

Online Teaching Portfolio

Tiffany Gibson

ITEC 7482 – Facilitating Online Learning

Spring 2016

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Artifact 1 – Course Schedule

PSC Online Teaching Endorsement Standards:

Candidates will apply experiences as an online student to develop successful strategies for teaching online. (II.iv.I)

Day/Date	Activities	Items Due	Notes to students
2/1/16 Monday	Module 1, Day 1	*Module 5, Lesson 1 *Fractions Pre-Test * Classworks Lesson: Finding Fractions as part of a whole	You may print and turn in the lesson or turn it in digitally. I will pull your results from my Classworks report. I will get your pre-test results from the google form.
2/2/16 Tuesday	Module 1, Day 2	*Module 5, Lesson 2 *Classworks Lesson: Finding Fractions as part of a set	I will pull your results from my Classworks report.
2/3/16 Wednesday	Module 1, Day 3	*Module 5, Lesson 3	You may print and turn in the lesson or turn it in digitally.
2/4/16 Thursday	Module 1, Day 4	*Module 1 Quiz *Study Island 4a	Please take a screenshot of your quiz results and Study Island homepage and submit them in iTunes U.
2/5/16 Friday	Module 1, Day 5	*Module 1 Discussion *Module 1 Reflection Video *Evaluate Module 2	Upload your video to the class wiki. I will check the discussion board for your posts.
2/8/16 Monday	Module 2, Day 1	*Module 5, Lesson 14	You may print and turn in the lesson or turn it in digitally.
2/9/16 Tuesday	Module 2, Day 2	Module 2 Fraction Nearpod	I will pull your results from my Nearpod report.
2/10/16 Wednesday	Module 2, Day 3	Module 2 Learn Zillion Lesson	Please take a screenshot of your assignment and turn it in digitally.

2/11/16 Thursday	Module 2, Day 4	*Myon Fraction Book Quiz *Module 2 Fraction Project	I will pull your book quiz results from my Myon account. Please turn in your fraction project on iTunesU.
2/12/16 Friday	Module 2, Day 5	*Module 2 Discussion Post *Module 2 Reflection Video *Evaluate Module 2	Upload your video to the class wiki. I will check the discussion board for your posts.
2/15/16 Monday	Module 3, Day 1	President's Day, No School	
2/16/16 Tuesday	Module 3, Day 2	*Module 5, Lesson 20 *Module 3 Fraction Nearpod	You may print and turn in the lesson or turn it in digitally. I will pull your results from my Nearpod report.
2/17/16 Wednesday	Module 3, Day 3	Module 3 Learn Zillion Lesson	Please take a screenshot of your assignment and turn it in digitally.
2/18/16 Thursday	Module 3, Day 4	Module 5, Lesson 22	You may print and turn in the lesson or turn it in digitally.
2/18/16 Friday	Module 3, Day 5	*Module 3 Discussion *Module 3 Reflection Video *Evaluate Module 3	Upload your video to the class wiki. I will check the discussion board for your posts.
2/21/16 Monday	Module 4, Day 1	Module 4 Fraction Nearpod	I will pull your results from my Nearpod report.
2/22/16 Tuesday	Module 4, Day 2	Candy Crush GaDOE Task	You will take screenshots of your answers and submit them in the assignment section
2/23/16 Wednesday	Module 4, Day 3	End of Module Discussion Post	I will check the discussion board for your post. This is an example of something you may see on the Georgia Milestones Assessment.

2/24/16 Thursday	Module 4, Day 4	Post-Test	This is the same as the pre-test. I will get your results from the google form. This will count as a test grade.
2/25/16 Friday	Module 4, Day 5	*End of module assessment *Module Reflection Video	We will complete the assessment in class. Please record your video and upload it to the class wiki.

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

As an online student I found it incredibly helpful to have a course schedule available. It is one of the resources I visit the most throughout a semester. I know how helpful the course schedule is for me, so I wanted to create a schedule that students will use in the same way. This allowed me to create a schedule for my students to follow. I see why the schedule is so important for students since I have been in their situation. Due to the age of my students (3rd grade), I listed the schedule in a daily format so that the students will know what to expect daily.

Artifact 2 – Online Course Prep Checklist

PSC Online Teaching Endorsement Standards:

Candidates will demonstrate the ability to anticipate challenges and problems in the online classroom. (II.iv.II)

Candidates will continually review all materials and Web resources for alignment with course objectives and standards and or appropriateness. (II.v.I)

Learning Management System (LMS)

- Allow students to try the LMS before using it in class
- Have a colleague review the course to check for errors and give input about user friendliness

Content

- Make sure content aligns with standards
- All curriculum is updated
- If not the first time, check to see how effective the strategies you used were. Adjust if needed.

Multimedia (Graphics, Links and Audio/Video)

- All links are working properly
- Grade-book is updated
- Make sure there is nothing you want to add such as a graphic, video, or link

Technology and Accessibility

- Make sure you publish your site so students can see it
- Make sure students have an Apple ID (LMS Specific)
- Get students enrolled (LMS specific)

Course Organization and Student Expectations

- Course is well designed and easy to navigate
- Student expectations are very clear and easy to find
- Students and instructor know what is expected of each of them
- Update teacher contact information

Learner Support

- Course materials work with iPads
- Students understand what skills they will need to be able to complete the course
- Links are provided to school and district policies on student expectations

Interaction

- Instructor is welcoming to all students
- Students are given the opportunity to introduce themselves and share a little about themselves to the class
- Discussion and video post expectations are clearly stated
- Students know how and when to expect teacher communication

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

The Online Prep Checklist allowed me to take a step back and really look at my course before students actually interacted with it. I had the opportunity to review all the materials and resource to ensure that they align with the Georgia Standards for curriculum as well as the state and district technology standards. The checklist also allowed me to see some challenges that were already present and some things that may become challenges. While I was actually teaching my online unit, I reviewed the list I had originally submitted and made some changes to the checklist for the next time I teach an online unit.

Artifact 3 – Online Learning Resources

PSC Online Teaching Endorsement Standards:

Candidates will demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. (I.i.VII)

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

Tiffany Gibson

Online Learning Resources

Dr. Justin Castille

Spring 2016

I started looking on the iNACOL and SREB websites. I did not really know specifically what I was looking for. I knew I needed to find something I had questions or wanted to learn more about. I started on iNACOL's website. I came across a publication entitled Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education. As I read the document I came across some very interesting information that led me to some questions that I did not realize I had. I also searched SREB's website and found a resource that I believe will be great. It is currently in pre-launch and will be released soon. It is called BetaMatch. It allows you to specifically search for a tool to meet your needs so that you are not stuck sifting through tons of available resources.

