The purpose of this resource is to provide you with information to help you help your teachers in the event that you have to transition from F2F to Learn@Home.

**Instructional Expectations to Consider:**

We provided schools with a guidance document for F2F Learn@Home teaching. This guidance is only a framework. Your staff will be looking to you for specific expectations for daily instruction. Below you will find some thoughts to consider as you set expectations for your school. When in doubt, allow “Compassion over Compliance” to drive your decision-making.

* **K-2 Early Learner Expectations:** We would not expect the Canvas pages for K-2 to look like other grades. Primarily, K-2 teachers will be providing their content during the synchronous instructional units. Asynchronous work for K-2 should be visual (videos and games) and rely less on text (as appropriate for the grade level). In fact, their asynchronous assignments may not even involve technology at all (ex: read a book, exercise, in-home scavenger hunt, etc.). Your teachers have access to Seesaw for interactive lessons. Although your teachers are NOT REQUIRED to use this, you should encourage any teachers struggling with student engagement to consider using this tool.
* **3-12 Expectations:** For this age group, teachers should provide meaningful content in Canvas for asynchronous work. You should see embedded videos, presentations, game-based learning, discussions, written responses, quizzes, etc. They will rely on you for guidance on using their asynchronous assignments to “flip their classroom” so that they can spend their synchronous time actually working with the students. You should be alarmed if a teacher asks the students to watch a video or read silently during synchronous instruction. Your teachers have access to Seesaw for interactive lessons. Although your teachers are NOT REQUIRED to use this, you should encourage any teachers struggling with student engagement to consider using this tool.
* **6-12 Expectations:** In addition to the expectations above, lectures and demonstrations should be pre-recorded and loaded into Canvas for asynchronous work. You will need to provide guidance about the *amount and quality* of work assigned. Value quality over quantity and compassion over compliance. While students are working asynchronously, your teachers should be providing feedback and guidance through Canvas daily. Teachers should be available for synchronous *support and tutoring* on asynchronous days.
* **Lesson Plans:** In a virtual environment, it is not necessary for teachers to “submit” lesson plans. Instead, they should publish their modules in Canvas. Publishing allows the students to see the content and it allows the observer (you and the instructional specialist) to review the materials. However, if you want teachers to submit traditional lesson plans, please do so. That decision is up to the building leader. Your teachers will look to you for guidance.
* **Synchronous Scheduling:** Schools need synchronous schedules so that teachers know when (time and day) to meet with a designated group of students. Without a schedule, teachers may select the same time and day and require students to attend multiple classes at the same time (double-booking). There is some confusion that the designated synchronous day is the *only* time students and teachers are allowed to meet. The designated whole group synchronous day is for the entire class meeting. There is nothing in place to prevent a teacher from working synchronously with individual students or small groups of students during asynchronous days.
* **Synchronous Instruction Expectations:** There is no expectation for students and teachers to remain online together in a lock-step fashion for the entire session. Instead, effective synchronous instruction should be task-based. Picture a gradual release lesson: The teacher models the learning, the class practices together, and then each student practices independently. Once the student has demonstrated mastery, the teacher may excuse the student from the remainder of that portion of the lesson so that the teacher may continue working with students who need more assistance. This is why a synchronous lesson schedule is so important, especially in the elementary integrated block. In the example below, the student who has mastered the phonics skill for the day knows to return to the class meeting at 9:30. If your teachers are not comfortable working in a task-based model, you can provide guidance for all students to remain online the entire lesson. That is a building-level decision, and your teachers will be looking to you for guidance in that area.

