pennsylvania
DEPARTMENT OF EDUCATION

RUBRIC ASSESSMENT: Online Educators

Date ☐   Self-Assessment ☐   Evaluator Assessment ☐

Domain 1: Planning and Preparation

Component	Failing	Needs Improvement	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	➤ Teacher has a limited knowledge of content within his or her discipline and struggles to use online tools to show connections in concepts. ➤ Teacher's online practice reflects little understanding of foundational relationships among concepts; consistent evidence of inaccuracies or gaps exists. ➤ Teacher's strategies for communications and virtual instruction display no familiarity of an effective approach to pedagogy within the discipline.	➤ Teacher has knowledge of content within his or her discipline, but shows a lack of knowledge on how to show connections within concepts through the use of online tools. ➤ Teacher's online practice reflects some understanding of foundational relationships among concepts, although there is evidence of inaccuracy or lack of depth. ➤ Teacher's strategies for communications and virtual instruction display a limited familiarity of an effective approach to pedagogy within the discipline.	➤ Teacher has strong knowledge of content within his or her discipline and uses online tools to show connections within concepts. ➤ Teacher's online practice reflects a core understanding of foundational relationships among concepts. ➤ Teacher's strategies for communications and virtual instruction display a familiarity of an effective approach to pedagogy within the discipline.	➤ Teacher displays extensive knowledge of the content within his or her discipline and utilizes online tools to engage student ownership of the connections within concepts. ➤ Teacher's online practice reflects a core understanding of foundational relationships among concepts and provides the online tools necessary for students to motivate and ensure understanding. ➤ Teacher's strategies for communications and virtual instruction display a strong familiarity of an effective approach to pedagogy within the discipline while anticipating student misconceptions.
Evidence/Examples	➤ Teacher only requires students to copy definitions from an online dictionary each week to help students learn to spell difficult words. ➤ Teacher does not show the connection between the start of WWII and the end of the Great Depression during online instruction.	➤ Teacher plans to forge ahead with an online lesson on addition with regrouping, even though some students have not fully grasped place value. ➤ Teacher demonstrates limited connections between the various methods to represent fractional amounts during online instruction.	➤ Teacher realizes students do not have the knowledge of a particular virtual math tool. Teacher sets up an online tutoring session before introducing a new math concept. ➤ Teacher creates a visual using a multimedia site that shows the connections between the events that led up to the Civil War.	➤ Teacher plans and facilitates student creation of a multimedia presentation to show symbiotic relationships in the animal kingdom. ➤ Teacher has students compare and contrast two stories of the same genre and then present to peers regarding their discoveries using online tools in order to examine plot structures.

1b: Demonstrating Knowledge of Students	➤ Teacher demonstrates little or no understanding of how students learn and their abilities to use online tools. ➤ Teacher demonstrates little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. ➤ Teacher does not seek information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online course.	➤ Teacher acknowledges the importance of understanding how students learn and the need for students to utilize online tools. ➤ Teacher demonstrates some knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. ➤ Teacher seeks some information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online course.	➤ Teacher understands the active nature of student learning in the online environment and attains information about levels of development for groups of students. ➤ The teacher is aware of individual student's backgrounds, cultures, skills, language proficiency, interests, and special needs. ➤ Teacher obtains information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online course.	➤ Teacher takes proactive approaches to remove barriers to student online learning, including access barriers and the digital divide. ➤ Teacher utilizes online tools to collect information about students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources in order to structure online assignments such that students' backgrounds are maximized. ➤ Teacher obtains information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online course, including access barriers and the digital divide.
Evidence/Examples	➤ Teacher shares no information with students that highlight skills needed to learn successfully in an online environment. ➤ Teacher rarely sends out emails, makes phone calls and/or schedules online sessions to ensure students have the ability to access content and to ascertain student knowledge.	➤ Teacher shares a file with students that highlight skills needed to learn successfully in an online environment. ➤ Teacher sporadically sends out emails, makes phone calls and/or schedules online sessions to ensure students have the ability to access content and to ascertain student knowledge.	➤ Teacher administers surveys to collect information about the students' interests, background, culture, etc. ➤ Teacher sends out regular emails, makes phone calls and schedules online sessions to ensure students have the ability to access content and to ascertain student knowledge. ➤ Teacher provides students with examples of a good environment to take their online classes that minimizes distractions and encourages the students' learning. ➤ Teacher provides online alternative assessments that are based on students' interests.	➤ Teacher develops, distributes, and analyzes surveys that measure an individual student's self-motivation, time management skills, self-discipline, availability, etc. ➤ Teacher sends out regular emails, makes phone calls and arranges individual time to get to know the students in a face-face or online session; accommodations are made (as necessary) to meet with students outside of traditional hours or locations. ➤ Teacher obtains information from students that are more than "yes" or "no" answers to learn about their attributes and abilities. ➤ Teacher uses tools to arrange virtual field trips that are relevant to the heritage and interests of the students.

1c: Setting Instructional Outcomes	➢ Teacher designed instructional outcomes do not demonstrate rigor and relevance of the curriculum. ➢ Stated outcomes are unclear, are not posted online, or do not represent the expectations of the curriculum. ➢ Instructional outcomes are not measurable. ➢ Knowledge of students is lacking and reflected in the learning outcomes.	➢ Teacher designed instructional outcomes are not tightly aligned with the curriculum's outcomes. ➢ Stated outcomes reflect some learning in the discipline and consist of a combination of outcomes and online activities. ➢ Instructional outcomes can be measured, but few effectively demonstrate mastery. ➢ Knowledge of students is minimal and reflected in the learning outcomes.	➢ Teacher designed instructional outcomes align with the curriculum's outcomes and provide rigor and relevance. ➢ Stated outcomes reflect higher order learning in the discipline and consist of a combination of outcomes and online activities. ➢ Instructional outcomes can be measured, demonstrate mastery, and be quantitatively and/or qualitatively assessed within an online environment. ➢ Knowledge of students is reflected in the learning outcomes.	➢ Teacher designed instructional outcomes demonstrate increased rigor and provide opportunities for extension of learning for all learners within an online environment. ➢ Stated outcomes reflect higher order learning in the discipline and are designed to seamlessly allow for extension of learning matching the individual needs of the students. ➢ Instructional outcomes are written to allow for various forms of assessment within an online environment to address evaluation and synthesis of learning. ➢ Teacher effectively reflects knowledge of students and differentiates instructional outcomes within the online environment.
Evidence/Examples	➢ Teacher develops a discussion forum and quiz activities within the online system, but does not identify the instructional outcomes. ➢ Assignments/activities do not demonstrate connections to the outcomes or the learner's needs.	➢ Teacher utilizes limited formative and self-assessment tools within the online system aligned to instructional outcomes. ➢ Assignments/activities occasionally demonstrate connections to the outcomes or the learner's needs.	➢ Teacher utilizes formative and self-assessment online tools to determine students' instructional outcome success and academic growth. ➢ Assignments/activities typically demonstrate connections to the outcomes or the learner's needs.	➢ Teacher utilizes various forms of formative, self-assessment online tools and other data to determine students' instructional outcome success and academic growth. ➢ Assignments/activities consistently demonstrate connections to the outcomes or the learner's needs.
1d: Demonstrating Knowledge of Resources	➢ Teacher demonstrates little to no familiarity with digital resources and/or fails to utilize this knowledge within the online classroom. ➢ Teacher does not seek to expand his/her basic knowledge regarding digital resources beyond current skill level.	➢ Teacher demonstrates basic familiarity with digital resources and uses this knowledge minimally within the online classroom. ➢ Teacher occasionally seeks to expand his/her basic knowledge regarding digital resources beyond current skill level.	➢ Teacher demonstrates familiarity with available digital resources and uses this knowledge regularly within the online classroom. ➢ Teacher uses resource knowledge for self-growth and growth of the students in teaching and learning.	➢ Teacher utilizes available school and district digital resources, as well as uses external digital resources, available for use inside and outside of the online classroom to support student learning. ➢ Teacher uses resource knowledge for self-growth and growth of the students in teaching and learning and explores multiple ways these resources can be applied to students with diverse backgrounds/needs.

