ROUGHLY EDITED FILE

2018 EARLY HEARING DETECTION &

INTERVENTION MEETING

 DENVER, COLORADO

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 CAPITOL 1 – 8 AM

PERSONALIZED PROFESSIONAL DEVELOPMENT FOR EARLY INTERVENTION PROFESSIONALS

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>>: Good morning. Okay.

On your table you should have two piece of papers. This top one here that has sticky notes on it gives you information about a Livebinder that we've put together that has all of the handouts, presentation. It's not something that you need today, but it's something that you can refer back to if you do have a computer with you or on your phone. You can pull it up. You're welcome to follow along.

The other one is the ‑‑ what it says up top is JVIH. The early interventionists personalized learning plan. We'll be working through this but we'll be doing group activities so this is really more for you to write your own notes on. But there is a copy ‑‑ a blank copy of this in the Livebinder, so don't worry about destroying this one and not having a blank copy.

We have a couple more chairs up here. I think ‑‑ we haven't seen a roster, so we're not sure if we are full ‑‑ do we have 25 people on the roster? Okay.

They were supposed to be bringing us pens. They haven't brought them yet. They had some right next door and somebody was supposed to be bringing some over. If you don't mind, just steal a couple from over there.

We have a lot of ‑‑ on the activities today and one of the things we're going to be doing is really being very active, and socializing. But we know that it is 8 on a Sunday morning. Many of us are not used to this time zone so we're still kind of feeling a little blah. So for the next ten minutes or so we're okay with that, but eventually we will expect to see some interaction.

We start with kind of telling a little bit about who we are. I'm Susie Tiggs. I'm the stayed wide lead for deaf and hard of hearing services in Texas. I do professional development, technical assistance, work with the 54 regional school programs for the deaf as well as Texas School for the Deaf and serve the entire State of Texas.

And I brought some friends to come play with me today.

>>: I want you to guess which one ... okay. I didn't do so well. I'm the one does cheerio. My real name is Marilyn Sass‑Lehrer. And I'm a retired faculty member at Gallaudet University, and now picking and choosing all the other really fun things there are to do. And I've been working on this project actually started with Arlene and Karen and Mary several years ago when we developed the knowledge and skills document competency statement.

And have been really, really excited about Texas picking up the document and using that as a foundation for the content for developing professional development strategies for adults, for professionals. That's really been very fun and I will turn it over to Arlene.

>>: My name is Arlene Stredler‑Brown and I'll at the University of Colorado, and I just love this whole idea of professional development for a long time I was the director of the Colorado home intervention program, and I remember when the person who came after me when I retired, they said you have a $75,000 professional development budget. That's a lot of money. And I went, yeah ... and we need to keep training our providers and I just believed in it.

So that was for the whole State but nonetheless I was introduced to Susie through some ‑‑ our mutual friend and colleague, Karen Clark down there in the corner who couldn't be here this year, but it's a professional development in the 21st century. It's a great project. So nice to have you all with us.

>>: We do want to make sure that as we are talking that we are always on mic because we do have captioning. If there's something you want to share with the group, instead of just spelling out, if you'll raise your hand so we can get the microphone to you. That way we can make sure that everything is on CART.

So a few ground rules for today. Enter with an open mind. We're going to be doing some things that may be out of your comfort zone. Embrace it. Be willing to step out of your comfort zone. Dance outside of your comfort zone. Have fun. This is meant to be a fun activity and not something that is going to be sit and get and hopefully not too boring. Then we want you to ask questions whether you interrupt us to ask a question or whether you write a note on a sticky note and then bring it to us later. If you ‑‑ you know, just kind of think about something, don't be afraid to ask questions. Share ideas. This is something that we are implementing in Texas, but it doesn't mean that nobody else has implemented something similar or something even better. And I feel like while I may have something to teach you, you guys all have something to each us as well. And I am really looking forward to hearing what you have to share with us.

And then most of all, have fun. It's Sunday morning. It's early. It's hard to have fun, but we're guy try to. If it guess too boring then just yawn really loudly and make me aware that, hello, it's time for me to stop talking and let's do something else.

On your paper you have those two pieces that I showed you, but then we are going to be doing some group activities and we have additional papers I'm guy share with you ‑‑ I'm guy share with you at that point.

How many are familiar with "poll everywhere." If you have a cell phone with you, what I want you to do is ‑‑ let's see.

It actually is not even showing up on here what your number is going to be.

So we are guy skip that for now d ‑‑ so we are going to skip that for now. We'll skip that and come back to that.

So what I want you to do now is turn to the people next to you and then the people in front and behind you, introduce yourself and tell them how best you learn? We've got three minutes for this activity and then we're going to share out a few things. Okay. Thank you.

(Group activity ).

>>: Alarm sounding.

>>: So what are a few of the different ways that you guys learned about somebody else and how they like to learn.

You met other people and learned about how they like to learn. What are some of the words you heard. Experiential. Anybody else.

>>: Visual.

>>: Visual organizers.

>>: I'm big on that.

>>: She was telling me and now I forgot. You said detect and.

>>: Discriminate.

>> MAIN SPEAKER: Detect and discriminate.

>>: Auditory and tactic.

>>: There are empty seats up here.

Anything else that popped up.

We're going to talk about all of that today.

Now, we're going to go back and see if the slide works today. It still is not. We'll skip this.

I have a great poll, but I will ask you later.

So one thing that is inevitable is change will happen. Things are not always going to stay the way that they've always stayed. In education we really like things to stay the way that they are, but that's not what the real world is like. The inevitable certainty is that change is going to happen. And progress is not going to happen without change.

On your handout I put three sticky notes. Write one idea on each sticky note, and I want you to put what changes are you noticed in our field, the field of early intervention, the field of deaf education. Either are okay. What are three things that you have noticed that have changed since I started in early intervention or deaf education. Once you have finished, come to this wall over here and stick them on there and I want you to read what other people have put up there, and if what you put was similar to what somebody else put, I want you to group it together. Okay? We're going to take five minutes to take this entire activities. Don't take five minutes to write but ...

This one doesn't have a police siren at the end, so that should help.

What you're going to write and it's not actually showing up very well is "what changes have you seen" ‑‑ it's hiding under the way that they've got things ...

Okay. We'll go back to this one. What changes have you noticed in our field?

And once you've got them, come stick them up here on the wall.

>>: Feel free to move things around if you see there's a different grouping that makes more sense.

Let's see what we've got over here.

So we have increased acceptance of the home language.

There's a whole bunch of them that are clustered together.

More focus detection. Early discovery. Increase in multidisciplinary work. Mandated hearing screening. Newborn hearing screening. More collaboration.

More focus on birth to three.

So in this group, we've got the team model approach. Interdisciplinary. Transition from newborn hearing screening to EHDI. Social media and the use of teleintervention.

Okay. Emphasis on deaf role models. Parenting, parental involvement. Improved identification. Better services including parents. The technology advances. That's huge. Federal involvement.

Distance coaching. Age of identification. Providers more aware of the delays. Drastic change in the average age of identification. We are so excited about that one. And then the brain development related to hearing and sensory modality.

So okay these are all going to fall and that's okay because I'm going to put them up on a poster in just a little bit.

So in general things we saw a difference was how we include parents, how we collaborate with others, age of onset and services. All really great things. As we go through today, we want to keep those types of things entitled and what difference that ‑‑ in mind and what difference it makes in not just how we provide services but how we learn and increase our knowledge about what we should be doing.

Change happens. These are some of the things that we identified. Families, systems, technology, expectations. Children. Children today don't necessarily look like the children we first saw 30 years ago. A lot of it is the same but there's a lot of differences too.

Let's talk about professional development. Professional development in the past has traditionally been college courses, meetings, very formal, sit‑down sessions like this one.

