

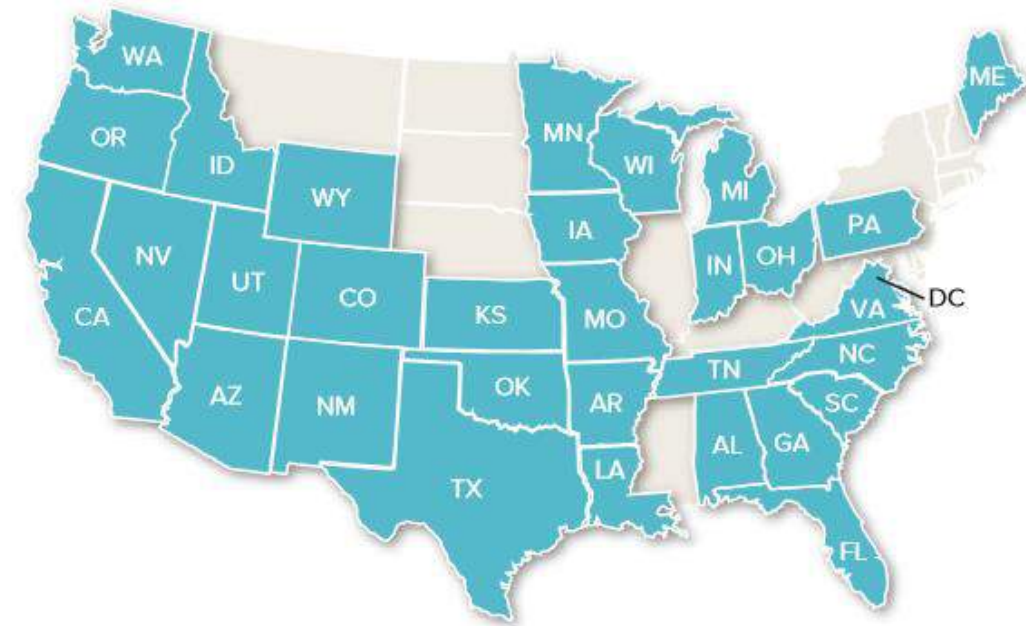


# Professional Learning Modules

Peer Evaluated Competency-Based Learning

# Introduction to K12

- K12 is the nation's leading provider of online curriculum and support services for grades K–12.
- 105,000 students enrolled in our partner programs\*
- Full-time online public schools
- Individual course and product sales directly to families
- Public schools which are engaged in bringing individualized learning approaches into the traditional classroom



K12-powered schools are in 32 states!

\* According to the K12 2018 Annual report

# The Challenge

Provide meaningful and measurable professional development that is rigorous, scalable, and results-driven.

- 60+ schools
- 4000+ education professionals
- Geographically distributed
- Primary Goals
  - Directly relevant
  - Informed by research
  - Matches mobile work and life
  - Objective and meaningful measures
  - Respects the professional
  - Develops through career pathways
  - Hold a common performance and skills language
  - Align across multiple standards

**M.Ed. in Online Instruction + Specializations from K12 & SNHU**



**Online master's program for those who think beyond the traditional classroom**

# WHO IS SNHU?

Founded in 1932, Southern New Hampshire University (SNHU) is the largest private nonprofit university in the nation. SNHU is an accredited university with a history of empowering working adults through education.

Today, SNHU proudly serves more than 135,000 learners worldwide both online and on-campus.



# PROGRAMS BUILT FOR K12

In October 2017, K12 partnered with SNHU to undertake an in-depth research study to identify best practices in online education.

## ○ Research

- Researchers deployed 2 national surveys to K12 teachers at K-12 powered schools and K-12 online educators unaffiliated with K12.
- Conducted interviews and focus groups
- Used data coding
- Analyzed video of classroom recordings

## ○ Outcomes

- Teaching in a brick and mortar classroom is very different than an online environment
  - the most effective online teachers use technology to develop relationships with their students
- Critical competencies to achieve excellence in online K-12 education informed the specializations created



