



**Field Guide for Remote or**

**Hybrid Launch**

2020

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# Framing for this Guide

**Starting back to school will be challenging this year, and Summit Learning is prepared to support your school as you continue to adapt to meet the needs of students, families, and educators. Summit Learning will help you make plans to drive student learning – no matter the circumstances.**

We know that every school and community has been impacted differently throughout the past several months and returning back to school will look different in different places. Our team has compiled this ﬁeld guide, aligned with the [Instructional Launch Checklist](https://www.summitlearning.org/learn/resources/3378), as a starting point to provide guidance for you as you create a plan for launching Summit Learning at your school. Our hope is that you will incorporate mentoring, project-based learning, Math concept units, and self-directed learning into your plan. We believe each component of the Summit Learning model can be executed remotely and provides opportunity for student development to continue along all three categories of outcomes.



Additionally, given the impact of building closures this past spring, schools need to consider the increased social, emotional and academic needs of students. Our team is prepared to work with you to determine how to achieve an effective launch to the school year, whether you are able to be in-person with your students or are continuing with remote learning. While we are not a source of information regarding local laws or regulations, we are here to support you in the effort to establish a program that will allow student learning and development to continue. If you have questions about this ﬁeld guide or how you may choose to launch Summit Learning during your closure plans, please reach out to your Success Manager.

### How this Guide is Organized

This resource is designed to align with the sequence for Instructional Launch laid out in the I [nstructional](https://www.summitlearning.org/learn/resources/3378)

L [aunch Checklist](https://www.summitlearning.org/learn/resources/3378). It should be used as a supplement to the other Launch guidance and planning you have done during summer training and with your Success Manager. Additionally, this guide is not intended to be read in its entirety nor must it be read in order. Instead, you should use the Table of Contents to access the topics most relevant to your needs.

# Before the First Day of School

## SCHOOL LEADERS

❏ **Vision: I shared my vision for the implementation of the Summit Learning program with all educators implementing the program. I included:**

✰ a vision for integrating the priority Habits of Success related to student well-being into all aspects of returning to school.

* a vision for transitioning between remote and in-person learning for each component of the program.

❏ **Bell Schedule/Calendar: I shared a bell schedule and calendar that supports implementation of each component, weekly grade level team meetings and regular professional development.**

❏ **Curriculum, Grading & Duty of Care:**

* I shared with teachers a *Curriculum and Grading Management Plan* so teachers have curriculum guidance and understand grading weights.
* I reviewed teachers’ *Course Preparation Tools* and *Math Unit* or *Project Preparation Tools* to ensure we fulﬁll our duty of care and are prepared to launch instruction effectively.

❏ **Grade Level Team Collaboration: I supported grade-level teams’ collaboration by providing expectations for:**

* grade-level team norms and routines.
* student onboarding (to (re)teach students the "what" and "why" of Summit Learning for each component of the program).
* school-wide norms and routines for each component.

✰ integrating the priority Habits of Success related to student well-being.\*

❏ **Family Engagement: I developed and began executing on my *2020-2021 Family Engagement Strategy*. This included:**

* Creating a family onboarding plan to (re)teach families the "what" and "why" of Summit Learning.
* Communicating with families my strategy for transitioning between remote and in-person learning for each component of the program.
* Communicating with families our priority Habits of Success and our plans to help students develop them.
* Communicating with teachers my expectations for family engagement for each component of the Summit Learning program.

❏ **Professional Development: I developed a *Professional Development Plan* to ensure all educators are prepared for the ﬁrst few weeks of school in each component of the program.**

❏ **Technical Launch Checklist: I completed the action items on the *Technical Launch Checklist***

**on the platform.**

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### Establishing and Communicating a Vision

As a school leader, sharing your long-term vision for your school community showcases your commitment to equitably preparing all students for fulﬁlling lives inside and beyond the classroom. Your vision for a remote or hybrid learning program should be consistent with and connect to the long-term vision of your school.

**First, consider your role as a school leader** in managing a strong remote or hybrid learning program. School leaders play a vital role in ensuring the success of a program. As a school leader, deciding how you spend your time is critical and dependent on the priorities you have for your school. **Consider prioritizing time and capacity to the following:**

* **Establish and communicate your vision and plan for your program.** Make sure your vision clearly articulates priority outcomes and experiences for students and how all stakeholders – staff, students and parents – should engage to work towards those outcomes.
* **Manage teacher engagement**. Are teachers engaging with the consistency and optimism necessary?
* **Monitor student progress.** What are the academic and social-emotional targets for all students? What group of students is falling behind and needs additional support?
* **Create intentional time and structures for connection**. How will you ensure 1:1 mentoring is consistently nurturing connections between students and staff? What staff support structures will you establish to ensure connection amongst the adults?
* **Work with district leaders to make iterations to your remote or hybrid program.** Taking into account all the information, how can you continue to iterate on the experience for students, staff, and parents so it gets better?
* **Communicate with families.** Families know and trust their school leaders. Making sure they have clear and consistent information can improve and support conﬁdence.
* **Listen to what people are saying.** What are different stakeholder groups telling you about the experience and how might you use that to inform updates to your plan?

**Second, establish your vision and priorities** for your program that includes your site-speciﬁc targets to launch each component of the model. As a reminder, [by the end of the 8th week of school](https://www.summitlearning.org/learn/resources/3378) (or according to the timeline you establish with your Success Manager), you’ll want all of your students to have experienced the following:

D Successfully completed their ﬁrst end-of-unit math assessment.

D Successfully submitted their ﬁrst project in ELA, SS, and Science.

D Successfully passed at least one Power Focus Area content assessment and shows as on-track for passing all Power Focus Areas on time.

D Engaged in connecting check-ins and progress check-ins with their mentor.

**Guiding Questions**

* What is your vision and your priorities for your remote or hybrid program?
* How do they take into account the different components of the Summit Learning model?
* How do they connect to teacher actions? Student actions?
* How is your vision communicated to teachers, students, and parents?

Planning Considerations

|  |  |  |
| --- | --- | --- |
| Actions | Items to Build Into the Plan | Due Date |
| **Review Current Vision** | * Will there be a difference in this vision based on remote or hybrid learning models? * Does it include a focus on well-being? Habits of Success? * Does the language in the vision need to be updated? * What is the difference in the execution of the vision based on remote or hybrid learning models? * How do the different components of our model support the vision? |  |
| **Establish** [**Targets**](https://www.summitlearning.org/learn/resources/3517?fromEventId=65&fromSessionId=573) **f** [**or Launch**](https://www.summitlearning.org/learn/resources/3517?fromEventId=65&fromSessionId=573) | Consider target dates and percentages for the following key launch milestones:   * x% of teacher log in to the platform by [date] * x% of students log in to the platform by [date] * x% of students set their ﬁrst goal by [date] * x% of students complete their ﬁrst project in ELA, SS, and Science by [date] * x% of students complete their ﬁrst end-of-unit math assessment by [date] * x% of students pass their ﬁrst content assessment by [date] * x% of students have a mentoring check-in * Etc.   Use the Launch Metrics dashboard in your Educator Tools on the platform for the full list of metrics you will monitor during Launch.  You will be prompted to set targets in your check-ins with your Success Manager; reach out if you would like additional guidance before your ﬁrst check-in. |  |
| **Communicate to Stakeholders**   * Staff * Families * District / board | * What are the key differences between your steady-state vision and your remote or hybrid program vision to highlight for each audience? * How will you communicate with different stakeholders? * How will you gain buy-in from stakeholders? * What is your timeline for initial communication? * What systems and structures do you need to establish for ongoing communication? |  |

**Third, plan for how you will manage your team** in a remote or hybrid environment. It is especially critical for you to establish routines and structures for connection and consistency early in the school year. Be sure to do the following as you further develop your plan for your staff:

* Intentionally plan for building culture and connection.

*When planning for remote culture building, consider the strongest parts of your team’s culture and how you might replicate that remotely. Without the usual social interaction of*

*the school days, consider ways your team can stay connected to the mission and work of your school through structured social connection:*

* + Use email, Slack, or another full group communication system for a **“Shout-out Friday”** thread where team members can shout-out their colleagues.
  + Provide a **common topic of conversation** for a daily email or Slack chain.
  + Offer **opt-in video conferencing time** where staff members are randomly paired with each other for conversation. [Donut](https://www.donut.com/) is a great resource for creating pairings.
  + Provide **small group social time** (e.g., content area, grade level, department).
  + Engage in a wellness challenge (e.g., team members volunteer to lead a shared ﬁtness or wellness experience).
* Empower people.

*Staff are working in isolation more often, and remote work models require a high level of trust that everyone is contributing. Remote work models also necessitate support structures for teachers who are unable to uphold their normal workload or regular hours due to family obligations and/or health concerns. Consider ways to balance personal and professional needs.*

* Clarify **priorities** and proactively help staff manage their time and workload.
  + If staff members are balancing family obligations and work, support them in ﬁguring out what is a manageable workload and time frame for accomplishing tasks.
  + Help staff prioritize tasks and ﬁnd a schedule that works, which might mean working non-traditional hours, if possible.
* Offer **frequent, short virtual check-ins** to help them manage their new remote working situation, as helpful.
* Host **consistent 1:1 meetings** with each staff member where you help them manage work and time management in relation to their personal and emotional needs.
* Create virtual meeting norms and routines.

*Facilitating meetings remotely feels very different than an in-person engagement where you have a pulse on the room. Consider how you will structure meetings to keep them engaging and effective.*

* + Establish a clear set of norms and routines for your meetings. For example:
    - Clarify the **type of meeting and any goals or objectives**.
    - Default to **video-on and microphones off**.
    - Prioritize **seeing faces** by sharing screens infrequently.
    - Include a short **reﬂection survey** at the end of meetings to help capture feedback/input.
  + Leverage a variety of strategies to maintain active engagement.
    - Provide **pre-work** in advance of the meeting to allow for discussion and participation during the meeting.
    - Use varied **group arrangements** by activity or by meeting to allow staff to engage with different subsets of the team.
    - Use the **chat** and informal “I agree” motions like thumbs up.
    - Use **breakout rooms** to allow for deeper engagement and processing.
* Create consistent communication and feedback channels.

*It is important for your staff to know when and how they can expect to receive information and communicate with each other both formally and informally. Consider which channels will best meet your team’s needs.*

* Use a **weekly update or newsletter** to consolidate important information, priorities, and tasks.
* Use **informal channels**, such as Slack or G-chat, where staff can pose questions and talk through ideas.
* Establish **Ofﬁce Hours** for leadership team members to answer questions and clear barriers quickly.
* Create **norms** around use of communication pathways and channels:
  + Set clear **time frames** for responses to messages on each channel.
  + Provide guidance on **appropriate topics** for each channel (e.g. meeting agendas sent on email vs. an informal channel).
  + Set parameters on **visibility and accuracy of calendars**, if used.
  + Provide **naming conventions** for shared ﬁles like meeting agendas, document types, email titles, etc.

### Bell Schedule and Calendar

Remote or Hybrid Learning

This section provides considerations for your schedule for staff and students. Ensure your decisions are guided by your vision and priorities.

Guiding Questions

* What should I think about as I create a bell schedule for remote or hybrid learning?
* What will each component look like when implemented remotely or in a hybrid environment?

Planning Tool

|  |  |  |
| --- | --- | --- |
| If: | **Remote Considerations** | **Hybrid Considerations** |
| How to approach planning your bell schedule | Run school remotely during normal hours while minimizing the change and narrowing the focus.   * What is an appropriate time frame for project courses? * How will you monitor and approve content assessments?   - Should this be the responsibility of the mentor or conducted in | Determine your learning priorities for  in-person time for your hybrid model and plan how teachers can support those priorities.   * Consider what aspects of instruction and connection can be prioritized for in-person and what can be managed virtually. * What is an appropriate time frame for project units if conducted |

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|  | conjunction with project time?   * What is the responsibility of the mentor?   - How often should they check-in with students? How is this different from in-person responsibilities?   * Are additional times needed to support speciﬁc populations such as Exceptional Education or English Language Learners? * How will you account for interventions? | partially virtual?   * How will you monitor and approve content assessments?   + Should this be the responsibility of the mentor or conducted in conjunction with project time?   + Will you allow students to take assessments at home or will you want them only taken when students are in the building? * What is the responsibility of the mentor?   + Will you want to prioritize check-ins on days when students are in the building or create systems for checking in when students are remote? * Are additional times needed to support speciﬁc populations such as students with deﬁned learning needs or English Language Learners? * How will you support students that are working through material on their virtual days? * How will you account for interventions? |
| For students without access to a computer or internet at home ([more](https://docs.google.com/document/d/1EokNu60H_jHCqVX6lTfp_weCpDVAVPG4M0_yOegNoNI/edit#heading%3Dh.df5lz8979cll)  i [nfo here](https://docs.google.com/document/d/1EokNu60H_jHCqVX6lTfp_weCpDVAVPG4M0_yOegNoNI/edit#heading%3Dh.df5lz8979cll)) | Print materials for students who do not have a computer/internet at home and run the program via phone and paper copies (Zoom and Google hangouts allow for phones to call in. Directions  h [ere](https://docs.google.com/document/d/1EokNu60H_jHCqVX6lTfp_weCpDVAVPG4M0_yOegNoNI/edit#heading%3Dh.pq441nmgwqa6)) | Print materials for students who do not have computer/internet at home and run the touchpoints via phone and paper copies (Zoom and Google hangouts allow for phones to call in. Directions h [ere](https://docs.google.com/document/d/1EokNu60H_jHCqVX6lTfp_weCpDVAVPG4M0_yOegNoNI/edit#heading%3Dh.pq441nmgwqa6)) |
| Other Considerations | * Are there other courses off the platform that must be scheduled? * Aside from the Summit Learning platform, what other platforms will you need to leverage and train teachers to use effectively? | |

What if my staff is not able to work a full schedule?

We encourage you to plan for all components of the Summit Learning program to have an effective launch. However, we understand that local policies and context will impact teacher capacity and the amount of time with students. Thus, we have provided additional guidance in the event that teacher capacity is decreased during remote instruction.

If your teachers are unable to engage at full capacity during remote learning, you and your district will need to decide which of the core responsibilities your teachers can take on, if any. Depending on the parameters of your school and district, you may be able to execute certain aspects and not others. Working with your team to create a partial implementation plan is key. With a lighter touch approach, the guiding principle most applicable here is:

1. **Narrow the focus**. Concentrate on what matters most for students: cognitive skills growth, content knowledge acquisition, and improving Habits of Success.
2. **Remember connection and relationships**. This is a time that can be isolating, especially for the most vulnerable populations of your community. Consider utilizing technology and phone calls to continue building connections and relationships with students and families.

If you are able to provide some teaching support, then you have the option to consider scheduling fewer times where teachers launch students into work time and longer sections of student work time. Because of the limited nature of the teacher engagement with students, this might look like:

* Students working on one project that will continue to support learning but will minimize the amount of individual concepts they are working on.
  + You might consider having your grade level team decide on one project that students can make progress on instead of multiple projects (guidance here). This would limit the scope of work for students and would require all teachers to be focused on supporting students on the same project. When school resumes, grade level teams could use that project in all of their courses for demonstration of cognitive skills (directions [here - pg. 9](https://www.summitlearning.org/learn/resources/3265?fromCollectionId=40)).
  + Or, have teachers pick a prioritized project from their year that they focus on and adapt it to become more remote-learning friendly. The Summit curriculum team has put together some recommendations if you choose this path (directions here).
  + Set expectations for work completion and how the different touchpoints during the day will be used.
  + If possible, meet with students in breakout video meetings as needed for support.
  + Have a consistent goal-setting and progress-monitoring structure so all teachers and students have the same experience and expectations.
  + Consider what teachers focus their whole-class time on. Teachers may choose to provide support on Power Focus Area content. If they do, they may maximize this time by using the content to practice study skills like note-taking or practice setting time-bound goals.
* Setting up times throughout the day to meet and consult with students.
  + If possible, schedule a recurring sync up with students at the beginning, middle, and end of the day.
    - At the beginning of the day, focus on goal-setting and what students should accomplish throughout the day and ways in which they can get support if they get stuck.
    - In the middle of the day, revisit goals to track progress with students and ﬁeld questions so that you can use the time to “unstick” students so they can continue to make progress.
    - At the end of the day, revisit goals and help students think about what work they need to do to stay on track with the progress of the class.
* If a teacher can work 1-2 hours a day, teachers may spend their time:
  + Leading the different touchpoints virtually (with Zoom or Google Hangouts) in the day with a focus on goal-setting, progress-monitoring, and action-planning.
  + Planning lessons for students on projects/focus areas and implementing those lessons virtually (with Zoom or Google Hangouts).
  + Leading and planning mini-lessons on core skills and activities.
  + Checking student progress on the platform.
  + Corresponding with students about their progress and providing feedback on checkpoints via comments on the platform or virtually in a breakout room.
  + Communicating with parents about student progress.
* If a teacher can work 2+ hours a day (in addition to the above), teachers may spend their time:
  + Monitoring student progress on core academic outcomes on the platform and assigning additional support to students who are in need.
  + Proctoring digital Content Assessments.
  + Holding virtual support time (such as ofﬁce hours) for students to get additional help from the teacher.

### Planning for Student Access to Technology

If your school is equipped to do so, set up a checkout process for devices and wiﬁ hotspots to ensure all students have access to technology from home.

What if students do not have internet access or a device at home?

Consider solutions for increasing student access whenever possible. DigitalBridge K-12 has developed toolkits and processes to help schools and districts increase access. Find their guidance [here](https://digitalbridgek12.org/).

Your school and district may need to evaluate whether to allow students to take home school computers or tablets. If internet access is unavailable, you may contact local health ofﬁcials to see if public libraries or other facilities, including your own, might offer suitable alternatives. If it is likely that students will still not have access to computers and internet at home, you can print out materials from the platform for the duration of the time away from the classroom. Instructions for printing materials from the Base Curriculum may be found [here - pg. 7](https://www.summitlearning.org/learn/resources/3265?fromCollectionId=40).

Students are also able to access the platform and associated materials from a smartphone, though the platform is more difﬁcult to navigate on a smaller screen. If you know a portion of your population won’t have equal access, you might have teachers prioritize their time and support starting with those students ﬁrst.

### Managing Digital Safety

How can I keep my teachers and students safe using digital tools?

The safety of your teachers and students online is important, whether they are accessing the internet at school or at home. To safely set up your teachers and students for remote learning, you’ll want to consider:

* What programs, applications, or tools are you using to connect with students?
* What safety protocols does the tool have to secure any online spaces you are using with your students?
* What tools and platforms will teachers use to communicate with students, and how will you make sure administrators and parents have access to that communication?
* What tools and platforms will students use to communicate with one another, and how will you make sure teachers, administrators, and parents have access to that communication?

