A Quality Matters Event

QM Research Online Conference

Active/Applied Research on Online Learning and Quality Assurance

February 9, 2021| Online

1:00 - 4:30 p.m. Eastern

Join the community of people that believes quality matters | qualitymatters.org/events

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Welcome, we'll begin shortly.

Get set up to participate…

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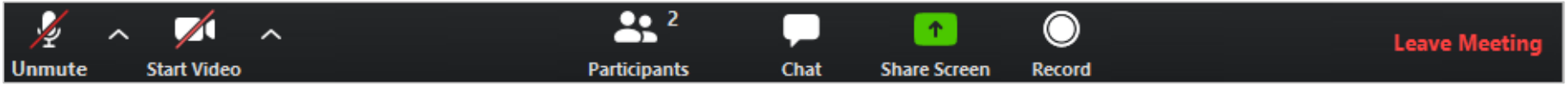
Participant Toolbar



- Use the toolbar to mute or unmute your audio – please stay muted unless you are talking. If you are not on mute, we can hear background noises.
- Select “Start Video” to turn on your video.
- Select “Chat” to send text messages to everyone. You can leave the chat panel open throughout the session; drag it to the side so you can see the screen.
- Select the “Participant” panel to see everyone that is in the session. You can use this to control audio/video and it contains polling tools and tools to engage with the presenter and other participants (e.g. thumbs up, coffee break, yes or no).
- Use the “Leave Meeting” button to close out the session when we are done.

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Group Chat

Chat – Enter your message at the bottom of the screen and press enter, your text will appear at the top with your name.

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Participant Panel

- Allows you to see everyone in the session.
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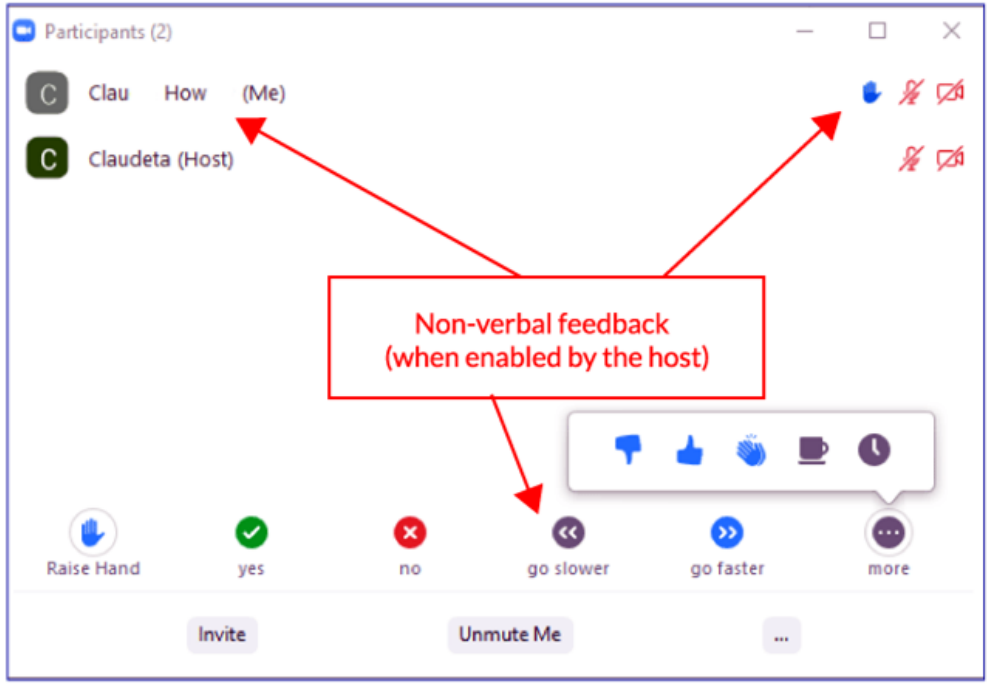

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@QMProgram

#QMResearch

Share how you'll use something you learned today!

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K-12 Teachers & Professional Development Needs: What the Research Uncovered

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Presented by

Dr. Deborah Anne Banker

&

Christine Voelker

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Welcome!

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cvoelker@qualitymatters.org
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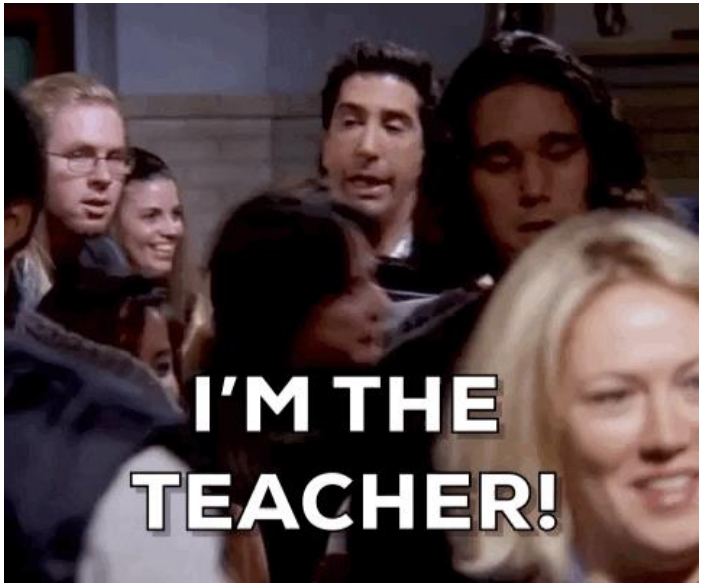
Audience Poll #1

