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# Teacher Preparation and Teacher Development for Multiple Forms of Online Learning

(Virtual, Hybrid, Blended, and Personalized Schooling Experiences)



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**Imagine your child must go to a new school...**





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**When done well, online education can be very successful in both elementary and secondary schools!**





**By and large, fully virtual/online education is at least as effective if not more effective than bricks-and-mortar classroom education.**

Nguyen, T. (2015). The effectiveness of online learning: Beyond no significant difference and future horizons. *MERLOT Journal of Online Learning and Teaching*, 11(2), 309-319.

**There is even greater evidence for the efficacy for blended learning to increase student motivation, engagement and learning outcomes.**

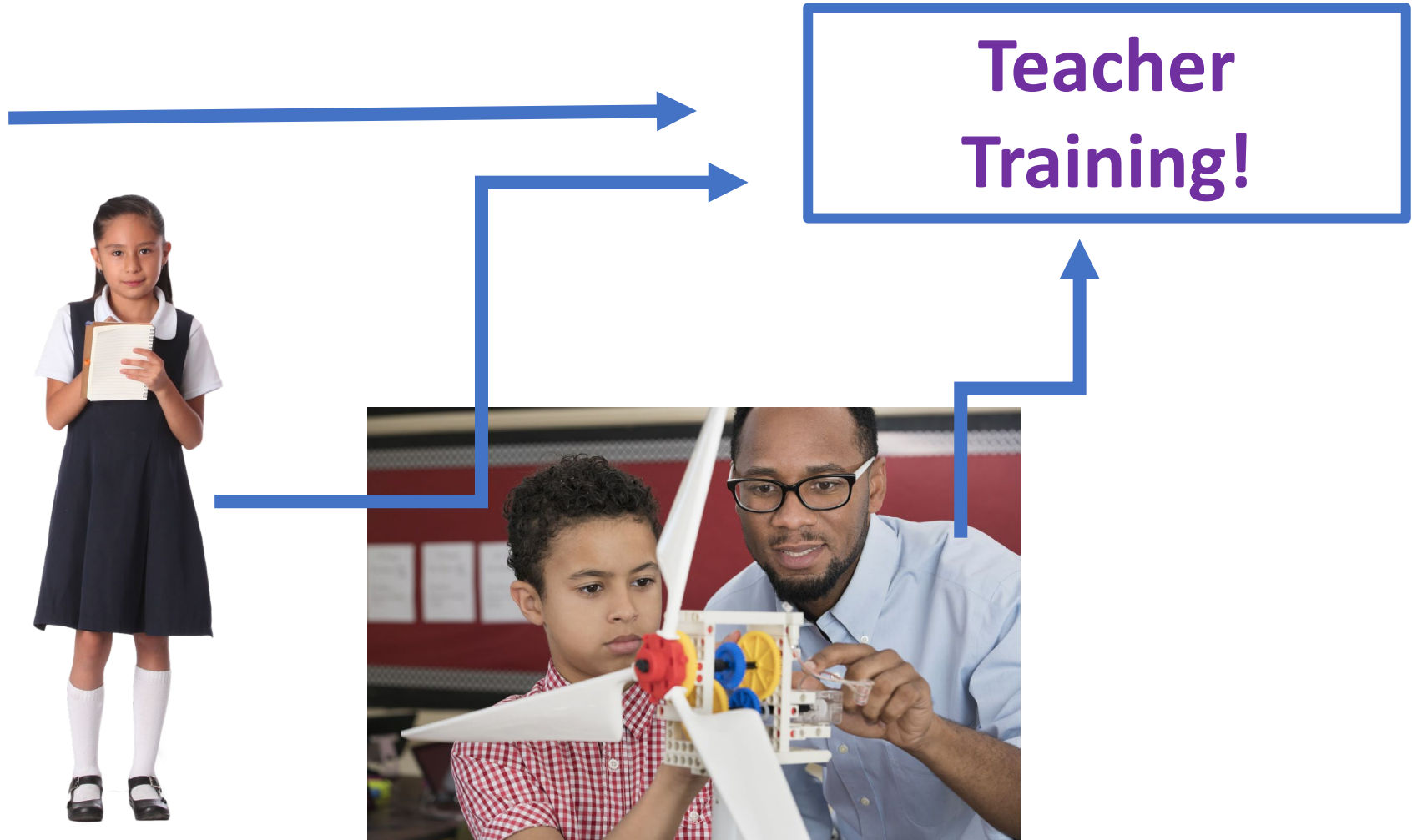
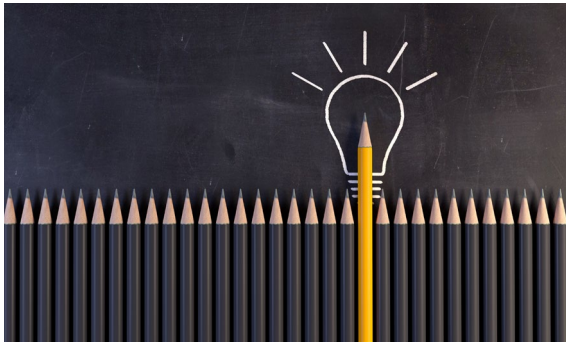
Albiladi, W. S., & Alshareef, K. K. (2019). Blended learning in English teaching and learning: A review of the current literature. *Journal of Language Teaching and Research*, 10(2), 232-238.

