



AppleTree



Virtual Teaching Rubric



VIRTUAL TEACHING RUBRIC



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INTRODUCTION

The Virtual Teaching Rubric (VTR) is an evidence-based tool that defines quality for synchronous and asynchronous virtual instruction in early childhood settings. The VTR provides teachers, leaders, and instructional coaches with a common understanding of quality for virtual instruction. This includes descriptions of practice when there is a low, medium, or high potential for positive impacts for children.

The VTR is a professional development resource designed to support teachers in virtual instruction. Results from VTR observations are designed to support coaching and development of teacher practice in high-quality synchronous and asynchronous instruction.

The VTR is **not** an evaluative tool. This tool was not designed to rank or evaluate teachers and schools.

The VTR focuses on quality in two broad areas:

- **Synchronous Learning:** Teacher-child Interactions within a virtual environment in real time. This is “live” instruction.
- **Asynchronous Learning:** Pre-record lessons and activities or shared resources for children to view or complete independently and on their own time. This does not include “live” interaction with teachers.

Virtual Teaching Rubric Domains

Logistics

Description:

The processes and procedures schools have in place so that all children have access to virtual instruction and all teachers have access to the tools they need to deliver that instruction.

Number of Items : 23

Virtual Engagement in Learning

Description:

The Virtual Engagement in Learning domain focuses on teachers’ instructional strategies to meaningfully engage children in virtual lesson content.

Number of Items : 13

Virtual Social- Emotional Connections

Description:

The Virtual Social-Emotional Connections domain focuses on the strategies teachers implement to support children’s emotional, social, and behavioral awareness and develop self-regulation skills during virtual instruction.

Number of Items : 7

Asynchronous Virtual Lessons

Description:

The Asynchronous Virtual Lesson Rubric focuses on best practices for asynchronous, pre-recorded lessons and teacher-assigned activities.

Number of Items : 12

GUIDELINES FOR USE

The VTR can be used flexibly as best meets the needs of educators. These guidelines are AppleTree's recommendations for use.



Observations by Domain

- **Logistics:** Complete as a team with the principal/instructional leader and teacher(s) working together. Logistics does not require observation. This domain does not include a Not Observed (N/O) scoring option.
- **Virtual Engagement in Learning:** Complete observationally during synchronous instruction. This domain includes a Not Observed (N/O) scoring option.
- **Virtual Social-Emotional Connections:** Complete observationally during synchronous instruction. This domain includes a Not Observed (N/O) scoring option.
- **Asynchronous Virtual Lessons:** This domain focuses on two types of asynchronous opportunities: pre-recorded teacher lessons/activities and teacher-assigned external activities such as app-based games, worksheets, or celebrity read alouds. The Asynchronous Virtual Learning domain should be completed by viewing pre-recording lessons or reviewing the external resources teachers have assigned. This domain includes a Not Observed (N/O) scoring option.

Timeline

Complete the full VTR at the beginning of the year and quarterly.

SYNCHRONOUS & ASYNCHRONOUS OBSERVATIONS

Synchronous

- Complete observations in real time by joining the virtual classroom, or view a video of synchronous instruction.
- Complete two observations over the course of two weeks.
 - Target different lesson types (e.g., morning meeting, read aloud). Do not observe during non-instructional times (e.g., social hour).
 - Observations do not have to be on consecutive days.
- Observations are the length of the lesson. This means that observation times will vary across observations. If a lesson is cut short due to technology difficulties or other unforeseen circumstances you should discontinue the observation and schedule a makeup observation.
- Complete observations regardless of the number of children present.
- Take objective notes to capture evidence throughout the entire observation. Align notes with domains using the provided note-taking sheet.
 - Notes provide teachers with valuable information. Notes serve as evidence for coding.
 - Refrain from subjective statements.
- Avoid providing feedback during observation.
- Fill out the provided scoring sheet after the observation. Check the “Not Observed” column if an activity or behavior was not observed.

Asynchronous

- Pre-recorded teacher lessons/activities: view pre-recording lessons. Take objective notes using the note-taking sheet.
 - Fill out the scoring sheet after the observation. Check the “Not Observed” column if an activity or behavior was not observed.
- Teacher-assigned external activities: review the external resources teachers assigned. This may include activities on learning platforms, paper-based work, or other work to be completed independently of the teacher.
 - Select the potential for impact level on the scoring sheet and then mark “Not Observed” for the non-applicable items in the Asynchronous domain.

SCORING PROTOCOL

The VTR includes a PDF scoring protocol. Make a copy (either virtually or printed) of the scoring protocol and complete this protocol for each classroom.

After observing, indicate if the activities and interactions observed meet the criteria for low, medium, or high potential for positive impact for children by checking the corresponding box on the scoring protocol. Refer to the full rubric to determine final codes.

The scoring protocol lists items within each domain in a progression of coaching and professional development priorities. Listed from top to bottom, items are organized from most fundamental to most advanced. This framework is designed to support coaching and goal setting.

Low Potential for Positive Impacts for Children

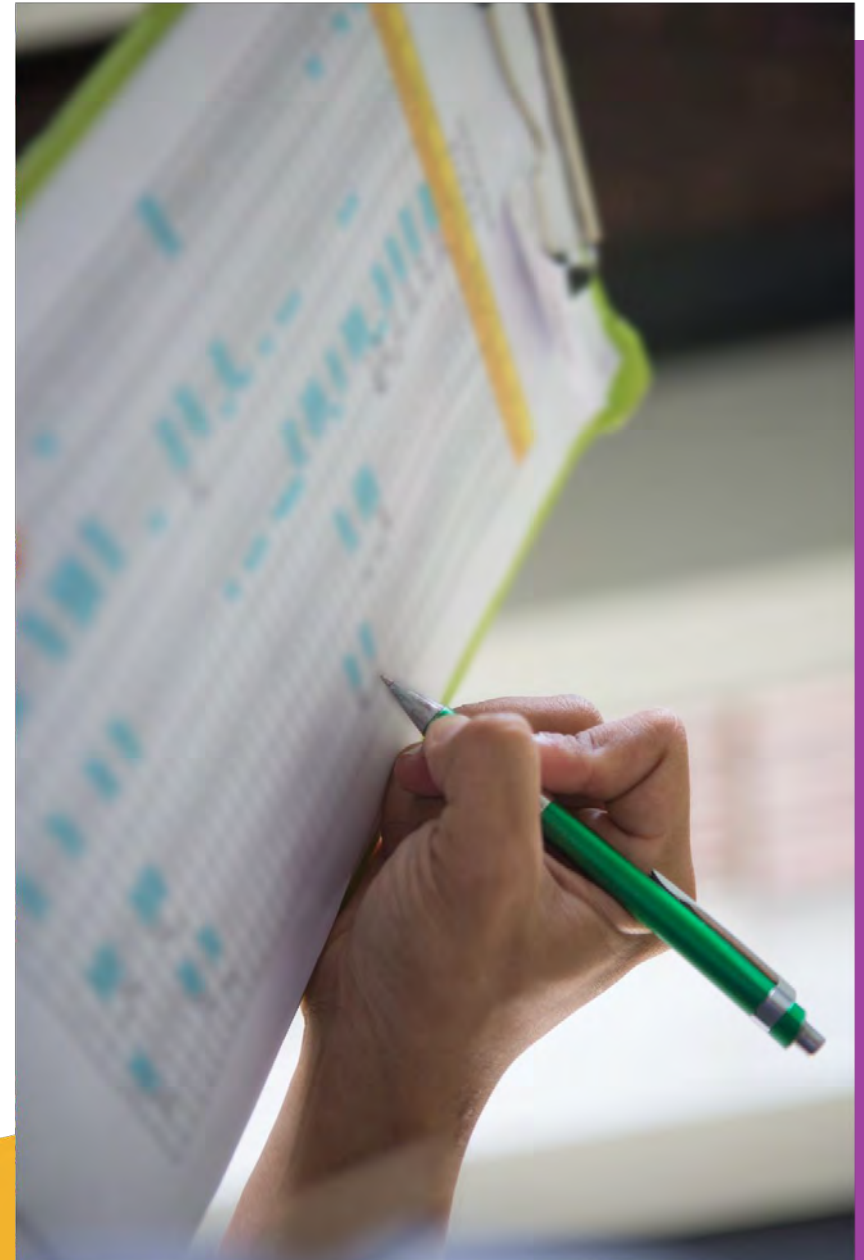
Activities and interactions are of lower quality. The observed interactions, resources, and activities have minimal potential to positively impact children's outcomes.

