



Teacher Performance Rubric - Guidance for
Online Instruction

TPR^{OL}

Revised June 2023

TPR^{OL} - GUIDANCE

Virtual learning is not the future of K-12 public education, it is the new normal. As educators navigate the what and how of online instruction, those responsible for assessing and growing teacher capacity must align their existing knowledge of classroom evaluations to a virtual platform. The Teacher Excellence Initiative is dedicated to supporting teachers and evaluators in their goal of strengthening student outcomes through building teacher capacity in all instructional venues.

Dallas ISD will continue to use the Teacher Performance Rubric (TPR) as the primary tool for teacher evaluation. The TPR is a comprehensive document, developed to ensure relevance and adaptability in varied instructional forums. The TPR^{OL} is a response to TEI's commitment to continually address the changing landscape of education and instruction while remaining true to the foundational core of the Teacher Performance Rubric. With that in mind, the TPR^{OL} serves as guidance to evaluators with respect to usage of the Teacher Performance Rubric via online evaluations. The TPR^{OL} supports TEI's goal of ensuring a fair and accurate evaluation for all teachers, regardless of instructional setting.

This document is not intended to replace the Teacher Performance Rubric (TPR). The TPR continues to serve as the primary tool for teacher evaluation for Dallas ISD evaluators. The Teacher Performance Rubric for Online Instruction (TPR^{OL}) is an addendum to the TPR and should be used in tandem with the original document.

The TPR^{OL} is intended for use in the following learning models:

Synchronous

- *Learning that happens online in real-time*
- *Learning that is scheduled with a start and end time*
- *Examples include live-streaming lessons or video conferencing*

Asynchronous

- *Online learning that happens on your schedule - anytime, anywhere*
- *Self-paced and often independent*
- *Learning occurs through multiple mediums*
- *Examples include pre-recorded videos, articles, activity, or assignment*

Hybrid

Replaces a portion of traditional face-to-face instruction with web-based online learning

CORE PRINCIPLES

Core Principles of the TPR^{OL}

- Teacher Performance Rubric (TPR) continues to be the primary tool for Dallas ISD teacher evaluations.
- Technology augments curriculum. It does not replace a strong, rigorous curriculum. The quality of the curriculum remains intact.
- The teacher remains the most impactful contributor to student achievement, and their ability to leverage technology is paramount.
- Academic success is not achieved in isolation and is aligned to a student's emotional and social well-being.



"Teaching is teaching regardless of the delivery medium!"

