Hello, everyone.

I wanted to take a moment to welcome you. My name is Robin Sitten, a specialist here at the Perkins capital school in training resources.

I wanted to welcome you to today’s webinar. We hope today's content will be helpful. We are thrilled to have so many participants.

While you are looking on, I am letting you know that if you are interested in getting information about future webinars like these, or other teaching resources content that could include publication, newsletters, or webcast, please visit our website at www.Perkins.organ/resources. I want to review a couple of things with you about the Adobe site. If you do not see the welcome screen, click on the Adobe meeting icon at the bottom of your screen.

There will be time served at the end for questions. Please feel free to post your questions in the Q and a box. -- The Q and a box.

We will address these at the end.

You may see a pop-up screen asking you how you would want to see audio. This is been provided for you already. If you are using your self-help, please use your computer speakers to reduce feedback.

This event will be recorded and available on our Perkins website if you would like to share with your colleagues.

Thank you for joining us. We do our best to ensure you have a good experience as you attend this discussion.

It is my pleasure to introduce Charlotte Cushman, a project manager in our resource program. Formerly she was a classroom teacher at Perkins and also a consultant. She to today to demonstrate our new ELearning website. I will turn this over to you, Charlotte.

Thank you, Robin. Welcome, everyone. We are delighted to have you today. We have a lot of exciting things to share with you about what Perkins has been working on in terms of ELearning. We will start with is a PowerPoint presentation and go on the live site after a while.

Today’s objectives are to explore the ELearning opportunities available to Perkins. When we say ELearning, we are talking about what can be accessed through the Internet. We want to familiarize you with the range of content available and we would like to identify ways in which this can be useful to people in the field. We are also going to talk about how you can earn credits -- education credits.

Perkins ELearning has online resources for professional development and also support for teachers, families, and others in the field interested in educating children who are blind or visually impaired including children who have additional disabilities such as deaf blindness. There is a video on our home page of the ELearning site. The URL is www.Perkins e-learning. Work. We will not play it now because of the systems you have, but we encourage you to have a look at the end of this broadcast so that you can see what the video has.

There are 11 sides on this portal. The website and portal have a little bit of both. We are busy developing different things and we wanted to put them in one place to make them easier for people to find. Some of these have been in existence for several years and others are brand-new and the goal is to put them in one easy to find place. What you will find when you log on later at the end of today, and hopefully you will have an understanding of what is here -- these are the things listed on the slide right now. The activity bank, workshops, tutorials, paths to literacy, webinars, webcasts, wonder baby, educator series, transition planning, and [indiscernible]. Each of these portions of the Perkins website deserves their own session and training, but today we will give you an overview of what each of them offers.

The activity bank is the newest addition to the Perkins ELearning offerings. This is a platform for teachers and others to post activities and practical strategies relating to a range of subjects. If you log on now, you will see that we have a small number of activities because it is brand-new. We are hoping that you will join with us in adding your own ideas. Sometimes people are shy about sharing their knowledge, but we know that each of you have some wonderful ideas that others would benefit from.

 When you upload an activity to the activity bank. You are eligible to earn continuing education credits and we will look at that in greater detail at a greater a later point in the webinar.

This is also a place to share and comment on other people's activities. You can give thumbs up if you like a particular activity. So, I think this is helpful for everyone in the community.

The next asset to look at is online workshops. These are many courses. It is an opportunity for educators to learn up -- earn up to 35 education credits. We are talking about one credit per hour. This is an exciting brand new offering. We have just finished the pilot of the first workshop on developing individual education plans for students with visual impairment and blindness. We will offer this again in January. In the spring, we are also hoping to offer something on social skills and autism and visual impairment. You will hear more about this in the coming months.

The tutorials are a web-based self-guided training material. They are bundles of existing professional development resources. You will hear a little bit about the webcast and the webinars. We put these together in topics that we believe go together with important training material.

This covers a wide range of information and some of the topics include communication, visual impairment and blindness, curriculum and instruction. There's a lot there. I encourage you to have a look. Again, this is another place that you can be earning professional of element credit in the form of [indiscernible] and continuing education credit.

 The next asked that we are going to look at is called paths to literacy. This is collaboration between Perkins and Texas school for the blind and visually impaired. We launched this in April and we are excited. It is interactive. We encourage people to post activities and resources and technology and research. Again, there is an opportunity to comment on other people’s activities and discussion threads that can be interesting. These assets are only as good as the people who participate. We hope you will take a look. This is another place where you can earn continuing education credits and when you upload a strategy or an activity, we will look at that in a little more detail as we go along. >> The next thing I want to tell you about is webinars. That is what we are doing today, so I think you know that these exist, but I encourage you to have a look at our full range of webinars available. As you know, these are broadcast live and free of charge. The information that we offer is a wide range of topics related to blindness including technology, independent living skills, and literacy.

