

T-TESS Virtual Instruction Rubric



Texas Teacher Evaluation & Support System

1.1 Standards and Alignment (Planning Domain)

The design of virtual learning lessons is clear, well-organized, sequential, and reflect best practice, align with standards, and are appropriate for diverse learners.

Virtual
Instruction
Rubric

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

Instructional Planning Includes:

All virtual instruction lessons that are planned and developed to address the state content standards and rigorous, measurable goals in a well-organized, sequential manner for online learning.

All activities, materials, and assessments that are conducive to virtual learning platforms, integrate other disciplines, reinforce broader unit objectives, are vertically aligned, and are appropriate for diverse learners.

All virtual lessons that are aligned to the lesson goals, logically sequenced, and paced, and provide relevant and enriching extensions to the lesson with high level digital skills*.

Instructional Planning Includes:

All virtual instruction lessons that are planned and developed to address the state content standards and measurable goals in a well-organized, sequential manner for online learning.

All activities, materials, and assessments that are conducive to virtual learning platforms, integrate other disciplines, reinforce broader unit objectives, are vertically aligned, and appropriate for diverse learners.

All virtual lessons that are aligned to lesson goals, logically sequenced, and paced to provide appropriate time for a clear opening, lesson execution, and closure with moderate level digital skills*.

Instructional Planning Includes:

All virtual instruction lessons that are planned and developed to address the state content standards in a well-organized, sequential manner for online learning.

All activities, materials, and assessments that are conducive to virtual learning platforms and appropriate for diverse learners.

All virtual lessons that are aligned to lesson goals, sequenced, and paced to provide appropriate time for a clear opening, lesson execution, closure, and to develop essential digital skills*.

Instructional Planning Includes:

Most virtual instruction lessons that are planned and developed to address the state content standards and sometimes include activities, materials, and assessments that are conducive to virtual learning platforms.

Most virtual lessons that are sequenced and paced, and sometimes provide appropriate time for a clear opening, lesson execution, closure, and to develop essential digital skills*.

Instructional Planning Includes:

Few virtual instruction lessons that are planned or lessons that partially address the state content standards and rarely include activities, materials, and assessments in virtual learning.

Few virtual lessons that are sequenced and paced and typically lack lesson structure.

Development of essential digital skills* is lacking or not evident.

Potential Look Fors:

- Conferences and conversations with the teacher
- Resources to unpack and clarify content standards
- Lesson plans that address the content standards and other fully-developed lesson elements
- Lesson structure and pacing aligned to virtual best practices
- Relevant, enriching extensions
- Students' digital skills and proficiency with navigating the learning management system (LMS) or site(s)
- A digital question/answer format to be used by teacher to check for understanding as well as by students to collaborate
- A digital organizer with agenda including estimated/suggested time needed for each task

**Digital Skills – Students' use of e-safety, and their ability to communicate, collaborate, create, and participate using varied technology tools and resources available in virtual classrooms.*

1.2 Data and Assessment (Planning Domain)

The teacher uses formal and informal strategies and tools appropriate to virtual instruction to measure student engagement and progress, then manages and analyzes student data to inform subsequent virtual instruction.

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Improvement Needed

Instructional Planning Includes:

Formal and informal data gathering and virtual assessments to monitor all students, involve students with diagnostic data to assess and track their own progress as a student-centered strategy for growth.

Substantive, specific, and timely feedback to students, families, and other school personnel to track growth, and use of this information to adapt broader virtual instructional strategies with other colleagues.

Consistent analysis and tracking of student data are used to determine the impact of virtual instructional strategies and to monitor/adjust teaching strategies for success with all students in this learning environment.

Instructional Planning Includes:

Formal and informal data gathering and virtual assessments to monitor engagement and progress of all students, and to plan and incorporate targeted diagnostics with online administration protocols.

Substantive, specific, and timely feedback to students, families, and other school personnel.

Consistent analysis and tracking of student data that are used to determine the impact of virtual instructional strategies and to monitor/adjust teaching strategies for success with all students in this learning environment.

Instructional Planning Includes:

Formal and informal data gathering and virtual assessments to monitor engagement and progress of all students and provide consistent feedback to students, families, and other school personnel.

