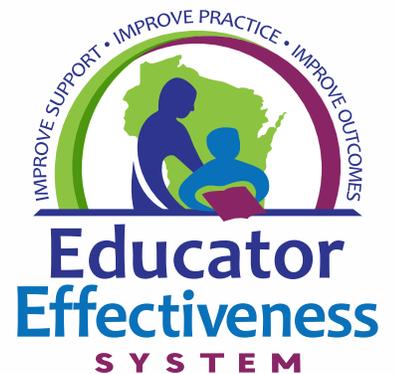




Navigating COVID-19:

# Supporting Teachers Through EE

Technical Assistance for State Model Schools and Districts



This publication is available from:

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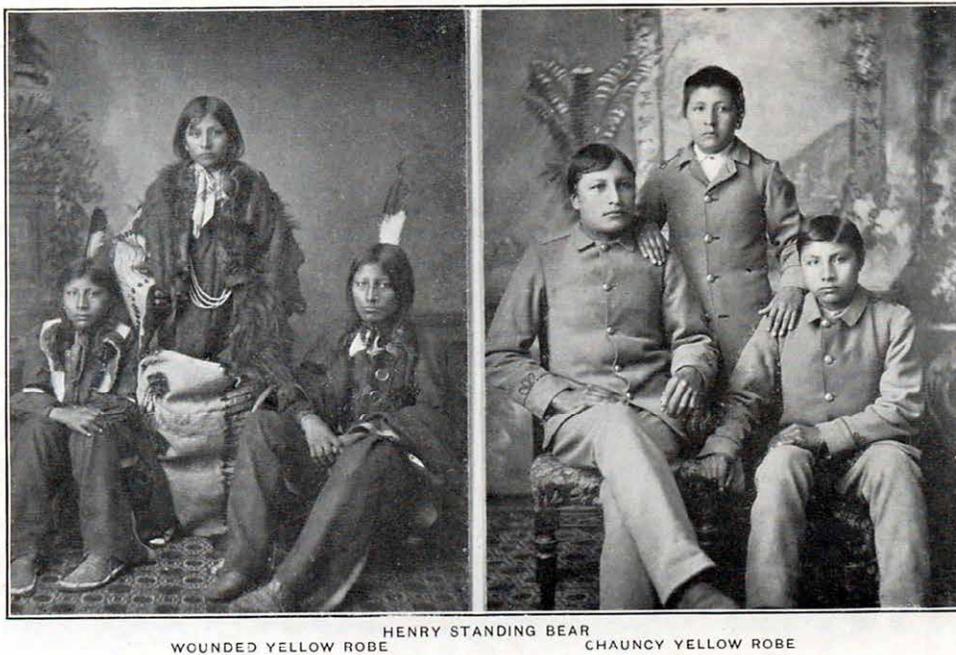


# Introduction

In 2008, journalist Malcolm Gladwell released *Outliers: The Story of Success*,<sup>1</sup> in which he posits that after 10,000 hours of practicing a skill, a person becomes an “expert” in that skill. Per Gladwell’s research, 70% of action becomes automatic after becoming an expert, meaning that it happens without thought but through muscle memory.

Unlike in almost any other career, the moment a teacher enters their classroom on Day 1 of their first year of teaching, they have already amassed approximately 21,420 hours in “schooling.” Or, before a teacher ever starts their first year, they have become an “expert,” two times over, in what “school” looks like, sounds like, and how a student will experience it. If Gladwell’s assertion is true, this can partially explain why schools today continue to look so similar to schools from decades (and even centuries) ago—it is hard to relinquish something we have become an expert in. Educators replicate practices they have seen throughout their own education, and had demonstrated to them by the previous generation of educators, who replicated the practices demonstrated to them by the previous generation of educators.

Using this theory, one can easily understand how teachers (only approximately three generations removed) perpetuate racist and assimilationist practices that began in [Indian Boarding Schools](#) and continue in public schools today. A direct line can be drawn from the “Lakota Boys” of the [Carlisle Indian Industrial School](#) to modern day “Dress Code Violations” discriminating against hairstyles and fashion that do not conform to white, Eurocentric norms.



Sioux boys as they entered school in 1883 (left) and three years later (right).

1. Gladwell, Malcolm. *Outliers: The Story of Success*. New York: Back Bay Books, 2011. Print.

2. Modified from a TEDTalk by Brittany Barron: [What Beyonce Taught Me About Race](#). Approximately 1,260 hours in school per year from Kindergarten through a four-year institution of higher education results in 21,420 hours.

3. Three Lakota Boys. “An image of three Lakota boys before and after their assimilation” at the Carlisle Indian Industrial School, taken 1883 and 1886.. Found on the Native American Assimilation website: <https://dcengfinal2015.wordpress.com/2015/07/23/three-lakota-boys/>



Pupils at Carlisle Indian Industrial School, Pennsylvania (c. 1900)

Educators today review the history of Indian Boarding Schools with horror and easily identify the inherent racism. I, like many modern public school teachers, became a teacher specifically to address racism and with the hopes of creating a more just and equal world—viewing education and school as the means for improvement. Surprisingly, so did many of the Indian Boarding Schools’ originators and funders—they considered themselves non-racist social workers who viewed Native Americans as “equal” and determined that the boarding schools were the best way to increase students’ likelihood for success within the dominant culture and, as a result, improve outcomes for the Indigenous population. This mindset had traumatic results in the 1800s in Indian Boarding Schools, as it had in the early 2000s when I was teaching students to be “colorblind,” and now, as schools continue to unwittingly perpetuate bias and racist practices.

Returning to Gladwell’s theory and applying it to education—not only are educators experts in replicating existing notions of “school,” but schools, within this definition, serve as experts in disproportionately creating inequitable learning opportunities and outcomes. We have decades of evidence that our systems do not equitably support experiences or outcomes for students of color. And now, in Wisconsin, the latest evaluation of the Educator Effectiveness System by the Wisconsin Educator Effectiveness Research Partnership (WEERP) has determined that Wisconsin schools predominantly serving white students are structured differently than schools predominantly serving Black students, with the structures ensuring that white students succeed and Black students are failed (link coming upon publication). In fact, the authors question whether the rush to return to school during the COVID-19 pandemic would exist if white students were returning to schools similar to those Black students will attend. If never before, it is now time to renounce this “expertise,” or educators 100 years in the future may look at our practices and recoil in the same way we do in reviewing the practices from 100 years ago.

