Assessment Criteria

Your facilitator will determine your overall performance by checking that you have met all the course requirements and determining the extent to which you have met the performance expectations for this course. Your facilitator will use these rubrics to measure your performance; you should use them to guide your work when completing assignments.

Discussion Forum Participation Rubric

Your facilitator will use this rubric to evaluate your participation in the course discussions. Read these criteria before you begin to participate in the discussion forums, so that you understand how often and in what manner you should post your responses.

Participation in the discussion forums is critical for maximizing your learning experiences in all PBS TeacherLine courses. In each course, you are required to be a part of an online community of learners who collectively interact, through discussion, to enhance and support the professional performance of each other. Part of the assessment criteria for the course, therefore, includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics we consider to be part of excellent discussion contributions are outlined below. Your facilitator will consider these characteristics when assessing the quality and level of your participation.

- You should submit your initial post(s) early in the session, and your subsequent responses to the posts of other learners at timely intervals within the duration of the session. Keep in mind the goal is to have a dynamic discussion around the major content of the session that lasts throughout the entire session.

- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support your statement with examples, experiences, or references. You are, however, encouraged to be brief — keep each post and response to one or two short paragraphs. Keep in mind that your fellow learners will be reading and responding to you, too.

- Make certain that in all your posts and responses you address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from the topic.

- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.

- When relevant, add to the discussion by including prior knowledge, work experiences, references, Web sites, resources, etc. (giving credit when appropriate).

- Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

This rubric will be used to assess your participation in each discussion forum in a PBS TeacherLine course.
### Discussion Forum Participation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
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<th>Exemplary</th>
</tr>
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<tbody>
<tr>
<td>Quantity and Timeliness</td>
<td>Does not submit at least one post early in the session and/or does not submit at least two responses to other learners at various times during the session.</td>
<td>Submits at least one thoughtful post early in the session, and at least two responses to other learners at various times during the session.</td>
<td>Submits two or more thoughtful posts early in the session, and more than two responses to other learners at various times during the session.</td>
</tr>
<tr>
<td>Demonstrates knowledge and understanding of content and applicability to professional practice</td>
<td>Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.</td>
<td>Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice.</td>
<td>Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice and include other resources that extend the learning of the community.</td>
</tr>
<tr>
<td>Generates learning within the community</td>
<td>Posts do not elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.</td>
<td>Posts elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.</td>
<td>Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.</td>
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</tbody>
</table>

### Online Journal Rubric

Your facilitator will use this rubric to evaluate your online journal entries. Review these criteria to be sure you understand what your facilitator will expect of your journal.

The PBS TeacherLine online journal is a tool used to facilitate the documentation of knowledge you are constructing throughout the course. It will help you take control of and direct your own learning experience, identify what you have learned, what questions you have, and what you would like to know more about. You should not only reflect on knowledge gained through materials and discussion, but also new ideas to explore, feedback from others, and the impact and possible change in professional practice.

In each session, you will be prompted to write reflections in response to one or two specific
questions. These questions will encourage you to use the course content, your prior knowledge, and your experience to craft your responses. Bring your current classroom responsibilities into your reflections when appropriate. After Sessions 1, 3 and 5, your facilitator will review your reflections and provide feedback based on the rubric presented below.

The online journal will also contain an area for you to write personal notes of your choice, such as highlights from the articles, strategies for the classroom, resources for differentiating instruction, etc. This section will not be assessed by your facilitator.

Reflection is an opportunity to construct knowledge and meaning from your work. It is one of the most valuable activities you will perform in this course. Consider the following suggestions when you are crafting your responses in the online journal. Your facilitator will be looking for evidence of these suggestions to assess the quality of your reflections.

- Your reflections should be entered in the online journal during the session in which they are being addressed. Keep in mind that the main purpose of this exercise is to help you construct meaning and self-assess your progress.

- Your reflections should be thorough and thoughtful. Support your ideas by using examples, readings, experiences from your own professional practice, other course work, etc.

