



Instructional Guidelines and Expectations

Structure of Class Time:

Time Guidelines

Per current guidelines students must receive a minimum of four hours of daily instruction that can be met by a combination of teacher instruction and "time value" of work assigned. This means on a six period day a typical student would need a minimum of 20 hours of instruction per week. 8 hours are provided via synchronous instruction and 12 hours via asynchronous instruction. This amounts to approximately 2 hours of time per class that students should be working outside of the zoom environment in a given week.

Instruction will follow two modalities:

Synchronous Instructional Time

(8 total hours per week for a 6 period student)

Synchronous instruction refers in most basic terms to mean the 80 minutes of per-period instructional time. That 80 minute unit of time can be divided up via a couple of different instructional delivery methods.

1. Direct teacher-led instruction (think 'lecture' or 'teacher demonstration' forms of delivery). We suggest an approximate limit of no more than 30 minutes for this type of delivery. This suggestion is based on teacher and student limits with respect to energy level and screen attention time that will vary greatly for both teachers and students depending on variables that include student age, maturity, grade level, time of day, and familiarity/skill working in this format.
2. This method involves other activities that might include, small group (cooperative) tasks, break out sessions, Q & A, reading, writing, videos, independent practice, etc.

There are no set 'maximums' with respect to either #1, or #2 above. Teachers will need to use their best judgment here with respect to 'how much' time and content students can manage in a synchronous format. This may vary in CTE, Performing Arts and other Lab/Shop classes that are predominately project driven.

Asynchronous Instructional Time

(12 total hours per week for a 6 period student, 2 hours per class)

Asynchronous might be thought of (in the traditional sense) as homework, projects, or any type of additional work that needs to be conducted outside the scheduled 80 minute period. This includes, independent practice, intervention, tutoring, test preparation, essay writing, reading, study time, research, projects, etc. This includes Monday FLEX days and days where students Alpha is not meeting ("off" days per se).



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Sample Instructional Agendas

These will vary greatly by subject area. These are general examples meant to help illustrate time management. They are not required, just two of many possible ways to break up instruction and deliver content.

Example 1

Time	Activity
10 Minutes	Admit from Waiting Room, Welcome, Roll Call
30 Minutes Minimum	Teacher-Led direct instruction
40 Minutes	Various Instructional Activities Examples Below
20 Minutes	Group Break Out Session
10 Minutes	Whole Class Q & A
10 Minutes	Independent Work

Example 2

Time	Activity
10 Minutes	Admit from Waiting Room, Welcome, Roll Call
40 Minutes	Various Instructional Activities Examples Below
20 Minutes	Individual Writing
10 Minutes	Breakout work or Pair Share
10 Minutes	Whole Class Share
30 Minutes Minimum	Synchronous Instructional Time Teacher-Led Direct Instruction



Attendance Taking:

Regular attendance will be taken Tues-Fri for every period on the teachers schedule. Attendance will be documented by either leaving attendance blank to indicate the student was present during the 80 minute period or marking a code, "A", to indicate the student was absent. This is typical negative attendance, so teachers only need to mark "A" if a student was not present. The Monday Flex day will be where teachers document 'Engagement':

Student Engagement:

Monday Flex day is the day teachers will document "engagement". If work was completed, the student was engaged and no mark needs to be made here. If no work was done the student was not engaged and should be marked a U.

The first Monday of the 2020-21 school-year will be the exception to this, as no prior work has been done, so there will be no document of engagement. We are asking ALL students to zoom in on that first Monday to meet their teachers and check in.

Unengaged Students:

Any student who is not engaged for more than three days must be contacted. Teachers should initiate this outreach by email or phone call and if the teacher cannot make contact and re-engage the student then a referral to the counselor should be made for additional outreach.

Monday Flex Day:

Monday is a day for staff to collaborate with peers, post assignments, provide feedback, measure engagement, reach out to students as needed, and create lesson plans for the week ahead. Teachers that wish to conduct some form of live instruction or scheduled intervention for some students on Monday's may do so during their scheduled time.

Office Hours:

Teachers will be available during office hours via zoom. It is suggested that a set meeting room that doesn't change (e.g. the same zoom meeting room ID and password each day/week) be established so students can easily reach teachers. Teachers may assign struggling students to engage during office hours for intervention/additional practice. Please be mindful that some students may receive multiple assigned interventions during office hours from multiple teachers, so communication and flexibility will be key in working through these potential conflicts as they arise.



Communication:

Every effort should be made to return email and phone calls within 48 hours. M-F.
Teachers shall be present and available during working hours.
Teachers shall be available for parent meetings or calls during office hours.
Grades shall be updated at minimum every two weeks.

Canvas Expectations:

Teachers must have a canvas homepage for each subject taught. Assignments for the week ahead should be posted each Monday morning and should include a sequential progression of lessons and instructions so students know what is required of them throughout the week.

Grading Guidelines:

The credit/no credit hold harmless policy established for the school closure in the Spring of 2020 is no longer applicable.

Grading will follow the normal SMJUHS board approved A-F format (e.g. 90-100=A) ([AR 5121](#) & [BP 5121](#))

It is imperative that teachers recognize the unprecedented times we are in. Technical difficulties and hardships in the home will require us to be more patient and flexible with due dates, deadlines, participation and assessments.

It is suggested that teachers minimize the weight of quizzes and assessments as a component of the overall grade.

It is also strongly suggested that teachers work within their subject area PLC's to minimize the scope of content to only the most essential core standards. It is probably unrealistic for most subject areas to expect to cover the same breadth of content as would be done in a normal/traditional environment. Better to provide quality coverage of essential standards than to provide less depth but more quantity.

Individual feedback shall be provided when appropriate or requested and for all grades below a C-. *This might be comments on the document, e-mail, invitation to intervention during office hours to discuss assignments, etc.*

Multiple opportunities to succeed shall be provided.

Due Dates should be flexible and take into account current hardships that many students will encounter at home.