



Teacher Learning Hub

Special Report - Feb. 2021

Request from the Deputy Superintendent



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Contents

Executive Summary	3
Hub Courses Related to Digital/Remote Instruction	4
High Demand Courses	11
Upcoming Courses	13
New Course Request Approval Process	17
Recently Retired Courses: Jan. 2020 - Jan. 2021	19

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Executive Summary

This report was prepared by Carli Cockrell (Professional Learning Coordinator), Marjorie O'Rourke (Professional Learning Data Specialist), Allyson Briese (Teacher Learning Hub Course Design & Quality Specialist), and Colet Bartow (Teaching and Learning Senior Manager).

The following report is a summary of a data request from the Deputy Superintendent, Sharyl Allen:

- Hub courses related to digital/remote instruction
 - Usage of the courses since the COVID-19 pandemic began - by month
- Other most in demand courses
- Course updates and expansions planned
- Process by which new Hub courses are approved
- A list of Hub courses that have been retired in the past year and rationale

It is important to note that school closures as a result of the COVID-19 pandemic have had a profound effect on the Hub. For example, the number of new registered users for the month of April 2020 increased 92% over the number of new registered users for April 2019. Course completion for the same time frame increased 301% over the same time period in 2019. As we move into 2021, we anticipate many of the new users to continue using the Hub as one of their primary methods of receiving professional learning.

Previous annual reports can be found on the [Hub Annual Report website](#).

Hub Courses Related to Digital/Remote Instruction

The following table is a breakdown of course completions by month (March 2020 - January 2021) for the Hub courses related to digital/remote instruction. This course list includes the course title, course description, course type, course status, and completion data.

For context, self-paced courses do not have a start or end date and are continuously open. Participants complete the courses at their own pace and schedule. Course facilitators grade and monitor assignments regularly and are available to answer questions related to content. Facilitated courses are typically three to five weeks long. Most courses do not have specific meeting times for each week; instead there are deadlines for each activity or assignment. Course facilitators regularly interact with the participants throughout the course and provide ample feedback. These courses are capped at 25-30 participants and run between one to three times per year.

Beyond Digital Citizenship

This course takes us beyond the basics of digital courtesy and citizenship with an exploration of how the media impacts us as individuals in a digital society and how local, national, and global events can be positively OR negatively shaped, or manipulated, by trends in social and 'news' media. It will stress the importance of educators teaching their students to be active, critical thinkers while participating in a digital world and explore effective pedagogical methods and strategies to guide and enable their students to successfully and responsibly navigate the digital world at all grade levels.

Course Type: Self-Paced

Course Status: In Design

Connect and Reflect: Taking What We Learned During COVID-19 Into Next Fall

This three-week facilitated course includes multiple ways to connect and reflect on the past three months of remote learning. Participants will share successes and challenges, research evidence-based practices, and integrate remote learning successes and effective teaching practices to prepare for an uncertain back to school. This course includes Zoom discussions, discussion boards, articles, and a final assignment.

Course Type: Facilitated

Course Status: Pandemic Response Course - Limited Run During Summer of 2020

Completion Data:

July 2020	August 2020	Total
38	36	74

Creating an Online Environment Where All Students Thrive

Creating an online learning environment might be something completely new to you! This course is designed to provide strategies for creating online environments in which all students have the opportunity to thrive.

Course Type: Self-paced

Course Status: In Design (anticipated launch by March 2021)

Digital Accessibility Fundamentals

This course covers the basics on how to make digital content accessible and how to check and fix accessibility issues in Microsoft Office and Adobe Pro. Sub-topics include headings, lists, formatting text, hyperlinks, videos, and pictures. Perfect for anyone just getting started with digital accessibility or needing a review!

Course Type: Self-Paced

Course Status: Open

Course Completions:

Mar 20	Apr 20	May 20	Jun 20	Jul 20	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Total
13	17	8	10	10	7	5	6	3	1	1	81

Digital Citizenship

The course provides teachers with an introduction to what is needed to foster their students' safe, ethical, and responsible uses of technology. Participants will explore the critical role citizenship curricula play in K-12 learning, as well as ways skills and strategies they can use to integrate digital citizenship content into their teaching to address issues like cyberbullying, online privacy, and information literacy.

