Julia Hotchkiss

September 27, 2015

Dr. Williamson

Summer 2015

Thomas County Schools Online Technology Professional Development

**Setting/Context:**

Recently, many schools including Thomas County School System have adopted online technology to complete many tasks. Classrooms are projected to be more productive by including sites such as the Google Apps suite and All In Learning (a website that uses QR codes to scan and grade assessments). However, to move to these classrooms being more productive, the teachers have to know how to effectively incorporate different technologies on a regular basis. Thomas County Middle School is a Title 1 school in South Georgia. TCMS has approximately 90 teachers. Principals Dr. Keown, Mr. Aman, Mr. Hugans, and Mr. Thompson encourage teachers to utilize the plethora of instructional technology assets as provided by the school and otherwise.

**Capstone Problem and Rationale:**

As we further tread into the technology-age, teachers are expected to use new applications and technology services in the classroom with little to no training. When there is training offered, oftentimes it is held at school, after school-hours. Why is that we feel we need to meet to learn something, but are content with an instructional video at home? It is my opinion that teachers should have the option to learn (or watch) content when they are able to. I would like to encourage teachers to attend a learning session or have the option to watch the recorded version when they would like to. “Studies of face-to-face professional development models suggest that teacher inservice initiatives are most effective when informed by research, sustained over time, collaborative in nature, and focused on content and instruction in the context of learning (Garet, Porter, Desimone, Birman, & Yoon, 2001; Sandholtz, 2001; Swan, Holmes, Vargas, Jennings, Meier, & Rubenfeld, 2002)” (Holmes, Signer, MacLeod, 2011). Also, after the training sessions that teachers attend, they need to be supported in their new endeavors by revisiting their new goals for technology and working collaboratively with other teachers and mentors. According to Chikasanda et al, “While the professional development programmes were curriculum based with a focus on helping teachers develop an understanding of both technological practice and technology education, it was recognised that the teachers’ subject subcultures or worldviews would impact on their conceptualisation of teaching and learning. Therefore, while assisting teachers to construct a coherent technological pedagogy and content base, efforts were also made to sustain any change and teacher learning in technology” (2013). Without that accountability, teachers easily fall back into the easiest way for them to teach the content, not necessarily the most effective.

**Objectives/Deliverables:**

\*Beginning with Google Apps, I will orchestrate and record one video/learning session every week to help teachers gain familiarity with each service or program.

\*Teachers will be able to use what they have learned in the classroom because they have learned how to use services or programs with ease.

**PSC Standards:**

Standard 2: Teaching, Learning, & Assessment

Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.

Element 2.1 Content Standards & Student Technology Standards

Candidates model and facilitate the design and implementation of technology enhanced learning experiences aligned with student content standards and student technology standards.

Element 2.3 Authentic Learning

Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences.

Element 2.4 Higher Order Thinking Skills

Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes (e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection).

Element 2.5 Differentiation

Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.

Standard 3: Digital Learning Environments

Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.

Element 3.1 Classroom Management & Collaborative Learning

Candidates model and facilitate effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources

Element 3.2 Managing Digital Tools and Resources

Candidates effectively manage digital tools and resources within the context of student learning experiences.

Element 3.3 Online & Blended Learning

Candidates develop, model, and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators.

Standard 4: Digital Citizenship & Responsibility

Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility.

Element 4.2 Safe, Healthy, Legal & Ethical Use

Candidates model and facilitate the safe, healthy, legal, and ethical uses of digital information and technologies.

Standard 5: Professional Learning & Program Evaluation

Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

Element 5.2 Professional Learning

Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment.

Element 5.3 Program Evaluation

Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning

**Project Description**

1. Beginning Fall 2015, I will conduct questionnaires to better understand what specific programs or services my sessions should focus on. After gathering the information, I will schedule informational sessions once a week to assist teachers who would like to meet afterschool to become more comfortable with the topic. While at the informational sessions I will record the presentations so that teachers who are not able to attend or would like to see it again may benefit as well. Unfortunately according to Sandholtz, “much of the training provided to teachers emphasizes fundamental computer operation rather than preparation on how to use technology as a teaching tool and how to integrate it across the curriculum” (2001). In the instructional sessions that I teach, I will show teachers ways to really incorporate these tools instead of simply using them.
2. Timeline:

|  |  |
| --- | --- |
| October 2015 | Screening/Pre-Session Surveys and 1st Informational Session |
| November 2015 | 2nd-4th Informational Sessions (per week except Thanksgiving Week) |
| December 2015 | 5th-6th Informational Sessions(per week except for Christmas Break) |
| January 2016 | 7th- 10th Informational Sessions |
| February 2016 | 11th-14th Informational Sessions |
| March 2016 | 15th- 18th Informational Sessions |
| April 2016 | 19th-21st Informational Sessions (per week except Spring Break) |

1. Resources:
   1. Computer Lab
   2. At least 10 computers
   3. Microphone compatible with SmartBoards to make recordings
   4. 1 hour/ week

**Evaluation Plan:**

1. To show that I have met my goal of assisting teachers with new technology to use in the classroom, I will have teachers complete a pre-session survey and a post-session survey. In the survey, I will ask teachers in what ways they have used their new information in the classroom.
2. Timeline:

|  |  |
| --- | --- |
| May 2016 | Post- Session Surveys |

1. Samples:
   1. What was the topic of the session that you attended?
   2. Do you feel that you are more familiar with the topic discussed in your session? (1-no, 2-somewhat, 3-yes)
   3. Will you use what you learned in your classroom? (1-no, 2-maybe, 3- yes)
   4. How will you use what you have learned in this session in your classroom?

References

Chikasanda, V., Otrel-Cass, K., Williams, J., & Jones, A. (2013). Enhancing teachers' technological pedagogical knowledge and practices: a professional development model for technology teachers in Malawi. International Journal Of Technology & Design Education, 23(3), 597. doi:10.1007/s10798-012-9206-8

Holmes, Aliya; Signer, Barbara; MacLeod, Antoinette (2011). Professional Development at a Distance: A Mixed-Method Study Exploring Inservice Teachers' Views on Presence Online (Journal of Digital Learning in Teacher Education, v27 n2 p76-85 Win 2010-2011) Retrieved from <http://www.eric.ed.gov/PDFS/EJ907004.pdf>

Sandholtz, J. (2001). Learning to teach with technology: A comparison of teacher development programs. Journal of Technology and Teacher Education, 9(3), 349–374.