



#togetherwearemighty

**FISD SECONDARY
BLENDED INSTRUCTIONAL GUIDELINES
2020-21**

The secondary FISD blended learning design will combine online students and face to face students into ONE curriculum allowing for ease of movement between the two options following the same CANVAS course and creating an equitable learning experience for all. Each two-week unit will be built with a blend of synchronous and asynchronous learning experiences. Virtual or quarantined students will join the face to face class simultaneously, via zoom, at set times during the week to create the synchronous connections between the virtual student and their teacher and classmates. The alternate days will be structured around independent asynchronous experiences to engage, extend, apply, and personalize the learning. This will allow for an ease of transition between face to face and virtual instruction for those students that must sporadically quarantine. It will also create an ease in transition to full virtual instruction, if and when that becomes necessary.

TWO WEEK ROTATING INSTRUCTIONAL BLOCK

SUBJECT	WEEK 1	WEEK 2
MATH	SYNCHRONOUS MWF ASYNCHRONOUS TTH	SYNCHRONOUS TTH ASYNCHRONOUS MWF
ENGLISH	SYNCHRONOUS TTH ASYNCHRONOUS MWF	SYNCHRONOUS MWF ASYNCHRONOUS TTH
SOCIAL STUDIES	SYNCHRONOUS MWF ASYNCHRONOUS TTH	SYNCHRONOUS TTH ASYNCHRONOUS MWF
SCIENCE	SYNCHRONOUS TTH ASYNCHRONOUS MWF	SYNCHRONOUS MWF ASYNCHRONOUS TTH
WORLD LANGUAGE	SYNCHRONOUS MWF ASYNCHRONOUS TTH	SYNCHRONOUS TTH ASYNCHRONOUS MWF
CTE/ELECTIVES PE/HEALTH	SYNCHRONOUS TTH ASYNCHRONOUS MWF	SYNCHRONOUS MWF ASYNCHRONOUS TTH
FINE ARTS	SYNCHRONOUS MWF ASYNCHRONOUS TTH	SYNCHRONOUS TTH ASYNCHRONOUS MWF

- [VLO Sample Student Schedule](#)
- Virtual students will be engaged synchronously, with teachers and classmates, 150-200 minutes daily and asynchronously, independently, 150-200 minutes daily. This combination creates 300-400 minutes of academic engagement daily.
- Outside expectations for face to face and virtual students (Homework, research, test preparations) will be in addition to these time requirements.
- For virtual students, ALL asynchronous work must be completed and submitted between 8am and 4pm on the day it was assigned for attendance purposes.
- [Secondary Blended Learning Tools](#) will be used for synchronous and asynchronous learning experiences for both face to face and virtual learners.

OFFICE HOURS INTERVENTION/TUTORIALS

SUBJECT	TEACHER OFFICE HOURS	DEPT OFFICE HOURS
MATH	WEDNESDAYS 8-8:30	MONDAYS 4-4:30
ENGLISH	FRIDAYS 8-8:30	TUESDAYS 4-4:30
SOCIAL STUDIES	WEDNESDAYS 8-8:30	MONDAYS 4-4:30
SCIENCE	FRIDAYS 8-8:30	TUESDAYS 4-4:30
WORLD LANGUAGE	WEDNESDAYS 8-8:30	MONDAYS 4-4:30
CTE/ELECTIVES PE/HEALTH	FRIDAYS 8-8:30	
FINE ARTS	WEDNESDAYS 8-8:30	

- Teachers will host “office hours” for intervention and extension for face to face and virtual students per the schedule above.
- Teachers will schedule a 10-15 minute minimum appointment with virtual students for feedback and personalization weekly. This can be done before or after school or during asynchronous instructional days when appropriate and can be done in small groups of virtual students. Teachers will create this time and invite virtual students weekly.
- Department Office Hours are offered as an additional option for intervention/tutorials and will be staffed by the department.

ASSESSMENTS/TESTING DAYS

- All departments will schedule tests on any asynchronous day assigned to that department. Therefore, the testing days for each department will rotate with the instructional block, allowing room for flexibility and spreading the burden of test preparation for students across the block.
- No tests may be scheduled on a synchronous instructional day.
- Number of assessments will be determined by the grading policy of the specific content area.
- Virtual students may be required to Zoom into classes on asynchronous days to maintain test security.

GRADING POLICY

- Grading policy will be the same for face to face and virtual learners.
- Courses will be weighted the same and GPA will be calculated in the same way for face to face and virtual learners.

ATTENDANCE

Per TEA guidance, attendance for virtual or quarantined students will be based on **daily** progress monitoring. On days that students are scheduled to "attend synchronously", attendance will be taken based on student participation through ZOOM during the period they are assigned to that content. For example, if a virtual student has math 2nd period - they will "attend" math class via ZOOM on synchronous days for math during 2nd period. On the asynchronous days in the model, attendance will be monitored by small group check ins, work turned in through Canvas, evidence of video watched through edpuzzle, etc. These monitoring checks must be completed and submitted on the asynchronous day that they are assigned to be considered in attendance.

PROFESSIONAL LEARNING

Professional Learning will continue to be provided to prepare for all modes of return, including virtual, to address the need for providing equitable learning for students face to face, full virtual, and sporadic transition between the two.

- Virtual Learning Tools Training - Technology Tools - 3 weeks in June ([link](#))
 - Learner Agency Online Course - Pedagogy - 12 hours ([link](#))
 - Blended Instructional Model - Pedagogy Support and Preparation ([link](#))
- Weekly topics beginning July 14 -
- Elements of Blended Course
 - Assessment and Feedback in the Blended Classroom
 - Engaging Online Learners
 - Asynchronous and Synchronous Instruction in Blended Learning
 - Communication and Collaboration in a Blended Environment/ The Human Element
- Blended Instructional Model Workshops - August Professional Learning (7 hours)
 - Virtual Tool Learning Stations - August 14
 - Weekly PLC time to build capacity in virtual tools and Blended Model and Learner Agency Pedagogy.
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