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

The purpose of this document is to clarify expectations for virtual teaching for DPS educators 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 and trained on, this should ONLY be used in a non-evaluative manner during planning & coaching.\*\*\***

This appendix was adapted from the LEAP Appendix for the Denver Online High School. 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.

Behaviors from the traditional **Framework** were not added to this Appendix but still apply. Appendices are used in tandem with the traditional Framework to provide clarity and awareness for observers as they conduct observations in unique instructional contexts. They are NOT separate Frameworks, but rather documents to assist teachers and observers in understanding effective practices in particular contexts, by indicator.

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1. [Essential Awareness](#) for Virtual/Remote Teaching and Observing
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### Terminology:

1. **Remote:** Refers to all students in the district, a school, or a cohort learning from home because of a resurgence in COVID cases. (*Safer at Home*)
2. **Virtual:** Refers to students who have opted to learn from home 100% of the time, even when health standards allow for a partial or full return to in-person learning. (*Stay at Home*)
3. **Synchronous\*:** Class interactions happen in real-time, at the same time. Students may virtually attend class together via video conference, livestream, or chat. Examples: Teacher launches a lesson and provides guided practice; teacher facilitates a phonics lesson; teacher leads a discussion around a text.
4. **Asynchronous:** Class interactions happen via online tools without real-time interaction. Students engage in class materials and complete work at their own pace. Examples: students view video and answer questions; students do independent reading and compare/contrast ideas; teacher assigns independent practice for students.

#### **\*Note on student engagement/observing for student behaviors during synchronous learning:**

CRE research/ best practice does not encourage teachers to work towards having students on camera 100% of the time during synchronous instruction due to varying social-emotional needs. For more context, read this [Chalkbeat Article](#)

**Learning Management Systems (LMS)** DPS is limiting our learning management systems to **Seesaw for grades K-5** and **Schoology for grades 6-12**. These systems offer school-wide equitable access for all students and provide consistent professional learning for administrators, staff, students, and families. The platforms allow observers and coaches a view into the teaching and learning within their coachee's profile. By streamlining the use of our learning management systems across DPS, we will be able to better track student data and progress. [LMS Best Practices](#) and [DPS Sample Lessons](#) with our LMSs. [Google Meet](#) is the online platform supported by the district.

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Examples of instructional best practices connected to the Framework for different content areas can be found within the [Academics Remote Instructional Resources at a Glance](#)

## **ESSENTIAL AWARENESS FOR VIRTUAL TEACHING and OBSERVING:**

### **Virtual/Remote Teaching Expectations:**

**Virtual teaching** provides grade-level instruction as well as provides the necessary communication and personalization housed within a Learning Management System (LMS) and includes opportunities to learn both synchronously and asynchronously. *Therefore observation and evaluation of the Framework indicators during virtual teaching will need to represent a body of evidence that is collected/observed for over the course of ~one week and will need to encompass synchronous and asynchronous teaching and learning evidence. Teachers and observers will need to coordinate on logistics for observing and the accompanying student data review.*

DPS' virtual/remote teachers should follow the scope and sequence provided by C&I that allows students to continue to earn units towards a Denver Public Schools Diploma by meeting the approved grade level requirements/standards. Virtual/remote teachers may prepare and host both live, synchronous\* online lessons as well as asynchronous learning activities. (\*Synchronous lessons do not need to be 'whole group' or the entire class, but can be.) The frequency of the type of instruction is determined by the appropriateness for the age/grade of the students.

### **Additional considerations when observing and coaching a virtual teacher online:**

- Students engage with school entirely from their home workspace which may limit teacher control of student engagement behaviors.
- Students connect with their virtual classes and teachers in ways that are both synchronous and asynchronous when it comes to space and time, depending on their individual needs, academic skills, and personal situations.
- Due to the variance of space and time, there may be a difference between a student who is "actively engaged" and a student who is "on-pace" within a lesson.
- Student engagement within a virtual setting comes from a combination of rigorous content and activities, positive connections with teachers and peers, authentic collaboration with engaged peers, and students lived experiences.
- Weekly expectations for students may vary based on differentiated plans, goals, and individual student circumstances and therefore students may have varying schedules and pace during the course of a week.
- Expectations for collaboration and student talk may also be limited, although teachers should be developing opportunities for students to engage with one another, co-creating with student protocols and processes for student engagement and exploring culturally responsive ways to encourage those who are reluctant to share their ideas.

### **Important shifts in observation/coaching in the virtual setting: see more within [Remote Coaching Guidance](#)**

- Observable student behaviors are based on the students who are engaging with the teacher or the content; therefore observers would use few/some/most/all language from the Framework differently than in-person instruction. This guidance stems from the possible inability to observe a full class of student behaviors at the same time. Furthermore, this adaptation accounts for the reality that students will likely progress at different paces during virtual instruction.
  - Ex. Of the students that are currently in the lesson, what behaviors are those students showing? (i.e. the students in whole group lesson with camera and mic on, the students working 1:1 or in a small group with a teacher, the students who submitted work for the lesson)
- Teacher behaviors can be observed synchronously and/or asynchronously and requires reviewing the instructional actions the teacher took over ~one week; therefore the few/some/most/all language from the Framework is utilized differently and will be explained further in the required observer training.
- Videos of instruction can be uploaded into Whetstone by a teacher or leader in order to reflect & coach from. Currently use of video in Whetstone is for coaching **only** & may not be used as part of a teacher's body of

