Remote Learning Environment Look-for Guidance

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The Delaware Department of Education in collaboration with stakeholders has developed a look-for guide aligned to the current DPAS-II to support teaching and learning in a remote learning environment. This guide is a tool for both Administrators and teachers. This guide emphasizes the school and classroom priorities and practices that look differently in a remote learning environment. This guide is not a replacement for the DPAS-II rubric, but instead is a tool meant to accompany the rubric in a remote learning context. Evaluators may use this guide to support observation and evidence collection of remote teaching, and to share aligned feedback. Teachers may use this guide to support the action of planning so that high-quality teaching and learning continues in a remote classroom. Please note that criteria **not** found on the document are still to be observed and given feedback. The reason for this is because the evidence in these criteria is similar to evidence in a face-to-face learning environment. For example, criteria 4b is not a part of this supplementary document because criteria 4b does not need to be modified.

Guide Outline

There are eight essential criteria from our current DPAS-II observation framework that have been identified as being most critical in a remote learning environment. In this guide, each criterion is accompanied by the following:

- **Priority for Remote Instruction**: where teachers should focus their time and energy while planning and implementing Instruction
- **Practice**: a set of actions teachers can take to set themselves and their students up for success
- **Sample Evidence/Artifacts**: a collection of possible evidence to support teacher practice

The last part of this guide includes a table of possible evidence or artifacts that a teacher may provide, or an evaluator may collect to support practice in the remote learning environment for each of the four components of the DPAS-II rubric.

Note: None of these lists are exhaustive, and this resource is not the only possible description of practice. Local factors and context should also guide the priorities and steps taken during this school year. Districts or charters can adapt or modify to meet the needs of the organization. Click HERE for more information.

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1b: Designing Coherent Instruction

Priorities:
- Meeting students where they are given widely variable learning environments and social-emotional needs
- Maintaining grade level expectations while considering individual student abilities
- Providing supports and scaffolding to enable students to access grade level expectations
- Aligning learning outcomes to the modified schedule
- Maintaining coherence for students across a variety of platforms and modes (i.e. synchronous vs. asynchronous instruction; learning platforms, etc.)

Possible Additional Practices	Possible Additional Evidence/Artifacts
- Analyze your school and class schedule and expectations to identify time available for synchronous and asynchronous engagement - Plan an appropriate amount of group synchronous learning time - Analyze your learning objectives to determine what is most suitable and critical for synchronous instruction. Consider: - Whole group: direct instruction, modeling, experiments, community building - Small group: targeted skill building, repetition, discussion, peer to peer engagement - Individual: diagnosis, assessment, encouragement - Purpose of lesson: posted and communicated - Develop a manageable and easily accessible system for organizing information about the instructional program - Consider students' strengths, interest, needs, and IEP goals (where applicable) to develop learning goals and prepare lessons	- Class/course schedule outlining synchronous and asynchronous time - Plan for group discussions, community building, small group instruction, and collaboration - Sample emails or phone call logs that explain purpose of lesson and plan to revisit it throughout - Sample of student feedback to support learning - Plan to address individual needs to support learning - Samples video-taped lessons (new content acquisition and skill practice) - Samples of multiple tasks and activities from which students can choose - Selected online tools used for teaching and learning - System for organizing classroom materials (Google Classroom, Schoology)

1d: Demonstrating Knowledge of Students

Priorities:

- Learning about each student's motivations, driving interests, daily schedule and context, and current level of wellbeing, especially any trauma or stress resulting from current events
- Establishing priority goals and objectives for each student for the first quarter, inclusive of social and emotional needs.
- Tracking information about students' context, mindsets, interests, and needs
- Providing significant time for structured student sharing with other students

Possible Additional Practices	Possible Additional Evidence/Artifacts
• Conduct student interviews to understand context and immediate needs • Set individual priorities for each student focused on social-emotional needs and establishing routines for learning. When possible, group students to address priority needs • Collaborate with other colleagues who work with your students to create a shared system for storing, tracking, and updating student profiles and priorities.	• Student interview questions • Student connection activities; Student interest surveys; journaling • Data meetings; PLC; RTI/MTSS meetings • Sample lessons that address student interest • Discussion group topics (e.g. based on student interest)

2a: Managing Classroom Procedures

Priorities:
- Being explicit about the shift in responsibility students are experiencing
- Modeling expectations, routines, and procedures multiple times and in multiple settings
- Recognizing and celebrating student autonomy and resourcefulness
- Identifying and supporting students who are struggling to learn remotely due to specific challenges in their homes

Possible Additional Practices	Possible Additional Evidence/Artifacts
- Strategically establish a small, central set of shared routines and procedures for whole group, small group, and independent learning blocks - Explore options in your platform or in supplemental apps for students to track their own progress. - Explicitly set expectations and teach whole group and small group etiquette for online learning (e.g., mute when others are speaking, when it is ok to use the chat feature, how to leave/return if something comes up at home - Allocate time to practice these procedures just as you would classroom procedures.	Students demonstrate the expectations for engaging in remote learning including (but not limited to): - Muting the microphone - Unmuting the video - Using the chat box - Participating in small break-out rooms - Raising hands - Participation in class discussions - Having materials and supplies - Following group roles (e.g. timer, leader, recorder, etc.) Students demonstrate the procedures for engaging in remote learning including (but not limited to): - Accessing information - Logging into class - Using technology - Transitioning smoothly - Arriving to class - Leaving class - Moving from one whole group to small group and back Students demonstrate how to communicate on a visual platform. For example: - Unmuting to talk - Unmuting to listen - Using emojis - Using hand raising

	The teacher establishes procedures for, but not limited to, the following: - Taking attendance (e.g. poll question, Class Dojo, etc.) - Communicating daily or week agenda items such as assignments, activities, assessments)

