

Idaho Online Teacher Competencies & Resources

Based on the [National Standards for Quality Online Teaching](#), this tool was developed to outline teacher competencies, resources, and professional development regarding support of a blended learning model, which teachers can implement by balancing between on-screen and off-screen activities. Please note that the “online teacher” designation that begins each standard can more broadly refer to teachers who implement the blended learning model. The team of educators who developed this tool has extensive experience in supporting technology integration with educators throughout the state. The intention is to provide a digital landing page from which educators can access standards-aligned tools and resources to support blended learning pedagogy. This document has specific resources for Phase 1 standards. Phase 1 standards prioritize initial needs with supporting a blended learning model. Phase 2 and 3 build upon those initial needs and are also listed in the document, but without specific resources. The team believes that when teachers enter Phases 2 and 3, it is a refinement of what they have learned in Phase 1. Through Phase 1, teachers have built the necessary skills to seek out needed information.

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Phase 1

Standard B: Digital Pedagogy

The online teacher supports learning and facilitates presence (teacher, social, and learner) with digital pedagogy.

Substandard B1: The online teacher uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.

Further Explanation:

- The online teacher selects and uses a variety of tools for communication, including tools used to explain content, develop conceptual understanding, deepen social interaction, and develop an online social presence.
- The online teacher needs to communicate with learners through means other than, and in addition to, phone calls or email messages.
- The online teacher needs to understand the connection between using tools and building meaningful relationships with learners (presence) in order to support achievement and persistence.
- The online teacher demonstrates meaningful relationships with learners (presence) through the use of specific tools in order to support achievement and persistence.

Examples:

- An online teacher starts a discussion board with academic content as well as announcements and support for self-regulation of learning online. In addition, the teacher uses applications on learner recommendations to send out announcements and offer support.
- The online teacher may conduct daily live sessions with learners in a web-conferencing application to provide learners with opportunities to interact with the content alongside and with their peers.
- In a blended setting, the teacher engages with learners in authentic ways through Book Study or by inviting discussion with an author to develop conceptual understanding and deepen social interaction.

Possible Tools

- Communication: [Remind](#), LMS messaging (message features within Learning Management Systems, such as Canvas or Schoology), [Class Dojo](#), SIS messaging tools
- Productivity: [Trello](#), Calendar apps, [Chrome extensions](#)
- Collaboration: [Padlet](#), [Google Docs](#)
- Analysis: Google Explore Tool, Microsoft Teams Analyze, LMS Data
- Presentation: [Google Slides](#), [Google Jam Board](#)
- Research: [Google Scholar](#), [ProQuest](#), [Lili](#), [Ebsco Host](#)

PD Resources

[University of Idaho Doceo Center:](#)

- Tools to Support Collaboration (beyond Google), [Summer](#), [Fall](#) (1 credit, [Cost](#))
- Improving the Use of Video in the Classroom, [Summer](#), [Fall](#) (1 credit, [Cost](#))
- Google Classroom, [Summer](#), [Fall](#) (1 credit, [Cost](#))
- G Suite Tools in the Classroom, [Summer](#), [Fall](#) (1 credit, [Cost](#))
- Google Tips, Tricks, & Extensions, [Summer](#), [Fall](#) (1 credit, [Cost](#))

- Content Delivery: LMS ([Schoolology](#), [Canvas](#), [ManageBac](#), [Otus](#), [Blackboard Learn](#), [OpenEdBlackboard](#), [Summit Learning Platform](#)); [Hyperdocs](#), [Google Classroom](#), [Microsoft Teams](#), [SeeSaw](#);
Screencasting tools ([Screencast-o-matic](#), [Screencastify](#))
- Interaction: [FlipGrid](#)

- Create Instructional Videos with Screencasting, [Summer](#), [Fall](#) (1 credit, [Cost](#))
- University of Idaho Doceo Center In-person or Online Synchronous PD to support individual district/school needs:
 - \$700/day Online Synchronous
 - \$700/day + travel in-person
 - Contact cassidyh@uidaho.edu for more information

NUU CPD:

- [Google Classroom \\$99 \(1 Credit\)](#)
- [Google Tools Part 1 \\$99 \(1 Credit\)](#)
- [Google Tools Part 2 \\$99 \(1 Credit\)](#)
- [H.A.C.K. Model of Innovative Instruction Training](#)

OpenEd Resources:

- IDLA eDay Support video: [Using CK12 and OpenStax in Your Google Classroom](#) (Free)

ISU

- [Implementing New Technological Tools in a Virtual Learning Classroom \\$110 \(2 Credits\)](#)

Digital Promise

- [Micro-credentials Library](#)

Substandard B2: The online teacher incorporates discipline-specific technologies, tools, and resources to meet individual learner needs.

