Synchronous Classroom Management

Proactively working to engage students in live virtual sessions is the most important management tool. Choosing high quality content and activities that will appeal to many students and varying approaches and activities to meet different learning needs is first in engaging students. Avoiding activities which have long times where most students are just listening such as lectures, long videos, and students presenting projects is also key. If these are important activities for your course, consider doing them asynchronously and breaking them into smaller chunks. Below are instructional ideas for engaging from "bell to bell" virtually:

Use:
- Soft starts
- 3:2 ratio of teacher to student talk
- Meaningful closure activities
- A variety of instructional approaches
- Relationship building and social emotional elements
- Vary the class structures to keep things interesting. Consider options like a session with rotating small group meetings, philosophical chairs, debates, open office hour sessions, virtual field trips, and short demonstrations.

Virtual classroom management depends on teaching students both how to use the digital tools and the expected behaviors when using them. Suggestions for doing this effectively:
- Establish clear guidelines for behavior during Synchronous sessions.
- Acknowledge expected behaviors at a higher rate than unexpected behaviors (10:1).
- Post session expectations in Canvas and display at start of each session.
- Initially, turn off all student tools in Zoom and use scaffolded/gradual release of responsibility approach to teach them to use tools over time. Chat, copy chat, annotate, screenshare, rename are tools to consider for this approach.

When creating classroom guidelines for live/synchronous sessions, address the following:
- Suggestions for setting up a workspace (be sensitive to limitations students may have)
- Sound and video (when will video be on or off, when will mute and unmute be used)
- Joining a Zoom session (how to join, what to do when late or rejoining a session)
- How to get teacher's attention during a session
- How students are expected to interact with each other and with the teacher
- Privacy expectations for copying, sharing, recording work and interactions of others
- Avoiding distractions and managing them when they occur
- Being attentive (Describe what this look like in your class.)
- Zoom tools (chat, screenshare, annotating, breakout rooms need addressed before use)

Classroom Synchronous Session Guidelines

Below are sample guidelines to consider when creating your own. Some topics have more than one idea. Blank lines are followed by ideas that you might use. As with the brick and mortar classrooms, these expectations need to be explicitly taught and practiced with positive reinforcement and feedback to encourage expected behaviors.

- Strive to be on time.
- Dress appropriately for school.
- Zoom from a space where you can sit up, easily see the screen, and write when needed.
- Ensure surroundings in your video feed are appropriate for school when video is on.
- Use appropriate names & naming protocol when entering waiting room and in class.
- Use school appropriate language, gestures, and images.
- Contribute to a safe classroom environment. Only share comments, chat messages, images that are yours. Do not share information about others outside of class.
- Be present and actively engaged in learning. Being actively engaged means staying on the same screen as the group, ignoring distractions, responding to teacher prompts.
- No recording of any class interactions without permission.
- If you need to step away from your computer _____
    - turn off video and put BRB in the chat
    - write "hall pass" in chat. When you get back, write "back".
    - send private chat to teacher, turn off video, and change your name to BRB.
- When you are unavoidably late, enter quietly and _____
    - Put "here" in chat so I can catch you up.
    - Look at screen and chat to see what is happening. Send private message to teacher summarizing what you saw. Wait patiently for a reply.
- The best way to get my attention is to _____ (put something in chat, use "raise hand" feature, hold up something that class agreed upon to use like a green paper, unmute yourself and ask to speak)
- I will pause periodically to look at chat. Feel free to insert questions you have as they come up. Think of this as a holding place for your question.
- When something unexpected happens, we will_____ (ignore it, laugh if appropriate and move on, pause to learn from the experience). If others didn't see it, send a chat to me only with information.

Zoom Tool Guidelines

In addition to basic guidelines of using school appropriate language, images, and gestures, and guidelines for interactions during synchronous sessions, it is important to have specific guidelines for each Zoom tool. These will vary depending on the subject, grade, teacher style, and student learning needs. Below are options to consider:

- Microphones muted unless called upon or told otherwise.
- Before instruction starts you can put school appropriate social conversations in chat.
- Once instruction starts, chat is for class/lesson conversations.
- Reaction functions should be used genuinely and not sarcastically or ironically.
- Screensharing is by invitation from the teacher.
- All classroom guidelines apply to breakout rooms. If someone is behaving in a way that makes you uncomfortable or in violation of our class agreements, leave the room.
- Annotations are to be used by invitation from the teacher or owner of the document.

