[Captioner standing by]

    >> This is a Statewide Professional Development Initiative
for Early Intervention Providers.

    >> And if you all could mute your phone when you're
presenting so you're not inadvertently broadcasting something
you don't intend to.

    >> Will do.

    >> All right. We're set to go, our captioner, looks like
she's on. Thank you so much, Cindy, for your captioning
services today.

    >> For those who have signed you on early, we welcome you
to today's webinar entitled a Statewide Professional Development
Initiative for Early Intervention Providers. This is your
opportunity to address your audio. So I'll speak here for a few
minutes. This webinar is provided by the National Center for
Hearing Assessment and Management at Utah State University.

Which serves as an National Resource Center on Early Hearing Intervention and Hearing Detection.

You don't need to concern yourself with being mic'd today or call in on the phone line. All of your communications with today's presenters will be through your computer.

So just adjust the volume on your computer speakers or headset setting and you should be set to go from that side of it.

You'll also want to have your keyboard within easy reach so you can participate in some of the polling question that is our presenters have prepared for today's webinar. And also, so that if you have a comment or question, you'll be able to type it in and have our presenters respond.

That will occur after they have wrapped up their comments for today. So with that, we'll be starting in about 11 minutes at the top of the hour.

For our presenters, do you have any questions or comments you need to address in you can either do it this way or you can type it into the chat field over on the right-hand side of your screen.

And I'm not hearing anybody so, I guess that's a no. Karen, can you speak again and I just want to make sure I didn't lose audio connection with you.

>> KAREN CLARK: No. Here I am.

>> ARLENE STREDLER-BROWN: William, this is Arlene. I only have the green portion of the presentation. Not select portion to the right. Is that what I should be having?

>> WILLIAM EISERMAN: How about now? There you go.

[Thank you for your patience. The session will start at the top of the hour.]

>> WILLIAM EISERMAN: Once, again, this is an audio check for today's webinar entitled the Statewide Professional Development Initiative for Early Intervention Providers. We have people signing on at a fairly rapid rate now, and, so, pardon my redundancy for saying the same things over and over again like I just did. But I want to give everybody an opportunity to be able to adjust their volume. And, so, I'm going to speak for a bit. And Karen, I'll present the first

poll question in a moment if that's okay once we have a few more people online?

So, in fact, I will move this notice out of the way here. Today's webinar is brought to you by the National Center for Hearing Assessment and Management at Utah university that serves as a national resource center for hearing early detection and hearing intervention.

Those who have signed on early, if you don't mind taking a policy here. This is asking you what your primary roll is that prompted you to participate in today's webinar. This will give our presenters an idea of who their audience is. And I thank you for taking a moment to do that. We'll be starting at the top of the hour in about 5 minutes.

For those of you answering the poll questions, what I'm about to say is irrelevant. But for those who have not, you want to have your keyboard within easy reach so you can participate in polls like this as well as to ask any questions or make any comments once our presenters have wrapped up their comments today.

And, so, in addition to adjusting the volume to your liking, please have your keyboard with an easy reach so you'll be able to participate in this way. Once again, we'll be starting at the top of the hour which is in about 5 minutes. for those who have answered the question, thank you. And it's helpful to see who is in our audience today. If at any point during today's webinar, your participation is disrupted, whether that's for technological reason or other reasons, never fear. Today's webinar is going to be posted on infanthearing.org in couple of days that you can hear it at a later time or share it with those who you might think will benefit from what's discussed today.

And once again, I want to do a check-in with each of our presenters to make sure I'm hearing your audio. Karen, are you there? I'm not hearing Karen.

Marilyn, are you there?

>> MARILYN SASS-LEHRER: I am.

>> WILLIAM EISERMAN: Great. Susie?

>> SUSIE TIGGS: I'm here.

>> WILLIAM EISERMAN: Arlene?

>> ARLENE STREDLER-BROWN: I'm here.

>> WILLIAM EISERMAN: And that we did not hear Arlene, I heard a weird vibration sound.

>> KAREN CLARK: Can you hear me now?

>> WILLIAM EISERMAN: And there's Karen. Remind me of the order again? It will be -- you'll be starting with, is it you first, Karen?

>> No, it's Susie first.

>> WILLIAM EISERMAN: Okay, good. Good. Good. All right. Once again, for those who have signed on, we welcome you to today's webinar. If you can take a moment to answer the poll questions that's on the screen, you'll have about 15 more seconds to answer this question and then I'm going to post another one before we get started in the next couple of minutes. We have many more people signed on than are answering this question for those who are wondering how many people are with us today.

So that may be because they have not settled in yet and they have just signed on. And, so, I'm going to move over our second poll question. Which is "do you have professional development learning opportunities available related to early intervention with families who have young children who have Deaf or Hard-of-Hearing?" And who just joined us by phone? Was that one of our presenters?

>> ARLENE STREDLER-BROWN: This is Arlene.

>> WILLIAM EISERMAN: Hi, Arlene. You're back.

>> ARLENE STREDLER-BROWN: Yes.

