

## Remote Learning: Synchronous Instructional Model

In accordance with Fountain-Fort Carson District 8 secondary schools, and in alignment with school districts across the Pikes Peak region, Carson Middle School will move to Remote Learning from home for the remainder of 2020. We have designed an alternating block schedule (see below) including an ACCESS period and Office Hours. It is expected that students utilize Clever, Schoology, and Zoom in order to connect to each class in real-time each period of the day. CMS administration is committed to ensuring that teachers have the resources and time needed to provide a meaningful learning experience for all students, and equally committed to helping students and families follow through with their commitments to school. CMS is a physical location that families can visit for tech support, counseling services, and academic interventions.

### Carson Middle School **Remote** Learning Schedule

	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Odd Week</b>	8:00-9:15	1st Period	2nd Period	1st Period	2nd Period	1st Period
	9:15-9:35	20 min Break				
	9:35-10:35	3rd Period	4th Period	3rd Period	4th Period	3rd Period
	10:35-11:30	55 min Lunch				
	11:30-12:30	5th Period	6th Period	5th Period	6th Period	5th Period
	12:30-12:50	20 min Break				
	12:50-1:50	ACCESS	ACCESS	ACCESS	ACCESS	ACCESS
	1:50-2:10	20 min Break				
	2:10-3:25	Office Hours				

	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Even Week</b>	8:00-9:15	2nd Period	1st Period	2nd Period	1st Period	2nd Period
	9:15-9:35	20 min Break				
	9:35-10:35	4th Period	3rd Period	4th Period	3rd Period	4th Period
	10:35-11:30	55 min Lunch				
	11:30-12:30	6th Period	5th Period	6th Period	5th Period	6th Period
	12:30-12:50	20 min Break				
	12:50-1:50	ACCESS	ACCESS	ACCESS	ACCESS	ACCESS
	1:50-2:10	20 min Break				
	2:10-3:25	Office Hours				

### Grading and Accountability:

Grading and student accountability for learning were concerns raised by families, students, and staff as we reflected on the spring experience with Remote Learning. During this cycle, we will provide live interactions and instruction for students, and students will receive grades for work completed. Students are expected to complete assignments and assessments as they would if they were attending our classes in a traditional setting. Schoology/Clever allows teachers to take attendance, and it is important that students understand when they are to be in class for synchronous activities (live instruction) as well as when students work on tasks independently (asynchronous). When the expectation for Remote Learning is clear (synchronous or asynchronous), students will be held accountable for work completion, attendance, and participation. Students and teachers are expected to have video on and microphones available during class time. Visibility and oral communication are imperative to the holistic learning experience.

During this time of Remote Learning, helping students to acquire digital learning skills, career and workplace communication readiness, and to experience success in their courses are priorities. Additionally, our teachers and staff are being asked to monitor and consider the holistic development of students including Social Emotional Learning (SEL). The digital learning environment poses unique challenges to the learning community, and CMS is committed to the holistic health and safety of our students.

### Synchronous-Asynchronous Balance:

If students are on screens all day each day, this would place them in front of screens for a minimum of 4.5 consecutive hours and could equate to nearly six hours. This is too much. Therefore, a balance of synchronous and asynchronous (live v. independent) is expected. We must also consider activities that can be completed at home, and are off screen. There are three prevailing learning models (timing is estimated, not concrete):

1. Live - independent - Live:
  - a) 15 minutes synchronous
  - b) 30 minutes asynchronous - independent work/guided practice
  - c) 15 minutes synchronous)
  
2. Live - independent - Closure:
  - a) 15 minutes synchronous(direct instruction, review, formative assessment, etc.)
  - b) 40 minutes asynchronous with intent to complete a task that is manageable for all students (inquiry-based learning, revision or practice, demonstration of learning, etc.)
  - c) 5 minutes closure activity (survey, formative assessment, check in on

questions, share out, learning target self-assessment, etc.).

3. Live for 60 minutes: This model utilizes a range of modalities and pedagogical practices in digital environments to engage students synchronously and ensures a dynamic digital learning environment (direct instruction, guided practice, small group break-outs for collaboration, large group share out or discussion, etc.).

\*Most teachers will use a balance or rotation of these models.

### Electives:

While in Remote Learning, or in Hybrid Learning, students will continue to attend elective courses in three week cycles. These courses will be exploratory with an emphasis on creativity, fun, fitness and movement, and the development of new interests. Students are required to attend class and complete activities for elective courses.

### ACCESS:

The goal of ACCESS is to ensure that all students have a trusted adult and advocate for their learning experience and well-being here at Carson Middle School. ACCESS attendance is a requirement, but can be adapted by the teacher for individualized student needs. This time is allotted to teachers and students to achieve the following goals:

- Check grades and missing assignments for all classes
- Build rapport with classmates and a meaningful connection with teacher
- Work on affective skills and academic strategies
- Practice Mindfulness and stress management
- Keep up-to-date with CMS and community resources
- Communicate with other teachers and allow students to access extra academic support

### Office Hours:

This time is designated for students to complete tasks that may not have been completed during their class periods, ask questions of teachers or classmates, seek specific feedback, and to receive one-to-one tutorials with their teachers. It is important for students to communicate with their teachers and make arrangements for individualized instruction.

