

Online Learning Indicators aligned to Danielson Rubric

Danielson Domain Elements	Online Learning Indicators	Online Learning Look Fors
Demonstrating Knowledge of Content and Pedagogy 1a	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Lessons based on current best practices and state standards. Instructional artifacts (evidence in the form of student work products with feedback). Teacher utilizes online resources to deliver the lesson content/objectives. Teacher uses synchronous and asynchronous teaching in ways that encourage and enhance student learning.
Demonstrating Knowledge of Students 1b	<ul style="list-style-type: none"> Teacher understands the active nature of student learning in the online environment and obtains information about levels of development for groups of students. The teacher is aware of the individual student's backgrounds, culture, skills, language proficiency, interests, and unique 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 learning environment. 	<ul style="list-style-type: none"> Teacher utilizes various methods and resources to gather information about students throughout the year. Teacher acquires knowledge of the whole student through various methods.
Setting Instructional Outcomes 1c	<ul style="list-style-type: none"> Teacher-designed instructional outcomes align with the state standards 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. 	<ul style="list-style-type: none"> Teacher shares instructional outcomes with students individually and/or collectively. Instructional outcomes that are academic level appropriate, timely, and measurable

Online Learning Indicators aligned to Danielson Rubric

Demonstrate Knowledge of Resources 1d	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Teacher uses curriculum and curricular etools regularly within the classroom
Designs Coherent Instruction 1e	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Structured and reasonably timed learning activities that meet the needs of multiple academic levels of students. Teacher uses various online resources that provide opportunities for higher order cognitive learning.
Designing Student Assessments 1f	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teacher designs assessments that focus on content standards rather than digital tools used to achieve learning outcomes
Creating an environment of respect and rapport 2a	<ul style="list-style-type: none"> Teacher monitors online discourse closely, anticipating inappropriate divergences and steering the conversation back on task. The students continually model appropriate online interactions. 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. 	<ul style="list-style-type: none"> Classroom expectations are established regarding appropriate use of digital tools by students. Teacher encourages relationship building through an online learning environment. Digital tools are used to encourage creativity and risk-taking. Interactions are friendly and demonstrate general caring and respect.

Online Learning Indicators aligned to Danielson Rubric

Establishing a culture for learning 2b	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Teacher amplifies student voice through the use of online tools such as jamboard, poll feature, etc. Teacher creates a culture for online learning with outcomes, a variety of teaching strategies and personal interactions.
Managing classroom procedures 2c	<ul style="list-style-type: none"> Resources and support are in place to maximize student success 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. 	<ul style="list-style-type: none"> Teacher has established routines for students to demonstrate engagement during an online lesson. For example: cameras on/off, microphone on/off, use of online tools, chat. Teacher uses established and consistent ways to receive student work. Students are productively engaged during online group or independent work and understand online classroom expectations that are clear and established. Students can access online content in a consistent format using the established learning management system
Managing Student Behavior 2d	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Students are engaged with the teacher in a manner consistent with established classroom norms. Teacher's response to student misbehavior is prompt, appropriate, effective and varied.
Organizing Physical/Digital space 2e	<ul style="list-style-type: none"> Online learning environment is welcoming and structured such that all students are able to easily access and navigate course content. Students have access to, and regularly use, the necessary 	<ul style="list-style-type: none"> Teacher is visually present. Teacher creates a consistent, welcoming, and structured message using the established learning management system.

Online Learning Indicators aligned to Danielson Rubric

	digital tools within the established online learning platform to provide feedback to the instructor and engage in the lesson.	
Communication with Students 3a	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teacher uses clear directions and explanations (oral, written, or visual). Teacher provides multiple modalities for students to receive instruction. Learning target is stated and connects to student learning. Communication is clear and students understand what is expected of them.
Using Questioning and Discussion Techniques 3b	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teacher creates an environment where all students are engaged in discussion and are encouraged to justify their thinking. Teacher uses a variety of strategies. For example: appropriate wait time. Teacher uses various digital tools and/or groups which allow for student discussion and responses. Teacher using a variety of ways to get all students voices in the space.
Engaging Students in Learning 3c	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teacher ensures the structure and pacing of the lesson allows for the necessary scaffolding and support where all students can be successful. Student groupings allow for everyone to be an active learner and are based on instructional goals.

Online Learning Indicators aligned to Danielson Rubric

Using Assessment in Instruction 3d	<ul style="list-style-type: none"> • Teacher uses assessment data to guide instruction. • Authentic or application-based assessments that stimulate higher order thinking are created by the teacher using multiple digital tools. • Teacher utilizes multiple digital tools to monitor the progress of student learning with some diagnostic data as guidance. 	<ul style="list-style-type: none"> • Teacher displays assessment criteria in an appropriate and consistent manner. • Teacher uses multiple digital tools that provide feedback in a timely, specific, and appropriate manner. • 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.
Demonstrating Flexibility and Responsiveness 3e	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Teacher is able to navigate technology issues so learning can continue. • Teacher uses multiple online tools to engage student responses to lesson content. • Teacher has built in digital tools which ensure student learning as the lesson progresses.
Reflecting on Teaching 4a	<ul style="list-style-type: none"> • 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 proactively plan for future instruction. 	<ul style="list-style-type: none"> • Teacher regularly collaborates with colleagues. • Teacher applies knowledge gained from reflection to proactively plan for future instruction.
Maintaining Accurate Records 4b	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Teacher uses assigned digital online record keeping for student learning.

Online Learning Indicators aligned to Danielson Rubric

Communicating with Families 4c	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Teacher utilizes consistent mode of communication with families. • Teacher uses various methods to communicate and engage families in a culturally appropriate manner.
Participating in a Professional Community 4d	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Teacher participates in PLT, team/department meetings, building meetings, and district staff meetings. • Teacher participates in school wide initiatives and events.
Growing and Developing Professionally 4e	<ul style="list-style-type: none"> • Teacher actively looks for professional development opportunities to enhance content knowledge. • Teacher seeks feedback from peers and administrators to adjust and refine course delivery. 	<ul style="list-style-type: none"> • Teacher self reflects regarding annual Student Learning Goals and Professional Goals.
Demonstrating Professionalism 4f	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Teacher consistently communicates with students, parents, and school personnel. • Teacher consistently updates student progress in compliance with district/school expectations.