



**FBISD** *Reimagined*  
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# Instructional Expectations Parents

# Campus Name & Logo

**Name of Contact person 1**



**Phone #**

**Email:**

**Name of Contact person 2**



**Phone #**

**Email:**

How familiar are you with the instructional expectations for online learning as we start the 2020-21 school year?

Excited



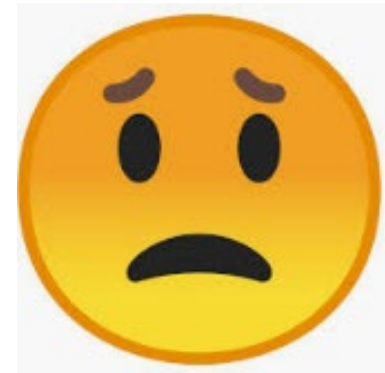
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Unsure



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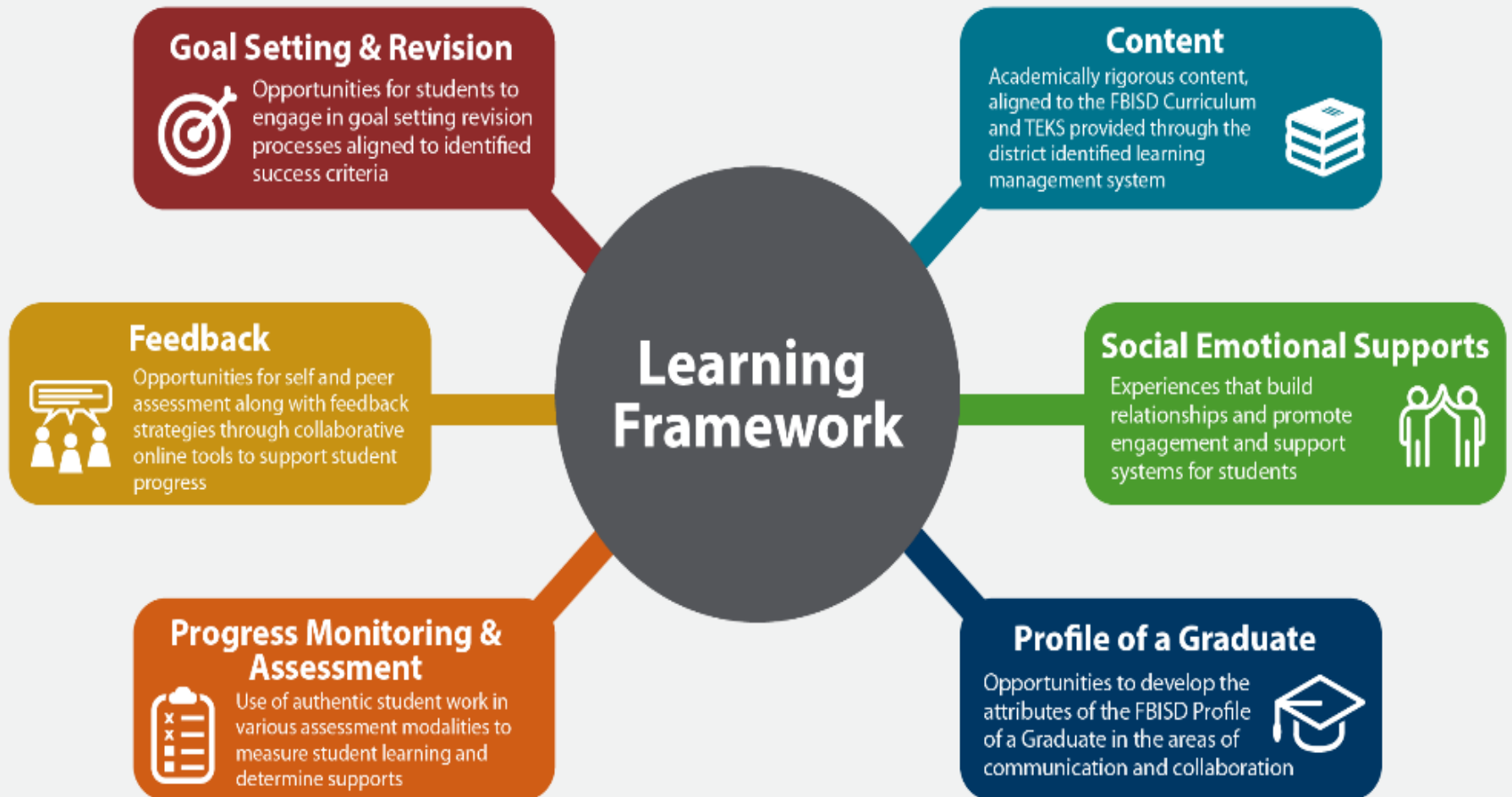


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# Session Goals

- Provide an overview of the instructional expectations for the 2020-2021 school year, and
- Provide information about:
  - the learning framework
  - remote synchronous and asynchronous instruction
  - progress monitoring and assessment
  - attendance

## Learning Framework



## Content will be provided through learning experiences that are:



Designed by a certified teachers in collaboration with other certified teachers in Schoology

Linguistically accommodated for English Learners

Designed to include individual supports for students receiving Special education services

Supportive of Gifted Learners

Delivered through synchronous and asynchronous learning



## Remote Synchronous Instruction

**Remote Synchronous Instruction** is two-way, real-time/live, virtual instruction between teachers and students when students are not on campus.

