

**California State University San Marcos
COLLEGE OF EDUCATION**

Distinguished Teacher in Residence Program
Assigned Time Grant Proposal submitted for AY 2011-12

COVER SHEET
(Submit with Proposal)

Title of Grant Proposal: Professional Development for Teaching Online
Preparing Teachers for 21st Century Environments

Involved Faculty: Dr. Katherine Hayden

Partnering District(s): Escondido Union High School District

Number of units requested: 6

SIGNATURE(S):

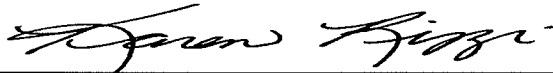


CSUSM Faculty Member

CSUSM Faculty Member

CSUSM Faculty Member

ACKNOWLEDGEMENT OF PROPOSAL SUBMISSION:



DTiR Consortium District Representative
(See District Listing for eligible signatures)

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Checklist
(Submit with Proposal)

Objectives are clearly stated and appropriate	x
Procedures are clearly stated and achievable	x
Clear explanation of how involved parties will benefit from the proposed assigned time in accordance with the COE mission statement	x
Timeline demonstrates a match between units requested and depth of work proposed	x
Clear description of an evaluation process that is likely to yield useful information about the project's effectiveness	x
Letters of support from teachers and/or administrators	x
If this is a continuing project, is there a clear explanation of why this grant should be refunded?	N/A

DTiR grant for 10-11?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, is interim or final report attached?	<input type="checkbox"/> Interim <input type="checkbox"/> Final
DTiR grant for 09-10?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, has final report been submitted to Donna Matanane?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Attached
This is a new project	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
This is a continuing project	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Signature of acknowledgment from district representative is included	<input checked="" type="checkbox"/> Yes

DTiR Grant Proposal
Professional Development for Teaching Online
Preparing Teachers for 21st Century Environments

Dr. Katherine Hayden: Associate Professor of Educational Technology

Dr. Karen Rizzi: Escondido Union High School District Assistant Superintendent of Educational Services

Ruth Hellams: Escondido Union High School District Director of Curriculum & Professional Development

Barbara Gauthier: Escondido Union High School District Director of Interventions

Sonny Portacio: Escondido Union High School District Director of Technology

E-learning experiences prepare students to become lifelong learners while acquiring essential 21st century skills. Many researchers (Dede, 2004; Dwyer, 1994; Hood & Hayden, 2004; Schrum, 2004) concur that these experiences provide skills that help students lead productive lives in a global, digital, information-based society. Online course design, interactive content and activities can engage students in K-12 schools today with 72% of the nation's school districts planning to expand distance-learning opportunities for their students (Setzer & Lewis, 2005). The National Education Technology Plan, released by the U. S. Department of Education in January 2005, highlights a number of success stories and state initiatives, including virtual schools, and urges support for e-learning as one of seven action steps. According to the plan, all students should have the opportunity to take online courses and professional development should be provided for students and teachers to allow success in these endeavors (U.S. Department of Education, 2004). The U. S. Department of Education released a new plan in 2010 that further emphasized the need for districts to pay attention to the 21st century needs and environments for learning.

This proposal will provide resources, expertise and professional development in order to assist the Escondido Union High School District (EUHSD) in realizing their vision for alignment of their online program with current research and national guidelines referenced in the National Education Technology Plan and the NACOL standards for quality online courses. Dr. Katherine Hayden will collaborate with district personnel to align existing courses to best practices and standards for online learning, collaborate on how to best plan for development of online opportunities in the district, and design and teach an online professional development course for teachers in online teaching strategies. Dr. Hayden will teach the professional development course during fall of 2011.

The North American Council for Online Learning (NACOL) states: "as a proven, practical method to enhance the critical learning experience, K-12 online learning is growing rapidly, 30% annually." According to Collins (2004), "an e-learning-friendly environment is necessary for schools to provide a 21st century education and can help them meet the goals of NCLB" (NACOL, 2007). The customized online professional development course will be developed based on best practices and successful implementation of online learning both at CSUSM and prior work with other San Diego districts. The success of this model course will be documented by Dr. Hayden and shared through conference presentations and scholarly writing.