Do you identify as:

A. K-12

B. Higher Education



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Simba, Max and Kimba were rescued from Circo Hermanos Ponce in July 2018. Clockwise from left: Simba, Max and Kimba.

ANIMAL DEFENDERS INTERNATIONAL

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Audience Poll #2

Are you still feeling super unsure about what you are doing?

A. Yes

B. No

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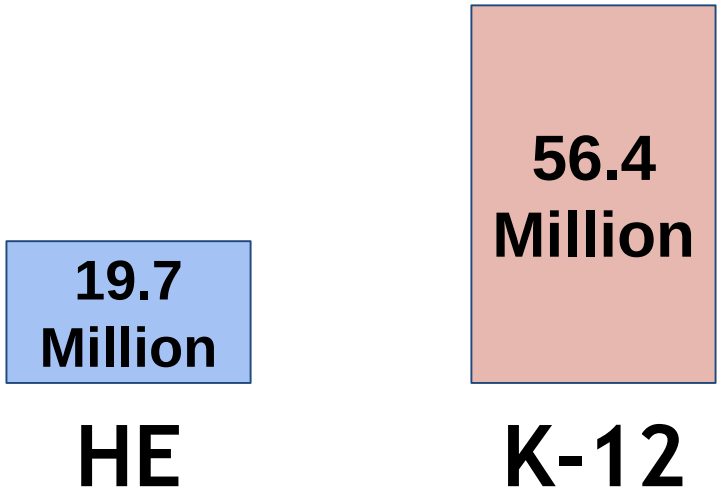
NCES Projected Data - Fall 2020

U.S. Students Impacted by the Pandemic



~National Center for Education Statistics (nces.ed.gov)

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To Recap...

Pandemic Conditions

Forced a pivot from face to face to remote/online instructional delivery

Decisions Based on Research

Not a great deal of formal research done in K-12 field for evidence-based decisions for instructional design and delivery. Study launched by Dr. Dana Manning and Dr. Deborah Banker.

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Reasons for the Research

- When doing a literature review to find what research had been done, a great deal of opinion papers, anecdotal publications, and white papers were found, not “classical” research studies.

- *What few publications had been found were about higher educations arenas.*

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Research Matters

- Since there are **36.7 million** more learners in the U.S. alone impacted by the pivot to online/remote education, **the perceptions of the teachers actually affected by the pivot is essential for decision makers to know and understand.**

- Dr. Dana Manning (Life School Public Charter) and Dr. Deborah Anne Banker (Tarleton State University) saw the **need for formal research in K-12 Schools to provide evidence-based studies to inform decision makers for policy decisions**. Christine Voelker (QM) has tied the research to the **K-12 QM tools and services**.

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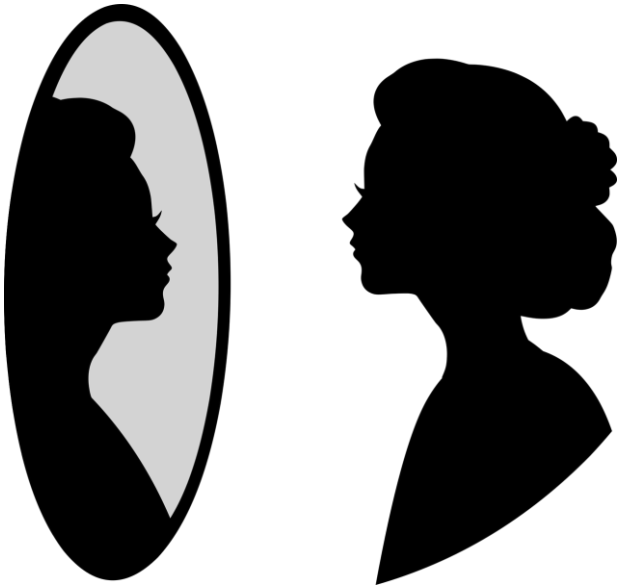
Perception is Reality

> The totality of your perceptions—regarding yourself, your life, life in general, others, and so on—creates and impacts your personal reality and ultimately your experience of life
> (Humphreys, 2021)



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Perception is Reality

> Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997).

