

## Learning Expectations in ECSD

In keeping with the direction set by the Minister of Education, the intention of these expectations is to ensure consistency and continuity in program delivery throughout the division. We recognize that many schools have determined mechanisms for instructional delivery; however, it is important that we work towards consistency. **The week of March 30 - April 3 will be dedicated to working towards the adherence to these expectations.** Continued professional learning and supports will be offered to assist teachers in transitioning to remote learning environments.

### Virtual Classrooms

**All online instruction will be done using Microsoft Teams or Google Classrooms. Other platforms, such as SeeSaw or Remind, are not to be used. The exception is D2L for established online courses.**

- Establishing online routines with students will be important. Relationships and routines will continue to be the cornerstone of solid instruction and support; this means that being available to students, every regular-scheduled school day, is critical.
- Every teacher is required to have their Administration as a co-teacher on their Virtual Classroom. In addition, each teacher will designate a colleague as their second co-teacher for their classroom. This assures continuity of learning should a teacher become ill.
- The operational schedule of the school will follow the bell schedule.
- Communication, through email or another means, will continue throughout the work day.
- Supporting students outside of “regular” school hours is not an expectation.

### Daily Structure

- K - 6 school days will include a scheduled “office period” for all teachers, providing opportunity for telephone, video, or online communication between teachers, parents, and students.
  - It is expected that K-6 teachers will have office hours for 50% of their FTE. The remaining time should be dedicated to the development and maintenance of learning resources.
  - Teachers will be available, at this time, to set up live/real-time communication with their individual students, groups of students, and/or parents using a sign-up schedule. Teachers should provide a sample weekly/daily schedule
  - Schools and teachers should coordinate schedules of instruction and office hour availability based on direction from school-based administrators.
  - It is a division expectation that Religion courses continue.
- 7-12: Schools and teachers should coordinate hours of instruction and office hour availability based on direction from school-based administrators, ensuring that schedules allow students to contact a variety of teachers throughout the school day.



- It is expected that 7-12 teachers will have office hours for 50% of their FTE. The remaining time should be dedicated to the development and maintenance of learning resources.
- A recommendation is to adhere to school start and end bell times, with instruction and office hours scheduled within.
- Schools may establish a regular rotation of office hours
- It is a division expectation that Religion courses continue.

## Guidelines for Instruction

Teachers will ensure contact with students on **Monday, March 30** to begin instruction.

**Do not post entire course content.** “Chunking” learner outcomes into manageable assignments/tasks is required.

- Teachers will communicate clear timelines and direction through their virtual classroom; other methods of communication, such as email or telephone *may* be employed. Parents or Guardians can link to their students’ virtual classroom to receive regular updates on assignments and timelines.
- Specialized teachers are asked to work with their administration regarding course expectations. They may, for instance, develop remote instruction for their primary programs of studies, provide support to core instruction, or be assigned to provide direct support for our most vulnerable students.
- Specialized teachers at the 30 level are required to continue instruction through online classrooms as much as is practicable (video demos, theory, etc).
- Expectations will need to vary depending upon the student’s age, access to technology and their home context. At the high school level, students without access to technology should be directed to Alternative Education.
- Teachers are to offer support and instruction, but need to be both understanding and flexible.
- Daily, consistent check-ins are expected. Teachers are expected to set up a process by which they will communicate with students. This process needs to be shared as an instructional plan with your administrator. If a student does not follow this protocol, teachers should follow up and document any communication, including emails or phone calls, in PowerSchool log entries.

## Instruction for K - 6

- Administrators will set expectations for the frequency of assignments and lessons. It is recommended that teachers post twice per week, on Monday and Thursday morning. In the event that there is no school on a Monday, posting would be done on a Tuesday.
- **The directive from AB Education is:**



- **K-3 education** content will focus on language/literacy and mathematics/numeracy outcomes of the provincial curriculum.
  - Teachers will assign an average of five hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
  - In addition to meeting these priorities, ECSD will continue a holistic focus across all curricular areas. As much as is practicable, cross-curricular opportunities as well as content from areas such as health/wellness, music, social studies, and science should be provided.
- **Grades 4-6** education content will continue to focus on language/literacy and mathematics/numeracy outcomes, and there will be opportunity to incorporate science and social studies outcomes through cross-curricular learning.
  - Teachers will assign an average of five hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
  - In addition to meeting these priorities, ECSD will continue a holistic focus across all curricular areas. As much as is practicable, cross-curricular opportunities as well as content from areas such as health/wellness and music.
- Teachers will provide a written overview of what they expect students to complete.
  - This overview should be specific and targeted learning intentions (for example, “I am learning to add double digit numbers” instead of “practice math facts.”)
  - Teachers will provide resources or links that parents can access to support learning.
  - Quick instructional videos may be shared (sourced or recorded by the teacher) for new learning for the student to watch or for the parent to gain instructional confidence.
- Teachers are expected to provide instruction and feedback on a regular basis, keeping in mind not all students will be able to join if the teacher is instructing “live.”
- Recording of lessons will be important to ensure students can access instruction when able to do so. Asynchronous structures will provide support for those with complex availability. That said, it is important to offer opportunities for live interaction as this promotes students’ sense of connection and well-being. Teachers may use a wide range of technological tools, including Teams and FlipGrid, in order to achieve this.

