



Going Virtual!

The Status of Professional Development
for K-12 Online Teachers

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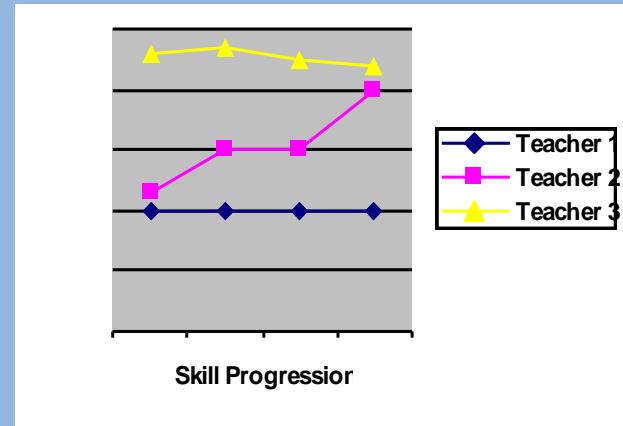
Why this Study?

- Little empirical research on effective PD for K-12 online teachers
- Standards are being developed based on research in post K-12 online classrooms and personal experience of K-12 online personnel
- Need information on documented unique needs of K-12 online teachers and students, and the multiple unique contexts of K-12 online schools



Why this Study?

- Stage models of PD vs. embodied practice
- Context is king!
- Horizontal *and* vertical dimensions in delivery and evaluation of PD
- Phase 1 of three planned studies
 - Status
 - Unique needs and challenges
 - Effective PD





Research Questions

- What practices and models of teacher professional development are being used in K-12 virtual schools and programs across the country?
- What are the contextual factors (such as school philosophy, goals, state policies) that influence the design of professional development?



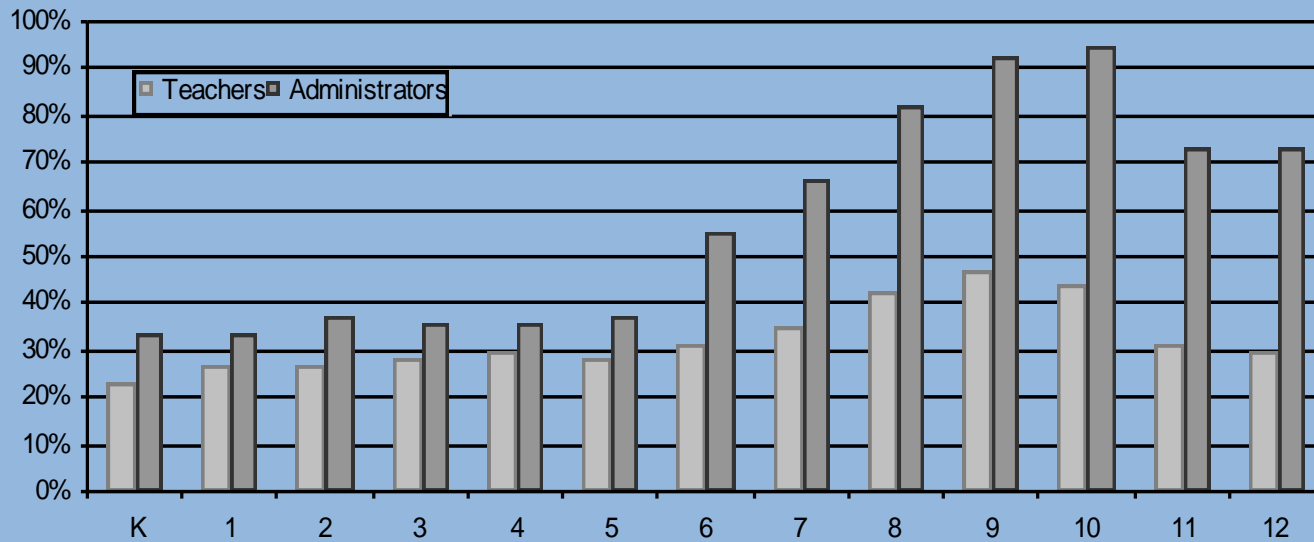
Research Design

- 259 K-12 online stakeholders
 - 167 teachers
 - 15 trainers or directors
 - 61 administrators/site coordinators
- Representation
 - Over 1,200 teachers
 - 41 different schools or online programs
 - Over 30 states
- Results are descriptive *not* evaluative



