

**Introduction**

School leaders should support teachers to implement high-quality lessons regardless of the phase of operations. The guidance below was adapted from the [LDOE Grades 3-12 Classroom Support Tool](#) to address virtual lesson delivery and Non-core/CTE coursework. The following indicators, while not exhaustive, are first steps in supporting teachers to deliver high-quality lessons, engage students, and support student learning.

*Please note:* As a best practice, observers should reference the [Jump Start Fact Sheets](#) for CTE curriculum and credential information.

**Indicator 1: Delivery of Lesson**

The teacher is effectively delivering a high-quality curriculum.

Original Description	Virtual Guidance for Non-Core/CTE	Example for Non-Core/CTE
<p>The teacher is following the guidance of the teacher notes for each part of the lesson.</p>	<p>In a virtual environment, the method of delivery and/or strategy used can vary greatly from what the approved curriculum calls for as in person learning.</p> <p>In CTE/Non-Core courses, lesson guidance should be utilized from any approved curriculum frameworks (e.g. NCCER Core Curriculum, Quest for Success, AP Music Theory Course Description, etc.) or reference state content or Industry Based Certification standards.</p>	<p>Non-Core Example: Physical Education</p> <p>A teacher may have students develop and upload a physical fitness plan instead of developing and presenting one to the class.</p> <p>If students do not have the adequate workout equipment at home to complete the assigned fitness regimen, the teacher will need to provide an alternative exercise regimen that measures the same physical skills.</p> <p>Teachers may need to use online platforms such as Zoom, Google Meet, Google Classroom to allow students to upload a video of the student performing the task.</p>
<p>There is evidence of purposeful planning, including an annotated lesson plan.</p>	<p>The lesson plan has been annotated to show opportunities for synchronous and asynchronous parts of each lesson.</p> <p>Annotations also include places where teachers will check for understanding and provide feedback and support to students in service of the lesson look-fors.</p>	<p>CTE Example: Design, Blueprint Reading and Code</p> <p>The lesson calls for students to analyze and build a structure utilizing a blueprint. Utilizing the skills learned during the virtual lesson, students will work with a partner in breakout rooms to build the structure analyzed in the virtual lesson.</p>

	In CTE/Non-Core courses that do not include lesson plans from the curricular framework, purposeful planning should be evident at the unit and lesson level and reference state content or Industry Based Certification standards.	Teachers can use online platforms such as socrative and/or padlet to let students respond. Teachers should then provide targeted supports based on each student’s response.
Daily and year-long pacing is on track.	Adapting pacing to virtual or hybrid learning will increase the amount of time that each activity takes as students have limited access to technology and typically cannot engage in instruction for more than 45 minutes a day.	Non-Core Example: Chorus  A choir director adds two weeks to his hybrid (A/B-Day) pacing calendar to adequately prepare a piece for the school’s Holiday Concert.

**Indicator 2: Student Engagement**

All students are actively engaged in learning experiences from the curriculum.

Original Description	Virtual Guidance for CTE/Non-Core	Example for CTE/Non-Core
All students are answering the questions, engaged in writing, or working the problems from the curriculum.	Nearpod, peardeck, and other online learning platforms allow highly interactive student engagement to collect student responses during synchronous learning.  In CTE/Non-Core coursework, all students are engaged in work from the approved curriculum or work rooted in state content standards.	CTE Example: Agriscience  Instead of having students record responses of their meat/poultry judging in their learning logs, or on a worksheet, the teacher might build out an interactive response opportunity or create a poll for each meat/poultry item for students to respond virtually.  CTE Example: Digital Media  After students create a specified deliverable utilizing Adobe or Avid software, they create a technical guide to recreate the deliverable identifying steps necessary to recreate the visual.  As an added step, students can share a technical guide with a peer and refine the guide with the peer.
All students are actively thinking about and discussing the work	Online discussion boards, whole-group video calls, and/or breakout rooms can be utilized to facilitate discussion during virtual learning.	Non-Core Example: Foreign Language

<p>of the lesson with each other as indicated by the curriculum.</p>	<p>In CTE/Non-Core coursework, all students are actively thinking out or discussing work from the approved curriculum or work rooted in state content standards.</p>	<p>Students are given question stems/conversation starters in French. Students will respond in French to the question/conversation starter and build on questions and the previous responses of their peers in a discussion board format.</p>
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**Indicator 3: Student Learning**

The teacher is actively monitoring student learning and providing feedback to students.

Original Description	Virtual Guidance for CTE/Non-Core	Example for CTE/Non-Core
<p>The teacher is actively monitoring all individual students' work.</p>	<p>Using shared Google Docs for each student allows teachers to navigate each document and provide feedback to students similar to how that would happen as a teacher physically walked around the room.</p> <p>Other digital platforms described in indicator 2 also allow teachers to observe student work in real time.</p>	<p>Non-Core Example: Art</p> <p>The teacher creates student folders in a digital platform where each student can upload their assigned artwork. The teacher routinely checks on each student's progress, provides feedback, and support.</p>
<p>The teacher is responding to the quality of all individual students' work and giving specific feedback to clarify misconceptions.</p>	<p>See above. During planning teachers should annotate lesson plans to include possible student misconceptions and pre-plan supports, so that they can provide these supports in-the-moment when responding to student work.</p> <p>In CTE/Non-Core coursework where pre-written lesson plans are not available, teachers should include in their lesson plans specific feedback opportunities, supports, and student misconceptions.</p>	<p>CTE Example: Culinary Arts</p> <p>The teacher asks students to video themselves using standard knife skills for uniform vegetable cuts. The teacher and student schedule a Zoom meeting to watch the video together and discuss the student's knife skills and cut shape and size consistency and provide feedback on techniques and considerations for skill improvement.</p>