

## Best Practices for Continuity of Instruction – Guidance # 4

### Short and Long Term Planning Now & Beyond March 31, 2020

#### Daily and Weekly Posting of Curriculum, Assignments and Relevant Standards Aligned Materials on Teachers Pages while Providing Students Meaningful Feedback

As the regulations outlining COVID-19 social distancing are evolving and expanding across our nation, we must continue to provide guidance related to instruction via electronic learning. **Staff should continue short and long term planning by posting curriculum, assignments, and other relevant standards aligned materials on a daily and weekly basis to their District webpages while providing meaningful feedback as part of the process.**

This guidance is designed to provide best practices in collaborative planning by school leaders and their staff members in the event of school closures beyond March 31, 2020. Key considerations fall under the following major categories:

- 1) Contact time with students and families
- 2) School Leader's Role in Fostering Collaboration for Delivery of Instruction
- 3) Strategies for Maintaining Records of Student Engagement
- 4) Integration of Regular Teaching Responsibilities

To assist with our staff with collaboration in remote settings, we have developed this Best Practices for Planning Continued Instruction document that serves to provide guidelines for our staff in developing an instructional program for a prolonged period of time. This guidance expands on Guidance #1- Best Practices for Continuity of Instruction.

#### Contact Time with Students and Families within the Regular Instructional (School) Day

Staff in this category shall use District platforms such as teacher webpages, e-mail, Microsoft 365, and Clever, and may enhance delivery of instruction by using Microsoft Teams and Zoom to interact with students and families to communicate expectations for participation as well as completion of required assignments. Staff may also choose to implement other applications and platforms that allow seamless interaction with their students and families that increases time on task (e.g., Google, Remind, and Dojo). Additional components include, and are not limited to:

- Communicate availability (schedule) with a minimum of 3.5 hours on the teacher's Yonkers Public School webpage. The 3.5 hours of available contact need not be consecutive. Every effort should be made to stagger staff availability to ensure a total instructional program is available for students.
- Provide flexibility in scheduling to accommodate families with more than one child in the school and/or district.
- Individual feedback sessions with students and families and Office Hours are defined as direct interaction, such as phone, email, Microsoft Teams.

#### Example Elementary (PK-5/6, PK-8) Schedule

#### Example High School (6-12, 7-12, 9-12) Schedule

See attached separate documents

- High School Example Schedule is illustrative; students must interact with **all** regularly scheduled teachers daily.

#### School Leader's Role in Fostering Collaboration for Delivery of Instruction

- Inform teachers of the administrator's office hours, modes of ongoing communication, and virtual meeting schedules where applicable.
- Monitor teacher webpages to ensure at least 3.5 hours of availability for purposes of interacting with students and families.
- Monitor teacher webpages to ensure assignments and activities are posted on a consistent basis beyond March 31, 2020.

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### **School Leader's Role in Fostering Collaboration for Delivery of Instruction - continued**

- Ensure students requiring additional supports (e.g., reading specialist, ENL, special education) are receiving appropriate services.
- Coordinate adjustments in teacher schedules (availability) to ensure all students' services are being provided. In cases requiring adjustments to teacher schedules, every effort will be made to reach consensus with all involved.
- Coordinate adjustments in teacher schedules (availability) to accommodate families with more than one child in the school or district. In cases requiring adjustments to teacher schedules, every effort will be made to reach consensus with all involved.

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### **Strategies for Maintaining Records of Student Engagement**

- To the greatest extent possible, use electronic materials found in Clever. When students log in using Clever, their participation is tracked by the program (see Analytics Report).
- To the greatest extent possible, deliver instruction through Microsoft Teams or Zoom.
- Maintain a log of communication with students and parents using e-mail, electronic surveys, Dojo, or other forms of two-way communication.
- Collaboratively design, under the guidance of school leaders, school-based approaches to "collecting" paper assignments.
- Communicate lack of engagement by students with administration via e-mail or other mutually agreed upon format for intervention.

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### **Integration of Regular Teaching Responsibilities**

- Continue short and long term planning – post curriculum, assignments, and other relevant standards aligned materials on a daily and weekly basis. Consult the District Electronic Learning channel for suggested resources.
- Consult with school leaders and the District Electronic Learning channel on a regular basis for updates and assistance.
- Use a variety of instructional methods and platforms to deliver the indicated material/content.
- Communicate any changes in grading approaches or policies as a result of Electronic Learning.
- Present controversial issues in a fair and unbiased nature.
- Maintain academic integrity.
- Ensure that high school students, especially seniors, are adhering to their schedule and completing assignments.
- Seniors in Credit Recovery courses must also complete assignments. Teachers designated to staff Credit Recovery must do so outside of the 3.5 hours reflected in their posted schedule for regular instruction and must keep track of attendance, assignments and grades accordingly.
- Students in grades 9-12, as of today, are expected to continue preparing for June Regents examinations unless we receive information from NYSED.
  - IB exams are canceled
  - Advanced Placement will be administered as a 45-minute online exam at home
  - SAT & ACT postponed
- The administrations of the 2020 elementary- and intermediate-level state assessments (3-8 ELA and mathematics, science examinations) have been suspended for the remainder of this school year. NYSESLAT exams are also suspended.
- Probationary (non-tenured) teachers will continue to submit lesson plans to their administrator according to the schedule in place prior to school closings. Teachers in the District mentoring program should continue to log hours using virtual means of communication.

