



Selecting, Training, Mentoring, Evaluating and Retaining Online Teachers

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Overview

- Profile of an Effective Online Teacher
- Online Teacher Training
- Online Teacher Evaluation
- Examples of Student Feedback



Profile of an Effective Online Teacher



- Possesses ability to think outside the box
- Enjoys change and thrives on challenge
- Unconditionally commits to the success of students, colleagues and the school
- Demonstrates ability to be a team player
- Possesses high integrity and professionalism

Source:

http://www.flvs.net/about_us/pdf_au/Profile%20of%20Online%20Instructor.pdf



Training Teachers to Teach Online

- Is now becoming part of pre-service training
- Will be included in training for highly qualified teachers
- And what about the veteran teacher who now wants to teach online?



Taking an Online Course

- Before becoming an online teacher/facilitator or developing an online course, an educator should take one or more online courses themselves
- Opportunities exist to become a Teaching Assistant in an online course
 - more on that later



Course Management System

- Sometimes referred to as the CMS, LMS, or the platform
- The template or shell that holds the course content, assessments, etc.
- Includes tools such as discussion board, chatroom, whiteboard, gradebook, exam or survey builder, e-mail, etc.
- Examples include Blackboard, e-College, Educator, Desire2Learn, etc.



Training on the CMS

- National trainers
 - Kiel eSchool paid a national trainer from Ucompass Educator for onsite training
- Local technical college
 - Their staff provided training at their facility
 - Their staff provided training in Kiel
- Local training
 - Program Director and Local Mentor/Teacher conducted onsite training



Learning Point Associates/NCREL

- Offers a six week Online Teacher Facilitation Course - OTFC
 - This course focuses on teacher development and preparation.
 - Teachers learn the skills necessary to successfully conduct an online course.
 - Once you take the course, you might be asked to become a TA in a new section of the course



Learning Point Associates/NCREL

- Management of Online Learning Courses - 3 weeks each
 - MOL I
 - Focuses on management, preparation, and planning
 - MOL II
 - Focuses on preparation, evaluation, and assessment
- Kiel has a section starting Oct. 28



Training on Specific Course

- Florida Virtual School offered a **Mission Possible** course
 - Intro to online teaching
 - Helps the teacher prepare to teach one of their courses
- FLVS provided a course mentor and a district wide mentor
- Now have a web-based model - **Training Online 101**
 - Introduction to Online Teaching
 - Communications in the Virtual World
 - An Introduction to Educator
 - An Introduction to the Virtual School Administrator
 - Enhance Your Virtual Program with the FLVS Mentor Program
- Mentor Minutes – short tips
- You may want to become a TA in an FLVS course before you become the lead teacher



Conferencing Tools



- Web Conferencing
 - Horizon Wimba
 - Classroom collaboration software for online education, language learning and interactive communications
 - Macromedia Breeze
 - Web communication system that lets you reach your audience any time with engaging multimedia content using Macromedia Flash Player
 - Microsoft Office Live Meeting
 - Enables you to collaborate online with colleagues in real time with a PC and an Internet connection
 - Elluminate
 - Comprehensive solution for live collaboration, conferencing, and eLearning



Web-based Supplementary Materials (subscriptions)

- **United Streaming**
 - **Unitedstreaming** is a digital video-on-demand service by Discovery Education.
- **Get a Clue**
 - Contains more than 1,000 target words divided into skill levels and thematic categories (used for online English)
- **SAS InSchool**
 - Provides traditional and innovative resources in the core disciplines



Additional Training

- Provided on site at FLVS
 - **Virtual Leadership Training**
 - **Getting Started**
 - Identify your mission
 - Build your community of support
 - Student recruitment
 - Leadership roles and responsibilities
 - Staffing models
 - **Managing Your School**
 - Instructor recruitment and management
 - Quality indicators for online courses
 - Budgeting for the virtual school
 - IT management
 - Professional development
 - Data and accountability
 - Program evaluation components
 - Creating successful partnerships



Additional Training

- Provided on site at FLVS
 - Course Development Workshop
 - Are you ready to take the plunge into developing your own courses?
 - Do you know the various tools available for course development?
 - How do you leverage the power of the Internet , making full use of its resources and interactive capabilities, rather than simply putting lessons on a web page?
 - How do you most effectively learn from the experience of others and interact with your own course development team?



Webinars

- Webinars are free interactive online meetings designed to provide school educators
- FLVS - Virtual School Community of Practice (CoP)
- NACOL – holds webinars monthly
- eLERN - Faculty Online Chats
- ISTE - **Innovative Educators' Express Webinars**
- To participate, all you need is an Internet connection and phone line to dial a meeting number.



Ongoing Training Opportunities

- We hold regularly scheduled monthly online teacher training sessions
- Orientations for new online teachers that come on board
- Mentor model – an experienced online teacher may be paired with a new online teacher



Cardinal Stritch University

- Graduate level courses – arranged through the Outreach Dept.
 - Teaching & Learning Online
 - Step by Step Creation of Web Courses and Web Modules
 - Spinning your Web Classroom: Training for Online Course Developers and Instructors



Appleton/Kiel Partnership

- Share staff development training opportunities & vendor presentations
- Have developed a Mentor PPT for educators that may serve as a local online mentor, contact person or coach
- Put together an online teacher training minicourse



Online Teacher Training Minicourse

- Profile of an online teacher
- Primary responsibilities
- How to navigate the CMS
- Online teacher expectations
- Course maintenance tasks
- Creating a syllabus and pace chart
- Evaluation
- Assistance and support





Online Teacher Handbook

- Kiel eSchool has compiled this handbook for our local online teachers.
 - Responsibilities
 - Policies
 - Educator
 - Virtual School Administrator



Transforms F2F Learning

- Many teachers teach both F2F classes and online classes
- Some teachers are now putting some of their F2F course content on the CMS (syllabus, handouts, etc.)
- They may use the discussion board of the CMS.
- Combining F2F and online is often referred to as a **"blended" or "hybrid" environment**
- Teachers who have taught online courses say some of the strategies and online pedagogy they have learned now carry over to their F2F classrooms.



