**Newark Board of Education**

**2020-2021 Guidance for**

**Remote Learning**

****

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**Superintendent of Schools**

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# Introduction

In this document, the Offices of Teaching and Learning, Special Education, and Early Childhood offer guidance as to expectations for learning this upcoming school year. We recognize that the situations before all of us are fluid, changeable, and at times unknown. However, we plan to ensure teaching and learning continues through a remote learning model. This means teachers will prepare to teach remotely. Curriculum writers have embedded suggestions throughout the new units in order to create successful learning experiences.

Our goal is to ensure that students remain actively engaged with previously taught content, are active developers of new content, and have an opportunity to engage with their peers, teachers, and the larger school community. We have determined priority standards and developed curriculum that should guide the critical work that must be done. These documents are linked within this guidance.

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# **General Guidance for Staff**

### [**How Do Teachers Access Curriculum and Resources?**](#_heading=h.147n2zr)

Please use this [link](https://drive.google.com/drive/folders/1QAB2O6R0B35GgKnXJT_f0voxOM0wNF6R?usp=sharing) to access K-12 curriculum.

<https://drive.google.com/drive/folders/1QAB2O6R0B35GgKnXJT_f0voxOM0wNF6R?usp=sharing>

### **How Do Teachers Connect With Students?**

Establishing routines and maintaining clear communication are important. Teachers will connect with all of their students daily through remote learning. These are platforms teachers use to deliver remote instruction and to manage in-person instruction.

Google Classroom/Google Suite,

[SMART Learning Suite Online(HelloSmart)](https://suite.smarttech-prod.com/login?_ga=2.249188674.417751252.1596468244-367183858.1595617524),

[FlipGrid](https://info.flipgrid.com/), and

[WebEx](https://clever.com/in/redirector?url=http%3A%2F%2Fnboe.webex.com%2F&link_type=external&link_source=admin_created&hash=b383637fda5fabd09d8709db91709a5d47b01d92f53958248e6ec8cf8c08f355&id=5e84e1e08aa4810001b62e2d)

WebEx will be offering breakout rooms beginning in September. This is a critical new feature as it allows for better instruction than a reliance on whole class methods alone. Teaching and Learning will host workshops to facilitate this important learning in August and September.

You can access all of T and L’s [PD schedules here](https://docs.google.com/spreadsheets/d/1akCrS9OutXXg-XM3Hg7EvqRVqvT_WbGWd30tGY4wVtE/edit?usp=sharing).

Additionally, these learning software have been procured for schools at specific grade levels:

1. [Lexia Core5 Reading](https://www.lexialearning.com/products/core5) – Grades K-5
2. [Lexia Power Up](https://www.lexialearning.com/products/powerup), Grades 6-8
3. [iReady Math](https://www.curriculumassociates.com/products/i-ready), Grades K-5
4. [ALEKS](https://www.aleks.com/), Grades 6-12
5. [NoRedInk](https://www.noredink.com/), Grades 6-12
6. [Discovery Education](https://app.discoveryeducation.com/suite), Grades K-12

##

### **How Do Teachers Take Attendance for Remote Learning?**

* The district’s attendance policy remains the same in the 2020-2021 school year.
* Teachers will mark attendance in Power School.
* During remote learning, student attendance is determined by checking in with the teacher each day, and /or each teacher monitoring student work.
* Parents must notify the teacher or principal if their child is unable to attend or participate in the lessons/assignments on any given day.
* Attendance Counselors will continue to collaborate with the school community and families to provide support.

### **What are the general responsibilities of students, teachers, administrators, and parents participating in remote learning?**

|  |  |
| --- | --- |
| **Who?** | **Description**  |
| Students  | * Be present and active in your learning.
* Access daily agendas and make sure to access videos and resources through Google Classroom and complete assignments.
* During synchronous learning, participate.
* Read every day.
* Write every day.
* Create.
* Connect with your teacher each day.
 |
| Homeroom/Content Teachers  | * Create and manage daily agendas and activities via Google Classrooms.
* Provide daily synchronous lessons for students.
* Post deliverables to Google Classroom that assist students in meeting current learning intentions.
* Create a priority list of students of concern that you will call once a week in addition to contact during class time.
* Parents must notify the teacher or principal if their child is unable to attend or participate in the lessons/assignments on any given day.
 |
| Resource Teachers, ESL Teachers & Academic Interventionist  | * Meet with students daily through synchronous small groups
* Post weekly asynchronous lessons that act as a resource for students in your established Google Classroom.
* Provide small group lessons.
* Create a priority list of students of concern that you will call once a week in addition to contact during class time.
* Alert your principal daily as to the number of students who are participating and the number of students who are not participating.
 |
| Parents  | * Encourage routine for students and provide students with a safe place to learn.
* Set time to review students’ completed daily tasks.
* If you have questions, contact your child’s teacher by phone or email. Be sure to note the teacher’s office hours.
* Alert school/principal for absences.
 |
| School Administrators  | * Set expectations for blended learning with staff and communicate those expectations.
* Be flexible where needed.
* Provide a daily touchpoint with your staff to communicate any critical information.
* Ensure remote learning is happening.
* Communicate school specific decisions regarding remote learning.
* Ensure curriculum is being taught.
* Ensure PLCs are scheduled and occur.
* Provide the Office of Teaching and Learning with the PLC schedule for your school.
 |

###

### **How Do Teachers Teach Remotely?**

Teachers will conduct lessons using synchronous learning. This does not discredit the value of having asynchronous lessons available for students to refer to as a resource for learning. That too is important. The decision as to which lesson needs asynchronous resources needs to be determined by the teacher.

Materials

* Device with available webcam and audio for teachers and students
* Digital access to course materials
* Access to hard copy materials
* Interactive Platform (Google Suite, [SMART Learning Suite Online(HelloSmart)](https://suite.smarttech-prod.com/login?_ga=2.249188674.417751252.1596468244-367183858.1595617524), [FlipGrid](https://info.flipgrid.com/) and [WebEx](https://clever.com/in/redirector?url=http%3A%2F%2Fnboe.webex.com%2F&link_type=external&link_source=admin_created&hash=b383637fda5fabd09d8709db91709a5d47b01d92f53958248e6ec8cf8c08f355&id=5e84e1e08aa4810001b62e2d))

Components:

* Review of Learning Intentions and Success Criteria with students online and in face-face.
* Provide Direct Instruction, Guided Practice, and a Daily Instructional Task.

**Direct Instruction:**

* Modeling is an important key for Remote Classrooms. Modeling is when the teacher demonstrates a new concept or approach to learning and students learn by observing.
* Build digital anchor charts with students.
* If there is another teacher or teacher aide assigned to the class utilize them in helping to monitor and guide learning.

**Guided Practice**

* After modeling, the teacher can assign handouts on HelloSmart to give live feedback on their work. There are two types of handouts:
	+ Individual Handout - students work independently on a page to complete an activity you’ve designed. Teachers use the activity dashboard to monitor each student’s progress, opening individual handout pages to mark student work or provide guidance. [See video](http://www.youtube.com/watch?v=6JcltQyGPYE).
	+ Collaborative Workspace Handout - students work collaboratively on a page to complete an activity you’ve designed. Students can be divided into teams automatically or manually. Teachers use the activity dashboard to monitor students’ progress by opening team pages. [See video](http://www.youtube.com/watch?v=d6Of4Sc9bNA).
* Teacher can also assign work on Google Suite platforms to provide live feedback.

**Daily Instructional Task:**

* After guiding students, the teacher can include the daily instructional task, to different platforms in a variety of ways.
* Google Suite, FlipGrid, HelloSmart Handout Activities (Exit Ticket, 6-Word Summary, One-Minute Paper, Cause and Effect, etc.)

**Accountable Talk**

* Discussions can occur through:
* Fishbowl Model
* Example 1 (Generic):

Teacher: What are the benefits of reopening school? Everyone think to yourself for 15 seconds about this question. I will be calling on two students to discuss their thoughts.

(Students think for 15 seconds)

Teacher: Justin and Brianna, please discuss your thoughts on this question. Everyone else, in your notebook, write if you agree or disagree with Justin and/or Brianna’s thoughts and why, as you listen.

(Justin and Brianna discuss the prompt.)

Teacher: What are some of your thoughts on Justin and Brianna’s discussion?

(Teacher cold calls specific students to respond.)

* Example 2 (Content-Specific):

(Teacher will invite students to Partner Retell what they learned yesterday.)

Teacher: What were the three events that caused Ida B. Wells to fight for Social Justice? Students, please, look back at Chapter 3, page 30, and think to yourself for 2 minutes about this question. I will be calling on two students to discuss their thoughts.

(Students think for 2 minutes.)

Teacher: Ashley and John, please discuss your thoughts on this question. Everyone else, in your notebook, write if you agree or disagree with Ashley and/or John’s thoughts and why, as you listen.

(Ashley and John discuss the prompt.)

Teacher: What are some of your thoughts on Ashley and John’s discussion?

(Teacher cold calls specific students to respond.)

* \*[Accountable Talk](https://www.theteachertoolkit.com/index.php/tool/accountable-discussions) is teaching students to engage in academically, stimulating conversations in a learning community.
* Students listen, question, and engage with each other to clarify and expand their thinking by connecting new knowledge with existing knowledge.

Synchronous lessons occur live. These are lessons teachers hold with their class using an online platform that students can join. Teachers use Webex to engage directly with their students.

* At the Pre-K level, we recommend you utilize one of the components (i.e., large group message, small group activity, and/or read-aloud) for up to 15 minutes.
* At the K-5 level we recommend lessons be up to 30 minutes . For Language Arts Literacy this may include several sessions for: Listening and Reading Comprehension; Phonics; and Writing.
* At grades 6-12, we recommend lessons be up to 40-minutes for each subject.
* Foci are, but not limited to: teacher modeling, read alouds, writing in response to text, class discussion, partner conversations, strategies and /or skill lessons, teacher explanations, directions for assignments. See priority standards for more guidance.
* Maintain daily schedule times.
* Asynchronous lessons are recorded and then posted for students to watch as an additional resource to learning.
* This is an e[xample of an asynchronous lesson](https://youtu.be/OLK4YyjwrBo)that Elisa Lee with her 3rd grade students. Each day Ms. Lee posts a lesson for her students through a video she has made. She provides direct instruction by modeling and coaching that she embeds into the recorded lesson. Ms. Lee used iMovie, iRecorder, and editing software to make her videos. MS. Lee is now a teacher coach in the Office of Teaching and Learning and is available to coach teachers in how to create dynamic asynchronous lessons. She and Mr. Nellegar, are working together to provide instructional technology support.
* Pre-K Level: 10 minute lessons or less.
* K-5: 10-12 minutes.
* 6-12: 15-18 minutes

### **Why is Clarity Important when Planning and Enacting Lessons?**

Teaching Tolerance published “A [Trauma-Informed Approach to Teaching Through Coronavirus”](https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus?utm_source=Teaching+Tolerance&utm_campaign=1be1caaaa1-A+Trauma-Informed+Approach+to+Teaching+Throug&utm_medium=email&utm_term=0_a8cea027c3-1be1caaaa1-100747497)on March 23, 2020 and offered this important insight:

* + “It’s also important that educators ensure that the information they provide to students is digestible. Moving to remote learning and having fewer direct interactions can make assignments feel more overwhelming and daunting—particularly when several directions are given at once. Break directions down into smaller bites when necessary and encourage students to ask clarifying questions even if it appears they understand.”
	+ Clarity matters. Simplifying directions can help students to achieve more.

### **What is Culturally Responsive-Sustaining Remote Learning?**

Culturally Responsive-Sustaining Remote Learning should be “responsive to the lived realities that directly impact students’ ability to access remote learning, including WIFI access, device access, device sharing, device functionality, access to private space, access to quiet space, and considerations for additional home expectations especially caring for siblings or younger children…[It should] feature flexibility that acknowledges the challenges families are facing with remote learning—multiple kids on one laptop, unstable internet connection, kids on their own at home, etc.—and allows for compassion and invention rather than standards and punishment” (from NYU Metro Center).

# **Assessing Students’ Skill Levels**

### **What Assessments Will Be Used?**

[NBoE’s Assessment Calendar](file:///Users/maryannreilly/Desktop/Guidance/NBoE%E2%80%99s%20Assessment%20Calendar): <https://docs.google.com/spreadsheets/d/1rrea-QcWZOVxDtQJA1Dyz2VwopU95G8okQCLkZgtd3M/edit#gid=1735525040>

|  |  |  |
| --- | --- | --- |
| **Assessment Type** | **Description**  | **Timeframe**  |
| **Screening Measures** | WIDA Remote ScreenerGRADES 1-3 PHONICS: NJTSS-ER’s [“Measuring Phonics and Decoding Learning Loss with a Standards-Based Spelling Diagnostic Inventory”](https://drive.google.com/file/d/1JaiyPL0iFUsNNqiF3aLsfMDwEvr7czVz/view?usp=sharing) | Early September Early September |
| **Benchmark Assessments**  | PELI: Pre-KAcadience’s DIBELS Next for K-3MAP Growth:K-11 Mathematics4-11 Reading 4-11 Language4-11 Science | Benchmark assessments will be given: October, January and June |
| **Progress Monitoring** | PELIAcadience’s DIBELS NextMAP Skills  | Frequently as needed. |

### **How Do Teachers Identify Strengths and Needs of Learners During Instruction?**

* Responding to and evaluating student work is the primary way teachers assess learning. The Daily Instructional Task or Culminating Task allow a teacher to know what has been learned at the individual, small group, and whole class level.
* It is critical that teachers listen to students read grade level text as well as self-selected text.
* Teachers can have PreK-2 students upload work (Class DOJO may be used as it is familiar to parents and young children) to classroom sites (DOJO or Google Classroom).
* In upper grades (3 and higher) student tasks can be collected through Google Classroom: Google Docs, Google Slides, etc.
* Assessments can also occur during synchronous lessons. Strengths and needs can be assessed through oral discussions and student self-assessments.

