

District Learning Plan 2.0 - Secondary Feedback

New Rochelle High School

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DLP Category	Strengths	Challenges	Questions/Concerns/ Considerations	Suggestions / Recommendations
Curriculum and Assessment	DLP 2.0 gave teachers the flexibility to modify the curriculum to maximize student learning.	Lack of proper authentic assessment tools to gauge student understanding.	<p>We need to engage teachers in professional development around standard prioritization and curriculum revision for next year. Given the interrupted instruction and anticipated gaps for next year, we will likely need to eliminate certain standards/units from the curriculum in order to build in support for prerequisite topics.</p> <p>In addition, input from teachers regarding how to provide synchronous/asynchronous is much needed.</p> <p>Assessment tools that would accurately collect data of student understanding/eliminate most of the cheating incidents also needs to be prioritized</p> <p>Can teachers be provided with the technology needed to deliver instruction from home?</p> <p>How might students in PAVE continue their development (this was from an instrumentalist).</p> <p>Are department heads surveying their teachers to document best practices, identify useful online resources, and design strategies to</p>	<p>Schedule time at the beginning of the year for curriculum planning and redesign.</p> <p>Dedicated Professional Development Days for teachers prior to instruction beginning in the areas: Zoom, Screencastify, Google Classroom, Nearpod, Newsela, DnA, STAR, etc.</p> <p>Involve teachers in the planning.</p> <p>Consider alternative ways to deliver instruction, e.g. Project-Based Learning, small group projects, use of Zoom breakout rooms, chat window, etc. to improve student engagement.</p> <p>Leverage existing online resources (e.g. video lessons from other instructors, self-study practice problems, quizlets) and share those ideas/resources with all teachers to encourage consistent use across all students in a given subject, regardless of the class section.</p> <p>Create a plan for</p>

			improve the quality of online learning specific to that department? (e.g. Science labs may be performed virtually, and science teachers should use the same tools/sites for labs)	
Student Schedules/ Attendance	The final scheduled as dictated by 2.0 eliminated live session course conflict.	<p>Many students disappeared once we transitioned to distance learning and no one could get in contact with them.</p> <p>Many students did not attend the live sessions because it was not mandated.</p> <p>Taking attendance based on the articulated directive with respect to “present” eligibility was incredibly complicated for teachers to track</p>	<p>Outreach to families was the biggest challenge articulated by nearly every teacher. Teachers had to call, email, and remind students to participate almost daily. Can an outreach team consisting of staff that will be dedicated to the work of calling homes is necessary for next year?</p> <p>Attendance needs to be mandated on the live session days once the district is able to ensure access to WIFI for all students.</p> <p>An alternate schedule for distance learning with block-scheduling should be considered. Could multiple sections be scheduled to meet at the same time?</p> <p>Home visits are needed to ensure that students are alive and okay by attendance teachers or other designated staff.</p> <p>We need an upgraded version of Zoom that captures live student attendance data - It is very difficult to track attendance in Zoom.</p>	<p>The District is looking into buying the upgraded version of Zoom that allows for registration.</p> <p>Perhaps some teachers would be willing to teach later in the afternoon or early evening, which some students with daytime conflicts (or distractions at home) may prefer.</p> <p>Should students be assigned to teams (or decide their own teams) and be responsible for ensuring everyone on their team attends synchronous learning? If a team member cannot attend synchronous learning, the team of students can work with the teacher to resolve the issue.</p>
Access to Technology and WiFi	Access to chromebooks by students was definitely a gamechanger with respect	<p>Consistent access to WiFi for students</p> <p>Teachers needed resources that they may not have had in order to</p>	All students need access to WiFi in order to participate. The district should continue to work with community partners and the budget office to purchase lendable	<p>Create a tracking system to ensure all students have access to both wifi and a computer.</p> <p>T-Mobile has offered some solutions with hot spots</p>

