIBLE teachers are to report to campus.

Teachers/employees with school-age children who are required to work remotely may bring them for on-campus days **IF** the teacher/parent and child(ren) agree to and comply with the safety and participation guidelines established by campus administrators. Students who become an instructional distraction or health concern for the campus will not be allowed.

Teachers who are unable to provide quality virtual instruction from home due to internet and/or technology concerns will be able to report to the campus (or another district facility) each day.

Teachers with personal restrictions or concerns regarding attendance and/or on-campus days should contact their immediate supervisor as soon as possible.

SLIDESMANIA.CO

_

LMS

Attendance

Learning Management System (LMS)

Staff Attendance

Inst

LMS

Instructional Schedules

> Student Attendance

Student

Progress & Feedback

Grading

Learning Management System (LMS)

Teachers will have students participating in remote learning scheduled similarly to students in traditional classrooms. All remote instruction will be scheduled, facilitated and evaluated by the student's assigned classroom teacher(s).

All teachers will utilize an online learning management system for assignments, instructional resources, assessments and student work submission. Teachers need to assign at least one (1) co-teacher for each class.

PreK-2 nd grade	SeeSaw or Google Classroom
3 rd -12 th grade	Google Classroom
Special Education Teachers	SeeSaw or Google Classroom
Elementary Enrichment	SeeSaw or Google Classroom

Students participating in AP and/or Dual Credit classes will be required to work in additional learning management systems applicable to these classes (i.e.- Blackboard, College Board, etc.).

All virtual class sessions with students will be conducted with **Google Meet**.

Virtual conferences and meetings with parents and teachers may be conducted on other virtual meeting platforms; however, Google Meet is recommended.

SLIDESMANIA.COM

Teachers will be required to create an invitation/request form for parents to join the LMS for their child's class. This form should be posted on the teacher's webpage.

LMS

Attendance

Instructional Schedules

Staff Attendance

Instructiona Schedules

LMS

Student Attendance

Student

Progress & Feedback

Grading

Instructional Schedules

Teachers will be required to create and publish instructional schedules for each class, subject and/or period. The instructional schedules should ensure the following:

1) Instructional schedules outline expected time for students to interact with academic content.

- Expectation for daily interaction with academic content is clear.
- Times are defined for student interaction with academic content.
- It is clear that all student groups will have the opportunity to engage in @ a full day of academic content every day.

PreK (1/2 day)	90 minutes
PreK (full day):	180 minutes
Kinder-5th grade	180 minutes
6th-12th:	240 minutes

2) Instructional schedules outline expected time for students to interact with teacher(s) and receive instructional support. Expectations and pre-planned times for teacher/students interactions should be:

- Clear
- Adequate for all students
- Differentiated for students with additional needs
- Student academic work ensures engagement that is equivalent to direct content work that a student would be engaged in over a normal year.
- Teacher interaction with students is predictable and sufficient to support schedule.

✓ Students are provided clear means to engage with academic material on a daily basis.

Grading

LMS

nstructiona Schedules

Staff Attendance

rogress & Feedback

Instructional Schedules

Teacher availability for remote learners should be planned, predictable and adequate. Teachers should develop and publish schedules and contact procedures to ensure students know when and how to request academic assistance and/or interact with the teacher(s).

<u>Office Hours</u>: Teachers who provide virtual instruction to students will be asked to identify and communicate "office hours" for which students and/or parents may contact them for assistance.

Tutorials: Teachers will continue to provide tutorial services to students virtually in a 100% remote learning environment. Tutorials must be provided for all students in order to make growth. Tutorials may be provided before, during or after the regular virtual school day.

In the event of a hybrid learning environment (virtual instruction with face-to-face opportunities), teachers shall continue to provide tutorial services to students virtually with an optional face to face tutorial offered to students once a week. During optional face to face tutorials, teachers will comply with the current social distancing standards established at the time. Students will be assigned a certain day of the week to attend, if needed.

Homework Hotline: Each teacher will be scheduled to assist with the campus Homework Hotline for students. The Homework Hotline must be available after the campus's instructional hours for core content areas.

Students who are working remotely will have the same access to academic and socio-emotional support systems as students on campus. Each teacher and campus will communicate procedures for how to contact them if assistance is needed.

Students who need academic assistance with classwork/assignments may:

- Text or call their teacher through SchoolStatus
- Call the campus's Homework Hotline (contact info on teacher webpage)
- Email their teacher

Students who need guidance/counseling may contact campus counselors by:

- Calling the campus's main phone number
- Using the Counselor Contact link on the campus webpage
- Emailing the counselor

SLIDESMANIA.COM

 \checkmark

 Teacher availability for students is planned in advance, predictable, sufficient for students progress, clearly defined and published.

Students can access instructional support from teachers when needed, direct instruction is delivered by teachers, and students know how and when they an interact with their teacher(s).

Student Attendance

LMS

LMS

dback

Student Attendance

Teachers will be required to take and monitor attendance for assigned students working remotely.

Attendance will be taken daily for all students, including those participating in remote learning. In order to be marked "present", remote learning students must engage in educational activity by 11:59 pm each day. Students can meet the requirement for attendance by:

- Completing and/or submitting assignments electronically on the teacher's LMS (Google Classroom or SeeSaw)
- Participating in a virtual (Google Meet) class session with a teacher
- Logging into ClassLink and working on an academic site (STEMscopes, iStation, etc.)
- Having an academic discussion with a teacher via text or phone call in SchoolStatus, Homework Hotline, Email or Google Meet

<u>Campus administrators will communicate attendance</u> <u>collection and documentation procedures.</u>

 Daily, trackable student engagement exists to ensure curricular progress in asynchronous learning. Engagement can be measured using data from the LMS, evidence of teacher/student interactions, or completion and submission of assignments planned for the day.

SLIDESMANIA.COM

Student Engagement

LMS

LMS

nack

irtua

Student Engagement

Teachers are expected to track daily student engagement. The expectations should be consistent with what would occur in an oncampus classroom. Daily student engagement needs to be:

• Defined

• Trackable (system for tracking daily student engagement)

Campus administrators will communicate collection and documentation procedures for tracking student engagement.

Teachers will interact with their assigned students working remotely on scheduled days as if they were conducting face-to-face classes. These interactions should be predictable and adequate to ensure student progress in the class.

Teachers should ensure that all remote learners are instructed with the same curriculum as students in on-campus classrooms and have the same access to district-adopted instructional materials. Appropriate resources should be provided to all students with disabilities and English learners. All IEP's should be followed. For each class/subject/period, teachers are expected to:

- Instruct students with the same curriculum presented in the traditional classroom (same standards and sequence) and ensure access to the same instructional resources
 Assign work to be completed both online and efficient
- Assign work to be completed both online and offline
- Provide activities for students to complete
 independently and/or guided by a teacher
 Ensure student work is submitted electronically
 - through the LMS platform
- Evaluate and/or grade all assignments
 Provide feedback on class work and student progress
- Respond to remote student and/or parent contacts and requests for academic assistance
- Conduct interactive class sessions in Google
- Meet for each subject and/or class scheduled
 Engage in instructional conversation with
- students each week
- Administer the same assessments (tests) to remote students as students on campus

Teachers should plan student activities such as:

Virtual, interactive class sessions each week in Google Meet

Recorded class sessions and/or instructional videos for students to view

Assignments in appropriate instructional programs (i.e.- iStations, STEMscopes, StudySync, Edgenuity, etc.)

Working offline independently (i.e.- reading books, completing projects, etc.)

