

Distance Learning in AUHSD Schools

Parent Information Evening 8.11.2020

Welcome to AUHSD Distance Learning Information Evening

Presentation Overview:

- Distance Learning Overview
- Virtual Classroom Space
- Organization of the Curriculum
- Instruction and Best Practices
- Assessments and Grading
- Student Support

Distance Learning

What is Distance Learning?

- Instruction in which the student and instructor are in different locations.
- Includes interacting through the use of computer and communications technology.
- AUHSD staff acknowledges that due to rapid transition time during the Spring semester of 2019-2020 school year, we were under the “crisis learning” model
 - We would like to remind parents and students that the Distance Learning model being instituted during the 2020-2021 school year will not be the same model.

Virtual Classroom Space

Virtual Classroom

- Classrooms will be synchronous (live) and asynchronous (independent).
- Synchronous classrooms will be held via the Zoom platform.
 - During the first week Zoom links are emailed to students, posted on school spreadsheets and on the Canvas calendar.
 - Starting August 17, Zoom links for each period will be available on the Canvas platform for each student.
 - Zoom classroom norms have been provided to staff members and will be provided to all students.
 - Student norms include: camera, chat feature, microphone, appropriate chat behavior.
 - Staff norms include: Robust network, camera, non-distracting environment

Virtual Classroom Space

Virtual Classroom

- Asynchronous classroom will be facilitated via the new Learning Management System - Canvas
 - Canvas will replace School Loop and will hold all online resources for our students and teachers
 - Teachers will disseminate and collect coursework and homework through Canvas.
 - Students will be provided physical materials (textbooks, art supplies, tech ed materials etc.)
 - It is our goal to avoid “Platform Fatigue” and simplify access to all curriculum by making everything available through and on Canvas.

Virtual Classroom Space

Communication in the Virtual Classroom

- Student - teacher communication
 - Email - incredibly inefficient
 - Canvas - built in communication system
 - In-class communication - chat rooms and discussion boards
- Parent - teacher communication
 - Canvas messaging system
 - Email
 - We encourage phone calls

Organization of Curriculum

Monday (Staff) <i>Asynchronous Instruction</i>	Tuesday	Wednesday	Thursday	Friday
Period 0 7:45 - 8:50 (65)				
Virtual Cohort Academy 9:00 - 9:45	Period 1 9:00 - 10:15 (75)	Virtual Academy 9:00 - 9:45	Period 1 9:00 - 10:15 (75)	Virtual Academy 9:00 - 9:45
		(15)		(15)
10:00 - 12:00 Staff Meetings Collaboration and Department Meetings	(15)	Period 4 10:00 - 11:15 (75)	(15)	Period 4 10:00 - 11:15 (75)
	Period 2 10:30 - 11:45 (75)		Period 2 10:30 - 11:45 (75)	
		(15)		(15)
	Lunch (45)	Period 5 11:30 - 12:45 (75)	Lunch (45)	Period 5 11:30 - 12:45 (75)
	Period 3 12:30 - 1:45 (75)		Period 3 12:30 - 1:45 (75)	
		Lunch (45)		Lunch (45)
12:45 - 3:20 Optional Professional Development and curriculum development time	(15)	Period 6 1:30 - 2:45 (75)	(15)	Period 6 1:30 - 2:45 (75)
Optional Office Hours	Period 7 2:00 - 3:15 (75)		Period 7 2:00 - 3:15 (75)	
Optional Academy and small group intervention		(10)		(10)
Student Meetings		Period 0 2:55 - 4:00 (65)		Period 0 2:55 - 4:00 (65)

