

Online, research-based blended learning with job-embedded multi-modal learning. *We build teaching capacity!*



<http://literacysolutions.net>

**How to Successfully Roll Out Online
Professional Learning**



What was the best online course you ever took?

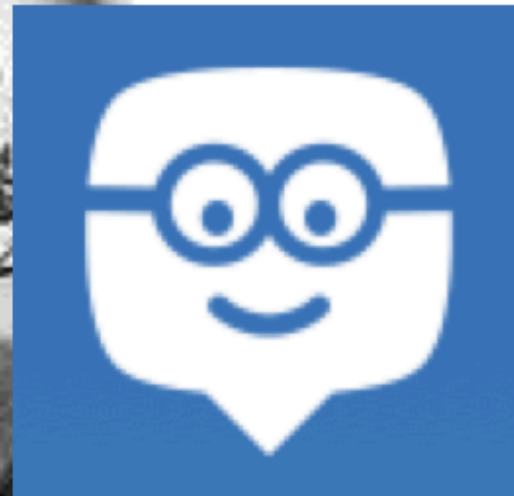
What was the worst online course you ever took?



+ What does the research say about online and blended learning?



moodle



WikiEducator
free elearning content

+ Knowledge Transfer: The Benefits of Blended Learning

- Teachers are more likely to **transfer new learning** from blended learning environments. Through **practice and reflection** using multimodal technologies - visual, auditory, and tactile.
- **Linkages in learner strengths and academic achievement were found to be stronger in asynchronous over synchronous** (Bernard et al., 2009).
- Multimodal learning leads to more **meaningful cognition** that includes the acquisition of new skills, pedagogy, and deeper knowledge of concepts learned.
 - Beach, 2012; Bernard et al., 2009; Blaschke, 2012; Cochrane, 2011; Littlefield, 2012; Macdonald & Poniatowska, 2011; Motterdam, 2006)



- Higher teacher attitudes toward implementation of new strategies in K-12 classrooms (Gayton, 2010).
- Increased teaching capacity and skills transfer from PD in hybrid learning environments (Dash et al., 2012).
- 21st century tools that include live and asynchronous interactive components, access to digital resources, communication, and facilitated collaboration are rated highly among teachers (Choy & Cheah, 2009).
- Scholarly discussions in online forums, collaboration on assignments, collaborative tools, viewing of video and other self-paced opportunities also rated highly.
- More opportunities for trial-and-error learning: contextual, hands-on nature in user-friendly learning environment leads to better retention and likelihood of transfer to classrooms
 - (Littlefield, 2012).

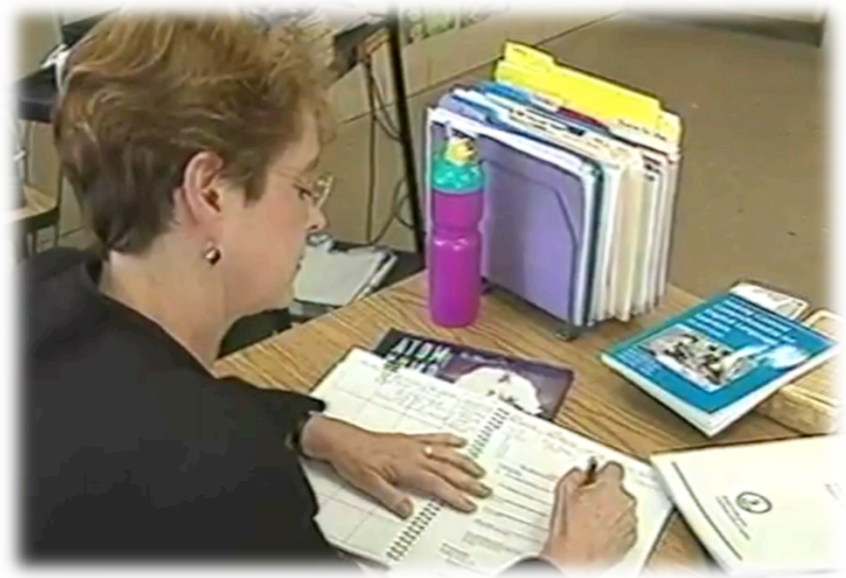
+ Components of Effective Online and Blended Learning:

