

Teacher:
Content Area/Curriculum:

Observer:
Date:

This virtual companion tool is meant to support the use of the Grade 3 – 12 Classroom Support Tool. This companion provides examples of what to look for in virtual lessons, including in synchronous and asynchronous settings.

Indicator 1: Delivery of Lesson - Teacher is effectively delivering a high-quality curriculum adapted to classroom learning model	
Virtual Look Fors	
<p>The teacher is following a high-quality curriculum to plan for and implement virtual learning:</p> <ul style="list-style-type: none"> • The teacher exhibits clear expectations for the learning of the day, and learning outcomes are clearly defined. • The teacher has purposefully planned, including an annotated lesson plan that adapts curricular materials to maximize effective virtual settings implementation. • The teacher maximizes instructional time by communicating clear expectations, clearly organizing materials, and establishing efficient routines and procedures. • The teacher includes appropriate supports to provide opportunities for all students to demonstrate mastery of the standards. 	
Synchronous Attributes	Asynchronous Attributes
<p>The teacher:</p> <ul style="list-style-type: none"> • Establishes learning outcomes within the lesson, which are clear to students and are stored in common lesson resources. • Uses explicit modeling and visuals to demonstrate mastery of the learning objective. • Models expectations of learning during synchronous learning opportunities. • Ensures that instructional materials leverage curricular supports, additional equipment, and/or assistive technology to ensure diverse learners' accessibility, including English learners and students with disabilities. 	<p>The teacher:</p> <ul style="list-style-type: none"> • Aligns asynchronous learning opportunities to synchronous learning • Creates clearly labeled documents and/or folders that signal the order and flow of the asynchronous learning opportunity. • Ensures alignment of all materials, videos, and feedback to curriculum resources and standards. • Embeds digital content within lesson resources so students can easily access content in the appropriate order. • Models expectations and exemplars and publishes them for students to access. • Provides clearly written or verbalized/recorded directions and models for what is expected for every activity and assignment in one location.
<p>Student Look Fors:</p> <ul style="list-style-type: none"> • Students are engaging with the curriculum at a pace that will build toward mastery of the standards. • Students can easily access lesson materials, utilize virtual tools, and complete assignments. • Students have clear expectations and, as a result, maintain focus on content and learning. 	

Indicator 2: Student Engagement - All students are actively engaged in virtual learning experiences from an aligned curriculum.

Virtual Look Fors

In both synchronous and asynchronous learning environments:

- All students take an active role in demonstrating competency of the learning objectives using curricular materials.
- All students have an opportunity to actively build knowledge aligned with the standards (and/or the lesson's objectives), as indicated by the high-quality curriculum.
- All students have access to on grade-level content.
- Students respond to learning tasks through actively thinking, writing, talking, and asking/answering questions during discussion or independently.
- Students set personal goals based on the lesson's expectations and self assess their work prior to submitting/turning in.

Synchronous Attributes

The teacher ensures student engagement by:

- Utilizing frequent checks for understanding, have students respond orally, in a chatbox, or using a virtual document.
- Providing students opportunities within the lesson to articulate their learning and thinking using virtual tools (e.g., raise hands/verbalize, chats, polls, collaborative documents).
- Providing opportunities for students to respond to the teacher and other students' questions in the main room (whole class) and chats or breakout sessions

Asynchronous Attributes

The teacher ensures student engagement by:

- Providing students the opportunity to engage in curricular lessons using a variety of digital media, such as video, shared slides, etc.
- Sequencing asynchronous student work products from basic to complex to help students move through the stages of the curricular unit/module.
- Using video recordings or annotated documents to show teacher modeling of new learning and thinking processes.
- Implementing virtual tools (e.g., collaborative documents) for students to verbally record responses to questions.
- Engage students in opportunities to articulate their learning and thinking using a virtual tool during asynchronous learning (e.g., discussion boards, surveys, online presentations.)

Student Look Fors:

- Students engage in critical thinking around grade-level standards, texts, and real-world, concrete problem-solving.
- Students are able to successfully utilize the learning tools or strategies from the curriculum to meet the lesson outcome.
- Students understand performance expectations and engage in practice, application, and responding (individually and in groups).

Indicator 3: Student Learning - The teacher is actively monitoring student learning and providing high-quality feedback to students

Virtual Look Fors

In both synchronous and asynchronous learning opportunities:

- The teacher uses virtual tools and resources to monitor all individual students' work actively.
- The teacher responds to all students' work quality and provides academically focused feedback to clarify misconceptions during synchronous and asynchronous learning opportunities.

Synchronous Attributes

The teacher ensures student learning by:

- Using virtual communication tools (e.g., polls, quizzes, chats, reaction buttons) throughout the synchronous lesson to determine individual student progress.
- Engaging students in written discussions, pairing students with feedback partners and prompting peer feedback through private chat features and group responses
- Using evidence of student work to provide immediate instructional adjustments for students, including practices such as targeted mini-lessons, one-on-one conferences, and implementation of instructional supports.

Asynchronous Attributes

The teacher ensures student learning by:

- Providing feedback on asynchronous learning assignments through digital tools.
- Letting students know you received their assignment and when you will have feedback ready
- Recording a video of thinking aloud through the skills and content that students may struggle with the most.
- Engaging in written discussions and check for understanding by commenting on written responses in a collaborative document tool or platform.
- Engaging students in assignments aligned to the synchronous lesson in which they reflect on their learning.
- Providing written feedback in a timely manner virtually, through email or discussion platforms aligned to the lesson's objective.

Student Look Fors:

- Students are able to reflect on learning and improve their work using feedback from the teacher.
- Students are successfully able to demonstrate progress towards mastery using various learning tools throughout the lesson.