Medium Potential for Positive Impacts for Children

Activities and interactions are of moderate quality. The observed interactions, resources, and activities have a moderate potential to positively impact children's outcomes.

High Potential for Positive Impacts for Children

Activities and interactions are of high quality. The observed interactions, resources, and activities have a high potential to positively impact children's outcomes.



RECOMMENDED COACHING APPROACH



1. Complete an observation cycle (2 observations over the course of 2 weeks).
2. Review the scoring protocols and notes with the teacher(s). Highlight strengths. Review and discuss items that were not-observed or marked as having low potential for positive impact for children.
3. Set goals based on items marked as not-observed or low potential for impact. Remember that items are organized from fundamental to advanced. Set one goal per domain so that coaching can focus on bite-sized improvements.
4. Check in on goal progress with additional observations for target items as needed and as schedules permit.
5. Complete a full observation cycle quarterly and use this time to revisit goals and begin the coaching process again.

DEVELOPMENT

In March 2020, amid COVID-19 related school closures, educators were tasked with implementing blended or virtual learning models. As a result, there was an immediate need to understand teacher quality in this new virtual environment. Challenges of virtual instruction included and continue to include:

- **Navigating technology challenges with families**
- **Navigating schedules with teachers and families**
- **Supporting students emotionally**
- **Measuring quality when instructional time is short**
- **Research-based understanding of what high-quality virtual learning looks like, especially with preschoolers**

AppleTree Institute responded to this need with the Virtual Teaching Rubric. VTR items are based on multiple existing teacher quality tools, qualitative data, and relevant research in early childhood instruction. Resources include:

- **Every Child Ready: Attribute Checklist**
- **Every Child Ready: Quality Indicators (QI)**
- **Survey responses from AppleTree's Coping During COVID-19, ECR@Home, and AppleTree schools parent surveys**
- **Information from school focus groups (shared by school leaders)**
- **Relevant research (see reference section)**

AppleTree Institute also recognizes the importance of the Classroom Assessment Scoring System (CLASS; Pianta, La Paro & Hamre, 2008) as a way to support high-quality classroom interactions. The VTR focuses explicitly on virtual interaction and can work in tandem with CLASS.



MANDATED REPORTING

All observers, including teachers, instructional leaders, and contractors must report suspected child abuse and neglect. The District of Columbia, Child & Family Services Agency (CFSA) has developed the following resources for educators to reference as they virtually assess student safety and to determine when to contact CFSA.

- [Webinar: Assessing Child Safety in a Virtual Environment](#)
- [Participant Guide: Assessing Child Safety in a Virtual Environment](#)
- [Knowledge Check: Assessing Child Safety in a Virtual Environment](#)

Observers should be knowledgeable about state and local mandated reporting laws **prior** to conducting virtual observations.

Source:

<https://cfsa.dc.gov/service/mandated-reporter-training>



VIRTUAL TEACHING RUBRIC

LOGISTICS

Access to Learning Content

LOGISTICS

Access to Learning Content

Teacher Access to Technology

The school has made every effort to ensure teachers have the technology (e.g., computer, tablet, camera) and internet access (e.g., wifi, hotspot) to support teaching.

Low Potential for Impact	The school has provided little to no technology necessary for teachers to implement virtual teaching. Teachers frequently rely on their personal technology (e.g., smartphone, computer, tablet) to create and implement virtual lessons as well as to communicate with families. There is no school support for teachers who do not have access to wifi or high-speed internet.
Medium Potential for Impact	The school provides teachers with some, but not all technology necessary to implement virtual teaching. For example, the school has provided a computer or tablet to teachers. However, technology is not the most up-to-date or compatible with specific programs or applications, which occasionally results in technology glitches. As a result, teachers occasionally rely on their personal technology (e.g., smartphone, computer, or tablet) to create virtual instruction and communicate with families. To fall within the medium range, the school must provide an option for internet access to any teachers who do not have access to wifi or high-speed internet (e.g., hotspot, a stipend for cost of high-speed internet).
High Potential for Impact	Schools provide teachers with a dedicated computer or tablet for virtual teaching and lesson recording. If there is the expectation that teachers use an app to communicate with families, they are provided with technology that supports that app (i.e., smart phone, tablet). Teachers also have access to wifi supported by school, as needed, such as a hotspot or stipend for high-speed internet access.

LOGISTICS

Access to Learning Content

Family Access to Technology

The school has made every effort to ensure families have the technology (e.g. tablets, apps) and internet access (e.g. wifi, hotspot).

Low Potential for Impact	The school does not provide technology necessary for students to participate in virtual learning. Families and students consistently rely on their personal technology (e.g., smartphone, computer, or tablet) to participate in virtual learning and communicate with teachers. Schools have not provided families access to the internet (e.g. wifi, hotspot).
Medium Potential for Impact	The school provides some technology for students/families to participate in virtual learning. For example, the school provides each student with a tablet, but does not pre-load necessary programs and applications for virtual learning.
High Potential for Impact	Schools have provided families with: -A dedicated computer or tablet for virtual learning. -If there is an expectation that the school communicates with families via an app, the school has either ensured families have access to appropriate technology (e.g., smartphone, tablet) or has provided that technology. -Families have access to wifi supported by the school as needed such as a hotspot or stipend for high-speed internet access.

LOGISTICS

Access to Learning Content

Teacher Development

The school provides training to teachers in creating high-quality videos, leading virtual meetings, implementing apps for communication, as well as troubleshooting technical issues.

Low Potential for Impact	The school provides no professional development training for teachers on virtual teaching, or the training is ineffective. As a result, teachers have an uneven and often poor understanding of how to implement technology to create videos, lead virtual meetings, use apps for communication, or troubleshoot issues.
Medium Potential for Impact	The school provides some professional development training on virtual teaching, but does not cover all pertinent topics. For example, the school may focus training on virtual instruction, but not delve into technology. As a result, teachers are not highly effective at troubleshooting technology issues with themselves, families, and students.
High Potential for Impact	Schools provide teachers robust training on how to: <ul style="list-style-type: none">• Facilitate online lessons and meetings.• Use any required software or apps for communication.• Troubleshoot technology issues for themselves and with families.• Record and upload videos if pre-recorded videos are required.

LOGISTICS

Access to Learning Content

Family Support & Resources

The school provides opportunities for families to learn and develop their technology skills, so they can access information and support their children's online learning. The school provides training/resources for some of the common tools, functions, and strategies for enhancing teacher–family communication.

Low Potential for Impact	The school provides no resources or training to families for virtual learning. As a result, families have an uneven and often poor understanding of the technology and tools utilized in virtual learning.
Medium Potential for Impact	The school provides some resources and training to families for virtual learning. For example, the school may provide some handouts and pre-recorded videos on the technology or tools utilized in virtual learning, but not offer virtual/in-person meetings with school personnel to support accessibility and to troubleshoot issues. As a result, some families do not have a thorough understanding of how to effectively implement the technology and tools for virtual learning.
High Potential for Impact	School provides opportunities for families to: <ul style="list-style-type: none">• Meet with school personnel (virtually or in-person) to review using technology and accessing virtual content.• Access pre-recorded or created training resources for use of common tools, apps, and functions that children will use for online learning.• Access pre-recorded or created training resources for use of common tools, apps, and functions that the school and teachers will use for family communication.• Translated training and resources are provided as needed.

LOGISTICS

Access to Learning Content

Teacher Access to Materials

The school provides teachers access to materials to support at-home instruction (e.g., chart paper, construction paper, markers, books, manipulatives).