# **Ameliorating Learning Loss**

In order to support learners who may have suffered learning loss, three intervention projects are underway and will begin during September and October. These projects are:

* K-3 Phonics BookCamp
* 2-4 Mathematics BootCamp
* Peer Mathemactics Tutoring for Students in Grades 3 through 9

### **What is K-3 Phonics BootCamp?**

K-3 Phonics BootCamp is a Tier 2 intervention that provides a short, intensive, rigorous review and practice of phonics skills. *Intervention is targeted instruction provided in addition to the regular classroom program that addresses a student’s documented instructional needs. This instruction intends to prevent students who are struggling from falling farther behind their peers and intends to improve their future educational trajectory.* Intense and differentiated instruction that is data based and appropriately implemented can mediate reading problems (O’Connor & Simic, 2002).

### **What are the BootCamp Modules?**

BootCamp Modules are units that consist of a series of previously written lessons that feature a critical phonics’ skill, such as recognition of consonant letters, consonant letter sounds, short vowel sounds, long vowel patterns, etc. Teachers, with the help of ELA coaches, will develop units by selecting lessons, based on data, to address the needs of the BootCamp students. The Office of Language Arts Literacy is creating starter modules to help teachers get this practice going.

### **How Will Teachers Determine Who and How To Use Phonics BootCamp?**

* A simple [spelling assessment](https://drive.google.com/drive/folders/116eWqQrpplA1g2pa8QlbJ0-LwIOXsVzM?usp=sharing) by NJTSS-ER will quickly let teachers know what phonics skills students have and need. This assessment will take minutes to conduct and can be given whole class in grades 1-3. NJTSS-ER is currently deigning a spreadsheet that will allow teachers to quickly calculate class and individual results making this process even easier. They anticipate its release prior in early September.
* Each grade level tests measures the previous grade level’s phonics content.
* Phonics BootCamp is to be implemented for the whole group in replacement of core instruction when **70%** or more of students in a classroom do not reach assessment benchmarks and are considered below grade level in a specific skill.
* If a classroom has less than 70% of students below grade level, in a specific skill, the teacher and /or the Academic Interventionist should work with students in a small group with targeted and explicit instruction.
* Teachers will be able to access Phonics Boot Camp lessons here: <https://drive.google.com/drive/folders/1xrcupgq9GlZ1AsYm_ObM1tdCGgJQeZ6v?usp=sharing>

### **What are the Expectations of Phonics BootCamp?**

The expectations of the Phonics BootCamp are:

* To accelerate in order to strengthen students who are working below grade level.
* To strengthen students who are approaching grade level.
* To differentiate appropriately for struggling students.
* To be implemented as needed. Sessions last from 2 to 14 days.
* To create BootCamp groups that are **fluid and flexible** based on need.
* To create BootCamp modules that include appropriate materials and resources, informed by data.
* To continue teaching students to grade level curriculum, while using appropriate scaffolds. For example, for third grade students who are struggling with short vowels, locate the instruction within multi-syllabic words (2 syllables) and have students learn the short vowels as they code the words.
* To assess when students might be in need of Tier 3 interventions, once BootCamp method sessions have been exhausted.

### **Which Assessments Inform the BootCamp?**

* DIBELS Next, the [Spelling Assessment](https://drive.google.com/file/d/1JaiyPL0iFUsNNqiF3aLsfMDwEvr7czVz/view?usp=sharing), and the district Writing Task are literacy screening assessments that assess the most basic and predictive literacy skills. The screening results allow teachers to select learners whose foundational knowledge places them at risk for reading difficulty.
* **Assessment Tasks in Phonics.** Every newly developed phonics lesson has these assessment components:
	+ quick spelling or dictation assessment at end of whole group lesson;
	+ Teacher Table Time (TTT) lesson (for students who did not score 80% or better on phonics lesson, and
	+ exiting dictation task.

These assessments provide daily information. During the daily lessons, teachers *must monitor* student progress. Students’ Progress Monitoring is an assessment technique required by RTI regulations. The spelling and dictation assessments are excellent progress monitoring. Additionally, Lexia Core5 will also provide detailed assessment data for teacher.

### **How Were BootCamp Modules Created?**

* BootCamp Modules have been created by the Office of Language Arts and selected teacher coaches. Based on the categories of the NJTSS-ER spelling assessment, lesson units were created. These units include:
	+ Consonant letters
	+ Short vowels
	+ Initial blends
	+ Final Blends
	+ Digraphs
	+ Rime Chunk
	+ VCe Pattern
	+ Long Vowel Sound (vowel teams)
	+ Regularly spelled two-syllable words
* Teachers and coaches will choose the appropriate materials and resources based on the need and instructional level of the students. For instance, a third-grade teacher may need to select lessons and materials from a 1st grade phonics unit, only for the purpose of the intervention at the start of the year***.*** However, we are now working on a separate third grade set of materials based on the 6-syllable types as a way of increasing the complexity of the work.

### **How Do Teachers Effectively Provide Explicit Instruction During BootCamp?**

1. Review student assessment data.
2. Create BootCamp modules with ELA coach and/or administrator(s).
3. **Components of BootCamp lesson:**
4. Review of Learning Intentions and Success Criteria- students should understand the purpose of the skill-- why and how it is applied to authentic reading and writing.
5. Review letter/sound or key word drills, using anchor charts, sound-spelling cards, etc.
6. Review the previously taught skill.
7. Introduction of the new skill.
8. Provide explicit and systematic instruction.
9. Provide guided practice; engaging these tenets of multisensory pathways, simultaneously:
	* + Visual (Teacher shows the student a letter or word.)
		+ Auditory (Teacher says the sound or word. Student listens to the sound or word.)
		+ Kinesthetic (Student repeats the sound or word by articulation of the specific sound or word, using their mouth.)
		+ Tactile (Student writes or traces the letter or word)
		+ These above tenets are not individual lessons. They occur at the same time.
10. Feedback should be immediate to provide the correct model for students to repeat.
* Informal assessments include teacher notes and observations and should be taken throughout the lesson.

### **When Might Additional Interventions Be Needed?**

1. If students are not demonstrating progress with the classroom teacher, it is appropriate to seek help from other teachers or academic interventionists.
2. If students are not demonstrating progress with the BootCamp interventions, then the students should be referred to the Intervention and Referral Services (I&RS).
* Individualized interventions are needed for students who continue to struggle. The emphasis is placed on prevention rather than failure. Students who continue to struggle despite receiving initial intervention instruction, like BootCamp sessions, will require more intense, targeted interventions. These interventions may require additional assessments to clarify the nature of the difficulty. The data generated from these additional assessments should be used collaboratively by teachers, reading specialists, school psychologists, and parents to develop more intensive intervention strategies. Upon implementation, the student’s progress continues to be monitored.

### **How Do Administrators Support Teachers with BootCamp?**

* Invite Office of Language Arts to your 1-3 PLCs.
* Review student assessment data during PLCs.
* Conduct initial observations of teacher instruction.
* Conduct informal and formal observations as follow-up options for supporting teachers and ensuring that the intervention principles are being implemented.

### **How Do ELA Coaches Support Teachers with BootCamp?**

* Partner with Office of Language Arts Literacy.
* Review student assessment data during PLCs.
* Co-plan with teachers and academic interventionists when there are concerns.
* Support teachers who are demonstrating implementation of explicit, planned instruction.
* Gradually release teaching responsibility to the classroom teacher and/or academic interventionists with feedback for support.
* Provide additional cycles of co-teaching .
* Conduct informal observations and coaching.
* Help teachers understand the sociocultural and linguistic factors that may impede student progress.

# [**What Is The Design and Goal For Mathematics Bootcamp?**](#_heading=h.147n2zr)

* Mathematics BootCamp is being developed and will begin in October 2020 and will focus on procedural fluency for grades 2, 3 and 4.

# [**What Tutoring Opportunities Will Be Offered?**](#_heading=h.147n2zr)

* Mathematics peer-tutoring is being developed and will be in operation by October 2020. The NPS Tutoring Project will develop Grade 5 through 12 students as tutors and provide tutorial support in mathematics to students in grades 3 through 9.
* The purpose of tutoring is to ensure that students learn to help themselves and become independent learners who no longer need a tutor. Using a [Socratic method of tutoring](https://sites.highlands.edu/tutorial-center/tutor-resources/online-tutor-training/module-4/the-socratic-method/#:~:text=The%20Socratic%20method%20of%20instruction,into%20with%20their%20directed%20questioning.), both the tutor and the tutee benefit. Tutoring offers the tutee a systematic, structured learning experience that improves the tutee’s self-esteem, attitude toward mathematics, academic performance, and personal growth. Tutoring also offers the tutor a leadership experience that improves the tutor’s understanding of mathematics, communication abilities, decision-making, and representation. While the tutor learns to perceive mathematics through the tutee’s construct, the tutor builds representations that model and connect their own understanding. This process then allows the tutor to build scaffolds so that the tutee can comprehend the conception at multiple levels.

### **Selecting Tutors**

* Selecting a tutor needs be done carefully, and guidance will be developed with the mathematics coaches and math DCs during September. A tutor needs to knowledgeable, enthusiastic about mathematics, empathetic and patient. Further, the tutor should also have a desire to serve towards the greater good, have an open mind, and a willingness to accept others.
* After a tutor is chosen, the math coach on site at the school, will model Socratic questioning so that the tutor understands that the tutoring should be procedure oriented, not answer oriented. The Office of Mathematics, along with Dr. Arthur Powell from Rutgers, will be supporting math coaches and DCs in this process. During this initial training phase, the tutor learns to be patient and accept the tutee’s learning pace. What is also learned is to **break the problem into small, simple tasks in order to solve a problem**. During the Socratic questioning process, the tutor should learn what the tutee understands in order to use a strength-based approach. During this training phase, the math coach will use the modeling diagram to help the tutor understand the process.



* During the Socratic method of tutoring, the tutor will focus on connecting the problem to prior knowledge focusing on a process of recall, comprehension, application, analysis, synthesis, and evaluation. Instead of the tutor saying, “good job” or “that is correct” the tutor’s responses should be, “Is your answer reasonable?” or “What would happen if we changed …?”
* Look for guidance on the tutoring project in mid-September.

# **Schedules**

### [**Pre-K Schedule**](#_heading=h.147n2zr)

[Pre-K typically follows the daily schedule established by Creative Curriculum, but if schools have a schedule that works well, feel free to use it as long as it includes the important components below.](#_heading=h.147n2zr)

|  |  |  |
| --- | --- | --- |
| [Component](#_heading=h.147n2zr)  | [Child](#_heading=h.147n2zr) | [Teacher](#_heading=h.147n2zr) |
| [Large Group](#_heading=h.147n2zr)[10 minutes](#_heading=h.147n2zr) | [Responds to the Question of the Day (QOTD) with parent support.](#_heading=h.147n2zr)[Signs in](#_heading=h.147n2zr)[Participates in whole group activities.](#_heading=h.147n2zr) | [Reminds parents about the Question of the Day (QOTD) answers.](#_heading=h.147n2zr)[Provides strategies for parents to support children with signing in.](#_heading=h.147n2zr)[Develops a video or audio recording that includes:](#_heading=h.147n2zr)[A welcome song and talks about who is here (this can be done using the QOTD)](#_heading=h.147n2zr)[A review of QOTD](#_heading=h.147n2zr)[An Introduction of new vocabulary](#_heading=h.147n2zr)[Large Group activities as described by the Study Guide](#_heading=h.147n2zr)  |
|
| [Choice Time](#_heading=h.147n2zr)[60 minutes](#_heading=h.147n2zr) | [Explores materials, concepts, and/or activities related to the study topic.](#_heading=h.147n2zr) | [Recommend activities for engaging and interacting with children to enhance the learning for the day based on items and materials available in the house.](#_heading=h.147n2zr) |
| [Small Group](#_heading=h.147n2zr)[15 Minutes](#_heading=h.147n2zr) | [Participates in a learning activity.](#_heading=h.147n2zr)[Engages in conversations, shares ideas and demonstrates understanding.](#_heading=h.147n2zr)[Develops critical thinking skills.](#_heading=h.147n2zr) | [Uses the Intentional Teaching Cards as indicated in the Study Guide to develop lessons to share with families.](#_heading=h.147n2zr)[Reviews GOLD data to determine children’s current developmental levels and needs.](#_heading=h.147n2zr)[Uses the Color Bands at the bottom of the Intentional Teaching Card to tailor instruction to share with families.](#_heading=h.147n2zr)[Provide DOK questions to extend student learning.](#_heading=h.147n2zr) |
| [**Gross Motor Time**](#_heading=h.147n2zr)[**30 minutes**](#_heading=h.147n2zr)  | * [Participates in activities that include traveling, balancing, gross-motor manipulation, fine-motor strength and coordination.](#_heading=h.147n2zr)
 | * [Recommend activities for engaging and interacting with children in gross motor activities based on items and materials available in the house](#_heading=h.147n2zr)
 |
| [**Read- Aloud**](#_heading=h.147n2zr) [**15 minutes**](#_heading=h.147n2zr) | * [Recognizes new genres of literature.](#_heading=h.147n2zr)
* [Interprets text and information.](#_heading=h.147n2zr)
* [Learns and uses vocabulary.](#_heading=h.147n2zr)
* [Develops new ideas and ways of thinking.](#_heading=h.147n2zr)
* [Asks and answers questions.](#_heading=h.147n2zr)
* [Engages in conversations.](#_heading=h.147n2zr)
 | * [Create a read- aloud video, find a video of a read aloud, or conduct a live read aloud (i.e. Zoom, Google Meet, Facetime, Skype, EdPuzzle.) Share (or ask if creating a video) questions to support children during the read aloud that encourages children to retell story events, demonstrate understanding, build comprehension, introduce vocabulary, increase phonological awareness and concepts about print.](#_heading=h.147n2zr)
 |
| [**Large Group Roundup**](#_heading=h.147n2zr)[**10 Minutes**](#_heading=h.147n2zr) | * [Participates in whole group activities.](#_heading=h.147n2zr)
* [Recalls meaningful events from the day.](#_heading=h.147n2zr)
* [Expresses ideas and talks about feelings.](#_heading=h.147n2zr)
 | * [Develops a video or audio recording that includes:](#_heading=h.147n2zr)
	+ [questions about the children's day](#_heading=h.147n2zr)
	+ [highlights of children’s previous day that parents submitted](#_heading=h.147n2zr)
	+ [plans for the following day and](#_heading=h.147n2zr)
	+ [Large Group Roundup activities as described by the Study Guide.](#_heading=h.147n2zr)
 |

### **Grades K-3**

The expectation is to follow the school schedule and bell schedule as determined by the principal.