Consistent analysis and tracking of student data that are used to determine the impact of virtual instructional strategies on the performance and progress of all students.

Instructional Planning Includes:

Formal and informal data gathering and virtual assessments to monitor most students and provide timely feedback to students, families, and other school personnel.

Some analysis and tracking of student data, primarily with grades and student assignments.

Instructional Planning Includes:

Limited formal and informal data gathering and virtual assessments with minimal feedback to students, families, and other school personnel.

Limited analysis and tracking of student data.

Potential Look Fors:

- Varied data sources – learning management system (LMS) data and submitted assignments
- Data monitoring and management tracking tools
- Learning and participation analytics
- Data analysis for all students and student groups, correlations with other data sources, and use of data to plan instruction
- Analysis of virtual instructional strategies/activities and their impact on student performance and progress
- Adjustments and collaboration with proven virtual instructional strategies
- Intervention plans
- Regular contact with students, parents/families, school personnel

1.3 Knowledge of Students (Planning Domain)

Through knowledge of students and proven practices, the teacher ensures high levels of learning in virtual settings, social-emotional supports/development, and achievement for all students.

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Instructional Planning Includes:

All virtual lessons that are data-driven and planned to connect to specific needs and abilities of all students as independent learners, and direct mastery of the knowledge and skills in a virtual environment and across content areas.

Guidance for students to apply their own knowledge, experiences, and appropriate supports as habits of digital learning to enhance their own and others' learning in the virtual environment.

Instructional Planning Includes:

All virtual lessons that are data-driven and planned to address specific needs and abilities of all students, including student engagement and how to best master the knowledge and skills in a virtual environment.

Guidance for students to apply their own knowledge, experiences, and appropriate supports to enhance their own learning in the virtual environment.

Instructional Planning Includes:

All virtual lessons that are data-driven and planned to address specific needs and abilities of all students, including how students will best master the knowledge and skills in a virtual environment.

Connections to students' prior knowledge and experiences, and appropriate supports are implemented and assessed for effectiveness in the virtual environment.

Instructional Planning Includes:

Most virtual lessons that address specific needs and abilities of most students.

Some connections to students' prior knowledge and experiences, and most students receive supports in the virtual environment.

Instructional Planning Includes:

Few lessons that connect to or address specific needs and abilities of all students.

Minimal connections to students' prior knowledge and experiences and few students receive supports in the virtual environment.

To Potential Look Fors:

- Virtual learning setting, synchronous or asynchronous, and how it addresses the needs and abilities of participating students
- Analyzed student data and established priorities
- Student data profiles
- Students' individualized plans
- Students' demonstrated mastery and non-mastery of standards and objectives
- Students' identified needs with virtual learning, e.g., technology, materials, resources, etc.
- Specific directions regarding the process for student virtual participation, including additional support as needed depending on students' technical skill ability
- Students independence in navigating the virtual environment to enhance their own and others' learning

1.4 Activities (Planning Domain)

The teacher plans engaging, flexible virtual lesson activities that encourage higher-order thinking, persistence, and achievement.

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Instructional Planning Includes:

Student-generated questions that lead to further inquiry and complex, high-order thinking, problem solving, and real-world connections that are evident through student collaboration and work products.

All virtual lessons that are planned with activities and processes that promote student accountability and ownership for leading and managing their groups and engaging in their own goal setting and learning with their online learning community.

Instructional Planning Includes:

Questions and activities that encourage all students to engage in complex, high-order thinking and problem solving are posed in varied formats – written and verbal – with large and small group student accountability for eliciting and validating responses.

All virtual lessons that are planned with activities, digital learning resources, and instructional materials aligned to the lesson outcomes, higher-order thinking, and create independence through student roles and responsibilities.

Instructional Planning Includes:

Questions and activities that encourage all students to engage in complex, high-order thinking and are posed in varied formats – written and verbal – with large and small group discussion strategies for eliciting and validating responses.

All virtual lessons that are planned with activities, digital learning resources, and instructional materials aligned to the lesson outcomes, higher-order thinking, and student roles and responsibilities.

