

## Self Assessment of Online Teaching Skills

Standard I: Content Knowledge, Skills, and Concepts for Instructional Technology					
(i) The program shall insure that the candidate possesses knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Teachers) as well as competency in technology specific to an online learning environment.					
					Identify Your Level of Implementation
<u>I</u>	effectively use and assist others in word-processing, spreadsheet, and presentation software.	Not Evident	Emerging	Proficient	Exemplary
<u>II</u>	effectively use Internet browsers, email applications and online etiquette. Candidates additionally can design and maintain a module using an online course learning management system.	Not Evident	Emerging	Proficient	Exemplary
<u>III</u>	incorporate visual resources into an online module	Not Evident	Emerging	Proficient	Exemplary
<u>IV</u>	utilize synchronous and asynchronous tools effectively (i.e., discussion boards, chat tools, electronic whiteboards, etc.).	Not Evident	Emerging	Proficient	Exemplary
<u>V</u>	troubleshoot typical software and hardware problems.	Not Evident	Emerging	Proficient	Exemplary
<u>VI</u>	effectively use and incorporate subject specific developmentally appropriate software in an online learning module	Not Evident	Emerging	Proficient	Exemplary
<u>VII</u>	demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies	Not Evident	Emerging	Proficient	Exemplary
<u>VIII</u>	model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts	Not Evident	Emerging	Proficient	Exemplary

**Not Evident** – I have **never included/engaged in/demonstrated** the /strategy/activity/task/skill in my instructional planning/delivery.

**Emerging** – I have included/engaged in/demonstrated the strategy/activity/task/skill in my instructional planning/delivery on a **limited basis**.

**Proficient** – I **regularly include/engage in/demonstrate** the strategy/activity/task/skill in my instructional planning/delivery, but I don't always know why it is effective.

**Exemplary** – I have **mastered** the strategy/activity/task/ skill as part of my instructional planning/delivery. I can articulate the benefits of each of these strategies and I feel as if I **could teach others** how to effectively include/engage in/demonstrate these strategies/activities/tasks/skills.

<b>Standard II: Online Teaching and Learning Methodology, Management, Knowledge, Skills, and Dispositions</b>					
<b>(i) The program shall prepare candidates to plan, design, and incorporate strategies to encourage active learning, interaction, participation and collaboration in the online environment.</b>					
					<b>Identify Your Level of Implementation</b>
<b><u>I</u></b>	demonstrate effective strategies and techniques that actively engage students in the learning process, in designing, and assessing online learners and instruction.	Not Evident	Emerging	Proficient	Exemplary
<b><u>II</u></b>	apply current research on teaching and learning with technology when planning learning environments and experiences.	Not Evident	Emerging	Proficient	Exemplary
<b><u>III</u></b>	create and maintain a community by creating value, effective facilitation, and an environment of trust, establishing consistent and reliable operating norms, and supporting individuality and empowerment.	Not Evident	Emerging	Proficient	Exemplary
<b><u>IV</u></b>	facilitate and monitor appropriate interaction among learners.	Not Evident	Emerging	Proficient	Exemplary
<b><u>V</u></b>	promote collaborative learning through reflection and social negotiation.	Not Evident	Emerging	Proficient	Exemplary
<b><u>VI</u></b>	Incorporate within instructional designs sufficient support, directions, and guidelines for online learners	Not Evident	Emerging	Proficient	Exemplary
<b><u>VII</u></b>	lead online instruction groups that are meaningful, project-based, inquiry-oriented.	Not Evident	Emerging	Proficient	Exemplary
<b><u>VIII</u></b>	model and demonstrate effective moderator techniques to facilitate active student participation.	Not Evident	Emerging	Proficient	Exemplary
<b><u>IX</u></b>	differentiate instruction of students' learning styles and needs and assist students in assimilating and accommodating meaningful information.	Not Evident	Emerging	Proficient	Exemplary
<b><u>XX</u></b>	apply technology to increase productivity.	Not Evident	Emerging	Proficient	Exemplary
<b><u>XXI</u></b>	apply technology to engage students' higher order thinking skills and creativity.	Not Evident	Emerging	Proficient	Exemplary

<b>Standard II: Online Teaching and Learning Methodology, Management, Knowledge, Skills, and Dispositions</b>								
<b>(ii) The program shall prepare candidates to proactively lead an online classroom in a manner that enhances the likelihood of student success, through regular feedback, prompt responses to student questions and concerns, and clear expectations.</b>								
					<b>Identify Your Level of Implementation</b>			
<b><u>I</u></b>	consistently model effective communication skills and maintain records of applicable communications with students.				Not Evident	Emerging	Proficient	Exemplary
<b><u>II</u></b>	facilitate regular and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction in a variety of ways.				Not Evident	Emerging	Proficient	Exemplary
<b><u>III</u></b>	provide an effective online syllabus that lays out the terms of the class interaction for both teacher and students, defines clear expectations for both teacher and students, details the grading criteria and appropriate and inappropriate behavior for students, and explains the course organization to students.				Not Evident	Emerging	Proficient	Exemplary
<b><u>IV</u></b>	provide an online syllabus with objectives, concepts, and ideas, and learning outcomes in a clearly written, concise format. (Also includes key components in syllabus: expectations for interactions, grading criteria, inappropriate behavior criteria, class organization, etc.)				Not Evident	Emerging	Proficient	Exemplary
<b><u>V</u></b>	use student data to inform instruction, assist students in their own time and task management, monitor learner progress with available tools, and develop intervention plans for unsuccessful learners.				Not Evident	Emerging	Proficient	Exemplary
<b><u>VI</u></b>	provide timely, constructive feedback to student assignments and				Not Evident	Emerging	Proficient	Exemplary
<b><u>VII</u></b>	provide clearly defined statements informing students what to expect in terms of their response time.				Not Evident	Emerging	Proficient	Exemplary

