

Traders Point Christian Schools

**PLAN FOR  
INSTRUCTIONAL  
CONTINUITY**



*Training scholars. Making disciples. Graduating leaders.*

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# INTRODUCTION

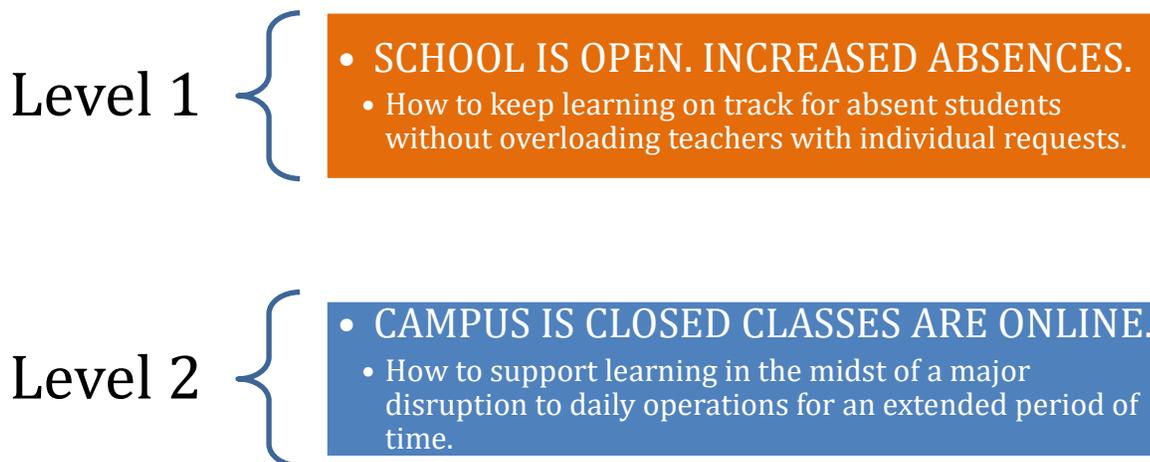
As a Traders Point Christian School community, our concern is always for the well-being of all our students and employees. As a school serving more than 400 families and employing nearly 100, we have a solemn obligation to ensure we are preparing and planning for any emergency that could create a large-scale impact on the breadth of community members and campus operations. Sometimes, this means exploring alternative instructional delivery methods. This document does not address employment issues. Instead, it discusses how we can best prepare ourselves for prolonged absences and school closures.

## KEY OBJECTIVES DURING AN EXTENDED CLOSURE

1. Learning continues through innovative and engaging instruction.
2. TPCS [ESO's](#) are the driving force behind the pedagogy.
3. Process elevates to a place equal to or greater than content.
4. In courses like AP, Dual Credit, and PLTW the content remains the driving force behind instruction.
5. Especially in the Lower School instructional design should include student choice for activities

As you read through this document, you will see an escalation in our instructional protocols for how we, as a caring and creative community of educators, might support students' well-being and academic progress when the conditions for teaching and learning aren't ideal or like anything we've experienced before.

In the following pages, we discuss some of the implications for potential significant, though temporary, adaptations in your teaching practices. We want to begin by acknowledging that we all function differently when it comes to taking in a lot of information at once, especially in times of uncertainty. For some of us, the amount of information shared in this document, as well as the conditions of possibility, may cause anxiety, concern, frustration, or agitation. For others of us, having all the available information helps us begin to feel more comfortable about planning for the possibilities.



## THE “LEVEL 1” SCENARIO

School is open, and there are increased absences. Students and adults are absent more frequently and in more significant numbers. There may be some students here and there who have temporary medical accommodations for attendance in place.

The challenge we’re solving for is this: How do we keep learning on track for absent students without overloading teachers with a flurry of individual emails and requests for re-teaching? How might we instead create a system for communicating daily work, keeping the learning moving forward, and supporting students who are trying to get back on track after an absence?

### FIVE PLANNING & COMMUNICATION PRACTICES TO START NOW

The practices listed below are quick and easy ways to help absent students access their curriculum while they are home. Though each requires a little time upfront, they will make your teaching life more comfortable in the long run, allowing you to get ahead of the steady drip of emails asking, “what did we do in class today?” Or worse, “did you do anything while I was gone?”

1. Post **daily updates to Google Classroom and Hangouts**, including the plan of what you did in class, links to resources, notes, slide decks, and copies distributed to students who were present. Also, clearly communicate expectations for homework.
2. Set **expectations** with students, so they know what to do when they are absent. Remind them to check Google Classroom and Hangouts each day and to connect with their class if they are well enough to do so, and it is appropriate for your level.
3. Remind students to **stay home** when they are sick, and reassure them that you will support them in keeping up with their work, to include allowing them to attend remotely if appropriate.
4. Start **screencasting** your lectures/lessons when possible and posting to Google Classroom and Hangouts as part of your daily update. You can, quite easily, record your screen during an in-class lecture and capture your audio narration while you teach. Or, if you anticipate that you will be absent, you can pre-record a lesson for students to watch with the sub. Hangouts Meet auto-saves the video lesson to your Google Drive, and from there, you can post a private link to Google Classroom.

