



The American Academy

What Online Teachers Need to Know and Do

Introductions

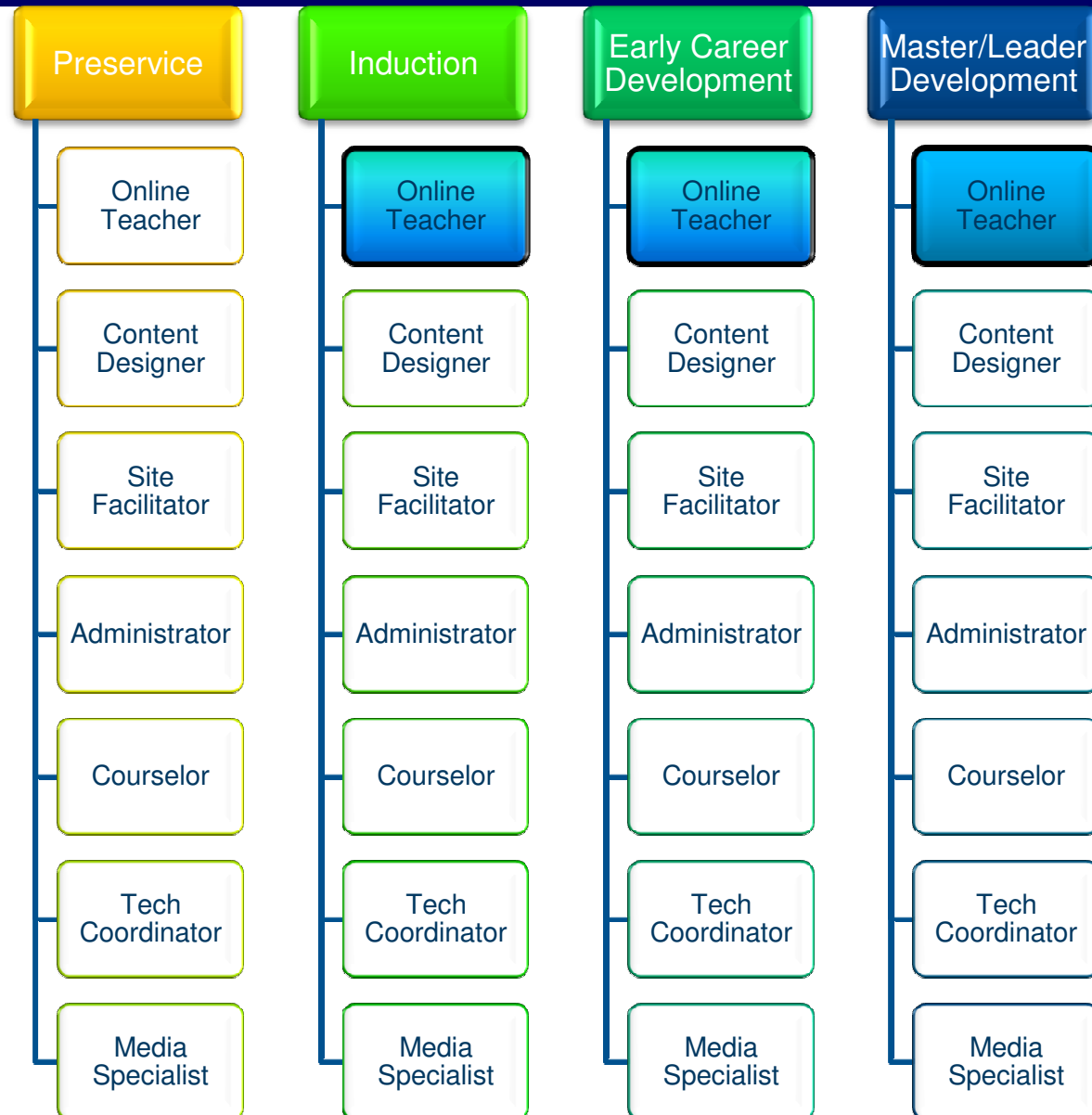
- Your name
- Your Institution
- Your Institution's model
 - State-Subsidized
 - District/Consortium
 - Charter
 - Private
- Your role
- Your goals for today



Agenda

- 1:00 - Session overview and introductions
- 1:30 – A framework for designing PD activities
- 2:30 – Bio break
- 3:00 – Professional development in practice
- 4:30 – Wrap-up and next steps

Systemic View of Professional Development



An Instructional Design Framework

Analysis

Design

Development

Implementation

Evaluation



Analysis



Who and What?



