REMOTE LEARNING FEATURES REVIEW

Discovery Education Science Techbook–High School
Discovery Education, Inc.

Section I. Remote Learning Features

Digital and printable resources

Student materials include both digital and printable resources.

Resource	Available Digitally	Printable
Student edition	Yes	Yes
Student workbook	—	—
Student worksheets	Yes	Yes
Texts / books	Yes	Yes
Subject–specific tools	Yes	—
Activities	Yes	Yes
Quizzes	Yes	Yes
Tests	Yes	Yes

All online text resources can be printed by page, tab (lesson component), or concept. Materials print in PDF format and cannot be edited prior to printing.

Tools for special populations

The digital student material contains the following tools for special populations:

- Two reading levels in English
- Spanish translation
- Text–to–speech
- Highlighting, annotation, and note–taking tools
- Closed–captioning for videos
- Video transcripts

The digital material enables students to toggle between English and Spanish versions of written text. Videos include closed–captioning and transcripts. Some videos are available in Spanish with Spanish closed–captioning and transcripts.

Connection between print and digital components

The digital material provides remote students with a learning experience that is equitable to that of in–person students by providing multimodal learning activities, videos, Spanish language support, and adjustable reading levels.

Completion, submission, and review of work

Students can complete and submit work online through the product platform. The platform requires student rostering and is compatible with many widely–used single–sign on platforms including:

- Google
- ClassLink
- Office 365
- LDAP
- SAML/ADFS
- NCEdCloud

Teachers can review students' work and provide feedback online through the product platform.

Grade–level differences

The following content delivery features vary by grade level:

- Complexity of directions
- Lexile range
- Text complexity/readability

Complexity of directions, Lexile range, and text complexity are consistent with the complexity of the course content.

Section II: Synchronous Instruction

Teacher guidance for synchronous instruction

Discovery Education provides step–by–step guides for using the material with learning management systems and Microsoft Teams. Additionally, the material provides professional learning articles and videos, and lesson and strategy plans to support synchronous instruction.

Supports for student–to–student interaction

The following features in the material support student–to–student interaction:

- Discussion board
- Group projects
- Peer–to–peer feedback
- Studio and Studio Chat

Students can use Studio to work collaboratively using shared whiteboards and slide shows. Teachers can monitor student–to–student interaction within Studio by requiring students to add the teacher to the collaboration group. Teachers can also limit student–to–student interaction by hiding Studio Chat messages and by disabling Studio Chat.

Supports for teacher–to–student and student–to–teacher interaction

The Studio feature enables teachers to develop and share content with students, as well as customize assignments. Teachers can also use this feature to collaborate with each other. Likewise, students can use Studio to demonstrate knowledge and collaborate.

Section III: Asynchronous Instruction

Support for asynchronous/independent learning

The following features in the material support concept development:

- Feedback capabilities
- Videos
- Audio files
- Sample work and/or examples
- Simulations and/or animations
- Guided activities/problems

Automated feedback provides students with multiple attempts to select the correct answer and displays correct/incorrect answers and tips for students. When multiple attempts are provided, the material repeats existing questions in the same order. Most units and concepts include videos that deliver instruction using recorded teacher lectures and narrated real–world examples. The speed of videos and audio files can be adjusted to accommodate differences in students' auditory processing abilities. Examples are provided in more than half of the units and concepts and are also provided when a student makes three incorrect attempts on an assessment question. Simulations and/or animations are provided in more than half of the units.

Section IV. Progress Monitoring Features

Progress monitoring by teachers, parents/guardians, and students

The material includes the following features and reports to help students, parents/guardians, and teachers monitor student progress:

Features	Students (self–monitoring)	Families	Teachers
Usage	—	—	—
Time on task	—	—	—
Assignment completion	**Yes**	**Yes**	**Yes**
Standards mastery	—	—	**Yes**
Skills mastery	—	—	**Yes**
Automatic scoring	**Yes**	**Yes**	**Yes**

The material provides scoring reports by individual student, class, and grade level. Constructed responses are not scored automatically; however, the material includes teacher and student rubrics for constructed response items.

Integration of progress monitoring tools

The program's progress monitoring features can be integrated directly with widely used district progress monitoring systems and via CSV import.

Grade pass–back is supported for PowerSchool.

Assessments

All assessments can be completed remotely through the material's platform.

Teacher guidance/recommendations

The material's progress monitoring features do not provide guidance or recommendations to help teachers support individual students.

Section V. Usability for Families

Sign–on process

Students, teachers, and parents can log in with unique credentials or via a single sign–on platform.

Built-in support for students and families

The following embedded supports help students and parents/guardians understand the material's content:

- Mobile device compatibility
- Live chat feature
- Parent and student guide
- At-home learning guide with content support
- Frequently asked questions
- Multi-language glossary

Most of these resources are available only in English. Some of the guides, including the parent guide, are also available in Spanish. The multilingual glossary includes Spanish as well as other languages.

Multiple resources provide support for special populations, including Studio's immersive reader and a multi-language glossary. The student interactive text includes features to help students read and understand the content, including highlighting, text-to-speech, note taking and annotation tools. Additionally, the material is provided at two reading levels in English and at one reading level in Spanish. Videos include closed-captioning and transcripts. Some videos are available in Spanish and provide closed-captioning and transcripts in Spanish.

Districts will not incur additional costs for these supports.

Section VI. Training and Support for Teachers

Teacher training and support

The following embedded training and supports assist teachers in using this material in a remote learning environment:

- Chat option
- Tech support
- Teacher guide
- How-to webinars
- Video model lessons with teacher preparation notes
- Spotlight on Strategies includes activities and videos
- Help center with frequently asked questions/how-to instructions
- Teacher forum/community
- Differentiation guidance

Teacher training and supports are provided in English.

To help teachers address the needs of special populations, video model lessons include strategies for teaching students with special needs and English learners. The core text is available in two levels (Level A and Level B) in English and in Spanish. Teacher professional development (Hot Topics) addresses the needs of special populations, including English Learners and students enrolled in special education.

Section VII. Addresses Unfinished Learning

Vertical alignment of standards and content

A pacing guide that outlines the recommended sequence and time requirements is included in the overview of each model lesson. Teacher resources include a correlation to the Texas Essential Knowledge and Skills (TEKS) that provides links to the material's content, and each lesson identifies the student expectations addressed.

Guidance on how to address missed learning

Pre–assessments are not provided; however, the Engage section of each Concept provides Technology Enhanced Items (TEIs) that can be used to pre–assess prior knowledge and student misconceptions throughout the year.

TEKS–aligned tutoring resources

The material does not include TEKS–aligned tutoring resources.