

### III. Student Learning and Academic Achievement: Curriculum, Instruction, Assessment, and Innovation

A school's record of academic excellence is critical to its long-term success. Excellence is defined as not only meeting commonly held education standards and best practices, but also as integrating innovations in curriculum design, instruction, and assessment. The strength of the curriculum and instruction must be such that it leads to impactful student learning and overall academic excellence. Irrespective of the scenario under which the school is operating, the hallmarks of a Distinguished school in Curriculum, Instruction, Assessment and Innovation as defined in the Medallion program, must continue to be addressed in a meaningful way. Links to the rubrics for Student Learning and Academic Achievement can be found here below:

- [Curriculum, Assessment and Innovation](#)
- [Innovation](#)

#### Transition Plan: Academic Excellence & Student Learning

##### **Instructional Models**

To ensure continuity of learning within a high-quality instructional program for all students, CLEF schools can consider which instructional models work best to meet its needs and the Directives from the State of Illinois when planning for the 2020-21 school year. The following models are three examples of potential instructional options with social distancing measures in place. This list is not exhaustive. CLEF schools should select the model or combination of models that best fits their students' needs.

##### **Face to Face Learning**

The teacher and the student meet physically in a set place for a set time for either one-on-one learning or, most commonly, in group classroom lessons with social distancing and health and safety measures in place.

##### **Blended Learning**

Blended learning occurs both in the classroom (or other physical space) and via distance learning. It might also refer to situations in which some students are present, and others are receiving education remotely.

##### **Remote Learning**

Distance learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional physical classroom setting.

Though three scenarios exist with respect to instruction, the likelihood exists that schools will not be back to true 100% Face to Face school ("back to pre-COVID normal") for quite some time, for a variety of reasons. Some parents may not be comfortable with sending their children back to school in the fall. In

addition, there may be families who must isolate after exposure or illness, taking kids out for an extended time period. Therefore, strategies and considerations will be approached in a similar fashion; schools should be prepared to deliver a parallel remote instruction track at any time and select a system to implement as soon as possible.

Assemblies, sports, clubs, and other gatherings may be subject to restrictions as per state and local guidelines. IHSA Guidelines can be found [here](#).

### **Scenarios 1 & 2**

**Scenario 1** - Chicago is in Phase 4 as defined by the Governor of Illinois and/or the Mayor of Chicago, under which students are allowed (potentially on a rotating basis) and are willing to return to school for regular classroom learning.

#### **Face to Face Learning**

During any period of face-to-face learning at the beginning of the year, school personnel should use the time to prepare students to pivot to distance learning. Acclimation to online tools should begin immediately. Prioritize Math and ELA, Science and Social Science.

**Scenario 2** - Chicago goes back and forth between Phase 3 and Phase 4 due to a periodic spiking of the number of COVID-19 cases.

#### **Blended Learning**

This option may be enacted in different ways, for two different situations:

1. Pending State of IL guidelines, schools may need to adjust student attendance (staggered, part-time schedules) to limit the number of students in the building at the same time.
2. At any time, there may be a group of students who cannot attend in person due to preference or health. In these cases, a parallel remote experience should be offered for each student, for as long as they are off-campus.

#### **Considerations for the 2020-21 School Year**

The transition planning team has identified key areas for school to consider when planning for the 2020-21 school year, while keeping the vision and guiding principles of the CLEF Medallion Program at the forefront of decision-making.

Strategy	Needs	Cost (CARES \$\$ Eligible?)
Schedule Vertical Articulation Meetings before school begins, so that teachers can	Grades and anecdotal notes or comments for each student	n/a

Strategy	Needs	Cost (CARES \$\$ Eligible?)
communicate information about children rising into the next classroom.		
Vertical teams of teachers may need to examine grade level standards to determine areas of the curriculum which might have been missed or abbreviated during Spring 2020 Remote Learning. Plans to bridge the gap, as well as remediate students who experienced significant decline in skills during Remote Learning.	Lesson plans to compare to standards/scope-sequence	n/a
Consult/email with teacher teams or CLEF Coach to select benchmark assessments for use immediately upon return.	Consider EasyCBMs or similar benchmarks assessments which may be included with math and reading curriculum. (NWEA MAP will be administered later; select briefer benchmark tests to use right away.)	Yes, eligible, if applicable
Train students in the use of online platforms such as Google Classroom, and use on a daily basis so that students are adept at use	<p>Admin &amp; staff selects platforms (GC, See Saw, etc.)</p> <p>Staff receives training - Superior training and support should be offered to minimize frustration and maximize learning, since the amount of face-to-face learning time together will be uncertain, pending health concerns</p> <p>Staff teaches students to use platform during the course of the face-to-face school day</p>	<p>Students may not share devices; schools must be 1:1</p> <p>YES, Eligible</p> <p>Varies as per trainer</p> <p>YES, Eligible</p>

