**Massachusetts Community Adult Learning Center**A picture containing the DESE logo



**Distance Education Planning Template**

SABES Program Support PD Center

Resources and PD to Help with Planning

Note to Program Distance Education Planning Teams

This version of the Distance Education Planning Template embeds resources and PD in each topic area to help you with your planning.

In addition to the specific resources in each section of the plan, we encourage you to take advantage of the following resources:

* ACLS Annual Directors’ Meeting Session: [*Distance Education in FY21-Designing Your Program: A Working Session*](https://sites.google.com/view/acls-state-as-partner-site/virtual-directors-meeting/session-a)*:* If you were not able to attend, we strongly encourage you to view the [recorded presentation](https://sites.google.com/view/acls-state-as-partner-site/virtual-directors-meeting/session-a), [PPT Slides](https://drive.google.com/file/d/1T89zKlg5s92IXM6xIFqJXFlHLyrwdCKC/view), and [Distance Education Planning Template](https://drive.google.com/file/d/1_LLMvtkFOizWLH9t3BIjodp5Lkct4LMJ/view) from the session. (The password for the recorded webinar is: 2d%7\*\*O?)
* [*IDEAL Distance Education and Blended Learning Handbook*](https://edtech.worlded.org/wp-content/uploads/2019/08/8-18-19-IDEAL-Handbook-6th-Edition.pdf). A comprehensive, research- and evidence-based resource for implementing a high quality distance education program from the very beginning planning phase through implementation and evaluation.
* [SABES](https://www.sabes.org/): PD that will be offered in FY21 is listed, plus previously offered and recorded webinars listed in this document that are hyperlinked and available on demand. We also recommend that you register for a [SABES account](https://www.sabes.org/accounts) so you can receive automatic email notifications when new PD related to areas of interest you select are posted.
* [ACLS Monthly Mailings](http://www.doe.mass.edu/acls/mailings/): Please be sure to check out the June ACLS Monthly Mailing, which provides information about Voxy licenses, which ACLS is purchasing to be piloted in programs in FY21.
* [Strengthening Adult Education Remote Learning: Guidance for Massachusetts Adult Education Programs](http://www.doe.mass.edu/acls/mailings/) (5/15/20): This document provides updated recommendations, strategies, and resources to strengthen adult education remote learning in MA.
* [Tips for Distance Learning](https://edtech.worlded.org/tips-for-distance-learning/): Many resources are available on this EdTech Center’s website.
* LINCS Community of Practice on [Integrating Technology](https://community.lincs.ed.gov/group/integrating-technology) where you will find online discussions among colleagues across the country. The group maintains a list of [Resource for Online Learning](https://docs.google.com/document/d/1LRfzTKoL49tyFkRd0Tq66vhe5H-lD577CSzMxxe4wNg/edit).

**Distance Education Planning Template**

**Program Information**

* **Program Name and Address**:
* **Director Name, Email, and Phone**:
* **Distance Education Coordinator Name and Email**:

**Part 1**

**Describe the students who will be served**. Consider the following

* Who are the target applicants you are looking to recruit? For whom will distance education be most appropriate and useful?
* How will you assess their access to required technology resources, language/content skill level, goals, experience, and dispositions they will need to be successful in your distance education program?
* What other ways will you use to determine if an applicant is a good fit for the instruction and support that will be available at your program?
* What ways will you use to determine if your distance education is a good fit for the potential students who need to be served?

Resources and PD

[IDEAL Handbook](https://edtech.worlded.org/wp-content/uploads/2019/08/8-18-19-IDEAL-Handbook-6th-Edition.pdf)

* Identifying and Recruiting: What Audience do you Hope to Serve Through Distance and Blended Options: pp. 20-22
* Administrative Issues: Getting Started: pp. 79-80

**FY21 SABES Program Support PD**

* **6/24-7/8: Expanding Access through Distance and Blended Education Module 1: Planning for a Strong Foundation**(4.5 hours including course, discussion forum, and webinar)

This first module in this three-part series reviews various models of distance and blended learning; how they meet learners’ needs; and important information for administrators including hiring, planning, and data reporting.

**Previously Recorded SABES Program Support PD –** Available on demand

* [Tech and Tell: Developing Your Digital Strategy: Building a Culture of Digital Literacy at Your Program](https://forms.gle/n6NkVxcd83a1AJje8)  (2 hours including discussion forum) How do programs create to develop, adopt, and embrace a robust digital literacy strategy that will benefit teachers and learners alike? Come hear specific ways many programs have built in access, practice, time, and space for both staff and students to increase their digital literacy.