- Combination of facilitator-led and/or self-paced
- Access to resources
- Use of multi-media
- Scholarly and on-going forum discussions, to include Wikis and blogs for pooling resources
- Job-embedded assignments
- Coaching in live or asynchronous environments
- ***Successful rollout***

+ We know what makes blended learning successful by design, but what about rollout?

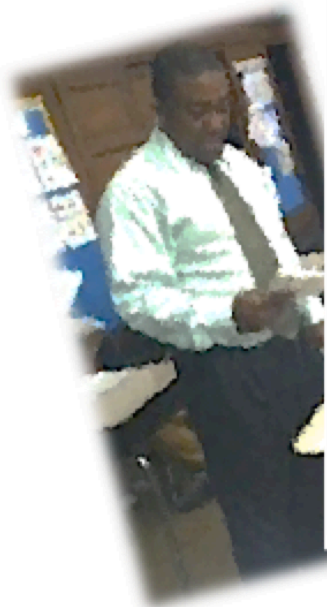
Getting buy-in is about:

- Knowledge/Capacity-building
- Relevancy
- Data
- Accountability
- Incentives
- Marketing



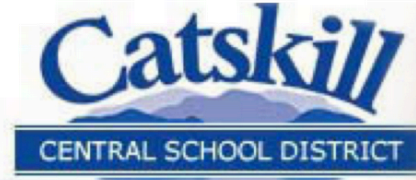
+ Lessons from the Field

- What worked
- What did not work
- What changes made a difference over time?





Knowledge and Capacity



- Held in-district turnkey trainer sessions on how to navigate, support, teach, and what the takeaways and resources were in order to support the learning.
- Held asynchronous sessions with turnkey people: coaches, admins, PLC leaders, and other support staff to help with roll out and support long-term
- Live consultancy sessions with teacher users to demonstrate course use, enrollment, and enlist teachers on the spot to enroll.

<http://xyzschool.literacysolutions.net/moodle/>

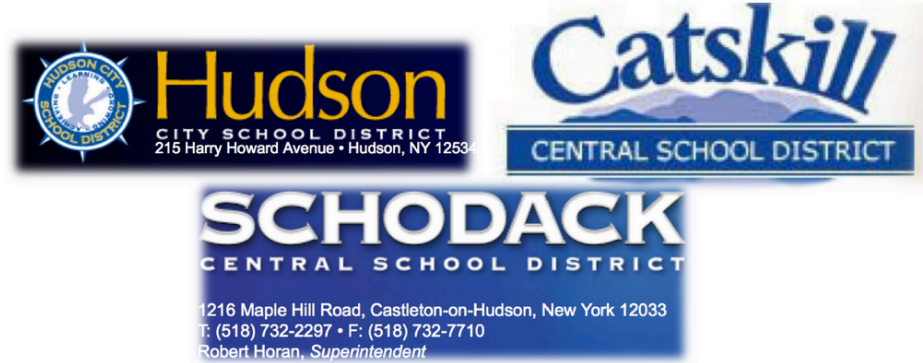
<http://mountvernoncityschools.literacysolutions.net>

<http://levycounty.literacysolutions.net/>



+

Knowledge and Capacity



- Separate rollout sessions, live and/or asynchronous, with administrators to get their buy-in.



<http://xyzschool.literacysolutions.net/moodle/>

<http://mountvernoncityschools.literacysolutions.net/moodle/>

+ Incentives

- Offered incentives to principals to enlist teacher participation.
- Offered incentives for course completion such as in-service credits for salary increases, stipends, credits towards APPR points.
- **The most expensive PD you can buy is the one that doesn't get used!*
- Offered principals laptops for high teacher enrollment.