Instructional Planning Includes:

Limited questions with predictable responses that are posed in varied formats – written and verbal – and include some strategies for eliciting and validating responses.

Some virtual lessons that are planned with activities, digital learning resources, and instructional materials aligned to the lesson outcomes, higher-order thinking, and student roles and responsibilities.

Instructional Planning Includes:

Few questions with predictable responses that are posed with little to no complex, higher-order thinking and limited response options.

Misaligned activities, resources, and instructional materials and lack student roles and responsibilities.

Potential Look Fors:

- Links to materials and resources are shared prior to instruction to allow students to immediately engage
- Activities that align with process standards and virtual learning best practices
- Materials and online resources that are aligned to the content standards and expected level of rigor
- Complex thinking and problem-solving strategies and activities
- Student roles and responsibilities
- Student goal setting
- Students collaborate and work with complex tasks, including degrees of independence

2.1 Achieving Expectations (Instruction Domain)

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success in virtual classrooms.

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Improvement Needed

The Teacher:

Expects students to establish high academic expectations for academic performance and challenges and engages all students in virtual settings where all achieve mastery.

Anticipates and plans for online strategies to avoid learning pitfalls and includes systems for providing immediate academic feedback to address all learners' successes, mistakes, and misconceptions.

Systematically enables and expects all students to assume responsibility for their own learning and self-monitor as independent learners in their online community

The Teacher:

Expects students to establish high academic expectations for academic performance and challenges and engages all students in virtual settings and most students achieve mastery.

Anticipates and plans for online strategies to avoid learning pitfalls and includes systems for providing immediate academic feedback to address most learners' successes, mistakes, and misconceptions.

Incorporates systems where students can assume responsibility for their own learning and self-monitor as independent learners in their online community.

The Teacher:

Establishes clear expectations for academic performance to challenge and engage all students in virtual settings, and academic feedback systems consistently address all learners' successes, mistakes, and misconceptions.

Consistently incorporates procedures for students to assume responsibility for their own learning within and beyond virtual classroom settings, including learning experiences that promote student independence.

The Teacher:

Establishes expectations for academic performance to challenge and engage most students in virtual settings, and academic feedback systems address most learners' successes, mistakes, and misconceptions.

Sometimes incorporates procedures for students to assume responsibility for their own learning within and beyond virtual classroom settings.

The Teacher:

Establishes expectations for academic performance to challenge and engage a few students in virtual settings, and academic feedback systems address a few learners' successes.

Rarely provides opportunities for students to assume responsibility for their own learning.

Potential Look Fors:

- Communication regarding expectations for learning and behaving in the virtual environment
- Clear learning expectations, time segments, and expected outcomes for performance
- Rubrics and other exemplars that establish the expectation for engagement and performance
- Teacher and student personalized academic/learning goals
- Student autonomy and ease of navigation with virtual learning and platforms

2.2 Content Knowledge and Expertise (Instruction Domain)

The teacher uses content and pedagogical expertise to design and execute virtual lessons aligned with state standards, related content, and student needs.

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Distinguished

The Teacher:

Displays in-depth content and digital learning knowledge that results in differentiated explanations and connections to other powerful ideas, disciplines, and real-world applications.

Seamlessly navigates virtual learning technology and transitions.

Consistently sequences instruction in concise segments and connects learning, provides differentiated explanations.

Anticipates and mitigates learning concerns, and purposefully uses multi-media to anchor and extend learning.

Consistently uses online collaborative learning opportunities to engage students in varied thinking, e.g., critical, analytical, practical, research-based, etc., and uses virtual white boards, discussion boards, chats, etc., and student work to see and respond to students' thinking and connections.

Accomplished

The Teacher:

Models and conveys accurate content knowledge and is comfortable with virtual learning technology and transitions.

Anticipates possible student misunderstandings and proactively develops virtual teaching techniques to mitigate concerns.

Sequences instruction in smaller segments and multiple contexts with virtual lessons, provides differentiated explanations, incorporates multi-media, and connects learning objectives with other disciplines and standards.

Regularly uses online collaborative learning opportunities to engage students in varied thinking, e.g., critical, analytical, practical, research-based, etc., and uses virtual white boards, discussion boards, chats, etc., and student work to see and respond to students' thinking and connections.