**Learn@Home Considerations:**

During the Pandemic, all schools should have a Learn@Home plan ready and available for immediate implementation. Schools may use the Learn@Home model for individual students, classes, and whole schools in the event that there is a need to switch to the Learn@Home model. Your school plan should include a pre-determined synchronous schedule, instructional expectations, attendance expectations, and paper/packet pick-up or drop-off requirement, if needed. Below are a few points to consider:

* **Attendance Rationale**: With the Learn@Home model, we did not want to *require* students to participate in synchronous sessions because they may not be able to for a variety of reasons. F2F Learn@Home must either correspond with the teacher during the or complete his or her assignments to be counted as present.
* **Learn@Home Scheduling Considerations**: The F2F students in a Learn@Home model will receive whole-class synchronous support for each class period, each week. On the days the teacher is not providing whole-class synchronous support, the teacher is still available to offer individual or small group support for that group of students. For example, when a fourth period math teacher provides whole-class synchronous support on Tuesdays from 12:00-1:00, the teacher will be available online and expecting all fourth period students to join the synchronous lesson if they are able to do so. On Monday, Wednesday, and Thursday from 12:00-1:00, the math teacher will still be available to provide small group tutoring and to answer questions for his or her fourth period students as needed. [Note: Some schools have decided to supplement the virtual work with packets. No problem. You know your school. Please establish your pick-up and drop-off procedures if you decide to do this.]
* **Sample Learn@Home Schedules**: Each school will develop its own schedule and expectations when/if it becomes necessary for the F2F students to switch to Learn@Home. We recommend schools offer no more than two hours of whole-class synchronous support sessions per day

**Managing the Online Workload**

Encourage your teachers to use the tools provided in Canvas, specifically Speed Grader and the Canvas Commons. When creating tests and quizzes, the teachers should use speed grader so that students receive immediate feedback, the assignments are graded automatically, and the scores are automatically placed into the Canvas gradebook. As they become more comfortable, they will want to build rubrics for open-response assignments. Providing rubrics up front is a best practice and it makes grading more manageable in Canvas. Please encourage your teachers to use material from the Commons. We have RCSS K12 content available in the Commons, but the teachers also have access to thousands of resources from teachers around the world. Encourage them to vet those resources for appropriateness and alignment before using them. Also, encourage them to set up virtual PLCs with teachers in other schools. In a virtual environment, they can create a common space within Canvas to share content with teachers in other schools.

**My Principal is a Rock Star Cheat Sheet**

Below are a few quick, high-level video tutorials for administrators. With everything you are managing, you simply don’t have time for a deep dive into all things Canvas. However, your teachers are looking to you for guidance so we created a few topics that we think will help you make strong decisions for your staff. If there are other topics that you would like to see covered for administrators in a high-level overview, please let us know.

* [Using the Canvas Side-by-Side Tutorial Feature](https://rcboe.instructuremedia.com/embed/78f114e6-5de8-4f2d-86b5-eff5b71356c6) (2:09)
* [Creating a Microsoft Team Meeting (for Teachers](https://rcboe.instructuremedia.com/embed/01034260-b99c-49de-abfd-74b93a34c2fa)) (2:08)
* [Scheduling Conferences in Canvas](https://rcboe.instructuremedia.com/embed/b5ed66b3-d497-43e7-a17e-a8a2df793d0f)
* [Reserving Conference Time with the Teacher (Student View)](https://rcboe.instructuremedia.com/embed/e9600536-a530-47b0-901b-86ba45dee7c6) (1:54)
* [Scheduling Tutoring and Small Group Sessions](https://rcboe.instructuremedia.com/embed/05d2f32c-4fb0-499a-a15b-dee348e6b8b8) (3:01)
* [Overview of Canvas Course Building Steps for Teachers](https://rcboe.instructuremedia.com/embed/0ad6baf5-eb7e-43bf-a89f-4bb6cdd4f81c) (10:17)
* [Using the Help Button](https://rcboe.instructuremedia.com/embed/c5d531d3-4d4b-4199-9a68-01d934b782d2) (3:28)
* [Bitmoji Classrooms - What's the Story?](https://rcboe.instructuremedia.com/embed/40781800-c7fc-494f-9e01-8eb673d4cd07) (3:50)
* [What Are Buttons and Who Needs Them?](https://rcboe.instructuremedia.com/embed/ea30815f-1e81-4ac6-90c5-f3d3102a8b3b) (2:28)

**Additional Resources You May Find Helpful**

* <https://www.georgiainsights.com/uploads/1/2/2/2/122221993/georgias_k-12_restart_tl_-_digital_section.pdf>
* <https://www.georgiainsights.com/digital-learning.html>
* <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Pages/Media-and-Children.aspx>