

Introduction

The Educator Effectiveness system in Colorado is intended to provide meaningful feedback that enables educators to continually grow as professionals. The typical structures and cycles that enable this feedback process were unfortunately disrupted due to COVID-19. To support educators, observers, coaches and principals/evaluators in their efforts to continue to offer meaningful observations and feedback in the support of professional growth, the following Addendum to the *Resource Guide for Deepening the Understanding of Teachers' Professional Practices* provides suggestions and considerations in response to the following statements:

- What does this element look like in virtual or hybrid teaching and learning environments?
- Considerations for observing this element in virtual or hybrid teaching and learning environments.

By providing this Resource Guide Addendum to Colorado school district employees, teachers and administrators, the Colorado Department of Education aims to promote a widespread understanding of how the Rubric for Evaluating Colorado Teachers within the Colorado State Model Evaluation System can be used in remote/virtual learning environments. The purpose is that the Addendum, in conjunction with the Resource Guide, will support observers and coaches in accurately identifying evidence of professional practices and will assist teachers in reflecting on their teaching and planning for implementation of specific practices in their instruction while navigating these uncertain times.

This Addendum does not provide an example for every professional practice or element. Rather, it offers suggestions and considerations for teachers and evaluators/observers when thinking about what the element might look like in remote/virtual or hybrid teaching and learning environments. The following Teacher Quality Standards and Elements are included:

- Teacher Quality Standard I: Elements A through C
- Teacher Quality Standard II: Elements A through D
- Teacher Quality Standard III: Elements A through F

Educators are strongly encouraged to collaboratively explore these suggestions and considerations and adapt to their specific content, students, and learning environment(s).

The team of [Educator Effectiveness Regional Specialists](#) is available to provide additional support and thought partnership through multiple avenues, and your feedback, comments, and/or questions are welcome anytime by contacting Educator_Effectiveness@cde.state.co.us.



Teacher Quality Standard I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Element A

Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Communicate lesson objective(s) and alignment to the standard(s) via a slide, document, or video. List and share success criteria associated with objective(s) in an initial document.
- Reference objective(s) and success criteria throughout the lesson (i.e., in all presentation documents, such as PowerPoints, videos, assignments and rubrics).
- Ask students to use success criteria for self-assessment before submitting student work.
- Use formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, discussion board posts, etc.).

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/observer might/will:

- Observe/hear the educator communicating how students will know when they learn the objectives by explaining the expectations and success criteria throughout the lesson (i.e., in all presentation documents, such as PowerPoints, videos, assignments, rubrics and in chats and discussion), and ask students for feedback on understanding.

Element B

Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Organize content so that it is personally meaningful, relevant, and connected to students' learning in a variety of areas/disciplines while emphasizing literacy and math.



- Activate student connections to content and past learning by modeling his/her own connection to learning in a narrative think-aloud and asking the student to do the same.
- Include questions that require students to make connections between the content and current socio-political ideas (within the community and globally), such as through discussion boards and chat.
- Insert meaningful and relevant key questions and wonderings about previous knowledge and learning at various places in the flow of the lesson.
- Generate interest in the upcoming lesson topic (e.g., survey students prior to the lesson about what they already know about the subject, give a pre-assessment, send link to a video to spark questions).

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/observer might/will:

- Observe the incorporation of high interest and/or culturally relevant activities and tasks with the lessons.
- Observe the educator providing relevant hooks when beginning a new concept (e.g., relevant video clip(s) to spark student interest and curiosity, having students respond to a question with a poll related to the lesson's objective, having students make a personal connection to the content) and throughout the lesson.
- Hear student voice and examples of work provided by students in responding to questions, reflections, texts or problems.

Element C

Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Segment and sequence traditional, in-person lessons into smaller segments to reach the depth of expectations per the standard.
- Spend several lessons on one topic (e.g., text, historic document, task) with each lesson subsequently focusing on a deeper and more extensive understanding of the topic and varied student work products.
- Monitor the level of understanding through frequent checks for understanding of the content by calling on students and having them explain information for other students.



- Engage students in a chat or discussion board to communicate the connections students are making with the key concepts to other ideas based on questions posed.

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/observer might/will:

- Listen for opportunities that the educator provides for a think-aloud of new learning to engage students in the learning process.
- Observe the educator utilizing success criteria as a visual reference throughout the lesson.
- Observe/hear frequent checks for understanding by stopping and asking questions and having students put learning in their own words.

