

# Virtual Look For Tool

October 20, 2020



Connecticut State Department of Education

# Community Agreements

- PD will begin and end on time
- Be present and engaged
- Be willing to share
- Solution-oriented discussion
- Assume good intentions



# Learning Targets For Today



- **Consider the value of a virtual look for tool**
- **Become familiar with available resources**
- **Learn from one another**



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Observations

Virtual  
Environment

# WHY?

Feedback

Support

“...a key lever to turning around low-performing schools is the quality of instruction” (Hill & Harvey, 2004; Hopkins, Harris, Watling, & Beresford, 1999).

It takes 10,000 hours of deliberate practice—practice that **promotes continuous improvement**—to master a complex skill (Malcolm Gladwell, 2008)



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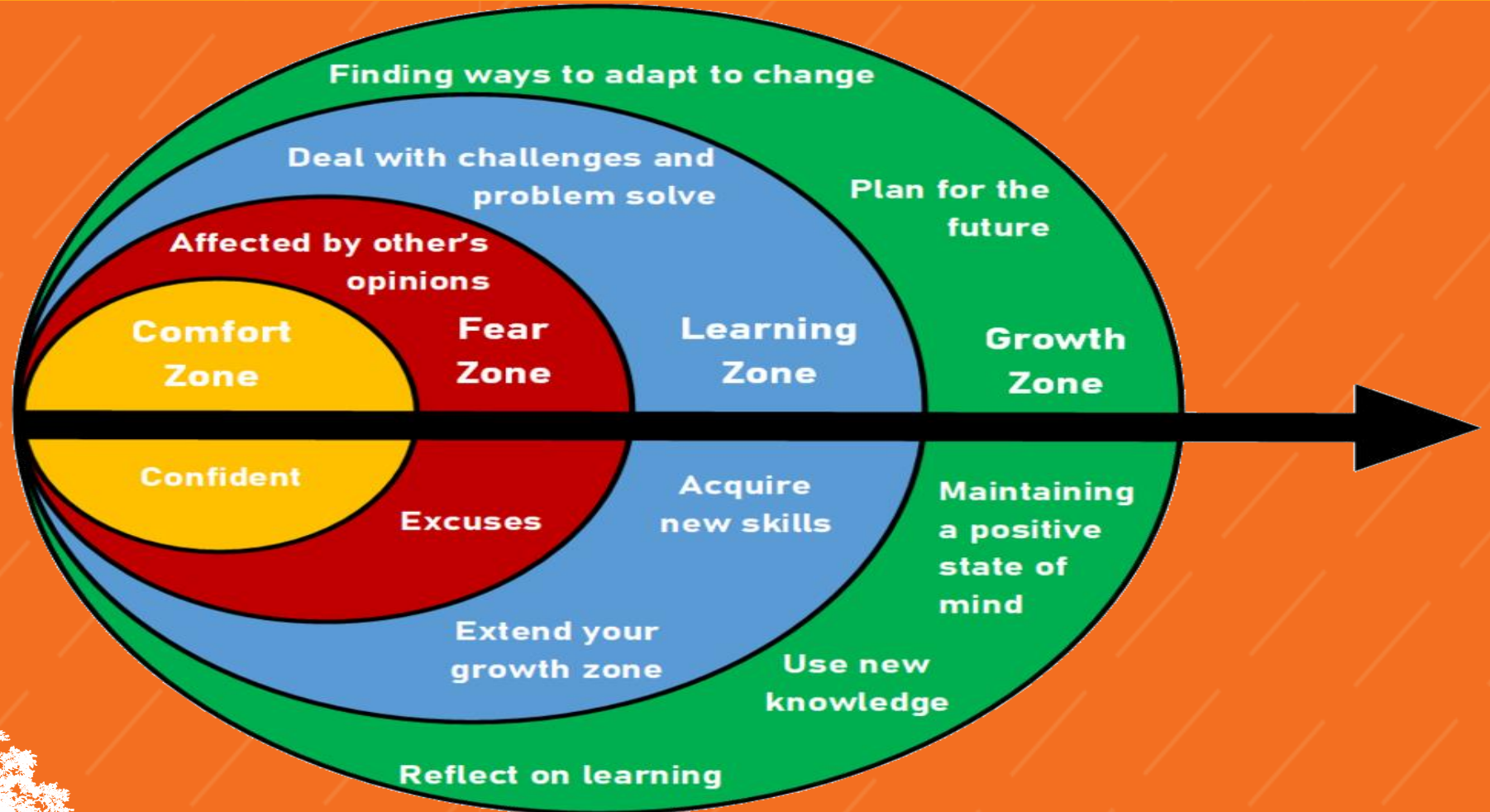
Observations

Virtual Environment

# Why?

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# Intention and Purpose of Tool

## What it IS

## What It Is Not

A tool and resource to help...