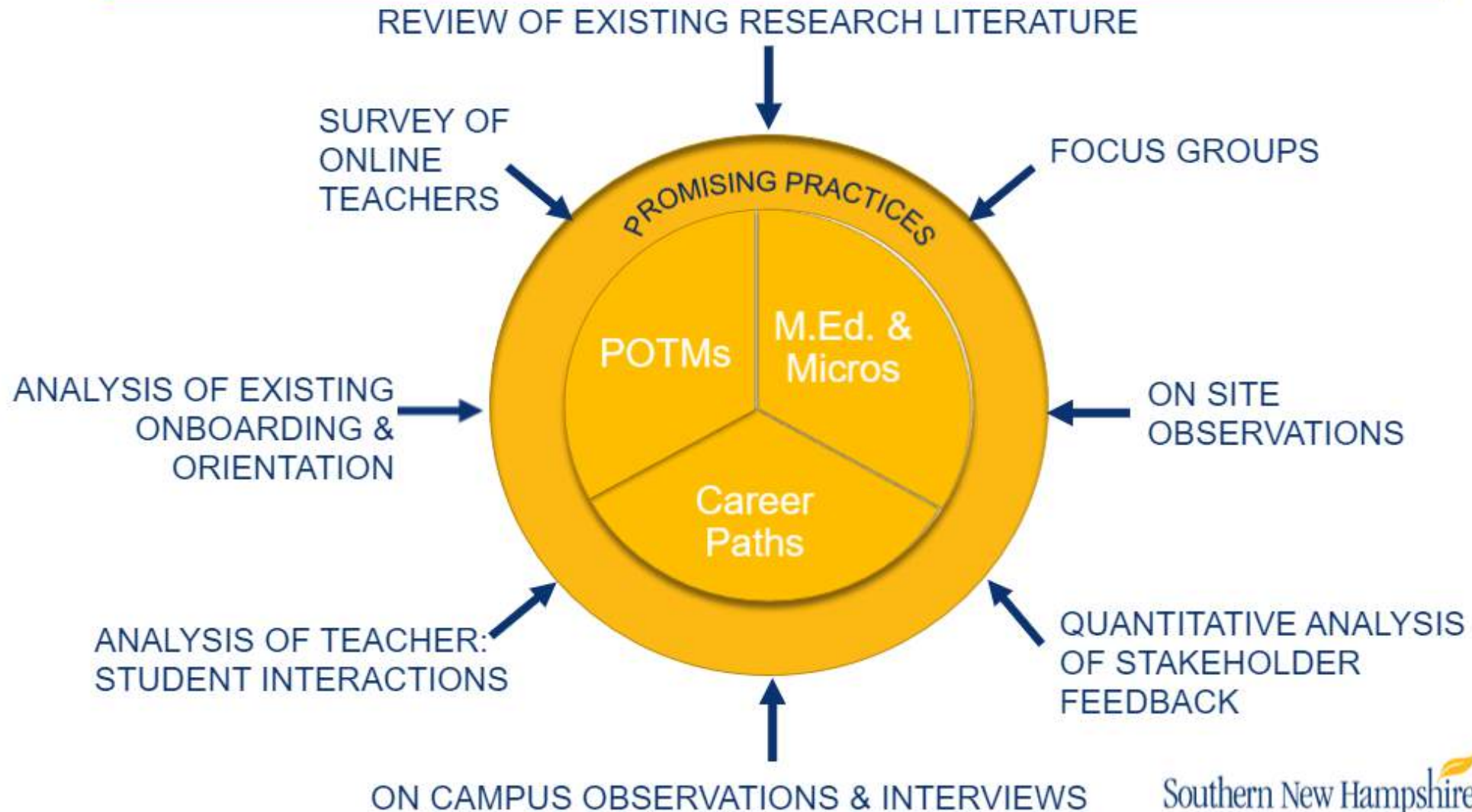
# Benefits of Competency- Based Professional Development

Strategically-aligned,  
self-paced, flexible, and  
validated learning

- "**Competencies** describe the *skills, knowledge, behaviors, personal characteristics, and motivations* associated with success in a job."<sup>1</sup>
- "**Competency-based practices** utilize a *competency framework to align the strategic objectives* of an organization..."<sup>1</sup>
- "Potential advantages include *individualized flexible training, transparent standards, and increased public accountability*"<sup>2</sup>
- Flexible pacing with a focus on mastery
- Validated demonstration of competencies

<sup>1</sup> Gangani, N.T., McLean, G.N., & Braden, R.A. Competency-Based Human Resource Development Strategy, 2004.

<sup>2</sup> Leung, W.C. Competency Based Medical Training: Review. BMJ, 2002, p. 693-696.





# Results of Research

- 61 Core Competencies
- 2 Professional Learning Modules
- M.Ed. and Specializations

# Two Professional Learning Modules

- Six **online courses** total
- Built from the **identified competencies**
- **Performance task** (small project) for each course
- **Binary rubric** for each performance task



**Sounds good...but remember the challenge...**

# The Challenge

Provide meaningful and measurable professional development that is rigorous, **scalable**, and results-driven.

- 60+ schools
- 4000+ teaching professionals
- ~~• Geographically distributed~~
- ~~• Primary Goals~~
  - ~~• Directly Relevant~~
  - ~~• Informed by research~~
  - ~~• Matches mobile work and life~~
  - ~~• Meaningful measures~~
  - ~~• Respects the professional~~
  - Develops through career pathways

4000 students x 61 competencies x 3 projects=  
Aaaaaaaaaaaaaaarghhh!