But it's evolved and I can't actually see what that says. Online courses and webinars. We're beginning to see more things from a distance learning. But nowadays or in the future, we're going to see more coaching and things that haven't been invented yet. We will be talking today about what this changed has looked like, what it means for us in our own learning as well as the people we work with.

In Texas we really struggled with how to meet the needs of all of our groups. Texas is a huge state, and I am the primary PD provider for 1247 school districts and there's only so much money and so much time for travel.

So as we were looking at different ways that we could do it, one of the things that we really thought was going to be something that was really helpful is putting that PD responsibility back on the participants. Who am I to tell everybody in Texas what they need to learn, how they need to learn and when they need to learn because I can tell you not everybody in Texas has the exact same learning need or the same style of learning.

So what we looked at was do it yourself personalized professional development. Sound like a good idea? We're going to talk more about that today. I like the idea. If you don't like the idea, that's okay. We're still going to tell you about it.

Learning is a constant process of discovery. Who in this room has been this early intervention more than ten years? Do you still have something to learn? How many have been in this more than 20 years? Still something to learn?

Dare I ask 30 years? I can raise my hand with that one, so ... still something new to learn. And just on the day that I finally think that I've figured it all out, I get a kid outside of everything I ever knew, and I have a feeling that I will be 107 and still doing early intervention and still learning something new because that's just the way I am but that's the way the world is too. It's a process without end. We're constantly learning new things.

So what we did is we came up with seven‑step process to professional development that is a personalized professional development plan. What we're going to do in morning is work through all seven of those but then we will have you do some group work as we go through so that you get to learn a little bit more about this. Okay?

Our first step is choosing a topic. If I am teaching a third grade deaf Ed class, I have to learn know all the knowledge and skills but I also need to know about deafness and I also need to know about English language learners and technology and 21st century learning and there's a whole list of things that I need to learn that I didn't get in my teacher prep program. So the first thing I need to do is determine what I need to focus on.

Now, we're going to assume since you're here at EHDI, you've chosen to focus on early intervention so today we will talk about early intervention.

>>: So knowledge and skills. A few of us, Marilyn Sass‑Lehrer, Karen Clark, our friend who's in Texas and couldn't be here. Mary Pat Moller and I ‑‑ how many years ago?

Long time ago. Let's say ten years ago we started on this project. We wanted to look at what are the knowledge and skills that early interventionists might need as we get into that eye of EHDI.

And this can be based on your experience with families, your experience with kids, your experience with parents or caregivers interacting with their child. And we decided that we should look at lots of different documents. I will tell you about what those were in a minute. Which all culminated in the opportunity to publish this list of knowledge and skills entitle JCIH2007 position state.

So the documents that we pulled from ‑‑ because we had all had experience in the field but didn't exactly think we needed to just rely on what we thought. We decided we should rely on published documents. So we took the knowledge and skills documents from the AG Bell association for the deaf and hard of hearing, from ASHA, from CEASD, Conference of Educational Administrators of Schools and Programs for the Deaf. The previous Joint Committee On Infant Hearing document, I don't know if any of remember, Michael Marge and Dorothy Marge brought together people from all over the country. They published a document with knowledge and skills needed by early interventionists. We looked at the National Association of the Deaf's document and we looked at the center program at the University of North Carolina Greensboro.

So the four of us very systematically went through all those documents, looked at all the knowledge and skills at all these organizations ‑‑ that all these organizations had published saying what early intervention providers really needed to know, and clustered them into a table which we'll give you some experience with as the morning wears on. And we're fortunate enough to publish it as an appendix in the 2007JCIH document.

These knowledge and skills ‑‑ the knowledge and skills divided into nine competency areas. All together there's I think 115 skills, but they cluster into .. ‑‑ well, you can read along with me. Family centered practice. A lot of this is going to reflect what you have up on the board. Family centered practice. Knowledge and skills that are socially, culturally and linguistically responsive, the third area that the early intervention provider should know about is language acquisition, communication development. The fourth area is infant and toddler development. The fifth area is screening, evaluation and assessment so that you as the early intervention provider can talk to the family.

The next area is technology. Then we have planning and implementing services. We have collaboration and interdisciplinary models and practices and professional and ethical behavior. So 115 different skills you can see on the left how they're listed just under the family‑centered practice section.

And those 115 skills clustered into nine competency areas. So on your tables you'll find the knowledge and skills document.

So take a look through this p.m. you'll see all nine ‑‑

>>: You only have one of the nine areas and not everybody has the same one.

>>: Oh, let me describe then.

I'm getting a little ahead of myself, but just to orient you, when, Texas, took on this project, they decided that all nine areas was a little much to introduce to the statewide cadre of how many professionals serving kids? Hundreds. So they wanted to impact the professional knowledge and skills of their providers, but 115 skills and nine areas seemed daunting.

So what the four of us did, Karen, Marilyn, Susie and I, through a process I'll describe in more detail in a minutes is they came up with three areas, and those are the three areas that you have at your tables. You only have one at each table. But the three areas ‑‑ would you go back one, please. Are family centered practice, the second is socially culturally and linguistically responsive practices and the third area is screening, evaluation and assessment.

So the Texas training program, the Texas professional development program, now focuses on three of the nine areas. We've given you one of three, and we'll share them as the morning goes on. And what I'd like you to do in the next few minutes is take a look at what has been given to your table, and select one or two statements from your section that you think have been impacted by these changes that we have identified.

So work in your group. Look at your document and pick one or two statements that really resonate that are kind of new because of the changing landscape in early intervention.

(Group activity ).

>>: How are we on time. Let me know if you need more time.

I'm going to take that as a wrap here.

So if we can regroup, the intent of having you do this particular activity was for you to get an appreciation of all the very specific knowledge and skills in each area. In the family‑centered practices group, there were 11 skills. In the screening evaluation and assessment table, there are 13 skills.

In the culturally linguistically responsive document, there are ten skills.

So you can see how specific each of these areas is and what ‑‑ and how comprehensive it is. I want ‑‑ and I'll have you report back in a minute, but let me share now how Texas went about prioritizing these three groups out of nine. It was not just random selection. Never a leadership council. Is that what it's called, Susie. Leadership council. That reviewed these nine areas. They had a survey distributed to some of their providers, not all of them, but the test group, and they came up with the three areas that seemed to garner the most need as perceived by leadership Council and the providers taking the survey. So that's where they started.

The group who was doing screening evaluation and assessment, which were those? Which statements seem to rise to the top that you felt like would be one that providers might need to learn more about because of the culture of change?

>>: We picked understand atypical development, diagnosis and refer for medical genetic evaluation. Personally the kids in our county, they're coming through and they're having a lot more genetic components to their hearing loss and additional diagnosis. And some families get a lot of counseling and others don't and so that's something that we've seen an increase in.

>>: Great. Did anyone else have that category, that table.

So let's look at the culturally anally questions particularly responsive practices. Which table or tables had that one.

And what skill did you select?

>>: We had many. Hard to narrow down. But probably demonstrate sensitivity to cultural religious, ethnic, Linguistic and geographic influences on family captured some of the others that we thought were important.

>>: Thank you.

Anyone else with that topic. So the other tables had family centered practices.

Which item did your group come up with.

We had the family‑centered practice and we had selected 3 but really all of it was ‑‑ there were quite a few. Establishes respectful relationships. And really our biggest, I think, topic was that families get information from the Internet or other sources well before we are able to step in.

And so it's making us worthy and legit in the game.

>>: Thank you. And who wants ...

>>: We talked about family expectations and how family expectations have changed in the age of the implant and kids doing so much better in an they ever did ‑‑ better than they did. That was our main emphasis.

>>: And your group. Spokesperson.