Patrick, Kennedy, and Powell (2013) give information about designing and implementing personalized blended learning. I did not realize questions that I had about personalized blended learning until I began reading the phases and transformation of online learning that take place. According to the article, the five phases of personalized learning are the assessment phase, the teaching and learning phase, the curriculum choice phase, the radical departure from typical education models phase, and the education beyond the classroom phase. These phases make up personalized learning. Personalized learning is going to look different for every student because students develop their own goals and expectations for achievement. Patrick, Kennedy, and Powell (2013) list some essential components of personalized education. They note differentiated instruction, immediate instructional interventions, flexible pacing, and personalized learning plans as essential components. Patrick, Kennedy, and Powell go on to compare traditional one-size fits all classrooms to personalized learning. They describe personalized learning as "learner profiles with precise knowledge and skills, students with personal learning paths versus a lecture-based learning experience; flexible learning environments with a variety of modes, resources and modalities" (Patrick, Kennedy, and Powell, p. 8). They describe traditional learning in comparison as "one approach for all students at the exact same pace using a single textbook" (Patrick, Kennedy, and Powell, p. 8). These two quotes really made me take a look at

the view that I have/had on personalized learning. Personalized learning is a term that is thrown around a lot now. Many teachers, like me, have heard the term and think. It is not possible or it is too difficult for that to happen in my classroom. In reality, it is shift in the way that we look at personalized learning. The article really begins to lay out a roadmap of how to personalize learning for each student. Blended learning offers an opportunity to personalize learning for students. It is flexible and allows students to access a variety of resources and content that has been instructor reviewed and recommended. It also provides students with a clear picture of how far they have come, and how far they still have to go. Educators and students get the unique opportunity to be partners in learning. Students take the lead and educators get to help them navigate. By allowing students to personalize learning, they can show mastery of a particular skill and then move on instead of waiting for every student in the classroom to catch up. Likewise, students who are struggling do not have to feel like they are being drug behind a car just trying to keep up with the rest of the class. They can slow down and really learn and understand the material, rather than halfway understanding a concept and then moving on to the next unit. Patrick, Kennedy, and Powell suggest systematically moving toward personalized learning by designing personalized instructional models, empowering school leadership, enable blended learning leaders to innovate in early models, and inform policy makers on how to remove barriers for personalized learning.

I searched the SREB website and found a blog post about a new technology called BetaMatch. As an educator who prides myself on locating and selecting appropriate tools for my students to use, I was beyond excited to find this site. The site intends to allow teachers to be matched with ed-tech companies who would like for tech-savvy teachers to try out their technology. The site is in pre-launch right now, but has a ton of potential. The creator, Dawn Casey-Rowe, stumbled across the idea for BetaMatch by accident. She was having issues gaining access to technology for her classroom. She met up with an old college friend and mentioned the idea. He ran with it. The thought of have the first

access to technology and having input to shape the future of technology is exciting. Ed-tech companies need teachers who are willing to test technology for the classroom. I would love to be that person. Part of wanting to be an online instructor will be learning about emerging technology. SREB did not have much information in their section on emerging technology. I am interested in emerging technology so I would love a tool like BetaMatch to allow me to have that opportunity. New technologies are created every day. I would love to be a part of that. Dawn Casey-Rowe, the teacher being interviewed said “if you have that love, that passion, get involved.” I will continue to research new technologies, so that I can be a better teacher online and face-to-face.

When I started looking on the iNACOL and SREB websites, I was not sure what I would find. I ended up finding two resources that will shape and change the way that I view and approach online and blended learning. The article from iNACOL about personalizing learning was very eye opening and informing. I learned so much about personalized learning. I had an understanding of personalized learning that I realized was not quite right. Since reading I have realized that in order for personalized learning to actually happen, there will have to be a shift in the view of personalized learning. There will have to be a change in the way that schools as a whole approach online learning. I hope to help start that change in my school. I hope that the BetaMatch tool will become a reality in the near future so that I may be able to take advantage of the opportunities that it will have to offer educators.

References

Chang, D. (2013) "How did you come up with the idea of BetaMatch?" and other questions you've been dying to ask BetaMatch's teacher lead [Web log interview]. Retrieved from <http://nycedu.startupweekend.org/2013/03/13/318/>

Patrick, S., Kennedy, K., & Powell, A. (2013) Mean what you say: Defining and integrating personalized, blended and competency education. Retrieved from <http://www.inacol.org/resource/mean-what-you-say-defining-and-integrating-personalized-blended-and-competency-education/>

Reflection: (100-125 words) - Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

While researching for the Online Learning Resource assignment, I found tools that have impacted the way I will coach. I will continually search out and try up and coming educational technology. I enjoy researching and discovering new tools that I can use in my classroom and share with my colleagues. I like to be on the cutting edge and be able to share what I have found with others. The iNACOL and SREB websites stay on the cutting edge of all things ed tech.

Artifact 4 – Learning Styles

PSC Online Teaching Endorsement Standards:

Candidates will differentiate instruction of students' learning styles and needs and assist students in assimilating and accommodating meaningful information. (II.i.IX)

I was a little surprised to learn my predominant learning style was different than what I had always considered mine to be. I always thought my predominant learning style was visual-spatial or visual kinesthetic. I really enjoy doing crafts, designing things, and being hands on. When I took the survey, my predominant style was interpersonal. Interpersonal intelligence is more about social interaction and relationships. I thought it was interesting that Edutopia (2009) says that people who have this learning style will make a good teacher. My secondary style is verbal-linguistic. Edutopia also says that verbal-linguistic intelligence is associated with doing well in school, especially in reading, writing, listening, and speaking. While I was a little surprised by my predominant and secondary learning styles, I can really see how I fit into those categories. I really understand relationships and how they work. I am also good reading situations and conflict resolution. The article on Edutopia suggests that people who learn best interpersonally will be good at talking out problems, giving and receiving feedback, and working on group projects. I can say that for me, those activities ring true. I am good at finding solutions to problems and giving and receiving feedback.

I have learned about multiple intelligences before, and have even attempted to use them in a class I was teaching. My experience went something like this. Hey kids, I want everyone to take this survey that will tell me how you learn best. The kids take the survey. I look at the results. I think to myself, this is great information. Then, for the first week or two after the survey, I really attempted to use the information learned and teach students how they learn best. After a week or two of planning to try to meet their needs, it was test time. I just knew they were going to do so much better. However, that was not my experience. Most students stayed basically the same as where they had normally

scored. A few students scored a few points higher than previous tests. It was a ton of work with little reward as far as my student's grades were concerned. I do think that people learn in different ways. I am definitely willing to give it another try. I have found some strategies to try from a few sources for each intelligence type.

First I will look at my predominant style, interpersonal intelligence. Connell (2005) refers to this as people smart. Connell also suggests that people who are strong in interpersonal intelligence naturally

get along with others. They make good leaders. They are able to negotiate, persuade, and obtain information. They will thrive in groups. Some online tools that will help interpersonal learners are Vyew, Oovoo, and Twidla. These are just a few examples of some online collaboration tools. People who learn best interpersonally will enjoy completing tasks that allow them to work with other people. John F Kennedy was strong in interpersonal intelligence. It is very evident based on the things he did before he was assassinated.