We recommend that Social Emotional Learning be embedded. In all new curriculum guides, SEL is directly included in the units of study. If additional time is needed it can be added.

**Component Minutes**

Tutoring Period 30

Language Arts Literacy and Social Studies 100

Phonics 40

Math 60

Science 60

Principals should schedule Health/PE and Visual & Performing Arts and World Language.

### **Grades 4-8**

The expectation is to follow the school schedule and bell schedule as determined by the principal. We recommend that Social Emotional Learning be embedded. In all new curriculum guides, SEL is directly included in the units of study. If additional time is needed it can be added.

**Component Minutes**

Tutoring Period 30

Language Arts Literacy 100

Social Studies 60

Math 100

Science 60

Principals should schedule Health/PE and Visual & Performing Arts and World Language.

### **Grades 9-12**

The expectation is to follow the high school schedule and bell schedule as determined by the high school principal. We recommend that Social Emotional Learning be embedded. In all new curriculum guides, SEL is directly included in the units of study. If additional time is needed it can be added.

# **Office of Athletics, Health, and Physical Education Guidance**

### **Athletics and Other Co-Curricular Activities**

Athletics and other co-curricular activities are an important part of our students’ physical, social and emotional development and well-being. While the benefits are plentiful, many logistical, structural and public health challenges still exist and the District’s first priority is the safety of our students, staff and community at-large.

As members of the New Jersey Interscholastic Athletic Association, we will follow the guidance documents developed by their Sports and Medical Advisory Task Force. Within these documents are clear protocols for moving through the established phases of summer practice and conditioning to the start of the newly revised fall season and beyond.

Opportunities to participate in face-to-face co-curricular activities as well as virtual activities will be made available to students in accordance with public health and safety guidance. Where possible, we will continue to find creative ways to deliver these valuable connections.

### **Physical Education and Physical Activity**

It is important to [differentiate between physical education and physical activity](file:///C%3A%5CUsers%5Cearanjo%5CDesktop%5CPE-PA-Poster12x20.pdf), and for school leaders to understand their role in providing students with opportunities for both. Physical activity is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store or taking the stairs. Schools should provide opportunities for classroom-based physical activity breaks between classes during remote learning. Additionally, physical education programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle.

### **Remote Teaching**

The following recommendations should be taken into consideration when delivering Health and Physical Education instruction:

* Communicate expectations
	+ Be sure to explain class expectations to parents/guardians and students and convey the relevance/importance of what students will be learning. Explain where they can find materials, how they will submit their work, and what to do if there is a problem (e.g., internet goes down, they can’t find an assignment).
	+ Re-communicating to students and parents is important. Don’t just explain it one time. Explain it each week.
	+ Make sure expectations are realistic for students, especially for younger students if they require assistance from an adult to complete assignments. Consider the home dynamics of your students.
* Create consistency
	+ Think about your regular daily classroom routines and procedures. How can you translate them into an online environment? This will help students feel a sense of familiarity while reinforcing the sense of community for the class. Teachers might ask students to participate in a group moment of pause or reflection activity.
* Create special events or activities that can still be done remotely (e.g., At-Home Family Field Day)
* Consider using videos or pictures of yourself teaching so students can hear your voice and see your face.
* Make content accessible for all learners
	+ Think about your students and what individual needs they may have. Often, modifications to address a specific need for one student can be used to enhance learning for all students. Will you need to provide video captioning, transcripts, or graphic organizers for students?
	+ Choice is important. Allow students to have a choice with each lesson that will meet them at their own skill level.
	+ Provide content using a variety of methods to ensure all students can access it.
	+ Connect with special education specialists or ELL teachers for support.
* Facilitate a class competition to support physical activity, using steps or miles or minutes.
* Allow students to break and engage in 10 minutes of an activity of their choice and then ask about it when class reconvenes.
* Include during online learning modules a slide that tells students to break and engage in 10 minutes of an activity of their choice.
* Assign students to create a short video of themselves doing, or explaining, an activity of their choice, and its benefits then post the video so teachers/peers can access and provide feedback.
* Create opportunities for students to find and try physical activity apps ([Swork-it kids](https://app.sworkit.com/collections/kids-workouts), Sweat Deck) that can be used indoors, and post for teacher/peers to access.
* Create a “Calming Corner” where students can go to do mindfulness activities.
* Make available the grades 9-12 Health Textbook from McGraw-Hill to teachers and students and will require Clever logons.
* Provide updated curricular documents (Health 9-12 and PE K-8)
* Use Discovery Education videos (using Clever login) to supplement curricular materials

### **STUDENT ASSESSMENT:**

It is important that some level of assessment be incorporated as part of any well-designed health and physical education program. Specific considerations related to assessment include:

* Offer opportunities for students to choose how they will demonstrate their knowledge and skills. (Written, video, journaling, etc.) This is a more equitable approach that sets up students for success.
* Use formative assessments to determine what concepts students understand and what students may be struggling with.
* Use simple rubrics so your students understand how they will be assessed and what they will be assessed on.

### **Professional Development:**

Professional Development will be provided to address new curricular resources, to explain how to deliver Health and Physical Education instruction during remote learning, and to provide support to ensure that rigorous content is being delivered across all grade levels.

# **Office of Bilingual Education Guidance**

### **ELL State Assessment Requirements**

* WIDA Screener- for newly registered students to the district.
* The WIDA Screener is used to evaluate a student’s English language proficiency is Listening, Speaking, Reading and Writing. The screener is administered in an “in-person” setting.
* The WIDA Remote Screener- to be conducted when “in person” screening is not possible.
* The WIDA Remote Screener was identified by the NJDOE as a way to assess probable ELL’s language proficiency when students are not in an “in-person” setting/working remotely. Procedures for administering the WIDA Remote Screener will be provided to all BNATs at the beginning of the school year.

### **ELL Diagnostic Testing**

* It is critical to assess ELLs current content **and** English language knowledge. Students will take ELA and math diagnostic assessments and an English language assessment. These assessments will be short yet specific enough to provide actionable data. The English language assessments will be scored using WIDA rubrics to help identify a student’s approximate language tier if no ACCESS data is available. This information will assist teachers in planning language scaffolds for students.
* Literacy and math diagnostic assessments will be provided in multiple languages.

### **Boot Camp Modules**

* Once student data from diagnostics assessments and formative assessments has been gathered, specific areas of need will be identified. These are areas in which students need immediate, intensive and targeted instruction. Boot camp modules for specific Spanish literacy concepts will be created. These modules will be created based on possible student misconceptions. Teachers will select which modules to use based on an analysis of student data.

### **Teacher Professional Development**

In addition to school facilitated professional development sessions, OBE will provide monthly PD sessions for teachers of ELLs. Sessions will take place during PLC/grade level meetings. The sessions will focus on the following areas:

* Using diagnostic data to inform and plan instruction.
* Strategies for developing ELL skills in all language domains.
* Strategies for supporting struggling ELLs.
* Leveraging technology to support language development

### **Remote Learning Classroom Support**

* Sample lessons for the bilingual classroom, in multiple languages, will be created to demonstrate how to support bilingual students given in person and remote learning. Exemplar lessons will also be provided for ESL teachers.

### **Making Content Accessible and Comprehensible**

* Making content accessible and comprehensible to ELL is critical. All new curriculum is accessible on-line. All new curriculum contains strategies for supporting ELLs embedded into the curriculum document. These embedded strategies provide non-bilingual teachers ideas on how to support the bilingual student.
* ALL newly designed Units of Study will be translated into Spanish and Portuguese.
* An ELL scaffolding document will be provided for all units in order to support ESL teachers as they work with learners.

### **Student Tutoring**

* Bilingual students will receive peer tutoring in mathematics. Bilingual tutoring buddies will be selected based on characteristics identified by the math department and by language background. Tutees who are Tier 1-2 bilingual will be matched with a tutor that speaks their native language.

### **Remote Learning Platforms & Tools**

* ELLs must engage in developing all language domains (Listening, Speaking, Reading and Writing). The Speaking domain is one in which students have had significantly less opportunities to engage in due to remote learning thus, we must prioritize this area. In order to further engage students in this domain teacher will use Flipgrid. This tool will allow students to record themselves verbally responding to teacher/peer questions and prompts and submit their work to their teacher for review.
* Students and parents need clear guidance on how to access the district identified learning platforms and tools. Tutorials, in multiple languages, will be developed to help parents and students access identified platforms and tools.

# **Office of Career & Technical Education Guidance**

### **Special Considerations for CTE Courses**

### **Scheduling**

**Courses I-IV**

* Only CTE Academy students should be scheduled into CTE sections. CTE Academy students are students that have chosen to take the required 3-4 CTE course sequence.
* It is ideal for CTE classes to convene at least 2-4 times per week: synchronously and/or asynchronously.

### **Preparing for the year - Professional Development**

* Nearly all of the CTE programs offer virtual learning platforms. Teachers should take time to learn how to navigate their platforms.
* Teachers should attend the September 2 CTE PD in order to learn about the other resources and CTE Perkins requirements that they must consider during the year.

### **How to access curriculum**

* Access the course proficiencies, syllabi, & curriculum from [link](https://docs.google.com/document/d/1s9KJBzAgl3ZPvOly3iV83-k42fqZtFPahD-f_PGMiUo/edit?usp=sharing)

<https://docs.google.com/document/d/1s9KJBzAgl3ZPvOly3iV83-k42fqZtFPahD-f_PGMiUo/edit?usp=sharing>

### **How to implement curriculum**

* Use Google Classroom as a tool, to post assignments, provide feedback, & provide resources like websites and videos.
* Create videos to model and provide examples to support work at home. All videos can be uploaded to Google Classroom.
* Technical Skills are listed for all newly updated courses in the Course Proficiencies. Course generated SY 19/20 have course specific Course Proficiency documents.
* Professional Skills are a required component of the Academy and are listed for all newly updated courses in the Course Proficiencies. Teachers should refer to the newly updated curriculum for guidance as well as other resources that will be made available: CTSO, Naviance, and Hands on Learning that is part of the CTE Academy.
* Academic Skills related to language arts, mathematics, & science are a required component of the Academy, are listed for all newly updated courses in the Curriculum and must be considered and infused as appropriate. Teachers should seek support as needed from their Administration or CTE Supervisor when questions arise.
* Work Based Learning can be facilitated in some cases remotely. It required that 100% of students participate during 1 year of the 3-4 course Pathway.
* Teachers should review the Special Education Guidance Document to find ways to support special CTE student populations.
* Industry-valued credentials are an important component of the CTE Academy. Nearly all provide online access for students to be able to acquire. Students in Course II & III, who are eligible to test should be prepared to test and pass the exams.

### **Screening Measures, Benchmarks, & Progress Monitoring**

* Nearly all of the CTE programs offer remote diagnostic tests that should be provided beginning of the year, mid-year, and at the end of the year to gauge student learning throughout the year.
* As committed to the NJDOE, progress monitoring of all CTE students for CTE and other courses will be gathered by the Office of CTE. The purpose is to identify and support CTE students.

### **Other pertinent information**

* Every effort will be made to support our CTE students so that they may have the best possible experience. Please contact the Supervisor of CTE if there are needs that your students may have to facilitate this end.

# **Office of Language Arts Literacy Guidance**

The Office of Language Arts is excited to begin this new year as we continue to guide and support the work of our schools. Our goal is to support student achievement and create high-quality learning experiences throughout the district. The office believes that educating our students requires children to pursue learning in ways that are culturally engaging and academically rigorous. Therefore, we are devoted to designing culturally responsive curricula that embodies intentional best practices, interventions, and assessments. With our guidance and support educators will engage in professional development that is driven by authentic student work and analysis of data. The teacher will, then, consistently engage in conversation with the curriculum as informed by; pedagogical research and research-based best practices, student voice, needs, strengths, culture, interests, and the world. We are committed to ensuring students become life-long learners and are positioned for success.

During these unprecedented times we have learned that establishing relationships is even more meaningful for instruction and student achievement. Fostering these connections through remote learning and in-person learning, students will not only be able to dig deep, investigate, build historical context, and visually engage; they will grow pride and confidence within their own self-efficacy. The following sections outline overarching guidance for planning purposes.

### **ENGLISH LANGUAGE ARTS CURRICULUM, INSTRUCTION & ASSESSMENT**

### **Determining Necessary Prior Knowledge and Effective Teaching**

The beginning of the year assessments are designed to give teachers informed base-line data and reveals any student achievement gaps caused by our global pandemic. Literacy screenings assess the most basic and predictive literacy skills for all students. The goal is to select learners whose reading achievement is significantly below standards. Literacy screenings are intended to identify students who require additional help so that further slippage and literacy failure can be prevented.

