



Exploros Instructional Look-Fors Aligned to the Texas Teacher Standards

Observation, Reflection, and Coaching Guide

Aligned to [Texas Teacher Standards](#) and Exploros Instructional Best Practices

Purpose: This reflection and instructional planning tool is designed to support teachers and administrators in implementing highly effective instruction using Exploros. The look-fors emphasize actionable teaching practices aligned to the Texas Teacher Standards and the Exploros instructional model.

Teachers and administrators can use this checklist to:

- Strengthen student-centered instruction
- Reflect on instructional strengths and areas for growth
- Monitor implementation of inquiry-based teaching practices
- Support PLC and coaching conversations
- Prepare for observations and walkthroughs
- Ensure alignment to Texas Teacher Standards
- Ensure Exploros is implemented with fidelity and instructional quality



Instructional Look-Fors in a High-Quality Exploros-Enabled Classroom

These indicators are intended to support reflection, coaching conversations, and growth toward high-quality Exploros-enabled instruction.

What We Look For in a High-Quality Exploros-Enabled Classroom	What We May See When Exploros Practices Are Still Developing
Students do the intellectual heavy lifting through reasoning, discussion, and explanation.	Students primarily complete activities independently with limited discussion or collaboration.
Teachers facilitate learning and adjust instruction based on visible student thinking and formative assessment data.	Teachers focus more on activity completion or pacing than responding to student thinking during instruction.
Discussion, inquiry, and evidence-based collaboration drive learning. Learning moves beyond facts (“what”) toward significance, application, and impact (“so what” and “now what”).	Learning activities emphasize completion or recall more than inquiry and reasoning. Learning remains focused primarily on identifying information rather than applying or transferring understanding.
Technology increases participation, makes thinking visible, and supports responsive teaching.	Technology is used mainly for compliance, pacing, or assignment delivery.
All students actively participate and connect learning to real-world perspectives and experiences.	Participation comes from only a subset of students, while others remain passive or disengaged.



Standard 1– Instructional Preparation

Teachers understand how students learn, and they prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.

TX Teacher Standard Alignment	Exploros High Quality Look-Fors	Possible Evidence	Evidence / Notes
1.A(i) 1.C(ii) 1.F(ii)	Teacher utilizes TEKS/objectives to drive learning and make it meaningful; has clearly displayed and communicated the TEKS, experience objectives, and intended learning outcomes.	In the beginning of each experience, students see TEKS-based objectives and teachers are guided to speak to those objectives, which remain central to the learning throughout the experience. Scene 1 displays learning objectives; teacher references objectives during the experience launch and connects activities and discussions back to the learning goal.	



1.F(iv) 1.B(i) 1.B(ii)	Teacher has previewed and internalized the learning experience before instruction.	Annotated Experience Summary; pacing notes visible; smooth navigation through scenes/gates; teacher prepared with discussion points/questions.	
1.A(i) 1.C(ii) 1.D(i) 1.F(vii)	Teacher plans purposeful opportunities for discussion, inquiry, and visible student thinking.	Intentionally uses pink teacher notes and teacher moves to facilitate discussion, questioning, and visible student thinking.	
1.A(iv) 1.D(iii) 1.E(ii) 1.E(iv) 1.F(vi) 1.F(vii)	Teacher anticipates misconceptions and prepares scaffolds or supports for diverse learners.	Intentionally uses pink teacher notes and teacher moves to plan scaffolds, questioning strategies, misconceptions, and differentiation supports.	



1.F(i) 1.F(v)	Teacher intentionally plans pacing and instructional flow across scenes of the experience.	Gates used intentionally; smooth scene transitions; pacing adjustments visible; teacher pauses for discussion/checks for understanding.	
1.A(iii) 1.C(ii) 1.F(iii) 1.F(vii)	Teacher plans for real-time checks for understanding and formative assessment throughout the experience.	Progress Dashboard open; live responses monitored; teacher responding to student thinking in real time.	
1.A(ii) 1.B(iv) 1.C(iv)	Teacher intentionally uses videos, articles, and linked resources to deepen learning and support engagement.	Links/resources previewed; videos planned for whole-group use; article prepared; pacing reviewed.	
1.D(ii) 1.E(i) 1.F(iii)	Teacher uses student data, prior learning, and assessment information to inform instructional planning decisions.	Reteach is visible; teacher references prior misconceptions/data; retake/reteach exit quiz.	



Standard 2 – Instructional Delivery and Assessment

Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research- and evidence-based and informed by student work.

