505-3-.95 ONLINE TEACHING ENDORSEMENT PROGRAM

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach classes within an online environment and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Requirements.

(a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate is required for program admission.

(b) Candidates accepted into this endorsement program shall complete an online practicum or online internship experience appropriate to the grade level of the base certificate field.

(c) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. Standard I: Content Knowledge, Skills, and Concepts for Instructional Technology

(i) The program shall insure that the candidate possesses knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Teachers) as well as competency in technology specific to an online learning environment.

The program shall prepare candidates who:

(I) effectively use and assist others in word-processing, spreadsheet, and presentation software;

(II) effectively use Internet browsers, email applications and online etiquette. Candidates additionally can design and maintain a module using an online course learning management system;

(III) incorporate visual resources into an online module;

(IV) utilize synchronous and asynchronous tools effectively (i.e., discussion boards, chat tools, electronic whiteboards, etc.);

(V) troubleshoot typical software and hardware problems;

(VI) effectively use and incorporate subject specific developmentally appropriate software in an online learning module;

(VII) demonstrate continual growth in technology, knowledge, and skills to stay abreast of current and emerging technologies; and

(VIII) model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts.

2.   Standard II: Online Teaching and Learning Methodology, Management, Knowledge, Skills, and Dispositions

(i)   The program shall prepare candidates to plan, design, and incorporate strategies to encourage active learning, interaction, participation and collaboration in the online environment.

The program shall prepare candidates who:

(I)   demonstrate effective strategies and techniques that actively engage students in the learning process, in designing, and assessing online learners and instruction;

(II)   apply current research on teaching and learning with technology when planning learning environments and experiences;

(III) create and maintain a community by creating value, effective facilitation, and an environment of trust, establishing consistent and reliable operating norms, and supporting individuality and empowerment;

(IV) facilitate and monitor appropriate interaction among learners;

(V)   promote collaborative learning through reflection and social negotiation;

(VI) incorporate within instructional designs sufficient support, directions, and guidelines for online learners;

(VII) lead online instruction groups that are meaningful, project-based, inquiry-oriented;

(VIII) model and demonstrate effective moderator techniques to facilitate active student participation;

(IX) differentiate instruction of students' learning styles and needs and assist students in assimilating and accommodating meaningful information;

(X)   apply technology to increase productivity; and

(XI) apply technology to engage students' higher order thinking skills and creativity.

(ii)   The program shall prepare candidates to proactively lead an online classroom in a manner that enhances the likelihood of student success through regular feedback, prompt responses to student questions and concerns, and clear expectations.

The program shall prepare candidates who:
(I)   consistently model effective communication skills and maintain records of applicable communications with students;

(II)   facilitate regular and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction in a variety of ways;

(III)   provide an effective online syllabus that lays out the terms of the class interaction for both teacher and students, defines clear expectations for both teacher and students, details the grading

criteria and appropriate and inappropriate behavior for students, and explains the course organization to students;

(IV) provide an online syllabus with objectives, concepts, and ideas, and learning outcomes in a clearly written, concise format. (Also includes key components in syllabus: expectations for interactions, grading criteria, inappropriate behavior criteria, class organization, etc.;

(V) use student data to inform instruction, assist students in their own time and task management, monitor learner progress with available tools, and develop intervention plans for unsuccessful learners;

(VI) provide timely, constructive feedback to student assignments; and

(VII) provide clearly defined statements informing students what to expect in terms of their response time.

(iii) The program shall prepare candidates to model and encourage legal, ethical, safe and healthy behavior in an online environment.

The program shall prepare candidates who:

(I) establish standards for student behavior that are designed to ensure academic integrity and appropriate uses of the Internet and written communication;

(II) clearly identify the risks of academic dishonesty in online testing and creates assessment opportunities, which limit this risk;

(III) demonstrate an awareness of technology impact on student testing performance;

(IV) provide a copyright statement or disclaimer which clearly identifies the owner(s) of the course and the source(s) of the material students are about to use;

(V) inform students of the significance and responsibilities associated with Acceptable Use Policies (AUP);

(VI) use appropriate strategies and resources for dealing with student issues arising from inappropriate use of electronically-accessed data or information;

(VII) inform students of their right to privacy and the conditions under which their names or online submissions may be shared with others; and

(iv) The program shall enable the candidate to fully experience online learning from the perspective of an online student.
The program shall prepare candidates who:

(I) apply experiences as an online student to develop successful strategies for teaching online;

(II) demonstrate the ability to anticipate challenges and problems in the online classroom;

(III) experience the perspective of the online student through his or her responsiveness and empathetic behaviors toward students; and

(v)   The program shall prepare candidates to develop and deliver assessments, projects, and assignments which meet learning goals and assess learning progress by measuring student achievement of learning goals.

The program shall prepare candidates who:

(I)   continually review all materials and Web resources for alignment with course objectives and standards and or appropriateness;

(II)   create assignments, projects and assessments that are aligned to address visual, auditory, and tactile learning styles;

(III) use authentic assessment of student acquired knowledge and skills as part of the evaluation process;

(IV) provide continuous evaluation of students, to include pre- and post- testing as well as student input throughout the course;

(V)   develop a triangulation of the assignments, assessments and standards-based learning goals;

(VI) create assignments that are authentic and relevant to the content and should elicit a response from the student comparable with the level of competency demanded in the related task;

(VII) create assessments, assignments and projects that address multiple intelligences and

(vi) the program shall prepare candidates to be responsive to special education and cultural differences among students in the online classroom and to encourage intercultural interaction and inclusive learning.

The program shall prepare candidates who:

(I)   respect diverse talents and use strategies designed to include all students;

(II) provide activities, modified as necessary, that are relevant to special education modifications, student age, cultural background and experiences;

(III) encourage collaboration and interaction among all students;

(IV) provide student-centered lessons and activities that are based on concepts of active learning and that are connected to real-world applications; and

(V)   provide opportunities for students to consider meaning and reflect on new knowledge.

3.   Standard III: Effective Online Assessment of Teachers, Students and Course Content

(i)   The program shall require demonstrated competence in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures.

The program shall prepare candidates who:

(I) create or select effective assessment instruments to measure online learning that reflect sufficient content validity (i.e., adequately sample the content that they are designed to measure) and reliability (i.e., produce consistent results from administration to administration);

(II) implement online assessment measures and materials in ways that insure instrument validity and reliability;

(III) assess student knowledge and instruction in a variety of ways; and

(ii) The program shall require demonstration of effective strategies enabling students' to complete self and peer assessments as they fulfill course requirements.

The program shall prepare candidates who:

(I) employ effective self-evaluation tools to ensure their courses have a variety of timely and appropriate activities to assess student readiness for course content and mode of delivery; and

(II) provide opportunities for student self assessment within courses.

(iii) The program shall require demonstrated competence in using data and findings from assessment to modify instructional methods and guide student learning;

The program shall prepare candidates who:

(I) gather appropriate background and content knowledge assessment data for each student and base instruction on student assessment data;

(II) review student responses to test items in online testing software to identify issues in testing or pedagogical strategies;

(III) demonstrate awareness of observational data (i.e., tracking data in electronic courses, Web logs, email, etc.) and its uses in monitoring course progress and effectiveness; and

(IV) provide opportunities for evaluating teaching effectiveness within the online environment (i.e., classroom assessment techniques, teacher evaluations, teacher peer reviews).

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