

# Online Orientation

July 31, 2021

# Agenda

- ▶ Teaching and Learning
- ▶ Operations
- ▶ Technology
- ▶ Family Support

# Elementary Online Class Development

- ▶ Principals identified teachers for Online instruction
- ▶ Classes developed based on Region
  - ▶ Cross leveled across regions, maximized due to vacancies
  - ▶ Teacher assigned - home school students assign first, then added students from other schools
  - ▶ Class size similar to face-to-face

# MIDDLE SCHOOL HIGHLIGHTS

- /// There is no Regional MS Online
- /// Middle schools will service their online students.
- /// MS Online students will follow their school's bell schedule

# Teaching and Learning

## ▶ Learning Standards

- ▶ Priority Standards, Skills, and Topics (PSSTs)
- ▶ Provide engaging, interactive learning in core areas
  - ▶ Reading/Language Arts
  - ▶ Math
  - ▶ Science
  - ▶ Social Studies
  - ▶ CHamoru
- ▶ Standards Based Grading Policy
- ▶ Citizenship Grading Policy

# Teaching and Learning

- ▶ **TEACHERS PREPARING FOR DISTANCE LEARNING:**
  - ▶ Attend preparedness meetings on distance learning.
    - ▶ Training on digital platforms to enhance the virtual classroom experience.
  - ▶ Develop class syllabus prior to the first day of class.
  - ▶ Collaborate to design learning experiences.
  - ▶ Provide whole group or individual orientations to ensure all students and parents know and understand the tools and procedures for participating in distance learning.
  - ▶ Provide Parent Online workshops and continuous support on how to navigate through Learning Management Systems.

# Teaching and Learning

- ▶ Train students about online learning expectations. Student training will include:
  - ▶ Overview and practice official DOE digital platforms
  - ▶ Expectations for appropriate online behaviors (Language, attire, digital etiquette, etc.) during class time and when participating in any breakout groups or online chats, etc.
  - ▶ Explain how academic performance will be addressed with online learning.
  - ▶ Explain your attendance and behavior expectations.

# Teaching and Learning

## ▶ DURING ONLINE LEARNING

- ▶ Teachers will continue to collaborate with colleagues to enhance the quality of online learning.
- ▶ Synchronous classes are to be held during the student's regularly scheduled time.
- ▶ Utilize the PowerSchool/PowerTeacher Gradebook to document attendance and home-school communication. Take attendance daily.
- ▶ Maintain Google Classroom or other Learning Management System daily.



# Grading and Progress Reporting

- ▶ Grades should let students know where they are in relation to the Priority Standards, Skills and Topics (PSSTs)
- ▶ Grades should define what students are ready to learn next.
- ▶ Implement the district grading policy. Ensure that the grading policy is included in the syllabus.
- ▶ PowerSchool will be used to report official grades, document student progress, communicate with parents, and record attendance.
- ▶ Progress monitor student learning.
- ▶ Evaluate goals and objectives based on progress benchmarks for students supported under the ESL program, an IEP, and/or 504 plans.
- ▶ Regularly report progress to students and families, in alignment with DOE standard operating procedures.

# HOW TO DETERMINE GRADES

## METHOD 1: Average all PSSTs

Overall proficiency level is determined based on a pattern of performance, or TREND of performance. The A&E make up the body of evidence that will be evaluated to determine overall proficiency level.

	A&E 1	A&E 2	A&E 3	A&E 4	A&E 5	A&E 6	A&E 7	OVERALL PROFICIENCY LEVEL
PSST 1	2	2	2.5	3	2.5	3	3	3
PSST 2	2	2.5	2.5	2	3	3.5	3.5	3.5
PSST 3	1.5	2	2		2	2	2.5	2
PSST 4	1	1	1.5		2	2.5	2.5	2.5
PSST 5	1.5		1.5	2	2.5	3	3	3
PSST 6		2	2	2.5	2.5	3	3	3

# OPTION 1: Conversion from Proficiency Level to Final Letter Grade

Average Proficiency Scale Score Across Multiple (PSSTs)	Final Letter Grade
3.6 – 4.0	A+
3.0 – 3.5	A
2.8 – 2.9	B+
2.5 – 2.7	B
2.0 – 2.4	C+
1.5 – 1.9	C
1.0 – 1.4	D
Below 1.0	F

# Teaching and Learning

## ▶ Learning Methods

- ▶ Synchronous Online - Live instruction with student and teacher online at a designated time
- ▶ Asynchronous Online - Learning done by students digitally at any time during the day without a teacher present
- ▶ Independent Work - Time spent on activities without the teacher. Students practice and apply knowledge and skills that extends teacher facilitated learning.

