



DRAFT - Teaching & Learning Structures

April 2, 2020

Purpose

The purpose of this document is to provide K-12 certificated and classified staff an overview of new school-day structures to better support our students and families during school closure.

These frameworks are designed to meet the following goals:

Goal: to provide students and families <i>sufficient structure</i> to	...so as to
<ul style="list-style-type: none">• Improve predictability in a time of uncertainty• Offer support for routines at home	<ul style="list-style-type: none">• minimize stress and maximize social-emotional well-being• strengthen support systems between home and school
Goal: to provide you with <i>sufficient flexibility</i> to	...so as to
<ul style="list-style-type: none">• Meet the unique needs of their students and families• Explore ways to leverage technology resources• Grow professionally and in collaboration with colleagues	<ul style="list-style-type: none">• bridge the gap in ways educators know best• maximize learning opportunities and student engagement• stay connected to one another in learning communities

Learning Zones & Periods

You will notice in each schedule that follows below (for pre-K, elementary, middle, and high school), specific windows of time are dedicated for teachers and students to enter into teaching and learning. *There are many opportunities and ways to engage students in these windows of time.* Several examples are bulleted above each schedule.

The purpose of introducing schedules is to be able to provide sufficient structure to the learning-at-home experience for students and families, while providing teachers sufficient flexibility to engage students within those schedules.

When will this take effect?

Please anticipate following these structures beginning Tuesday, April 21. The document will be sent to staff, along with a modified version for parents, the week of April 13.

A non-exhaustive Q & A list is included at the end of this document to help guide our work within these parameters.

Elementary School

What happens in the “learning zone”?

- Two-way communication/instruction (synchronous); and/or
- One-way assignment of tasks (asynchronous); tutorials; and/or
- Student independent work; and/or
- Formative assessment; feedback; and/or
- Differentiated outreach (teacher to student); individual or group assistance; and/or
- “Office hours” (open-ended; student specific needs; student/parent consultation)

Time	M	T	W	Th	F
8:00-9:00	Team/Dept.*	Team/Dept.*	Team/Dept.*	Team/Dept.*	ILT
9:00-11:30 “Learning Zone”	Engage students in learning across content areas & monitor engagement in instruction Specially-designed instruction for students with disabilities	Engage students in learning across content areas & monitor engagement in instruction Specially-designed instruction for students with disabilities	Engage students in learning across content areas & monitor engagement in instruction Specially-designed instruction for students with disabilities	Engage students in learning across content areas & monitor engagement in instruction Specially-designed instruction for students with disabilities	Engage students in learning across content areas & monitor engagement in instruction Specially-designed instruction for students with disabilities
Student lunch / physical break 11:30-1:00	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning
1:00-2:00 “Learning Zone”	Provides access for students to Specialists' curriculum and instruction rotation (art, music, PE, library, etc.)	Provides access for students to Specialists' curriculum and instruction rotation (art, music, PE, library, etc.)	Provides access for students to Specialists' curriculum and instruction rotation (art, music, PE, library, etc.)	Provides access for students to Specialists' curriculum and instruction rotation (art, music, PE, library, etc.)	Provides access for students to Specialists' curriculum and instruction rotation (art, music, PE, library, etc.)
2:00-2:30	Student- contact/help or IEP participation	Student- contact/help or IEP participation	Student- contact/help or IEP participation	Student- contact/help or IEP participation	Student- contact/help or IEP participation
2:30-3:30	Elective PD or Job-alike convenings	Elective PD or Job-alike convenings	Hold for possible staff meetings	Elective PD or Job-alike convenings	Elective PD or Job-alike convenings

*Note: Team/Dept. time can be scheduled at a different predetermined time if agreed to by team and principal

ECEAP and Developmental Preschool – AM/PM sessions

What happens in the “learning zone”?

- Two-way communication/instruction (synchronous); and/or
- One-way assignment of tasks (asynchronous); tutorials; and/or
- Student independent work; and/or
- Formative assessment; feedback; and/or
- Differentiated outreach (teacher to student); individual or group assistance; and/or
- “Office hours” (open-ended; student specific needs; student/parent consultation)