Teacher interaction with students is predictable and sufficient to support schedule.
 Student IEPs are followed regardless of learning environment.
 Instructional materials include specifically-designed resources and/or accommodations and modifications to support students with disabilities and English learners.
 District-adopted materials are used during virtual instruction and available to all students.

LMS

Student Engagement

Students who are working remotely are not required to participate or engage at the same time as the oncampus classroom students.* While each class will have scheduled sessions, parents and students may determine the most appropriate time each day to complete the activities. All interactive class sessions should be recorded by the teacher and made available for a later viewing.

*Students enrolled in Dual Credit classes are required to attend virtual classes <u>at their scheduled</u> <u>time</u> in order to receive attendance credit.

Student activities and assignments for the day should be posted to the teacher's LMS by 8:00 am. At least one activity/assignment should be due daily. To ensure consistent, daily engagement, assignments should **not** be posted in bulk and due at the end of the week or month. Assignments submitted late (after 11:59 pm) have a maximum grade penalty of 10 points. All student assignments will be submitted digitally to the online platform of the teacher(s). Photos and/or videos of hands-on and paper assignments can be uploaded into the Google Classroom or Seesaw account. Paper assignments may be sent home with the students for online submission.

SLIDESMANIA.COM

All student work will be submitted digitally in a remote learning environment. *Campus administrators will need to approve any exceptions to this requirement.* Teachers who believe there are extenuating circumstances for one or

more students in their class should notify a supervisor as soon as possible.

Students who participate in remote learning may be required to complete some activities or assessments on campus. Students should be contacted by administrators and/or teachers if there are any on-campus requirements for their enrolled course(s). Procedures for on-campus attendance should be provided in the communication.

 Students may be required to take some assessments at a districtfacility under the supervision of a test proctor (ex- semester exams, STAAR/EOC exams).

Some courses require specialized equipment, direct supervision of hands-on activities, and/or specific materials and technology which cannot be accessed remotely.

Students working remotely are expected to take all campus- and state-required assessments (exsemester exams, STAAR/EOC exams). Performance standards for these exams are the same for all students regardless of their learning setting. Grading

Student Progress and Feedback

Staff Attendance

Instructional Schedules

LMS

Student Attendance

Student ngagement

Progress & Feedback

Grading

Student Progress and Feedback

Teachers should ensure that systems to measure academic progress of all students are implemented to inform instructional decisions and practices. Expected student progress should be planned in advance, defined by day, and tied to the overall course coverage in the syllabus. Progress can be measured using:

• Data from the LMS that day

SLIDESMANIA.COM

- Evidence of teacher/student interactions made that day
- Completion and submission of assignments planned that day

Campus administrators will communicate collection and documentation procedures for tracking student progress.

Teachers will provide students regular (at least weekly) feedback based on student performance and progress. Parents of students working remotely may select for classroom teachers to contact their child directly for instructional conversations by providing the district their child's cell phone number during returning student verification or new student enrollment. Teachers are required to use SchoolStatus to document and record all student contact.

A **parent** shall receive contact if his or her student(s) is receiving a failing grade on the progress report or report card or if there is a significant drop in the grade during the course of the grading period.

- ⁷ Each teacher shall submit a Contact Log to his or her appraiser/principal at the end of the grading period with the failing students' names and grades attached. Leaving a message on an answering machine shall not be considered contact with the parent/guardian. Email or text messages may be considered contact if the parent responds.
- A parent/guardian shall be contacted any time his or her student's grade drops from passing to failing during a grading period. Elementary parents will be contacted when there is a drop in a letter grade.
- A conference shall be scheduled with a parent/guardian of a student who fails during the grading period. Documentation shall be submitted to the teacher's appraiser/principal.
- If a parent or student cannot be reached, teachers should follow the campus protocols for reporting non-contact or lack of student engagement to campus administrators.

Expected student progress is planned in advance, defined by the day, and ties to the overall course coverage in the syllabus.

 Systems to measure academic progress of all students are implemented to inform instructional decisions and practice.

Grading

LMS

Grading

Teachers will evaluate and/or grade work submitted by assigned students who are working remotely following all established grading policies and procedures outlined in the Student Handbook and Employee Handbook. Students in remote learning environments will be evaluated with the same standards as students on campus, including the calculation of grade-point averages (GPA) and class rankings.

Since remote learners are allowed to work "asynchronously" (not at the same time), teachers can not penalize students who do not attend virtual sessions as scheduled. These lessons should be recorded and posted for students to view and complete the work at a different time. Teachers should establish procedures for students to submit documentation of watching the recorded lesson (ex.- email work assigned in video, submit a form answering questions, etc.).

Grades should be a reflection of a student's level of academic development and accomplishment. Texas law requires all teachers to assign grades that reflect the student's mastery of an assignment. Teachers are expected to follow local Policy when determining students' grades.

**If the district and/or campus is working on the HYBRID model (virtual instruction with face-to-face opportunities), all grades must reflect work assigned and completed on the digital platform.

School grading policies for remote student work are consistent with those used for on-campus students and assignments. LMS

nstructiona

Schedules

Grading

Policy EIA summary:

SLIDESMANIA.COM

• The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

• Notice of a student's consistent unsatisfactory performance shall be issued.

• Requires a district, at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent if a student's performance in a foundation curriculum subject [see EHAA] is consistently unsatisfactory, as determined by the district

The Galena Park ISD Employee Handbook states:

- The teacher shall provide feedback on assignments.
- A parent/guardian shall be contacted any time his or her student's grade drops from passing to failing during a grading period.
- A conference shall be scheduled with a parent/guardian of a student who fails during the grading period.
- A parent shall receive contact if his or her student(s) is receiving a failing grade on the progress report or report card.
- Teachers will differentiate their instruction to meet the needs of all students. Teaching is a blend of whole class, flexible groups and individual instruction.
- Grades are to be recorded for work related to the Texas Essential Knowledge and Skills (TEKS) taught during each reporting period. Grades will not be determined by disciplinary issues, compliance with classroom rules, or bringing supplies to class.
- All work must be graded, recorded in Skyward, and returned to the students within 72 hours. The exception is for full compositions, for which the timeline is increased to one calendar week.
- The teacher shall provide feedback on assignments.
 - Teachers are required to reteach objectives and/or concepts when 25% or more of the class did not achieve 75 or higher on any assignment. This may occur individually or in group settings depending on the number of students needing re-teaching during or outside of class time.
 - When assignments are returned to students, the students will have an opportunity to ask questions about what they missed.
 - For subjective assessments (short answers, essays, etc.) students are to receive feedback for improvement if points were deducted from the grade. Students need to understand why they did not get full credit.
 - Before teachers assign a grade of less than 70 for any progress report or reporting period, they will document that all the following steps were taken:
 - Parent/guardian was contacted via School Status.
 - We value learning so the student will be given a relearning opportunity provided by the teacher.
 - Once the student has received re-teaching of the skill the teacher will re-assess when allowed or required by policy.
 - The teacher will do everything possible to reach parents. If unsuccessful reaching parents/students, the teacher will notify the campus administrator or follow the campus protocol for locating parents.

Virtual Class Observations

LMS

LMS

Observatior

Virtual Class Observations

Teachers who teach virtual instruction will be evaluated with the same instrument as teachers who instruct students face-to-face (TTESS) and have the same number of observations completed. The District's TTESS Opt Out program is available to all classroom teachers regardless of their instructional environment (virtual, face-to-face or hybrid).

Appraisers may collect evidence of instructional competency through the following methods:

- Teacher conferences (pre- and post-observation)
- Informal observations
 - In the classroom observing the teacher
 - On the platform during a virtual class session
- Formal observations
 - In the classroom observing the teacher
 - On the platform during a virtual class session
- Lesson plan review
- Learning Management System (LMS) review/analysis
- Student Data analysis

Teachers need to provide their appraiser with the Google Meet link for each virtual class at the beginning of the school year.