Further Explanation:

- Frameworks like the Universal Design for Learning emphasize the need for learner agency and instructor responsiveness for optimal learning, as well as the need to utilize discipline-specific technologies, tools, and resources to meet the individual needs of diverse learners through consideration of what will work for all.
- The online teacher varies resources and strategies depending on individual student needs.

Examples:

- The online teacher can use open educational resources (OER) to develop lessons, which allow for learner choice.
- The online teacher can demonstrate evaluation strategies for resources that use a variety of cultural contexts.
- The online teacher of blended courses can confer with small groups about sources found online for a particular topic and then have the groups reconfigure (into smaller or larger groups) to find corroborating sources.
- The online teacher may develop (or work with others to develop) games to teach content and develop social skills. Teachers and researchers might collaborate to develop the gaming technology. For example, the online teacher may gamify lessons to engage students learning about the solar system.

Possible Tools	PD Resources
<ul style="list-style-type: none"> ● Hyperdocs, ChoiceBoards ● Immersive Readers ● Voice to Text ● Closed Captions ● Digital Promise: Resources for Students with Disabilities ● Distance Learning for ELL Students 	<p>University of Idaho Doceo Center:</p> <ul style="list-style-type: none"> ● Tools to Support Literacy, Summer, Fall (1 credit, Cost) ● Interactives & Simulations, Summer, Fall (1 credit, Cost) <p>NNU CPD:</p> <ul style="list-style-type: none"> ● H.A.C.K Model of Innovative Instruction: Highly Structured \$139 (1 Credit) ● H.A.C.K Model of Innovative Instruction: Allowed Choices \$139 (1 Credit) ● H.A.C.K. Model of Innovative Instruction Training <p>OpenEd Resources:</p> <ul style="list-style-type: none"> ● UMASS: Leveling Up Online Course Design ● UMASS: Teaching with Digital Tools and Apps (Evaluating Accessibility) ● UMASS: Teaching with Digital Tools and Apps ● POUR Model (Perceivable, Operable, Understandable and Robust) ● IDLA eDay Support video: Using CK12 and Open Stax in Your Google Classroom (Free)

Substandard 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.

Further Explanations:

- Online teacher presence is embodied through nurturing learner relationships, encouraging learner interactions, and monitoring and motivating learner engagement. This includes learner-teacher relationship building as well.

Examples:

- The online teacher may give explicit instruction for online discussion forums regarding etiquette and providing feedback about how learners should communicate with each other.
- Online and blended teachers may perform action research to explore the ways in which they nurture inquiry and/or social and emotional development.

Possible Tools	PD Resources
<ul style="list-style-type: none"> ● Use of Zoom/Google Meet/Microsoft Teams, other for synchronous check-ins 	<p>University of Idaho Doceo Center:</p> <ul style="list-style-type: none"> ● Tools to Support Collaboration (beyond Google), Summer, Fall (1 credit, Cost)

- IDLA Content: Standards-aligned high quality lessons that can be linked in an LMS. No assessments or assignments
- HyperDoc Lesson
- HyperDoc Lesson

- Google Classroom, [Summer](#), [Fall](#) (1 credit, [Cost](#))
- G Suite Tools in the Classroom, [Summer](#), [Fall](#) (1 credit, [Cost](#))
- University of Idaho Doceo Center In-person or Online Synchronous PD to support individual district/school needs:
 - \$700/day Online Synchronous
 - \$700/day + travel in-person
 - Contact cassidyh@uidaho.edu for more information

NNU CPD:

- [H.A.C.K Model of Innovative Instruction: Allowed Choices \\$139 \(1 Credit\)](#)
- [H.A.C.K. Model of Innovative Instruction Training](#)

IDLA:

- IDLA eDay Support video: [5 Tips for Connecting with Students when Teaching Online](#) (Free)
- [IDLA Course Lessons Request Form](#) (content is free)
- [Engaging Students with the Bitmoji Classroom](#) (free)
- [Building and Maintaining Relationships Online](#) (free)

Substandard B4 The online teacher demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.