<http://taylorschools.literacysolutions.net/>

<http://mountvernoncityschools.literacysolutions.net/>



Mount Vernon City
School District

FOCUSING ON EXCELLENCE

TAYLOR COUNTY SCHOOL DISTRICT

ADMINISTRATIVE OFFICE COMPLE

PERRY, FL 32347 | (850) 838-2500

+ Use of Data



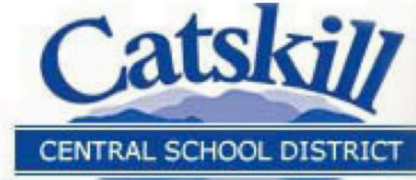
- Used needs assessments to strategically select courses aligned to teachers' perceived needs for PD.
- Used assessment and APPR (teacher evaluation) data to align to gaps.
- Strategic selection of courses aligned to all stakeholder needs.



<http://sarasotacountyschools.literacysolutions.net/>
<http://desoto.literacysolutions.net/moodle/>

+

Accountability



SCHODACK
CENTRAL SCHOOL DISTRICT

1216 Maple Hill Road, Castleton-on-Hudson, New York 12033
T: (518) 732-2297 • F: (518) 732-7710
Robert Horan, *Superintendent*

- Write courses into PD plans and APPR, for example:
 - finish one course by end of year
 - evaluations lower than proficient must take a course as assigned
- All stakeholders were held accountable for enlisting teachers, with incentives offered.



<http://xyzschool.literacysolutions.net/moodle/>

<http://mountvernoncityschools.literacysolutions.net/moodle/>



Marketing

- Sent out informational flyers prior to enrollment.
- New teacher focus
- Regular reminders about featured courses, start and end dates, availability.



We now have 3 course purchase options:

- Option 1:** Fully instructed with instructor participation in discussion forums, teacher coaching, and qualitative feedback on all assignments. All courses are self-paced, asynchronous, blended learning. *Unlimited enrollment.*
- Option 2:** Partially instructed with qualitative feedback on all assignments, at **20% less than the cost** of fully instructed courses. All courses are self-paced, asynchronous, blended learning. *Unlimited enrollment.*
- Option 3:** No instructors, completely self-paced, asynchronous at **50 - 60% less than the cost** of fully instructed courses. Completion tracking enabled for viewing of assignments, reading of text, assignment completion (printable), with a final quiz. *Unlimited enrollment.*

All courses are fully customizable:

- In-service credits and course load
- Number of hours
- No charge for standards alignment
- Length of quizzes and instructor facilitation
- Interface with most existing PD systems (we are now partners with TrueNorthLogic!)

2. **Training provided for all users** with non-instructed courses via webinar or live, on-site at *no additional cost* (certain purchasing conditions may apply).

3. **All courses come with downloadable, field-tested curriculum**, resources to implement strategies with to include: **streaming video, audio, rubrics, organizers, checklists, strategy guides, mini-lesson ideas, and more!**

4. Each course has an **Administrative Support Module** with the following:

- Brief PowerPoint overview of course content

THE COURSE OBJECTIVES | RESEARCH | MATERIALS | OTHER. Gather an understanding of the empirical research behind the course, the methods it teaches, and what the expectations are for completion. We are here to help you along the way - don't hesitate to send a question to your instructor.

