

WELCOME TO THE ALLIANCE FOR VIRTUAL LEARNING'S SUMMER VIRTUAL TEACHING ACADEMY

Brought to you by



TEACHER PROFESSIONAL DEVELOPMENT: ALIGNING PLANS WITH TEACHER NEEDS AND BEST PRACTICES



PRESENTER

Judy Campf

Judy is the VP of Curriculum and Professional Development at Hudson Global Scholars, a K-12 teaching and learning organization bringing elite U.S. education and signature learning experiences to unite schools and students around the world. For more than 35 years, Judy has been a passionate results-oriented educational professional conceiving, defining, designing, and executing L&D initiatives within global education. She has extensive understanding of adult and K-12 learning pedagogy, facilitating online and blended instructional support, and providing multiple avenues for growth plans and goals for personalized instruction. Contact Judy at judy.campf@hudsonglobalscholars.com

Share Your Experience with the VTA on Social Media with the #VTA2020

WELCOME

"The key to realizing a dream is to focus not on success but significance, and then even the small steps and little victories along your path will take on greater meaning."

Oprah Winfrey



VIRTUAL TEACHING ACADEMY 2020

Teacher Professional Development: Aligning Plans with Teacher Needs and Best Practices

OWNER

TEACHER VERSION

1-5

1-5

NEEDS ASSESSMENT Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.

I have assessed myself using the NSQ Online Teaching Standards and understand my areas for future growth. NEXT STEPS

OWNER TIMING

TIMING

I understand that learning to teach online is developmental and I will encounter new issues as I gain experience over time. NEXT STEPS

TIMING

I participate in a professional

1-5 NEXT STEPS

OWNER

TIMING

TIMING

VIRTUAL TEACHING ACADEMY 2020

Teacher Professional Development: Aligning Plans with Teacher Needs and Best Practices

OWNER

SCHOOL LEADER VERSION

1-5

NEXT STEPS

We offer teachers the

NEEDS ASSESSMENT Rate each statement on a scale of 1-5; 1 meaning you strongly disagree, and 5 meaning you strongly agree. Enter your average score on page 2.

professional development needs as aligned to the NSQ online teaching standards at least once per year, and use that data to create customized professional development opportunities.				4/ LEAR
My school/district has created a professional development strategy for teachers that:				
Aligns to NSQ Online Teaching Standards.	1-5	NEXT STEPS	OWNER	TIMING
Addresses early developmental needs of teacher isolation, technology skills and time management strategies.	1-5			

TODAY'S AGENDA

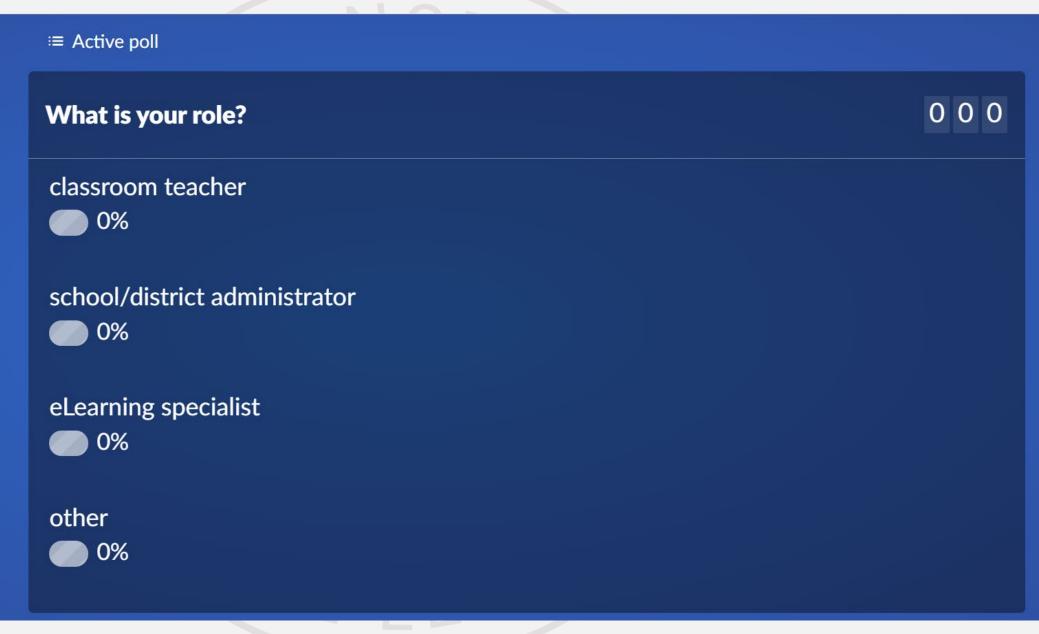
- ☐ Gain an understanding of the importance of ongoing teacher training and support for a successful shift to virtual/blended teaching and learning
- ☐ Learn how to apply best practices in virtual/blended teaching to your teacher training and professional development model
- ☐ Gain an understanding of where you/your teachers are on their path to successful virtual teaching and how to make a plan that effectively supports teachers with their professional and personal growth plans



