Blended Professional Learning

A REGIONAL PRINCIPAL LEADERSHIP ACADEMY

North East Florida Educational Consortium

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Presentation Overview

- Introduction to the NEFEC *e*Learning network
- The andragogy of Online/Blended learning
- Overview of Professional Learning Models
  - F2F, Flipped, Blended, and Online
- The Regional Principal Leadership Academy
- Questions and Answers

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NEFEC

The North East Florida Educational Consortium The Consortium is a regional, non-profit, educational service agency established to provide cooperative services to its 15 member districts.

NEFEC *e*Learning

- Provides online professional learning opportunities to *all* educators within the state of Florida.

- Offers all courses to meet the Florida Reading, Gifted, and ESOL add-on endorsements.

- Works with state and university partners on research initiatives concerning virtual learning.

Professional Learning @ NEFEC

Our core beliefs

- Educators learn through application, reflection, and discussion of concepts.

- Technology enhances delivery of content.

- Practical, real world assessments aligned to specific objectives.

- Professional learning has a positive effect on educator practice and behaviors.

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The Professional Learner

Models for Professional Learning

FACE-TO-FACE, FLIPPED, BLENDED, AND ONLINE

Models for Professional Learning

Where are you in your district or LEA with Professional Learning?

Face to Face   **Flipped**   **Blended**   **Online**

Face to Face (F2F)

AKA "sit and get" or "spray and pray"

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Face to Face (F2F)

Benefits	Limitations
• Deliver the same message to large groups • Immediate feedback • Collegiality/relationship building • Easy to satisfy requirements • Utilizes existing staff and resources	• One-shot message may be misinterpreted • Limited opportunities for authentic feedback • Requires a physical space and appropriate facilities • Requires subs or stipends; takes educators out of the school

Flipped Model

Exposure to content is completed independently with or without peers using varying levels of technology. Lecture takes place via video and class time is primarily used for activities and practice.

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Flipped (FrontLoad) Model

Benefits

- Everyone is exposed to the same material prior to the session
- Participants have had time to make sense of the concepts prior to the PL session
- Utilizes existing staff and resources
- Makes use of technology in a meaningful context

Limitations

- Accountability
- Shift in how educators receive credit and compensation
- Requires a physical space and appropriate facilities
- Requires subs or stipends; takes educators out of the school
- Development time

Blended Model

Deliberately combines elements of online and face to face components. Uses synchronous and asynchronous methods of delivery by leveraging technology.
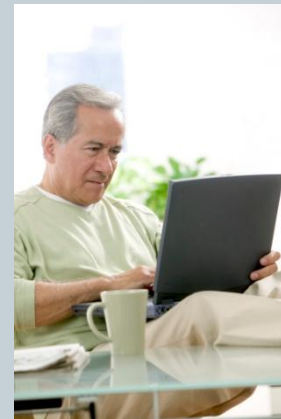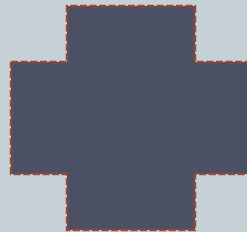
Blended (Hybrid)

Benefits

- Makes use of synchronous and asynchronous elements
- Respective of educators prior experiences and knowledge
- Flexibility
- Job-embedded assessments
- Keeps educators in their schools--authentic

Limitations

- Development time
- Requires a learning management system
- Facilitation *looks* different
- Participants' familiarity with technology
- High initial investment

Online

The entirety of the learning opportunity is completed online, either self-paced or scheduled. Courses can be completed independently or facilitated by an expert.

