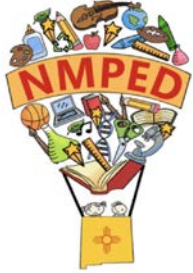


Elevate NM



Walkthrough Companion for Virtual Instruction with Elevate NM Domains 2 & 3 SY20-21

The purpose of the Walkthrough Companion is to provide a crosswalk between the Elevate NM Domains 2 and 3 and Instructional Strategies for a Virtual Learning Environment. The strategies included in this crosswalk come from the National Institute for Excellence in Teaching ([NIET](#)).

As with any walkthrough, we suggest that you select one of the Domains and a specific element within to focus your feedback on for the classroom teacher who is instructing in a virtual environment.

The *Applying* level of performance was selected to correlate with the virtual strategies. When giving feedback, if a teacher is using a few of the strategies listed under Virtual Learning Strategies when teaching in the virtual environment then you rate their instruction at the *Applying* level. If more than a couple of the strategies are being used and you see evidence that the teacher is going above and beyond and students have internalized several of the strategies, then you could say that the teacher's instruction falls under the *Innovating* level (a preponderance of the evidence). If you see a teacher perhaps only using one strategy or utilizing multiple ones but not consistently, then you can conclude that their instruction should be rated at a *Developing* level.

This document should be a support for conducting virtual walkthroughs. You should indicate in your notes in Frontline if you are choosing to use this document during a walkthrough. For example: *During the walkthrough for this individual, I popped in for ten minutes of synchronous instruction and I utilized the Walkthrough Companion for Virtual Instruction as the walkthrough was conducted online or during virtual instruction.*

Please Note: These strategies may be new to many teachers and therefore are expected to be shared with teachers prior to being utilized in a walkthrough.

Walkthrough Companion Element 2-A. Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another.

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Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards when serving English Learners (ELs) and Individualized Education Program (IEP) goals when serving SWD.

Performance Descriptors at the Applying Level	Virtual Learning Strategies	Additional Synchronous Considerations
<ul style="list-style-type: none"> ● Exhibits politeness and respect. ● Supports students in managing disagreements. ● Creates and maintains an environment in which students’ diverse backgrounds, languages, identities, strengths, and challenges are respected. ● Displays respect and value for the languages and cultures of the school’s diverse community through classroom artifacts and interactions. 	<ul style="list-style-type: none"> ● Ensure online curriculum, texts, and materials include a diversity of perspectives and cultures. ● Explain the role of digital citizenship by modeling, guiding and encouraging legal, ethical, and safe behavior related to technology use. ● Follow the standards in place to uphold academic integrity and follow through on all protocols (e.g. turnitin.com checks for plagiarism). ● Remain in compliance with all FERPA requirements in online education. ● Use a secure student information system as a tool for communication of student data. ● Utilize the learning management system in an engaging and respectful manner and make lessons interactive when applicable. ● Set expectations for discussions and provide sentence starters for how to respond in these forums. 	<ul style="list-style-type: none"> ● Outline norms and provide opportunities daily/weekly during full-class video meetings for students to share with peers. ● Ask students to model digital citizenship and respect through questions and feedback provided to one another in chats, meeting rooms, and forums. ● Provide quick checks on social-emotional status with students (e.g., each student shares state of mind/well-being during 1:1 interaction). ● Ask for meetings with family members to cultivate positive relationships. ● Establish clear expectations for breakout room discussions (e.g., debates, consensus activities, controversial topics, friendly competitions). ● Actively engage students who may be disengaged. ● Share a private chat with a student when they misunderstand or say something off track if your school/district allows for one on one conversations.

Walkthrough Companion Element 2-B. Creating a Safe Learning Environment with Routines and Procedures

Creates and maintains a safe and collaborative learning environment that motivates all students to take academic risks, challenge themselves, and claim ownership of their learning. Access is provided to learning materials and resources.

