

505-3-.95 ONLINE TEACHING ENDORSEMENT PROGRAM

Nature of Amendment(s):

Substantive
 Clarification
 Further Definition

Discussion:

It is proposed that Rule 505-3-.95, ONLINE TEACHING ENDORSEMENT PROGRAM, dated June 15, 2016, be RESCINDED and that a new rule with the same number and the same title be INITIATED. The new rule reflects more current content standards adapted from the standards published in 2011 by the International Association for K-12 Online Learning (iNACOL).

Current/Amended Section(s):

(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 Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Requirements.

(a) A GaPSC approved educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. (viii) of GaPSC educator preparation rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(b) Candidates accepted into this endorsement program shall complete a practicum / internship experience with an online component appropriate to the grade level of the base certificate field and to the sufficient depth and breadth to assure candidates meet the content standards for online teaching. The practicum or internship shall be supervised by personnel experienced in online teaching. Each candidate must develop an online portfolio that demonstrates the content knowledge and pedagogical skills delineated in the program standards.

(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 adapted from the International Association for K-12 Online Learning (iNACOL) standards published in 2011:

1. Standard I: Technology Proficiency

(i) The online teacher uses current and emerging technologies to effectively support student learning and engagement in online learning environments.

The program shall prepare candidates who:

(I) select and utilize a range of technologies for communication, productivity, collaboration, analysis, presentation, research, content delivery, and assessment;

(II) select and utilize a variety of subject-specific and developmentally appropriate technologies;

(III) use a variety of communication technologies (e.g., Learning Management Systems [LMS], Content Management Systems [CMS], email, phone, desktop video conferencing, instant messaging, social media) in a variety of contexts to enhance online learning; and

(IV) apply troubleshooting skills to address basic technical issues of online students and access additional technology support as needed.

2. Standard II: Instructional Design and Best Practices

(i) The online teacher incorporates instructional design principles and best practices when designing and facilitating online learning experiences.

The program shall prepare candidates who:

(I) provide a syllabus with measurable objectives, grading criteria, expectations for interactions for both teacher and students, and appropriate behavior criteria for students;

(II) utilize principles of universal design for learning (UDL) to design instruction and present content in a variety of ways using a digital learning platform;

(III) incorporate sufficient support, directions, and guidelines and ensure navigation is logical, consistent, and efficient for online learners;

(IV) differentiate instruction so all learners can be successful in online learning environments;

(V) design or incorporate flexible, digital, interactive and collaborative learning experiences that engage students in the learning process and promote higher order thinking and creativity;

(VI) incorporate student-centered instructional strategies connected to real-world applications;

(VII) continually review and update all content materials and resources for relevancy, appropriateness, functionality, and alignment with course objectives and standards;

(VIII) create and maintain a community of learners by communicating clear expectations for both teacher and students, creating a relationship of trust, and establishing consistent and reliable classroom procedures;

(IX) facilitate active interaction among learners including regular and frequent teacher-student interaction, student-student interaction, student-content interaction, teacher-parent interaction, and teacher-mentor interaction;

(X) lead synchronous online instructional sessions that support the learning objectives and are meaningful, project-based, and inquiry-oriented; and

(XI) model effective communication skills (e.g., emails, phone calls, video conferences, social media) and maintain records of communications with students, parents, and other school personnel.

3. Standard III: Assessment and Feedback

(i) The online teacher designs and implements a variety of assessments and provides high-quality feedback in online learning environments.

The program shall prepare candidates who:

(I) assess student readiness for content and method of delivery;

(II) provide continuous evaluation of students through valid and reliable measures of formative and summative assessments;

(III) design, select, and implement assignments, projects, and assessments that align with objectives and promote research-based best practices (e.g., higher order thinking, problem-solving, authentic assessment);

(IV) provide a clear description of learning outcomes, assessment expectations, and evaluation criteria for each assignment, assessment, and project;

(V) provide regular, timely, constructive, and personalized feedback to students about assignments, projects, tests, and questions;

(VI) provide a clear explanation of the expectations of teacher response time and feedback to students;

(VII) utilize student feedback data to improve the online learning experience; and

(VIII) create opportunities for peer review and student self-assessment within online learning environments;

4. Standard IV: Data Analysis, Reflection, and Professional Growth

(i) The online teacher engages in data analysis and reflection to increase student learning and enhance professional growth.

The program shall prepare candidates who:

(I) use assessment data to plan instruction, modify instructional methods and content, monitor learner progress, and develop intervention and enrichment plans;

(II) use observational data (e.g., tracking data in electronic courses, Web logs, e-mail, student postings, discussions) to monitor student progress and success;

(III) use assessment data to personalize learning experiences for students;

(IV) evaluate instructional strategies to determine effectiveness based on student data;

(V) empower students to independently define short- and long-term learning goals and monitor their personal progress;

(VI) engage in regular self-reflection and evaluation of teaching to improve and strengthen teaching effectiveness in online learning environments (e.g., LMS analytics, student surveys, teacher evaluations, teacher peer reviews);

(VII) demonstrate continual growth in knowledge and skills of current and emerging technologies and apply them to improve productivity and professional practice; and

(VIII) develop a professional learning network and stay abreast of issues, trends, research, and best practices on teaching and learning in online learning environments.

5. Standard V: Digital Citizenship

(i) The online teacher models, guides, and encourages legal, ethical, and safe behavior in online learning environments.

The program shall prepare candidates who:

(I) ensure academic integrity and appropriate use of the Internet and online communication;

(II) identify the risks of academic dishonesty for students and create assessment opportunities that limit this risk;

(III) model and facilitate the safe, legal, and ethical uses of digital information and technologies;

(IV) inform students of the significance and responsibilities associated with the Acceptable Use Policy (AUP) or other similar guidelines/requirements for online students;

(V) comply with the Family Educational Rights and Privacy Act (FERPA) and communicate privacy guidelines to students; and

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

6. Standard VI: Diversity and Accessibility

(i) The online teacher recognizes the diversity of student academic needs, ensures accessibility of online learning, and incorporates appropriate accommodations into online learning environments.

The program shall prepare candidates who:

(I) address diverse learning styles and abilities by creating multiple paths to meet learning objectives and standards;

(II) identify students who are struggling with various learning obstacles, such as English Language Learners or literacy issues, and apply appropriate strategies to support student learning;

(III) ensure accessibility through compliance with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act, and Section 508 of the Rehabilitation Act or other similar guidelines/requirements for accessibility;

(IV) utilize culturally responsive pedagogy demonstrating respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the online environment

(V); make appropriate accommodations or modifications to meet the needs of all students; and

(VI) incorporate adaptive and assistive technologies where appropriate to help all students succeed.

[Authority O.C.G.A. 20-2-200](#)