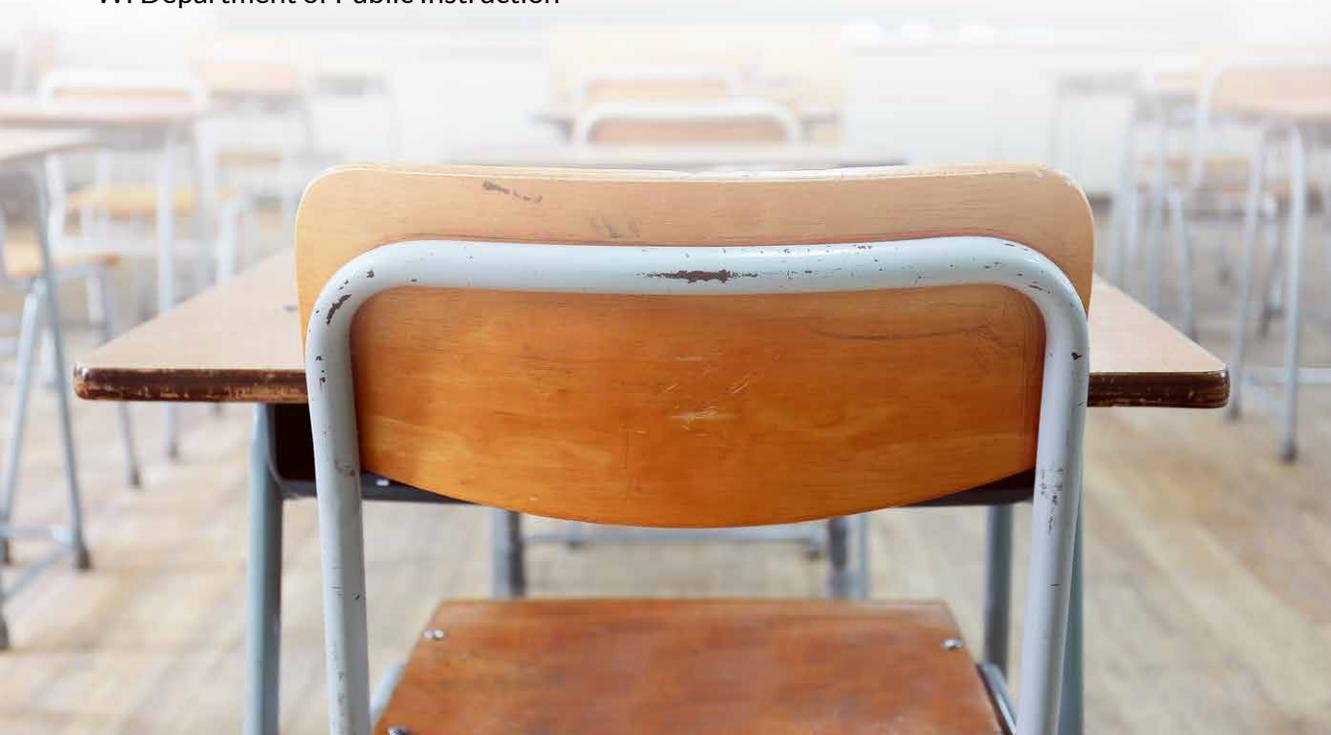
In addition to and, in fact, because of all the challenges the COVID-19 pandemic has created, we face a unique opportunity to “unlearn” our problematic expertise. Every educator, no matter their years of experience or their role, is entering uncharted waters this year and will approach instruction somewhat as a novice—in addition to learning how to effectively support instruction to students in face-to-face, virtual, and hybrid learning environments, educators must also help address the trauma their students have experienced in relation to both American pandemics—COVID-19 and racial brutality—since March. ALSO, educators will need to close an achievement gap that has likely widened since March, due to the ways in which both pandemics disproportionately impact students of color.

Educators now, more than ever, will need support from their peers, coaches, and supervisors in the form of timely, ongoing, formative coaching to unlearn prior practices, learn new ones, and close a widening gap, while managing their own mental, physical, and emotional health during a time of extraordinary challenges. Findings from the 2019-20 Statewide Evaluation of Educator Effectiveness indicate that schools structured to thrive (including implementation of Educator Effectiveness as a coaching model) contain educators who feel supported, are more satisfied, stay in the school/profession, and significantly close achievement gaps.

In response to these conclusions, the Department of Public Instruction offers this document to support State Model schools and districts to effectively use Educator Effectiveness as a means of support for educators and students during COVID-19.



Katharine Rainey  
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# EE System Flexibility

The Department of Public Instruction (DPI) has significantly modified the Educator Effectiveness System (EE) over the past four years to support a learning-centered process. During COVID-19, schools and districts should use the flexibilities allowed within the System, beyond the minimal requirements listed below, to reform their Educator Effectiveness efforts to specifically and explicitly focus on supporting and coaching educators.

## 1. Orientation for Summary Year Educators

There is no requirement for how an Orientation is delivered or what content is covered, as long as educators (and during COVID-19, it would likely benefit “all” educators) understand the process for observations and support they can expect during 2020-21.

## 2. Evaluator Certification and Ongoing Calibration

The requirements for certification and calibration remain the same, because the evaluation of the Educator Effectiveness System statewide demonstrates the positive impact of certification and calibration. Specifically, evaluators can effectively identify current levels of educator practice, a necessary starting point if they are to coach them for improvement. Note: There is no requirement for HOW to calibrate—evaluators can do this in a group by observing together or watching videos of practice together.

## 3. Summary Year Self-Reviews

This practice ensures that educators have a role in identifying their strengths (to be leveraged) and their areas for growth (which would benefit from coaching and support). During 2020-21, it is expected that most educators, including Supporting Year educators, will need extensive support in providing effective instruction in virtual and/or hybrid learning environments. Educators should have the opportunity to identify additional areas where they will need support due to the challenges they face during the 2020-21 school year.



#### 4. Annual School/Student Learning Objective and Professional Practice Goal

Educators are required to complete the School/Student Learning Objective (SLO) and Professional Practice Goal (PPG) annually. This document offers technical assistance for [how to use these goals](#) to specifically address the challenges presented in 2020-21. The School/Student Learning Objective should focus on closing the gaps widening since school closures in the spring. The Professional Practice Goal should focus on the learning and supports educators will need to close these gaps, with a specific focus on improving virtual and hybrid instructional practices. There is no requirement to document these goals in a specific way or document evidence toward these goals in a specific way. Evaluators are advised to avoid scoring and instead focus on providing specific feedback about strengths and areas for growth through high-quality coaching conversations.

#### 5. Beginning, Mid, and End-of-Year Conferences for Summary Year Educators

This requirement specifies the minimum number of coaching conversations a Summary Year educator receives. These conversations should include discussions about progress toward goals (SLOs and PPGs), as well as specific feedback and coaching conversations about observed practice. Ideally, these conversations do not happen at set points in time but, instead, occur frequently throughout the school year in a manner that provides timely and meaningful support to educators when they need it. Many districts have shifted to more frequent but shorter observations occurring throughout the school year. In this model, an educator would likely also participate in more frequent but shorter coaching conversations/conferences. During the 2020-21 school year, it is likely that all educators will need support—meaning all educators will benefit from being observed and receiving feedback or coaching conversations, not just Summary Year educators. Technical assistance can be found here for observers with a specific focus on observing and coaching for best practice in face-to-face, virtual, and hybrid learning environments. There is no requirement for how these conversations are documented.

#### 6. Conduct the Minimum Observations

Minimally, Summary Year educators must receive feedback regarding 1 full and 3 mini observations (or the equivalent—6 minis). All educators must receive feedback regarding at least one mini observation. The focus should be on support and coaching. Feedback should be timely, result in specific actions and next steps, and be provided face-to-face (this can include virtual conversations, but not written). Technical assistance can be found for observers, with a specific focus on observing and coaching for best practice in face-to-face, virtual, and hybrid learning environments, can be found in the [Look Fors](#) section of this document. There is no requirement for how evidence is collected or documented during observations, and there is no requirement for how coaching conversations are documented.