Course Type: Self-Paced

Course Status: Open

Course Completions:

Mar 20	Apr 20	May 20	Jun 20	Jul 20	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Total
13	18	10	6	11	11	26	1	2	3	2	103

Diving into Computer Science: Tools for Every Grade

The course will review the Montana K-12 Digital Literacy and Computer Science Guidelines and connect tools to help implement these guidelines into every grade level. Participants will understand how Computer Science can be incorporated into a variety of classes, discover components of Computer Science applicable to their grade level, learn about grade-specific tools, programs, and tips for implementation. Last, participants will plan a lesson tailored to their current group of students.

Course Type: Self-Paced

Course Status: Open

Course Completions:

Mar 20	Apr 20	May 20	Jun 20	Jul 20	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Total
4	5	2	2	6	2	5	3	2	0	4	35

Google Suite Advanced

This course will dive deeply into Google Drive & Docs, Slides, Spreadsheets and Forms and how they can be integrated into Google Classroom. Learn how to create a paperless classroom, teach beyond your classroom using Hangouts, create a shared calendar for parents and students, create a classroom website, and more!

Course Type: Facilitated

Course Status: Open 2-3 times per year

Course Completions:

May 2020	Nov 2020	Total
32	18	50

Google Suite for Beginners

This course takes you through everything you need to know to get started using Google Suite features: Google Slides, Docs, Spreadsheets, and Forms. Learn how to integrate these productivity tools into your classroom to save time and stay connected. Perfect if you're new to Google Suite or if you need a review.

Course Type: Self-Paced

Course Status: Open

Course Completions:

Mar 20	Apr 20	May 20	Jun 20	Jul 20	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Total
19	56	28	31	24	16	8	12	4	0	5	203

Introduction to Online Course Design

This course will take you through the basics of what you need to know to get started creating your own online course - from the basic principles of online learning, storyboarding, delivering content and building interaction.

Course Type: Self-Paced

Course Status: Open

Course Completions:

Mar 20	Apr 20	May 20	Jun 20	Jul 20	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Total
60	15	7	5	19	6	8	10	2	1	0	133

Moving CTAE to Online and Remote Learning

Geared specifically toward CTAE teachers, this course is designed to help participants understand how to start the year to lead to successful learning no matter if learning is in-person, remote, or blended, how to do hands-on activities in an online environment, and where to find further training and resources.

Course Type: Self-Paced

Course Status: Open

Course Completions:

Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Total
18	14	16	3	1	5	57

Practical Strategies for Using Technology to Assist Notetaking

This course is for any educator working with children with learning disabilities. Participants will learn (1) how to “feature match”, or systematically link students’ abilities and strengths with existing tools, (2) about notetaking apps, smart writing systems, and software options, (3) concrete strategies to increase students’ independence and skill.

Course Type: Self-Paced

Course Status: Open

Course Completions:

Mar 20	Apr 20	May 20	Jun 20	Jul 20	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Total
20	47	21	8	10	8	16	21	3	4	4	162

Student Created Digital Learning Portfolios

In this course, teachers will utilize the free digital learning portfolio tool Seesaw to research, analyze and create digital portfolios. Teachers will have the opportunity to collaborate, learn and share ideas in this hands-on learning environment. Walk away with the tools, excitement, and support to get started using portfolios in your classroom and for professional learning!

Course Type: Facilitated

Course Status: Open

Course Completions:

May 2020	Oct 2020	Total
16	11	27

Tech-ify Your Classroom! The Basics of K-5 Technology Integration

The lessons in this course will guide you through the basics of meaningful, effective technology integration in grades K-5. Young learners are capable of leveraging technology to learn, do and create amazing things, and this course will guide you in thinking about technology and how it can enhance the curriculum and learning in your classroom.

