I Need Help, Now! Online Professional Development

Presented by

Jacob Wolf, Ph.D.

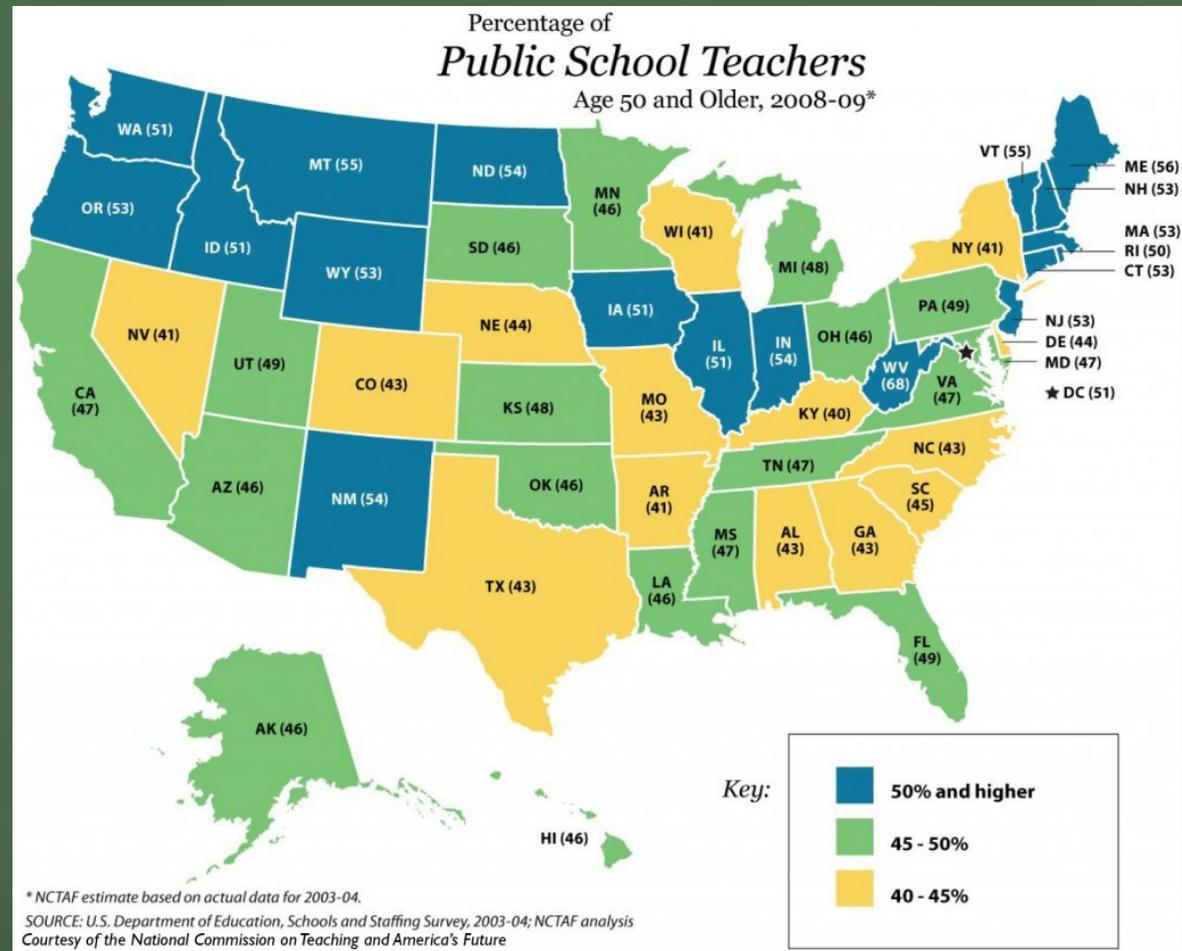Olathe Kansas Public Schools, USD 233

"It appears to be some sort of staff development presentation."

Changing Times in Kansas Education

Teacher Demographics:
- Kansas: In 2009, 48% of the teacher were 50 years or older

- We need to recruit and retain our younger teachers.

