Rediscovering Professional Learning:
Creating Engaging & Meaningful
Professional Learning in Virtual Settings

March 17, 2022

INTRODUCTIONS

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OBJECTIVES

- Sharing the core elements of successful and engaging online professional development.

- Discussing the structure of the most effective online learning formats such as shifting from full in person to asynchronous and hybrid learning options.

- Introducing the features of effective online learning communities of practice.

- Exploring some of the unintended positive outcomes of shifting from in-person to virtual formats.

GETTING TO KNOW YOU

- Who's in the Room?

- What is your story related to online professional learning?

History of "Distance Learning"
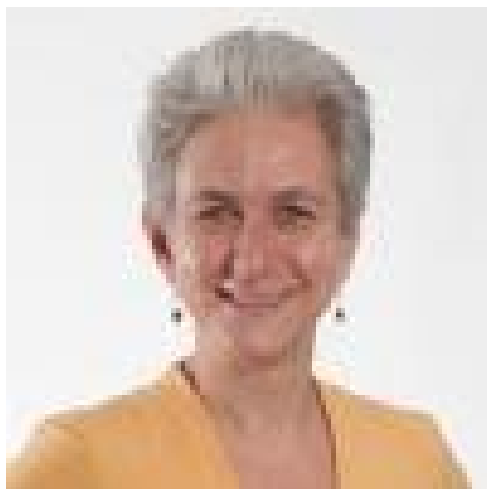
One Way Communication Era

Courses by Mail	Radio Broadcast	Televised Courses	Two-Way Communication
1700s – 1800s	1920s	1950s	1980s
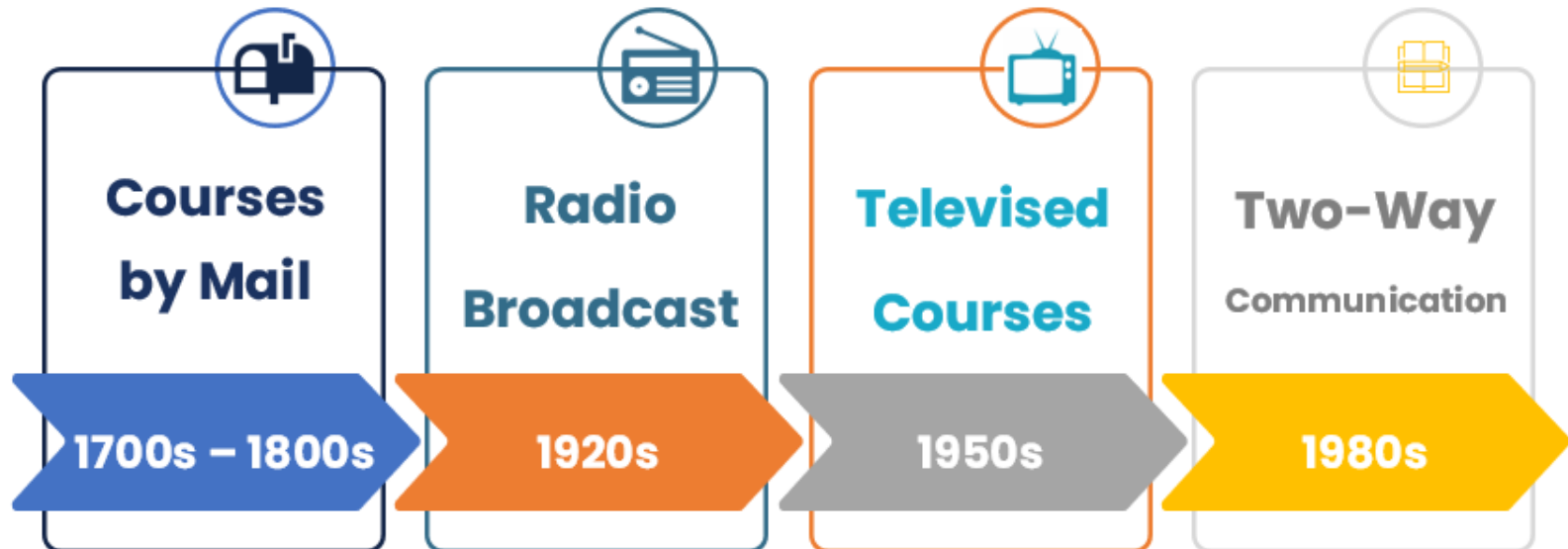
EIR GRANTEE REFLECTION

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Math for All - Overview

Project Team

Implementation Team:

Babette Moeller
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Seth McCall
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The National Science Foundation

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What is Math for All?