### BUILD YOUR REPERTOIRE: ESSENTIAL DOWNLOADS AND TRAINING

The best time to build your repertoire of tools and skills is *before* you need them. We will leverage a combination of Google Classroom and Hangouts Meet to support students and keep the learning moving.

#### [Google Hangouts Meet](#)

Google is making advanced features (including recording) of Hangouts Meet available until July. Classroom teachers will have these advanced features allowing for unlimited video-conferencing minutes with up to 100 participants and the ability to record your meeting.

## **Test Drive Hangouts Meet in Departments or Teams (required)**

Practice the five essential skills listed below with at least one other person in Hangouts. For tutorials on how to do each of these tasks, please refer to the [Quick Links to Tutorials](#) at the end of this guide.

1. Joining a meeting
2. Scheduling a meeting
3. Sharing your screen
4. Troubleshooting audio
5. Setting chat/mute parameters for participants

# THE “LEVEL 2” SCENARIO

The campus is closed; classes are held online. The essential question here is, how do we support student well-being and academic development in the midst of a major disruption to our daily operations for an extended period of time? How do we continue to foster student learning without being able to meet our students in person?

## **GUIDANCE FOR GRADES K-6**

Plan to ask for teacher input, as each grade level has specific curricular needs and challenges.

- This is an excellent opportunity for theme/project-based learning -- prepare at least two units ahead of time to be used in case we move to Level 2. For at least one unit, give students the option of choosing their own project/theme. For instance: "Design and conduct your own experiment using seeds of any kind".
- Create assignments for math, reading, writing, science, art, Spanish, social studies, etc. (as much as possible) based on the theme. Subjects should be integrated as much as possible. Tasks assigned should be engaging and not busywork, and projects utilizing the engineering design process are highly encouraged. Website links should be provided as necessary. For instance, with the example of the seed experiment, different subject-specific tasks could be required.
- For math, include some form of math fact practice (include related website links) and utilize Khan Academy as appropriate
- P.E. and Music will provide options suitable for at-home learning and allow a certain degree of student choice as appropriate
- Be creative with assessments. Parents/students might share photos of the learning process and/or the final project and its various parts. Some written assignments may also be shared electronically and graded along the way. Allow for parents to provide written feedback at least once a week (may want to limit to one paragraph approx. 500 words or less)
- Remember: Do not over assign and overload the students. \*I will resend guidelines shared last year relating to age-appropriate E-learning assignments.

LS E-Learning Plan for the week of March 23-27

- Teachers will plan to arrange at least two face time meetings with their students using Google Hangouts Meet. (\*Better than regular Hangouts or Hangouts Chat because it supports more participants. Be sure to download the correct app. I sent the link to you in our group text earlier today.)
- Specials teachers will also arrange at least two Google Hangouts Meet sessions, choosing any two classes for next week. Please communicate with the classroom teacher before Monday to let them know for which class you will be doing a Google Meeting. It should happen on the day and at the

time that you would normally have that class, and teachers will communicate this ahead of time with families.

- Issues to be aware of: students can "kick out" the teacher and/or other participants; students can mute the teacher. Trust that the students can handle the responsibility of the Google Meetings. You will want to establish some ground rules and consider doing the following:
  - Organize your class into smaller groupings. You may try the whole class at once and see how it goes, but advice from the high school teachers is to break your class into groups of 6-8. (\*This means that you will deliver a mini-lesson several times within an hour or so period.) IF IT IS EASIER FOR YOU TO EXPERIMENT MEETING AS ONE WHOLE GROUP/CLASS, THEN PLEASE FEEL FREE TO DO IT THIS WAY. You can always try smaller groups later if it doesn't go as planned.
  - Keep lessons short. Approx. 15-20 minutes with each small group.
  - You can record each lesson as you are giving it. This allows you to share the link with students who were unable to join during their group time.
  - Follow your daily schedule. Arrange your Google Meets for math, reading, etc. during times to which your students have become accustomed. The same goes for music, PE, art, Spanish, and band.
  - Teach students how to mute themselves and how to turn off their video feed (\*you may have them keep the video feed on if it doesn't bother you.)
  - Explain to your students that you may ask them a question, and that they will need to unmute themselves before answering the question. (\*If their video feed is off, questions also let you know whether or not the student is still present at your meeting session.)
- April 6-9: Teachers will arrange Google Hangouts Meetings with their students at least 3 days this week. (\*Following the normal daily schedule)
- April 13-May 1: Teachers will arrange Google Hangouts Meetings at least 4 days per week, and preferably 5 if everything is going smoothly for you. \*Specials teachers should be meeting with all of their classes by this time, at the normal times that see each class or grade.

## **ANTICIPATED CHALLENGES IN SHIFTING ONLINE/OUTSIDE OF SCHOOL**

When traditionally on-ground schools move unexpectedly to fully online learning, there are some anticipated challenges. Fortunately, we aren't the first school to think through this move. The questions below come from colleagues in our profession around the world who have generously offered their insights and experiences. We have responded to each of these questions in our plan.

**Schedule.** What's the schedule? This is useful even if there aren't any synchronous classes being held. It gives kids predictability.

**Attendance.** How will you take attendance? What constitutes "present"?

**Community.** How will you support kids' needs to socialize and connect? Opportunities for peer-to-peer connection will be especially important.