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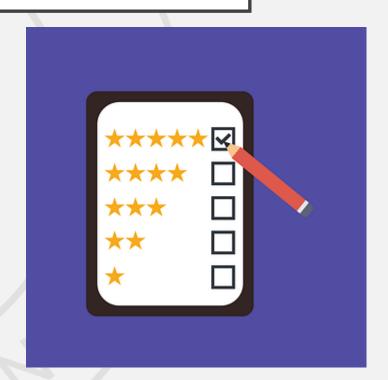


Join at slido.com #57400



USING POLLS TO ENGAGE LEARNERS

- Survey Tools (asynchronous)
 - Survey Monkey
 - Google forms
 - Smartsheet forms
- Interactive Polls (synchronous)
 - Slido ★
 - Poll Everywhere
 - Presentain
 - Slide Lizard
 - Mentimeter



Look for me!





Professional learning should be... intensive, ongoing, and connected to practice

www.learningforward.org



Professional
learning
should...
focus on
learning and
address the
teaching of
specific content



Professional learning should... align with district priorities, school improvement plans, and professional growth goals

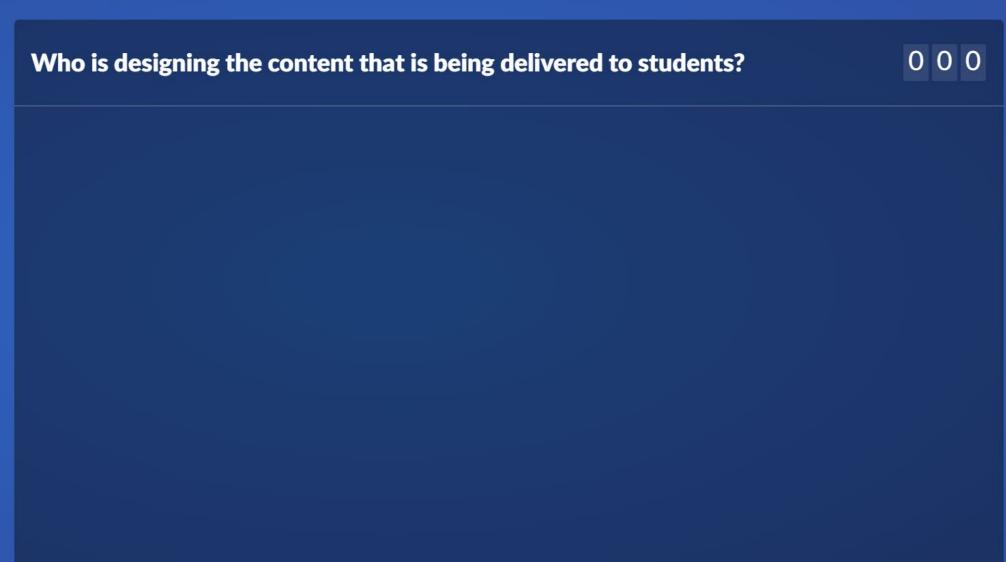


Professional learning should... build strong working relationships among colleagues





