



# **Mansfield ISD Asynchronous Instructional Learning Plan 2020-2021**

# Types of Learning Environments

## →Definitions

**Synchronous** learning refers to a learning environment in which a group of students are engaging in the learning process at the same time. This is what we refer to as Face to Face

## Instruction

**Asynchronous** learning is used to describe forms of instruction and learning that do not occur in the same place or at the same time. Asynchronous learning allows students to learn on their own schedule (student does not have to be online at the same time as the instructor is teaching the course), within a certain timeframe. Students can access and complete lectures, reading, homework and other learning materials at any time during the course of the day. Asynchronous learning is more flexible than synchronous learning, but it should be noted that asynchronous learning is no less rigorous than synchronous learning. We refer to this type of learning as Virtual instruction.

## →TEA Requirements for **Asynchronous** Model of Instruction

# School Board Attestations for Asynchronous Plan

- Instructional Schedule
- Materials Design
- Student Progress
- Implementation



## Introduction

Mansfield ISD understands that the COVID-19 pandemic has challenged the delivery of education at every level. This has forced us to become more innovative and responsive to the needs of our students. In Mansfield ISD, we realize that the student-teacher relationship is a critical component of the well-being of every child. COVID-19 has forced us to adopt new practices and to recognize the significant role that technology must play in our educational setting. We feel like this is a great opportunity to strengthen both our face to face instruction as well as our Virtual learning environments. We realize students need engagement, voice and choice, and we are committed to meeting those needs regardless of the learning environment setting.

We are entering new territory this fall as we serve a dual purpose of priority: the education of all our students and safeguarding the health and safety of students, staff, families and communities. Over the past several months our Curriculum, Instruction & Accountability, Technology, MISD COVID-19 Task Force, Principals, and many of our staff have collaborated in preparation for the design of instruction. We have also gathered feedback from our staff asking how we are able to support their social and emotional needs along with their professional learning needs as we prepare for the 2020-2021 school year.

This collaborative input allowed us to make modifications and adjustments as a result of reflecting upon what went well and in which areas we could strengthen Virtual instruction when moving ahead into the 2020-2021 school year. We surveyed our families during the summer in order to allow time for them to choose the best option for their family:

- In-Person learning
- MISD Virtual Learning Academy

As always, it is essential that the instruction we provide in MISD is aligned and equitable in meeting the academic and social and emotional needs of all our students. We will continue to meet the challenge of implementing instruction that is collaborative and enables high expectations for all students. We will also use assessment evaluations that allow us to measure student growth in a variety of ways. This will allow us to meet all of our students at their point of need.

In Mansfield ISD our learning priorities will be to ensure the quality of our learning remains constant and consistent and that we make connections and relationships remain a focal point for our students and staff. We realize that by ensuring these items are met, it will ensure a smooth transition regardless of the learning setting.



## Committing to an option for MISD Instructional Design

Mansfield ISD is offering two options as we begin the 2020-2021 school year, our families will have to **commit to choosing one of these options for the First Six Weeks**. This is subject to change if needing to move to Virtual (at home) learning at any point in time during the year due to the impact of COVID-19. We will continue to evaluate the progress of our return to school and will monitor the impact COVID-19 has on our district. This will allow the district to make recommendations for learning for the Second Six Weeks, review what adjustments to the instruction may be needed as we move forward throughout the year.

### **Due to the impact of COVID-19 we are prepared to deliver the following instructional models for the 2020-2021 school year:**

- In-Person Learning
- MISD Virtual Learning Academy

PreK-12<sup>th</sup> grade who are coming to school to receive face to face, in person instruction will report to school and attend classes as normal, accounting for COVID-19 safety measures. Students enrolled in the Virtual Learning Academy may opt to attend In-Person instruction for fine arts, athletics and other performance based courses based on UIL regulations, TEA guidance and MISD health and safety procedures.

Please read the following and review the schedules under the elementary, middle and high school areas in order to see the structure, schedule and expectations for learning in both options.

### **Curriculum, Instruction and Assessment Practices and Assurances:**

- All learning will be provided by highly qualified and appropriately certified MISD teachers.
- There will be a focus on high levels of rigor within instruction, alignment of skills/standards, equitable access to learning, accountability standards concerning attendance, opportunities for feedback and interactions, and aligned grading expectations.
- There will be a focus on specific supports for social and emotional needs of students and staff.
- Students/Families will have the option of changing from either option of face to face or Virtual learning at the end of the six week grading period. If your child becomes ill or needs to be quarantined during this time, you will need to contact your campus for further guidance.



## **Foundational Components Guiding MISD Instructional Design**

As we work together to provide essential and engaging learning experiences for our students (whether In-Person or Virtual) we will rely on the planning and preparation of our MISD staff along with feedback from our teachers, students and families. We will also continue building and assessing our MISD internal structures and using research based practices for curriculum, instruction and assessment.

### **MISD Internal Documents and Texas Education Agency (TEA) Guidelines:**

- Texas Essential Knowledge and Skills (TEKS) – per TEA
- English Language Proficiency Standards (ELPS) – per TEA
- Special Student Populations (SPED, Dyslexia, 504, Gifted and Talented, ESL) – per TEA
- MISD Curriculum and Instruction Documents

### **MISD Plans and Goals Supporting Learning Structures:**

- MISD District Improvement Plan
- MISD Campus Improvement Plans
- MISD Strategic Plan
- MISD Scorecard
- MISD Cadence of Accountability Process
- Campus Professional Learning Communities (PLC) Work

### **MISD Collaboration and Feedback Tools:**

- Technology Devices
- SeeSaw and Canvas
- TEAMS Video Chats
- Microsoft Office365
- Google Education G Suite



## Preparing for Virtual Learning Academy Comparison of Spring 2020 vs. Fall 2020

As a district, we had to transition quickly in Distance Learning for the spring 2020 following spring break. In doing so, we truly applaud the numerous efforts it took in order to make that happen with moving from an In-Person learning format to being fully virtual in a matter of weeks.

As we move into the 2020-2021 school year, it will be important for all staff, students and families to understand how our Spring 2020 Virtual Learning will vary from our Fall 2020 Distance Learning. We will have some similarities in delivery of instruction, but will have greater expectations from the district and state as far as accountability practices, rigor in instruction and attendance tracking. We must move from engagement being the constant to learning being the constant.

<b>Spring 2020 Distance Learning</b>	<b>Fall 2020 Virtual Learning Academy</b>
Not a full day of instruction – limiting screen time.	Full day of instruction – instructional minutes required by TEA to ensure equity and alignment with In-Person learning while allowing flexibility for families.
Pass/Fail for Grading. No Class Rank Implications.	Grades required. Assessment practices in place for progress monitoring and feedback.
Flexibility from state concerning attendance tracking	Daily attendance tracking required. Instructional minutes and monitoring of learner progress required for funding.
Elementary Camp Classes, Secondary Electives not fully required.	All courses required as a part of instructional minutes and TEKS.
Educators work toward competence in using appropriate tools and teaching virtually.	Continued Virtual teacher training. Alignment of virtual resources, tools and assessments to MISD curriculum.
Some TEAMS opportunities and recorded lessons.	TEAMS opportunities and requirements for TEAMS sessions during designated class time. Sessions are recorded for later viewing if needed.
Provided specialized instruction to the best of our ability (IEPs, 504s, EL, Dyslexia, GT, etc.)	Clearly defined instructional structures and training to support specialized instruction (IEPs, 504s, EL, Dyslexia, GT, etc.)



# TEA Instructional Schedule Requirements:

- Teacher interaction
- Teacher availability and office hours
- Students can access instructional support
- Clear means to engage with academic material on a daily basis
- Student IEP's
- Engagement that is equivalent to direct content work that a student would be engaged in over a normal school year



# MISD Instructional Schedule

- ❑ In-Person and Virtual Academy Schedules shared with staff, parents and students.
- ❑ Appropriate minutes per TEA – aligned and equitable to In-Person (approximate times)
- ❑ Office Hours for Teachers - availability each day.
- ❑ Accessing SeeSaw and Canvas and TEAMS Instruction during regularly scheduled period
- ❑ Example of Student Schedule
- ❑ Specialized Student Supports EL, IEP, 504, Dyslexia, GT, MTSS, etc.
- ❑ Canvas Platform used in In-Person and Virtual Academy to access learning

**Elementary: Virtual Learning Academy:**  
**Asynchronous (PreK – 2<sup>nd</sup>) 8:00 AM – 3:30 PM**

The Virtual Learning Academy model gives students the opportunity to access learning online through SeeSaw, our student driven digital portfolio and parent communication system that empowers students to independently document their learning. Technology will be required for your child to use with the learning experiences each day. Students must follow a daily schedule as specific times will be set by the campus in which there will be a mix of live TEAMS lessons, recorded lessons, individual/collaborative work and a variety of assessments for feedback to show evidence of learning.

A full day of teaching and learning will be provided per TEA guidelines. Students must engage with teaching and learning daily (5 days a week) in order to meet attendance requirements. Time management is essential in the Virtual Learning Academy as students will have expectations and tasks to complete each day.

**Example of a Student’s Weekly Schedule**

This schedule will vary in learning times depending on the grade level of your child, but will meet and likely surpass the required 180 minutes of academic learning per TEA. In Mansfield ISD, our current In-Person instruction model has more than 180 minutes of learning each day. We want to ensure we are providing equitable and aligned learning opportunities for all while still understanding the balance we must have for families when learning at home. Students with specialized education services and supports (Special Education, 504 Services, English Language Students, Dyslexia, and Gifted and Talented) will have these services incorporated into their schedule and shared with families. Teachers will help to ensure any plans and accommodations are in place and specific synchronous learning experiences are taking place in order to meet the needs of students and their specific plans for instruction. Each campus will be sharing their learning schedules per grade level with families as we start the school year. The teacher’s weekly schedule will reflect at least the 180 minutes of academic learning time that is required by TEA each day.

Monday	Tuesday	Wednesday	Thursday	Friday
Students should check into each SeeSaw class period each day to see expectations for learning.				
<b>Logging into SeeSaw AM Check-in Announcements</b>	<b>Logging into SeeSaw AM Check-in Announcements</b>	<b>Logging into SeeSaw AM Check-in Announcements</b>	<b>Logging into SeeSaw AM Check-in Announcements</b>	<b>Logging into SeeSaw AM Check-in Announcements</b>
<b>Approximately 290 minutes AM/PM</b>	<b>Approximately 290 minutes AM/PM</b>	<b>Approximately 290 minutes AM/PM</b>	<b>Approximately 290 minutes AM/PM</b>	<b>Approximately 290 minutes AM/PM</b>
<b>Breaks</b>	<b>Breaks</b>	<b>Breaks</b>	<b>Breaks</b>	<b>Breaks</b>
<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>

### End of Day – Approximately 3:30

**Camp Classes (ex: Physical Education, Music, Art)** – There will be lessons posted in SeeSaw with video recordings. They rotate by day mirroring the In-Person schedule. Students may complete during the designated time or on their own.

**Teacher Attendance Tracking and Check In:** During the week, each teacher will be monitoring (along with district support) the required daily attendance and engagement levels of each of our students. The engagement level includes completion of and turning in or assignments as well as participation as a whole. The check-in may include the following: progress monitoring, teacher instruction, teacher interaction with students via phone, email, collaborative work with other students under the teacher's supervision.

### Virtual Learning Academy: Instructional Schedule – 2<sup>nd</sup> Grade Example

MISD strongly believes the best way to ensure fidelity in the delivery of our aligned and calibrated curriculum, and therefor maximize student learning, is through real time instruction between the teacher and your child. If necessary your child can still complete learning outside of the designated times set for the school day. However, they will still have to complete the learning during the same day to be counted present for their engagement. Example: Your child could complete some of the learning from 5-7pm if you need to support them with learning and you aren't able to help them during the school day time period. \*\*\*Again it is vitally be important to have your child working during the set school hours if possible, as these are the times that will be set for live TEAMS sessions and opportunities for them to touch base with the teacher and other students. If your work schedule makes this difficult please follow this [LINK](#) to help connect you with community partners who are standing up centers to monitor student learning in real time.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Meeting</b> 8:00-8:15	With my teacher: SEL Activity				
<b>ELAR/SS</b> 8:15-10:15	With my teacher: Foundational Skills lesson, Reading mini-lesson, guided reading				
	On my own: Independent practice, iRead, iStation				
<b>Brain Break</b> 10:15-10:30	Brain Breaks include free play, games, exercise, listening to music, or dancing. Brain breaks are important so that students have time incorporating movement and free time to explore a variety of interests.				
<b>Math</b> 10:30-12:50*	With my teacher: Numeracy routine, Lesson on skill				
	On my own: Independent practice				
<b>Lunch</b> 10:45-11:45*	***Lunch/Free Time embedded in Math				
<b>CAMP</b> 12:50-1:50	PE	Music	PE	Art	PE
<b>Science</b> 1:50-2:10	With my teacher: Science lesson or lab				
	On my own: Independent practice				
<b>Brain Break</b> 2:10-2:25	Brain Breaks include free play, games, exercise, listening to music, or dancing. Brain breaks are important so that students have time incorporating movement and free time to explore a variety of interests.				
2:25-3:30	On my own: Self-paced work including iStation, completing any unfinished work, and independent reading				
<b>Additional Support</b>	Teachers will arrange individual or small group time throughout the day as needed.				

## Elementary: Virtual Learning Academy: Asynchronous (PreK – 2<sup>nd</sup>) 8:00 AM – 3:30 PM

**Teacher Guided Experiences:** During the week, students will have some required live TEAMS streaming lessons (synchronous) along with video recorded lessons as part of instruction. There will also be feedback provided for the independent learning/assignments throughout the learning experiences.

**Teacher Office Hours:** Each teacher will have specific office hours during the week so students and parents will know when it is best to reach out along with the capability to communicate through emails, phone calls or SeeSaw. (These can be scheduled before school, after school or during conference times during the regular instruction day)

### Instructional Day – Virtual Learning Academy

- Follows MISD calibrated and aligned curriculum within the scope and sequence for each 6 weeks for Grade Level/Content Area.
- Virtual – weekly combination of streaming and recorded whole group and small group instruction (mini-lessons, intervention/enrichment, independent practice, hands on experiences and reflections).

- ❑ SeeSaw is our student driven digital portfolio and parent communication system which is used for accessing learning experiences and assessments allowing for Virtual learning experiences, feedback from teacher as well as collaboration experiences with face to face students and other Virtual students.
- ❑ Online Learning Resources will be used within instruction (Ex: iStation, iRead, iStation, Discovery Education, etc.)
- ❑ Hands on experiences and independent practice will be embedded into instruction. (resources and materials will be distributed to our families as the needs arise within instruction). We realize we will not be able to provide all resources for hands on, however, we are also working to provide the best experience through video connections, video recordings, and digital tasks in areas such as science, art, music and physical fitness.
- ❑ Students served through GT services will continue to be supported through their general education classrooms as well as their pull-out GT class time.
- ❑ Students served through ESL services will continue to be supported according to their proficiency level and accommodations in general education courses. Students at the beginning stages of adding English, who are served through ESL, and receiving newcomer classes will continue to receive services provided by the SL Facilitator through scheduled synchronous virtual participation and engagement.
- ❑ Students will continue to be supported through their IEP/504 Plan. Students who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations and modifications provided by special education and general education staff.
  - Students served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.
  - Students served through Section 504 will continue to receive accommodations and services identified in their Individual Accommodation Plan. Small group therapy and intervention sessions will be scheduled for synchronous virtual participation and engagement.
  - Students in a self-contained special education classroom will follow their schedule, in conjunction with IEP and the student's schedule of service.

**Elementary: Virtual Learning Academy:  
Asynchronous (PreK-2<sup>nd</sup>) 8:00 AM – 3:30 PM**

**Expectations for MISD staff, students and families:**

	Student	Teacher	Parent/Guardian	Administrator
<b>Preparation</b>	<p>Be prepared for learning each day by logging into TEAMS and SeeSaw on device first thing in the morning. Have work and assignments turned in as the work progresses.</p>	<p>Complete all district provided SeeSaw and Virtual Academy Training.</p> <p>Complete all district provided content training.</p> <p>Align written, taught, and tested curriculum using MISD Curriculum.</p> <p>All teachers need to create and post a syllabus using the district template designed for each level.</p> <p>Keep attendance records in Skyward: Student-Teacher interaction, SeeSaw interaction or assignments turned in daily count as student attendance. Reach out to parents if students are not interacting.</p> <p>Incorporate individual student instructional need into instructional plans (IEP, 504, ESL, Dyslexia, GT, etc.)</p>	<p>Access and view <a href="#">MISD Curriculum Map</a> and review what your student will be learning by subject each six weeks. Assist your student with logging into TEAMS for live instruction. Check into SeeSaw to ensure your child is completing their daily assignments and attending TEAMS sessions.</p> <p>Provide a designated place free of distractions for your child's workspace to learn and support your student through content as needed if they have questions or concerns accessing the learning.</p>	<p>Verify the teachers upload appropriate instructional components into SeeSaw. Run daily SeeSaw reports to monitor engagement in learning and follow-up with any teachers who have low student engagement.</p> <p>Check-in weekly with staff on student academic progress, attendance, and student concerns. Also check-in with staff on their specific needs with learning and emotional support.</p>

# Instruction

<p>Attend live TEAMS sessions offered by the teachers.</p> <p>Complete assignments and tasks and submit evidence of learning as required by the teacher.</p> <p>Review teacher feedback on learning.</p>	<p>Teachers will develop and implement lessons that meet the academic requirements of the TEKS and the District curriculum and pacing documents with fidelity.</p> <p>Teachers and administrators will follow the <a href="#">MISD Core Processes</a>.</p> <p>Teachers will align the written, taught, and tested curriculum.</p> <p>Teachers will post learning objectives in TEAMS/LMS. (We will/I will)</p> <p><u>Teachers shall record synchronous whole-group instructional sessions through TEAMS.</u></p> <p>Teachers and administrators shall apply best practices in the online learning and teaching environments including: online etiquette, time management, maintenance of student records, provision of timely feedback, student engagement, proactive and responsive communication, professionalism, collaboration with peers and supervisors, planning of aligned instruction, adaptation of lessons/resources to meet student needs, punctuality, data analysis, implementation of research-based pedagogy, and advancement of technical aptitude.</p> <p>Teacher interaction with students will be predictable (a consistent schedule) and sufficient to support the Virtual learner and advance student outcomes.</p> <p>Assignments will not be posted prior to instruction in such a way that a student could complete course requirements prior to the end of the semester and/or not be required to engage in learning daily and be counted present for attendance daily. Real-time instruction is necessary for student learning, therefore, students must participate in class lessons daily to be counted present in the class. In scenarios where a student has technical difficulties or is absent, students may still be counted present for the day if participation is verified by 11:59pm. Teachers will</p>	<p>Communicate with educator regarding progress or any concerns that might arise in learning.</p>	<p>Ensure district curriculum is being followed to ensure equity for all students. Monitor and assist teachers in calibrating instruction through virtual walk-throughs. In addition to a guaranteed and viable curriculum the most important component to ensure student learning is quality tier one instruction.</p> <p>Administrators will monitor the alignment of the curriculum deployment.</p> <p>The principal will serve as the primary instructional leader of the campus and be responsible for managing the delivery and formative assessment of instruction aligned to the curriculum.</p> <p>Teachers and administrators shall apply best practices in the online learning and teaching environments including: online etiquette, time management, maintenance of student records, provision of timely feedback, student engagement, proactive and responsive communication, professionalism, collaboration with peers and supervisors, planning of aligned instruction, adaptation of lessons/resources to meet student needs, punctuality, data analysis, implementation of research-based pedagogy, and advancement of technical aptitude.</p>
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		<p>monitor assignment submissions, and practice proactive course management strategies such as communicating and/or reminding students of missed/or upcoming deadlines and/or providing a daily checklist of requirements for students to complete to show progression in the curriculum.</p> <p>Teachers will direct students on how to submit assignments through the grade level LMS and/or district email.</p> <p>Teachers and administrators will follow the MISD <a href="#">MISD Local Assessment Calendar</a>.</p> <p>Official grades will be posted in Skyward. Refer parents to Skyward for grade updates. <a href="#">Grading Guidelines - Page 109 of MISD Student Handbook</a></p> <p>Instructional Minutes: Follow the daily schedule using a combination of synchronous and asynchronous instruction as directed by the District. <a href="#">MISD Modes of Instruction 2020-2021</a></p> <p>Assignments shall not require a parent/student to print; students must be able to submit assignments through SeeSaw (PK-2), Canvas (3-12), or District email as directed by the teacher. Students may also copy assignment work to their own paper or a District provided resource such as a consumable workbook as directed by the teacher.</p> <p>Roles &amp; Responsibilities per the <a href="#">MISD Curriculum Management Plan</a> remain the same regardless of learning environment.</p>		
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**Support**

<p>Attend intervention/support TEAMS sessions as directed by your teachers.</p> <p>Reach out to your teacher if you need help or support during their office hours, during TEAMS sessions, via email, or through SeeSaw.</p>	<p>Remind; District email; phone calls; Skyward through Family Access; TEAMS, Canvas (3-12); SeeSaw (PK-2), Online Live Office Hours, and Jabber are approved MISD communication tools.</p> <p>Teacher interaction with students will be predictable (a consistent schedule) and sufficient to support the Virtual learner and advance student outcomes.</p> <p>All accommodations/modifications for students with disabilities or academic needs will be followed including Rtl, 504, SPED, Dyslexia, English Language acquisition, etc. Accommodations/modifications shall be posted in either SuccessEd or recorded on a paper/electronic log as directed by the campus principal.</p> <p>All support services IEP, LPAC, or other instructional support plans in place for requirements as detailed in the Fall 2020 Special Program Reopening website.</p>	<p>Ensure your child is following the class/school schedule for learning activities each day by checking SeeSaw and asking your child about their progress.</p> <p>Access Skyward to verify grades.</p> <p>Contact your child's teachers if you concerns about your child's progress or other questions.</p> <p>Communicate technology needs to the dedicated <a href="#">Student Help Desk</a>.</p>	<p>Ensure classroom structures are supporting learning, student progress is being made in SeeSaw, analyze data reports for campus, ensure growth is being tracked and supports are in place. Ensure correct processes and documentation occurs for areas such as SPED, ESL, 504, Dyslexia and GT.</p> <p>Plan and lead campus meetings, provide training opportunities for teachers, promote and facilitate district level training opportunities.</p>
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## Elementary: Virtual Learning Academy: Asynchronous (3<sup>rd</sup> – 4<sup>th</sup>) 8:00 AM – 3:30 PM

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A full day of teaching and learning will be provided per TEA guidelines. Students must engage with teaching and learning daily (5 days a week) in order to meet attendance requirements. Time management is essential in the Virtual Learning Academy as students will have expectations and tasks to complete each day.

### Example of a Student’s Weekly Schedule

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<b>Logging into Canvas AM Check-in Announcements</b>	<b>Logging into Canvas AM Check-in Announcements</b>	<b>Logging into Canvas AM Check-in Announcements</b>	<b>Logging into Canvas AM Check-in Announcements</b>	<b>Logging into Canvas AM Check-in Announcements</b>
<b>Approximately 340 minutes AM/PM</b>	<b>Approximately 340 minutes AM/PM</b>	<b>Approximately 340 minutes AM/PM</b>	<b>Approximately 340 minutes AM/PM</b>	<b>Approximately 340 minutes AM/PM</b>
<b>Breaks</b>	<b>Breaks</b>	<b>Breaks</b>	<b>Breaks</b>	<b>Breaks</b>
<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>

## End of Day – Approximately 3:30

**Camp Classes (ex: Physical Education, Music, Art)** – There will be lessons posted in Canvas with video recordings. They rotate by day mirroring the In-Person schedule. Students may complete during the designated time or on their own.

**Teacher Attendance Tracking and Check In:** During the week, each teacher will be monitoring (along with district support) the required daily attendance and engagement levels of each of our students. The engagement level includes completion of and turning in or assignments as well as participation as a whole. The check-in may include the following: progress monitoring, teacher instruction, teacher interaction with students via phone, email, collaborative work with other students under the teacher’s supervision.

## Virtual Learning Academy: Instructional Schedule – 3<sup>rd</sup> Grade Example

MISD strongly believes the best way to ensure fidelity in the delivery of our aligned and calibrated curriculum, and therefor maximize student learning, is through real time instruction between the teacher and your child. If necessary your child can still complete learning outside of the designated times set for the school day. However, they will still have to complete the learning during the same day to be counted present for their engagement. Example: Your child could complete some of the learning from 5-7pm if you need to support them with learning and you aren’t able to help them during the school day time period. \*\*\*Again it is vitally be important to have your child working during the set school hours if possible, as these are the times that will be set for live TEAMS sessions and opportunities for them to touch base with the teacher and other students. If your work schedule makes this difficult please follow this [LINK](#) to help connect you with community partners who are standing up centers to monitor student learning in real time.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Meeting</b> 8:00-8:20	With my teacher: SEL Activity				
<b>ELAR</b> 8:20-10:00	With my teacher: Close Reading Skill, Writing Mini-Lesson, Revising/Editing Mini-Lesson, Phonics Mini-Lesson				
	On my own: Independent practice, writing, reading				
<b>Brain Break</b> 10:00-10:20	Brain Breaks include free play, games, exercise, listening to music, or dancing. Brain breaks are important so that students have time incorporating movement and free time to explore a variety of interests.				
<b>Math</b> 10:20-1:00*	With my teacher: Numeracy routine, Lesson on skill				
	On my own: Independent practice				
<b>Lunch</b> 10:45-11:45*	***Lunch/Free Time embedded in Math				
<b>CAMP</b> 1:00-2:00	PE	Music	PE	Art	PE
<b>Science</b>	With my teacher: Science lesson or lab				

<b>2:00-2:30</b>	On my own: Independent practice
<b>Brain Break 2:30-2:45</b>	Brain Breaks include free play, games, exercise, listening to music, or dancing. Brain breaks are important so that students have time incorporating movement and free time to explore a variety of interests.
<b>Social Studies 2:45-3:15</b>	With my teacher: Social Studies lesson or activity
	On my own: Independent practice
<b>3:15-3:30</b>	On my own: Self-paced work including iStation, completing any unfinished work, and independent reading
<b>Additional Support</b>	Teachers will arrange individual or small group time throughout the day as needed.

## **Elementary: Virtual Learning Academy: Asynchronous (3<sup>rd</sup> – 4<sup>th</sup>) 8:00 AM – 3:30 PM**

**Teacher Guided Experiences:** During the week, students will have some required live TEAMS streaming lessons (synchronous) along with video recorded lessons as part of instruction. There will also be feedback provided for the independent learning/assignments throughout the learning experiences.

**Teacher Office Hours:** Each teacher will have specific office hours during the week so students and parents will know when it is best to reach out along with the capability to communicate through emails, phone calls or Canvas. (These can be scheduled before school, after school or during conference times during the regular instruction day)

### **Instructional Day – Virtual Learning Academy**

- Follows MISD calibrated and aligned curriculum within the scope and sequence for each 6 weeks for Grade Level/Content Area.
- Virtual – weekly combination of streaming and recorded whole group and small group instruction (mini-lessons, intervention/enrichment, independent practice, hands on experiences and reflections).
- Canvas is our student driven digital portfolio and parent communication system which is used for accessing learning experiences and assessments allowing for Virtual learning experiences, feedback from teacher as well as collaboration experiences with face to face students and other Virtual students.
- Online Learning Resources will be used within instruction (Ex: iStation, iRead, Education Galaxy, System 44, STEMScopes, etc.)
- Hands on experiences and independent practice will be embedded into instruction. (resources and materials will be distributed to our families as the needs arise within instruction). We realize we will not be able to provide all resources for hands on, however, we are also working to provide the best experience through video connections, video recordings, and digital tasks in areas such as science, art, music and physical fitness.
- Students served through GT services will continue to be supported through their general education classrooms as well as their pull-out GT class time.
- Students served through ESL services will continue to be supported according to their proficiency level and accommodations in general education courses. Students at the beginning

stages of adding English, who are served through ESL, and receiving newcomer classes will continue to receive services provided by the ESL Campus Lead Teacher through scheduled synchronous virtual participation and engagement.