- Your reflections should be within a range of 2-5 paragraphs.

- Your reflections should address the question or problem. Take advantage of this unique opportunity to think about your thinking and your learning. Make sure your reflections have depth and reflect critical thinking, analysis, and synthesis.

- Your reflections should be complete and free of grammatical or structural errors.

- The facilitator will check your "Getting Started" and "Look Back" entries for completion only.

<table>
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<tbody>
<tr>
<td>Demonstrates content knowledge, understanding and application gained from assignments</td>
<td>Reflections show very little evidence of understanding course content knowledge, or application of content in professional practice.</td>
<td>Reflections demonstrate understanding of course content knowledge and application of content in professional practice using prior knowledge when applicable. Reflections include critical thinking and</td>
<td>Reflections demonstrate understanding of course content knowledge and application of course content in professional practice using prior knowledge and other resources when applicable. Reflections include</td>
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<tr>
<td>Criteria</td>
<td>Comments</td>
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<tr>
<td>Exhibits assignments are completed according to schedule.</td>
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<tr>
<td>Exhibit work is grounded in K-12 classroom experience.</td>
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<tr>
<td>Exhibit work reflects understanding and applications of course content.</td>
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<tr>
<td>Exhibit artifacts and reflections represent the original work of the author.</td>
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<tr>
<td>Exhibit work is free of grammatical, mechanical, and spelling errors (when sent for peer and coach review).</td>
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</table>
Peer review feedback is thoughtful, constructive, thorough, and includes both identification of strengths in the work and suggestions for improvement.

Capstone Exhibit I Rubric

At the end of the course, your facilitator will use these criteria to evaluate your exhibit as a whole. You should refer to this rubric periodically to be sure that your exhibit moves in the right direction.

All Capstone I exhibits must meet the criteria below to be considered for a certificate of proficiency in the ISTE NETS•T. Please refer to the Guide to NETS•T in Practice to view examples of appropriate evidence for each standard.

**Meaningful Curriculum Context**
The lesson or project featured in the exhibit addresses standards that are central to the curriculum for the designated grade level and subject(s). The exhibit paints a full picture of the classroom lesson or project in action with enough detail that someone could adapt or reproduce it in another context.

The exhibit includes the following:
- Relevant background information about school, classroom, and students.
- Relevant content standards related to core curriculum.
- Relevant technology standards for students.
- Assessment strategies for determining how well standards are met.

**Educationally Valuable Application of Technology**
A strong rationale is provided to explain why the technology involved helps to achieve the designated learning goals, specifying how the technology facilitates and/or enhances student learning in ways that could not be achieved without it. All relevant technology resources are included in the exhibit, along with reflections on how each specifically promotes learning.

The exhibit fully articulates the following:
- Relevant technology resources (e.g., hardware, software, Web sites).
- Relevant classroom tasks and activities that involve technology.
- Clear portrayal of teacher’s role as an active user of technology.
- Educational value added by teacher use of technology.

**Clear Evidence of Proficiency**
For each NETS•T standard that is identified as relevant to the lesson or project, there is clear evidence that the standard has been met. In addition to explanations of how proficiency has been demonstrated in each standard, the exhibit includes reflections on challenges faced, lessons learned, and future plans.

The exhibit demonstrates concrete evidence of the following:
- Teacher proficiency in NETS•T (criteria for each standard are listed below).
- Student learning as a result of teacher use of technology.
- Reflective teaching practice geared toward continuous improvement.
- Applicability of knowledge and experience to other teaching contexts.

**Educational Technology Standards, Performance Indicators, and Criteria for All Teachers**
I. TECHNOLOGY OPERATIONS AND CONCEPTS.
Teachers demonstrate a sound understanding of technology operations and concepts.

A. Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).

The exhibit:
• Demonstrates teacher understanding of basic technology competencies as indicated in the NETS•S.
• Illustrates applications of technology proficiency to classroom teaching practice.

B. Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

The exhibit:
• Focuses on new skills, concepts, tools, and resources that support improvements in student learning and describes self-assessment results that target improvement and increased sophistication over time.
• Identifies capabilities and limitations of current and emerging technology resources as they apply to the featured classroom lesson or project.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.
Teachers plan and design effective learning environments and experiences supported by technology.

A. Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

The exhibit:
• Illustrates how technology accommodates developmentally appropriate levels of difficulty in content and/or processes (e.g., cognitive, physical, aesthetic, social, or emotional development).
• Explains use of a variety of technology resources and/or strategies that involve attention to diverse learning styles, cultural diversity, special education needs, and/or language acquisition.

B. Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.

The exhibit:
• Describes relevant research on technology in support of teaching and learning and provides appropriate citations in lessons, projects, units, or reflections.
• Demonstrates application of current research to the design of lesson or project plans and/or learning environments.

C. Teachers identify and locate technology resources and evaluate them for accuracy and suitability.

The exhibit:
• Identifies technology resources that are relevant to the curriculum and appropriate for particular groups of students and provides a rationale for using them to improve teaching and learning.
• Demonstrates critical analysis of the accuracy and suitability of selected resources.

D. Teachers plan for the management of technology resources within the context of learning activities.
The exhibit:
• Incorporates use of appropriate technology resources as an integral part of the design of lessons and describes procedures and plans for dealing with situations where technology does not perform as anticipated.
• Demonstrates consideration of location of hardware in planning learning activities to make best use of resources for every learner and explains how the use of technology resources maximizes convenience and efficiency while effectively supporting learning.

E. Teachers plan strategies to manage student learning in a technology-enhanced environment.

The exhibit:
• Describes how prerequisite student knowledge of technology is identified and addressed within learning activities.
• Describes provisions for appropriate and flexible time and support for students to use technology to meet learning objectives.

III. TEACHING, LEARNING, AND THE CURRICULUM.
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

A. Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.

The exhibit:
• Describes a classroom project that provides appropriate technology-enhanced activities that support student learning of specific core curriculum standards.
• Explains how the project addresses selected NETS•S and how student products demonstrate proficiency in both content standards and technology standards.

B. Teachers use technology to support learner-centered strategies that address the diverse needs of students.

The exhibit:
• Illustrates how the teacher uses technology as a tool in teaching core curriculum content and skills.
• Describes how the teacher selects learner-centered strategies, targeting identified individual needs of learners.

C. Teachers apply technology to develop students' higher order skills and creativity.

The exhibit:
• Describes how technology supports open-ended projects or tasks that offer multiple ways to meet objectives, and provides evidence of meeting specific needs of individual learners.
• Describes how opportunities are designed for students to use their imaginations and/or problem-solving skills to meet learning goals with the support of technology.

D. Teachers manage student-learning activities in a technology-enhanced environment.

The exhibit:
• Explains how technology is used as a teaching tool and/or as an individual learning tool for students.
• Describes how effective classroom management techniques facilitate the use of technology to enhance learning and how students are grouped to ensure equitable access to technology resources.
IV. ASSESSMENT AND EVALUATION.
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

A. Teachers apply technology in assessing student learning of subject matter, using a variety of assessment techniques.

_The exhibit:_
- Demonstrates how technology can be used to assess students' knowledge and skills in relation to content standards (e.g., Web-based testing, optical mark readers, or electronic portfolios).
- Illustrates how technology can be used to assess changes in competency levels over time.

B. Teachers use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

_The exhibit:_
- Illustrates how technology is used to collect and analyze student performance data and to communicate about student performance through charts, graphs, images, etc.
- Explains how technology is used to collect data to make decisions that improve the quality and/or quantity of learning and instruction and/or use instructional time more efficiently.

