

**A Case Study of the
Kamehameha Schools
Online Instructor Training Institute:
Preparing Teachers to Become
Distance Learning Instructors Seven
to Ten Years Later**

Teaching, Colleges, & Community (TCC) Conference

Dorothy Hirata, dohirata@ksbe.edu

March 2015

Kamehameha Schools



Rationalization

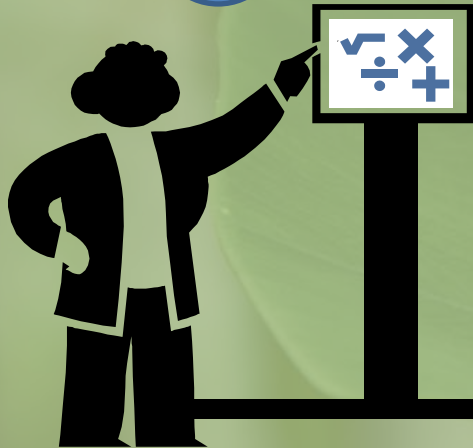


Online Instructor Training Institute

PREPARING TEACHERS TO TEACH AT A DISTANCE

Research Questions

1



2



3



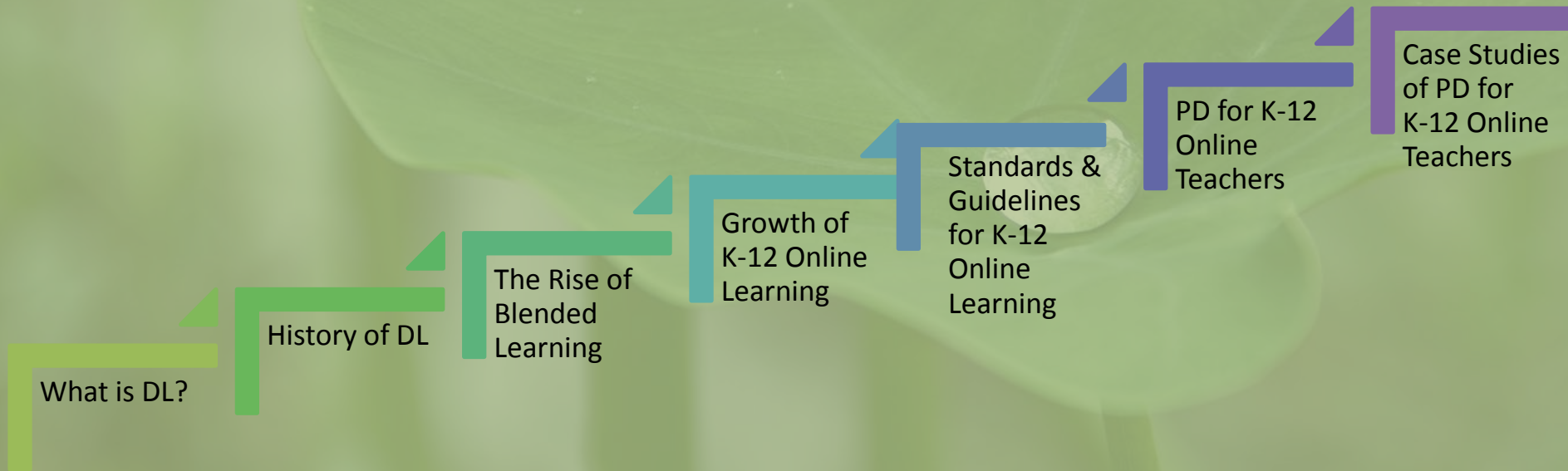
4



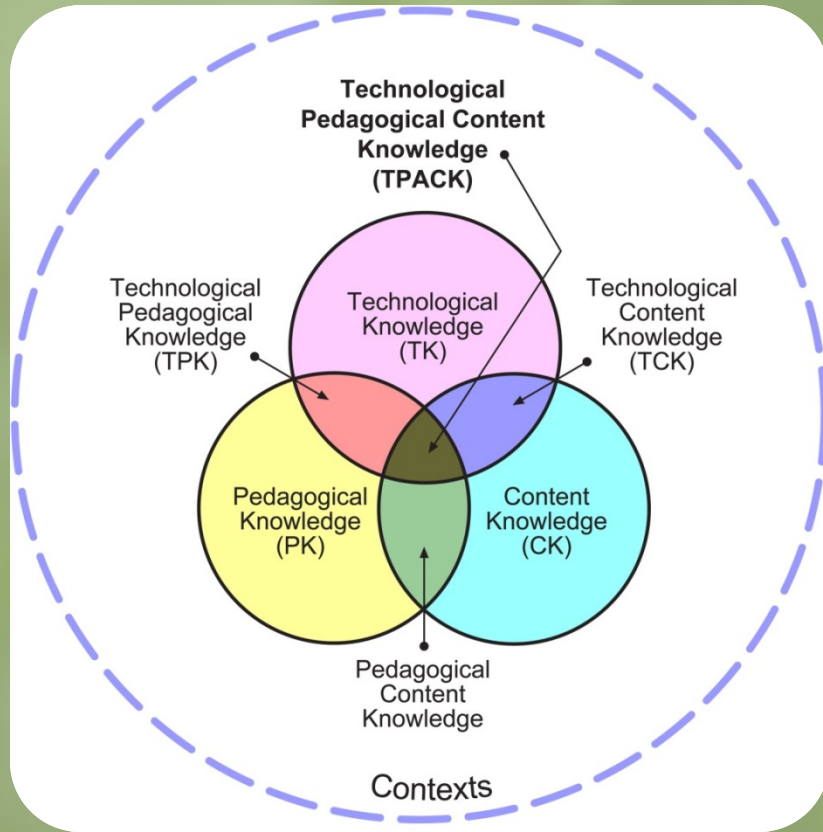
Online Instructor Training Institute

PREPARING TEACHERS TO TEACH AT A DISTANCE

Review of Literature



Theory Bases



Five Levels of Professional Development Evaluation

| Evaluation Level | What questions are addressed? | How will information be gathered? | What is measured or assessed? | How will information be used? |
|--|---|---|--|--|
| 1. Participants' reaction | <ul style="list-style-type: none"> Was the facilitator knowledgeable and helpful? Did you have the opportunity during the session to effectively practice or apply the concepts provided? Did the session activities facilitate the sharing of work experiences among participants? Did the session materials contribute to your learning during the session? Were the facilities and equipment conducive to learning? Were the stated session objectives met? In terms of preparing you to do your job better, how would you rate the overall quality of the session? | <ul style="list-style-type: none"> Questionnaires administered at end of a session Focus groups Interviews Personal learning logs | <ul style="list-style-type: none"> Initial satisfaction with the experience | <ul style="list-style-type: none"> To improve program design and delivery |
| 2. Participants' learning | <ul style="list-style-type: none"> Did the participants acquire the intended knowledge & skills? Did participants' attitudes, beliefs or dispositions change? | <ul style="list-style-type: none"> Paper-and-pencil instruments, including self assessments and tests Simulations & demonstrations Participant reflections Participant portfolios Case study analyses | <ul style="list-style-type: none"> New knowledge and skills of participants | <ul style="list-style-type: none"> To improve program content, format and organization |
