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Re-imagining Remote Education in South Dakota: The ESF-REM Project

JANUARY–JUNE 2021 BIANNUAL EVALUATION REPORT

June 30, 2021

PREPARED BY:

Marc Brodersen, John Lopez, Kai Schramm, and Maddie Schoephoerster

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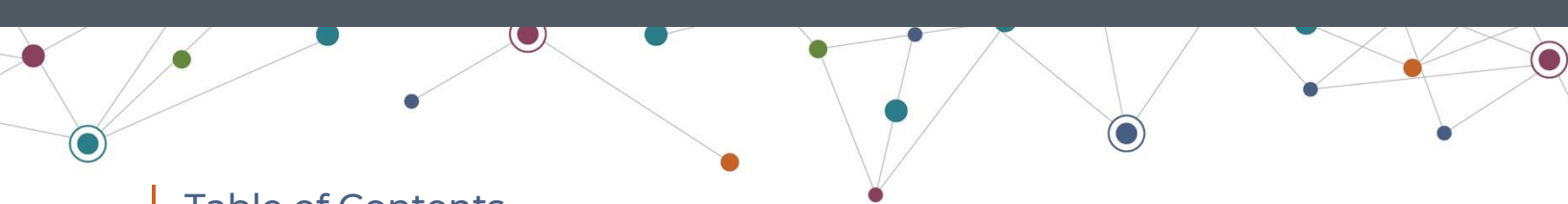
South Dakota Department of Education

By

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Referencing This Report

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Executive Summary

The ESF-REM Project intends to provide South Dakota educators with the knowledge, skills, and abilities to deliver high quality instruction along a continuum of settings. The South Dakota Department of Education (SD DOE) has set the following objectives to work towards this overarching goal: 1) enhance schools' capacity to support teachers in online learning, 2) develop classroom teachers' capacity to provide high quality education to learners in a remote setting, 3) advance school and community knowledge and capacity to provide a continuum of learning for all students in a remote or hybrid environment, 4) ensure pre-service teachers are ready to support K-12 students in a remote or hybrid learning environment, and 5) expand communication channels with parents and support schools and teachers to better engage with parents/families. SD DOE and their partners plan to meet these objectives by providing professional development to educators and related professionals across the state, improving existing pre-service educator trainings, and supporting schools and their communities to advance their own learning.

During the first two quarters of the ESF-REM Project (January 1 to June 30, 2021) Marzano Research administered surveys to educators participating in the Quality Matters Teaching Online Certificate program and professional learning initiatives. These surveys gathered data to address three of the evaluation questions:

1. To what extent do teachers participate in grant activities as intended? How does participation in each grant activity relate to levels of teacher self-efficacy to support students in a continuum of learning? How do perceptions vary by teacher characteristics?
2. What are the most promising aspects of professional learning activities? Are there components that should be revised? Do schools with higher participation in grant activities have greater gains in student attendance and engagement?
3. What are the greatest barriers and catalysts that Teaching Online Certificate teachers experience in supporting online instruction in their schools?

Marzano Research administered a baseline survey to collect information about participants' teaching efficacy, confidence to provide instruction, technology use, and ability to meet students' instructional needs before they participated in any program components. Additionally, we administered a formative survey to collect information about participants' demographics, program satisfaction, and feedback on whether the program is meeting instructional needs. Through descriptive analyses of the survey respondents, we identified key takeaways and considerations.

Key Takeaways

- Prior to participating in any program component, respondents generally had high levels of teaching efficacy and confidence in their ability to provide instruction in different modalities, use technology, and meet students' instructional needs.
- Prior to participating in any program component, respondents generally felt the most confident in their ability to provide a class environment that promotes positive social

interactions, support students who are falling behind and require additional support, and customize instruction for a student.

- Prior to participating in any program component, respondents generally felt the least confident in their ability to provide instruction in blended/hybrid classes, design an online class that another teacher could use, evaluate the strengths and limitations of specific online applications for students, and design an online class that is easy for students to navigate.
- Overall, respondents were satisfied with the program. After participating in the Quality Matters Teaching Online Certificate program, respondents felt they had increased their confidence, knowledge, and skill in developing user-friendly online classes, online instruction, and integration of in-person content into an online formation and they intended to apply and share the content they learned in those areas.

Considerations

- Reassess the time needed to complete each module. Some modules, particularly the beginning modules, took some participants longer to complete than expected.
- Clarify the course descriptions. Some participants were disappointed that some course content was not accurately described.
- Separate content and/or resources for K–12 and higher education. Some participants felt that parts of the courses did not apply to their grade levels.
- Offer continued statewide professional development. Some participants would like to continue having trainings and groups with whom to share ideas.

Introduction

Marzano Research serves as the external evaluator for the Re-imagining Remote Education in South Dakota: The ESF-REM Project. The evaluation uses a variety of data (see Table 1) to address the following questions:

1. To what extent do teachers participate in grant activities as intended? How does participation in each grant activity relate to levels of teacher self-efficacy to support students in a continuum of learning? How do perceptions vary by teacher characteristics?
2. What are the most promising aspects of professional learning activities? Are there components that should be revised? Do schools with higher participation in grant activities have greater gains in student attendance and engagement?
3. What are the greatest barriers and catalysts that Teaching Online Certificate teachers experience in supporting online instruction in their schools?
4. To what extent do preservice teachers view their coursework to be high quality and useful for supporting their implementation of online and personalized, competency-based learning opportunities?
5. How might promising education models developed during the grant be sustained and replicated? What are important contextual factors that prospective schools should consider?
6. How satisfied are families with online learning options? How does satisfaction vary across different settings? What are some barriers and catalysts families experience in supporting their students to learn online?
7. How many online learning opportunities are created? How do these opportunities relate to student and school characteristics?

This report presents findings from the evaluation data collected between January 1 and June 15, 2021 (Year 1, Quarters 1 and 2). Data collected from January 1 to June 15, 2021, consisted of results from the baseline and formative teacher surveys administered to educators participating in the Quality Matters Teaching Online Certificate program and baseline teacher surveys administered to educators participating in the professional learning initiatives. These data address Evaluation Questions 1, 2, and 3.

Table 1. ESF-REM Project Objectives and Program Components Aligned With Data Collection Activities

ESF-REM Project Objectives	Program Components	Data Collection Activities
• Enhance schools' capacity to support teachers in online learning.	• Teaching Online Certificate • Professional learning initiative • Rethinking Education Colloquium	• Teacher and preservice teacher survey • Focus groups with Teaching Online Certificate teachers

ESF-REM Project Objectives	Program Components	Data Collection Activities
• Develop teachers' capacity to provide high-quality education to online learners. • Advance school and community knowledge and capacity to provide a continuum of learning for online and hybrid learners. • Ensure preservice teachers are ready to support online and hybrid K–12 learners. • Expand communication channels with families and support schools and teachers to better engage with families.	• Teacher preparation • Family engagement	• Colloquium case studies (focus groups and document review) • Family engagement survey/protocol • Administrative and programmatic data set

Methods

Marzano Research administered the baseline teacher survey to educators in two Quality Matters cohorts and three professional learning cohorts prior to their participation in the program. The baseline survey gathered information about participants' teaching efficacy, confidence to provide instruction, technology use, and ability to meet students' instructional needs before they participated in any program components. The baseline survey was administered to 123 educators, 39 of whom completed the survey (a 31.7% response rate; Table 2). The fourth professional learning cohort launched in mid-June 2021. Due to the timing of this report, the baseline data for the fourth cohort will be included in the second biannual report.

