Boyd Buchanan School
Digital Learning Plan

KEY TERMINOLOGY FOR ONLINE LEARNING

Asynchronous: Class interactions happen via a Learning Management System (Google Classroom or Seesaw) without real-time interaction. Students engage in class materials and complete work at their own pace, within a given timeframe, often using discussion boards to provide peer-to-peer engagement.

Synchronous: Class interactions happen in real time, at the same time. This is achieved using video conferencing or online chats. Zoom Meet will meet the needs for live class meetings. You may also have chats through Zoom.

Screencast: A digital video recording of your computer screen with audio narration. For Mac users, we will use QuickTime. Windows 10 also has a screen recording tool built in to their software.

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.

MODULE-BASED TEACHING

Teach In Small Modules

Try to think about what you want to cover in the course of the week and break it up into small chunks for students to work through and submit. Try to keep videos short so that students can maintain their attention. Make multiple videos covering small sections of the topic. Do not record an hour long lecture and expect students to maintain focus throughout.

Office Hours

Office hours will be available daily and class periods will be scheduled during the week. During that time, be available to answer questions, provide more examples, and facilitate discussions. Understand that some students may thrive in the asynchronous environment and may not need the office hours.

Detailed Instructions and Rubrics

All assignments must have detailed instructions and a rubric when appropriate is very helpful to guide students' work. Google Classroom provides a rubric tool within their assignment window now. Make sure your lesson plans on Renweb provide the details students need to navigate the week's work.

Video Update

Students want to see you. Rather than posting everything in text each week, plan to create a video where you outline the contents of the weekly module. Although we may not have face-to-face meetings, we can still connect with our students.

Be Aware of Your Instructional Setting

As you think about screencasts and video conferencing, plan to have a location in your home where you can present in a professional manner. Maybe take a poster or two from your classroom to help create an educational climate. Be aware of your dress and student dress in the video chats. Try to maintain a teacher-student atmosphere, even though you are recording from home.

Assessments

This will be one of the most significant challenges. Cheating in this environment will be tempting and easy for students if we give traditional tests. Think about alternative forms of assessment due to the difficulty of testing in this environment. How can you evaluate a unit without a test? What projects could demonstrate the students understand the skills for that unit? How can you assess what the students learned?

FACULTY AND STAFF EXPECTATIONS

EXPECTATIONS FOR TEACHERS

- Email will be used to communicate formally with parents.
- RenWeb/FACTS should be up to date at all times. Extra attention should be given to directions, due dates, and assignment details in this platform.
- Grade level announcements and information drops may lessen the amount of communications that parents and students have to keep up with. (i.e. A shared Google doc with the following week's expectations may help a grade level see the full picture of expectations for the grade in one glance.)
- Teams will determine a consistent method for collaboration and include admin. Teams will collaborate often to ensure a smooth roll out and to view the holistic picture for all students.
- Feedback to students will be given on assignments, even if it is just a thumbs up. Voice and video feedback is extremely valuable to your students when possible.
- Teachers will email parents a general update at least once a week in addition to copying parents on all student communication.
- Teachers in K-5 will include one video a day that students can look forward to. This may be a "Good morning!" video or an instructional video. Video is encouraged as much as possible to maintain consistent personal contact with students. Please do not make video lectures that exceed the length of a mini-lesson.
- Monitor the morale of your class and the workload of the students carefully. You have the latitude to make good decisions for the well being of your students.
- Please report student concerns to parents via email as well as with your building administration or the school counselor. Topics of issue may be not logging in regularly, missing assignments, improper posting, etc. Remember to lead with understanding and an open mind.
- Please maintain a healthy work/life balance. Keep lines of communication open between all departments and consult your admin. if you are having any difficulty in this new frontier of learning. We are here to support you!

