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Virtual Professional Learning (VPL) *Learning to Improve. Improving to Learn.*

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Advance Organizer

**Creating
Connections**

**Progressing
&
Improving**

**Sharing
Leadership**

**A Digital Age
Framework for
Professional
Learning**



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Over two decades ago, Sykes (1996) declared professional learning and development **“the most serious unsolved problem for policy and practice in American education today”** (p. 465).



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Why? There is Opportunity.

Consider, for instance, your state plans.

What should people be able to know and do?

What critical competencies are needed to carry out the plan?

How will administrators, practitioners, and other key stakeholders in your state get better at VPL?



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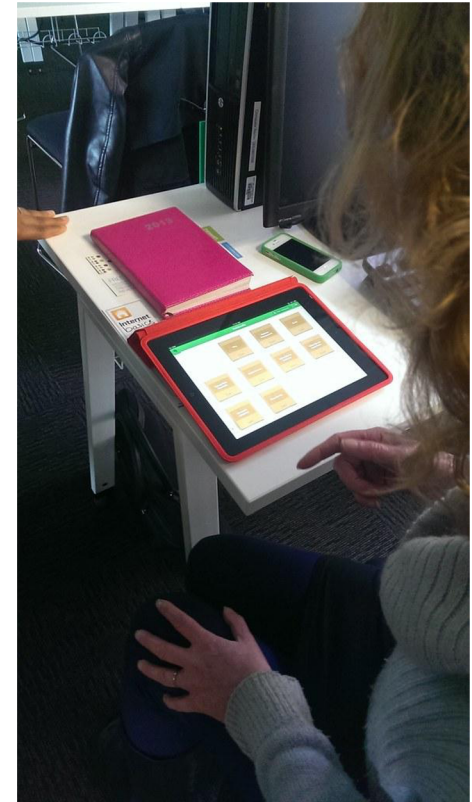
A Digital Age Framework for Effective VPL



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Digital Age Learning Theories

- **Connectivism**
(Siemens, 2005)
- **Generativism**
(Carneiro, 2013)
- **21st Century Lifelong Learning**
(Steffens, 2015)





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How Might You Include A Digital Age Framework for VPL in Your State Plan? Why Does it Matter?

Digital Age learning theories allow us to:

- Take VPL from the Industrial Era to the Digital Age!
- Transform static, after the fact professional learning into a dynamic, useful job-embedded approach that not only supports teachers and coaches but also enhances outcomes for students.



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Creating Connections for Effective VPL



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Professional Learning & Development Research

•4 Job Embedded Continuum Components

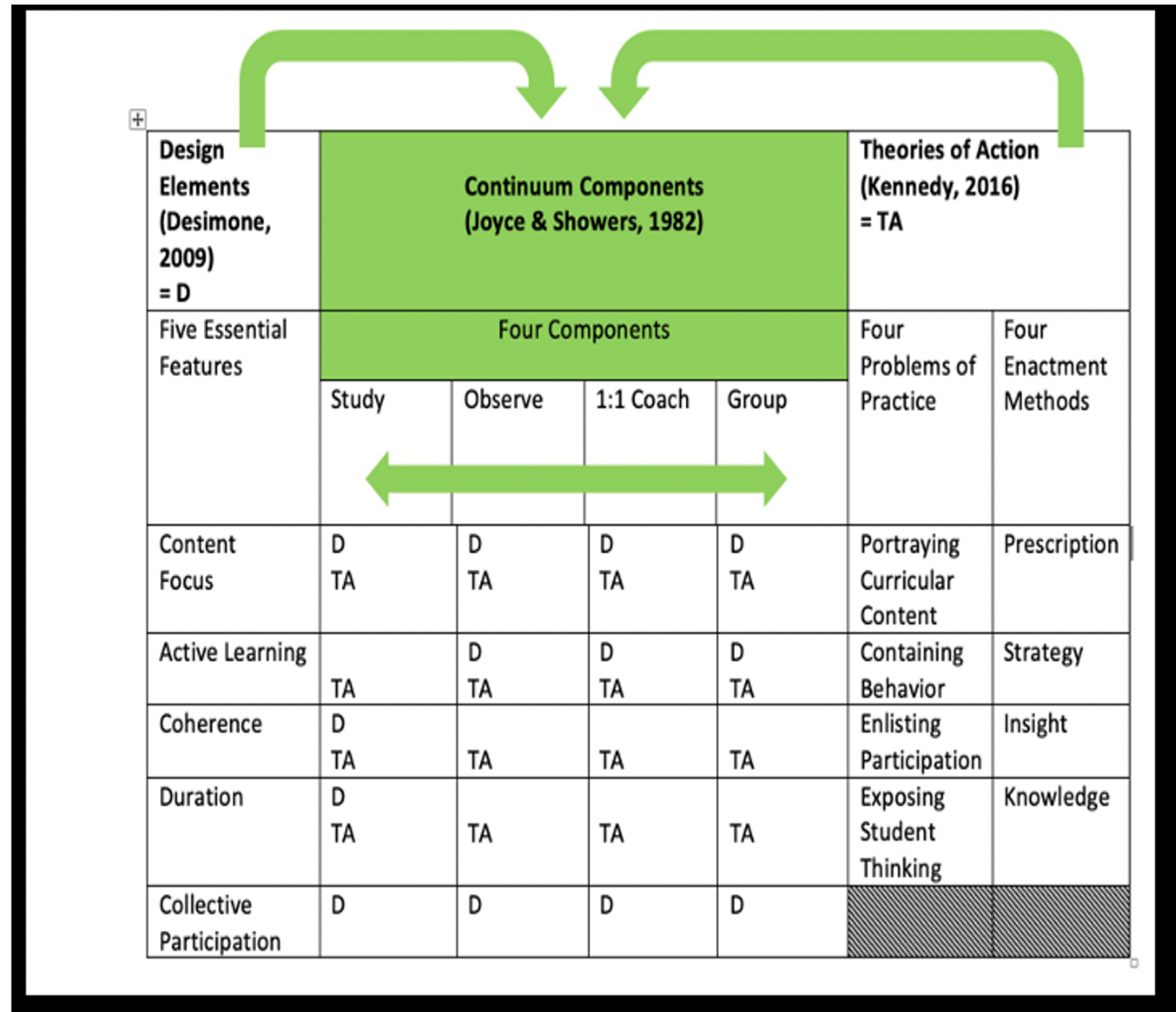
(Joyce & Showers, 1982)

