ASSIST Brief

Advocating Strong Standards-based Induction Support for Teachers
January/February, 2006
http://assist.educ.msu.edu
http://www.learnport.org

This monthly electronic newsletter contains information about the ASSIST Website, highlighting web tools that address beginning and mentor teacher challenges, ideas for implementing induction programs, ways to use the tools and resources in your school(s), and current topics in induction. If you would like to submit an idea or news item, contact Marcia Leone at leonem@msu.edu – 517-353-8950.

Please forward *ASSIST* Brief to your colleagues!

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Michigan LearnPort Launches
ASSIST Instructional Modules

Michigan LearnPort, the state sponsored portal for on-line learning (www.learnport.org), has officially launched access to seven ASSIST instructional modules available for State Board CEU credit. The modules provide opportunities for collaborative, in-depth inquiry around seven critical topics in learning to teach as part of a comprehensive induction program.

About the ASSIST Modules

Questions and Answers

1. **What ASSIST modules are available?**

   Building Student Comprehension: Includes comprehension strategies, how to teach students to do what good readers do, discussion as an important tool to teach comprehension, addressing comprehension difficulties, activities for application to current practice.

   Developing Curriculum: Includes hands-on practice with research-based approaches to developing curriculum, how to use curriculum standards, how to develop curriculum that reflects Michigan Teaching and Learning

Standards, sections on deciding what to teach, finding and evaluating resources and developing assessments, lessons, centers activities and projects.

Developing Home, School and Community Partnerships: Includes strategies for helping teachers get to know families of their students, using demographic profiles as a strategy for teachers to collect data around students' literacy development, and scope and sequence of family involvement as a strategy for teachers to integrate family involvement within the curriculum related to student achievement.

Developing Literacy in Early Childhood: Based on research in early childhood, child development, language and literacy, this module focuses on the essentials of quality practice that are suited to young children, age appropriate, effective and motivational for preparing them for school, including storybook reading, writing, word sense, small group learning and literacy and play.

Differentiating Instruction through Technology: More students with disabilities now receive the majority of their education in the general education class than ever before, and teachers are expected to help all students master challenging curricular content. This module focuses on assistive technology applications that can help students with high incidence disabilities and mild emotional impairments succeed in the general education classroom.

Inclusive Instruction: Inclusion classrooms bring together students of all levels of ability, from students with learning disabilities to high achieving students. As an educator, it is important to create a classroom environment in which every student, regardless of ability, is able to achieve his or her best. This module provides strategies for working with students of varying ability levels in the general classroom and helps teachers think about ways to tailor instruction to meet the needs of all students.

Promoting Student Achievement in Culturally and Linguistically Diverse Classrooms: America's classrooms are becoming increasingly diverse. While this diversity offers tremendous opportunities, it also poses tremendous challenges for teachers. This module draws from the most recent scholarship to assist teachers in creating learning communities that acknowledge and affirm students' cultural and linguistic diversity while also meeting rigorous state and national standards.

2. **How long does it take to complete a module, and how many SB-CEUs are available?**

   It is estimated that completion of a module will take about 30 hours if all activities are completed including classroom applications. Participants will earn 3.0 SB-CEU credits for each module completed in its entirety. The modules are not available for university course credit at this time. We are hoping to identify "core" parts that may be used for university credit at all teacher education institutions for the 18 hours toward the professional certificate.

3. **Can work with the modules count toward the 15-day professional development requirement for new teachers during their induction period?**

   Yes.

4. **Can working with the modules count toward meeting the additional 5-day professional development requirement for all teachers?**

Yes.

5. **How can I access the modules?**

**Step 1:** (If not already registered with Michigan LearnPort) - Go to the Michigan LearnPort Website: http://www.learnport.org, click on "Join Michigan LearnPort" and follow registration instructions. You will receive your ID and password via email within 24 hours.

Step 2: (If registered) — Go to the LearnPort Website: http://www.learnport.org and log in using your ID and password.