- Review the **course tutorial** on the front of your school's site for an overview of Moodle navigation.
- You will have 12 weeks to complete each 60-hour course**, after which time you will be un-enrolled. If you need an extension, please email your instructor.
- Complete **one module at a time**. The system will auto-check with a **check** when the requirements for each section have been met (reading, viewing, responding).
- Some course elements are **optional** such as grade-band video and resources, in which case you can toggle over the check box and **self-check** to keep a record of your progress.
- Beneath the course objectives and research you'll find all the resources that align with this course, moving from theory to application. Be sure to save them to your hard drive, and/or print them out for use in your classrooms.
- Participants receive their certificate of completion in the **final assignment** one once all

unity, 2015

literacysolutions.net@gmail.com
literacysolutions.net

Self-Enrollment:

: syllabus
 course description to find one that meets your

n and enrollment process (instructions will be on
 ont of the site for a video tutorial on the

course for instructions, to locate materials,

t will be important that you keep a few things in
 n the course syllabus, or read them in

- Who the instructors are
- Information about the courses
- How to register, enroll, and get technical support.



FREE ESOL and READING Endorsement Online Courses

LITERACY SOLUTIONS COURSE OFFERINGS

ESOL:

- Methods of Teaching ELLs: Comp. 1*
- Applied Linguistics: Comp. 2
- ESOL Curriculum & Materials: Comp.3
- ESOL Testing and Evaluation: Comp. 4
- Cross-Cultural Communications: Comp. 5
- PLUS: ELL/ESOL Strategies for Professionals (18 hours)

*If you have never taken an ESOL course, please start with Methods, Comp. 1.

Reading Endorsement:

- Comp. 1: Foundations of Reading Instruction
- Comp. 2: Appl. Of Research-based Instr. Practices
- Comp. 3: Foundations of Assessment
- Comp. 4: Foundations and Appl. Of D.I. (Note: RE Comp. 5, the practicum will need to be completed through the literacy coach at your site.)

Other 20 hour courses:

- Assessment that Drives Decision Making
- Vocabulary and LAFS
- Working the Brain Into Teaching and Learning



Literacy Solutions PD, Inc.

Dear MCSD Employees,

Martin County School District is pleased to announce our FREE online course offerings for ESOL, READING, and a few other self-paced professional development opportunities!

From the comfort of your own home, you can take a 60-hour course in a semester.

No need to register in ERO because you will register directly with our vendor, Literacy Solutions. However, an "Out-of-District Transfer" must be done within ERO after your certificate of completion has been awarded in order to earn credit in Martin County.

Steps for completion are as follows:

1. Read pg. 2 of this document for the Systems Check. You will require certain essential items before trying to access an online course from home.
2. Follow the directions for self-registering and self-enrolling in a course at [MCSD Literacy Solutions](#).
3. There is a link in the middle of the webpage with a quick tutorial in this process. When you register as a "New User," you must use your Martin Co. email address.

(You may take more than one course at a time, but please remember that each endorsement course is 60 hours.)

SYSTEMS CHECK

THERE ARE A NUMBER OF THINGS THAT YOU WILL NEED TO CHECK BEFORE YOU START AN ONLINE CLASS IN MOODLE. PLEASE GO THROUGH THIS CHECKLIST CAREFULLY TO MAKE SURE THAT YOU ARE READY.

1. You should have regular access to a desktop or a laptop computer with broadband Internet access. Having a computer at home is great. But, if you don't have one, make sure that you will have regular access to a computer lab or an Internet cafe that has Internet access. Broadband Internet access includes cable and DSL Internet services.
2. You should have Google Chrome or the [Mozilla Firefox](#) web browser installed. If you don't have Firefox, you can download and install it for free. Make sure to [Enable Cookies in Firefox](#).
3. Make sure that [Pop-up Windows in Firefox are not blocked](#).
4. Make sure that you have [Adobe PDF Reader](#) installed. If you don't have it, you can download and install it for free.
5. Make sure that you have [Adobe Flash Player](#) installed. If you don't have it, you can download and install it for free.
6. Make sure that you have a Media Player installed. An excellent free media player is [VLC Player](#). You can download and install it for free.
7. Make sure that your computer has an office suite, which is a collection of software including a word processor, a presentation program, and even a spreadsheet program. Microsoft Office is the most popular, but it is not free. If you don't have an office suite yet, here are your options:
 - o Buy [MS Office](#). This includes Word, Excel, PowerPoint, and OneNote through our special buying program. The price is \$21.00. The ID and PW for this buying portal is [martinschools](#).
 - o [OpenOffice.org](#) is a FREE full-featured office suite that you can install on your computer. You just need to remember to save your files as MS Office files.
 - o [ThinkFree Online](#) is a FREE, ONLINE full-featured office suite that you do not have to install anywhere. All you need is Internet access.
8. Make sure that you have virus and spyware protection installed on your computer. Even if your computer does not get infected, you can still spread viruses to others from your computer. If you don't have any virus or spyware protection installed on your computer, you can buy a protection suite or you can use a free version. Free versions usually offer the absolute minimum protection and they do not include any support. Popular brands include the following:
 - o [Bitdefender](#)
 - o [Norton](#)
 - o [Avast! AVG](#)
9. Make sure to save copies of all your work. Keep copies of all work submitted for your classes.