Online

Benefits

- The same message delivered to large groups
- Immediate feedback
- Collegiality/relationship building
- Flexibility
- Cost is generally lower
- Detailed records of participation and performance
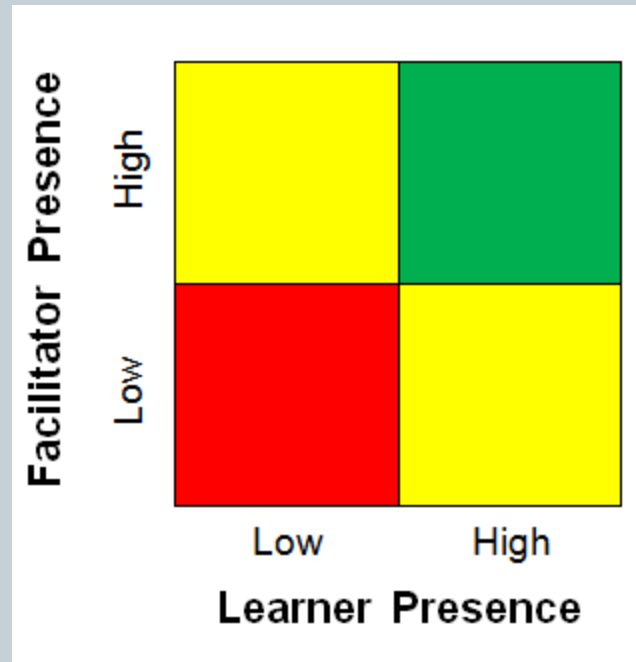
Limitations

- Misunderstanding about what *online learning* is
- High degree of knowledge needed to design, develop, and manage
- High initial investment
- Requires a learning management system

Successful Learning Experiences

COMMUNITY BUILDING

Community of Inquiry

What we have learned…

- Educators love flexibility
- Crave feedback and examples of good practice
- Need structure—open courses do not work
- Seek out opportunities to connect in an online environment
- Enjoy a challenge
- Are surprised by the rigor of our courses

NEFEC Regional Principal Leadership Academy

HOW TO PREPARE PRINCIPALS TO POSITIVELY AFFECT TEACHER PRACTICE

What is the NEFEC PLA?

- State-Approved Regional Pathway to Level II (Florida School Principal) certification

- Inquiry based, Job Embedded Professional Learning for Principals and APs

- 15-month inquiry/learning cycle combining F2F and online learning (Blended Model)

The NEFEC PLA Approval Process

Plan Approval:

- Districts exercise the option to use the Regional PLA as their district plan
- Superintendent sends a letter to FLDOE articulating this intent

Candidate Approval:

- Application Process (must have Level I, currently in AP or Principal position)

- Superintendent Signs off on approval for each candidate's participation

Components of the Academy

- Face-to-Face Training (on a limited basis)
- Online Assignments and Assessments
- Embedded Online Coursework and Networking
- Online Inquiry Project Development and Feedback
- Online Portfolio of Participant Artifacts

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Components of the Academy

- Online facilitator support
- Real-time access to participant results (for participant, and their district)
- Data for Candidate Progress and Improvement
- Data for Programmatic Progress and Improvement

The Role of the Facilitator

- Give meaningful feedback to participants on quality and focus of work, on the basis of that work's alignment with the rubric attached to each assignment

- Guide direction and focus of inquiry ideas, again using the inquiry project rubric as a guide

- Assist Regional Review Council in monitoring candidate progress

Central to the NEFEC Regional Principal Leadership Academy
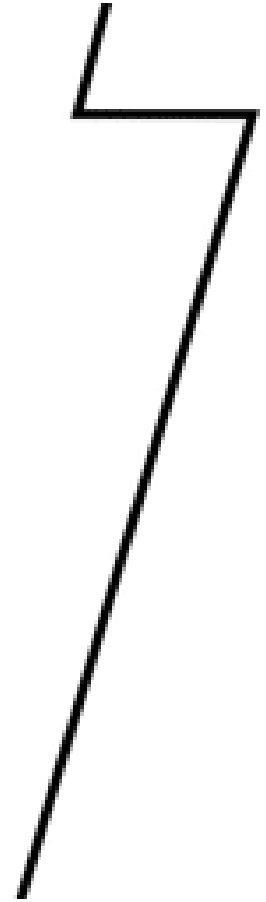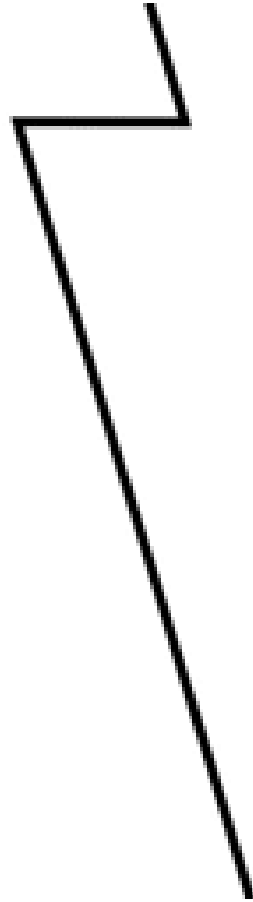
The Inquiry Project

