# CULTURE OF LEARNING | Are all students engaged in the work of the lesson from start to finish?

***Note to observers:*** *The “Engagement” descriptor includes both the level of compliant behavior as well as the level of cognitive engagement demonstrated by students when grappling with grade-level, standards-based academic work.*

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| **NEEDS IMPROVEMENT** | **APPROACHING EFFECTIVE** | **EFFECTIVE** | **HIGHLY EFFECTIVE** |
| **Engagement:** Very few or no\* students complete instructional tasks, volunteer responses and/or ask appropriate questions. | **Engagement:** Some\*\* students complete instructional tasks, volunteer responses and/or ask appropriate questions. | **Engagement:** Most\*\*\* students complete instructional tasks, volunteer responses and/or ask appropriate questions. | **Engagement:** All or almost all\*\*\*\* students complete instructional tasks, volunteer responses and/or ask appropriate questions. |
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*\* Very few/No: 0-49% \*\*Some: 50-79% \*\*\*Most: 80-94% \*\*\*\*All/almost all: 95-100%*

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| Teacher Tools | |
| **Synchronous Learning**   * Heavy use of the chat to drive discourse and to respond to in the moment prompts * Use of hands raising feature * Warm and cold calling to share in the zoom call * Use of breakout rooms to increase opportunities for student voice * Use of the whiteboard feature in zoom * Interactive components (e.g., Nearpod, flipgrid, interactive slides, Google Classroom, Seesaw videos/audio) * Can see almost all students faces (video on, decent lighting, their face is centered) * **If co-teaching**:   + Co-teaching model is selected and implemented based on needs of students (One teach-one support, Parallel, Team-teach, One teach-one pull)   + Co-teaching roles for engagement are clear throughout synchronous lesson * **Special Educator expectations:**   + Holding expectation that students can and will engage in the material   + Supporting student engagement with a variety of scaffolded check for understanding questions   + Using specific management needs identified on students IEP to engage in material and lesson | **Asynchronous Learning**   * Interactive component (e.g., Nearpod poll, related task) * Voice over from teacher (i.e. expectation is not that the student is reading slides solo) * Clear visuals that highlight key ideas or instructional points * Visual highlighting matches what the teacher is saying (e.g. marking up, annotating, or pointing with cursor to highlight the relevant piece of visual) * Ideal length is 5-10 minutes long * **Special Educator Expectations:**   + Material matches the needs of all learners in regards to format (verbal, visual, tactile)   + Content is differentiated for select students based on need   + Using specific management needs identified on students IEP to engage in material and lesson |
| **Distance Learning Examples**   * [Geometry- Classifying Parallelograms Lesson](https://www.youtube.com/watch?v=3CfdFmJT1i4&feature=youtu.be) * [4th Grade- Story Problem and Shared Text Discourses](https://drive.google.com/file/d/17LiSS8Fi2vsflThjq9ivfvI68oXE8AIT/view) | **Distance Learning Examples**   * [Algebra 2 Launch Video](https://www.youtube.com/watch?v=31xt92SYmuI) * [Middle School Science Launch Video](https://drive.google.com/file/d/1guRZIUkveeK8xxm0uia_wzOx9onXzb01/view?usp=sharing) |

# ACADEMIC OWNERSHIP | Are all students responsible for doing the thinking in this classroom?

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| **NEEDS IMPROVEMENT** | **APPROACHING EFFECTIVE** | **EFFECTIVE** | **HIGHLY EFFECTIVE** |
| **Cognitive Work:** Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work. | **Cognitive Work:** Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work. | **Cognitive Work:** Students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson, and most of the students complete the cognitive work. | **Cognitive Work:** Students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson, and all or almost all of the students complete the cognitive work. |
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*\* Very few/No: 0-49% \*\*Some: 50-79% \*\*\*Most: 80-94% \*\*\*\*All/almost all: 95-100%*

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| Teacher Tools | |
| **Synchronous Learning**   * Target (TBD) of chat/verbal responses * Discourse advances students toward grade-level standards and/or IEP goals * Students share their own strategies, ideas, and questions * **Special Educator expectations:**   + Holding expectation that students can and will complete work   + Supporting student  with a variety of scaffolded check for understanding questions, and individualized or differentiated materials if needed   + Using a variety of ways in which students can respond to prompt/question (write, draw, discourse)   + Using specific management needs identified on students IEP for students to complete work | **Asynchronous Learning**   * Task is appropriately challenging and advances students toward grade-level standards and/or IEP goals * Strategies and ideas that are shared come from students rather than the teacher * **Special Educator expectations:**   + Materials and work support growth of IEP goals   + Work supports specific needs with management needs that are taught into and used by student during asynchronous time |
| **Distance Learning Examples**   * [3rd Grade- Story Problem Discourse](https://drive.google.com/a/wearedream.org/file/d/1Daf03JONCq46UbQvlzdm0r0CIk2rkhxB/view?usp=sharing) | **Distance Learning Examples**   * [PreK- Rhyming Video](https://www.youtube.com/watch?v=D1oxWn5UtC4) |