Teacher Quality Standard III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Element A

Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social and emotional development of their students.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Provide clearly written or verbalized directions for what is expected for every activity and assignment.
- Provide office hours to support students and assist with differentiation.
- Include scaffolds (e.g., read-aloud lessons, thinking maps, links to resources).
- Record a video of thinking aloud through the skills and content that students may struggle with the most.
- Plan how to use virtual tools such as virtual manipulatives, videos and websites providing texts with multiple reading levels to adjust content to meet the needs of all learners.
- Turn on closed captioning for videos to support student understanding and language development.
- Incorporate planned activities that engage all types of learners at a pace that meets their style and requirement for pacing (e.g., set a virtual timer and post the time for students to see the countdown; encourage students that need to collaborate to break off into "chat rooms" with a task to solve and discuss their thinking, then come back to the whole group).
- Provide extended time for specific student groups in breakout rooms to allow students to work at needed pacing.
- Accommodate individual needs (e.g., office hours, 1:1 calls or chats, re-teaching, plan for enrichment activities).
- Level activities and materials to accommodate student needs (e.g., leveled text for specific groups, provide content in alternative formats).
- Provide pre-work for the lesson that is communicated and assigned for students to be ready for new learning.
- Meet with small groups of students or one-on-one outside of the whole group setting to support learning.
- Vary the instructional group composition (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.
- Ensure the instructional grouping arrangements (either whole-class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.

- Create customized learning pathways with students, where learning goals and objectives are linked to explicit and diverse learning experiences, matched to the individual student's learning performance level and preferences.
- Tailor content and instructional strategies to individual learning goals, needs and interests.
- Provide assistive technologies to facilitate learning.
- Recognize that not all students learn at the same pace, and that mastery of knowledge and skills is a better measure of learning than time on task. Given this, measure progress against competency attainment and find ways to meet students where they are along their learning path rather than adhere to one-size-fits-all schedules or sequences of instructional events.

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/observer might/will:

- Determine if the educator's practices and instructional resources incorporate student interests and cultural heritage.
- Monitor that the educator's practices display an understanding of each student's anticipated learning difficulties.
- Monitor that the educator regularly provides differentiated instructional methods and content to ensure children can master what is being taught.
- Monitor that educators create rigorous but supportive environments in which students are held to high expectations academically and behaviorally. Educators seek evidence of achievement of goals. Further, in order to help all students meet these high expectations, educators move beyond a traditional notion of providing each student with the same and equal inputs towards a focus on equity in both inputs and outcomes. They are willing and able to apply more and different resources to certain learners who need them to achieve.
- Monitor educator awareness of different learning preferences, diversity, and universal design principles and that they are appropriately differentiating and adapting instruction and resources to meet these differences.
- Continually take note of what is or is not working (via student-level data, technology applications, pedagogical strategies, supervisor feedback, etc.) and provide data and feedback to the educator to maintain or revise an instructional practice.