>> WILLIAM EISERMAN: Awesome! Now you're very clear.

>> ARLENE STREDLER-BROWN: Oh, good!

>> WILLIAM EISERMAN: [Chuckles] We'll be starting in just a minute or two, everybody. So if you can take a moment to answer the poll questions on the screen, it will be helpful for our presenters to know a little bit of the context from which you're all experiencing today's discussion.

And I see that we are now at the top of the hour. Which is our start time. And I want to honor that for everybody. So I'm going to go silent for just a minute and start the recording of today's meeting and then we'll begin.

[Audio recording for this meeting has begun]

>> WILLIAM EISERMAN: Good day, everyone. I want to welcome you to today's webinar entitled the Statewide Professional Development Initiative for Early Intervention Providers. Which is brought to you by the National Center for Hearing Assessment and Management at Utah State University. My name is Will Eiserman, and I'm delighted to present today's webinar and various presenters. Our presenters will first make a number of remarks, after which we will open up a Q & A box through which you'll be able to type in your questions or comments and seek the responses of our various presenters. You'll want to have your keyboard within an easy reach throughout the webinar today as our presenters are going to be polling you and asking you some questions periodically. So be sure to have your keyboard in easy reach to do that in a quick fashion. So, without further ado, I would like to introduce our first presenter which is Susie Tiggs. Susie.

>> SUSIE TIGGS: Hi, everybody. I'm the state lead and I serve the entire state of Texas which brought us this whole initiative. Texas is not a very small state. We serve 1,247 local agencies and amongst those we have regional day school programs that serve 10,000 students who are Deaf or Hard-of-Hearing across the state and as well as the Texas school for the Deaf. And we have 42 early intervention programs that are also serving our birth to 2 population, which is about 2,500 approximately of our kids, or maybe a little bit less. Part of the problem that we run into is I am the state lead and I have a very small team. But we have services that need to be provided all over the entire state. And we have staff development services that need to be provided to staff who are serving kids births to 22 who are Deaf or Hard-of-Hearing and who are in a variety of places around the state from a variety of homes, from a variety of backgrounds. There's just so many different pieces that all of the staff working with these kids need. And it's a little hard for us to get everywhere and provide all the professional development that's needed around the state.

So we brainstormed all sorts of different ways we could do this. I thought that maybe having my own personal helicopter could get around to every district around the state might be a great idea. But funding said, no. So we looked at other options. And, finally, the one that has just made the most sense is do it yourself personalized professional development. We have so many different staff members with so many different needs. And while we can do professional development 24 hours a day, 7 days a week, we still wouldn't be able to hit all of the

needs of all of the staff. As we started looking at how staff could take more control over their professional development and kind of do it yourself, the whole DYI concept, we started focusing on the birth to 2 population, because we had some great tools already available to us.

What we discovered in doing this is that we needed to constantly be learning. We couldn't just say "here's the information that you needed. And that would meet everybody needs forever." Because tomorrow, a new student is going to come in with new needs. We've got something else. There's something else we're always learning and acquire. That's why we felt like this whole "do it yourself" personalized professional development planning would better meet the needs of our staff in Texas waiting around for professional development that was going to magically meet their needs.

We set up a series of steps to personalized professional development planning. Starting with figuring out first what we needed. Because there are so many different areas that needed to be addressed, choosing with a topics we needed to look at was a first step. So throughout this presentation, we're going to go through these 7 steps starting with choosing topics, self-assessment, setting goals, choosing learning, reflecting on what we've learned, documenting our learning, and then evaluating our plan.

And we're going to start with choosing topics. And I'm going to turn it over to Karen at this point. Karen Clark is joining us from Texas as well.

>> WILLIAM EISERMAN: Karen, we are not hearing you.

>> KAREN CLARK: Okay. Now you are, right?

>> WILLIAM EISERMAN: Yes, we are. Thank you.

>> KAREN CLARK: Sorry, sorry everybody. Well from here on out, the topics is going to be knowledge and skills we need for early intervention. And luckily, we do have a document that provides us with an outline for the knowledge and skills that early intervention providers need to be effective. Marilyn, Arlene, and I, and along with Pat used existing resources and inputs from 5 ranging professional organizations to compile this information. This document which is knowledge and skills of early intervention providers for children who are Deaf or Hard-of-Hearing and their family can be found in the appendix one of the early intervention supplement to the joint committee on infant hearing position statement. It was published in 2013,

and it's referenced in this slide. If you want to have a copy of the supplement for yourself including the knowledge and skills appendix, that can be found online in the April 2013 PDF edition of pediatrics.

The knowledge and skills appendix, some of you may be quite familiar with it. Others maybe not so much. The knowledge and skills document list 9 areas of competent. Which you see on your screen.

9 areas seem kind of too many for an initial focus for our project. So we decided to limit our focus to only 3 areas. To connect the selection and have a broad base of support in Texas, we pulled numbers of the Texas leadership council for birth to 3. The council members represented a wide range of Deaf or Hard-of-Hearing stakeholders and groups and agencies. They include folks from early intervention, deaf education, medical home, otolaryngology, adults who are Deaf or Hard-of-Hearing and parents.

