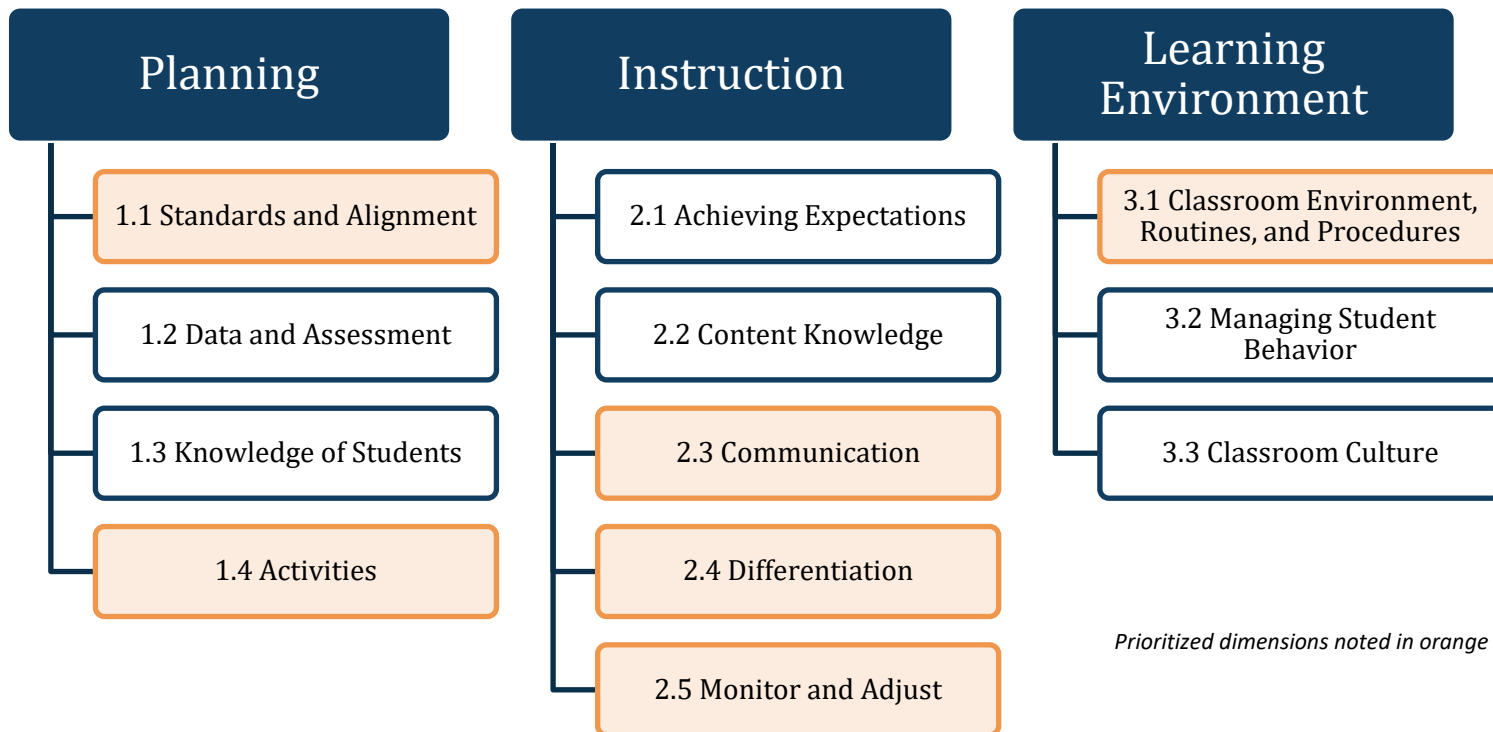


## Prioritized Virtual Instruction Look-fors and Walkthrough Tool Aligned to the T-TESS Rubric

The virtual look-fors outlined in this document are intended to provide a starting point for district, school, and teacher leaders to analyze virtual instruction. It identifies 12 specific look-fors that align to the T-TESS rubric and domains, along with a corresponding walkthrough tool. The look-fors represent high-impact instructional practices that support student learning and engagement in the virtual learning environment. Look-fors are applicable to synchronous, asynchronous, and concurrent instructional models.

### How can districts and schools utilize these look-fors to strengthen virtual instruction?

The prioritized virtual look-fors are meant to supplement what educators already know about strong instruction, regardless of delivery method. This resource could be helpful for educators to anchor their practice, for coaches and instructional leaders to provide feedback, and to support evaluation. We encourage teachers and leaders to discuss how this tool can enhance their existing approaches to coaching, observation, evaluation, and feedback and set clear expectations on how it should be used. The walkthrough tool can be used for informal classroom observations. School and district leaders may also opt to focus on a narrow subset of 2-3 look-fors during a specific cycle of support, tracking baseline and follow-up data from walkthroughs.