Verbal-Linguistic students are great with words. Connell (2005) refers to verbal-linguistic intelligence as being word smart. Generally people who are strong in verbal-linguistic abilities are good writers and speakers. Words are their most powerful tool. Some online tools that are great for this type of intelligence are dub cubs (for younger learners), wordle, and voicethread. Each of these tools have an emphasis on words. They will likely be good at writing poetry as well. Mark Twain is noted as someone with a verbal-linguistic strength.

Students with a preferred style of logical-mathematical intelligence enjoy working with numbers. Connell (2005) calls this style math smart. People with this style of learning flourish when working on complex problems, conceptualizing relationships in math, and finding solutions. Some

tools that will work well for students with this intelligence are logic puzzles at drblank.com, cyberchase squares (for younger students), and guess my number games. Many notable people are math smart. Albert Einstein is among them.

Some students have visual-spatial intelligence. Connell (2005) describes visual-spatial intelligence as being picture smart. People who are visual-spatial learners will do well in designing, drawing and visualizing. There are many tools available for visual learners. Spezify is a great search tool for visual learners. Pinterest and visuwords are both great tools for people who have visual-spatial intelligence, because they emphasize pictures. Claude Monet was a great artist. He had visual-spatial intelligence which shines through on his work.

Musical intelligence is exactly as it sounds; people who thrive on instruments, singing, or making music. Connell (2005) simply calls this intelligence music smart. People who are musically intelligent have the ability to perceive, compose and perform music. They will thrive when listening to music while studying or making music as a project. Garage band (for iPad), music lab, and podcasting are a few examples of tools for students who are musical learners. A great example of someone who is a musical learner is Mozart.

I have always considered myself to be a bodily-kinesthetic learner. Connell (2005) uses the term body smart. Surgeons, athletes, choreographers, and directors usually have bodily-kinesthetic intelligence. Tasks involving role-play, performing, or building are well suited for kinesthetic learners. Some great tools that will allow kinesthetic learners to participate and thrive in an online environment are SketchUp Make, Alice.org, and amusement park physics. The Olympic legend Jesse Owens was a kinesthetic learner. He used his body to accomplish something no one before him had, winning four gold medals in one Olympiad.

Students who have intrapersonal intelligence have a deep awareness and understanding of their feelings and goals. Connell (2005) calls intrapersonal intelligence self-smart. People who are intrapersonal learners enjoy working by themselves. They are usually great decision makers. These tools were a little more difficult for me to find. Students who are interpersonally intelligent would enjoy blogging, online discussion forums, and self-paced research projects. Mother Teresa is a great example of someone who thrived in the intrapersonal learning style.

The last intelligence is naturalistic intelligence. Connell (2005) describes naturalistic intelligence as nature smart. Students who prefer this style understand the patterns in nature. Naturalistic learners will make great farmers, veterinarians, and scientists. Some ideas for students who prefer this style create a virtual field trip to a national park, make a digital catalogue of collections, and Discovery Kids. Charles Darwin is a learner who truly had a naturalistic intelligence.

References

Connell, D. (2005). Clip & save checklist: Learning activities that connect with multiple intelligences. Scholastic.com. Retrieved January 25, 2016, from <http://www.scholastic.com/teachers/article/clip-save-checklist-learning-activities-connect-multiple-intelligences>

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

I am very interesting in learning styles. It is very intriguing how we all learn best in different ways. The learning styles assignment gave me a fresh view on learning styles. I learned about the different styles many years ago. I had gotten lax on making sure to incorporate materials and resources that will be helpful to all styles. By being more aware of learning styles, I will be able to assimilate and accommodate meaningful information. I will give a learning styles inventory to my students in order to get a better idea of predominant learning styles. By compiling the information on learning styles, I can reach as many students as possible in the style they learn best in.

Artifact 5 – Course Syllabus

PSC Online Teaching Endorsement Standards:

Candidates will 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. (II.ii.III)

Candidates will provide an online syllabus with objectives, concepts, and ideas, and learning outcomes in a clearly written, concise format. (II.ii.IV)

Candidates will provide clearly defined statements informing students what to expect in terms of your response time. (II.ii.VII)

See Google Drive document

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

The syllabus I created lays out exactly what students can expect as far as communication with peers and with the teacher. It also gives clear guidelines for grading criteria, behavior, due dates, and course content. The syllabus gives objectives, concepts, ideas, and learning outcomes to students in a way that is clear and concise. The syllabus gives clear guidelines of what communication students can expect from the teacher. I give the content standards that will be covered throughout the course. I describe in detail the timelines that students can expect for each unit throughout the course.

Artifact 6 – Orientation

PSC Online Teaching Endorsement Standards:

Candidates will explain the course organization to students. (II.ii.III)

Overview
Instructor
Outline
Standards
Navigating the Course 
Technical Requirements
Technical Skills
Universal Design Principals
What to do if you think your...
What is Netiquette?
Accessibility Information
Multiple Intelligences Survey

Navigating the Course

You may be asking yourself, I am here so now what? I know that there is a ton of information in this course. From the outline to the posts, it can feel overwhelming. Don't worry Mrs. Dingler and I will be here to help. We will walk through this course with you each day.

All of the work for this course is broken down into modules. You can find the modules by clicking Posts at the bottom of the page. You will also find all discussion posts in the Posts tab.

All of the materials that will be used in the course can be found by clicking Materials at the bottom of the page.

The course is broken up into modules, with assignments, links, and assessments that are easily accessible from each post for the day. Since this is a blended class which will include face-to-face instruction daily, we will also be here to help you learn to navigate the course.

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

I explained to students how they will navigate the course. My online unit was with third grade students. They were able to read the instructions and figure out how to navigate the course very quickly. This part reminded me just how quickly students pick up on things. I really thought I would have to spend a good deal of time teaching students how to navigate the course. They were able to do basically everything within a day or two without too much help from me. I learned that I do not have to make it all about me. I do not have to show them every little thing. I will have to show them some things, but they will pick things up very quickly.

Artifact 7 – Student Engagement & Higher Order Thinking

PSC Online Teaching Endorsement Standards:

Candidates will demonstrate effective strategies and techniques that actively engage students in the learning process, in designing, and assessing online learners and instruction. (II.i.I)

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

Candidates will promote collaborative learning through reflection and social negotiation. (II.i.V)

Candidates will lead online instruction groups that are meaningful, project-based, inquiry-oriented. (II.i.VII)

Name: _____

Date: _____

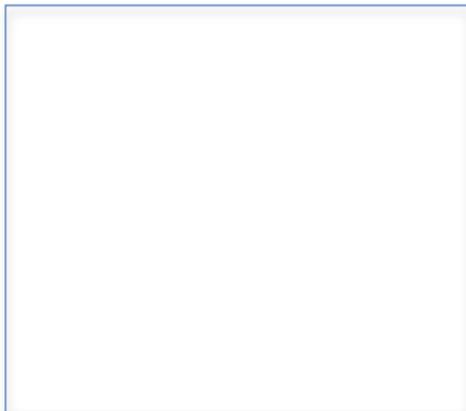
Grade 3 Fraction Performance Task: School Garden

Part 1: Splitting up the Garden

The four 3rd grade classes at Jefferson Elementary School are planting a garden.