Evidence/Examples	➢ Teacher rarely uses online resources within the classroom and is unable to apply their use. ➢ Teacher does not provide students with online resources. ➢ Teacher uses an online resource, but has no knowledge of its application	➢ Teacher minimally uses online resources within the classroom environment. ➢ Teacher sporadically provides students with online resources. ➢ Teacher uses an online resource with minimal knowledge of its application.	➢ Teacher consistently uses online resources within the classroom environment and is knowledgeable about the application, function, and purpose of the resources. ➢ Teacher provides students with organized lists of online resources. ➢ Teacher consistently uses various digital applications/resources effectively for differentiation.	➢ Teacher consistently utilizes activities that enable students to request and use various online resources to complete tasks within the classroom environment. ➢ Students use online resources that meet their individual learning needs. ➢ Teacher supports student-initiated suggestions that provide one another with online resources and assist in developing resource lists. ➢ Students seek out additional resources and provide others with applications.
1e: Designing Coherent Instruction	➢ Online learning activities and materials are poorly aligned with instructional outcomes. ➢ Online learning activities are not designed to engage students in active intellectual activity and/or have unrealistic time allocations. ➢ Online learning activities and materials do not match the instructional outcomes and are not differentiated for different individual students. ➢ Instructional groups do not support the instructional outcomes and offer no variety when course is not self-paced by design.	➢ Online learning activities and materials are aligned to instructional outcomes; however, the activities and materials represent a moderate cognitive challenge with an attempt to differentiate for every student. ➢ Online learning activities have a recognizable structure; however, the progression of online activities is uneven or lacks reasonable time allocations. ➢ Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety when the course is not self-paced by design.	➢ Plans represent the coordination of learning activities and materials aligned to instructional outcomes and suitable to the needs of multiple groups of students by providing opportunities for higher-order cognitive thinking ➢ Online learning activities have structure and reasonable time allocations; activities represent higher-order cognitive activities. ➢ Instructional groups typically support the instructional outcomes, with an effort by the teacher at providing variety when the course is not self-paced by design.	➢ Plans represent the coordination of learning activities and materials aligned to instructional outcomes, in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in significant higher-order cognitive thinking. ➢ Online learning activities have a clear structure and allow for different pathways according to diverse student needs. ➢ Instructional groups consistently support the instructional outcomes, with an effort by the teacher at providing extensive variety when the course is not self-paced by design. ➢ Students have a variety of ways to demonstrate mastery and are able to progress once mastery is demonstrated.

Evidence/Examples	➢ Online activities used are based solely on provided content, materials, or teacher preference without connection to varying learning modalities and readiness levels. ➢ Teacher assigns students to groups randomly because of convenience.	➢ Online activities are present, but only occasionally take into account varying learning modalities and readiness levels. ➢ Teacher occasionally generates various student groups based on readiness or interest.	➢ Teacher includes a variety of online activities for various learning modalities and readiness levels. ➢ Teacher consistently generates various student groups based on readiness or interest. ➢ The teacher reviews lesson plans with principal and/or instructional technology specialist to ensure activities and digital tools accomplish instructional objectives. .	➢ The unit consists of various online learning activities that are adaptive and provide increasingly rigorous challenges for the students based on their readiness, progress, and mastery. ➢ Instruction allows for students to self-determine learning activities or groups based on choice. Students are able to provide justification, and elicit teacher input. ➢ The teacher reviews lesson plans with principal and/or instructional technology specialist and utilizes feedback to continually enhance instructional practices.
1f: Designing Student Assessments	➢ Online assessments are not reflective of relevant learning outcomes. ➢ Online assessments are not planned and/or do not establish standards or expectations. ➢ Formative assessment strategies are not evident. ➢ Assessment data is not used to guide instructional planning.	➢ Online assessments encompass a few of the relevant learning outcomes. ➢ Online assessments are planned, but lack detail and do not inform students of teacher expectations. ➢ Formative assessments are sporadic and do not effectively inform the teacher of students' understanding. ➢ Assessment data is used to guide instructional planning, but does not account for individualized needs of students.	➢ Online assessments are well planned and reflective of the desired learning outcomes. ➢ Online assessments are differentiated according to the needs of the class. ➢ Formative assessments are consistently and purposefully integrated into instruction. ➢ Instructional planning and modifications are the result of a data-driven decision-making process that is guided by the outcomes of assessments.	➢ Online assessments are wholly reflective of the relevant learning outcomes and students are aware of the outcomes. ➢ Students provide input on standards of work and are well-versed regarding teacher expectations. ➢ Teacher and students consistently utilize established formative assessment strategies to measure comprehension. ➢ Assessment data is used to develop individualized online learning plans and instructional modifications. ➢ The online assessment plan is individualized and accounts for the diverse needs of students.