Zoom Management Tools

When unexpected behavior occurs, the Zoom tools below are available live during sessions. For teacher use. Teachers can also use the report tool to capture information about the behavior or copy chat (if "copy chat" is on in settings).
- Rename/Don't allow to rename
- Mute/unmute
- Start/stop video
- Share screen (limit to host only option will stop student sharing)
- Annotate on/off
- Waiting room on/off
- Remove from session
- Lock session and enable waiting room can keep a student from reentering a session.

Some additional strategies that others have implemented or are going to try include:
- Side-by-side coaching. An adult coaches a student using chat with the student only during a live session. To do this the person needs to be a co-host in the session.
- Virtual calm down spaces. Students would leave class and go to this Zoom session.
- Virtual instructional support spaces. Students would leave class to go to this Zoom.

NOTE: We will continue to gather ideas from staff members and update our website. Periodic updates to this information will also be posted on the website.

Video Options during Synchronous Sessions

Video is useful for assessing student attention and reading cues to their understanding. There are also reasons why it may be appropriate to have video off. Consider the following:

- Privacy is of varying importance to different families.
- Students have different living situations and may not want others to see where they are.
- Students have different comfort levels with being on video themselves in front of peers.
- Some students will be more likely to participate with video off and others with video on.
- Bandwidth varies especially with multiple users. Video off may reduce glitches.
- Zoom fatigue is real. Being on camera may take mental energy away from the thinking
- we want students to do. With video on all day students will be become more fatigued later in the day and later in the week. Varying video on/off may alleviate this.

We encourage you to think about using mix of video on and off and suggest an invitational approach. Invitations make deposits in the emotional bank accounts and requirements make withdrawals. Share your "why" for video on to get buy-in from students. An example of an invitation is, "I understand that you have different comfort levels with video. I encourage you to turn video on during this activity because your expressions help me see if I need to speed up or slow down." Engaging activities that use the video like sharing a "favorite" item or pictures students drew are other ways to encourage students to voluntarily turn on video.

Teachers can also accomplish these same goals by using tools like chat w/teacher, polls, and other interactive formative assessment tools.

Some are concerned that students may turn their video off and pretend to be someone else. To address this, use a naming protocol where only the teacher knows the name each student will use to enter the class or ask students to briefly turn video on as they enter the class to confirm their names and keep renaming option off.

Zoom Breakout Rooms

Breakout rooms provide much needed opportunities for small group conversations and work. Like a classroom, it is impossible to monitor everything happening in small groups at once. Breakout rooms have the added challenge that teachers can only visit one at a time. Even so, we recommend breakout rooms be available for classroom use given the following:

- Teachers teach students:
    - that classroom and school guidelines apply to breakout rooms.
    - expected behaviors and practice before using breakout rooms.
    - how to exit a breakout room if someone is misbehaving.
- Teachers monitor breakout rooms by periodically dropping in.
- Classroom and school plans are in place to address misbehavior in breakout rooms.
- Parents be informed breakout rooms will be used.
- Students who egregiously violate breakout room protocols are given alternative ways of
- learning or accomplishing the same goals. For example, a para educator might accompany the student to breakout rooms, or the student may be required to stay in the main session rather than working in a breakout room.

1:1 Zoom Sessions

We encourage educators to use the "rule of three" whenever possible (meaning three people in any zoom session or breakout room.) and recognize there may be times when it is appropriate for only one staff member to meet with an individual student (e.g. counselors reengaging seniors). Please work with your supervisor regarding these situations that will routinely occur.

When a 1:1 session is unavoidable, the session should be audio only with cameras off. The screenshare feature is permissible to review pertinent documents and/or presentations. If the video feature is needed (i.e. SLP working with a student), having a parent or other staff member in the session is recommended. An option to accomplish this is to have a "passive participant". This may be someone working at their computer who can listen in but doesn't have a responsibility to participate in the conversation.

These guidelines also apply to breakout rooms.

Recording Videos for Asynchronous Learning

Videos for asynchronous learning allow students to access instruction at times that work for the family when the teacher might not be available. Students can watch videos repeatedly pausing and rewinding as needed for learning. Videos that are short and concise are preferred. Students are more likely to watch videos that are less than nine minutes long. Teachers may record solo with no students present or live sessions with students present following district guidelines.