>>: We have the family centered practice and we were talking in our group about promoting and enlisting help from family to family support networks and trying to figure out how that might be relevant and how we could incorporate that. Do we want to have deaf parents of deaf children supporting hearing parents of deaf children who learn ASL and incorporating that. So we felt that kind of rose. And providing support and recognizing signs indicating the needs to refer for counseling, therapy or other emotion support from specialists and being able to read those signs and having conversations like that.

>>: Thank you.

So let's just say because we're going to work with these topics, that you're planning a professional development activity or you're giving your providers an opportunity to do it yourself and select a topic, and they select one of these because they kind of rise to the top from the 34 skills that you have collectively. So you prioritize. The next thing we want to do is develop a self‑assessment.

So we have behind the scenes taken these three topics and clustered some of the items into groups. So for family‑centered practices, we have family support, three kills. Decision‑making, three skills. Family professional partnership, five skills.

For the screening evaluation assessment group, we took those skills and said, well, we have interpreting audiological information. We have the area of developmental assessment. We have the area of progress monitoring. For socially culturally linguistically responsive practices, we have the respect for an individual family's characteristics, five skills, and we have the deaf hard of hearing cultures in communities and that is five skills. And again you identified specific ones in those groupings.

Well, when we do a self‑assessment, you need to kind of know what comes first. What are you going to do. How are you going to identify it?

So a provider in Texas will complete a Google form and identify two things for all the knowledge and skills in those three categories. They will rate the importance of the competency ‑‑ let's say it's understanding family systems. The provider will rate the importance of the competency to their work on a scale of 1 to 5. And second question is they will rate their need for additional knowledge and experience in that area. So there's a potential for 10 points.

They complete this document independently. They submit it online. The online system will return to the provider what rose to the top in terms of their priorities. In other words, every skill gets a rating from 2 to 10 points. And if the rating is 9 or ‑‑ I think 9 is the cutoff, right, Susie. 8 or above, it says consider these specific skills. Your own interpretation of the need and the importance says that this skill rises to the top. And the document is sent back to the provider, and they can move on with their self‑assessment.

So as a group now, look over the self‑assessment that's on your table, the self‑assessment document, which looks like ... oops. May I have one?

Okay. So each group has an abbreviated self‑assessment form. We've taken ‑‑ and ‑‑ it's not online, but we've created the same two questions for you. So you'll see the skill and you'll see two questions to the right of it to rate the importance of the competency to your group and then to secondly rate your perceived, your group's perceived need for additional knowledge and experience. So we're kind of doing what the computer would do. You're looking at your rating from 2 to 10. So take a minute to do that.

>>: When you guys send this out to providers in Texas, they identify how many of them to work on based on their responses?

>>: We're going to get more into that later, into the next steps, but we give them the opportunity to pick their top three, and then some of them will only choose one. Some may choose more. But if they choose 72 to work on, they'll never accomplish it. So ...

>>: So as a group, we want you to come up with one item that you perceive ‑‑ you can rate yourselves or you can just discuss it ‑‑ pick one item that you're going to go through the self‑assessment assume you're going to be working on because you're going to be working on it for the rest of the morning. Pick one you like.

>>: I want to let you know what we've put up here on the slide is an example of the report that the early interventionists will get back after they do the assessment. So the self‑assessment looks like this. It's in a Google form, and once they complete the whole thing, they get an editable document that puts in their scores, adds it up, and then on the last page, they can go through and pick which ones they want to focus on.

This is a report that somebody else has already completed. I just wanted to show you ‑‑ and this comes to their e‑mail. It's e‑mailed to them.

So if you have not already done so, pick ‑‑ have your group pick one area that you're going to work on today. It can be something that in your self‑assessment you came up with something that was necessary or it can just be ‑‑ you can just randomly pick one.

>>: So by way of example, the report that this person got back ‑‑ and Susie if you would scroll for me please ‑‑ this individual has a lot of ‑‑ maybe we should have a different example.

>>: She was actually doing it to test to make sure it worked. She actually is much more competent than that.

>>: Okay. So this person clearly understanding family systems rated very hire in terms of what she felt was important and what she needed help with. Another item was promoting informed decision making. Another item that was an 8, 9, or 10 is under family centered practices. Supporting families and implementing strategies to assist in decision making.

So what we have tried ‑‑ so this provider has these items that rose to the top. We've kind of forced you into ‑‑ as a group ‑‑ picking a strategy without going through the entire assessment.

So that said, you've picked a strategy. We're in Stage II of the 7‑stage process. You're identifying something to work on.

>>: Family center practiced, helping can complex decision‑making, language, communication opportunities, technology and strategies.

Okay. And this group.

>>: We're going to work on the one that we chose before, the long one. Demonstrate sensitivity to cultural religious ethnic. Disability, gender, influences on children and families.

>>: Thank you. And this group.

>>: We chose collaborate with family members to identify their concerns, priorities and resources.

>>: We're going to be socially culturally and linguistically responsive practices.

>>: We chose to understand the process of informed choice including benefits, risks and uncertainty.

>>: And our last group.

>>: We're together.

>>: Gotcha.

All right. So now you have a skill to focus on. Now, we need to create some smart goals. We're in step 3.

So smart goals, as you know, need to be specific for S,.

>>: We've got a video.

>>: In a minute.

Measurable for the M. A is for attainable. R is relevant. T is time ...

(Video clip playing.)

>>: Okay. We've all heard about smart goals, but we thought that this was a nice review because we're asking providers in Texas to do exactly that. If you're developing yourself assessment, you've selected an item as you have, now you need to have a way to know that what you said you wanted to do gets done. So we create smart goals. Let me give you an example.

Let's say you're ‑‑ I don't think anyone picked this. Let's say under family centered practices, you want more ‑‑ maybe it's under assessment. I'm not sure. That you want the family to participate in the assessment rather than the provider doing all the assessment of the child's development, you want the family to participate in your assessment that's going to contribute information both to your intervention and perhaps to the IFSP.

So that's the goal that I picked and to be specific I need to be sure that family members pick an assessment to participate in that is, indeed. Does your program have assessments that are intended to be administered by the family with the early interventionist participation.

So we have a specific test. We've met the S.

Now, we want it to be measurable. Well, the parents need to answer questions. The parents might need to fill out a form. They might sit down and participate in an interview. Let's say you're looking at auditory skills. We have peach. Both of those evaluate a child's listening skills through an interview process.

In vocabulary, the MacArthur communicative development inventory is parent administered hopefully with overview by the provider. So we want this goal to be attainable. How is the provider who's not used to engaging a family in assessments going to attain this skill? Well, let me think. Maybe you talk to a colleague who has been doing assessments that include parents. Maybe you want to check with your local AG Bell group or hands and voices group, and ask the parents what their experience is including parents in assessment.

Is it relevant? Well, we think it's relevant because it's on the knowledge and skills document, but how is it relevant to you as a provider and how is it relevant to families? Well, including families in assessment should help them to learn more about their child so that they can become better observers. The parents can report on information that happens when you're not in a home for an hour a week or two hours a week or whatever it is, but things that they see that you don't see. So we think that that makes this goal relevant. And it's time bound.

Well, I want the parents to be more involved in assessment by the time the IFSP is going to happen, whether it's the initial one or six months later.

So when you write a smart goal, you go through each of these categories so assure that you have a plan and that's what we're going to ask you to do now for the item that you selected. Create your Smart Goals ‑‑ your Smart Goal statements that you have listed at the top of your form. Clear? Okay.

>>: Easier said than done. It may be clear but hmm, hard, right?

(Group activity )

>>: Okay. I'm going to take a little break here because it's almost break time. You can continue to work on this through the break a little bit if you want. They're all coming along nicely. I know it's a little harder to do this as a group than it is as an individual, but speaking of individuals, I'd like to ask all of you to show by way of hands how many people ‑‑ how do I want ‑‑ I'm trying to find out where are you all from without passing the mic to every single person. Who's in the northeast part of the country? Who's in the Mid‑Atlantic states. Same thing. I never knew where to put myself when I was in Philadelphia here. Who is in Washington, D.C. Who is from another country? We do have people from Japan. Welcome.