https://ontargetinteractive.com/wp-content/uploads/2017/02/self-perception-.jpg

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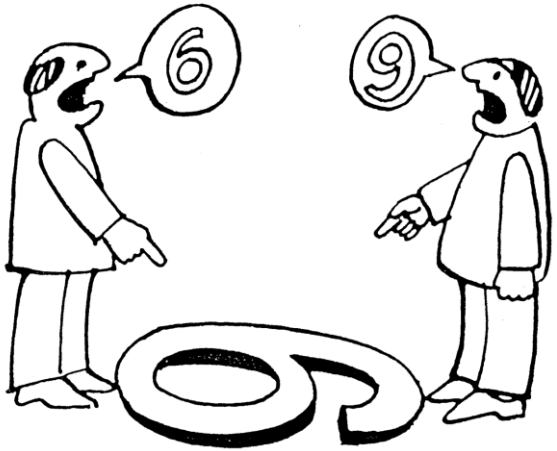
Perception is Reality

In other words, what you perceive is what is happening to you or what you are experiencing.

This translates into the power of perceptions in determining research.



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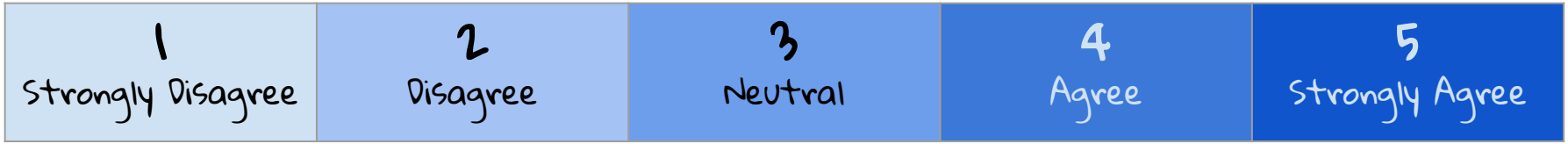
Methodology

Mixed Methods

- 17 question Likert scale survey



- 1 open comment question & 7 additional demographic questions

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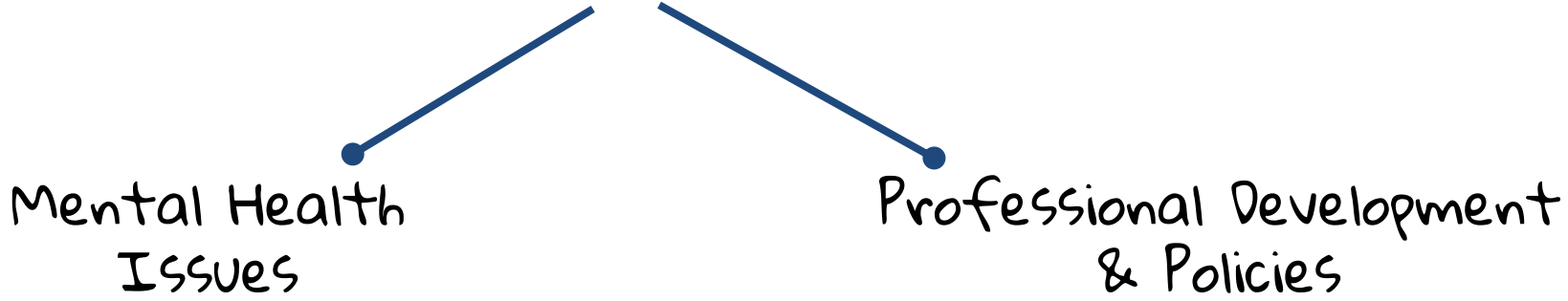
Methodology

Reliability and Validity

- Scale Reliability (internal consistency), Cronbach's alpha = .82
- Validity using **Two Factor Analysis**, $r = .94$, $p < .001$



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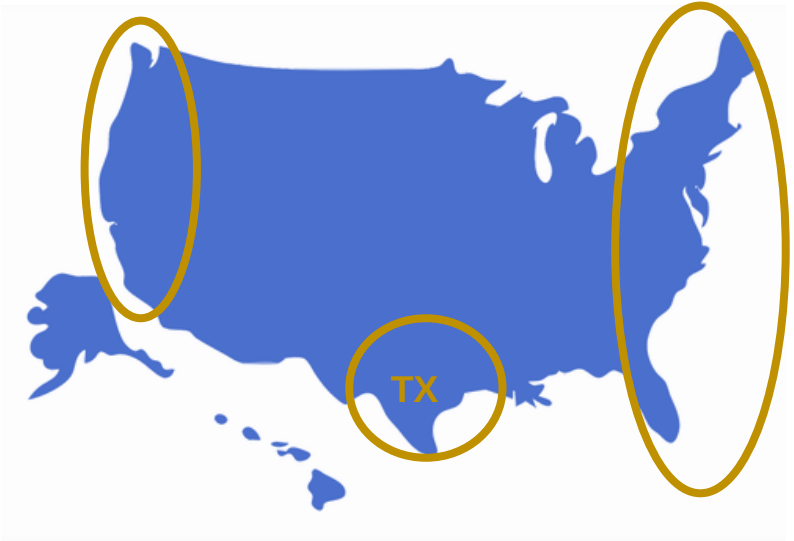
Methodology

