

STEPS TO SUCCESS

A GUIDE FOR CONVERSATIONS FOR CREATING CONSISTENCY IN ONLINE LEARNING



Data from the LCS Office of Professional Learning show that, as individual teachers become more comfortable with utilizing Canvas and teaching in digital and hybrid environments, they are expressing a desire to create norms and consistent strategies for online learning. The questions below are the guiding frameworks observed in use at sites to increase the consistency of the online learning experience.

Focus Area: Individual Course Navigation and Student Success in Canvas and Online Learning

- **How will courses be presented to students in a manner that provides a consistent understanding of routines, assignments, and work expectations?** (Do we need a common format for our course home page? A consistent common module structure? A consistent newsletter/weekly parent communication format? What will happen with the online portion of the course when there is a substitute teacher or technology issue?)
- **What will stakeholders (students, parents, guidance, or administrators) see to indicate student progress in a course?** (Will Focus serve as the main platform for information regarding grades? Will the gradebook feature be required to be enabled in Canvas? Is there a common expectation for the frequency of posting grades? Is there a common strategy for weighting grades that all teachers know how to implement in the required platform?)
- **What do we consider reasonable expectations for student workload?** (Do we need a common policy on homework? Are we utilizing common formative assessments as checkpoints for understanding? What are relevant and appropriate policies that we may need for timing assignments and quizzes and providing multiple attempts on assignments and quizzes?)
- **Is there a preference for a main source of content for instruction?** (Should teachers emphasize content from FLVS or utilize more traditional resources? Are there external tools and resources that are a part of our "norms?" Are we utilizing any common tools (Quizlet, Kahoot, Seesaw, etc.) and resources for instruction in a way that needs to be made consistent?)

Focus Area: Mode of Instructional Delivery

- **What are our expectations for "live" interaction with digital students?** (How long should the typical direct instruction portion of the class last? How should we handle class time requirements for independent practice with digital students?)
- **What are acceptable common instructional structures we intend to use?** (Do we prefer the use of a rotation or "centers" model of instruction? How frequently should we engage in small groups or collaborative activities? Is there a preferred method for collaborative activities? Do we have a preference for a particular video-conferencing platform (Zoom versus Teams?)
- **Is there a need for a common expectation in methods for video instruction?** (Is there a common policy for recording instruction? Do we need a common approach to teacher use of cameras? Is there a common technology setup that best enables video/digital instruction?)
- **Do we need or have a common method for remediation and intervention when a student is not successful?** (Do we need to identify remediation modules for certain courses? Should we utilize some form of student contract to help students get "back on track" academically?)

Focus Area: Daily Procedures

- **What will the site do to help ensure consistency in the student experience when the teacher is absent?** (Is there a common notification method for what will occur with live classes and student work expectations? Is there a point person for attendance, check-ins, etc.?)
- **Do we have or need more clear and consistent methods and expectations for taking attendance and contacting absent students?** (Is there a threshold for making calls when absent, alerting guidance or administration? Is there a point person for attendance/engagement interventions?)
- **What are our policies regarding makeup work or transitioning of grades if a student has a teacher or schedule change?** (Who is the point person for information about and coordination of a student transition if it becomes necessary? What are the consistent procedures we utilize to make sure all parties are informed of changes?)
- **Do we have an expectation for common planning or student data analysis?** (How frequently should teams meet? Do we have a mechanism and plan for discussing student performance with colleagues in relation to standards (i.e. both formal and INFORMAL/FORMATIVE progress monitoring?)

NOTE: The focus areas and questions in this document are suggestions. Not all areas and questions may apply and would NOT serve as a best practice for addressing through unilateral decision-making.