| 3. Organization support & change | <ul style="list-style-type: none"> Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly & efficiently? Were sufficient resources allocated? Were successes recognized and shared? What was the impact on the organization? Did it affect the organization's climate and procedures? | <ul style="list-style-type: none"> District and school records Minutes from follow-up meetings Questionnaires Structured interviews with participants and district/ school administrators Participant portfolios | <ul style="list-style-type: none"> The organization's advocacy, support, accommodation, facilitation, and recognition | <ul style="list-style-type: none"> To document and improve organizational support To inform future change efforts |
| 4. Participants' use of new knowledge & skills | <ul style="list-style-type: none"> Did participants effectively apply the new knowledge and skills? Did teachers' instructional practice change? Are the teachers consistently applying the knowledge & skills? | <ul style="list-style-type: none"> Questionnaires Structured interviews with participants and their supervisors Participant portfolios Participant reflections Direct observations Video or audio tapes | <ul style="list-style-type: none"> Degree and quality of implementation | <ul style="list-style-type: none"> To document & improve the implementation of program content |
| 5. Student learning outcomes | <ul style="list-style-type: none"> What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing? | <ul style="list-style-type: none"> Student records School records Questionnaires Structured interviews with students, parents, teachers, and/or administrators Participant portfolios | <ul style="list-style-type: none"> Student learning: <ul style="list-style-type: none"> Cognitive (performance & achievement) Affective (attitudes & dispositions) Psychomotor (skills & behaviors) Student participation & attendance | <ul style="list-style-type: none"> To focus & improve all aspects of program design, implementation, and follow-up To demonstrate the overall impact of professional development |

