Edgenuity™

Edgenuity Instructional Services

Virtual Instructor Handbook

Contents

Purpose of the Handbook

The contents of this handbook were created as an instructional guide for Virtual Instructors. This guide was created by Edgenuity Instructional Services and material contained in this handbook are subject to change without notice.

Mission Statement

Instructional Services Mission and Commitment

- Provide a successful student-centered virtual instruction program by using innovative, rigorous, and best-in-class curriculum.
- Deliver exceptional academic support through our proprietary Student Support Model that provides student-centered monitoring, coaching, mentoring, and teaching.
- Empower students to achieve academic goals through flexible hands-on education that builds on strengths and targets areas in need of improvement.
- Employ the best in class client services and technology tools in order to provide accountability, accessibility, and involvement for all key stakeholders – students, instructors, administrators, and parents.
- Innovate and improve by using data-driven resources to monitor, get feedback, and re-evaluate all levels of service on a consistent basis.

Living Our Mission

The Instructional Services team is proud to be an innovator in online education. Our course design is grounded in the belief that curriculum that promotes independent thinking, creativity and originality is the best way to prepare for life beyond the classroom.

This portion of the handbook will provide you with some strategies and additional information in working with students and families that aligns with our school's mission statement:

Our core beliefs are derived from our mission statement. These beliefs, in turn, identify specific commitments we make to our students and families. As an instructor, your interactions with students and families should have underpinnings in each of the values. The following charts may help you envision what that could look like in your classroom.

Safety

All students have the right to participate in an environment that is safe, enjoyable and conducive to a great learning experience. We commit to support this belief by prioritizing student safety, both physical and emotional.

Questions to ask yourself	What might this look like in class?
Do your students feel part of a community? Do they feel free to be themselves? Is there fear of teasing or bullying? Do they look forward to coming to class events? Does everyone participate?	Students are generally happy. This doesn't mean that they are always cheerful, but if you ask them how their class is going they respond positively. Students are willing to participate Students look forward to interacting with classmates.
Underlying Principles & Discussion	**What does this look like to parents?**
If students are not safe, they cannot successfully pursue or enjoy learning.	Parents observe students who are engaged, happy and excited to login to class.
Cautions	
Most bullying and teasing happens outside of class. Clearly communicate your expectations for respectful behavior. Do not tolerate even the mildest jokes or teasing at a student's expense.	

Opportunity

Students should have the opportunity to pursue a broad range of academic topics, regardless of physical location. We commit to support this belief by innovating and designing engaging courses with the goal of inspiring lifelong learners.

Questions to ask yourself	What might this look like in class?
Are your students excited about learning? Do they talk about courses they wish were available? Do you receive feedback about online tutorials that are more or less successful with students?	Ask your students for feedback. If you hear or witness confusion, ask students to document their thoughts and ideas about how to clarify or simplify concepts. Share this feedback with your supervisor.
Underlying Principles & Discussion	**What does this look like to parents?**
Edgenuity Virtual School Services is committed to an ongoing cycle for course improvement and revision. Old courses are regularly updated and new courses are made available. You are our eyes and ears in the field. Please provide regular feedback on courses, including how to improve them and what might be a popular course to develop.	Parents are aware that we value student input and we want students to be excited about learning.
Cautions	
Be careful not to promise new courses or rapid changes. The work to develop a course is very time intensive; however, we always welcome creative, student-centered ideas!	

Engaging

Online learning environments provide an engaging experience that contributes to student success. We commit to support this belief by responding to learner needs through the design of courses and use of innovative instructional techniques.

Questions to ask yourself	What might this look like in class?
Are all your students equally engaged? Do you offer different ways of approaching the same problem or challenge? Are you willing to try new techniques to reach students? Does your class look the same every time?	Providing verbal instructions and sharing applications so students can see what you're doing. Discussing different learning styles and helping students determine which best describes them. Asking students to share their approaches to the project and valuing the diversity of their ideas.
Underlying Principles & Discussion	**What does this look like to parents?**
All learners are not alike, and some students will learn better with different methods. Varying your instructional techniques will engage more students and make you a more dynamic instructor.	Parents are aware that learning experiences are unique and responsive to their student's needs. If a student is confused, efforts are made to explain things in different ways to help them understand.
Cautions	
This can be an overwhelming task, so be sure to call on your peer instructors and supervisor for support. Ask someone to visit your class and give you some suggestions for shaking up your delivery methods. Ask if you can sit in on someone else's session and see what you can learn. Share ideas!	

Collaborative

Providing opportunities for collaboration and leadership enriches the learning environment. We commit to support this belief by actively valuing 21st century skills by structuring course activities and synchronous learning events to go beyond the curriculum.