Low Potential for Impact	The school provides teachers with little to no access to learning materials necessary for teaching at home. As a result, teachers must purchase teaching materials with their own finances and/or use personal possessions to implement virtual teaching.
Medium Potential for Impact	The school provides teachers with access to some learning materials necessary for at-home instruction. For example, the school provides teachers with curriculum books, markers, and chart paper. However, the teacher must purchase all supplemental learning materials.
High Potential for Impact	The school provides teachers with the necessary materials to support virtual teaching. This includes books, manipulatives, chart paper or white board, writing utensils, and paper. In addition, the teacher has access to purchase supplemental

LOGISTICS

Access to Learning Content

Family Access to Materials

The school provides kits of materials to support students at home learning (e.g., crayons, pencils, paper, markers).

Low Potential for Impact	The school does not provide students with age-appropriate materials for learning at home. As a result, families must purchase materials, or students go without. Alternatively, the school only provides students with developmentally inappropriate learning materials (e.g., a packet of worksheets).
Medium Potential for Impact	The school provides students with some materials to support learning at home. For example, the school provides packets of age-appropriate activities and writing utensils. However, the school does not provide hands-on learning materials (i.e. art supplies, playdoh). Materials are not sufficient to meet the needs of diverse learners.
High Potential for Impact	The school provides families with all the necessary materials to support at-home learning. This includes manipulatives, paper, age-appropriate writing utensils, books, as well as hands-on learning materials (e.g., art supplies, playdoh). Materials meet the needs of diverse learners.

LOGISTICS

Access to Learning Content

Supporting Diverse Linguistic Backgrounds (1/2)

The school has made every effort to ensure that families from diverse linguistic backgrounds are able to access academic content to support their children's' learning.

Low Potential for Impact	The school does not provide translated learning materials to families of diverse linguistic backgrounds. The school makes no effort to communicate with families in their native language, including in writing, virtually, or in person. There is no acknowledgment of families' diverse cultures, traditions, or celebrations at the school level.
Medium Potential for Impact	The school provides some translated learning materials to families of diverse linguistic backgrounds in the dominant languages. The school endeavors to communicate with families in their native language; however, communication is inconsistent. For example, all written communication is translated, but there is only some in-person and/or virtual communication translated. There is some acknowledgment of families' diverse cultures, traditions, or celebrations at the school level. The school has a dedicated staff member who provides specialized training inconsistently to support teachers teaching Dual Language Learners.
High Potential for Impact	The school provides translated learning materials to families of diverse linguistic backgrounds in the dominant languages. The school provides access to a translator for all family communication - written, in-person, and virtual. There is a consistent acknowledgment of families' diverse traditions, holidays, and celebrations at the school level. The school has a dedicated staff member to provide specialized training to support teachers teaching Dual Language Learners.

LOGISTICS

Access to Learning Content

Supporting Diverse Linguistic Backgrounds (2/2)

The teacher has made every effort to ensure that families from diverse linguistic backgrounds are able to access academic content to support their children's learning.

Low Potential for Impact	The teacher does not incorporate students' diverse linguistic backgrounds into learning. All learning materials are presented in English. The teacher does not address different languages or cultural experiences.
Medium Potential for Impact	The teacher inconsistently incorporates students' diverse linguistic backgrounds into learning. For example, some learning materials may be presented in other languages. The teacher may incorporate information about some children's different cultural traditions, but these are minimal. The teacher uses some basic culturally responsive teaching techniques.
High Potential for Impact	The teacher actively shares resources and learning materials written in students' native languages with families. The teacher consistently demonstrates culturally responsive teaching by learning words and phrases in the students' native language (greetings, names of family members, words of comfort/encouragement, important objects/places). In the virtual classroom, the teacher incorporates and celebrates students' cultural traditions (customs, celebrations, holidays).

LOGISTICS

Access to Learning Content

Supporting Students with Disabilities (1/2)

The school has made every effort to provide specialized support to diverse learners (e.g., students with 504 or IEPs plans).

Low Potential for Impact	The school fails to provide students with disabilities with specialized instruction or support. The school does not ensure that the staff is highly qualified to implement the IEP.
Medium Potential for Impact	The school is inconsistent in providing students with disabilities with the appropriate education to meet their needs. The IEP is not being implemented fully and the accommodations are not effective and are not meeting the student's academic needs. Note: to fall within the mid-range, the school must have highly qualified instructors to support students, families, and educators.
High Potential for Impact	The school consistently provides students with disabilities with an appropriate education. The IEP is implemented fully and the accommodations are effective and are meeting the student's academic needs. The school has highly qualified staff that are proactive and flexible at providing support to students, families, and educators.

LOGISTICS

Access to Learning Content

Supporting Students with Disabilities (2/2)

The teacher has made every effort to provide specialized support to diverse learning (e.g., students with 504 or IEPs plans).

Low Potential for Impact	Educators do not implement the IEP through specialized instruction or related services as prescribed by the IEP. Educators do not provide synchronous or asynchronous intervention to meet students' academic needs.
Medium Potential for Impact	At times, educators do not implement the IEP through specialized instruction or related services as prescribed by the IEP. Educators are inconsistent in providing synchronous or asynchronous intervention to meet students' academic needs. Note: to fall within the mid-range, the teacher must offer additional one-on-one virtual meeting times in order to meet students' specific learning accommodations.
High Potential for Impact	Educators implement the IEP by providing specialized instruction or related services as prescribed by the IEP. Educators are consistent in providing synchronous or asynchronous intervention to meet students' academic needs.

LOGISTICS

Communication

LOGISTICS

Communication

School Communication

School communication is timely, clear, and provides families with the necessary information.

Low Potential for Impact	School communication is rare, inconsistent, and/or confusing. School communication is only delivered through one format (e.g., email). As a result, families are not able to access timely information on the classroom daily schedule, school calendar, and virtual learning expectations for students.
Medium Potential for Impact	Families receive occasional communication from the school regarding scheduling, activities and events, and COVID updates. Or, communication is delivered through just one format (e.g., email). Or, communication is provided, but is not written in a clear or accessible way.
High Potential for Impact	Families receive consistent and up-to-date communication from the school regarding scheduling, activities, events, and COVID updates. Communication is delivered through multiple formats (e.g., email, text, messaging app) and is written clearly.

LOGISTICS

Communication

School Communication (1/2)

School staff roles are clearly defined in regards to tech contact, logistics contact, health, and safety, etc.

Low Potential for Impact	School staff roles are not clearly defined. For health and safety, logistics, and technology there is no point of contact for families. For example, when a family member encounters a technical issue with a virtual learning platform, the school is ineffective at resolving the issue because there is no technical support contact.
Medium Potential for Impact	Some school staff roles have a clearly defined point person, others roles do not. As a result, the school responds in an ad hoc manner to questions and issues that arise on subjects of health and safety, logistics, and technology. For example, when family members encounter technical issues with the virtual learning platform, at times the administrator addresses the issue, while in other instances teachers address the issue.
High Potential for Impact	School staff roles are clearly defined and there is a clear point person for health and safety, logistics, and technology. Families know who to contact for any issues.

LOGISTICS

Communication

School Communication (2/2)

The school consistently solicits feedback (e.g., surveys, townhall meetings, phone contact) on virtual learning from families.

Low Potential for Impact	The school does not collect feedback from families around virtual and blended learning experiences, technology, and general satisfaction. Feedback is collected through surveys and open meetings.
Medium Potential for Impact	The school collects feedback from families around virtual and blended learning experiences, technology, and general satisfaction, but does not do this regularly. OR feedback is only collected in one area (only virtual learning, only technology, etc.).
High Potential for Impact	The school collects ongoing feedback from families around virtual and blended learning experiences, technology, and general satisfaction. Feedback is collected through surveys and open meetings. This occurs at least once every two months.

LOGISTICS

Communication

Teacher Communication (1/4)

The teacher has established a consistent and accessible system for regular communication with families.

Low Potential for Impact	The teacher does not send regular communication to families, or may send occasional communication, but does not do so consistently across weeks.
Medium Potential for Impact	The teacher sends regular communication to families 1 to 2 times per week.
High Potential for Impact	The teacher sends regular communication to families at least 3 times per week.

LOGISTICS

Communication

Teacher Communication (2/4)

The teacher uses a variety of ways to communicate with families (e.g., e-mail, phone contact, text messaging, educational app), depending on each family's identified needs and preferences.