Zoom has released [this guide](https://blog.zoom.us/wordpress/2020/03/27/best-practices-for-securing-your-virtual-classroom/) for keeping you and your students safe while online. Other tools may also have guidance along these lines.

Additionally, you may ﬁnd the following resources designed for parents and caregivers helpful.

* C [ybersecurity Presentation](https://www.cisa.gov/sites/default/files/publications/Families%20Cybersecurity%20Presentation.pdf)
* S [ocial Media Guide for Students & Parents](https://www.cisa.gov/sites/default/files/publications/Social%20Media%20Guide_1.pdf)

### Staff In-Service and Professional Development

Staff in-service is the perfect time to ensure all teachers and support staff understand the plan for the launch of the Summit Learning program – especially if you are planning a remote or hybrid launch.

Guiding Questions

* Consider how much time you have during in-service:
  + Will you run in-service in-person or remotely?
  + What is the right balance of sharing information, providing PD whole group, grade level team planning time, and individual teacher planning time?
* For returning teachers, have you set adequate time to allow them to engage in the [refresh](https://www.summitlearning.org/learn)

m [aterials](https://www.summitlearning.org/learn)?

* How does your professional development plan account for your remote or hybrid structures? Do you need to provide onboarding to tech tools for your staff?
* In addition to in-service time, what [mechanisms for instructional change](https://www.summitlearning.org/learn/resources/3337?fromEventId=65&fromSessionId=567) can you incorporate into your remote or hybrid program, especially for new Summit Learning users?

Planning Tool

|  |  |
| --- | --- |
| In-Service Planning | |
| Suggested Meeting Topics | Date(s) of Meeting |
| **Establishing GLT Norms and Grade-Level Routines**  *Make sure your teams are ready to function effectively during a remote or hybrid program.* |  |
| **Pre-Launch Teacher Support**  *Make sure your teams are aligned on the Summit Learning components (Mentoring, Project Time, and Self-Directed Learning Time) within the context of your school’s remote or hybrid schedule.* |  |
| **Onboarding Students Effectively** |  |

|  |  |
| --- | --- |
| *Align on the calendar for student onboarding.* |  |
| **Expectations for Course and Lesson Planning Tools**  *Make your expectations clear for when teachers will submit these.* |  |
| **Instructional Priorities for the Launch Phase**  *Make your priorities clear for instruction for your remote or hybrid program.* |  |
| **Ongoing Data Analysis and Collaborative Planning**  *Plan your cadence of data-analysis for the duration of your remote or hybrid programming.* |  |

### Remote Grade Level Team (GLT) Collaboration

Establish GLT or Collaboration Meetings

GLTs meet regularly to target support, improve practice, and create consistency.

* If you can’t meet in person, your best bet may be a video conferencing platform like Zoom, Google Hangouts, or Skype.
* Consider the following practices to foster consistency:
* **Create a regular cadence:** Whether in-person or remote, meeting times should be regular and predictable. Set up a cadence by blocking off time on a shared calendar.
* **Establish virtual meeting norms:** Start your virtual meetings by agreeing to a set of norms that keeps everyone focused on the task at hand.
  + Maximize your Engagement. (e.g., Close other tabs, remove distractions, stay engaged in the conversation and work.)
  + Make it Work. (e.g., Embrace the awkwardness of online tools, mute unless talking.)
  + Come prepared. (e.g., Do all required pre-work. Come with reactions and questions.)
  + Assign roles. (e.g., Timekeeper, Recorder)
* **Share your screen:** Learn how to “share your screen” in your video conference platform so you can project slides and show team members how to navigate Summit Learning Pre-Work in the platform. This will be especially helpful in GLT Meeting 1.
* **Share notes:** Share an interactive Google Doc or Ofﬁce 365 document with your team. Ask a team member to act as the note-taker during each meeting so all can follow along. Create a space in the notes where team members can record questions that can be answered later.
* **Use interactive posters** [for GLT Meetings 1, 3, and 4]: Instead of paper posters, use interactive slides or an editable document for a virtual gallery walk. [[Make a copy of](https://www.summitlearning.org/learn/resources/3252) t [his one](https://www.summitlearning.org/learn/resources/3252), if you like!]
* **Use breakout rooms** [for GLT Meetings 1, 3, and 4]: Create small group conversations by using multiple virtual rooms, phone conferencing, or “breakout room” tools.

### Curriculum, Grading, and Duty of Care

Determine Your Grade Conﬁguration

* If you are a returning school, we recommend that you use the same grading weights from Fall 2019.
* If you are a new school, consider the following questions:
  + Will you adopt the default grading weights? While all schools that implement Summit Learning use a common grading approach, some customization in grading weights is possible. We suggest picking grading weights consistent with what you would do if we were in person and on campus during the next academic year.
  + If you plan to [customize grading](https://help.summitlearning.org/hc/en-us/articles/360024525474-How-can-Grade-System-Managers-set-Grade-Configurations-for-Courses-), what weighting will you use?

|  |  |  |  |
| --- | --- | --- | --- |
| Non-Math | | | |
| **Grading Input** | **Our Decision** | **Default** | **Options Available** |
| *Cognitive Skills (from Projects)* |  | *80%* | *Between 70% and 100%* |
| *Power Focus Areas* |  | *14%* | *Between 0% and 30%* |
| *Additional Focus Areas* |  | *6%* | *Between 0% and 9%* |
| Math | | | |
| **Grading Input** | **Our Decision** | **Default** | **Options Available** |
| *Math Concepts (from Concept Units)* |  | *70%* | *Between 60% and 100%* |
| *Portfolio Problems* |  | *10%* | *Between 0% and 10%* |
| *Power Focus Areas* |  | *14%* | *Between 0% and 30%* |
| *Additional Focus Areas* |  | *6%* | *Between 0% and 9%* |

Curriculum Management Plan

Every school has a responsibility to review curriculum to internalize the Base Curriculum and make any relevant adjustments for their context.

* Which courses will we use?
* If there are more projects/Math Units than we need, which ones will we teach?

In addition to the standard planning, consider what impact, if any, your remote or hybrid schedule will have on the scope and sequence of your selected courses:

* How should we adjust our course for a hybrid or remote schedule?

For curriculum guidance, see the following section.

We suggest the following process:

* **Staff/Team Meeting:** Leaders lead a curriculum Kick-Off meeting with their staff/GLTs. During the meeting, school leaders provide guidance on which courses teachers would choose. Use the preferred course list for further guidance.
* **Teachers Prepare:** Teachers complete the chart below to plan.
* **Check-ins:** School leader meets with each team member for 30 minutes one-on-one to review their current work, provide support and assess needs
* **Teachers Finish Planning:** Teachers complete their [course planning](https://www.summitlearning.org/learn/resources/3284?fromEventId=62&fromSessionId=458) and [project](https://www.summitlearning.org/learn/sessions/564?fromEventId=65) or [math](https://www.summitlearning.org/learn/sessions/566?fromEventId=65) planning tool for their ﬁrst project.
* **Leader Gives Feedback:** School leader provides feedback on teacher’s plans. Leaders request revisions or additional one-on-one meetings as needed. .

|  |  |  |  |
| --- | --- | --- | --- |
| **Our Decisions** ➜ | **Proposal**  ***Who reviews Base Curriculum and makes a proposal?*** | **Oversight *Who approves or denies proposals?*** | **Execution**  ***Who makes the changes needed? When will they make the changes?*** |
| **Course Selection**  *Who selects courses?* |  |  |  |
| **Projects and Math Units Selection**  *If there are more projects / Math Units than needed, who selects the ones that are taught?* |  |  |  |
| **Alignment of Content**  *Who reviews curriculum for alignment with state and district guidelines and proposes adjustment to ensure alignment?* |  |  |  |
| **Appropriateness of Content**  *Who reviews and edits curriculum to ensure it meets the cultural context of your community?* |  |  |  |
| **Planning for Virtual Learning**  *Who reviews and edits curriculum to ensure it can be executed in a remote setting?* |  |  |  |
| **Accessibility**  *Who will ensure that all curricula is accessible for students with identiﬁed learning needs (i.e., IEP, 504, EL)? See the “*[*Curriculum Accessibility*](https://www.summitlearning.org/learn/collections/38)  *S* [*upports & Programming*](https://www.summitlearning.org/learn/collections/38)*” for resources on how to make curriculum accessible.* |  |  |  |
| **Differentiation**  *Who adjusts the curricular materials to ensure they meet the needs of each student? Typically this is the responsibility of the teacher.* |  |  |  |

Curriculum and Platform Alignment

Once you’ve decided what curricular adjustments to make, ensure that what is shown on the platform aligns with your expectations. This will allow you to effectively communicate with students and parents during virtual learning. We recommend the following process:

1. [Update (pg. 17)](https://www.summitlearning.org/learn/resources/3265?fromCollectionId=40) the **Plans tab** to manage daily planning and accurately reﬂect the curriculum you are teaching. Many of the descriptions are teacher-facing so consider how you can make these more student-friendly. By providing clear agendas on the Plans tab, you will further support students in proceeding through the lesson without your direction (e.g., a student is unable to make it to the live lesson, you’re unable to deliver a live lesson, or there are tech challenges).
2. Update checkpoints and ﬁnal product(s) documents and ensure they have **clear**

**directions**. You can:

* 1. Reference any resources that might be linked with the checkpoint that might be helpful for certain sections or areas in the checkpoint document.
  2. Add details and directions in the description of the checkpoint or activity.

1. [Updating checkpoint (pg. 17)](https://www.summitlearning.org/learn/resources/3265?fromCollectionId=40) descriptions on the project page can also allow for more **details and expectations** (e.g., suggested due dates, teacher-led vs. student-led experiences, or workshops being offered for the checkpoint).
2. Add any **additional resources** under the checkpoint that might be needed for students to

complete the work. (e.g., additional scaffolds students can use if they are stuck and don’t have access to an adult).

### Considerations for Curricular Adjustments

Your school’s remote learning plan, along with your school’s experience during spring SY19-20, will ultimately affect what, if any, curricular adjustments you may need to make. Please review the guidance below and refer to the full [curriculum adjustments guide](https://www.summitlearning.org/learn/resources/3493) as you make curricular decisions.

#### Adaptations Due to SY19-20 School Closures

We recommend that, regardless of your school’s experience during spring 2020, you approach SY20-21 curriculum with a focus on teaching the current grade’s course, skills, and content. In some cases, slight adjustments may be necessary. See below for discipline-speciﬁc recommendations based on content that may have been missed due to COVID disruptions.

##### English/Language Arts

* Because the English Language Arts curriculum spirals through a set of core Cognitive Skills every year, students have opportunities to revisit and review key learnings from previous years. Thus, students should be able to access the current curriculum regardless of some gaps in completion of FAs/projects from the prior course. The focus should be on student growth in the Cognitive Skills. Most projects include Cognitive Skill Pre-Assessments to

assess where students currently are. For students who need extra support with Cognitive Skills, workshops are provided.

* These Pre-Assessments and their associated Cognitive Skills Workshops can be used to provide review and remediation as needed. Teachers can additionally use data from the Pre-Assessments to adjust project instruction if needed. Otherwise, we recommend teachers implement the projects as intended.

##### History/Social Studies

* Students should be able to access the current curriculum regardless of some gaps in completion of FAs/projects from the prior course.
* The course where missing content might have the biggest impact is Modern World 2. If students did not learn about World War I at the end of Modern World 1 it can easily be added into the ﬁrst project of the course, Pandemics.
  + Pandemics currently starts with the Spanish Flu, which occurred within the context of World War I and the Interwar period. This lends itself for easy content review or coverage of World War I.
    - Any World War I content coverage should be brief and a general overview. Suggested takeaways include:
      * Participants and what side they were on
      * Expectations of a short war vs. long drawn-out trench warfare
      * Importance of technological improvement to win long wars
        + Machine Gun
        + Tanks
      * Shell Shock and PTSD
    - The easiest way to pare down such an important topic is to think about what in World War I directly impacted World War II, which will get more substantial coverage in this course.

##### Mathematics

* Follow the guidance that we will provide from Illustrative Mathematics (IM). IM is creating resources to address unﬁnished learning. These resources engage all students with grade level content and can be seamlessly integrated with the scope and sequence within each course. As the resources are released from IM they will be customized to align with the Plans Tab in the Base Curriculum within each unit. Unﬁnished Learning Resources include:
  + **Curriculum Adaptation Packs** for each unit in grades 4-11 support teachers to identify prior concepts and skills that students need to access the content in each unit, as well as provide support to keep students progressing in their learning.
  + **Cool-down guidance** for each cool-down in grades 6-11 support teachers to address newly discovered unﬁnished learning and identify opportunities to revisit content in future lessons without stopping to re-teach a concept.
  + **O** [**n-demand math story videos**](https://drive.google.com/drive/folders/1lm49PehREPNEVNxOjP3hmSKBi0FndTef) for grades 6-9 that share the big mathematical

ideas of each unit that support teachers to make choices to maintain a coherent “math story” as they adjust for distance learning and address unﬁnished learning.

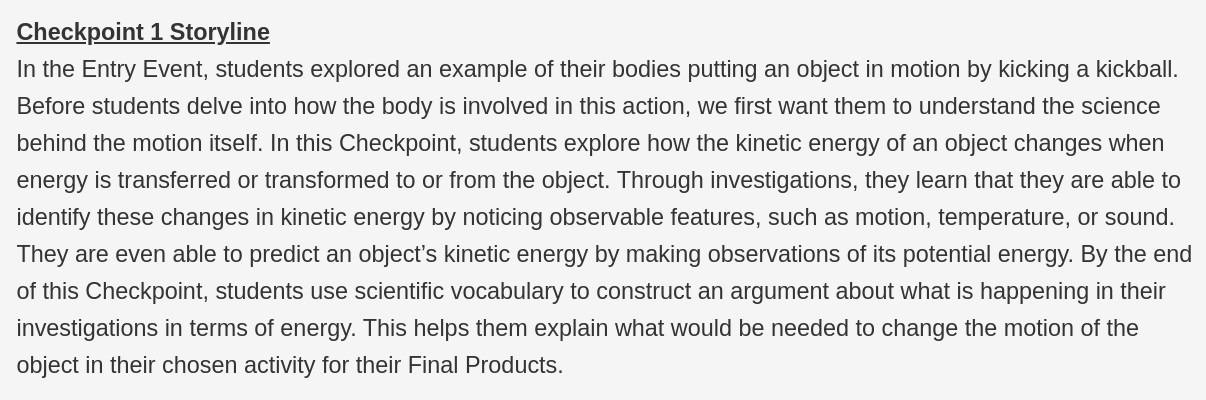
* IM is also creating resources to support distance learning. These resources will be added to the [IM distance learning resources website](https://www.illustrativemathematics.org/distance-learning/#UL-resources) as they are created. The anticipated resources include:
  + **24 video lessons** for IM grades 6-9 that will support students to be prepared for instruction in the fall.
    - [Grade 6 Videos](http://schoolkitgroup.com/video-grade-6/)
    - [Grade 7 Videos](http://schoolkitgroup.com/video-grade-7/)
    - [Grade 8 Videos](http://schoolkitgroup.com/video-grade-8/)
    - [Algebra 1 Videos](http://schoolkitgroup.com/video-algebra/)
  + **Video Lesson Summaries** for grades 6-11 that highlight key points and vocabulary that students learn across several lessons. These support students to check their understanding and review important concepts, vocabulary, and skills.
  + **Distance Learning Planning Guides** for grades 6-11. These Planning Guides identify the essential lessons and activities that address the major work of and prerequisites of the grade. They also provide guidance on distance learning activities to support each lesson or activity. TLP has adjusted these guides to align with the daily lessons in the Plans Tab in each math course within the Base Curriculum.
* All of the Adaptation Packs, Cool-down Guidance, and Distance Learning Planning Guides that have been customized to align with the Summit Learning Base Curriculum are linked within the [Math Resources for Unﬁnished Learning and Distance Learning Document.](https://docs.google.com/document/d/1-IDPXBVXLlH6rnLLpsT0M9JSPU882BZeNOR2_L6zZ4s/edit)

##### Science

* In general, students should be able to access the current curriculum regardless of some gaps in completion of FAs/projects from the prior course.
* In all course pathways (grades 4-5, 6-8, 9-12), most Cognitive Skills/Science and Engineering Practices and Crosscutting Concepts repeat throughout the courses, allowing students multiple opportunities to develop these skills and concepts.
* When considering gaps in student understanding, the focus can be narrowed to Disciplinary Core Ideas (DCIs) – or the science content that projects are intended to develop. DCIs and their corresponding FAs are project-speciﬁc. They only show up in some projects rather than repeating throughout the course or course pathway.
  + For instance, 6th grade, Project 1: Setting Things in Motion is intended to develop the DCI MS.LS1.A1: *All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).*
  + Throughout the whole 6-8th pathway, this project is the only time that this DCI element is developed. Thus, if this project is not implemented, prior understandings related to this DCI element may need to be incorporated into other projects.
  + This also holds true for FAs. FAs are intended to mirror the DCIs that are associated with projects. The FA associated with the DCI above is titled, “The Structure of Life.” If this FA was skipped from a previous project or course, its content may need to be touched upon in a future project/course.
* To see which courses and projects develop which speciﬁc DCIs, reference the following course standards maps. Note that these maps are only available for the preferred course pathways in grades 6-8 and 9-11. For grades 4-5, aligned DCIs can be seen in the platform

on Project Overview pages under Standards. All NGSS DCIs and the intended progression across K-12 can also be seen [here](http://static.nsta.org/ngss/20130509/MatrixOfDisciplinaryCoreIdeasInNGSS-May2013.pdf).