- A professional learning program for teachers
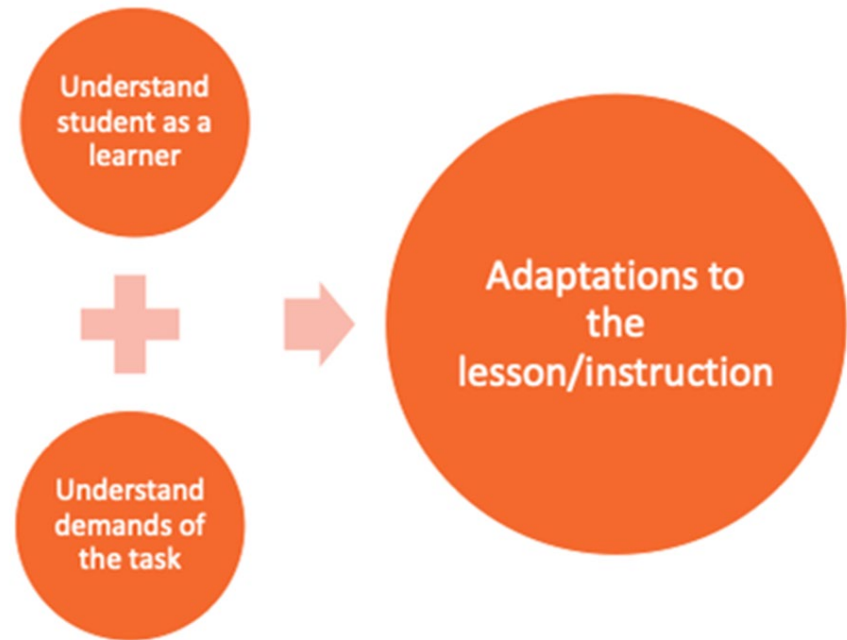
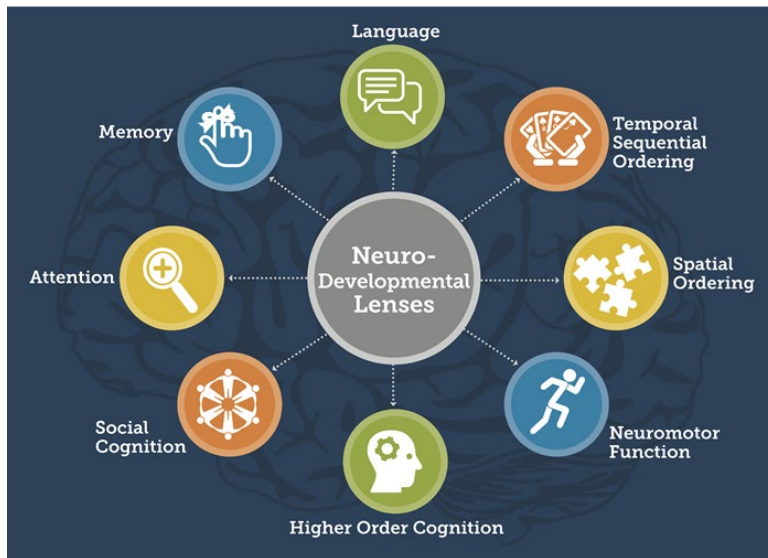