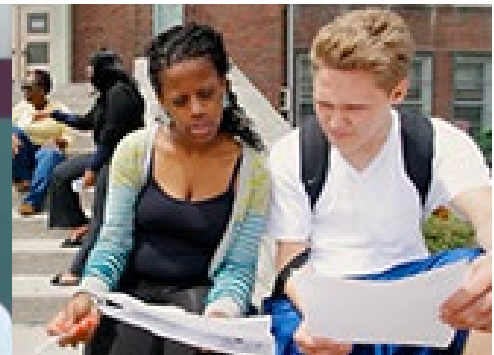




St. Louis Public Schools Restart Updates – Academic Office

Paula D. Knight, EdD
August 11, 2020



Agenda

➤ Lessons Learned

➤ Curriculum

- Standards-Based Plan & Grading guidance
- Related Arts Expectations
- Banker Box Contents and Plan
- ABAR resources (Design, Roll-out, Implementation)

➤ Virtual Learning

- Instructional Day
- Day in the Life of a Teacher & Principal
- Effective Virtual Instructional Practices
- Discussion/Presentation of Virtual Instruction at every Grade Level
- **Virtual Learning Playbook** for School Leaders



Academic Updates

The Standards-Based Curriculum Plan

➤ The Standards-Based Curriculum Plan Includes...

- Primary, Secondary & Supporting Standards
- What Students Should Know & Be Able to Do by End of Year
- Standards with Linked Proficiency Scales
 - Information pertaining to how standards were selected has been included.
 - All standards link to their corresponding Proficiency Scales.
 - Proficiency Scales include unpacked standards with clear learning targets.
- Recommended Pacing
 - Pacing recommendations do not include specific date information, but suggests recommended number of days and/or date span to allow for differentiation and some flexibility in scheduling.
- Essential Questions
 - Essential questions have been designed to stimulate thought, provoke inquiry, and spark more questions as a way to promote deeper learning.
- Aligned Instructional Resources
 - Print and Digital Instructional ([VLP 2.0](#))
- Assessment for/of Student Learning
 - Formative Options
 - District Option (CFA)
 - Exit Tickets (Standards Based Links)
 - Unit Pre-Assessments
 - Summative Tasks
 - District Option (CSA)
 - Benchmark
 - Unit Performance Event/Assessments



Academic Updates

The Standards-Based Curriculum Plan

➤ Stakeholder External Facing Document

- The stakeholder document includes the above content, but does not grant access to assessment options.

➤ Internal Facing Document + Resources

- The internal facing document is designed for teachers and instructional leaders to use during instructional planning. These documents include extended resources such as ...
 - [Resource Lists](#), Content vocabulary, [Question Stems and Prompts](#), Hyperdocs, Digital Text Links, Other Digital Resources, Videos, District-Wide Collaboration Spaces, Literacy Support Resources for Blended Learning, Resources to Support Independent Reading (in the absence of physical books), Reading Skill and Resources for Mini Lessons.

➤ Anti-Bias Anti-Racism (ABAR) Plan

- The ABAR Plan is

➤ Virtual Learning Plan 2.0

- The VLP 2.0 is a public facing document that provides district stakeholders with



Academic Updates

The Proficiency Scale

- The [proficiency scale](#) allows teachers to consistently define levels of proficiency. It supports teachers in clearly identifying instructional expectations. Now, a teacher can give transparent feedback with students and families about what students should know and be able to do.
- The conversation between teachers and students quickly shifts when using proficiency scales.
 - Antiquated Feedback System:
 - Student: What do I need to do to perform well on this assignment.
 - Teacher: You need to get and A on the next test.
 - New System:
 - Student: What do I need to do to perform well in this class?
 - Teacher: You need to show me that you can make a claim and support it with textual evidence.
 - **The focus is on the learning.
- How does the proficiency scale help students, teachers, and parents?
 - Students are more likely to "hit" targets that are clearly defined for them. We are being transparent about levels of mastery.



