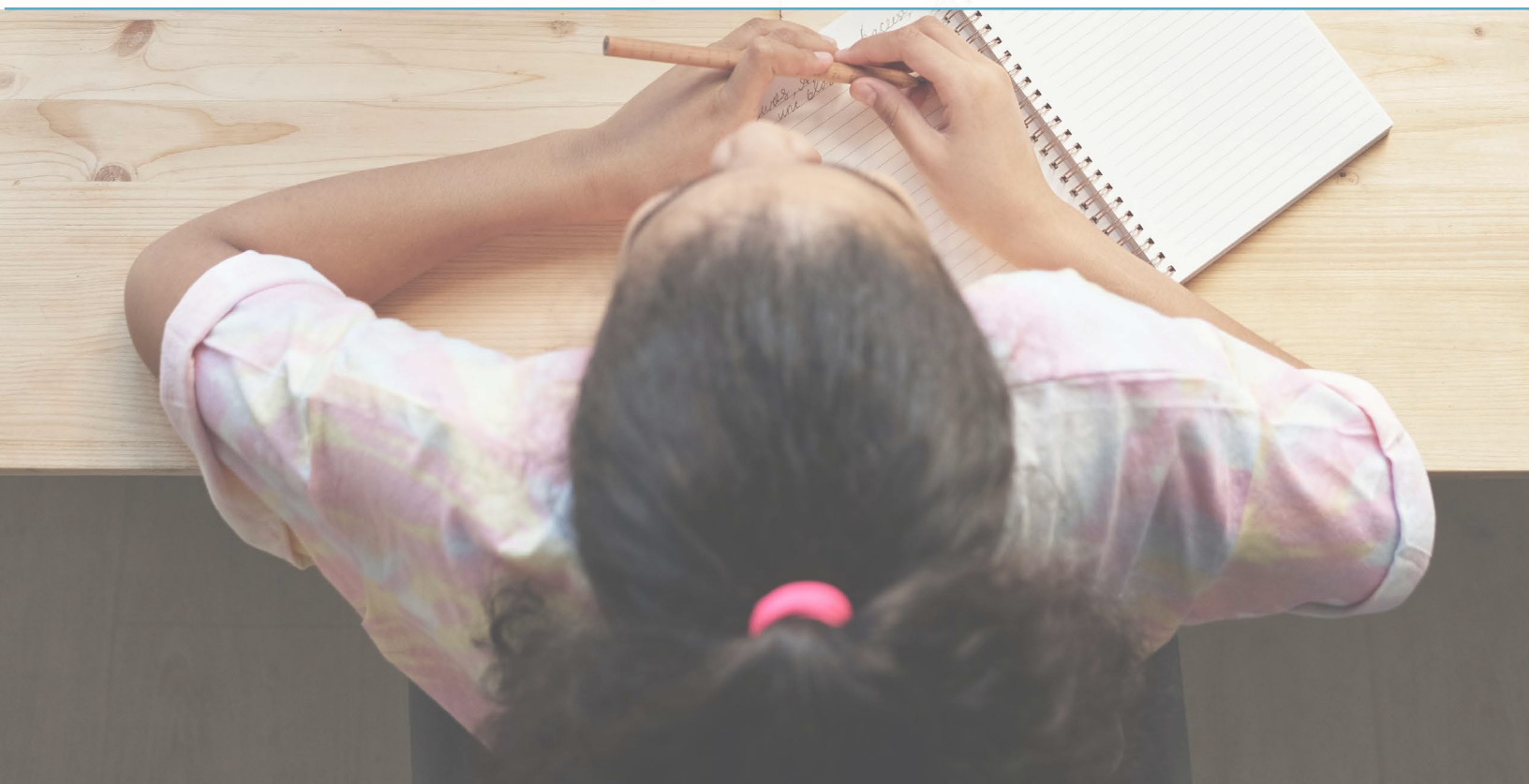


ADAPTABILITY AND GROWTH: EVALUATING EFFECTIVE TEACHING IN REMOTE LEARNING ENVIRONMENTS



NETWORK for
EDUCATOR
EFFECTIVENESS



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INTRODUCTION

COVID-19 has brought new challenges for school districts. As uncertainty continues for the 2020-2021 school year, adaptability and flexibility will be of the utmost importance.

To support our schools, the Network for Educator Effectiveness (NEE) is providing recommendations on the teacher evaluation process throughout the coming year and beyond.

We have developed resources and recommendations for evaluating effective teaching in remote learning (RL) environments, including:

- ▶ Recommendations for evaluating teacher effectiveness in RL environments
- ▶ Templates for teachers and instructional leaders to gather and evaluate evidence of effective teaching in RL environments
- ▶ Insights into how key components of NEE continue to support the growth of all educators
- ▶ Additional resources

All materials are based on current, available research around remote and blended learning, as well as guidelines from state education departments around the country.



