

STANDARD 4 Professional Responsibilities

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
4a: Reflecting on Teaching	A2 The online teacher is a reflective practitioner.	The online teacher is a reflective practitioner who continues to focus on his or her practice and finds opportunities for growth.	<i>Possible evidence: The online teacher seeks out colleagues for feedback/suggestions on areas of practice that show room for growth.</i>

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
4b: Maintaining Accurate Records	A8: The online teacher maintains accurate records of relevant information and communications in the appropriate format.	Online teacher records should include communications as well as documents, images, work samples, and others.	<p><i>Possible evidence: The online teacher maintains a communication log documenting contacts with site mentors, parents, and other support. The teacher maintains records of communications with students and encourages students to respond to any teacher-initiated communications.</i></p> <p><i>The online teacher gives in-course feedback, which appears on the students' grades page. The teacher uses a Student Information System, which documents and sends progress reports and key communications with parents and coaches.</i></p> <p><i>The online teacher uses school-provided logs for documenting parent communication. As a back-up, he or she also saves email messages and other records in on-going, complex cases.</i></p>
	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>

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
4c: Developing Partnerships with Families	D4 The online teacher establishes relationships through timely and encouraging communication, using various formats.	<p>Regardless of who the online teacher is communicating with, effective communication methods are necessary to successful two-way communication.</p> <p>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).</i></p> <p><i>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>
	D7 The online teacher communicates frequently with stakeholders regarding student progress and strategies for supporting student engagement.	<p>The online teacher is responsible for communicating with all of the stakeholders regarding the student’s progress and strategies for supporting the student.</p> <p>Communication should be ongoing, open, proactive, and continuous. It should address both student successes and challenges and be documented appropriately.</p>	<p><i>Possible evidence:</i></p> <p><i>The online teacher communicates with parents, students, and guidance counselors when a student falls behind in a course.</i></p> <p><i>The online teacher communicates to parents strategies they can use to support their child.</i></p> <p><i>The online teacher communicates concerns about the student’s grade to all stakeholders.</i></p> <p><i>The online teacher communicates to the student how his or her work clearly demonstrates mastery of knowledge and skills, with specific feedback.</i></p> <p><i>The online teacher maintains a communication log documenting contact with site mentors, parents, and other support. The teacher maintains a record of communications with students and encourages them to respond to teacher-initiated communications.</i></p>

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
4d: Participating in a Professional Community	A4 The online teacher serves as an ambassador of knowledge to stakeholders.	The online teacher models best practices in the online classroom and advocates for all teachers to practice reflection and add to their knowledge about online education throughout their lives.	<i>Possible evidence: The online teacher serves as a mentor, leads a Professional Learning Community (PLC), or leads staff professional development.</i>
	A6 The online teacher demonstrates an understanding of effective time management strategies.	Time management is a crucial component to successful online instruction.	<i>Possible evidence: The online teacher structures his or her day by blocking out time for communication, feedback, and professional development.</i>

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
4e: Growing and Developing Professionally	A3 The online teacher continuously pursues knowledge and skills related to online learning and pedagogy.	<p>The online teacher understands the importance of staying up to date in best practices in his or her ever-evolving field.</p> <p>The online teacher identifies areas for professional growth and seeks learning opportunities both independently and through professional learning groups/communities.</p>	<i>Possible evidence: Annual evaluations of the online teacher show growth in meeting professional goals. The online teacher has evidence of professional development and/or has evidence of meeting individual professional growth plan goals.</i>

	National Standards for Quality Online Teaching (NSQ)	Explanations from NSQ	Some Examples from NSQ
4f: Showing Professionalism	E3 The online teacher models and complies with intellectual property policies and fair-use standards and reinforces their use with students.	<p>The online teacher respects copyright law, demonstrates appropriate use, and models the use of correct citations in teacher-created materials.</p> <p>The online teacher knows and understands how the use of technology may lead to instances of academic dishonesty.</p> <p>The online teacher is able to identify the risks and intervene in incidents of academic dishonesty for students.</p>	<p><i>Possible evidence: The online teacher provides clear links to program policies in the course and does not share student work or information without proper permissions. The teacher provides specific instructions or guidelines to students regarding collaborative work and sharing of information.</i></p> <p><i>Course policies align with and support program policies, and the online teacher adheres to program policies when creating course content and/or materials.</i></p> <p><i>The online teacher may have students complete a module or unit on copyright and fair use and/or work with the school's teacher librarian to review appropriate resources.</i></p>
	E4 The online teacher implements policies, including federal, state, and program-level policies (where applicable), designed to protect students in the classroom and follows program and classroom Acceptable Use Policies (AUP).	<p>It is imperative that online teachers follow federal, state, and program policies in order to create a safe and supportive learning environment for students.</p> <p>Examples of policies include national, state, and local program coverage of the Family Education Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), the Children's Online Protection Act (COPA), the General Data Protection Regulation (GDPR), and the Acceptable Use Policy (AUP) etc.</p> <p>Note: program policies typically include federal and state policies.</p>	<p><i>Possible evidence: The online teacher has participated in policy training and signed off on program policies. The teacher has implemented links to program policies in course(s).</i></p>