Marzano Research administered the formative teacher survey to educators in four Quality Matters cohorts after their participation in the program. The formative teacher survey gathered information about participants' demographics, program satisfaction, and feedback on whether the program is meeting instructional needs. The formative survey was administered to 74 educators, 30 of whom completed the survey (a 40.5% response rate; Table 2).

Table 2. Teacher Survey Respondents by Cohort

Cohort	Participants Who Began the Program	Baseline Teacher Survey Respondents	Formative Teacher Survey Respondents	Participants Who Completed the Program
Quality Matters Cohort 1	20	–	9	20
Quality Matters Cohort 2	17	–	12	16

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Cohort	Participants Who Began the Program	Baseline Teacher Survey Respondents	Formative Teacher Survey Respondents	Participants Who Completed the Program
Quality Matters Cohort 3	13	–	5	12
Quality Matters Cohort 4	24	–	4[a]	12
Quality Matters Cohort 8	8	5	–	–
Quality Matters Cohort 10	3	1	–	–
Quality Matters Cohorts: Total	*85*	*6*	*30*	*60*
Professional Learning Cohort 1	37	15	–	–
Professional Learning Cohort 2	37	8	–	–
Professional Learning Cohort 3	38	10	–	–
Professional Learning Cohort 4	34	TBD	–	–
Professional Learning Cohorts: Total	*146*	*33*	–	–
All Cohorts: Total	**231**	**39**	**30**	**60**

[a] Quality Matters Cohort 4 is not included in the analysis in this report because it consisted of SD DOE staff.

The remainder of this report summarizes the baseline data collected for participants in the Quality Matters Teaching Online Certificate and professional learning initiatives combined and the formative data for participants in the Quality Matters Teaching Online Certificate.

Baseline Survey Results

Survey Respondents

The educators who responded to the baseline survey taught a variety of grades (Figure 1) and subject areas (Figure 2). Of the 39 respondents for the baseline survey, 28 indicated that they were teachers, 37 identified as White, and 36 identified as female. Only 5 respondents reported that they had taught online before the COVID-19 pandemic. The average number of years of experience in online and blended/hybrid teaching was fewer than 1. Respondents reported an average of 11 years of experience teaching in-person.

Figure 1. Grade Levels Taught by Respondents
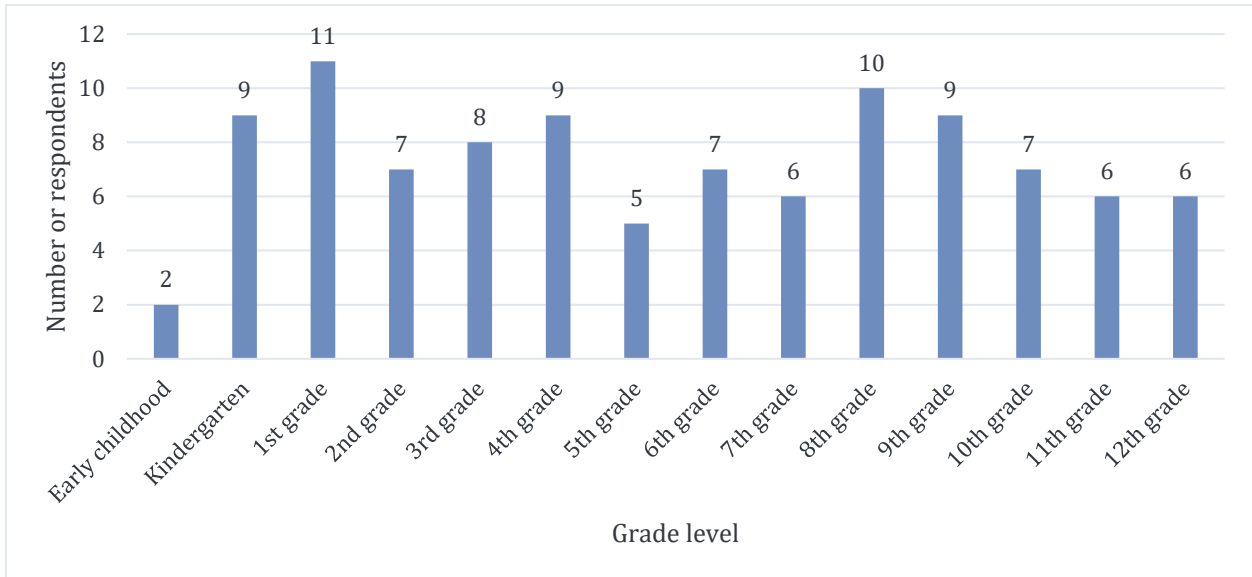
Note. Respondents could select more than one grade level.

Figure 2. Subjects Taught by Respondents
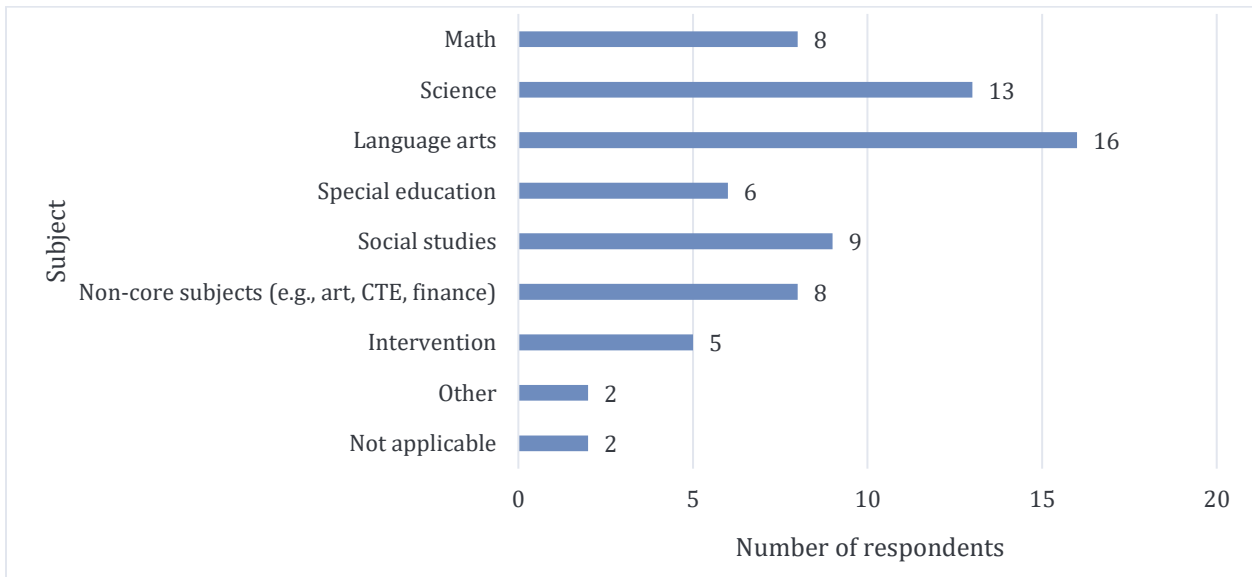
Note. Respondents could select more than one subject.

