FRAMEWORK FOR TEACHING INDICATOR RUBRIC
for Remote Teaching and Learning

Domain 1: Planning and Preparation

Component	Ineffective	Developing	Effective	Virtual Look Fors	Highly Effective
IA: Demonstrates knowledge of content and pedagogy	The teacher's plans and practice display little knowledge of the BCPS curriculum, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the BCPS curriculum, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the BCPS curriculum, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher uses virtual pedagogy that is appropriate for effective instruction in their content area and/or grade level.	The teacher's plans and practice reflect extensive knowledge of the curriculum and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
IB: Demonstrates knowledge of students	The teacher demonstrates little or no knowledge of students' developmental stages, backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' developmental stages, backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class.	The teacher displays knowledge of students' developmental stages, backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher uses virtual techniques, skills, activities to get to know your students in a virtual setting.	The teacher actively seeks and demonstrates knowledge of students' developmental stages, backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1E: Designs coherent instruction	The designed learning activities are poorly aligned with the instructional outcomes and do not represent a coherent structure. The experiences and resources are suitable for only some students.	The designed learning activities demonstrate partial alignment with instructional outcomes. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher designs learning activities, modifies instruction per the IEP, and selects resources suitable for diverse learners that are aligned to the instructional outcomes. The lesson or unit has a clear and sequential structure with	Evidence of differentiated virtual activities The teacher maintains Schoology consistent with best practices providing students with a constant, predictable learning environment.	The teacher coordinates knowledge of content, of students, and of resources to design learning activities aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and likely to engage

Domain 2: The Classroom Environment

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2A: Creates an environment of respect and rapport	Classroom interactions, between and among the teacher and students are negative, inappropriate, or insensitive. Students are not willing to take risks.	Classroom interactions, between and among the teacher and students are generally appropriate and free from conflict. There may be occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences. Students are seldom willing to take risks.	Classroom interactions between teacher and students are caring, respectful, and appropriate to students' culture and development. Teacher encourages polite and respectful student interactions where students are comfortable and willing to take risks.	The teacher continues to model cultural competency and awareness within their virtual classroom.	Classroom interactions between teacher and students are sensitive to students' culture and levels of development. Students consistently take risks without hesitation. Students take responsibility for upholding a positive classroom environment.
2D: Managing Student Behavior	There is no evidence that expectations for behavior have been established and there is little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has tried to establish expectations for student behavior. The teacher tries, with uneven results, to monitor behavior and respond to misbehavior.	Expectations for behavior appear to be clear to students, and the teacher monitors student behavior against those expectations. The teacher's response to student misbehavior is consistent, appropriate and respects student dignity.	The teacher monitors various online discussions, blogs, collaborative assignments, etc. during asynchronous instruction and appropriately addresses unacceptable and insensitive synchronous or asynchronous behaviors.	Expectations for behavior are clear with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student's misbehavior is sensitive to individual student needs. Students take an active role in monitoring the expectations for learning

Domain 3: Quality Instruction

Component	Ineffective	Developing	Effective	Virtual Look Fors	Highly Effective
3A: Communicates with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of oral and written language contains errors or is inappropriate for students' cultures or levels of	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of oral and written language is correct but may not be completely appropriate for students' cultures or levels of	Expectations for learning, directions and procedures, and explanations of content are clear to students. Oral and written language is appropriate for students' cultures and levels of development.	The teacher effectively uses Schoology and approved BCPS Digital Resources along with various online tools to communicate with students in both synchronous and asynchronous environments	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written language is clear and expressive, extends students' vocabularies, is appropriate to students' cultures and levels of development, and anticipates possible student
3B: Uses questioning and discussion techniques to promote higher level thinking	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. A few students dominate discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students are provided the opportunity to participate in the discussion, with the teacher stepping aside when appropriate.	The teacher uses discussion boards (e.g. collaborative google docs, Padlet, Jamboard, etc.) along with other supplemental materials to encourage higher level thinking.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high- level questions, assume responsibility for the discussion, initiate topics and ensure that all voices are heard.
3C: Engages students in meaningful learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in partial intellectual engagement. The lesson has a recognizable structure but is not fully maintained. Pacing of the lesson is inconsistent.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are provided the opportunity to engage in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	The teacher designs synchronous instruction to actively engage students in the learning process. The amount of time spent in synchronous learning is appropriate to the needs of the learner. Asynchronous instruction encourages critical thinking, has elements of student choice, and is differentiated to meet the need of the learner(s).	Students, throughout the lesson, are highly intellectually engaged in significant learning and contribute to the activities, student groupings, and selection of materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3D: Uses assessment in instruction	Assessment is not used in instruction, either through teacher monitoring of progress or student self- assessment. Teacher feedback to students is poor quality and not timely. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students. Students are fully aware of the assessment criteria used to evaluate their work. Teacher feedback to students is timely and high-quality.	Formative and summative assessment via instructional technology is seamlessly embedded in classroom pedagogy (e.g. EdPuzzle, Kahoot, Quizlet, Flipgrid, Google Forms, Padlet, Plickers, etc.)	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.
3E: Demonstrates flexibility and responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside students' questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of instructional strategies to draw upon.	The teacher promotes the successful learning of all students, adjusting instruction plans as needed and accommodating student questions, needs, and interests by using a broad repertoire of instructional strategies.	The teacher develops online activities that are differentiated to meet the needs of the learners. The teacher is available to meet with student(s) to answer questions, remediate, or enrich learning. As appropriate, students are provided choice in how they want to show their learning.	The teacher promotes the successful learning of all students, adjusting instructional plans as needed. The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

