

## DL 101 graduates examine and improve instruction through comprehensive implementation plans

**Four agencies** have finished their DL 101 2014 coursework by creating implementation plans, and are now finishing supported pilot projects based on these plans.

Christine Wytaske, an academic instructor at SW Metro Educational Cooperative, said of DL 101, “I think it’s been very educational. The support and education they give is strong. They talk about setting expectations ahead of time, having a contract in place, which helps students take it more seriously, more to heart.”



**“When we first started DL 101, we were already using various platforms,”** she noted. “As a site we have used DL for the past several years. We found that Plato really seems to be coordinating well with the new GED. When we have students come in who are strictly DL, who are GED bound and who’s scores indicate readiness, PLATO is what we’re assigning them from a content perspective.”

Christine dreams of a time when there may be an online assessment for DL learners, as well as the ability to use Facetime or Skype with learners who use DL only and may live far away from a program site. “There’s something about having that visual,” she added. “I’m absolutely open to possibilities.”

**“I would say for programs not currently using DL, it’s such a great tool,”** added Christine. “DL is only going to become more prevalent. DL is constantly changing, with more and more content available. DL 101 helps keep people on the cusp of what’s coming.”

**“Communication Service for the Deaf is one of our participating agencies this year,”** said course co-instructor Jen Vanek. “This has provided us with a rich opportunity to address a wide range of issues related to accommodation, challenging assumptions about how distance learning may be accessed and used by different populations.”

**Since CSD works with learners statewide,** their approach to DL delivery is evolving in different directions than in geographically oriented consortia. “CSD has been very innovative in their

approach to DL,” observed Jen. They are building a comprehensive website with access to all approved DL platforms as well as supplementary materials. This will provide consistency and flexibility in orienting, teaching, and supporting their DL learners. “They utilize formative assessment and supplemental materials when they see their learners struggling with the online DL tool that is the core of their DL instruction,” added Jen.

Other programs completing DL 101 include ISD 911 Cambridge Issanti/Central Minnesota, and Southwest ABE/Granite Region - MN River Valley Education district.

## **DL Basics to offer online overview of key information on DL delivery in ABE**



**This summer**, we will begin piloting a new online course for DL teachers, as well as managers and support staff. **DL Basics** includes 8 brief online modules containing key information related to DL instruction, management, and record keeping. DL Basics provides an overview of key issues related to DL delivery for individuals and programs who have not yet completed DL 101. CEUs will be available on completion.



If you are interested in helping to pilot DL Basics this summer, please contact [thysom@real-time.com](mailto:thysom@real-time.com).

## **DL Platform News**

❖ ***Putting English to Work***, a DVD series, has been approved for proxy hours. The Putting English to Work Series, in addition to teaching traditional grammar, vocabulary, sentence construction, comprehension and problem-solving, illustrates the skills necessary to find employment and excel in the work environment. It is approved for three

proxy hours per completed unit, with a total of 20 units available. It is suggested for use with students at CASAS level 181. Information is available at the [DL website](#), and from the [publisher](#).

❖ ***i-Pathways*** content and lessons have been updated to reflect GED 2014. After thorough review by the Virtual Task Force, it has been determined that the proxy hour awards will remain at 120 minutes per lesson (including surveys and unit reviews). Criteria for awarding proxy hours are completed modules with a recommended minimum score of 70%, verified by teachers.

## **DL ABE Resources**

**General Distance Learning:** [Tom Cytron-Hysom](#)

**Professional Development:** [Jennifer Weaverling](#)

**MABE:** [Garrett LePage](#)

**MARCS:** [Mary Zimmerli](#)

**DL Website:** [mnabe-distancelearning.org](http://mnabe-distancelearning.org)

(Images courtesy of jannoon028, Praaisaeng, and twobee/Free DigitalPhotos.net)