Using the garden space below.

1) Show how each class can have an equal section of the garden.



What fraction of the garden will each class plant?

2) Class A _____

3) Class B _____

4) Class C _____

5) Class D _____



Part 2: Planting the Garden

Learning Task

I need your help! I have lost our test over fractions. I need you to help me make some new problems for our test. I have decided you can make your problem using one of many different formats. You may: 1.) Make a video of yourself asking the problem and then make a separate video showing how to solve it. 2.) Type a question on Pages and create a drawing to show how to solve it. 3.) Go to Voicethread and make a recording of a problem. Be sure to record a separate thread to tell how to solve it. Once you have completed your problem you need to go post it on our class wiki page.

Fractions > [Module 3](#)

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Throughout my online unit I used tasks such as these to engage students in higher levels of thinking. These tasks also have students work collaboratively and cooperatively. These authentic learning tasks allowed me to interact with and engage students. It is important for students to be engaged, especially in the online environment. Students have to be even more engaged in an online environment because they have to be motivated to complete their work. Since most students in an online environment do not have an instructor present, they may not have the motivation that students in a face-to-face environment may have. Having authentic and engaging tasks, assignments, and lessons helps motivate students to complete their work.

Artifact 8 – Differentiation

PSC Online Teaching Endorsement Standards:

Candidates will differentiate instruction of students' learning styles and needs and assist students in assimilating and accommodating meaningful information. (II.i.IX)

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. (II.ii.V)

Learning Task

I need your help! I have lost our test over fractions. I need you to help me make some new problems for our test. I have decided you can make your problem using one of many different formats. You may: 1.) Make a video of yourself asking the problem and then make a separate video showing how to solve it. 2.) Type a question on Pages and create a drawing to show how to solve it. 3.) Go to Voicethread and make a recording of a problem. Be sure to record a separate thread to tell how to solve it. Once you have completed your problem you need to go post it on our class wiki page.

Fractions > [Module 3](#)

8. Go to Myon, I have set up a book list. If your Lexile level is below 300, please read the book entitled "Fractions." If your Lexile level is above 300, please read the book entitled "Half You Ever Heard of Fractions." Complete the writing activity and take a screenshot of it and email it to Mrs. Gibson

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Students will be able to complete the task through multiple programs that will address multiple learning styles and preferences. Myon is a reading program we use that recommends books based of students Lexile score and their interest survey that they complete at the beginning of each year. Teachers can also have students complete projects based off of assigned books. Each of these screenshots document a task that the students completed while I was teaching my online unit. Students will gain information and display what they have learned in each of the tasks. They will produce different products depending on their preferred style. In the Myon task, they will also read different books based on ability level and they will still acquire the same information.

Artifact 9 – Accommodations & Modifications

PSC Online Teaching Endorsement Standards:

Candidates will respect diverse talents and use strategies designed to include all students. (II.vi.I)

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

This is a screenshot from my course:

Accessibility Information

Please click the link to see how Apple strives to make all of their product [accessible](#).

This is a screenshot from the Apple website on the available accessibility feature on the iPads:

VoiceOver

VoiceOver is a revolutionary screen reader that lets you know what's happening on your Multi-Touch screen — and helps you navigate it — even if you can't see it. Touch the screen to hear what's under your finger, then use gestures to control your device. VoiceOver works with the apps that come with your iPhone, iPad, or iPod touch.

[Learn more about VoiceOver >](#)

Speak Screen

If you have a hard time reading the text on your iOS device, use Speak Screen to read your email, iMessages, web pages, and books to you. Turn on Speak Screen and swipe down from the top with two fingers, or just tell Siri to Speak Screen and have all the content of the page read back to you. You can adjust the voice's dialect and speaking rate, and have words highlighted as they're being read.

Siri

Siri, Apple's intelligent assistant, helps you do the things you do every day.¹ All you have to do is ask. Say something like "Tell Jay I'm running late" or "Remind me to make reservations for Saturday." Siri can send messages, place phone calls, schedule meetings, and even turn on and off VoiceOver, Guided Access and Invert Colors. And because Siri is integrated with VoiceOver, you can ask where the nearest sushi restaurant is and hear the answer read out loud.

Dictation

Dictation lets you talk where you would type. Tap the microphone button on the keyboard, say what you want to write, and your iOS device converts your words (and numbers and characters) into text. So it's easy to type an email, note, or URL — without typing at all.

This is a screenshot from a quiz that shows differentiation based on age appropriateness of students(third grade):

Sally eats $\frac{1}{3}$ of a pizza, and her sister eats $\frac{1}{3}$ of the same pizza. What fraction of the pizza do they eat in all?

- $\frac{1}{3}$
- $\frac{2}{3}$
- 2
- $\frac{1}{2}$

Mario had a bag of 8 marbles. 5 of the marbles are red, 2 are blue, and 1 is green. What fraction of the marbles is NOT green?

- $\frac{1}{8}$
- $\frac{2}{8}$
- $\frac{3}{8}$
- $\frac{7}{8}$

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Apple has went to great lengths to ensure that its products are accessible to everyone regardless of their ability level or disability. The accessibility features make it possible for all student to access and fully participate in the curriculum. The curriculum was designed with both general and special education students in mind at the appropriate age level. All teachers have to work with the diverse needs of special education and culturally diverse students. It is particularly important in an online environment to be able to accommodate for all students.

Artifact 10 – Diversity

PSC Online Teaching Endorsement Standards:

Candidates will respect diverse talents and use strategies designed to include all students. (II.vi.I)

Learning Task

I need your help! I have lost our test over fractions. I need you to help me make some new problems for our test. I have decided you can make your problem using one of many different formats. You may: 1.) Make a video of yourself asking the problem and then make a separate video showing how to solve it. 2.) Type a question on Pages and create a drawing to show how to solve it. 3.) Go to Voicethread and make a recording of a problem. Be sure to record a separate thread to tell how to solve it. Once you have completed your problem you need to go post it on our class wiki page.

Fractions > [Module 3](#)

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Students completed the task through multiple programs that addressed multiple learning styles and preferences. All of my students were able to complete the task. I designed it so that students could make a product in a format that they were most comfortable with. This task allowed me to have the experience of allowing students to be more in control of how they showed what they had learned. They were able to use an online tool of their choosing to create a product. This not only helped my understanding of online teaching, but face-to face teaching as well.