## Instruction for 7 - 12

- **The directive from AB Education is:**
  - **Grades 7-9** education content will focus on core mathematics, language/literacy, science and social studies curriculum outcomes.
    - Teachers will assign an average of 10 hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
    - In addition to meeting these priorities, ECSD will continue a holistic focus across all curricular areas. As much as is practicable, cross-curricular



opportunities as well as content from areas such as health and options, should be included.

- **Grades 10-12** education content will focus on specified and core courses required for high school graduation requirements, including language (English, French, and French Language Arts), social studies, mathematics, biology, chemistry, physics, and science.
  - Content from other courses will be delivered where possible, and accommodations for students unable to complete courses are in place.
  - Teachers will assign an average of 3 hours of work per course per week, and will be expected to work with their students and parents on the delivery of these materials.
- In ECSD, the expectation is that an instructional plan is shared with administrators as to the general pace and flow of instruction.
  - Daily, consistent check-ins are expected.
  - Teachers are expected to provide instruction and feedback on a regular basis, keeping in mind not all students will be able to join if the teacher is instructing “live.”
  - Recording of lessons will be important to ensure students can access instruction when able to do so. Asynchronous structures will provide support for those with complex availability. That said, it is important to offer opportunities for live interaction as this promotes students’ sense of connection and well-being. Teachers may use a wide range of technological tools, including Teams and FlipGrid, in order to achieve this.
  - Teachers will provide instruction / feedback by using tools such as:
    - Microsoft Teams
    - Google Classroom
    - FlipGrid
    - Screencastify
- Teachers may access support for remote learning through [bit.ly/ecsdremotelearning](https://bit.ly/ecsdremotelearning)

## Assessment

- Every student will receive a final grade based entirely on teacher assessment tools. Diploma and provincial achievement tests have been cancelled.
- Every student will receive final grades and will receive a report card, appropriate to their grade level. Teachers will be responsible for assessing a student’s progress and assigning a final grade. School authorities have committed to ensuring parents are consulted and kept informed of how assessment will be determined in this unique circumstance. All students who were on track to progress to the next grade will.
- Where possible, schools will work with high school students to complete their courses to the best of their ability, providing a final mark and awarding credits. If a student is unable to complete a course that would have allowed them to progress to the next grade, principals have the ability to award credits to ensure student progression.
- Teachers should focus on learning and feedback; offer assessments, as required, to gather evidence of learning.



- Based on all evidence collected, the teacher's professional judgement is to be used to determine a final grade for reporting student achievement.
  - Assessments can be shared through a teacher's virtual classroom (e.g. journal response, written assignment, multiple choice questions, etc) but we must be flexible in deadline expectations.
- Teachers should provide feedback for submitted assessments.
- Assessments cannot feasibly be secured. Teachers are asked to consider alternatives for assessment (such as projects, discussions, video/audio submissions, written reflections, and inquiry-based models) to assess student knowledge acquisition. Choice in forms of assessment should be considered and offered.

### **High School Diploma Criteria**

Students on track to receive 100 or more credits will still be eligible to graduate and receive a high school diploma. Principals have the ability to award up to 15 credits to students in Grade 12 whose program has been negatively impacted by class cancellations. For any courses that are started, schools will complete them with the student to the best of their ability, provide a final mark and award credits.

If the student is unable to complete a course that would have led them to achieving a high school diploma, such as a work experience or a career and technology studies course, principals have the ability to award credits to ensure the student graduates.

Clarification around how this will unfold will come from the ministry.

### **Access to Curriculum Consultants**

- Teachers will have access to curriculum consultants to assist teachers in the planning and delivery of their programming.
- Office hours for consultants will be posted to the LSI page: [bit.ly/ecsdremotelearning](http://bit.ly/ecsdremotelearning)

### **Landing page**

- Resources for distance learning, sample lessons, consultant office hours, and professional learning modules will be posted to [bit.ly/ecsdremotelearning](http://bit.ly/ecsdremotelearning).

### **Copyright Concerns**

- Please refer to this tool to determine if the published work may be posted to your online classroom: <http://www.fairdealingdecisiontool.ca/DecisionTool>

