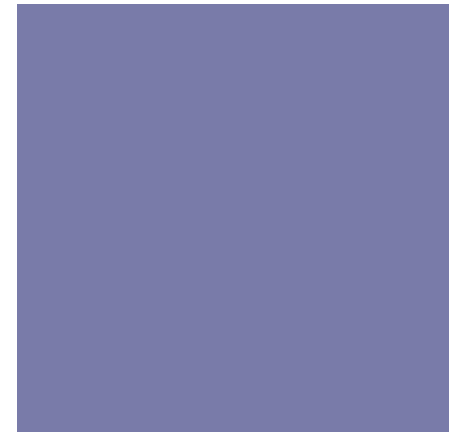




New England & New York Comprehensive Center Regional Virtual Education Initiative Webinar Series

Teacher Preparation for Virtual Education:
Developing a New Generation

February 28, 2011



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The Comprehensive Center Network

By insisting on high achievement for all students, regardless of geography or life circumstance, the Elementary and Secondary Education Act (ESEA) has made the need for high quality technical assistance paramount for state education leaders. We are part of 16 regional comprehensive centers funded by the U.S. Department of Education activated to support education leaders in our states as they strive to meet the goals of ESEA and improve achievement outcomes for all students.

Mission

The mission of the our centers is to develop the capacity of the Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont and New York State Education Departments and its networks and agencies to assist districts and schools in improving achievement outcomes for all students. In doing so, we strive to engage with state education leaders in:

- *Thinking systemically* about the relationships among all elements to create coherence and articulate a common purpose;
- *Using research-based findings and rigorous evidence* to evaluate impact, refine practices, seek new solutions, and meet learners' needs;
- *Acting strategically* to maximize opportunities and make the best use of available resources; and
- *Working collaboratively* across leadership levels and organizations to leverage resources and overcome barriers.



The Regional P – 12 Virtual Education Initiative

Advances in technology provide opportunity for expanding access to learning for students and educators at all levels. Most exciting are new opportunities for reaching at-risk and underserved students. Coinciding with the opportunities, however, are challenges for education leaders to create workable, sustainable, and practical virtual education opportunities for districts and schools in their states.

The Initiative

The NE/NYCCs will address P-12 Virtual Education opportunities and challenges in a three-pronged manner:

- examining policies, initiatives, and practices within and outside the region to provide a context around the current state of virtual education
- convening a regional conference to both facilitate and disseminate this information and to understand education leaders' highest priority information and policy needs and concerns around this topic
- hosting a series of webinars for leaders to discuss strategies for expanding access to quality educational opportunities for diverse learners in their own states and in the region



Webinar Goals

- Present national survey results
- Discuss emerging issues in teacher education
- Determine what researchers can do to help state representatives and vice versa



The Presenters



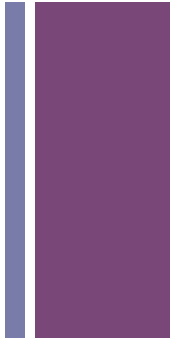
*Kathryn Kennedy, Ph.D.
Assistant Professor
Georgia Southern University
Dept. of Leadership,
Technology, and Human
Development*



*Leanna Archambault, Ph.D.
Assistant Professor
Arizona State University
Mary Lou Fulton
Teachers College*

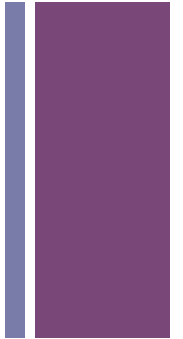
+ Agenda

- K-12 online learning
 - Brief history
 - Its growth
- Need for teacher training
 - Brief history
 - Current status
- Key emerging issues
 - Policy
 - Teacher certification
 - Teacher preparation
- What can we do to support your work?