The members participated in a group of survey to select our 3 pilot areas. And areas that we selected for our initial focus were family center practices, socially, culturally and linguistically practices, and screening evaluation and assessment.

Even narrowing them down to 3 areas, we still had 6 individual competency and there's so just so much to know in Early Childhood Intervention.

So our first task was to then look at the self-assessment process. Self-assessment, which is step 2 of personalized professional development allows learners to evaluate their perceived skills and competence level in each area of knowledge and skill, and effective self-assessment will also provide the learner with some means of choosing the area of learning on which they will focus first.

So our first task was to figure out how to organize the 36 competencies and use them to create a self-assessment. As we reviewed the 3 competency areas, we found that the individual competencies could actually be grouped into topical categories that you see in this slide. For example, the family center practices knowledge and skill area can be grouped into knowledge and skills of family professional partnerships, knowledge and skills related to decision-making, and knowledge and skills related to family support.

If you look at the other two large competency areas, you will find that they can be grouped into similar categorical topic areas. And if we go on and do other areas, we intend to use the same grouping process. The early intervention providers are asked to complete their self-assessment using a Google form. They rate their knowledge and skill for each of the competencies according to two indicators.

They're asked to rate their knowledge and skill according to the importance of that work to them as an EI provider, and to rate their needs for additional knowledge and skill in that area. Which helps us with the ratings, because as adult learners, toned to focus on information that we need to learn. The need to know information is really what provides us with the motivation for follow-through, and that's an important concept in "do it yourself professional development learning."

The learners go through and rate each of the competencies according to those two parameters, and they submit that Google form online. Automatically, after they submit the form, they will get back an email that has a link to their copy of this Google form. Their link that they get back is in the form of an editable spreadsheet in Google doc. They get an extra information on the version they get back.

They get all the competencies, and their ratings according to the two parameters, but it also gives them a combined number score for the two parameters on each of the competencies. And you'll see that there's an extra column all the way to the right of your screen that gives the combined total. Any combined total that is 9 or higher is going to be highlighted for the learner to be able to look at. The email suggested them that the competencies with the higher rating may be the ones on which they wish to focus first. But it's important to notice that the final choice of the competency for initial focus is always made by the EI provider.

The next step in the process is to set and clarify goals. And you can see we're kind of heading towards midway in the personalized professional development process. So we're going to take just a minute to kind of step back mid-Process and look at the personalized professional learning plan that EI providers are asked to submit at the end of this process.

The form which also is a Google form they do, we'll ask them to select their competency and establish their goals, including how they will know when they have accomplished their goal. They're also going to be asked to outline the strategies

and tasks they will use to accomplish their goal, as well as the documentation they will submit as evidence of completion. The learning plan is, again, completed online and submitted using the Google doc form.

Once it's submitted, one more time, they get back the automated reply. They give them a spreadsheet version of their plan that they can download. It's also editable. Okay, let's go back and look at how do they go about setting this goal? We've developed a worksheet for them that allows them to look at their competency in terms of a smart goal that's on the left-hand side of the form. On the right-hand side of the form, there's a place where they can list out the task they can accomplish.

So let's look at setting the smart goal process. Let's say that the competency that you have chosen is implement strategies that include family participation in assessment. How do you go about writing a goal from that? So, first of all, the goal needs to be specific. You have to be able to say what it is you want to accomplish. For example, with the competency on family participation and assessment, maybe you do want the families to participate more fully in developmental assessment. How will you know when you've met were your goal? How will this be measurable? One way this can be measurable is that during assessment, family share information and observations related to their child's development. . That's something that can be tracked and noticed to make the goal measurable.

How do I accomplish this goal? How do I make it attainable for me? And who can help me? Maybe one of the things you need to do to make this goal attainable is to develop some effective communication strategies to use with families. Things that can help you might include professional reading, other experienced early intervention providers, as well as family group resources. What about relevancy? Is the goal realistic? The goal has to be something that's important to the learner. In this case, they might say, "I want my assessment accurately reflect to the child."

And when did I want this goal to be met? In this case, I want it to be met prior to the next IFSP. And, so, this far, we talked about the competency through self-assessment and developing the goal. And now I'm going to turn it over to Marilyn Sass-Lehrer to talk about choosing learning, which is the next session of the plan. Marilyn.

>> MARILYN SASS-LEHRER: Thank you, Karen. So choosing learning is step 4 in the process. And you know, just like children, adults don't all learn the same way. Some of us like traditional, formal, more structured approach to learning. Like attending a course or a workshop. But there are others of us who prefer less formal and less structured, more self-directed learning. Like participating in a Twitter chat or maybe reading a journal article. Or maybe we just want to meet up with a colleague for a cup of coffee. But all learners should have choices in their selection of professional development activity. So just think about the learning activity that you like to participate in. Some of those are probably collaborative. That is an example of others. And some may are more independent, like just reading a chapter in a book or a journal article, or maybe watching a video. Something you can do on your own alone.