we can help

Sign up for a voluntary Online Orientation for these courses at Stuart Learning lab on Nov. 12th. The lab will be open from 3:00-5:00 for those needing assistance. Register in ERO with SRN # 151102640255.

Technical Support:

Telephone
845-380-3437

Email
literacysolutions.net@gmail.com

Website
<http://martincountyschools.literacysolutions.net/>





U.S. Department of Education

Aligning courses to teacher needs through customization of content:

- **Modified courses to align with district PD goals and objectives.**
- **Alignment to state standards**
- **Alignment to district PD goals/objectives, and APPR**
- **Import of district tools: lesson plans, rubrics, etc.**

+ **Changes that made a difference over time (it is never too late!)**

- Added start and end dates to courses.
- Changed course titles to better meet teacher needs, and as needs changed (we are flexible!).
- Semester feature courses (or monthly).
- Teacher reminders about course availability, and for completion.

+ What didn't work?



- Purchased courses without roll out plan.
- Lack of notification about availability (no marketing,).
- Did not involve other stakeholders, principals or teachers, in course selection.
- No live or synchronous demonstrations or rollout introduction.
- Pairing with other content vendors whose courses were easier to get through.
- Lack of stakeholder accountability or incentives for teachers or principals.



+ Components of Effective Online and Blended Learning:

- ***Successful rollout***
- Combination of facilitator-led and self-paced
- Access to resources
- Use of multi-media
- Scholarly and on-going forum discussions
- Job-embedded assignments
- Coaching in live or asynchronous environments



Courses may be purchased with instructors or without instructors (self-paced)



Facilitated	Non-Facilitated
<ul style="list-style-type: none">• Live instructors interact with qualitative feedback.• Participants engage in forum discussions.• Participants receive meaningful feedback on all graded assignments.	<ul style="list-style-type: none">• Participants submit ideas to a blog and/or Wiki space to for on-going lesson and resource sharing.• Assignments are auto-scored and printable for submission to admin.

Nothing else changes:

- Rigorous, job-embedded assignments that use the same planning template.
- Quiz at the end of each course.
- Access to field-tested implementation tools, resources and video demonstration of strategy.

+ Printable books with research-based content

Lessons From Master Teachers



Site: [Literacy Solutions Online Teacher Professional Development](#)
Course: The Art of Differentiating Instruction: Grades K-12 - 112
Book: Nurturing Diversity
Printed by: Susan Ruckdeschel
Date: Sunday, 7 June 2015, 8:34 PM

Table of contents

[1 Nurturing Diversity 101](#)

1 Nurturing Diversity 101



Carolan, J. (2007). Differentiation: Lessons from Master Teachers. *Educational Leadership*, 64(5), 44-47.

