

Category	Exemplary Criteria	FOR-PD
Learner Support & Resources	Course contains extensive information about being an online learner and links to campus resources.	<p>FOR-PD's "Course Overview" page contains extensive information about being an online learner with topics ranging from computer requirements, word-processing and e-mailing skills, and downloading abilities to the necessary attitudes individuals must have to successfully complete online courses. To further cement understandings of online learning, the page provides several links to commentary provided by other organizations about online learning; a link to a self-assessment to determine if one should be an online learner is also provided. The "Course Overview" page can be found at:</p> <p><a href="http://www.itrc.ucf.edu/forpd/register/overview.html">http://www.itrc.ucf.edu/forpd/register/overview.html</a></p>
	Course provides a variety of course-specific resources, contact information for instructor, department and program.	<p>A help link is displayed at the top of each frame in the program, and it leads to a menu of help topics. For students needing to interact with others to solve problems that arise, there is a "HELP" section on the discussion board where students can converse with each other and their facilitators in times of uncertainty. Phone, fax, and e-mail contact information is also available on the FOR-PD "Contact" page found here:</p> <p><a href="http://www.itrc.ucf.edu/forpd/about/contact.html">http://www.itrc.ucf.edu/forpd/about/contact.html</a></p> <p>E-mail addresses for FOR-PD's staff members are located on the staff page found here:</p> <p><a href="http://www.itrc.ucf.edu/forpd/about/staff.html">http://www.itrc.ucf.edu/forpd/about/staff.html</a></p>

	<p>Course offers access to a wide range of resources supporting course content.</p>	<p>Each lesson contains a multitude of links that lead directly to resources. The resources include, but are not limited to journal articles, reading organizations, and reading activities that can be applied to the reading classroom. Some examples of the resources available that support course content found in Lesson 7 include:  Links to the article, "Teaching Reading IS Rocket Science," found here:  <a href="http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic1.htm">http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic1.htm</a>  Links to four glossary and dictionary resources:  <a href="http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic2.htm">http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic2.htm</a>  Links to ten pages containing activities for teachers to use with their students:  <a href="http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic4.htm">http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic4.htm</a>  Also, contained in each FOR-PD lesson, an extensive bibliography is provided to support the content presented. Lesson 7's references are found here:  <a href="http://www.itrc.ucf.edu/testcourse/lesson7/lesson7ref.htm">http://www.itrc.ucf.edu/testcourse/lesson7/lesson7ref.htm</a></p>
<p>Online Organization &amp; Design</p>	<p>Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course.</p>	<p>A course evaluation is taken by participants at the end of the course that provides much information regarding the quality of the course design. Evaluation results from a sample of twenty-eight participants in Seminole County, Florida, revealed positive attitudes towards various aspects of the course design. 100% of the students felt the organization of the course was at least satisfactory, with over 92% feeling the organization was good or excellent. Over 96% of the participants stated that they found the course easy to navigate.</p>

	<p>Course syllabus identifies and clearly delineates the role the online environment will play in the total course.</p>	<p>The course syllabus clearly explains the importance of the online environment to the course as a whole. It describes the use of logins, embedded hyperlinks, and discussions via the web among other features. These can be viewed here: <a href="http://www.itrc.ucf.edu/forpd/register/syllabus.html">http://www.itrc.ucf.edu/forpd/register/syllabus.html</a></p>
	<p>Aesthetic design presents and communicates course information clearly throughout the course.</p>	<p>A course evaluation is taken by participants at the end of the course that provides much information regarding the quality of the course design. Evaluation results from a sample of twenty-eight participants in Seminole County, Florida, revealed positive attitudes towards various aspects of the course design. 100% of the students felt the organization of the course was at least satisfactory, with over 92% feeling the organization was good or excellent. Over 96% of the participants stated that they found the course easy to navigate.</p> <p>All web pages in the FOR-PD course follow the same format and are both visually and functionally consistent throughout the course to ensure our participants can focus on the content of the course. To experience the cohesive nature of one of FOR-PD's lessons, you may access an entire lesson (Lesson 7) starting here: <a href="http://www.itrc.ucf.edu/testcourse/lesson7/lesson7intro.htm">http://www.itrc.ucf.edu/testcourse/lesson7/lesson7intro.htm</a></p> <p>To ensure that all participants understand what is expected of them on assignments, all assignments are accompanied by a clear scoring rubric. An example of the rubrics used can be found here: <a href="http://www.itrc.ucf.edu/testcourse/lesson7/lesson7assign.htm">http://www.itrc.ucf.edu/testcourse/lesson7/lesson7assign.htm</a></p>
	<p>All web pages are visually and functionally consistent throughout the course.</p>	<p>All web pages in the FOR-PD course follow the same format and are both visually and functionally consistent throughout the course to ensure our participants can focus on the content of the course. To experience the cohesive nature of one of FOR-PD's lessons, you may access an entire lesson (Lesson 7) starting here: <a href="http://www.itrc.ucf.edu/testcourse/lesson7/lesson7intro.htm">http://www.itrc.ucf.edu/testcourse/lesson7/lesson7intro.htm</a></p>