Artifact 11 – Community Building

PSC Online Teaching Endorsement Standards:

Candidate will create and maintain a community by creating value, effective facilitation, and an environment of trust. (II.i.III)



Tiffany Gibson - **Instructor** - 4 replies

Sep 19, 2015

Introduction

Please introduce yourself to the class, tell one thing you are interested in, tell one interesting thing about you, and what you think you will learn during this unit. Please reply to at least two peers who have the same interests or that you find interesting.

General discussion



WES Mini Cart 3 -

Feb 02, 2016

My name is Kristin and I am fun



Tiffany Gibson - **Instructor**

Feb 02, 2016

Welcome to online learning. I am excited to help you guys learn more about fractions and online learning!

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

I helped my students stay connected with each other by helping to facilitate discussion, encourage the students, and elicit trust. It is important for an online instructor to help students find the value in the discussions to create community. Just as it is important in face-to-face classes to have discussions, it is important in online classes. My online unit was a blended unit so some of the discussions were completed online, while others were completed face-to-face. Some discussions ended up being hybrid, part online, part face-to-face.

Artifact 12 – Teacher-Student Communication

PSC Online Teaching Endorsement Standards:

Candidates will consistently model effective communication skills and maintain records of applicable communications with students. (II.ii.I)

Candidates will facilitate regular and frequent teacher-student interaction in a variety of ways. (II.ii.II)

Done  

WES Mini Cart 3 90 / 100

Classworks Lesson: Finding Fractions as Part...

Monday, Feb 1

 Tiffany Gibson

Grade: 80/100 2:40 PM

Tuesday, Feb 2

 WES Mini Cart 3

Mrs. Gibson I think I made a 90 on this. Please check it. 12:19 PM

Tuesday, Feb 9

 Tiffany Gibson

Grade: 90/100 You are correct, you did make a 90. Sorry for the mistake! 8:16 PM

Done  

Westside Elementary 80.000 / 100

Module 2 Fraction Nearpod

Tuesday, Feb 9

 Tiffany Gibson

Grade: 80.000/100 You missed several questions where you had to draw a line and match the fraction with the picture. 

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

I communicated with students in person, through discussion posts, and through the grade book in iTunes U. The grade book and discussion boards work very similar to messenger or texting applications. They can truly be considered synchronous or asynchronous communication because if you are logged in when someone else sends a message, they come through instantly. If you are not logged on, they wait until you log in. These tools give me the opportunity to communicate with students and maintain their grade. I also had the opportunity to correct grades immediately, if needed. Students could see that the grade was changed immediately as well.

Artifact 13 – Teacher-Parent Communication

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

Candidate will facilitate regular and frequent teacher-parent interaction in a variety of ways. (II.ii.II)

This is feedback/a grading change request exchange via the grade book tool within the iTunes U app:

The screenshot shows the iTunes U app interface for a grade book. At the top, it says "WES Mini Cart 3" and "Classworks Lesson: Finding Fractions as Part...". The current grade is "90 / 100". The interface shows a conversation:

- Monday, Feb 1:** Tiffany Gibson (TG) sends a message: "Grade: 80/100" at 2:40 PM.
- Tuesday, Feb 2:** WES Mini Cart 3 (WC) sends a message: "Mrs. Gibson I think I made a 90 on this. Please check it." at 12:19 PM.
- Tuesday, Feb 9:** Tiffany Gibson (TG) sends a message: "Grade: 90/100 You are correct, you did make a 90. Sorry for the mistake!" at 8:16 PM.

At the bottom, there is a text input field with the placeholder "Write a comment" and a "Send" button.

This is a screenshot of our class wiki page:

Please upload your weekly reflection videos below. Please put your first name and the module number as the title.

Kristin Module 4 Reflection



Elreyhona Module 3 Reflection



Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Both of the screenshots show tools that I consider to be both synchronous and asynchronous depending on their use. The iTunes U grade book communication and discussion post tools can be both because if you are logged in when someone else sends a message, they come through instantly. If you are not logged on, they wait until you log in. In the instance above, the tool was used asynchronously. Wikispaces allow many people to edit a page at one time and all can see the changes that were made instantly. The class wiki page was used as a synchronous tool. Online teachers need to be able to use both synchronous and asynchronous tools. Due to the age of my students, my parents communicate with me via, phone, an agenda, or they write a note. Therefore, I do not have a screenshot of parent communication during my online unit. I do feel confident using online tools to contact parents.

Artifact 14 – Student-Student Communication

PSC Online Teaching Endorsement Standards:

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

Candidates will facilitate and monitor appropriate interaction among learners. (II.i.IV)

Candidates will encourage collaboration and interaction among all students. (II.vi.III)

Candidates will model and demonstrate effective moderator techniques to facilitate active student participation. (II.i.VIII)

Candidates will facilitate regular and frequent student-student interaction in a variety of ways. (II.ii.II)

Discussions

 Tiffany Gibson - **Instructor** Oct 12, 2015

Fractions as Part of a Set >

Fractions > Module 1

 Tiffany Gibson - **Instructor** Oct 12, 2015

Fractions as Part of a Whole >

Fractions > Module 1

No YELLING! Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (**NOT TO MENTION BEING HARD ON THE EYE**).

No Flaming! Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

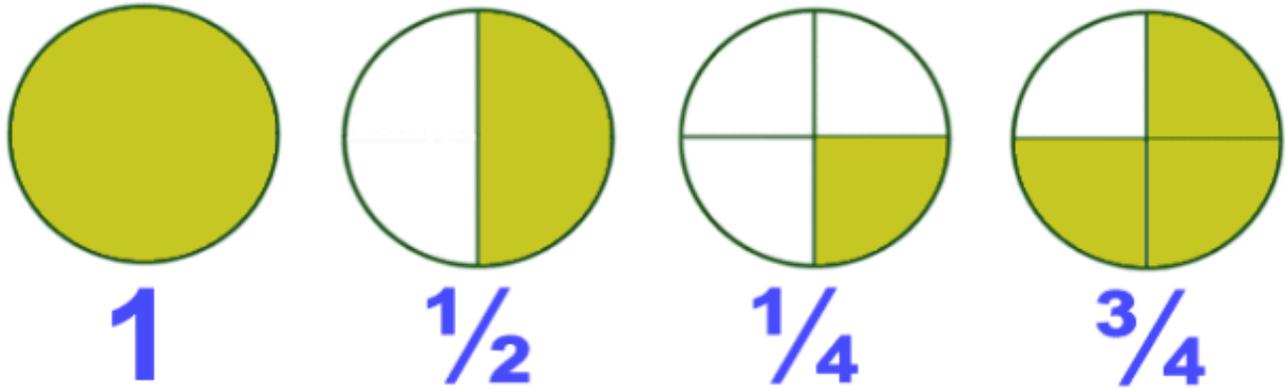
Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

As I began my online unit with my students we started by reviewing Netiquette rules. I posted those on our class page so students could refer back to them at any time. Since my unit was in a blended environment, I did not have any great examples that I could screenshot. I did have the opportunity to coach students as they posted in the discussion boards. I was able to facilitate the discussion and moderate.

