

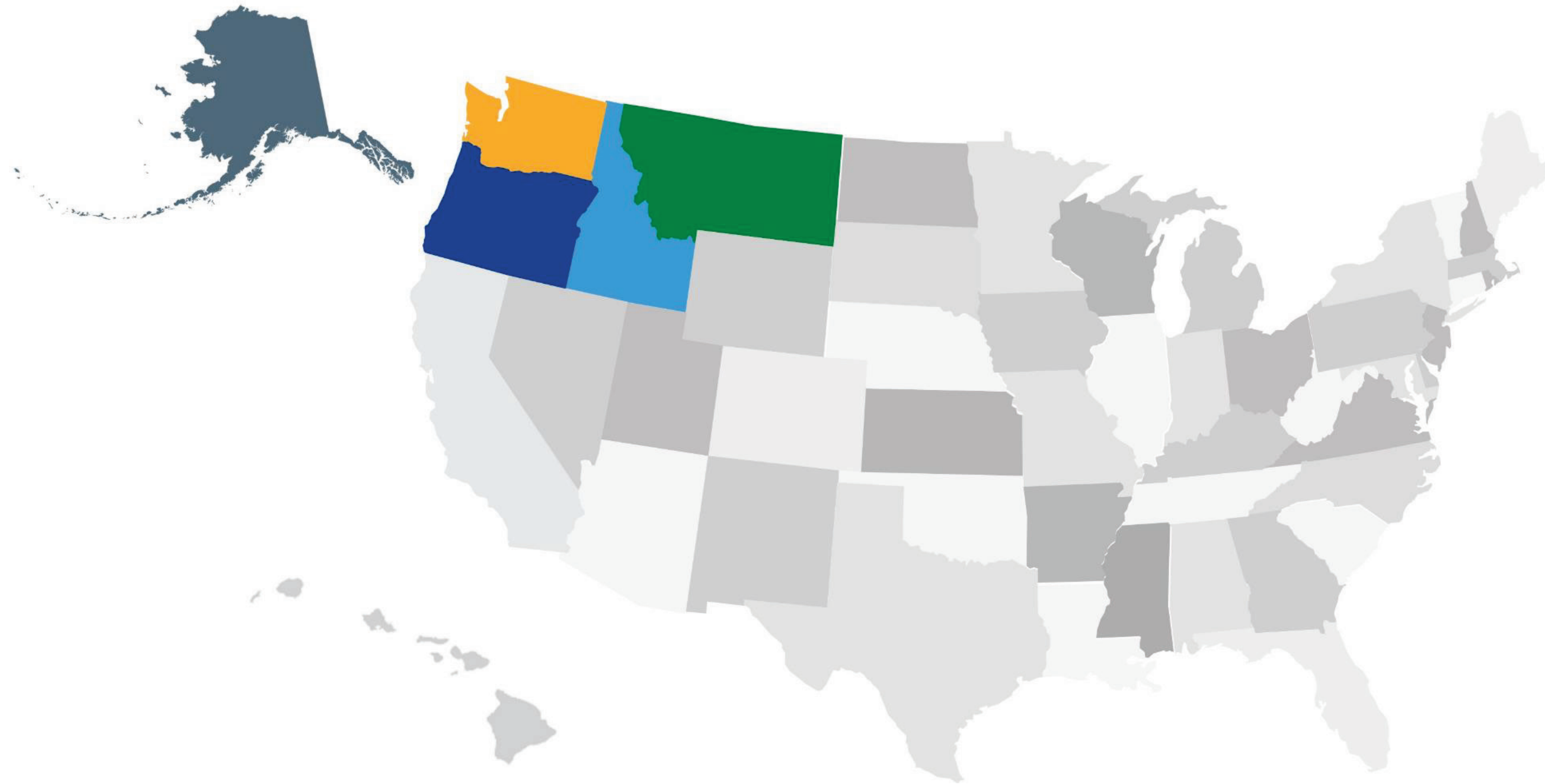
# Teacher Evaluation and Support in Online Environments

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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).

