



Keys to Literacy Blended PD Planning Checklist

Participant Readiness

- Have the participants ever engaged in on-line training?
- What type of on-line training have they had?
- What was learned from their previous on-line training feedback?
- How will learning be addressed?
- What is participant familiarity to the training content?

Technology Requirements

- What technical knowledge and skills are required to take the course?
- What are the software and hardware requirements?
- How will we gather this information? How will we address knowledge, skill, software and hardware gaps?

Supports

- Based on participant familiarity with the training content, how much time should be allowed to complete the course?
- When and where will the course be completed?
- What provisions should be made to align the course with existing structures like PLC or Planning Time?
- If extra time is required to complete the course, how will this be managed and funded?
- What is the process to address and resolve technical and non-technical questions?
- What must we communicate about the course?
- How will we communicate information about the course?
- What level of familiarity must Administrators have with the course?

For more information, please contact:

Keys to Literacy

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Feedback and Accountability

A dashboard enables tracking of participant progress with the course. This provides unprecedented information about how each participant is interacting with the course. For planning and evaluation this creates an opportunity for additional questions and actions.

- What dashboard elements will we track and analyze?
- Who will track and analyze dashboard elements?
- What actions will be taken as a result of the analysis?
- How will these actions be communicated and implemented?
- In addition to the dashboard, consideration must be given to collecting feedback about the on-line format.
- Was on-line delivery effective for me?
- Was I technically prepared and technically skilled to take the course?
- Was the course user friendly?
- Was communication about the course effective?
- Were supports understood and available?
- Was I given sufficient time to complete the course requirements?
- There are direct connections with quality planning and high quality professional development results. As districts consider on-line professional development, it is critical to consider specific on-line planning questions in their PD planning process.

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