Reported Teaching Efficacy Prior to Engaging in Program Components

Participants reported on their teaching efficacy by indicating the extent to which they could do activities related to three areas: instructional strategies, classroom management, and student engagement.

Prior to participating in the program components, respondents reported an overall high level of teaching efficacy (Figure 3). The highest levels of efficacy were for providing an alternative explanation or example when students are confused (which 89% of respondents indicated they could do to a great extent), controlling disruptive behavior in the classroom (86% to a great extent), using a variety of assessment strategies (83% to a great extent), and establishing a classroom management system with each group of students (81% to a great extent).

Figure 3. Overall, Respondents Had a High Level of Teaching Efficacy

Not at all/very little | Somewhat/to a great extent

Teaching area	Not at all	Very little	Somewhat	To a great extent
Provide an alternative explanation or example when students are confused			11%	89%
Control disruptive behavior in the classroom			14%	86%
Use a variety of assessment strategies			17%	83%
Establish a classroom management system with each group of students			19%	81%
Get your students to follow classroom rules			22%	78%
Implement alternative instructional strategies in your classroom		3%	31%	67%
Calm a student who is disruptive or noisy			33%	67%
Get students to believe they can do well in school			33%	67%
Craft good questions for your students			36%	64%
Engage students who show low interest in school			44%	56%
Help your students value learning		3%	47%	50%
Assist families in helping their children do well in school		8%	50%	42%

Percentage of respondents

Legend: ■ Not at all ■ Very little ■ Somewhat ■ To a great extent

Note. Percentages in each bar may not add up to 100% due to rounding. The response option "Not applicable" was excluded from the analysis.

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Reported Confidence to Teach in Different Modalities Prior to Engaging in Program Components

Prior to participating in a program component, a majority of respondents indicated they were confident in their ability to teach in different modalities (Figure 4). All respondents felt confident (somewhat or to a great extent) in their ability to teach in-person classes, 77% in their ability to teach online classes, and 74% in their ability to teach blended/hybrid classes.

Figure 4. Most Respondents Were Confident in Their Ability to Teach in Different Modalities

Note. Percentages in each bar may not add up to 100% due to rounding. The response option "Not applicable" was excluded from the analysis.

Reported Technology Use Prior to Engaging in Program Components

Prior to participating in a program component, a majority of respondents felt confident in their ability to use technology in various ways (Figure 5). The highest level of confidence was for developing instructions for how students should find help when they are using online applications (which 95% of respondents indicated they could do somewhat or to a great extent), and the lowest level of confidence was for designing an online class that another teacher could teach (which 60% could do somewhat or to a great extent).

Figure 5. Most Respondents Felt Confident in Their Ability to Use Technology in Various Ways
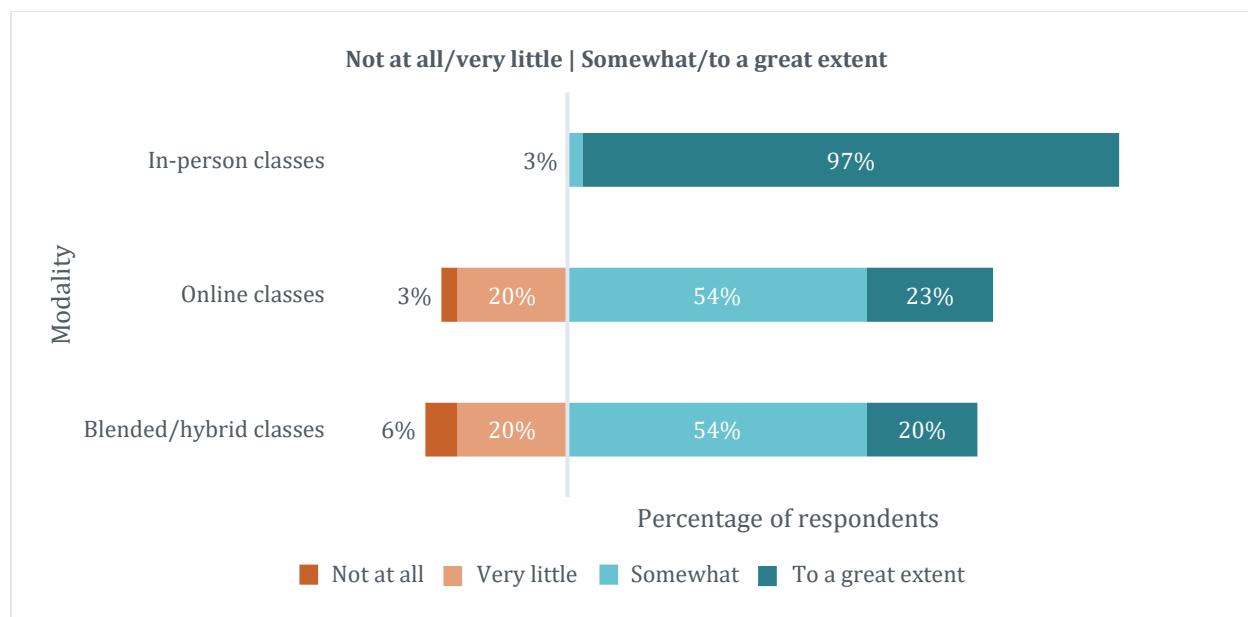

Note. Percentages in each bar may not add up to 100% due to rounding. The response option "Not applicable" was excluded from the analysis.

Reported Ability to Meet Students' Instructional Needs Prior to Engaging in Program Components

Prior to participating in a program component, most respondents felt confident in their ability to meet students' instructional needs (Figure 6). All respondents felt confident (somewhat or to a great extent) in their ability to provide a class environment that promotes positive social interactions, support students who are falling behind and require additional support, and customize instruction for a student. Respondents felt the least confident (very little or not at all)

in their ability to instruct parents on the use of online applications to support their children's learning (20%) and to design a trauma-informed curriculum (16%).