RECOMMENDATIONS FOR EVALUATING RL ENVIRONMENTS

The following recommendations are for instruction based solely in RL environments. These were developed with a broad definition of remote learning in mind and can be used for both online and offline learning. If used in an online environment, these can be for synchronous or asynchronous settings.

USING NEE MEASURES IN RL ENVIRONMENTS

CLASSROOM OBSERVATIONS

Classroom observations (CO) in RL environments will not be the same as traditional classroom settings. For RL environments, NEE recommends that CO become a portfolio process. To assist with scoring CO in a RL environment, NEE has identified indicators that highlight best teaching practices. A district/school may consider replacing current indicators or adding one or more of the following indicators to specifically focus learning and feedback conversations on remote instruction.

- ▶ **1.2** – The teacher cognitively engages students in the content.
- ▶ **1.3** – The teacher uses disciplinary research and inquiry methodologies, and teaches the tools of inquiry used in the content area.
- ▶ **2.2** – The teacher sets and monitors student goals.
- ▶ **2.4** – The teacher promotes the emotional competence of students.
- ▶ **2.6** – The teacher incorporates students' language, culture, family, and community.
- ▶ **3.1** – The teacher implements curriculum standards.
- ▶ **4.1** – The teacher uses instructional strategies that lead students to problem-solving and critical thinking.
- ▶ **5.1** – The teacher uses motivation strategies that affectively engage students.

- ▶ **5.3** – The teacher uses strategies that promote kindness and social competence among students in the classroom community.
- ▶ **5.3b** – The teacher establishes secure teacher-student relationships.
- ▶ **6.1** – The teacher uses effective verbal and nonverbal communication.
- ▶ **6.4** – The teacher uses technology and media tools to communicate with students and parents when available and appropriate.
- ▶ **7.4** – The teacher monitors the effect of instruction on the whole class and individual learning.
- ▶ **7.5** – The teacher communicates student progress and maintains records.

*NOTE: Full CO scoring rubrics are available for all but Indicator 7.5, which is considered not observable in a traditional classroom setting. Evaluator comments can still be recorded on that indicator by clicking the **+Add Indicator** button when completing a CO in the NEE Data Tool.*

The list of indicators also provides guidance for working with individual teachers to pinpoint opportunities for growth that focus on the improvement and fluency of remote instruction skills.

Set CO windows

Decide on a set number of weeks during which a CO will occur. As with the traditional method, we recommend 6 to 10 CO per year during remote teaching, resulting in a CO every 3 to 4 weeks. It may be beneficial to have shorter CO windows (around 2 weeks) at the onset of remote instruction to allow for more immediate feedback and support as teachers transition to the new environment.

Collect evidence on 3 to 5 indicators

The goal of evidence collection is to observe how the teacher plans and implements the effective teaching practices selected by the district/school. Evidence collection is document-based in RL environments and provides less visual evidence for the principal. While it is possible to collect visual evidence in an online synchronous setting (e.g., Zoom or Google Meet),

evidence should also be collected in other ways. During a CO window, we recommend 4 to 5 pieces of evidence that show implementation of each indicator. The evidence should facilitate the feedback conversation that occurs at the end of the window.

Examples of evidence include:

- ▶ Resources available through a learning management system (LMS)
- ▶ Teacher-recorded videos of class sessions or planning
- ▶ Student work examples
- ▶ Assessments
- ▶ Data collection
- ▶ A variety of other district, school, or course-specific materials

We have created the following templates to assist with evidence collection:

- ▶ The **Remote Learning Evidence Log** is a Google Form that provides a way for a teacher to document the implementation of effective teaching practices in RL environments. Efforts can be documented for individual students, small groups, or for a whole class. The teacher can then share the results with the principal as evidence of how the teacher worked with students in the RL environment.
- ▶ The **Remote Learning Lesson Planning Template** is based on best practices of RL and considers both online and offline RL. It provides guidance for both teachers and evaluators on how to develop best-practice lesson plans for remote instruction.
- ▶ The **Lesson Model for Effective Remote Learning** was developed in alignment with the Remote Learning Lesson Planning Template. It can be utilized by educators as guidance for planning and constructing RL experiences.

The use of recordings for evaluative evidence

The ease of recording video sessions can allow a teacher to provide their students with ongoing access

to instructional resources. Teachers may also seek to document their communications with students, parents, administrators, and others by utilizing the record features available, and they may wish to use some of these recordings as evidence for evaluative purposes. The fact that an interaction or session is being recorded should always be made known to all parties. Administrators and teachers should follow school board policies concerning the creation, posting, and use of recordings.

Score RL CO in the same manner as traditional CO

At the end of a CO window, the evaluator should review all of the provided evidence. NEE has added RL notes to the previously identified indicators to assist with scoring. These will be available in the NEE Data Tool for the upcoming school year on the CO scoring page by clicking the **What to Look For** button for each indicator.