Who is from the Midwest? Northwest? California? It's like a country all by itself.

Texas? Here? What did I miss. Arizona. Got a whole table from Arizona. Okay.

Tell me again by way of show of hands, who's professional training is as an educator of the deaf and hard of hearing. Speech language pathologist. Audiologist. I'm sorry I may have gone too fast for the interpreter.

Students, please raise your hands? We have a few of you in the room.

Administrators? Researchers? Did I forget anything. Psychologist? Early childhood? We're a diverse group and something I've always loved that makes our job much more difficult, we have one of the skills that came up with change on multidisciplinary teaming.

We have so many people representing early intervention services in our country. And we bring expertise from so many disciplines, that's the good news. The challenge is we have so many people from so many disciplines who are trained in different ways to approach early intervention and I hope incidentally that this activity has helped to facilitate that type of interaction among disciplines.

So we do want you to finish the Smart Goals because the next extend, when I pass the Mike to Marilyn after the break will capitalize on your goals for the next step in the process. So any questions so far?

Let's regroup at 9:40 good work.

(Break until 9:40 )

>>: Everybody back and ready to go?

>>: It says break until 9:40.

>>: Okay. So we want to move on to step 4. Most of you have completed your Smart Goals, but even if you haven't completed it, get the rough idea. You get an idea of how it is you move from these topics that you choose to a specific goal that you want to achieve and how you're going to know when it is that you actually achieved that goal. So you really have started with a broad topic, and now you're looking at a more specifically focused on goal that you want to achieve.

>>: So now it the fun part, and that is figuring out how you want to learn more about this topic in order to achieve your goal. And you know, we all talk about children and different learning styles, so we're not as sensitive, I don't think in the world of professional development, to recognize and to admit that adults, like children, have different learn styles and different approaches that they like and prefer.

So some of us because of who we are and how we grew up and how we learn are very comfortable with more formalized structured approaches to learning. For example taking a course through a university or attending workshops that are face‑to‑face. And some of us are more comfortable and we like less formal approaches and approaches that are more self‑‑directed or more independent that don't necessarily require attending a course at a specific time or being together in one place with a group. But we are looking at a different way of learning that are less traditional I guess we might say in some ways and more informal.

And some of us might like a combination. Sometimes we like to attend a lecture, but sometimes we prefer to read an article or something online or chat with a colleague. So it's really important if you're going to be following this do it yourself personalized professional development approach that you are thinking about and emphasizing the individuals and how they like to learn so that they are A selecting the topics they want to focus on, B, figuring out how best they want to do that, and then allowing them to follow those approaches and select from a variety of different learning strategies in order to learn and to get the knowledge and the skills that they want.

And so what I want to do is to talk to you a little bit more about some informal learning strategies and I think so these are strategies that are largely overlooked in the professional development field as of now although it's starting to change, and we want to introduce you to this as this is a major focus of the statewide system in Texas and what they're promoting.

And it's looking at the kinds of ways that people actually learn. And it's very interesting to know that most people in our field, if you ask them do they enjoy learning, how are they going to respond? Gentlemen. I mean we're in this field because we enjoy learning. We're not afraid of it. We're not shying away from it.

I think the thing that attracted me to early intervention was this whole idea that there was so much to learn and that each child, each family, each situation is unique. And there's something to learn about every situation that we come into contact with. Which means in some ways that we're comfortable with unknowing, and we enjoy pursuing learning. In fact, when you ask professionals when was the last time you took a course since college? A large percentage, in fact 40 percent of professionals in the field of education, say they've never actually taken a formal course since they left college. Now, that's pretty surprising in general, but if you think about yourself, I mean how many of you have taken courses since you got your last degree? Okay.

So ‑‑ well, it's about 40 percent of this group. It's less than half of you. So how have you learned? How have you gotten information? How many of you have learned more since you graduated from your last degree? Yeah. All of us, right.

We probably say that ‑‑ at least most people say that they learn something new every day. Would you agree with that?

So if you're learning something new every day and we're not going to classes, how are we getting this information? Getting this information ‑‑ how do you get your information?

I'll repeat your answers.

>>: Online classes.

>>: And also coming to professional workshops. Okay.

How else are you learning? Daily experiences. Daily experiences, in your work, interacting with colleagues.

>>: How else. Online. Websites that you might just Google. I do that all the time. I just write a question in Google, and, you know, I ‑‑ I don't know if I get the right answer, but I get an answer (chuckles) or at least it leads me to information that I can follow up and get more from. So how else?

>>: Watching people work who are really good at what they do.

>>: Coaching. Coaching ‑‑ you as a coach or as a coachee. I mean you learn both ways. I think those of us who are ‑‑ who do professional development regularly or at universities, I often tell my students or admit to my students that I think I'm learning more you from today than you learned from me, but the teaching‑learning process goes both ways and we learn as much from our students, from families, from the children we work with. So every day there is different and new learning experiences that we need to be and should take advantage of.

And these are unofficial. Many of them are unofficial. They're unscheduled. They're impromptu, but it is the way that most people are learning. And so to recognize that, that more learning is occurring in these informal, unscheduled, impromptu ways than they are through the traditional, formal approaches that we've become used to most of us through our formalized educational systems. It's important to recognize that.

So how do we then take advantage of that.

So one of the other things that's important is that professionals do spend a lot of time every day actually in the learning process, and professional will say approximately 40 to 60 percent of all of their knowledge comes from informal learning. So that's also pretty astonishing to think that we're learning on the fly in many ways. Okay. Just by being open to being ready, being receptive and interacting with our colleagues in informal ways.

So 46 percent of the skills, the relevant skills and knowledge that we have is coming to us through informal ways. And without overwhelming you, I'd like you to take a look at these. And this is just a sample of a variety of ways in which learning occurs more independently, self‑directed, informally.

Can you read those from where you're sitting?

>>: This is called ‑‑

>>: (Away from mic.)

>>: So Susie likes to talk about this as the metaphor of a school cafeteria lunch versus what she calls the golden corral. I love this metaphor. So in a school cafeteria you have limited selections. At the Golden Corral you have many. The beauty of having a variety of strategies to pick from is you can pick and choose, try out a little bit of something. And if you like it, go back for more. If you don't like it, it's no big deal. Not a big commitment. You haven't paid a lot of money to register for this course or made a commitment to it, but you can leave it and go on to something else.

So think of your learning strategies that you might consider as part of a buffet of learning approaches.

So let me go back to this a minute, because I just want to mention that in addition to ‑‑ looking at learning strategies as both ‑‑ probably on a continuum of formal to informal ways of learning, structured, unstructured, there's also another way of looking at the learning strategies that we select and those are collaborative, meaning you're learning in a group or with other people, or independent where you are reading an article, reading a book, and online ‑‑ some of the online courses have limited interaction, some have a lot, but some have very limited interaction. You just go through a series of slides and answering questions and that kind of thing. It's more independent.

And then there's a combination. So what I'd like just a general sense to get from you is how many of you prefer collaborative learning approaches as opposed to independent? Okay. That would be meetings, small groups, meeting with a colleague, sitting around having a chat.

How many of you prefer more independent learning? Okay.

How many of you like really combination of the two? So those of you who raised your hand on the independent, why? Why do you prefer independent versus collaborative? Just ‑‑ I just want to get a sense. Yes.

>>: Well, it seems to me when I'm trying to work with a lot of other people I spend a lot of energy trying to figure them out at that moment. How are they feeling. Do they have indigestion. Did they stay up late. So therefore are their answers or whatever related to that. So and then there's the empathy thing you're try to do. So then that gets in the way of you actually intellectually working on the problem.