# 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?

# The Expertise Needed to Answer the Overarching Questions

- The ideal evaluator has online teaching experience and participates in relevant professional development.

The typical evaluator is not trained to evaluate online teaching

So...

Risk of emphasizing quantity vs. quality

So...

Need adapted evaluation tools and processes

# 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
- **When** to do this work
- **How** data will be collected
- **Why** we do this work

## Ice Breaker: Which of the following statements do you agree with?

- My new teachers who learned about virtual schooling in their pre-service programs were ready to teach online when they graduated.
- Most of my regular classroom teachers are qualified to teach online.
- My teachers who were excellent face-to-face in the classroom were ready to teach a quality online course that had previously been prepared or purchased.
- In an online or hybrid environment, teachers can handle the attending students without leadership support.
- Regular school routines and practices are effective in an online or hybrid environment.



# 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?

# 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



# 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).

# 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.





# 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.

# Standard D2: Learner Agency

## **D2** The online teacher engages 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

# 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.

# 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?

# 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)

Online courses

Students may need more help and can work anytime

Teachers must communicate frequently (and well)

Teachers must manage their time well



# 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

# Practice

# Prioritize Standards for Use in Your School

- Standard B: Digital Pedagogy & Standard E: Digital Citizenship
  - Effective technology use
- Standard C: Community Building
  - Active student engagement – interactivity
- Standard D: Learner Engagement & Standard F: Diverse Instruction
  - Active student engagement – active learning and ownership of learning

The screenshot shows a web interface for prioritizing standards. At the top, it displays the title "Standard B: Digital Pedagogy & Standard E: Digital Citizenship" and a brief instruction: "The standards for effective technology use are listed in the first column. Select the standards you want to use, or down to organize and/or prioritize. You can also grade each standard. You can do this by clicking on the 'GRADE' button next to each standard." Below this, there are two columns: "Standards" and "Your Standards". The "Standards" column contains four items: B2, B3, B4, and B5. Each item has a description of the standard and a "GRADE" button. The "Your Standards" column is currently empty, with a plus sign (+) at the top right, indicating where selected standards would appear.

# The When of Online Teaching Evaluation

# How Often, How Long?

- How many teachers are you evaluating?
- How much data do you need?
  - To know students are taught well and learning
  - To determine necessary teacher supports
- How much time will you spend on providing feedback?
- How much time can you realistically invest?

# When?

Consider:

- Evaluate online course over a set of days
- Evaluate towards the end of the course/term

“If observations take place too early in the course, there may not yet be a lot of teaching behaviors in evidence.”



# The How of Online Teaching Evaluation

# What Are My Data Sources?

- The usual:
  - Observation data
  - Artifacts
  - Pre- and post-conversations
- Quality indicators from additional online teaching data

LMS data			
Student data		Teacher data	
Quantity	Quality	Quantity	Quality
Frequency of log-ins, time spent in the LMS, number of contributions to the asynchronous discussion boards, days on task, time on task	Quality of threaded discussion posts	Frequency of log-ins, time spent in the LMS, number of contributions to the asynchronous discussion boards, number of announcements posted, number of threaded discussion posts, timeliness of interaction, timeliness of grading and feedback, proportion of instructor-to-student posts, days on task, time on task	Quality of announcements posted, quality of threaded discussion posts, quality of threaded discussion interaction, quality of feedback

Table contents adapted from Tobin, Mandernach, & Taylor, 2015, p. 39, 63, and 66-67



# How Do My Data Sources Map to the Standards?

Standards	Observation of teaching (synchronous or asynchronous)	Examination of LMS data				Review of artifacts such as lesson plans and electronic handouts	Pre- and/or post-observation conversations
		Student		Teacher			
		Quantity	Quality	Quantity	Quality		
B: Digital Pedagogy	X			X	X	X	X
C: Community Building	X	X	X	X	X	X	
D: Learner Engagement	X	X	X	X	X	X	X
E: Digital Citizenship	X				X	X	X
F: Diverse Instruction	X		X	X	X	X	X

