Evidence of Practice for Remote Learning

Tool to assess where a classroom is relative to the LINC levels of Pre-Spark, Spark, Internalize, Generative.

* Required

1.   Email address *

_____

2.   School Name *

_____

3. Subject *

Mark only one oval.

◯ Math

◯ English Language Arts

◯ Science

◯ Social Science

◯ Foreign Language

◯ Arts and Music

◯ Other: _____

4. Teacher Last Name

_____

5. Grade Level *

Check all that apply.

☐ K-2
☐ 3-5
☐ 6-8
☐ 9-12

6. **Equity and Access** *

Mark only one oval per row.

	Pre-spark (Not yet started)	Spark (In progress)	Internalize (In place)
All students are enrolled and active within the LMS	◯	◯	◯
All support teachers (i.e. ENL, SPED, paras) are able to access, add, and comment on student materials	◯	◯	◯
Teachers have a plan for outreach and continual follow-up for inactive students, or for those without tech access	◯	◯	◯
Teachers co-create a collaborative class contract with students that provides clear expectations for participation, assessment, and support	◯	◯	◯
Digital resources and tools are organized and accessible	◯	◯	◯

7. Consistency of Instruction *

Mark only one oval per row.

	Pre-spark (Not yet started)	Spark (In progress)	Internalize (In place)
Assignments are regularly posted, according to the schedule and expectations	○	○	○
Assessments are in place to monitor student understanding, with reteaching materials or support available to all students	○	○	○
Students receive regular, specific feedback from teachers via comments or video platforms	○	○	○

8. Learning & Task Rigor *

Mark only one oval per row.

	Pre-spark (Not yet started)	Spark (In progress)	Internalize (In place)
Activities and tasks are aligned to academic standards which are unpacked into concepts, skills, and tasks	○	○	○
Tasks generate higher levels of thinking such as Bloom's analyzing or DOK's strategic thinking	○	○	○
Teacher unpacks learning standards and shares with students using student-facing language	○	○	○

9.   PAACC Learning *

Mark only one oval per row.

	Pre-spark (Not yet started)	Spark (In progress)	Internalize (In place)
Students are engaged and contributing positively to the class environment on and offline	◯	◯	◯
Learning paths are different for individual students based on formative data	◯	◯	◯
Students have choice in their learning and have some control over pace, place, or sequence of learning	◯	◯	◯
Students use digital platforms which expand the audience for their work and provide opportunities for sharing/feedback beyond the teacher	◯	◯	◯
Students use digital resources to connect and collaborate with other students in synchronous or asynchronous ways	◯	◯	◯
Students create original products to demonstrate academic understanding and real-world problem solving	◯	◯	◯

10.   **21C Instructional Models** *

Mark only one oval per row.

	Pre-spark (Not yet started)	Spark (In progress)	Internalize (In place)
Teachers deliver instruction through a variety of online blended models, including flipped learning, playlists, and whole group instruction with small group or 1:1 support	◯	◯	◯
Teachers access a variety of synchronous and asynchronous structures for remote instruction, including whole class instruction, small group collaboration, and 1:1 conferencing	◯	◯	◯

11.   **Digital Tools** *

Mark only one oval per row.

	Pre-spark (Not yet started)	Spark (In progress)	Internalize (In place)
Teacher uses an LMS to organize class resources, increase PAACC practices, and facilitate communication	◯	◯	◯
Teacher uses a combination of digital tools to facilitate student-centered learning	◯	◯	◯
Digital curriculum is used in collaboration with other resources; data from digital resources is used to guide instruction and provide feedback to students	◯	◯	◯

12.   Comments, Questions & Feedback

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Evidence of Practice for Remote Learning & LINCspring Crosswalk:
https://docs.google.com/document/d/1P3fTDawRl9Lf4ZmBJF3jrbd0VVxm_Xoi58FI53fM9lI/edit?usp=sharing

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