Formal observations are 45-minutes in length; however, the observation can be broken down into smaller chunks of time.

Virtual Class Observations

	VIRTUAL CLI		ERVATIONS				
1.1-Standards and Alignment							
Lesson Plans LMS / Teacher webpage analysis Wirtual lesson (Google Meet) / View recorded lesson							
Teacher pre-conference Evaluation Indicator	GPISD Look-fors		Virtual Strate	eaies			
All goals aligned to state content standards	F5: Framing the Lesson	Plan how the	students will demonstrate mastery of the object	-			
Integration of Technology when applicable	Exit Tickets	Communicate	e lesson objective(s) and alignment to the standar	rd(s) via a slide, document, or video. List and share			
Activities & materials are:	Evidence of Spiraling	success criteria	ria associated with objective(s) in an initial docum	nent.			
Activities & materials are: Sequenced Relevant to students	Accessible Resources		post materials and reference tools and resources the lesson is communicated and assigned for stud				
 Relevant to students Provide appropriate time for lesson and lesson closure 	Daily/Weekly Schedule	 Pre-work for the asynchronous 	 Ne lesson is communicateu erw essigneu learning. 	Jents to be ready for synchronous env			
Fit into the broader unit and course objectives Appropriate for diverse learners	YAG/Scope & Sequence	Reference obj as PowerPoint	jective(s) and success criteria throughout the less its, videos, assignments, and rubrics).	ion (i.e., in all presentation documents, such			
Appropriate for diverse learners All objectives are aligned to lesson's goal	Lesson structure	Communicate	e how students will know when they learn objecti	ive(s) by explaining the expectations and success			
All objectives are aligned to lesson s goe	Learning Management System	criteria throug rubrics, and in	ghout the lesson (i.e., in all presentation docume in chats and discussions), and ask students for fee	ents, such as PowerPoints, videos, assignments,			
I I	(LMS)-Classroom/SeeSaw- for all assignments	 Storyboard the them to be suc 	he lesson plan during planning, and post and uccessful.			VIRTUAL	CLASSROOM OBSERVATIONS
I I	Asynchronous learning		led videos or slides to discuss and/or display th				
I I	Virtual, interactive activities	the lesson.		1.2-Data & Assessment Lesson Plans			
1	Chromebooks	 Clearly label le submit work. 	lessons to move from purpose to direct instru-	Lesson Plans LMS / Student Data analysis Virtual lesson (Google Meet) / View recorded lesso			
1	• Online "devices"- calculators, etc.	All materials n the description	necessary for understanding and completing t ons.	Teacher pre-conference	1	CDIED Look for	Victual Strategier
1	SAMR activities			Evaluation Indicator	+	GPISD Look-fors	Virtual Strategies
1	Integrated Apps (ex			Formal/informal assessments are used to monitor progress of all students		mall group instruction	 Activities and materials are embedded for students to reflect on the learning throughout the lesson (e.g., reflective question on a discussion board, exit tickets, message to the teacher, questionnaire for self-evalue
	Screencestife Elizarid			Have clear measurement criteria Include descriptions of how assessment		Check ins"	 Provide and communicate opportunities for student work sharing (e.g., posting work in the learning monoment suffers). Include integrational constraints in these students are used with to share for the
1	Teacher webpage			 Include descriptions of how assessment results will be used 		xit Tickets/Journals	management system); Include intentional opportunities where students prepare products to share/post for audience, such as through an online submission tool and/or video.
	<u>.</u>			Specific and timely feedback:	• Ur	Init Tests, Common Assessme	 Plan how students will articulate their learning and thinking in a virtual experience (e.g., questions, illustrat audio/video recordings). Use of virtual tools like a whiteboard for students to show their thinking and solut
				 To students, families and other school personnel 	• Sti	tudent Goals	audio/video recordings). Use of virtual tools like a whiteboard for students to show their thinking and solut real time.
				 Substantive / consistent 	• Ru	unning Records	 Criteria for success is determined and communicated by teacher for students (e.g., via a live model, exemp utilized in the lesson itself and posted in the common folder for ready access by students); Create an easy a
				 On the growth and performance of students in relation to classroom and 	• Re	eading Logs	folder which includes exemplars for students to reference as an anchor document throughout the asynchro lesson
				campus goals • Maintains confidentiality	• St	tudent Conferences / Feedba	 Plan virtual assessments conducted in the form of a project (e.g., audio/video, taking a picture of product,
				Use of data in planning instruction		Inline platform reports (ex	experiment, graphs, charts, presentation, essay, short answer, or multiple- choice) and include criteria for s
				Multiple sources	/51 et	Station, iReady, STEMscopes, tc.)	 Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding course objectives.
				 Analysis of student data connected to specific instructional strategies 	• Te	eacher virtual office hours	Provide regular virtual office hours for students to receive feedback and support synchronously.
				 Use of results to reflect on teaching/monitor strategies 			 Plan to measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, array, short source, or multiple-choice text);
		MIRTHAL CLA	SSROOM OBSERVATIONS		1		presentation, essay, short answer, or multiple-choice test); Include assessments with extended written tasks and are portfolio-based with clear illustrations of student
		Villerezza	SROOWNONSIG				 Include assessments with extended written tasks and are portfolio-based with clear illustrations of student progress
1.4-Activities Lesson Plans							Use checklists and rubrics as success criteria to help students monitor progress against expectations.
LMS / Student Data analysis Virtual lesson (Goagle Meet) / View rec	wried lesson						Plan and record a variety of key question types on slides at opportune times to prompt reflection.
 LMS / Student Data analysis 		k-fors		Virtual Strategies			Plan and record a variety of key question types on ildes at opportune times to prompt reflection. Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.).
LMS / Student Data analysis Virtual lesson (Google Meet) / View rec Teacher pre-conference Evaluation Indicator Questions that encourage all studer	GPISD Loo		Lesson presentation is planned and pract	Virtual Strategies			 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
LMS / Scudem Data analysis Wintub lession (Boogle Meet) / View rec Teacher pre-conference Evaluation Indicator Questions that encourage all studer Engage in complex, higher-order Engage in problem solving	GPISD Loo ents to: r thinking Kagan Structures						 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.).
LMS / Student Data analysis Wirtual lesson (Boogle Metz) / View rec Teacher gre-conference Evaluation Indicator Questions that encourage all studer Engage in complex, higher-order	GPISD Loo ents to: r thinking Kagan Structures	5	Check that the virtual platform is working	ticed before the lesson unfolds and/or recorded.			 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
(MG/ Source Data analysis (Virus Innon) Glogaly Meets/ View re- Tracher pre-codpresse Evaluation Indicator Guestions that encourage all studer Engage in problem solving Generate questions that lead to Inquiry Instructional groups that:	GPISD Loo ents to: r thinking • Kagan Structures o further • STOIC	5	Check that the virtual platform is working Create a flow chart for students to monit	ticed before the lesson unfolds and/or recorded. Ig, resources can be easily found, links are live.	n the		 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
LMS/Select Date analysis Virus latent (Robinsheed / Viewree Teacher and company latent / Viewree Teacher and company latent / Viewree Engage in problem solving Generate questions that lead to Inquiry Instructional groups that: Meet the needs of all students Manifain group and individual	GPISD Loo ents to: r thinking Kagan Structures o further STOIC Group activities	s	 Check that the virtual platform is working Create a flow chart for students to monit Plan opportunities for students and studiscussion thread. 	tised before the lesson untiloids and/or recorded. rg, resources can be easily found, links are live. itsor their progress toward meeting the objective. tent proups to submit their thinking and learning only and live			 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
LMS/Search Date analysis Virguit anno (Roings) device (V) (For rec Teoblar pre-conference Evaluation Indicator Questions that encourage all student Engage in problem solving Generate questions that lead to inquiry Instructional groups that: Meter the needs of all students	GPISD Loo ints to: thinking Kagan Structures STOIC STOIC Group activities Center/Station w Student Investiga F5: Framing the L F5: Framing the L	s work (ations Lesson, SGPT,	Check that the virtual platform is working Create a flow chart for students to monit Plan opportunities for students and stud discussion thread. Plan opportunities for students to evalua riteria. Tescher can record some stron	tical before the leason unfolds and/or necorded. g, resources can be easily found, links are live. Into their progress toward meeting the objective. feat prough as submit their binking and learning orally and live are assignments against established and communicated success area assignments against established and communicated success area assignments against established and communicated success areas assignments applied and informed binking binks and node.			 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
