

ONLINE INSTRUCTION PROGRAM ENDORSEMENT

Program Overview & Handbook



Saint Vincent College Education Department

education.stvincent.edu

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Chapter
1

Welcome to the Online Instruction Program Endorsement

I. INTRODUCTION

MISSION STATEMENT

The Saint Vincent College Online Instruction Program Endorsement is designed to offer the opportunity for newly certified and in-service teachers to enhance their professional capacity to respond to the increasing demand for expertise in teaching and learning in an online environment. Offering the Online Instruction Program Endorsement reflects Saint Vincent College's well-established commitment to providing today's teachers with the knowledge, skill set, and competencies to leverage digital tools to meet the needs of 21st century students and school districts alike. Completing the Online Instruction Program Endorsement will strengthen the instructional expertise and employability of newly certified teachers and present in-service teachers with a unique professional development opportunity.

Central to the mission of Saint Vincent College is to offer educational choices that allow men and women to pursue professional aims that serve a broader human purpose. Given that technological and digital tools play a rapidly growing and integral role in people's social, cultural, and professional lives, obtaining an Online Instruction Program Endorsement strengthens teachers' preparation for fostering K-12 students' capacity to access 21st century educational and career pursuits.

NEEDS AND DEMANDS FOR THE ONLINE INSTRUCTION PROGRAM ENDORSEMENT

The Education Department of Saint Vincent College has long recognized the need to prepare today's educators to embed technological and digital tools in instructional design and delivery. Hence, our undergraduate coursework includes a clear commitment to building teacher candidates' knowledge about and capacity to design and deliver online instruction. This commitment includes the opportunity for all teacher candidates to use Zoom videoconferencing software to create and implement a synchronous lesson with real learners in local schools as well as attention across teacher education courses to the instructional uses of technology to enhance learning for K-12 learners in diverse classrooms.

Thus, offering the Online Instruction Program Endorsement is a logical next step in supporting newly certified and in-service teachers to develop the confidence and preparation to work effectively in a wide

variety of online teaching and learning contexts. Today's educators must be prepared to accept and effectively fulfill teaching responsibilities in credit recovery, distance learning, and flipped classroom contexts as well as in cyber school models. Their expertise must also include hybrid and blended learning instructional planning and delivery. Importantly, within all of these online contexts, teachers must have the knowledge, skill set, and competencies to apply research-based techniques for differentiation of instruction and assessment in the multiple online environments in which they are likely to teach.

Uniquely, at Saint Vincent College teachers possessing a bachelor's degree can choose to add-on an endorsement certification in online instruction. This certification can also be earned through the M.S. degree in Instructional Design and Technology (IDT). This master's degree comprises a well-established, well-articulated series of courses, thus affording educators the option of completing the Online Instruction Program Endorsement only or continuing to obtain an M.S. in IDT.

GOALS

The principal goal of the Online Instruction Program Endorsement is to support candidates in developing expertise in the specific domains of:

- Course Design and Development
- Course Delivery and Assessment
- Emerging Trends and Professional Responsibilities

Candidates will have the opportunity to:

- Develop expertise in instructional practices informed by the International Association for K-12 Online Learning (iNACOL) National Standards for Quality Online Teaching.
- Build the instructional knowledge and leadership skills to support and improve existing online teaching and learning contexts as well as to respond to individual school and school district's needs for the creation of new online teaching and learning environments.
- Cultivate the capacity to analyze effective implementation of online teaching and learning contexts including evaluation of success in meeting standards-based curricular goals.
- Acquire the capacity to make informed decisions around an online teaching and learning program's effectiveness in supporting students to reach standards-aligned goals.
- Participate in a culminating field experience that affords candidates the opportunity to apply knowledge and expertise gained through coursework in a real world context.

Candidates will be supported in gaining the competencies to work effectively in a variety of online teaching and learning contexts through a series of carefully designed courses, grounded in the iNACOL standards for Quality Online Courses, Quality Online Teaching, and Quality Online Programs.

II. COURSEWORK

PREREQUISITE FOR ONLINE INSTRUCTION PROGRAM ENDORSEMENT

To be admitted into the Online Instruction Program Endorsement, candidates must have completed a baccalaureate program and/or hold an Instructional I or Instructional II Pennsylvania certificate.

REQUIRED COURSES

The 12 credits listed below meet the required standards of the Online Instruction Program Endorsement as set by the Pennsylvania Department of Education.

