

Teacher Quality Standard III

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

Element B

Teachers use formal and informal methods to assess student learning, provide feedback and use results to inform planning and instruction.

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

The teacher can:

When providing feedback

- Give oral and written feedback that is consistently academically focused, frequent, and high-quality.
- Give feedback frequently during guided practice and homework review.
- Regularly use feedback from students to monitor and adjust instruction.
- Engage students in giving specific and high-quality feedback to one another.
- Provide office hours for students to log in at designated times to receive timely feedback on assignments.
- Provide written feedback in a timely manner virtually through email or discussion platforms aligned to the lesson's objectives and success criteria.
- Engage in written discussions and check for understanding between students by making comments on each other's written responses in a collaborative document tool or platform.
- Have students share work with another student for feedback prior to submitting.
- Model for students how to interact with one another and the teacher, and provide each other with specific feedback aligned to the lesson's objective in breakout rooms and in the chat.
- Allow students to complete tasks at different levels and time frames with some students remaining in the breakout rooms while others return to the main room to engage in a feedback discussion facilitated by the teacher (no lag time to lose engagement).

When assessing student learning:

- Use virtual tools for students to show their thinking and solutions in real time.
- Create learner surveys, polls, check-in calls and live interactive sessions to monitor students understanding of the course objectives.
- Provide regular virtual office hours for students to receive feedback and support synchronously.
- Determine and communicate criteria for student success (e.g., via a live model, exemplars used in the lesson itself and/or posted in the common folder for ready access by students).
- Conduct virtual assessments in the form of a project (e.g., audio/video, taking a picture of product, experiment, graphs, charts, presentation, essay, short answer or multiple choice) and include clear criteria for student success.



- Support progression of learning for individual students through assessments (e.g., via screencast recordings to provide specific feedback on portfolios to inform future instruction) and adjust future instruction based on assessment results.

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

The evaluator/observer might/will:

- Monitor the quality of feedback to students in its focus and frequency.
- Check that feedback is being given to all students in all environments and settings.
- Monitor that students are giving feedback to each other on a regular basis.
- Ensure that students have adequate access to the teacher via office hours, chat time or discussion groups.
- Observe that teachers are modeling appropriate interactions with students.
- Ensure that teachers are differentiating for the different needs of students within their assessments and feedback.
- Monitor that teachers are using a variety of assessments that match the expectations of various assignments.
- Encourage the use of visual and technological aides that can ensure success of students.

