

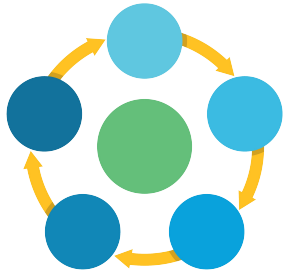
STAGE 1: MEETING BASIC NEEDS



At the outset or at any point this year, learners may be nervous or stressed and Maslow’s needs may not be met. They are in need of connections, relationships, and consistency. Learners or their families may be uncertain and unfamiliar about expectations and tools. Teachers may be uncertain or unfamiliar with basic requirements of shifting to online teaching: use of technology, time, and establishing expectations. They too may be nervous or stressed.

STUDENT OUTCOMES	TEACHER ACTIONS	LEADER, COACH, OR PEER ACTIONS	GUIDING TEACHING STANDARDS
<ul style="list-style-type: none"> • Demonstrates essential needs are being met and readiness for learning (Maslow) • Demonstrates adequate tech skills to access assignments and communicate (COIL 1.1) • Responds to communications/seeks opportunities to/support for interacting with teacher and other students (COIL 1.2) • Engages in positive interactions with teacher(s) and other students (CCT 1a) 	<ul style="list-style-type: none"> • Communicates and connects with students and families frequently in various ways • Ensures an understanding of and works to support basic student needs • Establishes protocols and expectations for interaction, communication, and learning • Reinforces expectations with feedback and celebrates success • Clarifies use of required learning technology • Establishes routines, initial pacing, quantity of work, # of assignments, expected ‘screen’ or ‘facetime’ • Builds an online classroom community 	<ul style="list-style-type: none"> • Asks questions about wellness and listens • Communicates and connects with families frequently • Identifies basic student and teacher needs, equity and access issues, and supports needs with resources • Establishes clear schoolwide expectations and routines for students, families, and teachers • Supports all in understanding digital citizenship and privacy • Contributes to building an online school community • Completes virtual visits for walkthroughs, artifact reviews, and engages in dialogue to better understand teacher and student needs and celebrate successes 	<ul style="list-style-type: none"> • Uses timely and encouraging communication using various formats and ensures learners have necessary resources (NSQ D4, D6, D7) • Creates a positive learning environment that is responsive and respectful of the learning needs of all students (NSQ C3, CCT 1a, Danielson 2a, 2b, 2c) • Models digital citizenship and establishes standards for learner behavior (NSQ A7, C2, E1) • Pursues knowledge and skills related to online learning and pedagogy (NSQ A3) • Implements policies designed to protect learners and follows acceptable use policies (NSQ E4)

STAGE 2: ADAPTING THE LEARNING



Learners, families, and teachers are settling into routines and comfort levels are increasing. As a result, expectations in learning and use of technology are being adapted. Learners understand and are following schedules, building skills and dispositions to begin to create their own schedules, routines, and tools. There may be varying levels of student motivation, success and engagement, and completion of tasks with varying levels of teacher success in responding to student needs as they arise or to increase engagement.

STUDENT OUTCOMES	TEACHER ACTIONS	LEADER, COACH, OR PEER ACTIONS	GUIDING TEACHING STANDARDS
<p>From Stage 1 &...</p> <ul style="list-style-type: none"> Actively participates in online activities/discourse opportunities & group/ partner tasks (CCT 3b, COIL 1.3, Danielson 3b, 3c) Becomes more proficient in communicating through technology & demonstrates good digital citizenship (COIL 1.8) Facilitates their own routines (or with family support) (CCT 1c) Utilizes/accesses resources provided by the teacher to engage in tasks (CCT 3b) 	<ul style="list-style-type: none"> Revisits/adapts to basic needs as they arise (Stage 1) Identifies areas for increases in expectations (e.g., pace, quantity of work, rigor) Increases proficiency in/shares strategies for... <ul style="list-style-type: none"> lesson/task design selection of tools for teaching needs responding to student needs as they arise (altering assignments, products, creating resource/tutorial) feedback to promote engagement Integrates opportunities/ designs tasks to strengthen student metacognitive & reflective skills 	<ul style="list-style-type: none"> Asks questions about implementation & resources & listens Serves as a think partner Provides resources/PL experiences Creates collaborative sharing opportunities and/or protocols (e.g., for lesson & task design and tools to support learner needs and/or increased engagement) Completes virtual visits or walkthroughs & artifact review (e.g. teacher communications, family surveys, student products) to provide supportive feedback & continue to identify needs 	<p>Standards from Stage 1 &...</p> <ul style="list-style-type: none"> Maximizes instructional time by effectively managing routines (CCT 1c) Designs learning experiences that use technology to efficiently engage learners & incorporates diverse media (NSQ H1, H3, H4, CCT 3b.1 & 3b.2) Utilizes strategies, tasks, & questions to cognitively engage students (CCT 3b, Danielson 3b, 3c) Creates opportunities for learner self-assessment (NSQ G8, CCT 3c.1) Provides feedback (NSQ G5, CCT 3c, Danielson 3d)

STAGE 3: GAUGING THE LEARNING

Learners are becoming more independent and engaging more deeply and consistently at developmentally, socially, and academically appropriate levels (which includes factors like access or equity), generally moving forward in their learning. Learners are becoming more reflective about their own learning and needs and demonstrating greater capacity for metacognition and self-regulation. Teachers are able to invest more time in planning and are purposefully trying new tools and resources (proactive), finding effective ways to scaffold, and becoming more proficient in use of tools and resources to make adjustments (reacting in real time).



