ROSEDALE
ACADEMY

INSTRUCTIONAL PRACTICE

CHECKLIST 2020-2021

☑ CHECKLIST B: INTRUCTIONAL PRACTICE

Classroom Teacher

ESL Support Strategies	Use various teaching strategies that accommodate and support ESL learners. See strategies in the Appendix	☐
Clear Learning Goals	Begin every lesson with a review of the learning goals and success criteria and continually refer to them throughout the lesson	☐
Engaging Class Instruction	Provide engaging whole class instruction with lots of examples for each lesson	☐
Collaborative Learning	Facilitate student pair and group activities	☐
Student Support	Consistently walk around the classroom and actively look for where you can help students	☐
Descriptive Feedback	Provide ongoing descriptive feedback to individual students for all formative activities in class	☐
Check for Understanding	Use a variety of strategies in class to continuously check for understanding. See strategies in the Appendix	☐
Differentiation	Use differentiated resources and teaching strategies to reteach or reinforce learning when needed	☐
Skill Development	Use lesson skill development goals and learning activities to promote student skill development during class instruction	☐
Classroom Environment	Create a safe, inclusive classroom environment that celebrates mistakes as learning opportunities	☐
Discussion Forum and Formative Assessment	Guide students and join in on required forum discussions on Moodle. Provide descriptive feedback to formative assessments, and ensure students upload on Moodle, when required, to provide visibility and demonstrate student work	☐
Assignment Submission Monitoring	Monitor all students' academic participation to help ensure their timely submission of assignments and projects as per the course schedule	☐
Weekly Status Report	Complete the weekly status report and submit to your campus administrator so that they can monitor class and student progress	☐
Course Evaluation	Review the Learning Goals and Success Criteria for all evaluations with the students. Ensure that students understand that that rubrics and answer keys are developed from the Learning Goals and Success Criteria	☐
Learning Skills	Monitor and complete the Learning Skills Checklist at mid-term and end of course	☐
Assignment Scheduling	No later than **7** business days after the course starts, Classroom Teacher completes course schedule using Deadline Manager on Moodle	☐

Online Course Teacher

Formative Activities	Mark all formative activities as *Complete or Incomplete* in Moodle	☐
SLA	Ensure that time commitments identified in the Service Level Agreement (SLA) are met for all graded work	☐
Gather evidence	Engage in communication with all students and review student work in formative assessment to gather evidence about their learning	☐
Assignment Grading	No later than **3** business days <u>after</u> the submission deadline, the Online Course Teacher will grade and provide meaningful feedback for submitted assignments. This may take longer if multiple assignments are submitted at once. Feedback identifies the student's strengths and strategies for improvement.	☐
Project Grading	No later than **5** business days <u>after</u> the submission deadline, the Online Course Teacher will grade and provide meaningful feedback for submitted projects. This may take longer if multiple assignments are submitted at once.	☐
Unit Test Grading	No later than **5** business days <u>after</u> the submission deadline, the Online Course Teacher will grade and provide meaningful feedback for submitted tests.	☐
Final Exam/Project Grading	No later than **5** business days after the submission deadline, the Online Course Teacher will grade and provide feedback for the final exam.	☐

*Any questions about these commitments should be directed to your Academic Manager