•*5 Design Elements (D)

(Desimone, 2009)

•*8 Theories of Action

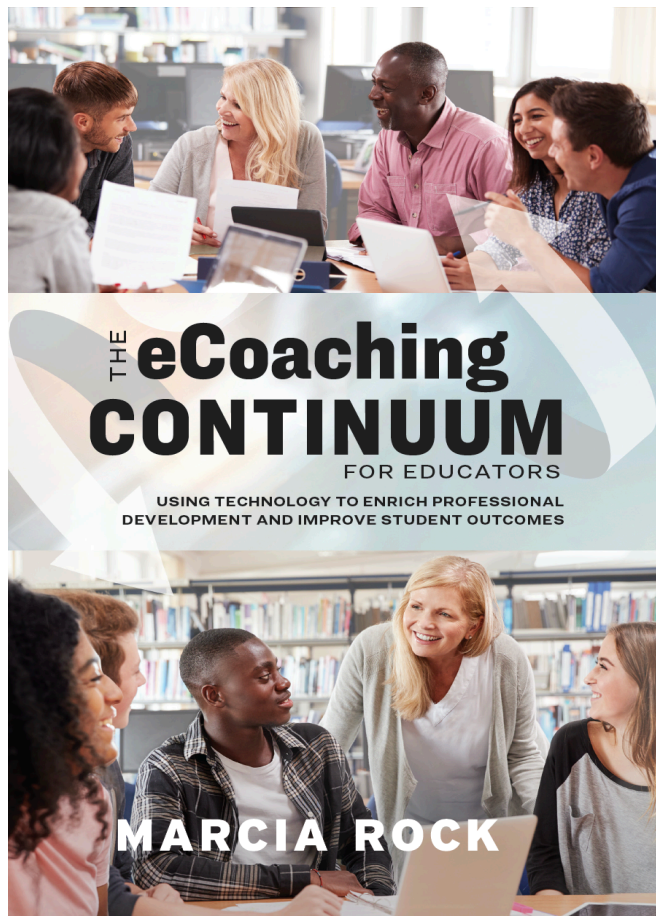
(Kennedy, 2016)





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Creating Connections in VPL: The eCoaching Continuum



- Wholistic orientation
- Cost effective
- Capacity centered
- Quality focused

Rock (2019)



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Creating Connections for Effective VPL

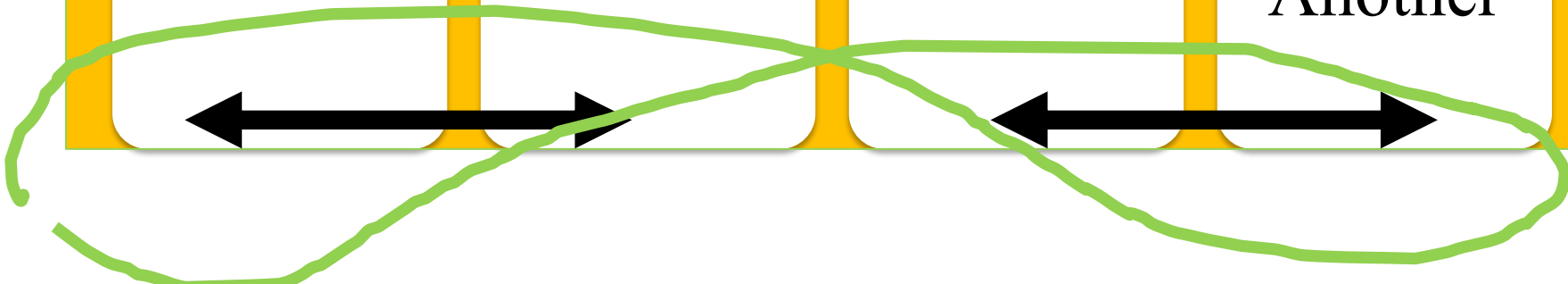


Study

Watch

Coach
1:1

Coach
One
Another





How Might Your State Create Connections for Effective VPL?