- Students will continue to be supported through their IEP/504 Plan. Students who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations and modifications provided by special education and general education staff.
- Students served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.
- Students served through Section 504 will continue to receive accommodations and services identified in their Individual Accommodation Plan. Small group therapy and intervention sessions will be scheduled for synchronous virtual participation and engagement.
- Students in a self-contained special education classroom will follow their schedule, in conjunction with IEP and the student's schedule of service.

### **Elementary: Virtual Learning Academy: Asynchronous (3<sup>rd</sup> – 4<sup>th</sup>) 8:00 AM – 3:30 PM**

#### **Expectations for MISD staff, students and families:**

	Student	Teacher	Parent/Guardian	Administrator
<b>Preparation</b>	Be prepared for learning each day by logging into TEAMS and Canvas on device first thing in the morning. Have work and assignments turned in as the work progresses.	<p>Complete all district provided Canvas and Virtual Academy Training.</p> <p>Complete all district provided content training.</p> <p>Align written, taught, and tested curriculum using MISD Curriculum.</p> <p>All teachers need to create and post a syllabus using the district template designed for each level.</p> <p>Keep attendance records in Skyward: Student-Teacher interaction, Canvas interaction or assignments turned in daily count as student attendance. Reach out to parents if students are not interacting.</p> <p>Incorporate individual student instructional need into instructional plans (IEP, 504, ESL, Dyslexia, GT, etc.)</p>	<p>Access and view <a href="#">MISD Curriculum Map</a> and review what your student will be learning by subject each six weeks. Assist your student with logging into TEAMS for live instruction. Check into Canvas to ensure your child is completing their daily assignments and attending TEAMS sessions.</p> <p>Provide a designated place free of distractions for your child's workspace to learn and support your student through content as needed if they have questions or concerns accessing the learning.</p>	<p>Verify the teachers upload appropriate instructional components into Canvas. Run daily Canvas reports to monitor engagement in learning and follow-up with any teachers who have low student engagement.</p> <p>Check-in weekly with staff on student academic progress, attendance, and student concerns. Also check-in with staff on their specific needs with learning and emotional support.</p>

# Instruction

<p>Attend live TEAMS sessions offered by the teachers.</p> <p>Complete assignments and tasks and submit evidence of learning as required by the teacher.</p> <p>Review teacher feedback on learning.</p>	<p>Teachers will develop and implement lessons that meet the academic requirements of the TEKS and the District curriculum and pacing documents with fidelity.</p> <p>Teachers and administrators will follow the <a href="#">MISD Core Processes</a>.</p> <p>Teachers will align the written, taught, and tested curriculum.</p> <p>Teachers will post learning objectives in TEAMS/LMS. (We will/I will)</p> <p><u>Teachers shall record synchronous whole-group instructional sessions through TEAMS.</u></p> <p>Teachers and administrators shall apply best practices in the online learning and teaching environments including: online etiquette, time management, maintenance of student records, provision of timely feedback, student engagement, proactive and responsive communication, professionalism, collaboration with peers and supervisors, planning of aligned instruction, adaptation of lessons/resources to meet student needs, punctuality, data analysis, implementation of research-based pedagogy, and advancement of technical aptitude.</p> <p>Teacher interaction with students will be predictable (a consistent schedule) and sufficient to support the Virtual learner and advance student outcomes.</p> <p>Assignments will not be posted prior to instruction in such a way that a student could complete course requirements prior to the end of the semester and/or not be required to engage in learning daily and be counted present for attendance daily. Real-time instruction is necessary for student learning, therefore, students must participate in class lessons daily to be counted present in the class. In scenarios where a student has technical difficulties or is absent, students may still be counted present for the day if participation is verified by 11:59pm. Teachers will</p>	<p>Communicate with educator regarding progress or any concerns that might arise in learning.</p>	<p>Ensure district curriculum is being followed to ensure equity for all students. Monitor and assist teachers in calibrating instruction through virtual walk-throughs. In addition to a guaranteed and viable curriculum the most important component to ensure student learning is quality tier one instruction.</p> <p>Administrators will monitor the alignment of the curriculum deployment.</p> <p>The principal will serve as the primary instructional leader of the campus and be responsible for managing the delivery and formative assessment of instruction aligned to the curriculum.</p> <p>Teachers and administrators shall apply best practices in the online learning and teaching environments including: online etiquette, time management, maintenance of student records, provision of timely feedback, student engagement, proactive and responsive communication, professionalism, collaboration with peers and supervisors, planning of aligned instruction, adaptation of lessons/resources to meet student needs, punctuality, data analysis, implementation of research-based pedagogy, and advancement of technical aptitude.</p>
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	<p>monitor assignment submissions, and practice proactive course management strategies such as communicating and/or reminding students of missed/or upcoming deadlines and/or providing a daily checklist of requirements for students to complete to show progression in the curriculum.</p> <p>Teachers will direct students on how to submit assignments through the grade level LMS and/or district email.</p> <p>Teachers and administrators will follow the MISD <a href="#">MISD Local Assessment Calendar</a>.</p> <p>Official grades will be posted in Skyward. Refer parents to Skyward for grade updates. <a href="#">Grading Guidelines - Page 109 of MISD Student Handbook</a></p> <p>Instructional Minutes: Follow the daily schedule using a combination of synchronous and asynchronous instruction as directed by the District. <a href="#">MISD Modes of Instruction 2020-2021</a></p> <p>Assignments shall not require a parent/student to print; students must be able to submit assignments through Canvas (PK-2), Canvas (3-12), or District email as directed by the teacher. Students may also copy assignment work to their own paper or a District provided resource such as a consumable workbook as directed by the teacher.</p> <p>Roles &amp; Responsibilities per the <a href="#">MISD Curriculum Management Plan</a> remain the same regardless of learning environment.</p>		
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<p style="text-align: center;"><b>Support</b></p>	<p>Attend intervention/support TEAMS sessions as directed by your teachers.</p> <p>Reach out to your teacher if you need help or support during their office hours, during TEAMS sessions, via email, or through Canvas.</p>	<p>Remind; District email; phone calls; Skyward through Family Access; TEAMS, Canvas (3-12); SeeSaw (PK-2), Online Live Office Hours, and Jabber are approved MISD communication tools.</p> <p>Teacher interaction with students will be predictable (a consistent schedule) and sufficient to support the Virtual learner and advance student outcomes.</p> <p>All accommodations/modifications for students with disabilities or academic needs will be followed including Rtl, 504, SPED, Dyslexia, English Language acquisition, etc. Accommodations/modifications shall be posted in either SuccessEd or recorded on a paper/electronic log as directed by the campus principal.</p> <p>All support services IEP, LPAC, or other instructional support plans in place for requirements as detailed in the Fall 2020 Special Program Reopening website.</p>	<p>Ensure your child is following the class/school schedule for learning activities each day by checking Canvas and asking your child about their progress.</p> <p>Access Skyward to verify grades.</p> <p>Contact your child's teachers if you concerns about your child's progress or other questions.</p> <p>Communicate technology needs to the dedicated <a href="#">Student Help Desk</a>.</p>	<p>Ensure classroom structures are supporting learning, student progress is being made in Canvas, analyze data reports for campus, ensure growth is being tracked and supports are in place. Ensure correct processes and documentation occurs for areas such as SPED, ESL, 504, Dyslexia and GT.</p> <p>Plan and lead campus meetings, provide training opportunities for teachers, promote and facilitate district level training opportunities.</p>
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## Intermediate: Virtual Learning Academy: Asynchronous (5<sup>th</sup>-6<sup>th</sup>) 8:30 AM – 4:00 PM

This Virtual learning model gives students the opportunity to access learning online through Canvas, our Learning Management System (LMS) Technology will be required for your child to use with the learning experiences each day. Students must follow a daily schedule as specific times will be set by the campus in which there will be a mix of live TEAMS lessons, recorded lessons, individual /collaborative work and a variety of assessments for feedback to show evidence of learning.

A full day of teaching and learning will be provided per TEA guidelines. Students must engage with teaching and learning daily (5 days a week) in order to meet attendance requirements. Time management is essential in Virtual learning as students will have expectations and tasks to complete each day.

### Example of a Student’s Weekly Schedule

This schedule will vary in learning times depending on the grade level of your child, but will meet and likely surpass the required 180 (5<sup>th</sup> grade) or 240 (6<sup>th</sup> grade) minutes of academic learning per TEA. In Mansfield ISD, our current face to face instruction model has more than 240 minutes of learning each day. We want to ensure we are providing equitable and aligned learning opportunities for all while still understanding the balance we must have for families when learning at home. Students with specialized education services and supports (Special Education, 504 Services, English Language Students, Dyslexia, and Gifted and Talented) will have these services incorporated into their schedule and shared with families. Teachers will help to ensure any plans and accommodations are in place and specific synchronous learning experiences are taking place in order to meet the needs of students and their specific plans for instruction. Each campus will be sharing their learning schedules per grade level with families as we start the school year. The teacher’s weekly schedule will reflect at least the 240 minutes of academic learning time that is required by TEA each day.

Monday	Tuesday	Wednesday	Thursday	Friday
Students should check into each Canvas class period each day to see expectations for learning.				
Logging into Canvas AM Check-in Announcements	Logging into Canvas AM Check-in Announcements	Logging into Canvas AM Check-in Announcements	Logging into Canvas AM Check-in Announcements	Logging into Canvas AM Check-in Announcements
AM - Approximately 145 minutes Break	AM - Approximately 145 minutes Break	AM - Approximately 145 minutes Break	AM - Approximately 145 minutes Break	AM - Approximately 145 minutes Break
Lunch	Lunch	Lunch	Lunch	Lunch
PM – Approximately 195 minutes	PM – Approximately 195 minutes	PM – Approximately 195 minutes	PM – Approximately 195 minutes	PM – Approximately 195 minutes
Break	Break	Break	Break	Break
End of Day – approximately 4:00				

**Electives (ex: Physical Education, Choir, Band, Art) – Each student will have four blocks of time for core classes, one block of time for elective/PE, and one 30- minute WIN time for intervention/extension. The times these are scheduled are flexible based on each campus' schedule.**

**Teacher Attendance Tracking and Check In:** During the week, each teacher will be monitoring (along with district support) the required daily attendance and engagement levels of each of our students. The engagement level includes completion of and turning in or assignments as well as participation as a whole. The check-in may include the following: progress monitoring, teacher instruction, teacher interaction with students via phone, email, collaborative work with other students under the teacher's supervision.

## **Intermediate: Virtual Learning Academy**

### **Asynchronous (5<sup>th</sup>-6<sup>th</sup>) 8:30 AM – 4:00 PM**

**Teacher Guided Experiences:** During the week, students will have some required live TEAMS streaming lessons (synchronous) along with video recorded lessons as part of instruction. There will also be feedback provided for the independent learning/assignments throughout the learning experiences.

**Teacher Office Hours:** Each teacher will have specific office hours during the week so students and parents will know when it is best to reach out along with the capability to communicate through emails, phone calls or Canvas. (These can be scheduled before school, after school or during conference times during the regular instruction day)

## **Instructional Day – Virtual Learning Academy**

- Follows MISD Scope and Sequence for each 6 weeks for Grade Level/Content Area.
- Virtual – weekly combination of streaming and recorded whole group and small group instruction (mini-lessons, intervention/enrichment, independent practice, hands on experiences and reflections) as well as some students with specific needs with receive weekly, hands on activities aligning with the curriculum and their Individualized Education Plan (IEP).
- Canvas is used as a learning management platform for accessing learning experiences and assessments allowing for Virtual learning experiences, feedback from teacher as well as collaboration experiences with face to face students and other Virtual students.
- Online Learning Resources will be used within instruction (Ex: MobyMax, Reading Spot, STEMScopes, Discovery Education, Education Galaxy, etc.)
- Hands on experiences and independent practice will be embedded into instruction. (resources and materials will be distributed to our families as the needs arise within instruction). We realize we will not be able to provide all resources for hands on, however we are also working to provide the best experience through video connections, video recordings, and digital tasks in areas such as science, art, music and physical fitness.
- Students served through GT services will continue to be supported through their content area.
- Students served through ESL services will continue to be supported according to their proficiency level and accommodations in general education courses. Students at the beginning stages of adding English, who are served through ESL, and receiving newcomer classes will continue to receive services provided by the ESL Campus Lead Teacher through scheduled synchronous virtual participation and engagement.
- Students will continue to be supported consistent with their IEP/504 Plan. Students who receive the majority of their services through the general education setting will continue to receive

access to their IEP goals, accommodations and modifications provided by special education and general education staff.

- Students served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.
- Students served through Section 504 will continue to receive accommodations and services identified in their Individual Accommodation Plan. Small group therapy and intervention sessions will be scheduled for synchronous virtual participation and engagement.
- Students in a self-contained special education classroom will follow their schedule, in conjunction with IEP and the student's schedule of service.

## Virtual Learning Academy: Instructional Schedule - 5<sup>th</sup> Grade Example

MISD strongly believes the best way to ensure fidelity in the delivery of our aligned and calibrated curriculum, and therefor maximize student learning, is through real time instruction between the teacher and your child. If necessary your child can still complete learning outside of the designated times set for the school day. However, they will still have to complete the learning during the same day to be counted present for their engagement. Example: Your child could complete some of the learning from 5-7pm if you need to support them with learning and you aren't able to help them during the school day time period. \*\*\*Again it is vitally be important to have your child working during the set school hours if possible, as these are the times that will be set for live TEAMS sessions and opportunities for them to touch base with the teacher and other students. If your work schedule makes this difficult please follow this [LINK](#) to help connect you with community partners who are standing up centers to monitor student learning in real time.

		Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	ELAR 8:30-9:42	With my teacher: Close reading and writing mini-lessons				
		On my own independent practice				
Block 2	Math 9:45-10:54	With my teacher: Numeracy routines and mini-lessons				
		On my own independent practice				
Lunch/Recess	10:54-11:40	Lunch/Free Time (40 min)				
*WIN Time	11:45-12:15	Intervention (Synchronous)			Extension (Asynchronous)	
Block 3	Social Studies 12:18-1:30	With my teacher: Social Studies mini-lessons				
		On my own independent practice				
Block 4	Science 1:33-2:45	With my teacher: Science mini-lessons				
		On my own independent practice				
Block 5	*PE/Electives 2:48-4:00	PE	Elective	PE	Elective	PE
		On my own independent practice				

*\*Each student will have four blocks of time for core classes, one block of time for elective/PE, and one 30- minute WIN time for intervention/extension. The times these are scheduled are flexible based on each campus' schedule.*

## Intermediate: Virtual Learning Academy: Asynchronous (5<sup>th</sup>-6<sup>th</sup>) **8:40 AM – 3:45 PM**

	Student	Teacher	Parent/Guardian	Administrator
<b>Preparation</b>	<p>Be prepared for learning each day by logging into TEAMS and Canvas on device first thing in the morning. Have work and assignments turned in as the work progresses.</p>	<p>Complete all district provided Canvas and Virtual Academy Training.</p> <p>Complete all district provided content training.</p> <p>Align written, taught, and tested curriculum using MISD Curriculum.</p> <p>All teachers need to create and post a syllabus using the district template designed for each level.</p> <p>Keep attendance records in Skyward: Student-Teacher interaction, Canvas interaction or assignments turned in daily count as student attendance. Reach out to parents if students are not interacting.</p> <p>Incorporate individual student instructional need into instructional plans (IEP, 504, ESL, Dyslexia, GT, etc.)</p>	<p>Access and view <a href="#">MISD Curriculum Map</a> and review what your student will be learning by subject each six weeks. Assist your student with logging into TEAMS for live instruction. Check into Canvas to ensure your child is completing their daily assignments and attending TEAMS sessions.</p> <p>Provide a designated place free of distractions for your child's workspace to learn and support your student through content as needed if they have questions or concerns accessing the learning.</p>	<p>Verify the teachers upload appropriate instructional components into Canvas. Run daily Canvas reports to monitor engagement in learning and follow-up with any teachers who have low student engagement.</p> <p>Check-in weekly with staff on student academic progress, attendance, and student concerns. Also check-in with staff on their specific needs with learning and emotional support.</p>

# Instruction

<p>Attend live TEAMS sessions offered by the teachers.</p> <p>Complete assignments and tasks and submit evidence of learning as required by the teacher.</p> <p>Review teacher feedback on learning.</p>	<p>Teachers will develop and implement lessons that meet the academic requirements of the TEKS and the District curriculum and pacing documents with fidelity.</p> <p>Teachers and administrators will follow the <a href="#">MISD Core Processes</a>.</p> <p>Teachers will align the written, taught, and tested curriculum.</p> <p>Teachers will post learning objectives in TEAMS/LMS. (We will/I will)</p> <p><u>Teachers shall record synchronous whole-group instructional sessions through TEAMS.</u></p> <p>Teachers and administrators shall apply best practices in the online learning and teaching environments including: online etiquette, time management, maintenance of student records, provision of timely feedback, student engagement, proactive and responsive communication, professionalism, collaboration with peers and supervisors, planning of aligned instruction, adaptation of lessons/resources to meet student needs, punctuality, data analysis, implementation of research-based pedagogy, and advancement of technical aptitude.</p> <p>Teacher interaction with students will be predictable (a consistent schedule) and sufficient to support the Virtual learner and advance student outcomes.</p> <p>Assignments will not be posted prior to instruction in such a way that a student could complete course requirements prior to the end of the semester and/or not be required to engage in learning daily and be counted present for attendance daily. Real-time instruction is necessary for student learning, therefore, students must participate in class lessons daily to be counted present in the class. In scenarios where a student has technical difficulties or is absent, students may still be counted present for the day if participation is verified by 11:59pm. Teachers will</p>	<p>Communicate with educator regarding progress or any concerns that might arise in learning.</p>	<p>Ensure district curriculum is being followed to ensure equity for all students. Monitor and assist teachers in calibrating instruction through virtual walk-throughs. In addition to a guaranteed and viable curriculum the most important component to ensure student learning is quality tier one instruction.</p> <p>Administrators will monitor the alignment of the curriculum deployment.</p> <p>The principal will serve as the primary instructional leader of the campus and be responsible for managing the delivery and formative assessment of instruction aligned to the curriculum.</p> <p>Teachers and administrators shall apply best practices in the online learning and teaching environments including: online etiquette, time management, maintenance of student records, provision of timely feedback, student engagement, proactive and responsive communication, professionalism, collaboration with peers and supervisors, planning of aligned instruction, adaptation of lessons/resources to meet student needs, punctuality, data analysis, implementation of research-based pedagogy, and advancement of technical aptitude.</p>
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	<p>monitor assignment submissions, and practice proactive course management strategies such as communicating and/or reminding students of missed/or upcoming deadlines and/or providing a daily checklist of requirements for students to complete to show progression in the curriculum.</p> <p>Teachers will direct students on how to submit assignments through the grade level LMS and/or district email.</p> <p>Teachers and administrators will follow the MISD <a href="#">MISD Local Assessment Calendar</a>.</p> <p>Official grades will be posted in Skyward. Refer parents to Skyward for grade updates. <a href="#">Grading Guidelines - Page 109 of MISD Student Handbook</a></p> <p>Instructional Minutes: Follow the daily schedule using a combination of synchronous and asynchronous instruction as directed by the District. <a href="#">MISD Modes of Instruction 2020-2021</a></p> <p>Assignments shall not require a parent/student to print; students must be able to submit assignments through Canvas (PK-2), Canvas (3-12), or District email as directed by the teacher. Students may also copy assignment work to their own paper or a District provided resource such as a consumable workbook as directed by the teacher.</p> <p>Roles &amp; Responsibilities per the <a href="#">MISD Curriculum Management Plan</a> remain the same regardless of learning environment.</p>		
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Support	<p>Attend intervention/support TEAMS sessions as directed by your teachers.</p> <p>Reach out to your teacher if you need help or support during their office hours, during TEAMS sessions, via email, or through Canvas.</p>	<p>Remind; District email; phone calls; Skyward through Family Access; TEAMS, Canvas (3-12); SeeSaw (PK-2), Online Live Office Hours, and Jabber are approved MISD communication tools.</p> <p>Teacher interaction with students will be predictable (a consistent schedule) and sufficient to support the Virtual learner and advance student outcomes.</p> <p>All accommodations/modifications for students with disabilities or academic needs will be followed including Rtl, 504, SPED, Dyslexia, English Language acquisition, etc. Accommodations/modifications shall be posted in either SuccessEd or recorded on a paper/electronic log as directed by the campus principal.</p> <p>All support services IEP, LPAC, or other instructional support plans in place for requirements as detailed in the Fall 2020 Special Program Reopening website.</p>	<p>Ensure your child is following the class/school schedule for learning activities each day by checking Canvas and asking your child about their progress.</p> <p>Access Skyward to verify grades.</p> <p>Contact your child's teachers if you concerns about your child's progress or other questions.</p> <p>Communicate technology needs to the dedicated <a href="#">Student Help Desk</a>.</p>	<p>Ensure classroom structures are supporting learning, student progress is being made in Canvas, analyze data reports for campus, ensure growth is being tracked and supports are in place. Ensure correct processes and documentation occurs for areas such as SPED, ESL, 504, Dyslexia and GT.</p> <p>Plan and lead campus meetings, provide training opportunities for teachers, promote and facilitate district level training opportunities.</p>
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## Middle School: Virtual Learning Academy:

**Asynchronous (7<sup>th</sup>-8<sup>th</sup>) 8:45 AM – 4:15 PM**

This Virtual learning model gives students the opportunity to access learning online through Canvas, our Learning Management System (LMS) Technology will be required for your child to use with the learning experiences each day. Students must follow a daily schedule as specific times will be set by the campus in which there will be a mix of live TEAMS lessons, recorded lessons, individual /collaborative work and a variety of assessments for feedback to show evidence of learning.

A full day of teaching and learning will be provided per TEA guidelines. Students must engage with teaching and learning daily (5 days a week) in order to meet attendance requirements. Time management is essential in Virtual learning as students will have expectations and tasks to complete each day.

### Example of a Student's Weekly Schedule

This schedule will vary in learning times depending on the grade level of your child, but will meet and likely surpass the required 240 minutes of academic learning per TEA. In Mansfield ISD, our current face to face instruction model has more than 240 minutes of learning each day. We want to ensure we are providing equitable and aligned learning opportunities for all while still understanding the balance we must have for families when learning at home. Students with specialized education services and supports (Special Education, 504 Services, English Language Students, Dyslexia, and Gifted and Talented) will have these services incorporated into their schedule and shared with families. Teachers will help to ensure any plans and accommodations are in place and specific synchronous learning experiences are taking place in order to meet the needs of students and their specific plans for instruction. Each campus will be sharing their learning schedules per grade level with families as we start the school year. The teacher's weekly schedule will reflect at least the 240 minutes of academic learning time that is required by TEA each day.

Monday	Tuesday	Wednesday	Thursday	Friday
Students should check into each Canvas class period each day to see expectations for learning.				
Logging into Canvas AM Check-in Announcements	Logging into Canvas AM Check-in Announcements	Logging into Canvas AM Check-in Announcements	Logging into Canvas AM Check-in Announcements	Logging into Canvas AM Check-in Announcements
AM - 1 <sup>st</sup> -3 <sup>rd</sup> Periods Approximately 135 minutes Break	AM - 1 <sup>st</sup> -3 <sup>rd</sup> Periods Approximately 135 minutes Break	AM - 1 <sup>st</sup> -3 <sup>rd</sup> Periods Approximately 135 minutes Break	AM - 1 <sup>st</sup> -3 <sup>rd</sup> Periods Approximately 135 minutes Break	AM - 1 <sup>st</sup> -3 <sup>rd</sup> Periods Approximately 135 minutes Break
Lunch	Lunch	Lunch	Lunch	Lunch
PM - 4 <sup>th</sup> -8 <sup>th</sup> Periods Approximately 225 minutes Breaks	PM - 4 <sup>th</sup> -8 <sup>th</sup> Periods Approximately 225 minutes Breaks	PM - 4 <sup>th</sup> -8 <sup>th</sup> Periods Approximately 225 minutes Breaks	PM - 4 <sup>th</sup> -8 <sup>th</sup> Periods Approximately 225 minutes Breaks	PM - 4 <sup>th</sup> -8 <sup>th</sup> Periods Approximately 225 minutes Breaks

### End of Day – approximately 4:15

**Electives (ex: Physical Education, Athletics, Music, Art)** – There will be lessons posted in Canvas with video recordings, some live TEAMS opportunities, and weekly assignments/activities required for each of our grade levels.

**Teacher Attendance Tracking and Check In:** During the week, each teacher will be monitoring (along with district support) the required daily attendance and engagement levels of each of our students. The engagement level includes completion of and turning in or assignments as well as participation as a whole. The check-in may include the following: progress monitoring, teacher instruction, teacher interaction with students via phone, email, collaborative work with other students under the teacher's supervision.

## Middle School: Virtual Learning Academy: Asynchronous (7<sup>th</sup>-8<sup>th</sup>) 8:45 AM – 4:15 PM

**Teacher Guided Experiences:** During the week, students will have some required live TEAMS streaming lessons (synchronous) along with video recorded lessons as part of instruction. There will also be feedback provided for the independent learning/assignments throughout the learning experiences.

**Teacher Office Hours:** Each teacher will have specific office hours during the week so students and parents will know when it is best to reach out along with the capability to communicate through emails, phone calls or Canvas. (These can be scheduled before school, after school or during conference times during the regular instruction day)

## Instructional Day – Virtual Learning Academy

- Follows MISD Scope and Sequence for each 6 weeks for Grade Level/Content Area.
- Virtual – weekly combination of streaming and recorded whole group and small group instruction (mini-lessons, intervention/enrichment, independent practice, hands on experiences and reflections) as well as some students with specific needs with receive weekly, hands on activities aligning with the curriculum and their Individualized Education Plan (IEP).
- Canvas is used as a learning management platform for accessing learning experiences and assessments allowing for Virtual learning experiences, feedback from teacher as well as collaboration experiences with face to face students and other Virtual students.
- Online Learning Resources will be used within instruction (Ex: StudySync, Big Ideas Read 180, Xello, Moby Max, etc.)
- Hands on experiences and independent practice will be embedded into instruction. (resources and materials will be distributed to our families as the needs arise within instruction). We realize we will not be able to provide all resources for hands on, however we are also working to provide the best experience through video connections, video recordings, and digital tasks in areas such as science, art, music and physical fitness.
- Students served through GT services will continue to be supported through their content area.
- Students served through ESL services will continue to be supported according to their proficiency level and accommodations in general education courses. Students at the beginning stages of adding English, who are served through ESL, and receiving newcomer classes will

continue to receive services provided by the ESL Campus Lead Teacher through scheduled synchronous virtual participation and engagement.

- Students will continue to be supported consistent with their IEP/504 Plan. Students who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations and modifications provided by special education and general education staff.
  - Students served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.
  - Students served through Section 504 will continue to receive accommodations and services identified in their Individual Accommodation Plan. Language Science students will be provided small group therapy and intervention sessions which will be scheduled for the synchronous virtual participation and engagement.
  - Students in a self-contained special education classroom will follow their schedule, in conjunction with IEP and the student's schedule of service.

### Instructional Example of Virtual Instruction 8<sup>th</sup> Grade Example

MISD strongly believes the best way to ensure fidelity in the delivery of our aligned and calibrated curriculum, and therefor maximize student learning, is through real time instruction between the teacher and your child. If necessary your child can still complete learning outside of the designated times set for the school day. However, they will still have to complete the learning during the same day to be counted present for their engagement. Example: Your child could complete some of the learning from 5-7pm if you need to support them with learning and you aren't able to help them during the school day time period. \*\*\*Again it is vitally be important to have your child working during the set school hours if possible, as these are the times that will be set for live TEAMS sessions and opportunities for them to touch base with the teacher and other students. If your work schedule makes this difficult please follow this LINK to help connect you with community partners who are standing up centers to monitor student learning in real time.

