BLENDED LANGUAGE LEARNING TOOLKIT:

Classroom-Based Implementation

Rosetta Stone Education in partnership with Getting Smart

October 2016

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http://k12.rosettastone.com/get-language-ready

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BLENDED WORLD LANGUAGE LEARNING

Modern society will increasingly require students to communicate and collaborate effectively with people from all over the world. This demands the development of deeper learning skills that contribute to global competence. Schools all over the country are working to give students the opportunity to learn another language. Teachers are working to innovate language learning for students, and to include the use of technology to enhance, supplement or complement traditional language instruction.

BLENDED-LANGUAGE MODELS

According to a 2011 report, blended language environments offer successful learning outcomes because students receive more personalized attention whether from the teacher or from the Rosetta Stone resources.

Fully online with options for face-to-face instruction

Curriculum primarily online with some class/lab time

Curriculum primarily online with regularly-scheduled class/lab time

Classroom instruction with required online components outside of class

Classroom instruction with optional online resources

There is no reason why all American students shouldn't have access to high-quality language instruction. With the rise of blended learning and educational technology to personalize instruction, students anywhere *can and should* have access to high-quality language instruction. The Rosetta Stone® Language Learning Suite for K-12 offers options for whole school and classroom-based solutions.

This implementation toolkit is designed for educators in blended language classrooms that are implementing the Rosetta Stone K–12 solution with their students. The purpose of this toolkit is to provide educators with a guide for how to plan, implement and assess progress of blended world language learning in their classroom.

The Rosetta Stone® Language Learning Suite for K–12 is a comprehensive program. It provides flexible e-learning solutions that are easily integrated with in-class instruction. Programs are designed for all proficiency levels to fit students' learning needs— from blank-slate students with limited exposure to new languages to those building intermediate and advanced level language skills for college and careers. Engaging lessons help students successfully communicate and practice in a safe environment, while giving teachers the ability to assess learner achievement along the way.

ROSETTA STONE PROGRAM STRUCTURE

| Level 1 | Level 2 | Level 3 | Level 4* | Level 5* |

* Not offered in all languages

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |

| Core Lesson 1 | Core Lesson 2 | Core Lesson 3 | Core Lesson 4 |
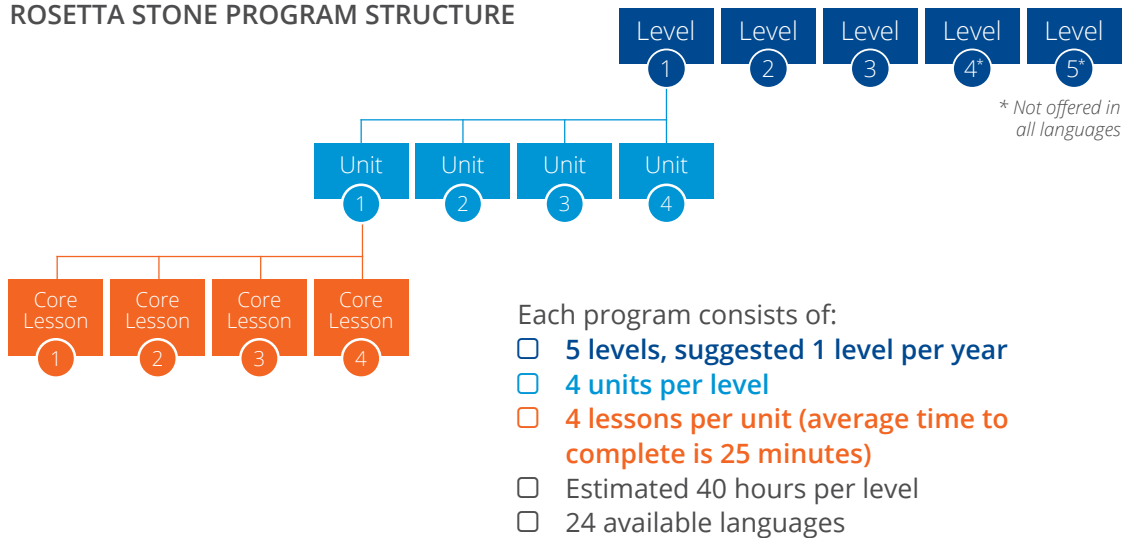
Each program consists of:
- ☐ **5 levels, suggested 1 level per year**
- ☐ **4 units per level**
- ☐ **4 lessons per unit (average time to complete is 25 minutes)**
- ☐ Estimated 40 hours per level
- ☐ 24 available languages