C. Teachers apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

_The exhibit:_
- Describes classroom uses of technology for learning, communication, and productivity, as well as methods of evaluating those uses.
- Explains how adjustments are made in technology resources, instruction, and communication to maximize student learning.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.
Teachers use technology to enhance their productivity and professional practice.

A. Teachers use technology resources to engage in ongoing professional development and lifelong learning.

_The exhibit:_
- Describes how technology is used to address professional development needs, especially those related to content knowledge, pedagogy, and/or understanding student learning.
- Explains how newly acquired knowledge is applied to improve teaching and learning in the classroom.

B. Teachers continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

_The exhibit:_
- Explains informed decisions regarding the use of technology to support student learning.
- Demonstrates evidence of appropriate use of technology to improve teaching and learning.

C. Teachers apply technology to increase productivity.

_The exhibit:_
- Identifies and applies appropriate productivity tools to professional tasks.
- Explains how technology reduces the time required to perform tasks and/or increases the quality or quantity of work produced.
D. Teachers use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

*The exhibit:*
- Illustrates appropriate uses of basic Internet communication tools (e.g., e-mail, listservs, discussion forums, Web pages, etc.) to support student learning and/or to communicate with parents and the larger community about the status, activities, and achievements of students.
- Describes participation in technology-based collaboration and communication as part of ongoing professional growth, such as developing a joint project or soliciting input from peers, parents, or experts.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice.

A. Teachers model and teach legal and ethical practices related to technology use.

*The exhibit:*
- Describes how legal and ethical behaviors among students, colleagues, and community members regarding the use of technology and information are demonstrated and advocated.
- Explains how student actions and the ways in which they use resources indicate that they adhere to legal and ethical practices.

B. Teachers apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

*The exhibit:*
- Illustrates how technology resources that support students with diverse learning needs are identified, evaluated, and employed.
- Describes how a variety of instructional technology and grouping strategies are implemented to attend to diverse learning needs.

C. Teachers identify and use technology resources that affirm diversity.

*The exhibit:*
- Incorporates technology resources that reinforce the positive attributes of diverse learners in the classroom and help to include students fully in learning experiences.
- Describes how technology helps to affirm diversity of backgrounds, abilities, or other qualities among students.

D. Teachers promote safe and healthy use of technology resources.

*The exhibit:*
- Describes policies and procedures that develop and enforce students’ safe use of technology resources.
- Illustrates healthy and appropriate use of technology resources in classroom activities.

E. Teachers facilitate equitable access to technology resources for all students.

*The exhibit:*
- Describes a well-defined approach to advocating and facilitating equitable access to technology for all students in the school setting, with attention paid to students with special needs, including use of assistive devices.
- Illustrates how student knowledge of technology use is employed through providing opportunities for students to share their expertise with teachers, peers, and others.
Capstone I Exhibit Feedback Form

At the end of the course, your facilitator will use this form to guide his or her feedback on your finished exhibit. As you work on your exhibit, refer to this form and the Capstone I Exhibit Rubric to be sure that your exhibit moves in the right direction.

Exhibit Title:
Exhibit Author:
Exhibit Reviewer:
Review Date:

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| Educationally Valuable Application of Technology               |          |
| A strong rationale is provided to explain why the technology involved assists with the learning goals, specifying how the technology facilitates and/or enhances student learning in ways that could not be achieved without it. All relevant technology resources are included in the exhibit, along with reflections on how each specifically promotes learning. |          |
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### Criteria

#### Clear Evidence of Proficiency
For each NETS•T standard that is identified as relevant to the lesson or project, there is clear evidence that the standard has been met with an explanation of how proficiency is demonstrated. In addition to clarifying how each associated artifact or other piece of evidence exemplifies a particular standard in practice, the exhibit includes reflections on challenges faced, lessons learned, and future plans.

The exhibit demonstrates concrete evidence of the following:
- Teacher proficiency in NETS•T (refer to rubric for relevant criteria.)
- Student learning as a result of teacher use of technology
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