Proficient

The Teacher:

Conveys accurate content knowledge in smaller segments and multiple contexts with virtual lessons, incorporates multi-media, and connects learning objectives with other disciplines and standards.

Anticipates possible student misunderstandings.

Uses online collaborative learning opportunities to engage students in varied thinking, e.g., critical, analytical, practical, research-based, etc., and uses virtual white boards, discussion boards, chats, etc., and student work to see and respond to students' thinking.

Developing

The Teacher:

Conveys accurate content knowledge in smaller segments with virtual lessons and sometimes includes multi-media and connections with other disciplines and standards.

Sometimes anticipates possible student misunderstandings.

Sometimes uses online collaborative learning opportunities to engage students in varied thinking, e.g., critical, analytical, practical, creative, research-based, etc., and uses limited technology to see and respond to students' thinking.

Improvement Needed

The Teacher:

Conveys inaccurate content knowledge that leads to student confusion with virtual lessons.

Does not anticipate or address student misunderstandings.

Rarely makes connections with other standards or disciplines.

Provides few opportunities for varied thinking.

Potential Look Fors:

- Teacher knowledge of content and technology application standards
- Teacher collaboration and contributions with team planning and lesson development
- Varied thinking strategies and activities
- Students solving problems, engaged in complex thinking, and applying new learning in a variety of contexts
- Students making connections across disciplines and applying skills and concepts in a variety of contexts
- Student collaboration strategies and evidence of outcomes

2.3 Communication (Instruction Domain)

The teacher clearly and accurately establishes communication practices to support persistence, deeper learning, and effective effort in virtual classroom instruction.

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Distinguished

Accomplished

Proficient

Developing

Improvement Needed

The Teacher:

Consistently provides ample time and opportunities for student-led and peer-to-peer discussions through small group features and response activities.

Skillfully provides explanations that are clear and coherent and uses verbal and written communication that deepens student learning.

Skillfully uses varied digital strategies/features to pose higher level questions, require deeper thinking, and make broader connections to instructional goals.

Skillfully uses probing questions and processing time for students to generate, ask, and respond to questions, clarify, elaborate, and extend learning.

The Teacher:

Provides ample time and opportunities for the use of small group features and response activities which facilitate/engage students in guided and peer-to-peer discussions.

Consistently provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.

Uses varied digital strategies/features to pose create, evaluate, and/or analysis level questions that provoke thought and discussion about the lesson.

Skillfully uses probing questions and response platforms for students to clarify, elaborate, and extend learning.

The Teacher:

Incorporates small group features and response activities to facilitate/engage students in discussions and communicate with the teacher and peers.

Provides explanations that are clear and uses verbal and written communication that is clear and correct.

Uses varied digital strategies/features to pose remember, understand, and apply level questions that provoke discussion about the lesson; uses probing questions, and encourages students to ask questions to clarify and elaborate learning.

The Teacher:

Sometimes incorporates small group features and response activities to facilitate/engage students in some discussions and communicate with the teacher and peers.

Uses verbal and written communication that is generally clear with minor errors of grammar.

Uses some digital strategies/features to pose remember, understand, and apply level questions that limit discussion.

The Teacher:

Directs lessons with little opportunity for discussions or communication.

Uses communication that lacks coherence and is inaccurate.

Rarely asks questions during virtual instruction, questions are disconnected to the lesson, or questions result in "yes/no" responses.

Potential Look Fors:

- Students are grouped in smaller breakout rooms to discuss topics, and review and comment on each other's work.
- Effective and efficient discussion forums
- Students organize ideas and share with written and verbal communication
- Use of chat/message features to communicate with the teacher and peers
- Students exchange ideas and information to promote personal and peer development
- Questioning processes, levels of questions, and preponderance of questions

2.4 Differentiation (Instruction Domain)

The teacher differentiates virtual instruction, aligning digital methods, techniques, and features to diverse student needs.