> **"World language teachers who use technology to pursue cultural fluency and globalization offer a powerful and compelling model for Deeper Learning."**
>
> **From** Next-Gen World Language Learning

QUOTE

CREATE CONDITIONS FOR SUCCESS

The first step to [successful implementation of any blended learning program](#) is to establish the conditions for success. Successful implementation efforts require a team commitment to the process and a dedicated lead who is invested in the success of the program, so a team of "champions" should be assembled to work through setting goals and building the plan. It's critical that before any specific implementation decisions are made, specific goals for teaching and learning must be established and agreed upon. Working through a set of questions with your implementation team (comprised of both teachers and administrators) is an excellent way to establish goals that will inform all of the next steps. In order to determine what implementation plan is best for your classroom or group of students, consider the following.

✳ TIMING TIP

Consider building your team at least six to nine months before your implementation start date. Creating the conditions for success takes time.

PRE-ASSESSMENT

LANGUAGE LEARNING GOALS

First and foremost, being very clear on your goals and your administrators' goals for the program will ensure that you are all working toward the same outcomes.

- ☐ What are the goals of your language initiative?
- ☐ What specific need(s) are you trying to fulfill?
- ☐ Is the goal to replace, supplement or enhance language teaching in your classroom?
- ☐ What do you hope students will be able to accomplish as a result of this implementation?
- ☐ How will you define success?

Want to expose students to another language ▶ Want students to be fluent in another language
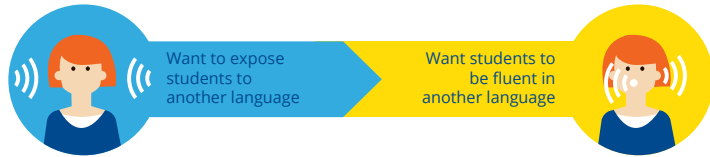
Example: Sometimes the learning goal is student exposure to many world languages as an entry point to further study, while other times the goal is the development of fluency in one language over time. Both goals can drive a blended world language implementation, but the implementation plan may look different.

LEARNERS

The Rosetta Stone® Language Learning Suite is a solution designed for many different types of learners, courses and classrooms. It is important to take all of these factors into consideration.

- ☐ What are your learners like?
- ☐ Do they range in age?
- ☐ What is the course your learners are in? Are they in a world language program, mainstream classroom or a dual language program?
- ☐ Do you have students with special needs and accommodations that must be considered?
- ☐ Do you have students who are in an ELL program?
- ☐ How do your learners like to work? Are they comfortable with online learning?

INSTRUCTION

As the facilitator of the program, it is important to reflect upon your own level of preparation.

- ☐ What is your own proficiency with blended instruction?
- ☐ What skills or resources do you need to be successful?
- ☐ Who will be available for support?

CLASSROOM

Consider your classroom environment. Blended learning can work in most settings, but you have to take into account the environment you are working in.

- ☐ What is your classroom environment like? Are there desks or tables?
- ☐ What are the opportunities and limitations presented by the physical space?
- ☐ Will every student be able to use a computer at the same time or will you go to a lab setting?
- ☐ What instructional model will work the best for you?

TECHNOLOGY

The number and quality of devices, and ease of access to them, are very important factors. In addition, the broadband access at the school could hinder student progress if it is not fast enough or lacks a reliable connection.

- ☐ How many devices and headsets do you have?
- ☐ What is the quality of your internet connection?
- ☐ What is the process for technical support?
- ☐ Is there access to outlets to charge devices?

TIME

Consider how much time you and your students will need to invest in order to meet your goals. The target number of hours per week to complete one level per year is 1 hour and 15 minutes. This is about three lessons with an average time of 25 minutes spent on each.

- ☐ How long do you hope students will work on the program each week?
- ☐ If you teach a 45-minute period, will you switch off doing A (face-to-face) with B (online) days? Or divide the time equally?
- ☐ How much time in your schedule do you have for students to work online?

