

# Teaching and Learning in Extraordinary Times



Marist Catholic High School  
Learning Plan for the 2020-21 School Year

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## **I. INTRODUCTION: WE ARE ONE**

In March of 2020 when we launched our Remote Learning Plan we were thrust into a situation that called upon on our flexibility, creativity, and adaptability that few of us had ever imagined would be asked of us professionally or personally. Our focus, to a large extent, was to help our students get to the finish line while maintaining as best we could the academic standards, skills, and content exposure necessary to an education in the Marist and Catholic school tradition. As a caring and creative community of educators, we supported our students' well-being and academic progress when the conditions for teaching and learning were not just less than ideal but were unlike anything we'd experienced before. And yet, there was a great deal we were able to do for the young people entrusted to our care.

As we prepare for the 2020-21 school year, we are being called upon to deliver a different narrative and experience for our students. And while we know more now than we did in the spring of 2020, significant challenges remain. Flexibility, adaptability, and a narrowing of one's disciplinary scope and focus are still necessary, but we, our students, and their families recognize that while we are still surrounded and separated by uncertainty, students are coming to us for an education that challenges and transforms the individual student while maintaining an experience held in common by all.

It has been recognized that much of our success during fourth quarter last year was built upon an exceptional foundation of relationship, routine, and communication created over the preceding six months starting in September 2019. In September 2020, we will need to build that foundation while our students are learning from home or on campus in cohorts.

The following pages provide guidance, expectations, and resources to help us provide a Marist education in extraordinary times. Much of this will look and feel familiar and is borrowed from last year's plan. However, there are some important changes and additions that highlight and address that we (and our students) are now in a different place. Because of our Marist tradition, expressed in the motto We Are One, we have confidence and hope that we can do this well if we do it together.

### **Goals of the Learning Plan**

- Students access a supportive and caring community that helps them build and maintain, and engage in meaningful relationships
- Students turn to Marist as a source of stability, hope, and well-being grounded in a faith in a loving God
- Students experience learning they recognize as meaningful and engaging and are given opportunities to experience this as a moment to grow and improve

- Students' skill and knowledge development continue in a manner that serves their long-term goals and their intellectual, emotional, spiritual, and social development
- Students see themselves as active participants in a nation and world facing dramatic challenges to public health and economic and social justice

## **Teaching and Learning Principles for Extraordinary Times**

### Principle 1: Be a positive and understanding source of care, calm, and confidence for all Marist students

- Maintain high expectations but give students the benefit of the doubt regarding meeting deadlines, following instructions, and complying with new ways of "doing" school (masks, social distance, hybrid and remote learning, zoom guidelines)
- Ask students how things are going with your class and make changes based on what they tell you
- Assume each student is dealing with a unique set of circumstances
- Take time to enjoy your students
- Take time to notice and be responsive to what makes a student tick and what ticks a student off

### Principle 2: Structure a learning environment that students find manageable, meaningful, and worthwhile

- Communicate clear and compelling reasons why "this learning matters"
- Find ways to give students some degree of choices and autonomy over what, when, and how they learn
- Consider when Less (work, talking, direction, demands, instruction) might provide More (meaning, reflection, autonomy, choice)
- As much as possible, create assignments and projects that allow students to collaborate and connect
- Give clear guidelines and break the work down into manageable steps for students



## **II. PLANNING**

**\*A Sequential, Condensed Guide to Planning for the 2020-21 School Year can be found on Page 2+ in Resources**

In preparing for the 2020-21 school year, you will want to keep in mind the scenarios below. Blending asynchronous and synchronous learning experiences will provide opportunities to build community and learn collaboratively, while also providing autonomy for learners to engage in content, read, investigate and demonstrate learning at their own pace. **A balanced approach to synchronous and asynchronous instructional design is necessary to help ensure reasonable screen time, to encourage learner independence, and to allow for maximum flexibility for educators, families, and students.**

**Remote:** Classes are held online for an extended period of time. Teacher facilitated instruction occurs entirely through Zoom and Schoology. Independent learning with teacher guidance and support is common-place.

Key question:

*-How do we prioritize student well being and continue student learning without being able to meet our students in person?*

**Hybrid:** Marist campus reopens and students learn both in-person and remotely. Live but limited on-campus instruction happens for all through organizing students into small, stable cohorts in accordance with public health guidelines.

Key questions:

*-How do we modify our curricular and instructional plans and prepare for continued absences that may be significant and prolonged?*

*-How do we ensure instructional continuity in a hybrid model where some community members are physically present, some are virtually present, and others are absent?*

*-How do we transition quickly to in-person instruction should it be possible or remote instruction should it be necessary for community and/or public health and safety reasons?*

**In-Person:** Students and faculty are on campus and teaching and learning are happening in classrooms. In this scenario, much will be familiar and easy to navigate.

Key questions:

*-How do we support students who may not be able to attend in person or who have sudden but extended absences?*

*-How do we transition quickly to hybrid or remote instruction should it be necessary for community and/or public health and safety reasons?*

## Prune, Prioritize, and Collaborate

We're all going to have to let go of some of the practices and policies we value and expect under normal teaching and learning conditions.

As individual educators and departments this means that you will need to prune the content you will cover and may need to fundamentally rethink your expectations for students by clearly prioritizing what matters most. When possible, keep the [Marist in a Nutshell](#) document close by as your guide for what matters most.

As you meet with your department members reflect and discuss how you can best plan and collaborate within your department to support students, make learning meaningful for students and make teaching manageable and tenable for you.

### Core Expectations

- In your planning, prioritize connection, coherence, understanding and deep learning over getting through and covering content.
- Students taking the same course taught by different teachers should have a similar experience in terms of course goals, content, projects, scope, and sequence
- Using the [Desired Results Planning Tool](#), identify desired results for the year for each of your courses. (Submit ONE completed form by 9/4 to your department chair for each course offered in the department for the 2020-21 school year.) This should be distributed to your students along with your course syllabus.
- In lesson planning think and communicate in terms of AMT.  
**Acquire:** Student is being exposed/introduced to new content  
**Meaning:** Student is given an opportunity to practice/make sense of content  
**Transfer:** Student is given opportunity to independently apply learning

### Within Your Academic Departments

- What is our discipline all about and how can we make this meaningful and relevant to our students? How can our discipline HELP our students make sense and meaning of the world in this time of uncertainty?
- What methods, strategies, and assignments do we typically use that are probably not a good use of student time because they are heavily reliant on teacher knowledge and supervision for success
- What methods, strategies, and assignments have I suspected are not a good use of MY time and can I let go of?
- What essential skills will the students need to acquire by the end the year and what are the most reliable indicators that they have acquired those skills?
- What's the baseline that students need to know, understand, and be able to do for us to be confident that they have met our most fundamental goals?
- For sequential and pre-req courses, will there be skills and knowledge that will need to be introduced or remediated in the next course?
- What is the most essential work in each unit? This qtr? This semester?
- What practices, assignments, and assessments can we streamline or prune altogether? Is there anything we can make optional?

- What lessons can we collaborate to build together? How might we divide the instructional load and share what we create (screencasts, notes, adapted assignments and assessments, etc.)?
- How can we structure our assignments to help students independently maximize their time during the “virtual school day” and minimize or eliminate “homework” after the school day and during the weekend?
- What assessments have been used in previous planning? How effective have they been in the past as a reflection of student understanding? How might they be tweaked or eliminated? How well would they work for students at home and in class?
- What major assignments and projects have been planned in the past at this time of year? How effective have they been in the past as meaningful opportunities for student learning? How might they be tweaked or eliminated? Would they serve as a capstone project for ongoing student learning?

