

JCPS Teacher Expectations NTI 2.0

Priorities

- 1) Consistency within and across schools while allowing for personalization and professional educator judgement;
- 2) Simplicity to allow for effective implementation;
- 3) Frequent, detailed communications with students and families;
- 4) Thorough professional learning for teachers; and
- 5) Maintained focus on evidence-based practices to support learning outcomes for students during NTI 2.0.

Instructional & Curricular Resources

Students should have access to core and tiered instruction/support throughout the NTI 2.0 context.

Core Instruction: Teachers and PLCs have access to the [JCPS Curriculum Frameworks](#) to plan standards-aligned, project-based units and lessons for grade-level instruction. They should consider the KDE [guidance on re-entry and addressing knowledge gaps](#) due to schools closing in March.

The district will support specific digital curricular resources listed in the Digital Tools section and the vetted instructional resources linked [here](#). *Courseware*, a specific program within the *Edmentum Suite*, may also be used as a core instructional resource/digital curriculum.

Tiered Supports/Interventions (Tier 2 and 3) should be provided to students. *Exact Path* and *Study Island* are a part of the *Edmentum Suite* and have been funded district-wide for tiered supports/intervention. The school MTSS Implementation Plans provide additional context for instructional support for students to accelerate learning outcomes.

The [JCPS Teacher Backpack](#) houses instructional and curricular resources as a one-stop shop to provide consistency of use and selection of resources across the district. Examples for project-based learning are: [Adventure planning template](#) and [weekly plan](#).

Instructional Strategies & Methods

Google Classroom will serve as the instructional delivery platform for NTI 2.0 for all teachers. Opportunities for synchronous (real-time) learning experiences will be required during NTI 2.0, and teachers should use Google Meet for all videoconferencing for students. Lessons should be provided in whole group, small group, and/or individual settings (see Teacher Workday section for details on schedules). Teachers' lessons should be recorded to be made available for students to watch at a later time or to be provided to reinforce learning; however, at this time, we are asking that these recordings not include students to protect their privacy. Additional content and assignments should be made available for students to work on asynchronously.

Instructional methods should be designed to support deeper learning and equity outcomes. The Deeper Learning page can be found [here](#). A focus on interdisciplinary practices should occur to address various content standards collaboratively - which could be accomplished through the creation of school-based [Choice Boards](#). Lesson design should use the district tools, such as the [ARE tool](#), to be responsive to student backgrounds and contexts. Instructional strategies supporting [students with disabilities](#), [English Learners](#), and [gifted supports](#) should be a part of planning and appropriate accommodations and modifications should be provided for learners with different needs, including those without technology who need paper-based instruction. Learning experiences should be designed for deep engagement to promote thinking and the creation of artifacts/evidence of authentic learning.

[Here](#) are instructional shifts for supporting student-centered hybrid learning environments.

Assessment & Grading

During NTI 2.0, assessment and grading should reflect a flexible, learner-centered mindset that attempts to do no harm. The district is providing [guidance for grading](#) in the NTI 2.0 context that emphasizes a standards-based approach. We recommend that teachers consider these [principles for effective assessment](#) at this time.

Students should receive on-going, descriptive feedback on their work through the use of rubrics and goal setting conversations. Specific training on standards-based grading, feedback, and rubrics will be provided to teachers.

Infinite Campus and *Mastery Connect* will be the systemwide tools used for communicating student performance and grading.

Digital Tools

The district will support specific tools for all schools and teachers in order to implement NTI 2.0 with consistency for students and parents. These programs are:

Technology Resources	Purpose	Audience
<i>ThinkCERCA</i> Instructional Resource	Online platform that challenges students in critical thinking, argumentative writing, and reading skills and strategies	3-12
<i>Literacy Footprints: Digital Reader</i> Instructional Resource	Provides digital access to leveled books for students and teachers for remote guided reading lessons	K-5
<i>Edmentum Suite</i> Curricular Resource	Courseware - Digital curriculum and courses for content and credit recovery	6-12
	<i>Exact Path</i> - Adaptive diagnostic assessments with individualized learning pathways to promote growth in	K-12

	math and reading	
	Study Island - Standards-based practice and assessments	K-12
<i>Google Classroom</i> Instructional Delivery	Helps students and teachers communicate, collaborate, organize and manage assignments	K-12
<i>Google Meet</i> Instructional Delivery	Synchronous communication tool	K-12
<i>Screencastify</i> Instructional Tool	Screen recording tool that can be used to create on-demand videos that support asynchronous learning	K-12
<i>Jamboard</i> Instructional Tool	Interactive whiteboard	K-12
<i>Gale for Students</i> Instructional Resource	Databases and primary sources, as well as learning resources and products for students and libraries (k-12)	K-12
<i>Gale for Educators</i> Curricular Resource	Databases and primary sources, as well as learning resources and products for schools and libraries for educators/adults	K-12
<i>Read&Write</i> Instructional Tool	A literacy toolbar that provides personalized support, making documents, web pages and Google Drive files (including PDFs & ePub) more accessible	K-12
<i>Mastery Connect</i> Instructional Resource	Assessment and benchmark software	K-12
<i>Unique Learning System / News 2 You</i> Curricular Resource	Online platform designed specifically for students with complex learning needs. Provides differentiated, standards-aligned content in an interactive learning environment using symbols and/or words to support student learning; supports individualized remote learning with built in progress monitoring.	K-12 MSD

Student data privacy is of the utmost importance and should be considered when using digital tools throughout the NTI 2.0 experience. Digital tools that students will access should be approved by the district to ensure that data sharing agreements are in place and the platforms are safe. Students should not be recorded for any reason to protect their privacy .