Further Explanation:

- The online teacher uses troubleshooting skills (e.g., changing passwords, downloading plug-ins, etc.) for him or herself and learners.
- Additionally, the teacher knows how to contact local technology support, if more advanced help is needed, and can direct learners to the appropriate support.
- The online teacher has the knowledge to serve as the first point of contact when learners need unexpected problem solving with accessing and using technology.

Examples:

- Basic troubleshooting skills may require the online teacher to, for example, change passwords, and help learners download plug-ins.
- The online teacher is able to contact local tech support, which may take the form of a help desk or ticket system. The online teacher knows if and how learners can get advanced technological support and access to technology as various situations arise.

Possible Tools

- IDLA’s Knowledge Base for Schoology (For parents, students)
- [Microsoft Tutorials](#)

PD Resources

- NNU CPD:
- [H.A.C.K Model of Innovative Instruction: Highly Structured \\$139 \(1](#)

- [Student iPad Tutorials](#)
- [Mac and Microsoft Tutorials](#)

- [Credit\)](#)
- [H.A.C.K. Model of Innovative Instruction Training](#)
- IDLA:
- [IDLA's Knowledge Base for Schoology](#)

Substandard B5 The online teacher supports safe digital learning spaces for all learners (e.g., data ownership and privacy expectations, digital identity curation).

Further Explanation:

- The online teacher needs to consider how to create safe spaces that honor learners' rights to privacy and support them in determining who they want to be known as when they are online.
- The online teacher needs to model and understand how digital information can be used in both negative and positive ways.

Examples:

- The online teacher creates examples of email address or social media handles for learners to review, critique, and reflect upon and shares his or her experience with creating online identities, which could be done in an orientation prior to the course or at the beginning of it.

Possible Tools

- [Wide Open Schools- Digital Citizenship](#)
- [ISTE Standards](#) (Students, Educators, Education Leaders, Coaches)
- [Common Sense Media](#)
- [Google Digital Safety Resources](#)
- Digital Promise: [Online Learning Resources](#)

PD Resources

- [University of Idaho Doceo Center:](#)
- Digital Citizenship, [Summer](#), [Fall](#) (1 credit, [Cost](#))
- NNU CPD:
- [H.A.C.K Model of Innovative Instruction: Highly Structured \\$139 \(1 Credit\)](#)
 - [H.A.C.K. Model of Innovative Instruction Training](#)

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.

Substandard D1 The online teacher uses digital tools to identify patterns in learner engagement and performance that will inform improvements to achieve individual learner growth.

Further Explanation:

- The online teacher needs to be able to analyze and interpret a wide range of activity and performance-level data provided in LMSs, adaptive software, and other digital tools. Further, the online teacher needs to be able to identify patterns in the data that can inform interventions geared towards maximizing each learner's growth.

Examples:

- The online teacher uses a mastery dashboard to keep track of whether learners need remediation, are near mastery, or have achieved mastery (as well as what defines an individual's level of mastery based on growth). Data from the dashboard are used to determine who needs 1-1 sessions with the instructor, learner grouping, etc.
- The online teacher uses activity data with the course LMS or dashboard to identify how often a learner logs into the system and what areas/objectives the learner is spending instructional time on. This data helps the teacher in a goal-setting consultation with the learner.
- The online teacher has integrated adaptive learning software into the classroom. The teacher uses data dashboards from the software to monitor learner progress and activity and uses this data to provide targeted instruction to learners in areas where they are struggling.
- The online teacher works with his or her campus instructional design and data departments to extract useful, actionable data from the LMS regarding learner behavior.

Possible Tools

PD Resources

[University of Idaho Doceo Center:](#)

- Integrating Technology Through the Universal Design for Learning (UDL), [Summer](#), [Fall](#) (1 credit, [Cost](#))

NNU CPD:

- [H.A.C.K Model of Innovative Instruction: Highly Structured \\$139 \(1 Credit\)](#)
- [H.A.C.K. Model of Innovative Instruction Training](#)

Substandard D2 The online teacher engages learner agency.