	<p>Accessibility issues are addressed throughout the course.</p>	<p>We use Cascading Style Sheets to make our text and website consistent and therefore more accessible. We use appropriate colors (high contrast) on our website so that those with color blindness or vision impairment won't experience any difficulties. We have consistent use of ALT tags to benefit those using screen readers or who are viewing the website in a text only format. Finally, we do not use any advanced multimedia (video, flash) on our website that would not be compatible with accessibility guidelines.</p>
Instructional Design & Delivery	<p>Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content.</p>	<p>FOR-PD offers many ways of interacting and collaborating with facilitators of the program and participants. The discussion board is a location on the website where a great deal of idea sharing, question asking and answering, and reflecting takes place. An example of how prevalent communication is on the discussion boards was evident on the course discussion board for Alachua County, there were a total of 295 discussion postings. Many of them came from teachers sharing experiences in their classrooms and how they related to particular lessons. To ensure that all students in the FOR-PD program interact, there are required postings throughout the course. There are also collaborative assignments designed to build a community among learners where students are required to e-mail commentaries to each other and reflect on them. In an effort to facilitate dialogue between participants, there is a "chat" section, where individuals can give and take in real-time and have meaningful discussions about the lessons with immediate, interactive responses; the chat room experience of FOR-PD is comparable to having face-to-face discussions in a traditional classroom setting. Facilitators participate on the discussion board and in chat rooms, and they are also available on an e-mail system that students use to communicate any inquiries they have; responses are typically given within twenty-four hours after receiving e-mails.</p>
	<p>Course goals are clearly defined and aligned to learning objectives.</p>	<p>The course goals, which are outlined on the course syllabus (<a href="http://www.itrc.ucf.edu/forpd/register/syllabus.html">http://www.itrc.ucf.edu/forpd/register/syllabus.html</a>), are clearly aligned with objectives that begin each lesson. These goals have been designed to follow various standards of teacher education.</p>

<p>Learning objectives are identified and learning activities are clearly integrated.</p>	<p>Each lesson in the FOR-PD program begins with a list of objectives telling participants, “After this lesson you will be able to...” Those objectives serve as a guide to the content of activities that follow. An example of how the objectives are stated to begin each lesson is found here: <a href="http://www.itrc.ucf.edu/testcourse/lesson7/lesson7intro.htm">http://www.itrc.ucf.edu/testcourse/lesson7/lesson7intro.htm</a></p>
<p>Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning.</p>	<p>PDF files enhance each lesson, often providing a template for learners to organize thoughts or try new teaching activities designed to benefit students in their classrooms. Since FOR-PD’s main objective is to train its users to be expert literacy instructors, links to files providing reading research and interesting teaching techniques are provided throughout the course. Reviewing content in lessons is another aspect of the FOR-PD program where technology is used. Interactive review games are fun ways for teachers to get repetition to strengthen their knowledge of the content. Some examples of the reviews are virtual crosswords and game show reviews with formats similar to Jeopardy; it is important to note that such activities, although amusing, are designed to be challenging and informative, with carefully formed questions and formats for reviewing the information in meaningful ways.</p> <p>Please follow the link at the bottom of this page labeled, “Try This,” for an example of a fun cloze activity used to enhance participant learning: <a href="http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic4.htm">http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic4.htm</a></p> <p>FOR-PD also provides a variety of formats for teaching lessons to maximize learning; video, audio and text files are all provided in the program to present content.</p>

