

Expectations for the Design and Delivery of Technology Instruction In St. Vrain Valley School District

To ENSURE COURSE QUALITY

COURSE DESIGN

1. The Course design and plan based on needs assessment data.
2. The Course schedule includes time in between sessions for practice.
3. The Course requires outside work embedded assignments [as feasible] for ensuring transfer of learning from the course to the workplace.
4. The Course reflects adult learning theory “best practice” [i.e., 10-2 theory, brain-based activities, etc.]

COURSE CONTENT

1. The Course includes clear statements of what participants should know and be able to do as a result of taking the course i.e., learning outcomes or course standards
2. The Course outcomes and design provide evidence that the instructor knows the content of the subject to be taught and understands how to teach the content and skills to adults
3. The Course outcomes fit organizational goals and are linked to participants’ teaching/job assignments and curriculum/task requirements areas.
4. The Course outline includes expectations designed to ensure integrity and appropriate uses of software, the Internet and/or communication using technology.

To ENSURE INSTRUCTIONAL QUALITY

BEFORE THE COURSE OCCURS,

1. The Instructor ensures all equipment is working and technical problems are addressed ahead of training time.
2. Appropriate technology is available for all students.
3. The instructor prepares training aids: i.e., handouts, tutorials, step-by-step w/diagrams i.e., screen captures, prints, charts, and other visuals.
4. The instructor creates a training plan in one or more of the following formats: written text, outline, bulleted notes, PowerPoint slides w/notes – designed to fit presenter style and reflect appropriate technology.

AT THE BEGINNING OF THE COURSE

5. The Instructor sets clear outcomes / expectations for learning i.e., lesson objectives, content and activities, assignments and assessments.
6. Instructors use diagnostic activities to assess participants’ readiness levels for the program content.

DURING INSTRUCTION

7. The Instructor make the session as “hands-on” as possible.
8. Instructor chooses learning experiences designed to meet participant needs and learning styles.
9. Instructor provides opportunities for trainees to share their learning/accomplishments and collaborate with each other.
10. Instructor encourages learner independence – while not sending trainees off to practice without support – help learners achieve their own success vs. doing it for them.

MONITORING LEARNING AND ADJUST INSTRUCTION

11. The Instructor uses student responses and observational data to monitor course progress and effectiveness to adjust instruction as needed.

PROVIDING FEEDBACK

12. The Instructor uses a variety of strategies for communicating learner progress on course expectations to participants: i.e., 1-on-1 conferring, small group conferring, written feedback.