

# How Difficult is it to Facilitate?

## Facilitator Experiences and Practice From the Field

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Asynchronous Learning Networks 2006*



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# What is FOR-PD?

Florida Online Reading Professional Development is:

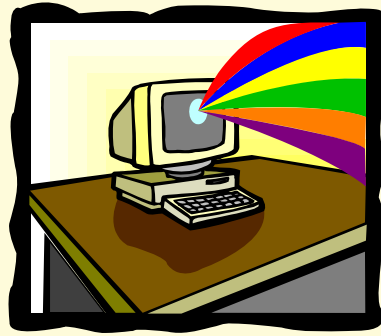
- A Large Scale Online Professional Development Project
- Funded by Just Read Florida



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# About The Project



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# About The Project:

- FOR-PD is a 100% Online Course

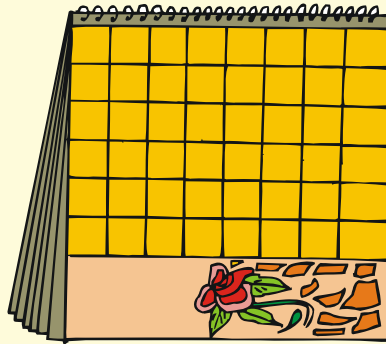


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# About The Project:

- 14 Highly Informative and Resource Filled Lessons in 14 Weeks



# About The Project:

- The Course is Free to All Florida Certified Teachers

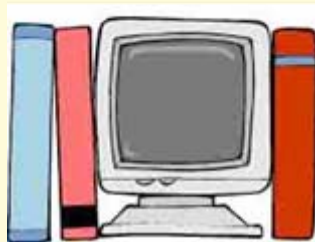


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# About The Project:

- Quality Free Literacy Resources
  - Free K-12 Instructional Materials:  
Poster Sets, Flash Cards & Lesson Plans
  - Searchable Online Database -  
Hundreds of Sites



# FOR-PD Delivers:

- Current Scientifically Based Reading Research to K-12 Teachers with Implementation Strategies



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# Online Facilitation

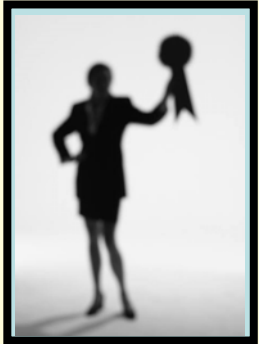


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# Choosing Facilitators:

## Only the Best Will Do!



- Potential Facilitators Are Required to Present Recommendations
- Three Years Teaching Experience Minimum
- Must Have Completed the FOR-PD Course

*Quality*



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# Training Facilitators:

- All Facilitators Complete a Comprehensive Seven Week Online Training Course



# Facilitator Support:

## Facilitator Success is A Priority

- Facilitator Support Specialist
- Reading Specialist
- Professional Development
- Monthly Online Facilitator Chats
- Facilitator Monthly E-Newsletter
- Help Desk Support & Online Chats



# Online Tools for Facilitators:

## Facilitators Have Many Resources

- Facilitator Manual - Includes Policies, Examples, Suggestions & Forms
- Facilitator Only Discussion Boards - Builds Community, Monitored Daily to Provide Help



# Lessons Learned



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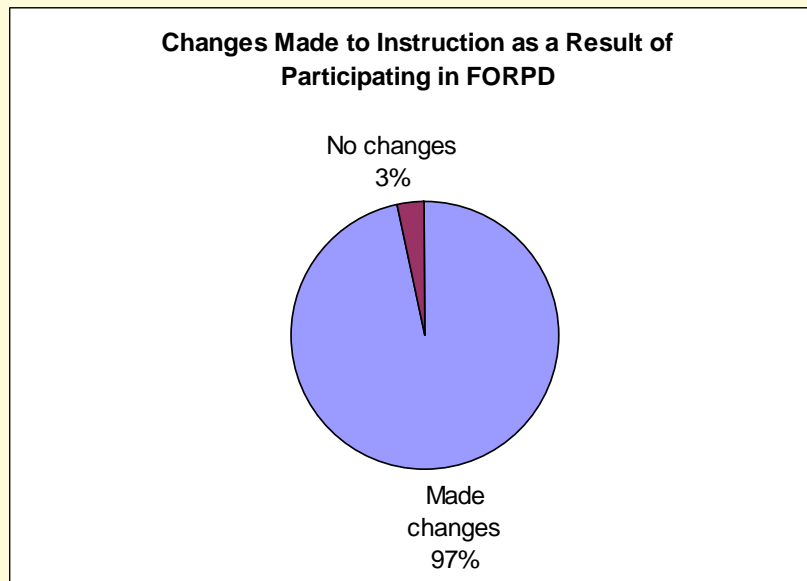
# Evaluation Data:

- Higher Than Average Completion Rates
  - 82% Summer 2006
  - 74.6% Overall Average



# Evaluation Data:

- 97% of Participants Report Changes in Classroom Implementation

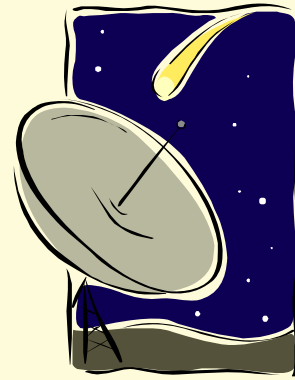


# Evaluation Data:

- Most respondents (83%) indicate that they now implement **instructional strategies** they learned from FORPD before, during, *and* after reading related instruction on a regular basis.
- **Differentiated instruction** techniques learned in FOR-PD are regularly used by 74% of respondents.
- Many (77%) indicated their classroom environment was **print-rich**, and that they regularly made use of a **classroom library** and **word walls**.
- Sixty-nine percent now use **screening diagnosis** and **progress monitoring** to better meet the needs of their students.



# Communication:



- Email, WebCT & Private
- Facilitator Meetings
- Discussion Board
- Monthly E-Newsletters
- Phone
- Chat Rooms
- Focus Groups



# Quality Assurance Checks:



- Completed Twice each Semester
- Identifies Participants Falling Behind - Contacted & Offered Support
- Provides Feedback to Facilitators on Their Performance



# Ongoing Challenges

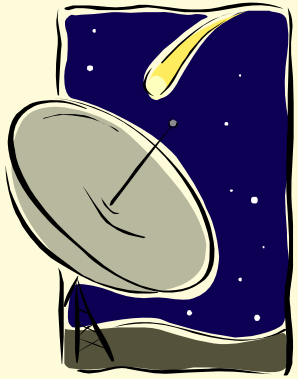


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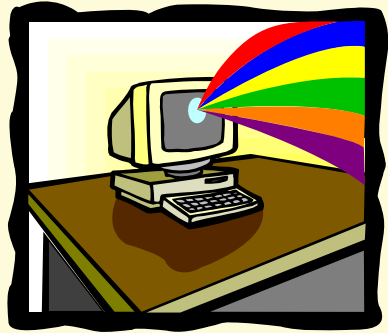


# Communication Challenges:

- Netiquette -  
Network Etiquette
- Timeliness -  
Keeping Everyone Informed
- Keeping it Personal-  
Remembering the Human
- Lost in Cyberspace -  
Bounced & Lost E-mail



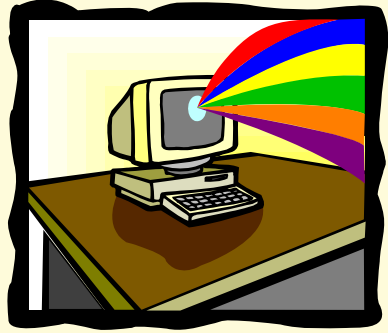
# Implementation Issues:



- Following Effective Online Facilitation Principles-  
Motivating Students, Communicating  
Clearly and Regularly
- Learning in an Online Context-  
New to Many
- Monitoring Facilitator and  
Participant Progress



# Implementation Issues:



- Technology Skills and Equipment are Variable
- Building Community in an Online Environment Can Be Difficult
- Technology Sometimes Breaks Down



# Testimonials:



*“I just wanted to thank you for the phenomenal job you did facilitating this course, despite all of the impediments created by Mother Nature and technology. I also wanted to personally thank you for being so understanding and tolerant, even empathetic with the problems that we have all encountered.” Participant After Hurricanes*



# Testimonials:



*“After taking this course I feel I am better prepared. I learned techniques and methods that will help me achieve my goals. I already see it. I feel like a reading teacher. I will also use all the necessary reading strategies and techniques in order to increase my students’ reading levels.”*



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# Testimonials:



*“Thanks for the wonderful colorful posters and flashcards. I am a media specialist but I tutor students in my spare time...they were GREATLY appreciated!”*



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