	<p>Course provides multiple activities that help students develop critical thinking and problem-solving skills.</p>	<p>To measure the amount of critical thinking of participants in FOR-PD, a variety of activities are used. Some examples of critical thinking assessments that are used to gauge the progress of students are required discussion board postings on given prompts, literacy logs, and brainstorming activities designed to guide participants towards developing their own affective literacy lessons; each assignment is accompanied by a rubric so students know exactly what is expected of them. Each lesson also contains multiple opportunities for self-assessment for students in the form of interactive review activities.</p> <p>A critical thinking activity can found in the section labeled, “Do This,” found here:  <a href="http://www.itrc.ucf.edu/testcourse/lesson7/lesson7intro.htm">http://www.itrc.ucf.edu/testcourse/lesson7/lesson7intro.htm</a></p>
<p>Assessment &amp; Evaluation of Student Learning</p>	<p>Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery.</p>	<p>Each lesson, which are typically completed on a weekly basis, end with a quiz that is electronically scored instantly upon completion to ensure immediate feedback. In addition to the quizzes, all lessons contain multiple self-assessment activities that also provide instant feedback so students can gauge their progress and review content or seek additional guidance when needed.</p>
	<p>Learning objectives, instructional and assessment activities are closely aligned.</p>	<p>Over 92% of the educators in the Seminole County section of FOR-PD stated on the course evaluation that they felt the course objectives were aligned with the assessments they were required to complete.</p>

	Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and skills.	FOR-PD uses quizzes, discussion board activities, and review activities throughout each lesson. Attitudes are shared in both pre- and post-course surveys; opportunities for participants to express attitudes also exist at all times in the form of FOR-PD's discussion boards and chat room features.
	Regular feedback about student performance is provided in a timely manner throughout the course.	Feedback is immediate on all quizzes. All facilitators are to provide feedback on assignments within a week of their submission, and chat sessions are frequently scheduled so facilitators can provide immediate feedback on all questions participants have.
	Students' self-assessments and peer feedback opportunities exist throughout the course.	Students are given weekly assignments where they are to post the assignments on the discussion board; they are also required to comment on the work of other students so peer feedback is consistently available. Each lesson has multiple self-assessment activities that may be used as often as is needed.  An example of a self-assessment activity is found at the bottom of this page in the, "Do This," section: <a href="http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic8.htm">http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic8.htm</a>
Innovative Teaching with Technology	Course uses a variety of technology tools to appropriately facilitate communication and learning.	Communication and learning are facilitated by a variety of technology tools including discussion boards, chat rooms, and e-mail.

	<p>New teaching methods are applied and innovatively enhance student learning, and interactively engage students.</p>	<p>Innovative research-based methods guide the design of the FOR-PD course to enhance student learning while engaging students. Their learning is increased with the use of a variety of technology tools including but not limited to audio files, informative video clips, discussion boards, chat rooms, e-mail, interactive extension activities, and links to topically significant journal articles.</p>
	<p>A variety of multimedia elements and/or learning objects are used and are relevant to student learning throughout the course.</p>	<p>Content is taught using a wide range of multimedia to make learning as interesting and effective as possible. Some of the various forms of content presentations include PDF files, video clips, audio clips, discussion boards, chat rooms, and interactive learning games.</p> <p>A fun and relevant activity called, “Rags to Riches,” can be found here:  <a href="http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic5.htm">http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic5.htm</a></p>
	<p>Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course.</p>	<p>Internet access is used effectively in each lesson. Evidence of this is found in the plethora of links to journal articles, reading organizations, and other similar extensions of content taught in each lesson.</p> <p>The following page found in Lesson 7 contains Internet links to journal articles, teacher resources, class activity examples, and review games:  <a href="http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic5.htm">http://www.itrc.ucf.edu/testcourse/lesson7/lesson7topic5.htm</a></p>
Use of Student Feedback	<p>Instructor offers multiple opportunities for students to give feedback on course content.</p>	<p>Feedback on content is constantly encouraged by instructors and can be given on the discussion board, in chat rooms, and sent in e-mails. The evaluation of the course that all students take has items that address the relevance and value of the course content.</p>

	<p>Instructor offers multiple opportunities for students to give feedback on ease of online technology in course.</p>	<p>All FOR-PD participants are given an opportunity to complete a course evaluation that contains items that students can provide feedback related to online navigation, graphic layout of the course, and the quality of Internet instruction. The ability to provide instructors feedback on technology is also perpetually available via the discussion board, chat rooms, and e-mail.</p>
	<p>Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.</p>	<p>When considering feedback given to instructors from participants, the instructors make adjustments to accommodate the specific needs of students to maximize their learning.</p>

Based on Rubric for Online Instruction, California State University, Chico, 2003