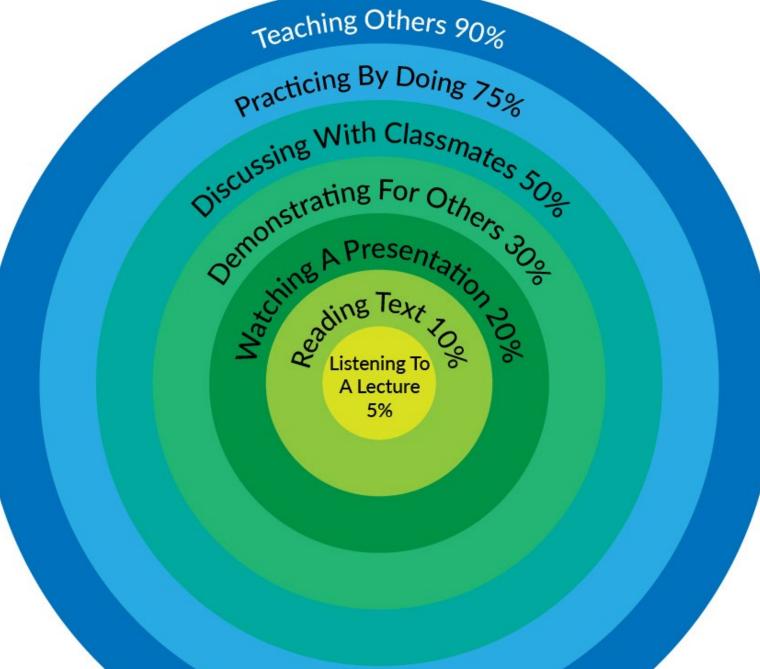
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MAKING THE SHIFT: TEACHERS AS LEARNERS

- Learning Retention Model
 - thought-provoking
 - interactive
 - involve more than reading or watching
 - engagements with content, classmates, and their facilitators

Cognitive Load Interactivity



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Blended 70:30 **Technology** Online 100% **Traditional** Web / Online Blended 30:70 Time Time Learning Learning LEARNING TIME VS. Time Time Learning Learning Share Your Experience with the VTA on Social Media with the #VTA2020



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How do you define blended learning?

WHICH BETTER DEFINES YOUR PROGRAM?

WEB/ONLINE

- learning takes place in the brick-andmortar classroom
- online tools to post lessons, blogs, wikis, podcasts, or other digital content
- combination of physical and digital materials like eTexts and workbooks in the classroom
- no online discussions
- no electronic submissions of assignments

BLENDED LEARNING

- learning takes place in both the brick-andmortar classroom and through an online learning platform
- ~30% traditional face-to-face

- ~70% using technology
- some work in classrooms / some online
- course materials print, but mostly multimedia presentations, eTexts, websites, discussion forums
- online platforms

THE National
Standards for
Quality Online Learning



ONLINE TEACHING • ONLINE PROGRAMS • ONLINE COURSES

www.nsqol.org

NATIONAL STANDARDS FOR QUALITY (NSQ) ONLINE TEACHING

- Standard A: Professional Responsibilities
- Standard B Digital Pedagogy
- Standard C: Community Building
- Standard D: Learner Engagement

- Standard E: Digital Citizenship
- Standard F: Diverse Instruction
- Standard G:Assessment and Measurement
- Standard H: Instructional Design (optional)

www.nsqol.org

WHAT'S NEXT WITH NSQ?

Download and read the standards.

