# Online Learning Expectations & Support

# Special Education Resource Teacher – Middle 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)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 middle school Resource teachers.

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

|  |  |  |  |
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| **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.* | **Elective Support**  *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* | * At Home Learning website * Special Education Resources website | * Curriculum Planning Guides * Schoology folders built for teachers to copy into their courses | * Online Learning Planning Protocol * Teacher created instruction * Office Hours provided to consult with district curriculum department |
| Courses  *Identifies how students will engage with each course* | Speech I, II  Contest Math | 6th – 8th Regular/PAP Math  6th – 8th Regular/PAP ELA  6th – 8th Regular/PAP Science  6th – 8th Regular/PAP SS  Spanish  6th – 8th ESL  Algebra I & Geometry AL | PE & Kickstart  Writing Lab  Literacy  Fine Arts  Math Lab  Dyslexia  AVID  PALS  Teen Leadership |
| Grading Expectation(s) | None | Coming Soon | None  Track participation & feedback |

# 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 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. |

# Middle School Resource Teacher Expectations for Online Learning

The Middle School Resource Teacher Expectations provide consistent expectations for all Resource teachers. Resource 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 Content Expectations by Grade Level 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 Opportunities**: 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 and **Job-Alike Schoology Courses** to plan online learning lessons using the *Online Planning Protocol* * Prioritize and determine learning intention(s) to develop explicit teaching points to model instruction * Length of videos should be limited to no more than 7 minutes * Determine assessment strategies to monitor student progress and provide timely feedback * Plan opportunities for students to use collaborative tools that accommodate for student weaknesses * Utilize developmentally appropriate tools for instruction and student engagement * Plan differentiated opportunities to meet the needs of all learners according to their IEPs |
| **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 provide feedback to parents and students * Conference with students to ensure 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. * 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 |

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# Sample Schedule for a Middle 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 minutes – 1 hour |
| Quick check in with your team | 15 – 20 minutes |
| Office Hours or Small Group Videoconference | 1 hour |
| Lesson Planning and content creation | 1 hour – 1.5 hours |
| Feedback to students on work products, assignments, or discussions | 30 min 1 hour |
| Engage in Virtual PLC with your team | 1 hour – once a week |

# 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Middle 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 |  |
| 30 min |  |  |  |  | Electives (HS credit) |
| 30 min | **Independent Reading (each day)** | | | | |
| **Total Instruction Time (Day)** | **120 min** | **120 min** | **120 min** | **120 min** | **120 min** |
| **Elective Support** | PE/Kickstart: website resources & videos  Electives – teacher posted online learning activities   * AVID, PALS, PE & Kickstart, Writing Lab, Literacy, Fine Arts, Math Lab, Teen Leadership | | | | |

# PLC Process & Expectations (coming soon)

# Online Learning Planning Protocol (coming soon)