Grade levels

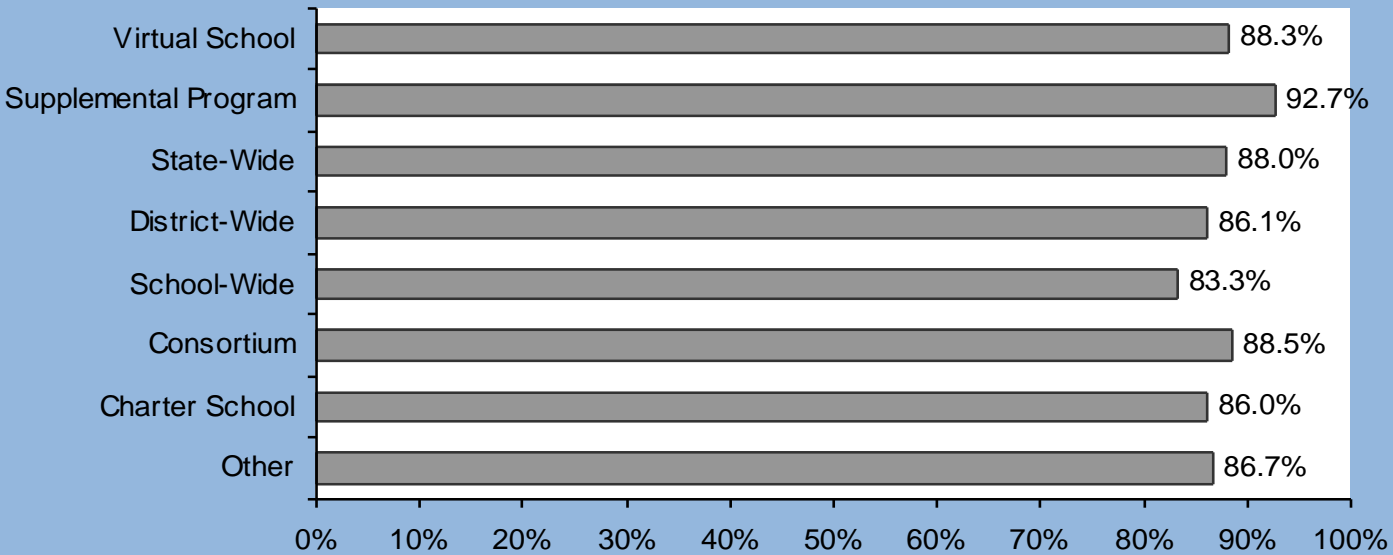
GRADE LEVELS SERVED BY RESPONDEN





Amount of training

TEACHERS WHO RECEIVED PROFESSIONAL DEVELOPMENT
(SORTED BY MODEL)





Credits received?

CERTIFICATION AND CREDITS ASSOCIATED WITH PROFESSIONAL DEVELOPMENT (TEACHERS)

	Yes	No	Don't Know
1. Did the training you received qualify for or meet your state requirements for recertification?	43.1%	27.8%	26.5%
2. Did the training you received provide CEU, graduate, or other professional development credit through a university or other crediting institution?	60.5%	30.3%	8.6%

Note: Question 1: n=147, question 2: n=151

CERTIFICATION AND CREDITS ASSOCIATED WITH PROFESSIONAL DEVELOPMENT (TRAINERS)

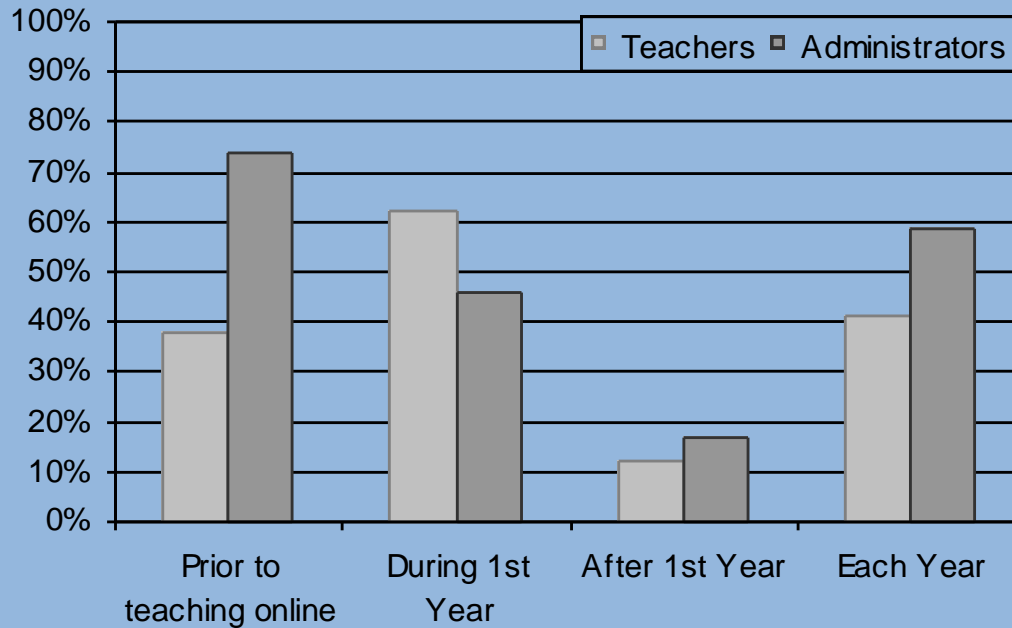
	All	Some	None	Don't Know
1. How much of the training you offer qualifies for or meets state requirements for certification?	30.8%	38.5%	15.4%	15.4%
2. How much of the training you offer provides CEU, graduate, or other professional development credit through a university or other crediting institution?	38.5%	30.8%	30.8%	0.0%

Note: Question 1: n = 13, question 2: n=13



When does PD occur?