Kiel eSchool Teachers

- For salary purposes, everyone was treated as a first year teacher.
- Ongoing training is needed.
- Being a good F2F teacher does not automatically make you a good online teacher.
- Rather than raises, bonuses are given for each semester course completion.



Online Teacher Evaluation

- Ours models their job description
 - E-mail me if you want a copy of our school board policy and evaluation form
 - Both a self-evaluation and supervisor evaluation – done once a year
- Other districts may require the existing teacher evaluation model due to contract language



Individual Teacher Coaching

- When problems arise, we may meet with the online teacher to review their responsibilities (same points that are on the evaluation form).
- We may ask them to do a self-evaluation at that time
- We may offer suggestions for improvements – hints for better organizational skills, time management skills, engaging students, etc.



The Virtual Observation

- Is the teacher engaging the students via the discussion board, whiteboard, and chatroom?
- Is the teacher helping the student find success when doing assignments?
- Does the teacher provide positive feedback?
- Is the teacher responding to e-mail in a timely manner?
- Are assessments graded in a timely manner?



Online Teacher Observations

- Does the teacher keep the announcements current?
- Are e-mails answered within 24 hours?
- Is there a positive tone to e-mails?
- Are parents and guidance counselors copied on serious e-mail?



Virtual Observations

- Does the supervisor have the ability to view archives of chat sessions, web conferences, etc.?
- Does the supervisor have the rights to visit synchronous sessions periodically?
- Has the teacher kept screen shots of major whiteboard activities?



Virtual Observations

- Does the teacher keep a phone log?
 - Now done in VSA
- As a supervisor, have you requested to see this if there is a problem?
- Does the teacher encourage student participation in the discussion board?
- Does the teacher have a current syllabus and pace chart?
- Does the teacher archive chats?
- Does the teacher have the archived chats posted?



Virtual Observations

- Does the teacher do a weekly or monthly progress report?
- Does the teacher participate in staff meetings and training sessions?



Virtual Observations

- Are assignments are graded within 48 hours?
- Does the online teacher provide feedback when correcting assignments including hints or suggestions?



Importance of Feedback

- Feedback can have a major impact on the achievement of our students.
- Studies in the education literature **describe feedback as a teacher's best** tool for helping students learn.



Key Points of Good Feedback

- Establish learning goals that are understood and shared by you and your students
- Help students to understand and recognize the desired standards
- Encourage student reflection (drafts)
- Help students understand how they can improve
- Build student confidence
- Provide prompt feedback

Source: FLVS



Elements of Effective Feedback

- Professional
- Positive
- Specific/Detailed
- Personal
- Encouraging



Delivery of Feedback

- Written

 - Assessment feedback

 - Email

 - Discussion board

 - Whiteboard/Chat

 - Progress Reports

- Verbal

 - Phone (one-on-one/conference call)

- Face to face



Examples...

- You're a student and you just spent quite a bit of time working on an assignment in your course.
- *The teacher responds with: Great job 25/25!*
- *Please resubmit #1, 8, 10.*
- *Your conclusion was weak.*
- *i really liked reading your report. i enjoyd the part where you shared your personal experiences.*



Effective Feedback

- You were very detailed in your report. I think that now when you look at a object you will also see some form of "geometry" in the shape.
- I am really impressed with the amount of work and detail you put into this. Your various views sure give me a good picture of your structure. I am thinking that this was more enjoyable for you than doing the essay version of this assignment. I really liked your creativity.



Effective Feedback

- You did an excellent job on your description of your dream building. It sounds like this is something you really are interested in. Maybe some day you can actually design this building or work in this building.
- You are truly a very observant person catching all the detail that you described in your essay. Thanks for adding the picture as well. It was neat that you included some personal things as well, such as being good with little kids. I think you truly realize how much geometry is really a part of our lives and we often take most of it for granted.



Effective Feedback

- Yes, it certainly is OK that your dream building is actually a township for the needy. It was neat to see you add the humanitarian perspective to this assignment. Your creativity showed that you are really thinking about the needs of people less fortunate. But at the same time, you incorporated the geometric perspective as well.



Ineffective Feedback

- Good job!
- Nice work!
- Please go back and read the directions and resubmit this assignment.
- 50/50 with no comments



Effective Communication

- Welcome phone call
- Phone call when student falls behind
- Web conference with group of students and/or parents
- Weekly or monthly progress reports via e-mail and regular mail
- Member Notebook feature in Educator



SREB

- Two other good sources from the Southern Regional Education Board
- Online Teaching Evaluation for State Virtual Schools
 - http://www.sreb.org/programs/EdTech/pubs/2006Pubs/06T04_Online_teaching_evaluation_checklist.pdf
- Standards for Quality Online Teaching
 - http://www.sreb.org/programs/EdTech/pubs/PDF/06T02_Standards_Online_Teaching.pdf



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Any Questions?

