Advisory Teaching Service Handbook for Learning Guides and Students

School Year 2018-2019
**WELCOME** to Calvert Education and the Advisory Teacher Service (ATS). You are now part of a highly esteemed Calvert tradition that has been used by families for over a century. Since 1906, more than 600,000 students from around the world have been educated using the Calvert Curriculum. It is now your turn to experience Calvert’s inquiry-based method of learning that will allow your student(s) to absorb subject matter and apply knowledge in vibrant, expressive ways!

In this handbook, you will find the following:
- Calvert Contact Information
- Anti-Discrimination and Non-Sectarian Policy
- Role Expectations
- Attendance, Pacing, Daily Schedule
- Getting Started
- Completing Assessments, Submitting Them, and Receiving Feedback
- Retest Policy
- Plagiarism Policy
- Contacting Your Advisory Teacher
- Proper Formatting for Typed Papers
- Electives
- Student Records and Grading Scale
- Signature Page

Additional training resources and how-to videos can be found on the [Calvert Support Site](#), which is also located in the [Calvert Teacher Navigator](#).
**Calvert Contact Information**

**General Phone**: 410-785-3400 / 888-487-4652  
**Mailing Address**: 215 Schilling Circle, Suite 106  
Hunt Valley, MD 21031

**General Email Addresses**  
Education Counselors: edcounselors@calvertservices.org  
Records Department: records_email@calvertservices.org  
Technology Department: techsupport@calvertservices.org

**Education Counselors** are here to assist you via phone or email Monday through Friday 8:30 A.M.–5:00 P.M. EST by phone: 888-487-4652 and select Option 2.
**Anti-Discrimination Policy**

Calvert has a long-standing tradition of serving families through homeschool, public charter schools, and public-school districts across the world. As such, all our programs that involve hiring and employment practices, as well as our external programs which include enrollment of students occur without regard to ethnic group identification, race, national origin, color, ancestry, sexual orientation, religion, age, sex, color, physical or mental disability, or any other protected classification determined by law.

**Non-Sectarian Policy**

Calvert has a long-standing tradition of serving families through homeschool, public charter schools, and public-school districts across the world. Our policies regarding admissions, employment, and operations are both nonsectarian and dedicated to providing both workplace and educational equality.
Role Expectations
When enrolled in the Advisory Teaching Service, a Learning Team is created between the student, the Learning Guide, the Advisory Teacher, and the Education Counselors (if needed). We like to think of the team as a rotating wheel—if one team member is missing, the wheel stops spinning.

The Learning Team

Each member of the team plays a unique role. Following the guidelines below will enable each team member to participate in such a way as to maximize your student’s learning experience.

<table>
<thead>
<tr>
<th>Role of At-Home Learning Guide</th>
<th>Role of Student</th>
<th>Role of Calvert’s Advisory Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serves as the primary day-to-day teacher, providing direct instruction using Calvert’s curriculum</td>
<td>Completes lesson and assessments in a timely fashion</td>
<td>Grades assessments within 48 business hours</td>
</tr>
<tr>
<td>Acts as a proctor for assessments</td>
<td>Completes lesson and assessments in an honest manner</td>
<td>Provides quality, instructional feedback on assessments</td>
</tr>
<tr>
<td>Reviews graded assessments and feedback with student</td>
<td>Incorporates teacher feedback</td>
<td>Responds to student questions about assessments through CTN</td>
</tr>
<tr>
<td>Contacts Education Counselors if any questions regarding the curriculum arise</td>
<td>Contacts Education Counselors if any questions regarding the curriculum arise</td>
<td>Alerts Education Counselors of struggling students</td>
</tr>
</tbody>
</table>
If you or your student has questions outside of the graded assessments themselves, you should contact the Education Counselors. The Education Counselors will answer any questions you have about activities within the daily lessons, pacing and scheduling concerns, and/or looking for other types of advice.

**Attendance and Pacing**

Your student has 12 months from purchase date to complete his or her course(s). Therefore, while there are no set deadlines for submitting assessments, students are expected and encouraged to work on a regular basis. The Advisory Teacher does not track daily attendance; however, the Advisory Teacher will monitor your student’s progress and can assist with suggestions for successful pacing, if needed. Please notify your Advisory Teacher if you and your student will be gone for extended amounts of time (longer than three consecutive weeks).