Participants

- Self-reported K-12 teachers
- Recruited



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Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
Morale is good among the teachers at my school			
I received adequate training for remote teaching during the summer of 2020 for fall 2020 implementation			
My school's administration team is knowledgeable about the Professional Development needed for remote learning			
Parents (guardians) provide their children the appropriate guidance for remote learning	2.56%	82.91%	14.53%

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Audience Poll #3

Morale is good among the teachers at my school

A. Strongly Agree or Agree
B. Strongly Disagree or Disagree
C. Neutral

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Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
Morale is good among the teachers at my school	39.83%	43.22%	16.95%
I received adequate training for remote teaching during the summer of 2020 for fall 2020 implementation			
My school's administration team is knowledgeable about the Professional Development needed for remote learning			
Parents (guardians) provide their children the appropriate guidance for remote learning	2.56%	82.91%	14.53%

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Audience Poll #4

I received adequate training for remote teaching during the summer of 2020 for fall 2020 implementation

A. Strongly Agree or Agree
B. Strongly Disagree or Disagree
C. Neutral

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Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
Morale is good among the teachers at my school	39.83%	43.22%	16.95%
I received adequate training for remote teaching during the summer of 2020 for fall 2020 implementation	16.1 %	65.26%	18.64%
My school's administration team is knowledgeable about the Professional Development needed for remote learning			
Parents (guardians) provide their children the appropriate guidance for remote learning	2.56%	82.91%	14.53%

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Audience Poll #5

My school's administration team is knowledgeable about the Professional Development needed for remote learning

A. Strongly Agree or Agree
B. Strongly Disagree or Disagree
C. Neutral

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Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
Morale is good among the teachers at my school	39.83%	43.22%	16.95%
I received adequate training for remote teaching during the summer of 2020 for fall 2020 implementation	16.1 %	65.26%	18.64%
My school's administration team is knowledgeable about the Professional Development needed for remote learning	35.59%	48.22%	21.19$
Parents (guardians) provide their children the appropriate guidance for remote learning	2.56%	82.91%	14.53%

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Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
I plan to leave K-12 teaching in the next year	18.64%%	60.17%	21.19%
If I plan to leave K-12 teaching in the next year, it would be due to concern for the safety of myself and/or my family due to COVID-19	13.05%	30.43%	56/53%*
If I plan to leave K-12 teaching in the next year, it would be due to issues with remote learning implementation	26.96%	18.26%	54.75%
My school's administration has no perception or understanding of boundaries for teacher time outside of normal school hours			

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Audience Poll #6

My school's administration has no perception or understanding of boundaries for teacher time outside of normal school hours

A. Strongly Agree or Agree
B. Strongly Disagree or Disagree
C. Neutral

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Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
I plan to leave K-12 teaching in the next year	18.64%%	60.17%	21.19%
If I plan to leave K-12 teaching in the next year, it would be due to concern for the safety of myself and/or my family due to COVID-19	13.05%	30.43%	56/53%*
If I plan to leave K-12 teaching in the next year, it would be due to issues with remote learning implementation	26.96%	18.26%	54.75%
My school's administration has no perception or understanding of boundaries for teacher time outside of normal school hours	45.86%	41.53%	12/71%

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Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
The parents (guardians) of my students at my school have no perception or understanding of boundaries for teacher time outside of normal school hours			
The school's administration has adequately prepared for my safety in my classroom and on campus	42.22%	29.66%	27.12%
The school's pandemic health policies and procedures are clearly written and have been clearly communicated to teachers and parents	61.87%	26.27%	11.806

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Audience Poll #7

The parents (guardians) of my students at my school have no perception or understanding of boundaries for teacher time outside of normal school hours

A. Strongly Agree or Agree
B. Strongly Disagree or Disagree
C. Neutral

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Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
The parents (guardians) of my students at my school have no perception or understanding of boundaries for teacher time outside of normal school hours	71.19%	14.41%	14.41%
The school's administration has adequately prepared for my safety in my classroom and on campus	42.22%	29.66%	27.12%
The school's pandemic health policies and procedures are clearly written and have been clearly communicated to teachers and parents	61.87%	26.27%	11.806

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Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
I have been given instructions and trained how to leave clear and comprehensive lesson plans in case I become incapacitated due to a medical situation			
The school administration has a constantly evolving method of accountability for attendance tracking during the fall of 2020	66.10%	19.49%	14.41%
Attendance tracking alone has added a burden to the responsibilities to my job of teaching	73.28%	16.38%	10.34%

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Audience Poll #8

I have been given instructions and trained how to leave clear and comprehensive lesson plans in case I become incapacitated due to a medical situation

A. Strongly Agree or Agree
B. Strongly Disagree or Disagree
C. Neutral

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Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
I have been given instructions and trained how to leave clear and comprehensive lesson plans in case I become incapacitated due to a medical situation	29.06%	55.55%	15.38%
The school administration has a constantly evolving method of accountability for attendance tracking during the fall of 2020	66.10%	19.49%	14.41%
Attendance tracking alone has added a burden to the responsibilities to my job of teaching	73.28%	16.38%	10.34%

