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Planning Worksheet for "Classroom" Observations in Remote Learning

What is our Vision for Quality Instruction?
In 2020-2021, we will have to be more flexible than ever to transition from one learning modality to another (distance, hybrid, in person, etc). To be more purposeful, coherent and equitable, it is important that we craft a vision for quality instruction that can adapt as conditions change, while maintaining continuity of purpose. **In our school, we believe in…**   **We know quality learning is happening when...**   **What specific elements of this vision are important to prioritize in the next month?**   **What does this focus look like in each of the 4 pillars of flexible learning (See chart below)?**

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Relationship and Culture	Synchronous Lesson Design and Delivery	Asynchronous Lesson Design and Delivery	Strategic Use of Data and Feedback
Setting and evolving norms and routines, building relationships, creating space for nurturing and mentoring	Tech tools, communication systems, designing for interactivity and engagement, check for understanding when teachers and students learn live together	Tech tools, communication systems, designing for interactivity and engagement, check for understanding when students do self-paced learning	Strategies to support students through small group tutoring, coaching check ins, office hours and asynchronous feedback tools
Your notes here:	*Your notes here:*	*Your notes here:*	*Your notes here:*

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	Pillar 1: Relationship and Culture Building			
Look For	**Synchronously, teachers can:**	**Synchronously, students can**	**Asynchronously, teachers can**	**Asynchronously, students can**
At School Learning	*Example Responses:* Share with students their personal vision for learning Explain to students systems and routines as well as their rationale in alignment with their vision for learning Solicit input from students on the vision for learning and systems and routines via a class discussion and/or 1:1 conversations Inquire about students interest and passion outside of school via 1:1 conversations Inquire about learning preferences via 1:1 conversations Creates opportunities for classmates to get to know each other via partner and group work opportunities *Add Your Response Here:*	*Example Responses:* Provide input and feedback on systems and routines for learning via a class or 1:1 discussion Share interests and passions outside of school via a class or 1:1 discussion Share learning preferences via a class or 1:1 discussion Engage in safe peer conversations to further their knowledge of each other and deepen their relationship with peers *Add Your Response Here:*	*Example Responses:* Solicit input from students on the vision for learning and systems and routines via a questionnaire/survey Inquire about students interest and passion outside of school via a questionnaire/survey Inquire about learning preferences via a questionnaire/survey *Add Your Response Here:*	*Example Responses:* Provide input and feedback on systems and routines for learning by responding to a survey Share interests and passions outside of school by responding to a survey Share learning preferences by responding to a survey *Add Your Response Here:*

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Distance Learning	*Example Responses:* All the Look Fors above are directly applicable to a Zoom/Google Meet Live Learning Session as long as participants are considering ways to hold: Whole group class discussions that allow every student voice to be included via • Classroom Discussion Boards (Versolearning, LMS Boards...) • Digital Assessment Tools (Socrative, Formative, Menti, etc...) • Cold calling strategies and/or randomizer tools (Wheeldecide, ClassDojo, ClassroomScreen) Small group and 1:1 discussions leveraging possibilities offered by: • Zoom breakout rooms • Google Meet breakout systems • Microsoft Teams breakout systems *Add Your Response Here:*	*Example Responses:* Reach out privately to their teachers during a live synchronous class to ask for support and be heard Feel comfortable asking questions during a live group video call in a variety of ways: • Chat • Digital Assessment Tools or Backchannels • Unmuting See their questions leveraged by their teachers to create a collective learning opportunity *Add Your Response Here:*	*Example Responses:* Share with students their personal vision for learning via **a Flipped Video (EdPuzzle, Loom)** Explain to students systems and routines as well as their rationale in alignment with their vision for learning via **a Flipped Video (EdPuzzle, Loom)** Solicit input from students on the vision for learning and systems and routines via a **paper or digital questionnaire/survey (Google Forms, Socrative, etc...)** Inquire about students interest and passion outside of school via a paper or **digital questionnaire/survey (Google Forms, Socrative, etc...)** Inquire about learning preferences via **a paper or digital questionnaire/survey (Google Forms, Socrative, etc...)** *Add Your Response Here:*	*Example Responses:* Reach out privately to their teachers during an asynchronous learning experience to be able to share a concern or ask a questions via direct messaging or a collective backchannel See their question answered or their concern acknowledged and considered in a timely manner *Add Your Response Here:*

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Pillar 2: Synchronous Lesson Design and Delivery			**Pillar 3: Asynchronous Lesson Design and Delivery**	
Look For	**Teachers can**	**Students can**	**Teachers can**	**Students can**
At School Learning	*Example Responses:* When teachers deliver lessons live in the building, what teacher-led practices are synonymous with quality instruction for you and aligned with your vision? *Ex:* Regularly check for understanding in an equitable manner by using a variety of strategies (cold or random calls, fist to five, thumbs up, thumbs down, questions digital assessment tools, etc..) Use data from check for understanding to clarify misconceptions for	*Example Responses:* When students are engaged in a teacher-led portion of the lesson, the following "look for" when observed are synonymous with quality, in alignment with your vision: Ex: Be invited to share their understanding of a concept at different check-points of the learning experience All have a voice during check for understanding	*Example Responses:* When teachers assign independent or self-paced work in the classroom building, what teacher-led practices are synonymous with quality for you and aligned with your vision? Ex: Incorporate in the activity self-assessment or formative assessment opportunities for students to be able to reflect and advocate for help if needed Set up a clear and gradual process for support during independent work, leveraging: ● Classroom resources ● Peers	*Example Responses:* When students are engaged in a self-paced activity in the classroom building, the following "look for" when observed are synonymous with quality, in alignment with your vision: Ex: Regularly reflect and set goals leveraging self and formative assessments checkpoints Use a variety of support systems to get support when they have a question in a timely manner

	● Whole group ● Small group ● Individual Students Create opportunities for structured group work activities during which each student has a role to play and contribute to the creation of a collective product usable as a mastery artifact *Add Your Response Here:*	*Add Your Response Here:*	● Teacher support *Add Your Response Here:*	*Add Your Response Here:*
Distance Learning	*Guiding Questions:* What can the indicators of quality above look like in a live video call? What would you see teachers do?	*Guiding Questions:* What can the indicators of quality above look like in a live video call? What would you see students do?	*Guiding Questions:* What can the indicators of quality above look like in an asynchronous learning task posted in a classroom management system? What would you see teachers state and do in the tool?	*Guiding Questions:* What can the indicators of quality above look like in an asynchronous learning task posted in a classroom management system? What would you see teachers state and do in the tool?

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	Feedback and Assessment			
Look For	**Synchronously, teachers can**	**Synchronously, students can**	**Asynchronously, teachers can**	**Asynchronously, students can**
At School Learning	*Add Your Response Here:*	*Add Your Response Here:*	*Add Your Response Here:*	*Add Your Response Here:*
Distance Learning	*Add Your Response Here:*	*Add Your Response Here:*	*Add Your Response Here:*	*Add Your Response Here:*