* + **6-8:** [**SCALE NGSS MS 3-Course Standards Map**](https://docs.google.com/spreadsheets/d/1mh4HTmxmmw4-y7sJ-i6KZNZDYm9lk4l3Qc02MXBQpcg/edit#gid%3D1166699859) – All DCIs and their corresponding projects are listed on rows 1-98.
  + **9-11:** [**NGSS HS 3-Course Standards Map**](https://docs.google.com/spreadsheets/d/1UPLdwXux73OS0AwKzqZEpxtx_e77PwbvsWtYcovdpf8/edit#gid%3D481835637) – All DCIs and their corresponding projects are listed on rows 1-106.
* As seen in the Standards Maps, most courses include projects that are intended to be taught in sequential order. This is particularly important for the 6-8 Fully Integrated SCALE NGSS courses:
  + Each of these courses include four projects each, with each project intended to be taught in sequence 1-4.
  + Projects are thus designed to build upon understandings that were developed in a previous project or grade. In this way, SCALE, the original curriculum authors, have developed an overall “storyline” for each course.
  + To see this narrative and the speciﬁc DCIs that each course builds upon, reference the following Teacher Resources found in all SCALE projects attached to the Final Product 1:
    - [Teacher Resource] - Project Overview and Standards Alignment
    - [Teacher Resource] - K-8 Progressions
    - [Teacher Resource] - 6th, 7th, or 8th Scope and Sequence
  + Each project Checkpoint also has its own mini-storyline, describing how that Checkpoint contributes to the broader project/course student understandings that are being built. Find these storylines within the Project Notes section of each Checkpoint:



* + Further detail about the DCIs aligned to each Checkpoint can also be found in the following Teacher Resources attached to each Checkpoint:
    - [Teacher Resource] - Checkpoint # Content Background for Teachers
    - [Teacher Resource] - Checkpoint # NGSS 3D Alignment

#### Virtual Learning

To prepare speciﬁc courses for a full remote learning program, see our Virtual Learning Curriculum Recommendations in the Appendix. Jump to ELA, HSS, Science, and Math guidance.

#### Differentiation

Given students’ diverse experiences during the second half of SY19-20, in addition to previous differences in skill and content mastery, they are likely to have a wide range of levels and needs to access grade-level material. To support meeting the needs of all students, focus on using differentiated instruction and materials.

Below are links to a project-speciﬁc overview of the differentiated resources included in the ﬁrst project of each course (or the remote learning-recommended project) for each grade level. We anticipate the impact of differentiated instruction to be particularly high during the launch of SY20-21.

|  |  |  |
| --- | --- | --- |
| [(2021) English 4 (EL)](https://docs.google.com/document/d/11bBHBqkM5ajkcijMXeXfsBg55zWTChGT_hTuiHU6-gc/edit#heading%3Dh.7ag8wd7i4ynj) | [(2021) Integrated Science 4](https://docs.google.com/document/d/1UxfuIFxLOSz1AymnCK29eAi4ujqrzok2tmI0DpWXqtA/edit) | [(2021) History 4](https://docs.google.com/document/d/1yqAYBxdC5TcPmO_zuK3Uw7O3HrnVa9RsiPBPPpZHIhU/edit) |
| [(2021) English 5 (EL)](https://docs.google.com/document/d/1JjCt--7Co0uVUxtlcldXMDfpEhTt4sS4vDuFA9ZSAhY/edit) | [(2021) Integrated Science 5](https://docs.google.com/document/d/1RBVgbImdsOJvEH2gpLZQ9K22NwBIeSS8dRP7N8Po6TU/edit) | [(2021) History 5](https://docs.google.com/document/d/1IIKROkoLjALpxj-DiTUybLWFnlblShBKtLjFEBLS78Q/edit) |
| [(2021) English 6](https://docs.google.com/document/d/1w8l6pkesVl5gjLYjAkobNMjcKwxeHSMaktBEADvXXxk/edit) | [(2021) Fully Integrated Science 6](https://docs.google.com/document/d/10G3WROGwRlk2XlY42n-2xes5V6qPbF-NcyiUwrUEjuA/edit#heading%3Dh.xk0r6yjjqb25) [NGSS](https://docs.google.com/document/d/10G3WROGwRlk2XlY42n-2xes5V6qPbF-NcyiUwrUEjuA/edit#heading%3Dh.xk0r6yjjqb25) | [(2021) Ancient Civilizations](https://docs.google.com/document/d/1tTMM0VQw2v7TWjw5XxI3QPQhuTEIU7cOg3Xg0Gg61jA/edit) |
| [(2021) English 7](https://docs.google.com/document/d/151TlsN0wsMXfywDk1dgiM91qtZnkr9b_iS-Z8VGfjxs/edit) | [(2021) Fully Integrated Science 7](https://docs.google.com/document/d/1XU3HC5E7yKtDVt9dMV6jeknQ5WoP8nqhgY2jwvlq4nQ/edit) [NGSS](https://docs.google.com/document/d/1XU3HC5E7yKtDVt9dMV6jeknQ5WoP8nqhgY2jwvlq4nQ/edit) | [(2021) Medieval History](https://docs.google.com/document/d/1tWPrxbULMTOUZ2hF40Hj5Wd9hqnebYOX6Hak6gGftUY/edit) |
| [(2021) English 8](https://docs.google.com/document/d/1xYOMxPoTksxWGobPSdozmw4i8AIaSbYW928gzqHy8J4/edit) | [(2021) Disciplinary Science 8](https://docs.google.com/document/d/19719ejPK0ipbSPB45dL8q65fqRsg4h-aHw26EWhsXNU/edit) | [(2021) US History](https://docs.google.com/document/d/1wQdbWi8LO7kP_Ko5MtHLyt9wqNaffBjUMY0hcqDt63o/edit) |
| [(2021) English 9](https://docs.google.com/document/d/1NU440oOQef74poU2PTLJbfMPD9YWawFn-rr5T5s-jVc/edit) | [(2021) Integrated Science 8](https://docs.google.com/document/d/1lX6MwlW9RscqYxyUpecXddRWnf2oIWPYCIwwUYtvLCw/edit) | [(2021) Modern World 1](https://docs.google.com/document/d/1PoT4HbjhVT69bmEamqufucLUz8Uu1LFJTgHw6U9cdvU/edit) and [(2021)](https://docs.google.com/document/d/1OF54Wsi15-6Yi_c_TkZH4ComDgCATM-enyaqgsTRNi4/edit) [Modern World 2](https://docs.google.com/document/d/1OF54Wsi15-6Yi_c_TkZH4ComDgCATM-enyaqgsTRNi4/edit) |
| [(2021) English 10](https://docs.google.com/document/d/1fwTwFmfnLA-lbBBJpL9nPSJ_HlyEIrINHJgGuKJEQoY/edit) | [(2021) The Living Earth NGSS](https://docs.google.com/document/d/1TfTcjWTgBlccEzOhhmyWiXyBhVyqOtnwHGr4-e6S_o4/edit) | [(2021) 11th Grade US History](https://docs.google.com/document/d/1ve-jZwWxFmnrWEAno7UZw7wxEkP8JMCbDnR0EjUtxGw/edit) |
| [(2021) AP English Language](https://docs.google.com/document/d/179pGeZhNEo8ncSADdYAZvHmKXVUXY_GjsdNj_Z31O3Y/edit) | [(2021) Physics in the Universe](https://docs.google.com/document/d/1IVuD_KRxLB1heH-UkyrtqbdbXw21kQN4Gl0Z6JDNP6Q/edit) [NGSS](https://docs.google.com/document/d/1IVuD_KRxLB1heH-UkyrtqbdbXw21kQN4Gl0Z6JDNP6Q/edit) | [(2021) AP US History](https://docs.google.com/document/d/1mw6QGTSYk045waBYupt_Zg5kbAITaX0osdp7Ke7QXEs/edit) |
| [(2021) AP English LIterature](https://docs.google.com/document/d/1oL1UGf6v8o9oShzoma-w8ZShx6VXjfR8yQaqLfRz4DA/edit) | [(2021) Chemistry in the Earth](https://docs.google.com/document/d/1gQyVwT075zF63IXDrkdvFHvECZ-94CTu4mVG_XB-xrI/edit) [System NGSS](https://docs.google.com/document/d/1gQyVwT075zF63IXDrkdvFHvECZ-94CTu4mVG_XB-xrI/edit) | (2021) [Civics](https://docs.google.com/document/d/1VtQR4jQvjMkhfeRQz9j9szsChagZ0kn4zvnPSRgMtwc/edit) and [Economics](https://docs.google.com/document/d/1owTKW5aAPTnK9rBxqpy1qCum9OPlts63WaZcLdiTf3Q/edit) |
| [(2021) IM Math Courses](https://docs.google.com/document/d/1-IDPXBVXLlH6rnLLpsT0M9JSPU882BZeNOR2_L6zZ4s/edit) | [(2021) AP Environmental Science](https://docs.google.com/document/d/1hDNCgmQ3PGP7REOMvyMxnGzo3NYkB3es-XH3RAbRivg/edit#heading%3Dh.xk0r6yjjqb25) | [(2021) AP Government](https://docs.google.com/document/d/1y0rz6M7RYJeEAF2f3Oss6FYUQ3zzCcVhACYuEwaFJzg/edit) |

See [Accessibility in Projects](https://www.summitlearning.org/learn/resources/3002?fromCollectionId=38), the [Accessibility in Math](https://www.summitlearning.org/learn/resources/2991?fromCollectionId=38) resources, and the [Curriculum Accessibility](https://www.summitlearning.org/learn/collections/38) [Learning Space Collection](https://www.summitlearning.org/learn/collections/38) for guidance on differentiated materials in Summit Learning, and for resources that can be used across courses. For Accessibility supports beyond the Base Curriculum, refer to the resources below.

|  |  |  |
| --- | --- | --- |
| **Supports Beyond the Base** | [Accessibility in](https://www.summitlearning.org/learn/resources/3002?fromCollectionId=38) [Projects](https://www.summitlearning.org/learn/resources/3002?fromCollectionId=38) | [Accessibility](https://www.summitlearning.org/learn/resources/2991?fromCollectionId=38) [in Math](https://www.summitlearning.org/learn/resources/2991?fromCollectionId=38) |
| Accessibility Resource Bank: curated selection of research-based supports and resources to craft their own supports for learners with Foundations needs. | Slide 16 | Slide 18 |

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| Accessibility Supports & Programming Learning Space Collection: resources that offer guidance on serving students as they develop Foundations, including students learning English and students receiving Special Education support. | Slide 18 | Slide 23 |
| Help Center “Accessibility Resources” category: includes technical guidance to support teachers’ implementation for students with IEPs or 504s and students learning English. | Slides 20-21 | Slides 25-26 |

#### Habits of Success Projects

In light of the events of Spring/Summer 2020 we have emphasized the importance of 5 Habits of Success to prioritize well-being for the 2020-2021 school year. The well-being Habits of Success are: Agency, Attachment, Resilience, Sense of Belonging, and Stress Management.

Under the umbrella of well-being we will provide students and staff with a **selection of projects** (3 total projects, 1 for each grade band: elementary, middle and high) and a collection of resources to foster and develop each priority Habit of Success. See the Keeping the Focus on Student

Well-Being section below for full details.

#### Pacing Considerations

During technical set-up of your platform, you input your school calendar and instructional days which controls the pace of the “blue line” for your students. You want the platform to be an accurate representation of student progress, upcoming due dates, and curriculum scope and sequence. Thus, if your remote or hybrid program results in decreased instructional time for students, consider adjustments to maintain the accuracy of student data on the platform.

**If you’re running school remotely**… remember that students are pacing themselves through due dates and the “blue line.” To adjust expectations:

* Adjust due dates on projects and math concept units to give students more time than you would typically provide if you were fully in-person (directions [here - pg. 9](https://www.summitlearning.org/learn/resources/3265?fromCollectionId=40)).
* If overall instructional time is reduced, consider removing focus areas from a course (which will make the blue line move more slowly and give students more time) (directions [here - pg. 8](https://www.summitlearning.org/learn/resources/3265?fromCollectionId=40)).

**If your school building is closed, and you are using the platform in a limited way**… you may decide to account for non-in-person days in the platform as a necessary adjustment.

* Remove instructional days from your school’s calendar in the platform (directions [here - pg. 4](https://www.summitlearning.org/learn/resources/3265?fromCollectionId=40)).
* Remove projects, math units, and focus areas that students are no longer expected to complete (otherwise the blue line will appear to move faster once school is back in session) (directions [here - pg. 9](https://www.summitlearning.org/learn/resources/3265?fromCollectionId=40)).
* *Note: Once grading conﬁgurations are set 20 days after the ﬁrst day of school, removing or adding a grading area (projects, power focus areas, and/or additional focus areas) unlocks the*

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*grading conﬁguration for the course. If there are changes, admins will receive a daily digest email about these courses. The Grade System Manager must set grade weights within the next 20 calendar days.*

### Keeping the Focus on Student Well-Being

The Habits of Success For Well-Being Resource Collection

As you create plans to foster your students' social and emotional well-being, we encourage you to incorporate the Habits of Success. [This collection](https://www.summitlearning.org/learn/collections/44) provides a number of resources for you to consider and incorporate, including habits-focused look-fors, student wellness activities, and teacher guides for each habit.

Students are returning to school this fall after months of disruption. They will likely be out of practice with the habits and norms that they have relied on in the past to successfully navigate school. They are also facing additional uncertainties in the months ahead, including potential on-going shifts in school structure.

School leaders and teachers can use the Habits of Success as a framework for helping students readjust to school and prepare for a productive, meaningful academic year, whether they are in-person or remote. Devoting additional time, energy, and resources *now* towards building

[Habits of Success](https://www.summitlearning.org/learn/resources/3264) will ensure that students have the best possible chance at a successful year. This section will help you build your vision and plan to make Habits development a key part of your vision and strategic plan for the 2020-2021 school year.

Introducing the Priority Habits

There are ﬁve Habits of Success that are especially crucial to students’ overall well-being at the start of this coming school year. Here are deﬁnitions, look-fors, and student examples for each:

|  |  |  |
| --- | --- | --- |
| Habit of Success | Look-Fors | Student Examples (*Student…)* |
| Agency  Make decisions and act individually and collectively for myself, others, and the world. | * Assess the variety of options towards actions that exist. * Weigh the impact of decisions and actions on myself, others, and the world. * Act with myself, others, and the world in mind with conﬁdence, by seizing opportunities, and by tapping into an activated desire to make an impact. * Take ownership for aspects of my learning by recognizing what is within my control. | * … sees another student sitting by themselves and makes the decision to sit with them despite the comfortable choice to sit with friends as usual. * … understands the variety of tasks in need of completion, considers which one impacts another student’s work ﬂow, and completes their portion of the collaborative project to allow the team to continue making forward progress. * … recognizes that support is needed and seeks out the |

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|  |  | guidance of a teacher to continue progress towards mastery. |
| Attachment  A safe and deep emotional connection to another person that lasts across time and space. | * Identify one or more people with whom I feel safe and am deeply emotionally connected. * Engage with one or more safe people towards goal attainment, connection, etc., regularly and while navigating challenging circumstances. | * … speaks openly and honestly with a mentor about a challenging situation in their life. * … engages with a teacher about their confusion on a project task in order to work towards the next step. * … checks in regularly with a trusted teacher about how they are doing in various parts of their life. |
| Resilience  Recover and adapt when faced with challenges. | * Notice that something challenging has taken place and have the motivation and optimism to begin again. * Find support and/or leverage existing and new resources as needed to successfully engage with a task following a challenge. * Show compassion for myself and others. * Actively dispute my negative thoughts. * Use positive self-talk. * Explain challenging situations in ways that create optimism. | * … receives a low grade on an assignment they spent a lot of time on, reaches out for support from a peer, and reapproaches the assignment towards mastery. * … approaches a friend after an argument to work towards a healthy relationship, even when doing so requires courage and possible discomfort. * … reminds themself that state testing will not last forever and that once they get through today there is only one day left. |
| Sense of Belonging Take ownership of my community and feel I have a meaningful place as a co-existing and  co-relating member. | * Maintain positive relationships with my peers, teachers, and other members of my school community. * Show energy and effort towards meaningful engagement inside and outside of my classroom. * Harmonize – adapt or adjust – to others and/or situations as needed. * Indicate that I feel safe, listened to, and appreciated. * Understand that feelings of community exist because of my co-existence and relationships with others. | * … consistently connects with peers about the upcoming school fundraiser and the tasks that need to be completed to play their part. * … feels that they have people they can turn to share positive and tough news. * … feels appreciated for representing their class in the whole school gathering. |
| Stress management Attune to and manage internal and external demands on my | * Recognize internal and/or external demands on my resources. * Recognize when internal and/or external demands on my resources are rising to uncomfortable levels. * Identify the need for self-care to increase internal resources. | * … recognizes when demands feel like too much and takes steps, such as prioritizing and reaching out for support, to manage unhealthy levels of stress. * … takes time to recognize when self care, such as an afternoon walk, a rest, etc., may be needed |

|  |  |  |
| --- | --- | --- |
| resources. | * Know and appropriately employ multiple stress management techniques. | within or following the school day.   * … identiﬁes that being around a certain group of peers can be overwhelming and can bring on negative-self talk and therefore spends less time with these peers. |

Choose one or two Habits of Success (e.g., Attachment and Sense of Belonging) to focus on as a team for the ﬁrst 4-8 weeks of the year. By making a concerted effort to help all students build one or two habits – through modeling, whole group activities, 1:1 mentoring check-ins, and student reﬂection and goal setting – you will be more successful at helping students develop priority Habits of Success.

Prioritizing Well-Being

When students are supported to bring their full selves into the learning environment, they feel connected to their peers, their teachers, and the learning they are engaging in. School leaders and teachers have the opportunity to boost students’ well-being by taking deliberate action to help students build Habits of Success and contribute to a positive learning environment.

As you communicate your vision to teachers, students, and parents, identify the speciﬁc ways that students will be supported in increasing their well-being and Habits of Success. Here are suggestions of speciﬁc actions you can take as a school to prioritize well-being:

* Set aside time in your schedule for all students to receive one-to-one mentoring check-ins weekly (or as frequently as possible). As a team, make plans to hold check-ins consistently, to [track those check-ins using the Mentoring page on the platform](https://help.summitlearning.org/hc/en-us/articles/360001458348), and to regularly review data to identify which students may need additional check-ins and support.
* Teachers can lead regular (e.g., weekly) [Habits of Success-focused lessons](https://www.summitlearning.org/learn/collections/44) that include time for student reﬂection and goal-setting. These could happen during an advisory period or at some other predetermined time.
* Teachers can use the [Habits of Success Inventory](https://www.summitlearning.org/learn/resources/3399) to help students reﬂect on the priority Habits of Success (listed below). You can also refer to this inventory during your own 1:1 mentor check-ins.
* Use check-ins to help students continue to reﬂect and set goals relating to their development of the priority Habits of Success.
* If you are in your building, emphasize a priority Habit of Success, such as Sense of Belonging, in your assemblies, hallway displays, daily announcements, or in other school culture initiatives.
* If you are running school remotely, emphasize a priority Habit of Success in the regular communication shared with students, teachers, and parents. Consider making the Habit of Success a theme with Zoom backgrounds, warm-up prompts, etc., during remote lessons.
* Share resources from the [Habits of Success to Support Well-Being collection](https://www.summitlearning.org/learn/collections/44) with parents, including suggestions on how they can use those resources.