- Thomas J. Tobin

DOMAIN 1: Planning and Preparation				
INDICATOR 1.1	INDICATOR 1.2	INDICATOR 1.3	INDICATOR 1.4	INDICATOR 1.5
CONTENT EXPERTISE Demonstrates knowledge of content, concepts, and skills	STUDENT FOCUSED Uses formal and informal student data to align instructional decisions	ASSESSMENT DESIGN Plans and selects varied, aligned formative and summative assessments	LESSON RESOURCES Selects and plans for use of appropriate resources/activities to support instructional outcomes	LESSON STRUCTURE Plans appropriate standards-based lessons that address prerequisites and advance relationships among concepts and skills
ESSENTIAL TEACHER SKILLS & ACTIONS				
<ul style="list-style-type: none"> Displays extensive content expertise including: <ul style="list-style-type: none"> Prerequisite knowledge Concept knowledge Intra- & interdisciplinary content knowledge Skill enhancement Adaptability Accesses content specific language and tools at a high level of rigor Demonstrates awareness of common misconceptions and how they can be addressed 	<ul style="list-style-type: none"> When planning lessons, uses individual student data that aligns to: <ul style="list-style-type: none"> Accommodations and/or modifications Cognitive level Social and emotional development Interest and culture Creates flexible groupings based on data of levels, readiness, and skill Aligns re-teaching and enrichment opportunities to specific data points Plans for the collection and usage of data 	<ul style="list-style-type: none"> Selects assessments that align lesson objectives and allows students to demonstrate complex understanding Aligns and scaffolds formative assessments to summative Varies assessment type to support diverse learners Records progress and engages in purposeful data analysis Exhibits knowledge of individual student progress toward mastery 	<ul style="list-style-type: none"> Varies instructional resources Aligns resources and activities to content, cognitive/developmental levels, interest, and culture Integrates technology/digital resources to supplement and enhance mastery of lesson content 	<p>Ensures that lessons are:</p> <ul style="list-style-type: none"> Aligned to appropriate content standards Relevant to prior and future knowledge Linked to broader goals and/or transferrable skills Representative of a complete lesson cycle Differentiated to consider individual student cognitive/developmental, social, emotional, and cultural needs
ONLINE LESSONS ESSENTIAL SKILLS & ACTIONS				
	<ul style="list-style-type: none"> Provides specific study tips and supplemental material Considers technical skills and knowledge of students 	<ul style="list-style-type: none"> Incorporates options for technology use in assessments 	<ul style="list-style-type: none"> Uses a variety of appropriate technology tools Targets internet usage to engage students in the learning process Provides links, descriptions, and access to technical supports Provides information on protecting data & privacy Prioritizes accessibility with attention to translation, low-bandwidth, and simplicity of functionality 	<ul style="list-style-type: none"> Develops course schedule with due dates, assignment time allocations, and grading criteria
EVIDENCE & LOOK FORs				
<ul style="list-style-type: none"> Welcome message designed to calm fears and facilitate inclusivity and support – includes encouragement, resources, defines roles, expectations, and individual messages to students Question and answer forum where students can post general questions about course/assignments Opening/introductory video or presentation to link appropriate content standards with prior and future knowledge and to broader goals and/or transferable skills A monitored social forum for students to connect with one another with monitoring to ensure correct information is being shared and to address any unanswered questions Prominent announcement area - used to communicate important up-to-date course information to students, such as reminders of impending assignment due dates, curriculum changes, scheduled absences, etc. Provides interaction space for study groups, "hallway conversations," etc. Resource document with instructions on remotely accessing library resources Information about course feedback methods and standards described on the course syllabus Information on the course syllabus stating an estimate of the amount of time students should spend on the course Explicit communication of the skills and knowledge every student needs to have in order to be successful in the course Alternative assignment options that allow students to demonstrate their progress in a manner that is conducive to individual talents. For example, a podcast might be allowed as learning evidence instead of a written paper Accessibility is prioritized <p>Where to look:</p> <ul style="list-style-type: none"> Discussion forums, email messages, posted announcements, course syllabus 				

