

GTA Principles re: Remote Learning / Teaching for Summer School DRAFT

Topic	Commentary
Decision-making re: teaching methods	Teachers should determine how curricular content is presented. In traditional classroom settings, teachers have always determined which instructional methods are used to teach skills and content. Our working environment has changed, but our content expertise, professional judgment, and autonomy will best serve students.
Use of research to inform practice	As we consider policy and teaching practices during COVID-19, we will base these discussions on peer-reviewed research relevant to a K-12 setting. The research must be recent and relevant to the current educational setting. In addition, we will also place value in feedback gathered by teachers, both formally and informally, about remote teaching and learning during school building closures. This feedback will be central to any remote teaching and learning plan as we move forward.
Curriculum and Instruction	<p>Because teachers have different teaching styles, skill sets and technological expertise:</p> <ol style="list-style-type: none"> 1) Each teacher will select a remote learning/teaching platform: Google Classroom, Edmodo, Class Dojo, Blackboard, etc. 2) Each teacher will select applications to deliver lessons and assignments: Edgenuity, Khan Academy, Google Docs/Forms, Zoom, Screencastify, Flipgrid, etc. 3) Each teacher will select a method to track student progress: Q, Google Classroom, offline grading programs, etc. 4) Each teacher will select appropriate assessments for their class. Teachers may use online assessment programs or create their own.
Videoconferencing parameters	<p>Teachers should have the option to use (or not to use) video conferencing in their teaching, and teachers should only use video conferencing if certain requirements are met:</p> <ol style="list-style-type: none"> 1. The platform that is used allows the instructor to manage participants (meaning teachers can turn off all participants' video/audio) and limit the use of chat rooms and screen sharing. 2. The district and the association create a discipline policy (shared with students and parents) that addresses cyberbullying and zoom-bombing incidents that GUSD will enforce for all aspects of videoconferencing. 3. Teachers are not required to use any kind of “breakout room” (or other “small-group discussion” mode in videoconferencing) because they cannot be supervised by the teacher; small group discussion in classrooms can be supervised by teachers, but breakout rooms cannot.

	<ol style="list-style-type: none"> 4. Teachers can not be expected to investigate/resolve cyberbullying/ zoom-bombing infractions, as these infractions are serious, could cause great harm to the victims, and require many hours of investigative action and counseling for all parties involved (e.g. victims, perpetrators, parents, and teachers.) 5. Teachers are released from any legal liability if something goes awry in virtual lessons. (Students yelling out profanities or showing inappropriate images are not under teachers' control; teachers who choose to use "breakout rooms" will not be held liable in the event of any unforeseen incident over which they had no knowledge or control.) 6. Teachers have the option to mute and/or remove students who violate class norms. 7. The District will take all measures to assure that synchronous sessions will not be illegally recorded (both audio and video), without the consent of all parties (legal guardians and educators.)
Use of time	<p>Because flexibility has been key to some of the successes in remote learning, teachers will decide how to organize the daily instructional schedule; unless a synchronous learning activity has been scheduled, time of day in which students access information/instruction should be flexible and not mandated (i.e., all students will not have to "check in" at 8 a.m. each day during summer session.)</p>
Online Privacy and Safety	<p>Teachers will never be expected to work one-on-one with a student online. For some age levels/students, adult supervision may be required. We encourage the use of virtual backgrounds for any live interaction (perhaps a uniform one provided by the district) to avoid embarrassing situations for all users.</p> <p>Students should not be in any kind of unsupervised virtual setting such as a "breakout room" (or other "small-group discussion" mode in videoconferencing) where teachers cannot monitor what students say, share, post, or show while participating in class activities. (Small group discussion in classrooms can be monitored by teachers, but breakout rooms cannot.)</p>
Email responses / parent / student communication	<p>Teachers will have a 24-hour window of response time during the school/work week (excluding weekends) to attend to student and parent emails; teachers will check GUSD email at least once per day during the school week; email should be the primary form of communication with parents and students; use of Remind can also be encouraged; students will be required to use GUSD-provided email (for high school). [We'd like for all students to have a GUSD email.]</p> <p>Teachers recognize the important role parents play in supporting remote learning. Teachers will make reasonable efforts to provide parents with the tools they need to help their student(s) navigate the</p>

	online platform and applications effectively.
Attendance	Each teacher will determine how daily attendance is taken: video conferencing check-in, student email message to teacher, student check-in with a Google Form, student submission of work for that day, etc.
Administrator access to online classes	Teachers may add an administrator to Google Classroom (or other platform) or send a weekly update.