



**Performance Indicators for Remote Learning Environment**  
**TAPS Performance Standard 1: Professional Knowledge**  
**TAPS Performance Standard 2: Instructional Planning**  
**A Resource Document**

This document provides **SAMPLE** indicators for best practices from a crosswalk with the TKES Performance Standards Reference Sheets and the National Standards for Quality Online Teaching. The yellow standards are from [National Standards for Quality Online Teaching](#).

<b>Standard 1: Professional Knowledge</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	<b>Standard 2: Instructional Planning</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.
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**Instructional Design**  
**Standard H:** The online teacher curates and creates instructional materials, tools, strategies, and resources to engage all learners and ensure achievement of academic goals.

**H-1** The online teacher designs learning experiences that use technology to efficiently engage learners.

<b>Sample Indicators</b> The teacher will: <ul style="list-style-type: none"> <li>• Possess a coherent body of knowledge about the facts, concepts, principles, methodology, and important generalizations of the subject areas taught.</li> <li>• Make interdisciplinary connections across subject areas to engage students in challenging, integrated, and exploratory learning.</li> <li>• Choose the most effective pedagogical strategies that can best communicate subject content.</li> <li>• Design and organize learning activities that are appropriate for learners of different interests and abilities to explore the topics, problems, or issues.</li> <li>• Relate subject matter to the personal and social concerns that appeal to the learners.</li> <li>• Know students as individuals regarding their learning abilities, prior achievement, cultural background, and personal interests.</li> </ul>	<b>Sample Indicators</b> The teacher will: <ul style="list-style-type: none"> <li>• Identify learning objectives that focus on high cognitive levels of student learning (e.g., analysis, synthesis, evaluation, and creation).</li> <li>• Use learning objectives to design instructional strategies and organize learning activities.</li> <li>• Plan a learner-centered environment that allows for student choice, flexibility, and independence.</li> <li>• Plan advanced learning (e.g., enrichment, curriculum compacting) for gifted learners.</li> <li>• Plan remediated learning for struggling students.</li> <li>• Use materials from a wide variety of resources for lesson planning.</li> <li>• Determine available technology resources and integrate technology into instruction when it is value-added.</li> <li>• Evaluate the quality of available resources when designing a unit or lesson.</li> </ul>
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<b>H-2</b> The online teacher uses a formative approach to lesson design.	
<p><b>Sample Indicators</b> The teacher will:</p> <ul style="list-style-type: none"> <li>• Know students as individuals regarding their learning abilities, prior achievement, cultural background, and personal interests.</li> <li>• Anticipate the conceptions, misconceptions, and possible difficulties the students are likely to have when learning particular content area</li> </ul>	<p><b>Sample Indicators</b> The teacher will:</p> <ul style="list-style-type: none"> <li>• Encourage students to objectively evaluate their progress against the benchmark.</li> <li>• Use student assessment and diagnostic data in instructional planning.</li> <li>• Use a variety of grouping arrangements and ensure high mobility within the classroom.</li> <li>• Sequence learning materials and activities logically and develop appropriate timelines for the completion of instructional units of study.</li> <li>• Identify and develop assessment strategies to determine the extent that intended learning has occurred.</li> </ul>
<b>H-3</b> The online teacher incorporates diverse media into online learning modules.	
<p><b>Sample Indicators</b> The teacher will:</p> <ul style="list-style-type: none"> <li>• Choose the most effective pedagogical strategies that can best communicate subject content.</li> <li>• Design and organize learning activities that are appropriate for learners of different interests and abilities to explore the topics, problems, or issues.</li> <li>• Anticipate the conceptions, misconceptions, and possible difficulties the students are likely to have when learning particular content area.</li> </ul>	<p><b>Sample Indicators</b> The teacher will:</p> <ul style="list-style-type: none"> <li>• Use student assessment and diagnostic data in instructional planning.</li> <li>• Plan a learner-centered environment that allows for student choice, flexibility, and independence.</li> <li>• Plan advanced learning (e.g., enrichment, curriculum compacting) for gifted learners.</li> <li>• Collaborate with other teachers to make intra- and inter-disciplinary connections.</li> </ul>
<b>H-4</b> The online teacher is able to incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.	
<p><b>Sample Indicators</b> The teacher will:</p> <ul style="list-style-type: none"> <li>• Have accurate, cohesive, and in-depth subject-matter knowledge.</li> <li>• Possess a coherent body of knowledge about the facts, concepts, principles, methodology, and important generalizations of the subject areas taught.</li> <li>• Make interdisciplinary connections across subject areas to engage students in challenging, integrated, and exploratory learning.</li> <li>• Know the school district curriculum guides and benchmarks.</li> <li>• Understand the scope and sequence of learning goals and objectives.</li> <li>• Develop appropriate curriculum guides and set up outlines for unit plans</li> </ul>	<p><b>Sample Indicators</b> The teacher will:</p> <ul style="list-style-type: none"> <li>• Use a variety of grouping arrangements and ensure high mobility within the classroom.</li> <li>• Plan advanced learning (e.g., enrichment, curriculum compacting) for gifted learners.</li> <li>• Plan remediated learning for struggling students.</li> <li>• Plan appropriate long-range learning and developmental goals for students.</li> <li>• Use materials from a wide variety of resources for lesson planning.</li> <li>• Determine available technology resources and integrate technology into instruction when it is value-added.</li> </ul>

