

# Learning Model Update

Elk Grove Unified School District  
Board of Education Meeting  
July 21, 2020

## Presentation Topics

- Distance learning schedules
- Professional learning and teacher support
- Student assessment

# Distance Learning Schedules

Distance learning is an alternative learning and educational service model in which the student and teacher are in different locations. Instruction takes place either synchronously (at the same time) or asynchronously (at different times).

# Elementary Distance Learning Schedules - Grades 1-6

## Full Distance Learning - Year Round and Mod T/T

Time	Monday (Early Out)	Time	Tuesday - Friday
7:50 – 8:00	Set up	7:50 – 8:00	Set up
<b>8:00 – 11:05 (YR)</b> <b>8:00 – 11:00 (MT/T)</b>  <i>(includes 20 min. of break time)</i>  Students will have a minimum <b>255 min. for YR/240 min. for ModT/T</b> daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	<b>Student Instructional Engagement:</b>  Synchronous instruction and assessment to include: <ul style="list-style-type: none"> <li>● Focused instruction</li> <li>● Guided instruction</li> <li>● Collaborative work</li> <li>● Formative and Summative Assessment</li> <li>● Intervention/RSP supports</li> <li>● Designated ELD (30 min.)</li> </ul> <p style="text-align: center;">(Delivered via Zoom or Google Meet)</p> Asynchronous instruction and assessment to include: <ul style="list-style-type: none"> <li>● Independent work</li> <li>● Projects and long-term assignments</li> <li>● Formative and Summative Assessments</li> </ul> <p>(Asynchronous activity not to exceed <b>45/40 min. in this block period only.</b>)</p>	<b>8:00 – 12:15 (YR)</b> <b>8:00 – 12:00 (MT/T)</b>  <i>(includes 20 min. of break time)</i>  Students will have a minimum of <b>255 min. for YR/240 min. for ModT/T</b> daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	<b>Student Instructional Engagement:</b>  Synchronous instruction and assessment to include: <ul style="list-style-type: none"> <li>● Focused instruction</li> <li>● Guided instruction</li> <li>● Collaborative work</li> <li>● Formative and Summative Assessment</li> <li>● Intervention/RSP supports</li> <li>● Designated ELD (30 min.)</li> </ul> <p style="text-align: center;">(Delivered via Zoom or Google Meet)</p> Asynchronous instruction and assessment to include: <ul style="list-style-type: none"> <li>● Independent work</li> <li>● Projects and long-term assignments</li> <li>● Formative and Summative Assessments</li> </ul> <p>(Asynchronous activity not to exceed <b>70/60 min. in this block period only.</b>)</p>
<b>11:05 – 12:15 (YR)</b> <b>11:00 – 12:00(MT/T)</b>  <b>(70/60 min.)</b>	Professional Learning: Distance Learning (Ed Services) - optional  Distance Learning Planning, and Lesson Development  <u>Students:</u> Asynchronous instruction and assessment to include: <ul style="list-style-type: none"> <li>● Independent work</li> <li>● Projects and long-term assignments</li> <li>● Formative and Summative Assessments</li> </ul>		
<b>12:15 – 12:50 (YR)</b> <b>12:00 – 12:35 (MT/T)</b> <b>(35/35 min.)</b>	LUNCH	<b>12:15 – 12:50 (YR)</b> <b>12:00 – 12:35 (MT/T)</b> <b>(35/35 min.)</b>	LUNCH

# Elementary Distance Learning Schedules - Grades 1-6

## Full Distance Learning - Year Round and Mod T/T (cont.)

Time	Monday (Early Out)	Time	Tuesday - Friday
<b>12:50 – 1:40 (YR)</b> <b>12:35 – 1:25 (MT/T)</b> <b>(50/50 min.)</b>  Minimum of 20 minutes of asynchronous activities for all students required.	Collaboration per the Late Start/ Early Out Pilot Agreement**  Ed Services training available for Professional Learning Communities and other collaborative groups  <u>Students:</u> Asynchronous instruction and assessment to include: <ul style="list-style-type: none"> <li>• Independent work</li> <li>• Projects and long-term assignments</li> <li>• Formative and Summative Assessments</li> </ul>	<b>12:50 – 1:55 (YR)</b> <b>12:35 – 1:45 (MT/T)</b> <b>(65/70 min.)</b>  Minimum of 20 minutes of synchronous and/or asynchronous activities for all students required.	Synchronous intervention: <ul style="list-style-type: none"> <li>• Small group focused and guided instruction as needed</li> <li>• Designated ELD</li> </ul> Asynchronous instruction and assessment: <ul style="list-style-type: none"> <li>• Independent practice</li> <li>• Collaborative work</li> <li>• Formative and Summative Assessment</li> </ul> Family communication
<b>1:40 – 2:25 (YR)</b> <b>1:25 – 2:10 (MT/T)</b>	Prep (45 min.)	<b>1:55 – 2:40 (YR)</b> <b>1:45 – 2:30 (MT/T)</b>	Prep (45 min.)
<b>2:25 – 3:20 (YR)</b> <b>2:10 – 3:20 (MT/T)</b> <b>(55/60 min.)</b>	<ul style="list-style-type: none"> <li>o Distance Learning Management, Planning, and Lesson Development</li> <li>o Family communication</li> <li>o Synergy updates</li> </ul> *Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.	<b>2:40 – 3:20 (YR)</b> <b>2:30 – 3:20 (MT/T)</b> <b>(40/50 min.)</b>	<ul style="list-style-type: none"> <li>o Distance Learning Management, Planning, and Lesson Development</li> <li>o Family communication</li> <li>o Synergy updates</li> </ul> *Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.

