

# Online Teaching Portfolio

**Jonathan Sabo**

*ITEC 7482 – Facilitating Online Learning*

**Spring 2019**

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## Artifact 1 – Course Schedule

### PSC Online Teaching Endorsement Standards:

Candidates will apply experiences as an online student to develop successful strategies for teaching online. (II.iv.I)

#### Math of Finance Course Schedule

Day/Date	Activities	Items Due	Notes to students
<b>Introduction</b>			
2/27/2019	Orientation to course navigation and introductions	<ul style="list-style-type: none"> <li>• Scavenger Hunt</li> <li>• Introduction</li> </ul>	Make sure you are comfortable with course navigation
<b>Auto Ownership</b>			
3/4/2019	Auto Ownership lesson on Costs of owning and leasing a vehicle	<ul style="list-style-type: none"> <li>• Operation and Maintenance Discussion</li> <li>• Dream Car Purchase</li> </ul>	
3/11/2019	Complete Auto Ownership Module	<ul style="list-style-type: none"> <li>• Peer Response on Dream Car Purchase</li> <li>• Quiz</li> </ul>	Optional: complete Module feedback
<b>Home Ownership</b>			
3/18/2019	Home Ownership lesson on costs associated with a home purchase	<ul style="list-style-type: none"> <li>• Home Purchase Discussion</li> </ul>	
3/25/2019	Complete Home Ownership Module	<ul style="list-style-type: none"> <li>• Peer Response on Home Discussion</li> <li>• Quiz</li> </ul>	Optional: complete Module feedback
<b>Budgeting</b>			
4/1/2019	Budgeting lesson	<ul style="list-style-type: none"> <li>• How will budgeting benefit you? Discussion</li> <li>• Budgeting Discussion</li> </ul>	
4/11/2019	Complete Budgeting Module	<ul style="list-style-type: none"> <li>• Peer Response on Budgeting Discussion</li> <li>• Quiz</li> </ul>	Optional: complete Module feedback

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

As an online student, one of the most valuable tools to me is having a detailed course schedule. It is important for me to be able to see all course requirements written in one place. This course schedule was created in order to help my students stay on pace with the expectations. The schedule is clearly broken into sections based on the modules that were covered in the course. Within each section, they are able to see the activities that need to be completed and items that need to be turned in. Students are also given additional notes for additional things they should know and could do at the end of the module.

**Artifact 2 – Online Course Prep Checklist****PSC Online Teaching Endorsement Standards:**

Candidates will demonstrate the ability to anticipate challenges and problems in the online classroom. (II.iv.II)

Candidates will continually review all materials and Web resources for alignment with course objectives and standards and or appropriateness. (II.v.I)

# Online Course Prep Checklist

Jonathan Sabo

## Design Course Homepage

- Welcome Message
- Provide office hours
- Create announcement section
- Make all course material easily accessible

## Provide Course Information

- Course Outline
- Contact Information
- Course Expectations
- Course calendar for all important dates
- Provide information about disability accommodations
- Syllabus
- Course resources and grading rubrics
- Information for creation of parent observer accounts

## Settings

- Set start and end dates
- Create sections
- Add Students
- Set course navigation
- Confirm that gradebook is accurately set up

## Management

- Test all links
- Test all course navigation and check for accessibility issues
- Test that all media works
- Check all assessment keys
- Check that all assessments are aligned to learning outcomes

## Orientation

- Create an orientation page with links to tutorials
- Use scavenger hunt activity to help students get oriented
- Provide opportunity for students to break the ice

## Tech Requirements

- Identify the best web browser for course resources
- Create a list of tech requirements for students

## Publish

- Publish all assignments, modules, and pages that students need access to
- Publish the course

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

This checklist was created to ensure that a course is adequately prepared. The course should have a homepage that is welcoming and provides all necessary information. Information should be included that helps students to stay organized and understand the course expectations. Settings should be created that helps the course runs smoothly. All assignments, quizzes, external links, and resources should be checked to ensure that they are in working order and aligned to course standards. Tech resources should be reevaluated in order to evaluate what works best with course resources. All of these items on the checklist will help ensure that they course will run smoothly.

### Artifact 3 – Online Learning Resources

#### PSC Online Teaching Endorsement Standards:

Candidates will demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. (I.i.VII)

Candidates will model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts. (I.i.VIII)

FOUNDATIONS U
MORTGAGE CALCULATOR
Advanced Version — For the Nerds

Do you know your original loan amount?  
 Yes  No

What is the original loan amount?  
 \$

When was the loan issued?

For how many years is the loan?  
 years

What is the annual interest rate on the loan?  
 %

Your payment:  
 \$0 /month

How much extra do you plan to pay monthly? (optional)  
 \$

On what date will you start your extra payments? (optional)

Show Results

EARLY PAYOFF SAVINGS:

\$0

0-YEAR AMOUNT PAID:  
**\$0**

WITH EXTRA PAYMENT:  
**\$0**

MORTGAGE PAYOFF

\$1 \_\_\_\_\_

\$1 \_\_\_\_\_

\$0 \_\_\_\_\_

■ Payoff Time    ■ Accelerated Payoff  
■ Interest Paid    ■ Accelerated Interest Paid

Payment Schedule    🔍  
Zoom

What if I gave up:  
Nothing
Coffee
Restaurants
Pizza
Soda
Lunch
?

Email Results

\*Our calculation only includes the principal and interest of the payment. Escrow is not included.



The screenshot shows the 'GAZELLE BUDGET LITE' interface. At the top, a red banner contains the title 'GAZELLE BUDGET LITE'. Below this, a white box contains the text: 'Create a budget in 60 seconds!' followed by 'Are you having a hard time with creating a zero-based budget? Use our Gazelle Budget Lite software to create a sample budget in less than 60 seconds.' Below the text is a grey input field with the placeholder text 'Enter your monthly income...'. At the bottom of the interface is a prominent red button with the white text 'Next'.

**Reflection: (100-125 words)** - Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Many of the resources used throughout this learning experience are housed within Canvas. Some of those resources include assessments, discussions, conferences, collaborations, and many other tools. These artifacts represent a couple of external tools that were valuable to my students. The mortgage calculator was used to give students an opportunity to play with numbers and see how their future mortgage could be affected. They were quickly able to see the impact of lowering their interest rate, paying more per month, or shortening their term. The budget builder helped students create their first budget. After putting their monthly income in, they were given suggestions of how to direct their income. It was on their shoulders to reflect and make adjustments. These tools are examples that give students a visual of the mathematical calculations that are happening. Other emerging technologies are being created that address a great variety of standards

**Artifact 4 – Learning Styles****PSC Online Teaching Endorsement Standards:**

Candidates will differentiate instruction of students' learning styles and needs and assist students in assimilating and accommodating meaningful information. (II.i.IX)

Learning Styles Inventory

Jonathan Sabo

Kennesaw State University

February 2019

Everyone has their own their own unique learning style. It is important for teachers to have an understanding of their own personal learning style and have an idea of what types of learning styles are present in their courses. After personally completing a learning styles inventory, I discovered that Math and Body Movement (Kinesthetic) are my strongest matching personalities. I also scored highly in Nature, Self, Spatial, Social, and Language. Music was by far my lowest scoring intelligence. It comes as no surprise that math is listed as one of my intelligences since I am a math teacher. Body movement is also a good match since I like to stay active and often learn by doing things.

According to the intelligence assessment, as a mathematical person I like to see the relation of things and understand how they work. Body movement is also a natural fit. As a mathematical thinker, I feel it is important for me to understand how something works, then as a body movement learner I like to make it work. I also see myself as a visual learner. The usual process for me to learn something new is to start by seeing someone else complete the task. This could be in the form of watching a video or having them show me in person. After I see them complete the task, I am ready to try it on my own. After gaining an understanding of how or why a concept works then actually putting my hands on it and actually do it, I am usually able to master a concept. Since this method works so well for me the first temptation is always to provide instruction to my students in the same manner.

From my experience in a face-to-face classroom this process for learning does not work for all students. There are a variety of learning styles present in a classroom and I need to be prepared to meet their needs. Some of my students may be spatial learners who require graphic organizers to help them make sense of a topic. They may be students who have a strength in language and require a story that helps them connect to the material. Some students are social learners and will need the opportunity to work in groups in order to discuss the material being learned. There will also be nature learners who will gain inspiration from things in the outside world. Musical learners could benefit from any form of incorporating music into the classroom. This could be in the form of connecting content to a song or just simply playing music in the background. It is often difficult for a teacher to

incorporate all of these intelligences into a face-to-face classroom, but doing so will prove beneficial for their students.

An online learning environment provides many opportunities for targeting as many of these intelligences as possible. Language learners will benefit from opportunities to write about what they are learning. They could be provided with an opportunity to write a story about the concept that is to be learned. There are many features available through Microsoft that will support spatial learners. Microsoft Word and the new Microsoft Edge browser will label different types of words such as nouns. Long passages can also be broken apart by syllable, color-coded and the number of lines visible may be limited. Musical students could be allowed to demonstrate their mastery using a song. FlipGrid discussions can be created for students to submit a video recording of a song that they have created. There are many social opportunities within an online course. A natural place for social gatherings to take place is in the discussion board. Students can also complete collaborative assignments using Google Drive, a wiki, or another online collaborative tool. Some students are very reflective and identify with the self-intelligence. Working on the computer is already a natural fit for them. They could benefit from a journal that is built into a course. This journal is a great opportunity for a teacher to gain a greater understanding of what the student is learning from the course. Online learning makes it possible to personalize the learning experience for each student. This provides opportunities for students to make choices about how they will learn throughout the course. Online learning also has the potential for students to make choices for how they will demonstrate mastery of the content in the course. Provided with these opportunities, students are going to be able to reach their maximum achievement. Through the course discussions and seeing the work of others, they will be able to further develop intelligences that may not come natural to them.

### References

*Multiple Intelligences for Adult Literacy and Education*. (n.d.). Literacy Works. Retrieved from <http://literacynet.org/mi/home.html>

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

It is important for an online teacher to understand that everyone learns differently. By completing this artifact, I discovered that Math and Kinesthetic are my top two learning styles. In future online courses that I teach, I think I will have my students complete learning styles inventory. With the knowledge of how everyone learns this unlocks many paths for differentiation. A teacher could harness the power of technology to provide students with options for personalized learning. This would provide students to all master they standards in their own way. Giving students the opportunity to understand how they learn will also empower them find areas where they can succeed in the future. They will also be able to communicate their personal learning needs with future teachers.

### **Artifact 5 – Course Syllabus**

#### **PSC Online Teaching Endorsement Standards:**

Candidates will provide an effective online syllabus that lays out the terms of the class interaction for both teacher and students, defines clear expectations for both teacher and students, details the grading criteria and appropriate and inappropriate behavior for students, and explains the course organization to students. (II.ii.III)

Candidates will provide an online syllabus with objectives, concepts, and ideas, and learning outcomes in a clearly written, concise format. (II.ii.IV)

Candidates will provide clearly defined statements informing students what to expect in terms of your response time. (II.ii.VII)



**Course Information:**

Welcome to Mr. Sabo's 12<sup>th</sup> grade Math of Finance blended course. This course will include online learning and traditional learning methods. We will use our learning management system (Canvas) throughout this course. You can find Canvas at [www.hallco.instructure.com](http://www.hallco.instructure.com).