Units Requested: 6-units (270 Hours)

Objectives

In alignment with the mission of the College of Education, this project focuses on a collaboration to "transform public education by preparing thoughtful educators and advancing professional practices." In addition, this project incorporates "reflective teaching" in order to prepare students for "life-long learning" based on "innovative research." Virtual environments will address "student centered education" to meet the needs of diverse learners. The objectives for the proposal include alignment to state content standards and the North American Council for Online Learning (NACOL) Standards.

On September 12, 2007, NACOL announced their endorsement for the *National Standards of Quality for Online Courses*. Bill Thomas, Director of Educational Technology for the Southern Regional Education Board (SREB), stated:

The use of the Web (online learning) to provide academic courses is extremely important to students everywhere. For online learning to expand and grow, students, parents and policy- and decision-makers need assurance that the online courses are of quality. If providers of online courses meet these standards, there is little doubt that online learning will grow rapidly. (NACOL, 2007)

There are 4 objectives listed below with descriptions for activities/procedures, timeline and evaluation artifacts. The activities will be completed in collaboration with district personnel. Dr. Hayden will provide expertise and facilitate completion of the following objectives working with a district team:

Objective 1: Collaborate with district leaders on how to best plan for development of online opportunities in the district. (35 Hours)

Activities/Procedures	Timeline	Evaluation
Identify a process for assessment of needs of the district and current status.	May – June ~ 15 hours	<ul style="list-style-type: none"> • Process developed • Recommendation • Goals identified
Recommend next steps and timeline for implementation of online course.	June – July ~ 10 hours	
Identify goals for appropriate professional development to prepare teachers for teaching online or in hybrid learning environments.	June – August ~ 10 hours	

Objective 2: Plan and implement a professional development series to provide district teachers with an understanding of effective practices in teaching and learning in hybrid environments and learning centers. (45 hr)

Activities/Procedures	Timeline	Evaluation
Team will create an outline including goals and content for workshop series	May – June ~ 15 hours	<ul style="list-style-type: none"> • Workshop outline, goals, dates. • Attendance list of participants • Evaluations from workshops • Schedule of meetings with teachers
Prepare and Deliver workshop for teachers on hybrid learning environments	August - September ~ 20 hours	
Schedule, prepare for, and meet with teachers as needed for Follow-up up to 10 hours	September - November ~ 10 hours	

Objective 3: Design an online course for district teachers targeting necessary skills and experiences needed to develop and teach an effective online course for 9-12 students (based on content and NACOL standards) in order to meet the needs of diverse learners in the 21st century. (175 Hours)

Activities/Procedures	Timeline	Evaluation
Customize current online course for teacher online professional development to target identified needs of district teachers and build in Moodle - course modules are based on best practices for online learning (iNACOL), effective adult learning strategies, and support teaching of content standards.	August - December ~ 40 hours	<ul style="list-style-type: none"> • Course Modification Outline • Course Modules • Course Evaluations
Teach online course for approximately 15-20 teachers.	September – December ~ 135 hours	

Objective 4: Share the model developed for implementation of professional development for online learning with the College of Education and other schools and districts in San Diego County and beyond. (15 Hours)

Activities/Procedures	Timeline	Evaluation
Team will present at meeting for North	Feb. 2012 ~ 5 hours	<ul style="list-style-type: none"> • Presentation

County Professional Development Federation (NCPDF)		<ul style="list-style-type: none"> NCPDF Agenda
Publish and share documentation that supports and identifies best practices in online teaching and learning for Escondido <ul style="list-style-type: none"> Share at conference Submit an article to Computer Using Educators 	March-April 2012 ~ 10 hours	<ul style="list-style-type: none"> Article Confirmation of submitting presentation and/or conference program

As the motto for the Florida Virtual School states: “Any time, any place, any path, any pace,” students can access learning at a time and location that best meets their needs. The virtual school movement has seen transitions from variations of traditional teaching strategies put into print (correspondence courses and talking-head delivery from a remote site), to interactive e-environments using audio, video, chats and online tools for assessment, communication and manipulation of objects such as shared documents posted on wiki pages. To build community, course designers must plan interactive, collaborative experiences and activities that bond individuals. Designers must understand and effectively utilize characteristics of electronic discourse that enhance communication and build community (Hayden & Hood, 2005).