Questions to ask yourself	What might this look like in class?
Do your students have the opportunity to interact and create things together? Do your students occasionally get to lead an activity? Do your students have structured opportunities to help each other or ask for help?	Troubleshooting sessions where everyone works together to fix or improve something. Having a student participate in an activity which requires 21st century critical thinking skills.
Underlying Principles & Discussion	**What does this look like to parents?**
Success in life outside of school is heavily dependent on your ability to work with and occasionally lead others. Practicing important skills in low risk settings build confidence and give students the opportunity to hone their skills.	Parents are aware that their student has the opportunity to lead activities and contribute to group discussions. Parents see their student expand their learning over the course of a semester.
Cautions	
It may take some of your students nearly the whole semester before they are comfortable leading a session. All students should have the same opportunity and encouragement, but all students are required to lead a discussion. If you have a shy student or group, focus on collaborative and team building activities where everyone's contribution is necessary for success.	

Learning to Learn

Because the field of online education is constantly changing, learning to learn is a valuable life skill that fosters confidence, flexibility, adaptability and lifelong learning in our students. We commit to support this belief by helping students make connections to what they currently know.

Questions to ask yourself	What might this look like in class?
Are students drawing connections between topics, assignments, and classes? Are students willing to explore, try new things and sometimes fail?	Encourage students to explore menus and try things outside of the tutorials. Show students how to use online forums to answer questions and get new ideas. Challenge students to apply skills they learned previously to new assignments.
Underlying Principles & Discussion	**What does this look like to parents?**
Technology changes so rapidly that learning one software version or one specific skill won't be valuable for long. However, if students can become familiar with how to explore and learn, that skill will serve them indefinitely.	Parents see students who are confident, can solve/troubleshoot problems and aren't afraid of challenges and learning new concepts.
Cautions	
How long will you let a student struggle independently before stepping in and more actively assisting? Sometimes students don't see the value in trying to solve problems on their own. They expect the "right answer" or the "solution" from the instructor immediately. Consider discussing your teaching philosophy with students and families. This might include the difference between teaching someone to learn and providing the student an answer.	

Self Directed

Every student has the capacity to be self directed, which is one of the keys to success in an online educational environment as well as life. We commit to support this belief by providing a framework to courses that foster self-direction, accountability, and responsibility.

Questions to ask yourself	What might this look like in class?
Do students have the resources and information to plan out when they will do their assignments? Do you check in or remind students about pacing themselves? Are students aware of deadlines and repercussions when deadlines are missed? Are you consistent about deadlines and late work?	Students are reminded of upcoming deadlines in multiple ways. For larger projects or assignments, instructors work with students to plan out a schedule which will prevent work from being last minute. Students are asked to share milestones in assignments as a way of checking in on progress.
Underlying Principles & Discussion	**What does this look like to parents?**
Self-direction is an important life skill that develops with time and practice. Students need a framework that supports them as they learn to manage their time and work load. As an instructor, you can help students experience supervised independence.	Parents don't see their student "cramming" to complete assignments the day before they are due.
Cautions	
Some students need more assistance learning time management than others. If you find a student who needs more consistent support, don't forget to call on that student's mentor or parent.	

Diverse

One of the advantages of online learning environments is the ability to bring together a diverse group of individuals who can learn from one another. We commit to support this belief by actively promoting a collaborative community of online learners through academic and social activities.

Questions to ask yourself	What might this look like in class?
Do your students have the opportunity to get to know other students more personally? Is there an opportunity for students to share their ideas or opinions in class through polling or chat? Are friendships being formed?	Starting each day with polling about where students live, hobbies, favorite foods and other interests. Highlighting a couple of students each week and inviting them to share pictures or other personal interests. Using breakout rooms so students can work collaboratively in smaller groups and get to know one another. Hosting problem solving sessions where students help each other troubleshoot.
Underlying Principles & Discussion	**What does this look like to parents?**
Learning happens during both academic and social activities. Student experiences are richer if they have the chance to learn from one another.	Parents hear their student talk about friends from class.
Cautions	
It is natural for students to form friendships during the course of a class. Occasionally students may choose to share personal emails or IM screen names. Appropriate communication policies still apply to personal conversations. We have no tolerance for unwanted contact, bullying, flaming or spamming.	

Real World

Our technology courses offer project-based learning and real world applications that contribute to a deeper understanding of a topic. We commit to support this belief by helping every student develop sufficient working knowledge in a course/subject area to apply what they have learned and create original assignments.

Questions to ask yourself	What might this look like in class?
Are your students creating assignments that look different from the course tutorials? Does student work reflect the acquisition of new skills? Are students showing growth over the course of the semester?	Asking students to show you, or one another, how to accomplish something by sharing desktops. Challenging students in collaborative sessions to use 3-5 skills to create something new and original.
Underlying Principles & Discussion	**What does this look like to parents?**
In our technology electives, assignments are project-based because applying a skill is a stronger demonstration of knowledge than restating a fact.	Parents see the work their students are doing. They play their student's video games navigate their websites or view their graphic designs.
Cautions	
Students may try to compare themselves to one another, but what we want to reinforce is the growth each individual student has made over time. The question is not "Does my project looks as good as theirs?", but rather "Did I know how to do this before I took this class? "	

Original

One of the advantages of online learning environments is the ability to bring together a diverse group of individuals who can learn from one another. We commit to support this belief by actively promoting a collaborative community of online learners through academic and social activities.

