



My Principal is a Rock Star!

Leading your teachers through the implementation of a new Learning Management System in a virtual environment during the COVID-19 pandemic has to qualify as the ultimate leadership challenge. The purpose of this resource is to provide you with information to help you help your teachers.

Instructional Expectations to Consider:

We provided schools with a guidance document for online instruction and [Digital Learning expectations for F2F Teachers to include the Learn@Home model](#). 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.). [New to 2021, all of your K-2 teachers will have access to Seesaw for interactive lessons. Although your teachers are NOT REQUIRED to use it this spring, they will be provided training and 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. [New to 2021, all of your K-2 teachers will have access to Seesaw for interactive lessons. Although your teachers are NOT REQUIRED to use it this spring, they will be provided training and you should encourage any teachers struggling with student engagement to consider using this tool.](#)
- **6-8 Beyond the Core Expectations:** All middle schools should be enrolled in at least one [GaDOE Approved Beyond the Core Course](#) during the year. Students who have not successfully taken and passed an approved Beyond the Core course during the fall, should be scheduled for a course in the spring. When selecting your Beyond the Core Courses offerings, consider the [resources needed and appropriateness for online instruction. You are not required to offer the same electives to your online and F2F students \(ex: Offering Music Appreciation instead of Band\).](#)
- **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.

Sample Kindergarten Block Superintendent 

Time	Mondays and Wednesdays	Tuesdays and Thursdays
9:00-9:30	Phonics Instruction	Guided Reading Instruction
9:30-9:50	Writing Instruction	Math Instruction
9:50-10:00	<i>Movement Break</i>	<i>Movement Break</i>
10:00-10:30	Math Instruction	Daily Read Aloud/ Calendar Activities
10:30-11:00	Science and PE/Health Integrated Activity	Social Studies and Music/Art Integrated Activity

Teacher Supplies: If you have not already done so, please check with your online teachers to see what they need, example: microphone/headset. Online instructional materials can be ordered with your Title I money if needed. Numerous teachers have indicated they would like to check out a Document Camera. If you have those available in your media center, please make sure they are available for check out.

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:

- **The Difference Between Online Learners and Learn@Home Learners:** The biggest difference is that synchronous support sessions are not *required*; therefore, the teacher cannot penalize a student who is unable to participate. F2F students may join these synchronous support sessions via computer with a webcam and mic (recommended) or they may call in and participate via phone if they don't have a computer. Synchronous support sessions are designed to supplement or support the two-week asynchronous units given to our F2F students should it become necessary for them to switch to the Learn@Home model (ex: hurricane closures, whole class 14-day quarantines, or school-wide closures due to COVID-19).
- **Attendance Rationale:** During the registration process, the online students agreed to be available and participate in their required synchronous instructional lessons each day in order to be counted present for the day. Learn@Home attendance is calculated differently. 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 students must either correspond with the teacher during the designated period or complete his or her assignments in order to be counted as present. **[Note: you can use any of the methods in the [GaDOE Virtual Attendance Guidance](#) if they work better for your school.]**
- **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. See the sample middle school schedule below to demonstrate the fourth period math example used above.

SAMPLE 6th Grade Schedule for a F2F student Learning@Home

Class Period	Time	Teacher/Subject	Scheduled Whole-Class Synchronous Sessions	Office Hours for Tutoring and Support*
1 st	9:00-9:30	Smith/Reading Support	Mondays 9:00-9:30	T, W, Th 9:00-9:30
2 nd	9:30-10:30	Jones/ELA	Mondays 9:30-10:30	T, W, Th 9:30-10:30
3 rd	10:30-11:30	Carpenter/PE	Tuesdays 10:30-11:30	M, W, Th 10:30-11:30
4 th	12:00-1:00	Miller/Math	Tuesdays 12:00-1:00	M, W, Th 12:00-1:00
5 th	1:00-2:00	Alexander/Social Studies	Wednesdays 1:00-2:00	M, T, Th 1:00-2:00
6 th	2:00-3:00	Thompson/Art	Wednesdays 2:00-3:00	M, T, Th 2:00-3:00
7 th	3:00-4:00	West/Science	Thursdays 3:00-4:00	M, T, W 3:00-4:00

* Fridays may be designated as asynchronous days so that the school can train and support the teachers as they learn to use their virtual tools.

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.

First Week of School/Semester Communication Guidance

Please provide your teachers with guidance about your expectations for their initial communication with parents. Here are some factors to consider:

- Use multiple modes of communication (phone, email, Canvas, etc.)
- Make sure students know their usernames and passwords for Launchpad
- Students and parents should complete the Canvas orientations (rcboe.org.Canvas)
- Provide online learning supply lists
- Provide expectations for the first day of school/first day of the semester

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](#) (2:09)
- ❖ [Creating a Microsoft Team Meeting \(for Teachers\)](#) (2:08)
- ❖ [Scheduling Conferences in Canvas](#)
- ❖ [Reserving Conference Time with the Teacher \(Student View\)](#) (1:54)
- ❖ [Scheduling Tutoring and Small Group Sessions](#) (3:01)
- ❖ [Overview of Canvas Course Building Steps for Teachers](#) (10:17)
- ❖ [Using the Help Button](#) (3:28)
- ❖ [Bitmoji Classrooms - What's the Story?](#) (3:50)
- ❖ [What Are Buttons and Who Needs Them?](#) (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>