

## Report of LHS Phase II Curriculum Subgroup

### Goals:

- Determine next steps in planning for Face to Face, Hybrid, or Full Remote Return to School Models
- Enable and empower teachers to create content that will improve student learning outcomes (as measured through student growth measures tied to the common assessments) regardless of model, using high-impact teaching practices
- Facilitate teaching practices that ensure high student engagement regardless of model

### Executive Summary:

The LHS Phase II Curriculum Subgroup has committed to the following work for Phase III following an assessment of assets and needs in Phase II.

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*This work assumes a commitment to the 1:1 distribution of Chromebooks and the use of a common platform for content delivery (recommended: Google Classroom and Google Suite for Education) and grading/ attendance (recommended: Aspen). It is the opinion of the subgroup that these must be enacted in order to ensure the effective delivery of curriculum during the AY2021 school year.*

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- Review all prioritized Curriculum Maps and update to include SEL and Digital Literacy;
- Partner with Central Office SEL coordinator to provide PD for faculty and staff on SEL and cultural competency that provides examples of how this material could be included in curriculum maps and enables teachers to develop their own materials through partnerships with Social Workers and other staff
- Ensure that outward facing Curriculum Maps are presented in format that is accessible to all stakeholders;
- Identify needs among staff and students for additional training and support in Digital Literacy, via an in-house survey; and,
- Develop and deliver hands-on PD for faculty and staff (both synchronous and asynchronous) that enables them to deliver high quality and engaging content to students regardless of model (Face to Face, Remote, or Hybrid).

### **Task 1: Curriculum Mapping**

- As Curriculum Maps are dynamic documents, we will update them, following recommendations to teach grade level content with supports and scaffolding as needed, promoting equity and access. [Link to TNTP Acceleration doc](#)
- The following maps will be prioritized:
  - Courses with new standards
    - Science
    - Social Studies
    - World Languages
  - Freshman and sophomore courses
- Curriculum maps will need to include the following
  - 21st-Century skills (see [Appendix B below](#))
  - Digital Literacy Skills
  - Social Emotional Skills (following the plan from the District SEL Return to School Committee and embedded SEL components of new frameworks for some disciplines)
- Curriculum maps will be stored on outward facing department sites so that LPS families can use them to participate in their students' learning.
- Working copies will be stored internally as well.
- Where possible, the focus of curriculum map work will be teacher PLCs, facilitated and overseen by the department chairs. If PLC CPT is not adequate for completing maps -- especially given the demands for PD time in AY2021 -- the department chairs will assume primary responsibility for map creation, with appropriate PLC review.
- During the 2020-2021 AY, the MTSS group will need to plan and deliver PD on UDL and backwards planning

### **Task 2: Identifying and Recommending Best Practices for Purposeful and Flexible Learning**

- Best practices (From Melanie Kitchen [“From Crisis to a Responsive Instructional Approach”](#))
  - Utilize asynchronous learning for recall and procedure
  - Utilize synchronous learning for larger group and small group
  - Utilize Office Hours/ Extra Help for one on one help
  - Record short videos
  - Continue work on providing timely formative feedback

- Utilize appropriate tools
  - Consistent across departments
  - See Appendix A for online tools, but both digital and non digital must be used
- Build capacity from within
  - Utilize recommendations of creating and pushing out content subgroup
  - Create a program for student interns who can help other students and who can themselves become certified in GSuite

### **Task 3: Identifying and Recommending Online and Paper/ Pencil Based Supports**

- Identified four categories of online supports, shown as [Appendix A](#).
- Primary Programs must be used by all teachers in order to support a hybrid teaching or remote teaching model effectively.
  - Google Classroom
  - Google Suite for Education (Docs, Forms, Sheets, and Slides and Chrome browser with related extensions and apps)
  - Aspen
  - Video Conferencing with Zoom (if funded by district) or Google Meet
- Malinda Pires created a SOFTWARE sheet for courses that use software not supported on a chromebook
- We need to keep the capability of leaving certain sites unlocked as what happened during remote learning so that we can decrease the number of help desk tickets.
- A [survey](#) was created to determine staff needs and to plan for PD in these tools.
- Identified non-digital tools
  - Pencils, pens
  - Colored pencils
  - Highlighters
  - Art supplies
  - Textbooks

### **Task 4: Creating a Plan to Create and Push Out Content**

Notes are here: [Phase 2 - Curriculum: Creating and Pushing Out Content](#)

The team identified immediate needs, current capacity and next steps.

