Southington High School Science

Presented by:

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SHS - Distance Learning Roll-out

- Week 1 – Lessons posted for maintenance of learning
- Week 2 – Transition to instruction
- Week 3 – Lesson for each day of the week
  - Proved to be overwhelming/stressful for students and families
- Week 4 – transition to no assigned work on Fridays
- Week 5+ - 2 days per week for each course (M/W or T/Th) after break
  - **We are doing good work via assignment design and delivery but we are putting more emphasis on learning. Synchronous learning has presented challenges**

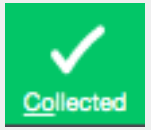
SHS - Device and Connectivity Roll-out

- Prior to Week 1 – surveyed families regarding devices and connectivity (>50% response)
- Week 1 – re surveyed (now it's real and response was greater) by phone, email, and link to a google form
- End of Week 1 – staff pulled all devices from schools (carts) to safely share with families; district purchased hotspots for families
- Week 3-4 - Based on level of engagement the vast majority are connected. Still tracking down the disengaged. More hotspots are ordered for paraeducators and more devices are needed.

Grading Decision Made Early

- Pass/Fail (weeks 2-3) transitioned to:
  - Meets Expectations (**ME**)
  - Progressing Toward (**PT**)
  - Not Submitted (**NS**)

Grading Rubric

Score	Meets expectation (ME) (Pass)	Progressing (PT)	Missing (NS) (Fail)
Symbol/score to use in Power School			
Expectation:	*I have demonstrated understanding of the concept. (defined for each assignment)*	*I did not demonstrate understanding of the concept. I need to revise and resubmit my work to meet expectations.*	*I failed to complete the assignment and/or my submitted work did not demonstrate evidence of learning.*
To move to the next level:		*I need to reflect on the feedback my teacher has given me and come prepared to office hours/meeting for assistance with questions and/or concerns.*	*I need to submit my work so the teacher can provide feedback.*

Science Best Practices

- Classes on Canvas or Google Classroom
  - Most teachers were already utilizing Google classroom or Canvas
- Curriculum documents are on Google for core subject areas
- Teachers spent time gearing up for delivering a distance learning curriculum
- Daily office hours (2 - 1 hour blocks per day) to connect with kids Many Science teachers have set their hours in response to student feedback i.e they are available 7-8 pm, 8-9 pm, 8:30-9:30 pm
- Use of posted Daily Lesson Plans https://bit.ly/2VJuL07
- Science department meets weekly
- Subject area teachers meet weekly
- Lessons are pushed out by 9:00 am on two specific days

Science Best Practices – Student Support

- Teachers are working with special education teachers
  - Co-teachers in Google classroom
  - Paras meeting with teachers and groups of students in Google Meet
- Each teacher shares their week's plan in a Google doc for support staff
- Personal messages sent via Classroom (positive as well as corrective)

Science Best Practices – Student Support

- Stressing flexibility – no required online meeting times but multiple daily “office hours” for teachers to connect with students
- Setting an expectation for connection
- Live lessons and live class discussions are recorded
- Working to reach the disengaged - while all online now, looking to provide pencil and paper options in the future

SHS Science Distance Learning Practices

- Screencastify (a video/audio recorder for Chrome) and/or Loom
  - Used for video instructions, read alouds for struggling readers and lessons
  - Ex: Physics lesson utilizing a PhET simulation for using data to construct an explanation the teacher used Screencastify to present the data gathering piece for struggling students so that they could focus on the explanation
- A Web Whiteboard for Math related problems (Chemistry and Physics) can be shared live on Google Meet or Screencasted.

SHS Science Distance Learning Practices

- YouTube Video
  - Recognizing that not all students have the necessary materials or facilities, hands-on activities are presented with an accompanying YouTube video of the teacher. While students can present their own results, they can also analyze the results of the teacher's experiment. The focus of the expectation is on the analysis of data.
- Use of Padlet for Driving Question Boards (used before distance learning)
- CK-12 resources

SHS Science Distance Learning Practices

- Class discussions using Google Meets
  - Focused on specific question(s)
  - Learning from students and other departments
    - Scheduled sign-ups with an expectation to make one meeting per week
- Podcasts via Hippo Video (teacher generated) or TedEd
- Google forms with feedback
- Use of specific phenomena (YouTube or similar) to connect with Science concepts
- Getting students outside
  - Students provide evidence of Evolution and build a class presentation via Google slides
  - Earth Day Selfies (personalization)

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