Instructional Planning Workgroup
Recommendations: WORKING DRAFT

Instructional Planning Workgroup:

For successful learning experiences to occur in the flexible manner necessary including a "hybrid" learning environment what do students and staff need to have or experience? What parent support and training needs to occur and exist to support their students?

Areas for recommendations

1. **Learning Management Tools:** Provide input on digital learning platform and structure to enable adaptable learning

2. **Content:** Guidance for scope and sequence, including outcomes and assessments

3. **Learning Experiences:** Develop adaptable learning frameworks and accompanying training for stakeholders

4. **Intervention / Mitigation:** Identify and mitigate for those who find accessing their learning challenging

Format of Recommendation

1. Area**:** as listed above recommendations are divided by the 4 areas in the original organization of the Instructional Planning Committee

   Assurances

   A. Assurances are listed by letter and written in terms of experiences or services we assure all students/families will access.

Recommendation	Musts	Considerations & Committee Notes
1.A.1 Recommendations are numbered. The first number is the Area to which the recommendation relates. The letter is the assurance related to the recommendation. The final number is the number of the recommendation for that Area and Assurance.	Musts describe what the committee recommends must be included during implementation of the recommendation.	‣ Considerations are additional notes to offer clarification of the committees intent and discussion or to identify related efforts or concerns impacted by the recommendations

Note to steering committee: our notes are getting quite extensive so we are moving them to this format to easily feed the areas of the weekly report and help members track the recommendations. All these recommendations will get another round of review by the committee before being finalized. Many of the recommendations are building on efforts and district priorities that are in the works. Notes in red indicate areas that either the committee has not revisited since their brainstorm session or that need further discussion. Highlighted areas are areas that we are drawing your attention to as they may intersect other committees or we want to make sure the steering committee gives us feedback if there are any questions or concerns.

3. Learning Experiences: Develop adaptable learning frameworks and accompanying training for stakeholders

Assurances
A. Positive Behavioral, Social-Emotional Supports (PBSES) will be applied to live, hybrid and remote learning environments.
B. Students will be provided with teacher-led, engaging instruction using high-leverage instructional practices.
C. Students (and guardians) will have access and opportunity to consult with their teacher.
D. Students will have access to modified learning experiences in electives, learning experiences and courses that present unusual challenges with social distancing and enhanced safety considerations.

Recommendation	Musts	Considerations & Committee Notes
3.A.1 Teachers develop positive relationships with and among their students Note to steering committee: The 3A recommendations are to continue to build PBSES and ensure we apply PBSES to hybrid and remote learning settings by both giving it a priority in the fall and creating space to maintain PBSES throughout the year.	Teachers learn students' backgrounds, interests and needs using an equity lens. (Apply strategies used in live instruction to Hybrid and Remote learning schedules.)	‣ It is important for all teachers to be given permission to take time to get to know their students and not rush academic instruction. Includes special needs, 504 plans… ‣ **Secondary:** Consider a common school (ISD?) survey to get information on the spring learning experience. Solicit help from ELL staff, other support staff for students with exceptional needs. Also use engagement data and information from spring (school-wide and from staff) – if using tech, be sure there is a non-tech option for families with tech access/language access challenges. (Same as families with EVP challenges) ‣ *See Positive Relationship Grid for remote/hybrid (Greetings at door, Smile/Be Nice, 5:1, Effective Communication, Establish/Maintain/Restore, Positive Relationships/Community w/ Students, Positive Relationships/Community w/ Parents) - Be clear about how to do this if we start all-remote
	Teachers foster a supportive classroom community encouraging and monitoring safe, respectful and engaging student-to-student interactions. (Apply strategies used in live instruction to Hybrid and Remote learning schedules.)	‣ It is critical for all teachers to be given the space within the modified scope and sequence to maintain relationships and the classroom community. ‣ Build on teacher training on culturally responsive and trauma-informed practices
	Elementary: K-5 Teachers take the first three days of school to complete family connection conferences (similar to WAKids for K). Note to Steering Committee: this is one of the elementary recommendations that may need your attention.	‣ Builds relationship with family, teacher ‣ Different than curriculum night ‣ ISD provide checklist/survey of questions to ask (best way to communicate, what went well/not in remote learning 1.0, tech needs, parent schedule, get to know you questions, need for school supplies (provide questions in advance) ‣ Teacher shares what the fall schedule will look like, how LMS will use

