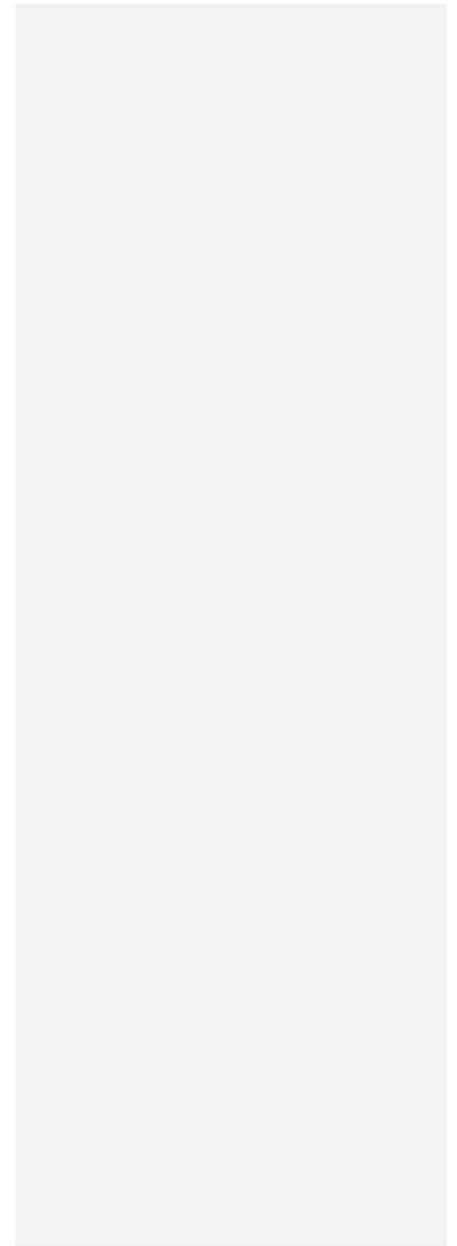# Online Framework

Oliver's Framework for Online Instruction

I. Instruction

I.A. Displays active presence

I.A. Domain: Indicator: Instruction: Instructor presence
I.A.1.
Standard: The instructor displays new information each week that promotes awareness of instructor presence.
Value Judgment: At least one weekly personalized update includes multiple media types (i.e. text, graphic, audio, video, etc…) containing academically relevant and engaging content that requires learner response or interaction.
I.A.2.
Standard: The instructor posts times and methods of preferred communication for learners, parents and mentors.
Value Judgment: Hours of availability are consistently maintained and accessibility options include both synchronous and asynchronous modes of communication. During synchronous posted availability, such as office hours, instructors maximize time for parent and/or mentor phone calls, responding to learner emails, re-teaching and challenging advanced learners to enhance individualized engagement.
I.A.3.
Standard: The instructor provides personalized communication regularly.
Value Judgment: Weekly communication, either synchronous or asynchronous, includes personal interactions regarding learner progress or interests. Communications encourage learners to reply in order to encourage instructor: learner engagement. The instructor acknowledges and engages learners with diverse backgrounds and needs through personal interaction.
I.A.4
Standard: The instructor regularly engages with every learner via asynchronous communication.
Value Judgment: The Instructor interacts with each learner weekly to challenge learners within their individual Zones of Proximal Development and prompts learners as appropriate within Bloom's Taxonomy through venues such as the discussion forum or assignment feedback (Anderson & Krathwohl, 2001).

I.B. Demonstrates active communication

I.B. Domain: Indicator: Instruction: Communication
I.B.1.
Standard: The instructor models expectations for learners.
Value Judgment: The instructor provides learners with explicit, concrete examples of effective communication that lead learners toward higher levels of achievement.
I.B.2.
Standard: The instructor creates opportunities for and actively participates in academic discussions.
Value Judgment: The instructor consistently interacts with learners through timely posts of original questions or by responding to learner interactions within 24 hours, either asynchronously or synchronously, by presenting appropriate challenges within the Zone of Proximal Development based on Bloom's Taxonomy (Anderson & Krathwohl, 2001).
I.B.3.
Standard: The instructor encourages and responds to individual learner communications in a timely manner.
Value Judgment: The instructor encourages learners to initiate and continue learner-instructor communication by responding to learners within 24 hours and including personalized interactions that acknowledge and engage learners with diverse backgrounds regarding their questions, concerns, progress or interests.
I.B.4.
Standard: The instructor gives feedback on assignments in a timely manner.
Value Judgment: The instructor provides individualized, constructive feedback specific to the learning goals of the assignment and individualized for the diverse needs of each individual learner within 48 hours of submission.

I.C. Implements assessment strategies

I.C. Domain: Indicator: Instruction: Assessment
I.C.1.
Standard: The instructor provides feedback and assessment results to the learner in a timely manner.
Value Judgment: The instructor provides individualized, constructive feedback specific to the instructional goals assessed along with actionable steps the learner can take to improve performance. The instructor's feedback is clear, concise and provided within 48 hours.
I.C.2.
Standard: The instructor assesses learner work in alignment to instructional objectives.
Value Judgment: Assessment of learner work is based on clearly defined criteria that are tightly aligned to instructional objectives and posted in a rubric that takes into account diverse and personalized learning needs; the instructor provides learners with results within 48 hours.
I.C.3.
Standard: The instructor conducts and analyzes formative and summative assessment data sets and makes individualized instructional decisions based on assessment data.
Value Judgment: The instructor gathers and analyzes data from formative and summative assessments, identifies individualized learner needs from assessment data, and implements timely adjustments and/or differentiation of instruction to meet the diverse needs of learners.

I.D. Demonstrates current content knowledge

I.D. Domain: Indicator: Instruction: Current knowledge
I.D.1.
Standard: The instructor demonstrates the use of a variety of methodologies consistent with best practices for online instruction.
Value Judgment: The instructor engages learners in methodologies supported by current research in best practices for online learning such as discussion, learner-led learning, collaborative learning, project/problem-based learning etc.

ECarson 6/14/2013 5:55 PM

Deleted:

II. Professional Responsibilities

IIA. Exhibits professional conduct

II.A. Domain: Indicator: Professional Responsibilities: Professional conduct
II.A.1.
Standard: The instructor adheres to organizational policy and procedure, and models appropriate conduct for learners as related to digital media.
Value Judgment: The instructor leverages digital media, including social media as an instructional methodology; models appropriate use of digital and social media in order to increase digital literacy among learners; follows organizational social media guidelines ; monitors social media activity to protect the organization's reputation; ensures digital images and documents are free of defamatory, slanderous, and offensive content; and ensures that digital resources used are both cited appropriately and permissible under copyright laws.
II.A.2.
Standard: The instructor exhibits ethical behaviors associated with electronic media.
Value Judgment: The instructor's images, posts and comments reflect professionalism and good judgment in accordance with local policy, model and promote positive digital interactions for learners, and promote positive digital interactions between learners.
II.A.3.
Standard: The instructor follows organizational protocols as defined by policy and procedure in circumstances involving issues of learner safety or academic dishonesty.
Value Judgment: The instructor immediately opens dialogue with administration on issues concerning learner safety or academic honesty; ensures all documentation is current and valid; and ensures FERPA privacy standards are maintained.
II.A.4.
Standard: The instructor models appropriate language, pronunciation, spelling and grammar.
Value Judgment: The instructor demonstrates consistent use of appropriate language, pronunciation, spelling and grammar in all learner, parent, mentor and collegial communication.

II.B. Maintains current knowledge

II.B. Domain: Indicator: Professional Responsibilities: Current knowledge
II.B.1
Standard: The instructor participates in professional collaboration with colleagues.
Value Judgment: The instructor seeks out and actively participates in professional collaboration with colleagues in a manner that exceeds the organization's minimum expectations by contributing to collaborative forums, actively participating in professional learning communities, and informally collaborating with colleagues on an ongoing basis.
II.B.2.
Standard: The instructor models digital citizenship and promotes learner awareness of current ethical issues as they relate to technology and society.
Value Judgment: The instructor displays awareness of the current tenets of good digital citizenship that exemplify the qualities of a responsible digital citizen in all online interactions, through course materials, and learner, parent and mentor communications. Within these interactions, the instructor makes learners aware of ethical considerations associated with current trends and encourages learners to take ownership for their own participation as citizens in a digital world.
II.B.3.
Standard: The instructor implements strategies for promoting and monitoring academic integrity.
Value Judgment: The instructor employs current strategies to promote and monitor academic integrity in an online environment. Specific strategies are well-documented and communicated to learners as a proactive approach to ensure academic integrity.

II.C. Acts as reflective practitioner

II.C. Domain: Indicator: Professional Responsibilities: Reflects
II.C.1.
Standard: The instructor acts as a reflective practitioner.
Value Judgment: The instructor reflects upon and adjusts instruction based on learner performance in reaching instructional goals, current research, and professional learning derived from collaboration and professional development activities.

III. Technology

III.A. Uses management systems efficiently

III.A. Domain: Indicator: Technology: Management system
III.A.1.
Standard: The instructor accesses data from the appropriate system(s) to inform instructional decisions.
Value Judgment: The instructor consistently accesses, interprets, and uses diagnostic, formative and summative data in the management system concerning learner performance, learner time spent in content, and other available learner data, such as qualitative feedback, to inform instructional decisions for re-teaching, interventions, enrichment, and other adjustments to meet the diverse needs of learners.

III.B. Develops an interactive environment

III. B. Domain: Indicator: Technology: Interaction
III. B.1.
Standard: The instructor implements a variety of methodologies to promote interaction and collaboration among learners and with the instructor based on sound pedagogy.
Value Judgment: The instructor implements appropriate methodologies to meet pedagogical objectives in order to create a course culture and climate that promotes interaction and collaboration among learners and with the instructor; applies technologies and methodologies in accordance with organizational policy and procedure; leverages available technologies (such as Twitter, learning management system tools, course management system tools, Facebook, email, text messages) effectively to create engagement and support learning objectives; and takes precautions to ensure that learner modes of interaction and collaboration advocated by the instructor maintain standards of learner privacy and safety.

III.C. Demonstrates technical skills

III.C. Domain: Indicator: Technology: Skills
III.C.1.
Standard: The instructor possesses the technical skills required of an online instructor.
Value Judgment: The instructor demonstrates skill operating in the digital environment in alignment with current ISTE.NETS standards.

III.D. Maintains updated documentation

III.D. Domain: Indicator: Technology: Documentation
III.D.1.
Standard: The instructor follows organizational guidelines for documentation.
Value Judgment: Electronic documentation is thorough and accurate to include dates, times, medium, concise descriptions of interaction, and any additional data required by the organization. Examples of documented communication include progress reports, summaries of interactions with learners, parents and/or mentors, and school staff.

IV. Planning and Preparation

IV.A. Organizes to meet instructional needs

IV.A. Domain: Indicator: Planning & Preparation: Organization
IV.A.1.
Standard: The instructor maintains and updates course calendar and other posted information to reflect planning and ensure accurate expectations are communicated.
Value Judgment: The instructor consistently provides updated information that reflects active planning to meet the diverse instructional needs of learners. This may include updated learner timelines or pacing guides. In the calendar, for example, two weeks of current expectations and details of assignments are provided.
IV.A.2.
Standard: The instructor identifies and makes appropriate modifications for IEP requirements, ADA, IDEA, 504, 508, ESL or other individual learner needs.
Value Judgment: Learner modifications are appropriate and well-documented.
IV.A.3.
Standard: The instructor organizes information to clearly communicate expectations with learners, parents and mentors.
Value Judgment: The instructor effectively uses a variety of communication methodologies to organize and convey clear guidance and information that promotes learner-learning and learner, parent and mentor understanding of expectations.

IV.B. Demonstrates content knowledge

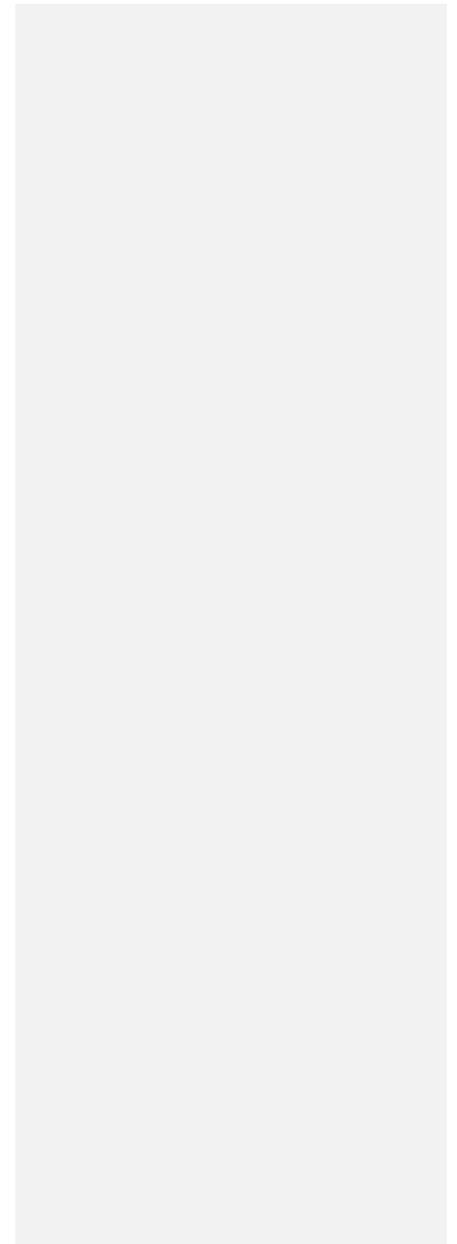| IV.B. Domain: Indicator: Planning & Preparation: Content knowledge |
| --- |
| **IV.B.1.** |
| **Standard:** The instructor meets all organizational guidelines to qualify as an instructor for the course. |
| **Value Judgment:** The instructor demonstrates content knowledge that is current and is delivered in a manner that leads to learner engagement and learning. The instructor holds state endorsements and has completed program specific training(s). |

Pam Castro 6/18/2013 4:32 AM
Deleted: :

IV.C. Personalizes student learning

IV.C. Domain: Indicator: Planning & Preparation: Personalizes
IV.C.1.
Standard: The instructor differentiates outcome goals based on the individual needs of diverse learners.
Value Judgment: The instructor plans and prepares for differentiated instruction by analyzing learner performance and assessment data and the diverse interests, backgrounds, and needs of individual learners.
IV.C.2.
Standard: The instructor differentiates instruction based on an understanding of the cultural background of the individual learner.
Value Judgment: The instructor plans and prepares for differentiated instruction based on the cultural diversity of individual learners, to include their interests, backgrounds, and specific needs. The instructor takes into consideration a learner's expectations for instructor-learner and learner-learner communication based on the learner's cultural background and language ability.

----

*The following Domains V and VI are specific to models, where instructors are responsible for curriculum development as opposed to programs where the curriculum is provided.

V. Curriculum

V.A. Addresses diverse learning

V.A. Domain: Indicator: Curriculum: Diverse
V.A.1.
Standard: The curriculum provides a variety of opportunities for practice to achieve learning objectives through multiple assessment and instructional feedback techniques to address the diverse learning needs of learners.
Value Judgment: Assessments include multiple assessment formats including but not limited to: formal, informal, self-assessment, formative and summative. Modes of learner responses include but are not limited to: matching, fill in the blank, drag and drop, short response, constructed response, and audio recording, etc…. Feedback methods include but are not limited to automated, personalized, written, verbal, instructor-to-learner, and learner-to-learner, etc….. Other interactive or collaborative learning situations may include but are not limited to simulations, peer discussions, journaling and research, etc….
V.A.2.
Standard: The curriculum is designed to be engaging while meeting the needs of diverse learners and providing opportunities for learning that address a variety of modalities.
Value Judgment: Curriculum includes practice and instructional feedback opportunities designed to address a variety of Howard Gardner's (1983) multiple intelligences focusing on core sensory modalities. The curriculum employs a variety of methodologies consistent with best practices for online instruction, collaborative learning, and multisensory learning, which may include, but not be limited to: discussion, learner-led learning, collaborative learning, project/problem-based learning, simulations, journaling, and direct instruction etc… .
V.A.3.
Standard: The curriculum design incorporates a variety of methodologies to foster learner-instructor interaction.
Value Judgment: Within the curriculum design there are strategies to promote both one-way and two-way communication between the instructor and learners that focus on building rapport through communication and fostering academic discussion.
V.A.4
Standard: The curriculum incorporates opportunities to explore multiple perspectives representing diverse backgrounds that are accurate, free of defamatory representations, and appropriate for the age of learners.
Value Judgment: Curriculum materials and content that incorporate perspectives from a variety cultures, including regional, national, national sub-cultural, and global perspectives, are aligned to learning objectives; are accurate representations of cultural perspectives from current or historical time periods; are free from defamatory or offensive representations of cultures; and are appropriate and of interest for the maturity level and age of learners.

V.B. Establishes curriculum accountability

V.B. Domain: Indicator: Curriculum: Accountability
V.B.1.
Standard: The curriculum meets required district, state, and/or national standards.
Value Judgment: Detailed documentation is provided that aligns curriculum to all required local, state and national standards, and the alignments are clearly organized and accessible to all stakeholders.
V.B.2.
Standard: The curriculum provides course goals and learning objectives that are stated clearly and in a measurable format.
Value Judgment: It is evident through detailed curriculum alignments that course goals and objectives are clearly stated and thoroughly addressed during instruction and assessment. Assessments are measurable using both formal and informal methods, and applying formative, summative and diagnostic strategies.
V.B.3.
Standard: The curriculum design provides a course outline, overview, or syllabus to learners, parents and/or mentors.
Value Judgment: The course outline, overview or syllabus contains thorough and clear explanations of the course organization, alignment of course objectives and content to national and local standards, course expectations for learners and parents and/or mentors, and information and appropriate citations for course resources.
V.B.4
Standard: Information is provided within course documentation and is accessible to learners, parents, and/or mentors on the process for communicating with the online instructor.
Value Judgment: The course documentation provides easily accessible and clearly stated descriptions detailing the processes for contacting the online instructor in a timely and uncomplicated manner through a variety of technologies.

VI. Instructional Design

VI.A. Creates a learner-centric design

VI.A. Domain: Indicator: Instructional Design
VI.A.1.
Standard: The instructional design provides curriculum that is organized to provide navigation that is efficient, consistent, and easily understood by the user.
Value Judgment: The curriculum is organized in a way that is easy to navigate with visible progression through units, lessons, and/or learning objects. Links to required activities are embedded within the lesson content and launch within a new window. Documents or outside resources are compatible with all operating systems and common Internet browsers.
VI.A.2.
Standard: The instructional design facilitates learner understanding, interaction and engagement through the appropriate use of varied instructional approaches and tools such as discussions, quizzes, portfolios, glossary and text features, audio elements, video content, links to outside resources, self-assessment opportunities, etc...
Value Judgment: Curriculum design utilizes varied instructional approaches and tools to differentiate instruction which allows learners with diverse needs to engage in active learning, rich and varied collaborative learning opportunities, and multisensory learning. This is accomplished through activities such as the use of discussions, interactivities, quizzes, portfolios, glossary and text features, audio elements, video content, links to outside resources, and self- assessments, etc….
VI.A.3.
Standard: The instructional design ensures that all content materials and resources created or used comply with copyright laws, include citations and/or fair use notices (where appropriate), and were obtained or created for the course in a manner that adheres to standards of academic ethics and integrity.
Value Judgment: Citations are noted when referencing books, journals, articles, speeches, websites or any other copyrighted material used in whole, in part, or modified for use within the curriculum, and the sources of any materials that fall under Fair Use as defined by US copyright law are noted.
VI.A.4
Standard: The instructional design provides opportunities for learner-learner and instructor-learner interaction.
Value Judgment: Instructional design of lesson content, activities, assignments, and assessments foster opportunities for learner-learner and instructor-learner interaction to promote engaged, collaborative, and active learning.
VI.A.5.
Standard: Hardware and software requirements are specified within the course documentation.