Academic Updates

Book Sharing

- Due to recommendations from the American Library Association and the National Council for Teachers of English, book sharing between students is strongly discouraged during the pandemic.
- SLPS teachers were informed in the spring that the first quarter (and potentially other quarters) would utilize short text resources such as articles, short stories, poems, informational texts, non-print texts, audio recordings, video clips, etc. to teach standards.
- All texts should be made available digitally to students for use with 1:1 devices to eliminate the need to share copies of books or papers.



Academic Updates

School Supply Kits

- The Academic Office will provide limited supplies to students at the beginning of the year.
- Banker Box proposed packaging and distribution is as follows...
 - Supplies will be ordered from School Specialty and delivered to their respective school sites along with Banker Boxes.
 - Site-based volunteers will pack boxes with materials
 - Teachers will be able to identify and label boxes for their individual students and add additional classroom-level materials.
 - Boxes will be distributed at the school site and will be delivered to students with iPad/laptop.





Academic Updates

School Supply Kit Proposed Content

Upper & Lower Elementary

- Folders
- Single Subject Notebooks
- Primary Writing Journal (Grades PreK-2)
- Composition Book (Grades 3-5)
- #2 Pencils
- Pencil Sharpener
- Larger Eraser
- Markers
- Colored Pencils
- Ruler
- Safety Scissors
- Glue Sticks

Middle & High School

- Folders
- Single Subject Notebooks
- Composition Book
- Graphing Paper
- Blue or Black Ballpoint Pens
- Highlighters
- Colored Pencils
- No. 2 pencils
- Pencil sharpener
- Large Eraser
- Ruler
- Protractor (Middle School Only)

Academic Updates

Visual & Performing Arts Instructional Expectations

- Visual and Performing Arts Curriculum Specialists have established Instructional Expectations to support Arts instruction during virtual learning and under the current federal, state and local social distancing guidelines. This is inclusive of more digital projects and virtual experiences, the elimination of contact performance standards for the performing arts and a carefully curated list of digital resources to support teachers delivering Arts instruction to our students at a time when Arts education may provide a much needed respite and outlet for our students who may have had limited opportunities to engage in creative expression while under quarantine.



St. Louis Public Schools K-12 Virtual Learning

WHAT TO EXPECT....

- SLPS is implementing a Blended Learning instructional framework for our virtual learning delivery method.
- Blended Learning is a method of instruction that integrates technology and digital media with traditional instructor-led classroom activities.
- Students will engage in pre-scheduled synchronous instruction for every subject area (either daily or on a block schedule). **Synchronous instruction** can include virtual face-to-face class meetings, direct instruction, collaboration, discussion and intervention.
- Synchronous live instruction will be balanced with an **asynchronous** weekly “playlist” directly aligned to the lesson objectives and designed for each student to work through independently.
- The balance of synchronous to asynchronous work should be approximately 50/50 for ALL grade levels.



Example (not exemplar)

Virtual instructional videos & lessons

[Ms. Noelle's live math lesson](#)

[Ms. Amsler's prerecorded math video](#)

