

**Considerable Broad Changes**

This edition of the National Standards for Quality Online Teaching has some significant changes in comparison to the previous releases.

1. Titles have been assigned to each of the Standard Areas.
2. Criteria previously listed under each standard as either “Teacher Knowledge and Understanding,” and “Teacher Abilities,” have been reworked and presented as measurable “indicators.”
3. Indicators under each standard have been labeled in order to make them more easily identified.
4. Each indicator has associated “Explanations” and “Examples” for further clarification.

**Considerable Standard and Indicator Changes**

1. Standard A has been reworked to focus on Professional Responsibilities, instead of instructional practices.
2. Standard D has been reworked to focus on student engagement through varied strategies, recognizing that feedback, while important, is not the sole engagement mechanism.
3. Standards G and H have been combined to create the new standard G, entitled “Assessment and Measurement.”
4. Standard I has been removed and reworked into standards A, D, and G.
5. Standard J has been removed and reworked into standards A, D, and F.

**Overall Comparison**

	<b>National Standards for Quality Online Teaching (Version 2: October 2011)</b>	<b>National Standards for Quality Online Teaching (Third Edition: 2019)</b>
Number of standards	11	<b>8</b>
Number of “indicators”	72	<b>51</b>

**Changes to the Standards and “indicators”**

The changes described in this document are not an exhaustive account of all the changes that were made to the National Standards for Quality Online Teaching, Third Edition. In some cases, “Teacher Knowledge and Understandings” (TKU) and “Teacher Abilities” (TA), have been folded into the indicator explanations and/or examples. Always read the indicators and accompanying explanations and examples completely and carefully when applying the standards to your specific situation.

	<b>National Standards for Quality Online Teaching (Version 2:</b>	<b>National Standards for Quality Online Teaching (Third Edition:</b>

	October 2011)	2019)
<b>Standard A</b>	<i>The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.</i>	Now entitled, “ <b>Professional Responsibilities.</b> ” <i>The online teacher demonstrates professional responsibilities in keeping with the best practices of online instruction.</i>
	(TKU) The online teacher knows and understands the current best practices and strategies for online teaching and learning and their implementation in online education.  (TA) The online teacher is able to apply the current best practices and strategies in online teaching to create rich meaningful experiences for students.	<b>Removed</b> (not a professional responsibility). Covered in all other aspects of the standards.
	(TKU) The online teacher knows and understands the role of online learning in preparing students for the global community they live in, both now and in the future.  (TA) The online teacher is able to build learner capacity for collaboration in face-to-face, blended, and online environments and encourages students to participate as global citizens.	<b>A5</b> The online teacher demonstrates knowledge of the role of online learning in preparing learners to participate as global citizens.
	(TKU) The online teacher knows and understands the instructional delivery continuum (e.g., fully online to blended to face-to-face).  (TA) [This indicator can only be evaluated in the context of instructor(s) having the ability to modify the course.] The online teacher is able to construct flexible, digital, and interactive learning experiences that are useful in a variety of delivery modes.	<b>Removed.</b> These standards address teaching in a fully online environment. Delivery modes (TA) piece addressed more appropriately in <b>D5 and F5</b> .

	<p>(TKU) The online teacher knows and understands the need for continuing to update academic knowledge, pedagogy, and skills.</p> <p>(TA) The online teacher is able to meet the state’s professional teaching standards or has academic credentials in the field in which he or she is teaching.</p>	<p><b>A2</b> The online teacher is a reflective practitioner.</p> <p><b>A3</b> The online teacher continuously pursues knowledge and skills related to online learning and pedagogy.</p>
	<p>(TKU) The online teacher knows and understands the subject area and age group they are teaching.</p> <p>(TA) The online teacher is able to provide evidence of credentials in the field of study to be taught.</p>	<p><b>A1</b> The online teacher meets the professional teaching standards or has academic credentials in the field in which he or she is teaching.</p>
	<p>(TKU) The online teacher knows and understands the professional responsibility to contribute to the effectiveness, vitality, and renewal of the teaching profession, as well as to their online school and community.</p>	<p><b>A4</b> The online teacher serves as an ambassador of knowledge to stakeholders.</p>
		<p><b>NEW INDICATOR</b> <b>A6</b> The online teacher demonstrates an understanding of effective time management strategies.</p>
		<p><b>NEW INDICATOR</b> <b>A7</b> The online teacher models digital citizenship.</p>
		<p><b>NEW INDICATOR</b> <b>A8</b> The online teacher maintains accurate records of relevant information and communications in the appropriate format.</p>
		<p><b>NEW INDICATOR</b> <b>A9</b> The online teacher can explain his or her responsibilities in carrying out local or national law or mandates related to accessibility.</p>