The most fun part of this individualized personalized professional development plan is deciding how and what to learn. So in a personalized learning environment, we have many choices for our learning. So to use a cafeteria metaphor. Instead of the traditional rather boring cafeteria lunch, for example, we get the Golden Corral version. The best thing about a buffet, you have the opportunity to try new things without plates of things we don't like so much. We can take small amounts in a buffet, try it and then go back for more if we like it. We can try a spoonful of many things. Or have just a plateful of few things.

So, here, we've listed strategies and activities that you might choose from. And in this list is by no means exhausted or collected, it's collected but it's not exhausting. And I would like the staff and our participants to respond to a couple of questions that we came up with involves the kinds of activities you prefer to choose as part of your learning process. So the first question that William has just put up on the screen is how much of your work related learning comes from informal learning approaches such as reading an article, watching a video, books, learning from peers, coaches, or mentoring? [Poll question time] Okay, we have a second question too. So William, when you think it's appropriate, would you post the second question?

So our second question is: How much of your work related learning comes from social media sources like Twitter, blogs, Facebook, or Instagram?

[Polling question time]

All right, so we're going to come back to this. I'm sure you already see some interesting results here. And we'll talk briefly about those in just a little bit. But I want to move on to talk about informal learning and what it is. Informal learning is the unofficial, unscheduled, impromptu way that most people learn. It often takes the form of, you know, just reading an article or watching a video, as opposed to more formal coursework that might be like, it might be part of a planned program of study.

Informal learning opportunities are activities that we choose. And they are generally on our time, our own time. So interestingly, while 9 and 10 people say they enjoy learning, 40% -- and you think about that. 40% of working professionals have not taken a single course of any type since college. Now, that doesn't mean we're not still learning. In fact, over half of working professionals say they learn something from reading an article or watching a video, or something they saw in a book every single day. Informal learning is growing. Why? Because it promotes autonomy, efficiency, relevancy, flexibility, and accessibility.

As a trend, we're consuming more information now than in the past. But in smaller chunks and from a greater variety of sources. Informal learning happens everyday. And it's integrated into our lives, into our daily routines, into our work activities. And sometimes it's spontaneous. And often, it's unplanned or even incidental. It's important to know that informal learning doesn't have to be a solitary activity. You can collaborate and choose who you want to learn with. You can create your own learning group in your communities and partners. And most working professionals say they spend between 1 minute and 30 minutes everyday on some kind of informal learning activity.

On average, most working professionals believe that 40% to 60% of the knowledge of skills relevant to their profession actually comes from informal learning. So, today, informal learning is a significant determinant of an individual's education. Not only does it occur everyday, but people also say they learn more from informal than formal learning. And professionals say they would use informal learning platforms even more if their learning was tracked and recognized. Well, let's pause here and look back at the personalized individualized personalized professional plan that Karen introduced a few minute ago.

On the upper right-hand side of the screen, you'll see a box that says knowledge and skill to focus on. So that's the competency area. I hope you all can see that? Then under that, you'll see two boxes. One that READS Collaborative task and other independent study task. As part of the plan, we ask learners to select activities that include some collaborative activities, as well as some independent activities. Because we believe that learning requires both types of activities, and learning is best when there's a variety of ways that learning occurs.

So we provided a few examples of each of these learn on the slide. You can see under the collaborative task, that one might be observing another parent advisor or visiting with a coach. Independent activities would be more like reading an article, following a blog, watching a video.

So let's turn to talking about the resources that are available for learning. We recognize that one of the difficulties in developing an individualized personal professional learning plan is locating the appropriate resources. There are lots of great resources out there. But figuring out which ones would fit with our individual goals isn't always easy.

So our goal, as a team, was to define and organize resources that would make it easier for people to select the ones that would work best for them. Now, I'd like to give you just a general idea of the process we use as a team to identify most relevant and accessible resources. And then how we organize them to help learners select the best materials. So we first began by brainstorming, listing as many resources we can think of that was related to particular competency areas, and remember Karen described how we grouped those. That we looked at those groupings.

Next, two of us looked at each of the resources and developed brief abstracts. And we indicated the medium, like was it a book, chapter, video, whatever. And we then prioritized the resources based on the relevancy of the competency, or the topic area, the usefulness of the material, as well as how easily accessible the resource material was. And our goal was really to provide as much information as we could about the resource was the idea that would help the learners would make better choices for themselves.

And, again, we don't have, by any means, a final list. And we plan to continually update the resources as they become available.

So this slide is a close-up of the previous slide. And it gives you a better look at how learners choose their resources they think are best for them. You'll see at the top of this slide, the competency area, family, professional partnership, resources. And here, we have an example of the resources receive selected to set this competency area, including journal articles, book chapters, and other based resources. This close-up shows you how the learner can preview the different resources according to the resource type, the level that it was basic or detailed, the audience's focus of the resource, more for professionals? Or was this something more for a lay person or a family member? And then we also indicated how to access it. So I would like to pause right now if I can, and William, could you bring up the responses to those questions again? The questions 3 and 4? Okay. This was 4. This was the last one. And okay, great. Thanks!

