icouldbe

The School Administrator and Teacher/Instructor Commit to:

- Reviewing the documents sent to him or her by icouldbe with special attention to the Safety Standards.

- Ensuring that all students are registered within two weeks of official start date

- Attending the compulsory icouldbe trainings live, or via phone and/or web conference.

- Ensuring that newly added classrooms and instructors participate in all trainings.

- Ensuring that the program is being administered to the participating students for at least one hour of each school week. (Homework time can be included; for example: one forty minute class period per week that generates one twenty minute home work assignment would be an appropriate division of time.) The administrator further commits to ensuring that this hour of icouldbe program time will not be broken into segments shorter than thirty minutes.

- Ensuring that all students are aware that participation in icouldbe.org account for a percentage of their Alternative Assessment grade.

- Prioritizing and ensuring regular mentee engagement with the curricular activities rather than repetitive email and discussion board usage.

- Following through on the recommendations contained in the comprehensive student status reports.

- Acting on the automated "mentor to teacher" letters that inform teachers of inactive, low effort, or commendable students.

- Utilizing icouldbe's instructor administrative site on an ongoing basis – at least once a week – to manage class activity, per the standards provided in icouldbe's instructor training.

- Assisting instructors with any disciplinary issues that arise within the digital learning environment.

- Intervening if an instructor fails to uphold the standards laid out in this contract.

- Keeping the administrator informed of serious disciplinary issues that arise in the digital learning environment.

- Ensuring that all icouldbe students complete the exit survey before the agreed upon time.

- Ensuring that the subscribing school community upholds the Standards as defined on the icouldbe.org web site.

Roles of the Teacher

Our program works best when your students know that you understand it well, take it seriously and believe in its usefulness. So we envision you filling four different roles:

- **Facilitator**: We need you to focus the attention of your students on our curriculum and its related activities. Your students may want to spend most of their time on the discussion boards or sending emails; but, we need you to keep them moving through the units of the curriculum.

- **Mentor**: We want to make sure that you can manage their progress through our curriculum, especially when their year-long mentors go on vacation or seem to be less active – though we work our hardest to ensure that all of your students are paired with at least two active and attentive mentors. The administrative portion of our website now includes an area where you can observe the activities of all of your students.

- **Authority**: Many of our teachers grade the activity of their students on icouldbe. It often helps students to take this program more seriously when their teachers incorporate it formally into their own curriculum and grading scheme. You are able to use our administrative system to evaluate the work of students. You can grade by quality and quantity.

Grade by Quality: Every unit has at least one question that requires more detailed work of a specified length. If you let your student's know that you will be reviewing their longer and more substantive answers every two to four weeks, you will be creating a useful benchmark. You can also take a random sample of student work or detract from a student's overall grade if they are not writing in complete sentences or if they are responding with nonsense.

Be aware that students sometimes say that they cannot move forward or that their mentors are inactive when there is actually no such problem. Often, mentors will delay students until they rework unsatisfactory answers. Before you assume that the mentors aren't doing their job; please check the student's work with your own mentor login and be sure that the mentors have not already asked your student to commit more effort. When mentors are insisting on higher quality work, please help them by applying pressure to the relevant students.

Grade by Stats: The teacher admin portal provides you with statistics that indicate how many minutes each of your students spends on our site, the number of questions they've answered and how many emails they've sent and responded to. You can estimate the effort of your students by considering these factors.

Discipline is an inevitable aspect of authority. When your students write truly offensive emails or discussion board posts, we will send you a copy of the posts before we delete them. We depend

on you to use these events as opportunities to emphasize, for the entire class, the extent to which this program demands respect for all members.

- **Collaborator**: Our curriculum is not written in stone. It is a working document meant to undergo significant changes and developments. Additionally, we welcome feedback on the overall quality of the program. You can always email (cynthia@icouldbe.org) or call (240.755.3680) with suggestions.