<p><b>Standard B</b></p>	<p><i>The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support learning and engagement in the online environment.</i></p>	<p>Now entitled, “<b>Digital Pedagogy.</b>” <i>The online teacher supports learning and facilitates presence (teacher, social, and learner) with digital pedagogy.</i></p>
	<p>(TKU) The online teacher knows and understands the use of an array of grade-appropriate online tools for communication, productivity, collaboration, analysis, presentation, research, and content delivery.</p> <p>(TA) The online teacher is able to select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery as appropriate to the content area and student needs.</p>	<p><b>B1</b> The online teacher uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.</p>
	<p>(TKU) The online teacher knows and understands the use of emerging technologies in a variety of mediums for teaching and learning, based on student needs.</p> <p>(TA) The online teacher is able to effectively use and incorporate subject-specific and developmentally appropriate technologies, tools, and resources.</p>	<p><b>B2</b> The online teacher incorporates discipline-specific technologies, tools, and resources to meet individualized student needs.</p>
	<p>(TKU) The online teacher knows and understands the importance of interaction in an online course and the role of varied communication tools in supporting interaction.</p> <p>(TA) The online teacher is able to use communication technologies in a variety of mediums and contexts for teaching and learning.</p>	<p><b>B3</b> 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.</p>

	<p>(TKU) The online teacher knows and understands basic troubleshooting skills and the responsibility to address basic technical issues online students may have.</p> <p>(TA) The online teacher is able to apply troubleshooting skills (e.g., change passwords, download plug-ins, etc.).</p>	<p><b>B4</b> The online teacher demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.</p>
	<p>(TKU) The online teacher knows and understands the need to continuously update their knowledge and skills for using the evolving technology tools that support online learning.</p> <p>(TA) The online teacher is able to identify and explore new tools and test their applicability to their content areas and students.</p>	<p><b>Removed.</b> Addressed in new <b>A3</b>.</p>
		<p><b>NEW INDICATOR</b> <b>B5</b> The online teacher supports safe digital learning spaces for all learners (e.g., data ownership and privacy expectations, digital identity curation).</p>
<b>Standard C</b>	<p><i>The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.</i></p>	<p>Now entitled, "<b>Community Building.</b>" <i>The online teacher facilitates interactions and collaboration to build a supportive online community that fosters active learning.</i></p>
	<p>(TKU) The online teacher knows and understands the techniques and applications of online instructional strategies, based on current research and practice (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).</p> <p>(TA) The online teacher is able to use student centered instructional</p>	<p><b>C1</b> The online teacher employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration.</p>

	<p>strategies that are connected to real-world applications to engage students in learning (e.g., peer based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided design).</p>	
	<p>(TKU) The online teacher knows and understands the process for facilitating, monitoring, and establishing expectations for appropriate interaction among students.</p> <p>(TA) The online teacher is able to facilitate and monitor appropriate interaction among students.</p>	<p><b>C2</b> The online teacher creates expectations for appropriate interaction among learners, including establishing netiquette requirements, modeling implementation, and enforcing the requirements.</p>
	<p>(TKU) The online teacher knows and understands the techniques for developing a community among the participants.</p> <p>(TA) The online teacher is able to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants.</p>	<p><b>C3</b> The online teacher develops a community among culturally diverse learners by providing opportunities for interaction conducive to active learning.</p>
	<p>(TKU) The online teacher knows and understands the process for facilitating and monitoring online instruction groups that are goal oriented, focused, project-based, and inquiry-oriented to promote learning through group interaction.</p> <p>(TA) The online teacher is able to facilitate and monitor online instruction groups to promote learning</p>	<p><b>C4</b> 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.</p>

