

Virtual Learning Participation Expectations
Gateway STEM High School
 2020-21 School Year

<u>Insights</u> Parameter	The student should...	The teacher should...
<p><u>Digital Activity:</u> Students are expected to log in to Teams daily, attend synchronous (live) class sessions, view and download assignments/resources, and submit completed assignments.</p>	<ul style="list-style-type: none"> • For synchronous learning: <ol style="list-style-type: none"> 1) Access class Teams page and select the “Live Class Meetings” channel at the scheduled class time. 2) Join class meetings at the scheduled times. 3) Once in the meeting, post an appropriate greeting- “Hello/Hi”, “Good morning/Good afternoon”, “Here”, “Present”, etc. (This will log student attendance for that class meeting- if student does not send a message, they will not be shown in the report as attending.) 4) Optional: Throughout the lesson, type questions/comments in the chat when necessary. 	<ul style="list-style-type: none"> • For synchronous learning: <ol style="list-style-type: none"> 1) Access class Teams page and select the “Live Class Meetings” channel. 2) Start class meeting at the scheduled time and begin recording. 3) Remind students to post a greeting when they join the meeting.
	<ul style="list-style-type: none"> • For asynchronous learning: <ol style="list-style-type: none"> 1) Access class Teams page and select the “Independent Learning” channel during scheduled asynchronous learning time or at other times throughout the day. 2) Watch video recordings of live class meetings, if applicable (student missed live meeting or needs to re-watch lesson). 3) View assignments AND/OR download assignments and resources AND/OR submit completed assignments. 4) Participate in any relevant activities that are posted. 5) Maximize your learning by reviewing teacher feedback and making appropriate changes before resubmitting assignment (if applicable). 	<ul style="list-style-type: none"> • For asynchronous learning: <ol style="list-style-type: none"> 1) Access class Teams page and select the “Independent Learning” channel. 2) Share video recordings from live lessons to this channel. 3) Post at least one assignment per learning target for students to complete. 4) Provide necessary resources for students to complete the assignments. 5) Log on and be available during scheduled asynchronous learning time to support students. 6) Review student work and provide feedback on a weekly basis. 7) Respond to student questions and requests for help within 24 hours.

	<p>6) Optional: Contact the teacher during office hours or independent work time by posting a comment on the Teams page.</p>	<p>8) Optional: Post additional activities in which students can participate. These might include discussion prompts, extension activities, relevant videos/articles/websites, current events or applications for further skills practice.</p>
<p><u>On-Time Assignments:</u> Students are expected to submit assignments on time in order to receive full credit.</p>	<ul style="list-style-type: none"> • Access class Teams page. • Access assignments by either: <ul style="list-style-type: none"> ○ Selecting the “Assignments” tab at the top of the page in the General channel and choose the assignment you would like to view. OR ○ Choosing the assignment from the “Posts” in the Independent Learning Channel. • Complete the assignment and submit by the due date indicated in order to receive full credit. • Contact the teacher if there are any conflicts with submitting assignments on time. 	<ul style="list-style-type: none"> • Access class Teams page. • Post relevant assignments with clear directions and necessary resources. <ul style="list-style-type: none"> ○ Be sure to post the assignment notification to the “Independent Learning” channel. • Designate a due date that allows students time to work on the assignment outside of traditional school hours. • Work with students who have conflicts in submitting assignments.
<p><u>Communication Activity:</u> Students are expected to participate on a regular basis through posts in Teams.</p>	<ul style="list-style-type: none"> • Access class Teams page and select the appropriate channel. • For live class meetings, post an appropriate greeting to ensure that attendance is reported. • Interact with teacher and peers by: <ul style="list-style-type: none"> ○ Posting questions or comments in the chat throughout a live class meeting. ○ Responding to teacher prompts. ○ Replying to peers using guidelines provided by the teacher. ○ Writing comments or questions on the Posts tab. ○ Communicating with the teacher when extra support is needed. 	<ul style="list-style-type: none"> • Access class Teams page and select the appropriate channel. • Remind students to post an appropriate greeting when they enter a live class meeting. • Encourage students to post questions or comments in the chat during live class meetings. • Engage students in peer interaction by posting discussion prompts. • Provide students with Virtual Learning Etiquette as well as teacher-made virtual discussion guidelines and norms. • Respond to student questions and comments in a timely manner. • Provide support and flexibility for students when necessary.

