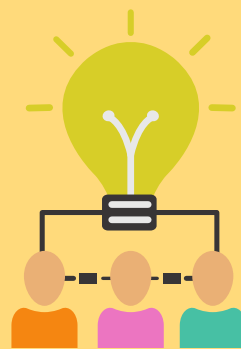# CONSISTENCY IN ONLINE LEARNING:
A GUIDE FOR SCHOOL AND TEAM BASED DECISION-MAKING

This framework presents a structured approach for stakeholders (students, teachers, administrators, parents, and support staff) to increase the consistency of the online learning experience based on data collected by the Office of Professional Learning.

1 Focus Area: Course Structure and Navigation

A uniform presentation of courses provides clarity for all stakeholders.

- **What decisions need to be made to provide a consistent course structure?**
  - Home Page
  - Module Structure
  - Announcements
- **What will stakeholders see to indicate student progress in a course?**
  - Grading Procedures
  - Gradebook Views
  - Parent/Student Communication
- **What do we consider reasonable expectations for student workload?**
  - Homework Policy
  - Canvas Quiz and Assignment Settings
  - Formative Assessment and Data Expectations
- **Is there a preference for a main source of content for instruction?**
  - FLVS Content
  - District-Adopted Materials
  - External Tools and Applications

2 Focus Area: Mode of Instructional Delivery

Online learning changes the dynamics of student engagement and expectations.

- **What are our expectations for "live" interaction with digital students?**
  - Structuring Instructional Routines
  - Ratio of Synchronous to Asynchronous Instruction
  - Independent Practice
- **How do we define the common instructional structures we intend to use?**
  - Rotations/Centers
  - Small Group Instruction
  - Collaboration
- **Is there a common expectation in methods for video instruction?**
  - Recording Policy/Asynchronous Instruction
  - Teacher Camera Use
  - Classroom Setup for Video
- **What is the common method for remediation and intervention when a student is not successful?**
  - Remediation Modules
  - Learning Recovery Contracts
  - Intervention Contacts and Procedures
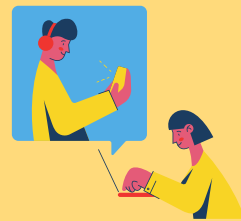
3 Focus Area: Daily Procedures

Consistent daily routines set the tone for student success.

- **What are stakeholder roles and responsibilities when a teacher or student is absent?**
  - Substitute Plans and Procedures
  - Attendance
  - Makeup Assignments and Instruction
- **Do we have an expectation for common planning or student data analysis?**
  - Deliberate Faculty Collaboration for Data Analysis
  - Common Instructional Planning Opportunities
- **What are our policies regarding makeup work or transitioning of grades if a student has a teacher or schedule change?**
  - Student Transition Procedures and Contact

For suggestions on using this guide, helpful links, and other related information, please review the full LCS Technical Assistance Document linked HERE.

LEON COUNTY SCHOOLS
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PROFESSIONAL LEARNING