Domain	Dimension	Look-For
Planning	1.1 Standards and Alignment	Lesson plans include aligned activities and materials that show how the <b>objective(s) and student work success criteria</b> will be referenced <b>throughout the lesson</b> (i.e., in all presentation documents, PowerPoints, videos, assignments, and rubrics).
		Students are able to <b>easily access all materials and virtual tools</b> and <b>track their progress</b> throughout the lesson via a digital agenda or other tool.
	1.4 Activities	Students do the <b>majority of the cognitive lift</b> through opportunities to <b>explain their thinking, solve problems, make connections</b> to their daily lives and previous learning experiences, <b>and ask questions</b> .
		<b>Activities utilize multiple engagement strategies</b> (e.g., menu of activities for students to choose from, student-to-student interaction, discussion boards, breakout groups, etc.).
Instruction	2.3 Communication	Teacher utilizes <b>pictures and visuals</b> like shared documents or graphics embedded in slides to <b>model his or her thinking process</b>
		Teacher <b>chunks each lesson into short pieces</b> , incorporating opportunities to <b>monitor student thinking, check for understanding, and share feedback</b> with students before each transition.
	2.4 Differentiation	Students have access to <b>intentionally selected virtual tools aligned to their learning needs</b> , such as virtual manipulatives, videos, closed captioning, etc. that enable them to meet learning objectives.
		<b>Grouping</b> is determined based on <b>student needs and data</b> (e.g., intentionally homogenous or heterogeneous groups) and outline <b>clear expectations for student accountability</b> during group work.
		Students respond to <b>various types of questions</b> (e.g., DOK levels) with <b>multiple means of response</b> (e.g. polls, surveys, forms, verbally, use of predetermined “quick response” icons, such as thumbs up).
	2.5 Monitor and Adjust	Teacher <b>adjusts instruction or pacing based on student needs</b> as assessed by <b>student responses</b> gathered through tools like surveys, polls, and discussion boards.
Environment	3.1 Classroom Environment, Routines, and Procedures	Students have <b>regular opportunities to self-reflect</b> on their learning (e.g., using a rubric or exemplar to self-evaluate work, engaging in self-reflection question or poll, annotating work with questions and reflections).
		Teacher <b>communicates expectations for virtual routines and procedures</b> for how to engage in learning (e.g., hand signals for when to mute or unmute) ensuring <b>students understand their role and responsibility</b> during each segment of the lesson.

## Walkthrough Tool

Domain	Dimension	Look-for(s)	Not Attempted	Attempted	Effectively Implemented	Notes
Planning	1.1 Standards and Alignment	<ul style="list-style-type: none"> <li>Teacher references objective and learning expectations for students</li> <li>Student work success criteria are defined and referenced throughout lesson</li> </ul>				
		<ul style="list-style-type: none"> <li>Students are able to easily access all materials and virtual tools</li> <li>Students track their progress</li> </ul>				
	1.4 Activities	<ul style="list-style-type: none"> <li>Students explain their thinking, solve problems, make connections</li> <li>Students do majority of cognitive lift</li> <li>Students ask questions</li> </ul>				
		<ul style="list-style-type: none"> <li>Students have multiple opportunities to actively engage</li> <li>Teacher selects activities that allow for student-to-student interaction</li> </ul>				
Instruction	2.3 Communication	<ul style="list-style-type: none"> <li>Teacher uses visuals to model his or her thinking process</li> </ul>				
		<ul style="list-style-type: none"> <li>Teacher chunks the lesson into segments</li> <li>Teacher monitors student thinking through checks for understanding</li> <li>Teacher shares feedback</li> </ul>				
		<ul style="list-style-type: none"> <li>Students access virtual tools as needed to support their learning</li> </ul>				
	2.4 Differentiation	<ul style="list-style-type: none"> <li>Teacher creates intentional groups based on student needs and data</li> <li>Students understand expectations during group work</li> </ul>				
		<ul style="list-style-type: none"> <li>Teacher asks questions at multiple DOK levels</li> <li>Students respond through a variety of methods (e.g., virtual tools, verbally, written)</li> </ul>				
2.5 Monitor and Adjust	<ul style="list-style-type: none"> <li>Teacher assesses student responses</li> <li>Teacher adjusts instruction or pacing based on student responses</li> </ul>					
Environment	3.1 Classroom Environment, Routines, and Procedures	<ul style="list-style-type: none"> <li>Students self-reflect on their learning</li> </ul>				
		<ul style="list-style-type: none"> <li>Teacher communicates procedures and virtual routines</li> <li>Students utilize procedures to participate responsibly</li> </ul>				