Monday (Students) <i>Asynchronous Instruction</i>	Tuesday	Wednesday	Thursday	Friday
Period 0 7:45 - 8:50 (65)				
Virtual Cohort Academy 9:00 - 9:45	Period 1 9:00 - 10:15 (75)	Virtual Academy 9:00 - 9:45	Period 1 9:00 - 10:15 (75)	Virtual Academy 9:00 - 9:45
(15)		(15)		(15)
Period 1 10:00 - 10:40 (40)	(15)	Period 4 10:00 - 11:15 (75)	(15)	Period 4 10:00 - 11:15 (75)
(5)	Period 2 10:30 - 11:45 (75)		Period 2 10:30 - 11:45 (75)	
Period 2 10:45 - 11:25 (40)				
(5)		(15)		(15)
Period 3 11:30 - 12:10 (40)	Lunch (45)	Period 5 11:30 - 12:45 (75)	Lunch (45)	Period 5 11:30 - 12:45 (75)
Lunch (30)	Period 3 12:30 - 1:45 (75)		Period 3 12:30 - 1:45 (75)	
Period 4 12:40 - 1:20 (40)				
(5)		Lunch (45)		Lunch (45)
Period 5 1:25 - 2:05 (40)	(15)	Period 6 1:30 - 2:45 (75)	(15)	Period 6 1:30 - 2:45 (75)
(5)	Period 7 2:00 - 3:15 (75)		Period 7 2:00 - 3:15 (75)	
Period 6 2:10 - 2:50 (40)				
(5)		(10)		(10)
Period 7 2:55 - 3:35 (40)		Period 0 2:55 - 4:00 (65)		Period 0 2:55 - 4:00 (65)

Organization of Curriculum

Distance Learning Schedule

- Class periods were adjusted to better support distance learning model.
- “Cohort Academy” was added to support community building, social-emotional support and mental health wellbeing, academic engagement support and space for targeted school and district curriculum.
- Monday schedule was adjusted to provide time for teachers to prepare distance learning curriculum, participate in course alike meetings, and offer optional offerings to students.
- Monday schedule allows students to participate in self selected groups and obtain support from counselors and other support staff.

Organization of Curriculum

Distance learning classroom is a “flipped” classroom model.

- Teachers will provide material that is interactive in class (live, synchronous)
- Coursework that is not “interactive” (lectures, reading, materials to prepare for synchronous lessons) is done independently (asynchronous.)

Our focus is on making our live class time engaging and interactive!

- All curriculum taught will be standards based and will follow AUHSD courses of study.
 - Course alike teams in the district will work to align their courses, scope and sequence.

Organization of Curriculum

Synchronous (Live) Lessons:

- Teachers are asked to teach 70 minutes of synchronous lessons at the minimum spread over the 2 block periods.
 - A live attendance and check in will be done at the start of each period.
- Students should be prepared for the class meeting.
 - In highly regarded online schools, students spend 25-30% of their course time in a synchronous environment, while the rest of the time is spent asynchronously.
- Class discussions, group work using break out rooms, interactive polls, demonstrations and projects.

Organization of Curriculum

Synchronous (Live) Lessons:

- Students should expect to be called on as participation is crucial.
 - We can make this safe using private chat feature in Canvas.
- We will utilize google documents and slides as students are working in small groups while the teacher monitors the discussion and pops into rooms.
- Students will be asked to submit work through Canvas (photo, podcast, video, homework problems, discussion post, reflection) and this will be discussed in class.
- Teachers may give students a few minutes to work on a problem and then share in class.

Video (2) Meg D11.1 Richard III Day 5.ppt

Margaret Speech 1: a soliloquy

So, now prosperity begins to mellow
 And drop into the rotten mouth of death.
 Here in these confines they have I lurk'd,
 To watch the waning of mine adversaries.
 A dire induction am I witness to,
And will to France, hoping the consequence
 Will prove as bitter, black and tragical.
Withdraw thee, wretched Margaret, who comes here?

active - I will go to France
 connection to main speech - having a soliloquy

Questions:

How does Margaret relate to the audience here? How does this speech to the audience function differently from her speech directed at other characters?

More Richard-like role
 parsing out her own motives and actions

What specific lines, images, etc. strike you here, and what is their effect?

"the rotten mouth of death" addressing herself, sad ("wretched")
 more self-reflective, more sympathetic

What is the importance of "France" in this speech and the play as a whole?