Virtual
Instruction
Rubric

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

| The Teacher: | The Teacher: | The Teacher: | The Teacher: | The Teacher: |
|---|---|--|---|--|
| <p>Consistently modifies and differentiates instruction with a wide variety of instructional strategies for all students.</p> <p>Always uses small group features and personalized support to assess that students master what is being taught.</p> <p>Skillfully incorporates technology and digital tools as accessible resources to address all students' needs and ensure mastery of content.</p> | <p>Consistently modifies and differentiates instruction to best address all students' learning needs and growth in the virtual environment, including differentiated groups and personalized support when students become confused or disengaged.</p> <p>Systematically incorporates technology and digital tools as accessible resources to differentiate instruction, adjust content, build knowledge, solve problems, develop individual products, and make meaningful learning connections with all students.</p> | <p>Modifies and differentiates instruction to best address all students' learning needs and growth in the virtual environment, including differentiated groups and personalized support when students become confused or disengaged.</p> <p>Incorporates technology and digital tools as accessible resources to differentiate instruction, adjust content, build knowledge, solve problems, develop individual products, and make learning connections.</p> | <p>Sometimes modifies and differentiates instruction for select students in the virtual environment and may use differentiated groups or personalized support.</p> <p>Sometimes incorporates technology and digital tools as accessible resources to differentiate instructional methods and content.</p> | <p>Provides general lessons for all students and rarely monitors student participation and performance or differentiates instruction.</p> <p>Does not recognized or respond to when students are confused or disengaged.</p> |

Potential Look Fors:

- Differentiated instruction for varied students and groups, including group forums
- Instructional content and learning processes that have been differentiated
- Digital content and other support for varied learning students and paths, e.g., remediation, enrichment, extensions, etc.
- Various levels of questioning with various options to respond, e.g. polls, surveys, forms, verbally, use of pre-determined "quick response" icons, such as thumbs up, etc.
- Levels of thinking and problem solving
- Response techniques when students become confused or disengaged
- Recorded lessons posted for self-paced, asynchronous alternative to student review

2.5 Monitor and Adjust (Instruction Domain)

The teacher formally and informally collects, analyzes, and uses student progress data and makes needed adjustments to virtual instruction.

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Distinguished

The Teacher:

Establishes systems for using student data, input, and responses to monitor the quality of student engagement, performance, and progress; adjusts instruction.

Skillfully uses small group features and activities to systematically check for understanding, keep students engaged and connected at high levels, and ensures academic integrity in student performance.

Accomplished

The Teacher:

Consistently uses student data, input, and responses to monitor the quality of student engagement, performance, and progress; adjusts instruction.

Systematically uses small group features and activities for ongoing checks for understanding, keeps students engaged and connected at high levels most of the time, and ensures academic integrity in student performance.

Proficient

The Teacher:

Consistently uses student data, input, and responses to monitor the student engagement, performance, and progress; adjusts instruction.

Incorporates small group features and activities to check for understanding, maintain student engagement, increase students' understanding, and ensure academic integrity in student performance.

Developing

The Teacher:

Sometimes uses student input and responses to monitor instruction with limited adjustments.

Uses limited small group features and activities, but student misunderstandings are sometimes overlooked.

Has some students who show signs of disengagement with no adjustments.

Improvement Needed

The Teacher:

Rarely uses student input to monitor and adjust instruction or check for understanding.

Small group features and activities are not evident and most students remain disengaged.

Potential Look Fors:

- Formal and informal assessments
- Strategies for collecting student data, input, and responses
- Monitoring and tracking systems to assess understanding and progress
- Small group features used for virtual instruction to monitor and assess learning and progress
- Student engagement levels throughout instruction
- Projects, demonstrations, multimedia presentations, electronic portfolios or other student-generated performance work

3.1 Classroom Environment, Routines, and Procedures (Learning Environment Domain)

The teacher organizes a safe, accessible, and efficient virtual classroom.

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Distinguished

The Teacher:

Incorporates effective processes where students independently engage in instruction, apply norms, and incorporate routines and procedures as self-directed learners throughout the lesson.

Anticipates and has established, seamless procedures to troubleshoot technology when students struggle to connect, and instruction continues for other students who participate in high-level learning.

Accomplished

The Teacher:

Consistently posts and communicates norms, routines, and procedures regarding how students should engage, ask questions.

Requires students to take some responsibility for managing online lesson procedures.