Value Judgment: Specific technical information necessary for running the curriculum materials is easily located, clearly stated, and includes specifications concerning the hardware, software, required plug-ins, Internet browser specifications, and other technical requirements.

VI.A.6.
Standard: Tools or other resources required for viewing course content are provided along with instructions for how to use and install them.
Value Judgment: Any software or other resources required for interacting with the curriculum are identified clearly and consistently, and they are accompanied by explicitly stated instructions for how to install and use them. Links for required downloads are provided in a manner that is easy for learners, parents and/or mentors to locate and install.

VI.A.7.
Standard: Technologies within the curriculum design or management system are used to provide opportunities for assessing mastery through formative assessment.
Value Judgment: SCORM reporting, Tin Can API, or other similar technologies are embedded within the curriculum design or management system to provide instructors with data for assessing mastery so they can modify instruction to meet the needs of diverse learners.

VI.A.8
Standard: The instructional design meets universal design principles, honors ADA and 504/508 compliance and W3C accessibility to ensure access for all learners.
Value Judgment: Universal design strategies are taken into consideration so that learners, regardless of their disability, age, reading level, learning style, learning preference, race, ethnicity, or other characteristics can participate in the online course.

Contextual Examples (Rubric) for Online Framework
Each value judgment has a supporting set of contextual examples that reference inner-disciplinary and Common Core secondary standards as well as ISTE and NET standards (with a supporting alignment document). The contextual examples provide four levels of instruction:

- Level 1 – *Emerging* – The instructor at this level meets the standard at the most basic level. There is a need for improvement with additional support or professional development to prevent learners from lagging behind expected progress.

- Level 2 – *Expected* – The instructor at this level meets the standard in a manner that will maintain students at their current level of learning but will not tend to accelerate their progress.

- Level 3 – *Excellent* – The instructor at this level exhibits behaviors that exceed the standard and are likely to help learners accelerate beyond the expected rate of progress.

- Level 4 – *Exemplary* – The instructor at this level exhibits behaviors that will allow students who are behind to achieve beyond the expected level and students who are at level to accelerate well beyond the average. This instructor's work may be used as an example exceptional practice.

Instruction: I.A. Displays active presence			
I.A. Domain: Indicator: Instruction: Instructor presence			
I.A.1.			
Standard: The instructor displays new information each week that promotes awareness of instructor presence.			
Value Judgment: At least one weekly personalized update includes multiple media types (i.e. text, graphic, audio, video, etc…) containing academically relevant and engaging content that requires learner response or interaction.			
Exemplary	**Excellent**	**Expected**	**Emerging**
In an online English 9 course, the instructor posts an image of a restaurant advertisement that includes grammatical errors and begins a required discussion thread asking, "What grammatical errors do you see in this advertisement? Do you think the errors were intentional or unintentional? What do you think the author's purpose was for the advertisement? What impacts do you predict the errors will have on the message achieving the author's purpose?" Students are then encouraged to be on the lookout for other grammatical errors they notice in real-world compositions and submit pictures of them to the instructor for future discussions.	In an online course the instructor posts an announcement asking learners about their favorite Super Bowl commercial while posting a link to hers. Students are required to participate in a discussion board where they post a link to their favorite commercial and give a brief explanation of why they liked it.	In an online course the instructor posts an announcement saying, "I will post grades to your projects on Thursday of this week."	In an online course, the only announcement viewable is three weeks past and says, "Test grades are posted."

I.A.2.			
Standard: The instructor posts times and methods of preferred communication for learners, parents and mentors.			
Value Judgment: Hours of availability are consistently maintained and accessibility options include both synchronous and asynchronous modes of communication. During synchronous posted availability, such as office hours, instructors maximize time for parent and/or mentor phone calls, responding to learner emails, re-teaching and challenging advanced learners to enhance individualized engagement.			
Exemplary	**Excellent**	**Expected**	**Emerging**
The instructor posts an announcement in a Biology class alerting students that during 30 minutes of scheduled office hours next Tuesday, the instructor will host a synchronous web discussion about a recent epidemic of bird-flu that has been identified in Asia. During his set office hours the instructor directly contacts a few advanced students who need extended challenges and strongly encourages them to conduct some research on the subject and participate in the discussion. _OR_ During a lesson on solving linear equations, the instructor realizes, by reviewing formative assessments, that some students have difficulty with multiplying fractions. The instructor contacts the students most in need of re-teaching during his set office hours to schedule a synchronous tutoring session for respective students at a mutually convenient time. The instructor then posts the meeting time with an open invitation for any student to participate.	During scheduled office hours the instructor is readily available if students or parents attempt to communicate with him. The instructor also maximizes the use of the scheduled time to initiate contact or respond to messages left by parents and students.	During scheduled office hours the instructor contacts learners and parents and is available at their request.	The instructor is available during scheduled office hours if learners or parents request assistance.

I.A.3.			
Standard: The instructor provides personalized communication regularly.			
Value Judgment: Weekly communication, either synchronous or asynchronous, includes personal interactions regarding learner progress or interests. Communications encourage learners to reply in order to encourage instructor: learner engagement. The instructor acknowledges and engages learners with diverse backgrounds and needs through personal interaction.			
Exemplary	**Excellent**	**Expected**	**Emerging**
The instructor sends the following communication to a learner, "Shawn, I noticed that you submitted your current event report at 2 am last night. It was due by 12 am. I saw in the paper this morning that your basketball team made the state finals. I'm quite impressed with the number of assists you had! As a junior, getting the opportunity to play in such a high stakes game is great experience! Let's find a time to talk to discuss how we need to modify the timeline for your upcoming assignments, as I know you will have some travel for the next game. When does your team play again?	The instructor sends the following communication to a learner, "Shawn, I saw that your team made the state finals! This is great news! I hope you were able to play. I assume this is why your paper was submitted late. I will accept it this time, but please make sure you plan appropriately in order to avoid submitting late assignments in the future."	The instructor sends the following communication to a learner, "Shawn, Congratulations on making the state finals! That is no excuse for submitting a late assignment, though."	The instructor sends the following communication to a learner, "Shawn, your assignment was submitted late."

I.A.4			
Standard: The instructor regularly engages with every learner via asynchronous communication.			
Value Judgment: The Instructor interacts with each learner weekly to challenge learners within their individual Zones of Proximal Development and prompts learners as appropriate within Bloom's Taxonomy through venues such as the discussion forum or assignment feedback (Anderson & Krathwohl, 2001).			
Exemplary	**Excellent**	**Expected**	**Emerging**
The assignment objective is to *assess comprehension* of a homework assignment in Harper Lee's, *To Kill a Mockingbird*, so the instructor asks learners to *describe* Scout's instructor using an asynchronous communication tool such as a discussion board or an email. When a learner responds that Scout's teacher speaks as though she may not be a local resident, the instructor replies, asking the learner to *explain* what he meant by *giving specific examples* of Scout's teacher's character traits as described in the homework assignment.	The assignment objective is to *assess comprehension* of a homework assignment in Harper Lee's, *To Kill a Mockingbird*, so the instructor asks learners to *describe* Scout's instructor using an asynchronous communication tool such as a discussion board or an email. When a learner responds that Scout's teacher speaks as though she may not be a local resident, the instructor replies by asking for a cited comparison/contrast of the character traits of the instructor in *To Kill A Mockingbird* vs. Charlotte Bronte's *Jane Eyre*.	The assignment objective is to *assess comprehension* of a homework assignment in Harper Lee's, *To Kill a Mockingbird*, so the instructor asks learners to describe Scout's instructor using an asynchronous communication tool such as a discussion board or an email.	The assignment objective is to *assess comprehension* of a homework assignment in Harper Lee's, *To Kill a Mockingbird*, so the instructor asks learners to *analyze* Scout's instructor using an asynchronous communication tool such as a discussion board or an email.

Instruction: I.B. Demonstrates active communication			
I.B. Domain: Indicator: Instruction: Communication			
I.B.1.			
Standard: The instructor models expectations for learners.			
Value Judgment: The instructor provides learners with explicit, concrete examples of effective communication that lead learners toward higher levels of achievement.			
Exemplary	**Excellent**	**Expected**	**Emerging**
Sam, I see that you have only logged in three times this week; however, I am impressed with the work that you have completed. When you were logged in I see that you spent a considerable amount of time in the election simulation. Did you find that your budget was sufficient to support your campaign expenditures? I noticed that your candidate had a little trouble in the debate the first time. The second time he debated, though, he did much better. You must have changed your platform on some topics. I'd love to know how you "beat" the game or what topics you flip flopped. You know, some candidates really do change their minds. When I call you tomorrow let's discuss this. Meanwhile, please go ahead and try to complete the unit quiz so that we can discuss any questions you may have. It should be a breeze since you have already worked your way through the unit and the simulation.	Sam, I'm disappointed to see that you have only logged in three times this week; however, I am impressed with the work that you have completed. When you were logged in I see that you spent a considerable amount of time in the election simulation. Did you find that your budget was sufficient to support your campaign expenditures? I noticed that your candidate had a little trouble in the debate the first time. The second time he debated, though, he did much better. You must have changed your platform on some topics. I'd love to know how you "beat" the game or what topics you flip flopped. You know, some candidates really do change their minds.	Sam, I'm disappointed to see that you have only logged in three times this week; however, I am impressed with the work that you have completed. When you were logged in I see that you spent a considerable amount of time in the election simulation. Did you find that your budget was sufficient to support your campaign expenditures?	Sam, I'm disappointed to see that you have only logged in three times this week; however, I am impressed with the work that you have completed.

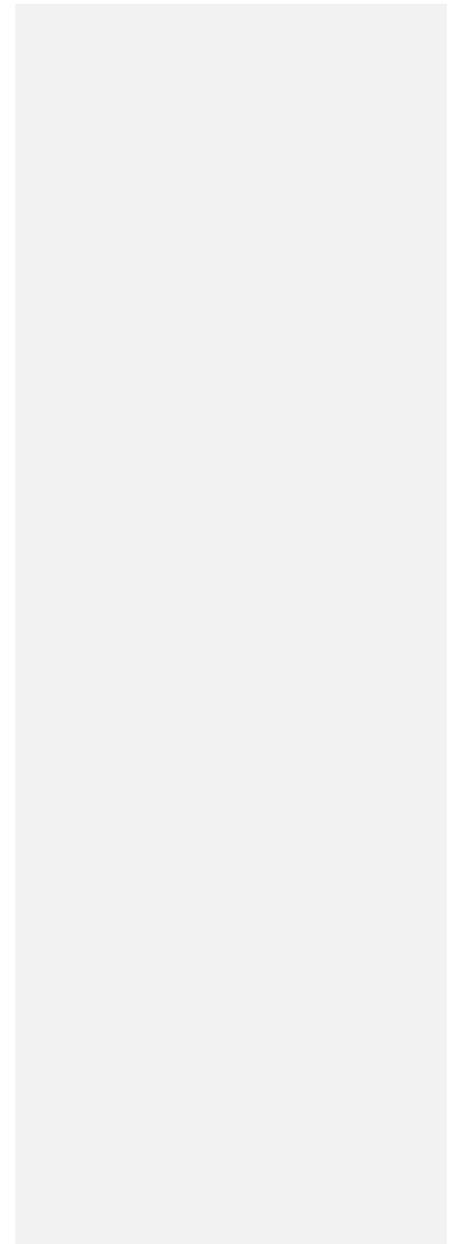| I.B.2.			
Standard: The instructor creates opportunities for and actively participates in academic discussions.			
Value Judgment: The instructor consistently interacts with learners through timely posts of original questions or by responding to learner interactions within 24 hours, either asynchronously or synchronously, by presenting appropriate challenges within the Zone of Proximal Development based on Bloom's Taxonomy (Anderson & Krathwohl, 2001).			
Exemplary	**Excellent**	**Expected**	**Emerging**
The instructor posts an open-ended problem in the discussion board that requires the learners to develop and justify their own solution to the problem, specifically in response to solving a simple algebraic equation and constructing a viable argument to justify the solution and method. The instructor monitors learner responses and provides each learner with feedback and support within the same business day, either through email or on the discussion board, based on his level of mathematical understanding. This may include added questions with greater complexity for learners with above average skill. Additional scaffolding through leading questions with rapid feedback for learners with gaps in skills needed to complete the task. (CCSS.A-REI 1. Algebra I - Explain each step in solving a simple algebraic equation and construct a viable argument to justify the solution method)	The instructor posts an open-ended problem in the discussion board that requires the learners to develop and justify their own solution to the problem, specifically in response to solving a simple algebraic equation and constructing a viable argument to justify the solution and method. The instructor monitors learner responses and provides feedback and support within the same business day. Additional scaffolding is provided through leading questions and rapid feedback for learners with gaps in skills needed to complete the task. (CCSS.A-REI 1. Algebra I - Explain each step in solving a simple algebraic equation and construct a viable argument to justify the solution method)	An open-ended problem in the discussion board that requires the learners to develop and justify their own solution to the problem, specifically in response to solving a simple algebraic equation and constructing a viable argument to justify the solution and method. Learners are asked to choose and solve one of three questions posted in the discussion board justifying their solution method. The instructor responds within 24 hours to each learner with appropriate feedback. (CCSS.A-REI 1. Algebra I - Explain each step in solving a simple algebraic equation and construct a viable argument to justify the solution method)	The instructor posts a problem in the discussion board that calls for one correct answer to a simple algebraic equation in the discussion board. The instructor waits three days until all learners have responded to provide feedback to the class as a whole.

I.B.3.			
Standard: The instructor encourages and responds to individual learner communications in a timely manner.			
Value Judgment: The instructor encourages learners to initiate and continue learner-instructor communication by responding to learners within 24 hours and including personalized interactions that acknowledge and engage learners with diverse backgrounds regarding their questions, concerns, progress or interests.			
Exemplary	**Excellent**	**Expected**	**Emerging**
Learners are encouraged to ask for help by posting questions on "Ask the Instructor" within the discussion board. The instructor monitors this closely and posts answers to the learner questions within 24 hours. The instructor includes examples from the learners' interest or cultural background as part of the answer to the question. The instructor also follows up a learner post with an email to that learner thanking her for sharing with the rest of the class. The instructor always phrases emails so learners are encouraged to reply with a summary of their understanding of the solution. The instructor follows up with a personal phone call to encourage the learner and comments to the parent about the learner's involvement and specific efforts in the online classroom interaction.	Learners are encouraged to ask for help by posting questions on "Ask the Instructor" within the discussion board. The instructor monitors this closely and posts answers to the learner questions within 24 hours. The instructor also follows up a learner post with an email to that learner thanking her for sharing with the rest of the class and providing additional information that addresses any individual needs that may not apply to the rest of the learners. The instructor always phrases the email so the learner is encouraged to reply with a summary of her understanding of the solution.	Learners are encouraged to ask for help by posting questions on "Ask the Instructor" within the discussion board. The instructor monitors this closely and posts personalized answers to the learner questions within 24 hours.	The instructor answers emails from learners but does not employ a consistent method to share answers to common questions. Although answers are provided within 24 hours they are not always personalized.

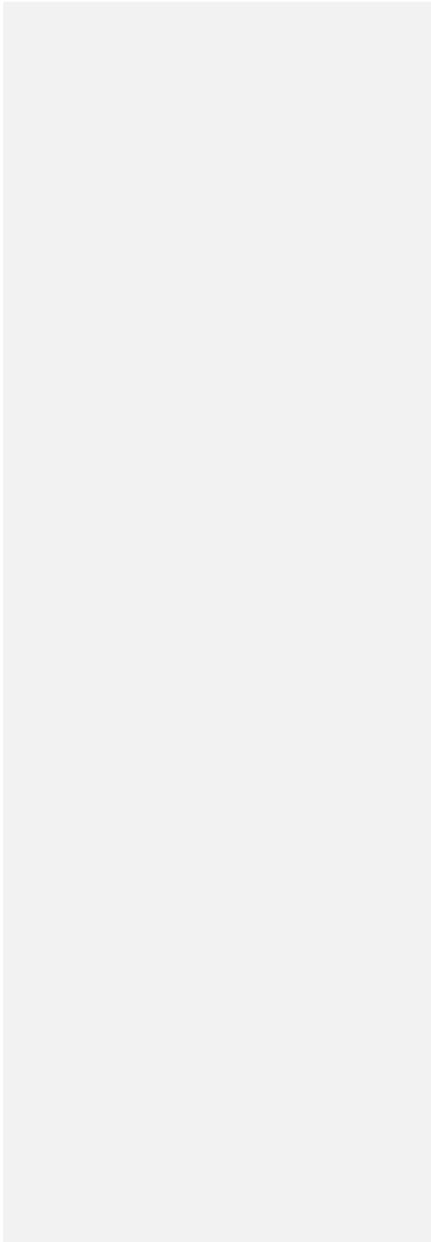| I.B.4.			
Standard: The instructor gives feedback on assignments in a timely manner.			
Value Judgment: The instructor provides individualized, constructive feedback specific to the learning goals of the assignment and individualized for the diverse needs of each individual learner within 48 hours of submission.			
Exemplary	**Excellent**	**Expected**	**Emerging**
Within 48 hours the Spanish instructor returns an assignment with the following comments, "Monique, please see my inline comments for specific feedback about why you lost 8 points. Overall, you scored a 92, which is posted in the grade book. I am proud to see that you are mastering the use of the present tense. You seem to be challenged a bit over when to use the masculine or feminine article. This is confusing to many American learners since we don't use this in English. It might be helpful when you label items in your home to make sure you include the "el" or "la" with the vocabulary word. Great job! I'm looking forward to seeing your culture project☺."	Within 48 hours the Spanish instructor returns an assignment with the following comments, "Overall, you scored a 92. I am proud to see that you are mastering the use of the present tense. You seem to be challenged a bit over when to use the masculine or feminine article. I hope to see improvement on your culture project in this area. Great job!"	The instructor returns an assignment with the following comments, "I am proud to see that you are mastering the use of the present tense. Your grade is posted in the grade book."	The instructor returns an assignment with the following comments, "You did well. Your grade is posted in the grade book."