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Performance Descriptors at the Applying Level	Virtual Learning Strategies	Additional Synchronous Considerations
<ul style="list-style-type: none"> • Uses routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. • Ensures learning resources are accessible to <u>all</u> students. • The physical arrangement encourages teacher-student and student-student interaction in a variety of settings and student groupings. • Learning goals, such as content and language objectives, are posted and easily accessible during the lesson for the teacher and all students to reference. • Visuals, graphics, anchor charts, and technology are readily accessible to enhance learning opportunities. • Provides techniques to enhance learning opportunities, such as preferential seating, study carrels, quiet areas, etc. 	<ul style="list-style-type: none"> • Develop a system to provide a welcome email and phone call to both students and parent within 48 hours of enrollment with detailed school procedures. • Provide a virtual orientation to ensure all students and parents know and understand virtual tools and procedures. • Share positive messages with students each morning (e.g., post written note, video, audio file). • Offer weekly check-ins and office hours for families and students, and proactively reach out to those who do not attend. • Develop a course homepage and welcome video with contact information, live lesson calendar, and course syllabus. • Clearly label assignments, quizzes, and other activities, and ensure all materials and online platforms are accessible to all students (e.g., colors are not overstimulating). • Take initiative in identifying, exploring, and applying new technologies and online tools with students. • Display diverse and positive examples of student work (written assignments, audio files, videos, etc.) within the learning platform or online bulletin. 	<ul style="list-style-type: none"> • Outline norms and provide opportunities daily/weekly during full-class video meetings for students to share with peers. • Practice utilization of the virtual tools so they are seamless for teacher and students. • Establish a communication system to transition from the whole group to break out/small group work and back to the whole group. • Ensure that each student knows how to use all systems and tools. • Monitor the work of all groups. • Allow students to share new online tools with their teacher and, when appropriate, with other students. • Ask students to model digital citizenship and respect through questions and feedback provided to one another in chats, meeting rooms, and forums. • Provide quick checks on social-emotional status with students (e.g., each student shares state of mind/well-being during 1:1 interaction). • Ask for meetings with family members to cultivate positive relationships. • Establish clear expectations for breakout room discussions (e.g., debates, consensus).

Walkthrough Companion Element 2-C. Establishing a Culture for Learning

Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

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Performance Descriptors at the Applying Level	Virtual Learning Strategies	Additional Synchronous Considerations
<ul style="list-style-type: none"> ● High expectations for all students. ● Norms and participant structures that are established with significant interaction by, and among, all peers, such as flexible student groups, student presentations, and structured student dialogue. ● Supports all students to hold themselves to high standards of performance through instruction, including addressing foundational skills, as per the IEP goals. ● Authentic and relevant use of research-based strategies to enhance the understanding of content and increase student engagement with the related academic vocabulary. ● Student commitment to the subject and demonstration of pride in their efforts. ● Provides opportunities for students to learn in groups with diverse peers and facilitates meaningful academic discourse by developing individual student’s relationship and communication skills. ● Often creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks, and challenge themselves to learn. ● The tone is inclusive of cultural and linguistic differences. 	<ul style="list-style-type: none"> ● Create clearly labeled documents and/or folders that signal or mark the order and flow of the lesson. ● Activate personal connections by modeling your own connection to learning in a narrative think-aloud and asking the student to do the same. ● Insert meaningful and relevant key questions and wonderings at various places in the flow of the lesson. ● Generate interest in the upcoming lesson topic (e.g., survey students prior to the lesson about what they already know about the subject, give a pre-assessment, send a link to a video to spark questions). ● Include opportunities for student choice. ● Include opportunities for students to share work publicly. ● Reinforce students for participation by adding to the chat or discussion board (i.e., good job/nice comment; great thought provoking question – let’s discuss in our synchronous time this week). ● Include questions that require students to make connections between the content and current socio-political ideas (within the community and globally) 	<ul style="list-style-type: none"> ● Incorporate high interest and/or culturally relevant activities and tasks with the lessons. ● Provide relevant hooks when beginning a new concept (e.g., video clip(s) to spark student interest and curiosity, having students respond to a question with a poll related to the lesson’s objective, having students make a personal connection to the content) and throughout the lesson. ● Include student voice and examples of work provided by students in responding to questions, reflections, texts, or problems.