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3.A.2 Schools will maintain and/or continue to develop their PBSES programs and supports	Time will be dedicated in a remote (and hybrid) environment to PBSES / SEL. ‣ Includes elementary class meetings: - During hybrid schedule: More discussion is needed on the frequency of class meetings - During all-remote learning: More discussion is needed on the frequency of class meetings	‣ **Secondary:** Leverage advisory / flex time / homeroom when available, develop a school plan for SE checks ‣ Teachers will engage weekly in PBSES monitoring and engagement - Occasional check in on "how you are doing" in the class (1x per week) - During all-remote attach social-emotional check-ins and connections to live stream experiences / options - Use live-days during a hybrid schedule for social-emotional learning and check-ins - How using PBSES skills within the content? Integrate social-emotional learning strategies during academic instruction
	Establish school-wide and class behavior expectations during live, hybrid and remote learning.	‣ Use a positive behavior approach (teaching positive behaviors, 5:1, trauma informed…) in the teaching and reinforcement of new safety rules (distancing, masks…) only applying discipline when necessary. ‣ Include expectations of behaviors expected during a live stream session ‣ **Elementary:** Include expectations related to social distancing and how classrooms will be organized for enhanced safety considerations (supplies, use of bathroom...) ‣ Consideration: How will we maintain staff safety with students who cannot comply with safety precautions (distance, masks…)? ‣ ISD will provide guidelines for live streaming, other common issues unique to hybrid/remote teaching
	Teachers will continue to implement Proactive Classroom Management Strategies, and apply PCM strategies to remote learning environments.	‣ *See PCMS Grid for remote/hybrid (Organize classroom to maximize productivity, visual schedule, post, teach review expected behaviors, teach & manage transitions, motivation system, cue system, manage independent student work time, communication, providing mult. Opportunities to respond, mobility/prox to redirect behavior, teach/model/reinforce prosocial behaviors, goal setting/performance feedback routine, strategic relationships w/ all students, Positive relationship strategies).
3.B.1 Establish, communicate and monitor access, inclusion and academic engagement for continuous learning.	Teachers will communicate their remote and hybrid learning plans with their fall class/course descriptions/syllabus.	‣ Definitions: - Access – Ensuring students have the tools, resources and information needed to access learning, including the provision individual accommodations. (ex: alert support staff if they identify a student need, making sure students have access to materials before setting the assignment
	ISD / schools will develop a plan for regularly distributing instructional materials, books, copies, etc. during any period of all-remote learning.	

Recommendation	Musts	Considerations & Committee Notes

	ISD will develop a plan for consistent engagement monitoring across schools using an equity lens.
	
	Schools will develop a plan (using an equity lens) for identification and engagement / monitoring of students who have demonstrated challenges accessing remote learning.
	
	Teacher and building information must be translated in the families preferred language.
		- Inclusion – Designing instruction to engage students using culturally responsive, trauma informed and inclusive practices. (SEL See above, see office hours below) Incorporating choice/voice.
		
		- Academic engagement – setting high expectations of learning for all and appealing to student interests and strengths through differentiation and incorporation of student voice and choice (allowing for multiple ways to engage in and express learning).
		
		‣ Provide time and support for teachers to develop and communicate their hybrid/remote learning plans. Plans will provide clarity about the following:
		  - How and when assignments will be posted
		  - How and when live and pre-recorded lessons will be posted or scheduled
		  - How students will be able to get support for their learning (ex: office hours…)
		
		‣ Be sure the syllabus / plan is in the same place in Canvas/Clever for all teachers.
		
		‣ ISF/ISD will be providing additional school supplies to students in need
		
		‣ Use counselors and other staff/specialists to assist teachers in supporting exceptional learning needs and jump on this early for students who did not engage in the spring.
		