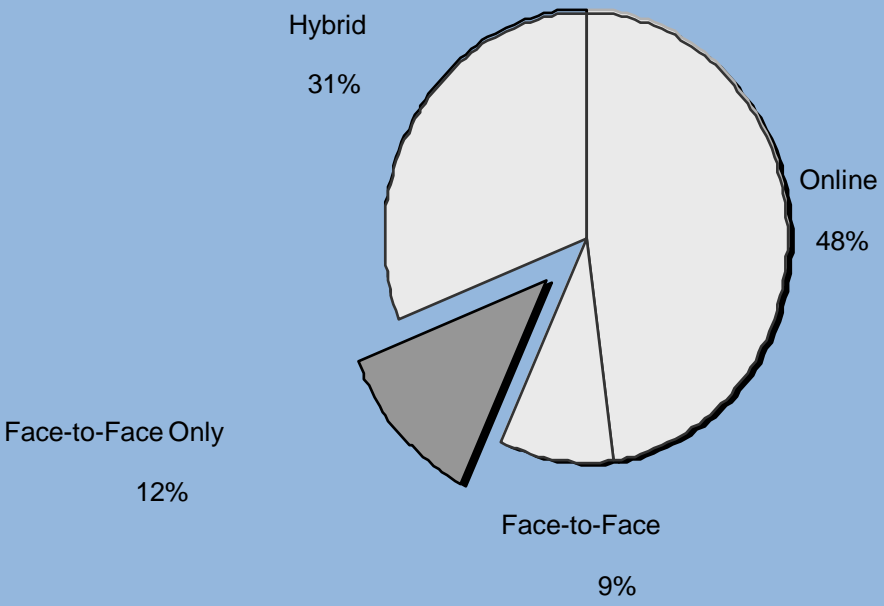
WHEN PROFESSIONAL DEVELOPMENT OCCURS





Formats for PD

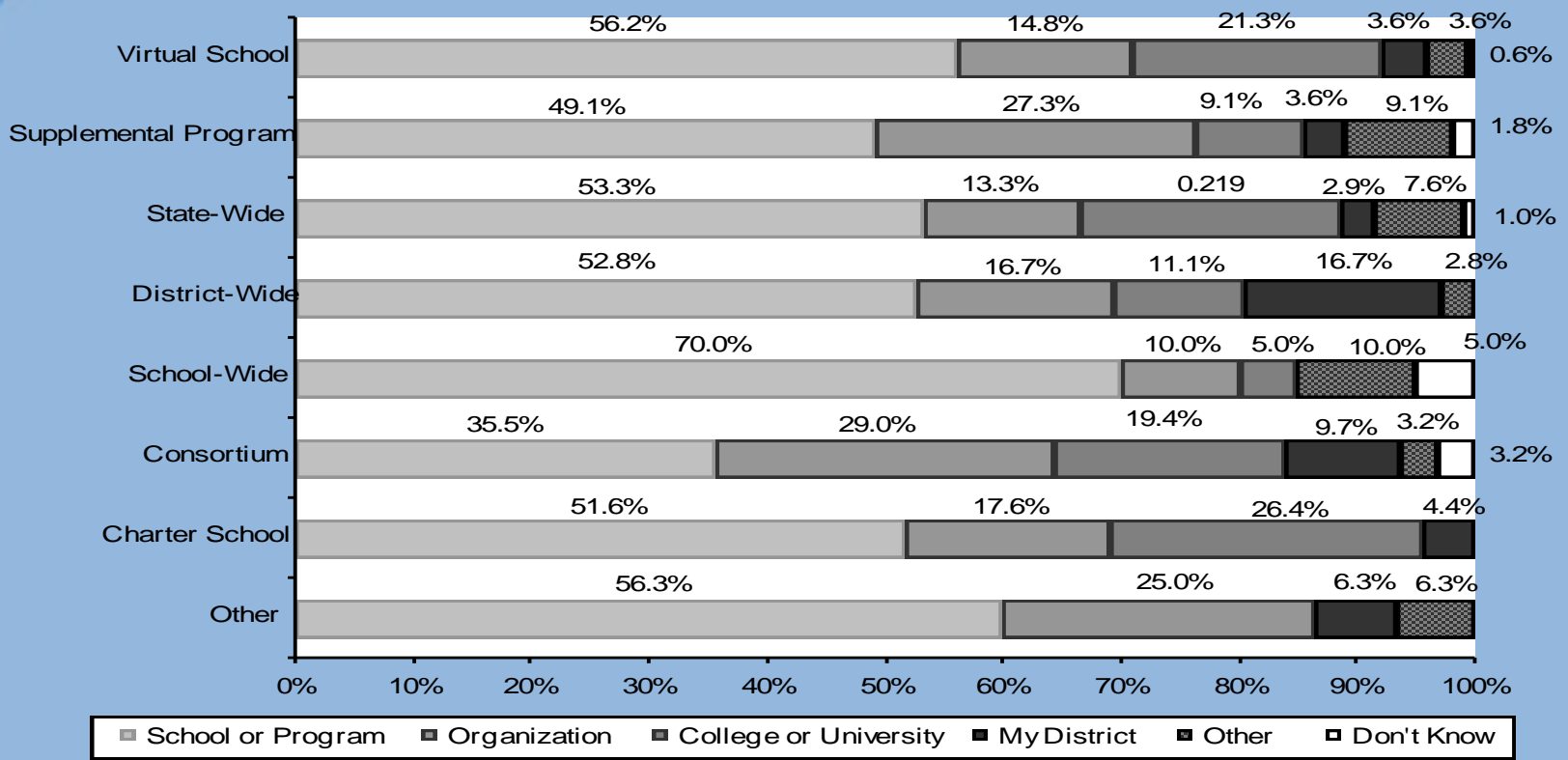
How Professional development WAS Delivered (Teachers)





Who provides PD?

