



Full Time Instruction

2021-2022 School Year

All full-time teachers will develop content-specific, standards-based learning activities that will allow students to master content knowledge and skills. Teachers will implement a differentiated, student-centered approach to instruction with lessons that have clear objectives and learning activities matched to instructional outcomes that represent high expectations and rigor. Teachers should be prepared for full in-person instruction, understanding that some students will be quarantined and require asynchronous instruction for periods of time throughout the school year. MCST will follow the traditional bell schedule and resume pre-pandemic learning experiences.

As teachers and students return to traditional learning experiences, **teachers will:**

- Create a safe, welcoming environment in which all students are valued and challenged.
- Communicate with all stakeholders clearly, effectively, and with purpose.
- Build partnerships with parents through professional responses to questions/concerns, and proactive updates regarding student progress and/or lack thereof.
- Utilize instructional tools, applications, and websites that will move learning forward.
- Utilize Google classroom or EDU 2.0.
- Provide thoughtful and timely feedback to students regarding learning outcomes and experiences.
- Update gradebooks every 2 weeks.
- Maintain a gradebook that contains a department or cluster-aligned grading profile that includes a CRP category.
- Include a CRP grade in the gradebook weekly or bi-weekly utilizing the [CRP Rubrics](#).
- Post lesson plans in Atlas utilizing the Lesson Plan Portal, and follow the lesson plan guidelines outlined in the faculty handbook and will refer to Danielson Domain 1 for Effective and Highly Effective attributes of planning.
- Hold students accountable to assignment due dates by providing students the opportunity to demonstrate their learning in a timely manner.
- Provide office hours via zoom (once a week if the class meets twice, twice a week if the class meets three or more times per week) for any student quarantined due to Covid-19.

Planning for Instruction

As teachers plan for instruction, they should ensure that every lesson has a targeted learning objective linked to a curriculum standard with an application segment and assessment of standards.

As teachers prepare lessons, they should consider the work of [Hattie, Frey and Fisher](#). In their introduction to the *Distance Learning Playbook*, they assert: “It’s hard to sift through to figure out what to do. It seems that everything “works” so any choice we make seems reasonable. But the fact of the matter is that some things work best. Thus, it’s useful to know what works best to accelerate students’ learning (2).

Teachers should consider these three themes that are at the heart of constructing lessons:

1. **The first is that investment in learning means that there is a drive to foster each student’s increasing ability to recognize when they are learning, when they are not, and how to go about fixing it.** That means that teacher clarity and feedback are crucial.
2. **The second theme is that teachers know the impact of their instruction in terms of progress and achievement and take steps to refine their approaches.** That means that we have methods for discovering what students already know in order to minimize wasted instructional time such that we can focus on needed learning experiences. Further, the individual student is the unit of analysis—we know what works, what works when, and what works for whom..
3. **The third theme is that the mindframes of teachers, which is to say dispositions and beliefs, are in the driver’s seat.** That means that we collaborate with one another, talk about learning more than teaching, and invest in relationships with children and adults in order to be an agent of change.

Fisher Douglas. The Distance Learning Playbook, Grades K-12 (p. 3). Corwin. Kindle Edition.

Questions to guide planning:

As you continue to plan for lessons for the 2021-2022 school year, utilize the following questions to guide your planning:

Written Plan

- How do my lesson plans reflect learning intentions, activities, assessments, and success criteria that engage students and move the curriculum forward?
- What can I do to ensure my planning results in students learning new material?
- What [higher order questions](#) have I planned to engage students in deeper exploration of the material?

Instructional Activities

- What are the characteristics of effective student-centered instruction?
- How can I ensure that [activities](#) are [rigorous, interactive, accessible](#), and collaborative?

Assessment

- Are students capable of showing learning progress? How do my students show me they are learning? Can they choose ways to show their learning?
- Do students have the opportunity to demonstrate learning as individuals?