Questions to ask yourself	What might this look like in class?
Do assignments reflect a student's personality and interests? Are your students creating work that looks different from the course tutorials and different from one another?	Show and tell sessions illustrate how different people can interpret the same project assignment. Students are encouraged to personalize their work. Students are encouraged to find ways to make this assignment useful in other parts of their life, such as a soccer team website or a poster design for their favorite band.
Underlying Principles & Discussion	**What does this look like to parents?**
The most effective learning is student generated. If students can drive the direction of their assignments and use content that is exciting to them, we hope that will foster intrinsic motivation	Parents see their student's personality and interests reflected in assignments. Their student is excited to create things and proud of their work.
Cautions	
Sometimes too much freedom can be overwhelming. If you have a student who can't settle on a direction, host a brainstorming session to help them articulate what might be interesting to them. Ask lots of questions rather than give suggestions.	

Student Support Model

Edgenuity Instructional Services' curriculum and model for learning is grounded in research and embeds the principles of Universal Design for Learning in its foundational framework. Students are highly variable in their response to instruction, and our instruction and intervention responds to individual student differences. Instructors hold state certification with endorsement in their teaching area. Instructors receive new hire and ongoing professional development in best practices in online instruction methods and supporting online learners.

Edgenuity Instructional Services utilizes a Student Support Model that is grounded in proven strategies and approaches to help facilitate the learning process and provide students with the tools and resources for success in a virtual school setting.

Figure 1.1: Student Support Model

The Student Support Model offers instruction, engaging demonstrations, asynchronous discussion forums, and synchronous chats to support student learning. The Student Support Model consists of monitoring and mentoring students through coaching and teaching to proactively ensure student success at multiple levels.

Coaching involves monitoring student progress, ensuring advancement, and supporting students in the completion of work and the understanding of grades on activities. Coaches provide additional coaching through re-teaching and direct intervention when concept knowledge is not demonstrated through mastery on assigned assessments.

Virtual teaching provides core instruction and application of new skills through Edgenuity's curriculum. This occurs through student/teacher one-on-one meetings, online group activities, and other communications.

3 Tiered Student Support

The multi-tiered Student Support Model consists of three key components.

Tier I - Success Coach:

The Success Coach works with students through the live chat communication system (see Figure 1.2) to:

- **Review –** student enotes, online content answers, journals, and homework/practice
- **Direct –** students to revisit course activities that were insufficiently completed
- **Grant Access –** session quizzes, topic tests, and midterm or final exams; additional activities, retakes, and resets
- **Provide Direction –** communicate student success best practices; connect students with a Concept Coach to provide individualized instruction
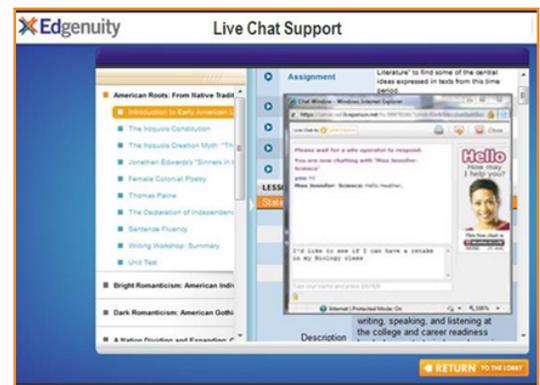
Figure 1.2: Live Chat Support Dashboard

Tier II - Concept Coach:

The Concept Coach works with students through the live chat and whiteboard communication system to:

- **Employ proven strategies/tactics to help facilitate learning success**
- **Review additional course/concept examples**
- **Provide anchored instruction**
- **Conduct concept demonstration (Virtual White Board: see Figure 1.3)**
- **Initiate and participate in threaded discussions**
- **Provide direction to activate prior knowledge**
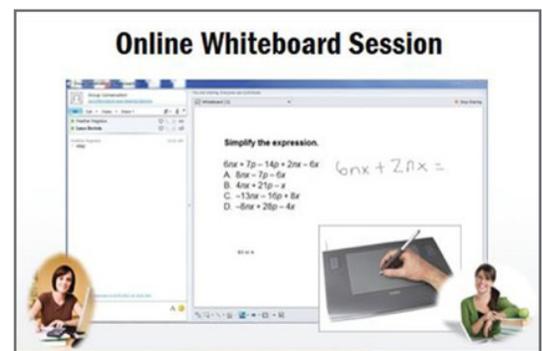
Figure 1.3: Whiteboard Screenshot

Tier III – Virtual Instructor:

The Virtual Instructor (VI) reviews student progress data and works with coaches to strategize and implement additional learning strategies. The VI also works with students by providing additional enrichment opportunities and fulfills all responsibilities as prescribed in the Instructor Responsibilities section of the Instructor Handbook.

Coaches and instructors communicate with students via live chat support, interactive white board sessions, video conferencing, and discussion boards.

Definition of Roles

Virtual Instructor Role

The instructor guides instruction, supports, and manages the learning process, and focuses on the individual needs of all students. The instructor monitors student progress through the student information system and the learning management system management system and works actively with students, advisors, and parents to advance each student's learning. This occurs through student/instructor one-on-one meetings, group activities and discussion, threaded discussions, and other communication. Virtual instructors also augment courses in difficult areas to ensure student comprehension.