Course Type: Self-Paced

Course Status: Open

Course Completions:

Mar 20	Apr 20	May 20	Jun 20	Jul 20	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Total
6	5	5	10	7	4	4	5	0	1	1	48

Universal Design for Learning: Digital Tools and Digital Learning

This course covers the basic principles behind universal design for learning (UDL), including the theory and research that substantiates UDL, as well as practical strategies and technologies that work across grade levels and content areas that can be used to design UDL opportunities using technology.

Course Type: Self-Paced

Course Status: Open (was closed for an update until Jul. 2020)

Course Completions:

Jul 20	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Total
6	27	1	2	0	0	3	39

High Demand Courses

As of January 2021, the Hub maintains a catalog of 121 self-paced and facilitated courses. Course completion data from July 2019 through January 2021 was reviewed, and the following 10 courses recorded the highest number of completions within the timeframe. The following list includes the course title and the course description, starting with the course that has the most completions.

1. An Introduction to IEFA in Montana

This course provides a basic foundation for implementing Indian Education for All (IEFA) in your classroom. IEFA offers students an opportunity to meet academic standards in multiple content areas and grade levels as they learn about the distinct and unique cultures and heritages of American Indians.

2. Welcome to Our School! An Introduction for Substitute/Guest Teachers

This course will address professionalism, legal aspects, classroom management, and strategies to successfully serve as a substitute or guest teacher. It is designed to meet the three-hour training requirement described in Administrative Rules of Montana 10.55.716.

3. Introduction to Dyslexia

This course provides an introduction to dyslexia for educators. Including definitions, myths, and support for students. The course also outlines the Montana Dyslexia Screening and Intervention Act (§ 20-7-469, MCA) and the responsibilities of districts, schools, and the Office of Public Instruction.

4. Dealing with Grief and Loss in Adolescents

This course provides an overview of grief, what grief looks like in adolescents, and what you can do to support those who are grieving. This course is designed to help support educators in their daily interactions with students experiencing grief or loss.

5. Overcoming ACEs in MT Schools: Childhood Trauma and Its Impact on Learning

This course is meant to provide an introductory exploration of the impact of adverse childhood experiences (ACEs) on brain development, potential behavioral consequences seen as a result of ACEs, basic methods to approach someone who has experienced ACEs, and how classrooms are impacted by ACEs and Trauma.

6. Building Respect: Bullying Prevention

An interactive role-play simulation about responding to bullying incidents. Educators practice conversation techniques to address biased language in the classroom, reach out when they suspect signs of bullying, and reinforce staff responsibilities in reporting bullying behavior.

7. Warning Signs: Child Sexual Abuse

Every individual who is involved with children has the obligation of knowing how to protect them from harm. "Self-education is the first step an educator can take against the problem of child maltreatment, including child sexual abuse." (Child Welfare Information Gateway, 2003) This course will offer you awareness, understanding, and prevention strategies on the subject of child sexual abuse.

8. Mandatory Reporting for Educators

As school personnel, you play an important role in identifying and helping children who may be abused or neglected. In this course, you will learn how to recognize the indicators of possible child abuse and neglect, how to report concerns to the Montana Child and Family Services Division, and what happens afterward.

9. Overview of Youth Suicide

This course will provide you an overview of suicide in the United States, youth suicide related behavior, the Bitterroot Valley Education Cooperative suicide prevention project, and youth voice.

10. Montana's Science Standards 101

In this course, you will learn how to find and interpret the Montana Science Content Standards, how they are different from the previous standards, and how they are similar to the Next Generation Science Standards (NGSS). Use this to help you become comfortable with the terminology and concept of the new standards.

Upcoming Courses

The Hub currently has 29 courses being updated, developed, or expanded. The following list includes the course title and course description. The course titles and descriptions should not be considered final as some revisions may be made before the courses are launched. Two of the courses on this list were mentioned in the previous section, Hub Courses Related to Digital/Remote Instruction.

An Introduction to Homeless Education

A three-hour course that covers homeless education basics from important definitions to student and family impact, implementation strategies, and relevant legislation.