Participants



Lani

Middle School
Math
(17 years)
Board Certified



Kaila

High School
Science
(12 years)



Jasmine

High School
Math
(22 years)



Tara

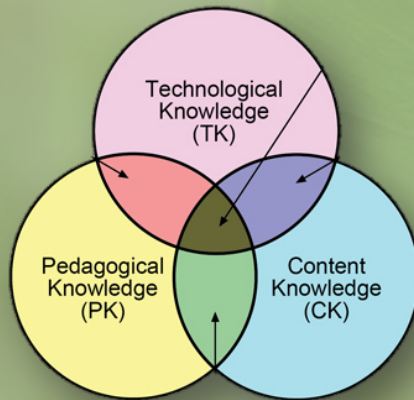
High School
English
(11 years)



Research Instruments

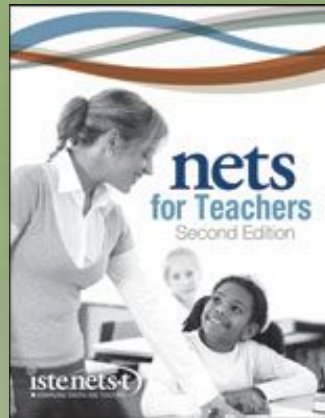
1

TPACK



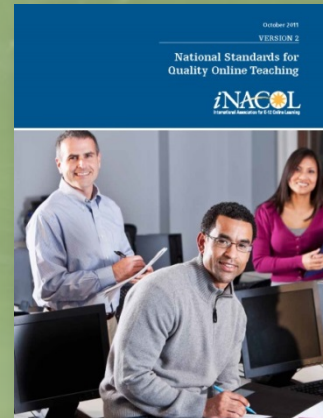
2

ISTE