eCoaching Continuum

Study Theory and Practice (20–30 hours)	Observe Theory and Practice (15–20 times)	Coach One-on-One (10–15 times)	Coach Peers in Groups (undetermined)
<p>Use existing online modules, podcasts, &/or social media networks (or create new ones) on relevant and important topics, such as:</p> <p>MTSS or Integrated Systems of Support</p> <p>CEC & CEEDAR’s High Leverage Practices (HLPs)</p> <p>KU’s Learning Strategies or Content Enhancement Routines</p> <p>Family Engagement</p> <p>Professional Learning & Development in Teaming, Leading, Coaching, etc.</p>	<p>Use online video conferencing or electronically archived video repositories to “see” the topic(s) in action, such as:</p> <p>MTSS or Integrated Systems of Support</p> <p>CEC & CEEDAR’s High Leverage Practices (HLPs)</p> <p>KU’s Learning Strategies or Content Enhancement Routines</p> <p>Family Engagement</p> <p>Professional Learning & Development in Teaming, Leading, Coaching, etc.</p>	<p><i>External/Internal Coach:</i> Use online video conferencing and Bluetooth technologies to provide discreet, one-on-one coaching, on the topic, during classroom instruction, teaming, or in other applied contexts, to foster transfer and use.</p> <p><i>Self-Coach:</i> Use mobile apps or other technologies to capture and display automated feedback on on the topic, during classroom instruction, teaming, or in other applied contexts, to foster transfer and use.</p>	<p>Use online video conferencing to conduct critical friends groups or instructional grand rounds with peers/colleagues to investigate problems of practice specific to the topic(s) in generative, supportive ways.</p> <p>(Rock, 2019, p. 14)</p>



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Why are the four components needed?





“Coaching without the study of theory, the observation of demonstrations, and opportunities for practice with feedback will, in fact, accomplish very little.”

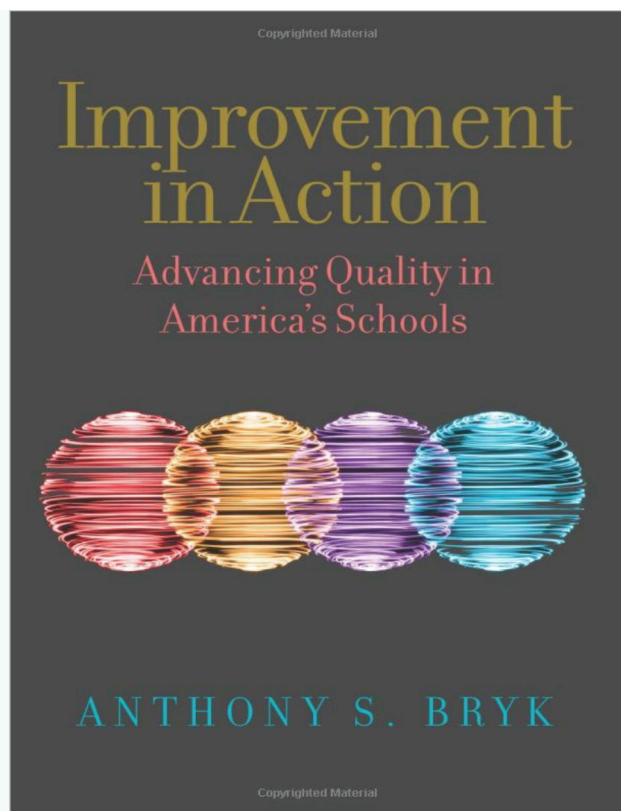
(Joyce & Showers, 1982, p.5)



If we fail to create connections:

- Study *only* yields little to no transfer.
- Observing *only* yields little to no transfer.
- Coaching *sans* study and observation leads to dependence on the coach.
- *Absence* of group/peer coaching adversely impacts sustainability and scale.

How Might Your State Monitor Progress & Continuously Improve?



Six Core Principles of Improvement Science

- Be problem-specific and user-centered.
- Attend to variability; it is the core challenge to address.
- See the system that produces the current outcomes.
- Embrace measurement –formatively & summatively; we cannot improve at scale what we cannot measure.
- Learn through disciplined inquiry.
- Organize and accelerate improvements through networks.

Bryk, A. (2020). *Improvement in Action*. Harvard Education Press.

Bryk, Gomez, Grunow, & LeMahiew (2015) | *Carnegie Foundation for the Advancement of Teaching and Learning*

<https://www.carnegiefoundation.org/our-ideas/six-core-principles-improvement/>



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How Might Your State Monitor Progress & Continuously Improve?