Teacher Quality Standard II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Element A

Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Begin lesson with clear expectations for lesson and behavior.
- Consistently model expected online behavior for students.
- Establish, communicate, and post norms for virtual learning environment.
- Use private chat features when necessary to remind specific students of the expectations for behavior.
- Establish clear expectations on uploading and timelines for students' completed work within the learning management system.
- Model and encourage perseverance when attempting difficult tasks through feedback provided in written, verbal and screencast recordings.
- Use online tools to engage whole group, small group, and individual students.
- Use a breakout room to re-engage students who are off task to understand why they are not participating in the lesson.
- Adjust student permissions within the learning platform if students are struggling with established rules to redirect behavior (e.g., adjust chatting or audio/video privileges in the platform settings).



Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/supervisor might/will:

- Observe rules for online classroom rules/expectations.
- Observe or listen for positive and respectful interaction between student/student, student/teacher and teacher/student.
- Observe age-appropriate corrections in the learning environment regarding expectations that are respectful of all students.

Element B

Teachers demonstrate an awareness of, a commitment to and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Display an understanding of each student's anticipated learning difficulties through instructional practices.
- Regularly incorporate student interests and cultural heritage into instructional planning and practices.
- Regularly provide differentiated instructional methods and content to ensure students can master what is being taught.

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/supervisor might/will:

- Incorporate planned activities that engage all types of learners at a pace that meets their style and requirement for pacing (e.g., set a virtual timer and post the time for students to see the countdown; encourage students that need to collaborate to break off into "chat rooms" with a task to solve and discuss their thinking, then come back to the whole group).
- Observe if the instructional group composition is varied (e.g., race, gender, ability, age, interest) to best accomplish the goals of the lesson.

Element C

Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.



What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Regularly provide differentiated instruction and content to ensure students can master what is being taught.
- Accommodate individual student needs (e.g., office hours, 1:1 calls or chats, re-teaching, plan for enrichment activities).
- Level activities and materials to accommodate student needs (e.g., leveled text for specific groups, provide content in alternative formats).
- Create customized learning pathways with students, where learning goals and objectives are linked to explicit and diverse learning experiences, matched to the individual student's learning performance level and preferences.
- Tailor content and instructional strategies to individual learning goals, needs and interests.
- Provide assistive technologies to facilitate learning.

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/supervisor might/will:

- Observe lessons that are differentiated, allowing students of all levels and abilities to be successful.
- Regularly check in with educators to see if they are using phone calls, chats and office hours to ensure individual needs of students are being met.
- Observe assistive technology used in virtual classrooms based on a student's learning plans (i.e. Individualized Education Program (IEP) Plans, 504 Plans and Advanced Learning Plans (ALPs)).

Element D

Teachers work collaboratively with the families and/or significant adults for the benefit of students.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Develop a system to provide a welcome email and phone call to both students and parent within 48 hours of enrollment with detailed school procedures.
- Provide a virtual orientation to ensure all students and parents know and understand virtual tools and procedures.
- Develop a course homepage and welcome video with contact information, live lesson calendar and course syllabus.
- Ask for meetings with family members to cultivate positive relationships.



- Establish and maintain open communication channels, online and in person, with students, educators and other stakeholders to support student learning.

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/observer might/will:

- Attend virtual orientations to determine if the tools, procedures and expectations were defined effectively.
- Routinely visit educator homepages to monitor timely information and a welcoming tone.
- Routinely contact parents/guardians to monitor satisfaction with the educator's communication and availability.

Teacher Quality Standard III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Element A

Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social and emotional development of their students.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Provide clearly written or verbalized directions for what is expected for every activity and assignment.
- Provide office hours to support students and assist with differentiation.
- Include scaffolds (e.g., read-aloud lessons, thinking maps, links to resources).
- Record a video of thinking aloud through the skills and content that students may struggle with the most.
- Plan how to use virtual tools such as virtual manipulatives, videos and websites providing texts with multiple reading levels to adjust content to meet the needs of all learners.
- Turn on closed captioning for videos to support student understanding and language development.
- Incorporate planned activities that engage all types of learners at a pace that meets their style and requirement for pacing (e.g., set a virtual timer and post the time for students to see the countdown; encourage students that need to collaborate to break off into "chat rooms" with a task to solve and discuss their thinking, then come back to the whole group).
- Provide extended time for specific student groups in breakout rooms to allow students to work at needed pacing.