>>: It's very interesting because it does take a lot of time. It's building relationships, getting to know each other. There's a lot of that that's involved. Many people who prefer independent learning approaches think of it as a more efficient way of learning. You can do it whenever. You don't have to worry about a time schedule. It's just a very efficient kind of approach, and it can be very focused so that you can learn what it is that you want to learn, and you don't have to necessarily learn this other stuff that's part of the course or the agendas of other people. Yes.

>>: I think it also depends on what you're learning. And if it's information, that you can just read and watch a video or something, get it. If it's a practice, a skill practice, I think you need a different kind of learning strategy.

Okay?

>>: Okay that's a very good point and so depending on the actual topic of what you're learning, that might dictate the type of resources and strategies that you would actually use to get the information and skills that you need.

Okay. So we do encourage ‑‑ here are some ideas for collaborative learning strategies. Observe another parent adviser. Visit with a coach. Participate in a Twitter chat or take an online course. And I'm assuming that in those online courses, there are interactive and group learning activities.

Do you have any more ideas to add to this specifically?

I like having coffee once in a while with your calls for legal conclusion. There are study groups informally that have been set up where you can just get together with somebody. Somebody mentioned there's this new book that they just read and that it has relevance to working with families from different cultural or linguistic backgrounds, and you might want to agree to read the book and then get together or read an article, read a new research article on brain research or the impact of early stimulation and come together and decide to get together once a month or something to discuss that article. Yes.

>>: In our state we started professional learning community for birth to three home visiting providers.

>>: That's great. And how is that working.

>>: It's gray. Yeah, we've ‑‑ it's great. Yeah, we've had one of our recent Ph.D. candidates shared her research with us, and we had a discussion about it. We're also alternating where we meet so we get to visit each of the different programs, the private programs and the state programs. So it's been really great.

>>: That's great. And I've heard a lot of comments from people that I work with who are starting those, and it's not a lot of work put on one person, and when you get together, you'll sometimes as a group decide what it is you want to talk about at the next time you get together. And so the responsibility for preparing or whatever is shared, and that's very nice. And if you're not particularly interested in that topic, you might skip that session. So that's ‑‑ thank you for adding that.

Okay. More independent. I think we talked about this. We didn't mention following a blog. How many of you follow blogs. Which blogs do you follow?

>>: They're not professional.

>>: Okay.

>>: There's also Listservs through ASHA they have Listservs so I follow those.

>>: Great, great.

>>: I follow the microtia blog.

>>: Anything ‑‑ watching videos. Anybody else have anything to add to these independent strategies. Social media. Other social media?

>>: Once‑a‑year there is the top 150 blogs in speech, hearing, early education that I can give you the link to that. We'd have to look it up. But then ‑‑ okay, okay. I have a blog that I'm a listening and spoken language therapist so that's really popular. I gain a lot of information with those kinds of things. So, yeah, I could share that with you.

>>: That would be great. There's also some family blogs that are just amazing, families who've a who have children with visual impairments and those are fabulous. So we've added some of those.

So now we're going to look at professional resources.

So once you've figured out whether you want ‑‑ what approach formal or informal structures, whatever, what we did as a team as we took a look at each of the different topics that were identified and from that knowledge and skills document and we focused ‑‑ started focusing on three areas. The goal is to finish the other areas, but ...

>>: I'm bumping into it okay. Okay. It's ‑‑ thank you. I may have to ... I may have to hold something. I have to hold my glasses, my paper. I mean this is really overwhelming (laughter).

I'll keep an eye on that.

So I want to give you an idea of what we did. So we looked at each of the ‑‑ okay not working. Okay.

>>: Okay. Is that working?

Okay.

Sorry. Technical difficulties.

What I wanted to give you a brief idea of what we did and what you can find in Livebinder is we took each of those statements from each of those three categories, and as a team we brainstormed every resource we could think of that was related or relevant to that particular topic. And then two of us in that group came together and we wrote a real brief abstract of what that resource addressed. And then we looked at that, the different resources and the abstract, and from that identified the resources that we thought ‑‑ we prioritized them and identified the resources we thought were knows relevant to the ‑‑ were most relevant to the topic and most accessible, easy to get your hands on and readable, et cetera, and we listed them under each of the topic areas. So when you go ‑‑ we ‑‑ oh, we also ... the level. We tried to figure out if the resource itself was really detailed or was it an overview. We looked at who the ‑‑ either the website or the article or the book chapter on who the audience was, who it was designed ‑‑ who was it intended for, and then how to access it so that you can go on that Livebinder, go under the specific topic that you have, and you can find a list of resources that are related to that topic.

Now, this again this is an ongoing process, and what we have is not ‑‑ it's not ‑‑ we know it's not comprehensive, but it's as competitive as we knew but we depend on other people to let us know and give us idea such as we got today for that one blog that we can add to the resources and that are relevant to these specific topics.

So as an individual you can go into the Livebinder, click on the resource. The resources and then you can ‑‑ you can go down and you can see if there's an article or a website or a book, and you can click those on and access them. Okay?

Sure.

>>: I'm Lyn Wood and with hearing first. I don't know if you have been on our sight but hearing first Is an organization with awareness and education and there's really three parts. We have professional learning with online courses free of charge, but there's also a family learning community and a professional learning community. And many ‑‑ a blog associated with the website but lots of information for dealing with new families and educating them. And then I actually have a couple of cards that get you right here from EHDI if you're interested so it will give you a link to a lot of the resourced. But I think that would be a wonderful resource to include in your resource section here.

>>: Thank you.

>>: Okay. So now what I want we better do ‑‑ so now it's time for you to pick the learning strategy or strategies that you think are most appropriate and would work best for accomplishing your goal? Okay? So look at your topic, looking at your Smart Goals and have you've defined them, we'd like you to, on your paper, come up with a couple or two or three different learning strategies and approaches that you could use, and try to come up with both collaborative, some collaborative and some independent strategy, and then list them on your paper. So we'll give you ‑‑ how much time do we have. About three minutes. So just do it quickly. Maybe one of each. One collaborative and one independent. If you could do that in your groups. And we'll come around and help you.

(Group work )

>>: Is everybody done? Yeah. Okay. You have at least one strategy that you came up with.

Let's just quickly ‑‑ we'd like to hear just quickly. Pick one, pick your favorite to share and I'll come around.

Which one. What learning strategies.

>>: So we for collaborative learning we had talked about going back to previous parents who had left our program and, you know, meeting with them for coffee and just asking about what was really helpful in our program for them. What made them feel successful as a parent. But then also where did they need more support, and what would they have liked from our program and also kind of finding out what they're going through long‑term now that they're in the next level.

>>: Great. Anybody else want to volunteer an idea that they think the whole group might benefit from? Or not. Anybody else. Oh, man, suddenly you got shy. I was listening to something back here about attending a cultural event, an informal participation in an event that's sponsored by a particular community. Mexican community, and how just by participating in a cultural event is informal. I mean you have to plan to go, but it's informal interactions and in ways that you learn a lot about particular cultural traditions.

>>: Okay. So you get the idea here. I think everybody did that pretty quickly. So we want to move on to step 5 which is reflection. Really the entire learning process ‑‑ I mean, I think this is probably the key part of the learning process, and that's stopping and reflecting on your learning. And without doing that, it's not a question of just coming to a professional training. How many of you have gone to a professional training, gotten a lot of ideas, and thought when I get back, I'm going to do this and you get back and it was like ... you lose it. You lose it. You have great intentions but it just doesn't happen.

And so we've got some strategies and some ideas that we think might be helpful in terms of helping you actually implement and apply what it is that you've learned. And a famous statement from John Dewey. We don't learn from experience. We learn from reflecting on experience.

And there is a taxonomy of reflection developed by a gentleman whose name is Peter Pappas. I think he's from University of Portland maybe. I think. I don't know.

