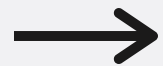


Texas Commission on Virtual Education
Dr. Allison Powell
Evergreen Education Group
July 27, 2022



digital learning
COLLABORATIVE

Providing Support and Professional Development for Online Teachers



Introductions

Digital Learning Collaborative (DLC)

Dr. Allison Powell

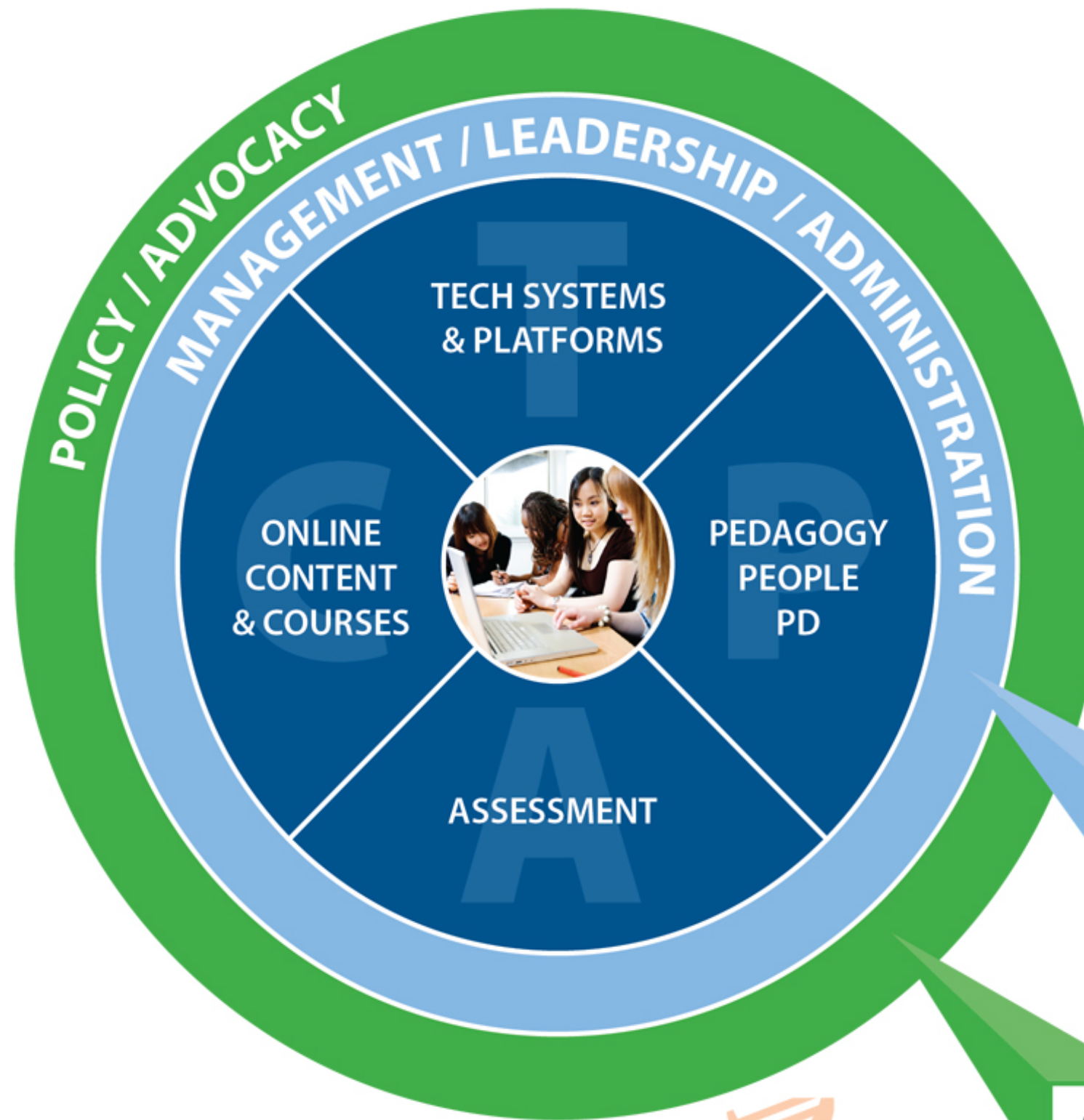
- COO, Evergreen Education Group
- Clark County School District (NV)
- VP of iNACOL
- BloomBoard

A bit about us:

- The DLC is educators, providers, and supporters seeking to improve opportunities and outcomes for students
- Resources, collaboration, networking
- Digital Learning Annual Conference (DLAC) -
<https://www.deelac.com/>
 - February 13-15, 2023 in Austin, TX