# TYPES OF LEARNING EXPECTATIONS IN A DISTANCE LEARNING ENVIRONMENT

Teacher Facilitated		Applied Learning
Synchronous	Asynchronous	Independent Work
<p>Direct instruction/guided instruction</p> <p>This type of learning is done with a teacher online (live) at a designated time:</p> <ul style="list-style-type: none"> <li>• Virtual classroom instruction and live webinars</li> <li>• Checking in with students via instant messaging or video conferencing</li> <li>• Assignment check-in</li> <li>• Online discussions</li> <li>• Interaction between students in breakout groups or group presentations</li> <li>• Live reflections</li> <li>• Focused activities with real-time interaction</li> </ul>	<p>Direct instruction/guided instruction</p> <p>This type of learning can be done by students digitally at any time during the day without without a teacher present:</p> <ul style="list-style-type: none"> <li>• Pre-recorded lectures, readings, or podcasts</li> <li>• Tasks assigned from a website or learning management system</li> <li>• Video demonstrations and worked problems.</li> <li>• Practice problems, discussion questions, etc.</li> <li>• Quizzes, assignments, and applications.</li> <li>• Recorded reflections</li> <li>• Analytical groups</li> </ul>	<p>Independent Practice</p> <p>This is time spent on activities without the teacher.</p> <p>These experiences allow students to work independently and apply knowledge that extends from the teacher facilitated learning.</p> <ul style="list-style-type: none"> <li>• Journals / Workbooks</li> <li>• Writing pieces</li> <li>• Performance tasks</li> <li>• Research</li> <li>• Small Group Activities</li> </ul> <p>Office Hours</p> <ul style="list-style-type: none"> <li>• Meetings</li> <li>• Intervention</li> </ul>

# Teaching and Learning

## ► Schedule

- Reading/Language Arts
- Math
- Content
  - Social Studies/Science
- CHamoru
- Intervention
- Office
- ESL/SPED/GATE

	J. Escalante 2nd	R. Diaz 5th	M. Badajos 4th	C. Paciente 3rd
<b>TIME</b>				
Chamoru	TU/TH/Alt F	TU/TH/Alt F	M/W/Alt F	TU/TH/Alt F
8:30-8:45	Reading Synchronous	Reading Synchronous	Reading Synchronous	Reading Synchronous
8:45-9:00				
9:00-9:15				
9:15-9:30	Reading Asynchronous	Reading Asynchronous	Reading Asynchronous	Reading Asynchronous
9:30-9:45				
9:45-10:00				
10:00-10:15	Recess	CH - M. Cruz ASTES 5th	CH - M. Cruz ASTES 4th	Recess
10:15-10:30	Math Synchronous	Recess	Recess	Math Synchronous
10:30-10:45				
10:45-11:00	Math Asynchronous	Math Synchronous	Math Synchronous	Math Asynchronous
11:00-11:15				
11:15-11:30	Interventions	Math Asynchronous	Math Asynchronous	Interventions
11:30-11:45				
11:45-12:00				
12:00-12:15	Lunch	Lunch	Lunch	Lunch
12:15-12:30				
12:30-12:45	Content Synchronous	Content Synchronous	Content Synchronous	Content Synchronous
12:45-1:00				
1:00-1:15	Content Asynchronous	Content Asynchronous	Content Asynchronous	Content Asynchronous
1:15-1:30				
1:30-1:45		Interventions	Interventions	Interventions
1:45-2:00	CH - M. Cruz ASTES 2nd			CH - D. Lujan WES 3rd
2:01-2:15				
2:15-2:30	Office	Office	Office	Office
2:30-2:43				
2:43-2:58				