Component	Ineffective	Developing	Effective	Virtual Look Fors	Highly Effective
4A: Reflects on teaching and lesson effectiveness	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher's reflection is more subjective than objective and does not cite specific evidence of student learning. The teacher recognizes improvement is needed but has limited strategies to improve the lesson.	The teacher reflects on the effectiveness of the lesson based on student learning. The teacher identifies the need for specific alternative instructional options for future teaching. The teacher may make some specific	The teacher continues to self-assess effectiveness of their instruction in a virtual classroom	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence based on student learning. The teacher draws on an extensive repertoire to suggest alternative strategies as to how the lesson might be improved.
4B: Maintains accurate records	The teacher's systems for maintaining both instructional and non- instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non- instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non- instructional records are accurate, efficient, and effective and align with the BCPS grading policy.	The teacher deletes recorded synchronous instruction per BCPS guidelines.	The teacher's systems for maintaining both instructional and non- instructional records are accurate, efficient, and effective and align with the BCPS grading policy. Students maintain records of their level of mastery.
4C: Communicates with families	The teacher's communication with families about the instructional program is nonexistent. The teacher makes no attempt to engage families about individual	The teacher has limited communication with families about the instructional program. The teacher make sporadic attempts to engage families about individual student progress.	The teacher frequently provides information about the instructional program and makes an effort to engage families about individual student	The teacher effectively uses instructional technology (Schoology and other approved BCPS Digital Resources) along with traditional modalities to communicate with parents.	The teacher frequently provides information about the instructional program and consistently makes an effort to engage families about individual student progress.
4D: Participates in a professional community	The teacher avoids participation in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community in school and district events and projects. Professionalism is maintained with	The teacher collaborates with peers in an effort to continually learn about best practices related to virtual teaching.	The teacher makes a substantial contribution to the professional community and to school and district events and project, and assumes a leadership role among the faculty.
4E: Grows and develops professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are required but limits the integration into instructional practices. The teacher acknowledges with some reluctance feedback from supervisors and colleagues.	The teacher participates in professional development and integrates into instructional practices as appropriate. The teacher acknowledges feedback from supervisors and colleagues.	The teacher participates in professional learning opportunities to increase capacity related to teaching or other topics.	The teacher actively pursues professional development opportunities and implements new strategies. The teacher seeks feedback from supervisors and colleagues to improve instruction.
4F: Shows professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with BCPS and school regulations.	The teacher has a sense of ethics and professionalism, but they show little initiative in gaining knowledge that would improve their ability to serve students. The teacher complies with CCPS and school regulations.	The teacher demonstrates a high level of ethics and professionalism in dealings with both students and colleagues and complies fully with BCPS and school regulations. The teacher works to ensure that all students receive a fair opportunity to succeed.	The teacher continues to demonstrate professionalism while working in an online environment.	The teacher uses their influence to support a high level of ethics and professionalism in dealings with both students and colleagues. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with BCPS and school regulations. The teacher is proactive in ensuring that all students have a fair opportunity to

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