**H-5** The online teacher continuously reviews and aligns all course content with applicable course objectives and standards.

**Sample Indicators**  
The teacher will:

- Understand the scope and sequence of learning goals and objectives.
- Have an understanding of special education and gifted education.
- Exhibit instructional practices that are supported by current research.
- Know the school district curriculum guides and benchmarks.
- Understand the scope and sequence of learning goals and objectives.
- Develop appropriate curriculum guides and set up outlines for unit plans.
- Design and organize learning activities that are appropriate for learners of different interests and abilities to explore the topics, problems, or issues.

**Sample Indicators**  
The teacher will:

- Set clear, specific, and unambiguous learning objectives to communicate intended learning outcomes.
- Identify learning objectives that focus on high cognitive levels of student learning (e.g., analysis, synthesis, evaluation, and creation).
- Use learning objectives to design instructional strategies and organize learning activities.
- Construct a blueprint of how to address the curriculum during the instructional time at the beginning of the school year or semester.
- Align daily lesson plans with district curriculum guides.
- Sequence learning materials and activities logically and develop appropriate timelines for the completion of instructional units of study.
- Evaluate the quality of available resources when designing a unit or lesson.

**H-6** The online teacher creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.

**Sample Indicators**  
The teacher will:

- Know the school district curriculum guides and benchmarks.
- Understand the scope and sequence of learning goals and objectives.
- Develop appropriate curriculum guides and set up outlines for unit plans.
- Be able to perceive the gap between planned curriculum and received curriculum.
- Choose the most effective pedagogical strategies that can best communicate subject content.
- Design and organize learning activities that are appropriate for learners of different interests and abilities to explore the topics, problems, or issues.
- Exhibit instructional practices that are supported by current research.

**Sample Indicators**  
The teacher will:

- Use learning objectives to design instructional strategies and organize learning activities.
- Use student assessment and diagnostic data in instructional planning.
- Plan advanced learning (e.g., enrichment, curriculum compacting) for gifted learners.
- Construct a blueprint of how to address the curriculum during the instructional time at the beginning of the school year or semester.
- Plan appropriate long-range learning and developmental goals for students.
- Sequence learning materials and activities logically and develop appropriate timelines for the completion of instructional units of study.
- Identify and develop assessment strategies to determine the extent that intended learning has occurred.



Performance Indicators for Remote Learning Environment  
TAPS Performance Standard 3: Instructional Strategies  
A Resource Document

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**Performance Standard 3: Instructional Strategies**

The teacher promotes student learning by using researched-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

**Instructional Delivery**

**STANDARD D: Learner Engagement** - The online teacher promotes learner success through interactions with learners and other stakeholders and by facilitating meaningful learner engagement in learning activities.

**D-1** The online teacher uses digital tools to identify patterns in learner engagement and performance that will inform improvements to achieve individual learner growth.

**Sample Indicators**

The teacher will:

- Engage students in active learning and maintain interest.
- Use a variety of research-based instructional strategies and resources.
- Offer optimal amount of support/intervention and structure learning tasks to ensure the learning demand is appropriately challenging.
- Use various technology dashboards to monitor student engagement, performance, and learning.
- Integrate adaptive learning software to monitor learners' progress and target instruction to meet student needs.

