



RCSS Online Instruction Expectations for F2F Teachers

What is online learning?

Online learning is characterized by a structured learning environment, to enhance and expand educational opportunities, providing instruction that is teacher-led, and may be synchronous or asynchronous, and accessed from multiple settings.

Synchronous vs. Asynchronous Instruction: What is the difference?

- **Synchronous** teaching allows the teacher(s) and students to gather in real time using a virtual online meeting tool such as Microsoft Teams in order to engage, review, and discuss material and assignments.
- **Asynchronous** learning allows students to learn the same material at different times and locations. The term includes online learning in which students learn from instruction—such as prerecorded video lessons or game-based learning tasks that students complete on their own—that is not being delivered in person or in real time

The chart below provides examples of synchronous and asynchronous sessions. It is a good starting point in observing the different characteristics of synchronous and asynchronous learning.

	Synchronous Learning	Asynchronous Learning
Definition	Synchronous learning is remote learning where everyone from a given group is online at the same time using Canvas Conferences or Microsoft Teams within Canvas.	Asynchronous learning is remote learning where students access pre-recorded lessons or independent learning tasks at any time during the day.
What does this look like?	<p>Checking in with students regarding their social emotional wellness, building community, and establishing personal connections.</p> <p>Providing gradual release practice (I do, we do, you do)</p> <p>Engaging students in discussions to ensure understanding of information.</p> <p>Previewing or explaining assignments or expectations of learning tasks.</p> <p>Answering student questions.</p> <p>Conducting small group instruction.</p> <p>Modeling or sharing examples of final products.</p>	<p>Viewing recorded instructional videos of lessons in a content area.</p> <p>Listening to read alouds and answering questions.</p> <p>Engaging in online discussion by reading and posting responses in Canvas.</p> <p>Reading posted literary selections and responding.</p> <p>Researching and synthesizing information.</p> <p>Completing independent learning tasks and assignments.</p> <p>Providing feedback on student-peer work.</p> <p>Presenting content in multi-media formats.</p>



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F2F Virtual Teacher Expectations

In the event that a student, class, or school moves to an all virtual environment, F2F teachers will teach their same students asynchronously. F2F teachers will provide their students with a two-week, mobile-friendly asynchronous unit in Canvas (the length of the 14-day quarantine period). The complete unit should be published at one time so that students can work on the entire unit throughout the two-week window of time. The due date for all assignments in the two-week unit will be the last day of the unit (tenth school day). In addition to asynchronous assignments, the teacher may make himself/herself available for synchronous *support* at one designated time each week. Synchronous support can include telephone conversations or live Microsoft Teams meetings with students joining online or by phone. Synchronous *support* is an optional support session for the teacher to provide real time support. Students who cannot attend synchronous support sessions will not be penalized. The school administration will coordinate and schedule F2F synchronous support times. A *sample* schedule is included below.

Sample Schedule	PK-5 F2F Schedule	6-12 F2F Schedule	Synchronous Support
7:30-8:20	ELA/Reading	First Period	Monday
8:25-9:15	Math	Second Period	Monday
9:20-10:10	Science	Third Period	Tuesday
10:15-11:05	Social Studies	Fourth Period	Tuesday
11:10-12:00	Music	Fifth Period	Wednesday
12:05-12:35	Lunch	Lunch	N/A
12:40-1:30	Art	Sixth Period	Wednesday
1:35-2:25	PE	Seventh Period	Thursday

Sample Schedules

Communication

- Maintain ongoing communication with students and parents. [Use ideas from this video to learn different ways to support parents during online learning.](#)
- Be sure that students know [how to access Canvas](#) and their online instructional resources.
- Respond to students and parents within a 24-hr period. Document your form of communication following your school's protocol.
- Be available for synchronous support on you assigned day and time.

Online Environment

- Remember that your students are in a unique situation. Our F2F students were not given technology devices. Extending compassion over compliance will help build a positive culture in your online class.



