PLN Rubric: Management Strategies

Participants’ should locate and submit written reflection on resources related to at least 3 of the following management strategies of a blended/online instructor. The following rubric can serve as quality guidelines for PLN submissions.

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| **Criteria** | **Examples of Excellent Indicators** | Meets criteria | Somewhat meets criteria | Does not meet criteria | Comments |
| 1. Creating a Safe Environment Online | The teacher plans to ensure that students know one another and feel comfortable interacting with one another online.  Icebreakers and other activities are provided to build relationships and to create community. |  |  |  |  |
| 2. Providing Timely Feedback | The teacher intends to provide students with timely feedback and respond to students’ questions within 24 hours.  Feedback may include e-mails, discussion posts, telephone calls, regular progress reports, and term grades. |  |  |  |  |
| 3. Work and Data Security | The teacher will take steps to ensure that students’ work and data are secure.  The teacher understands that student information should remain confidential. |  |  |  |  |
| 4. Academic Honesty | The teacher plans to monitor students to ensure academic honesty.  Learning activities and assessments are designed to promote academic honesty. |  |  |  |  |
| 5. Student Technical Support | The teacher will thoroughly explain to students what materials and technological resources they will need and how they may be obtained.  Teacher possesses an in-depth understanding of the technical support role of ETS. |  |  |  |  |
| 6. Setting Student Expectations | The teacher will coordinate and assist students in understanding course requirements and procedures for working online.  Students will be given clear timelines for learning activities and assessments.  Students will receive a list of rules for participation in the online environment and a list of issues associated with the use of copyright materials. |  |  |  |  |
| 7. Time Management | The teacher includes strategies to guide and monitor students’ management of their time.  The teacher understands how to manage student progress by using Blackboard tools.  The teacher has intervention plans for students who are failing. |  |  |  |  |
| 8. Reporting Student Progress | The teacher plans to share information about student progress with mentors, principals, and parents.  The teacher mentions strategies to maintain regular contact with key people at students’ school(s) and with their parents. |  |  |  |  |

*References:*

Southern Regional Education Board. (April 2003). *Essential Principles of High-Quality Online Teaching.* Atlanta: SREB.