	Monday	Tuesday	Wednesday	Thursday	Friday
US History 8:45-9:30	With my teacher: Engagement/Hook, Mini-lesson, Closure				
	On my own: Independent practice/Student collaboration				
Brain Break 9:30-9:40	On my own: Mindful Break				
Athletics 9:40-10:25	Collaborative activities				
Science 10:25-10:45	With my teacher: Online simulation				
	On my own: Independent practice				
Lunch 10:45-11:30	***Lunch/Free Time embedded in Science				
Science 11:30-11:55	With my teacher: Discussion, Mini-lesson, Closure				
	On my own: Independent practice				
AVID 8	With my teacher: AVID strategies, Discussion, Mini-lesson, Closure				

11:55-12:40	On my own: Collaborative activities
Brain Break 12:40-12:45	On my own: Mindful Break
ELAR 12:45-1:30	With my teacher: Discussion, Mini-lesson
	On my own: Independent practice, writing, reading
Brain Break/Advisor 1:30-1:50	On my own: SEL Activity
Art I 1:50-2:35	With my teacher: Tutorial sessions
	On my own: Independent practice/Edgenuity Art I course work
Math 2:35-3:20	With my teacher: Numeracy routine, Lesson on skill, Closure
	On my own: Independent practice
Brain Break 3:20-3:30	On my own: Mindful Break
Spanish I 3:30-4:15	With my teacher: Tutorial sessions
	On my own: Independent practice/Edgenuity Spanish I course work

**Middle School: Virtual Learning Academy:**  
**Asynchronous (7<sup>th</sup>-8<sup>th</sup>) 8:45 AM – 4: 15 PM**

	Student	Teacher	Parent/Guardian	Administrator
<b>Preparation</b>	Be prepared for learning each day by logging into TEAMS and Canvas on device first thing in the morning. Have work and assignments turned in as the work progresses.	<p>Complete all district provided Canvas and Virtual Academy Training.</p> <p>Complete all district provided content training.</p> <p>Align written, taught, and tested curriculum using MISD Curriculum.</p> <p>All teachers need to create and post a syllabus using the district template designed for each level.</p> <p>Keep attendance records in Skyward: Student-Teacher interaction, Canvas interaction or assignments turned in daily count as student attendance. Reach out to parents if students are not interacting.</p> <p>Incorporate individual student instructional need into instructional plans (IEP, 504, ESL, Dyslexia, GT, etc.)</p>	<p>Access and view <a href="#">MISD Curriculum Map</a> and review what your student will be learning by subject each six weeks. Assist your student with logging into TEAMS for live instruction. Check into Canvas to ensure your child is completing their daily assignments and attending TEAMS sessions.</p> <p>Provide a designated place free of distractions for your child's workspace to learn and support your student through content as needed if they have questions or concerns accessing the learning.</p>	<p>Verify the teachers upload appropriate instructional components into Canvas. Run daily Canvas reports to monitor engagement in learning and follow-up with any teachers who have low student engagement.</p> <p>Check-in weekly with staff on student academic progress, attendance, and student concerns. Also check-in with staff on their specific needs with learning and emotional support.</p>

# Instruction

	<p>Attend live TEAMS sessions offered by the teachers.</p> <p>Complete assignments and tasks and submit evidence of learning as required by the teacher.</p> <p>Review teacher feedback on learning.</p>	<p>Teachers will develop and implement lessons that meet the academic requirements of the TEKS and the District curriculum and pacing documents with fidelity.</p> <p>Teachers and administrators will follow the <a href="#">MISD Core Processes</a>.</p> <p>Teachers will align the written, taught, and tested curriculum.</p> <p>Teachers will post learning objectives in TEAMS/LMS. (We will/I will)</p> <p><u>Teachers shall record synchronous whole-group instructional sessions through TEAMS.</u></p> <p>Teachers and administrators shall apply best practices in the online learning and teaching environments including: online etiquette, time management, maintenance of student records, provision of timely feedback, student engagement, proactive and responsive communication, professionalism, collaboration with peers and supervisors, planning of aligned instruction, adaptation of lessons/resources to meet student needs, punctuality, data analysis, implementation of research-based pedagogy, and advancement of technical aptitude.</p> <p>Teacher interaction with students will be predictable (a consistent schedule) and sufficient to support the Virtual learner and advance student outcomes.</p> <p>Assignments will not be posted prior to instruction in such a way that a student could complete course requirements prior to the end of the semester and/or not be required to engage in learning daily and be counted present for attendance daily. Real-time instruction is necessary for student learning, therefore, students must participate in class lessons daily to be counted present in the class. In scenarios where a student has technical difficulties or is absent, students may still be counted present for the day if participation is verified by 11:59pm. Teachers will</p>	<p>Communicate with educator regarding progress or any concerns that might arise in learning.</p>	<p>Ensure district curriculum is being followed to ensure equity for all students. Monitor and assist teachers in calibrating instruction through virtual walk-throughs. In addition to a guaranteed and viable curriculum the most important component to ensure student learning is quality tier one instruction.</p> <p>Administrators will monitor the alignment of the curriculum deployment.</p> <p>The principal will serve as the primary instructional leader of the campus and be responsible for managing the delivery and formative assessment of instruction aligned to the curriculum.</p> <p>Teachers and administrators shall apply best practices in the online learning and teaching environments including: online etiquette, time management, maintenance of student records, provision of timely feedback, student engagement, proactive and responsive communication, professionalism, collaboration with peers and supervisors, planning of aligned instruction, adaptation of lessons/resources to meet student needs, punctuality, data analysis, implementation of research-based pedagogy, and advancement of technical aptitude.</p>
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	<p>monitor assignment submissions, and practice proactive course management strategies such as communicating and/or reminding students of missed/or upcoming deadlines and/or providing a daily checklist of requirements for students to complete to show progression in the curriculum.</p> <p>Teachers will direct students on how to submit assignments through the grade level LMS and/or district email.</p> <p>Teachers and administrators will follow the MISD <a href="#">MISD Local Assessment Calendar</a>.</p> <p>Official grades will be posted in Skyward. Refer parents to Skyward for grade updates. <a href="#">Grading Guidelines - Page 109 of MISD Student Handbook</a></p> <p>Instructional Minutes: Follow the daily schedule using a combination of synchronous and asynchronous instruction as directed by the District. <a href="#">MISD Modes of Instruction 2020-2021</a></p> <p>Assignments shall not require a parent/student to print; students must be able to submit assignments through Canvas (PK-2), Canvas (3-12), or District email as directed by the teacher. Students may also copy assignment work to their own paper or a District provided resource such as a consumable workbook as directed by the teacher.</p> <p>Roles &amp; Responsibilities per the <a href="#">MISD Curriculum Management Plan</a> remain the same regardless of learning environment.</p>		
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Support	<p>Attend intervention/support TEAMS sessions as directed by your teachers.</p> <p>Reach out to your teacher if you need help or support during their office hours, during TEAMS sessions, via email, or through Canvas.</p>	<p>Remind; District email; phone calls; Skyward through Family Access; TEAMS, Canvas (3-12); SeeSaw (PK-2), Online Live Office Hours, and Jabber are approved MISD communication tools.</p> <p>Teacher interaction with students will be predictable (a consistent schedule) and sufficient to support the Virtual learner and advance student outcomes.</p> <p>All accommodations/modifications for students with disabilities or academic needs will be followed including Rtl, 504, SPED, Dyslexia, English Language acquisition, etc. Accommodations/modifications shall be posted in either SuccessEd or recorded on a paper/electronic log as directed by the campus principal.</p> <p>All support services IEP, LPAC, or other instructional support plans in place for requirements as detailed in the Fall 2020 Special Program Reopening website.</p>	<p>Ensure your child is following the class/school schedule for learning activities each day by checking Canvas and asking your child about their progress.</p> <p>Access Skyward to verify grades.</p> <p>Contact your child's teachers if you concerns about your child's progress or other questions.</p> <p>Communicate technology needs to the dedicated <a href="#">Student Help Desk</a>.</p>	<p>Ensure classroom structures are supporting learning, student progress is being made in Canvas, analyze data reports for campus, ensure growth is being tracked and supports are in place. Ensure correct processes and documentation occurs for areas such as SPED, ESL, 504, Dyslexia and GT.</p> <p>Plan and lead campus meetings, provide training opportunities for teachers, promote and facilitate district level training opportunities.</p>
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## High School: Virtual Learning Academy: Asynchronous (9<sup>th</sup>-12<sup>th</sup>) 7:25 AM – 2:55 PM

This Virtual learning model gives students the opportunity to access learning online through Canvas, our Learning Management System (LMS) Technology will be required for your child to use with the learning experiences each day. Students must follow a daily schedule as specific times will be set by the campus in which there will be a mix of live TEAMS lessons, recorded lessons, individual /collaborative work and a variety of assessments for feedback to show evidence of learning.

A full day of teaching and learning will be provided per TEA guidelines. Students must engage with teaching and learning daily (5 days a week) in order to meet attendance requirements. Time management is essential in Virtual learning as students will have expectations and tasks to complete each day.

### Example of a Student’s Weekly Schedule

This schedule will vary in learning times depending on the grade level of your child, but will meet and likely surpass the required 360 minutes of academic learning per TEA. In Mansfield ISD, our current face to face instruction model has more than 360 minutes of learning each day. We want to ensure we are providing equitable and aligned learning opportunities for all while still understanding the balance we must have for families when learning at home. Students with specialized education services and supports (Special Education, 504 Services, English Language Students, Dyslexia, and Gifted and Talented) will have these services incorporated into their schedule and shared with families. Teachers will help to ensure any plans and accommodations are in place and specific synchronous learning experiences are taking place in order to meet the needs of students and their specific plans for instruction. Each campus will be sharing their learning schedules per grade level with families as we start the school year. The teacher’s weekly schedule will reflect at least the 360 minutes of academic learning time that is required by TEA each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Students should check into each Canvas class period each day to see expectations for learning.					
<b>Week 1</b>					
AM – Approximately 180 minutes  Break	A Day 1 <sup>st</sup> Period Break 2 <sup>nd</sup> Period	B Day 5 <sup>th</sup> Period Break 6 <sup>th</sup> Period	A Day 1 <sup>st</sup> Period Break 2 <sup>nd</sup> Period	B Day 5 <sup>th</sup> Period Break 6 <sup>th</sup> Period	A Day 1 <sup>st</sup> Period Break 2 <sup>nd</sup> Period
Lunch					
PM – Approximately 180 Minutes  Break	A Day 3 <sup>rd</sup> Period Break 4 <sup>th</sup> Period	B Day 7 <sup>th</sup> Period Break 8 <sup>th</sup> Period	A Day 3 <sup>rd</sup> Period Break 4 <sup>th</sup> Period	B Day 7 <sup>th</sup> Period Break 8 <sup>th</sup> Period	A Day 3 <sup>rd</sup> Period Break 4 <sup>th</sup> Period
<b>Week 2</b>					

AM – Approximately 180 minutes  Break	<u>B Day</u> 5 <sup>th</sup> Period Break 6 <sup>th</sup> Period	A Day 1 <sup>st</sup> Period Break 2 <sup>nd</sup> Period	<u>B Day</u> 5 <sup>th</sup> Period Break 6 <sup>th</sup> Period	A Day 1 <sup>st</sup> Period Break 2 <sup>nd</sup> Period	<u>B Day</u> 5 <sup>th</sup> Period Break 6 <sup>th</sup> Period
PM – Approximately 180 Minutes  Break	<u>B Day</u> 5 <sup>th</sup> Period Break 6 <sup>th</sup> Period	A Day 1 <sup>st</sup> Period Break 2 <sup>nd</sup> Period	<u>B Day</u> 5 <sup>th</sup> Period Break 6 <sup>th</sup> Period	A Day 1 <sup>st</sup> Period Break 2 <sup>nd</sup> Period	<u>B Day</u> 5 <sup>th</sup> Period Break 6 <sup>th</sup> Period
<b>End of Day – Approximately 2:55 PM</b>					

## High School: Virtual Learning Academy: Asynchronous (9<sup>th</sup>-12<sup>th</sup>) 7:25 AM – 2:55 PM

<p><b>Electives: Ex: Athletics, Choir, Art, Band, etc.)</b> – There will be lessons posted in Canvas with video recordings, TEAMS opportunities, and weekly assignments/activities required for each of our grade levels similar to all of the academic core content classes. Per TEA &amp; UIL guidance students may attend performance based courses in person.</p>
<p><b>Teacher Attendance Tracking and Check In:</b> During the week, each teacher will be monitoring (along with district support) the <u>required daily attendance</u> and <u>engagement levels</u> of each of our students. The engagement level includes completion of and turning in or assignments as well as participation as a whole. The check-in may include the following: progress monitoring, teacher instruction, teacher interaction with students via phone, email, collaborative work with other students under the teacher’s supervision.</p>
<p><b>Teacher Guided Experiences:</b> During the week, students will have some required live TEAMS streaming lessons (synchronous) along with video recorded lessons as part of instruction. There will also be feedback provided for the independent learning/assignments throughout the learning experiences.</p>
<p><b>Teacher Office Hours:</b> Each teacher will have specific office hours during the week so students and parents will know when it is best to reach out along with the capability to communicate through emails, phone calls or Canvas. (These can be scheduled before school, after school or during conference times during the regular instruction day)</p>

### Instructional Day – Virtual Learning Academy

- Follows MISD Scope and Sequence for each 6 weeks for Grade Level/Content Area.
- Virtual – weekly combination of streaming and recorded whole group and small group instruction (mini-lessons, intervention/enrichment, independent practice, hands on experiences and reflections) as well as some students with specific needs with receive weekly, hands on activities aligning with the curriculum and their Individualized Education Plan (IEP).
- Canvas is used as a learning management platform for accessing learning experiences and assessments allowing for Virtual learning experiences, feedback from teacher as well as collaboration experiences with face to face students and other Virtual students.
- Online Learning Resources will be used within instruction (Ex: StudySync, Big Ideas, Think Up Math, Edgenuity, etc.)
- Hands on experiences and independent practice will be embedded into instruction. (resources and materials will be distributed to our families as the needs arise within instruction). We realize we will not be able to provide all resources for hands on, however we are also working to

provide the best experience through video connections, video recordings, and digital tasks in areas such as science, art, music and physical fitness.

- ❑ Students served through GT services will continue to be supported through their content area.
- ❑ Students served through ESL services will continue to be supported according to their proficiency level and accommodations in general education courses. Students at the beginning stages of adding English, who are served through ESL, and receiving newcomer classes will continue to receive services provided by the ESL Campus Lead Teacher through scheduled synchronous virtual participation and engagement.
- ❑ Students will continue to be supported consistent with their IEP/504 Plan. Students who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations and modifications provided by special education and general education staff.
  - Students served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.
  - Students served through Section 504 will continue to receive accommodations and services identified in their Individual Accommodation Plan. Small group therapy and intervention sessions will be scheduled for synchronous virtual participation and engagement.
  - Students in a self-contained special education classroom will follow their schedule, in conjunction with IEP and the student's schedule of service.

### **Instructional Example of Virtual Instruction 9<sup>th</sup> Grade Example**

MISD strongly believes the best way to ensure fidelity in the delivery of our aligned and calibrated curriculum, and therefor maximize student learning, is through real time instruction between the teacher and your child. If necessary your child can still complete learning outside of the designated times set for the school day. However, they will still have to complete the learning during the same day to be counted present for their engagement. Example: Your child could complete some of the learning from 5-7pm if you need to support them with learning and you aren't able to help them during the school day time period. \*\*\*Again it is vitally be important to have your child working during the set school hours if possible, as these are the times that will be set for live TEAMS sessions and opportunities for them to touch base with the teacher and other students. If your work schedule makes this difficult please follow this [LINK](#) to help connect you with community partners who are standing up centers to monitor student learning in real time.

<b>A Day</b>		
Time	Subject	Instruction
7:25 AM – 8:55 AM (Block 1)	English I	Direct Instruction
		Independent Practice, Research, Collaboration
8:55 AM – 9:15 AM	Break	
9:15 AM – 10:45 AM (Block 2)	Algebra I	Direct Instruction
		Independent Practice, Research, Collaboration
10:45 AM – 11:30 AM	Lunch	
	Health	Direct Instruction

11:30 AM – 1:05 PM (Block 3)		Independent Practice, Research, Collaboration
1:05 PM – 1:25 PM	Break	
1:25 PM – 2:55 PM (Block 4)	PE	Direct Instruction
		Independent Practice, Research, Collaboration

<b>B Day</b>		
Time	Subject	Instruction
7:25 AM – 8:55 AM (Block 5)	World Geography	Direct Instruction
		Independent Practice, Research, Collaboration
8:55 AM – 9:15 AM	Break	
9:15 AM – 10:45 AM (Block 6)	Biology I	Direct Instruction
		Independent Practice, Research, Collaboration
10:45 AM – 11:30 AM	Lunch	
11:30 AM – 1:05 PM (Block 7)	BIM	Direct Instruction
		Independent Practice, Research, Collaboration
1:05 PM – 1:25 PM	Break	
1:25 PM – 2:55 PM (Block 8)	Spanish	Direct Instruction
		Independent Practice, Research, Collaboration

## High School: Virtual Learning Academy: Asynchronous (9<sup>th</sup>-12<sup>th</sup>) 7:25 AM – 2:55 PM

	Student	Teacher	Parent/Guardian	Administrator
<b>Preparation</b>	<p>Be prepared for learning each day by logging into TEAMS and Canvas on device first thing in the morning. Have work and assignments turned in as the work progresses.</p>	<p>Complete all district provided Canvas and Virtual Academy Training.</p> <p>Complete all district provided content training.</p> <p>Align written, taught, and tested curriculum using MISD Curriculum.</p> <p>All teachers need to create and post a syllabus using the district template designed for each level.</p> <p>Keep attendance records in Skyward: Student-Teacher interaction, Canvas interaction or assignments turned in daily count as student attendance. Reach out to parents if students are not interacting.</p> <p>Incorporate individual student instructional need into instructional plans (IEP, 504, ESL, Dyslexia, GT, etc.)</p>	<p>Access and view <a href="#">MISD Curriculum Map</a> and review what your student will be learning by subject each six weeks. Assist your student with logging into TEAMS for live instruction. Check into Canvas to ensure your child is completing their daily assignments and attending TEAMS sessions.</p> <p>Provide a designated place free of distractions for your child's workspace to learn and support your student through content as needed if they have questions or concerns accessing the learning.</p>	<p>Verify the teachers upload appropriate instructional components into Canvas. Run daily Canvas reports to monitor engagement in learning and follow-up with any teachers who have low student engagement.</p> <p>Check-in weekly with staff on student academic progress, attendance, and student concerns. Also check-in with staff on their specific needs with learning and emotional support.</p>

Instruction

<p>Attend live TEAMS sessions offered by the teachers.</p> <p>Complete assignments and tasks and submit evidence of learning as required by the teacher.</p> <p>Review teacher feedback on learning.</p>	<p>Teachers will develop and implement lessons that meet the academic requirements of the TEKS and the District curriculum and pacing documents with fidelity.</p> <p>Teachers and administrators will follow the <a href="#">MISD Core Processes</a>.</p> <p>Teachers will align the written, taught, and tested curriculum.</p> <p>Teachers will post learning objectives in TEAMS/LMS. (We will/I will)</p> <p><u>Teachers shall record synchronous whole-group instructional sessions through TEAMS.</u></p> <p>Teachers and administrators shall apply best practices in the online learning and teaching environments including: online etiquette, time management, maintenance of student records, provision of timely feedback, student engagement, proactive and responsive communication, professionalism, collaboration with peers and supervisors, planning of aligned instruction, adaptation of lessons/resources to meet student needs, punctuality, data analysis, implementation of research-based pedagogy, and advancement of technical aptitude.</p> <p>Teacher interaction with students will be predictable (a consistent schedule) and sufficient to support the Virtual learner and advance student outcomes.</p> <p>Assignments will not be posted prior to instruction in such a way that a student could complete course requirements prior to the end of the semester and/or not be required to engage in learning daily and be counted present for attendance daily. Real-time instruction is necessary for student learning, therefore, students must participate in class lessons daily to be counted present in the class. In scenarios where a student has technical difficulties or is absent, students may still be counted present for the day if participation is verified by 11:59pm. Teachers will</p>	<p>Communicate with educator regarding progress or any concerns that might arise in learning.</p>	<p>Ensure district curriculum is being followed to ensure equity for all students. Monitor and assist teachers in calibrating instruction through virtual walk-throughs. In addition to a guaranteed and viable curriculum the most important component to ensure student learning is quality tier one instruction.</p> <p>Administrators will monitor the alignment of the curriculum deployment.</p> <p>The principal will serve as the primary instructional leader of the campus and be responsible for managing the delivery and formative assessment of instruction aligned to the curriculum.</p> <p>Teachers and administrators shall apply best practices in the online learning and teaching environments including: online etiquette, time management, maintenance of student records, provision of timely feedback, student engagement, proactive and responsive communication, professionalism, collaboration with peers and supervisors, planning of aligned instruction, adaptation of lessons/resources to meet student needs, punctuality, data analysis, implementation of research-based pedagogy, and advancement of technical aptitude.</p>
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	<p>monitor assignment submissions, and practice proactive course management strategies such as communicating and/or reminding students of missed/or upcoming deadlines and/or providing a daily checklist of requirements for students to complete to show progression in the curriculum.</p> <p>Teachers will direct students on how to submit assignments through the grade level LMS and/or district email.</p> <p>Teachers and administrators will follow the MISD <a href="#">MISD Local Assessment Calendar</a>.</p> <p>Official grades will be posted in Skyward. Refer parents to Skyward for grade updates. <a href="#">Grading Guidelines - Page 109 of MISD Student Handbook</a></p> <p>Instructional Minutes: Follow the daily schedule using a combination of synchronous and asynchronous instruction as directed by the District. <a href="#">MISD Modes of Instruction 2020-2021</a></p> <p>Assignments shall not require a parent/student to print; students must be able to submit assignments through Canvas (PK-2), Canvas (3-12), or District email as directed by the teacher. Students may also copy assignment work to their own paper or a District provided resource such as a consumable workbook as directed by the teacher.</p> <p>Roles &amp; Responsibilities per the <a href="#">MISD Curriculum Management Plan</a> remain the same regardless of learning environment.</p>		
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Support	<p>Attend intervention/support TEAMS sessions as directed by your teachers.</p> <p>Reach out to your teacher if you need help or support during their office hours, during TEAMS sessions, via email, or through Canvas.</p>	<p>Remind; District email; phone calls; Skyward through Family Access; TEAMS, Canvas (3-12); SeeSaw (PK-2), Online Live Office Hours, and Jabber are approved MISD communication tools.</p> <p>Teacher interaction with students will be predictable (a consistent schedule) and sufficient to support the Virtual learner and advance student outcomes.</p> <p>All accommodations/modifications for students with disabilities or academic needs will be followed including Rtl, 504, SPED, Dyslexia, English Language acquisition, etc. Accommodations/modifications shall be posted in either SuccessEd or recorded on a paper/electronic log as directed by the campus principal.</p> <p>All support services IEP, LPAC, or other instructional support plans in place for requirements as detailed in the Fall 2020 Special Program Reopening website.</p>	<p>Ensure your child is following the class/school schedule for learning activities each day by checking Canvas and asking your child about their progress.</p> <p>Access Skyward to verify grades.</p> <p>Contact your child's teachers if you concerns about your child's progress or other questions.</p> <p>Communicate technology needs to the dedicated <a href="#">Student Help Desk</a>.</p>	<p>Ensure classroom structures are supporting learning, student progress is being made in Canvas, analyze data reports for campus, ensure growth is being tracked and supports are in place. Ensure correct processes and documentation occurs for areas such as SPED, ESL, 504, Dyslexia and GT.</p> <p>Plan and lead campus meetings, provide training opportunities for teachers, promote and facilitate district level training opportunities.</p>
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# Teacher Availability

In addition to the sample schedule provided above, which feature teachers delivering real-time direct instruction according to the students schedule via TEAMS, teachers have also set designated conference/office hours as required by TEA. Below is a sample screenshot of the top of the uniform Syllabus used by each teacher in the district in either SeeSaw or Canvas.

The screenshot shows a web browser window with the URL `mansfieldisd.instructure.com/courses/57377/pages/pre-ap-algebra-1-syllabus`. The page title is "Pre-AP Algebra 1 Syllabus: PAP A". The browser's address bar shows the URL. Below the browser window, the page content is displayed. On the left, there is a navigation sidebar with icons for Home, Announcements, Class Notebook, Modules, Grades, Desmos Graphing Calculator, Assignments, Outcomes, Syllabus, Pages, Quizzes, Files, Conferences, Collaborations, and Settings. The main content area has a header with "2020-2021 Course Syllabus" and a "Published" status. The Mansfield Independent School District logo is prominently displayed, followed by the text "course syllabus". Below this, the section "Pre-AP Algebra 1" is highlighted. The "Course Introduction" section contains the text: "Welcome to Algebra 1! Learners will be introduced to Algebra 1 topics and how they relate to real world situations including: Linear equations, inequalities, and systems, Quadratic and Exponential functions, and key components of the functions." The "Teacher Contact Information" section features a photo of a family (The Dearing Family) and lists the following details: Teacher Name Tommi Dearing, Email `thomasinedearing@msdmail.org`, Subject/Grade Level 8th Grade Pre-AP Algebra 1 Designer, and Conference Period 1:30-2:50 PM (M/W) & 8:45-10:08 (T/R).