## Planning Resources

### ***Curriculum and Instruction Resources***

Copies of each of the items below are available through the link and in the RESOURCES section at the end of this document.

[Marist in a Nutshell](#)

[Desired Results \(Stage 1 Planning\)](#)

[Unit/Course Prioritization Tool](#)

[Backward Planning Tool](#)

[Weekly Plan/Agenda Template](#) and [Example](#)

### ***Key Terminology***

Though much of teaching and learning online is the same as in the shared physical classroom, there are a few key terms that will help you navigate the shift.

**Asynchronous:** Class interactions happen via Schoology without real-time interaction. Students engage with class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement. If you’re comfortable using Schoology, you are already totally capable of running your classes fully online.

**Synchronous:** Class interactions happen in real time, at the same time. Students may virtually attend class together via video conference, livestream, or chat. We have Zoom for synchronous meetings. Most online courses are a blend of synchronous contact and asynchronous study/work. In describing their experience of shifting school completely online, Colleagues at the Concordia International School in Shanghai explained that *asynchronous* instruction worked best for deep learning, whereas *synchronous* instruction was essential for maintaining relationships and guided practice.

[\\*ODE Diagram outlining Synchronous and Asynchronous Instruction](#)

**Teacher-Facilitated:** The experience is structured to develop, deepen, and assess new knowledge and understanding relative to academic content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning goals. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progressions. Synchronous opportunities should be provided daily and may include full group instruction, peer interaction, two-way communication (e.g. phone calls), small group breakouts, or individual office hours.

**Applied Learning:** The experience allows for students to apply knowledge and skills that extend from the teacher-facilitated learning. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. (Traditional “homework” that asks a student to complete, practices, or or continue classwork **is not** considered ‘applied learning’. “Homework” that asks a student to create, synthesize, connect, or apply learning in a new and/or unfamiliar way **is** applied learning)

**Screencast:** A digital video recording of your computer screen, usually including audio narration. Screencasts are a form of instructional video. Screencastify, QuickTime, and Camtasia are common tools for screencasting.

**Video Conference:** A virtual meeting in which participants in different locations are able to communicate with each other with audio and video. We will use Zoom for this function.



## **TEACHING EXPECTATIONS IN REMOTE AND HYBRID SCENARIOS**

### **Fully Remote**

At this level, the way we teach fundamentally changes. You need to think about teaching in chunks. It is very hard to post work everyday for all your classes. Instead, you will want to plan out further than a single day and provide structure for students to independently manage their own time and learning.

### Core Considerations

- How are you going to scaffold the work for students?
- How often are you going to commit to do updates and post resources?
- Remember that students will meet with you virtually at minimum one time in a week. Other than that, you will use other tools to communicate with them (Schoology, email, screencasts, individual Zoom sessions). Because of this, you need to rethink how you will lay out your course. Remember your students are not just taking your course, but trying to keep up with **all** courses.
- You will need to figure out ways to check-in on every student individually as it is super easy to fall behind virtually and hide in the back of the virtual room. You'll need to double-down on checking for understanding and touch points as well as reaching out to parents.

### **Hybrid**

#### Why hybrid?

- Regular on-campus time (every other week is significant)
- Real "touches" (as opposed to virtual touches)
- Individualized engagement and support much more feasible
- Keeping tabs on student progress much easier
- Activities that cannot be replicated away from school (e.g., labs) can now take place
- Crucial for adolescent development and mental health as well as cultivating a sense of school community and belonging

#### What hybrid is:

Students learn at school and away from school. Live, on-campus instruction happens for all through organizing students into small, stable cohorts in accordance with public health guidelines. Some of your students will be with you in your classroom and others will be at home. Cohort sizes in your classrooms will depend on a number of factors but could be as few as 2 and as many as 15.

#### What hybrid isn't:

A return to normal. A successful hybrid model goes beyond placing a camera in a classroom, using your typical classroom practices, and asking at-home students to follow along. While the hybrid model is not new (at universities it is called "hy-flex"), it comes with some real challenges. The teacher is called upon to carefully

consider and plan the use of class time for two distinct populations having two very different experiences without favoring one population over the other. Students who are asked to “remote-in” need to be supported and considered differently than those who are in the classroom. If a teacher is spending a significant amount of time tracking and problem solving for students “remoting in” then the in-person students may not only feel neglected but also resentful. If the teacher is performing for and highly engaged with those students in the classroom and neglecting the experience of the remote students, the possibility for disengagement is high.

### Core Considerations

*-How will you effectively reach both populations without marginalizing or preferring one over the other?*

*-What is the best use of asynchronous learning and synchronous learning and how can this be best aligned with on campus and remote learning?*

*-If you are holding a synchronous session for both populations, how are you accounting for the very different experiences so that both populations are engaged and find the experience meaningful and manageable?*

*-Because on-campus time will be at a premium, how can you maximize the value of students seeing and interacting with you and each other. (Traditional testing while convenient in person is likely not the best use of in-person time and would stretch assessments over 2-3 weeks.)*

*-How will you build and maintain a sense of community, belonging, and continuity in your courses if students are broken into cohorts?*

### **SHARED EXPECTATIONS**

In an effort to create a common and manageable experience for all of our students in challenging circumstances, the following expectations are shared by all faculty. If you are having trouble making sense of or adopting/adapting to a shared expectation, please reach out to the administrator that supervises your department.

**Posting and Updating Schoology:** With every step away from the physical classroom and into the virtual one, updates in Schoology need to be more comprehensive, detailed, and easy for students to understand. Additionally, it is important to minimize fragmentation.

If we are in remote or hybrid, teachers are expected to post a plan (using this [planning template](#)) for the week **before** 8:30am on Monday/first day of week AND be available via a scheduled Zoom meeting the first day the class “meets” to go through the plan. The [weekly plan](#) needs to include at a minimum:

- Learning goals clearly stated (what they will know, understand, or be able to do)
- Why this matters statement (consider using essential questions)
- Task/assignment summary with time guidelines and where to find any resources, handouts, examples and assessment standards
- Check-in and feedback component (when is your next check-in and how can student give you feedback on how their learning is going?) In your Monday posting, you’ll need to give context for the week’s worth of work, including the learning goals (in student-facing language), expectations for learning, a preview of the assignments,.

Think: Lesson Planning 101. Start with the end in mind: what do my students need to know and how will I know they learned this? If you do one big post with everything in it, you will help students plan out their week. If the unit spans several weeks, you will still need weekly updates with assignment checkpoints to ensure they are progressing and not waiting until the very end.

**Check-in points: WHAT:** You need to make sure you are checking in with students at minimum **twice** each week. You will want to make sure you do this synchronously via Zoom shortly after your first posting and a secondary “check-in” at one other point during the week. Attending virtual classes, posting to discussion boards, email, submitting assignments, etc., all constitute secondary check-ins.

**WHY:** The point is that you want to know students are working and not falling behind. If they are not checking in, we want to catch them early. Consider creating a “water cooler” discussion board for students to post questions and write about issues they are having. You can call it “Questions, Concerns, Comments” as an example. An open forum like this will allow not just you, but classmates to respond as well.

**Communication:** Teachers are expected to monitor their courses on Schoology every school day. All instructions, assignments, resources and learning materials need to be posted and kept up to date in Schoology.

It pays dividends to be overly-clear; we won’t have the benefit of reading the room and clarifying on the fly. Please answer Schoology messages and email within 24 hours.