		‣ Additional resources: Canvas Zero Activity Report, risk monitoring in Homeroom

3.B.2 Schools will maintain a routine schedule for learning.	**During all remote instruction**, synchronous activities will be coordinated through a school-wide weekly schedule. Note to steering committee: we were unclear as to whether the scheduling committees would be developing guidelines or a schedule for during remote learning. Our committee could make recommendations but feel that it is important that a schedule is developed early (August or September) for a couple reasons: 1. So it is ready. 2. So teachers can plan for what they	‣ **Elementary** schools will conduct synchronous activities on a schedule, coordinating with specialists. Consider the experience of families supporting multiple students at home.
		‣ **Secondary** schools will conduct synchronous activities on a coordinated building schedule when teachers will be able to conduct synchronous activities.
		  - Consider different periods or subjects on different days rather than teaching all classes every day remotely
		  - Teaching would be at the class-level not the course level (combining sections). Smaller is better.

Recommendation	Musts	Considerations & Committee Notes
	<mark>will have to do with their own children if a stay-at-home order is given.</mark> <mark>Also, should the instructional planning committee make recommendations of student time of engagement during remote learning – this is a hot topic and something members feel is critical to know in order to develop a framework for all-remote teaching.</mark> ‣ ISD will develop parameters for each level, then each school develops a remote learning schedule within the parameters (<mark>establish by the end of September</mark>) ‣ Must coordinate for intervention / specialists (Special education, ELL, Title/LAP, para's) ‣ Must accommodate students who have other factors competing for attention at home (sibling care for example) through posting recordings of synchronous activities and use of office hours.	- This provides predictable access to students / teachers. This does not assume a replication of live instruction via live streaming. ‣ **Consideration**: Teachers need resources for flipped pedagogy, project based learning, LBD / UDL, online learning pedagogy. ‣ **Consideration**: Can ISD identify conditions when a school may need to revert to remote learning (# of cases…) ‣ **Consideration**: How will we deal with Subs/sick days for staff during remote learning? ‣ **Consideration**: Address publically the issue of accountability and what a parent/student does if their experience doesn't match the published expectations. Provide direction to parents on how to apply our current 'complaint' policies and communication standards in the CBA. Can we be sure to set common expectations and be clear on what is NOT expected?
	During a Hybrid schedule, Needs further discussion. Leads are working on proposed language for discussion on 7/14 Assumptions: ‣ K-1: 4 days in-person instruction, one day remote ‣ 3rd-12th: 2-days in-person instruction, 3-days remote ‣ 1 day for additional planning, PD and lesson/resource development associated with managing hybrid learning ‣ Teachers are not actively engaged with students (live streaming) on at-home instruction days beyond office hours	Elementary Notes: ‣ TLS will continue to provide resources for remote aspects of learning along with the Essential Learning plan and weekly learning targets, bank of lessons, videos from which teachers may draw as part of their resources for remote learning days. ‣ Integrate SS/Sci with literacy where possible ‣ Remote learning day activities would seek to limit how much instruction parent would need to manage ‣ Live instruction may focus on small group, 1:1, writing, tech 1:1, R/W/M ‣ At home focus on applying learning and other content ‣ Focus on R,W,M during live and most other subjects would be done with the bulk completed at home ‣ Consider the flipped classroom strategies where developmentally appropriate

Recommendation	Musts	Considerations & Committee Notes

	Teacher/learning plans will be communicated via the LMS (Canvas/Seesaw), in advance enough for students / families to be able to plan for supporting learning. ISD will develop clear guidelines for staff. (see notes committee notes)	‣ Typically families should be able to use LMS to plan ahead for the next week (on Friday should be able to see what is coming on Monday)
		
		‣ Ideas for ISD guidelines:
		  - the Friday before the next week's plan is up to date
		  - Due dates posted 48 hours before due. (before any penalty)
		
		‣ By plan this means the plan, not all the resources.
		  - Recognize the plan may be adjusted during the week in response to student needs
		  - Leverage Canvas (calendar and notifications), Seesaw calendar and announcements
		  - Include Learning targets for the week
		  - Include the weekly schedule
		  - Assignments / due dates

3.B.3 Teachers will provide direct, engaging instruction for essential learnings	**During remote learning** instruction will include the following:
	
	‣ **Use of LMS to communicate** unit plan, due dates, access to assignments
	
	‣ **Ensure students have an opportunity each week to ask questions about the week's expectations during a live-streamed class or class meeting.** (best if there are multiple ways for students to ask for clarification – blog, office hours, phone…)
	
	‣ **Regular use of pre-recorded/recorded video lessons by the teacher** so the student regularly experiences the teacher voice and teacher engagement with students and content. (see notes)
	
	‣ **Instructionally focused (scheduled) live streamed lessons** (during a regular school week, students should be provided live instructionally-focused engagement with the teacher at least once per week or every 2-3 sessions at the secondary, and More discussion needed at the elementary level (see notes)
		‣ Remote learning weekly schedule could impact these recommendations. For example may want to go to a modified block each day to keep engagement – 3-4 periods a day rather than 7-8 periods each remote day.
		
