

A Framework for Remote Teaching

From the Danielson Group

Goals:

To highlight effective instructional practices in our current context (remote learning).

To support professional growth, guide instruction, and support collaboration between teachers and administrators.

Remember . . .

“Shared beliefs regarding professional growth and evaluation in Woodland Public Schools:

While there are many reasons to measure teacher and principal effectiveness, in Woodland we believe the ultimate goal of all measures should be to improve teaching and learning. We believe that professional conversation is the most powerful approach to promote teacher learning, and that these conversations must be grounded in an instructional framework that informs and identifies effective practices that improve student learning. Reflective conversation about practice requires us to understand, analyze and respond to student learning in the classroom.

Therefore teacher evaluations will:

- **Focus on learning**
- **Support growth**
- **Guide instruction**
- **Be a collaborative process between teachers and administrators”**

What I really want to say...

Before we begin The
Struggle is REAL

Looking at our Instructional Framework Through a New Lens

This guide and its approach are informed by conversations with educators, and offers recommendations for effectively meeting the needs of students and continuing learning success during this time of crisis.

* To access to the full framework, click the picture to the right. It is hyperlinked to the full document.



If you select the picture the full PDF is available. I highly recommend opening it up in a separate window as you continue through this presentation.

2020-21 Priorities for Remote Learning

- Knowing and Valuing Your Students (slides 6-10)
 - Building Responsive Learning Environments (slides 11-17)
 - Engaging Students in Learning (slides 18-24)
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- Supporting professional growth and evaluation in a meaningful way in direct response to our unique circumstances. (slides 25-27)

The content in this document directly connects to components of the Danielson Framework for professional growth and connects to the state rubric for evaluation.

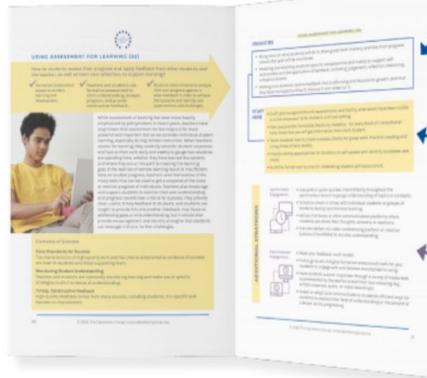
However, it does not address every component or criteria. Instead is intentionally highlights 3 themes. I will help you explore these themes, and how you can use the document as you focus on professional growth and evaluation for the 2020 school year.

INTRODUCTION: HOW TO USE THIS GUIDE

Each of the eight components is presented on two pages.

The first page is descriptive and provides an explanation, including elements that help define the components.

The second page includes:



Priorities

Our recommendations for where teachers should focus their time and energy, especially during the beginning of the school year. These are the most important things to get right this fall.

Start Here

A set of actions teachers can take immediately in order to set themselves and their students up for success.

Additional Strategies
Synchronous and Asynchronous

approaches and suggestions for how to engage students and their families during distance learning.

This guide identifies components that will yield the best results for achieving the themes stated in the previous slide. It also explicitly connects these components to the remote setting. There are valuable tips and recommendations for both synchronous and asynchronous instruction.

Best Practices to Target in 2020-21

- Knowing and Valuing Your Students (1b, 4c)
- Building Responsive Learning Environments (2a, 2c, 3d)
- Engaging Students in Learning (1e, 3b, 3c)