Course Title: Mathematics of Finance  
Instructor: Mr. Sabo  
Grade Level: 12

This course does not have a textbook. All resources will be found on Canvas throughout the course. I will be available for tutoring every morning between 7:45 and 8:25.

**Contact Information:**

- E-mail: [Jonatan.Sabo@hallco.org](mailto:Jonatan.Sabo@hallco.org)
- School Phone:
- You may send me a message through Canvas.

\*I will return all messages within 24 hours.

**Teacher Communication:**

The most efficient way to contact me is through either e-mail or a Canvas message. You may also contact me on my classroom phone at (770) 983-7331. I will respond within 24 hours to any message.

**Course Description:**

In Mathematics of Finance, students focus on the mathematics needed to understand and make informed decisions related to personal finance. The Georgia Standards for this course can be found at <https://www.georgiastandards.org/Georgia-Standards/Frameworks/Mathematics-of-Finance-Standards.pdf>. General topics covered include earning, spending and saving, credit, simple loans, auto ownership, home ownership, insurance, investment, retirement planning, and budgeting.

**Learning Outcomes**

1. Students will be able to use fractions, percents, and ratios with 80% accuracy as they solve problems related to stocks, banking, taxes, rent, mortgages, and retirement planning.
2. Students will be able to use functions with 80% accuracy as they solve problems related to stocks, banking, taxes, rent, mortgages, and retirement planning.
3. Students will be able to analyze the characteristics of functions that apply to financial situations with 80% accuracy.
4. Students will be able to use formulas to interpret investments with 80% accuracy.
5. Students will use matrices to solve financial problems with 80% accuracy.
6. Students will be able to use area, volume, scale factor, and scale drawings for housing with 80% accuracy.
7. Students will be able to analyze data that can be found in the stock market, retirement planning, transportation, budgeting, and home rental or ownership.

8. Students will be able to display data using bar graphs, line graphs, stock bar charts, candlestick charts, box and whisker plots, stem and leaf plots, stem and leaf plots, circle graphs, and scatterplots to display financial data.

### **Topics by Week:**

The following topics will be covered in this course:

- Earning ( 6 weeks)
- Spending and Saving (3 weeks)
- Credit (3 weeks)
- Simple Loans (2 weeks)
- Auto Ownership (2 weeks)
- Home Ownership (2 weeks)
- Insurance (3 weeks)
- Investment (3 weeks)
- Retirement Planning (4 weeks)
- Budgeting and Planning (2 weeks)

### **Expectations of Student Participation:**

Students are expected to:

1. Participate in all in class and online activities.
2. Log in to Canvas daily.
3. Complete all online and paper assignments that are posted on Canvas.
4. Write one discussion post as a reflection for each week.

Respond to at least one classmate's reflection.

### **Student Communication Expectations:**

- All communication should be positive and respectful.
- All writing should have correct grammar.
- Proof read all work before submitting.

### **Late Work Policy:**

Please contact me if you will be late completing an assignment.

- First late assignment will receive a warning for the first day and a 10% penalty for each additional day the assignment is late.
- All other late assignments will receive a 10% penalty for each day the assignment is late.

### **Grading Policy:**

Your Final Average will be calculated based on the following:

#### **Yearly Average 80%**

- 40% Formative Assessment (Homework, Classwork, Discussions, Quizzes, Progress Checks, etc.)
- 60% Summative Assessment (Topic Assessments and Real World Solution Projects)

#### **Final Exam 20%**

- Cumulative Portfolio over material covered throughout the year.

**Grading Scale for Hall County Schools:**

- A: 90% - 100%
- B: 80% - 89%
- C: 70% - 79%
- F: Below 70%

**Assessments:**

Your learning will be assessed in several ways.

- Each topic will be broken into several modules. These modules will each have an end of module quiz that will measure your mastery of the objectives for the module.
- Each topic will have a cumulative assessment that measures your mastery of all modules in the topic.
- In order to demonstrate knowledge of the topic you will also be solving a real world problem that is related to each topic. Each student will meet with the instructor in order to get their problem and their plan for presenting the solution approved.

**Academic Honesty:**

Students must complete their own assignments. Students will be notified when they are allowed to collaborate on assignments. Academic dishonesty is defined as turning in any work that is not your own. All written assignments will be submitted to Turn it in.

The North Hall High School code of conduct states that cheating on school assignments is subject to a zero grade for the assignment, substitute assignment, detention, parent conference, and/or in-school suspension.

The instructor reserves the right to select the appropriate punishment for each instance of academic dishonesty.

**Acceptable Use Policy:**

The Hall County Schools Acceptable Use Agreement can be found here

<https://www.hallco.org/web/acceptable-user-agreement/#toggle-id-1>. This agreement should be read thoroughly but the key points are:

- Technology should be used for educational purposes only and not personal use.
- All activity on the Hall County Schools network is recorded and can be monitored.
- Student is responsible for keeping login information secure. You should never login to someone else's account.
- Students should not install or upload material to a Hall County Computer without permission.
- Parents are responsible for personal devices that are brought to school.
- Technology use is a privilege and inappropriate use is subject to disciplinary action.

**Student Right to Privacy:**

The Family Education Rights and Privacy Act (FERPA) gives parents and students rights with student education records. These rights are:

1. Parents have the right to review education records within 45 days of requesting access.
2. Parents have the right to request an amendment of any records that are inaccurate or misleading.
3. Personal information is protected and parents must provide written consent for it to be released, unless authorized by FERPA.
4. Directory information such as name, address, phone number, birth date, e-mail address, participation in school activities, weight and height of athletes, dates of attendance, honors, photographs, and grade level may be released unless requested otherwise.

More information can be found here

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. Feel free to contact me with any additional questions.

### **Technology Requirements:**

The following technology items are needed.

1. Computer with internet access.
2. Google Account (Provided by District)
3. Canvas Account (Provided by District)
4. Calculator (Ti-30 or above)

Feel free to contact me with any technical issues.

### **Students with Disabilities:**

The Hall County School District does not discriminate on the basis of race, national origin, sex, religion, or disability. The board of Education complies with the requirements of Title VI, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and all accompanying regulations.

Students will receive all reasonable and necessary accommodations in this course. Please contact me with any requests for accommodations.

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.




A syllabus is included that contains all necessary components based on the standards. The syllabus serves as the first place that students and necessary stakeholders will go when trying to find necessary information about the course. From this syllabus, all stakeholders are able to quickly identify this information such as instructor contact information, student and instructor expectations, learning outcomes, and grading procedures. This experience will provide a foundation for all course syllabi that I create for future courses. I now have a clear understanding of the components that are expected for online courses. Through this experience and all future experiences, I will continue to refine this syllabus in order to give all stakeholders a much clearer picture of the expectations and procedures that will take place in the course.

### Artifact 6 – Orientation

#### PSC Online Teaching Endorsement Standards:

Candidates will explain the course organization to students. (II.i.III)

☰ ▾ Introduction Complete All Items ✓ + ⋮

☰  <b>Introduction</b> View <span>✓</span> <span>⋮</span>
☰  <b>Scavenger Hunt</b> 10 pts   Score at least 7.0 <span>✓</span> <span>⋮</span>
☰  <b>Introductions</b> 10 pts   Contribute <span>✓</span> <span>⋮</span>

#### Scavenger Hunt

 Keep Editing This

 This is a preview of the published version of the quiz

Started: Apr 23 at 1:09am

#### Quiz Instructions

#### Questions

- [? Question 1](#)
- [? Question 2](#)
- [? Question 3](#)
- [? Question 4](#)
- [? Question 5](#)
- [? Question 6](#)
- [? Question 7](#)
- [? Question 8](#)

Time Elapsed: [Hide](#)  
1 Minute, 18 Seconds

☐ **Question 1** 1 pts

On which of the following pages can you find information about your teacher?

- Teacher Site
- Student Canvas Guide
- Math of Finance Syllabus
- Course Calendar

☐ **Question 2** 1 pts

This link on the Home page will take you to Table of Contents created by Canvas that will guide you through many features of the course.

- Teacher Site
- Student Canvas Guide
- Course Resources
- Course Calendar

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

An online course can be an intimidating place. Especially for a student completing a course for the first time. I feel that it is necessary for students to be allowed to take some time in the beginning to become familiar with the course resources and navigation. This orientation module was developed in order to support the students in this process. The two main components of this section include a scavenger hunt and an introduction discussion board. The scavenger hunt is a quiz that encourages students to explore all resources and a navigation of the course. In the future, I will consider incorporating more information about submitting assignments and in depth scenarios for accessing the resources. The Introduction discussion was a place for students to learn about each other. I was surprised to see how much the students enjoyed this discussion and will consider incorporating these as a recurring theme throughout future courses.

## Artifact 7 – Student Engagement & Higher Order Thinking

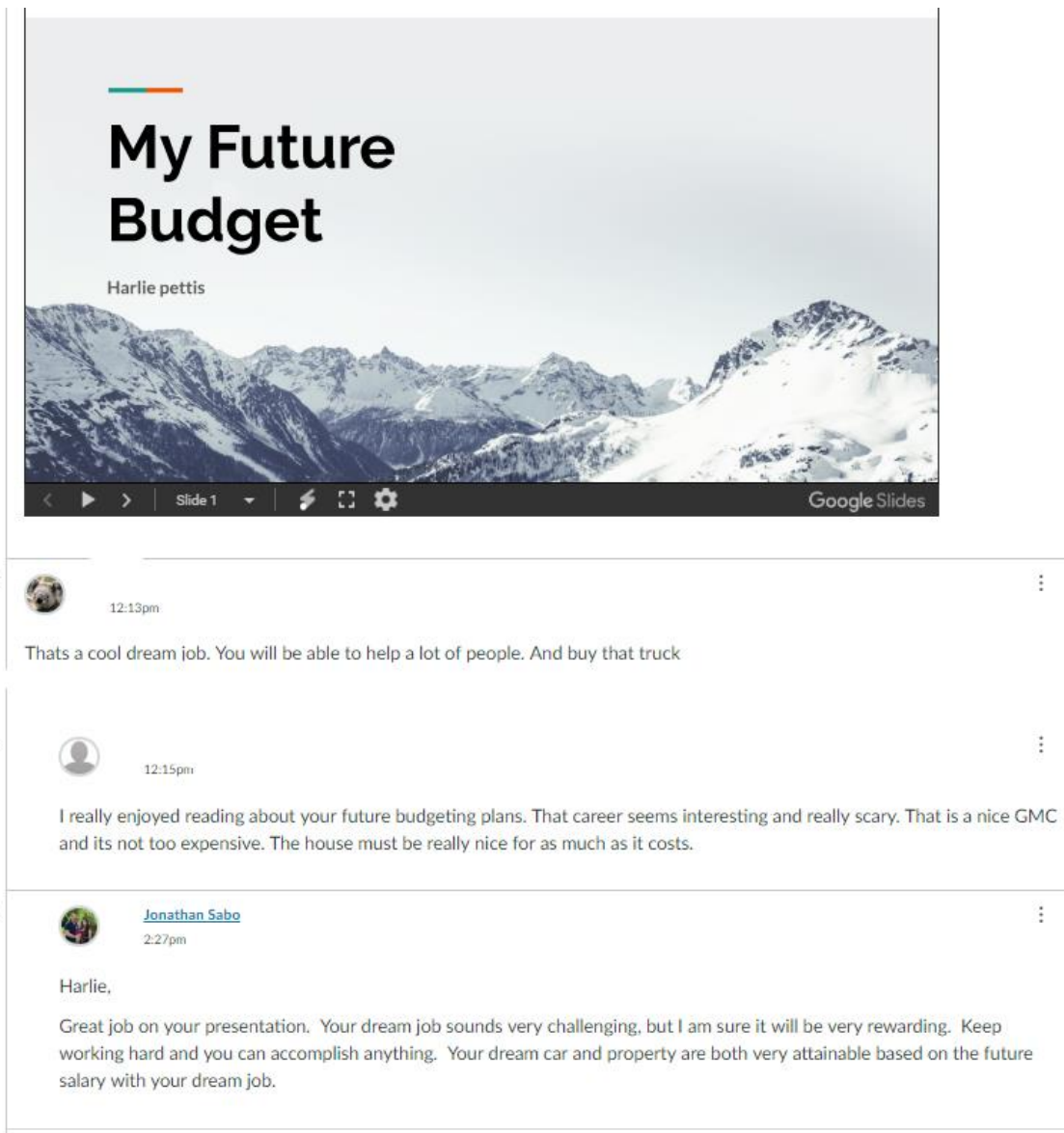
### PSC Online Teaching Endorsement Standards:

