PLN Rubric: Standards-Based Online/Blended Pedagogy

Participants’ should locate and submit written reflection on at least 3 resources related to the following standards-based pedagogy criteria 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. Ongoing Professional Development | The teacher knows and understands current best practices and strategies for online/blended teaching and learning.  The teacher knows and understands the need for continuing to update academic knowledge, pedagogy, and skills. |  |  |  |  |
| 2. Existing and Emerging Technologies | The online teacher knows and understands the use of an array of grade-appropriate online tools for communication, productivity, collaboration, analysis, presentation, research, and content delivery.  The online teacher is able to identify and explore new tools and test their applicability to their content areas and students. |  |  |  |  |
| 3. Student-Centered Instruction | The teacher knows and understands student-centered instructional strategies that are connected to real-world applications to engage students in learning (e.g., peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided design.)  The online teacher is able to respond appropriately to the diverse backgrounds and learning needs of the students.  The online teacher knows and understands differentiated instruction based on students’ learning styles. |  |  |  |  |
| 4. Community Building | The teacher is able to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants.  The teacher knows and understands the process for facilitating and monitoring online instruction groups that are goal-oriented, focused, project-based, and inquiry-oriented to promote learning through group interaction.  The teacher knows and understands techniques to create an environment that will engage, welcome, and reach each individual learner. |  |  |  |  |
| 5. Learning Objectives | The teacher knows and understands the need to create and explain objectives, concepts, and learning outcomes in a clearly written, concise format and to explain the course organization to students. |  |  |  |  |
| 6. Struggling Students | The teacher knows and understands a variety of methods and tools to reach and engage students who are struggling. |  |  |  |  |
| 7. Classroom Management | The teacher knows and understands the process for facilitating, monitoring, and establishing expectations for appropriate interaction among students.  The teacher knows and understands the need to define the terms of class interaction for both teacher and students.  The teacher knows and understands the need to establish criteria for appropriate online behavior for both teacher and students. |  |  |  |  |
| 8. Digital Citizenship | The teacher knows and understands the responsibilities of digital citizenship and techniques to facilitate student investigations of the legal and ethical issues related to technology and society.  The online teacher knows and understands resources and techniques for implementing Acceptable Use Policies (AUP). |  |  |  |  |

*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

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