

Designing and developing an online teaching endorsement: Perspectives from teacher preparation institutions, departments of education, and online providers

1. Teachers are the single most important factor when it comes to adding value to student learning (Sanders & Horn, 1998) and teacher effectiveness, demonstrated to be paramount in face-to-face classrooms (Darling-Hammond, 2000), likely plays a large role in online and blended classrooms as well. Given the steady growth in online learning in the last decade, 1.8 million enrollments in the 2009-10 school year up from 600,000 in 2006 (Queen, Lewis, & Coopersmith, 2011), and an estimated 740,000 enrollments served by state virtual schools and over 300,000 students served by fully online schools in the 2012-13 school year (Watson, Murin, Vashaw, Gemin, & Rapp, 2013), it is somewhat surprising that so few states currently offer formal avenues of additional training and preparation of online and blended K-12 teachers. Only seven states (Georgia, Idaho, Michigan, Louisiana, South Carolina, South Dakota, and Utah) have online or distance education endorsements that teachers can pursue as add-ons to their existing teaching certificates. This panel explores the design and development considerations of a Michigan endorsement in online and blended teaching from a range of perspectives.

Kristen DeBruler, Kathryn Kennedy, and Joseph Freidhoff represent the Michigan Virtual University (MVU) which houses the state virtual school, the Michigan Virtual School (MVS), Michigan Learnport, a professional development portal, and the Michigan Virtual Learning Research Institute (MVLRI) which was tasked by the Michigan Legislature to, “recommend to the superintendent guidelines and standards for a new teacher endorsement credential related to effective online and blended instruction” (Public Act 201, 2012; Public Act 60, 2013).

Leanna Archambault is an assistant professor at Arizona State University. Her research interests include K-12 online learning and teacher preparation, the use of emerging technologies in education, and the educational implications of virtual environments. The perspective she brings is that of designing and developing both undergraduate teaching experiences in online and blended environments as well as an online and blended teaching endorsement from empirically established best practices. She was a Fellow for the MVLRI where she and Kristen DeBruler wrote the preliminary Legislative recommendation for the teacher endorsement.

Stein Brunvand is an Associate Professor at the University of Michigan-Dearborn and the current president of the Consortium for Outstanding Achievement in Teaching with Technology (COATT). Leigh Graves Wolf is an Assistant Professor at Michigan State University and secretary of COATT, a partnership among Michigan universities, colleges, schools, and educational professional organizations aimed at making our state first in the nation when it comes to training pre-service and practicing teachers to use technology as an effective teaching tool. He represents the perspective of the practical and logistical challenges of designing and developing an endorsement in online and blended teaching at the graduate level.

Leah Breen is the Assistant Director of the Professional Preparation and Development Unit inside the Michigan Department of Education. She approaches the design and development of an online and blended teaching endorsement from a state and national policy perspective.

Chairing the panel will be Susan Lowes, Teachers College Columbia University.

2. Titles & Panelists

- a. *Coordinating and Collaborating an Endorsement in Online Teaching*
Kristen DeBruler, Kathryn Kennedy, & Joseph Freidhoff, *Michigan Virtual University*
- b. *Necessary Elements of an Online Teaching Endorsement from a Teacher Preparation Perspective*
Leanna Archambault, *Arizona State University*
- c. Susan Lowes, *Teachers College Columbia University*
- d. *Practical Development and Coordination of an Online Teaching Endorsement from a Teacher Preparation Perspective*
Stein Brunvand & Leigh Graves Wolf, *Consortium for Outstanding Achievement in Teaching with Technology*
- e. *State and Federal Implications of Developing an Online Teaching Endorsement*
Leah Breen, *Michigan Department of Education*

3. Panel Organization – 1 hour

Time	Panel Topic	Presenter(s)
5 Minutes	A. Overview of online teaching and learning landscape in Michigan	
	<ol style="list-style-type: none"> i. Endorsement directive given to Michigan Virtual University by the Michigan Legislature ii. Overview of Michigan’s educational technology endorsement <ol style="list-style-type: none"> 1. Description 2. Current and Historical Impact iii. Overview of 21f legislation in Michigan 	Kristen DeBruler & Kathryn Kennedy
5 Minutes	B. Preliminary work on endorsement	
	<ol style="list-style-type: none"> i. National landscape of online teaching requirements ii. National landscape of preparation of online teachers 	Kristen DeBruler & Leanna Archambault

- i. At what level (undergraduate, professional development, or graduate) should teachers be introduced to and trained in online and blended teaching?
- ii. What role should online field experiences play in online and blended teacher preparation and training? How might those be practically coordinated with universities, departments of education and placement sites?
- iii. Should a teaching endorsement earned through a university be required to teach online? What would that mean for K-12 online course offerings? For whom would it be required (what constitutes “online” teaching) and should the requirement be phased in? Should competency based alternatives be offered for teachers with demonstrable experience of effective online teaching?

4. References

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Analysis Archives*, 8(1).

Michigan Public Act § No. 201 (2012).

Michigan Public Act § No. 60 (2013).

Queen, B., Lewis, L., & Coopersmith, J. (2011). Distance Education Courses for Public Elementary and Secondary School Students: 2009-10 NCEES 2012-008. Washington, DC: U.S. Department of Education National Center for Education Statistics.

Sanders, W. & Horn, P. (1998). Research findings from the Tennessee Value-Added Assessment System (TVAAS) database: Implications for educational evaluation and research. *Journal of Personnel Evaluation in Education*, 12(3), 247-256.

Watson, J., Murin, A., Vashaw, L., Gemin, B., & Rapp, C. (2013). *Keeping pace with K-12 online & blended learning: An annual review of policy and practice*. Evergreen, CO.: Evergreen Education Group.