**D-2** The online teacher engages learner agency.

**Sample Indicators**

The teacher will:

- Communicate and present material clearly, and check for understanding.
- Promote learner engagement in the learning process by conferencing to discuss progress towards goals and soliciting buy-in for self-determination.
- Conference with each learner regularly to establish goals for mastery and encourage learners to progress towards goals.
- Communicate with individual learners to review progress in the class and learn their personal interests and barriers to learning to make informed decisions on how to improve learning.

**D-3** The online teacher enables a learner-customized pace and/or path through instruction aligned with learners' individual goals, learning trajectories, and interests.

**Sample Indicators**

The teacher will:

- Use effectively appropriate instructional technology to enhance student learning.
- Build upon students' existing knowledge and skills.
- Reinforce learning goals consistently throughout the lesson.
- Develop higher order thinking through questioning and problem-solving activities.
- Use varied assessment strategies to monitor progress and modify instructional strategies.
- Promote student engagement with content just at the edge of their expertise.
- Promote learner mastery, which is facilitated by intrinsic motivation, shared ownership of learning goals, and learner agency.

**D-4** The online teacher establishes relationships through timely and encouraging communication using various formats.

**Sample Indicators**

The teacher will:

- Select, strategically, a communication format for sharing learning expectations and outcomes with learners (e.g., text, audio, video, synchronous, asynchronous).
- Develop relationships with learners by communicating in a welcoming way that allows learners to recognize the online teacher as a "real" person who wants them to be successful.

**D-5** The online teacher helps learners reach content mastery through instruction and quality feedback using various formats.

**Sample Indicators**

The teacher will:

- Provide actionable, specific, and timely feedback.
- Incorporate rich media into instruction.
- Incorporate project-based learning units to include screencast recordings to provide specific feedback on portfolio pages.
- Respond to learners' content-related questions via email and makes time to meet with learners after class time to receive tutoring synchronously.

**D-6** The online teacher ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner.

**Sample Indicators**

The teacher will:

- Use a variety of research-based instructional strategies and resources.
- Use effectively appropriate instructional technology to enhance student learning.
- Provide learners with a welcome letter that directs learners to important information, such as a syllabus, pacing guide, where to find their grades, etc.
- Email learners or initiate a course check-in to ensure that learners know where to find feedback from their instructor.
- Provide a screencast showing learners how to submit an assignment with media.
- Provide key information about the course, teacher, and how to navigate to the first activity including starting with a Start Here/Welcome page.

**\*D-7** The online teacher communicates frequently with stakeholders regarding learner progress and strategies for supporting learner engagement.

**Sample Indicators**

The teacher will:

- Communicate to the learner how his/her work clearly demonstrates mastery of knowledge and skills, with specific examples.
- Give in-course feedback documenting and sending progress reports and key communication with parents and coaches on student performance.

**\*The National Online Element D7 better aligns with TAPS Domain Assessment Of and For Learning**



Performance Indicators for Remote Learning Environment  
TAPS Standard 4: Differentiated Instruction  
A Resource Document

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**Standard 4: Differentiated Instruction**

The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

**Differentiated Instruction**

**Standard F: Diverse Instruction** - The online teacher personalizes instruction based on the learner's diverse academic, social, and emotional needs.

**F-1** The online teacher and support staff, where applicable, monitor and interpret learner progress and provide reasonable additional supports to all learners, paying particular attention to learners with identified disabilities or who represent traditionally underserved groups.

**Sample Indicators**

The teacher will:

- Provide remediation, enrichment, and acceleration to further student understanding of material.
- Use flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.
- Use diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.
- Know and understand students as individuals in terms of ability, achievement, learning styles, and needs.
- Discern when and how to employ alternate instructional strategies to support individual learners as identified by their learning patterns and federal, state, or local requirements.

**F-2** The online teacher communicates with appropriate school staff regarding specific accommodations, modifications, or needs and works in collaboration with others to address learner needs.

**Sample Indicators**

The teacher will:

- Use diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.
- Share training videos on the hardware/software with the parent.

