

DRAFT Appendix for **In-Person Teaching with COVID Restrictions** - SY 20-21

The purpose of this document is to clarify expectations for any in-person teaching during COVID that requires physically-distant protocols and/or live streaming within the classroom. This guidance is meant to prioritize safety for both teachers and students.

This document can be used by both teachers and leaders to clarify expectations, plan, and coach from.

For evaluating and coaching in a *hybrid* environment, please use both this In-Person COVID appendix and the [Virtual/Remote COVID](#) appendix.

****Until finalized and trained on, this should ONLY be used in a non-evaluative manner during planning & coaching.****

This document may evolve and change as teaching continues throughout the 20-21 school year. Behaviors from the traditional [Framework](#) were not added to this appendix but still apply. Appendices should be used in tandem with the traditional Framework to provide clarity and awareness for observers as they conduct observations in unique instructional situations. They are NOT separate Frameworks, but rather documents to assist teachers/observers in understanding effective practices in particular contexts. Appendices are written at the effective level.

This document was created using the guidance within the DPS [Safety Guidelines](#) for Return to School.

Essential Awareness-

Digital Use:

Teachers may need to increase the use of technology and digital learning opportunities for both student responses and student to student communication and collaboration due to safety. This may result in a blended learning* environment for instruction while in-person and/or live streaming.

*Blended learning: a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.

The Academics Division has designed this [Instructional Guidance for Live Streaming](#) for teachers and school leaders. Guidance includes: technology, planning for live-streaming instruction, onstage instructional moves to support collaboration and communication, small-group instruction and independent work, and socially-distanced in-person communication and collaboration. This asynchronous [learning opportunity](#) in Schoology further explains the live streaming guidance.

[Additional Resources by Framework Indicator](#)

Teacher Coaching & Observations:

An additional adult (not part of the cohort) may enter the room for the purpose of conducting teacher coaching or observation and should **limit visits to 15 minutes**. (see Adult to Adult guidance [here](#)) *Therefore a body of evidence from both a point in time (in-person or video) and related asynchronous teacher and student behaviors will need to be observed/collected from the LMS, similar to an observation within the virtual classroom.*

Updated guidelines for LEAP 20-21 can be found within the [LEAP Fairness Guide](#)

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Safety is the number one priority within in-person learning; rigorous academic teaching and learning have to be viewed within the context of the necessary safety protocols in place.

LEAP Indicator	Effective Teacher Behaviors
<p>LE.1 Equity</p>	<ul style="list-style-type: none"> ● Consistently facilitates students’ equitable access to rigorous content, participation, peer interaction and teacher attention, and language of instruction <i>to both virtual and in-person students, if applicable.</i> <ul style="list-style-type: none"> ○ i.e. To include virtual students in communication/collaboration and group share outs teacher has them respond in the chat box or unmute ● Teacher creates assignments for all students in the LMS (Seesaw or Schoology) to provide equal access/content for virtual and in-person students, <i>if applicable.</i> <ul style="list-style-type: none"> ○ See CRE Guidance on Virtual Learning
<p>LE.2 Motivation & Respect</p>	<ul style="list-style-type: none"> ● Teacher consistently addresses social/emotional needs, both proactively and reactively, with the whole group and/or individuals. ● Teacher encourages and balances participation of in-person and virtual students when live streaming instruction.
<p>LE.3 High Clear Expectations</p>	<ul style="list-style-type: none"> ● Teacher communicates (verbally, visually) safety expectations for student-to-student and student-to-teacher engagement and holds students accountable in respectful and motivating ways. ● Students are observed following safety expectations throughout class because rituals and routines that have been established in the classroom. ● Teacher clearly and consistently communicates the online norms and expectations for engaging in all in-person and digital assignments (when blended learning or live streaming model is used for safety/fluidity). ● Teacher communicates clear and consistent expectations for volume level of in-person students during collaborative groups and independent work time so virtual students are able to hear and participate in activities. ● Protocols are proactively and reactively used for supporting students that are reluctant to comply with safety guardrails (i.e. wear masks, sit in their desks, etc.) <ul style="list-style-type: none"> ○ See Student Discipline in a Virtual Classroom and the DPS Virtual Classroom Discipline Matrix, as well as any school discipline plan that has been created ○ See Classroom Management section within the Instructional Guidance for Live Streaming