General Resources for Planning Instruction

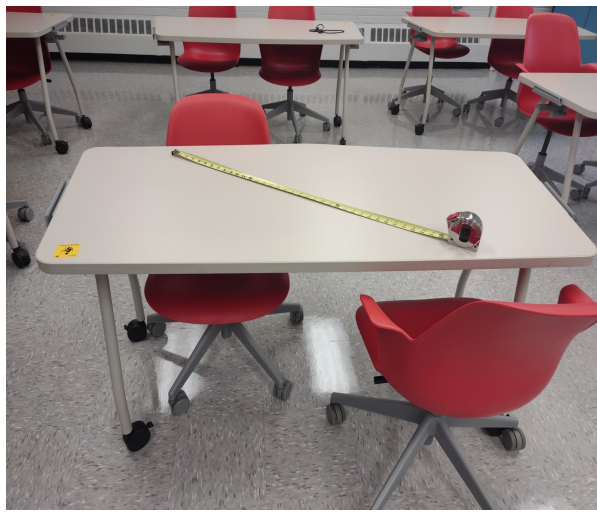
[How to Provide Meaningful Feedback](#)

[Learning to Love Assessment](#)

Group Work

Students are permitted to work together in groups, and pairs may sit together provided they are maintaining three feet of distance and are masked. Shared materials are allowed.

Some possible configurations for acceptable group and pair work include the following:



Field Trips

- Teachers are welcome to apply for field trips utilizing the current process in place. Teachers should speak with his/her supervisor regarding feasibility due to transportation, trip specifics, safety protocols prior to submitting the request.

Guest Speakers

- Teachers are welcome to invite guest speakers to their classrooms. Guest speakers must adhere to mask-wearing safety protocols and must sign an attestation form. Teachers are responsible for making the guest speaker aware of the protocols.

Q & A about CRPs and Late Work

Do we need to assess CRPs in academics, or can it just be in CTE?

[Because we are a CTE school, we assess CRPs in every class.](#)

Some teachers are still confused about when to use a CRP grade. Can it just be an assignment given, or does it have to account for a student's grade over time?

[CRPs are to be graded over the course of two weeks and take into account a student's overall career readiness. It is not to serve as an individual assignment or assessment.](#)

Is there a district-wide late policy? Discussions were around 2-week timeframes within the current marking period.

[There is no district-wide late policy, per se. The expectation is that departments will decide how to hold students accountable for submitting work on time. As they make their decision, they need to be mindful of the following:](#)

- [1\) Students need to be given ample opportunity to demonstrate what they know and can do in each subject area.](#)
- [2\) Grades are a means to communicate what a student knows and can do in each subject area.](#)
- [3\) The CRP grade, as a component, is to measure how a student is navigating their schooling in preparation for a career, while the other categories are to measure what the student knows and can do in the subject area.](#)
- [4\) Students should not be marked down twice for submitting late work \(CRP *and* Assignment Grade\) without being provided an opportunity to amend the assignment grade.](#)

Is there another way to weigh this rubric? A kid who scores Meeting Expectations (3) across the board is earning 75%. Teachers might be giving more grace on the rubric to ensure a kid isn't earning a 75%.

[The rubric scores have been adjusted to 5/4/3/2/0](#)

Could teachers customize their own CRP rubric (to take one aspect from CRP 1, let's say, and 3 elements from another rubric?) We know we would have to re-create a rubric to upload to Genesis in order to achieve this.

[No. We are not allowing this at this time.](#)

Discussion:

The supervisors should share this information with parents via multiple avenues so there is less confusion about expectations. Teachers should also include their specific info. and requirements in syllabi (and on Classroom)

We can speak to this in general, but each teacher/department will have to speak to the individual situation for their classroom.

The rubric leaves a lot of room for interpretation. Teachers should consider spelling out what is expected for each of the possible scores.

Agreed.

Does the CRP grade harm the “low” kid? Is this really a motivator for the kid who already struggles to turn in work, engage in discussions, etc? (This was a discussion between Guidance).

This may take a bit of conversation between the student and the teacher. Perhaps the teacher can use it as a tool to encourage the student and grade him/her on improvement.

In Genesis, is there a way to print all of the comments we’ve entered for students so that we can easily score them on the CRP rubric without having to go back and forth between screens?

Unfortunately, it is not possible to print the comments.