Evidence/Examples	➢ No plans are in place for the teacher to provide a verbal or written description of an assessment. ➢ Even though assessment data may indicate students are struggling to understand course material, plans indicate that the teacher moves on to the next course unit. ➢ Teacher embeds formative assessments into the course content.	➢ Plans are in place for the teacher to provide a verbal or written description of an assessment, but a well-developed rubric is not provided. ➢ Even though assessment data may indicate students are struggling to understand course material, plans provide minimal online supports/resources for these students. ➢ Teacher occasionally embeds formative assessments into course content.	➢ Teacher provides a rubric that details critical assignment criteria/expectations and plans to provide feedback based upon the rubric. ➢ When results of a formative assessment indicate re-teaching is necessary, the teacher plans for additional synchronous sessions and/or provides other online resources. ➢ The teacher utilizes polling as a formative assessment during synchronous sessions. ➢ The teacher embeds a short quiz within course content as a formative assessment.	➢ Teacher utilizes choice boards that allow students to select the type of project they complete, with associated rubrics and feedback mechanisms. ➢ Teacher creates a supportive online environment where students can recognize a need for additional support as a result of formative assessments, and are encouraged to seek out a teacher-created study group/remediation. ➢ Each student has a personal learning plan and debriefs with the teacher about his or her progress regularly.

	Domain 2: Classroom Environment			
Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	➢ Teacher does not monitor and/or respond to online discussions and submissions. ➢ Teacher has posted ambiguous information or no information at all regarding online behavior expectations. ➢ Disrespectful interactions between students are disregarded or added to by teacher. ➢ Students rarely ask questions of their teacher and are uncomfortable taking intellectual risks.	➢ Teacher infrequently monitors and/or responds to online discussions and submissions. ➢ Teacher inconsistently posts and sporadically enforces the established online behavior expectations. ➢ Interactions between teacher and students are occasionally insensitive. ➢ Students infrequently ask questions of their teacher and/or are slightly uncomfortable taking intellectual risks.	➢ Teacher monitors online discourse closely, anticipating inappropriate divergences and steering the conversation back on task. The students continually model appropriate online interactions. ➢ Teacher posts behavior norms outlining appropriate online interpersonal interaction and responds promptly to online discussions and/or submissions. Student to student relationships also reflect this understanding. ➢ Teachers and students maintain positive and appropriate online relationships/interactions. ➢ Students are actively asking questions of the teacher with an expectation of getting an answer and are comfortable with taking intellectual risks.	➢ Teacher monitors online discussions and submissions, though student's self-monitoring and appropriate online interactions require little teacher intervention. ➢ Students help to develop the norms of behavior (classroom expectations), outlining appropriate online interpersonal interaction and responding promptly to online discussions and/or submissions. ➢ Interactions between students are self-monitored and supported by teacher; there is no disrespectful behavior among students. ➢ Students are comfortable asking questions and presenting personal opinions in a respectful manner. All students feel valued in the online setting and are comfortable taking intellectual risks.
Evidence/Examples	➢ Teacher continually fails to recognize or respond to a post in which a student has made a derogatory remark to a classmate. ➢ Teacher does not respond to questions or comments posed by students.	➢ Teacher occasionally fails to adequately address a post in which a student has made a derogatory remark to a classmate. ➢ Teacher's supervision of online discussions is minimal and/or does not assist in advancing conversation/learning.	➢ Teacher notices postings in which students make derogatory remarks to classmates and personally contacts the offending students to review appropriate norms of behavior. ➢ Teacher recognizes that a student's personal feelings are likely to become the focal point of conversation, and proactively guides the conversation back on task to advance the learning for the entire class.	➢ Teacher responds, either publicly or privately (as appropriate), to a student's submission and extends positive constructive feedback. ➢ Teacher uses a video device, uploads pictures of her/his facial reaction, or uses emoticons to show non-verbal responses in order to convey the full spectrum of emotions and meaning. ➢ Teacher demonstrates knowledge and caring about individual students' lives beyond the class.

2b: Establishing a Culture for Learning				
	➢ Online classroom culture is characterized by a lack of teacher or student commitment to learning. ➢ Teacher has a negative attitude and demeanor for digital age resources and content integration. ➢ The teacher does not hold students accountable for understanding their role as learners. ➢ Teacher provides unclear instructional outcomes, activities, assignments, and collaborative interactions for students.	➢ Online classroom culture is characterized by minimal commitment to learning by the teacher or students. ➢ Teacher conveys minimal enthusiasm for digital age resources and instruction. ➢ The teacher inconsistently holds students accountable for understanding their role as learners and expects some students to expend effort to learn. ➢ Teacher inconsistently provides instructional outcomes, activities, assignments, and collaborative interactions for students.	➢ Teacher takes initiative to create an online classroom as a place where learning is valued by most; high expectations for learning and hard work are the expectations for most students. ➢ Teacher conveys enthusiasm for digital age resources and instruction and encourages their use. ➢ The teacher holds all students accountable for understanding their role as learners and expects students to consistently expend effort to learn. ➢ Teacher provides instructional outcomes, activities, assignments, and collaborative interactions for students. Online classroom interactions support learning, rigor, hard work, and personal interactions. ➢ Teachers are developing growth mindsets within students.	➢ Together, the teacher and students create an online classroom as a place where learning is valued by all; high expectations for learning and hard work are the expectations for all students. ➢ Teacher conveys infectious enthusiasm for digital age resources and content, expecting students to hold themselves to high standards. ➢ Students assume responsibility for high quality work by initiating improvements, making revisions, adding details, and /or assisting peers. ➢ The online classroom is a cognitively busy place characterized by a shared belief in the importance of learning. ➢ Students are demonstrating growth mindsets as evidenced through perseverance.
Evidence/Examples	➢ Students have not been given instructions on how to submit assignments. ➢ Teacher fails to provide feedback on returned assignments.	➢ Teacher utilizes only one technological method to submit assignments. ➢ Teacher provides minimal feedback on returned assignments.	➢ Teacher models student assignments and connects them to lesson objectives. ➢ Teacher provides feedback (e.g. video, comment sharing, email). The student uses the feedback to move his/her learning forward. ➢ Teacher uses online communication tools to encourage student progress and collaboration.	➢ Students hold synchronous online meetings to explain concepts or procedures. ➢ Students display class assignments (e.g. blogs) for an authentic audience to obtain feedback and act on this feedback. ➢ Students question each other's answers using comments in discussion forums.