What's Up with the Inquiry Project

- Based on the research of Dr. Nancy Fichtman-Dana, University of Florida Professor and noted authority on the subject of educational practitioner inquiry.

- Dr. Dana is the author of <u>Leading With Passion and Knowledge: The Principal as Action Researcher</u>,(Corwin Press, 2009) as well as several other best-selling books on the subject of action research/inquiry.

What's Up with the Inquiry Project

- Aligned to FPLS
- Aligned to School Improvement Plan Goals
- Aligned to ILDP/Deliberate Practice Goals
- Designed to engage the participant in a decision-making process common to high-performing principals.
- Guided by rubrics that necessitate "job-embeddedness"

Activities and Assessments

- Intro to FPLS and Inquiry FTF
- Inquiry Project
- Data Analysis for Instructional Leaders (DAFIL)
- ESOL for Administrators
- Leading Change in Common Core (ASCD)

Activities and Assessments

- Ethical Leadership Activities
- 8 Discussion Threads
- 3 Critical Incident Forms
- Inquiry Project Showcase Presentation
- FPLS Inventory and Principal Leadership Inventory

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Activities and Assessments

- Florida 360 Leadership Assessment (Educational Impact)

- Participation in Site Visits and Quarterly Conference Calls

- Additional Course chosen by candidate from www.floridaschoolleaders.org

- Additional requirements specified by the candidate's district, when appropriate

Discussion Thread Topics

- Getting to Know You
- Inquiry Topic Exploration
- SWOT Analysis-Readiness to Conduct Inquiry
- SMART Goal Development
- Feedback and Communicating Expectations
- Leading the Change Process
- Teacher Observation
- Communicating Results with Stakeholders

Candidate Progress

- Regional Review Council conducts quarterly reviews
  - Council gives candidates written feedback as to:
    - Quality of submissions
    - Timeliness of submissions
    - Content and focus of inquiry project
    - Fitness of candidates for certification
- District Staff provides feedback
- Academy Facilitator gives feedback via Blackboard Learning Management System

Program Fidelity

- Regional Review Council Gives Programmatic Feedback:
  - Suggest Programmatic Improvements during quarterly Council meetings

- Candidates Give Programmatic Feedback:
  - Surveys upon completion of assignments/assessments
  - Perceptions solicited during quarterly conference calls
  - Perceptions solicited during site visits
  - Overall program perception solicited via academy exit survey
  - Follow-up with program completers, once they become principal

All programmatic data housed in blackboard

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The Role of the District

- Carefully consider applicants
- Support candidate's work (particularly the inquiry project)
- Monitor candidate progress
- Consult with candidate concerning progress
- Consider Regional Review Council Recommendation concerning candidates' fitness for certification

The Role of the District

- Work with candidates to make decisions regarding additional requirements when appropriate

- Review candidate progress documentation to make decisions about candidate continuation in academy curriculum

- Recommend (or decline to recommend) candidates to FLDOE for certification. This is a superintendent decision

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What Do Participants Say So Far?

Most Common Feedback….

5. "You are killing me"

4. "This is more rigorous than I thought it would be."

3. "I am looking at data differently."

2. "I am glad I have others to bounce ideas off of."

1. "I am using what I learn on the job."

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Questions and Answers

THANK YOU FOR YOUR ATTENTION AND PARTICIPATION!

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