LMS/Search Date analysis Virus latent (Rough ether) (Nerver Teacharge ac applement Evaluation Indicator Questions that encourage all studeet Engage in problem solving Generate auxistions that lead to Inquiry Instructional groups that: Maintain group and individual accountability Allow for student ownership	GPISD Loo GPISD Loo thinking Kagan Structures further STOIC Group activities Center/Station w Student Investiga F5: Frankt Bt Critical Writing	s work tations Lesson, SGPT,	Check that the virtual platform is working Create a flow chart for students to monit Plan opportunities for students and stud discussion thread. Plan opportunities for students to evalua oriteria. Teacher can record some stron Plan student opportunities to use succes	Stad before the lation unfolds and/or recorded. In resources can be easily found, links are line. Into their progress toward meeting the objective. Bert groups to submit their binking and learning ornhy and line ate assignments against established and communicated success are samples student in reference throughout as a model. Statistical for self-assessment before submitting student work.			 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
LMS/Solenit Dava anayon Volume Normal Cologie Advect/Ververs Teacher Environment Cologie Advect/Ververs Teacher Environment Cologie Advectory Constraints Teacher Cologie Advectory Engage in complex, higher-order Engage in complex, higher-order Engage in problem solving Generate questions that lead to inquiry Instructional groups that: Alexit the needs of all students According to the cologie Advectory Allow for student ownership	GPISD Loo GPISD Loo GPISD Loo Subscription Group activities Group activities Center/Station w Subsert Investign FS-Framme the L Croce Writing Literature Circles	s work tations Lesson, SGPT, s	Orack that the virtual platform is working Oreste a flow chart for students to monit Plan opportunities for students and stud discussion thread. Plan opportunities for students to evaluat orters. Teacher can record some stron Plan student opportunities to use succes Oreste clearly labeled documents and/or	Stock before the lease unfolds and/or recorded. Ing resources can be easily found, links are live. Itor their progress toward meeting the objective. Left groups to submit their binking and learning orally and live are assignment against established and commolicated success or gamples students can reference throughout as a model. Its offens for self-assessment before submitting student work. r folders that signal the order and flow of the leason.			 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
Ltd/Select Date anyon Vision and Roby of Adverty / Neurose Tested an onderstand and Adverty / Neurose Tested and onderstand Destination Indicator Destination Indicator Generate questions that lead to inquiry Instructional groups that: Meet the needs of all students Month ingroup and individual accountability Allow for student onership Students understand role in instruct groups and: Facilitate the opportunity for stu-	GPISD Loo GPISD Loo GPISD Loo Gray activities Gray activitit Gray activities Gray activities Gray activities	s work tations Lesson, SGPT, s bblem Solving	Orack that the virtual platform is working Create a flow chart for students to monit Pran opportunities for students and stud discussion thread. Plan opportunities for students to evaluat ortens. Teacher can record some stron Pran toget exposuring to use account of the student students Prant opportunities to use account Creater clearly labeled documents and plan Record neuration of the analysis of an exo	Sical before the leason unfolds and/or necorded. gr resources can be easily found, links are live. Into their progress toward meeting the digitative. Here groups to aubient their binking and leasing only and live leasing the subject the subject to a subject to a subject gr examples students can reference throughout as a model. I on other than subject to automating student work. I reflects that signal the other and submitting student work. I reflects that signal the other and submitting student work. I reflects that signal the other and submitting student work.			 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
LMS/Search Date analysis Virus latent (Rouge Head) / Neurose Teacher pre-conference Teacher pre-conference Evaluation Indicator Questions that encourage all studee Engage in problem solving Generat exuestions that lead to Innuury Instructional groups that: Meet the needs of all students Meets the needs of all students Monting groups and individual accountability Allow for student ownership Students understand role in instruct groups and: Ferditate the operation in instruct	GPISD Loo GPISD Loo GPISD Loo Standard Kagan Sinutures Station Group activities Group activities Group activities Subschemit mixedige Si-Sraming the L Group activities Ulterstruce Crotes udent Open-ended Port oral Reading Prai	s work (ations Lesson, SGPT, s blem Solving actice	Check that the virtual platform is working Create a flow charf for students to monit discussion thread. Plans opportunities for students to evaluat others. Teacher and reads others. Teacher and reads Create clearly labeled documents and/or Create clearly labeled documents and/or Plans flow of the reads) of a flow and Create clearly labeled documents Provide clearly written or verballed dire	Stock before the lease unfolds and/or recorded. Ing resources can be easily found, links are live. Itor their progress toward meeting the objective. Left groups to submit their binking and learning orally and live are assignment against established and commolicated success or gamples students can reference throughout as a model. Its offens for self-assessment before submitting student work. r folders that signal the order and flow of the leason.			 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
Ltd/Samer Dama mayin Voia loss of Robin Adv / Voianze Teathar and complex provides / Voianze Parturation Indicator Cuestions that encourage all studies Engage in problem colong Generate questions that add to Inaguiry Instructional groups that: Meet the needs of all students Montain group and individual accountability Rule of student done in instruct groups and; in opoist and colors of all students Allow for student to remership Students understand role in instruct groups and; in opoist and colors for student Allow for students to reflect and hold each other accountable Activities, resources, technology an	GPISD Loo GPISD Loo Grups Structures further Grup activities Grup activitit Grup activities Grup activities Grup activities G	s work tations Lesson, SGPT, s blem Solving actice ctivities	Drack that the virtual plantam is working Drack as flow chart for students to monit drace approximation for modern and stud drace approximation for modern and stud draces approximation for students to evalual offers. Testing the students to evalual circles. Testing the students to evalual circles. Testing the students to evalual draces approximation to use succes. Dravide descriptions of the students and/or returns the student opportunities to use succes. Throwide clearly united on verbillast drace Pravide clearly written or verbillast drace Pravide clearly written or verbillast drace Pravide clearly or students to an itsee Pravide of the students can itsee	tical before the leason unfolds and/or necorded. g, resources can be easily found, links are live. Into their progress toward meeting the ebjective. Lent provide subwit their binking and learning orally and live are assignments against established and communicated success are assignments against enderners throughout a a model as offering and and another association and another as offering the another another another another as offering the another another another another as offering the another and flow of the leason. Regime with Americes access thering. Retions for what is expected for every activity and assignment.			 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
Ltd/Select Date anyon Ltd/Select Date anyon Visual team (Rolps) device (Viewree Teathartion Indicator Cuestions that encourage all studge Engage in problem solving Generate questions that lead to Inquiry Instructional groups that: Meet the needs of all students More student on the study Students understand role in instruct groups and: Fallet the operation solving Students understand role in instruct groups and: Fallet the operation solving Students understand role in instruct groups and: Fallet the operation solving Students understand role in instruct groups and: Fallet the operative of students or effect and hold each other accountable Activities; requiries, Echnology an Instructional metrics are: Alley of the the instructional purpore Activities and the instructional purpore Activities and the instructional purpore Students to reflect and hold each other accountable	GPISD Loo GPISD Loo GPISD Loo Subscription Group activities Student investiga Fis-framing the L Criteral Visiting Student investiga Stational Uterature Circles useful Governeed Prot Oral Reading Pra Math Fluency Act Foldsates/Hainds popes	s s jations Lesson, SGPT, s bblem Solving actice ctivities s On	Drack that the virtual platform is working Orack that the virtual platform is working Oracle a flow charf for students to monit Plan opportunities for students to availuat Oracle apportunities for students to availuat Oracle carry labeled documents and/or Oracle carry labeled documents and/or Oracle carry labeled documents and/or Plan for pacing so that students can itsee Provide dearly written or verballed and Plan for pacing so that students can itsee Plan for pacing so that students can itsee Plan for a variety of accidents that include advalues to a student.	Takad before the leason unfolds and/or necorded. It is a before the leason unfolds and/or necorded. It is a set of the expected of the expected of the end programs toward meeting the expected on end programs towards meeting the expected on the standard of the expected of the expected on a constraint against established and communicated accesses are assignment against established and communicated accesses are assigned on the enders and flowglow as a model. The expected of the enders and flowglow as a model and the enders and the enders and flowglow as a model and the enders and the enders and flow of the leason. Herein with reference to success of theirs. Restored for what is expected for every activity and assignment. and have ample time for student to student interaction the student options and menus that are all aligned to objective a			 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