So you can see that by comparison, that most of us, at least who is participating in this webinar are using what we call the more "traditional informal learning resources. " and not very many of us are really taking advantage of the resources that are available to us through social media. So that might be an area to really explore more, because there are incredible resources that are available through blogs, Facebook, Twitter, and various other more social media format. Thanks, William.

I want to move on to step 5. So, Step 5, reflection. I don't know about you all, but I have attended a lot of professional development activities fully expecting when I got back to work, I had all these ideas of what I was going to do, and how I was going to implement them. But if you're like me, you know, the number of times that I actually did what I thought I was going to do was not -- it was pretty low.

So how can we change that? Well, within this personalized professional development approach, we emphasized that it's not just about showing up. We reflect. We consider. We evaluate what we're learning. We think about what was helpful, and also what not so much. We try to think ahead on how we're going to implement what we've learned. You might consider through this personalized professional development approach, and we recommend this to our learners, that they keep a journal or a log as they go along. And not wait until the end to try to recreate all the

wonderful ideas that they had as they were deep in the learning process.

So to, you know, document for themselves as they go along. This personalized professional approach is not about just planning and the activities. It's about what comes next. The reflection and the implementation stages. So as you're reading and exploring and increasing as you're learning, we would emphasize to learn and consider asking questions, like what do I have that is a new understanding that's related to this topic study? Or what do I have a better understanding of? Who what do I have a different understanding of? And then list one thing that we will do differently based on what we've just learned.

So this last piece is really important, if not the most important part of the reflection. How has learning changed the way you plan to do your work? How you approach working with families? How you work with your colleagues? Or what you plan to do to change some thing in your system?

So what will you do based on what you've learned? So not just to think about it, but to do it. You should also reflect on your current practices. Thinking about what you're doing now, what's working? What needs to change? It's easy to get stuck and continue to move forward without really reflecting on the changes we need to make.

Peter Pappas, University of Educator model on Bloom's Taxonomy of learning. And, so, the first step is very important. And remembering what did I learn? Trying to recall what it is that you actually learn. And then what was important about what I've lectured? Where or how can I use that information that I've learned? Analyzing. Do I see any patterns in what I've learned? How do these various parts and pieces fit together? Evaluating it. How well did I learn it? What do I need to learn more about this topic?

And then creating. What do I do next? What's my plan? So I wanted to say one more thing before I pass it on. I just wanted to mention this quote by John Dewey who you recognize who is an educational reformer and advocate. A progressive education. And he says we don't learn from experience, we learn from reflecting on experience. So I just want to emphasize that let's not forget about this really important step. Reflect. Reflect. And do it early and often. And now, I'll turn it over to Susie.

>> SUSIE TIGGS: Thank you, Marilyn. Those first 5 steps are very important part of learning. And traditionally, we do a good job of showing up for our workshops. But we tend to not always think about how we're going to apply it. Think about what it means to us. Or sometimes we even sit in workshops that really aren't applicable to us, but instead of thinking, what could I take from this? We tend to just go, oh, this isn't applicable and we spend the whole time on Facebook, Pinterest or something else. Part of our challenge is how can we step out of that mindset?

And how can we start thinking about how we can learn even in situations that don't seem like they're learning activities? In Texas, we have what we call "the T test." The teacher evaluation tool that teachers go through every year. And at the very end of it, there's an end meeting with the administrator to talk about the personal growth and the professional growth throughout the year.

And one of the questions that inevitably comes up is what professional development have you gone to? What learning have you done? How have you implemented it? Well, if you're anything like me, you're not going to remember every single learning opportunity that you did throughout the year. Though, maybe you will. Documenting your learning throughout the entire year by keeping a portfolio or a notebook of some sort is a great way to help put all your learning in one place to help you be able to look back at it and reflect on it, but then also when you go to show this to your administrator, you've got everything together.

Including things like some samples of lesson plans, your reflections that you've done in step 5 of your personalized professional development learning, the goals that you've come up with, your self assessments, including all of those in here helps you to be able to have something to show to your administrator about where your learning has started and where it's progressed. Another thing that's really important, in our mind, is not just the evidence that I attended a workshop. While a certificate says I've warmed a seat is really good. What's really more important is how did I take the learning that I've learned and a apply it?

That reflection piece, what are you doing to show the reflection that did you and how you're implementing it? There's different ways you can do this. This could be in just taking good notes from your workshops and throughout your notes being able to put down information about, oh, this would be a great

tool to use with this little kid. And this is what I want to do
with it. Or you may want to do something more formal. Like
maybe writing up a summary after your workshops. Being able to
do a video reflection. Or sketch noting.

There's lots of different ways you can take that
information that you've learned and summarize it in such a way
that you have created what we call "artifacts." That artifact is
a way of proving what you've learned. Not that just that were
you there, but you actually got something out of it and you're
taking it to the next step. Putting all those artifacts
together in your portfolio then helps you to show the learning
to your administrator.

