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:

Curriculum support models	*Teacher Expectations*	*Sample schedule*
At Home Learning Curriculum Courses Outclass Support Grading Expectations	Online Learning Expectations PLC Processes Online Learning Planning Tool	Daily Schedule for Teachers Schedule for Student Learning

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 elementary SAILS 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.*	Outclass 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 • Special Education Resources website	• Curriculum Planning Guides • Unique Learning System • Schoology	• Online Learning Planning Protocol • Project based activities to engage in throughout the week • Office Hours provided to consult with district curriculum department
Courses	Prekindergarten	K-5: Math K-5: ELA K-5: Science K-5: Social Studies	Physical Education Music Art STEM Outclass
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: the teacher uploads lessons in the Unique Learning System so the student complete the lessons and activities on their own schedule.
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.

Elementary SAILS Teacher Expectations for Online Learning

The Elementary SAILS Teacher Expectations provide consistent expectations for all SAILS teachers. Teachers will use the expectations provided in the table below to develop interactive online learning experiences for students.

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 by Grade Level** 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. • Unique Learning System and Schoology are both required online platforms for SAILS students
Planning for Online Learning
• 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 • 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 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 SAILS Program PLCs, monitoring 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 of all students on caseload who participate in general education and/or resource 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.
    o Professional appearance
    o Background of the video should be appropriate for student viewing
    o Background noise should be limited

Sample Schedule for an Elementary SAILS 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 minutes
1:1 or Small Group Direct Instruction	1 - 2 hours
Office Hours or Small Group Videoconference	1 hour
Lesson Planning and content creation	30 minutes
Feedback to students on work products and assignments	30 minutes
Engage in virtual PLC with SAILS team	1 hour – once every other 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.

Kindergarten & 1st Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
15 min	ELA	ELA	ELA	ELA	
15 min	Math	Math	Math	Math	
15 min		Science			Science
15 min					Social Studies
15 min	Social Skills/Beh		Social Skills/Beh	Social Skills/Beh	Social Skills/Beh
15 min	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading
Total Instruction Time (Day)	**60 min**	**60 min**	**60 min**	**60 min**	**60 min**

Support for Whole Child

Art, STEM Outclass, Music	Activities provided by teacher
Physical Education	Website resources & activities

2nd Grade – 5th Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
30 min	ELA	ELA	ELA	ELA	
20 min	Math	Math	Math	Math	
15 min		Science			Science
30 min					Social Studies
15 min	Social Skills/Beh	Social Skills/Beh		Social Skills/Beh	Social Skills/Beh
30 min					
20 min	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading
Total Instruction Time (Day)	**85 min**	**110 min**	**70 min**	**85 min**	**80 min**

Support for Whole Child

Art, STEM Outclass, Music	Activities provided by teacher
Physical Education	Website resources & activities

PLC Process & Expectations (coming soon)

Online Learning Planning Protocol (coming soon)