

Virtual Visit Data Collection Tool

Teacher Date	Ms. Apple April 15, 2020	Time	8:30
Lesson Topic	Making inferences	Grade Level-Content	7
Standard/Learning Target/I Can	I can justify an inference by citing text evidence to support the inference.	Number of Students	18
Look Fors	STUDENT (actions-behaviors)		TEACHER (actions-behaviors)
High Leverage Practices Utilized <ul style="list-style-type: none"> • Number of students actively participating • Equitable opportunities for learning • Culturally responsive practices • Differentiated learning • Specific virtual engagement strategies 	14 students submitted responses into the chat window. Two additional students responded by adding their inferences to the chat box. As the teacher thought aloud, students were encouraged to capture their thoughts on the note catcher. Students were also asked to show understanding via a thumbs up/thumbs down strategy. This was used as a check for understanding. 100% student were able to respond to the text via the poll.	Teacher utilized a hook and reviewed the skill by having students look at a popular music figure icon and students were given one minute to share inferences based on the image in the chat box. Teacher narrated the think time and clearly communicated the 100% response expectation. <i>"I have 4 teammates that have not submitted a response. Let me know if you need help using the chat function."</i> Teacher provided students with an electronic note-catcher to assist students. Teacher provided students with texts based on skill level. Teacher modeled a think aloud of how to cite text evidence. The text was on screen as the teacher shared her thinking and used the drawing tools to annotate text on the screen for the students. The virtual lesson ended with each student reading an excerpt and providing a written response via a virtual poll.	
Learning in a Virtual Environment <ul style="list-style-type: none"> • How is the technology enhancing student learning? • What is getting in the way of students' <ul style="list-style-type: none"> ◦ academic success? ◦ ability to access content? ◦ engage with peers/teacher? • What inequities may have surfaced due to the virtual environment? 	Teacher's virtual think aloud and annotation provides real time modeling and feedback for students. Students are able to engage with the teacher and peers through the chat box. This also allowed the teacher to monitor student understanding and provide support for both content and technology as needed. The hook did not have 100% completion. One barrier may have been the inability of some students to use the chat function. This section actually has 26 students enrolled. Access to internet and/or device may be a barrier.		
Opportunities for Support <ul style="list-style-type: none"> • What additional supports could be provided to enhance delivery of instruction and/or student learning in this new virtual environment? 			
Actionable Feedback <ul style="list-style-type: none"> • What teacher practice positively impacted student learning? • What actionable next step in teacher practice would enhance student outcomes? 			

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Resources Needed <ul style="list-style-type: none">• What additional resources would help ensure that students are receiving equitable and rigorous instruction?	
Trends Noted <ul style="list-style-type: none">• Are there any trends noted in this virtual visit that may be consistent across virtual classrooms? If so, describe.	
Next Steps <ul style="list-style-type: none">• Specifically, what are the next steps to support student learning and teacher practice in this virtual setting?	