 LMS / Solvent Diverse manysis You also (Roligo Hourd / Vervice 1 Route Resolution Indicators / Protection Indicators Engage in complex, higher-addres Engage in complex, higher-addres Engage in problem solving Generate questions that lead to inquiry Indiructional groups that: Marchain group and individual accountability Allow for student to ownership Student understand role in instruct growth the opposite of students: Allow for students to reflect and hold each other accountable Activities, resources, echnology an instructioned material are: Allow for students to reflect and hold each other instructional groups Varied and appropriate to ability students 	GPISD Loo GPISD Loo rist to: rest to: further further further further further further further center/Station Student Investiga Fis-Franking the L Creater/Station Uterature Crotes udent Open-inded You devaluate: Oral Reading Pra Math Fluency Act Flusher Hutty Constant Au Flusher Au Flusher Au Challeselphans Au Au Challeselphans Au	s s Lesson, SGPT, s s sobiem Solving scrtice s CO n ng	Drack that the virtual platform is working Orack as flow other for students to monit Plan opportunities for students and stud disconsion/invasion and reads of the students and students Plan opportunities for students to evaluat Oracle and reads of the students and/or Plan inducent opportunities to use success Crease clearly labeled documents and/or Plan other apportunities to use success Provide clearly written or verballed dire Plan for packing of clucies students can like Plan for packing of clucies students can like evaluate the students of clucies students can like Plan for packing of clucies students can like evaluate to all inducess. Build longer-dem projects that require st	Takad before the leason unfolds and/or necorded. It is a before the leason unfolds and/or necorded. It is a set of the expected of the expected of the end programs toward meeting the expected on end programs towards meeting the expected on the standard of the expected of the expected on a constraint against established and communicated accesses are assignment against established and communicated accesses are assigned on the enders and flowglow as a model. The expected of the enders and flowglow as a model and the enders and the enders and flowglow as a model and the enders and the enders and flow of the leason. Herein with reference to success of theirs. Restored for what is expected for every activity and assignment. and have ample time for student to student interaction the student options and menus that are all aligned to objective a	i		 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
 Abd/Somet Dama mayns 	GPISD Loo GPISD Loo GPISD Loo Gray activity G	s s work testions Lesson, SGPT, s oblem Solving actice ctivities s 0 0n ing mod platform . ToRation,	Orack that the virtual platform is working Orace a flow chart for students to monit Orace a flow chart for students to monit Pan organization for students to evaluate the students of the students to evaluate these. Pan student opportunities to use success Orace clearly labeled documents and/or Record narration of the analysis of an exis Pan for spacing so that students can inter Plan for a spacing of activities that include astabilities to all address. Build longer-term projects that require sit Plan for apportunities for students to graphatom.	stad before the leason unfolds and/or recorded. It, resources can be easily found, Inds are live. Into their progress toward meeting the dijective. Intert progress toward meeting the dijective. Intert progress towards meeting and leasing orally and here their progress towards and leasing and leasing orally and here are sample students on reference throughout as a model. So orients for said assessment before submitting student work, anyolar with reference to success orients. Exclusions for what is expected for every studing and easignment, are and have ample for the students of submitting student work are and have ample the for students of submitting and easignment. Instants the support for students of submitting the instruction to student options and menus that are all aligned to objective a student investment at every stage.	i		 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
 LMS/Select Dama analysis You have not (Roging Heady / Veryres 2). Tasking and conference of the conferenc	GPISD Loo rt binking thinking Kagan Structures s training further STOIC Group activities STOIC Group activities Stoice Student Investiga F.S. Framing the L Critical Wintry Literature Cricels Orgenenaded Prot d evaluate Operenaded Prot d evaluate Orga Resaling Prot ProtaBelley Hands nd Foldsbelley Hands off Ontale instructure structure, structure	s s tetions Lesson, SGPT, s s beliem Solving actice ctivities s 3 0n ing ing ing ing ing ing ing ing ing in	Drack that the virtual plantam is working Drack as flow chart for students to monit dram opportunities for students to monit dram opportunities for students to evalual others. Teacher and students Draces are need on as more Prantabert opportunities to us assuce Dravise clearly labeled documents and/or Prantabert opportunities to us assuce Provide clearly written or verbilled dre Prantabert opportunities to a trade to a student Pravise clearly written or verbilled dre Prantabert opportunities to a trade to a student Pravise clearly written or verbilled dre Plantabert opportunities to a trade to a student plantabert opportunities for students to a plantabert plantabert opportunities for students to a plantabert plantabert plantabert opportunities for students to a plantabert plantabert	stad before the leason unfolds and/or recorded. It, resources can be easily found, Inds are live. Into their progress toward meeting the dijective. Intert progress toward meeting the dijective. Intert progress towards meeting and leasing orally and here their progress towards and leasing and leasing orally and here are sample students on reference throughout as a model. So orients for said assessment before submitting student work, anyolar with reference to success orients. Exclusions for what is expected for every studing and easignment, are and have ample for the students of submitting student work are and have ample the for students of submitting and easignment. Instants the support for students of submitting the instruction to student options and menus that are all aligned to objective a student investment at every stage.	i		 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
 LMS/Select Dama analysis You have not (Roging Heady / Veryres 2). Tasking and conference of the conferenc	GPISD Loo rth bit. Kagan Structures structures STOIC further Group activities further Group activities structures Student Investiga rts. Student Investiga rts. Group activities ctorial Uterature Circles udent Open-reader Oyna rd Potablech Hump, Act pote HOTS/Destions open HOTS/Destions open HOTS/Destions open Groupser, Market Oyna	s s vork tetson, SGPT, s bitem Solving ctivities s On ing nol platform - Istation, rccd J be class sessions	Drack that the virtual plantam is working Drack as flow chart for students to monit drack approximation of the students to monit drack approximation of the students to evalual others. Teaching the students to evalual others the students to evalual others the students to evalual others the students to be students others the students to evalual others the students to evaluate other students to gradients others the students to evaluate other students to gradients others the students to gradient others the students to gradient others the students to gradient others the student to gradient others others the student to gradient others others	Side before the leason unfolds and/or necorded. If, resources can be easily found, links are live. Into their progress toward meeting the objective. Least provide submit their binking and cleaning only and live and submit their binking and cleaning only and live as adoptioned submit their binking and cleaning only and live as adoptioned submit their binking and cleaning only and live as adoptioned submit their binking and cleaning only and live as adoptioned submit their binking and submitting student work. Indicates that signate the only and bink of the leason. Instant and the submitting student work. Indicates that is suppeted for every activity and salignment. Indicate investment at every stage. Indicate investment at every stage.	: ind		 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
 Util / Somet Daw anaysis 	GPISD Loo GPISD Loo GPISD Loo Grup activities further	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statistics to monit Prion opportunities for students to monit Prion opportunities for students and stud discussion thread as an encod cose areas Provide clearly labeled documents and/or Prion inducent opportunities to use succes Provide clearly written or verballed dire Prion for packing to the students and/or Prion inducent opportunities to the major at an Provide clearly written or verballed dire Prion for packing to the students can like Prant for a variage of an existing that an inducent Prion for packing to the students and inducent Prion for packing to the students. Build inducer-tem projects that require at Prion for the should models invideously. Plan whiteboard or screensharing opport Plan multiple opportunities for students.	The second secon	: ind		 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
