# PLS 3rd Learning
*Educators elevated.*®

# Blended and Synchronous Learning Design™ Online

## 3 GRADUATE CREDIT HOURS

Improve your skills with an online graduate class from PLS 3rd Learning. Discover practical, research-based strategies that impact student learning. Grow with frequent, practical coaching from an experienced instructor. Collaborate with colleagues from around the globe. **Register today at PLSClasses.com**.

## Course Description:

Explore blended learning models and how to apply them in the classroom. Discover how to use blended learning to support critical school, district, and state initiatives. Examine education through the lens of the iNACOL Blended Learning Teacher Competency Framework to succeed in a blended learning environment.

## Key Outcomes:

• Evaluate the use of various blended learning models.
• Envision where students define the time, place, and pace of their learning.
• Reflect upon personal expertise and plan how to improve competency.
• Implement blended classroom strategies, tools, and solutions in a blended unit plan.
• Support students in the transition toward a blended classroom.
• Analyze student data from multiple sources to inform and adjust blended instruction.
• Create a rigorous environment where students are held to high expectations.

## Sample Assessments:

**Assessment 4-1: Adapting to and Implementing Online Learning**
Using your own school as a case study, choose a course, unit, or skill to adapt by moving a significant proportion of learning to an online environment.
  1. Make a plan to adapt and implement the online learning component.
     Consider the following:
        a. Adapting Open Educational Resources (OER)
        b. Timeframe needed to complete preparations
        c. Blending online/offline activities for students
        d. Creating/adapting assessment tools

**Assessment 6-1: Data Analysis**
Teachers collected data to review the success of an 8th grade blended learning initiative on Greek civilization. The data consists of grades for all completed units and the results of a student survey about the Greek civilization unit. Use the "Data Analysis" template to organize your data analysis of the blended learning initiative.
  1. Analyze the findings of the blended learning initiative.
  2. Support with data any notable positive and negative findings that indicate levels of success for student achievement.
  3. Suggest modifications to the blended learning initiative that might improve the experience next time.

### Alignment to Standards:

This course aligns to INTASC, NBPTS, and Charlotte Danielson's *Framework for Teaching* components 1A, 1B, 1C, 1D, 1E, 1F, 2B, 3C, 3D, 4A, 4D, 4E, and 4F.

### Available at PLSClasses.com:

Class Schedules
Course Syllabi
Instructor Profiles
FAQs

Deposit required. Visit PLSClasses.com for details.

Please be aware that each state and educational district has its own guidelines and rules. It is your responsibility to make sure that our courses fulfill your school's requirements for professional certification.

## To learn more about our online classes or to register,
### visit PLSClasses.com or call 866.757.2527.

Dear Educator,

PLS 3rd Learning has been committed to the educational community since 1969. Dedicated to supporting teacher effectiveness in K-12 schools, we have impacted the daily practice of more than a half million educators to date. Our graduate level and professional development courses—which are designed and delivered by experienced educators—are rooted in research-based practices, vigorous coursework, and relevant technologies.

### Courses are robust, well-researched, and structured.

Our reference library features resources from well over 100 experts in education, and our courses cite a wide variety of published works in educational theory and design. Individual courses have specific time requirements, durations, assignments, threaded discussion posts, and other forms of participation due by the end of each module. Most classwork is asynchronous, allowing flexibility for online students. Maintaining a routine schedule enriches discussion and interaction.

### Each course is led by an experienced educator.

Our course instructors have firsthand experience working with superintendents, administrators, teachers, and students. As qualified content experts and course facilitators for online community and collaboration, each instructor oversees the entire learning experience; connects with participants through class discussions, private messages, and synchronous chats; provides timely, meaningful feedback after each assignment; and is required to be present and active at least once every 24 hours (although most are online often throughout the day).

### Assignments revolve around a community of learners.

Typical assignments include small and large group class discussions, collaborative projects, and job-embedded activities. In most instances, assignments require participants to make meaningful contributions to the online class community. Instructors read every discussion and response, adding questions and comments to guide participants toward deeper insights and awareness. Other learning activities are submitted privately to the facilitator for further feedback and grading.

Today's K-12 educators face unprecedented pressure from politicians, taxpayers, and parents to boost student performance with fewer resources. PLS 3rd Learning understands this pressure and is well-prepared to support your team with time-tested, research-based, and highly engaging professional development and graduate courses. We would welcome the opportunity to learn how we might contribute to your continued success.

For more information, please visit PLSClasses.com.

Yours in education,

Chris Juhasz
Sr. VP for Professional Growth
cjuhasz@PLS3rdLearning.com
484.550.7505

Mary Arnold
Director of Course Development
marnold@PLS3rdlearning.com
610.421.4334