“After comparing the two groups using a t-test, the researchers found that the use of blended learning resulted in a statistically significant positive effect on the reading proficiency”



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There is a direct connection between student learning outcomes, students' engagement in schools and teachers' perceptions of self-efficacy in teaching, and the training and experiences that teachers received in online teaching.





Fitriyani, Y., Yuliyanto, A., Hermawati, E., Darkam, D., Sofiasyari, I., & Yulianto, A. (2022). Self-Efficacy and Parents' Perspectives of Elementary School Students in Online Learning During Covid-19. *Jurnal Basicedu*, 6(3), 5378-5387.

1. Successful experiences for parents during online education / COVID-19
2. Successful experiences for students during online education / COVID-19



Black, E., Ferdig, R., & Thompson, L. A. (2021). K-12 virtual schooling, COVID-19, and student success. *JAMA pediatrics*, 175(2), 119-120.

Walsh, L. L., Arango-Caro, S., Wester, E. R., & Callis-Duehl, K. (2021). Training faculty as an institutional response to COVID-19 emergence

Munast  
Covid-19

**Negative experiences and outcomes were directly connected to lack of training and preparation.**

... during

Kundu, A., & Bej, T. (2021). COVID 19 response: An analysis of teachers' perception on pedagogical successes and challenges of digital teaching practice during new normal. *Education and information technologies*, 1-24.

Francom, G. M., Lee, S. J., & Pinkney, H. (2021). Technologies, challenges and needs of K-12 teachers in the transition to distance learning during the COVID-19 pandemic. *TechTrends*, 65(4), 589-601.

Trust, T., & Whalen, J. (2021). Emergency remote teaching with technology during the COVID-19 pandemic: using the whole teacher lens to examine educator's experiences and insights. *Educational Media International*, 58(2), 145-160.



Tate, T., & Warschauer, M. (2022). Equity in online learning. *Educational Psychologist*, 1-15.