Artifact 15 – Synchronous Collaboration Tool

PSC Online Teaching Endorsement Standards:

Candidates will utilize synchronous tools effectively (i.e., chat tools, web conferencing, virtual electronic whiteboards, etc.). (I.i.IV)



Equivalent fractions

Kristin and Elrayhona

We want to show you some fractions that are equal to $\frac{1}{2}$.



Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

The screenshot above shows a Google Doc that students created together to show equivalent fractions. Students realized that they were able to see that they knew more about using Google Docs than they realized. They know how to use Microsoft Word and Pages, which is very similar to Google Docs. This experience helped me as an online instructor by allowing me to see how adaptable students can be. Students did not need as much instruction in Google Docs as I had thought they would. They were able to effectively use the synchronous tools to contribute to their learning.

Artifact 16 – Asynchronous Collaboration Tool

PSC Online Teaching Endorsement Standards:

Candidates will utilize asynchronous tools effectively (i.e., discussion boards, email, announcements/news, etc.). (I.i.IV)



Tiffany Gibson - **Instructor** - 2 replies

Fractions Discussion: Module 1

Do the pieces in a fraction have to be equal? Please explain your thinking.

Fractions: Module 1 > [Day 5](#)



WES Mini Cart 3 -

Yes they have to be equal because if they are not equal it is not fair.

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

I posted many discussion posts and students had to respond to each other. iTunes U will be coming out with a new update in September that will increase student-student and teacher-student communication. I do wish there was a little more it could do at this time. The system does not have a built in email tool. It does have discussion boards and announcements. I used both of those tools a great deal during my online unit. Students were able to see the benefits of using asynchronous tools. They could see that you could still have discussions outside the bounds of the classroom. It was very eye opening to see how much students still wanted to discuss topics even after “class time” was done.

Artifact 17 – Formative Assessment

PSC Online Teaching Endorsement Standards:

Candidates will 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. (II.ii.V)

A	B	C	D	E	
Timestamp	How much of the circle is	What fraction of the cake	There are 4 chairs in a ro	Which fraction is the grea	Sally eats
2/1/2016 11:01:15	3/4	3/1	1/4	1/4	2/3
2/1/2016 11:02:16	1/3	3/1	1/4	1/2	1/2

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

The above is a screenshot of the pre-test data. This allowed me to have formative assessment data from the beginning to know what I needed to focus more on, and what I could move more quickly through. Students also told one thing in their election video at the end of the week that they either still had question about or did not understand. Both of these are examples of formative assessment I used to drive my instruction. I also talk with students and help them understand that we are working toward the same goal, understanding the standards.

Artifact 18 – Targeted Feedback

PSC Online Teaching Endorsement Standards:

Candidates will provide timely, constructive feedback to student assignments. (II.ii.VI)

The screenshot shows a user interface for a learning management system. At the top, there is a header bar with the text "Westside Elementary" and "Module 2 Fraction Nearpod". To the left of the header is a "Done" button with up and down arrows. To the right is a score display "80.000 / 100". Below the header, the date "Tuesday, Feb 9" is centered. A user profile for "Tiffany Gibson" (TG) is shown on the left. A message bubble from Tiffany Gibson contains the text: "Grade: 80.000/100 You missed several questions where you had to draw a line and match the fraction with the picture." The time "12:13 PM" is shown to the right of the message bubble.

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

This is an example of constructive feedback that was given to the student. I wanted the student to know exactly why I had taken points off of their score. The student had just completed the assignment at approximately 11:00 that morning. I graded it and replied at 12:13. I want to make sure students understand why they scored what they scored. I also followed up with the student the next day face-to-face to make sure she understood the concepts she had missed the day before.

Artifact 19 – Quiz/Test

PSC Online Teaching Endorsement Standards:

Candidates will provide continuous evaluation of students, to include pre- and post- testing as well as student input throughout the course. (II.v.IV)

Candidates will review student responses to test items in online testing software to identify issues in testing or pedagogical strategies. (III.iii.II)

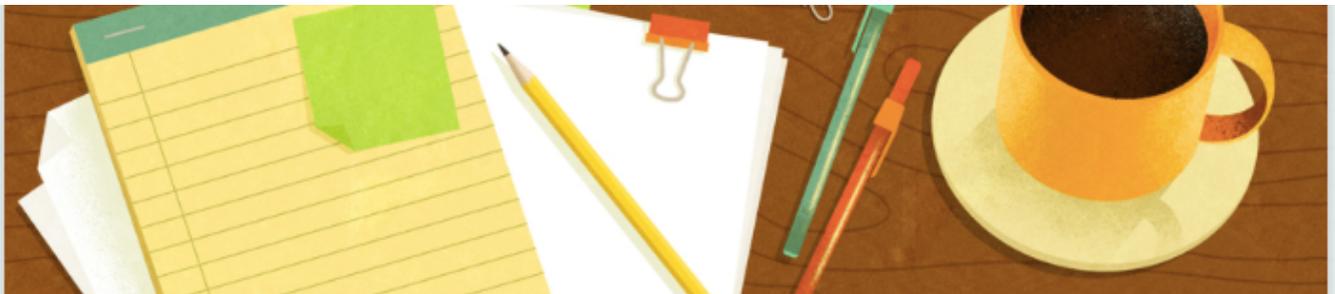


Fractions Pre-Test

Please answer all of the questions below

* Required

How much of the circle is represented in the shaded region? *



Fractions Post-Test

Please answer all of the questions below

* Required

Compare using $<$, $>$, or $=$. $1/3$ ___ $1/6$

Fractions



Click to make $\frac{2}{4}$

Module Survey

* Required

Do you think the materials helped you learn better? *

- Yes
- No

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

I used both pre and post tests well as quizzes along the course of the online unit. Students also completed a survey at the end of each module that gave them the opportunity to evaluate the materials of the module they just completed. I reviewed the data collected from the quizzes and pre-test and looked for weak points in students answers. Once weak points were identified I decided if the problem was the materials or the strategies I used. I used the module survey to help me decide what the issue was. Then I revisited the topics again that students were still struggling with based on the quiz results.

Artifact 20 – Gradebook

PSC Online Teaching Endorsement Standards:

Candidate will apply technology to increase productivity. (II.i.X)

The screenshot shows a gradebook interface with a header bar containing a graduation cap icon, an 'Admin' button, and a 'Grades' button. The main table lists assignments and student scores. The 'All Students' row at the bottom includes progress bars for each assignment.