## For Administrators

- Administrators have significant flexibility throughout the previously noted minimal requirements to implement an Educator Effectiveness process focused on coaching and supporting educators.
- Districts that use the Frontline Education Professional Growth platform and wish to modify the required sections of their 2020-21 forms may submit that request to Laura Ruckert at [laura.ruckert@dpi.wi.gov](mailto:laura.ruckert@dpi.wi.gov).
- If district administrators wish to reduce or remove any or all of the minimal requirements listed above, they must apply for a [waiver](#).



# Technical Assistance for Mentors, Coaches, and Evaluators:

## Supporting Teacher Instruction in Flexible Instructional Spaces

Prior to the Spring 2020 COVID-19 school closure, online and blended learning instructional practices were not typical approaches for most teachers. For many, navigating these spaces was much like that of a new teacher, learning their craft from the ground up. The Educator Effectiveness System, when used as a learning process, can provide a platform for instructional practice development and improved learner outcomes in flexible spaces. Below are considerations for those who support teachers (evaluators, coaches, and mentors).

### Summary and Supporting Years

All teachers will need ongoing feedback and support. Set aside the label of “Summary” and “Supporting” Year, and assume that *all* teachers are going to need extra support to feel confident and supported in their work. Mentors, Coaches, and Evaluators will need to support teachers flexibly and responsively—working with teachers in ways that best support their needs, and not based on the number of years they have served. Feedback and professional conversations are critical to the success of teachers and learners!

- **Ask** teachers what supports they need.
- **Continue to ask**, as this may change.
- **Differentiate** the types of supports, based on identified needs.
- **Provide feedback** routinely.

### Tend to Teacher Social-Emotional Needs

- Provide time for teachers to settle into their routine. Focus on building trust and relationships while teachers become accustomed to their new normal.
- Create and hold space for teachers to collaborate and problem-solve.
- Celebrate successes, and routinely ask teachers to identify what’s working well.
- [Coach teachers to find resilience.](#)

### Use the *Framework for Teaching (FfT)* as a Guide

- Scoring is not a requirement of the EE System, but providing feedback at the critical attribute level is. Use the FfT critical attributes as the basis for professional conversations and feedback.
- Refer to the actions and strategies in the [Virtual Learning Look Fors](#) for practices focused on supporting student learning, and success within remote learning environments.
- Focus on a narrow set of FfT components that prioritize student needs (see below).

The following eight components, identified and recommended by the Danielson Group ([Framework for Remote Teaching](#), 2020, p.6), are recommended for priority focus during the 2020-21 school year to “prioritize student well-being, equity, and racial justice”:

- Knowing and Valuing Your Students:
  - [1b. Demonstrating Knowledge of Students](#)
  - [4c. Engaging Families and Communities](#)
- Building Responsive Learning Environments:
  - [2a. Creating Environments of Respect and Rapport](#)
  - [2c. Managing Routines and Procedures](#)
  - [3d. Using Assessment for Learning](#)
- Engaging Students in Learning:
  - [1e. Planning Coherent Instruction](#)
  - [3b. Using Questioning & Discussion Techniques](#)
  - [3c. Engaging Students in Learning](#)
- Spend time in Domain 1 (Planning) and Domain 4 (Professionalism), as practice in these domains will strengthen family communication and engagement.
- Engage all teachers in a self-review to determine their needs specific to online and blended learning expectations.

### Rethink Educator Effectiveness Plan Goals

- Use the teacher’s self-review to determine areas of strengths and those in need of specific support.
- Facilitate the identification and planning for professional development to address the teacher’s self-identified needs.
- Provide guidance on aligning [SLO components](#) to address identified learning gaps in and across all groups of learners.
- Support the identification and/or creation of [classroom-level formative assessments](#) for use in the Student Learning Objective.
- Train and support teacher colleagues to provide ongoing peer-review and feedback to Educator Effectiveness Plan goals.



## Observing Practice

### Before the observation:

- Meet with the teacher and request that they identify:
  - The aligned FfT components and evidence in the virtual learning space.
  - Their perceived strengths and areas of challenge.
  - Specific feedback they are seeking.

### Conducting observation:

- Attend synchronous events along with the learners to make observations.
  - Watch for evidence of learning—how do learners respond to directives? Cues?
  - Ask the teacher to assign you to breakout rooms to observe learner discussion and work.
- If unable to attend live events, view recorded synchronous events.
- Establish peer review teams of teacher colleagues to observe each other's synchronous events and virtual learning spaces to provide feedback to one another.

### After observations:

- Use virtual meeting spaces to provide feedback. Share your screen (to promote trust and transparency) to share the written documentation associated with the observation.
- Use a coaching protocol ([EE System User Guide, Appendix C](#)) to debrief the observation:
  - Affirm evidence of effective virtual instruction.
  - Ask questions—clarify and probe for deeper understanding.
  - Stretch the teacher's thinking, and gain commitment to next steps.

## Examine Belief Systems

- Examine your own beliefs. Do you believe all learners can achieve at high levels?
- Do you and the educators you work with share beliefs that support or hinder learners' success?
- Engage in conversations around belief systems ([Download resource here](#)).
- Explore possible [barriers to success](#).

# 2020-21 Approaches to Student Learning Objectives (SLOs)

The abrupt move to virtual learning in Spring 2020 disrupted typical learning. Existing achievement gaps have widened, and they are likely to exist in and across all learner groups. Student Learning Objective (SLO) goals, strategies, and targets for the coming 2020-21 year must be responsive to the unique needs of learners, with targeted goals designed to address gaps in learning and ensure all learners are at or above grade level by the end of the school year.

## District- and School-Level Considerations

District and school level considerations center on removing barriers for educators and learners. Now is the time to review SLO policies and procedures to ensure that the SLO process is meaningful to educators and supportive of academic growth. Examine district and school-level SLO business rules, and adjust as needed to align with the instructional delivery model plans and contingencies for the school year.

Examples include:

- Adjusting the typical due dates for SLO plans to allow teachers to establish relationships and build trust with learners and families, and to address learners' social emotional needs.
- Elevating the use of classroom-level, formative assessments within the SLO interval to capture evidence.
- Adjusting SLO intervals to mirror changing learning spaces (virtual, in-person, blended) and cohort-based instruction.
- Establishing protocols and procedures for peer review and feedback processes in flexible working spaces.

## Teachers

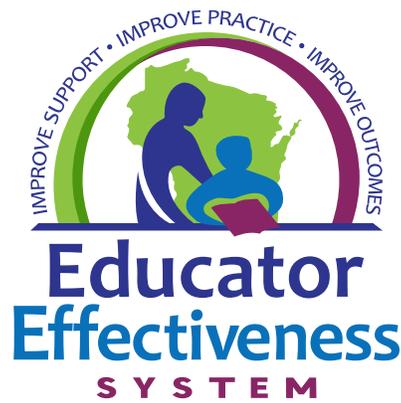
It's critical to plan [Student Learning Objective](#) (SLO) goals and processes around a deep knowledge and understanding of learners. Baseline academic, social emotional, and physical needs of learners are necessary considerations in planning and writing quality SLOs. Remember that virtual instructional approaches and navigating blended learning spaces are new to learners and families.