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Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
I have been given adequate support and training for educating the students with special education needs and non-native English language learners in the remote and online modalities			
My personal mental health has been affected by the current teaching conditions that have occured because of COVID-19	82.20%	6.66%	9.32%

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Audience Poll #9

I have been given adequate support and training for educating the students with special education needs and non-native English language learners in the remote and online modalities

A. Strongly Agree or Agree
B. Strongly Disagree or Disagree
C. Neutral

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Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
I have been given adequate support and training for educating the students with special education needs and non-native English language learners in the remote and online modalities	11.02%	69.50%	19.49%
My personal mental health has been affected by the current teaching conditions that have occured because of COVID-19	82.20%	6.66%	9.32%

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So, how can QM tools and resources address these concerns?

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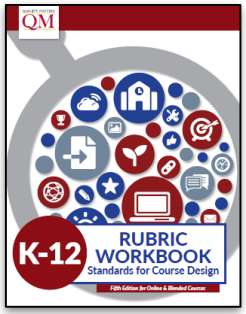
QM Correlations/Key Takeaways

My school's administration team is knowledgeable about the Professional Development needed for remote teaching.

35.50%	**43.22%**	21.19%



The QM K-12 Rubric

All aspects of the Rubric will be applicable to ensuring that teachers understand how best to **design learning** in a remote environment.

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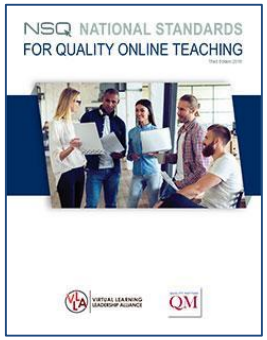
QM Correlations/Key Takeaways

My school's administration team is knowledgeable about the Professional Development needed for remote teaching.

35.50%	**43.22%**	21.19%



The National Standards for Quality Online Teaching

All aspects of the Standards will be applicable to ensuring that teachers understand how best to **deliver instruction** in a remote environment.

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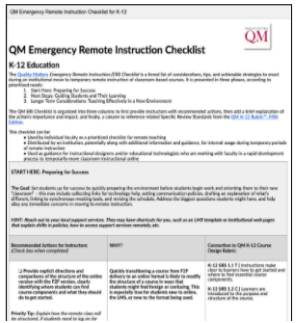
ERI Checklist for K-12



QM Emergency Remote Instruction Checklist

K-12 Education

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Intended to be used by individual faculty as a prioritized checklist for remote teaching; distributed by an institution, potentially along with additional information and guidance, for internal usage during temporary periods of remote instruction; used as guidance for instructional designers and/or educational technologists who are working with faculty in a rapid development process to temporarily move classroom instruction online

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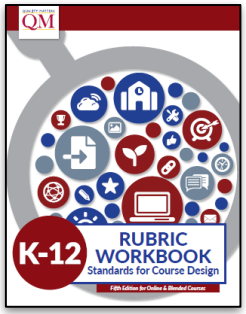

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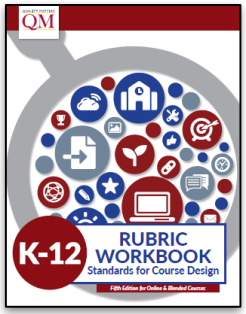

General Standard 6: Course Technology

6.2 T Course tools facilitate student engagement and promote active learning.

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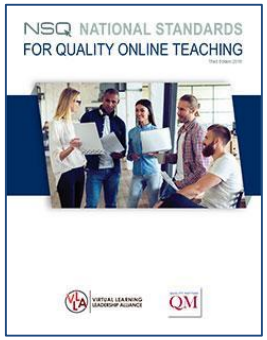

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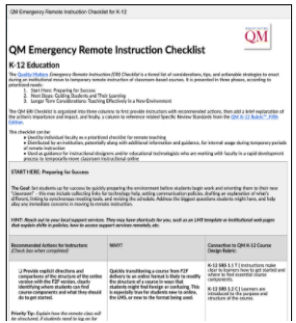
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QM Correlations/Key Takeaways

I have been given adequate support and training for educating the students with special education needs and non-native English Language Learners in the remote and online modalities.