When a student is falling behind or routinely not turning in work, teachers are expected to reach out to student, parent, and counselor. A short, neutral language email (to all) sharing the concern followed by a phone call home is **best practice**, because it is the easiest, fastest and most reliable way to change the student behavior OR to get a student the support he or she needs. If you are uncomfortable calling home talk to an administrator or counselor.

**Work Load:** Aim for 3-5 hours of class work **per week**, including: time for reading/watching/listening, engaging with peers via discussion boards and docs, attending class virtually via Zoom, assignments/learning tasks, and any “applied learning” and project work. **“Teacher-Facilitated” learning should account for over 50%** of that time. Certain electives as well as Advanced Placement/College Now courses may need to be handled a little differently which will be addressed on a case by case basis in coordination with department chairs and administrative supervisor.

This context of school presents several real dilemmas. A central one: technology is allowing for a continued experience of school and education but we also know that extended screen time has negative health impacts. Please consider carefully the amount of screen time that students will be experiencing for your class. Try to evaluate how much of that is active vs. passive and look for ways to have them access and engage in learning WITHOUT a screen.

Teachers are expected to communicate the following information for **every learning task and assignment**:

- Learning goals clearly stated (what the student will know, understand, or be able to do)
- Nature of task
  - a. This is exposure/introduction of new content (acquire)
  - b. This is an opportunity to practice/make sense of content (meaning)
  - c. This is an opportunity for you to independently apply your learning (transfer)
- What does success look like?/criteria for success (the more a student can spot his/her own success the better)
- Clear instructions that **include a work time estimate** as well as how to access resources and examples

**Grades:** We will be following existing grading and achievement standards found in the 2020-21 Marist Family/Student Handbook. (pg. 18-20) The clearer and more specific you are in communicating what success looks like and your grading criteria, the better. Provide consistent and timely student feedback and documented assessment of learning toward academic content standards. Leverage formative assessment-practices to grow student's ability for independent learning.

**Attendance:** We will be following existing attendance procedures in the Family/ Student handbook. Students not present or tardy (virtually or in-person) at required meeting times should be marked absent. If a student is not meeting secondary check-ins (work completion, discussion boards, Schoology/email messages, or other established check-in routines) reach out to the parent as well the student's counselor.

**Office Hours:** During your virtual periods and designated school-wide afternoon office hours you are expected to be "easily and quickly reachable" to answer student questions. If you will not be available at those times on any given day, please let students know in advance. Additional details regarding office hours will be developed once the hybrid and cohort logistics are established.

## OTHER IMPORTANT CONSIDERATIONS

### Schedules

Our Remote Learning and Hybrid schedules are below. Both scenarios are, by nature, more independent and self-paced. We tried to balance the need for predictability and structure with the need for flexibility... and some grace. In the schedules below, the designated time slot for each class period indicates when teachers will need to check-in with students, can expect students to be available for activities related to the course, and/or when teachers can host synchronous learning via Zoom, and in the case of hybrid, in person. It will take all of us to reiterate to students that school is still in session, just in a different space.

Remote Learning Schedule

	Blue Schedule		Gold Schedule		Spartan Schedule	Blue Schedule		Gold Schedule	
	Monday		Tuesday		Wednesday	Thursday		Friday	
	1	9:00-10:00	5	9:00-10:00	Staff meetings, PACT, Virtual and/or on campus office hours, student work day, club meetings, Student Government, Mass etc.	1	9:00-10:00	5	9:00-10:00
	2	10:30-11:30	6	10:30-11:30		2	10:30-11:30	6	10:30-11:30
	3	12:00-1:00	7	12:00-1:00		3	12:00-1:00	7	12:00-1:00
	4	1:30-2:30	O&B	1:30-2:30		4	1:30-2:30	O&B	1:30-2:30
Office Hours	2:30-3:30	Office Hours	1:30-3:00			Office Hours	2:30-3:30	Office Hours	1:30-3:00

Hybrid Learning Schedule: TBA

## **Best Practices and Reminders:**

*Preload & Vary Your Resources.* Preload all your resources and point to them in your weekly intro and post. Consider the types of resources you expect students to access. It's good practice to add PDFs of readings and to vary the type of media (ie: screencasts, TED talks, video tutorials, podcasts etc.) to make up for you not being in front of them. Include as many downloadable resources as possible so that students can download everything at once rather than being overly dependent on an internet connection.

*Assessments.* Assessments in remote and hybrid require careful planning. Traditional assessments may not be the best use of valuable on-campus time and they can certainly put remote students in a tricky position where a quick Google search makes cheating both easy and tempting. It's our job to create a learning environment that sets students up for success rather than for a moral dilemma. This is a good time to consider other types of assessment. If a traditional test is out, how else can you use formative assessments to evaluate the development of key skills and what students understand? (See Section IV Resources pg. 26)

*Flexibility.* This is actually a good time to adjust your curriculum, try something new, and to take some risks. What is your comfort level? How will you use the synchronous and asynchronous tools? Make your plans, lay out your course, take a deep breath, and be flexible. If something doesn't work, just like in your classroom teaching, adjust and go back or move on. Remember to reach out to your colleagues and tech team for support. We can do this...together.

*Academic Integrity.* A climate of transparency and integrity builds a strong foundation for honesty and preventing cheating. However, a remote or hybrid context can highlight issues. Some guidelines:

- Focus more on academic integrity and less on cheating
- Students adhere to academic integrity when more frequent, lower stakes assessments (including formative assessments) are incorporated into a course.
- Remind students of academic integrity just prior to assessed work
- Build strong connections between your course goals or learning objectives and what you assess
- Communicate clearly and be transparent about the specific, concrete expectations of work in its specific context. Is group work allowed? What materials or technologies may be used?

## **What You Can Expect from Administration**

All of us are experiencing the challenges of this time in our own way. We are all doing the best we can in these circumstances. Administration is here to help, support, and provide resources. Administrators know and understand that you are the foundation of student experience of Marist. Please reach out to an administrator when you have questions, concerns, or ideas.

The Principal will send a weekly communication to students via Schoology and email with updates, announcements, and a reminder that school is still in session. School-wide, administration will communicate with the community at least weekly. Read email communication carefully, review the school calendar, and look for Google Calendar invitations for links to Zoom meetings. Additionally, administrators

will “walk the virtual halls” by checking Schoology and joining classes via Zoom when possible. Administration and counselors will monitor student absences so teachers can plan and teach. This means that teachers will take attendance and monitor and communicate absences and administration and counseling will follow up as to why the student has not attended.

### **What You Can Expect from IT**

The IT department will be monitoring [help@marisths.org](mailto:help@marisths.org) email during normal school hours. Please include a phone number so that we can contact you quickly. All effort will be made to quickly contact you to resolve any issues. This may include remoting into your computer (with permission), sending you a screencast, calling you, emailing, or opening a Zoom session.

### **Contingency Plans if You are Sick or are Unavailable to Facilitate Learning**

If you are unable to facilitate your class, please communicate with the registrar. If you require additional support or need someone to help facilitate a class meeting, please contact your supervisor. Remember, we are all in this together. We are all going to have to step in to help our colleagues through this.



#### IV. RESOURCES

##### **Best Practices for Remote and Hybrid Teaching & Learning**

The flow of online learning is unique. In any given week, we recommend each course accomplish three tasks: preview, prepare, and engage in learning.