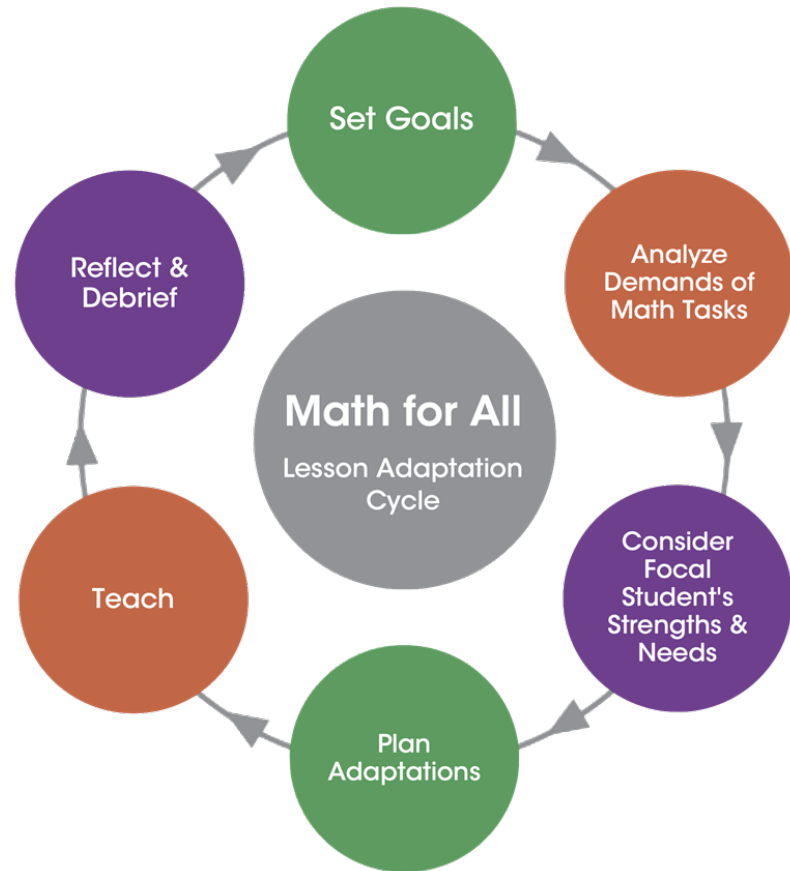- **NOT** a new math program
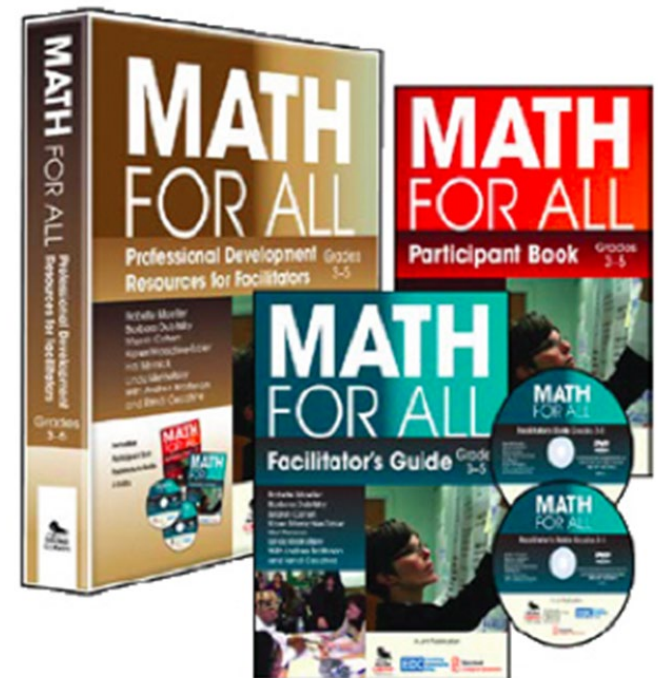
Goals of Math for All

