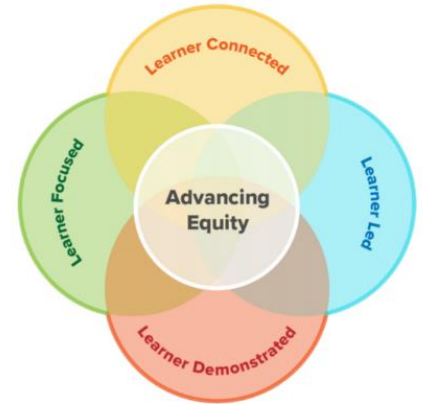





Focus Look Fors in a Virtual Environment- DRAFT*


The purpose of the *Focus Look Fors in a Virtual Environment* is to assist a team of district and school leaders and educators in gaining a snapshot of the teaching and learning occurring in a virtual learning environment. The Look Fors provided in this document are based upon and in support of the guidance provided in the [Plan for Reimagining CT Classrooms for Continuous Learning](#) and [Actualizing Connecticut Classrooms for Continuous Learning](#). The purpose of this document is not to serve as a means of evaluating individual teachers, but rather to assist districts and schools in analyzing teaching practices and learning tasks to ensure learning experiences that are learner connected, learner led, learner focused, and learner demonstrated in order to advance equity. The resulting insights can help to identify promising practices, recognize trends for growth, and ultimately support the advancement of equity for all learners.

**Note- Feedback on the use and content of this tool is welcomed as we continue to evolve this resource.*



Focus Area	Look Fors	Evidence
<p style="text-align: center;">Targeted Instruction</p>  <p style="text-align: center;">Instruction aligns to specific student needs and learning goals</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There are clear routines and procedures in place to support the instructional model and allow for targeted instruction. <input type="checkbox"/> Instructional model (direct, small group instruction, etc.) supports effective instructional tasks aligned to the learning goal. <input type="checkbox"/> The objective/learning target is communicated, and clearly identifies what students are to learn, demonstrate and produce. <input type="checkbox"/> Teacher-led instruction is differentiated. <input type="checkbox"/> Teacher questions are scaffolded to address multiple levels of Depth of Knowledge and tiered to increase rigor. Adequate time is provided for multiple students to respond. <input type="checkbox"/> Group/station work is differentiated in process or product (varying levels of complexity and/or process) and support grade level standards. <input type="checkbox"/> In alignment with grade level standards, there are multiple pathways to learn and demonstrate learning. <input type="checkbox"/> Students have access to a variety of online and/or offline content that meets their needs, interests, and are culturally relevant. <input type="checkbox"/> Online and offline resources are aligned and integrated to promote learning goals. 	

Adapted from [Education Elements](#) Blended Learning Walkthrough Resource Core Four Look Fors

<p>Data-Driven Decisions</p>  <p>Frequent data collection informs instructional decisions and groupings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of data being used to support learning plan. <input type="checkbox"/> Variety of material reflects differing student needs. <input type="checkbox"/> Formative assessments are used throughout the lesson and teacher adjusts instruction in real-time based upon student need. <input type="checkbox"/> Groups are based on quantitative and qualitative data (entrance/exit tickets, benchmarks, interest, needs, etc.). <input type="checkbox"/> Evidence of individualized feedback on student assessment, work products, or interactions that is specific and actionable. 	

Student Reflection and Ownership



Ongoing student reflection promotes ownership of learning

- Evidence of student(s) ability to articulate what they are learning and why.
- Students have access to a variety of tools and options for demonstrating knowledge (portfolios, tools to connect with peers).
- Use of digital or paper reflection tools (reflection sheets, notebooks, journals, questions).
- Evidence of student self-assessment to monitor learning and identify needs.
- Evidence that students self-advocate for needed support from teachers, peers, technology and other sources.
- Evidence that teacher provides growth-oriented feedback.
- Teacher allows choice with content, process, and/or work product.
- Students know their individual role within collaborative group activities and are equal and active participants.

Classroom Culture



The learning environment is inviting and supports learning for all

- Students are actively engaged, on-task and complete instructional tasks, volunteer responses, and/or ask appropriate questions.
- Teacher conveys and supports high expectations for learning.
- Interactions are positive, respectful, and support learning for all.
- Environment reflects identities of the students and supporting culturally sustaining learning.
- Evidence of students cognitively engaged in learning.