Overview
Technology Integration for K-12 Teachers

The Technology Integration for K-12 Teachers program is designed for K-12 school districts, teacher preparation institutions, regional educational service providers, State Departments of Education, and other organizations that provide professional development for inservice or preservice teachers.

This program enables your organization to offer effective online workshops that prepare teachers to use technology to enhance teaching and learning. The components of the program are as follows:

1. **Online Professional Development Specialist Training.** A team from your organization participates in a semester-long course that prepares them to offer online workshops within your professional development program. Graduate credit is available for participants in this course.

2. **Online Workshops.** Your staff who participated in the specialist course select online workshops from the ETLO catalog. Each workshop is designed to prepare teachers of different grade levels and subject areas to use technology to enhance teaching and learning. The ETLO program provides the web hosting and workshop delivery software, through a partnership with Blackboard, Inc.

3. **Professional Development Planning.** Throughout the program, ETLO staff provide consultation to help you plan to make effective use of the program and successfully incorporate online workshops into your professional development program.

4. **Ongoing Support.** While running workshops, Online Professional Development Specialists participate in the Facilitators' Forum, an ongoing online forum facilitated by ETLO staff, in which program participants discuss and share strategies, challenges, and resources.

Fall 2001 Program Timeline

<table>
<thead>
<tr>
<th>Professional Development Planning &amp; Ongoing Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator Training</td>
</tr>
<tr>
<td>Fall '01</td>
</tr>
</tbody>
</table>
Specialist Training
Technology Integration for K-12 Teachers

This semester-long online training course prepares participants to be Online Professional Development Specialists who can effectively address all aspects of integrating online learning into professional development programs.

Each session of this 12-week course involves required readings, an activity, and participation in online discussions. The sessions are divided into the following three modules:

Introduction to Online Professional Development
Participants explore recent developments in online learning and learn how online workshops can enhance professional development programs.

Integrating Technology into the Curriculum
Participants explore how technology tools and online resources can enhance standards-based teaching in all subject areas, as well as support students with diverse needs.

Preparing to Facilitate Online Workshops
Participants receive specialized training to prepare them to run and facilitate ETLO online workshops. This includes experience with the online asynchronous discussion and course-authoring tools, as well as strategies for effective online teaching. Participants also review the content of the ETLO online workshops, select those they will run, and complete all of the necessary preparations.

After completing this training course, your organization’s Online Professional Development Specialists will be eligible to facilitate ETLO online workshops for teachers and to participate in an ongoing support forum with ETLO staff and Online Professional Development Specialists from other organizations.

Participants should expect to spend 3-4 hours per week. The course is available for graduate credit through Antioch University Seattle.
Online Workshops
Technology Integration for K-12 Teachers

After completing the training course, each Online Professional Development Specialist facilitates online workshops, selected from the catalog of ETLO workshops developed and kept up-to-date by leading experts in educational technology. As your staff run the selected workshops, they continue to receive support and mentoring via an online forum.

Workshops will be updated and additional workshops will be developed each year.

Workshops for Teachers of All Grade Levels and Content Areas
- Finding the Best Educational Resources on the Web
- Using Technology to Support Research and Presentation
- Special Students in Regular Classrooms: Technology, Teaching and Universal Design
- Transforming the Classroom with Project-Based Learning

Workshops for Elementary Teachers
- Using New Technologies to Support Literacy Development in Upper Elementary Classrooms
- Using New Technologies to Support Literacy Development in Primary-Level Classrooms

Workshops for Middle School and High School Teachers
- Inquiry in the Science Classroom Using Internet-Based Data Sources
- Using Technology in the Social Studies Classroom
- Using Technology to Support the Writing Process
- Using Technology to Model and Analyze Real Data in the Math Classroom

Workshop for Administrators
- Special Students in Regular Classrooms: Technology, Teaching and Universal Design
Workshops for Teachers of All Grade Levels and Content Areas

**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. Participants in this workshop will explore the range of educational material available on the Internet and learn time-saving skills to effectively search the Internet for useful curricular resources. Participants will become familiar with popular search engines, subject directories and educational listservs, and 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.