We also offer streaming video that will be available within a few days of the original broadcast. For example, this webinar today will be hosted on the website in just a few days. You can also earn the [indiscernible] and continuing education credits for certain webinars. We encourage you to have a look at what the offerings are.

 Webcasts are similar to webinars, but these are prerecorded. That is the big difference. They are available on demand which means that you can watch them at any time that is convenient. Again, these are free of charge to watch. They are presented by experts in the fields again; we have a wide range of selection of topics including curriculum and assistive technology and families and independent living skills. We are adding a lot of content. We are up to 2 webcasts per month. I encourage you to check back regularly to see what we are offering.

 Wonder Baby is a site that is been around for a few years. Maybe you are familiar with this. This is a site that is designed by a parent and is geared toward other parents of children who are blind or visually impaired including those with multiple disabilities. It has articles and research and resources. There are a lot of giveaways. Materials and different educational books. It is a great way to connect with other families. If you are a parent or a family member or if you work with the parents, particularly those [indiscernible], I encourage you to have a look at this site. There is a lot there.

 The educator series is the next one I wanted to highlight. This is a monthly capital E newsletter. It is full of practical activities and things to try in the classroom with your students. You could also try these inks at home if you have a family member. There are different curriculum ideas on there and a lot of information about e-learning opportunities. It is a good way to keep in touch if you are interested in the latest webcast and webinars and finding what we have available. It is announced on their. There's also an online archive so that if you want to go back and have a look at some of the earlier issues, it is right there on the site as well. >> [indiscernible] has been around for a few years. Scout. This is an information clearinghouse on all aspects of blindness and visual impairment. We knew -- we know that in the today's world, it is easy to get information with Google. But, as all of us know, when you do a Google search, the information comes in with huge numbers of hits and not a lot of information about what is a legitimate or trusted source. So, we go through many different articles and online resources and we look at them and evaluate them for their authority as to whether or not we feel it would be helpful to family members and teachers and anyone interested in blindness and visual impairment. We have a huge list of topics. Everything from early childhood to education of students who are blind and children with multiple disabilities and family members and assistive technology. We encourage you to have a look at this.

Transition planning -- this was developed in coordination with Perkins International. The emphasis is on sharing information with people in Asia for working with youth or wind or visually impaired with additional disabilities. Sometimes we talk about [indiscernible], but we are also looking at students -- you would never been in school. They are not leaving school, but they are approaching this. Although this site is geared toward people in Asia, we feel it has a great benefit for people around the world. If you are in Africa or South America or the United States or Canada, we encourage you to have a look because it is a great place to get some practical ideas. There are functional activities on how you can teach things in your classroom or community. We have case studies where we provide examples of what is working and also what is not working so well. We also have resources that you can share with other people in the field or family members. We have examples of transition programs if you want to get a sense of what else is out there.

This is another interactive website. We have a lot of exciting things happen. People in different countries are sharing suggestions and supporting each other. So, I think this is a common denominator. Almost all of the professional development opportunities -- sometimes we can feel isolated in our own work. ELearning is a wonderful way to connect with others in any place, whether across town or across the world. We hope you will be exploring all of these.

Accessible science is another micro-site that sits on the Perkins.org website. We have curricular resources for making science X available for student who are blind or visually impaired. When we say this, we are talking about -- if you are a general education teacher and you happen to have a teacher who is blind in your class, this could be helpful. If you are a teacher of the blind or visually impaired, it is a good way to get ideas about how to adapt things. This is designed for anyone working with students who are blind or visually impaired studying science.

Some of the topics include life sciences, physical sciences, as well as technology, and engineering. There are a lot of ideas for activities and materials. There are also resources on there.

I want to point out in the slide here -- this is a picture of a Plexiglas food... This is a wonderful example of some of the things that we offer. With a good pyramid, -- this is an abstract notion. This is a feature that took an actual Orange and bread and other grocery items. Students get a sense of -- this is a printed shape and these are how many fruits and vegetables I should have. It is a nice example of how to make something concrete in a science lesson.