GCED 625 – Instructional Technology (3 credits)

In this course, students will explore the use of technology as an important educational resource. They will develop the knowledge, technical expertise, and instructional strategies necessary for effective application of technology in a variety of educational and professional settings. Hands-on experience is emphasized.

GCIT 614 – Emergent Information Management and Instructional Technologies (3 credits)

This course examines new technologies in training and education. In addition to embracing modern technological advancements and interfaces, it examines the issues and troubleshooting techniques for today's technological applications. Networking and infrastructure design for supporting modern instructional technologies and applications are discussed. Last, development of a technological vision document and corresponding budget is explained through the assessment of needs and purpose for the intended audience whether adult learners, industry, or education.

GCIT 624 – Usability, Engagement, & Assessment Systems for Online Education (3 credits)

This course prepares candidates for assessment of both learners and online systems. Topics are related to human-computer interaction, website usability, app interface development for mobile devices, and online learner assessment. Students will develop skills in designing and assessing user interfaces that will support greater achievement and interaction with technologically delivered instruction. Assignments in the course will be project based around competencies of online assessment, prototyping, and heuristic evaluation.

GCIT 684 – Advanced Instructional Design for Online Education (3 credits)

This course uses a systems design-based approach to developing online or computer-delivered education. Students engage in authentic instructional design activities and project management to produce online instruction using course management and module authoring tools. Students analyze instructional design problems, access a wide range of software tools and research, work with diverse teams and individuals, create real instructional design products, and give and receive constructive feedback. Students anticipate cost-benefits and training needs for delivering online instruction.

FACULTY

The following faculty and adjunct instructors represent highly qualified instructors for the Online Instruction Program Endorsement.

GCIT 614: Ms. Briana Taylor is an Instructional Technologist and Designer at Saint Francis University. As part of the Center for Excellence in Teaching and Learning (CETL), Ms. Taylor provides instruction, training, and support for the Blackboard Course Management System. She conducts workshops, training, and individual consultations for faculty and staff. She works as a website designer and online course designer. Ms. Taylor is working on a new project with the faculty from the School of Business to transition courses from face-to-face to online for the Master of Human Resource Management.

GCIT 624: Mr. Aaron Sams is the founder of Sams Learning Designs, LLC, Turn About Learning, LLC, and The Flipped Learning Network™. He has been an educator since 2000 and is currently the Director of Digital Learning at the Reformed Presbyterian Theological Seminary in Pittsburgh, PA and Assistant Professor at Saint Vincent College in Latrobe, PA. He taught Chemistry and AP Chemistry at Woodland Park High School in Woodland Park, Colorado and at Los Altos High School in Hacienda Heights, California. He was awarded the 2009 Presidential Award for Excellence in Math and Science Teaching. Aaron recently served as co-chair of the Colorado State Science Standards Revision Committee and serves as an advisor to TED-Ed. Aaron is co-author of *Flip Your Classroom: Reach Every Student in Every Class Every Day* and *Flipped Learning: Gateway to Student Engagement*. He frequently speaks and conducts workshops on educational uses of screencasts and The Flipped Classroom concept. He believes strongly in inquiry and in student-centered learning environments in which students are encouraged to learn and demonstrate their understanding in ways that are meaningful to them. Aaron brings a unique educational perspective to any audience with experience in public, private, and home schools in face-to-face, online, and blended learning environments. He is a lifelong learner, reader, maker, and explorer. He can often be found making beer, roasting coffee, or figuring out a way to control either process with his computer and a voided warranty. He holds a B.S. in Biochemistry and an M.A.Ed. both from Biola University.

GCED 625 and GCIT 684: Dr. Veronica I. Ent is the Education Department Chairperson, Director of Graduate Studies in Education and Associate Professor of Education at Saint Vincent College, Latrobe, PA. In addition to her administration roles, she instructs graduate courses in curriculum design, instructional technology, and visual thinking and learning. Prior to joining Saint Vincent College, Dr. Ent was a high school librarian for Greensburg Salem School District for eight years. She completed her doctoral studies in 2001 at the University of Pittsburgh in Instructional Design and Technology where her research interests concentrated on human-computer interfacing, instructional media and design, and creativity in teaching. In addition to her doctorate, Dr. Ent holds two master's degrees in Library Science and Art Education from Ohio University and a B.A. in Elementary Education from the University of Findlay. She is currently a Pennsylvania and Ohio certified elementary education teacher, instructional technologist, and K-12 librarian.