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- Use the camera during synchronous support sessions and encourage students to do the same. Be sure to have an appropriate background. Show students how to change theirs. [How to set a background in Teams.](#)
- Teachers and students should follow the school dress code. (see Appendix A)
- If recording synchronous sessions, record selectively. Only record direct instruction that may be beneficial for students to review. Pin the screen that you wish to record and avoid recording students.
- Develop mobile-friendly assignments (tasks that can be completed using the Canvas, Microsoft Teams, and Office 365 apps). Ask yourself: Can the student complete this on a cell phone? Consider the following tips:
 - ✓ Use Modules to organize course content. Students will download content by modules.
 - ✓ Do not add prerequisites to your courses if they will be used with students with limited Internet access. The download will not allow content to show up.
 - ✓ Video links should be embedded in the content – not a link to another website.
 - ✓ Discussions cannot be accessed in an offline download. They can see the discussion topic, but cannot participate unless they have access to the Internet.
- Make sure your course content is available offline – see settings ([Canvas Offline](#)).
- Share the tips for downloading and reading offline content ([Canvas Offline](#)).

Instruction

- Provide all content in Canvas.
- If you aren't using Canvas Conferences, link Microsoft Teams to your Canvas homepage for synchronous meetings. [Using Microsoft Teams in Canvas.](#) OR [Using Canvas Conference as a Presenter.](#)
- [View this video for grouping strategies.](#)
- Provide timely and meaningful feedback to students. Be specific and take advantage of teachable moments. Use rubrics and Canvas grading [feedback tools](#) to assist with the workload.
- Follow the [RCSS Curriculum Map](#) and teach the curriculum.
- Be available for tutoring during the designated synchronous time and be available to answer questions throughout the workday.
- Provide students with multiple modes of demonstrating competency. Allow student to submit video, audio or written responses using Canvas tools. (See [Universal Design for Learning Strategies](#))

Assessment

- Provide students with multiple forms of assessments. Assignments, discussion postings, presentations, quizzes, tests, activities, labs, and other course work can be used as a means of assessment. (See [Universal Design for Learning Strategies](#))
- Complete required pre/post assessments, Universal Screeners and Content Mastery Assessments (CMA) according to district guidance.
- Provide a range of practice opportunities for your students.
- Use [Canvas Mastery Paths](#) to differentiate student assignments when appropriate.
- Mirror Canvas and Infinite Campus gradebook settings so that you can use the Grade Passback feature, if you choose. Follow the RCSS Gradebook Training Series coming this fall.
- REMINDER: Your Infinite Campus Gradebook is your official RCSS grading record.

Student and Teacher Attendance

- F2F students working in a virtual environment will be counted present based on assignment completion and student/teacher interactions during the two-week period of time. Follow the RCSS Attendance Protocol as related to student absences.
- Attendance should be recorded in Infinite Campus at the end of the two-week period.
- Follow-up with students and contact parents if the student is not completing work, participating in synchronous support sessions, or answering emails.
- Teachers should prepare a two-week unit of unpublished assignments to be used as Emergency Lessons.
- Teachers should follow school-based protocols for reporting their own absences. If scheduled to provide synchronous support that day, the teacher will notify the class and reschedule the synchronous support session another day. Substitute teachers will not be used for virtual instruction.
- REMINDER: Your Infinite Campus Attendance is your official RCSS attendance record.

Student Behavior

- Be positive and flexible with students.
- Monitor student behavior and make parent contact if a student misbehaves.
- Show students how to use the virtual tools to raise their hand and to agree or disagree.
- Review Discussion post etiquette with your students.
- View this video to learn more about [Managing Behavior in a Virtual Environment](#).
- Follow the RCSS Online Learning Expectations. (See Appendix A)

Instructional Software Requests

Is there a particular software or instructional program that you would like to see added to the RCSS instructional resources? If so, we want to hear from you! Not sure what is available? [Click here](#) to access a list of our electronic resources. Please talk to your school's Instructional Specialist about products you would like to see added. We may already have a tool that does the same task. For example, there is no need to integrate Remind when Canvas has the same features in Announcements.



