

Shattuck-St. Mary's Distance Learning Plan
Middle School Academics
Spring 2020

Middle School Distance Learning Overview

Moving to distance learning will be a big change for students in the Middle School, but we are committed to making the transition as smooth as possible. There are many ways to both learn and to teach. While we are saddened that we cannot be together on campus right now, we are glad that we will continue to be a part of your child's educational journey. SSM Middle School students will be encouraged to learn in new ways, using new tools that will help prepare them for their studies at the Upper School and beyond. They will continue to have the support of their teachers through daily synchronous office hours. Teachers may also offer opportunities to participate in synchronous lessons and gatherings. Any new content presented during these gatherings will be available in an asynchronous format as well. This experience will stretch us all, but the School is confident that it will also promote growth, learning, and community.

Role of Families

As a parent or guardian of Middle School students, we ask you for the following support:

- Designate a place where your child can participate in virtual class and office hours and work independently on assigned work.
- Monitor PowerSchool updates and be sure to check in with your child daily about the distance learning assignments, activities, and assessments they are working on.
- Ask your child what they are learning in their classes, how the material is being presented, and what types of assignments they are engaging in to demonstrate learning.
- Ask your child about their assignment calendar and support them, as needed, in planning out their work so they are meeting deadlines.
- Encourage your child to attend Zoom office hours to get help with assignments and to connect with their teacher and classmates.
- Remind your child to self-advocate and email their teachers if they have questions or need extra help with an assignment. Our faculty will work to respond within 24 hours.

Middle School Distance Learning Plan

Content and Timing:

- Each student will have a short daily task in each of their core classes to complete as an attendance and engagement check.
- Students should expect to have work to accomplish in each of their classes every day with varying due dates.
- For courses with multiple instructors, teachers will coordinate to ensure students will have comparable learning experiences as students.

- Total time for engagement in learning for each class will vary, including reading, homework, and work towards long term assignments.
- Homework expectations will be similar to what students are used to while learning on campus.

Asynchronous Interactions:

- Assignments, lessons, and materials will be presented in multiple ways and will be posted on Moodle.
- Teachers will design lessons and formative assessments that help students further their understanding of course content. Students should attend teacher's office hours if needed for extra help.
- Certain deadlines may be flexible to accommodate individual student needs. Students should discuss their needs with teachers and advisors.
- Resources needed will not require the use of VPN or streaming/download of files that are excessively large. If access to the internet is limited, either by availability or connection speed, students should contact their teachers and advisor as soon as possible to work out alternative arrangements.
- Teachers will clarify in advance how students should contact them if they need assistance and will strive to respond within 24 hours to all student inquiries on weekdays.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using Moodle, Panopto, or Zoom.
- Teachers will engage in real-time with students in the following ways:
 - **Individual:** Students may request help by making appointments with their teachers or counselors at an agreed upon time.
 - **Scheduled Office Hours:** Students can join daily office hours to ask questions or discuss content and assignments with their teachers and classmates. Teachers will establish office hours that vary in times to allow students in multiple time zones to participate. Students are required to visit each of their teacher's office hours at least once each week. Students who have difficulty participating in posted office hours should reach out to their teacher to schedule a time to meet.
 - **Structured Synchronous Learning:** Teachers may invite students to participate in a real time lesson, activity, or class discussion. An asynchronous option for the content will be provided for students unable to attend a synchronous session.

Assessment and Progress Monitoring:

- Teachers will use a variety of assessments to inform instruction, improve learning, and report on student achievement.
- Teachers will design assessments and create environments that promote making good choices related to issues of academic integrity by using the some or all of the following methods:
 - Including clear expectations and guidelines for use of sources and peer collaboration in the instructions for assignments posted in Moodle;

- Authenticating assessments through student reflection or teacher-student dialogue;
- Creating assessments that allow for student choice and flexibility in how they will demonstrate learning.
- Formative and practice tasks:
 - Students may be asked to complete a variety of assignments that provide a check for understanding. These may include (but are not limited to) discussions, forums, journals, polls, reflections, readings, etc.
 - Teachers will monitor student progress and provide regular feedback.
 - Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
 - In order to stay current and receive timely feedback, it is important for students to meet deadlines for formative assessment. Late work may be penalized.
 - Teachers will actively engage with the student, family, advisor, learning specialist, and Academic Dean to support students who are not producing evidence of learning during a unit of study.
- Summative tasks:
 - Graded summative assessments will be used to measure progress in each class. These may include (but are not limited to) electronic portfolios, electronic or written quizzes/tests, and writing assignments.
 - Graded summative assessments that are performance-based will include a rubric or other form of scoring criteria shared with students as part of assignment in Moodle.
 - Clear instructions on where and how to turn in assignments will be provided to students on the class Moodle page.
 - Special arrangements may be made for specific types of assessments (e.g., oral exams, poster sessions, performance assessments). Students will be informed if they must participate in such an assessment.