III. FIELD EXPERIENCE FOR ONLINE INSTRUCTION PROGRAM ENDORSEMENT

FIELD EXPERIENCE REQUIREMENT

The program will include a field experience that appropriately synthesizes and applies program instruction in a real-world context. Candidates will work with program advisors to secure a K-12 mentor in a school as a partner for this experience. Candidates will be required to complete fieldwork for a minimum of 40 hours by creating and conducting online instruction, developing online materials through the use of a wide variety of digital tools, evaluating student work, designing appropriate assessments, and fulfilling other related instructional responsibilities for which their assigned mentor is responsible. All competencies will be experienced through this mentorship.

COLLABORATING SCHOOLS FOR FIELD EXPERIENCE PLACEMENTS

The Saint Vincent College Education Department has developed partnerships with school districts in the surrounding area. Candidates in the Online Instruction Program Endorsement can contact administrators, librarians, technology specialists, or teachers from area school districts to request a field experience mentor. Candidates who require assistance in connecting to field experience mentors will be assisted by course instructors and the program advisor. The educational institutions below represent a sampling of available schools in which candidates may fulfill the field experience:

- Intermediate Units: IU 7
- Greater Latrobe School District
- Derry School District
- Mt. Pleasant School District
- Ligonier Valley School District
- Dr. Robert Ketterer Charter School
- Any K-12 school willing to provide a field experience mentor

FIELD EXPERIENCE LOG

To verify that field experience hours are completed, candidates must complete a field experience hour log (see Appendix A). Candidates should list the field experience location and supervisor contact information at the top of the hour log and record each date, the number of hours, and the activities completed during the field experience. Each candidate's field experience mentor should initial the hour log on a daily basis and sign the log at the end of the field experience.

FIELD EXPERIENCE COMPETENCIES VERIFICATION CHARTS

In addition to the field experience log, candidates will verify that competencies in the domains of Course Design and Development, Delivery and Assessment, and Emerging Trends and Professional Responsibilities have been met by completing the charts below throughout the field experience. This verification will ensure that each competency is addressed through the field experience and allow candidates, site-based field experience mentors, and the program advisor, Dr. Veronica Ent, to track candidates' progress toward the development of requisite competencies in each of the main domains.

Candidates will select meaningful artifacts from the competencies verification charts for inclusion in a capstone final digital portfolio (described in Section V). Candidates should refer to the final digital portfolio evaluation rubric in (see Section VI) when deciding which artifacts to include.

Competency	Date Completed
I. Design and Development	
Develop and design online modules to be used in instruction	
Create syllabus with objectives, course goals, course requirements and expectations, and a schedule	
Attend a webinar on online teaching	
Define participation and grading criteria within the online course	
Create a website for class use	
Set up a well-organized course site	
Incorporate mobile devices or BYOD	
Use cloud sharing – google docs, dropbox	
Manage your course and student by using iTunes U	
II. Delivery	
Teach or assist with an online class	
Demonstrate the flipped classroom model	
Utilize blackboard collaborate or similar program	
Communicate homework to students	
Use internet integration activities – virtual field trip, scavenger hunt, webquest	
Create videos to help students with difficult material	
Introduce students to a variety of web 2.0 tools	
Deliver content both synchronously and asynchronously	
Develop podcasts and vodcasts to further explain content	
Create a screencast to demonstrate a skill	
Use interactive learning activities –break out rooms, white board, collaboration	
Provide online tutoring for students using online resources, as needed	
Review and discuss virtual classrooms, virtual fieldtrips, and virtual reality and how it is being used today	
Research and discuss natural user interface and how it can be used in the classroom	
Research and discuss cloud computing and how you can use it	
III. Assessment	
Develop an online assessment sample	
Prepare a pre- and post-assessment	
Utilize online grading system	
Use peer assessment by providing rubric	
Track student progress in course	
Use a variety of assessments – online quiz, peer assessment, student self-assessment	

Develop rubrics	
Use data to prepare assessments	
Develop an assignment in which students will use project-based learning	
Develop an assignment in which students will gain an authentic learning experience	
IV. Emerging Trends and Professional Responsibilities	
Communicate with students and parents	
Contact students who are not actively participating	
Provide students with timely, constructive feedback	
Encourage collaboration and interaction among all students	
Lead class discussion on netiquette	
Be receptive to questions both in and out of class	
Research the effects of underprivileged populations and the use of technology	
Create an understanding of government laws in the use of technology, including the use of minors (include both legal and illegal)	