- gain a **snapshot** of the teaching and learning in a virtual learning environment
- identify **promising practices**, recognize **trends for growth**
- analyze **teacher practices and learner tasks** to ensure they are learner connected, learner led, learner focused and learner demonstrated
- grow and refine our **craft**
- and ultimately **support** the advancement of equity for all learners



Evaluation



"Dog and pony show"



"Gotcha!" exercise



# SHARE



**In the chat, please share ideas with your colleagues on how you might communicate the intentions of this tool in from a growth-mindset perspective.**



# WHAT?


## Focus Look Fors in a Virtual Environment



### Focus Look Fors in a Virtual Environment

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.



Focus Area	Look Fors	Evidence
<p><b>Targeted Instruction</b></p>  <p>Instruction aligns to specific student needs and learning goals</p>	<p>There are clear routines and procedures in place to support the instructional model and allow for targeted instruction.</p> <p>Instructional model (direct, small group instruction, etc.) supports effective instructional tasks aligned to the learning goal.</p> <p>The objective/learning target is communicated, and clearly identifies what students are to learn, demonstrate and produce.</p> <p>Teacher-led instruction is differentiated.</p> <p>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.</p> <p>Group/station work is differentiated in process or product (varying levels of complexity and/or process) and support grade level standards.</p> <p>In alignment with grade level standards, there are multiple pathways to learn and demonstrate learning.</p> <p>Students have access to a variety of online and/or offline content that meets their needs, interests, and are culturally relevant.</p> <p>Online and offline resources are aligned and integrated to promote learning goals.</p>	



# Four Domains of the Virtual Tool

## 1. Targeted Instruction

Instruction aligns to specific student needs and learning goals

## 2. Data-Driven Decisions

Frequent data collection informs instructional decisions and groupings

## 3. Student Reflection and Ownership

Ongoing student reflection promotes ownership of learning

## 4. Classroom Culture

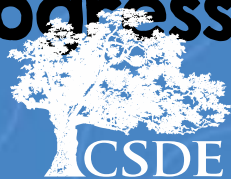
The learning environment is inviting and supports learning for all



# How?

## How Can I Use This Tool?

- **Start with your leadership team. Common vision and language is key.**
- **Introduce and calibrate using the tool in a staff meeting or smaller grade level meetings using a prerecorded virtual lesson.**
- **Identify trends, strengths, and growth areas across classrooms, grade levels, and/or content areas.**
- **Focus on specific focus areas/domains.**
- **Conduct virtual learning walks with teachers.**
- **Learn which teachers to leverage teachers to provide professional learning**
- **Celebrate progress and achievements**



# Guiding Questions Principal to Teacher



## Targeted Instruction

Focus Area	Look Fors	Guiding Questions for Teachers
<h2>Targeted Instruction</h2>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There are clear routines and procedures in place to support the instructional model and allow for targeted instruction.</li> <li><input type="checkbox"/> Instructional model (direct, small group instruction, etc.) supports effective instructional tasks aligned to the learning goal.</li> <li><input type="checkbox"/> The objective/learning target is communicated, and clearly identifies what students are to learn, demonstrate and produce.</li> <li><input type="checkbox"/> Teacher-led instruction is differentiated.</li> <li><input type="checkbox"/> Teacher questions are scaffolded to address multiple levels of Depth of Knowledge and tiered to increase</li> </ul>	<ul style="list-style-type: none"> <li>• I saw students... what were you thinking was happening at this time (routines, response to instruction, engagement)</li> <li>• I saw you chose (instructional model). Tell me about what went into this decision. (instructional model, teacher moves, assignments)</li> <li>• When you asked...I noticed students... How did that compare to what you had expected in the lesson? (questioning, adjustment to instruction, rigor)</li> <li>• I noticed... please tell me about how that fits into the lesson or learning goals for this standard? (learning targets, instruction alignment to standards)</li> <li>• I noticed student work (level, engagement)... How do you communicate expectations of</li> </ul>

**What is your next step to introduce the Focus Look Fors in a Virtual Environment?**



**Reflection**



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# References

The Look Fors provided in this document are adapted from the following resources:

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

Based upon and in support of the guidance provided in the:

[Plan for Reimagining CT Classrooms for Continuous Learning](#)

[Actualizing Connecticut Classrooms for Continuous Learning](#)



# **Next Pop UP PD Topic:**

## ***Boosting Staff Morale***

**Contact [Felicia.Canty@ct.gov](mailto:Felicia.Canty@ct.gov) to be featured**

# THANK YOU FOR JOINING US!



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