Anticipates and has established procedures to troubleshoot technology when students struggle to connect, and loss of instruction is minimal.

Proficient

The Teacher:

Regularly posts and communicates norms, routines, and procedures regarding how students should engage and ask questions.

Provides limited direction for students while they interact online.

Uses clear and established procedures to troubleshoot technology when students struggle to connect, and loss of instruction is minimal.

Developing

The Teacher:

Sometimes posts and communicates norms, routines, and procedures regarding how, students should engage, participate, and ask questions.

Provides some support to students while they interact online.

Understands and is sometimes prepared to troubleshoot technology when students struggle to connect though there are periodic delays with students connecting and engaging.

Improvement Needed

The Teacher:

Rarely uses norms or the norms are not clear, and routines and procedures for interacting online are not evident or inefficient.

Is unaware that students do not understand what is expected of them.

Does not recognize or respond to students who struggle to connect, and some students are not able to access resources and materials.

Potential Look Fors:

- Norms or rules for participating and interacting online, including e-safety
- Procedures for communicating and supporting log in and password resets
- Routines and procedures for accessing and posting assignments
- Routines for efficiently guiding students through digital and non-digital learning time, i.e., schedules, times, due dates, etc.
- Clear timeframes for learning activities and assessments, including timers and other time management tools
- Classroom expectations for virtual screens, muting, dress code, backgrounds, etc.
- Teacher proficiency and preparedness to troubleshoot technology when students struggle to connect
- Use of the screen sharing feature to involve students in collaborating and sharing assignments
- Routines and transitions that keep students engaged and connected throughout the lesson
- Honoring established times for instruction and activities

3.2 Managing Student Behavior

(Learning Environment Domain)

The teacher establishes, communicates, and maintains clear expectations for student behavior in the virtual classroom environment.

Virtual
Instruction
Rubric

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

| The Teacher: | The Teacher: | The Teacher: | The Teacher: | The Teacher: |
|---|---|---|--|---|
| <p>Incorporates effective management techniques in the virtual classroom where students assume responsibility for creating, adopting, and maintaining behavior standards as self-directed learners.</p> <p>Models and establishes expectations that lead to students assuming responsibility for their own learning within and beyond virtual classroom settings, including practices that promote self-directed behaviors.</p> | <p>Consistently encourages and monitors student behavior and engagement in the virtual classroom and uses online features to subtly respond to noncompliance and maintain expected behaviors.</p> <p>Consistently establishes procedures and reminders for students to assume responsibility for their own learning in the virtual classroom setting, including expectations that promote independence for most students.</p> | <p>Regularly implements behavior management expectations in the virtual classroom environment and uses online features to monitor, engage, and redirect students' behaviors.</p> <p>Establishes procedures and reminders for students to assume responsibility for their own learning in the virtual classroom setting.</p> | <p>Inconsistently implements behavior management expectations in the virtual classroom environment.</p> <p>Inconsistently upholds procedures so that student behaviors interrupt learning and prevent meeting expected outcomes.</p> | <p>Rarely or unfairly implements behavior management expectations in the virtual classroom environment.</p> <p>Does not establish procedures in a way that prevents student behaviors from impeding learning.</p> |

Potential Look Fors:

- Norms or rules that are communicated and followed
- Strategies for communicating expectations before, during, and after the lesson
- Managing background noise through mute buttons and other features
- Managing, affirming, or redirecting behaviors with the whole group, small group, and individual students
- Using online features such as private chats to redirect and manage student behaviors
- Clear and specific protocols for use of video, use of chat box, use of breakout rooms, etc.
- Students accepting responsibility for their actions
- Degrees of student independence or self-directed behaviors while interacting online

3.3 Classroom Culture (Learning Environment Domain)

The teacher leads a mutually respectful and collaborative class of actively engaged learners in the virtual classroom.

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Developing

Improvement Needed

The Teacher:

Invests students as lead learners so they engage in relevant and meaningful learning experiences with the teacher and peers; digital citizenship is innately applied as an expected norm.

Has students lead and model community building time during early log in time, test technology, and connect with others in the virtual classroom as self-directed learners and encourage others' efforts and achievements.