[Click Here](#) to submit your requests for additional products (click Software Request Form).

TIPS FOR GETTING STARTED

Things to Do Before the First Week of F2F Virtual Learning

- Contact all students to introduce yourself, if you have not already done so.
 - Be sure they understand their new learning environment.
 - Remind your students to check their technology.
 - Be sure they have their usernames and passwords.
Be sure students know how to download offline content [Canvas Offline](#)
 - Be sure to show your students [How to Access Canvas video](#)
 - Share parent information and student [Canvas Orientation videos](#)
 - Assist parents with the [“pairing” process](#) so they can monitor their child’s work in Canvas.
- Check your technology to ensure that it is working properly.
- Prepare your presentation space.
- Begin personalizing your course with resources, discussions, and activities. Canvas Commons is a great resource for your planning.
- Participate in professional learning opportunities. Refer to the [recommended Canvas Training Links](#). You do not have to register in Business Plus.

Things to Do During the First Week of Asynchronous Instruction

- Review the RCSS Online Learning Expectations. (see Appendix A)
- Create a discussion post in Canvas to get your students engaged.
 - Allow your students to respond via text, audio or video.
 - Include discussions post etiquette.
 - Reach out to any student who does not respond before the end of the week.
- Assign the grade specific Canvas orientation module to your students. You should import this module from Canvas Commons (filter for Richmond County Schools).
- Review your content [Curriculum Map](#).
- Continue to personalize your course with resources, discussions and activities. Canvas Commons is a great resource for your planning.

[Access this link for more ideas on best practices for online learning.](#)

Need Help? Contact your Instructional Specialist for Canvas support and training.





APPENDIX: A

Online Learning Classroom Expectations for RCSS Families

Dear RCSS students and families,

The Richmond County School System would like to provide a list of expectations for online learning classroom behavior. To ensure a positive, productive and enjoyable learning experience for all participants, it is important that all students and caregivers adhere to the typical code of conduct and dress code for in-person educational activity while participating in online learning. All students should be courteous and respectful. Students are responsible for the same expectations in online class as in person.

Please read the bullets below regarding conduct in the online learning environment. For a complete list of behavioral expectations, please consult your student handbook. Click [this link](#) to access an electronic edition of your student Code of Conduct.

Online Learning Classroom Expectations for Students and Parents/Guardians

Behavioral Expectations for Students

- All school rules, regulations and conduct should be followed while in the online learning environment. All laws must also be followed.
- Students should always be respectful and courteous to authority, including teachers and administrators. They should not disrupt or distract the class and should not interfere with the teacher's ability to instruct the class in any way.
- Students should also be respectful and courteous to other students. Inappropriate, offensive, discriminatory or threatening comments and/or disruptive behavior by any participants during Canvas/Microsoft Teams online class sessions will not be tolerated.
- Login credentials must not be shared. Sharing of login information violates other students' and teachers' rights to confidentiality and could allow class participation by unauthorized persons and/or lead to disruptive behaviors that detract from a productive and positive learning environment.
- Students should not misrepresent or falsify their identity. Nor should they refuse to identify themselves to their teacher.
- There should be no other onlookers that are not part of the class. Non-students should not login to a Canvas or Microsoft Teams Meeting without authorization. Students should not share classroom links. Other family members or non-students should not be visible, by webcam, during virtual class.
- While engaged in online classroom activities, students should not allow anything other than their face and their voice (at appropriate times) to be seen or heard in the Canvas or Microsoft Teams Meeting.
- It is typical online meeting courtesy to remain muted unless called upon by the teacher to speak (then the student should unmute).
- It is best for students to have a work station for online learning that is free from distractions and noises. However, muting while in online class gatherings, prevents unexpected distractions (crying baby, barking dog, music or TV) from distracting the entire class. There also should never be visual distractions visible in the background behind students.
- The best background for a virtual classroom is a solid color wall. We encourage students to use the background features in Microsoft Teams. The goal is to minimize distractions for other students. Things



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that would not be allowed in school should not be visible on camera such as weapons, offensive signage or artwork, alcoholic beverage bottles or other prohibited substances.