Time	M	T	W	Th	F
8:00-9:00	Staff Collaboration*	Staff Collaboration*	Staff Collaboration*	Staff Collaboration*	Staff Collaboration*
9:00-11:30 “Learning Zone”	Engage students in learning by embedding content and monitor engagement in instruction: e.g., circle time, student learning activities Specially-designed instruction for students with disabilities	Engage students in learning by embedding content and monitor engagement in instruction: e.g., circle time, student learning activities Specially-designed instruction for students with disabilities	Engage students in learning by embedding content and monitor engagement in instruction: e.g., circle time, student learning activities Specially-designed instruction for students with disabilities	Engage students in learning by embedding content and monitor engagement in instruction: e.g., circle time, student learning activities Specially-designed instruction for students with disabilities	Job-alike Collaborative planning Team engagement and planning District and/or Program PD
Student lunch / physical break 11:30-1:00	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning
1:00-2:00 “Learning Zone”	Establishing calls with families to support learning and provide support for individual needs	Establishing calls with families to support learning and provide support for individual needs	Establishing calls with families to support learning and provide support for individual needs	Establishing calls with families to support learning and provide support for individual needs	Job-alike Collaborative planning Team engagement and planning
2:00-2:30	Hold and attend IEP meetings, complete other program requirements	Hold and attend IEP meetings, complete other program requirements	Hold and attend IEP meetings, complete other program requirements	Hold and attend IEP meetings, complete other program requirements	
2:30-3:30	Elective PD or Job-alike convenings	Elective PD or Job-alike convenings	Elective PD or Job-alike convenings	Elective PD or Job-alike convenings	District and/or Program PD

*Note: staff collaboration time can be scheduled at a different predetermined time if agreed to by team and principal /program supervisor

Middle School

What happens in a period?

- Two-way communication/instruction (synchronous); and/or
- One-way assignment of tasks (asynchronous); tutorials; and/or
- Student independent work; and/or
- Formative assessment; feedback; and/or
- Differentiated outreach (teacher to student); individual or group assistance; and/or
- “Office hours” (open-ended; student specific needs; student/parent consultation)

Time	M	T	W	Time	Th	F
8:00-9:00	Team/Dept.*	Team/Dept.*	Team/Dept.*	8:00-9:00	Team/Dept.*	ILT
9:00-10:30	Period 1	Period 3	Period 5	9:00-11:30	15 min. transition	15 min. transition
					Period 1 (45 min.)	Period 4 (45 min.)
10:30-11:30	Student-contact/help or IEP participation	15 min. transition	Student-contact/help or IEP participation		Period 2 (45 min.)	Period 5 (45 min.)
		Period 6 (45 min.)			Period 3 (45 min.)	Period 7 (45 min.)
Student lunch / physical break 11:30-1:00	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning	11:30-1:00	Teacher lunch / Planning	Teacher lunch / Planning
1:00-2:30	Period 2	Period 4	Period 7	1:00-2:30	Period 6	Student-contact/help or IEP participation
2:30-3:30	Elective PD or Job-alike convenings	Elective PD or Job-alike convenings	Hold for possible staff meetings	2:30-3:30	Elective PD or Job-alike convenings	Elective PD or Job-alike convenings

*Note: Team/Dept. time can be scheduled at a different predetermined time if agreed to by team and principal

High School

What happens in a period?

- Two-way communication/instruction (synchronous); and/or
- One-way assignment of tasks (asynchronous); tutorials; and/or
- Student independent work; and/or
- Formative assessment; feedback; and/or
- Differentiated outreach (teacher to student); individual or group assistance; and/or
- “Office hours” (open-ended; student specific needs; student/parent consultation)

Time	M	T	W	Time	Th	F
8:00-9:00	Team/Dept.*	Team/Dept.*	Team/Dept.*	8:00-9:00	Team/Dept.*	ILT
9:00-10:00	Student-contact/help or IEP participation	Student-contact/help or IEP participation	Student-contact/help or IEP participation	9:05-9:50	<i>5 min. transition</i>	
					Period 1 (45 min.)	Period 4 (45 min.)
Student lunch / physical break 10:00-11:30	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning	9:55-10:40	<i>5 min. transition</i>	
					Period 2 (45 min.)	Period 5 (45 min.)
				10:45-11:30	<i>5 min. transition</i>	
					Period 3 (45 min.)	Period 6 (45 min.)
11:30-1:00	Period 1	Period 3	Period 5	Student lunch / physical break 11:30-1:00	Teacher lunch / Planning	Teacher lunch / Planning
1:00-2:30	Period 2	Period 4	Period 6	1:00-2:30	Student-contact/help or IEP participation	Student-contact/help or IEP participation
2:30-3:30	Elective PD or Job-alike convenings	Elective PD or Job-alike convenings	Hold for possible staff meetings	2:30-3:30	Elective PD or Job-alike convenings	Elective PD or Job-alike convenings

*Note: Team/Dept. time can be scheduled at a different predetermined time if agreed to by team and principal

HS Rationale:

- HS teacher experiences so far reflect Increased student participation with learning engagement times later in the day
- Eliminating the gap between learning engagement blocks may increase continuity of student engagement
- Having more distinct morning (M-W) and afternoon (Th-F) sessions for Student contact/help or IEP participation increases flexible options
- Adding 5-min. transitions between learning engagement sessions serves a more practical purpose than the original 15-min. transition prior to them
- Having the “Student lunch/physical break” at a different time M-W for HS and MS may be an advantage for families

Q & A

Q: Why the structured approach now?

