Virtual Evaluation & Coaching

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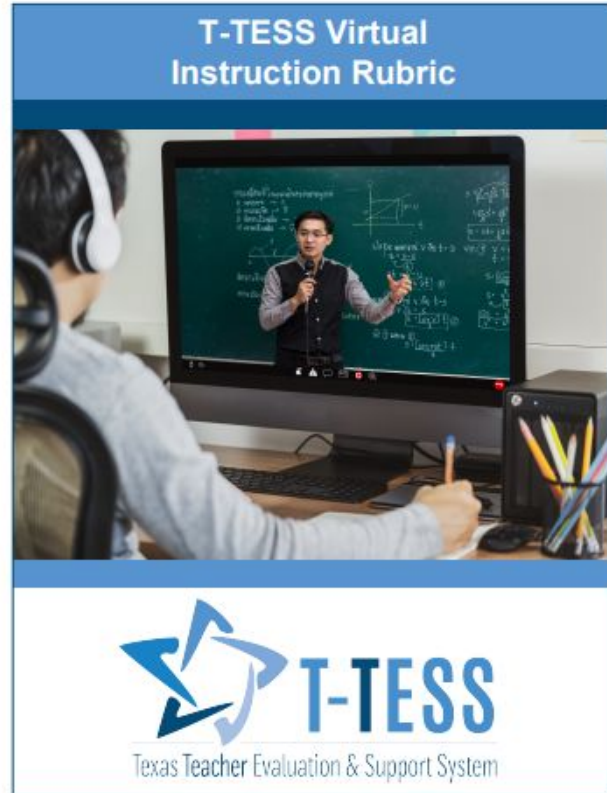
RESOURCES:

Rubric:

https://teachfortexas.org/Resource_Files/Guides/T-TESS_Virtual_Intruction_Rubric.pdf

FAQs:

https://teachfortexas.org/Resource_Files/Guides/Guidance_for_T-TESS_Virtual_Instruction_Rubric.pdf

OVERVIEW

- Use of the TTESS Virtual Rubric is OPTIONAL
- District does NOT need to go through the local adoption process for locally developed rubric
- Domains 1, 2, & 3 are modified for the virtual setting; Domain 4 is exactly the same
- Look-Fors for every Dimension

Suggested Ways to Use

Option 1: If time allows, recommended that appraisers use the ORIGINAL T-TESS rubric to conduct formal observations and appraisals for standard in-person instructions when everyone is back on campus.

Option 2: If virtual lasts long enough into the school year where observations must be completed in order to be timely, use this rubric.

Option 3: Use OUTSIDE of formal appraisal as a tool to observe, coach, and support teachers who are working with students virtually.

2.4 Differentiation (Instruction Domain)

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

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

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.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The Teacher:	**The Teacher:**	**The Teacher:**	**The Teacher:**	**The Teacher:**
Establishes systems for using student data, input, and responses to monitor the quality of student engagement, performance, and progress; adjusts instruction.	Consistently uses student data, input, and responses to monitor the quality of student engagement, performance, and progress; adjusts instruction.	Consistently uses student data, input, and responses to monitor the student engagement, performance, and progress; adjusts instruction.	Sometimes uses student input and responses to monitor instruction with limited adjustments.	Rarely uses student input to monitor and adjust instruction or check for understanding.
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.	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.	Incorporates small group features and activities to check for understanding, maintain student engagement, increase students' understanding, and ensure academic integrity in student performance.	Uses limited small group features and activities, but student misunderstandings are sometimes overlooked. Has some students who show signs of disengagement with no adjustments.	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

Questions?
Thoughts?
Ideas?
Realizations?

Problems of Practice?

How can we help?

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