

eLearning Delaware Course Catalog

Aligning ELA Content Standards (Delaware Developed)

Aligning Math Content Standards (Delaware Developed)

Aligning Science Content Standards (Delaware Developed)

Aligning Social Studies Content Standards (Delaware Developed)

Approaches and Tools for Developing Web-Enhanced Lessons (EDC Developed)

Data-Driven Decision Making: Using Objective Measures to Improve Student Learning (EDC Developed)

Designing a Virtual Field Trip (EDC Developed)

Differentiating Instruction to Accommodate Learning Styles (EDC Developed)

Digital Storytelling in the Classroom (Delaware Developed)

Earth History (Science w/WHYY Video) (Delaware Developed)

Enhancing an Aligned Unit (Delaware Developed)

Facilitating and Implementing Online Professional Development (EDC Developed)

Finding the Best Educational Resources on the Web (EDC Developed)

Getting Ready for Algebra by Using Virtual Manipulatives (EDC Developed)

Helping Struggling Readers Improve Comprehension (EDC Developed)

Improving Reading and Writing in the Content Areas (EDC Developed)

Instructional Approaches for Teachers of English Language Learners (EDC Developed)

Integrating Primary Sources into the Social Studies Classroom (EDC Developed)

Investigating Tier 1 of RtI in the Mathematics Classroom (Delaware Developed)

Learning and Teaching with Web 2.0 Tools (EDC Developed)

Making the Most of Adolescent Literature (EDC Developed)

Online Course Design and Delivery (EDC Developed)

Special Students in Regular Classrooms: Technology, Teaching and Universal Design (EDC Developed)

Strategies and Tools for Teaching the Writing Process (EDC Developed)

Teaching Resources & Strategies for Adult Basic Educators in Delaware (Delaware Developed)

Technology Integration with Thinkfinity (K-5) (Delaware Developed)

Transforming the Classroom with Project-Based Learning (EDC Developed)

Unpacking the Delaware Recommended Curriculum (Delaware Developed)

Using Digital Portfolios to Foster Student Learning (EDC Developed)

Using Patterns to Develop Algebraic Thinking (EDC Developed)

Using Real Data in the Math Classroom (EDC Developed)

Using Technology to Support Research and Presentation (EDC Developed)

Visual Literacy Strategies for the Classroom (Delaware Developed)

eLearning Delaware Course Descriptions

Aligning ELA Content Standards

This course is the second in a three-course cluster. For this course you will use the components of the Delaware Recommended Curriculum in ELA to understand, create, and eventually deliver aligned curriculum, instruction, and assessment.

Aligning Math Content Standards

This course integrates a variety of instructional activities and technologies with the State of Delaware K-12 Standards and Grade Level Expectations for Math. You will explore several research-based resources that list effective math instructional strategies that will be used throughout the course as building blocks for evaluating math lessons. Our model will be the Delaware Recommended Curriculum (DRC) using "Backwards Design" principles.

Aligning Science Content Standards

The Earth History course is a historical geology course designed to promote in-service teacher content preparation and familiarity with the FOSS Earth History kit. Teachers will work through the FOSS kit in advance of their students, learn tips on effective facilitation of the lessons within the kit and learn how to generally support students as they learn about earth history. The FOSS Earth History kit is aimed at promoting student geology content knowledge and imparts an understanding of how evidence of present processes of weathering, erosion, and deposition, is used to make inferences about past changing environments.