2c: Managing Classroom Procedures	➢ Much online instructional time is lost due to inefficient or ineffective routines, procedures, or expectations. ➢ Little evidence exists to support student knowledge of online classroom routines, procedures, and expectations. ➢ Student support and collaboration with each other are absent.	➢ Some online instructional time is lost due to inefficient or ineffective routines, procedures, or expectations. ➢ Online classroom routines or procedures function unevenly or are inconsistent over time. ➢ Limited opportunities for student support and collaboration exist.	➢ Students are productively engaged during online group or independent work and understand online classroom expectations that are clear and established. ➢ Processes are established for students to obtain required materials and supplies. Online content and resources are readily accessible to students in a consistent format. ➢ Opportunities for student support and collaboration exist. ➢ Process for collection of student work and teacher feedback are clearly outlined and followed.	➢ Student-led online classroom routines and procedures allow for maximum instructional time. ➢ Students enter class and access various online materials with little to no teacher support or intervention. ➢ Students support each other in work groups and collaborate through times of transition or difficulty. ➢ Students submit work without teacher request, meeting deadlines while following defined submission protocols.
Evidence/Examples	➢ Students are rarely or never held accountable for logging in at the expected times. ➢ Students rarely or never contribute to class activities or pull others off task. ➢ Teacher is unable to adapt lessons as technological barriers arise. Alternative activities are not present or have limited or no connection to the content. ➢ Teacher utilizes significant instructional time in clarifying or redefining protocols. ➢ Teacher does not establish or communicate classroom expectations.	➢ Students are inconsistently held accountable for logging in at the expected time as circumstances arise. ➢ Students seldom contribute to class activities or can be off task. ➢ Teacher is able to adapt in some instances as technological barriers arise. Alternative activities are of lesser rigor but have some connection to the content. ➢ Teacher needs to frequently redirect students to follow established protocols. ➢ Teacher establishes and communicates some classroom expectations.	➢ Students are regularly held accountable for logging in at the expected times and/or remaining online for a set number of hours. ➢ Students actively contribute on task and on topic to class activities. ➢ Teacher is able to adapt as technological barriers arise. Alternative activities are rigorous and have connection to the content. ➢ Students follow established protocols for use and interaction with limited teacher redirection. ➢ Teacher establishes and communicates classroom expectations. ➢ Clear expectations are provided for synchronous and asynchronous work.	➢ Students are held accountable for logging in at the expected times and/or remaining online for a set number of hours. Students notify instructor in advance if they are not able to log in at expected times. ➢ Students lead online class activities and encourage participation from others. ➢ Teachers and students establish proactive procedures to be implemented in the event of technological barriers resulting in no disruption to learning. ➢ Teacher redirection is not required. Students are able to self-regulate behavior and protocols.

2d: Managing Student Behavior				
	➢ There are no established norms of behavior or online etiquette. ➢ Students do not follow established norms of behavior, communication, or etiquette. ➢ Teacher is not monitoring behavior and communications within the online environment. .	➢ Norms of behavior and online etiquette are in place, but are not followed consistently and may be inappropriately expressed by students. ➢ Students inconsistently follow established norms of behavior, communication, or etiquette. ➢ Teacher monitors student behavior, communication, and etiquette inconsistently. The response to student misbehavior is variable.	➢ Student behavior, communication, and etiquette are consistent with teacher-established norms and monitored by the teacher. ➢ Student behavior in the online environment is mostly appropriate. ➢ Teacher monitors student behavior, communication, and etiquette. Teacher response to student misbehavior is individualized, prompt, appropriate, and effective.	➢ Students respond appropriately when classmates engage in inappropriate online behaviors and communication as per teacher established expectations. ➢ Student behavior in the online environment is predominantly appropriate and self-regulated. ➢ Teacher is proactive to prevent inappropriate student behavior and communication in the online environment.
Evidence/Examples	➢ Teacher allows inappropriate comments or off-topic postings to remain on discussion board. ➢ Teacher establishes vague expectations and course policies for appropriate etiquette in online communication. ➢ Teacher does not address misbehavior within online communications and/or does not respect students' dignity and privacy. ➢ Students do not demonstrate characteristics of digital citizenship.	➢ Teacher is responsive to inappropriate posts but does not address off-topic posts. ➢ Teacher establishes some expectations and course policies for appropriate online etiquette. ➢ Teacher attempts to address misbehavior within online communications and/or the attempt to respect students' dignity and privacy is limited. ➢ Students occasionally demonstrate characteristics of digital citizenship.	➢ Teacher monitors all assigned student posted/authentic online activities and addresses inappropriate or off-topic postings promptly and subtly. ➢ Teacher establishes expectations and course policies for appropriate etiquette in online communication and participation. ➢ Teacher respects students' dignity and privacy. Teacher's response to student misbehavior online is sensitive to individual student needs. Most students' online communication and interaction is respectful. ➢ Students regularly demonstrate characteristics of digital citizenship.	➢ Together, teacher and students monitor for appropriate online etiquette in communication and participation. ➢ Together, teacher and students establish clear expectation/course policies. ➢ Students' online communication and interaction is respectful. Students respect one another's dignity and privacy. ➢ Students consistently demonstrate good digital citizenship characteristics.

2e: Organizing Virtual Space	➢ Online learning environment is not safe or is structured such that students cannot easily access or navigate course content. ➢ Students have limited or no access to necessary digital tools within the established online learning platform that would provide feedback to the instructor and engage the student in the lesson. ➢ Little to no virtual classroom expectations are posted.	➢ Online learning environment is safe and structured such that most students are able to access and navigate course content. ➢ Students have access to, and occasionally use, the necessary digital tools within the established online learning platform to provide feedback to the instructor and engage in the lesson. ➢ Some behavioral and virtual classroom expectations are posted.	➢ Online learning environment is safe and structured such that all students are able to easily access and navigate course content. ➢ Students have access to, and regularly use, the necessary digital tools within the established online learning platform to provide feedback to the instructor and engage in the lesson. ➢ Behavioral and virtual classroom expectations are clearly posted and defined. ➢ Teacher proactively investigates student needs and designs the space to accommodate various learning profiles.	➢ Online learning environment supports productivity, efficiency, and a safe learning community. ➢ Students utilize appropriate and engaging digital tools within or outside the established online learning platform to elicit the highest levels of learning. ➢ Behavioral and virtual classroom expectations are clearly posted, defined, and executed. ➢ Students are involved in some aspect of the design of the online learning space and are able to maximize the use of digital tools.
Evidence/Examples	➢ Teacher does not utilize resources outside of the established online learning platform. ➢ Teacher's virtual classroom is limited and lacks structure. ➢ Message boards are unorganized and incomplete. No resources posted. ➢ Teacher fails to address student concerns with regards to course accessibility.	➢ Teacher's use of online resources outside the established online learning platform does not factor in student safety, appropriateness or school approval. ➢ Teacher's virtual classroom contains instructional modules. While most are used at some point during the lesson, the room often feels cluttered or overwhelming. ➢ Teacher posts modifications and other resources on message boards, but placement is haphazard, making items difficult to locate. ➢ Teacher relies on student and parent initiated contacts in order to address problems with course accessibility.	➢ Teacher may utilize resources outside the established online learning platform and ensures these resources are age appropriate, easy for all students to navigate, and follow school policy. ➢ Teacher's virtual classroom contains current and previous instructional modules. Previous instructional modules are de-emphasized. ➢ Teacher modifications are announced and posted appropriately on message boards. ➢ Students are able to use a variety of response options during online activities. ➢ Teacher regularly checks on students' use of resources and materials in the online course to ensure accessibility. The teacher provides assistance if student is unable to use or access a particular resource.	➢ Teacher facilitates student-selected resources outside of the established online learning platform and ensures they are safe, school approved, and easy to navigate for all. ➢ Students have a voice in the arrangement of the virtual classroom. Students choose the response options for online activities. ➢ Message boards are created for student contribution and discussion. Students may provide resources to the message boards as well. ➢ Teacher has worked with students in developing effective habits to independently troubleshoot when learning needs are not met or if course accessibility is compromised.