**Part 2**

**Complete your Class Plan**: Consider the target students for your program, your distance education goals, and the online products (and other materials, resources) you intend to use.

Resources and PD

[IDEAL Handbook](https://edtech.worlded.org/wp-content/uploads/2019/08/8-18-19-IDEAL-Handbook-6th-Edition.pdf)

* Instruction: Getting Started: pp. 48-66

**FY21 SABES Program Support PD**

* **8/19-92: Intro to Blended Learning: Maximizing Impact through Online and In-Person Instruction** (7 hours including course, discussion forum, and webinar)

This course presents foundational information about blended learning, including definitions, strategies, examples, and reflective activities primarily presented in multimedia format. The goal of the course is for teachers and administrators to have a basic understanding of the different forms of blended learning and how they might integrate them into courses they provide to student populations they currently serve as well as those they would like to begin serving.

**Other Resources**

* [Workforce Ed Tech Tools](https://workforceedtech.org/)

A repository with links to workforce tools organized by five topics areas: Organizational Management, Job Search and Planning, Assessment and Matching, Learning and Training, and Mentorship and Support.

**Distance Education Class Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Blended Model**  One instructor or team of instructors with coordinated planning of online and in-person components as a single curriculum | **Target Enrollment Number** | **EFL/GLE Class Range** | **Online Product(s)**  **(e.g., USA Learns, Zoom)** | **# Online Hours per Week** | **# F2F Hours per week** | **# of Weeks/**  **Year** |
| Class Name/Number: |  |  |  |  |  |  |
| Class Name/ Number: |  |  |  |  |  |  |
| Class Name/Number: |  |  |  |  |  |  |
| **Direct** (Distance education  class stands alone)  Instructor is not directly connected to other classes; includes synchronous or asynchronous instruction | **Target Enrollment Number** | **EFL/GLE Class Range** | **Online Product(s)** | **# Online Hours per Week** | **# F2F Hours per week** | **# of Weeks/**  **Year** |
| Class Name/Number: |  |  |  |  |  |  |
| Class Name/Number: |  |  |  |  |  |  |
| Class Name/Number: |  |  |  |  |  |  |
| **Independent**  Staff member supporting these students (the distance education coach) is not directly connected to other classes; does not include instruction | **Target Enrollment Number** | **EFL/GLE Class Range** | **Online Product(s)** | **# Online Hours per Week** | **# F2F Hours per week** | **# of Weeks/**  **Year** |
| Class Name/Number: |  |  |  |  |  |  |
| Class Name/Number: |  |  |  |  |  |  |
| Class Name/Number: |  |  |  |  |  |  |

**Part 3**

**Describe the strategies you will use to build and sustain your program**.

1. **Recruitment**: Explain how you will recruit and screen students for your distance education classes. What criteria will you use to determine if they are ready for distance education?

Resources and PD

[IDEAL Handbook](https://edtech.worlded.org/wp-content/uploads/2019/08/8-18-19-IDEAL-Handbook-6th-Edition.pdf)

* Recruitment: Identifying and Recruiting Students: Pages 23-27
* Determining who is Ready for Distance and Blended Learning: Pages 29-37
* Sample Learner Intake Survey (Is Online Learning for Me?): pp. 92-93

**FY21 SABES Program Support PD**

* **6/24 – 7/8: Expanding Access through Distance and Blended Education** **Module 1: Opening Your Doors** (see description on page 2)

1. **Intake, Assessment, and Orientation**: Explain the steps you will take to enroll students for distance education, including a) Intake, b) Assessment, and c) Orientation.

Resources and PD

[IDEAL Handbook](https://edtech.worlded.org/wp-content/uploads/2019/08/8-18-19-IDEAL-Handbook-6th-Edition.pdf)

* Orientation: Setting up Learners for Success: pp. 38-46
* Assessment: Student Participation and Success: pp. 70-73
* Assessments to Meet the NRS Guidelines: pp. 73-77

**FY21 SABES Program Support PD**

* **7/8 – 7/29: Expanding Access through Distance and Blended Education** **Module 2: Opening Your Doors: Recruitment, Intake, and Orientation**

(5.5 hours including discussion forum and webinar)

In this online course, you will consider which learners are promising candidates for your program, how to find them, and how to support those who need preparation in order to be accepted. This is the second module in the three-part ‘Expanding Access’ series

**Previously Record SABES Program Support PD –** Available on demand

* [Tech and Tell: Northstar Digital Literacy Assessments and Curriculum: Building Blocks for Digital Literacy](https://forms.gle/qJGS36epiykTGWkR6) (2 hours including discussion forum)

Learn about the Northstar Digital Literacy Assessment, which defines the basic skills needed to use a computer and the internet in daily life, employment, and higher education. The free, self-guided online set of assessments show the digital literacy skills needed to perform real-life tasks in the categories of Essential Computer Skills, Essential Software Skills, and Using Technology to Accomplish Tasks. A paid subscription includes instructional materials and a dashboard to track student work and more.