Aligning Social Studies Content Standards

This is a six-week course designed to help Social Studies teachers and administrators understand, create, and deliver aligned curriculum, instruction, and assessment, using the Delaware State Social Studies Standards. During the course, you will learn how to use the Social Studies Standards Clarification Document, Performance Level Descriptors, and Grade Level Expectations to create standards-aligned curriculum, instruction, and assessment. In order to complete this course successfully, each participant is required to have online access to complete the assignments. Each week there will be readings, an activity to complete, and discussion requirements. Generally speaking, the work will take approximately 4-5 hours per week. Completion of these requirements will be reflected in the gradebook. Your final product for this course will be a collection of relevant sites that will support your own teaching and learning. Time management will be a key to your success in this, and any other, online course, so be sure to plan ahead. Reading assignments can be printed out to be read away from your computer. The discussion board will be the major form of communication within our course. When responding to the week's reading, everyone is required to post one original, substantive thread and reply to a minimum of at least two other postings within the discussion board. Course participants will be expected to create a TrackStar Track with links to sites and activities that are applicable to the unit they will be designing.

Approaches and Tools for Developing Web-Enhanced Lessons

Educators know there are valuable educational materials on the Web, but they need time and support to incorporate these materials into their curricula. This workshop will guide classroom teachers of all subjects and grade levels and specialists through an exploration of popular formats for developing Web-enhanced lessons such as WebQuests, Internet Scavenger Hunts, Web-Based Scrapbooks, and Hotlists. This workshop will also explore popular Web-based tools such as TrackStar and Filamentality, which help teachers develop inquiry-based curricula using online resources. Participants will use these tools as they begin preliminary designs of standards-based, web-enhanced lessons for their own classrooms.

Data-Driven Decision Making: Using Objective Measures to Improve Student Learning

Improving student learning and achievement can be accomplished most effectively through the use of data analysis to understand student learning needs and to make instructional decisions. This workshop is designed to help participants gain knowledge and skill in using data to improve student learning. Through this course, teachers will learn the importance of using data to plan appropriate instructional experiences for their students and to identify and analyze the measures of data to understand student learning needs. Participants are guided to develop the practice of gathering and analyzing data in a systematic and continuous manner. As part of this workshop, participants will review data-driven decision-making theory regarding multiple measures of data and they will analyze intersections of the data to answer questions about student achievement and how to improve student learning. Participants will learn to use tools to gather and analyze formative data to identify trends and gaps in learning. As a final product in this workshop participants will create an action plan to guide instructional change in their own classrooms and to lead to the improvement of student learning and achievement.

Designing a Virtual Field Trip

This workshop will enable teachers of all grade levels and subject areas to use Internet resources to design a "virtual field trip" for their students. Participants will become familiar with the strategies and resources that educators use to design these field trips, as well as tips and tricks to ensure their success. By the end of the workshop, participants will have designed effective and engaging virtual field trips for their students that are aligned to state and national standards.

Differentiating Instruction to Accommodate Learning Styles

Addressing the individual learning styles of students can be a challenge for teachers. The World Wide Web contains a vast number of resources to assist teachers in understanding and planning for the different avenues through which students learn best. Suitable for participants of all grade levels and subject areas, this workshop will review a range of web sites providing information about learning theory related to learning styles and multiple intelligences, as well as resources to assist teachers in both identifying students' learning styles and intelligences and engaging students in activities which best suit those styles and intelligences. Participants will become familiar with teaching strategies and tools targeted for each learning style and intelligence and develop a preliminary lesson plan using those strategies and tools.

Digital Storytelling in the Classroom

Digital Storytelling tools and techniques enable us to tell short stories using electronic media. This six week workshop will introduce participants to the nature and educational uses of digital stories and will guide them in developing and producing a story of their own. Participants will learn how to plan a story, obtain and incorporate still images and video clips, add voice narration and background music, and enhance the final product with special effects and transitions. Participants will be introduced to and may select from a variety of freely obtainable software programs as the vehicle for their stories.

Earth History (Science w/WHYY Video)

The Earth History course is an historical geology course designed to promote in-service teacher content preparation and familiarity with the FOSS Earth History kit. Teachers will work through the FOSS kit in advance of their students, learn tips on effective facilitation of the lessons within the kit and learn how to generally support students as they learn about earth history. The FOSS Earth History kit is aimed at promoting student geology content knowledge and imparts an understanding of how evidence of present processes of weathering, erosion, and deposition, is used to make inferences about past changing environments.