Figure 6. Most Respondents Felt Confident in Their Ability to Meet Students' Instructional Needs

Not at all/very little |Somewhat/ to a great extent

Instructional need	Percentage of respondents
Provide a class environment that promotes positive social interactions	17% / 83%
Support students who are falling behind and require additional support	23% / 77%
Customize instruction for a student	23% / 77%
Provide tailored instruction to encourage a student's interest	3% / 31% / 66%
Challenge students that are more advanced in your classroom	3% / 34% / 63%
Support a student's social emotional needs	3% / 46% / 51%
Support students who are struggling with challenges at home	3% / 46% / 51%
Evaluate a student's level of competency	3% / 15% / 82%
Assist students to align their learning with their current life goals	6% / 46% / 49%
Establish a common language (i.e., free of jargon) with learners, families, and other educators	6% / 44% / 50%
Engage families to support their children with learning from home	9% / 51% / 40%
Design a culturally responsive curriculum	9% / 47% / 44%
Work with families to strategize alternative approaches when their children are struggling with learning from…	3% / 11% / 49% / 37%
Design a trauma-informed curriculum	16% / 58% / 26%
Instruct parents on the use of online applications to support their children's learning	20% / 51% / 29%

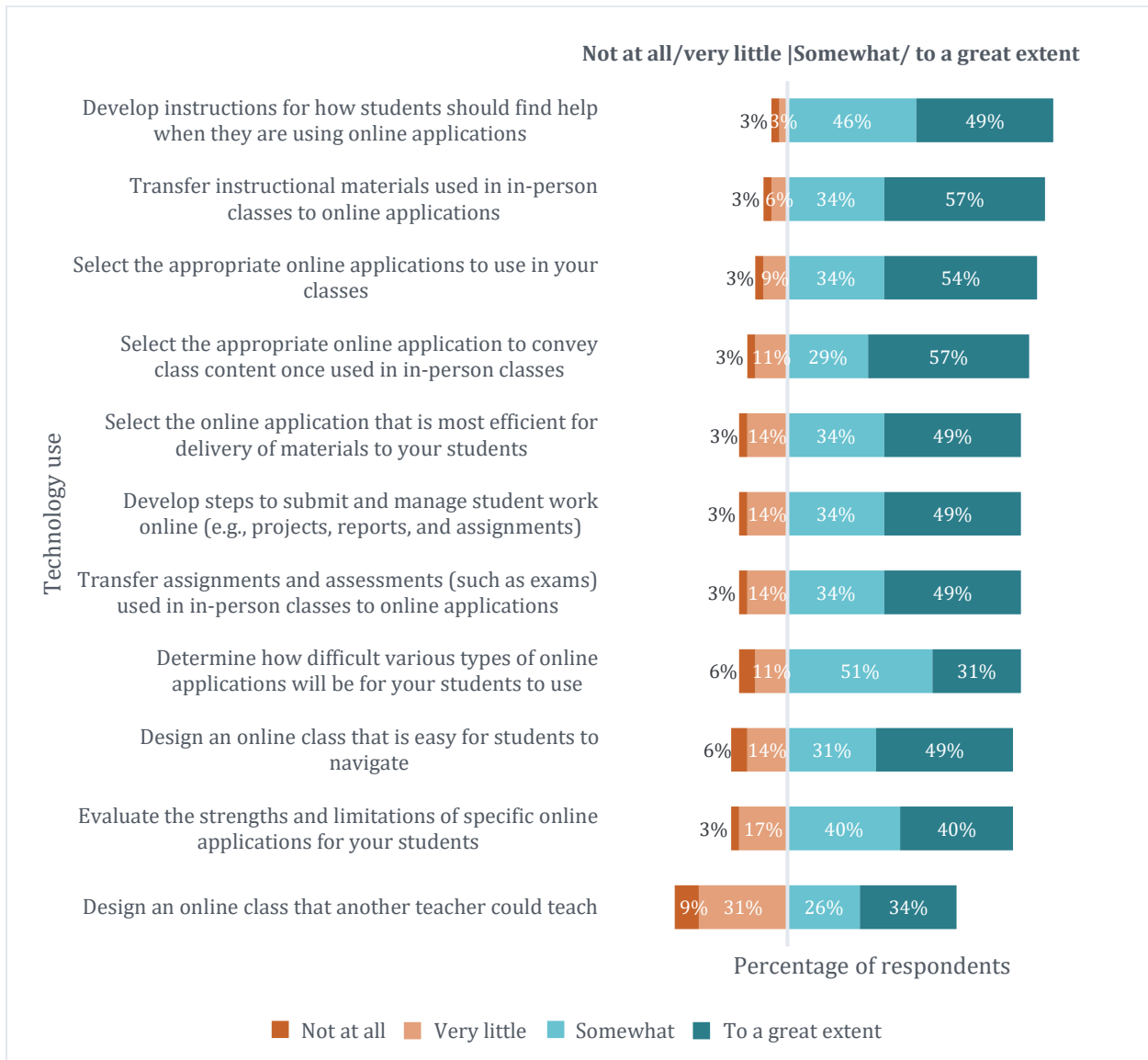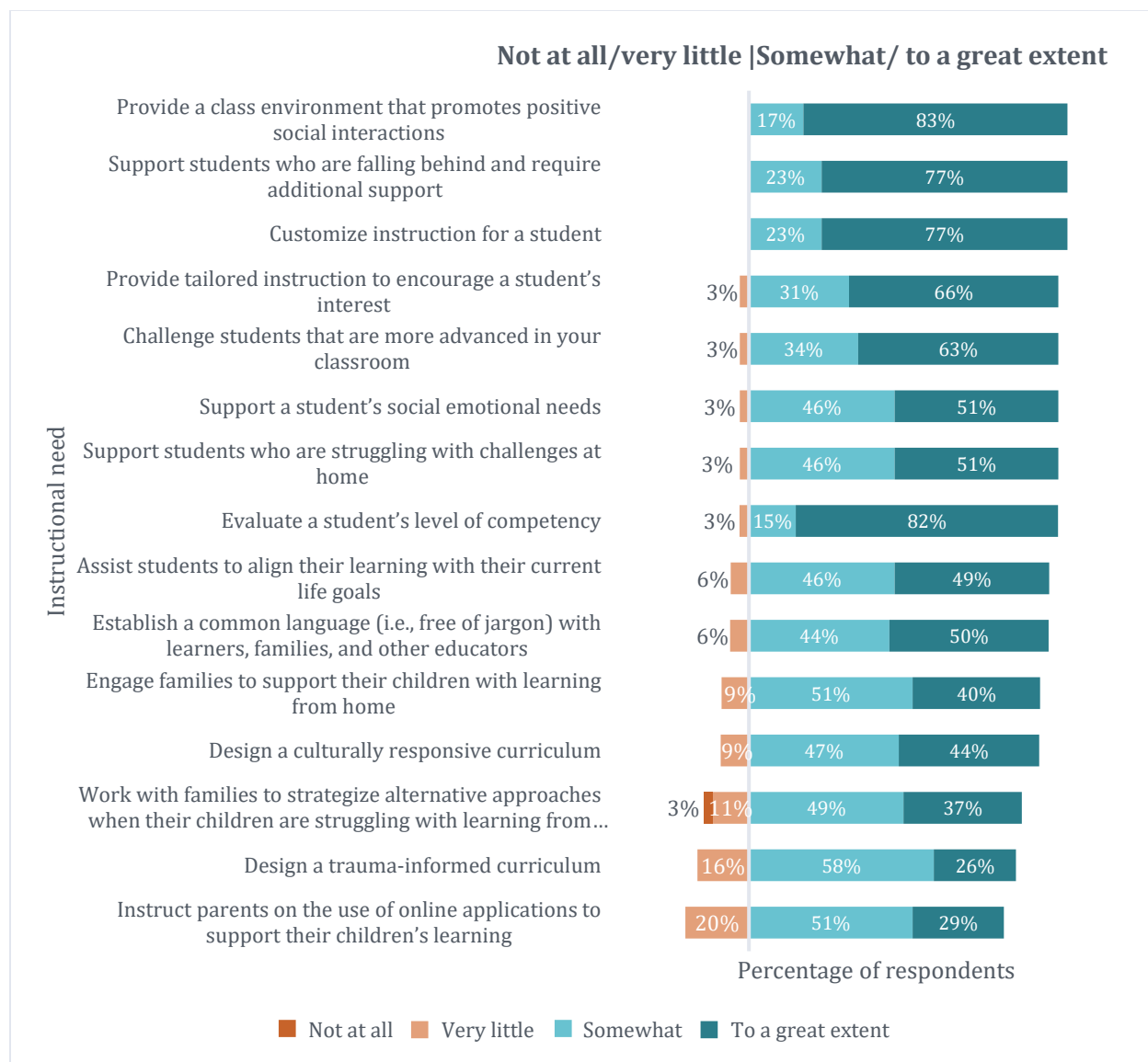Legend: ■ Not at all ■ Very little ■ Somewhat ■ To a great extent

Note. Percentages in each bar may not add up to 100% due to rounding. The response option "Not applicable" was excluded from the analysis.