Domain 3: Instruction

Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Communicating with Students	➢ Teacher fails to explain the lesson's purpose or connect the lesson to the larger curriculum. ➢ Teacher explains content using vocabulary and language incorrectly and/or above or below grade level; content explanations contain major errors. ➢ Teacher's explanations lack procedures or strategies for student use. ➢ Teacher standards for instructor responsiveness and availability are not posted.	➢ Teacher attempts to explain the lesson's purpose with minimal success. ➢ Teacher explains content using vocabulary and language inconsistently and/or above or below grade level; content explanations contain minor errors. ➢ Teacher's explanations of procedures are unclear or incomplete preventing students from successfully completing the learning task. ➢ Teacher's standards for instructor responsiveness and availability are unclear.	➢ Teacher clearly states the lesson's purpose and uses vocabulary and language appropriately and accurately. ➢ Teacher explains content using appropriate vocabulary and language consistently; content explanations are thorough, accurate, complete and on grade level. ➢ Teacher's explanations are clear and emphasize procedures that support successfully completing the learning task. ➢ Teacher posts clear standards for instructor responsiveness and availability.	➢ Teacher creates a learning environment where the lesson's purpose is clearly known by students as demonstrated through extending and connecting the lesson to the larger curriculum. ➢ Students demonstrate knowledge of content by using appropriate vocabulary and language consistently with peers in both oral and written forms; content explanations are thorough, accurate, and complete. ➢ Teacher acts proactively, bringing attention to possible areas of student misconceptions.
Evidence/Examples	➢ Teacher fails to use content language and/or uses the language incorrectly. ➢ Students use online space (discussion, blogs, etc.) to communicate inability to follow lesson instead of communicating directly with the teacher.	➢ Content is posted but there is no communication and/or alignment of learning objectives. ➢ Teacher-created content is of low quality and difficult for students to view and understand. ➢ Teacher inconsistently and/or rarely responds to students' posts on discussion boards. ➢ Teacher minimally uses content language throughout the lesson. ➢ Directions for submitting assignments are unclear.	➢ Teacher directions and procedures are delivered using a variety of digital tools necessary to access content. ➢ Synchronous instruction and/or videos are accompanied by written lesson objectives and outcomes. ➢ During one-on-one contacts, the teacher and student share progress and concerns around student learning. ➢ Students demonstrate understanding of teacher expectations by engaging with the learning task presented.	➢ Students collaborate with each other using digital tools to share strategies that lead to deeper content understanding with minimal teacher intervention. ➢ Students hold synchronous online meetings to review and explain procedures. ➢ Students use digital tools to collect and share resources that make authentic connections. ➢ Teacher and students use digital tools to communicate evidence of learning.

3b: Using Questioning and Discussion Techniques				
	➢ Teacher questions are of low cognitive challenge with single correct responses, eliciting limited participation and dialogue. ➢ Teacher dominates the online conversation with little/no content-rich discussions. ➢ Teacher's online classroom does not foster student participation; discussion, communication, and questioning are limited.	➢ Teacher occasionally uses effective questioning techniques, eliciting some participation and dialogue. ➢ Teacher provides minimal opportunities that promote content-rich discussions. ➢ Teacher occasionally creates an environment to support online participation; discussion, communication, and questioning are sporadic.	➢ Teacher uses effective questioning techniques and dialogue, eliciting participation and dialogue. ➢ Teacher engages all learners in content-rich discussions. ➢ Teacher creates an environment to support online participation; discussion, communication, and questioning are effectively utilized.	➢ Teacher uses proven and effective questioning techniques that encourage higher order thinking and dialogue. ➢ Teacher engages all learners in the discussion and steps aside when appropriate, allowing students to control the discussion. ➢ Students formulate questions/responses and assume a shared responsibility for ensuring all participants are actively in the discussion and mastering content.
Evidence/Examples	➢ Questions and/or discussion prompts are closed-ended, with a single correct answer and do not invite thinking. ➢ Students are not provided ample wait time to respond to questions.	➢ Teacher frames a few open-ended questions designed to promote student thinking, but most questions are closed-ended. ➢ Students are asked to respond to questions in a synchronous environment without enough wait time to consider answers. ➢ A few students dominate the discussion in a synchronous and/or asynchronous environment.	➢ Teacher uses open-ended questions, inviting students to think and/or encourage multiple possible answers. ➢ Teacher provides ample wait time to respond to questions in a synchronous environment to promote deeper thinking. ➢ Teachers create a discussion group assignment that requires students to meet synchronously and be actively involved by posting comments and responding to others. ➢ Teacher models discussion procedures such as thinking strategies, developing questions, or constructing responses.	➢ Students contribute to the online discussion by initiating higher order questions. ➢ Students extend the discussion and invite comments from classmates to challenge one another's thinking. ➢ Students independently facilitate discussion groups in response to an assignment.