PROFESSIONAL CONDUCT DURING THE FIELD EXPERIENCE

The field experience is an opportunity for candidates to develop the above-referenced competencies in the four main domains. Candidates are expected to exhibit the following professional behaviors throughout the field experience:

- Adhere to the policies and philosophies of the hosting school, district, or business of the field experience location
- Adhere to the Pennsylvania Code of Ethics
- Practice professional conduct at all times
- Demonstrate a positive regard for culture, religion, gender, and sexual orientation of students and staff
- Be responsible, courteous, and dependable
- Dress professionally
- Abide by copyright laws and use of copyrighted educational materials in an ethical manner

IV. PROGRAM DETAILS

REQUIRED CLEARANCES

- Act 151: Department of Public Welfare Child Abuse History Clearance
- Act 34: Pennsylvania State Police Request for Criminal Records Check
- TB Testing
- Act 114: FBI Fingerprinting Clearance

INSTRUCTIONS FOR OBTAINING CLEARANCES

1. CHILD ABUSE: *(Must be completed yearly)*
 - Go to the Child Welfare Portal at: www.compass.state.pa.us/CWIS. You must create an account or log in if you already have an account.
 - When asked, mark the purpose of the clearance as “Employment.”
 - Creating an account and submitting your clearance online will give you immediate access to your results or the status of your results if your application cannot be processed immediately.
 - Cost will be \$13.00.
 - Print results of the clearance certificate.
2. CRIMINAL RECORD: *(Must be completed yearly)*
 - Go to the Pennsylvania Access To Criminal History website: <http://epatch.state.pa.us/Home.jsp>
 - Click on “Submit a New Record Check.”
 - Follow the instructions and click submit (it takes a few minutes to process).
 - Print out the “Certification Form.”
 - Cost will be \$22.00.
3. TUBERCULOSIS TESTING - TB Test: *(Required every two years)*
 - Make an appointment with the Saint Vincent College Wellness Center by calling 724-805-2115. Testing can be done on Mon/Tue/Wed, as you must return two days later to be checked. The fee for the TB test will be \$10.00.
 - If you choose to get a TB test with your family doctor make sure to have a written document with date of the test, date it was read, results, doctor’s signature, and doctor’s medical ID#.
4. FBI FINGERPRINTING: *(Required once while a full-time student, but subject to additional testing depending on student status)*

Applicants must register prior to going to a fingerprint site. Registration can be completed online. There is a \$23.85 registration fee. Please save your fingerprinting receipt with the UEID number; this number allows the Education Secretary to access your results.

 - Online Registration: Go to <https://uenroll.identogo.com> (available 24/7).
 - Enter the following service code: 1KG6RT.
 - Complete your fingerprinting appointment at a local site, such as Saint Vincent Public Safety. You will need to bring a valid form of photo ID to your appointment.

5. MANDATED REPORTER CLEARANCE:

- To complete this free, 3-hour training, go to <https://www.reportabusepa.pitt.edu/>. Complete the course titled, “Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in PA.”
- Once you have finished the course, print the certificate of completion.

OBTAINING PROGRAM ENDORSEMENT & PA TEACHER CERTIFICATION

Students may add the Online Instruction Program Endorsement as a post-baccalaureate with or without completing the M.S. in Instructional Design and Technology. If the student is not already teacher certified in Pennsylvania, the student must take the required education courses in a certification area, psychology, and state required core courses. Initial teacher certification also requires Field Experience IV: Pre-Student Teaching and Field Experience V: Student Teaching. Along with the required coursework, students must pass the required PAPA and PECT or Praxis exams for the initial teacher certification prior to adding the endorsement.

APPLYING FOR THE ONLINE INSTRUCTION PROGRAM ENDORSEMENT

All candidates need to use the Teacher Information Management System (TIMS) to submit for certification. Upon completion of the coursework and exams (if applicable), please go to the TIMS website and complete all necessary application information. There will be a fee to add the Online Instruction Program Endorsement.