The American Academy

Analysis Process



- Audience Analysis
- Outcomes Analysis
- Resource Analysis
- Constraints Analysis



Audience Analysis

- Where do the teachers live?
- How big are their positions?
- What other commitments do they have?
- How comfortable are they with technology?
- What is their experience level?



Outcomes Analysis

- High level goals and objectives
 - School Policies and Procedures
 - School Systems and Technology
 - Facilitation
 - Classroom Management
 - Content Development?
- Expected outcomes for each goal
- Intangible goals and outcomes



Resources for Outcomes Analysis

- Your organization's job description
- NACOL National Standards for Quality Online Teaching
- SREB Online Teaching Evaluation for State Virtual Schools
- NETS-T National Educational Technology Standards for Teachers
- NACOL Professional Development for Virtual Schooling and Online Learning



Constraints Analysis

- How many teachers do you need to train?
- How critical to your success is a “running start”?
- When do teachers start? In cohorts, as needed?
- How soon will you implement the professional development program?



Resource Analysis

- What facilities/tools are available?
- How much time do you/your staff have to spend developing the program?
- How many people are available to implement the training?
- How much time can be allocated for training?
- What is your budget for training?



Look for it on the wiki...

- [Professional Development Needs Analysis Worksheet](#)

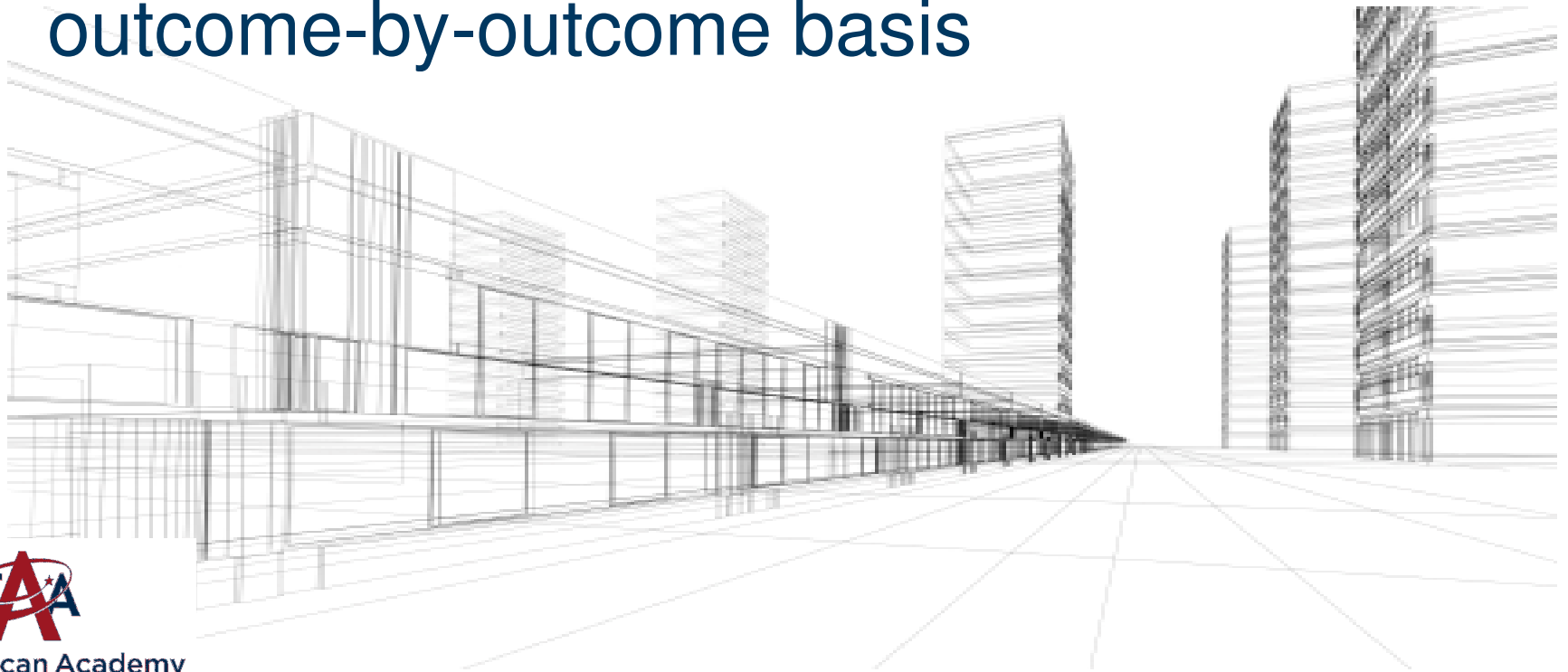
Design

When, Where, and How

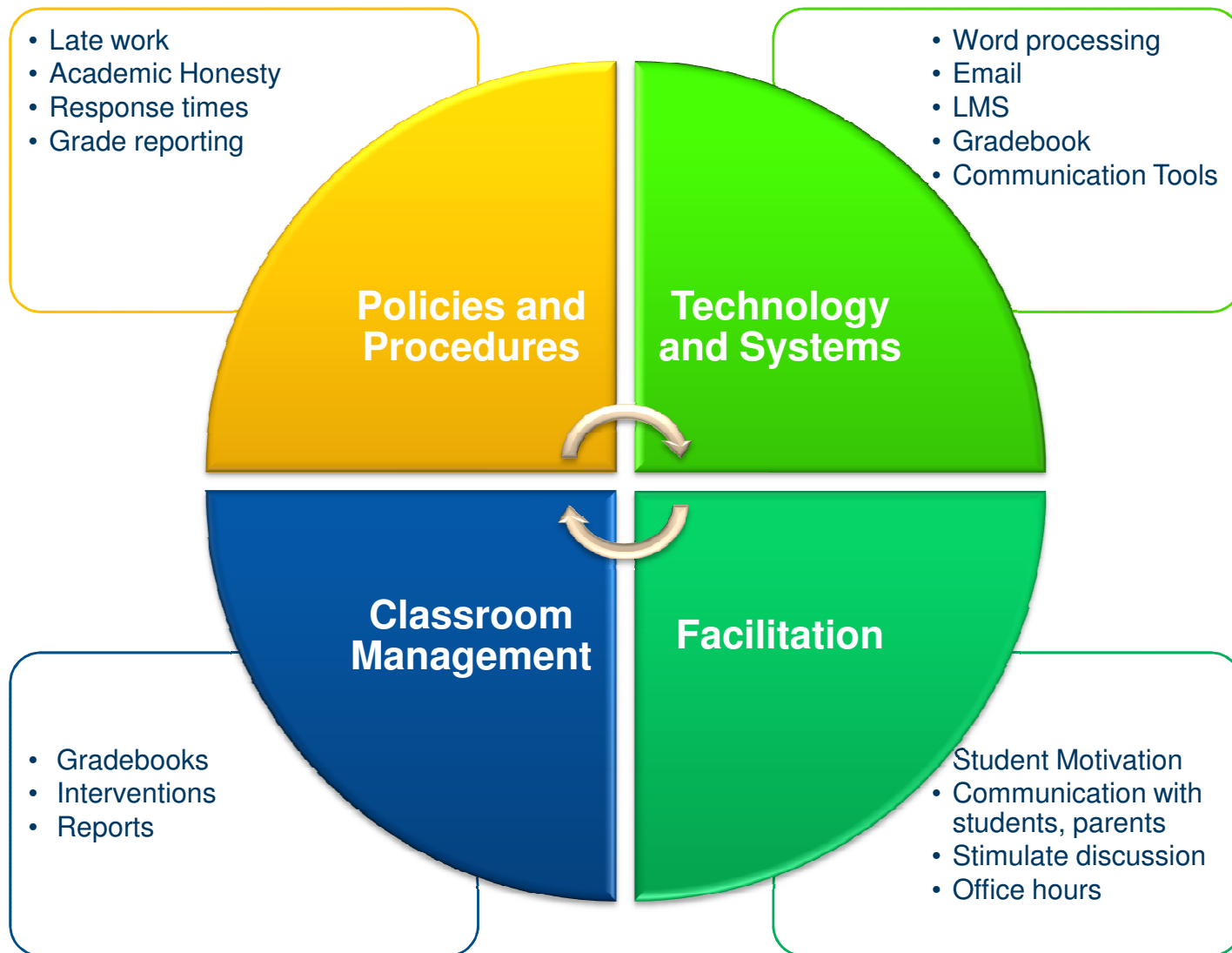


Design Process

- Look at the Big Picture
- Determine program design
- Make instructional decisions on an outcome-by-outcome basis



Big Picture



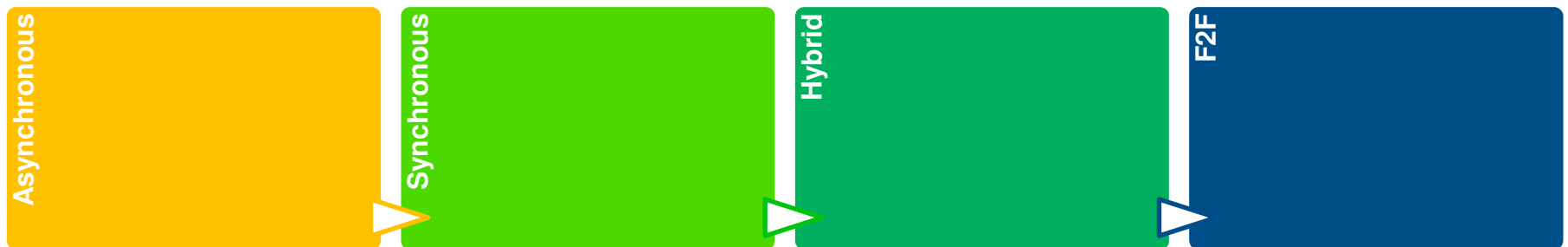
Determine Program Type and Modality

Program Types

- Induction
- Inservice
- Just-in-Time

Program Modalities

- F2F
- Hybrid
- Synchronous
- Asynchronous
 - Moderated, self-directed



Rebekah's Rule

The lower it is on Bloom's taxonomy, the better it works in an self-directed asynchronous environment.

The higher it is on Bloom's taxonomy, the more interaction is needed to help teachers develop understanding around application and effective implementation.



INTERACTIVITY 



Look for it on the wiki...

- [Professional Development Design Worksheets](#)



Development



The American Academy

Development Tools



F2F

- PPT/Impress
- Word/Text Editor
- Google Docs
- Google Sites

Synchronous

- YuuGuu
- DimDim
- Go-to-Meeting
- Wimba
- Skype
- Google Docs
- Google Sites

Asynchronous

- PPT
- Jing/Camtasia
- iSpring
- LMS
- Google Docs
- Google Sites
- Ning
- iStockPhoto

Others?



- Web 2.0 tools
 - Wikis
 - Blogs
 - YouTube
 - Podcasts
 - RSS feeds



Look for it on the wiki...