Anticipate gaps in and across learner groups! Rigorous SLO academic growth goals can help to address gaps in learning. The following are considerations for SLO planning:

- [Interval](#) (aligns to Component 3e. Demonstrating Flexibility and Responsiveness). Adjust intervals to mirror instructional timelines represented in block or cohort instruction models as necessary:
  - Adjust the SLO interval (as needed) to reflect modified daily, weekly, and annual school schedules.
  - Break year-long and semester-long goals into smaller benchmarks to correspond with adjusted calendars.
- [Learning Content](#) (Aligns to Component 1c. Setting Instructional Outcomes). Consider prioritized content standards as the focus for the SLO:
  - Focus the SLO on standards taught and practiced within multiple subjects.
  - Determine what rigor means for all learners.
  - Anticipate that learners will master content at different paces. Plan for extension options to maintain rigor and exceed targets.
- [Baseline Data and Rationale](#) (Aligns to Component 1b. Demonstrating Knowledge of Students). Use multiple methods to get acquainted with the learners, and what they know and can do in relation to the goal:
  - Work collaboratively with teams and PLCs to develop common formative assessments for use in SLO intervals.
  - Include an inventory of learner strengths, learning variabilities, and social/cultural influences in learning.
  - Plan assessments in ways that offer multiple options for learners to express mastery.
  - Ensure baseline assessments are valid, reliable, fair, and unbiased for all learners.
- [Student Population](#) (Aligns to Component 1b. Demonstrating Knowledge of Students). Anticipate gaps in learning in and across all learner groups:
  - Create a whole-class SLO with tiered targets and differentiated strategies.
  - Consider writing a team SLO with Learning Strategists to support unique learning needs.
  - Share SLO goals and strategies with learners and families.
  - Engage learners and families in the progress monitoring process.

- [Targeted Growth](#) (Aligns to Component 1c. Setting Instructional Outcomes). Accelerate growth targets as necessary to close learning gaps:
  - Establish tiered growth targets for learners below, nearing, at, and above grade level.
  - Involve learners and families in setting goals and routinely monitoring progress toward goals.
  - Set ambitious goals designed to ensure all students are at or above grade level by the end of the year.
- [Evidence](#) (Aligns to Components 1f. Designing Student Assessments, and 3d. Using Assessment in Instruction). Individualize the types and methods for evidence collection to meet learner needs:
  - Match tiered growth targets with individualized assessment approaches.
  - Include formative assessments such as exit tickets, group chat responses, and other virtual approaches to collect evidence of learning.
  - Offer multiple options for learners to demonstrate what they know and can do.
- [Instructional Strategies and Support](#) (Aligns to Components 3e. Demonstrating Flexibility and Responsiveness, and 4e. Growing and Developing Professionally). Consider strategies that can be adapted to virtual learning spaces to minimize interruption of plans:
  - See DPI virtual learning [Look Fors](#) to view strategies and practices for effective online instruction.
  - Identify your professional learning needs and work with district professional learning staff to explore options for professional learning.
  - Include families and learners in identifying strategies that work best for them.





## Looking Ahead

For the past two years, the Educator Development and Support (EDS) Team at the Department of Public Instruction (DPI) has worked collaboratively with educators, administrators, and other stakeholders to brainstorm and develop revisions to the Educator Effectiveness System. The goal of this process was to more explicitly incorporate equity as well as learning-centered processes in preparation for a statewide System Calibration in the fall of 2021. This work began in earnest when the team reviewed the findings from the Statewide Evaluation of Educator Effectiveness, indicating that implementing the System as intended has a significant positive impact on student outcomes, but also that not all students have access to this growth due to inequitable statewide implementation of the System. During the six years since statewide training for Educator Effectiveness implementation, the System has changed substantially to a learning-centered process, but statewide implementation across districts has not. In response, the agency has begun plans to create a comprehensive training that will ensure all educators understand the intended purpose and use of the System and how to improve implementation to realize the potential student outcomes.

At the same time, the EDS Team began discussions with educators about how to incorporate equity into the System more explicitly and authentically. As noted in the introduction of this document, it is a moral imperative for each of us to look inward and reflect on our own biases and how they impact our practice (with other educators, as well as with our students), and to look outward at the systems and structures we occupy as actors, such as schools and districts, to create systemic change. Educator Effectiveness offers one of the few, if not the only, statewide mechanism to support this individual and systemic work simultaneously, and the Department of Public Instruction intends to use it to improve equitable practices and outcomes.

This document can serve as a transition to and a preview of changes to come. Details regarding specific changes to the System, as well as the training plan and timeline to support the implementation of these shifts, will be coming in the near future.

# “Look Fors”

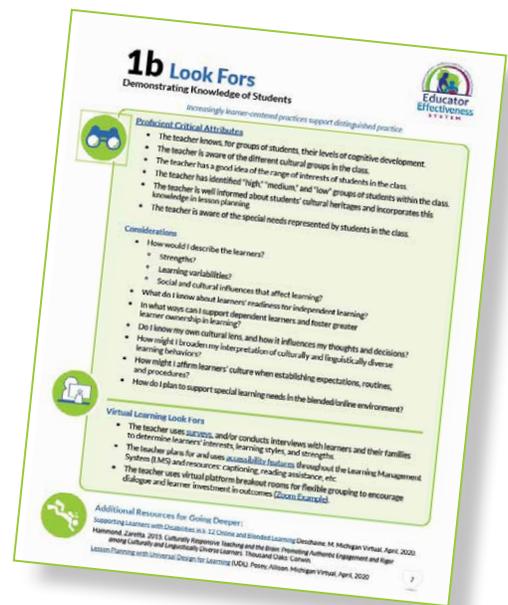
## (Considerations for Effective Virtual Instruction)

### Purpose

The *Look Fors* are intended to provide support and assistance to teachers as they plan for the virtual classroom environment and consider engaging approaches to virtual instruction and family communication. Evaluators, coaches, and mentors can use the *Virtual Learning Look Fors* in observations. Questions posed as *Considerations* may be used as entry points for reflective professional conversations throughout continuous improvement practices such as Educator Effectiveness.

Virtual instruction *Look Fors* for all 22 *Framework for Teaching* components are provided in this section. In the [Framework for Remote Teaching](#), (2020, p.6), however, The Danielson Group recommends focusing on a narrow set of components to “prioritize student well-being, equity, and racial justice”:

- Knowing and Valuing Your Students:
  - [1b. Demonstrating Knowledge of Students](#)
  - [4c. Engaging Families and Communities](#)
- Building Responsive Learning Environments:
  - [2a. Creating Environments of Respect and Rapport](#)
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- Engaging Students in Learning:
  - [1e. Planning Coherent Instruction](#)
  - [3b. Using Questioning & Discussion Techniques](#)
  - [3c. Engaging Students in Learning](#)



The eight components identified by The Danielson Group to prioritize for student well-being, equity, and racial justice are indicated by an asterisk (\*) and shaded text box as shown above.



