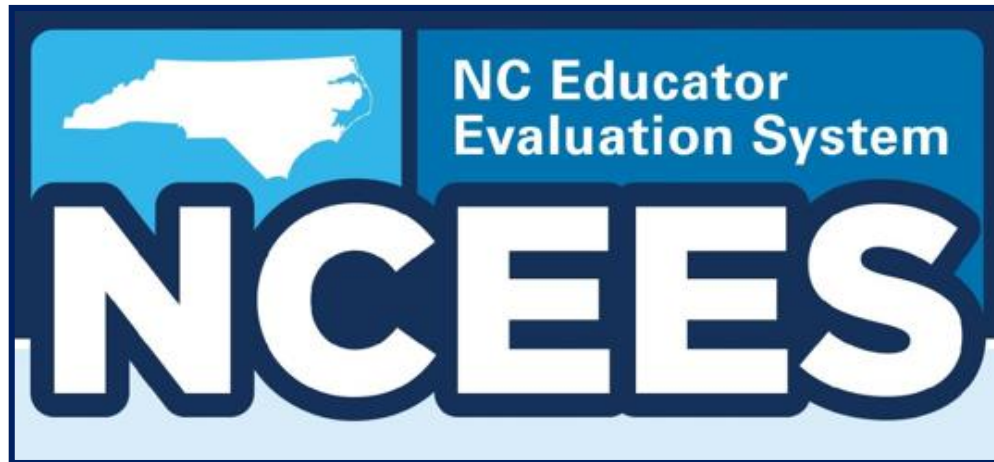


Guidance for Observing Remote and Blended Learning

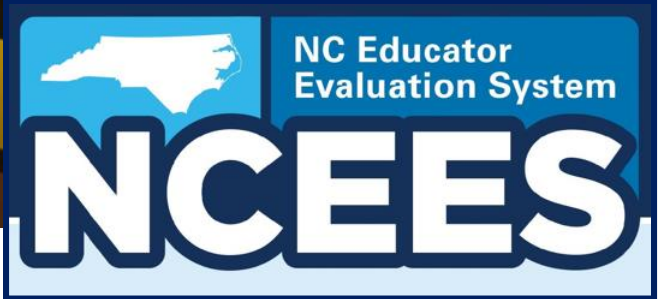


Dr. Robert Sox

Director of Educator Standards and Evaluation

Educator Recruitment and Support





Observation Context

Element IId. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, ensure that their needs are met.

Observation	Developing	Proficient	Accomplished	Distinguished
✓ <input type="checkbox"/> Recognizes that students have a variety of learning needs.	... and	<input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students.	... and	<input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school.
✓ <input type="checkbox"/> Is knowledgeable of effective practices for students with special needs.	... and	<input type="checkbox"/> Provides unique learning opportunities such as inclusion and research-based effective practices for students with special needs.	... and	<input type="checkbox"/> Adapts instruction to meet the same for their students.

Instructional Practices



Element Iie. Teachers work collaboratively with the families and significant adults in the life of the child. Educating children is a shared responsibility involving the school, parents or guardians, and the broader community. Collaboration between the school and the home and community in order to promote trust and understanding among all segments of the school community. Teachers seek solutions to overcome cultural and economic barriers to family and community involvement in the education of their students.

<input type="checkbox"/> Responds to family and community concerns.	... and	<input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students.	... and	<input type="checkbox"/> Recognizes obstacles to family and community involvement.	... and	<input type="checkbox"/> Promotes family and community involvement through various means.
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Professional Practices



When and Where to Look

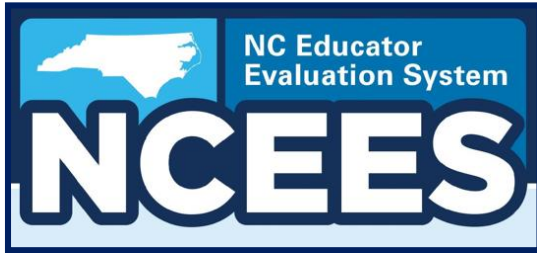
Observation	Instructional Practice Elements: (Standards II, III, and IV and bottom row of Element Ia.)			
	Developing	Proficient	Accomplished	Distinguished
✓	Evidence of teacher knowledge of <i>appropriate content, practices, or pedagogy</i> .	Evidence of teacher action to bring about <i>positive change</i> in the classroom, school, or community	Evidence of <i>positive changes</i> that occur as a result of the interaction of teacher practices with individuals in the classroom, school, or community.	Evidence of the extension of <i>teacher influence</i> on others (students or adults) within the broader context of the school community.
Where is this observed?	Contexts that provide evidence of a teacher's instructional practices			
	<ul style="list-style-type: none"> • Communication with students and families • Interactions with colleagues • Conversations with the educator 	<ul style="list-style-type: none"> • Instructional interactions associated with a specific lesson, activity, or assignment from which the observer can reasonably assess each one of the following: <ul style="list-style-type: none"> ○ Teacher input ○ Student interaction and engagement ○ Instructional outcomes 	<ul style="list-style-type: none"> • Actions and behaviors of teammates and colleagues • Actions and behaviors of students • Impact on the School community 	
	Visible Outside the Classroom	Visible only during observation of instruction		Visible Outside the Classroom