Candidates will demonstrate effective strategies and techniques that actively engage students in the learning process, in designing, and assessing online learners and instruction. (II.i.I)

Candidates will apply technology to engage students' higher order thinking skills and creativity. (II.i.XI)

Candidates will promote collaborative learning through reflection and social negotiation. (II.i.V)

Candidates will lead online instruction groups that are meaningful, project-based, inquiry-oriented. (II.i.VII)



**My Future Budget**  
Harlie Pettis

12:13pm  
That's a cool dream job. You will be able to help a lot of people. And buy that truck

12:15pm  
I really enjoyed reading about your future budgeting plans. That career seems interesting and really scary. That is a nice GMC and it's not too expensive. The house must be really nice for as much as it costs.

[Jonathan Sabo](#)  
2:27pm  
Harlie,  
Great job on your presentation. Your dream job sounds very challenging, but I am sure it will be very rewarding. Keep working hard and you can accomplish anything. Your dream car and property are both very attainable based on the future salary with your dream job.



### Course Evaluation:

What did you learn about purchasing a car?

- Pay cash for cars dont take out loans
- I learned to listen and not talk unless needed to.
- It is very easy to spe [redacted] you don't have in order to purchase a vehicle.
- Pay in cash and don
- |

What did you learn about Purchasing a home?

- Houses should be affordable and income should be considered
- Big down payment 15 year mortgage |
- Its a complicated process that takes time and commit [redacted]

What did you learn about budgeting?

- Putting money back for emergency
- Budgeting can help you make smarter money decisions
- 

What was your favorite part of this course?

- |
- 
- 
-

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Two ways of engaging students used in this experience included discussions and collaborative google documents. Students were expected to submit several of their assignments to course discussion boards. I feel that this pushed students to make their assignments more complete and creative. This also allowed them to collaborate as they discussed and reflected on the assignments of others. Students also collaborated on a course evaluation. This allowed them to collaborate with others to develop a full list of concepts learned throughout the course. The Learning Management system made it much easier for students to share their work and comment on the work of others. This also allowed them to work together to create a shared vision of what they have accomplished through completing the course.

## Artifact 8 – Differentiation

### PSC Online Teaching Endorsement Standards:

Candidates will differentiate instruction of students' learning styles and needs and assist students in assimilating and accommodating meaningful information. (II.i.IX)

Use student data to inform instruction, assist students in their own time and task management, monitor learner progress with available tools, and develop intervention plans for unsuccessful learners. (II.ii.V)

## Mastery Demonstration 2

Published

Edit



Find a home that you would like to purchase. Find the down payment, Loan amount and monthly payment

### Mastery Demonstration for calculating Mortgage Payments.

You are responsible for choosing your method of demonstrating mastery. examples include creating a short video, writing a paper, having a verbal discussion with the teacher, etc. The method of demonstrating mastery should be approved before work begins.

### Synchronous Learning Opportunity

One week before the deadline for this assignment, there will be a synchronous learning opportunity. You will have the opportunity to ask questions about the content and brainstorm methods of demonstrating mastery.

- The Synchronous session will be accessed from the "Conference Tab" on the left side of the page.

### Activity by Date

Date	Page Views	Actions Taken
2019-04-25	0	2
2019-04-24	30	3
2019-04-23	52	5
2019-04-18	39	3
2019-04-16	6	1
2019-03-29	9	1
2019-03-28	22	1
2019-03-26	8	1
2019-03-25	13	0
2019-03-21	39	1
2019-03-20	17	2
2019-03-19	49	3
2019-03-18	37	4
2019-03-14	32	3
2019-03-13	32	4
2019-03-11	16	2

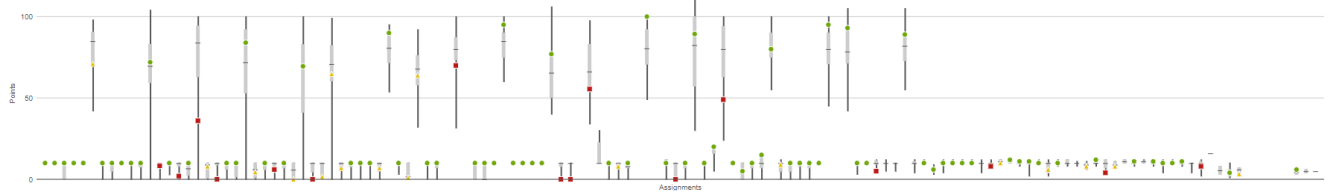
Submissions

● On Time ▲ Late ■ Missing



Grades

▭ Total Range ▭ 25th-75th Percentile ▭ Median ● Good Score ▲ Fair Score ■ Poor Score



**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning

Differentiation means providing students with opportunities to choose how they learn material and how they will demonstrate that they have learned the material. Throughout this course, students were able to choose different forms of learning such as reading an article or watching a video. For assignments, they were able to choose how they have mastered a concept such as writing a paper, creating a video or demonstrating mastery through a conversation with the instructor. The second and third artifacts demonstrate using student data. I am able to see a student's activity by date based on page views and actions taken. This helps me, as an instructor to determine if a student is spending adequate time learning the material. The other artifacts show a list of assignments and details about submissions and grade data in comparison with the rest of the class. These tools could be used to help students track what they have completed and understand what they still need to do.

## Artifact 9 – Accommodations & Modifications

### PSC Online Teaching Endorsement Standards:

Candidates will respect diverse talents and use strategies designed to include all students. (II.vi.I)

Candidates will provide activities, modified as necessary, that are relevant to special education modifications, student age, cultural background and experiences. (II.vi.II)

## Mastery Demonstration 2

Published

Edit



Find a home that you would like to purchase. Find the down payment, Loan amount and monthly payment

### Mastery Demonstration for calculating Mortgage Payments.

You are responsible for choosing your method of demonstrating mastery. examples include creating a short video, writing a paper, having a verbal discussion with the teacher, etc. The method of demonstrating mastery should be approved before work begins.

### Synchronous Learning Opportunity

One week before the deadline for this assignment, there will be a synchronous learning opportunity. You will have the opportunity to ask questions about the content and brainstorm methods of demonstrating mastery.

- The Synchronous session will be accessed from the "Conference Tab" on the left side of the page.

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

This course provided students with many opportunities to choose how they will demonstrate their mastery. Students were given options on many assignments where they had the opportunity to demonstrate their mastery by creating a presentation, video, writing a paper, or verbally discussing the content with the teacher. Other modifications throughout the course included extended time when necessary and multiple attempts on assessments. Technology really helped make all of these accommodations possible. With technology, students are able to create a variety of artifacts that demonstrate their mastery based on their strengths. The ease of immediate feedback make it much easier to identify and intervene when students need additional modifications. Online assessments make it easier to give students another chance if they are not able to demonstrate mastery on an assessment.

**Artifact 10 – Diversity****PSC Online Teaching Endorsement Standards:**

Candidates will respect diverse talents and use strategies designed to include all students. (II.vi.I)

## Mastery Demonstration 2

 Published

 Edit



Find a home that you would like to purchase. Find the down payment, Loan amount and monthly payment

**Mastery Demonstration for calculating Mortgage Payments.**

You are responsible for choosing your method of demonstrating mastery. examples include creating a short video, writing a paper, having a verbal discussion with the teacher, etc. The method of demonstrating mastery should be approved before work begins.

**Synchronous Learning Opportunity**

One week before the deadline for this assignment, there will be a synchronous learning opportunity. You will have the opportunity to ask questions about the content and brainstorm methods of demonstrating mastery.

- The Synchronous session will be accessed from the "Conference Tab" on the left side of the page.



**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Students within the course had a diverse range of talents. A learning style inventory is a valuable tool that can help a teacher identify the diverse talents that are present in the course. It is necessary to differentiate learning in order to give these students a chance to shine based on their talents. Throughout the course, students were given a variety of opportunities to choose how they would demonstrate mastery based on their strengths. Extroverted students had the opportunity to create either a video, presentation, or verbally demonstrate mastery with me. Introverted students had more traditional opportunities such as writing about their understanding of the material. Given options, students had a greater level of comfort as they worked through the material.

## Artifact 11 – Community Building

### **PSC Online Teaching Endorsement Standards:**

Candidate will create and maintain a community by creating value, effective facilitation, and an environment of trust. (II.i.III)

#### Netiquette

Netiquette is a term that refers to our manners online. Below are some guidelines for how to interact with others in our online learning environment.

- Keep all discussion posts on topic. Try not to post information that is not related to the original assignment.
- Avoid typing in ALL CAPS. Typing in all caps gives the impression that you are screaming.
- Your tone is not communicated online. Avoid posting angry or sarcastic comments.
- Always say please and thank you when receiving help from classmates.
- Respect the opinions of your classmates.
- Treat everyone else the way you would like to be treated.

Please watch this video for additional advice on Netiquette



https://m034.rna1.blindsidenetworks.com/html5client/join?sessionToken=yse1uwjhisaf6dga

Math of Finance Conference

## Leasing vs. Buying

- **Pros:** Affordable way to get a new car if you need it for work (i.e., real estate, contractor)
- **Cons:** Paying for and maintaining a car you will never own, mileage limit, damage charges
- Use “Should I Lease or Purchase an Auto?” calculator at [www.smartaboutmoney.org](http://www.smartaboutmoney.org).