	<b>Teacher Posts...</b>	<b>Using These Tools...</b>
<b>Preview</b>	<i>Schoology Update:</i> <ul style="list-style-type: none"> <li>● Overview of the lesson</li> <li>● Objectives &amp; connections to prior lessons/learning</li> <li>● Quick Attendance Check (to ensure students are present and following along)</li> </ul>	<ul style="list-style-type: none"> <li>● Post an update in <a href="#">Schoology</a></li> <li>● Screencast/Video</li> </ul>
<b>Prepare</b>	<i>Schoology Assignment:</i> <ul style="list-style-type: none"> <li>● Course readings (textbook, novel, packets), digital texts, podcasts, video content, recorded lecture, screencast lesson, etc .</li> </ul>	<ul style="list-style-type: none"> <li>● Create/Post content: upload audio, video, screencast, text, links to docs, images...</li> <li>● Access existing curated content</li> </ul>
<b>Engage</b>	<i>Schoology Assignment:</i> <ul style="list-style-type: none"> <li>● Reflective writing, journaling, guided note-taking</li> <li>● Discussion boards, assignment submission, post/share/ respond to audio, video, images, media</li> <li>● Writing, collaborating, peer editing google docs</li> <li>● Virtual labs/simulations; home labs/observations</li> <li>● Remote synchronous class</li> <li>● Practice problems</li> <li>● Research, writing, projects</li> <li>● Online assessments (AP)</li> <li>● Quiz, formative assessment</li> <li>● Summative assessment</li> </ul>	<i>Asynchronous Tools:</i> <ul style="list-style-type: none"> <li>● <a href="#">Schoology</a></li> <li>● <a href="#">Google Suite</a> (docs, slides, forms/surveys, sheets)</li> </ul> <i>Synchronous Tools:</i> <ul style="list-style-type: none"> <li>● Zoom</li> </ul>

### **Best Practices for Video Conferences**

- Be in appropriate clothing when hosting or joining a Zoom session or recording a video submission assessment.
- Be seated at a table, desk, or chair
- Do not host/join a virtual class group or record a video from your bedroom
- Pay attention to what is behind you
- Keep your hands away from your face
- Refrain from eating and drinking during video sessions
- Remember to use the mute function on Google Meet when not talking

### **Ten Tips for Running A Synchronous Class**

A synchronous class can take many forms, and a video conference is certainly not the only way. Below are a few tried-and-tested suggestions to get you started if you do choose to get your class together on Zoom.

1. Determine the length of your class. Holding attention online for over an hour is difficult. Consider this ahead of time.
2. Login ahead of students and greet them when they enter "class."
3. Set up Chat parameters. We recommend allowing public chatting only. We do not recommend allowing students to chat privately. Use the private chat feature as the instructor to catch up late students, nudge students who are not jumping in, ask everyone to respond to a question like you might in class to get a heat check of student understanding.
4. Call roll to bring the class to order. You can ask them to say here, type here in chat, or take a screenshot of your participants list. You will need attendance records for later, so make sure you do this up front.
5. Once class begins, either change your settings to mute students on entry, or, work with your class to establish some shared GoogleMeet norms, such as: mute your mic when not speaking, say your name before you participate (sometimes it's hard to tell who is speaking).
6. Remind students that the same tech rules apply to a virtual classroom as to the physical classroom. No taking or posting images/video of classmates and instructors to the web or to Social Media without permission. Students have the ability to screenshot and screencast.
7. Begin your instruction by sharing your screen and toggling over to your Schoology class. Show the update that you posted for the class; this should have the outline of the work for the week. Walk students through the update, pointing out where the resources and assignments for that week are located.
8. Preview your objectives for the virtual class and any expectations you have of them during the call (notes, participation, response online after class, etc.)
9. Start your presentation, discussion, lesson, etc. Enjoy, for a brief moment, the luxury of teaching in a dress shirt and pajama pants.
10. About five minutes before ending class, go back to your Schoology page and remind students about the upcoming work for the week. This may seem overly-redundant. Just remember: this will be a monumental shift for students and they will need all the clarity and support they can get.

## Resources and Rubrics For Discussion Boards

Discussion boards are excellent ways of fostering peer-to-peer learning. The optional rubrics and resources below are simply meant to make your life easier. You are not required to use them. You absolutely may edit, adapt, or build on them.

### Setting Clear Expectations

When online is the only option for students to share their ideas and questions with one another, it's important to set clear expectations for posting. Here's an example: "Please post your first response by 4PM on Tuesday night. The post must be at least 250 words in length and reference the readings. Be sure to use MLA format for your citations. You must respond to three of your classmates by Friday 4PM. Follow-up posts must be substantive (at least 100 words) and move the discussion forward. Simply saying, "I agree", etc. will not earn credit."

### Resource: Discussion Board DOs and DON'Ts for Students

<b>Do</b> think before you post. Complete the reading or preparation work before you write.
<b>Do</b> post your response early to give your classmates more time to reply. Check back later to see what comments have been added.
<b>Do</b> explain your opinion and use examples to help others understand your points.
<b>Do</b> post something that furthers the discussion and shows depth of thought. The best part of a discussion board is that you get lots of think time before you post. Use it.
<b>Do</b> reply to several of your classmates' posts, adding examples or asking questions.
<b>Do</b> remember that it is harder to tell when something is a joke online. Use humor sparingly.
<b>Don't</b> agree with everything you read. It makes for a really boring conversation. Politely disagree when you have a difference of opinion.
<b>Don't</b> reply to the same people each time. Try to bring in other voices.
<b>Don't</b> get personal. Focus your criticism on ideas and arguments, not on your classmates.
<b>Don't</b> bring the outside in. No inside jokes, references to people who aren't in the conversation, or comments you wouldn't say face-to-face

Top Ten Discussion Board DOs and DON'Ts for Students. From *Power Up: Making the Shift to 1:1 Teaching and Learning* (Neebe & Roberts, 2015). Reprinted with permission.

### ***Tips for Discussion Board Prompts***

Discussion board prompts are just like the prompts you use to start discussions in your class. You just need to adjust them a bit since you will not all be in the same room answering these orally. If you need a bit of assistance with this, here are some things to consider:

- Think about the learning you want students to gain from the discussion.
- What do you want to see in the responses? Convergent ideas (how, what, why), Divergent ideas (predict, if...then), Evaluative ideas (opinion, defend, what if)?
- Since you want to avoid yes and no responses, how might you frame the question in such a way that students have to think before posting and not just answer off the top of their heads?
- Remember, just like in a face-to-face class, sometimes questions just flop. Don't give up; just adjust. Feel free to post a response that clarifies what you are looking for, gives more instruction, or poses a completely new question.
- Once you launch a discussion board, monitor it as you would in a face-to-face class. Avoid jumping in too soon or over-responding. You don't have to respond to every post. Remember you set it up to where they have to respond to their classmates. Allow the exchanges to take place.
- When responding, be sure to model how you want students to respond. Consider including links to support your statements, quotes (cite them), restating a portion of the post you are responding to, and using the name of the student(s) to whom you are responding.

**Rubric: Grading Discussion Board Posts**

Recall that you can add a rubric to any Schoology assignment and click the boxes to score student work. Here's a sample that you could use or adapt.