	through higher-order thinking and group interaction.	
	<p>(TKU) The online teacher knows and understands techniques to adjust communications to diverse perspectives.</p> <p>(TA) The online teacher is able to respond appropriately to the diverse backgrounds and learning needs of the students.</p>	<b>C5</b> The online teacher is able to meet the learning needs of all learners, regardless of cultural background and perspective.
	<p>(TKU) The online teacher knows and understands differentiated instruction based on students' learning styles.</p> <p>(TA) The online teacher is able to use differentiated strategies in conveying ideas and information, and is able to assist students in assimilating information to gain understanding and knowledge.</p>	<b>RELOCATED</b> into <b>Standard D</b> , indicator <b>D3</b> .
	<p>(TKU) The online teacher knows and understands techniques to create an environment that will engage, welcome, and reach each individual learner</p> <p>(TA) The online teacher is able to apply strategies for engagement in online learning environments, e.g., asking questions to stimulate discussion.</p>	<b>Removed.</b> Addressed in indicators <b>C3</b> , <b>C5</b> , and <b>D4</b> .
	<p>(TKU) The online teacher knows and understands the participation in an online course from a student-centered approach.</p> <p>(TA) The online teacher is able to apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies for online teaching environments and to</p>	<b>Removed.</b> Addressed in <b>Standard D</b> .

	anticipate challenges and problems in the online classroom.	
	<p>(TKU) The online teacher knows and understands the need to establish and maintain ongoing and frequent teacher-student interaction, student-student interaction, teacher-parent interaction, and teacher-mentor interaction.</p> <p>(TA) The online teacher is able to provide a variety of ongoing and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction, and teacher-mentor interaction opportunities.</p>	<b>Removed.</b> Addressed in <b>Standard D.</b>
<b>Standard D</b>	<i>The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.</i>	Now entitled, " <b>Learner Engagement.</b> " <i>The online teacher promotes student success through interactions with learners and other stakeholders and by facilitating meaningful learner engagement in learning activities.</i>
	<p>(TKU) The online teacher knows and understands techniques to maintain strong and regular communication with students, using a variety of tools.</p> <p>(TA) The online teacher is able to use effective communication skills with students.</p>	<b>D1</b> The online teacher uses digital tools to identify patterns in learner engagement and performance that will inform improvements to achieve individual learner growth.
	<p>(TKU) The online teacher knows and understands techniques for using appropriate communications in support of student engagement through prompt and regular feedback, and setting and communicating high expectations.</p> <p>(TA) The online teacher is able to provide prompt feedback, communicate high expectations, and</p>	<p><b>(TKU) D4</b> The online teacher establishes relationships through timely and encouraging communication using various formats</p> <p><b>(TA) D5</b> The online teacher helps learners reach content mastery through instruction and quality feedback using various formats.</p>

	respect diverse talents and learning styles.	
	<p>(TKU) The online teacher knows and understands the need to create and explain objectives, concepts, and learning outcomes in a clearly written, concise format and to explain the course organization to students.</p> <p>(TA) The online teacher is able to provide clear definitions of objectives, concepts, and learning outcomes and the course organization to students.</p>	<b>D6</b> 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.
	<p>(TKU) The online teacher knows and understands the need to define the terms of class interaction for both teacher and students.</p> <p>(TA) The online teacher is able to establish and provide clear expectations of class interaction for both teacher and students</p>	<b>Removed.</b> Addressed in <b>Standard C</b> ; indicator <b>C2</b> .
	<p>(TKU) The online teacher knows and understands the need to define the assessment criteria for the course.</p> <p>(TA) The online teacher is able to provide a clear explanation of the assessment criteria for the course to students.</p>	<b>Removed.</b> Addressed in the National Standards for Quality Online Courses.
	<p>(TKU) The online teacher knows and understands the need to provide clear expectations for teacher response time to student queries.</p> <p>(TA) The online teacher is able to provide a clear explanation of the expectations of teacher response time to student queries.</p>	<b>Removed.</b> Addressed in <b>D5</b> .
	(TKU) The online teacher knows and understands the need to establish	<b>Removed.</b> Addressed in <b>Standard C</b> ; indicator <b>C2</b> .