For each indicator, compare the concrete descriptors on the CO Scoring Rubric with that evidence. Focus scoring on:

- ▶ The number of students the teacher attempted to involve.
- ▶ The strategies, structures, and resources the teacher made available
- ▶ How the teacher guided students toward growth
- ▶ What the teacher asked each student to accomplish.

CO scores should be based solely on the available evidence. It is especially important to have accurate scores when preparing, planning, and monitoring professional development (PD) on the topic of RL. Be careful not to artificially inflate CO scores. Use the scores to accurately reflect the current practices of each teacher, to develop an understanding of where building-wide PD should occur, and identify areas where individual PD is needed.

Stay true to feedback protocols

Feedback is crucial in RL environments. We recommend that feedback protocols be as similar as possible to the regular CO feedback process.

Feedback is crucial in remote learning environments.

- ▶ When possible, continue with face-to-face feedback conversations. When not possible, video conversations are preferable to those held over the phone.
- ▶ Provide feedback within 24 hours of data being entered into the NEE Data Tool. Also, we recommend providing informal praise or reinforcement for effective remote teaching practices as soon as any evidence is noticed.
- ▶ Refer to [A Guide to Effective Feedback Conversation Placemat](#), available on the NEE Data Tool Help and Resources menu. Be understanding of new routines, new obstacles, and the learning process as teachers transition to RL environments. Provide support, and focus on incremental deliverables that lead to growth on an indicator of the teacher's choice. Follow up in structured timeframes to offer support to the teacher.
- ▶ As CO windows continue through the year, reinforce the strategies and practices the teacher has used previously in both feedback conversations and continued plans. Ensure that the CO process is used to build continued growth, not as one-off events.

STUDENT SURVEYS

In RL environments, student interaction with instruction will be different as well. We recommend the use of student surveys to gather feedback on how students perceive the effectiveness of instruction in the RL environment.

NOTE: Of the indicators identified for RL, student survey items are available for all except Indicators 3.1, 6.4, and 7.5.

Increase frequency of student surveys

In traditional classroom settings, we recommend the student survey process occur 1 to 2 times per year. However, in RL environments, conducting student surveys more frequently can provide data that might otherwise be lost due to the lack of in-person COs. We recommend a plan to capture student perspectives through the student survey at least 2 times per semester.

If desired, student surveys can be used more frequently and aligned to the structured CO windows. The more frequently student perceptions are captured, the more feedback can be provided to the teacher on what is being done well and what areas may need to be altered or improved.

Review the RL indicators

Review the previously identified RL indicators. As with CO, districts/schools can alter or add to the indicators included on student surveys. It is important that the overall number of indicators used on the student survey not become too large to avoid survey fatigue in students.

Find alternative ways to collect data for student surveys

Some schools may be able to use the regular online student survey. However, there may be alternative methods that schools can use to gather data, including paper-pencil formats. Please contact NEE Customer Support for assistance or support if accommodations are needed.

Proctoring

If students are completing the student survey online, we recommend a proctor be in a synchronous session with students. The proctor can be the teacher, evaluator, or other school personnel that can monitor students as they complete the survey. This should ensure students only complete the survey once per teacher per survey window.

Narrow survey windows

We recommend that the survey window be narrow in time when being conducted online to dissuade students from taking the survey more than once. Provide a specific day and a short range of time (15 minutes to one hour) for students to complete the survey.

TEACHER PROFESSIONAL DEVELOPMENT PLAN, UNIT OF INSTRUCTION, SPECIALIST EVALUATION ORGANIZERS, AND PRINCIPAL EVALUATION COMPONENTS

We recommend that districts continue to use the other measures available as normal. For district-specific questions, please contact NEE Customer Support.



RECOMMENDATIONS ON TEACHER EVALUATIONS FOR 2020-2021

REMEMBER THE PURPOSE: FEEDBACK TO PROMOTE GROWTH

NEE is designed to promote professional growth and development. We believe frequent and robust evaluation measures provide data that lead to frequent, focused conversations that foster growth. Evaluation is for conversation, coaching, and PD.

Current times make the urgency for coaching even greater. Teachers are being asked to do more, to alter the classroom practices they have established, and to develop new skills to meet the challenges of RL. NEE evaluation measures and feedback conversations can provide clarity, guidance, and mental and emotional support.

The following guidelines will help to build a more constructive, supportive environment for evaluations.

EVALUATE TO DRIVE CONVERSATIONS

Evaluation helps to set expectations and provide a structure to measure success for each teacher. Use the collection of data to provide opportunities to focus on how those expectations continue even in an unsettled environment. Make sure conversations are discussion-based and focused on growth.

To help facilitate conversations, refer to [A Guide to Effective Feedback Conversation Placemat](#), available on the NEE Data Tool Help and Resources menu. As feedback conversations occur, the third step in the guide (Discuss Focus) will be especially valuable. The focus may not be directly tied to a selected indicator but may be related to a teacher's well-being, the betterment of the classroom environment, or the acquisition of new knowledge. Be flexible and encourage areas of focus as they become apparent.