Enhancing an Aligned Unit

This course is the third and final component of a cluster designed to assist teachers in applying the principles of backward design to the content of the Delaware Recommended Curriculum. The content of this course seeks to familiarize participants with important research findings on the learning process and with strategies

to be implemented to overcome individual barriers and promote success for every student. Recent findings also mandate a change in lesson content and goals in order to equip students with 21st century skills. Deep learning of key concepts, rather than memorization of a wide range of facts, together with practice in critical thinking and group problem-solving, enables students to transfer learning and apply it in new situations. Assessment tools must be redesigned to test for the application of critical thinking skills in the pursuit of deep knowledge. In addition to theoretical knowledge, participants will also become familiar with a range of tools designed to help them implement these ideas in the classroom.

Facilitating and Implementing Online Professional Development

A semester-long online training course which prepares teams of participants to be Online Professional Development Specialists. These online specialists learn to facilitate online workshops and to integrate online learning into ongoing professional development programs. The ten-session course includes online readings, web-based activities, facilitated online discussions and a final project, where participants complete a plan for delivering an online workshop for teachers and/or administrators. Because this course is delivered online, participants are able to experience the online classroom as learners, gaining valuable hands-on experience in the online environment.

Finding the Best Educational Resources on the Web

The World Wide Web provides rich resources for educators, but they are only useful if educators know what resources are there and how to find them. This workshop will provide teachers of all grade levels and subject areas the opportunity to explore the range of educational material available on the Internet and to learn time-saving skills to effectively search the Internet for useful curricular resources. Participants will become familiar with popular search engines, subject directories, web-based instructional tools, and educational listservs, and they will learn techniques to use each one appropriately and efficiently. The workshop will also examine the importance of critical evaluation of World Wide Web resources and consider how to develop evaluation skills in the classroom. Participants will leave the workshop with a collection of selected World Wide Web resources appropriate for their own classroom use.

Getting Ready for Algebra by Using Virtual Manipulatives

This workshop will prepare teachers to use virtual manipulatives to help their students get ready for algebra. Participants will explore the 17 Algebra Readiness indicators developed by the SREB (Southern Region Education Board) and ETS (the Educational Testing Service), including the five "process" indicators and the twelve "content and skills" indicators. Participants will learn how they can use virtual manipulatives and other technologies to help their students gain proficiency in order to be successful algebra students. Participants will complete a technology enhanced classroom project for their students that is aligned to NCTM and state standards.

Helping Struggling Readers Improve Comprehension

Struggling readers and writers may have difficulty decoding text, comprehending, and conveying ideas through writing. This workshop focuses specifically on supporting the academic development of students who are competent decoders but who struggle to understand the meaning of what they read. We will explore the different types of comprehension difficulties students may face and will introduce a number of research-based strategies to improve comprehension skills. As a final project, participants will design and implement a lesson plan focused on improving students' reading comprehension.

Improving Reading & Writing in the Content Areas

In order to be successful in content area classes such as social studies, science, and mathematics, students must be able to read a variety of informational texts and produce written documents. This workshop will give teachers the tools they need to integrate literacy strategies into content learning to help raise student achievement. Participants will use the Literacy Matters web site as an anchor throughout this workshop for exploring instructional strategies. By the end of the workshop, participants will be able to locate web-based

tools, strategies, and lessons that foster literacy skills in all content areas. They will also have developed a preliminary lesson plan incorporating these tools and strategies.

Instructional Approaches for Teachers of English Language Learners

This workshop is designed to help teachers learn how they can more effectively include, instruct and nurture students whose native language is not English. Educators of all grade levels and subject areas will learn strategies and instructional approaches to help ELL students access all aspects of the curriculum. The content covered in this course will help teachers learn to apply the ELP (English Language Proficiency) Standards to their classroom instruction, build their knowledge about second language acquisition, and inform them of strategies that will help them to provide English Language Learners with a safe and accepting environment in which to learn so that they can excel academically. This workshop will also highlight the many ways that technology can be used to help ELL students to access curriculum materials. Participants design their own lessons and activities that take advantage of available technologies to more effectively reach all students.