**Synchronous Instruction will include:**

- Explicit teaching & modeling of concepts
- Collaborative activities
- Formative Assessment & Progress Monitoring
- Conferring with students and small group instruction



## Remote Asynchronous Instruction

**Remote Asynchronous Instruction** is instruction that does not require having the instructors and students engaged at the same time.

**Asynchronous Instruction will include:**

- Student practice and creation of content
- Student collaboration & feedback with peers using digital tools
- Opportunities for students to demonstrate understanding
- Student self-assessment and goal setting



# Typical School Week

## PreK–1<sup>st</sup> Grade

Total Instructional Minutes per Week | 1800 Minutes



## 2<sup>nd</sup>–5<sup>th</sup> Grade

Total Instructional Minutes per Week | 1845 Minutes



## Secondary Education

Total Instructional Minutes per Week | 1805 Minutes



Students in grades pre-kindergarten through 1<sup>st</sup> grade will engage in **synchronous** and **asynchronous instruction**.



30 minutes  
15 minutes  
30 minutes  
30 minutes  
30 minutes  
30 minutes  
15 minutes  
45 minutes

## Subject Area

Reading  
Writing  
Math  
Science (3 times per week)|  
Social Studies (2 times per week)  
Outclass  
Tiered Instruction: Intervention & Enrichment



30 minutes  
15 minutes  
30 minutes  
15 minutes  
15 minutes

Students in 2<sup>nd</sup> – 5<sup>th</sup> grade will engage in **synchronous** and **asynchronous** instruction.



25 minutes  
15 minutes  
45 minutes  
45 minutes  
45 minutes  
30 minutes  
45 minutes

### Subject Area

Reading  
Writing  
Math  
Science (3 times per week)  
Social Studies (2 times per week)  
Outclass  
Tiered Instruction: Intervention & Enrichment



30 minutes  
25 minutes  
15minutes  
30 minutes  
30 minutes

## Students in Middle and High School will engage in **synchronous and asynchronous instruction.**

A student daily schedule may look like the example provided below.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:00	Synchronous Period 1	Synchronous Period 5	9:00 – 9:35 Synchronous Period 1	Synchronous Period 1	Synchronous Period 5
			9:45 – 10:20 Synchronous Period 2		
10:15 – 11:15	Synchronous Period 2	Synchronous Period 6	10:30 – 11:05 Synchronous Period 3	Synchronous Period 2	Synchronous Period 6
			11:15 – 11:50 Synchronous Period 4		
11:30 – 12:30	Synchronous Period 3	Synchronous Period 7	12:00 – 12:35 Synchronous Period 5	Synchronous Period 3	Synchronous Period 7
12:30 – 1:00	Lunch		12:35 – 1:05 Lunch	Lunch	
1:30 – 2:30	Synchronous Period 4	Synchronous Social-Emotional Learning, Intervention, Enrichment	1:30 – 2:05 Synchronous Period 6	Synchronous Period 4	Synchronous Social-Emotional Learning, Intervention, Enrichment
			2:15 – 2:50 Synchronous Period 7		

Planned asynchronous learning experiences will be provided to students, but students and their family have the flexibility of when to engage in those asynchronous learning experiences throughout the day.

## To progress monitor and assess, teachers will:

Use student work to measure understanding

Monitor student engagement by tracking completion activities using Schoology

Ongoing formative assessment with teacher and peer feedback

Use different assessment modalities to measure student learning

Communicate progress to students and parents through skyward

Design assessments in alignment and in collaboration with other teachers

# Daily Attendance

- ❖ Students will be marked present **daily** in **grades 3-12**, when they are engaged in the synchronous/live online instruction at the designated daily time.
- ❖ Students in grades **PK-2<sup>nd</sup>** will be marked present when they are engaged in asynchronous instruction, which means daily progress monitoring in our Learning Management System, Schoology, and daily progress via teacher-student interactions, including synchronous time on the daily schedule.
- ❖ All students will have attendance taken daily by class period to count toward course credit.
- ❖ All students are expected to demonstrate **daily progress** in asynchronous learning through Schoology:
  - ❖ Daily engagement such as completion of assignments,
  - ❖ Demonstration of academic progress, and
  - ❖ Communication to and from the teacher related to the coursework.

After the presentation, how familiar are you with the instructional expectations for online learning as we start the 2020-21 school year?

Excited



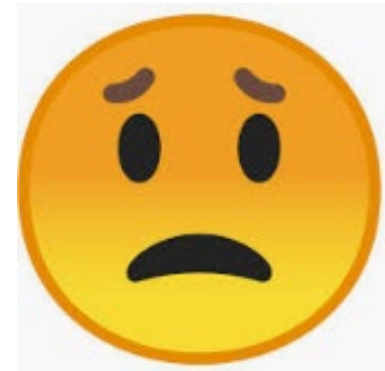
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# Q & A Session