 Util / Somet Daw anaysis 	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statistics to monit Prion opportunities for students to monit Prion opportunities for students and stud discussion thread as an encod cose areas Provide clearly labeled documents and/or Prion inducent opportunities to use succes Provide clearly written or verballed dire Prion for packing to the students and/or Prion inducent opportunities to the major at an Provide clearly written or verballed dire Prion for packing to the students can like Prant for a variage of an existing that an inducent Prion for packing to the students and inducent Prion for packing to the students. Build inducer-tem projects that require at Prion for the should models invideously. Plan whiteboard or screensharing opport Plan multiple opportunities for students.	The second secon	: ind		 Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, dis board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding
 Util / Somet Daw anaysis 	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statistics to monit Prion opportunities for students to monit Prion opportunities for students and stud discussion thread as an encod cose areas Provide clearly labeled documents and/or Prion inducent opportunities to use succes Provide clearly written or verballed dire Prion for packing to the students and/or Prion inducent opportunities to the major at an Provide clearly written or verballed dire Prion for packing to the students can like Prant for a variage of an existing that an inducent Prion for packing to the students and inducent Prion for packing to the students. Build inducer-tem projects that require at Prion for the should models invideously. Plan whiteboard or screensharing opport Plan multiple opportunities for students.	tical before the lease unifolds and/or recorded. (a), resources can be easily found, links are be, there progress toward meeting the dejective. (bere progress toward meeting the dejective. (bere progress toward meeting and leaseing only and here are progress towards and below the dejective. (b), b), b), b), b), b), b), b), b), b),	ind for		That formative and currenalive checks to determine mastery of objectives (é.g., quiu, written response, de to and pasts, etc.) Grant examples, politi, check-in cals, and live interactive sessions to monitor students understanding course objectives.
 Util / Somet Daw anaysis 	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statistics to monit Prion opportunities for students to monit Prion opportunities for students and stud discussion thread as an encod cose areas Provide clearly labeled documents and/or Prion inducent opportunities to use succes Provide clearly written or verballed dire Prion for packing to the students and/or Prion inducent opportunities to the major at an Provide clearly written or verballed dire Prion for packing to the students can like Prant for a variage of an existing that an inducent Prion for packing to the students and inducent Prion for packing to the students. Build inducer-tem projects that require at Prion for the should models invideously. Plan whiteboard or screensharing opport Plan multiple opportunities for students.	Status before the leason unfolds and/or necorded. Ity resources can be easily found, links are bee, for their progress toward meeting the dejective. Here groups to automatic their being and leasing only and here groups to automatic their being and leasing only and here groups to automatic their being and leasing only and here groups to automatic their being and leasing only and here groups to automatic their automatic their automatic to uncess are place and the second and their automatic to automatic their automatic to a model. Las criteria for a support the second and their automatic to a model. Las criteria for a support to automatic their automatic to automatic to a model. Las criteria for a support to automatic their automatic to a model. Las criteria for a support to automatic the lease all aligned to objective a Labelet investment at every saling a collaborative document too do alongoide laccon activities. La make their conn questions to deepen their theiring and place before the support to descend the ord the source and the second. Labelet investment at every saling a collaborative document too do alongoide laccon activities. Labelet option and activities. Labelet option and the support of the shall be appendent Labelet option and the support of the source and be also activities. Labelet option and the support of the source and be also activities. Labelet option and the support of the source and be also activities. Labelet option and the support of the source and be also activities. Labelet option and the support of the source and be also activities. Labelet option and the support of the source and be also activities. Labelet option and the source and activities and problem the source and be also activities. Labelet option and the source and be also activities. Labelet option and the source and be also activities. Labelet option and the source and be also activities. Labelet option and the source and be also activities. Labelet option and the source and be also activities. Labele	ind I or Iem-	PISD Look fors	Ein formative and summaries checks to determine mastery of objectives (e.g., quit, written response, dia load pasts, etc.) Orare is writer, polit, theck-in calls, and live interactive sessions to monitor students understanding course elgending. <u>Virtual Strategiles</u>
	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statistics to monit Prion opportunities for students to monit Prion opportunities for students and stud discussion thread as an encod cose areas Provide clearly labeled documents and/or Prion inducent opportunities to use succes Provide clearly written or verballed dire Prion for packing to the students and/or Prion inducent opportunities to the major at an Provide clearly written or verballed dire Prion for packing to the students can like Prant for a variage of an existing that an inducent Prion for packing to the students and inducent Prion for packing to the students. Build inducer-tem projects that require at Prion for the should models invideously. Plan whiteboard or screensharing opport Plan multiple opportunities for students.	Statute of the lation unfolds and/or necorded. If, resources can be easily found, links are line. If of the objective, links are line, links are line, links are line, links are line, links are line. If one objective of the objective, links are line, links are links. If a subject we are links are li	ind i or lem- GF	lding •	File formative and summative checks to determine mattery of objectives (e.g., quiu, written response, die for determine and unrealise checks to determine mattery of objectives (e.g., quiu, written response, die course adjectives //recurs adjectives
	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statistics to monit Prion opportunities for students to monit Prion opportunities for students and stud discussion thread as an encod cose areas Provide clearly labeled documents and/or Prion inducent opportunities to use succes Provide clearly written or verballed dire Prion for packing to the students and/or Prion inducent opportunities to the major at an Provide clearly written or verballed dire Prion for packing to the students can like Prant for a variage of an existing that an inducent Prion for packing to the students and inducent Prion for packing to the students. Build inducer-tem projects that require at Prion for the should models invideously. Plan whiteboard or screensharing opport Plan multiple opportunities for students.	tical before the leason unfolds and/or necorded. (g, resources can be easily found, links are live. (the discussion of the discussion of	ind i or lem- GF	ding .	Ein formative and summaries checks to determine mastery of objectives (e.g., quit, written response, dia load pasts, etc.) Orare is writer, polit, theck-in calls, and live interactive sessions to monitor students understanding course elgending. <u>Virtual Strategiles</u>
 Util / Somet Daw anaysis 	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statements to monit Plan opportunities for students to monit Plan opportunities for students and stud discussion thread as means and students. Statements to available these integrations are read to available Create clearly labeled documents and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students. Statements and/or Plan ubgent updets to all students. Plander of students of the available of an events Plander to available of an events and for Plander for students of the available of an events Plander for students. Build longer-term projects that require at Plander the students for students to an plander to available of an events Plander to available of an events Plander the students. Build longer-term projects that are updets Plander the students for students to age plander the shade of as a students. Plander the students for students to age plander the students. Plander the students for students are updets Plan unhighte opportunities for students.	tical before the leason unfolds and/or necorded. (g, resources can be easily found, links are line. (http://www.internet.interne	ind i or GEFord issues and the second instruct	iding group and Guided tion aching / Mini Jessons	Prior formative and currentive checks to determine markery of objectives (e.g., quit, written response, dia for each quite, etc.) or check examples, polit, check-in calls, and live interactive sessions to monitor students understanding course objectives. <i>Virtual Strategies</i> The solution students which are leveled to accumonate student seed (e.g., leveled tastfor specific grave, tables to a develed to accumonate student seed (e.g., seed tastfor specific grave, tables to accumonate educed in the section of the student seed of the student seed of the section of the section of the student section of the section of t