**VPL LOGIC
MODEL/
THEORY OF
CHANGE**



**VPL
IMPROVEMENT
PLAN**

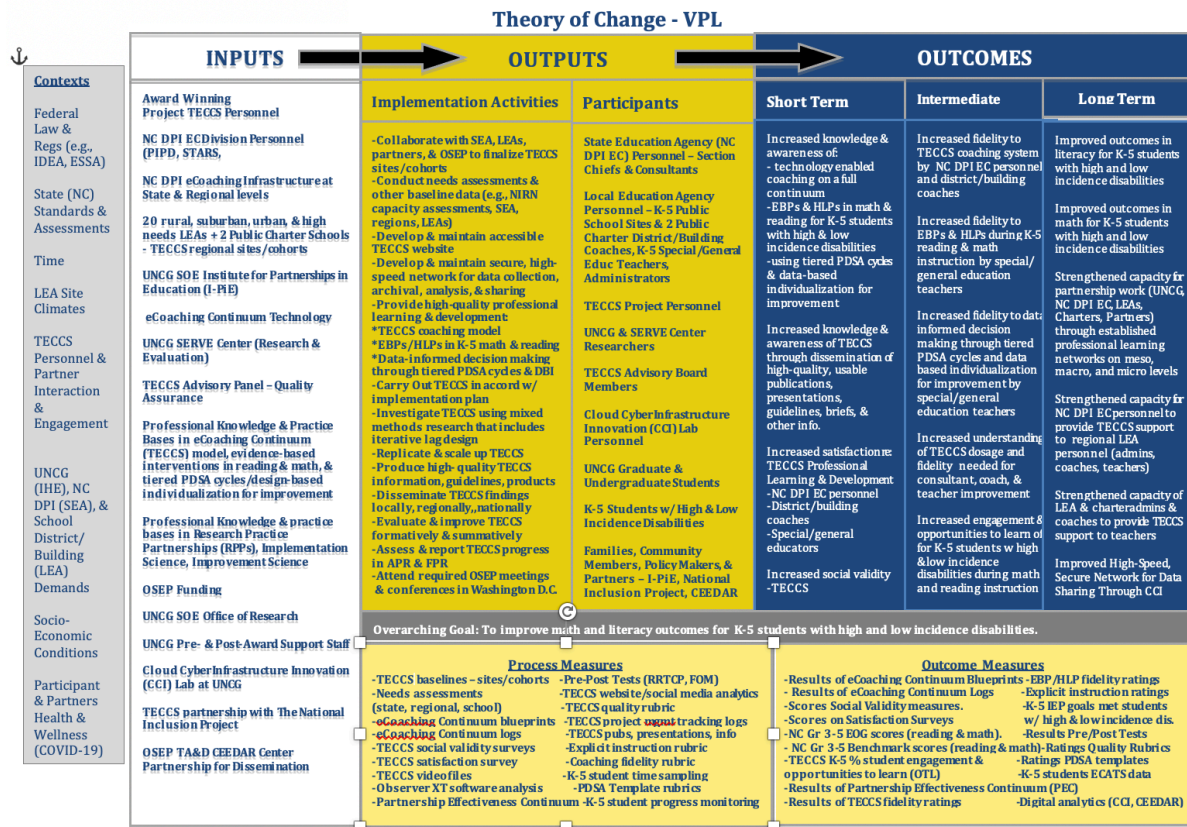


**VPL
MONITORING/
EVALUATING
PLAN**



What is The Theory of Change for Your State's Approach to VPL?

Logic Model or Theory of Change For VPL





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How Might Your State Co-Construct VPL Improvement Plans

Design Tools &
Templates:
NC DPI EC SIG
Strategic SPDG
Alignment
Example

Improvement stance:

1. Make the work problem-specific and user-centered.

Strategic
SPDG
Alignment

SPDG relationship:

What specific problem(s) is the SPDG trying to solve?

Systems alignment application:

What other programs/initiatives/individuals have data or insights to help untangle the complexity of the system?

Who else is worried about this problem, what do they know about it, and how can you help each other?

Which individuals/programs in the SEA share a commitment to understanding the problem(s) and investigating solutions?

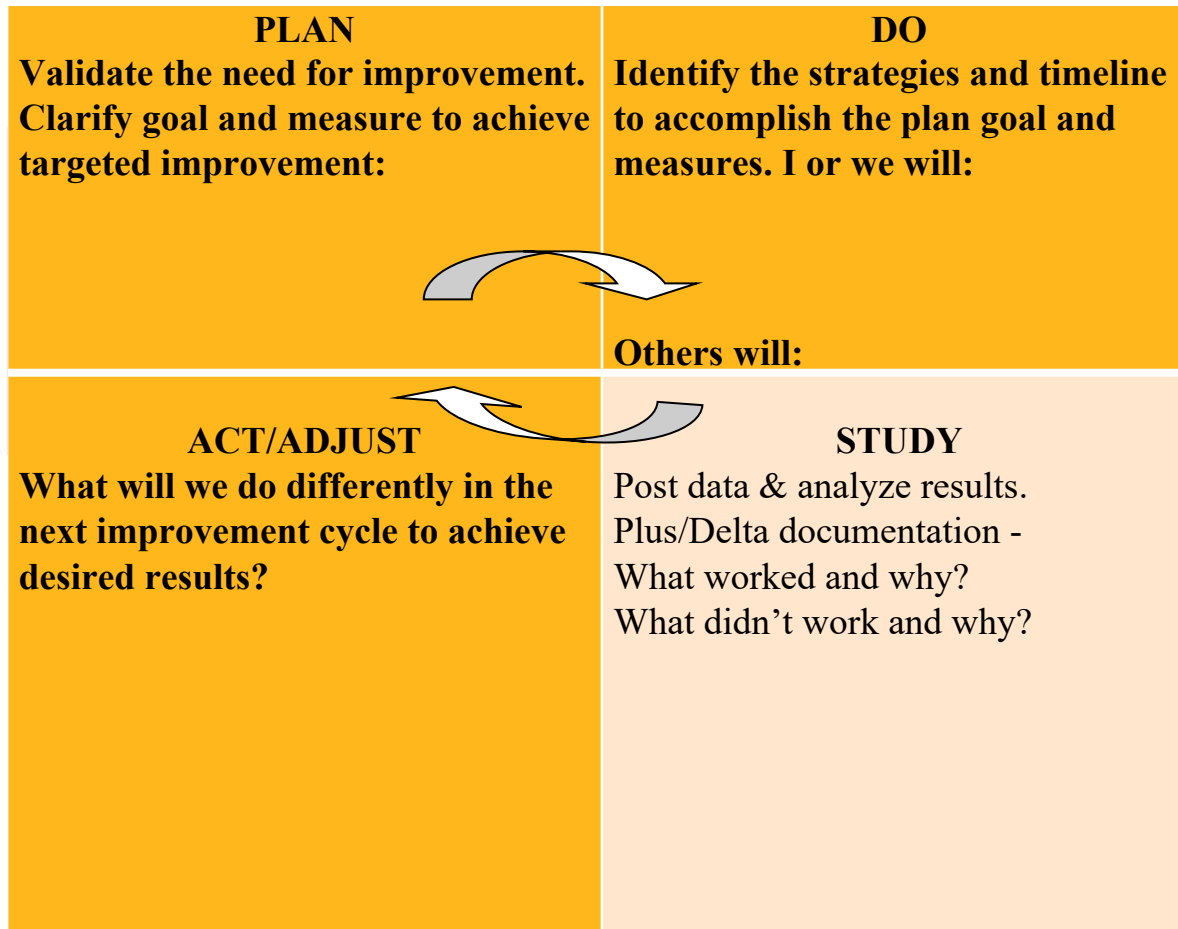
What about related organizations and other stakeholders?