Instruction: I.C. Implements assessment strategies			
I.C. Domain: Indicator: Instruction: Assessment			
I.C.1.			
Standard: The instructor provides feedback and assessment results to the learner in a timely manner.			
Value Judgment: The instructor provides individualized, constructive feedback specific to the instructional goals assessed along with actionable steps the learner can take to improve performance. The instructor's feedback is clear, concise and provided within 48 hours.			
Exemplary	Excellent	Expected	Emerging
Chemistry learners have finished a tutorial about how to use Boyle's law and Charles' law to predict the behavior of gases. The instructor reviews formative assessment and provides personalized feedback and additional options to support learning before learners take the unit test. Learners are assessed with a computer-graded test, and grades are posted in the online gradebook immediately upon learner completion. The instructor reviews the individual grades and provides individual feedback posted within the gradebook and through individual emails within 48 hours. The instructor comments to a learner, for example, "I noticed that you missed questions 5, 7 and 9. All of these questions indicate that you have confused Boyle's and Charles' laws. Please review the following online tutorials (listed links). Let's schedule a phone call to discuss the problems and work together to plan an alternative assessment."	Chemistry learners have finished a tutorial about how to use Boyle's law and Charles' law to predict the behavior of gases. They are assessed with a computer-graded test. Grades are posted in the online gradebook. The instructor reviews the individual grades and provides feedback posted within the gradebook and through individual emails within 48 hours. For example, "I noticed that you missed questions 5, 7 and 9. All of these questions indicate that you have confused Boyle's and Charles' laws. Please review the following online tutorials (listed links). Complete the attached worksheet and email it to me for feedback before you take the makeup test."	Chemistry learners have finished a tutorial about how to use Boyle's law and Charles' law to predict the behavior of gases. They are assessed with a computer-graded test. Grades are posted in the online gradebook. Learners are notified of the posted grades. Learners in need of remediation are provided with a review assignment followed by a chance to retest.	Chemistry learners have finished a tutorial about how to use Boyle's law and Charles' law to predict the behavior of gases. They are assessed with a computer-graded test. Grades are posted in the online gradebook. Learners were trained to locate their grades at the beginning of the term in learner orientation.

I.C.2.			
Standard: The instructor assesses learner work in alignment to instructional objectives.			
Value Judgment: Assessment of learner work is based on clearly defined criteria that are tightly aligned to instructional objectives and posted in a rubric that takes into account diverse and personalized learning needs; the instructor provides learners with results within 48 hours.			
Exemplary	**Excellent**	**Expected**	**Emerging**
In order to address the course objective of developing college and career ready literacy practices the following standard is being addressed as a course objective: CCSS.ELA-Literacy.RL.9-10.6 – Learners will be able to analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. The specific standard is measured within multiple units of world literature through progressive chunking with levels of difficulty increasing over the course. For example, formative assessment is accomplished by asking learners to view a 20 second clip of the movie *Elizabeth* and discuss how the world might be different today if Queen Elizabeth I had not supported the Protestant Reformation. A posted rubric would require that learners include one significant cultural difference between 16th century England and current day in their discussion response. An example of a follow-up activity that would reinforce the standard at a deeper	In order to address the course objective of developing college and career ready literacy practices the following standard is being addressed as a course objective: CCSS.ELA-Literacy.RL.9-10.6 – Learners will be able to analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. The specific standard is measured within multiple units of world literature through progressive chunking with levels of difficulty increasing over the course. For example, formative assessment is accomplished by asking learners to view a 20 second clip of the movie *Elizabeth* and discuss how the world might be different today if Queen Elizabeth I had not supported the Protestant Reformation. A posted rubric would require that learners include one significant cultural difference between 16th century England and current day in their discussion response. An example of a follow-up activity that would reinforce the standard at a deeper	In order to address the course objective of developing college and career ready literacy practices the following standard is being addressed as a course objective: CCSS.ELA-Literacy.RL.9-10.6 – Learners will be able to analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. Formative assessment is used by asking learners to view a 20 second clip of the movie *Elizabeth* and discuss how the world might be different today if Queen Elizabeth I had not supported the Protestant Reformation. Learners are asked to include one significant cultural difference between 16th century England and current day in their discussion response. An example of a follow-up activity that would reinforce the standard at a deeper level would be to discuss the Elizabethan time period and how it impacted the writings of *Romeo and Juliet*, by William Shakespeare.	In order to address the course objective of developing college and career ready literacy practices the following standard is being addressed as a course objective: CCSS.ELA-Literacy.RL.9-10.6 – Learners will be able to analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. The specific standard is measured by asking learners to view a 20 second clip of the movie *Elizabeth* and discuss how the world might be different today if Queen Elizabeth I had not supported the Protestant Reformation. The instructor awards a completion grade.

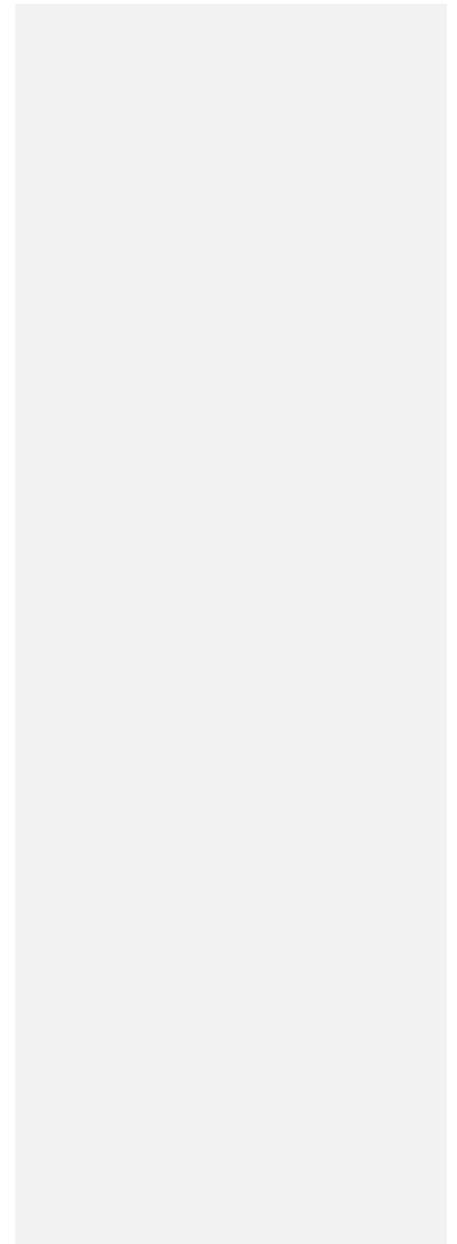|			
level would be to discuss the Elizabethan time period and how it impacted the writings of *Romeo and Juliet*, by William Shakespeare. Learners would be provided a rubric to guide them in an assignment, where they would be rewarded for identifying artifacts within scenes of the play that represent cultural influences from the Elizabethan time period within the play. An example of a culminating activity would be a compare and contrast essay where learners identify how cultural influences manifest in authors' works in two pieces of world literature. Rubrics for each assignment would be defined aligning point values to expectations with rooted in course objectives that are aligned to standards. Personalized feedback on each assignment would be provided within 48 hours. For example, after providing links to examples of thematic transitions, the instructor may ask that the learner rewrite the essay using thematic transitions in order to better address the expectation in the rubric addressing the following standard: CCSS.ELA-Literacy.W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and	level would be to discuss the Elizabethan time period and how it impacted the writings of *Romeo and Juliet*, by William Shakespeare. Learners would be provided a rubric to guide them in an assignment, where they would be rewarded for identifying artifacts within scenes of the play that represent cultural influences from the Elizabethan time period within the play. An example of a culminating activity would be a compare and contrast essay where learners identify how cultural influences manifest in authors' works in two pieces of world literature. Rubrics for each assignment would be defined aligning point values to expectations rooted in course objectives that are aligned to standards.		

counterclaims.			

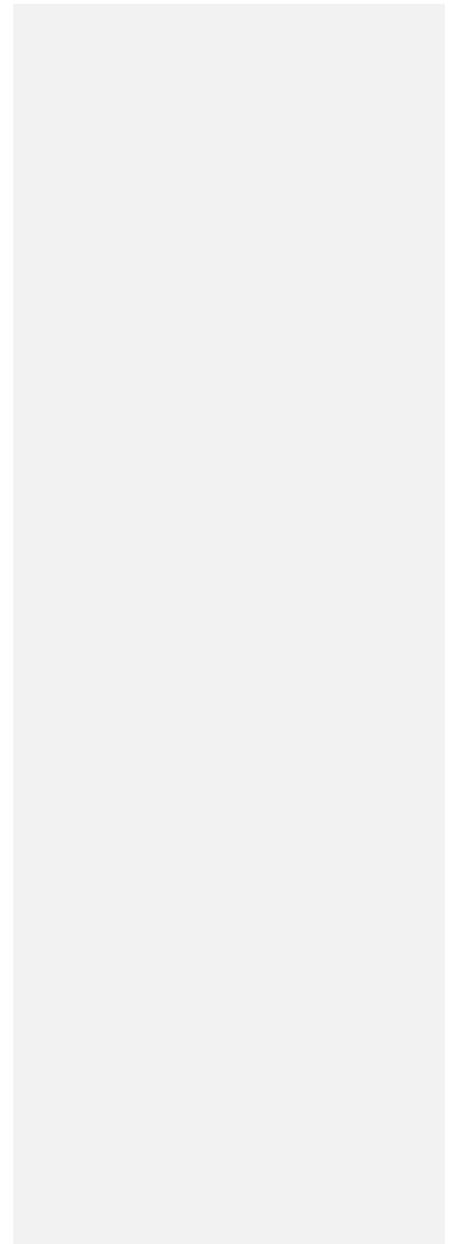| I.C.3.			
Standard: The instructor conducts and analyzes formative and summative assessment data sets and makes individualized instructional decisions based on assessment data.			
Value Judgment: The instructor gathers and analyzes data from formative and summative assessments, identifies individualized learner needs from assessment data, and implements timely adjustments and/or differentiation of instruction to meet the diverse needs of learners.			
Exemplary	**Excellent**	**Expected**	**Emerging**
The instructor runs SCORM reports on learning objects, where applicable, to determine learner progress and mastery. For example, if the instructor sees that a learner spent 70 minutes on an activity that should have taken 45 minutes, on average, he may set up individualized re-teaching time, especially if the learner scored low on practice activities. Modifications to summative assessments are made to align scaffolding to meet appropriate challenge levels and differentiate to meet learner needs.	The instructor runs SCORM reports on learning objects, where applicable, to determine learner progress and mastery. For example, if the instructor sees that a learner spent 70 minutes on an activity that should have taken 45 minutes, on average, he may set up individualized re-teaching time or provide ancillary materials for the learner to provide additional practice.	The instructor evaluates learner test scores on formative assessments and allows learners to use notes on summative assessments when preceding formative scores are concerning.	The instructor evaluates mean formative assessment scores to determine if summative scores accurately reflect learner progress.

Instruction: I.D. Demonstrates current content knowledge			
I.D. Domain: Indicator: Instruction: Current knowledge			
I.D.1.			
Standard: The instructor demonstrates the use of a variety of methodologies consistent with best practices for online instruction.			
Value Judgment: The instructor engages learners in methodologies supported by current research in best practices for online learning such as discussion, learner-led learning, collaborative learning, project/problem-based learning etc.			
Exemplary	**Excellent**	**Expected**	**Emerging**
The instructor enhances the basic curriculum with a variety of methodologies. For example, in a lesson on Surrealism, the instructor provides learners with an opportunity to select projects based on learning preference. Each project has a theme tied to Surrealism with a compare/contrast assignment associated with Salvador Dali's famous painting, *The Persistence of Time and Memory* and Disney's Donald Duck. Initially, the instructor engages learners in a dream study by asking them to keep electronic journals. In discussion boards they discuss symbols in their own dreams. Then they study Salvador Dali's, *The Persistence in Time and Memory* and reflect on symbols in the painting. Next, through direct instruction they learn about the Surrealism, and the role of famous artists such as Salvador Dali. They then view a short video clip, Disney's, "Cured Duck." They are asked to complete a Venn Diagram comparing and contrasting any elements of the two. Personalized assignments follow allowing learners to select which	In a unit on Surrealism, a compare/contrast assignment associated with Salvador Dali's famous painting, *The Persistence of Time and Memory* and Disney's Donald Duck is expanded by the instructor to include a variety of methodologies. Initially, the instructor engages learners in a dream study by asking learners to keep electronic journals. In discussion boards they discuss symbols in their own dreams. Then they study Salvador Dali's, *The Persistence in Time and Memory* and reflect on symbols in the painting. Next, through direct instruction they learn about the Surrealism, and the role of famous artists such as Salvador Dali. They then view a short video clip, Disney's, "Cured Duck." They are asked to complete a Venn Diagram comparing and contrasting any elements of the two.	In a unit on Surrealism, a compare/contrast assignment associated with Salvador Dali's famous painting, *The Persistence of Time and Memory* and Disney's Donald Duck is expanded by the instructor to include a variety of methodologies. The instructor asks learners to study Salvador Dali's, painting *The Persistence in Time and Memory* and reflect on symbols in the painting by discussing them in the discussion board and posting audio files with their verbal thoughts on one artifact. Next, through direct instruction they learn about the Surrealism, and the role of famous artists such as Salvador Dali.	In a unit on Surrealism, a compare/contrast assignment associated with Salvador Dali's famous painting, *The Persistence of Time and Memory* and Disney's Donald Duck is expanded by the instructor to include a variety of methodologies. The instructor asks learners to complete a Venn Diagram on Salvador Dali's painting, *The Persistence in Time and Memory* and Rene Magritte's *Son of Man*.

assignments play to their personal learning style or interest:			
• A compare/contrast of a Hitchcock film and a Dali painting;			
• Illustrate imagery to accompany a surrealist musician;			
• Create a board game based on the symbols in a dream along with the symbols in *The Persistence of Time and Memory;*			
• Identify and explain Werner Heisenberg's "Uncertainty Principle" within Dali's work;			
• Identify 3 popular fashion trends influenced by Dali's work.			
*The instructor, of course, provides rubrics for all assignments.			
http://questgarden.com/79/89/6/090407141440/process.htm			

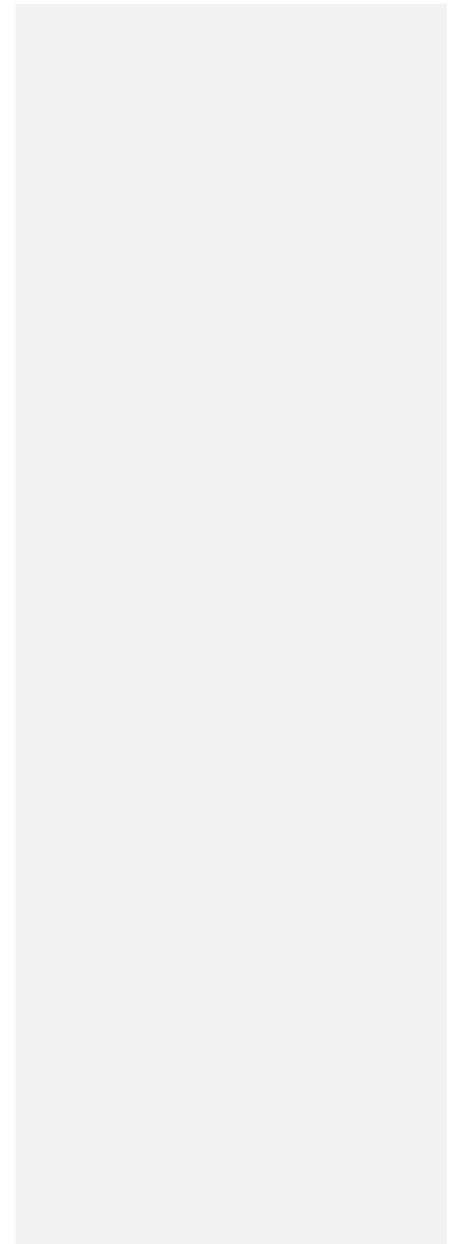| Professional Responsibilities: IIA. Exhibits professional conduct			
II.A. Domain: Indicator: Professional Responsibilities: Professional conduct			
II.A.1.			
Standard: The instructor adheres to organizational policy and procedure, and models appropriate conduct for learners as related to digital media.			
Value Judgment: The instructor leverages digital media, including social media as an instructional methodology; models appropriate use of digital and social media in order to increase digital literacy among learners; follows organizational social media guidelines ; monitors social media activity to protect the organization's reputation; ensures digital images and documents are free of defamatory, slanderous, and offensive content; and ensures that digital resources used are both cited appropriately and permissible under copyright laws.			
Exemplary	**Excellent**	**Expected**	**Emerging**
During a cross-curricular unit on global warming, the instructor posts a link, with a citation, to a recent article from *Weather.com*, where users were polled to determine their belief in global warming and its impacts on the economy. She asks learners to view the video and read the article explaining the science of global warming. She then asks learners to comment on the article on the *Weather.com* website to state whether they believe in global warming based on the "facts" presented in the article and whether they believe it has contributed to economic and cultural challenges. She provides appropriate citations, and has posted her own comment for learners to view as an example. Throughout the unit she uploads images of weather events and cultural events that may or may not be a result of global warming. All images have appropriate citations,	During a cross-curricular unit on global warming, the instructor posts a link, with a citation, to a recent article from *Weather.com*, where users were polled to determine their belief in global warming and its impacts on the economy. She asks learners to view the video and read the article explaining the science of global warming. She then asks learners to comment on the article on the *Weather.com* website to state whether they believe in global warming based on the "facts" presented in the article and whether they believe it has contributed to economic and cultural challenges. She provides appropriate citations, and has posted her own comment for learners to view as an example.	During a cross-curricular unit on global warming, the instructor posts a link, with a citation, to a recent article from *Weather.com,* where users were polled to determine their belief in global warming and its impacts on the economy. She asks learners to view the video and read the article explaining the science of global warming.	During a cross-curricular unit on global warming, the instructor posts links to sites for learners to visit that relate to the daily topic.

and she received written permission from Weather.com to use the images for instruction. The instructor sends out twitter feeds as learners post comments to the article encouraging other classmates to review and respond to the debate of global warming. She also sends out twitter feeds of international and national events taking place that may be considered results of global warming.			

II.A.2.			
Standard: The instructor exhibits ethical behaviors associated with electronic media.			
Value Judgment: The instructor's images, posts and comments reflect professionalism and good judgment in accordance with local policy; model and promote positive digital interactions for learners, and promote positive digital interactions between learners.			
Exemplary	Excellent	Expected	Emerging
The instructor posts an image, with an appropriate citation, of an alarm clock, as an announcement. The instructor's comments state, "Many of you have done an excellent job meeting the timeline for your research paper. This is just a reminder that you have two days until the rough draft is due. Should you have any questions or need help, please do not hesitate to 'meet' me in my office during my office hours, email me or call me. I am very much looking forward to reading your work. Please remember, though, that the late policy will be enforced, and you will lose ten points daily if you miss the deadline, for I have to grade your papers before I can go on summer break!:)"	The instructor posts, as an announcement, an image of smartphone that is appropriately cited with the following comment, "Please call me during office hours if you will not be able to submit the rough draft of your research paper on time so that we can discuss an alternative plan."	The instructor posts ,as an announcement, an image of a happy instructor that is appropriately cited with the following comment, "Some of you have done well on your research papers. Others? I haven't seen them yet. You better get them turned in."	An image of a very angry instructor pointing her finger is posted as an announcement, with no citation, and the following comment, "Some of you haven't turned anything in yet!"

