



Remote Learning

Teacher Expectations and Guidelines

2020-2021

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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.

Texas Education Agency

Instructional Continuity Attestations for Asynchronous Instruction

- ✓ 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.
- ✓ Students are provided clear means to engage with academic material on a daily basis.
- ✓ 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
- ✓ Instructional materials include specifically-designed resources and/or accommodations and modifications to support students with disabilities and English learners.
- ✓ 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
- ✓ 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.
- ✓ School grading policies for remote student work are consistent with those used for on-campus students and assignments.

Staff Attendance

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 color-coded 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.

Learning Management System (LMS)

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.

The teacher's camera should be "ON" for all virtual sessions with students or parents and while participating in virtual trainings.

- Teachers may require students to have their cameras on during virtual sessions.

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.

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Instructional Schedules

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.**

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).

☐ **Office Hours:** 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

✓ **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 can interact with their teacher(s).**

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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

Campus administrators will communicate attendance collection and documentation procedures.

- ✓ **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.**

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Student Engagement

Teachers are expected to track daily student engagement. The expectations should be consistent with what would occur in an on-campus 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 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.**

Student Engagement

Students who are working remotely are not required to participate or engage at the same time as the on-campus 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 at their scheduled time 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.

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 district-facility 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 (ex-semester exams, STAAR/EOC exams). Performance standards for these exams are the same for all students regardless of their learning setting.

Student Progress and Feedback

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
- 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.

- 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.**

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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.**

Grading

Policy EIA summary:

- 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

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 CLASSROOM OBSERVATIONS

1.1 Standards and Alignment		
<ul style="list-style-type: none"> Lesson Plans LMS / Teacher webpage analysis Virtual lesson (Google Meet) / View recorded lesson Teacher pre-conference 		
Evaluation Indicator	GPISD Look-fors	Virtual Strategies
<p>All goals aligned to state content standards</p> <p>Integration of Technology when applicable</p> <p>Activities & materials are:</p> <ul style="list-style-type: none"> Sequences Relevant to students Provide appropriate time for lesson and lesson closure Fit into the broader unit and course objectives Appropriate for diverse learners <p>All objectives are aligned to lesson's goal</p>	<ul style="list-style-type: none"> FS: Framing the Lesson Exit Tickets Evidence of Spiraling Accessible Resources Daily/Weekly Schedule YAG/Scope & Sequence Lesson structure Learning Management System (LMS)-Classroom/SeeSaw- for all assignments Asynchronous learning Virtual, interactive activities Chromebooks Online "devices"-calculators, etc. SAMR activities Integrated Apps (ex- Screencastify, Flipgrid) Teacher webpage 	<ul style="list-style-type: none"> Plan how the students will demonstrate mastery of the objective for each segment of the learning. Communicate lesson objective(s) and alignment to the standard(s) via a slide, document, or video. List and share success criteria associated with objective(s) in an initial document. Pre-plan and post materials and reference tools and resources in a common and accessible location. Pre-work for the lesson is communicated and assigned for students to be ready for synchronous and asynchronous learning. Reference objective(s) and success criteria throughout the lesson (i.e., in all presentation documents, such as PowerPoint, videos, assignments, and rubrics). Communicate how students will know when they learn objective(s) by explaining the expectations and success criteria throughout the lesson (i.e., in all presentation documents, such as PowerPoint, videos, assignments, rubrics, and in chat and discussions), and ask students for feedback on understanding. Storyboard the lesson plan during planning, and post and them to be successful. Utilize recorded videos or slides to discuss and/or display to the lesson. Clearly label lessons to move from purpose to direct instrual submit work. All materials necessary for understanding and completing the descriptions.

VIRTUAL CLASSROOM OBSERVATIONS

1.2 Data & Assessment		
<ul style="list-style-type: none"> Lesson Plans LMS / Student Data analysis Virtual lesson (Google Meet) / View recorded lesson Teacher pre-conference 		
Evaluation Indicator	GPISD Look-fors	Virtual Strategies
<p>Formal/informal assessments are used to monitor progress of all students</p> <ul style="list-style-type: none"> Have clear measurement criteria Include descriptions of how assessment results will be used <p>Specific and timely feedback:</p> <ul style="list-style-type: none"> To students, families and other school personnel Substantive / consistent On the growth and performance of students in relation to classroom and campus goals Maintains confidentiality <p>Use of data in planning instruction</p> <ul style="list-style-type: none"> Multiple sources Analysis of student data connected to specific instructional strategies Use of results to reflect on teaching/monitor strategies 	<ul style="list-style-type: none"> Small group instruction "Check ins" Exit Tickets/Journals Unit Tests, Common Assessments Student Goals Running Records Reading Logs Student Conferences / Feedback Online platform repairs (ex- iStation, iReady, STEMscopes, etc.) Teacher virtual office hours 	<ul style="list-style-type: none"> 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-evaluation). Provide and communicate opportunities for student work sharing (e.g., posting work in the learning management system); include intentional opportunities where students prepare products to share/post for an audience, such as through an online submission tool and/or video. Plan how students will articulate their learning and thinking in a virtual experience (e.g., questions, illustrations, audio/video recordings). Use of virtual tools like a whiteboard for students to show their thinking and solutions in real time. Criteria for success is determined and communicated by teacher for students (e.g., via a live model, exemplars utilized in the lesson itself and posted in the common folder for ready access by students). Create an easy access folder which includes exemplars for students to reference as an anchor document throughout the asynchronous lesson Plan virtual assessments conducted in the form of a project (e.g., audio/video, taking a picture of product, experiment, graphs, charts, presentation, essay, short answer, or multiple-choice) and include criteria for success. Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding of the course objectives. Provide regular virtual office hours for students to receive feedback and support synchronously. Plan to measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); Include assessments with extended written tasks and are portfolio-based with clear illustrations of student progress Use checklists and rubrics as success criteria to help students monitor progress against expectations. Plan and record a variety of key question types on slides at opportune times to prompt reflection. Plan formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, discussion board posts, etc.). Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding of the course objectives.