Enhance teachers' ability to **adapt and implement standards-based math lessons** so that learners with **diverse strengths and needs** have **access to high-quality mathematics instruction.**

Neurodevelopmental Framework

Process for Adapting Lessons

- Collaboration between general and special education teachers

- Analysis of the demands of mathematical tasks

- Observations of students to discover strengths and challenges

- Learning and planning during PD sessions then implementation in classroom and reflection on outcomes

Set Goals

Analyze Demands of Math Tasks

Reflect & Debrief

Math for All
Lesson Adaptation Cycle

Consider Focal Student's Strengths & Needs

Teach

Plan Adaptations

Implementation Schedule

5 workshops (40 hrs) conducted during the school year over 2 years

MFA Workshop Cycle

	4 Hours	90 min	45-90 min	45 min	45 min
Professional Learning or Planning Time	Learn about neurodevelopmental famework & lesson planning process	Lesson Planning		Independent reflections	Collaborative Debriefing
Classroom Instruction Time			Teach adapted lesson		
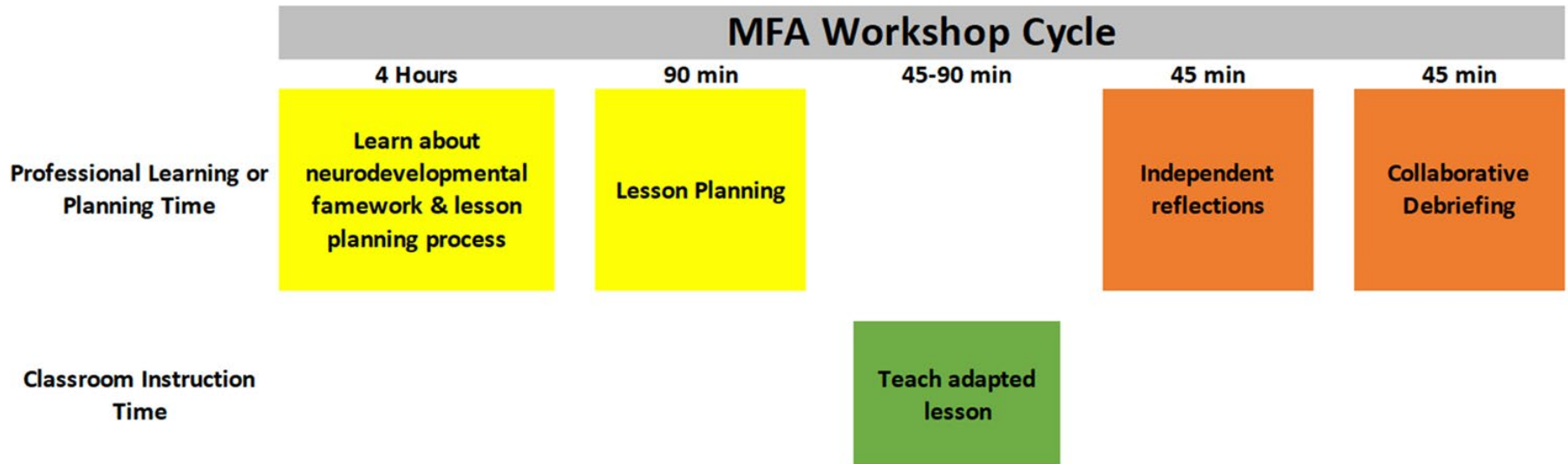
Thank You!

MATH FOR ALL

mathforall.cct.edc.org/pd-information/
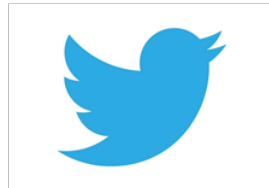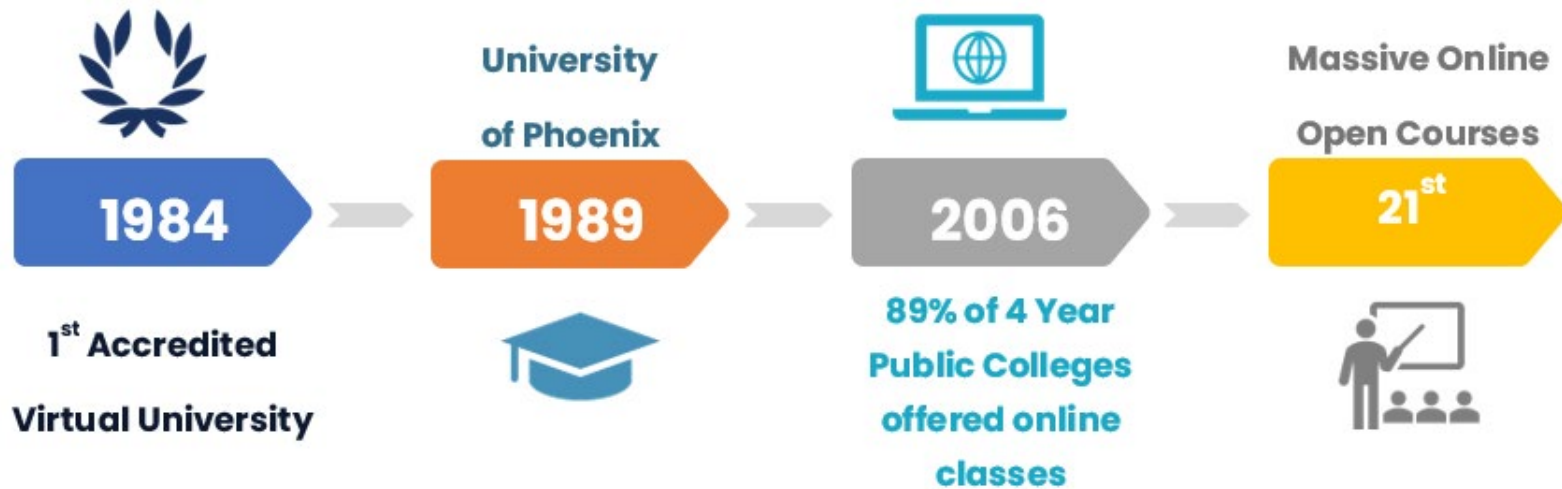
 @MathForAllPD