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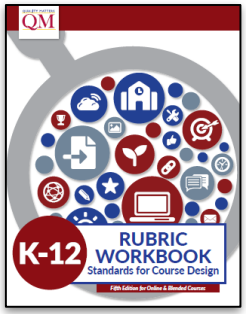

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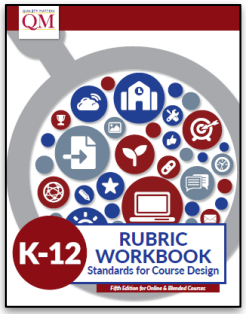

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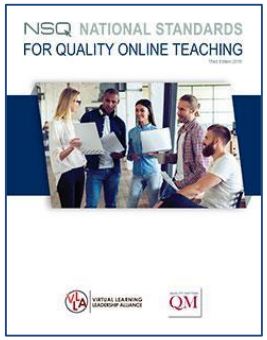

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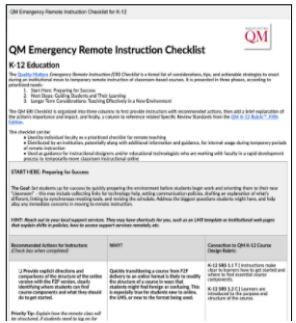
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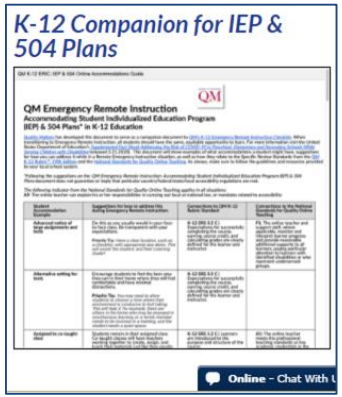

Accommodating Student Individualized Education Program (IEP) & 504 Plans* in K-12 Education

When transitioning to Emergency Remote Instruction, **all students should have the same, equitable opportunity to learn.** This document will show examples of what accommodations a student might have and **suggestions for how you can address it while in a Remote Emergency Instruction situation.**

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QM Correlations/Key Takeaways

I have been given adequate support and training for educating the students with special education needs and non-native English Language Learners in the remote and online modalities.

11.02%	**69.50%**	19.42%

The National Standards for Quality Online Programs

Standard G: Equity and Access

G2: Program faculty and staff work with students and families to personalize programs and adhere to accommodations dictated by local policies and laws.

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QM Correlations/Key Takeaways

I have been given adequate support and training for educating the students with special education needs and non-native English Language Learners in the remote and online modalities.

11.02%	**69.50%**	19.42%

The National Standards for Quality Online Programs

Standard G: Equity and Access

G3: All learners are ensured equitable access to the program.

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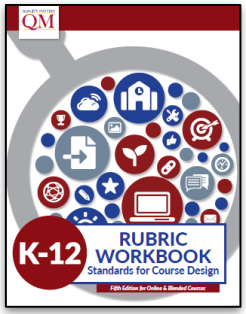
QM Correlations/Key Takeaways

My school's administration has no perception or understanding of boundaries for teacher time outside of normal hours.

45.76%	**41.53%**	12.71%



The QM K-12 Rubric

General Standard 5: Learning Activities and Learner Interaction

5.4 C: Standards for instructor responsiveness and availability are clearly stated.

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QM Correlations/Key Takeaways

My school's administration has no perception or understanding of boundaries for teacher time outside of normal hours.

45.76%	**41.53%**	12.71%

The National Standards for Quality Online Programs

E3: Ongoing training and support are provided to the staff to carry out the mission, vision, and goals of the program.

E4: Clearly defined individual and team roles and responsibilities are evident to help create a collegial team that provides effective delivery of quality instruction.

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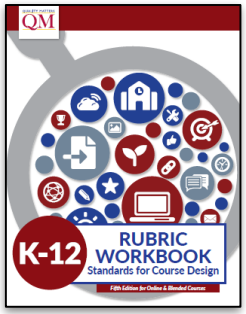
QM Correlations/Key Takeaways

I have been given instructions and trained on how to leave clear and comprehensive lesson plans in case I become incapacitated due to a medical situation.

45.76%	**41.53%**	12.71%



The QM K-12 Rubric

General Standard 7: Learner and Instructor Support

7.3 T The course articulates or links to resources to support effective course facilitation.

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QM Correlations/Key Takeaways

I have been given instructions and trained on how to leave clear and comprehensive lesson plans in case I become incapacitated due to a medical situation.

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The National Standards for Quality Online Programs

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What actions can you take in light of these takeaways?

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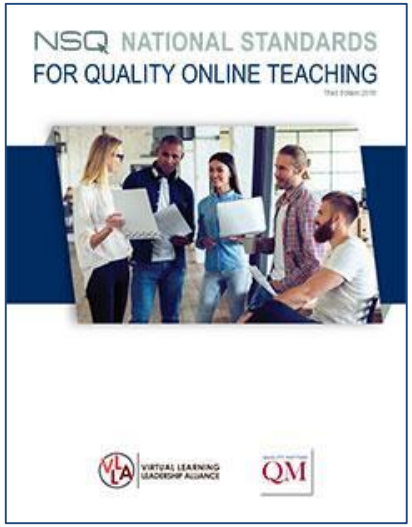
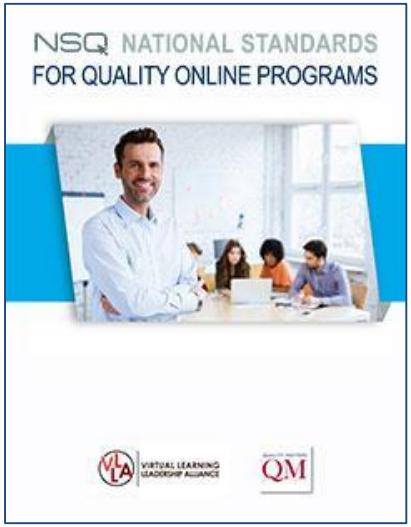
NSQ Tools and Resources