Prior to each unit, collaboration is needed to identify prerequisite understandings that are necessary for the upcoming material using the New Jersey State Learning Standards. This practice will build teachers’ foundational understanding for the essential learning in each unit of study students are about to enter. Before implementing a new unit of study, collaboration among teachers is necessary to plan how to support students in making connections to previous learning, building conceptual knowledge, encouraging academic discourse, and guiding explanatory writing. Teachers should consider the following questions to determine prior knowledge:

* Which of the prior grade-level standards did the students not have the opportunity to learn?
* Using the information from previous grade-level teams, have teams determined the prerequisite understandings students will need to enter units of study and have they strategically placed them right before that unit or within the unit as appropriate?

After determining what students know and how to incorporate this knowledge into instruction, teachers should use [effective teaching practices](https://docs.google.com/document/d/1rSXEcUlihbqT5P9y7LzdiRdm5986PR5sVCC02Nx3Bvs/edit?usp=sharing) regardless of whether instruction is in-person, remote, or hybrid.

### **NBOE Assessments for English Language Arts Learning**

|  |  |
| --- | --- |
| Grade Band | Assessments |
| K-3 | * Spelling Inventory
* Acadience DIBELS Next
* Writing Measure (Only 3rd Grade)
 |
| 4-8 | * MAP Growth and Skill
* Writing Measure
 |
| 9-12 | * MAP Growth and Skill
* Writing Measure
* Pre-AP/AP Exam
 |

### **Priority Instructional Content**

The Council of the Great City Schools, [*Addressing Unfinished Learning After COVID-19 School Closures*](https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/CGCS_Unfinished%20Learning.pdf)(CGCS, 2020), offered this key recommendation:

Focus on the depth of instruction, not on the pace… [A]void the temptation to rush to cover all of the ‘gaps’ in learning from the last school year. The pace required to cover all of this content will mean rushing ahead of many students, leaving them abandoned and discouraged. It will also feed students a steady diet of curricular junk food: shallow engagement with the content, low standards for understanding, and low cognitive demand—all bad learning habits to acquire. Moreover, at a time when social emotional wellbeing, agency, and engagement are more important than ever, instructional haste may eclipse the patient work of building academic character and motivation.

### **What Are Priority Standards For English Language Arts?**

Students should spend lots of time actively reading content-rich, complex text. Additionally, students should have a volume of reading to build knowledge and be exposed to academic language in the content areas. That volume of reading needs to be at a range of complexity levels so every student can read with minimal or no teacher support. Much of this volume should be with information-rich text, either full-length books or conceptually connected shorter texts (groups of texts that cohere together to create a picture of a topic).

Priority standards need to be taught and learned on a regular basis. These standards represent the major work of language arts literacy instruction and they cross the domains of reading, writing, speaking and listening. All new English Language Artsunits of study privilege these standards. Teachers will see an emphasis on vocabulary, reading, writing in response to text, and engaging in conversations.

### **K-1 Foundational Literacy**

* Utilize a systematic scope and sequence of foundational skills lessons that follows a carefully designed progression, ideally **40 minutes daily**. The revised Phonics lessons have been designed for 40-minute sessions and makes use of whole class instruction, teacher directed small group learning, and center learning. (See more in the [Phonics BootCamp](#_What_is_K-3) section of this document.) These new lessons include explicit teacher modeling of new content; opportunities for student practice of targeted skill(s) through speaking, reading, writing, and/or listening; and reading of decodable text that students read and reread for automaticity/accuracy.
* **Systematic, Explicit Foundational Skills with Ample Time for Practice**
* A body of research points to the fact that systematic, explicit foundational skills instruction is a critical part of early childhood instruction, and it is crucial for students as they are learning to read and write in English. This means supporting students beginning with phonological awareness, following a clear sequence of phonics patterns, providing direct instruction with adequate student practice, and making use of weekly assessment and targeted supports.
* Formative Assessments to Modify Instruction Based on Student Progress: Rutgers University Spelling Assessment (Link forthcoming)
* Standards: All Foundational: RF 1, 2, 3, and 4.

### **Grades 2-3 Foundational Literacy**

* Utilize a systematic scope and sequence of foundational skills lessons that follows a carefully designed progression, ideally 45 minutes daily for grade 2 and as students’ decoding and fluency development demands in grade 3.
	+ Focus time and attention on phonemic awareness starting in early kindergarten with an increasing emphasis on phonics in early-/mid-K through grade 3.
	+ Emphasize fluency in grades 2 and 3.
* Instructional time to include:
	+ explicit teacher modeling of new content.
	+ opportunities for student practice of targeted skill(s) through speaking, writing, and/or listening.
* Formative Assessments to Modify Instruction Based on Student Progress: Rutgers University Spelling Assessment (Link forthcoming)
* Engage in fluency exercises—daily if possible—through regular and repeated readings of texts.
* Standards: All Foundational: RF 1, 2, 3, and 4.

### **Grades K-12 Language Arts Literacy (Listening and Reading Comprehension, Vocabulary, and Writing)**

### **Which standards?**

### **Vocabulary (RL.4, RI.4, L.4, L.5)**

### **Decoding and Reading (RF 3 and 4, RL and RI 10)**

### **Comparing Texts (RL.9 and RI.9)**

### **Writing in Response to Text (W.8 and W.9.A or B)**

### **Engaging on Conversations (SL.1. and SL.2)**

### **General Office of Language Arts Literacy Guidance:**

* Ensure students have time to discuss the meaning of the text and address text-based vocabulary as needed, even when improving fluency is the focus.
* Explicitly teach vocabulary. Invite students to keep a vocabulary notebook. [Marzano’s vocabulary notebook](http://www.altonschools.org/media/pdf/Marzano_Vocab.pdf) is useful.
* Develop units of study around knowledge concepts that embeds literary (narrative, essay, poetry, drama) and informational texts.
* Choose content-rich informational texts that are topically connected to the anchor texts or topic under study to build students’ knowledge about the topic and maximize their breadth of exposure to academic vocabulary.
* Build content knowledge in language arts literacy through units of study focusing on social studies, science, and the arts. Wide reading helps students to develop knowledge, whereas focused reading on content helps students develop disciplinary knowledge.
* Write in response to text EVERY day. In all new integrated ELA and social studies, this is included in the daily instruction. We cannot stress how important this is. Write in response to what has been read is critical.
* Through wide reading on a topic and attention to vocabulary, students learn variations in word meanings: synonyms, antonyms, idioms, and words with more than one meaning. Students solidify fundamental language skills as they use roots, prefixes, or suffixes to analyze the meanings of complex words.

Visit h[ttp://www.corestandards.org/ELA-Literacy/](http://www.corestandards.org/ELA-Literacy/)for grade specific standards in each of the aforementioned standards.

# **English Language Arts Curricula**

Our English Language Arts curriculum documents guide the implementation of the New Jersey State Learning Standards. This year we have two new forms of curricula; Phonological Awareness and Phonics and the Amistad Integrated Units of Study. The PA and Phonics curriculum builds out a systematic and strategic model for teachers to follow and for students to master. The Amistad Integrated Units of Study combines ELA and SS through systematic and strategic lessons that build across units. These units also provide students with contextual knowledge, the ability to critically think, and support their thinking through writing. The curriculum guides should be used when planning lessons. The Office of English Language Arts will offer professional development throughout the year that is specific to unpacking the curriculum.

Please use this [link](https://drive.google.com/drive/u/0/folders/1QAB2O6R0B35GgKnXJT_f0voxOM0wNF6R) to access the curriculum.

[K-5 Integrated Language Arts and Social Studies](https://drive.google.com/drive/folders/15RoazfTYEGtDzp6viqTRZiJg2140tESZ?usp=sharing)

[Language Arts Literacy (HMH) / Phonological Awareness and Phonics](https://drive.google.com/drive/u/0/folders/1gdr0AhPcz3GggsjW21tNS0znInFCy1i1)

[ELA Pacing Guide](https://docs.google.com/document/d/1KfishBeB3MS_eHsfqWEECcSUbri063QPntr2ql97wTI/edit?usp=sharing)(under-construction)

Our current curriculum documents are available at: [NBOE ELA Curriculum Page](https://sites.google.com/a/nps.k12.nj.us/curricula/engla).

NBOE English Language Arts Curriculum, Instruction and Assessment are aligned to the NJ State Learning Standards for ELA. <https://www.state.nj.us/education/cccs/2016/ela/>. The curriculum for each elementary grade level and high school subject is further informed by NJDOE course decompositions into Instruction units: <https://www.nj.gov/education/cccs/instructionalunits/ela/>

### **Guided Reading**

Guided reading is differentiated small- group reading instruction. Its aim is to help readers confidently, proficiently, and independently process increasingly challenging texts. The skills, taught or reviewed, in guided reading are determined by assessment analysis. In guided reading, the idea is to match the right skill with the right student, at the right time, and to repeat the process all of the time. During hybrid virtual learning, teachers will facilitate guided reading instruction with students during a synchronous platform. Teachers may provide separate links from the whole group link to provide guided reading instruction.

1. Review of Learning Intentions and Success Criteria- students should understand the purpose of the skill-- why and how it is applied to authentic reading and writing.
2. Review letter/sound or key word drills, using anchor charts, sound-spelling cards, etc.
3. Review the previously taught skill.
4. Introduction of the new skill.
5. Provide explicit and systematic instruction.
6. Provide guided practice; engaging these tenets of multisensory pathways, simultaneously:
	1. Visual (Teacher shows the student a letter or word.)
	2. Auditory (Teacher says the sound or word. Student listens to the sound or word.)
	3. Kinesthetic (Student repeats the sound or word by articulation of the specific sound or word, using their mouth.)
	4. Tactile (Student writes or traces the letter or word)
7. These above tenets are not individual lessons. They occur at the same time.
8. Feedback should be immediate to provide the correct model for students to repeat.
9. Informal assessments include teacher notes and observations and should be taken throughout the lesson.

# **SPECIAL CONSIDERATIONS FOR ENGLISH LANGUAGE ARTS LEARNING**

### **Social Emotional Competencies**

English Language Arts educators are positioned to be important partners in addressing the social and emotional learning needs of students as they return to school. The link below provides a social-emotional learning framework: [NJDOE SEL framework](https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf).

### **Structures that Organize Instruction**

Decisions about how students are organized for instruction vary within schools and reflect beliefs about how and which students can and should learn mathematics. Unproductive structures isolate and label students and do not promote equitable access to high quality mathematics teaching and learning. Consider the following productive structures for organizing students that are true for any school year[[1]](#footnote-1), then use the Questions to Consider as you and your leadership team are making decisions about creating structures for the 2020-2021 school year.

Recommendations for structures that support student learning:

* Assign students to teachers using structures that ensure heterogeneous ability groups, being mindful of potential inequities, such as access to technology, as schools shift between in-school and out-of-school learning.
* Create strategically mixed groups of students with a variety of strengths within classes and have them collaborate in academic discourse and the completion of tasks.
* Prioritize language arts teaching and learning by providing additional time allocation for literacy and fortifying intervention plans. Ensure that highly qualified English literacy teachers are in place for initial instruction and any intervention plans.

Recommendations for structures that support teachers:

* Create vertical teams that design and implement tasks that incorporate relevant previous grade-level material with the on-grade level using the progression of the standard.
* Provide teachers with professional learning about relevant topics - for example, dealing with trauma or remote learning engagements - and then decide as a team how to implement new learning, adjust for students’ needs, and monitor for successes.
* Establish clear, robust yet reasonable expectations for teachers and students for addressing learning needs.
* Encourage teams to take collective responsibility and implement a response to student learning after examining evidence of student thinking.

### **Departmentalization and Scheduling**

The Office of Language Arts Literacy recommends that instruction be departmentalized in grades 4 through 8. These grades require rigorous content knowledge and instruction. A departmental structure permits teachers to focus on English Language Arts in their professional development and instructional planning efforts.

### **Professional Development**

The Office of Language Arts Literacy is committed to providing support to students, teachers, administrators, and parents. Our goal is to improve student achievement through professional development, curriculum implementation, standards-based instruction, and assessment. Low-performing schools will receive additional services to improve language arts instruction.

* The Office of Language Arts Literacy will conduct professional development meetings once a month for ELA coaches and department chairs. The meeting will be specific to current district initiatives and needs.
* The Office of Language Arts Literacy plans to provide virtual office hours directly to teachers, coaches and administrators on English Language Arts content, pedagogy and instructional tools. Also as the need arises, professional development will be provided directly to teachers during district Professional Development days.
* The Office of Language Arts Literacy will regularly scan for professional development opportunities for teachers and advertise them as well as providing direct recommendations for teachers and administrators.
* School level teams of Language Arts educators should convene during weekly PLCs to discuss lesson planning, pedagogy, instructional strategies and student growth with respect to the curriculum that informs their instructional plans.

**NBOE*ELA* Updates**

The NBOE***ELA*** Update will continue to inform administrators and teachers about information and guidance for English Language Arts education.

