NYIT Educational Enterprise Zone®

Videoconferencing Standards

I. CAPACITY

Technology and infrastructure support of program delivery needs

3 = Requirement			0 = Does Not Meet Requirement
3 = Optimal	2 = Acceptable	1 = Needs Improvement	0 = Unacceptable

	3		0	
Audio Quality	• Commensurate with program needs • Clear throughout program		• Does not meet program needs • Difficult to hear or intermittent	
	3		**0**	
Video Quality	• Commensurate with program needs • Clear throughout program		• Does not meet program needs • Difficult to see or intermittent	
	3		**0**	
Transmission Delay (Latency)	Delay is within acceptable parameters (.375 seconds or less)		Delay exceeds acceptable parameters (more than .375 seconds)	
	3		**0**	
Peripherals	Commensurate with program needs, for example, a document camera is available to show maps, etc.		Does not utilize proper peripherals to meet program needs	
	3	2	1	0
Staffing: Administrative/ Clerical	Staff responds to phone calls/emails within a 24 hour period	Staff responds to phone calls/emails within a 48 hour period	Staff responds to phone calls/emails within a 72 hour period	• Staff does not respond to phone calls/emails • Staff responds after a 72 hour period
	3		**0**	
Staffing: Technical Support	Content provider offers technical support during pre-program testing and throughout program delivery.		Content provider does not offer technical support during pre-program testing and/or throughout program delivery.	
	3		**0**	
Staffing: Instructional Support	• There is sufficient instructional staff to deliver program within a reasonable time from booking request • Trained backup presenter is available if usual presenter is not • There is a published back-up plan if specialized content requires a particular expert who is unavailable for reserved delivery date		• Program impact is affected because of length of time between booking request and actual delivery • Program must be cancelled or postponed if usual presenter is unavailable • There is no back-up plan if specialized content requires a particular expert presenter who is unavailable for reserved delivery date	

I. CAPACITY cont.

Technology and infrastructure support of program delivery needs

3 = Requirement				0 = Does Not Meet Requirement
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	3	2	1	0
Delivery Location	Significantly enhances program impact by the use of either well-appointed studio space or on-location sites which are in accordance with best delivery practices both in content and technology	Complements program impact by the use of appropriate studio space or on-location sites which are in accordance with best delivery practices both in content and technology	Does not affect program impact either positively, or negatively	Location is unsuitable and/or detracts from the program impact

Additional Comments:

II. Policies and Procedures

Formalized policies and procedures for program support on both the content provider and receiver levels

3 = Requirement			0 = Does Not Meet Requirement
3 = Optimal	2 = Acceptable	1 = Needs Improvement	0 = Unacceptable

	3	0
End-user Agreement	There is a written end-user agreement that clearly states the services that a participant can expect.	There is no written end-user agreement.
	3	0
Program Promotion	Promotional materials provide complete and accurate information for end-user to make informed decisions.	Program promotional materials are incomplete, inaccurate and/or misleading.
	3	0
Transmission Delay (Latency)	Delay is within acceptable parameters (.375 seconds or less)	Delay exceeds acceptable parameters (more than .375 seconds)
	3	0
Audience Size	Program is designed for a single classroom and is delivered to a single classroom.	Program is designed for a single classroom, but is delivered to more than one classroom.
	3	0
Pre-conference Testing	One bi-directional test within one week of delivery encompassing multiple connections to determine optimal speed is conducted.	There is no pre-conference testing.
	3	0
Copyright Issues	• Provider adheres to the TEACH ACT 2002 • Provider presents clear definitions and guidelines regarding copyright issues.	• Provider does not adhere to the TEACH ACT 2002 • Provider does not present clear definitions and guidelines regarding copyright issues.
	3	0
Program Fees	Program fee is commensurate with services rendered and is aligned to current market value.	Program fee is disproportionate to services rendered and/or is not aligned to current market value.
	3	0
Refund Policy	Written policy is given to receiver prior to booking.	Written policy is not given to receiver prior to booking **OR** No written refund policy is in place.

