

TITLE: Online Teaching Work Group Report and Approval of Criteria for Licensure

The Hawaii Teacher Standards Board accepts the attached report of the Online Teaching Work Group and adopts the following recommendations:

Definition of Online Teacher:

“An online teacher” is an individual who designs and delivers curriculum and instruction in a range of online environments. Online instruction refers to course implementation (planning, delivery, assessment) via the internet. This includes an entire online course or a blended course, one that is partly online and partly face to face.

Online teaching standards for licensure and preparation programs shall be the International Association for K–12 Online Learning (iNACOL) National Standards for Quality Online Teaching (updated August 2010), attached in the Work Group Report.

An individual may apply to add the field of Online Teaching to a Standard or Advanced Hawaii Teaching License by submitting an application to add a field to their license and verifying that they meet the following requirements:

1. Hold a current, valid Standard or Advanced Hawaii Teaching License; and
2. Have at least three years of successful teaching experience; and
3. Verify successful employment as an online teacher who has taught a minimum of ten online P-12 courses within the last five years at a P-12 school recognized at a federal or state Department of Education level; and
4. Meet one of the following methods for verifying expertise as an online teacher:
 1. Successful completion of a certificate or degree program in online learning and teaching at the post-baccalaureate, master’s, or doctoral level, which includes a practicum in online learning at the P-12 level at a regionally accredited institution of higher education;

OR

2. Successful completion of a minimum of nine professional development credits that address online P-12 teaching and learning offered by private/non-profit organizations or school districts that utilize nationally recognized standards for online teaching combined with verifiable and successful experience of at least one course as a P-12 online teacher;

OR

3. License/certificate/endorsement from another state as an online teacher combined he with verifiable and successful experience of at least one course as a P-12 online teacher.

Submitted by: Terry Lynn Holck

Referred to: Teacher Standards Committee

Hawaii Teacher Standards Board Online Teaching Work Group Report

Workgroup members:

- Teacher with experience in the field recruited from Hawaii's National Board for Professional Teaching Standards teachers and/or Hawaii Teachers of the Year: Carolyn Kirio, NBPTS Librarian, Kapolei Middle School, Hawaii Department of Education
- Teacher preparation faculty with experience in the field recommended by the Chairperson of the Teacher Education Coordinating Committee (TECC): Dr. Kavita Rao, Assistant Professor, University of Hawaii-Manoa College of Education
- Hawaii State Teachers Association (HSTA) representative recommended by the President of the HSTA: Mr. Raymond Rodriguez, Instruction and Professional Development Specialist, HSTA
- Hawaii Department of Education representative recommended by the Superintendent: (shared) Ms. Wendi Chun and Mr. Allen Cole, Resource Teachers, E-School/Hawaii Virtual Learning Network
- Hawaii Charter Schools representative recommended by the Hawaii Charter Schools Commission Chairperson: Ms. Leigh Fitzgerald, Executive Director, Hawaii Technology Academy

HTSB staff:

Lynn Hammonds, Executive Director
Carolyn Gyuran, Educational Specialist

Meeting dates: January 15 and 29, 2014

Agenda for January 15, 2014, 9:30 am, at HTSB

- Introductions
- Workgroup Charge
- Review of materials and discussion:
 - Definition of Online Teacher
 - Online Teaching Standards
 - Methods of verifying content expertise for licensure
 - Other requirements
 - Timeline for implementation
- Next steps and assignments for meeting on January 29, 2014
 - Review definition
 - Consideration of additional routes to obtain this license field
 - Input from colleagues/other interested parties
- Adjourn

Agenda for January 29, 2014, 9:30 am, at HTSB

- Overview of discussion from January 15, 2014 meeting
- Sharing and discussion of findings from assignments
- Recommendations:
 - Definition of Online Teacher
 - Online Teaching Standard
 - Methods of verifying content expertise for licensure
 - Timeline for implementation
- Report to HTSB
- Adjourn

Workgroup Charge:

New Business Item 12-22Rev, approved on February 22, 2013 and revised and April 19, 2013 established a work group regarding the new license field of Teacher Leader:

The following three fields are adopted but may only be issued to teachers who hold a current, valid Hawaii license, have three years of satisfactory teaching experience and meet any additional requirements to add a new license field:

- Literacy Specialist
- Online Teaching
- Teacher Leader

Upon adoption of these three fields above, the Executive Director will convene a panel for each field to recommend standards and methods of content verification for the Board's review and adoption. Each panel will consist of one representative of each of the following stakeholders:

- Teacher with experience in the field recruited from Hawaii's National Board for Professional Teaching Standards teachers and/or Hawaii Teachers of the Year;
- Teacher preparation faculty with experience in the field recommended by the Chairperson of the Teacher Education Coordinating Committee (TECC);
- Hawaii State Teachers Association (HSTA) representative recommended by the President of the HSTA;
- Hawaii Department of Education representative recommended by the Superintendent;
- Hawaii Charter Schools representative recommended by the Hawaii Charter Schools Commission Chairperson.