# 1a Look Fors

## Demonstrating Knowledge of Content and Pedagogy

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher provides clear explanations of the content.
- The teacher answers students' questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.

### Considerations

- How might I prioritize and bundle content standards to support blended and online learning?
- In what ways might I activate learners' prior knowledge and uncover misconceptions about content?
- What methods would allow for providing timely feedback to learners in online environments?
- Where can I go to learn more about online instruction?
- How might strengthening online instruction inform my personal practice and learning goals?



### Virtual Learning Look Fors

- The teacher plans and creates resources that orient learners, and families to the online platform and features.
- The teacher creates a resource for parents and families that outlines course content, and identifies instructional outcomes in learner-friendly language.
- The teacher uses [tools and protocols for giving and receiving feedback](#) in an online platform.
- The teacher contextualizes new and important vocabulary to learners' interests and cultures.
- The teacher provides learners with multiple options for articulating and/or illustrating connections they have to the content of the lesson/unit.
- The teacher uses [pre-assessment activities](#) to determine prior knowledge and misconceptions.
- Learners use online, collaborative templates that activate prior knowledge, allow them to comment or build on the thoughts of others, and generate questions.



### Additional Resources for Going Deeper:

[Key Questions to Consider When Planning Lessons](#), CAST, 2020.

[3 Tips to Make Any Lesson More Culturally Responsive](#) by Zaretta Hammond. Cult of Pedagogy, June 13, 2020.

[Equity During Distance Learning](#), webinars by Zaretta Hammond

[Internet and Online Safety](#), Wisconsin Department Public Instruction

[GoogleTeach from Home Toolkit](#)

# 1b Look Fors\*

## Demonstrating Knowledge of Students

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher is aware of the different cultural groups in the class.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified “high,” “medium,” and “low” groups of students within the class.
- The teacher is well informed about students’ cultural heritages and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

### Considerations

- How would I describe the learners?
  - Strengths?
  - Learning variabilities?
  - Social and cultural influences that affect learning?
- What do I know about learners’ readiness for independent learning?
- In what ways can I support dependent learners and foster greater learner ownership in learning?
- Do I know my own cultural lenses, and how they influences my thoughts and decisions?
- How might I broaden my interpretation of culturally and linguistically diverse learning behaviors?
- How might I affirm learners’ culture when establishing expectations, routines, and procedures?
- How do I plan to support special learning needs in the blended/online environment?



### Virtual Learning Look Fors

- The teacher uses [surveys](#), and/or conducts interviews with learners and their families to determine learners’ interests, learning styles, and strengths.
- The teacher plans for and uses [accessibility features](#) throughout the Learning Management System (LMS) and resources: captioning, reading assistance, etc.
- The teacher uses virtual platform breakout rooms for flexible grouping to encourage dialogue and learner investment in outcomes ([Zoom Example](#)).



### Additional Resources for Going Deeper:

- [Supporting Learners with Disabilities in k-12 Online and Blended Learning](#) Deschaine, M. Michigan Virtual, April, 2020.
- Hammond, Zaretta. 2015. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Learners*. Thousand Oaks: Corwin.
- [Lesson Planning with Universal Design for Learning \(UDL\)](#). Posey, Allison. Michigan Virtual, April, 2020

\* The Danielson group recommends prioritizing this component for student well-being, equity, and racial justice. [Framework for Remote Teaching](#), (2020, p.6)

# 1c Look Fors

## Setting Instructional Outcomes

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- Outcomes represent high expectations and rigor.
- Outcomes are related to “big ideas” of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

### Considerations

- What does rigor for ALL learners mean?
- How do I present, remind, and summarize key concepts within online lessons and across synchronous and asynchronous online activities?
- How do I mistakenly communicate outcomes in ways that express what learners will do, rather than learn?
- What scaffolds and supports are needed for learners to successfully meet the outcomes?



### Virtual Learning Look Fors

- The teacher [shares learning goals with parents and families](#).
- The teacher posts learning goals on the online platform, and revisits them within and across lessons.
- Learners respond to [reflective questions](#) aligned to outcomes.



### Additional Resources for Going Deeper:

[Top 10 UDL Tips for Developing Learning Goals](#), CAST Professional Learning

[Communication with Families](#), WI Department of Public Instruction, Promoting Excellence for All

# 1d Look Fors

## Demonstrating Knowledge of Resources

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- The teacher facilitates the use of Internet resources.
- Resources are multidisciplinary.
- The teacher expands their knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities.
- The teacher provides lists of resources outside the classroom for students to draw on.

### Considerations

- How do I:
  - Activate the learners' attention?
  - Chunk content into mini-lessons?
  - Allow learners to process information?
  - Provide opportunity for learners to apply new learning?
- What organizations can support my learning about virtual instruction?
- What professional development would elevate my virtual instruction?
- What community resources and expertise might I enlist to better connect content to learners' experiences?
- Have I included text at varying levels within the virtual learning space?



### Virtual Learning Look Fors

- Local community members engage with the virtual platform to speak to the class.
- The teacher uses [Padlet](#) or similar tool to curate a selection of virtual print and video resources from which learners can choose.
- Learners participate in virtual field trips through [virtual travel sites](#).
- The teacher [curates content](#) and extension materials in the LMS resources.
- Virtual coursework ([Khan Academy](#), etc.) is offered for choice, extension, and remediation.
- Learners have access to free virtual resources such as [Project Gutenberg](#) for access to over 60,00 free E-books.
- Learner options for visual and auditory display of information are provided.



### Additional Resources for Going Deeper:

Hammond, Zaretta. 2015. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Learners*. Thousand Oaks: Corwin.

[Teach From Anywhere](#) Google

# 1e Look Fors\*

## Designing Coherent Instruction

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

### Considerations

- What do I know about learners and how does that influence my planning?
- How might I structure pacing options for learners within the online environment?
- In what ways can I design online instruction to foster learner independence?
- How do I use face-to-face time with learners to teach and practice accessing and using online resources?
- How might I prioritize and bundle content standards to allow learners to experience depth?
- How can I continue to put high-quality, complex text at the center of all online instruction?



### Virtual Learning Look Fors

- Learners are assigned to [learning pathways](#) with individualized, curated resources.
- The online platform provides learners with options to customize the display of information, with alternatives for auditory and visual information.
- Learners are provided with opportunities to [activate background knowledge](#).
- Learner grouping is flexible, and arranged to mirror educational outcomes of the lesson.
- Resources are accessible for all learners.
- The teacher uses [project-based learning](#) as an approach to bundle content and engage families in learning.



### Additional Resources for Going Deeper:

[Key Questions to Consider When Lesson Planning](#), CAST Professional Learning

\* The Danielson group recommends prioritizing this component for student well-being, equity, and racial justice. [Framework for Remote Teaching](#), (2020, p.6)

# 1f Look Fors

## Designing Student Assessments

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### Proficient Critical Attributes

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments when they are necessary for some students.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

### Considerations

- How do I plan options for learners to demonstrate what they know?
- Are planned assessments:
  - Free of bias?
  - Culturally and linguistically accessible?
  - Aligned with how content was presented to and practiced by learners?
- What assessments can I use to:
  - Inform daily instruction?
  - Determine mastery?
  - Inform grading? Enhance communications with learners and families?
- How do I continue my Student Learning Objective (SLO) assessment/evidence plans within online environments?
- Have I collaborated with learning strategists to support modifications required in Individualized Education Plans (IEPs)?



