

# *Distance Education Training Recommendations*

**Oklahoma Department of Career and Technology Education  
1500 West Seventh • Stillwater, OK 74074-4364**

# *Distance Education Training Recommendations*

## **Introduction**

The distance education training recommendations included in this document outline competencies necessary for successful delivery and administration of distance learning. Competency guideline recommendations have been identified for nine key stakeholders who enable distance learning. These stakeholders include:

- Teachers/Instructors
- Administrators
- School Board Members
- Coordinators
- Student Services Personnel
- Technicians
- Facilitators
- Learners
- Teacher Educators

These recommendations should be used to guide and develop in-service training for the key stakeholders identified above. They may be used by staff members of the Oklahoma Department of Career and Technology Education, technology centers, high schools, and regional training sites.

The Distance Education training recommendations specify Phase I Core General Competency Guidelines and Phase II Competency Guidelines. Phase I Core General Competency Guidelines represent basic competencies applicable to all stakeholders. Phase II Competency Guidelines are specific for each stakeholder population. Phase II Competency Distance Education Training Recommendations are presented in a summary matrix and by each key stakeholder population. Distance education training resources and accountability recommendations are also presented.

# *Distance Education Training Recommendations*

## **Table of Contents**

Phase I Core General Technology Competency Guidelines .....	1
Phase II Competency Distance Education Training Recommendation Matrix .....	2
Phase II Competency Distance Education Training Recommendations for Teachers/Instructors.....	6
Phase II Competency Distance Education Training Recommendations for Administrators .....	8
Phase II Competency Distance Education Training Recommendations for Board Members .....	10
Phase II Competency Distance Education Training Recommendations for Coordinators.....	12
Phase II Competency Distance Education Training Recommendations for Student Services Personnel.....	14
Phase II Competency Distance Education Training Recommendations for Technicians .....	16
Phase II Competency Distance Education Training Recommendations for Facilitators .....	18
Phase II Competency Distance Education Training Recommendations for Learners .....	19
Phase II Competency Distance Education Training Recommendations for Teacher Educators .....	20
Distance Education Training Resources .....	22
Distance Education Accountability Recommendations .....	23

# *Distance Education Training Recommendations*

## ***Phase I Core General Technology Competency Guidelines***

### **Hardware and Operating System**

1. Turn on and shut down computer properly; start and exit out of a program.
2. Get help using on-line help menus within a program.
3. Resize windows on the desktop.
4. Use explorer/find utility to locate folders and files on the computer and perform file management, including organizing files, folders, drives, volumes, etc.
5. Rename a file or shortcut.
6. Use the control panel to change system settings.

### **Software**

1. Open a document, use copy, move, delete, save.
2. Demonstrate word processor using formatting characters, paragraphs, and document layout.
3. Demonstrate spreadsheet using equations, formatting numbers and text, and spreadsheet layout.
4. Demonstrate database Wizard using tables, forms, queries, and reports.
5. Develop an electronic presentation using clip art and pictures.
6. Print documents and other files within an application.

### **On-Line**

1. Establish an Internet connection and use an Internet browser.
2. Search for resources on-line using a search engine.
3. Send and receive e-mail using proper etiquette.

# Distance Education Training Recommendations Matrix

## Phase II Competency Guidelines

Phase II Competency Guidelines	Teachers/ Instructors	Administrators	Board Members
<b>Instructional Methods and Design Skills</b>			
1. ___ techniques for integrating technology and Internet usage into existing curriculum	Develop	Promote	Promote
2. ___ content from existing courses to design an effective instructional format for distance delivery	Adapt	Identify how to adapt	
3. ___ multimedia and visual tools into curriculum delivery, including video, presentation graphics, and the Internet	Integrate	Use	Budget for use of
4. ___ multiple delivery strategies effectively	Apply	Use	Promote
5. ___ experiences that emphasize collaboration among peers, teams, or cadres	Provide	Provide	
6. ___ learning processes that engage learners in the use of technology	Promote	Promote	
7. ___ models for active, cooperative, and collaborative learning among students and faculty	Provide	Provide	
8. ___ ethical and legal issues involving technology	Discuss	Discuss	Promote
9. ___ teachers in teaching at a distance, preparing them to be comfortable, confident, and capable in using new skills in the distance teaching environment	Collaborate with others	Assist	Guide policy development for
10. ___ highly effective and innovative teaching enabled by information technology	Model	Identify	Reward
<b>Internet Skills</b>			
1. ___ interactive web pages for instructional/promotional purposes for students/clients to access on their own time and location, and also for administrative or management functions	Develop	Develop policy for and promote development of	Approve policy for and promote
2. ___ search skills and evaluation of on-line material to identify information for use in the classroom	Apply	Use	Appreciate
3. ___ on-line courses	Explore and/or develop	Identify ramifications of	Demonstrate familiarity with
<b>Presentation Skills</b>			
1. ___ use of learning modules that incorporate multimedia formats in classroom presentations, Internet, and other distance education media	Develop	Promote	Promote the purchase of equipment for teachers to develop
2. ___ multimedia components for integration into instruction	Produce	Promote and model	Promote