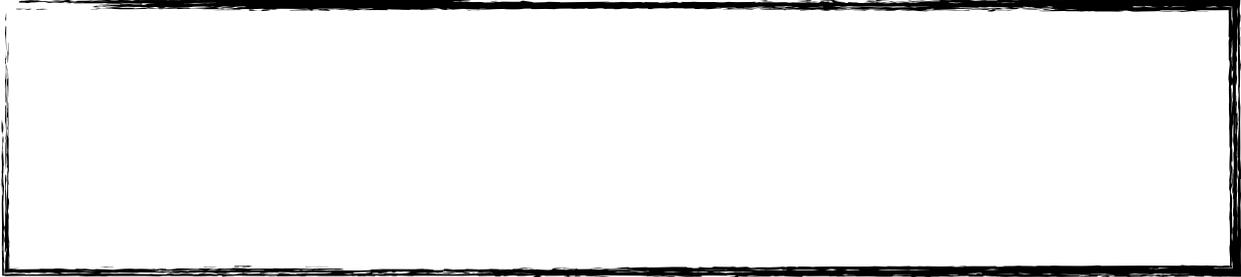
	5	4.5	4	3
Critical Thinking	Response clearly addresses all elements of the prompt. Exhibits attention to detail and mastery of the topic. Student evaluates and synthesizes course concepts, theories, or materials appropriately, using effective examples and supporting evidence.	Response addresses the prompt and demonstrates a clear understanding of the topic. Student applies and analyzes relevant course concepts, theories or materials, using examples or evidence for support.	Response addresses some elements of the prompt. Student summarizes course concepts, theories, or materials. Post may reveal some gaps in understanding or familiarity with content.	Response does not adequately address the prompt. Student relies on statements that are unsupported by course concepts, theories, or materials. Post demonstrates misunderstanding of content and/or a lack of sincere effort.
Engagement	<i>Thought Leader.</i> Asks good questions for classmates to consider. Responds to multiple peers in a manner that advances the discussion. Draws connections between comments. Takes risks in developing new ideas.	<i>Engaged Participant.</i> Asks thoughtful, open-ended questions. Builds off of previous comments in the discussion board. Responds directly to peers in a manner that adds meaning to the discussion.	<i>Skimming the Surface.</i> May ask clarifying or perfunctory questions. Responds to peers in a manner that demonstrates superficial engagement with their ideas.	<i>"Post and Go"</i> Student does not make meaningful contributions to the discussion community. Does not respond to peers, even when prompted to do so. May disrupts the community with discourteous behavior.
Style & Format	Meets or exceeds required word count. Post(s) are practically perfect grammatically. Student consistently provides academic citations for ideas not his/her own.	Meets or nearly meets required word count. Post(s) may include a few errors that are minor enough that they do not distract the reader. Student references sources for ideas, but may do so inconsistently.	Meets at least 80% of the required word count. Post may include errors that distract the reader but do not detract from the argument. Student does not provide citations for sources.	Falls significantly short of the required word count. And/Or post contains multiple flaws that seriously confuse the reader. Student does not engage sources, and thus, none are cited.

Adapted from the University of San Francisco Educational Technology Master's Program scoring guides and the Phillips Exeter Academy Harkness Discussion rubric.

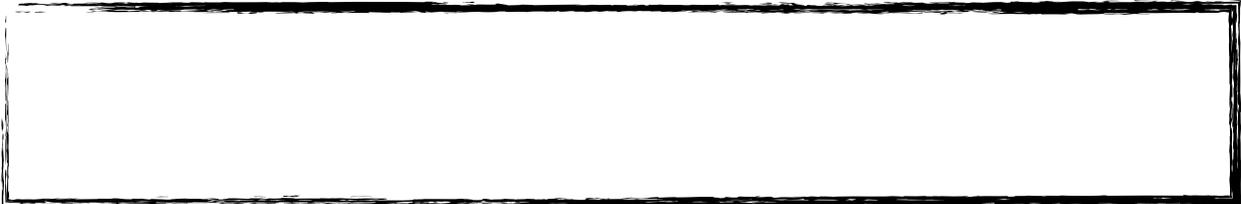
## Plan For the Week Template

Plan for the Week of:

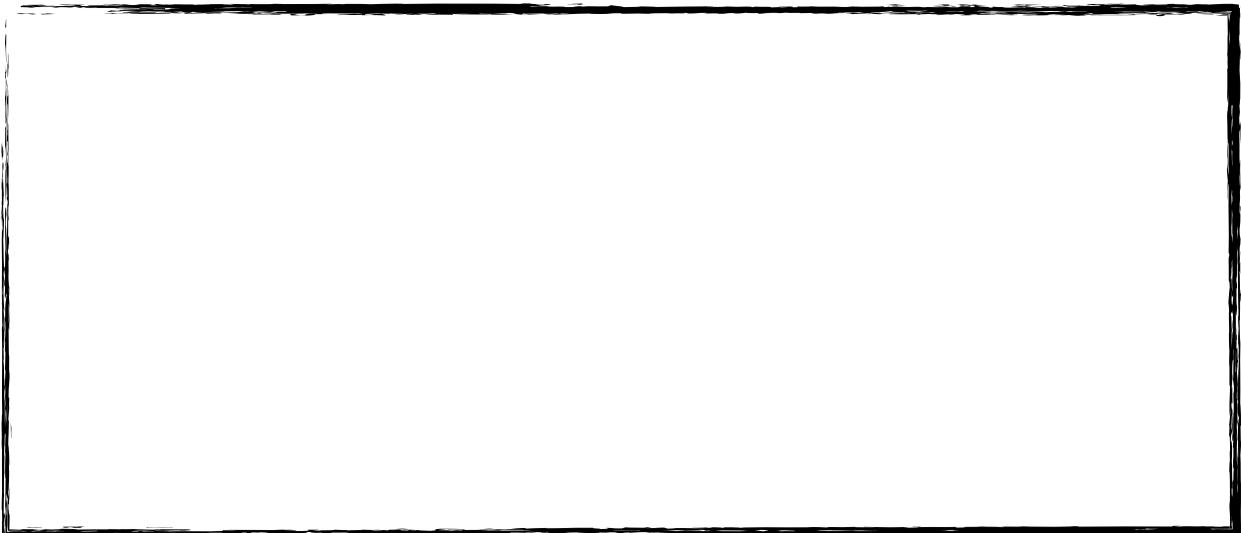
*At the end of the week you will know, understand, and/or be able to do the following:*



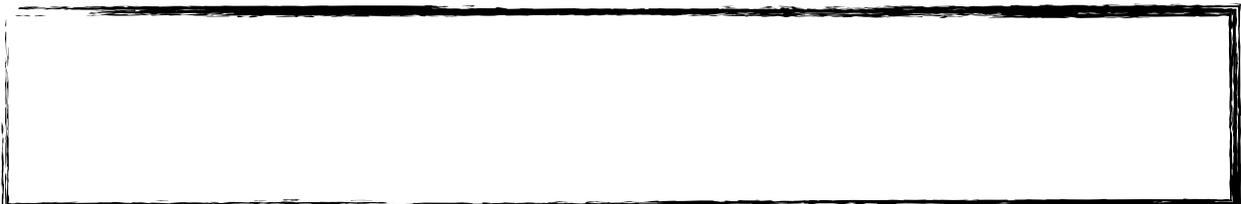
*Why does this learning matter? (Consider using essential questions)*



*The plan for the week (What, time est., and when):*



*Communication and feedback plan*



## Plan For the Week Example

Plan for the Week of: 4/6-4/11

*At the end of the week you will know, understand, and/or be able to do the following:*

Understand: Text X reflects our assumptions about many issues. Not through authorial intent, but because that is how texts work.

Do: Maintain a thoughtful dialogue with someone you disagree with and identify source misunderstandings that may partially contribute to that disagreement

*Why does this learning matter?*

Meaning is dynamic and is shaped by many factors. What we think we know or understand is always shaped by things we are not always aware of. Our ability to live in community with others requires an ability to honestly acknowledge our disagreements while striving to understand each other more fully.