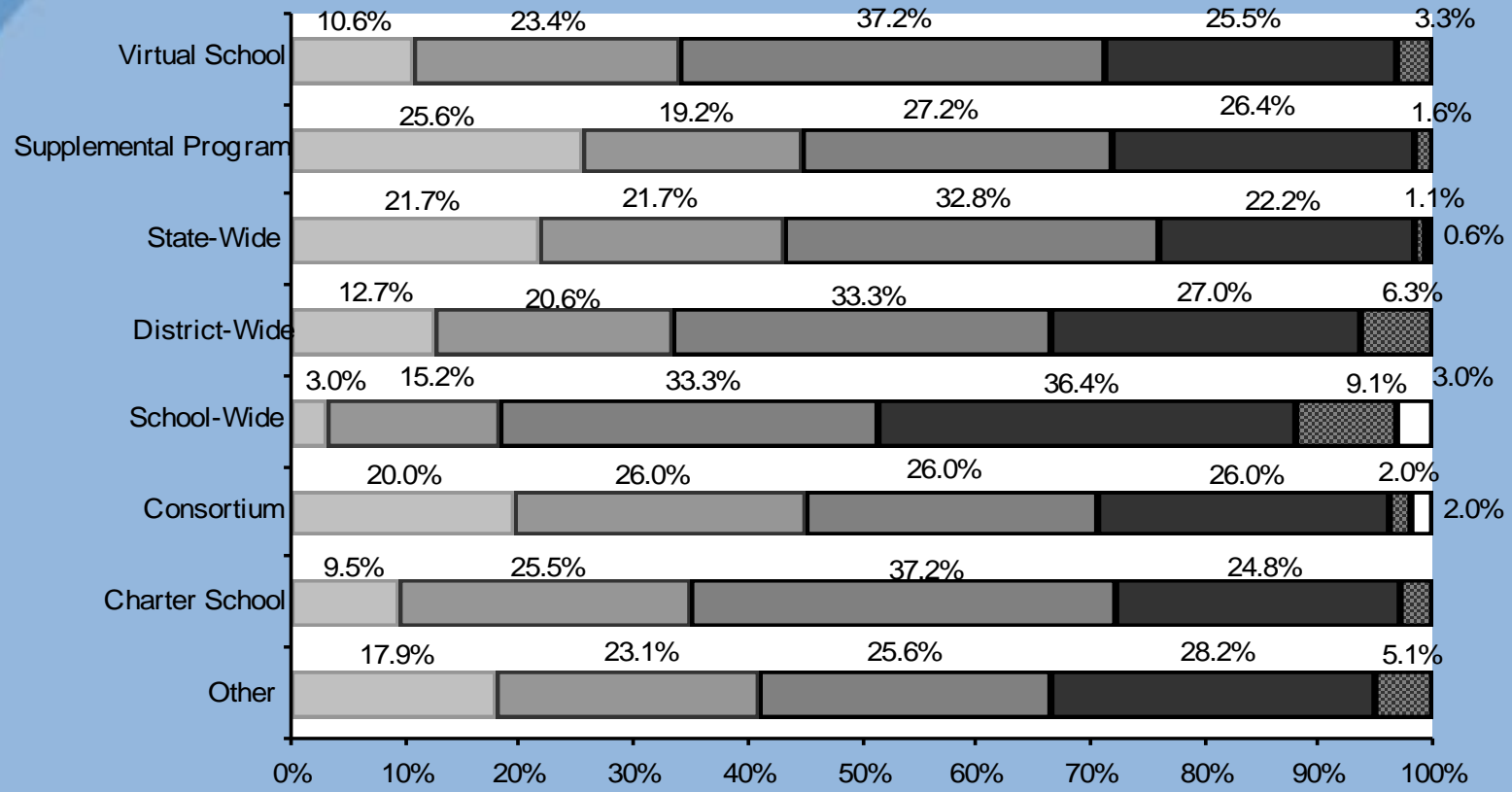
WHO PROVIDED PROFESSIONAL DEVELOPMENT (SORTED BY MODEL)





Types of PD

PROFESSIONAL DEVELOPMENT TYPI
(SORTED BY MODEL)



Summer Workshop
 Graduate Course
 Ongoing Training
 One-time Session
 Other
 Don't Know



