Model of Professional Learning that Supports Evidence-based, Collaborative Services

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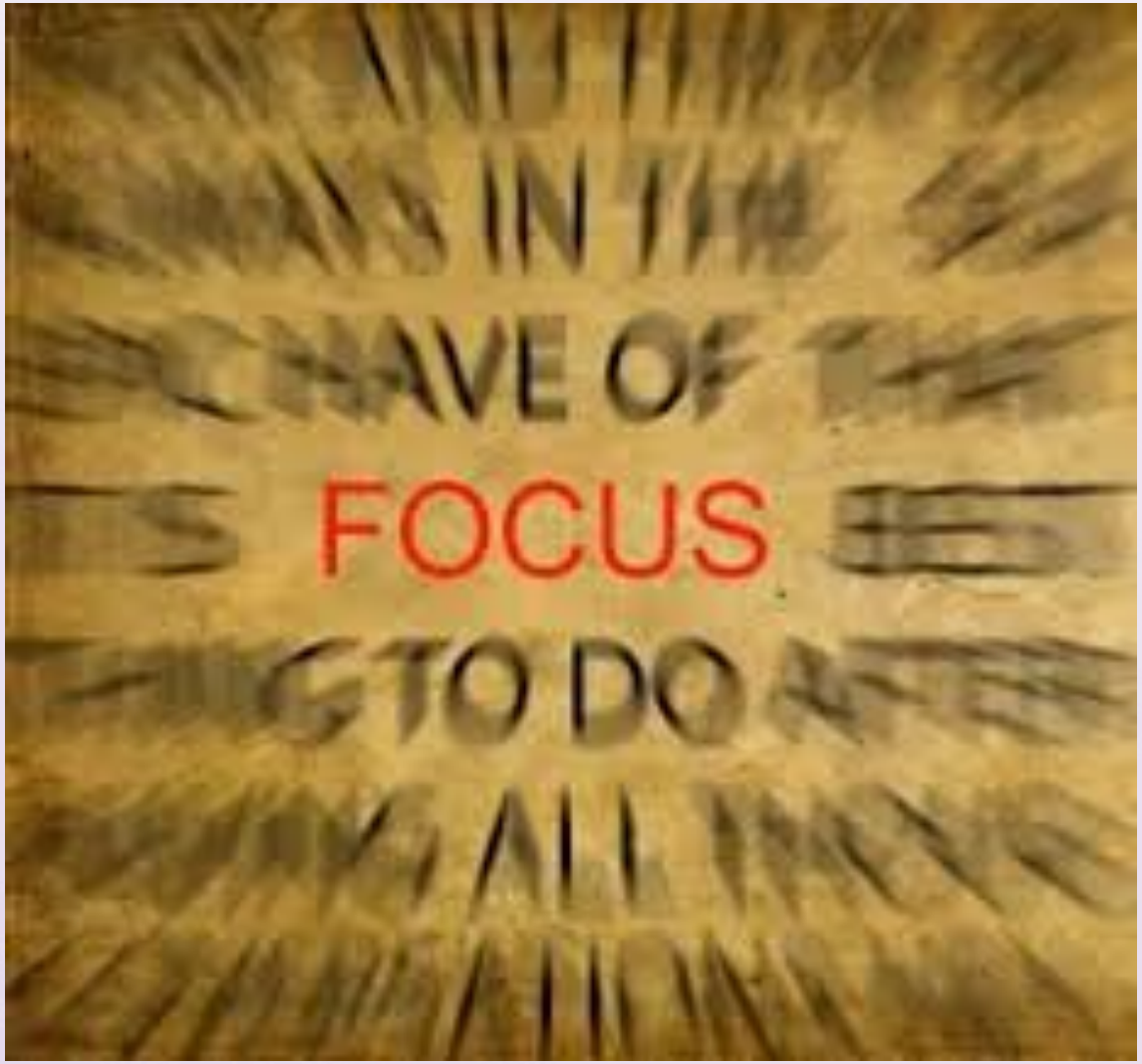
Best Practices In Mainstream Education
Rochester, NY
2018

Prediction is very difficult, especially if it's about the future.

~Neils Bohr

What challenges do we currently face?

- Access to preparation programs
- Quality of professionals in field placement settings
- Accessibility for students enrolled in programs
- Others?