# Distance Education Training Recommendations Matrix

## Phase II Competency Guidelines

Coordinators	Student Services	Technicians	Facilitators	Learners	Teacher Educators
Develop	Recognize	Develop and demonstrate			Teach and model
Adapt	Recognize and/or adapt when appropriate	Convert			Incorporate
Integrate	Recognize and/or adapt when appropriate	Incorporate	Facilitate use of		Teach incorporation of and model use of
Use	Apply	Utilize			Teach and model
Provide	Provide	Provide		Participate in	Provide
Promote	Support	Support	Encourage	Comply with	Teach and model
Include	Provide	Support	Provide	Comply with	Provide
Discuss	Comply with	Comply with	Comply with		Teach and comply with
Assist	Support	Assist	Assist		Assist and support
Model	Support	Support	Support		Model
Initiate the creation of, manage, and use	Support development of and help manage	Design, develop, publish and maintain	Assist in locating	As lifelong learners, use	Teach and develop methods for how to develop
Teach/use/facilitate opportunities for developing	Utilize	Support	Facilitate students' use of	Demonstrate proficiency in	Teach and model
Explore and/or develop	Support development of and assist students with	Support development and delivery of	Facilitate students' use of	Participate in	Teach how to develop and use
Convert	Develop and/or support development of	Convert	Assist in the conversion of	Use multimedia learning modules	Teach how to develop and use
Produce	Develop and/or support development	Create and modify	Assist in the production of		Teach and model

# Distance Education Training Recommendations Matrix (continued)

## Phase II Competency Guidelines

Phase II Competency Guidelines	Teachers/ Instructors	Administrators	Board Members
<b>Interactive Television (IETV) Skills</b>			
1. ____ hands-on training in the effective use of technology being deployed in OneNet and other IETV interactive video classrooms and settings, including an overview of distance learning and design, planning, and management of distance learning courses	Provide	Promote and support	Promote and support
2. ____ a basic understanding of the distance education environment, specifically OneNet and other IETV classroom environment, and their capabilities and limitations	Demonstrate	Develop	Promote and support
3. ____ the roles and responsibilities of facilitators	Promote	Establish, recognize, and understand	Promote and support
<b>Hardware</b>			
1. ____ computer network in the school system	Apply	Budget, purchase and use	Promote and support the use of the
2. ____ components of IETV equipment	Integrate	Identify general Budget, purchase and use	Promote and support the use of
<b>Management of Resources</b>			
1. ____ budgeting, funding, and providing training opportunities related to distance education	Inform and assist administrators in	Allocate resources for	Support and promote
2. ____ the Vocational Education Distance Learning Quality Indicators	Emulate	Comply with	Understand
3. ____ distance education program and course effectiveness	Evaluate	Evaluate	Hold school accountable for

# *Distance Education Training Recommendations Matrix*

## *Phase II Competency Guidelines*

<b>Coordinators</b>	<b>Student Services</b>	<b>Technicians</b>	<b>Facilitators</b>	<b>Learners</b>	<b>Teacher Educators</b>
Provide	Recognize opportunities for	Provide	Facilitate	Participate in	Provide experiences in
Develop	Support	Support	Support		Provide and demonstrate
Recognize and understand	Recognize and understand	Support	Comprehend and apply	List	Teach
Access	Use	Maintain and manage	Apply	Use	Use and integrate
Identify	Identify general	Operate and maintain	Operate	Under supervision, use	Use and integrate
Inform and assist administrators in	Support and promote	Inform and assist administrators in			Encourage administrators in
Emulate	Understand	Understand	Understand any model		Teach and model
Evaluate	Describe basic elements of	Support	Provide input on	Provide input on	Research