**F-3** The online teacher uses data (quantitative and qualitative) to identify learners who need additional support services.

**Sample Indicators**

The teacher will:

- Use diagnostic, formative, and summative assessment data to inform instructional accommodations for individual students.

**F-4** The online teacher creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access.

**Sample Indicators**

The teacher will:

- Use flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.
- Develop critical and creative thinking by providing activities at the appropriate level of challenge for students.
- Provide content in alternative formats to accommodate student learning needs.
- Modify numeric scores on a rubric for a student who is learning disabled.

**F-5** The online teacher recommends assistive technologies where appropriate to meet mandated needs and address learner preferences.

**F-6** The online teacher provides additional opportunities for personalized learner growth or enrichment.

**Sample Indicators**

The teacher will:

- Create an environment in which student differences in ability, culture, language, or interests are seen as assets, rather than hurdles.
- Develop critical and creative thinking by providing activities at the appropriate level of challenge for students.
- Encourage a learner to submit additional resources to be considered for a school-based or class-based Open Educational Resources (OER) expository around a given topic of the learner's choice, providing multiple opportunities to go beyond what is being taught and develop a positive attitude toward learning and the competencies of their peers.

**F-7** The online teacher supports and provides a forum for sharing the varied talents and skills that learners bring to the online environment.

**Sample Indicators**

The teacher will:

- Develop critical and creative thinking by providing activities at the appropriate level of challenge for students.



**Performance Indicators for Remote Learning Environment**  
**TAPS Standard 5: Assessment Strategies**  
**TAPS Standard 6: Assessment Uses**  
**A Resource Document**

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**Performance Standard 5: Assessment Strategies**

The teacher systematically chooses a variety of diagnostic, formative and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

**Performance Standard 6: Assessment Uses**

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery method, and to provide timely and constructive feedback to both students and parents.

**Assessment Of and For Learning**

Standard G: Assessment and Measurement -The online teacher creates and/or implements assessments in online learning environments in ways that ensure the validity and reliability of the instruments and procedures. The teacher measures learner progress through assessments, projects, and assignments that meet standards-based learning goals, and evaluates learner understanding of how these assessments measure achievement of the learning objectives. (Note: In courses that are already created, teachers may not be able to create or include additional assessments.)

**G-1** The online teacher chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.

**Sample Indicators**

The teacher will:

- Use formal and informal assessments for diagnostic, formative and summative purposes.
- Determine the appropriate formative and summative assessment tools as allowed by the teacher’s Learning Management System (LMS) and knows the teacher’s role in creating and implementing the assessments.
- Utilize a variety of assessments to measure learner progress such as learner feedback through polls; surveys can be used as evidence of instructional needs.
- Use a variety of formative and summative assessments, which could include auto-graded assessments, student projects, videos, student-created multimedia, or live presentations.
- Add formative assessments to the instruction that encourages students to check their knowledge and ask questions as needed.

**Sample Indicators**

The teacher will:

- Plan a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
- Suggest improvements to formative and summative assessments, which allow students to demonstrate mastery.
- Gather important information about student understanding to make prompt instructional modification -evidence of students’ knowledge and understanding.
- Provide timely and informative feedback to students - the nature of feedback given to students.
- Enable students to set and attain meaningful goals - shifts in the way that students learn.
- Share accurate results of student progress with students, parents, and key school personnel.
- Provide constructive and frequent feedback to students on their progress toward their learning goals.

- Teach students how to self-assess and to use metacognitive strategies in support of lifelong learning.

**G-2** The online teacher employs pedagogy and content knowledge to develop and effectively implement assessments in ways that ensure validity and reliability of the instruments and procedures.

**Sample Indicators**

The teacher will:

- Collaborate with others to develop common assessments, when appropriate.
- Use assessment techniques that are appropriate for the developmental level of students.
- Demonstrate the use of pedagogy and knowledge in the teacher’s feedback to students.
- Demonstrate an understanding of aligning formative and summative assessments with content objectives, learning targets and the Georgia Standards of Excellence (GSE).
- Preview assessments for accuracy and relevancy to content.
- Relate assessment to the content under study and to student capacity.
- Design assessments to assess both higher and lower-level content and skills.
- Exercise accommodation in assessment for students with special needs.
- Use robust rubrics or scoring guides for student assignments, products, and projects.