# TEA Materials Design: Requirements

- Full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment
- Assessments Monitoring Student Progress
- Instructional materials that support a coherent, logical course sequence reinforces concepts at appropriate times
- Instructional materials consistently reinforce concepts at appropriate times
- Instructional materials include specifically designed resources and/or accommodations and modifications
- Ensure district adopted instructional materials are used during instruction and in the hands of students



# MISD Materials and Design

- MISD Scope and Sequence (Curriculum Map) Documents
- SeeSaw Student Driven Digital Portfolio and Parent Communication System
- Canvas Learning Management System
- Edgenuity Online Curriculum & Learning Solution
- TEAMS Video Chat – Streaming & Recording
- Instructional Material Allotment Purchases – Online Resources, Hands-on Resources, Databases, Textbooks, etc.
- Check out procedures and Distribution – Devices for Instruction (iPads/Laptops) Textbooks, Consumables, Hotspots
- Accessibility Tools



# MISD Scope and Sequence

## High School Example: Algebra 1

In order to help support appropriate pacing and overall lesson design within the district, face to face and Virtual learning will follow the same scope and sequence however, lessons and assessments will vary based on teacher design and student needs

Algebra I <i>Double Blocked</i> Pacing Calendar 2020-2021				
Suggested Dates & Number of days	TEKS	Concepts	Spiral Concepts & Skills (tier 1 interventions, homework, small group stations, warm-up; This is NOT Direct Teach)	
8/12-13	2		Classroom Expectations/Campus Activities/Diagnostic Testing <a href="#">Inspirational Math Tasks to Build a Positive Mathematical Mindset</a>	
<b>Unit 1: Solving Equations and Inequalities in One Variable</b> 11 days (8/14-8/28)				
8/14-8/28	8	A.5A A.5B	Students will: <ul style="list-style-type: none"> <li>• solve linear equations (in one variable) that include               <ul style="list-style-type: none"> <li>○ variables on both sides</li> <li>○ multi-step equations with Distributive Property</li> </ul> </li> <li>• solve linear inequalities (in one variable) that include               <ul style="list-style-type: none"> <li>○ variables on both sides</li> <li>○ multi-step equations with Distributive Property</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• clearing the Fraction</li> <li>• equations including Distributive property with variable on one side</li> <li>• solving Inequalities with multiplication and division.</li> <li>• Distributive property</li> <li>• Graphing solutions on a number line.</li> </ul>
	2	A.12E	Students will solve literal equations	<ul style="list-style-type: none"> <li>• Distributive property</li> <li>• integer operations</li> <li>• fraction operations</li> </ul>
	1		Assessment	
<b>Unit 2: Foundations of Functions and Graphing Linear Functions</b> 18 days (8/31-9/25)				
8/31-9/25	2	A.12A A.12B	Students will: <ul style="list-style-type: none"> <li>• Determine if a relationship is a function from a               <ul style="list-style-type: none"> <li>○ verbal description</li> <li>○ table</li> <li>○ graph</li> <li>○ symbolic representation</li> </ul> </li> <li>• evaluate functions expressed in function notation</li> </ul>	<ul style="list-style-type: none"> <li>• Independent and Dependent variables</li> <li>• evaluating equations</li> </ul>
End of Grading Period 9/18		A.2A	Students will determine the domain and range of linear functions <ul style="list-style-type: none"> <li>• discrete and continuous</li> <li>• represented using inequalities</li> </ul>	<ul style="list-style-type: none"> <li>• Inequalities on a number line</li> <li>• literal equations</li> </ul>

\*Process Standards A.1A-G Daily

TEKS in bold are Readiness Standards

**Algebra I Double Blocked Pacing Calendar 2020-2021**

Suggested Dates & Number of days	TEKS	Concepts	Spiral Concepts & Skills (tier 1 interventions, homework, small group stations, warm-up; This is NOT Direct Teach)
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	12	<b>A.3C</b> <b>A.3D</b> A.3E	Students will <ul style="list-style-type: none"> <li>graph linear functions and inequalities</li> <li>identify the key features including               <ul style="list-style-type: none"> <li>x-intercept, y-intercept, zeros, slope</li> </ul> </li> <li>determine the effects of changes on the linear parent function-transformations of <math>f(x) = x</math>.</li> <li>graph solutions of linear inequalities on a coordinate plane</li> </ul>	<ul style="list-style-type: none"> <li>domain and range</li> <li>identify key features from the graph</li> <li>literal equations</li> </ul>
	2		Assessment (1 test first six weeks; 1 test second six weeks)	

**Unit 3: Writing Linear Functions and Linear Inequalities Cont  
23 days (9/28-10/30)**

9/28-10/30  Student Holidays 10/11 & 10/14  PSAT 10/16	2	A.3A	The student will: <ul style="list-style-type: none"> <li>determine the slope of the line from               <ul style="list-style-type: none"> <li>a table of values</li> <li>a graph</li> <li>two points on the line</li> <li>an equation in various forms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>slope from similar triangles</li> </ul>
	7	<b>A.2C</b> A.2B A.2D A.2H A.12C A.12D	The student will: <ul style="list-style-type: none"> <li>write equations of a linear function and inequalities given               <ul style="list-style-type: none"> <li>table</li> <li>graph</li> <li>verbal description</li> </ul> </li> <li>write linear equations in the forms               <ul style="list-style-type: none"> <li>Point slope</li> <li>slope-intercept</li> <li>standard form</li> </ul> </li> <li>write and solve equations involving direct variation</li> <li>identify terms and write formulas for arithmetic sequences</li> </ul>	<ul style="list-style-type: none"> <li>domain and range</li> <li>identify key features from the graph</li> </ul>

**Algebra I Double Blocked Pacing Calendar 2020-2021**

Suggested Dates & Number of days	TEKS	Concepts	Spiral Concepts & Skills (tier 1 interventions, homework, small group stations, warm-up; This is NOT Direct Teach)
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	3	<b>A.3B</b>	The student will: <ul style="list-style-type: none"> <li>calculate the rate of change from a mathematical or real-world representation               <ul style="list-style-type: none"> <li>tabulary</li> <li>graphically</li> <li>algebraically</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>unit rate</li> <li>functions</li> <li>independent and dependent relationships</li> </ul>
	5	A.2E A.2F) A.2G)	The student will: <ul style="list-style-type: none"> <li>write equations of parallel and perpendicular Lines               <ul style="list-style-type: none"> <li>given a point and parallel to a given line</li> <li>given a point and is perpendicular to a given line</li> <li>parallel or perpendicular to the x- or y- axis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>domain and range</li> <li>identify key features from the graph</li> </ul>
	2	A.4A A.4B A.4C	The student will: <ul style="list-style-type: none"> <li>formulate statistical relationships using scatterplots and lines of fit including               <ul style="list-style-type: none"> <li>Association and Causation</li> <li>Correlation Coefficient</li> <li>Reasonable Fit and Predictions</li> </ul> </li> </ul>	
	1		<b>PSAT Testing - October 14</b>	
	3		Assessment	
11/10	1		<b>CBA #1: Units 1, 2, 3</b>	

**Algebra I Double Blocked Pacing Calendar 2020-2021**

Suggested Dates & Number of days	TEKS	Concepts	Spiral Concepts & Skills (tier 1 interventions, homework, small group stations, warm-up; This is NOT Direct Teach)
<b>Unit 4: Systems of Equations and Inequalities 25 days (11/4-12/11)</b>			
11/4- 12/11  Student Holiday 11/2 & 11/3  Thanksgiving Break 11/23-11/27	19	<p>The student will:</p> <p><b>Systems of Equations and Inequalities</b></p> <ul style="list-style-type: none"> <li>• write systems of linear equations given a                             <ul style="list-style-type: none"> <li>○ table of values</li> <li>○ graph</li> <li>○ verbal description</li> </ul> </li> <li>• graph systems of linear equations</li> <li>• graph systems of linear inequalities (students may be asked to determine if the coordinates of a point satisfy the system of inequalities.)</li> <li>• solve systems of linear equations using                             <ul style="list-style-type: none"> <li>○ graphing</li> <li>○ substitution</li> <li>○ elimination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• solving Equations and Inequalities</li> <li>• solutions</li> <li>• slope</li> <li>• domain, range, x-intercept, y-intercept, slope, rate of change</li> </ul>
	2	Assessment	
<b>12/14-12/17</b>	<b>2</b>	<b>Semester Review and Exams</b>	

**Algebra I Double Blocked Pacing Calendar 2020-2021**

Suggested Dates & Number of days	TEKS	Concepts	Spiral Concepts & Skills (tier 1 interventions, homework, small group stations, warm-up; This is NOT Direct Teach)
1/6-1/7	2	Classroom Expectations and Review of Linear Functions	
<b>Unit 5: Exponential Functions <math>f(x)=ab^x</math> 8 days (1/8-1/20)</b>			
1/8-1/20  Student Holiday 1/18	2	<p>The student will use exponential functions to:</p> <ul style="list-style-type: none"> <li>• determine the domain and range from                             <ul style="list-style-type: none"> <li>○ relations</li> <li>○ graphs</li> <li>○ equations</li> </ul> </li> <li>• identify key features from a graph, including                             <ul style="list-style-type: none"> <li>○ y-intercept and asymptote</li> </ul> </li> <li>• interpret the meaning of the values a and b in real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>• domain</li> <li>• range</li> <li>• y-intercept</li> </ul>
	5	<p>The student will with and without technology:</p> <ul style="list-style-type: none"> <li>• write exponential functions where b is a positive rational number</li> <li>• graph exponential growth and decay functions</li> <li>• interpret the meaning of the values of a and b in real world problems including                             <ul style="list-style-type: none"> <li>○ growth rate                      ○ growth factor</li> <li>○ rate of decay                      ○ factor of decay</li> </ul> </li> <li>• identify terms and write formulas for geometric sequences</li> </ul>	<ul style="list-style-type: none"> <li>• domain</li> <li>• range</li> <li>• y-intercept</li> <li>• asymptote</li> </ul>
	1	Assessment	
<b>Unit 6: Polynomial Operations 12 days (1/21-2/5)</b>			
1/21-2/5	3	<p>The student will</p> <ul style="list-style-type: none"> <li>• add polynomials</li> <li>• subtract polynomials</li> </ul>	<ul style="list-style-type: none"> <li>• Distributive Property</li> </ul>
	4	<p>The student will multiply polynomials</p> <ul style="list-style-type: none"> <li>• Using Distributive Property (link to GCF)</li> </ul>	
	4	<p>The student will divide:</p> <ul style="list-style-type: none"> <li>• polynomials by monomial (link to GCF)</li> <li>• using long division with and without Remainders (no synthetic division)</li> </ul>	<ul style="list-style-type: none"> <li>• distributive Property</li> <li>• factors</li> </ul>

Algebra I <i>Double Blocked</i> Pacing Calendar 2020-2021				
Suggested Dates & Number of days	TEKS	Concepts	Spiral Concepts & Skills (tier 1 interventions, homework, small group stations, warm-up; This is NOT Direct Teach)	
	1	Assessment		
<b>Unit 7: Factoring 11 days (2/8-2/23)</b>				
2/8-2/24  Student Holidays 2/12 & 2/15	10	A.10D <b>A.10E</b> A.10F	<ul style="list-style-type: none"> <li>factor trinomials of degree one or two               <ul style="list-style-type: none"> <li>including using GCF.</li> <li>with leading coefficient of one and other than one</li> <li>perfect squares</li> <li>difference of squares</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>prime Factorization</li> <li>distributive property</li> <li>prime</li> </ul>
	1	Assessment		
<b>2/25</b>	<b>1</b>	<b>CBA #2: Unit 4, 5, 6, 7</b>		
<b>Unit 8: Quadratic Functions 25 days (2/26-4/13)</b>				
2/26 - 4/13  Spring Break 3/9-3/13	7	<b>A.7A</b> <b>A.7C</b>	<ul style="list-style-type: none"> <li>The student will graph a quadratic function to               <ul style="list-style-type: none"> <li>determine the domain and range from relations, graphs, or equations</li> <li>identify key features including                   <ul style="list-style-type: none"> <li>x-intercept</li> <li>y-intercept</li> <li>zeros</li> <li>maximum value</li> <li>minimum values</li> <li>vertex</li> <li>equation of the axis of symmetry</li> </ul> </li> <li>determine the effect on a parent function of a transformation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>linear transformations</li> <li>stretch &amp; compressions</li> <li>key attributes</li> </ul>
	5	A.6B A.6C A.7B A.8B	<ul style="list-style-type: none"> <li>The student will write a quadratic function               <ul style="list-style-type: none"> <li>in vertex form</li> <li>standard form from vertex form</li> <li>given real solutions and graphs (connecting linear factors to quadratic expressions and the zeros)</li> <li>that provides reasonable fit using technology</li> </ul> </li> </ul>	
	2	A.11A	<ul style="list-style-type: none"> <li>The student will use the Properties of Radicals to               <ul style="list-style-type: none"> <li>simplify numerical radical expressions</li> </ul> </li> </ul>	

\*Process Standards A.1A-G Daily

TEKS in bold are Readiness Standards

Algebra I <i>Double Blocked</i> Pacing Calendar 2020-2021				
Suggested Dates & Number of days	TEKS	Concepts	Spiral Concepts & Skills (tier 1 interventions, homework, small group stations, warm-up; This is NOT Direct Teach)	
	8	<b>A.8A</b>	<ul style="list-style-type: none"> <li>The student will solve quadratic functions by               <ul style="list-style-type: none"> <li>graphing</li> <li>factoring</li> <li>taking square roots</li> <li>completing the square</li> <li>quadratic formula</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>factoring</li> <li>polynomial operations</li> <li>simplifying radicals</li> </ul>
	2	Assessment		
<b>4/7</b>	<b>1</b>	<b>STAAR EOC: English I</b>		
Flex	1	<b>Interim Assessments</b> (Recommended March 16-31)		
<b>Unit 9: Exponent Rules 6 days (4/14-4/21)</b>				
4/14-4/21	5	<b>A.11B</b>	<ul style="list-style-type: none"> <li>The student will simplify numeric and algebraic expressions using the Laws of Exponents               <ul style="list-style-type: none"> <li>Including Scientific Notation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>scientific notation and standard form conversions</li> </ul>
	1	Assessment		
<b>TEKS REVIEW for End of Course Exam 8 days(4/22-5/3)</b>				
4/22-5/3	8		EOC Review Activities	
5/4-5/7			<b>STAAR EOC WINDOW: Algebra I &amp; Biology</b>	
<b>Unit 10: Bridge to Geometry 9 days (5/10-5/20)</b>				
5/10-5/20	8	8.7C 8.7D <b>A.11A</b> A.12E	<ul style="list-style-type: none"> <li>The student will solve problems using the Pythagorean Theorem using radicals.</li> <li>The student will solve literal equations (using geometric and scientific formulas).</li> </ul>	<ul style="list-style-type: none"> <li>solving equations using the distributive property</li> </ul>
	1	Assessment		
<b>5/21-5/26</b>	<b>2</b>	<b>Semester Review and Exams</b>		

\*Process Standards A.1A-G Daily

TEKS in bold are Readiness Standards

# SeeSaw Sample: Grades K-2 ELAR

Activity Library

Community
**School & District**
My Library

All Grades
English Language ...
Mansfield Independ...
Search Activities...

## Mansfield Independent School District English Language Arts Activities

227 Activities



JR Jenica Runkel

**9/8 Senses Chart**

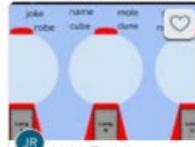
♥ 1



JR Jenica Runkel

**9/11 Nouns-Journal Activity**

♥ 1



JR Jenica Runkel

**Long Vowel Word Sort - Silent e**

♥ 2



Mary Kiempke

**Long Vowel Word Sort - Silent e**

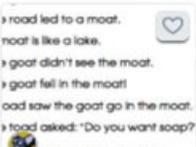
♥ 1



JR Jenica Runkel

**9/6 Author's Pupose**

♥ 1



Maria Elena Vasquez

**Long Vowel /o/**

♥ 1



JJ Jennifer Jones

**Reading Station Weekly Activities**

♥ 2



AS Amy Saucedo

**Apple syllables 9.11.20**

♥ 3



AS Amy Saucedo

**Letter Ss Handwriting 9.11.20 \*\***

♥ 2



AS Amy Saucedo

**Letter Ss- Beginning Sounds 9.11.20**

♥ 3



AS Amy Saucedo

**Mixed Up Sentences 9-10-2020**

♥ 4



AS Amy Saucedo

**S Sort 9.10.20**

♥ 2



AS Amy Saucedo

**Noun Detectives 9.9.20**

♥ 6



AS Amy Saucedo

**Letter Mm Handwriting 9.9.20**

♥ 2



AS Amy Saucedo

**Sight Word - see 9.9.20**

♥ 2



AS Amy Saucedo

**Letter Mm- Beginning Sounds 9.9.20**

♥ 3



AS Amy Saucedo

**ELA K5 Unit 1 Lesson 6: How Many Syllable...**

♥ 3



AS Amy Saucedo

**Sight Word - my 9.8.20**

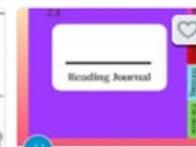
♥ 2



AS Amy Saucedo

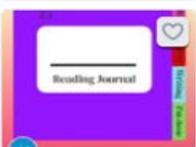
**M Sort 9.8.20**

♥ 2



JJ Jennifer Jones

**Module 2.1 Friday**



JJ Jennifer Jones

**Module 2.1 Thursday**



LT Lisa Tulibane

**Foundational Skills Apple**



LB Lafondra Brooks

**Central Message**



LB Lafondra Brooks

**Context clues**



LB Lafondra Brooks

**MAKING INFERENCES**

# Curriculum and Instruction in Canvas Example: Grade 5 Mathematics

- Home
- ELAR
- Math
- Science
- Social Studies
- Ag Science
- Health
- PE
- Technology Applications
- SWAG
- Collaborations
- Announcements
- Assignments
- Discussions
- Grades
- People
- Pages**
- Files
- Syllabus
- Outcomes
- Quizzes
- Modules
- Conferences
- Rubrics
- TeachingBooks.net
- Edpuzzle
- Settings

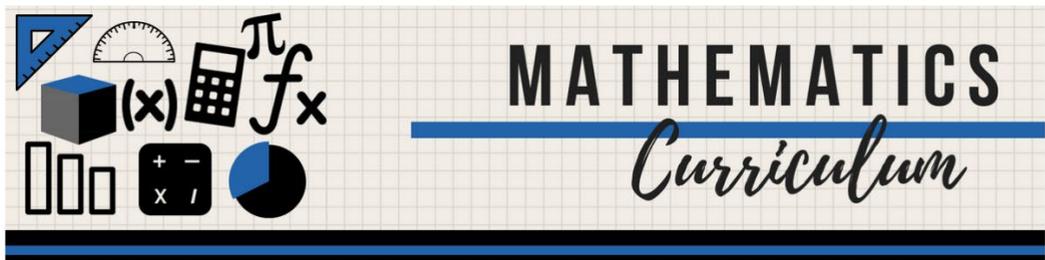
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## Mathematics Curriculum



5th Grade   6th Grade

- [Year At A Glance](#) (2019-20 school year)
- [Fifth Grade Pacing Guide](#) (2020-21 school year)
- [COVID-19 Support](#) (2019-20 school year)
- [Professional Development](#)
- [CBA](#)
- [Numeracy Routines](#)
- [MISD Math Structures](#)
- [Resource Bank](#)
- [Homework](#)
- [Unit 0: Creating Mathematical Thinkers \(First Week of School Ideas\)](#)
- [Unit 1: Number and Operations: Multiplication and Division of Whole Numbers & Order of Operations](#)
- [Unit 2: Number and Operations: Adding and Subtracting Fractions and Mixed Numbers](#)
- [Unit 3: Number and Operations: Multiply and Divide Fractions](#)
- [Unit 4: Number and Operations: Decimals](#)
- [Unit 5: Geometry & Measurement: Conversions, Perimeter, Area, Volume, Classifying 2D Figures](#)
- [Unit 6: Geometry & Measurement and Algebraic Reasoning: Coordinate Plane & Numerical Patterns](#)
- [Unit 7: Data Analysis](#)
- [Unit 8: Financial Literacy](#)
- [Unit 9: STAAR Thinking and Strategies](#)
- [Unit 10: Building Number Sense and Fluency](#)

# MISD Local Assessments 2020-21

Mansfield Independent School District is committed to teaching and learning that facilitates student success. Local assessments are critical because they serve as instruments to provide the direction in the instructional decision-making process. Assessment for learning is an ongoing, interactive process that supports the curriculum framework and alignment of the written, taught, and tested curriculum.

[Click here to view Local Assessment calendars by level.](#)

[Click here to view the TEA Assessment calendar.](#)

[Curriculum Based Assessments](#)

[Benchmarks & Interim Assessments](#)

[Reading & Math Screeners](#)

[G/T Assessments](#)

[AP Progress Checks](#)

## Curriculum Based Assessments

### Purpose

- To measure the extent to which students are learning curriculum standards/objectives so that appropriate adjustments can be made during the teaching/learning process
- To improve student learning
- To provide consistency in measuring student progress on the district curriculum and state standards
- To assist in determining professional development needs for teachers

### Curriculum Based Assessments

- Check and assess student mastery of a discrete part of the curriculum
- Serve as the basis for gathering information to make curriculum decisions
- **Align to the rigor of the verbs within the TEKS**
- Can be sent home for parental review after being graded and returned to students
- Contain 25 questions or less in K-6 and 20 questions or less in grades 7-12
- Must be accommodated when specified by IEPs or, 504s, and/or Dyslexia plan. Collaboration with the Special Education teacher shall occur when accommodating to comply with an IEP.
- Align to the TEKS and to the blueprints and/or reviews available on the curriculum and instruction Canvas pages.
- Elementary CBAs should occur during the content time - not intervention or other contents
- The principal shall analyze performance results and submit the campus portion of the data reflection to his/her area superintendent and the content coordinator by the designated date (approx. 1 week after district reflection is received).

### Fidelity

- Each content teacher facilitates student practice of skills and content needed to demonstrate mastery on the CBA.
- **It is essential that all teachers follow the same protocol in preparation and administration of assessments to get valid data.**
- **Practicing an actual CBA question invalidates the purpose of the CBA and does not allow students to demonstrate transfer of skills to different formats. The actual CBA is NOT to be used as the review.** In preparation for the CBA, teachers in grades K-6 may review for a maximum of one instructional period. For CBAs in grades 7-12, teachers may review for a maximum of **20 minutes**. Examples of appropriate review procedures include backward design from the TEKS, or use of released STAAR questions, and/or District provided reviews.
- Students shall complete CBAs independently without unauthorized assistance.

**CBA Grading** Changes made to questions or scoring will only be made at the district level. Campuses will follow the 2020-21 grading policy.

### CBA Schedule

**\*Note:** All assessments will be given AND graded within the time frame allotted. If you cannot give and submit data by the due date, you must contact the content coordinator and obtain approval from your Area Superintendent.

<i>Elementary</i>						
CBA	ELAR		Math			Science
Grade Level	2nd	3rd & 4th	2nd	3rd	4th	3rd & 4th
CBA #1	Dec 14-16		Dec 7-11	Nov 9-13	Nov 16-20	
CBA #2	May 19-21	Nov 12-13	April 19-23	Feb. 22-26	Feb 22-26	Nov. 10-12
CBA #3		Jan 28-29		Apr 19-23	Apr 19-23	Dec 14-17
CBA #4		March 11-12				Feb. 24-26
CBA#5						April 21-23

<i>Intermediate</i>						
CBA	ELAR	Math		Science		Social Studies
Grade Level	5th & 6th	5th	6th	5th	6th	5th
CBA #1		Oct 6-8	Oct 5-7			Oct 27-28
CBA #2	Nov 12-13	Dec 14-16	Dec 14-16	Nov 10-12	Nov. 11-13	Dec 8-9
CBA #3	Jan 28-29	Mar 10-12	Feb 23-25	Dec 14-17	Dec 14-17	March 2-3
CBA #4	March 11-12		Apr 20-22	Feb 25 - March 1		
CBA #5				Optional Benchmark	April 7-9	

<i>Middle</i>							
CBA	ELAR	Math			Science	Social Studies	Spanish
		7th	8th	Algebra			
CBA #1	Nov 4-9	Nov 16-19	Nov 11-12	Nov 9-10	Nov 10-11	Nov 13	Nov 10-11
CBA #2	Feb 8-11	Mar 11-12	Mar 29-30	Feb 24-25	Feb 23-24	Feb 17	April 20-21

<i>High School</i>						
CBA	English I & II	English III & IV	Algebra I & II	Biology	US History	Spanish & French I, II, III
CBA #1	Nov. 4-9	Oct. 23-28	Nov 10-11	Nov 12-13	Nov 12-13	Nov 10-11
CBA #2	Feb. 16-19	Feb. 16-19	A1 Feb 24-25 A2 Mar 2-3	March 4-5	Feb 23-24	April 20-21
CBA #3		Mar. 29-Apr. 1				

## Benchmarks & Interim Assessments

**Benchmarks Purpose:** This is an OPTIONAL assessment.

- Provide campus staff and students practice with STAAR testing schedule and environment.
- Predict student performance on the STAAR.
- Use data to provide targeted academic intervention opportunities.

\*\*\*\*\*Consider replacing benchmarks with Interim Assessments - see below

### Materials

- Campus is responsible for copies and resources associated with benchmark assessments.
- C&I may provide an optional benchmark key in Edugence.

### **Recommended Dates for Optional Benchmark:**

	Window for Optional Benchmark
April STAAR Tests/EOC	Recommendation is March 8-12 or 22-26
May STAAR Tests/EOC	Recommendation is April 6-9 OR April 12-16
Social Studies	Benchmarks are NOT recommended for Social Studies

**State-Developed Interim Assessments (IAs):** This is an OPTIONAL assessment (counts as benchmark).

- ETS is the vendor for the state providing IAs. Opportunities vary by content area.

- Dates for 2020-21:
  - Opportunity 1 August 17 - March 31, 2021
  - Opportunity 2 November 23 - March 31, 2021

More information? See Assessment Dept. or  
<https://tea.texas.gov/student.assessment/ia/>

# Reading & Math Screeners

[MISD MTSS/Dyslexia Canvas](#)

Grade	Beginning of Year		Middle of Year		End of Year	
	Assessment	Window	Assessment	Window	Assessment	Window
<b>Reading</b>						
Pre K	CIRCLE	Sept 14-25	CIRCLE	Jan 19 - Feb. 5	CIRCLE	May 10-25
Kinder	ISIP	Sept 14-25	ISIP	Dec 1-17	ISIP	May 10-25
Grades 1-2	ISIP	Aug 24-28	ISIP	Dec 1-17	ISIP	May 10-25
Grades 3-5	*QPS *Recommended 5	Aug 24 - Sept 10	*QPS *Recommended 5	Dec 1-17	*QPS *Recommended 5	May 10-25
Grades 3-8	MAP Growth	VLA: Aug 24 -Sept 24 F2F: Sept 10-24	MAP Growth	Dec 1-17	MAP Growth	May 10-25
Progress Monitor Weekly	K-2: ISIP, PASS K-8: QPS, DRA, DIBELS 7-8: TMSFA, QPS					
<b>Mathematics</b>						
Grades K-2	Skill checks embedded into curriculum for the beginning of the year.		TEMI	Dec 1-17	TEMI	May 10-25
Grades 3-8	MAP Growth	VLA: Aug 24-	MAP Growth	Dec 1-17	MAP Growth	May 10-25

		Sept 24 F2F: Sept 10-24				
Progress Monitor Weekly	K-2: TEMI K-6: MISD PM 7-8: TBD by MS					

**Universal Screener:** Assessment to determine students not making expected progress and in possible need of intervention.

**Diagnostic:** Determines the causes for student performance and helps teachers identify deficits in understanding.

**Progress Monitoring:** Measures rate of learning as a result of targeted interventions. Progress monitor weekly (Lesson-Lesson-Lesson-PM). Data points/graphs are uploaded into Edugence Rtl prior to Rtl meetings (every 6-9 weeks).

## G/T Assessments

Need More Information:

<http://www.mansfieldisd.org/uploaded/main/departments/CIA/GT/GTProgramGuide.pdf>

<b>CogAT Assessment Calendar 20-21</b>				
	<b>Grades K-1 and 3-4, 5-6</b>	<b>Grade District Wide</b>	<b>Grades 7- 12 FALL</b>	<b>Grades 7-12 SPRING</b>
Referral	11/30-12/17		10/12-10/23	1/19-2/5
Testing	1/6-1/29		11/2-11/13	2/11-2/26
Screening		10/26-11/13		
Committee Review	2/1-2/11	12/7-12/11	11/30-12/4	3/1-3/5
Notification	2/16-2/19	12/14-12/17	12/7-12/11	3/8-3/12
Appeal	2/22-2/24	1/11-1/15	12/14-12/17	3/22-3/26

Transfers	Last week of each grading period		Last week of each grading period	Last week of each grading period
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# AP Progress Checks

## Philosophy

AP Progress Checks in AP Classroom are required for each unit. They serve as instruments to provide direction in the instructional decision-making process for students, staff, and parents. Assessment for learning is an ongoing, interactive process that supports the curriculum framework and alignment of the written, taught, and tested curriculum.