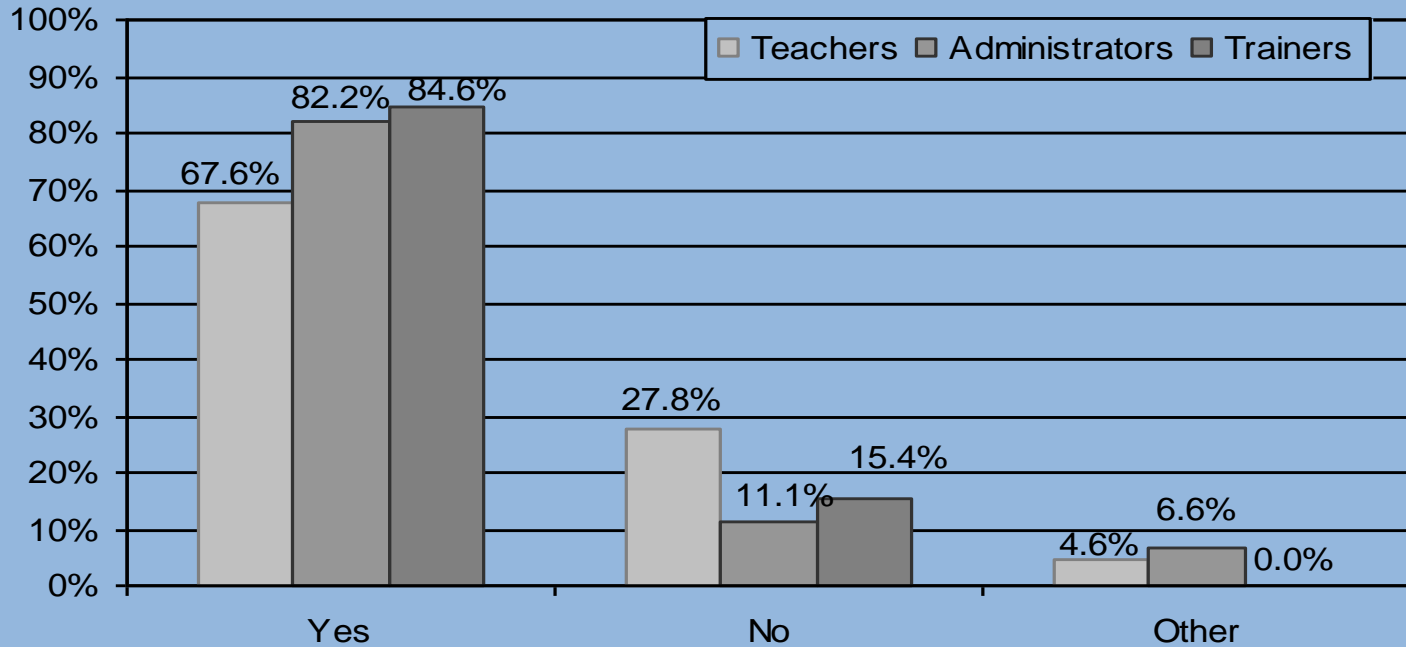
Number of training opportunities

	Number of training opportunities						
	0	1	2	3	4	5	6
Summer Workshop	27.5%	37.7%	13.0%	8.7%	2.9%	7.2%	2.9%
Graduate Course	18.1%	42.2%	14.5%	4.8%	3.6%	1.2%	15.7%
Ongoing Training	8.7%	20.4%	25.2%	12.6%	5.8%	1.0%	26.2%
Limited One-Time Session	9.8%	17.1%	29.3%	11.0%	12.2%	2.4%	18.3%



Peer Coaching

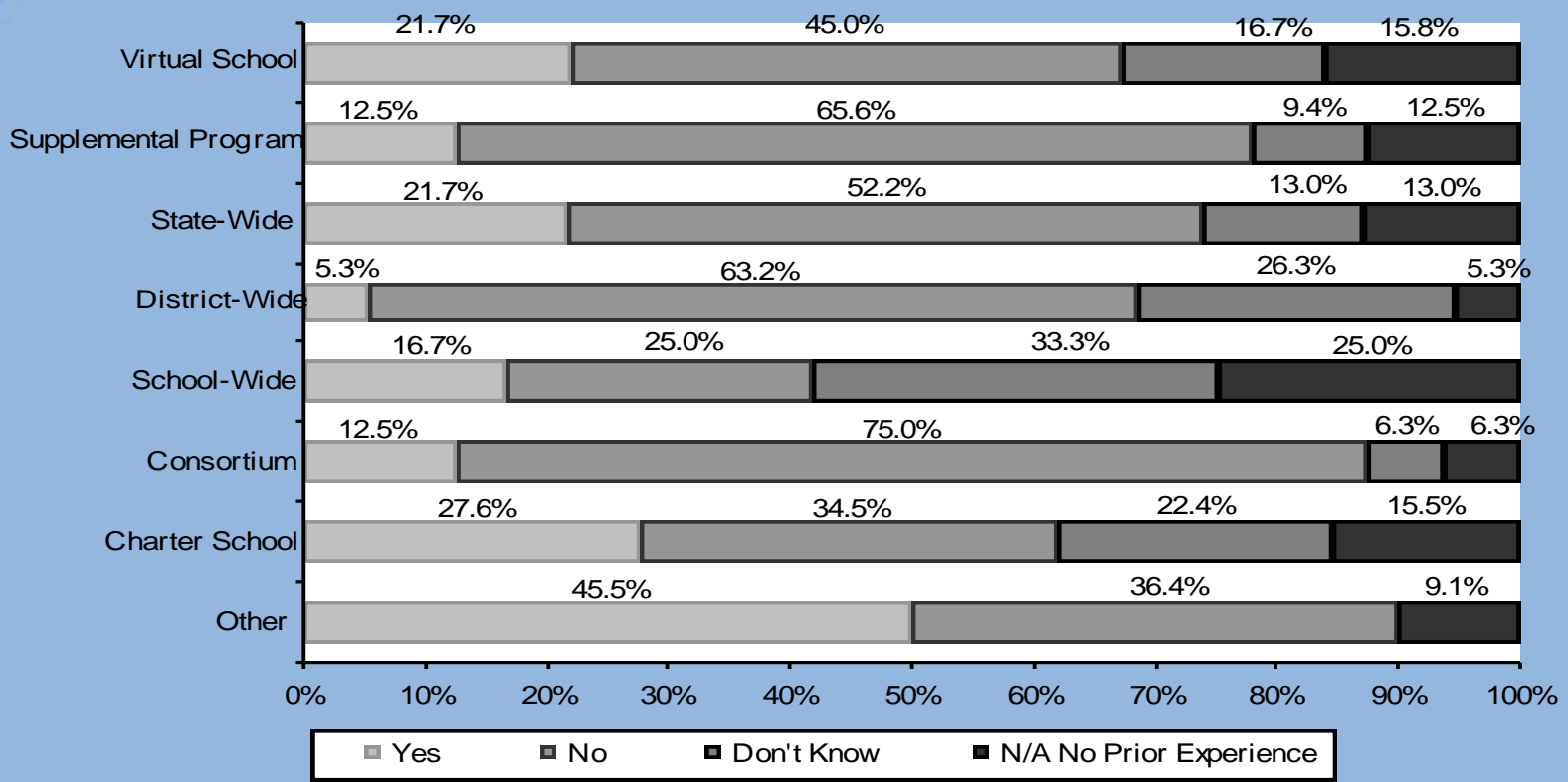
IS MENTORING OR PEER COACHING PART OF PROFESSIONAL DEVELOPMENT?