Formative Survey Results

Survey Respondents

The formative survey was only administered to those who participated in the Quality Matters Teaching Online Certificate program. The educators who responded to the formative survey

taught a variety of grades (Figure 7) and subject areas (Figure 8). Of the 26 respondents for the formative survey, 20 indicated that they were teachers, 22 identified as White, and 21 identified as female. When asked whether they had taught online before the COVID-19 pandemic, only 2 respondents reported that they had. The average number of years of experience in online and blended/hybrid teaching was less than 1. Respondents reported an average of 11 years of experience in in-person teaching.

Figure 7. Grade Levels Taught by Respondents
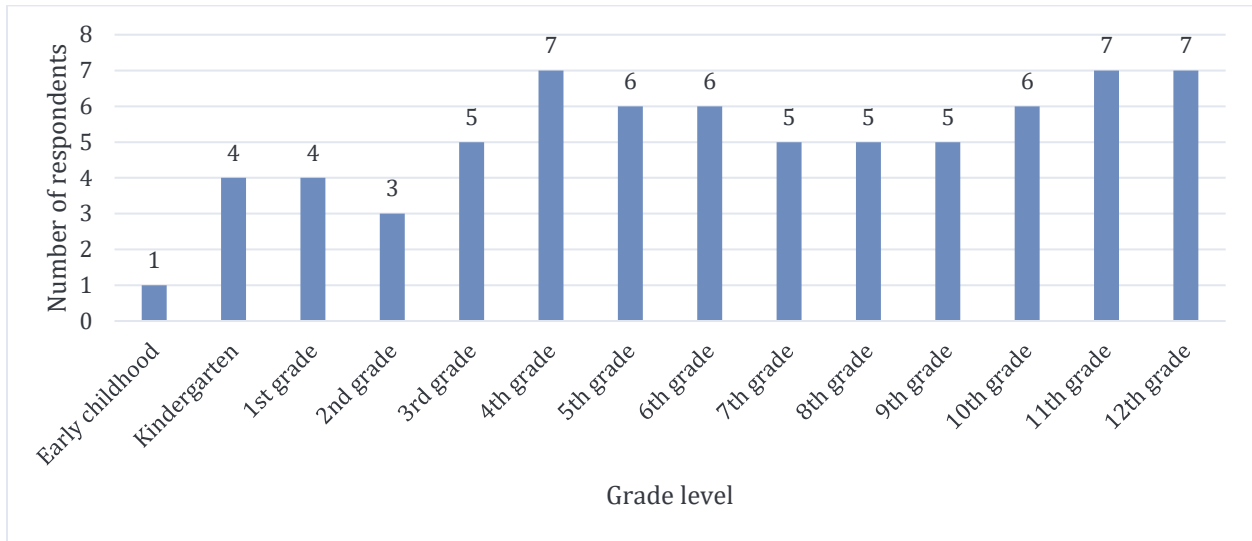
Note. Respondents could select more than one grade level.

Figure 8. Subjects Taught by Respondents
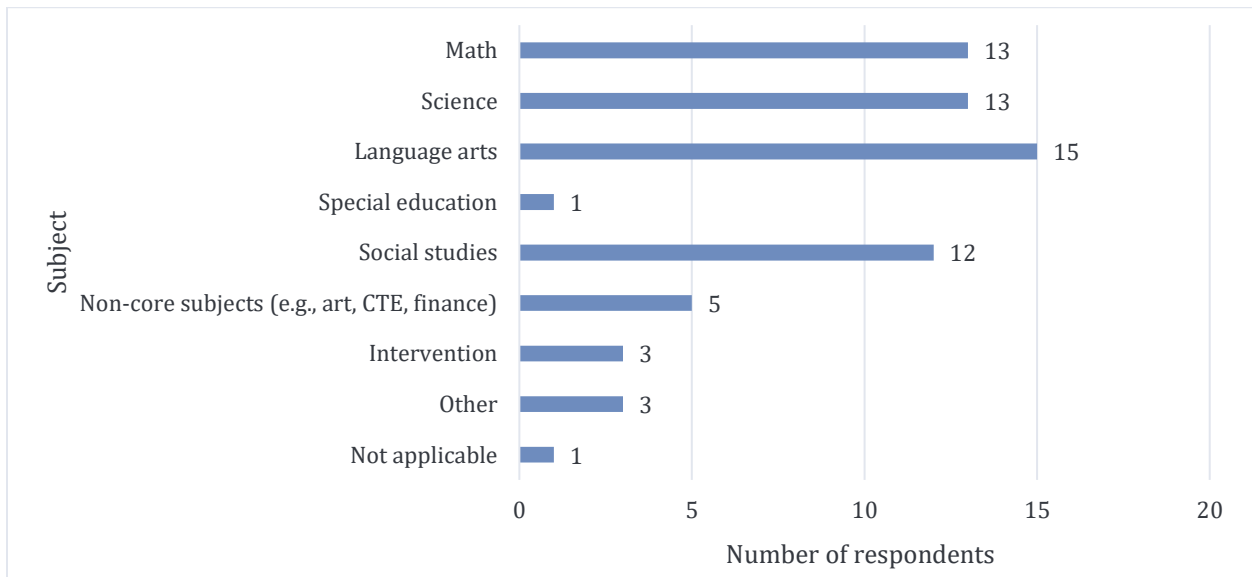
Note. Respondents could select more than one subject.

Reported Program Satisfaction After Engaging in Program Components

Overall, respondents were satisfied with the Teaching Online Certificate program (Figure 9). The highest level of program satisfaction was for program organization/arrangement (which 89% of respondents indicated they were satisfied or very satisfied with), and the lowest level of program satisfaction was for quality of materials and resources (which 73% of respondents indicated they were satisfied or very satisfied with).

Figure 9. Overall, Respondents Were Satisfied With the Program

Note. Percentages in each bar may not add up to 100% due to rounding. The response option "Not applicable" was excluded from the analysis.

