



@one Standards for Quality Online Teaching

Standard 1

The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.

- Demonstrates effective strategies and techniques that actively engage students in the learning process (e.g., team problem-solving, in-class writing, analysis, synthesis and evaluation instead of passive lectures).
- Facilitates and monitors appropriate interaction among students.
- Builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and creativity.
- Promotes learning through group interaction.
- Leads online instruction groups that are goal-oriented, focused, project-based and inquiry-oriented.
- Differentiates instruction based on students' learning styles and needs and assists students in assimilating information to gain understanding and knowledge.
- Demonstrates growth in teaching strategies in order to benefit from current research and practice.
- Creates a warm and inviting atmosphere that promotes the development of a sense of community among participants.
- Encourages students to bring real-life examples into the online classroom.
- Mandates participation by setting limits if participation wanes or if the conversation is headed in the wrong direction.
- Provides structure for students but allows for flexibility and negotiation.
- Uses best practices to promote participation.
- Begins each lesson with a short, student-friendly, summary statement indicating the goal of the lesson and the primary benchmarks that will be covered.
- Provides extended resources and activities to increase achievement levels.

Standard 2

The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.

- Models effective communication skills and maintains records of applicable communications with students.
- Encourages interaction and cooperation among students, encourages active learning, provides prompt feedback, communicates high expectations, and respects diverse talents and learning styles.

- Establishes and maintains ongoing and frequent teacher-student interaction, and student-student interaction.
- Provides an online syllabus that defines objectives, concepts and learning outcomes in a clearly written, concise format.
- Provides an online syllabus that defines the terms of class interaction for both teacher and students, defines clear expectations for both teacher and students, defines the grading criteria, establishes inappropriate behavior criteria for both teacher and students, and explains the course organization to students.
- Uses student data to inform instruction, guides and monitors students' management of their time, monitors learner progress with available tools and develops an intervention plan for unsuccessful learners.
- Provides timely, constructive feedback to students about assignments and questions.
- Gives students clear expectations about teacher response time.
- Contacts students who are not participating.
- Recognizes that student interaction with the lesson has instructional value and therefore encourages students to participate in leading the instruction and/or demonstrating mastery of the content in other appropriate ways.
- Personalizes feedback (support, growth and encouragement).

Standard 3

The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.

- Facilitates student investigations of the legal and ethical issues related to technology and society; teaches students that copyright laws are created for a reason.
- Establishes standards for student behavior that are designed to ensure academic integrity and appropriate uses of the Internet and written communication.
- Identifies the risks of academic dishonesty for students.
- Demonstrates an awareness of how the use of technology may impact student assessment performance.
- Uses course content that complies with intellectual property rights policies and fair use standards.
- Provides students with an understanding of the importance of Acceptable Use Policies (AUP).
- Demonstrates knowledge of resources and techniques for dealing with issues arising from inappropriate use of electronically accessed data or information.
- Informs students of their rights to privacy and the conditions under which their names or online submissions may be shared with others.

Standard 4

The teacher understands and is responsive to students with special needs in the online classroom.

- Understands that students have varied talents and skills and uses appropriate strategies designed to include all students.
- Provides activities, modified as necessary, that are relevant to the needs of all students.
- Adapts and adjusts instruction to create multiple paths to learning objectives.
- Encourages collaboration and interaction among all students.
- Exhibits the ability to assess student knowledge and instruction in a variety of ways.
- Provides student-centered lessons and activities that are based on concepts of active learning and that are connected to real-world applications.
- Identifies options to expand student thinking, address styles of learning and avenues for enrichment or intervention.

Standard 5

The teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures along with developing and delivering assessments, projects, and assignments that meet learning objectives & outcomes, and assesses learning progress by measuring student achievement.

- Creates or selects fair, adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability and consistency over time.
- Implements online assessment measures and materials in ways that ensure instrument validity and reliability.
- Includes authentic assessment (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills as opposed to testing isolated skills or retained facts) as part of the evaluation process; assesses student knowledge in a forum beyond multiple guess.
- Provides continuous evaluation of students to include pre- and post-testing and student input throughout the course.
- Demonstrates an understanding of the relationships between and among the assignments, assessments and learning objectives and outcomes.

Standard 6

The teacher demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning.

- Assesses each student's background and content knowledge and uses these data to plan instruction.
- Reviews student responses to test items to identify issues related to test validity or instructional effectiveness.
- Uses observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness.
- Creates opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, teacher evaluations, teacher peer reviews).
- Addresses multiple intelligences and levels of ability through a variety of alternative interventions such as adjusting lessons based upon re-teaching and using varied assessment strategies.
- Provides evidence of effective learning strategies that worked for the individual student and details specific changes in future instruction based upon assessment results and research study (data-driven and research-based).
- Evaluates instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.

Standard 7

The teacher demonstrates frequent and effective strategies that enable both teacher and students to complete self- and pre-assessments.

- Employs ways to assess student readiness for course content and method of delivery.
- Employs ways for students to effectively evaluate and assess their own readiness for course content and method of delivery.
- Understands that student success (e.g., grade, level of participation, mastery of content, completion percentage) is an important measure of teaching and course success.
- Provides opportunities for student self-assessment within courses.
- Empowers students to independently define short- and long-term learning goals and monitors their personal progress.



Standard 8

The teacher collaborates with colleagues.

- Networks with others involved in online education.
- Understands the value of collaborative efforts to create common assessments among content-area teachers and share assessment results with colleagues to collaboratively plan instruction that will best meet individual student needs.

Standard 9

The teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

- Demonstrates the ability to modify and add content and assessment, using an online Learning Management System (LMS).
- Incorporates multimedia and visual resources into an online module.
- Demonstrates the ability to effectively use and incorporate subject-specific and developmentally appropriate software in an online learning module.
- Reviews all materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness on a continuing basis.
- Creates assignments, projects and assessments that are aligned with students' different visual, auditory and hands-on ways of learning.
- Arranges media and content to help transfer knowledge most effectively in the online environment.