(Fitzpatrick, 2019)



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How Might Your State Measure VPL? PDSA - Plan, Do, Study, Act/Adjust



Observation Checklist for High-Quality Professional Development Training

The Observation Checklist for High-Quality Professional Development Training was designed to be completed by an observer to determine the level of quality of professional development training. It can also be used to provide ongoing feedback and coaching to individuals who provide professional development training. Furthermore, it can be used as a guidance document when designing or revising professional development. The tool represents a compilation of research-identified indicators that should be present in professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality.

Context Information	
Date:	Location:
Topic:	Presenter(s):
Observer:	Role:

The professional development provider:	
Preparation	Observed (Class Time)
1. Provides a description of the trainee with learner objectives prior to training	

(Noonan et al., 2017)



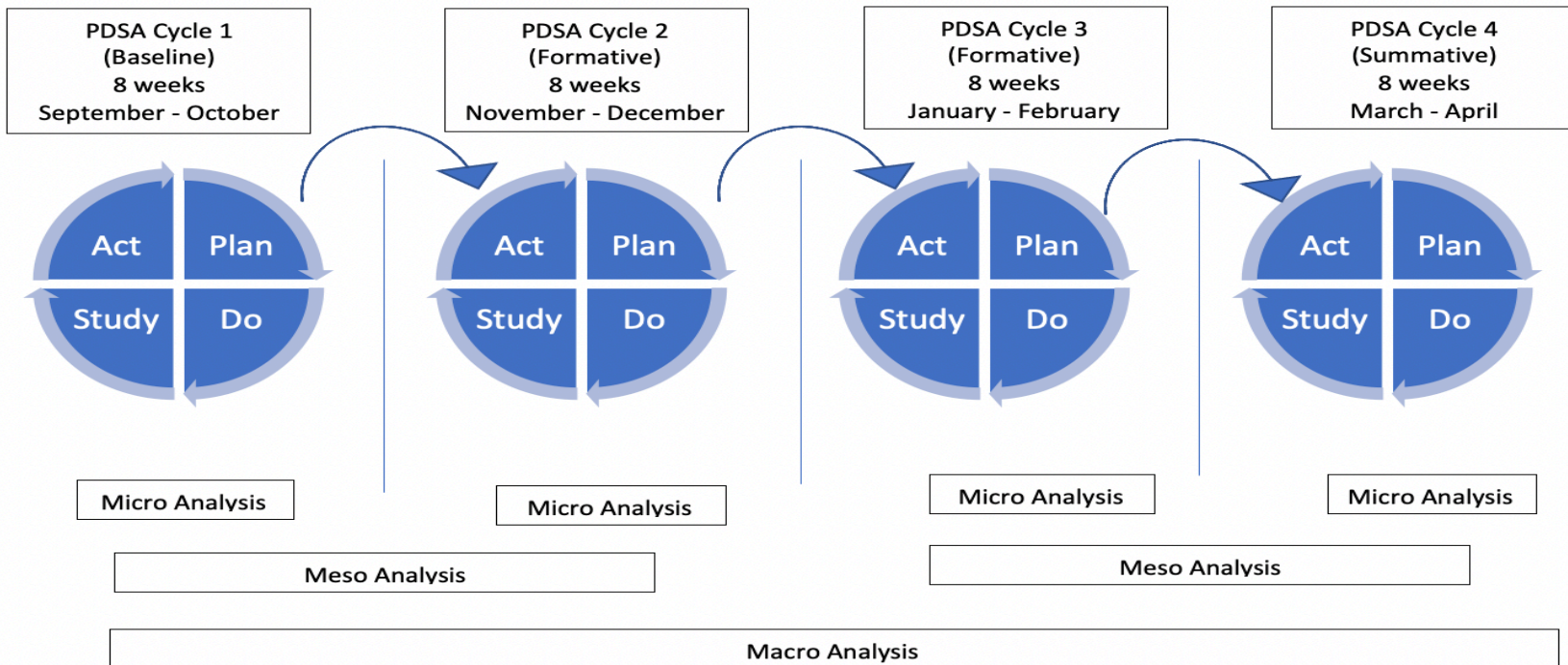
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How Might Your State Assess & Iterate VPL? PDSA Cycles for Rapid, Continuous Improvement

(Noonan et al., 2017)

(Rock et al. 2019; 2020)

Plan Do Study Act (PDSA) Cycles eCoaching Continuum Model – Coaching & Professional Learning General & Special Education