When and Where to Look

Observation	Professional Practice Elements: (Standards I & V and Element II e.)			
	Developing	Proficient	Accomplished	Distinguished
	Evidence of teacher knowledge of <i>appropriate content, practices, or pedagogy</i> .	Evidence of teacher action to bring about <i>positive change</i> in the classroom, school, or community	Evidence of <i>positive changes</i> that occur as a result of the interaction of teacher practices with individuals in the classroom, school, or community.	Evidence of the extension of <i>teacher influence</i> on others (students or adults) within the broader context of the school community.
Where is this observed?	Contexts that provide evidence of a teacher's professional practices			
	<ul style="list-style-type: none"> • School-level committees • Subject and/or grade-level teams • Professional Learning Communities • School Improvement processes 		<ul style="list-style-type: none"> • Communication with students and families • School community engagement • Interactions with colleagues • Conversations with the educator 	
Visible outside of instructional activities, between observations				





Now More Places to Look

Synchronous and Asynchronous Contexts

Synchronous

Students engage with the teacher for learning activities at a specific date/time, requiring that everyone in the learning group be online for a scheduled activity or event



Examples

Video conferencing, live chat, live streamed videos.

Asynchronous

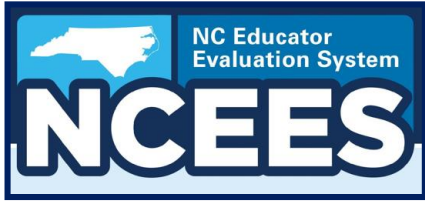
Students engage with course materials, resources, and activities at anytime, contributing responses and learning artifacts on their own schedule and at their own pace.



Examples

Email, screencasts, Flipgrid videos, blog posts/comments.





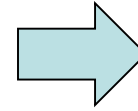
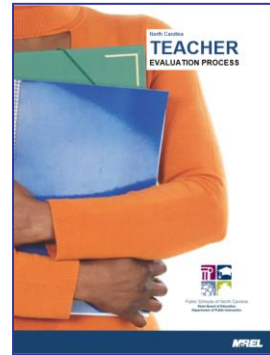
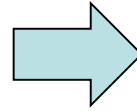
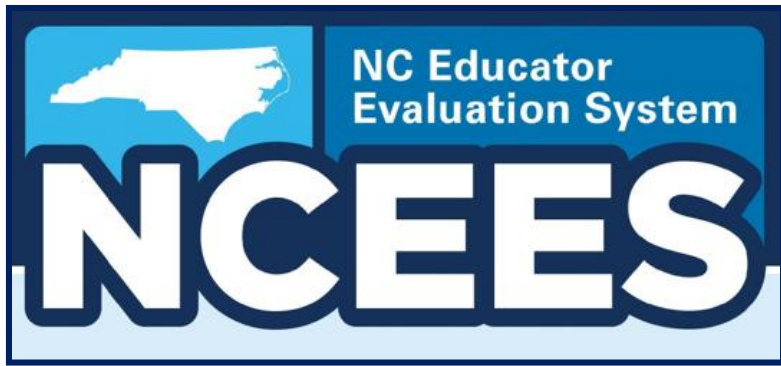
Conditions of Use

Formal and informal observations must assess instructional activities that are of an appropriate duration or amount.

- Observation of ***synchronous*** instructional activities must be of the time length specified in policy, for the given evaluation plan type.
 - In-Person Instructional events
 - Remote/Online Instructional events
- Observation of ***asynchronous*** instructional activities should include all materials, interactions, and outcomes associated with a specific lesson, activity, or assignment.

The completion of an observation rubric solely utilizing information collected from *asynchronous* instructional activities should only occur if observation of *synchronous* instruction is not practicable.