EXPECTATIONS FOR COUNSELORS

- Weekly updates of wellness reminders
- Mini-lessons that you would have presented in a class can be delivered via screencast or Zoom
- Communication with administration regarding those who may need reminders to stay on task and complete lessons that are being delivered
- Zoom counseling sessions scheduled with those who may need social/emotional support during the time that school is closed. (on-going counseling for those that would be in the que if school were in session)
- Google Forms SEL check-ins may be used to determine needs for students
- Sickness check-ins for families affected by sickness
- You Can Book Me link to your calendar to set up times for meetings
- Other regular duties that apply to each counselor's assigned school

EXPECTATIONS FOR SOAR TEACHERS

- Accessibility daily with students through Zoom sessions
- Student attendance is not required, but highly recommended
- Any sessions that students do not attend can be emailed to students for future reference
- Tests and quizzes will be read to students as needed during scheduled sessions or recordings of the material
- Extra resources and instruction can be provided through screencasting as needed
- Accommodations for 504 plans will be provided as needed for students

EXPECTATIONS FOR LIBRARIANS

- Accessibility for teachers to get technical support
- Accessibility for students/parents to get online support for research, reading, or any other information
- Continuation of class meetings as normally scheduled
- Email reminding all students and parents about check out procedures for online reading upon notification of a school closure
- Email to teachers describing check out protocols for faculty during the school closure: How to check out a book/resource in the absence of the librarian, how to find resources teachers may be in need of reaching, etc.
- Email a document reminding teachers of each online program available to school along with the proper login information

WHAT YOU CAN EXPECT FROM ADMINISTRATORS

- Weekly review of lesson planning/modules
- Visits in Classroom Zoom sessions as needed
- Review of gradebooks
- Review of Assignment posting in RenWeb/FACTS (5-12)
- Weekly grade level Zoom contact to check in with teams to determine needs and assess progress
- Reach out to parents of students who may be struggling in the new system of learning
- Handle disciplinary issues
- Assist teachers with planning or technical difficulties that may arise
- Be a campus presence day to day to ensure that the facilities are maintained and matters addressed
- Continue work with the admissions department and the administrative team as necessary

WHAT YOU CAN EXPECT FROM TECHNOLOGY STAFF

In the event of a school closure, the technology department will be available to provide remote assistance during school hours. Technology staff will monitor the BBS Helpdesk and will have the capability to provide remote technical support through ZOHO Assist. Please leave a phone number in all support requests so that we can contact you quickly and provide the best possible support. A website with helpful screencasts and PDFs has been created for you to review the most common tools necessary to successfully conduct online classes. You may access it at: https://sites.google.com/bbschool.org/bbstechnology/home

Teacher Absence and Communication

Communicate immediately with the school administration and create a plan for delivering content for the day/s if the teacher is sick.

BEST PRACTICES FOR ONLINE LEARNING AND TEACHING

(Neebe & Lopez, 2020, used with permission)

	Teacher Posts	Using These Tools
Preview	● Overview of Lesson ● Attendance if having synchronous class	● FACTS ● Google Classroom ● Quicktime and YouTube
Prepare	● Course Readings ● Digital Textbooks ● Podcasts ● Video Content ● Recorded Lecture ● Screencast	● Create your own content ● Access curated content from online sites such as TED, BrainPop, Khan Academy, etc.
Engage	● Reflective writing, journaling, guided note-taking ● Discussion boards, assignments, post/share/respond to audio, video images, media ● Writing, collaborating, peer editing Google Docs ● Virtual labs and simulations ● Synchronous class session ● Online assignments ● Research and writing projects ● Quizzes, formative assessments ● Projects	<u>Asynchronous Tools</u> ● Google Classroom ● Google Docs ● Google Slides ● Quizlet ● Kahoot! ● Flipgrid <u>Synchronous Tools</u> ● Zoom

HIGH SCHOOL SYNCHRONOUS CLASS SCHEDULE

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30-10:30	1st Period	3rd Period	5th Period	6th Period	Principal Time
11:00-12:00	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
1:00-3:00	2nd Period	4th Period	Office Hours	7th Period	Principal Time

Although, 2-hour block is available for each class, this length meeting would not be ideal, even with a lot of material to cover. These blocks give teachers more flexibility on the time of day they would like their classes to meet. Teachers may not schedule meetings outside of these times so that students do not have schedule conflicts between classes. When possible, please try to adhere to the following guidelines.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30-10:30	English 6-8	SS/History 6-8	--6th Grade 4th Period Electives --7th Grade 6th Period Electives --8th Grade 7th Period Electives	Bible 6-8	Team Meeting Time --Discuss next week's plan --Student concerns --upcoming projects, tests, etc.
11:00-12:00	Office Hours	Office Hours	Office `	Office Hours	Office Hours
1:00-3:00	Science 6-8	Foreign Language 6-8	Math 6-8	--Band/Phys. Ed./Chorus --7th Grade 7th Period Electives	Principal Time

9

- Post your meeting time with the link to the Zoom session in Google Classroom and in your lesson plans on FACTS. Make sure you publish this time **at least** 24 hours ahead of time.
- Try to keep your meeting time consistent each week to avoid confusion.
- Consider hosting the same session twice within the window to provide students a little flexibility. This also allows you to teach to smaller groups.
- Use these sessions to present material that may need more explanation. The office hours on Tuesday and Friday are more appropriate for student questions.