Individualizing PD

WAS PROFESSIONAL DEVELOPMENT INDIVIDUALIZED BASED ON PRIOR EXPERIENCE (SORTED BY MODEL)





Use of guidelines for PD?

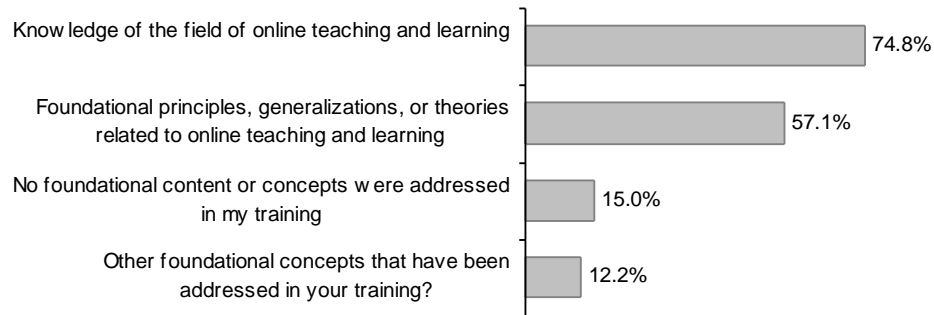
Administrators

	Response Count	Response Percent
ISTE (International Society for Technology in Education)	6	8.6%
SREB (Southern Regional Educational Board)	3	4.3%
NEA (National Educational Association)	1	1.1%
State in which school resides	21	30.0%
Other state guidelines	4	5.7%
Self-developed guidelines	20	28.6%
Do not follow any guidelines	4	5.7%
Don't know	11	15.7%



PD Content: Foundations

PROFESSIONAL DEVELOPMENT CONTENT: FOUNDATIONAL KNOWLEDGE (TEACHERS)

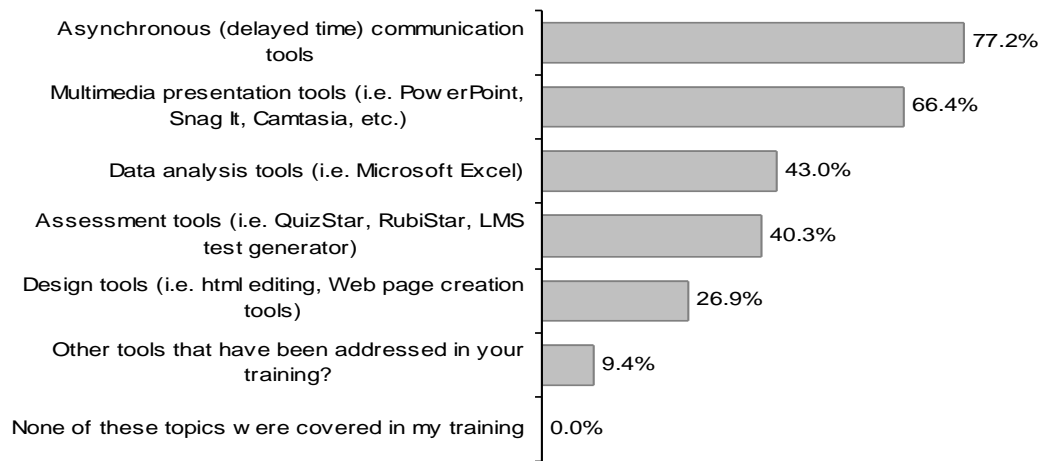




PD Content: Technology Tools

- 91% reported training in use of LMSs
- 78% reported training in both synchronous and asynchronous