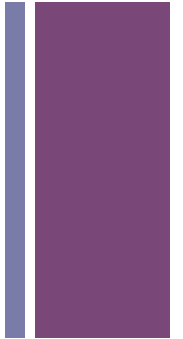
+ K-12 Online Learning: Brief History

- Originated from distance education
- Post → Radio → TV → Internet
- 1991 – Laurel Springs (prep high school, CA)
- 1994 – Utah Electronic High School
- 1997 – Florida Virtual School (FLVS) & Virtual High School (VHS) Global Consortium



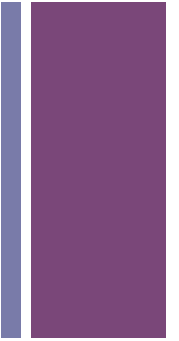
+ K-12 Online Learning: Current Status

- In 2010, *Keeping Pace* reported...
 - 450,000 enrollments in state virtual schools
 - 2,000,000+ enrollments in online learning courses
 - 48 states & DC offer online learning opportunities
 - 80% of school districts in US offer online courses
 - 50% of school districts in US starting home-grown online learning initiatives
 - Many programs do not have data systems to collect student enrollment information, so these numbers are probably a lot higher than reported here.



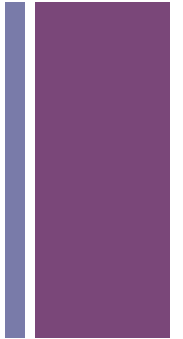
+ K-12 Online Learning: Highlights from your states

- In 2010...
 - Massachusetts
 - New Hampshire
 - Connecticut
 - Vermont
 - Maine
 - Rhode Island
 - New York



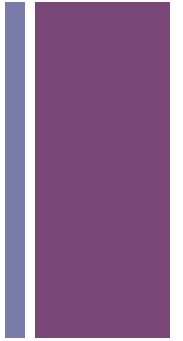
+ Need for Teacher Training: Standards

- Standards for online teacher preparation
 - International Society for Technology in Education (ISTE)
National Educational Technology Standards for Teachers (2008)
 - Southern Regional Education Board (SREB)
Essential Principles for High-quality Online Teaching (2006)
 - National Education Association (NEA)
Guide to Teaching Online Courses (2006)
 - International Association for K12 Online Learning (iNACOL)
National Standards for Quality Online Teaching (2008)

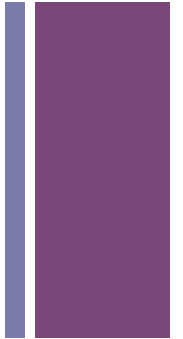


+ Need for Teacher Training: The Past

- 2007
 - Iowa State - Teacher Education Goes Into Virtual Schooling (TEGIVS)
- 2007
 - Boise State - Going Virtual Series
- 2009
 - FLVS partners with UCF, UF
 - UF - The Virtual School Practicum
 - Kathryn's dissertation – A phenomenological study of pre-service teachers' experience in a virtual school



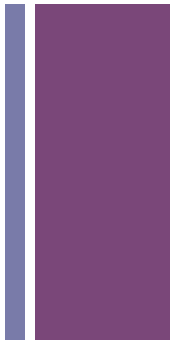
+ Purpose



What models of field experience exist to help prepare pre-service teachers for K-12 online learning environments?

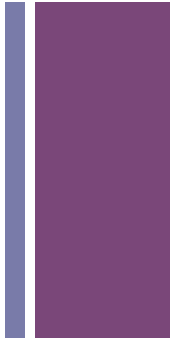
+ Methodology

- Data collection – Two mixed methods surveys
 - Teacher education program survey
 - K-12 online learning program survey
- Sampling and Participants
- Survey methods sources used:
 - Dillman (2010). Email and Internet surveys.
 - Manfreda et al. (2008). Web surveys versus other survey modes: a Meta-analysis comparing response rate.
 - Shih et al. (2008) Comparing response rates from Web and mail surveys: A meta-analysis.



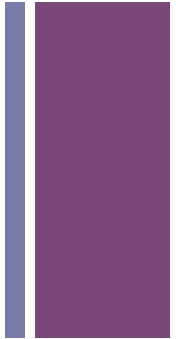
+ K-12 Online Learning Program Survey

- 242 total, all states except South Dakota
- Administrators (24.7%), Teachers (72.6%), serving 9-12th (84.2%) grade population
- Most from state virtual school (34.1%), cyber charters (31%) or district-level programs (27.6%)
- Majority responding from 100% online programs (81.2%)
- Majority said they didn't offer field experiences; 88 said they did



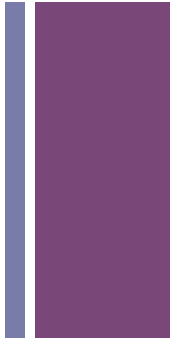
+ K-12 Online Learning Program Survey (cont.)