	<p>criteria for appropriate online behavior for both teacher and students.</p> <p>(TA) The online teacher is able to establish and implement criteria for appropriate online behavior for both teacher and students.</p>	
	<p>(TKU) The online teacher knows and understands the need for timely, constructive, personalized feedback to students about assignments and questions.</p> <p>(TA) The online teacher is able to use student data to inform instruction, guide and monitor students' management of their time, monitor learner progress with available tools, and develop an intervention plan for unsuccessful learners.</p>	<p>(TKU) <b>Combined</b> into <b>D7</b>.</p> <p>(TA) <b>Removed</b>. Addressed in <b>F3</b> and <b>G7</b>.</p>
	<p>(TKU) The online teacher knows and understands a variety of methods and tools to reach and engage students who are struggling.</p> <p>(TA) The online teacher is able to use a variety of methods and tools to reach and engage students who are struggling.</p>	<p><b>D3</b> The online teacher enables a learner-customized pace and/or path through instruction aligned with learners' individual goals, learning trajectories, and interests.</p>
	<p>(TKU) The online teacher knows and understands the process for aligning teacher and student expectations for the course, in general.</p> <p>(TA) The online teacher is able to orient students to teacher's instructional methods and goals and invite students to provide feedback on their perceptions of how they are learning in a course.</p>	<p><b>D2</b> The online teacher engages learner agency.</p>
<b>Standard E</b>	<p><i>The online teacher models, guides, and encourages legal, ethical, and</i></p>	<p>Now entitled, "<b>Digital Citizenship</b>." <i>The online teacher models, guides, and encourages legal, ethical, and</i></p>

	<i>safe behavior related to technology use.</i>	<i>safe behavior related to technology use.</i>
	<p>(TKU) The online teacher knows and understands the responsibilities of digital citizenship and techniques to facilitate student investigations of the legal and ethical issues related to technology and society.</p> <p>(TA) The online teacher is able to establish standards for student behavior that are designed to ensure academic integrity and appropriate use of the Internet and online written communication; teach students that copyright laws are created for a reason.</p>	<p><b>Reworked into two indicators:</b></p> <p><b>E1</b> The online teacher facilitates learning experiences that model and promote digital citizenship.</p> <p><b>E2</b> 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.</p>
	<p>(TKU) The online teacher knows and understands how the use of technology may lead to instances of academic dishonesty.</p> <p>(TA) The online teacher is able to identify the risks and intervene in incidents of academic dishonesty for students.</p>	<p><b>Combined into E2.</b></p>
	<p>(TKU) The online teacher knows and understands resources and techniques for implementing Acceptable Use Policies (AUP).</p> <p>(TA) The online teacher is able to model and comply with intellectual property policies and fair use standards and reinforce their use with students.</p>	<p><b>Reworked into two indicators:</b></p> <p><b>E4</b> 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).</p> <p><b>E3</b> The online teacher models and complies with intellectual property policies and fair-use standards and reinforces their use with learners.</p>
	<p>(TKU) The online teacher knows and understands techniques for recognizing and addressing the</p>	<p><b>Removed.</b> Addressed in <b>E3.</b></p>

	<p>inappropriate use of electronically accessed data or information.</p> <p>(TA) The online teacher is able to provide resources for students related to intellectual property and plagiarism.</p>	
	<p>(TKU) The online teacher knows and understands privacy standards about other students and their posting and performance that are outlined in FERPA or other similar guidelines.</p> <p>(TA) The online teacher is able to incorporate and comply with FERPA or other similar guidelines in AUP and course design and communicate privacy guidelines to students.</p>	<b>Combined into E4.</b>
<b>Standard F</b>	<p><i>The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.</i></p>	<p>Now entitled, "<b>Diverse Instruction.</b>"</p> <p><i>The online teacher personalizes instruction based on the learner's diverse academic, social, and emotional needs.</i></p>
	<p>(TKU) The online teacher knows and understands legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act, and Section 508 or other similar guidelines/requirements for accessibility.</p> <p>(TA) The online teacher is able to monitor student progress and apply activities and tools that are relevant to the needs of all students, including those with learning or physical disabilities, in collaboration with appropriate staff or resources.</p>	<p><b>TKU Relocated into Standard A;</b> Indicator <b>A9.</b></p> <p><b>F1</b> 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.</p>
	<p>(TKU) The online teacher knows and understands that students have varied talents and skills and make</p>	<p><b>F7</b> The online teacher supports and provides a forum for sharing the varied talents and skills that learners</p>