DOMAIN 2: Instructional Delivery			
INDICATOR 2.1	INDICATOR 2.2	INDICATOR 2.3	INDICATOR 2.4
ALIGNMENT Structures well-organized, objective-driven lessons and content appropriate to standards for subject, grade, and level	MASTERY Ensures student mastery of learning objective appropriate to standards for subject and grade	DELIVERY Facilitates clear, cohesive, and purposeful learning experiences	COGNITIVE DEMAND Engages students in rigorous content that elicits a productive struggle
ESSENTIAL TEACHER SKILLS & ACTIONS			
<ul style="list-style-type: none"> Establishes standards-based objectives that are: <ul style="list-style-type: none"> Stated clearly Measurable Developmentally appropriate Focused toward mastery of relevant standards Uses a variety of aligned tasks Provides accommodations and modifications when appropriate to address specific learning needs 	<ul style="list-style-type: none"> Establishes criteria for success that is: <ul style="list-style-type: none"> Stated clearly Measurable Developmentally appropriate Aligned to learning objective Monitors progress toward mastery with multiple and varied checks for understanding at appropriate opportunities Provides systematic feedback that affirms, clarifies, and advances the lesson Reteaches and/or advances content to address level of mastery based on data obtained from checks for understanding 	<ul style="list-style-type: none"> Supports objectives, prior learning, and all student populations based on their subject, grade, and level with appropriate instructional strategies Delivers content clearly, accurately, and coherently Incorporates appropriately varied digital and/or print and/or hands-on instructional resources Emphasizes the value and connection of content to overall learning and prior knowledge Combines differentiated and relevant instructional strategies and questioning techniques to maintain appropriate pace and engagement 	<ul style="list-style-type: none"> Uses leveled and/or scaffolded questioning to challenge students Incorporates critical thinking and varied problem-solving strategies throughout the lesson Provides opportunities for students to engage in content and respond to/build on peer ideas Provides appropriately challenging and aligned tasks that increase cognitive demand and gradually move students toward autonomy
ONLINE LESSONS ESSENTIAL SKILLS & ACTIONS			
<ul style="list-style-type: none"> Tailors learning experience to environment and context in which learners will interact 	<ul style="list-style-type: none"> Uses varied digital tools to monitor student progress towards mastery Provides varied opportunities and formats for students to receive and provide formal & informal feedback 	<ul style="list-style-type: none"> Defines role of student and instructor in online environment Uses activities to assess student readiness for course/ content and mode of delivery Incorporates a wide range of technology tools to facilitate communication and learning 	<ul style="list-style-type: none"> Combines core concept learning with customized and personalized learning opportunities that facilitate student engagement Build flexibility into all experiences
EVIDENCE & LOOK FORs			
<ul style="list-style-type: none"> Initiates contact with, or responds to, students on a regular basis in order to establish a consistent online presence Regular opportunities for students to engage in one or more of the following activities: Formal and/or informal discussions of course topics, collaborative course assignments, study groups Group assignments that follow the basic tenets of cooperative learning – uses online resources like Quizizz, Kahoot, Quizlet, Khan Academy, Google Classroom, Google Docs, Google Forms, Google Slides, Google Sheets, Kami, Zoom, Microsoft Teams, etc. Opportunities for students to “customize” their learning by tailoring assignments to their personal and professional interests and needs Open discussion forums where students can ask questions, and receive instructor feedback, about course content and activities Recorded micro-lectures (short, instructor-produced videos) designed to provide effective explanation of a single key concept or skill set. Used to help maintain student attention, allow students to reengage with content when needed, or enrich content Self-reflection activities aligned to discussion forum rubrics to help students evaluate their participation in an online discussion Skeletal outlines to support learning and help track the concepts and issues of highest importance (show students how to participate – visual models) Supplemental links to tutorial and online materials provided to students who lack prerequisite knowledge, who would benefit from having content presented in an alternative manner, or require remediation Instructional tools are in place and learners know how to use them Administers tests and quizzes using online assessment tools <p>Where to look:</p> <ul style="list-style-type: none"> Discussion forums, assignment dropboxes, e-portfolios, course syllabus, frequency of logins, timelines of interactions 			