II.A.3.			
Standard: The instructor follows organizational protocols as defined by policy and procedure in circumstances involving issues of learner safety or academic dishonesty.			
Value Judgment: The instructor immediately opens dialogue with administration on issues concerning learner safety or academic honesty; ensures all documentation is current and valid; and ensures FERPA privacy standards are maintained.			
Exemplary	**Excellent**	**Expected**	**Emerging**
In an assignment on The Great Depression, the instructor notices that two learners identified JFK as the President rather than FDR. Additionally, both learners refer to Black Tuesday as "Fat Tuesday." Finally, both learners suggest that part of the economic rise can be attributed to the first Super Bowl, rather than explaining the Dust Bowl. Suspicious of the strange coincidences, the instructor reviews the individual learner information and realizes that they attend the same physical school. She reviews her documentation on both learners and realizes that during the last parent conversation on May 10 with one of the learners she noted concern for parental involvement as the grandmother is the contact, and she said that she is "unable to control him anymore." Further, she stated that she "just hopes he graduates and doesn't turn out like his father." She suggested that the instructor call the school regarding her concern for his grades since she really didn't understand "this computer stuff." The other learner, she noted during her last	In an assignment on The Great Depression, the instructor notices that two learners identified JFK as the President rather than FDR. Additionally, both learners refer to Black Tuesday as "Fat Tuesday." Finally, both learners suggest that part of the economic rise can be attributed to the first Super Bowl, rather than explaining the Dust Bowl. Suspicious of the strange coincidences, the instructor reviews the individual learner information and realizes that they attend the same physical school. The instructor contacts each learner individually and inquires about the coincidences. Both learners exhibit suspicious behavior, so the instructor has no doubt the two cheated. She documents her concerns and contacts her supervisor to review organizational protocol.	In an assignment on The Great Depression, the instructor notices that two learners identified JFK as the President rather than FDR. Additionally, both learners refer to Black Tuesday as "Fat Tuesday." Finally, both learners suggest that part of the economic rise can be attributed to the first Super Bowl, rather than explaining the Dust Bowl. Suspicious of the strange coincidences, the instructor inquires with each learner about the three major factual glitches in their work. She finds consistency in their lack of knowledge, and asks them to redo their assignments.	In an assignment on The Great Depression, the instructor notices that two learners identified JFK as the President rather than FDR. Additionally, both learners refer to Black Tuesday as "Fat Tuesday." Finally, both learners suggest that part of the economic rise can be attributed to the first Super Bowl, rather than explaining the Dust Bowl. The instructor gives them both low grades for inaccuracies.

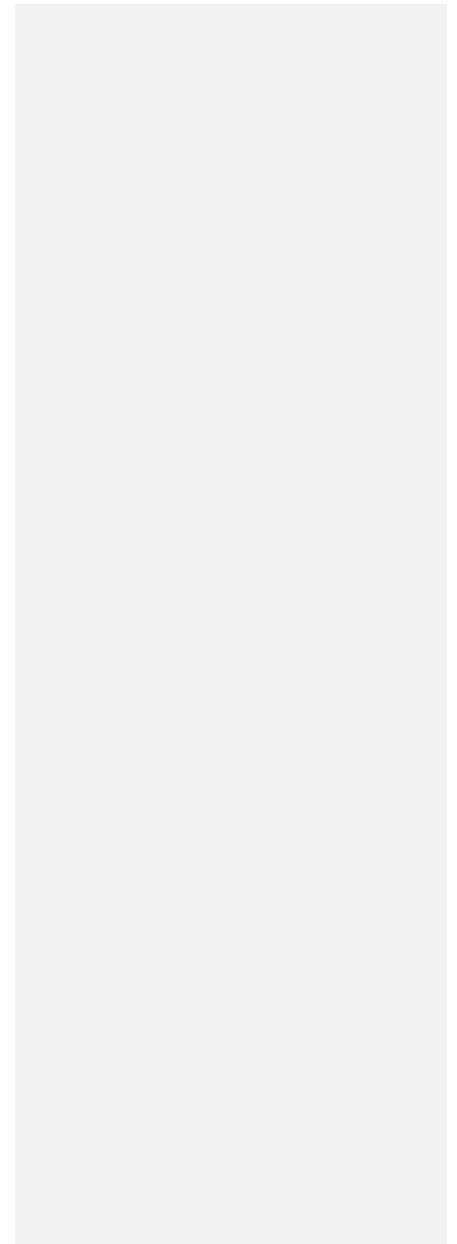|			
conversation with him, shared that he is working very hard to play football in college, so he is retaking American History to try and improve his original grade in the face-to-face classroom. The instructor reviews her organizational protocol, and follows it immediately. She contacts her supervisor, who approves her communicating with the school contact. Together they discuss the concern and documentation and devise a plan for intervention.			

II.A.4.			
Standard: The instructor models appropriate language, pronunciation, spelling and grammar.			
Value Judgment: The instructor demonstrates consistent use of appropriate language, pronunciation, spelling and grammar in all learner, parent, mentor and collegial communication.			
Exemplary	**Excellent**	**Expected**	**Emerging**
The instructor models appropriate grammar and spelling in all communication. She strategically corrects grammar and spelling in submitted student work and posted student responses in order to both preserve the instructional feedback's focus on the learning goals of the assignment and help establish actionable goals for the student concerning the next-steps in the student improving spelling or grammar. For example, the instructor would encourage confidence in student writing by contacting learners directly and privately to give them feedback and guidance about punctuation, spelling and grammar in any visible course postings or group work and allowing them to edit and revise assignments.	The instructor models appropriate grammar and spelling in all communication and corrects learner grammatical and spelling errors in submitted work.	The instructor models appropriate grammar and spelling in all communication.	The instructor has minimal errors in grammar and spelling when communicating with learners.

Professional Responsibilities: II.B. Maintains current knowledge			
II.B. Domain: Indicator: Professional Responsibilities: Current knowledge			
II.B.1.			
Standard: The instructor participates in professional collaboration with colleagues.			
Value Judgment: The instructor seeks out and actively participates in professional collaboration with colleagues in a manner that exceeds the organization's minimum expectations by contributing to collaborative forums, actively participating in professional learning communities, and informally collaborating with colleagues on an ongoing basis.			
Exemplary	Excellent	Expected	Emerging
The instructor participates in SIGs (special interest groups) and/or PLCs (professional learning communities) either sponsored by the organization or within the online learning community as a whole. She participates in all required organization faculty meetings and provides required responses and documentation in timely and expected formats. She participates in instructor-instructor informal opportunities for learning and improvement in her online teaching. She remains current with readings and research in the field.	The instructor participates in all required organization faculty meetings and provides required responses and documentation in timely and expected formats. She participates in instructor-instructor informal opportunities for learning and improvement in her online teaching. She remains current with readings and research in the field.	The instructor participates in all required organization faculty meetings and provides required responses and documentation in timely and expected formats.	The instructor participates in all required organization faculty meetings.

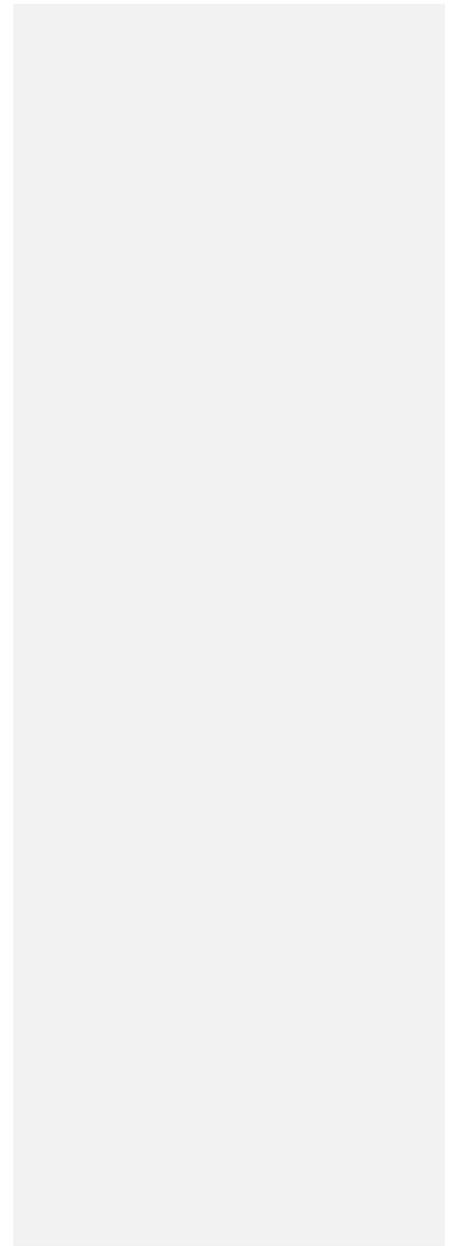| II.B.2.			
Standard: The instructor models digital citizenship and promotes learner awareness of current ethical issues as they relate to technology and society.			
Value Judgment: The instructor displays awareness of the current tenets of good digital citizenship that exemplify the qualities of a responsible digital citizen in all online interactions, through course materials, and learner, parent and mentor communications. Within these interactions, the instructor makes learners aware of ethical considerations associated with current trends and encourages learners to take ownership for their own participation as citizens in a digital world.			
Exemplary	**Excellent**	**Expected**	**Emerging**
If a lesson or unit does not exist on digital citizenship within the standard curriculum the instructor creates one or makes resources available to learners. Additionally or within the instructor made lesson or unit, the instructor models and discusses why he uses different modes of digital communication for different messages. For example, email is used for private messages as opposed to a class announcement to protect learner privacy and respect confidentiality. Professional netiquette is modeled and corrected with learners. For example, when learners interact using informal dialogue, the instructor models formal dialogue and corrects learner communications in a positive manner. Throughout the course, the instructor makes modifications for learners who may have varied levels of technical access, modeling an awareness of digital citizenship. For example, if an assignment requires streaming video, but a learner has a slow connection the instructor may allow for a modified assignment. All	The instructor uses appropriate communications for respective messages. For example, email is used for private messages as opposed to a class announcement, which is used for group messages to protect learner privacy and respect confidentiality. Professional netiquette is modeled in all communication. The instructor does not use informal dialogue to interact with learners. He always models grammatical correctness. Throughout the course, the instructor makes modifications for learners who may have varied levels of technical access, modeling an awareness of digital citizenship. For example, if an assignment requires streaming video, but a learner has a slow connection the instructor may allow for a modified assignment. All music, images and videos have appropriate references in order to model adherence to digital law. Learner safety is a concern and security is addressed by the instructor when learners interact. The instructor monitors interactions	The instructor uses appropriate communications for respective messages. For example, email is used for private messages as opposed to a class announcement, which is used for group messages to protect learner privacy and respect confidentiality. Professional netiquette is modeled in all communication. The instructor does not use informal dialogue to interact with learners. He always models grammatical correctness. Learner safety is a concern and security is addressed by the instructor when learners interact. The instructor monitors interactions for cyber bullying and follows organizational procedure if bullying occurs.	The instructor has a statement regarding digital citizenship posted in the course or syllabus. The instructor monitors interactions for cyber bullying and follows organizational procedure if bullying occurs.

music, images and videos have appropriate references in order to model adherence to digital law. The instructor addresses digital citizenship in the syllabus and with learners, especially since the course is online. Learner safety is a concern and security is addressed by the instructor when learners interact. The instructor monitors interactions for cyber bullying and follows organizational procedure if bullying occurs.	for cyber bullying and follows organizational procedure if bullying occurs.		

II.B.3.			
Standard: The instructor implements strategies for promoting and monitoring academic integrity.			
Value Judgment: The instructor employs current strategies to promote and monitor academic integrity in an online environment. Specific strategies are well-documented and communicated to learners as a proactive approach to ensure academic integrity.			
Exemplary	**Excellent**	**Expected**	**Emerging**
The academic integrity policy is posted within the course or in the course syllabus. Learners are engaged in a variety of ways to measure content acquisition. The instructor evaluates pre-tests and formative assessments to monitor patterns or inconsistencies in summative learner performance. The instructor views IP histories within the management system, when available, to look for patterns and variations indicating problems with academic integrity. Tests are password protected and timed. Tests and quizzes display one question at a time, and they are randomized. The instructor discusses content with learners 1:1 to evaluate and proactively measure academic integrity. Academic integrity vendors, (such as Turnitin.com, SafeAssign, Monitor IP) if available, are used to assist in monitoring learner work.	The academic dishonesty policy is posted within the course or in the course syllabus. Learners are engaged in a variety of ways to measure content acquisition. The instructor views IP histories within the management system, when available, to look for patterns and variations indicating problems with academic integrity. Tests are password protected and timed. Tests and quizzes display one question at a time, and they are randomized. Academic integrity vendors, (such as Turnitin.com, SafeAssign, Monitor IP) if available, are used to assist in monitoring learner work.	The academic dishonesty policy is posted within the course or in the course syllabus. Tests are password protected and timed. Tests and quizzes display one question at a time, and they are randomized. Academic integrity vendors, (such as Turnitin.com, SafeAssign, Monitor IP) if available, are used to assist in monitoring learner work.	The academic dishonesty policy is posted within the course or in the course syllabus. Academic integrity vendors, (such as Turnitin.com, SafeAssign, Monitor IP) if available, are used to assist in monitoring learner work.

Professional Responsibilities: II.C. Acts as reflective practitioner

II.C. Domain: Indicator: Professional Responsibilities: Reflects

II.C.1.

Standard: The instructor acts as a reflective practitioner.

Value Judgment: The instructor reflects upon and adjusts instruction based on learner performance in reaching instructional goals, current research, and professional learning derived from collaboration and professional development activities.

Exemplary	Excellent	Expected	Emerging
The instructor modifies curriculum based on data as the course and even lessons progress based on learner performance. Additionally, the instructor re-assesses instructional strategies for delivering specific content at the end of the course based on learner performance. This may be done by implementing a variety of formative and summative assessments. For example, in Unit L, if learners have difficulty with a particular learning object the instructor may insert an additional activity that provides more clarity. Prior to the next offering of the course, the instructor may choose to revise or replace Unit L entirely. At the end of the course, the instructor measures learner performance on lesson objectives and aligns unit performance with final exam scores. A gap analysis may prove revisions or modifications necessary. On an individual level, the instructor may notice a trend in a math course where the learner continually misses a skill in solving equations related to dividing fractions. Once the instructor	The instructor modifies curriculum based on data as the course and even lessons progress based on learner performance. Additionally, the instructor re-assesses instructional strategies for delivering specific content at the end of the course based on learner performance. This may be done by implementing a variety of formative and summative assessments. For example, in Unit L, if learners have difficulty with a particular learning object the instructor may insert an additional activity that provides more clarity. Prior to the next offering of the course, the instructor may choose to revise or replace Unit L entirely. At the end of the course, the instructor measures learner performance on lesson objectives and aligns unit performance with final exam scores. A gap analysis may prove revisions or modifications necessary.	The instructor modifies curriculum based on data as the course and even lessons progress based on learner performance. Additionally, the instructor re-assesses instructional strategies for delivering specific content at the end of the course based on learner performance.	The instructor considers learner successes and failures in the course and ponders improvements for future content design.

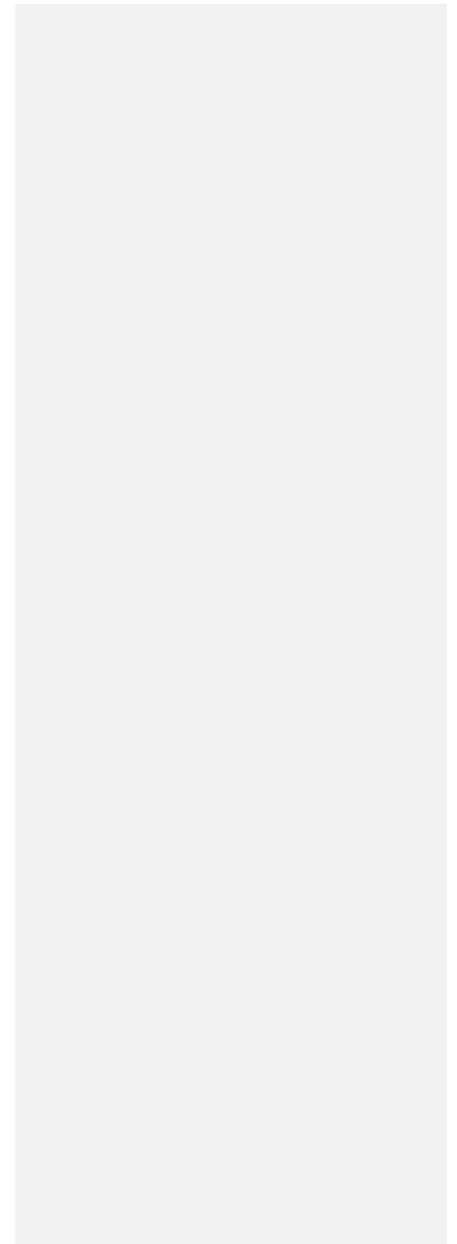|			
notices this trend, he sets up a session with the learner to re-teach dividing fractions. The instructor may also survey parents and learners to gather informal evidence on the experience in the online course.			

Technology: III.A. Uses management systems efficiently			
III.A. Domain: Indicator: Technology: Management system			
III.A.1.			
Standard: The instructor accesses data from the appropriate system(s) to inform instructional decisions.			
Value Judgment: The instructor consistently accesses, interprets, and uses diagnostic, formative and summative data in the management system concerning learner performance, learner time spent in content, and other available learner data, such as qualitative feedback, to inform instructional decisions for re-teaching, interventions, enrichment, and other adjustments to meet the diverse needs of learners.			
Exemplary	**Excellent**	**Expected**	**Emerging**
The instructor appropriately modifies instruction so that students are stimulated within their respective Zone of Proximal Development based on data provided by the electronic course platform or management system as individual lessons progress based on specific performance data, either formative and/or summative data in accordance with ISTE-NETS-T (2d). The instructor applies this data interpretation to modify curriculum in order to assist learners in meeting their personalized learning goals (ISTE-NETS-T 2b). Additionally, the instructor re-assesses instructional strategies for delivering specific content at the end of the each unit and at the end of the course based on learner performance.	The instructor modifies instruction based on data provided by the electronic course platform or management system as the course and even lessons progress based on learner performance using formative and summative data in accordance with ISTE-NETS-T (2d). Additionally, the instructor re-assesses instructional strategies for delivering specific content at the end of each unit based on learner performance.	The instructor modifies instruction based on data provided by the electronic course platform or management system as the course progresses based on learner performance using formative and summative data in accordance with ISTE-NETS-T (2d). Additionally, the instructor re-assesses instructional strategies for delivering specific content at the end of the course based on learner performance.	The instructor monitors formative and summative data sources from curriculum assignments as well as data provided by the electronic course platform or management system as the course progresses in accordance with ISTE-NETS-T (2d).