Percentage of
Public School Teachers
Age 50 and Older, 2008-09*

WA (51)
MT (55)
ND (54)
OR (53)
ID (51)
WY (53)
MN (46)
WI (41)
MI (48)
SD (46)
NE (44)
IA (51)
NV (41)
UT (49)
CO (43)
CA (47)
AZ (46)
NM (54)
OK (46)
KS (48)
MO (43)
IL (51)
IN (54)
OH (46)
KY (40)
WV (68)
PA (49)
VA (47)
NC (43)
TN (47)
AR (41)
MS (47)
AL (43)
GA (43)
SC (45)
TX (43)
LA (46)
FL (49)
AK (46)
HI (46)
VT (55)
ME (56)
NH (53)
MA (53)
RI (50)
CT (53)
NY (41)
NJ (53)
DE (44)
MD (47)
★ DC (51)

Key:
- 50% and higher
- 45 - 50%
- 40 - 45%

* NCTAF estimate based on actual data for 2003-04.
SOURCE: U.S. Department of Education, Schools and Staffing Survey, 2003-04; NCTAF analysis
Courtesy of the National Commission on Teaching and America's Future

Changing Times in Kansas Education
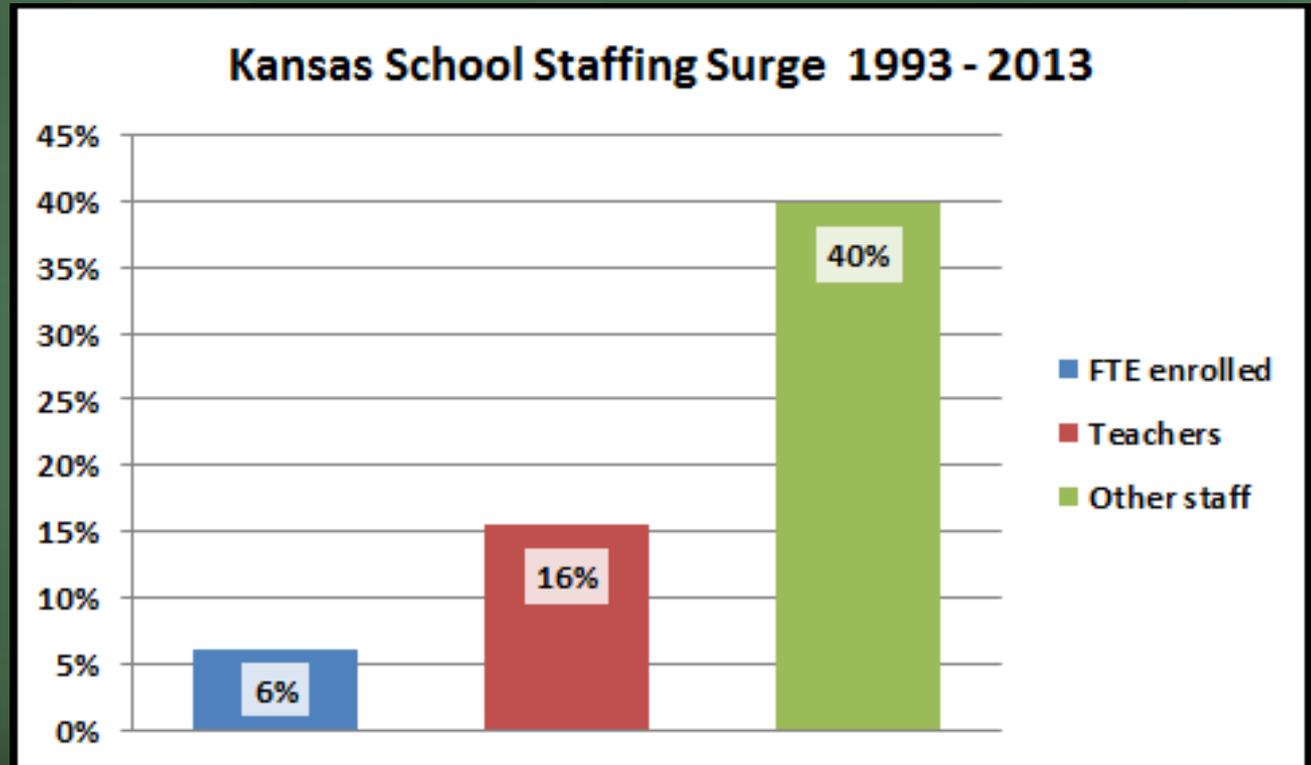
Staff Demographics:

40% staff increase includes classified staff with little or no training

These staff require far more training.