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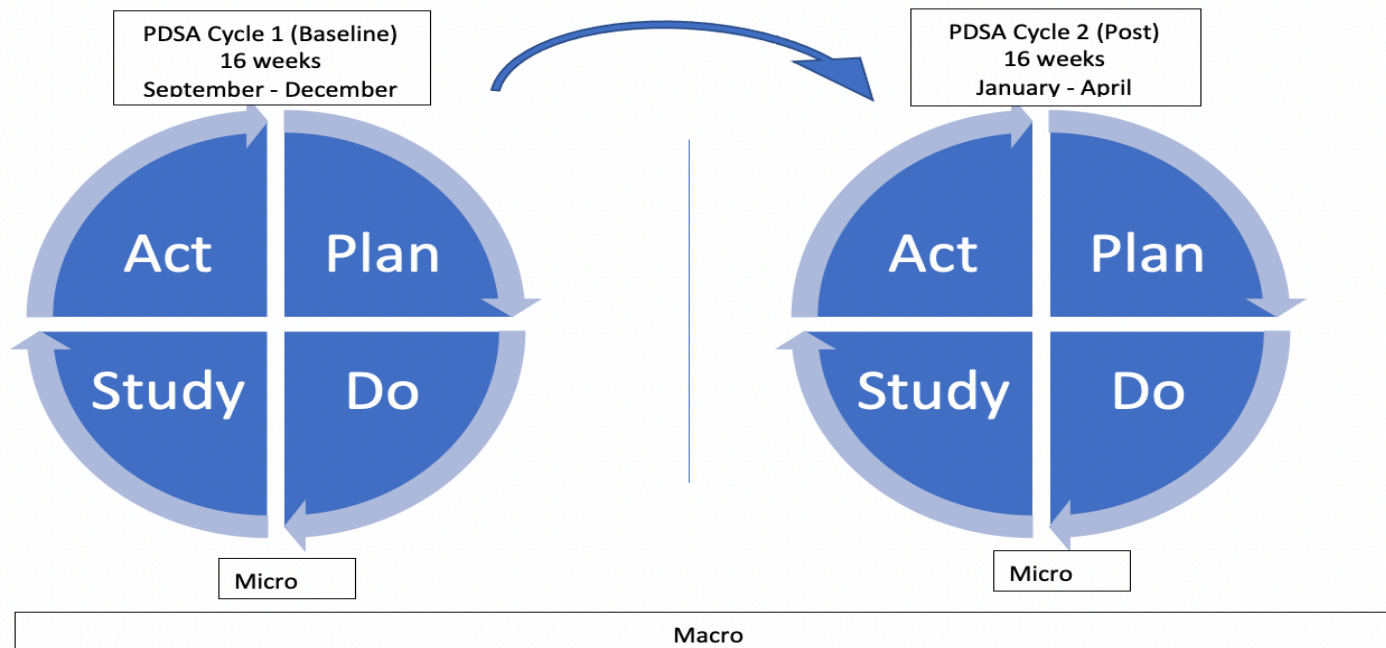
(Rock et al. 2019; 2020)

Plan Do Study Act (PDSA) Inquiry Cycles Tiered Data Informed Decision Making & Data Based Individualization for Improvement eCoaching Continuum Model - Coaching & Professional Learning Special Education

(Adapted, in part, from McKenney & Reeves, 2012)

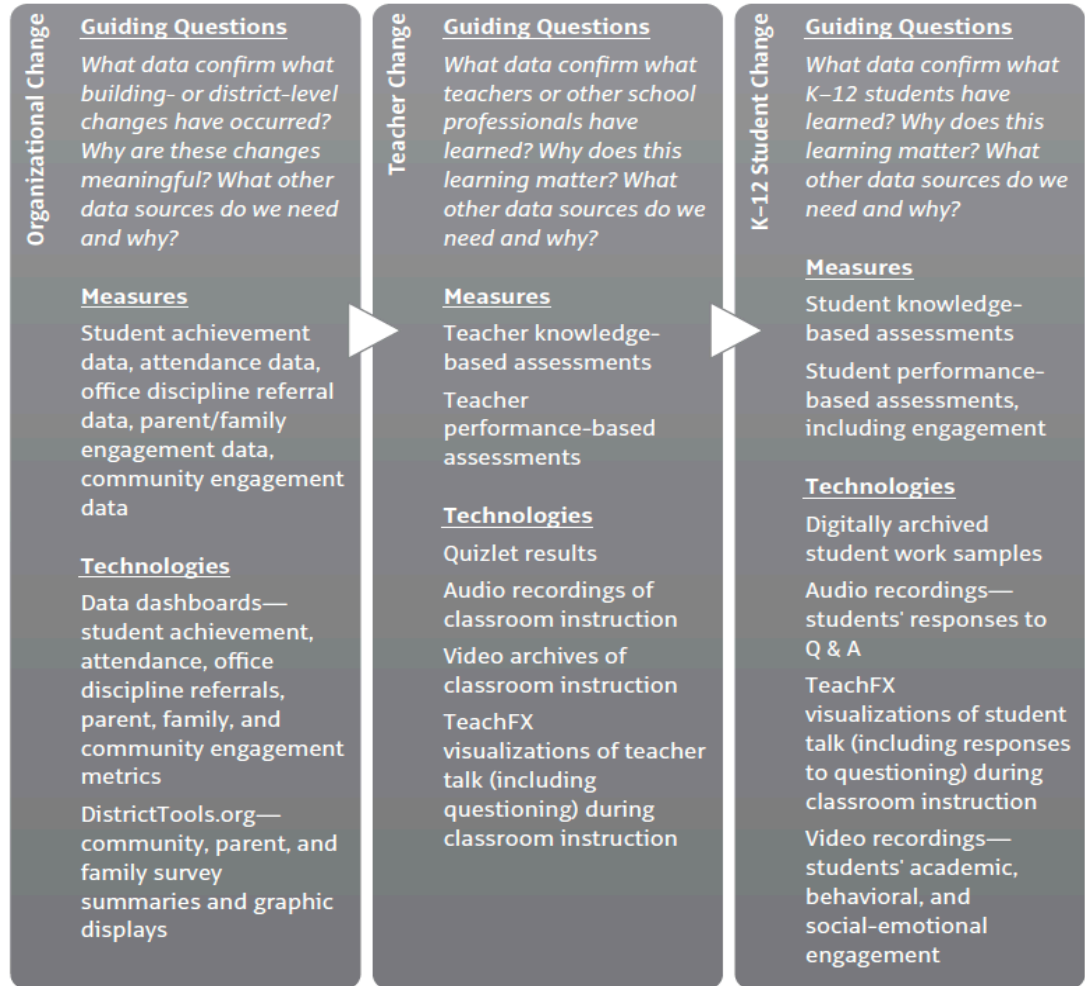
Special Education PDSA Cycles = 16 weeks

