

A recipient of the Online Teaching K-12 endorsement shall meet the expectations set by the following content-specific competencies:

<p><b>1. Primary Concepts and Structures</b></p> <p>iNACOL</p>	<p>1.1 Demonstrate capacity to apply the current best practices and strategies in online teaching to create rich and meaningful experiences for students</p> <p>1.2 Demonstrate capacity to build learner capacity for collaboration in face-to-face, blended, and online environments and encourage students to participate as global citizens</p> <p>1.3 Demonstrate capacity to construct flexible, digital, and interactive learning experiences that are useful in a variety of delivery modes</p> <p>1.4 Demonstrate knowledge and understanding of the professional responsibility to contribute to the effectiveness, vitality, and self-renewal of the teaching profession, as well as to their online school and community</p>
<p><b>2. Range of Technologies</b></p> <p>iNACOL</p>	<p>2.1 Demonstrate capacity to select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery as appropriate to the content area and student needs</p> <p>2.2 Demonstrate capacity to effectively use and incorporate subject-specific and developmentally appropriate technologies, tools, and resources</p> <p>2.3 Demonstrate capacity to use communication technologies in a variety of mediums and contexts for teaching and learning</p> <p>2.4 Demonstrate capacity to apply troubleshooting skills (e.g., change passwords, download plug-ins, etc.)</p> <p>2.5 Demonstrate capacity to identify and explore new tools and test their applicability to their content areas and students</p>
<p><b>3. Strategies for the Online Environment</b></p> <p>iNACOL</p>	<p>3.1 Demonstrate capacity to use student-focused instructional strategies that are connected to real-world applications to engage students in learning (e.g., peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided design)</p> <p>3.2 Demonstrate capacity to facilitate and monitor appropriate interaction among students</p> <p>3.3 Demonstrate capacity to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants</p> <p>3.4 Demonstrate capacity to facilitate and monitor online instruction groups to promote learning through higher-order thinking and group interaction</p> <p>3.5 Demonstrate capacity to respond appropriately to the diverse backgrounds and learning needs of the students</p>

iNACOL: National Standards for Quality Online Teaching (October 2011). International Association for K-12 Online Learning (iNACOL).

UDL Guidelines: CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>

	<p>3.6 Demonstrate capacity to use differentiated strategies in conveying ideas and information, and assist students in assimilating information to gain understanding and knowledge</p> <p>3.7 Demonstrate capacity to apply strategies for engagement in online learning environments, e.g., asking questions to stimulate discussion</p> <p>3.8 Demonstrate capacity to apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies for online teaching environments and to anticipate challenges and problems in the online classroom</p> <p>3.9 Demonstrate capacity to provide a variety of ongoing and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction, and teacher-mentor interaction</p>
<p><b>4. Promote Student Success</b></p> <p>iNACOL</p>	<p>4.1 Demonstrate capacity to use effective communication skills with students</p> <p>4.2 Demonstrate capacity to provide prompt feedback, communicate high expectations, and respect diverse talents and differentiated learning needs</p> <p>4.3 Demonstrate capacity to provide clear definitions of objectives, concepts, and learning outcomes and the course organization to students</p> <p>4.4 Demonstrate capacity to establish and provide clear expectations of class interaction for both teacher and students</p> <p>4.5 Demonstrate capacity to provide a clear explanation of the assessment criteria for the course to students</p> <p>4.6 Demonstrate capacity to provide a clear explanation of the expectations of teacher response time to student queries</p> <p>4.7 Demonstrate capacity to establish and implement criteria for appropriate online behavior for both teacher and students</p> <p>4.8 Demonstrate capacity to use student data to inform instruction, guide and monitor students' management of their time, monitor learner progress with available tools, and develop an intervention plan for unsuccessful learners</p> <p>4.9 Demonstrate capacity to use a variety of methods and tools to reach and engage students who are struggling</p> <p>4.10 Demonstrate capacity to orient students to teacher's instructional methods and goals and invite students to provide feedback on their perceptions of how they are learning in a course</p>
<p><b>5. Legal, Ethical, and Safe Behavior</b></p> <p>iNACOL</p>	<p>5.1 Demonstrate capacity to establish standards for student behavior that are designed to ensure academic integrity and appropriate use of the Internet and online written communication; teach students that copyright laws are created for a reason</p> <p>5.2 Demonstrate capacity to identify the risks and intervene in incidents of academic dishonesty for students</p> <p>5.3 Demonstrate knowledge and understanding of resources and techniques for implementing Acceptable Use Policies (AUP)</p>