* [Tech and Tell: Developing an Individual Student Digital Literacy Learning Plan](https://forms.gle/gc4JZVfpSnp9kcKD6)

(2 hours including discussion forum) Students have individual learning plans, but how do their digital literacy plans fit in? We look at tools for figuring out how to match their work, education, or other goals to the relevant digital literacy skills they need to reach them, and learning resources for them to develop those skills, as well as digital literacy assessments in order to create a digital literacy learning plan.

* [Tech and Tell: Using Digital Tools to Design Assessments](https://forms.gle/oxYM1RNGJf8RkqDa8)

(2 hours including discussion forum) Here you will learn about two assessment tools that you easily add your own content to: Quizalize and Edpuzzle. You will also look at two user-friendly tools you can use to create customized assessments on your own: Google Forms Quiz and Padlet. See examples of how to use each.

**Other Resources**

* Ed Tech Center@World Education: [Implementation Tips: Recruitment, Screening, & Orientation](https://edtech.worlded.org/wp-content/uploads/2020/04/Implementation-Tips-Recruitment-Screening-and-Orientation-FINAL.pdf)

This four-page resource offers strategies for outreach, recruitment, screening, and orientation of distance education learners.

1. **Staffing**: Who in your program will support distance education students? What criteria will you use to select staff for teaching, coaching, and advising, and what supports will you provide to ensure that they have the skills and knowledge to fully support distance education students? Consider the strategic collaboration, teaming, and differentiated roles needed to carry out distance education programming in an effective and efficient manner.

Resources and PD

[IDEAL Handbook](https://edtech.worlded.org/wp-content/uploads/2019/08/8-18-19-IDEAL-Handbook-6th-Edition.pdf)

* Identifying and Supporting Teachers: pp. 83-85
* Description of an Effective Distance Education Teacher: p. 96
* Computer Skills Assessment for Teachers: pp. 97-98

**Other Resources**

* EdTech Center@WorldEducation: [Digital Skills Self-Assessment for Teachers](https://edtech.worlded.org/mlearning_resource/digital-skills-self-assessment-tool-for-instructors/)

1. **Rigorous Teaching and Learning**: What strategies will your distance education coaches/ teachers use to:

* Actively promote student engagement
* Monitor and promote student participation, persistence, and progress
* Collect, report, and use assessment, attendance, and other data
* Assist with resolving tech problems
* Communicate with and provide feedback to distance education students

Resources and PD

[IDEAL Handbook](https://edtech.worlded.org/wp-content/uploads/2019/08/8-18-19-IDEAL-Handbook-6th-Edition.pdf)

* Aligning Learner Knowledge with the Proposed Curriculum: pp. 30-46
* Tips for Teaching Distance and Blended Learning: pp. 94-95

**FY21 SABES Program Support PD**

* **7/29 – 8/19*: Expanding Access through Distance and Blended Education Module 3: In the Class: Instruction and Assessment*** (5.5 hours including discussion forum)

This online course, the third and final module in the series, explains where to find the list of state-funded online instructional product licenses, supplemental resources to extend learning, and how to organize them. Options for staying in communication with learners are discussed. It also covers types of assessment, how they support instruction and learning as well as retention, and ways to carry them out in the distance learning environment. It includes a facilitated discussion forum and webinar to share ideas with colleagues.

**Previously Record SABES Program Support PD –** Available on demand

* [Tech and Tell: Designing Digital Learning Experiences](https://forms.gle/9UiPmR77rDx8MnS17)

(2 hours including discussion forum)

Although many programs have students for a very limited number of hours, teachers, advisors, and others have so much we need to cover during that brief time. For some, adding digital literacy can feel like an impossibility. While it can certainly be challenging to figure out how to cover that along with content and skills, it can be done! In this one-hour webinar, we will discuss an approach to weaving all three together and look at several examples including a single lesson, a curriculum theme, and a project.

