

**Q What online professional development workshops will be offered?**

**A** The online professional development workshops were designed specifically for this research study, are based on state and national standards, focus on topics with which students typically struggle, and address both content knowledge and pedagogical techniques. Each workshop is seven weeks long and requires approximately 4–6 hours of work per week. All workshop requirements can be completed online. Workshops do not have a set meeting time and work can be completed at your convenience throughout the duration of the workshop. Full syllabi for each workshop can be found on our website.

- **4<sup>th</sup> Grade English Language Arts**
  - Best Practices for Vocabulary Instruction in the Elementary Classroom
  - Promoting Reading Comprehension Skills in the Elementary Classroom
  - Teaching Writing in the Elementary Classroom
- **5<sup>th</sup> Grade Mathematics**
  - Using Models to Understand Fractions
  - Algebraic Thinking in Elementary School
  - The Complexities of Measurement
- **7<sup>th</sup> Grade English Language Arts**
  - Best Practices for Vocabulary Instruction in the Middle School Classroom
  - Promoting Reading Comprehension Skills in the Middle School Classroom
  - Teaching Writing in the Middle School Classroom
- **8<sup>th</sup> Grade Mathematics**
  - Proportional Reasoning
  - A Conceptual Introduction to Function: Using Visual Models
  - Geometric Measurement

**Q How can I sign up or get more information?**

**A** Full details can be found on our website: <http://www.bc.edu/efe>. The website also includes a registration form and information to contact the researchers directly.

I plan to include time for students to practice using the manipulative to master the fraction solving process, then progress them through to the abstract problem solving procedure. At first this may seem more time consuming, but I think it will lead to less re-teaching, therefore lead to less time needed to master the concepts. I also feel this method will lend to reaching more students by meeting the needs of the poor math student and greater reinforcement in the higher math student, and maybe even the chance for learners to change their view of math in general, and enjoy the process of learning it.

—5<sup>th</sup> grade MO teacher

I liked this class because it was interesting to see the different viewpoints of teaching math in many different states. I was amazed at how similar we all seemed to feel that solving proportions was simply cross multiplying when the class began. It really did not matter if we were teachers with little experience or teachers with lots of experience. I learned that I need to spend more time on proportional reasoning and looking at proportional problems without numbers.

—8<sup>th</sup> grade KY teacher



Your Chance to Participate

e-LEARNING FOR EDUCATORS:  
**Improving Teacher Quality and Student Achievement through High-Quality, Standards-Based, Collaborative Online Professional Development**

<http://www.bc.edu/efe>  
[efe.research@bc.edu](mailto:efe.research@bc.edu)

**Q What is the e-Learning for Educators Initiative?**

**A** The e-Learning for Educators Initiative is a program funded under the federal Ready to Teach grants. The goal of the initiative is to establish an effective and sustainable model of online professional development to address teacher quality needs and improve student achievement. The initiative is a collaboration amongst representatives of public broadcasting stations, state departments of education in eight partner states (AL, DE, KY, MS, MO, NH, PA, and WV), Education Development Center, Inc., and the Lynch School of Education at Boston College.

WOW! What an experience. I have appreciated everyone's feedback and efforts to ensure no child is left behind. I've learned the importance of vocabulary instruction. The techniques, games, and organizers will create a nice learning cycle of vocabulary words.

—4<sup>th</sup> grade KY teacher

**Q** What is the e-Learning for Educators Research Study?

**A** An integral component of the e-Learning for Educators Initiative is a large-scale scientific research study being conducted by Boston College, which is designed to evaluate the effect of online professional development on teacher knowledge, teacher practices, and, ultimately, student achievement. The results from this ground-breaking study will directly impact policy and practice by providing insight about the types of professional development that are effective for improving teacher quality and student achievement.

**Q** Who is eligible to participate in the research study?

**A** The research study focuses on four grade levels and subject areas: 4th grade English Language Arts, (ELA), 5th grade Mathematics, 7<sup>th</sup> grade ELA, 8<sup>th</sup> grade Mathematics. Any **traditional** classroom teacher of these four grades and subjects is eligible to participate.

**Q** How will the research study work?

**A** Teachers' participation will span three semesters: spring 2008, fall 2008, and spring 2009. Each teacher will be randomly assigned to either the experimental group or the control group. Teachers in the experimental group will participate in a series of three online professional development (OPD) workshops, free of charge. Teachers in both the experimental group and control group will take two online surveys and administer three online tests to their students.

I understand the necessity of effective vocabulary study; however, I have not devoted the time and energy that I should. I plan to implement some of the many great strategies that we read about and discussed via the discussion board. This research study has been extremely helpful to me as a teacher.  
—7<sup>th</sup> grade MS teacher

**Q** What are the benefits for participating teachers?

**A** All participating teachers (experimental and control group) will receive instant feedback from the online student tests, which can be used to assess student learning and inform future instruction. All participating teachers will also receive a **\$300 stipend** upon the completion of all study requirements. Teachers in the experimental group will be eligible for graduate credits and state-specific continuing education credits. Teachers in the control group will have access to the online professional development workshops, free of charge, once the study is completed.

**Q** Who will be conducting the research study?

**A** Researchers at the Technology and Assessment Study Collaborative (inTASC) at Boston College will be conducting this research study. inTASC is a not-for-profit research group housed within the Center for the Study of Testing and Educational Policy, which has been conducting research on educational interventions for over twenty years. inTASC works collaboratively with schools, educational institutions, and businesses in research projects focusing on the applications of computer-based technologies to teaching, learning, and assessment.