1. Requisite access to computers and broadband
2. Student / parent preparation and skills to navigate less structured, but highly rigorous, online curriculum
3. **Teacher preparation, training, tools**





## Teacher Preparation, Professional Development, and Support

### What we know from the research:

- Personalized to the needs, mastery level, role, grade level, content area of the teacher
- Job-embedded
- Contains follow-up / loop-back
- Cycle of progress (not “one and done”)



## Teacher Preparation / PD can be

1. Highly effective at changing teacher practice and student learning outcomes
2. Easily scalable
3. Low cost

**Pick One!**



## Teacher Preparation / PD

- 1. 'High Touch':** Multiple opportunities to practice job-embedded skills with a variety of online tools, multiple rounds of feedback, formative and summative evaluation, **highly personalized** to the teacher, asynchronous and synchronous components
- 2. 'Medium Touch':** Fewer opportunities to practice job-embedded skills, low-level feedback (but feedback is still present), mostly asynchronous, only **marginally personalized**
- 3. 'Low Touch':** Asynchronous, webinars with multiple choice quizzes, auto-grading and evaluation, lacks personalization or the use of job-embedded activities



## Teacher Preparation / PD

**1. 'High Touch':** Multiple opportunities to practice job-embedded skills with a

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I can provide some examples if there is time.

**2. 'Medium Touch':** Multiple opportunities to practice job-embedded skills with low-level

feedback (but feedback is still present), mostly asynchronous, only **marginally personalized**

**3. 'Low Touch':** Asynchronous, webinars with multiple choice quizzes, auto-grading and evaluation, lacks personalization or the use of job-embedded activities



## Recommendations for Teacher Preparation and Professional Development

1. 'Low Touch' options should only be used when the goal is delivering information and ensuring that teachers know the information.
2. 'Medium Touch' and 'High Touch' options allow for teacher feedback and some way of gauging whether teachers can apply what they have learned
3. 'High Touch' options are more effective, but harder to scale, unless...
4. 'Trainer of trainers' models have proven highly effective
5. 'Medium' and 'High Touch' options can be done as stand-alone courses, as a grouping of modules, as micro-credentials, and as graduate certificates



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**Thanks so much!**

**Any questions?**

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## Examples of “High Touch” Options

1. TTU Graduate Certificate in Blended and Personalized Learning
2. TTU Site Coordinators and Specialized Support in BLPL schools
3. TTU Micro-Credential in Online Teaching
4. TTU Graduate Certificate in Online Learning
5. Education Elements Instructional Coaching and Change Management Support
6. CA Group Instructional Coaching and Change Management Support



## Examples of “Medium Touch” Options

1. TTU Professional Development Sequence in Blended Learning
2. TTU Professional Development Sequence in Teaching in a Virtual Classroom
3. TEA Reading Academies
4. Uteach Modules (BL, STEM, etc.)
5. Engage to Learn PD (large group discussion and workbook)
6. Coursera MOOCs on Online Teaching and Digital Resources



