

Oklahoma Online Excellence Award: Teaching

Award Title: Oklahoma Online Excellence Award: Teaching

Award Description: Recognizes a full- or part-time faculty member that has demonstrated excellence in online or blended teaching that advances the quality and success of online education in the State of Oklahoma and is evidenced by measurable outcomes. The individual:

- Demonstrates excellence in online teaching and learning environment design practices.
- Integrates unique, innovative, creative, engaging, and effective instructional and learning environment design practices.
- Collaborates with other online educators to provide leadership, share resources, model effective online teaching practices, and mentor.
- Presents evidence of measures for assessing excellence, effectiveness, and sustainability of online teaching practices.

Criteria	Excellent (5)	Average (3)	Not Recommended (1 0)	Evidence Suggestions
Pedagogy (65%)	<ul style="list-style-type: none"> • Utilizes a variety of engaging, interactive instructional techniques • Monitors and assesses learner success • Aligns assessments with learning objectives • Incorporates multimedia content delivery • Clearly identifies learning objectives for courses/modules/units • Provides multiple opportunities for active application of learning • Presents clear direction for assignments • Specifies grading criteria • Encourages frequent interaction between learners and content, peers, and the instructor • Offers learners feedback throughout the course • Has been recognized for excellence in online teaching 	<ul style="list-style-type: none"> • Meets most of the criteria for excellence including: • Utilizes a variety of engaging, interactive instructional techniques • Monitors and assesses learner success • Incorporates multimedia content delivery • Clearly identifies learning objectives for courses/modules/units • Provides multiple opportunities for active application of learning • Presents clear direction for assignments • Specifies grading criteria • Creates opportunities for interaction between learners and content, peers, and the instructor • Offers learners feedback throughout the course 	<ul style="list-style-type: none"> • Meets few of the criteria for excellence: • Demonstrates little variety in instructional techniques • Rarely monitors and assesses learner success • Incorporates little or no multimedia content delivery • Learning objectives for are not clearly identified • Provides few opportunities for active application of learning • Does not encourage frequent interaction between learners and content, peers, and the instructor • Offers limited feedback to learners • Presents insufficient evidence of excellent instructional practices 	<ul style="list-style-type: none"> • Documentation providing tangible examples of criteria for teaching excellence • Letters of support • Students evaluations • Testimonials

COLE 2018 OK Online Excellence Award Rubric: Teaching

Criteria	Excellent (5)	Average (3)	Not Recommended (1 0)	Evidence Suggestions
Collaboration (5%)	<ul style="list-style-type: none"> Consistently shares resources, models effective programs and practices, and mentors Cultivates and actively engages in internal and external collaborative relationships to advance excellence in online education on an ongoing basis 	<ul style="list-style-type: none"> Sometimes shares resources, models effective programs and practices, and mentors 	<ul style="list-style-type: none"> Does not share resources, model effective programs and practices, or mentor Presents insufficient evidence of collaboration 	<ul style="list-style-type: none"> Documentation that: provides tangible evidence of the existence of collaborations identifies the participants in collaborative efforts, their roles, and how each implicitly or explicitly benefits from the partnership attests to efforts to share resources, model effective programs and practices, and mentor
Learning Environment Design (10%)	<p>The instructor’s online learning environment designs:</p> <ul style="list-style-type: none"> reflect clear and consistent content organization meet accessibility needs integrate technology appropriately promote meaningful learner interaction with content, peers, and the instructor incorporate varied opportunities for feedback for learners through self-assessment, system/peer/instructor feedback 	<p>Meets 4 of the 5 criteria for excellent learning environment design</p>	<p>Does not meet most of criteria for excellent learning environment design and does not reflect clear and consistent organization, accessible design, and presents limited opportunities for learner interaction and instructor feedback</p> <p>Presents insufficient evidence of excellent learning environment design</p>	<p>Documentation providing tangible examples of effective and engaging learning environment design</p> <p>Letters of support</p> <p>Testimonials</p>

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Criteria	Excellent (5)	Average (3)	Not Recommended (1 0)	Evidence Suggestions
<p>Innovation (10%)</p>	<p>Is known for innovative instructional approaches that consistently make a significant impact</p> <p>Has a proven record of making unique, engaging, creative, original contributions that disrupt the norm and meet a proven need</p> <p>Uses innovative approaches to content delivery and promoting student engagement</p> <p>Incorporates opportunities for students to demonstrate learning in creative ways</p>	<p>Has developed a few innovations that contain some unique, engaging, creative, original components, but are also somewhat derivative</p>	<p>Contributes minimally or not at all to innovating online teaching and learning</p> <p>Initiatives are not unique, engaging, creative, or original</p> <p>Presents insufficient evidence of innovation</p>	<p>Documentation providing tangible evidence of:</p> <ul style="list-style-type: none"> • innovative, original, creative online teaching practices • the unique, engaging, creative, original facets of the innovations • the needs the innovations meet and in what way they do so
<p>Results and Sustainability (10%)</p>	<p>Ensures that online teaching and learning environment designs align with the online teaching and learning environment design quality criteria of the individual's organization</p> <p>Has implemented a clear, well-planned strategy and methodical process for monitoring and evaluating the effectiveness, impact, and sustainability of teaching practices and learning environment design</p> <p>Presents evidence-based indicators attesting to the effectiveness, significant impact, and long-term sustainability of online teaching practices and learning environment design</p>	<p>Ensures that online teaching and learning environment designs meet a proven need and align with the mission of the individual's organization and tenets of effective practices in online education</p> <p>Engages in some monitoring and evaluation of the effectiveness, impact, and sustainability of online teaching practices and learning environment designs</p> <p>Presents some evidence-based indicators of the effectiveness, impact, and sustainability of online teaching practices and learning environment designs</p>	<p>Ensures that online teaching and learning environment designs do not meet a proven need or align with the mission of the individual's organization and tenets of effective practices in online education</p> <p>Does little to monitor the effectiveness, impact, and sustainability of online teaching practices and learning environment designs</p> <p>Presents insufficient evidence of the effectiveness, impact and sustainability of online teaching practices and learning environment designs</p>	<p>Documentation of :</p> <ul style="list-style-type: none"> • alignment with quality online teaching and learning environment design criteria • how online teaching and learning environment designs have been tested for effectiveness, impact, and sustainability • the impact and sustainability of online teaching and learning environment designs • practices for monitoring for continuing effectiveness, impact, and sustainability • evidence-based indicators of effectiveness, impact, and sustainability