**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. Participants will explore 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 web resources. Participants will use these tools as they begin a preliminary design of a web-enhanced lesson for their classroom.

**Using Technology to Support Research and Presentation**

New technologies and the Internet provide tremendous opportunities for students to conduct in-depth original research and to utilize technology to prepare quality presentations of final research products. This workshop will explore age-appropriate technology tools and resources that support student research and presentation with a particular emphasis on collaborative inquiry and creative product development. Participants will explore electronic tools for concept mapping, using and citing electronic encyclopedias and other resources, and tools for data collection and multimedia presentation. This workshop will support teachers from a range of subject areas and grade levels, including teachers who are interested in helping their students develop science fair projects or interdisciplinary term products.

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

This workshop 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
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. Each participant will leave the online workshop with preliminary plans for a PBL project.
Workshops for Elementary Teachers

Using New Technologies to Support Literacy Development in Upper Elementary Classrooms

In this course, participants will develop a technology-enhanced lesson that addresses national and local literacy standards, and connects reading and writing with other curriculum areas. To support this development process, participants will examine a sample lesson plan that incorporates several ways technology can support reading and writing across the curriculum. Participants will experiment with technologies that can be used to develop vocabulary and facilitate each phase of the writing process, including concept-mapping, peer review, editing, and publishing student work. They will examine how the Internet can be used to foster reading-writing connections and to help students develop critical research skills. Participants will also be introduced to assistive technologies that can help students with special needs learn to read and write independently. Participants will also discuss assessment strategies for technology-enhanced literacy projects.

Using New Technologies to Support Literacy Development in Primary-Level Classrooms

In this workshop, participants will explore how new technologies can support emerging literacy development in kindergarten through second grade. Participants will investigate tools and strategies that can help build phonemic awareness and facilitate the transition from invented spelling to English spelling. Participants will also explore strategies for integrating reading and writing with meaningful project-based activities, and experiment with software tools for publishing student work and creating class books. Participants will complete the workshop with a number of resources and ideas for immediate classroom use.
Workshops for Middle School and High School Teachers

Inquiry in the Science Classroom Using Internet-Based Data Sources

In this workshop, participants will explore the use of online data sources to enhance inquiry-based teaching and learning in the science curriculum. The National Weather Service and NASA are just two of the organizations now providing K12 educators with both historical and real-time data from around the world. By using the Internet as a link to the data, students can participate in building meaningful models that will assist them in gaining a better grasp of both local and worldwide science issues. In many cases, students become part of a worldwide network of investigators by adding their local findings to a larger database.

Using Technology in 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. Participants will explore the range of available resources including newly accessible 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. Participants will complete the workshop having developed a collection of project ideas to serve their particular curricular goals and a community of Social Studies teachers to support their ongoing development.

Using Technology to Support the Writing Process

This workshop will support teachers in their incorporation of new technologies 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 new 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 that serve their particular curricular goals.

Using Technology to Model and Analyze 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 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.
Workshop for Administrators

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

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), and strategies for implementing a UDL approach in instructional settings. Universal Design for Learning is a new approach to teaching and learning and the development of curriculum and assessment that draws on current brain research and new media technologies to respond to individual differences. UDL curricula, teaching practices, and policies are inherently flexible and therefore may reduce the demand on educators to develop and implement modifications and accommodations to meet individual differences within general education learning environments. The basic premise of UDL 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.

This workshop is designed to acquaint participants with UDL principles, and provide practical, hands-on experience using software tools and digital media to support learning. Participants will explore how these tools can be incorporated into classroom practice, and begin preliminary steps to design an approach to integrate these concepts into their schools/districts.
Professional Development Planning
Technology Integration for K-12 Teachers

Online workshops are most effective when combined with in-person workshops, hands-on trainings, coaching, study groups, and other professional development approaches. The EdTech Leaders Online program includes a planning component to help your organization successfully integrate online workshops into your overall professional development program.

