

# OKCPS Remote & E3 Learning

## Evaluation Crosswalk

[LSI Reframing Teacher Evaluation for E-Learning](#)

Domain 1: Standards-Based Planning		
Elements	Remote	E3
Planning Standards-Based Lesson/Units	<ul style="list-style-type: none"> <li>Lesson plans uploaded to Canvas</li> <li>All components of the Marzano Lesson Plan</li> <li>Lesson demonstrates purpose of synchronous and asynchronous lesson segment decisions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate competency and ownership of Edgenuity, Florida Virtual, &amp; SeeSaw curriculums</li> </ul>
Aligning Resources to Standards	<ul style="list-style-type: none"> <li>Gain access to digital licenses for textbooks</li> <li>Curriculum dept resources that have been chosen by the district for alignment and rigor</li> <li>Use a variety of interactive resources that align to a standard's rigor</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of resources to appropriately respond to the needs of all learners</li> <li>Gain access to digital licenses for textbooks</li> <li>Curriculum dept resources that have been chosen by the district for alignment and rigor</li> </ul>
Planning to Close the Achievement Gap Using Data	<ul style="list-style-type: none"> <li><a href="#">Canvas Differentiation Blog</a></li> </ul>	<ul style="list-style-type: none"> <li>Individualize and differentiate instruction to help each student achieve curricular objectives</li> </ul>
Domain 2: Conditions for Learning		
Using Formative Assessments to Track Progress	<ul style="list-style-type: none"> <li>Polling, Nearpod, Peardeck, Quizlet, and Flipgrid</li> <li>Student access to data tracking apps/documents and structures for them to reflect on their progress</li> </ul>	<ul style="list-style-type: none"> <li>Progress reports</li> <li>Student access to data tracking apps/documents and structures for them to reflect on their progress</li> </ul>
Providing Feedback and Celebrating Progress	<ul style="list-style-type: none"> <li>Individual Chats</li> <li>Comments on submitted</li> </ul>	<ul style="list-style-type: none"> <li>Grade and provide feedback for instructor</li> </ul>

	<p>work (written and recorded)</p> <ul style="list-style-type: none"> <li>Digital Data Wall</li> </ul>	<p>graded assignments within 72 hours (M-F)</p> <ul style="list-style-type: none"> <li>Provide individual and specific feedback on progress reports</li> <li>Communicate expectations and demonstrate an active interest in student achievement</li> </ul>
<b>Organizing Students to Interact with Content</b>	<ul style="list-style-type: none"> <li>Discussion Boards, Chats, and Small Group Sessions</li> <li>Stated purpose of group work, modeling, and selection of a structure that facilitates rich collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Boards, Chats, and Small Group Sessions</li> <li>Stated purpose of group work, modeling of process, and selection of a structure that facilitates rich collaboration</li> </ul>
<b>Establishing and Acknowledging Adherence to Rules and Procedures</b>	<ul style="list-style-type: none"> <li>Online Etiquette</li> <li><a href="#">Resources for Remote Teaching Norms</a></li> </ul>	<ul style="list-style-type: none"> <li>Orient students to course and communicate course requirements</li> <li>Maintain office hours</li> <li>Conduct instructional sessions (regular class meetings, web meetings, tutoring)</li> </ul>
<b>Using Engagement Strategies</b>	<ul style="list-style-type: none"> <li>ETS Digital Apps</li> <li>Whiteboards</li> <li>Checks for understanding (Thumbs up/Thumbs down, 5 finger check in...)</li> <li>K20 Learning (May require a bit of creativity, but can be adapted)</li> </ul>	<ul style="list-style-type: none"> <li>Small groups and one-on-one</li> <li>ETS Digital Apps</li> <li>Whiteboards</li> <li>Checks for understanding (Thumbs up/Thumbs down, 5 finger check in...)</li> <li>K20 Learning (May require a bit of creativity, but can be adapted)</li> </ul>
<b>Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</b>	<ul style="list-style-type: none"> <li>Intentional and explicit with positive reinforcements.</li> <li>Know your students.</li> <li>Create opportunities for students to share.</li> <li>Embed ways for students</li> </ul>	<ul style="list-style-type: none"> <li>Communicate expectations and demonstrate an active interest in student achievement</li> <li>One-on-one mentoring</li> </ul>