- The virtual environment should resemble the in-person environment as much as possible. Students should not have a virtual “show and tell” with toys, pets and any other item that would not be permitted in class.
- Showing pornography, exhibiting lewd behavior or making lewd comments is not permitted in the virtual classroom environment or in person. Such activity violates the code of conduct and will result in disciplinary action. Such behavior could also result in legal implications.
- Typical classroom dress code should be followed at all times and students should sit in an upright position similar to their posture in a school setting.
- Obscene, vulgar or discriminatory language is not permissible and students may not speak to students or teachers in a demeaning or derogatory manner.

Privacy Guidelines for Parents/Guardians

To maintain a positive, productive learning environment and assure confidentiality for students and teachers during online learning, all parents/guardians are asked to follow these privacy guidelines.

- Canvas/Microsoft Teams live lessons are designed for students. To prevent disruptions to the learning environment, parents/guardians should not actively participate in the live instructional sessions, although parents/guardians may assist their child with technology and/or remain nearby.
- Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a Canvas/Microsoft Teams live virtual session and do not share on social media.
- Any confidential or personally identifiable information related to students participating in Canvas/Microsoft Teams online sessions should not be collected, discussed or shared. The Family Education Right to Privacy Act (FERPA) applies and should be followed with fidelity.
- Parents/guardians should not engage with students during Canvas/Microsoft Teams online sessions. If you need to speak with your child during a live session, first mute your child’s microphone.
- If a parent/guardian has a question, please contact your student’s teacher through email or Canvas rather than interrupting class.

Students, parents and caregivers, we appreciate you. Thank you for your cooperation in helping us ensure a positive and protective virtual learning experience.



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Appendix B: Video Conferencing Matrix

Canvas Conferences	Microsoft Teams	Zoom
<p>This tool is integrated into Canvas and allows teachers to provide synchronous, real-time instruction without leaving Canvas. This feature is powered by Big Blue Button. This tool is great for teachers looking for simplicity, especially for early learners. It is the only fully integrated conferencing tool. Canvas calendar Appointment Group is a great tool for scheduling synchronous tutoring or small group instruction because it allows the teacher to set available hours and students can sign-up for a time slot within Canvas. The scheduled session will appear on both the teacher’s and student’s Canvas calendars. The scheduling feature is a plus.</p>	<p>Since every student and teacher in the system has an Office 365 account, Teams is the preferred choice for your teachers who are comfortable with the Microsoft Suite. Using Teams allows your students to easily integrate all of the Microsoft products in one place. We highly recommend Teams for the teachers who will use OneNote, PowerPoint, Excel, SharePoint, OneDrive, etc. Another advantage of Teams is that your students are already rostered; when they log in to Teams, they do not need to create an account.</p>	<p>As a school system, we do not provide technical support or PL for Zoom, but we do understand that some teachers are more comfortable using Zoom. We leave that up to you as a building-level leader. In this environment with so much “new learning,” teacher comfort level is important.</p>
<p>Downside: Big Blue Button has been known to experience downtime when the system is extremely busy.</p>	<p>Downside: Teachers using Teams must place the link on their Canvas homepage. No matter how your teacher links Teams to their course, it is still a link that will take the students outside of Canvas and requires the students and teachers to be a bit more tech savvy.</p>	<p>Downside: Students are not rostered, so they will need to create an account. If they choose a nickname username, the teacher will need to know the username to identify the student. For example, if my username is Dreamer101, my teacher will need to know that is me. This can be avoided with clear directions from the teachers on the front end. The teachers and students will not receive RCSS technical support for resolving issues. Zoom is not a secure conferencing tool. There is a time limit with the free account. Like Teams, no matter how your teacher links Zoom to their course, it is still a link that will take the students outside of Canvas and requires students and teachers to be a bit more tech savvy.</p>