**Clarity.** For kid's sake, clearly put all assignments in one place (Google Classroom), explain objectives and expectations up front, and meter the workload.

**Assessment.** Have a game plan for assessments (Formative only? Allow summative? What happens to AP courses and PLTW?).

**Screen time.** Think creatively about what students are doing/working on so they aren't glued to a screen for 8 hours each day.

**Set Expectations.** Clarify expectations for students/families, including attendance, participation, workload, communication if absent, etc.

**Transition.** What's your transition back plan?

## **KEY TERMINOLOGY FOR ONLINE LEARNING**

Though much of teaching and learning online is the same as in the shared physical classroom, there are a few key terms that will help you navigate the shift.

**Asynchronous:** Class interactions happen via Learning Management System (Google Classroom) without real-time interaction. Students engage in class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement. If you're comfortable using Hangouts, you are already totally capable of running your classes entirely online.

**Synchronous:** Class interactions happen in real-time, at the same time. Students may virtually attend class together via video conference, live stream, or chat. We have Hangouts for synchronous meetings. Most online courses are a blend of synchronous contact and asynchronous study/work.

**Screencast:** A digital video recording of your computer screen, usually including audio narration. Screencasts are a form of instructional video.

## **TEACHING DURING A LEVEL 2 EVENT**

At Level 2, the school will be closed, and all students will be learning remotely. Faculty and staff may also be working remotely but could work from school unless there is a campus closure. This determination is made by the administration of the school. If the school is closed, but the campus is open, teachers might be able to collaborate in real-time at school. If there is a quarantine or it isn't safe to gather, departments can gather virtually using Hangouts. Either way, it is expected that teachers will gather at key points as a department and even as a whole faculty. We will need this time to stay in touch, support each other, and plan.

At this level, the way we teach fundamentally changes. This is a great opportunity to be innovative in our content and process distribution and expectations. You need to think about teaching in chunks. It is very hard to post work every day for all your classes. Instead, you want to make some decisions. Do you want to post everything for a week-long chunk? Do you want to post a 2-week unit? How are you going to scaffold the work for students? How often are you going to commit to doing updates and post resources? Remember in the Upper School that students will meet with you virtually one time in a week. Other than that, you will use other tools to communicate with them (Google Classroom, Hangouts, email, screencasts). Because of this, you need to rethink how you will lay out your course. Remember, your students are not just taking your course but trying to keep up with all courses. Although they do that now, doing this totally online will be different and take some practice. The shift may be particularly challenging for students with executive functioning learning differences. You will not be able to "read the room" to gauge their understanding, so you need to figure out ways to check-in on every student individually. It is super easy to fall behind virtually and hide 'in the back of the virtual room. You'll need to double-down on checking for understanding and touchpoints.

**Thorough Update in Hangouts.** With every step away from the physical classroom and into the virtual one, updates in Hangouts need to be more comprehensive and detailed. You'll need to give context for the week's worth of work, including your objectives (in student-facing language), expectations for learning, a preview of the assignments, and where to find the resources, assignments, and assessments. Think Lesson Planning 101. ***Start with the end in mind: what do my students need to know, and how will I know they learned this?*** If you do one big post with everything in it, you will help students plan out their week. If the unit spans several weeks, you will still need weekly updates with assignment checkpoints to ensure they are progressing and not waiting until the very end.

**Screencast Your Update** Once you set up your Hangouts update with the overview of the week, we recommend that you screencast yourself walking students through your post, just as you would in class. This is your chance to tell them verbally what they will be doing that week/unit and what your expectations are. This practice is especially important if students are working for multiple weeks on one project or one unit. They need to know where they are headed in their learning, not just what is due right now. Post the screencast in your Hangouts update. You may want to screencast a final sample project or a model of student work, so students know what to expect. Importantly, as a school where fostering relationships with students is core to our pedagogy, a screencast with your voice will help make a switch to online learning feel less impersonal and more relational.

**Preload & Vary Your Resources.** Just as you did in Level 1, preload all your resources and point to them in your weekly post, consider the types of resources you expect students to access. Our library databases are mostly available off-campus, but it's worth double-checking. It's good practice to add PDFs of readings and to vary the type of media (ie: screencasts, TED talks, video tutorials, etc.) to make up for you not being in front of them.

**Assessments.** As we noted in Level 1, assessments with online students require careful planning. Traditional assessments can put remote students in a tricky position where a quick Google search makes cheating both easy and tempting. It's our job to create a learning environment that sets students up for success rather than for a moral dilemma. This is an excellent time to consider other types of assessments. If a traditional test is out, how else can you evaluate what students understand? How else can you assess the development of a key skill? Project-based learning, with multiple checkpoints along the way, is an excellent fit for remote learning.

**Check in points.** You need to make sure you are checking in with students twice each week. You will want to make sure you do this before posting your attendance on Wednesday and Friday. Attending virtual classes, posting to discussion boards, email, submitting assignments, etc., all constitute check-ins. The point is that you want to know students are working and not falling behind. If they are not checking in, we want to catch them early. Consider creating a "water cooler" discussion board for students to post questions and write about issues they are having. You can call it "Questions, Concerns, Comments" as an example. An open forum like this will allow not just you, but classmates to respond as well.