Ten Tips for Running a Synchronous Class Meeting
(adapted from Neebe & Lopez, 2020)

1. Determine the length of your synchronous session. Holding attention online can be challenging.

2. Login ahead of students and greet them as they enter the "class".

3. Establish class parameters for asking questions and chatting. Use the chat function for students to ask questions, rather than having open mics for everyone. Encourage them to Mute their audio while you are teaching.

4. Ask students to state their name when they begin to speak. With 15-20 participants, it could be difficult to figure out who is talking.

5. 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 any social media sites.

6. Begin by sharing your screen and showing what you have posted for the week and outline your expectations. Walk students through the resources and assignments for the week.

7. Make sure students understand the objectives of the virtual class and the expectations for what they are to do after the session ends.

8. Take a few minutes at the end to revisit the expectations for the week. While it may seem redundant, this will be a new experience for students and the clarity of expectations will be helpful.

DISCUSSION BOARDS

Discussion boards are excellent ways of fostering peer-to-peer learning. Google Classroom has a discussion board assignment type that you can use. Discussion boards may bring out the voice of students you typically do not hear from in a face-to-face discussion. Another great tool is Flipgrid. Consider the following:

- What do you want students to gain from the discussion?
- What do you want to see in the responses?
- How can you frame the questions to have students think before they post?
- Sometimes questions just flop… You can adjust through the week. Post a response that clarifies what you are looking for or even presents a new question.
- Monitor the discussion just like you would in an in-class session. You don't have to respond to all of the posts, but feel free to add your voice to the conversation when it would help move the discussion forward.
- Frame your responses in a way that models what you expect from the students.

Setting Clear Expectations

When developing a discussion board topic, be very specific and set clear expectations for students' posts and replies. For example: "Post your first response by 5 PM on Tuesday night. Your original post must be at least 250 words and you must reference the course readings and materials. You must cite your sources. Follow up with three of your classmates by 5 PM on Friday with posts of at least 100 words. Responses of "I agree" or "Good point" will not fulfill the requirements of this assignment."

Discussion Board DOs and DON'Ts for Students

1. DO think before you post. Complete the reading or preparation work before you write.
2. DO post your response early to give your classmates more time to replay. Check back later to see what comments have been added.
3. DO explain your opinion and use examples to help others understand your points.
4. DO post something that furthers the discussion and shows depth of thought. The best part of a discussion board is that you get lots of time to think before you post. Use it.
5. DO reply to several of your classmates' posts, adding examples or asking questions.
6. DO remember that it is harder to tell when something is a joke online. Use humor sparingly.
7. DON'T agree with everything you read. It makes for a really boring conversation. POLITELY disagree when you have a difference of opinion.
8. DON'T reply to the same people each time. Try to bring in other voices.
9. DON'T get personal. Focus your criticism on ideas and arguments, not your classmates.
10. DON'T bring the outside in. NO inside jokes, reference 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.

SOFTWARE RESOURCES

Several software programs and online resources are offering free access to schools affected by COVID-19. Please let me know if you need an administrator to set up the accounts. If you use these programs regularly, this may be a great option for your class.

The following companies have already announced special licensing terms for communities affected by COVID-19. I will update this list as new terms are announced.

- Screencastify
- Nearpod
- Kahoot!
- Pear Deck
- Edpuzzle
- Kami
- WeVideo
- BrainPOP
- Hapara
- Tyker

Other websites that may be helpful:

BBS Library: Students can still access our databases, Overdrive, and other resources remotely.
Discovery Education: We now have Google Sign-In enabled, so your email is your login.
Khan Academy
TED-Ed: Lessons Worth Sharing
NYTimes Learning
History Channel Education
PBS Education
Canva: Free, collaborative graphic design website.

Mr. Womack's Technology Resources Website

DISTANCE LEARNING RESOURCES

Shake Up Learning Blog on Online Learning During a Closure

Alice Keeler: Distance Learning With Google Slides

Google in Education Blog