## Purpose

- To measure the extent to which students are learning curriculum standards/objectives so that appropriate adjustments can be made during the teaching/learning process
- To improve student learning
- To provide consistency in measuring student progress on the district curriculum
- To assist in determining professional development needs for teachers
- To audit the quality of the curriculum so that appropriate adjustments can be made

## AP Progress Checks

- Count as a participation grade
- Teachers should select 10-20 questions per progress check
- Teachers should begin assigning the FRQ progress check no later than October and continue throughout the course
- Data will be reviewed by curriculum leaders at three checkpoints during the year
- Check and assess student mastery of a discrete part of the curriculum
- Serve as the basis for gathering information to make curriculum decisions
- **Aligned to the rigor of the AP Standards**
- Modeled after AP exams
- Must be modified by the teacher when specified by IEPs or 504s

## *Testing Schedule*

*Follow the College Board CED binder and timeline. Give the Progress Check at the completion of each unit.*

<b>AP Progress Checks</b>	
<b>Course</b>	<b>Data Reviewed</b>
All AP Courses	October 1 December 17 March 12

# High School Courses Offered Virtually through Edgenuity

**E=Edgenuity C=Canvas**

**(Edgenuity Courses May be Supplemented through Canvas to Ensure Alignment to TEKS, MISD Curriculum and MISD Instructional Resources)**

1	Virtual Academy Course Name	Course Platform
2	<b>ENGLISH</b>	
3	2010 English I	C
4	2013 PAP English I	C
5	2020 English II	C
6	2023 PAP English II	C
7	2030 English III	E
8	2033 AP English III	E
9	2040 English IV	E
10	2043 AP English IV	E
11	<b>MATH</b>	
12	6030 Algebra I /Problem Solving	C
13	6033 PAP Algebra I	C
14	6050 Geometry I	E
15	6053 PAP Geometry	E
16	6070 Algebra II	E
17	6080 PAP Algebra II	E
18	6095 Algebraic Reasoning	E
19	1224CT Financial Math (10-12)	E
20	6090 Adv Quantitative Reasoning	E
21	6067 Statistics	E
22	6060 Math Models	E
23	6203 AP Statistics	E
24	6150 Pre-Calculus	E
25	6160 PAP Pre-Calculus	C
26	6201 AP Calculus AB	E
27	6202 AP Calculus BC	C
28	0618/0619 College Readiness Math I/II	C
29	<b>SCIENCE</b>	
30	8000 Biology	C
31	8003 PAP Biology	C
32	8040 Chemistry	E
33	8010 IPC	E
34	8023 PAP Chemistry	E
35	8060 Physics	E
36	8145 Environmental Systems	E

8170 Astronomy	C
8100/0810CT Anatomy & Physiology	C
8140 Aquatic Science	C
8083 AP Biology	E
8073 AP Chemistry	C
8094 AP Environmental Systems	E
8095 AP Physics I	C
8120CT Medical Micro	C
8125CT Pathophysiology	C
<b>SOCIAL STUDIES</b>	
9000 World Geography	E
9205 AP Human Geography	E
2026 AP World Studies	E
9050 US History	C
9060 AP US History	C
9100 Government	E
9140 Economics	E
9110 AP Government	E
9150 AP Economics	C
9200 AP European History	C
9170 Psychology	E
9173 AP Psychology	E
9180 Sociology	E
<b>LOTE</b>	
7300/7300BB Spanish I	E
7310/7310BB Spanish II	E
7320/7320BB PAP Spanish II	E
7340 PAP Spanish III	E
7360 AP Spanish IV	E
7000 French I	E
7010 French II	E
7013 PAP French II	E
7023 PAP French III	E
7033 AP French IV	E
7500BB/75100BB Chinese I -II (BBIA)	E
7513BB PAP Chinese II (BBIA)	E

7100BB/7110BB German I -II (BBIA)	E
7113 PAP German II	E
7400BB/7410BB Latin I-II	E
7413BB PAP Latin II	E
7600BB/7610BB ASL I - II (BBIA)	C
<b>HEALTH/PE/PRO COMMUNICATIONS</b>	
4000 Health	E
4001-4004 PE	E
2246 Professional Communications	C
<b>FINE ARTS</b>	
3610 Dance I	C
3400 Theater I	C
3100 Art I	E
<b>HOME CAMPUS ELECTIVES</b>	
1010-1025 AVID I-IV	C
1520A/B Child Development	C
1220 Dollars and Sense	C
1201 Global Business	C
1512 A/B Interior Design	C
2300-2331 Debate I -IV	C
5000 Journalism I	C
JROTC I-IV	C
1542A/B Intro to Culinary Arts	C
9190 Personal Financial Literacy	E
1505A/B Principles of Human Services	C
1513 Lifetime Nutrition & Wellness	C
9100 Teen Leadership	C
1203 Virtual Business	C
<b>BEN BARBER INNOVATIVE ACADEMY ELECTIVES &amp; BBIA LOTE</b>	
0810CT Anatomy & Physiology (BB)	C
1266CT AP Computer Science Prin	C
7600BB/7610BB ASL I - II (BBIA)	E
1215CT Business Law	E
7500BB/75100BB Chinese I -II (BBIA)	E
7513BB PAP Chinese II (BBIA)	E
1260CT Computer Programming II	C

1050CT Computer Science I	C
9415CT Court Systems & Practices	C
9411CT Criminal Investigation	C
1720CT Entrepreneurship	E
1113/1114 Equine Science & Small Animal	C
7100BB/7110BB German I -II (BBIA)	E
7113 PAP German II (BBIA)	E
1537CT Human Growth & Development	E
1542CT Intro to Culinary Arts	C
1835CT Intro to Engineering	C
7400BB/7410BB Latin I-II (BBIA)	E
7413BB PAP Latin II (BBIA)	E
8120CT Medical Microbiology	C
1443CT Medical Terminology	E
8125CT Pathophysiology	C
1101CT Principles of Agriculture	E
1890CT Principles of Art & AV	E
1715CT Principles of Business Marketing & Finance	E
1410CT Principles of Health Science	E
1850CT Principles of Information Technology	C
9400CT Principles of Law & Public Safety	E
1836CT Principles of Engineering	C
7300BB/7310BB Spanish I-II (BBIA)	E
1269CT Video Game Design I	C

# MISD Resources to Support TEAMS Use

Mansfield ISD is committed to supporting the educational needs and continued learning for our students. In this time of uncertainty, we would like to provide you with resources that may make your Virtual learning experience a bit more achievable. For more information



### Student Guide to TEAMS Meet

<p>Login to Classlink - <a href="https://login.mansfieldisd.org">login.mansfieldisd.org</a> Go to <b>Classlink</b> and log in with your Username and Password (the same ones you use to login to the computers at school). *If your Classlink login page does not look like the one to the right please check your link.</p>	
<p>Once you're logged in to Classlink, click on the <b>TEAMS</b> app</p>	
<p><b>YOU WILL NEED TO SIGN IN *Full Email</b> Ex: FirstInitial.LastInitial@mansfieldisd.net same password from Classlink</p>	
<p>This is going to open up to the Teams Application Window. You may be prompted to Download.</p>	
<p>Click on the Teams icon in the left app bar menu.</p>	
<p>Click on the class team card to open the class to view meeting invites and information.</p>	
<p>To join a meeting you have been invited to, scroll through the feed to navigate to the meeting/info you wish to attend. Meetings may be "scheduled" or set up as "Meeting now" during the teacher's office hours.</p>	<p>Scheduled a meeting</p> <p>OR</p>
<p>Once you have opened the meeting, click <b>JOIN</b> in the upper right.</p> <p>*Depending on your device, your first meeting may require you to give TEAMS camera/microphone permissions</p>	

### Student Guide to TEAMS Meet

<p>Once the meeting window is open, click <b>Join now</b> to enter the meeting.</p> <p>*Depending on your device, your first meeting may require you to give TEAMS camera/microphone permissions</p>	
<p>Below, you will see the options that are available to you during a Teams Meeting</p>	
<p>Once you are in the meeting you will have a meeting menu as shown.</p>	
<p>You can toggle your camera and microphone on and off. Ex: If your teacher asks you to mute you would click on the microphone icon</p>	
<p>You can (if your teacher allows it) share your screen with the meeting. Note: Teachers may not allow this depending on the lesson</p>	
<p>Your more actions button allows the following (depending on device settings).</p>	
<p>The Chat window is accessed through the chat icon - on a computer, it will be on the menu bar - on a mobile device it may be in the upper right hand - it is still the same icon as shown.</p> <p>This chat window will allow you to ask questions during the Teams meeting. *Teachers may or may not have permissions turned on.</p>	<p>You can type, react, or attach messages in chat</p>



TEAMS for Education  
Quick Start Guide

Adding a Teacher to  
Your TEAMS  
Class Meeting

TEAMS Training  
8.12.20

Facilitating a Live  
Event in TEAMS

4 Ways to Create a  
TEAMS Meeting

TEAMS Meeting  
Student Guide

Join a Meeting  
In TEAMS

Join a Meeting  
In TEAMS

For technical assistance, students, parents and teachers can call:

- MISD Department of Instruction Help Desk at 682-422-9505
- MISD Technology Department Help Desk at 817.299.2799

Additionally, students, parents and teachers can submit Help Requests at

[techhelp@misdmail.org](mailto:techhelp@misdmail.org)

Monday – Friday, 8:00am – 4:00pm

# The Facilitator's Guide to

# PASSPORT TO ONLINE LEARNING

*an orientation course*



## STEP 1: Complete

### TEACHER COURSE

The teacher course is intended to be your guide to facilitating the MISD *Passport to Online Learning: Student Orientation* course.



- Enroll in the [PK-2 Teacher Course](#) or [3-12 Teacher Course](#) using the links below. Do NOT share these links with students or parents!
- Complete the Teacher Course in its entirety. Progress will be tracked in Canvas.
- 3-12 ELAR teachers & designated librarians ONLY: Create your *Passport to Online Learning: Student Orientation* course in Canvas and generate your enroll code link to share with your students.

**PK-2: ENROLL IN COURSE**

**3-12: ENROLL IN COURSE**

## STEP 2: Facilitate

### STUDENT COURSE

The student course is intended to introduce and orient students to the various MISD online learning platforms and digital tools.



- Ensure your students receive the enroll code link you generated and join your course.
- Assign the course for students to complete within the allotted times. Late enrollees can be added to course at any time.
- Monitor student activity in the course to ensure all students have completed all required modules and assignments.

## STEP 3: Share

### PARENT COURSE

The parent course is intended to provide parents in the district with the same information that students will be learning in their course.



- Share the public link to the [Passport to Online Learning: Parent Guide](#) with parents and guardians of students.

A link to this course will also be provided to parents through the district website, the communications department, and Skyward Family Access.

**VIEW COURSE**



MANSFIELD INDEPENDENT SCHOOL DISTRICT

# PARENT QUICKSTART

*A Guide to District Technology Platforms*



**Your student's MISD username: first initial + last initial + student ID**

EX: John Smith, Student ID 12345 → MISD username: js12345

The student's email address is @misdmail.net. (EX: js12345@misdmail.net).

Note: The student ID is often referred to as a "lunch number".



Student's passwords have been changed for the upcoming school year. Student's new password is their birthday in this format:

3 digit Month April = Apr

Full example password is Apr022005.

2 digit Date 02

4 digit Year 2005

! Please make sure the first letter of your month is capitalized.

Most district platforms can be accessed through [ClassLink](#).

ClassLink can be accessed through the district website or at the URL [logon.mansfieldisd.org](http://logon.mansfieldisd.org).

Once on ClassLink, students can access Canvas, Teams, Google Drive, and many other resources. Sometimes on platforms like Teams and Google Drive, an extra layer of security will require your student to **log in again**, even though they have logged in through ClassLink. If you are prompted to enter a username and password for Teams or Google Drive - it is the student's full email address and their MISD password. (See "Start Here" section).



**PLEASE NOTE:** If you are using a mobile device (phone, tablet, etc.) Microsoft Teams can only be used through the app - NOT the browser. If you do not have Microsoft Teams as an app on your mobile device you will need to install it. On a computer or Chromebook, Microsoft Teams can be accessed through the browser.



If you are having any issues with accessing a platform, your password may need to be reset. For all password issues please call: 817-299-2799 or email: [TechHelp@misdmail.org](mailto:TechHelp@misdmail.org)



## GRADES PK-2

Seesaw is the Learning Management System for grades PK-2. You can access Seesaw through Classlink or login with your MISD Google account and password. If you are using a mobile device (phone, tablet, etc.) **the Seesaw Class App can only be used through the app - NOT the browser.** If you do not have the Seesaw Class app on your mobile device you will need to install it. On a computer or Chromebook, Seesaw can be accessed through the browser.



## GRADES 3-12

Canvas is the Learning Management System for grades 3-12. You can access Canvas through ClassLink or at [mansfieldisd.instructure.com](http://mansfieldisd.instructure.com). Please, login with your MISD username and password (see "Start Here" section). If you have questions about specific questions about assignments or course content, please contact your student's teacher.

For information about navigating learning management systems, please call [682-422-9505](tel:682-422-9505).

For information about accessing textbooks and other curriculum resources please use the information below.



For questions regarding help with any HMH textbook or resource please use the customer care support page below.

[HMH Customer Care Online Services](#)

Below are links to basic HMH tutorial videos. Use the links provided to access the videos.

- [Student Tutorial Video](#)
- [Parent Tutorial Video](#)
- [Navigating to HMH from Classlink for K-2 Literacy \(English\)](#)
- [Navigating to HMH from Classlink for K-2 Literacy \(Español\)](#)



For questions regarding help with iStation please use the number below or use the customer support provided email.

866-883-7323 | [support@istation.com](mailto:support@istation.com)

Support is available 7:00 a.m. - 6:30 p.m. M-F CST

The guide linked below will assist you in setting up and using Istation Home, which will allow your child to access the Istation curriculum.

- [Istation Home Directions for Parents](#)
- [Istation Home Directions for Parents \(Español\)](#)



For questions regarding help with any Pearson textbook or resources please use the number below or use the customer support page.

800-234-5832 | [support.pearson.com/getsupport/s/contactsupport](https://support.pearson.com/getsupport/s/contactsupport)



If you have trouble logging into STEMscopes through ClassLink, first notify your teacher. If you still unable to access after contacting the teacher, support can be found using the number and email below.

800-531-0864 | [stemscopes@acceleratelearning.com](mailto:stemscopes@acceleratelearning.com)



If you have trouble logging into Big Ideas through ClassLink, first notify your teacher. If you still unable to access after contacting the teacher, support can be found using the number and email below.

877-552-7766 | [big\\_ideas\\_support@bigideaslearning.com](mailto:big_ideas_support@bigideaslearning.com)



For questions regarding help with any Cengage textbook or resources please use the number below or use the customer support page.

800-354-9706 | [cengage.force.com/s/contact-us](https://cengage.force.com/s/contact-us)



Mansfield ISD is committed to providing a world-class education no matter which mode of instruction families choose. More information about Fall Reopening 2020 can be found on the Mansfield ISD District Webpage: [www.mansfieldisd.org/parents-students/covid-19/fallreopening](http://www.mansfieldisd.org/parents-students/covid-19/fallreopening)

# MISD Instructional Materials Allotment Expenditures 2020-2021

Title	Expense 2019-2020 Projected	Expense 2020-2021 Projected
Dual Credit	\$784,890	\$383,560
TCC ECHS	\$80,000	\$80,000
Current Adoption Additions	\$65,000	\$65,000
<del>Edgenuity</del>	\$119,800	\$216,300
Local Assessments	\$37,620	\$40,000
I station	\$236,373	\$162,072
MAP Growth	NA	\$190,291
FHS STEM Academy Lap Tops	NA	\$179,724
ECHS Lap tops	\$80,920	\$95,000
JKSA Lap tops	\$99,960	\$23,759
<del>Xello</del>	\$50,000	\$52,725
FHS STEM Science Lab Equipment	NA	\$4,000
ELAR 9-12 NEW Adoption	NA	\$2,516,050
<b>Total Projected</b>		<b>\$4,008,481</b>
<b>IMA Account 1/24/2020</b>		<b>\$4,933,822</b>
<b>Difference</b>		<b>\$925,341</b>

# MISD Device Distribution

<https://www.mansfieldisd.org/departments/technology/district-issued-devices>

## District-Issued Devices

The MISD Technology Department oversees the distribution and return of student-issued equipment. Information about MISD's policies and procedures pertaining to district-loaned mobile devices along with how to obtain, manage and return your device can be found below.

### Getting Your Device

**(UPDATED Aug. 21, 2020)** - All **remaining device requests** will be delivered directly to the school for parent pickup. Parents will be notified when the device is ready.



As a reminder, students do not need to use a district-owned device. Any device with an Internet connection can be used to access all programs and apps needed for virtual learning. Any students who are unable to get a device before the start of school on Wednesday, Aug. 12 will not be penalized.

- Mobile Device Handbook
- **Bring Your Own Technology (BYOT) Specifications**
- **Student Handbook (en Español)** | (see pages 45-57 for information on electronic devices and the MISD Student Responsible Use Policy)

### Utilizing Your Device

- **Accessing the Internet from Home**
- Keeping Your School Device Safe and Secure: [Watch Video](#) | [Take Quiz](#)

### Returning Your Device

**(UPDATED Aug. 9, 2020)** - In order to expedite your experience, we have added a dedicated drop-off location for students who still need to return their device or file a missing device report with the MISD Police. See updated drop-off hours below.

- **iPad/Laptop Collection** - All district-issued devices must be returned at the end of each school term for necessary updates.
  - **Drop-off location** | Behind Brooks Wester Middle School (1524 North Walnut Creek Drive in Mansfield)
  - **Drop-off hours** | Monday - Friday from 9 a.m. to 7 p.m.; Saturday 9 a.m. to 4 p.m.
    - If you are unable to come during the regularly scheduled hours, please contact [TechHelp@misdmail.org](mailto:TechHelp@misdmail.org) to inquire about other accommodations.
  - **Drop-off instructions** | Please bring the device, charger and case/bag that was issued. If a deposit was collected when the device was issued, a deposit refund will be issued based on a damage check and the **completion of a refund application**.
    - If your device is missing, contact [techhelp@misdmail.org](mailto:techhelp@misdmail.org) to file a loss report. The reporting of missing devices is required in order to clear the device from the student's possession.
- **Check-In Procedures**
- **Refund Application**

If you have any questions, please download our [Frequently Asked Questions](#).

Enter a Work Order
Reset Your Password / Unlock Your Account
Educational Technology
<b>District-Issued Devices</b>
Plans, Policies & Procedures
Our Staff



# Mansfield ISD Instructional Materials

## Asynchronous Instruction

The MISD Department of Instruction and Teacher Curriculum Teams are currently redesigning units across grade levels and content areas to meet the needs of all students for Asynchronous instruction. Teachers use the existing curriculum as the foundation of the units. Existing curriculum is TEKS aligned and supports Best Instructional Practices. In addition teachers have professional learning about the components needed for successful Asynchronous instruction and lesson design.

### Mathematics

A	B	C	D	E	F
Course/Grade	Vendor	Book	Is it TEKS aligned or how ill it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELS?
7-8 Math	HMH	Texas Go Math			
Algebra I, Algebra II, Geometry	Cengage/Big Ideas	Big Ideas Algebra I Big Ideas Algebra II Big Ideas Geometry			
Math Models	Pearson	Math Models with Applications			
Statistics	Pearson	Stats in Your World			
Algebraic Reasoning Precalculus	Cosenza & Associates, LLC Cengage	Algebraic Reasoning Precalculus with Limits			
AP Statistics	Pearson	Stats Modeling the World, 4th Ed, Bock, Velleman, DeVeaux Calculus for the AP Course, 2nd Ed, Sullivan & Miranda			
AP Calculus AB and BC	BFW				
Grades 1-8 Math	Mentoring Minds	Motivation Math Grade 1-8	Yes	Activity ideas	Activity ideas and vocabulary support

### Reading - Language Arts

A	B	C	D	E	F
Course/Grade	Vendor	Book	Is it TEKS aligned or how ill it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELS?
ELAR, Grades K-2	HMH	Into Reading	100% TEKS Aligned (state-aligned resource)	Leveled texts, Personalized Online Literacy Tool (IREAD), Online scaffolds embedded. Differentiation for each student for their scaffolded/proficiency level.	Audio, differentiation
ELAR Grades 3-6	Pearson	3-5 MyView, 6-MyPerspectives	Aligned	Audio, differentiation	Audio, differentiation
Grades 7-12 English/Language Arts Reading	McGraw Hill	StudySync	100% TEKS Aligned (state-aligned resource)	Online scaffolds embedded. Differentiation for each student for their scaffolded/proficiency level.	Same scaffolds for EL as SpEd. Teachers can adjust based on student's EL Level
AP Language	Bedford, Freeman & Worth	Language of Composition	Not TEKS-based course. Aligned to CollegeBoard standards.	Differentiation with audio and texts within online platform	Differentiation with audio and texts within online platform
AP Literature	Bedford, Freeman & Worth	Literature & Composition	Not TEKS-based course. Aligned to CollegeBoard standards.	Differentiation with audio and texts within online platform	Differentiation with audio and texts within online platform

# Social Studies

Course/Grade	Vendor	Book	Is it TEKS aligned or how ill it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELS?
Grades K-4 Social Studies	HMH	Harcourt Social Studies Grades K-4	YES	Teachers and other campus staff accommodate and provide differentiation.	Each teacher is given Social Studies for ELLs and strategies incorporated into curriculum documents
Grades 5-6 Social Studies	HMH	Grade 5: Harcourt Making a New Nation Grade 6: Contemporary World Studies	YES		
Grades 7-12 Social Studies	HMH	Grade 7: Texas History	YES		
		Grade 8: United States History Early Colonial Period through Reconstruction			
		World Geography			
		World History			
		U.S. History			
		Government: Principles in Practice			
		Economics : Concepts and Choices			
		Psychology: Principles in Practice			
		Sociology: The Study of Human Relationships			
AP Human Geography	Wiley	Human Geography: People, Place, and Culture	YES		
AP World History	Bedford, Freeman, and Worth	Ways of the World: A Global History with Sources	YES		
AP US History		America's History			
AP Psychology		Myers' Psychology for AP			
AP Economics	McGraw-Hill	Economics	YES		
AP Government	Pearson	American Government	YES		
AP European History		The Western Heritage since 1300			

# Science

Course/Grade	Vendor	Book	Is it TEKS aligned or how ill it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELS?
K-6 Science	Accelerate Learning	STEMscopes	Yes, it is TEKS aligned	Intervention tab with activities; can highlight and speech feature available	Translations available by teacher clicking the "Ver en Espanol" button
7-8 Science	Accelerate Learning	STEMscopes	Yes, it is TEK aligned	Intervention tab with activities; can highlight and speech feature available	Translations available by teacher clicking the "Ver en Espanol" button
Biology (9)	HMH	Texas Biology	Yes	<a href="#">There are some intervention notes and ma</a>	Spanish glossary
Chemistry	HMH	Texas Chemistry	Yes	<a href="#">There are some intervention notes and ma</a>	Spanish glossary
Physics	HMH	Texas Physics	yes	<a href="#">There are some intervention notes and ma</a>	Spanish glossary
Astronomy		no virtual - using <a href="https://">https://</a> yes			
Anatomy & Physiology	Goodheart Wilcox	Introduction to Anatomy not science TEKS for A&P		-there are CTE TEKS	
Environmental Systems	HMH	Texas Environmental Sc yes		<a href="#">There are some intervention notes and ma</a>	Spanish glossary
AP Environmental	McGraw Hill	Environmental Science			
AP Biology	Pearson	Campbell's Biology AP Edition			
AP Chemistry	Cengage	Zumdahl Chemistry			
AP Physics I & II	Pearson	Physics, Principles with Applications Giancoli			
AP Physics C	Knight	Physics for scientists an Yes			
IPC	McGraw Hill	Texas Integrated Physics and Chemistry		<a href="#">There are some intervention notes and ma</a>	some translations



## Differentiation, Accessibility and Student Learning Supports

**The Special Programs Department supports programs such as Dyslexia, 504, Special Education, and ESL within Mansfield ISD.**

We have guidelines for Admission, Review and Dismissal (ARD) and 504 meetings. The district has a plan for Individualized Educational Plans (IEP) Progress Monitoring for all learners. Responsibilities are differentiated by role to ensure students with additional learning needs receive support, based on their schedule of services and individual needs.

<b>LEARNING SUPPORTS FOR SPECIAL EDUCATION AND 504 STUDENTS</b>
IEP Services, including accommodations / modifications will be followed and implemented based on the student’s contingency plan.
Admission, Review, and Dismissal (ARD) and 504 committee meetings will be held within the timeline and as normal, with certain exceptions based on participant need: size or ARD, parent preference, size of meeting space.
Special Education teachers will review the progress of each student on their caseload each week and determine, if any, additional support that needed for each student to continue to progress in the general education curriculum and on their IEP goals / objectives.
Special Education teachers will review the progress of each student on their caseload each week and determine, if any, additional support needed for each student to continue to progress in the general education curriculum and on their IEP goals / objectives.
Special education teachers will check in with each parent / student for one-on-one progress review every other week, case managers will check in at least once every three weeks.
Special Education teachers will complete differentiated lesson plans to meet the needs of students with IEPs that they support whether instruction is virtual or face to face.
Students with IEPs or 504 plans will continue to receive supports and/or modifications as specified by each student’s IEP.
Students with special needs will receive individualized check-ins and support to ensure that they receive the differentiation needed to be successful.
Special Education teachers will work in Professional Learning Communities (PLCs) along with general education content teachers to ensure that they are able to adapt lesson plans and curricular materials that meet the accommodations and modifications outlines in each student’s IEP.
Students who receive homebound services receive direct instruction via TEAMS and Canvas, in accordance with the student’s ARD or 504 plan. Student and/or parent conferences take place if the student is not able to participate in lessons. Parents receive training with the teacher and service providers regarding strategies for use of the district’s learning management system. All

accommodations are implemented, as determined and documented in the student's homebound plan, ARD or 504 plan.

### LEARNING SUPPORTS WITH INTERVENTIONS

MTSS/RtI begins with teachers assessing the skills of everyone in the class to proactively identify learners who need additional support in reading, math or behavior. Students receive research-based, targeted instruction or intervention, matched to their skill and level of need.

Student progress is closely monitored to ensure that the additional support is helping. If the achievement gap is resolved, the additional support in that area is no longer required; if it does not improve, then the level of personalization increases and further problem solving occurs to understand why the student struggles. For a small subgroup of students who do not make adequate progress in the current intervention plan, not meeting IEP goals, or have a high intensity/frequency/behavior, the staff will utilize intensive, data-based intensive intervention.

Staff outlines a plan for using research-based, targeted interventions and/or enrichment services with increasing levels of cumulative and shared support.

Beyond the core curriculum, instructional supports are developed to meet individual student level and intensity of need. Levels of support provided to students are based on increasing level of student needs, which is organized through a tiered framework:

**Tier 1** – Core Curriculum with Intentional Instructional Practices. High quality instructional supports for all students in the general education classroom.

**Tier 2** – Targeted interventions for those students who demonstrate a need for more intensive interventions.

**Tier 3** – Systematic and individualized interventions for students based on targeted, research-based interventions.

### LEARNING SUPPORTS FOR ESL STUDENTS

ESL teachers will follow the general education guidance and complete differentiated lesson plans whether instruction is virtual or face-to-face.

ESL teachers will collaborate to ensure lessons are designed to meet the needs of students.

PLCs will occur every week where ESL teachers will utilize the instructional materials to adapt the curriculum to meet the needs of ESL learners.

Each campus will provide supplemental instructional materials for students in the ESL program.

### LEARNING SUPPORTS FOR GIFTED AND TALENTED STUDENTS

GT 30 hours of training and relevant updates are part of the regular training for teachers in the beginning of the year professional development, and throughout the year.

GT Teachers have access to digital GT strategies and resources to ensure that appropriate differentiation is embedded in the weekly lesson plans for GT students

<p>All Kindergarten teachers are highly trained with GT 30 hours and receive annual updates to meet the needs of advanced ability kindergarten students.</p>
<p>All identified GT students are served in the general education classroom highly trained with GT 30 hours and receive annual updates. Students receive differentiated lessons based on their individual needs.</p>
<p>All identified GT Students grades 1-12 participate in interdisciplinary enrichment units that provide opportunities for learners to study advanced content and develop independently researched presentations modeled after the Texas Performance Standards Projects.</p>
<p>GT students and parents will receive monthly newsletters with news and GT resources, including resources and support for social and emotional learning.</p>



# TEA Student Progress Requirements

- Progress is planned in advance, defined by day, and ties to the overall course coverage in the course syllabus
  
- Daily, trackable student engagement exists  
Progress can be measured through any of the following means:
  - 1. Data from the Learning Management System (LMS) showing progress made that day.**
  - 2. Curriculum progress evidenced from teacher/student interactions made that day.**
  - 3. Completion and submission of assignments planned for that day**
  
- Systems to measure academic progress of all students to inform instructional practice
  - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
  
- Student feedback is provided from instructor at least weekly
  
- School grading policies

# Student Progress

## Expectation for Daily Student Engagement

Students will be expected to log on daily to SeeSaw or Canvas to reference activities and assignments for the day. Students are expected to follow their daily schedule to access synchronous interactions with teachers and students at scheduled times, but are able to complete activities at a later time, as necessary. The asynchronous assignments will need to be completed for each day of instruction in order to be marked present for attendance.

## System for Tracking Daily Student Engagement

Attendance tracking will follow the guidelines set forth by TEA. Measurement frequency will be daily and can be earned by the following measures:

1. Completing the assigned daily work through the appropriate Learning Management System (LMS), SeeSaw (PK-2) or Canvas (3-12) or Edgenuity.
2. Daily progress via teacher interactions by being an active participant in synchronous instruction delivered by the teacher through TEAMS or a one-on-one check in time between the teacher and the student.
3. Completing or turning in assignments through the appropriate LMS, through email, through shared drives or physical copies of assignments.