Additional Comments:

III. CONTENT

**The curriculum, materials, and follow-up after the program, as well as the authority
of the offering institution in the field of the content being presented**

3 = Requirement		0 = Does Not Meet Requirement
3 = Optimal	2 = Acceptable 1 = Needs Improvement	0 = Unacceptable

	3	0		
Institutional Credentials as to Program Content	Recognized as expert in field of program content as determined by: • General public and/or professional recognition of institution as expert • Professional or peer certification or licensing where applicable **OR** Credible source of program content based on access to artifacts, documents, location, etc. AND use of external expert to verify content accuracy.	• Not recognized as expert in field • Not credible in field • Credible, but no use of external expert to verify content accuracy		
	3	**0**		
Objects Used in Program	• Authentic artifacts and documents are used where possible • Replicas and facsimiles are clearly identified	There is misrepresentation of the authenticity of artifacts and/or documents.		
	3	**0**		
Curriculum Design's Appropriate-ness to VC Environment	• Maximizes the use of experts, artifacts, and primary source documents not available in the regular classroom setting • Design reflects an awareness of videoconferencing benefits and limitations	• Content and/or presentation is easily replicable in a traditional classroom setting. • Design does not reflect an awareness of video-conferencing benefits and limitations, and might be detrimental to student learning		
	3	**2**	**1**	**0**
Quality of Unit of Instruction: Standards Based	Program is aligned to National and State Learning Standards and identifies the most specific performance level available	Program is aligned to National and State Learning Standards	Program is aligned to National or State Learning Standards	Program is not aligned to either National or State Learning Standards.
	3	**2**	**1**	**0**
Quality of Unit of Instruction: Essential Question	• Requires the application of the highest order of thinking skills to respond (Evaluation) • Extends immediate scope of program	• Requires the application of higher order thinking skills to respond (Synthesis, Analysis) • Extends immediate scope of program	Requires the application of basic thinking skills to respond (Application)	Requires the application of the simplest thinking skills to respond (Comprehension, Knowledge)

III. CONTENT cont.

The curriculum, materials, and follow-up after the program, as well as the authority of the offering institution in the field of the content being presented

3 = Requirement			0 = Does Not Meet Requirement
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	3		0	
Quality of Unit of Instruction: Construction of Knowledge	Program content enables students to build on prior learning, construct meaning, create products, solve problems, reflect on learning and report their discoveries		Program content does not foster the construction of knowledge	
	3	**2**	**1**	**0**
Quality of Unit of Instruction: Diversity	Content proactively illustrates, embraces, and celebrates diversity	Content acknowledges and represents diversity in a positive manner	Content has been reviewed for acceptable representations of diversities	Diversities are presented in a stereotypical or negative manner
	3	**2**	**1**	**0**
Quality of Unit of Instruction: Interactive Design	Requires active participation throughout the connection	Encourages active participation throughout the connection.	Participation is limited to question and answer format	Participation is not encouraged or required
	3	**2**	**1**	**0**
Quality of Unit of Instruction: Differentiated Instruction	• Program activities and content are geared toward a wide variety of learning styles. • Individual student activities allow for a variety of presentation formats (artistic, written, oral, etc.)	Program activities and content are geared toward a variety of learning styles	Program provides activities and content that are limited to a few learning styles	Program makes no provisions for differentiated instruction
	3		**0**	
Quality of Unit of Instruction: Cross-Curricular Connections	Unit is interdisciplinary in nature as evidenced by the Learning Standards it addresses.		Unit does not demonstrate cross-curricular connections.	

III. CONTENT cont.

**The curriculum, materials, and follow-up after the program, as well as the authority
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	3	2	1	0
Quality of Unit of Instruction: Wrap-around Lessons	Formal unit plan with standards-based pre, post and VC lessons is provided which bring participants beyond factual content and allows them to apply and transfer learned content.	Informal, standards-based pre, post and VC lessons are provided which bring participants beyond factual content	Pre and post activities are provided.	No supporting learning material is offered.
Quality of Unit of Instruction: Follow-up	• Access to the institution is provided for follow-up questions and discussions with expert, curator, docent, educator, and/or interns • Follow-up activities are reviewed and commented upon by institution	Access to the institution is provided for follow-up questions and discussions with expert, curator, docent, educator, and/or interns	Program offers a website or other resource for follow-up and extension activities	No provisions are made for follow-up