Walkthrough Companion Element 2-D. Managing Student Behavior

The teacher utilizes a skill-building approach that strengthens the foundation of social skills for all students. Teaches behavioral expectations and acknowledges students for following them.

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Performance Descriptors at the Applying Level	Virtual Learning Strategies	Additional Synchronous Considerations
<ul style="list-style-type: none"> • Evidence of a student behavior management plan with students’ knowledge of their roles. • An atmosphere conducive to learning with a focus on student self-discipline, respect for the rights of others, and cooperation. • Communication and modeling of said expectations for all students. • Responses to student behavior are consistent, respect student’s dignity, sensitive to cultural and linguistic differences, and are in accordance with the student’s FBA/BIP strategies, when applicable. 	<ul style="list-style-type: none"> • Survey the students on their comfort level with different online tools and develop lessons around those they are most successful with when beginning virtual instruction. • Post reminders throughout the asynchronous learning materials for established rules and expectations. • Embed videos within a set of slides for the lesson to make pulling up videos seamless and so students can view the videos in the appropriate order later. • Monitor completion of assignments to ensure behavior is not impeding learning outcomes (e.g., follow-up email to student and/or parent when assignments are not turned in). • Offer “fun” videos or engagement activities as a reward for engagement and behavior over the course of the week. 	<ul style="list-style-type: none"> • Utilize online tools to engage whole groups, small groups, and individual students. • Use private chat features when necessary to remind specific students of the expectations for behavior. • Begin the lesson with clear expectations for the lesson and behavior on the opening slide. • Consistently model expected online behavior for students. • Utilize a breakout room to re-engage students who are off task to understand why they are not participating in the lesson. • If students are struggling with established rules, adjust student permissions to redirect behavior (e.g., adjust chatting or audio

Walkthrough Companion Element 3-A. Communicating with Students in a Manner that is Appropriate to their Culture, Language, and Level of Development

The teacher uses systems that evoke responses from all students and are appropriate to students’ developmental, cognitive, and academic language proficiency. The teacher consistently engages students in high levels of thinking within instruction and content.

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Performance Descriptors at the Applying Level	Virtual Learning Strategies	Additional Synchronous Considerations
<ul style="list-style-type: none"> ● Desired learning goals, such as content and language objectives, are posted, stated, and referred to during the lesson cycle. ● Use of clear communication and a range of vocabulary with scaffolds to ensure learning goals are understandable, including the solicitation of feedback and allowing for clarification from all students by using multiple strategies such as wait time, visuals, methodical systems, and physical cues. ● Instructions and procedures are consistent. ● Teacher begins lessons by accessing students’ prior knowledge. ● Student misconceptions are anticipated, planned for and addressed. ● Content is delivered and differentiated by language proficiency levels and/or IEP goals, as applicable. ● Use of opportunities to connect to students’ cultural and linguistic background knowledge. 	<ul style="list-style-type: none"> ● Communicate lesson objective(s) and alignment to the standard(s) via a slide, document, or video. List and share success criteria associated with objective(s) in an initial document. ● Reference objective(s) and success criteria throughout the lesson (i.e., in all presentation documents, such as PowerPoints, videos, assignments, and rubrics). ● Use success criteria to assess student work and provide feedback. Ask students to use success criteria for self-assessment before submitting student work. ● Use formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, discussion board posts, etc.). ● Turn on closed captioning for videos to support student understanding and language development. 	<ul style="list-style-type: none"> ● Communicate how students will know when they learn objective(s) by explaining the expectations and success criteria throughout the lesson (i.e., in all presentation documents, such as PowerPoints, videos, assignments, rubrics, and in chats and discussions), and ask students for feedback on understanding.

Walkthrough Companion Element 3-B. Using Questioning and Discussion Techniques to Support Classroom Discourse

Teacher models and utilizes questioning techniques that allow all students to engage and participate in classroom discussions.

