

Carnegie Foundation 2017 Summit

Summit Strand	Initiating and Sustaining Networks Focused on Improvement
Session Title	Supporting Learning Community Networks with On-Demand Professional Development
Session Abstract	<p>The Sanford Inspire Program, within the Center for the Art and Science of Teaching, believes that each child deserves an inspirational teacher. To that end, they create On-Demand Modules: 60-minute micro-courses that develop teacher's knowledge, skills, and mindsets around specific elements of inspirational teaching. To maximize their effectiveness, modules have been incorporated into learning networks to allow for "flipped" learning to occur. In this model, teacher educators can hold all teachers accountable to learning while also providing teachers autonomy in their development. Attend this session to discover this model and how to replicate it in your setting.</p>
Learning Objectives	<p>After this session, participants will be able to: 1) identify the key components of an On-Demand Module and 2) assess how On-Demand Modules fit into your learning network.</p>
Elaborated Session Description	<p>The Center for the Art and Science of Teaching in the Mary Lou Fulton Teachers College at Arizona State University houses several innovative and award-winning programs. One in particular, the Sanford Inspire Program, believes that each child deserves an inspirational teacher, one who possesses the pedagogical and relationship building skills needed to propel students towards powerful social and academic success. Many schools and districts agree with this vision and work towards it by utilizing professional development to refine the practice of their teachers. However, professional development for teachers is often untested, ambiguously defined, and not in a format that most teachers prefer. In response to these issues with traditional professional development, the Sanford Inspire Program created online, non-facilitated, highly interactive, and rigorously evaluated interventions called On-Demand Modules.</p> <p>On-Demand Modules are 60-minute micro-courses that develop teacher's knowledge, skills, and mindsets around specific elements of inspirational teaching. While On-Demand Modules offer just-in-time, just-for-me, technology based professional development that gives teachers autonomy with their development, we know that growth in practice does not occur in a vacuum. In order to meet the needs of individual teachers but also facilitate module usage in a "flipped" model supported by Professional Learning Communities (PLC), we create wrap around materials called Coaching Guides for each module. Coaching guides include information that empowers an instructional coach or peer to help educators reflect upon their learning with thoughtful discussion questions, practice implementing the new skill with life-like case studies, and assess their ability to implement the new skill with a quick observational tool. PLCs are a powerful network of people designed to</p>

facilitate peer-to-peer learning and coaching specifically relating to a narrowed topical area. This presentation focuses on the story of how an individualized professional development innovation can be successfully utilized in a collaborative learning network approach to pre-service teacher improvement.

In our college, students spend two years completing coursework, in addition to a year-long internship their junior year and a year-long co-teaching residency their senior year. Throughout these experiences, student complete several performance assessments where they are scored by trained evaluators on the delivery of a planned lesson. Feedback is instantly provided via an online data dashboard. From this information, course instructors group their pre-service teachers into learning communities based on areas of refinement and provide a list of On-Demand Module choices related to these areas. Pre-service teachers are then able to exercise autonomy in their development by selecting which On-Demand Modules to complete, when to complete it, and where to complete it. They can tackle the 60-minute experience in one sitting, or start, stop, and return later. Upon completing the module, teachers print the professional development certificate and provide it to their course instructor as evidence of completing the module as their refinement “next step”. Finally, pre-service teachers return to their leaning community to discuss what they have learned in their individual experiences and support the development of all community members. This network approach allows for maximum improvement for each individual teacher and the collective group.