

# SLR VIRTUAL VERITAS FACULTY HANDBOOK

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## LESSON PLANS

- Here are lesson plan templates you can use.
  - [SL](#)
  - [SR](#)
- Reminder: Plans should be Clear, Concise, & Consistent
  - Concise: Please eliminate unnecessary verbiage. Get right to the point with as few words as possible.
  - Consistent: As much as possible, develop a routine for the mode of instruction you will use each week.
- Details:
  - Announcements: Please post these on Sunday Home Day. Included in these announcements, please post the schedule for hangouts for the week, so that families can easily put these on their calendar on Sunday evening without needing to comb through all of the details.
  - Objectives: Please post these in the Lesson Plan Portion of FACTS/RenWeb. Place a brief notice in announcements letting parents/students know where these are if they care to see them. Use them for yourself to ensure that you have prioritized what you will teach.
  - Independent Work vs. Class work: Instructions for both of these should be listed in the homework section for each day. Clearly label as “independent work” or “class work” and separate with a line of \*\*\*\*\*.
    - For SR, independent work used to only be listed on Monday. You no longer need to list it only on Monday if it makes more sense to list it throughout the week.

## SHARING AND STORAGE

### OF DOCUMENTS

- We are asking everyone to use either a Google Shared drive or, ideally, just use Google Classroom for the sharing of documents with students. See below for resources to help with this.

### OF VIDEOS

- Exact details related to best practices on sharing videos are still being considered.

## TOOLS

### GOOGLE CLASSROOM

- Google Classroom found [here](#) is the sole location for sharing documents. It is easy to follow and works for students in 5th-12th grades.
  - Andy Krone created [this 20-min video](#) tutorial that is a great guide for we should use Google Classroom at Veritas
  - On March 31, 2020, Nathan Elequin did a Q&A about how to use Google Classroom. The recording of that Q&A can be found [here](#).
  - Maia Manchester has agreed (thank you!) to hop onto google hangout with any faculty needing help with Google Classroom. Please [reach out to her](#) to set a time if you need help working with this new tool.
  - Optional - If you want more resources to help you with Google Classroom, here you go.
    - [This guy](#) has a bunch of really great, easy to watch Google Classroom tutorials on his YouTube channel, both from teacher and student perspective.
    - There are a number of videos that provide instruction for teachers using this product. Here is one entitled, [Getting Started with Google Classroom](#). Here is one on [creating assignments in Google Classroom](#). Here is one that provides [the student view](#) on Google Classroom. Here is a [tutorial for parents and students](#) about Google Classroom. And one more [tutorial](#) for using [Google Classroom: Creating Assignments](#).

## GOOGLE HANGOUTS

- Veritas will be utilizing Google Hangouts for online discussions until further notice. Here are couple of training videos
  - [Faculty Tools Training Video - Part 1](#)
  - [Faculty Tools Training Video - Part 2](#)
- All Google Hangouts sessions should be recorded.
  - Once you receive the recording in your e-mail, please do the following things each time. [Here is a video](#) showing you how to do these steps.
    - Change the link to “anyone with the link can view”
    - Move the video to your google classroom shared folder
    - Share a link to the video with any absent students
    - If anyone is saying they are unable to view the view in Google Drive, they need to allow cookies in their browser. Allowing cookies will fix this problem.
    - Optional (encouraged): Share a link to the video with [Sydney.Bryant@VeritasAcademy.net](mailto:Sydney.Bryant@VeritasAcademy.net) telling her a timestamp of a dynamic moment in the class that she can use for marketing/communications purposes.
- Google Hangout Breakout Rooms - [Here is a 3-min Video](#) showing you how to set up smaller breakout rooms for groupwork or small-group discussion.
- All faculty should install and utilize the following extensions with Google Hangouts. These can only be added to a Chrome browser on a computer. They will not work on a phone, iPad, iPod, etc. [Here is a video](#) showing you how to do this.
  - [Grid View](#)
    - Note: When students are using the grid, each student must disable the grid in order to view a doc that the teacher shares through presentation mode.
  - [Nod](#)
    - Students will need to download this as well if you plan to use it. Since it does not work on phones, iPads, iPods, we will need to be flexible with students who are unable to have it.
- How to see your students while you are presenting your screen:  
<https://www.youtube.com/watch?v=GmzgW4K8-0E>
- Handy extension for taking attendance in a Google Hangout:  
<https://www.youtube.com/watch?v=T4Y2DwrAscg>

## GOOGLE JAMBOARD

- [Google Jamboard](#) is a terrific web-based whiteboard tool. Here is a [Great video](#) to show you how to use it. It is an online interactive whiteboard that you can share with your students and use for each class session, allowing you and your students to write in real time on the same whiteboard together. You just share a simple web URL, everyone opens it on a touch device, and all are able to contribute to the whiteboard. MATH TEACHERS - you can even change the Background to a grid for graphing!