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Contact: Brian Mooney, Supervisor, Office of Language Arts• 973-938-7145 • BMooney@nps.k12.nj.us

Contact: Germaine Tarver, Supervisor, Office of Language Arts • GTarver@nps.k12.nj.us

Contact: Tiffany Wicks, Supervisor, Office of Language Arts• 973-938-7301- • TWicks@nps.k12.nj.us

# **Office of Mathematics Education Guidance**

### **MATHEMATICS CURRICULUM, INSTRUCTION AND ASSESSMENT**

**Determining Necessary Prior Knowledge and Effective Teaching**

Educators should view students in terms of their strengths, not weaknesses, and avoid the urge to immediately reteach all the skills we think students should have learned before arriving at school this fall. It is more productive for teachers to think of learning opportunities that are most important for students to learn in relation to the mathematics learning progressions. Rather than using testing at the beginning of the school year to assess a laundry list of prerequisite understandings from previous grades that would consume a significant amount of instructional time, prerequisite skills or understandings that may have been missed as a result of COVID-19 should be strategically taught right before the connected unit of study, incorporated as spiral review, or as part of instructional routines and procedures. Teaching these skills as connected to grade- and course-level content deepens students’ mathematical understanding.[[2]](#footnote-2)

Prior to each unit, teachers should collaboratively identify prerequisite understandings that are necessary for the upcoming material using the [Mathematics Coherence Map](https://achievethecore.org/coherence-map/). This practice will build teachers’ foundational understanding for the essential learning in each unit of study students are about to enter. Teachers should collaboratively plan how to support students in making connections to previous learning, incorporating tasks and lessons that build conceptual understanding before the unit of study. Teachers should consider the following questions to determine prior knowledge:

* Which of the prior grade-level standards did the students not have the opportunity to learn?
* Which topics were addressed primarily through remote instruction?
* Using the information from previous grade-level teams, have teams determined the prerequisite understandings students will need to enter units of study and have they strategically placed them right before that unit or within the unit as appropriate?
* What are common misconceptions or prerequisite understandings in this topic? What instructional strategies or tasks have been proven to be effective that we will commit to using?

After determining what students know and how to incorporate this knowledge into instruction, teachers should use the effective mathematics teaching practices advocated by NCTM in *Principles and Actions* (2018) regardless of whether instruction is in-person, remote, or hybrid. Effective teaching practices are as follows:

* Establish mathematical goals to focus learning.
* Implement tasks that promote reasoning and problem solving.
* Use and connect mathematical representations.
* Facilitate meaningful mathematical discourse.
* Pose purposeful questions.
* Build procedural fluency from conceptual understanding.
* Support productive struggle in learning mathematics.
* Elicit and use evidence of student thinking.

### **NBOE Requirements for Mathematics Learning**

**NCTM Requirements for elementary students (K-2):** Because young children develop a disposition for mathematics from their early experiences, opportunities for learning should be positive and supportive. Children must learn to trust their own abilities to make sense of mathematics. Mathematics learning for students at this level must be active, rich in natural and mathematical language, and filled with thought-provoking opportunities. For example, students learn mathematical concepts through everyday activities such as sorting (putting toys or groceries away) and reasoning (comparing and building with blocks).

**NCTM Requirements for elementary students (3-5):** At the 3-5 level, students study a considerable amount of new mathematical content and their ability to understand and manage these new ideas will rest, in part, on how well they can connect these ideas. Students should be given the opportunity to think, reason, and solve complex problems, and communicate mathematically. They should develop and use a variety of representations of mathematical ideas to model situations, to investigate mathematical relationships, and to justify or disprove conjectures. .

**NCTM Requirements for middle level students (6-8):** In grades 6-8, students’ understanding of foundational algebraic and geometric concepts is developed through extended experience over all three years and across a broad range of mathematics content, including statistics, numbers and measurement. In algebra, the focus is on proficiency in recognizing and working effectively with linear relationships and their corresponding representations in tables, graphs, and equations; such proficiency includes competence in solving linear equations. Students can develop the desired algebraic facility through problems and contexts that involve linear and nonlinear relationships. Moreover, through topics such as the Pythagorean Theorem they see just how algebra and geometry as interconnected with each other and with other content areas in the curriculum.

**NBOE requirements for high school students (9-12):** In grades 9-12, all students must successfully complete 20 credits of mathematics coursework. Note that the NBOE requirement is greater than the NJDOE requirement. This coursework is to include NJDOE-aligned Algebra I and Geometry courses as well as two more years of math that builds on the concepts and skills of Algebra I and Geometry and prepares students for college and 21st century careers.

### **Mathematics Curricula**

Mathematics is a platform upon which many other academic pursuits depend. Our mathematics curriculum documents guide the implementation of the standards outlined above in NBOE classrooms. This year we have new curriculum documents for Pre-Calculus, Calculus and Statistics as well as updates to the existing HMH-based curriculum documents for Grades 6 to 8. Our current curriculum documents are available at: [NBOE Math Curriculum Page](https://sites.google.com/a/nps.k12.nj.us/curricula/math).

NBOE Mathematics Curriculum, Instruction and Assessment are aligned to the NJ State Learning Standards for Mathematics. <https://www.state.nj.us/education/cccs/2016/math/standards.pdf>. The curriculum for each elementary grade level and high school subject up through Geometry is further informed by NJDOE course decompositions into Instruction units: <https://www.nj.gov/education/cccs/instructionalunits/math/> At the upper high school level, curriculum is aligned to the needs and specifications of the College Board’s Advanced Placement (AP) program: <https://apcentral.collegeboard.org/courses>

**Calculator Usage**

Calculators in the elementary grades serve as aids in advancing student understanding without replacing the need for other calculation methods. Calculator use can promote the higher-order thinking and reasoning needed for problem solving in our information- and technology-based society. Their use can also assist teachers and students in increasing student understanding of and fluency with arithmetic operations, algorithms, and numerical relationships and enhancing student motivation. Strategic calculator use can aid students in recognizing and extending numeric, algebraic, and geometric patterns and relationships.[[3]](#footnote-3)

### **SPECIAL CONSIDERATIONS FOR MATHEMATICS LEARNING**

**Social Emotional Competencies**

Math Educators are positioned to be important partners in addressing the social and emotional

learning needs of students as they return to school. The Dana Center provides a framework available at the link below to illuminate the intersection between math education and social-emotional learning and allow for the intentional application of appropriate teaching and learning strategies, with the overarching goal to benefit both domains: [Integrating SEL in the Common Core Classroom](https://www.insidemathematics.org/sites/default/files/assets/common-core-resources/social-emotional-learning/b__integrating_sel_and_ccssm_an_ideal_classroom.pdf); [NJDOE SEL framework](https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf)

**Structures that Organize Instruction**

Decisions about how students are organized for instruction vary within schools and reflect beliefs about how and which students can and should learn mathematics. Unproductive structures isolate and label students and do not promote equitable access to high quality mathematics teaching and learning. Consider the following productive structures for organizing students that are true for any school year[[4]](#footnote-4), then use the Questions to Consider as you and your leadership team are making decisions about creating structures for the 2020-2021 school year.

|  |  |
| --- | --- |
| Productive Classroom Structures | Questions to Consider |
| Engage in heterogeneous groupings, both between and within classes, where expectations for learning are high and the greatest gains can be made collectively for all students.Provide differentiated support for each student to reach grade-level standards by designing rich tier 1 instruction that allows for multiple entry points and solution pathways and uses a range of approaches.Provide just-in-time interventions during the school day that do not replace daily, grade-level instruction and are designed on the basis of the results from effective formative assessments. Students move in and out of flexible interventions as needed. | In what ways are students organized for mathematics instruction in our school so that each and every learner has access to high-quality mathematics instruction?What initial steps can be taken in our school to prevent labeling, ability grouping, and tracking students in mathematics as we prepare for the flexibility required for the 2020-2021 school year?How do we support the elimination of tracking and instead structure interventions that provide high-quality instruction and other classroom support such as math coaches?How are we ensuring that access to technology does not adversely affect students’ access to high-quality mathematics, particularly as instruction moves between in-school and remote learning? What structures exist to support students with diverse learning needs? How will these structures differ as instruction moves between in-school and remote learning?How might our well-intentioned student organization solutions result in new, unexpected inequities? |

Recommendations for structures that support student learning:

* Assign students to teachers using structures that ensure heterogeneous ability groups, being mindful of potential inequities, such as access to technology, as schools shift between in-school and out-of-school learning.
* Create strategically mixed groups of students with a variety of strengths within classes and have them collaborate to complete rich tasks in a variety of medica, including digital and print.
* Prioritize mathematics teaching and learning by providing additional time allocation for mathematics and fortifying intervention plans. Ensure that highly qualified mathematics teachers are in place for initial instruction and any intervention plans.

Recommendations for structures that support teachers:

* Create vertical teams that design and implement tasks that incorporate relevant previous grade-level material with the on-grade level using the progression of the standard.
* Provide teachers with professional learning about relevant topics - for example, dealing with trauma or remote learning engagements - and then decide as a team how to implement new learning, adjust for students’ needs, and monitor for successes.
* Establish clear, robust yet reasonable expectations for teachers and students for addressing learning needs.
* Encourage teams to take collective responsibility and implement a response to student learning after examining evidence of student thinking.

### **Departmentalization and Scheduling**

The Office of Mathematics recommends that mathematics instruction be departmentalized in grades 5 through 8. Middle grade mathematics instruction requires rigorous content knowledge. A departmental structure permits teachers to focus on mathematics in their professional development and instructional planning efforts. Eighth grade Algebra 1 classes are highly encouraged but can only be created at schools that have qualified staff (as approved by the Director of Mathematics) and an identified group of algebra-ready students.

Special note needs to be taken of 8th grade students who were in an NBOE approved Algebra I course last year. These students, even though they did not have the opportunity to sit for the Algebra I NJSLA, should be placed in the next sequential high school option which is usually Geometry if they did, in fact, pass the course.

### **District and School-Based Exhibitions and Competitions**

Individual schools and the district as a whole offer students opportunities to display and discuss their math work as well as compete with mathematics and its applications as the main theme. Examples of such events and opportunities are:

* School-based Math Clubs and Math/STEM Fairs
* NBOE Math Olympics
* NBOE STEAM Fair
* Essex County Math League
* American Mathematics Competitions
* NJ Math League
* Girls Who Code

### **Math Partnerships & Grants**

Field trips, virtual experiences and programs with local companies and universities (e.g. NJIT, Rutgers-Newark, UMDNJ, Essex County College, Prudential, The National Museum of Mathematics and Amazon) expand students’ awareness of mathematics in differing contexts and provide for early experiences at the college level. Schools are encouraged to continue partnerships connected to their math programs. The Math Office will notify schools of partner opportunities and partner collaborations as they arise. Schools participating in Grant programs related to math learning should continue to be guided by existing and new grant agreements.

### **Professional Development**

The Office of Mathematics is committed to providing support to students, teachers, administrators, and parents. Our goal is to improve student achievement through professional development, curriculum implementation, standards-based instruction, and assessment. Low-performing schools will receive additional services to improve mathematics instruction.

* The Math Office will conduct two monthly professional development meetings roughly once a month. One meeting will be for the K-8 math coaches and will enable them to in turn provide professional development to the teachers responsible for mathematics in their schools. A second will be for high school Department Chairs and will prepare them to provide support one-on-one and in their PLCs.
* The Math Office plans to continue providing virtual professional development directly to teachers, coaches and administrators through the on-line seminars on math content, pedagogy and instructional tools that it began in July. Also as the need arises, professional development will be provided directly to teachers during district Professional Development days.
* The Math Office will regularly scan for professional development opportunities for teachers and advertise them in its newsletter as well as providing direct recommendations for teachers and administrators.
* School level teams of mathematics educators should convene during weekly PLCs to discuss lesson planning, pedagogy, instructional strategies and student growth with respect to the curriculum that informs their instructional plans.
* All math educators are highly encouraged to become members of state and national arts associations (e.g., National Council of Teachers of Mathematics) to access resources and professional learning opportunities.

### **MATHEMATICS EQUIPMENT, MATERIALS & SUPPLIES**

**Baseline student needs for in-person or remote learning**

In consideration for student health and safety (non-sharing of materials) and for students to transition between in-person or remote learning, basic equipment for all mathematics instruction will include internet access and an electronic device, preferably a calculator. Recommended essential materials and supplies for in-person and remote mathematics learning are a calculator, notebook, ruler, graph paper, counters, or other manipulatives as determined by curricular guidance. In particular, a well-organized notebook is essential to student learning as it helps students organize their thoughts and access prior learning.

### **ON-LINE MATH RESOURCES FOR COVID-19**

Extensive information and resources are available for mathematics using the links provided here:

* Moving Forward: Mathematics Learning in the Era of COVID-19, National Council of Teachers of Mathematics (NCTM) and National Council of Supervisors of Mathematics (NCSM)

<https://www.nctm.org/uploadedFiles/Research_and_Advocacy/NCTM_NCSM_Moving_Forward.pdf>

* Teaching and Using Mathematics to Understand Our World, NCTM

<https://www.nctm.org/Coronavirus-and-Pandemics-Math-Resources/>

* Gifted and Talented - Remote Learning Resource, NJDOE

<https://www.nj.gov/education/covid19/sped/gifted.shtml>

* Closing the Opportunity Gap - A Call for DeTracking Mathematics, NCTM <https://www.mathedleadership.org/docs/resources/positionpapers/NCSMPositionPaper19.pdf>
* Guiding the Education Community Through the COVID-19 Pandemic, NJDOE

<https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml>

### **NBOE*Math* Updates**

The NBOE***Math*** Update will continue to inform administrators and teachers about information and guidance for mathematics education including important health updates.

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# **Office of Science Guidance**

### **Screening Measures, Benchmark Testing, Progress Monitoring:**

It is imperative that schools/teachers assess their students in the area of science. MAP Growth measures will be used to assess student mastery of grade level standards in grades 4-11. This assessment will be administered at the onset of the school year (October) and again in January and June. MAP Growth Science will assess student understanding of Life Sciences, Earth and Space Sciences, and Physical Sciences. In addition, understanding of the Science and Engineering Practices and Cross Cutting Concepts will be measured. The assessment is aligned to NGSS and NJSLS.

### **Professional Development:**

Diagnostic data must be used formatively to plan for instruction. Although the expectation is that grade level standards are being taught during the year, it is essential that standards that have not been mastered (i.e. 2nd grade standards for a 3rd grade student) be accounted for and woven into instruction.

Push-in to building level PLC’s will involve strategies to address learning gaps and how to incorporate remediation work without sacrificing the pacing through the grade-level curriculum.

