

2018

Online Teaching Module: Council for the Accreditation of Educator Preparation (CAEP) Key Assessment Example

Stacie K. Pettit

Augusta University, spettit@augusta.edu

Susan Edwards

Johnson County Middle School

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/becoming_journal

 Part of the [Curriculum and Instruction Commons](#), [Junior High, Intermediate, Middle School Education and Teaching Commons](#), [Language and Literacy Education Commons](#), and the [Science and Mathematics Education Commons](#)

Recommended Citation

Pettit, Stacie K. and Edwards, Susan (2018) "Online Teaching Module: Council for the Accreditation of Educator Preparation (CAEP) Key Assessment Example," *Becoming: Journal of the Georgia Middle School Association*: Vol. 29 : Iss. 1 , Article 3.

DOI: 10.20429/becoming.2018.290103

Available at: https://digitalcommons.georgiasouthern.edu/becoming_journal/vol29/iss1/3

This best practices is brought to you for free and open access by the Journals at Digital Commons@Georgia Southern. It has been accepted for inclusion in *Becoming: Journal of the Georgia Middle School Association* by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Online Teaching Module: Council for the Accreditation of Educator Preparation (CAEP) Key Assessment Example

Stacie K. Pettit
Susan Edwards
Augusta University

Abstract

The Augusta University Online Teaching Module is a key assessment administered once during one specified course in each educator preparation program. Augusta University teacher candidates are required to show proficiency in ISTE standards and CAEP standard 1.5. The online teaching model measures candidates' ability to apply technology standards in order to design, implement, and assess learning experiences to engage students and improve learning. In order to pass the Online Teaching Module, candidates must score 3 out of 4 possible points on at least five of the six indicators. If a candidate does not pass this assessment, goals will be created along with strategies to require the candidate to improve on area(s) of weakness in technology use. After the strategies have been implemented, the candidate will be able to redo this key assessment. Candidates will not be able to progress to student teaching without passing this assessment. This paper outlines this key assessment's administration, purpose, instructions, and rubric. We hope it will be useful to others as they prepare for CAEP visits.

A group of teacher education faculty came together over the summer with an accreditation expert to begin preparations for the upcoming Council for the Accreditation of Educator Preparation (CAEP) visit for the College of Education at Augusta University. Work was divided among the committee members. I volunteered for the key assessment that could meet the technology related standards, including the preparation for online teaching. The following is an example of a write-up required for a CAEP key assessment. I have omitted the questions themselves from the CAEP Administration and Purpose template, but all questions are answered in this document. The only piece of the submission not included is the chart created that lists which courses in each program that will implement this particular key assessment because that would be a college specific decision. In addition to the administration and purpose information, the complete instruction sheet, as well as a rubric for the assessment are included. This final product grew out of an online teaching module assignment that was previously created by Dr. Susan Edwards. We hope that you will find this paper useful as you prepare for possible CAEP site visits.

Each teacher education program in our college has a course that focuses on online teaching preparation. The online teaching module will be administered in that course. These courses are taken in different semesters depending on the program and individual students' schedules. The online teaching module is administered once during the courses specified. A chart was created with each program and the course in that program that would administer this key assessment. The online teaching module is administered by the instructor of the courses from the chart. The online teaching model measures candidates' ability to apply technology standards in order to design, implement, and assess learning experiences to engage students and improve learning. Specifically, this assessment measures candidates' ability to apply technology standards

to coursework and to demonstrate skills in accessing digital media and/or electronic sources, as well as to demonstrate the ability to design and facilitate digital learning.

CAEP standard 1.5 is aligned with this assessment. Additionally, ISTE Standards 1, 2, and 3 are aligned with this assessment. The standards were used by aligning the performance level indicators on the rubric to the language from the standards. Then, the assignment instructions were aligned with what was needed to meet the performance level indicators.

The scores from this key assessment will provide information on candidates' ability to apply technology standards. If a candidate does not pass this assessment, goals will be created along with strategies to require the candidate to improve on area(s) of weakness. After the strategies have been implemented, the candidate will be able to redo this key assessment. In order to pass the assessment, a candidate must score a minimum of 18 points and at least proficient level (3 points) on 5 of the 6 indicators. If a candidate does not pass this assessment, goals will be created along with strategies to require the candidate to improve on area(s) of weakness in technology use. After the strategies have been implemented, the candidate will be able to redo this key assessment. Candidates will not be able to progress to student teaching without showing proficiency in this area.