Strategy	Needs	Cost (CARES \$\$ Eligible?)
<p>Train students to utilize textbook specific platforms in content areas - ConnectEd (McGraw), Realize (Pearson), IXL, etc., and use on a daily basis so that students are adept at use</p>	<p>Admin &amp; staff receive high quality training from Series Reps as well as webinars, etc.</p> <p>Staff teaches students to use platform during the course of the face-to-face school day</p>	<p>Cost varies depending on curriculum</p> <p>YES, Eligible</p>
<p>Offer parent training modules to familiarize parents with selected technology and programs in use</p>	<p>Offer in-person AND pre-recorded high-quality training for parents, before it is needed!</p>	<p>Cost varies</p>
<p><i>IN CASES OF DEPARTMENTALIZED TEACHING-- Elem/Middle:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider other options such as teachers moving and students remaining in one classroom.</li> </ul>	<p>Thorough hand washing by teacher before switching classrooms, and PPE as well as social distancing required.</p> <p>Train students to turn their work in on Google classroom to minimize materials handling</p>	<p>PPE and additional hand cleaning supplies</p> <p>YES, Eligible</p>
<p><i>IN CASES OF DEPARTMENTALIZED TEACHING-- Elem/Middle:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider splitting classes, if practical, into cohort groups, led by two or more teachers who can cover all core subjects within the self-contained classroom cohort.</li> </ul>	<p>Additional teachers/aides may be required to teach the cohort. Consider asking paraprofessionals or retired teachers to serve, if their skills match the needs.</p> <p>Train students to turn their work in on Google classroom to minimize materials handling</p>	<p>Additional personnel costs</p>

Strategy	Needs	Cost (CARES \$\$ Eligible?)
<p><i>IN CASES OF DEPARTMENTALIZED TEACHING-- High School:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider Block Scheduling, to allow for less contact daily</li> <li><input type="checkbox"/> Consider longer or staggered passing periods to ease congestion in the hallways and common areas</li> <li><input type="checkbox"/> Consider using large group spaces (fieldhouse, auditorium, cafeteria, library) as classroom space until such time as large groups can be reconvened safely</li> <li><input type="checkbox"/> Consider splitting student body into cohorts, to be taught by a designated group of teachers, IF that fits with your population</li> </ul>		
<p><i>HIGH SCHOOL SHARED CLASSROOM HEALTH/CLEANING CONSIDERATIONS:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Current data show that the COVID-19 virus can live on a plastic surface for 48 hours, a glass surface for 72 hours, a wood surface for four days, and a metal surface for five days. Cleaning should be done in light of this data</li> <li><input type="checkbox"/> Consider designating hand sanitation stations in each room so that students are able to sanitize on the way IN and on the way OUT</li> <li><input type="checkbox"/> Consider a staggered room use schedule to allow for desk-cleaning between use by different student groups - Consider a “layover period” after cleaning before the next group can enter</li> </ul>	<p>Additional personnel may be required to accomplish cleaning effectively</p>	

Strategy	Needs	Cost (CARES \$\$ Eligible?)
<p><i>IN ADDITION:</i></p> <p>Spring 2020's abrupt pivot to remote learning resulted in an uneven experience for many students. Typical assessments were impossible. Therefore, initial focus on non-judgmental assessment of each child should be a priority.</p>	<p>Additional personnel may be needed to accomplish testing/assessment.</p> <p>Daily intervention periods may be useful</p>	
<p><i>IN ADDITION:</i></p> <p>Offer teachers the option to teach outdoors, as subject area and group dynamics allow.</p>		

### Considerations for Blended Learning

Strategy	Needs	Cost (CARES \$\$ Eligible?)
<p><b>For all situations:</b> During “Home Days” students should have access to lessons and instruction either pre-taped, or live-streamed</p>	<p>Technology and training to transmit real-time video during class</p> <p>OR Pre-taped class explanations that students can access from home during the school day</p> <p>It is suggested that 10-15 minute “mini lessons” be the norm when offering video lessons</p>	<p>Varies with technology need YES, Eligible</p> <p>We may need to pay teachers a bit of a bonus, as they will be “teaching twice” – once in person, and one on video – it this is the option chosen</p>
<p><b>For all situations:</b> Schools may also wish to consider reassigning or hiring teacher(s) to be available exclusively online during the school day to provide reteaching or check in as needed</p>	<p>Hire, or engage as volunteers, more teachers or paraprofessionals. They would support the classroom teachers’ lessons OR perhaps these teachers would become solely responsible for the remote</p>	<p>Higher personnel cost</p>

