

# Definition Sheet

**Distance Learning:** Instruction in which the student and instructor are in different physical locations.

**Synchronous instruction:** This is *live* daily instruction that occurs virtually via a distance learning platform. The preferred platform is Microsoft Teams.

**Asynchronous instruction:** This is material assigned by the teacher that is expected to be completed by students, but that does not occur at the same place or the same time.

## **Instructional Minutes (Distance Learning)\*:**

Tk-K:	180 minutes per day
1-3:	230 minutes per day
4-12:	240 minutes per day

\*waives the minimum physical education minutes set forth under the Ed. Code.

## **Instructional Minutes Calculation:**

Combination of synchronous (live-instruction), asynchronous (work completed on student's pace), and "time value of assignments as determined, and certified to, by an employee of the LEA who possesses a valid certification document."

## **Components of the Daily Schedule**

### **Scheduled Office Hours/PLCs**

- **"Setting Up for Success" Time:** This is time from 8-9am each morning when all teachers are setting up for a successful school day and week.
  - The first day of the week is for framing assignments (through posting lessons and providing a video for students and families). The remainder of the week includes 2 days of Professional Learning Community (PLC) time and 2 days of Student/Family Connections (Office Hours).
  - **Professional Learning Communities (2 Days a Week):** Time for all educators to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students. This collaborative work expands the emphasis on student learning and leverages individual teacher efficacy into collective teacher efficacy. The process is grounded in a focus on equity of access and opportunity, high expectations for all students, and a commitment to student learning.
    - No less than 50% of the allocated hours for PLC time shall be utilized for grade level/subject area. Teachers shall lead grade level/subject area teams (developing the meeting agendas, determining priorities & topics of discussion, planning and facilitating meetings and aligning grade level/subject area meetings with school site goals/priorities and student learning) and site administration can provide feedback to align with school site goals/priorities.
    - Up to 50% of the allocated for PLC grade level/subject level time may be used for school wide professional learning. (CBA for more detail, as needed)
  - **Student/Family Connections (Office Hours – 2 Days a Week):** This is time allocated for scheduled discussions between teachers and students/parents/guardians. This includes scheduling and participating in parent/guardian meetings, SST/IEP/504 meetings, making phone calls home for students who are not participating and/or who need additional support, connecting with students.
  - **RSP services** can be provided as either a push in or pull out model, depending on IEP, throughout the day. When the IEP allows, RSP services should be provided within the regular instructional blocks as a push in model to maximize learning during our limited instructional time. Secondary schools also will continue to have co-teaching throughout the day to provide services.
  - **All English learners** need both integrated and designated ELD. In Designated ELD students are guaranteed a protected time in small group daily when teachers provide lessons, based on the CA ELD

Standards and content standards that help develop English language proficiency specific to the needs of each EL student. The overall goal of ELD instruction is for students to learn English at the level of a native speaker to be able to learn and have access to content taught in English as well as express content knowledge in English.

## Daily LIVE Classroom Time

**Overview:** This is the live virtual classroom experience. The time for each class period is outlined in the daily schedule.

**LIVE or ‘synchronous’ instruction:** This is live instruction that occurs virtually via a distance learning platform. The teacher has agency to design the virtual classroom experience. Examples include, but are not limited to: lecture, presentations, whole class, small group, etc. This is not meant to imply direct instruction (lecturing) for the entire time period. Students are expected to attend this period on a daily basis.

**Examples include:**

- **Whole Class Instruction:** This is time when all students are learning together. The teacher is conducting live effective grade level standards based high quality and culturally relevant instruction to all students. Integrated ELD occurs within whole class instruction, as do classroom supports and accommodations for Special Education students.
- **Small Group Instruction:** This defines breakout sessions during live instruction to support smaller groups of students in differentiated support. This includes small group peer collaboration/instruction along with other live small group collaboration time. Designated ELD occurs within small group instruction, as do classroom supports and accommodations for Special Education students.

## Class/Asynchronous Assignments

- **Asynchronous instruction:** This is instruction and learning that is assigned by the teacher that is expected to be completed, but that does not occur at the same place or the same time (outside of the time scheduled for LIVE daily instruction). Examples include, but are not limited to:
  - Recorded Presentations, such as slideshows and videos.
  - Discussion Boards
  - Social Media Groups
  - Collaborative Documents

Read Fresno: All students are expected to read a book (challenging text) with student choice for at least 30 minutes a day. For elementary students, this is a required component of their daily reading. For secondary students, ensure reading is part of the on-going assignments and encourage students to select additional reading to explore personal interests/stories.
- **Class Assignments:** Assignments that are given to students during the normal course of your class curriculum.

