

## STANDARD 3 Instruction

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](#).

	<b>National Standards for Quality Online Teaching (NSQ)</b>	<b>Explanations from NSQ</b>	<b>Some Examples from NSQ</b>
<b>3a: Communicating with Students</b>	<p>A7 The online teacher models digital citizenship.</p> <p><i>*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.</i></p>	<p>The online teacher advocates for and is aware of the risks and benefits of Internet usage and collaboration.</p> <p>The online teacher provides guidelines for appropriate use of digital resources relating to intellectual property.</p> <p>The online teacher educates students on the importance of following such guidelines to be positive global citizens.</p>	<p><i>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.</i></p> <p><i>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.</i></p>
	<p>D2 The online teacher engages learner agency.</p> <p><i>*Learner agency is the concept of that students are active owners and stakeholders in their learning.</i></p>	<p>It is important for teachers to promote student agency by jointly setting goals and conferencing about their progress towards the goals. This buy-in is an important part of motivation and monitoring student progress.</p>	<p>Possible evidence: The online teacher regularly conferences with each student to establish goals regarding performance on mastery outcomes and follows up to encourage the student regarding progress towards those goals. The online teacher communicates with individual students to review progress and learn from the student perspective about personal interests and barriers to learning that can inform the support that is provided to the student.</p>
	<p>D4 The online teacher establishes relationships through timely and encouraging communication using various formats.</p>	<p>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.</p> <p><i>*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</i></p>	<p><i>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.</i></p>

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
<b>3b: Using Questioning and Discussion Techniques</b>	A5 The online teacher demonstrates knowledge of the role of online learning in preparing students to participate as global citizens.	<p>The online teacher builds student capacity for collaboration in the online environment and encourages students to participate as global citizens.</p> <p>The online teacher creates a collaborative environment where students participate as global citizens.</p> <p>Students are encouraged to participate in groups and complete assignments in a collaborative manner.</p>	<p><i>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.</i></p> <p><i>Examples include: peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, a structured but flexible learning environment, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design built into the course.</i></p>
	C3 The online teacher develops a community among culturally diverse students by providing opportunities for interaction that are conducive to active learning.	An essential component of online teaching is creating a diverse community conducive to active learning, where students can openly communicate and work to achieve a mutual objective. In addition, it is important that online students feel a sense of inclusion, control, and care created by the teacher, which is accomplished through effective facilitation. Once community is established, active learning such as authentic assessment and peer-to-peer discovery can take place.	<i>Possible evidence: The online teacher builds the community by modeling appropriate communication and creating a relationship of trust. This is done by establishing consistent and reliable expectations and encouraging independence and creativity. Examples are: communicating with students on an on-going and consistent basis to encourage their participation, including sending important class announcements and reminders to keep students on track; expressing an interest in their personal lives; and creating areas in the course for personal connection, such as a discussion board lounge or personal 1-1 chat with instructor.</i>

	<b>National Standards for Quality Online Teaching (NSQ)</b>	<b>Explanations from NSQ</b>	<b>Some Examples from NSQ</b>
<b>3c: Engaging Students in Learning</b>	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.	<p><i>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.</i></p> <p><i>Online and blended teachers may perform action research to explore the ways in which they nurture inquiry and/or social and emotional development.</i></p>
	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.	<p><i>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.</i></p> <p><i>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.</i></p>
	F7 The online teacher supports and provides a forum for sharing the varied talents and skills that students bring to the online environment.	Often conceptualizations of diverse students use a deficit orientation rather than a strengths one. If online learning is going to be a medium for innovation, then the online teacher has to lead the way in developing and leveraging diverse students' strengths.	<p><i>Possible evidence: The online teacher collaborates with a student with autism to develop a creative video-based assessment plan for the course based on that students' declared strength in video-editing technology.</i></p>
	H1 The online teacher designs learning experiences that use technology effectively to engage students.	The online teacher uses technology to increase student engagement by giving students control over their interactions with media.	<p><i>Possible evidence: Wherever possible, the online teacher provides opportunities for students to engage in social learning, global networks, and classroom-to-classroom connections. The online teacher makes assignments active, allowing students to build, design, create, and investigate.</i></p>

