

Online Educator of the Year (OEA) Review & Scoring Guidelines

The Online Educator of the Year Award recognizes exemplary online teaching, including high-quality course design and effective online instructional delivery methods relevant to student engagement, learning gains, and student satisfaction. The recipient will be selected based on their packet. For the purposes of this review rubric, “packet” will refer to the totality of files and links submitted by the award candidate. Specifically, this is expected to include:

1. An instructor narrative
2. An Exemplary or High-Quality designation for an online course. Course number and section submitted must have a course review completed or in progress.
3. Data/evidence selected by the candidate to demonstrate excellence in the criteria.

Award criteria categories are:

- Teaching Approach
- Instructional Methods
- Student Learning Gains
- Student Satisfaction

Instructions

1. For each of the above award criteria categories, rate each nominee based on the evidence provided in the application packet. Make notes of your observations during the review.
2. Then, **using the rubric below**, please identify the one written description for each criterion that best matches your observations and comprehensive evaluation of the instructor’s performance and contributions. **Assign a numeric score** for each category.
3. In the comments section of Proposal Space, please share your impressions of the nominee’s packet and the rationale for the final score. Please write a minimum of two sentences, preferably more. This part of the judging process is incredibly important, because we draw anonymous quotes from juror comments to include in the award announcement.

Online Educator of the Year Award Rubric

Criteria	Excellent (9-10)	Above Average (7-8)	Average (5-6)	Below Average (3-4)	Poor (1-2)
Instructional Practices Points -----	<i>Outstanding evidence of effective instructional practices.</i> The instructor consistently uses innovative and effective teaching strategies that engage all students and promote active learning. They adapt their teaching methods to meet the diverse needs of students.	<i>Strong evidence of effective instructional practices with minor areas for improvement.</i> The instructor often uses effective teaching strategies and shows some innovation in their teaching methods. They usually adapt their teaching to meet the diverse needs of students.	<i>Demonstrates average instructional practices with room for improvement.</i> The instructor uses standard teaching strategies effectively but shows little innovation. They sometimes adapt their teaching to meet the diverse needs of students.	<i>Some evidence of effective instructional practices, but with significant areas for improvement.</i> The instructor's teaching strategies are not always effective and show little innovation. They rarely adapt their teaching to meet the diverse needs of students.	<i>Little evidence of effective instructional practices.</i> The instructor's teaching strategies are ineffective and show no innovation. They do not adapt their teaching to meet the diverse needs of students.
Instructional Methods Points -----	<i>Outstanding evidence of effective instructional methods.</i> The instructor effectively uses various evidence-based instructional methods. They purposefully use technology and other resources to enhance learning. Students mention the instructor's teaching methods, learning environment, and presence in evaluations.	<i>Strong evidence of effective instructional methods with minor areas for improvement.</i> The instructor uses several instructional methods effectively and makes some use of technology and other resources to enhance learning.	<i>Demonstrates average instructional methods with room for improvement.</i> The instructor uses a few instructional methods effectively but makes limited use of technology and other resources to enhance learning.	<i>Some evidence of effective instructional methods, but with significant areas for improvement.</i> The instructor uses few instructional methods and resources to enhance learning.	<i>Little evidence of effective instructional methods.</i> The instructor uses only one or two instructional methods and does not use additional resources to enhance learning.
Student Learning Gains Points -----	<i>Outstanding evidence of student learning gains.</i> The instructor provides clear evidence of significant impact, student growth, and mastery of course goals in courses that they have taught. They indicate the use of regular, effective, formal, and informal assessment methods to measure these gains.	<i>Strong evidence of student learning gains with minor areas for improvement.</i> The instructor provides evidence of impact, student growth, and mastery of course goals. They use effective formal assessment methods often to measure these gains.	<i>Demonstrates average student learning gains with room for improvement.</i> The instructor provides some evidence of mastery of course goals in courses taught by the instructor. They use assessment methods to measure these gains, but the tools might not be the most effective.	<i>Some evidence of student learning gains, but with significant areas for improvement.</i> There is some evidence of student mastery of course goals in courses taught by the instructor. Assessment methods may be inconsistently used to measure these gains.	<i>Little evidence of student learning gains.</i> The instructor provides little to no evidence of student learning gains or does not measure these gains.
Student Satisfaction Points -----	<i>High levels of student satisfaction.</i> The instructor provides evidence of consistently high ratings on student evaluations, informal course surveys, or letters of student experiences. Students speak highly of the learning environment and their experience in the course.	<i>Above average levels of student satisfaction.</i> The instructor provides evidence of mostly high ratings on student evaluations or informal surveys. Students speak highly of the learning environment and their experience in the course.	<i>Average levels of student satisfaction.</i> Student evaluations offer mixed responses. Most students write about their experience in the course positively, while others do not.	<i>Below average levels of student satisfaction.</i> Student evaluations offer no feedback on their learning experience or mostly negative feedback. Some students speak positively of their time in the course, but most do not.	<i>Low levels of student satisfaction.</i> The evidence provided shows that the instructor received consistently poor feedback on student evaluations. Students criticize the learning environment in the course and their learning experience.