

LEAP Appendix for *Virtual/Remote Teaching Expectations*- created for SY 20-21

The purpose of this document is to clarify expectations for virtual/remote teaching in DPS due to COVID-19.

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

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

Behaviors from the traditional [Framework](#) were not added to this Appendix but still apply. This Appendix should be used in tandem with the traditional Framework to provide clarity and awareness for observers as they support and conduct observations in the virtual space. This is NOT a separate Framework, but rather a document to assist teachers and observers in understanding effective practices and expectations for virtual teaching and learning.

This document may evolve and change as teaching continues in the remote space. This document is meant to build upon current expected practices and clarify how they might look in the remote setting.

Framework Indicator	Effective Teacher and Student Behaviors
LE.1: Equity	
LE.2: Motivational and Respectful Environment	<ul style="list-style-type: none"> ● Teacher consistently addresses social/emotional needs, both proactively and reactively, with the whole group and/or individuals. ● Teacher consistently communicates expectations for appropriate responses among student posts online as well as student-to-student online interactions. ● Teacher may include examples of effective student responses in the online environment to motivate students with content and/or process.
LE.3: High, Clear Expectations	<ul style="list-style-type: none"> ● Clear and consistent culturally responsive norms for online engagement are taught, referenced, and proactively addressed. ● Teacher has a system for behavior and accountability in the virtual learning space in alignment with school policy. <p>Note: Despite multiple attempts for positive behavioral intervention and support, some student behaviors may be difficult to support due to constraints within the virtual environment.</p>
LE.4: Resources and Physical Environment	<ul style="list-style-type: none"> ● Teacher clearly and consistently communicates the location of all online information (i.e. the location of descriptive feedback, academic language resources, and instructions to students etc). ● Teacher utilizes a variety of virtual tools: shared documents, videos, chats, etc... to provide different paths to engagement and learning styles. ● Teacher proactively and reactively supports students' technology needs to ensure efficiency and ease of access to all learning systems and materials, which are in accordance with grade level expectations. ● Teacher adheres to online learning best practices in order to ensure logical sequencing and student accessibility to lesson materials and supports. (i.e. Welcome videos) ● Classroom resources are embedded within the online structure and might include: external tools, video links, reading passages, primary sources, SEL supports, language supports, and/or technology tutorials. ● Teacher has clear explanations/provides modeling for how students should utilize online tech tools each time a tool is being introduced.

	<ul style="list-style-type: none"> Teachers and students build proficiency/are proficient in using the District supported LMS: Seesaw or Schoology, and Google Meets to ensure instructional time is maximized.
I.1: CLOs	
I.2: Rigor	
I.3: Methods and Pacing	<ul style="list-style-type: none"> Teacher may proactively and reactively select and manage tech tools for self and students that maximizes instructional time and student engagement in the curriculum. Balance of teacher and student talk is evidenced by: teacher’s support and participation within an online discussion board, and/or guiding through/providing descriptive feedback to students on their conversation. The basic structure for online learning best practices in DPS is followed: Brief introduction, Content, Collaboration, Synthesize Learning.
I.4: Academic Language	<ul style="list-style-type: none"> Audio and video recording tools might be used within online platforms to capture evidence from the speaking/listening domains to assess mastery. Teacher and student/s use online tools to provide academic language supports (such as sentence stems, word walls, and word banks)
I.5: Checks for Understanding	<ul style="list-style-type: none"> Checks for understanding may occur through quick quizzes, polls, online discussions, student message threads, homework, etc. Teacher has ongoing checks for understanding in response to student performance throughout the lesson, week, or course. Some evidence of this will exist outside of the synchronous observation window. (For example, the teacher may adjust instruction the following week based on how the students perform during the synchronous observation window.)
I.6: Differentiation	<ul style="list-style-type: none"> Accommodations to the online environment may include: choice within assignments, messaging/feedback between teacher and student/s, small group and one-on-one supports, pre-recorded lesson, text to speech supports, use of online manipulatives, etc. Differentiated online tools and/or strategies are used for varying learning styles, ELLs, and students on IEPs. Teacher recognizes and plans for/reacts to the strengths and needs of the group as well as individual students as evidenced by teacher participation in discussion threads, synchronous lessons referencing such strengths and needs, announcements created and posted in the LMS, etc. Teacher clearly and consistently communicates the location of all online information, offering differentiated supports to those students who may need additional help. <p>Note: Students with Special Needs may have difficulty engaging within online platforms due to individual challenges.</p>
I.7: Feedback	<ul style="list-style-type: none"> Teacher may provide opportunities for students to apply written or verbal feedback and resubmit tasks. Teacher proactively offers synchronous opportunities to connect to review feedback 1:1.

I.8 Communication/ Collaboration	<ul style="list-style-type: none">● Communication between students may include: Students building a common document, summary, or resource virtually or within a synchronous environment.● Students use online platforms to work, share, interact, and learn together. This may be synchronous or asynchronous.
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