**Flexibility.** This is the time to adjust your curriculum to fit into a virtual school world. What is your comfort level? How will you use the synchronous and asynchronous tools? Make your plans, lay out your course, take a deep breath, and be flexible. If something doesn't work, just like in your classroom teaching, adjust and go back or move on.

## **WEEKLY SCHEDULE IF SCHOOL IS CLOSED**

We may modify the schedule if our school moves from on-campus to online. We may need to be prepared to run classes for a sustained period -- at least a couple of weeks. It will take all of us to reiterate to students that *school is still in session*, just in a different space. In the schedule below, the designated time slot for each

class period indicates when teachers will need to sync with students and/or when teachers will host virtual class via Hangouts. Please see the “attendance” section on the following page for more detail.

	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
<b>AM 8:30-11:30</b>	1 period	Department Meetings	4 period	6 period	8 period
<b>PM 12:00-3:00</b>	2 period	3 period	5 period	7 period	Department Meetings
			<b>Attendance DUE</b>		<b>Attendance DUE</b>

Although teachers have a three-hour window in which to sync with students in a given period, we certainly aren’t advocating for a three-hour virtual class. If you do decide to host a virtual class via Hangouts, you may choose what time within that window your class will meet. If you are syncing with students individually or in small groups, the goal is that you have a sufficient block of time to do so.

## EXPECTATIONS FOR CLASSROOM TEACHERS

Assuming you are well enough to teach, the expectation is that you continue to keep your classes moving. Expectations for teaching online:

**Communication** Teachers are expected to be in their courses on Hangouts every school day. Post all instructions, assignments, and learning materials to Hangouts. Each week, post an update with an overview of the learning objectives and expectations. It pays dividends to be overly-clear; we don’t have the benefit of reading the room and clarifying on the fly. Please answer your email within 24 hours.

**Work Load.** Aim for 3-4 hours of class work per week maximum, including time for reading/watching/listening, engaging with peers via discussion boards and docs, attending class virtually via Hangouts, “homework”/learning tasks, etc. Advanced Placement courses may assign additional work or practice tests as needed.

**Attendance.** Twice per week, please conduct a virtual roll call. Sync with each student in your class to ensure they are following along with their studies and are connected to the community. You can do this by asking students to join a virtual class on Hangouts during your designated class period, reply to an update or discussion board post on Hangouts, participate in a chat on a google doc, submit an assignment, or simply respond to an email. Please record your class attendance in FACTS SIS (same place as usual) by 4 pm on Wednesday and Friday. We will have three new attendance codes to show whether students are: *present and participating*, *have inconsistent attendance and participation*, or *not present/inactive* in their classes.

**Office Hours.** Plan on being available to answer student questions for the duration of **Office Hours, 1:00 to 3:00, on Monday through Friday.** You may choose to host office hours via email, 1:1 Hangouts meetings, small group Hangouts meetings (by opening up a meeting and posting the code on Hangouts), the chat function within Google Docs -- or any combination of these methods. Please post an update on Hangouts explaining to students where they can reach you and/or how they can schedule time with you during Office Hours.

## BEST PRACTICES FOR ONLINE TEACHING & LEARNING

The flow of online learning is unique. In any given week, we recommend each course accomplish three tasks: preview, prepare and engage in learning.

	Teacher Posts...	Using These Tools...
<b>Preview</b>	<i>Hangouts Update:</i> <ul style="list-style-type: none"><li>• Overview of the lesson</li><li>• Objectives &amp; connections to prior lessons/learning</li><li>• Quick Attendance Check (to ensure students are present and following along)</li></ul>	<ul style="list-style-type: none"><li>• Post an update in <a href="#">Hangouts</a></li></ul>
<b>Prepare</b>	<i>Hangouts Assignment:</i> <ul style="list-style-type: none"><li>• Course readings (textbook, novel, packets), digital texts, podcasts, video content, recorded lecture, screencast lesson, etc.</li></ul>	<ul style="list-style-type: none"><li>• Create/Post content: upload audio, video, screencast, text, links to docs, images...</li><li>• Access existing curated content: <a href="#">Library of Congress</a>, <a href="#">TED</a>, <a href="#">NatGeo</a>, <a href="#">PBS</a>, <a href="#">Smithsonian</a>, <a href="#">Bio.com</a>, <a href="#">Discovery Education</a>, <a href="#">History Channel</a>, <a href="#">Khan Academy</a>, <a href="#">Bozeman Science</a>, <a href="#">CommonLit</a>, <a href="#">NYTimes Learning</a>, <a href="#">Newsela</a></li></ul>
<b>Engage</b>	<i>Hangouts Assignment:</i> <ul style="list-style-type: none"><li>• Reflective writing, journaling, guided note-taking</li><li>• Discussion boards, assignment submission, post/share/ respond to audio, video, images, media</li><li>• Writing, collaborating, peer editing google docs</li><li>• Virtual labs/simulations; home labs/observations</li><li>• Remote synchronous class</li><li>• Practice problems</li><li>• Research, writing, projects</li><li>• Online assessments (AP)</li><li>• Quiz, formative assessment</li><li>• Summative assessment</li></ul>	<i>Asynchronous Tools:</i> <ul style="list-style-type: none"><li>• <a href="#">Hangouts</a></li><li>• <a href="#">G Suite</a> (docs, slides, forms/surveys, sheets)</li><li>• <a href="#">Kahoot</a></li><li>• <a href="#">Flipgrid</a></li></ul> <i>Synchronous Tools:</i> <ul style="list-style-type: none"><li>• <a href="#">Hangouts</a> (audio or video)</li><li>• <a href="#">Google Hangouts</a></li><li>• <a href="#">Livestream.com</a></li></ul>

## TEN TIPS FOR RUNNING A SYNCHRONOUS CLASS

A synchronous class can take many forms, and a video conference is certainly not the only way. Below are a few tried-and-tested suggestions to get you started if you do choose to get your class together on Hangouts.

