



Educator Best Practices: *Updated 4.3.2020*

Pursuant to the provisions of Chapter 150E of the General Laws of Massachusetts, the Administration and Association agree to this Appendix of the March 17-TBD Memorandum of Agreement developed for the COVID-19 Crisis. Any article in this Appendix that conflicts with articles in the March 17-TBD Memorandum of Agreement will supersede those conflicting articles in the March 17-TBD ee e e March 17M



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	<p>lessons) for students/families Review student work and give oral and written feedback Monitor/respond to emails within 24 hours <i>(on days when school would be in session)</i> Complete one online Professional Development Course Availability for remote meetings (e.g. grade level, faculty meeting, and in rare instances, an IEP meeting)</p>
<p>K-5 Specialist Teacher</p>	<p>Use the updated K-12 remote learning guidance to: develop and record weekly lessons support/lead 1-2 small groups each week join 1-2 classroom meetings each week Review student work and give oral and written feedback Monitor/respond to emails within 24 hours <i>(on days when school would be in session)</i> Complete one online Professional Development Course Availability for remote meetings (e.g. department, faculty meeting, and in rare instances, an IEP meeting)</p>
<p>K-5 ESL Teacher, & METCO Coordinator</p>	<p>Use the updated K-12 remote learning guidance to: support/lead 2-3 small group meetings each week support the remote learning lessons that have been developed for their students' classes join 1-2 classroom meetings each week Ongoing case management per supervisor discretion Monitor/Respond to emails within 24 hours <i>(on days when school would be in session)</i> Complete one online Professional Development Course Availability for remote meetings (e.g. department, faculty meeting, and in rare instances, an IEP meeting)</p>
<p>PreK-5 Special Educator, Related Service Provider</p>	<p>Use the updated PAWS & K-5 remote learning guidance to: co-teach/support/lead 2-3 small groups each week (K-5 only) support the remote learning lessons that have been developed for their students' classes maintain connection and consult with students/families Consult/collaborate with staff as needed Provide resources and indirect supports and services to enable students to access the general education activities in which they are participating Provide direct services and instruction as determined through guidance provided by Director and issued by DESE Participate in IEP meetings as needed Follow documentation guidance provided Monitor/Respond to emails within 24 hours <i>(on days when school would be in session)</i> Complete one online Professional Development Course Availability for remote meetings (e.g. department, faculty meeting)</p>
<p>K-5 Math & Literacy Specialists</p>	<p>Use the updated K-12 remote learning guidance to build and share asynchronous ELA and math lessons Ongoing projects related to math/literacy support per supervisor discretion and building principals Monitor/Respond to emails within 24 hours <i>(on days when school would be in session)</i> Complete one online Professional Development Course Availability for remote meetings & support (e.g. grade levels, department, faculty meeting)</p>
<p>Grades 6-12 Classroom Teacher</p>	<p>Use the updated K-12 remote learning guidance for WMS and WHS to: hold classes as articulated in the remote learning master schedules</p>



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	<p>students using Canvas, Google</p> <p>and WHS remote learning models</p> <p>WHS remote learning models</p> <p>nts</p> <p>(when school would be in session)</p> <p>course/team, faculty meeting,</p> <p>se</p>
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Grades 6-12 Specialist/Elective Teachers	Use the updated K-12 remote learning guidance for WMS and WHS to: hold classes as articulated in the remote learning master schedules
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Table 2: Unit B

Unit B Educators	Best Practices
Department Heads & Elementary Special Education Coordinator	Ongoing remote support and coordination with Unit A teachers within your department/discipline to support the <i>updated</i> K-5 remote learning model Monitor/Respond to emails within 24 hours (<i>on days when school would be in session</i>) Availability for remote meetings (e.g. leadership teams, supervisor) Complete one online Professional Development Course Maintain ongoing communication with principals
PreK-12 Directors	Ongoing remote support and coordination of Unit A teachers within your department/discipline related to the <i>updated</i> remote learning model. Monitor/Respond to emails within 24 hours (<i>on days when school would be in session</i>) Availability for remote meetings (e.g. leadership teams, supervisor) Complete one online Professional Development Course Maintain ongoing communication with principals
PreK-12 Director of Professional Development	Ongoing remote support and coordination related to professional learning per supervisor discretion Monitor/Respond to emails within 24 hours (<i>on days when school would be in session</i>) Complete one online Professional Development Course
Out of District Coordinator (OODC)	(This cell is currently blank)