**\*Note: Up to 90 minutes of meeting time per week outside of contractual hours including, but not limited to: IEP/504 Student Support meetings, Staff meetings, Professional Development and Learning.**

**\*\*Per the Late Start or Early Out Elementary Collaboration Time Pilot Agreement (6/21/19):**

*2. The parties agree that the purpose of Late Start or Early Out Elementary collaboration is for teachers and certificated staff to plan, adapt, and evaluate curriculum and instructional strategies, and analyze data collaboratively with colleagues.*

The Late Start or Early Out Elementary Collaboration Time Pilot Agreement-Extension is attached.

# Elementary Distance Learning Schedules - TK/K

## Full Distance Learning - Year Round and Mod T/T

Time	Monday	Time	Tuesday-Friday
7:50 - 8:00	Set up	7:50 - 8:00	Set up
<b>8:00 - 11:10 (YR)</b> <b>8:00 - 11:00 (MT/T)</b>  Students will have a minimum of 190 min YR (180 Mod/T/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	<b>Student Instructional Engagement:</b> Synchronous instruction and assessment to include: <ul style="list-style-type: none"> <li>● Focused instruction</li> <li>● Collaborative work</li> <li>● Formative and Summative Assessment</li> <li>● Intervention/RSP supports</li> <li>● Designated ELD (15 min.)</li> <li>● Guided instruction</li> </ul> (Delivered via Zoom or Google Meet) Asynchronous instruction and assessment to include: <ul style="list-style-type: none"> <li>● Independent work</li> <li>● Projects and long-term assignments</li> <li>● Formative and Summative Assessments</li> </ul> <i>(Asynchronous activity not to exceed 65/60 min. in this block period only.)</i>	<b>8:00 - 11:10 (YR)</b> <b>8:00 - 11:00 (MT/T)</b>  Students will have a minimum of 190 min YR (180 Mod/T/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	<b>Student Instructional Engagement:</b> Synchronous instruction and assessment to include: <ul style="list-style-type: none"> <li>● Focused instruction</li> <li>● Guided instruction</li> <li>● Collaborative work</li> <li>● Formative and Summative Assessment</li> <li>● Intervention/RSP supports</li> <li>● Designated ELD (15 min.)</li> </ul> (Delivered via Zoom or Google Meet) Asynchronous instruction and assessment to include: <ul style="list-style-type: none"> <li>● Independent work</li> <li>● Projects and long-term assignments</li> <li>● Formative and Summative Assessments</li> </ul> <i>(Asynchronous activity not to exceed 65/60 min. in this block period only.)</i>
<b>11:10 - 12:00 (YR)</b> <b>11:00 - 12:00 (MT/T)</b> <b>(50/60 min)</b>	Professional Learning: Distance Learning (Ed Services) – optional  Distance Learning Planning and Lesson Development	<b>11:10 - 12:10 (YR)</b> <b>11:00 - 12:00 (MT/T)</b> <b>(60/60 min.)</b>	<ul style="list-style-type: none"> <li>○ One on one or small group targeted engagement and coaching that is scheduled the same time every week</li> <li>○ Focus of this block would be for re-teach, extension, focusing on IEP goals, ELD intervention with individual students &amp; their parent</li> </ul>
<b>12:00 - 12:35 (YR)</b> <b>12:00 - 12:35 (MT/T)</b>	LUNCH (35 minutes)	<b>12:10 - 12:45 (YR)</b> <b>12:00 - 12:35 (MT/T)</b>	LUNCH (35 minutes)