	to express their interests and personalities digitally	
<b>Communicating High Expectations for Each Student to Close the Achievement Gap</b>	<ul style="list-style-type: none"> <li>• Adapting lessons to meet student needs</li> <li>• Growth Mindset</li> <li>• Equitable opportunity for students to respond and at the appropriate level of rigor</li> <li>• Office hours for extension and intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Individualize and differentiate instruction to help each student achieve curricular objectives</li> <li>• Encourage student progress</li> </ul>
<b>Domain 3: Standards-Based Instruction</b>		
<b>Identifying Critical Content from the Standards</b>	<ul style="list-style-type: none"> <li>• Target posted in Canvas Modules</li> <li>• Reference target throughout module/lesson</li> <li>• Provide opportunities for students to take ownership of the learning target (discussions, e-journal, digital posts...)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure students know the learning targets of their modules</li> <li>• Review targets during one-on-one meetings.</li> </ul>
<b>Previewing New Content</b>	<ul style="list-style-type: none"> <li>• Anticipation guides such as an ed-puzzle or KWL discussion post.</li> <li>• Video/text preview with annotation</li> </ul>	<ul style="list-style-type: none"> <li>• Preview during one-on-one meetings.</li> <li>• Students provided resources prior to beginning a module.</li> </ul>
<b>Helping Students Process New Content</b>	<ul style="list-style-type: none"> <li>• Ensure lessons are chunked to allow students to practice and process</li> <li>• Provide appropriate digital note taking and graphic organizing tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one-on-one sessions</li> <li>• Opportunities to process the new content in various ways such as chunking learning and creating opportunities to synthesis content.</li> </ul>
<b>Using Questions to Help Students Elaborate Content</b>	<ul style="list-style-type: none"> <li>• Questioning Apps</li> <li>• Intentionally plan and embed leveled questions into the lesson progression.</li> <li>• Teachers need to ensure their questioning is varied and is at the appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one-on-one sessions.</li> <li>• Intentionally draft specific questions aligned to rigor and target.</li> </ul>

	<p>rigor level to align with the target.</p>	
<b>Reviewing Content</b>	<ul style="list-style-type: none"> <li>• Teacher articulates a connection of the target to past and future learning.</li> <li>• Chats, discussion boards, breakouts for students to summarize their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one-on-one sessions.</li> <li>• Prior to meetings, provide students with potential discussion topics or an agenda</li> </ul>
<b>Helping Students Practice Skills, Strategies, and Processes</b>	<ul style="list-style-type: none"> <li>• Model thinking strategies using PDF annotation tools or whiteboard capabilities</li> <li>• Students use digital journals/notes, PDF annotation tools, and discussion posts</li> </ul>	<ul style="list-style-type: none"> <li>• Review and provide feedback on student's reflection questions.</li> </ul>
<b>Helping Students Examine Similarities and Differences</b>	<ul style="list-style-type: none"> <li>• Students can use digital graphic organizers, apps that allow categorization, and visual and non-linguistic representations.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one-on-one sessions.</li> <li>• Teacher supplements curriculum with digital tools such as digital graphic organizers, apps that allow categorization, and visual and non-linguistic representations.</li> </ul>
<b>Helping Students Examine Their Reasoning</b>	<ul style="list-style-type: none"> <li>• Referring back to discussion or chats and providing evidence to support revise their statements</li> <li>• Providing a digital bank of texts and resources for students to develop claims supported by evidence.</li> <li>• Students can upload and annotate resources to support their claims.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one-on-one sessions.</li> <li>• Students share KWL or I used to/know I reflections with evidence</li> <li>• Providing a digital bank of texts and resources for students to develop claims supported by evidence.</li> <li>• Students can upload and annotate resources to support their claims.</li> </ul>
<b>Helping Student Revise Knowledge</b>	<ul style="list-style-type: none"> <li>• Small group/breakout room discussions to explore different interpretations.</li> <li>• Digital notes/e-binders to review and revise.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one-on-one sessions.</li> <li>• Prior to meetings, review student work and identify areas of focus.</li> </ul>

	<ul style="list-style-type: none"> <li>• Partner revisions</li> </ul>	
<b>Helping Students Engage in Cognitively Complex Tasks</b>	<ul style="list-style-type: none"> <li>• State a problem, have students develop a proposition, theory, or hypothesis, and be able to explain how they arrived at that conclusion and if it was supported after further exploration.</li> <li>• Student evidence could include written responses, video, blog, info-graphic...</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with curriculum and know where these opportunities exist and how you can prepare to support students, or supplement these tasks when appropriate.</li> </ul>
<b>Domain 4: Professional Responsibilities</b>		
<b>Adhering to school and District Policies and Procedures</b>	<ul style="list-style-type: none"> <li>• Using district LMS and Curriculum</li> <li>• Attending PLCs, grade level meetings, and professional development</li> <li>• Hosting office hours and maintaining the communication requirements with students and families.</li> <li>• Following virtual guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Using Edgenuity, Florida Virtual, and SeeSaw.</li> <li>• Attending PLCs, grade level meetings, and professional development</li> <li>• Hosting office hours and maintaining the communication requirements with students and families.</li> <li>• Following virtual guidelines</li> </ul>
<b>Maintaining Expertise in content and Pedagogy</b>	<ul style="list-style-type: none"> <li>• Attend district or external professional development.</li> <li>• Continue to explore and use digital resources from ETS, the OKCPS Curriculum departments, and Canvas.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend district or external professional development.</li> <li>• Continue to explore and use digital resources from ETS, the OKCPS Curriculum departments, and the CMS..</li> </ul>
<b>Promoting Teacher Leadership and Collaboration</b>	<ul style="list-style-type: none"> <li>• Share and collaborate within your departments, grade-levels, and PLCs.</li> <li>• Be open to share knowledge of digital resources</li> </ul>	<ul style="list-style-type: none"> <li>• Share and collaborate within your departments, grade-levels, and PLCs.</li> <li>• Be open to share knowledge of digital resources</li> </ul>