Rationale: Although the amount of time needed for instruction to be effective varies, elementary students who are not making progress, or who are failing to achieve, typically require 8-16 weeks of intervention, lasting 30-120 minutes daily (Vaughn, Wanzek, Murray, & Roberts, 2012; Vaughn et al., 2012). This 8 to 16-week timeframe equates to two to four school months. As such, we use longer PDSA cycles that are tiered, which allows for team and individual student level application by the general and/or special education teacher(s).



Take a Multi-Level Approach

- *State Change*
- *Organizational Change*
- *Teacher Change*
- *Student Change*





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Sharing Leadership for VPL



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Sharing Leadership for VPL Within and Across Siloed Systems

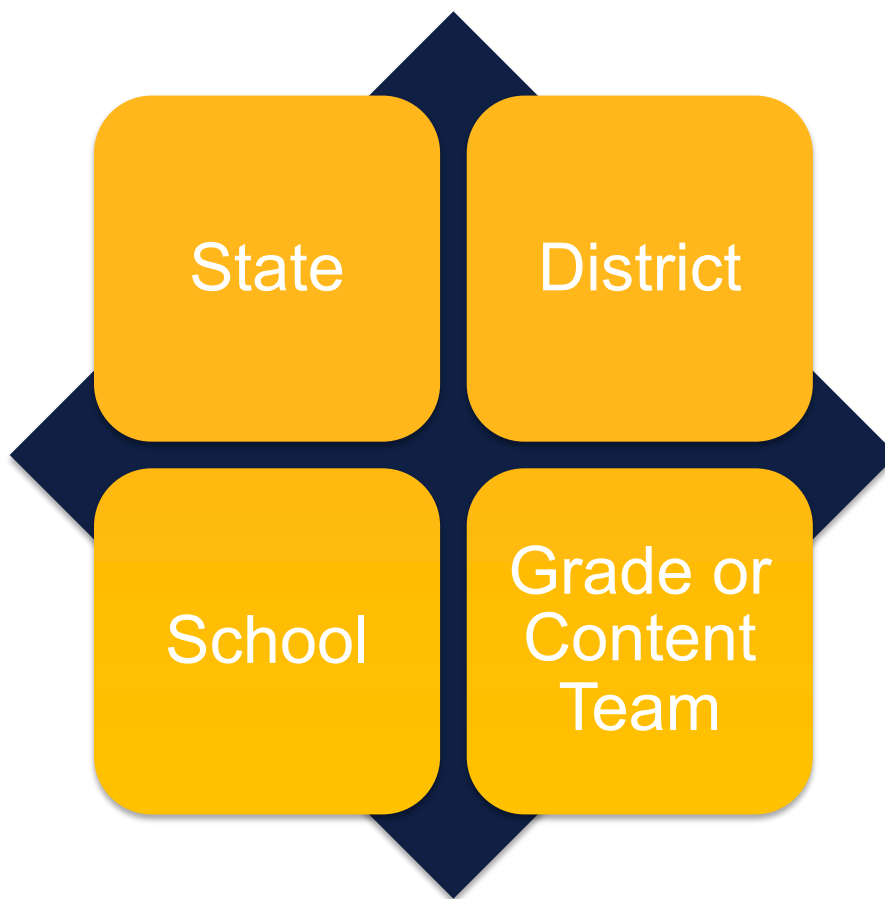


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Sharing Leadership Within and Across Siloed Systems