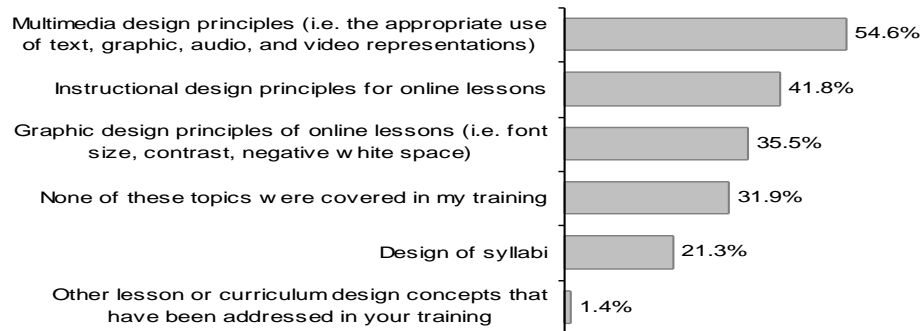
**PROFESSIONAL DEVELOPMENT CONTENT: TECHNOLOGY TOOLS
(TEACHERS)**





PD Content: Design

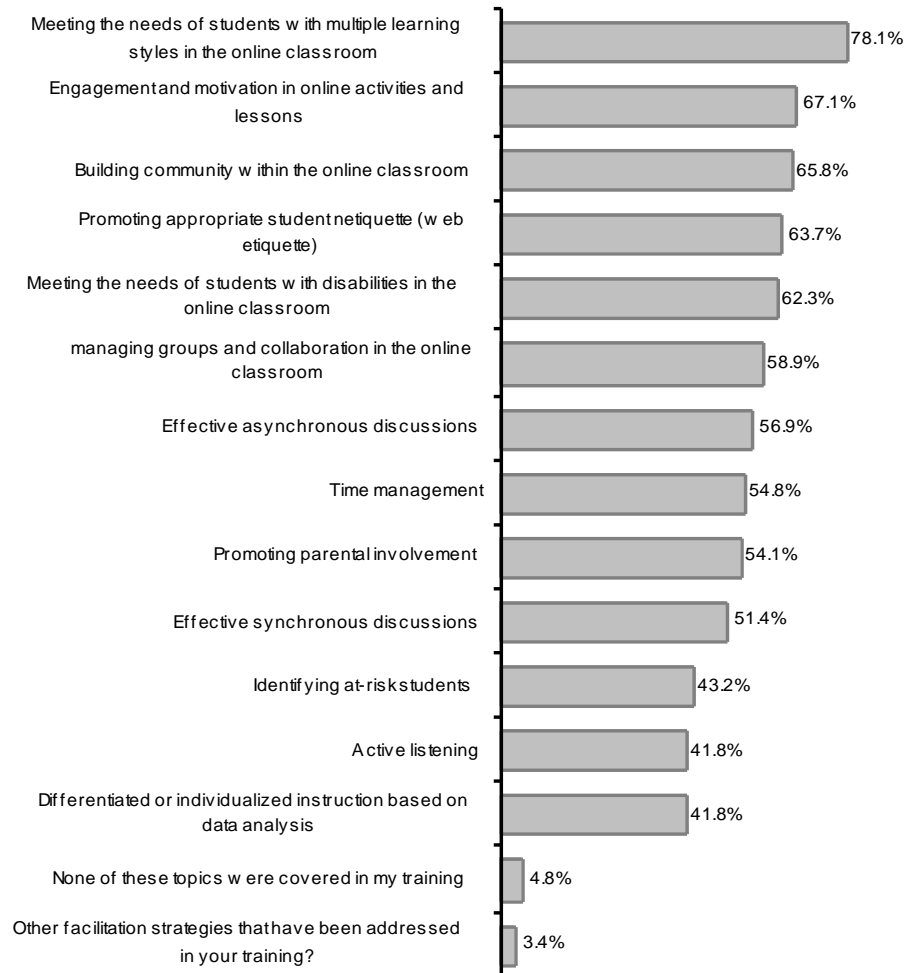
PROFESSIONAL DEVELOPMENT CONTENT: LESSON DESIGN (TEACHERS)





PD Content: Facilitation

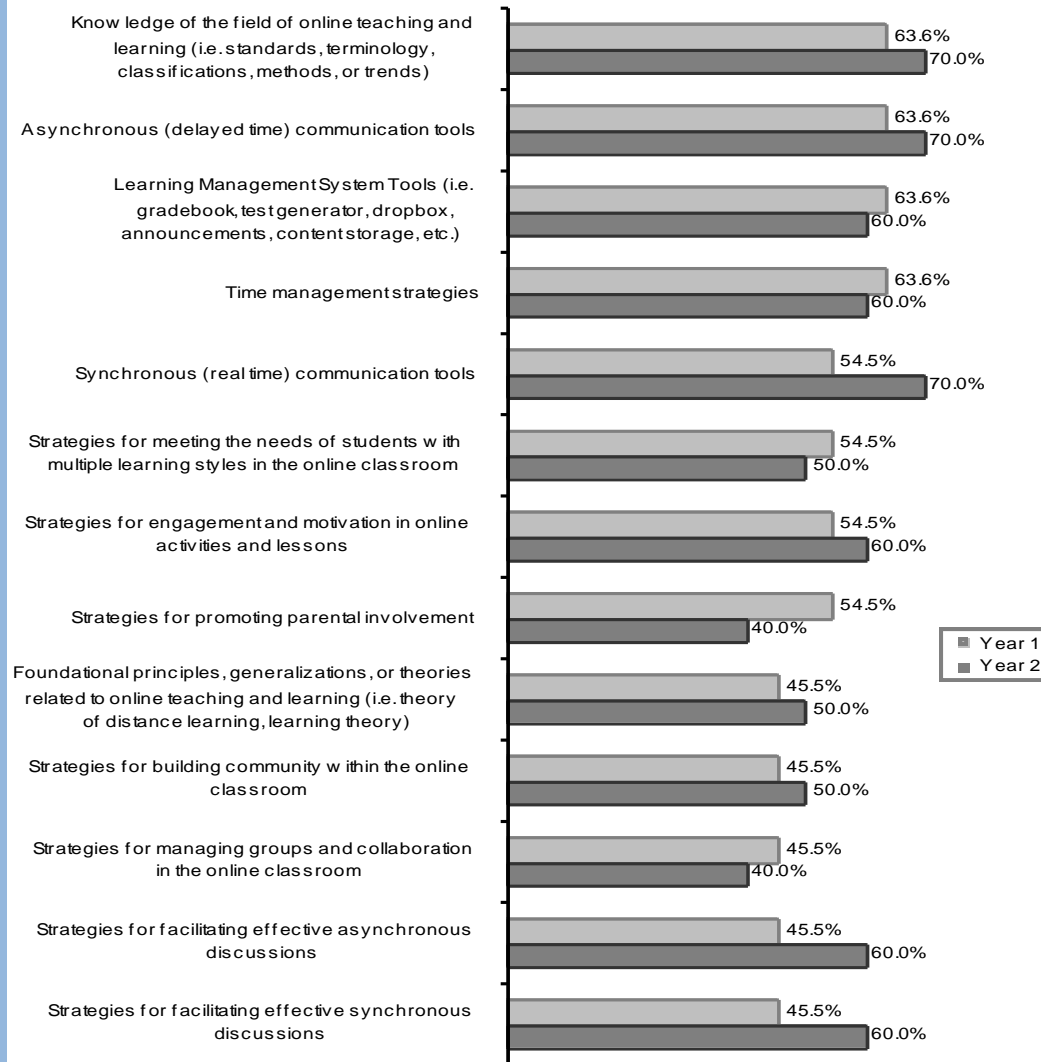
PROFESSIONAL DEVELOPMENT CONTENT: FACILITATION STRATEGIES
(TEACHERS)





