Distance Teaching and Learning Guidelines
For Secondary Schools

This document is designed to be used as suggested guidelines with SOCSD Virtual and Hybrid teaching and learning scenarios:

This is a living/breathing document and will be updated often.

Goals for This Document:
- Define Distance Teaching and Learning
- Provide general expectations of teachers, students and parents in a distance teaching and learning environment
- Provide a framework for teachers and administrators that explicitly describes key features of quality distance teaching and learning

What is Distance Teaching and Learning?
Distance Teaching and Learning is a form of education in which courses are delivered via the Internet (SOCSD Secondary Schools will utilize Canvas and Zoom) that includes synchronous and asynchronous interaction between teachers and students/student and student.

Distance Teaching and Learning encompasses the following:
- A planned course of instruction paralleling what might be offered in a traditional setting, but conducted online.
- Instructors that maintain an ongoing teacher presence throughout the course.
- Student progress assessed by both formative and summative assessments and student achievement and results reported in a timely manner.
- A course and instructors that are monitored and evaluated.
- A communications system in place that enables teachers, students, parents, and administrators to offer feedback, and that permits technical, academic and other support systems to function.
- Instruction designed in a manner that is consistent with the district's core beliefs and curriculum standards.
- Learning experiences which are student-centered and provide opportunities for student collaboration.
- Courses that develop skills necessary for success in a 21st century work environment.
- Courses which are designed and delivered to incorporate best practices in teaching and learning.

General Expectations for Distance Teaching and Learning

	TEACHER EXPECTATIONS	STUDENT EXPECTATIONS	PARENT EXPECTATIONS
Delivery Method	Teachers are expected to post agendas and/or assignments to Canvas with links to resources. Teachers are expected to communicate with students through Canvas. Teachers are expected to utilize Zoom for video conferencing purposes of distance learning.	Students are expected to log into their Canvas courses on a daily basis during appropriate times. Students are expected to adhere to the deadlines that are established by the teacher. Students are expected to adhere to the Canvas and Zoom expectations that are established.	Parents/guardians are expected to ensure their student(s) log in to the appropriate course at the established time on a daily basis. Parents/guardians are to set expectations for their student(s) to adhere to the Canvas and Zoom expectations that are established.
Video Lessons	Teachers are expected to video themselves teaching new material. To help with the amount of time it takes to download and stream, videos should be **no more** than 10 minutes. If there is a need for more instruction for a lesson, multiple videos can be created and assigned. Teachers are expected to post video recordings to Canvas **before** class Zoom meetings and students should be encouraged to watch these instructional videos prior to Zoom. Videos should be a part of the assignment given to students in addition to any other assignments . - If possible, include a transcript of your video. You may be able to use a talk to text tool depending on what you use to create your videos. - Videos can be made of you talking through presentations on Google Slides, Keynote, and PowerPoint.	Students are expected to actively watch the posted videos **before** class Zoom meetings making notes and posing questions about material they may find confusing or have questions about. If provided by the teacher, students are expected to complete guided notes as they watch videos.	Parents/guardians are expected to ensure their student(s) understands they must log in to the appropriate course at the established time on a daily basis. Parents are expected to follow up with their student(s) to ensure video lessons were watched. Parents/guardians are expected to be actively involved in their student's education. .

	When possible, teachers are expected to provide guided notes to students to use as they are watching videos.		
Canvas Course **Secondary teachers will NOT use Google Classroom.**	Teachers are expected to create and utilize a Canvas course for every class they are scheduled to teach. Teachers are expected to link appropriate resources in the Canvas course. Teachers are expected to update the Canvas course on a regular basis. Teachers are expected to include a Parent Section (a module will be built to share with teachers) in each Canvas Course. Teachers are expected to post upcoming lessons in a timely manner. Teachers are expected to include a consistent indicator of what is expected for the time when naming files/link/assignments. Teachers are expected to embed video lessons into their Canvas course (see below).	Students are expected to log into their Canvas courses during appropriate times on a daily basis.	Parents/guardians are expected to review the Parent Section in their student's Canvas course. Parents/guardians are expected to be actively involved in their student's education. Parents/guardians are encouraged to "Observe" their student's Canvas courses. Parents/guardians are expected to ensure their student(s) understands they must log into the appropriate course at the established time on a daily basis. Parents are expected to follow up with their student(s) each day to ensure any work in Canvas has been completed.
Assignments	Teachers are expected to include the following in each lesson: • learning targets • links to resources (viewing, reading, etc) • links to assignments with very specific directions • assessment with directions for completing and submitting Teachers are expected to provide feedback in an appropriate time	Students are expected to complete all assignments with integrity. This will allow teachers to give the best possible feedback and help guide students toward mastery. Students are expected to reach out to their teachers during the teacher's office hours if additional support is needed *and/or* if requested by the teacher.	Parents/guardians are expected to ensure their student(s) understands the requirement of completing assignments on time and with integrity. Parents/guardians are expected to require their student(s) to reach out to their teachers during the teacher's office hours if additional support is needed *and/or* if requested by the teacher.

