

Exploring the Technology Territory of Professional Development for Infusing 21st Century Skills

Presented by:

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About EDC

- Not-for-profit organization founded in 1958 in the Sputnik era
- Located in Newton, MA with offices in Washington, DC and New York, NY
- Science & math curricula, War on Poverty (Public Television, Head Start), health, technology
- Today. . . 800 staff in over 40 countries, 14 divisions with over 200 projects
- Distance learning is important to our mission for both our constituents and our staff

About EdTech Leaders Online (ETLO)

- Goal: Build organizational capacity to use online learning to meet local goals
- Participating organizations include: state departments of education, school districts, regional consortia, PD providers
- Based in the Center for Online Professional Education at EDC
- 2000: ETLO launched with 14 teams
- 2002: Partnership with NEIRTEC to offer state OPD programs
- 2003: Partnership with SREB to offer ETLO programs to states
- 2005: USED funded 8 state E-Learning for Educators based on ETLO model
- 2007: Over 1400 online specialists trained in over 36 states to design or deliver online courses for over 35,000 teachers and students

Online Professional Development Programs

- Capacity Building Programs
 - Online Instructor
 - Online Course Developer
- Key Components
 - Semester long, graduate level training courses
 - Practicum opportunity to teach online
 - 50 online workshops in K-12 content areas
 - National online community for ongoing support
 - Implementation and planning services
 - Graduate credit

Workshops for K-12 teachers - Examples

- Workshops for Teachers of All Grade Levels and Content Areas
 - Classroom Assessment Enhanced by Technology
 - Differentiating Instruction
 - Transforming the Classroom with Project-Based Learning
- Workshops for Elementary Teachers
 - Reading First: Supporting Early Reading Instruction with Technology
 - Best Practices for Vocabulary Instruction
 - Teaching Writing in the Elementary Classroom
 - Using Models to Understand Fractions
 - Algebraic Thinking in the Elementary School

Workshops for K-12 teachers - Examples cont.

- Workshops for Middle School and High School Teachers
 - Inquiry in the Science Classroom
 - Using Technology in the Social Studies Classroom
 - Helping Struggling Readers
 - Using Patterns to Develop Algebraic Thinking
 - A Conceptual Introduction to Function: Using Visual Models
- Workshops for School and District Leaders
 - Planning for Curriculum Integration of Technology
 - Safeguarding the Wired Schoolhouse
 - Data-Based School Reform

E-Learning for Educators State Model

- Capacity-building, collaborative, multi-level project to build state-level online professional development programs
- Eight state collaboration to share resources and support
- Partnership between state department of education, public television and other key stakeholders to lead state program
- Online instructor training for each state
- Local workshop delivery, focused on high need areas
- Online developer training for each state
- Model course development to meet state needs
- Research impact on teachers and students
- Funded by USED “Ready to Teach” grant to Alabama Public TV

Examples of State Programs and Local OPD Implementation

- Mississippi Dept of Ed: OPD for teachers on emergency certificates
- West Virginia Dept of Ed: OPD to address 21 century skills
- Kentucky Dept of Ed: Connecting OPD and virtual high school
- Delaware Dept of Ed: Cluster workshops for salary increase
- Oregon Mathematics Leadership Institute: State-wide math OPD
- Tennessee Dept of Ed: OPD to enable access for rural teachers
- Milwaukee Public Schools: Data based school reform
- Alabama Dept of Ed: OPD for elementary/reading teachers
- SREB: Training for pilot teams from State Departments of Ed

OPD Model – Some Lessons

- OPD must incorporate basic principles of effective PD
- Content and pedagogy leads; technology follows
- Maintain a focus on classroom practice
- Capacity-building, team approaches enable sustainability
- Teachers can be effective leaders and/or designers of OPD
- Learning community model enables reflective discussions
- OPD must be integrated with other PD activities – not replace
- OPD is ongoing and enables follow-up

OPD Model – Some Lessons, cont.

- Importance of flexible programs based on local needs
- Training in specific techniques and approaches necessary: teaching context and interactions are different from face to face!
- Assessment strategies: new opportunities and challenges
- Need to pay attention to access issues
- Importance of being online student before online instructor

Background on HEAP Distance Learning

- **Goals**

- Convert face-to-face professional development training into a web-based training format
- Provide training and technical assistance regarding distance learning to member states
- Develop capacity within states to expand their ability to implement distance learning