Further Explanation: It is important for teachers to promote learner agency by jointly setting goals and conferencing with them about their progress towards the goals that have been set. This buy-in is an important part of motivation (see Self-Determination Theory) as opposed to teachers themselves setting all the goals and just monitoring learner progress themselves.

Examples:

- The online teacher regularly conferences with each learner to establish some individual goals regarding performance on mastery outcomes and then follows up to encourage the learner regarding progress towards those goals.
- The online teacher communicates with individual learners to review progress in the class and learn from the learner perspective about personal interests and barriers to learning that can inform the support that is provided to the learner.

Possible Tools

PD Resources

NNU CPD:

- [H.A.C.K Model of Innovative Instruction: Allowed Choices \\$139 \(1](#)

<p>HyperDoc Lesson HyperDoc Lesson</p>	<p>Credit OER Resources:</p> <ul style="list-style-type: none"> • Empowering Students to Own Their Learning (free) • Shifting A Teacher’s Role for Student Centered Learning (free)
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Substandard D3 The online teacher enables a learner-customized pace and/or path through instruction aligned with learners’ individual goals, learning trajectories, and interests.

Further Explanations

- The online teacher uses varied assessment strategies, not limited to the course curriculum, which identify the learner’s ability.
- Assessment allows both instructor and learner to monitor progress towards achieving learning objectives and can be approached in a variety of ways, including the online curriculum.
- Learners learn best when they:(1) engage with content just at the edge of their own expertise, and (2) are learning for mastery, which is facilitated by intrinsic motivation, shared ownership of learning goals, and learner agency.

Examples:

- The online teacher adjusts or adapts content representations or explanations and creates or points learners to simpler explanations or additional/supplemental activities aligned to their level/background.
- The online teacher provides additional scaffolding activities or content through announcements or other means to learners that need them.
- The online teacher allows learners to choose from different options for completing an assignment to demonstrate mastery of the skill they are working on.
- The online teacher guides learners through the content at different speeds, or in a different order, based on their needs and interests.

Possible Tools	PD Resources
<p>iMovie, Loom, TouchCast Studio, Adobe Spark Video, Flipgrid, OBS Project,</p>	<p>University of Idaho Doceo Center:</p> <ul style="list-style-type: none"> • Create Instructional Videos with Screencasting, Summer, Fall (1 credit, Cost) • Integrating Technology Through the Universal Design for Learning (UDL), Summer, Fall (1 credit, Cost) <p>NNU CPD:</p> <ul style="list-style-type: none"> • H.A.C.K Model of Innovative Instruction: Consistent Application \$139 (1 Credit)

Substandard D4 The online teacher establishes relationships through timely and encouraging communication, using various formats.

Further Explanation:

- Regardless of who the online teacher is communicating with, effective communication methods are necessary to successful two-way communication.

- The online teacher is proficient at communicating using various formats (e.g., text audio, video, synchronous, asynchronous) and selects the format that is best for the specific situation and purpose.

Examples:

- Depending on the situation, purpose, and participants, the online teacher strategically selects a communication format (e.g., text, audio, video, synchronous, asynchronous).
- At the start of the course, the online teacher works to develop relationships with learners by communicating in a welcoming way that allows learners to recognize the online teacher as a “real” person who wants them to be successful.

Possible Tools	PD Resources
IDLA eDay Support video	IDLA: <ul style="list-style-type: none"> • IDLA eDay Support video: 5 Tips for Connecting with Students when Teaching Online (Free)

Substandard D5 The online teacher helps learners reach content mastery through instruction and quality feedback using various formats.

Further Explanation:

- The online teacher provides actionable, specific, and timely feedback.
- As the content expert, the online teacher is responsible for helping learners to master the course content via flexible and interactive instruction, tutoring, and personalized feedback.
- When appropriate, the online teacher incorporates rich media.

Examples:

- Following a project-based learning unit, the online teacher uses screencast recordings to provide learners with specific feedback on their portfolio pages.
- The online teacher holds regular office hours that provide learners the opportunity to receive tutoring synchronously.
- The online teacher responds to learners’ content-related questions via email.

Possible Tools	PD Resources
Talk and Comment Chrome Extension HyperDoc Lesson	IDLA: <ul style="list-style-type: none"> • IDLA eDay Support Tutorial Video: Using Talk and Comment for Online Feedback (Free) • Providing Text Feedback in an Online Course (Free)

Substandard 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.

