Distance Learning Core 4 Look Fors

TARGETED INSTRUCTION

Instruction aligns to specific student needs and learning goals

- ☐ The digital classroom has been adjusted to meet the needs of students, such as scaffolding for assignments, space to ask questions and receive answers, and incorporates built-in checks for understanding.
- ☐ There is a structure and opportunities for students to communicate and collaborate in small groups.
- ☐ Teacher modifies delivery of instruction for each group of students.
- ☐ Groups are updated based on data and student-need.
- ☐ Students have some choice over the instruction they receive and/or groups they work in.

DATA DRIVEN DECISIONS

Frequent data collection informs instructional decisions and groupings

- ☐ Benchmark and diagnostic data are used to inform classroom instruction and small groups.
- ☐ Formative assessments are used regularly to inform daily instruction and small groups.
- ☐ Students are given actionable feedback on their work.
- ☐ Data is regularly shared with students and families.
- ☐ Students have a place to track their own progress and data.
- ☐ Students have ownership over/access to their data and are taught to use data to make decisions about their learning.

Important Note Consider your school district's policy on student data privacy

STUDENT OWNERSHIP & REFLECTION

Ongoing student reflection promotes ownership of learning.

- ☐ Teacher sets goals for the virtual classroom and supports students in creating individual goals.
- ☐ Students receive growth-oriented feedback to support student goal setting.
- ☐ Students are taught how to reflect and there are structured opportunities for students to practice reflection.
- ☐ Students set and track their own goals and make connections between their current work and their goals.
- ☐ Students reflect through the method of their choice, both formally and informally.
- ☐ Students use self-reflection to make decisions on content, process, and product based on their individual needs.

FLEXIBLE CONTENT & TOOLS

Instructional materials allow for differentiated path, pace, and performance tasks.

PATH AND PACE

- ☐ Teacher creates routines and procedures for navigating the digital classroom.
- ☐ Structures are created for students to ask questions and receive feedback as they move through material.
- ☐ There are opportunities for varied pacing for students needing additional challenge or remediation.
- ☐ Groups of students are assigned different learning paths based on need with differentiated scaffolds and support to access learning.
- ☐ Students are assigned individualized learning paths based on need and are able to progress through these paths based on mastery of content.

CONTENT/ PERFORMANCE TASK

- ☐ The digital classroom is set up in a way that all students can access material and demonstrate knowledge.
- ☐ Students are able to select or are assigned content/ performance task from a small menu of options.
- ☐ Students select or are assigned content/ performance task from a menu of options, derived from student input or based on known student interests.
- ☐ Students make an informed proposal to teacher about the content/ performance task that will inform their learning process, based on agreed-upon criteria or rubric.