Teachers will mark student attendance in the following manner when any of these measures have been met in Skyward.

Measure #1 – present V – Student progress

Measure #2 – present V – Direct interaction

Measure #3 – present V – Submit assignment

Teachers will be able to log in to the LMS to check to see if assignments have been completed prior to 11:59PM on the day the work was due. Teachers will have the ability to edit attendance until the end of the following day. If teachers need to edit attendance beyond that time frame, they will work directly with the campus PEIMS staff to make those adjustments.

## Student Academic Progress & Feedback

Teachers will track academic progress using Skyward and Canvas or SeeSaw to post grades and feedback that will be accessible to the families. This will be the same method that families and students use in our face-to-face instructional model to provide continuity. Our district technology website houses short instructional videos for families to help them learn navigate these platforms.

Students may receive feedback in different ways, but a minimum requirement of weekly feedback from the student's teacher will be required.

Examples of feedback may include:

- Instructional platforms that provide immediate results and feedback on student progress with the skill being measured or assessed.
- Check-ins with the teacher in scheduled or live TEAMS sessions
- Graded or scored assignments, projects, discussion boards, or any other performance-based requirement that the teacher assigns.

## **Grading Guidelines for 2020-21 Grades 9-12**

**\*\*These grading guidelines are only for school year 2020-21. Grades will go toward GPA as dictated by the Texas Education Agency.\*\***

The district high schools use a weighted numerical grading system. The following chart reflects the MISD grading system for grades 9-12.\*

A	90-100
B	80-89
C	70-79
F	Below 70

An “Incomplete” (I) reflects incomplete student work and is not considered an academic grade. \*See MISD Board Policy EIC (LOCAL).

### **GRADING PRACTICES**

Grades for the grading period shall be obtained by averaging student work as detailed below. Daily assignments may count more than once, but no more than twice. MISD Curriculum Based Assessments (CBAs) are calculated as part of the daily work category. Each MISD Advanced Placement Common Assessment (CA) is calculated as a test grade (major grade/test category) in the grading period in which the assessment is given.

### **ENGLISH**

#### **Regular/Pre-AP/AP**

60% - Major Grades (Minimum: 1 test & 1 fully processed composition/text)

40% - Daily Work, Daily Writing and Quizzes

### **SOCIAL STUDIES**

#### **Regular**

50% - Major Grades

50% - Daily Work

#### **Pre-AP/AP**

60% - Major Grades

40% - Daily Work

## SCIENCE

### Regular

50% - Major Grades

50% - Minor Grades (Labs/Daily/Quiz)

### Pre-AP/AP

50% - Major Grades

50% - Minor Grades

## MATH

### Regular

50% - Major Grades

50% - Minor Grades

### Pre-AP

60% - Major Grades

40% - Minor Grades

### AP

70% - Major Grades

30% - Minor Grades

## LANGUAGES OTHER THAN ENGLISH (LOTE)

40% - Tests

25% - Daily Work

35% - Speaking/Listening

## FINE/PERFORMING ARTS

60% - Major Grade/Performance

40% - Daily Work

## ELECTIVES

40% - Major Grades (tests/projects/lengthy assignments/etc.)

60% - Daily Work

## EMERGENCY MEDICAL TECHNICIAN (EMT)

50% - Exams/Major Grades

30% - Quizzes/Labs

20% - Daily Grades (including pre/post-tests)

## NUMBER OF GRADES EACH GRADING PERIOD

- Regular Classes: 8 grades (minimum)
- Pre-AP/AP Classes: 8 grades (minimum)
- All Classes: 2 grades (minimum) per each grading category
- Daily work category: 2 grades (minimum) in addition to the CBA grade

## SEMESTER GRADES

- Semester grades are computed for each course by averaging the numerical grades recorded for each of the three six-week reporting periods and the course semester exam.
- **All courses:** Semesters One and Two:
  - First and Fourth Grading Periods = 26% each
  - Second, Third, Fifth and Sixth Grading Periods = 27% each
  - Semester Exam = 20%
- A student in grades 9-12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is

70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

### **SEMESTER EXAMS**

Each semester, specific exam schedules are designated for MISD high school and dual credit courses. These schedules must be followed. Neither mid-term nor final exams are given early. If a student is absent on the day of an exam, he or she will take the exam at a date/time designated by the school. A student is expected to contact the course teacher to schedule a make-up time for a **first semester exam** missed because of a student absence. A student is expected to contact the school counseling department to schedule a make-up time for any **second semester exam** missed because of a student absence.

### **TEST RETAKES**

- Students who fail a major test/assessment (below 70%) will be allowed to retake or correct up to a 70% grade. This does not include semester exams.
- Students are expected to make arrangements with the teacher to retake or correct a major test/assessment.
- Students are encouraged to participate in tutoring opportunities before retaking a test.
- Each teacher will communicate routine requirements for retakes and corrections in his/her course syllabus.
- All retakes or corrections must be completed prior to the end of each grading period unless the student is afforded time, after the grading period, as a result of the district's absent/make-up guidelines.
- See UIL Eligibility ("No Pass/No Play") guidelines for additional information related to grades and UIL Eligibility.

### **LATE WORK**

Students may be assessed a penalty of no more than 30 points for work turned in up to 48 hours after due date/time. Work turned in after 48 hours from the due date/time may be given a zero.

### **MAKE-UP WORK** (because of absence for any class missed)

Per MISD High School Student Handbook:

- The teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.
- A student will be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. When absent, the student is afforded the number of days missed plus one additional day to turn in make-up work. (A/B Block Example: A student misses Monday and Tuesday of the week and he/she returns on Wednesday of that same week. Student work from Monday's absence is considered late after Friday, and student work from Tuesday's absence is considered late after the following Monday.)

- A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
- A student is encouraged to speak to his/her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence.
- A student will be permitted to make up tests and turn in projects due in any class missed because of an absence.
- Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to the students.
- See UIL Eligibility (“No Pass/No Play”) guidelines for additional information related to grades and UIL Eligibility.

### **WEIGHTED CREDIT**

Per MISD Board Policy EIC (LOCAL):

- The District uses a weighted numerical grading system. In calculating GPA, ten points (per semester) shall be added to a student’s average in Advanced Placement (AP) courses, Pre-AP courses, Academic Decathlon and other courses considered to be District-approved college level dual credit courses. All other courses shall not receive weighted points for completion.
- No weighted credit point shall be added for grades lower than 70.
- Weighted grading shall be reflected in the student’s GPA and not numerically per course on either the student’s report card or transcript.

### **UIL ELIGIBILITY (“No Pass/No Play”)**

- Semester grades are computed by averaging the numerical grades recorded for each of the three six-week reporting periods.
- Each grading period will stand alone for eligibility purposes.
- A student who is declared academically ineligible after a grading period will be able to regain eligibility if all the student’s grade averages are 70% or higher at the subsequent three-week grade reporting period.
- See MISD Board Policy FM (LOCAL) – Exempt Courses.

### **STUDENT WORK**

The amount of time needed to complete assignments may vary with each student’s study habits, academic skills and selected course load. This includes major projects such as research reports, book reports, major essays and other assignments teachers designate as major projects.

### **POSTING STUDENT GRADES**

Student grades will be posted in Skyward parent portal within five business days for daily grades and major grades. Special consideration is given to major projects, including lengthy writing assignments.

## Grades 7-8 (and STEM Academy)

**\*\*These grading guidelines are only for school year 2020-21. Grades for high school credit courses will go toward GPA as dictated by the Texas Education Agency.\*\***

The district middle schools use a weighted numerical grading system. The following chart reflects the MISD grading system for grades 7-8:

A	90-100
B	80-89
C	70-79
F	Below 70

An "Incomplete" (I) reflects incomplete student work and is not considered an academic grade.

### **GRADING PRACTICES**

Culminating grades for a grading period shall be obtained by averaging student work as detailed below for middle school courses and courses taken for high school credit. Assignments may count more than once, but no more than twice. MISD Curriculum Based Assessments (CBAs) are calculated as a grade.

### **MIDDLE SCHOOL COURSES - Six Week Grade Cycle**

The following grading guidelines apply to all middle school courses except courses taken for high school credit. (See "Courses Taken for High School Credit" below.)

- All work weighted equally (No grading categories)
- Minimum of 8 grades in all classes (7<sup>th</sup> grade ELAR minimum of 12 grades)
- Opportunity to correct all grades to a minimum of 70

### **COURSES TAKEN FOR HIGH SCHOOL CREDIT - Six Week Grade Cycle**

Per MISD EIC (LOCAL), all numerical grades earned in high school credit courses shall be used to compute a student's high school grade point average (GPA). MISD high school grading guidelines apply to the following courses middle school students may take for high school credit.

#### **Pre-AP Algebra 1**

- 60% - Major Grades
- 40% - Minor Grades (quiz/daily)

#### **Spanish I, PAP Spanish, AP Spanish**

- 40% - Tests
- 25% - Daily Work
- 35% - Speaking/Listening

#### **High School Electives**

- 40% - Major Grades (tests/projects/lengthy assignments/etc.)
- 60% - Daily Work

## **SEMESTER GRADES**

Semester grades are computed for each course by averaging the numerical grades recorded for each of the three six-week reporting periods and the course semester exam. Credit is awarded at the end of each course with a grade of 70 or better.

- **Middle School Courses**
  - Each semester:
    - Each grading period = 30%
    - Semester exam = 10%
  
- **Courses taken for High School Credit**
  - Semesters One and Two:
    - First and Fourth Grading Periods = 26% each
    - Second, Third, Fifth and Sixth Grading Periods = 27% each
    - Semester Exam = 20%

## **SEMESTER EXAMS**

Exams are given at the end of each semester. Neither mid-term nor final exams are given early. If a student is absent on the day of an exam, he or she will take the exam at a date/time designated by the school. A student is expected to contact the course teacher to schedule a make-up time for a **first semester exam** missed because of a student absence. A student is expected to contact the school counseling department to schedule a make-up time for any **second semester exam** missed because of a student absence.

## **LATE WORK**

Students may be assessed a penalty of no more than 15 points per day for up to three days before a zero may be given for work not turned in on time.

## **STUDENT WORK**

The amount of time needed to complete assignments may vary with each student's study habits, academic skills and selected course loads. This includes major projects such as research reports, book reports, major essays, and other assignments teachers designate as major projects.

## **POSTING STUDENT WORK**

Student grades will be posted in Skyward parent portal within five business days. Special consideration is given to major projects, including lengthy writing assignments.

## **GRADE RETAKES OR CORRECTIONS**

- Students will be allowed to retake or correct any assignment up to a 70%. This does not include semester examinations.
- Students are expected to make arrangements with the teacher to retake or correct a grade.
- Students are encouraged to participate in tutoring opportunities before retaking a test.
- Each teacher will communicate routine requirements for retakes and corrections in his/her course syllabus.

- All retakes or corrections must be completed prior to the end of each grading period unless the student is afforded time, after the grading period, as a result of the district's absent/make-up guidelines.
- See UIL Eligibility ("No Pass/No Play") guidelines for additional information related to grades and eligibility.

### **WEIGHTED CREDIT**

- The District uses a weighted numerical grading system for eligible courses. At the middle school level, MISD courses eligible for weighted credit are Pre-AP Algebra I, Pre-AP Spanish, and Advanced Placement Spanish. All other courses shall not receive weighted points for completion.
- All numerical grades earned in high school credit courses, including high school credit courses taken in middle schools, shall be used to compute a student's high school GPA.
- In calculating the student's high school grade point average (GPA), ten points shall be added to the student's average for courses eligible for weighted credit. No weighted credit shall be added for grades lower than 70.
- Weighted grading shall be reflected in the student's high school GPA and not numerically per course on either the student's report card or transcript.
- See MISD Board Policy EIC (LOCAL).

### **UIL ELIGIBILITY**

- Semester grades are computed by averaging the numerical grades recorded for each of the three six-week reporting periods.
- Each grading period will stand alone for eligibility purposes.
- A student who is declared academically ineligible after a grading period will be able to regain eligibility if all of the student's subsequent three-week grades are 70% or higher.
- See MISD Board Policy FM (LOCAL) – exempt courses.

## **Grades 5-6**

**\*\*These grading guidelines are only for school year 2020-21.\*\***

### **GRADING SCALE**

Teachers shall determine academic student progress using a grade percentage scale of 0-100. Citizenship grades are measured on a Likert scale (ESNU).

- 90-100 = A                      E = Excellent
- 80-89 = B                      S = Satisfactory
- 70-79 = C                      N = Needs Improvement
- Below 70 = Failing            U = Unsatisfactory
- I = Incomplete ("I" is not an academic grade, but indicates incomplete work.)

### **GRADING PRACTICES**

The following grading guidelines apply to all intermediate courses.

- All work weighted equally (No grading categories)
- Minimum of 6 grades in all classes

- Opportunity to correct all grades to a minimum of 70
- MISD Curriculum Based Assessments (CBAs) are calculated as a grade

### **LATE WORK**

Late Work Teachers will accept late work:

- 1 class day late – grade may be reduced up to a maximum of 15 points
- 2 class days late – grade may be reduced up to a maximum of 30 points
- 3 class days late – teacher discretion

Teachers will communicate the late work guidelines in the class syllabus. This syllabus must be submitted to the principal's office for approval, before the first day of school, and a copy must be provided to each student/parent at the beginning of the school year.

### **HOMEWORK**

Intermediate schools will provide for homework-free extended holidays. (Thanksgiving Break, Winter Break, and Spring Break)

### **GRADE CORRECTIONS/TEST RETAKES**

Students who fail any assignment/test (below 70%) will be allowed to retake or correct for a minimum grade of 70%. All retakes or corrections must be completed prior to the end of the grading period. Students are encouraged to attend tutorials. Teachers will communicate routine requirements in the class syllabus that are precursors to any retakes or corrections. This must be submitted to the principal's office for approval before the first day of school, and a copy must be provided to each student/parent at the beginning of the school year.

### **SEMESTER GRADES**

Semester grades are computed by averaging the numerical grades recorded for each of the three grading periods within the semester. The three grading periods will equal 100% of the student's grade (33.3% per grading period). Credit is awarded at the end of the academic year. No semester exams are administered at the intermediate level.

## **Grades PK-4**

**\*\*These grading guidelines are only for school year 2020-21.\*\***

### **ELEMENTARY SCHOOL GRADING**

Each student's academic progress and conduct are evaluated using progress reports and grade reports. Grade reports are issued at the end of the 2nd, 4th, and 6th grading periods for PK-1. For second, third and fourth grade, reports are issued every grading period. A conversion scale follows:

Pre-K – students are assessed three times annually in the areas of literacy, math, and social-emotional learning using the Children's Learning Institute CIRCLE assessment. Students receive an overall rating in each of these areas using the following ratings:

- On Track
- Needs Support
- Monitor

K-1 – students in K-1 are assessed using a standards-based report card aligned to grade-level TEKS in all four content areas (Literacy, Math, Science, and Social Studies) using the following ratings:

- Beginning
- Progressing
- Satisfactory
- Mastered

Second-Fourth:

90-100 = A

E = Excellent

80-89 = B

S = Satisfactory

70-79 = C

N = Needs Improvement

Below 70 = Failing

U = Unsatisfactory

**It is the practice of the Mansfield Independent School District to:**

- Allow students to work with other students in small co-operative groups.
- Allow students to edit and on occasion grade other students' written work.
- Post examples of excellent student work.
- Recognize student accomplishments publicly.
- Provide homework-free extended holidays (Thanksgiving Holiday, Winter and Spring Breaks)

### **GRADING PRACTICES**

- All work weighted equally (No grading categories)
- Required number of grades
  - ELA/Math – 8
  - Sci/SS – 4
- Opportunity to correct assignments to a 70
- Enrichment Grades: Students will receive a number grade for skills/practice and either S, N, or U for conduct/behavior.

### **CURRICULUM BASED ASSESSMENTS (CBAs)**

CBAs are short quizzes designed to measure mastery of the curriculum in a short period of time. They are designed to cover material that has been taught to mastery. CBAs will be given on each campus, according to the district schedule. Grades will be recorded for the CBAs.

# MISD Local Assessments 2020-21

Mansfield Independent School District is committed to teaching and learning that facilitates student success. Local assessments are critical because they serve as instruments to provide the direction in the instructional decision-making process. Assessment for learning is an ongoing, interactive process that supports the curriculum framework and alignment of the written, taught, and tested curriculum.

[Click here to view Local Assessment calendars by level.](#)

[Click here to view the TEA Assessment calendar.](#)

[Curriculum Based Assessments](#)

[Benchmarks & Interim Assessments](#)

[Reading & Math Screeners](#)

[G/T Assessments](#)

[AP Progress Checks](#)

## Curriculum Based Assessments

### Purpose

- To measure the extent to which students are learning curriculum standards/objectives so that appropriate adjustments can be made during the teaching/learning process
- To improve student learning
- To provide consistency in measuring student progress on the district curriculum and state standards
- To assist in determining professional development needs for teachers

### Curriculum Based Assessments

- Check and assess student mastery of a discrete part of the curriculum
- Serve as the basis for gathering information to make curriculum decisions
- **Align to the rigor of the verbs within the TEKS**
- Can be sent home for parental review after being graded and returned to students
- Contain 25 questions or less in K-6 and 20 questions or less in grades 7-12
- Must be accommodated when specified by IEPs or, 504s, and/or Dyslexia plan. Collaboration with the Special Education teacher shall occur when accommodating to comply with an IEP.
- Align to the TEKS and to the blueprints and/or reviews available on the curriculum and instruction Canvas pages.
- Elementary CBAs should occur during the content time - not intervention or other contents
- The principal shall analyze performance results and submit the campus portion of the data reflection to his/her area superintendent and the content coordinator by the designated date (approx. 1 week after district reflection is received).

### Fidelity

- Each content teacher facilitates student practice of skills and content needed to demonstrate mastery on the CBA.
- **It is essential that all teachers follow the same protocol in preparation and administration of assessments to get valid data.**

- **Practicing an actual CBA question invalidates the purpose of the CBA and does not allow students to demonstrate transfer of skills to different formats. The actual CBA is NOT to be used as the review.** In preparation for the CBA, teachers in grades K-6 may review for a maximum of one instructional period. For CBAs in grades 7-12, teachers may review for a maximum of **20 minutes**. Examples of appropriate review procedures include backward design from the TEKS, or use of released STAAR questions, and/or District provided reviews.
- Students shall complete CBAs independently without unauthorized assistance.

**CBA Grading** Changes made to questions or scoring will only be made at the district level. Campuses will follow the 2020-21 grading policy.

### CBA Schedule

**\*Note:** All assessments will be given AND graded within the time frame allotted. If you cannot give and submit data by the due date, you must contact the content coordinator and obtain approval from your Area Superintendent.

<i>Elementary</i>						
CBA	ELAR		Math			Science
Grade Level	2nd	3rd & 4th	2nd	3rd	4th	3rd & 4th
CBA #1	Dec 14-16		Dec 7-11	Nov 9-13	Nov 16-20	
CBA #2	May 19-21	Nov 12-13	April 19-23	Feb. 22-26	Feb 22-26	Nov. 10-12
CBA #3		Jan 28-29		Apr 19-23	Apr 19-23	Dec 14-17
CBA #4		March 11-12				Feb. 24-26
CBA#5						April 21-23

<i>Intermediate</i>						
CBA	ELAR	Math		Science		Social Studies
Grade Level	5th & 6th	5th	6th	5th	6th	5th
CBA #1		Oct 6-8	Oct 5-7			Oct 27-28
CBA #2	Nov 12-13	Dec 14-16	Dec 14-16	Nov 10-12	Nov. 11-13	Dec 8-9
CBA #3	Jan 28-29	Mar 10-12	Feb 23-25	Dec 14-17	Dec 14-17	March 2-3
CBA #4	March 11-12		Apr 20-22	Feb 25 - March 1		
CBA #5				Optional Benchmark	April 7-9	

<i>Middle</i>					
CBA	ELAR	Math	Science		Spanish

		7th	8th	Algebra		<b>Social Studies</b>	
CBA #1	Nov 4-9	Nov 16-19	Nov 11-12	Nov 9-10	Nov 10-11	Nov 13	Nov 10-11
CBA #2	Feb 8-11	Mar 11-12	Mar 29-30	Feb 24-25	Feb 23-24	Feb 17	April 20-21

<i>High School</i>						
CBA	English I & II	English III & IV	Algebra I & II	Biology	US History	Spanish & French I, II, III
CBA #1	Nov. 4-9	Oct. 23-28	Nov 10-11	Nov 12-13	Nov 12-13	Nov 10-11
CBA #2	Feb. 16-19	Feb. 16-19	A1 Feb 24-25 A2 Mar 2-3	March 4-5	Feb 23-24	April 20-21
CBA #3		Mar. 29-Apr. 1				

# Benchmarks & Interim Assessments

**Benchmarks Purpose:** This is an OPTIONAL assessment.

- Provide campus staff and students practice with STAAR testing schedule and environment.
- Predict student performance on the STAAR.
- Use data to provide targeted academic intervention opportunities.

\*\*\*\*\*Consider replacing benchmarks with Interim Assessments - see below

## **Materials**

- Campus is responsible for copies and resources associated with benchmark assessments.
- C&I may provide an optional benchmark key in Edugence.

## **Recommended Dates for Optional Benchmark:**

	<b>Window for Optional Benchmark</b>
April STAAR Tests/EOC	Recommendation is March 8-12 or 22-26
May STAAR Tests/EOC	Recommendation is April 6-9 OR April 12-16
Social Studies	Benchmarks are NOT recommended for Social Studies

**State-Developed Interim Assessments (IAs):** This is an OPTIONAL assessment (counts as benchmark).

- ETS is the vendor for the state providing IAs. Opportunities vary by content area.
- Dates for 2020-21:
  - Opportunity 1 August 17 - March 31, 2021
  - Opportunity 2 November 23 - March 31, 2021

More information? See Assessment Dept. or <https://tea.texas.gov/student.assessment/ia/>

# Reading & Math Screeners

[MISD MTSS/Dyslexia Canvas](#)

Grade	Beginning of Year		Middle of Year		End of Year	
	Assessment	Window	Assessment	Window	Assessment	Window
<b>Reading</b>						
Pre K	CIRCLE	Sept 14-25	CIRCLE	Jan 19 - Feb. 5	CIRCLE	May 10-25
Kinder	ISIP	Sept 14-25	ISIP	Dec 1-17	ISIP	May 10-25
Grades 1-2	ISIP	Aug 24-28	ISIP	Dec 1-17	ISIP	May 10-25
Grades 3-5	*QPS *Recommended 5	Aug 24 - Sept 10	*QPS *Recommended 5	Dec 1-17	*QPS *Recommended 5	May 10-25
Grades 3-8	MAP Growth	VLA: Aug 24 -Sept 24 F2F: Sept 10-24	MAP Growth	Dec 1-17	MAP Growth	May 10-25
Progress Monitor Weekly	K-2: ISIP, PASS K-8: QPS, DRA, DIBELS 7-8: TMSFA, QPS					
<b>Mathematics</b>						
Grades K-2	Skill checks embedded into curriculum for the beginning of the year.		TEMI	Dec 1-17	TEMI	May 10-25
Grades 3-8	MAP Growth	VLA: Aug 24-Sept 24 F2F: Sept 10-24	MAP Growth	Dec 1-17	MAP Growth	May 10-25
Progress Monitor Weekly	K-2: TEMI K-6: MISD PM 7-8: TBD by MS					

**Universal Screener:** Assessment to determine students not making expected progress and in possible need of intervention.

**Diagnostic:** Determines the causes for student performance and helps teachers identify deficits in understanding.

**Progress Monitoring:** Measures rate of learning as a result of targeted interventions. Progress monitor weekly (Lesson-Lesson-Lesson-PM). Data points/graphs are uploaded into Edugence Rtl prior to Rtl meetings (every 6-9 weeks).

## G/T Assessments

Need More Information:

<http://www.mansfieldisd.org/uploaded/main/departments/CIA/GT/GTProgramGuide.pdf>

<b>CogAT Assessment Calendar 20-21</b>				
	<b>Grades K-1 and 3-4, 5-6</b>	<b>Grade District Wide</b>	<b>Grades 7-12 FALL</b>	<b>Grades 7-12 SPRING</b>
Referral	11/30-12/17		10/12-10/23	1/19-2/5
Testing	1/6-1/29		11/2-11/13	2/11-2/26
Screening		10/26-11/13		
Committee Review	2/1-2/11	12/7-12/11	11/30-12/4	3/1-3/5
Notification	2/16-2/19	12/14-12/17	12/7-12/11	3/8-3/12
Appeal	2/22-2/24	1/11-1/15	12/14-12/17	3/22-3/26
Transfers	Last week of each grading period		Last week of each grading period	Last week of each grading period

# AP Progress Checks

## Philosophy

AP Progress Checks in AP Classroom are required for each unit. They serve as instruments to provide direction in the instructional decision-making process for students, staff, and parents. Assessment for learning is an ongoing, interactive process that supports the curriculum framework and alignment of the written, taught, and tested curriculum.

## Purpose

- To measure the extent to which students are learning curriculum standards/objectives so that appropriate adjustments can be made during the teaching/learning process
- To improve student learning
- To provide consistency in measuring student progress on the district curriculum
- To assist in determining professional development needs for teachers
- To audit the quality of the curriculum so that appropriate adjustments can be made

## AP Progress Checks

- Count as a participation grade
- Teachers should select 10-20 questions per progress check
- Teachers should begin assigning the FRQ progress check no later than October and continue throughout the course
- Data will be reviewed by curriculum leaders at three checkpoints during the year
- Check and assess student mastery of a discrete part of the curriculum
- Serve as the basis for gathering information to make curriculum decisions
- **Aligned to the rigor of the AP Standards**
- Modeled after AP exams
- Must be modified by the teacher when specified by IEPs or 504s

## *Testing Schedule*

*Follow the College Board CED binder and timeline. Give the Progress Check at the completion of each unit.*

<b>AP Progress Checks</b>	
<b>Course</b>	<b>Data Reviewed</b>
All AP Courses	October 1 December 17 March 12



# TEA Implementation Requirements

Professional development calendars with supports for asynchronous instruction

- ❑ Include the following:
  - Introductory and ongoing content focused, job-embedded training asynchronous curricular resources
  - Cover all grade levels and content areas
  - Develop content knowledge to help teachers internalize the asynchronous curriculum, analyze and respond to data
  - Cover asynchronous remote instructional delivery and use of the asynchronous learning management system
  
- ❑ Communication and support for families to support asynchronous learning



# MISD Implementation

## Professional Learning Plans

- MISD District Professional Development Calendar
- MISD Summer Administrator training
- Panorama Staff Survey – Feedback on PD Needs
- MISD Summer Curriculum Conference
- Video Connection/Email Updates Reviewing Pieces of Instructional Plan – Asynchronous Instruction
- Digital Days of Learning
- MTOP - New Hire Orientation
- Start of Year – Department of Instruction Professional Development for Teachers
- Learning Management System & Online Tools Professional Development
- Expectations for Online & Face-to-Face Instructional Professionals
- 2020 – 2021: Continued Professional Learning

# Curriculum and Instruction 2020-2021 Preparation and Support

## MISD Curriculum, Instruction & Assessment Team

The MISD Curriculum, Instruction & Assessment TEAM commits to provide ongoing support for teachers to prepare for Virtual learning. In order to create understanding and build teacher efficacy focused on providing equitable eLearning opportunities in face-to-face and online environments by:

1. updating scope and sequence documents for all grade levels and content areas
2. creating pacing guides in alignment with scope and sequence documents
3. creating digital (formative and summative) assessments, using district-aligned resources
4. transferring knowledge of pedagogy for face to face instruction to create meaningful and engaging digital learning experiences

# MISD District Calendar 2020-2021



## Mansfield Independent School District 2020-2021 Calendar

605 East Broad Street  
Mansfield, TX 76063  
817-299-6300  
www.mansfieldisd.org

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
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		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### LEGEND

- First/Last Day of School
- Staff Development
- Teacher Workday
- Districtwide Holiday
- Student Holiday & Staff Development Day (Full Day)
- Student Holiday & Parent/Teacher Conferences
- Student Holiday & SDCE Day
- Student Holiday & Teacher Workday
- Bad Weather Makeup Day

### 2020-21 HOLIDAYS & IMPORTANT DATES

July 28 - July 31: Orientation & Training for New Professional Hires  
 August 3: Teachers Report  
 August 3-7: Professional Development Week \*Exact days may vary, but teachers will get the equivalent of five professional development days and two workdays from August 3 to August 11.  
 August 10-11: Teacher Workday  
 August 12: First Day of School  
 September 4: Student Holiday & Staff Development Day  
 September 7: Labor Day Holiday  
 October 9: Districtwide Holiday  
 October 12: Student Holiday & Parent/Teacher Conferences  
 November 2: Districtwide Holiday  
 November 3: Student Holiday & Staff Development Day  
 November 23: Student Holiday & SDCE Day  
 November 24-27: Thanksgiving Holiday  
 December 17: End of 1<sup>st</sup> Semester  
 December 18 - January 1: Winter Break  
 January 4-5: Student Holiday & Teacher Workday / Staff Development  
 January 6: School Resumes / 2<sup>nd</sup> Semester Begins  
 January 18: Dr. Martin Luther King, Jr. Holiday  
 February 12: Districtwide Holiday  
 February 15: Presidents Day Holiday (Bad Weather Makeup Day #1)  
 March 15: Student Holiday & SDCE Day  
 March 16-19: Spring Break  
 April 2: Spring Holiday  
 April 5: Districtwide Holiday (Bad Weather Makeup Day #2)  
 May 26: Last Day of School / End of 2<sup>nd</sup> Semester  
 May 27: Teacher Workday / Last Day of School for Teachers  
 May 31: Memorial Day Holiday

### BAD WEATHER DAYS

February 15: Bad Weather Makeup Day #1  
 April 5: Bad Weather Makeup Day #2

### GRADING PERIODS

- |                              |                            |
|------------------------------|----------------------------|
| 1. August 12 – September 18  | 4. January 6 – February 19 |
| 2. September 21 – October 30 | 5. February 22 – April 9   |
| 3. November 4 – December 17  | 6. April 12 – May 26       |

January 2021						
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23	24	25	26	27	28	29
30	31					

February 2021						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

March 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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COMMON GROUND NETWORK, INC. | Connecting Partners to Serve Our Community



Finding common ground in our community in order to serve Mansfield ISD families.