		<p>effective teach in a virtual environment</p> <p>Residential internet is not always reliable, perhaps bandwidth issues due to many devices simultaneously using the internet at home.</p>	<p>hotspots for students who do not have access.</p> <p>Teachers would greatly benefit from uniform access to tablet and stylus tools in order to annotate and model problems (especially in mathematics) using white board features or similar.</p>	<p>Enable asynchronous lessons to be downloadable, so students with intermittent WiFi access or bandwidth constraints can save them and watch later.</p> <p>For students without WiFi, can pre-recorded videos, YouTube videos, etc be saved to USB sticks for students to use at home?</p>
Asynchronous Instruction	<p>Teachers had access to a variety of platforms that support asynchronous learning.</p> <p>Students have the ability to work independently and at their convenience.</p> <p>Videos worked for some students.</p>	<p>Teachers were sometimes overwhelmed with the amount of platforms available to support the delivery of instruction.</p> <p>Some students experienced difficulty organizing their time and tools for success.</p>	<p>Purchase platforms which include video banks that are extensive so that teachers do not need to make every video from scratch - unless they decide to do that</p> <p>Create opportunities to support the executive functions of all students. Perhaps the first week of school can be dedicated to helping students organize themselves for online learning.</p>	<p>Nearpod will provide a video platform similar to EdPuzzle, but more comprehensive</p> <p>Create a system to explicitly address executive functions and the link to distance success.</p> <p>Provide learning opportunities for students on how to organize google drives, email, etc</p> <p>Solicit feedback from students regarding platforms and online resources which they found to be effective (eg videos on YouTube, IXL sections)</p>
Synchronous Instruction	<p>Many students appreciate live access to their teachers.</p> <p>Teachers could use either Zoom or Google Meet to conduct synchronous instruction.</p> <p>Nearpod proved to be a useful platform to enhance synchronous instruction.</p>	<p>Schedule change mid-distance learning -perhaps including block schedules per day to allow for enough instructional time without having to rely on numerous hours of homework</p> <p>Students do not turn their video on during the sessions, which encourages inappropriate behavior.</p>	<p>Live extra help or small group work sessions were perceived as more effective by students and teachers than traditional instructional live sessions.</p> <p>Consider: Option for teachers to facilitate live sessions for multiple sections of the same subject at the same time (i.e. 2 Algebra sections join at once)</p>	<p>Design a Distance Learning handbook for students.</p> <p>Decide on a platform? (Zoom vs Google Meets)</p> <p>Do we move to block scheduling vs the bell schedule?</p> <p>Some teachers may prefer to teach lessons (i.e. lecture) while other teachers may prefer to run extra-help sessions. Students in honor societies could offer</p>

		<p>Some subjects need more live interaction for students to ask questions; inconsistent use of synchronous instruction (some classes had none).</p>	<p>Professional development related to the Flipped classroom model may be beneficial in some areas.</p> <p>Is there a way to strongly and empathetically encourage use of video, while helping with strategies (e.g. background image to improve privacy, etc.)?</p>	<p>online extra help at times convenient for students and families.</p> <p>Can students who need reinforcement on specific topics participate in lectures by teachers in other sections for the same subject?</p> <p>Can teachers in the same subject share online resources, share best practices, or even share pre-recorded lectures so students can benefit from choosing multiple class times and materials?</p>
Grading/HW	<p>Employed technological tools to automate some of the processes</p> <p>Students were able to adapt to the variety of platforms with some ease due to prior familiarity with Google classroom</p>	<p>Scoring free-response items is incredibly challenging in a virtual environment.</p> <p>Assessment validity is a concern for traditional assessments.</p> <p>A challenge to keep track of work across multiple classrooms, organized differently in each subject.</p> <p>Some parents report that the workload was too high (8-10 hours/day)</p>	<p>Consider widespread enactment of performance tasks, projects</p>	<p>Virtual learning portfolios and projects with common rubrics</p> <p>Create protocols</p> <p>When teaching is 100% online, in order to accommodate teacher preferences for work schedules, can teachers in the same subject help each other with asynchronous work (ie reviewing homework).</p>
Supports for classified students (IEP, 504, ELL)		<p>Online resources for ENL students were more limited than other sub-groups</p>	<p>Co-teachers and support staff need support with articulation of responsibilities during distance learning</p> <p>Invest in virtual ENL-specific supportive resources to facilitate instruction</p> <p>Consider requiring the amount of synchronous instruction be proportional to the time they meet</p>	<p>Create a bank of resources to support students. This resource bank should be accessible to teachers, students and parents</p>

			(e.g. self-contained classes that normally meet for ½ day every day)	
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