Your student’s attendance is tracked each day in CTN when your student completes at least one assessment or activity. You can view your student’s attendance by using the Attendance tab on your Dashboard. A green line under the day represents your student’s attendance for that day. If you click open any given day, it will list the exact subjects and lessons that were completed.
You can also input daily hours your student spends working offline:

Pacing flexibility is a benefit of the Calvert experience; however, students who work on a consistent schedule realize the maximum benefit of the Advisory Teaching Service. This is because a student who works consistently, completing one part of a lesson per subject, per day (5 days a week), is submitting assessments at regular intervals, allowing for the necessary instructional feedback to inform you of your student’s academic progress.

**Daily Schedule**
Whatever subject you and your student decide to complete first each day is entirely up to you. Regardless, below is an approximate number of hours you and your student will be working on a daily basis.

**Skipping Lessons**
Because transcripts and Completion Certificates are based on grades earned on completed assessments, Learning Guides do not have the capability of skipping lessons. If there is a valid reason you would like your student to skip over a lesson, contact your student’s Advisory
Teacher by sending a message through your student’s collaboration feature in CTN. If the Advisory Teacher approves the request, he/she will skip the lesson(s) in CTN for you.

**Getting Started**

Each day, you and your student will enter the learning platform, the Calvert Teaching Navigator (CTN) using the following link: [Click here to access the Calvert Teaching Navigator (CTN)].

Soon after enrollment, you received an email with your log in credentials. The Learning Guide and the student will each have different credentials. Each time you or your student logs in, look over at the top right-hand side of the screen to see who is logged in. Your role is identified in parentheses.

Before the start of Unit 1, in each of the four main subject areas, there are three Getting Started lessons for you and your student to complete. You can access the Getting Started lessons from the Suggested Daily Schedule. Note that each course has materials you will need to find around your home or purchase.

Or, you can access the Getting Started lessons by clicking open the CLASSES tab on the left hand side of the screen, selecting the class, and selecting GETTING STARTED:
When you and/or your student are finished for the day, be sure to properly log out by clicking on the username and then selecting **Sign Out**.

For more training resources and how-to videos for getting started, you may visit the **Calvert Support Site** by clicking on the question mark icon found at the top right-hand side in CTN.
Completing Assessments, Submitting Them, and Receiving Feedback

Types of Assessments:
Students complete six (6) types of assessments throughout a course. Advisory Teachers grade/provide feedback on three of the six types.

Rate Your Excitement/Understanding/Progress: Auto-graded (no point values)
Quick Checks (QC): Auto-graded
Use for Mastery (UFM): Teacher-graded
Unit Quizzes: Mix of auto-graded and teacher-graded
Interim Show: Teacher makes comments/no point values are given
Project/Show: Teacher-graded

Your student’s final ATS grades will be based on the following assessments: Quick Checks, Use for Masteries, unit quizzes, and final projects.

Once an assessment is submitted, you will receive teacher feedback within 48 business hours. **NOTE:** If your student is a late enrollment, meaning he or she enrolled in the Advisory Teaching Service AFTER completing and submitting some assessments, this turnaround time will be extended anywhere from one to four weeks depending upon the amount of assessments completed before enrollment.

For auto-scored questions, your student will receive results instantly. To view graded assessments and teacher feedback, you will need to go to the DASHBOARD and select PERFORMANCE. Then select the appropriate subject and assessment:

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**SUBMITTING ASSESSMENTS:**

**Quick Checks:** Each lesson part contains a Quick Check. The Quick Check is completed and submitted online. Your student receives instant feedback.
Use for Mastery (UFM): UFMs are found at the end of a lesson. A majority of UFMs require your student to type a response. The response can be typed online, directly in the answer box. Your student would then hit the Submit button.

However, if you prefer your student hand write the response or type and save the response on a Word document, you can upload that document as a Word Doc, PDF, JPG, GIF, or PNG, and then hit the Submit button.
If your student decides to upload a document versus typing the response directly online, be sure to include the following information at the top of the document: Name (First, Middle Initial, and Last), Grade and Subject, Unit #-Name-Part.

Unit quizzes: Unit quizzes are found at the end of each unit. They are taken entirely online. Unit quizzes comprise of both auto-scored questions and teacher-scored questions. Your student can complete an entire unit quiz directly online, and then receive immediate feedback on the auto-scored questions. The teacher-scored questions will be marked as pending until the Advisory Teacher grades them.