Low Potential for Impact	The teacher only communicates with families using one method (e.g., only emails or app communications). Or, the teacher does not communicate with families.
Medium Potential for Impact	The teacher continues to use the same method of communication (e.g., only contacting family via email), even if it's not their preferred mode of communication. The teacher does not follow up with families when they are not responsive.
High Potential for Impact	The teacher communicates with families depending on their unique communication needs. This includes e-mail, phone calls, texts, or app-based communication.

LOGISTICS

Communication

Teacher Communication (3/4)

The teacher responds to families questions or concerns in a timely manner (within one business day).

Low Potential for Impact	Teacher responses to family questions or concerns take multiple business days.
Medium Potential for Impact	The teacher responds to questions or concerns by the end of the following school day.
High Potential for Impact	Teacher responds to questions or concerns within one business day.

LOGISTICS

Communication

Teacher Communication (4/4)

School and teacher consistently solicit feedback (e.g., surveys, town hall meetings, phone contact) on virtual learning from families.

Low Potential for Impact	The school has not set expectations for collecting ongoing feedback from families on virtual learning and the teacher does not independently collect feedback.
Medium Potential for Impact	The school has not set expectations for collecting ongoing feedback from families on virtual learning. The teacher independently collects feedback at least once every two months through a survey, class meeting, or phone calls.
High Potential for Impact	The school has set expectations for collecting ongoing feedback on virtual learning from families through surveys and open townhall-style meetings at least once every 2 months. Teachers participate in all meetings and review survey feedback.

LOGISTICS

Teacher-Family Partnership

LOGISTICS

Teacher-Family Partnership

“Virtual Home Visit”

Teachers hold virtual "one-on-one" meetings (or socially distanced in-person meetings if both parties are comfortable) with families at the beginning of the year.

Low Potential for Impact	Teachers do not hold one-on-one meetings with families at the beginning of the school year. Some meetings may occur, but these are rare and initiated by the family.
Medium Potential for Impact	The teacher holds one-on-one meetings with some, but not the majority of families at the beginning of the year. The teacher does not make an effort to contact families multiple times to schedule one-on-one meetings.
High Potential for Impact	The teacher offers all families the opportunity to have a one-on-one meeting at the beginning of the year. This may be held virtually or via a socially-distanced in-person meeting if both the teacher and the family agree. The teacher makes every effort to schedule these meetings, contacting families multiple times as needed.

LOGISTICS

Teacher-Family Partnership

Family-Teacher Partnership (1/2)

The teacher collaborates with families to create a family-teacher partnership document for virtual learning, outlining expectations, roles, and responsibilities. Family needs are met as possible, such that family schedules, routines, and adult commitments are considered in scheduling.

Low Potential for Impact	Expectations for families around virtual learning are not clearly documented or shared. Families are not aware of their responsibilities in supporting virtual learning. Teachers are not aware of family routines at home and do not work with families to accommodate schedules.
Medium Potential for Impact	Expectations for families around virtual learning are documented and shared, but are vague or confusing. Some families are aware of their responsibilities in supporting virtual learning, but there are no clear shared expectations across teachers and families. Teachers may be aware of family routines for some families and may accommodate some, but not all family schedules.
High Potential for Impact	The teachers have collaborated with each family at the beginning of the year to set expectations around virtual learning. Expectations are clearly documented and shared. Family routines and commitments are incorporated and expectations are aligned between families and teachers. The teacher accommodates family needs as much as possible, but is not expected to work outside of regular hours.

LOGISTICS

Teacher-Family Partnership

Family-Teacher Partnership (2/2)

The teacher builds relationships with families to promote collaboration and support children's learning and development.

Low Potential for Impact	The teacher does not initiate or has made limited attempts to build relationships with families. There is either no one-on-one communication between teachers and families, or communication is limited and only focuses on academic updates.
Medium Potential for Impact	The teacher builds relationships with some families, but not the majority. The teacher knows the names of family members and has social conversations with a few families. It may be that the teacher only builds relationships with families who are very involved.
High Potential for Impact	The teacher builds relationships with all families. The teacher knows the names of the family members. The teacher and family members have social conversations and connect outside the context of academic updates. Connections may take many forms based on teacher and family schedules, including phone calls, video calls, or text message exchanges.

LOGISTICS

Teacher-Family Partnership

Flexibility

Teacher flexibly meets family scheduling needs, as possible.

Low Potential for Impact	The teacher meets with every child once a week or less. The teacher does not make an effort to provide families with regular and convenient virtual office hours.
Medium Potential for Impact	The teacher meets with every child at least twice a week, as possible, during school hours. The teacher has made every effort to provide families with regular and convenient virtual office hours.
High Potential for Impact	The teacher meets with every child daily, as possible, during school hours. The teacher has made every effort to provide families with regular and convenient virtual office hours.

LOGISTICS

Teacher-Family Partnership

Teacher-Family Conferences

Teachers and families have regular conferences and check-ins to discuss students progress and to assess needs for virtual learning.

Low Potential for Impact	The teacher does not have regular conferences and check-ins with families. There are no or very few opportunities to discuss students' progress or assess needs for virtual learning.
Medium Potential for Impact	The teacher has limited conferences and check-ins with families - less than monthly. There are few opportunities to discuss students' progress or assess needs for virtual learning.
High Potential for Impact	The teacher collaborates (formally and informally) with families at least once per month to share observations, describe children's' accomplishments, and address concerns. The teacher asks families to share information about their child's accomplishments or possible concerns.

LOGISTICS

Teacher-Family Partnership

Create Excitement for Virtual Learning

The teacher plans activities and events to create excitement about virtual learning (e.g., virtual spirit week, show and tell, virtual field trips, special guests).

Low Potential for Impact	The teacher does not incorporate activities or events to create excitement about virtual learning or to expand students' involvement.
Medium Potential for Impact	The teacher occasionally incorporates activities and events to build excitement about virtual learning. However, these events may be limited or do not take into account the interests and cultural backgrounds of students and families.
High Potential for Impact	The teacher often plans activities and events for students and families to build excitement about virtual learning. These events are varied (e.g., virtual spirit week, show and tell, virtual field trips, special guests) and take into account the unique interests, cultural backgrounds, and contributions of students and families.

LOGISTICS

Teacher-Family Partnership

Social Opportunities

The teacher creates virtual opportunities outside of lessons for families and students to gather and socialize.

Low Potential for Impact	There are no opportunities for families and students to gather virtually and build relationships outside of virtual instruction.
Medium Potential for Impact	There are some opportunities for families and students to virtually gather and build relationships outside of virtual instruction. However, these virtual gatherings may happen rarely, infrequently, or do not accommodate the schedule of the majority of the families.
High Potential for Impact	There are frequent opportunities for families and students to gather and build relationships outside of virtual instructions. These virtual gatherings occur consistently, at times convenient for families, and are well attended.

VIRTUAL ENGAGEMENT IN LEARNING

Synchronous Virtual Lesson Length

The synchronous virtual lesson is a developmentally appropriate length (10-15 minutes) for preschool and pre-kindergarten students.

Low Potential for Impact	The video's length is drawn-out (20 minutes or longer) and not developmentally appropriate for preschool and pre-kindergarten children.
Medium Potential for Impact	The synchronous virtual lesson's length (15-20 minutes) is somewhat inappropriate for preschool and pre-kindergarten children.
High Potential for Impact	The synchronous virtual lesson is between 10-15 minutes in length, as appropriate to the needs and attention spans of preschool and pre-kindergarten students.

VIRTUAL ENGAGEMENT IN LEARNING

Teacher's Learning Space

The teacher's learning space is intentionally and appropriately set-up to support learning for a synchronous virtual lesson.