- 8 distinct models – Florida, Texas, Georgia, Idaho, Utah (2), multi-state (2)
- A few said yes, but didn't provide a model
 - Arizona (potentially 3), Minnesota, Nevada, Pennsylvania (potentially 2), Ohio (potentially 3), New Hampshire, New Mexico, Texas (2), Arkansas, South Carolina, California (potentially 2)
 - 2 multi-state cyber charter/academy





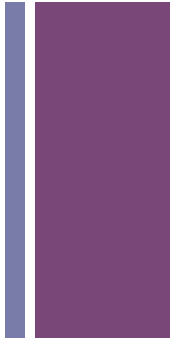
K-12 Online Learning Program Survey (cont.)



- Florida
 - K-12, state-level virtual school, 100% Online
 - Partner with multiple universities
 - Have offered field experiences for 1-3 years
 - Varying lengths of field experiences
 - 7 weeks for juniors pre-service teachers
 - 14 weeks for senior pre-service teachers
 - Varies for graduate-level pre-service teachers



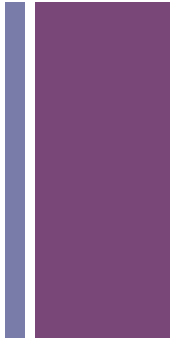
K-12 Online Learning Program Survey (cont.)



- Texas
 - 9-12, district-level virtual school, 100% Online
 - Partner with a consortium of universities
 - Have offered field experiences for 1-3 years
 - 1-hour session, informal, 0-4 week long, 0-4 hours per week
 - Activities: grading student work, creating new course content, communicating with students, learning about virtual school
 - Supervisor at virtual school



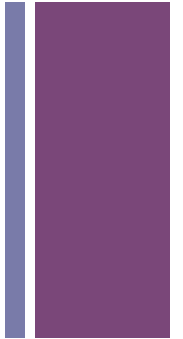
K-12 Online Learning Program Survey (cont.)



- Idaho
 - 6-12, state-level virtual school, 100% online
 - Hybrid, web facilitated, flexible options on the way
 - Partners with two colleges, dual credit, AP
 - Course instructor at the university
 - 4-8 weeks long, 4-8 hours per week
 - Activities include discussion facilitation, grading student work, creating new course content, communicating with students, holding webinars, learning about the virtual school, understanding academic honesty



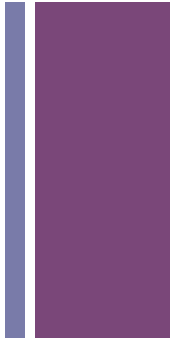
K-12 Online Learning Program Survey (cont.)



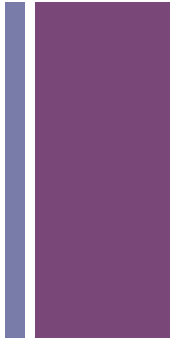
- Multi-state (2)
 - 6-12, cyber charter, 100% online & hybrid options (30-79%)
 - Partner with single university
 - Have offered field experiences for 5+ years
 - K-12 and adult, Private virtual school, 100% online, hybrid (30-79%), and web facilitated options (0-29%)
 - Partner with one private university
 - Operating field experience for about a year

+ K-12 Online Learning Program Survey (cont.)

- For those not offering a field experience...
 - 76.5% said they should
 - 23.5% said they shouldn't
- 8.5% of those are creating a field experience
 - Pennsylvania, Colorado, Arizona, California, Tennessee, Nevada, Utah, multi-state cyber charters, Texas
 - Looking for guidance, formative stage
 - Shadowing, small group, principals



+ K-12 Online Learning Program Survey (cont.)