Integrating Primary Sources into the Social Studies Classroom

There is a tremendous wealth of Web-based resources that support active learning and primary research in the Social Studies classroom for teachers of all grade levels. Participants will explore the range of available primary and secondary resources including collections of original documents, vast reservoirs of secondary historical information, and online resources designed to support Social Studies teachers in curriculum development. Participants will consider effective research strategies and engage in critical analysis of web resources. In addition, participants will learn to develop a personal collection of web-based resources for curricular use and develop preliminary plans, using primary or secondary resources available on the Web, to enhance a curriculum unit.

Investigating Tier 1 of RtI in the Mathematics Classroom

This six-session course will investigate Tier 1 of the Response to Intervention (RtI) regulations through the eyes of a classroom teacher. Many schools are experimenting with various models to approach Tier 2 and Tier 3 levels of RtI, however, the inclusion model means that all students get the same core instruction for Tier 1. Students of all ability levels are in the classroom for Tier 1, core instruction. In this course, teachers will explore how to improve core mathematics instruction through formative assessment practices, differentiation, and in-class interventions. Teachers will analyze an upcoming/current unit of study for possible opportunities to check student understanding of big ideas in the unit. This knowledge will help teachers examine the impact on future instruction. Investigating differentiation strategies and interventions will assist with determining how to further students' understanding of the big ideas before the unit summative assessment is given. Formative assessment probes will be developed and documented using a template. Opportunities for collaboration and work sharing with peers are offered throughout the course.

Learning and Teaching with Web 2.0 Tools

The Internet as we know it has been constantly changing and improving over the past several years and these changes have been so numerous and so dramatic as to inspire people to refer to this "new" internet as Web 2.0 or the Read/Write Web. The content of the Read/Write Web, as we will call it, is characterized by open communication, freedom to share and re-use content, and dynamic interactivity among users of varying technical abilities around the globe. There are now a multitude of web-based tools available that can allow people to organize their favorite bookmarks, write online documents, and share information with others through social software like blogs and wikis. These tools can positively impact teaching and learning and the implications are significant. Students can be empowered to see how their ideas can be shared easily with the world and students around the globe can easily collaborate and communicate with each other to build knowledge communities that are not dependent on time and space. A few dedicated educators are sharing their ideas and blogging about these new tools so that they can be used effectively in classrooms. In this workshop, participants will be exposed to many of the tools of the Read/Write Web and will get the chance

to experiment with new tools each week. The final session will focus on how educators can help students to use these new tools safely. Discussions will help participants focus on how these tools can be integrated into the classroom to make the most of their potential to enhance student learning.

Making the Most of Adolescent Literature

When teachers integrate adolescent literature into the curriculum, students are given an opportunity to learn about themselves and the world during a critical time in their development. Recent research on reading development suggests a growing number of evidence-based practices that can help students with the complex process of reading to make meaning. In this workshop, participants will learn how to select literature for students of varied needs and how to improve students' reading comprehension through questioning techniques. They will also explore a wide range of literature response strategies and techniques for assessment. As a final product, participants will create a classroom lesson based on the strategies learned in this workshop.

Online Course Design and Delivery

This semester-long online course trains individuals and/or teams to design online courses for teachers or students. Participants are trained to be Online Course Design Specialists as they are guided through the process of defining goals and objectives aligned with standards; selecting readings; designing activities, discussion questions, and assessments; and creating a dynamic online learning experience tailored to the needs of their specific audience. While this course content focuses on developing online courses in a learning community model, where meaningful dialogue among participants and the instructor is critical, ETLO recognizes that not all online courses must be developed in this model; therefore, this training is flexible in terms of providing support for participants to develop the type of course necessary to address specific local needs. While the structure of each course might differ, in order to receive a Certificate of Completion, participants are still required to demonstrate core areas of development competency by completing all course assignments. Upon completion of this course, participants will be eligible to participate in a year-long support forum with ETLO staff and Online Course Design Specialists from other organizations.