Kansas School Staffing Surge 1993 - 2013

- FTE enrolled
- Teachers
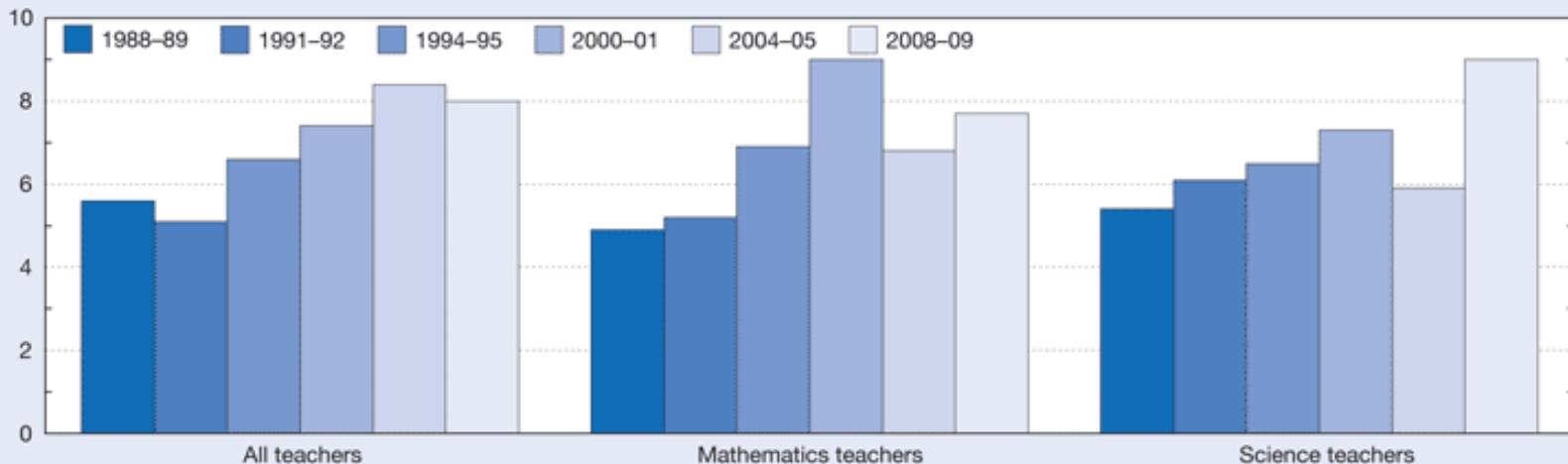- Other staff

6%

16%

40%

Teacher Retention

- Teacher Retention: Math Teachers

Figure 1-B

One-year attrition rate of public school teachers, by teaching field: Selected academic years, 1988–89 to 2008–09

Percent

Legend: 1988–89, 1991–92, 1994–95, 2000–01, 2004–05, 2008–09

Categories: All teachers, Mathematics teachers, Science teachers

SOURCES: Whitener SD, Gruber KJ, Lynch H, Tingos K, Perona M, Fondelier S, *Characteristics of Stayers, Movers, and Leavers: Results From the Teacher Follow-up Survey: 1994–95*, National Center for Education Statistics (NCES), NCES 97-450 (1997); Luekens MT, Lyter DM, Fox EE, *Teacher Attrition and Mobility: Results from the Teacher Follow-up Survey, 2000–01*, NCES 2004-301 (2004); Marvel J, Lyter DM, Peltola P, Strizek GA, Morton BA, *Teacher Attrition and Mobility: Results from the 2004–05 Teacher Follow-up Survey*, NCES 2007-307 (2006); Keigher A, *Teacher Attrition and Mobility: Results From the 2008–09 Teacher Follow-up Survey*, NCES 2010-353 (2010).

Science and Engineering Indicators 2012

Teacher Retention

Teacher Retention:

- In 2006, nearly 12% of Kansas teachers were leaving the field of education prior to retirement.

National Job Market Trends:

- Average of only 1.7% of the work force chose to leave their employment position (Houston Chronicle , 2011)
- August, 2014- Average of 3.2 percent of employees either quit or were released from their position (Bureau of Labor Statistics- U.S. Dept. of Labor)

Changing Needs of Special Education

The population of students receiving special education services has changed to include higher percentage of students with significant disabilities.