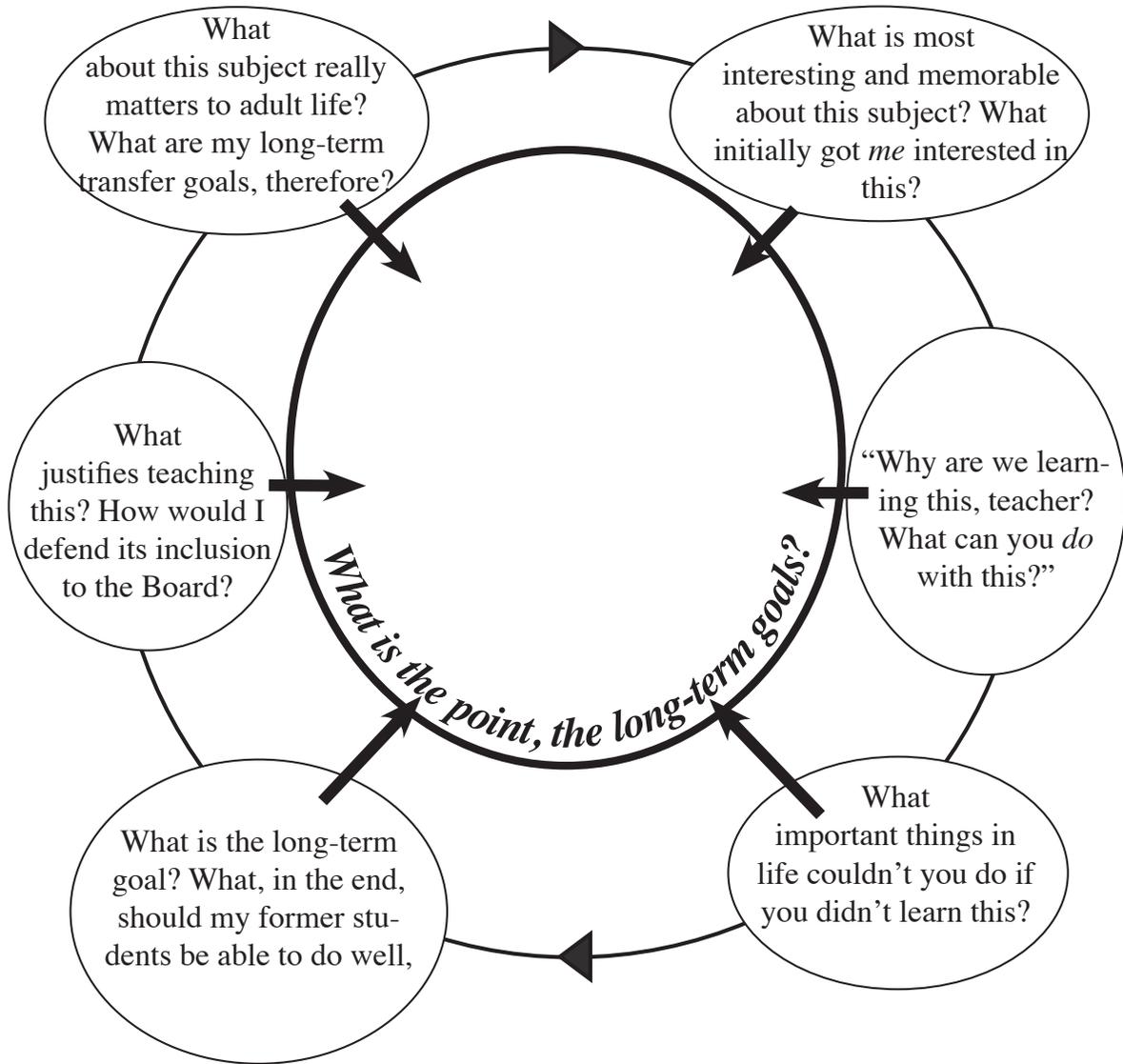
*The plan for the week (What, time est., and when):*

1. Required check-in and overview=15 min. (9am Monday)
2. Read chapters 3-7 and complete reflection=1-2 hours (self-schedule)
3. Conversation= 30 min. (Live Wednesday 9-9:30 OR Discussion Board #3)
4. Post-Discussion Shared-Reflection= 30min (Due on or before Friday at 4pm)

*Communication and feedback plan*

I have set aside the following check-ins for your questions about the week= Tuesday office hours and Wed. class time 9:30-10:00 (Do the instructions make sense, do you have the resources you need, how much time are you spending on this?)