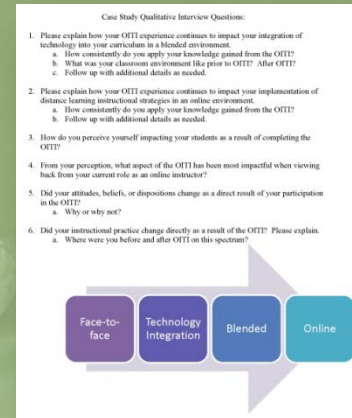
3

iNACOL

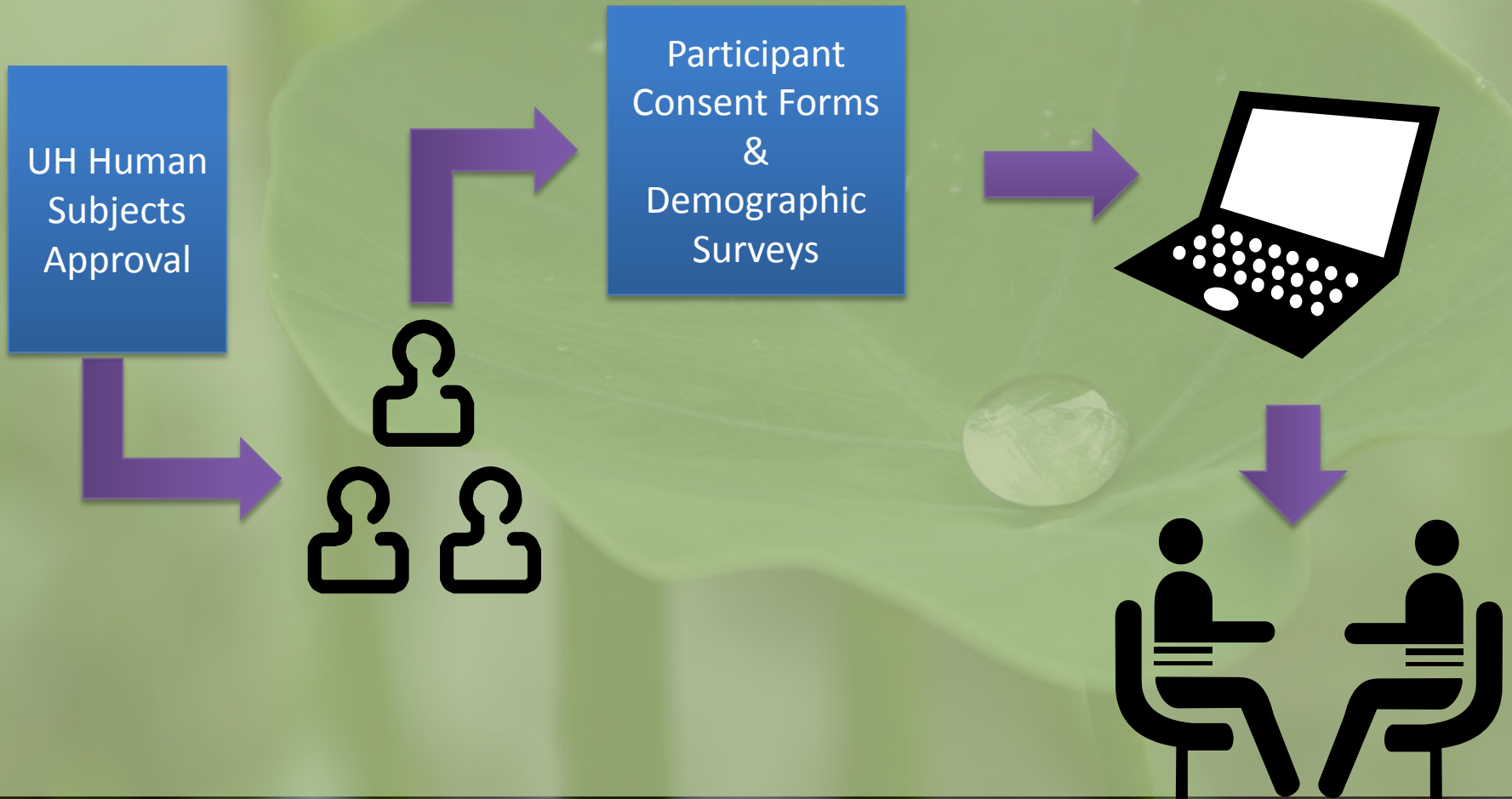


4

Interview



Data Collection



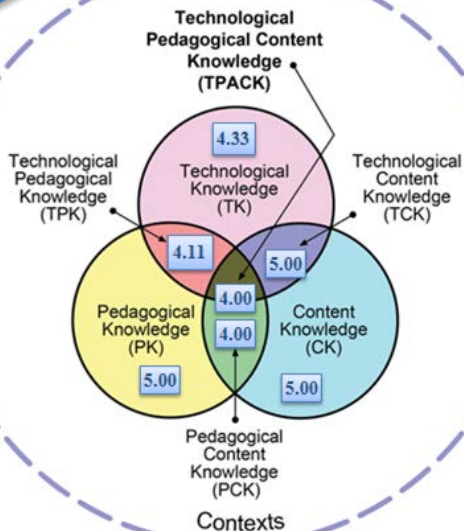
Data Analysis

A screenshot of a software interface showing a list of items with counts. The items are organized into a tree structure with expandable folders. The counts are listed on the right side of the list.