In the 21st Century, we're moving, not necessarily away
from our traditional Continuing Ed certificates, but also
looking at thing called digital badges or microcredentials. You
might hear either of those words. Digital badges and
microcredentials are just another way of showing that learning,
that it really represents something that is a deeper, a deeper
level of learning than just sitting in a workshop. I think that
we're going to go ahead and -- let me see. Let me talk about
badges real quick and then I've got a polling question for you.
A badge is a way of showing that you have learned a skill or an
achievement. But it goes beyond the traditional professional
development certificate, and that it's not just that I warmed
the seats for so many hours.

It actually shows, it gives information about what had to
be done to achieve the badge. The badge isn't just given for
showing up for staff development. It's also given for doing
that reflection piece, creating that artifact piece, whoever
actually issues the badge, which in our case will be through my
group, which is sponsored by the Texas education agency will
provide digital badges in return for the information about how
the reflection worked, how the implementation worked, actual
proof that the learning has gone beyond warming a seat and has
actually been implemented. Each badge is worth a certain number
of staff development credit. And when we create the badge, we
determine how many it's worth. And then when the person is
done, all of the steps to complete it, they get this badge. And
there's data that's attached to the badge that anybody goes to
see the badge in an electronic format can also see the proof of
what had to be done.

So, we'll put up a question now. Are you familiar with
microcredentialing and digital badges to recognize learning? So
take a moment and put some information in there. Answer these

questions. What I'm seeing so far is that over half of the people have not heard of microcredentialing and digital badges. That tells me we need to explore deeper and get some information about. I actually did receive a question on Facebook the other day from a friend of a friend of a friend of a friend who had heard about digital badges for the first time and wanted to know about if anybody was doing them with Deaf Ed.

So far, we have not seen a lot of it with Deaf Ed. But Texas is planning on moving forward and talking more about that. One thing that I do want to mention, in Texas, the people that provide the early intervention services for deaf education are all teachers. They're employed by the local education agencies. We have a memorandum of understanding with our early intervention program.

And, so, there's things that our teachers need to learn that are related to schools, but also things they need to learn for the whole Part C and the early intervention services. One of the nice things about setting up digital badges is that we could set up the digital badges so that it has CEUs that would be applicable to speech therapists, as well as continuing professional ed credits that would be applicable to school teachers, as well as the specific CEUs or staff development that's needed by early intervention specialists.

So if we offer courses and we offer digital badges, they're not just limited to who they benefit. They would benefit multiple people. That's what I like about the digital badging. Digital badges work in a different variety of ways and it really depends on who set it up and how the organization is using it. But they fit nice we will our personalized professional development planning. We decide what we want to learn. We decide what badge we're going to focus on. We do the work that we need to do to do our learning, we collect that badge, and then we submit that learning to whoever is issuing the badge, which in this case would be my office.

And once the badge is there, we can display in a variety of ways. We have teachers that print off their badges and they put it on their doors and classrooms. Early intervention, we don't have classrooms. We can put it on our LinkedIn portfolio. And we can add it to our resume and, so, there's lots of different ways to show off that learning. The very last piece of this higher professional ed development plan is evaluating the plan. When we start this plan, we always have great ideas in mind. We decide what we want to learn, we do a self-assessment, we set our goals, we choose our learning, we reflect, we document our

learning, but now it's time to stop and think. Did I actually learn what I needed to learn? Do I need to continue with this topic or is it time for me to switch on to something else? Do I need to take this topic and look at it from a deeper level? Or do I need to widen it just a little bit? There's not a right or wrong answer to it.

A lot of it will depend on the resource that is you access and how they really helped you. The situation that you're in, maybe you start down one path because of the needs with a particular family, but then the needs of that family evolve, so you're learning may need to evolve. We don't need to just say, okay, fine. I learned it. Time to move on to the next thing. We need to think about have we actually accomplished the goal we set out to accomplish at the level that's really going to be most beneficial for us?

And it could be that evaluating or plan needs to happen throughout all 7 steps. Maybe we get to the setting goals and choosing learning, and things change. And we need to start all over again. Maybe we need to evaluate after we've reflected and after we've documented. But we need to keep in mind that sometimes what we're learning has met our needs, and sometimes it hasn't. And we need to be willing to move on if that's the case.

It's a continuing cycle. None of us ever know everything there is to know about everything. Some of us work really hard at trying to be a know-it-all. And we need to evaluate our goal and evaluate the process. Is this meeting my needs? Have my needs changed? This was a priority yesterday, is it still a priority today? It's what we know already that prevents us from learning. That's the big reason we really want to look at personalized professional development planning. A lot of us learned everything we needed to know in college until our first day of work when we realized that maybe we didn't know quite as much as we thought we did. We've got one more, or another polling question that we would like to ask at this point.

Would you be interested in exploring more about a personalized professional learning approach such as we've described? Is this something like your administration would buy into? To help your learning process? Or do you feel like just using the regular way, the traditional way, I should say, of meeting your needs? Again, there's no right or wrong answer to it. It just kind of give us back a feedback whether this is something we need to explore for everybody else or if it's meeting our needs?

