

# RUBRIC FOR Electronic Professional Development

	CRITERIA	WORKS WELL	MINOR CONCERNS	SERIOUS CONCERNS	NOT APPLICABLE
ALIGNMENT	<b>Needs/Goals</b>	The professional development directly aligns to the district/school or specific teacher needs and goals.	The professional development partially aligns with the district/school or specific teacher needs and goals.	The professional development does not align to any of the current district/school/teacher needs or goals.	
	<b>Standards</b>	The professional development is directly aligned with indicators found within the Mississippi <a href="#">Professional Growth System</a> , national standards for certification (e.g., PSEL), and the <a href="#">Standards for Professional Learning</a> .	The professional development is partially aligned with indicators found within the Mississippi Professional Growth System, national standards for certification (e.g., PSEL), and the <a href="#">Standards for Professional Learning</a> .	The professional development is not aligned with indicators found within the Mississippi Professional Growth System, national standards for certification (e.g., PSEL), and the <a href="#">Standards for Professional Learning</a> .	
	<b>Evidence-Based</b>	The professional development includes multiple instructional strategies, techniques, and practices that are grounded in current evidence.	The professional development includes few instructional strategies, techniques, and practices that are somewhat aligned to evidence.	The professional development is not grounded in current, evidence-based research.	
FUNCTIONALITY/ACCESSIBILITY	<b>Scale</b>	The course can be scaled to accommodate any size class with the flexibility to create smaller sub-groups or communities of practice.	The course can be scaled to accommodate any size class but lacks flexibility to create smaller sub-groups or communities of practice.	The course is restricted to a limited number of users and cannot be scaled.	
	<b>Ease of Use</b>	The course has a user-friendly interface and is easy for instructors and learners to become skillful within a personalized and intuitive manner.	The course has an interface that may be confusing to either instructor or learner; there is limited opportunity for personalization.	The course has an interface that is not user-friendly for either the instructor or learner; it is cumbersome, unintuitive, rigid, and inflexible.	
	<b>Tech Support/ Help Availability</b>	Technical support and/or help documentation is readily available and aids users in troubleshooting tasks or solving problems experienced; or, the course provider offers a robust support for the course.	Technical support and help documentation are available but limited, incomplete, or not user- friendly.	Technical support and help documentation are not available.	

FUNCTIONALITY/ACCESSIBILITY	<b>Desktop/Laptop Operating Systems and Browsers</b>	Users can effectively utilize the course with any standard, up-to-date operating system and browser.	Users may encounter limited or altered functionality depending on the up-to-date operating system or browser being used.	Users are limited to using the course through one specific operating system or browser.	
	<b>Hypermediality</b>	The course allows users to communicate through different channels (i.e., audio, visual, textual) and allows for non-sequential, flexible/adaptive engagement with material.	The course allows users to communicate through different channels (i.e., audio, visual, textual) but is limited in its ability to provide non-sequential, flexible/adaptive engagement with material.	The course is restrictive in terms of the communication channels employed (i.e., audio, visual, textual) and presents information sequentially in a rigid, inflexible format.	
	<b>Accessibility Standards</b>	The course meets accessibility guidelines (e.g., local accessibility legislation and/or <a href="#">W3C guidelines</a> ).	The course has limited capacity to meet accessibility guidelines.	The course fails to meet accessibility guidelines, or no information of compliance has been made available for the course.	
	<b>Required Equipment</b>	Proper use of the course does not require equipment beyond what is typically available to educators (e.g., computer with built-in speakers and microphone, internet connection, etc.).	Proper use of the course requires specialized equipment (e.g., unique device) that likely requires purchase at a low cost.	Proper use of the course requires specialized equipment requiring moderate to significant financial investment.	
	<b>Mobile Access and Functionality</b>	The course can be accessed, either through the download of an app or via a mobile browser, regardless of the mobile operating system and device with little to no difference between online and desktop versions. Design of the mobile course fully takes into consideration the constraints of a smaller-sized screen.	The course offers an app, but only for a limited set of mobile operating systems. The course is not accessible through a mobile browser. Design of the mobile course is constrained by the limitations of the mobile device.	Access or functionality of the course is limited or absent on a mobile device.	
	<b>Security/Privacy</b>	The course has been reviewed and approved by the district IT Department for privacy and security concerns. Additionally, the course does not violate student rights under FERPA.			

TEACHING PRESENCE	<b>Facilitation</b>	The course has easy-to-use features that would significantly improve an instructor's ability to be present with learners via active management, monitoring, engagement, and feedback.	The course has limited functionality to effectively support an instructor's ability to be present with learners via active management, monitoring, engagement, and feedback.	The course is not designed to support an instructor's ability to be present with learners via active management, monitoring, engagement, and feedback.	
	<b>Learning Analytics</b>	The instructor can monitor learners' performance on a variety of responsive measures. These measures can be accessed through a user-friendly dashboard.	The instructor can monitor learners' performance on limited measures; or data is not presented in a format that is easily interpreted.	The course does not support the collection of learning analytics.	
SOCIAL PRESENCE	<b>Collaboration</b>	The course has the capacity to support a community of learning through both asynchronous and synchronous opportunities for communication, interactivity, and transfer of meaning between users.	The course has the capacity to support a community of learning through asynchronous but not synchronous opportunities for communication, interactivity, and transfer of meaning between users.	Communication, interactivity, and transfer of meaning between users is not supported or is significantly limited.	
	<b>Communication Guidance</b>	The course details specific guidance for communicating to include online etiquette (a.k.a., netiquette), discussion protocols, and instructor contact.	The course has minimal guidance for communicating with peers and/or the instructor.	The course provides no guidance for communicating with peers and/or the instructor.	
COGNITIVE PRESENCE	<b>Enhancement of Cognitive Task(s)</b>	The course enhances engagement in targeted cognitive task(s) that were once overly complex or inconceivable through other means.	The course enables functional improvement to engagement in targeted cognitive task(s).	The course acts as a direct course substitute with no functional change to engagement in targeted cognitive task(s).	
	<b>Job-Embedded Assignments</b>	Educators are provided multiple opportunities to practice new strategies and reflect upon new knowledge built from this course.	Educators are provided few opportunities to practice new strategies and reflect upon new knowledge built from this course.	Educators are provided no opportunities to practice new concepts or strategies or to reflect upon new knowledge built from this course.	