ACTIVITY | What’s on your “PD Plate?”

Step 1 | On a sheet of paper, draw a circle to represent your current “professional development plate.”

Step 2 | On the plate you’ve drawn, portion out what professional development formats you are currently utilizing in your program.
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A little about me...

- B.A. and MBA
- CCR&R Training Coordinator/Assistant Director
- Business Manager, McCormick Center for Early Childhood Leadership
- Director of Technology Initiatives, McCormick Center
- e-Learning Initiatives Manager, NC Partnership for Children

Passionate about adult education and organizational leadership

Professional and Organizational Development
A little about me...

B.A. Ten-twenty years in the ECE field

At Quality Assist, an early education consulting company, for eighteen years.

Formerly with the Georgia Association for the Education of Young Children (NAEYC affiliate).

Quality Assist is a national provider of e-professional development.

Passionate about adult education and developmentally appropriate practices for all children.

Adult Education and Developmentally Appropriate Practice

2018. Quality Assist, OSSE, NCPC.

A little about me...

B.S. in Early Childhood Education

Fifteen years in the ECE field

Education Program Specialist, Division of Early Learning (DEL), Office of the State Superintendent of Education (OSSE)

Served as center director in child development centers for over fourteen years

Provides technical support to internal and external stakeholders

Passionate about supporting teachers to ensure high-quality early childhood education for all children

Teacher Professional Development and Support

2018. Quality Assist, OSSE, NCPC.
84% of four-year-olds and 70% of three-year-olds are enrolled in a public pre-kindergarten program in DC

Enhanced QRIS, replaces Going for the Gold

Redesigned to align across child development centers, DC public schools, public charter schools

Rankings are public-facing, empowering parents to make informed decision about their child’s care

A quality facilitator works with site administrator and leadership team to create and implement a continuous quality improvement plan and track progress
Our Objectives Today

• Review different types of online learning, their pros and cons and indicators of quality

• Think intentionally about what types of learning delivery models meet PD goals and our audience’s needs

• Access tools to help us identify/create strong e-learning offerings

• Determine opportunities for e-learning to “stack” into our QRIS and PD systems

What’s in the fridge?
Types of e-learning offerings

- Online Meetings
- Webcasts
- Webinars
- Self-Paced e-Learning
- Blended Learning and Hybrids
TASTE TEST | e-Learning Opportunities and Challenges

<table>
<thead>
<tr>
<th>Collaboration/Interaction</th>
<th># of attendees</th>
<th>Opportunities?</th>
<th>Challenges?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Meeting</td>
<td>Most interactive Multi-way communication</td>
<td>2-25</td>
<td></td>
</tr>
<tr>
<td>Webinar</td>
<td>Limited 2-way communication Ops for sharing</td>
<td>26-1,000</td>
<td></td>
</tr>
<tr>
<td>Webcast</td>
<td>1-way communication</td>
<td>2-Thousands</td>
<td></td>
</tr>
<tr>
<td>Self-paced e-Learning</td>
<td>It depends; Look for courses that include interaction and engagement w/ instructor/other participants</td>
<td>2-Thousands</td>
<td></td>
</tr>
</tbody>
</table>

What’s in the fridge? Types of e-learning offerings

- Small groups
- Allow multiway communication
- Open microphones | screen sharing | collaboration on documents | videos
What’s in the fridge?
Types of e-learning offerings

Webinars

• Larger groups than online meetings.
• Limited multiway communication.
• Communication controlled by host to manage noise and moderate flow of information.
What’s in the fridge? Types of e-learning offerings

Webcasts

- Very large groups.
- One way communication.
What’s in the fridge?
Types of e-learning offerings

Self-Paced e-Learning

• Allows participants to work at their own pace and when they wish
• May be asynchronous or synchronous with a few or many other participants
• Provides opportunity for activities, assignments, or visuals to support learning
• Data tracking allows for participants and content providers to track progress
Often overlooked:

Data generated before, during, and after the e-learning experience

What to Look for in Quality Online Professional Development
When implemented well...

e-Learning can almost replicate conference workshops or classroom learning.

Otherwise...

like keynote addresses, videos, podcasts or lectures.

What’s in the fridge?
Types of e-learning offerings

Blended Learning and Hybrids

These learning modalities bring together the best of two or more delivery models.
Blended learning can bridge the “Fly-by” PD effect.

Blended Learning in DC

Hybrid Child Development Associate (CDA) Renewal Program
Southeast Children’s Fund, OSSE CDA Grantee

- 24 hours of in-person professional education
- 21 hours completed through Quorum courses
- Southeast Children’s Fund issues a 45 hour certificate

Classes held every other Saturday for two months
Using OSSE’s Quorum CDA Guidebook, instructor sets a schedule of online coursework and due dates
The 45 hour certificate is submitted to the Council for Professional Recognition to complete CDA renewal

2018. Quality Assist, OSSE, NCPC.
A Resource for Selecting a Learning Delivery Model

SCENARIO ACTIVITY | Generating Ideas for PD Follow-up and Engagement

READ THE SCENARIO ...

Then, utilizing the learning delivery options handout and information provided in the scenario, determine what learning delivery model best fits the situation.
DISCUSSION QUESTIONS

Read through the *Learning Delivery Options* handout. Which learning delivery model or models do you feel would work best in this scenario and why?

