

Florida 2.0 Digital Learning Group

Quality Instruction

Overview: Quality Instruction

- Vision
- Background
- Florida Status
- Next Steps
 - Examples from other states and school districts
- Discussion

2.0 Quality Instruction

What is the role of the state and what policies should be advanced?

- Policy
 - Instructional Models
 - Teacher Preparation Programs
 - Professional Development

Vision

*Harness the power of technology
to prepare all students to succeed
in college and 21st century careers*

Background: Digital Learning

Digital learning is learning facilitated by technology that gives students some element of control over time, place, path and/or pace.

- Virtual/online learning gives students some element of control over when and where they learn, and can give students some element of control over the rate over which they learn.
- Learning software that is interactive and adaptive gives students some element of control over how they learn and the rate at which they learn.

Background: Blended Learning

“Blended learning is any time a student learns, at least in part, at a supervised brick-and-mortar location away from home and, at least in part, through online delivery with some element of student control over time, place, path, and/or pace.” (Michael Horn)

“Blended learning is a shift to an online environment, for at least a portion of the student day, made to improve learning and operating productivity. First, this definition of blended learning means that technology is core to instructional delivery and it incorporates some student choice over time, location, and/or rate. Second, it requires differentiated (different levels) and distributed (different locations) staffing.” (Tom Vander Ark)

“Courses delivered in the traditional school setting by personnel providing direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instructional techniques pursuant to s. 1003.498.” (Florida Law)

Background: Instructional Models

Virtual (Distributed)

- Students and teachers are in different locations

Blended Brick-and-Mortar (Differentiated)

- Students and teachers are in the same location
- Instructional Models
 - Rotation
 - Flex
 - Flipped Classrooms

Background: Instructional Models

- Virtual Blending
 - Florida Virtual School
- Blended Brick-and-Mortar
 - Rocketship Education, San Jose, CA
 - KIPP Empower LA, Los Angeles, CA
 - Carpe Diem, Yuma, AZ
 - Sal Kahn Model, Los Altos, CA
 - School of One, New York City, NY

Next Steps: Instructional Models

- Instructional Roles
 - Teachers, Para-Professional
- Implications of Instructional Models
 - Teacher of Record
 - Accountability for Results
 - Teacher Workload
 - Teacher preparation, certification and professional development
- Recruitment, Rewards, Retention
- Opportunities to Maximize Effective Teachers

Florida: Teacher Preparation

- Types of Certificates:
 - Content-Based Temporary Certificate
 - Renewable Professional Certificate
- Approved Teacher Preparation Programs:
 - Alternative certification programs for bachelor's degree holders
 - Educator Preparation Institutes offered by state universities, and community or state colleges
 - District Alternative Certification Programs offered exclusively by Florida school districts
 - Initial Teacher Preparation Programs bachelor's or master's level degree programs

Florida: Teacher Preparation

- Effective use of technology is embedded in both the Florida Educator Accomplished Practices (FEAPs) and the Florida Principal Leadership Standards (FPLS)
 - Educator Preparation Programs and Educator Evaluation Systems are based on the these practices and standards.
- Florida Department of Education issued grants to district/university partnerships to develop job-embedded teacher preparation:
 - Design and implement model programs that use the best practices of traditional and alternative programs
 - Demonstrate continuum of learning and collaboration from preservice to inservice supported by both district and university throughout
 - Exemplars include University of Central Florida partnership with Lockheed Martin, Florida Virtual school and several districts focused on STEM teaching in virtual and traditional environments

Florida: Teacher Preparation

- Race to the Top Committee will recommend new continued approval standards for teacher preparation programs by 2012-13:
 - Performance targets, including the academic success of the graduate's students
 - Revisions to the “uniform core curriculum” and prerequisites to prepare candidates for standards-based instruction
 - Field experiences that include teaching earlier in the program
- Certification exams in STEM and Common Core State Standard subjects (Language Arts and Math) are being revised to increase “rigor:”
 - More in-depth content, content pedagogy and appropriate cut scores

Next Steps: Teacher Preparation

- Ensuring certified and effective teachers in all learning environments
- Including virtual field experience(s) and/or online collaboration tools in teacher preparation programs
- Development of a set of best practices in use of online collaboration or virtual instruction that could be delivered pre-service or as professional development to help ensure teachers in these environments can use best practices

Background: Professional Development

- National Standards for Quality Online Teaching – International Association for K12 Online Learning (iNACOL)
- NETS•S for Teachers – International Society for Technology in Education (ISTE)

Florida: Professional Development

- School districts are required to develop plans for professional development and in-service activities.
- Florida is developing digital tools to support standards-based instruction.
- Florida statewide programs include:
 - The William Cecil Golden School Leadership Development Program
 - Includes numerous online modules based on Florida Leadership Standards and implementing standards-based instruction
 - Start With Success
 - Includes online information for new teachers and substitute teachers on standards-based instruction and Florida Educator Accomplished Practices
 - Section on master teacher contributions is under development
 - Multiple digital tools for teachers to support standards-based instruction:
 - Professional development for teachers and pre-service teachers on access and use of these tools will be built and implemented by Florida post-secondary institutions

Next Steps: Professional Development

- Transition Model – Mooresville, NC
- Elearning Delaware
- Project Ollie – Online Learning for Iowa Educators
- Certificates, Endorsements
- Teacher Evaluation on Digital Competency

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