The Leadership Institute of Nevada
because leadership matters

Digital Leadership Institute – Course Outline, Level 1
Rebooting Instruction in a Blended World

Actualizing the Online Learning Culture - Visible Instruction, Effective Communication, and Building an Online Community of Learners

Course Description:

This course is designed to assist the experienced classroom teacher with effectively incorporating technology tools and distance learning into their everyday instruction and assessment of student learning. From the educator that wants to jump into online learning with both feet to the teacher that simply wants to make the distribution of information and assignments more efficient...from better communication with parents and students to the fully flipped classroom...if you want to incorporate technology into your classroom, this course is for you!

Although the class will utilize the Canvas Learning Management System, the lessons in this course are not specific to a particular platform and will apply to a wide range of distance learning scenarios.

Participants should be comfortable using technology to check email, compose documents in a word processing program and use Internet browsing software to search the Internet for information. Familiarity with a Learning Management System (LMS), such as Google Classroom, Canvas, Moodle, etc., is not a necessity, but a basic knowledge of how these programs work will provide a frame of reference for what opportunities await in the online realm. Previous experience writing online lessons is not required.

Participants that complete this course will receive 15 hours of seat time and will be eligible for one state recertification credit and five CU's on the CCSD Professional Growth Plan.

Course Goals:

1. Establish a child-focused online culture that promotes rigorous application of academic standards to real-world tasks.
2. Plan an NVACS aligned online unit with high-level application.
3. Write an online lesson, in the LMS of the participant's choice, which incorporates appropriate components of the Visible Instruction Framework.
4. Utilize the strategies and tools of effective communication in an online environment to motivate and engage the students and families.

Class Modules:

Module 1: Introduction and Modeling the Importance of Relationships and Community Building
Description: During the first session, participants will experience the power and importance of building relationships and creating an online community of learners. Additionally, some misconceptions about online learning will be addressed.

1. Topics to be addressed
    a. Communication - tools and tone
    b. Sharing your story and listening to learner's stories

     c.   Building a learner-to-learner community
     d.   Have learners share how they've done community building face-to-face
     e.   Equity and Access - equipment, Wi-Fi access, cultural capital - tie back into Relationships
     f.   Engaging the family in the student's learning

2. Deliverables
     a.   Participants will create their own "Teacher Introduction" and share with their small group using the LMS. Participants will discuss and provide feedback using the discussion boards and/or chat rooms in the LMS.
     b.   Compose an email to a student/parent from a given case study
     c.   Participants will pick a "unit" that they want to address in this course.

Module 2: Rethinking Teaching for Learning Online

Description: Teaching online allows for us to focus on mastery, application, and supporting all learners by individualizing supports and pacing. Distance education may challenge some of the preconceptions that we hold about what teaching is supposed to be and the way in which we engage students. This is nothing new. It goes all the way back to John Dewey. The question we have to ask ourselves is "do we have the courage to live Dewey's dream?"

1. Topics to be addressed
     a.   Asking the right questions to encourage the student to student collaboration, application of knowledge to real-world scenarios, and addressing student needs
     b.   Driving Student engagement through lesson design and meaningful assessments
     c.   Application and Skill-based assessment (DOK Levels 3 and 4) - the importance of backward design to meaningful high-level

2. Deliverables
     a.   Develop an Application based assessment for the selected Unit that aligns to the standards
     b.   Draft of Unit Plan Including "check-ins" for the application assignment that take place along the way
     c.   Identify the lesson that will be written within the unit

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Module 3: Planning for Learning Online

Description: You have standards selected, some engaging work for students to take-on in application, maybe you've already identified some good videos and websites to use. Let's take a look at how to put that together in a way that will reach every child and create a meaningful learning experience for them.

1. Topics to be addressed
     a.   Setting the Table for Learning with the Visible Instruction Framework - making the Nevada Educator Performance Framework standards explicit in the online space.
     b.   Much Ado About Cheating Online: *Who's Cheating Whom (Links to an external site.)*
     c.   Getting your instruction online (nuts and bolts) - exploring the various tools and strategies for online delivery of direct instruction, guided practice, and student collaboration.
     d.   The role of purchased curriculum (online programs) in your digital instruction - walking students in and leading them back out of "canned" online lessons

      e.   Utilizing other online resources such as MAP Accelerator and Kahn Academy

  2. Deliverables
      a.   Lesson plan draft with the components of the Visible Instruction Framework
      b.   List of online tools/strategies that the participant can implement right away

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Module 4: Assessing Learning Online
Description: Online learning will provide you with an opportunity to quickly have data at your fingertips showing who knows what; who's ready to move forward and who needs reteaching; but how can you tell if learning is really happening online?

  1. Topics to be addressed
      a.   Rethinking "Cheating" - how to "cheat proof" your assessments
      b.   Data-driven instruction - making the connection between instruction and assessment and back
      c.   Dynamic curriculum - how to make online curriculum responsive to the learners' needs
      d.   The importance of backward planning (again) - building in stepping stones to ensure the students are able to successfully apply their learning to the skill at hand
      e.   The potential for mastery-based self-paced learning - the role of time-on-task to student learning
      f.   Who does the learning matter to? Meaningful and authentic tasks for students - Using the "What gets hung on the refrigerator?" test.
  2. Deliverables
      a.   Lesson plan draft with proposal for multiple access points for students (differentiation)
      b.   Revisit Application assessment, revise if necessary

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Module 5: Equity and Accommodations
Description: Access to devices and the Internet is a significant logistical piece over which teachers have little control. As educators, we must continue to use our voices to help ensure the level of access will continue to improve. However, our first responsibility is to ensure that the online curriculum is able to serve the wide variety of learners that we teach each and every day.

  1. Topics to be addressed
      a.   Universal Design for Learning (differentiation of learning)
          ● Multiple means of engagement, materials, and student outputs
          ● Building in scaffolds and accommodations
          ● Enrichments and Interventions
          ● Accommodations and Modifications for children with special needs
      b.   Explicit Empathy - supporting our students' emotional well-being and mental health
      c.   Making no assumptions
          ● "They should've learned that in 4th Grade!"
          ● What is going on off-line?
          ● "It takes a village" - the power of family engagement

       d.   Recognizing the role of Cultural Capital in the success of students

2. Deliverables
    a.   Completed lesson plan with multiple access points for students (differentiation)

Module 6: Presentation of Learning

Description: Time to show what you know! Share your work with your colleagues! Discuss your work and well as theirs in light of the themes of this course. Make a few final tweaks and then your first online lesson will be ready to go! Participants share with their small group, give and receive feedback

1. Participants share with their small group, and give and receive feedback
2. Deliverables
    a.   Complete Unit plan
    b.   Complete Online Lesson
    c.   Next steps for continued professional development in distance education

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Post Course

1. Course Evaluation
2. Post-course Self-Assessment/Reflection
3. Survey/Brainstorm/Discussion - Topics for further development to be addressed in a subsequent course