- Development of content tied to a commitment to a common platform and availability of Chromebooks
- Immediate content needs
  - SEL -- refer to district subgroup recommendations
  - Digital Literacy for students -- determine what is already being used in-house, created by Malinda Pires and others
  - and require teacher and department chair cross-departmental efforts to develop lessons.
  - Common lessons for all teachers to use to reinforce remote learning skills/digital literacy (DCs)
- Digital Literacy/ PD for staff
  - Results of staff survey (Task 3) regarding tools will help to inform lesson development.
  - Model online lessons/experiences for teachers to “be the students”
  - Discussion of ideas for delivery (one class at a time, all students in same course (multiple periods) together, etc.) (Groups of cross-department groups with common needs - multiple preps, etc.)
  - Need for either time or stipends at the start of the year to support development of lessons.
  - Work with in-house Google classroom “power users” to support staff synchronously
  - Utilize resources from M. Pires and K. Wilkins to support staff in learning asynchronously

### **Task 5: Identifying and Recommending Best Practices in Assessment for LHS**

PD and Methods: [https://docs.google.com/document/d/1-B8kGvUm0yBetJB-9-B3lOXfc7Lg8edo5\\_j6oC8skPw/edit?usp=sharing](https://docs.google.com/document/d/1-B8kGvUm0yBetJB-9-B3lOXfc7Lg8edo5_j6oC8skPw/edit?usp=sharing)

Committee Notes: [Assessment Committee Notes](#)

Phase 3:

Concerns from Phase I

High School:

Will follow guidelines of the District Grading, Assessment and Parent Outreach Subgroup to

- Provide training on the Aspen portal for faculty, staff, students and families
- Encourage the frequent use of Aspen by students and families as a way of monitoring student progress
- Expect teachers to regularly and publicly update grades in the Aspen portal and Aspen Journal as a means of documenting student progress, and to communicate grading timelines to parents

### **Next Steps for Phase 3**

*(Responsible person given in parentheses)*

### Professional Development and Support

- Obtain District, Union and HOS support for Primary Platforms (HOS message)
- Communication to staff, students, families about common platform (HOS)
- Dissemination of survey and analysis of data (HOS; L. Often and M. Pires do data analysis)
- Development of PD plan for teachers (sub-committee, DCs)
  - Focus on primary platforms for content delivery
  - Include a small subset of tools for content delivery and formative and summative assessments
  - Leverage already existing in-house resources from Malinda Pires and Kara Wilkins
  - Keep in mind that faculty PD this year will need to include Cultural Competency and Trauma Aware Instructional Methods
- Develop a service learning and leadership class in which we could base student tech support (Discuss EL model with Stephen Gervais and look at possibly aligning with MCC IDS course for 1 college credit)

### Curriculum Mapping and Development

- Room Management Plan Updates for Hybrid/ Remote Learning Scenarios (DCs with HOS)
- Determine a format for outward facing curriculum maps that is accessible and understandable to all stakeholders (DCs with HOS)
- Make a plan to ensure that all department sites have updated outward facing curriculum maps (DCs with HOS)
- Offer time at start of year (release from duty?) or stipends to teachers to develop lessons that can be used across departments
- Investigate what Malinda Pires has done for digital literacy at FA and for EL, roll out across school (SG follow up with MP)
- Develop a plan to incorporate 21st century skills, digital literacy skills, and SEL into all curriculum
  - Sample lesson here: [Email Etiquette - Lesson Plan](#)
- Plan for distribution of Chromebooks and Digital Supplies
- Be sure that we are aware of what students need to do in each day (limit student overload)
- Emphasize teamwork and leverage PLCs in creation, administration and analysis
  - Focus on a few, high priority evidence based practices to address academic, socio emotional and safety needs of all students
- Review of formative and summative assessments
- Student password management (Libby will reach out to Malinda)
- Manage this during advisory? Content could be placed in a shared Advisory folder, for FA this could be delivered during seminar

**Develop a multi-faceted assessment plan to assess both student learning loss and student emotional needs.**

### Formative Assessment (Shorter, More Procedural)

- Increase use of formative assessments to gauge student learning and participation
- Teachers may use tools such as Google Forms, Quizlet, Kahoot (See Appendix A)