Strategy	Needs	Cost (CARES \$\$ Eligible?)
	<p>learning needs of a cohort, using classroom teachers' lesson plans.</p> <p>The remote teaching role can also be offered to teachers who are not able to return to in person schooling due to health conditions.</p>	
<p>ALTERNATE DAYS</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are split up by family name, (A-K; L-Z for example, with modification for blended families/names)</li> <li><input type="checkbox"/> Students come to school every other day</li> </ul>	<p>Perhaps a daily "flipped learning" environment is utilized (for grades and content areas in which this is appropriate)</p> <p>Deep cleaning every day to accommodate each new set of students daily</p>	<p>Daily deep cleaning</p>
<p>SPLIT WEEK</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Families A-K attend Mon and Tue; Families L-Z attend Thurs. and Fri</li> <li><input type="checkbox"/> ALL are REMOTE ONLINE Wednesdays</li> <li><input type="checkbox"/> The school is deep cleaned on Wednesdays and over the weekend</li> </ul>	<p>Deep cleaning at appropriate times</p> <p>Ensure that family groups attend on the same days.</p>	
<p>OTHER ITERATIONS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A/B Weeks – Students attend in-person classes every other week, with remote learning on the alternate week</li> </ul>	<p>Additional personnel costs</p> <p>Deep cleaning each week</p>	

Strategy	Needs	Cost (CARES \$\$ Eligible?)
<input type="checkbox"/> Grade Level Splits -- Students attend by grade level so that they can spread out in different classrooms – for example, all Gr K-3 students one week, then Gr 4-8 students the next week. Those not in the building teach/learn remotely.	Potential need for more teachers/aides to cover classes to maintain low ratios  Parents may not prefer this option due to childcare considerations	
<input type="checkbox"/> Consider Block Scheduling so that students attend fewer times for longer periods.		

**With Respect to Specials and Visiting Teachers**

- Itinerant teachers (Title providers, etc.) must be careful to sanitize their hands upon entry and in between sessions with each student. Maintaining distance between students in small groups, as well as teacher, is important.
- Consider offering Livestream or Pre-recorded Foreign Language, Music, and other Special Class instruction if possible, to be supervised by a classroom teacher.
- Consider offering pre-recorded art instruction along with Art-Bags with materials for lessons, to be supervised by classroom teacher.
- Group PE Class and Recess may be restricted -- consult space and capacity guidelines.
- If group gym class is restricted indoors, consider offering printed or recorded activity circuits for students to do individually, spread out on site or at home.

**Scenario 3**

Chicago is in Phase 3, under which all teaching is done on a remote basis.

**Remote Learning**

All schools moved abruptly to remote learning in Spring 2020, prompting much resourcefulness on the part of all school staff. While remote learning took on a variety of forms, some practices have emerged which may be beneficial to incorporate into each school’s system:



- Consider alternative scheduling, such as block scheduling, rather than working within the constraints of a typical daily class schedule.
- Add a daily period for community building or social-emotional learning – in addition to weekly Chapel. Examples include Bedtime story read- alouds, virtual lunches, virtual bingo and other games.
- End each day with office hours where students can drop into any teacher’s virtual classroom for assistance and support.
- Build in teacher planning times/days.
- Early Childhood teachers may focus on assembling Activity Boxes (or bags) to be delivered each week. These units would contain materials and instructions for a week’s worth of student activities, to be supported by brief live chats (for ex. Zoom calls) throughout the week.
- Early Childhood live chats are important face-to-face experiences for young students, but should be limited to 10-15 minutes, and only a small group of children at one time.
- Consider offering parents continuing support and community by hosting virtual get-togethers as well as tech and SEL support.

### **Innovation**

In all scenarios, the move to using technology more fluidly in instruction has become a normal part of the school day. It is easy to see the use of technology as “innovation”. However, the way that technology is used is what makes it innovative.

The American Academy of Pediatrics has recommendations for the amount of time that children spend on devices, but they divide up the way that technology is used into four categories:

- Passive Consumption (watching YouTube videos or movies, watching someone else play video games)
- Interactive Consumption (online video games with friends, watching movies together as a family)
- Communication (video calls, texting, emails)
- Content Creation (creating videos, creating podcasts, coding)

When we are asking students to use technology, we should consider which of the above the students are being asked to do, and work toward less passive consumption and more content creation activities.