Skillfully uses affirmation features and other visible affirmations to create a mutually respectful and collaborative culture that empowers students.

The Teacher:

Models and ensures safe and ethical behaviors and digital citizenship when using technology with online and networked devices.

Consistently includes community building time through early log in time for students to prepare, test technology, and positively collaborate with others in the virtual classroom.

Consistently uses affirmation features and other visible affirmations to create a mutually respectful and collaborative culture.

The Teacher:

Ensures safe and ethical behaviors and digital citizenship when using technology with online and networked devices.

Regularly includes community building time through early log in time for students to prepare, test technology, and connect with others in the virtual classroom.

Uses affirmation features and other visible affirmations to create a respectful and collaborative culture.

The Teacher:

Understands safe and ethical behaviors and digital citizenship but does not consistently enforce or monitor the expectation.

Sometimes includes community building time through early log in time for students to prepare, test technology, and connect with others in the virtual classroom.

Sometimes uses affirmation features and other visible affirmations to create a respectful and collaborative culture.

The Teacher:

Does not enforce safe and ethical behaviors and digital citizenship as an expectation.

Rarely includes community building time in the virtual classroom.

Rarely uses affirmation features.

Potential Look Fors:

- Relationship and community building activities
- Ethical and modeled digital citizenship
- Early log in with students and collaborative networking with the teacher and peers
- Positive relationships and rapport between the teacher and peers
- Teacher and students empowering and affirming others
- Affirmation strategies with the use of online features such as chats, discussion boards, reaction buttons, etc.

4.1 Professional Demeanor and Ethics (Professional Practices and Responsibilities Domain)

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

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The Teacher:

Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.

Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students.

Advocates for the needs of all students in the classroom and campus.

The Teacher:

Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.

Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom.

Advocates for the needs of all students in the classroom.

The Teacher:

Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.

Meets all professional standards (e.g., attendance, professional appearance and behaviors).

Advocates for the needs of students in the classroom.

The Teacher:

Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.

Meets most professional standards (e.g., attendance, professional appearance and behaviors).

The Teacher:

Fails to meet the Code of Ethics and Standard Practices for Texas Educators.

Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

4.2 Goal Setting

(Professional Practices and Responsibilities Domain)

The teacher reflects on his/her practice.

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Improvement Needed

The Teacher:

Consistently sets, modifies and meets short- and long- term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.

Implements substantial changes in practice resulting in significant improvement in student performance.

The Teacher:

Sets some short- and long- term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.

Meets all professional goals resulting in improvement in practice and student performance.

The Teacher:

Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.

Meets all professional goals resulting in improvement in practice and student performance.

The Teacher:

Sets short-term goals based on self-assessment.

Meets most professional goals resulting in some visible changes in practice.

The Teacher:

Sets low or ambiguous goals unrelated to student needs or self-assessment.

Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.

4.3 Professional Development (Professional Practices and Responsibilities Domain)

The teacher enhances the professional community.

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Improvement Needed

The Teacher:

Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.

Seeks resources and collaboratively fosters faculty knowledge and skills.

Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject- level team leadership, committee leadership or other opportunities beyond the campus.

The Teacher:

Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.

Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.

The Teacher:

Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.

The Teacher:

Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed.

The Teacher:

Engages in few professional development activities, professional learning communities or committees to improve professional practice.

4.4 School Community Involvement (Professional Practices and Responsibilities Domain)

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The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Distinguished

Accomplished

Proficient

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Improvement Needed

The Teacher:

Systematically contacts parents/ guardians regarding students' academic and social/emotional growth through various methods.

Initiates collaborative efforts that enhance student learning and growth.

Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.

The Teacher:

Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.

Joins colleagues in collaborative efforts that enhance student learning and welfare.

Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.

The Teacher:

Contacts parents/guardians regularly regarding students' academic and social/emotional growth.

Actively participates in all school outreach activities

Communicates the mission, vision and goals of the school to students, colleagues, parents and families.

The Teacher:

Contacts parents/guardians in accordance with campus policy.

Attends most required school outreach activities.

Communicates school goals to students, parents and families.

The Teacher:

Contacts parents generally about disciplinary matters.

Attends few required school outreach activities.