Example: Setting Usage Goals

Determine how many hours per week your learners will be required to access the Rosetta Stone® program, and how many minutes per session they will be able to complete. Use the number of weeks and hours per week to determine how far your learner will progress through a level.

Assumptions	Metric
Hours per Level	40
Minutes per Level	2,400
Number of Levels to Complete	1
Average Number of Sessions per Week	5
Learning Time per Session	30
Estimated Weeks to Complete Target Level(s)	36
Target Completion per Week	3%
Average Time on Task per Week (in hours)	2.5

Number of Rosetta Stone Program Levels per Academic Year	1
Avg Time in Language Lessons Required per Session (hour:minutes)	0:25
Target Completion per Week	3.1%
Avg Time on Task per Week (hour:minutes)	1:15

The *Blended Learning Implementation Guide 3.0* describes a detailed process for planning and implementing any blended learning effort. The useful table below highlights how instructional model decisions are informed by devices, human capital and facilities.

Implications For:

	DEVICES	HUMAN CAPITAL	FACILITIES
Station Rotation	Up to 3:1 device ratio may be sufficient, depending on group size and how much time is spent online	May require para-professionals to support one or more learning stations	Minimal—retains traditional classroom structure
Lab Rotation	Up to 3:1 device ratio may be sufficient, depending on rotation schedule and group size	May require para-professionals to support students in the lab	Retains classrooms, but significant investments may be required to create learning labs
Individual Rotation/ Flex	Works best in a 1:1 environment	Significant flexibility to develop innovative staffing models	Breaks down traditional classroom structure; significant investments to create new learning environments
A la Carte/ Self-Blend	Works best in a 1:1 environment, especially at the high school level	Varies depending on implementation, amount of time spent online and on site	Reduces demand for classroom space; may need to create lab or "cyber-lounge"
Enhanced Virtual	Requires a 1:1 environment	Varies depending on implementation, amount of time spent on site	Greatly reduced demand for classroom space

KEY CONSIDERATIONS

Successful implementation requires a strong implementation team with a leading "champion" for the effort. However, there are other important considerations regarding the students and staff that can help or hinder the creation of the conditions for success.

Students

Students are the heart of this initiative and are key to its success. Consider engaging students in sharing their own goals for language learning. How do they describe gaps in their current language learning? How would they describe their ideal learning experience?

Staff

It is important to inform your staff, beyond the implementation team, about your plan. This is especially important if you are working with limited devices or shared space. Invite others outside the team to review and contribute. Consider what lessons can be gleaned from this effort that can inform blended learning implementations in other subjects and areas.

RESOURCE SPOTLIGHT

The *Rosetta Stone Roadmap* provides a visual overview of the "main stops" on your implementation journey. Print it out to share with the implementation team to ensure that you don't forget important steps like "Keep IT involved" and "Share your successes."

PLAN YOUR IMPLEMENTATION

Once you've created the conditions for success by establishing goals and reflecting on teaching and learning, classroom considerations, technological resources and usage, it's time to build your plan.

Use the following templates to form the basis of your plan. This will help keep you focused on your goals for teaching and learning, inform the structure and implementation of your program and provide a framework for evaluating your progress toward your goals as you move along.

Remember, the best plans are those that leave some flexibility for adjustments along the way. Next you'll find an implementation plan template. Following that, you'll see four completed implementation plans that illustrate different instructional approaches—each designed to meet specific goals.

IMPLEMENTATION PLAN TEMPLATE

Goals	
Teaching & Learning	
Classroom Considerations	
Tech Resources	
Time & Capacity	

Resources

PLAN EXAMPLE: *Stand-Alone Implementation*

In this set-up, the Rosetta Stone® program serves as the core curriculum and sole source of instruction. The teacher has the option to manage pace of study and monitor progress. A schedule of study is defined during implementation, including weekly benchmarks and expected outcomes.

Goals	Daily practice with language

Teaching & Learning	I will assign set of lessons for each week based on each individual student's progress. I can also assign games and activities in addition to the regular lesson sequence. I will make sure to check in daily with "time on task" and progress to inform the next week's assignments. I can use my current student journal activities to do Rosetta Stone program journaling activities as well.