<p>Criteria 1: Centering instruction on high expectations for students</p> <p>2b. Establishing a culture for learning</p> <ul style="list-style-type: none"> Importance of the content Expectations for learning and achievement Student pride in work <p>3a. Communicating with students</p> <ul style="list-style-type: none"> Expectations for learning Directions and procedures Explanations of content Use of oral and written language <p>3c. Engaging students in learning</p> <ul style="list-style-type: none"> Activities and assignments Grouping of students Instructional materials and resources Structure and pacing 	<p>Criteria 2: Demonstrating effective teaching practices</p> <p>3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> Quality of questions Discussion techniques Student participation <p>4a. Reflecting on teaching</p> <ul style="list-style-type: none"> Accuracy Use in future teaching
<p>Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs</p> <p>3a. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> Lesson adjustment Response to students Persistence <p>1b. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge and language proficiency Knowledge of students' interests and cultural heritage Knowledge of students' special needs <p>3.1 Student Growth Goal of Subgroups</p> <p>3.1 Achievement of Student Growth for Subgroup</p>	<p>Criteria 4: Providing clear and intentional focus on subject matter, content, and curriculum</p> <p>1a. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> Knowledge of content and the structure of the discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> Value, sequence and alignment Clarity Balance Suitability for diverse learners <p>1d. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> Resources for classroom use Resources to extend content knowledge and pedagogy Resources for students <p>1e. Designing collaborative instruction</p> <ul style="list-style-type: none"> Learning activities Instructional materials and resources Instructional groups Lesson and unit structure
<p>Criteria 5: Fostering and managing a safe, positive learning environment</p> <p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> Teacher interaction with students Student interactions with one another <p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> Management of instructional groups Management of materials and supplies Performance of non-instructional duties Supervision of volunteers and paraprofessionals <p>2d. Managing student behavior</p> <ul style="list-style-type: none"> Expectations Monitoring student behavior Responses to student misbehavior <p>2e. Organizing physical space</p> <ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and use of physical resources 	<p>Criteria 6: Using multiple student data elements to modify instruction and improve student learning</p> <p>1f. Designing student assessments</p> <ul style="list-style-type: none"> Congruence with instructional outcomes Criteria and standards Design of formative assessment Use for planning <p>3d. Using assessment in instruction</p> <ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress <p>4b. Maintaining accurate records</p> <ul style="list-style-type: none"> Student completion of assignments Student progress in learning Non-instructional records <p>6.1 Student Growth Goal for Whole Class</p> <p>6.2 Achievement of Student Growth for Whole Class</p>
<p>Criteria 7: Communicating and collaborating with parents and the school community</p> <p>4c. Communicating with families</p> <ul style="list-style-type: none"> Information about the instructional program Information about individual students Engagement of families in the instructional program 	<p>Criteria 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning</p> <p>4d. Participating in a professional community</p> <ul style="list-style-type: none"> Relationships with colleagues Involvement in a culture of professional inquiry Service to school Participation in school and district projects <p>4e. Growing and developing professionally</p> <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues Service to profession Professionalism Ethical conduct Advocacy for students

You can see where the connections can be found on our smart card cheat sheet. If you click on the smart card you can access the full view.

Knowing and Valuing Your Students

Begin by deeply understanding your students' identities and assets; their current context and needs; and how to best support their social, emotional, and academic development in partnership with families and caregivers.

Criteria 3 from the State Rubric

- 3b. Demonstrating knowledge of students
 - Knowledge of child and adolescent development
 - Knowledge of the learning process
 - Knowledge of students' skills, knowledge and language proficiency
 - Knowledge of students' interests and cultural heritage
 - Knowledge of students' special needs

Criteria 7 from the State Rubric

- 7c. Communicating with families
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program

1b Demonstrating Knowledge of Students

- Learning about each student's motivations, driving interests, daily schedule and context, and current level of wellbeing, especially any trauma or stress resulting from current events.
- Establishing priority goals and objectives for each student for the first quarter, inclusive of social and emotional needs.
- Tracking information about students' context, mindsets, interests, and needs.
- Providing significant time in the first month of school for structured student sharing with other students.

1b Demonstrating Knowledge of Students

Action Steps

- Conduct one-on-one student interviews to understand context and immediate needs. When individual interviews are not feasible, use narrative surveys or journal prompts.
- Set individual priorities for each student focused on social-emotional needs and establishing routines for learning.
- When possible, group students to address priority needs.
- Collaborate with other colleagues who work with your students to create a shared system for storing, tracking, and updating student profiles and priorities.

4C Engaging Families & Communities

Establishing a direct-to-family communication plan for every student that prioritizes their preferences and needs.

- Being responsive to students' at-home learning context, including space, device/internet access, and schedules.
- Providing clear, consistent access to daily and weekly schedules, meeting links, and assignments for families and caregivers.
- Helping families and caregivers learn to navigate the online tools and platforms used for instruction, especially any learning management system and video conferencing tools.