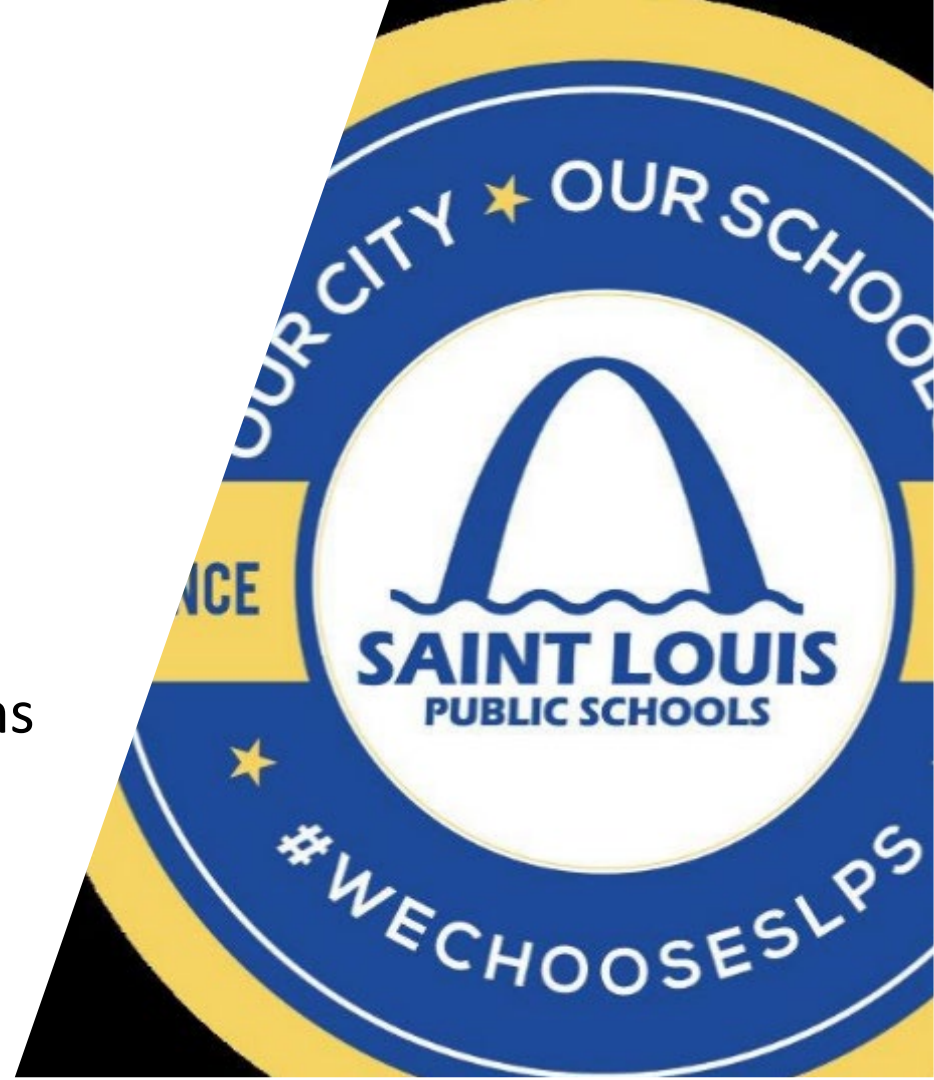
[Ms. Polinsky's ELA prerecorded video to prepare students for class discussion.](#)

[Mr. Campbell's asynchronous Nearpod](#)



The *Virtual* Instructional Day

Sample scheduling configurations



SLPS Scheduling Guidance for Virtual Learning

- Teacher Workday: 8:00 – 3:22
- Virtual School Day: 8:30 – 3:00
- 3 hours Synchronous Instruction
- 3 hours Asynchronous Instruction

SLPS Recommended Minutes per Day

Grade	Literacy	Math	Science	Social Studies	Related Arts & Other Courses
KG – 3 rd	180 min	60 min (minimum)	30 mins (minimum)	30 mins (minimum)	50 mins
4 th – 6 th	120 min	60 mins (minimum)	45 mins	45 mins	50 mins
7 th -8 th	90 min (minimum)	90min (minimum)	45 mins	45 mins	See DESE guidance
9 th -12 th	45 min (minimum)	45 min (minimum)	45 mins	45 mins	See DESE guidance

Elementary School Sample Schedule

Time	Sample Schedule for Virtual Teacher	Sample Virtual Student Schedule
8:00 – 8:30	Login, virtual clock-in, check email, launch welcome message and instruction for the day	Eat breakfast, get materials and technology ready for the day
8:30 – 10:00	Virtual Instructional Block (can be split into two 45 min blocks) Live Lesson: 8:30 – 9:15 Intervention/Small Group: 9:15 – 9:55 Set up for next session: 9:55 – 10:00	Virtual Literacy Block Live Lesson: 8:30 – 9:15 Guided Reading Group M/W: 9:15 – 9:35 Independent work time: M/W: 9:35 – 10:00 Independent work time: T/Th/F: 9:15 – 10:00
10:00 – 11:30	Virtual Instructional Block (can be split into two 45 min blocks) Live Lesson: 10:00 – 10:45 Intervention/Small Group: 10:45 – 11:25 Set up for next session: 11:25 – 11:30	Virtual Math Block Live Lesson: 10:00 – 10:45 Extra Help w/ Teacher (optional): 10:45 – 11:00 Math Intervention Group: T/Th: 11:00 – 11:25 Independent work time: M/W/F: 10:45 – 11:30 T/Th: 11:00 – 11:25
11:30 – 12:00	Lunch Break	Lunch Break
12:00 – 1:30	Virtual Instructional Block (can be split into two 45 min blocks) Live Lesson: 12:00 – 12:45 Intervention/Small Group: 12:45 – 1:20 Individual student check-ins: 1:20 – 1:30	Virtual Science Block: 12:00 – 12:45 Live Lessons: M/W/F: 12:00 – 12:45 Independent work time: T/Th: 12:00 – 12:45 Virtual Social Studies Block: 12:45 – 1:30 Live Lessons: T/Th: 12:45 – 1:30 Independent work time: M/W/F: 12:45 – 1:30
1:30 – 1:45	Office hours for family/student support Check student work and engagement	Technology Break!
1:45 – 2:35	Teacher plan time	Related Arts Recorded lesson & activities playlist
2:35 – 3:22	Office hours for family/student support Check student work and engagement	Independent work/study time 2:35 – 3:00