Nurturing diversity was the focus of this article and study in "Differentiation: Lessons from Master Teachers." Master teachers were examined closely for how they differentiated instruction successfully, to include what the barriers were, the challenges, and the successes. Not only did they look at what their present practices are, but they looked at what they'd




Carolan, J. (2007). Differentiation: Lessons from Master Teachers. *Educational Leadership*, 64(5), 44-47

 [Nurturing Diversity](#)

 [Discussion on Nurturing Diversity](#)

Choose the grade-band video appropriate for what you teach. Prepare to respond to it in the discussion forum that follows the video.

 [Print book](#)

 [Print this chapter](#)



Module 4

Close Reading: Examples, Tools and Strategies

Course Pedagogy

- 10 instructional modules, one hour per module (can be scaled up or down).
- 20 instructional modules for 60-hour endorsement courses



Close Reading



***Be sure to self-check the solid boxes for full completion credit!**



Preview Version: Close Reading



Close Reading Checklist for Teachers



Close Reading Annotation Guide for Teachers



Close Reading Checklist for Students



Discussion: Close Reading Practices

2 unread posts



+ Rigorous Job-embedded Assignments


- 2-3 assignments that scaffold to a final project: a unit or comprehensive lesson plan.
- All assignments are job-embedded: teachers apply concepts to classrooms, reflect on concepts in the discussion forums and continue to modify and teach as needed.
- *Course facilitators provide feedback on all assignments for instructor-led courses.

Assignment 1: Planning with the 4 Traits in Mind

Let's begin our planning with the 4 Traits in mind.

First, download the [DI Planning Organizer](#).

Next, think about something to teach, or something taught in the past that needs to be expanded on. Begin by filling in the **first column** across the top titled, "**Content, What will the learning material consist of?**" Indicate how Content, Process, Product and Assessment will vary as a result of each of the traits - **Readiness, Interest, Learning Profile, and Affect**.



DI Planning

1. Complete the first column on the left "the 4 Student Traits" for each category across the top
2. Complete the row across the top: Content, Process, Product, Assessment

****Indicate how Content, Process, Product and Assessment will be varied as a result of each of the 4 traits.**

	Content: What will the learning material consist of?	Process: What will the process look like? Steps? Learning Plan? Guidance?	Product: What is the end product? Goals, objectives, student outcomes?	Assessment: What will be used to determine readiness? What will be used to determine outcomes? Include formative and summative.
Readiness: how ready are the students to learn? What must they know and be able to do ahead of time? Prior knowledge, life experiences, attitudes about school. Indicate what pre-learning activities or materials will be used.		1. 2. 3. 4. 5. 6.		
Interest: What are the topics that evoke curiosity and passion? Consider learning styles, intelligences, culture, gender. Indicate how student interests will tie into				

Click "**Add submission**" below. You may also drop-and-drag the file into the submission window and click "**submit**" when finished.

We will continue to work through this template throughout Assignments 2 and 3.

+ Scholarly and Meaningful Discussion

- Forum and blog discussions with Wiki sharing of resources.

Discussion: Structuring Instruction With the 4 Traits in Mind

How have you taught to each of the 4 Traits in the past: Readiness, Interest, Learning Profile, and Affect? Given what you understand about their role and relevancy in the differentiated classroom, **how will you structure instruction moving forward?**

Share your response by clicking "**Add a new discussion topic**" below. Type it into the window and then click "**post to forum.**"

Add a new discussion topic



Video demonstration of strategy, followed up by discussion, evaluation and reflection:



Video - Grade 1: Tiering Tasks in the Classroom



Watch how this 1st grade teacher tiers the task for these students. **What is her scaffolding strategy? How are the tasks tiered?**



Video - Grades 6-8: Tiered Exit Cards



Watch how Ms. Barchi, in this Teaching Channel video, uses exit cards to understand what her students need while differentiating for students at the same time. **How are these tasks tiered? What is her strategy, and how does it also differentiate?**



Video - K-12: Varied Tasks for Mixed Ability Classrooms



Watch how this math class is differentiated in this Teaching Channel video. **How is algebra and geometry connected so that all students understand the concepts?**



Discussion: Video on Tiering





Digital Lessons and Other Resources

readwritethink

International Reading Association

PROFESSIONAL DEVELOPMENT

ABOUT US

PARENT & AFTERSCHOOL

Home > Professional Development > Strategy Guides

Strategy Guide

Teaching With Glogster: Using

E-mail / Share / Print This Page / Print



Grades

Authors

CUBE CREATOR

Enter your name:

Then select which type of cube you would like to make by clicking one of the cubes below.