Further Explanation: As the content expert, the online teacher is responsible for helping learners to navigate the course platform and perform the required tasks within the course.

Examples:

- At the beginning of the course, the online teacher provides learners with a welcome letter that directs learners to important information, such as a syllabus, pacing guide, where to find their grades, etc.
- During the course, the online teacher emails learners or initiates a course check-in to ensure that learners know where to find feedback from their instructor.
- The online teacher provides a screencast showing learners how to submit an assignment with media.
- The course commences with a Start Here/Welcome page. which provides key information about the course, teacher, and how to navigate to the first activity.

Possible Tools

PD Resources

Substandard D7 The online teacher communicates frequently with stakeholders regarding learner progress and strategies for supporting learner engagement.

Further Explanation:

- As the course facilitator, the online teacher is responsible for communicating with all of the stakeholders regarding the learner’s progress and strategies for supporting the learner.
- Communication should be ongoing, open, proactive, and continuous. It should address both learner successes and challenges and be documented appropriately.

Examples:

- Examples of stakeholders include parents, on-site facilitators, and counselors.
- The online teacher communicates with parents, learners, and guidance counselors when a learner falls behind in a course.
- The online teacher communicates various study practices with parents that they can use to support their child.
- The online teacher communicates concerns about the learner’s grade to all pertinent stakeholders.
- The online teacher communicates to the learner how his or her work clearly demonstrates mastery of knowledge and skills, with specific examples.
- The online teacher maintains a communication log documenting contact with site mentors, parents, and other support. The teacher maintains a record of communications with learners and encourages them to respond to teacher-initiated communications.
- The online teacher gives in-course feedback, which appears on the learners’ grades page. Teachers use a Student Information System, which sends and documents progress reports and key communications with parents and coaches.

Possible Tools

PD Resources

HyperDoc Lesson (under development)

Strategies for Communicating with Parents and Students

Standard G: Assessment and Measurement

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.

Substandard G1 The online teacher chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.

Further Explanation: Organizations can determine the appropriate instruments according to their LMS and the role of the online teacher in creating and/or implementing them.

Examples:

- Examples include a variety of formative and summative assessments, which could include auto-graded assessments, student projects, videos, student-created multimedia, or live presentations.
- The online teacher adds formative assessments to the courses, which encourage students to check their knowledge and ask questions as needed.
- The teacher suggests improvements to formative and summative assessments, which allow students to demonstrate mastery.
- The teacher analyzes the items in the assessment instrument to inform needed modifications.
- The teacher can determine the appropriate assessment tools as allowed by the LMS and knows his or her role in creating/implementing assessments.

Possible Tools	PD Resources
<ul style="list-style-type: none"> • Google Forms, Quizizz, Kahoot, AnswerGarden, Socrative, Rubric builders (Rubistar, iRubric), Microsoft Forms, Nearpod, and Flipgrid (especially for PE, Oral Language Use, etc.) • HyperDoc Lesson (under development) 	<p>University of Idaho Doceo Center:</p> <ul style="list-style-type: none"> • Tools for Digital Assessment, Summer, Fall (1 credit, Cost) • Assessing Online with FlipGrid and Quizizz

Standard G2 The online teacher 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.

Further Explanation: The online teacher uses his or her content knowledge to verify that assessments align with the content and are, therefore, valid measurements of student performance.

Examples:

- Use of pedagogy and knowledge of content are evident in teacher-provided feedback.
- The online teacher ensures that assessments are aligned with content objectives.
- The online teacher previews assessments for accuracy and relevancy to content.
- The online teacher keeps a list of questions that most students miss or misinterpret and revises or removes them.