Low Potential for Impact	There is little to no evidence that the learning space has been set-up to support learning. The teacher may spend a great deal of instructional time retrieving and/or creating learning materials (e.g., visuals, props, technology resources); or the teacher may exclude these materials in the lesson altogether. As a result, there are examples of long wait times and/or distractions in the virtual learning space.
Medium Potential for Impact	There is some evidence the learning space has been intentionally set-up to support learning. At times, the teacher is prepared with materials, visuals, props, and technology resources. However, there are occasional examples of wait times and/or distractions during the synchronous lesson.
High Potential for Impact	The teacher is fully prepared to engage in synchronous distance learning. Prior to beginning the lesson, the teacher has intentionally set-up a virtual learning environment to support learning. The teacher takes into account set-up for video quality, as well as easy access lesson materials, visuals, props, and technology resources. There are minimal distractions in the teacher's learning space.

VIRTUAL ENGAGEMENT IN LEARNING

Technology Routines and Procedures

Expectations for technology routines and procedures during synchronous learning are explicitly taught and reinforced to maximize learning time and promote positive behavior.

Low Potential for Impact	Expectations for technology routines and procedures are unclear, inconsistently enforced, and/or not stated by the teacher. As a result, students' do not understand the expectations and routines for synchronous lessons, and learning time is frequently lost on redirections. There is little to no evidence that the teacher and families work together to reinforces positive behaviors.
Medium Potential for Impact	There is some evidence of technology routines and procedures. However, these routines and procedures may be inconsistently enforced. For example, the teacher may state an expectation for students to signal participation (e.g., raised hand), but inconsistently reinforce this expectation throughout the lesson.
High Potential for Impact	Expectations for technology routines and procedures are explicitly modeled, intentionally practiced, and consistently reinforced during synchronous virtual lessons. Teachers and families work together to implement and reinforce the technology routines and procedures for virtual learning. Expectations may include - all videos on, eyes on the screen, mute until it is your turn, wait your turn, signals for participation, ask for help when needed.

VIRTUAL ENGAGEMENT IN LEARNING

Targeted Attention

The teacher utilizes visuals, gestures, graphic organizers, and other signals to target students' attention to the focus of the lesson during virtual learning.

Low Potential for Impact	The teacher makes little to no attempt to direct students' attention to the focus of the lesson during the virtual instruction. The lesson target may also be unclear, unorganized, and/or confusing.
Medium Potential for Impact	There is some evidence of the teacher's use of targeted attention strategies, such as visuals and graphic organizers. However, these strategies are inconsistently implemented, and/or students do not consistently attend to the lesson target throughout the lesson.
High Potential for Impact	Through consistent implementation of targeted attention strategies (visuals, gestures, graphic organizers, signals), the teacher effectively directs students' attention. The lesson target is clear and organized.

VIRTUAL ENGAGEMENT IN LEARNING

Multiple Modalities

The teacher implements a variety of modalities (e.g., music, visuals, movement, materials) to engage students in virtual instruction.

Low Potential for Impact	There is little to no evidence of music, materials, or movement to engage students during virtual instruction. The lesson is dominated by teacher talk, and the teacher makes little to no attempt to expand students' involvement.
Medium Potential for Impact	There is some evidence of multiple modalities to engage students during the virtual lesson. However, the use of various modalities may be limited. For example, the teacher may only rely on videos and visuals, but not attempt to incorporate other modalities like movement, props, or instruments to engage students in virtual instruction.
High Potential for Impact	The teacher incorporates a variety of modalities, including music (e.g., singing, instruments, and pre-recorded songs) and materials (e.g., puppets, props) to engage students. The teacher supports opportunities for physical engagements by encouraging students to make small and large movements (e.g., dancing, stretching, exercise, sign language, thumbs up, air writing) to expand students' involvement.

VIRTUAL ENGAGEMENT IN LEARNING

Active Learning Opportunities

The teacher proactively encourages active learning and students are actively engaged in activities.

Low Potential for Impact	There is no evidence of active learning during the lesson. Students appear unengaged or uninterested throughout the lesson.
Medium Potential for Impact	There is some evidence of active learning during the lesson. Some students appear to demonstrate engagement and interest through meaningful participation (e.g., leading activities, interactive discussions); while other students appear uninterested or unengaged throughout the activity.
High Potential for Impact	The teacher consistently encourages students to be actively engaged in instruction. There are multiple and varied active learning opportunities to support engagement in virtual instruction. Most or all of the students demonstrate engagement and interest through content-relevant, interactive discussions, and active participation.

VIRTUAL ENGAGEMENT IN LEARNING

Student Leadership

The teacher provides opportunities for children to lead, co-lead, and make choices during activities.

Low Potential for Impact	There is no evidence of student choice, autonomy, or leadership opportunities during the lesson.
Medium Potential for Impact	There is some evidence of student choice and active learning opportunities during the lesson. However, there are limited opportunities for students to lead/co-lead activities or participate in virtual leadership opportunities.
High Potential for Impact	The teacher consistently incorporates students' choices and ideas into instruction and activities. There are multiple and varied active learning and student leadership opportunities.

VIRTUAL ENGAGEMENT IN LEARNING

Checks for Understanding

The teacher monitors students' understanding using questions and activities to demonstrate their knowledge of the content. When students demonstrate a misunderstanding, the teacher provides feedback.

Low Potential for Impact	The teacher does not attempt to determine students' content or procedural understanding during virtual activities. The teacher does not provide feedback when students demonstrate a misunderstanding or limited understanding.
Medium Potential for Impact	The teacher misses some opportunities to check for students' understanding during virtual instruction. The teacher provides limited feedback or only responds to a few students when students demonstrate a misunderstanding or limited understanding.
High Potential for Impact	The teacher consistently monitors students' understanding using questioning and a variety of activities designed to demonstrate knowledge. Throughout virtual instruction, the teacher intentionally engages with a variety of students of different abilities to monitor their understanding.

Teacher Scaffolding

Teacher supports are scaffolded to help all students work to their potential and to increase their level of understanding and engagement in virtual lessons.

Low Potential for Impact	The teacher rarely or never scaffolds supports to students' level of understanding.
Medium Potential for Impact	The teacher sometimes scaffolds supports to students' level of understanding. This might include extra wait time, differentiated questioning, visual aids, etc.
High Potential for Impact	The teacher consistently scaffolds questions to students' level of understanding and to increase their level of engagement in virtual lessons. The teacher supports are scaffolded to help all students work to their potential. This might include extra wait time, differentiated questioning, visual aids, etc.

Opportunities for Higher-Order Thinking

The teacher utilizes questions, activities, and language modeling to support students with higher order thinking skills. Students have the opportunity to virtually engage in higher-order thinking activities with teacher encouragement and support.

Low Potential for Impact	There is no evidence of questioning or activities to support students' higher-order thinking during the synchronous lesson.
Medium Potential for Impact	There is some evidence of opportunities to support students' higher-order thinking during the virtual lesson. For example, the teacher may pose higher-order thinking questions, but neglect to extend the discussion by encouraging students to share their thinking processes.
High Potential for Impact	The teacher consistently uses instructional discussions and activities to support students' critical thinking and reasoning skills. Activities include prediction, experimentation, classification, and brainstorming. With teacher encouragement and support, students have the opportunity to share and discuss their ideas with the virtual learning community.

VIRTUAL ENGAGEMENT IN LEARNING

Support for All Children

The teacher is aware of the needs of all students during virtual lessons, including those who are unengaged or confused, as well as students who appear emotionally distressed (e.g., upset, frustrated).

Low Potential for Impact	The teacher is unaware of most students who appear emotionally distressed or unengaged with virtual learning activities.
Medium Potential for Impact	At times, the teacher is aware of students who are unengaged or emotionally distressed during virtual learning activities. However, the teacher's support and responsiveness to students needs may be inconsistent or ineffective.
High Potential for Impact	The teacher is consistently aware and effectively supports the academic and social-emotional needs of all students, as demonstrated by most students active and appropriate participation in virtual learning activities.

VIRTUAL ENGAGEMENT IN LEARNING

Home Connections

The teacher provides activities (e.g., pre-recorded content, activities, apps) for students and families to complete outside of virtual instruction time. The teacher takes time to share and praise students' work from previous home connections.