Technology: III.B. Develops an interactive environment			
III. B. Domain: Indicator: Technology			
III. B.1.			
Standard: The instructor implements a variety of methodologies to promote interaction and collaboration among learners and with the instructor based on sound pedagogy.			
Value Judgment: The instructor implements appropriate methodologies to meet pedagogical objectives in order to create a course culture and climate that promotes interaction and collaboration among learners and with the instructor; applies technologies and methodologies in accordance with organizational policy and procedure; leverages available technologies (such as Twitter, learning management system tools, course management system tools, Facebook, email, text messages) effectively to create engagement and support learning objectives; and takes precautions to ensure that learner modes of interaction and collaboration advocated by the instructor maintain standards of learner privacy and safety.			
Exemplary	**Excellent**	**Expected**	**Emerging**
In a middle school civics class, a tutorial is provided that serves as the learners' direct instruction on a topic with new terms and concepts, such as the national debt crisis. The tutorial begins with a question that is a bit controversial or a "hook," just as an instructor would start a lesson in a traditional classroom. Numerous literacy strategies are embedded throughout the tutorial such as checks for understanding to ensure the learners comprehend the concepts being presented, concepts the instructor would present in the traditional classroom as background knowledge. The instructor monitors data such as formative feedback on the checks for understanding and, if possible, monitors the amount of time each learners spends working through the practice activities and reading the tutorials to determine student engagement and progress.	In a middle school civics class, a tutorial is provided that serves as the learners' direct instruction on a topic with new terms and concepts, such as the national debt crisis. The tutorial begins with a question that is a bit controversial or a "hook," just as a instructor would start a lesson in a traditional classroom. Numerous literacy strategies are embedded throughout the tutorial such as checks for understanding to ensure the learners comprehend the concepts being presented, concepts the instructor would present in the traditional classroom as background knowledge. The instructor monitors data such as formative feedback on the checks for understanding and, if possible, monitors the amount of time each learners spends working through the practice activities and reading the tutorials to determine student engagement and progress.	In a middle school civics class, a tutorial is provided that serves as the learners' direct instruction on a topic with new terms and concepts, such as the national debt crisis. The tutorial begins with a question that is a bit controversial or a "hook," just as a instructor would start a lesson in a traditional classroom. Numerous literacy strategies are embedded throughout the tutorial such as checks for understanding to ensure the learners comprehend the concepts being presented, concepts the instructor would present in the traditional classroom as background knowledge. Upon completion of the tutorial(s) learners practice mastering new vocabulary terms and concepts through electronic flashcards, as drill and practice. Learners are given feedback when they make correct and incorrect answers within the online	In a middle school civics class, a tutorial is provided that serves as the learners' direct instruction on a topic with new terms and concepts, such as the national debt crisis. The tutorial begins with a question that is a bit controversial or a "hook," just as a instructor would start a lesson in a traditional classroom. Numerous literacy strategies are embedded throughout the tutorial such as checks for understanding to ensure the learners comprehend the concepts being presented, concepts the instructor would present in the traditional classroom as background knowledge. Upon completion of the tutorial(s) learners practice mastering new vocabulary terms and concepts through electronic flashcards, as drill and practice. Learners are given feedback when they make correct and incorrect answers within the online

Upon completion of the tutorial(s) learners practice mastering new vocabulary terms and concepts through electronic flashcards, as drill and practice. Learners are given feedback when they make correct and incorrect answers within the online curriculum. As a "hands on" activity learners are required to participate in a digital simulated experience, with Argument Wars (http://www.icivics.org/games), where they are encouraged to respond and defend their own view points or debate those assigned to them based on real-world situations. The online instructor posts a rubric with assignment expectations, and assigns learners nonfiction reading of current events. Learners are then required to respond with their own viewpoints by posting reflective discussion board follow-ups after debates on additional topics. This writing is used to assess mastery of the concepts taught. Throughout the unit, the instructor tweets editorials from credible sources such as the New York Times on topics such as the national debt ceiling, and he also interacts with learners in a class wiki to discuss their opinions of the editorials.	Upon completion of the tutorial(s) learners practice mastering new vocabulary terms and concepts through electronic flashcards, as drill and practice. Learners are given feedback when they make correct and incorrect answers within the online curriculum. As a "hands on" activity learners are required to participate in a digital simulated experience, with Argument Wars (http://www.icivics.org/games), where they are encouraged to respond and defend their own view points or debate those assigned to them based on real-world situations. The online instructor posts a rubric with assignment expectations, and assigns learners nonfiction reading of current events. Learners are then required to respond with their own viewpoints by posting reflective discussion board follow-ups after debates on additional topics. This writing is used to assess mastery of the concepts taught.	curriculum. As a "hands on" activity learners are required to participate in a digital simulated experience, with Argument Wars (http://www.icivics.org/games), where they are encouraged to respond and defend their own view points or debate those assigned to them based on real-world situations. The online instructor posts a rubric with assignment expectations, and assigns learners nonfiction reading of current events. Learners are then required to respond with their own viewpoints by posting reflective discussion board follow-ups after debates on additional topics. This writing is used to assess mastery of the concepts taught.	curriculum. As a "hands on" activity learners are required to participate in a digital simulated experience, with Argument Wars (http://www.icivics.org/games), where they are encouraged to respond and defend their own view points or debate those assigned to them based on real-world situations.

Technology: III.C. Demonstrates technical skills			
III.C. Domain: Indicator: Technology: Skills			
III.C.1.			
Standard: The instructor possesses the technical skills required of an online instructor.			
Value Judgment: The **i**nstructor demonstrates skill operating in the digital environment in alignment with current ISTE.NETS standards.			
Exemplary	**Excellent**	**Expected**	**Emerging**
In a high school math class, where learners will complete a cross-curricular activity with a focus on environmental science, the online instructor groups learners, where they will model collaborative knowledge construction involving a real-world issue to solve an authentic problem using digital tools and resources. Learners will be grouped in "work" roles and be assigned to prepare to pass an inspection by the state OSHA compliance officer, who will be visiting their place of work in one week. At the conclusion of each "work" day, learners will calculate the probability of receiving a passing score from the compliance officer. Learners will blog daily regarding their activities. Members of each team will be assigned roles such as: server, cook, dishwasher, host, and manager. Team members will collaborate to complete assignments to ensure that the restaurant meets code. The instructor will inspect and provide feedback on daily reports. Additionally, community members will comment on daily reports with	In a high school math class, where learners will complete a cross-curricular activity with a focus on environmental science, the online instructor groups learners, where they will model collaborative knowledge construction involving a real-world issue to solve an authentic problem using digital tools and resources. Learners will be grouped in "work" roles and be assigned to prepare to pass an inspection by the state OSHA compliance officer, who will be visiting their place of work in one week. At the conclusion of each "work" day, learners will calculate the probability of receiving a passing score from the compliance officer. Learners will blog daily regarding their activities. Members of each team will be assigned roles such as: server, cook, dishwasher, host, and manager. Team members will collaborate to complete assignments to ensure that the restaurant meets code. The instructor will inspect and provide feedback on daily reports. CCSS.Math.Content.HSS-MD.B.7 (+) Analyze decisions and	In a high school math class, where learners will complete a cross-curricular activity with a focus on environmental science, the online instructor groups learners, where they will model collaborative knowledge construction involving a real-world issue to solve an authentic problem using digital tools and resources. Learners will be grouped in "work" roles and be assigned to prepare to pass an inspection by the state OSHA compliance officer, who will be visiting their place of work in one week. At the conclusion of each "work" day, learners will calculate the probability of receiving a passing score from the compliance officer. CCSS.Math.Content.HSS-MD.B.7 (+) Analyze decisions and strategies using probability concepts .	In a high school math class, the online instructor groups learners and gives then datasets they will use to calculate the probability of each contestant winning "American Idol." CCSS.Math.Content.HSS-MD.B.7 (+) Analyze decisions and strategies using probability concepts

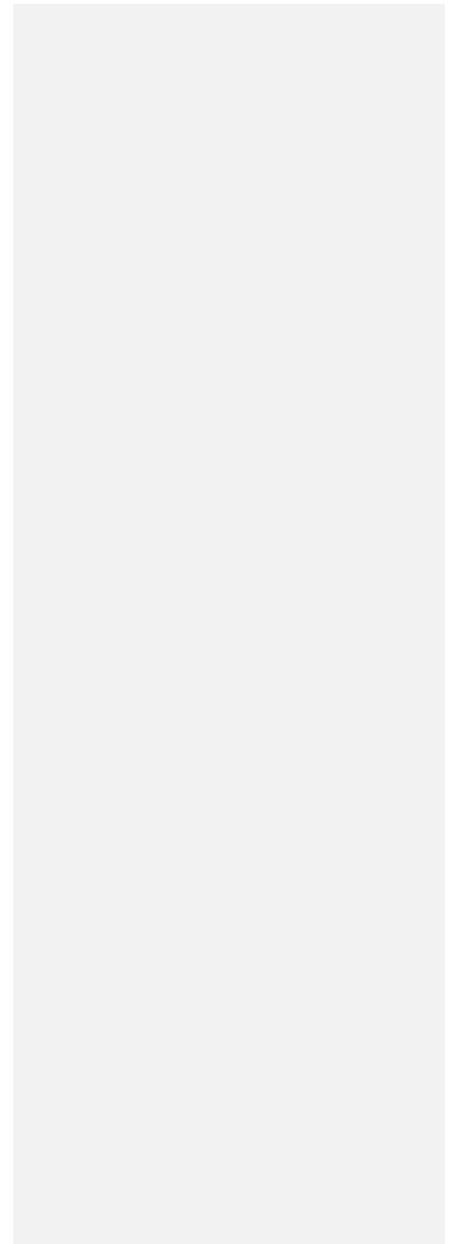|			
suggestions and tips on how each team can improve their scores. CCSS.Math.Content.HSS-MD.B.7 (+) Analyze decisions and strategies using probability concepts . CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	strategies using probability concepts . CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		

Technology: III.D. Maintains updated documentation			
III.D. Domain: Indicator: Technology: Documentation			
III.D.1.			
Standard: The instructor follows organizational guidelines for documentation.			
Value Judgment: Electronic documentation is thorough and accurate to include dates, times, medium, concise descriptions of interaction, and any additional data required by the organization. Examples of documented communication include progress reports, summaries of interactions with learners, parents and/or mentors, and school staff.			
Exemplary	**Excellent**	**Expected**	**Emerging**
The instructor provides required documentation. For example, the following notes are documented in the organization's administrative required communication log by Mr. Ryans: 3/25, 6:30 pm – I called Shaunell Jones, Shawn Smith's mother, to discuss my concerns with his lack of assignments completed. I explained to her that Shawn should have completed 5/5 assignments by now, but he has completed 2/5. I also explained that he has only logged on twice at midnight. I followed up, per our discussion with an email to Mrs.ShawnSmith@yahoo.com with my standard "how to help your child be successful in Mr. Ryans's online course" document at 7:01 pm on 3/25. She and I agreed to have a telephone conversation weekly to monitor his progress.	The instructor provides required documentation. For example, the following notes are documented in the organization's administrative required communication log by Mr. Ryans: 3/25, 6:30 pm – I called Shaunell Jones, Shawn Smith's mother, to discuss my concerns with his lack of assignments completed. I explained to her that Shawn should have completed 5/5 assignments by now, but he has completed 2/5. I also explained that he has only logged on twice at midnight. She is greatly concerned.	The instructor provides required documentation. For example, the following notes are documented in the organization's administrative required communication log by Mr. Ryans: 3/25 – Talked to Shawn's mother, Shaunell, about my concerns with his grades. She was receptive.	The instructor provides documentation. For example, the following notes are documented in the organization's administrative required communication log by Mr. Ryans: 3/25 – Talked to Shawn's mother about concerns.

Planning and Preparation: IV.A. Organizes to meet instructional needs
IV.A. Domain: Indicator: Planning & Preparation: Organization

IV.A.1			
Standard: The instructor maintains and updates course calendar and other posted information to reflect planning and ensure accurate expectations are communicated.			
Value Judgment: The instructor consistently provides updated information that reflects active planning to meet the diverse instructional needs of learners. This may include updated learner timelines or pacing guides. In the calendar, for example, two weeks of current expectations and details of assignments are provided.			
Exemplary	**Excellent**	**Expected**	**Emerging**
All assignments by title are listed by due date for the entire semester with reminders for upcoming assignments so that learners can plan accordingly. Objectives are also correlated, documented, and aligned. Examples of exemplar work are documented and attached/posted for learners.	Assignments are listed by title, and they are posted a minimum of two weeks out. Objectives are also correlated, documented, and aligned. Examples of exemplar work are documented and attached/posted for learners.	Assignments by title are listed on the due date a minimum of two weeks out. Objectives are also correlated, documented, and aligned.	Assignments by title are listed on the due date a minimum of two weeks out.

IV.A.2.			
Standard: The instructor identifies and makes appropriate modifications for IEP requirements, ADA, IDEA, 504, 508, ESL or other individual learner needs.			
Value Judgment: Learner modifications are appropriate and well-documented.			
Exemplary	**Excellent**	**Expected**	**Emerging**
A high school English instructor focuses on idioms, while teaching *To Kill a Mockingbird* (CCSS.ELA-Literacy.L.9-10.5).The instructor realizes her ESL learners will struggle with idioms since they will identify the literal interpretation of the phrases. Therefore, she makes modifications for her ESL learners by providing them a reference list of idioms for each chapter of *To Kill a Mockingbird*. She modifies a specific assignment specifically for the ESL learners by asking them to identify images of each idiom online and to pair them with their native language to express the same sentiment. She provides the learners with a T chart for the assignment that already has the idiom in the left column. Other learners, who are not receiving modifications, however, are asked to find images to reflect the idioms and to explain the origination of the expression in blogs or discussions with appropriate citations of their sources.	A high school English instructor focuses on idioms, while teaching *To Kill a Mockingbird* (CCSS.ELA-Literacy.L.9-10.5).The instructor realizes her ESL learners will struggle with idioms since they will identify the literal interpretation of the phrases. Therefore, she makes modifications for her ESL learners by providing them a reference list of idioms for each chapter of *To Kill a Mockingbird*. Other learners, who are not receiving modifications, however, are asked to find images to reflect the idioms and to explain the origination of the expression in blogs or online discussions with appropriate citations of their sources.	A high school English instructor focuses on idioms, while teaching *To Kill a Mockingbird* (CCSS.ELA-Literacy.L.9-10.5).The instructor realizes her ESL learners will struggle with idioms since they will identify the literal interpretation of the phrases. Therefore, she makes modifications for her ESL learners by providing them a reference list of idioms for each chapter of *To Kill a Mockingbird*. Other learners, who are not receiving modifications, however, are asked to find images to reflect the idioms and to explain the origination of the expression in blogs or online discussions.	A high school English instructor focuses on idioms, while teaching *To Kill a Mockingbird* (CCSS.ELA-Literacy.L.9-10.5).The instructor realizes her ESL learners will struggle with idioms since they will identify the literal interpretation of the phrases. Therefore, she makes modifications for her ESL learners by exempting them from any lessons on figurative language when teaching *To Kill a Mockingbird*.

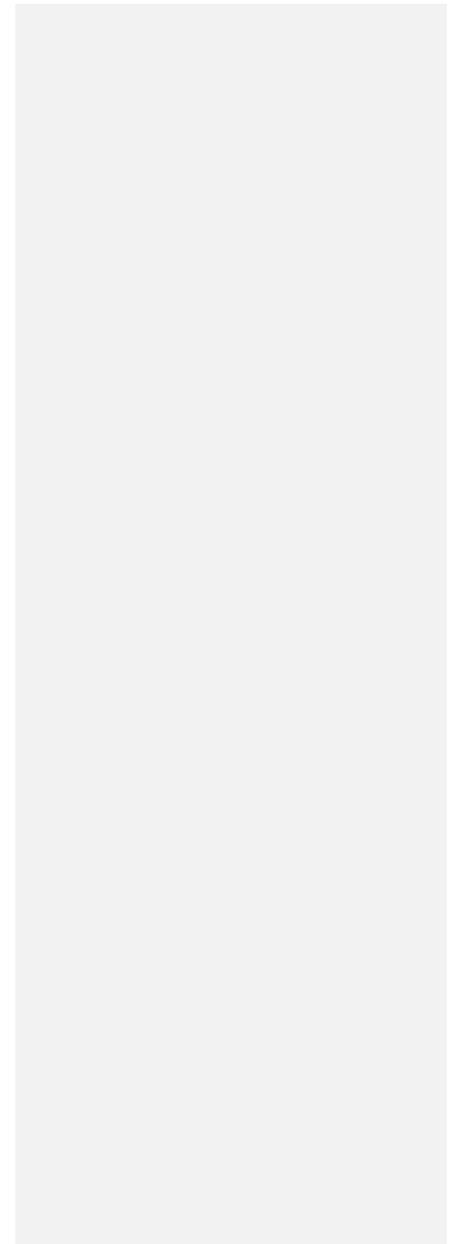| IV.A.3.			
Standard: The instructor organizes information to clearly communicate expectations with learners, parents and mentors.			
Value Judgment: The instructor effectively uses a variety of communication methodologies to organize and convey clear guidance and information that promotes learner-learning and learner, parent and mentor understanding of expectations.			
Exemplary	**Excellent**	**Expected**	**Emerging**
The instructor sends weekly progress reports to learners and parents via email. The instructor posts announcements reminding learners of assignment deadlines and attaches rubrics when applicable. Also, the instructor tweets current events that align to course and/or lesson objectives. During weekly synchronous communications with learners and/or parents, such as telephone or Skype, the instructor discusses learner progress and mastery, focusing on formative assessments as they align to summative assessments. The instructor monitors progress and regularly discusses the end of course exam, the learner's confidence and academic preparation, and she suggests opportunities for additional preparation for the exam. The instructor provides feedback in writing, not just verbal, on the learner's submitted work, and returns it within a timely period outlining strengths and weaknesses with areas for improvement as well as highlighting successes. The instructor maintains a current calendar with assignments that include assignment descriptions	The instructor sends weekly progress reports to learners and parents via email. The instructor posts announcements reminding learners of assignment deadlines and attaches rubrics when applicable. The instructor provides feedback in writing, not just verbally, on the learner's submitted work. Assessed work is returned within a timely period outlining strengths and weaknesses with areas for improvement as well as highlighting successes. The instructor maintains a current calendar with assignments that include assignment descriptions aligned to course objectives. The course syllabus includes a scope and sequence document aligning each assignment to course objectives, and each lesson provides a detailed alignment to objectives.	The instructor sends weekly progress reports to learners and parents via email. The instructor posts announcements reminding learners of assignment deadlines. The instructor maintains a current calendar. The course syllabus includes a scope and sequence document aligning each assignment to course objectives, and each lesson provides a detailed alignment to objectives.	The instructor sends weekly progress reports to learners and parents via email. The instructor maintains a current calendar, and the course syllabus includes a scope and sequence document aligning each assignment to course objectives. Each lesson provides a detailed alignment to objectives.

aligned to course objectives. The course syllabus includes a scope and sequence document aligning each assignment to course objectives, and each lesson provides a detailed alignment to objectives.			

