DEPARTMENT of EDUCATION
Louisiana Believes

Teacher: Observer:

Content Area/Curriculum: Date:

This virtual companion tool is meant to support the use of the Grade K - 2 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 a virtual learning management system.
Virtual Look Fors
The teacher is following a standards-aligned curriculum to plan for and implement virtual learning.   - The teacher exhibits clear expectations for the learning of the day and learning outcomes are clearly defined.   - There is evidence the teacher has prepared and purposefully planned, such as an annotated lesson plan, appropriately segmented synchronous and asynchronous learning opportunities, and meaningful use of virtual tools.   - 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 objective.

Synchronous Attributes	**Asynchronous Attributes**
The teacher: - Highlights key content/learning from the lesson verbally and reinforces with visuals (using virtual resources from the curriculum if available). - Models for students the use of subject-specific strategies from the curriculum. - Ensures that each student knows how to use all systems and tools. - Practices timing and tools for all synchronous functions prior to the lesson. - Engages students in chats and feedback with attention to pacing to ensure the purpose is met. - Ensures prompt inclusion of and seamless transitions with students who join late and/or experience intermittent connectivity issues (verbal communication, private chat, reposting instructions and document links in the chat box) - Ensures that instructional materials leverage curricular supports, additional equipment, and/or assistive technology to ensure accessibility for diverse learners, including English learners and students with disabilities.	The teacher: - Presents lesson aligned to the curriculum (virtual resources from the curriculum or video, shared slides, etc.). - Annotates, plans, and practices the lesson before the lesson unfolds, is recorded, or created. - Creates clearly labeled documents and/or folders that organize the order and flow of the lesson and are easily understood by young learners and their caregivers (use symbols or simple numbering or lettering system). - Provides clearly written or verbalized/recorded directions and models for what is expected for every activity and assignment.

Student Look Fors:
- There is evidence students are progressing toward mastery of state standards at an appropriate pace.
- 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

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

Virtual Look Fors
There is transfer of learning of Foundational Skills through synchronous and/or asynchronous learning opportunities where: • Students observe the teacher modeling letter-sound relationships. • Students practice letter-sound skills. • Students read words/texts focusing on targeted letter sounds.   Language and Literacy synchronous and asynchronous opportunities allow: • Students respond to text through actively thinking, writing, talking, and asking/answering questions during discussion or independently.   Math synchronous and asynchronous opportunities allow: • Students to have opportunities to develop mathematical understanding and vocabulary through meaningful, concrete experiences. • Students to solve real-world problems from the curriculum while thinking and responding through writing, talking, and asking/answering questions during discussion or independently.

Synchronous Attributes	Asynchronous Attributes
The teacher ensures student engagement focused on Foundational Skills by: • Modeling think-alouds of letter-sound skills and reading words and text and engaging students in the process via raise hand/verbalize, chat, reactions, shared reading, interactive read alouds. • Using a magnified cursor and highlight text tool when modeling reading. • Providing opportunities for students to practice and apply letter-sound skills and read words and text in small groups/breakout rooms via virtual resources from the curriculum, virtual letter tiles, virtual anchor charts (mouth movements/sound wall, word wall), digital phonics activities, drag and drop activities, paired or round robin reading.	The teacher ensures student engagement focused on Foundational Skills by: • Using virtual resources from the curriculum, video/audio recordings, and/or slide presentations to model and explain thinking related to letter-sound relationships and application to reading words and text. • Preparing opportunities for students to practice with letter-sound skills using video/audio tools. • Focusing students' reading of words/texts on the targeted letter sounds (capture evidence via video/audio tools).

The teacher ensures student engagement focused on Language and Literacy skills by:	The teacher ensures student engagement focused on Language and Literacy skills by:
- Modeling think alouds for responding to text and engaging students in the process via raised hand/verbalize, chat, reactions, shared writing. - Using whiteboard or screen sharing opportunities and a variety of questions to make thinking about the text transparent and have students actively generate ideas and add information to discussion (raise hand/verbalize, chat, reactions, polls). The teacher ensures student engagement focused on Math skills by: - Using virtual manipulatives and virtual drawing tools to model new learning, develop mathematical understanding and vocabulary, and engage students in the process (raise hand/verbalize, chat, reactions). - Allowing opportunities for students to share their thinking with the whole group (raise hand/verbalize, chat, polls) or in small groups/breakout rooms and critique each others' solutions and thinking and provide feedback.	- Using video recordings of teacher modeling of new learning and thinking processes. - Implementing virtual tools such as Screencastify, Flipgrid and Seesaw for students to verbally record responses to questions. - Using resources from the curriculum and online reading incentive programs to provide students opportunities to read and respond to text. The teacher ensures student engagement focused on Math skills by: - Using video recordings of teacher modeling mathematical understanding, problem solving, and thinking. - Providing students opportunities to use tools such as virtual resources from the curriculum, virtual manipulatives, interactive programs, and websites to solve real-world math problems. - Utilizing virtual tools (e.g., respond to questions, create illustrations, audio/video recordings, etc.) to allow students to articulate their mathematical understanding and thinking in a virtual experience.

Student Look Fors:
- Students understand performance expectations and engage in practice, application, and responding (individually and in groups).
- Students engage in critical thinking around foundational literacy skills, the text, and real-world, concrete problem solving.
- Students interact with one another and learn from one another.

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 is actively monitoring students' work. - The teacher is providing feedback on students' work while encouraging perseverance	
Synchronous Attributes	**Asynchronous Attributes**
The teacher ensures student learning by: Creating learner surveys, polls, check-in calls, and live interactive sessions	The teacher ensures student learning by: Providing written or video/audio feedback in a timely manner

to monitor and reinforce students' understanding of the course objectives.

- Creating clear success criteria for learning that are aligned to the standards and curriculum are established and referenced by both teachers and students
- Monitoring the level of understanding through frequent checks for understanding of the content by calling on students and having them explain information for other students.
- Meeting with small groups of students or one-on-one outside of the whole group setting to support learning.
- Providing regular virtual office hours for students to receive feedback and support synchronously.
- Encouraging students in whole group sessions and individually (private chat, individual synchronous meetings) to learn from mistakes and persevere through challenging tasks.

virtually through email or discussion platforms aligned to the lesson's objectives and success criteria.

- Engaging students in written discussions and check for understanding between students by making comments on each other's written responses in a collaborative document tool or platform.
- Reinforcing student effort by adding to the chat or discussion board (i.e., good job, super star, high five stickers; emojis).
- Sharing encouraging messages with students each morning (e.g., post written note, video, audio file).
- Offering weekly check-ins and office hours for families and students, and proactively reach out to those who do not attend

Student Look Fors:
- There is evidence students are progressing toward mastery of the state standards.
- Students know their strengths and challenges, or areas of need.
- Students begin to self-monitor, self-evaluate, and revise their own work.
- Students are comfortable seeking assistance and persist in challenging tasks.
- Students take academic risks.