 MathForAllPD

What has been your biggest challenge with virtual professional learning?

BENEFITS OF VIRTUAL PROFESSIONAL DEVELOPMENT

Shift to Virtual/Online Education
Two Way Communication

BENEFITS OF VIRTUAL PROFESSIONAL DEVELOPMENT (1)

- Flexibility
- Community
- Accountability
- Agency

(1)   Hanover Research (2019) Best Practices in Online Professional Learning.
https://www.hanoverresearch.com/resources/best-practices-online-professional-learning/

EIR GRANTEE REFLECTION

Dana Saito-Stehberger

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Takeaways of Transitioning to a Virtual PD

Presented by

Dana Saito-Stehberger - UC Irvine

March 17, 2022

EIR Webinar:

"Rediscovering Professional Learning:
Creating Engaging and Meaningful Professional Development in Virtual Settings"

Aims of Elementary Computing for ALL

- To develop a **curriculum** that combines computer science and language/literacy for upper elementary students

- To develop **supports for teachers** so that even those with no experience can teach it

- To iteratively improve the curriculum and the teacher support
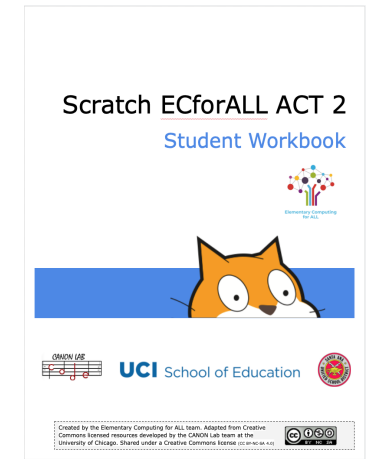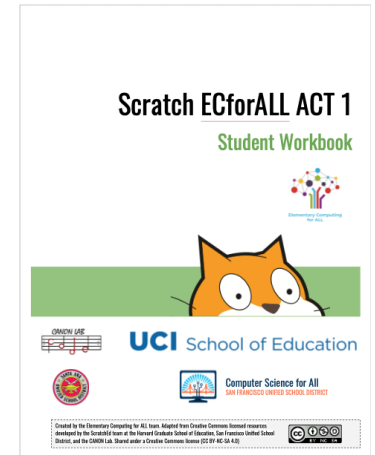
Curriculum Content: New to Most Teachers

Concepts

1. Sequences
2. Events
3. Loops
4. Conditional loops
5. Synchronization
6. Parallelism
7. Variables

Unit Learning Activities

1. Concept Introduction
2. Unplugged Activity
3. Memorable Role Model
4. Exploring a CS Concept
5. TIPP&SEE and Quest
6. Planning
7. Turn and Talk
8. Debugging
9. Building
10. Vocabulary Review
11. Reflection Journal
12. Classmate Comments

Scratch ECforALL ACT 1
Student Workbook
UCI School of Education
Computer Science for All