### Virtual Learning Look Fors

- The teacher uses goal setting and reflection check-ins with learners.
- Learners select from a menu of options the method they wish to use to demonstrate their learning.
- The teacher collaborates with learning strategists to develop accessible methods of assessment.
- The teacher plans for [formative assessment strategies](#).
- The learners use [virtual manipulatives](#) to practice and demonstrate mastery.
- Learner- and teacher-developed [rubrics](#) support understanding of expected mastery.



### Additional Resources for Going Deeper:

[Top Ten UDL Tips for Assessment](#), CAST Professional Learning  
[Strategic Assessment Systems](#) (modules), WI Department of Public Instruction  
[Assessment, Choice and the Learning Brain](#). Whitman, G., Edutopia

# 2a Look Fors\*

## Creating an Environment of Respect and Rapport

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- Talk between the teacher and students, and among students, is uniformly respectful.
- The teacher successfully responds to disrespectful behavior among students.
- Students participate willingly, although may be somewhat hesitant to offer their ideas in front of classmates.
- The teacher makes general connections with individual students.
- Students exhibit respect for the teacher.

### Considerations

- How are specific examples of community agreements expressed and upheld?
  - How will I help learners to make that connection?
- How should I adapt my classroom protocols for virtual spaces?
- How do I communicate expectations of high standards for all learners?
- What can I do to build trust and learning partnerships with learners and families?



### Virtual Learning Look Fors

- The teacher and learners establish [community agreements](#) for synchronous and asynchronous learning events.
- The learners present their learning to others in [remote passage](#) events.
- The teacher and learners lead synchronous [rituals](#) to build community and set the stage for learning.
- The teacher creates space for both social and academic talk among learners.
- Learners post an answer, thought, or reflection, and others respond with comments and questions.
- Learners know and use virtual adapted [protocols](#) to guide learning.
- The teacher uses breakout rooms to assemble small groups and discuss essential questions.

### Additional Resources for Going Deeper:

[Making Students Feel Safe](#) Edutopia. George Lucas Educational Foundation, February 5, 2018

Hammond, Zaretta. 2015. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students*. Thousand Oaks: Corwin.

[Cultural Synchronization Questions](#) (PDF) National Equity Project

[Blended Learning Teacher Competency Framework](#) (PDF) International Association for K-12 Online Learning (iNACOL)

[National Standards for Quality Online Courses](#) (PDF) National Standards for Quality (NSQ)



\* The Danielson group recommends prioritizing this component for student well-being, equity, and racial justice. [Framework for Remote Teaching](#), (2020, p.6)

# 2b Look Fors

## Establishing a Culture for Learning

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- The teacher communicates the importance of the content and the conviction that with hard work all learners can master the material.
- The teacher demonstrates a high regard for learners' abilities.
- The teacher conveys an expectation of high levels of learner effort.
- Learners expend good effort to complete work of high quality.
- The teacher insists on precise use of language by learners.

### Considerations

- How might learners' culture impact the brain's information processing? How can I plan to support those needs?
- What processing strategies are in place to support [oral traditions](#)?
- Am I sharing examples of strategies that lead to success in flexible learning environments?
- How can I empower learners to interrupt instances of negative self-talk and replace it with affirmation statements?



### Virtual Learning Look Fors

- The teacher creates [self-check protocols](#) for learners to assess and improve on their work.
- The learners explain, via video or shared document, how they arrived at their answers.
- The teacher shares examples of their own learning journey with learners.
- Learners are provided and use opportunities for expressing their opinions in decisions and practices within the learning environments.
- Learners share images, quotes, and symbols that motivate and remind them of what's possible within synchronous morning meetings.
- [Morning meetings](#) set the stage for learning, outline the schedule for the day, and field any questions.



### Additional Resources for Going Deeper:

[Top 5 UDL Tips for Reducing Stereotype Threat](#) CAST Professional Learning

Hammond, Zaretta. 2015. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Learners*. Thousand Oaks: Corwin.

[Creating a Community of Learning](#) EL Learning, Core Practice 21

[Blended Learning Teacher Competency Framework](#) (PDF) Int'l Association for K-12 Online Learning (iNACOL)

[National Standards for Quality Online Courses](#) (PDF) National Standards for Quality (NSQ).

# 2c Look Fors\*

## Managing Classroom Procedures

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- Students are productively engaged during small-group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.
- Volunteers and paraprofessionals work with minimal supervision.

### Considerations

- Have I established signals for virtual transitions?
  - Do learners know them?
  - Have they practiced them?
- When structuring virtual activities, how can I build in visual/auditory reminders of the task?
- How might I use digital tools to help learners pace themselves?
- Do I provide too many or too few directions? How do I know?
- How might I structure self-paced virtual options that allow learners to transition at their own pace?



### Virtual Learning Look Fors

- The teacher models methods for [handing in assignments](#) using a “share screen” feature.
- Systems of communication are in place that allow learners to know work is received and the timeline for anticipated feedback.
- The teacher records and provides [demonstrations](#) of procedures for learner and family reference.
- The teacher offers a choice menu of independent activities for learners to practice or extend learning.
- Learners are asked to repeat the directions, or use digital “thumbs up/down” to check for understanding of expectations.
- The teacher employs routines, cues, and signals (such as [timers](#)) that transfer to both a blended and virtual learning environment.
- The teacher provides learners and families examples of daily/weekly schedules to include age-appropriate screen time and guidance related to [breaks](#).
- The teacher uses strategies such as protocols, checklists, and reflection to enhance learners’ capacity to monitor their own progress.



### Additional Resources for Going Deeper:

- [Mastering Classroom Transitions](#) Edutopia. Finley, Todd. George Lucas Educational Foundation, March 13, 2017
- [Classroom Management and Culture Toolkit](#) Teach for America. 2011
- [Enhancing Capacity for Monitoring Progress](#) UDL. Castprofessionallearning.Org, January 16, 2018

\* The Danielson group recommends prioritizing this component for student well-being, equity, and racial justice. [Framework for Remote Teaching](#), (2020, p.6)

# 2d Look Fors

## Managing Learner Behavior

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher's response to student misbehavior is effective.

### Considerations

- How do I develop affirming, positive behavior intervention systems that minimize classroom disruption and time out of the classroom?
- Have I identified and planned for the consequences of challenging behaviors, giving learners an opportunity to own their mistakes, repair harm, and rejoin the learning community?
- How might I engage parents and families in these approaches to behavior management?