		‣ **Elementary:** teach parent how to view Seesaw from student log-in & provide guide/tip sheet and examples to teachers (ex: PPT of weekly learning plan, visual schedule)
		
		Notes on regular use of pre-recorded video lessons by the teacher
		- Purpose:
		  ▪ For asynchronous learning, the 'daily' lesson (though there may be exceptions on some days) for each class / subject
		  ▪ Provides a connection to the teacher, taught in the voice of the teacher, demonstrates teacher's engagement with students
		  ▪ Used to teach skill, concept / learning target
		- Does not preclude (in fact encourages) collaboration with other teachers but the teacher voice is regularly present. (Ex: teacher introduces videos from their team or other sources.)

Recommendation	Musts	Considerations & Committee Notes

	‣ **Structured learning activities** (daily)
	
	‣ **Student-to-student interaction, collaboration and/or discussion** built into each week's learning plan at least once. (may be integrated with live stream lessons and linked to threaded discussions)
		- May include recordings of live streaming sessions
		
		- Short, developmentally appropriate (3-20 minutes)
		
		- Ed Tech/TLS will provide tip sheets and supported tools for types of recording (screen capture, doc cam, provided web cam) including accommodations (ADA)
		
		Notes on instructionally focused (scheduled) live streamed lessons
		
		- Purpose:
		  ▪ Allows for active, live engagement with the teacher, asking questions during instruction
		  ▪ Allows for teacher-led discussions
		  ▪ Allows for student discussions / breakout rooms
		  ▪ Increases ownership and sense of the classroom as a learning space and learning community
		  ▪ Increases student engagement for many students
		
		- May be small group or whole class (not typically combined classes) (1:1?) Some students may be called into additional small groups to address learning needs
		
		- Limit in length (generally keep in the 10-30 minute range depending on age.)
		
		- Accommodations may be needed for students uncomfortable with being on video live
		
		- May link to a threaded discussion
		
		- Attendance 'expected, participation may vary. Video and post for those who cannot make the live stream.
		
		- TLS specialist and collaboration with teachers to provide examples of high leverage uses of live streaming for specific content areas.
		
		Notes on structured learning activities
		
		- Purpose:
		  ▪ Apply or practice learning

Recommendation	Musts	Considerations & Committee Notes

		▪ Engage in inquiry / exploration
		
		Notes on student-to-student interaction, collaboration and/or discussion
		- Purpose:
		   ▪ Build classroom community
		   ▪ Leverage peer supports
		   ▪ Opportunity to express learning to an authentic audience
		   ▪ Leverage group participation / collaboration tools in Canvas
		‣ Note: just like in live instruction, some students will miss expected learning experiences (attendance) and we find ways to help keep their learning on track and attendance isn't the direct impact on their achievement / grade.
		‣ Committee discussion continues as we look for clear guidelines, and ensure we indicate the supports needed at each level to make the guidance feasible for teachers while providing for student learning needs.

	During hybrid learning instruction will include all of the following: ‣ More discussion is needed in this area. Leads are developing recommended language for discussion and to clarify what is expected on in-person days and remote days when the teacher is with other students in-person.	‣
	Instruction will be designed to blend digital and non-digital learning materials and experiences in a developmentally appropriate manner.	‣ For K-8 students: Teachers should be clear on what learning activities that happen remotely will require direct or indirect parent support and what parents should expect to be completed independently.
3.B.4 Establish a transition plan for when a school needs to transition from Hybrid to Remote learning	TBD – committee has not generated ideas for this yet. It came up in both elementary and secondary discussions on 7/9. Assumptions: - May have a 2-week closure of a school due to localized outbreak	‣ Address the issues that happen when two groups on different schedules need to be combined. ‣ Provide for teachers to adjust their plans.