Credits. This is something we mentioned a little bit. I want to go through this in more detail. There are two types of credits that we offer through some of our ELearning opportunities here. One is the continuing education credit -- these are free of charge. The other is the

 ACVREP. The ones that is free of charge -- paths to literacy or to the activity thing. Both of these offer 2 continuing education credits per strategy or per activity that you upload.

The other option -- the ACVREP credits for a fee -- these are for the tutorials -- bundles of webcasts and webinars. The webinars themselves -- and the online workshops. It says on the slide that they are not available, but they will be available in January. It will be very soon.

This is just a recap the credit you will receive. For people who may not know the acronym

 ACVREP -- with continuing education credit, this varies from state to state. In Massachusetts, here, we call them P capital DP. Professional development points. It could be solved something else in your state.

It is one hour per continuing education credit.

How much will these credits cost? This is based on clock hours. For example, we mentioned with the workshop that this is a lot of hours you would be spending. That is why 35 credits would be offered. If it is something where you would be watching a webinar or a webcast for a shorter amount of time, it might be 1.5 credits or 2 credits. So, it is in relation to how long something is.

 Again, with literacy and the activity bank, we are offering free credits. It is a wonderful deal.

For activities you are doing already.

We are going to look at some of the specifics of how this would work. Halves to literacy -- I encourage you to go on to the live site and have a look yourself.

To give you a sense of the range of what is available on Paths to Literacy, it is designed for all ages of students from birth to 22 years old. With a list of subject areas included, we have general literacy and learning media assessment and emergent literacy -- looking at the youngest learners -- preschool or younger. Multiple disabilities. There, we are looking at students with deaf blindness or students who are blind or visually impaired with additional disabilities.

Braille -- that is self-explanatory. This includes textile graphics. -- Tactile graphics. We have activities to make the transition between something concrete and a tactile representation.

Struggling readers -- we are looking at students with learning disabilities in addition to blind or visual impairment. This can be a tough area to tease out if you are a teacher. When is a learning difficulty due to a student’s visual impairment and when is it a separate learning disability? There are materials in that section. We will help you to tease out the difference and to try and tell which is which as well as strategy to help you decide what to do.

With [indiscernible] -- this is for learners with low vision. Sometimes it is a large print or magnification devices to make this accessible. With writing, we are looking at the process of writing as well as the tools used for writing. For those of us who are able to visually observes others writing, we know when writing habits and why it happens. For our students, sometimes we need to teach that to let them know how writing can be used throughout the day -- whether it is jotting down a note or making a shopping list. There are many ways that we use writing day-to-day.

There is also information on the tools of writing.

Different types of technology and a braille display.

What are some of the tools their?

With dual media, we are looking at students who are learning print as well as braille. For these students, typically it would be a student who is a friend reader who is losing their vision. A type of visual impairment and a condition that they have. With the students, often times we would introduce [indiscernible]. This section has information about how to do that.

 English language learners -- this is one of the fastest-growing segments of our population. Depending on the part of the country you're in, you may have quite a view of these learners on your case load. If not, this is something that you will definitely want to be aware of.

Auditory strategies -- this includes any type of listening as access to media. There has been some discussion among educators whether or not this could be literacy if you are listening to something. On this website, we are offering this.

Math literacy -- we feel like this belongs on the website. We have included this, too. Now we will move to the next slide.

There is a rubric for the Paths to Literacy. You will find the criteria that we used to evaluate different activities. Again, this is the way that we determine what is successful.

The template for submitting strategies is here on this slide. There are detailed directions and instructions on how to upload an activity and you are welcome to send e-mail activity if you have questions.

In general, this includes description of materials and procedures and variation. In alignment with at least one item in the comments or it could be multiple items. If that is the type of activity you are doing. We also have a drop-down menu of the California braille standards. You may find that your activity aligns with a number of standards.

We also require a photo of the activity. This can include just the materials. If it does include the student, we require that you get permission and there is a permission form right there on the website that you can download and have the student’s family sign and return to us.

The activity bank is quite similar in the way that you submit materials. This is divided into subject areas that are aligned with the Perkins curricula. The areas addressed are adaptive physical education, career education, early cognitive skills and concept development. We broke this off to be its own section. This will include [indiscernible] and object permanence and learning basic permission -- early concepts. English language arts are self-explanatory. Independent living -- this would include daily living skills and cooking and clothing care.

Math -- suffix planetoid. We include budgeting and money management as well as typical math skills.

Orientation and mobility. This is fairly self-explanatory for people in the field. Recreation and leisure. We include play as well as any kind of hobbies is things that a student might do outside of the ordinary school day. This is something that aligns with the curriculum.