## ***My Teaching: What's the Point? What are my long-term goals?***



# Course and Content Prioritization Tool

Gaining Clarity on Our Goals

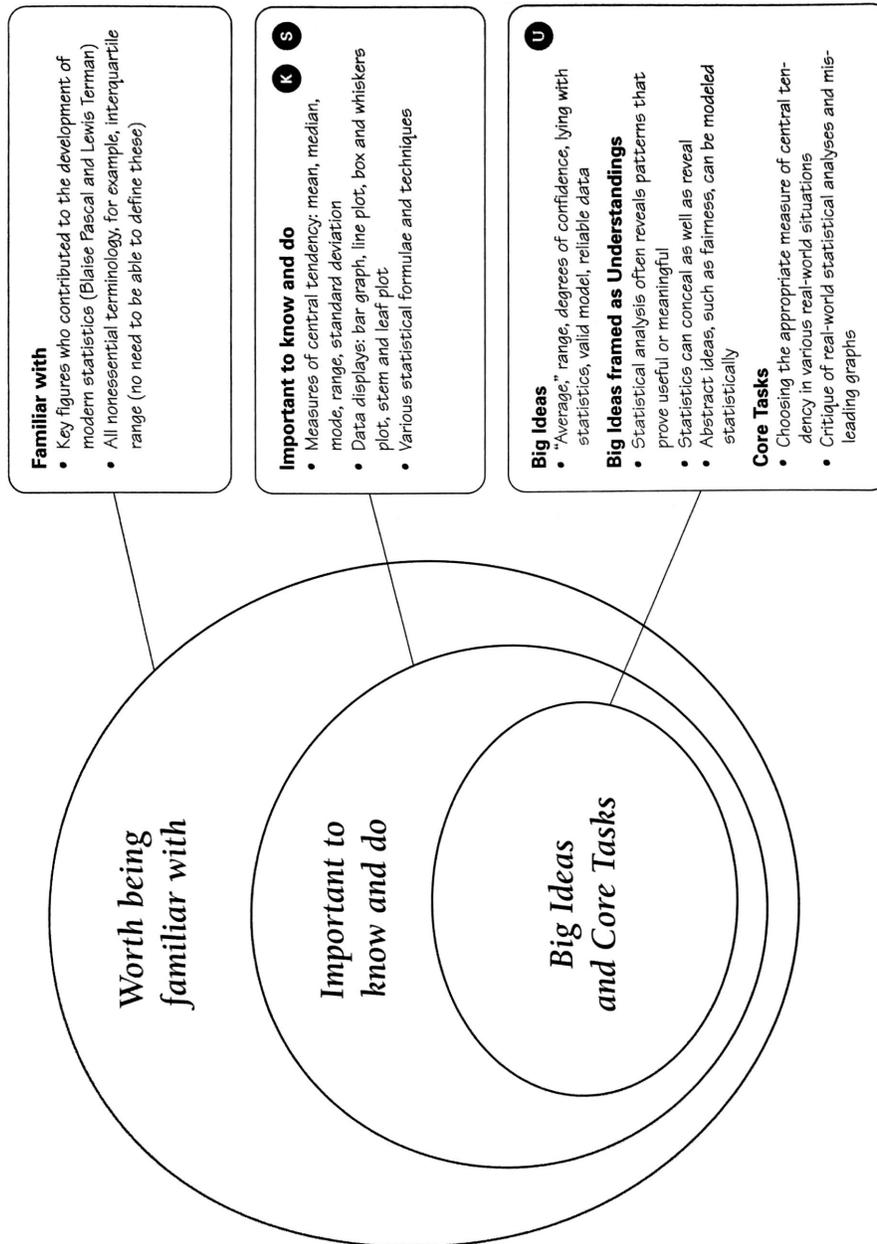
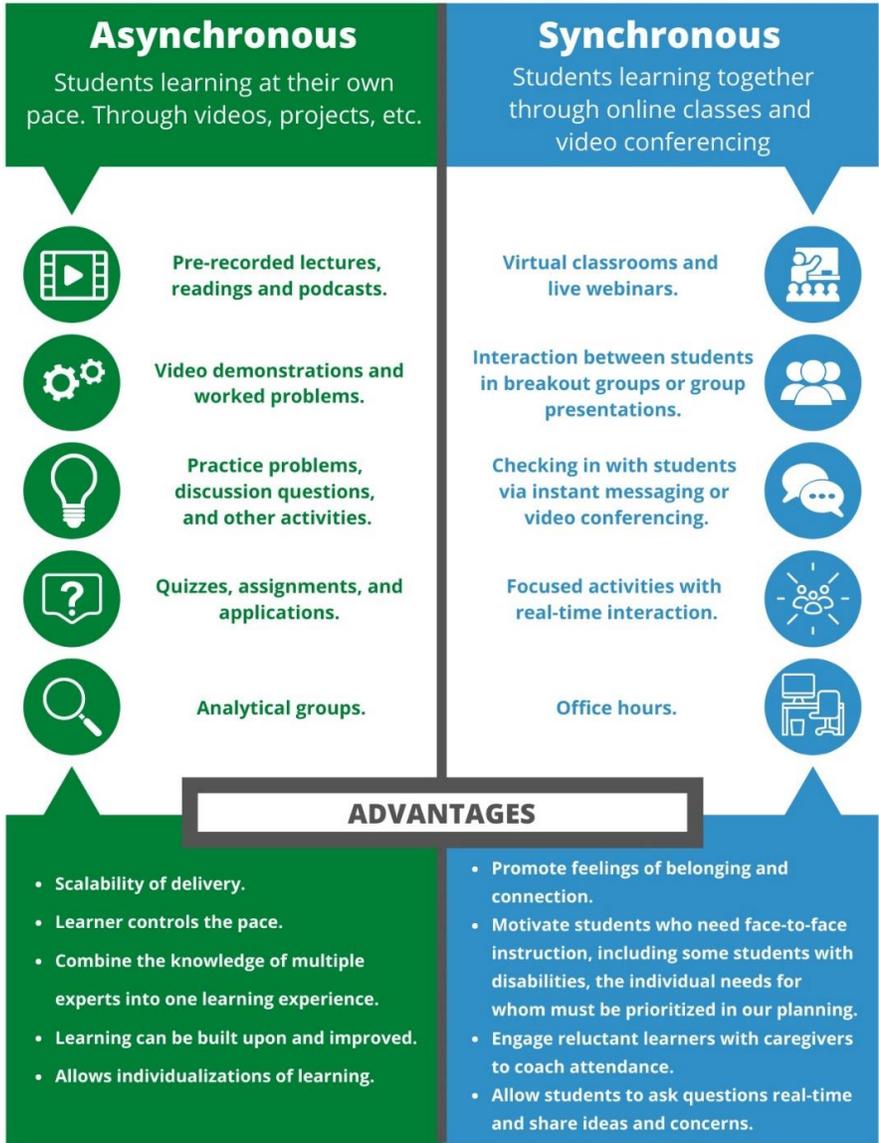


Figure 3.3  
Clarifying Content Priorities





# Instructional Delivery



## **Planning Cross-Curricular and Interdisciplinary Work**

Working with colleagues in other departments can be an excellent way to help ease the planning burden for you, the workload for your students, and to create meaningful and engaging curricular that allow students to see connections and relevance in what they are learning.

1. Keep it simple. Whether allowing an assignment to count as a twofer or planning to co-teach a unit, being clear about why and what you hope students will learn through the cross-over experience should be paramount. Focus student attention on the outcome and avoid introducing a host of new procedures, processes, and techniques.
2. Communication and time. Who will answer questions from students, parents, counselors and administrators? What is your plan to communicate the what and why to all students? The more your plan breaks from convention and norms at Marist the more important it is to communicate with parents, counselors, and administration. Does your plan fall within the parameters of the existing schedule? If it requires students to engage with you and each other outside of that schedule, what is the plan to minimize complications and conflicts with their other classes, schedules, and activities?
3. Feedback and evidence of success. What will success look like? How will you gather and process feedback throughout and at the end? What role will students play in determining the impact that the course of study has on them?

### Planning Reflection Questions

- How can we help minimize the number of learning tasks and assignments that an individual student has and maximize their attention and interests?
- What big ideas and questions of the discipline and course are likely shared with other departments? How can that be used to create crossover assignments and learning tasks?
- What disciplines can help my students make deeper connections to ideas, concepts, and skills of my own?
- What disciplines and teachers would I love the opportunity to work with?
- What assignments and projects do I have that have been successful and could easily be adapted to other disciplines?
- What are the barriers that keep me from collaborating with others and how can I commit to finding ways to work around them?

### Some Resources

<https://www.thoughtco.com/cross-curricular-connections-7791>

<https://resilienteducator.com/classroom-resources/cross-curricular-lesson-plans/>

## **Planning Project-Based Learning**

Project-Based Learning is particularly suited to both remote and hybrid scenarios. Well-designed Project-Based Learning (PBL) balances and taps into the best of Teacher Facilitated and Applied approaches as well as synchronous and asynchronous strategies. The teacher becomes primarily a coach, guide, and resource and the student becomes increasingly responsible for choosing, doing, and managing.

PBL starts with a perspective of what true “transfer” of knowledge and skills looks like. It builds from the premise, “What should a person with a strong understanding of this be able to DO independently with their learning?” A second premise underlying PBL is that deep learning occurs when students are given the time, resources, and support to do meaningful and relevant work with the subject, topic, or material.

PBL requires a great deal of up-front planning and on the fly adjusting but can be incredibly rewarding as you begin to learn alongside your students and see them begin to see the relevance and beauty of your discipline

### Some Resources

- [Overview](#)
- <https://www.pblworks.org/>
- [http://www.ascd.org/publications/educational\\_leadership/sept10/vol68/num01/Seven\\_Essentials\\_for\\_Project-Based\\_Learning.aspx](http://www.ascd.org/publications/educational_leadership/sept10/vol68/num01/Seven_Essentials_for_Project-Based_Learning.aspx)
- <https://www.cultofpedagogy.com/project-based-learning-lesson/>

## **Assessment**

Assessing student learning is often challenging in the best of circumstances. Applying ordinary forms of assessment in extraordinary times may be one of the biggest challenges we face as educators. You are encouraged to use these times to rethink how and why you assess student learning.

- What are your own assumptions about assessment? What are your practices and why do you do what you do?
- How do your students experience your practices?
- What is your understanding regarding the differences between Formative and Summative assessment?