Classroom Considerations	I will use the Rosetta Stone program as my primary form of instruction, but will continue to serve as an active and involved facilitator of the students' experience. If physically present, I will be sure to check in with students, provide positive reinforcement and be available for questions. If virtually connecting with students, I will use a chat feature or online tool to check in with students, provide them positive reinforcement and be available for questions.

Tech Resources	**Options:** I have a computer lab where every student has access to a device. I work in a 1:1 school or district. I work in a fully online or virtual school setting. I can print worksheets and materials for students that align with their course if there's a time technology isn't working.

Time & Capacity	In keeping with Rosetta Stone program usage best practices, my students will have to work for at least 25–30 minutes during each daily session.

Resources
Rosetta Stone Lesson Planning Tool Rosetta Stone Course Contents and Index Rosetta Stone Scope and Sequence

LEARN MORE

- **Case Studies—***Guthrie Virtual School* **and** *Mooresville Graded School District*
- **Webinar—***Rosetta Stone as a Stand Alone Implementation*

PLAN EXAMPLE: *Class Time with the Rosetta Stone Program as Online Curriculum*

With this approach, the Rosetta Stone® program serves as the core curriculum and sole source of instruction and the teacher manages the pace of study and monitors progress. The schedule of study is defined during implementation, and includes weekly benchmarks and expected outcomes. The classroom facilitator coordinates activities from the teacher's guide and other supplemental materials.

Goals	Weekly practice with language

Teaching & Learning	I will assign a lesson or set of lessons for each week. I can also assign games and activities in addition to the regular lesson sequence. I will make sure to check in weekly with "time on task" and progress to inform the next week's assignments. I can use my current student journal activities to do Rosetta Stone program journaling activities as well.

Classroom Considerations	I will use a station rotation model in my classroom with the Rosetta Stone program as one of five stations.

Tech Resources	I have five computers in my classroom so I will need to have five stations for my 25 students. I can print worksheets and materials that align with their course if there's a time that technology isn't working.

Time & Capacity	In keeping with Rosetta Stone program usage best practices, my students will have three rotations for a total of 90 minutes per week (three 30-minute sessions). They can also use the Rosetta Stone program station when they finish other activities. Stations will be Mon., Weds., Fri.

Resources
Rosetta Stone Lesson Planning Tool Rosetta Stone Course Contents and Index Rosetta Stone Scope and Sequence

LEARN MORE

- **Case Study**—*Cincinnati Public Schools Make Clear Impact in Reaching Language Goals with Instructional Software*
- **Webinars**—*Class Time with Rosetta Stone as an Online Curriculum* **and** *Differentiating Instruction in the World Language Classroom*

PLAN EXAMPLE: *Teacher Instruction with Supplemental Rosetta Stone Program Use*

In this case, the school's or district's core curriculum is aligned with the Rosetta Stone course of study. The content presented through the Rosetta Stone® program may also be used as homework. Rosetta Stone Image Cards may be used for story starters or journal activities based on content delivered in the classroom, helping learners to connect the online and class content. Teachers will have access to all Rosetta Stone supplementary materials as an additional resource for classroom activities.

Goals	Daily or weekly practice with language
Teaching & Learning	I will assign a lesson or set of lessons for each week. I will align my face-to-face instruction with the online content. I will decide what to focus on by determining where the majority of students are in their individual programs. I will revisit content students have already learned and build background about those topics and the ideas they will be covering in the upcoming week. I can also assign games and activities in addition to the regular lesson sequence. I will make sure to check in weekly with "time on task" and progress to inform the next week's assignments. I can use my current student journal activities to do Rosetta Stone program journaling activities as well.
Classroom Considerations	**Options:** I will use a station rotation model in my classroom with the Rosetta Stone program as one of five stations. I will use the Rosetta Stone program in a lab setting or where students are 1:1.
Tech Resources	I have a lab where students can go to access the Rosetta Stone program, my school is 1:1 or we have access to devices so that all the students can work at the same time. *If using a station-rotation model . . .* I have five computers in my classroom so I will need to have five stations for my 25 students. I can print worksheets and materials that align with their course if there's a time that technology isn't working.
Time & Capacity	In keeping with Rosetta Stone program usage best practices, each of my students will have at least three 30 minute sessions each week. They can also use the Rosetta Stone program station when they finish other activities. Stations will be planned for specific days each week.