TX Teacher Standard Alignment	Exploros High Quality Look-Fors	Possible Evidence	Evidence / Notes
2.A(i) 2.A(iii) 2.A(vi) 2.B(ii)	Teacher facilitates high levels of student engagement through discussion, collaboration, and active participation.	Students engage in think time before sharing, actively collaborate using response elements, participate fully in discussions, and the teacher uses student responses to guide and extend learning.	
2.A(vi) 2.B(iii) 2.C(i) 2.C(iii)	Teacher uses student responses and visible thinking to guide instructional decisions in real time.	The teacher monitors live student responses, projects student posts for analysis, pauses at teacher gates for discussion or reteaching, and adjusts instruction based on student understanding.	



2.B(ii) 2.B(v)	Teacher uses strategic questioning to deepen critical thinking, reasoning, and discussion.	The teacher references student responses to ask follow-up questions, prompt deeper thinking, encourage evidence-based reasoning, and engage students in meaningful discussion and collaborative learning.	
2.B(iii) 2.A(iv)	Teacher validates and builds on student responses to advance learning for all students.	Student responses highlighted; teacher references peer thinking; students building on ideas.	
2.A(v) 2.B(iv) 2.C(i) 2.C(vi)	Teacher monitors for misconceptions and responds with scaffolds, prompts, or reteaching during instruction.	Misconceptions identified from responses/quizzes; reteach or scaffolds provided in real time.	
2.C(i) 2.C(ii) 2.C(iii)	Teacher uses formative assessment practices throughout the learning experience to check for	Teacher uses Polls, Discussion Walls, Quizzes, Graphic Organizers, and Teacher Gates to monitor student understanding and adjust instruction in real time through reteaching,	



2.D(iv)	understanding and adjust instruction.	clarification, and extension opportunities.	
2.A(vi) 2.B(vi) 2.D(iii)	Teacher strategically uses technology and Exploros tools to increase participation, surface patterns of thinking, and support all learners.	Students actively contribute responses through the Exploros experience, the experience and student thinking are visible to the class, and the teacher uses student responses and Exploros tools to identify patterns of thinking, increase participation, and support all learners.	
2.C(iv) 2.C(v) 2.C(viii)	Teacher provides timely feedback and opportunities for students to reflect, revise, improve, or extend their thinking.	Students revising responses; retakes enabled; feedback provided during discussion.	



Standard 3 – Content Pedagogy Knowledge and Skills

Teachers show a full understanding of their content and related pedagogy and the appropriate grade-level TEKS.

TX Teacher Standard Alignment	Exploros High Quality Look-Fors	Possible Evidence	Evidence / Notes
3.A(i) 3.A(ii) 3.B(i)	Teacher demonstrates strong knowledge of the content, TEKS, disciplinary thinking, and students, using that knowledge to make instructional decisions throughout the Exploros experience.	Teacher uses knowledge of the TEKS, content, disciplinary thinking, and students to guide instructional decisions and ensure learning experiences build toward the intended learning outcomes.	
3.B(ii) 3.A(iii)	Teacher connects content to students' prior knowledge, real-world experiences, and other disciplines.	Teacher uses student response elements to identify prior knowledge and misconceptions, demonstrate knowledge of students, and connect learning to real-world	



		and cross-curricular experiences.	
3.A(iv) 3.B(iii)	Teacher uses multiple perspectives, examples, and representations to deepen understanding.	Multiple student responses projected; videos, images, articles, maps, graphs, or primary sources used intentionally; students comparing perspectives.	
3.B(i) 3.B(iii) 3.B(iv)	Teacher develops students' use of academic and discipline-specific language by introducing key terms in context, prompting students to use precise language in speaking or writing, and reinforcing vocabulary as a tool for explaining ideas, evidence, or reasoning.	Experience vocabulary and teacher-added vocabulary intentionally reinforced through discussion, prompts, and student responses.	
3.B(iii) 3.B(v)	Teacher provides scaffolds and supports that make content accessible for all learners.	Teacher demonstrates knowledge of students' learning needs by using Teacher Notes and Exploros supports (e.g., article	



		summaries, visuals, sentence stems, read-aloud features) to make content accessible and support meaningful participation for all learners.	
3.B(vi) 3.C(iv) 3.D(vii) 3.D(viii)	Teacher engages students in productive struggle, reasoning, and higher-order thinking.	Open-ended response elements used; students defending thinking before “Share”; teacher pauses for reasoning/discussion before revealing answers.	
3.B(vi) 3.C(vii) 3.D(viii)	Teacher facilitates meaningful student discourse where students explain, defend, and build on ideas.	Student discourse is grounded in student responses, with students explaining, defending, and building on one another's ideas while the teacher uses strategic questioning to deepen discussion.	