A: It has become clear from stakeholder feedback that in order to do our jobs efficiently, some structures for how we engage families and our colleagues is now needed. There is such innovative work being done by staff across the district and we want to continue to support each other in these efforts by better coordinating our time. The goal is that the “end-users” – our students and families – have a more predictable and scaffolded experience as they adjust to learning in this environment.

Q: Might a more structured approach increase stress rather than reduce it?

A: The goal for a more structured approach to teaching and learning is to support more predictable and reliable routines for students and families, while providing teachers sufficient flexibility in determining “the how” we are engaging students in learning. In doing so, we all have to be especially mindful of different family circumstances and unique sources of stress, including our own situations. Challenges remain around access to technology and a wide range of families’ abilities to assist their children when trying to juggle work responsibilities. The common approach in these uncommon times is to keep the social-emotional needs of our students and families in the forefront; to monitor and adjust the “just right” approaches for new learning with students’ and families’ unique situations in mind. This is why we are emphasizing a “hold harmless” learning environment characterized by formative feedback instead of letter grading*, flexible use of technology, and supportive check-ins.

*College-in-the-high school courses may be an exception here, where grades may be required by the partner institution depending on students’ registration status.

Q: Am I expected to provide direct instruction in the “learning zones” / periods?

A: The expectation is not direct instruction for the entirety of these windows of time, just like it would not be in a regular classroom environment. Launching a lesson may take on different forms in this environment: could be direct instruction and monitoring student progress via Zoom, a learning prompt delivered through Canvas or Google Classroom, or an email directing students to an assignment or project on your website. It may be that you intermittently engage via technology within a learning period (i.e., check back in toward the end of the window of

time), or check back in later in the week. Throughout, the goal is to differentiate your approach to engage as many students as possible, providing them as tailored supports as possible, within these windows of time.

Q: Do learning zones / periods need to be synchronous?

A: No, as stated in the previous section, teaching in a “live” synchronous environment is one of several strategies that can be used during the designated learning times. The key will be to communicate to your students and parents what your methods will be for these learning periods.

Q: Can students connect with our classroom asynchronously?

A: Yes, and we should expect some students will need to check in at different hours than their designated learning times. For example, a student who needs to assist his family’s business during the day might engage in his third period work in the evening. This does not mean teachers need to engage the student “live” during the evening, but rather the student has what he needs to continue his work at a time that works for him and his family.

Q: What if students and families have circumstances that makes engaging in these structures difficult, or even impossible?

A: The common approach is to keep the social-emotional needs of our students and families in the forefront; to monitor and adjust the “just right” approaches for new learning with students’ and families’ unique situations in mind. This is why we are emphasizing a “hold harmless” learning environment characterized by formative feedback instead of letter grading*, flexible use of technology, and supportive check-ins.

Q: I understand how structures will provide greater consistency, predictability, and promote helpful routines at home for students and families. But what about the elementary family with one Chromebook and multiple students?

A: Remember, the learning zone does not need to exclusively entail direct, “live” (synchronous) instruction the entire window. Work can be staggered within these windows of time so as to mitigate competing for the one Chromebook. Teachers will need to continue to work with families to assess their unique challenges, including access to devices.

Q: Do elementary specialists need to exclusively engage their students between 1:00-2:00pm each day?

A: We recommend elementary specialists engage students in a scheduled rotation similar to how they would by grade level during a regular school day. Because of the complexity of a K-5 rotation schedule and different staffing arrangements among 18 elementary schools, these schedules will need to be arranged at the local school level with support from each principal.

Q: Can teams/departments meet at other times than the 8:00-9:00 am hour, given family or other responsibilities?

A: Yes, in consultation with their principal, teams/departments can flexibly choose when to collaborate outside the 8:00-9:00am hour.

Q: What happens in the “Elective PD” and “Job-alike convenings” window of time? How flexible is that?

A: Quite flexible. Staff can choose to engage in predetermined PD offered by district personnel. They (or their team) could also choose to enter into a “virtual forum” facilitated by a content director, in order to share best practices, challenges, and offer support to colleagues across the district. Example of elective PD: leveraging Google Classroom tools. Example of job-alike convening: Anne Arnold setting up a predetermined day(s) to convene (not lead PD, just create Zoom collaborative space) for primary grade teachers.

Q: I see this message is directed to classified staff. What role do paraeducators have in supporting these structures?

A: Principals will continue to direct complementary work of paraeducators to support the learning zones/periods and specific students that need support.

Q: What about elementary conferences (originally scheduled for the week of April 20)?

A: Since there is adequate time built in for parent outreach within these structures, and the expectation remains the same to engage all students in learning, additional formal conferences are not necessary at this time.