Resources

Rosetta Stone Lesson Planning Tool
Rosetta Stone Course Contents and Index
Rosetta Stone Scope and Sequence
 	
Rosetta Stone Supplemental Education Materials (SEMs) provide a library of resources that allow teachers to fully integrate online language learning into their everyday classroom. Connect to this on-demand webinar to learn how SEMs:
 	
   • Provide complete lesson plans that are sequential to each topic
   • Bridge content from our online programs into classroom activities
   • Offer stories that can be read in small groups, by the whole group, or individually
   • Explore how SEMs support online language learning in a blended classroom environment

LEARN MORE

- **Case Study—***Corona-Norco Unified School District*
- **Webinars—***Teacher Instruction with Supplemental Rosetta Stone Use* **and** *Integrate Online Language Learning Into a Blended Learning Environment*

PLAN EXAMPLE: *Fully Blended Classroom Implementation*

The Rosetta Stone® program is the core curriculum and classes use the supplemental resources for all additional activities OR existing school curriculum is fully integrated with Rosetta Stone program content. The schedule of study is defined during implementation, and includes weekly benchmarks and expected outcomes. Teachers leverage Scope and Sequence and the Teacher's Guide to bridge online and in-class content. Image cards are used as story starters or journal activities to reinforce content delivered in class and online, and workbooks are part of an established routine.

Goals	Daily practice with language

Teaching & Learning	I will assign a set of lessons for each week.
	I will provide students with weekly benchmarks and desired outcomes at the beginning of each lesson.
	I will assign games and activities in addition to the regular lesson sequence.
	I will make sure to check in daily with "time on task" and progress to inform the next day's or week's assignments.
	I will map out my own face-to-face instruction to align directly with the content students are learning in the program.
	I can use my current student journal activities to do Rosetta Stone program journaling activities as well.

Classroom Considerations	**Options:**
	I will use a station rotation model in my classroom with the Rosetta Stone program as one of five stations.
	I will ensure that each student has 1:1 access to a computer.
	I will take students to a lab, 3–5 times each week, where each student will have access to a device.
	I will continue to serve as a facilitator of language learning, even when students are online.

Tech Resources	I have five computers in my classroom so I will need to have five stations for my 25 students.
	I can print worksheets and materials that align with their course if there's a time that technology isn't working.

Time & Capacity	In keeping with Rosetta Stone® program usage best practices for a fully blended classroom implementation, my students will have 3–5 rotations for a total of ~150 minutes per week (30 minute sessions). They can also use the Rosetta Stone program station when they finish other activities or use the program at home.
	Online time will be designated and planned each week. Ideally it will be at the same time each session.

Resources
Rosetta Stone Lesson Planning Tool Rosetta Stone Course Contents and Index Rosetta Stone Scope and Sequence

LEARN MORE

- **Case Study—***West Linn-Wilsonville School District*
- **Webinars—***Fully Blended Classroom Implementation* **and** *Differentiating Instruction in the World Language Classroom*

IMPLEMENT YOUR PLAN

Now that your plan is in place, it's time to begin implementation. Implementation requires drilling down to the next layer of detail on instruction, facilitation and progress monitoring.

INSTRUCTION

The Scope and Sequence details the content in each of the levels, units and lessons. If working in a blended environment, it is suggested that you use this Scope and Sequence to also guide your face-to-face instruction. To meet the full potential of blended learning, it is essential that student experiences in both modalities are "connected to provide an integrated learning experience."[1]

For example, in the first unit of Level 1 (see image below), students learn about everyday items. During your face-to-face instruction, it would be ideal if you could also target some of these core concepts such as animals and common foods. This will reinforce learning of language, concepts and ideas.