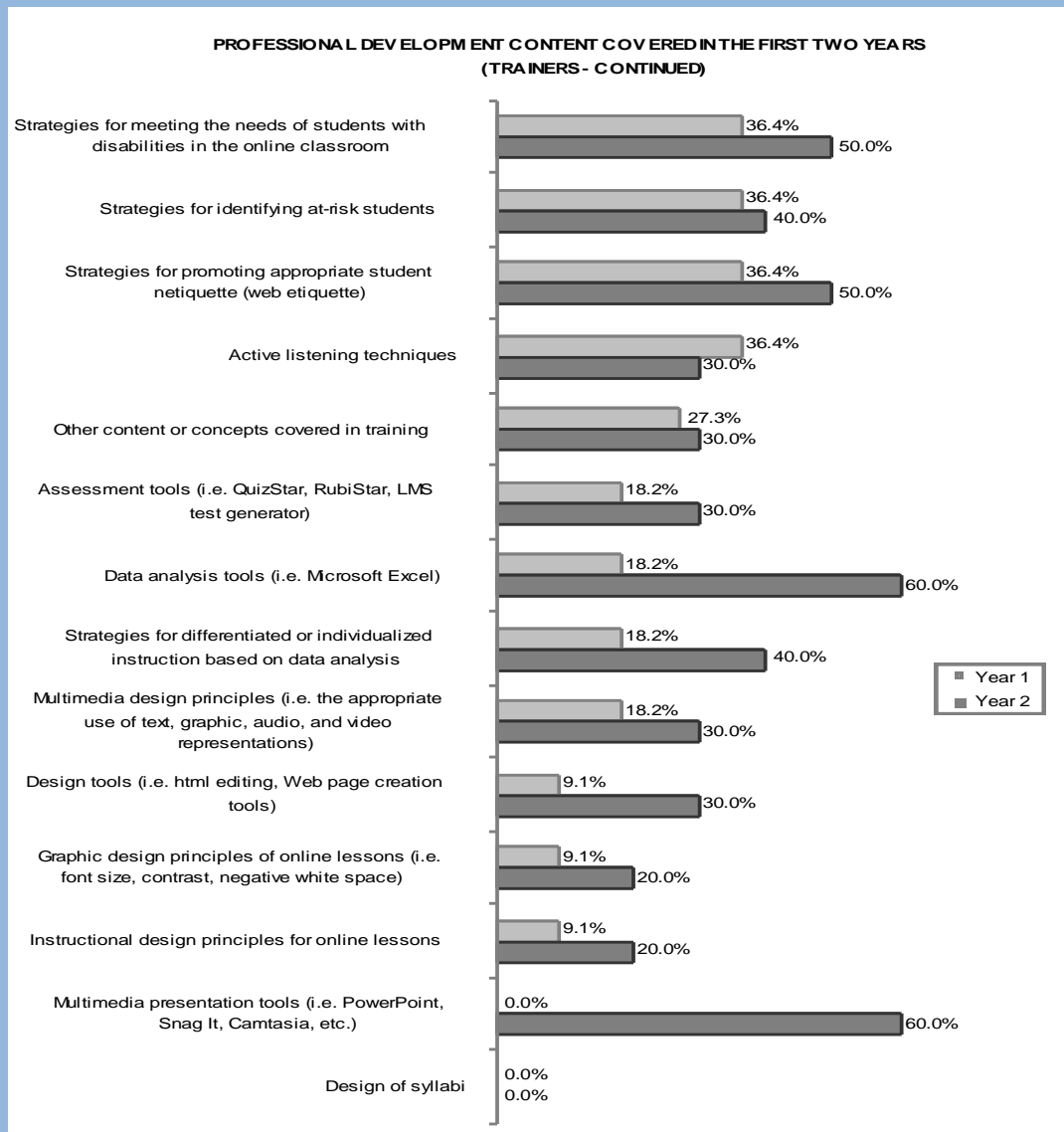
PD Content: First 2 Years

PROFESSIONAL DEVELOPMENT CONTENT COVERED IN THE FIRST TWO YEARS
(TRAINERS)





PD Content: First 2 Years (cont)





Phase 2: Unique Needs & Challenges

If you are interested in participating in this study, please leave your card or email address.