### Virtual Learning Look Fors

- The teacher and learners establish [community agreements](#) for both synchronous and asynchronous interactions.
- The teacher posts community agreements in the LMS, and reminds learners of them regularly.
- The teacher monitors learners' virtual discussion, comments, and collaborative work for respectful interaction.
- The teacher has a feedback mechanism in place (email, phone, office hours) for learners to report issues.
- The teacher uses established [restorative justice](#) strategies to address challenging behaviors.
- The teacher uses video conferencing to assist learners and families in creating a schedule for asynchronous work.



### Additional Resources for Going Deeper:

[Getting Consistent with Consequences](#) Anderson, Mike. Educational Leadership. ASCD, September 2018

[Top 10 UDL Tips for Engagement](#) | CAST Professional Learning. 2020

[The 5 R's of Restorative Justice](#) Capstick, Lily. The Conflict Center, July 2, 2020

# 2e Look Fors

## Organizing Physical Space

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- The classroom is safe, and all students are able to see and hear the teacher or see the board.
- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology.

### Considerations

- How might I organize the physical classroom space to allow for blended learning instruction?
- How do I coordinate learner access and support of needed technology to facilitate a blended learning space?
  - What is the plan to support all learners in remote, virtual environments?
- What specialists do I need to consult to help plan for learner variability in blended and virtual environments?
- How do I plan lessons that can easily adjust to virtual environments?
- How can I coach learners in identifying their virtual learning needs and making adjustments to meet those needs.



### Virtual Learning Look Fors

- The teacher provides a selection of [background images](#) for learners to use during synchronous instruction.
- Teachers, learners, and families work together to [support learners with IEPs](#) in blended and virtual spaces.
- Learners understand how to access and use all features needed for synchronous and asynchronous learning. Example: [Immersive Reader in Microsoft Teams](#).
- Learners check in with the teacher to share goals and the supports needed for the week.



### Additional Resources for Going Deeper:

Parent's Guide to [Navigating Google Classroom](#)

[Guidance for Parents and Guardians](#) Distance Learning with Microsoft 365

# 3a Look Fors

## Communicating with Students

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher's explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.
- Students engage with the learning task, indicating that they understand what they are to do.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- The teacher's vocabulary is appropriate to students' ages and levels of development.

### Considerations

- How do I focus learners and families on learning outcomes in and across online lessons?
- Are there ways to remind learners of problem-solving strategies and protocols within the online environment?
- What online strategies might I use to allow learners to make meaning of new academic vocabulary?
- What synchronous opportunities will allow me to model strategies and protocols for use during asynchronous learning?
- Where can key terms reside in the online platform so they are available to learners and in families their primary language?



### Virtual Learning Look Fors

- The teacher's tone and language style convey enthusiasm for the content.
- The teacher answers learner and family correspondence in a timely manner and in the primary language used in the home.
- The teacher uses synchronous sessions to model age-appropriate use of content vocabulary.
- Learners use [Quizlet](#), or a similar tool, to create flashcards that articulate personal connections to new terms.
- The teacher uses multiple modalities to model and explain content, directions, and expectations.
- The teacher sets up and shares online learning resource folders with learners and families. Folders are unique to individuals and contain resources that are helpful and interesting to each learner.



### Additional Resources for Going Deeper:

[Top Ten Tips for Creating Quality Video](#) National Center on Accessible Educational Materials. CAST, 2020.

[Culturally Responsive Communication: Participation that Values Individual Differences](#)

Empowering ELLs, Toppel, K. 2018

# 3b Look Fors\*

## Using Questions and Discussion Techniques

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.

### Considerations

- Have I planned for and posed all questions in ways that elicit multiple responses?
- What can I do to elicit answers from learners who are not responding to group chat requests?
- How can I build in time for learners to discuss socially as well as academically?
- Where can I build in “show your thinking” and reflection prompts?
- How can I engage learners in generating their own questions?



### Virtual Learning Look Fors

- Learners use [discussion protocols](#) and rubrics to guide and assess group discussions.
- Learners use virtually adapted [discussion techniques](#).
- Teacher provides [online templates](#) to support group discussions.
- Teacher asks learners to respond in the chat feature with comments or icons prior to moving on.
- Learners generate their own [“thick” questions](#) for group discussions.



### Additional Resources for Going Deeper:

Hammond, Zaretta. 2015. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Learners*. Thousand Oaks: Corwin.

[The Power of Protocols for Equity](#) by Zaretta Hammond. Educational Leadership. ASCD: EL Educational Leadership, Deeper Discussions. April 2020, (pages 45-50)

[Three Strategies for Better Online Discussions](#) by Michael B. Sherry, ASCD: EL Educational Leadership, Deeper Discussions, April 2020, (pages 72-74)

\* The Danielson group recommends prioritizing this component for student well-being, equity, and racial justice. [Framework for Remote Teaching](#), (2020, p.6)

# 3C Look Fors\*

## Engaging Students in Learning

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.
- The teacher uses groupings that are suitable to the lesson activities.

### Considerations

- How can I incorporate purposeful options for learner engagement, processing, and expression?
- What projects and activities might offer real-world challenges and involve learners in creating versus simply consuming information?
- How am I providing all learners access to high-quality instructional materials in the virtual environment?
- How might I use breakout room features to structure working groups suitable to meet instructional outcomes and learners' social needs?



### Virtual Learning Look Fors

- All learners have access to [appropriately challenging](#) resources and work.
- Learners process new content using [oral traditions](#).
- Content is connected to learners' community and everyday life using culturally relevant examples and [metaphors](#).
- The teacher provides [authentic opportunities](#) to process content.
- The teacher uses virtual [station rotation](#) to guide learners through content, and get teacher-led support.
- Learners are presented with [inquiry-based learning](#) options.
- The learners engage in [technology-based reflection](#) options.



### Additional Resources for Going Deeper:

[15 Culturally-Relevant Teaching Strategies and Examples](#) (PDF) ProdigyGame.com  
[Supports for Executive Functioning in an Online Environment](#) UDL on Campus

\* The Danielson group recommends prioritizing this component for student well-being, equity, and racial justice.  
[Framework for Remote Teaching](#), (2020, p.6)

# 3d Look Fors\*

## Using Assessment in Instruction

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- The teacher makes the standards of high-quality work clear to students.
- The teacher elicits evidence of student understanding.
- Students are invited to assess their own work and make improvements; most of them do so.
- Feedback includes specific and timely guidance, at least for groups of students.

### Considerations

- Do I provide rubrics for students and families to identify mastery and self-assess progress?
- Do I provide options for demonstrating mastery of the learning targets?
- How can I best provide timely, growth-oriented feedback to all learners?
- How can I build the capacity of learners to give and receive helpful feedback?
- How might my Student Learning Objective (SLO) plans for assessment be modified for online instruction?



### Virtual Learning Look Fors

- The teacher uses [formative assessment strategies](#) in the online environment.
- Students assess their own work using [rubric](#) criteria.
- The teacher uses [polling applications](#) to gauge learner understanding of content.
- Learners provide each other with [helpful feedback](#).
- Assessment is offered in home language options, in either oral or written form.