Unit 1: Language Basics

Lesson	Core Concepts	Grammar and Usage
Basic Sentences	People and common activities Third-person pronouns and plurals Definite and indefinite articles Singular, plural and gendered nouns Subject-verb agreement	Forming plurals Greetings and farewells
Everyday Items	Common foods Animals Everyday items Direct objects Negation Direct mixed-gendered "they" Question word: "what" Yes/no questions	Present progressive Negation
Colors and Sizes	Adjectives Colors and sizes Professions First and second person pronouns Nouns	Personal pronouns Adjectives
Clothing and Quantities	Numbers 1-6 Many household object and clothing words Question words: "who" and "how many"	Direct objects Quantity comparisons
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

1.   See: http://www.christenseninstitute.org/blended-learning-definitions-and-models/

Use this planning document to map out your face-to-face instruction to complement the learning students are doing online in the Rosetta Stone® Language Learning Program. Start with the sample for Level 1: Unit 1 and then use the blank template provided for the remaining Levels and Units.

LEVEL 1 + Unit 1: Language Basics

ONLINE		
Lesson	Core Concepts	Grammar and Usage
Basic Sentences	People and common activities Third-person pronouns and plurals Definite and indefinite articles Singular, plural and gendered nouns Subject-verb agreement	Forming plurals Greetings and farewells
FACE-TO-FACE		
Lesson	Core Concepts	Grammar and Usage

ONLINE		
Lesson	Core Concepts	Grammar and Usage
Everyday Items	Common foods Animals Everyday items Direct objects Negation Direct mixed-gendered "they" Question word: "what" Yes/no questions	Present progressive Negation
FACE-TO-FACE		
Lesson	Core Concepts	Grammar and Usage

LEVEL 1 + Unit 1: Language Basics

ONLINE		
Lesson	Core Concepts	Grammar and Usage
Colors and Sizes	Adjectives Colors and sizes Professions First and second person pronouns Nouns	Personal pronouns Adjectives

FACE-TO-FACE		
Lesson	Core Concepts	Grammar and Usage

ONLINE		
Lesson	Core Concepts	Grammar and Usage
Clothing and Quantities	Numbers 1-6 Many household object and clothing words Question words: "who" and "how many"	Direct objects Quantity comparisons

FACE-TO-FACE		
Lesson	Core Concepts	Grammar and Usage

ONLINE	
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.

Blank Planning Template:

LEVEL ___ **+ Unit** ___

ONLINE		
Lesson	Core Concepts	Grammar and Usage

FACE-TO-FACE		
Lesson	Core Concepts	Grammar and Usage

FACILITATION

According to the iNACOL Blended Learning Teacher Competency Framework and The Learning Accelerator Blended Learning Educator Competencies, there are specific mindsets, qualities, adaptive and technical skills that high-quality blended learning facilitators demonstrate.

Before starting a blended program, teachers should familiarize themselves with what is expected, the challenges they face and examples of high-quality environments. Further, they must truly have the mindset that student-centered learning and online work is beneficial.

The following competencies from the iNACOL Blended Learning Teacher Competency Framework are particularly important during implementation of blended language learning:

1. Teachers are able to shift from teacher-led instruction to student-centered learning for the purposes of meeting individual needs and fostering engagement and motivation.
2. Teachers can continually assess student progress against clearly defined standards, goals and outcomes to identify specific topics in which each student needs additional support to achieve mastery of a concept or skill.
3. Teachers model a growth orientation towards learning in self and others.
4. Teachers create learning environments that are flexible, personalized and dependent on real-time data, direct observation and interaction with and feedback from students.
5. Teachers are able to manage blended learning experiences in the following ways:
   - ☐ Understand and manage the face-to-face and online components of lesson planning and organization within a blended course (Standard A).
   - ☐ Provide balanced opportunities for students to participate in asynchronous and synchronous modalities (Standard B).
   - ☐ Develop, practice, model and embody respectful behaviors in both face-to-face and online learning environments (Standard C).
   - ☐ Demonstrate technical troubleshooting skills during the online component of learning (e.g., change passwords, download plug-ins, etc.) (Standard D).