STUDENT OUTCOMES	TEACHER ACTIONS	LEADER, COACH, OR PEER ACTIONS	GUIDING TEACHING STANDARDS
<p>From Stage 1, & 2, &...</p> <ul style="list-style-type: none"> • Uses a variety of communication techniques to enhance online learning & for varied purposes (COIL 1.5, Costa, 2012 #3) • Fluidly navigates platform or class page/new tools • Takes risks & engages in productive struggle (CCT 1a, Danielson 3c) • Suggests uses for new or current tools to teacher &/or classmates & sees effectiveness or reliability (Costa, 2012 #1) • Cognitively engages in purposeful discourse, collaborative work, & critical thinking (CCT 3b, Costa, 2012 #2, 5, Danielson 3b, 3c) • Advances in learning (CCT 3a, 3b) 	<ul style="list-style-type: none"> • Organizes/participates in protocols for sharing with peers best instructional practices that are effectively impacting student engagement • Considers how/if students are learning & why or why not • Improves quality & rigor of learning targets & alignment of tasks/progression • Increases alignment of feedback to learning goal/ criteria to promote deeper learning • Considers quality, frequency, assessment methods/ formative checks • Expands use of tools to increase engagement, discourse, assessment opportunities, & personalization • Plan with student needs in mind 	<ul style="list-style-type: none"> • Asks questions about engagement & learning & listens • Provides whole staff & personalized resources/PL experiences • Creates collaborative sharing & learning opportunities for teams & whole staff for data/time management/ efficiencies, lesson and task design, & tools to support learner needs • Completes virtual visits or walkthroughs & artifact review to provide targeted teacher feedback 	<p>Standards from Stage 1 & 2 &...</p> <ul style="list-style-type: none"> • Accurately monitors & interprets learner progress, choose & provide reasonable adjustments (NSQ F1, G1, G4, G5, H6, CCT 3c, Danielson 3d, 3e) • Utilizes strategies, tasks, & questions to cognitively engage students in purposeful discourse & promote collaboration (NSQ C4, CCT 3b, Danielson 3b, 3c) • Plans based on prior learning, standards & appropriate levels (CCT 2a, 2b, Danielson 1e) • Is a reflective practitioner/ supports & assists colleagues (NSQ A2, CCT 4a, 4b) • Uses a variety of communication methods beyond email to personalize (COIL 2.3) • Differentiates through scaffolds, groupings, & resources (NSQ D5, COIL 2.11, CCT 3a, 3b)

STAGE 4: ANALYZING THE IMPACT



Most learners are cognitively engaged at developmentally, socially, and academically appropriate levels, becoming assessment-capable learners who own their learning, but there is always room for all students to be further challenged or further supported. Teachers are highly reflective about their teaching and learning and may be comfortable self-assessing the effectiveness of tech tools in meeting their own and their learners' needs. They are analyzing tasks and the outcomes of virtual instruction to identify their impact and to continuously advance student learning. In Inquiry Team/PLC meetings, teachers are routinely analyzing impact and high leverage strategies and tools. They are also identifying students who may require further support or enrichment and are working together for solutions.

STUDENT OUTCOMES	TEACHER ACTIONS	LEADER, COACH, OR PEER ACTIONS	GUIDING TEACHING STANDARDS
<p>From Stages 1, 2, & 3 and...</p> <ul style="list-style-type: none"> Seeks assistance in understanding & mastering different learning strategies (COIL 1.7) Self-assesses/reflects on learning, peer-assessing with feedback (CCT 3c, Danielson 3d) Demonstrates innovation, flexibility, & adaptability in work habits/learning (Costa, 2012 #4) Exhibits high levels of digital citizenship & values character, cultural understanding, & ethical behavior (Costa, 2012 #6) 	<ul style="list-style-type: none"> Refines protocols for sharing best instructional practices that are effectively impacting student learning Establishes team meeting schedules in alignment with key formative assessments Requests supervisory and/or coaching support through virtual classroom visits Collaborates in analysis of impact on student outcomes & shares solutions, strategies, and tools Tries new or continually refine current strategies, use of tools, analyzing with continual reflection on impact Personalizes feedback to promote student ownership Co-designs/provides PL for team members/whole school 	<ul style="list-style-type: none"> Asks questions about outcomes & strategies & listens/facilitates reflective practice about impact Encourages/facilitates peer-peer virtual visits or walkthroughs & artifact review for feedback Completes virtual visits or walkthroughs based on outcomes from Inquiry team/PLC meetings Identifies/supports teachers with tools to create efficiencies in the examination of virtual artifacts & group sharing/analysis Facilitates and/or provides protocols for virtual meetings Provides PL based on analysis of student learning Provides opportunities for teachers to provide PL experiences for others 	<p>Standards from Stage 1, 2, 3, and...</p> <ul style="list-style-type: none"> Serves as an ambassador of knowledge to others (NSQ A2, A4, CCT 4b) Meets the needs of all learners, uses data, creates alternate assessments (NSQ C5, F3, F4) Customizes instruction to personalize the learning experience (NSQ G7) Works in collaboration with others to address learner needs (NSQ F2) Assures alignment between assignments, assessments, & standards-based goals (NSQ G6)/Plans assessments (CCT 2c) Engages learner agency, enables a learner-customized pace or path, provides additional opportunities for personalized learner growth (NSQ D2, D3, F6)