Success Coach

The Success Coach works with students through live chat communication system to review student e-notes, online content answers, journals, and homework/practice. Success Coaches are expected to provide direction by communicating student success best practices and connecting students with an expert Concept Coach and Virtual Instructor to provide individualized instruction if needed. They also motivate students taking a full-time online course load, connect students to resources, and coordinate closely with Edgenuity teachers, school mentors, and parents.

Concept Coach

The Concept Coach works with students through live chat and whiteboard communication system. They employ proven strategies/tactics to help facilitate learning success by providing directed intervention, conducting reviews of student work, providing additional examples for students, delivering anchored instruction, performing concept demonstration (Virtual White Board), providing asynchronous learning opportunities, working with student to activate prior knowledge and finally by connecting student with Virtual Instructors when needed. Concept Coaches also provide on-demand tutoring services in core subject areas and are available at the click of a button, from 7 a.m. to 11 p.m. (Eastern Time), Monday through Saturday.

Instructional Supervisor

This position serves as an academic leader, responsible for training, supervising, and mentoring instructors in online instructional techniques. The Instructional Supervisor is also responsible for conducting performance evaluations for instructors as well as staff meetings to help instructors improve their craft.

Director of Instruction

The Director of Instruction serves as the executive head of the faculty and, as academic leader, is responsible for the strategic positioning and pursuit of strategic goals. The Director of Instruction evaluates overall operational performance and ensures students receive adequate support from virtual instructors and instructional supervisors.

Expectations of Virtual Instructors

- Demonstrate content knowledge within own discipline and state standards as they relate to the course design and preparation for the curriculum
- Understand the diverse needs of students/parents
- Fully embrace all academic policies and procedures

Virtual Instructor Responsibilities

As part of the regular responsibilities, virtual instructors are expected to fulfill duties in the following areas:

Responsibilities to the Student

- Orient students to course and communicate course requirements
- Maintain office hours
- Conduct instructional sessions (regular class meetings, web meetings, tutoring)
- Check and respond to emails within 24 hours (M-F)
- Grade and provide feedback for instructor graded assignments within 72 hours (M-F)
- Provide individual and specific feedback on progress reports
- Maintain additional student communication requirements on a state by state basis (i.e. one-to-one weekly contact)
- Set course completions deadlines for student work
- Individualize and differentiate instruction to help each student achieve curricular objectives
- Encourage student progress

Responsibilities to the Parent/Guardian

- Provide individual and specific feedback on progress reports
- Support parents with student curricular and instructional issues
- Track student academic progress and attendance in the Learning Management System
- Conduct conferences with students and parents/guardians as requested
- Document and communicate discipline concerns (i.e. plagiarism, cheating, absenteeism)
- Maintain regular contact with students, families, and other key stakeholders

Responsibilities to the Classroom

- Learn the curriculum in its entirety for assigned courses and grade levels
- Communicate expectations and demonstrate an active interest in student achievement
- Validate course grades and make recommendations for promotion and retention if necessary
- Use a variety of resources to appropriately respond to the needs of all learners
- Utilize asynchronous and synchronous tools to expand course content according to prescribed policies and procedures
- Collaborate with peers
- Travel to and participate in staff meetings and professional development sessions as needed

Online Classroom Environment

Planning for Success

Eight instructor performance categories are listed in the tables below. The statements in the left hand column of each category are all important aspects of the Virtual School Services program. How instructors choose to execute the goals will reflect individual personality and style. Examples are provided in the column at the right.

Table 1: Creating a Virtual Classroom Environment

Instructor Goal:	Examples
Model warmth, friendliness and sensitivity to other's feelings.	Students are greeted by name, asked about their personal interests and hobbies. When a student is behaving differently (happy/sad) someone asks "what's going on with you today?"
Reinforce the core expectation that all students treat each other with respect.	The instructor treats all students with equal respect in their words and actions. Students do not see favoritism.
Model listening by soliciting feedback from students in class.	Students are asked for feedback that is implemented into the classroom. This could be feedback to the question, "what should we do next?" or feedback about the schedule or structure of a live study session.
Model the good work habits of punctuality, time management, responsibility and accountability.	The instructor is in the live session five minutes before live sessions to greet students as they arrive. Students are aware the instructor respects deadlines and turnaround times in grading.
Clearly state my expectations for behavior.	Expectations for appropriate behavior are clearly set and reiterated throughout the semester. The instructor handles inappropriate comments or behavior promptly. Disciplinary problems are escalated as needed. There is no tolerance for teasing, bullying, or rudeness.
Avoid deliberate embarrassment of my students.	All students are supported and receive positive reinforcement. Sensitive issues are handled in private settings.
Conscious of the varying maturity levels of my students and moderate my language to avoid anything that might exclude members of the class.	The use of sarcasm and inside jokes is avoided.
Encourage student creativity, exploration and individuality.	Students are invited to discuss what inspired their work. Different approaches are valued, shared and celebrated.
Commend student efforts and achievements.	Instructor comments are sincere and praise effort, rather than skill.
Share and celebrate student work.	Students have the opportunity to showcase their work to peers and/or family members.
Enthusiastic about the teaching profession.	Instructors speak positively about teaching to students and families.
Enthusiastic about technology and my subject area.	Instructors can articulate why "their class is the coolest." Instructors show genuine interest in their topic.