**Example Elementary School (PK-5/6, PK-8) Schedule**

Grade 4 Teacher A	Grade 4 Teacher B	Art, Music, Physical Education, Per Diem Substitutes	Resource, Special Education Consult Teacher, Reading, Speech, ENL
<b>9:00-9:30 AM</b>			
Whole Group Lesson	Whole Group Lesson	<ul style="list-style-type: none"> <li>Art/Music Class Grade 2A</li> <li>PE Class Grade 2B</li> </ul>	Student Independent Practice Student Intervention with other content Teachers
<b>9:30-10:00 AM</b>			
Student Independent Practice Student Intervention with other content Teachers	Student Independent Practice Student Intervention with other content Teachers	Student Independent Practice Student Intervention with other content Teachers	Intervention for students requiring additional support in Grade 4A and 4B
<b>10:00-10:30 AM</b>			
Individual feedback sessions with students and families	Individual feedback sessions with students and families	<ul style="list-style-type: none"> <li>Art/Music Class Grade 4A</li> <li>PE Class Grade 4B</li> </ul>	Intervention for students requiring additional support in Grade 5A and 5B
<b>10:30-11:00 AM</b>			
Whole Group Lesson	Whole Group Lesson	<ul style="list-style-type: none"> <li>Art/Music Class Grade 5A</li> <li>PE Class Grade 5B</li> </ul>	Individual feedback sessions with students and families
<b>11:00-11:30 AM</b>			
Student Independent Practice Student Intervention with other content Teachers	Student Independent Practice Student Intervention with other content Teachers	<ul style="list-style-type: none"> <li>Art/Music Class Grade 2A</li> <li>PE Class Grade 2B</li> </ul>	
<b>11:30 AM-12:00 PM</b>			
<b>12:00-12:30 PM</b>			
			Intervention for students requiring additional support in Grade 3A and 3B
<b>12:30-1:00 PM</b>			
Whole Group Instruction	Whole Group Instruction	Individual feedback sessions with students and families	Individual feedback sessions with students and families
<b>1:00-1:30 PM</b>			
Small Group Instruction	Small Group Instruction	<ul style="list-style-type: none"> <li>Art/Music Class Grade KA</li> <li>PE Class Grade KB</li> </ul>	Intervention for students requiring additional support in Grade 1A and 1B
<b>1:30-2:00 PM</b>			
Individual feedback sessions with students and families	Individual feedback sessions with students and families	<ul style="list-style-type: none"> <li>Art/Music Class Grade 7A</li> <li>PE Class Grade 7B</li> </ul>	Student Independent Practice Student Intervention with other content Teachers
<b>2:00-2:30 PM</b>			
Whole Group Instruction	Whole Group Instruction	Student Independent Practice Student Intervention with other content Teachers	Intervention for students requiring additional support in Grade 7A and 7B

**Example High School (6-12, 7-12, 9-12) Schedule**

English	Math	Science	Social Studies	Elective	PE/Health
<b>9:00-9:30 AM</b>					
Whole Group Lesson <b>Course A</b>	Independent Practice	Whole Group Lesson <b>Course A</b>	Independent Practice	Independent Practice	Student Feedback Office Hours
<b>9:30-10:00 AM</b>					
Student Feedback Office Hours	Whole Group Lesson <b>Course B</b>	Independent Practice	Whole Group Lesson <b>Course A</b>	Whole Group Lesson <b>Course A</b>	Independent Practice
<b>10:00-10:30 AM</b>					
Whole Group Lesson <b>Course B</b>	Student Feedback Office Hours	Whole Group Lesson <b>Course A</b>	Student Feedback Office Hours	Student Feedback Office Hours	Whole Group Lesson <b>Course A</b>
<b>10:30-11:00 AM</b>					
Independent Practice	Whole Group Lesson <b>Course A</b>	Whole Group Lesson <b>Course B</b>	Whole Group Lesson <b>Course B</b>	Whole Group Lesson <b>Course B</b>	Whole Group Lesson <b>Course B</b>
<b>11:00-11:30 AM</b>					
		Student Feedback/Office Hours			
<b>11:30 AM-12:00 PM</b>					
<b>12:00-12:30 PM</b>					
Whole Group Lesson <b>Course A</b>	Whole Group Lesson <b>Course B</b>	Whole Group Lesson <b>Course A</b>	Whole Group Lesson <b>Course A</b>	Whole Group Lesson <b>Course A</b>	Student Feedback Office Hours
<b>12:30-1:00 PM</b>					
Student Feedback Office Hours	Student Feedback Office Hours		Student Feedback Office Hours	Student Feedback Office Hours	Whole Group Lesson <b>Course A</b>
<b>1:00-1:30 PM</b>					
Whole Group Lesson <b>Course B</b>	Whole Group Lesson <b>Course A</b>		Whole Group Lesson <b>Course B</b>	Whole Group Lesson <b>Course B</b>	Whole Group Lesson <b>Course B</b>
<b>1:30-2:00 PM</b>					
Whole Group Lesson <b>Course B</b>	Whole Group Lesson <b>Course A</b>	Whole Group Lesson <b>Course B</b>	Whole Group Lesson <b>Course B</b>	Whole Group Lesson <b>Course B</b>	Whole Group Lesson <b>Course B</b>
<b>2:00-2:30 PM</b>					
		Student Feedback Office Hours			