Benefits

District: EUHSD is seeking the expertise of Dr. Hayden for assisting in developing a process and timeline for expanded online learning opportunities to meet the needs of their 21st century learners. This proposal will provide beginning steps and professional development toward this endeavor. Alignment of courses and teacher training with best practices identified by iNACOL will create a strong foundation for moving forward with online learning in the district.

College of Education: This project is aligned with the mission of the College of Education in preparing reflective practitioners and creating student centered learning opportunities. The collaboration with EUHSD will serve community needs and leverage support needed to reach the goals of the 21st century. Sharing this model with other schools, district and the greater community provides recognition for the expertise and collaboration efforts of faculty in the College. This model is being developed that can be replicated by other districts and in the teacher preparation courses. Students who benefit from this model will be better prepared for higher education and their future.

Dede, C. (2004, March). Distributed-learning communities as a model for educating teachers. Presented at the Association for the Advancement of Computing in Education (AACE): Society for Information Technology & Teacher Education (SITE).

Hayden, K. L. & Hood, A. W. (2005). The e-environment: A 21st century approach to building community. In M. Orey, J. McClendon, & R. M. Branch, (Eds.). *Educational media and technology yearbook (Vol 30)*. Englewood, CO: Libraries Unlimited.

NACOL. (2007, September 12). *National Standards of Quality for Online Courses*. Retrieved on October 26, 2007 from <http://www.nacol.org/nationalstandards>

Setzer, J. C., & Lewis, L. (2005, March). *Distance education courses for public elementary and secondary school students: 2002–2003*. U.S. Department of Education. Washington, DC: National Center for Ed. Statistics.

Schrum, L. (2004, March). *Student achievement and success in online environments: Research Into characteristics and strategies*. Presented at: Association for the Advancement of Computing in Education (AACE).

U. S. Department of Education. (2004). *National education technology plan*. Office of Educational Technology: U.S. Department of Education.



Escondido Union High School District

District Service Center

302 North Midway Drive • Escondido, CA 92027-2741
Telephone (760) 291-3200 • FAX (760) 480-3163
Edward J. Nelson, Superintendent

BOARD OF EDUCATION

Randy Garcia
Dr. Kurt Marler
George McClure
Jon Petersen
Tina Pope

March 15, 2011

DTiR Committee
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

Re: DTiR Grant Proposal
Professional Development for Teaching Online
Dr. Katherine Hayden

Dear DTiR Committee:

The Escondido Union High School District is excited about the possibility of working with Dr. Hayden on the DTiR proposal "Professional Development for Online Teaching". Our district has entered the world of online courses and has provided students the opportunity to take classes in a variety of settings. We have customized curriculum and trained teachers to use the Learning Management System; however we have not significantly addressed the fact that the online classroom experience looks different for both students and teachers. The DTiR grant will allow us the opportunity to have specialized, targeted professional development for our teachers focusing on best practice. The grant will allow us to build the capacity of teachers presently involved in online teaching as well as develop other teachers who demonstrate an interest.

We have met with Dr. Hayden and are confident that our collaboration will result in a successful Professional Development Program that will enhance professional practice, resulting in improved student achievement for our online learners.

Sincerely,

Karen Rizzi, Ed.D.
Assistant Superintendent, Education Services

A Collaboration with Poway Unified School District
Professional Development for the Virtual School Setting
Aligning, Designing, and Sharing
DTiR Grant Final Report 2009-10

Katherine Hayden, Ed.D.