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Bi-Weekly Expectations

Insights Parameter	School Expectation	What does this look like on the Insights report?	Action Steps
Digital Activity	Tier 1: Students log on to complete virtual learning 80-100% of the time.	4-5 V's every two weeks	Encourage the student to keep up the good work!
	Tier 2: Students log on to complete virtual learning 60-79% of the time.	3 V's every two weeks	<ol style="list-style-type: none"> 1) Teacher contacts student and guardians to determine cause of inactivity. 2) Teacher records communication in SIS communication log. 3) Teacher provides support to student.
	Tier 3: Students log on to complete virtual learning less than 60% of the time.	2 V's or fewer every two weeks	<p>1st Intervention:</p> <ol style="list-style-type: none"> 1) Teacher contacts student and guardians to determine cause of inactivity. 2) Teacher records communication in SIS communication log. 3) Teacher provides support to student. <p>2nd Intervention:</p> <p>Refer student to counselor and social worker via the Virtual Learning Weekly Report form.</p>

			<p>3rd Intervention: Refer student to administrator via the Virtual Learning Weekly Report form.</p>
On-Time Assignments	<p>Tier 1: Students turn in 80-100% of assignments on time.</p>	<p>“Turn-In Status” indicates “On Time” for 80-100% of the assigned tasks every two weeks.</p>	<p>1) Review student work. 2) Provide feedback when necessary.</p>
	<p>Tier 2: Students turn in 60-79% of assignments on time.</p>	<p>“Turn-In Status” indicates “On Time” for 60-79% of the assigned tasks every two weeks.</p>	<p>1) Review student work. 2) Provide feedback when necessary. 3) Determine factors affecting lower “On Time” submission rate:</p> <ul style="list-style-type: none"> • Lack of understanding related to the content or technology. • Issues with meeting the set deadline. • Low engagement in virtual learning. <p>4) Provide the appropriate support based on determination from #3 (contact AICs for additional guidance).</p>
	<p>Tier 3: Students turn in less than 60% of assignments on time.</p>	<p>“Turn-In Status” indicates “On Time” for less than 60% of the assigned tasks every two weeks.</p>	<p>1st Intervention: Complete all the action steps from Tier 2.</p> <p>2nd Intervention: <i>(If causal factor is attendance/participation, this will coincide with intervention from Digital Activity)</i> Refer student to counselor and social worker via the Virtual Learning Weekly Report form.</p> <p>3rd Intervention: <i>(If causal factor is attendance/participation, this will coincide with intervention from Digital Activity)</i></p>

			Refer student to administrator via the Virtual Learning Weekly Report form.
Communication Activity:	Tier 1: 1) Students are attending 80-100% of live class meetings and actively participating in learning activities during these sessions. 2) Students are participating in independent learning 80-100% of the time.	1) Students have 10 or more Posts and 5 or more Replies every two weeks in the Live Class Meetings channel 2) Students have a total of 10 or more Posts and Replies (combined) in the Independent Learning channel.	Encourage the student to keep up the good work!
	Tier 2: 1) Students are attending 60-79% of live class meetings and actively participating in learning activities during these sessions. 2) Students are participating in independent learning 60-79% of the time.	1) Students have 6-9 Posts and 3-4 Replies every two weeks in the Live Class Meetings channel 2) Students have a total of 6-9 Posts and Replies (combined) in the Independent Learning channel.	1) Determine factors affecting lower participation in virtual communication. <ul style="list-style-type: none"> • Hesitant to post questions/comments/replies in a virtual whole group setting. • Confidence in content knowledge and no need to ask clarifying questions. • Low engagement in virtual learning. 2) Provide the appropriate support based on determination from #1 (contact AICs for additional guidance).
	Tier 3: 1) Students are attending 60% or less live class meetings and actively participating in learning activities during these sessions. 2) Students are participating in independent learning 60% or less of the time.	1) Students have less than 6 Posts and less than 3 Replies every two weeks in the Live Class Meetings channel. 2) Students have less than 6 Posts and Replies (combined) in the Independent Learning channel.	1st Intervention: Complete all the action steps from the Tier 2. 2nd Intervention: <i>(If causal factor is attendance/participation, this will coincide with intervention from Digital Activity)</i> Refer student to counselor and social worker via the Virtual Learning Weekly Report form.

			<p>3^d Intervention: <i>(If causal factor is attendance/participation, this will coincide with intervention from Digital Activity)</i> Refer student to administrator via the Virtual Learning Weekly Report form.</p>
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