New Models Using Online & Blended Learning



T TECHNOLOGY PLATFORMS

- Enterprise architecture
- Learning management system/virtual learning environment
- 1:1 computing
- Broadband internet infrastructure
- New SIS models for standards-based and competency-based approaches

P PEOPLE / PEDAGOGY / PD

- Teachers need new skills to teach online
- Administrators need new skills to manage online programs
- New Response to Intervention (RTI) models through blended
- Personalizing instruction allowing students to accelerate at their own pace

A ASSESSMENT

- Online / adaptive
- Personalization engines
- Performance-based

C ONLINE CONTENT

- Online courses
- Dual enrollment
- Credit recovery

STUDENT SUPPORT SERVICES

- Online tutoring
- Technical support
- Registration
- Counseling

ADVOCACY / POLICY

Does every student have access to online learning?

- Policies and funding models
- Remove barriers that limit enrollment

NEXT GEN MODELS

Competency-based learning pathways



People/Pedagogy/PD

- People – Administrators, Teachers, and Students
 - Must support each other
- Pedagogy
 - Role of Teacher changes in this environment
- Professional Development
 - What skills does an online/blended teacher need
 - What skills do an administrator need to support his/her teachers
 - Current Trends in PD

Online Teachers...

Require different pedagogy, communication, and pacing to be successful. Synchronous technologies, including videoconferencing, change the nature of communication between the teacher and students more than if they were physically in the same classroom. Anyone who is working with virtual schooling needs to understand and experience these differences.

Myths and Misconceptions About Online Teachers



Role of Online Teacher

- Facilitate and build an online community of learners
- Engage learners in a virtual environment through reflective and hands-on activities
- Analyze data to assist in individualizing instruction
- Personalize the learning through online discussion and group projects
- Differentiate instruction (i.e. learning styles, adaptive/assistive technologies, pacing, supplemental activities and remediation.)
- Develop and deliver asynchronous and synchronous lessons that use appropriate and effective multimedia design elements
- Student academic integrity issues (plagiarism and the safe and legal use of online resources)

Online Teachers and PD

How Teachers Get Professional Development

- 73% - 6+ years teaching
- 22% - New w/ no training
- 22% - > 10 hours training
- 46% > 45 hours training
- 54% Locally received
- 30% HE delivered
- 94% School/Org delivered

Professional Development Preferences

- Most common type of training
 - Ongoing training sessions (81%)
 - Workshops (77%)
- Most preferred
 - 53% Fully facilitated online
 - 49% Workshop format
- 0-10 years experience - Graduate Courses
- > 10 years experience – Graduate Courses least preferred

PD Topics Most Wanted/Covered

Most Wanted

- General Online Teaching and Learning
- Cyberbullying
- Addressing Accessibility Needs
- Design Principles
- Social Emotional Learning
- Social Networking
- Digital Etiquette
- Assessment
- Using Data to Personalize Learning

Most Covered

- Over 90% have received technology training (LMS and Communication technologies)
- 85% have received training in various aspects of digital etiquette, behavior and assessment concepts

Basic PD Should Include

How to provide appropriate communications

Providing appropriate and timely feedback

How to facilitate discussions

Facilitation of teamwork and multimedia projects

Adaption of curriculum and materials

Adaptation of online tools to support effective instruction

NSQ NATIONAL STANDARDS
FOR QUALITY ONLINE TEACHING
Third Edition 2019



NSQ NATIONAL STANDARDS
FOR QUALITY ONLINE COURSES
Third Edition 2019



NSQ NATIONAL STANDARDS
FOR QUALITY ONLINE PROGRAMS



The National Standards for Quality Online Learning

www.nsqol.org

Standard Example

D1 The online teacher uses digital tools to identify patterns in learner engagement and performance that will inform improvements to achieve individual learner growth.

EXPLANATIONS

The online teacher needs to be able to analyze and interpret a wide range of activity and performance-level data provided in LMSs, adaptive software, and other digital tools. Further, the online teacher needs to be able to identify patterns in the data that can inform interventions geared towards maximizing each learner's growth.

EXAMPLES

The online teacher uses a mastery dashboard to keep track of whether learners need remediation, are near mastery, or have achieved mastery (as well as what defines an individual's level of mastery based on growth). Data from the dashboard are used to determine who needs 1-1 sessions with the instructor, learner grouping, etc.

The online teacher uses activity data with the course LMS or dashboard to identify how often a learner logs into the system and what areas/objectives the learner is spending instructional time on. This data helps the teacher in a goal-setting consultation with the learner.