	frame. This feedback should help to move the student learning forward. Teachers are expected to be available during established office hours. Teachers are expected to NOT set an END DATE for assignments in Canvas.	*Policies regarding Make-up work can be found in the student handbook. Virtual makeup work will only be accepted from students who have legitimate reasons for missing the due date (as deemed by the teacher). It is the student's responsibility to notify the teacher and request extra time or to turn in work late.*	*Policies regarding make-up work can be found in the student handbook. Virtual make-up work will only be accepted from students who have legitimate reasons for missing the due date (as deemed by the teacher). It is the student's responsibility to notify the teacher and request extra time or to turn in work late.*
Zoom Meetings	**ALL CHAT COMMUNICATION WILL BE VISIBLE TO THE TEACHER (EVEN PRIVATE CHATS).** Teachers are expected to host Zoom meetings for students during the allotted time for each block session. Teachers are expected to host Zoom meetings for students during the established Office Hours. Teachers are expected to allow time in the initial Zoom meeting to explain the set up of the class as well as expectations. Teachers are expected to establish goals for distance learning, and these should be shared with students. Teachers should allow students in each session to establish goals for the distance learning classroom and add norms they deem necessary to achieve those goals.	**ALL CHAT COMMUNICATION WILL BE VISIBLE TO THE TEACHER (EVEN PRIVATE CHATS).** Students are expected to be on time to the established zoom session times. Students are expected to have their full name displayed. Students are expected to have the zoom video feature LIVE when appropriate. Students are expected to display a SCHOOL APPROPRIATE zoom picture when their live video is not active. Students are expected to remain on the zoom session for the entire block session. Students are expected to do their best to achieve the established class goals. Students are expected to conduct themselves properly during the zoom session. Students are expected to EXIT the zoom if the teacher has technical difficulties with his/her zoom. Students must immediately check their SOCSD email for a new zoom link (if applicable). Students are expected to follow	**ALL CHAT COMMUNICATION WILL BE VISIBLE TO THE TEACHER (EVEN PRIVATE CHATS).** Parents/guardians are expected to ensure their student(s) understands they must adhere to the Zoom expectations that are established. Parents/guardians are expected to ensure their student(s) understand they are to remain in the session for the duration of the time established with minimum interruptions. Parents/guardians are expected to require their student(s) to utilize their teachers' established office hours for additional support. Parents/guardians are expected to require their student(s) to utilize their teachers' established office hours if requested by the teacher.

		Zoom norms which were established for distance learning in SOCSD. Students are expected to utilize their teachers' established office hours for additional support. Students are expected to utilize their teachers' established office hours if requested by the teacher.	
Assessments *Formative Assessments-Graded and Non-Graded* *Summative Assessments*	Teachers are expected to assess students based on standards covered to ensure growth and/or mastery of content. Teachers are expected to create alternate forms of assessment that could be used either entirely or in conjunction with traditional online forms. Teachers are expected to establish parameters/rubrics/guidelines for grades. Teachers are expected to provide feedback in an appropriate time frame. This feedback should help to move the student learning forward.	Students are expected to do their best and do their own work. This will allow teachers to provide feedback to help students master content and standards. Students are expected to communicate with their teacher regarding feedback on assignments.	Parents/guardians are expected to ensure their student(s) understands they must complete all assignments set by the teachers by the established due date.
Attendance	Teachers are expected to maintain a record of attendance by using both the submitting of assignments and attendance in zoom meeting sessions. Teachers are expected to notify parents/guardians if a student is absent from a zoom or stops submitting assignments.	Students are expected to be in attendance for all scheduled zooms sessions. Students are expected to submit all assignments by the date set by the teacher. Students are expected to respond within a set time frame in order to be considered present. *Policies regarding Make-up work can be found in the student handbook. Virtual makeup work will only be accepted from students who have*	Parents/guardians are expected to ensure their student(s) understand they are required to attend all scheduled zoom sessions. Parents/guardians are expected to ensure their student(s) understand they are required to be on time to all scheduled zoom sessions. Parents/guardians are expected to stay in touch with teachers.

		legitimate reasons for missing the due date (as deemed by the teacher). It is the student's responsibility to notify the teacher and request extra time or to turn in work late.	
Grading	Teachers are expected to establish grading guidelines that are appropriate for given assignments. Teachers are expected to communicate the grading guidelines with their students to ensure they understand the grading expectations. Teachers are expected to follow the SOCSD Policies and Procedures regarding grading.	Students are expected to engage in self-reflection, self-assessment, and evaluation of their progress.	
Resources	Teachers are expected to use appropriate resources in their distance learning instruction. Teachers are expected to link appropriate resources in the Canvas course. Teachers are expected to ensure that students know how to use the assigned resources PRIOR to assigning them. Teachers are expected to ensure students have necessary login/password information, if needed, for assigned resources PRIOR to assigning them.	Students are expected to know how to use the assigned resources. Students are expected to have necessary login/password information, if needed, for assigned resources.	Parents/guardians are expected to check Canvas for updated resources pertaining to the specific course.
Schedule	Teachers are REQUIRED to follow the district schedule. Teachers are REQUIRED to conduct district established teacher Office Hours. Teachers are REQUIRED to attend/participate in scheduled	Students are REQUIRED to follow the established schedule in order to meet attendance guidelines. Students are expected to utilize teacher office hours if requested by the teacher or if needed.	Parents/guardians are expected to ensure their student(s) understands they are required to follow the established schedule. Parents/guardians are expected to ensure student(s) utilize teacher office hours and request additional support when needed.