**Sample Indicators**

The teacher will:

- Systematically analyze and use data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
- Keep a list of questions that most students miss or misinterpret and revises or removes them.
- Continually teach and elicit feedback to revise the online course and assessments.
- Be open to reviewing learner feedback and data to determine if a lesson or assessment may be better presented synchronously rather than asynchronously in the future.

**G-3** The online teacher uses strategies to ensure learner academic integrity and the security of learner assessment data.

**Sample Indicators**

The teacher will:

- Use grading practices that report final mastery in relationship to content goals and objectives. Communicate to learners and stakeholders about assessment procedures (passwords, test-taking conditions, etc.).
- Monitor learners' academic integrity in completion of their assessments.
- Equip assessments with an academic integrity tool.

**Sample Indicators**

The teacher will:

- Create and implement assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.
- Develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals.
- Implement a variety of assessments that ensure the security of student assessment data and accurate measures of student ability.

**G-4** The online teacher implements a variety of assessments that accurately measure learner proficiency.

**Sample Indicators**

The teacher will:

- Use assessment techniques that are appropriate for the developmental level of students.
- Use a variety of formative and summative assessments.
- Know and understand 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 include them as a part of the evaluation process.
- Use 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.
- Use 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.

**Sample Indicators**

The teacher will:

- Apply authentic assessments as part of the evaluation process, assess student knowledge in a forum beyond traditional assessments, and monitor academic integrity with assessments.
- Create or select and implement a variety of formative and summative assessments that assess student learning progress and utilize student feedback to improve the online learning experience.
- Create, select, and organize the appropriate assignments and assessments, and align curricular content with associated and standards-based learning goals.

**G-5** The online teacher evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course.

**Sample Indicators**

The teacher will:

- Vary and modify assessments to determine individual student needs and progress.
- Create learner surveys, polls, check-in calls, live sessions, etc. to inform the teacher of student learning progress and instructional needs.
- Use an orientation lesson or learning environment navigation activity to assess learner readiness for the learning environment.
- Provide a pre-assessment that triggers what content is visible and will be completed by the learner.
- Provide learners the opportunity to practice skills, like recording their voices, prior to having to submit a recording for a graded activity.
- Identify learners who struggle to learn in the online environment.

**Sample Indicators**

The teacher will:

- Use data from a variety of formative and summative assessments to inform the teacher of student learning progress.
- Plan a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
- Create assignments and assessments which clearly demonstrate alignment with standards-based learning goals.
- Share accurate results of student progress with students, parents, and key school personnel.
- Provide constructive and frequent feedback to students on their progress toward their learning goals.

**G-6** The online teacher assured alignment between the assignments, assessments, and standards-based learning goals.

**Sample Indicators**

The teacher will:

- Use assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
- Demonstrate data literacy skills by evaluating learning progress using formative and summative assessments and learner feedback throughout the course.
- Read and interpret information presented in data form to effectively implement interventions to support learner success.
- Gather learner feedback to inform learner needs through a variety of methods available.

**Sample Indicators**

The teacher will:

- Use data from a variety of formative and summative assessments to inform the teacher of student learning progress.
- Recognize when learners are ready for course content based on prior performance.
- Evaluate student learning through a variety of assessment methods and provides opportunities for learners to reflect on their learning.
- Align student assessment with the established curriculum and benchmarks.
- Provide constructive and frequent feedback to students on their progress toward their learning goals.

**G-7** The online teacher customizes instruction to personalize the learning experience based on performance and assessment data and learner need.

**Sample Indicators**

The teacher will:

- Vary and modify assessments to determine individual student needs and progress. Provide regular, timely and specific feedback and reinforcement.
- Analyze student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.
- Design diagnostic assessments to identify students' strengths, weaknesses, and mental readiness for learning new content or skill.
- Provide formative and summative information needed to monitor student progress and adjust instruction.

**Sample Indicators**

The teacher will:

- Encourage students' self-assessment of their own thinking, reasoning, processes, and products.
- Hold students accountable for their own learning.
- May exempt an individual learner from certain assignments or give an alternate means of demonstrating based on formative assessment data.
- Design performance tasks to ask students to show what they can do with the knowledge and skills learned.