Possible Tools	PD Resources
Standard G3 The online teacher uses strategies to ensure learner academic integrity and the security of learner assessment data.	
<p>Further Explanation:</p> <ul style="list-style-type: none"> • The online teacher works with schools and organizations to determine the best testing and monitoring protocols based on program policies. • Individual schools and organizations have varying procedures and policies on how they protect learner data. The online teacher is responsible for determining and implementing effective strategies to secure learner data based on program policies. • The online teacher implements the school’s strategies and policies on academic integrity and data security. 	
Possible Tools	PD Resources
Standard G4 The online teacher implements a variety of assessments that accurately measure learner proficiency.	
<p>Further Explanation: The online teacher is able to apply authentic assessments as part of the evaluation process, assess learner knowledge in a forum beyond traditional assessments, and monitor the academic integrity of assessments. No assessment is perfect; so multiple and varied assessments give a clearer picture of progress.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The online teacher uses a variety of formative and summative assessments. • The online teacher knows and understands the reach of authentic assessments (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills, as opposed to testing isolated skills or retained facts) and that they are a part of the evaluation process. • The online teacher uses a variety of formative and summative assessments, which could include auto-graded assessments, student projects, videos, student-created multimedia, embedded self-checks, portfolios, or live presentations. • The online teacher uses a school-created or endorsed exam for a concept but also asks the students in small group discussion to share something they learned that was not on the test 	
Possible Tools	PD Resources
Whiteboard Tools (These can be used for student demonstration of learning, in addition for teacher-directed instruction)	<p>University of Idaho Doceo Center:</p> <ul style="list-style-type: none"> • Tools for Digital Assessment, Summer, Fall (1 credit, Cost) <p>IDLA eDay Support Video Tutorial: Whiteboard Tools: Chrome Extensions that turn a webpage into a whiteboard (Free)</p>

Standard G5 The online teacher evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course.

Further Explanation:

- The online teacher evaluates student learning through a variety of assessment methods and provides opportunities for learners to reflect on their learning. The teacher may gather learner feedback to inform learning needs through a variety of methods available.
- The online teacher recognizes when learners are ready for course content based on prior performance.
- The online teacher identifies learners who struggle to learn in the online environment.
- The online teacher demonstrates data literacy skills by evaluating learning progress using formative and summative assessments and learner feedback throughout the course.

Examples:

- The online teacher uses data from a variety of formative and summative assessments to inform him or her of student learning progress.
- The teacher creates learner surveys, polls, check-in calls, live sessions, etc. to inform him or her of student learning progress and instructional needs.
- The teacher reads and interprets information presented in data form to effectively implement interventions to support learner success.
- The teacher uses an orientation lesson or learning environment navigation activity to assess learner readiness for the learning environment.
- The online teacher provides a pre-assessment that triggers what content is visible and will be completed by the learner.
- The online teacher provides learners the opportunity to practice skills, like recording their voices, prior to having to submit a recording for a graded activity.

Possible Tools	PD Resources
	University of Idaho Doceo Center: <ul style="list-style-type: none">● Tools for Digital Assessment, Summer, Fall (1 credit, Cost)

Standard G6 The online teacher assures alignment between the assignments, assessments, and standards-based learning goals.

Further Explanation: Teacher-created assignments/assessments clearly demonstrate alignment with standards-based learning goals.

Examples: The online teacher reviews formative and summative assessments and tracks items that do not align with the content and need to be removed or revised.

Possible Tools	PD Resources

Standard G7 The online teacher customizes instruction to personalize the learning experience based on performance and assessment data and learner need.

Further Explanation: The online teacher responds to learner engagement and performance data by adjusting instruction and teacher-implemented support strategies while remaining true to the rigor and goals of the course.

- Examples:**
- The online teacher looks at a learner’s search history and realizes the learner has spent three days on the same website. The teacher then arranges to meet with the learner to discuss potential problems and restore momentum.
 - The teacher uses assessment data, suggests an online review activity to help the learner master the material on which he or she did not perform well, and asks the learner to respond to three follow-up questions that relate to mastery of the material.
 - The teacher creates an alternate pacing guide or schedule to help a learner get back on schedule.
 - An individual learner might be exempted from certain assignments or given an alternate means of demonstrating understanding based on formative assessment data.

Possible Tools	PD Resources
	NNU CPD: <ul style="list-style-type: none">• H.A.C.K Model of Innovative Instruction: Consistent Application \$139 (1 Credit)• H.A.C.K Model of Innovative Instruction: Knowledge Centered \$139 (1 Credit)• H.A.C.K. Model of Innovative Instruction Training

Standard G8 The online teacher creates opportunities for learner self-assessment within courses.

Further Explanation: Self-assessment of learning is an effective form of feedback in the learning experience, and it has one of the highest impacts on learner success.