This change has increased the specialized training needs of special education teachers, but is the field prepared to provide this specialize training.

	2001 *Statistics*	*2010* *Statistics*
Autism	1.5%	5.8%
Developmental Delay	3.4%	5.7%
Other Health Impairment	4.8%	10.6%
Emotional Disturbance	7.6%	6.3%
Mental Retardation	9.9%	7.1%
Specific Learning Disability	45.4%	37.5%
Speech/Language Impairment	22.0%	21.8%
Other Disabilities	5.3%	5.1%
Total # of students served by special education.	6.30 Million	6.48 Million

(Scull & Winkler, 2011)

Teacher Shortages

U.S. Dept. of Education Report, 2014-

- **In 1990-1991 the only teacher shortage areas were in Foreign Language and Mathematics.**

- **In 2013-2014 there were shortage areas in all academic subject areas (including all areas of special education)**
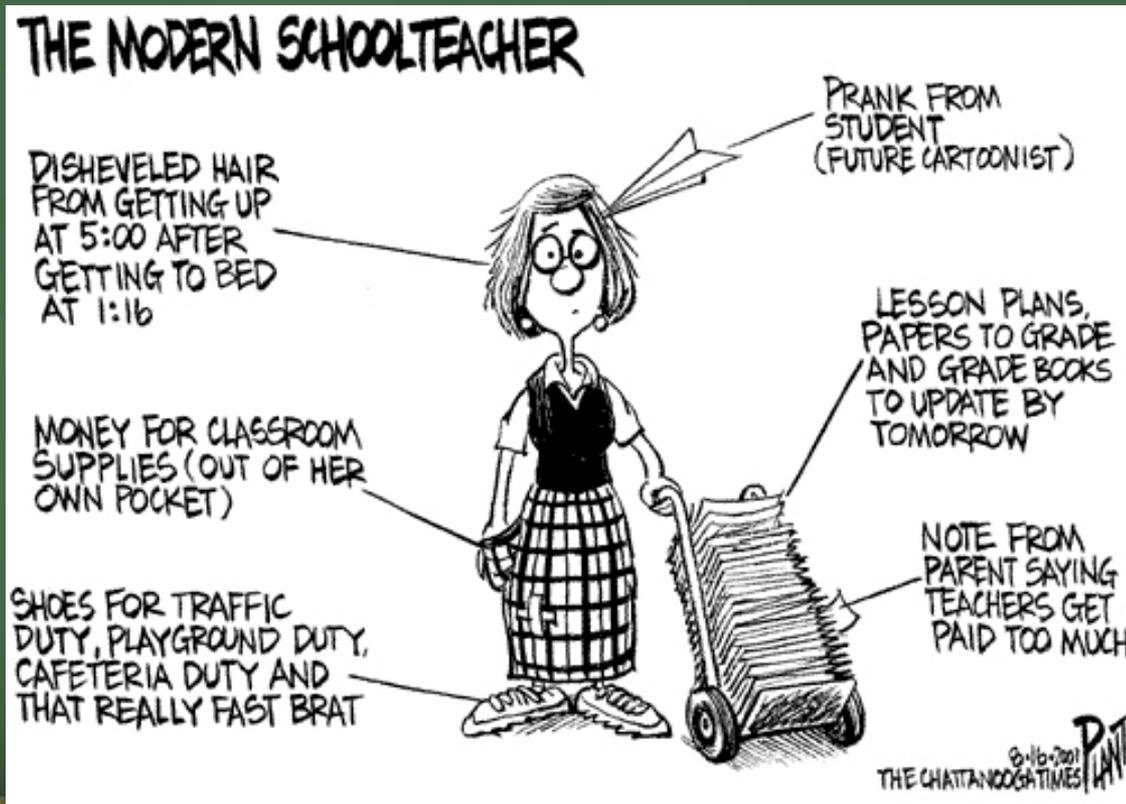
Sindelar, Brownell, & Billingsley, 2010-

- Special education has the highest rate of teacher turnover compared to other educational content areas.

Why are the leaving?