1. Determine the length of your class. Holding attention online for over an hour is difficult. Consider this ahead of time.

2. Login ahead of students and greet them when they enter “class.”
3. Set up Chat parameters. We recommend allowing public chatting only. We do not recommend allowing students to chat privately. Use the private chat feature as the instructor to catch up late students, nudge students who are not jumping in, ask everyone to respond to a question as you might in class to get a heat check of student understanding.
4. Call roll to bring the class to order. You can ask them to say here, type here in chat, or take a screenshot of your participants list. You will need attendance records for later, so make sure you do this upfront.
5. Once class begins, either change your settings to mute students on entry or work with your class to establish some shared Hangouts norms, such as mute your mic when not speaking, say your name before you participate (sometimes it’s hard to tell who is speaking).
6. Remind students that the same tech rules apply to a virtual classroom as to the physical classroom. No taking or posting images/videos of classmates and instructors to the web or to Social Media without permission. Students have the ability to screenshot and screencast.
7. Begin your instruction by sharing your screen and toggling over to your Hangouts class. Show the update that you posted for the class; this should have the outline of the work for the week. Walk students through the update, pointing out where the resources and assignments for that week are located.
8. Preview your objectives for the virtual class and any expectations you have of them during the call (notes, participation, the response online after class, etc.)
9. Start your presentation, discussion, lesson, etc. Enjoy, for a brief moment, the luxury of teaching in a dress shirt and pajama pants.
10. About five minutes before ending class, go back to your Hangouts page and remind students about the upcoming work for the week. This may seem overly-redundant. Just remember: this will be a monumental shift for students, and they will need all the clarity and support they can get.

## **RUBRICS AND RESOURCES FOR DISCUSSION BOARDS**

Discussion boards are excellent ways of fostering peer-to-peer learning. The optional rubrics and resources below are simply meant to make your life easier. You are not required to use them. You absolutely may edit, adapt, or build on them.

### **Setting Clear Expectations**

When online is the only option for students to share their ideas and questions with one another, it’s important to set clear expectations for posting. Here’s an example: “Please post your first response by 10PM on Tuesday night. The post must be at least 250 words in length and reference the readings. Be sure to use MLA format for your citations. You must respond to three of your classmates by Friday 10PM. Follow-up posts must be substantive (at least 100 words) and move the discussion forward. Simply saying, “I agree”, etc. will not earn credit.”

### **Resource: Discussion Board DOs and DON'Ts for Students**

**Do** think before you post. Complete the reading or preparation work before you write.

**Do** post your response early to give your classmates more time to reply. Check back later to see what comments have been added.

**Do** explain your opinion and use examples to help others understand your points.

**Do** post something that furthers the discussion and shows depth of thought. The best part of a discussion board is that you get lots of think time before you post. Use it.

**Do** reply to several of your classmates' posts, adding examples or asking questions.

**Do** remember that it is harder to tell when something is a joke online. Use humor sparingly.

**Don't** agree with everything you read. It makes for a really boring conversation. Politely disagree when you have a difference of opinion.

**Don't** reply to the same people each time. Try to bring in other voices.

**Don't** get personal. Focus your criticism on ideas and arguments, not on your classmates.

**Don't** bring the outside in. No inside jokes, references to people who aren't in the conversation, or comments you wouldn't say face-to-face

Top Ten Discussion Board DOs and DON'Ts for Students. From *Power Up: Making the Shift to 1:1 Teaching and Learning* (Neebe & Roberts, 2015). Reprinted with permission.

## Tips for Discussion Board Prompts

Discussion board prompts are just like the prompts you use to start discussions in your class. You just need to adjust them a bit since you will not all be in the same room answering these orally. If you need a bit of assistance with this, here are some things to consider:

- Think about the learning you want students to gain from the discussion.
- What do you want to see in the responses? Convergent ideas (how, what, why), Divergent ideas (predict, if...then), Evaluative ideas (opinion, defend, what if)?
- Since you want to avoid yes and no responses, how might you frame the question in such a way that students have to think before posting and not just answer off the top of their heads?
- Remember, just like in a face-to-face class, sometimes questions just flop. Don't give up; just adjust. Feel free to post a response that clarifies what you are looking for, gives more instruction, or poses a completely new question.
- Once you launch a discussion board, monitor it as you would in a face-to-face class. Avoid jumping in too soon or over-responding. You don't have to respond to every post. Remember, you set it up to where they have to respond to their classmates. Allow the exchanges to take place.
- When responding, be sure to model how you want students to respond. Consider including links to support your statements, quotes (cite them), restating a portion of the post you are responding to, and using the name of the student(s) to whom you are responding.

