

STANDARD 1 Planning and Preparation

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
1a: Demonstrating Knowledge of Content and Pedagogy	H6 The online teacher creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.	The online teacher demonstrates an understanding of the alignment between the assignments, assessments, and standards-based learning goals. Instructional planning accounts for the continuous evaluation process, and course assessments demonstrate alignment with associated standards.	<i>Possible evidence: Learning targets appropriately align with course objectives. Courses progress clearly from assignments and assessments at Webb's Depth of Knowledge 1 to Webb's Depth of Knowledge 4.</i>

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
1b: Demonstrating Knowledge of Students	D1 The online teacher uses digital tools to identify patterns in student engagement and performance that will inform improvements to achieve individual student growth.	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. <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>	<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>

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
1c: Setting Instructional Outcomes	H4 The online teacher is able to incorporate subject-specific and developmentally appropriate digital learning resources.	The online teacher adds engaging content and grade-level assessments in the online environment Course content is at the appropriate reading and comprehension level for the grade level of the students engaging with it.	<i>Possible evidence: The online teacher uses relatable content. For example, the online teacher of an 8th-grade current events course tests the reading level and appropriateness of content by making sure it is free of adult content, unnecessary advertisements, and bias before including it in the discussion forum.</i>
	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.	The online teacher can demonstrate evaluation strategies for resources that use a variety of cultural contexts. The online teacher of blended courses can confer with small groups about sources found online for a particular topic and then have the groups re-configure (into smaller or larger groups) to find corroborating sources. The online teacher may develop (or work with others to develop) games to teach content and develop social skills. Teachers and researchers might collaborate to develop the gaming technology. For example, the online teacher may gamify lessons to engage students learning about the solar system.	<i>Possible evidence: The rubrics for online discussions indicate that the online teacher takes original thought into account when grading assessments. The online teacher ensures that students take turns leading discussions, so that 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 implements different teaching strategies, depending on the cultural background and proficiency levels of each student.</i>

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
1d: Demonstrating Knowledge of Resources	D6 The online teacher ensures that students have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner.	As the content expert, the online teacher is responsible for helping students to navigate the course platform and perform the required tasks within the course.	<i>Possible evidence: At the beginning of the course, the online teacher provides students with a welcome letter that directs students to important information, such as a syllabus, pacing guide, where to find their grades, etc. During the course, the online teacher emails students or initiates a course check-in to ensure that students know where to find feedback from their instructor. The online teacher provides a screencast showing students how to submit an assignment with media. The course commences with a Start Here/Welcome page, which provides key information about the course, teacher, and how to navigate to the first activity.</i>
	H3 The online teacher incorporates diverse media into online learning modules	The online teacher uses media that represent the diversity of today's students in his or her classes.	<i>Possible evidence: The online teacher represents all subgroups of students in art selected in the course to assist students in identifying with the course. The online teacher, conversely, does not stereotype or scapegoat individuals of a particular background anywhere in his or her courses. For example, media that negatively positions Muslims in a U.S. history course in connection with the events of September 11, 2001, would not be used in a course.</i>

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
1e: Designing Coherent Instruction	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.	<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. 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.</i>
	F4 The online teacher creates alternative formats of course materials, if needed, in order to meet the needs of diverse students and accommodate alternative means of access.	When additional course content is needed to supplement instructional material, the online teacher needs to ensure that it is accessible, allowing all students an equivalent educational experience. In some cases, the online teacher may need to provide content in alternative formats to accommodate student learning needs.	<i>Possible evidence: The online teacher modifies numeric scores on a rubric for a student who is learning disabled. Rather than assigning an essay to a student with a processing disorder, the online teacher allows the student to create a poster with artifacts to illustrate his or her point. Rather than having a student read Alice in Wonderland, the online teacher asks the student to watch the movie.</i>
	G7 The online teacher customizes instruction to personalize the learning experience based on performance and assessment data and student need.	The online teacher responds to student engagement and performance data by adjusting instruction and teacher-implemented support strategies while remaining true to the rigor and goals of the course.	<i>Possible evidence: The teacher uses assessment data, suggests an online review activity to help the student master the material on which he or she did not perform well, and asks the student to respond to three follow-up questions that relate to mastery of the material. The teacher creates an alternate pacing guide or schedule to help a student get back on schedule. An individual student might be exempted from certain assignments or given an alternate means of demonstrating understanding based on formative assessment data.</i>

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
1f: Designing Student Assessments	G1 The online teacher chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.	Organizations can determine the appropriate instruments according to their ONLINE ENVIRONMENT and the role of the online teacher in creating and/or implementing them.	<i>Possible evidence: Examples include a variety of formative and summative assessments, which could include auto-graded assessments, student projects, videos, student-created multimedia, or live presentations. The online teacher adds formative assessments to the courses, which encourage students to check their knowledge and ask questions as needed. The teacher suggests improvements to formative and summative assessments, which allow students to demonstrate mastery. The teacher analyzes the items in the assessment instrument to inform needed modifications. The teacher can determine the appropriate assessment tools as allowed by the ONLINE ENVIRONMENT and knows his or her role in creating/implementing assessments.</i>
	G4 The online teacher implements a variety of assessments that accurately measure student proficiency	The online teacher is able to apply authentic assessments as part of the evaluation process, assess student knowledge in a forum beyond traditional assessments, and monitor the academic integrity of assessments. No assessment is perfect; so multiple and varied assessments give a clearer picture of progress.	<i>Possible evidence: The online teacher uses a variety of formative and summative assessments. The online teacher knows and understands the reach of authentic assessments (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills, as opposed to testing isolated skills or retained facts) and that they are a part of the evaluation process. The online teacher uses a variety of formative and summative assessments, which could include auto-graded assessments, student projects, videos, student-created multimedia, embedded self-checks, portfolios, or live presentations. The online teacher uses a school-created or endorsed exam for a concept but also asks the students in small group discussion to share something they learned that was not on the test.</i>

1f: Designing Student Assessments	G2 The online teacher employs pedagogy and content knowledge to develop and/or effectively implement assessments in ways that ensure the validity and reliability of the instruments and procedures.	The online teacher uses his or her content knowledge to verify that assessments align with the content and are, therefore, valid measurements of student performance.	<i>Possible evidence: Use of pedagogy and knowledge of content are evident in teacher-provided feedback. The online teacher ensures that assessments are aligned with content objectives. The online teacher previews assessments for accuracy and relevancy to content. The online teacher keeps a list of questions that most students miss or misinterpret and revises or removes them.</i>
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