Low Potential for Impact	The teacher makes little to no attempt to encourage students to connect their learning at home. The teacher does not suggest a learning activity, nor provide opportunities for students to share their work from previous home connections.
Medium Potential for Impact	To continue learning at home, the teacher encourages students to complete learning activities at home after virtual lessons. However, the instructions may be vague or unclear. These activities may not be clearly related to the virtual lesson's objective or theme, and may not be developmentally appropriate. Likewise, the teacher may not take time during the lesson to share and/or praise students' at-home activities.
High Potential for Impact	To continue learning at home, the teacher encourages students to complete learning activities at home. The activity is related to the lesson, is developmentally appropriate, and utilizes materials available at home. The teacher provides clear instructions and often shows an exemplar. The teacher dedicates time during virtual lessons for students to share their work with their peers.

VIRTUAL ENGAGEMENT IN LEARNING

Create Excitement for Virtual Learning

The teacher plans activities and events to create excitement about virtual learning (e.g., virtual spirit week, show and tell, virtual field trips, special guests).

Low Potential for Impact	The teacher does not incorporate activities or events to create excitement about virtual learning or to expand students' involvement.
Medium Potential for Impact	The teacher occasionally incorporates activities and events to build excitement about virtual learning. However, these events may be limited or do not take into account the interests and cultural backgrounds of students and families.
High Potential for Impact	The teacher often plans activities and events for students and families to build excitement about virtual learning. These events are varied (e.g., virtual spirit week, show and tell, virtual field trips, special guests) and take into account the unique interests, cultural backgrounds, and contributions of students and families.

VIRTUAL SOCIAL-EMOTIONAL CONNECTIONS

Respectful Teacher-to-Student Interactions

The teacher demonstrates positive affect and respect during interactions with children (e.g., warm tone, eye contact, smiles, etc.). The teacher notices children's positive affect or respectful practices and provides specific praise (e.g., "I'm so proud to see you using such kind words!").

Low Potential for Impact	The teacher rarely demonstrates positive affect and respect during interactions with students and/or does not provide specific praise for students' positive and respectful interactions.
Medium Potential for Impact	The teacher sometimes demonstrates positive affect and respect during interactions with students during the lesson. However, these interactions may be brief or limited. The teacher may not notice or specifically praise students' positive and respectful interactions.
High Potential for Impact	The teacher consistently demonstrates positive affect and respect during interactions with students. The teacher is aware of students' positive affect or respectful practices and provides specific praise. These respectful interactions occur between teacher-student and student-student.

Positive Behavior Supports

The teacher uses positive behavior strategies, including pre corrections, setting expectations, repetition, positive redirection, encouragement, and specific praise.

Low Potential for Impact	The teacher does not use positive behavior support strategies to gain students' attention throughout the lesson and/or the teacher is ineffective at gaining or maintaining students' focus. The teachers' behavioral management strategies may over utilize reprimands and other reactive strategies.
Medium Potential for Impact	There is some evidence of positive behavioral support strategies. However, these strategies may be inconsistently implemented, and/or students often do not comply with directives.
High Potential for Impact	There is consistent evidence of positive behavior support strategies throughout the lesson to gain or maintain student focus. Students frequently comply with the teacher's directives.

Supporting Emotion Conversations

The teacher supports students' communications about emotions through discussion, modeling, and direct teaching about emotions.

Low Potential for Impact	The teacher provides limited or no opportunities for students to communicate and discuss their emotions during the lesson.
Medium Potential for Impact	The teacher provides some opportunities for students to express and discuss their emotions. However, the teacher scaffolds may be limited or there may be little encouragement during discussions.
High Potential for Impact	The teacher consistently and effectively introduces, models, and scaffolds ways for students to communicate and discuss their emotions. Students have the opportunity to discuss their feelings and thoughts with the teacher's encouragement and support.

Supporting Self-Regulation

The teacher supports children’s’ developing capacity to manage their emotional responses, sustain attention, and self-soothe, as developmentally and culturally appropriate, through activities and other interactions with peers or teachers.

<p>Low Potential for Impact</p>	<p>There is limited to no evidence of activities or interactions that support students' self-regulatory skills.</p>
<p>Medium Potential for Impact</p>	<p>At times, the teacher may incorporate opportunities to discuss, model, or practice self-regulation skills. However, these activities may be limited or not effective at developing students' capacity to manage their emotional responses, sustain attention, and self-soothe.</p>
<p>High Potential for Impact</p>	<p>The teacher consistently and explicitly discusses, models, and provides practice opportunities for students to manage their emotional responses, sustain attention, and self-soothe. The teacher explicitly discusses, models, and provides practice opportunities for emotional awareness, emotion regulation, and self-control. Instructional activities and interactions are developmentally and culturally appropriate.</p>

Student Expression

The teacher provides opportunities for student expression through discussion, questioning, sharing, and conversation.

Low Potential for Impact	There is limited to no evidence of activities to support student expression. The lesson is dominated by teacher-talk.
Medium Potential for Impact	There are some examples of activities to support student expression (e.g., questioning, discussion). However, student expression and feedback loops may be limited, and at times, the lesson may be dominated by teacher-talk.
High Potential for Impact	There are multiple opportunities for students to share ideas, talk, share work, and respond to questions.

Peer Interactions

Opportunities for peer interaction such as peer discussions and group learning activities.

Low Potential for Impact	There is limited to no evidence of activities to support peer interaction. The teacher rarely encourages and facilitates interactions between students, and the lesson is dominated by teacher-talk.
Medium Potential for Impact	There are some examples of activities to support peer-to-peer interaction. However, student expression and feedback loops may be limited.
High Potential for Impact	The teacher consistently incorporates activities (e.g, interactive discussions, group learning activities) to encourage and facilitate peer interactions. There is also evidence of frequent student expression and feedback loops among students.

VIRTUAL SOCIAL- EMOTIONAL CONNECTIONS

Community-Building

Encourage positive interactions by facilitating peer-to-peer conversations, active listening, collaboration, and celebration of accomplishments.

Low Potential for Impact	There is no evidence of community-building activities during the lesson. The lesson is highly teacher-driven, with little to no opportunities for students to talk, collaborate, or celebrate with members of the virtual classroom community.
Medium Potential for Impact	There is some evidence of community building during the lesson. However, there are limited opportunities for students to interact with their peers and share their ideas. The teacher sometimes encourages and facilitates positive relationships between peers by engaging children in peer conversations, active listening, and helping children celebrate each others' accomplishments.
High Potential for Impact	The teacher consistently incorporates activities that promote community building in the virtual environment. These activities provide opportunities for peer-to-peer conversation, active listening, collaboration, and celebration of each others' accomplishments.

ASYNCHRONOUS VIRTUAL LESSON

ASYNCHRONOUS VIRTUAL LESSONS

Asynchronous Virtual Lesson Length

The video is a developmentally appropriate length (5-8 minutes) for preschool and pre-kindergarten students.

Low Potential for Impact	The asynchronous virtual lesson's length is too long (15 minutes or longer) and not developmentally appropriate for preschool and pre-kindergarten children. Or, the lesson is less than 5 minutes long.
Medium Potential for Impact	The asynchronous virtual lesson's length (8-15 minutes) is somewhat inappropriate for preschool and pre-kindergarten children.
High Potential for Impact	The asynchronous virtual lesson is between 5-8 minutes in length, as appropriate to the developmental needs and attention spans of preschool and pre-kindergarten students.

ASYNCHRONOUS VIRTUAL LESSONS

Learning Space

The learning space is intentionally and appropriately set-up to support learning through asynchronous instruction. The learning space has minimal distractions.

Low Potential for Impact	There is little to no evidence that the learning space has been set-up to support virtual learning. The teacher may spend a great deal of instructional time retrieving and/or creating learning materials (e.g., visuals, props, technology resources); or the teacher may exclude these materials in the lesson altogether. As a result, there are several examples of long wait times and/or distractions in the virtual learning space.
Medium Potential for Impact	There is some evidence that the learning space has been intentionally set-up to support virtual learning. At times, the teacher is prepared with materials, visuals, props, and technology resources. However, there are occasional examples of wait times and/or distractions during the asynchronous lesson.
High Potential for Impact	The teacher is fully prepared to engage in asynchronous distance learning. Prior to the lesson, the teacher has intentionally set-up a virtual learning environment to support learning. The teacher is prepared with easy access to materials, visuals, props, and technology resources. There are minimal to no visual and sound distractions in the teacher's learning space.