# The Solution

Peer-Evaluated  
Professional Learning  
Modules

## Partner: Peergrade.io



- Anonymous peer evaluation
- Clear task cycle
  - Submit
  - Review
  - React
- Results for learner

**Score** = *Work Quality + Helpfulness of Feedback provided*

# Benefits of Peer Evaluation

- **Scalable:** Reduces instructor workload
- **Meaningful:** Feedback from someone who does the same job I do
- **Valuable:** Frequently equal to or better than Instructor feedback\*
- **Improves Results:** Research shows that providing feedback increases learning more than receiving feedback\*\*
- **Broadens Perspective:** Learners are exposed to other's ideas, values, and perspectives\*\*\*
- **Deeper Learning:** Project creation and peer feedback addresses the Analyze, Evaluation, and Create levels of Bloom's Revised Taxonomy

\*Per vendor research – planning third-party research

\*\*Lundstrom, K. & Baker, W. To give is better than to receive: The benefits of peer review to the reviewer's own writing. Journal of Second Language Writing, Vol 18, Issue 1, March 2009, Pages 30-43.

\*\*\*<https://app.griffith.edu.au/assessment-matters/docs/assessment-methods/peer-self/peer>

# Teacher (Learner) Experience



1. Learn and create project

K12 Home Current Training Transcript Catalog Search Catalog

Catalog Unit 1: Data for Student Su...

### UNIT 1: DATA FOR STUDENT SUCCESS

Online English (United States)

**Professional Learning Module: Using Data to Differentiate Instruction**  
This is the first of three Units in this Professional Learning Module.

**This Unit** explains the different types of data available to K12 teachers and covers basic statistical and measurement concepts relevant to K12 teaching. In addition, it illustrates the importance of questioning data to maximize its usefulness in creating a learning experience that is equitable for students of diverse demographic and scholastic backgrounds. This unit is appropriate for teachers already proficient in using data as well as those just beginning to explore the role of data in student success.

The Unit will conclude with real-world practice in the form of a project.

Format: Desktop & Mobile  
Course Provider: K12  
Course Number:  
Duration (Hours): 3

Item Details  
Credits



### Join an activity

TYPE IN YOUR CODE

To join a class or a live session type in the code you have received from your instructor below.

Next

2. Peer review of project



K12 - Cohort 1 Unit 1 - Project Directions / Proj...

Class Assignment Submission Review React Results

### Unit 1 - Project Directions / Project Template

DESCRIPTION

For your project, you will respond to the three emails below. Be sure to refer the senders to appropriate resources, keep roles and responsibilities in mind, and consider the learning environment as applicable. Please treat these responses as if you are addressing learning coaches at the grade level(s) you teach. Assume that each learning coach is unfamiliar with K12 resources including human resources and their roles as well as support materials. For reviewing purposes, write the grade level(s) here: \_\_\_\_\_

Note: All of your work for this project will be entered into this template and submitted as a single document.

3. Reactions

### PERFORMANCE

89% ±0.75 SUBMISSION + 29% ±0.29 FEEDBACK = 74% ±0.29 COMBINED

ASSIGNMENT	SUBMISSION	FEEDBACK	COMBINED
Assignment #1	100%	None	75%
Assignment #2	70%	None	52.5%
Assignment #3	100%	88%	97%

Read more about how scores are calculated in our [Help Center](#)

HIDE DETAILS



4. Score recorded



# Soft Launch to Test the Idea

## Would This Work??

- Willing to complete reviews?
- Successful with projects?
- Tools that work?



# Meridian Capabilities Utilized for Soft Launch

- Curriculum (*packaged what learners need*)
- Assignments Tool (*who is in the program*)
- Classroom Course
  - Sections (*collected groups for Peer Review with rolling dates*)
  - Course Materials (*provided Peergrade Codes for each section*)
  - Gradebook (*tracked completions of Peer Review work*)
- Online Course
- Standard Report: Domain Training Assignments
- Ad Hoc Report: Section Enrollment
- Collaboration Space (*added for specializations*)

# Soft Launch Results

## What We Found

- **YES** Willing to complete reviews?
- **YES** Successful with projects?
- **YES** Tools that work?

## Planning to Move Ahead

- Additional modules
- Continue competency-based learning
- Continue peer review

# Looking Ahead

## Within Meridian

- Detailed data analysis and effect on student learning
- SSO between Meridian and Peergrade
- Competency tools fully utilized
- Career Pathways
- Categories to drive search performance
- Graduate courses launching the M.Ed

## Outside of Meridian

- Full competency framework and governance
- Defining sub-competency structure in badging solution



Questions?