<b>Standard II: Online Teaching and Learning Methodology, Management, Knowledge, Skills, and Dispositions</b>					
<b>(iii) The program shall prepare candidates to model and encourage legal, ethical, safe and healthy behavior in an online environment.</b>					
		<b>Identify Your Level of Implementation</b>			
<b><u>I</u></b>	establish standards for student behavior that are designed to ensure academic integrity and appropriate uses of the Internet and written communication.	Not Evident	Emerging	Proficient	Exemplary
<b><u>II</u></b>	clearly identify the risks of academic dishonesty in online testing and creates assessment opportunities, which limit this risk.	Not Evident	Emerging	Proficient	Exemplary
<b><u>III</u></b>	demonstrate an awareness of technology impact on student testing performance.	Not Evident	Emerging	Proficient	Exemplary
<b><u>IV</u></b>	provide a copyright statement or disclaimer which clearly identifies the owner(s) of the course and the source(s) of the material students are about to use.	Not Evident	Emerging	Proficient	Exemplary
<b><u>V</u></b>	inform students of the significance and responsibilities associated with Acceptable Use Policies (AUP).	Not Evident	Emerging	Proficient	Exemplary
<b><u>VI</u></b>	use appropriate strategies and resources for dealing with student issues arising from inappropriate use of electronically-accessed data or information.	Not Evident	Emerging	Proficient	Exemplary
<b><u>VII</u></b>	inform students of their right to privacy and the conditions under which their names or online submissions may be shared with others.	Not Evident	Emerging	Proficient	Exemplary
<b><u>I</u></b>	establish standards for student behavior that are designed to ensure academic integrity and appropriate uses of the Internet and written communication.	Not Evident	Emerging	Proficient	Exemplary

<b>Standard II: Online Teaching and Learning Methodology, Management, Knowledge, Skills, and Dispositions</b>					
(iv) The program shall enable the candidate to fully experience online learning from the perspective of an online student.					
			<b>Identify Your Level of Implementation</b>		
<b>I</b>	apply experiences as an online student to develop successful strategies for teaching online.	Not Evident	Emerging	Proficient	Exemplary
<b>II</b>	demonstrate the ability to anticipate challenges and problems in the online classroom.	Not Evident	Emerging	Proficient	Exemplary
<b>III</b>	experience the perspective of the online student through his or her responsiveness and empathetic behaviors toward students.	Not Evident	Emerging	Proficient	Exemplary
<b>Standard II: Online Teaching and Learning Methodology, Management, Knowledge, Skills, and Dispositions</b>					
(v) The program shall prepare candidates to develop and deliver assessments, projects, and assignments which meet learning goals and assess learning progress by measuring student achievement of learning goals.					
			<b>Identify Your Level of Implementation</b>		
<b>I</b>	continually review all materials and Web resources for alignment with course objectives and standards and or appropriateness.	Not Evident	Emerging	Proficient	Exemplary
<b>II</b>	create assignments, projects and assessments that are aligned to address visual, auditory, and tactile learning styles.	Not Evident	Emerging	Proficient	Exemplary
<b>III</b>	use authentic assessment of student acquired knowledge and skills as part of the evaluation process.	Not Evident	Emerging	Proficient	Exemplary
<b>IV</b>	provide continuous evaluation of students, to include pre- and post- testing as well as student input throughout the course.	Not Evident	Emerging	Proficient	Exemplary
<b>V</b>	develop a triangulation of the assignments, assessments and standards-based learning goals.	Not Evident	Emerging	Proficient	Exemplary
<b>VI</b>	create assignments that are authentic and relevant to the content and should elicit a response from the student comparable with the level of competency demanded in the related task.	Not Evident	Emerging	Proficient	Exemplary
<b>VII</b>	create assessments, assignments and projects that address multiple intelligences.	Not Evident	Emerging	Proficient	Exemplary