# *Distance Education Training Recommendations for Teachers and Instructors*

## *Phase II Competency Guidelines*

### ***Instructional Methods and Design Skills***

1. Develop techniques for integrating technology and Internet usage into existing curriculum.
2. Adapt content from existing courses to design an effective instructional format for distance delivery.
3. Integrate multimedia and visual tools into curriculum delivery, including video, presentation graphics, and the Internet.
4. Apply multiple delivery strategies effectively.
5. Provide experiences that emphasize collaboration among peers, teams, or cadres.
6. Promote learning processes that engage learners in the use of technology.
7. Provide models for active, cooperative, and collaborative learning among students and faculty.
8. Discuss ethical and legal issues involving technology.
9. Collaborate with other teachers in teaching at a distance; prepare them to be comfortable, confident, and capable in using new skills in the distance teaching environment.
10. Model highly effective and innovative teaching enabled by information technology.

### ***Internet Skills***

1. Develop interactive Web pages for instructional/promotional purposes for students/clients to access on their own time and location, and also for administrative or management functions.
2. Apply search skills and evaluation of on-line material to identify information for classroom use.
3. Explore and/or develop on-line courses.

### ***Presentation Skills***

1. Develop learning modules that incorporate multimedia formats in classroom presentations, Internet, and other distance education media.
2. Produce multimedia components for integration into instruction.

### ***Interactive Television Skills (IETV)***

1. Provide hands-on training in the effective use of technology being deployed in OneNet and other interactive television/video classrooms and settings, including an overview of distance learning and design, planning, and management of distance learning courses.
2. Demonstrate a basic understanding of the distance education environment, specifically OneNet and other interactive television classroom environments, and their capabilities and limitations.
3. Promote the roles and responsibilities of facilitators.

# *Distance Education Training Recommendations for Teachers and Instructors*

## *Phase II Competency Guidelines*

### ***Hardware***

1. Apply computer network in the school system.
2. Integrate components of IETV equipment.

### ***Management of Resources***

1. Inform and assist administrators in budgeting, funding, and providing training opportunities related to distance education.
2. Emulate the Career and Technology Education Distance Learning Quality Indicators.
3. Evaluate distance education program and course effectiveness.

# *Distance Education Training Recommendations for Administrators*

## *Phase II Competency Guidelines*

### ***Instructional Methods and Design Skills***

1. Promote techniques for integrating technology and Internet usage into existing curriculum.
2. Identify how to adapt content from existing courses to design an effective instructional format for distance delivery.
3. Use multimedia and visual tools for curriculum delivery, including video, presentation graphics, and the Internet.
4. Use multiple delivery strategies effectively.
5. Provide experiences that emphasize collaboration among peers, teams, or cadres.
6. Promote learning processes that engage learners in the use of technology.
7. Provide instructional models for active, cooperative, and collaborative learning among students and faculty.
8. Discuss ethical and legal issues involving technology.
9. Assist teachers in teaching at a distance, preparing them to be comfortable, confident, and capable in using new skills in the distance teaching environment.
10. Identify highly effective and innovative teaching enabled by information technology.

### ***Internet Skills***

1. Develop policy for and promote development of interactive Web pages for instructional/promotional purposes for students/clients to access on their own time and location, and also for administrative or management functions.
2. Use search skills and evaluation of on-line material to identify information for use in the classroom.
3. Identify ramifications of on-line courses.

### ***Presentation Skills***

1. Promote use of learning modules that incorporate multimedia formats in classroom presentations, Internet, and other distance education media.
2. Promote and model multimedia components for integration into instruction.

### ***Interactive Television Skills***

1. Promote and support hands-on training in the effective use of technology being deployed in OneNet and other interactive television/video classrooms and settings, including an overview of distance learning and design, planning, and management of distance learning courses.
2. Develop a basic understanding of the distance education environments, specifically OneNet and other interactive television classroom environments, and their capabilities and limitations.
3. Establish, recognize, and understand the roles and responsibilities of facilitators.

# *Distance Education Training Recommendations for Administrators*

## *Phase II Competency Guidelines*

### ***Hardware***

1. Budget, purchase, and use computer network in the school system.
2. Promote and support the use of interactive television equipment.