| Item | Count |
|------------------------------|-------|
| F2F To Online Spectrum | 4 |
| PD After OITI | 0 |
| Conferences | 1 |
| PT DL Instructor Gatherings | 3 |
| Tech Slams | 2 |
| Self Exploration | 1 |
| OITI Impact | 1 |
| Assessment | 1 |
| Comfort level increased | 6 |
| Change, Evolve | 6 |
| Attitude Change | 4 |
| Technical Skills & Knowledge | 2 |
| Technology Integration | 11 |
| TPACK | 2 |
| Blended | 4 |
| Pull content together | 2 |
| Online Curriculum | 6 |
| Online Facilitation | 7 |
| Awareness of DL Strategies | 4 |
| Bb | 8 |
| Web Development | 2 |
| Copyright | 3 |
| Springboard to other opp... | 1 |
| Teacher Collaboration | 1 |
| Relevant | 2 |

Individual Analysis

SAMPLE



Strongly Disagree (1) → Strongly Agree (5)

1. Consistent seamless & advanced technology integration
2. No online experience → teaching online
3. ↑ student engagement
4. Stepped out of comfort zone to explore new technologies

| ISTE Standard 1 | ISTE Standard 2 | ISTE Standard 3 | ISTE Standard 4 | ISTE Standard 5 |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 2.75 | 2.75 | 3.00 | 2.00 | 1.75 |

Beginning(1) → Developing (2) → Proficient (3) → Transformative (4)

iNACOL Standards for Quality Online Teaching

| A | B | C | D | E | F | G | H | I | J | K |
|------|------|------|------|-------------|------|------|------|------|------|-------------|
| 3.50 | 3.80 | 3.89 | 3.70 | 3.00 | 3.43 | 3.33 | 3.33 | 3.69 | 3.50 | 4.00 |

Unsatisfactory(1) → Somewhat Satisfactory (2) → Satisfactory (3) → Very Satisfactory (4)

Discussion of Results

Traditional
(Face-to-
face)

Technology
Integration/
Web-
Facilitated

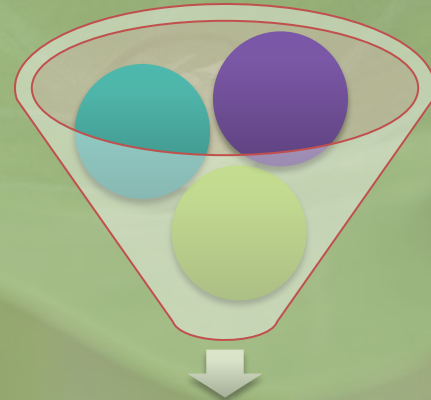
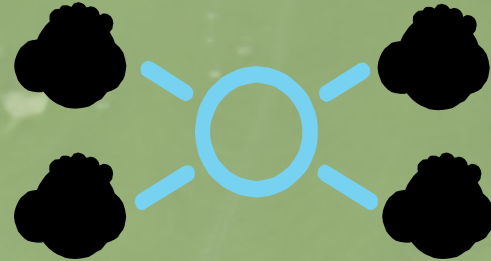
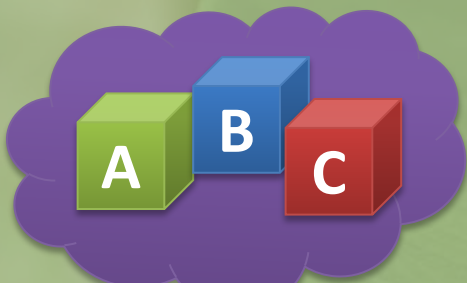
Blended

