PLN Rubric: Course Development and Final Thoughts

Participants’ should conclude their training by submitting written reflection on their initial goals and the final course in at least three of the following categories. The following rubric can serve as quality guidelines for PLN submissions.

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| **Criteria** | **Questions for Goal Setting** | Meets criteria | Somewhat meets criteria | Does not meet criteria | Comments |
| 1. Teacher Knowledge and Understanding | The teacher knows and understands critical digital literacies and 21st century skills.  The teacher knows and understands appropriate use of technologies to enhance learning. |  |  |  |  |
| 2. Blackboard Proficiency | The teacher is able to modify and add content and assessment using the Blackboard Learning Management System.  The teacher is able to use and incorporate subject-specific and developmentally appropriate software in an online learning module. |  |  |  |  |
| 3. Engaging Content | The teacher is able to create and modify engaging content in an online environment.  The teacher is able to incorporate multimedia and visual resources into an online module. |  |  |  |  |
| 4. Learning Objectives and Standards Alignment | The teacher is able to review materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness on a continuing basis. |  |  |  |  |
| 5. Formative Assessment | The teacher is able to create assignments, projects, and assessments that are aligned with students’ different visual, auditory, and hands-on ways of learning. |  |  |  |  |
| 6. Instructional Design | The teacher is able to arrange media and content to help transfer knowledge most effectively in the online environment. |  |  |  |  |

*References:*

International Association for K-12 Online Learning. (2011, October). *National Standards for Quality Online Teaching.* Retrieved May 7, 2012, from iNACOL: http://www.inacol.org