

A recipient of the Online Teaching K-12 endorsement shall meet the expectations set by the following content-specific competencies. It is important to refer to the related standards in the *NSQ-OT National Standards for Quality Online Teaching Third Ed 2019* for explanations and examples.

<p>1. Professional Responsibilities</p> <p>NSQ-OT: Standard A</p> <p><i>AROTA: Topic 1: Course Preparation, Topic 2: Course Development, Topic 3: Communicating with Stakeholders, Topic 4: Syllabus Submission</i></p>	<p><i>The online teacher demonstrates professional responsibilities in keeping with the best practices of online instruction.</i></p> <ol style="list-style-type: none"> 1.1 Meets the professional teaching standards or has academic credentials in the field in which he or she is teaching. 1.2 Demonstrates skill as a reflective practitioner. 1.3 Continuously pursues knowledge and skills related to online learning and pedagogy. 1.4 Serves as an ambassador of knowledge to stakeholders. 1.5 Demonstrates knowledge of the role of online learning in preparing learners to participate as global citizens. 1.6 Demonstrates an understanding of effective time management strategies. 1.7 Models digital citizenship. 1.8 Maintains accurate records of relevant information and communications in the appropriate format. 1.9 Can explain his or her responsibilities in carrying out local or national law or mandates related to accessibility.
<p>2. Digital Pedagogy</p> <p>NSQ-OT: Standard B</p> <p><i>AROTA: Topic 1: Course Preparation, Topic 2: Course Development, Topic 3: Communicating with Stakeholders</i></p>	<p><i>The online teacher supports learning and facilitates presence (teacher, social, and learner) with digital pedagogy.</i></p> <ol style="list-style-type: none"> 2.1 Uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction. 2.2 Incorporates discipline-specific technologies, tools, and resources to meet individual learner needs. 2.3 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. 2.4 Demonstrates basic troubleshooting skills and addresses basic

	<p>technical issues as they arise.</p> <p>2.5 Supports safe digital learning spaces for all learners (e.g., data ownership and privacy expectations, digital identity curation).</p>
<p>3. Community Building</p> <p>NSQ-OT: Standard C</p> <p><i>AROTA: Topic 1: Course Preparation, Topic 2: Course Development, Topic 3: Communicating with Stakeholders</i></p>	<p><i>The online teacher facilitates interactions and collaboration to build a supportive online community that fosters active learning.</i></p> <p>3.1 Employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration.</p> <p>3.2 Creates expectations for appropriate interaction among learners, including establishing netiquette requirements, modeling implementation, and enforcing the requirements.</p> <p>3.3 Develops a community among culturally diverse learners by providing opportunities for interaction that are conducive to active learning.</p> <p>3.4 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.</p> <p>3.5 Meets the learning needs of all learners, regardless of cultural background and perspective.</p>

<p>4. Learner Engagement</p> <p>NSQ-OT: Standard D</p> <p><i>AROTA: Topic 1: Course Preparation, Topic 2: Course Development, Topic 3: Communicating with Stakeholder, Topic 4: Syllabus Submission</i></p>	<p><i>The online teacher promotes learner success through interactions with learners and other stakeholders and by facilitating meaningful learner engagement in learning activities.</i></p> <p>4.1 Uses digital tools to identify patterns in learner engagement and performance that will inform improvements to achieve individual learner growth.</p> <p>4.2 Engages learner agency.</p> <p>4.3 Enables a learner-customized pace and/or path through instruction aligned with learners’ individual goals, learning trajectories, and interests.</p> <p>4.4 Establishes relationships through timely and encouraging communication, using various formats.</p> <p>4.5 Helps learners reach content mastery through instruction and quality feedback using various formats.</p> <p>4.6 Ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner.</p> <p>4.7 Communicates frequently with stakeholders regarding learner progress and strategies for supporting learner engagement.</p>
<p>5. Digital Citizenship</p> <p>NSQ-OT: Standard E</p> <p><i>AROTA: Topic 1: Course Preparation, Topic 2: Course Development, Topic 3: Communicating with Stakeholders, Topic 4: Syllabus Submission</i></p>	<p><i>The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.</i></p> <p>5.1 Facilitates learning experiences that model and promote digital citizenship.</p> <p>5.2 Establishes standards for learner behavior that are designed to ensure academic integrity and appropriate use of the Internet that adhere to program-level policies.</p> <p>5.3 Models and complies with intellectual property policies and fair-use standards and reinforces their use with learners.</p> <p>5.4 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).</p>