### ***Management of Resources***

1. Allocate resources for budgeting, funding, and providing training opportunities related to distance education.
2. Comply with the Career and Technology Education Distance Learning Quality Indicators.
3. Evaluate distance education program and course effectiveness.

# *Distance Education Training Recommendations for Board Members*

## *Phase II Competency Guidelines*

### ***Instructional Methods and Design Skills***

1. Promote techniques for integrating technology and Internet usage into existing curriculum.
2. Budget for use of multimedia and visual tools into curriculum delivery, including video, presentation graphics, and the Internet.
3. Promote multiple delivery strategies effectively.
4. Promote ethical and legal issues involving technology.
5. Guide policy development for teachers in teaching at a distance, preparing them to be comfortable, confident, and capable in using new skills in the distance teaching environment.
6. Reward highly effective and innovative teaching enabled by information technology.

### ***Internet Skills***

1. Approve policy for and promote interactive Web pages for instructional/promotional purposes for students/clients to access on their own time and location, and also for administrative or management functions.
2. Appreciate search skills and evaluation of on-line material to identify information for use in the classroom.
3. Demonstrate familiarity with on-line courses.

### ***Presentation Skills***

1. Promote the purchase of equipment for teachers to develop learning modules to multimedia formats that may be used in classroom presentations, Internet, and other distance education media.
2. Promote multimedia components for integration into instruction.

### ***Interactive Television Skills (IETV)***

1. Promote and support hands-on training in the effective use of technology being deployed in OneNet and other interactive television/video classrooms and settings, including an overview of distance learning and design, planning, and management of distance learning courses.
2. Promote and support a basic understanding of the distance education environment, specifically OneNet and other interactive television classroom environments, and their capabilities and limitations.
3. Promote and support the roles and responsibilities of facilitators.

### ***Hardware***

1. Promote and support the use of the computer network in the school system.
2. Promote and support the use of components of interactive television equipment.

# *Distance Education Training Recommendations for Board Members*

## *Phase II Competency Guidelines*

### ***Management of Resources***

1. Support and promote budgeting, funding, and providing training opportunities related to distance education.
2. Understand the Career and Technology Education Distance Learning Quality Indicators.
3. Hold school accountable for distance education program and course effectiveness.

# *Distance Education Training Recommendations for Coordinators*

## *Phase II Competency Guidelines*

### ***Instructional Methods and Design Skills***

1. Develop techniques for integrating technology and Internet usage into existing curriculum.
2. Adapt content from existing courses to design an effective instructional format for distance delivery.
3. Integrate multimedia and visual tools into curriculum delivery, including video, presentation graphics, and the Internet.
4. Use multiple delivery strategies effectively.
5. Provide experiences that emphasize collaboration among peers, teams, or cadres.
6. Promote learning processes that engage learners in the use of technology.
7. Provide instructional models for active, cooperative, and collaborative learning among students and faculty.
8. Discuss ethical and legal issues involving technology.
9. Assist teachers in teaching at a distance, preparing them to be comfortable, confident, and capable in using new skills in the distance teaching environment.
10. Model highly effective and innovative teaching enabled by information technology.

### ***Internet Skills***

1. Initiate the creation of, manage, and use interactive Web pages for instructional/promotional purposes for students/clients to access on their own time and location; also use Web pages for administrative or management functions.
2. Teach, use, and facilitate opportunities for developing search skills and evaluating on-line material to identify information for classroom use.
3. Explore and/or develop on-line courses.

### ***Presentation Skills***

1. Convert learning modules to multimedia formats that may be used in classroom presentations, Internet, and other distance education media.
2. Produce multimedia components for integration into instruction.

### ***Interactive Television Skills (IETV)***

1. Provide hands-on training in the effective use of technology being deployed in OneNet and other interactive television/video classrooms and settings, including an overview of distance learning and design, planning, and management of distance learning courses.

# *Distance Education Training Recommendations for Coordinators*

## *Phase II Competency Guidelines*

2. Develop a basic understanding of the distance education environment, specifically OneNet and other interactive television classroom environments, and their capabilities and limitations.
3. Recognize and understand the roles and responsibilities of facilitators.