	<p>appropriate accommodations designed to include all students.</p> <p>(TA) The online teacher is able to address learning styles, needs for accommodations, and create multiple paths to address diverse learning styles and abilities.</p>	<p>bring to the online environment.</p>
	<p>(TKU) The online teacher knows and understands appropriate tools and technologies to make accommodations to meet student needs.</p> <p>(TA) The online teacher is able to use appropriate tools and technologies to make accommodations to meet student needs.</p>	<p><b>F4</b> 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.</p>
	<p>(TKU) The online teacher knows and understands how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.</p> <p>(TA) The online teacher is able to apply adaptive and assistive technologies in the online classroom where appropriate in the instruction to meet student needs.</p>	<p><b>F5</b> The online teacher recommends assistive technologies where appropriate to meet mandated needs and address learner preferences.</p>
	<p>(TKU) The online teacher knows and understands options to expand student thinking, address styles of learning, and provide avenues for enrichment or intervention.</p> <p>(TA) The online teacher is able to identify students who are struggling with various learning obstacles, such as ELL or literacy issues, and apply</p>	<p><b>F6</b> The online teacher provides additional opportunities for personalized learner growth or enrichment.</p>

	appropriate strategies to support student thinking, address styles of learning, and provide avenues for enrichment or intervention when needed.	
	<p>(TKU) The online teacher knows and understands the process for connecting with local support personnel to verify student’s IEP requirements or 504 accommodations needed for student success.</p> <p>(TA) The online teacher is able to communicate with the appropriate school staff regarding specific accommodations, modifications, or needs as listed in a student’s IEP or 504 accommodations, and work in collaboration with others to address student needs.</p>	<b>F2</b> The online teacher communicates with appropriate school staff regarding specific accommodations, modifications, or needs and works in collaboration with others to address learner needs.
	<p>(TKU) The online teacher knows and understands the diversity of student learning needs, languages, and backgrounds.</p> <p>(TA) The online teacher is able to demonstrate awareness of different learning preferences, diversity, and universal design principles.</p>	<b>F7</b> The online teacher supports and provides a forum for sharing the varied talents and skills that learners bring to the online environment.
		<p><b>New Indicator</b></p> <p><b>F3</b> The online teacher uses data (quantitative and qualitative) to identify learners who need additional support services.</p>
<b>Standard G</b>	<i>The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that</i>	<p>Now entitled, “<b>Assessment and Measurement.</b>”</p> <p><i>The online teacher creates and/or implements assessments in online learning environments in ways that ensure the validity and reliability of the</i></p>

	<p><i>ensure validity and reliability of the instruments and procedures.</i></p>	<p><i>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>(TKU) The online teacher knows and understands adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability, and consistency over time.</p> <p>(TA) The online teacher is able to create and implement assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.</p>	<p><b>G1</b> The online teacher chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.</p>
	<p>(TKU) The online teacher knows and understands the implementation of online assessment measures and materials in ways that ensure instrument validity and reliability.</p> <p>(TA) The online teacher is able to develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals.</p>	<p><b>G2</b> 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.</p>
	<p>(TKU) The online teacher knows and understands multiple strategies for</p>	<p><b>G3</b> The online teacher uses strategies to ensure learner academic integrity</p>

	<p>ensuring the security of online student assessments, academic integrity, and assessment data.</p> <p>(TA) The online teacher is able to implement a variety of assessments that ensure the security of student assessment data and accurate measures of student ability.</p>	<p>and the security of learner assessment data.</p>
<b>Standard H</b>	<p><i>The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals.</i></p>	<p><b>Combined with Standard G:</b> Assessment and Measurement.</p>
	<p>(TKU) 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) are part of the evaluation process.</p> <p>(TA) The online teacher is able to apply authentic assessments as part of the evaluation process, assess student knowledge in a forum beyond traditional assessments, and monitor academic integrity with assessments.</p>	<p><b>G4</b> The online teacher implements a variety of assessments that accurately measure learner proficiency.</p>
	<p>(TKU) The online teacher knows and understands the process of continuous evaluation of students to include formative and summative assessments and student feedback, including polls and surveys that reflect student learning progress throughout the course.</p>	<p><b>G5</b> The online teacher evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course.</p>