Standard	Indicator	Assessment	Alignment	Performance Content Required
1.2.1	1.2.1.1	1.2.1.1.1	1.2.1.1.1	
	1.2.1.2	1.2.1.2.1	1.2.1.2.1	
1.2.2	1.2.2.1	1.2.2.1.1	1.2.2.1.1	
	1.2.2.2	1.2.2.2.1	1.2.2.2.1	
1.2.3	1.2.3.1	1.2.3.1.1	1.2.3.1.1	
	1.2.3.2	1.2.3.2.1	1.2.3.2.1	
1.2.4	1.2.4.1	1.2.4.1.1	1.2.4.1.1	
	1.2.4.2	1.2.4.2.1	1.2.4.2.1	

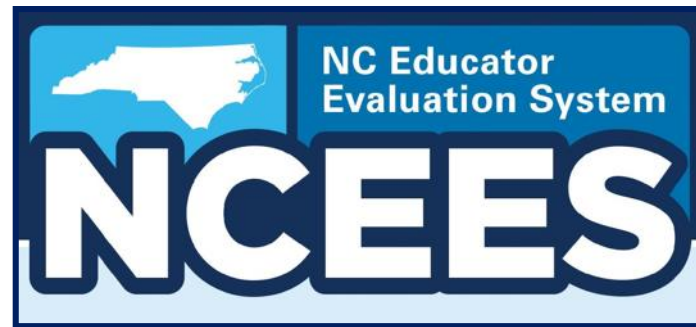
NCDPI is preparing resources to ensure teachers and school leaders understand these requirements, as they work together to support and evaluate high quality teaching and learning practices within remote and blended environments.

These include:

- **NCEES Supplemental Resource Documents to address:**
 - NCEES General Process Information
 - Observing Professional and Instructional Practices
 - Documenting Professional and Instructional Practices
 - Evaluating Teacher Performance
- **Statewide webinars to support NCEES**
- **Use of CARES Act funding to provide professional learning for school leaders**
- **Online resources and support**



Educator Recruitment and Support

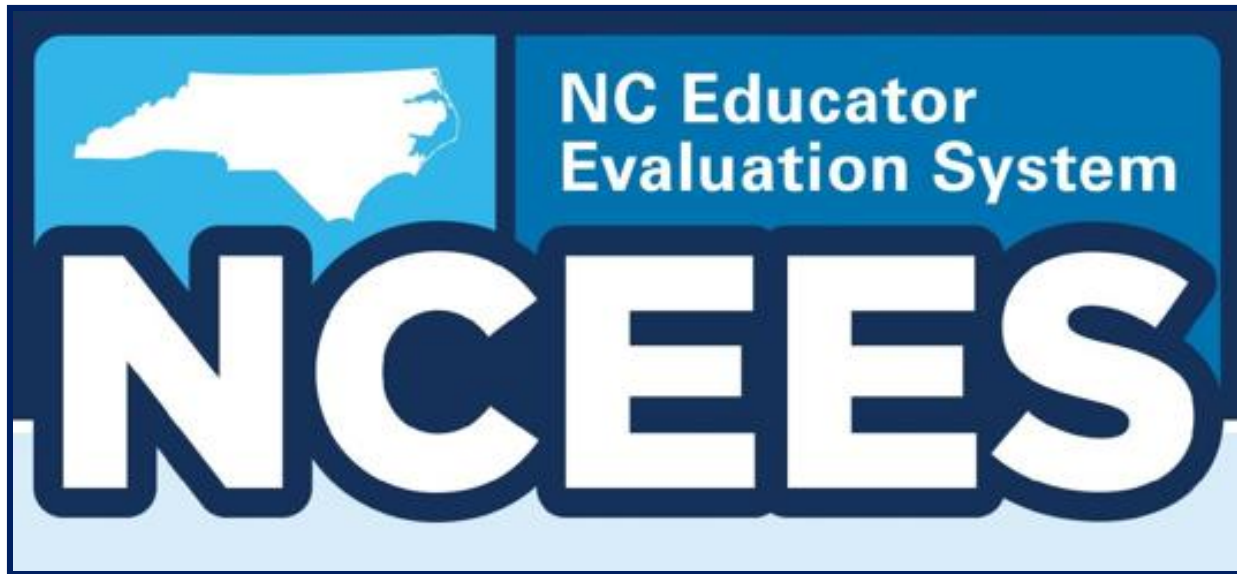


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