 Abd/Somet Dama maying 	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statements to monit Plan opportunities for students to monit Plan opportunities for students and stud discussion thread as means and students. Statements to available these integrations are read to available Create clearly labeled documents and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students. Statements and/or Plan ubgent updets to all students. Plander of students of the available of an events Plander to available of an events and for Plander for students of the available of an events Plander for students. Build longer-term projects that require at Plander the students for students to an plander to available of an events Plander to available of an events Plander the students. Build longer-term projects that are updets Plander the students for students to age plander the shade of as a students. Plander the students for students to age plander the students. Plander the students for students are updets Plan unhighte opportunities for students.	tical before the lation unfolds and/or necorded. (ii), encourses can be easily found, links are line. (iii) and or the beginning and learning orally and links are assignments against established and communications and one of the second sec	ind i or GEFord issues and the second instruct	iding	Print formative and unmatter dhecks to determine markery of objectives (e.g., quit, written response, dia for any print, etc.) or certe issue unverse, polit, dheck-in calls, and live interactive sessions to monitor students understanding outrate objectives. // Full Strategies // Contract issue of the student result (e.g., see the student
 LMS/Select Dama analysis You have not (Roging Heady / Veryres 2). Tasking and conference of the conferenc	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statements to monit Plan opportunities for students to monit Plan opportunities for students and stud discussion thread as means and students. Statements to available these integrations are read to available Create clearly labeled documents and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students. Statements and/or Plan ubgent updets to all students. Plander of students of the available of an events Plander to available of an events and for Plander for students of the available of an events Plander for students. Build longer-term projects that require at Plander the students for students to an plander to available of an events Plander to available of an events Plander the students. Build longer-term projects that are updets Plander the students for students to age plander the shade of as a students. Plander the students for students to age plander the students. Plander the students for students are updets Plan unhighte opportunities for students.	State before the leason unfolds and/or necorded. If, resources can be easily found, links are line. If the dipersive toward meeting the dipersive. If the dipersive toward meeting the dipersive. If the dipersive analysis and analysis of the dipersive and the dipersive analysis of the dipersive and dipersi	ind ior GRATE instruct Pre-teau	iding	Pina formative and unmarative checks to determine mattery of objectives (e.g., quiu, written response, die incord parts, etc.). Orace law marative checks to determine mattery of objectives (e.g., quiu, written response, die course edjective. Virtual Strategies Virtual Strategies Pina scholes and marative hier edie to accommodate auders to determine average determine Pina determine auderschole auderschole accommodate auders to determine averaged to accommodate and accommodate auderschole accommodate active accommodate auderschole accommodate auderschole accommodate auderschole accommodate
 LMS/Select Dama analysis You have not (Roging Heady / Veryres 2). Tasking and conference of the conferenc	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statements to monit Plan opportunities for students to monit Plan opportunities for students and stud discussion thread as means and students. Statements to available these integrations are read to available Create clearly labeled documents and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students. Statements and/or Plan ubgent updets to all students. Plander of students of the available of an events Plander to available of an events and for Plander for students of the available of an events Plander for students. Build longer-term projects that require at Plander the students for students to an plander to available of an events Plander to available of an events Plander the students. Build longer-term projects that are updets Plander the students for students to age plander the shade of as a students. Plander the students for students to age plander the students. Plander the students for students are updets Plan unhighte opportunities for students.	State before the leason unfolds and/or necorded. If, resources can be easily found, links are line. If the dipersive toward meeting the dipersive. If the dipersive toward meeting the dipersive. If the dipersive analysis and analysis of the dipersive and the dipersive analysis of the dipersive and dipersi	ind ior ior instructure Fre-tease Studentt	iding	Print formative and unmatter dhecks to determine markery of objectives (e.g., quit, written response, dia for any print, etc.) or certe issue unverse, polit, dheck-in calls, and live interactive sessions to monitor students understanding outrate objectives. // Full Strategies // Contract issue of the student result (e.g., see the student
 LMS/Select Dama analysis You have not (Roging Heady / Veryres 2). Tasking and conference of the conferenc	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statements to monit Plan opportunities for students to monit Plan opportunities for students and stud discussion thread as means and students. Statements to available these integrations are read to available Create clearly labeled documents and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students. Statements and/or Plan ubgent updets to all students. Plander of students of the available of an events Plander to available of an events and for Plander for students of the available of an events Plander for students. Build longer-term projects that require at Plander the students for students to an plander to available of an events Plander to available of an events Plander the students. Build longer-term projects that are updets Plander the students for students to age plander the shade of as a students. Plander the students for students to age plander the students. Plander the students for students are updets Plan unhighte opportunities for students.	tical before the leason unfolds and/or necorded. (g, resources can be easily found, links are line. (the discussion of the discussion of	i i i i i i i i i i i i i i i i i i i	ding group and Guided tuion the Goals k R trategies	The formative and unmarker checks to determine markery of objectives (e.g., quit, written response, dia a check is any univer, polit, check-in calls, and live interactive sessions to monitor students understanding course detectives. Virtual Strategies Practicular and materials which are headed to accommodate moders readed accommodate students and experimental for account of the student students and the interactive session to monitor students understanding course detectives. Virtual Strategies Practicular and materials which are headed to accommodate moders readed (e.g., headed textfor specific monitor and materials which are headed to accommodate moders readed (e.g., wheaded textfor upering). Practicular and materials are metaded of the interactive sessions to monitor interactive monitor and materials which are detected as a scenarios. Practicular and materials which are detected as a scenarios to the standing galaxy monitor and materials which are detected as a scenarios to interactive to use an exact monitor and materials and the interactive sessions to monitor interactive understanding of the monitors and materials are metaded for moders to an exact monitor and exact to a material are metaded for moders to an exact monitor and exact and the scenarios to the scenarios to a model monitor and exact to a material are metaded for the scenarios to a monitor in the scenarios area detectives and the scenarios area metaded for the scenarios to a monitor in the scenarios area detectives and the scenarios area metaded for the scenarios to a monitor in the scenarios area detectives and the scenarios area metaded for the scenarios to a scenario for the scenarios detectives and the scenarios area metaded for the scenarios to the scenarios to the scenarios area detectives and the scenarios area metaded for the scenarios to the scenarios area that the scenario
 LMS/Select Dama analysis You have not (Roging Heady / Veryres 2). Tasking and conference of the conferenc	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statements to monit Plan opportunities for students to monit Plan opportunities for students and stud discussion thread as means and students. Statements to available these integrations are read to available Create clearly labeled documents and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students. Statements and/or Plan ubgent updets to all students. Plander of students of the available of an events Plander to available of an events and for Plander for students of the available of an events Plander for students. Build longer-term projects that require at Plander the students for students to an plander to available of an events Plander to available of an events Plander the students. Build longer-term projects that are updets Plander the students for students to age plander the shade of as a students. Plander the students for students to age plander the students. Plander the students for students are updets Plan unhighte opportunities for students.	tical before the leason unfolds and/or necorded. (g, resources can be easily found, links are line. (the discussion of the discussion of	i i i i i i i i i i i i i i i i i i i	ding • • • • • • • • • • • • • • • • • • •	• The formative and unmative thede is to determine mattery of objectives (e.g., quit, written response, for objectives, etc.). • Objective universe, polit, theck-in calls, and live interactive sessions to monitor students understanding or objectives. Virtual Strategies Provide digetatives. Provide diget