The fields of Literacy Specialist, Online Teaching and Teacher Leader shall be issued only after the Board has adopted standards and methods of content verification in the field.

Task:

This Work Group recommended standards and methods of content verification for those Hawaii licensees adding the field to their existing licenses.

Definition of online teaching and online instruction:

An online teacher is an individual who designs and delivers curriculum and instruction in a range of online environments. Online instruction refers to course implementation (planning, delivery, assessment) via the internet. This includes an entire online course or a blended course, one that is partly online and partly face to face.

Recommendation for Online Teaching Standards:

International Association for K–12 Online Learning (iNACOL): National Standards for Quality Online Teaching (updated August 2010)

A

The teacher meets the professional teaching standards established by a state-licensing agency or the teacher has academic credentials in the field in which he or she is teaching.

- ✓ Meets the state's professional teaching standards or has academic credentials in the field in which he or she is teaching.
- ✓ Provides evidence that he or she has credentials in the field of study to be taught.
- ✓ Knows the content of the subject to be taught and understands how to teach the content to students.
- ✓ Facilitates the construction of knowledge through an understanding of how students learn in specific subject areas.
- ✓ Continues to update academic knowledge and skills.

B

The teacher has the prerequisite technology skills to teach online.

- ✓ Demonstrates the ability to effectively use word-processing, spreadsheet and presentation software.
- ✓ Demonstrates effective use of Internet browsers, e-mail applications and appropriate online etiquette.
- ✓ Utilizes synchronous and asynchronous tools (e.g., discussion boards, chat tools, electronic whiteboards) effectively.
- ✓ Troubleshoots typical software and hardware problems (i.e. change passwords, download plug-ins, etc).
- ✓ Demonstrates growth in technology knowledge and skills in order to stay current with emerging technologies and trends.

C

The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.

- ✓ Demonstrates effective strategies and techniques that actively engage students in the learning process (e.g., team problem-solving, in-class writing, analysis, synthesis and evaluation instead of passive lectures).
- ✓ Facilitates and monitors appropriate interaction among students.
- ✓ Builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and creativity.
- ✓ Promotes learning through group interaction.
- ✓ Leads online instruction groups that are goal-oriented, focused, project-based and inquiry-oriented.
- ✓ Demonstrates knowledge and responds appropriately to the cultural background and learning needs of non-native English speakers.
- ✓ Differentiates instruction based on students' learning styles and needs and assists students in assimilating information to gain understanding and knowledge.
- ✓ Demonstrates growth in teaching strategies in order to benefit from current research and practice.
- ✓ Creates a warm and inviting atmosphere that promotes the development of a sense of community among participants.
- ✓ Encourages students to bring real-life examples into the online classroom.
- ✓ Mandates participation by setting limits if participation wanes or if the conversation is headed in the wrong direction.
- ✓ Provides structure for students but allows for flexibility and negotiation.
- ✓ Uses best practices to promote participation.
- ✓ Begins each lesson with a short, student-friendly, summary statement indicating the goal of the lesson and the primary benchmarks that will be covered.
- ✓ Provides extended resources and activities to increase achievement levels.

D

The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.

- ✓ Models effective communication skills and maintains records of applicable communications with students.
- ✓ Encourages interaction and cooperation among students, encourages active learning, provides prompt feedback, communicates high expectations, and respects diverse talents and learning styles.
- ✓ Persists, in a consistent and reasonable manner, until students are successful.
- ✓ Establishes and maintains ongoing and frequent teacher-student interaction, student-student interaction and teacher-parent interaction.

- ✓ Provides an online syllabus that defines objectives, concepts and learning outcomes in a clearly written, concise format.
- ✓ Provides an online syllabus that defines the terms of class interaction for both teacher and students, defines clear expectations for both teacher and students, defines the grading criteria, establishes inappropriate behavior criteria for both teacher and students, and explains the course organization to students.
- ✓ Uses student data to inform instruction, guides and monitors students' management of their time, monitors learner progress with available tools and develops an intervention plan for unsuccessful learners.
- ✓ Provides timely, constructive feedback to students about assignments and questions.
- ✓ Gives students clear expectations about teacher response time.
- ✓ Contacts students who are not participating.
- ✓ Recognizes that student interaction with the lesson has instructional value and therefore encourages students to participate in leading the instruction and/or demonstrating mastery of the content in other appropriate ways.
- ✓ Personalizes feedback (support, growth and encouragement).
- ✓ Communicates high expectations.

E

The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.

- ✓ Facilitates student investigations of the legal and ethical issues related to technology and society; teaches students that copyright laws are created for a reason.
- ✓ Establishes standards for student behavior that are designed to ensure academic integrity and appropriate uses of the Internet and written communication.
- ✓ Identifies the risks of academic dishonesty for students.
- ✓ Demonstrates an awareness of how the use of technology may impact student testing performance.
- ✓ Uses course content that complies with intellectual property rights policies and fair use standards.
- ✓ Provides students with an understanding of the importance of Acceptable Use Policies (AUP).
- ✓ Demonstrates knowledge of resources and techniques for dealing with issues arising from inappropriate use of electronically accessed data or information.
- ✓ Informs students of their rights to privacy and the conditions under which their names or online submissions may be shared with others.