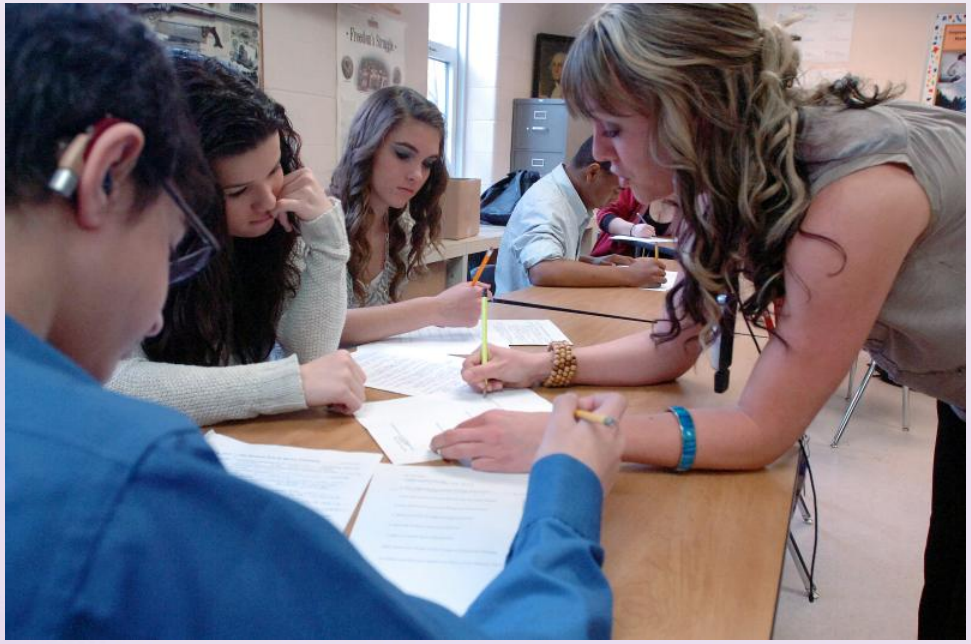
CHALLENGE:
providing
access to preparation
programs

SOLUTION:
use of distance
technology

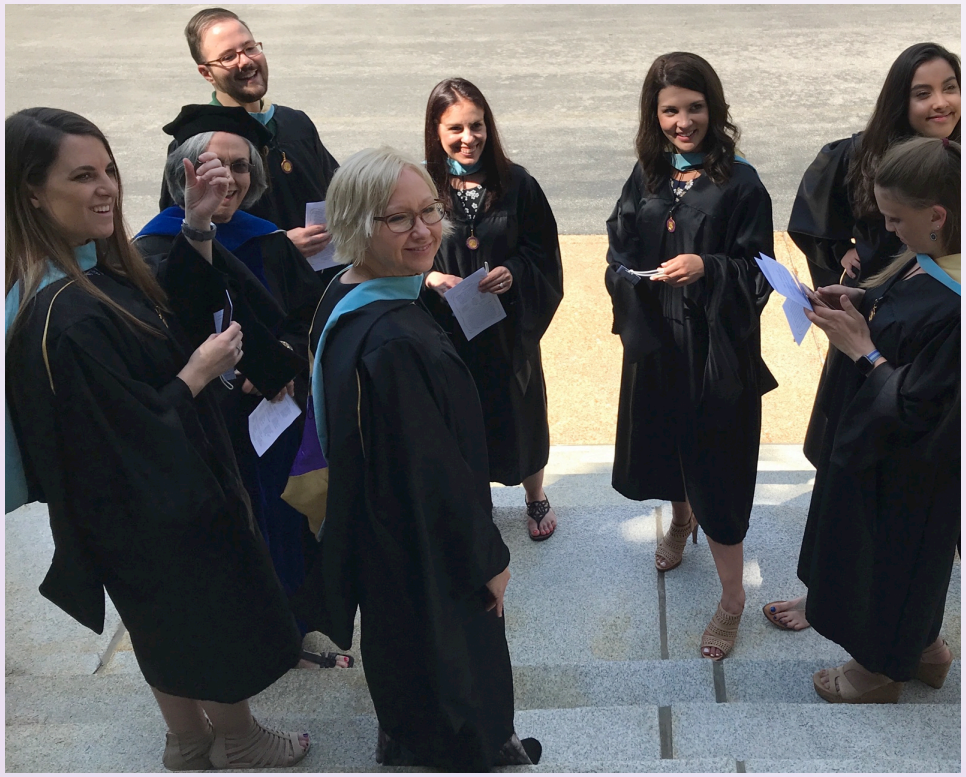
Considerations for the use of Distance Technology for Instructional Delivery

Models of Delivery	Face-to-face (not using tech) Fully Online (Asynchronous) Videoconferencing (Synchronous Hybrid	
Software Platform	Cisco/Tandberg MOVI → Jabber Video Zoom Adobe Connect OOVOO Google Hangouts WebeX	
Collaboration	Small group discussion, Peer-to-peer with others	Skype, gotomeetings, FaceTime, Zoom
University or Accreditation Parameters	Courses types per student preference Number of sessions within a course International students	Online, F2F, Distance Govt. restrictions
Scheduling Class Time	Time Zones Practicum versus coursework	
Student Advising & Conferencing	In person (requiring travel) Through distance technology Both	Regional Faculty

Why inclusive educational settings?