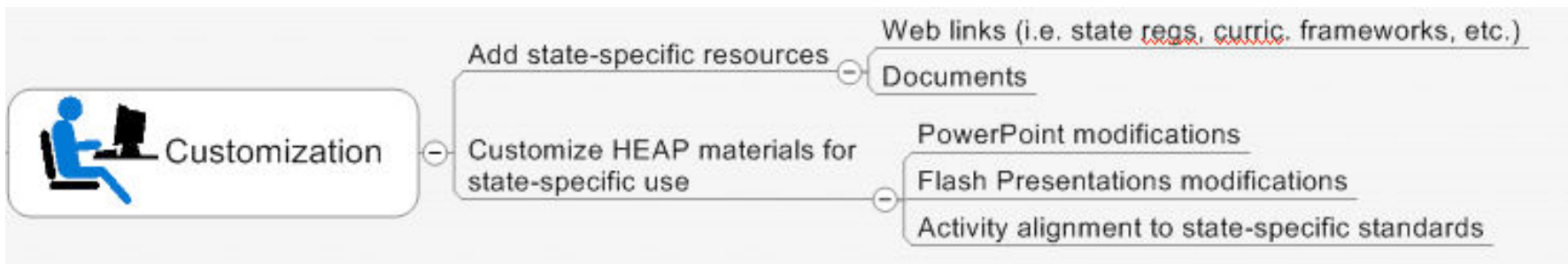
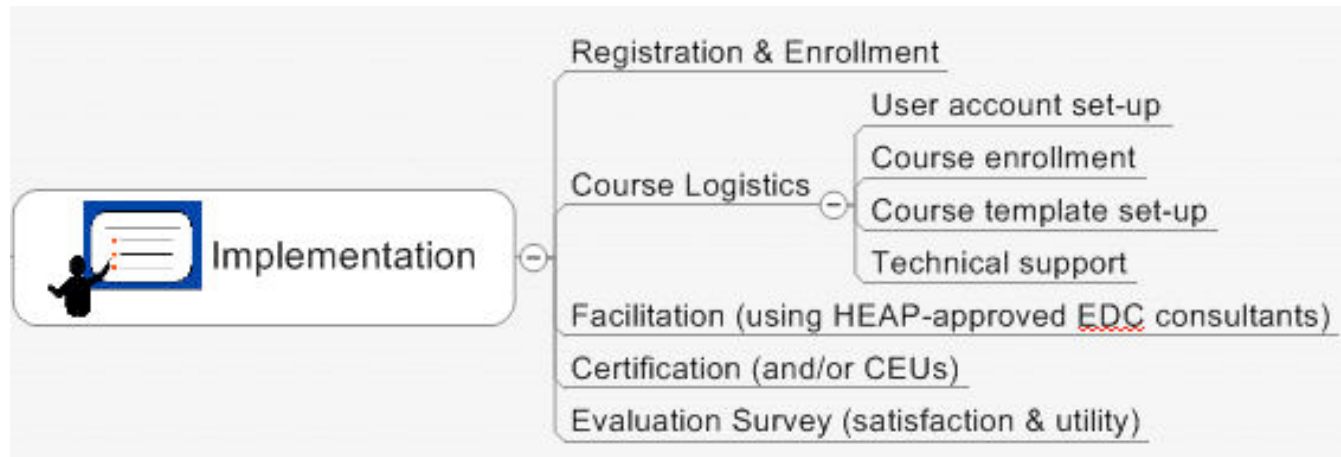
- **State Categories**

- Planner
- Users
- Implementers
- (and now eUniversity states)

Features of the HEAP Online Professional Development Model

- The course can be duplicated for each state
- Each state can modify/add additional resources as needed
- States can run their course as many times as they wish
- States can manage their own course and learners independently
- Low cost in terms of technology
- Cost efficient & learner efficient

The eUniversity Model



Virtual School Courses and Training

- Online Instructor Course
- Online Course Developer Program
- Ongoing Professional Development for Virtual School instructors
- Planning and Implementing Virtual Schools
- Online Training for Onsite Mentors
- Online Student Orientation Course
- Ongoing support and national forum
- Graduate Credit through Antioch University

Virtual School Programs – Some Examples

- Mississippi Dept of Ed: Virtual School Instructor training for over 100 new virtual school instructors to begin scaling up MS Virtual School
- South Carolina Dept of Ed: Planning and Implementation for VS leaders to prepare for launch of SC Virtual School
- Louisiana Dept of Ed: New course for practicing VS instructors on facilitation; upcoming training for 30 new instructors
- Upcoming program for Florida Virtual School: OPD in the content areas for in-service virtual school instructors
- Virginia Virtual Academy: Instructor training for 60 instructors and administrators
- Current instructor cohort: instructors from VA, KY, TN

Virtual Schools – Some Lessons

- Students
 - Need engaging course content
 - Need skills and preparation for online learning
 - Need appropriate support structures
 - Need access to highly qualified teachers provided online
 - Need access to specific courses provided online
- Teachers
 - Need training and ongoing professional development
 - Are as effective as face to face teachers and more accessible
 - Access to online professional development enables scale-up
 - Require experience in the online teaching environment
 - Need ongoing support and benefit from online communities

Virtual Schools - Lessons, cont.

- Successful scaling of virtual schools requires vision, planning, and ongoing professional development – important not to rush scale-up
- Many varied virtual school models, based on local needs
- Need to develop specific policies and infrastructure
 - to support desired model
 - to address equity/access issues
 - to recognize difference between online and face to face

12 Distance Learning Modalities/Tools that Matter (or will soon) to Professional Development

1. Wikis

2. Blogs

3. RSS Feeds

4. Podcasts

5. Social Bookmarking

6. Blended/Hybrid Learning

7. Learning Objects

8. Internet Broadcasting/Radio

9. Social Networking

10. Virtual Collaboration

11. m-Learning

12. Internet-Based Television

Questions?

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