### Some Resources

[The Case for Classroom Assessment](#) (incl. discussion of Formative and Summative)

[Academic Integrity in a Pandemic](#)

[A Hitch Hiker’s Guide to Alternative Assessment](#)

# Planning Guide for 2020-21 School Year

## Planning Pathway for 2020-21 School Year



### Shared Expectations for Planning

- In your planning, prioritize connection, coherence, understanding and deep learning over getting through and covering content.
- Students taking the same course taught by different teachers should have a similar experience in terms of course goals, content, projects, scope, and sequence
- Using the [Desired Results Planning Tool](#), identify desired results for the year for each of your courses. (Submit one completed form before 9/4 to your department chair for each course offered in the department for the 2020-21 school year.) This should be distributed to your students along with your course syllabus.
- In lesson planning think and communicate in terms of **AMT**.
  - Acquire:** Student is being exposed/introduced to new content
  - Meaning:** Student is given an opportunity to practice/make sense of content
  - Transfer:** Student is given opportunity to independently apply learning

### 1. Make it Stick

What really matters? What do I believe my students have to understand, know and be able to do at the end of the school year? What 3-5 things should they be able to DO independently with their learning when they finish the course?

Be as clear and specific as you can. What results do you desire for your students and what evidence will you look for that those results are being met? Use the [Unit/Course Prioritization Tool](#) and the [Backward Planning Tool](#) to guide this thinking.

## **2. Consult and Collaborate**

Work with your department to create a coherent and cohesive map of those goals and outcomes. Use the questions in the Planning section of the Learning Plan (Pgs. 4-5) to guide these conversations.

For each course you teach complete a [Desired Results Planning Tool](#). Submit it to your department chair by 9/4 and include it in your syllabus. Teachers of like courses should submit the same completed form.

## **3. Structure the Experience**

What kinds of things will your students be doing for your class. Does that nature of that work and those activities align with what you hope students will be able to DO independently at the end of the course? What resources are you giving them to navigate and solve problems when they don't have access to you? Important questions to answer before the year begins:

- What is the experience your students will have from home?
- When we implement a hybrid approach, what kind of experience will your students be having on campus? (Around 3 to 12 students at a time a few days every other week)
- How are you creating coherence and community for all of your students?
- How do you know your students are having an experience that is manageable and meaningful? How will you monitor and adjust?
- How can you give students meaningful choices about what, when, and how to learn?
- How can you give students opportunities to collaborate and work together?

## **4. Establish Shared Routines and Expectations**

Use the learning plan to create, communicate, and reinforce Marist's approach to teaching and learning in extraordinary times. The following elements are expectations that should be held in common by all teachers for all courses. (Shared Expectations Pages 8-10)

- ***Posting and Updating in Schoology***
- ***Check-in Points***
- ***Communication***
- ***Work Load***
- ***Grades***
- ***Attendance***
- ***Office Hours***

## Research Informed Strategies for Remote and Hybrid Learning

Distance and Hybrid learning are not new. As a result, there are plenty of research-informed strategies that Marist has compiled to help support parents and students.

### Monotask, not multitask

Help your child monotask. This means, no phone, Netflix, video games, or Gchat during class time. They should not have non-academic applications, windows or browser tabs open on their laptop during online class sessions. Encourage your child to set their phone to "do not disturb" and put it in another room while working – they can check it during breaks in the school day.

### A good study environment aids good studying

Set up a good study environment. Your child should not do online classes in bed, and ideally not in their bedroom. Try to avoid spaces where there are distractions. Try to avoid spaces with clutter because many students find this distracting. Your child should not listen to music while "doing" an online class. However, music while studying is an interesting question. It seems to help some students on some tasks (perhaps because it might reduce anxiety), but hurts others. Listening to music is not bad per se, but your child needs to find out what works for them.

### Strong self-advocacy is always crucial – now even more so

Encourage your student to be a strong self-advocate and communicate with teachers when they have questions or concerns, or even then they just feel they need to check in with their teacher and chat. This can be done by email or by requesting a one-on-one virtual meeting on(ask during an online class or by sending them a short email). If at any point they are wondering, "what should I do now?," just ask.

### Everyone benefits from help with scheduling

One thing that might happen in the course of this distance learning experience is that your child may be given more projects and longer tasks that require more independent work. Balancing the demands of several projects at once is something that many students of all ages find challenging. Help your child break down and schedule tasks for asynchronous projects. If necessary, help them monitor their progress, help them decide if switching strategies might aid their progress, or help them determine whether a satisfactory end point has been reached.

### Support your child's metacognition

Metacognition aids learning. You can help by asking questions, such as:

- What are your big learnings or takeaways from the day?
- What's challenging? / What do you have questions about? / What don't you understand yet?

(and suggest they reach out to the appropriate teacher by email, one-on-one check in, or writing down their question(s) to ask in the chat of their next meeting).

Where possible, help your child bring in prior knowledge from experiences they have had in the past. And help them make connections, again where possible, between their work and the things in the real world. We tend to overestimate how automatically students make these connections, so help them.

### Emotion and cognition are interlinked

Emotion and learning are intertwined, both in your child's brain and in their everyday experience of school. Having an emotional well-being check in can help — if they are feeling stressed with school, giving them space to offload those feelings can help them focus on learning. They can talk to you, talk to a friend, or even write or draw.

Relationships help buffer stress, so staying socially connected is an important part of being a successful student during distance learning. But take note of the monotasking vs. multitasking comment above, and separate out social time from work time.

Exercise, diet, and sleep help reduce stress as well as improve overall health. Going for a walk or run, while practicing responsible social distancing, can be tremendously beneficial for overall well-being and learning.

Research suggests that mindfulness and meditation techniques can benefit students of all ages. There are many free online resources, such as the apps recommended earlier in this plan. Even if your child is a skeptic, attempt to get them to try a few things out and to see if they can find something that works for them.

Play is important for students of all ages. Make time for play. EVERY student needs

\*PDF time: (**P**lay time, **D**own time, **F**amily time)

\*Source: Denise Pope, Stanford University

Do things that aren't on screens in leisure time.

## Quick Links for Tech

If you don't find an answer to the exact question you have, a great first step is to search for the software/program name + function + tutorial (such as "GoogleMeet record meeting tutorial"). And of course, you can email the tech team with questions.

### Schoology

- [Posting an update](#)
- [Posting an assignment](#)
- [Grading student work](#)
- [Sharing and annotating documents](#)
- [Creating a discussion board](#)
- [Creating a quiz or assessment](#)
- [How to create a poll](#)
- [Embed a Youtube video](#)
- [Individually assigning work to specific students](#)
- [Uploading audio, video, and images](#)
- [Submitting assignment - student view](#)
- [How to view teacher comments - student view](#)

### Zoom

- TBD

### Google Suite

- [Creating and sharing a doc](#)
- [Inserting hyperlinks within a doc](#)
- [Creating a Google Form \(survey\) and viewing responses](#)
- [Creating and sharing a Google Slides deck](#)
- [Hosting a Google Hangout Meet](#)

## Elements of this guide are loosely adapted, modified from the following resources:

*"Flexible Plan for Instructional Continuity" from Sacred Heart Preparatory, Atherton, CA*

*"International School Resources for Virtual School" (Google Drive Folder)*

*"Next Vista: Facing an Emergency and Switching to Online Learning"*

*"Concordia International School, Shanghai: When Virtual Learning Is Your Only Option"*

*"George Washington University Tools for Instructional Continuity"*

*"Oregon Department of Education Comprehensive Distance Learning"*