Processing COVID-19 Projects

Under the umbrella of well-being we are offering students and staff a selection of Habits-focused projects (three total projects, one for each grade band: elementary, middle and high). Schools have access to three projects in the Base Curriculum that live in a separate course and are available to all schools. The projects are aligned in content and expand in depth and impact from grades 4-12. The projects emphasize both the academic and social emotional needs of students as they consider the impacts of COVID-19 on themselves, their communities, our nation and the world.

The projects have been developed using the Inquiry Design model that focuses content on compelling questions and nests learning in the students’ interests and desires, fostering agency and relevance. These projects are framed by the compelling question: How should we remember COVID-19? The Final Products include: 1) An artifact to represent COVID-19, and 2) The curation of a living museum as informed action.

They can be found at the following links: [Grades 4-5](https://www.summitlearning.org/teacher/projects/1240458/overview_for_curriculum), [Grades 6-8](https://www.summitlearning.org/teacher/projects/1240460/overview_for_curriculum), [Grades 9-12](https://www.summitlearning.org/teacher/projects/1240462/overview_for_curriculum)

### Student Onboarding: Norms, Routines, and Procedures

Now more than ever, students need the safety and predictability of strong, supportive school culture and structures. Schools and classrooms (in-person or virtual) with consistent, common norms and routines provide students with the structure they need to develop the habits of Agency, Attachment, Resilience, Sense of Belonging, and Stress Management.

School leaders have the responsibility to support and guide grade-level teams in creating a plan for implementing the grade-wide norms and routines that students can learn and follow consistently. Prior to the ﬁrst day of school, help your team identify and commit to common, consistent norms in several areas, including:

* Project Time
* Self-Direction
* Mentoring
* Technology usage

See “[Planning for Student Onboarding and Instructional Launch](https://www.summitlearning.org/learn/resources/3408?fromEventId=65&fromSessionId=572)” for more detailed considerations that can help your team build the common norms necessary to help students develop priority Habits of Success along with their onboarding. If you are considering building classroom norms collectively with students, our resource [“Collective Norm Setting”](https://www.summitlearning.org/learn/resources/3479?fromCollectionId=44) will help guide you through that process.

Once your team has identiﬁed their common norms, they can create onboarding plans, classroom resources, parent communication plans/templates, and classroom/hallway displays that will help them communicate and uphold their common norms. Refer back to the “[Team Planning for](https://www.summitlearning.org/learn/sessions/572?fromEventId=65) [Launch](https://www.summitlearning.org/learn/sessions/572?fromEventId=65)” resource as a template for planning to onboard students during Launch.

### Family Onboarding for Remote or Hybrid Programs

Building partnerships with families and communities is a key part of our work to support students as they set goals, make progress, and advance toward their aspirations. With the added challenges of social distancing and remote learning, clear communication and trusting relationships between schools and families are more important than ever. The current context requires shifting strategies and applying the basics of family engagement to remote learning environments. Below you will ﬁnd tips for building your onboarding plan, suggested tactics to consider, and links to helpful resources to plan and facilitate effective communications and events with your community.

Review the [Remote Learning Field Guide for Parents and Caregivers](https://www.summitlearning.org/learn/resources/3251) for more in-depth guidance regarding how you can leverage families in a remote environment. This guide is available in several languages and can be customized and shared with your community.

* Tips for Communicating with Families
  + Utilize multiple channels (mail, email, texts, social media, direct phone calls or robo calls) to communicate with families.
  + Communicate early and often.
    - Keep families and caregivers up to date on the decisions being made about how school will progress for the 2020-2021 school year.
    - Make sure your updates are easily digestible and explain the family or caregiver role in your school’s plan for learning.
  + Virtual onboarding is different from traditional in-person approaches.
    - When reworking a standard in-person event, focus on the objectives and how you can accomplish them remotely.
    - Where possible, incorporate visuals (images, videos, etc) to enliven the experience.
    - Alternate between speakers, video, and discussion time to keep your audience engaged.
    - Break your event into smaller segments, or have participants meet in smaller groups. Virtual engagement takes more time and can get impersonal quickly as participant size grows.
* Offer [virtual ofﬁce hours/meetings for families](https://www.summitlearning.org/learn/resources/3250) to ask questions and gain clarity on student assignments. Virtual meetings could take place over Zoom, Google Hangouts or phone.
  + Don’t be afraid to think outside the box!
* Tactics
  + Direct outreach
    - Conduct virtual home visits by working with teachers to make personalized calls to families.
    - Create a “buddy system” to pair families familiar with Summit Learning and new families.
  + Virtual Back-to-School or Family Info Nights
    - Organize a Zoom meeting to introduce and orient families to the what and why of Summit Learning.
    - Use breakout rooms for gradel level or classroom meetings with mentors and teachers to create a sense of community.
  + Meet the Mentor Event
    - Introduce families to their child’s mentor, share what happens in mentor meetings, and show parents where they can ﬁnd info in the platform
    - Mentors can hold group meetings on Zoom or schedule individual calls with families and caregivers
  + Curriculum or Project Showcases
    - Film and share a short video of a teacher highlighting a project.
    - Organize student led showcases.
  + Weekly Communications
    - Share updates, celebrate successes, and provide tips for families and caregivers to support learning from home
    - Incorporate “Meet the Mentor,” curriculum and project showcases into your emails, website, and newsletters for families who may not have been able to attend events.
* Learning Space Resources
  + Virtual Family/Caregiver Meetings are one opportunity to stay connected, while also staying safe and healthy. These meetings can be organized as 1-on-1 meetings between a school leader or teacher and a parent/caregiver, or as group conference calls or video meetings to gather speciﬁc grade or class cohorts. In this [Host Guide: Virtual Parent/Caregiver Meeting](https://www.summitlearning.org/learn/resources/3250) you ﬁnd template emails and agendas, useful tips, and links to additional resources to plan and hold an effective meeting.
  + For additional templates and sample agendas, the [Host Guide: Back-to-School Family Orientation](https://www.summitlearning.org/learn/resources/2732) can be easily adapted to a remote environment as well.
  + For examples of the kinds of actions families and caregivers can take to support learning at home, check out the [Parent/Caregiver Guide: Academic Check-ins At Home](https://docs.google.com/document/d/1PFci-N-RC6XxMDriPmqa-dK2T63GiddXYxx9vMC1T-s/edit?usp=sharing) and [Learning At Home: A Field Guide for Families and Caregivers](https://blog.summitlearning.org/2020/05/field-guide-for-families-and-caregivers/).

### Setting Up Virtual Tools

###### Host Video-Class/Communication Tools

G [oogle Hangouts](https://support.google.com/hangouts/?hl=en&topic=6386410):



How to start a Google Hangout:

1. Open [hangouts.google.com](https://hangouts.google.com/) or on the sidebar in [Gmail](http://gmail.com/)
2. Select a person from the Hangouts list or search for their name or email address. When you ﬁnd the person you want, click their name. You can also check multiple people to start a group video call.
3. Click **Video call**
4. When you're done, click **End call**

How to invite others or share the link in Google Hangouts:

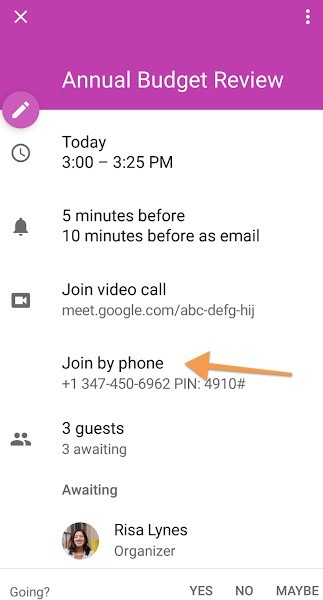
1. In the video call window, click the screen
2. At the top, click **Add people Copy link to share**
3. To invite people to the call, click the link to copy it. Then, paste the link into emails, chats, or somewhere else. To join a call, users will need to sign in. Anyone with the link will be able to join the call.

How to add guests to a Google Hangout by phone:

1. After you join the meeting, at the top right, click People to expand the side panel.
2. Click Add people
3. Click Call
4. Enter the phone number for the person that you want to call and click Call .
5. The person joins the meeting when they answer the phone.

To dial into to a Google Hangout

1. The organizer needs to go to the invite and ﬁnd the Join by phone number and pin



1. The organizer provides this number to those joining by phone

How to share your screen on Google Hangouts:

1. Click the 3 dot menu icon at top right
2. Select Screen Share

How to add break-out chat rooms:

1. Open [Chat](https://chat.google.com/)
2. At the top left, click Find people, rooms, bots
3. Click Create room
4. Enter a name and then click Create
5. Click Add people & bots
6. Enter names of people, email addresses, and bots, or select from the suggestions. Suggestions include everyone in your organization, even if they don't have Hangouts Chat. Repeat for each invitee
7. Click Send
8. Click New thread in room name to start a new conversation in the room

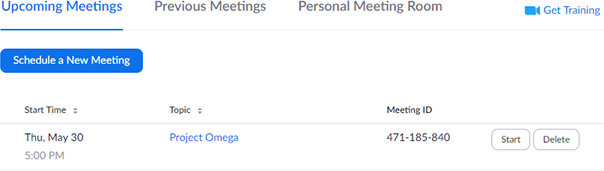
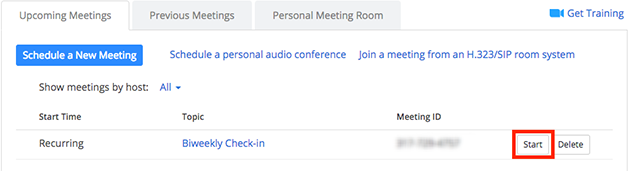
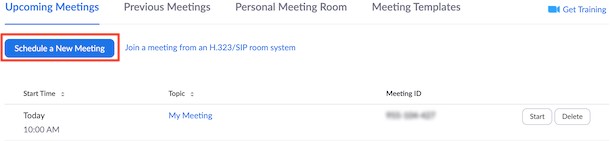
How many people can join Google Hangouts at once:

* For chat, 150 people on different devices can join one Google Hangout.
* For video call, up to 25 participants in one organization can join one Google Hangout.

Z [oom](https://support.zoom.us/hc/en-us)

Schedule a Zoom meeting:

1. Sign in to the Zoom web portal
2. Click [Meetings](https://zoom.us/meeting), and click Schedule A New Meeting



How to start a Zoom meeting:

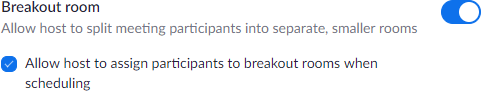
1. Login to [My Meetings](https://zoom.us/meeting)
2. Under Upcoming Meetings, click Start next to the meeting you want to start
3. Zoom should launch automatically to start the meeting

How to invite others into a Zoom meeting:

* During a meeting, you can invite people to join the conference by clicking on the Invite tab in your meeting controls.
* You can also send participants the meeting ID number. The 9-digit number in the invitation URL is the meeting ID.

How to call into a Zoom meeting by phone only:

1. Dial an in-country number. If you dial a toll number, your carrier rates will apply. You can ﬁnd the numbers here: [https://zoom.us/zoomconference.](https://zoom.us/zoomconference)
2. You will be prompted to enter the [meeting ID](https://support.zoom.us/hc/en-us/articles/201362373-What-is-a-Meeting-ID-) - the nine (9), ten (10), or eleven (11) digit ID provided to you by the host, followed by #.
3. If the meeting has not already started and [join before host](https://support.zoom.us/hc/en-us/articles/202828525-Join-Before-Host) is not enabled, you will be prompted to enter the h [ost key](https://support.zoom.us/hc/en-us/articles/205172555-Host-Key) to start the meeting, or to press # to wait if you are participant.
4. You will be prompted to enter your unique participant ID. How to share screen in Zoom:
5. Click the Share Screen button located in your meeting controls



1. Select the screen you want to share How to set up breakout groups in Zoom:
2. Sign in to the Zoom web portal.
3. Click Account Management > [Account Settings](https://zoom.us/account/setting) (if you are an account administrator) or [Settings](https://zoom.us/profile/setting) (if you are an account member).
4. Navigate to the Breakout Room option on the Meeting tab and verify that the setting is enabled.

If the setting is disabled, click the toggle to enable it. If a veriﬁcation dialog displays, choose Turn On to verify the change.

Note: If the option is grayed out, it has been locked at either the Group or Account level, and you will need to contact your Zoom administrator.

1. (Optional) Click the checkbox to allow meeting hosts to [pre-assign participants to breakout rooms](https://support.zoom.us/hc/en-us/articles/360032752671).

Note: Up to 50 breakout rooms can be created. Max 200 total participants across all breakout rooms

How many people can join one Zoom meeting:

* Up to 100 participants by default in every meeting

[Skype](https://support.skype.com/en/skype/all/)

How to start a Skype meeting:

1. Click the the Meet Now button
2. You'll get a call link and a Share invite button to invite others
3. Once you're ready, set your call to audio or video and select the Start call button You can also create a meeting [directly from the web](https://www.skype.com/go/meetnow.web).

How to invite others into the Skype meeting:

* Before a meeting, click the the Share invite button to invite others
* During a meeting, click the Share call link button

How to share screen in Skype:

1. Verify you're on the [latest version of Skype](http://skype.com/download), then start screen sharing during your call



How to set up breakout groups in Skype:

* Breakout groups are not available in Skype.

How many people can join one Skype call:

* Up to 50 people in every audio call. The maximum number of video streams will vary depending on the platform and device you are using.

button (screen sharing with Skype for Web is

2. In the call, select the screen sharing only available in Chrome)

# Within the First Two Weeks of School

## SCHOOL LEADERS

❏ **Math/ Projects** I visited all math and project classes to ensure

❏ students are working on their ﬁrst math unit/ project unit

❏ norms and routines are being implemented consistently

❏ **Self-Direction** I visited all math classes to ensure

❏ students are working on their ﬁrst project

❏ norms and routines are being implemented consistently

❏ **Mentoring** I visited all mentoring classes to ensure

❏ the full model of mentoring has kicked off

❏ norms and routines are being implemented consistently

❏ **Teacher Support**- I supported teachers who are struggling to consistently and effectively implement school-wide norms and routines.

❏ **Grade Level Team Support**-I ensured grade level team meeting agendas provide teachers with opportunities to revisit norms and address roadblocks to implementation.

❏ **Family Engagement**- In my communication with families, I highlighted the Habits of Success that support student wellbeing and share bright spots about progress towards them.

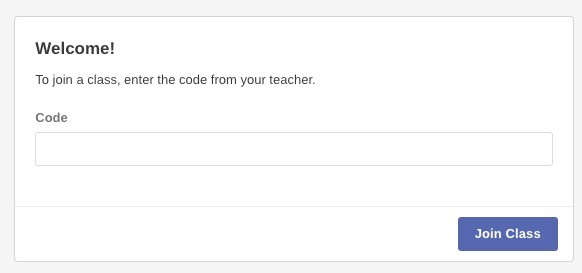
### Getting Set-Up and Logged-On Remotely

During the back-to-school season, teachers and school leaders support students and parents with logging into the platform for the ﬁrst time.

Often log-in issues may be resolved by using the Chrome browser when navigating the platform.

###### How students access the platform (manual enrollment):

Teachers will provide students with an enrollment code for each class section. With the codes, students should:

* 1. Go to [https://www.summitlearning.org/enroll](https://app.mysummitps.org/enroll)
  2. Enter the enrollment code
  3. Click **Join Class**

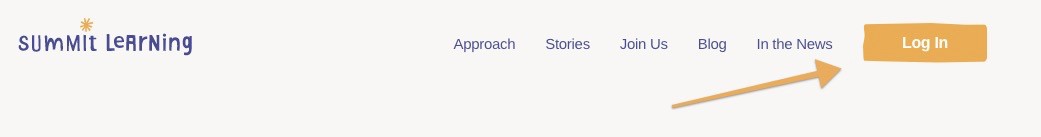
Important note: the student must be logged into their Google or One Drive email before going to the enrollment page.

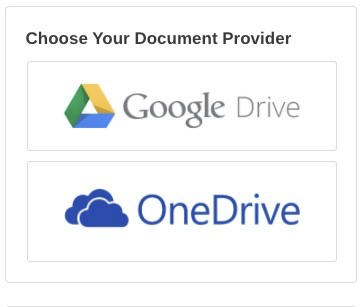
The enrollment code will be effective for 6 weeks. Once the code expires, the teacher will need to get a new code from the Sections page. Learn more about [enrollment codes](https://help.summitlearning.org/hc/en-us/articles/222252687).

Teachers can share the enrollment code with students via email or during a live Zoom/ Skype session. For younger students, teachers may want to email log-on information to parents to assist with logging on to the platform for the ﬁrst time.

***How students access the platform (Clever enrollment):***

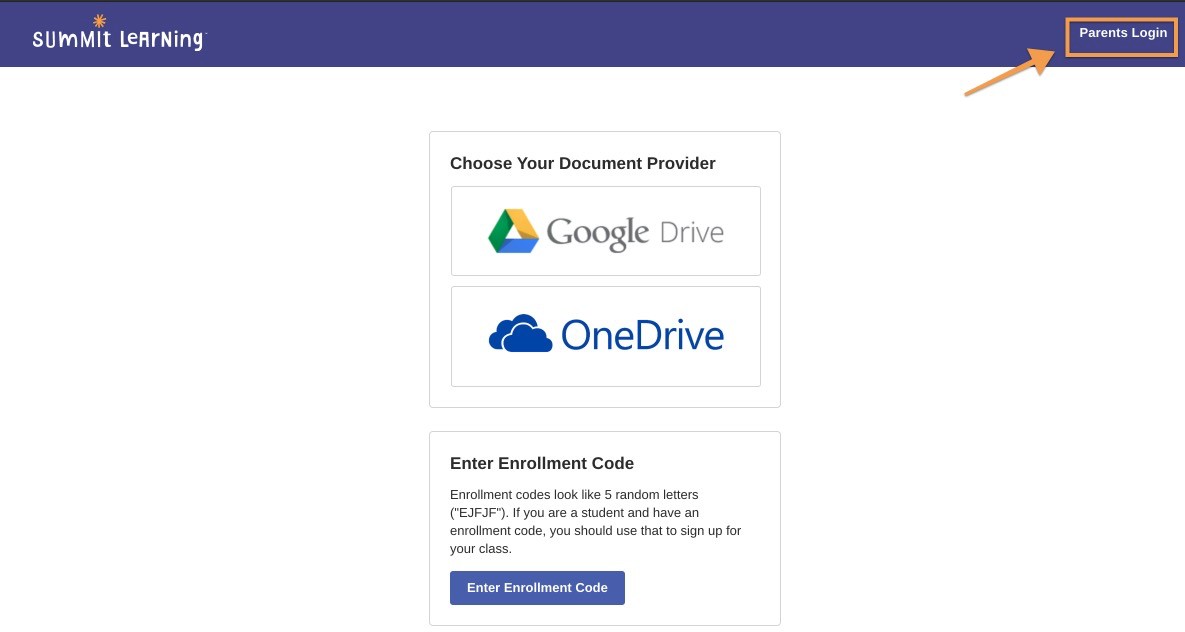
Make sure your Clever account is updated and syncing to the platform. Once student accounts are synced into the platform from Clever, they can log into the Summit Learning Platform by:

1. Go to [https://www.summitlearning.org](https://www.summitlearning.org/)
2. Select Login in the upper right corner
3. Select the Document Provider
4. Sign in with your Google Apps or One Drive account



###### How caregivers/guardians access the platform

To log into the Summit Learning Platform as a caregiver/guardian:

* 1. Go to [https://www.summitlearning.org](https://www.summitlearning.org/)
  2. Click Parents Login in the upper right
  3. Sign in with your username/email address and password

Refer to the [Platform How-To guide](https://www.summitlearning.org/learn/resources/3265?fromCollectionId=40) for guidance on how to perform common platform adjustments or reach out to the [Help Desk](https://help.summitlearning.org/hc/en-us/requests/new) if you have any platform-speciﬁc questions.