Sample Departmentalized Schedule

Time	Homeroom 1	Homeroom 2	Homeroom 3
8:00 – 8:30	Login, virtual clock-in, office work	Login, virtual clock-in, office work	Login, virtual clock-in, office work
8:30 – 10:00	ELA Virtual Block Live Lesson: 8:30 – 9:15 Intervention/Small Group: 9:15 – 9:55 Set up for next session: 9:55– 10:00	Science Virtual Block 8:30 – 9:15 Social Studies Virtual Block 9:15 – 10:00	Math Virtual Block Live Lesson: 8:30 – 9:15 Intervention/Small Group: 9:15 – 9:55 Set up for next session: 9:55 – 10:00
10:00 – 11:30	Math Virtual Block Live Lesson: 10:00 – 10:45 Intervention/Small Group: 10:45 – 11:25 Set up for next session: 11:25 – 11:30	ELA Virtual Block Live Lesson: 10:00 – 10:45 Intervention/Small Group: 10:45 – 11:25 Set up for next session: 11:25 – 11:30	Science Virtual Block 10:00 – 10:45 Social Studies Virtual Block 10:45 – 11:30
11:30 – 12:00	Lunch Break	Lunch Break	Lunch Break
12:00 – 1:30	Science Virtual Block 12:00 – 12:45 Social Studies Virtual Block 12:45 – 1:30	Math Virtual Block Live Lesson: 12:00 – 12:45 Intervention/Small Group: 12:45 – 1:30	ELA Instructional Block Live Lesson: 12:00 – 12:45 Intervention/Small Group: 12:45 – 1:30
1:30 – 2:20	Teacher plan time/related arts	Teacher plan time/related arts	Teacher plan time/related arts
2:20 – 3:22	Teacher: Office hours, family/student support/wellness checks	Teacher: Office hours, family/student support/wellness checks	Teacher: Office hours, family/student support/wellness checks

Virtual Student Schedule A Closer Look...

Time	Student Schedule Breakdown
8:00 – 8:30	Breakfast, prepare for the day
8:30 – 10:00 ELA Virtual Block	8:30 – 9:15: Synchronous Live Lesson
	9:15 – 9:35: Guided Reading (M/W only)
	9:35 – 10:00 Independent asynchronous worktime
10:00 – 11:30 Math Virtual Block	10:00 – 10:45: Synchronous Live Lesson
	10:45 – 11:00: Small group math support (if needed)
	11:00 – 11:30: Independent asynchronous worktime
11:30 – 12:00	Lunch Break
12:00 – 12:45 Science Virtual Block	12:00 – 12:30: Synchronous Live Lesson (M/W/F)
	12:30-12:45: (M/W/F) 12:00-12:45: (T/TH) Independent asynchronous worktime
12:45 – 1:30 Social Studies Virtual Block	12:45 – 1:15 Synchronous Live Lesson (M/T/TH)
	1:15- 1:30: (M/T/TH) 12:45-1:30: (W/F) Independent asynchronous worktime
1:30 – 2:20 Electives	Yoga: M/W/F Painting: T/Th
2:20 – 3:00	Independent asynchronous worktime
	Homeroom teacher check-in: Wed 2:30-2:45