Describe how you would implement the learning model. Use the “Additional Considerations and Getting Started” column to think through additional details and needs.

Your Role as Sous Chef

Consuming a healthy PD diet means program leadership must be intentional about what, when, where, and how content is consumed.
Delicacy or Disaster?
Assessing e-learning options

Look for interactivity!
Despite common misconceptions, interactivity is possible and essential
DON’T FORGET!
Important features of e-professional development

LOOK FOR...

• Quality research-based content
• Engagement strategies
• Application (Take it to action!)
• Credit

DON’T FORGET!
Important features of e-professional development

• Learner in control (flexibility and 24/7 access to platform)
• Security
• Customer support (Help Desk)
• User friendly technology
• Cost
• FUN!

What would you add??
WHO IS IN YOUR EARLY CHILDHOOD WORKFORCE?

How to we reach and serve underserved populations?

How do we insure Digital Access?
CHANGING DEMOGRAPHICS of the ECE Workforce

- Foreign-born share of ECE workers has risen. Immigrants now make up 18 percent (or nearly one fifth) of the ECE workforce
- Immigrants are over-represented in the lower-paying sectors of the ECE profession, such as family-based child-care workers

Supporting the Diverse Workforce in DC

- CDA grantees deliver classes in Amharic, Spanish, and English
- **33 courses** in Quorum have content in Spanish totaling more than **100 instructional hours**
- To accommodate non-traditional facilities with longer hours, CDA grantees hold special cohorts to fit their schedule
- Shared Services offers a computer literacy course for home providers
- For the PDIS launch, OSSE held PDIS information sessions and offered remote access assistance
- OSSE hosts a computer lab series to assist with FAFSA and college applications
OSSE’s live Early Childhood Education (ECE) Help Desk offers support by phone, e-mail, or in-person appointment.

- 1,506 calls to ECE Help Desk since its launch in Nov. 2017.

**ECE Help Desk Call by Topic**

- Professional Development
- PDIS
- Quorum

**ACTIVITY | Consider the data**

- What goals are associated with your audience? How can you utilize data on past successes to drive your decisions on e-learning?
- How are you going to meet your future needs?
- How will you match the needs of your increasingly diverse workforce?
- How will you consider any technology expectations or limitations of your workforce?

Pick a question and turn to your partner to discuss.
When to mix in e-learning | Generating Ideas for linkages between workforce goals and e-learning

- 28,786 Quorum courses completed by DC educators since May 2017
- 91,039 instructional hours earned by educators at OSSE licensed DC sites through Quorum
- Quality Facilitators have access to Quorum to advise educators of potential learning opportunities
- Quality Facilitators have oversight access in PDIS and can send course recommendations directly to educators within PDIS
- Capital Quality participants attend monthly Community of Practice webinars
What’s Next for e-Learning in DC

We will:

• Continue to work with Quorum to offer additional courses in Spanish and potentially additional languages

• Continue to support providers in utilizing the e-learning services available to them

• Research additional free or low-cost e-learning options

• Work with university partners for the transfer of e-learning courses into semester hour credits
ACTIVITY | System Sandwich

How does e-learning “stack” into your current PD, QRIS, career lattice, higher education system?

ACTIVITY | Changing up your PD menu?

Now that you know more about e-Learning opportunities and how they might support your overall PD goals, how might what’s on your “PD plate” change?

Redraw your plate to reflect your thinking.
Our Goal | Continually assess the “right mix” of professional development to meet the need and add a “heaping portion” intentionality to professional development in your organization.

Resources

https://osse.dc.gov/eceresources
Resources

www.smartstart.org/fabrik-one/

Resources

www.quorumlearning.com
Ready or Not? Incorporating e-Learning Into Your Professional Development Mix

ADDITIONAL RESOURCES AND READS

- The Learning Guild's 144 Tips on Synchronous e-Learning:
  https://www.learnerguild.com/showfiles/f1901d-2030
- EventBuilder Skills and Tactics Webinar Series on how to build better webinars by Roger Courville and Robyn Feuer:
  https://www.eventbuilder.com/help/530/feature-408503
- Great Webinars - Create Interactive Learning That is Captivating, Informative, and Fun - See book and blog at: http://greatwebinars.wordpress.com/
- The National Education Association's Guide To Teaching Online Courses:
  https://www.nea.org/aca/aca2012/mod-resource/content/1/127351158.txt
- Improving Training Outcomes Through Blended Learning by Michelle Rovca and Barbara Locklear:
  https://www.teachable.com/sites/default/files/inline/3d6a634b81ca8ac0e2f49c4ac44657cbblings.pdf?
  3647f6
- California State University's Rationale for Online Instruction:
  http://www.csun.edu/ctpc/online_classroom.html
- Use of Synchronous Virtual Classrooms by Florence Martin and Michelle A. Parker:
- Walking the Talk Online Training for Online Teaching by Susan Erickson and Randy Labbente:
  http://www.merlot.org/merlot/fulltext/ntu2-70uey-kejous_oejg_sojx_ejox_uu_oxojo0o
- Illinois Online Network and the Board of Trustees of the University of Illinois's Quality Online Council Initiative Guidelines:
  https://www.illinois.edu/merlot/fulltext/ntu2-70uey-kejous_oejg_sojx_ejox_uu_oxojo0o

Additional resources available on your handout.

Questions?

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