	district Support Hours.		
Technology Resources	Teachers will be provided with professional development from Curriculum Technology Specialists and Lead Teachers on how to use the various technology resources available to them. Teachers are expected to take full advantage of these opportunities. Teachers may request CTS for small group and one on one training(s) as needed.	Students will be assigned a Chromebook (2nd -12th grade) as part of our 1:1 program, once these devices arrive. They will be expected to use this device in distance learning. Students should communicate with their classroom teacher when they need assistance with their device.	Parents/guardians are expected to provide a space for their student(s) to complete work as free from distraction as possible. Parents/guardians are expected to communicate with their student's teacher when technology assistance is needed.

Key Features of Distance Teaching and Learning:

Distance Learning Programs are much like traditional models in that they must meet the highest standards of quality lesson design and instruction. But, because the distance learning scenario is relatively new to most secondary teachers in SOCSD, it is important to recognize key features that should be considered in a Distance Teaching and Learning Program:

- Curriculum - online courses should be aligned with state standards and should be challenging and relevant
- Instructional Design - online learning opportunities should be designed with best practices in mind and should support the development of 21st century learning skills
- Teacher Roles - teachers should be skilled in the subject matter of the course, technologies and best practices in teaching
- Student Roles - students should be actively engaged in the learning process and interact regularly with the teacher and online classmates
- Assessment - Assessment should be authentic, timely, and provide students an opportunity to reflect on their own learning and quality of work. Formative assessments should be used in every lesson to assess student learning and make necessary changes to instruction. Summative assessments should give students the opportunity to demonstrate mastery of course skills and content.
- Management and Support Systems - The course should be managed to ensure student participation, and provide resources for students and parents.
- Technology - Technology should be used to provide the necessary tools for instruction, interactivity, and assessment.

The following is a checklist of some indicators for each of the key features of a quality Distance Teaching and Learning Program. This chart is not comprehensive, but rather is meant to help teachers as they plan for Distance Teaching and Learning.

✓	**Curriculum**
	The course materials and lessons are aligned to state standards.
	Learning goals/targets are clearly stated throughout the course.
	Assignments, projects, tests and other artifacts of student work clearly reflect the desired learning goals.
✓	**Instructional Design**
	Students interact with a variety of media and resources
	The lessons include a variety of activities, both online and offline.
	The lessons support different learning styles.
	Students are assigned relevant readings from appropriate print and/or Web media.
	Students deepen their understanding of content through a variety of activities such as projects, demonstrations, lab experiments/simulations, modeling.
	Students use writing to reflect on readings, projects, labs and other assignments.
	Students participate in online group activities.
	The course includes regular, sustained, and guided student-to-student discussion and collaboration.
	Student assignments are authentic and varied (such as quizzes, written responses, multimedia presentations, etc.)
	The teacher provides appropriate connections between course content and the real world.
	The teacher asks questions that guide students to make connections to content and skills.
✓	**Teacher Roles**
	The teacher has expertise in the subject matter being taught.
	The teacher is familiar with state standards and curriculum for the content being taught.
	The teacher utilizes a variety of effective teaching techniques and strategies.
	The teacher monitors student understanding and adjusts instruction to enable learning.
	The teacher monitors student work and discussions on a regular basis.
	The teacher provides timely and appropriate feedback, guidance and direction to move student learning forward.
	The teacher clearly and regularly communicates with students and parents.

✓	**Student Roles**
	Students are active participants in all learning activities.
	Students are expected to develop time-management and organizational skills.
	Students engage in self-reflection, self-assessment, and evaluation of their progress.
✓	**Assessment**
	Students are given specific criteria for success.
	Assessments are authentic.
	Student learning is assessed by several different methods over the duration of the course.
	Students receive ongoing, timely and effective feedback on the quality of their work and mastery of learning goals.
✓	**Management and Support Systems**
	Course resources are available to students and parents.
	Teachers participate in professional development opportunities that assist in improving online teaching.
	Teachers take advantage of the network of other online teachers to discuss pedagogy.
	Students receive training and guidance on how to access information and navigate the online learning environment.
	Feedback from students and teachers should be used to make improvements and revisions of the course.
✓	**Technology**
	Teachers and students utilize Canvas as the Learning Management System.
	If applicable, teachers and students should use online textbook resources throughout the course.
	Teachers and students have access to a variety of digital tools. These should be used whenever appropriate to enhance authentic learning opportunities and track student learning.

References:

National Education Association: Guide To Online High School Courses

National Education Association: Guide to Teaching Online Courses

This is a living/breathing document and will be updated often.