Online Teaching Module Instructions

Individual Project

Select a standard from one of your content areas.

Use wix.com or weebly.com to assist you in creating your online module. If you are familiar with another website creation tool and are more comfortable with it, it is fine to use a different tool. You will create 4 pages, a home page, a content page, a collaboration page, and an assessment page. The layout and directions for your module should be user friendly enough for a K-12 (depending on your level) student to easily determine what they should do and how they should do it. Be careful to write clear and explicit directions. Also, use graphics, photos, and other design tools to make your website engaging for a student.

Home Page-

Please put the standard you are teaching on your home page.

Also make your home page engaging. It should make your students excited about exploring the topic.

Content-

How will the content information be delivered? What readings will you assign the students to do? What websites will they explore? Will you do a PowerPoint with a voiceover? Will you do a Voicethread? Will you create your own video? Will you use a video from Learn Zillion, Kahn Academy, Teachertube, or YouTube? Will you use a Prezi?

You must have 2 methods of delivering the content information to the students.

Collaboration-

Your webpage will need to show two types of collaboration: students with each other and teacher with students/peers/parents/community members.

Type 1: How will students collaborate together in their learning? Will you have an online discussion? Will you have them work on a group project? Will you have them meet online using something such as Google+? Will you use a Wiki? Will you use a site such as Chatterous or Edmodo? Will you use quicktopic.com? Will you have them comment on a Voicethread that you create? Will you use an interactive tool such as Padlet.com, Polleverywhere.com, or Todaysmeet.com?

There must be some form of student collaboration in your module. Be sure the question(s) you want them to discuss are on your collaboration page.

Type 2: How will you as the teacher communicate and collaborate with students, peers, parents, and/or community members using digital tools? This could be included on the collaboration page or on the home page. Perhaps you will set up a remind.com account and/or use google classroom to share and produce original works together. Perhaps you have an Instagram or snapchat account you use for communication and collaboration. There must be some form of teacher to others collaboration to support student success.

Assessment-

How will you know what they learned? What assessment(s) will you use? Will you have them do a project? What Web 2.0 tools will you have them use? Will you have them create a poster using Glogster? Will you have them create a Voicethread? Will you have them create a Prezi? Will you have them use Animoto? Please include directions and a scoring guide or rubric that informs the students how they will be graded on the assessment if it is a project. The rubric must clearly assess the standard you have selected.

You must have at least one assessment in your module.

If you choose to have a second assessment, perhaps you can give a quiz using a site such as Survey Monkey or socrative.com. However, this would have to be addition to another

performance-based assessment. Students need to use technology tools to create a product based on information collected online.

Differentiation – You may include this as a separate page or embed it in another page, such as with the assessment(s). Please explain how different abilities and developmental levels are recognized in the module. Include a specific strategy that incorporates digital tools to effectively differentiate learning experiences.

At a minimum, your module must include: 2 forms of content delivery, 1 form of collaboration among students, 1 form of collaboration between teacher and students/parents, 1 assessment, and show differentiated learning experiences.

Consider any tools we have discussed in class as options, but you are not limited to those options. A helpful website to use as a resource for this project is sponsored by the Centre for Learning and Performance Technologies. They have published a top 100 Tools for Learning list: <http://c4lpt.co.uk/top100tools/> Use this assignment as an opportunity to explore the many free tools available to teachers that can be used in both face-to-face and online classes.

If you select to use weebly.com, here is a good help video:

http://www.youtube.com/watch?v=aBdOgTj7x7o&feature=player_detailpage

Please read the scoring guide below before completing your project. Also, please have someone do a peer review on a different computer and make sure every link works and they can access everything.

Submit the link to your website by the due date.