3.B(iii)	Teacher uses multiple forms of content representation (text, visuals, video, discussion, writing, inquiry, or collaboration) to support understanding and engagement.	Variety of response elements, videos, articles, visuals, discussion walls, and inquiry activities used across scenes.	
3.C(iii)			
3.D(iii)			
3.D(v)			
3.D(vi)			



Standard 4 – Learning Environment

Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.

TX Teacher Standard Alignment	Exploros High Quality Look-Fors	Possible Evidence	Evidence / Notes
4.A(ii) 4.A(iv) 4.B(ii)	Teacher establishes and reinforces clear classroom routines, expectations, and discussion norms.	Devices down/eyes up routines visible; students understand discussion and response expectations; smooth transitions between scenes.	
4.A(i) 4.A(iv) 4.B(i)	Teacher creates a safe, respectful, and inclusive environment where all student voices are valued.	Multiple student responses shared; respectful discussion visible; all students encouraged to participate and share thinking.	
4.B(i) 4.A(iv)	Teacher maintains high expectations for student participation, thinking, and collaboration.	Students expected to explain reasoning; high participation visible in response elements and	



		discussion; teacher pushes deeper thinking.	
4.A(ii) 4.B(i) 4.B(iii)	Students are actively engaged in learning, discussion, and academic activities throughout the experience.	Students discussing before “Share”; active participation across scenes; students interacting with content, peers, and responses.	
4.B(ii) 4.A(ii)	Teacher strategically uses instructional time, pacing, and transitions to maximize learning.	Gates used intentionally; minimal downtime during transitions; pacing adjusted based on student understanding.	
4.B(iii) 4.A(iv)	Teacher facilitates productive collaboration and flexible grouping structures that support learning.	Students collaborating during discussion and inquiry activities; teacher facilitating peer interaction and discussion.	
4.A(iii) 4.A(iv) 4.B(i)	Teacher promotes student ownership, accountability, and self-regulation during learning experiences.	Students independently navigating scenes appropriately; students revising responses after feedback/discussion; clear accountability for participation.	



4.A(i) 4.A(ii) 4.B(i)	Classroom environment and device use support inquiry, discussion, and meaningful student engagement.	Experience projected throughout instruction; devices used for thinking and interaction rather than passive consumption; student responses visible and discussed.	
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Standard 5 – Professional Practices and Responsibilities

Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals; communicate regularly with stakeholders; maintain professional relationships; comply with federal, state, and local laws; and conduct themselves ethically and with integrity

TX Teacher Standard Alignment	Exploros High Quality Look-Fors	Possible Evidence	Evidence / Notes
5.A(ii) 5.A(v)	Teacher models ethical, respectful, and professional behavior in all interactions.	Respectful interactions visible; positive redirection and discussion norms reinforced; student responses handled appropriately.	
5.A(iv) 5.B(i) 5.B(iii)	Teacher uses student data, responses, and assessment information to reflect on, plan for, and deliver improved instruction.	Teacher reviewing Progress Dashboard, response data, or assessment results to adjust instruction and pacing.	



5.B(i) 5.B(iv)	Teacher engages in reflective practices and continuous professional growth related to instructional best practices.	Experience Summary annotated with reflections, pacing adjustments, or instructional notes for future implementation.	
5.B(ii) 5.B(v) 5.B(vi)	Teacher collaborates with colleagues, coaches, or PLC teams to strengthen student learning and instructional practices.	Shared experiences or collaborative planning notes visible; common pacing or instructional adjustments discussed.	
5.A(iv) 5.B(i)	Teacher maintains accurate student records, progress monitoring, and learning data within Exploros.	Student progress and completion monitored in teacher dashboard; response and assessment data reviewed regularly.	
5.A(v)	Teacher models and reinforces safe, responsible, and ethical use of digital tools and technology.	Appropriate device use expectations visible; students using technology responsibly during experiences and discussion.	



5.C(ii) 5.C(iii) 5.C(iv)	Teacher communicates clearly and consistently with students and families about learning goals, progress, and growth.	Student portfolios (ended experiences) or response data used during conferences or communication.	
5.B(i) 5.B(iii) 5.C(iv)	Teacher uses student work, feedback, and learning evidence to set goals and support continuous improvement.	Student responses, revisions, or assessment data used to guide reteach, intervention, or future instructional decisions.	