### Launching Remote Instruction

Refer to the [Remote Learning Field Guide for Teachers](https://www.summitlearning.org/learn/resources/3256) pgs 4-22 for detailed, teacher-facing guidance on running Projects, Math Concept Units, Focus Area Content Assessments, Mentoring, and supporting students with deﬁned learning needs.

If this is the ﬁrst time implementing Summit Learning virtually, keep in mind the principles below as you support teachers with their planning:

Guiding Principles for Remote Instruction

* **Focus on relationships and Habits of Success**
  + Build engagement and Habits of Success by prioritizing strengthening relationships and fostering connection in your remote instruction.
  + Include fun and connecting activities to build community.
  + Reserve time for checking in on how students are feeling and letting them share with their peers.
* Maximize remote class time for engaging, rigorous, and group-worthy instruction
  + Keep the cognitive lift on students by structuring collaboration and discussion during whole-group remote class sessions.
  + Use asynchronous communication for things like instructions, Q+A, independent work and lecture so that time together is maximized.
* Utilize frequent, speciﬁc, and high-quality feedback to support students working in their ZPD. Differentiate to meet student needs and maximize [the ratio](https://www.summitlearning.org/learn/resources/3221).
  + Create a consistent feedback schedule for math activities, cooldowns, and project checkpoints.
  + Give feedback that supports students to move forward within their ZPD.
  + Consider how to utilize feedback, small group instruction, task differentiation, and scaffolds to meet individual student needs in a remote setting.

If this is students’ ﬁrst time implementing the Summit Learning Program and using the platform, teachers will need to incorporate time for explicit instruction on the “why”, “what”, and “how” of the Summit Learning Program. Refer to [Planning for Student Onboarding and Instructional](https://www.summitlearning.org/learn/resources/3408?fromEventId=65&fromSessionId=572) [Launch](https://www.summitlearning.org/learn/resources/3408?fromEventId=65&fromSessionId=572) resource for more detailed guidance.

### Special Education Considerations

For additional guidance on supporting students, review [Special Education Considerations for](https://www.summitlearning.org/learn/resources/3519) [Remote or Hybrid Launch.](https://www.summitlearning.org/learn/resources/3519)

### Observing Remote Instruction

Consider what it will take to shift your observation and feedback processes to meet the needs of remote learning.

Start with observing for the [Highest Priority Instructional Strategies for Launch](https://www.summitlearning.org/learn/resources/3336?fromEventId=65&fromSessionId=567).

Once Launch Instructional Strategies are established, shift to the [Instructional Look-Fors](https://www.summitlearning.org/learn/resources/2073?fromEventId=65&fromSessionId=567). While all the Instructional Look-Fors are important, some are more aligned with the Guiding Principles for Remote Instruction articulated in the [Remote Learning Field Guide for Teachers](https://www.summitlearning.org/learn/resources/3256). Consider using those Look-Fors and the accompanying strategies to support teacher needs.

Before:

1. Decide on a format and schedule for observations. Just like regular observations, this will depend on your capacity and class schedule.
   1. Do you want to attend live or can teachers share a recording you’ll watch at a later time? Does your remote learning schedule mean all lessons are happening at the same time?
   2. Regardless, decide on a time frame for observation. You can learn quite a bit from a short 10 - 15 minute observation if you aren’t able to observe full classes.
2. Choose from the prioritized look-fors below to create a focus for the observation.
3. Decide what works for you and communicate with teachers.
4. Optional: Have a pre-meeting with teachers before observing to better understand their plan for their lesson and to share how you will take notes and follow up.

During:

1. Use a [note-taking tool](https://www.summitlearning.org/learn/resources/2856) to record your observations. You can modify the note-taker resource for the Look-Fors you are prioritizing.
2. Record notes as you observe.

After:

1. Based on your observations, choose 1-2 high-leverage instructional strategies to recommend. More speciﬁc guidance on strategies can be found in the [Remote Learning Field Guide for Teachers](https://www.summitlearning.org/learn/resources/3256).
   1. What brightspots are you able to call out?
   2. Based on your observation, what was the student look-for that is most urgent to address? What evidence do you have to support that need?
   3. What instructional strategy do you think might address that need?
2. Decide how you will communicate your observations with the teacher. Will you have a 1:1 Zoom meeting? Will you send an email? Do you expect a response? Are you sharing more general recommendations with a group?
3. Plan for teacher practice and engagement with the strategy to ensure understanding.
4. Plan for follow-up to ensure implementation of the strategy.

Prioritized Look-Fors

The majority of the [Summit Learning Instructional Look-Fors and Instructional Strategies](https://www.summitlearning.org/learn/resources/2073) can be translated to a remote setting. While all of the instructional look-fors are important for both

in-person and remote learning, in this document we have focused on a few look-fors that are aligned with the guiding principles above. For each look-for, we have focused on select instructional strategies and provided speciﬁc ideas for executing them remotely.

Principles:

1. Community
2. Rigor
3. Customization
4. Purposefulness

|  |
| --- |
| Community |
| **Look-for: Belonging**  Students feel and demonstrate that they are **part of a community** with **shared values and beliefs**, as well as **appreciation** for each individual's unique **ideas, perspectives, and backgrounds.**  **Strategy**: Plan and teach **expectations, routines and procedures** that encourage effective student collaboration during student-driven learning experiences. |
| **How does this strategy translate to remote learning?**   * Plan remote lessons to allow for the maximum amount of **student collaboration**   possible through:   * + Shared documents that allow students to answer questions and view their peer’s responses   + Group discussions   + Breakout rooms to allow for small group and partner discussions * Set and uphold **consistent** [norms and routines](https://docs.google.com/document/d/1BbiTaATltKQA6Zkt2UI3vkf5vnKJ1FJmJTkO6JDOFNQ/edit#heading%3Dh.dy5ah2nrgmvo) for remote lessons to support the ﬂow of the lesson and equity of voice. * Maintain a focus on **goal-setting** to support students in driving their own learning. * Include **community building** activities in lessons to foster **community, a sense of belonging, and increased engagement.** * Give students time to share how they are doing and engage socially. |

**Look For**: **Cognitive Lift**

Students do the majority of the cognitive lifting—**explaining, making connections**, addressing questions, etc.—during written work and discourse.

[Rigor](https://docs.google.com/document/d/1A7xbACKCtWnVTgJ9Jecj2DUiptigImtZ_yp8tP7DRY8/edit#bookmark%3Did.z1grrhvq3dv0)

**Strategy**: Plan and include **high-impact processing opportunities** for whole-group instruction when used. Then **hold students accountable for rigorous thinking** during those high-impact processing opportunities.

**How does this strategy translate to remote learning?**

* + Send a writing prompt ahead of time as **pre-work** so students come to the virtual meeting ready to **discuss** their responses with the class.
  + U [se technology](https://docs.google.com/document/d/1BbiTaATltKQA6Zkt2UI3vkf5vnKJ1FJmJTkO6JDOFNQ/edit#heading%3Dh.79yru8z9domh) such as Google Forms, video conference chat, polling functions, and

screen sharing to provide **checks for understanding and processing opportunities** for students.

* + Use a Google Table to create a **virtual turn and talk**:
    - Plan rigorous questions and input into a Google Table ([sample](https://docs.google.com/document/d/131nXsiVRVIq0W2le1daoD62Q7EAGXGaE9GXuYDqP3EM/edit?usp=sharing)) prior to the virtual meeting.
    - During the meeting, have students type their response into the table. Give each student a partner that shares a comment to improve their partner’s thinking.
    - Leave comments to prompt students that are off task or help push student thinking.
    - Add rigor to whole-group instruction by monitoring responses and strategically cold-calling student pairs to share, based on their written responses and comments.
  + Create a Google Table ([sample](https://docs.google.com/document/d/1bI5uKNGKURw5ikSNL16sdcrNHPRKXNXqaeqy_8J9Nr4/edit?usp=sharing)) with **prompts** that a student can respond to during the call. As students respond, **monitor** the typed responses in the table and **provide direct feedback** during or after the call.
  + Create opportunities and manage **student participation** by asking for a volunteer who would like to begin and when that person ﬁnishes, they say the name of another student, “tagging” them in.
  + Ensure **equity of voice** by tracking student participation ([sample](https://docs.google.com/spreadsheets/d/1fR5KgZ6pH_H3Ouexjw3jXVu-z8djs3oDsgek8ult2bs/edit?usp=sharing)) with a class list.

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| Customization |
| **Look For: Appropriate Challenge**  Students engage with **appropriately challenging** activities that meet them at their  **developmental level** (ZPD), stretching them just beyond their comfort zone.  **Strategy**: Monitor **student work and thinking** to see if students are learning. |
| **How does this strategy translate to remote learning?**   * **Before** the teaching session, think about the students whom you want to prioritize for checking in or providing feedback. * Create a **tracker** to ensure all students are receiving checkpoint feedback and/or 1:1 meetings for feedback. * Keep a record of students with **common misconceptions and sticking points** so you |

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| can address needs more efﬁciently in small groups.   * C [heck in on student work in the platform](https://help.summitlearning.org/hc/en-us/articles/207061247-Providing-Checkpoint-Feedback#anchor%202) to **monitor checkpoints directly** and provide f [eedback → ﬁx → follow-up.](https://www.summitlearning.org/learn/resources/3152) Prioritizing these virtual check-ins—whether by leaving feedback on checkpoint work or having a video conference with a student—pushes students back into their ZPD more often. * Ofﬂine, provide an **exemplar** to students. Using [this resource](https://www.summitlearning.org/learn/resources/3148) of exemplars for common Cognitive Skills could be helpful. * Use **current data and trends in student work** to adjust instruction in order to be responsive to student needs and meet them in their **ZPD**. |
| **Strategy**: Provide **content-speciﬁc and cognitive-skill-speciﬁc** feedback to students based on **monitoring** of work and thinking, in the platform and in person. |
| How does this strategy translate to remote learning?   * Create a **tracker** that records each student’s (1) misconception, (2) sticking point, or (3) need to progress higher on the Cognitive Skills Rubric. * **Script feedback and ﬁxes** that target words/phrases from the Cognitive Skills Rubric. Preparing this in **advance** will allow you to provide feedback faster and more accurately. * Plan **small-group feedback** through Zoom or other video conferencing tools. * Offer 1:1 **feedback** through video conferencing or other communication means provided by your district (Google Chat, Remind, email, etc.) * Provide [common exemplars](https://www.summitlearning.org/learn/resources/3148) of cognitive skills for a model. * Provide **consistent concrete, actionable, and written feedback** on student work.   + Ensure that written, in-platform feedback is unambiguous to encourage student action on that feedback.   + Revisit past feedback to ensure students have responded and follow up if there are additional misconceptions. |

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| Purposefulness |
| **Look For**: **Goal Orientation**  Students work toward **meaningful short- and long-term goals** and can articulate why they are prioritizing these goals, how short-term goals (e.g. success on daily work) build toward long-term goals, and what success looks like at each stage.  **Strategy**: Create an **academically-urgent** learning environment. |
| How does this strategy translate to remote learning?   * Encourage **goal setting** through mentoring and during class time to support students in Habits of Success and focusing on a goal. * Use a v [isible timer](https://www.youtube.com/results?search_query=visual%2Btimers) or provide **regular updates** on the **remaining time** so students are always aware of the time remaining in class to continue working towards a goal.   + Display the timer on the screen while students are working and collaborating |

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| during the virtual class session.   * **Script questions** you can ask speciﬁc students for remote learning. * In mentoring sessions or class time, support students in **managing their own time** by helping them complete some **long- and short-term planning**.   + Plan out the rest of the year based on the priorities and required outcomes of your school and district.   + Create daily or weekly schedules for accomplishing short-term and weekly goals based on the long-term plan.   + Record student goals in the platform to **create urgency** in reaching the set goals . * Assign or have students select **group roles.** Groups roles increase accountability to one another, and in an online format, ensure that **everyone participates**. Examples include Timekeeper, Facilitator, Reporter, Notetaker, and Equity Manager. |

### Parent Support of Remote Instruction

Consider the options below for how parents can support student progress during remote learning.

1. Parents can hold daily check-ins with their child and focus on progress on school-assigned work.
   1. If you haven’t already asked parents to set up their accounts on the Summit Learning platform, we encourage you to do so as soon as possible. For more on setting up parent access to the platform, click [here - pg. 27](https://www.summitlearning.org/learn/resources/3265?fromCollectionId=40).
   2. Parents can learn how to understand their student’s progress on the platform and use a check in protocol [here](https://www.summitlearning.org/learn/resources/1675).
2. Parents can directly support student learning.
   1. Help students study from notes.
   2. Help students study for assessments.
   3. Help students work through project checkpoints.
   4. Proctor/monitor student assessments.

More detailed descriptions for each of these options can be found in the [Remote Learning Field](https://www.summitlearning.org/learn/resources/3251) [Guide for Parents and Caregivers](https://www.summitlearning.org/learn/resources/3251) that can be customized and shared with your community.

What should I communicate to families about remote learning?

During this time, it is beneﬁcial to be clear with students and their families about the expectations for remote learning. We recommend reaching out to parents as soon as possible to let them know about your school’s plan, the resources available to students, and the ways they can be supportive during this time. Below, you’ll see a template email you may utilize to help communicate this information to families.

1. Template: Letter to Families re: Remote Learning
   * Use this template to communicate with families once an announcement about remote learning has been made.
   * This template provides space for you to tailor your communication based on your school’s plan for the closure.
2. Provide updates on the school closure as soon as new information becomes available.
3. Leverage the [Remote Learning Field Guide for Parents and Caregivers](https://www.summitlearning.org/learn/resources/3251). Please feel free to customize this template and share the relevant information for your community.

# Within the First Four Weeks of School

## SCHOOL LEADERS

❏ **Math** I visited math classrooms in order to acknowledge teachers who are using the 5 Math Practices and support teachers who are not.

❏ **Projects** I visited projects classrooms in order to acknowledge teachers who are teaching cognitive skills and support teachers who are not.

❏ **Self-Direction** I visited Self-Direction classrooms in order to acknowledge teachers who are supporting struggling students and support teachers who are not.

❏ **Mentoring** I ensured mentors have communicated with mentees’ caregivers.

❏ **Mentoring** I visited mentoring classes in order to acknowledge teachers who are using connecting agendas effectively and support teachers who are not.

❏ **Teacher Support**- I monitored the teacher data pages in order to

❏ acknowledge teachers whose students are engaged in each component and support teachers who have students who are not.

❏ acknowledge teachers who have provided feedback and support teachers who have not.

❏ I visited all classrooms in order to

* acknowledge teachers who are implementing school norms and routines and support teachers who are not.
* acknowledge teachers who are addressing priority Habits and support teachers who are not.

❏ **Grade Level Team Support**-I ensured grade level team meeting agendas provide teams with opportunities to use Platform data to develop shared support strategies and interventions.

❏ **Family Engagement**- In our family newsletter, I explained the following:

❏ The function of Self Direction time, when and how students engage in self direction, and how students can be successful in it.

❏ The role of mentors and mentoring at our school.

### Maintaining Student Engagement

As with any signiﬁcant environmental change, the transition to remote learning requires students to make adjustments. They must learn the culture, procedures, and expectations in order to feel comfortable and be a contributing member of the community. Below you will ﬁnd considerations for maximizing engagement while shifting to remote learning.