Services include: Assisting with MISD's school supply "Stuff the Bus" campaign, Christmas programs, Feed the Kids programs (Summer Feed Program & Weekend Backpack Program), and food drives to support local food pantries.

P.O. Box 1049 Mansfield, Texas 76063 • www.CommonGroundMansfield.org

# Summer Professional Development Master Calendar - Administrator and New Hire Orientation

Revised: 7/30/20



## ALL-Professional Development 2020

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>July 13, 2020</b></p> <p><i>All Day: Nothing Scheduled</i></p>	<p><b>July 14, 2020</b></p> <p><i>The Center – Morning - All Principals &amp; HS Academics</i></p> <p><b>Virtual...</b> <u>8:30am-10:05am</u></p> <p>Welcome (ES/IS/MS/HS)</p> <p>Fall Models (ES/IS/MS/HS)</p> <p>Cadence of Accountability 2020-2021 (ES/IS/MS/HS)</p> <p><b>Virtual...</b> <u>1:00pm-2:55pm</u></p> <p>Health, Safety, &amp; Security (ES/IS/MS/HS)</p> <p><u>3:05pm-4:00pm</u></p> <p>MAP (ES/IS/MS)</p>	<p><b>July 15, 2020</b></p> <p><i>Morning: Nothing Scheduled</i></p> <p><i>Virtual -Afternoon - Principal and/or Administrator Over SPED Must Attend (Minimum – 1 Administrator per Campus)</i></p> <p>Attendees will be responsible for sharing information with ALL administrators at his/her campus.</p> <p><b>Virtual...</b> <u>1:00pm-2:30pm</u></p> <p>SPED, Dyslexia, 504 (ES/IS/MS/HS)</p> <p><u>3:40pm-4:00pm</u></p> <p>Pre-K Income Verification (ES)</p>	<p><b>July 16, 2020</b></p> <p><i>All Day: Nothing Scheduled</i></p>	<p><b>July 17, 2020</b></p> <p><i>Summer Friday</i></p> 
<p><b>Monday</b> <b>July 20, 2020</b></p> <p><i>The Center – Morning &amp; Afternoon - All Principals, All APs, All Counselors</i></p> <p><b>Virtual...</b> <u>8:30 a.m. – 11:30 a.m.</u></p> <p>Threat Assessment/Senate Bill 11 (ES, IS, MS, HS)</p> <p><b>Virtual...</b> <u>1:00 p.m. – 4:00 p.m.</u></p> <p>Threat Assessment/Senate Bill 11 (ES, IS, MS, HS)</p>	<p><b>Tuesday</b> <b>July 21, 2020</b></p> <p><i>Virtual (Morning): HS Principals and/or Administrator Over ELAR (Minimum 1 Administrator per Campus)</i></p> <p>Attendees will be responsible for sharing information with ALL administrators at his/her campus.</p> <p><b>Virtual...</b> <u>9:30am-11:30am</u></p> <p>New ELAR TEKS (HS)</p> <p><b>Virtual...</b> <u>1:00p.m. – 4:00 p.m.</u></p> <p>Canvas Functionality Online Learning - Best Practices Curriculum Previews (ES, IS, MS, HS)</p>	<p><b>Wednesday</b> <b>July 22, 2020</b></p> <p><i>Virtual – Morning – All Principals &amp; All APs</i></p> <p><b>Virtual...</b> <u>8:30am-10:00am</u></p> <p>Online Learning-Engagement &amp; Collaboration (ES, IS, MS, HS)</p> <p>MTOP &amp; Angust Teacher PD Updates</p> <p><i>Virtual – Morning – All Principals and/or APs Supervising Academic Departments</i></p> <p>Attendees will be responsible for sharing information with ALL administrators at his/her campus</p> <p><u>9:20am-10:45am</u></p> <p>Curriculum Previews (ES, IS, MS, HS)</p> <p><u>4:00pm-2:30pm</u> Elementary Principal Meeting</p>	<p><b>Thursday</b> <b>July 23, 2020</b></p> <p><i>Virtual – Morning &amp; Afternoon - All Principals, All AP's (160)</i></p> <p><b>Virtual...</b> <u>8:30am-4:00pm</u></p> <p>Dr Bone-Trauma Informed-SEL (ES, IS, MS, HS)</p> <p><u>Lunch on Your Own</u> <u>11:30am-12:30</u></p> <p><u>1:00pm-4:00pm</u></p> <p>Dr Bone-Trauma Informed-SEL (ES, IS, MS, HS)</p> <p><b>*Handouts/Books Needed*</b></p>	<p><b>Friday</b> <b>July 24, 2020</b></p> <p><i>Summer Friday</i></p> 
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

<p><b>July 27, 2020</b></p> <p><i>All Day: Nothing Scheduled</i></p>	<p><b>July 28, 2020</b> Current HR Projection (300)</p> <p><u>MTOP-Day 1 – Human Resources</u></p> <p><i>Virtual...</i></p> <p>8:00a.m. – 4:00 p.m.</p> <p><b>Board Meeting, 7pm</b></p>	<p><b>July 29, 2020</b> Current HR Projection (150 @ The Center/SPED @ BBIA)</p> <p><u>MTOP-Day 2 - Curriculum &amp; Instruction</u></p> <p><i>Virtual...</i></p> <p>PK-4 General Education Teachers</p> <p><i>Virtual...</i></p> <p>5-12 Special Education Teachers</p> <p>8:00 a.m. – 4:00 p.m.</p>	<p><b>July 30, 2020</b> Current HR Projection (150 @ The Center/SPED @ BBIA)</p> <p><u>MTOP-Day 3 – Curriculum &amp; Instruction</u></p> <p><i>Virtual...</i></p> <p>5-12 General Education Teachers</p> <p><i>Virtual...</i></p> <p>PK-4 Special Education Teachers</p> <p>8:00 a.m. – 4:00 p.m.</p>	<p><b>July 31, 2020</b></p> <p><u>MTOP – T-TESS</u></p> <p><i>Virtual...</i></p> <p>New MISD Teachers Not Previously T-TESS Trained</p> <p>T-TESS</p> <p>8:00 a.m. – 12:00 p.m.</p>
<p><b>Monday</b>                      <b>Tuesday</b>                      <b>Wednesday</b>                      <b>Thursday</b>                      <b>Friday</b></p>				
<p><b>ALL LEVELS: Duty Day is 8:00am - 4:00p.m., August 3<sup>rd</sup> - 11<sup>th</sup></b></p>				
<p><i>GT specialists must be allowed 15-30 minutes with ALL teachers during the week of August 3-7.</i></p>				
<p><b>August 3, 2020</b></p> <p><b>ALL Campuses</b></p> <p><u>Campus-Based Professional Development – ALL DAY</u></p> <p><i>Campus Faculty &amp; Staff</i></p>	<p><b>August 4, 2020</b></p> <p><b>Elementary &amp; High Schools</b></p> <p><u>Campus-Based Professional Development – ALL DAY</u></p> <p><i>Campus Faculty &amp; Staff</i></p> <p><u>District-Based Professional Development</u></p> <p><i>Virtual...</i></p> <p>MISD Virtual Academy – Edgenuity Teachers (Invitation Only – TEAMS)</p> <p>8:00am-12:00pm</p>	<p><b>August 5, 2020</b></p> <p><i>Virtual...</i></p> <p><b>Convocation</b></p> <p>TBA</p>	<p><b>August 6, 2020</b></p> <p><b>Elementary, Intermediate, &amp; Middle Schools</b></p> <p><u>Campus-Based Professional Development – ALL DAY</u></p>	<p><b>August 7, 2020</b></p> <p><b>Intermediate Middle High Schools</b></p> <p><u>Campus-Based Professional Development – ALL DAY</u></p> <p><b>August 7, 2020- Set up for August 8, Back to School BASH (Drive Thru Format – No Campus Support Required.)</b></p>
<p><u>District-Based Professional Development</u></p> <p><i>Virtual...</i></p> <p>MISD Virtual Academy – Edgenuity Teachers (Invitation Only – TEAMS)</p> <p>1:30pm-3:30pm</p>	<p><b>Intermediate &amp; Middle Schools</b></p> <p><u>District-Based Professional Development – ALL DAY</u> (Register in Eduphoria.)</p>	<p><u>District-Based Professional Development</u></p> <p><i>Virtual...</i></p> <p>LMS – SeeSaw (Grades PK-2)</p> <p>LMS – Canvas (Grades 3-12)</p> <p>1:00pm-4:00pm</p>	<p><b>High Schools</b></p> <p><u>District-Based Professional Development – ALL DAY</u> (Register in Eduphoria.)</p>	<p><b>Elementary Schools</b></p> <p><u>District-Based Professional Development – ALL DAY</u> (Register in Eduphoria.)</p>
<p><b>Monday</b>                      <b>Tuesday</b>                      <b>Wednesday</b></p>				
<p><b>August 10, 2020</b></p> <p>Teacher Workday</p>	<p><b>August 11, 2020</b></p> <p>Teacher Workday</p>	<p><b>August 12, 2020</b></p> <p>1<sup>st</sup> Day of School</p>		

# Summer Administrator Training

## Example: July 22, 2020

MISD PRINCIPAL MEETING AGENDA  
July 22, 2020

REVISED 7/21/20

	Presenter	Room	Time	Min	ES	IS	MS	HS
<b>Virtual via TEAMS</b>								
MTOP/ August PD Updates & Directions for Curriculum Previews	V. Sneed, D. O'Brian	Virtual	8:15-8:30	15	x	x	x	x
Online Learning – Engagement & Collaboration	B. Jeanes, M. Lemons	Virtual	8:30–9:15	45	x	x	x	x
<b>Elementary</b>								
Math Preview	C. Beebe	Virtual	9:20-10:00	40	x			
ELAR Preview	K.Cobb, K. Gonzales	Virtual	10:05-10:45	40	x			
<b>Intermediate</b>								
ELAR Preview	K. Gonzales	Virtual	9:20-10:00			x		
Math Preview	C. Beebe	Virtual	10:05-10:45			x		
<b>Middle</b>								
Social Studies Preview	M. Medina	Virtual	9:20-10:00	40			x	
ELAR Preview	T. Pollok	Virtual	10:05-10:45	40			x	
<b>High</b>								
ELAR Preview	T. Pollok	Virtual	9:20-10:00	40				x
Social Studies Preview	M. Medina	Virtual	10:05-10:45	40				x
<b>Break Until 1:00pm</b>								
Elementary Principal Meeting	T. Rountree	Virtual	1:00pm-2:30pm	90	x			



# MISD Teacher Panorama Survey: Teacher Data Response Excerpt

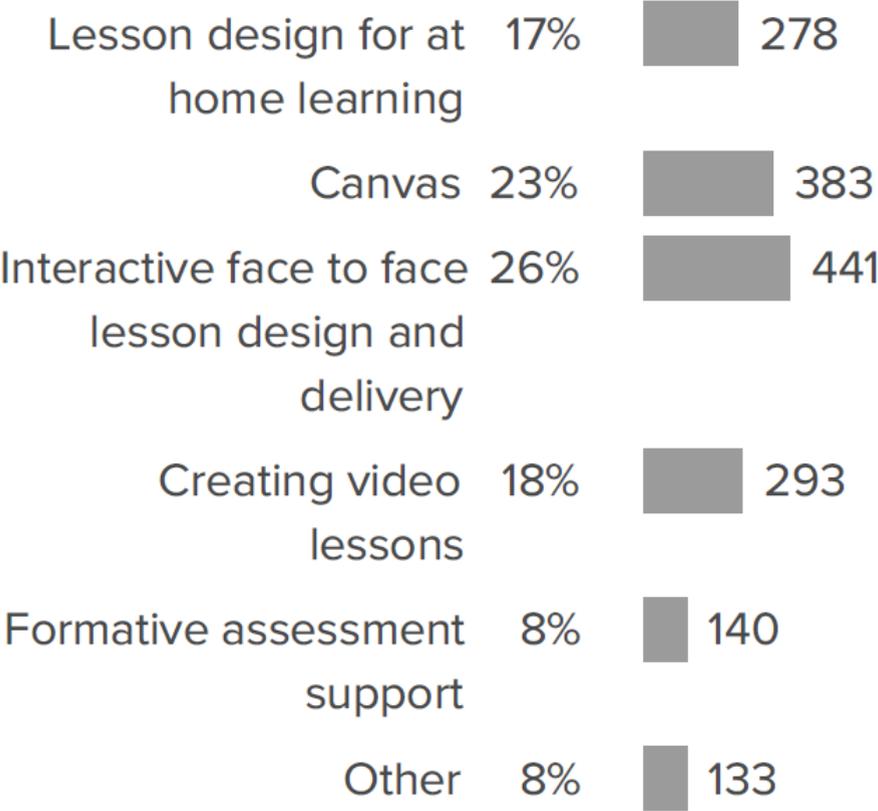


Mansfield ISD

Spring 2020 At Home Staff Distance Learning and Well-Being Survey, Staff Distance Learning and Well-Being/SEL Survey



## Q.12: If COVID-19 forces us to continue distance learning in the fall, what additional professional development do you need this summer?





# Summer Professional Development

## Example: Mathematics

**SUMMER 2020**  
 MATH PROFESSIONAL LEARNING  
*Pot Luck: Build Your PD Plate*



Dates	Target Audience	PD Name	Description	Types Hours Earned
Nightly through July 23 @ 6:00pm CST	K-12  Open to anyone	Math: <b>NCTM 100 Days of Math: Live 1 hour webinars nightly</b>	Live Webinars: <a href="#">MISD recommended sessions</a> with registration links. 34 sessions highlighted  National Council of Teaching Mathematics is providing 100 days of math professional learning live webinars. These 1 hour sessions will provide a certificate at the end.	1 hour each  SDCE  See <a href="#">list</a> for which are preapproved for GT or EL
May 11 @6pm CST	3-10  Open to anyone	Math: <b>How to Make Math Moments From A Distance</b>	Live Webinar: <a href="#">Register Here</a>  Explore how to apply the Make Math Moments 3-Part Framework to deliver problem based lessons in a meaningful way.	1.25 hour  SDCE, GT, EL
Opens June 1	6-12 version K-5 version  MISD only	Math: <b>Why we Should Reconsider Worksheets and What We Should Be Doing Instead</b>	Eduphoria E-Course: <a href="#">Register Here</a> (Self paced via Canvas)  Learn how to rethink creating tasks that are deeper than just finding solutions and a source to get you started. This is based on Robert Kaplinsky's Open Middle problems.	1 hour  SDCE, GT, EL
Opens June 1	K-12  MISD only	Math: Book Study- <b>Becoming the Math Teacher You Wish You'd Had</b> by Tracy Zager	Eduphoria E-Course <a href="#">Register Here</a> (Self paced via Canvas)  While mathematicians describe mathematics as playful, beautiful, creative, and captivating, many students describe math class as boring, stressful, useless, and humiliating. This book study helps teachers close this gap by making math class more like mathematics.  If you are sincerely interested in this PD option, please <a href="#">complete this form</a> so we can gage the quantity of books that may be needed.	Up to 13 hours  SDCE, GT, EL

[How to Take an Eduphoria E-course.](#)

[Screen Cast of Accessing the Course Content after Enrollment in ECourse](#)

Dates	Target Audience	PD Name	Description	Types Hours Earned
Opens June 1	K-12 MISD only	Math: Book Study- <b>Mathematical Mindset</b> by Jo Boaler	Eduphoria E-Course <a href="#">Register Here</a> (Self paced via Canvas)  Banish math anxiety and give students of all ages a clear roadmap to success! ... This book study will explore the concept of 'mindset' into math teaching and parenting strategies, showing how students can go from self-doubt to strong self-confidence, which is so important to math learning.  If you are interested in this PD option, please <a href="#">complete this form</a> so that we can gage the quantity of books that may be needed.	10 hours SDCE  3 hour EL update  3 hour GT update
Opens June 1	K-12 MISD only	Math: <b>Making Math Moments Podcast</b>	Eduphoria E-Course <a href="#">Register Here</a> (Self paced via Canvas)  Wondering how to create a classroom culture where students don't want to stop exploring mathematics when the bell rings? Join Kyle Pearce and Jon Orr as they interview math education influencers and tackle many of today's hot topics in math education. Discover how you can build easy to plan and fun to deliver math lessons by engaging in these 1 hr. podcasts.	1 hour per podcast  SDCE, GT, EL
Opens June 1	K-12 MISD only	Math: <b>#MTBoS</b>	Eduphoria E-Course <a href="#">Register Here</a> (Self paced via Canvas)  This session will introduce you to the Math Twitter Blog-o-sphere, AKA #MTBoS. Connect and learn from the world wide community of math educators!	1 hr  SDCE, GT, EL
June 2 9:00am	7-12 MISD only	Math: <b>Interactive Templates with Google Cloud Assignments in Canvas 7-12</b>	<a href="#">Register in Eduphoria</a> (live webinar)  Create Google cloud assignments in a matter of minutes. Google cloud assignments will allow you to embed a document directly from Google Drive and enable students to modify, edit and submit a copy through Canvas.	1 hr  SDCE, Technology
June 2 1:00 pm	K-6 MISD only	Math: <b>Interactive Templates with Google Cloud Assignments in Canvas K-6</b>	<a href="#">Register in Eduphoria</a> (live webinar)  Create Google cloud assignments in a matter of minutes. Google cloud assignments will allow you to embed a document directly from Google Drive and enable students to modify, edit and submit a copy through Canvas.	1 hr  SDCE, Technology

Dates	Target Audience	PD Name	Description	Types Hours Earned
June 3 9:00 am	K-6  MISD only	Math: <b>Metacognition with Canvas Discussions K-6</b>	<a href="#">Register in Eduphoria</a> (live webinar)  Increase classroom achievement and reestablish students ownership of learning through metacognition. Cultivating a growth mindset is essential to success in academics as well as future careers. The metacognitive process will help students set goals, assess their understanding of content, and achieve greater success in and out of school. Discover how Canvas supports this learning process and how you can facilitate metacognition in your classroom.	1 hr  SDCE, Technology
June 3 1:00 pm	7-12  MISD only	Math: <b>Metacognition with Canvas Discussions 7-12</b>	<a href="#">Register In Eduphoria</a> (live webinar)  Increase classroom achievement and reestablish students ownership of learning through metacognition. Cultivating a growth mindset is essential to success in academics as well as future careers. The metacognitive process will help students set goals, assess their understanding of content, and achieve greater success in and out of school. Discover how Canvas supports this learning process and how you can facilitate metacognition in your classroom.	1 hr  SDCE, Technology
June 4 9:00am-11:30am	6-12	Digital Tools in the Secondary Math Classroom: Day 2	Region 11 Live Webinar  This session will explore Desmos Activity Builder and various other free resources that can enhance learning inside and outside your classroom virtually. You can do some or all of the days, not required to register for all to participate.  Free for Region 11 Teachers- <a href="#">Register Here</a>	2.5 hours  SDCE Technology
June 11 9:00am-11:30am	6-12	Digital Tools in the Secondary Math Classroom: Day 3	Region 11 Live Webinar  This session will explore Desmos Activity Builder and various other free resources that can enhance learning inside and outside your classroom virtually. You can do some or all of the days, not required to register for all to participate.  Free for Region 11 Teachers- <a href="#">Register Here</a>	2.5 hours  SDCE Technology

Dates	Target Audience	PD Name	Description	Types Hours Earned
June 18, 10:00 am	K-12 MISD only	Math: <b>How to Ask vs Tell to Increase Mathematical Understanding</b>	<a href="#">Register in Eduphoria</a> (live webinar)  In this live webinar, learn how to provide opportunities for students to behave like mathematicians by asking questions that make kids think. Let's focus on the "see it before I show them, they say it before I tell them" mindset.	1 hr  SDCE, GT, EL
June 18, 1:00 pm	K-12 MISD only	Math: <b>3-Act Tasks</b>	<a href="#">Register in Eduphoria</a> (live webinar)  The design of a 3-Act Task is meant to help students see that the math they learn is power rather than punishment. Learn about using these in your class to increase engagement and the joy of math!	1 hr  SDCE, GT, EL
June 18, 2:00 pm	7-8	Math: <b>Go Math 7-8, A Deep Dive into Digital Lessons</b>	<a href="#">CLICK HERE</a> to register.  HMH is providing this free training to explore the digital resources that are included in your Go Math Textbook.	1 hr  SDCE (HMH will send Coordinator Certificates)
Summer 2020 (Dates TBD) Notification when these are ready will be sent.	K-8, Precal MISD only	Math: <b>Pacing Guide Updates</b>	Eduphoria E-Course (Self paced via Canvas)  Due to the school closure, 20-21 pacing guides will have updates to accommodate the missing contents from previous grade/course levels. This session will be an overview of adjustments.	1 hr  SDCE
Various Dates: <a href="#">Click here for schedule</a>	1-8 MISD only	Math: <b>Instructional Resource Training-Think Up Math</b>	Mentoring Minds has updated Motivation Math and the new product is called Think Up Math. It is still a consumable workbook, but Think Up Math has a few components that Motivation Math didn't have. This virtual PD will introduce 1st-8th grade teachers the new product, the online resources and the design for instructional use.	1.5 hrs & 1.0 hrs  SDCE

Dates	Target Audience	PD Name	Description	Types Hours Earned
June 26 9:00am-12:00 pm	6-12	<a href="#">Rookie School for Secondary Math</a> : "Cool Math" Leveraging math technology to build mastery	Region 11 Live Webinar  "I don't remember using this!" The tools of mathematics have changed. This session will discuss the prominent math-specific technology platforms and the free resources that are available to support teachers. We will discuss the role of technology and how instruction needs to adapt to the new and exciting tools available.  Free for Region 11 Teachers- <a href="#">Register Here</a>	3 hours  SDCE Technology
July 7 9:00am-12:00 pm	6-12	<a href="#">Rookie School for Secondary Math</a> : "Talking the Talk" Using Rigorous Tasks to Promote Math Discourse	Region 11 Live Webinar  "Can we talk?" Using the definition of literacy, this session will focus on mathematical literacy and discourse. Rigorous routines like Which One Doesn't Belong, Open Middle, and Notice and Wonder, will build the foundation of student collaboration and communication in class.  Free for Region 11 Teachers- <a href="#">Register Here</a>	3 hours  SDCE GT EL
July 16 2:00-3:00pm	7-8	Math: <b>Go Math 7-8</b> : A Deep Dive into <b>Intervention</b> and the <b>Personal Math Trainer</b>	<b>CLICK HERE</b> to register.  HMH is providing this free training to explore the digital resource Personal Math Trainer that is included in your Go Math Textbook.	1 hour  SDCE (HMH will send Coordinator Certificates)
July 17 9:00am-12:00 pm	6-12	<a href="#">Rookie School for Secondary Math</a> : "Math on a Dial" Using problem-solving methods to solve math mysteries	Region 11 Live Webinar  "Ugh! Words problems!" This session will focus on using the student's natural problem-solving skills and curiosity to tackle word problems from a different direction. By using Numberless Word Problems, Numberless Graphs, and 3 Act Tasks, all students will be able to access problems through their own skills and abilities. This session will promote solving problems through inquiry and collaboration.  Free for Region 11 Teachers- <a href="#">Register Here</a>	3 hours  SDCE GT EL

Dates	Target Audience	PD Name	Description	Types Hours Earned
July 24 9:00am-12:00 pm	6-12	<a href="#">Rookie School for Secondary Math</a> : "Touching Math" Using Manipulatives to Build Concrete Understanding	Region 11 Live Webinar  "I don't remember using this!" The tools of mathematics have changed. This session will discuss the prominent math-specific technology platforms and the free resources that are available to support teachers. We will discuss the role of technology and how instruction needs to adapt to the new and exciting tools available.  Free for Region 11 Teachers- <a href="#">Register Here</a>	3 hours  SDCE Technology

## ELAR: Example of 7th Grade Unit 3 Planning



Pollok, Theresa

To Dressler, Andrea

Cc Rountree, Tammy; McCallum, Cynthia; O'Brian, Donna

Reply Reply All Forward

Fri 11/1/2019 10:49 AM

7<sup>th</sup> Grade ELAR Teachers---

You guys are continuing to be such rock stars! We just wanted to highlight some of the awesome things going on in your classrooms with this [Middle School Spotlight](#) ☺

In our campus previews, we talked about resources and planning for Unit 3. Just a reminder about the items that we discussed---

- Unit 3 leads you until the end of the semester. Semester review and exams have been accounted for already in the pacing.
- If you need common assessment items, StudySync has great resources for you, including the End-of-Unit assessment items in the 'ASSESS' tab online. Just remember to not use of any of the passages on [this list](#).
- You can access your CBA folder [here](#) (complete with CBA #2 Question Stems).
- On the Pre-AP Unit 3 IPG, pay attention to the built-in APSI/LTF pieces & the Differentiation box at the bottom of the IPG.
- Remember that StudySync is our resource, not our curriculum. Using the district curriculum documents and resources will help you immensely!

Also, we have created a modeled planning example for teachers who may want guidance on how to fit everything in the class period. It is the first seven days (so first chunk of pacing in the IPG) in an On-Level classroom. [You can access it here](#). The top part of the document is planned according to the entire unit and its 18 days of instruction. In the bottom table of the document, we have provided you with a more detailed example and guidance on the first seven days of instruction. Everything linked in the document is from our curriculum resources and documents, except for this [Unit 3 Introduction presentation](#).