Beyond Digital Citizenship

This course goes beyond the basics of digital citizenship and takes a deeper look into how digital media impacts individual, local, state, national, and world events and why it is essential for educators to work diligently to inform students of the power of all forms of media and guide them to become evidence-based critical thinkers in a digital world.

Bullying and Cyberbullying Prevention Among Rural and Tribal Youth

In this course, participants will explore prevention techniques for bullying and cyber-bullying. It is specifically geared toward counselors serving youth living in rural or tribal communities. In addition, it will address the importance of digital citizenship in regard to bullying and cyber-bullying.

Community-based Crisis Interventions for Rural and Tribal Schools

Crisis intervention protocols for varied incidents that rural and tribal communities will face, will be explored in this course. It will provide opportunities to discuss how these protocols reflect the strengths and needs of the community and are critical for successful implementation.

Creating an Online Environment Where All Students Thrive

Participants will explore numerous strategies and gain key take-aways in learning to create an online educational environment where all learners will not only succeed, but thrive.

General Education Teacher's Role in Special Education

This course is designed for general education teachers with the purpose of empowering them in the special education process. This course focuses on the history, legal foundations, pre-referral, referral, evaluation, IEP processes, and the general education teachers role in each component.

Growth Mindset

Designed to instruct learners as to why a Growth Mindset is essential to learning, this course offers practice in giving GM feedback, discovery of participants' own mindset, and the role this concept plays in effective teaching.

High Leverage Practices Spotlight

High-leverage practices serve as the basic fundamentals of teaching. This course will spotlight strategies that in-service and pre-service educators can use to foster positive, respectful relationships with students P - 12.

IEFA in Math Seamless Integration

Four modules will be presented that convey IEFA basics and stereotypes, resources available for integrating IEFA content into K-12 math, best practices for incorporating resources within a scope and sequence, and provide an opportunity for sharing created lessons integrating IEFA.

Introduction to Rural Counselor Ethics

In this course, participants will explore the unique ethical dilemmas faced by rural and tribal communities and schools in Montana. It will include specific situations one may face within the communities and how to adhere to ethical standards.

Introduction to the 8 Elements of Preschool

This course provides an introductory look at Montana's Early Learning Standards.

Making the Most of Math Games

Encouraging teachers to engage students in fun math games while engaging them in math discourse is the focus of this course. Assisting students to 'make sense about mathematics', creating key connections to concepts, and suggestions for intentionality will be key takeaways for all participants.

Making Transition Matter

This course will cover the components of a transition IEP and also include examples of employability, educational planning, and community involvement.

Montana Preschool Program Standards: Physical and Learning Environment

In this course the participant will gain foundational knowledge and skills for creating a physical environment for preschoolers that uses data driven practices that meet the essential, high quality standards of the state of Montana.

MTSS Tier 1: Integrating Data and Data Driven Decision-Making

Training and team activities in this course are designed to assist the team in exploring the role of data and effective data systems in the decision-making process and to clarify and refine their own data systems as well as the use of those systems.

MTSS Tier 1: Practices

This course will guide users through the integration of strategies and interventions in the first tier of Multi-Tiered System of Supports. Upon course completion, participants will have the knowledge necessary to begin working with their school teams and staff in implementing MTSS Tier 1 interventions and strategies.

MTSS Tier 1: Systems

Participants will gain an understanding of the MTSS framework and how to establish effective school teams for the purposes of developing and integrating academic and behavioral supports for students.

Multiplication Strategies: Multi-digit Numbers

A sequel to the Multiplication Strategies course, this course will discuss a variety of strategies for teaching multi-digit multiplication in order to build conceptual understanding to streamline fluency. Participants will leave with numerous ideas on how to incorporate multiple strategies to lay the foundation for division.

Novice Special Education Teacher Training

This course is intended to provide participants with a thorough understanding of how to create compliant special education documents in the AIM system.