Online

Consistent

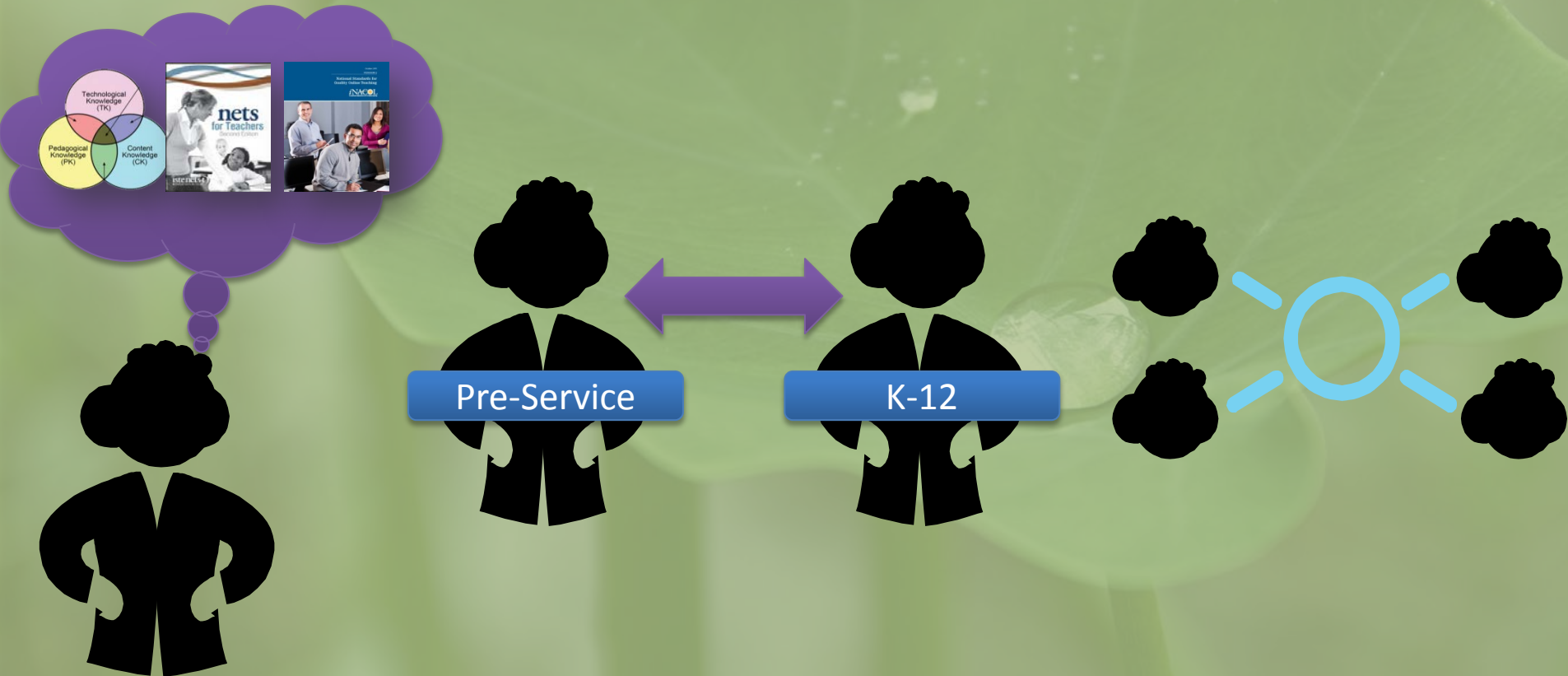


Recommendations For Training Online Instructors



Technology Tools

Recommendations For Future Research



Niñau (Questions)