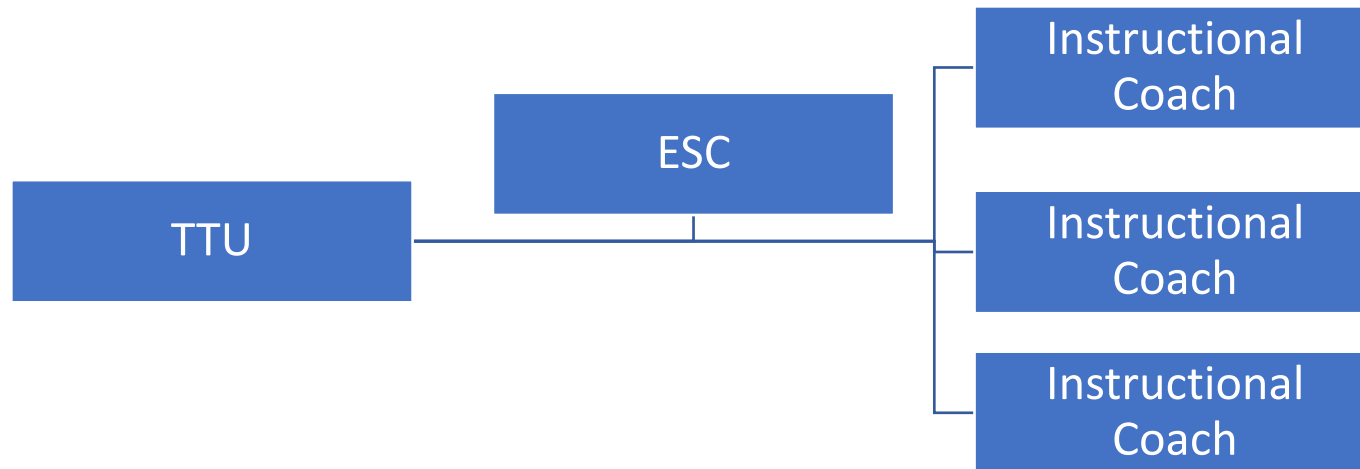
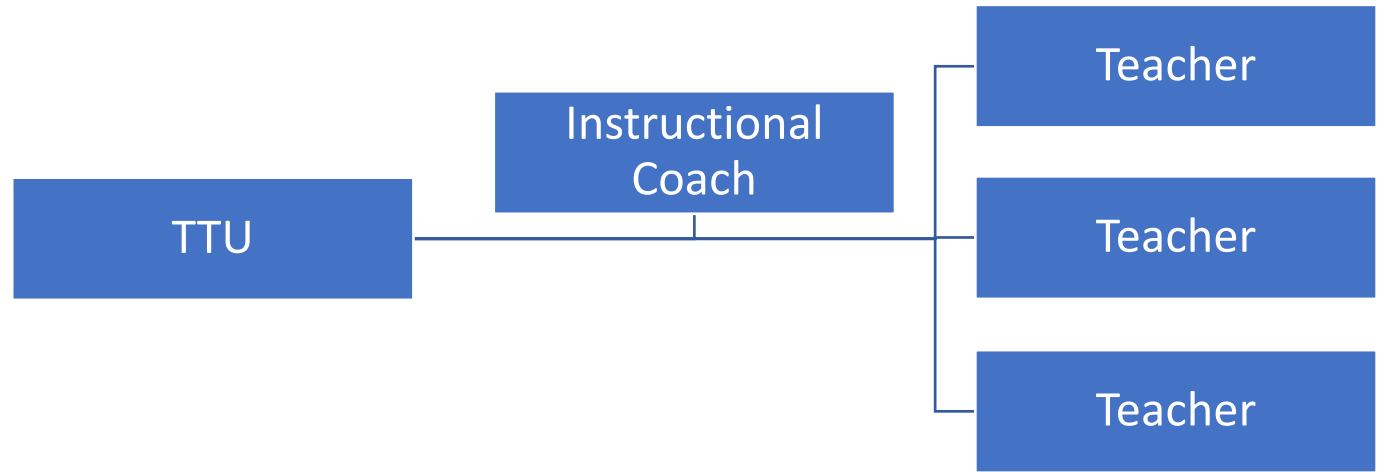


## Examples of “Low Touch” Options

1. TTU Readiness Series for Online Learning
2. TTU Readiness Series for Online Teaching
3. TTU K-12 Online Learning 101
4. Google Certified Educators Badges
5. SUNY Micro-Credential in Digital Readiness for Teachers



# 'Trainer of Trainers' Model





## Micro-Credentials can mean different things to different people.

### What is it?

- Non-credit bearing course or learning module
- Non-credit bearing grouping of courses or learning modules
- Credit-bearing course or learning module
- Credit-bearing series of courses or learning modules
- Creation and evaluation of “deliverables” or “demonstrations of learning”

### Who gives it?

- IHEs
- Non-profit groups
- For-profit businesses

### How valuable / meaningful is it?

- Depends on the credibility of the “giving” institution
- Depends on whether there is a link to demonstrated skills
- Depends on the type of skill or group of skills that are represented by the micro-credential



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**I am happy to discuss any of this at greater length...**

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