Teacher Professional Learning and Training

Starting the week of August 10, there will be district-provided training on the tools, methods and resources recommended for NTI 2.0 on the JCPS Digital Learning Channel. There will be training on the digital tools supported by the district as well as standards-based grading, instructional planning, curriculum resources, support for exceptional learners, and more.

Parent and Student Communications

Schools and teachers will use the following tools for parent communications: *School Messenger*, *Infinite Campus Messenger*, *School CNXT* app, and e-mail. We are currently setting up *Ring Central* which will be used to make phone calls from a web browser or phone app (training will be provided).

Teachers will communicate with students via *Google Classroom*, *Google Meet*, and JCPS email.

Each school will have a portal that parents and students will access to link to specific teacher plans and instructions. There will be a common template teachers will use. The teacher will be updating it weekly and will include information about office hours, accessing *Google Classroom*, upcoming assignments, class meetings, etc.

Teacher Work Day Expectations

Teachers will work a 7-hour day (including lunch and planning) during NTI 2.0. Schools will develop their own schedules for coordinating class meeting times, staff meetings, PLC meetings, planning time, and lunch breaks following the collective bargaining agreements with [JCTA](#) and [JCAESP](#).

District-wide expectations:

- Teachers will participate in faculty meetings
- Teachers will participate in PLC meetings
- Teachers will schedule and maintain regular office hours for students and parents to be able to communicate, ask questions, and get additional help
- Teachers will schedule and conduct synchronous (real-time) instructional opportunities for students in whole class, small group, and/or individual settings. Lessons should be recorded and posted for students who were not able to attend the scheduled meeting. **Please see [this document](#) for further guidance on recording sessions and keeping your Google classroom secure.**
- Teachers will implement a student's Individualized Education Program (IEP), 504 plan, Personal Services Plan (PSP), and Gifted Services Plan.
- Elementary: Teacher collaboration is encouraged to ensure students have synchronous learning opportunities at least 5 times per week.
- Middle and High: Teachers will provide synchronous (real-time) opportunities with students in each class a minimum of 2 times per week.
- Teachers will develop a schedule of the instructional opportunities that is consistent each week of NTI and is published, communicated, and monitored.

It is often difficult to know how long it will take for students to complete a task. To help with this, consider the following:

- Do the task yourself and multiply by 3 the amount of time for students to complete the task themselves. Add at least a quarter to half additional time in the virtual setting.
- Ask students to report how long it takes them to complete tasks. Students appreciate being able to explain their effort, so make that part of the assignment or have them keep a log as a different assignment that you can use to readjust.
- Online tasks are sometimes more text heavy, so keeping average reading speed in mind is a helpful reminder about how long it should take to get through just the directions and any filler.

According to Jan Hasbrouck and Gerald Tindal, an average student in the middle of the school year can read 23 words per minute at grade 1, which increases gradually up to 151 words per minute at grade 8. Their study was compiled in 2005, and covered reading speed during fall, winter and spring terms.

The full study shows that the reading speed for an average student in the winter school term is 23 words per minute (WPM) at grade 1, 72 WPM at grade 2, 92 WPM at grade 3, 112 WPM at grade 4, 127 WPM at grade 5, 140 WPM at grade 6, 136 WPM at grade 7, and 151 WPM at grade 8. Grade 7 is the only year to show evidence of stagnation rather than growth in reading ability.

Reading speed continues to increase at a slow pace in high school, but there are fewer studies about the exact rate of change, as educational goals and related research tend to shift from raw reading speed to grammar and comprehension at that point. *Forbes* reports that the average reading speed for an adult is approximately 300 WPM, while the average speed for a college student is approximately 450 WPM.

- Keep sentences and instructions very short and to the point. Cut out/down readings and pare down assignments to the basics whenever possible. Generally less is more.
- Provide lots of support. Examples include the following:
 - Include both a reading and a video for content support that students can choose from.
 - Give students "Need to know" questions that can direct them to the desired outcomes for any content.
 - Include sentence starters or paragraph outlines, notes outlines, exemplars, leveled readings, or any other support you can.

Reporting Child Abuse:

Staff will follow expectations in the [child abuse memo](#).

Confidentiality

Student confidentiality is to be respected and upheld at all times during the program.

Correspondence regarding students via email is to include student initials, rather than full names. In the case of a deeper discussion needed, a follow-up telephone call is preferred. All teachers will comply with FERPA, regarding student information.

Professionalism

Teachers are expected to be professional at all times with families, students, colleagues, and administrators, both orally and in writing. Teachers will abide by [16 KAR 1:020](#)

[PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL](#) .