LEAD WITH CARE AND WELL-BEING

Leading with empathy is critical in this moment. The stressors on teachers, students, and parents are continually present and can appear in different ways. As evaluations occur and feedback is given, it is important to try to step into the experience of the teacher. To lead from an empathic perspective will create an environment of support and care that will provide teachers the best opportunity for growth. Be mindful of needs, influences, perspectives, and stressors. Be cognizant of emotional well-being and supports that can be provided.

BE MINDFUL OF TEACHERS' NEW TASKS

In many cases, teachers are repeating work in multiple ways to prepare for all possible scenarios. They are also being tasked to transform classrooms into environments that meet health and safety requirements. Teachers will feel different and must act differently. As conversations

occur throughout the year, provide feedback that is indicative and encouraging of these new tasks. Recognize the moment, the challenges of change, and the incremental growth that will occur each day.

BE FLEXIBLE WITH EVALUATIVE MEASURES

There will be uncertainty surrounding evaluation due to the likelihood of school closures, the new structures that school districts have created, and the various styles of teaching that will result. We encourage districts to be flexible with evaluative measures. In the coming sections, various approaches to evaluation are discussed with suggestions provided.

CONTINUE PROCESSES IN PLACE FOR TRADITIONAL SETTINGS

For districts/schools in the traditional classroom setting, continue to follow the current district evaluation processes as normal.

BE PREPARED TO EVALUATE IN RL ENVIRONMENTS

The upcoming school year could bring several transitions and stoppages of the traditional learning environment. It is important to be prepared to evaluate in a variety of settings.

During RL, there may be few opportunities for evaluators to collect evidence through COs. However, continuing the frequent data collection and feedback that occurs within an evaluation process will be vital as teachers develop the best instructional practices for RL.

CONSIDER HYBRID POSSIBILITIES FOR COLLECTING EVIDENCE

There may be situations where a teacher is expected to teach in both traditional and RL environments at the same time. We recommend that data be collected within both settings, as it is important to provide feedback for both environments, and that the evaluator uses the comments section on the CO scoring page to note the environment in which the CO took place.



PLAN FOR TRANSITION TO RL ENVIRONMENTS

Discuss

Have PD discussions with teachers about how the indicators may look in RL environments. Work with them to develop a list of strategies and resources that can be used for each of the indicators. Share the list in a variety of ways and use the list as a reference as teachers construct lesson plans, units, and learning opportunities throughout the year.

Develop procedures

Plan and communicate how COs will be done and how evidence will be collected, and share the timeline that will be used for COs in RL environments. Include in the plan what will be observed, how it will be observed, and how feedback will be provided. This plan should be aligned with the type of RL environment (online or offline) being used by the district.

Follow procedures

Set norms and routines that will be used to observe teaching practices in both traditional and RL environments. Follow them closely, so teachers will know what indicators are being used. Be prepared to provide guidance and support on those indicators. Share expectations and examples of how these indicators continue to be effective and necessary.

COMMUNICATE CLEARLY AND FREQUENTLY

Communication is essential as a district/school transitions between traditional and RL environments. Evaluators will continue to set the culture and climate of the school through communication, including the expectations of teaching practices that occur in both environments.

Provide guidance and support as teachers may struggle. Clarify communication and provide objective outcomes or deliverables. If a transition to a RL environment occurs, it could be necessary to narrow the focus by limiting COs, PD, and feedback to a smaller number of teaching practices.

The importance of communicating clear directions based on deliverable outcomes cannot be overstated. As schools face transitions between different learning environments, we recommend that specific written expectations with deliverable outcomes be communicated to all faculty and staff in a way that provides confirmation that each individual received the communication. “Deliverable outcomes” should not be interpreted as a specific level of effectiveness or a minimum score using the NEE system. Instead, we recommend that deliverable outcomes focus on teaching practices teachers attempt within their instruction.

PROVIDE SUPPORT AND GUIDANCE THROUGH TARGETED FEEDBACK ON THE SELECTED INDICATORS

Feedback and coaching should occur as quickly as possible once there is a transition to a RL environment. High levels of uncertainty or unease may accompany the transition. Be as diligent as possible in providing support on how teaching practices should be incorporated.

The fluency and expertise with teaching practices in a remote setting is going to vary greatly from teacher to teacher. Many teachers will be novices, and their teaching practices will reflect that. Remember to match feedback and coaching to the expertise level of the teacher in RL environments and not to their overall expertise or experience level.

Develop a coaching framework for teachers to set goals and establish structured communication. A structure similar to NEE’s [Building Personnel Development Plan](#) will provide step-by-step deliverables that an evaluator and teacher can complete together to grow teaching effectiveness in RL environments.

LEARN WITH TEACHERS

Teachers in RL environments often view their evaluator more as a manager than an instructional leader. However, the newness of RL for some teachers will require leadership more than management. To be an effective instructional leader in a RL environment, it is essential to understand and be fluent in that environment. Learn

the RL process along with teachers and take time to ask for their feedback on what is easy about the structures in place and what is difficult. Continue to check in with teachers to determine the best way to change difficult pieces to more manageable processes.