ETLO staff guide your organization through planning activities that focus on the following:

- Involving administrators and stakeholders in the planning to add an Online Professional Development component to existing programs
- Selecting appropriate staff members and building a strong team of Online Professional Development Specialists
- Reviewing ETLO online workshops in light of local, state, and national technology and content-area standards
- Effectively publicizing ETLO online workshops
- Providing appropriate incentives for both Online Professional Development Specialists and workshop participants
- Effectively blending in-person and online professional development activities into a robust program of professional education
- Establishing connections with local colleges and/or universities
- Finding ways to both expand and continue funding Online Professional Development within the organization
Ongoing Support
Technology Integration for K-12 Teachers

The ETLO Facilitators’ Forum provides ongoing support for your organization’s Online Professional Development Specialists while they are planning and running ETLO workshops. The online forum addresses general issues in online professional development and educational technology, as well as specific issues related to facilitating online professional development workshops. It provides a place to share ideas, questions, and reflections with colleagues from throughout the country and with ETLO staff, and as a source of rapid answers to any questions. In addition, the forum provides a growing collection of resources, such as recruitment and evaluation materials.
Graduate Credit
Technology Integration for K-12 Teachers

Antioch University Seattle and EdTech Leaders™ Online are pleased to offer a graduate certificate in Educational Technology and Online Learning. The certificate is available to participants in the EdTech Leaders Online program who complete a four course sequence. The first two courses, described below, are associated with the Technology Integration for K-12 Teachers ETLO program. The third and fourth courses are described in the Online Course Development program graduate credit section. EdTech Leaders Online participants are also eligible to register for any of these courses individually and receive graduate credit for 5 quarter or 3.3 semester hours per course.

Educational Technology and Online Learning
This course, conducted entirely online, explores recent developments in the fields of educational technology and online learning, and provides participants with specialized training to facilitate online professional development workshops for K-12 teachers. Participants will examine the possibilities and the challenges of technology-enhanced classroom teaching and learning, and will gain direct experience using the online asynchronous discussion environments and course-authoring tools required in the course. Participants will learn how to effectively integrate online learning into ongoing technology professional development programs, and will develop a plan to facilitate their own online workshops.

Participants will be required to complete an assigned reading and learning activity each week, as well as to actively participate in the online course discussion. Participants will be required to submit a final paper which will detail a plan to facilitate an online workshop for their school or organization. Participants will also submit an additional paper, which will be a self-assessment of their learning and participation in the course. All required assignments, papers and course products will be collected as an Electronic Portfolio which participants will submit at the conclusion of the course as a presentation of their coursework and as documentation of their learning during each week of the course.

Practicum: Facilitating an Online Workshop to Integrate Technology into the K-12 Curriculum
This practicum provides participants with the opportunity to connect a theoretical background in online professional development and educational technology with practical experience facilitating an online workshop in a school district or educational organization. Participants will select a specific online workshop focused on integrating
technology into K-12 curriculum and facilitate this workshop for colleagues, under the supervision of program faculty. Participants will participate in a faculty-led semester-long online forum with other student facilitators, to share experiences and reflect on key issues in online professional development.

Participants will be expected to complete a significant reflection paper upon completion of the practicum experience, evaluating the success, strengths and weaknesses of the workshop they facilitated, and a self-evaluation of their role as a facilitator. The final paper should also relate student work in the practicum to current research on online teaching and learning. Participants will submit this final reflection paper as part of an electronic portfolio which will also include a significant posting on each topic in the online forum for student facilitators, an evaluation of the results of the pre-and post-workshop surveys, and a sample of participant postings and products from the online workshop they facilitated.
Pricing
Technology Integration for K-12 Teachers

Full Program: $12,000

Includes the following:

- **Training a team of six participants** to serve as Online Professional Development Specialists.

- **Planning and Consultation** to integrate online course development into ongoing programs.

- **An additional year of support and participation in the ETLO Online Professional Development Facilitators' Forum** upon completion of the semester-long training program.