She will return to France She's French by birth

Attendees (17)
 Active Speakers
 Hosts (1)
 Margaret Lament
 Presenters (0)
 Participants (16)
 Ande
 Anyana
 Bryce
 Cameron
 Chelsea

Chat (Everyone)

Anyana: so i wanted to point out that wretched has a dual meaning because it can refer both to the state something is in and the circumstances as well as the thing itself therefore margaret calling herself wretched can be read both as her calling herself bad and her calling the circumstances she finds herself in bad

Geeta: On 23 April 1445, Margaret married King Henry VI of England, who was eight years her senior, at Titchfield Abbey in Hampshire. Henry at the time also claimed the Kingdom of France and controlled various parts of northern France.

3. How much mass (in g) of each of the following would the mole weigh?

(a)	(b)	(c)
100 g of C_2H_6	100 g of C_2H_4	100 g of C_2H_2
100 g of C_2H_6	100 g of C_2H_4	100 g of C_2H_2
100 g of C_2H_6	100 g of C_2H_4	100 g of C_2H_2

4. How many moles (of molecules) are in each of the following?

(a) A sample of nitrogen gas weighing 11.33 grams.

(b) A sample of nitrogen gas weighing 11.33 grams.

(c) A sample of nitrogen gas weighing 11.33 grams.

(d) A sample of nitrogen gas weighing 11.33 grams.

(e) A sample of nitrogen gas weighing 11.33 grams.

(f) A sample of nitrogen gas weighing 11.33 grams.

(g) A sample of nitrogen gas weighing 11.33 grams.

(h) A sample of nitrogen gas weighing 11.33 grams.

(i) A sample of nitrogen gas weighing 11.33 grams.

(j) A sample of nitrogen gas weighing 11.33 grams.

(k) A sample of nitrogen gas weighing 11.33 grams.

(l) A sample of nitrogen gas weighing 11.33 grams.

(m) A sample of nitrogen gas weighing 11.33 grams.

(n) A sample of nitrogen gas weighing 11.33 grams.

(o) A sample of nitrogen gas weighing 11.33 grams.

(p) A sample of nitrogen gas weighing 11.33 grams.

(q) A sample of nitrogen gas weighing 11.33 grams.

(r) A sample of nitrogen gas weighing 11.33 grams.

(s) A sample of nitrogen gas weighing 11.33 grams.

(t) A sample of nitrogen gas weighing 11.33 grams.

(u) A sample of nitrogen gas weighing 11.33 grams.

(v) A sample of nitrogen gas weighing 11.33 grams.

(w) A sample of nitrogen gas weighing 11.33 grams.

(x) A sample of nitrogen gas weighing 11.33 grams.

(y) A sample of nitrogen gas weighing 11.33 grams.

(z) A sample of nitrogen gas weighing 11.33 grams.

Handwritten notes:

$2N = 2 \times 14.01 = 28.02$

$CH_4 + O_2 \rightarrow CO + H_2O$

Organization of Curriculum

Asynchronous (Independent) Lesson:

- Canvas platform will be utilized for all curriculum delivery.
- All teachers have been asked to utilize the same course template, therefore all courses will be organized in the same manner (same place for postings, homework delivery, announcements)
- Asynchronous curriculum is not homework and should be rich content
 - Pre-recorded lectures with embedded check ins and responses
 - Reflections based on word (reading, listening, watching)
 - Time to complete coursework (art, virtual labs, activities)

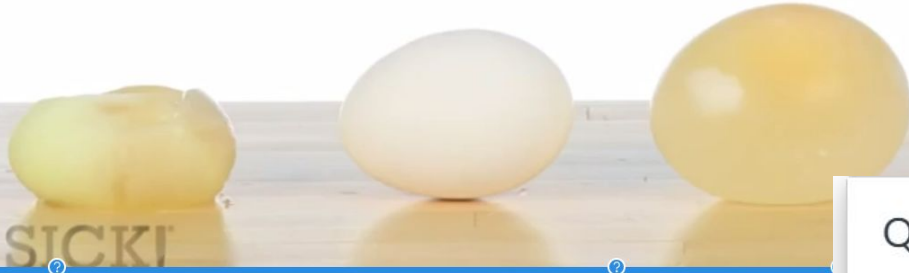


Question at 0:05

What will happen to the egg placed in vinegar?