Remember that instructional leadership does not mean expert instructional knowledge. The RL environment is a new frontier for most leaders. Do not seek to be the expert on RL. Instead, seek to be the expert on providing feedback, coaching teachers to use effective teaching practices, and setting the culture and climate.

SUMMATIVE CONSIDERATIONS

As the year progresses, guidance on the Teacher Summative Report process will be important. Our regular summative recommendations remain in place.

LOW-STAKES

The evaluation of effective teaching practices comprises one aspect of overall performance for a teacher. Continue to keep the evaluation process low-stakes and focused on growth. Work with teachers throughout the year and at the time of the summative conference to build their fluency and expertise in RL environments. Give performance consideration for the upcoming year as both evaluators and teachers learn the RL environment.

DOCUMENTATION

Within the comments that administrators provide for the summative report, they should note the specific dates and times when traditional evaluation measures occurred and dates and times when RL evaluation measures occurred.

CONDUCT A SUMMATIVE CONFERENCE

Summative conferences should continue as scheduled according to board policy. Our recommendations for summative conferences remain the same. We strongly encourage the summative conference occur in a face-to-face manner. If face-to-face conferences are not possible, video conferencing is preferred over phone conferences. The summative conference date and time should be scheduled to provide adequate notice to the

educator. In the summative comments, we recommend the administrator provide specific documentation of the date the summative conference was held or will be held, as well as how the conference was held.

CARRY FORWARD

Districts may decide to continue the summative process over to the 2021-2022 school year. This may decrease stress for teachers and allow them to become more comfortable within the RL environment. If the decision is made to carry over the Teacher Summative Report process to the 2021-2022 school year, all data entered for 2020-2021 and 2021-2022 will be on the Teacher Summative Report completed in the spring of 2022. If a district decides to follow this option, NEE recommends that evaluation, data entry, evidence collection, and feedback continue as normal for this year.

CONSULT LEGAL COUNSEL

Evaluators should consult legal counsel prior to making any high-stakes decisions about a teacher resulting from the 2020-2021 educator effectiveness process due to the impacts of COVID-19.

CONCLUSION

NEE has always been rooted in the understanding that evaluation is for growth and that evaluative data only begins or continues a conversation. This holds especially true in emergent RL environments. Providing feedback on remote instruction is critical, especially as educators learn how to deliver effective remote instruction. That feedback should be constructed in a way that promotes growth and continual learning. It should also be based on a variety of measures that are collected consistently throughout the year.

We will be hosting webinars throughout the fall for discussion on the resources and strategies included within our RL evaluation materials. As additional questions arise, please contact us at nee@missouri.edu or 844-793-4357. We are ready and happy to serve you and support you.

ACKNOWLEDGMENTS

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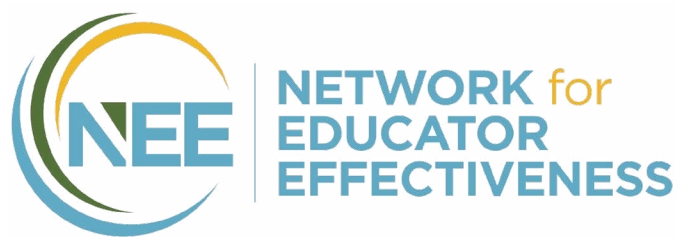
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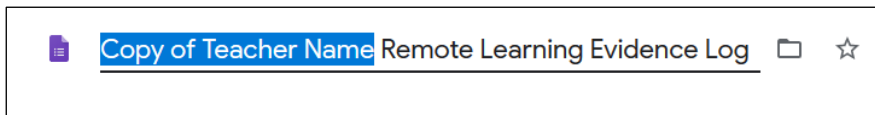
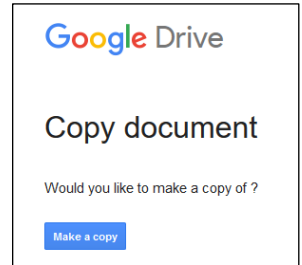
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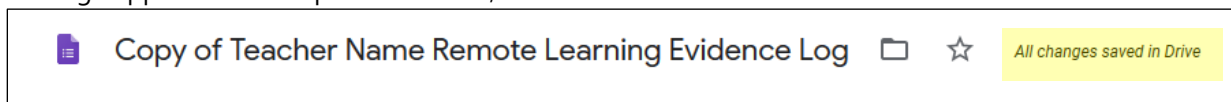
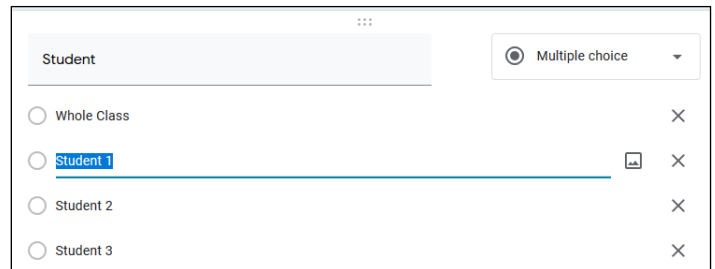
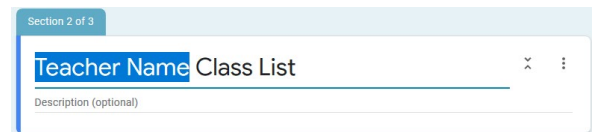
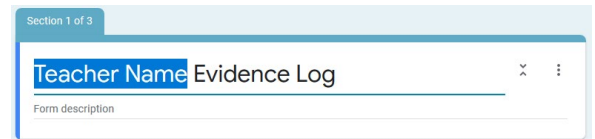
Using the Remote Learning Evidence Log in Google Forms