- **Six online workshops for teachers.** These workshops are facilitated by your trained Online Professional Development Specialists, can include up to 25 participants per course, and will be run within your organization anytime during the calendar year following completion of the Online Professional Development training program.

- **Technology Tools.** ETLO provides the web sites, web hosting capability, and workshop delivery and online discussion software necessary to conduct the workshops.

- **Technical Support.** ETLO provides limited technical support to designated technical support staff in your organization.

Half Program: $7,200

Identical to the full program, but includes a smaller group of Online Professional Development Specialists and fewer workshops for teachers:

- **Training a team of three participants** to serve as Online Professional Development Specialists.
• **Planning and Consultation** to integrate online course development into ongoing programs.

• **An additional year of support and participation in the ETLO Online Professional Development Facilitators’ Forum** upon completion of the semester-long training program.

• **Three online workshops for teachers.** These workshops are facilitated by your trained Online Professional Development Specialists, can include up to 25 participants per course, and will be run within your organization anytime during the calendar year following completion of the Online Professional Development training program.

• **Technology Tools.** ETLO provides the web sites, web hosting capability, and workshop delivery and online discussion software necessary to conduct the workshops.

• **Technical Support.** ETLO provides limited technical support to designated technical support staff in your organization.

**Optional Additions to Full or Half Programs**

• **Additional Online Professional Development Specialists:** $1,200 per individual (includes training program and Online Professional Development Facilitators’ Forum)

• **Additional online workshops for teachers:** $400 per course (each course can include up to 25 participants)

• **Face-to-Face Workshop, at your site, prior to the start of the program:** Contact ETLO for more information about the additional fee for this option

**Payment Dates and Additional Pricing Information**

Upon receipt of the Agreement signed by the Organization, EDC will send invoices for two payments in the amounts of $2,000, and $10,000 for the full Program or $5,200 for the half Program. The first $2,000 is due within 30 days of the invoice date and is a non-refundable deposit.
For the Fall, 2001 Program, the balance in the amount of $10,000 for the full Program, or $5,200 for the half Program, will be due on August 3, 2001, and will be non-refundable after September 12, 2001. If the balance is not received by August 3, 2001, the Organization will forfeit its spot in the Program and this Agreement may be terminated by EDC immediately.

For the Spring, 2002 Program, the balance in the amount of $10,000 for the full Program, or $5,200 for the half Program, will be due on December 14, 2001, and will be non-refundable after January 25, 2002. If the balance is not received by December 14, 2001, the Organization will forfeit its spot in the Program and this Agreement may be terminated by EDC immediately.
**Funding/Grants**

Technology Integration for K-12 Teachers

ETLO will provide support services to your school/district as you apply for funding to support your involvement in this program. Contact Joyce Callahan at (800) 225-4276 ext. 2721 for more information.

---

**Sample Grant Proposal Text**

As you prepare a proposal for funding, you will undoubtedly need to include information that describes the ETLO program in detail. We have prepared a document that can be used to fill in more detail for a proposal you are working on and/or prompt you about information that your district needs to consider as you apply for funding.

- **Read Web version of Sample Proposal Text**
  
  (http://www.edtechleaders.org/programs/sampleproposal.htm)

  We recommend that you start by reading this version of the text.

- **Download RTF version of Sample Proposal Text**
  
  (http://www.edtechleaders.org/programs/sampleproposal.rtf)

  If you choose to use any of the text in a proposal you are working on, we recommend that you download this version for more convenient copying and pasting into your word-processing program.

- **Download Word 6.0/95 version of Sample Proposal Text**
  
  (http://www.edtechleaders.org/programs/sampleproposal.doc)

  If you are using Microsoft Word, you can download this version and edit the file directly.

---

**Start Locally**

As a general rule, any effort to raise money should start locally. A local grant-funding organization's pre-existing interest in improving education in your area can significantly reduce the amount of work required on your part.