 LMS/Solvent Dava analysis You have not (Roging Heady / Veryres 2). Tasking and conference of the co	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statements to monit Plan opportunities for students to monit Plan opportunities for students and stud discussion thread as means and students. Statements to available these integrations are read to available Create clearly labeled documents and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students. Statements and/or Plan ubgent updets to all students. Plander of students of the available of an events Plander to available of an events and for Plander for students of the available of an events Plander for students. Build longer-term projects that require at Plander the students for students to an plander to available of an events Plander to available of an events Plander the students. Build longer-term projects that are updets Plander the students for students to age plander the shade of as a students. Plander the students for students to age plander the students. Plander the students for students are updets Plan unhighte opportunities for students.	tical before the leason unfolds and/or necorded. (g, resources can be easily found, links are line. (the discussion of the discussion of	i i i i i i i i i i i i i i i i i i i	ding •	Print formative and numerative checks to determine markery of objectives (e.g., quit, written response, dia or check and universe, polit, check-in calls, and live interactive sessions to monitor students understanding course objectives. <i>Virtual Strategies</i> The advanced and course objectives Print of the student of the student student resolution of the students and the interactive sessions to monitor students understanding course objectives. <i>Virtual Strategies</i> The advanced and course objectives Print of the student student resolution of the students print of the student student resolution of the student student student resolution print of the student student resolution of the student student resolution print of the student student resolution of the student student resolution print of the student student resolution of the student student resolution print of the student student resolution of the student resolution print of the student student resolution of the student resolution print of the student student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution of the student resolution print of the student resolution of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student re
 LMS/Solvent Dava analysis You have not (Roging Heady / Veryres 2). Tasking and conference of the co	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statements to monit Plan opportunities for students to monit Plan opportunities for students and stud discussion thread as means and students. Statements to available these integrations are read to available Create clearly labeled documents and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students. Statements and/or Plan ubgent updets to all students. Plander of students of the available of an events Plander to available of an events and for Plander for students of the available of an events Plander for students. Build longer-term projects that require at Plander the students for students to an plander to available of an events Plander to available of an events Plander the students. Build longer-term projects that are updets Plander the students for students to age plander the shade of as a students. Plander the students for students to age plander the students. Plander the students for students are updets Plan unhighte opportunities for students.	tical before the leason unfolds and/or necorded. (g, resources can be easily found, links are line. (the discussion of the discussion of	i i i i i i i i i i i i i i i i i i i	ding sroup and Guided toon aching / Mini lessons aching / Mini lessons at Goals a si R artategies aurategies aura selections a selectio	Print formative and unmargine checks to determine markery of objectives (e.g., quiu, written response, dia for any parts, etc.). Orace is any unree, polici, theck-in calls, and live interactive sessions to monitor students understanding course adjectives. /// Call Strategies /// Call Strategies
 LMS/Solvent Dava analysis You have not (Roging Heady / Veryres 2). Tasking and conference of the co	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statements to monit Plan opportunities for students to monit Plan opportunities for students and stud discussion thread as means and students. Statements to available these integrations are read to available Create clearly labeled documents and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students. Statements and/or Plan ubgent updets to all students. Plander of students of the available of an events Plander to available of an events and for Plander for students of the available of an events Plander for students. Build longer-term projects that require at Plander the students for students to an plander to available of an events Plander to available of an events Plander the students. Build longer-term projects that are updets Plander the students for students to age plander the shade of as a students. Plander the students for students to age plander the students. Plander the students for students are updets Plan unhighte opportunities for students.	tical before the leason unfolds and/or necorded. (g, resources can be easily found, links are line. (the discussion of the discussion of	i i i i i i i i i i i i i i i i i i i	ding	Print formative and numerative checks to determine markery of objectives (e.g., quit, written response, dia or check and universe, polit, check-in calls, and live interactive sessions to monitor students understanding course objectives. <i>Virtual Strategies</i> The advanced and course objectives Print of the student of the student student resolution of the students and the interactive sessions to monitor students understanding course objectives. <i>Virtual Strategies</i> The advanced and course objectives Print of the student student resolution of the students print of the student student resolution of the student student student resolution print of the student student resolution of the student student resolution print of the student student resolution of the student student resolution print of the student student resolution of the student student resolution print of the student student resolution of the student resolution print of the student student resolution of the student resolution print of the student student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution of the student resolution print of the student resolution of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student resolution of the student resolution print of the student re
	GPISD Loo GPISD Loo	s s tations Lesson, SGPT, s s beliem Solving actice ctivities 3 On ing una platform -: Station, -: Sta	Drack that the virtual platform is working Orack as a flow charge of statements to monit Plan opportunities for students to monit Plan opportunities for students and stud discussion thread as means and students. Statements to available these integrations are read to available Create clearly labeled documents and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students and/or Plan ubgent updets to all students. Statements and/or Plan ubgent updets to all students. Plander of students of the available of an events Plander to available of an events and for Plander for students of the available of an events Plander for students. Build longer-term projects that require at Plander the students for students to an plander to available of an events Plander to available of an events Plander the students. Build longer-term projects that are updets Plander the students for students to age plander the shade of as a students. Plander the students for students to age plander the students. Plander the students for students are updets Plan unhighte opportunities for students.	tical before the leason unfolds and/or necorded. (g, resources can be easily found, links are line. (the discussion of the discussion of	i i i i i i i i i i i i i i i i i i i	ding	Pind formative and numeriate checks to determine mattery of objectives (e.g., quit, written response, dia conserve anywers, polit, check-in calls, and live interactive sessions to montror students understanding conserve digetobes. Furbual Strategies Furbual Strategies Pind protective and summariae checks to determine mattery of objectives (e.g., quit, written response, dia conserve digetobes. Furbual Strategies Pind protective and summariae checks to determine mattery of objectives. Furbual Strategies Pind protective digetobes. Furbual Strategies Pind protective digetobes. Pind protective digetobes Pind prot

LMS

Instructional Schedules

Observation Virtual Class

Progress &

Galena Park ISD DIGITAL LEARNING STANDARDS

for Teachers

- 1. Each teacher will complete trainings for their Learning Management System (LMS).
- 1. Each teacher will choose one new tool to utilize within their LMS to enhance digital instruction or assist with classroom management (TTESS goal).
- 2. Each teacher will create and maintain a webpage for the duration of the school year. Webpages must include the following information:
 - Weekly instructional calendar (consistent and predictable each week)
 - Form/procedures for parents to request Google Classroom or SeeSaw access
 - Teacher contact information
 - Office hours for remote learners
 - Homework Hotline information
- 3. Each teacher will include at least two digital learning experiences per week per class/period using <u>S</u>ubstitution, <u>A</u>ugmentation, <u>M</u>odification and <u>R</u>edefinition (SAMR) integration activities provided in the curriculum scope and sequence.