4C Engaging Families & Communities

Action Steps

- Make individual contact with every parent/family to establish a communication plan, including the mode and cadence of ongoing communication.
- Based on individual conversations and/or a survey, create a system to document and track home or family parameters that might impact student participation and learning.
- Be sure you understand your school or district plans for assisting families and providing resources (such as devices, free internet access, and essential school supplies).

Building Responsive Learning Environments

Based on what you learn, create a supportive online learning environment and establish or adjust systems and supports that prioritize equitable access, easy navigation of learning experiences, and ongoing formative assessment.

(Components 2a, 2c, and 3d)

Criteria 5 from the State Rubric

2a. Creating an environment of respect and rapport

- Teacher interaction with students
- Student interactions with one another

Criteria 5 from the State Rubric

2c. Managing classroom procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

Criteria 6 from the State Rubric

3d. Using assessment in instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

2a Creating an Environment of Respect and Rapport

- Working relentlessly to create a just and supportive classroom that acknowledges and is responsive to systemic racism and the current health crisis.
- Creating safety and space for students to learn, explore, ask questions, and voice reactions to current events. Including:
 - The space to express anger and grief as needed, especially for students of color, and
 - The space to explore racial identity and the realities of systemic racism, particularly for white students.
- Modeling self-care and actively reinforcing courage, compassion, and humility through crisis and conflict resolution.

2a Creating an Environment of Respect and Rapport

Action Steps

- Reflect on your own readiness to address trauma and support students during this time; seek guidance and support when you need it.
- Thoughtfully plan for early and frequent conversations with students about justice in the context of your classroom.
- Identify resources and prepare a "day after" plan in advance so you are ready (to the extent possible) to discuss a racially charged local or national event with direct and differentiated student care.
- Understand your context. Clarify relevant district/school policies and seek to understand where your community and families stand.

2c Managing Routines and Procedures

- Being explicit about the shift in responsibility students are experiencing.
- Modeling every expectation, routine, and procedure multiple times and in multiple settings.
- Recognizing and celebrating student autonomy and resourcefulness.
- Identifying and supporting students who are struggling to learn remotely due to specific challenges in their homes.

2c Managing Routines and Procedures Action Steps

- Strategically establish a small, central set of shared routines and procedures to develop a sense of belongingness and shared identity; routines should be for whole group, small group, and independent learning blocks.
- Ruthlessly organize your materials and resources and ask others for feedback on how easy they are to navigate.
- Explore options in your native platform or in supplemental apps for students to track their own progress.
- Explicitly set expectations and teach whole group and small group etiquette for online learning (e.g., mute when others are speaking, when it's ok to use the chat feature, how to leave/return if something comes up at home). Allocate time to practice these procedures just as you would classroom procedures.

3d Using Assessment for Learning

Being clear on what students will do to show grade-level mastery and how their progress toward that goal will be monitored.

- Modeling and teaching students specific competencies and habits to support self assessment and the application of feedback, including judgement, reflection, reasoning, and perseverance.
- Making sure students receive feedback that is affirming and focused on growth, and that they have real opportunities to discuss it and reflect on it.

3d Using Assessment for Learning Action Steps

- Audit your assignments and assessments and modify what would have been visible in a live classroom to be visible in a virtual setting.
- Plan and practice formative checks by modality - for every block of instructional time, know how you will get information from each student.
- Teach students how to create success criteria for group work. Practice creating and using these criteria weekly.
- Provide weekly opportunities for students to self-assess and identify successes and needs.
- Build the format and routine for celebrating student self-assessment.

Engaging Students in Learning

With these systems and structures as a foundation, plan and facilitate engaging and coherent instruction designed to meet students where they are in this moment (Components 1e, 3b, and 3c).

Criteria 4 from the State Rubric

1e. Designing coherent instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Criteria 2 from the State Rubric

3b. Using questioning and discussion techniques

- Quality of questions
- Discussion techniques
- Student participation

Criteria 1 from the State Rubric

3c. Engaging students in learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

1e Planning Coherent Instruction

Meeting students where they are given widely variable learning environments and social emotional needs.

- Holding tight to grade level expectations and challenging content.
- Aligning learning outcomes to the modified schedule to maximize fit between outcome and modality.
- Maintaining coherence for students across a variety of platforms and modes.

