Realtime Virtual (Synchronous) Observation Tool

Structure & Goals					
Emphasizes Time on task					
Criteria	Yes		NO	EVIDENCE FROM THE SESSION	COMMENTS

				Things you might observe:
				❏ Welcomes students to the virtual session
				❏ Visuals (i.e. slides to present session objectives, agenda, reminders, etc.)
				❏ Written Agenda (google doc)
				❏ Projected time for each segment
				❏ Session Norms
				❏ Directions presented in verbal and visual formats
				❏ Outline/skeleton notes to support student note taking
				❏ Planned opportunities for students to stop and reflect/apply information presented
				❏ Procedures for students to ask questions and make comments
				    ❏ Verbal participation
				    ❏ Nonverbal participation
				❏ Procedures for transitioning between lecture, discussion and/or small group interaction
				❏ Choices in how students
					Provided a detailed agenda for the class with learning goals at the top: shares screen so students have access to the agenda and gave students access to it in the chat - links to resources for the class.
					
					There is a mix of activities and content: a welcoming ice breaker, a review with breakout rooms discussion and then return to full class, an activity practicing the skills learned, then a walk-through of an example.
					
					The instructor requires an "exit ticket" and previews what is to come the following week. There are instructions both written and verbal.
					
					There are choices in how students participate: use reactions, chat function, or verbally and include a mix throughout the session. This is seen in the ice breaker (reactions button), collaborative activity sheet (discussion), and jamboard (group activity). Connects the activities/discussion to both larger learner goals and class assignments (for example, notes how the unpacking literacy standard will be

Was fully prepared for class	x				
Provides an overview of what is planned for the class session (i.e. provides a written agenda and reminders about session norms)	x				
Effectively organizes the virtual session to encourage active learning (i.e. Time allotted for content delivery, student interaction/practice, instructor feedback)	x				
Uses class time efficiently to maximize time-on-task (i.e. Facilitates efficient	x				

| transitions between content delivery, discussion and activities). | | | | participate
❏ Communicates success criteria and expectations
❏ Communicates appropriate updates & announcements | a part of the text analysis assignment).

After explaining the activity, she opens it up for questions from the students. Offers students to put questions in the chat.

Explicit about creating groups and informing students when they will be moved -- asks for thumbs up to see if students are ready when they didn't put questions in the chat. |
| **Effectively manages unexpected challenges** (i.e. technological and/or student reception/interaction) | x | | | | |