Online Course Review Instrument

Used for a course-reviewing partnership between
Henry County Schools and University of West Georgia

To learn more about this instrument, visit the National Standards of Quality for Online Courses online.

Course :	Science
Grade Level:	7th grace
Teacher(s) of Course:	Justin Castile
School (HCOA or Luella):	Luella
Date of Review:	3/7/2011
Reviewer:	David Robertson

Rating Scale

0 Absent - component is missing
1 Unsatisfactory - needs significant improvement
2 Somewhat satisfactory - needs targeted improvements
3 Satisfactory - discretionary improvement needed
4 Very Satisfactory - no improvement needed

Instructions: As you move through the online course materials, score the course based on the criteria below. If you don't understand a particular criterion, hover over the cell of the criterion to see an additional note that offers additional information. These explanations come from a supplemental document (SD) created by iNACOL and Region 4, and are used with permission. When giving a score of 2 or below, please give a specific comment to explain the score, and offer recommendations to improve the course in this area. The "instrument" column is optional, and it provides a place where you are invited to give feedback on using the instrument for reviewing this course. You can give feedback on individual standard indicators by using the corresponding cell, or you can give general feedback in an optional cell at the bottom of

Standard A: Content		Score	Comments
A.1	The course goals and objectives are measurable and clearly state what the	4	
A.4	The course content and assignments are of sufficient rigor, depth, and breadth to teach the standards being addressed.	3	This is a great deal of work for students to accomplish in a semester especially when combined with the Science Fair project.

A.5	Information literacy and communication skills are incorporated and taught as an integral part of the curriculum.	4	
A.6	Sufficient learning resources and materials to increase student success	3	I think there are an abundance of resources, perhaps even some that the student can carry forward into higher grades.
A.7	A clear, complete course overview and syllabus are included in the course.	0	Syllabus was missing - not even a tab or link for it.
A.8	Course requirements are consistent with course goals, representative of the scope of the course, and clearly stated.	2	With no syllabus, a student lacks the "big picture" of his or her course requirements. Each teaching unit had learning objectives and rubrics, but in terms of the "course" this is missing.
A.9	Information is provided to students, parents and mentors on how to communicate with the online teacher and	1	instructor to make himself available to parents. The Science Fair project description did list some office hours for students but nothing expressly for parents.
A.10	Issues associated with the use of	0	Missing element
A.11	Academic integrity and netiquette (Internet etiquette) expectations regarding lesson activities, discussions,	1	Internet (or discussion board) etiquette was missing and this addition could enhance student learning and discussion. Lesson expectations were clear.
A.14	Assessment and assignment answers and explanations are included.	2	Assessments are provided but I did not see assignment answers provided anywhere in any learning unit.
Standard B: Instructional Design		**Score**	**Comments**
B.1	Course design reflects a clear understanding of student needs, and incorporates varied ways to learn and	4	
B.2	The course is organized into units and	4	
B.3	The course unit overview describes the objectives, activities and resources that frame the unit. It includes a description of	2	Missing element. Most (not all) lessons had good objectives but the unit overview was comprised in a simple sentence under the hyperlink of the unit.
B.4	Each lesson includes a lesson overview, content and activities, assignments, and assessments to provide multiple learning	2	This area needs improvement
B.5	The course is designed to teach concepts and skills that students will	4	This course has some great things to teach on the subject matter
B.6	The course instruction includes activities that engage students in active learning.	4	How a microscope works is one example of some of the outstanding resources available to students to accentuate learning.

B.7	Instruction provides students with multiple learning paths to master the	4	
B.8	The teacher engages students in learning activities that address a variety	4	
B.9	The course provides opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways.	4	There is a lot of thinking required in this course. From learning a host of new vocabulary words to studying ecosystems, biomes, and the human body! That's a lot to take in in one grade level!
B.10	The course reflects multicultural education and is accurate, current and	4	
B.11	The teacher can adapt learning activities to accommodate students' needs.	4	
B.12	Readability levels, written language assignments and mathematical	4	I think the lessons are age appropriate but can stretch even over-achievers
B.13	The course design provides opportunities for appropriate instructor-student interaction, including timely and frequent feedback about student progress.	2	Given that the instructor listed times when he would be available to meet one-on-one with students (See Science Fair section), I take it this is a hybrid course. If not, then this is parameter is a growth area for the instructor.
B.14	The course provides opportunities for appropriate instructor-student and student-student interaction to foster	2	In his favor, the Teacher Reflection was a goodwill offering to students to collect their feedback. However, a "Mr. Castile, please fix this" discussion area might be helpful.
B.15	The course provides opportunities for appropriate student interaction with the	4	Great content in this course
B.16	Students have access to resources that	4	smoothed out with minimal modifications. This course would

Standard C: Student Assessment		Score	Comments
C.1	Student evaluation strategies are consistent with course goals and	4	I liked the rubric for each unit
C.2	The course structure includes adequate and appropriate methods and procedures	4	Quizzes, tests, and multiple chances to earn good grades in some cases all make assessment a strong point in this class
C.3	Ongoing and frequent assessments are conducted to verify each student's	4	
C.4	Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the	4	The Learning Management System that delivers the course provides some great tools for students to see their grades and progress and run custom reports
C.5	Assessment materials provide the teacher with the flexibility to assess	4	Well done in this area

C.6	Grading rubrics and models of partially to fully completed assignments are	2	The rubrics are ever present but I saw no student samples or examples of completed work
C.7	Grading policy and practices are easy to	2	It is obvious that a syllabus could address these issues well

Standard D: Technology		Score	Comments
D.1	The course architecture permits the online teacher to add content, activities and assessments to extend learning opportunities.	4	The instructor takes advantage of this by providing good content, activities, and quizzes
D.3	The course is easy to navigate.	3	In general yes, but there were some extra steps the student had to take to get to the resource (3 screens to get to some assignments)
D.4	The course makes maximum use of the capabilities of the online medium and makes resources available by alternative	4	Some nice PowerPoints stand out
D.5	Hardware, Web browser and software	2	Missing element
D.6	Prerequisite skills in the use of	2	Missing element
D.7	The course utilizes appropriate content-	4	
D.10	The course meets universal design principles, Section 508 standards and	2	I saw nothing in writing for disabled students. A syllabus could contain the "legalese" to address this.

Standard F: 21st Century Skills		Score	Comments
F.1	The course intentionally emphasizes 21st century skills in the course, including using 21st century skills in the core subjects, 21st century content, learning and thinking skills, ICT literacy, self-	4	Good use of web tools, drop boxes, digital photography, and Learning Management System to deliver content

Course Strengths

This course has a few rough edges that can be easily smoothed out with minimal modifications. This course would be fun to take for any middle schooler who enjoys learning about science.

Instructor-student interaction (Describe the type of interaction and its frequency and quality.)