## GOOGLE SLIDES

- Use Google Slides as you do in your regular classroom. Just open a separate window in Chrome and have your slide deck ready.

## PRESENTING A VIDEO IN GOOGLE MEET (WITH WORKING AUDIO AND VIDEO)

- <https://www.youtube.com/watch?v=3Xui69IphEo>

## TURNING IN WORK AND APPS FOR SCANNING DOCUMENTS

- Students can use the Google Classroom app on a phone or tablet to turn in scanned work. It will go straight from the scanned PDF to Google Classroom. Encourage your parents to download this app for students.
- [MyScans](#), [Scannable](#), or Genius Scan - Students may use these free phone apps to scan homework, turn it into a PDF, and save to Google Classroom share folder.

## LIVE STREAMING

- If you want to do a live stream through Hangouts, [here is a video](#) to show you how to do it. This allows a large audience to just watch your class hangout (send only the Live Stream link) and then others can be part of the presentation. (send them the actual Hangout link) Be sure to click “start live streaming” when you enter the room, or live stream viewers won’t be able to watch. Live stream viewers will be unable to interact or show their audio or video in the meeting.

## ASSESSMENT

### ASSESSMENT PLANNING

- To make sure we do not overload major assessments for any grade-level, please fill out [this spreadsheet](#) indicating when you plan to give any major assessment (i.e. large quiz, test, paper, project). Please also continue to enter these on the testing calendar.

### HOW STUDENTS TURN IN WORK

- [Turnitin.com](#) should continue to be used as a plagiarism checker, but, students should still be expected to also turn in documents through the Google Classroom share folder.
  - Our Turnitin Feedback Studio license already includes all teachers and all students.
  - While the similarity checking module checks many common file types for plagiarism, assignments can easily be configured to accept [any file type](#).
  - An [Instructor Quick Start Guide](#) and [Student Quick Start Guide](#) are available to quickly support anyone who isn't already accustomed to using the service. Here are [a series of on-demand training webinars just for K12 educators](#) if anyone wants to dig deeper.
- Google Docs, Slides, and Sheets - Google Classroom beautifully facilitates the distribution, submission, and grading of Docs (or Slides or Sheets). See training video created by Andy Krone above for how to do this. You can also easily comment on the student’s work using the [Google Docs comment feature](#).
- If you are giving quizzes/tests, please create them in Google Classroom. See the tutorial for this in the tools section of this document.
- An idea that has been shared is to do an oral assessment using breakout rooms. Ask each breakout room to record their session and share the video with you. You can then assess the conversation that took place.

### FINAL EXAMS

- In all core courses that earn School of Rhetoric credit, we will have final exam week this spring. Please abide by the following when preparing your final.
  - For content taught prior to spring break, no adjustment to examination method from past years is required, although we encourage some reduction due on account of the strange situation our students have for their preparation.
  - For content taught after spring break, being mindful of our current situation, please ensure that the method of assessment is well suited for this season of instruction. If you have questions on a normal test, please make them exceedingly fair and reduce the typical level of expectation.
  - Some faculty are thinking outside of the box for their finals and are doing a project or an essay. Though this is great, we do not want our students to end up with five projects all due at the same time. As such,

please coordinate with your grade-level teams by explaining plans for your final on [this spreadsheet](#).

Please have your final exam plans on the spreadsheet by Friday, April 24th.

