

## Online Teaching Rubric Team 1

Criteria	Baseline	Effective	Exemplary
<b>Communication methods:</b>	<ul style="list-style-type: none"> <li>● Little correspondence: read and do assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Instructions on how to access online resources are sufficient and easy to understand.</li> <li>●</li> <li>● Teacher is available within a specific time frame.</li> </ul>	<ul style="list-style-type: none"> <li>● Web 2.0 tools like * Breeze sessions, Youtube videos, web sources;</li> <li>● MIndful of tone and “online voice”; words we use/ method of politeness etc.</li> <li>● Use phone contact occasionally</li> <li>● Virtual office hours to meet and chat with students</li> </ul>
<b>Teacher Use of Student Feedback</b>	<ul style="list-style-type: none"> <li>● Teacher offers limited opportunity for students to give feedback to the teacher on course content.</li> <li>● Teacher offers limited opportunity for students to give feedback on ease of online technology in course.</li> <li>● Teacher uses student feedback at the end of the semester to help plan instruction and assessment of student learning for the next semester.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher offers some opportunities for students to give feedback on course content.</li> <li>● Teacher offers some opportunities for students to give feedback on ease of online technology in course.</li> <li>● Teacher requests and uses student feedback a couple times during the semester to help plan instruction and assessment of student learning for the rest of the semester.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher offers multiple opportunities for students to give feedback on course content.</li> <li>● Teacher offers multiple opportunities for students to give feedback on ease of online technology in course.</li> <li>● Teacher uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.</li> </ul>
<b>IN school support/home school support</b>	<ul style="list-style-type: none"> <li>● Student is on his/her own.</li> <li>● No real/ meaningful monitoring outside of Online teacher</li> </ul>		<ul style="list-style-type: none"> <li>● Other adult supports students' online efforts besides online teacher</li> <li>● Monitoring of student progress;</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>● Knowledge and</li> </ul>	some analysis and application	Synthesis; deep thinking

	factual questions asked	questions asked	questions are asked that elicit discussion.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Provincial outcomes are followed.</li> <li>●</li> </ul>	Learning outcomes are listed for each section.	Learning outcomes are clearly defined and explained. The learning objectives of the course are articulated and specified on the module/unit level.
<b>Assessment methods</b>	<ul style="list-style-type: none"> <li>● Summative Assessment only.</li> </ul>	Formative and summative assessment. More than one type of assessment.	Assessment is both formative and summative in nature. Assessment is developmental in nature. Teacher uses a variety of methods (eg. digital portfolios, final student-led projects, recordings etc.) to assess knowledge of content and skills.
Teaching Style	<ul style="list-style-type: none"> <li>● Lessons are “read and do”</li> <li>● Single style of learning.</li> </ul>	Lessons have some variety. Activities allow some variation in personal choice.	Teacher designs lessons to promote active learning among students. Teacher uses differentiated instruction (pays attention to multiple learning styles). Teacher reflects on success of self and students

More good links to check out:

[http://ets.tlt.psu.edu/learningdesign/crafting\\_question/quest\\_types](http://ets.tlt.psu.edu/learningdesign/crafting_question/quest_types)