So we've got about 65% saying for sure. 30% are saying maybe. There's a few people saying not at this time. There's nothing wrong with that. Part of the personalized professional development planning is that you do need to have administrator buy into it at some point. If your administrator is really good about saying go forth and learn, that's great. If your administrator says, I've provided professional development days, here, here, and here. And this is all the learning that you get. What kind of conversation do you need to have to explain maybe there's some additional learning that you need to do? Taking advantage of some of the informal learning opportunities and using that in there?

So those are all different things to think about there. Okay. So, now we are coming to our time for questions. This is a lot of information that we just threw at you in the last 45 minutes and we've been working on this project, for I would say, little over two years. So some two years of our personal learning into 45 minutes means that there's a lot of holes, I'm sure. So we would love to hear from you guys and hear what questions you might have and see what we can answer.

>> WILLIAM EISERMAN: Thank you very much. Again, this is Will Eiserman, and I've just opened up the question field over on the left-hand side of your screen into which you can type your question or comment. And we have the first one. Do you have feedback programs that have implemented PPP?

>> SUSIE TIGGS: In Texas, we don't have anybody who's implemented it yet, because we've got the draft that's set up and we're going to be introducing it at the end of this month to Deaf Ed administrators. The feedback we've gotten from individuals that we have asked to go through the class and give us feedback has all been very positive. And a lot of this feedback that we're getting is that, wow, it never occurred to me that I could use something like Twitter for professional development.

>> WILLIAM EISERMAN: The next question is are the learning topics driven by need?

>> SUSIE TIGGS: This is Susie again. I feel like the learning topics are going to be driven by need, but that there's a zillion topics out there. Because that is going to be based on everything anybody would ever need to know about deaf education. And, so, when people choose to do a piece of learning, they're going to determine what is going to most meet their needs. And my needs and your needs aren't necessarily

going to be the same each time. I hope I answered that question.

>> WILLIAM EISERMAN: The next question is what process or resources did you use to develop the competencies?

>> MARILYN SASS-LEHRER: I can start respond to go that question. There was a group of us, and including Karen, Mary Pat molar, and myself. And one of the identification or collection of competencies by looking at number of different position papers, and organizational statements that were available. Things that were done through more of a consensus model and involved collecting information from constituents. And we went through the process. We actually had couple of our graduates student at that time help us.

And we went through to identify the information, the competencies, the knowledge and skills that these various papers suggested as appropriate for early intervention. So they came from a variety of different resources, including ASHA and the conference on -- I mean the council on education and administrative for the Deaf. NAD, JCIH, et cetera. And we saw a lot of overlap in these various documents, and we put those together in a competency document that's in that JCIH position statement appendix of 2013.

>> ARLENE STREDLER-BROWN: I have a good connection here then I'll add something.

>> WILLIAM EISERMAN: You sound good.

>> ARLENE STREDLER-BROWN: Good. One of the things that motivated me to get started in the project Marilyn described with Mary Pat molar, Karen, and myself was as the director of the Colorado home intervention program for many years, we did a lot of professional development and put a lot of money toward it. It was in a more classic way, a lot of in-person gathering. And every time we finished a professional development activity, we would ask the providers who attended what they wanted in their next professional development activity. And we started to see themes in terms of what people wanted. And that for me, led to the effort that four of us put forward that Marilyn described by looking at lots of different professional development, potential activities based on position statements of different organizations. For me, it was really driven by what the providers kept saying they wanted to learn.

>> WILLIAM EISERMAN: Thank you, Arlene. I've closed the questions box, because we have been flooded with all sorts of

great questions. Let's see how far we can get here. Next question is how expensive with us thinks project?

>> SUSIE TIGGS: This was a project sponsored by the Texas education agency who spends my stately projects, and what we did is we hired, we contracted with Karen, Marilyn, and Arlene to spend some time pulling together some resources. TEA has funded this project for two years. And I want to say that we have spent in combined hours way, way more than TEA budged which was about $20,000 over the last two and a half years.

>> WILLIAM EISERMAN: Great. Thank you. The next question in addition to a compliment of this being very helpful is asking, will we have access to forms and the websites that you've mentioned today?

>> SUSIE TIGGS: Yes, definitely. And I've jumped ahead. People asked about the Google docs and people out of state. I will say, yes. We now have a draft live binder that has a lot of the resources in there. And I will send that link to Will to post along with the PowerPoint. And when the course is actually launched for real, it will be available at no charge. And it will be available to anyone around the world. The main idea is helping them learn to take control of their professional development and to move forward and learn.

>> WILLIAM EISERMAN: Thank you. The next question. As your state adopted a class collaborative learning initiative that aligns professional development along the new DEC best practices, for those working with young children?

>> SUSIE TIGGS: The state might have done that with our birth to 5 teachers in general. We haven't done it specifically for those working with kids who are Deaf or Hard-of-Hearing. But that's one of the piece that is we've been looking at and will be including in future thought processes as we develop this.