RESOURCE SPOTLIGHT

In "*Elevate & Empower*," researchers from Getting Smart concluded that world language instructors are uniquely poised to act as leaders in system-wide shifts to new models of personalized learning.
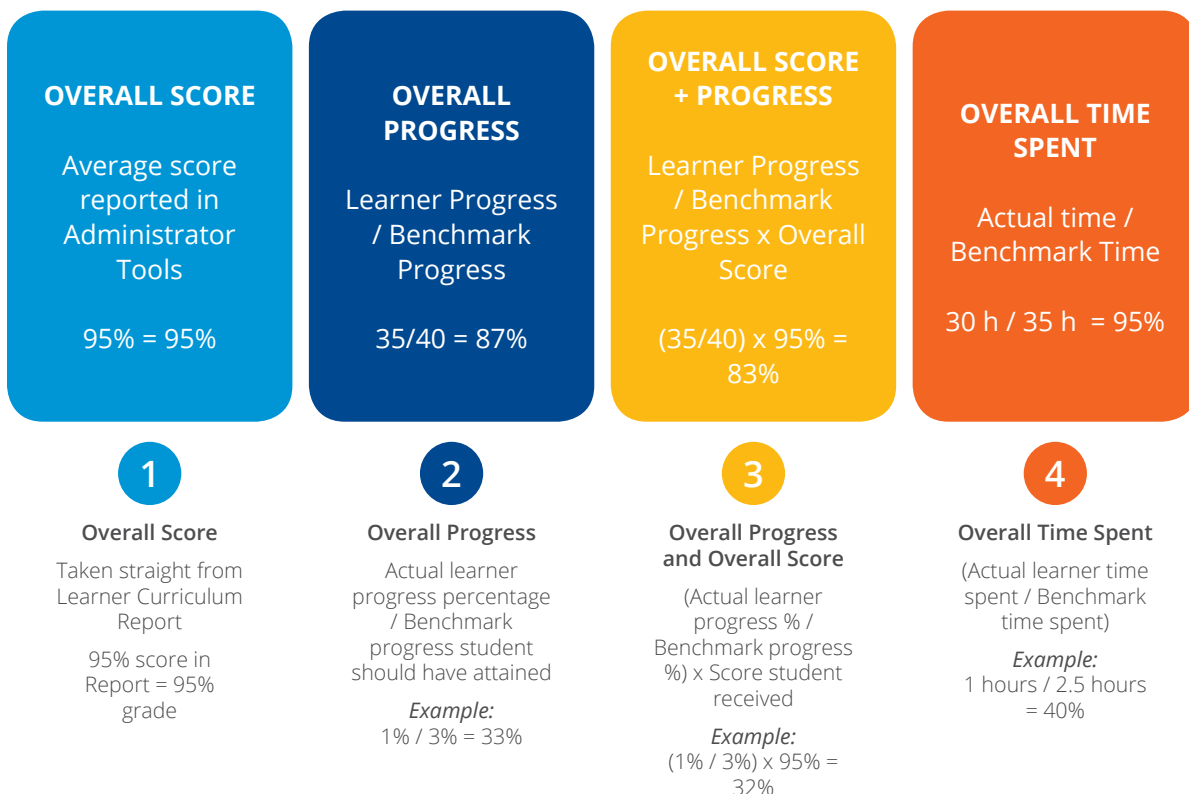
PROGRESS MONITORING

In any blended program, it is important to formatively assess and monitor student progress to ensure they are meeting their goals and that learning online is complementing what is being taught face-to-face. The following tools will help you to assess students' work and keep track of their progress.

Progress Tracker
The progress tracker can be used by the instructor or student to monitor how the students are moving through each of the levels and lessons. We recommend that students be responsible for their own progress tracker as an online or a printed record.

Learner Curriculum Report
Depending on your goals, choose one of the following four methods to assign grades to your learners. It is important to take into consideration the student's score, time spent and progress throughout the course.