**\*\*\*In this Unit, we suggest that you read multiple mentor texts in order to truly teach the Argumentative SEs/skills.**

👉ase let me know if you have any questions.  
Have a great weekend ☺

---  
**Theresa Pollok**  
Secondary Literacy & Library Coordinator  
Mansfield ISD  
817-299-4382  
[theresapollok@misdmail.org](mailto:theresapollok@misdmail.org)

The image shows a screenshot of a presentation slide. The slide has a background image of a modern building with a curved, white facade. Overlaid on this is a large orange rectangle containing the text "7th Grade Unit 3 Overview" in white, bold font. The presentation software interface is visible at the top and left, showing a title bar with "7th Grade Unit 3 Overview: Unit Intro", a menu bar (File, Edit, View, Tools, Help), and a slide navigation pane on the left with 10 slides. The top right corner shows "Present" and "Share" buttons.

# Digital Days of Learning

## July 14-16, 2020



Time	Session Titles				
9:00 - 10:00am	Google Drive Organization and Sharing	Google Docs	Google Slides	Google Drawings	Chrome and Extensions
	<a href="#">Join Microsoft Teams Meeting</a>				
10:30 - 11:30am	Hyperdocs	Interactive Slides	Collaboration with GSuite	Tour Creator	Jamboard
	<a href="#">Join Microsoft Teams Meeting</a>				
1:00 - 2:00pm	Google Drive Organization and Sharing	Google Docs	Google Slides	Google Forms/Sheets	Chrome and Extensions
	<a href="#">Join Microsoft Teams Meeting</a>				
2:30 - 3:30pm	Hyperdocs	Interactive Slides	Collaboration with GSuite	Virtual Bitmoji Classroom	Digital Interactive Notebooks using Slides
	<a href="#">Join Microsoft Teams Meeting</a>				



Time	Session Titles				
9:00 - 10:00am	Experiencing Canvas	Getting Started With Canvas Course Set Up - Grades 5-12	Getting Started With Canvas Course Set Up - Elementary	Communicating with Students	Personalized Learning with Pages and the New RCE
	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>
10:30 - 11:30am	Getting Started With Canvas Course Set Up - Grades 5-12	Getting Started With Canvas Course Set Up - Elementary	Assignments	New Quizzes	Personalized Learning with Pages and the New RCE
	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>
1:00 - 2:00pm	New Quizzes	Assignments: Google Cloud	Discussions & Metacognition	Module Requirements & Badging	Assignments
	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>
2:30 - 3:30pm	Assignments: Google Cloud	App Integration: Embed Code	Module Requirements & Badging	Canvas Gradebook	Sharing with Canvas
	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>

# A Day of DIGITAL LEARNING

Time	Session Titles				
9:00 - 10:00am	Media Resources: Discovery Education, Learn 360, etc	Creating Instructional Videos	Learning on the Go! GooseChase	Flipgrid	Assessment Tools
	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>
10:30 - 11:30am	EdPuzzle	Seesaw	Synchronous vs. Asynchronous Learning	Spark Your Imagination with Adobe Spark	ReadWorks.org
	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>
1:00 - 2:00pm	Windows and Office 365 Tools	Padlet	Flipgrid with Canvas	Seesaw	Creating Instructional Videos
	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>
2:30 - 3:30pm	Animoto and PowerPoint Videos	Edpuzzle With Canvas	Blended Learning Best Practices	Low Prep High Yield Solutions	Canva
	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>	<a href="#">Join Microsoft Teams Meeting</a>

# New Hire Orientation and Professional Development

## New Teacher Professional Development PK-4<sup>th</sup> Grade General Education Teachers 5<sup>th</sup>-12<sup>th</sup> Special Education Teachers

Wednesday, July 29, 2020

8:00 a.m. – 4:00 p.m.  
Virtual Sessions via Zoom

Grade	Session 8:00-9:05	Session 9:20-10:25	Session 10:40-11:45	11:45-12:45	Session 12:45-1:50	Session 2:05-3:15	Session 3:30-4:00		
<b>PreK</b> <a href="#">Join Meeting</a>	<b>Pre-K Teaching/Learning in MISD</b> Jennifer Foster & Emily Young				<b>Lunch on Your Own</b>	<b>Pre-K</b> J. Foster	<b>Special Education</b> Ginger Busocker & Michelle Reay <a href="#">Join Meeting</a>	<b>Gifted &amp; Talented, Dyslexia, and Response to Intervention</b>  Teresa Francis & Staci Buck  <a href="#">Join Meeting</a>	
<b>Kinder</b> <a href="#">Join Meeting</a>	<b>Reading Language Arts/Social Studies</b> Kristi Cobb		<b>Science</b> Amy Senato	<b>Math</b> Karman Bailey					
<b>1<sup>st</sup> Grade</b> <a href="#">Join Meeting</a>	<b>Math</b> Karman Bailey	<b>Special Education</b> Busocker & Reay	<b>Reading Language Arts/SS</b> Kristi Cobb	<b>Reading Language Arts/SS</b> Kristi Cobb		<b>Science</b> Amy Senato			
<b>2<sup>nd</sup> Grade</b> <a href="#">Join Meeting</a>	<b>Science</b> Amy Senato	<b>Math</b> Karman Bailey	<b>Special Education</b> Busocker & Reay	<b>Reading Language Arts/ Social Studies</b> Kristi Cobb					
3 <sup>rd</sup> & 4 <sup>th</sup> Grade – If you do not teach the content area noted, join the electives session below									
<b>3<sup>rd</sup> Grade</b>	<b>Special Education</b>  Ginger Busocker & Michelle Reay	<b>Science</b> Amy Senato <a href="#">Join Meeting</a>	<b>Math</b> Karman Bailey	<b>S. Studies</b> Marie Medina <a href="#">Join Meeting</a>		<b>Reading Language Arts</b> Kristi Gonzales	<b>Science</b> Amy Senato		<b>Math</b> Karman Bailey
<b>4<sup>th</sup> Grade</b>		<b>S. Studies</b> Marie Medina <a href="#">Join Meeting</a>	<b>Reading Language Arts</b> Kristi Gonzales	join the electives session below					
<b>3<sup>rd</sup> &amp; 4<sup>th</sup></b>		If you do not teach content		<b>Fine Arts (Music &amp; Art)</b> Chuck Roe <a href="#">Join Meeting</a>					
<b>K-4 Electives</b>		<a href="#">Join Meeting</a>	<b>Distance Learning</b>  Kim Murphree & Sara Wills <a href="#">Join Meeting</a>	<b>Canvas</b>  Kim Murphree & Sara Wills <a href="#">Join Meeting</a>		<b>Fundamental 5</b> Shaye Anne Atwood <a href="#">Join Meeting</a>	<b>Social Emotional Learning</b> K. Aquino <a href="#">Join Meeting</a>		
<b>5-12 Special Education Teachers</b> <a href="#">Join Meeting</a>	<b>Special Education in MISD</b> Kimberly Schwartz, Gina Stevenson, Amanda Bass, Jessica Jansma, Angela McKee, Kindra Franklin					<b>Special Education in MISD</b> Kimberly Schwartz, Gina Stevenson, Amanda Bass, Jessica Jansma, Angela McKee, Kindra Franklin			

### T-TESS Orientation

Teachers who have NOT had initial T-TESS orientation in MISD or another district MUST attend the T-TESS orientation session from 8:00 a.m. – 12:00 p.m. on **Friday, July 31, 2020**. ----[Join Meeting](#) ----If you have been appraised on the T-TESS system previously you do NOT have to attend the July 31<sup>st</sup> T-TESS session. Your campus administrator may require documentation of your previous T-TESS participation.

[Having difficulty connecting to a meeting?](#)  
Call 817-299-4357 for technical assistance

**New Teacher Professional Development**  
**5<sup>th</sup> – 12<sup>th</sup> Grade General Education Teachers**  
**PK-4 Special Education Teachers**  
**Thursday, July 30, 2020**  
 8:00 a.m. – 4:00 p.m.  
 Virtual Sessions via Zoom

Grade	Session 8:00-9:05	Session 9:20-10:25	Session 10:40-11:45	Lunch	Session 12:45-1:50	Session 2:05-3:15	Session 3:30-4:00
5-6 ELAR	Special Education  Ginger Busocker & Michelle Reay <a href="#">Join Meeting</a>	English, Language Arts & Reading Kristi Gonzales <a href="#">Join Meeting</a>		<i>Lunch on Your Own</i>	English, Language Arts & Reading		<b>Gifted &amp; Talented, Dyslexia, and Response to Intervention</b>  Teresa Francis & Staci Buck  <a href="#">Join Meeting</a>
7-12 ELAR		English, Language Arts & Reading Theresa Pollock <a href="#">Join Meeting</a>			English, Language Arts & Reading		
5-12 Science <a href="#">Join Meeting</a>	Science Amy Senato & Michelle Hurst	Special Education Busocker & Reay	Science		Science		
5-12 Social Studies <a href="#">Join Meeting</a>	Social Studies Marie Medina, Gregg Williams & Kim Murphree		Special Education Busocker & Reay		Social Studies		
5-12 Mathematics <a href="#">Join Meeting</a>	Mathematics Elise Buchhorn, Mary Lemons & Brittany Jeanes				Special Education Busocker & Reay	Mathematics	
Electives 5-12 <a href="#">Join Meeting</a>	Canvas & Distance Learning  Marie Medina, Gregg Williams, Kim Murphree		Special Education  Busocker & Reay		Fine Arts (Band, Choir, Art, Theatre) Chuck Roe <a href="#">Join Meeting</a>		
					Fundamental 5 Shaye Anne Atwood <a href="#">Join Meeting</a>	Social Emotional Learning Karrie Aquino <a href="#">Join Meeting</a>	
PK-4 Special Education Teachers <a href="#">Join Meeting</a>	Special Education in MISD Kimberly Schwartz, Gina Stevenson, Amanda Bass, Jessica Jansma, Angela McKee, Kindra Franklin				Special Education in MISD Kimberly Schwartz, Gina Stevenson, Amanda Bass, Jessica Jansma, Angela McKee, Kindra Franklin		

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# Start of Year - Department of Instruction Professional Development for Teachers

[Staff Development Credit Equivalency \(SDCE\) Guidelines 2020-21](#)



Substitutes, Student Teacher, or Outside of the District? [Click here to "Be Our Guest"!](#)

Contact [Departments](#) with questions about training opportunities.

# Online Tools Training Expectations

## Online Teaching & Learning Fall Onboarding 2020-2021

Revised 7-27-20 2.0

### Phase 1

Student	Teacher/Administrator/Librarian	Parent/Guardian
<p>"Passport to Online Learning"</p> <ul style="list-style-type: none"> <li>Office 365 (ClassLink, Outlook, TEAMS)</li> <li>Chromebook / iPad 101</li> <li>Canvas / Seesaw</li> <li>Basic Google Skills</li> <li>Frequently Used Tools</li> <li>Digital Citizenship</li> <li>(Customized to Grade Level; Approximately 1-2 Hours Depending on Age)</li> </ul> <p>Course is <u>required</u> for students.</p>	<p>"Online Teaching Orientation"</p> <ul style="list-style-type: none"> <li>Facilitating Student Passport to Online Learning (Self-Paced; Approximately 1 Hour; Grades 3-12 Teachers, High School Librarians, All Campus Administrators; <u>Required</u>)</li> <li>Afternoon of Canvas (Live; Approximately 3 Hours; Grades 3-12 Teachers &amp; Librarians; Required)</li> <li>Afternoon of SeeSaw (Live; Approximately 3 Hours; Grades PK-2 Teachers &amp; Librarians; Required)</li> <li>Additional live (virtual) offerings available throughout August.</li> </ul>	<p>"Supporting My Online Learner"</p> <ul style="list-style-type: none"> <li>Accessing Resources to Support My Student(s) (Approximately 1 Hour)</li> </ul> <p>Course is strongly recommended for parents/guardians.</p>

Role	Responsibilities	Training Strand	Time Needed to Complete	Window for Completion
Administrator	<ul style="list-style-type: none"> <li>Complete "Facilitating Student Passport to Online Learning" course. (Required)</li> <li>Schedule the afternoon of August 5 for Grades 3-12 teachers to complete the "Afternoon of Canvas" course. (Required)</li> <li>Consider allowing time for staff to complete additional live Ed Tech</li> </ul>	"Online Teaching Orientation"	Facilitating Student Passport to Online Learning" course: Approximately 1 Hour	"Facilitating Student Passport to Online Learning" and "Afternoon of Canvas" Course Completion Window: July 29 – August 31, 2020 & On Demand Additional offerings available per published schedule.

	course offerings during PD and/or PLC time.			
Teacher / Librarian	<ul style="list-style-type: none"> <li>Complete "Facilitating Student Passport to Online Learning" course.</li> <li>Attend the "Afternoon of Canvas" course on August 5. (Grades3-12)</li> <li>Attend the "Afternoon of SeeSaw" course on August 5. (Grades PK-2)</li> <li>ELAR teachers ( &amp; High School Librarians for TCC English students) will ensure their students are assigned to the "Passport for Online Learning" course in Canvas and will track student completion of the course. (Teacher discretion: synchronous or asynchronous assignment of course modules) (Required)</li> </ul>	"Online Teaching Orientation"	<p>Approximately 4 hours total.</p> <ul style="list-style-type: none"> <li>1 hour – "Facilitating the Student Passport to Online Learning"</li> <li>3 hours – "Afternoon of Canvas" (Grades 3-12)</li> <li>3 hours – "Afternoon of SeeSaw" (Grades PK-2)</li> </ul>	<p>Window: August 3 – August 11, 2020 for "Facilitating Student Passport to Online Learning"</p> <p>&amp; On Demand</p> <p>August 5, 2020 – "Afternoon of Canvas"</p>
Student	Complete the "Passport to Online Learning" training. (Required; Customized by Grade Level)	"Passport to Online Learning"	<p><u>ELAR Class</u> as assigned by Teacher (Librarians will work with TCC ELAR students.) (1-2 Hours Depending on Age)</p> <p>New students during the year are also required to complete the course.</p>	<p>Beginning of Year: Window: August 12 –August 21, 2020</p> <p>&amp; On Demand</p> <p>Late Enrollees: Within 2 weeks of Enrollment</p>
Parent	Complete a District online form acknowledging awareness of resources for supporting students at home. (Required)	"Supporting My Online Learner"	Recommended Upon Student Enrollment (Self-Paced)	On Demand

Late Hires/Late Enrollees	All sessions will be recorded and accessible through Canvas	Administrators/Teachers: "Online Teaching Orientation". Students: Passport to Online Learning Parents: Accessing Resources to Support My Student(s)	Administrators/Teachers/Librarians: Complete within 2 weeks of hire Students: Complete within 2 weeks of enrollment through ELAR. Parents: Online Acknowledgement Form; Recommended Upon Student Enrollment	On Demand
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## Curriculum & Instruction

### Expectations for Instructional Professionals

### Virtual Academy and Remote In-Person Instruction

**Employee Work Day:**

Employees will comply with the contractual duty day and responsibilities directed by the District.

**Learning Management System - Phase 1 Training:**

- Grades 3-12: Canvas/TEAMS; Grades PK-2: SeeSaw/TEAMS
- New-to-District Teachers: MTOP - July 28-30
- Virtual Academy Teachers: Edgenuity - August 3-4
- Teachers/Instructional Support Staff: – August 5 1:00 – 4:00 (REQUIRED); Choice LMS Sessions Offered August 10-11 (OPTIONAL); Sessions Recorded and Accessible on Demand
- Principals/ Assistant Principals: – Phase 1 - July 29-August 31 (REQUIRED); Choice LMS Sessions Offered August 10-11 (OPTIONAL); Sessions Recorded and Accessible on Demand
- Students: Launches August 12 Through ELAR Classrooms; (REQUIRED Student Completion by August 21)
- Parents/Family: Launches August 12; Available On Demand; (RECOMMENDED)
- Additional phases of training will be forthcoming.

**Syllabus:**

All teachers need to create and post a syllabus using the district template designed for each level.

**Communication with Parents/Families:**

Remind; District email; phone calls; Skyward through Family Access; TEAMS, Canvas (3-12); SeeSaw (PK-2), Online Live Office Hours, and Jabber are approved MISD communication tools.

**Curriculum and Instruction:**

- Teachers will develop and implement lessons that meet the academic requirements of the TEKS and the District curriculum and pacing documents with fidelity.
- Teachers and administrators will follow the [MISD Core Processes](#).
- Teachers will align the written, taught, and tested curriculum. Administrators will monitor the alignment of the curriculum deployment.
- The principal will serve as the primary instructional leader of the campus and be responsible for managing the delivery and formative assessment of instruction aligned to the curriculum.
- Teachers will post learning objectives in TEAMS/LMS. (We will/I will)
- Teachers shall record synchronous whole-group instructional sessions through Teams.
- Teachers and administrators shall apply best practices in the online learning and teaching environments including: online etiquette, time management, maintenance of student records, provision of timely feedback, student engagement, proactive and responsive communication, professionalism, collaboration with peers and supervisors, planning of aligned instruction, adaptation of lessons/resources to meet student needs,

punctuality, data analysis, implementation of research-based pedagogy, and advancement of technical aptitude.

- Teacher interaction with students will be predictable (a consistent schedule) and sufficient to support the remote learner and advance student outcomes.
- Assignments will not be posted prior to instruction in such a way that a student could complete course requirements prior to the end of the semester and/or not be required to engage in learning daily and be counted present for attendance daily. Real-time instruction is necessary for student learning, therefore, students must participate in class lessons daily to be counted present in the class. In scenarios where a student has technical difficulties or is absent, students may still be counted present for the day if participation is verified by 11:59pm. Teachers will monitor assignment submissions, and practice proactive course management strategies such as communicating and/or reminding students of missed/or upcoming deadlines and/or providing a daily checklist of requirements for students to complete to show progression in the curriculum.
- Teachers will direct students on how to submit assignments through the grade level LMS and/or district email.
- Teachers and administrators will follow the MISD [MISD Local Assessment Calendar](#).
- Official grades will be posted in Skyward. Refer parents to Skyward for grade updates. [Grading Guidelines - Page 109 of MISD Student Handbook](#); [Teachers must turn off parent grade viewing rights in Canvas](#); the two systems do not accurately sync and could show calculation discrepancies.
- Instructional Minutes: Follow the daily schedule using a combination of synchronous and asynchronous instruction as directed by the District. [MISD Modes of Instruction 2020-2021](#)
- Assignments shall not require a parent/student to print; students must be able to submit assignments through SeeSaw (PK-2), Canvas (3-12), or District email as directed by the teacher. Students may also copy assignment work to their own paper or a District provided resource such as a consumable workbook as directed by the teacher.
- Roles & Responsibilities per the [MISD Curriculum Management Plan](#) remain the same regardless of learning environment.

**Student Attendance:** [This information will be available on Friday, August 7.](#)

**Student Support:**

- All accommodations/modifications for students with disabilities or academic needs will be followed including RTI, 504, SPED, Dyslexia, English Language acquisition, etc. Accommodations/modifications shall be posted in either SuccessEd or recorded on a paper/electronic log as directed by the campus principal.
- All support services IEP, LPAC, or other instructional support plans in place for requirements.
- [Fall 2020 Special Programs Reopening](#)

**T-TESS / T-PESS**

- T-TESS will be implemented this year, including SLO goals. Walk-throughs and observations will be done in virtual and in-person settings.
- Additional virtual/online and face-to-face walk-throughs will be conducted for the purposes of monitoring the curriculum, identifying professional development and instructional resource needs, coaching of instructional personnel, and leadership visibility.



## Curriculum & Instruction Expectations for Professionals During Face-to-Face Instruction

<b>Employee Workday:</b> Employees will comply with the contractual duty day and responsibilities directed by the District.
<b>COVID 19:</b> <a href="#">COVID-19 Information: Fall 2020 Reopening</a>
<b>Learning Management System (LMS):</b> <ul style="list-style-type: none"><li>• Grades 3-12: Canvas</li><li>• Grades EC-2: SeeSaw</li><li>• Self Contained Special Education: LMS is determined based on student need. (SeeSaw or Canvas)</li></ul>
<b>Syllabus:</b> All teachers will post a syllabus using the district template designed for each level within the LMS.
<b>Communication with Parents/Families:</b> Remind, District email, phone calls, Skyward Family Access, Microsoft TEAMS, Canvas (3-12); SeeSaw (EC-2), and Jabber are approved MISD communication tools.
<b>Curriculum and Instruction:</b> <ul style="list-style-type: none"><li>• Teachers will design asynchronous instructional resources/assignments within the grade level LMS that will support both face-to-face students sitting in class <u>and</u> face-to-face students learning from home due to quarantine, illness, or other reason. This includes students whose parent self-selects to keep his/her child at home for any reason. Lesson resources shall be sufficient to support all students toward advancement in the curriculum per the District pacing guidelines.</li><li>• Students present in the physical classroom will participate in both synchronous and asynchronous learning activities and submit most assignments through the grade level LMS. At-home learners will access asynchronous learning resources provided by the teacher in lieu of live instruction and will submit assignments through the LMS. Teachers will accommodate face-to-face students who have not yet been issued a district device by providing alternative options such as paper/pencil assignments and/or use of classroom student computers sanitized between use.</li><li>• Best practices specific to the face-to-face environment will continue to be applied in the physical classroom in addition to support provided through the LMS.</li><li>• Teachers may use a variety of methods to develop and/or share asynchronous instructional resources through the grade level LMS. Options include, but are not limited to, labeled resources for at home learners (ex. <a href="#">SeeSaw</a> - See green "V" highlights.), slideshow with voice over (ex. <a href="#">Canvas Example 1</a>), interactive slideshow (ex. <a href="#">Canvas Example 2</a>), pre-recorded lessons by the</li></ul>

student needs, punctuality, data analysis, and advancement of pedagogy knowledge and skills and technical aptitude.

- Teachers and administrators will follow the [MISD Local Assessment Calendar](#).
- Official grades will be posted in Skyward. Teachers will refer parents to Skyward for grade updates. [Grading Guidelines - Page 109 of MISD Student Handbook](#); [Grades 3-12 teachers must turn off parent grade viewing rights in Canvas](#); the two systems do not accurately sync and could show calculation discrepancies.
- Teachers will follow the daily master schedule as directed by the District and campus.
- Assignments and classroom routines should minimize contact between individuals and frequently touched surfaces to the extent possible.
- Roles & Responsibilities per the [MISD Curriculum Management Plan](#) remain the same regardless of the learning environment.

**Student Attendance:** Attendance will be recorded per the direction of the District.

**Student Support:**

- All accommodations/modifications for students with disabilities or academic needs will be followed including RtI, 504, SPED, Dyslexia, English Language acquisition, etc. Accommodations/modifications shall be posted in either SuccessEd or recorded on a paper/electronic log as directed by the campus principal.
- All support services including IEP, LPAC, or other instructional support plan in place will be followed.
- [Fall 2020 Special Programs Reopening](#) |

**T-TESS/T-PESS**

- T-TESS will be implemented this year, including SLO goals. Walk-throughs and observations will be done in virtual and in-person settings.
- Additional virtual/online and face-to-face walk-throughs will be conducted for the purposes of monitoring the curriculum, identifying professional development and instructional resource needs, coaching of instructional personnel, and leadership visibility.

**PLCs/Staff Meetings/Trainings:**

- Campus/district administration will schedule PLCs, staff meetings, and training sessions; professionals will attend virtually, or in-person as directed.
- Teachers and administrators will participate in professional learning designed to improve classroom instruction and to develop professional competencies.

**Substitute Processes and Procedures**

[Substitutes 2020-2021](#)

[Sub Prep Procedures](#)

# Continued Professional Learning Examples

STRIVE

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 Specially Designed Instruction - Back to the Basics PD ▼  
6 SDCE

 8/27/2020 from 8:00 AM to 12:00 AM

[ENROLL](#)

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 Early Literacy (K-2): Guided Reading for Virtual Learning Teachers ▼

 9/9/2020 from 3:45 PM to 4:45 PM

[ENROLL](#)

STRIVE

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 Early Lit/SS: 2nd Six Weeks Overview/Updates for K-2 Teachers ▼

 9/16/2020 from 3:45 PM to 4:45 PM

[ENROLL](#)

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 T-TESS TRAINING / New Teachers Hired After July 31st. ▼

 9/17/2020 from 8:30 AM to 12:30 PM

[ENROLL](#)

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 ELAR: Phonics in the Upper Grades ▼  
6 Texas SBEC

 9/17/2020 from 8:30 AM to 4:00 PM

[ENROLL](#)

 EC-6 KEEPS Annual Conference ▼

 10/13/2020 from 8:00 AM to 4:00 PM

[ENROLL](#)

 AVID: Tutor Training 1 ▼

 10/13/2020 from 8:30 AM to 3:30 PM

[ENROLL](#)

 7-12 KEEPS Annual Conference ▼

 10/14/2020 from 8:00 AM to 4:00 PM

[ENROLL](#)

Virtual Learning Academy PLCs - Message (HTML)

File Message Acrobat Tell me what you want to do...

Delete Respond Quick Steps Move Tags Editing Zoom Zoom Insights Reply with Meeting Poll FindTime

 Thu 9/10/2020 12:07 PM  
**Young, Jennifer**  
Virtual Learning Academy PLCs

To DL-Principal Elementary  
Cc Scott, Sean; O'Brian, Donna; Garcia, Joshua; Powers, Jennifer; Johnson, Brandon

Hi Principals,

Earlier this week I created virtual PLCs for all of our K-4 teachers. The purpose was to connect virtual teachers across the district so that they could share ideas, resources, best practice, etc. I grouped them based on grade level. Just so that you know, here are our virtual teacher numbers district wide:

- Kinder – 31 teachers
- 1<sup>st</sup> – 40 teachers
- 2<sup>nd</sup> – 39 teachers
- 3<sup>rd</sup> – 41 teachers
- 4<sup>th</sup> – 45 teachers

Some of the teachers have already created TEAMS teams. (that sounds funny 😊) And, many have already started sharing ideas and resources via email. Just wanted to keep you in the loop regarding virtual teachers.

Thank you for all you are doing right now! We had an amazing start to face to face learning because of your leadership and guidance!

Please let me know if you have any questions.

Jennifer  
Jennifer Young  
Chief Innovation Officer  
682.314.1676



# MISD Implementation

## Communication and Support for Families

- Communicating Expectations for Asynchronous Instruction
- Expectations for Family Engagement and Support
- Additional Supports and Resources

# MISD Communication & Support Plan for Families Choosing Asynchronous Learning

TEA Component	Description
<p>Communicating the expectations for asynchronous instruction to families</p>	<p>Mansfield ISD, coordinated by the Communications &amp; Marketing department, has been utilizing the district website and created a webpage to keep families informed about back to school plans throughout the COVID situation. MISD uses the following platforms:</p> <ul style="list-style-type: none"> <li>• <a href="#">MISD Fall Opening Webpage</a></li> <li>• Email</li> <li>• Skyward Messaging</li> <li>• Facebook</li> <li>• Twitter</li> </ul> <p>Campuses will use various ways to communicate to their families including:</p> <ul style="list-style-type: none"> <li>• Campus Webpage</li> <li>• Social Media</li> <li>• Canvas</li> <li>• SeeSaw</li> <li>• Skyward Messaging</li> <li>• Email</li> </ul>
<p>Expectations for family engagement/support of students</p>	<p>Families will receive expectations and updates through the communications tools mentioned above. Families will also receive, at a minimum, weekly check-ins from teachers and campus leaders.</p> <p>Families will be expected to check on progress of their students on a daily basis, provide assistance to their student with the technology provided, read updates sent from the school or district and make contact anytime additional support is needed</p>
<p>What additional supports, training and/or resources will be provided for families who may need additional support</p>	<p>Mansfield ISD is distributing district provided devices (iPads, Chromebooks, or Windows Laptops) and is providing device assistance through the Technology Help Desk line 817-299-HELP and assistance with digital learning tools and the LMS at 682-422-9505. Technology is also providing hotspots to those students who do not have high speed internet.</p> <p>The Special Populations Department setup a specific <a href="#">webpage</a> to assist and guide students &amp; parents.</p> <p>MISD facilitated communication with parents and Community Partners who set up centers to facilitate the MISD Virtual Learning Academy for families having trouble providing childcare.</p> <p>MISD Education Technology Trainers built Canvas training courses for students, parents and teachers.</p>