



Instructional Staff Expectations Overview



WELCOME!

Working together, we are confident that all students will be successful! Student success is dependent on five key areas:

- Orientation
- Attendance
- Pacing
- Performance
- Communication



It is the expectation of the program that all instructors will focus on all five pillars to help support our online learners!

Instructional Staff Expectations: Orientation



Each student is required to complete the Orientation Program provided by Waterfront Learning within seven days of the start date.

<u><i>Central Office Expectations:</i></u>	<u><i>Course Facilitator Expectations:</i></u>	<u><i>Special Education Facilitator Expectations:</i></u>
<ul style="list-style-type: none">• Provide student with platform specific orientation program.• Monitor completion of the orientation program.• Record status of the Orientation activity at the end of the seven day orientation period; report status to the school district liaison.	<ul style="list-style-type: none">• Communicate the Orientation requirement to the student.• Demonstrate understanding of each platform and the resources and tools available to support learners and their families.	<ul style="list-style-type: none">• Communicate the Orientation requirement to the student.• Demonstrate understanding of each platform and the resources and tools available to support learners and their families.

Student Orientation Plan



Each platform has unique Orientation activities:

Edison Learning

Once logged into the platform, each student must complete the vendor required orientation course, called "Cyber Essentials", before they can continue into the remainder of their courses. If students are unable to access their academic courses, please check to see that the "Cyber Essentials" course is complete. Additional resources, such as user guides, are available for students and families. No credit is awarded for this course in Genius.

Edgenuity

The student is required to watch an eight minute Orientation video prior to beginning coursework. If students are unable to access their academic courses, please check that the Orientation video has been viewed in its entirety. Additional resources, such as user guides, are available for students and families. No credit is awarded for this course in Genius.

Odysseyware

The central office will provide the orientation video for students; completion of the orientation video is expected before students begin their courses. The Central Office will record the status of the completion of viewing the orientation video: pass (100%) or fail (0%). No credit is awarded for this course in Genius.

First Steps Drivers Theory

No orientation needed; students simply click the next arrow to navigate through the course.

Instructional Staff Expectations: Attendance



Each student will log in to each course they are enrolled in as per district and state guidelines.

NOTE: While a student is not required to work during specific hours on specified days, the student must still log in and complete work equal to attending traditional class five times per week. Not meeting the minimum attendance expectation of the program is the same as not attending school.

<u>Central Office Expectations:</u>	<u>Course Facilitator Expectations:</u>	<u>Special Education Facilitator Expectations:</u>
<ul style="list-style-type: none"> • Monitor teacher reporting of intervention requests for lack of attendance. • Communicate attendance concerns to the district liaison. 	<ul style="list-style-type: none"> • Monitor the student's attendance in each course; update Genius daily. • Recommend interventions – through both Genius and AIU email – as defined by the program. • Collaborate with the special education staff weekly. • Communicate, using varied tools and methods, with the student and parent at least once per week. 	<ul style="list-style-type: none"> • Monitor the student's attendance in each course; update Genius daily. • Recommend interventions – through both Genius and AIU email – as appropriate. • Collaborate with the instructors weekly. • Communicate, using varied tools and methods, with the student and parent at least once per week regarding accommodations and goal achievement status.

Instructional Staff Expectations: Progress/Pacing



The student will complete as many activities per day as directed by the course to maintain pace. If provided, the student will monitor their assignment calendar on a daily basis to stay on track to complete their course on time.

<u>Central Office Expectations:</u>	<u>Course Facilitator Expectations:</u>	<u>Special Education Facilitator Expectations:</u>
<ul style="list-style-type: none"> • Monitor teacher reporting of intervention requests for lack of progress. • Communicate progress/pacing concerns to the district liaison. 	<ul style="list-style-type: none"> • Monitor student progress/pacing in each course daily; update Genius daily. • Provide students suggested daily pacing for their specific platform to meet the course deadline; create remediation plans as needed. • Recommend interventions – through both Genius and AIU email – as defined by the program. • Collaborate with the special education staff weekly. • Communicate, using varied tools and methods, with the student and parent at least once per week. 	<ul style="list-style-type: none"> • Monitor the student's progress in each course. • Recommend interventions – through both Genius and AIU email – as appropriate. • Collaborate with instructors weekly. • Communicate, using varied tools and methods, with the student and parent at least once per week regarding accommodations and goal achievement status.

Instructional Staff Expectations: Performance



The student will earn at least a 70% on course work and assessments

NOTE: While online learning is a great option for many learners, it is not ideal for *all*. If a student struggles, he or she should contact the teacher and let share those concerns. If difficulties continue after working with the teacher, Waterfront Learning will communicate with student’s home district to determine what options are available.

<u>Central Office Expectations:</u>	<u>Course Facilitator Expectations:</u>	<u>Special Education Facilitator Expectations:</u>
<ul style="list-style-type: none"> • Monitor teacher reporting of intervention requests for lack of performance. • Communicate performance concerns to the district liaison. 	<ul style="list-style-type: none"> • Monitor student performance in each course daily; update Genius daily. • Provide students suggested performance goals; create remediation plans as needed. • Recommend interventions – through both Genius and AIU email – as defined by the program. • Collaborate with the special education staff weekly. • Communicate, using varied tools and methods, with the student and parent at least once per week. • Complete student grades within 24 hours of identified end date; enroll student into the next course section if applicable. 	<ul style="list-style-type: none"> • Monitor the student’s performance in each course. • Recommend interventions – through both Genius and AIU email – as appropriate. • Collaborate with the instructors weekly. • Communicate, using varied tools and methods, with the student and parent at least once per week, regarding accommodations and goal achievement status.

Instructional Staff Expectations: Communication



The student will participate in two way communication at least once

<u><i>Central Office Expectations:</i></u>	<u><i>Course Facilitator Expectations:</i></u>	<u><i>Special Education Facilitator Expectations:</i></u>
<ul style="list-style-type: none">• Monitor teacher reporting of intervention requests for lack of communication.• Communicate communication concerns to the district liaison.	<ul style="list-style-type: none">• Monitor and respond to student communications in each course daily; update Genius daily.• Recommend interventions – through both Genius and AIU email – as defined by the program.• Collaborate with the special education staff weekly.• Communicate, using varied tools and methods, with the student and parent at least once per week.	<ul style="list-style-type: none">• Monitor the student’s communications in each course daily; update Genius daily.• Recommend interventions – through both Genius and AIU email – as appropriate.• Communicate, using varied tools and methods, with the student and parent at least once per week, regarding accommodations and goal achievement status.• Collaborate with the instructor weekly.