Scratch ECforALL ACT 2
Student Workbook
UCI School of Education

Training Teachers to Teach the Curriculum

2017

↓
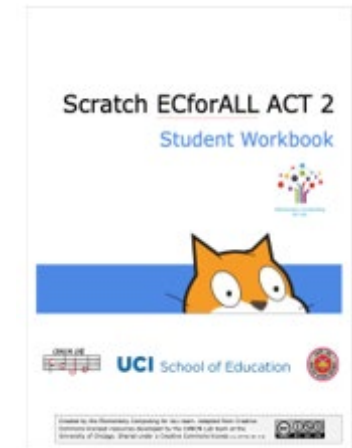
2019

2020

2021

2022

- Face-to-Face
- 40-hour training over five consecutive days
- Monthly one-hour teacher meetings

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Training Teachers to Teach the Curriculum

2017

↓

2019

2020

2021

2022

- Virtual
  - Google Classroom
  - Zoom
  - Slack
- 14 consecutive days
  - Synchronous: 9 hours
    - 6 x 90 min sessions (M W F)
  - Asynchronous Project-Building: 6 hours
- Combined PD with teachers from two other school districts
- Monthly one-hour teacher meetings

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Training Teachers to Teach the Curriculum (2)

| 2017 |
| ↓ |
| 2019 |
| 2020 |
| **2021** |
| 2022 |

- Teachers preferred meeting virtually
  - Canvas
- 5 weeks (15.5 hours total)
  - Synchronous: 6 hours
    - 30-min kick off meeting
    - Collaborative Coding Sessions, 5 x 45 min
  - Asynchronous Project-Building and self-paced videos: 14 hours
- Combined PD with teachers from another state
- Monthly one-hour teacher meetings

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Training Teachers to Teach the Curriculum (3)

2017
↓
2019

2020

2021

2022

- Virtual
  - Canvas
- 6 weeks (30 hours - with option to earn units)
  - Synchronous: 14 hours
    - 90 min each week
    - 60 min meet with smaller pods
  - Asynchronous Tasks: 16 hours
- Monthly one-hour teacher meetings
- Considering a self-guided PD in the future

Key Decisions

- Which learning management system to use?

- How long should the PD take place?

- What is a good balance between synchronous and asynchronous learning activities?

- How to encourage participant interaction?

- How to provide feedback and assessment?

Effective Professional Development

General K-12

From Desimone's Effective PD
Conceptual Framework (2011)

- Active Learning
- Coherence
- Collective Participation
- Content focus
- Duration

Virtual Environment

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Effective Professional Development, Con't

General K-12

Virtual Environment

From Quality Matters (2019), the Online Course Quality Rubric (2020) and O'Toole (2019)

- Course overview with clear
- learning objectives
- Variety of learning activities
- Learner support
- Accessibility and usability
- Networked Learning Communities

Teacher Feedback
"Do you have any suggestions to improve this experience for others?"

"No, I loved the way we could go through at our own pace. I also enjoyed meeting in breakout rooms. Great first week!!! Thanks."

"I like Google Classroom better."

"Maybe in the first week show teachers where they can find the resources to download if needed."

"I loved the use of Canvas it was very easy to use."

"Canvas is an awesome tool. They organization of this PD with the videos and hands on projects really makes me feel confident about teaching this to my students."

Teacher Feedback
"Do you have any triumphs or challenges you wish to share?"

"My challenge is getting comfortable in setting up my class. I will have to watch the video several times, which is quite informative."

"Never give up!! Learning through the whole process."

"Triumphs/ challenges I made it in the end. I learn so much and still practicing as I complete my last project. Thank you so much!"

Main Take-Aways

- Flexibility and adaptability

- Community building and accessible support for participants

- A variety of learning activities

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O'Toole, C. (2019). Networked learning communities-the benefits for continuing professional development of virtual learning environment teachers" a critical literature review. *Irish Journal of Technology Enhanced Learning*, *4*(1), 48-67.

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Considerations for Online Professional Learning

Test Technology before session - Video, Audio, Lighting, etc.

Video on

Review Norms & Expectations

Breaks for longer sessions or do multiple sessions

Multiple Intelligences still apply

Build Rapport & be inclusive

REFLECTIONS

- Unintended positive outcomes of moving to a virtual environment

REFLECTIONS, Con't

- What questions and wonderings do you have about how to deliver better virtual learning opportunities for staff?

ADDITIONAL INFORMATION

- Continue this conversation with the U.S. Department of Education's EIR Program –
  EIR@ed.gov

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  https://www.thevirtualtrainingteam.com/blog/5-common-misconceptions-of-virtual-training-
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THANK YOU