### Additional Resources for Going Deeper:

[The Power of Protocols for Equity](#) by Zaretta Hammond. ASCD: EL Educational Leadership, Deeper Discussions, April 2020, (pages 72-74)

[Strategic Assessment Systems Modules](#). WI Department of Public Instruction

[Writing a Quality SLO: Evidence Sources](#). WI Department of Public Instruction

\* The Danielson group recommends prioritizing this component for student well-being, equity, and racial justice. [Framework for Remote Teaching](#), (2020, p.6)

# 3e Look Fors

## Demonstrating Flexibility and Responsiveness

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- The teacher incorporates students' interests and questions into the heart of the lesson.
- The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- When improvising becomes necessary, the teacher makes adjustments to the lesson.

### Considerations

- Do I understand how culture impacts the brain's information processing?
- How will I build learners' brain power in culturally responsive ways?
- How might I better understand learner strengths and interests to maximize understanding?
- How might I model and provide thinking and problem-solving strategies to support independent learning?



### Virtual Learning Look Fors

- The teacher uses a shared [What do I Know, What do I Wonder about, What have I Learned](#) (KWL) document to understand learner questions and content interests.
- The teacher has planned for and provided [multiple means of representation](#) to include: perception, language and symbols, and comprehension.
- The teacher analyzes learner work or reflects on lessons to flexibly group learners into breakout rooms, curate online resources, and plan synchronous events.
- During breakout sessions, the teacher joins each group via [breakout room](#) (or similar) to gauge learners' understanding and plans another example before breaking for independent work time.
- The teacher models the use of a problem-solving protocol to reteach concepts as necessary.



### Additional Resources for Going Deeper:

[EL Education: Classroom Protocols](#)

Hammond, Zaretta. 2015. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Learners*. Thousand Oaks: Corwin.

# 4a Look Fors

## Reflecting on Teaching

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- The teacher accurately assesses the effectiveness of instructional activities used.
- The teacher identifies specific ways in which a lesson might be improved.

### Considerations

- What are my cultural identity and frames of reference?
- Do I believe all learners can learn at high levels? How does this belief influence my decisions and interactions with learners and families?
- What social and learning behaviors trigger me in the classroom?
  - What bias or assumptions might lie behind my triggers?
- With whom do I engage in professional conversations that will challenge my thinking and belief systems?
- How might I devote time each day to reflecting on my practice?



### Virtual Learning Look Fors

- The teacher includes colleagues in their online LMS roster and invites them to review content and provide feedback.
- The teacher identifies online [instructional learning strategies](#) within the Student Learning Objective (SLO) and reviews as part of the ongoing improvement cycles.
- Learners and families use complete, brief [Google forms](#) to provide lesson, unit, and general feedback.
- The teacher meets online regularly with a colleague, coach, or mentor to unpack and examine instructional decisions.



### Additional Resources for Going Deeper:

Danielson, Charlotte F. 2016. *Talk about Teaching!: Leading Professional Conversations*. Thousand Oaks, CA: Corwin.

[Fostering Reflection](#). Danielson, L. (2009). Educational Leadership

Hammond, Zaretta. 2015. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Learners*. Thousand Oaks: Corwin.

# 4b Look Fors

## Maintaining Accurate Records

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- The teacher’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.
- The teacher’s process for recording non-instructional information is both efficient and effective.

### Considerations

- How might I encourage learners to actively participate in selecting artifacts of learning within the online environment?
- What options might I include for families to view and add information to learner files?
- How can I intentionally build time in my schedule for providing feedback, grading, and communicating progress with learners and families?
- In what ways might I note learning strengths and assets within records?



### Virtual Learning Look Fors

- The teacher collaborates with learning strategists to ensure that [IEP goals](#) (reflecting online learning) and progress are appropriately noted and communicated with families.
- The teacher maintains an online grade book and feedback mechanisms.
- The learners select and upload artifacts of learning to [electronic portfolios](#).
- Learners and families know how to access online records and communicate concerns or questions.
- Learner and family correspondence is archived in electronic folders.
- The teacher monitors and maintains records of synchronous and asynchronous activity engagement.
- The teacher clearly communicates to learners and families the expectations related to online learning engagement and maintains records (document uploads, expected number and types of posts and comments, attendance in synchronous events, participation in breakout rooms, completion of independent and group activities, office hour correspondence).



### Additional Resources for Going Deeper:

[5 Questions to Tackle When Maintaining Accurate Records](#), Jon Konen, Teacher.org

[Classroom Practices that Monitor and Inform Learning](#), Donna Maxim and Cora Five, School Talk

# 4c Look Fors\*

## Communicating with Families

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- The teacher regularly makes information about the instructional program available.
- The teacher regularly sends home information about student progress.
- The teacher develops activities designed to engage families successfully and appropriately in their children's learning.
- Most of the teacher's communications are appropriate to families' cultural norms.

### Considerations

- How do my beliefs and personal experiences inform my learning partnerships with families?
- What do families expect of me and the district in facilitating virtual learning?
- How might I help to create an intellectually and socially safe virtual experience?
- What are the districts' plans to support families with technology challenges?
  - What is the protocol for arriving at solutions?
  - How will families receive updates to solutions for identified needs?
- How might I coordinate with teachers of other family members to align strategies and guidance to families?



### Virtual Learning Look Fors

- The teacher reaches out to all families to identify virtual learning needs and to co-plan and co-problem solve.
- The teacher and family use a two-way online journal to record notes, questions, and solutions to virtual learning challenges.
- Selected audio, visual, images, and tables used within all media are fully accessible to learners and families.
- The teacher uses [captioning](#) for video.
- Communication is translated in languages consistent with families' primary language.



### Additional Resources for Going Deeper:

Hammond, Zaretta. 2015. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Learners*. Thousand Oaks: Corwin.

[5 Smart Online Parent-Teacher Communication Tools for Keeping Connected](#), Wabisabi Learning

[ABCs of Family Engagement](#), (Key Considerations for Building Relationships with Families and Strengthening Family Engagement Practices), WI Center for Education Research

\* The Danielson group recommends prioritizing this component for student well-being, equity, and racial justice. [Framework for Remote Teaching](#), (2020, p.6)

# 4d Look Fors

## Participating in the Professional Community

*Increasingly learner-centered practices support distinguished practice.*



### Proficient Critical Attributes

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school district and community projects.

### Considerations

- How do I build trust and foster relationships with my colleagues in virtual spaces?
- How do I examine my beliefs and interrupt biases as I interact with colleagues?
- Do I give space and consideration to all voices in the community?
- In what ways do I contribute to a collective commitment to ensure learning for all?
- Are our PLC community agreements working in virtual spaces? How might they be modified to better support virtual spaces?
- In what ways might I model continued learning?



### Virtual Learning Look Fors

- The teacher adds their evaluator, coach, mentor, and/or peers to the LMS participant roster and teleconference invites to participate and provide feedback.
- The teacher and their grade level team/PLC meet virtually to share ideas, review learner data, and adjust instruction as needed.
- The teacher participates in virtual professional development opportunities.
- In online meetings, the teacher elevates voices and considers multiple perspectives.
- The teacher honors community agreements and calls out conflicting behaviors.



### Additional Resources for Going Deeper:

Williams, Kenneth C. 2015. *Starting a Movement: Building Culture from the inside out in Professional Learning Communities*.  
Bloomington, IN: Solution Tree Press.