

## WELCOME TO THE ALLIANCE FOR <br> VIRTUAL LEARNING'S

SUMMER VIRTUAL TEACHING ACADEMY

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## 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-I 2 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-I2 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

## 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



## Teacher Professional Development:

 Aligning Plans with Teacher Needs and Best PracticesNEEDS 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.
I-5

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

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.

We offer teachers the
opportunity to self-assess their 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.

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| OWNER |  |
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My school/district has created a professional development strategy for teachers that:
Aligns to NSQ Online Teaching Standards.


Addresses early developmental needs of teacher isolation, technology skills and time management strategies.



Gain an understanding of the importance of ongoing teacher training and support for a successful shift to virtual/blended teaching and learning
$\square$ Learn how to apply best practices in virtual/blended teaching to your teacher training and professional development model
$\square$ Gain an understanding of where youlyour 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



What is your role?
classroom teacher
0\%
school/district administrator
0\%
Join at slido.com \#57400
eLearning specialist
0\%
other
0\%

## USING POLLS TO ENGAGE LEARNERS

- Survey Tools (asynchronous)
- Survey Monkey $\underset{\text { E }}{ }$
- Google forms $\sum$
- Smartsheet forms 5
- Interactive Polls (synchronous)
- Slido
- Poll Everywhere


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## TRAINING VS. PROFESSIONAL LEARNING



## Professional learning should be... <br> intensive, ongoing, and connected to practice



## Professional

 learning should... focus on learning and address the teaching of specific contentProfessional learning should... align with district priorities, school improvement plans, and professional growth goals


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


Who is designing the content that is being delivered to students?

## MAKING THE SHIFT: <br> TEACHERSAS LEARNERS

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


## Cognitive Load

 InteractivityTraditional Technology Web / Online Blended 30:70 Blended 70:30 Online 100\%


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How do you define blended learning?

## Join at slido.com \#57400

## 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
- $\sim 30 \%$ 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

## 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)


## 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?

## WHEN TO COME TOGETHER? WHO SHOULD ATTEND?

working synchronously vs. asynchronously



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90mo
LEARNING

## Adobe® Captivate * <br> Kahoot! *

## TECHLEARNING

## ASCD ${ }^{\text {N }}$ SERVICE

 ASCD ${ }^{\circ}$ learn. teach lead.Extended PLCs

## 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

- two-minute connections

Video • digital office hours

- reflections, sharing feelings

Forms - readiness for assessments

- Padlet, Scrumblr, word clouds

Web Walls - blogs, crowd voting

## FLIPPED LEARNING

## What is it?

## FLIPPING THE CLASSROOM

## Definition of <br> 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.

- Professional educator
- $71 \%$ of teachers noticed improved grades
- $80 \%$ reported improved student attitudes
- $99 \%$ would flip again



## flypped (a) $\prod_{n e t w o r k ~}^{\text {a }}$

## WHAT DOES FLIPPED LEARNING LOOK LIKE?

Khan Academy, ABC Mouse, My
Storybook, Study Jams, iCivics, CommonLit, CK-12, NovaLabs from PBS, ThinkPort, etc.....


## 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
, 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 selfadvise 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


# EXIT TICKET IDEAS (REFLECTIVE LEARNING) 

What are you most proud of?
Where did you struggle?
What is frustrating you?
What made you curious?
What are your next steps?
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## 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



## What ifi you want to start now?

## Coursera.org

## Micro-credentials

competency-based
research-backed personalized on-demand shareable

## Micro-credentials COVID-I9 Library

Individuals can earn micro-credentials in four easy steps


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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.

## THANK YOU!

## "In life there are no problems....only solutions waiting to be found." <br> Judy Campf



## SIGN UP FOR UPCOMING SESSIONS IN THE SUMMER VIRTUAL TEACHING ACADEMY

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

- Judy Campf: judy.campf@hudsonglobalscholars.com

