Designing Interactive, Virtual Professional Development for Educators: *7 Simple Steps*

Cheryl Hinzman, Cheryl Phillips, Cynthia Treichler

*Prince William County Schools*
Meet Your Presenters

Cheryl Phillips
Instructional Technology Coach
Saunders Middle School
phillicx@pwcs.edu
Planning Process

4 Driving Questions to Address

• Question 1: Why?
  – Latest research suggests that teachers should be learning the way our students learn:
    • Relevant and meaningful
    • Teachers know best
    • Using blended and personalized learning strategies
Planning Process

Question 2 - Who?
Consider your audience

Question 3 - What?
Key topics
Objectives
Tasks to be completed

Question 4 - How?
Platform
A-ha Moments
# 7 Steps to Successful Virtual PD

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Step 1: Establish the Basics

• Start with the **why**:  
  – varying learning styles; teacher choice in task completion and learning environments; ubiquitous access

> “…the ideal professional learning experience should focus...more on opportunities to apply learning through demonstrations or modeling and practice.”

> ”Teachers with more choice report much higher levels of satisfaction with professional development.”

Source: Bill and Melinda Gates Foundation (2014)
Step 1: Establish the Basics

Choose Content  
Establish Dates & Times  
Determine Audience

Advertise  
Establish Roster
Step 1: Establish the Basics

- Do I know how to turn comments on and off?
- Are late submissions accepted with this platform?
- Can posts be scheduled in advance?
- Will there be a co-teacher? If yes, will a generic Instructor account be used?
- Will the posted assignments disappear after a certain time?
Step 2: Course-specific Details and Resources

Interactive Virtual Sway Course
Syllabus/Roadmap of Details

Welcome / Introductory Assignment | Due Monday, March 6th

Hello Sway users!

Welcome to the virtual Sway course. If you are joining this class, then you received an invite to our first Skype Session on March 2, 2017 at 4:30 PM. In this first hour virtual session, we will demonstrate the tools of Sway, share resources and examples of using Sway for learning, discuss the SAMR model and ISTE Standards, promote a discussion of ideas, and introduce upcoming tasks/assignments.

To get started, please post your name, school, course(s) taught, and to get to know you a little better, a response to one of three questions:

- Describe an invention you would like to patent
- Describe the last conference you attended
- The last book you read or are currently

At the conclusion of this course, if all tasks are complete, you will earn 10 recertification points that will qualify as EPLP points!

Task 1: Join the Conversation | Due Thursday March 9th

Review the resources linked below and consider how they can be blended into instruction while using Sway with your students.

As you review the links and documents, consider the following thoughts and questions:

1. How can your students transform their learning with Sway and elevate the level of SAMR in your classroom? Think about using the technology in a way that learning could not have taken place without it.

2. What strategies in the links shared would facilitate the learning for ELLs or special needs students in your classroom? How does Sway allow differentiation for learners of different ability levels? How can students in your classroom customize their learning experience using the tools of Sway? Are there other resources that can be used in combination with Sway to meet their needs?

Course Roadmap to keep instructor(s) organized.
Step 2: Course-specific Details and Resources

Resources in one central location. Artifact submission in acceptable format(s).
What did we cover in class last week?
It's in the syllabus.

What's your late homework policy?
It's in the syllabus.

When are your office hours?
It's in the syllabus.

How will my grade be computed?
It's in the syllabus.

It's in the syllabus.
A course syllabus helps your participants overcome the fear of joining an online class and provides them with the information they need by teaching them what to expect and how to plan for it.

Step 3: Create a Checklist/Syllabus

- **Course Format and Time Frame**
  - Course Information
  - Planning for Learning Time
- **Guidelines for Online Class Participation**
  - Discussion Board Expectations
  - Submitting Posts
  - Contributions to discussion threads
- **Communication Strategy**
  - Email/Contact Information
- **Technical Support**
<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>TASK AT A GLANCE</th>
<th>INITIAL POST</th>
<th>LOCATION 1</th>
<th>LOCATION 2</th>
</tr>
</thead>
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<tr>
<td>March 6th</td>
<td>Review the assignment “Ready to Transform your Teaching?” and add a comment with your name, school, course(s) taught, and response to one of the three questions listed.</td>
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<tr>
<td>March 9th</td>
<td>Task 1: Join the Conversation – provide an initial response to the questions and respond to the initial posts of two other participants.</td>
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<td>March 30th</td>
<td>Task 2: Your Action Plan: Transforming Learning with Sway – complete the Sway Lesson Plan Template and a sample artifact in Sway. Don’t forget to post this information in both locations noted in the assignment. Need help with Sway? Check out the videos and resources in our “Transforming Learning with Sway” Sway - <a href="http://tinyurl.com/swayonsway">http://tinyurl.com/swayonsway</a></td>
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<td>April 6th</td>
<td>Task 3: Share Lesson Plan and Sample Artifact(s) – review the lesson plan and sample artifact shared by three other</td>
<td></td>
<td>REPLY 1</td>
<td>REPLY 2</td>
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Early communication with participants is imperative, and pre-course basic training in how to navigate the course, use e-mail, and participate in class discussions is strongly advised.

Step 4: Get to Know the Platform

• Develop **interactive** instruction
  – Computer-based training for the course instruction
  – Post on the course website and find ways to get participants there often
  – Create videos and ‘how-to’ steps
    • Videos; Office Mix; Don’t count out PowerPoint!
Step 5: Course Welcome Materials

• Give your class the same touch you would do in a face-to-face class.

  Create a welcome letter  →  Create a welcome video  →  Create a welcome discussion forum
Step 6: Collaborative Space

For Professional Learners in Class

– Ongoing feedback
– Establish meaningful connections
– Post often and respond to each other
– Obtain resources and lesson ideas from instructors as well as other participants
Step 6: Collaborative Space

For Instructors in Class

• Create a collaborative space for you and your co-teacher(s) as instructors.
  – Attendance and progress monitoring
  – Schedule assignments to be posted 1 week before the deadline so teachers are not seeing everything at once.

• Generic instructor login
Step 7: Finishing Touches

• Review submissions
• Contribute to discussions
• Complete course progress checklists
• Final reflections posted from participants and facilitators (make it required)
• Survey
• Assess again
• Final communication to class participants
Celebration Your Successes!

Meet with Team as Follow Up
- Reflect
- Review Survey Responses
- Discuss Roadblocks

Decide when you are going to create another one!