# Online Learning Expectations & Support

# Special Education Inclusion and Co-Teacher – High School

# *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 CoursesOutclass SupportGrading Expectations | [Online Learning Expectations](#_Elementary_Classroom_Teacher)SPED Teacher ExpectationsPLC ProcessesOnline Learning Planning Tool | [Daily Schedule for Teachers](#_Daily_Schedule_for)[Schedule for Student Learning](#_Content_Expectations_by) |

# Teacher Expectations for Online Learning: High School

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 middle school teachers.

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

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| **Support model** | **Curriculum Courses**  *Students engage in an online learning environment facilitated by FBISD teacher to learn new course content.* | **Selected Content Courses**  *Students engage in an online learning environment facilitated by FBISD teacher to learn new course content.* | **Electives**  *Parents and students select and use identified resources to support the development of the whole child.* |
| Support Tools  *Tools provided to the teacher by the District* | * Curriculum Planning Guides * Schoology Folders built for teachers to copy into their courses | * Online Learning Planning Protocols * Office Hours provided to consult with district curriculum department * Program Specific Resources (ex. AP) | * Online Learning Planning Protocol * Project based activities to engage in throughout the week * Office Hours provided to consult with district curriculum department |
| Courses  *Identifies how students will engage with each course* | Algebra 1/PAP  Geometry/PAP  Algebra 2/PAP  PreCal/PAP  MMA  AQR  Statistics  English 1/PAP  English II/PAP  English III  English IV  ESOL I  ESOL II  IPC  Biology/PAP  Chemistry/PAP  Physics World  Geo/PAP  World History  US History  Government  Economics | AP Stats  AP Calculus AB/BC  Multivariable Calculus  College Prep  DC College Algebra  AP English Lang/Comp  AP English Lit/Comp  DC English IV  World History AP  DC US History  US History AP  Government AP  Biology AP  Chemistry AP  Organic Chemistry  Aquatic Science  Astronomy  Env. Science/AP  All AP Physics  Modern Physics  Earth & Space  CTE Courses | Broadcasting  Spanish I, II, III  French I, II, III  German I, II, III  Creative Writing  Humanities  Debate  Practical Writing  Reading  Algebraic Reasoning  ASL I, II, III  Latin I, II, III, IV  Chinese I, II, III, IV,V  Spanish IV & V AP  French IV AP  German IV AP  Fine Arts |
| Grading Expectation(s) | Coming Soon | Coming Soon | Coming Soon |

# Asynchronous Learning vs Synchronous Opportunities

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| --- | --- |
| **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 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 small group support through video conferencing. This opportunity is not a requirement for students.  Example of synchronous opportunities: a teacher has established specific office hours for small group support at a designated time each day. |

# High School Inclusion/Co-Teacher Expectations for Online Learning

The High School Classroom Teacher Expectations provide consistent expectations for all teachers. Inclusion and Co-Teachers will use the expectations provided in the table below to support interactive online learning experiences for students.

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| **Online Learning Environment** |
| * Students should engage in online learning according to the [**Content Expectations by Grade Level**](#_Content_Expectations_by)provided 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 Opportunity:** Teachers should provide opportunities for students to participate in video conference options * Schoology is the required online management platform for Fort Bend ISD * Students should engage in activities that support feedback from peers and teachers |
| **Planning for Online Learning** |
| * Utilize virtual PLC structures to plan online learning lessons using the [*Online Planning Protocol*](#_Online_Learning_Planning) * Work in collaboration with assigned gen ed teachers to prioritize and determine learning intention(s) to develop explicit teaching points to model instruction * Accommodations and modifications should be added to lessons that are student specific according to his or her IEP * Length of videos should be limited to no more than 7 minutes * Determine assessment accommodation and modification strategies to monitor student progress and provide timely feedback * Plan opportunities for students to use collaborative tools. * Utilize developmentally appropriate tools for instruction and student engagement * Collaborate with gen ed teachers to ensure plan differentiated opportunities to meet the needs of all learners |
| **Communication** |
| * Use various communication strategies to ensure student engagement in online learning (ex. email, Schoology messaging, phone) and document communication and attempted communication * Monitor student participation in the online learning environment through student conferences and communication with teachers of record and provide feedback to parents and students * Conference with students in section/caseload to ensure that they understand the organization of and can navigate the schoology course * Post office hours to notify students and parents of availability to engage in virtual conferences |

|  |
| --- |
| **Other Considerations** |
| * Create a daily routine to provide structure for PLCs, monitoring student engagement and progress, virtual conferences, and lesson design collaboration with assigned gen ed teachers. * 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 |
| Case Manager Expectations |
| * Continue to prepare for and participate in Virtual ARDs to include needed changes for access to online instruction  Communicate with any related services providers who serve your students to provide your schedule so they can develop their scheduleDocument weekly contact with and teacher(s) of recordProvide resources and tools to assist gen ed teachers with accommodating and modifying virtual lessons  * Collect documentation and progress monitoring statements from teacher(s) of record  Document weekly check-in with students on caseload (minimum of 1x/week)Use district level schoology courses (program specific) to collaborate with other Special Education professionals through discussion posts and shared resources |

# Sample Schedule for a High School 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:

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| **Components of the Day** | **Approximate amount of time** |
| Monitor student progress and engagement – data collection | 45 – 60 minutes |
| Quick check in with your team | 15 minutes |
| Office Hours or Small Group Videoconference | 1 hour |
| Lesson Planning and content creation | 1 – 2 hours depending on preps |
| Feedback to students on work products, assignments, or discussions | 1 hour – 1 hour 15 minutes |
| Engage in virtual PLC with your team | 1 hour – once a 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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| --- | --- | --- | --- | --- | --- |
| High School | | | | | |
| **Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 30 min | ELA | ELA | ELA | ELA | ELA |
| 30 min | Math | Math | Math | Math | Math |
| 30 min | Social Studies |  | Social Studies |  |  |
| 30 min |  | Science |  | Science | Science |
| 30 min | Electives\* |  | Electives\* |  | Electives\* |
| **30 min** | **Independent Reading each day** | | | | |
| **Total Instruction Time (Day)** | **150 min** | **120 min** | **150 min** | **120 min** | **150 min** |
| Supporting the Whole Child | \*Electives assign work that would take approximately 30 minutes for the week:  If a student is taking more than one core class in place of an elective – additional time may be required to fulfil course requirements.  CTE Elective courses require up to 1.5 hours of instructional time per week per credit unit. Students enrolled in cosmetology will be required to participate in daily activities equal to the traditional number of instructional hours in order to attain licensure.  AP & Dual Credit courses may require additional time due to course requirements. | | | | |

# PLC Process & Expectations (coming soon)

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# Online Learning Planning Protocol (coming soon)