

**Virtual Instruction and Learning Guidelines – April 30, 2020**

The continuation of teaching and learning in a virtual environment seems to raise more questions than answers. There doesn’t seem to be a break in the daily challenges we all face. [**What Teachers Should Worry About Right Now**](http://blogs.edweek.org/edweek/ask_a_psychologist/2020/04/what_teachers_should_worry_about_right_now.html?cmp=eml-enl-eu-news2&M=59563576&U=&UUID=d1641386dbeca75e3394e71ca32758f1) is a good reminder of our role as educators in the scheme of things. It is all about the learning.

**Humor will carry us through.** I have shared these in the past on social media but they are certainly worth revisiting.

(Double-click to view video)  
  


Thanks to Kelly Fyfe for sharing this one:

[**If you knew then what you know now...**](https://www.fastcompany.com/90491074/this-comedian-warning-her-past-self-about-covid-19-hilariously-nails-how-ill-prepared-we-were)

**Q & A**

**The Report Card Options document raised some additional questions addressed here:**

**What do we do for the report card if a family has contacted us and declined any participation in VIL?**

This question implies that the family has formally withdrawn from all participation in VIL.  We want language that will not challenge the decision but will acknowledge and document it appropriately.

* Retain documentation (letter, email) of the communication from the family informing you of their decision to no longer engage in VIL.
* Note that decision on the report card and the cumulative file with the statement:  No participation in Virtual Instruction and Learning after (DATE).

**The report card key on PowerSchool (and some other vendor report cards) already defines a standard statement left blank as “Not Assessed”. Do we have to enter “NA” if that explanation is already in the report card key?**

If the report card key already defines “NA”, it is not necessary to put that code in each standard not assessed.

**Could you clarify the difference between “IE” and “NA” for areas, such as specials, that were provided as enrichment, or exempt for families struggling to keep pace with VIL?**

“Insufficient Evidence” should be used for any standard for which **instruction was provided and assignments given for purposes of assessing proficiency,** regardless of content area, but not enough evidence was submitted for proficiency to be determined.

“Not Assessed” (NA) should be used if what was provided through VIL was defined as enrichment or communicated in some way to a families (school-wide or individually) that participation was optional.

**The bridge document for 5K is not mentioned in the grading option document.  Is it required?**

The 5K bridge document is optional for this year.  If you collected sufficient evidence to assess some or all of the standards on the bridge document prior to March 16th, it would be appropriate to assess them.  As for all other grade levels, it will be critical that gaps in instruction are clearly identified so that they can be addressed next year, regardless of how that information is documented.

**What report card changes will be in place for 2020-21?**

CORVID-19 has stalled the work of some curriculum work groups, and the scheduled work sessions have been cancelled. It was our hope to have priority standards, report card modifications, and scoring guides ready for Religion, Art, Music, Physical Education, and World Languages before or early in the 2020-21 school year. Much work has been done, but we will have to put finalization of these content areas on hold until we are safely into the next school year.

**Two changes will be made for next year, with details for your SIS vendors (other than PowerSchool) coming in mid-May:**

* Success Indicators:  These have been written and communicated throughout the last school year and well received by administrators and teachers.  They are published in the [**Teacher’s Guide to Standards-Based Instruction, Assessment, and Grading**](https://schools.archmil.org/CentersofExcellence/DOCsPDFs/Standard-Based-Grading/2019ATeachersGuidetoStandards-BasedAssessmentandGrading.pdf)and[**A Parents’ Guide to Standards-Based Instruction, Assessment, and Grading**](https://schools.archmil.org/CentersofExcellence/DOCsPDFs/Standard-Based-Grading/2019AParentsGuidetoStandards-BasedAssessmentandGradingSpanishVersion.pdf)**.**
* Social Studies: The revised Social Studies Curriculum was finalized and shared with teachers in February. The priority standards for Social Studies will be updated on the report card for next year. There will be a document created for all Social Studies teachers prior to the end of the year to communicate what will appear for each grade and any other information they will need to make the change.

**PowerSchool Grading Option Directions**

The directions for using the grading option codes for reporting the last quarter/trimester of VIL are found at [**PowerSchool Resource: Google Doc**](https://schools.archmil.org/CentersofExcellence/DOCsPDFs/COVID-19/PowerSchoolResource-GoogleDocs.pdf)

**EvaluWise Information for Completing Summative Evaluations**

[**EvaluWise Summative Evaluation Directions - Video**](http://youtu.be/eB71dA0CiGE?hd=1)

Written directions with screen shots:

[**EvaluWise Summative.Signature.Evaluator**](https://schools.archmil.org/CentersofExcellence/DOCsPDFs/EvaluWise/EvaluWiseSummative.Signature.Evaluator.pdf)

[**EvaluWise Summative.Signature.Teacher**](https://schools.archmil.org/CentersofExcellence/DOCsPDFs/EvaluWise/EvaluWiseSummative.Signature.Teacher.pdf)

**How do I document lessons on the Safe Environment Curriculum Verification Report for this year?**

You will document any lessons taught prior to school closing as you have in the past.  For those taught through VIL, see the sample below for reporting format.

Documentation Sample:  4/10/2020 & 4/17/2020: Grade 2 Circle of Grace Lessons   Mrs. Smith

Due to Covid-19: An adapted lesson plan sent via email on 4/3/2020 to parents with return confirmation of lesson taught to be returned by 4/25/2020. Documentation on file.

It is expected that all grades will be able to meet the requirement with the additional electronic resources sent last week, but there will not be a penalty if there is an extraordinary reason it was not met. That would be noted on the verification report in one of the following ways:

* The lesson was canceled and we were unable to provide a lesson to parents prior to July 1st
* Lesson was not sent home or is rescheduled for next year

**Resources:**

# **Growth Mindset Challenge**

# **Building Growth Mindset in the Classroom: Assignments From Carol Dweck**

By [**Sarah D. Sparks**](http://www.edweek.org/ew/contributors/sarah.sparks_3549540.html) on May 28, 2019 3:35 PM

* **Plan and do something "outrageously growth mindset"** such as tackling a challenging project in an area outside their comfort zone.
* **Try to change another student's mindset.** Dweck described activities in which each student around the class said one area they were struggling with; other students often jumped in with both support and suggestions, such as study groups.
* **Write a letter from yourself, 20 years in the future,** identifying the most important thing you have learned. Students, she said, "torture themselves all the time with upward social comparison. There's always going to be someone better than you; so what? You need this set of skills, so do it."

**Parent Resource:**

**Why Can't I Go in My Room? -**[**Register here**](https://cesa6.zoom.us/webinar/register/WN_UeHzNiK7TsqsevadMJljqQ)

**Fri 5/1, 9 AM**

Tips for parents of **middle school** students. 9 weeks in the house together sounds terrifying. Join Ted Neitzke as he shares tips and strategies for maintaining a positive relationship with your middle schooler and how to provide them space with choices. This webinar will explore developmental needs, strategies to disengage from conflict and ways to create structure.  
  
Led by: Ted Neitzke, CEO CESA 6