The online teacher has integrated adaptive learning software into the classroom. The teacher uses data dashboards from the software to monitor learner progress and activity and uses this data to provide targeted instruction to learners in areas where they are struggling.

The online teacher works with his or her campus instructional design and data departments to extract useful, actionable data from the LMS regarding learner behavior.

iNACOL Blended Learning Teacher Competency Framework



MINDSETS

What

Core values or beliefs that guide thinking, behaviors and actions that align with goals of educational change and mission

How

Understood, adopted, and committed to

QUALITIES

What

Personal characteristics and patterns of behavior that help an educator make the transition to new ways of teaching and learning

How

Coached, encouraged, and reinforced

ADAPTIVE SKILLS

What

Higher complexity that are generalized across domain/jobs. Help people tackle problems and tasks where the solution might be unknown or that require organizational learning and innovation

How

Developed through modeling, coaching, and reflective practice

TECHNICAL SKILLS

What

Skills that are known and specific to task and domain. Observable "know-how" and basic mechanics and expertise helpful for execution and implementation of day-to-day job (for teachers instruction)

How

Acquired and mastered through instruction, training, and practice

Support For Online Teachers

Technology Infrastructure

- Networks and bandwidth
- Consistent internet access
- Computers and Internet access at home
- Hardware and software tools to access content

Technical and Administrative Support

- 24/7 technical support
- Grading and registration system for teachers and admin, also available to students and parents
- Student handbook and policies

Educational Support

- Release Time
- Master teacher mentoring and peer coaching
- Formative evaluation
- Continuous professional development



Administrator Development

- Lack of PD for administrators
- Need to know what to look for in evaluating teachers
- Need to understand how technology works to get into the courses
- How to support online teachers
- How can administrators and policy makers make wise decisions about resources
- Allocation to gather and analyze data that cross traditional categories and sectors



Supporting and Evaluating Online Teachers

- Monitor, evaluate and support online teaching
- Admin need to learn how to:
 - review online course delivery looking for and evaluating teachers' skills in:
 - developing online communities of learners
 - fostering online discussions
 - using online course delivery tools
 - creating an effective online voice and presence
 - providing adequate and frequent feedback
 - modifying online course content to meet individual student needs
 - selecting and using appropriate online tools to support online instruction

Trends in Pre-Service Teacher Training

United States

- 1.3% of US Universities prepare teachers of Next Gen Learning Models (Partnering for Success 2013)
- UCF, FLVS partnership for student teaching
- Michigan State University and Michigan Virtual School
- SUNY, and Univ. of MT pre-service programs

Mexico

- all pre-service teachers trained to use digital content, given laptops, all content is digitized

Singapore

- teachers trained to teach in blended environments (since 2005, SARS virus pandemic)

China

- Training teachers to teach online to reach 100 million more students

India

- Training teachers, digitizing content, see education as export opportunity

International Baccalaureate (IB) program

- Master teachers to teach online and offering “gold standard” IB courses online

Trends in Online Teacher PD

Certificate programs in US

- Boise State University
- New Mexico State University

State Departments of Education

- Georgia and Idaho - endorsements

Non-profit organizations

- Quality Matters
- Virtual High School, Inc.

Regional Service Centers

- Offering courses

For-profit Companies

- Focused mostly on product rather than pedagogy

Online Schools

- Still main provider of teacher PD, must develop on their own
- Inconsistencies in training outcomes, must expend additional resources

Micro-credentials

- Hands on
- Demonstrate competency
- Non-biased reviewers/feedback

DLC's Best Practices in Digital Learning PD Course



Best Practices in Digital Learning

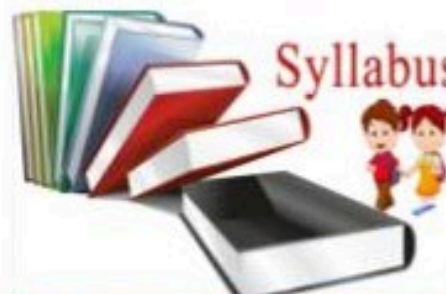
Learning Together

Welcome to Best Practices for Digital Learning!

To get started, watch this [8-minute video](#) to learn how to navigate this course and get started.

To learn more about our learning objectives and the course requirements, please start with the [Course Overview](#).

If at any time during your learning experience you find you need help, feel free to contact me using the [About Your Facilitator page](#) or post to the [Course Question Board](#).



