



# DIVISION OF ELEMENTARY & SECONDARY EDUCATION

## Online Teaching Assessment Handbook

### Assessment Overview

The Online Teaching Assessment is an evidence-based performance designed for candidates seeking an endorsement to add to the Arkansas educator license. The online teaching endorsement is an exception area endorsement and requires an approved program of study along with this assessment.

With the most recent changes in education delivery and adding this endorsement, you recognize the importance of multiple modes of delivery for learning. To complete this assessment, you will be expected to demonstrate the skills to plan and prepare lessons for learning, develop online content and activities for student engagement, show evidence of communication skills with stakeholders, and write a syllabus.

The assessment consists of four topics that are defined later in this manual. Before beginning the assessment, review the handbook, rubric, and learning management system tutorials.

This assessment will allow you to demonstrate your skills and knowledge for online teaching and instructional development based on National Standards for Quality Online Teaching. [NSQOL](#)

### Testing Windows

Three separate 6-week testing windows will be available each year during the spring, summer, and fall. Grading reports will be issued 4-6 weeks after the closing of each testing window.

### Registration

The full assessment fee is \$250. A retake fee per section is \$75.

### Scoring Reports to Candidates

Scoring reports will be emailed to candidates with details of passing/failing scores. Candidates must score proficient in the topic to pass that section. Candidates can retake topic areas that did not receive a proficient score during one of the next testing windows. Candidates can register for retakes during any testing window up to one year from the initial testing.

## **General Design**

The Online Teaching performance assessment consists of four topics in which the candidate will demonstrate best practices in online teaching components of planning, designing, communicating, and reflecting. You may complete this assessment in any order that works best for you. For example, you can begin at Topic 2 or Topic 3. Each topic may include written planning and reflection, course-building demonstration, and uploading artifacts. Sample lesson plans have been included as examples to develop your lesson plans. These resources are provided to you to help you as you begin building your course. See below:

- Class Demographics
- Sample Lesson Plans
- Student Completed Quizzes
- Introduction Forum with Student Responses

This assessment will be completed in two separate workspaces within the learning management system (LMS). The purpose is to ensure the validity of the submission of work. Within the LMS, you will be enrolled in two separate courses listed in the “My Courses” menu tab. You will submit the required artifacts and reflections in Course 1 - Online Teaching Assessment. Course 2 - Your Last Name, the second course, is where you will develop your course. Each of the components and activities listed below also indicates in which course you will submit it.

The learning targets, activities, and layout of the assessment are as follows:

### **Topic 1 - Course Preparation**

*Learning Targets:*

- *The online teacher demonstrates planning for effective online instruction.*
- *The online instructor demonstrates the evidence-based science of learning.*
- *The online teacher plans a learning environment to meet the needs of diverse learners.*
  - Activity 1: Planning the Online Lesson
  - Activity 2: Planning the Online Lesson
  - Activity 3: Accessibility
  - Activity 4: Individualizing Student Plans

## **Topic 2 - Course Development**

### *Learning Targets:*

- *The online teacher demonstrates evidence-based elements of online instruction.*
  - Activity 1: Building the Course
  - Activity 2: Digital Citizenship
  - Activity 3: Developing a Synchronous Session
  - Activity 4: Synchronous Lesson
  - Activity 5: Providing Feedback
  - Activity 6: Reflecting on the Course Development

## **Topic 3 - Communicating with Stakeholders**

### *Learning Target:*

- *The online teacher will use a host of communication tools to interact with teachers, cohorts, administrators, and other stakeholders to build relationships.*
- *The online teacher will use a host of communication tools to encourage collaboration among stakeholders. (teachers, students, administrators)*
  - Activity 1: Building Rapport with Students
  - Activity 2: Rapport
  - Activity 3: Identify Additional Stakeholders
  - Activity 4: Develop a Plan for Effective Communication Among Stakeholders
  - Activity 5: Reflecting on Communication Among Stakeholders

## **Topic 4 - Syllabus Submission**

- Activity 1: Submission of Syllabus

## **Scoring/Grading/Calculations**

Each topic will be scored individually using the rubric provided. Scores will range from 0-3 for each element of the topic. The passing score for each topic will be an average of 60%. Please see the rubric for the total points possible and the points needed to pass each topic. Please refer to the rubric.

## **Academic Dishonesty**

Academic dishonesty or academic misconduct is any type of cheating that occurs in relation to a formal academic exercise. It can include

- Plagiarism: The use of another person's work without proper citation.
- Fabrication: The falsification of data information or citations.
- Cheating: Using someone else's work as your own.

## **Syllabus Activity**

The Syllabus activity is an ongoing process and will be submitted as a final Syllabus Submission artifact in pdf file format at the end of the course. You may begin developing the syllabus at any point, but the completion of the syllabus must be submitted by the end of the testing window.

### **Lesson Plan**

A lesson plan is a teacher's guide of concepts and learning goals for what students need to learn. An effective online lesson plan includes standard(s), skills, grouping, activities, materials, differentiation, digital tools, and desired outcomes for interconnected learning. A lesson plan template is provided as a reference.

[Lesson Plan Template](#)

## **Additional Support & Resources**

### **Terms you need to know.**

- **Synchronous learning** - is online or distance education that happens in real time, often with a set class schedule and required login times.
- **Asynchronous learning** - does not require real-time interaction; instead, content is available online for students to access when it best suits their schedules and assignments are completed to deadlines.
- **Accessibility** - In the context of online courses, accessibility means making it possible for all students, regardless of physical or developmental impairment, to use all course materials and tools. Accessible design is often included under the larger umbrella of "universal design for learning" because it considers all possible users.

[Examples of 504 Modification Plans](#)

### **Accessibility Guidelines**

[Access and Accessibility in Online Learning](#)

### **Artifact File Submissions**

Please ensure all documents submitted are in PDF format as addressed in the assessment. For your reference, we have added step-by-step instructions to help you convert a Microsoft Word document or a Google Docs to a PDF format:

[Microsoft Word to PDF Guide](#) | [Google Docs to PDF Guide](#)

**Please click the link to see instructions on recording for Zoom or Google Meet.**

[How to record on Zoom](#)

[How to record on Google Meet](#)

**Canvas Docs**

Please refer to the document link below.

[Canvas Help Guide](#)

If you have any questions, please contact

[Steven.Walker@ade.arkansas.gov](mailto:Steven.Walker@ade.arkansas.gov)

[manningt@aresc.k12.ar.us](mailto:manningt@aresc.k12.ar.us)