3c: Engaging Students in Learning				
	➢ Teacher fails to encourage and/or provide opportunities for active cognitive engagement. ➢ Teacher creates online learning tasks that do not encourage higher-level learning and/or thinking. ➢ Teacher does not provide flexible grouping for students to meet learning targets. ➢ Pacing of the lesson offers no structure, flexibility, individualization, or student choice. ➢ Teacher selects materials and resources that do not align with learning targets.	➢ Teacher inconsistently encourages and provides opportunities for active cognitive engagement. ➢ Teacher creates online learning tasks to encourage some higher-level learning; little observable evidence of student thinking is required. ➢ Teacher inconsistently utilizes flexible grouping to enable students to meet learning targets. ➢ Pacing of the lesson offers limited structure, flexibility, individualization, and/or provides limited opportunities for student choice while maintaining lesson goals. ➢ Teacher inconsistently selects materials and resources that align with learning targets.	➢ Teacher encourages and provides opportunities for active cognitive engagement. ➢ Teacher creates online learning tasks to encourage higher level learning, providing observable evidence of student thinking. ➢ Teacher provides flexible grouping for students enabling them to meet learning targets. ➢ Pacing and structure of the lesson is flexible, individualized, and provides opportunities for student choice while maintaining lesson goals. ➢ Teacher consistently selects materials and resources that align with learning targets.	➢ Teacher provides opportunities for students to make personal connections with the content for active cognitive engagement. ➢ Teacher creates an online learning environment in which students initiate connections to content and encourage peers, providing evidence of higher-level learning. ➢ Students flexibly group themselves enabling them to meet learning targets by using a variety of digital tools. ➢ Pacing and structure of the lesson is flexible, individualized, and provides opportunities for student initiative while maintaining lesson goals. ➢ Teacher consistently selects materials and resources that align with learning targets. Students expand on the teacher's materials, resources, and digital tools to demonstrate learning.
Evidence/Examples	➢ Students are not required to engage with peers and teachers through the use of discussion boards, projects, and/or synchronous collaboration. ➢ Teacher does not require students to maximize digital representations in response to a written text (audio, visual, video, etc.) that aligns with learning targets. ➢ Opportunities for student self-reflection are not built within the lessons. ➢ Teacher is not responsive to students' needs for pacing using formative assessments.	➢ Students are inconsistently required to engage with peers and teachers through the use of discussion boards, projects, and/or synchronous collaboration. ➢ Teacher does not consistently require students to maximize digital representations in response to a written text (audio, visual, video, etc.) that aligns with learning targets. ➢ Few opportunities for student self-reflection are built within the lessons. ➢ Teacher is occasionally responsive to students' needs for pacing using formative assessments.	➢ Students are required to engage with peers and teachers through the use of discussion boards, projects, and/or synchronous collaboration. ➢ Students choose digital representations that are in response to a written text (audio, visual, video, etc.) that best aligns with learning targets. ➢ Opportunities for student self-reflection are built within the lessons. ➢ Teacher is responsive to students' needs for pacing using formative assessments.	➢ Students extend and self-initiate their learning with peers and teachers through the use of discussion boards, projects, and/or synchronous collaboration. ➢ Students create digital representations that are in response to a written text (audio, visual, video, etc.) that best aligns with learning targets. ➢ Students utilize self-reflection and incorporate the results to further their learning. ➢ Students can pace their own learning and go beyond the requirements of the lesson.

3d: Using Assessment in Instruction	➢ Students are unclear regarding the success criteria associated with how their learning will be assessed in an online environment. ➢ Teacher feedback is not provided. ➢ All assessments are at the lower end of the Depth of Knowledge (DOK) levels. ➢ Students do not use peer and self-assessments to monitor progress toward learning targets. ➢ Teacher does not monitor the progress of student learning.	➢ Students have some understanding of the success criteria associated with how their learning will be assessed in an online environment. ➢ Teacher feedback is delayed, inconsistent and/or does not address improvements in learning targets. ➢ Most assessments are at the lower end of the Depth of Knowledge (DOK) levels ➢ Students make limited use of peer and self-assessments to monitor progress toward learning targets. ➢ Teacher utilizes digital tools to monitor the progress of student learning without the consideration of group or individual student needs.	➢ Students have a clear understanding of the success criteria associated with how their learning will be assessed in an online environment. ➢ Teacher feedback is timely, specific and provided prior to advancing additional learning targets. ➢ Authentic or application-based assessments that stimulate higher Depth of Knowledge (DOK) levels are created by the teacher using multiple digital tools. ➢ Students use peer and self-assessments to monitor progress toward learning targets. ➢ Teacher utilizes multiple digital tools to monitor the progress of student learning with some diagnostic data as guidance.	➢ Students have a clear understanding of the success criteria associated with how their learning will be assessed in an online environment and have co-constructed the criteria with the teacher. ➢ Students utilize detailed teacher and peer feedback to meet and/or exceed learning targets. ➢ Authentic or application-based assessments that stimulate higher Depth of Knowledge (DOK) levels are co-created by the teacher and students using multiple digital tools. ➢ Students use peer and self-assessments to monitor progress toward learning targets and proactively access digital resources to move their learning forward. ➢ Teacher utilizes multiple digital tools to monitor the progress of individual student learning using substantive diagnostic data as guidance.
Evidence/Examples	➢ Teacher does not develop written assessments or rubrics. ➢ Teacher consistently fails to provide feedback to students.	➢ Teacher develops a written assessment but does not include a rubric. ➢ Teacher writes feedback that only says "good job" without providing the specifics as to what constitutes a "good job."	➢ Teacher provides accompanying assessment criteria with an assignment that details the tasks, objectives, and rubrics. ➢ Teacher feedback is provided on points lost and areas for improvement prior to beginning the next unit. ➢ The teacher, working with students, models the development of assignments and assessments and their enhancement possibilities using digital tools.	➢ Students develop and maintain an online portfolio of work aligned to assessment criteria provided by the teacher and/or co-constructed with students. ➢ Teacher feedback is provided on points lost and areas for improvement. Opportunities are provided for resubmission prior to beginning the next unit. ➢ Teacher develops a digital badging system as a way to assess student skills and achievements. ➢ The teacher allows students to select from multiple delivery options within an assignment.

3e: Demonstrating Flexibility and Responsiveness	➢ Teacher creates an online lesson design that does not adjust to learner needs. ➢ Teacher fails to have a repertoire of strategies and online tools that address student questions. ➢ Teacher does not use multiple means of representation and digital tools to ensure all students persist in the learning and remain engaged throughout the learning process.	➢ Teacher inconsistently creates an online lesson design and/or does not make adjustments to the instructional design to meet learner needs. ➢ Teacher repertoire of strategies and online tools limits the response to student questions. ➢ Teacher makes limited use of multiple means of representation and digital tools to ensure all students persist in the learning and remain engaged throughout the learning process.	➢ Teacher creates an online lesson design that promotes the progress of all learners, making adequate adjustments to instruction. ➢ Teacher has a strong repertoire of strategies and online tools to provide responses to student questions. ➢ Teacher uses multiple means of representation and digital tools to ensure all students persist in the learning and remain engaged throughout the learning process.	➢ Teacher creates an online lesson design that promotes the successful progress of all learners, making seamless adjustments to instruction. ➢ Teacher has a strong repertoire of strategies and online tools to capitalize on student questions and interests. ➢ Teacher uses multiple means of representation, expression, and engagement to persist by pulling from an extensive knowledge base of digital tools throughout the learning process.
Evidence/Examples	➢ Teacher is unable to make a smooth transition from a malfunctioning synchronous online tool resulting in little or no lesson success. ➢ Teacher does not respond to learner needs. ➢ Teacher does not seek out multiple digital tools aligned to student needs to help them to persist through learning targets.	➢ Teacher utilizes extensive instructional time to transition from a malfunctioning synchronous online tool to another online tool. ➢ Teacher has a limited response to learner needs. ➢ Teacher sporadically seeks out multiple digital tools aligned to student needs to help them to persist through learning targets.	➢ Teacher smoothly transitions from a malfunctioning synchronous online tool to another online tool to ensure lesson success. ➢ Teacher responds consistently, timely, and effectively to meet learner needs. ➢ Teacher seeks out multiple digital tools aligned to student needs to help them to persist through learning targets.	➢ Teacher smoothly transitions from a malfunctioning synchronous online tool to another online tool to ensure lesson success making major adjustments to the lesson if necessary. ➢ Teacher responds consistently, timely, and effectively to meet learner needs building on student interests. ➢ Students persist by seeking out digital tools to problem-solve issues that ensure learning targets are met regardless of technical difficulties.