Teachers reported leaving due to concerns with administrative support and professional support

(Morello, 2014)

Potential Factors Maintaining Special Education Teacher Shortages

Griffen, Winn, Otis-Wilborn, & Kolgore, 2003-

- Role Conflicts
- Dissatisfaction with professional growth opportunities
- Inadequate administrator support
- Lack of collegiality
- Poor school climate
- Unprepared to work with students with complex needs
- High caseloads
- Lack of opportunities for professional development
- Inadequate preservice preparation

What are Teachers Seeking from Profesional Development

1. PD should focus on the <u>teacher learning </u>(not administrative tasks)
2. <u>Differentiate</u> PD by content, expertise, and <u>delivery method</u>
3. Be aware <u>beforehand</u> of the specifics of the PD offering
4. Cultivate teacher <u>leadership and collaboration</u>
5. Utilization of an ongoing <u>cohort</u> model to PD-<u>Collaboration</u> with other <u>professionals</u>

(Meili & Seeskin, 2011)

Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

What Does PD Entail?

1. <u>Expanding</u> teachers' repertoire of research-based instructional skills
2. <u>Build</u> teachers' classroom assessment skills
3. <u>Embedded</u> in and connected to teachers' daily work
4. <u>Sustained</u> classroom assistance for implementing new instructional skills
5. Small team of teacher to <u>collaborate</u> regularly
6. <u>Cultivate a culture</u> that encourages innovation, experimentation, and continuous improvement.

(McCoy, 2014)

Benefits of Online Professional Development

- Immediacy of On-Demand Resources and Professional Development

- Adaptability of Professional Development Activities

- Technology Integration

- Economic Impact- Free up funds for other professional development resources (e.g., Instructional Coaching)

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Models of Online Professional Development

Treacy, Kleiman, & Peterson, 2002

Ross, 2011

Steps to Professional Development (Treacy, Kleiman, & Peterson, 2002):

1) <u>Assess</u> the current professional development needs & develop plan for online professional development based off needs

2) <u>Correlate</u> the online professional development with other current face-to-face professional development activities

3) Carefully <u>train</u> online professional development specialist who will provide training, and <u>build</u> a strong team within the local LEA

Steps to Professional Development (Treacy, Kleiman, & Peterson, 2002)-Cont.:

4) Develop <u>incentives</u>

5) <u>Publicize</u> the program and involve stakeholders

6) Provide <u>readily available and reliable access</u> to technology and support

7) Foster a <u>rich, interactive online learning community</u>

8) <u>Integrate</u> online workshops with face-to-face meetings

Steps to Professional Development (Ross, 2011):

1) Needs Assessment (*See Examples*)
2) Determining Desired Outcomes

    - Create assessments (*See Examples)*

3) Taking Inventory/Gather Resources

    - Determine district and state resources

4) Develop Instructional Content
5) Develop System Components
6) Evaluate Effectiveness

Stages of Professional Development Acquisition from Research:

a) Acquisition

b) Advanced Beginner

c) Competence

d) Proficiency

e) Expert

Identified Areas of Further Needed Research (Dede, Ketelhut, Whitehouse, Breit, & McCloskey, 2009):

a) Program Design

b) Program Effectiveness

c) Program Technical Design

d) Learner Interactions

Examples of Online Professional Development Websites

a) CAST (UDL Modules)-

http://www.cast.org/pd/OnlineModules/index.html

b) Maryland Learning Links

c) East Carolina MAST - http://mast.ecu.edu/

d) California Dept. of Ed.- CCSS Professional Learning Modules for Educators -

http://www.cde.ca.gov/re/cc/ccssplm.asp

Summary of Dissertation Research

Significant increasing in both knowledge and self-efficacy
Benefits:
- Video clips
- Providing examples of how to implement
- Accessibility online/Availability of training
- Interactive components

Areas for Improvement in Replication:
- Video Clips with student in general education setting
- Consistency across all modules (i.e., next slide progression)
- Accessibility on iPad
- Provide more examples
- More interactive components

Discussion: Future Implications for Practice

Use of Online Professional Development:

- Fiscally responsible

- On-demand resource for teachers and therapists

- Try to integrate teacher collaboration and discussion throughout the PD process

- Find ways to increase participant engagement

Questions???

Please let me know if I can be of any assistance in the future

Jacob Wolf, Ph. D.
Olathe Public Schools, USD 233
jacobawolf83@gmail.com