Interim shows and final projects: Some units have a project. For those that do, the final project is submitted at the end of the unit. Your student will upload the final project as a PDF, JPG, GIF or PNG. Once uploaded, your student will hit the Submit button. Note that there is a five (5) file upload limit.
If you and your student are absolutely unable to complete the assessments in this online format, please contact your Advisory Teacher.

**Retest Policy**
If your student receives a 59% or below on a **project** or **Use for Mastery**, your Advisory Teacher will grant a RETAKE, which will clear out the failing grade and allow your student to re-submit improved work. Your student will receive notification of the RETAKE through CTN. The message will also contain instructional information to help the student with improvements.

If your student is unhappy with a grade earned on a **project** or **Use for Mastery** and it is not necessarily a failing grade, the Advisory Teacher can grant a retake upon request. However, there are limitations to this request. A student may redo the same project and/or Use for Mastery only once. The new grade stands as is, even if it is lower than the original grade. Finally, if the Advisory Teacher feels as if the student is abusing this retake option, the teacher has the authority to deny the request.

There are NO retake options for **quick checks** or **unit quizzes**, as many of the answers are auto-scored and instantaneously sent back to the student. A failing quick check or unit quiz score will stand as is.

**Plagiarism Policy**
**What is plagiarism?**
Plagiarism occurs any time a student uses the exact wording of an outside resource without placing quotation marks around the wording, and then submits the material for grading.

Some examples of plagiarism:
- Buying a paper from a research service or term paper mill
- Turning in another student's work with or without that student's knowledge
- Turning in a paper a peer has written for the student
- Copying a paper from a source text without proper acknowledgment
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks
- Paraphrasing materials from a source text without appropriate documentation.

With the internet, another type of plagiarism needs to be listed: "Turning in a paper from a "free term paper" website.

Students sometimes assume that the best way to study is to memorize passages from the text; while we do encourage content mastery; students need to be able to explain ideas and information in original phrasing. (The only exception would be for a formula or definition.)
With the availability of the internet, there has also been a rise in plagiarism from web sources in student compositions. As a rule of thumb, no single sentence in student writing should contain more than five words that are the same as in a single sentence from a source.

If plagiarism is found in student work, the following policy will be implemented:

**First offense:** Student and Learning Guide will be notified. The student will receive a warning and will be allowed to complete a rewrite without any penalty.

**Second offense:** Student and Learning Guide will be notified. The student will receive a failing grade for the assignment but may rewrite it. The rewritten score will be averaged with a zero.

**Third/fourth offense:** Student and Learning Guide will be notified. The student will receive a failing grade for the assignment.

**Fifth offense:** Automatic withdrawal from the Calvert Advisory Teaching Service

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**Contacting Your Advisory Teacher**

Your student can contact the Advisory Teacher using the collaboration feature within CTN. To activate this feature, the first time your student logs onto CTN, immediately click on the Collaboration icon on the top right-hand side of the screen. This will place your student’s name into the Advisory Teacher’s contact list.

Each time your student wants to send and/or check messages from the Advisory Teacher, click on this icon:

![Collaboration Icon](image)

Questions to the Advisory Teacher should be limited to those related directly to the grading of the assessments. **This tool is NOT meant to be a live chat feature.** The Advisory Teacher will respond to your student’s messages within a 48-business hour time frame.

Examples of questions/concerns sent to the Advisory Teacher:

- I don’t quite understand why I received an 85% on my Project.
- I need clarification about the directions on a particular Use for Mastery.
- What can I do to best prepare for the upcoming Unit Quiz?

All other questions and/or concerns should be directed to our Education Counselors.
Examples of questions/concerns sent to the Education Counselors:
  o I need help with a math problem from my textbook.
  o I can’t find an item I need for a Science project.
  o I am a Learning Guide who needs help managing my student’s behavior.
  o A link to a video is not working.