CREATING THE EVIDENCE LOG FORM

1. Share this set of instructions with all teachers.
2. Each teacher will click the following link to create their own instance of the Evidence Log form in their Google Drive folder: <https://bit.ly/31DnLW2>
3. Google Drive will ask if you want to make a copy of the form. Click **Make a copy**. (You will have to log into Google Drive if you are not already logged in.)
4. The Google Form will appear. Click the **Title** in the upper left corner and change the words **Copy of Teacher Name** within the title to your name.

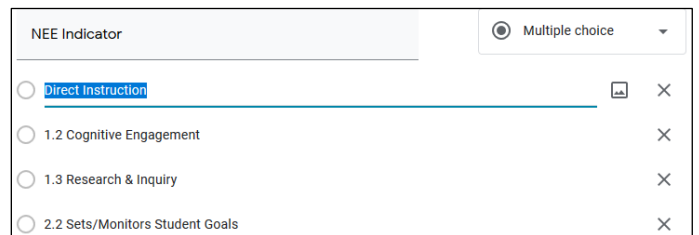


5. Move to **Section 1** of the Google Form.
 - a. Change the words **Teacher Name** within the title to your name.
6. Move to **Section 2** of the Google Form.
 - a. Change the words **Teacher Name** within the title to your name.
 - b. Leave the first entry as **Whole Class**.
 - c. Create an alphabetical list of all students in the class. Click on **Student 1** and change to the first name on the class list; change **Student 2** to the second name on the class list, etc.
 - d. If you need to add students, you may do so by clicking **Add option** at the end of the list.
 - e. You can eliminate any extra lines by clicking the **X** at the right side of the row.
 - f. Check to be sure **All changes saved in Drive** message appears at the top of the screen, next to the form's title.



NOTE: If you have a list of student names in a spreadsheet, you can copy it, click on **Student 2** and paste to enter the whole list at once.

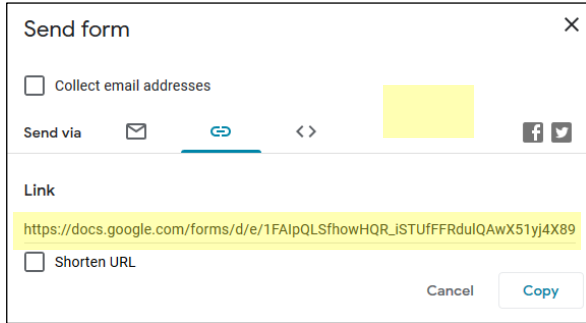
- g. Move to **Section 3** of the Google Form. NEE has included the indicators recommended for the evaluation of remote teaching. However, they can be customized to fit the indicators used by your district. You may edit the indicators and/or remove indicators by clicking the **X** at the right side of the row.



7. When complete, click the purple **Send** button at the top of the screen.



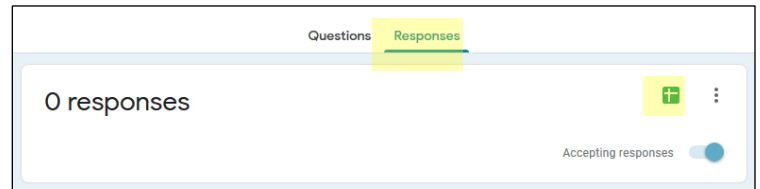
In the window that pops up, click the middle option to **Send via hyperlink** and **Copy** the link.



- a. Open a new browser window or tab, and paste the URL. Press **Enter**.
- b. Create a **Bookmark** on your browser for that address.

USING THE EVIDENCE LOG FORM

1. To use the form:
 - a. Click the **Bookmark** link in your browser.
 - b. Enter the information for one interaction with a student (or the whole class).
 - c. Click the **Submit** button.
 - d. Repeat as many times as needed.