## Rubric: Grading Discussion Board Posts

Recall that you can add a rubric to any Hangouts assignment and click the boxes to score student work. Here's a sample that you could use or adapt.

	5	4.5	4	3
Critical Thinking	Response clearly addresses all elements of the prompt. Exhibits attention to detail and mastery of the topic. Student evaluates and	Response addresses the prompt and demonstrates a clear understanding of the topic. Student applies and analyzes relevant	Response addresses some elements of the prompt. Student summarizes course concepts, theories, or materials. Post may	Response does not adequately address the prompt. Student relies on statements that are unsupported by course concepts, theories, or

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	synthesizes course concepts, theories, or materials appropriately, using effective examples and supporting evidence.	course concepts, theories or materials, using examples or evidence for support.	reveal some gaps in understanding or familiarity with content.	materials. Post demonstrates misunderstanding of content and/or a lack of sincere effort.
Engagement	<i>Thought Leader.</i> Asks good questions for classmates to consider. Responds to multiple peers in a manner that advances the discussion. Draws connections between comments. Takes risks in developing new ideas.	<i>Engaged Participant.</i> Asks thoughtful, open-ended questions. Builds off of previous comments in the discussion board. Responds directly to peers in a manner that adds meaning to the discussion.	<i>Skimming the Surface.</i> May ask clarifying or perfunctory questions. Responds to peers in a manner that demonstrates superficial engagement with their ideas.	<i>"Post and Go"</i> Student does not make meaningful contributions to the discussion community. Does not respond to peers, even when prompted to do so. May disrupts the community with discourteous behavior.
Style & Format	Meets or exceeds required word count. Post(s) are practically perfect grammatically. Student consistently provides academic citations for ideas not his/her own.	Meets or nearly meets required word count. Post(s) may include a few errors that are minor enough that they do not distract the reader. Student references sources for ideas, but may do so inconsistently.	Meets at least 80% of the required word count. Post may include errors that distract the reader but do not detract from the argument. Student does not provide citations for sources.	Falls significantly short of the required word count. And/Or post contains multiple flaws that seriously confuse the reader. Student does not engage sources, and thus, none are cited.

Adapted from the University of San Francisco Educational Technology Master's Program scoring guides and the Phillips Exeter Academy Harkness Discussion rubric.

## WHAT YOU CAN EXPECT FROM ADMINISTRATORS

The Principal will send a weekly communication to students via Hangouts and email with updates, announcements, and a reminder that school is still in session. Schoolwide administration will communicate with the community at least weekly.

Faculty and Staff can expect Department meetings (full Faculty/Staff, Department Heads, and/or individual departments) during the week. Look for Google Calendar invitations for a link to the Hangouts meeting. They will "walk the virtual halls" by checking Hangouts and joining classes via Hangouts when possible. Administration and administrative staff will monitor student absences so teachers can plan and teach. This means that while teachers will take attendance twice each week, administration and support staff will follow up as to why the student has not attended.

## WHAT YOU CAN EXPECT FROM TECH

In the event of a school closure, the tech department may still be working from campus. In the event of a campus-wide closure, they will be working remotely. The tech department will be monitoring [helpdesk@tpcs.org](mailto:helpdesk@tpcs.org) email during regular school hours. Please include a phone number so that we can contact you quickly. All efforts will be made to contact you to resolve the issue quickly. This may include remoting into your computer (with permission), sending you a screencast, calling you, emailing, or opening a Hangouts session.

## CONTINGENCY PLANS IF YOU'RE SICK

If you are unable to facilitate your class, please communicate with your department head and the sub coordinators (executive assistant and registrar). **Department Heads already have access to all departmental courses in Hangouts and could step in to help.** If a team member needs to temporarily take over your course, please contact tech support, and they will add the teacher to your course. Please be sure to log your sick time as PTO. If you require additional support, please contact HR. Remember, we are all in this together. We are all going to have to step in to help our colleagues through this.

### QUICK LINKS TO TUTORIALS FOR TECH TOOLS

If you don't find an answer to the exact question you have, a great first step is to search for the software/program name + function + tutorial (such as "Hangouts record meeting tutorial"). And of course, you can email the tech team with questions.

#### Google Suite

- [Creating and sharing a doc](#)
- [Inserting hyperlinks within a doc](#)
- [Creating a Google Form \(survey\) and viewing responses](#)
- [Creating and sharing a Google Slides deck](#)
- [Hosting a Google Hangout Meet](#)

## FOR COLLEAGUES AT OTHER SCHOOLS: SHARING, THANKS, & RESOURCES

This document is the product of collaboration with colleagues at our school and around the world. We have built on our own experience and the experiences of others. Our plan is, of course, based on known best practices for face-to-face and remote instruction. But also, it responds to lessons learned from colleagues at international schools and schools around the world who suddenly had to close for multiple weeks at a time as a result of pandemic. We are grateful to our teaching colleagues around the world who have generously offered their insights and experiences, most especially the Taipei American School and the Concordia International School in Shanghai.