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	- May have a system-wide stay-at-home order for a longer 3-12 week period (or longer) Planning may be different for these two types of closures.	
3.C.1 All staff will have office hours indicated in their web presence (Canvas / Clever) when students/guardians may access them to address questions.	Yet to be discussed by the committee.	‣
3.D.1 Notes on provisions for learning that presenting unique challenges with enhanced safety regulations.	**Elementary Specialists** ‣ **Elementary Activities** ‣ **Secondary Music** - **Secondary PE** - **Labs** **Sequential-Cumulative courses** (world languages, math…) ‣ **Courses with external controls of Scope & Sequence** ‣	‣ Instructional Planning Committee needs to know if there are directions for any of these areas from other committees and whether the steering committee would like the Instructional Planning Committee to address frameworks for these areas

Parking Lot (from all meetings so far)
‣ How do we communicate differently when wearing a mask to reach all learners (hand signals, how express emotion, body language…)
‣ Allow for flexible grouping, etc. in remote/hybrid learning
‣ What about those who cannot access remote learning components: are learning experiences required/expected? How accommodate increase in absence?

‣ Might be beneficial to highlight for families why remote learning looks different from a traditional 6 hour day. Could the district potentially communicate what is realistic/developmentally appropriate? Communicate clearly/from the beginning the purpose of the plan, developmentally appropriate time frames.

‣ How can we increase parent connections / conferences (routine for X days)

‣ ASAP labs, tutoring remotely?

‣ Student broadcasts – permission to post online?

‣ Teacher workload and management
   o Create learning plans that don't cause teachers to have to manage two separate learning plans at once.
   o How will we deal with the likelihood of more students on extended absences? (Quarantined, cold symptoms that cause more exclusion than in the past…)
   o Consideration of amount of copying during hybrid learning (materials going back and forth)
   o In hybrid how do we avoid double planning for teacher? Does 1-week on, 1-week off.

‣ Supporting unpredicted transitions
   o Can we build a system that is nimble enough to do full remote for some while some are in school? Nimble enough to seamlessly switch between in person and remote? who needs what help to move in this direction?

‣ Concern about the amount of screen time – needs to provide for non-screen/off-line options / activities
   o How is this different in Hybrid v Remote

‣ How do we grade work completed at home, providing resources/ideas for teachers

‣ Share Routines: how to support a consistent routine (train parents and students), know when more support may be needed and when there could be an expectations of independence

‣ What happens at home, what happens at school? Flipped classroom?

‣ Live Streaming: class meetings, asking questions, small groups…

‣ Grading and homework concerns / clarifications

‣ Flag Essential Learnings that are the focus of feedback (ECT)

‣ Communication /engagement: come families struggle with keeping up with communications in normal times, how do we develop strategies to both help families manage communications and provide for the differences in communication needs and styles?
   o translation and multiple modalities
   o Don't over-rely on e-News

‣ Tech Specification
   o Are we prepared with all of our digital tools for the retirement of Flash in 2020?

‣ When in full remote (or remote days) are we aiming at a full student day of content? Return to this when we have the information from the scheduling committee.
   o Is there a time limit (instructional minutes) is DL 2.0? (when combining synchronous, asynchronous and practice/assignments) Is 'time' the right metric?

‣ How do we support remote learning when parents cannot or do not support the student (both working, etc).

‣ Parent PD: who to deliver? requests for tech support, but also learning support such as how much help is too much, and maybe a parent meeting weekly to lay out the expectations

‣ Attendance

‣ For scheduling committee – can teachers teach hybrid MT and ThF remote?

‣ Teacher managing combination of live and remote – how structure their time

‣ Direction needed to use of live streaming safety for small group and 1:1.

‣ How frequent and for how long would teacher office hours be conducted?

‣ Any questions pertaining to what specialist instruction looks like

‣ Teachers will provide direct, engaging instruction for essential learnings.

‣ Are there specific aspects of access, inclusion and engagement that the committee feels MUST be monitored regularly by all schools?

‣ The committee expressed concerns on how the classroom (social distancing) set up impacted instruction, knowing "small group" best practices are what is developmentally appropriate for student learning. It was noted that flexible spaces would need to be maximized and more paras may be needed.