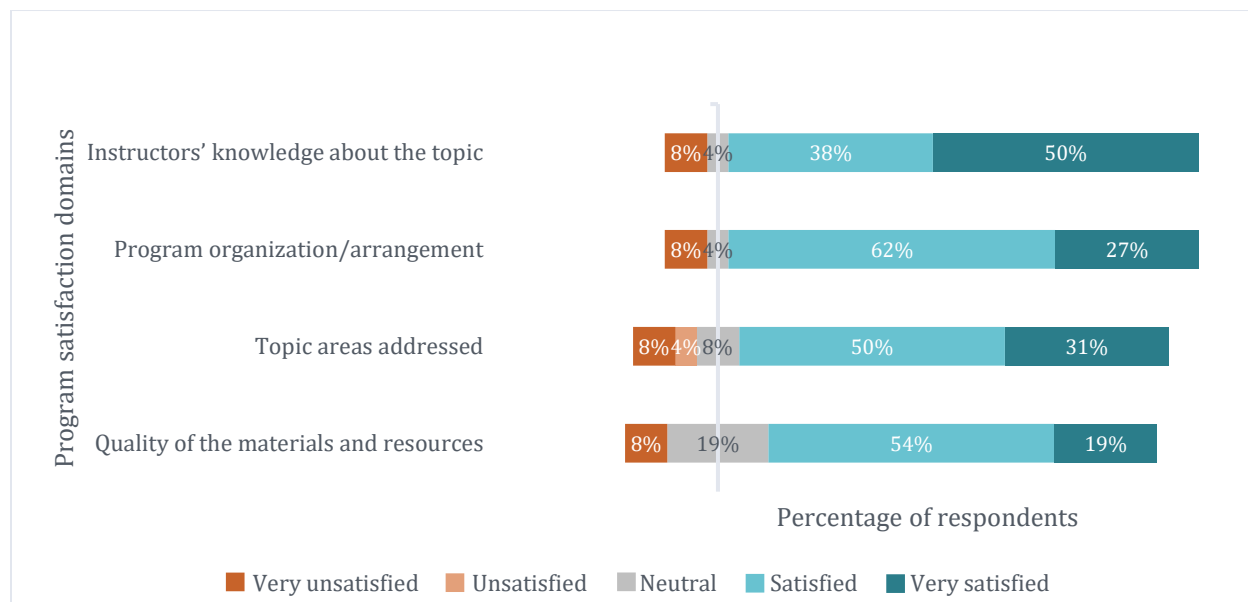An open-ended survey item prompted respondents to write their suggestions for improving the Quality Matters Teaching Online Certificate program (Appendix A). A total of 15 respondents provided suggestions for program improvement. Two respondents felt that the suggested time to complete the modules was not accurate and that some modules took much longer to complete than others. Two respondents expressed that the course descriptions they read did not match the content of the course itself. For instance, one respondent wrote, "I thought this course was going to be about using technology for distance learning, not how to write lesson plans." Additionally, three respondents wanted the content and materials to be more relevant to their grade levels. For example, one respondent wanted the content to be specific to the K–12 setting instead of also including higher education content, whereas another respondent wanted content specific to the elementary grades. Finally, one respondent requested more opportunities for continued development beyond the courses. Specifically, respondents wanted more resources on building an online curriculum and creating materials to use for instruction.

Reported Ability to Meet Instructional Needs After Engaging in Program Components

This section provides feedback on whether the program has met the instructional needs set out by the ESF-REM Project. It describes the extent to which respondents gained confidence, increased their knowledge or skills, intended to apply the content they had learned in their professional practice, and intended to share the content they had learned with colleagues in their schools or districts. The data are arranged by topic area. Some of the topic areas were not directly addressed by the Quality Matters Teaching Online Certificate program. Therefore, some topics may have low percentages of respondents indicating they increased their confidence, knowledge, or skills in those areas and low percentages of respondents indicating they intend to apply or share the knowledge they learned in those areas.

Respondents reported that, overall, they increased their confidence in a number of topic areas addressed by the program (Figure 10). All respondents indicated they increased their confidence (somewhat or to a great extent) in developing user-friendly online classes, and a majority indicated they increased their confidence in online instruction (92%) and integration of in-person class content into an online format (84%). On the other hand, fewer respondents indicated they increased their confidence in trauma-informed instruction (19%), culturally responsive instruction (50%), and social-emotional learning (50%).

Figure 10. Overall, Respondents Reported Increased Confidence in Various Topic Areas

Not at all/very little |Somewhat/ to a great extent

Topic area	Not at all	Very little	Somewhat	To a great extent
Developing user-friendly online classes			29%	71%
Online instruction	12%	16%		72%
Integration of in-person class content into an online format	16%		36%	48%
Developing user-friendly blended/hybrid classes	4%	17%	39%	39%
Selection of online class applications	9%	23%	36%	32%
Customized learning	5%	27%	36%	32%
Competency-based education	4%	30%	22%	43%
Whole-child instruction	18%	27%	23%	32%
Family engagement	9%	36%	36%	18%
Social-emotional learning	14%	36%	27%	23%
Culturally responsive instruction	18%	32%	36%	14%
Trauma-informed instruction	33%	48%	14%	5%

Percentage of respondents

■ Not at all ■ Very little ■ Somewhat ■ To a great extent

Note. Percentages in each bar may not add up to 100% due to rounding. The response option "Not applicable" was excluded from the analysis.

Although respondents indicated they increased their knowledge or skills in some areas, they did not feel they increased their knowledge or skills in other areas (Figure 11). Many respondents indicated they increased their knowledge or skills (somewhat or to a great extent) in developing user-friendly online classes (96%), online instruction (92%), and integration of in-person content into an online format (76%). However, fewer respondents felt they increased their knowledge or skills (somewhat or to a great extent) in trauma-informed instruction (29%), social-emotional learning (45%), culturally responsive instruction (45%), and family engagement (50%).

Figure 11. Respondents' Level of Increased Knowledge or Skills Varied by Topic Area