Professional Development will address new curricular resources, how to deliver science instruction in the remote world, and ensuring that rigorous content is being delivered across all grade levels.

### **Remote Teaching:**

The following recommendations should be taken into consideration when delivering science instruction:

* Synchronous lessons must be incorporated into all remote learning.
* Whenever possible, remote lab activities can be incorporated into remote learning environments. [S2S V-lab archives](https://drive.google.com/drive/folders/1X8YvhKAnqKarzDjLtVuxYYPGDnXw_UF6?usp=sharing) (<https://drive.google.com/drive/folders/1X8YvhKAnqKarzDjLtVuxYYPGDnXw_UF6?usp=sharing>)
* Discovery Education videos (using Clever login) can supplement curricular materials.
* ALL McGraw Hill resources (Inspire Science K-5, Inspire Biology, Inspire Physics, Inspire Chemistry) have Clever logons. Students and staff can access these materials online.
* Curricular documents (grades 3, 4, 5, 6, 7, biology, physics, chemistry) have been updated to the extent possible so that links can provide remote access to resources

# **Office of S**[**pecial Education Guidance**](#_heading=h.147n2zr)

### [**What can special education teachers do to assist students and families during remote learning?**](#_heading=h.147n2zr)

### [Special Education teachers should:](#_heading=h.147n2zr)

* [Review work provided by the general education teacher and provide strategies to chunk the work, consider inclusion of graphic organizers to support comprehension.](#_heading=h.147n2zr)
* [Consider the inclusion of rubrics to accompany a lesson that guides the student to self-assess their work and that guides the student regarding executive functioning skills such as organization management, time management and self-reflection](#_heading=h.147n2zr)
* [Ensure that accommodations and other supports as indicated in a student’s IEP are implemented prior to grading a student’s work. Student work should not be scored if an accommodation was not provided.](#_heading=h.147n2zr)
* [Team with general education teacher in order to work with the parent and the student to assist with teaching the student how to use a provided accommodation (i.e., text-to-speech, speech-to-text, rubrics, graphic organizers, comprehension strategies such as GIST, etc.).](#_heading=h.147n2zr)
* [Review daily lessons and provide supporting resources for students with IEPs. Teachers of LDM should continue to modify general education lessons and also provide strategies for accommodations.](#_heading=h.147n2zr)
* [Be aware that Special Education Teachers of Self-Contained Programs such as Autism have access to ReThink. ReThink can be accessed by students and parents at home. Teachers of the MD/MI Program have access to Meeville to Weeville.](#_heading=h.147n2zr)

### [Work with parents to train and assist them with strategies for accommodations](#_heading=h.147n2zr)

### [**What Technology Based Resources are there for Students/Parents and Teachers Usage?**](#_heading=h.147n2zr)

|  |
| --- |
| [*Many of the online resources can be used as an access to an accommodations\**](#_heading=h.147n2zr) |
| [A](#_heading=h.147n2zr)[SL Savvy](https://www.signingsavvy.com/)[\*](#_heading=h.147n2zr)[Free online for student and teacher usage](#_heading=h.147n2zr) | [S](#_heading=h.147n2zr)[igning Savvy](https://www.signingsavvy.com/about) [is a sign language dictionary containing several thousand high resolution videos of American Sign Language (ASL) signs, fingerspelled words, and other common signs used within the United States and Canada.](#_heading=h.147n2zr) |
| [B](#_heading=h.147n2zr)[ookshare.org](https://www.bookshare.org/cms/bookshare-me/who-qualifies)[\*](#_heading=h.147n2zr)[Federally funded online access to all published books including textbooks for schools. Students can have free access by an authorized school personnel registering the student for an account. Adults with a disability can access the resources for a nominal fee.](#_heading=h.147n2zr) | [Available to students with a print disability](#_heading=h.147n2zr)[Consider this resource for students who are dyslexic, have cerebral palsy, blind or have other reading disabilities.](#_heading=h.147n2zr) |
| [D](#_heading=h.147n2zr)[escribed Caption and Media Program](https://dcmp.org/)[\*](#_heading=h.147n2zr)[Free online for students and teacher usage](#_heading=h.147n2zr) | [This resource exists to educate students with sensory disabilities, along with their parents and teachers. Their major network-produced, educational content is carefully customized to serve the needs of K-12 students, as well as adult students studying to meet the needs of blind and deaf students.](#_heading=h.147n2zr)[The Described and Captioned Media Program (DCMP) library provides on-demand captioned and described educational video and interactive content to benefit K-12 students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind. Teachers/interpreters (including those still in training), other professionals, and family members whose use benefits these students can apply to have access to all DCMP media and training.](#_heading=h.147n2zr) |
| [G](#_heading=h.147n2zr)[oogle Read and Write](https://www.texthelp.com/Uploads/MediaLibrary/texthelp/US-Training-Documents/MCAS-Read-Write-for-Google-Chrome-Accommodations-1-19.pdf)[\*](#_heading=h.147n2zr)[District-based resource](#_heading=h.147n2zr)[Available by using Chromecast when logging into NBOE student portal](#_heading=h.147n2zr) | [Text-to-Speech](#_heading=h.147n2zr)[Speech-to-Text](#_heading=h.147n2zr)[Magnifier](#_heading=h.147n2zr)[Screen Masking](#_heading=h.147n2zr)[Highlighting](#_heading=h.147n2zr)[Word Prediction](#_heading=h.147n2zr) |
| [HMH Curriculum Resources\* for ELA or Math](#_heading=h.147n2zr)[District-based resource available with login information from the student](#_heading=h.147n2zr) | [Students can their textbook and use features such as text to speech](#_heading=h.147n2zr) |
| [L](#_heading=h.147n2zr)[earning Ally](https://learningally.org/)[\*](#_heading=h.147n2zr)[Teachers of NBOE have access to an account in which they sign their students up for access. Teachers provide login information to their students](#_heading=h.147n2zr) | [Text-to Speech w/human voice](#_heading=h.147n2zr)[Students can control speed and use other features within Learning Ally](#_heading=h.147n2zr) |
| [N](#_heading=h.147n2zr)[ewsela](https://newsela.com/)[\*](#_heading=h.147n2zr)[Teachers of NBOE have access to an account in which they can assign a password to their students. Teachers can assign the same articles to students and adjust the Lexile level, or the system will adjust as students engage with the system. Quizzes can be assigned, and it will be provided at the student’s reading level](#_heading=h.147n2zr) | [Reading materials provided online. The level of the reading material will adjust to the students reading level.](#_heading=h.147n2zr)[Do not use text-to-speech accommodations with this leveled text resource. Level text is an opportunity for students to engage with reading independently.](#_heading=h.147n2zr) |
| [P](#_heading=h.147n2zr)[icto-selector](https://www.pictoselector.eu/)[Free to parents and teachers. Has over 28,000 images to create visual communication boards. Use to create visual support resources that provides access to students with more complex needs for communication. Available in Spanish, Brazilian and French.](#_heading=h.147n2zr) | [Visual Communication Boards](#_heading=h.147n2zr)[Visual Routines](#_heading=h.147n2zr) |
| [R](#_heading=h.147n2zr)[eThink Ed](https://www.rethinked.com/)[Teachers of NBOE Autism Program have access to resources and activities for students via the ReThink Ed Portal. Teachers can assign students activities at home to access. Teachers must send login information home to parents.](#_heading=h.147n2zr) [-ReThink has a flyer for parents' use.](#_heading=h.147n2zr)[-ReThink is hosting a web conference with teachers daily at 11 am](#_heading=h.147n2zr) |  |

[**Office of Special Education Remote Learning at Home Resources are available on the NBOE webpage** (see folder for Special Education in which the following documents will be posted by Sunday evening at 8 pm and updated each Friday)](#_heading=h.147n2zr)

* [O](#_heading=h.147n2zr)[SE Academic Supports for Learning at Home Plans](https://docs.google.com/document/d/1wQqKFNxdY9YrZN0XGt5OhJ8ZKpPwvDPRoKs4dgXFJ5Y/edit?usp=sharing)
* [O](#_heading=h.147n2zr)[SE Autism, MD/MI and DeafEd/HH Supports for Learning at Home Plans](https://docs.google.com/document/d/1g8qGe2-W76RmsGhP2t96iPKBu9KBwSkC_ff-1IbhGLQ/edit?usp=sharing)
* [O](#_heading=h.147n2zr)[SE Behavior Strategy Supports for Learning at Home Plans](https://docs.google.com/document/d/1ZdHLt2Tcz8yowFkjYntFQBmEUFVhGHNEJLCBjzfE5uQ/edit?usp=sharing)
* [O](#_heading=h.147n2zr)[SE Related Services Supports for Learning at Home Plans](https://docs.google.com/document/d/1QeavGjn8H6s6xs8ebYkGqsUv528D6XBAPsaTLtjZ-bE/edit?usp=sharing)

[**Webinars or Web Conferences to Support Students with Disabilities**](#_heading=h.147n2zr)

* [S](#_heading=h.147n2zr)[upporting Students with IEPs During eLearning Days](https://home.edweb.net/webinar/elearning20200323/)

[EdWeb recording from 3/23/2020Effective Schools Solutions for Administrators of the BD Self-Contained Program](#_heading=h.147n2zr)

[School Principals were sent email invites for their teams](#_heading=h.147n2zr)

### [**What Do Principals, Vice Principals and Department Chairs Need to Know Regarding IEP Development?**](#_heading=h.147n2zr)

### [**Annual IEPs**](#_heading=h.147n2zr)

[The Office of Special Education will continue to hold IEP meetings remotely. Child Study Team members have been trained on the use of Google Hangouts as one method to engage in remote IEP meetings. The following items continue to be needed from general education and special education teachers. The process for teachers to submit IEP Planners is the same regardless of the current situation of remote learning.](#_heading=h.147n2zr)

* [General Education Teachers who have students within an IEP in their class must complete an IEP Planner.](#_heading=h.147n2zr)
	+ [General Education Teachers must write the PLAAFP for their subject area](#_heading=h.147n2zr)
		- [PLAAFPs must include data that describes growth or regression](#_heading=h.147n2zr)
		- [PLAAFPS must include which strategy that the teacher is using is working well to develop student independence](#_heading=h.147n2zr)
		- [The PLAAFP must include an Impact Statement](#_heading=h.147n2zr)
	+ [General Education Teachers must include grade appropriate goals that indicates how students will have access to grade level standards](#_heading=h.147n2zr)
	+ [General Education Teachers must indicate the appropriate types of accommodations to be used by the student **and the teacher in class**](#_heading=h.147n2zr)
* [RCI/RCO Teachers are to assist general education teachers regarding all of the above](#_heading=h.147n2zr)
	+ [Both the General Education Teacher and Special Education teachers are responsible for PLAAFPs, Goals and Accommodations](#_heading=h.147n2zr)
	+ [This is not a role isolated to the Special Education Teacher as the General Education Teacher has the equitable responsibility for educating students with disabilities](#_heading=h.147n2zr)
* [Self-Contained Teachers](#_heading=h.147n2zr)
	+ [All teachers of self-contained classes must write a PLAAFP, the Goals and Accommodations with Impact Statements for all academic subject areas (ELA, Math, Science and Social Studies) in which they instruct a student](#_heading=h.147n2zr)
	+ [Teachers of LDM in almost all cases follow NJSLA standards](#_heading=h.147n2zr)
	+ [Teachers of Autism and/or MD/MI will follow either NJSLA or Essential Elements](#_heading=h.147n2zr)
		- [Students must qualify for Essential Elements (see NJDOE DLM Guidelines)](#_heading=h.147n2zr)

[Please note all of the above information should be sent to the student’s case manager two weeks in advance. The advance provision of the PLAAFP provides an opportunity for the case manager to prepare for their meeting with families and to provide feedback to teachers who may need assistance in writing PLAAFPs, Goals and selecting an accommodation. Please note that all IEP meetings must have a general education teacher in attendance along with a special education teacher. The attendance of a general education teacher is needed for all placements including and not limited to General Education with Accommodations, RCI/RCO, and self-contained classes such as Autism, BD, LDM/S and/or MD/MI.](#_heading=h.147n2zr)

* [K](#_heading=h.147n2zr)[eeping IEPs in Compliance During Remote Learning](https://drive.google.com/file/d/1deIPHHsSlMygXy3DvCJYu328hduSkyyL/view?usp=sharing)

[**Referrals**](#_heading=h.147n2zr)

* [W](#_heading=h.147n2zr)[hat to do when you receive a referral via email during COVID-19](https://drive.google.com/file/d/1Q7xPJys4A2fyy7UPTiwCqDYyEl0yqtSl/view?usp=sharing)

# **Office of Visual & Performing Arts Education Guidance**

We’re more than excited to report that great arts learning continued after school closures for remote learning in March 2020. From individual school efforts like East Side High Schools Performing Arts vocalists’ rendition of Rise Up, to Avon Avenue Schools orchestra performing Pomp and Circumstance, First Avenue Schools Legends of Dance Series, Remote Arts Week at Franklin Elementary School, and the beautiful works of art shared by many schools at all grade levels; learning in the arts continued to enrich and inspire students, teachers, administrators and school communities. The list above represent only a small portion of superb teaching and learning across the district in arts education during COVID-19. Likewise, schools and art educators collaborated across the district to produce the RAMP concert, Teen Arts Annual and the NBOE Dance Challenge remotely. Kudos and thanks to great leadership, great teaching, and critical opportunities for student choice and voice!

Moving forward as we position Newark Board of Education to be **#1: Second to None** let’s consider all the ways in which we ensure student learning experiences in all core academic subjects. To support the continuation of great work in arts education taking place in NBOE schools please read all sections of Visual & Performing Arts Opening Guidance which has been prepared to support and inform the important work in schools.