### Summative Assessment

- Move toward project-based assessments (this will need to include PD and discussion around what is a project-based assessment, what other assessments may contribute to one, and how we can effectively create and scaffold such assessments in all disciplines)
- Activities given over the course of one week or multiple weeks may be combined to create a single final product, such as a research paper or presentation (may be done synchronously or asynchronously)
- Tests aligned with state and national standards may be given over Chromebook using Google security features (should be administered during synchronous learning time)
- MCAS Assessment using 1:1 computers

### Diagnostic Assessment

- iReady using 1:1 computers

**Appendix A -- Recommended Online Tools for Teaching and Learning**

<b>Primary Platforms</b>	<b>Supplemental (by department)</b>	<b>Need Unlocked (Websites)</b>	<b>District Subscription ?</b>
Aspen (SIS, primary communication tool with students, families)	See-Saw (some Special Education, some EL)	CNN10	Brain Pop
Google Suite for Education*	<a href="http://Vocabulary.com">Vocabulary.com</a> (some EL)	TedTalks	DeltaMath
Apex --to make up credit (if funded by district)	Flipgrid for Assessment	YouTube	Kami
Zoom (if funded by district)	ListenWise (ENG, SOC and some EL)	Amazon (videos)	Turnitin
Data Studio for progress monitoring--need to work within MOA	EasyIEP (LTA Special Education training covers this for new hires)	Netflix (videos)	Listenwise
	Padlet (all)		Noodletools
	Quizzizz (all)		
	Kahoot (all)		
	GoFormative (formative assessment)		
	Socrative (some EL, some SOC)		
	EdPuzzle (Science, SPED Fundamentals)		
	CommonLit (ELA, SS, Science, Spanish)		
	NoRedInk (Writing/Grammar)		
	NewsELA (some EL, some SOC)		
	New York Times Learning Network (SOC, ENG, SCI)		

	CK12 (Science, Math, SOC)		
	IXL		
	Quizlet (all vocab development)		
	Khan Academy (MATH, ELA, ACT, SAT, some SOC)		
	PBS (SOC)		
	LCE Curriculum (Sp. Ed LEAP/CSA)		
	Language Live! (Sp. Ed. Reading)		
	iCivics (Social Studies)		
	DeltaMath		
	PearDeck		
	Nearpod		
	Prezi		
	Canva		
	<a href="https://www.storyboard.com">Storyboard.com</a>		
	Menti		
	Duolingo (languages)		
	Screencastify or similar.**		
	Weebly (specific teacher and departmental websites)		

\* With the movement to Chromebooks, the ability of students to use MS Office apps to complete projects will be significantly diminished.

\*\* Teachers who used iMovie on Macbooks will need to move to another program for video editing within project-based assessments. This will be determined by the committee during Phase III.



## **Appendix B: LHS 21st-Century Learning Goals**

### **Empathy, Global Perspective, and Civic Engagement**

- Cross-Cultural Awareness and Proficiency
- Personal, Social, and Civic Responsibility in a Multicultural Society
- Understanding of Community and Global Society

### **Critical and Inventive Thinking**

- Critical Reasoning and Problem Solving
- Agility, Adaptability, and Risk-Taking
- Joy, Curiosity, and Imagination
- Motivation and Creativity
- Curating Knowledge

### **Communication and Collaboration**

- Oral and Written Communication
- Effective, Active Listening
- Media Literacy
- Digital Competence and Citizenship
- Evaluation and Interpretation of Data and Information
- Teamwork and Interpersonal Skills

### **Career Preparation and Life Skills**

- Executive and Organizational Skills
- Competency in Learning Standards and Skills
- Vocational Opportunities and Certifications

### **Holistic Awareness**

- Self-Advocacy, perseverance, and resilience
- Wellness
- Connection to the Natural World
- Kindness

## Appendix C: Challenges Arising from Parental Choice for Remote Learning and Scheduling

**Summary:** This appendix discusses the structural implications of beginning the year with options other than a full remote scenario. We strongly believe that the only way to avoid a chaotic beginning of the school year is a full remote start. The intention of the Superintendent to allow student parents/guardians to make a final decision with regard to student participation in a physical return to school presents the high school with unique challenges. At present, parents/guardians have not been given any parameters for making the decision. Thus, scheduling of classes is uncertain at this time. If the year starts with full physical return, the right to opt out of physical return will need to be accompanied by a reallocation of teaching resources and is likely to result in significant restrictions on students' ability to follow the schedule they had selected in the spring of 2020.

