



Virtual Instruction and Learning Guidelines – April 2, 2020

We will soon be entering Holy Week, a time to reflect on the challenges of the past few weeks and plan for what appears to be an extended continuation of VIL. I commend all of you for your unwavering commitment to providing both academic and social/emotional support for your students. As we take a deep breath, I invite you to read [What We All Need](#).

We have been responsive and flexible to the changing landscape and realities of isolation for our families and the families we serve. Previous VIL Guidelines have addressed ways in which schools have adapted. I encourage you to review those guidelines.

As we move forward, the reality of extended VIL requires us to consider new questions and challenges.

Q & A

How do we assess/grade students for the remainder of the year?

As we discussed previously, assessment and grading must be strategic. Concerns about authenticity of evidence and assessments that reflect tasks/questions and truly measure proficiency on priority standards are more relevant than ever. We are scaling back on the amount of work students are asked to do at home for very valid reasons, but that means we simply won't have evidence for every standard/course requirement. This is just one dynamic that needs to be considered moving forward.

For those who inquired about the issue of academic integrity, here is a sample used by all teachers at Crofton House School on all assessments: "Academic Integrity means honesty and responsibility in scholarship. My signature below shows my commitment to and obligation that all of my academic work is from my own efforts unaided except where specified. _____ (initial here)"

How will report cards look for the last grading period?

We are currently researching how to communicate learning for the final quarter/trimester of the school year, and will be providing grading options for K-12 schools in the coming weeks that reflect best practice and align with our standards-based instruction, assessment, grading and reporting policies and practices.

The focus for teachers should be on the question of proficiency (Level 2 and 3) rather than an attempt to assign percentages/letter grades. At the high school level, a pass/fail or some other verbiage is something higher education is embracing so a focus on GPA doesn't seem to be necessary or advisable (unless required for AP or IB courses). This is a topic of discussion internationally and best practices are being debated. [A New Normal: Assessment and Distance Learning](#) provides an hour-long discussion by the experts (Guskey, Wormeli, O'Connor, Jung) that is worth watching for all K-12 educators. In addition, [Should We Consider Pass/Fail Grading?](#) is a good resource for high school teachers and administrators.

How do we evaluate teacher effectiveness in both a traditional and VIL school year?

We encourage you to continue engaging with the instruction your teachers are delivering and monitor how assignments are being assessed and feedback is being provided. The Teacher Effectiveness Framework requirements and corresponding policies are being reviewed, but it is still critical that you have accountability for the quality of VIL for all contracted employees. The TEF summative evaluation is based on evidence, and VIL provides that in very tangible ways.

How can we help families establish a routine at home that meets their needs and maximizes learning?

One of the lessons we learned early on is that we can't replicate a school day at home. As educators we know established routines are critical, especially for younger children. I want to thank Chris Gordon, principal at St. Agnes School in Butler, for creating a fillable form to help parents plan a weekly schedule for their family. It has been formatted to allow your school logo to be inserted. [Fillable Schedule for Families](#)

Can teachers read books out loud online?

This topic was covered in the FAQ document, but [Can Teachers Read Books Out Loud Online? Actually, Yes.](#) provides a good overview.

Resources:

[RCL Benzinger Presents a Palm Sunday Celebration for Families](#) is a free resource from RCL Benzinger to help you celebrate Palm Sunday with your family, in your home.

Dr. Joseph White has begun a new video series for **early childhood and lower elementary students** called [The Allelu Show](#). Dr. White has presented at our Educators' Conventions for many years. Currently available are: Elton the Elephant and the Coronavirus, Holy Thursday Edition, and Palm Sunday Edition. The Good Friday Edition will be available soon. Activity sheets are available for download.

[Toolkit for Online Teaching](#)

Student Engagement in Online Learning provides many options for engaging students in a way that provides Level 3 interactions to help assess learning.

[Daily Café](#) is a quality site for video lessons. Some of the activities, especially in math, could be used to introduce new material.

Reading

<https://www.thedailycafe.com/content/reading-home-parents>

Math (Look specifically at the Math Daily 3 link. Content seems to go through grades 5/6.)

<https://www.thedailycafe.com/math-daily-3>