* Provide guidance and structure
  + Have students work on very **speciﬁc components of projects/Math units** at speciﬁed times, such as a single checkpoint or a single Cognitive Skill, to direct focus as much as possible.
  + Provide **manageable tasks** to limit students from becoming overwhelmed. Students clearly understand:
    - Which document they should be working on
    - What the performance criteria are (e.g. alignment with the Cognitive Skills Rubric)
    - What the submission criteria are
    - What resources they may use
* Identify successes
  + Provide strategies for students to see **tangible success**. In class, this would happen through quick, in-the-moment feedback, such as saying “you’re on the right track” while walking by a student’s desk. During remote learning, this may happen through a brief email or chat message.
  + **Check-in regularly** in addition to any regular mentoring check-ins. Consider having time allocated for each teacher as well as the mentor who will act as a “hub” role. Purposes of the check-in could include:
    - Supporting students in identifying and mitigating issues with upcoming work.
    - Creating a progress reﬂection point.
    - Creating and setting goals for the day/week as well as celebrating accomplished goals.
    - Co-creating daily task cards/objectives.
* Communicate and provide feedback
  + Establish **systems and structures for two-way communication** between teachers and students.
  + Provide **multiple formats of feedback**, when possible, and as relevant to the task:
    - Leverage chat rooms or instant messaging.
    - Broadcast text messaging (such as [Remind](https://www.remind.com/) or [Google Voice](https://voice.google.com/u/0/about)).
    - Use comments on documents.
    - Send emails.
* Incorporate active learning experiences
  + Embed active learning experiences as much as possible, including:
    - Group collaboration
    - Gathering/analyzing data
    - Gamiﬁcation (e.g. Using games to review material, such as [Kahoot](https://kahoot.com/))
* Include social activities that students can engage in virtually
  + Assign an **“All About Me” activity** where students write a paragraph about themselves and share either on a class call or by posting to a class page. Other students are able to comment and ask questions.
  + Have a student make a **quick video to share the daily agenda** with their classmates. You can create a rotating schedule and send it to the assigned student a day in advance. Defer to your school’s privacy policy, because this may require parental consent.
  + Post a **social/emotional or thought-provoking** [**question**](https://conversationstartersworld.com/philosophical-questions/) **for students to discuss** at the beginning of class, in a mentoring group, or during a 1:1 check-in. Depending on the tool, students will be able to communicate back and forth.
  + Set up a **virtual exchange** with another class within your school or district.
  + Attend a **virtual ﬁeld trip**. Have students share their favorite things or one thing they learned.
    - [25+ Amazing Virtual Field Trips](https://www.weareteachers.com/best-virtual-field-trips/)
    - [CommonSense: Virtual Field Trip Apps and Websites](https://www.commonsense.org/education/top-picks/virtual-field-trip-apps-and-websites)
  + Create **reading circles** for fun. For example, different students could read portions of their favorite book to their classmates. This could also be used in a classroom exchange between older and younger students. Additionally, if interested, students could turn the reading circles into a book club that they lead and organize themselves. Find adaptable resources below to create this structure:
    - [Literature Circles Protocol Slide Deck](https://www.summitlearning.org/learn/resources/3295) (6th grade)
    - [Literature Circles Prep Sheet](https://www.summitlearning.org/docs/78244?fromType=ProjectAsset&fromId=17094425) (6th grade)
    - [Young Adult Book Recommendations](https://www.goodreads.com/list/tag/young-adult) (Goodreads)

### Celebrate Progress

Depending on how long it’s been since your classroom doors were last open, students may be in search of ways to connect with their teachers and classmates. It’s important to provide opportunities for engagement and celebration to make the end-of-year experience as normal as possible.

## Daily and Weekly Celebrations

These wins can be both academic and non-academic. Celebrate how students are moving forward in Projects, Focus Areas, Cognitive Skills, or Habits of Success. Share student-friendly launch targets and celebrate progress towards launch as a team (for example, celebrate when everyone submits their ﬁrst checkpoint). Consider establishing a weekly class celebration time. Prior to that meeting, send out a Google Form asking students to share their accomplishments, both school-related and non-school-related . Offer age appropriate suggestions like:

* Reading a new book
* Creating art or other crafts
* Reaching a personal workout goal
* Trying out a new meal or recipe
* Sharing ways they are staying in touch with family and friends
* Reaching a new level on a video game
* Passing a content assessment
* Achieving a study goal
* Revising a checkpoint and earning “green” feedback

When you meet with your students, share out the weekly wins so the whole class or mentor group can celebrate together. Consider offering words of encouragement for those students who are not yet feeling like they have celebrations to share. These wins can be highlighted in a digital class newsletter, on the school website, on school-approved social media, or in whole school communications that are sent out to the community.

Establishing a weekly class meeting time for celebration offers structure for students like they are accustomed to ﬁnding at school. Students may also appreciate some unexpected or unplanned moments of celebration as these types of connections can boost morale and give students a chance to connect with peers and teachers more frequently and informally. This could be something like:

* Celebrating the birthdays of the week or month
  + Ask students for suggestions of ways to celebrate
  + Send ecards or create props to use in a class meeting
* *Ex.* [*Celebrating Student Birthdays During Distance Learning*](https://www.simplykinder.com/celebrating-student-birthdays-during-distance-learning/)
* Creating a class playlist of music for the week
  + Select a music theme for the week
  + Send a message to students and ask them to suggest songs that ﬁt the theme
  + Consider music sharing sites like [Spotify](https://support.spotify.com/us/using_spotify/video_tutorials/tutorial-videos/) for making a playlist based on the theme of the week
* Making a shared doc of funny (and appropriate) memes
* *There are many options available on Google and Pinterest, but consider having younger students complete this activity with a parent*
* Sending a quick video message just to say “hi.”
* Hosting a themed-spirit week
* *Ex.* [*Schools Are Hosting Virtual Theme Weeks to Cheer Up Quarantined Kids*](https://www.weareteachers.com/virtual-theme-week/)
* *Ex.* [*Virtual Spirit Week Images*](https://www.google.com/search?q=virtual%2Bspirit%2Bweek&tbm=isch&ved=2ahUKEwi3lp7C7vfoAhXvIzQIHcslD8EQ2-cCegQIABAA&oq=virtual%2Bspirit%2Bweek&gs_lcp=CgNpbWcQAzICCAAyAggAMgIIADICCAAyAggAMgIIADICCAAyAggAMgIIADICCAA6BggAEAgQHlCO5wxY6-4MYIL1DGgAcAB4AIABRogBvQOSAQE3mAEAoAEBqgELZ3dzLXdpei1pbWc&sclient=img&ei=swieXvfwKO_H0PEPy8u8iAw&bih=636&biw=1370)
* *Ex.* [*Luke C. Moore’s Team’s Themes*](https://www.instagram.com/p/B-z9rxihh_U/)

## Virtual Celebration of Learning

A virtual Celebration of Learning is a way to honor the work students have done over the course of back-to-school Launch. You can make the focus academic, extracurricular, or a combination of the two. Depending on the size of your community, this celebration can be done by class, mentor group, or as a whole school. With permission, students can invite family members and friends and you can involve any available community members as well. When inviting others into the virtual celebration, be aware of online safety parameters set forth by the school, and take the opportunity to discuss digital safety. Consider the following structure as a jumping off point:

#### Preparing the Celebration:

❏ Determine presentation style

* Group: Grade level, Mentor group, Whole school
* Format: Zoom, Google Hangouts, Microsoft Teams, etc.
  + Consider the limitations of the chosen format when inviting non-school members
* Content Structure: one large slide deck, teacher collection of work, oral presentation, etc.

❏ Send out communication to the students, families, and community members sharing the date, time, and how to attend the celebration of learning.

* Will there be a digital invite? Is there a link or password needed?
* Are there any video or mute norms you’d like them to follow when they log on?

❏ Deﬁne the parameters for the project:

❏ Determine if the topic needs to be academic or if it can be something else students have learned about or worked on while away from school.

❏ Consider if you want students to include reﬂections of what it’s like to engage in remote learning.

❏ Consider if you want students to include reﬂections of how, if at all, they have shifted their goals since working at home.

❏ Send communication to the students regarding their presentations and work with teachers to plan. Consider:

❏ Students brainstorm what they want to present for their topic

❏ Offer collaboration time

❏ Students select a topic of their choosing.

❏ Teachers adapt the sample [task card](https://docs.google.com/document/d/1-zihA8Uz_4Kq11Swlr859ioLXaeIoTKRs91OUWrF9X0/edit) to help students organize their reﬂections on the projects they plan to share.

❏ If they will be narrating or making an oral presentation, have students set up virtual meeting times to practice presenting their material to each other.

❏ Have teachers hold regular ofﬁce hours so students can check in about the progress of their presentation.

#### Family Appreciation Day

This celebration can provide an opportunity to honor families. You can ask students to pick a day that week and make a card for their caregivers, cook a meal for them, or do some extra chores around the house. There can also be a day selected where the work load is lighter (think a “no homework day” during an in-person school week).

#### Community Appreciation Day

If you have community members who are involved with the school, either by donating time, money, or resources, this week is a good opportunity to honor them as well. Ask for student volunteers or select students to make a tribute to these community members.

# Instructional Templates and Examples

##### Mentoring:

**Sample Agenda for Connecting Check-In**

1. **Greet** the student warmly (1 min)
2. **Invite** the student to share (3 min)
   1. “What is one thing that has gone well for you during the closure? What’s one thing that’s been a challenge?”
   2. “How have you been staying busy during the school closure?”
3. **Ask** about the student’s goals during the closure (3 min)
   1. “What would you like to accomplish during the closure?”
   2. “What do you want to learn?”
   3. “How can I support you in meeting these goals?”
4. **Share** what’s coming next (2 min)
   1. Frequency, format of check-ins
   2. What are the next steps the student should take in the remote learning process?
   3. How to get help (academically and otherwise)
5. **Close** with review of action items and share words of encouragement (1 min)

**Sample Agenda for Progress Check-In**

1. Greet the student warmly, **build connection** (1 min)
   1. “What has been your favorite ‘shelter in place’ activity?”
   2. “Imagine that you are talking to your future grandchildren about how to survive a pandemic. What’s one piece of advice that you would give them?”
   3. “What’s one ***thing*** you’re grateful for right now? What’s one thing you would like to

change?”

* 1. "What's been a high and a low from the past week?"

1. Discuss the past week’s ***met* goals** (3 min)
   1. “What did you do to meet these goals?”
2. Discuss the past week’s ***unmet* goals** (3 min)
   1. Help students identify the root causes of not meeting their goals that are within their control and that, if addressed, would help them in similar situations.
3. Discuss the **next week’s goals** (3 min)
   1. Refer the student to the goal setting page on the platform
   2. Help students set SMART goals
   3. Help your mentee imagine what it will feel like to have met their goal
4. Close with **encouragement**

**Sample Email Check-In**

*Hi [Name],*

*I hope you’re doing well! I miss seeing you each day at school. [Share one speciﬁc thing that you appreciate about the student.]*

*For this week’s check-in, I would love to hear the following:*

1. *What’s one thing you’ve enjoyed this last week? What’s one thing that has been a challenge?*
2. *What goals did you meet this week? How did you do this?*
3. *What goals did you not meet this week? What prevented you from meeting those goals?*
4. *What is your SMART goal for this week? How can I help you?*

*Be sure to log your goals in the Summit Learning platform so that your [parents/caregivers] and I can see them and support you.*

*I look forward to hearing from you, and I will reply to your email with my thoughts. Have a wonderful week!*

*Best,*

*[Your name]*

**Sample Mentor Check-In Logistics Email (Parental Consent)**

*to help achieve their goals and develop habits of success that will help them now and in the future, such as stress management, resilience, and self direction. You are more than welcome to attend any check-ins!*

*Here’s how to set up check-ins that ﬁt your student’s schedule:*

* *[Share logistics for setting up initial check-ins, e.g. Google Calendar, Calendly, etc.]*

*. We will use these check-ins*

*I would like to set up a weekly, 10 minute check-in with*

*I hope you are doing well during these challenging times. I have loved mentoring*

*this school year, and I miss meeting with them each day. As their mentor, I want to help*

*adjust to school closures and support them in meeting their academic and personal goals.*

*,*

*Dear*

* *[Share logistics for the check-ins themselves - how will you check-in with students? Do t hey need to set anything up to be ready for that?]*

*I look forward to continuing to work with ! Please let me know if you have questions about mentoring check-ins. I am happy to support!*

*Sincerely,*

*[ Your name]*

**Grade Level Team Meetings:**

**Ongoing Problem Solving: Grade Level Team Meeting Agenda**

Your team meetings are valuable opportunities to connect, celebrate wins, identify challenges, and collaborate to solve those challenges. Here’s a sample team meeting agenda that can help your team surface problems, make plans, and practice interventions, when applicable.

Celebrate Wins (2 mins)

* Did your previous plan meet its goals?
* Is a student of concern demonstrating growth?
* What are the bright spots in data (quantitative or qualitative)?
* What moments of joy and connection have you had?

Revisit Previous Goals (5 min)

* What were previous goals/plans established in prior meetings?
* What has been your experience implementing the plans?
* Did the plans have their intended impact? Are goals being met?

Status Updates - Report on Speciﬁc Data and Experiences (10 mins)

Potential topics (choose one or more):

* Student engagement
  + What percentage of students are submitting work and/or attending virtual classes/workshops?
  + Which students have not submitted work/attended classes/workshops?
  + Mentoring - Which students have had mentoring check-ins? Which ones have not?
* Student outcomes
  + How many students are on-track on projects/PFAs?
  + Which students are on track? Which students are off-track?
* Virtual teaching practices
  + What virtual teaching practices are producing the intended outcomes? How do you know?
  + Which ones are not producing the intended outcomes? How do you know?
  + Feedback - Are you able to give students regular feedback that is helping them within their Zone of Proximal Development (ZPD)? Are students responding to feedback successfully?
* Taking care of each other
  + How are you personally handling the current situation?
  + Workload management - have you been able to successfully fulﬁll obligations to yourself, your family, your students, and others?
  + What strategies are helping you to be successful? In which areas do you need additional support or ideas for managing your workload?
  + Are our expectations of each other, our students, and families reasonable?
* Other trends to discuss as needed

Identify Needs to be Addressed & Determine Root Causes (7-15 mins)

* Of the topics discussed, which one is most important to address? Why?
* What is the root cause of this situation? How can additional information, data, or observations shed light on why the situation is the way it is?
* Does the team have consensus on the root causes?

Plan Next Steps (5-8+ mins)What is your theory of action?

* + E.g. If we do , then we will be able to ?
* What speciﬁc steps will each member of the team take?
* Practice (if applicable)
  + Mentoring - practice asking questions that build connection or help students set r ealistic goals.
  + Feedback - practice giving feedback on student work samples by following the principles outlined in the [section on project feedback](https://docs.google.com/document/d/1wmaL6brB6YgQJlyaeAOrhpIoJxpqqccWgtjfXcnGYtU/edit#heading%3Dh.hzlyomlbtleb) Remote Learning Field Guide for Teachers.
  + Instructional strategy - practice the chosen strategy with your colleagues and receive feedback on the language, tone, and execution.

Set Clear Goals (2-5 mins)

* What is a reasonable positive shift in the data/situation? How will you know that you have been successful?
* What is the timeline for achieving that metric for success?

Reﬂection (2-5 mins)

* What aspects of this meeting were effective?
* How can the process for these meetings be further improved upon?

***Family Communication***

TEMPLATE

Letter to Families re: Back to School Plans

How to use this resource

*Below is template language you may choose to use to communicate with families about updates to your back to school plan due to COVID-19. Please feel free to utilize all or parts of this language, and to tailor this communication to meet the needs of your community. Please note that this content is not intended to replace any advice or guidance from your district.*

Dear Families and Caregivers,

Back to school is an exciting time of year as we all look forward to reconnecting, meeting new friends, teachers, and mentors, and setting our sights on learning. While we know that COVID-19 had an impact on the end of our school year and continues to make normal routines difﬁcult, we are committed to ensuring your student is supported and fulﬁlled this school year. Our team at *[SCHOOL NAME]* is thrilled to welcome students back to school on *[DATE]*. This school year will launch *[Include details about your learning plan. Will you launch school in-person/on campus, as a hybrid model on in-person and virtual instruction, or in a fully virtual environment?]*.

In order to continue to support your student’s academic progress safely, I have worked with our educators, mentors, and staff to create a plan that allows us to move forward with all aspects of our learning program this year. *[INSERT details on your school’s plan for Mentoring, Projects, and Self-Direction, how each component will shift to accommodate your hybrid or remote plan, and what families should expect regarding communication and support. For example:*

Academic Plan

|  |  |  |
| --- | --- | --- |
| Mentoring | Projects/Math Units | Self-Direction |
| *Your student’s mentor will continue to hold individual bi-weekly check-ins over Zoom to discuss goals, set plans, and celebrate progress. Mentors will be in*  *touch during the ﬁrst week of school to introduce themselves, learn more about your student, and prepare for their ﬁrst meeting. Please feel free to reach out to them, or me,* | Insert details here | Insert details here |

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| *directly with any questions. You can also log into the platform and see the status of these mentoring meetings* |  |  |
| Habits of Success | | |
| To fully support the social-emotional needs of all students, we will focus on 5 key habits as we start the school year: resilience, stress management, sense of belonging, agency, and attachment. *[SHARE resources from the* [*Habits of Success to Support Wellbeing*](https://www.summitlearning.org/learn/collections/44) *resource with families here]*  We will incorporate these habits into each of the components above. Mentors will discuss and highlight strategies and skills connected to these habits, projects will integrate content and actions to support student development, and students will have the chance to practice these habits during self-directed learning time. | | |

Health & Safety Plan

*[If your school is planning a hybrid model, share any school-speciﬁc cleaning or precautionary measures here. If you are planning a remote model, share any details about what data or information would impact your timeline and plan to re-open].* We will continue to monitor this situation, and we will share new information and resources with you as they become available. For questions related to COVID-19 and steps you can take to keep yourself and your student healthy, please see the resources below from the [Centers for Disease Control and Prevention](https://www.cdc.gov/) (CDC).

* [About Coronavirus Disease 2019 (COVID-19)](https://www.cdc.gov/coronavirus/2019-ncov/about/index.html)
* [Prevention & Treatment](https://www.cdc.gov/coronavirus/2019-ncov/about/prevention-treatment.html)
* [Stigma and COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/about/related-stigma.html)
* [Frequently Asked Questions](https://www.cdc.gov/coronavirus/2019-ncov/faq.html)

We plan to share more information and answer any questions you have during our upcoming back to school events:

* *[INCLUDE the details for any relevant events: Orientation Night, Back to School Kickoff, Virtual Ofﬁce Hours, etc]*

Thank you for your continued partnership as we prepare for the coming school year. If you have any questions or concerns, please feel free to reach out.

Best,

[*SCHOOL LEADER*]

# Appendix: Virtual Learning Curriculum Guidance

##### Selecting and Adapting Curriculum for Virtual Learning

While the curriculum guidance earlier in this document focused on adapting curriculum due to interruptions in the prior school year, the guidance that follows applies to schools that will be teaching in a virtual or hybrid environment. Our curriculum team considers the projects listed below to be well-suited to virtual learning. We recommend that you continue to apply the core guidance of prioritizing the current grade level’s content, and make slight adjustments to the projects below as necessary.

