



Implementing Online Staff Development

Ideas for Implementing Online Courses

Examples of how school systems have successfully implemented Educational Impact's online programs and 360° Assessment Series.

1. Blend EI online programs with face-to-face PD
2. Use the EI Online Academy for new teacher induction
3. Prescriptive – EI online assignments based on teacher observations
4. Using EI programs to mentor new teachers
5. Provide EI programs to teachers who require continuing education credit
6. In-Service Days – Using EI programs for “differentiated professional development”
7. Use EI programs with parents
8. Use EI video content in colleges courses

1. EI online programs blended with face-to-face PD

The PD administrator targets a specific topic for school-wide staff development. Teachers are assigned a program or module within the EI Online Academy that aligns with the staff development topic selected. The online assignments introduce certain concepts that will be discussed at the face-to-face session. Teachers and/or administrators are required to complete the online assignment PRIOR to the scheduled session (just like doing your homework before class). At the face-to-face session, the PD administrator leads a group discussion that includes feedback on the recommendations and strategies suggested in the online program/module, and how they might be applied in the classroom or school

2. Using the EI Online Academy for new teacher induction

A PD administrator selects modules from the EI online academy that address the specific needs of new teachers. The administrator requires that all new teachers complete these online modules prior to their first day on the job – or during their first 3 months. A typical teacher induction program might include 15 hours of online training. The EI staff can work with the PD administrator to help select the online modules that most closely align to the needs of new teachers in the school system.

3. Prescriptive – EI online assignments based on teacher observations

Based on teacher observations and/or annual evaluations, a school administrator assigns specific modules from the EI Online Academy that address the teacher’s targeted areas for improvement. The administrator holds the teacher accountable by requiring them to complete the assigned online PD, before the teacher’s next evaluation.

****Alternative to observation – use an EI 360° Assessment****

The EI 360° Teacher Assessment provides teachers with an alternative way to gather data on their professional competencies, better enabling them to select the EI online modules that address their “areas of need”. School administrators are offered the same opportunity by using the EI 360° Leadership Assessment.

4. Using EI programs to mentor new teachers

Same as the above except the administrator/mentor and teacher view the specific EI online video together. They discuss how using the strategies and techniques suggested in the video might be used in the teacher’s classroom and work toward creating a joint plan for remodeling the teacher’s practices. The teacher uses the EI Online Academy as a resource throughout the school year as specific classroom situation arise.

****Alternative for mentors – jointly view the results from the EI 360° assessment****

A teacher and his/her mentor can jointly view the teacher’s 360° assessment results. Together they can use the results to determine the teachers “areas of need” and select the EI online modules that address these needs. Mentors for school administrators are offered the same opportunity by using the EI 360° Leadership Assessment.

5. Providing EI programs to teachers who require continuing education credits

The PD administrator provides teachers with access to the EI online academy as a way for them to work independently to complete their continuing education requirements. The PD administrator tracks continuing education hours by using the EI administrative accountability system. Teachers are required to pass the online multiple choice assessments that accompany each EI module – demonstrating their comprehension of the concepts set forth in the e-learning.

6. In-Service Days – Using EI programs for “differentiated professional development”

Prior to the first scheduled in- service day, each teacher has the option of completing modules from the EI Online Academy that total at least eight hours. By selecting the

modules that are most useful to them, teachers are developing personal learning plans. Teachers are required to pass an online assessment at the end of each learning module to evidence successful mastery of the concepts embodied in the e-learning. As an incentive for successful completion, in advance of the in-service day, the administrator may choose to allow teachers to waive their attendance at the in-service day.

****Alternative to self selecting online modules – use the EI 360° assessment****

The EI 360° Teacher Assessment provides teachers with an alternative way to gather data on their professional competencies, better enabling them to select the EI online modules that address their “areas of need”. School administrators are offered the same opportunity by using the EI 360° Leadership Assessment.

7. Using EI programs with parents

The one program in the EI Online Academy that was developed for both teachers and parents is *Managing the Defiant Child*. A school system may offer parents of students who are serious discipline problems and facing school suspension, the option of going through the online program in lieu of having their child suspended.

8. Using EI video content in college courses

All students who enroll in an undergraduate or graduate program in a college of education are required to purchase access to EI's Online Academy. Each student purchases their ID and password directly from EI's through the online Visa/MasterCard system. Students then have access to the EI online academy for the full duration of their college enrollment.

Any professor in the college of education has the ability to generate student assignments from the EI Online Academy. Typically, professors would include these assignments in their course syllabi. In essence, the online programs/modules are used as a replacement or supplement for a typical course text book. All professors have access to a special EI administrator password that allows them to monitor student's progress. Lastly, with the recent completion of EI's content search engine, college students are able to make extensive use of the EI online academy for research papers

Things to Consider when Developing an Implementation Plan

1. **Champion the Cause for e-learning:** School systems that have the greatest success with the EI Online academy have school leaders who champion the cause for e-learning. In many cases, these school leaders have already used e-learning for their own professional development.

2. **Set Time Frames for Completion:** Implementing e-learning on a totally voluntary basis will usually not yield the intended results. Increase participation by letting your teachers know that the EI online courses include an administrative accountability feature that will be used to track each teacher's progress as they work through the programs and online assessments.
3. **Kick-Off the Introduction of the Online Academy:** Even though Educational Impact's online programs are so user friendly that no in-service training is required, it is often helpful to have a short teacher in-service presentation. This can help generate enthusiasm and provide teachers with a forum to ask questions about the programs. The EI Orientation PowerPoint presentation can be downloaded from the EI home page and used for these in-service presentations.
4. **Develop Online Mentors:** Assign one staff member (preferably someone with technology skills) to be a resource for teachers using the programs. Their responsibilities will be to send teachers emails asking them how things are going, provide thought-provoking questions related to the programs, and trouble shoot any problems the user might be experiencing. It is important that teachers continue to receive encouragement and support as they work through the online program(s) - especially the first time.
5. **Translate Theory into Changes in Practice:** Create a reflective assignment requiring the user to evaluate what they have learned and how they will apply it in the classroom. This is a great way to be sure strategies are being translated into a real change in practice. The user may anonymously post this assignment on the EI online bulletin board so that it can be shared with other users in the school.

**** The personal learning plan section of the 360° Teacher and Leadership Assessments have recommended reflective assignments for each competency. PD administrators are encouraged to use these reflective assignments if they do not want to generate their own.**
6. **Pre-Assess – Post Evaluate:** Before implementing an EI online program, ask participants to articulate their expectations. Upon completion of the course, ask the participants to evaluate whether their expectations were met and whether their outcome goals were achieved.