Ongoing professional development of itinerant and mainstream teachers of deaf learners

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Best Practice in Mainstream Education of Deaf and Hard-of-Hearing Students
NTID, Rochester, June 24-25, 2016
Outline

Professional development of teachers of deaf learners *in theory* …

• Who have to learn?

• Why is ongoing professional development needed?

• What has to be learned?

• How do teachers learn?
...and in Kentalis practice

• How?
• Who?
• What?
• Collective development
Effective professional development of teachers of deaf learners results in:

• Teachers that really learn, ongoing;

• Improvement of achievement of deaf learners;

• Sustainable progression in professional development.
Dutch context

• Demographics
• Geography
• Deaf students
• Teacher training
Dutch context

Educational placement is changing due to:

- Universal newborn hearing screening
- Cochlear implantation
- Law on Appropriate Education.
Dutch context

• Royal Dutch Kentalis
• Services
• Schools
• History
• Health care
• Numbers
Dutch context

• Kentalis Talent
  • Special school
  • Support teaching
  • Co-enrollment with regular school
  • Excellent school

• Kentalis Academy
  • R&D
  • Staff training
  • International co-operation
  • Chairs at Radboud University and University of Groningen
Professional development of teachers: Who?

- Mainstream teachers of deaf learners
- Itinerant teachers
- Teachers of the Deaf in special education
- (Other staff, school administrators, board members)
Professional development of teachers: Why?

Changes in society and education (informatization, globalization) require ongoing development of teachers.

Effective education: the quality of the teacher (Hattie, 2013; Marzano, 2003)
Professional development of teachers: Why?

- “Many factors shape a child’s success, but in schools nothing matters as much as the quality of teaching”.

- “A fair chunk of what teachers (and others) believe about teaching is wrong. And ways of teaching better—often much better—can be learned”.

- “Too often teachers are told what to improve, but not given clear guidance on how to make that change.”

- “Few other professionals are so isolated in their work, or get so little feedback, as Western teachers (...) As well as being isolated, teachers lack well defined ways of getting better.”
Deaf learners are not hearing learners who cannot hear. There are subtle and less subtle differences.
Increasing diversity:

Diversity in deaf learners and in deaf education must be acknowledged and perhaps even even embraced. (…).

(Marschark, Lampropoulou, Skordilis, 2016)
What do teachers of deaf students have to know?

• subject content

• information about the differences between deaf and hearing learners

• knowledge how to assess learning (progress) of deaf learners

• knowledge about how to communicate

• knowledge about how to act (teaching is acting)

• Thus: different types of knowledge are needed
Knowledge

\[ K = I \times ESA \]

Knowledge
Information
Experience
Skills
Attitude
Professional development of teachers: What? The gap...

• Learning from research: evidence based practices

• The gap between research and practice: causes

• Not specific for teaching deaf learners

• Bridging the gap
Professional development of teachers: ToD preparation

Effectiveness of ToD preparation programs
(Nelson, Lenihan, & White, 2014)
Effectiveness of ToD preparation programs
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Needs:
• handling diversity in communication and language
• (support) teaching in various settings
• adapt to changing roles of ToD
• effectively dealing with assistive technology
Effective professional development of teachers of deaf learners results in:

- Teachers that really learn, ongoing;
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- Sustainable progression in professional development.
Teachers really learn…

- Different approaches

- Effect of mere information
Teachers really learn...

- Teaching is acting, knowledge about how to teach is not implantable (Stevens & Van der Wolf, 2001)

- Knowledge about how to teach is promoted by mentoring, reflection, coaching (thus feedback), video feedback, co-teaching (Korthagen, 2010)
Teachers really learn…

Why is it that teachers forget everything they learned during training once they start teaching? And how may that be avoided? (Korthagen, 2010)

Figure 10.1 The three-level model of learning development by Korthagen (2010).
Teachers really learn…

Teachers cannot be enforced to learn, they have to be tempted to learn

You cannot learn against your will…

• Important: learning has to be
  • practice based,
  • problem and result oriented,
  • promoting self-efficacy,
  • dealing with teacher attitudes
...resulting in improved student achievement

Core features of professional development:
- Content focus
- Active learning
- Coherence
- Duration
- Collective participation

Increased teacher knowledge and skills; change in attitudes and beliefs

Change in instruction

Improved student learning

Context such as teacher and student characteristics, curriculum, school leadership, policy environment

Laura M. Desimone EDUCATIONAL RESEARCHER
2009;38:181-199
...resulting in improved student achievement

- RCT’s of professional development programs

- Teacher collaboration and professional learning communities

(Akiba & Lang, 2016)
…resulting in improved student achievement

Professional learning communities

- Definition
- Objective
- Effect
- Requirement

(Fullan, Dufour)
Sustainable professional development of teachers

**Quadrant Model of Scientific Research**

- **Bohr’s Quadrant (Knowledge)**
  - **Purpose**: To systematically generate reliable and rigorous EBP’s
  - **Key Words**: internal validity, efficacy, rigor, replicability