ASYNCHRONOUS VIRTUAL LESSONS

Video Quality

The video is high-quality (e.g., lighting, sound quality, steady camera, framing).

Low Potential for Impact	The lighting and sound quality of the video are poor, hindering clear instruction and communication. For example, it is difficult for students to hear the teacher speaking or listen to music being played. Similarly, the lighting and/or the position of the camera make it difficult for students to see the teacher and learning materials clearly.
Medium Potential for Impact	Overall, the video is high-quality. However, there are some examples of video mishaps (e.g., lighting, sound quality, steady camera, framing).
High Potential for Impact	The lighting and sound quality of the video are high-quality to communicate clear, virtual instruction with minimal distractions. The camera is steady throughout the video, with minimal to no movement. The teacher is intentionally framed during the video lesson, allowing for a clear view of his/her facial expressions.

ASYNCHRONOUS VIRTUAL LESSONS

Tone

The teacher's tone is warm and welcoming during the asynchronous video.

Low Potential for Impact	The teacher displays no or very few examples of warm verbal or nonverbal cues.
Medium Potential for Impact	There are occasional examples of the teacher's warm verbal and nonverbal cues. For example, the teacher may consistently demonstrate respectful tone and language, but inconsistently demonstrate positive nonverbal cues (e.g., smiling, laughter, and enthusiasm).
High Potential for Impact	The teacher consistently fosters a warm and welcoming learning environment through verbal (e.g., voice, tone, welcoming and respectful language) and nonverbal cues (e.g., smiling, laughter, and enthusiasm).

ASYNCHRONOUS VIRTUAL LESSONS

Lesson Objective

The teacher clearly states the purpose or objective of the video. Throughout the video, the questions and activities align with the goal or purpose of the learning activity.

Low Potential for Impact	The learning objective of the asynchronous lesson is not stated or is unclear. The learning activities and questions are unrelated and do not align to a clear learning purpose
Medium Potential for Impact	The learning objective of the asynchronous lesson may be stated, but the questions and activities do not clearly align with the goal or purpose lesson. The teacher inconsistently uses advanced organizers, summary statements, think-aloud, or self- and parallel-talk to support students' understanding of the lesson objective.
High Potential for Impact	The teacher consistently orients students to the purpose of the lesson with advanced organizers and summary statements, as well as effective questioning, think aloud, self- and parallel talk throughout the video.

ASYNCHRONOUS VIRTUAL LESSONS

Multiple Modalities

The teacher incorporates music, materials, visuals, and movement to engage students.

Low Potential for Impact	There is little to no evidence of music, materials, visuals, or movement to engage students during the asynchronous lesson. The lesson is dominated by teacher talk.
Medium Potential for Impact	There is some evidence of music, materials, visuals, or movement to engage students during the asynchronous lesson. However, the variety of modalities may be limited. For example, the teacher may only rely on videos and visuals, but not attempt to incorporate other modalities like movement, props, or instruments.
High Potential for Impact	The teacher incorporates a variety of music, materials, visuals, and movement (e.g., singing, pre-recorded songs, dancing, puppets, costumes, props) to engage students. The teacher supports opportunities for physical engagements by encouraging students to make small and large movements (e.g., sign language, thumbs up, air writing, dancing, stretching, exercise, sign language, etc).

ASYNCHRONOUS VIRTUAL LESSONS

Opportunities for Interaction

The teacher encourages opportunities for student interaction during asynchronous virtual lessons. Even though teachers and students are not interacting directly, there is still opportunity to engage students interactively during asynchronous instruction.

Low Potential for Impact	There are no opportunities for student interaction during the virtual lesson. The teacher does not ask questions and provides no opportunity for students to contribute meaningfully to the lesson.
Medium Potential for Impact	There are occasional opportunities for student interaction during the asynchronous lesson. For example, the teacher may ask open- and closed-ended questions, but inconsistently pause for students to provide feedback. The teacher may not praise students for their response. There may be few opportunities for students to practice the target skill on their own.
High Potential for Impact	The teacher supports student interaction by asking a combination of open and closed-ended questions. During the video lesson, the teacher intentionally pauses for students to provide feedback. After the pause, the teacher praises students for their response. There are opportunities for children to practice the target skill on their own.

ASYNCHRONOUS VIRTUAL LESSONS

Opportunities for Social-Emotional Learning

The teacher models, discusses, and provides opportunities to support social-emotional learning.

Low Potential for Impact	There is no evidence of social-emotional learning opportunities for students during the asynchronous lesson.
Medium Potential for Impact	There is some evidence of social-emotional learning opportunities during the asynchronous lesson. However, meaningful opportunities to model and practice social and emotional awareness may be limited. For example, the teacher may display a feelings chart and define emotions, but limit opportunities to model emotional awareness strategies.
High Potential for Impact	The teacher explicitly discusses, models, and provides practice opportunities for emotional awareness (e.g., breathing exercises, calming strategies, movement, and mindfulness activities). The teacher explicitly discusses, models, and provides practice opportunities to explore social awareness (e.g., role-playing social scenarios of turn-taking, sharing, and/or problem-solving with puppets).

ASYNCHRONOUS VIRTUAL LESSONS

Opportunities for Higher-Order Thinking

The teacher utilizes questioning, activities, and language modeling to support students with higher order thinking skills.

Low Potential for Impact	There is no evidence of questioning or activities to support students' higher-order thinking during the asynchronous lesson.
Medium Potential for Impact	There is some evidence of opportunities to support students' higher-order thinking during the virtual asynchronous lesson. For example, the teacher may pose higher-order thinking questions, but neglect to extend the activity with think aloud, self- and parallel-talk, or language mapping.
High Potential for Impact	The teacher consistently models activities to support students' critical thinking and reasoning skills. Activities include prediction, experimentation, classification, and brainstorming. During activities, the teacher implements language support strategies, including open-ended questions, think-aloud, self- and parallel-talk, and language mapping.

ASYNCHRONOUS VIRTUAL LESSONS

Diversity, Equity, and Inclusion

The teacher implements instructional strategies to support diverse learners and learners of diverse linguistic backgrounds.

Low Potential for Impact	The teacher is unaware of and/or unresponsive to students' diverse learning needs. The teacher makes no attempt to adjust Tier I asynchronous learning strategies.
Medium Potential for Impact	The teacher is aware of diverse learning needs. However, the teacher may inconsistently or ineffectively adjust Tier I asynchronous learning strategies.
High Potential for Impact	The teacher is aware of and responsive to diverse learning needs and adjusts Tier I asynchronous instructional strategies accordingly and effectively.

ASYNCHRONOUS VIRTUAL LESSONS

Home Connection

The teacher encourages students to complete learning activities related to the lesson after the video.

Low Potential for Impact	The teacher does not encourage students to complete learning activities after the asynchronous lesson.
Medium Potential for Impact	The teacher encourages students to complete a learning activity at home after the asynchronous video, but the instructions may be vague or unclear.
High Potential for Impact	To continue learning at home, the teacher encourages students to complete an activity that is related to the lesson, age-appropriate, and utilizes materials available to the student. The teacher provides clear instructions and an exemplar.

SCORING SHEETS

Print and make copies for each classroom observation.

