

Instruction Reopening Plan Draft

Committee: Teresa Petty, Assistant Superintendent for Instruction – Chair, Instructional Leadership Team & Division Leadership Team Representatives - Associate Superintendent for Support Services – Robin Haymore, Director - Brenda Dawson, Director - Todd Sease, Director - Jenny Eaton, Director - Elizabeth Craig, Supervisor - Cedric Hairston, Administrator - Carter Lowry, SPED Coordinator - Liz Hoskins, Elementary Principal – Felita Atkins, Middle School Principal – Emily Reynolds, and High School Principal – Brian Boles, Director of Career & Technical Education – Angela Rigney, PCTC Principal – Jessica Dalton, RAS/STEM Principal – Deborah Powell, Middle School Principal - Julia Boles, VDOE Continuity for Learning Task Force Member & PEA President - Jessica Jones, Teacher Representatives from Elementary School - Jasmine Wilson, Paula Simpson, Jessica Lule, Donna Phillips, Stephanie Abbott, Laura Snead, Beth Searce, Angie Campbell, Middle School - Lauren Bunn, Amity Griffith, Tabatha Brown, and High School - Kelly Merricks, Jennifer Watson, Henry Walker, Neva VanDerHyde & Parent Representative – Amanda Echols

Resources: VDOE’s Recover, Redesign, and Restart, and Virginia Learns Anywhere
http://www.doe.virginia.gov/support/health_medical/covid-19/recover-redesign-restart-2020.pdf

Meetings: The first meeting will be held on Tuesday, July 7, 2020, at 11:00 AM via Google Meet. A subsequent meeting will be scheduled following School Board approval.

Standards of Learning Coverage

- The Instructional Department has identified the specific content that had not been taught and assessed as of Friday, March 13, 2020, via Google Spreadsheets. In addition, high school course syllabi have been submitted to verify that 50% or more of the content was taught. This content was provided to students during the school closure as new material. Students will be assessed with a pretest and posttest to determine mastery of instruction on the new material taught during the school closure. **Students will receive grades on assignments for remote learning in 2020-2021.**
- Learning modules via Google Classroom and Virtual Virginia will align with the existing 2020-2021 school year schedule’s Pacing Guides to address gaps in learning from the school closure and support continuous five-day lesson plans with spiral review.
- The Instructional Department will develop an equitable plan to incorporate the missing content into the curriculum for all students, including specific groups of students: Special Education, ELs, and other vulnerable populations. *(See Return to School Equity Planning – VDOE Recover, Redesign, Restart 2020 pgs. 132-135.)*
- Instructional delivery options include the following: Instructional Packets, Online Instruction, Virtual Courses, Instruction during the Summer (High School & EL Newcomers), Internet Hotspots to Students (various locations in the county), and Continuity of Instruction with New Content During the Closure. Please note that paper copies mirror the instructional content provided online in the Google Classrooms.

State Accreditation / SOL Testing

- The recommendations of the Virginia Accreditation Task Force are now under consideration by state policy makers as they work towards a final determination. At this point in time, VDOE anticipates that strong consideration will be given to waiving accreditation for 2021-2022 based on student data from 2020-2021. Information about a final decision will be forthcoming.
- It should be noted that barring a federal waiver, VDOE expects all divisions to administer SOL assessments in the spring of 2021. This assessment will establish a baseline for growth measures in the 2022-2023 school year accreditation.

SOQ Waivers

- The Instruction Committee will closely follow waivers and policy changes and inform stakeholders.
- A full list of waivers and relief measures can be found on the [Virginia Department of Education's dedicated COVID-19 page](#).

PCS Instructional Units/Learning Modules Guidelines

Below are guidelines to assist in the creation of learning modules with instructional units to support academics during school closures, help address instructional gaps and specific content not taught and assessed by incorporating learning modules into the existing school year schedule, and provide opportunities for instructional intervention/remediation.

The learning module is a tool that provides course materials in a logical, sequential order, guiding students through the content and assessments in the order specified by the teacher. *Teachers can insert PowerPoints, formatted text, files, web links, discussion topics, assignments, tests, quizzes, and other types of assessments to support the instructional units.*

Each **learning module** will comprise six weeks of instructional units. The **instructional units** will correlate with the PCS Pacing Guides and VDOE Curriculum Frameworks and include learning experiences to help students obtain mastery of the Standards of Learning (SOL) and Industry Certification Competencies.