<b>Standard II: Online Teaching and Learning Methodology, Management, Knowledge, Skills, and Dispositions</b>						
(vi) The program shall prepare candidates to be responsive to special education and cultural differences among students in the online classroom, and to encourage intercultural interaction and inclusive learning.						
					<b>Identify Your Level of Implementation</b>	
<b>I</b>	respect diverse talents and use strategies designed to include all students.	Not Evident	Emerging	Proficient	Exemplary	
<b>II</b>	provide activities, modified as necessary, that are relevant to special education modifications, student age, cultural background and experiences.	Not Evident	Emerging	Proficient	Exemplary	
<b>III</b>	encourage collaboration and interaction among all students.	Not Evident	Emerging	Proficient	Exemplary	
<b>IV</b>	provide student-centered lessons and activities that are based on concepts of active learning and that are connected to real-world applications.	Not Evident	Emerging	Proficient	Exemplary	
<b>V</b>	provide opportunities for students to consider meaning and reflect on new knowledge.	Not Evident	Emerging	Proficient	Exemplary	
<b>Standard II: Online Teaching and Learning Methodology, Management, Knowledge, Skills, and Dispositions</b>						
(vi) The program shall prepare candidates to be responsive to special education and cultural differences among students in the online classroom, and to encourage intercultural interaction and inclusive learning.						
					<b>Identify Your Level of Implementation</b>	
<b>I</b>	create or select effective assessment instruments to measure online learning that reflect sufficient content validity (i.e., adequately sample the content that they are designed to measure) and reliability (i.e., produce consistent results from administration to administration).	Not Evident	Emerging	Proficient	Exemplary	
<b>II</b>	implement online assessment measures and materials in ways that insure instrument validity and reliability.	Not Evident	Emerging	Proficient	Exemplary	
<b>III</b>	assess student knowledge and instruction in a variety of ways.	Not Evident	Emerging	Proficient	Exemplary	

<b>Standard III: Effective Online Assessment of Teachers</b>					
<b>(i) The program shall require demonstrated competence in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures.</b>					
				<b>Identify Your Level of Implementation</b>	
<b>I</b>	create or select effective assessment instruments to measure online learning that reflect sufficient content validity (i.e., adequately sample the content that they are designed to measure) and reliability (i.e., produce consistent results from administration to administration).	Not Evident	Emerging	Proficient	Exemplary
<b>II</b>	implement online assessment measures and materials in ways that insure instrument validity and reliability.	Not Evident	Emerging	Proficient	Exemplary
<b>III</b>	assess student knowledge and instruction in a variety of ways.	Not Evident	Emerging	Proficient	Exemplary
<b>Standard III: Effective Online Assessment of Teachers</b>					
<b>(ii) The program shall require demonstration of effective strategies enabling students' to complete self and peer assessments as they fulfill course requirements.</b>					
				<b>Identify Your Level of Implementation</b>	
<b>I</b>	employ effective self-evaluation tools to ensure their courses have a variety of timely and appropriate activities to assess student readiness for course content and mode of delivery.	Not Evident	Emerging	Proficient	Exemplary
<b>II</b>	provide opportunities for student self assessment within courses.	Not Evident	Emerging	Proficient	Exemplary
<b>Standard III: Effective Online Assessment of Teachers</b>					
<b>(iii) The program shall require demonstrated competence in using data and findings from assessment to modify instructional methods and guide student learning.</b>					
				<b>Identify Your Level of Implementation</b>	
<b>I</b>	gather appropriate background and content knowledge assessment data for each student and base instruction on student assessment data.	Not Evident	Emerging	Proficient	Exemplary
<b>II</b>	review student responses to test items in online testing software to identify issues in testing or pedagogical strategies.	Not Evident	Emerging	Proficient	Exemplary
<b>III</b>	demonstrate awareness of observational data (i.e., tracking data in electronic courses, web logs, email, etc.) and its uses in monitoring course progress and effectiveness.	Not Evident	Emerging	Proficient	Exemplary
<b>IV</b>	provide opportunities for evaluating teaching effectiveness within the online environment (i.e., classroom assessment techniques, teacher evaluations, teacher peer reviews).	Not Evident	Emerging	Proficient	Exemplary

Name \_\_\_\_\_



**Standard 1.0000**

**Content Knowledge, Skills, and Concepts for Instructional Technology**

<p>Not Evident _____ Count the number of times you marked this box for Standard One and include here.</p>	<p>Emerging _____ Count the number of times you marked this box for Standard One and include here.</p>	<p>Proficient _____ Count the number of times you marked this box for Standard One and include here.</p>	<p>Exemplary _____ Count the number of times you marked this box for Standard One and include here.</p>
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**Standard 2.0000**

**Online Teaching and Learning Methodology, Management, Knowledge, Skills, and Dispositions**

<p>Not Evident _____ Count the number of times you marked this box for Standard Two and include here.</p>	<p>Emerging _____ Count the number of times you marked this box for Standard Two and include here.</p>	<p>Proficient _____ Count the number of times you marked this box for Standard Two and include here.</p>	<p>Exemplary _____ Count the number of times you marked this box for Standard Two and include here.</p>
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**Standard 3.0000**

**Effective Online Assessment of Teachers, Students and Course Content**

<p>Not Evident _____ Count the number of times you marked this box for Standard Three and include here.</p>	<p>Emerging _____ Count the number of times you marked this box for Standard Three and include here.</p>	<p>Proficient _____ Count the number of times you marked this box for Standard Three and include here.</p>	<p>Exemplary _____ Count the number of times you marked this box for Standard Three and include here.</p>
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