>> WILLIAM EISERMAN: I'm reopening the questions field in case we end up with couple of more minutes. So I'll proceed here. Have you looked at the hearing first website as a resource for both content and template for learning?

>> SUSIE TIGGS: It is definitely one of the resources we have available and have listed.

>> WILLIAM EISERMAN: The next question is: How did you include competencies for professionals working with Deaf or

Hard-of-Hearing children in the collaborative state system for professionals working with young children?

>> SUSIE TIGGS: I am not exactly sure I understand that question. So, Marilyn, Karen, or Arlene, you might want to jump in? I will say that the competency that is we've started out with were the JCIH competencies which are our national competencies. And then we've got links to other Texas resources that teachers could look at to determine if there's other things that they needed to work on.

>> KAREN CLARK: I'm not sure, but I don't quite understand the question either. Particularly on the collaborative system.

>> WILLIAM EISERMAN: For the person who raised that question, if you would like to clarify, that's perfectly fine to do so. And just say that this is a clarification in your note that you made about this.

The next question is does Texas require a set number of hours of professional development in order to receive teacher recertification credit? We require 15 hours. So I'm wondering how this might fit in our state?

>> SUSIE TIGGS: In Texas, I believe it's 150 hours every 5 years for people who were certified after a certain time period. But the state doesn't actually say that it has to be within one field or another. It's just general professional credit. The way Texas works, when you go to renew your certificate, you have to turn in proof of learning.

So that would be your certificate, that would be information from the digital badge. Depending on how strict your state is about accepting credit from other states, or accepting professional development credit that's not been certified through that state, that would make a difference on whether you can use these hours. What our hope was that people would recognize, while there may be professional development they're required to go through as part of their district that they're involved in, if they feel like they need to learn more about, say, family relationships, that they would go do that research, and they would do that learning, we would provide them that professional development certificate that says they have done that learning and they could turn that into their district for the renewal. Some districts are going to accept it. Some districts might not. And that would vary from state-to-state I imagine as well.

>> WILLIAM EISERMAN: We have a few minutes remaining for our final questions. The next is: Is the online site and resources currently available for professionals in other states?

>> SUSIE TIGGS: Right now, it's all in draft format. But our goal is that in January, that it will be up and available for everybody. And we'll be presenting on it at the EDHI conference in March. And we'll have more information available then as well.

>> WILLIAM EISERMAN: The next question is, again, about cost. Was there cost for I.T. development, and if so, about how much was spent on this?

>> SUSIE TIGGS: I did all of the I.T. development ourselves. We used a combination of canvas and Google documents. And because I am a tech geek and do this for fun, and I enjoy it, I did it all myself.

>> WILLIAM EISERMAN: Hence the "do it yourself" theme. [Chuckles]

>> SUSIE TIGGS: Yes, [Laughter]

>> WILLIAM EISERMAN: I can say we've learned that about advantages of doing things yourself. [Laughter] Hence be the reason why I am not as a non-tech person, facilitating today's webinar. [Laughter]

But last couple of questions. Have you cross walked or use the DEC best recommended practices in this model?

>> SUSIE TIGGS: We haven't yet but that's something that's on our future step.

>> WILLIAM EISERMAN: Thank you. And the final question is did your competency vary based on the age of children being served?

>> SUSIE TIGGS: The first group that we looked at was the JCIH which focused on 0 to 2. In our professionalized development planning training, we explain how to go out and find your own competency. So if you work with high schoolers, where to go do that. If you work with younger kids, or work with kids in the mainstream, how to find competency that are more applicable to your age group and your skill set.

>> WILLIAM EISERMAN: Do any of the other presenters have anything else who would like to chime in as we wrap-up, seeing that we are at the top of the hour? Karen, Marilyn, or Arlene?

>> MARILYN SASS-LEHRER: I would say for those of you who have questions about the competencies, you should look at the JCIH appendix, the knowledge and skills, the knowledge and skills document that's in the appendix of the JCIH position statement on early intervention.

>> And you can find that in the pediatrics magazine of April 2013. And that's online.

>> WILLIAM EISERMAN: And that's the AAAP pediatrics publication. [Overlapping Speakers]

>> The link is there. Tinyurl.com. That has the draft. Will with him I'm pointing to it with the green arrow here. Any wrap-up comments?

>> [Static Interference] I just wonder if you can add the JCIH reference citation to the last slide and then people can just click on the URL for easy access.

>> SUSIE TIGGS: We can definitely do that.

>> WILLIAM EISERMAN: Well, thank you. Thank you very much, everybody, for your time today. And for all of our presenters and our participants. Thank you to our captioner, for your services today. As a reminder, today's webinar has been recorded and will be posted on infanthearing.org within the next couple of days. If you want to share this with others who weren't able to attend today or review it again. Thank you, again, everybody!

>> MULTIPLE VOICES: Bye-bye.

>> MULTIPLE VOICES: Thank you very much, Will.

>> WILLIAM EISERMAN: As we close-up this meeting, this screen will end. You'll see an evaluation screen that will open up. If you can take a minute to complete couple of evaluations questions, we would very much appreciate that. Thank you!