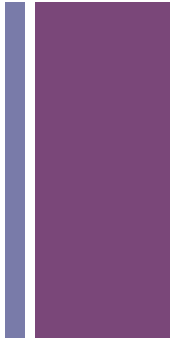


■ Coding of data:

- Lack of TEP buy-in
- Benefits to teachers
- Awareness of OL
- New virtual schools
- Existing PD
- No time for on-the-job training
- Too complicated
- Wait for TEP
- Not funds, time, staff
- Teachers dispersed
- Pool of candidates
- Train new teachers not a focus
- Transition is easy
- Not all teachers OT
- Other ed pros
- F2F, transfer online

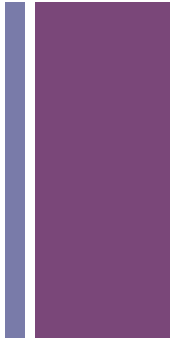
+ Teacher Education Program Survey

- 522 total responses
- All states represented except Maine
- Respondents – various roles, field experience coordinators majority (31.8%)
- Most from schools with 0-5,000 students (52.6%)
- Offer field experiences in K-12 online learning programs, 404 No; 109 Yes; only 31 offered models of these initiatives



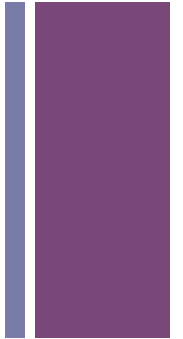
+ Teacher Education Program Survey (cont.)

- Ohio
 - 5000 student university
 - Partners with school in same state
 - 6 students per year
 - 6-12th grades
 - Been in operation for 1-3 years
 - It is not a required part of program
 - State recognizes certification

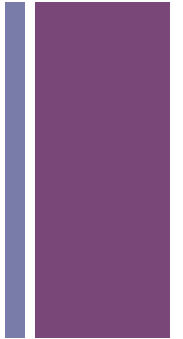


+ Teacher Education Program Survey (cont.)

- New York
 - 10,000-20,000 student university
 - Partners with school in same state, including charters
 - 300 students per year
 - K-12th grades
 - Been in operation for 0-1 year
 - Not part of program
 - State recognizes certification

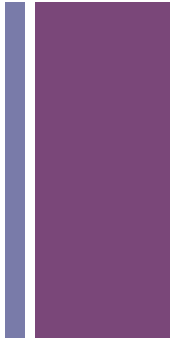


+ Teacher Education Program Survey (cont.)



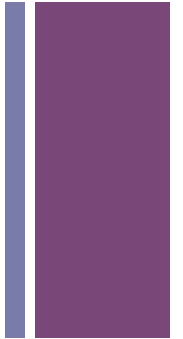
- For those not offering a field experience...
- Some are in the planning process...
 - North Dakota, Montana, Michigan (2), Utah, DC, South Carolina, New York (2), Minnesota, Idaho, North Carolina (3), Nebraska, Nevada, California, Kansas, Missouri

+ Teacher Education Program Survey (cont.)



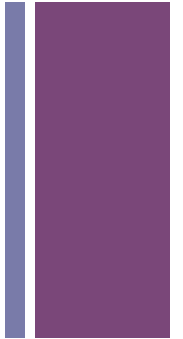
- Coded data:
 - Pro-VSFE
 - Myth/misconception
 - BP F2F = BP OL
 - Lack of knowledge
 - Need for models
 - Survey as impetus
 - Online learning = online teaching
 - Not important for region/ students
 - Policy/curriculum

+ Teacher Education Program Survey (cont.)



- Coded data (cont.):
 - Pro-face-to-face/Anti-online learning sentiment
 - Online learning as not REAL
 - Advocating for students in ACTUAL classrooms

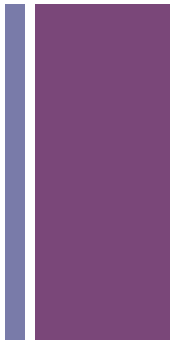
+ Teacher Education Program Survey (cont.)



- “TEACHING IS NOT A VIRTUAL PROFESSION.”
- “Online learning isn’t learning.”
- “Good teaching must happen in person.”
- “The pre-service teachers need to be physically present, there is a need for teaching real children in real classrooms in real schools.”
- “That isn’t the way I learn. I don’t understand how people can learn something without human contact – or why they would even want to.”
- “K-12 online learning is a growing field and we need to prepare teachers for their future – not our past.”
- “It would make our program more competitive.”
- “Most of my students will not be teaching in traditional schools. It’s my duty to prepare them for their future.”