	<p>5.4 Demonstrate capacity to model and comply with intellectual property policies and fair use standards and reinforce their use with students</p> <p>5.5 Demonstrate capacity to provide resources for students related to intellectual property and plagiarism</p> <p>5.6 Demonstrate capacity to incorporate and comply with FERPA or other similar guidelines in AUP and course design and communicate privacy guidelines to students</p>
<p><b>6. Diversity</b></p> <p>iNACOL</p> <p>UDL Guidelines</p>	<p>6.1 Demonstrate knowledge and understanding of legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), The Assistive Technology Act, and Section 508 or other similar guidelines/requirements for accessibility</p> <p>6.2 Demonstrate capacity to monitor student progress and apply activities and tools that are relevant to the needs of all students, including those with learning or physical disabilities, in collaboration with appropriate staff or resources</p> <p>6.3 Demonstrate capacity to use differentiated instruction based on the principles of universal design for learning (UDL)</p> <p>6.4 Demonstrate capacity to use appropriate tools and technologies to make accommodations to meet student needs</p> <p>6.5 Demonstrate capacity to apply adaptive and assistive technologies in the online classroom where appropriate in the instruction to meet student needs</p> <p>6.6 Demonstrate capacity to identify students who are struggling with various learning obstacles, such as ELL or literacy issues, and apply appropriate strategies to support student thinking, address multiple intelligences, and provide avenues for enrichment or intervention when needed</p> <p>6.7 Demonstrate capacity to communicate with the appropriate school staff regarding specific accommodations, modifications, or needs as listed in a student’s IEP or 504 accommodations, and work in collaboration with others to address student needs</p> <p>6.8 Demonstrate awareness of different learning preferences, diversity, and universal design principles</p>
<p><b>7. Assessment Instruments and Procedures</b></p> <p>iNACOL</p>	<p>7.1 Demonstrate capacity to create and implement assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures</p> <p>7.2 Demonstrate capacity to develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals</p> <p>7.3 Demonstrate capacity to implement a variety of assessments that ensure the security of student assessment data and accurate measures of student ability</p>
<p><b>8. Assessment Development and Delivery</b></p>	<p>8.1 Demonstrate capacity to apply authentic assessments as part of the evaluation process, assess student knowledge in a forum beyond traditional assessments, and monitor academic integrity with assessments</p>

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iNACOL	<p>8.2 Demonstrate capacity to create or select and implement a variety of formative and summative assessments that assess student learning progress and utilize student feedback to improve the online learning experience</p> <p>8.3 Demonstrate capacity to create, select, and organize the appropriate assignments and assessments, and align curricular content with associated and standards-based learning goals</p>
<p><b>9. Assessment Data</b></p> <p>iNACOL</p>	<p>9.1 Demonstrate capacity to use student data to plan instruction</p> <p>9.2 Demonstrate capacity to use observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness</p> <p>9.3 Demonstrate capacity to customize instruction, based on assessment data, in order to personalize the learning experience per student needs and performance</p> <p>9.4 Demonstrate capacity to create opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, teacher evaluations, teacher-peer reviews)</p> <p>9.5 Demonstrate capacity to address levels of ability through a variety of alternative interventions</p> <p>9.6 Demonstrate capacity to evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts</p> <p>9.7 Demonstrate capacity to provide consistent feedback and course materials in a timely manner and use online tool functionality to improve instructional efficiency</p> <p>9.8 Demonstrate capacity to track student enrollments, communication logs, attendance records, etc.</p> <p>9.9 Demonstrate capacity to employ ways to assess student readiness for course content and method of delivery</p> <p>9.10 Demonstrate capacity to employ ways for students to effectively evaluate and assess their own readiness for course content and method of delivery</p> <p>9.11 Demonstrate capacity to create opportunities for student self-assessment within courses</p> <p>9.12 Demonstrate capacity to empower students to independently define short-and long-term learning goals and monitor their personal progress</p>
<p><b>10. Communication</b></p> <p>iNACOL</p>	<p>10.1 Demonstrate knowledge and understanding of the need for professional activity and collaboration beyond school (e.g., professional learning communities) to update academic skills and knowledge and collaborate with other educators</p> <p>10.2 Demonstrate knowledge and understanding of the need to coordinate learning experiences with other adults involved in providing support to the student (e.g., parents, local school contacts, mentors) to support student learning</p>
<p><b>11. Arranging Media and Content</b></p>	<p>11.1 Demonstrate knowledge and understanding of critical digital literacies and 21st century skills</p>

iNACOL UDL Guidelines	<ul style="list-style-type: none"><li>11.2 Demonstrate knowledge and understanding of appropriate use of technologies to enhance learning</li><li>11.3 Demonstrate capacity to modify and add content and assessment, using an online Learning Management System (LMS)</li><li>11.4 Demonstrate capacity to create and modify engaging content and appropriate assessments in an online environment</li><li>11.5 Demonstrate capacity to incorporate multimedia and visual resources into an online module</li><li>11.6 Demonstrate capacity to use and incorporate subject-specific and developmentally appropriate software in an online learning module</li><li>11.7 Demonstrate capacity to review materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness on a continuing basis</li><li>11.8 Demonstrate capacity to create assignments, projects, and assessments that are aligned with UDL</li><li>11.9 Demonstrate capacity to arrange media and content to help transfer knowledge most effectively in the online environment</li></ul>
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