- **Pasteur’s Quadrant (Use-Based)**
  - **Purpose**: To merge “know what” (EBP) with “know how” (PBE)
  - **Key Words**: internal + external validity, collaboration, translation of research to practice

- **Unestablished Practices Quadrant (Speculation)**
  - **Purpose**: To persuade without the need for objective data
  - **Key Words**: face validity, conjecture, anecdote, conventional wisdom

- **Edison’s Quadrant (Know-How)**
  - **Purpose**: To generate and improve PBE within real world contexts
  - **Key Words**: external validity, action research, data-driven, effectiveness

**Consideration of Use**

- **No**
- **Yes**

*Note. EBP = evidence-based practice; PBE = practice-based evidence.*

(In: Smith, Schmidt, Edelen-Smith, & Cook, 2013)
Effective interventions \times \text{effective implementation} = \text{improved outcomes}

R E A I M = \text{impact}

(Fixsen et al., 2013)
Practice: HOW?

From theory to Kentalis practice…

Key:
A combination of elements to constitute effective professional development of teachers of deaf students.
Practice: HOW?

Professional Learning Community

Learning....

• is part of the job and takes place at the workplace;
• is collective instead of individual;
• is aimed at the goals of the organisation
• is build on assessment of achievement results

Challenge: how to create a PLC for itinerant teachers and together with mainstream teachers?
Practice: Who?

- Teachers of the deaf in special education
- Support/itinerant teachers of the deaf
- Mainstream teachers

Each group has its own challenges!
Practice: WHAT?

Individual development and collective development

Individual development: acquire basic skills to be able to teach deaf learners (Gervedink Nijhuis & Terpstra, 2015)

Knowledge library:

- Language and communication
- Social emotional development
- Deaf Culture
- Audiology
- Literacy
- Learning and didactics
- Vision on human beings, ethics, treatment of other people (ethics and morality)
- Role and influence of parents
Practice: WHAT?

Individual development: basic skills to be able to teach deaf learners

- Mentoring
- Sign language courses
- Video coaching: communication and interaction
Individual development: basic skills to be able to teach deaf learners

Follow up:
- Master program
- Modular learning
Collective development

Systematic, stepwise:

- Achievement results of students
- What didactic strategies need improvement?
- How are we (teachers) going to realize that?
- Do the adapted strategies really work?
Collective development: an example

Topic: Reading comprehension of deaf students in special and mainstream education

Goal: Promote evidence based practice in reading instruction for deaf learners

Means:
Report
DvD
Collective development: an example

Means:

• Video coaching in the classroom
• Website for parents: Kentalis Reading House
  www.kentalisleeshuis.nl
Collective development: an example

Co-teaching
Two different types: student & teacher driven

Student driven collaborative educational practice to deliver services to students with varying learning abilities:

• One teach, one observe
• One teach, one drift
• Station Teaching
• Parallel Teaching
• Alternative Teaching
• Team teaching

(Clarke and Denuzo, 2003)
Collective development: co-teaching in co-enrollment

The Twinschool

- Inclusive education
- The best of both worlds
- Flexible bilingual program
- Speech therapy
- Identity: Deaf role models
- Co teaching: primarily student driven co-teaching, with spin off for teacher development
Collective development: co-teaching in co-enrollment

Effectiveness of teacher collaboration (Hermans, 2015)
- Questionnaire
- n= 12 (4 ToD)

1. Collaboration requires time and appropriate collegial attitudes: preparing lessons together!

2. General mutual gains: sharing knowledge, positive attitude to diversity, using each others teaching competencies
Collective development: co-teaching in co-enrollment

Effectiveness of teacher collaboration (Hermans, 2015)
  • Questionnaire
  • n= 12 (4 ToD)

3. Deaf specific didactic gains:
  • Information about deaf learners,
  • Visual teaching,
  • Use of SimCom,
  • Monitoring progress deaf learners,
  • Accessible instruction,
  • Use of sign language interpreters,
  • Adaptations of reading instruction
Collective development: Teacher driven co teaching

Coaching on the job
• temporary
• improving the skills of the teacher

Study:
Teacher and speech therapist (Willemsen, 2013; Hermans, Wauters, Willemsen & Knoors, 2016)

• Effective vocabulary teaching
• 6-month intervention, one joint vocabulary lesson per 2 weeks
• Experiences of students, teachers and speech therapists: inventory
Collective development: Teacher driven co teaching

Students
• More diverse teaching methods
• More repetition of new words

Teachers
• Extra time for collaboration
• Talk more about their teaching methods, teaching vocabulary in general

Observation
• Skills of the teacher improved: Semantization and consolidation
In summary

Key principles:
• Importance of excellent teachers
• Ongoing development
• Collaborative effort
• Strongly connected to practice
• Strongly embedded in practice
• Each teacher position has its own challenges
• Mainstream teachers: Think big, act small
• Always check whether it really works:
   Improvement of teacher behavior
   Improvement of student results
2nd International Conference on Teaching Deaf Learners

March 22 - 24, 2017
EYE Amsterdam, The Netherlands
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