Table 2: Instructional Planning and Teaching Techniques

Instructor Goal:	Examples
Plan effectively for both long and short term.	Weekly live sessions provide enrichment opportunities; however, sessions are adapted to address areas of confusion and interest as they arise.
Plan engaging activities for weekly live sessions	Weekly live sessions have an interactive aspect to them and are not straight lecture. Students have a chance to interact socially.
Purposely plan activities that foster collaboration and leadership.	Students are given the opportunity to work together and collaborate. Students are invited to lead sessions or activities when appropriate and supervised.
Recognize and plan for varying individual needs and abilities.	The instructor's delivery takes into account that students enter class at different experience levels. Individual help is always available. Advanced students are presented with challenges.
Adapt instruction to meet changing needs and conditions.	Instructors are aware when students become confused and adapt the pace of instruction.
Utilize a wide range of web meeting tool functionalities in live sessions.	As a way of diversifying teaching delivery, different functionalities such as polling, application share, desktop sharing, web tour, whiteboard, breakout rooms and chat are regularly employed.
Utilize a variety of teaching methodologies and lesson delivery methods.	Methods of presentation are varied and take into account different learning styles.
Elicit student responses to develop critical thinking and problem solving skills.	Troubleshooting sessions are hosted to practice critical thinking and problem solving.
Provide adequate thinking time after posing a question.	Pacing of live sessions is deliberate. Students have a chance to consider the question before being asked to respond.
Allow for students of differing ability and background to experience success.	The measure of student achievement includes personal skill growth. Students are commended for making forward progress as well as for academic excellence.
Respond positively to pertinent student questions.	No question is a dumb question. All pertinent questions are answered promptly and without judgment.
Guide students in the discovery of concepts and principles.	Students are encouraged to explore things and try to solve problems, not just follow the steps.
Ensure adequate opportunity for student participation in live sessions.	Strategies such as sign up or rotating turns are employed if some students monopolize chances for active participation.
Encourage students to explore their interests through assignments.	Brainstorming sessions to think about ideas for assignments that appeal to different students are held.
Use examples that are relevant to the lives of my students.	Any sample assignments are geared to be not only student-appropriate, but also interesting to middle and high school students.

Table 3: Student Assessment

Instructor Goal:	Examples
Evaluate instructor-graded assignments within 3 school days of receipt.	Assignments are returned on time in the system.
Give constructive and specific feedback on instructor-graded work.	Instructor comments are genuine and reference specific detail of the assignment with suggestions for improvement or extension.
Keep accurate assessment records in the online system.	Grades are updated as soon as the assignment has been reviewed.
Complete status and comments for progress reports for each student.	Instructors utilize the progress report template to include all required data.
Proactively intervene if I see student progress, attendance or participation falling below acceptable levels.	When students fail to attend or participate, instructors attempt to contact the student, then the facilitator or family.

Table 4: Course Management

Instructor Goal:	Examples
Develop effective routines for grading and returning student work with comments within three days.	Student work is graded according to the provided rubrics and returned on time.
Employ effective routines for dealing with missing work.	There is consistency in how late and missing work is handled.
Establish effective routines for dealing with inappropriate behaviors.	There is consistency in how misbehaving students are treated.
Establish effective routines for dealing with attendance and/or participation problems.	There is consistency in how absentee students are approached and re-engaged.
Utilize effective routines for dealing with state-specific requirements (i.e. weekly teacher/student communication requirement).	Records of required weekly communications with every student are kept and organized for reporting purposes.
Employ effective routines for collating data required in progress reports.	Multiple data sources are organized so as to prevent error in reporting.

Table 5: Interactions/Relationships with Students

Instructor Goal:	Examples
Return student emails/calls within one day.	Instructors check voicemail and email every school day and respond accordingly.
Assist students in articulating areas of academic strength and areas of academic growth.	Grading comments and personal conversations help student's self-identify areas they can improve as well as areas in which they should be proud.
Assist students in articulating areas of personal strength and areas of personal growth.	Skills such as time management, responsibility, initiative and collaboration are called out. Strategies for targeted development of 21st century skills are discussed as part of class.
Actively coach students in the development of time and project management skills/strategies.	Students receive individualized assistance in planning for assignment completion.
Celebrate success with each student.	Every progress report, assignment comment, and communication strives to identify at least one point of achievement.

Table 6: Interactions/Relationships with Families

Instructor Goal:	Examples
Invite parents to discuss student progress at a parent/teacher conference	Parent/Teacher conferences are offered to every family as another point of contact.
Proactively communicate with families when I have academic or personal concerns about their student.	Instructors do not hesitate to reach out to families about concerns. Instructors do not wait for unmanageable problems to form.
Celebrate student success with all invested adults (parents/guardians, mentors).	Families/mentors are proactively contacted to share good news, as well as bad.
Return parent emails/calls within 1 day.	Instructors check voicemail and email every school day and respond accordingly.
Behave in a manner that allows families to see me as a suitable role model/mentor.	Instructors represent themselves professionally at all times in all communications and live settings.