Assignment	Score	Module 5, Lesson 3 (100 pts)	Module 1 Quiz (100 pts)	Study Island 4a (100 pts)	Module 1 Discussion Post (100 pts)	Module 1 Reflection Video (100 pts)
PSD 3rd Grade Math (2 students)	91%					
WES Mini Cart 3	91%	100.000	100.000	70.000	90.000	100.000
Westside Elementary	87%	100.000	100.000	70.000	100.000	100.000
All Students		Progress bar (0-100)	Progress bar (0-100)	Progress bar (0-100)	Progress bar (0-100)	Progress bar (0-100)

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

I used the built-in grade book in iTunes U. This allowed my students to immediately see their grades and feedback. It allowed me to increase productivity by allowing students to communicate with me about their grades whenever they would like. With the turn-in feature, I can see their work anytime, grade it and return it to them graded.

Artifact 21 – Tracking Tools

PSC Online Teaching Endorsement Standards:

Candidates will 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. (III.iii.III)

< Post
Assignment

Module 2: Learn Zillion

Please Screenshot your assignment and hand it in here.

Students

●

WC

WES Mini Cart 3

●

WE

Westside Elementary

Lesson: as Part 3	● Module 5, Lesson 3 100 pts	Module 1 Quiz 100 pts	Study Island 4a 100 pts	Module 1 Discussion Post 100 pts
0	● 100.000	100.000	70.000	90.000
0	100.000	100.000	70.000	100.000
100	0 100	0 100	0 100	0 100

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

The first is a screenshot that shows the instructor when an assignment or topic has been viewed. The second screenshot shows the instructor that a student has sent them a message or submitted an assignment. Both of these tools allowed me easily see which students had viewed, completed, and turned in assignments. I could also easily see when students had sent messages to me. I could respond quickly and accurately. I could make sure students were staying on track to complete the unit on time. I gained a better understanding of how I can be a better online teacher to my students by helping them progress through the course at an appropriate speed.

Artifact 22 – Technical Support

PSC Online Teaching Endorsement Standards:

Candidate will troubleshoot typical software and hardware problems. (I.i.V)

Here are some other resources for help with iTunes U and some of the other resources we will use during this course.

[iPad Tutorial](#)

[iTunes U Tutorial](#)

[Kahoot Tutorial](#)

[Virtual Manipulatives Tutorial](#)

[Study Island Tutorial](#)

If you are having problems with an app not working properly, please double click the home button. Then, swipe the app to the top of the screen to close it. Next, re-open the app.

If your screen is not working properly, please hard reset your iPad by pressing and holding the power and home button at the same time from about 10 seconds until you see the apple logo and the iPad restarts.

Also, you can watch this video to see how to complete the steps listed above.

If you need other assistant or the above did not fix the problem, please let Mrs. Gibson know.

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

I did not run into any major issues during my online unit. I did work through small issues that arose. My students use iPads on a daily basis and they troubleshoot many of their own minor issues. I have taught them how to soft and hard reset their iPads. If an app is not working properly, they know to try to close it out by double clicking the home button on their iPad, and swiping the open app to the top of the screen. Then, they will go back into the app and see if that corrects the problem. If that does not correct the problem, they know to come to me at that point for further troubleshooting assistance. I have included a screenshot of tutorials and in that are on my online classroom for students to view for basic troubleshooting help.

Artifact 23 – Acceptable Use

PSC Online Teaching Endorsement Standards:

Candidates will use appropriate strategies and resources for dealing with student issues arising from inappropriate use of electronically-accessed data or information. (II.iii.VI)

PSDNET Rules and Regulations

I. **Acceptable Use:** PSDNET is to be used in a responsible, efficient, ethical and legal manner and must be in support of the educational objectives and the student behavior guidelines of the Polk School District. Transmission of any material in violation of any federal or state regulation is prohibited. Unacceptable uses include, but are not limited to, the following:

- Violating copyright laws
- Reposting (forwarding) personal communications without the author's prior consent
- Using threatening or obscene material
- Distributing material protected by trade secret
- Utilizing PSDNET for commercial purposes
- Providing political or campaign information
- Cyberbullying

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Acceptable use is a very important part online teaching and learning. This is a screenshot of Polk School District's Acceptable Use Policy that is posted on its website and linked from my online course. It lays the groundwork for how students are expected to behave online. I discussed each of the rules with students at the beginning of the course. The students were already familiar with the policies because they are exposed to them during the regular school year as well. I was able to see how important the acceptable use policy is in an online course. When students are online more, there is more opportunity for them to misuse the technology available.

Artifact 24 – Course/Teacher Evaluation

PSC Online Teaching Endorsement Standards:

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



Overview

Instructor

Outline

Standards

Navigating the Course

Teacher Evaluation

Please click [here](#) to print and fill out the teacher survey.

Module Survey

* Required

Do you think the materials helped you learn better? *

Yes

No

What kind of material would you like to see?

What can your teacher do to help you learn better?

Reflection: (100-125 words) Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

I provided opportunities for students to give feedback about the course material and about my performance as an online instructor. At the end of each module, students were asked to complete a survey to evaluate the materials. I wanted to provide opportunities for students to give as much feedback as they could. This allowed me to become a better online teacher. By asking for students to evaluate my teaching effectiveness, I was able to better understand how students learn online.

2. How the assessment is used in the program

The Portfolio Assessment Rubric (PAR) is completed by the professor in *ITEC 7482, Facilitating K-12 Online Learning*, during the 3rd semester of the Online Teaching Endorsement program. The professor must review the contents of the entire portfolio, ensuring the quality of all artifacts and reflections. The professor must rate the candidate on each artifact and reflection included in the portfolio. The PAR assesses the following 31 PSC Online Teaching Endorsement standards: (I.i.IV), (I.i.V), (I.i.VII), (I.i.VIII), (II.i.I), (II.i.III), (II.i.IV), (II.i.V), (II.i.VII), (II.i.VIII), (II.i.IX), (II.i.X), (II.i.XI), (II.ii.I), (II.ii.II), (II.ii.III), (II.ii.IV), (II.ii.V), (II.ii.VI), (II.ii.VII), (II.iii.VI), (II.iv.I), (II.iv.II), (II.v.I), (II.v.IV), (II.vi.I), (II.vi.II), (II.vi.III), (III.iii.II), (III.iii.III), (III.iii.IV)

Portfolio Assessment Rubric (PAR)

Department of Instructional Technology

ITEC 7482 – Facilitating Online Learning – 3rd Semester

KSU Candidate:		Date:	
Professor Completing Assessment:			

