Connections to other rubric indicators →

PRESENTING INSTRUCTIONAL CONTENT

Content Knowledge

In-person	Virtual	Asynchronous Strategies	Synchronous Strategies
Start: • Provide an agenda or overview of lesson — Share objectives — Show sequence of lesson	• Share a visual that shows an agenda with sequence of lesson and objectives — Signpost the order of materials to review and steps to success	• To start lesson, use graphic agenda or slide to start each daily lesson — Include objectives and numbered order of lesson/materials to review	• To start lesson, verbalize objectives and order of lesson with a visual
Middle: • Provide direct instruction *(I do)* — Concise and clear — Logically ordered — Use of visuals — Label new concepts and ideas • Connect new learning to prior learning	• Tape/record lesson or share time for direct instruction via synchronous delivery	• Use Zoom, Google Meet, or other tool to tape/record direct instruction to link in LMS • Create clearly labeled documents and/or folders that denote flow — All materials should have clear information and directions and be linked in order of usage	• Use Zoom, Google Meet, or other tool to provide instruction in real time • Model a think-aloud and engage in questioning in real time; use chat and discussion boards
Middle: • Model expectations and success criteria *(what students have to do to be successful with the assignment)* — Provide all essential information — Use a rubric — Show connections from instruction to practice/assignment	• Tape/record model after direct instruction portion of lesson • Link to specific documents with expectations	• Show and reference same graphic agenda or slide outlining expectations throughout recorded narration of modeling — Note that a link/folder includes a model of expectations with examples • Share and talk through a rubric	• Use technology tools to show, not just explain, and engage students in work *(we do)* • Engage in questioning in real time; use chat and discussion boards

Standards & Objectives

Lesson Structure & Pacing

Thinking

Questioning

Activities & Materials

PRESENTING INSTRUCTIONAL CONTENT

Middle: • Show examples — Illustrate expectations • Show samples of student work	• Show examples in taped or synchronous portion of lesson • Link to specific documents with expectations	• Record narration of the analysis of an exemplar with reference to success criteria • Post examples for review	• Show and talk about examples of the work you expect • Engage in questioning in real time; use chat and discussion boards

End:
• Provide closure and review of new learning with assignment or next step(s); students share what they learned
  — Reference agenda and objectives
  — Note timeline for feedback
  — Provide time for restatement of learning, answers to specific questions, or go over what students are still unclear about from lesson
	• Provide final signpost for reminding students of next steps
	• Use virtual tools to provide time for exit ticket moment
		• Show agenda again as reference to note final steps
		• Use sentence starters for students to respond and share what they learned in chat, discussion board
			• Use time to have students note next steps in their own words
			• Use sentence starters for students to respond and share what they learned orally, in chat, and discussion board

Assessment

Thinking

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MOTIVATING STUDENTS

In-person	Virtual	Asynchronous Strategies	Synchronous Strategies
Start: • Make connections with students through intro questions — That are personal — That are engaging and motivating — Inspire curiosity • Provide clarity on objectives of lesson and where it is going *(preview of lesson)*	• Use icebreakers and student-focused virtual bell-ringers • Share a visual that shows an agenda with sequence of lesson — Signpost the order of materials to review and steps to success	• Have students answer bell-ringer question in discussion board • To start lesson, use graphic agenda or slide to start each daily lesson with objectives and numbered order of lesson/materials to review	• Use icebreaker questions that allow for students to share orally or in chat to check-in — Have students warm up as lesson begins • Use polling or other tools to have students respond on screen to a quick question to gauge knowledge of a topic or answers to a pre-lesson question • To start lesson, verbalize objectives and order of lesson with a visual
Middle: • Content is engaging — Visuals used often — Student voice is activated — Use of think-alouds and questions to elicit responses are used frequently — Personal connections are made often — Student choice is present — Varied use of questioning • Content is organized and clear	• Taped/recorded lessons and synchronous lessons — use video and graphics — show teacher enthusiasm and personal connections to topic — provide options for students — prompt students to connect with others — allow students to talk/present work	• Tape teacher intro videos & think-alouds • Link to interesting videos • Allow for choice in writing prompts • Allow work to be done independently or in pairs/small groups • Allow students to tape themselves and turn in videos • Use asynchronous discussion boards • Create clearly labeled documents and/or folders that denote flow — All materials should have clear information and directions and linked in order of usage	• Use brief video clips and key questions to keep attention • Use breakout rooms for student questions • Use novel tech tools periodically • Have different students prep to share on a topic to "teach" the class

Lesson Structure & Pacing

Standards & Objectives

Thinking

Questioning

Assessment

Activities & Materials

Problem-Solving

Grouping Students

Content Knowledge

MOTIVATING STUDENTS			Teacher Knowledge of Students ←
End: • Teacher reinforcement of learning with engaging recap or culmination of lesson and individual student involvement	• Provide final signpost that reminds students of learning and next steps 　• Complete an exit ticket using tech tools	• Show agenda again as reference to note final step • Record teacher prompting about next steps • Use targeted questions or sentence starters *(I learned…, I'm getting better at…, I'd still like to know…)* for students to respond and share what they learned in chat, discussion board	• Show agenda again as reference to note final step • Use time to have students note next steps in their own words • Use targeted questions or sentence starters *(I learned…, I'm getting better at…, I'd still like to know…)* for students to respond and share what they learned orally, in chat, discussion board
Assessment			
	Questioning		

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ACADEMIC FEEDBACK

Student Work

In-person	Virtual	Asynchronous Strategies	Synchronous Strategies
• Feedback is frequent and high-quality	• Feedback is given as students respond to questions and on frequent, formative assessment checks Assessment	• Provide daily and weekly formative checks (short quizzes, checks for understanding, tests) where teacher provides grades with regular feedback on progress • Use rubrics and checklists often to detail expectations with feedback • Use recordings to upload thoughts on submitted work • Reach out to students in email, on asynchronous discussion boards, and by phone to provide feedback on work • Online grade book is used and kept updated	• Engage in oral and written feedback and offer comments during lessons *(Questioning)* • Use regular questioning to gauge the quality of group and individual understanding and thinking *(Thinking)* — Use system to call on more students and use private chat to check in with specific students • Use rubrics and checklists often to detail expectations with feedback • Use recordings to upload thoughts on submitted work • Reach out to students in email, on discussion boards, and by phone to provide feedback on work • Online grade book is used and kept updated
• Feedback used during guided practice and as students complete student work and assignments	• Provide opportunities for teacher-student discussion during lesson and during set office hours Lesson Structure & Pacing	• Asynchronous discussion board comments or email exchanges are expected by students and are monitored by teacher to provide feedback • Consistent office hours are available	• Opportunities for synchronous guided practice is frequent and questioning elicits student understanding of objectives and work expectations • Oral/discussion board comments are expected and are monitored by teacher to provide feedback • Consistent office hours are available

ACADEMIC FEEDBACK			Student Work
• Students work together and provide feedback to each other using expectations as guide	• Provide opportunities for student-student discussion and work time during lesson or between lessons	• Students use rubric to provide feedback on each other's work prior to submission	• Students share work with each other, either paired, in groups, or in breakout rooms — Feedback uses rubric or checklist of expectations

Grouping Students