Instructional Breakdown: Approx. minutes per day

Synchronous live lessons:
120 – 150 minutes

Intervention/Live support:
20 – 50 minutes (will vary)

Asynchronous independent work:
125 – 150 minutes

Student choice electives:
45 minutes

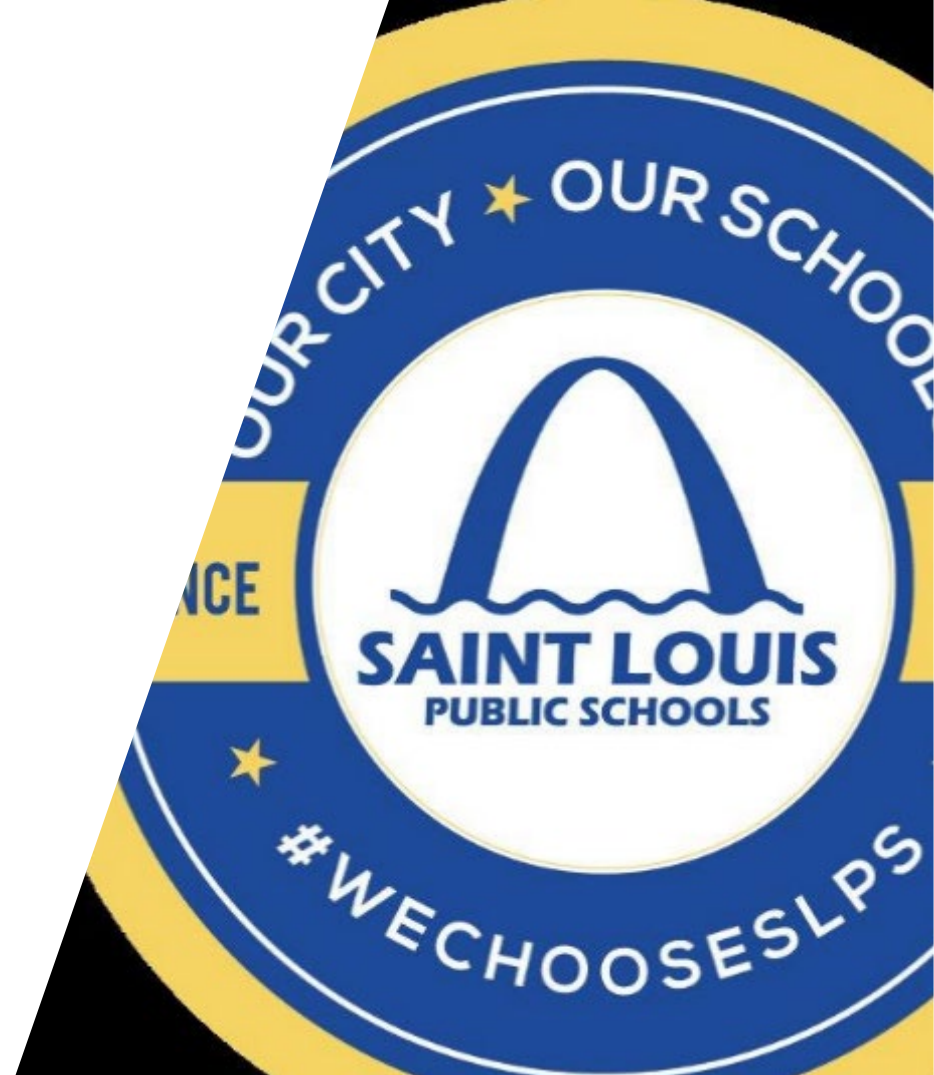
Sample 45-minute instructional block framework (Middle/High School)

Time	Generic Instructional Schedule
8:00 – 8:30	Teachers: Login, office work, launch learning
8:30 – 9:15	Instructional Block 1
9:15 – 10:00	Instructional Block 2
10:00 – 10:10	Technology Break
10:15 – 11:00	Instructional Block 3
11:00 – 11:30	Lunch Break
11:30 – 12:15	Instructional Block 4
12:15 – 1:00	Instructional Block 5
1:00 – 1:15	Whole school technology break
1:15 – 2:00	Instructional Block 6
2:00 – 2:45	Instructional Block 7
2:45 – 3:00	Office hours/Independent work



The *Virtual* Instructional Leader's Day

Ensuring excellent virtual
instruction for all learners





Vision - St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality. **Mission** - We will provide a quality education for all students and enable them to realize their full intellectual potential.