To access the ASSIST modules:

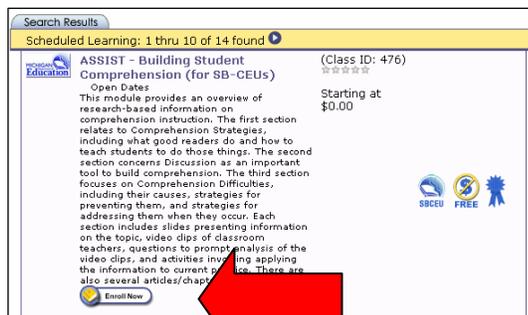Log in at the LearnPort home page: http://wwwlearnport.org.
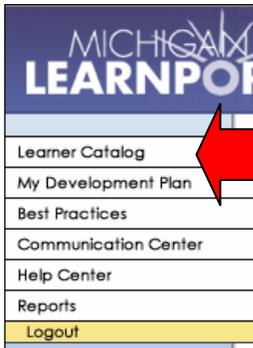
Click on "Learner Catalog" (upper left menu)
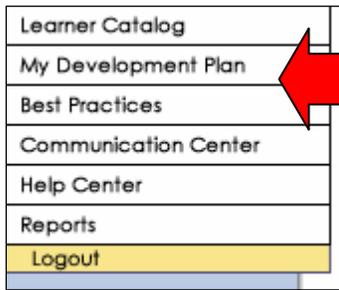
Type "ASSIST" in the Keyword(s) box
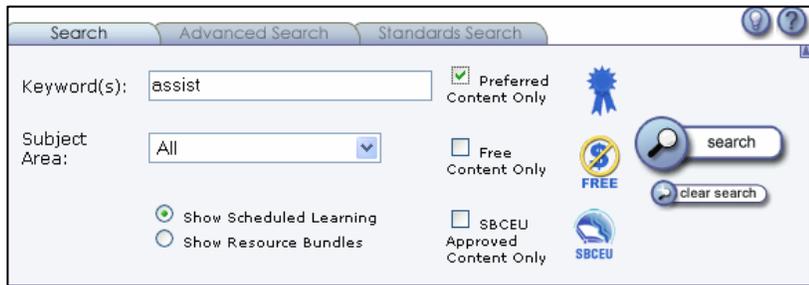
Check the "Preferred Content Only" box

Click on "Search"

Click on the title of the ASSIST Module of your choice – Scroll to view options - you can use the tabs across the top of the module page to further explore content before deciding whether or not to enroll in the module. Use the back button to return to the catalog.

To enroll in a module, click on "Enroll Now."

| Learner Catalog |
| My Development Plan |
| Best Practices |
| Communication Center |
| Help Center |
| Reports |
| Logout |

Click "cancel" in the message box.   Then click on "My Development Plan" on the LearnPort toolbar. Here you will find options (left menu under Development Plan) you may or may not wish to select. For example: "Take Assessment does not apply to the ASSIST modules, as the modules have their own "surveys" attached, and establishing learning goals is optional.

| Learner Catalog |
| My Development Plan |
| Assess Skills |
| Establish Goals |
| Take Learning |
| Document Practices |
| Best Practices |
| Communication Center |
| Help Center |
| Reports |
| Logout |

To start your module, click on "Take Learning."

Then click on the title of the module you chose, check the "agreement box," then, click on "start course."

Start by clicking on "Pretest," which for ASSIST purposes is a brief survey.

Click on "View Resource"

Complete the survey, then click on "complete assessment" at the bottom of the page.

- Continue by clicking on "Introduction," "start activity" and "view resource."
- Proceed through the module by clicking on the "next" button and completing the activities (be sure to print your written answers (click on "Print" button), as the system is not set up yet to "save" your responses. When you want to end your current session, close the screen. On the next page you have two options
- If you are sure you are completely finished with the module section, click on "complete activity." If you are not finished with the section in which you are working, click on "return to course."
- Click on "Log Out."
- Each time you want to return to the module for further work, log in on the LearnPort Home Page, then go directly to your Development Plan by clicking on "Development Plan" and click on the title of the module in which you are working.
- When you complete all of the sections of the module, you must take the Post Survey. When finished click on "Complete assessment."
- LearnPort will maintain a record of your completion information.

Suggested Organization for Module Instruction

It is our hope that veterans and beginning teachers will <u>together</u> study the module content.

Research indicates that engaging beginning teachers in collaborative work around issues of teaching and learning can be one of the most powerful components of a strong induction program. Beginning teachers who have opportunities in the school day to work with colleagues on curricular and instructional issues on a consistent basis are significantly more likely to continue teaching than those who do not.

The ASSIST Website has many tools and resources for establishing professional learning communities which can be applied to organizing learning around work with the modules. Please explore the links to the ASSIST Website below.

<u>Professional Learning Communities</u>

<u>Learning Together</u>