# Elementary Distance Learning Schedules - TK/K

## Full Distance Learning - Year Round and Mod T/T (cont.)

Time	Monday	Time	Tuesday-Friday
<b>12:35 - 1:35 (YR)</b> <b>12:35 - 1:35 (MT/T)</b> <b>(60/60 min.)</b>	Collaboration per the Late Start/ Early Out Pilot Agreement**  Ed Services training available for Professional Learning Communities and other collaborative groups	<b>12:45 - 1:55 (YR)</b> <b>12:35 - 1:45 (MT/T)</b> <b>(70/70 min.)</b>  Minimum of 15 minutes of asynchronous activities will be assigned and required for all students	PM group of students whose parents chose this time block (same lesson as the AM)  -Formative and summative Assessment -Feedback to and from parent/guardian/student  -Student/Parent support
<b>1:35 - 2:20 (YR)</b> <b>1:35 - 2:20 (MT/T)</b> <b>(45/45 min.)</b>	Prep	<b>1:55 - 2:40 (YR)</b> <b>1:45 - 2:30 (MT/T)</b> <b>(45/45 min.)</b>	Prep
<b>2:20 - 3:20 (YR)</b> <b>2:20 - 3:20 (MT/T)</b> <b>(60/60 min.)</b>	Distance Learning Management, Planning, and Lesson Development  Family communication and engagement  Synergy updates  *Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.	<b>2:40 - 3:20 (YR)</b> <b>2:30 - 3:20 (MT/T)</b> <b>(40/50 min.)</b>	Distance Learning Management, Planning, and Lesson Development  Family communication and engagement  Synergy updates  *Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.

\*Note: Up to 90 minutes of meeting time per week outside of contractual hours for the purposes of...(IEP/504, Staff meetings, PD/PL, etc.)

\*Scheduled was developed in support of students having access to technology/devices.

# 4x4 Full Distance Learning Schedule

**Monday Class time (40 minutes):** Teacher is live with students to check in, establish the plan and expectations for the week, and deliver synchronous instruction via Zoom or Google Meet. In addition to class time, students will also have at least an additional 20 minutes per class of independent practice time assigned to them per class in order to meet the 240 minute minimum requirement as per SB 98. Advocacy to be determined site by site.

**Tuesday - Friday Class time (55 minutes):** Teacher has daily live time with students delivering synchronous instruction via Zoom or Google Meet. Synchronous instruction includes instructional activities such as focused instruction, guided instruction, collaborative work, and other activities between teachers and students.

**Tuesday - Friday Guided Practice and Support time (20 minutes):** Teacher remains available to students from this class period for support and questions. Students may be working independently and are not required to be logged into the Zoom/Google Meet.

**Tuesday - Friday Family communication and/or DL Support (80 minutes):** Teachers are available to students and families for support. In addition, this time may be utilized for intervention and enrichment activities, small group work, and other activities to support student learning.

Mondays (Early Dismissal)		Tuesdays - Fridays	
7:50	Teacher arrival	7:50	Teacher arrival
8:00-9:00	Prep	8:00-8:55	Period 1 Class time
Transition		8:55-9:15	Period 1 Guided Practice and Support
9:10-9:50	Period1 Class time	Transition	
Transition		9:25-10:20	Period 2 Class time
10:00-10:40	Period 2 Class time	10:20-10:40	Period 2 Guided Practice and Support
Transition		Transition	
10:50-11:30	Period 3 Class time	10:50-11:45	Period 3 Class time
Transition		11:45-12:05	Period 3 Guided Practice and Support
11:40 - 12:20	Period 4 Class time	Transition	
12:20 - 12:50	Teacher lunch	12:05-12:35	Lunch
Transition		Transition	
1:00-2:00	Collaboration Time/PLCs for Effective Distance Learning	12:45-1:40	Period 4 Class time
2:00-3:20	Rotation of Staff Meetings, Professional Learning, Department Meetings.	1:40-2:00	Period 4 Guided Practice and Support
	*Staff will be released as necessary for attendance in IEP/504 Student Support Meetings.	2:00-3:20	Family communication and/or Distance Learning Support



## 3x4 (Traditional 6-Period Day) - Full Distance Learning Schedule

**Monday Class time (50 minutes):** Teacher is live with students to check in, establish the plan and expectations for the week, and deliver synchronous instruction via Zoom or Google Meet. In addition to class time, students will also have at least an additional 30 minutes per class of independent practice time assigned to them per class in order to meet the 240 minute minimum requirement as per SB 98. Advocacy to be determined site by site.

**Tuesday - Friday Class time (55 minutes):** Teacher has daily live time with students delivering synchronous instruction via Zoom or Google Meet. Synchronous instruction includes instructional activities such as focused instruction, guided instruction, collaborative work, and other activities between teachers and students.

**Tuesday - Friday Guided Practice and Support time (20 minutes):** Teacher remains available to students from this class period for support and questions. Students may be working independently and are not required to be logged into the Zoom/Google Meet.