- Accommodate individual needs (e.g., office hours, 1:1 calls or chats, re-teaching, plan for enrichment activities).
- Level activities and materials to accommodate student needs (e.g., leveled text for specific groups, provide content in alternative formats).
- Provide pre-work for the lesson that is communicated and assigned for students to be ready for new learning.
- Meet with small groups of students or one-on-one outside of the whole group setting to support learning.
- Vary the instructional group composition (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.
- Ensure the instructional grouping arrangements (either whole-class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.
- Create customized learning pathways with students, where learning goals and objectives are linked to explicit and diverse learning experiences, matched to the individual student's learning performance level and preferences.
- Tailor content and instructional strategies to individual learning goals, needs and interests.
- Provide assistive technologies to facilitate learning.
- Recognize that not all students learn at the same pace, and that mastery of knowledge and skills is a better measure of learning than time on task. Given this, measure progress against competency attainment and find ways to meet students where they are along their learning path rather than adhere to one-size-fits-all schedules or sequences of instructional events.

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/observer might/will:

- Determine if the educator's practices and instructional resources incorporate student interests and cultural heritage.
- Monitor that the educator's practices display an understanding of each student's anticipated learning difficulties.
- Monitor that the educator regularly provides differentiated instructional methods and content to ensure children can master what is being taught.
- Monitor that educators create rigorous but supportive environments in which students are held to high expectations academically and behaviorally. Educators seek evidence of achievement of goals. Further, in order to help all students meet these high expectations, educators move beyond a traditional notion of providing each student with the same and equal inputs towards a focus on equity in both inputs and outcomes. They are willing and able to apply more and different resources to certain learners who need them to achieve.
- Monitor educator awareness of different learning preferences, diversity, and universal design principles and that they are appropriately differentiating and adapting instruction and resources to meet these differences.



- Continually take note of what is or is not working (via student-level data, technology applications, pedagogical strategies, supervisor feedback, etc.) and provide data and feedback to the educator to maintain or revise an instructional practice.

Element B

Teachers use formal and informal methods to assess student learning, provide feedback and use results to inform planning and instruction.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

When providing feedback

- Give oral and written feedback that is consistently academically focused, frequent, and high-quality.
- Give feedback frequently during guided practice and homework review.
- Regularly use feedback from students to monitor and adjust instruction.
- Engage students in giving specific and high-quality feedback to one another.
- Provide office hours for students to log in at designated times to receive timely feedback on assignments.
- Provide written feedback in a timely manner virtually through email or discussion platforms aligned to the lesson's objectives and success criteria.
- Engage in written discussions and check for understanding between students by making comments on each other's written responses in a collaborative document tool or platform.
- Have students share work with another student for feedback prior to submitting.
- Model for students how to interact with one another and the teacher, and provide each other with specific feedback aligned to the lesson's objective in breakout rooms and in the chat.
- Allow students to complete tasks at different levels and time frames with some students remaining in the breakout rooms while others return to the main room to engage in a feedback discussion facilitated by the teacher (no lag time to lose engagement).

When assessing student learning:

- Use virtual tools for students to show their thinking and solutions in real time.
- Create learner surveys, polls, check-in calls and live interactive sessions to monitor students understanding of the course objectives.
- Provide regular virtual office hours for students to receive feedback and support synchronously.
- Determine and communicate criteria for student success (e.g., via a live model, exemplars used in the lesson itself and/or posted in the common folder for ready access by students).
- Conduct virtual assessments in the form of a project (e.g., audio/video, taking a picture of product, experiment, graphs, charts, presentation, essay, short answer or multiple choice) and include clear criteria for student success.



- Support progression of learning for individual students through assessments (e.g., via screencast recordings to provide specific feedback on portfolios to inform future instruction) and adjust future instruction based on assessment results.

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/observer might/will:

- Monitor the quality of feedback to students in its focus and frequency.
- Check that feedback is being given to all students in all environments and settings.
- Monitor that students are giving feedback to each other on a regular basis.
- Ensure that students have adequate access to the teacher via office hours, chat time or discussion groups.
- Observe that teachers are modeling appropriate interactions with students.
- Ensure that teachers are differentiating for the different needs of students within their assessments and feedback.
- Monitor that teachers are using a variety of assessments that match the expectations of various assignments.
- Encourage the use of visual and technological aides that can ensure success of students.

Element C

Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Explain the role of digital citizenship by modeling, guiding, and encouraging legal, ethical and safe behavior related to technology use.
- Ask students to model digital citizenship and respect through questions and feedback provided to one another in chats, meeting rooms and forums.
- Allow students to share new online tools with their educator and, when appropriate, with other students.
- Ensure content presentation always includes:
 - visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson.
 - examples, illustrations, analogies and labels for new concepts and ideas.
 - modeling by the educator to demonstrate his or her performance expectations.
 - concise communication.
 - logical sequencing and segmenting.