## ELEMENTARY ONLINE BLOCK SCHEDULE

8:30am-9:00am	Instructional Block #1	Synchronous
9:00am-10:00am	Small group/ 1:1 Instruction	Asynchronous
10:00am-10:30am	Interventions	Small Group
10:30 am-10:45 am	Recess	
10:45am-11:15am	Instructional Block #2	Synchronous
11:15 am-11:45am	Small group/ 1:1 Instruction	Asynchronous
11:45am-12:30pm	Lunch	
12:30pm-1:00pm	Instruction Block #3	Synchronous
1:00pm-1:30pm	Small group/ 1:1 Instruction	Asynchronous
1:30pm-2:00pm	CHamoru (M/W/F or Tu/Th/F)	Synchronous/ Asynchronous
2:00pm-2:43pm	Other content/Interventions/ and Office hours	Asynchronous/ Independent Practice

# High School Online Schedule

<b>ONLINE BLOCK SCHEDULE</b>		
<b>Period/Class</b>	<b>Time</b>	<b>Minutes</b>
Log in / Tech Support	7:00 am – 7:15 am	15 minutes
Block 1 / 4	7:15 am – 8:55 am	100 minutes
Break	8:55 am – 9:05 am	10 minutes
Block 2 / 5	9:05 am – 10:45 am	100 minutes
Break	10:45 am – 10:55 am	10 minutes
Block 3 / 6	10:55 am – 12:35 pm	100 minutes
Lunch	12:35 pm – 1:35 pm	60 minutes
Office Hours	1:35 pm – 2:00 pm	25 minutes



# Operations

- ▶ Attendance and Truancy
  - ▶ Daily attendance required at all synchronous sessions
  - ▶ Parent note need for all absences
  - ▶ 3 consecutive absences require doctor's note
  - ▶ Failure to meet attendance requirement will result in a truancy referral
- ▶ Uniforms - School uniform shirt required at all online sessions
- ▶ Nutrition - School breakfast and lunch not provided

# Technology

- ▶ Technology Requirements
  - ▶ Acceptable Use Policy signed before using GDOE system
  - ▶ Computer Requirements - Laptop, desktop, tablet w/keyboard
    - ▶ Cell phone is not acceptable
  - ▶ Internet Access - Reliable high speed internet
  - ▶ Computer Software - Microsoft Office or Google Works
  - ▶ Learning Management System - Google Classroom or Schoology
  - ▶ Student email address

# Technology

## ▶ Google Classroom

- ▶ Teacher will set up a classroom with access code
- ▶ Student emails will be provided
- ▶ Synchronous sessions
- ▶ Assignments posted and submitted
- ▶ Training for Google Classroom will be provided

# Parent/Student Responsibilities

## ▶ Student Responsibilities

- ▶ Join your class on time, and follow the directions of the teacher.
- ▶ Sit in a chair, upright ready to focus and interact with your teacher and peers.
- ▶ Microphones should be muted and video cameras must be turned on for safety and accountability. The student should be the only one visible on camera.
- ▶ When asked a question students are expected to participate without any prompting from a parent/guardian of the answer.

# Parent/Student Responsibilities

## ▶ Parent Responsibilities

- ▶ Designate a quiet workspace for remote learning and ensure your child has his/her supplies readily available.
- ▶ Help keep distractions to a minimum while your child is in a virtual meeting. Remind them of proper behaviors to ensure they are ready to learn.
- ▶ If possible, headphones are encouraged to help your child maintain focus.
- ▶ Supervision should be provided to ensure the student is engaging in the lesson.

# Student/Family Support

- ▶ Communication - Regular communication is essential
  - ▶ Teachers will make weekly contact with parent/guardian
  - ▶ Use Google Classroom or email to message teacher
- ▶ Regional Administrators
  - ▶ Lagu - Evangeline Iglesias - Wettengel
  - ▶ Kattan - Tricia Moylan - Ordot-Chalan Pago
  - ▶ Luchan - Darlene Castro - Chief Brodie
  - ▶ Haya - Natasha Dela Cruz - MU Lujan
  - ▶ Overall - John Wesolowski - Price
  - ▶ [elementary-online-admin@gdoe.net](mailto:elementary-online-admin@gdoe.net)
  - ▶ Middle and High School - Contact your child's school