Digital Content Pilot: Classroom Observation

Teachers as Designers and Facilitators (of rigorous, flexible learning experiences)

	Not Evaluated	Very Evident	Evident	Somewhat Evident	Not Observed
The learning environment, routines, and expectations for learning allow for seamless movement between virtual and live instruction	◉	○	○	○	○
When students seek help from their teacher, the teacher consistently directs the inquiry back to them, primarily in the form of additional questions that facilitate their problem-solving process. This may include inquiry that encourages them to seek answers that can be sought by using the digital tool/content getting piloted or in conjunction with relevant online tools available to them.	◉	○	○	○	○
Teachers can be observed using data or reports generated from the digital tool/content getting piloted to make strategic decisions about differentiated instruction, lesson content, depth of knowledge, re-alignment for students based on the results.	◉	○	○	○	○
Virtual time reinforces small-group and large-group learning time and vice versa.	◉	○	○	○	○
The teacher facilitates learning. In other words, he or she behaves not as the keeper or deliverer of information, but instead as a mix-master, able to recommend or provide an array of engaging learning objects, tools, content resources, models, apps that will allow for student choice, authentic meaning making, and valuable opportunities for synthesis and creation of new knowledge.	◉	○	○	○	○

	Not Evaluated	Very Evident	Evident	Somewhat Evident	Not Observed
The digital content/tool getting piloted OPTIMIZES learning so that it can happen beyond the walls of the classroom, and beyond the bells. Students have access to lessons, projects, or learning resources "anytime and anywhere."	◉	○	○	○	○

Comments

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Student Agency/Ownership

	Not Evaluated	Very Evident	Evident	Somewhat Evident	Not Observed
Students move quickly and seamlessly between virtual and live instruction, exhibiting a sense of direction and purpose.	◉	○	○	○	○
Teachers promote agency by having data discussions with their students, by asking students to self-evaluate their work and connect their work to both specific learning targets and larger learning goals.	◉	○	○	○	○
Students actively work with a variety of resources (peer collaborations, online resources, traditional paper or classroom objects, resources, digital tools and/or applications) to find solutions to problems before asking the teacher(s).	◉	○	○	○	○
Students have developed (successful) strategic approaches to optimize their learning when using the digital tool/content getting piloted.	◉	○	○	○	○
Students are seen identifying, speaking to, or interpreting the learning targets or standards that are embedded in the instruction.	◉	○	○	○	○

Comments

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Personalized Learning

	Not Evaluated	Very Evident	Evident	Somewhat Evident	Not Observed
Students are arranged in dynamic learning groups and/or rotation stations.	◉	○	○	○	○
When asked, students understand why they are placed in a particular group or learning environment and how that grouping is best positioned to support their learning.	◉	○	○	○	○
Students using the digital tool/content getting piloted can adjust the pace. (individualization)	◉	○	○	○	○
Students using the digital tool/content getting piloted can adjust the approach. (differentiation)	◉	○	○	○	○
Students using the digital tool/content getting piloted connect to relevant interests and experiences.	◉	○	○	○	○
Learning activities are matched to student abilities, knowledge levels, and interests.	◉	○	○	○	○
Accelerated learners using the digital tool/content getting piloted have opportunities for enrichment, access to challenging and engaging academic content.	◉	○	○	○	○

Comments

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High Expectations and 4C's: Communicating, Collaborating, Creating, Critical Thinking

	Not Evaluated	Very Evident	Evident	Somewhat Evident	Not Observed

While using the digital tool/content getting piloted, students are seen making choices and having a voice in how and what they are learning.

⦿ ○ ○ ○ ○

Students use the digital tool/content getting piloted to communicate and work collaboratively for learning.

⦿ ○ ○ ○ ○

Students use the digital tool/content getting piloted to conduct research, solve problems, and /or create original works for learning.

⦿ ○ ○ ○ ○

Students are seen transferring what they have learned from using the digital tool/content getting piloted to new technologies, different learning situations, and/or real-world applications.

⦿ ○ ○ ○ ○

The learning content with the digital tool/content getting piloted appears to be robust and to require rigorous thinking based upon what is observable in students' engagement.

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The digital tool/content getting piloted is seen being flexibly used in project-based or inquiry based assignments.

⦿ ○ ○ ○ ○

The digital tool/content getting piloted is flexible enough to support learning in multiple disciplines

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When the learning content and/or depth of knowledge the digital tool/content getting piloted is challenging, teachers appear to value and support high expectations. Students have available a multitude of means by which they can strategically *step up* to the rigor. Examples could include the following: relevant or personalized scaffolds, conceptual models, peer-instruction and collaboration, a variety of additional resources students choose from, opportunities for practice, reviews of prerequisite skills, embedded digital support tools, strategies to aid the learning process, real-world operationalization of a conceptual task.

⦿ ○ ○ ○ ○

IMAGINE LEARNING: Students use of the digital tool clearly supports grade level reading comprehension.

⦿ ○ ○ ○ ○

Comments

Usability (Design Features)

	Not Evaluated	Very Evident	Evident	Somewhat Evident	Not Observed
The digital tool/content getting piloted integrates well into the learning environment, functions with other digital, non-digital systems in place.	◉	○	○	○	○
The digital tool/content getting piloted is immediately applicable to the scope of learning happening.	◉	○	○	○	○
Learning concepts, procedures, and skills are made efficient by using the digital tool/content getting piloted.	◉	○	○	○	○
The interface of the digital tool/content getting piloted is intuitive to use, easy to navigate, has accessibility features or interactive design principles (Richard Mayer) that support different types of learners, such as novel/struggling learners and accelerated learners.	◉	○	○	○	○
The skin and/or content (avatars, animation, contextual themes) is engaging, age appropriate, and culturally considerate.	◉	○	○	○	○
District or school policies do not constrict the use of the digital tool/content getting piloted.	◉	○	○	○	○
There is equitable access to the digital tool/content getting piloted.	◉	○	○	○	○
The digital tool is easy for teachers to navigate when planing and managing instructional paths. (i.e. including navigation of reports and identification of instructional resources)	◉	○	○	○	○

Notes/Thoughts

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