- [Professional Development Development Tools Worksheet](#)



Implementation



Implementation Process

- Dealing with the Details
 - F2F
 - Synchronous
 - Asynchronous



F2F Details

- Venue
- Technology
- Travel
- Accommodations
- Food
 - Meals
 - Snacks
- Materials
- Give-aways
- Scheduling – Agenda, timeline
- Communication with attendees



Synchronous Details

- Connectivity
- Screen-sharing – url distribution
- Conference Line – limited # of attendees?
- Recording
- Tour/demo
- Sites ready for hands-on practice
- “Labs” for hands-on practice
- Login info for all trainees



Asynchronous Training Details

- Training development
- System set-up
- Expectations for completion, timeline
- Accountability
- Monitored FAQ
- Community mechanisms
- Module access, login



Evaluation

Did you meet your objectives?

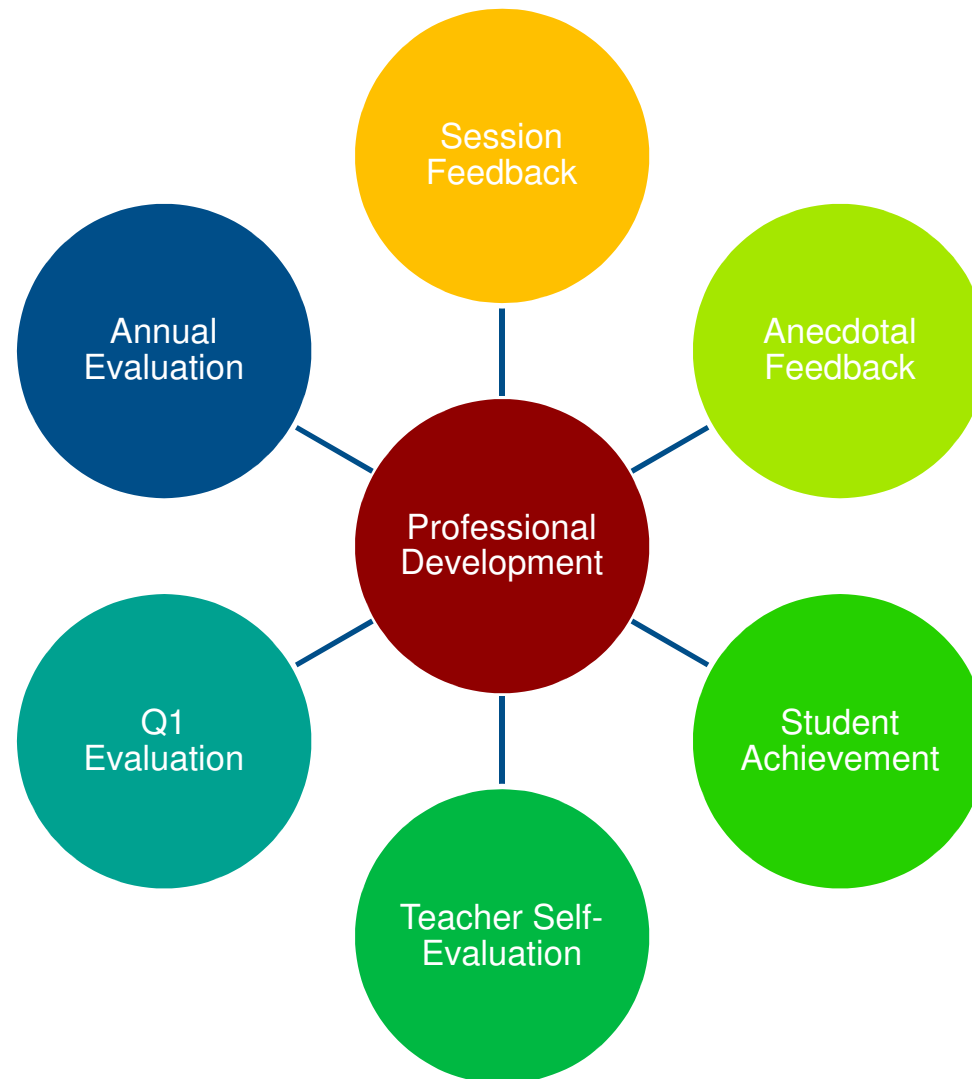


Evaluation Components

- Program/Format Evaluation
 - Was that the most effective way to present training?
- Teacher Evaluation
 - Are teachers applying learning?
- Inputs for next iteration of training
 - Anecdotal feedback
 - Student performance data
 - Teacher evaluation data