Any way he developed a taxonomy of reflection that was based on Bloom's taxonomy. It's an interesting approach. As you generally are going through your learning process, it's very helpful to keep a journal, write notes, give yourself some ideas as the ideas come up about I want to implement this. Keep notes during the learning process. And think about what is it that you learned that you have a new or better or deeper understanding of as a result of your learning. What are some of the things that you've learned that are different or conflict with what you had previously thought that you might want to explore more? That often comes up where you're in a very good learning situation where an idea has been presented, and it's something that you're questioning because it's different from what it is that you learned before or, you know, assumed was correct.

But most importantly from your learning, you want to think about what you're going to do differently based on what it is that ‑‑ what you have learned.

So in going back to the taxonomy specifically, Pappas says the first thing you need to do in the reflection process is to remember what you learned. Now that sounds very easy, but for some of us remembering what we just learned is not that easy. So you want to recall what it is that you just learned.

And then what you want to do is to take it a little step further and think about what was important about what it is that you learned and how you can use it in your work. How can you apply it?

Do you see some patterns in what you've learned and how it fits in with the bigger picture of what you're doing? Then you might want to ask yourself if you've learned it well enough, do you need to do some further learning or was that enough? Did your approach work? Did visiting this blog site, did that answer all your questions? Or, no, now you want to go back and chat with one of your colleagues to talk to a parent or read an article?

And then really very importantly, what are you going to do next? What is my next step in terms of how do I want to implement it.

So it's really important. Is this the last slide of my group ‑‑ we don't really have time for you to work on this, but if ‑‑ it would be great if each of you individually could jot down or make a note to yourself about the reflection process and what it is you think would be most helpful for you in terms of the learning process to do in terms of your reflection that is going to help you and directly help you implement something to your work. Okay.

So what we've tried to do is give you a variety of different ways you might think about the reflection process, and hopefully we've convinced you that the reflection process is a really important thing, and even though we ran out of time, that we want you to do this as part of the learning process. Okay? Now, I'm going to turn it over to Susie.

>>: As an did you tell with attention deficit ‑‑ as an adult with attention deficit disorder I like it because it helps me stay on target. I will go visit a blog that instead of answering my questions give us me 72 more paths to take. So I keep this in front of me to keep me who task, and then I can go chase all my different rabbit holes later. So just an FYI.

So in Texas one of the things that teachers are required to do at the end of the year is have a conference with their administrator and talk about everything they are learned that year. For those of us that don't really remember what we made for breakfast, we need to make sure we're documenting our learning, but then not just hey I went to this workshop but some of the things I learned from it, information from the reflection piece of it.

And this provides us a way of progressive our learning to our administrator but then also helping us to revisit it.

So one of the terms that we've been seeing a lot of is the term called artifact, and that artifact Is an evidence of learning. The artifact could just be a certificate. Yay, I went to that workshop. I warmed a seat for six hours. I don't remember what I learned but yay I was there. Or it could be an artifact that's so much deeper. It could be your reflection. It could be a blog article that you wrote about the workshop you went to or a at which time chat that you shared some of your new learning. It could be a video that you made or something that you created for a parent based on the learning that you did.

Those are all artifacts that you want to then keep in a portfolio to at the end of the year when you get to share everything that you've done that year, you don't just say, well, I don't remember or I'm sure I did something exciting. I just can't really prove it. This gives you a way to show all the great things that you've got going on.

>>: So on your piece of paper ‑‑ we're not going to do in as a group. As we talk into this next piece, I want to think about for your particular goal you've got, what would be an artifact you would create to show that you did the learning. Now, if you set up a goal that you were going to create resources for parents, that's a pretty obvious one. You should have a resource packet that you're going to share with parents.

If your goal is more recognizing the cultural differences, it might be a little harder to prove that learning. So as we talk about this next piece, think about what kind of artifact you would ‑‑ would best document your learning and show your growth.

What we have traditionally done to show our learning is that certificate, that certificate of attendance that says that we showed up. It doesn't say we learned anything. It doesn't say we remember anything. It doesn't say that we actually applied it.

One of the things that we're beginning to hear or see more of you is called digital badges. Is this a term that you're familiar with? Or is this a new one to a? I'm seeing some nodding, some not.

Think of a digital badge as a sticker. How many of you liked getting stickers when you were kids? How many of you still like getting stickers? A digital badge is a sticker, but it's so much more than just a sticker. It's a visual representation of a skill or an achievement, and it's a way of progressive that you've learned something ‑‑ to prove that you've learned something. I'm the queen of the world. I've learned everything there is to know about audiology. But it's so much deeper than that.

Old school credentials think of it as the big rocks that fill a jar. I have a degree in deaf Ed, I have a degree in visual impairments, I have a degree in assistive technology, I'm working on a degree in electronic learning. But there are so many individual itty‑bitty pieces that aren't really falling into any of those degrees that I have. New school credentials, I also have learned about digital Badges and microcredentials. I've learned about orientation and mobility. I've learned all these itty‑bitty little things that were above and beyond my degree but that I need every day. It's that informal learning and it's a way of documenting or showing that that informal learning is something that's helped me grow as a professional and that I'm actually implementing it.

A digital badge is a sticker, but there's data inside. So with a digital badge, I might have it on my resumé. I might have it on my website, on my e‑mails, on my linked in portfolio, and when someone clicks on that, instead of just seeing this beautiful little picture, they get more information than they ever hoped to learn. There's data that's embedded in there. It tells what the badge name is. A URL they can visit to get more information. It also explains what the criteria was. If the create was sitting in a room for three hours or if the criteria was actually choosing an assessment, giving an assessment, videotaping themselves, reflecting on it, writing a blog about it, and then posting, all of that information is in there.

There are some digital credentials that are very simple. If you're learning about Twitter, the digital credential maybe to go and set up a Twitter account, and you're progressive your learning by giving the link to your Twitter account. Or it could be so much deeper depending on whoever created the badge, how they set it up.

There's also information about the issuer. A badge from a university is going to mean a lot more than a badge from Susie Tiggs. I think my badges are pretty important, but most people don't know who I am. But a badge from TSC Region 11 sponsored by Texas education agency is going to have a lot more power than a badge from Susie Tiggs. It gives the recipient information of who got it when they got it and then if there were any standards aligned to it, that's all set in there.

So in Texas we set up 36 digital badges going along with the self‑assessment and the 36 knowledge and skills we identified for this first part of our professional development plan.

So we're not going to actually have you guys do this because they don't have the website set up for it, but I do want to show you ‑‑ well, ... I'm going to go to the website and the link to this is in the Livebinder.

So this is what a profile looks like. Credly is one of the digital badge companies. There are a bunch of them. Credly is what we're using now in Texas and these are badges that I have earned for different things. But then I've also given some badges, and on any of the badges ‑‑ it's very slow.

Here are some that I've given.

One of the badges I gave. I had to write comments about the person who was participating in it. It gives a description of the badge and what the person is holding that badge, what credential they have or what they've done. So in this one the holder of this badge that is successfully completed the do it yourself personalized professional development module. They've explored seven steps. So it gives a little bit of credibility. It's not just a sticker I randomly handed out to people. They had to do something to earn it.

It explains what the criteria is, and actually takes to the note taking guide and now we can view the evidence. And when we view the evidence, we actually can see the person who earned this badge, what they did. So they took this note taking guide, and they filled it all out. And for this particular badge, they had to submit their note taking guide to prove that they had done the work. The badges are all set up however whoever creates the badge sets it. It could be documenting a note taking guide. It could be a link to a video. It could be a link to a blog. It could be a written paragraph, old school learning. It could be a lot of different ways. The way we have it set up is people get to choose how they learn, and then they get to submit whatever type of artifact they want as long as it shows their learning.