*Use the tables below (delineated by subject) to help understand the rationale for why these projects might be chosen. You’ll also ﬁnd general and discipline-speciﬁc materials and recommendations for adapting resources for remote learning.*

ELA

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| Grade | Project | How to Adapt for Home |
| 6 | *Living the Good Life* | * In order to minimize the complexity of this project, you may wish to remove the Podcasts. For this, you can:   + Remove Checkpoint 2 and 5 from the project.   + Revise the Final Product 1: Podcast so that students turn in written analytical paragraphs about one story and one article. (They can still be assessed on Theme/Central Idea and Development.)   + Remove all Activities/Resources that mention Podcasts. * In Checkpoint 1, prompt students read “The Happiness Project,” and a story of their choosing independently, completing the main Activities and the Checkpoint. * In Checkpoint 1, some activities require teamwork. To address this, you can:   + Shorten the Entry Event: The Happiness Machine so that it is more appropriate for one person to complete. Remove the “Build it!” step.   + Consider providing a recording of your modeling of reading the ﬁrst page of the “Happiness Machine” while you metacognitively share your reading strategies. This will replace the experience of students completing “Reading Rounds” in teams. Include modeling of questioning, clarifying, summarizing, and predicting. Remove the instructions at the top of Reading Rounds and instead prompt students to practice each of the four reading strategies as they read each of the ﬁrst four paragraphs of the story of their choosing. * Checkpoint 3: Project Research may be more engaging for students if they are able to share ideas with each other. For this reason, if students are familiar and adept at using their school email, consider starting a “discussion” where you write an email to the class asking them to answer question 1 on the Generating Topics Research Activity in Checkpoint 3. (Provide the text of the question.) Invite each student to respond to the question (and build on each other’s ideas) by clicking “Reply-all” and answering the question. After they have done this, prompt students to complete the remainder of the Generating Research Topics Activity independently, and then begin completing Checkpoint 3. * In Checkpoint 4, prompt students to choose an article from their research and complete the Article Analysis Activity. Take time to review student articles as they are getting this started to ensure they have selected a credible and relevant source and provide support as needed. * Prompt students to use their research to begin Checkpoint 6 with the Take a Stand |

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|  |  | Entry Event by making it into an Activity (instead of a Resource) and inviting students to highlight the phrases with which they agree. Alternatively, if you had success with the email discussion previously, you may invite students to choose one statement from the Take a Stand activity and explain why they agree or disagree in a reply-all email to the class.   * Transition students into completing the Essay Pre-Write and then the Outline in Checkpoint 6. (These will need to be assigned based on students’ prior Cognitive Skill performance.) The Resource: How do I Organize my Essay? can be shared with students who are getting stuck with their outlines. Give students detailed feedback on their outlines, as this will be a key to their ability to get started with essays independently. * After drafting essays in Checkpoint 7, you may invite students to complete the Peer Edit by digitally sending drafts to a partner and CCing you. To make this easier, assign students a partner in a table you share with the class. We recommend providing email addresses in the table with the partner assignments. If you ﬁnd that students are at many varying stages of the writing process, you may choose to skip this step. * Students will likely ﬁnish their essays at varying paces, with some students needing additional workshops or help. Be sure to assign early ﬁnishers the Extensions attached to Checkpoint 7 so that everyone is appropriately challenged while you provide support to students who are still writing. |
| 7 | *Rhythm and Flow* | * If you are able to provide students a digital copy or a hard copy of the novel, *The Crossover* by Kwame Alexander, then this is a strong choice for a remote-learning project. * In Checkpoint 1, prompt students to complete the ﬁrst four activities as well as review the Poetic Devices and Structure Help Resources. Then, invite them to begin reading and completing a Reading Journal for the ﬁrst section of the novel, using the Reading Journal Model as a guide. Be aware you need to assign each student a Reading Journal based on prior data. If you do not have prior data of students, you may want them to complete the Structure Pre-Assessment before they begin reading.   + Skip and remove both of the Team Challenges in Checkpoint 1and/or adapt them as needed to provide additional Theme or Poetic Devices Practice to those students who need this support. * Before students continue reading, invite them to begin Checkpoint 2 by completing the Experimenting with Structures in Poetry Activity. Then, assign them a Poetry Notebook and prompt them to complete their ﬁrst entry. * Continue the project with this rhythm, prompting students to complete a section of reading, complete their Reading Journal entry, and then write a poem in the Poetry Notebook. Do this until they have completed the novel, a Reading Journal, and at least 3 draft poems. At this time, give feedback on Checkpoint 1 and prompt them to complete the Organizing my Story of Poems Activity. * For the Concept Map in Checkpoint 3, you may create an Activity for students that includes a table modeled after the Concept Map Model Resource, and then assign it to students to complete. Otherwise, you may prompt students to draw a Concept Map on a piece of paper, using the Concept Map Model Resource as a guide, and require them to take a photo and send it to you when complete. Additionally, students can complete the other Activities and the Checkpoint independently. * In Checkpoint 4, prompt students to complete the Activities independently. For the Peer Edit Activity, you may choose to assign each student a partner using a table. Then, prompt students to send their work to each other (and CC you) via email or using another method. We recommend providing email addresses in the table with the partner assignments. |
| 8 | *This I Believe* | * If you are able to provide students with a digital or hard copy of *Tuesdays with Morrie* by Mitch Albom, then this is a strong choice for a remote-learning project. * Adapt the Entry Event to this project by prompting students to interview 2 or more adults they know--their parents/guardians, coaches, or teachers, for example. Provide them guidance to use the phone to call these adults if they are not able to interact with them in person at this time. You can use the language from the Sample Letters to help frame this adapted Entry Event. * In Checkpoint 4, for the Peer Review, you may choose to assign each student a partner using a table. Then, prompt students to send their work to each other (and |

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|  |  | CC you) via email or using another method. We recommend providing email addresses in the table with the partner assignments.   * The rest of the Activities, Checkpoints, and Final Products can be implemented independently, with your monitoring and feedback and using the Overall Guidelines. |
| 9 | *Poetry and the People* | * For the Peer Interviews, have students ﬁll out the Peer Interview notebook for themselves and send it to a peer. You may wish to assign peer pairs to ensure that all students have someone to send their Peer Interview notebooks to and get a notebook from. * For the Guess Who Poetry activity in the Poetry Community Builder Notebook, have students write their poems in a slide and send it to you. Collect the student poem slides into a presentation, remove their names from their slides, and share the presentation with the whole class. * You may wish to record yourself reading some of the poems out loud from this project so students can get a better sense of what poetry can sound like. * For peer review, students should send poem drafts digitally to one another for feedback. * Since Oral Presentation is assessed in two other projects in this course (In Search of Justice and Speaking Out), you can make the decision to skip or hold off on the poetry performances until a later time. You can also (if students are able to) have students audio or video record themselves performing their poetry, and send these recordings to you. |
| 10 | *World Literature Blog* | * Before students get started with the Entry Event, ask students to take pictures of an artifact and put them in a single slide and send them to you. Collect the slides into a single presentation and release the class set the day you assign the Entry Event presentation. Instead of sticky notes, students can leave comments or send you a message with their notes on three artifacts that are not their own. * For the book exploration activity, have students message you with their book preferences. * For workshops, you may want to either video conference with a group of students or record a voiceover of a screencast of you walking through the workshop, and explaining the pieces your students needed the most support with. * Since there are no speaking and listening Cognitive Skills measured in this project, having the Socratics out loud do not need to be prioritized at this time. In place of the Socratic discussions, students can complete email chains with you cc’ed. Email chains can happen in groups by having students email their thoughts and ideas about their texts via email instead of in a discussion. If students are able and want to, you could give them the option of video recording a group video conference where they have their discussion. * Since students are not scored on Oral Presentation for the Checkpoints or Final Products, you may decide to give students the option to complete their talking points in writing if they do not have access to the technology to audio record it at home. However, most phones have some kind of recording app that students could be encouraged to use for their Podcast Final Product. |
| 11 | *Dear Editor* | * For small group discussions, have students respond to the prompts in an email or video (recorded) that they share with one another and with you. You may wish to record and share a screencast of the Entry Event slides that go over the Toulmin Method with a voiceover done by you to help students better understand it. * For the timed write, recommend that students time themselves to see how long it takes them to write. Let students know ahead of time that you will assign the timed write on a speciﬁc day, and expect to have it sent in an email to you by a speciﬁc time on that day. |
| Creative Nonﬁction | * Students complete Entry Event stations digitally. Have students share writing with each other online for peer feedback. |
| 12 | The Poetry Professor | * For work students are expected to do with peers or small-group discussions, ask that they complete this over video chat (if students have access to that feature) or via emails. For the Oral Presentation part of this project, have students record or video chat giving their presentation as an “online professor.” |

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|  | Freshman Compositio n | * For the lecture, you will need to video record yourself for students to watch at home at their own pace. You may also want to (if able) video conference with select students who struggle with reading or writing skills, to help them through those processes. It may also help some students to ﬁnd audio recordings of the novel for them to follow along. |

#### History/Social Science

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| Grade | Project | Notes |
| 6 | *History Without Writing* (Ancient History) | * *History Without Writing* would require students to video their oral presentations or complete them over a conferencing software but that would be an easy adjustment. * We highly recommend starting the school year with this project as it is designed to incorporate elements that support students in getting more acquainted with one another. |
| 7 | *The Silk Road and Globalization* (Medieval) | * *The Silk Road and Globalization* would need to eliminate the simulation for it to work effectively. This project is designed to cover content where students left off in the prior year, so if they already understand the Silk Road they could feasibly skip this project. * *Feudal Honor Codes and Values* does not need adjustments to be made for it to be completed. This would be a great project to start the year with if using remote learning. |
|  | *Feudal Honor Codes and Values* (Medieval) |
| 8 | *All Men Created Equal* (US History) | * This project is well suited to remote learning if necessary. Ideally, creating a system for students to discuss each of the different checkpoints and what they are learning along the way to foster inclusivity and valuing multiple perspectives would beneﬁt this project. * Consider creating an online way for students to share their Informational brochures, ﬂyers, etc with one another. |
| 9 | *Thinkers: Purpose* (Modern World 1) | * This project has a lot of content associated with it and is a longer project to complete. Because of this, more chunking of activities and providing breaks or social outlets throughout the process may be necessary, especially with the challenges of a remote learning situation and reliance on technology. Consider adding in some more light and interactive activities, educational videos, etc. to foster remote relationship building as well as breaking up the content. |
| 10 | *Pandemics: Agency* (Modern World 2) | * This project is able to be completed in a remote setting. This project has a lot of content associated with it and is a longer project to complete. Because of this, more chunking of activities and providing breaks or social outlets throughout the process may be necessary, especially with the challenges of a remote learning situation and reliance on technology. Consider adding in some more light and interactive activities, educational videos, etc. to foster remote relationship building as well as breaking up the content. * Please also note that this is one of the few projects that explicitly shines a light on LGBTQ history. If you do choose to complete this project remotely, please make sure to add in more coverage of LGBTQ history and awareness throughout other projects when you are back in person so that it doesn’t become a footnote. |

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| 11 | *Native Americans and European Contact Essay* (AP US) | * This project does not currently incorporate skills that would be difﬁcult to assess in a remote learning environment. We do always promote peer editing and the parsing of texts in collaborative spaces, so the more that you can set up opportunities for students to engage with each other in that way the better! |
| *We the People: The Pursuit of a More Just United States* (C3 US History) | * This project does assess the skill of Oral Presentation which is difﬁcult to do in a remote setting. A way around this is to have students record their amendment proposal or present it using a virtual conferencing software for assessment. * We do recommend starting the year with this project as the projects build chronologically. |
| 12 | *Shared Powers in Government* (AP Gov) | * This project does contain a debate which will require some adaptation to incorporate. Consider if there is virtual conferencing software available to have students do the debate remotely. If you use this option, we recommend you record the debate so you can go back and grade students later since there may be tech issues to attend to during the debate itself. Check with your district to see if you need parental permission for this use of recording. * If you are not able to hold a virtual debate, the following options are available:   + Students can simply prepare arguments for both sides of the debate and not engage in actual debating.   + Students can be split into pairs and record their debate to submit for teacher assessment. |
| *Students and the First Amendment* (Civics) | * This project does not currently incorporate skills that would be difﬁcult to assess in a remote learning environment. We do always promote peer editing and the parsing of texts in collaborative spaces, so the more that you can set up opportunities for students to engage with each other in that way the better! |
| *Corporate Social Responsibility:*  *Agency*  (Econ) | * Even though this project would be starting out of order for the Econ projects, it has the least number of Cognitive Skills and none that require adaptation for a remote learning environment. This is a great starting place because it allows students to focus more on fewer skills which, especially in the new world of remote learning, allows for greater bandwidth for the material covered and building relationships virtually with their peers. * We do always promote peer editing and the parsing of texts in collaborative spaces, so the more that you can set up opportunities for students to engage with each other in that way the better! |

Science

Note that this list is not exhaustive. Other projects can also be adapted for remote learning environments. Reference the following resource for additional ideas for how you can adapt science projects in the base curriculum to meet remote learning needs: [Science: Resources for Remote Learning](https://docs.google.com/document/d/1B_ReuZZ1-WOBc_pO7w_T8dt_84BivgiXBdHe05lzmCw/edit)

* Project recommendations are organized by **Preferred Courses and Legacy Courses**.
* **Preferred courses** include the following:
  + 6th: Fully Integrated Science 6 - SCALE NGSS
  + 7th: Fully Integrated Science 7 - SCALE NGSS
* *8th: Fully Integrated Science 8 - SCALE NGSS: Project 1 will be published ealy August. All Projects 1-4 are expected to be complete late Jan 2021 for SY21-22. Because of this, no recommendations are provided just yet.*
* 9th: The Living Earth NGSS
* 10th: Physics in the Universe NGSS
* 11th: Chemistry in the Earth System NGSS
* 12th: AP Environmental Science
* **Legacy courses** include the following:
  + 6th: Integrated Science 6 or Disciplinary Science 6 (Earth Science Focus)
  + 7th: Integrated Science 7 or Disciplinary Science 7 (Life Science Focus)
  + 8th: Integrated Science 8 or Disciplinary Science 8 (Physical Science Focus)
  + 9th: Biology
  + 10th: Physics
  + 11th: Chemistry

Preferred Courses:

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| Grade | Project | Notes |
| 6 | [A Warmer](https://www.summitlearning.org/teacher/projects/1024444/overview_for_curriculum?checkpoint=36114555) [World](https://www.summitlearning.org/teacher/projects/1024444/overview_for_curriculum?checkpoint=36114555) \* (Fully Integrated Science 6 -  SCALE NGSS) | * This project can be adapted to work in a remote setting. Students primarily do all of their work online, thus few printed or hands-on materials are needed. * Students choose an organism, become an expert on how global warming is impacting that organism, then design a solution that monitors and minimizes the human impact of global warming on that organism. * For their Final Product, students create an Advocacy Video that introduces both the problem and a solution. * Final Product 2 is an evaluation of student-designed solutions. Depending on time or remote setting constraints, students can be asked to do both or just one of the Final Products. * **Cognitive Skills:** Deﬁning a Design Problem, Evaluating Competing Design Solutions, Designing a Solution, Explanation of Evidence, Multimedia in Communication |
| 7 | [Save the](https://www.summitlearning.org/teacher/projects/1026278/overview_for_curriculum) [Andes!](https://www.summitlearning.org/teacher/projects/1026278/overview_for_curriculum) \* (Fully Integrated Science 7 - SCALE NGSS) | * This project can be adapted to work in a remote setting. Students primarily do all of their work online, thus few printed or hands-on materials are needed. * After learning about the human impacts on the Andes and its natural resources, students create a proposal to help preserve the Andes. Students communicate their proposals in both a Scientiﬁc Poster (presented during an Environmental Science Conference) and a written Scientiﬁc Journal Article (to be published in an Environmental Science Journal). * **Cognitive Skills:** Deﬁning a Design Problem, Evaluating Competing Design Solutions, Constructing an Evidence-based Explanation, Explanation of Evidence, Multimedia in Communication |
| 9 | [My Scientist](https://www.summitlearning.org/teacher/projects/1019053/overview_for_curriculum) [Identity](https://www.summitlearning.org/teacher/projects/1019053/overview_for_curriculum) (The Living Earth NGSS) | * This project does include hands-on activities, yet these are mainly included in Checkpoint 2 and can be skipped without changing the overall project storyline. * Instead of doing an investigation during Checkpoint 2, students can summarize an investigation that they’ve observed. Point students to the resource “Science Investigations” to gain ideas for investigations they can summarize. * **Cognitive Skills:** Comparing/Contrasting, Making Connections and Inferences |

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| 10 | [Atmospheric](https://www.summitlearning.org/teacher/projects/1019149/overview_for_curriculum) [Spectroscopy](https://www.summitlearning.org/teacher/projects/1019149/overview_for_curriculum) (Physics in the Universe NGSS) | * Though this project (like most projects in this course) is intended to have hands-on investigations that drive student learning, this project can be adapted to utilize the included online simulations to drive student inquiry. * In many Checkpoints, simulations (sourced from PhET and the physicsaviary.com) have been included to replace the hands-on investigations that are needed to generate student evidence-based understandings. * These simulations have associated Teacher Notes that say “consider using this simulation as an alternative to the more active, hands-on components included in this Checkpoint.” * **Cognitive Skills:** Selecting Relevant Sources, Synthesizing Multiple Sources, Identifying Patterns and Relationships, Modeling, Making Connections and Inferences, Evaluating Arguments, Multimedia in Communication |
| 11 | [Going Nuclear](https://www.summitlearning.org/teacher/projects/1028654/overview_for_curriculum) (Chemistry in the Earth System NGSS) | * This new project was originally designed and piloted in a remote setting and seemed to work well for students. * The main Final Product consists of a Socratic discussion in which students prepare to contribute to by creating a Radiometric Decay Report. * Throughout the project, students gather and synthesize their evidence-based understandings to prepare for this ﬁnal task. * **Cognitive Skills:** Organizing and Representing Information, Modeling, Interpreting Data/Info to Make Valid Claims, Making Connections and Inferences, Constructing an Evidence-based Explanation, Explanation of Evidence, Integration of Evidence, Introduction and Conclusion, Contributing to Evidence-based Discussions, Norms/Active Listening, Communicating Accurately and Precisely |
| 12 | [Current Events](https://www.summitlearning.org/teacher/projects/762422/overview_for_curriculum) (AP  Environmental Science) | * Similar to the Biology: Scientiﬁc Discoveries project, students work independently to prepare a presentation for their peers centered around a recent news story related to environmental science (environmental issues, disasters, legislation, discoveries, etc). * **Cognitive Skills:** Selecting Relevant Sources, Selection of Evidence, Oral Presentation, Multimedia in Communication |

* ***Project Sequencing Note:*** *The 6/7th grade NGSS projects are intended to be taught in sequence Projects 1-4. Throughout the course, projects build upon previous student understandings built in a prior project. Thus, whenever possible, it’s recommended to keep their sequence. To see a narrative of how each project contributes to the overall course, and the exact content/standards that are covered, reference the following Teacher Resources attached to the Final Product 1 in all 6/7th grade NGSS projects:*
  + [Teacher Resource] - Project Overview and Standards Alignment
  + [Teacher Resource] - K-8 Progressions
  + [Teacher Resource] - 6th, 7th, or 8th Scope and Sequence Legacy Courses:

