Teacher Evaluation and Support in Online Environments

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Didactic Session
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State and District Context

• State waiver
• Continued importance of identifying teachers’ needs
• District policies on evaluation in the context of school closures
• “Policies regarding communication between teacher and student, between teacher and parents/guardians, and from student to student” (Cavanaugh et al., 2009, p. 6).

Sources: Cavanaugh et al., 2009; Nittler & Saenz-Armstrong, 2020
Overarching Questions

• How do I know students are experiencing quality teaching and learning?

• How do I know the teacher is providing an effective online experience?

• What process do I put in place for effective, supportive evaluation of online teaching?

Sources: Colorado Department of Education (CDE), 2020; Cavanaugh et al., 2009, 2011; Natale, 2012; NSQ, 2019; Southern Regional Education Board (SREB), 2003; Tobin, 2004.
Goal and Objectives

To increase our capacity to conduct educator evaluations in a context of online instruction.

• To clarify what can be learned from evaluating online instruction
• To identify what to observe and assess

• To think through the logistics of the evaluation process
• To consider possible next steps
Agenda for Today

Online teaching evaluations: What to observe and assess

• Process Questions
• Standards
• Additional features
Ice Breaker: Informal Poll

• In an online or hybrid environment, teachers tend to be able to handle the attending students without leadership support.

Source: Adapted from Davis & Rose, n.d., p. 5
The What of Online Teaching Evaluation
Part 1 – Process Questions and Today’s Focus
What Decisions Do You Need to Make?

- What will we observe and evaluate?
  - Are we conducting formative or summative evaluations, and what are the implications for what we evaluate?
  - What dimension(s) of online teaching will we focus on?

Sources: CDE, 2020; Tobin, 2004; Tobin, Mandernach, & Taylor, 2015
The What of Online Teaching Evaluation
Part 2 - Standards
Standards

- InTASC Standards
  - Quality teaching
  - Technology use

- National Standards for Quality (NSQ) Online Teaching
  - Quality online teaching and learning
  - Indicators, explanations, and examples

NSQ:

- Standard A: Professional Responsibilities
- Standard B: Digital Pedagogy
- Standard C: Community Building
- Standard D: Learner Engagement
- Standard E: Digital Citizenship
- Standard F: Diverse Instruction
- Standard G: Assessment and Measurement
- Standard H: Instructional Design

Sources: Council of Chief State School Officers, 2013; Natale, 2012; NSQ, 2019; SREB, 2003
Prompt

• What is one thing you can look for when observing a synchronous lesson to rate the teacher on technology use?
• Please type your answers in the chat
Standard B: Digital Pedagogy

The online teacher supports learning and facilitates presence (teacher, social, and learner) with digital pedagogy.

B1 The online teacher uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.

B2 The online teacher incorporates discipline-specific technologies, tools, and resources to meet individualized learner needs.

B3 The online teacher uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interaction, and monitor and motivate learner engagement.

B4 The online teacher demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.

B5 The online teacher supports safe digital learning spaces for all learners (e.g., data ownership and privacy expectations, digital identity curation).

Source: NSQ, 2019. p. 11
Standard E: Digital Citizenship

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

E1 The online teacher facilitates learning experiences that model and promote digital citizenship.

E2 The online teacher establishes standards for learner behavior that are designed to ensure academic integrity and appropriate use of the Internet that adhere to program-level policies.

E3 The online teacher models and complies with intellectual property policies and fair-use standards and reinforces their use with learners.

E4 The online teacher implements policies, including federal, state, and program-level policies (where applicable), designed to protect learners in the classroom and follows program and classroom Acceptable Use Policies (AUP).
Standard C: Community Building

The online teacher supports learning and facilitates presence (teacher, social, and learner) with digital pedagogy.

C1 The online teacher employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration.

C2 The online teacher creates expectations for appropriate interaction among learners, including establishing netiquette requirements, modeling implementation, and enforcing the requirements.

C3 The online teacher develops a community among culturally diverse learners by providing opportunities for interaction that are conducive to active learning.

C4 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.

C5 The online teacher is able to meet the learning needs of all learners, regardless of cultural background and perspective.

Sources: NSQ, 2019, p. 13
Prompt

- What is one piece of evidence that would show you that the teacher is engaging students in active learning?
- Please type your answers in the chat
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.

D1 The online teacher uses digital tools to identify patterns in learner engagement and performance that will inform improvements to achieve individual learner growth.

D2 The online teacher engages learner agency.

D3 The online teacher enables a learner-customized pace and/or path through instruction aligned with learners’ individual goals, learning trajectories, and interests.

D4 The online teacher establishes relationships through timely and encouraging communication, using various formats.

D5 The online teacher helps learners reach content mastery through instruction and quality feedback using various formats.

D6 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.

D7 The online teacher communicates frequently with stakeholders regarding learner progress and strategies for supporting learner engagement.

Sources: NSQ, 2019, p.16
Standard D2: Learner Agency

“Students may present their work to the class via the class Website. The other students critiqued the solution and made further comments about the case. After all students had responded, the case presenter updated and reposted his or her solution, including new insights or conclusions gained from classmates. Only at the end of all presentations did the instructor provide an overall reaction to the cases and specifically comment about issues the class identified or failed to identify.”

-- Graham et al., 2001, p. 3

Source for standard: NSQ, 2019, p.31
Standard F: Diverse Instruction

The online teacher personalizes instruction based on the learner's diverse academic, social, and emotional needs.

F1 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.

F2 The online teacher communicates with appropriate school staff regarding specific accommodations, modifications, or needs and works in collaboration with others to address learner needs.

F3 The online teacher uses data (quantitative and qualitative) to identify learners who need additional support services.

F4 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.

F5 The online teacher recommends assistive technologies where appropriate to meet mandated needs and address learner preferences.

F6 The online teacher provides additional opportunities for personalized learner growth or enrichment.

F7 The online teacher supports and provides a forum for sharing the varied talents and skills that learners bring to the online environment.

Source: NSQ, 2019, p. 21
The What of Online Teaching Evaluation
Part 3 – Additional Features
Prompt

• Name one characteristic of a successful online discussion in the synchronous classroom or in the learning management system, whether it involves students only or the students and the teacher. You can think about the discussion as it takes place or the planning that goes into it.

• Please type your answers in the chat.
Online Discussions

- Are groups small?
- Are expectations clear?
- Are discussion prompts good?
- Are discussions focused on a task?
- Are the students focused?
- Are the tasks engaging and challenging?
- Do tasks lead to a product?
- Are challenges that come up during the discussion addressed?

Sources: Graham et al., 2001; Natale, 2012
Timely Communications

Are communications timely, effective, and professional?

Develop guidelines

• What can students email teachers about?
• What should be discussed in an online LMS?
• When will teachers respond? e.g.,
  - Within x days
  - “Tuesdays and Fridays between three and five o'clock” (Graham et al., 2001, p. 2)

Sources: Cavanaugh et al., 2009, 2011; Graham et al., 2001; Natale, 2012; SREB, 2003; Tobin, Mandernach, & Taylor, 2015
Additional Resources

- Checklist for evaluating online teachers based on standards for professional teaching, curriculum, instruction, assessment, management, and evaluation

- Charlotte Danielson Framework for Teaching evaluation rubric adapted for the online environment

Sources: Michigan Virtual, 2018; SREB, 2003; The Danielson Group, https://danielsongroup.org/framework, retrieved October 23, 2020
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Thank you!
References


References