Introduction:

Virtual high schools are beginning to be a common topic in K-12 districts as educators seek ways to meet the needs of today's students and families. An essential element for virtual high school implementation is professional development for teachers who will be instructors and there is a need to identify a method for course evaluation that aligns courses with best practices and standards essential for successful learning. The Poway Unified School District has implemented a professional development model for online teaching and learning as part of a collaboration with Dr. Katherine Hayden from CSUSM supported by a Distinguished Teacher in Residence project. The collaboration included: 1) design and implementation of a professional development course for Poway teachers focusing on essential online instructional strategies, 2) development of a course evaluation rubric to align existing and new online courses with standards for quality, 3) work with a district Task Force to plan a process to implement the virtual high school model, and 4) to share the virtual high school model through a conference presentation and publish an article for publication sharing the Poway model. The following report describes the outcomes and artifacts created during this collaboration.

Objective 1: Develop and implement a process for assessing and aligning existing district online courses to NACOL Standards.

Dr. Hayden collaborated with two representatives from the Poway district to develop a rubric for alignment of Poway USD online courses. The rubric was based on the iNACOL standards for quality online courses and quality online teaching. The rubric was further refined through alignment with the Nine Essential Elements for online instruction from the Concord Consortium and was matched against principles developed by an online assessment rubric from a program called Quality Matters. Further refinement of the rubric was based on experiences discussed by the design team who had all taught online courses. A draft of the rubric was submitted to the district Virtual High School Task force for review in November 2009. Due to the 10% furlough implemented at CSUSM, it was decided that the implementation of the rubric for review of existing courses would not be completed at this time.

POWAY UNIFIED SCHOOL DISTRICT
ELEMENTS OF A HIGH-QUALITY ONLINE COURSE DESIGN

DRAFT

DR. ANDY SHEAN, DR. KATHY HAYDEN AND STACEY CAMPO

This rubric has been adopted from the *National Standards of Quality for Online Courses* endorsed by the International Association for K-12 Online Learning (iNACOL). Bill Thomas, Director of Educational Technology for the Southern Regional Education Board (SREB), stated:

The use of the Web (online learning) to provide academic courses is extremely important to students everywhere. For online learning to expand and grow, students, parents and policy- and decision-makers need assurance that the online courses are of quality. If providers of online courses meet these standards, there is little doubt that online learning will grow rapidly. (NACOL, 2007)

This document is designed as an instrument of evaluation for online course offerings in the PUSD District.

This rubric will be used by:

- teachers to develop their online course
- evaluators to ensure quality, consistency, and alignment to standards
- stakeholders to understand the essential elements of a quality online course

Course Expectation &

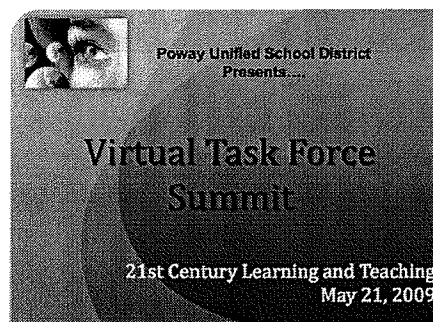
Standard 1.0: Course overview and introduction "Getting Started" section