Sample Virtual Principal Schedule

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00	Teacher webpage audits, TEAMS audit	Respond to emails/ phone calls, parent concerns	Respond to emails/ phone calls, parent concerns	Principals Virtual Leadership Academy – District PD	Respond to emails/ phone calls, parent concerns
8:00 – 8:30	Post weekly video message Class Dojo & website	Observation: Simms Class Meeting (Live Lesson)	Misc. worktime: TBD		Weekly Collaborative Team Meeting: Lesson Plan Internalization & Delivery – Science
8:30 – 9:00	Observation: Smith ELA (Live Lesson)	Prep for CTM	Observation: Thomas Math (Live Lesson)		Instructional Leadership Team Meeting: weekly reflection, calendar planning, next week's observation schedule
9:00 – 9:30	Observation: Jones ELA (Live Lesson)	Weekly Collaborative Team Meeting: Lesson Plan Internalization & Delivery – ELA	Observation: White Math (Live Lesson)		
9:30 – 10:00	Student Support Team Meeting: Family wellness, attendance checks, engagement review	Observation: Lawrence Science (Live Lesson)	Observation: Tucker S.S. (Live Lesson)		Weekly Collaborative Team Meeting: Lesson Plan Internalization & Delivery – Social Studies
10:00 – 10:30			Lesson Plan review and feedback with AIC		
10:30 – 11:00	Respond to emails/ phone calls, parent concerns	Prepare feedback from virtual observations/send calendar invitations			
11:00 – 11:30	Instructional Leadership Team Meeting: lesson plan internalization - leader work, staff meeting (prof. dev)	Prep time: Upcoming professional development – leader led/site based/staff meeting final touches	Weekly Collaborative Team Meeting: Lesson Plan Internalization & Delivery – Math		Budget/Ordering
11:30 – 12:00					
12:00 – 12:30	Prep time for staff meeting: gather resources, create Nearpod/PPT		Weekly Collaborative Team Meeting: Lesson Plan Internalization & Delivery – Related Arts		Weekly Collaborative Team Meeting: Lesson Plan Internalization & Delivery – Related Arts
12:30 – 1:00					
1:00 – 1:30	Observation: Mitchell Math (Live Lesson)	Virtual feedback conference: Smith	Virtual feedback conference: Lawrence	Virtual feedback conference: White	Prepare weekly staff newsletter – Microsoft Sway
1:30 – 2:00	Prepare feedback from virtual observations/send calendar invitations	Virtual feedback conference: Jones	Observation: Taylor Virtual PE (Live Lesson)	Virtual feedback conference: Thomas	
2:00 – 2:30		Support staff check-ins TBD	Prepare feedback from virtual observations/send calendar invitations	Virtual feedback conference: Taylor	Audit Teams (Insights) for weekly student engagement
2:30 – 3:00	Leader learning time: article/video/webinars			Virtual feedback conference: Tucker	
3:00 – 3:30		Virtual feedback conference: Mitchell	Virtual Staff Meeting – Topic: Ensuring Equity in Virtual Learning	Teacher Tech Training: Weekly Technology Booster PD (optional staff PD)	Payroll!
3:30 – 4:00	Respond to emails/ phone calls, parent concerns	Leader learning time: article/video/webinars			



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Sample Virtual Academic Coach Schedule