So that is digital badges in two minutes and it's about a four‑day conversation. If you want to know more about digital badges contact me later. I'm working together with CEC on creating some digital badges to go along with the CEC competencies. I'm very excited about that.

Then once you finish all of your artifacts, your reflection, everything, the very last step is to evaluate your plan.

So on your piece of paper you can see on the back of it ‑‑ we're not going to do actually do this yet, but they're the type of things you need to go back and ask yourself, "did my learning help me accomplish my goal? Did I set a goal that was really appropriate or did I just set a goal that makes me look and act busy? Is it relevant to my work? Is it still relevant to my work? I got a new student on Tuesday. He's from Vietnam. I have chosen as my learning goal to learn more about Vietnamese culture. There's not a right or wrong answer. You yourself have to decide if that's something you want to keep pursuing, or is there something more essential at that moment for you to look at.

Are your goals clear. Hopefully you've written a Smart Goal that is very clear and that you can tell when you've mastered it. But if it's not very clear, you may need to add some elucidation to that.

Does your plan include some activities that are collaborative as well as independent. Depending on the activity you picked, it may best be appropriate to do just collaborative or just independent, but we know that learning happens in so many different ways, we really want to encourage you to include both types of learning in there.

Do you have time for reflection? Did you reflect on what you've learned, what you've done wit, how ‑‑ with it and how you've implemented it and does your plan include a way to demonstrate your learning.

As you walk through your plan, we've got these in steps 1 through 7, but it doesn't always have to go through in that order. You might do steps 1, 2 and 3, and realize that what you've got really isn't a great goal for you. So you go back to 1. Or as you're reflecting, you realize, I'm not quite done. I need to go and do some more learning. So you go back to 4 and pick some more activities. Or you get to 7 and say, I have accomplished this goal. I've done everything I need. I don't need to learn anything more about this. I'm ready to create another goal. Or I've learned and I've accomplished my goal, but this was a topic that was so fascinating to me, I want to go and learn more about it. There's not a right or wrong answer. You yourself are the one who are setting this all up, and so you're determining what your needs are.

It helps take us out of the I'm learning because my boss says I need to learn and I'm learning what my boss says I need to learn and really putting that responsibility back on the learner.

I have a student with a disability that I've never heard of. I need to research it. I have a family from a culture that I'm not familiar with. I need to learn about it. All of my resources that I share with families are outdated. I need to update it.

But it all depends on you. There's not a right or wrong answer in how I had to it.

It's what we know already that often prevents us from learning. And a lot of times that's what happens when we go into a PD. This doesn't apply to me because this is a workshop on math and I teach deaf kids. Do you teach them math? Well, yeah, but they're deaf. Do your kids still add? Yeah but they're deaf. So we go into learning situations that we could be learning, but we get stuck on this doesn't apply to me. I work birth to three. This isn't a workshop that applies to me. But guess what the presenter is coaching and I can take those coaching strategies, even those it's on calculus and my zero to three years old aren't learning calculus there's learning strategies being used.

Part of what we need to be thinking about as we go through or professional development and provide professional department for the staff we work with, it's what this needs to look like and how this needs to be implemented.

In Texas we have 1247 local education agencies. I love to travel. I can't travel to that many places. We have 54 regional programs for the deaf and Texas School for the Deaf. That's tomorrow. Probably there will be less. We're losing a lot of or early intervention programs. I need to make sure every program for the deaf, the people at the School for the Deaf have the resources that they need to learn to meet the needs of their kids and there's' me. So implementing stuff like the do it yourself personalized professional development, I can work harder on bringing in some friends to help bring resource to see share with others and then they can choose what they need to learn and how to learn. And I can still provide professional development that fills in some of the holes, and that's one of the things that as we've been looking at different topics, we say okay look here are all these great resources for a topic, but it would really be nice if we could find something on this other topic and we couldn't find resources there. So I can use my time and energy and money on developing what's not already out there instead of reinventing the wheel and creating something that somebody else has already done.

>>: One of the questions that we get asked a lot is is this available for anybody to use? Yes. There is nothing on here that is proprietary. There is nothing on here that we don't have open to other people to share. The problem that you may or may not run into, anything that we have got through our personalized professional development program has been approved through the Texas education agency for continuing professional Ed credits. That means if you work at a school district in Texas and you get a certificate or a digital badge from Susie Tiggs at Region 11, it means something. If you're at a different state, it may or may not mean anything. Some states or some individual districts are really good about allowing professional development credit that doesn't look typical. But then there are others that are very strict about it.

We were talking last night with a friend from Iowa. Iowa has a very strict professional development policy, and they're not allowing this type of professional development. They don't feel like this is the appropriate learning. People can still do it, they just can't turn in the hours they're requiring stuff that looks more typical. So as you go to implement something like that whether your people visit the Texas website and access our resources or whether you copy this and implement this in your state, you want to make sure you have your department of Ed and whoever certifies your CEU or CPE or whatever professional Ed units you've got, you want to make sure you have their backing. What we found in Texas is that they were very willing to give support for their certificate, but when we started talking about the digital Badges and the digital badges had proof of learning, they really liked that a whole lot more.

We hand out certificates all day long of people who sat through a one hour webinar that they may or may not have watched. So those aren't as meaningful as they used to be. But when the digital badge says this is the work that they did to prove what they learned and how they're going to implement it, that meant so much more. So considerations that you can think of as you're doing implementing in your state.

So, yes?

>>: What's the time commitment for you and whoever else is looking at the work that people are turning in from the entire state and managing those badges?

>>: We set up our badges to have three different levels. The first level is just an exploration. These people explored. If they turned something in, they get one hour of PD. We don't actually grade that one.

The second level is more of an interactive. They learned it, they went and applied it. They're having to videotape themselves and reflect on what they learn through the video. They don't give us the video. They give us their artifact which could be a blog, which could be a paper, which could be something less. Because we have asked for their final artifact and not their entire four or five hour video, it's not taking as much time and we've started it with just a few small districts or small areas to begin with. My guess is eventually when the entire state has implemented it, we are probably going to have to hire some people to do it or we're going to have to rethink what those artifacts look like.

>>: And is the DOE able to access this to use for recertification or anything like that?

>>: Yeah. So some of the digital badges also come with the certificates and the certificates get turned in when they are ‑‑ they have to renew every five years in Texas. They will turn in their certificates and they do get that continuing professional Ed credit.

>>: So that second level is two hours?

>>: On the second level, it depends on what they're doing. Let me go back to a slide that I think I skipped over.

We have three different levels for each of the 36 things.

The first one is reflection. I learned about it. Here's how I think that I could use it.

The ‑‑ and that one's just an hour. And it doesn't matter whether they read an entire textbook or whether they watched a two‑minute video. They get one hour credit because we are assuming that the reflection piece and the artifact that they're creating is taking about an hour.

Then with the implementation, that one depends on how they're choosing to implement it. Now, they're taking what they reflected on, and they're actually trying it out. They're supposed to videotape themselves and go back and watch the videotape. And then their artifact is going to reflect on what worked, what doesn't work, what should do better.

In general we're figuring that one for about two hours, but that one's going to be individual. It depends on what they've done with it. That takes a little bit more level of commitment on our time of assigning that.

The third level that I don't have on here is facilitation. This is the part where now, I've reflected on it. I've implemented it and now I'm going to go and tell somebody else about what I learned. Whether I presented at a workshop, I presented at the teacher's conference, whether I share it with a friend in the teacher's lounge. That facilitation, the idea is because I'm sharing my information that I learned with somebody else, I'm continuing to learn as I share it with somebody else, but now I've plant add seed in somebody else and they're going to get to learn too.

Some districts implementing digital badges, the teachers print off their digital badge and stick it on their door and they have a sign that says "ask me about my badge." Then, somebody comes by and asks about that badge, both get credit. The person who learned about it and the person who gave it. It's all implemented a little bit differently.