Not at all/very little |Somewhat/ to a great extent

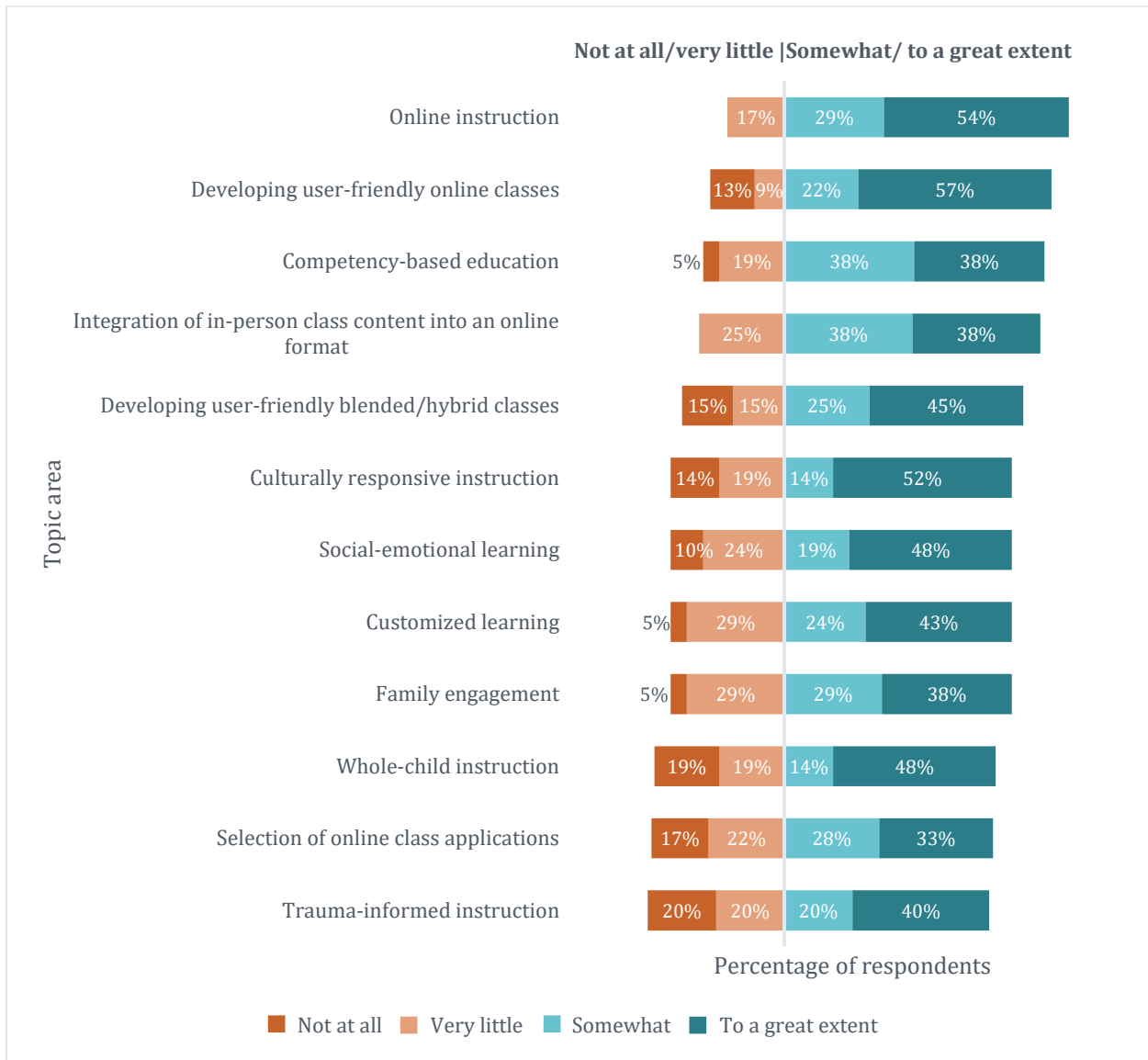| Topic area	Not at all	Very little	Somewhat	To a great extent
Developing user-friendly online classes		4%	36%	60%
Online instruction		8%	16%	76%
Integration of in-person class content into an online format		24%	28%	48%
Selection of online class applications	5%	32%	27%	36%
Competency-based education	9%	27%	27%	36%
Customized learning	9%	27%	32%	32%
Developing user-friendly blended/hybrid classes	9%	30%	17%	43%
Whole-child instruction	19%	29%	24%	29%
Family engagement	14%	36%	32%	18%
Culturally responsive instruction	23%	32%	27%	18%
Social-emotional learning	18%	36%	27%	18%
Trauma-informed instruction	38%	33%	24%	5%

Percentage of respondents

■ Not at all   ■ Very little   ■ Somewhat   ■ To a great extent

Note. Percentages in each bar may not add up to 100% due to rounding. The response option "Not applicable" was excluded from the analysis.

Respondents intended to apply content they learned in various topic areas (Figure 12). Many respondents reported that they intended (somewhat or to a great extent) to apply content they learned related to online instruction (83%), developing user-friendly online classes (79%), competency-based education (76%), and integration of in-person content into an online format (76%) in their professional practice. Fewer respondents intended to apply content related to trauma-informed instruction (60%) and selection of online class applications (61%) in their professional practice.
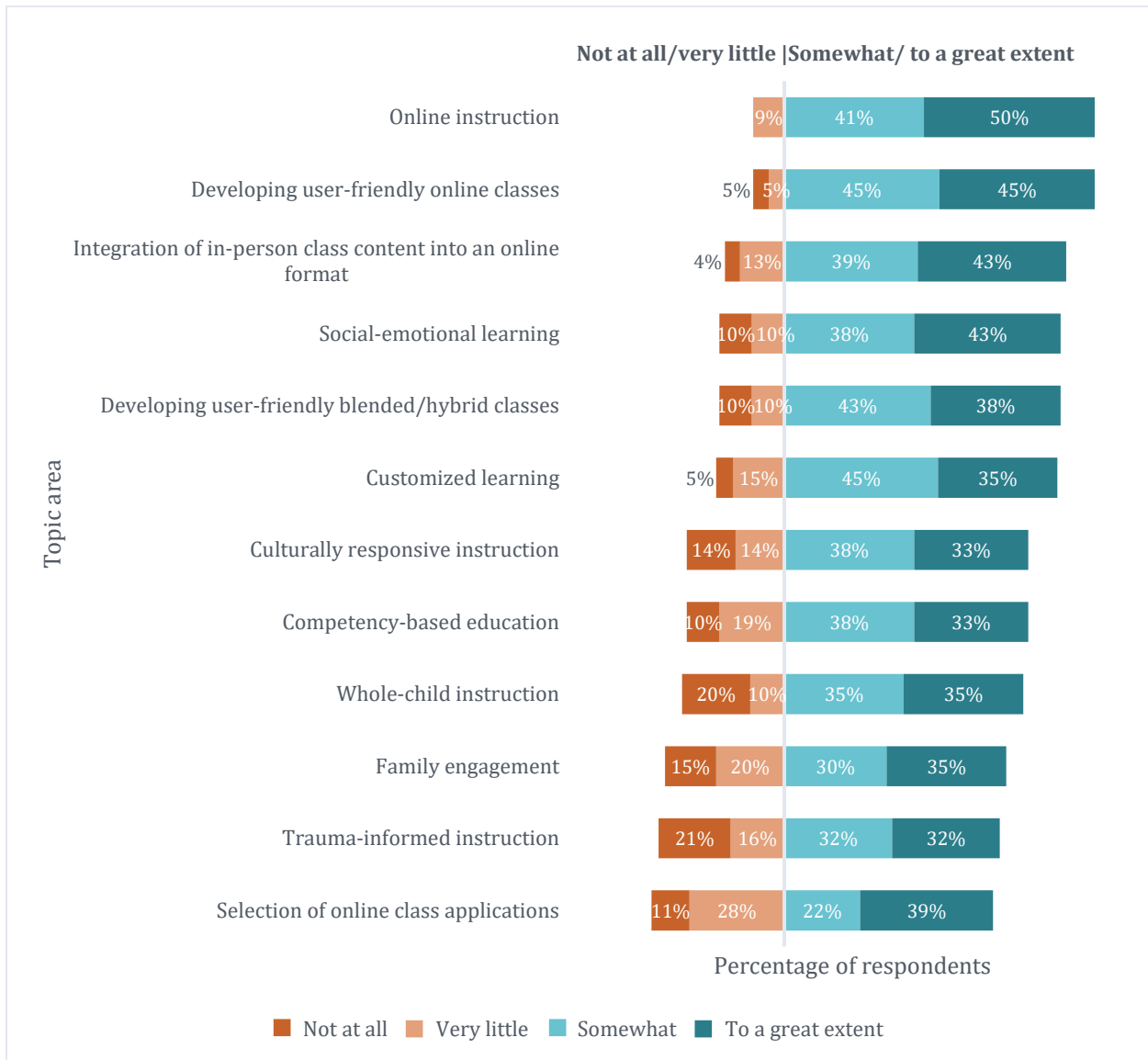
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Figure 12. Generally, Respondents Intended to Apply Content in Their Professional Practice