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evidence to inform their overall EOY rating **unless** the teacher authorizes the use of video as part of the evaluation process. **Please encourage your teachers to authorize this using the [Video Consent Form](#).**

### DRAFT LEAP Appendix for Virtual Teaching Expectations- created for SY 20-21 ONLY

Framework Indicator	Effective Teacher and Student Behaviors
<b>LE.1</b> Equity	
<b>LE.2</b> Motivational and Respectful Environment	<ul style="list-style-type: none"> <li>● Teacher consistently addresses social/emotional needs, both proactively and reactively, with the whole group and/or individuals.               <ul style="list-style-type: none"> <li>- Resources: Example SEL <a href="#">Look Fors</a>, 3 Signature <a href="#">SEL Practices</a>, DPS <a href="#">SEL resources</a></li> </ul> </li> <li>● Teacher consistently communicates expectations for appropriate responses among student posts online as well as student-to-student online interactions.</li> <li>● Teacher may include examples of effective student responses in the online environment to motivate students with content and/or process.</li> </ul>
<b>LE.3</b> High, Clear Expectations	<ul style="list-style-type: none"> <li>● Clear and consistent culturally responsive norms for online engagement are taught, referenced, and proactively addressed.</li> <li>● Teacher has a system for behavior and accountability in the virtual learning space in alignment with school policy.               <ul style="list-style-type: none"> <li>○ Ex. Teacher focuses on the positive behaviors related to students following the virtual expectations.</li> </ul> </li> </ul> <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>
<b>LE.4</b> Resources and Physical Environment	<ul style="list-style-type: none"> <li>● 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).</li> <li>● Teacher utilizes a variety of virtual tools: shared documents, videos, chats, etc... to provide different paths to engagement and learning styles.</li> <li>● 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.               <ul style="list-style-type: none"> <li>○ Ex. Teacher refers a student to the school technology teacher or tech dept for help. Teacher provides an overview lesson of the online tools and/or shares a screencast tutorial.</li> </ul> </li> <li>● Teacher adheres to <a href="#">online learning best practices</a> in order to ensure logical sequencing and student accessibility to lesson materials and supports. (i.e. Welcome videos and Google Forms)</li> <li>● 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.</li> <li>● Teacher has clear explanations/provides modeling for how students should utilize online tech tools each time a tool is being introduced.</li> <li>● 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.</li> </ul>

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	Note: the ability to conduct breakout rooms and monitor all students within the virtual space may be limited by the learning platform that is being utilized by the school.
<b>I.1</b> Content and Language Objective/s	
<b>I.2</b> Rigor	*See ELA Guidance in resource section below
<b>I.3</b> Methods and Pacing	<ul style="list-style-type: none"> <li>Teacher may proactively and reactively select and manage tech tools for self and students that maximizes instructional time and student engagement in the curriculum.</li> <li>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.</li> <li>The <a href="#">basic structure for online learning</a> best practices in DPS is followed: Brief introduction, Content, Collaboration, Synthesize Learning.</li> </ul>
<b>I.4</b> Academic Language	<ul style="list-style-type: none"> <li>Audio and video recording tools can be used within online platforms to capture evidence from the speaking/listening domains to assess mastery.</li> <li>Teacher and student/s use online tools to provide academic language supports (such as sentence stems, word walls, and word banks)</li> </ul>
<b>I.5</b> Checks for Understanding	<ul style="list-style-type: none"> <li>Checks for understanding may occur through quick quizzes, polls, online discussions, student message threads, homework, etc.</li> <li>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.)</li> </ul>
<b>I.6</b> Differentiation	<ul style="list-style-type: none"> <li>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.</li> <li>Differentiated online tools and/or strategies are used for varying learning styles, ELLs, and students on IEPs.</li> <li>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.</li> <li>Teacher clearly and consistently communicates the location of all online information, offering differentiated supports to those students who may need additional help.</li> </ul> <p>Note: Students with Special Needs may have difficulty engaging within online platforms due to individual challenges.</p>
<b>I.7</b> Feedback	<ul style="list-style-type: none"> <li>Teacher may provide opportunities for students to apply written or verbal feedback and resubmit tasks.</li> <li>Teacher proactively offers synchronous opportunities to connect to review feedback 1:1.</li> </ul>
<b>I.8</b> Communication and Collaboration	<ul style="list-style-type: none"> <li>Communication between students may include: Students building a common document, summary, or resource virtually or within a synchronous environment.</li> <li>Students use online platforms to work, share, interact, and learn together. This may be synchronous or asynchronous.</li> </ul>

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	<ul style="list-style-type: none"><li>o Ex. Students read one another's writing and record/or write a message for feedback.</li></ul>
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### **Additional Resources to Consider:**

1. [Simplified Virtual/Remote Appendix draft](#) for teachers
2. [In-Person Teaching with COVID Restrictions](#) draft appendix
3. [Remote Coaching Guidance](#)
4. [DPS Guidelines for Virtual Instruction](#)
5. [CRE Guidance on Virtual Learning and Meetings](#)
6. [Academic Division/Remote Learning](#) page
7. [Academics' Remote Instructional Resources at a Glance](#)
8. [District supported](#) Digital Tools, EdTech
9. \*ELA's [Guidance for Teaching Multiple Language Proficiency Levels](#)
10. DPS' [Building Relationships Remotely](#)
11. [CRE Mindsets and Definitions](#)
12. Remote Learning [CRE Best Practices](#)
13. [Restorative and Trauma Informed](#) Considerations
14. [SEL Webinar](#)
15. Copy of the [Video Consent Form](#)