Student-teacher relationships matter. Educational research cites numerous studies that indicate that strong teacher-student relationships are associated with short and long-term improvements in multiple measures of student success. Providing relevant biographical information and information on how to communicate with the instructor is essential to student success in the online environment.
HELPFUL HINTS for putting standard into practice

- QM K-12 Standard 1. 7 C’s and 5.4 C’s annotations are helpful when thinking about NSQ Course Standard A3;
  - Use the self-introduction to build a foundation to form a connection with the learners;
  - Remember the essentials in the self-introductions: name, title, contact information, and field of expertise; (This is a sample of a middle school team choosing to do one component of their self-introduction in a live format for students in an open house while also communicating important information.)
  - Share biographical information as well as some interesting facts; (This is a sample where a teacher utilizes a slide deck to accompany the welcome letter and video introduction.)
  - Provide a photograph so that the learners can match your name and face;
  - Consider providing an introduction that is in multiple formats such as a letter, video, etc.
  - Remember - provide more information than just the basics - information on your teaching philosophy, teaching experiences, family, travel, and hobbies all help students relate to you and make a connection; (This is a sample from a 3rd grade teacher at Low Country Virtual)
- Provide information on how to communicate with the instructor - both student and learning coaches refer to this information often; (This is a sample page for our student handbook, and all of our teachers include their office hour information on their course landing page. We provide information in multiple locations.)
- Provide information on what the learners can expect in regards to instructor responsiveness;
- Include multiple formats for communication (phone, email, LMS messaging information) that are easy to locate within the course; (This is an example of how we also organize biographical information for the Open House just before the start of the school year.)
- Provide availability information (Times and Days of the Week Info)
- Provide expectations upfront- for example, the expectation exists for regular communication and contact say so explicitly in multiple locations such as the syllabus, welcome letter, or course dashboard;
- Share formats for communications that learners will receive so that learners and families know what to expect (Weekly communications, agenda, newsletters)
- Make sure that the information is in a prominent location;
- Think professional and approachable when seeking to address this standard;

Author/Organization Bio
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Check out the NSQ Professional Learning Portal and NSQ Website for more resources at www.NSQOL.org.