18

Slide 18

200%

Mar 7, 2019

dont look at your radio when youre driving or youll have to pay a lot of money. dont let mechnics overprice you and try and fool you

Reply

Jonathan Sabo  
Apr 8, 2019

Thanks for Contributing

It is definitely a good idea to keep your eyes on the road. That will save you a lot of money down the road. It might be a good idea to visit multiple mechanics until you find one that you trust.

Reply

Mar 7, 2019

gas a month for my truck is 700 dollars and oil change is 60. reason why its so much is because i put a lift on my truck and i get bad gas mileage.

Reply

Jonathan Sabo  
Apr 8, 2019

Thanks for contributing

Wow, that is a lot of money for gas. The cost of gas is definitely something to consider when purchasing a car.

Reply

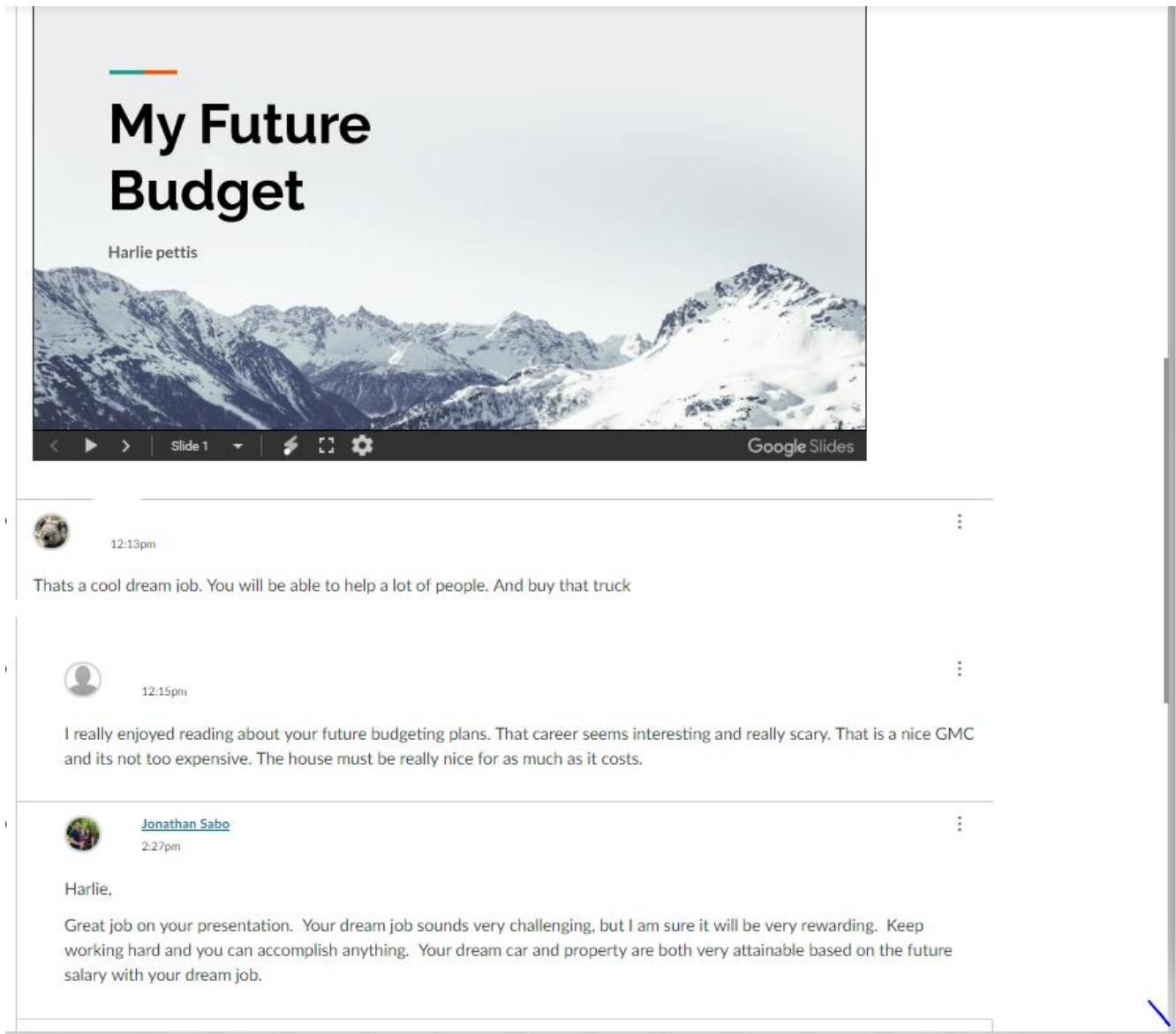
**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Community was the first priority of this course. Many of the students of this course do not have a lot of experience interacting with others online in an education environment. One of the first topics we addressed was netiquette. I wanted to make sure that students understood the importance of online manners. With their new knowledge, we were able to do some community building through introductory discussion boards. Students were immediately engaged during the orientation module as they felt as if they were communicating through an online chat. Students also had several options to participate in online conferences. This provided us with additional opportunities to discuss the course material.

**Artifact 12 – Teacher-Student Communication****PSC Online Teaching Endorsement Standards:**

Candidates will consistently model effective communication skills and maintain records of applicable communications with students. (II.ii.I)

Candidates will facilitate regular and frequent teacher-student interaction in a variety of ways. (II.ii.II)



The image shows a screenshot of a Google Slides presentation titled "My Future Budget" by Harlie Pettis. The slide features a background image of a snowy mountain range. Below the title, the author's name "Harlie Pettis" is displayed. The slide is viewed in a Google Slides interface, with navigation controls and the "Google Slides" logo visible at the bottom.

Below the slide, there are three messages of feedback from students:

- Message 1:** 12:13pm. "Thats a cool dream job. You will be able to help a lot of people. And buy that truck"
- Message 2:** 12:15pm. "I really enjoyed reading about your future budgeting plans. That career seems interesting and really scary. That is a nice GMC and its not too expensive. The house must be really nice for as much as it costs."
- Message 3:** 2:27pm. From [Jonathan Sabo](#). "Harlie, Great job on your presentation. Your dream job sounds very challenging, but I am sure it will be very rewarding. Keep working hard and you can accomplish anything. Your dream car and property are both very attainable based on the future salary with your dream job."

**Math of Finance Conference**

A: Money and Relationships  
 B: Careers and Taxes  
 C: Giving

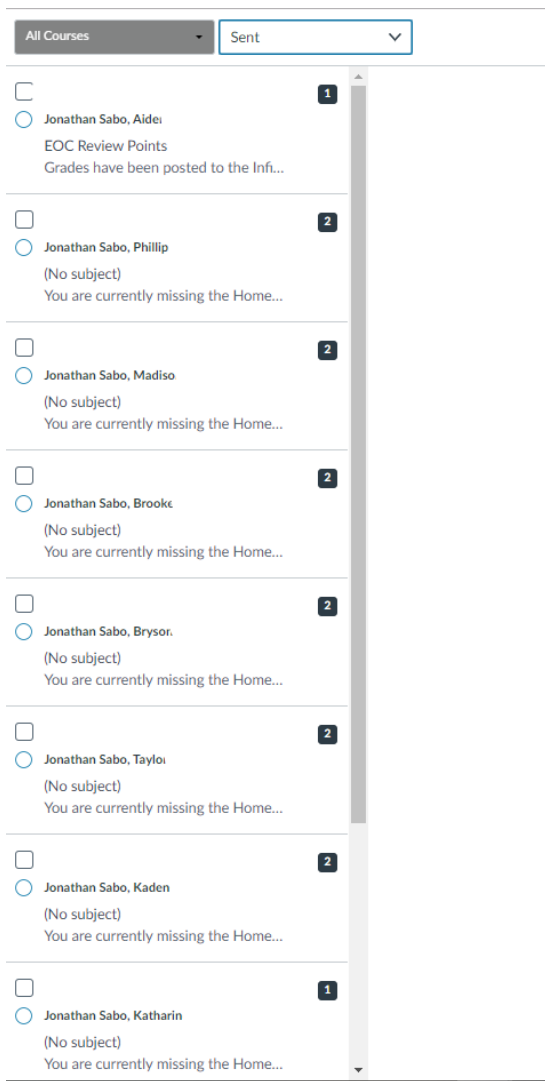
Option	Votes	Percentage
A	5	71%
B	1	14%
C	0	0%

Waiting for responses (6/7) ...

Back to polling options

Users	Response
Harlie	A
Jonathon	A
Katharine	A
Madison	A
Taylor	A
Joshua	B
Joh...	-

Slide 1 | 100%



**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Since this was a blended course, there were many opportunities for communication. Face to face communication were used frequently. Discussion boards were used as a method of communication. This provided me with the opportunity to provide direct feedback to individual students based on their work. Other students were also able to benefit from the feedback since it was visible for everyone. Online Synchronous sessions were also conducted through the conference tool in Canvas. I also was able to communicate with students through the Canvas inbox. This provided to opportunity to send students a direct message that would nudge them to complete a missing assignment or provide them with positive feedback. All of these methods of feedback were important for helping the students succeed.

**Artifact 13** – Teacher-Parent Communication

Candidates will utilize synchronous and asynchronous tools effectively (i.e., discussion boards, chat tools, electronic whiteboards, etc.). (I.i.IV)

Candidate will facilitate regular and frequent teacher-parent interaction in a variety of ways. (II.ii.II)

Welcome to Mr. Sabo's Canvas Course for Analytic Geometry. Use the Recent Assignments link to see assignments that we are currently working on. Use the Grades link to see your grade on all assignments.



Analytic Geometry Honors

Mr. Sabo

---

[Jonathan.Sabo@hallco.org](mailto:Jonathan.Sabo@hallco.org)

NHHS: 770.983.7331

Emails returned within 24 hours

[TeacherSite](#) 

[Student Canvas Guide](#) 

[Observer Canvas Guide](#) 



Role	Last Activity	Total Activity	
Student	Apr 25 at 9:56am	23:24:04	⋮
Student	Apr 25 at 9:10am	20:03:27	⋮
Student	Apr 24 at 9:11am	115:07:08	⋮
Student	Apr 19 at 11:10am	30:26:52	⋮
Student	Apr 25 at 9:59am	31:18:47	⋮
Student	Apr 25 at 10am	24:36:52	⋮
Student	Apr 24 at 9:11am	25:11:59	⋮
Student	Apr 24 at 9:11am	24:09:35	⋮
Student	Apr 24 at 5:17pm	42:51:02	⋮
Student	Apr 25 at 9:04am	35:01:35	⋮
Observing: [redacted]			⋮
Student	Apr 24 at 10:01am	23:18:45	⋮
Student	Apr 25 at 10am	25:53:17	⋮
Student	Apr 24 at 10:18pm	19:23:54	⋮
Student	Apr 24 at 9:11am	24:06:32	⋮
Student	Apr 19 at 10:09am	23:00:21	⋮
Observing: [redacted]			⋮
Student	Apr 19 at 9:09am	22:34:11	⋮
Observing: [redacted]		02:40	⋮
Student	Apr 24 at 9:12am	25:16:53	⋮

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

A variety of tools was used for communicating with parents. A valuable feature that is available for parents is called the parent observer role. If they sign up for an account with this role they are able to see monitor their child's progress in the course. I always encourage all parents to sign up for this. From the artifact, you can see that several individuals have signed up for this account. Through the Canvas platform, parents are able to communicate directly through the Inbox feature. E-mail is also used frequently for communicating with parents. These communications were essential for providing parents with positive feedback about their student or opportunities to intervene if their student is not being successful.