F

The teacher has experienced online learning from the perspective of a student.

- ✓ Has taken an online course and applies experiences as an online student to develop and implement successful strategies for online teaching.
- ✓ Demonstrates the ability to anticipate challenges and problems in the online classroom.
- ✓ Demonstrates an understanding of the perspective of the online student through appropriate responsiveness and a supportive attitude toward students.

G

The teacher understands and is responsive to students with special needs in the online classroom.

- ✓ Understands that students have varied talents and skills and uses appropriate strategies designed to include all students.
- ✓ Provides activities, modified as necessary, that are relevant to the needs of all students.
- ✓ Adapts and adjusts instruction to create multiple paths to learning objectives.
- ✓ Encourages collaboration and interaction among all students.
- ✓ Exhibits the ability to assess student knowledge and instruction in a variety of ways.
- ✓ Provides student-centered lessons and activities that are based on concepts of active learning and that are connected to real-world applications.
- ✓ Demonstrates ability to identify students struggling with ELL or literacy issues and delivers specific strategies.
- ✓ Identifies options to expand student thinking, address styles of learning and avenues for enrichment or intervention.
- ✓ Knows how to implement a team teaching concept.

H

The teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures.

- ✓ Creates or selects fair, adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability and consistency over time.
- ✓ Implements online assessment measures and materials in ways that ensure instrument validity and reliability.

I

The teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of learning goals.

- ✓ Includes authentic assessment (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills as opposed to testing isolated skills or retained facts)
- ✓ as part of the evaluation process; assesses student knowledge in a forum beyond multiple guess.
- ✓ Provides continuous evaluation of students to include pre- and post-testing and student input throughout the course.
- ✓ Demonstrates an understanding of the relationships between and among the assignments, assessments and standards-based learning goals.

J

The teacher demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning.

- ✓ Assesses each student's background and content knowledge and uses these data to plan instruction.
- ✓ Reviews student responses to test items to identify issues related to test validity or instructional effectiveness.
- ✓ Uses observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness.
- ✓ Creates opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, teacher evaluations, teacher peer reviews).
- ✓ Addresses multiple intelligences and levels of ability through a variety of alternative interventions such as adjusting lessons based upon re-teaching and using varied assessment strategies.
- ✓ Provides evidence of effective learning strategies that worked for the individual student and details specific changes in future instruction based upon assessment results and research study (data-driven and research-based).
- ✓ Evaluates instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.

K

The teacher demonstrates frequent and effective strategies that enable both teacher and students to complete self- and pre-assessments.

- ✓ Employs ways to assess student readiness for course content and method of delivery.
- ✓ Employs ways for students to effectively evaluate and assess their own readiness for course content and method of delivery.
- ✓ Understands that student success (e.g., grade, level of participation, mastery of content, completion percentage) is an important measure of teaching and course success.
- ✓ Provides opportunities for student self-assessment within courses.
- ✓ Empowers students to independently define short- and long-term learning

goals and monitors their personal progress.

L

The teacher collaborates with colleagues.

- ✓ Networks with others involved in online education.
- ✓ Leads collaborative efforts to create common assessments among grade-level and/or content-area teachers and share assessment results with colleagues to collaboratively plan instruction that will best meet individual student needs.

Instructional Design

The following section outlines standards for instructional design skills for the online teacher of record, where applicable. These standards are considered optional, as instructional design does not always fall under online teaching responsibilities.

M

The teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

- ✓ Demonstrates the ability to modify and add content and assessment, using an online
- ✓ Learning Management System (LMS).
- ✓ Incorporates multimedia and visual resources into an online module.
- ✓ Demonstrates the ability to effectively use and incorporate subject-specific and developmentally appropriate software in an online learning module.
- ✓ Reviews all materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness on a continuing basis.
- ✓ Creates assignments, projects and assessments that are aligned with students'
- ✓ different visual, auditory and hands-on ways of learning.
- ✓ Arranges media and content to help transfer knowledge most effectively in the online environment.

Recommendation for Online Teaching Preparation Programs and Content Verification:

1. Successful completion of a certificate or degree program in online learning and teaching at the post-baccalaureate, master's, or doctoral level, which includes a practicum in online learning at the P-12 level at a regionally accredited institution of higher education;
- OR
2. Successful completion of a minimum of nine professional development credits that address online P-12 teaching and learning offered by private/non-profit organizations or school districts that utilize nationally recognized standards for online teaching combined with verifiable and successful experience of at least one course as a P-12 online teacher;

OR

3. License/certificate/endorsement from another state as an online teacher combined with verifiable and successful experience of at least one course as a P-12 online teacher;

Other recommended requirements:

1. Hold a current, valid Standard or Advanced Hawaii Teaching License; and
2. Have at least three years of successful teaching experience; and
3. Can verify successful employment as an online teacher who has taught a minimum of ten online P-12 courses within the last five years at a P-12 school recognized at a federal and state Department of Education level.