Table 7: Professional Development

Instructor Goal:	Examples
Attend all scheduled staff meetings.	Instructors are both mentally and virtually present for staff meetings.
Contribute to staff meetings by being prepared to speak to agenda items.	Instructors share their thoughts and suggestions openly in a collaborative format.
Cooperate with colleagues to improve instructional techniques and hone my craft.	Instructors invite peers to observe them, ask for suggestions and are willing to try new approaches.
Participate in conferences and workshops, when possible.	Instructors pursue their own professional development interests.
Commit to being an innovator of online education.	Instructors willingly try new things and push limits in order to improve the student experience.
Pursue deeper content knowledge in my areas of instruction.	Instructors are committed to refreshing their knowledge base as courses are updated.
Discuss current topics in my area of instruction.	Instructors have a sincere interest in their field and stay informed about new developments.
Understand the mission statement and core values of the school and support them through design of my classes.	Instructors make an effort to internalize and live the mission of Edgenuity Virtual School Services.
Maintain awareness of the expectations of student learning and reinforce them through design of my weekly class meetings.	Instructors use the expectations of student learning as civic, personal and academic benchmarks.

Table 8: Staff Relations

Instructor Goal:	Examples
Be enthusiastic, friendly and promote harmony in the school.	Instructors are upbeat and happy to be a part of the school.
Readily accept my fair share of responsibilities.	Instructors take on additional duties when needed.
Treat each staff member well and equally and offer assistance as needed.	Instructors offer constructive peer coaching and accept it as well.
Welcome new staff and offer assistance as needed.	Instructors share openly and offer advice for new instructors.
Maintain good working relationships with all school personnel.	Instructors interact professionally and respectfully with all staff, regardless of personal differences.
Accept fair and constructive criticism.	Instructors are willing to discuss their performance with their supervisor.
Keep an open mind to suggestions for improvement.	Instructors are willing to broaden their approaches and try new things, even if they are challenging.
Demonstrate initiative by trying new ideas and approaches.	Instructors encourage their peers to challenge themselves by sharing their experiences openly.
Share ideas openly with others.	Open communication is valued.
Refrain from criticizing school staff publicly.	Proper channels for instigating change or expressing concern are utilized.

Reinforcing Positive Behavior

Behavior Management

Edgenuity Virtual School Services believes that the human brain learns more when having fun. We also believe that the human brain learns more the harder it works. And the more students understand and are aware of their efforts, the more willing they will be to try new things and push themselves further.

Examples of praising the effort instead of the innate skill:

Praise the Skill	Praise the Effort
"You finished that lesson in record time! Is it always so easy for you to complete things?"	"You finished that lesson in record time! You must have worked really hard and stayed focused!"
"You're a natural leader. It's great to see you work with less experienced students."	"I can see that you've focused on being patient when you give assistance. That takes a lot of effort and you're doing great!"
"I can't believe you made this game! You must be so smart!"	"This game is amazing! I can see all the work you put into it. I'm impressed with how you stuck with it even when it was hard to learn a new skill."

> **Positive –** State something specifically you liked about the work.
>
> **Interesting –** State something you found interesting.
>
> **Next Time –** State something they could do differently or a way to add to the assignment that pushes them further.

Redirecting Unwanted Behavior

Edgenuity Instructional Services follows a policy of logical consequences with a focus on redirecting unwanted behavior and finding solutions.

A student's behavior can result from many different sources. It is not expected that a new classroom or online school will cure all behavioral problems. As an instructor, you understand that students bring past behaviors with them into the classroom. If you can determine the root of the behavioral problem, it can often help guide your interactions with the student.

Two things to keep in mind:

1. Your students are not mini-adults. Expect them to want to have fun, interact and build friendships.

2. Expect your students to test your and their own limits; however, they still want and need consistent boundaries.

Common reasons for surface behavior problems:

1. A desire for recognition or attention; it may be better to be infamous than unknown.

2. Frustration, unsatisfied needs or desires often cause students to "lash out."

3. Anxiety, being scared and nervous often causes frustration.

4. Illness or exhaustion; no one is at their best when they are sick or tired.

5. Conflict with another student or teacher; this often causes people to become defensive.

6. Outside conflicts, problems with family, friends, etc., can follow students to class.

Previously established behavior patterns; lessons learned at home or in previous schools won't be forgotten the moment they enter a new classroom.

Some ways to provide structure without having to become a drill sergeant:

1. Establish clear expectations right away.

2. Balance structure with a reasonable amount of freedom.

3. Reinforce and encourage desirable behaviors.

Things to do about rule violations or refusal to cooperate:

1. Give your student one warning; make it clear that they have done wrong.

2. Give your student a chance to explain; they may have a good reason.

3. Be consistent and impartial.

4. Stay cool and calm; keep strong emotions in check.

5. Avoid lecturing or embarrassing the student; discipline should be a private conversation whenever possible.

6. Stress that the behavior is the problem, not the student's personality. Help the student to identify acceptable alternatives to the problem behavior.