Not at all/very little |Somewhat/ to a great extent

Topic area	Not at all	Very little	Somewhat	To a great extent
Online instruction		17%	29%	54%
Developing user-friendly online classes	13%	9%	22%	57%
Competency-based education	5%	19%	38%	38%
Integration of in-person class content into an online format		25%	38%	38%
Developing user-friendly blended/hybrid classes	15%	15%	25%	45%
Culturally responsive instruction	14%	19%	14%	52%
Social-emotional learning	10%	24%	19%	48%
Customized learning	5%	29%	24%	43%
Family engagement	5%	29%	29%	38%
Whole-child instruction	19%	19%	14%	48%
Selection of online class applications	17%	22%	28%	33%
Trauma-informed instruction	20%	20%	20%	40%

Percentage of respondents

■ Not at all ■ Very little ■ Somewhat ■ To a great extent

Note. Percentages in each bar may not add up to 100% due to rounding. The response option "Not applicable" was excluded from the analysis.

Respondents intended to share content they learned in various topic areas with their colleagues (Figure 13). The majority of respondents reported that they intended (somewhat or to a great extent) to share content they learned related to online instruction (91%), developing user-friendly online classes (90%), and integration of in-person class content into an online format (82%). Fewer respondents indicated they intended to share content related to selection of online class applications (61%) and trauma-informed instruction (64%).

Figure 13. Generally, Respondents Intended to Share Content With Others

Not at all/very little |Somewhat/ to a great extent

Topic area	Not at all	Very little	Somewhat	To a great extent
Online instruction		9%	41%	50%
Developing user-friendly online classes	5%	5%	45%	45%
Integration of in-person class content into an online format	4%	13%	39%	43%
Social-emotional learning	10%	10%	38%	43%
Developing user-friendly blended/hybrid classes	10%	10%	43%	38%
Customized learning	5%	15%	45%	35%
Culturally responsive instruction	14%	14%	38%	33%
Competency-based education	10%	19%	38%	33%
Whole-child instruction	20%	10%	35%	35%
Family engagement	15%	20%	30%	35%
Trauma-informed instruction	21%	16%	32%	32%
Selection of online class applications	11%	28%	22%	39%

Percentage of respondents

■ Not at all   ■ Very little   ■ Somewhat   ■ To a great extent

Note. Percentages in each bar may not add up to 100% due to rounding. The response option "Not applicable" was excluded from the analysis.

An open-ended survey item prompted respondents to provide additional comments about the Quality Matters Teaching Online Certificate program (Appendix B). A total of eight respondents provided additional comments. Two respondents highlighted their appreciation for the program. For instance, one respondent called the program "informative and valuable," and another mentioned that the "facilitator was fantastic." As in their suggestions for program improvement, one respondent again highlighted that they would have liked the content to be more relevant to their specific grade levels, two respondents highlighted that the course descriptions were not accurate, and one respondent highlighted that they would like more opportunities to continue development beyond the courses.

Appendix A: Respondents' Suggestions for Program Improvement

Suggestions from Respondents
Perhaps breaking the coursework into K–12 and undergraduate development of an online course. We had learners from kindergarten through college. It's hard to relate entirely to the varied levels when doing a discussion.
More time on topics for building an online curriculum.
It would be nice to have continued professional development in the state for us who would like to expand our knowledge further.
The early modules were incredibly difficult to complete compared to the final three or four modules. The amount of work and time required were disproportionate—if the early modules are to be kept, the length of time needed to complete them really should be adjusted.
I would like at least one course focused on creating materials to use for instruction.
I don't feel that the workshop was described accurately. I was disappointed in that my principal and I understood that the workshop would be more about how to teach online. This workshop was about developing an online class, not so much about the teaching part. I do understand that what I learned is important, [but] it just wasn't what I had expected.
The amount of time suggested for completing the modules was not accurate. The course required much more time than we were led to believe.
This was a great professional development, but it just isn't applicable to what our district is doing for virtual learning. I also could have benefited if it were at the beginning of the year instead.
I would have liked it if more participants had responded to my discussion posts and direction on how to find any responses without having to scroll through. When I searched and found my posts, the screen did not show responses.
At times, there was a lot of required reading. For some, it may be hard to keep up. Having these materials in audio format would be great.
Many of the resources were geared toward non–elementary students. I would have liked more that directly related to teaching elementary students online. (I understand this is a newer concept and may not have many resources available.)
At first, the course was very difficult to follow and understand. However, since the rest of the courses that followed were structured similarly, it was easier to follow after I had the first one done.
I wanted more geared toward the K–12 setting. Most of the content was specific to higher ed, which is wonderful for those teaching postsecondary.

Suggestions from Respondents
Explain the course layout better at the beginning. I thought I was scheduled for two different times, not knowing that the course was broken into 1- or 2-week sessions.
Basically, this was just reteaching me how to write lesson plans. I do that every day. I thought this course was going to be about using technology for distance learning, not how to write lesson plans.

Appendix B: Respondents' Additional Comments

Comments
Continuing the reflections and introducing new topics for professional development for the whole state is a suggestion I have. So many times we have trainings or opportunity for trainings; however, then there are no continued learning groups or community groups to share with or to keep in touch with while we implement our new learnings.
While I learned a lot about online instruction from this class, it was not the content I expected it to be. I was disappointed in how it was described vs. what it was really about. I didn't feel that it was geared toward the teaching of kindergarten, or lower elementary for that matter. This class was more for middle school through college online classes. I do see how it is beneficial to know how to develop an online class, but I feel administration should also be involved in the process, especially when you are developing policies.
Topic areas d, f, j, and k were not mentioned in this series of workshops. I am not sure what you meant for topic area f.
I am happy I was given this opportunity to complete this professional development. I feel it would be helpful for all instructors to go through this. The pandemic forced us into online teaching, [and] having the knowledge beforehand would be beneficial to teachers to increase student success!
This was one of the most beneficial and timely professional development sessions I have had the pleasure of taking. Not only was it informative and valuable, but it also stretched me as a teacher and educator. It far exceeded my expectations, and I am so glad I had this opportunity to learn and grow with my colleagues in education.
I taught Virtual Academy first grade this year. It is not being offered next year, and there is only one opening for intermediate elementary virtual next year. My hope is to get that position and use all of this knowledge. However, much of what I learned is good practice in the classroom as well as online, so I will still benefit greatly.
Although a course to prepare for online instruction, I feel it will benefit me greatly in the face-to-face classroom.
I wish this had been more about technology than basic teaching skills. I felt like I was back in college learning to be [a] teacher rather than using what I already know and putting it to good use. Our facilitator was fantastic; it's just that the content was not what I was looking for.

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