### **Best Practices with Using Apps**

There are many apps available and it can be hard to choose between which ones are best for students. It can be helpful to think of educational apps in the following categories:

- Coding
- Photo or Graphics
- Productivity
- Video or Animation
- Virtual Reality/Augmented Reality
- Voice or Audio
- Writing and Drawing
- Website Design

Depending on the goals of your school, you may not need apps for all of the categories. However, it is highly recommended that within the categories for which you will be using apps, you choose 1-2 apps that will be used across the school or across grade bands. This will allow for students to become familiar with the tool and be able to use it more flexibly toward the goal of content creation. Here are some recommended apps for each category.

#### **Coding**

- Codecademy
- Code.org
- Scratch

#### **Photo/Graphics**

- Google Drawings
- Adobe Post
- Canva

#### **Productivity**

- Google Classroom
- Google Keep
- Padlet
- Google Calendar

#### **Video or Animation**

- Screencastify
- WeVideo
- Toontastic
- Adobe Video
- Flipgrid

#### **Virtual Reality/Augmented Reality**

- Google Expeditions
- Google Tour Creator
- CoSpaces EDU

#### **Voice/Audio**

- Anchor (podcasts)
- Soundtrap
- Voice Recorder

#### **Website Design**

- Google Sites
- Blogger
- Adobe Spark Page

#### **Writing or Drawing**

- Google Docs
- Book Creator
- Story Jumper
- Storybird

In addition to the above, each school should select which video calling app will be used within the school. There are many options with different benefits to each. They include:

- Zoom
- Microsoft Teams
- Google Meet
- GoToMeeting
- Blue Jeans
- Cisco Webex
- Workplace by Facebook

You can see a side by side comparison of each of the apps by clicking [here](#).

#### **Technology for Streaming Classroom Learning:**

There are a variety of resources available for streaming technology for your classroom. Live streaming can be done easily on a tablet or mobile device, using Zoom or another platform, as listed above.

In additions, schools may consider using the Swivl camera technology. This system, paired with recording devices, includes a tracker and microphones that allows a camera to track the speaker in a classroom, and pick up the voices of students or teachers when they response.

You can find additional information at [www.swivl.com](http://www.swivl.com)

## Best Practices for Using Technology in Remote Learning:

- Create a consistent schedule for when you will have a video call
- Keep video calls short:
  - PreK-K: 15-30 minutes
  - 1st-4th: 30 minutes
  - 5th-8th: 30-45 minutes
  - 9th-12th: 45 minutes
- Create buddies for students and give time for students to check in with their chat buddies, either during the group calls or outside of group call times
- Create an activity grid document that can be used to establish what work will be completed each week. [Click here for an example.](#)
- Ask students to complete a goal setting document at the beginning of each week and review at the end of each week to support time management skills
- Use the video call time to build community and connection, with a short teaching point each day
- Record videos of teaching points and lessons to share with students for them to watch at their own pace
- Embed questions throughout a recorded video to build communication between students and teachers. Consider putting those questions in a collaborative place such as Google Classroom, Flipgrid, or a Google Doc, to allow authentic asynchronous conversation.
- Create a schedule as a school to ensure that video calls are not happening at the same time for all students to allow the sharing of devices and wireless access

## Accessing Resources

There are many resources that have become available to teachers during remote learning. Some of the best places to build community and collaboration are on social media. Here are a few groups that you can consider joining as a place to get additional resources and collaboration:

- Amazing Educational Resources Facebook Group
- Hyperdocs Facebook Group
- Global Educator Collective Facebook Group
- Teach With Tech Facebook Group
- Hashtags to Follow on Twitter:
  - #edtech
  - #edutwitter
  - #createEDU
  - #mathchat
  - #tlap (Teach Like a Pirate)
  - #ideal
- Apps with strong educational communities and resources
  - Flipgrid
  - SeeSaw
  - Adobe Spark
  - Google Educator

- Wakelet
- PearDeck
- Providers of Remote Learning PD to contact
  - Al Thomas
    - <https://educopilot.com/about/>
  - Ken Shelton
    - <http://kennethshelton.net/about>
  - Monica Isabelle Martinez
    - [mimg1225@gmail.com](mailto:mimg1225@gmail.com)
    - Twitter: @mimg1225
  - Taneesha Thomas
    - [Contact](#)

*[THE REMAINDER OF THIS PAGE IS INTENTIONALLY BLANK]*