OVERALL SCORE	OVERALL PROGRESS	OVERALL SCORE + PROGRESS	OVERALL TIME SPENT
Average score reported in Administrator Tools	Learner Progress / Benchmark Progress	Learner Progress / Benchmark Progress x Overall Score	Actual time / Benchmark Time
95% = 95%	35/40 = 87%	(35/40) x 95% = 83%	30 h / 35 h = 95%

1

Overall Score

Taken straight from Learner Curriculum Report

95% score in Report = 95% grade

2

Overall Progress

Actual learner progress percentage / Benchmark progress student should have attained

Example:
1% / 3% = 33%

3

Overall Progress and Overall Score

(Actual learner progress % / Benchmark progress %) x Score student received

Example:
(1% / 3%) x 95% = 32%

4

Overall Time Spent

(Actual learner time spent / Benchmark time spent)
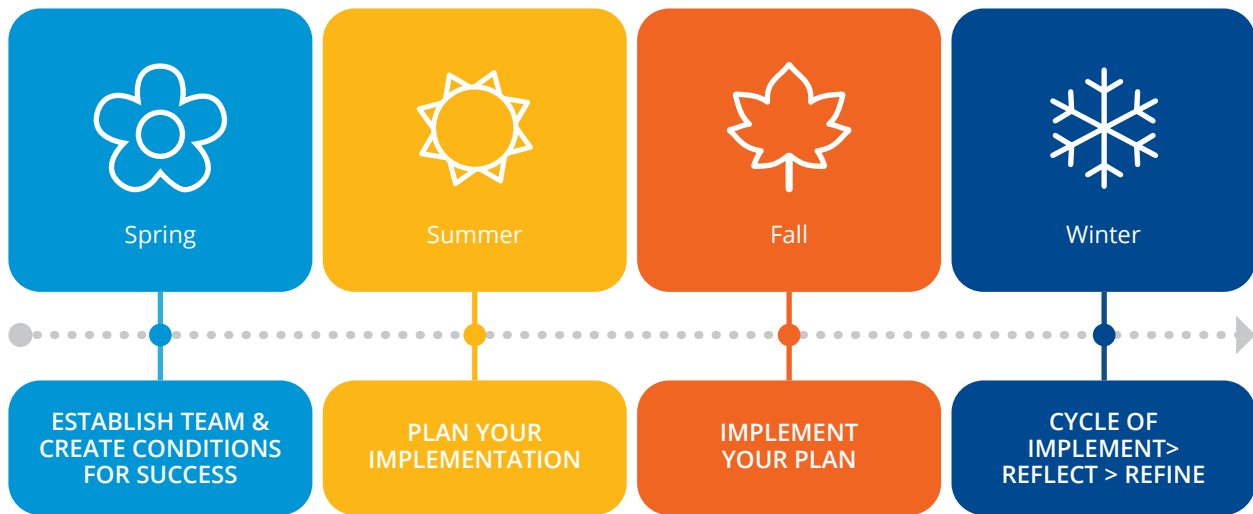
Example:
1 hours / 2.5 hours = 40%

KEY CONSIDERATIONS

Even the best-laid plans need to be revisited. Remember to maintain some flexibility in your implementation efforts so that you can "fail fast and move forward" quickly. Staying laser-focused on your original learning goals will help to inform difficult decisions about what is truly working and what is not. Create space for students to voice their own concerns about what's working well and what isn't, and invite them to be a part of the solution. Also, stay engaged with your external network of educators, both inside your school and in other schools or districts, as they can help to inform your own efforts. Throughout the process, maintain a cycle of implement-reflect-refine to maximize student success.

PUT IT ALL TOGETHER

IMPLEMENTATION TIMELINE

Spring	Summer	Fall	Winter
ESTABLISH TEAM & CREATE CONDITIONS FOR SUCCESS	PLAN YOUR IMPLEMENTATION	IMPLEMENT YOUR PLAN	CYCLE OF IMPLEMENT> REFLECT > REFINE

RESOURCES & SUPPORT

Rosetta Stone Support Portal

The Rosetta Stone Support Portal is where you can find additional resources to help your implementation. You also can contact a Rosetta Stone representative via email or chat with any questions you may have.

Rosetta Stone Teacher Implementation Resources

This comprehensive set of resources contains everything from instructions for setting up headsets to teacher's guides, tests and quizzes.

Rosetta Stone Education Seminars for Classroom Implementation

These seminars can be used to support your understanding of the program and your classroom implementation. Refer back to these at any time for ideas or support.

Administrator Tools Video

Administrators looking to learn how to use the tools can watch this tutorial video. Administrators should also access the Rosetta Stone Support Portal if they have questions.

Spring

Summer

Fall

Winter

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