Chapter
2

DIGITAL PORTFOLIO

V. Final Online Portfolio

The final online portfolio is the capstone product of the Online Instruction Program Endorsement field experience. This final online portfolio must include artifacts met through the real-world authentic experience (field experience) outside of a Saint Vincent College course. Candidates should carefully select the artifacts that best demonstrate that competencies in each of the four principal domains of Design and Development, Delivery, Assessment, and Emerging Trends and Professional Responsibilities have been met.

Candidates are advised to share and discuss the online portfolio with their field experience mentors to ensure that selected artifacts are representative of the competencies inherent in each of the four principal domains. Candidates should apply a variety of technological and digital tools in the design of the online portfolio. The goal is to design a creative, well-organized, and aesthetically appealing online portfolio that showcases the competencies attained throughout the required outside-of-coursework field experience needed to obtain the Online Instruction Program Endorsement.

Note: If pictures of students are included in the online portfolio, parental permission must be obtained according to the school district's policy. Candidates are responsible for ascertaining the school district's policy regarding the use of photos or videos of students and for adhering strictly to said policy. If photos/videos are permitted and candidates wish to include them in the online portfolio, please submit parents' signed permission slip stating that their child's photo/video may be used in the online portfolio. Only include photos/videos of students for whom a signed parental permission slip has been obtained.

The online portfolio will be completed and reviewed upon completion of the 12 credits and prior to submission to TIMS. The program advisor, Dr. Veronica Ent, will evaluate and approve the final portfolio (see Section VI below). Candidates whose online portfolios do not clearly reflect attainment of the competencies of each of the four main domains, as stipulated by the PA Department of Education, will be given specific feedback and an opportunity to improve the online portfolio within a timeframe set by the program advisor.

Only candidates who are provided with written approval by the program advisor will be authorized to submit verification to TIMS to add on the Online Instruction Program Endorsement to an existing Instructional I or Instructional II teaching certificate.

VI. Final Digital Portfolio Evaluation

PROFESSIONAL ONLINE PORTFOLIO AND FIELD COMPETENCIES

The field experience provides the foundation for the creation of the final online portfolio and represents attainment of the competencies required by the PA Department of Education for issuance of the Online Instruction Program Endorsement. The program advisor will use the rubric below to evaluate and approve each candidate's online portfolio.

Each artifact is worth ten points. Total points earned will be divided by total possible points (150) to determine a percentage grade for the final online portfolio. Candidates earning a percentage below 80% will be given an opportunity to revise their online portfolio within a timeframe determined by the program advisor.

10 = Outstanding artifacts that clearly demonstrate mastery of the competency

9 = Very good artifacts that indicate near mastery of the competency

8 = Satisfactory artifacts that indicate progress toward the competency

7 = Less than adequate artifacts that do not indicate sufficient progress toward the competency

6 = Unacceptable artifacts that do not indicate progress toward the competency

FINAL ONLINE PORTFOLIO SCORING RUBRIC

Candidates must include this rubric when submitting the final digital portfolio. Please complete the “Portfolio Artifact” column prior to submission.

<p style="text-align: center;">Domains and Competencies</p>	<p style="text-align: center;">Portfolio Artifact</p> <p style="text-align: center;"><i>Please provide evidence that each of the competencies in each domain were met through the field experience.</i></p> <p style="text-align: center;">Specifically list here:</p>	<p style="text-align: center;">Points</p> <p style="text-align: center;"><i>This column is to be completed by the program advisor</i></p>
<p>DESIGN AND DEVELOPMENT</p>		
<p>A. The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success (iNACOL Standard A);</p>		
<p>B. The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment (iNACOL Standard F); and</p>		
<p>C. The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online learning environment (iNACOL Standard A).</p>		

DELIVERY		
A. The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online learning environment (iNACOL Standard C);		
B. The online teacher promotes student success through clear expectations, prompt responses, and regular feedback (iNACOL Standard D); and		
C. The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online learning environment (iNACOL Standard F).		
ASSESSMENT		
A. The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures (iNACOL Standard G);		
B. The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning		

goals (iNACOL Standard H); and		
C. The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning (iNACOL Standard I).		
EMERGING TRENDS AND PROFESSIONAL RESPONSIBILITY		
A. The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use (iNACOL Standard E);		
B. The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' success (iNACOL Standard J); and,		
C. The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment (iNACOL Standard K).		
Additional Points (30) *Artifact selection strongly matches competencies *Digital tools are incorporated *Portfolio is professional done and aesthetically appealing		
Comments:		Total: 150 Points