## Artifact 14 – Student-Student Communication

### PSC Online Teaching Endorsement Standards:

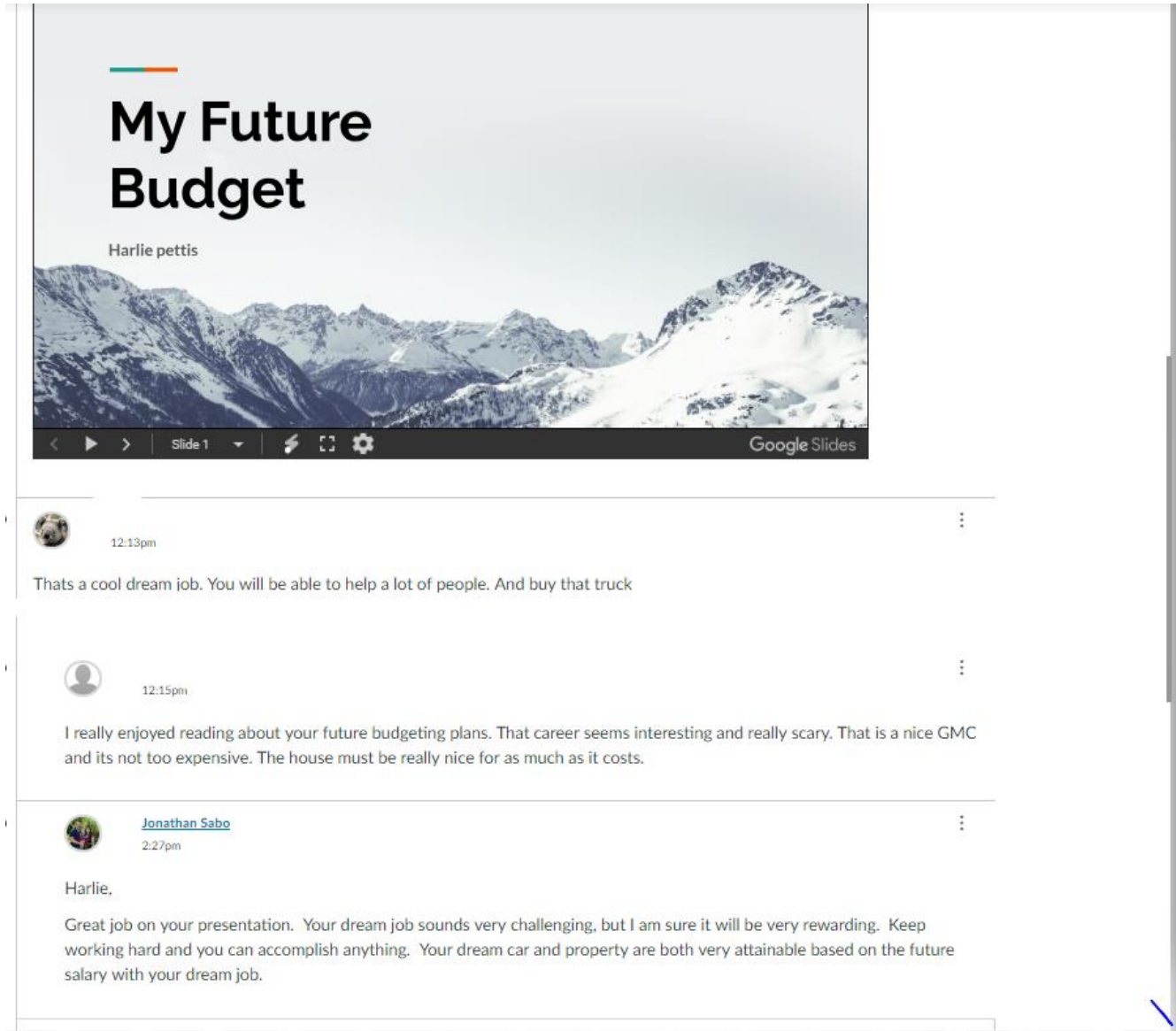
Candidates will utilize synchronous and asynchronous tools effectively (i.e., discussion boards, chat tools, electronic whiteboards, etc.). (I.i.IV)

Candidates will facilitate and monitor appropriate interaction among learners. (II.i.IV)

Candidates will encourage collaboration and interaction among all students. (II.vi.III)

Candidates will model and demonstrate effective moderator techniques to facilitate active student participation. (II.i.VIII)

Candidates will facilitate regular and frequent student-student interaction in a variety of ways. (II.ii.II)



The image shows a Google Slides presentation titled "My Future Budget" by Harlie Pettis. The slide features a background image of a snowy mountain range. Below the slide, there is a chat conversation with three messages:

12:13pm  
Thats a cool dream job. You will be able to help a lot of people. And buy that truck

12:15pm  
I really enjoyed reading about your future budgeting plans. That career seems interesting and really scary. That is a nice GMC and its not too expensive. The house must be really nice for as much as it costs.

Jonathan Sabo  
2:27pm  
Harlie,  
Great job on your presentation. Your dream job sounds very challenging, but I am sure it will be very rewarding. Keep working hard and you can accomplish anything. Your dream car and property are both very attainable based on the future salary with your dream job.

### Course Evaluation:

What did you learn about purchasing a car?

- Pay cash for cars dont take out loans
- I learned to listen and not talk unless needed to.
- It is very easy to spe [redacted] you don't have in order to purchase a vehicle.
- Pay in cash and don
- |

What did you learn about Purchasing a home?

- Houses should be affordable and income should be considered
- Big down payment 15 year mortgage |
- Its a complicated process that takes time and commit [redacted]

What did you learn about budgeting?

- Putting money back for emergency
- Budgeting can help you make smarter money decisions
- 

What was your favorite part of this course?

- |
- 
- 
-

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Students were given opportunities to communicate synchronously and asynchronously. Discussions were the most common form of asynchronous communication. Students were reminded about the importance of netiquette. They were able to review the work of all of their classmates and provide comments about what they thought about their work. Students communicated synchronously through Google Doc collaborations and conferences within Canvas. The Google Doc collaborations allowed students to create a shared product that demonstrates their learning. Online Conferences provided opportunities to discuss content, ask questions, share their presentations, and take informal quizzes. Students were able to get a lot of practice in communicating and collaborating online through these learning experiences.

## Artifact 15 – Synchronous Collaboration Tool

### PSC Online Teaching Endorsement Standards:

Candidates will utilize synchronous tools effectively (i.e., chat tools, web conferencing, virtual electronic whiteboards, etc.). (I.i.IV)

The screenshot displays a web browser window with a sidebar on the left and a main content area on the right. The sidebar includes sections for Messages (Public Chat), Notes (Shared Notes), Polling (Polling), and Users (10 users listed: Jonathan Sabo, Harlie, John, Jonathon, Joshua, Katharine, Madison, Taylor).

The main content area is titled "Math of Finance Conference" and shows a poll titled "Polling". The poll instructions state: "Leave this window open to allow others to respond to the poll. Selecting 'Publish polling results' or navigating back will end the poll." The poll results are displayed as a bar chart and a table:

Option	Count	Percentage
A	5	71%
B	1	14%
C	0	0%

Below the poll results, it says "Waiting for responses (6/7) ..." and provides a "Back to polling options" button. A table of user responses is also visible:

Users	Response
Harlie	A
Jonathon	A
Katharine	A
Madison	A
Taylor	A
Joshua	B
Joh...	-

The main content area also displays a presentation slide titled "A: Money and Relationships", "B: Careers and Taxes", and "C: Giving". A smaller version of the poll results table is shown in the bottom right corner of the slide:

A	5	83%
B	1	17%
C	0	0%

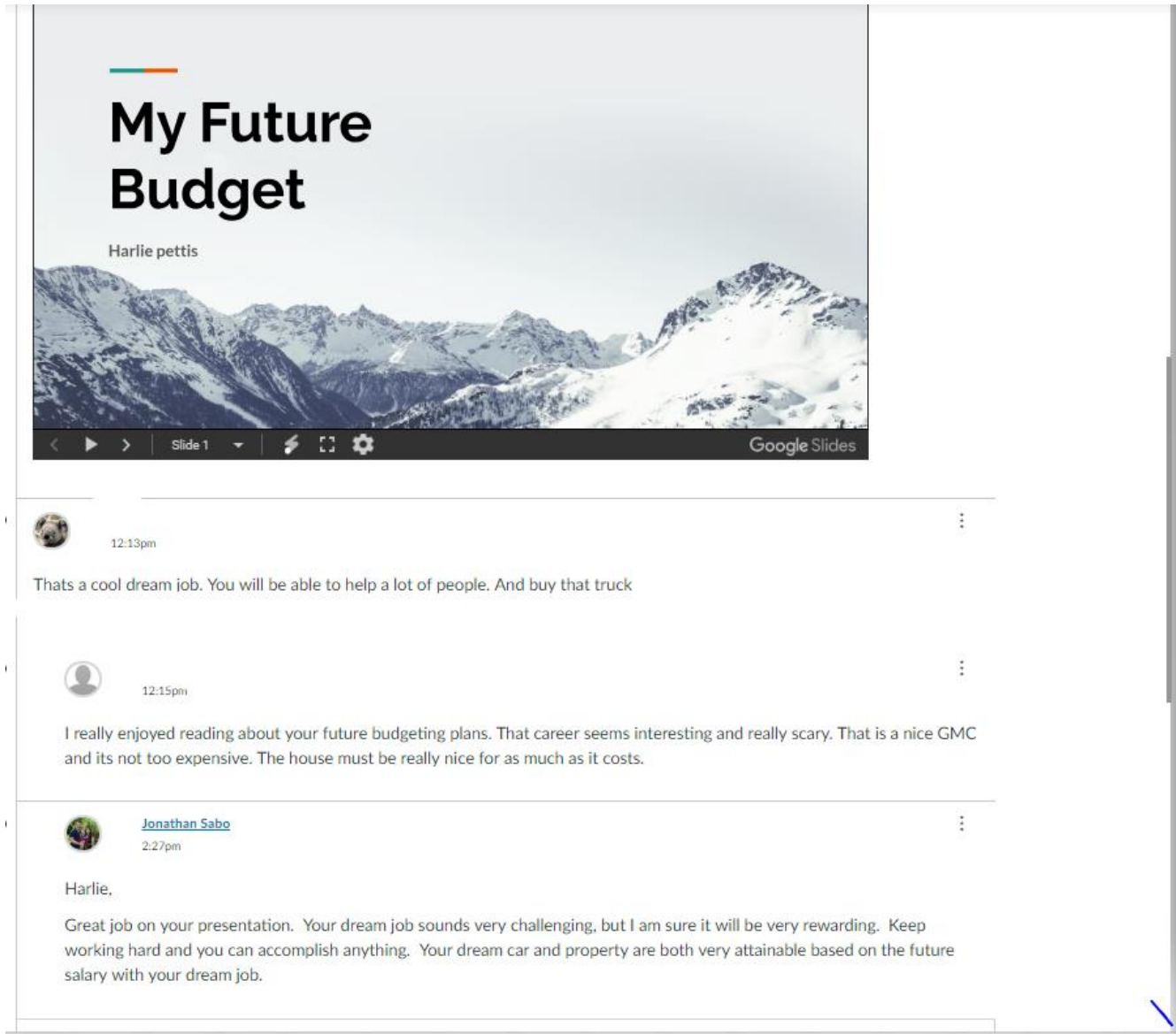
The interface includes a navigation bar at the bottom with a "+" button, a "Slide 1" indicator, and zoom controls.