In ours the person will then have to turn in an artifact to demonstrate or to explain exactly what they did, how their learning was furthered through the facilitation and that will be one that also it depends on the amount of credit that they get, how many points they get depending on if they announce to Twitter. I learned something new in my workshop I learned that blah, blah, they're not going to get quite as much credit as I presented at a staff meeting or at a conference.

So other questions?

>>: Specifically about the badges but early on in the presentation, you said that you had chosen three areas of the nine competencies. Is there a plan that you will then at some point switch and do another three or how are you going to manage that.

>>: We've already got the first three up and those are the ones we work with today. Marilyn and Arlene and Karen are working on Phase 2 which they've taken three more. They're creating a self‑assessment that has to do with Phase 2 and then all of the learning materials that will go along with Phase 2. Then when we finish that, then we'll address the oh. And I don't know that we really hit on these earlier, but with the nine areas, there's what 140‑something less. Okay.

But when we chose those three areas, we did not pick every single learning competency or every learning skill. We from there narrowed it down to 36 of them. Some of them we decided not to choose because we felt like, not that they weren't as important, but that they were ones that were either easier to get access to learning for or that they were not going to be as much of a struggle to find resources for or that maybe they were not as high a priority as some of the others at that time.

Other questions, ideas, thoughts? I would love to hear more about what you guys are doing in your state. I know you mentioned professional learning communities. What other things are you guys doing to take the professional development into the 21 century.

>>: First of all thank you. Florida School for the Deaf and blind is starting to do something in relation to the pineapple PD. Our program for parent infant program, we're working toward doing more in Google classroom and having links to learning resources and collaboration assignments. So we're definitely moving that way just because our state is very big, and to bring everybody together happens infrequently. And is very expensive so we're trying to come up with a hybrid model because our providers do like being face‑to‑face in a large group. They really enjoy that. And so we know that there's a place for that but we also know we need to facilitate other types of learning opportunities.

>>: I'm pulling it up right now.

We actually use a lot of the Florida School for the Deaf and Blind resources in some of what we're doing,.

>>: I'm trying to get to this more and it's not coming up.

>>: Pineapple is the concept of welcome. Somebody coming in and welcoming into the classroom. I don't like not being on my computer because my computer, I know what it does and how it's gonna ‑‑ when I actually get into.

So with the idea of pineapple it's welcoming somebody into our clam. Traditionally our ‑‑ into our classroom. Traditionally our teachers get somebody coming into their classroom during their formal operation time. It's normally an administrator and normally a very uncomfortable, awkward time. But there are things going on all over the schools that we could be learning from each other. So the pineapple PD ‑‑ you put on the board on Wednesday at 11 I'm doing a lesson on metamorphosis that is going to be amazing. You are all welcome to come and observe.

And so people know that if they have their time that they can leave their classroom or if they can have somebody sit in their classroom, they can go observe and they can learn from the teacher that's doing that activity.

Another level of that is called the hashtag observe me, and the teachers who are doing this on the outside of that you are classroom have hashtag observe me and then it says I would like feedback on the following items, and then they choose what they want feedback on.

So whoever comes into to observe, they might be observing this great lesson on metamorphosis but the teacher is wanting feedback on differentiation, on how they are using ‑‑ all sorts of different strategies, behavior. How many times do I say um in a 20‑minute period. It's all individualized. So each teacher who comes in has a Google form or some other kind of form to fill out to give feedback to the teacher that they're observing, but then they're also learning some of the great things that teacher is doing. I'll add it to Livebinder. One of the things for personalized professional development is we have a weekly newsletter called the Texas DHH learning bite. It's different topics. Our topics last month were about learning from our coworkers. So one of them was on coaching. One of them was on neighborhood networking where we did the pineapple PD and did the observe me. As an administrator I often go into a school and I'll find this teacher over here has a smart board that they don't know how to use. So they're using it as a white board but then the teacher next door is doing some of the most amazing things, but they don't talk to each other. So we're really kind of pushing that concept of, yeah, you can go to a PD on using to use a smart board or as you're standing outside during the passing period, you can say hey do you have a great activity. I'm doing metamorphosis. I need some help.

So in the weekly learning bites we use a lot of the Florida resources. So I'll put those in there.

Other questions, ideas, thoughts?

>>: Well, our group is really good at coming up with resources, but being able to share them with each other and then having a time to look at them but share them in an efficient manner, that's something our team really struggles with. So, for example, there's seven of us attending this conference so we have a handout that we have to fill out. And present at a meeting, but then having the handouts putting them I don't know maybe in going classroom or something so people can easily get them. So that's kind of the next, you know, ... because there's so much information.

>>: We've done that in a couple of ways in our organization. We love Google Drive and we set up a lot of team drives that just or team has access too. But then I'm a big, big, big fan of Livebinder. And so if anybody on my team goes to a workshop, they set up a Livebinder for that workshop, and any of the handouts they put in the Livebinder, any websites they put in there. It's a free account and it's just like a regular binder but it's online. So this is what you have on your piece of paper that has the Livebinder link at the very bottom. This is what you're going to see. Here is a table of contents, but I'll be adding more stuff to it so this is not all you're going to get. The presentation is actually in there. Sometimes it shows up in a window; sometimes it doesn't.

Leer's a handout ‑‑ here's a handout. I didn't give you this because this is the full guided notes we do when we do the full, four‑hour course on personalized PD but it's hyperlinked. So anybody going through that can click and learn more and get more resources.

This is a survey developer going to the put up but were having difficulty at the beginning.

The document that I gave you guys that had the big piece of paper, this is the EI professional learning plan. It's on there.

This is a link to the knowledge and skills JCIH supplement that actually takes you to a different site. When you click on it, it opens something up, and then we showed you a picture of ThingLink. As you click on those, observe another teacher, that's the observe me PD but there's also information about different resourced in there. So as you click on each of these links it gives you more information.

One of the things we asked you guys questions about are how you learn, collaborative tasks. If you want to add ideas, this is something we can all benefit from each other. Padlets are great new ways to learn. We check that out every day. Here are the EI resources and then the Credly profile. So we'll have that and I'll also give the link to the Texas DHH learning bites and the Texas School for the Deaf, what some of the PD resources that they're using as well. The thing I like about Livebinder is I created this but next week if I go to a workshop and I learn something new, I add it to here. So now I'm not having to think, okay, who did I share my resources with to tell them all the new things? People can bookmark this and I add new things. And then in my team if we get questions from parents or teachers we create a Livebinder for each topic. If we have a parent who calls and wants to know about microtia, I create a Livebinder. We put resource this is there and every time we something new, we put it in there. Then when I have teachers or parents or administrators asking, I can give them a link to the Livebinder. So I'm a geek that way.

We have two minutes left. Anything else? Any other questions.

>>: To any of you, what aspects of this do it yourself personalized professional development plan do you particularly like and think you might want to implement in your professional development?

>>: Are there any aspects that you think you are not going to be able to get support, administrative or support from your teachers.

>>: We just had a question about the Credly Badges and how to afford that and whether or not our technology department can manage it. It wasn't free so that was one concern we had.

>>: Once you get over ‑‑ I don't remember. It was a large number. There are several different groups that have them. Badger is completely free. I'll put a link in there with badges resources. There are some that cost money and some that don't cost anything. And it's always free to the participant. It's just whoever is issuing it has some ‑‑ has to pay some ‑‑ on some of them but not all of them.

Okay. If you come up with other ideas, e‑mail us. Put them in the Livebinder. We have padlets in there. Add other information. I'm a strong believer we will learn from each other and setting up a professional community all over the U.S. Thank you guys so much and if you've got any questions, please let us know.

As moderator, do you have stuff you need to share?

>>: Could you please view these evaluation forms and turn in to me? Thank you.

(End of session )