Course Overview



Announcements



Modules



Question Board



Social Media

US Online Learning Trends

New Focus

- More hybrid, including courses, less FT online
- Hybrid in many forms: alt ed, independent study, early college, etc.
- More synchronous
- Elementary growth and confusion
- Assisting with teacher shortages
- Special Student Populations – ELL, Special Education, Gifted
- SEL and relationships
- Funding Models



Connect and learn from virtual
learning leaders, providers, and
educators

www.deelac.com

February 13-15, 2023
Austin, TX and Online
www.deelac.com



Online Teacher PD Research and Resources

- Partnering for Success: A 21st Century Model for Teacher Preparation - <https://aurora-institute.org/wp-content/uploads/partnering-for-success.pdf>
- Guidelines for Professional Development of Online Teachers - https://www.sreb.org/sites/main/files/file-attachments/09t01_guide_profdev_online_teach.pdf
- Going Virtual! The Status of Professional Development for K-12 Online Teachers - https://www.researchgate.net/publication/234759940_The_Status_of_Professional_Development_for_K-12_Online_Teachers_Insights_and_Implications
- Going Virtual 2! Unique Needs and Challenges of K-12 Online Teachers - https://www.researchgate.net/publication/242575332_Unique_Needs_and_Challenges_of_K-12_Online_Teachers
- Going Virtual! 2010: The Status of Professional Development and Unique Needs of K-12 Online Teachers - <https://aurora-institute.org/wp-content/uploads/goingvirtual3.pdf>
- iNACOL Research Brief – Online Teacher Support Programs: Mentoring and Coaching Models - https://aurora-institute.org/wp-content/uploads/NACOL_OnlineTeacherSupportPrograms_2008.pdf
- iNACOL Research Brief – Professional Development for Virtual Schooling and Online Learning - <https://files.eric.ed.gov/fulltext/ED509632.pdf>
- National Standards for Quality Online Learning - <https://www.nsqol.org/>
- iNACOL Blended Learning Teacher Competency Framework - <https://aurora-institute.org/wp-content/uploads/iNACOL-Blended-Learning-Teacher-Competency-Framework.pdf>
- NEA Guide to Teaching Online Courses - <https://www.yumpu.com/en/document/view/23744242/guide-to-teaching-online-courses-nea>
- Continuous Quality Improvement Through Professional Development for Online K-12 Instructors
- Allison Powell's wiki on Professional Development Resources for Online Learning - <http://alioopl.pbworks.com/w/page/76076771/Professional%20Development>
- Cathy Cavanaugh's List of Virtual School Resources - http://drscavanaugh.org/distlearn/research_references.htm
- Cult of Pedagogy website - <https://www.cultofpedagogy.com/>
- ISTE Ed Tech Teacher Standards - <https://www.iste.org/standards/iste-standards-for-teachers>
- Additional resources from Michigan Virtual School - https://docs.google.com/document/d/1cDFaOA4fcwowD1e_WyAhjYjZB9x78GBu2rszm35bYKg/edit

Online Learning General Resources

- DLC website – <https://www.digitallearningcollab.com/>
- DLAC website - <https://www.deelac.com/>
- Snapshot – <https://static1.squarespace.com/static/5a98496696d4556b01f86662/t/62bb6a6716c5d52283590e86/1656449659296/DLC-Snapshot2022.pdf>
- State Map – <https://www.digitallearningcollab.com/state-profiles-map>
- A Review of Online Learning Funding – <https://static1.squarespace.com/static/5a98496696d4556b01f86662/t/62bb6820601b0655a9028d17/1656449058557/Online+Student+Funding+DLC.pdf>
- Career Readiness and Digital Learning – https://static1.squarespace.com/static/5a98496696d4556b01f86662/t/6178af4e4126c3337337043e/1635299151271/DLC_Career+Readiness.pdf/
- A Guide for Starting and Growing a Digital Learning Program – https://static1.squarespace.com/static/5a98496696d4556b01f86662/t/5df141f79e8178318274840b/1576092155990/DLC_KeepingPace_P4Q1.0.pdf/
- A Guide for Continuous Improvement of Digital Learning Programs - https://static1.squarespace.com/static/5a98496696d4556b01f86662/t/5cae3ab453450a796d113a2b/1554922176485/s/dlc-kp_planningforquality_20.pdf/
- How to Start an Online Program Website – <https://www.onlineprogramhowto.org/>
- National Standards for Quality Online Learning – <https://www.nsqol.org/>



Questions?

DLC Website

 <https://www.digitalllearningcollab.com/>

Email Address

 allison@evergreenedgroup.com

DLAC Website

 www.deelac.com