DOMAIN 3: LEARNING ENVIRONMENT		
INDICATOR 3.1	INDICATOR 3.2	INDICATOR 3.3
PROCEDURES and SYSTEMS Organizes classroom procedures, physical space, and resources to allow for optimal instruction	BEHAVIORAL EXPECTATIONS Establishes, communicates, and reinforces clear expectations for student behavior	CLIMATE and CULTURE Establishes a culture of academic accountability steeped in mutual respect and rapport
ESSENTIAL TEACHER SKILLS & ACTIONS		
<ul style="list-style-type: none"> Establishes an organized system of routines, procedures, and transitions that allow for maximized instructional time Uses efficient techniques to start and end lessons Manages resources to allow for continual learning opportunities at an appropriate pace Organizes material and supplies (visual graphics, anchor charts, and/or technology) in a manner that facilitates readiness, progression, and enhancement of the lesson Aligns physical environment to lesson structure to support outcomes, delivery, and enhancement of peer interaction 	<ul style="list-style-type: none"> Communicates specific, concrete expectations and norms Promotes self-discipline and self-monitoring using verbal and non-verbal cues Responds appropriately to student behaviors Uses varied strategies to focus student behaviors without disruption to lesson momentum Recognizes and reinforces positive behaviors with praise and other incentives when appropriate Aligns behavioral consequences to students' social, emotional, and cognitive development 	<ul style="list-style-type: none"> Conveys high expectations for learning and participation Interacts equitably and respectfully with students Creates opportunities to strengthen relationships and build rapport with students through words and actions Demonstrates positivity and builds rapport with students Encourages students to actively participate in learning by using appropriate engagement strategies Celebrates individual and group efforts and successes
ONLINE LESSONS ESSENTIAL SKILLS & ACTIONS		
<ul style="list-style-type: none"> Establishes an organized, easy to navigate course structure Communicates expectations for online discussions, emails, and other forms of interactions and communication 	<ul style="list-style-type: none"> Provides opportunities for collaboration and communication between students, instructor, and content Develops and maintains protocols for video use, chat formats, and discussion boards, etc. 	<ul style="list-style-type: none"> Addresses accessibility issues including sight, mobility, hearing, cognition, ESL, and technical Provides accessible text and images in files, documents, LMS pages, and web pages to meet needs of diverse learners Establishes an online presence creating a sense of visibility and community Develops protocols to mitigate any negative emotional response to online learning Uses social networking techniques to build learning community
EVIDENCE & LOOK FORs		
<ul style="list-style-type: none"> Creates routines with regular office hours, and by appointment, that are mediated by technology (e.g., the telephone, chat areas, web conferencing) to accommodate distance students Encourages students to strengthen their online presence by sharing links to their e-portfolio, personal website, and/or posting a photo of themselves to the class web space (e.g., their LMS profile) Designated times for interactions are stated with directions and expectations. Outcomes for interactions are also noted (ex: students receive grades or points) Individual messages to individual students throughout the class that support class content/expectations and individual connections Establishes online presence through shared calendar, instructor blogs, and social networking A policy for accommodations that is stated on the course syllabus with accommodations being proactively offered for students with disabilities Troubleshoots technological difficulties with respect to accessing websites and communications Students review a code of conduct that includes netiquette, course expectations, and descriptions of how to relate with instructor and peers Use social networking apps to encourage regular, daily, and hourly check-ins to comment and see where everyone is and what they are doing/thinking – can use for group projects as well Limit the need to read directions by using graphics and pictures that symbolize direction or include a link to a video with teacher giving directions <p>Where to look:</p> <ul style="list-style-type: none"> Discussion forums, assignment dropboxes, e-portfolios, course syllabus 		

DOMAIN 4: Professionalism and Collaboration				
INDICATOR 4.1	INDICATOR 4.2	INDICATOR 4.3	INDICATOR 4.4	INDICATOR 4.5
ATTENDANCE Models a commitment to attendance that ensures fidelity of rigorous instructional implementation	COMPLIANCE Follows policies and procedures and maintains accurate student records	PROFESSIONAL LEARNING Exhibits a commitment to continual professional growth by pursuing, implementing, and sharing new learnings	PROFESSIONAL PARTNERSHIPS Engages in collaborative, productive relationships with colleagues to improve individual and team practices	COMMUNICATION Establishes culturally appropriate relationships with families and communities through meaningful ongoing communication
ESSENTIAL TEACHER SKILLS & ACTIONS				
<ul style="list-style-type: none"> Adheres to professional standard of attendance as outlined by district policy Exhibits punctuality and preparedness Establishes clear procedures and expectations for instruction in the event of an emergency or absence 	<ul style="list-style-type: none"> Operates in accordance with: <ul style="list-style-type: none"> Federal and state laws Code of Ethics Standard Practice for Texas Educators State and local school board policies, regulations, and practices Develops an efficient system for maintaining accurate up-to-date academic and nonacademic records Adheres to federal and state laws of compliance with regard to record-keeping and confidentiality for all students including those with special needs (IEPs, ARD, 504, etc.) 	<ul style="list-style-type: none"> Analyzes multiple sources of evidence to evaluate/determine individual strengths and weaknesses (self-reflection) Establishes short- and long-term professional goals based on self-reflection and feedback Participates in relevant/current research based professional learning (campus, district, state, and national) Instructional practices are advanced through professional learning 	<ul style="list-style-type: none"> Collaborates with colleagues to plan, share and seek feedback on instructional practices and professional learning Develops and sustains professional and collegial relationships for the purpose of student and staff growth Understands campus action plan and advocates for continuous evaluation to ensure alignment with learner and school needs 	<ul style="list-style-type: none"> Initiates contact with parents regarding: <ul style="list-style-type: none"> Academic, social, and emotional growth Accommodations and/or modifications Attendance Behavior Uses varied communication tools throughout the school year Considers diverse populations and needs when selecting communication method (languages/ culture/ethnicity) Responds to all communications in a clear, appropriate, and timely manner Establishes collaborative partnerships with families and community to enhance instructional programs
ONLINE LESSONS ESSENTIAL SKILLS & ACTIONS				
		<ul style="list-style-type: none"> Participates in virtual learning platforms such as (Microsoft Teams, ZOOM, Twitter, & LinkedIn) 	<ul style="list-style-type: none"> Utilizes team member expertise to create online resources 	<ul style="list-style-type: none"> Uses social networking techniques to create avenues of communication with families and communities Establishes clear guidelines for student participation and student data privacy
EVIDENCE & LOOK FORS				
<ul style="list-style-type: none"> Post regular online announcements or news updates Instructor blogs and comments on project progress Parents are contacted individually and develop regular communication check-ins Give parents the ability to opt child out of participating in video sessions and have alternative connection methods available 				