www.nsqol.org

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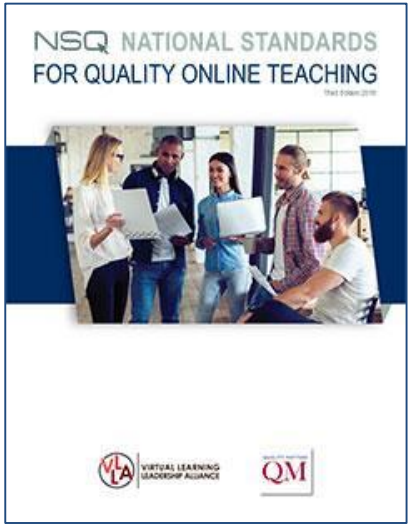
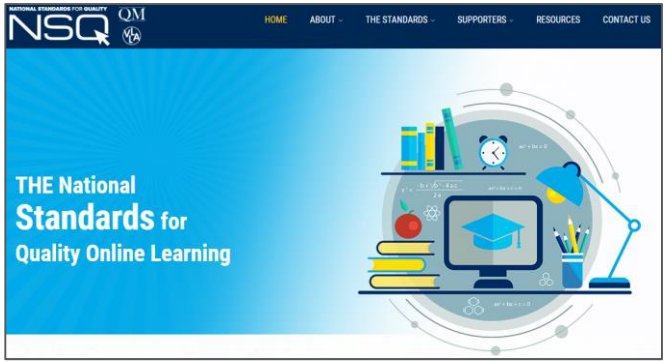
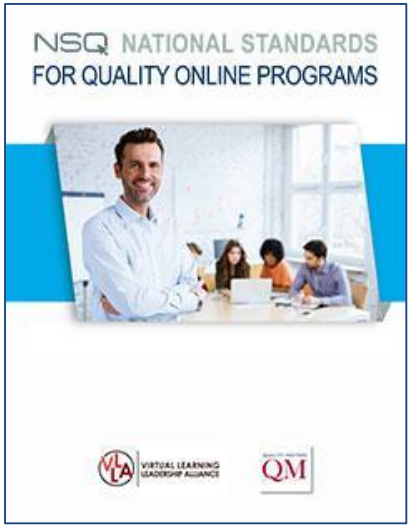
NSQ Tools and Resources







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Online Teaching

A: Professional Responsibilities

B: Digital Pedagogy

C: Community Building

D: Learner Engagement

E: Digital Citizenship

F: Diverse Instruction

G: Assessment & Measurement

H: Instructional Design

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Professional Learning Portal Powered by 2gnoMe

[NSQ.2gno.me](NSQ.2gno.me)

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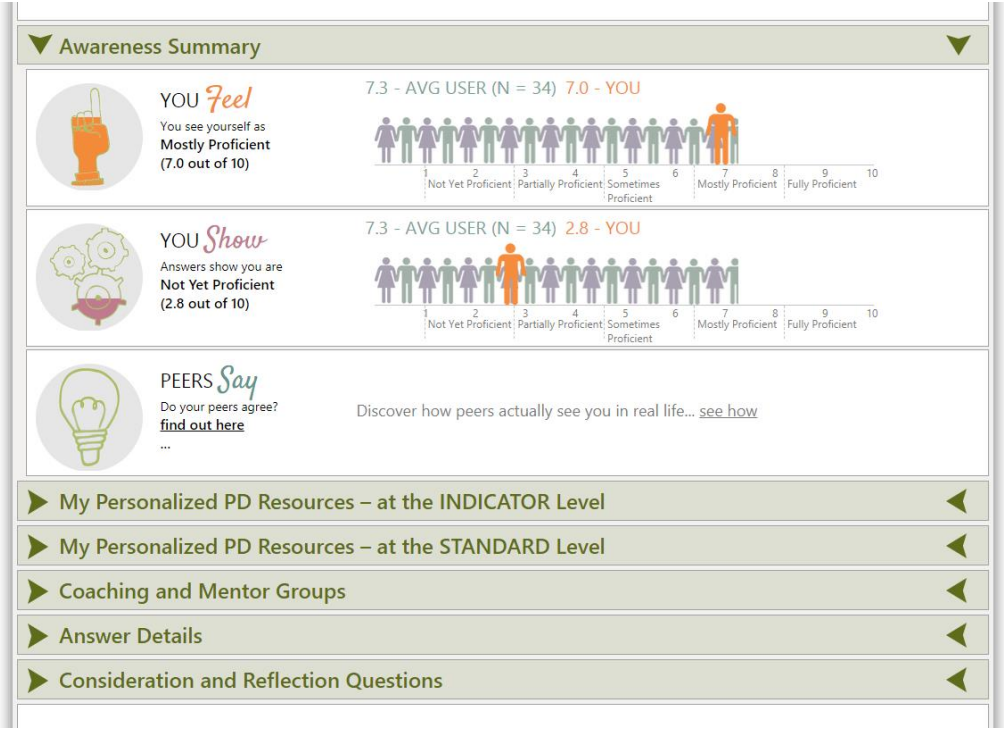
Professional Learning Portal



