Best Practices for Continuity of Instruction – Guidance #10
High School Interdisciplinary Less is More Approach to Access Mastery

With the cancellation of Regents exams, the modification of AP exams, and various other pauses in a secondary student's (grades 7-12) academic milestones, now is the opportunity for teachers to leverage project based learning, exhibitions, and other forms of demonstrating mastery in an interdisciplinary format. **Guidance Document #10 provides recommendations for the *less is more approach* to accessing standards and the curriculum.**

Guidance Document #4 provided a framework for collaboration that suggested a schedule for secondary students and teachers. **While it is understood there are at least seven subject areas for a typical student in grades 7-12, learning in an online platform requires a balance between addressing standards and allowing sufficient time for students to show they have interacted with the content to earn a passing grade.** In addition, it can be overwhelming and stressful for students to respond to several teachers at the same time. As educators, we want to ensure students are not being negatively impacted by accountability requirements or conditions that can be easily alleviated.

High School Students Feel Overwhelmed

Feedback from high school students and parents to school administrators and teachers as well as to Superintendent of Schools Dr. Edwin M. Quezada from the UYSLC student government representatives from all 8 high schools indicates students are feeling overwhelmed by the volume of work they are being assigned and in some cases the timeframe required to complete.

Students indicated that the COVID 19 quarantine does not allow them to be inside a classroom and the benefit of immediate tailored supports and interventions by their teachers. They also indicated that often Zooms, Microsoft Teams, Remind and Google meetings occur at the same time and often they are forced to choose which class to participate in person, and which they must return later on to view independently. As such, with the suspension of the Regents examinations, we have the opportunity to engage in a **less is more** approach to curricula, to create opportunities for interdisciplinary assessments, and to assess with voracity rather than volume. Our students are resilient and flexible, but we also must understand there are limits to what they can learn at home with their parents, without seeing you daily in your classrooms.

Example High School Schedule from Guidance #4

The sample schedule for teachers and students in grades 7-12 from Guidance #4 demonstrates one way in which teachers can stagger availability to support student outcomes.

To allow sufficient time for students to interact with all of their assigned teachers while also completing required tasks, teachers are encouraged to create assignments that are designed with fewer more meaningful tasks. For example, consider designing exit slips with 5 key questions versus 20-30 examples that consist of many questions of the same type or format.

Electronic Learning
Best Practices for Continuity of Instruction

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

Supporting Students through Interdisciplinary Collaboration

Teachers in the same school may commit to following a routine pattern for introducing new material and setting due dates for assignments.

Monday	Make up Monday: in addition to new instruction, students have the ability to re-submit assignments from the previous week that were missing or require revision
Tuesday	New Instruction
Wednesday	New Instruction
Thursday	Turn It in Thursday: in addition to new instruction, activities for Monday-Thursday are due
Friday	Flex Friday: no new instruction, flexible office hours to meet with teachers to ask questions about previous learning or catch up with lessons from the week

In situations where students have multiple teachers available at the same time to provide instruction or assign work on a given day of the week, principals or their designee should make every effort to facilitate adjustments to teacher schedules that will allow student workloads (including due dates for assignments) to be adjusted so expectations are manageable and reasonable.

Monitoring Student Participation

All educators of students in grades 7-12 must be diligent in monitoring participation. Consider the following strategies for student outreach:
- ✓ Send daily e-mails to students (or other APP venues)
- ✓ Use Google voice to call students/parents
- ✓ Facilitate acquisition of loaner technology if available
- ✓ Collaborate with counselors and social workers
- ✓ Inform administration of all outreach and lack of participation
- ✓ Request paper packets be available for students