**G-8** The online teacher creates opportunities for learner self-assessment within courses.

**Sample Indicators**

The teacher will:

- Be a critical consumer of available assessment resources.
- Respond to learner engagement and performance data by adjusting instruction and teacher-implemented strategies while remaining true to rigor and goals of the course.
- Provide differentiated instruction based on assessment analysis.

**Sample Indicators**

**The teacher will:**

- Teach students how to self-assess and to use metacognitive strategies in support of lifelong learning.
- Provide constructive and frequent feedback to students on their progress toward their learning goals.
- Provide students opportunities to reflect on their performance themselves and ask questions.
- Support learners in use of self and peer assessment and feedback to analyze progress and set goals.
- Use a variety of self-assessment strategies, including reflections, rubrics, graphic organizers, oral assessments, and targets.



**Performance Indicators for Remote Learning Environment**  
**TAPS Standard 7: Positive Learning Environment**  
**TAPS Standard 8: Academically Challenging Environment**  
**A Resource Document**

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**Standard 7: Positive Learning Environment**  
 The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

**Standard 8: Academically Challenging Environment**  
 The teacher creates a student-centered, academic environment in which teaching, and learning occur at high levels and students are self-directed learners.

**Learning Environment**  
**STANDARD C: Community Building** - The online teacher facilitates interactions and collaboration to build a supportive online community that fosters active learning.

**C-1** The online teacher employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration.

**Sample Indicators**  
 The teacher will:

- Promote a climate of trust and teamwork within the classroom.
- Create situations for all students to succeed.
- Integrate approaches that actively engage learners and foster collaborative learning.
- Use 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.

**Sample Indicators**  
 The teacher will:

- Integrate approaches that actively engage learners and foster collaborative learning.
- Use 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.
- Provide learners autonomy and ensure learners have some degree of control over or self-selection of the content or methods of learning.
- Ensure learners actively engage in lessons and are directly involved in actions that support cognition and intentional learning.

**C-2** The online teacher creates expectations for appropriate interaction among learners, including establishing network etiquette requirements, modeling implementation, and enforcing the requirements.

**Sample Indicators**  
 The teacher will:

- Model caring, fairness, respect, and enthusiasm for learning; promoting a climate of trust and teamwork within the class.
- Establish clear expectations for classroom rules, routines, and procedures and enforce them consistently and appropriately.
- Set challenging but achievable expectations. Give positive feedback that can help students to become aware of their strengths and areas for growth.

**Sample Indicators**  
 The teacher will:

- Provide an appropriate instructional pace.
- Provide and communicate learner expectations to do something with the knowledge acquired or use it in some way that is beneficial to themselves or others.

<ul style="list-style-type: none"> <li>• Participate and model both asynchronous and synchronous facilitation and interaction.</li> </ul>	
<p><b>C-3</b> The online teacher develops a community among culturally diverse learners by providing opportunities for interaction that are conducive to active learning.</p>	
<p><b>Sample Indicators</b> The teacher will:</p> <ul style="list-style-type: none"> <li>• Establish clear expectations for rituals, routines and procedures and enforces them consistently and appropriately.</li> <li>• Model caring, fairness, respect, and enthusiasm for learning.</li> <li>• Promote a climate of trust and teamwork within the learning.</li> <li>• Promote respect for and understanding of students' diversity, including – but not limited to race, color, religion, sex, national origin, or disability.</li> <li>• Pay attention actively to students' needs and responses.</li> </ul>	<p><b>Sample Indicators</b> The teacher will:</p> <ul style="list-style-type: none"> <li>• Encourage productivity by providing students with appropriately challenging and relevant material and assignments.</li> <li>• Communicate high, but reasonable, expectations for student learning.</li> <li>• Provide academic rigor, encourage critical and creative thinking, and pushes students to achieve goals.</li> <li>• Encourage students to explore new ideas and take academic risks.</li> <li>• Create a diverse community conducive to active learning, where learners can openly communicate and work to achieve a mutual objective.</li> </ul>
<p><b>C-4</b> The online teacher promotes learner-learner interaction in online groups in order to foster collaboration and promote higher order thinking skills such as analysis, synthesis, and/or evaluation.</p>	
<p><b>Sample Indicators</b> The teacher will:</p> <ul style="list-style-type: none"> <li>• Reduce feelings of isolation or competition by involving students in classroom activities.</li> <li>• Provide students with opportunities to be of service to others.</li> <li>• Encourage learners who have little active online contribution to the collaborative activity to share their ideas within the safe space of group discussion.</li> </ul>	<p><b>Sample Indicators</b> The teacher will:</p> <ul style="list-style-type: none"> <li>• Promote self-regulation and ownership of each learner by encouraging each to assume personal responsibility for their own learning.</li> <li>• Ensure transformation of each learner by communicating expectations to comprehend meaning and to use insights gained to reorganize, synthesize, or transform information into new forms or for some new purposes.</li> <li>• Follow up with active online discussion, posing deeper questions to push learners' thinking forward.</li> </ul>