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

The online conference feature that is built into Canvas was used. Using this tool, I was able to provide clarifications on content that was learned through the modules. Students enjoyed being able to immediately ask questions by either typing into the chat or raising their hand and speaking up in the conference tool. The polling tool was also helpful for collective formative feedback and asking students about their opinion on certain topics. The novelty of the conference tool seemed to also add a new level of engagement. Many of them have never experienced using a program like this in class. They enjoyed the opportunity to immediately get their questions out there instead of having to wait for a teacher to call on them like in a traditional class.

**Artifact 16** – Asynchronous Collaboration Tool**PSC Online Teaching Endorsement Standards:**

Candidates will utilize asynchronous tools effectively (i.e., discussion boards, email, announcements/news, etc.). (I.i.IV)



The image shows a screenshot of a Google Slides presentation titled "My Future Budget" by Harlie Pettis. The slide features a background image of snow-capped mountains. Below the title, the author's name "Harlie Pettis" is visible. The Google Slides interface at the bottom shows "Slide 1" and the "Google Slides" logo.

Below the slide, there are three comments from other users:

- Comment 1:** 12:13pm. "Thats a cool dream job. You will be able to help a lot of people. And buy that truck"
- Comment 2:** 12:15pm. "I really enjoyed reading about your future budgeting plans. That career seems interesting and really scary. That is a nice GMC and its not too expensive. The house must be really nice for as much as it costs."
- Comment 3:** 2:27pm by [Jonathan Sabo](#). "Harlie,  
Great job on your presentation. Your dream job sounds very challenging, but I am sure it will be very rewarding. Keep working hard and you can accomplish anything. Your dream car and property are both very attainable based on the future salary with your dream job."



**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

A variety of asynchronous tools was used throughout the course. Students were able to complete many of the assignments at their own pace and post them to the discussion boards. They were able to comment on the work of others through the discussion boards. E-mail and Inbox messages were used for teacher student communication and student-to-student communication. Announcements were used frequently to help keep students on pace with the course schedule and provide clarifying information. The ability to communicate asynchronously really promoted more discussion between the students. Students who are not available at the same time are able to get together at different times and discuss a topic.

Candidates will utilize asynchronous tools effectively (i.e., discussion boards, email, announcements/news, etc.). (I.i.IV)

### Artifact 17 – Formative Assessment

#### PSC Online Teaching Endorsement Standards:

Candidates will use student data to inform instruction, assist students in their own time and task management, monitor learner progress with available tools, and develop intervention plans for unsuccessful learners. (II.ii.V)

Purchase Vs. Lease  
Due: No Due Date - Math

12/13 8.83 / 10 (88%) 1/13  
Graded Average

John

Name:  
Math of Finane  
Purchase Vs. Lease

Melissa is in need of a new car before shoe goes off to college in the fall. She has narrowed down her search and has decided to purchase a brand new Honda Civic. The MSRP starts at \$17,665. With the options she wants, the MSRP ends pu being \$18,867. The Invoice Price of the car is \$17,002, the Destination Fee is \$770, and the cost of the 5-speed Automatic option is \$1095.

**Should she Purchase or Lease the Car?**

If she purchases the car the dealership offers:

- \* 0.9% APR for up to 36 months or
- \* 1.9% APR for up to 60 months

If she leases the car, the dealership offers:

- \* \$179 per month for 36 months
- \* \$1,999 due at signing
- \* Includes down payment with no security deposit
- \* May only drive 12,000 miles per year
- \* Option to purchase at lease end \$12,237.75

**Complete the following table to help Melissa determine whoter she should lease or purchase the car.**

Purchase	0.9% APR for 36 months	1.9 % APR for 60 months	Lease	\$179 per month for 36 months
Monthly Payment	\$ 631.39	\$ 329.87	Monthly Payment	\$ 179.00
			Due at Signing	\$ 1,999.00
Total Interest Paid Over term of the loan	\$ 263.04	\$ 925.20	Total Amount Paid at Lease End	\$ 6,443.00
			Amount Financed Post Lease	\$ 12,237.75
Total Amount Paid at Loan End	\$ 19,130.04	\$ 19,792.20	Total Amount Paid at Loan End	\$ 20,680.75

Should she Purchase of Lease the Car?

**Submitter**

Submitted Files: (click to load)  
[purchase or lease.xlsx](#)

**Assessment**  
Grade out of 10

**Assignment Comments**

John,

✕

You did a great job with these calculations.

Jonathan Sabo

Add a Comment

Submit

[Download Submission Comments](#)

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Students were able to receive feedback in a variety of ways. They were formatively assessed through discussion boards, synchronous sessions, quizzes, and conversations. This artifact shows an assignment that was created as a formative assessment. Students completed these when it was necessary to understand how to do a calculation. On this, artifact students fill in each of the green cells on the spreadsheet. The spreadsheet contains a formula that will make the cell turn green if the answer is correct and turn red if the answer is incorrect. This was a helpful tool for students since they were able to receive immediate feedback on their answers. Students are also given unlimited opportunities to attempt the problem until they get it correct. This assignment could be adapted for a variety of math assignments. It could even be used in other content areas since excel can determine if a word matches the correct answer.

### Artifact 18 – Targeted Feedback

#### PSC Online Teaching Endorsement Standards:

Candidates will provide timely, constructive feedback to student assignments. (II.ii.VI)

Budgeting Discussion  
Due: No Due Date - Math

12/13 Graded 78.33 / 100 (78%) Average 2/13  
Joshua Fowler

The submissions for this assignment are posts in the assignment's discussion. Below are the discussion posts for Joshua Fowler, or you can [view the full discussion](#).

from Budgeting Discussion Apr 23, 2019 12:10pm

from Budgeting Discussion Apr 23, 2019 12:15pm

I really enjoyed reading about your future budgeting plans. That career seems interesting and really scary. That is a nice GMC and its not too expensive. The house must be really nice for as much as it costs.

Submitted: Apr 23 at 12:10pm

Assessment  
Grade out of 100  
95

Assignment Comments  
Josh,  
Great job with your budgeting presentation. Good luck with your career aspirations. Your budget is very reasonable based on your career. I enjoyed reading about your plans. Keep up the hard work, you can do anything you want to do.  
Please make sure you respond to 2 classmates in the future.  
Jonathan Sabo, Apr 29 at 1:59am

Add a Comment

Submit

Download Submission Comments

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Students were given feedback in a variety of ways. They completed quizzes and received immediate feedback, completed template assignments and received immediate feedback, received feedback from collaborations, synchronous sessions, and through discussion boards. This artifact is an example of a discussion board. Students posted many of their major assignments to discussion boards where they were able to receive feedback from both peers and the instructor. I feel that including peer feedback encouraged students to try to create the best product possible. In future courses I plan to incorporate many more online assignments. Through the Learning Management System, it is easy to provide clear feedback on assignments. The feedback is immediately delivered to the student instead of them waiting to receive their paper back.

## Artifact 19 – Quiz/Test

### PSC Online Teaching Endorsement Standards:

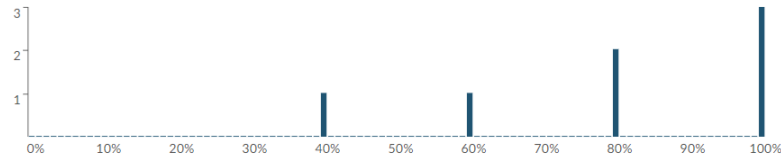
Candidates will provide continuous evaluation of students, to include pre- and post- testing as well as student input throughout the course. (II.v.IV)

Candidates will review student responses to test items in online testing software to identify issues in testing or pedagogical strategies. (III.iii.II)

### Quiz Summary

Section Filter Student Analysis

Average Score **80%**
     
  High Score **100%**
     
  Low Score **40%**
     
  Standard Deviation **21.38**
     
  Average Time **01:22**



### Question Breakdown

Attempts: 7 out of 7 +0.75  
Discrimination Index

Most millionaires have become millionaires by:

Option	Number of Respondents	Percentage
Stealing from the poor	0	0%
Inheriting their fortune	2	29%
Playing the lottery	0	0%
Buying and paying cash for used cars	5	71%

71% answered correctly

Attempts: 7 out of 7 +0.65  
Discrimination Index

It is a myth that car payments are a way of lie and you'll always have them.

submitted	attempt	1502437: N	20	1502438: I	20	1502439: A	20	1502440: V	20	1502441: I	20	n correct	n incorrec	score
2019-04-01	1	Inheriting	0	TRUE	20	TRUE	20	Start with	0	FALSE	20	3	2	60
2019-04-01	2	Buying an	20	TRUE	20	TRUE	20	Start with	0	FALSE	20	4	1	80
2019-04-01	1	Inheriting	0	TRUE	20	TRUE	20	Plan your	0	FALSE	20	3	2	60
2019-03-11	1	Inheriting	0	FALSE	0	TRUE	20	Place you	0	FALSE	20	2	3	40
2019-03-11	1	Buying an	20	TRUE	20	TRUE	20	Start with	0	FALSE	20	4	1	80
2019-03-11	1	Buying an	20	TRUE	20	TRUE	20	Explore nev	20	FALSE	20	5	0	100
2019-03-11	2	Buying an	20	TRUE	20	TRUE	20	Explore nev	20	FALSE	20	5	0	100
2019-03-11	1	Buying an	20	FALSE	0	TRUE	20	Place you	0	FALSE	20	3	2	60
2019-03-11	1	Buying an	20	TRUE	20	TRUE	20	Explore nev	20	FALSE	20	5	0	100

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

The Learning Management System provides countless opportunities to monitor quizzes and tests. On the Quiz Summary page, instructors are immediately able to see a distribution of all students who have completed an assessment. This will allow the instructor to immediately identify students who need targeted feedback. Quiz questions are even broken down more by each question. I am able to see how many students have chosen each answer choice. Canvas also provides a discrimination index. This allows the instructor to evaluate the effectiveness of the course in addressing the standards or fairness of the assessment questions. Instructors are also able to download an excel spreadsheet that provides the answer choices of each student. Using the Learning Management System I am immediately able to analyze the quiz and reflect on the learning of students and the effectiveness of the course.