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Professional Learning Portal

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Professional Learning Portal Powered by 2gnoMe

Teachers

- Reflect on more standards
- Explore + rate PD
- Share with colleagues

Districts

- Customize with local resources

States

- Share with districts
- Reflect on challenges faced from COVID

NSQ.2gno.me

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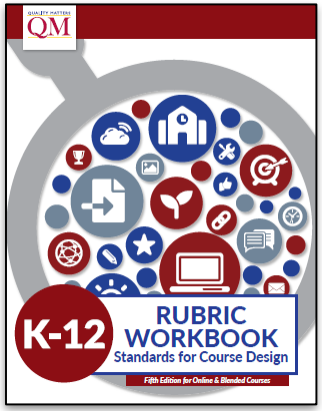
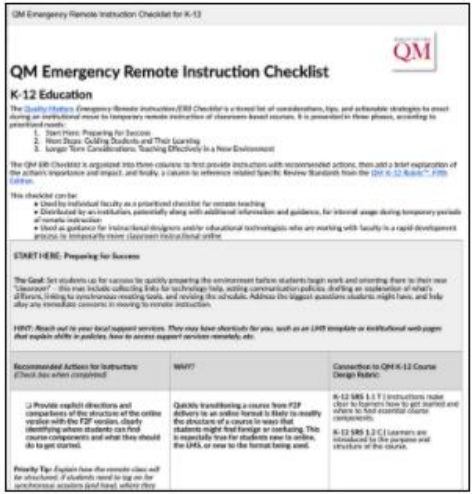
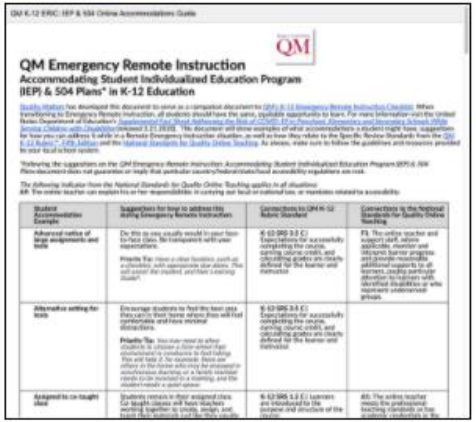
QM K-12 Tools and Resources



ERI Checklist for K-12



K-12 Companion for IEP & 504 Plans



Online – Chat With

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QM Catalog: Pathway Courses

K-12 Applying the QM Rubric Workshop

- 3 weeks online
- 1 day F2F

K-12 Reviewer Course

- 3 weeks online ONLY

K-12 Master Reviewer Course

- 3 weeks online; open enrollment; facilitated

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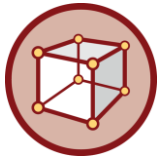
QM Catalog: Precision Workshops



Objectives and Alignment: The Framework for Student Success

- 1 week, online; 2 hrs. QM*Live!*

Instructional Materials: Investigating What Works

- 1 week, online; 2 hrs. QMLive!

Active Learning: 3-2-1 Engage!

- 1 week, online; 2 hrs. QM*Live!*

Flip the Switch: Motivate Learners with Course Tools & Tech

- 1 week, online; 2 hrs. QM*Live!*

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Fast Track to Remote Teaching and Learning

Moving to remote instruction means a new set of guidelines and a new approach to how courses are taught and received. In this series of workshops, lay the foundation for helping everyone involved be prepared to carry out their roles in a new learning environment, as instructor or learner, and be positioned for success.

Faculty and staff who complete this package will be able to explain how online and traditional instruction differ; provide learner support and communicate policies while developing instructionally sound learning experiences that are accessible.

1. How the Online Classroom is Different
2. Setting Expectations & Learner Support: Helping Students Be Successful
3. Communicating New Policies for Online Courses
4. Measurable, Precise, Consistent & Clear Objectives
5. Connecting Learning Objectives and Assessments
6. Learning is not a Spectator Sport: Make it Active!
7. Providing Accessible Web Content

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QM Catalog: Teaching Online Certificate

K-12 Introduction to Teaching Online

- Gauging your Technology Skills (1 wk)
- Evaluating your Course Design (2 wks)
- Exploring your Institution's Policies (2 wks)
- Orienting your Online Learners (1 wk)
- Connecting Learning Theories to your Teaching Strategies (2 wks)
- Creating Presence in your Online Course (2 wks)
- Assessing your Learners (1 wk)

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Q & A

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