<p style="text-align: center;">6. Diverse Instruction</p> <p style="text-align: center;">NSQ-OT: Standard F</p> <p style="text-align: center;">AROTA: <i>Topic 1: Course Preparation, Topic 2: Course Development, Topic 3: Communicating with Stakeholders, Topic 4: Syllabus Submission</i></p>	<p><i>The online teacher personalizes instruction based on the learner's diverse academic, social, and emotional needs.</i></p> <p>6.1 Monitors and interprets learner progress and provides reasonable additional support to all learners, paying particular attention to learners with identified disabilities or who represent traditionally underserved groups</p> <p>6.2 Communicates with appropriate school staff regarding specific accommodations, modifications, or needs and works in collaboration with others to address learner needs.</p> <p>6.3 Uses data (quantitative and qualitative) to identify learners who need additional support services.</p> <p>6.4 Creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access (i.e., Universal Design for Learning).</p> <p>6.5 Recommends assistive technologies where appropriate to meet mandated needs and address learner preferences.</p> <p>6.6 Provides additional opportunities for personalized learner growth or enrichment.</p> <p>6.7 Supports and provides a forum for sharing the varied talents and skills that learners bring to the online environment.</p>
<p>7. Assessment and Measurement</p> <p style="text-align: center;">NSQ-OT: Standard G</p> <p style="text-align: center;">AROTA: <i>Topic 1: Course Preparation, Topic 2: Course Development, Topic 4: Syllabus Submission</i></p>	<p><i>Assessment and Measurement - The online teacher creates and/or implements assessments in online learning environments in ways that ensure the validity and reliability of the instruments and procedures. The teacher measures learner progress through assessments, projects, and assignments that meet standards-based learning goals and evaluates learner understanding of how these assessments measure achievement of the learning objectives. (Note: In courses that are already created, teachers may not be able to create or include additional assessments.)</i></p> <p>7.1 Chooses appropriate assessment tools, which allow students</p>

	<p>the opportunity to demonstrate mastery of the content.</p> <p>7.2 Employs pedagogy and content knowledge to develop and/or effectively implement assessments in ways that ensure the validity and reliability of the instruments and procedures.</p> <p>7.3 Uses strategies to ensure learner academic integrity and the security of learner assessment data.</p> <p>7.4 Implements a variety of assessments that accurately measure learner proficiency.</p> <p>7.5 Evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course.</p> <p>7.6 Assures alignment between the assignments, assessments, and standards-based learning goals.</p> <p>7.7 Customizes instruction to personalize the learning experience based on performance and assessment data and learner needs.</p> <p>7.8 Creates opportunities for learner self-assessment within courses.</p>
<p>8. Instructional Design</p> <p>NSQ-OT: Standard H</p> <p><i>AROTA: Topic 1: Course Preparation, Topic 2: Course Development, Topic 3: Communicating with Stakeholders, Topic 4: Syllabus Submission</i></p>	<p><i>The online teacher curates and creates instructional materials, tools, strategies, and resources to engage all learners and ensure achievement of academic goals.</i></p> <p>8.1 Designs learning experiences that use technology to efficiently engage learners.</p> <p>8.2 Uses a formative approach to lesson design.</p> <p>8.3 Incorporates diverse media into online learning modules.</p> <p>8.4 Able to incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.</p> <p>8.5 Continuously reviews and aligns all course content with applicable course objectives and standards.</p> <p>8.6 Creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.</p>