	(TA) The online teacher is able to create or select and implement a variety of formative and summative assessments that assess student learning progress and utilize student feedback to improve the online learning experience.	
	(TKU) The online teacher knows and understands the relationships between the assignments, assessments, and standards-based learning goals.  (TA) The online teacher is able to create, select, and organize the appropriate assignments and assessments, and align curricular content with associated and standards based learning goals.	<b>G6</b> The online teacher assures alignment between the assignments, assessments, and standards-based learning goals.
		<b>NEW INDICATOR</b> <b>G7</b> The online teacher customizes instruction to personalize the learning experience based on performance and assessment data and learner need.
		<b>NEW INDICATOR</b> <b>G8</b> The online teacher creates opportunities for learner self-assessment within courses.
<b>Standard I</b>	<i>The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning.</i>	<b>Removed. Relocated into other standards.</b>
	(TKU) The online teacher knows and understands techniques to plan	<b>Removed.</b> Addressed in <b>D1</b> .

	<p>individualized instruction incorporating student data.</p> <p>(TA) The online teacher is able to use student data to plan instruction.</p>	
	<p>(TKU) The online teacher knows and understands how data is used to modify the content, instruction, and assessment to meet student needs.</p> <p>(TA) The online teacher is able to use observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness.</p>	<b>Removed.</b> Addressed in <b>D1</b> .
	<p>(TKU) The online teacher knows and understands how instruction is based on assessment data.</p> <p>(TA) The online teacher is able to customize instruction, based on assessment data, in order to personalize the learning experience per student needs and performance.</p>	<p><b>(TKU) Relocated into Standard G; Indicator G7.</b></p> <p><b>(TA) Relocated into Standard D; Indicator D7.</b></p>
	<p>(TKU) The online teacher knows and understands the importance of self-reflection or assessment of teaching effectiveness.</p> <p>(TA) The online teacher is able to create opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, teacher evaluations, teacher-peer reviews).</p>	<b>Removed.</b> This is addressed in <b>A3</b> .
	<p>(TKU) The online teacher knows and understands varied assessment strategies that address levels of ability</p>	<b>Removed.</b> Combined into <b>D3</b> .

	<p>through a variety of alternative interventions.</p> <p>(TA) The online teacher is able to address levels of ability through a variety of alternative interventions.</p>	
	<p>(TKU) The online teacher knows and understands the use of effective learning strategies data for an individual student to formulate detail-specific changes in future instruction, based on assessment results and research study (data-driven and research-based).</p> <p>(TA) The online teacher is able to evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.</p>	<b>Removed.</b> Addressed in <b>D3</b> .
	<p>(TKU) The online teacher knows and understands the process for maintaining records of relevant communications.</p>	<b>Removed.</b> Combined into <b>A8</b> .
	<p>(TKU) The online teacher knows and understands effective time management strategies.</p> <p>(TA) The online teacher is able to provide consistent feedback and course materials in a timely manner, and use online tool functionality to improve instructional efficiency.</p>	<p><b>(TKU) Removed.</b> Addressed in <b>A6</b>.</p> <p><b>(TA) Removed.</b> Combined into <b>D5</b> and <b>D6</b>.</p>
	<p>(TKU) The online teacher knows and understands online course management tasks.</p> <p>(TA) The online teacher is able to track student enrollments,</p>	<p><b>(TKU) Removed.</b> Addressed in <b>A6</b>.</p> <p><b>(TA) Removed.</b> Addressed in <b>A8</b>.</p>