7. Once disciplinary time is over, accept the student as a part of the group again.

Time-Tested Strategies

1. Be the kind of person you want your students to become – obey the rules yourself!

2. Know your students by name. Know something about them. Build relationships.

3. Be friendly. Always show interest in what individual students are doing and their progress.

4. Praise good qualities and actions.

5. A sense of humor is extremely valuable. Use it frequently.

6. Maintain your poise at all times. Don't let the students "get to you."

7. Never take misbehavior personally. It is a choice the student is making.

8. Always remember that every student has needs; their behavior will give you clues as to what those needs are.

9. Keep in mind that misbehavior is seldom willful. Try to find the cause. Try to see the student's side of the situation. Discuss it with them until you understand.

10. Have a class meeting to discuss and resolve generalized problems.

11. Be willing to admit when you're wrong and apologize.

Discipline

The Edgenuity Instructional Services discipline policy is directed toward the goal of maximizing the growth and development of the student and for protecting the group and individuals within. It is anchored by our expectation that students will conduct themselves in a manner that promotes respect for themselves and respect for others.

All students have the right to participate in an environment that is safe, enjoyable and conducive to a great learning experience. If a particular student's behavior is negatively impacting the emotional or physical safety or learning of others, Edgenuity Instructional Services will take disciplinary measures.

Additionally, if a student behaves in a manner which compromises adherence to the honor code or violates the student code of conduct, disciplinary measures will be taken.

If an instructor becomes aware of inappropriate behavior, the follow steps will be utilized:

1. Instructor will enter into a dialogue with the student regarding the unwanted behavior.
2. Instructor will limit access to activities, as appropriate.
3. Instructor will call a conference between the student, parent, instructor and academic advisor.
4. Student will be removed from the course.

Disciplinary steps are always taken with an understanding of the individual student's needs and stage of development. It is our desire to help a student develop self-control and respect for the rights of others; however, steps may be bypassed depending on the severity of the behavior.

Edgenuity expressly prohibits punishment which is cruel, humiliating or emotionally abusive. Discipline will not include being denied access to grades or educational resources, although instructors may remove or regulate student participation in social or collaborative class activities if misbehavior in those sessions has been a source of a problem.

Issue Escalation

Occasionally an issue may arise that you are not able to resolve, or a problem expands to a point where you need to enlist the help of the school administration to resolve the issue. Edgenuity's Instructional Services administration is here to support faculty and ensure all students have the best possible learning experience. Listed below are some common issues and possible escalation paths:

Recurring Behavior Problems

Step 1. Speak directly with the student.

Step 2. Speak to district administration or parents as appropriate.

Step 3. Hold a conference with the student and the parents.

Step 4. Instructor contacts the Instructional Supervisor who intervenes. Severe issues will be escalated to the Director of Operations as needed.

Absenteeism or Lack of Engagement

Step 1. Speak directly with the student.

Step 2. Speak to district administration or parents as appropriate.

Step 3. Follow school or state mandates for administrative withdrawal.

Poor Academic Performance/Failing Grades

Step 1. Speak directly with the student.

Step 2. Speak to district administration or parents as appropriate.

Step 3. Hold a conference with the student and the parents.

Step 4. If no improvement is seen, the instructor contacts the Instructional Supervi**sor.**

Anxious/Upset Parents

Step 1. Speak with the parents.

Step 2. Contact the district administration and Instructional Supervisor to alert them to the situation.

Step 3. Severe issues will be escalated to the Director of Instruction.

Suspected Child Abuse/Neglect

Immediately report any suspected abuse to district administration and the Director of Instruction and VP of Services.

Child Abuse – District Policy Supersedes Edgenuity Policy

Child Abuse Prevention

Child abuse is legally wrong. Employees are required to report any alleged physical or sexual abuse that takes place during the virtual program to the State Child Protective Services within 24 hours after the allegation is made known. Any allegation of abuse prior to a student's arrival in class is to be reported within 8 hours, with a written report within 72 hours.

The Edgenuity Instructional Services discipline policy expressly prohibits punishment that is cruel, humiliating or emotionally abusive. This includes the use of derogatory or abusive language with students.

Child Sexual Abuse

Child sexual abuse includes, but is not limited to, any contact or interaction between a student and an adult when the student is being used for the sexual stimulation of the adult or of a third person. The behavior may or may not involve touching. Sexual behavior between a student and an adult is always considered forced, whether or not the student has consented. Even the appearance of wrong or a false allegation can cause irreparable damage to the reputation of the accused instructor and the school, as such we encourage faculty to be cautious in online communication with students.

Child Abuse Reporting

In the event that a faculty member or school employee becomes aware of a possible student abuse situation, contact your immediate supervisor who will make a report in accordance with relevant state or local student abuse reporting requirements. Edgenuity Instructional Services will cooperate to the extent of the law with any legal authority involved.

Effective Communication

- **Tone:** Are you making an extra effort to come across as friendly and approachable? Do you wait to hit send when you're annoyed or stressed out?
- **Proofreading:** Is your writing sending an accurate picture of your skills and smarts?
- **Language:** Are you modeling appropriate professional communication, even in quick exchanges?