<p>BIO CUBE</p> <p>Use after reading or before writing a biography or autobiography.</p> <p>Planning Sheet</p>	<p>MYSTERY CUBE</p> <p>Use after reading or before writing a mystery story.</p> <p>Planning Sheet</p>	<p>STORY CUBE</p> <p>Use to map out the key elements of a story.</p> <p>Planning Sheet</p>	<p>CREATE-YOUR-OWN CUBE</p> <p>Fill in your own questions and responses to a topic.</p> <p>Planning Sheet</p>
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readwritethink

Grades	3 - 12
Interactive Type	Organizing & Summarizing
Tech Requirement	Flash Player required
URL	http://www.readwritethink.org/files/resources/interactives/cube_creator/

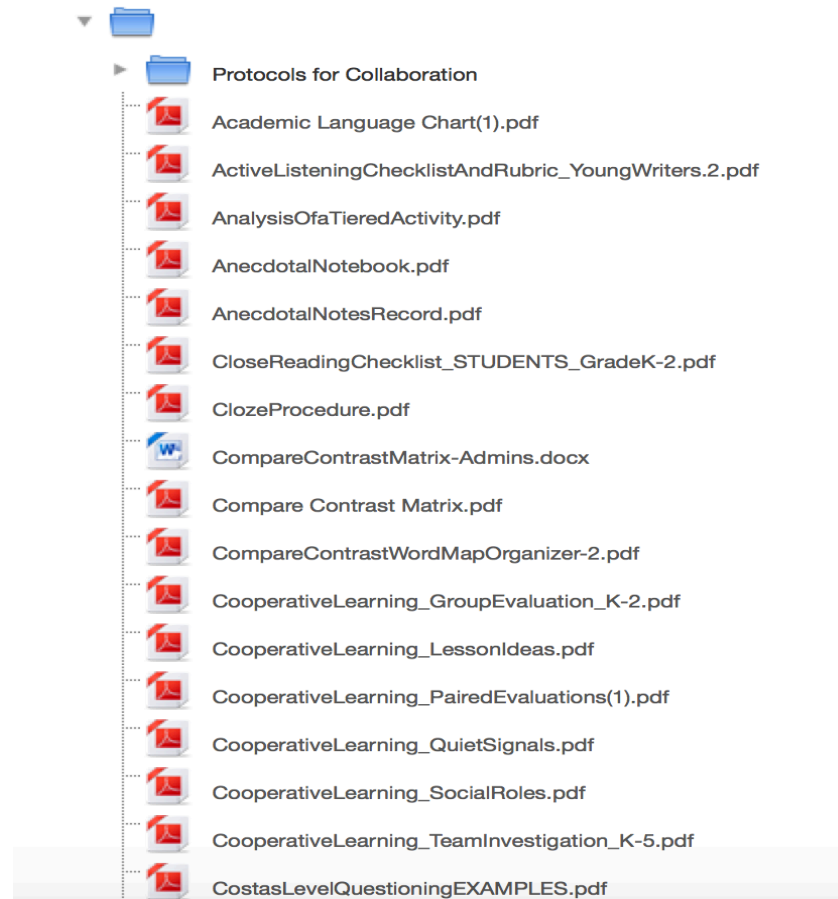
GET STARTED

ABOUT THIS INTERACTIVE

- Overview >
- Lessons That Use This Interactive >
- Related Classroom & Professional Development Resources >
- Related Parent & Afterschool Resources >