DALLAS ISD BOARD POLICY

DH(LOCAL)

Electronic Communication: Use with Students

A campus administrator may use electronic communication with enrolled students. A certified employee, licensed employee, or any other employee designated in writing by the Superintendent of Schools may also use electronic communication with enrolled students only about matters within the scope of the employee's professional responsibilities.

Designated campus personnel may only communicate with enrolled students about matters within the scope of the employee's professional responsibilities.

An employee shall not use a personal electronic communication platform, application, or account to communicate with enrolled students.

All other employees are prohibited from using electronic communication directly with students.

Employees are prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student.

An employee shall have no expectation of privacy in electronic communications with students.

DH(REGULATION)

Use of Electronic Communication with Students

The following definitions will apply to the use of electronic communication with students:

1. "Electronic communication" means any communication facilitated by an electronic device, including but not limited to a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term also includes but is not limited to emails, text messages, instant messages, and communications made through a website, including a social media website or a social networking website.
2. "Certified or licensed employee" will mean a person employed in a position requiring SBEC certification or a professional license and whose job duties may require the employee to communicate electronically with students.

An employee who is authorized to use electronic communication to communicate with students will observe the following:

1. The employee will limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
2. The employee is prohibited from knowingly communicating with students through a personal social networking page.
3. The employee may communicate with students using electronic communication, including social networks and all forms of telecommunication. All communications must be District-approved and include both a campus administrator and a parent.
4. The employee will not communicate directly with any student between the hours of 9:00 p.m. and 7:00 a.m. An employee may, however, make public posts to a District-approved professional network site, blog, or similar application at any time.
5. The employee does not have a right to privacy with respect to communications with students and parents.
6. The employee will continue to be subject to applicable state and federal laws, local policies, administrative regulations, and the Code of Ethics and Standard Practices for Texas Educators, including:
 - a. Compliance with the Local Government Records Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See policies CPC and FL]
 - b. Copyright law. [See policy EFE]
7. Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See policy DF]
8. Upon request from the administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic communication the employee uses to communicate with any currently enrolled students.
9. Upon request from a parent or student, the employee will discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
10. An employee shall notify his or her supervisor within three business days when a student engages in improper electronic communication with the employee.

Exceptions may be applicable if the employee has a social or family relationship with a student.

Resources

Excellent Online Teaching: Effective Strategies for a Successful Semester Online by Aaron Johnson

Evaluating Online Teaching: Implementing Best Practices by Thomas Tobin, B. Jean Mandernach, and Ann Taylor

The Excellent Online Instructor: Strategies for Professional Development by Rena Palloff and Keith Pratt

The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips by Judith Boettcher and Rita-Marie Conrad

California State University - Chico Rubric for Online Instruction (ROL) https://www.csuchico.edu/eoi/_assets/documents/rubric.pdf

Illinois Online Network-Quality Online Course Initiative Rubric <https://www.uis.edu/ion/resources/qoci/>

RESOURCES