VIRTUAL CLASSROOM OBSERVATIONS

1.4 Activities		
<ul style="list-style-type: none"> Lesson Plans LMS / Student Data analysis Virtual lesson (Google Meet) / View recorded lesson Teacher pre-conference 		
Evaluation Indicator	GPISD Look-fors	Virtual Strategies
<p>Questions that encourage all students to:</p> <ul style="list-style-type: none"> Engage in complex, higher-order thinking Engage in problem solving Generate questions that lead to further inquiry <p>Instructional groups that:</p> <ul style="list-style-type: none"> Meet the needs of all students Maintain group and individual accountability Allow for student ownership <p>Students understand role in instructional groups and:</p> <ul style="list-style-type: none"> Facilitate the opportunity for student input on goals and outcomes Allow for students to reflect and evaluate; hold each other accountable <p>Activities, resources, technology and instructional materials are:</p> <ul style="list-style-type: none"> Aligned to the instructional purposes Varied and appropriate to ability levels of students Engaging students in ownership of learning 	<ul style="list-style-type: none"> Kagan Structures STOIC Group activities Center/Station work Student Investigations FS: Framing the Lesson, SGPT, Critical Writing Literature Circles Open-ended Problem Solving Oral Reading Practice Math Fluency Activities Foldables/Hands On HOTS/Questioning Online instructional platform assignments (ex- iStation, iReady, ThinkCero, STEMscopes, etc.) Virtual, interactive class sessions (Google Meet) with recordings for asynchronous learning 	<ul style="list-style-type: none"> Lesson presentation is planned and practiced before the lesson unfolds and/or recorded. Check that the virtual platform is working, resources can be easily found, links are live. Create a flow chart for students to monitor their progress toward meeting the objective. Plan opportunities for students and student groups to submit their thinking and learning orally and live in the discussion thread. Plan opportunities for students to evaluate assignments against established and communicated success criteria. Teacher can record some strong examples students can reference throughout as a model. Plan student opportunities to use success criteria for self-assessment before submitting student work. Create clearly labeled documents and/or folders that signal the order and flow of the lesson. Record narration of the analysis of an exemplar with reference to success criteria. Provide clearly written or verbalized directions for what is expected for every activity and assignment. Plan for pacing so that students can interact and have ample time for student-to-student interaction Plan for a variety of activities that include student options and menus that are all aligned to objectives and available to all students. Build longer-term projects that require student investment at every stage. Plan for opportunities for students to generate their own questions using a collaborative document tool or platform. Include think-aloud models in videos/audio alongside lesson activities. Plan whiteboard or screen-sharing opportunities to make thinking transparent in recorded sessions. Plan multiple opportunities for students to engage in group activities to deepen their thinking and problem-solving skills. Utilize virtual tools that will support students with categorizing, drawing conclusions, generating ideas, observing and experimenting (e.g., virtual thinking map, polling).

Virtual lesson (Google Meet) / View recorded lesson		
Teacher pre-conference		
Evaluation Indicator	GPISD Look-fors	Virtual Strategies
<p>All lessons connect to:</p> <ul style="list-style-type: none"> prior learning and experiences future learning expectations <p>Adjusts instruction to address</p> <ul style="list-style-type: none"> strengths and gaps in background knowledge, life experience and skills of all students individual learning patterns, habits and needs socio-emotional success 	<ul style="list-style-type: none"> Scaffolding Small group and Guided instruction Pre-teaching / Mini lessons Student Goals FS: R & R SIOP strategies Literature selections 	<ul style="list-style-type: none"> Plan activities and materials which are leveled to accommodate student needs (e.g., leveled text for specific groups, provide content in alternative formats). Plan activities to accommodate individual needs (e.g., office hours, 1:1 calls or chats, re-teaching, plan for enrichment activities). Plan for extended time for specific student groups in breakout rooms to allow students to work at needed pacing. Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding of the course objectives. Ensure activities and materials are embedded for students to reflect on the learning (e.g., reflective question on a discussion board, exit tickets, message to the teacher, questionnaire for self-evaluation). Intentionally utilize pictures and visuals via shared documents or embedded in slides to deepen student understanding (e.g., actively model how to label a picture of the solar system or circulatory system in a diagram of the human body). Include scaffolds (e.g., read-alouds, thinking maps, links to resources). Plan breakout room options to work with various groups of students on differentiated needs. Plan to meet with small groups of students or one-on-one outside of the whole group setting to support learning. Turn on closed captioning for videos to support student understanding and language development. Record a video of thinking aloud through the skills and content that students may struggle with the most. Plan how to use virtual tools such as virtual manipulatives, videos, and websites providing texts with multiple reading levels to adjust content to meet the needs of all learners.

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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 Substitution, Augmentation, Modification and Redefinition (SAMR) integration activities provided in the curriculum scope and sequence.