Examples: The online teacher uses a variety of self-assessment strategies, including reflections, rubrics, graphic organizers, oral assessments, and targets.

Possible Tools	PD Resources
	<ul style="list-style-type: none">• H.A.C.K Model of Innovative Instruction: Consistent Application \$139 (1 Credit)• H.A.C.K Model of Innovative Instruction: Knowledge Centered \$139 (1 Credit)

Phase 2

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 H: Instructional Design

The online teacher curates and creates instructional materials, tools, strategies, and resources to engage all learners and ensure achievement of academic goals.

- H1 The online teacher designs learning experiences that use technology to efficiently engage learners.
- H2 The online teacher uses a formative approach to lesson design.
- H3 The online teacher incorporates diverse media into online learning modules.
- H4 The online teacher is able to incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.
- H5 The online teacher continuously reviews and aligns all course content with applicable course objectives and standards.
- H6 The online teacher creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.

Phase 3

Standard A: Professional Responsibilities

The online teacher demonstrates professional responsibilities in keeping with the best practices of online instruction.

- A1 The online teacher meets the professional teaching standards or has academic credentials in the field in which he or she is teaching.
- A2 The online teacher is a reflective practitioner.
- A3 The online teacher continuously pursues knowledge and skills related to online learning and pedagogy.

- A4 The online teacher serves as an ambassador of knowledge to stakeholders.
- A5 The online teacher demonstrates knowledge of the role of online learning in preparing learners to participate as global citizens.
- A6 The online teacher demonstrates an understanding of effective time management strategies.
- A7 The online teacher models digital citizenship.
- A8 The online teacher maintains accurate records of relevant information and communications in the appropriate format.
- A9 The online teacher can explain his or her responsibilities in carrying out local or national law or mandates related to accessibility.

Standard C: Community Building

The online teacher facilitates interactions and collaboration to build a supportive online community that fosters active learning.

- 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.

Standard F: Diverse Instruction

The online teacher facilitates interactions and collaboration to build a supportive online community that fosters active learning.

- 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.

HACK Model of Innovative Instruction Training Options:

Website: <https://www.nnu.edu/cpd-hack>

Individual: Online 1 credit each (credit included) Completion of all 4 courses: entry course - Grad Ed Masters (Replaces Innovative Instruction 1.0 - 3c)

Online Course: H	\$139
Online Course: A	\$139
Online Course: C	\$139
Online Course: K	\$139

School or District Cohort: Online 'Phases' Courses

Max: 20 participants 1 PD credit each course (additional \$60/person/course - 4 total available) Completion of all 4 courses: entry course - Grad Ed Masters

Online Course: H	\$2500/ cohort
Online Course: A	\$2500/ cohort
Online Course: C	\$2500/ cohort
Online Course: K	\$2500/ cohort

School or District Cohort: F2F Component Training Max: 40 participants

Day 1: H	\$2500/ cohort+\$150 Materials +travel
Day 2: A	\$2500/cohort +\$150 Materials +travel
Day 3: C	\$2500/ cohort +\$150 Materials + travel
Day 4: K	\$2500/cohort +\$150 Materials +travel

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[Online Courses](#): (offered every semester, summer registration by Friday, July 17th, fall registration by Friday, October 30th)

- 1 course = \$135
- 2 courses = \$243 (10% off)
- 3 courses = \$324 (20% off)
- 4+ courses = \$405+ (25% off)
- Schools interested in enrolling multiple teachers receive a discount for every 10+ teachers
 - For 10+ teachers taking 1 course each, the discount is 10% off of the \$135/course cost (\$121.50/teacher)
 - For 20+ teachers taking 1 course each, the discount is 20% off of the \$135/course cost (\$108/teacher)
 - For 30+ teachers taking 1 course each, the discount is 30% off of the \$135/course cost (\$94.50/teacher)
 - If you want to have each teacher take more than one course, then I add an additional 5% discount (10+ \$114.75/teacher, 20+ \$101.25, 30+ \$87.85)

University of Idaho Doceo Center In-person or Online Synchronous PD to support individual district/school needs:

- \$700/day Online Synchronous
- \$700/day + travel for in-person PD
 - In that case, teachers only pay \$60/pd credit since there is no upkeep and grading as there is for the asynchronous courses.
- Contact cassidyh@uidaho.edu for more information