- all essential information.
- no irrelevant, confusing, or nonessential information.
- Ensure activities and materials:
 - support the lesson objectives.
 - are challenging.
 - sustain students' attention.
 - elicit a variety of thinking.
 - provide time for reflection.
 - are relevant to students' lives.
 - provide opportunities for student-to-student interaction.
 - induce student curiosity and suspense.
 - provide students with choices.
 - incorporate multimedia and technology.
 - incorporate resources beyond the school curriculum texts (e.g., educator-made materials, manipulatives, resources from museums, cultural centers, etc.).
 - include activities that are game-like, involve simulations, require creating products and demand self-direction and self-monitoring.
- Engage students in the process of vetting instructional tools.
- Demonstrate skill in the selection, use and evaluation of effective instructional materials, tools, and resources that promote students' understanding of concepts and skills in the course content.
- Select and use a variety of developmentally appropriate online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery as appropriate to the content area and student needs.
- Utilize a wide array of technologies, techniques, and methodologies to help their students achieve academic excellence to develop and support their academic skills (e.g., reading, note taking, presenting, test preparation and test taking, information processing, etc.).

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/observer might/will:

- Monitor the educator's lesson plans to ensure the instructional resources are aligned with the lesson objectives.
- Monitor lessons and plans to ensure a variety of developmentally appropriate online tools for communication, productivity, collaboration, analysis, presentation and research are evident.
- Monitor online content delivery to ensure it is appropriate to the content area and student needs.
- Observe lessons for the utilization of a wide array of technologies, techniques and methodologies to help students achieve academic excellence; develop and support their academic skills (e.g., reading, note taking, presenting, test preparation and test taking, information processing, etc.).



Element D

Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Use think-aloud models frequently in videos/audio alongside lesson activities.
- Use whiteboard or screen sharing opportunities to make thinking transparent in recorded sessions.
- Segment learning into units for students to discuss throughout to monitor their thinking and check for understanding.
- Use and label anchor documents to help students access and reach higher levels of thinking.
- Provide instruction and modeling on how students should actively take notes to help activate thinking and record questions throughout lesson videos, links, and texts.
- Utilize whiteboard, chat, or discussion board functions to have students comment on other students' thinking.
- Plan for student work products that are intentional to help students move through stages of idea generation, creation, analysis and drawing conclusions/justifying solutions.
- Determine how students will interact with the materials to prompt different types of problem-solving (e.g., carefully constructed questions).
- Include questions that require students to make connections between the content and current socio-political ideas (within the community and globally), such as through discussion boards and chat.
- Include intentional opportunities where students prepare products to share/post for an audience, such as through an online submission tool and/or video.
- Plan and record a variety of key question types on slides at opportune times to prompt reflection.
- Plan for opportunities for students to generate their own questions using a collaborative document tool or platform.
- End the lesson with a reflective question(s) aligned to the objective for students to respond to in a collaborative document tool or platform.

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/observer might/will:

- Monitor the educator's lesson plans for evidence of questioning strategies and/or opportunities for students to problem solve.



- Consider the use of various tools and technologies for supporting problem solving and critical thinking among students.

Element E

Teachers provide students with opportunities to work in teams and develop leadership.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Consider if the lesson lends itself to grouping students, group composition should be considered to ensure strong virtual collaboration.
- Use virtual breakout rooms and assign students as a host to lead small group discussions.
- Provide clear directions and responsibilities for group work.
- Use self-assessment and peer assessment tools with group work.
- Reinforce students for participation by adding to the chat or discussion board (i.e., good job/nice comment; great thought-provoking question – let's discuss in our synchronous time this week).

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/observer might/will:

- Monitor the educator's lesson plans for evidence of small group and large group virtual activities that promote student interaction and collaboration.
- Consider the use of various tools and technologies for supporting group work and collaboration among students.

Element F

Teachers model and promote effective communication.

What does this element look like in virtual or hybrid teaching and learning environments?

- Communicate lesson objective(s) and alignment to the standard(s) via a slide, document, or video. List and share success criteria associated with objective(s) in an initial document.
- Establish and communicate norms for virtual learning environment and post for each learning module.
- Create clearly labeled documents and/or folders that signal the order and flow of the lesson.
- Utilize recorded videos or slides to discuss and/or display the lesson agenda at the beginning of and throughout the lesson.



- Engage students in a chat or discussion board to communicate the connections students are making with the key concepts to other ideas based on questions posed.
- Intentionally utilize pictures and visuals via shared documents or embedded in slides to deepen student understanding (e.g., actively model how to label a picture of the solar system or circulatory system in a diagram of the human body).
- Record narration of the analysis of an exemplar with reference to success criteria.

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/observer might/will:

- Consider the range of communication strategies accessible to educators and students within specific technology platforms as well as the limits of such technologies.