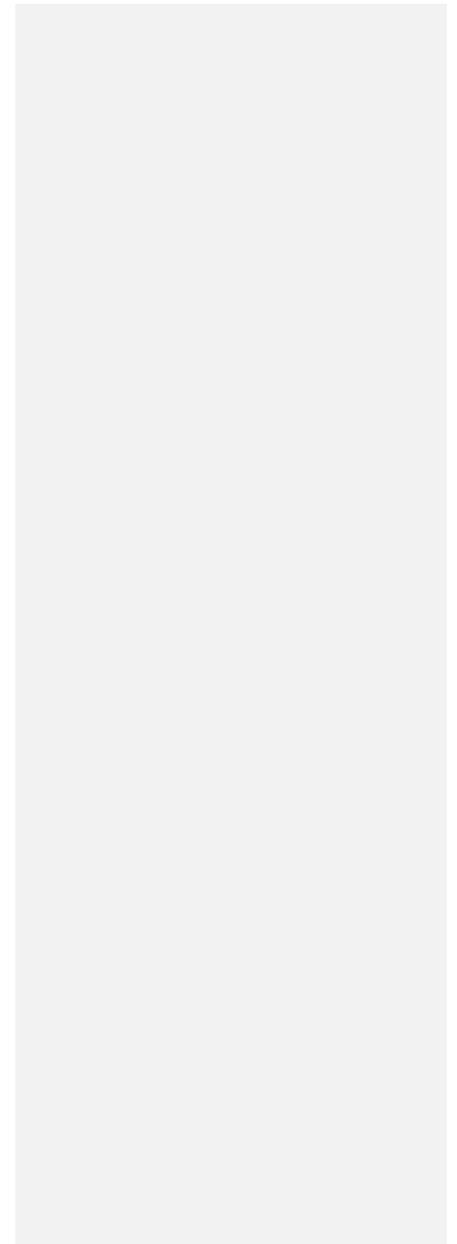| Planning and Preparation: IV.B. Demonstrates content knowledge			
IV.B. Domain: Indicator: Planning & Preparation: Content Knowledge			
IV.B.1.			
Standard: The instructor meets all organizational guidelines to qualify as an instructor for the course.			
Value Judgment: The instructor demonstrates content knowledge that is current and is delivered in a manner that leads to learner engagement and learning. The instructor holds state endorsements and has completed program specific training(s).			
Exemplary	Excellent	Expected	Emerging
The instructor meets state and program guidelines, attends team/faculty meetings and applies newly learned strategies and content. She attends or participates in additional PD voluntarily and has evidence of or can discuss the PD knowledgeably. She conducts formative and summative assessments of newly applied strategies and adjusts as appropriate. She applies newly learned skills, reads journals and shares with other practitioners through Professional Learning Communities. She mentors other instructors and shares strategies with peers.	The instructor meets state and program guidelines, attends team/faculty meetings and applies newly learned strategies and content. She conducts formative and summative assessments of newly applied strategies and adjusts as appropriate.	The instructor meets state and program guidelines, attends team/faculty meetings and applies newly learned strategies and content.	The instructor meets state and program guidelines.

Planning and Preparation: IV.C. Personalizes student learning			
IV.C. Domain: Indicator: Planning & Preparation: Personalizes			
IV.C.1.			
Standard: The instructor differentiates outcome goals based on the individual needs of diverse learners.			
Value Judgment: The instructor plans and prepares for differentiated instruction by analyzing learner performance and assessment data and the diverse interests, backgrounds, and needs of individual learners.			
Exemplary	**Excellent**	**Expected**	**Emerging**
In a physics course the instructor's overall goal is that all learners will be able to use the basic kinematic equations to predict the motion of a football. However, a formative assessment indicates that learners have varied backgrounds in math. As a result, the instructor develops 3 levels of outcome goals to support and challenge learners. After viewing an online simulation hosted by NSF, of a kicked football, they will all be given the same initial conditions and asked, "What do we know about the motion of this football?" Learners with basic math skills will be provided with a tutorial that guides them through multiple single steps to achieve a full model of the projectile motion. Learners with moderate math skills will be provided with a list of the relevant kinematic equations, but without step-by-step guidance. Learners with demonstrated capability in trigonometry will be given the same initial conditions and asked, "What do we know about the motion of this football? Provide all possible	In a physics course the instructor's overall goal is that all learners will be able to use the basic kinematic equations to predict the motion of a football. However, a formative assessment indicates that learners have varied backgrounds in math. As a result, the instructor develops 3 levels of outcome goals to support and challenge learners. After viewing an online simulation, hosted by NSF, of a kicked football, they will all be given the same initial conditions and asked, "What do we know about the motion of this football?" Learners with basic math skills will be provided with a tutorial that guides them through multiple single steps to achieve a full model of the projectile motion. Learners with moderate math skills will be provided with a list of the relevant kinematic equations, but without step-by-step guidance. Learners with demonstrated capability in trigonometry will be given the same initial conditions and asked, "What do we know about the motion of this football? Provide all possible	In a physics course the instructor's overall goal is that all learners will be able to use the basic kinematic equations to predict the motion of a football. However, a formative assessment indicates that learners have varied backgrounds in math. As a result, the instructor develops 3 levels of outcome goals to support and challenge learners. After viewing an online simulation, hosted by NSF, of a kicked football, they will all be given the same initial conditions and asked, "What do we know about the motion of this football?" Learners with basic math skills will be provided with a tutorial that guides them through multiple single steps to achieve a full model of the projectile motion. Learners with moderate math skills will be provided with a list of the relevant kinematic equations, but without step-by-step guidance. Learners with demonstrated capability in trigonometry will be given the same initial conditions and asked, "What do we know about the motion of this football? Provide all possible	In a physics course the instructor's overall goal is that all learners will be able to use the basic kinematic equations to predict the motion of a football. However, a formative assessment indicates that learners have varied backgrounds in math. The instructor understands that not everyone will need the same practice; but some will need extra help so all will have the same practice to be fair. After viewing an online simulation of a kicked football, they will all be given the same initial conditions for a kicked football along with an online tutorial for projectile motion that is not connected to any real-world examples.

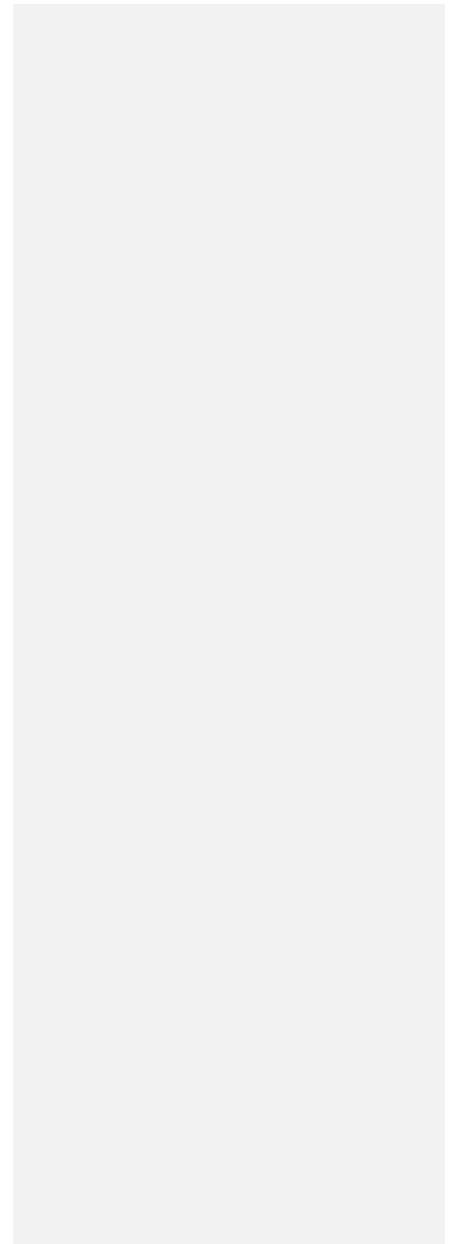|			
quantitative information from the time the football leaves the hand of the kicker until it lands on the ground." All learners will be asked to follow up with a similar activity with less scaffolding and more challenging goals. They will be asked to explain why their results are correct based on the principles of projectile motion in a discussion forum. Learners will be provided with a nonfiction article discussing a female student in the US on a student visa who is kicking for a DI school, and growing concerns over learners in the US on visas and terrorist cells. Learners will be asked to respond to the article in the class blog.	quantitative information from the time the football leaves the hand of the kicker until it lands on the ground." All learners will be asked to follow up with a similar activity with less scaffolding and more challenging goals.	quantitative information from the time the football leaves the hand of the kicker until it lands on the ground."	

IV.C.2.			
Standard: The instructor differentiates instruction based on an understanding of the cultural background of the individual learner.			
Value Judgment: The instructor plans and prepares for differentiated instruction based on the cultural diversity of individual learners, to include their interests, backgrounds, and specific needs. The instructor takes into consideration a learner's expectations for instructor-learner and learner-learner communication based on the learner's cultural background and language ability.			
Exemplary	**Excellent**	**Expected**	**Emerging**
The instructor gathers information about the students' interests as well as cultural background at the beginning of the course and through continued contact with students. Instruction is designed to celebrate cultural backgrounds. For example, through a discussion board in a unit on the Industrial Revolution a social studies instructor might ask students how people in their neighborhoods/families view local politics compared to how people viewed politics during earlier periods such as the Industrial Revolution. CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

 Taking advantage of the online learning medium, the instructor offers instructional materials and practice specific to individual student needs that are modified to allow students to work within their language ability and then to stretch them to improve their language ability. The instructor allows | The instructor gathers information about the students' interests as well as cultural background at the beginning of the course. The instructor incorporates examples and activities using cultural backgrounds of the students. For example, through a discussion board in a unit on the Industrial Revolution a social studies instructor might ask students how people in their neighborhoods/families view local politics compared to how people viewed politics during earlier periods such as the Industrial Revolution. CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

 The instructor offers Instructional materials and practice that are modified to allow students to work within their language ability and to stretch them to improve their language ability. | The instructor is aware of the cultural background and language ability of each of the learners. Curriculum is selected that is sensitive to cultural background. The instructor offers instructional materials and practice that are modified to allow students to work within their language ability. | The instructor is aware of the cultural background and language ability of each of the learners. Curriculum is selected that is sensitive to cultural background. The instructor takes into account the reading levels of the students and ensures that instructional materials are available at the lowest needed reading level. |

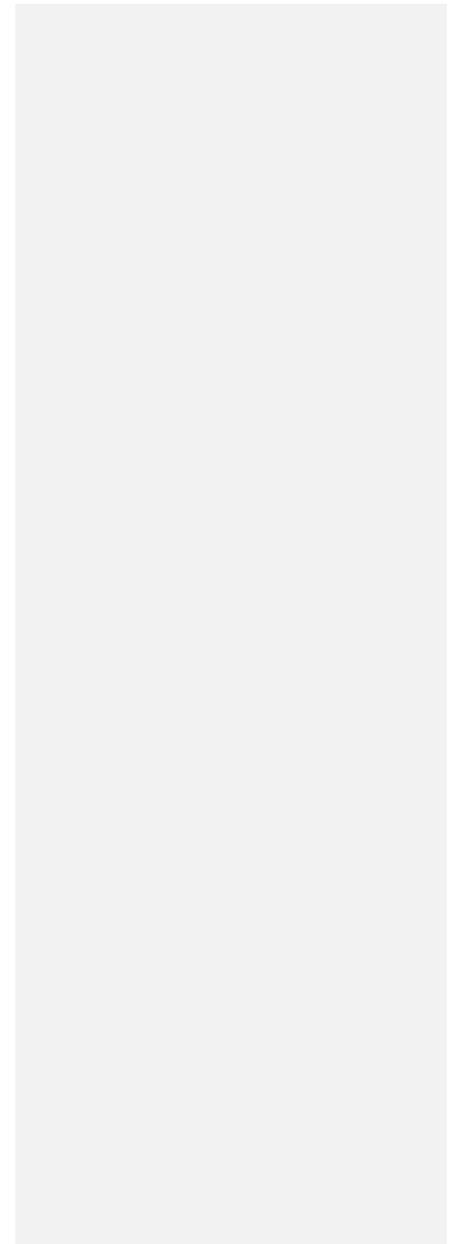|			
students to edit and reflect on work in order to revise spelling and grammar, and the instructor pairs non-native speakers with native speakers for the discussion forum in order to assist with editing assignments that may be viewed in a public forum. Instructor-learner communication is based on thorough training the instructor has received in communication styles of students from various cultures.			

Curriculum: V.A. Addresses diverse learning			
V.A. Domain: Indicator: Curriculum: Diverse			
V.A.1.			
Standard: The curriculum provides a variety of opportunities for practice to achieve learning objectives through multiple assessment and instructional feedback techniques to address the diverse learning needs of learners.			
Value Judgment: Assessments include multiple assessment formats including but not limited to: formal, informal, self-assessment, formative and summative. Modes of learner responses include but are not limited to: matching, fill in the blank, drag and drop, short response, constructed response, and audio recording, etc…. Feedback methods include but are not limited to automated, personalized, written, verbal, instructor-to-learner, and learner-to-learner, etc….. Other interactive or collaborative learning situations may include but are not limited to simulations, peer discussions, journaling and research, etc….			
Exemplary	**Excellent**	**Expected**	**Emerging**
In a learning object on solving two-step equations, the curriculum includes direct instruction followed by drill and practice, which provides data the instructor can monitor for learner performance. The instructor posts articles about college tuition fees and concerns with debt incurred by learners with learner loans as a real-world connection. She involves learners in a discussion board about savings plans that will assist in covering college costs in a way that will avoid extreme debt. Also, the lesson requires learners to create a presentation teaching others how to solve two-step equations using their personal college savings plans as an example. Ancillary materials are provided for individual learner practice based on data from the presentations.

CCSS.Math.Content.HSA-REI.A.1 Explain each step in solving | In a learning object on solving two-step equations, the curriculum includes direct instruction followed by drill and practice, which provides data the instructor can monitor for learner performance. The instructor posts articles about college tuition fees and concerns with debt incurred by learners with student loans as a real-world connection. She involves learners in a discussion board about savings plans that will assist in covering college costs in a way that will avoid extreme debt. Also, the lesson requires learners to create a presentation teaching others how to solve two-step equations using their personal college savings plans as an example.

CCSS.Math.Content.HSA-REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the | In a learning object on solving two-step equations, the curriculum includes direct instruction followed by drill and practice, which provides data the instructor can monitor for learner performance. Also, the lesson requires learners to create a presentation teaching others how to solve two-step equations and discusses misconceptions with learners.

CCSS.Math.Content.HSA-REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. | In a learning object on solving two-step equations, the curriculum includes direct instruction followed by drill and practice, which provides data the instructor can monitor for learner performance. |

a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	assumption that the original equation has a solution. Construct a viable argument to justify a solution method.		

V.A.2.			
Standard: The curriculum is designed to be engaging while meeting the needs of diverse learners and providing opportunities for learning that address a variety of modalities.			
Value Judgment: Curriculum includes practice and instructional feedback opportunities designed to address a variety of Howard Gardner's (1983) multiple intelligences focusing on core sensory modalities. The curriculum employs a variety of methodologies consistent with best practices for online instruction, collaborative learning, and multisensory learning, which may include, but not be limited to: discussion, learner-led learning, collaborative learning, project/problem-based learning, simulations, journaling, and direct instruction etc… .			
Exemplary	**Excellent**	**Expected**	**Emerging**
To prepare for a new literary piece, students respond in a discussion forum to questions about the historical time period and the author. The instructor reviews their responses and interaction, interjecting her own feedback as leading questions to encourage students to make connections to previously studied periods of time and to assess their understanding of the time period under consideration. The students follow the online discussion with creation of a Venn diagram to compare and contrast the new literary time period with previous periods. This allows the instructor to assess higher order thinking by viewing student participation in the discussion forum and the activity. After creation of the Venn diagram, students access an interactivity that helps them practice and review new vocabulary words they will be seeing in an upcoming literary analysis. During the activity students listen to prompts of words and select images	To prepare for a new literary piece, students respond in a discussion forum to questions about the historical time period and the author. The instructor reviews their responses and interaction, interjecting her own feedback as leading questions to encourage students to make connections to previously studied periods of time and to assess their understanding of the time period under consideration. The students follow the online discussion with creation of a Venn diagram to compare and contrast the new literary time period with previous periods. This allows the instructor to assess higher order thinking by viewing student participation in the discussion forum and the activity. After creation of the Venn diagram, students access an interactivity that helps them practice and review new vocabulary words they will be seeing in an upcoming literary analysis. During the activity students listen to prompts of words and select images	Students access an interactivity that helps them practice and review new vocabulary words they will be seeing in an upcoming literary analysis. During the activity students listen to prompts of words and select images associated with the words they hear. The instructor reviews formative data from the interactivity to analyze the individual level of mastery of the new words and posts a summary of common errors made in the activity in the discussion board.

Next, the instructor models an example literary analysis for them on a common piece of literature, using an online lecture, before assigning them to read and analyze a new piece of literature. | Students access an interactivity that helps them practice and review new vocabulary words they will be seeing in an upcoming literary analysis. During the activity students listen to prompts of words and select images associated with the words they hear. The instructor reviews formative data from the interactivity to analyze the individual level of mastery of the new words.

Next, the instructor models an example literary analysis for them on a common piece of literature, using an online lecture, before assigning them to read and analyze a new piece of literature. |

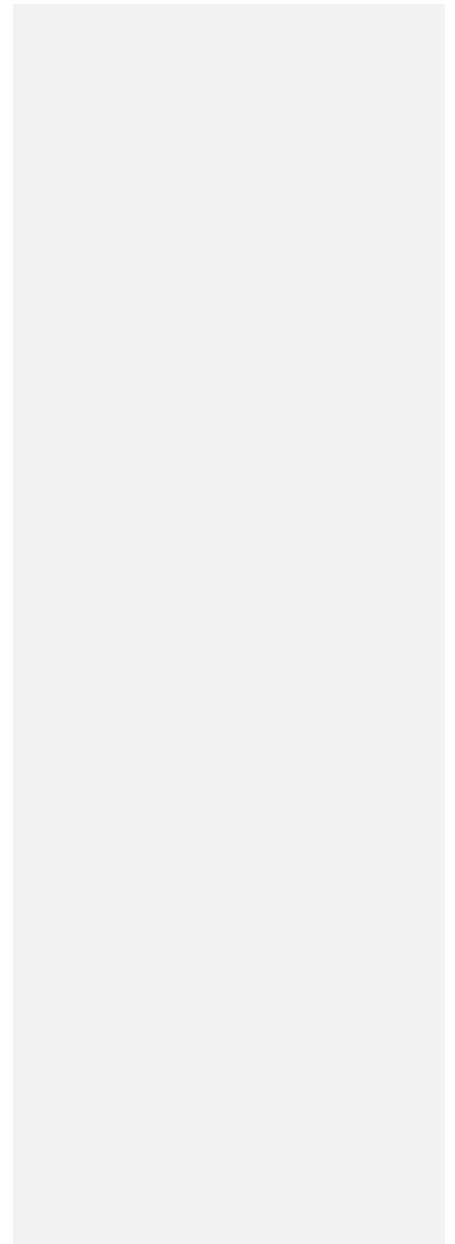|			
associated with the words they hear. The instructor reviews formative data from the interactivity to analyze the individual level of mastery of the new words. The instructor contacts students individually to discuss their progress on this activity as well as their performance on the higher order thinking activity, which includes an embedded literacy strategy. Analyzing this formative data allows the instructor to set and modify individual learning goals while still meeting overall course objectives. Next, the instructor models an example literary analysis for them on a common piece of literature, using the interactive whiteboard or a vodcast, before assigning them to read and analyze a new piece of literature.	associated with the words they hear. The instructor reviews formative data from the interactivity to analyze the individual level of mastery of the new words. Next, the instructor models an example literary analysis for them on a common piece of literature, using the interactive whiteboard or a vodcast, before assigning them to read and analyze a new piece of literature.		