### **Special Considerations for Continued Arts Learning**

**Scheduling**

The unique nature of arts learning engages students in the use of a variety of art materials to make art, use of voice and production of sound for vocal and instrumental music practice and performance, and use of body movement across floor space in dance and theatre. Pay close attention to guidance from **CDC**, **NJDOE The Road Back** and **NBOE Reopening of School Plans** regarding academic instruction during COVID-19. Collaborate with all educators, including arts educators for creative scheduling for the strongest effect on outcomes for student social emotional and academic learning. Strongly consider the following recommendations independently or in combination to support a healthy and safe environment for continued arts learning:

* Teach all arts classes remotely whether in-school or remote to assure health and safety due to materials, space, singing voice and instrument use.
* Schedule remote arts classes by the marking period for grades K-5. For example, a school offers all 4 arts disciplines. Instead of a student in grade 3 taking art, music, dance and theatre all year 1x per week; the student will take art during marking period 1, dance marking period 2, music marking period 3 and theatre marking period 4 every day of the week. If a school offers 2 arts disciplines they can schedule art for two quarters and music for two quarters. Under normal circumstances, this model has a negative impact for performances/exhibitions due to many students may not be enrolled in the course during winter and spring performance schedules. Positive effects during COVID-19 include:
* Reduces concerns for health, safety and social distancing within a marking period.
* Manageable student loads for the arts educator. Extra benefit if same or similar grade levels occur during same marking period.
* Families have fewer classes to juggle and support during a single marking period.
* Schedule remote arts classes on a rotating schedule for grades K-5 at least 1 x per week for each art form available in the building using the same model above just 1 x a week for 1 art form per marking period. Students should be equipped with individual art/music/dance/theatre kits which remain in the regular classroom space during in-person learning. The arts teacher in collaboration with the homeroom teacher can arrange for additional items following all health and safety guidelines (no-sharing of materials). See recommended supply lists under Arts Equipment, Materials and Supplies.
* Schedule remote arts classes all year at least 2 times a week for grades 6-8 based on student choice.
* Schedule remote arts classes all year for grades 9-12 based on student choice and consistent with State District Requirements for High School. Provide opportunities for extended and advanced learning experiences including sequenced arts courses and Advanced Placement.
* **Music:** Where possible during remote learning instrumental teachers should be scheduled for pull-out instrumental lessons beginning 5th grade and up. See instructions in Distribution of Instruments under Arts Materials, Equipment and Supplies.
* **Music:** Where possible beginning in 6th grade, instrumental and vocal students should receive instruction in ensemble class, scheduled at least twice weekly all year during the school day, based on student choice and voice.

**NJDOE Requirements for Arts Learning -** <https://www.state.nj.us/education/aps/cccs/arts/faq.htm>

**NJDOE Requirements for elementary students (K-5):** At the K-5 level, students must participate in standards-based instruction in all four arts forms. This means that students should engage in learning about dance, music, theater, and visual art, as well as performing and creating works in each discipline (e.g., instrumental music, performing in plays) with the expectation of achieving basic literacy in the arts.

**NJDOE Requirements for middle level students (6-8):** In grades 6-8, students should gain greater depth of understanding in at least one of the arts disciplines. Students must continue to have opportunities to create and perform, as determined by student choice, with the expectation that they achieve competency in their chosen discipline. All four arts disciplines must be made available to middle-level students.

**NJDOE Requirements for high school students (9-12):** In grades 9-12, all students are expected to communicate at a basic level in the arts and demonstrate proficiency in at least one arts discipline. This specialization allows for student choice which means that all four arts disciplines must be made available to students. All high school students must successfully complete five credits in at least one visual and performing arts course in order to receive a state-endorsed diploma.

**Teacher collaboration and high class loads for PK-8 arts educators**

54% of K-8 Arts Educators have an average load of 400+ students and 31% have 500+ students. In addition to the high class loads elementary and middle school arts educators are often scheduled to teach all grade levels (P-8) in a school building. By contrast an average grade level teacher may teach 25-30 students, and middle school Math/ELA teachers may teach up to 135 students.

When arts educator loads exceed 200 students per week during remote learning it is recommended that there is collaboration and support between the arts educator and homeroom teacher which is supported by school administration.

* Collaboration should focus on accountability for student attendance and submission of student work for grade reporting during arts classes. This can be achieved through shared Google Classroom, Classroom Dojo, weekly teacher check-ins, or other arranged method.
* Where arts classes will be conducted in the homeroom class space, individual student art form specific kits should be maintained in the homeroom class space. Classroom-based arts materials should be maximized and supplemented with specialty art materials.

### **Arts Curriculum, Instruction and Assessment**

**(NEW) New Jersey Student Learning Standards for Visual & Performing Arts**

Moving forward, all teacher-made lesson plans should reflect arts content and learning framed around the newly adopted NJSLS-VPA. The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning.

* NJDOE link to NJSLS-VPA: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>
* Standards Handbooks link to NJSLS-VPA: <https://njartsstandards.org/>

**Social Emotional Competencies**

Arts Educators are positioned to be important partners in addressing the social and emotional

learning needs of students as they return to school. The Arts Education and Social and Emotional Learning (SEL) Framework available at the link below is designed to illuminate the intersection between arts education and social-emotional learning to allow for the intentional application of appropriate teaching and learning strategies, with the overarching goal of enhancing Arts Education. <https://selarts.org/>

**Artistic Literacy**

Artistic literacy is the knowledge and understanding required to participate authentically in the arts. While individuals can learn about dance, media, music, theatre, and visual arts through reading print texts, artistic literacy requires that they engage in artistic creation processes directly through the use of materials (such as charcoal or paint or clay, musical instruments or scores...) and in specific spaces (concert halls, stages, dance rehearsal spaces, arts studios and computer labs).[[5]](#footnote-5)

**Visual & Performing Arts Curricula**

Content learning in the arts disciplines cultivate creativity and enrich student intellect through engagement with artistic literacy in the four artistic processes (Creating, Performing/Presenting/Producing, Responding, & Connecting). Current curricula documents are available for use at the following link. These documents mostly reflect the National Core Arts Standards (NCAS) using the four artistic processes (Creating, Performing/Presenting/Producing, Responding, & Connecting). <https://drive.google.com/drive/folders/1iViLWWHXJPKG48m10GxxGIVv2jOPD29I?usp=sharing>

The new NJSLS-VPA are conceived using the NCAS as the foundation. Unit learning plans are in development incorporating the new NJSLS-VPA for the following and will be shared as they become available.

* Dance: Grades PK-8
* Music: General Music PK-5, Ensembles 6-8, High School Ensembles I, High School Music Technology I
* Theatre: Grades K, 1, 3, 4, High School Theatre I
* Visual Art: Grades PK-8, High School Art Foundations

**School-Based Performances and Exhibitions**

Engaging in artistic literacy and the artistic creative processes is inclusive of performing and presenting. Although remote productions cannot replicate or replace live arts performances and exhibitions, student growth can be recognized and shared through remote platforms during in-person and remote learning. In September, create a schedule with input from all arts staff that outlines performances and presentations in all arts disciplines and grade levels for the academic year. Provide time for arts educators to plan, prepare, and present student work across the entire school environment while engaging the greater school community and families.

**District Sponsored Performances and Exhibitions**

Local, regional, and national programs provide extended learning and advanced opportunities for students and remote experiences are highly encouraged. We will continue to share via NBOE***ARTS*** Updates. The following district experiences will be offered remotely in **Spring 2021**. Details and dates will be shared for engagement from all schools.

* Dance: All City Dance (grades 3-12)
* Music: NJPAC R.A.M.P. Recorders (grades 3-4)
* Music: All City Music (grades 6-8), band, choir, guitar, string orchestra
* Visual Art: Young Artists Exhibit (grades 6-8)
* Visual Art: Teen Arts Annual (grades 9-12)

**Arts Partnerships & Grants**

Remote experiences, such as arts residencies and field trips, expand students’ artistic knowledge and skills. Schools are encouraged to continue partnerships connected to arts disciplines including remote field trips. The Arts Office will notify schools of partner opportunities and partner collaborations via NBOE***ARTS*** Updates. Schools participating in Grant programs related to arts learning should continue to be guided by existing and new grant agreements (Victoria Foundation, Save The Music Foundation, Keys of Inspiration, etc.)

**Professional Development**

* The Arts Office will deliver remote professional development on scheduled Staff Development days and a monthly schedule (TBA) to support teaching and learning in arts education. Topics will include the new NJSLS-VPA, SEL/VPA, curriculum, instruction and blended learning strategies.
* School level teams of arts educators should convene during weekly PLCs to discuss student growth across the 4 artistic processes (Creating, Performing/Presenting/Producing, Responding, & Connecting).
* Through a collaboration with Arts Ed Newark and Save The Music Foundation, music and other arts educators will participate in remote training for **Trauma-Informed Care**. The training will require attendance during 3 sessions (2 two-hour sessions and 1 two and half hour session).
* The Arts Office will provide specialized professional development opportunities to further engage and develop arts educators. Descriptions, criteria and application forms will be posted in the NBOE***ARTS*** Updates. We anticipate remote sessions as follows:
	+ NBOE Model Teachers for Arts Education (continuation of first year cohort)
	+ E3 Arts + Technology will focus on creating Podcasts with Arts Education content for students and teachers
	+ New to NBOE Arts Educator Series (open to new and second year arts teachers)
* Professional Development sessions will be scheduled for vice principals and department chairs that supervise arts educators to support with standards based arts learning and priorities.
* All arts educators are highly encouraged to become members of state and national arts associations (e.g., National Association for Music Education, National Art Education Association, etc.) to access resources and professional learning opportunities.

### **Arts Equipment, Materials & Supplies**

**Baseline student needs for in-person or remote learning**

In consideration for student health and safety (non-sharing of materials) and for students to transition between in-person or remote learning, basic equipment for all arts disciplines will include internet access, an electronic device and preferably a digital or phone camera. Recommended **essential materials and supplies for in-person and remote arts learning** are provided using this link for each arts discipline. These items should be ordered in advance for student/family pickup per school plans for in-person or remote learning.

<https://drive.google.com/file/d/1VK8k3blz070-_7_Bbc6EaUi5mzJnB0pY/view?usp=sharing>

**An extended list of regular school needs** (technology, consumables, space, equipment and facility needs) is available using this link:

<https://drive.google.com/file/d/1QsI23eTxjTd3owC-bv69F6bvDFJNNns0/view?usp=sharing>

**Instrument Inventory**: A guidance document for completing the annual inventory is available using this link: <https://docs.google.com/document/d/1Rs2x3Y5rxhXrf6yiAV2U7fRb9JKPRz6lSPySnNSGnFs/edit?usp=sharing>

**Distribution of Instruments**: Instrumental music programs continue to be critical learning opportunities for students.  Students in grades 5 and older should receive instruments no later than **11/2/2020**.  Detailed instructions for distributing instruments are available at this link: <https://docs.google.com/document/d/1G82rZavahaQzA_cINvhi6Da6_X0_591uxf1IJwg35Ns/edit?usp=sharing>

### **On-line Arts Resources for COVID-19**

Extensive information and resources are available for all art forms using the links provided here:

* SEPTEMBER READY Fall 2020 Guidance for Arts Education, Arts Ed NJ

<https://www.artsednj.org/wp-content/uploads/NJ-September-Ready-Arts-Ed-Guidance.pdf>

* NAfME COVID-19 Resources, National Association for Music Educators

<https://nafme.org/covid-19/>

* Remote Learning - National Art Educators Association

<https://www.arteducators.org/learn-tools/articles/701-virtual-distance-learning>

* NDEO - National Dance Educators Organization - Coming Together as a Community COVID-19 Pandemic

<https://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=395469>

* EdTA - Recommendations for Reopening School Theatre Programs: Theatre Education in the Time of COVID-19

<https://higherlogicdownload.s3.amazonaws.com/SCHOOLTHEATRE/7f9e7fa8-ea41-4033-b6a3-1ce9da6a7b6f/UploadedFiles/HPVMgpNDTw2FWro1JLiL_EdTA_ReOpen_Guide_2020_FINAL.pdf>

**NBOE*ARTS* Updates**

The NBOE***ARTS*** Update will continue to inform administrators and teachers about information and guidance for arts education including important health updates.

Contact: Margaret El, Director, Visual & Performing Arts • 973-733-6803 • Mel@nps.k12.nj.us

Contact: Katherine Brodhead-Cullen, Supervisor, Visual & Performing Arts • 973-938-7316 • KBrodhead@nps.k12.nj.us

### **Online / Remote Learning ResourcesTechnology Tools to Support Learning****Teacher Resources**

How do teachers and students use G-Suite (Productivity Suite)?

* [Google Teach from Home Tutorials](https://teachfromhome.google/intl/en/) (Videos)
* [G-Suite Tutorials](https://support.google.com/a/users/topic/9945585?hl=en&ref_topic=9247638) (Step by step guides)

How do teachers provide assignments, materials and resources to my students?

* Grade Pre-K:
	+ [MyTeachingStrategies](https://my.teachingstrategies.com/)
	+ [Second Step](https://drive.google.com/file/d/1wBurvPwb4kKot3gJ4xy1Hujv_0Nr5nL_/view?usp=sharing)
* Grades K-12
	+ [Google Classroom](https://classroom.google.com/)
		- [Getting Started with Google Classroom](https://youtu.be/UEFgW--0094) (Video)
		- [Google Classroom Help Center](https://support.google.com/edu/classroom/?hl=en#topic=6020277) (Step by step guides)

How do teachers conduct live interactions/video conference with students (synchronous)

* [Webex](https://www.webex.com/)
	+ [WebEx Guide](https://docs.google.com/presentation/d/1cBErSqKv1gATBRKk81ZxKe1prQ6AAAXlDdkuJ5zwJuU/edit?usp=sharing) (Step by step guide)
	+ [Guidance for Teachers](https://www.webex.com/webexremoteedu.html)

How do teachers connect with parents and guardians?