## Learning Enrichment Center: Meeting the unique learning needs of all CMS students:

Students with unique learning needs, such as students with IEPs and ALPs, are expected to receive additional learning services required by law. Additionally, it is anticipated that teaching and learning in this unique setting will require CMS design new systems to cultivate student leadership, positive mental health, and unique extracurricular opportunities. For this purpose, room A114 (art room between 7th and 6th grade hallways) has been designated the Learning Enrichment Center (LEC). This will allow for a variety of student support services to be conducted in a single space that is conducive to social distance and inclusive learning. Examples of LEC utilization include, but are not limited to, small group instruction for TAG students, variety of student leadership forums (ie. Sources of Strength), counseling clusters, and unique learning opportunities that arise out of creative thinking.

During Remote Learning, we will be servicing three unique groups of students in our building - Significant Support Needs (SSN, Autism, and Affective Needs). General education teachers will have opportunities to support these students during remote learning that are unique and powerful. The basic structure is as follows:

- Students in the LEC will log-on to log on to Schoology for courses in real time
- Paraprofessional staff will be the primary supervisors of the space
- Students that require additional support will seek General Education teachers during breaks in the Remote Learning Schedule and during asynchronous (independent learning) that is designed by each teacher
- Students can travel to teacher classrooms and/or teachers can come down to the LEC
- Teachers and staff whose roles fall primarily into certified support staff will be another channel by which these students receive individualized instruction
- Time students receive academic support through the LEC model does count toward the expectations designated by IEPs and should be tracked

The Learning Enrichment Center is viewed as an opportunity for CMS to both create an inclusive (stigma free) space for accessible to a wide range of students as well as a

creative opportunity for CMS to meet the unique learning needs of aforementioned student groups in a safe space.

### Remote Learning Tips for Success (Teachers):

1. Keep present - synchronous lessons with regularly scheduled time for students to seek additional clarification or tutoring outside of class
2. Create an online community - use digital platforms and tools, practice online etiquette, and designate roles to empower student-to-student collaboration
3. Utilize a diverse and differentiated digital pedagogy - vary the student demonstrations of learning as well as a balance of small group, large group, and independent learning activities
4. Balance - synchronous/asynchronous, social connection/self-reflection, content/skills, structure/open-ended, SEL/fun connections, etc.
5. Shift from facts to application

### Remote Learning Guide for Students and Families:

1. Get up and Get Ready for School:
  - a. Shower and dress like you are attending school. Your brain will respond positively to the same routines that make for successful students under typical circumstances
  - b. Eat a healthy breakfast
  - c. Drink water and keep a water bottle nearby all day
  - d. Prepare your school supplies the night before school such as notebook, pen, pencil, calculator, etc.
2. Camera on, audio ready: Attending remote learning class is similar to in person learning. Teachers and students need to see you, and you need to see them. It is an expectation that students are fully present in class. There are three classes each day followed by ACCESS, and possibly a necessity to attend Office Hours to complete work and get extra help.
3. Patience and Persistence: Zoom and Schoology are quality tools for digital learning, but they are not perfect. If you cannot get into a Zoom meeting, just wait. Sometimes just takes a few minutes, and other times a teacher needs to recognize that you have joined. You may need to restart your computer, and try to join a Zoom or open a document in Schoology a second time.
4. Communicate, Communicate, Communicate:
  - a) Inform your teacher if you are struggling with technology or have an issue come up at home

- b) You can seek help from our technology department at CMS if problems persist
- c) Call the school if you have questions, need guidance, want us to understand a challenge, or if you need to excuse a student from a class
- d) Use messenger in Schoology, Remind, or email to share with your teacher your challenges with learning. We have lots of systems in place to support student achievement, but we need to know what challenges the students are facing. It is best for students to advocate for themselves.
- e) Seek extra help if you need. Administrators and counselors remain in roles of support for students, families, and staff.

5. Etiquette: Our teachers are expected to be present for their own life balance and families in the evenings. Please allow teachers 24 hours (business hours model) to respond to your communication and understand that you will not receive a response in the evening hours or weekends. Additionally, students need to have academic behavior while online. This means that they are trusted to be on task when in small groups, and use the chat functions for purposeful dialogue only. Distractions to the digital learning environment do have school discipline consequences.

6. Best effort: Some students are afraid to upload work when they are unsure if they have done a great job. A huge benefit to learning at school is that ease in which students can get quick feedback from teachers. It is important to understand that CMS teachers need to see the best efforts of students in order to help them achieve, and to give them credit for the work they have completed.

7. Create a learning space: Every student has a different learning environment now, and it can be difficult to mimic the classroom at home. A few ideas to consider:

- a) Limit distractions - have students put their phones and devices in a neutral location away from their person during learning, turn off other distractions or go to a space without siblings, electronics, pets, etc.
- b) Have a desk, table, or space just for the student to sit upright and in reach of school supplies.

c) Set up some pictures or a white board with inspirational quotes. Imagine a college dormitory, and try to create a unique place to learn and study.

8. CMS website is the one stop shop! Regardless of need, start with the CMS website. We will have information updated and links to resources that students and families need to be successful. CMS can connect you easily to the district website pages and resources as well.

As we engage our students both in a new era, it is important that our approach to teaching and learning be clear and consistent so that all stakeholders can support students. Therefore, CMS will seek feedback from students and families moving forward.

Essential Questions:

1. Which teaching strategies and digital learning tools have the greatest positive impact for the greatest number of students?
2. What learning philosophy and practices are most sustainable for teachers?
3. What will parents/guardians need and want in order to support their students?

If you have ideas or comments that will help us answer the above questions, or meet your students' needs in this time of remote learning, please do not hesitate to contact us.

A special thanks to the entire Carson Middle School community for your continued support.

Happy Holidays,

Carson Administration Team