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Performance Descriptors at the Applying Level	Virtual Learning Strategies	Additional Synchronous Considerations
<ul style="list-style-type: none"> ● Provides frequent opportunities for interaction between teacher and student and student-to-student ● Uses scaffolds as appropriate for the developmental, cognitive and linguistic needs of the students. ● Uses pre-planned questions or tasks throughout the lesson. ● Employs systems that evoke responses from all students and are appropriate to students’ developmental, cognitive and academic language proficiency, including the use of wait-time. ● Consistently engages students in high levels of thinking within the instruction and content. ● Allows students to respond in a variety of ways, including kinesthetic or visual representation, depending on their developmental, cognitive, and academic language proficiency. 	<ul style="list-style-type: none"> ● Plan and record a variety of key question types on slides at opportune times to prompt reflection. ● End the lesson with a reflective question(s) aligned to the objective for students to respond to in a collaborative document tool or platform. ● Plan for opportunities for students to generate their own questions using a collaborative document tool or platform. 	<ul style="list-style-type: none"> ● Provide opportunities for students to respond to the teacher and to other student questions in the main room (whole class) in the chat. Students can raise their hands and respond aloud or via the polling tool. ● Plan for visual prompting of questions to continue small group discussions in breakout rooms. ● Prompt students to write on the whiteboard simultaneously to check for understanding.

Walkthrough Companion Element 3C – Engaging Students in Learning

Effective teachers understand engaging students in learning is vital in order for students to acquire knowledge. Student engagement does not happen by accident, it is the result of careful planning and implementation.

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Performance Descriptors at the Applying Level	Virtual Learning Strategies	Additional Synchronous Considerations
<ul style="list-style-type: none"> ● The teacher explicitly connects the lesson to prior understanding by integrating students’ cultural and linguistic background experience. ● Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson. ● The lesson supports the active engagement of all students and maintains an awareness of the effective amount of student talk vs. teacher talk. ● The teacher delivers lessons coherently with attention to scaffolding, pacing, sequencing, flexible grouping, student reflection, and closure. ● The teacher incorporates cognitive, developmental, linguistic, and cultural experiences to support learning. ● The teacher assesses student engagement and understanding and adapts methods for improved learning when needed. ● Students are strategically grouped to provide opportunities to practice speaking, reading, writing, and listening. 	<ul style="list-style-type: none"> ● Develop weekly plans aligned to state standards. ● Plan for how the students will demonstrate mastery of the objective for each segment of the learning. The objective and expectations for mastery can be placed on a slide at the beginning of each segment to avoid students guessing what they are expected to do. ● Create an easy access folder to include an exemplar for students to reference as an anchor document throughout the asynchronous lesson. ● Lesson presentation is planned and practiced before the lesson unfolds and/or recorded. <ul style="list-style-type: none"> ○ Check that the virtual platform is working, resources can be easily found, links are live. ● Pre-plan and post materials and reference tools and resources in a common and accessible location. ● Activities and materials are leveled to accommodate student needs (e.g., leveled text for specific groups, provide content in alternative formats). ● Activities and materials are embedded for students to reflect on the learning (e.g., reflective question on a discussion board, exit tickets, message to the teacher, questionnaire for self-evaluation). ● Plan for student work products that are intentional to help students move through stages of idea generation, creation, analysis, and drawing conclusions/justifying solutions. ● Develop a pathway and clear sequence to problem-solving through modeling, activity and materials selection, anchor documents, videos, and other scaffolds. ● Determine how students will interact with the materials to prompt different types of problem solving (e.g., carefully constructed questions). 	<ul style="list-style-type: none"> ● Incorporate planned activities that engage all types of learners at a pace that meets their style and requirement for pacing (e.g., set a virtual timer and post the time for students to see the countdown; encourage students that need to collaborate to break off into “chat rooms” with a task to solve and discuss their thinking, then come back to the whole group). ● Provide a problem on the presentation screen and ask students, “What would you do to solve this problem?” Then, allow them to partner or small group “chat” in the virtual program to discuss thinking and solutions. ● Model and discuss metacognitive strategies, such as: <ul style="list-style-type: none"> ○ planning for a task. ○ gathering and organizing materials. ○ arranging a study space and schedule. ○ monitoring mistakes. ○ evaluating success criteria for tasks. ○ evaluating the success of any learning strategy and adjusting. ● Use whiteboard or screen sharing opportunities to make thinking transparent and have students actively generate ideas and add information to discussion. ● Allow opportunities for students to share their thinking with the whole group and critique each others’ solutions and thinking and provide feedback. ● Provide numerous times for students to engage in group activities to deepen their thinking and problem-solving skills. ● Provide virtual tools that will support students with categorizing, drawing conclusions, generating ideas, observing and experimenting, etc. Often the tool itself can prompt a deeper level of problem-solving (e.g., virtual thinking maps, polling).