**Proper Formatting for Typed Papers**

Follow these guidelines when typing papers that will be submitted to the Advisory Teacher for grading:

1. On top left-hand side of page 1, include the student’s name, grade level and subject, unit #, lesson title, and part (see example on p. 9).
2. To make your paper easy to read, use a font such as Times New Roman or Arial in 12 point.
3. Set the margins to 1 inch all the way around.
4. Set the line spacing format to double space. This gives you room to make changes and the Advisory Teacher room to write comments.
5. Center the title on the first line of the page.
6. Leave one, and only one, blank line between the title and the body of the paper.
7. Tab over ½ inch at the beginning of each paragraph.
8. Do not put an extra line between paragraphs.
**Electives**

The following electives are offered by grade level:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Elective 1</th>
<th>Elective 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Elementary Health K</td>
<td>Elementary P.E. K</td>
</tr>
<tr>
<td>1</td>
<td>Elementary Health 1</td>
<td>Elementary P.E. 1</td>
</tr>
<tr>
<td>2</td>
<td>G2 Art &amp; Picture Study</td>
<td>Elementary P.E. 2</td>
</tr>
<tr>
<td>3</td>
<td>G3 Art &amp; Picture Study</td>
<td>Elementary P.E. 3</td>
</tr>
<tr>
<td>4</td>
<td>G4 Art &amp; Picture Study</td>
<td>Elementary P.E. 4</td>
</tr>
<tr>
<td>5</td>
<td>G5 Art &amp; Art History</td>
<td>Elementary P.E. 5</td>
</tr>
<tr>
<td>6</td>
<td>G6 Art &amp; Art History</td>
<td>MS Health</td>
</tr>
<tr>
<td>7</td>
<td>G7 Art &amp; Art History</td>
<td>Fitness Basics 1</td>
</tr>
<tr>
<td>8</td>
<td>MS Career Exploration</td>
<td>Fitness Basics 2</td>
</tr>
</tbody>
</table>

Note: If you are enrolled through a school district, your student may have a different elective offering at the middle school level.

Electives are optional, and they do not have to be completed to receive a transcript at the end of the year. For those who choose to complete the electives, a *Completion Certificate* will be awarded, and a final grade will appear on the transcript. **If you would like to opt out of the electives, please send a message to your student’s Advisory Teacher.**

Note: If your student is enrolled through a school district, you will need to check with the administration as to whether the electives are considered optional.

All electives are digital only and will appear on your student’s Suggested Daily Schedule within CTN. While there are no projects within electives, there are a variety of assessments including Quick Checks and unit quizzes. Your student’s Advisory Teacher will grade all teacher-graded assessments and provide feedback.
**Student Records**
Once your student has successfully passed a course (60% or higher and all assessments marked as complete), he or she will receive a Completion Certificate you can print off at home. Our Records Department will send to you a final transcript once all subjects in a grade level are complete. Please note that while our Advisory Teachers will do their best to let your student know of any missing and/or failing assessments, it is ultimately your responsibility to track your own student’s pacing through each of the courses.

At any time, you may run the following reports in CTN:

- **Attendance**: Shows the number of online lessons taken, parent attendance imputed and time between earliest and latest online activity for each student by day.
- **Performance and Progress Summary**: Snapshot of your student’s current performance score and progress by course.
- **Scores Export**: Scores on every assessment in a course by your student.
- **Detailed Activity**: Shows all online activities with timestamps, including logging in and out, clicking on supplemental resources links and submitting assessments.

To run a report, log into CTN as the Learning Guide and click on the **Reports** icon. Video how-tos can be found on the [Calvert Support Site](#).

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**Grading Scale**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% to 97%</td>
</tr>
<tr>
<td>A</td>
<td>&lt; 97% to 93%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 93% to 90%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90% to 87%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87% to 83%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 83% to 80%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80% to 77%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77% to 73%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 73% to 70%</td>
</tr>
<tr>
<td>D+</td>
<td>&lt; 70% to 67%</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 67% to 63%</td>
</tr>
<tr>
<td>D-</td>
<td>&lt; 63% to 60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60% to 0%</td>
</tr>
</tbody>
</table>
At Calvert, we know that education is a collaborative effort between student, Learning Guide, and teacher. Therefore, we ask that you and your student carefully read the contents of the *Advisory Teaching Service Handbook for Learning Guides and Students*. Once you have read through and discussed the contents of the handbook, please complete the electronic signature form below and return it to your Advisory Teacher using your student’s collaboration tool as outlined on page 13 of the handbook.

I have carefully read the contents of the *Advisory Teaching Service Handbook for Learning Guides and Students*. I have also discussed the contents of the handbook with my student/child.

Signature of Student: _______________________________________________________________

Signature or Learning Guide: _________________________________________________________

Date: __________________________________________