- ☐ Nothing
- ☒ Egg shell will dissolve
- ☐ It will burst open
- ☐ It will shrink

COMPARE THE EGGS
TO A NORMAL RAW EGG



Question at 0:33

The egg placed in Karo Syrup shrunk due to loss of water (osmosis)

☒ True

☐ False

> Question Feedback

Instruction and Best Practices

Engagement and Community Building in the Distance Learning Classroom

- We as educators are committed to working hard to engage students in our course work.
- We know that students who are connected achieve at higher levels so engagement and connection to the school has to be a priority.
- We hope to keep our daily and weekly plans organized and simple.
- Our instructional best practices are based on the best practices recommended for distance learning (virtual learning) as recommended by experts in the field.

Assessment and Grading

Grading

- All AUHSD classes will follow the traditional grading system (A - F grades)
- Grades will be posted in Canvas
- Posting of the grades will be done at more common interval (2-3 weeks instead of 4 - 5 weeks)

Assessment and Grading

Assessment Types

- Informal Assessments
 - In class polls, discussion forums, chat rooms
- Formative (Informative) Assessments
 - Graded homework
 - Self assessments
 - Guided quizzes
- Summative Assessments
 - In-class pop quizzes
 - Major assessments (tests, essays, writing assignments, portfolios, projects)
 - Presentations

Assessment and Grading

Academic Honesty

- Teachers will need to rethink and revise ways of assessing
- Academic Honesty Pledge - Honesty Statement
- Ed Tech options to secure the assessments
 - Secure Browsers
 - Canvas and Illuminate test settings
 - Ed Tech proctoring is not considered at this time
- Testing environment at home
 - Quiet home environment

Student Support

Student engagement and academic progress monitoring systems:

- Daily attendance monitoring systems.
- Grades and achievement will be monitored based on reported grades.
- Teachers will be asked to report students who demonstrate lack of engagement and progress in their courses.

Student Support

Built In Support Systems:

- Cohort Academy (Mondays) is a designated time with an assigned teacher where student progress and wellbeing is being monitored.
- Virtual Academy (Wednesday and Friday) is designed for targeted support.
 - Students will be “tagged” into the Academies to obtain support and intervention, ask for help from teachers, make up missed work, etc.
- Student intervention teams (SRT) are established at each school site and will evaluate student cases where students need more targeted support and assistance.

Student Support

Special Student Groups

- English Learners
 - Staff will hold additional parent evenings for parents of English Learners (Monday 8/17)
 - EL Parent evening will be held in English and Spanish
 - Canvas allows for translation services to all students and parents
 - All English Learners are assigned to a cohort led by an English Language Development teacher (ELD) who will hold additional Office Hours to provide support
 - During the summer, a group of ELD teachers met to design curriculum for English Learners specifically for Distance Learning

Student Support

Special Student Groups

- Students with Individualized Educational Programs (IEP) and 504 Plans
 - All IEP and 504 plans are in effect and support will continue during distance learning. Small group, individualized instruction, and related services will be provided by Special Education staff and Instructional Assistants in Canvas special education and general education classes.
 - Students will receive synchronous and asynchronous instruction as outlined in the District distance learning plan.
 - SB117 continues to suspend timelines for IEP's and assessments, however, the District will soon begin 1:1 assessments, at the school sites, for those who require triennial or initial assessment.
 - IEP's will be conducted via Zoom.

Student Support

Mental Health

- Wellness Centers at all schools will be open to provide students with tele-health support and some limited in-person appointment.
- Programming such as support groups for grief and loss, trauma, stress and anxiety will be offered to students.
- Parent workshops will be offered throughout the year to offer resources to families.

Food Service

- Grab & Go Meals will be provided at every site
- Service hours during school days are 11:00 am to 1:30 pm

Distance Learning

AUHSD staff has been provided with intense training and support prior to the start of the school year:

- Technical training relating to technology used in virtual learning
- Pedagogy and best practices for Distance Learning

Continuous Evaluation

- We will continue to evaluate success of the Distance Learning program and to identify gaps and needed adjustments
- First survey of the parents and students will be conducted by end of August

Thank you for your Partnership

We know that we are entering a year of major challenges and unprecedented circumstances and we are looking to our continued partnership with the school community to make this a successful year.