

What is our shared understanding of effective teacher practice with in-person instruction and with virtual instruction?

Internal Coherence - Instructional Core	Classroom Component (Danielson)	Purpose (TRU Framework)	In-Person Instruction	Synchronous virtual instruction	Asynchronous virtual instruction
Stated Task Why did the teacher choose this content/skill?	Learning Target (3a)	Goal of the lesson tied to college readiness skill and content -What's the big idea in this lesson? -How does it connect to what students already know?	Articulated in student friendly language, and task and formative assessment aligned to benchmark (3a and 2b)	Same, and make sure it is shared in writing with students (3a and 2b)	Same, and make sure it is shared in writing with students (3a and 2b)
	Do Now	Classroom management that supports transition to the work; makes efficient use of time	Transition into the class--Could be activator, homework check, pre-assessment (2c)	Could be a poll or other check-in, but emphasis is more on re-establishing e-community (2a)	Could be a poll or other check-in, but emphasis is more on re-establishing e-community (2a)
Enacted Task (also see table below)	Lesson/ Mini-lesson (Domain 3)	Experience students will have to acquire new skill/content -How long are students given to make sense of things? -What happens when they get stuck? -Are they invited to explain things, or just give answers?	Direct instruction, gradual release, inquiry, labs, whole and small group work, discussion, re-engagement, etc (Domain 3 and 2c)	Direct instruction, gradual release, inquiry, virtual labs, re-engagement, etc (Domain 3 and 2c)	direct instruction with video or slides with audio (Domain 3 and 2c)
How do teachers and students interact?	In-lesson student engagement (3c)	-Establishes the expectation that all students are here to learn and accountability to the learning community -often means more opportunities for students to produce work and learn -Formative assessment opportunity -Do students get to participate in a meaningful way, or are they allowed to hide? -Do students get to explain ideas? Are they built upon? -Are students individually	Total participation strategies--turn and talk, quick write, white boards, signaling (2b & 3d)	-Zoom: Chat, raised hand, surveys/polls -Google Classroom: shared google files -Other: NearPod, JamBoard, Desmos, flipgrid, Voicethread, other multi-media (2b & 3d)	-Google Classroom: shared google files -Other: NearPod, JamBoard, Desmos, flipgrid, Voicethread, other multi-media (2b & 3d)
What kind of thinking does the teacher require of students?					
How does the teacher respond to students' thinking?					
How are they thinking about content? What do students do with the content?					
What are students					

trying to accomplish?		recognized as capable and able to contribute?			
	Small group work (3c)	-More opportunities for students to produce and share their thinking/work -Students learn from each other -Another opportunity for formative assessment as well as a chance for teachers to provide feedback. -Contributes to the classroom's learning community	paired/group work with assigned roles and responsibilities (2c) Teacher circulates visiting groups (2a, 2b, & 3d)	-Break out rooms with assigned roles and responsibilities, w/ timeframe (2c) -shared google doc or equivalent showing how all students contribute (2b & 3d) -teacher monitors shared doc and visits break out rooms (2a, 2b & 3d)	-If meeting, arranged by group members in setting time and adhering to purpose and agenda (2b) OR -communicating and working on shared files (2b & 3d)
	Individual Work time (3c)	Often means more opportunities for students to produce work and learn Another opportunity for formative assessment and feedback.	-Typically in class and teacher circulates and checks-in with individual students (2a, 2b & 3d) -Homework is usually individual work (3d)	-Could be during live lesson, and some teachers are able to "circulate" (eg., Jackie in Newark gives immediate feedback) (2a, 2b & 3d)	Work product (3d)
	Formative Assessment (3d)	When students show what they know, teachers can be more strategic with their instruction and increase learning -Do classroom discussions include student thinking? -Does instruction respond to student thinking and help them think more deeply?	Could be in the moment, and the work product (3d) Verbal and written work products, including but not limited to mid-lesson CFUs and exit tickets (3d)	Could be in the moment, and the work product (3d) -Zoom: Chat, raised hand, surveys/polls -Google Classroom: shared google files -Other: NearPod, JamBoard, Desmos, flipgrid, Voicethread, other multi-media	Not in the moment, but through work product (3d)
	Summative Assessment (3d)	Opportunity for students to show mastery of content and skills, and progress towards college readiness.	Tests, quizzes, multiple choice, short response, extended response, other performance based assessments (eg, presentations, portfolios, etc)	Could be same, though encourage more reliance on open-ended responses and performance based	Could be same, though encourage more reliance on open-ended responses and performance based

Actions that raise or maintain the level of the academic task	Actions that diminish the level of the academic task
Asking open-ended questions and following up to encourage student thinking	Focusing on procedures and correctness rather than conceptual understanding
Allowing students to use their own judgements about how to accomplish the task	Over-specifying the steps that students need to do in order to complete a complex task, rather than letting students determine it on their own
Pressing for justifications, explanations, and meaning through questioning & feedback	Skipping over opportunities for students to wrestle with demanding aspects of the task
Giving students a way to monitor their own progress	Not holding students accountable for high-level work