LE.4 Resources and Physical Environment	<ul style="list-style-type: none"> ● Classrooms are set up for students to stay 3 feet apart, and adults to stay 6 feet apart with safety precautions in place: i.e. individual desks, partitions, masks, gloves, hand washing, hand sanitizer etc. ● When available, teacher may provide 1:1 computer access providing a blended learning environment. ● Teacher clearly and consistently communicates the location of all in-person and digital assignments/materials. <ul style="list-style-type: none"> ○ i.e. the location of descriptive feedback, academic language resources, and instructions to students. (This will help bridge any learning from the digital environment to the in-person environment, when using blended learning/hybrid model). ● When live-streaming, the teacher proactively and/or reactively utilizes the assigned supporting educator to assist in monitoring students, as appropriate. ● Seesaw (K-5), Schoology (6-12), and Google Meets may be utilized/referenced throughout instruction in order to provide both safety and fluidity of scenarios for both teaching and learning.
I.1 CLO	<ul style="list-style-type: none"> ● Clearly communicates the Content-Language Objective(s), the content the students will learn and how they will demonstrate content using language, throughout the lesson (using Spanish when applicable and appropriate) <i>to both virtual and in-person students, when applicable.</i> <ul style="list-style-type: none"> ○ See Communicating Language Expectations
I.2 Rigor	
I.3 Methods and Pacing	<ul style="list-style-type: none"> ● Teacher ensures logical sequencing and student accessibility to lesson materials that connect to the in-person learning or any digital learning/activities. ● Teacher may provide opportunities for frequent stretch or movement breaks to support stationary learning. ● Teacher may utilize a flipped classroom model and post a video of their mini-lesson, in order to accommodate a large number of virtual students. ● Teacher may facilitate short, uninterrupted (5-10 min) chunks of the lesson (i.e. direct teach, short learning opportunity, or first read of text) followed by student questions and collaboration to help pace the lesson.
I.4 Academic Language Instruction	<ul style="list-style-type: none"> ● Teacher and students use academic language together, following safety protocols and using online tech tools or collaborative documents alongside teacher modeling, choral repetition/rehearsal of language, etc. ● Provide frequent opportunities for students to use academic language using student talk structures modified for in-person and virtual students.

I.5 Checks for Understanding	<ul style="list-style-type: none"> ● Teacher may provide ongoing checks for understanding beyond what is observable in the lesson; evidence of checks for understanding may be seen within online tech tools or assignments. <ul style="list-style-type: none"> ○ Example: the teacher may adjust instruction from the previous day/lesson based on how the students performed on their tasks, therefore some checks for understanding could be delayed due to the need for space and time for safety (i.e using online documents vs paper documents). ● Teacher may create a consistent protocol and build in time during lessons for all students to ask questions, virtual and in-person, when applicable. <ul style="list-style-type: none"> ○ Examples: Students type questions in a shared Google doc, Teacher pauses at regular intervals to see if any students, in-person or virtual, have questions, Teacher disables chat box and mic for virtual students during whole group instruction until time designated for questions.
I.6 Differentiated Instruction	<ul style="list-style-type: none"> ● Evidence of differentiation may be observable within online tech tools or assignments. ● Teacher modifies content, process, product and questioning within the parameters of established safety protocols. <ul style="list-style-type: none"> ○ Examples: students work independently instead of within small group instruction ● Teacher may execute small group instruction in centers/stations or small group work while following safety guidelines. ● Teacher proactively supports most vulnerable students/special populations through differentiation of tasks, activities, and/or frequency of support. <ul style="list-style-type: none"> ○ See Small Group Instruction section within the Instructional Guidance for Live Streaming
I.7 Academically focused descriptive Feedback	<ul style="list-style-type: none"> ● Teacher communicates to students where they can find their feedback for the lesson/previous lesson (i.e using online documents or paper documents). ● Teacher may provide opportunities for students to apply feedback and resubmit tasks using Seesaw or Schoology (so both virtual and in-person students can apply the feedback to their learning). ● Teacher proactively offers opportunities to connect to review feedback 1:1, following safety protocols.
I.8 Communication and Collaboration	<ul style="list-style-type: none"> ● Expectations for traditional collaboration may be different, although teachers should provide opportunities for students to engage 1:1 or in small groups within their cohorts (i.e. online collaboration) <ul style="list-style-type: none"> ○ Ex. In a live streaming setting, in person students may collaborate with virtual students or with in person students, socially distanced. ● Teacher may utilize a variety of online tools and/or applications to support communication and collaboration among students.

	<ul style="list-style-type: none"> ● Communication may be evidenced between teacher and students as well as student to student responses. <ul style="list-style-type: none"> ○ Ex. Students digitally build a common document, summary, or resource. ● Students have opportunities to learn with and from one another through digital discussion boards and/or in class discussions. Student evidence may be seen/observed within their submitted work, discussion threads, and learning platform (to ensure safety for the observer). <ul style="list-style-type: none"> ○ See Student Communication and Collaboration Fluidly Across Settings
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Additional Resources by Framework Indicator

LE.1: [CRE Guidance on Virtual Learning](#)

LE.3: [Classroom Management section](#) within the Instructional Guidance for Live Streaming

LE.3: [Student Discipline in a Virtual Classroom](#) and the [DPS Virtual Classroom Discipline Matrix](#)

I.1: [Communicating Language Expectations](#)

I.2/I.4/I.6: Guidance for Teaching Multiple Language Proficiency Levels using [flexible language frames](#)

I.3: [Tips for Equal Participation Among Students](#)

I.4/I.8: [Student Communication and Collaboration Fluidly Across Settings](#)

I.6: [Small Group Instruction section](#) within the Instructional Guidance for Live Streaming

I.8: [Ed Technology Resources](#) for digital tools to support Communication and Collaboration

[Virtual/Remote Teaching Appendix Draft](#) 20-21

[Copy of Video Consent Form](#) 20-21