

Teacher Quality Standard II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Element C

Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.

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

The teacher can:

- Regularly provide differentiated instruction and content to ensure students can master what is being taught.
- Accommodate individual student needs (e.g., office hours, 1:1 calls or chats, re-teaching, plan for enrichment activities).
- Level activities and materials to accommodate student needs (e.g., leveled text for specific groups, provide content in alternative formats).
- Create customized learning pathways with students, where learning goals and objectives are linked to explicit and diverse learning experiences, matched to the individual student's learning performance level and preferences.
- Tailor content and instructional strategies to individual learning goals, needs and interests.
- Provide assistive technologies to facilitate learning.

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

The evaluator/supervisor might/will:

- Observe lessons that are differentiated, allowing students of all levels and abilities to be successful.
- Regularly check in with educators to see if they are using phone calls, chats and office hours to ensure individual needs of students are being met.
- Observe assistive technology used in virtual classrooms based on a student's learning plans (i.e. Individualized Education Program (IEP) Plans, 504 Plans and Advanced Learning Plans (ALPs)).