V.A.3.			
Standard: The curriculum design incorporates a variety of methodologies to foster learner-instructor interaction.			
Value Judgment: Within the curriculum design there are strategies to promote both one-way and two-way communication between the instructor and learners that focus on building rapport through communication and fostering academic discussion.			
Exemplary	**Excellent**	**Expected**	**Emerging**
The curriculum design includes but is not limited to discussion forums; curriculum-related announcements that may be delivered through the management system, twitter, email or other one-way communication; embedded activities requiring learners to respond to the instructor through email or communicate a response through another technical medium, submit assignments; activities that encourage learners to submit questions to or interact with the instructor; synchronous activities in live discussions; simulated activities that include opportunities to engage with classmates and/or the instructor.	The curriculum design includes but is not limited to discussion forums; curriculum-related announcements that may be delivered through the management system, twitter, email or other one-way communication; embedded activities requiring learners to respond to the instructor through email or communicate a response through another technical medium, submit assignments; activities that encourage learners to submit questions to or interact with the instructor.	The curriculum design includes but is not limited to discussion forums; curriculum-related announcements that may be delivered through the management system, twitter, email or other one-way communication. Learners are encouraged to interact with the instructor with curriculum-related questions.	The curriculum design encourages the learners to ask the instructor questions privately through email or through the discussion forum. Opportunities to engage with the instructor through curriculum-related discussion forums are embedded in the overall course design.

V.A.4.			
Standard: The curriculum incorporates opportunities to explore multiple perspectives representing diverse backgrounds that are accurate, free of defamatory representations, and appropriate for the age of learners.			
Value Judgment: Curriculum materials and content that incorporate perspectives from a variety cultures, including regional, national, national sub-cultural, and global perspectives, are aligned to learning objectives; are accurate representations of cultural perspectives from current or historical time periods; are free from defamatory or offensive representations of cultures; and are appropriate and of interest for the maturity level and age of learners.			
Exemplary	**Excellent**	**Expected**	**Emerging**
In any given lesson curriculum includes characters with geographically diverse backgrounds and culturally rich approaches to interpreting circumstances. Thematic approaches to delivering units of curriculum include a variety of representations and cultural symbols. Learners are expected to be mindful of their own culture as well as others. Opportunities for cultural awareness and teaching human differences are embedded within thematic approaches for packaging and delivering standard curriculum. Learners have an opportunity connect modern current events to cultural histories to create awareness of diversity using social media. Digital citizenship is addressed in cultural sensitivity and netiquette.

For example, students are asked to explore digital literacy, culture and diversity, through digital storytelling. In this activity students create their own digital stories using audio and digital images to tell the story of a | In any given lesson curriculum includes characters with geographically diverse backgrounds and culturally rich approaches to interpreting circumstances. Thematic approaches to delivering units of curriculum include a variety of representations and cultural symbols. Learners are expected to be mindful of their own culture as well as others. Opportunities for cultural awareness and teaching human differences are embedded within thematic approaches for packaging and delivering standard curriculum.

For example, students are asked to explore digital literacy, culture and diversity, through digital storytelling. In this activity students create their own digital stories using audio and digital images to tell the story of a life, event or era in history, making sure to represent accurate research. Students explore their own world to look for archetypes that represent the assigned historical periods or geographical | Thematic approaches to delivering units of curriculum include a variety of representations and cultural symbols. Learners are expected to be mindful of their own culture as well as others. Opportunities for cultural awareness and teaching human differences are embedded within thematic approaches for packaging and delivering standard curriculum.

For example, students are asked to explore digital literacy, culture and diversity, through digital storytelling. In this activity students create digital stories using audio and digital images acquired through online research to tell the story of a life, event or era in history, making sure to represent accurate information. Students will compare and contrast current day examples and the assigned historical timeline. Embedded within this unit the instructor includes activities to educate and warn students about propaganda in history as well as current propaganda. This activity | Some artifacts are embedded in lessons that represent multicultural education. Learners are expected to be mindful of their own culture as well as others.

For example, students are asked to explore digital literacy, culture and diversity. In this activity students create digital stories using audio and digital images acquired through online research. Students will compare and contrast cultures from assigned periods in history or geographical regions. Embedded within this unit the instructor includes activities to educate and warn students about propaganda in history. This activity acts as a foundation for a traditional essay.

CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |

life, event or era in history, making sure to represent accurate research. Students explore their own world to look for archetypes that represent their culture or historical periods or geographical representations within their daily lives. Personalizing the lesson requires students to think critically by comparing and contrasting current day and the assigned/personalized historical timeline. The instructor may ask students to use iMovie, digital cameras or smart phones to capture video, audio or images and document the ideas they see. Embedded within this unit the instructor includes activities to educate and warn students about appropriate and accurate digital media, propaganda in history as well as current propaganda. This activity acts as a foundation for a traditional essay, and students tie in community-based work to authentic research around politics, culture, geography and history. Upon completion of the project, students post their projects within the online course for peer-review.

CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

representations. Students are asked to compare and contrast current day and the assigned historical timeline. The instructor may ask students to use iMovie, digital cameras or smart phones to capture video, audio or images and document the ideas they see. Embedded within this unit the instructor includes activities to educate and warn students about appropriate and accurate digital media, propaganda in history as well as current propaganda. This activity acts as a foundation for a traditional essay, and students tie in community-based work to authentic research around politics, culture, geography and history. Upon completion of the project, students post their projects within the online course for peer-review.

CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

acts as a foundation for a traditional essay, and students investigate authentic research around politics, culture, geography and history. Upon completion of the project, students provide an electronic copy to the instructor..

CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

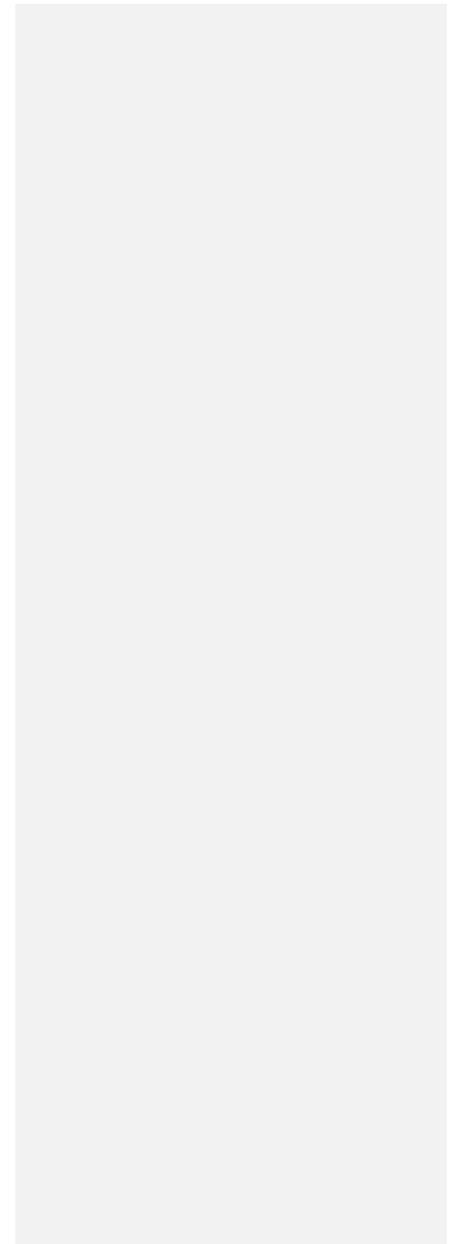|			
CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.			

Curriculum: V.B. Establishes curriculum accountability			
V.B. Domain: Indicator: Curriculum: Accountability			
V.B.1.			
Standard: The curriculum meets required district, state, and/or national standards.			
Value Judgment: Detailed documentation is provided that aligns curriculum to all required local, state and national standards, and the alignments are clearly organized and accessible to all stakeholders.			
Exemplary	Excellent	Expected	Emerging
The instructor provides an approved curriculum alignment in a document that is easy to navigate and understand that presents alignment to local, state and any national required standards. Additionally the document demonstrates how standards will be addressed throughout the school year. The instructor communicates with learners, parents and other stakeholders, pointing out the existence of the curriculum alignment. The instructor helps learners and parents to be aware that students who achieve these standards will have greater success in future careers. The instructor ensures that the students are aware of their individual progress in achieving competency in the standards.	The instructor provides an approved curriculum alignment in a document that is easy to navigate and understand that presents alignment to local, state and any national required standards. Additionally the document demonstrates how standards will be addressed throughout the school year. The instructor communicates with learners, parents and other stakeholders, pointing out the existence of the curriculum alignment. The instructor helps learners and parents to be aware that students who achieve these standards will have greater success in future careers.	The instructor provides an approved curriculum alignment in a document that is easy to navigate and understand that presents alignment to local, state and any national required standards. Additionally the document demonstrates how standards will be addressed throughout the school year.	The instructor provides an approved curriculum alignment understand that presents alignment to local and any required standards.

V.B.2.			
Standard: The curriculum provides course goals and learning objectives that are stated clearly and in a measurable format.			
Value Judgment: It is evident through detailed curriculum alignments that course goals and objectives are clearly stated and thoroughly addressed during instruction and assessment. Assessments are measurable using both formal and informal methods, and applying formative, summative and diagnostic strategies.			
Exemplary	**Excellent**	**Expected**	**Emerging**
A course syllabus presents all course goals which are in alignment to local, state and national standards. Specific objectives are provided at the unit and lesson level, and objectives are in alignment with embedded assessments. Assessments are measured in accordance with strategies appropriate for listed objectives, and they are rigorous, requiring a variety of student response modes. Remediation and re-teaching opportunities are also aligned to course goals and objectives.	A course syllabus presents all course goals which are in alignment to local, state and national standards. Specific objectives are provided at the unit and lesson level, and objectives are in alignment with embedded assessments. Assessments are measured in accordance with strategies appropriate for listed objectives, and they are rigorous, requiring a variety of student response modes.	A course syllabus presents all course goals which are in alignment to local, state and national standards. Specific objectives are provided at the unit and lesson level, and objectives are in alignment with embedded assessments.	A course syllabus presents all course goals, which are in alignment to local, state and national standards.

V.B.3.			
Standard: The curriculum design provides a course outline, overview, or syllabus to learners, parents and/or mentors.			
Value Judgment: The course outline, overview or syllabus contains thorough and clear explanations of the course organization, alignment of course objectives and content to national and local standards, course expectations for learners and parents and/or mentors, and information and appropriate citations for course resources.			
Exemplary	**Excellent**	**Expected**	**Emerging**
The course contains a syllabus that is easy to navigate and includes a course outline that is aligned to local, state and national standards; a pacing guide that provides learners with estimated time for each activity; and ancillary materials for learners who may desire additional resources. All references for course resources are appropriately documented and cited. The syllabus is easy to understand and includes an overview of the course and course expectations, to include communication guidelines.	The course contains a syllabus that is easy to navigate and includes a course outline that is aligned to local, state and national standards; and ancillary materials for learners who may desire additional resources. All course references for course resources are appropriately documented and cited. The syllabus is easy to understand and includes an overview of the course and course expectations, to include communication guidelines.	The course contains a syllabus that is easy to navigate and includes a course outline that is aligned to local, state and national standards. All course references for course resources are appropriately documented and cited. The syllabus is easy to understand and includes an overview of the course and course expectations.	The course contains a syllabus that is easy to navigate and includes a course outline that is aligned to local, state and national standards.

V.B.4.			
Standard: Information is provided within course documentation and is accessible to learners, parents, and/or mentors on the process for communicating with the online instructor.			
Value Judgment: The course documentation provides easily accessible and clearly stated descriptions detailing the processes for contacting the online instructor in a timely and uncomplicated manner through a variety of technologies.			
Exemplary	**Excellent**	**Expected**	**Emerging**
Multiple methods for contacting the instructor are defined in the course documentation and are easy to find. The instructor also publicizes the policy that he will respond to all learner contact within 24 hours if the communication is received during normal business hours, unless there are extenuating circumstances. Asynchronous methods for instructor communication including but not limited to email and twitter are provided. Synchronous examples include office hours, where the instructor is immediately available to learners and parents by phone or Skype. Additionally, the instructor may have parent conference times in the syllabus at the beginning of the semester. He may post a reservation schedule in the calendar and encourage parents to reserve their meeting times early. The instructors may post an office phone number and encourage learners and parents to call during office hours with questions, or they may document classroom procedures to encourage learners to email requesting the instructor call them should they need 1:1 assistance with curriculum-	Multiple methods for contacting the instructor are defined in the course documentation and are easy to find. Asynchronous methods for instructor communication including but not limited to email and twitter are provided. Synchronous examples include office hours, where the instructor is immediately available to learners and parents by phone or Skype. Additionally, the instructor may have parent conference times in the syllabus at the beginning of the semester. He may post a reservation schedule in the calendar and encourage parents to reserve their meeting times early. The instructor posts that he is available to return parent or learner communications within 24 hours if they are received within normal business hours, unless there are extenuating circumstances.	Multiple methods for contacting the instructor are defined in the course documentation and are easy to find and understand. Asynchronous methods for instructor communication including but not limited to email and twitter are provided. Synchronous examples include office hours, where the instructor is immediately available to learners and parents by phone or Skype.	Methods for contacting the instructor are defined in the course documentation and are easy to find and understand. These may include an instructor phone number and email address.

based questions. Procedures for identifying learner questions and contact information are clearly outlined in course documentation and are easy for learners to understand. The instructor posts occasional reminders of this procedure and refer learners to the procedure as detailed in the syllabus or learner section of the "Class Procedures" tab of the Course Materials section of the course.			

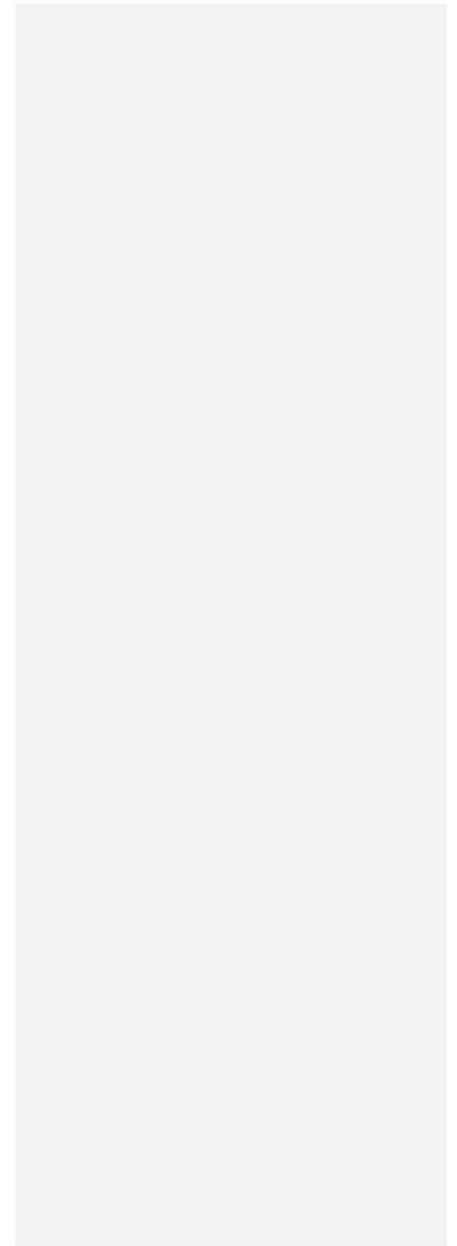| Instructional Design: VI.A. Creates a learner-centric design			
VI.A. Domain: Indicator: Instructional Design: Learner-centric			
VI.A.1.			
Standard: The instructional design provides curriculum that is organized to provide navigation that is efficient, consistent, and easily understood by the user.			
Value Judgment: The curriculum is organized in a way that is easy to navigate with visible progression through units, lessons, and/or learning objects. Links to required activities are embedded within the lesson content and launch within a new window. Documents or outside resources are compatible with all operating systems and common Internet browsers.			
Exemplary	**Excellent**	**Expected**	**Emerging**
Navigation is consistent with position of elements from page to, and an approach is outlined from unit to lesson; titles and images always appear in the same places; navigation buttons always appear in the same place; alignment of text is consistent and supports readability; one concept per page is presented; a consistent color scheme that enhances rather than distracts is present; color is used to help organize information; graphics and animations have instructional purpose, are age appropriate, and represent cultural diversity. Sound is used for emphasis of instructional objectives, not distraction; alt tags are used for all images.	Navigation is consistent with position of elements from page to, and an approach is outlined from unit to lesson; titles and images always appear in the same places; navigation buttons always appear in the same place; alignment of text is consistent and supports readability; one concept per page is presented; a consistent color scheme that enhances rather than distracts is present; color is used to help organize information; graphics and animations have instructional purpose. Sound is used for emphasis of instructional objectives, not distraction; alt tags are used for all images.	Navigation is consistent with position of elements from page to, and an approach is outlined from unit to lesson; titles and images appear in the same places; navigation buttons always appear in the same place; alignment of text is consistent and supports readability; one concept per page is presented.	Navigation is consistent with position of elements from page to, and an approach is outlined from unit to lesson.

VI.A.2.			
Standard: The instructional design facilitates learner understanding, interaction and engagement through the appropriate use of varied instructional approaches and tools such as discussions, quizzes, portfolios, glossary and text features, audio elements, video content, links to outside resources, self-assessment opportunities, etc...			
Value Judgment: Curriculum design utilizes varied instructional approaches and tools to differentiate instruction which allows learners with diverse needs to engage in active learning, rich and varied collaborative learning opportunities, and multisensory learning. This is accomplished through activities such as the use of discussions, interactivities, quizzes, portfolios, glossary and text features, audio elements, video content, links to outside resources, and self- assessments, etc….			
Exemplary	**Excellent**	**Expected**	**Emerging**
Curriculum includes a variety of strategies adapted to the online environment to enhance learner experiences. Learners engage in curriculum through problem-based learning, project-based learning, direct instruction, debates, cooperative learning groups, brainstorming, writing, role-playing, simulations, games, drill and practice, compare/contrast, didactic questions, journals, research, tutorials etc… throughout the course. Multimedia activities are assigned to learners that require them to embrace digital literacy skills and critical thinking.	Curriculum includes a variety of strategies adapted to the online environment to enhance learner experiences. Learners engage in learning through brainstorming, writing, role-playing, simulations, games, drill and practice, compare/contrast, didactic questions, journals, research, tutorials etc… throughout the course.	Curriculum takes advantage of functions within the management system to include quizzing, discussion, links, images, audio files, and standard content development in order to present engaging curriculum to learners.	Curriculum takes advantage of minimal function within the management system to include quizzing, discussion, and standard content development in order to present engaging curriculum to learners.