2c: Creating an Environment to Support Learning

Priorities:
- Providing equitable opportunities for students to respond and participate
- Empowering and celebrating student identity
- Working to create a just and supportive classroom for all students

Possible Additional Practices	**Possible Additional Evidence/Artifacts**
- Creates an online classroom as a place where learning is valued - Communicates high expectations and high standards for student learning, participation, work, and expected outcomes, while also providing flexibility around how and when work is done - Attempts to understand the reality and unique situation of each student and communicates with empathy and care - Sets clear expectations for when he or she is available and how he or she can best be contacted - Utilizes formal and informal mechanisms to check in with students and families on overall well-being and to support academic progress. - Develops positive supports and reinforcements (digital rewards, celebratory routines, etc.)	- Schedules for, but not limited to, the following: - Morning meeting - Parent phone calls or family check-ins - Office hours - Opportunities for students to build connections with each other - Question prompts - Use of journal - Interest inventories - Daily motivational message - Website (post class celebrations, student birthdays, student of the month/week))

3a: Engaging Students in Learning

Priorities:
- Encouraging multiple ways of interacting, multiple modes of accessing information, and multiple means of representing thinking
- Accommodating student choice and interest-driven learning across all subjects
- Celebrating and sharing student creativity, curiosity, and resilience
- Encouraging and engaging students to explore and improve their online experience
- Adapting plans to accommodate student curiosity and initiative

Possible Additional Practices	Possible Additional Evidence/Artifacts
- Offers activities and assignments that align with the goal and purpose of the lesson and promote student engagement - Provides flexibility for student choice - Uses a variety of collaboration tools - Offers an audio or video recording of lessons - Promotes student responsibility for digital timelines	- Small groups - Whole groups - Student choice - Student collaboration - Digital timelines - Students responsible for digital timelines for, but not limited to, the following: - Projects - Assessments - Tasks - Assignments - Activities

3d: Using Questioning and Discussion Techniques

Priorities:
- Creating opportunities for peer-to-peer engagement that support social, emotional, and/or academic development
- Providing multiple options for scaffolding dialogue in both synchronous and asynchronous learning experiences
- Providing questions to elicit evidence of student understanding
- Using questions of high cognitive challenge, formulated by both teacher and students

Possible Additional Practices	**Possible Additional Evidence/Artifacts**
- Providing time for students to engage in peer discussion - Monitoring student discussions for appropriateness to the topic of the lesson - Providing opportunities for students to show their work or explanation - Using technology tools to monitor student understanding - Providing specific and timely feedback	- Sample activities/assignments/tasks (multiple correct answers, opportunities to explain thinking, encourage higher-order thinking) - Use of break-out rooms for small group discussion - Student responses via technology - Kahoot - Poll Everywhere - Class Dojo - Chat - Discussion Groups - Break out rooms - Audio or video recordings

3e: Using Assessment in Instruction

Priorities:
- Communicating clear expectations on how students will show growth
- Communicating criteria and performance standards to be used in assessments
- Making sure students receive feedback that is specific, relevant, and focused on growth
- Ensuring students have opportunities to discuss and reflect

Possible Additional Practices	Possible Additional Evidence/Artifacts
- Modify assignments and assessments - Provide time for students to discuss - Schedule checks for understanding during the lesson - Monitor students learning - Provide time for students to reflect on their work	- Communication platforms that could include: - Break out room - Chat - Exit ticket - Quizlet - Flipgrid - Poll Everywhere - Kahoot - Discussions - Audio recordings - Video recordings - Assessment and task rubrics

4a: Communicating with Families

Priorities:
- Establishing family connections
- Being responsive to students' learning environments

Possible Additional Practices	Possible Additional Evidence/Artifacts
- Being available to help families - Keeping families informed of student progress - Ensuring families have access to student grades - Accommodating students with IEPs or 504 plans - Communicating with families about the instructional program, student growth, and available resources	- Schedule of virtual office hours - Schedule of IEP or 504 meetings - Accommodations are met for IEP/504s - Virtual student showcase, open houses, parent conferences, training sessions, etc. - Use of applications such as 'Talking Points', 'Remind', etc. - Feedback from parents - Distribution of copied materials, resources, and other curricular needs

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Evidence/Artifacts

Component 1	Component 2	Component 3	Component 4

• Lesson plans
• Student tasks
• Rubrics
• Teaching and learning plan
• Assessment data and/or student progress monitoring
• Plan for student progress monitoring
• Student interest inventory
• Data collected from previous teacher
• PLC meeting minutes
• Teacher calendar
	• Teacher-student communications
	• Student celebrations
	• Student assignment calendar
	• Posting of learning expectations, procedures, routines
	• Morning meeting schedule
		• Discussion Boards
		• Video or audios of student performances
		• Photographs of student work
		• Assignments
		• Student work
		• Student feedback
		• Clear visuals that highlight key ideas or points
		• Collaboration tools
		• Digital Timelines:
		   ○ Projects
		   ○ Assessments
		   ○ Tasks
		   ○ Assignments
		   ○ Activities
		• Virtual student showcase
			• Family and student communication plan
			• Attendance at and application of professional development
			• Minutes from PLC or team meetings
			• Professional development trainings
			• Student-family surveys
			• Teacher-family communications (emails, websites, log of phone calls)
			• Open House presentation
			• Office hour schedule
			• eSchool or grade record
			• Student work (assignments, assessments, writings, portfolio)
			• Data documentation (spreadsheet, Class Dojo)
			• Student feedback
			• Classroom meeting schedule
			• Calendar events:
			   ○ PLC meetings
			   ○ IEP meetings
			   ○ Team/Department meetings
			   ○ Office hours