Rating		Description
L1	No Evidence	<p>The candidate's performance offers no evidence of achieving this performance standard.</p> <ul style="list-style-type: none"> Artifact does not demonstrate an understanding of the standard. Artifact does not demonstrate competency in online teaching. Reflection does not adequately detail the significance of the artifact (why it is important). Reflection does not describe how the artifact demonstrates mastery of the standard(s). Reflection does not describe how the artifact contributed to the candidate's understanding of online teaching and learning.
L2	Limited Evidence	<p>The candidate's performance offers limited evidence of achieving this performance standard.</p> <ul style="list-style-type: none"> Artifact does not sufficiently demonstrate an understanding of the standard. Artifact does not sufficiently demonstrate competency in online teaching. Reflection is very shallow and incomplete. Reflection does not sufficiently describe the significance of the artifact (why it is important). Reflection does not sufficiently describe how the artifact demonstrates mastery of the standard(s). Reflection does not sufficiently describe how the artifact contributed to the candidate's understanding of online teaching and learning.
L3	Clear Evidence, MEETS	<p>The candidate's performance offers clear evidence of <u>MEETING</u> this performance standard.</p> <ul style="list-style-type: none"> Artifact demonstrates a clear understanding of the standard. Artifact demonstrates a competency in online teaching. Reflection is thoughtful and meaningful. Reflection clearly describes the significance of the artifact (why it is important). Reflection clearly describes how the artifact demonstrates mastery of the standard(s). Reflection clearly describes how the artifact contributed to the candidate's understanding of online teaching and learning.
L4	Clear, Consistent, and Convincing Evidence, EXCEEDS	<p>The candidate's performance offers clear, consistent, and convincing evidence of <u>EXCEEDING</u> this performance standard.</p> <ul style="list-style-type: none"> Artifact clearly demonstrates expertise in implementation of the standard. Artifact clearly demonstrates an expertise in online teaching. Reflection is rich in description, analysis, and reflection. Reflection details the importance of the artifact and explains insights gained. Reflection details how the artifact demonstrates mastery of the standard(s). Reflection details how the artifact contributed to the candidate's understanding of online teaching and learning.

ARTIFACTS	L1	L2	L3	L4
<p>Artifact 1 – Course Schedule Given a template, candidates will develop a course schedule for an online course. Candidate will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.iv.I)</p>				
<p>Artifact 2 – Online Course Prep Checklist Candidates will develop a list of items that an online teacher should review inside a course BEFORE the course is open to students (ex: broken links, missing images, gradebook setup, etc.). Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.iv.II), (II.v.I)</p>				
<p>Artifact 3 – Online Learning Resources Candidates will explore the iNACOL and SREB websites and find two (2) resources that address questions or concerns they have about facilitating K-12 online learning. Candidates will summarize their findings and reflect on any lingering questions or concerns they have about teaching online. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (I.i.VII), (I.i.VIII)</p>				
<p>Artifact 4 – Learning Styles Candidates will complete a learning styles inventory, describe their personal learning style, and describe what strategies they will use to accommodate different learning styles in an online classroom. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.i.IX)</p>				
<p>Artifact 5 – Course Syllabus Given a template, candidates will choose a subject and a course and develop a syllabus for the subject/course. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.ii.III), (II.ii.IV), (II.ii.VII)</p>				
<p>Artifact 6 – Orientation Candidates will include an artifact demonstrating how they effectively oriented students to the course. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.ii.III)</p>				
<p>Artifact 7 – Student Engagement & Higher Order Thinking Candidates will include an artifact demonstrating student engagement and the use of higher order thinking skills. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.i.I), (II.i.XI), (II.i.V), (II.i.VII)</p>				
<p>Artifact 8 – Differentiation Candidates will include an artifact demonstrating their ability to differentiate instruction. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.i.IX), (II.ii.V)</p>				

<p>Artifact 9 – Accommodations & Modifications</p> <p>Candidates will research accommodations and modifications in an online learning environment and identify at least 3-5 strategies they will use when teaching an online class. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.vi.I), (II.vi.II)</p>				
<p>Artifact 10 – Diversity</p> <p>Candidates will include an artifact demonstrating their ability to support diverse student needs. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.vi.I)</p>				
<p>Artifact 11 – Community Building</p> <p>Candidates will include an artifact demonstrating their ability to create and maintain a community by creating value, effective facilitation, and an environment of trust. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.i.III)</p>				
<p>Artifact 12 – Teacher-Student Communication</p> <p>Candidates will include an artifact demonstrating their ability to facilitate regular and frequent teacher-student interactions. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.ii.I), (II.ii.II)</p>				
<p>Artifact 13 – Teacher-Parent Communication</p> <p>Candidates will include an artifact demonstrating their ability to facilitate regular and frequent teacher-parent interactions. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (I.i.IV), (II.ii.II)</p>				
<p>Artifact 14 – Student-Student Communication</p> <p>Candidates will include an artifact demonstrating their ability to facilitate regular and frequent student-student interactions. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (I.i.IV), (II.i.IV), (II.vi.III), (II.i.VIII), (II.ii.II)</p>				
<p>Artifact 15 – Synchronous Collaboration Tools</p> <p>Candidates will include an artifact demonstrating their ability to utilize synchronous tools effectively (i.e. chat tools, web conferencing, virtual electronic whiteboards, etc.). Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (I.i.IV)</p>				
<p>Artifact 16 – Asynchronous Collaboration Tools</p> <p>Candidates will include an artifact demonstrating their ability to utilize asynchronous tools effectively (i.e. discussion boards, email, announcements/news, etc.). Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (I.i.IV)</p>				
<p>Artifact 17 – Formative Assessment</p> <p>Candidates will include an artifact demonstrating their ability use student data to inform instruction, assist students in their own time and task management, monitor learner progress with available tools, or develop intervention plans for unsuccessful learners. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.ii.V)</p>				

<p>Artifact 18 – Targeted Feedback</p> <p>Candidates will include an artifact demonstrating their ability to provide timely, constructive feedback on student assignments. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.ii.VI)</p>				
<p>Artifact 19 – Quiz/Test</p> <p>Candidates will include an artifact demonstrating their ability to provide continuous evaluation of students or to review student responses to test items in online testing software to identify issues in testing or pedagogical strategies. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.v.IV), (III.iii.II)</p>				
<p>Artifact 20 – Gradebook</p> <p>Candidates will include an artifact from their gradebook demonstrating their ability to apply technology to increase productivity. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.i.X)</p>				
<p>Artifact 21 – Tracking Tools</p> <p>Candidates include an artifact demonstrating their ability to use tracking data in a learning management system to monitor course progress and effectiveness. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (III.iii.III)</p>				
<p>Artifact 22 – Technical Support</p> <p>Candidates will include an artifact demonstrating their ability to troubleshoot typical software and hardware problems. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (I.i.V)</p>				
<p>Artifact 23 – Acceptable Use</p> <p>Candidates will include an artifact demonstrating their ability to use appropriate strategies and resources for dealing with student issues arising from inappropriate use of electronically-accessed data or information. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.iii.VI)</p>				
<p>Artifact 24 – Course/Teacher Evaluation</p> <p>Candidates will include an artifact demonstrating their ability to evaluate teaching effectiveness within an online environment. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (III.iii.IV)</p>				