\*Elementary (TK-K): In addition to the live daily instruction period, students will have a minimum of 85 minutes of learning each day. This can be a combination of asynchronous work and/or course assignments. The teacher determines the time value for each course assignment.

One example is:

After the live instruction period,

- *Kindergarten students would use a combination of drawing, dictating, and writing to retell the beginning, middle and end of the story read during today’s live instruction.*
- *TK students would write their numbers 1 – 20*

\*Elementary (1-6): In addition to the live daily instruction period, students will have a minimum of 45 minutes of learning each day. This can be a combination of asynchronous work and/or course assignments. The teacher determines the time value for each course assignment.

One example is:

After the live instruction period,

- 4<sup>th</sup> grade students would write a short response to today's challenging text and identify the central theme in the text.
- 2<sup>nd</sup> grade students would solve three word problems using subtraction within 100

\*Secondary: In addition to the live daily instruction period, students will have a minimum of 35 minutes of learning each day. This can be a combination of asynchronous work and/or course assignments. The teacher determines the time value for each course assignment.

One example is:

*After the live instruction period, a film teacher assigns students to watch a 10-minute video, on their own time, about the importance of diversity and representation in film. The students' course assignment is to reflect and write on the learning from the class time and the video in a class discussion board. The teacher determines that this assignment should take 35 minutes. Following the assignment, the teacher assesses student work and provides feedback and/or co-creates a rubric with students to create peer to peer evaluation and feedback.*

Assigned work is a component of Tier 1 and Tier 2 instruction, as is the feedback that students receive from their work. Teachers are accessible to their students throughout asynchronous time.

- Independent work → Work assigned by the teacher that students complete on their own
- Peer Collaboration → Students working together on an assigned task
- Differentiated Support → While some students are completing assigned work, teachers may be working with other students, either individually or in small groups, to ensure that all learning needs are met. This includes meeting the needs of English Language Learners and students who receive Special Education supports.

## **Scheduled LIVE Targeted Student Support**

**Overview:** This is time allotted to provide targeted student supports with a whole-child approach (academic and social/emotional). This will be provided at the class level by the teacher and at the school level by the school staff.

### **Teacher Provided Student Support:**

**Targeted Student Support:** This is time allocated for targeted student academic support. The teacher provides students with additional support, if needed. Initiated by the teacher or scheduled ahead of time by students/parents/guardians. This is time intervening on students who, during the live virtual classroom, continue to struggle with the day's Tier 1 instruction and/or asynchronous assignments and who require Tier 2 supports. Teachers will identify and actively reach out to students/parents of those who need additional support.

### **School Staff Provided Student Support:**

**School-wide Targeted Student Supports (MTSS):** This time dedicated for Tier 2 and Tier 3 student supports, beyond the minimum instructional minutes required for all students. Targeted Support Time does not include all students, every day. Rather, this is dedicated time within the schedule where school staff (counselors, school social workers, psychologists, special education support providers, TSAs, administrators, etc.) will organize and provide specific academic and social emotional supports to students.

Multi-Tiered system of support (MTSS) is a comprehensive systemic approach to teaching and learning for both academic and social emotional:

- Tier 1 – Effective, standards-based, high quality and culturally relevant instruction for ALL students.

- Tier 2 – Targeted interventions that SOME students receive in addition to Tier 1 instruction
- Tier 3 – Intensive instruction and intervention, which is designed to serve only a FEW students based on their individual needs.

**\*These supports extend until 3:00pm each day, which included tutorial.**

**Enrichment:** This time is designed to give students the opportunity to try new things and explore and develop interests outside of the classroom. (arts, music, language, coding, dance, young scholars, math, kids invent, etc)

**\*These supports extend until 3:00pm each day.**

## Teacher Planning

**Teacher Planning Time:** This is time for the teacher to use at their discretion to plan the best learning experiences for their students, to review and provide feedback on student work, and other professional responsibilities. Up to 3 Staff Meetings starting at the end of the Targeted Student Support Time (1 hour each) may occur during this time, per quarter.

## Education Code

Ed code 45503 defines daily live interaction as ‘two-way communication between a certificated teacher and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated teacher and their student peers.’

Ed Code 43504(e) states that each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

Ed Code 43409(f) states that, as part of the distance learning plans that must be submitted, districts must describe “how they will measure participation and assess pupil progress through live contacts and synchronous instructional minutes, as well as how the time value of pupil work will be measured.”

Ed Code 43409(f) also states that Districts must outline ‘what additional supports for pupils with unique needs will be provided, including for English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness during the period in which distance learning is provided.’