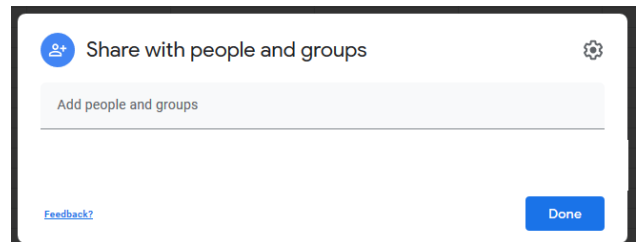
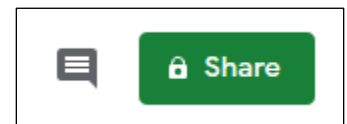


2. The data will collect in your Google Drive folder, and you can examine it by clicking the **Responses** button at the top of the Google Form. You can look at the data in a spreadsheet by clicking the spreadsheet icon.

SHARING THE RESPONSES

When you are ready to share with your evaluator:

1. Navigate to your **Responses** spreadsheet. (See Step 11.)
2. Click the green **Share** button near the top of the spreadsheet.
3. Click in the box that says **Add people and groups** and enter your evaluator's email address.
4. Click **Done**.
5. The evaluator will receive an email allowing them to open the spreadsheet. After the evaluator opens the spreadsheet, it will remain in the shared file and will update as additional entries are added.



NOTE: It might seem too time-consuming to enter the same information for multiple students using the Google Form. If so, teachers can use the Google Form to enter the information for one student, then go to the spreadsheet to copy and paste the row of information and change the student names directly within the spreadsheet.



Remote Learning Lesson Plan Template

Teacher: _____

Session Time Frame: _____

A session includes both face-to-face experiences with the teacher and independent student/group work, which may occur over several days.

Learning Targets: _____

Teacher Forward
Direct Instruction
<i>The teacher will:</i>
Modeling
<i>The teacher will:</i>
Discussion
<i>The teacher will:</i>

Student Forward
Research and Investigation
<i>The student will:</i>
Collaborative Problem Solving
<i>The student will:</i>
Guided Practice
<i>The student will:</i>

Monitoring Learning
Assessment
<i>The teacher will:</i>
Goal setting
<i>The teacher will:</i>
Reflection and Metacognitive Skill Building
<i>The teacher will:</i>

Monitoring Emotional Needs
Supporting Students Socially and Emotionally
<i>The teacher will:</i>
Self-Awareness
<i>The teacher will:</i>
Encouraging Peer Relationships
<i>The teacher will:</i>



Lesson Model for Effective Remote Learning

The Lesson Model for Effective Remote Learning is a tool offered by the Network for Educator Effectiveness (NEE) to support educators utilizing remote instruction. It may be used as a guide for developing effective remote lessons and a support to those evaluating the teaching and learning process. This model outlines key concepts and strategies to be considered when developing remote learning but cannot include all possible adaptations.

The prominence of some indicators become elevated in remote learning. This tool identifies these key indicators in each lesson component. School districts should determine which indicators, if any, are most appropriate for their circumstances.

TEACHER FORWARD

Suggested Teacher Indicators - 1.2, 3.1, 6.1

Lesson Components	Intent	Remote Strategies
Direct Instruction	Convey information (lecture or mini-lesson) or make unknown concepts understood.	<ul style="list-style-type: none"> • Narrow the focus of instruction to the Power Standards. • Create a clear and concise road map that communicates lesson organization, pacing, and work deadlines. • Provide clearly written or verbalized directions for what is expected for every activity and assignment. • Motivate student's interest in the upcoming lesson by sending a survey to gather background knowledge, giving a pre-assessment, asking them to view a related video, listening to music, or reading a piece of text. • Provide or embed all materials necessary for understanding and completing the lesson. • Turn on closed captioning for videos to support student understanding and language development. • Use a screencast, audio, or video recording tool to capture lectures and make them available to students. Provide a transcript of the lecture for students who don't have access through technology.
Modeling	Provide an example or think-aloud for students to follow or imitate.	<ul style="list-style-type: none"> • Provide modeling through simulations and demonstrations as you perform a task, apply a strategy, practice a skill, or use an online resource. • Record a video or screencast to show students how to do something or navigate a site online. Provide step-by-step instruction sheets for offline use.
Discussion	Utilize academic dialog to engage students in text, video, podcast, or subject matter.	<ul style="list-style-type: none"> • Many learning management systems (LMS) offer a means of posting discussion questions and managing student responses. Students can participate asynchronously. Some allow audio, video or text entries to meet students' varying technology needs. • Host a synchronous discussion using a video conferencing tool like Google Meet or Zoom to allow students to engage in a real-time discussion. Offline discussions can be held via phone calls.