### ***Hardware***

1. Access computer network in the school system.
2. Identify components of interactive television equipment.

### ***Management of Resources***

1. Inform and assist administrators in budgeting, funding, and providing training opportunities related to distance education.
2. Emulate the Career and Technology Education Distance Learning Quality Indicators.
3. Evaluate distance education program and course effectiveness.

# *Distance Education Training Recommendations for Student Services Personnel*

## *Phase II Competency Guidelines*

### ***Instructional Methods and Design Skills***

1. Recognize techniques for integrating technology and Internet usage into existing curriculum.
2. Recognize and/or adapt, when appropriate, content from existing courses to design an effective instructional format for distance delivery.
3. Recognize and/or adapt, when appropriate, multimedia and visual tools into curriculum delivery, including video, presentation graphics, and the Internet.
4. Apply multiple delivery strategies effectively.
5. Provide experiences that emphasize collaboration among peers, teams, or cadres.
6. Support learning processes that engage learners in the use of technology.
7. Provide instructional models for active, cooperative, and collaborative learning among students and faculty.
8. Comply with ethical and legal issues involving technology.
9. Support teachers in teaching at a distance, preparing them to be comfortable, confident, and capable in using new skills in the distance teaching environment.
10. Support highly effective and innovative teaching enabled by information technology.

### ***Internet Skills***

1. Support development of and help manage interactive Web pages for instructional/promotional purposes for students/clients to access on their own time and location; also use Web pages for administrative or management functions.
2. Utilize search skills and evaluate on-line material to identify information for classroom use.
3. Support development of and assist students with on-line courses.

### ***Presentation Skills***

1. Develop and/or support development of learning modules to multimedia formats that may be used in classroom presentations, Internet, and other distance education media.
2. Develop and/or support development of multimedia components for integration into instruction.

### ***Interactive Television Skills (IETV)***

1. Recognize opportunities for hands-on training in the effective use of technology being deployed in OneNet and other interactive television/video classrooms and settings, including an overview of distance learning and design, planning, and management of distance learning courses.

# *Distance Education Training Recommendations for Student Services Personnel*

## *Phase II Competency Guidelines*

2. Support a basic understanding of the distance education environment, specifically OneNet and other interactive television classroom environments, and their capabilities and limitations.
3. Recognize and understand the roles and responsibilities of facilitators.

### ***Hardware***

1. Use computer network in the school system.
2. Identify general components of interactive television equipment.

### ***Management of Resources***

1. Support and promote budgeting, funding, and providing training opportunities related to distance education.
2. Understand the Career and Technology Education Distance Learning Quality Indicators.
3. Describe basic elements of distance education program and course effectiveness.

# *Distance Education Training Recommendations for Technicians*

## *Phase II Competency Guidelines*

### ***Instructional Methods and Design Skills***

1. Develop and demonstrate techniques for integrating technology and Internet usage into existing curriculum.
2. Convert content from existing courses to design an effective instructional format for distance delivery.
3. Incorporate multimedia and visual tools into curriculum delivery, including video, presentation graphics, and the Internet.
4. Utilize multiple delivery strategies effectively.
5. Provide experiences that emphasize collaboration among peers, teams, or cadres.
6. Support learning processes that engage learners in the use of technology.
7. Provide instructional models for active, cooperative, and collaborative learning among students and faculty.
8. Comply with ethical and legal issues involving technology.
9. Assist teachers in teaching at a distance, preparing them to be comfortable, confident, and capable in using new skills in the distance teaching environment.
10. Support highly effective and innovative teaching enabled by information technology.

### ***Internet Skills***

1. Design, develop, publish, and maintain interactive Web pages for instructional/promotional purposes for students/clients to access on their own time and location; also use Web pages for administrative or management functions.
2. Support search skills and evaluation of on-line material to identify information for use in the classroom.
3. Support development and delivery of on-line courses.

### ***Presentation Skills***

1. Convert learning modules into multimedia formats that may be used for classroom presentations, Internet, and other distance education media.
2. Create and modify multimedia components for integration into instruction.

### ***Interactive Television Skills (IETV)***

1. Provide hands-on training in the effective use of technology being deployed in OneNet and other interactive television/video classrooms and settings, including an overview of distance learning and design, planning, and management of distance learning courses.

# *Distance Education Training Recommendations for Technicians*

## *Phase II Competency Guidelines*

2. Support a basic understanding of the distance education environment, specifically OneNet and other interactive television classroom environments, and their capabilities and limitations.
3. Support the roles and responsibilities of facilitators.