- Use instructional models that contain innovative approaches to teaching and learning including learner-centered, teacher-centered, and hybrid models. Delivery of instruction should align with students' needs and resources. Internet access may not be available for all students or teachers; therefore, lessons should be differentiated.
- Utilize materials, resources, learning management systems (Google Classroom), and communication platforms (Class DoJo, Remind) that are consistent across grade levels and content areas within a school. A recommendation of the VDOE Continuity for Learning Task Force is to utilize existing resources that are familiar to students, teachers, and families.
- Target essential knowledge and skills for grade levels and content areas. Educators must identify what is essential for learning to continue while also ensuring that already existing learning gaps are not expanded.
- Create quality learning opportunities that integrate essential knowledge and Virginia's 5 C skills (critical thinking, creative thinking, communication, collaboration, and citizenship). Educators can deepen learning by focusing on the essential knowledge that students can engage in while at home.
- Provide equitable support for all students and families recognizing that some families do not have access to the same resources and supports.
- **Please utilize the VDOE Virginia Learns Anywhere website link below for additional guidance and support.**

<http://www.doe.virginia.gov/instruction/c4/virginia-learns-anywhere.shtml>

- Educators will earn up to 90 recertification points for completion of the modules.

Recertification Points Guidelines:

- All participating staff will complete the Pittsylvania County Schools Learning Modules Checklist and submit a signed copy to their principals for review of the learning module and approval, earning up to 90 recertification points.
- Base school principals will confer with administrators serving as advisors to a content committee prior to signing to ensure points are accurate (Elementary & Middle School).
- All Pittsylvania County Schools Learning Modules Checklists will be collected by principals and submitted to the level directors for scanning to Dr. Jeff Early for uploading to a Google Folder for documentation of recertification points.
- All participating staff are required to complete an online Google form which will record information necessary for recertification certificates.
- Administrators will maintain a log (date and duration) of meetings, etc., to plan, provide guidance for learning modules, and to review the final products. Level directors will review these logs for verification of recertification points. The Assistant Superintendent for Instruction and Associate Superintendent for Support Services will review the logs of directors, supervisors, and coordinators.
- Recertification certificates will be sent via email at the end of the professional development activity prior to September 1, 2020.

Implementation Guidance:

All teachers will have an opportunity to serve on the module committees.
(Some teachers may choose to work independently or in small groups.)

- The common PCS template will be utilized for all content areas K-8; 9-12 will vary. Adjustments to the template can be made if needed by any content areas as long as the supervising administrator is in agreement.
- All modules should be developed in accordance with the current pacing guides.
- All modules should have identified:
 - SOL
 - Essential Knowledge
 - Schedule / 5-Day Week of Instruction
 - Brief overview for each lesson
 - Resources
 - Differentiation to accommodate special needs
 - Word banks
 - Vocabulary (simplified)
 - Leveled reading selections, etc.

Expectations for Learning Modules' Committee Members:

- Committee members/ individuals will create committee approved or individual modules for every six weeks. Lead teachers and administrative advisors will review initial modules and provide feedback to committee members prior to developing all remaining modules and upon completion. Principals will provide feedback to individuals who work independently.
- Due Dates for Modules (Deadlines will vary for grade spans & individuals.)
 - First six weeks modules are due May 21, 2020.
 - Second, Third and First half of Fourth are due June 30, 2020.
 - Second half of Fourth, Fifth, and Sixth Six Weeks are due July 31, 2020.

Pittsylvania County Schools Learning Modules Checklist

Name _____ Marking Period _____ Week _____

Email Address _____

Content Area _____ Grade Level (s) _____

*Check One: _____ Individual _____ Team

List members of the team _____

Criteria	Yes	No
Does the learning module comprise 6 weeks of instructional units (5 points each weekly unit – 5 days)?		
Does the learning module align with the identified Standards of Learning (SOL) or competencies in the Pacing Guide/Curriculum Framework for the designated marking period?		
Does the learning module target essential knowledge and skills?		
Are the weekly units of instruction logical and sequential within the learning module?		
Are the units of instruction differentiated to meet the needs of all learners?		
Does the learning module include a variety of content and formative assessments? <i>Ex. PowerPoints, formatted text, files, web links, discussion topics, assignments, tests, quizzes, etc.</i>		
Does the learning module utilize existing VDOE and division resources? <i>(Ex. Division adopted textbook materials)</i>		
Does the learning module include authentic learning tasks that integrate essential knowledge and Virginia’s 5 C skills (critical thinking, creative thinking, communication, collaboration, and citizenship)?		
Does the learning module provide equitable support for all students and families recognizing that some families do not have access to the same resources and supports? <i>(Printed materials are available.)</i>		

Friday, May 22, 2020, is a Teacher Workday. This day may also be utilized to develop learning modules.

Teacher’s Signature _____ Date _____ Total Weeks _____

Principals’ Signature _____ Date _____ Total Points _____

*Teachers will receive **up to (not exceeding) 90 points** for recertification under Curriculum Development.*