Overview of Youth Suicide and Tier 1 Prevention

An update of the previous Overview of Youth Suicide, this course will include up-to-date information, data, and resources for prevention of youth suicide and will include Montana Youth Suicide Statistics, MTSS Framework for Suicide Prevention, and information on Tier 1 Prevention, Supports, and Universal core curriculum.

Reciprocity and Sustainability in Rural and Tribal Communities

The concept of reciprocity will be explored in this course and we will provide valuable insights for education professionals sustaining in a rural or tribal school and community.

Run, Lock, Fight - School Safety Preparedness

This course is designed to increase knowledge and use of strategies to ensure staff and student safety during an active shooter event.

Rural and Tribal Strength-based Approaches: Part 1

The first of a two-part course, counselors will learn how to assess student strengths and use them effectively in counseling in order to build prevention opportunities in culturally relevant ways.

Rural and Tribal Strength-based Approaches: Part 2

In Part 2 of this two-part series, we will look at strength-based approaches with an emphasis on rural and tribal schools and communities and how to understand, assess, and implement, strength-based approaches and build them into the counseling process.

Science Fair 101

Participants will discuss and learn why Science Fairs are valuable tools for educators in Montana and serve to accomplish cross-curricular learning goals.

Special Education Compliance Monitoring

A virtually guided course that will be used by the OPI Monitoring Unit to deliver the Pre-Monitoring Training that is a component of the LEA monitoring cycle.

Supercharge Your Classroom with Current Montana Field Science Data

Whether your instruction is blended, online, or face to face in the classroom, this facilitated six-week course will assist in your instruction while using best practices in STEM to get your students involved in Montana Research.

Sustainable Self-Care

This course stresses the importance of self-care among counselors in order to sustain and succeed in rural and tribal communities.

Wraparound with Miiwrap

This course will enable learners to effectively implement Wraparound by utilizing the skills of motivational interviewing.

New Course Request Approval Process

The Hub maintains a collaborative and comprehensive course request approval process. Each year, the Hub performs a needs assessment to determine the needs of the Hub users. This process includes feedback from OPI staff, external partners, and users of the Hub. Beginning in February 2021, the Hub will utilize the results from the collaborative OPI Professional Learning Needs Survey. The OPI Professional Learning Needs Survey is used to gather feedback from public and private school personnel on the various professional learning opportunities offered by the OPI as compared to their professional learning needs.

Course designers are required to initiate a formal request to create a course on the Hub. Before submitting the formal request, designers are required to check to see if there are any similar Hub courses by using the [Course List](#), [Course Catalog](#), and the [Courses in Development List](#). Course designers must complete our nine-hour Introduction to Course Design 2.0 that outlines the design specifications of the Hub. This process is outlined on the [New Course Request Procedures website](#).

The Hub admin team prioritizes course requests that align with agency identified priorities, such as: Supporting educators in enhancing their professional skills and knowledge, best practices and strategies for improving student performance, closing opportunity gaps as identified by state and local data, aligning to Montana Content Standards, Montana's ESSA Plan requirements, and/or integrating Indian Education for All. The formal course request requires the course designer to identify the following:

- Course Title
- Course Description
- Identified Priorities
- Individuals Responsible for Course Design and OPI Project Lead Work
- Course Type (self-paced, facilitated, other)
- Estimated Course Length (in hours)
- Course Category
- Course Designer Employment Method
- Timeline

Designers are also required to review the [Division of Responsibilities document](#) that outlines the roles and responsibilities of Course Designer, the OPI Project Lead, Marjorie O'Rourke (copyright verification, accessibility verification, and data reporting), and the Hub administrators. The multi-step content approval process that the course goes through ensures that the course content is accurate, accessible, and includes the appropriate copyright permissions required of a

government agency. The multi-step process also ensures the course is designed with the participant in mind; online learning should be easy to navigate, reflective, and interactive.

Once the formal course request is submitted, the Hub admin contacts the appropriate OPI administrator for approval. If the OPI administrator indicates there is a need and there is capacity to create the course, the Hub admin creates the course shell and provides access to the designer and OPI project lead. The Hub admin supports the OPI Project Lead and course designer throughout the design process.

