

## Role & Expectations of Stakeholders within Remote/Online Learning

Administration	Teacher	Student	Parent
<p>Campus administrators will ensure instruction is being provided by: Scheduling, attending, and planning with campus and district teams. Maintaining meeting records and other evidence of instruction in a Google Campus file.</p>	<p>Communicate and deliver the instructional framework as outlined by the district in a synchronous (live teach from 8:30-4:05 pm) and asynchronous model (post recorded live lesson after 4:05 pm). Begin each class/period on time. Dress appropriately.</p>	<p>Follow the designated schedule as outlined by the campus. Log-in on time. Dress appropriately.</p>	<p>Consider creating a designated learning space for your child to comfortably learn and follow the designated schedule.</p>
<p>Ensuring students and teachers have access to codes for online learning platforms (ensure teachers provide codes to students.)</p>	<p>Prepare lesson plans (in conjunction with your PLCs) instruct using a live technology option (i.e. video conference), and upload onto Google Classroom. Teacher will be required to have their camera on for live instruction. Teachers will add all administrators as co-teachers in google classrooms.</p>	<p>Be ready to learn: Participate in class and review the class material beforehand if needed. Show your face on the screen to engage with the teacher virtually.</p>	<p>Monitor completion of coursework.</p>
<p>Offering opportunities for teachers to access training necessary to facilitate online instruction.</p>	<p>Take daily attendance, grade assignments, and provide timely and effective feedback to student in the Google classroom.</p>	<p>Attend class daily. Turn in assignments on or before the designated due date. Upload assignments to demonstrate</p>	<p>Adhere to YISD attendance and grading policies. Log on to the Home Access Center (HAC) on a consistent basis to monitor your child's progress and attendance.</p>

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		<u>evidence of learning and attendance</u>	
<p>Ensuring that online classrooms have been established and <b>monitor fidelity. Regularly monitor the quality of lesson plans and provide feedback. Conduct regular walkthroughs and observations that include feedback</b> using a research based instructional rubric.</p>	<p>Communicate to parents by providing positive comments and/or express concerns regarding student progress through email, phone and/or Remind Me/Class Dojo.</p>	<p>Take responsibility and advocate for your learning. Reach out for help. Attend office hours as needed.</p>	<p>Maintain communication with your child's teacher through email, phone and/or Remind Me/Class Dojo.</p>
<p>Develop a plan to ensure long-term subs/new hires receive assistance with lesson design and assignment development with creating a Google Classroom for their students.</p>	<p>Utilize office hours to support and assist students with assignments. Assign office days for students if needed. Office hours will be posted on the teachers Google classroom. Office hours will be from 8:00 to 8:30 am for all teachers.</p>	<p>Participate in office hours to assist and support learning. Utilize office hours to ask any questions regarding assignments and/or grades. Attend office hours when assigned by the teacher</p>	<p>Remind your child about the importance of office hours. Monitor to ensure that your child attends scheduled office hours when needed.</p>

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<p>Principals will <b>maintain records of PLC agendas/lesson plans, resource sharing, student participation/attendance records, etc.</b></p> <p>Ensure the <b>unpacking of standards</b> and the <b>analysis of curricular resources</b> to include <b>assessments</b>.</p>	<p><b>Fridays:</b>          1<sup>st</sup>-9 wks - Teachers will <b>attend PLCs</b> to plan, <b>and/or attend professional development</b>. Teachers will be taking <b>attendance</b> for every period <b>asynchronous</b> (completed turned in assignment), <b>EXCEPT</b> for accountability <b>2<sup>nd</sup> period</b> that will be a <b>LIVE check in</b>.</p> <p>2<sup>nd</sup> -9 wks – Teachers will utilize <b>half day (AM)</b> to provide <b>targeted small group student interventions</b>. Teachers will <b>attend PLCs and/or professional development</b> during the second half (PM) of the day.</p>	<p><b>Fridays:</b> <b>Log into</b> the designated <b>Google classroom for attendance</b> purposes <b>and to complete</b> the designated <b>assignment for all classes EXCEPT 2<sup>nd</sup> period</b> that will be a <b>LIVE check in with teacher</b>. <b>Attend student intervention classes when assigned</b>.</p>	<p><b>Fridays:</b> Ensure that your <b>child has logged on</b> to the Google classroom for attendance. Ensure that <b>assigned coursework</b> has been <b>completed and uploaded</b>. Ensure that your child has participated in assigned interventions when needed.</p>
<p>Principal will <b>ensure support staff</b> (interventionist, librarian, instructional technologist, etc...) are scheduled to <b>attend and provide grade level support</b> as appropriate.</p>	<p>Teachers <b>must</b> ensure that all <b>SPED &amp; 504 modifications/accommodations</b> for students are <b>adhered to</b>. Teachers will be <b>attending ARDs, PLCs &amp; SLCs</b> as scheduled.</p>		

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