Downloadable course materials



Field-tested Tools and Resources

Literacy Solutions PD, Inc. ©2013

Name: _____

Clunks and clues graphic organizer

Words or ideas I don't understand or need to know more about:

Clunk 1: Fix-up strategy used:
Clunk 2: Fix-up strategy used:
Clunk 3: Fix-up strategy used:
Clunk 4: Fix-up strategy used:

Fix-up strategies:

1 -- Reread the sentence with the clunk and look for clues to help you figure out the unknown word. Think about what makes sense.	2 -- Reread the sentences before and after the clunk looking for clues about the unknown word.
3 -- Look for a prefix or suffix in the unknown word that might help you figure it out.	4 -- Break the word apart and look for smaller words that you already know.

Get the Gist:

Write down the most important information, or main idea, in the reading. Rephrase the main idea in your own words, using as few words as possible.

Main idea/important information:

Close Reading Teacher Annotation Guide

Use this checklist to guide your students' annotation effort

- Instruct students to underline important (key) ideas
- Demonstrate and teach students to highlight 5 to 20 percent of what they read
- Instruct students to circle words and phrases that don't make sense
- Instruct students to use question marks to indicate where they have questions or what they don't understand
- Model the annotation process to guides students in the use of margins to write down questions and answer them while reading
- Demonstrate the use of an exclamation mark where information is surprising or interesting
- Draw arrows to make connection among ideas
- Use the letters "ex" or write "example" where an author uses an example
- Remind students to number ideas, arguments, key ideas and details
- Model and instruct students to paraphrase numbered information.

Anecdotal notes and reflection about the process:

+ 21st Century Resources

Enquiring Minds: Students explore ideas, interests and pursue inquiry-driven experiences.

Gliffy: Create diagrams, flowcharts, floor plans, technical drawings, and more.

Mindomo: Create mind maps to share and collaborate on. This product is fee-based.

Assessment

Flubaroo: Grade Google forms, compute grades and create detailed spreadsheets for item analysis and other data.

Jeopardy Labs: Create and use customized jeopardy templates.

Poll Everywhere: Create and administer polls via computer, tablet, or smart phone for lots of useful data.

Socrative: Use PCs, iPads, iPod Touches, or Smartphones to ask questions, check in, give quizzes or collect exit tickets.

Research

Commoncraft: Web search tutorials that teach students how to search the web responsibly and



Final 5 or 10-Question Quiz

Question 1

Not yet answered

Marked out of
100.00

Flag question

According to Carolan (2007) in *Lessons from Master Teachers*, which of the following is NOT a trait of master teaching within the differentiation model:

Select one:

- a. Personalized scaffolding that included on-the-spot support as needed.
- b. Using assessment performance to place students into ability groups.
- c. Identify clear learning goals aligned to state and/or national standards.
- d. Knowledge of, and planning for, the difference between structure and student choice, and knowing when to apply which.

Question 2

Not yet answered

Marked out of 1.00

Flag question

Indicate which answer contains all of the key practices for small groups in "Beyond the Coare: Assessing Authentic 21st Century Skills" by Greenstein (2012):

Select one:

- a.
 - Flexile grouping
 - Ongoing [assessment and progress monitoring](#)
 - Multiple text availability at various reading levels
 - Intensive instruction in word-study with repeated readings to build fluency
 - Guided reading practices that focused on student engagement
- b.
 - Whole class mini-lessons
 - Standardize assessment data
 - Multiple text availability at various reading levels
 - Intensive instruction in word-study with repeated readings to build fluency



Literacy Solutions online course Blog space:

- <https://literacysolutionspd.wordpress.com/>
- <https://literacysolutionspd.wordpress.com/wp-admin/edit-comments.php?p=346&approved=1>

**See our Literacy Solutions/TNL site for
updated course information and
availability:**

- <http://tnl.literacysolutions.net>