STANDARD 2 Classroom Environment

The following information is intended to help guide teachers and administrators in understanding how indicators within their evaluation rubric may be applied in an online or blended classroom environment. The tables on the next pages align the WCSD Teacher Evaluation Rubrics based on the Danielson model with the National Standards for Quality Online Learning**. Standards, examples, and evidence provided in the document do not include all ways a teacher may demonstrate the indicator nor is every teacher expected to have all possible NSQ standards and examples evident in their teaching.** Please use this tool as a guide to assist with framing how effective teaching practices **may** be applied in an online environment.

The full set of standards from the National Standards for Quality Online Teaching is available here. The accompanying Literature Review which drove the standards is available here.

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
2a: Creating an Environment of Respect and Rapport	A5 The online teacher demonstrates knowledge of the role of online learning in preparing students to participate as global citizens.	The online teacher builds student capacity for collaboration in the online environment and encourages students to participate as global citizens. The online teacher creates a collaborative environment where students participate as global citizens. Students are encouraged to participate in groups and complete assignments in a collaborative manner.	*Possible evidence: The online teacher provides digital opportunities for students to use skills such as critical thinking, collaboration, communication, and problem solving that prepare them to become global citizens.* *Examples include: peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, a structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design built into the course.*
	C1 The online teacher employs student-centered instructional strategies and current practices that leverage technology for student collaboration.	Where possible, the online teacher should strive to integrate approaches that actively engage students and foster collaborative learning.	*Possible evidence: The online teacher uses digital software* to monitor individuals who may not be participating in the learning community, so he or she can intervene and provide assistance where needed.* *The online teacher may use any number of active learning strategies, including peer-based learning, inquiry-based activities, collaborative learning, discussion groups, and small group work to cultivate student interaction.* **Digital software includes any platform that students engage with digitally (MS Teams, EnVision, School City, etc.)*
	C4 The online teacher promotes student-student interaction in online groups in order to foster collaboration and promote higher-order thinking skills such as analysis, synthesis, and/or evaluation.	Student-student interaction may take place in group activities, such as projects, discussions, and instruction. An important component to building higher-order thinking skills among students is facilitating their interaction in online settings, particularly in groups, projects, and/or discussions to allow for collaborative interaction.	*Possible evidence: The online teacher encourages students who have little active online contribution to the collaborative activity to share their ideas within the safe space of group discussion.* *The online teacher follows up with active online discussion, posing deeper questions to push students' thinking forward.*

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
2b: Establishing a Culture for Learning	A7 The online teacher models digital citizenship*. *Digital Citizenship refers to the skills and knowledge to effectively use the internet and other digital technology in order to participate responsibly in social and civic activities.*	The online teacher advocates for and is aware of the risks and benefits of Internet usage and collaboration. The online teacher provides guidelines for appropriate use of digital resources relating to intellectual property. The online teacher educates students on the importance of following such guidelines to be positive global citizens.	*Possible evidence: Netiquette guidelines should be accessible to stakeholders and may include: guidelines for all online communication, use of social media, careful management of the digital footprint, respecting copyright and intellectual property, policies that clearly outline the consequences of inappropriate use of digital resources.* *Digital citizenship should include the online teacher modeling and advocating for appropriate and balanced technology usage (i.e., healthy media diet). The American Academy of Pediatrics offers recommendations for healthy use of screen time and media for children.*
	E2 The online teacher establishes standards for student behavior that are designed to ensure academic integrity and appropriate use of the Internet that adhere to program-level policies.	Academic integrity includes responsible and honest behavior. The online teacher knows and understands how the use of technology may lead to instances of academic dishonesty. The online teacher is able to identify the risks of academic dishonesty for students and intervene when incidents of academic dishonesty occur.	*Possible evidence: Course content includes a module/unit where students can demonstrate academic integrity. The online teacher is able to practice and model proper academic integrity for students.* *The online teacher provides information about using and citing sources, as well as other academic integrity resources available, like plagiarism-checking tools. The online teacher actively participates in and models both asynchronous and synchronous* facilitation and interaction. This includes, but is not limited to, synchronous methods, such as instant messaging, live chat, and audio/video conferencing; and asynchronous methods, such as discussion boards and blogs.* *The teacher provides information about using and citing sources or other resources available, like plagiarism-checking tools.* *Specific guidelines for student behavior are included in the course.* *The online teacher models expected behavior and does not present another's work as his or her own.* **synchronous means that students engage with the content at a specific time whereas asynchronous means they can engage with the content any time of day*

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2c: Managing Classroom Procedures	B4 The online teacher demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.	The online teacher uses troubleshooting skills (e.g., changing passwords, downloading plug-ins, etc.) for him or herself and students. Additionally, the teacher knows how to contact local technology support, if more advanced help is needed, and can direct students to the appropriate support. The online teacher has the knowledge to serve as the first point of contact when students need unexpected problem solving with accessing and using technology.	*Possible evidence: Basic troubleshooting skills may require the online teacher to, for example, change passwords, and help students download plug-ins.* *The online teacher is able to contact local tech support, which may take the form of a help desk or ticket system. The online teacher knows if and how students can get advanced technological support and access to technology as various situations arise.*

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
2d: Managing Student Behavior	B3 The online teacher uses different types of tools to interact in online courses in order to nurture student relationships, encourage student interactions, and monitor and motivate student engagement.	Online teacher presence is embodied through nurturing student relationships, encouraging student interactions, and monitoring and motivating student engagement. This includes student-teacher relationship building as well.	*Possible evidence: The online teacher may give explicit instruction for online discussion forums regarding etiquette and providing feedback about how students should communicate with each other.* *Online and blended teachers may perform action research to explore the ways in which they nurture inquiry and/or social and emotional development.*
	C2 The online teacher creates expectations for appropriate interaction among students, including establishing netiquette requirements, modeling implementation, and enforcing the requirements.	It is important for online teachers to establish and enforce netiquette guidelines for acceptable online behavior to ensure that students are interacting in an appropriate, safe, and constructive manner, especially in diverse environments. This also allows the instructor to maintain an active presence to monitor constructive interaction in both asynchronous and synchronous* online settings. *synchronous means that students engage with the content at a specific time whereas asynchronous means they can engage with the content any time of day*	*Possible evidence: The online teacher actively participates and models both asynchronous and synchronous facilitation and interaction. This may include, but is not limited to, the following: instant messaging, text chat, audio and/or video conferencing, and other live exchange of information (synchronous); as well as email, discussion boards, blogs, and other non-live methods (asynchronous).*
	D4 The online teacher establishes relationships through timely and encouraging communication, using various formats.	Effective communication methods are necessary to successful two-way communication. The online teacher is proficient at communicating using various formats (e.g., text audio, video, synchronous, asynchronous) and selects the format that is best for the specific situation and purpose.	*Possible evidence: Depending on the situation, purpose, and participants, the online teacher strategically selects a communication format (e.g., text, audio, video, synchronous, asynchronous).* *At the start of the course, the online teacher works to develop relationships with students by communicating in a welcoming way that allows students to recognize the online teacher as a "real" person who wants them to be successful.*

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
2e: Organizing Physical Space	B5 The online teacher supports safe digital learning spaces for all students (e.g., data ownership and privacy expectations, digital identity curation*). *Digital identity curation is the development of an online identity or presence.*	The online teacher supports safe digital learning spaces for all students (e.g., data ownership and privacy expectations, digital identity curation).	*Possible evidence: The online teacher creates examples of email address or social media handles for students to review, critique, and reflect upon and shares his or her experience with creating online identities, which could be done in an orientation prior to the course or at the beginning of it.*