Science -- all areas. From early preschool level all the way up through what a typical high school would be doing.

Social skills and sex education -- we put this together in one category. Social studies -- geography, history, technology, and finally the arts. We are including music as well as fine arts and drama. If you have something you are not sure about. E-mail us or upload your activity.

I had a teacher asked me about economics, for example. We had a discussion about this. Whether it should be in math or social studies. It is important to get the information out there. If you are not sure, you can list it and we can have some back-and-forth about that. We are interested in hearing what is working for you and what your favorite activities are.

As you can see, this is the way that the activities are displayed. We will take a few minutes at the end after the PowerPoint to go to the live site so you can get a chance to look more.

There is also a template for the activity bank. Similar to Paths to Literacy. Fill in the blanks. Go to the site and become a registered user. Then, you can start doing this. For both Activity Bank and Paths to Literacy, we require that you be a registered user first. There is nothing special required there -- just set up a username and password is all involved.

I can, we have similar things -- the title, description, materials, procedure, and variation. I didn't mention this before, but the variation might be how to do this with a blind students or a student with low vision. How you could do it with someone with multiple disabilities. Small group, group, etc. These are things you think about every day.

Again, we require a photo. It could be a photo of the materials or it could be the photo of the student with permission. Finally, you would indicate the subject area as we mentioned.

Credits through the tutorials -- we talked about the bundles. This takes us a little bit farther into it. These topics -- we have some examples here. Assistive technology, [indiscernible] syndrome, communication, curriculum and instruction, families, independent living, visual impairment, etc. These are all examples of our topics. Some of them have quite a view webcasts need to watch. Others might have two or three. So, it really depends on the topic and how many things you would be required to watch. There is a short test at the end -- multiple-choice. It -- if you followed the video and saw the main points.

 The topic varies and the cost varies according to how many things you are required to watch and how much time it takes. The range right now is from $25-$99. This depends on how many credits are awarded. For the most copy of the tutorials, you are watching 8 webcasts and reading the accompanying articles and taking a short test. For others it would be less than that. Again, there is a wide range. You could earn 10 credits for ACVREP or 10 continuing education credits. It depends on which one. >> Earning credits through webinars -- again, these can be watched free of charge at any time once we have had the live broadcast and it is uploaded to the Perkins. Or site. As you can see, there are two different boxes. One is for watching it for free and the other is for watching it for credit. That is up to you.

Earning credits through the workshops -- this is our newest area. As I mentioned, the individualized education program for students who are blind or visually impaired including those with additional disabilities will be available in January. 35 credits. This is a great deal and a great way to get your professional development points if you are looking to do that during your own time.

It is asynchronous -- this means you can log on at any time at your convenience and to the activities as a part of the course. At your own pace. It doesn't have to be any specific hour of the day. There are discussion boards and things that are monitored. Again, there is a lot more information if you have a look. As I mentioned, we haven't couple of things coming up. Be sure to have a look and keep your eye out for we have social skills and the autism spectrum disorder and visual impairment frame.

How can these sites be used? During the course of this webinar, hopefully you have been busy thinking how you might share this information with your colleagues. We are hoping that this could be a way to offer training and professional development. Whether we are talking about staff or paraprofessionals or families. Anyone interested in education of children who are blind or visually impaired. We have found that sometimes people who are paraprofessionals are doing a lot of the instruction, but don’t have time for training. This is a nice way to provide that area

It is also a great place to share ideas. We talked about a number of places where you can upload activities and comments on other people’s activities and there are some nice examples on Path to Literacy on how this can be used.

We have some special resources that are really for people who are looking for a very particular type of information. For example, orientation and mobility for people in wheelchairs. Some of these resources are hard to find anywhere else. So, we hope you will have a look at some of the content. It is unique to what we are able to provide here.

Many of these different 11 sites and microsites offer an arena for discussion. There is a place to post a question. Does anyone have ideas about where I can find something? How might I teach a student with a certain type of issue? It is a place for teachers to share ideas.

A good place to keep up with current research -- on Scout as well as Paths to Literacy -- you can find out what is going on. All of this is hard in our busy lives to be able to keep up with what is going on. This is a good way to get your information in one place. I didn't mention, for example, on Paths to Literacy -- you can subscribe to different areas. If you want to know about braille, you can be notified via e-mail every time there is a new post for braille or a new post for early emergent literacy. These are some examples of how these sites could be used.