Candidates will provide continuous evaluation of students, to include pre- and post- testing as well as student input throughout the course. (II.v.IV)

Candidates will review student responses to test items in online testing software to identify issues in testing or pedagogical strategies. (III.iii.II)

**Artifact 20 – Gradebook**

**PSC Online Teaching Endorsement Standards:**  
 Candidate will apply technology to increase productivity. (II.i.X)

Student Name	Secondary ID	Mastery Demonstration 1 Out of 100	Auto Quiz Out of 100	Dream Car Purchase or Lease Out of 100	Introductions Out of 10	Operation and Maintenance Costs Out of 10	Home Ownership Part 1 Out of 10	Budgeting Out of 100	Budgeting Post Assessment Out of 100	Home Quiz Out of 100	Mastery Demonstration 2 Out of 100
[Redacted]	[Redacted]	90	40	100	10	10	10	10	80	100	100
[Redacted]	[Redacted]	100	100	100	10	10	10	10	60	80	100
[Redacted]	[Redacted]	80 / 100	60	100	10	8	9	10	100	80	100
[Redacted]	[Redacted]	100	80	100	10	8	8	10	100	80	100
[Redacted]	[Redacted]	100	100	100	10	8	8	10	80	100	100
[Redacted]	[Redacted]	100	100	100	10	8	9	10	80	60	100
[Redacted]	[Redacted]	100	60	100	10	10	10	10	100	100	100
[Redacted]	[Redacted]	100	60	100	10	10	10	10	80	80	100
[Redacted]	[Redacted]	70	80	100	10	10	10	10	80	100	100
[Redacted]	[Redacted]	80	60	100	10	8	8	10	60	100	100
[Redacted]	[Redacted]	100	80	100	10	8	9	10	80	80	100
[Redacted]	[Redacted]	100	80	100	10	8	9	10	100	80	100



**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

The gradebook feature is a great tool for increasing productivity. This tool provides a visual reminder for what assignments need to be graded. This tool can also assist in tracking student progress. A student who is falling behind can easily be identified, as their gradebook will appear blank while other students have submission notifications. Canvas also provides an excellent iPad app called Speed Grader. This app provides notifications for assignment submissions and the instructor can access all assignment data here. The gradebook and speed grader have truly increased my productivity. Throughout these modules, I did not have to handle a single paper since all information was available online. I would like to implement a blended format across all of my courses and make my class paperless. This would increase my organization and productivity.

## Artifact 21 – Tracking Tools

### PSC Online Teaching Endorsement Standards:

Candidates will demonstrate awareness of observational data (i.e., tracking data in electronic courses, web logs, email, etc.) and its uses in monitoring course progress and effectiveness. (III.iii.III)

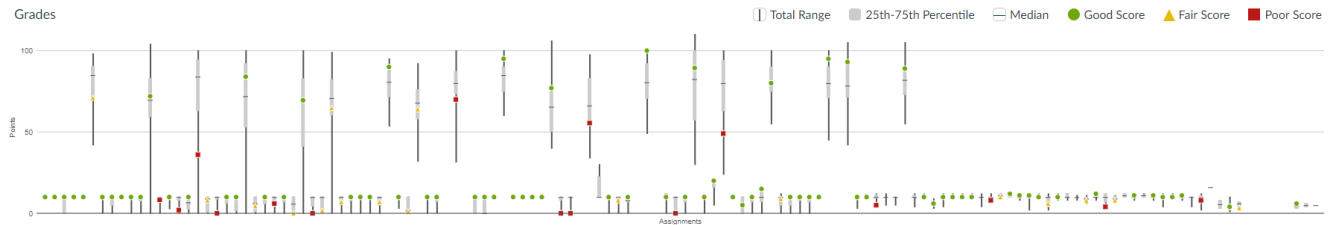
Activity by Date

Date	Page Views	Actions Taken
2019-04-25	0	2
2019-04-24	30	3
2019-04-23	52	5
2019-04-18	39	3
2019-04-16	6	1
2019-03-29	9	1
2019-03-28	22	1
2019-03-26	8	1
2019-03-25	13	0
2019-03-21	39	1
2019-03-20	17	2
2019-03-19	49	3
2019-03-18	37	4
2019-03-14	32	3
2019-03-13	32	4
2019-03-11	16	2

Submissions



Grades



**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

The online tracking tools are a valuable resource available through the Learning Management System. There are reports that show the number of page views for individual students each day. This provides the instructor with opportunities to evaluate effort by individual students. Each student has an individual submission report. This provides the instructor with the opportunity to identify missing assignments for individual students. Each student also has a chart that shows their grades in comparison to the rest of the class. These reports provide tools that can effectively monitor the progress of each student in the course. Teachers are able to track their students and intervene if student work is not leading to success in the course.

## Artifact 22 – Technical Support

### PSC Online Teaching Endorsement Standards:

Candidate will troubleshoot typical software and hardware problems. (I.i.V)

#### Necessary Technical Skills

- Ability to use a computer including operating a keyboard and mouse.
- Ability to organize files including saving, naming, copying, and placing in folders.

Tutorial for organizing files on Windows.



Tutorial for organizing files on Google Drive



- Ability to use Word, PowerPoint and Excel or an equivalent program.
- Ability to navigate through different pages of a website.

#### Technical Support

- If you have any technical issues please visit the [Canvas Student Guide](#) .
- Parent observers may find answers to technical issues in the [Canvas Observer Guide](#) .
- if your issue is not resolved by the resources above, please e-mail me at [JonathanSabo@hallco.org](mailto:JonathanSabo@hallco.org)

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math

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Devan , Jonathan Sabo

I got logged in Sabo thank you.

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Jonathan Sabo, Devar

Click login with Google. Your id is your student id@hallco.org<mailto:id@hallco.org>. That should take you to the launch point login screen. Let me know if you have any other questions.

Sent from my iPhone

math

Hey Sabo I cant get logged in on khanacademy because I forgot my username. could you tell me what my username is?

[Devan  
Devan  
<mailto:>

You can reply to this message in Canvas by replying directly to this email. If you need to include an attachment, please log in to Canvas and reply through the Inbox.

[https://lh3.googleusercontent.com/D1pgZeJzrBFc\\_n\\_EnEWpj9BQpVUaQ6xj2FY11ZaxhDN4c-x8X69DqfJ258Eb0u7sXyuvY1533FkaCouBv6131tpxMbd1CpjZDEMr2kN4t8\\_Epitm77c](https://lh3.googleusercontent.com/D1pgZeJzrBFc_n_EnEWpj9BQpVUaQ6xj2FY11ZaxhDN4c-x8X69DqfJ258Eb0u7sXyuvY1533FkaCouBv6131tpxMbd1CpjZDEMr2kN4t8_Epitm77c)  
View this message in Conversations <<https://hallco.instructure.com/conversations/100053>> | Update your notification settings<<https://hallco.instructure.com/profile/communication>>

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Devan , Jonathan Sabo

Hey Sabo I cant get logged in on khanacademy because I forgot my username. could you tell me what my username is?

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**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

During the course orientation, we spent some time discussing possible technical issues and solutions to them. The course resources also contains information about ideas for troubleshooting technical issues. Canvas provides great customer service and is able to help with most issues that arise. I am available through e-mail if students need assistance with trouble shooting an issue. I typically respond within 24 hours of receiving questions about needing help. This experience showed me the value of providing as much information as possible at the beginning of the course about navigating the technology. Some of these technology resources are new to our students and they are going to need a lot of support in the beginning as they learn how to use them.

## Artifact 23 – Acceptable Use

### PSC Online Teaching Endorsement Standards:

Candidates will use appropriate strategies and resources for dealing with student issues arising from inappropriate use of electronically accessed data or information. (II.iii.VI)

Started at Wed Apr 17 2019 13:06:24 GMT-0400 (Eastern Daylight Time)

Attempt **1**

### Action Log

- 00:02 ○ Session started
  - 00:04 ○ Answered the following questions: [#10](#) [#11](#) [#12](#)
  - 00:17 ⊗ Stopped viewing the Canvas quiz-taking page...
  - 00:17 ☑ Resumed.
  - 00:32 ☑ Resumed.
  - 00:47 ⊗ Stopped viewing the Canvas quiz-taking page...
  - 01:02 ☑ Resumed.
  - 01:02 ○ Viewed (and possibly read) question [#1](#)
  - 01:17 ⊗ Stopped viewing the Canvas quiz-taking page...
  - 01:18 ○ Answered question: [#1](#)
  - 01:47 ☑ Resumed.
  - 01:47 ○ Viewed (and possibly read) the following questions: [#2](#) [#3](#)
  - 02:02 ○ Viewed (and possibly read) question [#4](#)
  - 02:17 ○ Viewed (and possibly read) question [#5](#)
  - 03:12 ○ Answered question: [#2](#)
  - 03:21 ○ Answered question: [#3](#)
  - 03:33 ○ Answered question: [#4](#)
  - 03:48 ○ Answered question: [#5](#)
  - 04:08 ○ Answered question: [#5](#)
  - 04:18 ○ Answered question: [#6](#)
  - 04:32 ○ Viewed (and possibly read) question [#7](#)
  - 05:31 ○ Answered question: [#7](#)
  - 05:32 ⊗ Stopped viewing the Canvas quiz-taking page...
  - 05:32 ☑ Resumed.
  - 05:32 ⊗ Stopped viewing the Canvas quiz-taking page...
  - 05:47 ☑ Resumed.
  - 05:47 ○ Viewed (and possibly read) question [#8](#)
  - 05:47 ⊗ Stopped viewing the Canvas quiz-taking page...
  - 06:32 ☑ Resumed.
-

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

Online learning brings along many challenges of ensuring that students are doing exactly what they are supposed to be doing. The best strategy for ensuring that students use technology appropriately and honestly is to educate them on its importance. They need to see the value of appropriate use and honesty. Students need to be prepared to take ownership and be proud of their own work and accomplishments. One major issue that I run into is having students' access online information when they are supposed to be taking a quiz. Canvas does a great job of providing an access log that shows all actions taken by a student during a quiz. Instructors are not told exactly what the student is viewing if they leave Canvas, but my students are told that Canvas should be the only website open during an assessment. This is not a perfect fix, but it does provide some valuable data.