	communication logs, attendance records, etc.	
	<p>(TKU) The online teacher knows and understands ways for teacher and students to assess student readiness for course content and method of delivery.</p> <p>(TA) The online teacher is able to employ ways to assess student readiness for course content and method of delivery</p>	<b>Removed.</b> Combined into <b>G5</b> .
	<p>(TKU) The online teacher knows and understands that student success (e.g., grade, level of participation, mastery of content, completion percentage) is an important measure of teaching and course success.</p> <p>(TA) The online teacher is able to employ ways for students to effectively evaluate and assess their own readiness for course content and method of delivery.</p>	<b>Removed.</b> Addressed in <b>D2</b> .
	<p>(TKU) The online teacher knows and understands the importance of student self-assessment.</p> <p>(TA) The online teacher is able to create opportunities for student self-assessment within courses.</p>	<b>Relocated</b> into <b>Standard G; Indicator G8</b> .
	<p>(TKU) The online teacher knows and understands the role of student empowerment in online learning.</p> <p>(TA) The online teacher is able to empower students to independently define short and long-term learning</p>	<b>Removed.</b> Addressed in <b>D2</b> .

	goals and monitor their personal progress.	
<b>Standard J</b>	The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' success.	<b>Removed. Combined into other standards.</b>
	<p>(TKU) The online teacher knows and understands the need for professional activity and collaboration beyond school (e.g., professional learning communities) to update academic skills and knowledge and collaborate with other educators.</p> <p>(TA) The online teacher is able to engage in professional development activities and collaboration beyond school.</p>	<b>Relocated into Standard A; Indicator A4.</b>
	<p>(TKU) The online teachers knows and understands the need to coordinate learning experiences with with other adults involved in providing support to the student (e.g., parents, local school contacts, mentors) to support student learning</p> <p>(TA) The online teacher is able to provide ongoing communication with parents or guardians concerning student learning.</p>	<p><b>(TKU) Relocated into Standard F; Indicator F2.</b></p> <p><b>(TA) Relocated into Standard D; Indicator D7.</b></p>
<b>Standard K</b>	<p>Instructional Design.</p> <p>The following section outlines standards for instructional design skills for the online teacher of record, where applicable. These standards are considered optional, as instructional design does not always</p>	<p><b>Now Standard H: Instructional Design.</b></p> <p><i>These standards are considered optional, as instructional design does not always fall under online teaching responsibilities. For full online course design standards, see the National Standards for Quality Online Courses.</i></p>

	<p>fall under online teaching responsibilities. The online teacher arranges media and content to help students and teachers transfer knowledge most efficiently in the online environment.</p>	<p><i>The following section outlines standards for instructional design skills for the online teacher of record, where applicable.</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>(TKU) The online teacher knows and understands critical digital literacies and 21st century skills.</p>	<p><b>Removed.</b> Addressed in <b>A7</b> and <b>E2</b>.</p>
	<p>(TKU) The online teacher knows and understands appropriate use of technologies to enhance learning.</p>	<p><b>H1</b> The online teacher designs learning experiences that use technology to efficiently engage learners.</p>
	<p>(TA) The online teachers is able to modify and add content and assessment, using an online Learning Management System (LMS).</p>	<p><b>H4</b> The online teacher is able to incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.</p>
	<p>(TA) The online teacher is able to create and modify engaging content and appropriate assessments in an online environment.</p>	<p><b>H2</b> The online teacher uses a formative approach to lesson design.</p>
	<p>(TA) The online teacher is able to incorporate multimedia and visual resources into an online module.</p>	<p><b>H3</b> The online teacher incorporates diverse media into online learning modules.</p>
	<p>(TA) The online teacher is able to use and incorporate subject-specific and developmentally appropriate software in an online learning module.</p>	<p><b>Combined into H4.</b></p>
	<p>(TA) The online teacher is able to review materials and Web resources</p>	<p><b>H5</b> The online teacher continuously reviews and aligns all course content</p>

	for their alignment with course objectives and state and local standards and for the appropriateness on a continuing basis.	with applicable course objectives and standards.
	(TA) The online teacher is able to create assignments, projects, and assessments that are aligned with students' different visual, auditory, and hands-on ways of learning.	<b>H6</b> The online teacher creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.
	(TA) The online teacher is able to arrange media and content to help transfer knowledge most effectively in the online environment.	<b>Combined into H6.</b>