- Talk to people about the program. It will help you learn to articulate what you're doing and understand what elements of the project may be most appealing to others.
• Ask your school board, administrators, and other community members if they know anyone who might be interested in learning more about your district's involvement in the project. See if they're willing to make a call on your behalf, or ask if you can use their name. Personal connections are arguably the most effective way to get your project on the radar screen of a potential funder.

• Ask your school board and administrators about incorporating the ETLO program into grant proposals to support an overall program for technology professional development. Some districts have combined ETLO online workshops with local hands-on workshops, study groups, coaching, and other components of a complete program. ETLO fits well into many state Technology Literacy Challenge Grant proposals, U.S. Department of Education Preparing Tomorrow's Teachers to Use Technology grants, proposals to private foundations, and proposals submitted to local businesses.

• Make a list of the major businesses in your local area. Call them to inquire whether they have a grants program supporting K-12 education and can send you a copy of their application guidelines.

• Check with local technology-oriented businesses. Call them to ask about funding opportunities.

• Use the Web to educate yourself about the grant-writing process. The best place to begin is at the Foundation Center's online directory (http://www.fdncenter.org/). They have books for sale, online tutorials, and a wealth of online information about grants that will help you get started.

Broaden Your Search

After you've exhausted your local connections, the next step is to broaden your search regionally and nationally. The following list of resources will help your organization identify corporate, foundation, and/or federal grants to support your involvement in the EdTech Leaders™ Online program.

• Leadership and the New Technologies Library
  (http://www2.edc.org/urltrack/LNTRsrcDetail.asp?selectKey=General+Funding+Resources+and+Strategies)
  LNT is a project of EDC's Center for Online Professional Education. This listing offers a variety of Grants Resources for schools seeking funding to support their use of technology.
• **The Foundation Center's online directory**
  
  The Foundation Center’s online directory will allow you to create a comprehensive, targeted list of funding prospects for your project for a minimal membership fee. The Center also has a variety of other resources including online training programs and guides to help you learn to conduct research and write an effective proposal.

• **eSchool News**

  eSchool News has developed a School Technology Funding Directory and has an online listing of School Technology Grant Opportunities. eSchool News contains regularly updated news about grants specifically targeted for technology in education as well as an easily accessible listing of funders supporting this kind of work.

• **Resource Guide to Federal Funding for Technology in Education**

  This is the U.S. Department of Education's official guide to federal funding opportunities for technology in education. The site includes information about National Challenge Grants for Technology in Education, the Star Schools Program, Goals 2000, National Science Foundation programs, Department of Energy programs, and others.

There is no magic formula to obtaining grant funding. Each foundation, corporation, government agency and individual donor has its own unique process for making decisions about how to allocate funds. It can be a lengthy process that includes extensive research, relationship building, and the development of clearly articulated goals and objectives.
Frequently Asked Questions
Technology Integration for K-12 Teachers

If you have additional questions that are not answered here, please send a message to edtechleaders@edc.org.

- What is online professional development?
- Why should we use online professional development?
- What is the general approach to Online Professional Development in the ETLO program?
- What does our district or organization need to provide?
- How can we participate as a small school district, college, or organization?
- Can an individual participate in ETLO?
- Can people from outside of our district or organization participate in the ETLO workshops for teachers that we run locally? Can we charge them for participating?
- Are there any face-to-face meetings?
- Who selects which workshops will be offered and who will facilitate them for my district or organization?
- Can workshops have more than one facilitator?
- Can we tailor an ETLO workshop for teachers to meet the specific needs of our district?
- Are all the workshops for teachers introductory? Will they be useful for teachers who are already using technology well?
- What technical skills/prerequisites should participants have?
- Are there books, videos, or other materials?
- What technical support is provided as part of the ETLO program?
- My district has a "firewall" or "proxy server" on our network. Will we still be able to participate?
What is online professional development?

