

Virtual Instruction Look Fors

A continual work-in-progress draft created by Stephanie Affinito (2020)

Classroom Environment		
<i>Classroom Instruction</i>	<i>Asynchronous Instruction</i>	<i>Synchronous Instruction</i>
*Routines *Groupings *Culture of Reading *Access to Text *Materials & Resources	*Routines for accessing mini-lessons and making learning visible *Differentiated on-demand lessons for small groups of students *Culture for online learning *Access to appropriate digital text on-demand *Access to digital materials and resources on-demand	*Routines for logging in, settling in and engaging in live instruction *Breakout rooms and sessions for small groups of students *Culture for online learning *Use of appropriate digital text during live instruction *Use of varied digital materials and resources during live instruction
Student Engagement		
<i>Classroom Instruction</i>	<i>Asynchronous Instruction</i>	<i>Synchronous Instruction</i>
*Active engagement - Varied methods *Teaching tools available? *Balance of teacher/student talk	*Opportunities for active engagement at students' own pace *Engagement is tracked and student participation encouraged *Availability of digital anchor charts and teaching tools for students to easily access on their own	*Opportunities for active engagement and student collaboration during virtual instruction *Engagement is tracked and student participation encouraged *Use of digital anchor charts and teaching tools (using screensharing and whiteboard tools) during live instruction *Balance of teacher/student talk
Literacy Instruction		
<i>Classroom Instruction</i>	<i>Asynchronous Instruction</i>	<i>Synchronous Instruction</i>
*Balanced literacy framework *Responsive instruction	*On-demand whole group mini-lessons and small group	*Live whole group mini-lessons, small group strategy lessons,

*Differentiation *Teacher language *Pacing *Materials *Assessment	strategy lessons, individual conferring using various digital tools *On-demand lessons are based on student data and performance *Recorded mini-lessons are available on demand for differentiated groups of students *Teacher language is clear, focused, encouraging and holds high expectations for all students *Recorded mini-lessons are made available based on the same pacing calendar followed by the classroom or intervention program *Students have access to materials and manipulatives at home or digitally. *Students have multiple opportunities to make their learning visible and share artifacts of learning with the teacher for timely, effective feedback.	individual conferring using various digital tools. *Live lessons are based on student data and performance *Live instruction includes mini-lessons and/or breakout rooms for differentiated groups of students *Teacher language is clear, focused, encouraging and holds high expectations for all students *Live instruction is based on the same pacing calendar followed by the classroom or intervention program *Students have access to materials and manipulatives at home or digitally. *Students have multiple opportunities to make their learning visible and share artifacts of learning with the teacher for timely, effective feedback.
Literacy Content		
<i>Classroom Instruction</i>	<i>Asynchronous Instruction</i>	<i>Synchronous Instruction</i>
*Skills taught and reinforced *Strategies taught and reinforced *Alignment of instructional language *Text Levels	*Priority skills and standards are clearly identified *Skills and strategies taught and reinforced follow a coherent sequence based on the standards, curriculum and student data. *Instructional language is	*Priority skills and standards are clearly identified *Skills and strategies taught and reinforced follow a coherent sequence based on the standards, curriculum and student data. *Instructional language is

	aligned across classroom teachers, intervention specialists and on-demand lessons. *Students are instructed using text at an appropriate level based on student interest and preference for reading.	aligned across classroom teachers, intervention specialists and live instruction. *Students are instructed using text at an appropriate level based on student interest and preference for reading.
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