	Domain 4: Professional Responsibilities			
Component	Failing	Needs Improvement	Proficient	Distinguished
4a: Reflecting on Teaching	➢ Teacher does not engage with others and/or does not seek online resources to help evaluate lesson effectiveness and future lesson instructional design. ➢ Teacher does not draw on a repertoire of skills. ➢ Teacher does not apply knowledge gained from reflection to proactive plan for future instruction.	➢ Teacher sporadically engages with others and/or occasionally seeks online resources to help evaluate lesson effectiveness and future lesson instructional design. ➢ Teacher may draw on a repertoire of skills. ➢ Teacher sporadically applies knowledge gained from reflection to proactive plan for future instruction.	➢ Teacher regularly engages with others and seeks online resources to help evaluate lesson effectiveness and future lesson instructional design. ➢ Teacher draws on an extensive repertoire of skills. ➢ Teacher applies knowledge gained from reflection to proactive plan for future instruction. ➢ Teacher reflects on lesson effectiveness, including the use of online tools, to proactively plan for future instruction.	➢ Teacher consistently engages with others and seeks online resources to help evaluate lesson effectiveness and future lesson instructional design. ➢ Teacher draws on an extensive repertoire of skills by supplementing lesson/course content with additional instructional resources and cues that assist in the students' construction of meaning and overall comprehension. ➢ Teacher consistently reflects on lesson effectiveness, including the use of online tools, to proactively plan for future instruction.
Evidence/Examples	➢ Teacher lacks awareness that a lesson was unsuccessful. ➢ Teacher chooses to ignore struggling students.	➢ Teacher identifies a lesson as being unsuccessful, but has no immediate plan on adjustments for the future. ➢ Teacher attributes student struggle to attention spans instead of instruction. ➢ Teacher has suggestions for changes that could be made to the course, but has no evidence to back it up.	➢ Teacher shares an unsuccessful lesson with their online professional learning community and seeks feedback regarding how to make adjustments for future use. ➢ Teacher can provide evidence on why students struggled with a skill. ➢ Teacher reflects on the successes and challenges of a lesson and keeps records of changes that should be made to the course or areas where supplemental instruction is needed. ➢ Teacher revises questions to drive critical thinking.	➢ Teacher dedicates prep time once per week for colleague lesson discussion and/or online tool research for use in future instructional design. ➢ Teacher surveys students to receive feedback regarding why students struggled and uses this feedback for future planning and assessments. ➢ Teacher receives student feedback and makes necessary changes to course, supplements content and online delivery tools/platforms, and bolsters course content to foster a more enriched, differentiated learning experience.

4b: Maintaining Accurate Records	➢ Teacher's method for maintaining online student records of learning and progress are nonexistent or unavailable. ➢ Teacher's online records are disorderly, confusing, and/or contain errors.	➢ Teacher's methods are ineffective for maintaining accurate instructional and non-instructional online records. ➢ Teacher's online records contain some errors and are sometimes confusing.	➢ Teacher's method of maintaining instructional and non-instructional online student records is effective and accurate. ➢ Teacher establishes a safe environment that encourages students and parents to frequently check instructional and non-instructional online records.	➢ Teacher's method of maintaining instructional and non-instructional student online records is exemplary and rarely contains errors. ➢ Teacher establishes a safe environment that requires students and parents to review and analyze instructional and non-instructional online records to develop self-monitoring skills.
Evidence/Examples	➢ Use of technology to document online instructional and non-instructional activities is non-existent. ➢ Records are never or rarely updated. ➢ Support personnel cannot obtain accurate information and must directly question the teacher.	➢ Technology used is outdated and/or does not provide sufficient documentation of online instructional and non-instructional activities. ➢ Records are infrequently updated. ➢ Teachers do not update information within the required online grading system.	➢ Teacher ensures student grades are promptly recorded and updated within the appropriate online systems. ➢ Within the online grading system, students are able to check on missing assignments and non-instructional items such as attendance and online participation. ➢ Teacher conferences or communicates with students frequently regarding instructional and non-instructional records.	➢ Teacher requires students to maintain an online portfolio of work that demonstrates progress toward their personal learning plans and illustrates competency in the use of various online tools. ➢ Teacher conferences or communicates with students regarding student-initiated questions and analysis of instructional and non-instructional records.
4c: Communicating with Families	➢ Teacher communication with families regarding the instructional program and/or individual students is sporadic or non-existent. ➢ Teacher communication is frequently insensitive and/or lacks cultural awareness. ➢ Teacher does not engage families in the instructional program.	➢ Teacher makes a few attempts to communicate with families about the instructional program or the progress of individual students. ➢ Teacher communication is occasionally insensitive and/or lacks cultural awareness. ➢ Teacher makes little effort to engage families in the instructional program.	➢ Teacher's communication with families occurs often and is meaningful. It provides information about the instructional program and student progress. ➢ Information is conveyed to families in a culturally appropriate manner using different modes of communication. ➢ Teacher attempts to engage families in the instructional program, online experience, school culture, and class concerns.	➢ Teacher's communication with families is frequent and meaningful using multiple technological modalities and incorporates student input. ➢ Response to family concerns is handled with timeliness, professionalism and acknowledging cultural differences. ➢ Teacher successfully engages families in the instructional program, online experience, school culture, and class concerns.