**Tuesday - Friday Family communication and/or DL Support (60 minutes Off-Cycle Prep) or (140 minutes On Cycle Prep Teachers):** Teachers are available to students and families for support. In addition, this time may be utilized for intervention and enrichment activities, small group work, and other activities to support student learning.

Mondays (Early Dismissal)		Tuesdays - Fridays	
7:50	Teacher arrival	7:50	Teacher arrival
8:00 - 9:00	Prep	8:00 - 9:00	Period 1 Class time
Transition		9:00 - 9:20	Period 1 Guided Practice and Support
9:10 - 10:00	Period 1 Class time	Transition	
Transition		9:30 - 10:30	Period 2 Class time
10:10 - 11:00	Period 2 Class time	10:30 - 10:50	Period 2 Guided Practice and Support
Transition		10:50 - 11:20	Lunch
11:10 - 12:00	Period 3 Class time	Transition	
12:00 - 12:30	Lunch	11:30 - 12:30	Period 3 Class time
12:30 - 1:00	Prep	12:30 - 12:50	Period 3 Guided Practice and Support
1:00-2:00	Collaboration time/PLCs for effective distance learning	Transition	
2:00 - 3:20	Rotation of staff meetings, professional learning, department meetings.  *Staff will be released as necessary for attendance in IEP/504 Student Support Meetings.	1:00 - 3:20	<b>Teachers without a Periods 1-3 prep:</b>  1:00-2:20 Prep (80 minutes) 2:20-3:20 Family communication/additional support time for all classes (60 minutes)  <b>Teachers WITH a Period 1-3 prep:</b> Family communication/Additional support time for all classes

# Professional Learning: Social-Emotional Learning (SEL)

## **SEL Professional Development**

Social Emotional Learning-related training for teachers for the year will include: an overview of SEL, trauma informed care (trauma compounded by COVID-19 and racism), culturally responsive teaching/how to be an anti-racist teacher and support students who are frequently marginalized, adult social emotional learning and self awareness, building relationships with students/staff, teaching and modeling expectations in virtual and in-person learning environments, response strategies for teachers, administrators and staff to support and assist students in crises.

## **SEL and Behavior Support Videos**

District wellness providers are creating instructional videos for teachers on SEL strategies for distance learning, engaging students in distance learning, creating work space in the home for distance learning, and how to implement PBIS and classroom expectations in distance learning.

# Professional Learning: Educational Equity

## Educational Equity

Online professional learning modules titled “Speaking Up Against Racism,” “Recognizing and Interrupting Implicit Bias,” “Equity Lens on Distance Learning,” “Culturally & Linguistically Responsive Practices: Building Positive Relationships (at a Distance),” and “Supporting Youth Advocacy.”

### Book Studies:

- July Book Studies: *How to Be an Antiracist* (Kendi, 2019); *White Fragility* (DiAngelo, 2018)
- Fall Book Studies: *Justice on Both Sides* (Winn, 2019); *Strengths-based Leadership (at a Distance)* (Rath, 2008)

# Professional Learning: Technology and Pedagogy

## **Summer Learning**

Over 90 sessions are scheduled during the month of July allowing educators to select courses to build their content knowledge and technical and pedagogical skills. Additional opportunities will be offered in August.

## **Preservice**

Innovating Education is the 2020 preservice theme. Educators will receive an introduction to SEL and resources to support distance learning.

# Professional Learning: Technology and Pedagogy

## **Fall Professional Development**

Through the lens of innovation, professional development opportunities will focus on the principles of high quality instruction, early literacy, social emotional learning, and maximizing the connection between pedagogy and technology.

## **Ongoing Instructional Coaching Support**

EGUSD Instructional Coaches will support teachers and teams, through the context of coaching, facilitation, and training, to grow their instructional practices, align with District frameworks, and develop content knowledge, while ensuring that methods and practices are equitable to all students.

# Student Assessment

The Assessment Steering Committee and the Collaborative Assessment Planning Team (CAPT) will continue the process of developing a comprehensive, District-wide assessment strategy to be implemented in all grade levels to accurately measure student learning based upon clearly defined learning standards.

Assessing the academic, emotional, and physical well-being of students is critical to addressing the needs of the whole child. Assessments that will assist in identifying student strengths and challenges will continue to be used and adapted for the distance learning model. Given the current environment and circumstances, it is critical to measure where students currently perform academically and socially in relation to grade level standards as we implement instruction during the 2020-21 school year.

The District is committed to providing a variety of beginning of the year assessments for teachers to use as well as support for how to administer assessments in a distance learning environment. Assessment results will be available to inform instruction, understand students' current knowledge and skills, and identify students' needs.

The Assessment Steering Committee will continue the work to develop and implement ongoing formative, benchmark, and summative assessments.