### ***Hardware***

1. Maintain and manage computer network in the school system.
2. Operate and maintain components of interactive television equipment.

### ***Management of Resources***

1. Inform and assist administrators in budgeting, funding, and providing training opportunities related to distance education.
2. Understand the Career and Technology Education Distance Learning Quality Indicators.
3. Support distance education program and course effectiveness.

# *Distance Education Training Recommendations for Facilitators*

## *Phase II Competency Guidelines*

### ***Instructional Methods and Design Skills***

1. Facilitate use of multimedia and visual tools into curriculum delivery, including video, presentation graphics, and the Internet.
2. Encourage learning processes that engage learners in the use of technology.
3. Provide models for active, cooperative, and collaborative learning among students and faculty into instruction.
4. Comply with ethical and legal issues involving technology.
5. Assist teachers in teaching at a distance, preparing them to be comfortable, confident, and capable in using new skills in the distance teaching environment.
6. Support highly effective and innovative teaching enabled by information technology.

### ***Internet Skills***

1. Assist in locating interactive Web pages for instructional/promotional purposes for students/clients to access on their own time and location, and also for administrative or management functions.
2. Facilitate students' search skills and evaluate on-line material to identify information for use in the classroom.
3. Facilitate students' use of on-line courses.

### ***Presentation Skills***

1. Assist in converting learning modules to multimedia formats that may be used for classroom presentations, Internet, and other distance education media.
2. Assist in producing multimedia components for integration into instruction.

### ***Interactive Television Skills (IETV)***

1. Facilitate hands-on training in the effective use of technology being deployed in OneNet and other interactive television/video classrooms and settings, including an overview of distance learning and design, planning, and management of distance learning courses.
2. Support a basic understanding of the distance education environment, specifically OneNet and other interactive television classroom environments, and their capabilities and limitations.
3. Comprehend and apply the roles and responsibilities of facilitators.

### ***Hardware***

1. Apply computer network in the school system.
2. Operate components of interactive television equipment.

### ***Management of Resources***

1. Understand and model the Career and Technology Education Distance Learning Quality Indicators.
2. Provide input on distance education program and course effectiveness.

# *Distance Education Training Recommendations for Learners*

## *Phase II Competency Guidelines*

### ***Instructional Methods and Design Skill***

1. Participate in experiences that emphasize collaboration among peers, teams, or cadres.
2. Comply with ethical and legal issues involving technology.

### ***Internet Skills***

1. As lifelong learners, use interactive Web pages for instructional/promotional purposes for students/clients to access on their own time and location; also use Web pages for administrative or management functions.
2. Demonstrate proficiency in search skills and evaluation of on-line material to identify information for use in the classroom.
3. Participate in on-line courses.

### ***Presentation Skills***

1. Use learning modules in multimedia formats for classroom presentations, Internet, and other distance education media.

### ***Interactive Television Skills (IETV)***

1. Participate in hands-on training in the effective use of technology being deployed in OneNet and other interactive television/video classrooms and settings, including an overview of distance learning and design, planning, and management of distance learning courses.

2. List the roles and responsibilities of facilitators.

### ***Hardware***

1. Apply computer network in the school system.
2. Under supervision, use components of interactive television equipment.

### ***Management of Resources***

1. Provide input on distance education program and course effectiveness.

# *Distance Education Training Recommendations for Teacher Educators*

## *Phase II Competency Guidelines*

### ***Instructional Methods and Design Skills***

1. Teach and model techniques for integrating technology and Internet usage into existing curriculum.
2. Incorporate content from existing courses to design an effective instructional format for distance delivery.
3. Teach incorporation of and model use of multimedia and visual tools into curriculum delivery, including video, presentation graphics, and the Internet.
4. Teach and model multiple delivery strategies effectively.
5. Provide experiences that emphasize collaboration among peers, teams, or cadres.
6. Teach and model learning processes that engage learners in the use of technology.
7. Provide instructional models for active, cooperative, and collaborative learning among students and faculty.
8. Teach and comply with ethical and legal issues involving technology.
9. Assist and support teachers in teaching at a distance, preparing them to be comfortable, confident, and capable in using new skills in the distance teaching environment.
10. Model highly effective and innovative teaching enabled by information technology.