VI.A.3.			
Standard: The instructional design ensures that all content materials and resources created or used comply with copyright laws, include citations and/or fair use notices (where appropriate), and were obtained or created for the course in a manner that adheres to standards of academic ethics and integrity.			
Value Judgment: Citations are noted when referencing books, journals, articles, speeches, websites or any other copyrighted material used in whole, in part, or modified for use within the curriculum, and the sources of any materials that fall under Fair Use as defined by US copyright law are noted.			
Exemplary	**Excellent**	**Expected**	**Emerging**
All materials within the course curriculum belonging to another author or originally published in another work of art are correctly referenced or footnoted with a documented reference in the course syllabus. Images out of copyright are noted in the syllabus. All permissions granted by authors to include their works within the course curriculum can be found within the course documents. Materials used under the "Fair Use" claim are also noted within the course syllabus or course documents.	All materials within the course curriculum belonging to another author or originally published in another work of art are correctly referenced or footnoted with a documented reference in the course syllabus. Images out of copyright are noted in the syllabus. Materials used under the "Fair Use" claim are also noted within the course syllabus or course documents.	All materials within the course curriculum belonging to another author or originally published in another work of art are correctly referenced or footnoted with a documented reference in the course syllabus. Materials used under the "Fair Use" claim are also noted within the course syllabus or course documents.	All materials within the course curriculum belonging to another author or originally published in another work of art are correctly referenced or footnoted with a documented reference in the course syllabus.

VI.A.4.			
Standard: The instructional design provides opportunities for learner-learner and instructor-learner interaction.			
Value Judgment: Instructional design of lesson content, activities, assignments, and assessments foster opportunities for learner-learner and instructor-learner interaction to promote engaged, collaborative, and active learning.			
Exemplary	**Excellent**	**Expected**	**Emerging**
In an Algebra course the curriculum provides for an assignment where each learner in the class is emailed a different representation of one for four functions (CCSS.MATH.CONTENT.HSF.IF.C.9 Compare properties of two functions each represented in a different way algebraically, graphically, numerically in tables, or by verbal descriptions). According to the instructor materials, based on formative assessment results of this assignment, the instructor chooses groups of differing ability and matches the complexity of the model being assigned to learners with their learning needs and backgrounds. For each function one learner in the class will have a graph, another learner will have the data table for that function, the third learner will have the verbal description, and the fourth learner will have a diagram of the relationship. The learners are asked to find all of the other learners in the class that have the same function. The matching process will take place in the discussion board. The verbal descriptions will be designed in a generic manner,	In an Algebra course the curriculum provides for an assignment where each learner in the class is emailed a different representation of one for four functions (CCSS.MATH.CONTENT.HSF.IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For each function one learner in the class will have a graph, another learner will have the data table for that function, the third learner will have the verbal description, and the fourth learner will have a diagram of the relationship. The learners are asked to find all of the other learners in the class that have the same function. The matching process will take place in the discussion board. The verbal descriptions will be designed in a generic manner, such as, "A box has a length that is three centimeters longer than the height and 2 centimeters narrower than the width. What is the area of the base of the box?"	Each learner in an Algebra class is assigned a different representation of one of four functions (CCSS.MATH.CONTENT.HSF.IF.C.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For each function one learner in the class will have a graph, another learner will have the data table for that function, the third learner will have the verbal description, and the fourth learner will have a diagram of the relationship. The learners are asked to find all of the other learners in the class that have the same function. The matching process will take place in the discussion board. The instructor will guide the process as necessary.	All learners in an Algebra class will be given the same interactive worksheet with representations of four functions (CCSS.MATH.CONTENT.HSF.IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For each function the interactive worksheet will have a graph, the data table for that function, the verbal description and a diagram of the relationship. Learners will be paired up and asked to help each other find the answers to the worksheet. The instructor will interact with the learners by providing feedback for the finished assignments.

| such as, "A box has a length that is three centimeters longer than the height and 2 centimeters narrower than the width. What is the area of the base of the box?" Each group will be asked to design a real-world scenario in which the function might actually be used. For example, the problem shown here would be applied by a trucking company calculating the number of boxes that would fit in the load. | | | |

| VI.A.5.			
Standard: Hardware and software requirements are specified within the course documentation.			
Value Judgment: Specific technical information necessary for running the curriculum materials is easily located, clearly stated, and includes specifications concerning the hardware, software, required plug-ins, Internet browser specifications, and other technical requirements.			
Exemplary	Excellent	Expected	Emerging
Hardware and software requirements are outlined within the course syllabus to include all materials needed for course completion. Materials include but are not limited to hardware such as headphone and microphone, for example. Software plug ins needed to efficiently and easily run the curriculum should be listed such as Acrobat Reader and Real Player, for example. Ideal MB or RAM to run the curriculum should be specified in the course syllabus. Web browser specifications, enablement specifications such as JavaScript, popups, cookies, Java run-time environment, QuickTime, etc…are all listed. Software requirements such as Adobe Reader and Open Office are all also documented for learners and parents in the course syllabus. A system-check provides an accurate checklist of all needed downloads for machines in order to run the curriculum in an ideal situation.	Hardware and software requirements are outlined within the course syllabus to include all materials needed for course completion. Materials include but are not limited to hardware such as headphone and microphone, for example. Software plug ins needed to efficiently and easily run the curriculum should be listed such as Acrobat Reader and Real Player, for example. Ideal MB or RAM to run the curriculum should be specified in the course syllabus. Web browser specifications, enablement specifications such as JavaScript, popups, cookies, Java run-time environment, QuickTime, etc…are all listed. Software requirements such as Adobe Reader and Open Office are all also documented for learners and parents in the course syllabus.	Hardware and software requirements are outlined within the course syllabus to include all materials needed for course completion. Materials include but are not limited to hardware such as headphone and microphone, for example. Software plug ins needed to efficiently and easily run the curriculum should be listed such as Acrobat Reader and Real Player, for example.	Hardware and software requirements are outlined within the course syllabus to include all materials needed for course completion.

VI.A.6.

Standard: Tools or other resources required for viewing course content are provided along with instructions for how to use and install them.

Value Judgment: Any software or other resources required for interacting with the curriculum are identified clearly and consistently, and they are accompanied by explicitly stated instructions for how to install and use them. Links for required downloads are provided in a manner that is easy for learners, parents and/or mentors to locate and install.

Exemplary	Excellent	Expected	Emerging
An introductory lesson provides an overview of the tools required for the course in a narrated video that includes information about the approximate time within the course each tool will be introduced. As each tool is needed in the course, an instructional video is provided for that tool and can be used as an optional resource. The video begins with a description of the purpose of the tool and a demonstration of how to install and use the tool. Step-by-step instructions are also provided in a handout for visual learners. The lesson then incorporates a task that will require the learners to install and use the new tool. Subsequent lessons are designed to require the learners to use the new tool at least three times in consecutive lessons to ensure mastery. One-on-one help for learners is provided via a tech help center or forum.	An introductory lesson provides an overview of the tools required for the course in a narrated video that includes information about the approximate time within the course each tool will be introduced. As each tool is needed in the course, an instructional video is provided for that tool. This begins with a description of the purpose of the tool and a demonstration of how to install and use the tool. Step-by-step instructions are also provided in a handout for visual learners. The lesson then incorporates a task that will require the learners to install and use the new tool.	An introductory lesson provides an overview of the tools required for the course in a narrated video that includes information about the approximate time within the course each tool will be introduced. Instructional videos are provided in a folder within the course. Lessons incorporate tasks that will require the learners to install and use the new tool as they are needed with links to the instructional videos in the folder.	Instructional videos are provided in a folder within the course.

VI.A.7.

Standard: Technologies within the curriculum design or management system are used to provide opportunities for assessing mastery through formative assessment.

Value Judgment: SCORM reporting, Tin Can API, or other similar technologies are embedded within the curriculum design or management system to provide instructors with data for assessing mastery so they can modify instruction to meet the needs of diverse learners.

Exemplary	Excellent	Expected	Emerging
The curriculum includes additional or optional practice/instruction for all skills taught. The support material has been designed so that precise lessons can be assembled and aligned to SCORM report results providing individual learners extra instruction/practice for the specific objectives/skills that are identified as weak. Re-teaching is individualized, keyed to objectives, and driven by SCORM results. For example, a learner missed questions 5, 7, and 10 on the quiz indicating lack of mastery on both adding fractions and reducing fractions; but he demonstrated mastery in multiplying and dividing fractions. The instructor has the option within the curriculum to analyze SCORM reports after each formative assessment and assigns interactive practice that strengthens missed concepts for each individual learner. The interactive practice for a learner that missed questions 8 and 10 would focus on dividing fractions and multiplying fractions but not on adding fractions. The instructor has the option to provide various levels of challenge and methodologies based on learner aptitude and learning styles.	The curriculum includes additional or optional practice/instruction for all skills taught. The support material has been designed so that precise lessons can be assembled and aligned to SCORM report results providing individual learners extra instruction/practice for the specific objectives/skills that are identified as weak. Re-teaching is individualized, keyed to objectives, and driven by SCORM results. For example, a learner missed questions 5, 7, and 10 on the quiz indicating lack of mastery on both adding fractions and reducing fractions; but he demonstrated mastery in multiplying and dividing fractions. The instructor has the option within the curriculum to analyze SCORM reports after each formative assessment and assigns interactive practice that strengthens missed concepts for each individual learner. The interactive practice for a learner that missed questions 8 and 10 would focus on dividing fractions and multiplying fractions but not on adding fractions.	The instructor has the option to view SCORM reports for all quizzes and tests and then use the resulting information to modify the curriculum based on the formative data. Additional resources are subsequently made available to all learners based on analysis of areas of need revealed in the SCORM reports through ancillary materials. Ongoing formative assessment guides instruction leading to summative assessment.	The instructor has the option to view SCORM reports to note which parts of a recent test were missed by most of the learners and then reteaches all of the learners on these skills/concepts and retests learners who received failing grades.

VI.A.8.			
Standard: The instructional design meets universal design principles, honors ADA and 504/508 compliance and W3C accessibility to ensure access for all learners.			
Value Judgment: Universal design strategies are taken into consideration so that learners, regardless of their disability, age, reading level, learning style, learning preference, race, ethnicity, or other characteristics can participate in the online course.			
Exemplary	Excellent	Expected	Emerging
Overall minimal effort is required of users to navigate and interpret courses regardless of ability, and minimal tolerance for error is needed when running the course; for example, learners receive feedback when they submit a wrong answer. Learners with IEPs have opportunities regardless of modification and challenge to participate in all course activities. Through flexibility, they may have the opportunity to choose their learning preference as a learning path to approach the course. Course is simple and intuitive for all users to navigate through consistency of design. Flexibility is provided to users, and modifications are inherent for users. An accommodations statement is provided in the course syllabus. UDL standards are used throughout the course design. For example, color choices are selected carefully; PowerPoint documents are loaded as .html documents; auditory files accompany visuals and vice versa; images have alt tags.	An accommodations statement is provided in the course syllabus. UDL standards are used throughout the course design. For example, color choices are selected carefully; PowerPoint documents are loaded as .html documents; auditory files accompany visuals and vice versa; images have alt tags. Course is simple and intuitive for all users to navigate through consistency of design. Flexibility is provided to users, and modifications are inherent for users.	An accommodations statement is provided in the course syllabus. UDL standards are used throughout the course design. For example, color choices are selected carefully; PowerPoint documents are loaded as .html documents; auditory files accompany visuals and vice versa; images have alt tags.	An accommodations statement is provided in the course syllabus. UDL standards are used throughout the course design.

Oliver's Online Framework for Instruction ©2014
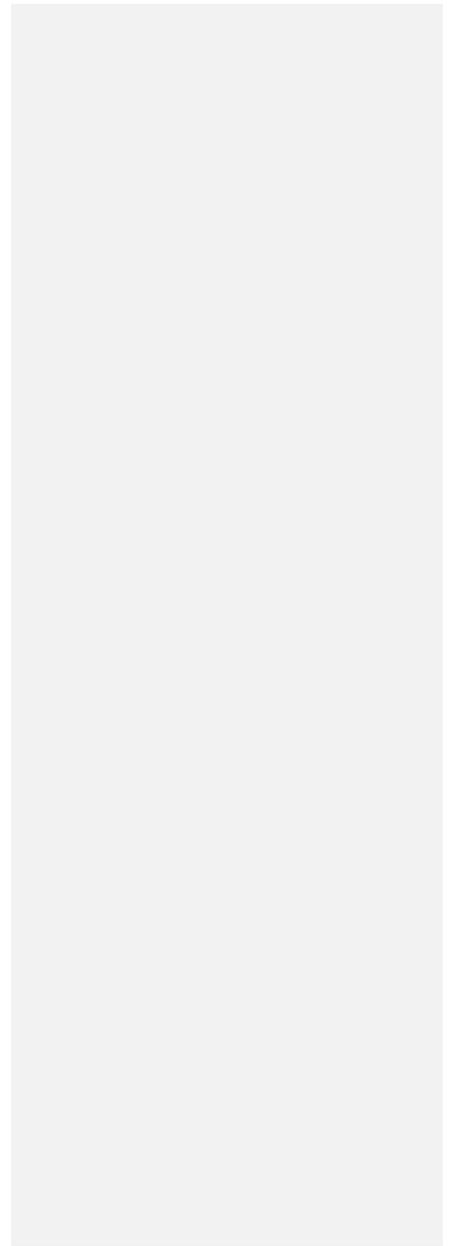
About Wendy Oliver, Ed.D.

Wendy Oliver is poised to become one of the nation's preeminent voices in online and blended learning, as her Blended & Online Learning Practice Frameworks are unveiled in 2014. The announcement will include the release of four related software applications, professional publications, and related upcoming professional development videos and supporting materials.

Subsequent to her master's degree, Dr. Oliver used her experience in change leadership to manage a grant funded, data-driven program that generated innovation and educational change in her school district. This foundation in change management coupled with her extensive knowledge of educational technology provided the opportunity to create and implement a district-wide virtual school. The success of this program led to creating and leading the State of Tennessee's grant funded online learning program, e[4]TN, which was a statewide consortium that included over 100 school districts. Her leadership and team's efforts at e[4]TN were recognized nationally with seven awards by the United States Distance Learning Association (USDLA) within five years.

Dr. Oliver has published numerous articles highlighting her experiences. Early in her career Dr. Oliver demonstrated interest in data analysis and evaluation, particularly in teacher evaluation. She was interviewed by 20/20 and published in Tennessee Educational Leadership on utilizing a framework for evaluation and professional growth, as a first year teacher.

The natural tie of online learning and assessment led Dr. Oliver to publish work on teacher effectiveness in the online environment, such as, *Investigating Whether a Value-Added Teaching Effectiveness Model Designed for Traditional Classrooms Can Be Used to Measure Online Teaching Quality*, and her experience in digital leadership provided the opportunity to publish in *Lessons learned from virtual schools: Experiences and recommendations from the field.*

Dr. Oliver's experience in digital learning and her expertise in assessment and evaluation have led to her current position as the Vice President of Learning,
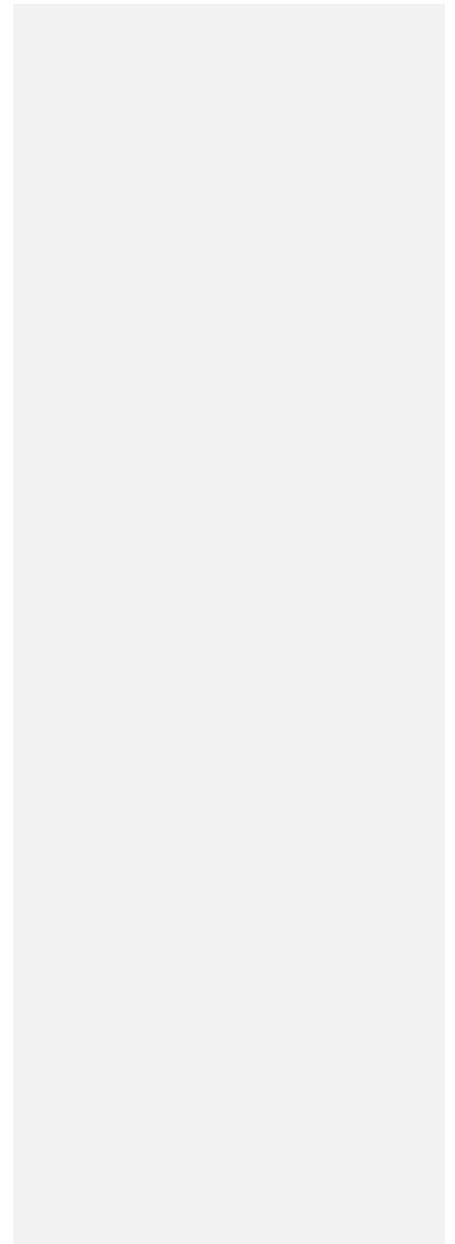
Notes –

Anderson, L., & Krathwohl, D. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Addison, Wesley Longman.

Bailey, G. D. & Pownell, D. (1998) Technology staff-development and support programs: Applying Abraham Maslow's hierarchy of needs. Learning & Leading with Technology 26 (3).

Doering, A.H., Roblyer, M.D. (2012). Integrated Educational Technology. Allyn and Bacon.

Filament Games (n.d.). Argument Wars [Computer software]. Retrieved May 24, 2013 from http://www.icivics.org/games

Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books

International Association for K-12 Online Learning. (2011). *National standards for quality online teaching*. Vienna VA., iNACOL, Retrieved April 15, 2013 from http://www.inacol.org/cms/wp-content/uploads/2013/02/iNACOL_TeachingStandardsv2.pdf

Maslow, A. H. (1970). A theory of human motivation. New York: Harper & Row.

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010) *Common Core State Standards*. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.

International Society for Technology in Education. (2007). *ISTE standards students*. Retrieved from https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

International Society for Technology in Education. (2014). *NETS-T*. Retrieved from http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

Southern Regional Education Board. (2009). *Guidelines for professional development of online teachers*. Retrieved from http://publications.sreb.org/2009/09T01_Guide_profdev_online_teach.pdf

Oliver, W. (2010). *Investigating whether a value-added teaching effectiveness model designed for traditional classrooms can be used to measure online teacher quality.* Doctoral dissertation. ProQuest Dissertations and Theses database. (3439779)

Vygotsky, L. (1987). Zone of proximal development. Mind in society: The development of higher psychological processes, 52-91.