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00	Respond to emails, teacher concerns/needs, etc.	Respond to emails, teacher concerns/needs, etc.	Respond to emails, teacher concerns/needs, etc.	Respond to emails, teacher concerns/needs, etc.	Respond to emails, teacher concerns/needs, etc.
8:00 – 8:30	Teams Audit for all teachers: ✓ Lessons Posted ✓ Resources Active ✓ Feedback consistently provided ✓ Etc.	Aguilar Math Virtual Coaching Cycle (Post-Observation: Goal Setting)	Observation Kleiner Reading (Live Lesson)	Observation Hammond ELA (Recorded Lesson)	Weekly Collaborative Team Meeting: Science
8:30 – 9:00		Weekly Collaborative Team Meeting: ELA	Observation Lucas Reading (Live Lesson)	Observation Knight ELA (Recorded Lesson)	
9:00 – 9:30				Aguilar Math Virtual Coaching Cycle (Observation-Live Lesson)	Instructional Leadership Team Meeting: weekly reflection, calendar planning, next week's observation schedule
9:30 – 10:00					
10:00 – 10:30	Data Computation and Staff-wide trends feedback re: Teams	Meadows Math Virtual Coaching Cycle (Post-Observation: Goal Setting)	Prepare feedback from virtual observations/send calendar invitations	Prep time: Upcoming professional development	Weekly Collaborative Team Meeting: Social Studies
10:30 – 11:00	Prepare for Coaching Cycles		Prep time: Upcoming professional development – leader led/site based/staff meeting final touches	Meadows Math Virtual Coaching Cycle (Observation-Recorded Session)	
11:00 – 11:30	Instructional Leadership Team Meeting: PLCs, WDM, lesson plan internalization - leader work, staff meeting (prof. dev)	Observation Senge Science (Recorded Lesson)			
11:30 – 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 – 12:30	Hammond ELA Virtual Coaching Cycle (post-observation: Closeout)	Observation Dutton Science (Live Lesson)	Weekly Collaborative Team Meeting: Math	Prepare feedback from virtual observations/send calendar invitations	Weekly Collaborative Team Meeting: Related Arts
12:30 – 1:00		Observation Stroh Social Studies (Recorded Lesson)		Lesson Plan Review and Feedback	
1:00 – 1:30	Knight ELA Virtual Coaching Cycle (post-observation: Closeout)	Observation Smith Social Studies (Live Lesson)	Senge Science Virtual Coaching Cycle (Post-Observation: Goal Setting)		Dutton Science Virtual Coaching Cycle (Observation-Live Lesson)
1:30 – 2:00		Observation McCabe Related Arts (Live Lesson)			



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St. Louis Public Schools – Blended Learning Weekly Planner

Name:	Grade:	Subject:
Date/Week of:	Topic:	

Planning and Preparation

Cultural Context Differentiation: Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content, process, products, the learning environment. The use of ongoing assessment and flexible grouping is an effort to establish a safe and supportive learning environment. It is critically important to ensure every learner is able to access grade level curriculum and resources.

Standard(s)			
Proficiency Scales	Know	Show	
Essential Question(s)			
Academic Vocabulary			
Performance Task/ Assessment:	Design a text-based/standards-based performance task or assessment that will demonstrate proficiency on the weekly standard/objectives		

Blended Learning Instructional Framework: Whole Group Instructional Plan

Synchronous Engagement /Live Instruction: Facilitate instruction, collaboration, and support for students through in-person or virtual, face-to-face engagement

Asynchronous Instructional Playlist: Organize tasks and resources aligned to a learning objective for students to work through independently

Lesson/Topic:	Lesson Objective	Synchronous Engagement	Asynchronous Playlist	Due Date
	Derived directly from unpacked standard; address unfinished learning	Include date/time of in-person, live lessons and class meetings	Include all hyperlinks to websites, interactive activities, videos, files etc.	
Lesson 1				
Lesson 2				
Lesson 3				
Lesson 4				
Lesson 5				

Supporting Student Learning Pathways

Intensive Scaffolding	Moderate Scaffolding	Enrichment/Independent

Resource Library

- [Fall 2020 PD Plan](#)
- [Virtual Learning Playbook for School Leaders](#)
- [Virtual Learning Plan 2.0](#)
- [ABAR Plan 2020-21](#)
- [Sample Proficiency Scale](#)
- [Sample Curriculum Plan \(External-Facing\)](#)
- [Sample Curriculum Plan \(Internal-Facing\)](#)
- [Instructional Expectations for Performing Arts](#)
- [Instructional Expectations for Visual Arts](#)



Questions