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| Grade | Project | Notes |
| 6 | [Scale](https://www.summitlearning.org/teacher/projects/762248/overview_for_curriculum) [Visualizations](https://www.summitlearning.org/teacher/projects/762248/overview_for_curriculum) (Disciplinary: Earth Science) | * Students can work independently throughout this project. Students ﬁrst research the phenomenon they’d like to scale. They then scale their phenomenon by thinking about conversion factors and creating a model/visual. Students can complete all Checkpoints on their own in preparation for their Final Product: Presentation. |

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|  |  | * **Cognitive Skills:** Selecting Relevant Sources, Modeling, Interpreting Data/Info to Make Valid Claims; Multimedia in Communication |
| 7 | [My Ecosystem](https://www.summitlearning.org/teacher/projects/762185/overview_for_curriculum) (Disciplinary: Life Science) | * This project is mainly a research project that students can complete independently. Students identify an ecosystem that they’d like to focus on throughout the project then they research that ecosystem’s values and human impacts. Students then brainstorm how to solve particular human impacts that are facing their ecosystem and integrate this into a multimedia campaign. * **Cognitive Skills:** Interpreting Data/Info to Make Valid Claims, Evaluating Arguments, Constructing an Evidence-based Explanation, Multimedia in Communication |
| 8 | [SmarToy](https://www.summitlearning.org/teacher/projects/762247/overview_for_curriculum) [Design](https://www.summitlearning.org/teacher/projects/762247/overview_for_curriculum) [Challenge](https://www.summitlearning.org/teacher/projects/762247/overview_for_curriculum) (Disciplinary: Physical Science) | * Given this project’s focus on the engineering-design process, students can work remotely to design, test, revise, and improve their designed toy. Once back in class, students can present their designed toys during the Final Product presentation. * **Cognitive Skills:** Deﬁning a Design Problem, Designing a Solution, Multimedia in Communication |
| 9 | [Scientiﬁc](https://www.summitlearning.org/teacher/projects/762304/overview_for_curriculum) [Discoveries](https://www.summitlearning.org/teacher/projects/762304/overview_for_curriculum) (Biology) | * **Given this project’s broad focus on any recent scientiﬁc discovery, this project is ﬂexible and can be used in a variety of different courses/grades.** After selecting one recent scientiﬁc discovery to focus on, students evaluate it, create a presentation to educate their peers about it, then present the discovery to the class. * This project is intended to be completed independently. Students work at their own pace throughout the entire project. While working remotely, students can complete all Checkpoints in preparation for their Final Product: Presentation. * **Cognitive Skills:** Selecting Relevant Sources, Evaluating Arguments, Oral Presentation, Multimedia in Communication |
| 10 | [Design your](https://www.summitlearning.org/teacher/projects/762339/overview_for_curriculum) [own Physics](https://www.summitlearning.org/teacher/projects/762339/overview_for_curriculum) [Experiment](https://www.summitlearning.org/teacher/projects/762339/overview_for_curriculum) (Physics) | * In this project, students engage in their own independent inquiry project based on any type of motion. For their Final Product, students write a scientiﬁc journal article that includes background research on their topic, an experimental action plan, presentation of data and data analysis, and a conclusion of their ﬁndings. * **Cognitive Skills:** Asking Questions; Predicting/Hypothesizing; Planning and Carrying Out Investigations; Identifying Patterns and Relationships; Interpreting Data/Info to Make Valid Claims; Explanation of Evidence; Introduction and Conclusion |
| 11 | [Adopt-a-](https://www.summitlearning.org/teacher/projects/762372/overview_for_curriculum) [Molecule](https://www.summitlearning.org/teacher/projects/762372/overview_for_curriculum) (Chemistry) | * In this project, students select a molecule to research. They learn the history and uses of that molecule, how its chemical makeup contributes to its structure, and properties that allow it to be used for these purposes. After gaining this information through research, students apply these understandings to a model of their molecule. Finally, at the end of this project, students present their ﬁndings to the class. * **Cognitive Skills:** Selecting Relevant Sources, Comparing/Contrasting, Modeling, Oral Presentation, Multimedia in Communication, Communicating Accurately and Precisely |

Support for Mathematics Virtual Learning

Below are suggested strategies for supporting mathematics virtual learning. They include:

* + Illustrative Mathematics’ guidance and resources
  + Tips for using Desmos
  + Using Khan Academy to support the Base Curriculum

We recommend prioritizing IM’s guidance and using the other supports as needed. Illustrative Mathematics (IM) Support for Distance Learning

IM is creating resources to support distance learning. These resources will be added to the [IM distance learning](https://www.illustrativemathematics.org/distance-learning/#UL-resources) [resources website](https://www.illustrativemathematics.org/distance-learning/#UL-resources) as they are created. The anticipated resources include:

* + **24 video lessons** for IM grades 6 - 9 that will be aired on local PBS stations later this summer. These videos will support students to be prepared for instruction in the fall.
  + **Video Lesson Summaries** for grades 6 - 11 that highlight key points and vocabulary that students learn across several lessons. These support students to check their understanding and review important concepts, vocabulary, and skills.

IM has also created [Distance Learning Planning Guides](https://docs.google.com/document/d/1-IDPXBVXLlH6rnLLpsT0M9JSPU882BZeNOR2_L6zZ4s/edit) for grades 6 - 11. These Planning Guides identify the essential lessons and activities that address the major work of and prerequisites of the grade. They also provide guidance on distance learning activities to support each lesson or activity. TLP has adjusted these guides to align with the daily lessons in the Plans Tab in each math course within the Base Curriculum.

Convert Curriculum from Illustrative Math to Desmos

[Desmos](https://www.desmos.com/) is a free online math calculating tool that allows students and teachers to write in mathematical language including graphs. The tool also allows for a teacher to see the work of all students and to give real-time feedback.

Desmos and IM integrate well. Also, they have a website dedicated to supporting remote-learning through Desmos, so if converting your curriculum is too high lift, refer to their [website](https://learn.desmos.com/coronavirus).

* + Converting the curriculum to Desmos can allow for increased visibility into student work. This means that teachers can give real-time feedback and make facilitation decisions that are more ﬂexible including sending students off to do work on their own and pulling targeted small groups.

**Basic Activity Creation**

Opening Appropriate Resources

1. Open teacher.desmos.com and click “Custom” from the menu on the left side of the screen.
2. Choose “New Activity” in the upper right-hand corner of the screen.
3. In a separate tab, open the platform and navigate to the correct unit
4. Click on the “Plans” tab and navigate to the day you wish to put into Desmos
5. Scroll to the bottom of that page, click “Read More” under Teacher Notes, then click the link at the very bottom of that section to ﬁnd the IM source material
   1. This will take you to the IM Kendall Hunt website. Make sure that you have created a free account and logged in so that you can see all course material

Creating a Desmos Activity

Note: If you are not familiar with Desmos, please navigate [here](https://learn.desmos.com/activities) to learn more about Desmos Activities and [here](https://learn.desmos.com/create) to learn about the tools to build your own activity.

Learning Goals

1. On the ﬁrst slide of your Desmos activity, edit the title of the screen to say “Learning Targets”
2. Create a note by clicking the “Note” box.

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1. On the IM source material page, scroll down until you see Learning Targets on the left-hand side. Copy the student-facing learning targets
2. Paste the student-facing learning targets into the note box.

Activities

1. On the Desmos activity, create a new slide by clicking “New Screen” on the left.
2. Scroll to the top of the IM curriculum page, and click the “Lesson” tab.
3. Copy the title of the ﬁrst activity from the IM curriculum page and paste it as the title of the new screen.
4. Create a “Note” on the Desmos slide
5. Find the “Student Facing” section for that activity. Copy and paste the prompt from the IM activity into the Note on Desmos.
   1. If the prompt contains multiple parts, break it up onto multiple Desmos slides.
      1. If you’d like multiple slides to contain the same basic information with only a change to the prompt, you can duplicate the slide by navigating to that screen in the column on the left and clicking the three dots, then “Duplicate Slide”
   2. Note: If the prompt on the IM website contains any mathtype, those pieces will not paste into Desmos. After pasting, you’ll need to ﬁnd those places in the prompt and manually type them back in.
      1. To include math type, push the small circle in the bottom right corner of the box labeled “f(x)” before typing. Find keyboard shortcuts [here](https://support.desmos.com/hc/en-us/articles/202528799-Keyboard-Shortcuts).
6. Press “Input” on the Desmos screen to include a box for students to insert their answers
   1. Desmos defaults to showing students each others’ answers. If you do not want students to see each others’ answers, unclick this box.
7. Return to the IM web page. If there are any images associated with the activity, screenshot and save them.
8. On the Desmos page, click the “Sketch” tool. Click the “Background” dropdown menu, then click “Custom Image”. Upload the screenshot of the image you just saved to your computer.
9. Use the “Preview” button in the upper right hand corner to view the slide as a student would. Assure that the slide will make sense to students, and if it doesn’t, close out to continue making edits to the slide.

Lesson Synthesis

1. Scroll to the Lesson Synthesis on the IM curriculum page.
2. Read through the Lesson Synthesis section.
3. Determine if the synthesis should be included in the Desmos activity by considering the following:
   1. Is it suggested that teachers ask speciﬁc questions? If so, those questions should each be copied and pasted onto separate slides in Desmos titled “Lesson Synthesis.” Questions can be added as “Notes”, and there should be an “Input” box on each slide.
   2. Does the synthesis present or formalize new information for students? If so, that information should be copied and pasted onto a new Desmos slide titled “Lesson Synthesis.” The information should be included in a “Note” box, and any associated images can be uploaded using the “Sketch” tool and changing the background, or by using the “Media” tool.
   3. If the synthesis consists of a teacher-facilitated discussion that may be challenging to do virtually, teachers should use their discretion to determine if they want to create their own synthesis slides or skip the synthesis.

Cool Down

1. Scroll to the Cool Down on the IM curriculum page.
2. Create a new slide on the Desmos activity and title it: “Cool Down”
3. Use the instructions in the activity section to copy and paste the cool down prompt(s) onto the slide. If there are multiple prompts, use multiple slides.
4. Assure that for each input box in the cool down, the “Show students their classmates’ responses” box is NOT clicked.

Lesson Summary

1. After copying each activity to Desmos, create a new screen on Desmos.
2. Title the new screen “Lesson Summary”
3. On the IM curriculum page, scroll to the very bottom to the Student Lesson Summary.
4. Use the instructions in the activity section to copy and paste the lesson summary from IM to Desmos, including any associated images.

Khan Academy Translation from Base Curriculum

**G** [**rade 4**](https://www.khanacademy.org/math/cc-fourth-grade-math)

|  |  |
| --- | --- |
| **Summit Learning (IM) Unit** | **Khan Academy** |
| Factors and Multiples | Factors, multiples, and patterns |
| Fraction Equivalence and Comparison | Equivalent fractions and comparing fractions |
| Fraction Operations | Add and subtract fractions Multiply fractions |
| Large Numbers and Decimal Fractions | Place Value  Addition, subtraction, and estimation Understand decimals |
| Multiplicative Comparison and Measurement | Multiply by 1-digit numbers Units of measurement |
| Whole Number Multiplication and Division | Multiply by 2-digit numbers Division |
| Angles and Angle Measurement | Measuring angles |
| Area, Perimeter and Classifying Shapes | Area and perimeter Plane ﬁgures |

[Grade 4](https://www.khanacademy.org/math/cc-fourth-grade-math)

|  |  |
| --- | --- |
| **Summit Learning Unit** | **Khan Academy** |
| Large Numbers | Place Value  Addition, subtraction, and estimation |
| Fractions | Equivalent fractions and comparing fractions |
| Fraction Operations | Add and subtract fractions Multiply fractions |
| Shapes and Angles | Plane ﬁgures Measuring angles |
| Whole Number Multiplication | Multiply by 1-digit numbers Multiply by 2-digit numbers Factors, multiples, and patterns |

|  |  |
| --- | --- |
| Whole Number Division | Division |
| Fractions to Decimals | Understand decimals |
| Measurement | Area and perimeter Units of measurement |

**G** [**rade 5**](https://www.khanacademy.org/math/cc-fifth-grade-math)

|  |  |
| --- | --- |
| **Summit Learning (IM) Unit** | **Khan Academy** |
| Finding Volume | Volume |
| Fractions as Quotients and Fraction Multiplication | Divide fractions Multiply fractions |
| Fraction Multiplication and Division |
| Whole Number Multiplication and Division | Multi-digit multiplication and division |
| Place Value Patterns and Decimal Operations | Decimal place value Algebraic thinking Add decimals Subtract decimals Multiply decimals Divide decimals Powers of ten |
| More Fraction Operations | Converting units of measure Add and subtract fractions Line plots |
| Coordinate Grid and Shapes | Coordinate plane Properties of shapes |

G [rade 5](https://www.khanacademy.org/math/cc-fifth-grade-math)

|  |  |
| --- | --- |
| **Summit Learning Unit** | **Khan Academy** |
| Volume | Volume |
| Place Value | Powers of ten Decimal place value Algebraic thinking |
| Whole Number & Decimal Arithmetic | Add decimals Subtract decimals  Multi-digit multiplication and division Multiply decimals  Divide decimals |
| Fraction Multiplication | Multiply fractions |

|  |  |
| --- | --- |
| Fraction Division | Divide fractions  Converting units of measure |
| Fraction Addition and Subtraction | Add and subtract fractions Line plots |
| 2-D Figures & the Coordinate Plane | Properties of shapes Coordinate plane |

Grades 6 - 8

Khan Academy has done an alignment for Middle School Illustrative Mathematics, so the units are a one to one alignment with Summit Learning.

G [rade 6](https://www.khanacademy.org/math/6th-grade-illustrative-math)

G [rade 7](https://www.khanacademy.org/math/7th-grade-illustrative-math)

G [rade 8](https://www.khanacademy.org/math/8th-grade-illustrative-math)

**Grade 9**

Units marked with (Alg1IM) are from the Algebra 1 Illustrative Mathematics Courses. Units marked with (Math1IM) are from the Math I Illustrative Mathematics Courses.

|  |  |
| --- | --- |
| Summit Learning Unit | Khan Academy |
| One-Variable Statistics (Alg1IM) (Math1IM) Two-Variable Statistics (Alg1IM) (Math1IM) | D [escriptive Statistics](https://www.khanacademy.org/math/engageny-alg-1/alg1-2) |
| Linear Equations, Inequalities, & Systems (Alg1IM) (Math1IM) | S olving equations & inequalities L inear equations & graphs  F orms of linear equations S ystems of equations  I nequalities |
| Functions (Alg1IM) (Math1IM) | F unctions |
| Introduction to Exponential Functions (Alg1IM) (Math1IM) | E xponential growth & decay |
| Introduction to Quadratic Functions (Alg1IM) Quadratic Equations (Alg1IM) | Q uadratic functions & equations  Q uadratics: Multiplying & factoring |
| Constructions & Rigid Transformations (Math1IM) | T [ransformations](https://www.khanacademy.org/math/geometry/hs-geo-transformations) |
| Congruence (Math1IM) | C [ongruence](https://www.khanacademy.org/math/geometry/hs-geo-congruence) |

**Grade 10**

Units marked with (GeoIM) are from the Geometry Illustrative Mathematics Courses. Units marked with (Math2IM) are from the Math II Illustrative Mathematics Courses.

|  |  |
| --- | --- |
| Summit Learning | Khan Academy |
| Constructions & Rigid Transformations (GeoIM) | T [ransformations](https://www.khanacademy.org/math/geometry/hs-geo-transformations) |
| Congruence (GeoIM) | C [ongruence](https://www.khanacademy.org/math/geometry/hs-geo-congruence) |
| Similarity (GeoIM) (Math2IM) | S [imilarity](https://www.khanacademy.org/math/geometry/hs-geo-similarity) |
| Right Triangle Trigonometry (GeoIM) (Math2IM) | R [ight Triangles & Trigonometry](https://www.khanacademy.org/math/geometry/hs-geo-trig) |
| Solid Geometry (GeoIM) | S [olid Geometry](https://www.khanacademy.org/math/geometry/hs-geo-solids) |
| Coordinate Geometry (GeoIM) (Math2IM) | A [nalytic geometry](https://www.khanacademy.org/math/geometry/hs-geo-analytic-geometry) |
| Circles (GeoIM) | C [ircles](https://www.khanacademy.org/math/geometry/hs-geo-circles) |
| Conditional Probability (GeoIM) (Math2IM) | P [robability](https://www.khanacademy.org/math/statistics-probability/probability-library) |
| Introduction to Quadratic Functions (Math2IM) Quadratic Equations (Math2IM) | Q uadratic functions & equations  Q uadratics: Multiplying & factoring |
| Complex Numbers & Rational Exponents (Math2IM) | C omplex Numbers |

**Grade 11**

Units marked with (Alg2IM) are from the Algebra 2 Illustrative Mathematics Courses. Units marked with (Math3IM) are from the Math III Illustrative Mathematics Courses.

|  |  |
| --- | --- |
| Summit Learning Unit | Khan Academy |
| Sequences and Functions (Alg2IM) (Math3IM) | S equences |
| Polynomials (Alg2IM) (Math3IM) | P olynomial factorization P olynomial graphs |
| Complex Numbers & Rational Exponents (Alg2IM) | C omplex Numbers |
| Exponential Functions & Equations (Alg2IM) (Math3IM) | E [xponential and logarithmic functions](https://www.khanacademy.org/math/engageny/on-grade-engageny/engageny-alg2/alg2-3) |
| Transformations of Functions (Alg2IM) (Math3IM) | T ransformations of functions |
| Trigonometric Functions (Alg2IM) (Math3IM) | T [rigonometric functions](https://www.khanacademy.org/math/engageny/on-grade-engageny/engageny-alg2/alg2-2) |
| Statistical Inferences (Alg2IM) (Math3IM) | I [nferences and conclusions from data](https://www.khanacademy.org/math/engageny/on-grade-engageny/engageny-alg2/alg2-4) |
| Circles (Math3IM) | C [ircles](https://www.khanacademy.org/math/geometry/hs-geo-circles) |
| Solid Geometry (Math3IM) | S [olid Geometry](https://www.khanacademy.org/math/geometry/hs-geo-solids) |

Grade 12

The Modeling and Statistical Reasoning course does not currently have practice activities as this is largely a discussion based course.

# Platform How-To:

P [latform How-To](https://www.summitlearning.org/learn/resources/3265?fromCollectionId=40) can be found in the Remote Learning Field Guide Appendix on the Learning

Space.