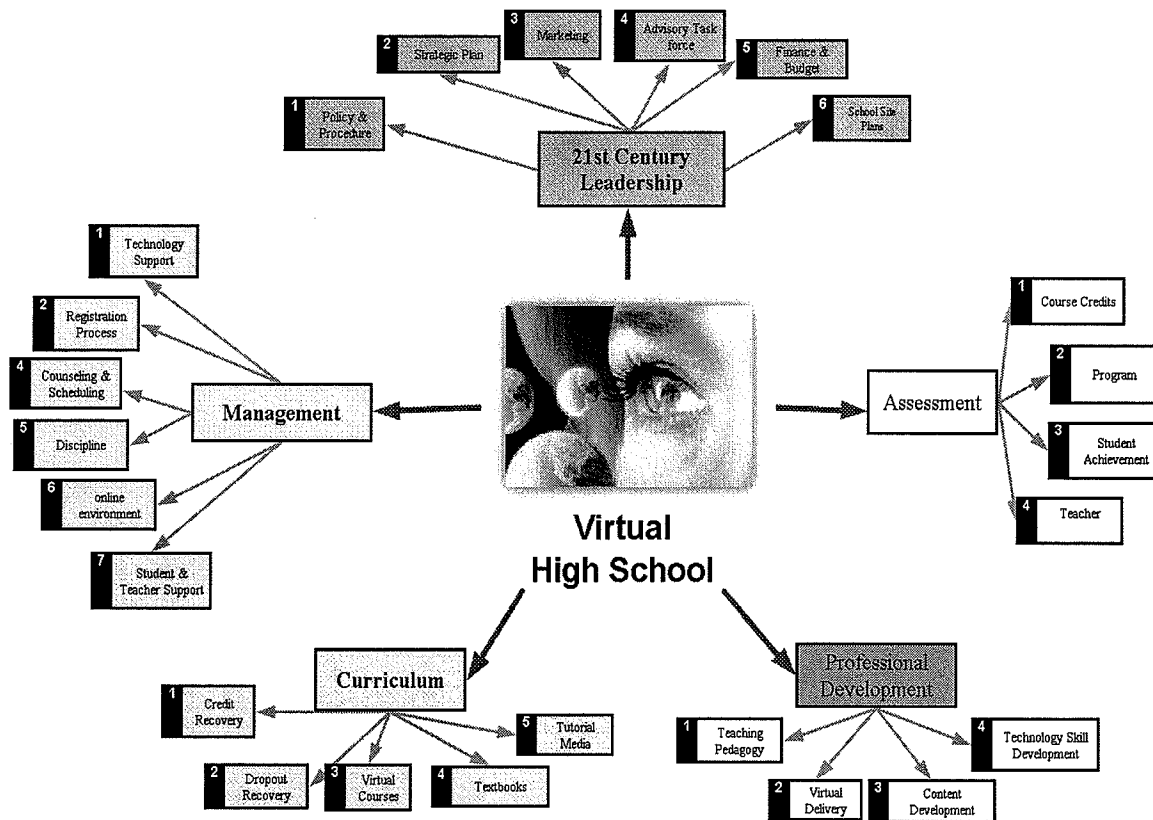
- 1.1 Purpose/course description
- 1.2 Course pre-requisites
- 1.3 Instructor expectations (behavior, attendance, participation and student interaction)
- 1.4 Course syllabus includes
 - o dates for assignments and assessments

- Draft Rubric for Course Alignment

Objective 2: Plan and implement an event to provide district leaders with an understanding of effective practices in online teaching and learning, rationale for development of virtual high school in Poway, and generate interest in teaching online.

Dr. Hayden worked with district representatives to plan and hold a Virtual School Summit meeting to present a plan for implementation of the professional development, and virtual high school model. The summit participants included the district Superintendent, Deputy Superintendents, site and district office administrators, program coordinators, parents, board members and teachers.



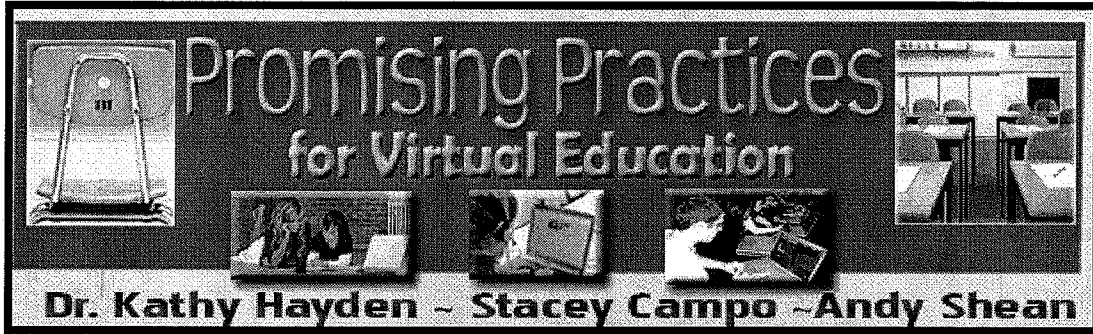


- Summit outline, PowerPoint and Agenda
- Attendance list of participants
- Outline of Professional Development TLC to begin August 2009