Recently Retired Courses: Jan. 2020 - Jan. 2021

The following courses were retired in the past year. All Hub courses are reviewed each year to ensure the content is accurate and up-to-date. As of the time of this report, courses are only retired if the OPI Project Lead and Hub admin agree that the course should be retired. Most retirements occur because the content is outdated or the course had low enrollment after a consistent period of time. The following list includes the course title, course description, and the reason for the retirement.

A School's Guide to Creating a School-wide Reading and Writing Protocol

Participants will learn a set of protocols and common language for teaching close reading and evidence-based writing in order to enhance reading and writing instruction across all curricular areas and grade levels. Designed for a group of at least 3 teachers to work through the course together.

Rationale: Content outdated

GEMS: Using Montana Data for Data Drive Decision-making

GEMS is the online platform of the Montana Statewide Longitudinal Data System (SLDS). GEMS offers public access and provides transparency to data housed at the Office of Public Instruction. We review many issues about data use in this course as well as provide demonstrations of the use of GEMS. This course is meant for educators who are using GEMS currently or will be using GEMS in the future.

Rationale: Content outdated - GEMS site recently revised

Growing Up WILD! Exploring Nature with Young Children

Growing Up WILD is an early childhood education program that builds on children's sense of wonder about nature and invites them to explore wildlife and the world around them. Through a wide range of activities and experiences, this guide provides an early foundation for developing positive impressions about nature and lifelong social and academic skills.

Rationale: Content outdated, course facilitator retired

Growth Mindset (Group Course)

This course will introduce the idea of growth mindset. Participants will take on the role of a learner to discover their mindset and understand the research and vocabulary necessary to discuss mindset with their students. This course is designed for a group of at least 3 teachers to work through the course together.

Rationale: Low enrollment in group course, currently being redesigned to be an independent self-paced course

How to Integrate Media Arts into Your Classroom

In this age of technology, media arts is the tool to communicate worldwide. In this course, you will create a media arts project using photography, video, sound, and editing software you can then share and use with your students.

Rationale: Content revision to include focus on blended/remote learning

Integrating Journalism in Your Classroom

In this course, you will gain access to ideas on bringing strong journalism practices into the classroom. The goal is to expand student knowledge on spotting reliable sources & how to use the sources responsibly. This course is a great way to improve our students' digital citizenship & encourage responsibility with internet sources.

Rationale: Content outdated

Key Words Can Be Misleading (Group Course)

Why can generalizing key words be misleading to students? The focus of this learning experience is to recognize the pitfalls of teaching "keywords" as tricks when solving math problems. Participants will also identify alternatives to solving problems without overgeneralizing keywords. This course is designed for a group of at least 3 teachers to work through the course as a group.

Rationale: Low enrollment in group course, will be redesigned to be an independent self-paced course

Problem Solving: Bring Your Classroom Alive (Group Course)

The root of problem solving is using the right Rich Tasks. Experience a 3 act task, learn the when, why, where, and how to use rich tasks and best practices for mathematics discourse in the classroom. Designed for all grade levels and to be taken in a group of at least 3 teachers to work through the course together.

Rationale: Low enrollment in group course, redesigned and re-launched as an independent self-paced course

Science as an Anchor for Literacy in Technical Texts

This course is designed to credit you for job-embedded research regarding the implementation of scientific literacy. At the end of the course, you will have a deeper understanding of current research on scientific literacy, its implications and methods of implementation.

Rationale: Low enrollment

Smithsonian American Art Webinar Series

The Smithsonian American Art Museum developed a series of 3 webinars to share instructional resources with Montana teachers. This course provides access to the webinars, as well as interactive activities for teachers to immediately apply the strategies and find the resources discussed in the webinar series.

Rationale: Content outdated

Tech Tools You Can Use Tomorrow (High School)

This course will guide you through a collection of digital tools to "tech your teaching up a notch!" You will be asked to consider the content and pedagogy, and of course technology, that will help your students to be better learners and creators in the digital age.

Rationale: Content outdated