Special Students in Regular Classrooms: Technology, Teaching and Universal Design

Developed in collaboration with CAST

This workshop, co-developed by EDC and CAST (Center for Applied Special Technologies), provides an introduction to the concept of Universal Design for Learning™ (UDL), its neurological basis, and strategies for a UDL approach in instructional settings. The basic premise of universal design for learning is that a curriculum should include alternatives to make it accessible and applicable to students, teachers, and parents with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. The workshop is designed to acquaint participants with the basic premise of UDL, and to provide practical, hands on experience using software tools and digital media for learning support. It is designed for all those interested in educating diverse learners in general education classrooms: teachers, administrators, curriculum coordinators, technology specialists, and parents.

Strategies and Tools for Teaching the Writing Process

This workshop will support teachers of middle and high school students in their incorporation of technology tools into the writing curriculum. Participants will be introduced to powerful software and web-based tools that enhance the various stages of the writing process: prewriting, drafting, revising, and publishing. Participants will also explore a range of resources and exemplary projects that take advantage of these technologies in the classroom. For example, participants will discover the potential of writing exchanges on electronic networks, view examples of such projects, and think together about how these tools could be incorporated into their specific curricula. Participants will complete the workshop with a collection of resources and preliminary lesson plans that address their local or state standards and curricular goals.

Teaching Resources & Strategies for Adult Basic Educators in Delaware

Adult basic education learners come to the classroom with varied backgrounds and often, difficulties and obstacles that challenge their desire to learn. They also have many strengths and aspirations to improve their lives. Understanding more about their backgrounds can offer the ABE educator insight into how you can instruct them. The job of an adult basic educator requires a unique set of skills and knowledge. In this course you will be introduced to teaching strategies and techniques as well as state and Federal regulations. This course is intended to stimulate your own interest in finding out more about learning strategies for adults. Your local program director, your colleagues and your classmates, and I will give you clarifications, coaching and collaboration to turn the concepts you learn in this course to viable practice so you can apply what you learn to your own teaching assignment. Collaborative participation will be a key requirement in this class. The instructor's primary role is a facilitator; all students are considered as teachers and respected for the input that they will provide during the course on the class. The more you learn the more your students will benefit.

Technology Integration with Thinkfinity (K-5)

Participants will investigate the foundations of instructional technology. They will modify a lesson they will be teaching during the online course and integrate technology into that lesson utilizing resources from Thinkfinity.org. The completion of the Delaware Thinkfinity Integration Plan will guide their planning towards best practice. Participants will then implement the lesson, with technology, in their classrooms and reflect on student participation, effectiveness in meeting the technology and curriculum goals of the lesson, and on lesson delivery.

Transforming the Classroom with Project-Based Learning

This workshop is designed to familiarize participants with the principles of Project-Based Learning (PBL). Throughout this six-week workshop, exemplary projects will be analyzed, critiqued, and evaluated for applicability to participants' classroom needs. Participants will gain hands on experience using software tools to support the planning and execution of projects, and develop collaborative, inquiry-based projects that support their curricular goals. Participants will learn to blend PBL and standards-based design strategies to create curriculum units that enhance student learning at all grade levels and subject areas. Each participant will leave the online workshop with preliminary plans for a PBL project.