* [Planning Now for Online Classes: Using USA Learns](https://forms.gle/vCxEJPt3o7eVMhrq5)

(2.5 hours including discussion forum)

USA Learns is a free online ESOL curriculum that covers reading, writing, speaking, and listening skills with multimedia activities such as video, audio recording, plus writing assignments. This webinar addresses the basics: setting up a class, enrolling and onboarding students, tracking progress, and engaging and supporting students in an online learning environment.

* [Communication Tools: Teaching, Advising, and Leading from a Distance](https://forms.gle/J4toxJZzdZxkdQGs9)

(2.5 hours including discussion forum) In our current situation, teachers, advisors, and tutors find themselves with the need to communicate with their students from a distance. Keeping in touch and continuing instruction are more important than ever. This webinar addresses four communication tools and examples of implementation:

* Remind for messaging and more
* Google Voice for phoning and texting
* Zoom for real-time video meetings
* Screencast-O-Matic for creating narrated instructional recordings of your computer screen and your video camera
* [Teaching Online Using Free Google Classroom Resources - Part 1: Getting Started and Creating Discussions](https://forms.gle/jumoeKNjSc9kU9ML6) (2 hours including discussion forum)

Part 1 is a review of the basics of using Google Classroom. You will learn to create online accounts and classrooms, onboard students, and use the Stream page to initiate student discussions and other activities.

* [Teaching Online Using Free Google Classroom Resources - Part 2: Creating and Assigning Lessons, Tracking Progress, and Manage Student Folders](https://forms.gle/WtWBvJtKH2VKnqLU6)

(1.5 hours including discussion forum)

Part 2 focuses on how to create assignments and quizzes, track student work, and manage student folders.

* [Tech and Tell: Making Digital Devices and Materials More Accessible](https://forms.gle/mg9W6KEa3cp2GTxt6)

(2 hours including discussion forum) Chances are that you have current students, staff, and others who may join your program in the future with hand motor, visual, or auditory difficulties. For this reason, it is good practice to know how to be inclusive so that program and class materials are readable and program digital devices are navigable. It’s also important to understand how to support students’ use of their own devices. Come learn about basic settings and instructions for creating equitable access at your program and in your classes.

**Other Resources**

* **EdTech Center@World Education**
  + [Distance Education Strategy Talks](https://edtech.worlded.org/events/edtech-center-distance-learning-strategy-sessions/) (Recorded webinars): Lightening Talks by adult educators on using tools such as [WhatsApp](https://jsi.zoom.us/rec/play/upN8dOutqW43HdyStgSDV6d4W9S7K6is1HNMqPBYykmzAnNXZ1Dwb7tAarflqJpXlYEwFvCUTfIBzR1N?continueMode=true), [Hyperdocs](https://jsi.zoom.us/rec/play/tJV7Jen6pmk3G4LH4wSDVPJ6W9W0f_2s1CEarvdeyUm3VHMEMAX1ZbARMeNECNiTAA_ZCoS1hzhBhRlM?continueMode=true&_x_zm_rtaid=PldwYor6R4OWRBN8NUw7rw.1591705889219.159cb910ea581111401c06161eeb00f9&_x_zm_rhtaid=721), [Zoom and We Speak NYC](https://jsi.zoom.us/rec/play/vscuf-6sqmo3SNOcswSDUfRwW460Kqus23QX-vBczkvnU3ILYQb1YrIRZLNfnjTNFCpLsgGCD2kUFGL8?autoplay=true&startTime=1587142887000), and more.
  + [Tools for Meeting with Students](about:blank)
  + [Tools for Content Sharing](https://edtech.worlded.org/tips-for-distance-learning/)
* [Teacher Tools](https://www.crowdedlearning.org/explore/teacher-tools)

Offers links to online communication, content and assessment, learning management system, and content sharing tools.

1. **Support** **and Next Steps**: What support do you think would be most helpful, e.g., from SABES or ACLS?
2. **Other Thoughts:** What else do you want to share about your distance education plans?

**Appendix A**

**Components of Distance Education Models**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class Design** | **Instructor** | **Components** | **Class Plan Naming** | **Other Enrollments** |
| **Blended** | One Instructor or team of instructors with coordinated planning of components | F2F and Online | DE Blended Class | Possible but not probable |
| **Direct**  **Distance Education** (DE) (class stands alone) | Instructor is not directly connected to other classes; includes synchronous or asynchronous instruction | Online | DE Direct Class | May also be enrolled in a separate F2F class |
| **Independent** | Coach is not directly connected to other classes; does not include instruction | Online | DE Independent Class | May also be enrolled in separate F2F class |

**APPENDIX B**

**Working Definitions and Terms**

**Asynchronous Learning:** Instructors provide materials, lectures, tests, and assignments that can be accessed at any time.