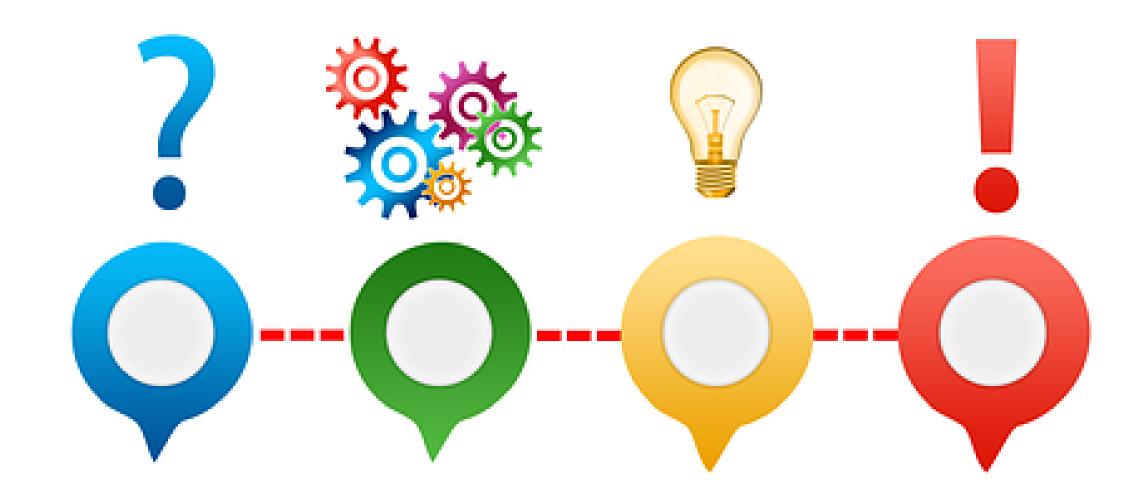
Create a needs inventory for yourself and with your district.

Use the data as a starting point to plan to determine what you need?

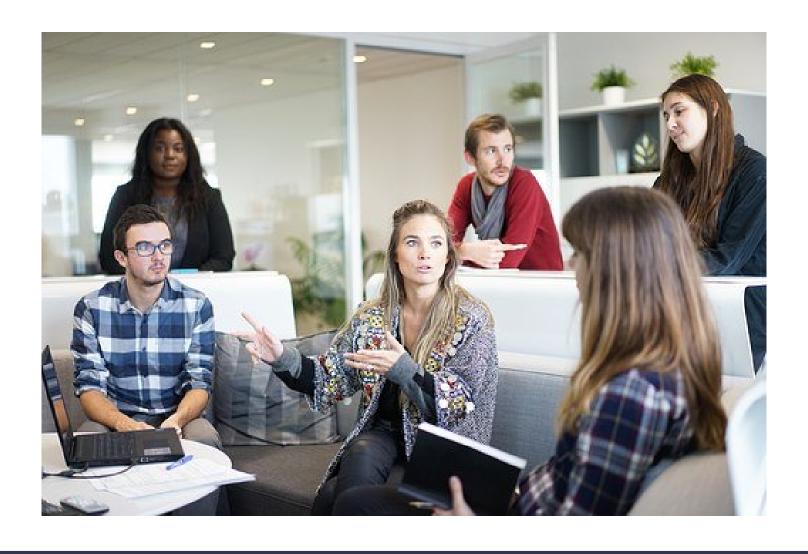
www.nsqol.org

WHEN TO COME TOGETHER? WHO SHOULD ATTEND?

working synchronously vs. asynchronously



Ask yourself "WHY"?































www.elucidat.com/blog/elearningauthoring-tools

GEORGE LUCAS EDUCATIONAL FOUNDATION

COPIC

ELEARNING



How do you keep up with it all?

TECHLEARNING

INSIDE







Extended PLCs

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SO WHY COME TOGETHER AND WHEN?

small-group targeted instruction

build community

share content or processes

attendance (NCAA accreditation)

MAKE DEEPER CONNECTIONS WITH CHECK-INS

Video

- two-minute connections
- digital office hours

Forms

- reflections, sharing feelings
- readiness for assessments

Web Walls

- Padlet, Scrumblr, word clouds
- blogs, crowd voting

FLIPPED LEARNING

What is it?

FLIPPING THE CLASSROOM

- Flexible learning environment
- Learning culture
- ntentional content
- Professional educator
 - 71% of teachers noticed improved grades
 - 80% reported improved student attitudes
 - 99% would flip again

Definition of Flipped Learning

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.



www.flippedlearning.org

WHAT DOES FLIPPED LEARNING LOOK LIKE?

Khan Academy, ABC Mouse, My Storybook, Study Jams, iCivics, CommonLit, CK-12, NovaLabs from PBS, ThinkPort, etc..... Share Your Experience with the VTA on Social Media with the #VTA2020

www.teachersfirst.com

FEEDBACK – WHY IS IT SO IMPORTANT?