* [Class Dojo](https://www.classdojo.com/)
	+ [Webinar](https://www.youtube.com/watch?v=OAEkfrwtAOI)

What tools are available for differentiation and student assistance?

* [Read&Write for Google Chrome](https://support.texthelp.com/help/lets-get-started)
	+ [Quick Reference Guide](https://www.texthelp.com/Uploads/MediaLibrary/texthelp/US-Training-Documents/Read-Write-for-Google-Chrome-Quick-Reference-Card.pdf)

What tools can be used for providing student voice and feedback?

* Providing Student Voice Feedback
	+ [Screencastify](https://www.screencastify.com/)
		- [Using Screencastify](https://drive.google.com/file/d/1g5H7FmiHIvoHxXDpIDWeRwYZP3XYLX2h/view) (Step by step guide)
		- [Screencastify Courses](https://www.screencastify.com/courses) (Videos)
	+ [Flipgrid](https://auth.flipgrid.com/educator)
		- [Getting Started for Educators](https://education.microsoft.com/en-us/course/45068800/1) (Video)
		- [Educator’s Guide to Flipgrid](https://static.flipgrid.com/docs/Flipgrid_eBook_2nd_edition.pdf) (pdf)
* Providing Student Feedback
	+ [Embedded comments into student work.](https://support.google.com/docs/answer/65129?co=GENIE.Platform%3DDesktop&hl=en)
* Checking for Understanding and Collaboration
	+ - [EdPuzzle](https://clever.com/in/redirector?url=https%3A%2F%2Fedpuzzle.com%2F&link_type=external&link_source=admin_created&hash=282f7e8a14083a404017c77f01aabe8cd84a3103bac4e464bf2ed93dd3b98ce0&id=5eceae10d6ecac0001257983)
			* [EdPuzzle Guide](https://docs.google.com/presentation/d/1E0PCqSOve1d-XxP88l7a38LDxJxfojPQ7ks6mFmQGz8/edit?usp=sharing) (Step by step guide)
		- [Smart Learning Suite Online](https://clever.com/in/redirector?url=https%3A%2F%2Fid.smarttech-prod.com%2Foauth%2Fauth%3Fclient_id%3Dsls.smarttech.com%26response_type%3Dtoken%26scope%3Dprofile%2520scope%253Aapi.smarttech.com%252Faccount%252Fdata%2520scope%253Aapi.smarttech.com%252Faccount%252Femail%252Fread%2520scope%253Acontent.amp.smarttech.com%252Fupload%2520scope%253Acontent.amp.smarttech.com%252Fcontent%252Fupload%2520scope%253Acontent.amp.smarttech.com%252Fcontent%252Fread%2520scope%253Acontent.amp.smarttech.com%252Fupload%252Fimage%2520scope%253Acontent.amp.smarttech.com%252Fcontent%252Fupdate%26state%3DeyJzdGF0ZSI6IntcImZyb21cIjpcIi9zdHVkZW50L2pvaW5cIixcInJvbGVcIjpcInN0dWRlbnRcIn0iLCJyZWdpb24iOiJ1cyIsImVudiI6InByb2QiLCJldCI6WyJwcm9maWxlIiwic2NvcGU6YXBpLnNtYXJ0dGVjaC5jb20vYWNjb3VudC9kYXRhIiwic2NvcGU6YXBpLnNtYXJ0dGVjaC5jb20vYWNjb3VudC9lbWFpbC9yZWFkIiwic2NvcGU6Y29udGVudC5hbXAuc21hcnR0ZWNoLmNvbS91cGxvYWQiLCJzY29wZTpjb250ZW50LmFtcC5zbWFydHRlY2guY29tL2NvbnRlbnQvdXBsb2FkIiwic2NvcGU6Y29udGVudC5hbXAuc21hcnR0ZWNoLmNvbS9jb250ZW50L3JlYWQiLCJzY29wZTpjb250ZW50LmFtcC5zbWFydHRlY2guY29tL3VwbG9hZC9pbWFnZSIsInNjb3BlOmNvbnRlbnQuYW1wLnNtYXJ0dGVjaC5jb20vY29udGVudC91cGRhdGUiXX0%253D%26redirect_uri%3Dhttps%253A%252F%252Fsuite.smarttech-prod.com%252Flogin&link_type=external&link_source=admin_created&hash=d21f81c02ac8d542bfde5be263a3fdb835a8429bf67cdddcafbd9ec4e02b2de3&id=5e97398435f12a0001da811a) (SLSO/Hello SMART)

Where can teachers get assistance on using digital tools?

* [OTIS PD Platform](https://clever.com/in/redirector?url=https%3A%2F%2Faccounts.google.com%2Fo%2Foauth2%2Fv2%2Fauth%3Fscope%3Dhttps%253A%252F%252Fwww.googleapis.com%252Fauth%252Fuserinfo.email%26redirect_uri%3Dhttps%253A%252F%252Fotis.teq.com%252Fusers%252Fgoogle-signon%26response_type%3Dcode%26client_id%3D1025352079660-i6bs7s42u18htut1c5r4hr4eiisd48li.apps.googleusercontent.com%26access_type%3Donline&link_type=external&link_source=admin_created&hash=235d51ac7e52ba37ac44354b1b09164ed64e06a5c04b744427b2e3e902b143bf&id=5e8767e78c39f000013c6ab8)

### **Student Resources**

How do students  log in to the Clever Student Portal?

* [Logging into the Clever Student Portal](https://clever.com/in/newark)
	+ If Using a NBOE Chromebook
		- The Clever Student Portal will automatically load when you first sign in to the Chromebook and Choose Login with Google
		- At any time to return to the Clever Student Portal you can choose nps.k12.nj.us bookmarks in the top left and click on Student Portal
	+ Please follow these Steps to Access Clever Student Portal from Non-NBOE Device
		- * [How to Log in to the Clever Student Portal](https://drive.google.com/file/d/1EEKch31_jvCC34_6N-YkzT8O0wxgGB5f/view)

How do students access Google Classroom?

* [Google Classroom](https://clever.com/in/redirector?url=https%3A%2F%2Fclassroom.google.com&link_type=external&link_source=admin_created&hash=2dd3436d98189dab17bafb566bad53bc944e1a4ad8fb7e15de824a155a1ed3e2&id=5c071e51bb5d66000191bd56)
	+ How to Access Google Classroom
		- Click on the link to Google Classroom in the Clever Student Portal
		- This will open the list of Google Classrooms
		- Click on the Classroom to Enter
		- If you need to join a new Classroom
			* Click the Plus Sign
			* Click Join Class
			* Enter the Class Code provided by the teacher
			* Click Join

How do students access the materials for the Academic Content Areas?

* Material is Accessed through the [Clever Student Portal](https://clever.com/in/newark)
	+ English/Language Arts Links
		- Grades K-8: [HMH eTextbook](https://clever.com/in/redirector?url=https%3A%2F%2Fwww.hmhco.com%2Fapi%2Fexternal-sso%2Faccess%3Fsp%3Ded%26connection%3DNJ-NEWARK-00678346&link_type=external&link_source=admin_created&hash=837213b988b68de76c48eb146cde5f371ce204be8c899a9a05f89000c5be4c11&id=5d5e95a578098a0001d1345f)
			* [Accessing the HMH eBooks](https://docs.google.com/presentation/d/1gsedegtqgGws6nSn-S0BLV8MDrrFhXyp9JB23_1ZTGA/edit?usp=sharing) (Step By Step Guide)
			* [Accessing the HMH eBooks](https://drive.google.com/file/d/1fpLwjE30AGoOwlrim6b_wZXCT3XfyUOV/view) (Video)
		- Supplemental Resources
			* [PreK-5: Lexia Core 5](https://www.lexialearning.com/products/core5)
			* [6-8: Lexia Power Up](https://www.lexialearning.com/products/powerup)
			* [6-12: NoRedInk](https://www.noredink.com/)
	+ Mathematics
		- Grades K-8: [HMH eTextbook](https://clever.com/in/redirector?url=https%3A%2F%2Fwww.hmhco.com%2Fapi%2Fexternal-sso%2Faccess%3Fsp%3Ded%26connection%3DNJ-NEWARK-00678346&link_type=external&link_source=admin_created&hash=837213b988b68de76c48eb146cde5f371ce204be8c899a9a05f89000c5be4c11&id=5d5e95a578098a0001d1345f)
			* [Accessing the HMH eBooks](https://docs.google.com/presentation/d/1gsedegtqgGws6nSn-S0BLV8MDrrFhXyp9JB23_1ZTGA/edit?usp=sharing) (Step By Step Guide)
			* [Accessing the HMH eBooks](https://drive.google.com/file/d/1fpLwjE30AGoOwlrim6b_wZXCT3XfyUOV/view) (Video)
		- Grades 9-12: [Pearson](https://clever.com/in/redirector?url=https%3A%2F%2Fsso.rumba.pearsoncmg.com%2Fsso%2Flogin%3Fservice%3Dhttps%3A%2F%2Fk12integrations.pearsoncmg.com%2Fca%2Fdashboard.htm%26idpmetadata%3Dhttps%3A%2F%2Fnpsadfs.nps.k12.nj.us%2FFederationMetadata%2F2007-06%2FFederationMetadata.xml&link_type=external&link_source=admin_created&hash=d6442ff9bbce8e93fdd2d7911b2173f47c61db0624c5a47fd8c4843788ebef8e&id=5e29b8437f091d0001c13a68)
			* [Pearson Login Instructions](https://drive.google.com/file/d/14SY60ac1HwYNnYI2UKH_M0-qHYUMigBt/view)
		- Supplemental Resources
			* [K-5: iReady](https://clever.com/oauth/authorize?channel=clever-portal&client_id=c7a52c5c9228e8623a71&confirmed=true&district_id=5432eabfd4f601742400072f&redirect_uri=https%3A%2F%2Flogin.i-ready.com%2Flogin%2Fclever&response_type=code)
			* [6-12: ALEKS](https://clever.com/oauth/authorize?channel=clever-portal&client_id=58a2387860cc09e7d1d1&confirmed=true&district_id=5432eabfd4f601742400072f&redirect_uri=https%3A%2F%2Flogin.mhcampus.com%2FSSO%2FDI%2FClever%2FLTIHandler.ashx%3Ftool_id%3Dconnected&response_type=code)
	+ Science
		- Grades K-8
			* [McGraw Hill Science](https://clever.com/oauth/authorize?channel=clever-portal&client_id=58a2387860cc09e7d1d1&confirmed=true&district_id=5432eabfd4f601742400072f&redirect_uri=https%3A%2F%2Flogin.mhcampus.com%2FSSO%2FDI%2FClever%2FLTIHandler.ashx%3Ftool_id%3Dconnected&response_type=code) (K-5)
			* [IQWST Teacher Portal](https://www.iqwst.com/webapp/#login) (6-8)
			* [Discovery Education](https://clever.com/oauth/authorize?channel=clever-portal&client_id=9ed621bf2f3914142cd6&confirmed=true&district_id=5432eabfd4f601742400072f&redirect_uri=https%3A%2F%2Flockbox.clever.com%2Fredirect-token%2F599371e2b94866e577fd2038&response_type=token)
		- High School
			* [McGraw Hill](https://clever.com/oauth/authorize?channel=clever-portal&client_id=58a2387860cc09e7d1d1&confirmed=true&district_id=5432eabfd4f601742400072f&redirect_uri=https%3A%2F%2Flogin.mhcampus.com%2FSSO%2FDI%2FClever%2FLTIHandler.ashx%3Ftool_id%3Dconnected&response_type=code)
	+ Health and Physical Education
		- High School
			* [McGraw Hill](https://clever.com/oauth/authorize?channel=clever-portal&client_id=58a2387860cc09e7d1d1&confirmed=true&district_id=5432eabfd4f601742400072f&redirect_uri=https%3A%2F%2Flogin.mhcampus.com%2FSSO%2FDI%2FClever%2FLTIHandler.ashx%3Ftool_id%3Dconnected&response_type=code)

# **Professional Development Support for Teachers and Administrators**

The Office of Staff Development and the Office of Teaching and Learning will be supporting teachers through synchronous/asynchronous online professional development for all teachers on the following platforms and software through online videos and learning :

1. Google Classroom
2. Webex
3. Google Suite: Google Docs, Google Slides
4. ClassDojo
5. Lexia Core 5
6. Lexia Power Up
7. iReady Math
8. ALEKS
9. NoRedInk
10. OTIS Platform
1. [↑](#footnote-ref-1)
2. National Council of Teachers of Mathematics and National Council of Supervisors of Mathematics. 2020. *Moving Forward: Mathematics Learning in the Era of COVID-19.* Retrieved from <https://www.nctm.org/uploadedFiles/Research_and_Advocacy/NCTM_NCSM_Moving_Forward.pdf> [↑](#footnote-ref-2)
3. National Council of Teachers of Mathematics Position Statement. (Reston, VA),[*https://www.nctm.org/Standards-and-Positions/NCTM-Position-Statements/*](https://www.nctm.org/Standards-and-Positions/NCTM-Position-Statements/) [↑](#footnote-ref-3)
4. National Council of Supervisors of Mathematics (NCSM). 2020a*. NCSM Essential Actions: Framework for Leadership in Mathematics Education.* Englewood, CO: NCSM. [↑](#footnote-ref-4)
5. *National Coalition for Core Arts Standards, National Core Arts Standards: A Conceptual Framework for Arts Learning. (Reston, VA),* [*http://nccas.wikispaces.com/Conceptual+Framework*](http://nccas.wikispaces.com/Conceptual%2BFramework) [↑](#footnote-ref-5)