Objective 3: Design an online course for district teachers targeting necessary skills and experiences needed to develop and teach an effective online course for k-12 students based on content standards, NACOL standards, in order to meet the needs of diverse learners in the 21st century.

A professional development course, called *Acquiring and Expanding Promising Practices for Virtual Education* was designed to support secondary teachers as they designed online curriculum content and experiences for students in grades 7-12. Teachers learned how to organize appropriate instructional media and resources, and designed online activities, assignments, and effective assessments appropriate for an online course. Teachers were involved in collaborative activities and participated in groups as they learned and practiced effective online strategies to support web-based teaching and learning. Some of the activities they developed were taken back to their classrooms for implementation and reflection on student learning outcomes. All course design was based on nationally recognized standards from the North American Coalition for Online Learning (NACOL) and the nine characteristics for e-Learning from the Concord Consortium model. Dr. Hayden worked with Stacey Campo from Poway Unified school district to submit an application to the district for approval of a Teaching and Learning

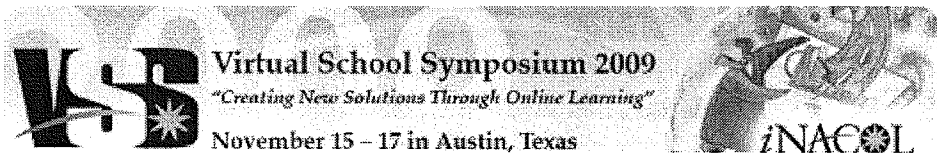
Collaborative proposal. This was approved in August 2009. The course was taught beginning August through December 2009. Eight teachers completed the training. Evaluations were collected mid-course to identify refinements to be implemented for spring 2009 for cohort 2. Artifacts available upon request:



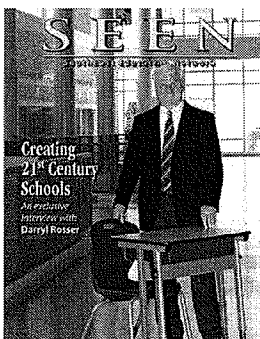
- TLC Course Proposal: approved by district committee
- Course Modules: developed using Blackboard Learning Management System
- Course Evaluations: Collected in October 2009

Objective 4: Share the model developed for implementation of professional development for virtual learning with the College of Education and other schools and districts in San Diego County and beyond.

- Presentation at the iNACOL Virtual School Symposium on November 16, 2009
- Article published in SEEN Magazine on 21st Century Schools
 - <http://www.seenmagazine.us/Sections/ArticleDetail/tabid/79/ArticleID/229/smid/403/reftab/292/Default.aspx>



Monday, November 16, 2009 from 3:00 - 4:00pm	Professional Development for the Virtual School Setting: Aligning, Designing, and Sharing	Katherine Hayden, Ed.D.	A virtual school model for professional development will be presented by a team representing district administrators, teachers, specialists, students and university faculty. This model was implemented as part of a strategic plan addressing the needs of 21st century learners. Through the use of interactive tools, and audience participation, attendees will learn, explore and contribute to a discussion about important strategies, outcomes and challenges when developing a virtual school.
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20/11/2009
 professional development
 DR. KATHERINE HAYDEN and STACEY CAMPO

Professional Development for the Virtual School Setting

Virtual high schools are beginning to be a common topic in K-12 districts as educators seek ways to meet the needs of today's students and families. An essential element for virtual high school implementation is professional development for teachers who will be instructors in the