Effective Synchronous Sessions

Blackboard Collaborate Overview

- Questions from your demo review
- A good outline to follow
    - 10 min – ice breaker/activity
    - 10 – 15 min – prepared content (questioning/check for understanding)
    - 20 – 30 min – open discussion, review, student presentations, collaborative (group) projects
- Use your sessions to build community
- Be approachable and friendly in these sessions
- Make your sessions highly interactive
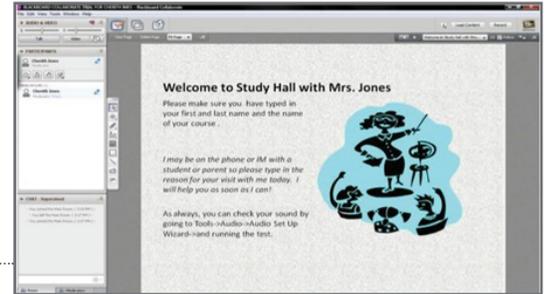   - Icebreakers, problem-solving activities will get students talking to each other

Figure 1.4: Blackboard Collaborate Dashboard

Assessing Student Progress

1. Student progress monitoring

The active assessing of student academic performance by evaluating student coursework within the student information system or learning management system

2. Process

- Individual
- Group

3. Challenges

- Watch list
- Appropriate interventions & progress plans

4. Reporting

- Understanding the data reports
- Utilizing the data reports

Ongoing Training and Development

To assist faculty in the identification and further development of instructional strengths, quarterly reviews will be conducted to ensure adherence to instructor responsibilities. To encourage and support the exchange of ideas, strategies, and materials amongst faculty, regular staff meetings are conducted to promote activities which foster creativity, enthusiasm, and self-confidence in faculty.

Confidentiality and FERPA Policies

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. Schools must have written permission from the parent or eligible student in order to release any information from a student's educational record, and we ask that faculty be aware of that right to privacy and protect it.

Figure 1.5: Student Progress Snapshot

Families are given the opportunity to request that directory information, such as student names and contact information, not be disclosed. If a parent should inquire about removing their student from any potential directory listings, please refer them to the Instructional Supervisor and/or the Director of Instruction.
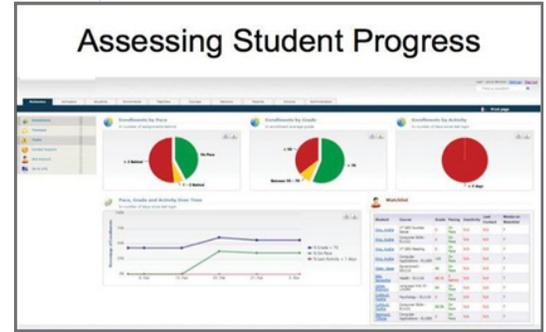
To be further respectful of the family and a student's right to privacy, it is required that faculty uses the BCC: field when sending out mass emails to families or students so that the names and email addresses are not visible to all recipients. It is acceptable to put a family or student email in the "To:" field if an instructor is sending an email to only that family or student.

Student Accommodation Policy

Edgenuity Instructional Services promotes an environment and culture that embraces diversity, fairness, and concern for the success of all students and faculty members. Edgenuity Instructional Services provides accommodations in courses, course content, assignments, testing, grading, and academic support for students with an IEP or 504 plan. Appropriate accommodations are implemented upon receipt and review of a current copy of the student's IEP or 504 plan. In addition to individualized accommodations, the Instructional Services team utilizes the Edgenuity courses, which are designed to provide many interventions that are commonly required in a Response to Intervention plan. Common interventions and accommodations include:

- Monitoring of individual student progress by teacher, facilitator, and parent
- Personalized, descriptive, and immediate feedback for student work
- Opportunities for differentiated instruction based on a variety of learning styles
- One-on-one access to the teacher
- Additional time for completion of course activities and assessments
- Lecture notes provided in advance
- Allowing notes on exams, assignments or both
- Frequent breaks and save and exit options
- Adjustment of lesson proficiency level thresholds IEP specified grading scale
- Creation of detailed Student Learning Plan
- Individualized academic support procedures

Resources

eCommunity Resource

In addition to the initial on-site training, all virtual instructors will have access to eCommunity, a resource hosted by Edgenuity. This resource includes mini-manuals for additional training information. Mini-manuals are provided in the Training on Demand section of eCommunity (http://ecommunity.Edgenuity.com/?page_id=54).
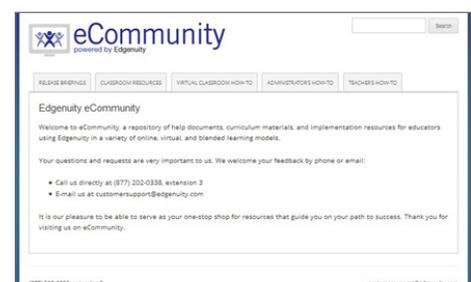

Figure 1.6: eCommunity resource

Acknowledgement of Receipt

By signing here, I acknowledge that I have received this Instructor Handbook and will adhere to the expectations, policies, and procedures contained herein.

Name: _____   Date: _____