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 :	Environmental Science-Biomes
Grade Level:	
Teacher(s) of Course:	Patsy Kraj
School (HCOA or Luella):	
Date of Review:	10/29/2010
Reviewer:	Lita Brown

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.

Standard A: Content		Score	Comments
A.1	The course goals and objectives are measurable and clearly state what the participants will know or be able to do at the end of the course.	4	Great checklists.
A.2	The course content and assignments are aligned with state's content standards or nationally accepted content standards set for Advanced Placement courses, technology, computer science, or other courses whose content is not included in state standards.	4	
A.3	Course tasks and assessments align with the required local, state, and national assessments that are associated with the course.	4	

A.4	The course content and assignments are of sufficient rigor, depth, and breadth to teach the standards being addressed.	4	various teaching methods used. Great job.
A.5	Information literacy and communication skills are incorporated and taught as an integral part of the curriculum.	3	
A.6	Sufficient learning resources and materials to increase student success are available to students before the course begins.	4	above and beyond. Great job.
A.7	A clear, complete course overview and syllabus are included in the course.	4	great overview, I like that you made it easy to print out.
A.8	Course requirements are consistent with course goals, representative of the scope of the course, and clearly stated.	4	
A.9	Information is provided to students, parents and mentors on how to communicate with the online teacher and course provider, including information on the process for these communications.	3	posting contact information in multiple locations would be a help
A.10	Issues associated with the use of copyrighted materials are addressed.	0	I didn't see this covered, maybe collaborate with the librarian for
A.11	Academic integrity and netiquette (Internet etiquette) expectations regarding lesson activities, discussions, e-mail communications and plagiarism are clearly stated.		clearly stated in video intro
A.12	Privacy policies are clearly stated.	4	
A.13	Instructor resources and notes are included.	4	
A.14	Assessment and assignment answers and explanations are included.	4	

Standard B: Instructional Design		Score	Comments
B.1	Course design reflects a clear understanding of student needs, and incorporates varied ways to learn and multiple levels of mastery of the curriculum.	4	
B.2	The course is organized into units and lessons.	4	
B.3	The course unit overview describes the objectives, activities and resources that frame the unit. It includes a description of the activities and assignments that are central to the unit.	4	
B.4	Each lesson includes a lesson overview, content and activities, assignments, and assessments to provide multiple learning opportunities for students to master the content.	4	
B.5	The course is designed to teach concepts and skills that students will retain over time.	4	
B.6	The course instruction includes activities that engage students in active learning.	4	
B.7	Instruction provides students with multiple learning paths to master the content, based on student needs.	4	
B.8	The teacher engages students in learning activities that address a variety of learning styles and preferences.	4	

		Score	Comments
B.9	The course provides opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways.	4	
B.10	The course reflects multicultural education and is accurate, current and free of bias.	n/a	
B.11	The teacher can adapt learning activities to accommodate students' needs.	4	
B.12	Readability levels, written language assignments and mathematical requirements are appropriate for the course content and the students.	4	
B.13	The course design provides opportunities for appropriate instructor-student interaction, including timely and frequent feedback about student progress.	4	
B.14	The course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material and a plan for monitoring that interaction.	4	
B.15	The course provides opportunities for appropriate student interaction with the content to foster mastery and application of the material.	4	
B.16	Students have access to resources that enrich the course content.	4	above and beyond! Great job.

Standard C: Student Assessment		Score	Comments
C.1	Student evaluation strategies are consistent with course goals and objectives, representative of the scope of the course and clearly stated.	4	
C.2	The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.	4	
C.3	Ongoing and frequent assessments are conducted to verify each student's readiness for the next lesson.	4	
C.4	Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content beyond letter grades.	4	
C.5	Assessment materials provide the teacher with the flexibility to assess students in a variety of ways.	4	
C.6	Grading rubrics and models of partially to fully completed assignments are provided **to the teacher. (by the teacher, no?)**	4	
C.7	Grading policy and practices are easy to understand.	4	

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	

D.2	The course accommodates multiple school calendars; e.g., block, 4X4 and traditional schedules.	n/a	
D.3	The course is easy to navigate.	4	
D.4	The course makes maximum use of the capabilities of the online medium and makes resources available by alternative means; e.g., video, CDs and pod casts.	4	great use of Jing!
D.5	Hardware, Web browser and software requirements are specified.	0	link on the student resources page to county info would suffice.
D.6	Prerequisite skills in the use of technology are identified.	0	
D.7	The course utilizes appropriate content-specific tools and software.	4	
D.10	The course meets universal design principles, Section 508 standards and W3C guidelines to ensure access for all students.	4	

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-directed learning, global awareness, and includes 21st century assessments, as identified by the Partnership for 21st Century Skills.	4	

Course Strengths
This is a great module. Very well designed and comprehensive in scope. Fantastic job stating expectations in written and video form. Project based learning ar