Online Professional Development refers to using the Internet to provide activities, information, and interactions with mentors and colleagues that enable educators to improve their knowledge and professional practices. Online Professional Development workshops are most effective when combined into an overall program with other forms of professional development, such as hands-on workshops, graduate courses, conferences, study groups, and coaching. In an Online Professional Development workshop, participants can:

- engage in activities such as exploring educational web sites, developing technology-enhanced lessons, and planning assessments
- participate in online discussions with colleagues and mentors, using techniques such as brainstorming, teaching cases, role-playing, and analyses of students' work
- conduct classroom trials of ideas from the workshop and then share the results in online discussions
- collaborate to develop recommendations and resources for enhancing their curricula with technology

Why should we use online professional development?

Online Professional Development, when well implemented, has significant benefits:

- **Time and place flexibility.** Online learning enables busy professionals to select their own personally convenient times to participate. This flexibility makes it practical for Online Professional Development workshops to continue for a number of weeks, rather than be limited to a single day "inservice."

- **Connecting with other professionals.** Teachers often report that they do not have sufficient opportunities to interact with their colleagues. Online Professional Development provides a way in which they can do so across time and place.

- **Connecting to classroom practices.** The ongoing nature of Online Professional Development workshops enables them to include projects in which participants develop technology-enhanced lessons, try these lessons in their classrooms, and share the results in reflective discussions.

- **Connecting to rich resources.** The vast array of information available on the web, combined with the participants and facilitators who comprise the workshop learning community, offer a context rich in resources directly relevant to the participants.

- **Access.** Online Professional Development provides opportunities to participate in professional development activities that might not be available locally. It also provides a means for people with special needs to participate with adaptive technologies (e.g., text-to-speech for those with visual impairments), and for each participant to work at his or her own pace.

- **Using the technology as learners.** Online Professional Development gives teachers a chance to experience the power of technology to help them learn, which is an important experience to help them consider how they might use technology with their own students.
• **Cost effectiveness.** An Online Professional Development workshop doesn't require the costs involved to arrange for all participants to be released from their classes at the same time. It also doesn't require the space, travel, food, and on-site equipment needed for face-to-face technology workshops.

**What is the general approach to Online Professional Development in the ETLO program?**

ETLO is designed for any organization that provides preservice training or inservice professional development for K-12 educators. Unlike most other programs that offer online workshops for educators, the ETLO program helps your district or organization develop its own capacity to include online workshops in your professional development program. Where many other programs focus on teaching about the technology itself, with ETLO, teachers learn how to integrate technology into the curriculum.

In traditional terms, ETLO provides both a train-the-trainers program and the curricula for those trainers to use -- all online.

**What does our district or organization need to provide?**

To participate successfully in the ETLO program, your district or organization needs to provide the following:

**Staff to become trained as Online Professional Development Specialists.**
Select qualified individuals to participate in the Online Professional Development Specialist training course. Qualifications include experience and/or responsibility for providing professional development to inservice and/or preservice teachers, and comfort using computers and the Internet. Your organization's Online Professional Development Specialists will be trained as part of a cohort with teams from other organizations.

**Time for Online Professional Development Specialists to participate.**
The individuals participating in the program need to have at least 4 hours per week available during the semester-long training course. Individuals can participate at any time during each week, from any place that has a computer with Internet access. After completing the training course, Online Professional Development Specialists will need about 4 to 8 hours per week on an "any time and any place" basis for 8 weeks for each workshop they run.

**Internet Access with Up-to-Date Browser Software.**
Some standard capabilities provided either by web browsers or by "plug-ins" are also required, such as the ability to download Adobe Acrobat .pdf files. These are available at no cost.

**Email Accounts.**
Each Online Professional Development Specialist and each workshop participant needs access to email while participating.

**Training in Basic Computer Operations.**
Prior to their participation in online workshops, provide teachers with training in the basic operations of a computer, using email, and accessing web sites. This is best done through hands-on workshops, not online. ETLO will provide checklists and online tutorials for any special uses of web browsers or search engines required in a workshop.

**Time for Teachers to Participate.**
Plan time for teachers and others to participate in the workshops run by your Online Professional Development Specialists. Typical workshop participation requires 3-4 hours per week for 6 weeks.