Evidence/Examples	➢ Teacher does not contact families regarding student progress or class information. ➢ Teacher does not inform students or families of site-based activities such as school dances, club meetings, sporting events, etc. ➢ Teacher does not inform students or families regarding state and local requirements (e.g. PSSA, health screenings, etc.). ➢ Teacher does not respond to student and family concerns.	➢ Teacher does not regularly contact families regarding student progress or class information. ➢ Teacher does not regularly inform students or families regarding site-based activities such as school dances, club meetings, sporting events, etc. ➢ Teacher does not regularly inform students or families regarding state and local requirements (e.g. PSSA, health screenings, etc.). ➢ Teacher is unaware of cultural needs of families, including knowledge of holidays and language barriers, when communicating with families.	➢ Teacher regularly contacts families regarding student progress or class information. ➢ Teacher makes efforts to inform students and families regarding site-based activities such as school dances, club meetings, sporting events, etc. ➢ Teacher makes efforts to inform students and families regarding state and local requirements (e.g. PSSA, health screenings, etc.). ➢ Teacher is aware of cultural holidays and language barriers when communicating and responding to families.	➢ Students correspond with their families regarding progress or class information. ➢ Teacher makes consistent and frequent efforts to inform students regarding site-based activities such as school dances, club meetings, sporting events, etc. using multiple technological modalities (e.g. email, announcements /messaging, face to face, online chats, or phone calls). ➢ Teacher makes consistent and frequent efforts to inform students and families regarding state and local requirements (e.g. PSSA, health screenings, etc.). ➢ Teacher is aware of cultural holidays and language barriers when communicating and responding to families and consistently makes adjustments as appropriate.
4d: Participating in the Professional Community	➢ Teacher functions in isolation, avoiding interaction with colleagues. ➢ Teacher interaction with colleagues inhibits relationships and prevents information sharing. ➢ Teacher declines or circumvents opportunities to engage in the school culture including school and district-wide events.	➢ Teacher has a few positive relationships with colleagues, but is only willing to share professional knowledge and resources with others when asked. ➢ Teacher participates in online professional learning communities only as required. ➢ Teacher is agreeable to participate only in a few school and district-wide events.	➢ Teacher fosters collaboration among colleagues, exchanging professional knowledge and experiences. ➢ Teacher is actively engaged in the school culture and seeks out opportunities to be involved in school and district-wide initiatives and events. ➢ Teacher exhibits initiative in seeking out additional online professional development opportunities and involvement in professional learning communities.	➢ Teacher facilitates opportunities for collaboration and information sharing among colleagues. ➢ Teacher exhibits leadership qualities, modeling exceptional colleague-to-colleague interaction and involvement in the school culture. ➢ Teacher organizes or leads school or district-wide events that embody the school culture and promotes the engagement of the school community.

Evidence/Examples	➢ Teacher does not contribute to the virtual professional learning communities. ➢ Teacher does not attend an online or site-based meeting of all his or her grade level. ➢ Teacher turns down opportunities to participate in online study groups for a specific subject area/grade level.	➢ Teacher contributes only the required number of resources requested to the virtual professional learning community for his or her grade level. ➢ Teacher, at minimum, takes his or her turn facilitating a homework help group. ➢ Teacher attends the open house but does not volunteer to help with its organization.	➢ Teacher regularly contributes resources (beyond the requirements) to the virtual professional learning community for his or her grade level. ➢ Teacher serves as an advisor for a school club that engages online students and facilitates face-to-face opportunities for interaction where appropriate. ➢ Teacher regularly alerts colleagues of useful online tools and resources that he or she found. ➢ Teacher volunteers to help a new teacher learn about the school culture and professional opportunities available.	➢ Teacher volunteers to create and lead a virtual professional learning community dedicated to the sharing of online resources and their applicability to existing tools and content. ➢ Teacher leads the meeting of all subject matter/grade level teachers, encouraging communication and developing an agenda to keep conversation moving. ➢ Teacher takes a lead role in facilitating the involvement of online students in the district's site-based field day activities.
4e: Growing and Developing Professionally	➢ Teacher does not partake in professional development offered. ➢ Feedback is resisted and the teacher finds fault with the suggested improvements for course design and delivery.	➢ Teacher attends professional development opportunities when required; however, materials and learning are not shared with peers. ➢ Teacher considers suggestions and feedback from peers and administrators.	➢ Teacher actively looks for professional development opportunities to enhance content knowledge. ➢ Teacher seeks feedback from peers and administrators to adjust and refine course delivery. ➢ Teacher utilizes memberships in national and state organizations to actively participate in professional learning networks to increase both content knowledge and pedagogical skills.	➢ Teacher requests to attend and applies to present at both state and national conferences. ➢ Teacher provides opportunities for students to share feedback on course design, content, and tools used. ➢ Teacher continuously seeks feedback from peers and administrators to adjust and refine course delivery. ➢ Teacher models active participation in a professional learning networks and shares the connections made.
Evidence/Examples	➢ Teacher is directed to attend a conference, but refuses. ➢ Teacher does not display behaviors of a lifelong learner and does not share knowledge or materials with peers.	➢ Teacher needs encouragement to attend a conference or participate in a professional learning network. ➢ Teacher listens to feedback and makes limited changes to teaching practice.	➢ Teacher regularly attends conferences, researches topics applicable to his/her profession, and shares information gained within a peer group. ➢ Teacher attends and participates in webinars on topics of interest.	➢ Teacher presents at a state or national conference. ➢ Teacher encourages students to develop a survey tool to receive feedback on course design. ➢ Teacher and learners create and regularly publish to a blog or a discussion group.

4f: Showing Professionalism	➢ Teacher displays unethical behaviors in the online classroom, school, or public setting. ➢ Teacher does not follow established school regulations. ➢ Teacher lacks rapport with students and an awareness of their needs, resulting in a failure to document critical issues.	➢ Teacher inconsistently works with parents, students, and school personnel when prompted. ➢ Teacher makes decisions and recommendations with limited professional knowledge. ➢ Teacher minimally complies with and understands district/school regulations.	➢ Teacher consistently demonstrates integrity and ethical behavior when working with all stakeholders. ➢ Teacher actively works with students, parents, and school personnel in developing and maintaining high standards of online learning. ➢ Teacher demonstrates professionalism and professional knowledge through his or her decision-making process. ➢ Teacher maintains full compliance with district/school regulations.	➢ Teacher continually works with students, parents, and school personnel in developing and maintaining high standards of online learning. ➢ Teacher works to change negative attitudes or practices so all students, even the traditionally underserved, are honored in the school. ➢ Teacher brings his or her best practices and knowledge to decision-making to ensure the highest professional standards. ➢ Teacher maintains the highest level of compliance with district/school policies.
Evidence/Examples	➢ Teacher fails to notice when a student has not logged on for several days. ➢ Teacher does not hold a private synchronous session with students because it is too much work. ➢ The teacher does not collect and save student work as required by school/district policies.	➢ Teacher inconsistently notices when a student has not logged on for several days. ➢ Teacher arranges time for private synchronous sessions with students to discuss progress and/or concerns only when prompted by an administrator. ➢ Teacher occasionally collects and saves student work, as required by school/district policies.	➢ Teacher address issues of students not logging on for several days. ➢ Teacher helps a student acquire a new computer from the school when it is in need of replacement. ➢ Teacher notices that a student's tone in the discussion board has changed so he/she checks in with the student. ➢ Teacher collects and saves student work as required by school/district policies.	➢ Teacher has developed and implemented policies and procedures to proactively address issues with students not logging on. ➢ Teacher welcomes a new teacher, walking him or her through some successful strategies he or she has used. ➢ A student emails the teacher in confidence about some problems at home, so the teacher documents the issue and gets the student appropriate help and access to needed resources.