Unpacking the Delaware Recommended Curriculum

Unpacking the Delaware Recommended Curriculum is the first of three courses in a cluster designed to assist teachers in applying the principles of backward design in order to modify their current units of study. In this course, participants will review the Delaware Recommended Curriculum, become familiar with the backward design framework, and begin to format their final cluster project - a comprehensive unit template. This modified unit template will be used throughout all three courses, and participants should establish from the outset which existing unit they plan to modify over the course of this cluster. What kind of curricula and learning principles will ensure students' success in the 21st century workplace and post-secondary education? In this three course cluster, participants will explore key practices and priorities for Delaware educators. In course one participants will unpack the goals and implications of the Delaware Recommended Curriculum while reviewing the principles of backward design. In course two participants will divide into content-specific courses to focus on the standards and essential concepts from Science, Math, Social Studies, or ELA. Participants will identify and select quality resources and strategies to enhance an existing unit. In the final course of the cluster, participants will focus on putting all the pieces together by enhancing an existing unit taking into account both the DRC and content-specific standards/practices. The culmination of the cluster will come when teachers implement their enhanced units with students in the classroom.

Using Digital Portfolios to Foster Student Learning

This workshop is designed to help teachers across all grade levels and subject areas to take an in-depth look at the power of digital portfolios as a tool to document student learning through exploring various formats and uses of digital portfolios in classrooms. Teachers will also be introduced to a wide variety of tools that

can be used to create and assemble digital portfolios, and investigate criteria that may be used to select components that would be included in the portfolio. They will leave the workshop with detailed plans for implementing a digital portfolio project in their respective classrooms.

Using Patterns to Develop Algebraic Thinking

In this workshop for middle school teachers of mathematics, participants will explore the nature of algebraic thinking and develop strategies for encouraging the development of algebraic thinking in their students. Through readings, video clips, and examination of student work, participants will learn to: 1) recognize and build on opportunities for algebraic thinking in a variety of mathematics contexts; 2) analyze their students' algebraic thinking; and 3) pose questions that encourage the development of algebraic thinking. Participants will also produce a lesson plan that incorporates the key concepts of the workshop.

Using Real Data in the Math Classroom

Technology tools and web-based materials provide important ways for math educators to meet local and national standards that emphasize problem solving and making connections between mathematics, other disciplines and the real world. This workshop will enable middle and high school math teachers the opportunity to explore a range of web-based resources and exemplary projects which utilize technology to support these goals. Participants will learn how to find sources of real data on the web and explore technology tools that help students model, analyze, visualize and make sense of these data. Participants will complete the workshop with a collection of resources and beginning project ideas that serve their curricular goals.

Using Technology to Support Research and Presentation

Technology tools and the Internet provide tremendous opportunities for students to conduct in-depth original research and to prepare quality presentations of final research products. This workshop will provide teachers of upper elementary to high school students' opportunities to explore and practice using age-appropriate technology tools and resources that support student research and presentation. The resources highlighted in this workshop have a particular emphasis on collaborative inquiry and creative product development such as, electronic tools for concept mapping, web publishing resources, electronic encyclopedias, and tools for data collection and multimedia presentation. Working knowledge of these tools can help teachers guide students to develop standards-based research products.

Visual Literacy Strategies for the Classroom

Brain researchers tell us that the human brain is a pattern detector and that 70%-90% of all brain inputs are visual. Thus, instructional strategies that use strong visual inputs are of interest to teachers as we strive to promote student thinking, understanding and application of knowledge. In our quest to create digital age learning experiences for students, the development of technology-rich learning activities becomes important. In this six-week course (plus an initial week of orientation), designed for K-12 teachers, participants learn to use technology to facilitate the effective use of four visual learning strategies. First, we will examine both brain and educational research that supports the effectiveness of visual learning strategies. In subsequent weeks we will explore four visual learning strategies: using graphic organizers, using photographs, creating pictures, and utilizing virtual models. As we explore each visual learning strategy we will experiment with a technology tool that can be used to locate, create, edit, or comment on the visual. Weekly discussions will help participants focus on how technology tools can be integrated into instructional practice to support learning. As the course progresses, teachers will create a lesson plan design that incorporates technology-facilitated visual learning strategies that are used to help students reach a curricular goal.