**C-5** The online teacher is able to meet the learning needs of all learners, regardless of cultural background and perspective.

**Sample Indicators**

The teacher will:

- Ensure that learners take turns leading discussions, so that all learner voices are represented.
- Promote respect for and understanding of students' diversity, including but not limited to race, color, religion, sex, national origin, or disability.
- Establish guidelines for learners to follow ensuring a productive discussion that represents diverse perspectives.
- Pay attention actively to students' needs and responses.

**Sample Indicators**

The teacher will:

- Monitor student learning closely and make certain that alternative teaching methods are in place.
- Convey the message that mistakes should be embraced as a valuable part of learning.
- Encourage productivity by providing students with appropriately challenging and relevant material and assignments.
- Promote higher order thinking and justification of responses through advocacy of opposing views during discussions to encourage a wide array of perspectives.

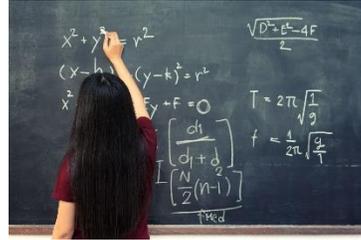
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## Dr. Robyn Jackson's Four Types of Feedback

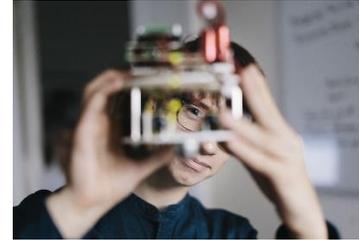
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**Diagnostic feedback** identifies the root cause of why something is or is not working. It helps teachers understand more fully the reason for their struggle and clarifies for them the expectations for their future performance and core principles that should guide their work. This kind of feedback is best used with those who are struggling because they lack an understanding of the key concepts involved in the work they are doing.



**Prescriptive feedback** is designed to help teachers understand what they should be doing differently to be more successful. This kind of feedback helps teachers understand what options they have to improve and what they should do next. Thus, it's best suited for those who have tried something unsuccessfully and need specific help or direction to improve.



**Descriptive feedback** is like holding up a mirror and clearly showing teachers what they did well and where they need to improve. This feedback works well for those who have a good foundational understanding of the core expectations and principles that guide their work and have the capacity to be reflective and make adjustments based on their reflection. However, this feedback will not be as effective for those who are still struggling to understand or implement the basics or for those who are not reflective.



**Micro-feedback** works best with teachers who have already demonstrated a degree of expertise. Micro-feedback provides small nuances, tweaks, and minor adjustments that will significantly improve an already good performance. This kind of feedback not only adds value to effective teachers' performance but also keeps those teachers consistently improving and growing.

# Remote Learning Tips

## *For School Leaders*

**1**

Develop a continuity plan that addresses school vision, non-negotiables, and expectations for instruction

**2**

Create an inclusive communications plan to meet the needs of all stakeholders

**3**

Discuss clear expectation on how students' progress will be monitored and shared

**4**

Outline professional development supports for teachers and school leaders

**5**

Establish a support system for induction teachers

**6**

Be clear on the amount of time students are to engage in remote learning

**7**

Establish the academic baseline to identify abilities and needs of students

**8**

Describe how you will be an inclusive leader by ensuring equitable access to quality instruction

**9**

Put in place essential whole child supports and interventions

**10**

Determine ways to support the mental health and wellbeing of staff