Evaluation Inputs



Professional Development Program Evaluation

- End of training teacher survey
- Observations of trainers
 - Were trainees engaged?
 - Did they demonstrate understanding?
 - Was there any portion of the training that was problematic?
 - Did trainees have prerequisite skills needed for each part of training?



Teacher Evaluation Resources

- NACOL Teacher Evaluation Rubric
- SREB Teacher Evaluation Rubric
- Tools: Google Forms, SurveyMonkey, Lime Survey

Look for it on the wiki...

[TAA Teacher Evaluation Tool](#)

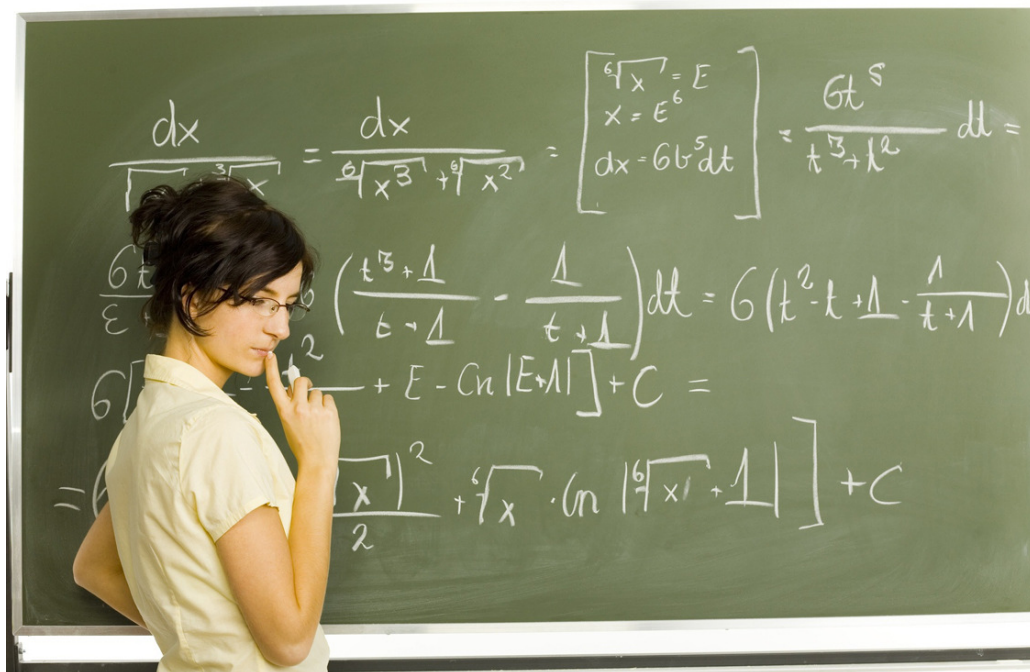


Required Reading for Practitioners

- NACOL *Standards for Quality Online Teaching* (Oct 2007)
- NACOL *Online Teacher Support Models: Mentoring and Coaching* (Oct 2008)
- SREB, *Guidelines for Professional Development for Online Teachers* (Mar 2009)

Available online at <http://www.inacol.org>

Professional Development In Practice



Best Practices Database

- <http://tinyurl.com/NACOL-PD-Form> - entry form
- <http://tinyurl.com/NACOL-PD-Ideas> - Results
- vss2009.wikispaces.com



The American Academy

Thank You!

Rebekah Richards

rebekah.richards@taaschools.net

801.931.2707 x 304

<http://www.TheAmericanAcademy.com>