STUDENT FORWARD

Suggested Teacher Indicators - 1.3, 4.1, 5.1

Lesson Components	Intent	Remote Strategies
Research and Investigation	Students will investigate a topic or issue and gather input from others via the internet.	<ul style="list-style-type: none"> • Give students a topic to research online and ask them to crowdsource what they are learning in a shared space online (an online discussion board, shared online document or slide deck, etc.). Students who do not have access to technology to conduct online searches can be provided with print copies of books or relevant articles. • Enhance the inquiry/problem solving process by providing well-planned modeling, activities, resources, anchor documents, and video. • Ensure student work products are able to be born from the process of idea generation, creation, analysis, and drawing conclusions/justifying solutions.
Collaborative Problem Solving	Allow students to work in online groups to complete a shared task.	<ul style="list-style-type: none"> • Learning is social, and students should be given opportunities to meaningfully collaborate with peers. • Many apps and online tools allow users to share and collaborate (e.g. breakout rooms, chats, shared documents, slide decks, discussion boards, surveys, online presentations). Phone calls could be used in some situations if necessary. • Utilize online submission tools, videos or recordings to allow students to post student work and invite feedback from peers as they are working within the group. • Have students share work with another student for feedback prior to submitting it. • Set clear expectations, roles and directions for group work while in breakout rooms and when returning to the main room (whole group).
Guided Practice	Provide students with activities that will allow them to practice and review.	<ul style="list-style-type: none"> • Plan high-interest and culturally relevant guided practice tasks to keep students engaged. • Develop guided practice activities that include student choice. • Online quiz tools can allow students to practice information retrieval and review learning. Flashcards can be used for information retrieval and memory games if the student does not have access to the internet. • Provide a folder that includes exemplars to support students during asynchronous learning times. • Plan for how students will articulate their learning and thinking in a virtual experience (e.g., questions, illustrations, audio/video recordings). • Provide and communicate opportunities for student work sharing (e.g., posting work in the learning management system).

MONITORING LEARNING

Suggested Teacher Indicators – 2.2, 6.4, 7.4, 7.5

Lesson Components	Intent	Remote Strategies
Assessment	Assess student understanding and adjust instruction accordingly.	<ul style="list-style-type: none"> • Provide written feedback in a timely manner virtually through email or discussion platforms aligned to the lesson’s objectives and success criteria. • Utilize synchronous learning time to host student presentations as a form of assessment. These assessments could take the form of graphs, charts, audio, video, essay, or picture of final project. • Use virtual tools like a whiteboard for students to show their thinking and solutions in real time. • Use online assessment tools to administer tests and quizzes. • Utilize writing prompts or tasks to assess a student’s knowledge of content and curricular skills. • Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students understanding of the course objectives. • If necessary, share via text message screenshots of writing and projects. (Remember that texts could result in a fee depending on the family’s cell phone plan.) • Provide office hours for students to log in at designated times to receive timely feedback on assignments.
Goal Setting	Place a strong emphasis on self-direction and ownership of learning	<ul style="list-style-type: none"> • Students should participate in choosing and developing their own goals and be highly involved in determining the learning process. Teachers must instruct students on successful goal setting (e.g., goals are specific, challenging, reasonable, and further defined by sub-goals). Optimal goal setting is done by the student and approved by the teacher. • Students should be encouraged to develop goals that are personally meaningful and include tasks that have personal value. Student goals refer to understanding rather than just grades or scores. • Teachers should explicitly teach and demonstrate the connection between effort and achievement. • A strong action plan should be developed by the student and approved by the teacher. • Assessment and tracking of goal attainment should greatly involve the student. Students engage in self-reflection regarding goal attainment.
Reflection and Metacognitive Skill Building	Encourage students to become aware of their own learning and thinking processes and grow as a cognitive processor.	<ul style="list-style-type: none"> • Online exit tickets can be created as reflective documents, and student reflections can be created and shared with the teacher. Students working offline could submit their exit tickets by phone call or return a written summary of learning with their packet of work.

MONITORING EMOTIONAL NEEDS

Suggested Teacher Indicators – 2.4, 2.6, 5.3, 5.3b

Lesson Components	Intent	Remote Strategies
Supporting Students Socially and Emotionally	Develop strong relationships with students and their families.	<ul style="list-style-type: none"> Schedule regular quick check-ins with students and their families to form positive relationships. Utilize online face-to-face interactions, phone calls, email, surveys, or written notes to: <ul style="list-style-type: none"> Validate individual feelings and respond with empathy. Sort out “what if” from “what is.” Give accurate information at an appropriate developmental level. Teach strategies for organization, planning and self-regulation. Read and discuss current events to allow students to discuss and share their feelings.
Self-Awareness	Promote self-awareness to reduce stress, increase focus and self-regulate.	<ul style="list-style-type: none"> Provide time for journaling. Offer projects and actions that require service to others and encourage the spread of kindness. Share apps and websites that promote stress reduction and mindfulness strategies. <ul style="list-style-type: none"> 10 Awesome GIFs for Calm Breathing Go with the Flow Manage Frustration From Mindless to Mindful Anxiety Behavior Descriptions Character Education and Social Emotional Learning: Curriculum, Lesson Plans, Activities, Programs & Resources
Encouraging Peer Relationships	Develop positive online communities.	<ul style="list-style-type: none"> Teach digital citizenship and hold students accountable to its tenants. Provide time for students to share feelings and listen to their peers.

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