**Local Technical Support.**
Designate at least one trained technical support person from the organization to provide on-site technical support to program participants. Note that EDC cannot provide technical support to individual workshop participants; technical support requests to EDC must come from a designated technical contact in your district or organization.

---

**How can we participate as a small school district, college, or organization?**

We offer a "half-team" membership, with 3 Online Professional Development Specialists and 3 online workshops, for smaller districts and organizations (see pricing). School districts, colleges, and other organizations are also welcome to form collaboratives that share one membership in ETLO. In this case, one organization must serve as the contracting organization with EDC and be responsible for coordinating the work with the collaborative.

---

**Can an individual participate in ETLO?**

The program is designed to support organizational capacity building in which teams from a school district or other educational organization can participate. However, if space allows, an individual may join the Online Professional Development Specialist training course. Contact Joyce Callahan at edtechleaders@edc.org for more information.

---

**Can people from outside of our district or organization participate in the ETLO workshops for teachers that we run locally? Can we charge them for participating?**

Yes and yes. With your ETLO membership, you purchase the right to run a specific number of the ETLO workshops for teachers, with up to 25 participants per workshop. You decide whom to invite to participate, and you may include teachers from other local districts, student teachers in local colleges, and others. Any cost arrangements you make with participants are up to you.

---

**Are there any face-to-face meetings?**

The ETLO program is designed to function entirely online, without face-to-face meetings. For an additional fee, ETLO staff can provide your organization with complementary face-to-face workshops. As
ETLO is integrated into organizations’ overall professional development programs, local face-to-face components can and should supplement the ETLO work. Additionally, ETLO has begun to pilot regional ETLO conferences that bring together ETLO participants from multiple districts to share program successes, challenges, and strategies.

**Who selects which workshops will be offered and who will facilitate them for my district or organization?**

Each participating organization must designate an ETLO project coordinator who is responsible for informing EDC about which workshops have been selected and who will facilitate them. The process for making this decision is up to each member organization.

**Can workshops have more than one facilitator?**

Definitely. It is often best for two Online Professional Development Specialists to work together, especially in their first workshops and when workshops have close to the maximum of 25 participants. We also recommend that Online Professional Development Specialists share facilitation with local content area specialists when running workshops outside their major area of expertise.

**Can we tailor an ETLO workshop for teachers to meet the specific needs of our district?**

Each of the ETLO workshops for teachers is designed to incorporate local curriculum standards, themes, and special issues into the activities and discussions. You do not need to revise the workshop structure to do so-the design is intentionally flexible enough to accommodate local needs.

**Are all the workshops for teachers introductory? Will they be useful for teachers who are already using technology well?**

The initial set of workshops is designed to include teachers with a range of skills using technology in the classroom, from minimal to more advanced. Those who are experienced users will certainly benefit, and will also be able to contribute to their colleagues’ learning. Some school districts encourage local experts to serve as co-facilitators, rather than participants.

**What technical skills/prerequisites should participants have?**

ETLO online workshops for teachers focus on integrating technology into the curriculum to enhance teaching and learning. They are not designed to teach basic skills in operating a computer, as these are better learned in hands-on workshops. Participants should know the basics of running programs, saving and loading files, printing, using a word processor and email, and accessing and searching for information on the Web. ETLO will offer diagnostic checklists and self-paced online tutorials for specific features of
web browsers that are used in our workshops (e.g., opening multiple windows, downloading Adobe Acrobat .pdf files, using search engines).

Are there books, videos, or other materials?

All materials for ETLO workshops will be available online at no extra cost. This may include short audio or video clips, as well as articles, web sites, and hypertext materials.

What technical support is provided as part of the ETLO program?

EDC will provide technical support to designated technical support staff in your organization. EDC cannot provide technical support to individual participants in the courses you develop and run; this must be provided by your organization's own staff.

My district has a "firewall" or "proxy server" on our network. Will we still be able to participate?

Yes. EDC staff will work with your network manager to make sure that your staff can participate while maintaining your network security.