Guiding Questions for Facilitating Conversations in a Virtual Environment- *DRAFT

Administrators/Coaches with Teachers

Focus Area	Look Fors	Guiding Questions for Teachers
Targeted Instruction Instruction aligns to specific student needs and learning goals	❑ There are clear routines and procedures in place to support the instructional model and allow for targeted instruction. ❑ Instructional model (direct, small group instruction, etc.) supports effective instructional tasks aligned to the learning goal. ❑ The objective/learning target is communicated, and clearly identifies what students are to learn, demonstrate and produce. ❑ Teacher-led instruction is differentiated. ❑ 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. ❑ Group/station work is differentiated in process or product (varying levels of complexity and/or process) and support grade level standards. ❑ In alignment with grade level standards, there are multiple pathways to learn and demonstrate learning. ❑ Students have access to a variety of online and/or offline content that meets their needs, interests, and are culturally relevant. ❑ Online and offline resources are aligned and integrated to promote learning goals.	• What is typically difficult about this content for students and what may be particularly challenging in the remote environment? • I saw students… what were you thinking was happening at this time (routines, response to instruction, engagement) • I saw you chose (instructional model). Tell me about what went into this decision. (instructional model, teacher moves, assignments) • I noticed… please tell me about how that fits into the lesson or learning goals for this standard? (learning targets, instruction alignment to standards) • When you asked…I noticed students… How did that compare to what you had expected in the lesson? (questioning, adjustment to instruction, rigor) • I noticed student work (level, engagement)… How do you communicate expectations of achievement to students? (differentiation, use of rubrics, alignment to grade-level expectations) • What plans are in place for supporting struggling learners and extending learning for students that already have mastered the concept? (differentiation, alignment to grade level expectations) • Describe how the lesson included materials to reflect students' needs, interests, and cultural relevance. • I saw… What do you think of that that and what do you plan to do tomorrow? (adjusting instruction, alignment of content to student needs and interests) • How did you choose this artifact/online activity/assessment over other alternatives or creating something yourself (alignment to grade level expectations, use of technology to support learning goals) • What might be a next step for this focus area?

Adapted from Education Elements Blended Learning Walkthrough Resource Core Four Look Fors

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Data-Driven Decisions Frequent data collection informs instructional decisions and groupings	☐ Evidence of data being used to support learning plan. ☐ Variety of material reflects differing student needs. ☐ Formative assessments are used throughout the lesson and teacher adjusts instruction in real-time based upon student need. ☐ Groups are based on quantitative and qualitative data (entrance/exit tickets, benchmarks, interest, needs, etc.). ☐ Evidence of individualized feedback on student assessment, work products, or interactions that is specific and actionable.	• What happened in previous lessons that influenced you instructional decisions today? • What patterns in the data stood out to you as especially relevant, and what do they tell you about student thinking and remaining instructional gaps. • How will you know when students have developed understanding of…? • How has student thinking and instructional gaps changed since the last time you assessed? • How did you assess students' understanding today? • What specific instructional gap(s) did you intend for this assignment to address? • Tell me about how you formed your groups today. • What aspects of student thinking will be especially difficult to assess and engage with remotely, and how are you thinking about doing so? • What impact do you hope to achieve with feedback given to student? • What do you expect the impact of feedback to be and how do you measure the effectiveness of your feedback? • What might be a next step for this focus area?
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.	• Tell me about the options students have for showing understanding. • How do you promote reflective thinking with your students about their learning? • What structures do you have in place for students to ask questions and connect with you individually or small group for assistance? Tell me about student participation within this structure? • How do you encourage students to self-monitor? • How do students know they have met the learning goals? • Tell me about how you made the decision to offer/limit choice with content, process, and/or work product. • Tell me about the structures in place to ensure active participation and equal responsibility for group work and collaborative activities. • What might be a next step for this focus area?

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	❒ 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.	• I noticed…. What do you do to promote active engagement (completion of tasks, volunteer responses, and appropriate questions) within this lesson and with online instruction? • How do you convey expectations to students? • Are your expectations aligned with grade level standards? • I noticed (interaction)… Did that go the way you expected and what might you do the same or differently next time? • What role did the identities or cultures of your students plan in selecting the content/ resources for this lesson and/or learning activity? • Did you find students cognitively engaged and how did you know? • What might be a next step for this focus area?

Additional Questions for Reflection

- What was the most positive outcome of your lesson?
- What was the biggest obstacle or problem you had to face doing this lesson in a remote environment, and did the lesson go as you anticipated?
- What surprised you about this lesson?
- What did you learn as you taught this lesson?
- Did this lesson highlight any challenges you are facing with virtual instruction, and how can I or the leadership team support your work?

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