	3		0	
Quality of Unit of Instruction: Supporting Media	• Professional in both content and form • Used appropriately to enhance program		• Detracts from program • Is of poor quality • Is not used	
Grade/Ability Appropriate	Content and materials are appropriate for marketed grade and/or ability level		Content and/or materials are not appropriate for marketed grade and/or ability level	
Duration	Length of program is appropriate for audience and content.		Length of program is inappropriate for audience and content.	
Customization	Provider offers reasonable customization to meet participant needs if requested by receiver. For example, content emphasis is shifted in light of prior student learning as determined during pre-conference discussion.		Provider offers no opportunity for customization.	

Additional Comments:

IV. PRESENTATION SKILLS

Delivery of the videoconference referencing skill of presenter

3 = Requirement			0 = Does Not Meet Requirement
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	3	2	1	0
Appearance	• Adds impact to content and context of program through appropriate costumes, etc. • Adheres to best practices for dress during a VC	• Suitable to content and context of program • Adheres to best practices for dress during a VC	Adheres to best practices for dress during a videoconference	Detracts from the impact of the program
	3	**2**	**1**	**0**
Communication Skills	Presenter has exceptional: • Eye/camera contact • Clarity of speech • Use of age appropriate language • Projection of enthusiasm/passion for subject area • Ability to establish rapport with audience	Presenter has good: • Eye/camera contact • Clarity of speech • Use of age appropriate language • Projection of enthusiasm/passion for subject area • Ability to establish rapport with audience	Presenter has average: • Eye/camera contact • Clarity of speech • Use of age appropriate language • Projection of enthusiasm/passion for subject area	Presenter has poor communication skills
Questioning Skills	• Encourages participation through properly phrased questions • Allows appropriate wait time • Asks questions that require higher order thinking skills and flow from content in context • Includes follow-up questions that are thought provoking and extend student learning.	• Encourages participation through properly phrased questions • Allows appropriate wait time • Asks questions that require higher order thinking skills and flow from content in context	• Encourages participation through questioning • Allows appropriate wait time	Questions do not move content forward, are poorly phrased, are insufficient in quantity and/or impede program because of level of difficulty

IV. PRESENTATION SKILLS cont.

Delivery of the videoconference referencing skill of presenter

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	3	2	1	0
Response Skills	Responds to a variety of questions with a high degree of competency, in a thought-provoking manner, and on a level suitable for the audience	Responds to a variety of questions with a good degree of competency and on a level suitable for the audience	Follows script and answers low and higher order level questions adequately on a level suitable for the audience	Insufficient content knowledge to respond adequately to questions and/or to extend knowledge
Integration of pre-conference materials into videoconference	**3** Presenter can: • adjust presentation content based on student responses and questions • adjust presentation when interrupted by external interference such as announcements, alarms, etc.		**0** Presenter is inflexible in program delivery.	
Ability to Adjust Program Based on Instructional Conditions	**3** Presenter can: • adjust presentation content based on student responses and questions • adjust presentation when interrupted by external interference such as announcements, alarms, etc.		**0** Presenter is inflexible in program delivery.	
Proficiency in Equipment Use	**3** Presenter: • uses equipment proficiently and seamlessly throughout presentation • has the ability to unobtrusively troubleshoot if required	**2** Presenter: • uses equipment adequately during presentation • has the ability to troubleshoot if required or ready access to technical support	**1** Presenter: **has minimal working knowledge of equipment used in presentation**	**0** Presenter is unable to use equipment properly and/or effectively.

Additional Comments:

V. Evaluation

Critical looks at a provider's program throughout its lifetime, from piloting to presenting as an established program will be evaluated on the organizational level. Individual program evaluation focuses on end user feedback.

	Requirement	Does Not Meet Requirement
	3	0
Program Evaluation by Receiver	Delivered program is formally evaluated by receiver and recommendations are considered during in-house assessments	• Delivered program is not formally evaluated by receiver **OR** • Program is evaluated, but recommendations are not considered.