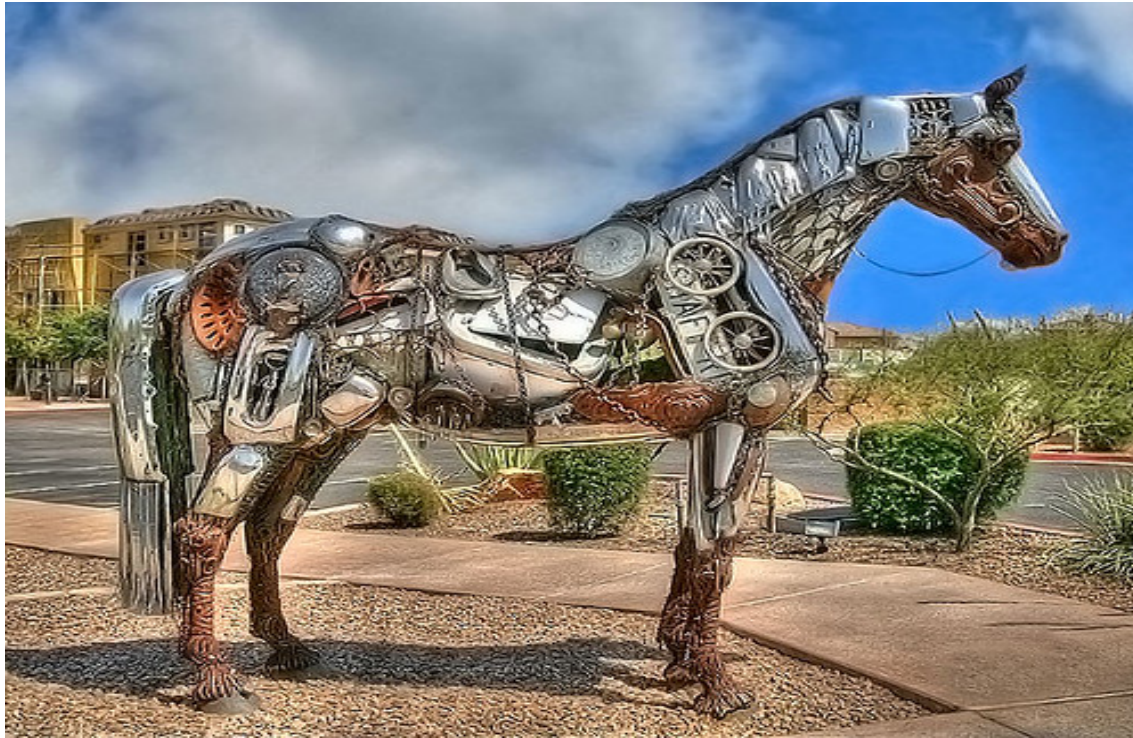
Within and across the systems, there are opportunities to tap into existing networks or to create new ones.





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Sharing Leadership for VPL is Not This!



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Sharing Leadership for VPL is This!



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Sharing Leadership for VPL:

- Trusting
- Communicating
- Norming
- Teaming
- Visioning
- Negotiating conflict
- Supporting
- Building infrastructure
- Cultivating competence & capacity



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How Might Your State Share Leadership in Supporting VPL?

What role does shared or distributed leadership play in VPL?

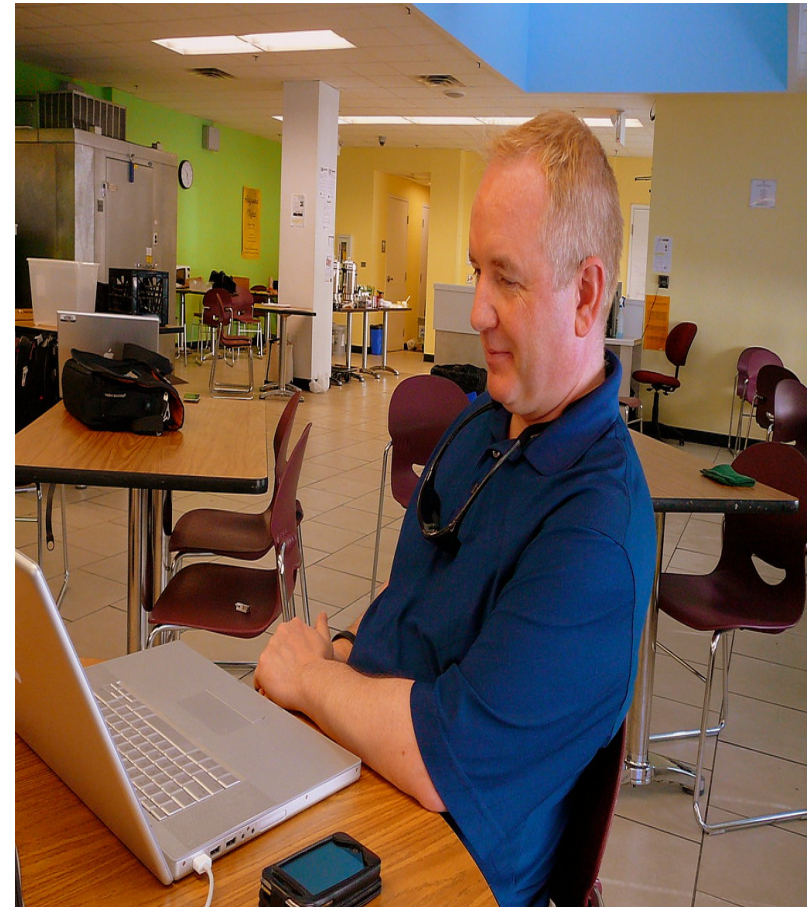
- Essential to effective teaming!
- Vital not only to learning to improve but also to improving to learn!



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Wrap Up & Review

- A Digital Framework for the Digital Age
 - Creating Connections
 - *Adopting the eCoaching Continuum for effective VPL*
 - Monitoring Progress & Continually Improving
 - *Using Improvement Science principles & tools as a guide*
 - Sharing Leadership
 - *Distributing leadership for effective teaming*





Reflecting & Acting

There is opportunity in your state plans:

How will you use the three takeaways to help your state get better at VPL? What actions will you take, starting today that will:

- *Identify what should people be able to know and do?*
- *How people will develop the critical competencies are needed to carry out the plan?*
- *How people will continuously improve?*



“The last is the most important . . . technical progress, extension of knowledge, does indeed represent progress, but not in fundamentals. **The essential thing is that we become more finely and deeply human”**

(Schweitzer, 1965, pp. 33–41, cited from Carneiro, 2010 as cited in Steffens, 2015, p. 55).



Thank you! It's Time for A Break!



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