

# Quality Course Requirements

## Getting Started

- Leverage district created professional development
  - Video walkthrough of course requirements in your LMS
- Teach students how to access and navigate your LMS within the first 2 weeks of school
- Send home LMS directions for parents to create observer accounts

## Curriculum Delivery

### Daily LMS Utilization

- Utilize adopted curriculum
- Follow pacing guide across subjects
- Follow best practices for
  - providing feedback (live and through assessments)
  - delivering instruction (mini lesson, guided practice, independent practice, differentiation)
  - assessing (pre/post assessments and formative/summative assessments)
- Use images for visual appeal that are relevant to the lesson, unit, or course (infographics, anchor charts, maps, charts, etc.)
- Deliver content via engagement tools when appropriate. For younger students, be consistent in only using a few different tools so they can master them. For older students, use tools with which they are familiar, while using synchronous learning time to introduce new tools to them as needed. (Examples - Nearpod, EdPuzzle, Quizziz, Gimkit, Quizlet, Flocabulary, Kahoot, etc)
- Maintain a course presence providing feedback in discussions and on assignments
- Ensure accommodations for students with ILPs, IEPs, or 504 are met
- Use modules to organize course materials including a balance of content pages, discussions, assessments, and other student engagement tools

### Additional Guidance

- Take attendance daily in Skyward
  - Elementary:** A student must attend the daily morning meeting to be counted present. If they attend the morning meeting, they should be considered present for both the morning and afternoon session.
  - Secondary:** A student must attend their assigned live classes at their designated times through the LMS as that is how attendance will be taken.
- Use a balance of live (interactive) and recorded instruction
  - Elementary teachers:** minimum of live daily morning meeting and 2 live small group instruction meetings per week. Live instructional sessions should also be recorded and posted in the LMS
  - Secondary teachers:** minimum of 3 live or recorded instructional sessions per week per course. Live instructional sessions should also be recorded and posted to LMS. Report grades in alignment with in-person grading expectations
- Post daily office hours with links on LMS homepage
- Use LMS *Inbox* to communicate with students
- Follow guidelines for responding to parent communications
- Utilize online engagement tools that have already been taught and used during in-person instruction

## Required Elements for LMS Homepage

- Identify your course with a title image or text (i.e. *Welcome to Mr. Hamilton's Class!*)
- Include at least one image that is representative of the course
- Include a brief course description or introduction (link to a page with a longer description if needed)
- Include the instructor's name and contact information
- Include a disclaimer about grades (*Skyward is our official gradebook. Grades from the LMS will NOT automatically transfer.*)
- Ensure buttons to access content are visible without excessive scrolling
- Grades K-5: Include a button(s) to share the following content with students: Subject Buttons ("Math," "Reading,")

## Required Course Navigation and Visual Design Elements

### Course Navigation

- Students and administrators can navigate to today's lesson materials/assignments in **less than 3 clicks**
- Lesson materials should be easy to follow and in a reasonable order
- Students can easily find previous lessons/assignments
- Any assignments **must** have due dates even if approximate (Anything you are asking students to **DO** should be made as an assignment, even if set as *no submission* i.e. "Read Ch. 2" Do not post assignments in plain text on the homepage.) Adding due dates to assignments and tasks populates the course syllabus, student to-do list, and student calendar making it easy for parents and students to locate tasks.
- The course menu should be adjusted to include only the features that are appropriate for your course.
- Ensure working links, files, and videos ([Link validation Tool](#))

### Visual Design

- Include various media resources (Pictures, infographics, videos, audio, etc.)
- Use fonts/headings/icons to organize content (pages should not consist of 1 size text only)
- Use consistent and descriptive labeling conventions for Modules, Pages, Discussions and activities (Example: Name the Modules 'Week 1: Pandas in the News', not just 'Week 1')
- Use consistent heading formats and paragraph styles when adding and editing text. For best results and consistency, as well as improved accessibility use the default styles.

## Additional Guidance

All aforementioned requirements for daily and extended at-home learning should be met in addition to the following:

### Grading

- Elementary:** Students will receive a letter grade and a standards-based grade for reading and math. A marking of satisfactory/unsatisfactory will be used for other content areas. Kindergarten students will receive a narrative report card.
- Secondary:** Students will receive a letter grade for each course.

### Communication and Collaboration

- Elementary:** Schedule individual student and/or parent conferences twice per month.
- Secondary:** Schedule individual student and/or parent conferences in alignment with in-person expectations (if teaching both in-person and virtual). If doing extended digital schedules individual student and/or parent teacher conferences for students of concern or as necessary.
- Elementary:** Attend weekly staff meetings for virtual teachers
- Secondary:** Attend normal school staff meetings as required for all in-person teachers.
- Attend to all other faculty responsibilities and professional development requirements