Virtual Teaching Rubric Scoring Sheet

Observer Name		Date	
Lesson Length		Classroom	
School		Number of Students	

LOGISTICS DOMAIN

Subdomain	Item	Potential for Impact			Brief Description
		Low	Medium	High	
Access to Learning Content	Teacher Access to Technology				School's effort to ensure teachers have access to technology and internet to support virtual teaching.
	Family Access to Technology				School's effort to ensure that families have access to technology and internet to support virtual teaching.
	Teacher Development				School provides training to teachers to support synchronous and asynchronous virtual teaching.
	Family Support & Resources				School provides opportunities for families to learn technology skills and resources to support children's virtual learning.
	Teacher Access to Materials				School provides teachers access to materials to support at-home instruction.
	Family Access to Materials				School provides kits of materials to support children's at-home learning.
	Supporting Diverse Linguistic Backgrounds: School				School's effort to ensure families of diverse linguistic backgrounds can access content.
	Supporting Diverse Linguistic Backgrounds: Teacher				Teacher's effort to ensure families of diverse linguistic backgrounds can access content.
	Supporting Students with Disabilities: School				School's effort to provide specialized support to diverse learners (e.g., 504 or IEP plans).
	Supporting Students with Disabilities: Teacher				Teacher's effort to provide specialized support to diverse learners (e.g., 504 or IEP plans).
Communication	School Communication: Timely and Clear				School communication is timely, clear, and provides families with necessary information.
	School Communication: Staff Roles				School staff roles are clearly defined regarding tech contact, logistics contact, health and safety, etc.
	School Communication: Family Feedback				School consistently solicits feedback on virtual learning from families.
	Teacher Communication: Consistent and Accessible				Teacher has established a consistent and accessible system for regular family communication.
	Teacher Communication: Variety of Communication Types				Teacher uses a variety of way to communicate with families, depending on each family's identified needs and preferences.
	Teacher Communication: Response Time				Teacher responds to family questions or concerns in a timely manner (within one business day).
	Teacher Communication: Family Feedback				School and teacher consistently solicits feedback on virtual learning from families.
	"Virtual Home Visit"				Teachers hold virtual "one-on-one" meetings at the beginning of the year.
	Family-Teacher Partnership: Collaboration				Teacher collaborates with families to create a partnership document for virtual learning (expectations, roles, responsibilities).
	Family-Teacher Partnership: Relationships				Teacher builds relationships with families to promote collaboration and support children's learning and development.
Teacher-Family Partnership	Flexibility				Teacher flexibly meets family scheduling needs, as possible.
	Teacher-Family Conferences				Regular conferences and check-ins to discuss student progress and assess needs.
	Social Opportunities				Teacher creates virtual opportunities for families to gather and socialize outside of lessons.

Virtual Teaching Rubric Scoring Sheet

Observer Name		Date	
Lesson Length		Classroom	
School		Number of Students	

VIRTUAL ENGAGEMENT IN LEARNING DOMAIN

Item	Potential for Impact			Brief Description
	N/O	Low	Medium	
Synchronous Virtual Lesson Length				The synchronous virtual lesson is a developmentally appropriate length (10-15 minutes).
Teacher's Learning Space				Teacher's learning space is intentionally and appropriately set-up to support learning for a synchronous virtual lesson.
Technology Routines and Procedures				Expectations for technology routines and procedures are explicitly taught and reinforced.
Targeted Attention				The teacher utilizes visuals, gestures, graphic organizers, and other signals to target students' attention.
Multiple Modalities				Teacher implements a variety of modalities (e.g., music, visuals, movement, materials) to engage students in virtual instruction.
Active learning opportunities				Teacher proactively encourages active learning and students are actively engaged in activities.
Student Leadership				Teacher provides opportunities for children to lead, co-lead, and make choices during activities.
Checks for Understanding				Teacher monitors understanding using questions and activities and provides feedback as needed.
Teacher Scaffolding				Supports are scaffolded to help all students work to their potential and to increase their level of understanding and engagement.
Opportunities for Higher-Order Thinking				Teacher uses questions, activities, and language modeling to support students with and engage them in higher order thinking.
Support for All Children				Teacher is aware of the needs of all students, including those who are unengaged, confused, or emotionally distressed.
Home Connections				Teacher provides activities for families to complete outside of virtual instruction. Children have time to share work during class.
Create excitement for virtual learning				Teacher plans activities and events to create excitement about virtual learning (virtual spirit week, show and tell, etc.).

Virtual Teaching Rubric Scoring Sheet

Observer Name		Date	
Lesson Length		Classroom	
School		Number of Students	

VIRTUAL SOCIAL-EMOTIONAL CONNECTIONS DOMAIN

Item	Potential for Impact			Brief Description
	N/O	Low	Medium	
Respectful Teacher-to-Student Interactions				Teacher demonstrates positive affect and respect during interactions with children. Teacher praises children's positive affect or respectful practices and provides specific praise.
Positive Behavior Supports				Teacher uses positive behavior strategies (precorrections, positive redirection, expectations, encouragement, specific praise, etc.).
Supporting Emotion Conversations				The teacher supports students' communications about emotions through discussion, modeling, and direct teaching about emotions.
Supporting Self-Regulation				Teacher supports children in managing their emotions, sustaining attention, and self-soothing, as developmentally and culturally appropriate.
Student Expression				Teacher provides opportunities for student expression through discussion, questioning, sharing, and conversation.
Peer Interactions				Teacher provides opportunities for peer interaction such as peer discussions and group learning activities.
Community-Building				Encourage positive interactions by facilitating peer-to-peer conversations, active listening, collaboration, and celebration of accomplishments.

Virtual Teaching Rubric Scoring Sheet

Observer Name		Date	
Lesson Length		Classroom	
School		Number of Students	

ASYNCHRONOUS LESSONS DOMAIN

Item	Potential for Impact			Brief Description
	N/O	Low	Medium	
Teacher- Assigned Activities				
Teacher-selected asynchronous activities.				Teacher provides children with assigned activities. This may include activities on learning platforms, paper-based work, or other work to be completed independently of the teacher.
Lessons Pre-Recorded by the Teacher				
Asynchronous Virtual Lesson Length				The video is a developmentally appropriate length (5-8 minutes) for preschool and pre-kindergarten students.
Learning Space				The learning space is intentionally and appropriately set-up with minimal distractions to support asynchronous learning.
Video Quality				The video is high-quality (e.g. lighting, sound quality, steady camera, framing).
Tone				Teacher's tone is warm and welcoming during the asynchronous video.
Lesson Objective				Teacher clearly states the purpose or objective of the video. Questions and activities align with the goal or purpose.
Multiple Modalities				Teacher incorporates music, materials, visuals, and movement to engage students.
Opportunities for Interaction				Teacher encourages opportunities for student interaction during asynchronous virtual lessons.
Opportunities for Social-Emotional Learning				Teacher models, discusses, and provides opportunities to support social-emotional learning.
Opportunities for Higher-Order Thinking				Teacher utilizes questioning, activities, and language modeling to support students' higher order thinking skills.
Diversity, Equity, and Inclusion				Teacher uses instructional strategies to support diverse learners and learners of diverse linguistic backgrounds.
Home Connection				Teacher encourages students to complete learning activities related to the lesson after the video.

Virtual Teaching Rubric Note Taking Sheet

Observer Name			Date	
Lesson Length			Classroom	
School			Number of Students	
Logistics	Access to Learning Content			
	Teacher Access to Technology			
	Family Access to Technology			
	Teacher Development			
	Family Support & Resources			
	Teacher Access to Materials			
	Family Access to Materials			
Supporting Diverse Linguistic Backgrounds				
Supporting Students with Disabilities				
Communication				
School Communication				
Teacher Communication				
Teacher-Family Partnership				
Virtual Home Visit				
Family-Teacher Partnership				
Flexibility				
Teacher-Family Conferences				
Social Opportunities				
Virtual Engagement in Learning	Synchronous Virtual Lesson Length			
	Teachers' Learning Space			
	Technology/Routines and Procedures			
	Targeted Attention			
	Multiple Modalities			
	Active learning opportunities			
	Student Leadership			
	Checks for Understanding			
	Teacher Scaffolding			
	Opportunities for Higher-Order Thinking			
	Support for All Children			
	Home Connections			
	Create excitement for virtual learning			
	Respectful Teacher-to-Student Interactions			
	Positive Behavior Supports			
	Supporting Emotion Conversations			
Supporting Self-Regulation				
Student Expression				
Peer Interactions				
Community-Building				
Virtual Social-Emotional Connections	Teacher-selected asynchronous activities			
	Teacher pre-recorded asynchronous lessons			
Asynchronous Virtual Lessons	Asynchronous Virtual Lesson Length			
	Learning Space			
	Video Quality			
	Tone			
	Lesson Objective			
	Multiple Modalities			
Opportunities for Interaction				
Opportunities for Social-Emotional Learning				
Opportunities for Higher-Order Thinking				
Diversity, Equity, and Inclusion				
Home Connection				

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When using this tool, please include the following citation:
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