# Online Learning Expectations & Support

# *This document provides an overview of expectations from the curriculum department, teachers, and students in order to ensure positive engagement in online learning. The document is divided into three sections:*

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| *Curriculum support models* | *Teacher Expectations* | *Sample schedule* |
| At Home LearningCurriculum Courses | [Online Learning Expectations](#_Elementary_Classroom_Teacher)PLC ProcessesOnline Learning Planning Tool | [Daily Schedule for Teachers](#_Sample_Schedule_for)[Schedule for Student Learning](#_Content_Expectations_by_1) |

# Curriculum Support Models

Fort Bend ISD will provide various curriculum support models based on grade level and content areas to support teachers in the transition to online learning. The table below describes the curriculum supports that will be provided for PPCD and Language Lab (PPCD/LL) Teachers.

The following levels define the curriculum tools that will be provided for online instruction.

|  |  |  |
| --- | --- | --- |
| **Support model**  | **At-Home Learning***Parents select and use resources with students to support ongoing learning.*  | **Curriculum Courses** *Students engage in an online learning environment facilitated by FBISD teacher to learn new course content.*  |
| Support Tools *Tools provided to the teacher by the District*  | * At Home Learning
* Special Education Resources website
 | * Planning Guides
* Schoology
 |
| Courses  | Prekindergarten PPCD | PPCD Language & LiteracyPPCD MathPPCD Science (Self-Help)PPCD Social StudiesPPCD Social Emotional  |
| Grading Expectation(s)  | None  | None  |

# Asynchronous Learning vs Synchronous Opportunities

|  |  |
| --- | --- |
| **Asynchronous Learning**  | Fort Bend ISD teachers will use asynchronous learning when teaching content to students. Asynchronous learning means that students can access and engage in the content learning as their schedule allows. Example of asynchronous learning: a teacher takes a video of a mini lesson (Circle Time) and loads the video to Schoology so the student can watch and learn.  |
| **Synchronous Opportunities**  | Fort Bend ISD teachers can use synchronous opportunities when students engage in 1:1 and/or small group support/instruction through conferencing. This opportunity is not a requirement for students unless documented within the student’s ARD document.Example of synchronous opportunities: a teacher has established specific office hours for 1:1 and/or small group support/instruction at a designated time each day. |

# PPCD/Language Lab Teacher Expectations for Online Learning

The PPCD/Language Lab Teacher Expectations provide consistent expectations for all PPCD/Language Lab Teachers. Teachers will use the expectations provided in the table below to develop interactive online learning experiences for students.

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| **Online Learning Environment** |
| * Students should engage in online learning according to the services delineated within the student’s ARD document. The Special Education department has provided [**Content Expectations for**](#_Content_Expectations_by) **PPCD and Language Lab** below
* **Asynchronous Learning:** Students will have flexibility to engage in online learning with each content at any time throughout the day to meet the needs of their schedule and the resources available. Students should not be required to engage in the online learning environment at specific times
* **Synchronous Opportunities:** Teachers should provide opportunities for students to participate in conference options. This includes direct 1:1 and/or small group instruction as indicated within the ARD document.
* PPCD/Language Lab students will access at home learning resources.
 |
| **Planning for Online Learning** |
| * Prioritize and determine learning intention(s) to develop explicit teaching points to model instruction
* Participate in virtual PPCD/LL PLC Meetings to support online learning lessons
* Length of videos should be limited to no more than 7 minutes
* Determine assessment strategies to monitor student progress and provide timely feedback
* Utilize developmentally appropriate tools for instruction and student engagement
* Plan differentiated opportunities to meet the needs of all learners
 |
| **Communication** |
| * Progress monitor and continue to update regularly scheduled progress reports
* Use various communication strategies to ensure student engagement in remote/online learning (ex. email, Schoology messaging, phone)
* Monitor student participation and provide feedback to parents and students
* Post office hours to notify students and parents of availability to engage in virtual conferences
* Check in/Follow Up with students on caseload and parents a minimum of 1x/week
* Document all parent communication within SuccessEd
 |
| **Other Considerations** |
| * Create a daily routine to provide structure for PPCD/LL Program PLCs, monitoring family/student engagement and progress, virtual conferences, and lesson design.
* Document provision of all services within MSB
* Communicate with any related services providers who serve your students to provide your schedule so they can develop their schedule
* Ensure access to general education Schoology courses (if applicable) of all students on caseload who participate in general education classes
* Continue to prepare for and participate in Virtual ARDs to include needed changes for access to online instruction
* When participating in video conferencing and recording lessons, develop an atmosphere that supports interaction with students.
	+ Professional appearance
	+ Background of the video should be appropriate for student viewing
	+ Background noise should be limited
 |

# Sample Schedule for an PPCD/Language Lab Teacher

Creating a daily schedule and routine will assist teachers with shifting to a new method of instruction while balancing planning instruction, monitoring student progress, and engaging in collaboration with peers. Teachers have the flexibility when they will engage in the activities listed below.

Below is an example of a daily teacher schedule:

|  |  |
| --- | --- |
| **Components of the Day** | **Approximate amount of time** |
| Monitor student progress and engagement – data collection | 30-45 minutes |
| 1:1 or Small Group Direct Instruction/Parent Support | 1 hour |
| Office Hours or Small Group Videoconference | 1 hour |
| Lesson Planning and content creation | 1 hour |
| Feedback to students on work products and assignments | 30 minutes |
| Engage in virtual PLC with PPCD/Lang Lab team | 30 min - 1 hour once every other week |

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# Content Expectations by Grade Level

As the district shifts to online learning and considers factors of developmentally appropriate online learning and screen time, specific time allotments for each content area have been defined to allow teachers to direct planning efforts and parents to support student learning at home.

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| --- |
| PPCD |
| **Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 15 min | Language & Literacy | Language & Literacy | Language & Literacy | Language & Literacy |  |
| 15 min | Math | Math | Math | Math |  |
| 15 min |  | Science (Self-Help) |  |  | Science (Self-Help) |
| 15 min |  |  |  |  | Social Studies |
| 15 min |  |  | Social Emotional |  |  |
| **Total Instruction Time (Day)** | **30 min** | **45 min** | **45 min** | **30 min** | **30 min** |
| Support for Whole Child | Parent/Caregiver led read aloud dailyPhysical Development, Fine Arts activities/resources provided by teacher |
|

|  |
| --- |
| Language Lab |
| **Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 30 min | Language/Comm | Language/Comm | Language/Comm | Language/Comm | Language/Comm |
| **Total Instruction Time (Day)** | **30 min** | **30 min** | **30 min** | **30 min** | **30 min** |

 |
|  PreKindergarten |
| 30 min | Activities provided by teacher (ex: Morning Message) |

# PLC Process & Expectations (coming soon)

#  Online Learning Planning Protocol (coming soon)