A) Scenario 1. Full physical return to the school is chosen for September. Parents are allowed to opt out with no restriction as to timing.

- This requires that teachers be kept in reserve for the maintenance of a separate online program, unless a mechanism is negotiated and put in place for teachers to be responsible for both physically present and remotely present students.
  - We do not currently have the technology or experience to broadcast classes and integrate outside students into the classroom.<sup>1</sup>
    - Even though we will be 1:1 and laptops could be used in the classroom, we do not have adequate sound and audio recording equipment to ensure that in a simul-cast situation remote students would be able to understand what is being said in the classroom and to interact with other students or the teacher in a meaningful way other than through the same sort of interaction that would occur in a full remote classroom, calling into question the ethics of having all students in a physical space conduct themselves as if they were in a remote situation.
  - It is reasonable for teachers and the UTL to conclude that the increased preparation of lessons for two different, simultaneous cohorts of students, one physically present and one remote, would constitute two different preps and would, then, lead to widespread violations of the CBA regarding the number of preps that teachers have.

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<sup>1</sup> We have begun research into live-streaming and audience response systems for simultaneous teaching, starting with the work of William Tarimo at Connecticut College. Given what he and a colleague state in a 2016 paper, we are making our observations here. [W. T. Tarimo and T. J. Hickey, "Fully integrating remote students into a traditional classroom using live-streaming and TeachBack," 2016 IEEE Frontiers in Education Conference (FIE), Erie, PA, USA, 2016, pp. 1-8, doi: 10.1109/FIE.2016.7757746.]

- The same would be true if one cohort was taught in person and the other asynchronously, through, for instance, taped and archived (online) classes. But, again, given the poor quality of laptop generated recordings of classes, it is difficult to conceive of that method providing a high quality instructional experience to remote students without a significant investment in equipment and PD.
- If teachers do not offer both physical and remote versions of the same course/section (whether through simulcast or asynchronous methods), then students who opt out of physical return will *not* be able to take the courses they originally signed up for in the vast majority of cases, especially for eleventh and twelfth grade students who take a large number of elective courses that are offered as singletons or have only two or three sections.
  - This will hinder students' ability to fulfill pathway and program requirements.
  - This might hinder students' ability to take specific courses, e.g. remedial courses, that are needed for graduation.
  - The school or district likely would need to create a waiver form in which parents/guardians acknowledge that their student might encounter these and other issues if they opt them out of physical return.
  - Assuming a separate Virtual Academy (VA) model, guidelines will need to be created about how VA classes will count in graduation requirements and, equally importantly, in pathway and program requirements. The Lyceum and the Culinary program (whether in the pathway or not) present two immediate examples of difficult-to-resolve problems given expected constraints in a full return scenario with open opt-out.
  - We would need to institute guidelines around when a student could *return* to the physical classroom after going into the VA, if we do not create simultaneous physical/virtual teaching. Examples [here](#) and [here](#) indicate that other districts are requiring students who opt out of physical return to remain in a virtual program until the end of a given semester.
- The online program cannot replicate our normal course catalog at the same time that moving teachers into a VA will degrade our ability to offer the courses that we put into our catalog and scheduling grids in AY20.

B) Scenario 2. Hybrid approach. Given the superintendent's statements in the forums this week, we are assuming that the district will not pursue a hybrid approach to a return. If this turns out to be otherwise when the announcement is made next week, we will revisit this section.

C) Scenario 3. Full remote approach. Under this approach there would no longer be a conflict that arises, since all students (except for some EL, SPED, and high-risk student populations) would be remote.

For this reason, it seems to us that the option for parents to unilaterally pull their students out of physical return necessitates, ironically, that the high school begin with full remote or else face potential significant degradation of our offerings.

If we do have a full physical return, then, aside from having to create an advisory notice to parents that their children cannot be guaranteed the same schedule that they requested in the spring, and outlining the terms for the child's returning to school, we also need to determine what material/disciplines will be offered in the VA, who will oversee it, who will staff it, and what the alignment is between the VA's materials (we assume at this point that it will be APEX) and our Commonwealth standards. We also will need to project out the implications for graduation, pathways, and programs that might arise if online offerings do not correlate well with our analog offerings.