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
<b>3d: Using Assessments in Instruction</b>	D1 The online teacher uses digital tools to identify patterns in student engagement and performance that will inform improvements to achieve individual student growth.	<p>The online teacher needs to be able to analyze and interpret a wide range of activity and performance-level data provided in online environments, adaptive software, and other digital tools. Further, the online teacher needs to be able to identify patterns in the data that can inform interventions geared towards maximizing each student’s growth.</p> <p><i>*Adaptive software is any type of platform that automatically adjusts next steps (such as a new assessment question or content) based on a student’s answer to an assessment question. Examples include Knewton in the EnVision Digital platform for grades 3-5, Dreambox, MAP, SBAC</i></p>	<i>Possible evidence: The teacher uses data dashboards from the software to monitor student progress and activity and uses this data to provide targeted instruction to students in areas where they are struggling.</i>
	D5 The online teacher helps students reach content mastery through instruction and quality feedback using various formats.	The online teacher provides actionable, specific, and timely feedback. As the content expert, the online teacher is responsible for helping learners to master the course content via flexible and interactive instruction and personalized feedback. When appropriate, the online teacher incorporates rich media.	<i>Possible evidence: The online teacher provides feedback in the online environment (such as Teams). The online teacher holds regular office hours that provide students the opportunity to receive tutoring. The online teacher responds to students’ content-related questions via email.</i>
<b>3d Continued on next page</b>			

	<b>National Standards for Quality Online Teaching (NSQ)</b>	<b>Explanations from NSQ</b>	<b>Some Examples from NSQ</b>
<b>3d: Using Assessments in Instruction</b>	G5 The online teacher evaluates student readiness and progress using formative and summative assessments and student feedback throughout the course.	The online teacher evaluates student learning through a variety of assessment methods and provides opportunities for students to reflect on their learning. The teacher may gather student feedback to inform learning needs through a variety of methods available. The online teacher recognizes when students are ready for course content based on prior performance. The online teacher identifies students who struggle to learn in the online environment. The online teacher demonstrates data literacy skills by evaluating learning progress using formative and summative assessments and student feedback throughout the course.	<i>Possible evidence: The online teacher uses data from a variety of formative and summative assessments to inform him or her of student learning progress. The teacher creates student surveys, polls, check-in calls, live sessions, etc. to inform him or her of student learning progress and instructional needs. The teacher reads and interprets information presented in data form to effectively implement interventions to support student success. The teacher uses an orientation lesson or learning environment navigation activity to assess student readiness for the learning environment. The online teacher provides a pre-assessment that triggers what content is visible and will be completed by the student. The online teacher provides students the opportunity to practice skills, like recording their voices, prior to having to submit a recording for a graded activity.</i>
	G8 The online teacher creates opportunities for student self-assessment within courses.	The online teacher creates opportunities for student self-assessment within courses.	<i>Possible evidence: The online teacher uses a variety of self-assessment strategies, including reflections, rubrics, graphic organizers, oral assessments, and targets.</i>

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
<b>3e: Demonstrating Flexibility and Responsiveness</b>	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.	<i>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.</i>
	C5 The online teacher is able to meet the learning needs of all students, regardless of cultural background and perspective.	Because any course may have students from diverse backgrounds and with varying learning needs, the online instructor must be able to meet the needs of a wide variety of students. It is important for the online teacher to encourage diversity of perspectives when facilitating online discussions or interactions so that a multitude of student voices are represented, and, as a result, viewpoints and perspectives can be broadened.	<i>Possible evidence: The rubrics for online discussions indicate the online teacher takes original thought into account when grading assessments. The online teacher ensures students take turns leading discussions, so all student voices are represented. The online teacher establishes guidelines for students to follow to ensure a productive discussion that represents diverse perspectives. The online teacher demonstrates respect for diversity in online discussion contributions by commenting on a variety of ideas. The online teacher may play devil's advocate or assign the devil's advocate (or similar) role within a discussion to encourage a wide array of perspectives. The online teacher implements different teaching strategies, depending on the cultural background and proficiency levels of each student.</i>
	F1 The online teacher and support staff monitor and interpret student progress and provide reasonable additional supports to all students, paying particular attention to students with identified disabilities or who represent traditionally underserved groups.	Online teachers discern when and how to employ alternate instructional strategies to support individual students as identified by their learning patterns and federal, state, or local requirements.	<i>Possible evidence: After analyzing benchmarks, the online teacher observes that an English Language Student (EL) isn't making adequate progress and that unfamiliarity with English is the reason. The online teacher then provides additional support using strategies that are effective for English Language Students.</i>