- Assuming these finals will take place remotely, (which is not yet a foregone conclusion), please indicate on the spreadsheet how many proctors you will need for your final. We will provide a proctor schedule and all faculty will be proctoring some finals in addition to their own that last week in order to keep final exam hangout rooms to a max of 8 students.
  - As you consider the needed number of proctors, please remember that students with extended time will need to be in a separate room.
- We do not yet know the length of finals, but assume that it will be reduced (likely in half) from the 3-hour slots from days gone by. Discussion is ongoing.
- Here is the [Upper SL final exam schedule and guidelines](#) specific to SL.
- Here is the SR final exam schedule (note: exact duration of exams is subject to change based upon AT discussion. For now, the 90-min block is a placeholder)
  - Dead “week”
    - Mon, May 11th - Dead “week” day 1 - regular class schedule
    - Tues, May 12th - Dead “week” day 2 - regular class schedule except for two AP tests (Latin at 11:00am, Calculus at 1:00pm)
    - Wed, May 13th - Dead “week” day 3 - regular class schedule except for AP test (12th AP English at 1:00pm)
  - Finals “week” - regular schedule is suspended.
    - Thurs, May 14th - Science final 9:00-10:30, history review sessions in afternoon. (AP Physics at 3:00pm)
    - Fri, May 15th - History final 9:00-10:30, foreign language review sessions in afternoon. (APUSH at 1:00pm)
    - Mon, May 18th - Foreign Language final 9:00-10:30, math review sessions in afternoon.
    - Tues, May 19th - Math final 9:00-10:30, English review sessions in afternoon.
    - Wed, May 20th - English final 9:00-10:30. (11th AP English at 1:00pm)
    - Fri, May 22nd - AP Stats at 1:00pm

## ACADEMIC HONESTY

- We are asking you to have students sign and submit an honor contract .
  - [For math classes that allow calculators\(Algebra 1 and above\) and all other classes](#)
  - [For math classes\(5-Elementary Algebra\)](#)
- You can ask for parent proctors, but this will likely be inconsistently applied and may become an undue burden on our most conscientious families.
- A challenge for major grades - this might be an opportunity to experiment with more classical assessment techniques. Here is the challenge: if you had to assume that students will use google, open notes, and open textbook, can you create an assessment that is still valid?
  - We are actually excited by the challenge this poses and think we will have some folks find new forms of assessment that are much more classical anyway!
- An option some schools have used when giving exams is to “proctor” them in Google Hangouts. Some tips if you opt for this.
  - Ask students to set up their testing space such that the camera shows their entire workspace. The device should be set up across the room, not close up to the student. The camera should also not reveal any of their answers.
  - You can virtually circle the room using the pin function. From time to time, turn off the grid and pin one student at a time to have them become large so that you can see more clearly what they are doing.

## ATTENDANCE

- SL - Teachers are not taking attendance. However, they should let the school head if they suspect a student is not participating on a regular basis.
- SR - Take attendance as follows
  - Hangouts - mark if present
  - Videos - mark present once student has viewed the video (if you have a way to track this)
  - Assignments - mark present once the assignment is completed
  -

## LAST DAY OF SCHOOL

- Grades 5 - 7 will have a half day of classes, following an [abbreviated schedule](#).
- Grades 8 - 12 will follow the finals schedule.

## CLASSROOM MANAGEMENT

- [Here is a link](#) to the netiquette document explaining remote learning etiquette expectations

## DROP-INS TO CLASS

- Dealing with Drop-ins to Classes: Students should not pop into unassigned classes.
  - Teachers should clearly state that this is unacceptable just as it would be while in our school building.
  - Students should look to see who is in the class before they enter, ensuring that they are joining the correct class.
  - If a student enters the wrong class, the teacher should promptly remove the student from the class and let the school head know so that we can trace a pattern to determine if this action was a one-time mistake or a repeated intentional disruptive behavior.

## WEB CAMS

- We have heard of some SR students who would not turn on their web cams. We must consistently require web cams to remain on for the duration of class. If a student's web cam is off, here is the progression of steps for you to take.
  - Step 1: Request that they turn it on (either verbally or in chat)
    - If they comply, all is right with the world.
  - Step 2A: If they do not respond, inform them that they will be marked absent.
  - Step 2B: If they respond saying that they do not have the ability to turn on a web cam, inform them that you will be following up with them after class.
    - Follow up and get the story, but ultimately expect them to find a way to have a web cam. If you become convinced that they cannot access a web cam, send Troy their name and he will follow up.

## GENERAL FAQS

### WHO SHOULD WE CONTACT WITH PROBLEMS/CONCERNS?

- For assistance with Google Hangouts, contact Jennifer Stewart.
- For assistance with Turnitin, contact Joanna Heflin.
- For concerns about content/instruction, contact your department head.
- For concerns about students, contact your school head.