**At-a-Distance**:Student and instructor are not present at the same location. This is a component of blended learning and distance education/distance learning.

**Blended Learning**: **I**nstructional delivery model that incorporates (blends) online learning with face-to-face instruction. All students enrolled participate in both components.

**Clock Time/Time on Task**: Contact hours reported based on time a learner is engaged with an online product that tracks actual time on task.

**Digital Literacy**: The skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

**Direct Hours**:Hours a learner is engaged in face-to face, synchronous instruction.

**Direct Distance Education:** Instructional delivery model in which the class stands alone; the Instructor is not directly connected to other classes; includes synchronous or asynchronous instruction.

**Distance Education (DE)/Distance Learning**: A formal learning activity (instruction) where students and instructor are separated by geography, time, or both for the majority instruction.

**Face-to-Face (F2F); Face-to-Face Virtual (F2FV)**:Students and instructors are present at the same time and able to see one another in person or virtually.

**Independent Distance Education:** Instructional delivery model in which the coach is not directly connected to other classes; does not include instruction.

**Learner Mastery**: Assigns a fixed number of proxy hours based on learner mastering instructional content of lesson.

**Online Learning:** Unlike distance education/distance learning, online learning has no distance implication, and can take place at the program or via distance learning.

**Proxy Hours**: The time distance education students spend working independently; time is measured by Clock Time/Time on Task, Learner Mastery, or Teacher Verification.

**Remote Learning**: Occurs when the learner and instructor are separated by time and distance and are not able to meet in a traditional classroom setting; includes offline instruction and learning.

**Synchronous Hours**: Face to face or live online interactions between an instructor and learner(s). Occur in distance education for orientation, counseling, pre- and post-testing, or instruction.

**Synchronous** **Learning**: Instruction which occurs with teachers and students present at the same time.

**Teacher Verification**: A fixed number of proxy hours given for completion of each instructional activity in the curriculum. The assignment of hours is based on a teacher verifying that activity was completed and content was mastered.

**APPENDIX C**

**Working Definitions and Terms by Category**

**Distance Education/Distance Learning Formats**

**Blended Learning**: **I**nstructional delivery model that incorporates (blends) online learning with face-to-face instruction. All students enrolled participate in both components.

**Direct Distance Education:** Instructional delivery model in which the class stands alone; the Instructor is not directly connected to other classes; includes synchronous or asynchronous instruction.

**Distance Education (DE)/Distance Learning**: A formal learning activity (instruction) where students and instructor are separated by geography, time, or both for the majority instruction.

**Independent Distance Education:** Instructional delivery model in which the coach is not directly connected to other classes; does not include instruction.

**Learning Activities**

**Asynchronous Learning:** Instructors provide materials, lectures, tests, and assignments that can be accessed at any time.

**At-a-Distance**:Student and instructor are not present at the same location. This is a component of blended learning and distance education/distance learning.

**Online Learning:** Unlike distance education/distance learning, online learning has no distance implication, and can take place at the program or via distance learning.

**Remote Learning**: Occurs when the learner and instructor are separated by time and distance and are not able to meet in a traditional classroom setting; includes offline instruction and learning.

**Synchronous** **Learning**: Instruction which occurs with teachers and students present at the same time.

**Face-to-Face (F2F); Face-to-Face Virtual (F2FV)**:Students and instructors are present at the same time and able to see one another in person or virtually.

**Time**

**Proxy Hours**: The time distance education students spend working independently; time is measured by Clock Time/Time on Task, Learner Mastery, or Teacher Verification.

**Clock Time/Time on Task**: Contact hours reported based on time a learner is engaged with an online product that tracks actual time on task.

**Learner Mastery**: Assigns a fixed number of proxy hours based on learner mastering instructional content of lesson.

**Teacher Verification**: A fixed number of proxy hours given for completion of each instructional activity in the curriculum. The assignment of hours is based on a teacher verifying that activity was completed and content was mastered.

**Related**

**Direct Hours**:Hours a learner is engaged in face-to face, synchronous instruction.

**Synchronous Hours**: Face to face or live online interactions between an instructor and learner(s). Occur in distance education for orientation, counseling, pre- and post-testing, or instruction.

**Relevant Skills**

**Digital Literacy**: The skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.