

Online Staff Development Workshop

Staff Development Instructional Tutorial Online Course Delivery

After you have designed and developed the “face-to-face staff development workshop” use skills you have learned in your program of study to create the course in an online format. The class will be a self-instructional tutorial based on the content that you delivered in the face-to-face version. The course content and faculty/staff learning outcomes will be the same. However, the delivery mode must be completely self-instructional and interactive, which will require the production of additional digital media. The course will be delivered via a Web 2.0 tool (Edmodo, PBWorks, Google Sites, etc). The entire course should be linked to your professional portfolio as an artifact with a reflection.

1. Use the same instructional goals and content from the face-to-face staff development workshop that you have designed.
2. **Create** original additional instructional materials to support an independent tutorial online model. Use a variety of Web 2.0 tools (screencasting, videos, narrated presentations, etc.) to develop your additional materials.
3. Your online course should include the following components: syllabus, content delivery (original content that you design and develop), additional resources to support your content topic and objectives (ie. youtube videos, screencasts on topic created by others, blogs, etc.), instructional activities, assessment strategies, evaluation strategies, discussion posts, and email function for participants to communicate with you.
4. You must select a new audience for this workshop. You need at least 8 participants for your online workshop. The participants can be faculty from your own school. The participants must complete all components of your online workshop.
5. Provide a link to your online course in your practicum portfolio.

Additional Resources:

- [iNACOL Online Teaching Standards](#)
- [Quality Matters Standards Rubric](#)

You will NOT submit this online staff development unit as an assignment to be graded. Instead, embed relevant artifacts into your e-portfolio along with your reflection. Use the performance expectations guidelines on the next page to ensure that you have met the performance requirements for this required practicum activity.

Online Staff Development Workshop Performance Expectations Guidelines

| | <i>Standards</i> | <i>Acceptable</i> | <i>Target</i> | <i>Score</i> |
|--------------------------|---|--|--|--------------|
| ID Model | IT-PSC 5.0100 IT-PSC 5.0200 InTASC #1 InTASC #2 InTASC #3 InTASC #4 InTASC #5 SLO-IT #1 a SLO-IT #2 a C.1 C.2 C.3 | Online course contains all of the instructional design components of the face-to-face course. The course contains a syllabus. | Online course contains all of the instructional design components of the face-to-face course. The course contains a syllabus. Includes a needs assessment to determine faculty strengths and weaknesses to inform the content and delivery of technology-based professional learning programs. | |
| Support Materials | IT-PSC 3.0400 InTASC #1 InTASC #2 InTASC #3 InTASC #4 InTASC #5 InTASC #7 InTASC #8 SLO-IT #2 b SLO-IT #2 c SLO-IT #2 d SLO-IT #3 c C.1 C.2 C.3 | All materials necessary for faculty/staff to complete the staff development workshop included and well formatted. Material for participants to use after the workshop is included. Course contains information on how to contact the instructor. Course materials are easily accessible and demonstrate differentiation. | Demonstrate the effective use of digital tools and resources to support and enhance student learning. Design and implement technology-enhanced learning experiences making appropriate use of differentiation based upon an analysis of learner characteristics. Demonstrate effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy. Includes different adaptability tools to meet the needs of all learners. | |
| Web Site | IT-PSC 3.0400 IT-PSC 5.0200 InTASC #1 InTASC #2 InTASC #3 InTASC #4 SLO-IT #2 a SLO-IT #4 c C.1, C.3 | Course website is easy to navigate. Instructions to participants are easy to follow. All course components are easy to locate. | Course website is easy to navigate. Instructions to participants are easy to follow. All course components are easy to locate. Includes different adaptability tools to meet the needs of all learners. | |
| Resources | InTASC #1 InTASC #2 InTASC #3 InTASC #4 InTASC #8 SLO-IT #2 b SLO-IT #2 c C.1 C.2 C.3 | Course offers access to a wide range of resources to support the course content. At least one of the resources is an original self-produced component (digital video, PhotoStory, screen cast, wiki, | Course offers access to a wide range of resources to support the course content. At least one of the resources is an original self-produced component (digital video, PhotoStory, screen cast, wiki, etc.) Selection and production of resources demonstrate the effective use of digital tools to support and enhance student learning. | |

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| | | etc.) | Resources demonstrate ability to design and implement technology-enhanced learning experiences making appropriate use of differentiation based upon an analysis of learner characteristics. |
| Assessment | InTASC #1 InTASC #2 InTASC #3 InTASC #4 SLO-IT #2 d C.1 C.2 | Online assessment of participant performance effectively utilizes Web attributes. Course has multiple activities to assess student achievement of course objectives. | Online assessment of participant performance effectively utilizes Web attributes. Course has multiple activities to assess student achievement of course objectives. Assessment design demonstrates effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy. |