Expectations for Teaching & Learning in MCCSC

2023-2024

MCCSC Teachers/Staff will:

- Explicitly teach academic, social-emotional and behavioral expectations during the opening days/weeks of the school year and throughout the year. Post school-wide and corporation expectations throughout your school.

- **Accelerate student learning** by providing Indiana standards based, grade level core instruction for every student.

- Utilize corporation adopted instructional materials and resources with fidelity.

- Administer **common formative and common summative assessments** and use the results within grade level/department PLCs to strengthen student learning across all priority groups.

- Implement the MCCSC **Whole Child Support System**.

- MCCSC Professional Learning Communities (PLCs) will continue meeting on a regular basis and will maintain meeting norms, minutes and student data collection and synthesis for the purpose of improving student learning outcomes. MCCSC PLC Commitments:

   o The work of the team is always connected to one or more of the 4 critical questions.

   o Teams plan for targeted use of protected intervention/enrichment time that exists outside of core instruction.

   o Participate in weekly PLC meetings with formal agendas and collectively agreed upon norms.

   o Team members share and discuss high leverage instructional strategies.

   o Teams write collective SMART goals and use data to monitor progress.

   o Teams give Common Summative Assessments (CSAs) and analyze data.

- Provide **small group and station learning** opportunities daily.

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- Maximize **curricular and environmental accessibility** for diverse learners in the teaching and learning process.
    - Consistently increase **access to learning for all students** through a combination of multiple modes of instructional delivery through the use of corporation technologies (i.e., in-person, on-line, synchronous, asynchronous, etc.).
    - Provide continuity of real-time instruction for students experiencing absence(s) from in-person instruction (e.g., illness, homelessness, school removals, homebound, etc.).
    - Expand meaningful student engagement opportunities through multiple opportunities for expressing/demonstrating learning.
    - Provide virtual student instructional days that consist of at least 50% teacher-directed synchronous instruction, per recent IN legislation (On a designated eLearning day 100% of all teachers will provide three hours of synchronous learning, and teachers must be prepared in advance, knowing eLearning days may be called with short notice).
    - **Increase accessibility to course offerings** within and outside of MCCSC through the use of corporation technologies.
- Intentionally create more **inclusive learning experiences** within general education settings by:
    - Taking the time to learn your students' academic and social strengths.
    - Removing unintended barriers within the implemented curriculum and instructional delivery.
    - Allowing students to demonstrate their content knowledge in a variety of ways (e.g., create flexibility and choice).
- Utilize **differentiation strategies** daily that consistently incorporate evidence-based practices.
- Provide visibly accessible **learning targets** and **success criteria** in student-friendly language (e.g., "I Can" Statements).
    - Post academic learning targets/objectives in a manner that is accessible to all students (e.g., whiteboard, Canvas, audio, Braille, etc.).
    - Students must be able to articulate what they need to know, do, and understand to demonstrate their learning.
- Provide **uninterrupted intervention and enrichment opportunities** for students on a daily and weekly basis.
- Consistently **incorporate math process standards** into daily instruction.
- Provide a range of **depth of knowledge (DOK) learning experiences** during class instruction and assignments.
- Utilize all current and existing approved technologies according to MCCSC expectations (e.g., Canvas, Skyward, Microsoft Teams, Mastery Connect, Google Workspace, and student learning devices).

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Expectations for supporting learning during student absences

The purpose of this page is to provide clarity to existing expectations that have been past practice at MCCSC regarding the provision of lessons to students when they are absent AND to provide examples and suggestions to assist with the expectation. Teachers are encouraged to share additional strategies with the Curriculum Office.

MCCSC continues to expect teachers to provide absent students with timely access to all learning materials, resources, and assignments in response to short-term or long-term absences due to COVID, other illnesses, or other approved absences. Our students should be provided with standards-based, grade-level instruction with clearly outlined daily learning targets. This step is done to ensure that all students are provided with opportunities to accelerate their learning and to minimize lost instructional time.

Instructional learning resources and student assignments must be available and posted on Canvas no later than thirty (30) minutes after the end of the student day. Examples for making these items available may include one or more of the following:

- Complete lessons, class activities and supplemental learning resources linked and posted in the Canvas course
- Live links to applicable video resources
- Recordings of live instruction (via Microsoft Teams, when applicable) linked from within the Canvas course

Teachers should consult their building principal for additional guidance and for any necessary support and assistance.

Thank you for your continued efforts to provide quality instruction for our students.

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