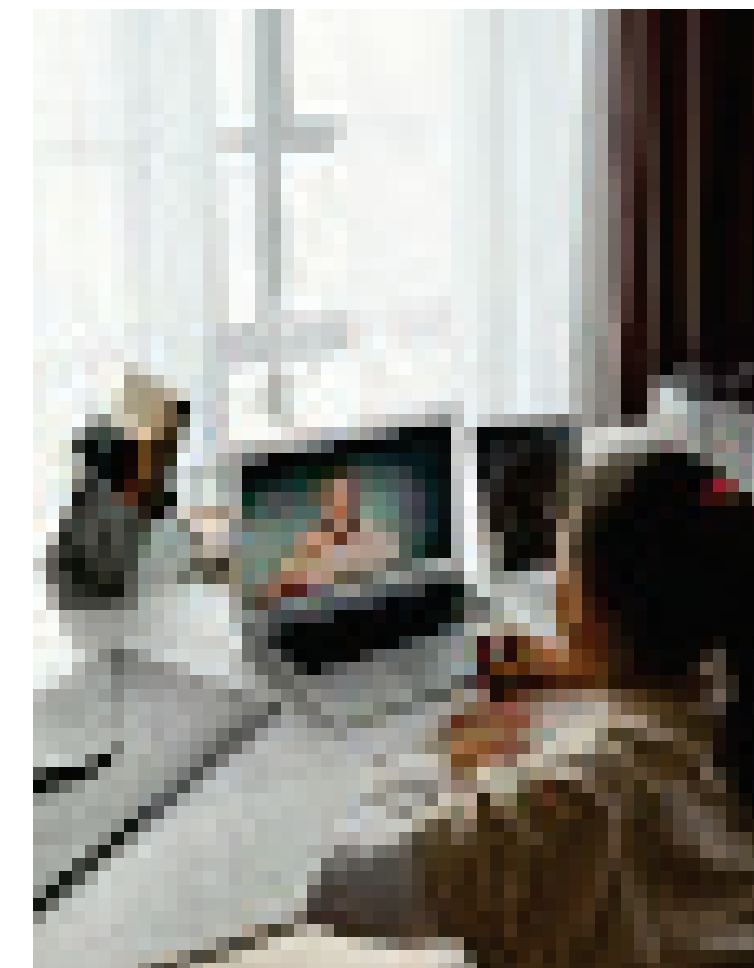
# Implementing a New Process

<i>By: September 23, 2014</i>	Provide evaluation procedures orientation to new hires
<i>By: October 1, 2014</i>	Provide any changes in evaluation procedures to all teachers
<i>By: October 15, 2014</i>	First observation for first-year teacher
<i>By: December 19, 2014</i>	Complete at least two (2) observations
<i>No Later Than January 16, 2015, or before</i>	Complete third observation (one of these observations must be formal)
<b>If an area of concern is identified after any observation, the teacher is informed within five (5) work days to allow him/her the opportunity to address the area(s) of concern.</b>	
<i>No Later Than January 23, 2015, or before</i>	Complete Standard Evaluation Instrument
<i>No Later Than January 30, 2015, or before</i>	Hold Post-Evaluation Conference <i>Reference: Teacher Evaluation Handbook, Pages 2 - 4</i>

# The Why of Online Teaching Evaluation

# Why Evaluate Online Teaching Instruction?

- To determine whether students are experiencing quality teaching and learning
- To determine whether teachers are providing an effective online experience and if not, what supports do they need to improve



# Additional Resources

- A comparison of the characteristics of effective [feedback](#) in in-person and online settings from the Colorado Department of Education.
- An example with additional [tips for feedback](#) (p. 153).
- Suggestions on identifying [mentoring](#) opportunities for teachers (table on p. 3).

Baasee'  
Quyana  
Thank you!

# Contact us



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