Recording with students present is often less effective and less efficient. Attempting to obtain a useful live recording while keeping student faces and voices off screen takes time to set up and depending on student ages, difficult to do. Recordings where students are present but not seen on the recording may result in one-sided rather than interactive sessions for those present. Pausing recording for Q & A can break this up but results in splitting the teacher's attention between recording and teaching. Recorded sessions with students being seen and heard, may be easier but often is even less engaging to watch asynchronously as there will be lulls as teachers use wait time and watching other discuss without interacting may not interest students.

Preferred practice is to record asynchronous instructional videos without students present. It is typically more efficient and effective instructionally. This allows teachers to focus on key instructional points and give students their full attention when teaching keeping these sessions interactive. It allows teachers to focus on recording only when creating videos. To save even more time, some teachers are dividing up responsibilities and creating video recordings to share across subject or grade level teams.

For students who are absent, in addition to providing pre-recorded asynchronous instruction, we will continue to use supports for that we use in physical classrooms. These three steps are an example of how absent students might get caught up on what they missed:

- o Student who was absent conferences with a peer to discuss missed information.
- o Student also reviews Canvas postings.
- o Student then meets with the teacher or communicates via chat or email to discuss a plan for catching up.

There have also been requests to record in order to document student behavior. We recommend using established methods of reporting student behavior in physical classes that do not require recording which work in virtual classrooms. These are typically reported on forms submitted by the classroom teacher. Additionally, Zoom has a "report" feature that can capture some physical evidence of student behavior.

Guidelines for Recording with Students Present

Remember: When you record an online session, you are creating a public record that can be requested by the public. Recordings must be in alignment with existing School Board adopted policies and procedures. If you are unfamiliar with these policies, you can access them through the district web site.

Recording live sessions with students has the potential to be helpful for students, but the recordings also have the potential to create unintended negative outcomes. If a host chooses to record a "live" session with students, they should adhere to the guidelines below to avoid a Federal Education Rights and Privacy Act (FERPA) violation and protect the learning.

Zoom is our platform for synchronous learning. Please see information about security and setting up Zoom also. The following guidelines are specifically for recording during remote learning and are in line with School Board policies.

One-sided recordings of sessions where students are present but not seen, heard, or named on the video can be posted without violating FERPA. To do this, teachers hide student video, student names, and mute all students throughout the recording. The recording can be paused to for Q & A or Q & As can be saved until the end of the session, at which point the recording can be stopped prior to engaging with students visually. (Q & A portion is not part of the recording.)

If you choose to record live with students present, the following are Everett guidelines:

Reminders before you record: If working from home, educators should engage in virtual sessions from a location with an appropriate background. A plain wall makes viewing easier. Charts, posters, or other classroom-based materials can be present. Check the room before you Zoom to ensure you are protecting your own privacy. Clothing should be school appropriate. Remind students of the "Netiquette" agreements for your class at the start of the session.

All Zoom recordings posted for later viewing should be posted in Canvas, Google classroom, or another platform that requires a student to use their district log in ID and password.

Always use your school Zoom account (everettsd.zoom.us) when setting up meetings as it provides additional security protection.

Direct students to not use chat or turn chat off.

Disable student video so they are not seen in the recording.
Encourage students to use initials or a code name rather than their district log in or full name.
When you want to see student faces during a lesson, stop recording.

There are potential FERPA concerns with recording students answering questions, engaging in discussions, etc. Remind students not to disclose any Personally Identifiable Information (i.e., grades, birthday, address, etc.) during these sessions.

Only students in the class should have access to the recordings.

All recordings need to be saved in your Google Drive or Office 365.

Permission to Record
Two-way Zoom classes should only be recorded with consent. Before any recording is made, the meeting host should ensure that permission has been obtained from the parents/guardians of any student who will be heard or seen on camera and should announce that the session is being recorded.

The following is a generic Zoom message that teachers may distribute to parents/guardians prior to conducting a "live" class. Teachers should also read the statement below at the beginning of each two-way Zoom that will be recorded before starting the recording to give students an option to opt out and after recording is started as a record that it occurred.

Zoom Statement
"This Zoom class includes video and audio capabilities that will enable students to ask questions and interact with me and other students in real time during the class. Because I will be recording this class for those who are unable to participate in real time, please be aware that your voice and name may be included in the recording if you choose to participate during the class. If you do not wish to be recorded during this class, you may attend the class by muting your microphone or you may view the recording later and send questions to me through (INSERT the way you want students to communicate e.g. email). By participating in this class, you consent to the recording of your voice and your name being displayed. This class will only be posted for later viewing in Canvas, which requires a student to use their district log-in ID and password to gain access. Please feel free to email me with any questions about using Zoom."

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