Finally, we need to have our professional development kept up to date, whether for recertification or just for your own well-being and professional development. We encourage you to explore all of these sites and have a look at some of the opportunities.

If you have any questions, I know I have covered a lot of information. You can e-mail us at ELearning at Perkins. org.

I am going to switch to the live site and we will look at some of the things we talked about.

While we are switching over, I encourage all of you to think of your questions you might want to share today. We would be happy to get back to you about any of them.

We looked at -- we did 84 of everything on the site. I wanted to give you a quick feel for the site. You see the assets on the site the 11 microsized. They are thumbnails underneath a slideshow. If you hover over it, the slide will change and the URL is there with a brief description. This gives you a lot of information. This is a great place to get a quick review of what these things are.

You will find a video, as I mentioned. I encourage you to go back and have a look at that at your own leisure. This is also a place to keep up to date with the upcoming webcasts and webinars. At the very top I want to show you some other things. In the about section, under how to use this site you will find a power point presentation that we did today. It is on there. If you have colleagues who were not able to attend the webinar and you think you might be interested, you are welcome to direct them there. There is also information about earning credit. I am going to click on that. This summarizes some of we talked about today.

These are the types of credit that we offer and more information about them.

Going back to the homepage, we are going to finish looking at this. This talks about how you can earn credit for strategies you are uploading. Terms of use -- this is fairly straightforward. And, how to contact us.

I will take us quickly to the activity bank before we wrap this up. >> Again, we have looked at some screenshots. I want to be sure that you all feel comfortable on their in case you would like to add some of your own strategies. >> We have the subject areas listed in the sidebar as we mentioned. If you click on these, they will take you to the different areas. We also have the different strategies and subject areas are defined. If you are wondering where you belong, there is more information about that.

How to share a strategy -- again, you get a specific instruction with screenshots that will take you through each of the stops -- steps. It is loading now. You have screenshots showing you how to do this. We covered a lot today, but this is a nice way to get that information quickly. I can, we have a rubric on Paths to Literacy. How do we decide a strategy which we would offer the credits? Look on there and find out exactly what it requirements are.

In terms of use -- contact us it is all right there. This covers what we wanted to show you with Perkins ELearning. I would take us back to the homepage and we will open it up for questions if anyone has questions they want to ask today.

Thank you very much, Charlotte. We will bring back the Q and a box. -- Q and a.

Many of the different microsites that were pointed out -- they also have seminars of their own. If you want to know more about something, go to that site and you will find workshops -- they have their own webinars.

Any of the webinars has great in-service brownbag -- you can bring them up and show them in a room.

I did notice one thing -- I had a question about the activity bank. I noticed that some had been posted on other sites. So, it's okay if someone wants to submit a strategy in more than one place?

Thank you. That's a great question. Right now, we are asking that people submitted just to one place. Submitted to the activity bank and then once we have a chance to review this and give us your -- give your credit we will be in touch with you about whether we would like to listed somewhere else. Specifically, literacy and the Paths to Literacy site and math also a part of this. Beginning levels of math. These are places where we might wish to move your activity. If we are going to do this, we will let you know. Great question.

One thing I wanted to respond to all suit that Robin brought up about the webinar is that in addition to the 2 that she mentioned for transition planning -- Asia and the workshops -- we also did a webinar on the Paths to Literacy site.

Any other questions today?

Enter your questions into the Q&A box. If you want to enter a question, we have time for those. There was one question -- is there a limit to the number of credits that a person could earn?

There is no limit. In fact, we encourage you to submit as many as you would like. We are excited about being able to offer a centralized place for people to share their ideas. So, for the places where you can upload activities, we hope that you and your ideas. Ideas for tutorials, webcast, webinars, and workshops. We hope you will be able to use those either individually or as Robin said as a part of a staff development. I know that quite a few school districts use these as places to bring groups together for training. So, there is no limit and we hope that you will take a look at what we have to offer and make good use of it.

It doesn't look like there are any questions today. If you think of something else, please remember -- >> There is a question coming in now.

Will you be giving demonstrations?

 Great question. That is not what we are planning at this moment, but we are glad to have these questions and suggestions as we plan for future webinars. This is not something we are doing today. It is not a part of Perkins ELearning right now, but I think it is something that a lot of people are interested in. Thank you for that question, Mary.

We will give people another minute. If you have no other questions now, please remember that you are welcome to e-mail us at ELearning at

 Perkins. Org and we look forward to seeing all of you online.

Thanks very much. >> [Event concluded]