- Technological development and policy changes have increased the likelihood that children who are d/hh will receive services in inclusive general education settings (35th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2013; Gallaudet Research Institute, 2011).
- Despite these advances, many children who are d/hh are not benefitting from these developments, due to the critical lack of qualified personnel in inclusive settings (Spencer & Marschark, 2010).



Fontbonne Clarke Northeast Collaborative (FCNC)

Preparing Educators to Serve Children Who Are Deaf/Hard of Hearing in Inclusive Educational Settings

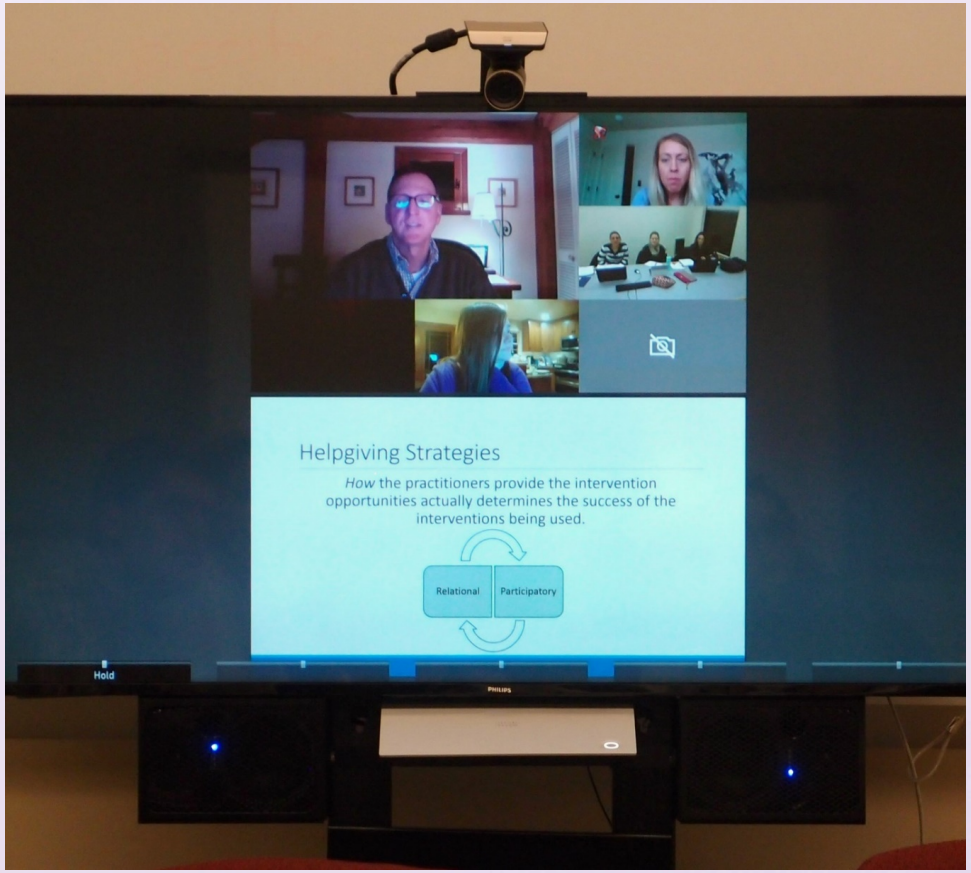
- 39-41 credit hour, graduate program,
- Recruits and retains scholars in the Northeast region
- Hybrid approach using synchronous distance technology and F2F
- Cohort groups of full-time students
- Four semesters, 14 months
- Postgraduate, one-year mentorship program

Critical Components to Program Success

Practicum Sites	• Classrooms • Curriculum & Assessments • Audiology Equipment
Technology & Software	• IT Support
Backbone	• Infra-structure • Internal and External Networks
In-services & Workshops	• For students • For instructors
Library & Instructional Materials	• Online library access • Readings posted on Schoology • Emailed in advanced
Travel Expenses	• Academic Supervisor observations & feedback • Student Conference Attendance • Cohort Building Events & Activities

Collaborative Relationships & Partnerships

Distance Technology



Construct	Description
Quality of Experience	Engaged in coursework
	Student Learning
	Rapport with Instructors
	Collaboration with other students
Technical	Videoconferencing clear to standards
	Backbone
Instructors	Engagement with students using videoconferencing
	Ability to use technology
Location	Videoconferencing Only
	Videoconferencing with Instructor present
	Videoconferencing w/o different technology

Survey of Grads & Current Students

Evaluate!

Who is looking at the efficacy of these models?

What research is needed?

How should we connect in order to conduct said research?

Selected References and Resources

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