Falcon Fundamentals-Remote Learning

To maximize student success during remote learning, it is imperative that every teacher follow these expectations consistently and with fidelity.

Curriculum and Instructional Planning

- Post the following each day:
  - ➢ Student friendly I can statements and Essential Question that tightly align to NCSCOS standards/objectives
  - ➢ Daily agenda
- Teachers must follow all documented accommodations as noted on IEPs, 504s and ESL paperwork.
- Create a growth mindset culture in your classroom that encourages students to challenge themselves and persevere
- Students and teachers should actively engage in the lesson
- Provide each student with a course syllabus that includes
  - ➢ Teacher contact info with tutorial days and times
  - ➢ Course outline/pacing aligned to NCSCOS
  - ➢ Grading details (category weights and final grade calculations)
  - ➢ Behavior policy
- PLCs should develop curriculum and plan instruction that tightly aligns to NCSCOS standards/objectives and School Improvement Plan Goals

Core Instructional Practices

- Provide effective **feedback** that promotes student growth
- **Scaffold** instruction appropriately to move students to a deeper understanding and more independence
- Provide students with **tasks** that align to the demand of NCSCOS standards/objectives
- Focus on **teacher clarity** in which the teacher knows and communicates exactly what students need to know and be able to do
- Provide effective **direct instruction** that appropriately sequences teacher input in the lesson
- **Classroom discussions** should promote rigorous questioning
- Include **summarization** in daily lessons to help students organize new content and skills
- Provide **deliberate practice** opportunities that promote content and skill retention

Grading

- PLCs should agree to common category weights (classwork, homework, tests, projects, etc.) for each course level (AP, Honors, Standards)
- Numerical grades should be entered following the minimums below:
  - o 5 school days for classwork, homework, quizzes and tests
  - o 15 school days for major projects and long essays
- Students should have at least one numerical grade per week
- Each category should be appropriately filled so that one assignment is not inadvertently weighing more than intended.
- No points should be awarded for bringing in school supplies, behaviors (i.e. not using bathroom passes), bringing in signed progress reports, etc. Student grades should be aligned to course standards.
- Progress reports must be distributed as communicated through the GCS reporting calendar.

Falcon Fundamentals-Remote Learning

- Each quarter, students who receive Fs will be provided an Extended Learning Plan to recover their grade.
- Students failing the quarter should be referred to their counselor.

<u>Teaching Remotely</u>

- Use the GCS Canvas course template.
- Record live lessons for future reference.
- Plan instruction for students to be engaged in online learning for approximately 5 hours a day or 1hr 15min per block.
- Live instruction will take place Monday-Thursday. Friday's live instruction will be small group as needed not following the daily schedule.
- Live instruction must provide students a call-in option.
- Each Friday will be a flex day for teachers and students to meet as needed. Flex Friday's are built into the schedule to allow students to complete work and meet with faculty as needed. While work can be turned in on Friday, there will be no assignments due and no new content taught.
- Teachers will post assignments for the week. Students will see their assignments for the week Monday morning.
- Be available to students via text, email, phone calls during school hours.

<u>Attendance</u>

- Teachers will take daily attendance. Students are considered present
  - If they attend live instruction or
  - If they have a daily check-in (two-way communication) with their teacher or
  - If they access the day's recorded lessons or
  - If they submit the day's work (on the due date or later).
- Simply not logging in virtually is not a sufficient reason for considering a student absent. If there is no contact with a student/parent or no evidence of engagement, the student should be marked absent.
- Teachers must attempt to make contact before marking students absent.
- A teacher may change a student's attendance based on evidence of student engagement that is collected after the current day due to the completion of work that is turned in at a later date.