### ***Internet Skills***

1. Teach and develop methods for how to develop interactive Web pages for instructional/ promotional purposes for students/clients to access on their own time and location; also use Web pages for administrative or management functions.
2. Teach and model search skills and evaluation of on-line material to identify information for use in the classroom.
3. Teach how to develop and use on-line courses.

### ***Presentation Skills***

1. Teach how to develop and use learning modules into multimedia formats that may be incorporated in classroom presentations, Internet, and other distance education media.
2. Teach and model multimedia components for integration into instruction.

### ***Interactive Television Skills (IETV)***

1. Provide experiences in hands-on training in the effective use of technology being deployed in OneNet and other interactive television/video classrooms and settings, including an overview of distance learning and design, planning, and management of distance learning courses.

# *Distance Education Training Recommendations for Teacher Educators*

## *Phase II Competency Guidelines*

2. Provide and demonstrate a basic understanding of the distance education environments, specifically OneNet and other interactive television classroom environments, and their capabilities and limitations.
3. Teach the roles and responsibilities of facilitators.

### ***Hardware***

1. Use and integrate computer network in the school system.
2. Use and integrate components of interactive television equipment.

### ***Management of Resources***

1. Encourage administrators in budgeting, funding, and providing training opportunities related to distance education.
2. Teach and model the Career and Technology Education Distance Learning Quality Indicators.
3. Research distance education program and course effectiveness.

# *Distance Education Training Resources*

## **State Department of Education**

- Instructional Technology/  
Telecommunications  
Phil Applegate, Executive Director  
405/521-3994
- Library Media/ITV  
Paula Walker, Director  
405/521-2956
- Professional Development Centers  
Seven sites around the state

## **State Regents for Higher Education**

- Phil Moss  
405/524-9100

## **Oklahoma Educational Services**

- Association for Professional  
Oklahoma Educators  
888/321-0307
- CCOSA-Cooperative Council for  
Oklahoma School Administration  
Dr. Randall Raburn,  
Executive Director  
405/524-1191
- Commission for Teacher Preparation  
Mr. Ted Gillespie, Executive Director  
405/525-2612
- OEA-Oklahoma Education Association  
David Duvell, Executive Director  
405/528-7785
- Oklahoma Association of School  
Administrators  
Dr. Randall Raburn,  
Executive Director  
405/524-1191
- Oklahoma Secondary School  
Activities Association  
Bill Self, Executive Secretary  
405/840-1116

- Oklahoma State Schools Boards  
Association  
Dr. Bob Mooneyham,  
Executive Director  
405/528-3571  
okossba@aol.om
- Oklahoma Vocational Association  
Charlotte Edwards, Executive  
Director  
405/525-8903

## **Distance Learning Association**

- Oklahoma Technology  
Administrators  
Joyce Friske  
918/298-0358  
friskej@jenksusa.k12.ok.us
- Oklahoma Distance Learning  
Association  
405/325-6882

## **Counseling Associations**

- Oklahoma Counseling Association  
and Oklahoma School Counseling  
Association  
Sherry Bynum  
405/364-7818
- Oklahoma Career Development  
Association  
Jorja Jacobs  
918/836-9191  
jjaco@okvotech.org

## **Additional Resources**

Additional resources have been identified and can be located under “Resources” at the following Web site:

HYPERLINK <http://www.nwttc.org/>  
<http://www.nwttc.org/>

# *Distance Education Accountability Recommendations*

## ***Accountability Recommendations***

The following are recommendations for encouraging accountability for the integration of the Distance Learning Training Guidelines into instructional practices:

- Recommend to the Commission on Teacher Prep to include distance learning training competencies as part of the teacher education program.
- Recommend to local level staff development committees to require part of their staff development offerings and/or requirements to include Phase II Competency Guidelines for each of the target audiences (administrators, instructors, technicians, school board members, etc.).
- Develop a rubric/self-assessment of training needs. This instrument may be a yes/no checklist from action items in the competency guidelines.
- Identify the staff development coordination person for each technology center.
- Inservice field service coordinators on the Distance Learning Training Recommendations.
- Use field service coordinators to hand deliver Distance Learning Training Recommendations/Guidelines to technology center staff development coordinators, including a list of resources available.





*Career and Technology Education Distance Learning Quality Indicators*

**Oklahoma Department of Career and Technology Education  
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