The lead writers of the plan from which this version is adapted are [Diana Neebe \(@dneebe\)](#) and [Joy Lopez \(@technomaven\)](#). What's Okay: Please feel free to share this widely and adapt for your needs. We welcome your insights and resources in return. What's Not Okay: You may not use this material for commercial purposes. Please give appropriate credit if using, adapting, and sharing. ([CC BY-NC 4.0 License](#)).

Below are links to a few resources that helped shape our approach and thinking that you may find useful as well:

- [International School Resources for Virtual School \(Google Drive Folder\)](#)
- [Next Vista: Facing an Emergency and Switching to Online Learning](#)
- [Concordia International School, Shanghai: When Virtual Learning Is Your Only Option \(podcast\)](#)
- [George Washington University Tools for Instructional Continuity](#)

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# Expected Student Outcomes (ESO)

## Mission Statement

Traders Point Christian Schools challenges and educates students within the framework of a Biblical worldview while leading them to a personal faith and transformed life in Jesus Christ.

## Vision Statement

TPCS will prepare and equip students to reach their highest individual potential and impact the world for Christ.

## Credo

Training scholars. Making disciples. Graduating leaders.

The goal of the TPCS educational program is to equip students to be articulate, self-directed learners, critical thinkers, logical problem solvers, who develop a heart for God and others and grow as Jesus did in wisdom, stature, and in favor with God and men. Proper nurturing of the heart and mind leads to this desired outcome of learning. Educators at TPCS are sensitive to how the maturation processes of the brain, social development, and spiritual growth all play a part in the event of learning. As a result, the content of science, social studies, math, English, foreign language, technology, physical education, business, and fine arts are presented from the biblical perspective in a manner that is age-appropriate yet challenging. Learning goals for biblical knowledge, worldview, and spiritual formation are intentionally included in the curriculum.

At TPCS, students will learn to; **live Biblically, think critically and creatively, exhibit strong numeracy, speak with confidence, read with understanding, write with clarity, practice effective problem solving, hunger for discovery and investigation, lead with excellence, and impact the world for Christ.**

## Scholarship

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As an academic institution, it is our responsibility to educate students well. Learning should include thorough teaching of core content and the skills to learn more through a Biblical lens. Students should be equipped with 21<sup>st</sup> Century fluencies, able to think critically, work collaboratively, engage in discovery and investigation, and think globally.

Students will utilize a variety of resources, including technology and thoughtful questioning, to evaluate the information for effective problem-solving. Students will display respect for the preparation and process for all God-given vocational and professional callings.

*Proverbs 18:15 (NLT) - Intelligent people are always ready to learn. Their ears are open for knowledge. Proverbs 1:7 (NLT) - Fear of the LORD is the foundation of true knowledge, but fools despise wisdom and discipline. Proverbs 9:10 (ESV) - The fear of the LORD is the beginning of wisdom, and the knowledge of the Holy One is insight*

The students will be able to...

- acquire facts, information, and skills through experience or education resulting in the theoretical or practical understanding of a subject.
- actively engage in the critical evaluation of information through a variety of resources, including technology.
- establish the attitudes and habits (disposition) that lead to academic excellence/mastery of standards.
- demonstrate the ability to develop thoughtful questions in the pursuit of problem-solving and decision-making.
- demonstrate the ability to use Biblical truth to analyze and evaluate information and concepts to determine validity.
- evidence responsible stewardship concerning the academic talents and opportunities given by God.
- take a logical, scholarly, and responsible approach to discovery and investigation of God's creation.
- make sound decisions with regard to the application of experience, knowledge, and good judgment.

## Discipleship

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As a Christian institution, it is our responsibility to disciple our students to become dedicated followers of Jesus (Matthew: 22:36-40). Students demonstrate discipleship in transferring learned Biblical principles by engaging in a practical outpouring of those principles in authentic ways. (John 13:35)

Matthew 22:36-40 36 *“Teacher, which is the great commandment in the Law?”* 37 *And he said to him, “You shall love the Lord your God with all your heart and with all your soul and with all your mind. 38 This is the great and first commandment. 39 And a second is like it: You shall love your neighbor as yourself. 40 On these two commandments depend all the Law and the Prophets.”*  
John 13:35 35 *By this all people will know that you are my disciples, if you have love for one another.”*

Students will acquire (John 8:31), understand, internalize (John 8:47), demonstrate (Galatians 5:22-23), and articulate Biblical principles and lead others into a relationship with Jesus Christ, consistent with the instruction of the Great Commission.

John 8:31 31 *So Jesus said to the Jews who had believed him, “If you abide in my word, you are truly my disciples,*  
John 8:47 47 *Whoever is of God hears the words of God. The reason why you do not hear them is that you are not of God.”*  
Galatians 5: 22-23 22 *But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, 23 gentleness, self-control; against such things there is no law.*  
Romans 10:17 (ESV) - *So faith comes from hearing, and hearing through the word of Christ.*  
1 Corinthians 2:5 (ESV) - *That your faith might not rest in the wisdom of men but in the power of God.*  
Philippians 4:8-9 (NLT) - 8 *And now, dear brothers and sisters, one final thing. Fix your thoughts on what is true, and honorable, and right, and pure, and lovely, and admirable. Think about things that are excellent and worthy of praise. 9 Keep putting into practice all you learned and received from me—everything you heard from me and saw me doing. Then the God of peace will be with you.*

The students will be able to...