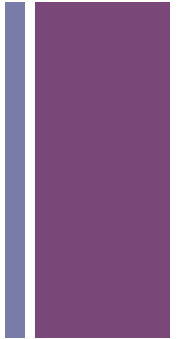
+ Implications: Teacher Education Programs

- Adoption of new ideas takes time...
- Consistency of preparation
- Training for cooperating teachers
- Disseminate K-12 online learning info
 - Teacher education programs
 - Other education professional prep programs
- Disseminate findings about VSFE
 - Showcase models
 - How to plan their own



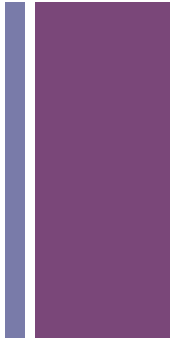
+ Changes in Policy

- Requirement laws in various states...
 - 2006 – Michigan – high school students must have online learning experience to graduate high school
 - 2008 – Alabama same
 - 2009 – New Mexico same
 - 2010 – Florida – All school districts have to offer some form of online learning, either home-grown or outsourced, to their K-12 students



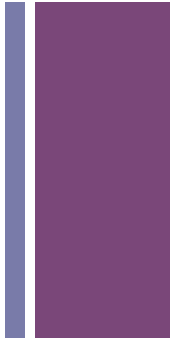
+ Changes in Policy (cont.)

- Requirement laws in various states...
 - 2010 – Wisconsin – Teachers complete a minimum of 30 hours of professional development before teaching online
 - Alabama and Florida allow credit based on mastery of content rather than seat time
 - Georgia, other – Online teaching endorsement



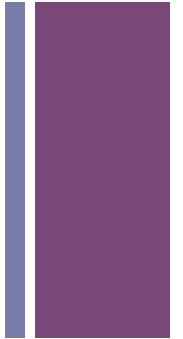
+ Changes in Certification

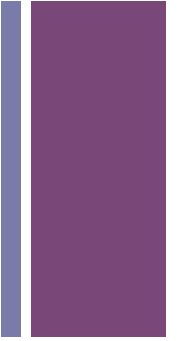
- 2010 – Connecticut – Teachers can be certified in any state, and districts required to offer online credit recovery in order to diminish dropout rates
- 2010 – Idaho – State Board of Education adopted online teacher standards



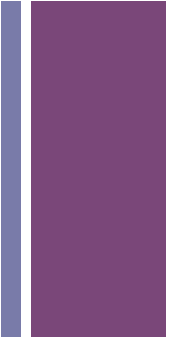
+ Key Emerging Issues and Discussion

- Reform movements in teacher education
- Online learning isn't learning
- Seat time vs. Content mastery
- All students will be exposed to online learning
- Reciprocity of teacher certification
- Certification include K-12 online learning
- National online teaching endorsement?





How can we help you?



Conclusions



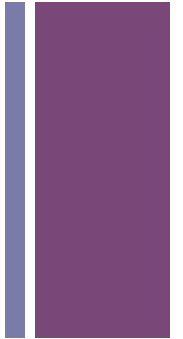
Any questions?

Please complete the evaluation of this webinar, which can be found here:

<http://www.surveymonkey.com/s/PKW5DLX>

Please save the date for our next webinar on Monday, March 28th at 3:00PM. Registration to follow.

Thank you for your participation.

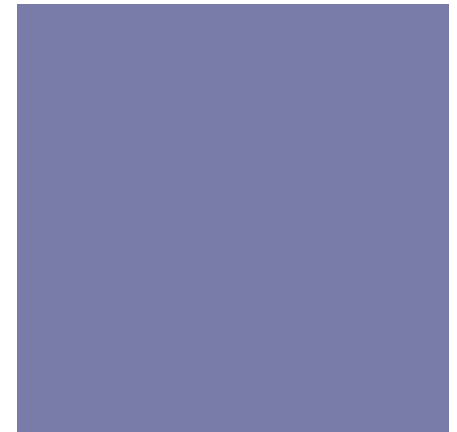




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