Online Teaching Module Rubric for Teacher Candidates

Performance Indicators	Performance Level Descriptors			
	Insufficient	Needs Development	Proficient	Exemplary
1. Teacher candidates model collaborative knowledge construction by engaging in learning with students,	The module includes strategies for facilitating knowledge construction and creative thinking in virtual environments.	The module includes teacher facilitation or knowledge construction, creative thinking, and collaborative	The module is an example of knowledge construction and creative thinking by teachers working collaboratively with individuals	The module shows knowledge construction and creative thinking by teachers in a variety of virtual learning environments

<p>colleagues, and others in virtual environments (ISTE 1; CAEP 1.5)</p>		<p>interaction by engaging in learning with students, colleagues, or others in virtual environments.</p>	<p>and groups, contributing to learning virtually.</p>	<p>and situations by engaging in real-world problem-solving with students, peers, and experts.</p>
<p>2. Teacher candidates design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity (ISTE 2; CAEP 1.5)</p>	<p>The module takes existing learning resources to research and collect information online and to create a digital product.</p>	<p>The module shows how teachers adapt learning experiences that include technology used to produce a product (report, presentation, etc.).</p>	<p>The module shows that teachers have adapted or created learning experiences that include students' use of technology tools to research and collect information online and to create a report, presentation, or other product.</p>	<p>The module shows that teachers design and customize technology-enriched learning experiences that engage students in developing research questions about real-world issues or problems, proposing and evaluating multiple creative solutions, and presenting a report to an audience, either face-to-face or virtual, for feedback.</p>
<p>3. Teacher candidates customize and personalize learning activities to address students' diverse learning styles,</p>	<p>The module includes learning activities that use digital tools and resources to address a variety of learning styles,</p>	<p>The module includes customized technology-based materials to address the learning styles, work strategies, and developmental</p>	<p>The module meets previous criteria PLUS Includes specific strategies that incorporate digital tools and resources to effectively differentiate</p>	<p>Module includes personalized learning experiences developed with students that are aligned with preferred learning styles, work strategies, and</p>

working strategies, and abilities using digital tools and resources (ISTE 2; CAEP 1.5)	work strategies, and abilities and developmental levels.	levels of individual students.	learning experiences.	abilities.
--	--	--------------------------------	------------------------------	------------

<p>4. Teacher candidates demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations (ISTE 3; CAEP 1.5)</p>	<p>The module shows that teachers have selected and used hardware and software best suited to particular learning experiences and plan student learning experiences that appropriately use these tools.</p>	<p>The module has shown that teachers have planned, managed, and facilitated students' understanding and use of hardware and software best suited to particular learning experiences.</p>	<p>The module shows that teachers have demonstrated and modeled efficient and effective use of a variety of digital tools and resources, selected tools and systems best suited to accomplish teaching, learning, and assessment activities, and transferred this knowledge to new technologies and situations.</p>	<p>The module shows that teachers have engaged with students in collaborative exploration of emerging technologies and investigated together how these tools can be used in real world situations to solve problems. The module shows have teachers have involved students in identifying and solving common hardware and software problems that occur in everyday use.</p>
<p>5. Teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation (ISTE 3; CAEP 1.5)</p>	<p>The module requires use of resources for communicating and collaborating with students and other stakeholders to share information and establish a connection between school and home environments.</p>	<p>The module requires teacher communication and collaboration with students and other stakeholders to share information and to support student creativity, innovation, and improved student learning outcomes.</p>	<p>The module involves effective teacher communication and collaboration with students, peers, parents, and/or community members using a variety of digital tools to support student learning, problem-solving, and the production of original works.</p>	<p>The module requires the use of a variety of digital environments and media to collaborate with project teams or learners of other countries and cultures to produce original works or solve shared problems.</p>
<p>6. Teacher candidates communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age</p>	<p>The module includes effective use of digital resources for communicating with students, parents, and peers.</p>	<p>Through the module, teachers communicate relevant information and ideas to students, parents, and peers using multiple digital media and formats.</p>	<p>The module shows that the most relevant, facilitative, and effective media has been selected for communicating specific types of information and ideas to students,</p>	<p>In addition to the three previous levels, The module includes use of digital tools, resources, and media to communicate information and ideas to a global audience, demonstrating</p>

media and formats (ISTE 3; CAEP 1.5)			parents, and peers.	cultural understanding.
--------------------------------------	--	--	---------------------	-------------------------

Some language adapted from: Copyright © 2005 Learning Point Associates. All rights reserved. NETS Standards are reprinted with permission from *National Educational Technology Standards for Students: Connecting Curriculum and Technology*, Copyright © 2000, ISTE (International Society for Technology in Education).

Stacie K. Pettit, Ph.D., is an Associate Professor and Middle Grades Program Coordinator in the Department of Teaching and Leading at Augusta University.

Susan Edwards, Ph.D., is a former faculty member at Augusta University. She teaches 7th grade math at Johnson County Middle School in Mountain City, Tennessee.