- evidence discipleship in their lives individually and demonstrate the ability to impact others. (Luke 14:34-35)
- establish the attitudes and habits (disposition) of a disciple and disciple-maker. (Luke 14:28-31)
- utilize a variety of Biblical principles when interacting with others in their sphere of influence.
- evaluate problems considering Biblical principles and use Scripture in offering solutions to peers to solve problems. (Joshua 1:8)
- have an effect on the character, development, or behavior of someone or something, or the effect itself. (Hebrews 10:24-25)
- demonstrate a strong belief in God by actively seeking after Him rather than simply repeating proof statements. (Luke 14: 25-33)

Luke 14:34-35 34 *“Salt is good, but if salt has lost its taste, how shall its saltiness be restored? 35 It is of no use either for the soil or for the manure pile. It is thrown away. He who has ears to hear, let him hear.”*  
Luke 14:28-31 28 *For which of you, desiring to build a tower, does not first sit down and count the cost, whether he has enough to complete it? 29 Otherwise, when he has laid a foundation and is not able to finish, all who see it begin to mock him, 30 saying, “This man began to build and was not able to finish.’ 31 Or what king, going out to encounter another king in war, will not sit down first and deliberate whether he is able with ten thousand to meet him who comes against him with twenty thousand?*

Joshua 1:8 *8 This Book of the Law shall not depart from your mouth, but you shall meditate on it day and night, so that you may be careful to do according to all that is written in it. For then you will make your way prosperous, and then you will have good success.*

Hebrews 10:24-25 *24 And let us consider how to stir up one another to love and good works, 25 not neglecting to meet together, as is the habit of some, but encouraging one another, and all the more as you see the Day drawing near.*

Luke 14:25-33 *25 Now great crowds accompanied him, and he turned and said to them, 26 "If anyone comes to me and does not hate his own father and mother and wife and children and brothers and sisters, yes, and even his own life, he cannot be my disciple. 27 Whoever does not bear his own cross and come after me cannot be my disciple. 28 For which of you, desiring to build a tower, does not first sit down and count the cost, whether he has enough to complete it? 29 Otherwise, when he has laid a foundation and is not able to finish, all who see it begin to mock him, 30 saying, 'This man began to build and was not able to finish.' 31 Or what king, going out to encounter another king in war, will not sit down first and deliberate whether he is able with ten thousand to meet him who comes against him with twenty thousand? 32 And if not, while the other is yet a great way off, he sends a delegation and asks for terms of peace. 33 So therefore, any one of you who does not renounce all that he has cannot be my disciple.*

## ***Leadership***

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As a Christian institution, we have the responsibility to train students to develop a spirit of servant-leadership. Traders Point Christian Schools seeks to instill in students a Biblical view of servant-leadership with a clear focus on service in all aspects of life.

Students will identify and understand the inherent tension between egotistical individualism and servant-leadership. Students will apply the spiritual principle of "washing the feet of others," as modeled by Jesus Christ.

*2 Corinthians 8:21 (NIV) - We are careful to be honorable before the Lord, but we also want everyone else to see that we are honorable. Proverbs 11:3 (NLT) - Honesty guides good people; dishonesty destroys treacherous people.*

The students will be able to...

- accurately identify the characteristics of servant-leadership.
- establish the attitudes and habits (disposition) of a servant-leader.
- demonstrate the art and discipline of self-leadership
- positively contribute to collaborative activities through servant-leadership.
- demonstrate a commitment to bring their behavior into conformity with the pattern of servant-leadership as modeled by Jesus Christ.
- be honest and having strong moral principles; moral uprightness.

*"In order to make a difference, you have to be different"*

## ***Essential Skills:***

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All the trends suggest that for career success, these five skills should be a priority.

- **Self-management:** The ability to manage one's time, awareness, attitudes, and learning is more important than ever. A growth mindset (self, learning, awareness, interactions, meta-awareness of perceptions, etc.) is important and critical to success in the future of a young individual.
- **Project-management:** We live in a project-based world. About half of high school graduates will enter the freelance economy and experience project-based careers. Many others that take jobs will manage their work in projects. All young people should learn how to deliver value by managing multi-step activities—and often doing it in teams.

- **Teamwork:** The complexity of almost every profession has transcended the expert craftsmen. The ability to collaborate and deliver in teams is critical in almost every sector. As jobs are augmented, working with smart machines is a new aspect of teamwork. Self-management and managing social interactions are the foundation of social and emotional learning.
- **Entrepreneurship:** An appreciation of the importance of effort, what Carol Dweck, author of the best-seller *Mindset*, calls a growth mindset, is the foundation of enterprise. Employers (and customers) would recognize this as hustle. Knowing how to get work (marketing) and deliver value (project management) is important for all whether self-employed or working for others.
- **Design thinking:** Adaptive challenges (problems we've never seen) will be more prevalent and prominent. Design and computational thinking (attack skills for complexity) are essential. Students will need the ability to walk into new situations and know what to do, where to start and how to approach the challenge. This requires iteration, development of solutions, and analyzing possible outcomes.