Feedback is defined as information about how we are doing in our efforts to reach a goal.

- goal-referenced
- tangible and transparent
- actionable
- user-friendly
- timely
- ongoing
- consistent

Grant Wiggins: Seven
Keys to Effective
Feedback

Feedback vs. Advice

- You need more examples in your report.
- > You might want to use a lighter baseball bat.
- > You should have included some Essential Questions in your unit plan.

These three statements are not feedback; they're advice. Such advice out of the blue seems at best tangential and at worst unhelpful and annoying. Unless it is preceded by descriptive feedback, the natural response of the performer is to wonder, "Why are you suggesting this?"

As coaches, teachers, and parents, we too often jump right to advice without first ensuring that the learner has sought, grasped, and tentatively accepted the feedback on which the advice is based. By doing so, we often unwittingly end up unnerving learners. Students become increasingly insecure about their own judgment and dependent on the advice of experts—and therefore in a panic about what to do when varied advice comes from different people or no advice is available at all.

If your ratio of advice to feedback is too high, try asking the learner, "Given the feedback, do you have some ideas about how to improve?" This approach will build greater autonomy and confidence over the long haul. Once they are no longer rank novices, performers can often self-advise if asked to.

- goal-referenced
- returns to the directions and objectives to provide students with recommendations that are specific to the goal
- think about what you would expect to see
- NOT advice



Feedback should be:

- tangible
- transparent
- actionable
- timely
- ongoing
- consistent

EXITTICKET IDEAS (REFLECTIVE LEARNING)

- 1. What are you most proud of?
- 2. Where did you struggle?
- 3. What is frustrating you?
- 4. What made you curious?
- 5. What are your next steps?

PROFESSIONAL LEARNING TOPICS

- Brain-based learning
- Questioning for productive discourse / maximize student achievement
- Feedback that fuels learning and growth
- Grit and persistence / growth mindset
- Intentional and purposeful practice
- Making real-world connections
- Engaging students in learning

- Fostering outcome-based goals
- Supporting at-risk learners
- Differentiation / personalized learning
- Empowering students to take ownership of their learning
- Developing meaningful teacher/student connections
- Vocabulary to enhance comprehension

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What if you want to start now?

Coursera.org Lynda.com competency-based research-backed personalized on-demand shareable

Micro-credentials COVID-19 Library

www.digitalpromise.org





Individuals can earn micro-credentials in four easy steps:





Select a skill you have developed or would like to develop.



Collect

Collect the required evidence demonstrating your competence in the selected area.



Submit

Upload and submit your collected evidence.



Share

Share your accomplishment once you have earned a micro-credential. You can download a shareable digital badge or share directly via social media or email.

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Today's Exit Ticket

http://scrumblr.ca/VTA-Campf

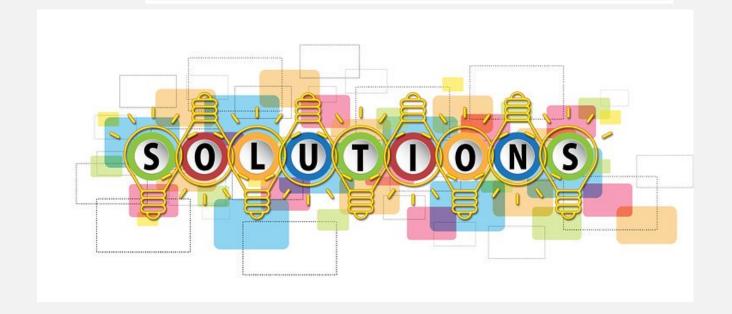
Double-click to edit a note.

Drag a note to the appropriate category.

"In life there are no problems....only solutions waiting to be found."

Judy Campf

THANK YOU!



SIGN UP FOR UPCOMING SESSIONS IN THE SUMMER VIRTUAL TEACHING ACADEMY

https://go.blackboard.com/virtual-teaching-academy

• Judy Campf: judy.campf@hudsonglobalscholars.com