

# Online Professional Learning Services

## Overview

Pearson's Online Professional Learning Services (OPLS) are an easy and cost-effective way for professional development decision makers, superintendents, and school boards to implement and ensure efficient, high-quality professional development for their teachers, specialists, and administrators.

Our online courses are results-driven, relevant, cost-effective, schedule-friendly, easy-to-implement, and competitively priced. Offered in multiple modalities, educators can choose when to login anywhere, any time or at scheduled times – meaning less or no need for classroom teacher release time and, therefore, little to no need for substitutes. The online courses are complementary with other Pearson professional learning programs. They are as engaging, and offer the same materials, quality, and relevancy as our face-to-face professional learning workshops.

## Myths and Misconceptions about Online Professional Learning

**Myth:** Teachers are getting enough training on the Common Core State Standards and related assessments.

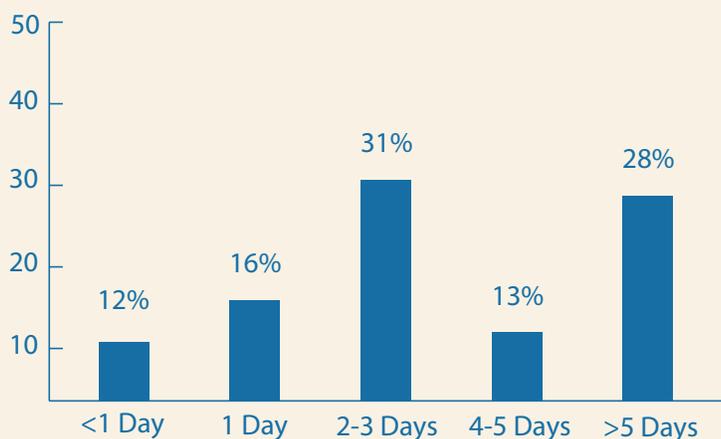
**Reality:** Teachers recently reported how much time they have received training or PD specifically for the CCSS. This shows a clear need for more training and PD specifically on the CCSS and other state standards.

Pearson has a variety online professional learning courses on literacy, mathematics, science, STEM, and for English language learners; these courses will better prepare teachers to deliver instruction ensuring students are ready for college and careers.

**Myth:** Teachers don't have time/need/ability to take an online class, no matter the format.

**Reality:** Of the 56,346 educators polled during the fall (2012), teachers reported the following activities, strongly supporting an interest in and need for more online training opportunities.

Pearson offers a variety of online course solutions to best fit various learning styles and time commitments. Choose from self-paced module courses, fused online courses (combination of live and self-paced sessions), live online courses, or blended courses with self-paced, live or in person, and ongoing coaching (either live or online). Whatever your districts needs are for PD, Pearson has an offering to assist you.



Source: Oct 2012 EPE Research Center



Source: Speak Up Survey, Fall, 2012

**Myth:** *The general population (including school board members, parents, and community members/taxpayers) has a negative view of online courses so they won't support professional learning delivered through this method or see it as subpar to the traditional method of delivery.*

**Reality:** It is estimated that 48% of Americans are taking or will take an online course to advance their careers. Age is not an overwhelming factor of who is or will take an online class. Those who are currently employed, such as teachers and administrators, are even more likely to take an online course (10% of U.S. adult population is currently taking a class) or will take a class in the next 12-18 months (52%), according to a report from the University of Phoenix, November, 2012.

The USED's National Center for Education Statistics reports that 92 million adults – or 46 percent of the U.S. adult population – participated in some form of adult education in 2001 (the most recent figures available). Almost 8 million adults were enrolled part-time in college or university degree or certificate programs. Almost 60 million adults were engaged in work-related courses. Ambient Insight (2010) estimates the number of adults taking an online college course (undergrad or grad) is expected to triple by 2015.

Thousands of teachers have already taken online professional learning courses through Pearson. The Sheltered Instruction Observation Protocol or SIOP® and Response to Interventions (RtI) courses strengthen teachers skills to work with English learners and special education students on their academic and social language; select from fused, blended, or self-paced online courses.

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**Myth:** *States and school districts are leery of online training requirements.*

**Reality:** As of 2013, three states require students to take an online course as a graduation requirement (AL, FL, MI). Starting this fall, freshmen in VA will have that requirement, and in NC the graduating class of 2020 will have that requirement. There were over 700 bills in state houses involving digital learning with 152 signed into law in 2012. IA, MD, MN, RI and VA all implemented new changes for teacher requirements for online instruction this past year. If states are requiring an online course for students, requiring or highly encouraging their teachers to take online courses can't be that far removed. Individual school districts/school boards are adopting online policies for teachers. For example, Marietta City Schools, GA; Memphis City Schools and Putnam County Schools in TN, and the Kenosha and Cedarburg School Districts in WI now have requirements. Starting school year 2013, Idaho has a new state-wide flipped learning initiative in 47 schools/districts.

Schools are quickly adopting the Flipped Learning model, especially schools or departments that are 1:1 or BYOD. Pearson's Foundations of Flipped Learning™ offers teachers a blended course to experience and practice what a flipped class is. Through the four self-paced modules, the face-to-face training day, followed by two coaching sessions, an experience flipped educator guides each cohort through the flipped process. If your district requires an online course for graduation or if teachers are encouraged to better use technology in their lessons, then the Foundations of Flipped Learning blended course is key to educator success.

For more information about OPLS, including a list of on Who uses OPLS?, definitions on Course Modalities, discussions of Which Online PD Model is Best for Your District/Schools, Getting to the Right Solution, and a chart of Course Availability by Method, can be downloaded here: <http://www.pearsonschool.com/oplsinfo>