1e Planning Coherent Instruction Action Steps

- Analyze your school schedule and expectations to identify time available for synchronous and asynchronous engagement.
- Analyze your learning objectives to determine what is most suitable and critical for synchronous instruction. Consider:
 - Whole group: direct instruction, modeling, experiments, community building
 - Small group: targeted skill building, repetition, discussion, peer to peer engagement
 - One-to-one: diagnosis, assessment, encouragement
- Develop a manageable and easily accessible system for organizing schedules, materials, homework, and apps that support differentiated pathways for students.

3c Using Questioning and Discussion Techniques

- Creating opportunities for peer-to-peer engagement that support social, emotional, and academic development.
- Modeling curiosity and humility in dialogue with students.
- Providing multiple options for scaffolding dialogue in both synchronous and asynchronous learning experiences.

3c Using Questioning and Discussion Techniques Action Steps

- Co-create norms for peer-to-peer engagement with students.
- Adjust your daily and weekly schedule, challenging yourself to have students spend more time in peer discussion than any other modality (as developmentally appropriate).
- Be explicit about when students are to maintain single attention (one conversation, one focus) versus when it is acceptable to use multiple channels (chatting during a video, recording reactions on a padlet, etc.).
- Research and experiment to identify digital ways for students to generate ideas and responses individually and collaboratively that help prime their dialogue.
- Create a shared space where students can continue discussions after a lesson and offer suggestions for future topics or discussions.

3c Engaging Students in Learning

- Encouraging multiple ways of interacting, multiple modes of accessing information, and multiple means of representing thinking.
- Making space for student choice and interest-driven learning across all subjects.
- Celebrating and sharing student creativity, curiosity, and resilience.
- Maintaining and modeling a learning stance on engaging through technology so students feel free to explore and improve their experience.
- Deviating from plan in the face of authentic student curiosity and initiative.

3c Engaging Students in Learning Action Steps

- Plan for individual and group projects that are purely interest based.
- Audit your plans and assignments for points where students might be offered more choice.
- Know your content "critical path" - what you must convey versus what you can hold lightly if spontaneous opportunities for student innovation appear.
- Find a technology friend. Students will always adopt technology faster than adults, so have someone you can learn with when a new app or feature emerges that might further engage your students.

Evaluation Requirements Modified for 2020-21

Focused Teacher Status

Normal Process: A teacher on focused evaluation shall be evaluated on **one** of the 8 criteria. If criterion 1, 2, 4, 5, 7, or 8 is selected, the evaluator will use student growth rubrics from criterion **3 or 6**.

Teachers in Year Two and Beyond that were scheduled for Comprehensive Status

Decide on **two** criteria to be formally scored using evidence provided during the 2020–21 school year. (*Remaining six criteria to be scored by assigning score received in most recent Comprehensive evaluation.*)

Determination of the two criteria may be made according to the current negotiated process for choosing criterion for Focused evaluation, which must include approval by the teacher’s evaluator. The teacher can be moved to a regular Comprehensive cycle (all 8 criteria) if notified in writing by December 15. Teachers on a modified Comprehensive evaluation for 2020–21 develop **one student growth goal, choosing the goal for criterion 3 or 6**.

First Year Comprehensive Status

Use the **traditional** Comprehensive process OR determine at least **two** criteria to be formally scored using evidence provided during the 2020–21 school year. The remaining criteria to be scored “Basic” as the default score. Using the traditional Comprehensive process is recommended.

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Templates and Tools

[Woodland Professional Growth and Evaluation Resources](#)

Remember to Make a Copy

[Self Reflection Tool](#)

[Whole Class Student Growth Goal Template](#)

[Subgroup Student Growth Goal Template](#)

Remember . . .

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While there are many reasons to measure teacher and principal effectiveness, in Woodland we believe the ultimate goal of all measures should be to improve teaching and learning. We believe that professional conversation is the most powerful approach to promote teacher learning, and that these conversations must be grounded in an instructional framework that informs and identifies effective practices that improve student learning. Reflective conversation about practice requires us to understand, analyze and respond to student learning in the classroom.

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