Walkthrough Companion Element 3-D. Assessment in Instruction (Refers to both Formative and Summative Assessment)

The teacher monitors student learning and provides feedback to support student growth.

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Performance Descriptors at the Applying Level	Virtual Learning Strategies	Additional Synchronous Considerations
<ul style="list-style-type: none"> ● Students understand the performance criteria. ● The teacher systematically gathers and uses assessment data to inform and guide instruction. ● Aligns assessment with the learning goals. ● Contains differentiated assessment strategies/instructions. ● Teacher checks for understanding throughout the lesson and uses techniques that are based on students’ academic language needs and developmental level of readiness. ● The teacher provides descriptive and actionable feedback in a timely manner. 	<ul style="list-style-type: none"> ● Align the student work with the outcome of each lesson aligned to the objective. ● Create a flow chart for students to monitor their progress toward meeting the objective. ● Provide and communicate opportunities for student thinking and work sharing (e.g., posting work in the learning management system). ● Plan for how students will articulate their learning and thinking in a virtual experience (e.g., questions, illustrations, audio/video recordings). ● Students and the teacher evaluate assignments against established and communicated success criteria. This can be recorded to provide a strong example students can reference throughout as a model. ● Criteria for success is determined and communicated by the teacher for students (e.g., via a live model, exemplars are utilized in the lesson itself and posted in the common folder for ready access by students). ● Virtual assessments could be conducted in the form of a project (e.g., audio/video, taking a picture of product, experiment, graphs, charts, presentation, essay, short answer, or multiple-choice) and include criteria for success. ● Progression of learning for individual students is supported through assessments and informs the teacher of future instruction (e.g., via screencast recordings to provide specific feedback on portfolios to inform future instruction). 	<ul style="list-style-type: none"> ● Pre-work for the lesson is communicated and assigned for students to be ready for new learning. ● Students submit their thinking and learning orally and live in the discussion thread. ● In class, the student presents assessments in the form of a project (e.g., audio/video, taking a picture of product, experiment, graphs, charts, presentation, essay, short answer, or multiple-choice) ● Use of virtual tools like a whiteboard for students to show their thinking and solutions in real time. ● Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students’ understanding of the course objectives. ● Provide regular virtual office hours for students to receive feedback and support synchronously.

Walkthrough Companion Element 3-E. Demonstrating Flexibility and Responsiveness

The teacher demonstrates the ability to make both minor and major adjustments to the lesson in order to maintain maximum student engagement and/or help students when they encounter difficulty in their learning.

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Performance Descriptors at the Applying Level	Virtual Learning Strategies	Additional Synchronous Considerations
<ul style="list-style-type: none"> Modifies instruction according to applicable IEPs. Adjusts instructional plans and makes accommodations for student questions, needs, and interests, while taking into account the language demands and grade-level appropriateness of the content and instruction. Adapts instructional plans by employing a variety of strategies and techniques that are responsive to students’ needs, proficiency, culture, and linguistic background. Revises the lesson based on periodic checks for understanding and/or formative assessments of all students. 	<ul style="list-style-type: none"> Activities and materials are leveled to accommodate student needs (e.g., leveled text for specific groups, provide content in alternative formats). Activities and materials are embedded for students to reflect on the learning (e.g., reflective questions on a discussion board, exit tickets, message to the teacher, questionnaire for self-evaluation). 	<ul style="list-style-type: none"> Accommodate individual needs (e.g, office hours, 1:1 calls or chats, re-teaching, plan for enrichment activities). Activities and materials include student reflection (e.g., everyone posts in a live chat box). Provide extended time for specific student groups in breakout rooms to allow students to work at needed pacing.

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