## **Artifact 24 – Course/Teacher Evaluation**

### **PSC Online Teaching Endorsement Standards:**

Candidates will provide opportunities for evaluating teaching effectiveness within the online environment (i.e., classroom assessment techniques, teacher evaluations, teacher peer reviews). (III.iii.IV)

### **Course Evaluation:**

**What did you learn about purchasing a car?**

- Pay cash for cars dont take out loans
- I learned to listen and not talk unless needed to.
- It is very easy to spend money you don't have in order to purchase a vehicle.
- Pay in cash and don't use money you don't have
- Pay cash dont go into debt with the bank.
- Your car does not have to be the newest top model it can be used

**What did you learn about Purchasing a home?**

- Houses should be affordable and income should be considered
- Big down payment 15 year mortgage
- It's a complicated process that takes time and commitment.
- Not to overpay for a house
- It's alot of money and consideration.
- 

**What did you learn about budgeting?**

- Putting money back for emergency
- Budgeting can help you make smarter money decisions
- Its easy to budget when you know what you are budgeting for, but its also easy to fall out of your own system when it comes to budgeting.
- That we should think twice before we buy something we dont need.
- Keeping money back in case of emergency.

**What was your favorite part of this course?**

- Learning about all the different ways to create a budget
- Real life lessons we will actually use the stuff we learned not like other math classes
- Being able to learn something that will benefit us by a lot with our lives.
- Learning how save money and make money
- Learning about banks and keeping track of your purchases.
- Learning how we can make mistakes with our money and not put it in the bank.

**If you could change anything about this course, what would it be?**

- I would try and go into some of the more complicated financial situations and how to handle it when you have a low income or no income at all.
- Use a little more paper and pencil work
- Nothing
- All year class more in depth on how the stock market works

**Reflection: (100-125 words)** Reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to your understanding of online teaching and learning.

The course was constantly evaluated throughout the implementation. Student assignment and assessment data as long as student feedback at the end of each module was used for measuring their effectiveness. At the end of the course, students completed a full course evaluation. This evaluation will help me as I identify which parts of each module found to be the most valuable. This will also help me identify what their biggest take away from each topic is. Students were also given opportunities to provide with specific parts of the course that they enjoyed the most and topics that they feel could be improved. This is all valuable information that will help me make improvements to the course that will promote greater engagement.

## *2. How the assessment is used in the program*

The Portfolio Assessment Rubric (PAR) is completed by the professor in *ITEC 7482, Facilitating K-12 Online Learning*, during the 3<sup>rd</sup> semester of the Online Teaching Endorsement program. The professor must review the contents of the entire portfolio, ensuring the quality of all artifacts and reflections. The professor must rate the candidate on each artifact and reflection included in the portfolio. The PAR assesses the following 31 PSC Online Teaching Endorsement standards: (I.i.IV), (I.i.V), (I.i.VII), (I.i.VIII), (II.i.I), (II.i.III), (II.i.IV), (II.i.V), (II.i.VII), (II.i.VIII), (II.i.IX), (II.i.X), (II.i.XI), (II.ii.I), (II.ii.II), (II.ii.III), (II.ii.IV), (II.ii.V), (II.ii.VI), (II.ii.VII), (II.iii.VI), (II.iv.I), (II.iv.II), (II.v.I), (II.v.IV), (II.vi.I), (II.vi.II), (II.vi.III), (III.iii.II), (III.iii.III), (III.iii.IV)

# Portfolio Assessment Rubric (PAR)

## Department of Instructional Technology

*ITEC 7482 – Facilitating Online Learning – 3<sup>rd</sup> Semester*

KSU Candidate:		Date:	
Professor Completing Assessment:			

Rating		Description
L1	No Evidence	<p>The candidate's performance offers no evidence of achieving this performance standard.</p> <ul style="list-style-type: none"> <li>Artifact does not demonstrate an understanding of the standard.</li> <li>Artifact does not demonstrate competency in online teaching.</li> <li>Reflection does not adequately detail the significance of the artifact (why it is important).</li> <li>Reflection does not describe how the artifact demonstrates mastery of the standard(s).</li> <li>Reflection does not describe how the artifact contributed to the candidate's understanding of online teaching and learning.</li> </ul>
L2	Limited Evidence	<p>The candidate's performance offers limited evidence of achieving this performance standard.</p> <ul style="list-style-type: none"> <li>Artifact does not sufficiently demonstrate an understanding of the standard.</li> <li>Artifact does not sufficiently demonstrate competency in online teaching.</li> <li>Reflection is very shallow and incomplete.</li> <li>Reflection does not sufficiently describe the significance of the artifact (why it is important).</li> <li>Reflection does not sufficiently describe how the artifact demonstrates mastery of the standard(s).</li> <li>Reflection does not sufficiently describe how the artifact contributed to the candidate's understanding of online teaching and learning.</li> </ul>
L3	Clear Evidence, <b>MEETS</b>	<p>The candidate's performance offers clear evidence of <u>MEETING</u> this performance standard.</p> <ul style="list-style-type: none"> <li>Artifact demonstrates a clear understanding of the standard.</li> <li>Artifact demonstrates a competency in online teaching.</li> <li>Reflection is thoughtful and meaningful.</li> <li>Reflection clearly describes the significance of the artifact (why it is important).</li> <li>Reflection clearly describes how the artifact demonstrates mastery of the standard(s).</li> <li>Reflection clearly describes how the artifact contributed to the candidate's understanding of online teaching and learning.</li> </ul>
L4	Clear, Consistent, and Convincing Evidence, <b>EXCEEDS</b>	<p>The candidate's performance offers clear, consistent, and convincing evidence of <u>EXCEEDING</u> this performance standard.</p> <ul style="list-style-type: none"> <li>Artifact clearly demonstrates expertise in implementation of the standard.</li> <li>Artifact clearly demonstrates an expertise in online teaching.</li> <li>Reflection is rich in description, analysis, and reflection.</li> <li>Reflection details the importance of the artifact and explains insights gained.</li> <li>Reflection details how the artifact demonstrates mastery of the standard(s).</li> <li>Reflection details how the artifact contributed to the candidate's understanding of online teaching and learning.</li> </ul>

ARTIFACTS	L1	L2	L3	L4
<p><b>Artifact 1 – Course Schedule</b> Given a template, candidates will develop a course schedule for an online course. Candidate will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.iv.I)</p>				
<p><b>Artifact 2 – Online Course Prep Checklist</b> Candidates will develop a list of items that an online teacher should review inside a course BEFORE the course is open to students (ex: broken links, missing images, gradebook setup, etc.). Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.iv.II), (II.v.I)</p>				
<p><b>Artifact 3 – Online Learning Resources</b> Candidates will explore the iNACOL and SREB websites and find two (2) resources that address questions or concerns they have about facilitating K-12 online learning. Candidates will summarize their findings and reflect on any lingering questions or concerns they have about teaching online. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (I.i.VII), (I.i.VIII)</p>				
<p><b>Artifact 4 – Learning Styles</b> Candidates will complete a learning styles inventory, describe their personal learning style, and describe what strategies they will use to accommodate different learning styles in an online classroom. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.i.IX)</p>				
<p><b>Artifact 5 – Course Syllabus</b> Given a template, candidates will choose a subject and a course and develop a syllabus for the subject/course. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.ii.III), (II.ii.IV), (II.ii.VII)</p>				
<p><b>Artifact 6 – Orientation</b> Candidates will include an artifact demonstrating how they effectively oriented students to the course. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.ii.III)</p>				
<p><b>Artifact 7 – Student Engagement &amp; Higher Order Thinking</b> Candidates will include an artifact demonstrating student engagement and the use of higher order thinking skills. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.i.I), (II.i.XI), (II.i.V), (II.i.VII)</p>				
<p><b>Artifact 8 – Differentiation</b> Candidates will include an artifact demonstrating their ability to differentiate instruction. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.i.IX), (II.ii.V)</p>				
<p><b>Artifact 9 – Accommodations &amp; Modifications</b> Candidates will research accommodations and modifications in an online learning environment and identify at least 3-5 strategies they will use when teaching an online class. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.vi.I), (II.vi.II)</p>				
<p><b>Artifact 10 – Diversity</b> Candidates will include an artifact demonstrating their ability to support diverse student needs. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.vi.I)</p>				

<p><b>Artifact 11 – Community Building</b> Candidates will include an artifact demonstrating their ability to create and maintain a community by creating value, effective facilitation, and an environment of trust. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.i.III)</p>				
<p><b>Artifact 12 – Teacher-Student Communication</b> Candidates will include an artifact demonstrating their ability to facilitate regular and frequent teacher-student interactions. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.ii.I), (II.ii.II)</p>				
<p><b>Artifact 13 – Teacher-Parent Communication</b> Candidates will include an artifact demonstrating their ability to facilitate regular and frequent teacher-parent interactions. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (I.i.IV), (II.ii.II)</p>				
<p><b>Artifact 14 – Student-Student Communication</b> Candidates will include an artifact demonstrating their ability to facilitate regular and frequent student-student interactions. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (I.i.IV), (II.i.IV), (II.vi.III), (II.i.VIII), (II.ii.II)</p>				
<p><b>Artifact 15 – Synchronous Collaboration Tools</b> Candidates will include an artifact demonstrating their ability to utilize synchronous tools effectively (i.e. chat tools, web conferencing, virtual electronic whiteboards, etc.). Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (I.i.IV)</p>				
<p><b>Artifact 16 – Asynchronous Collaboration Tools</b> Candidates will include an artifact demonstrating their ability to utilize asynchronous tools effectively (i.e. discussion boards, email, announcements/news, etc.). Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (I.i.IV)</p>				
<p><b>Artifact 17 – Formative Assessment</b> Candidates will include an artifact demonstrating their ability use student data to inform instruction, assist students in their own time and task management, monitor learner progress with available tools, or develop intervention plans for unsuccessful learners. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.ii.V)</p>				
<p><b>Artifact 18 – Targeted Feedback</b> Candidates will include an artifact demonstrating their ability to provide timely, constructive feedback on student assignments. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.ii.VI)</p>				
<p><b>Artifact 19 – Quiz/Test</b> Candidates will include an artifact demonstrating their ability to provide continuous evaluation of students or to review student responses to test items in online testing software to identify issues in testing or pedagogical strategies. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.v.IV), (III.iii.II)</p>				
<p><b>Artifact 20 – Gradebook</b> Candidates will include an artifact from their gradebook demonstrating their ability to apply technology to increase productivity. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.i.X)</p>				

<p><b>Artifact 21 – Tracking Tools</b> Candidates include an artifact demonstrating their ability to use tracking data in a learning management system to monitor course progress and effectiveness. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (III.iii.III)</p>				
<p><b>Artifact 22 – Technical Support</b> Candidates will include an artifact demonstrating their ability to troubleshoot typical software and hardware problems. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (I.i.V)</p>				
<p><b>Artifact 23 – Acceptable Use</b> Candidates will include an artifact demonstrating their ability to use appropriate strategies and resources for dealing with student issues arising from inappropriate use of electronically-accessed data or information. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (II.iii.VI)</p>				
<p><b>Artifact 24 – Course/Teacher Evaluation</b> Candidates will include an artifact demonstrating their ability to evaluate teaching effectiveness within an online environment. Candidates will reflect on why the artifact is important to online teaching, how it demonstrates mastery of the standards given, and how it contributes to their understanding of online teaching and learning. (III.iii.IV)</p>				