Educational Technology Professional Development for Educators

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September 28, 2015

Dr. Traci Redish

Summer 2015

Kennesaw State University

**CAPSTONE PROPOSAL**

**Ed.S. Degree Instructional Technology**

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| Date: | September 28, 2015 |
| Capstone Title: | Educational Technology Professional Development for Educators |
| Is this a Capstone Project or Study?  | Capstone Project |
| Client Name & Description: | The clients are the educators in my elementary school (C.L. Gideons Elementary School) who want to develop their knowledge of various educational software available in our school. C.L. Gideons Elementary school is a Title I school in Atlanta Public School district with classes from Pre-K through 5th grade.  |

1. **PROBLEMS OR NEEDS**

Over the last 3 years I have spent in Atlanta Public Schools, I have witnessed the district provide our school with numerous educational technology links and programs for our school.

This year we have added new textbook series for math and reading that have come with their own technology components as well. We have also added a new assessment program (Mastery Connect) to the district that we had a day training on right before school started so we had not put it into use yet. Atlanta Public Schools are working to provide us with lots of technology programs too in addition as well as updating technology that we have already used in prior years.

Unfortunately, it comes with limited or very rushed tutorials leaving the educators to try to figure out the rest of it on their own. This has lead to a lot of teachers not having the time to do explore fully these great programs provided to them on top of all of their other responsibilities as an educator so they don’t use them or hardly use them. Teachers in my school know that I take full advantage of our school’s technology. All homeroom teachers have promethean boards at their use and have been provided access to various programs to help enhance their students’ learning. A lot of teachers come to me regarding this new technology and they come with the same concerns which led me to believe that I need to provide some professional development for our teachers to help get them comfortable with using the various tools. “Implementation is considered the key step between teacher PD and student learning” (Claesgens, 11). The hope is that by starting this project in our school that every school year, we could have these types of in house professional development that can help build the teachers’ comfort level to use it and use it with their students. Besides promethean boards, we have two functioning computer labs as well as four desktop computers in each of the teachers’ classrooms that will allow them to present and allow students to use the various programs available to them.

**2. OBJECTIVES & DELIVERABLES**

**Objectives**

* Develop and deliver professional development on various technology tools for teachers
* Develop and deliver professional development on various technology tools for educators to use with students
* Develop & deliver professional development on various technology tools for educators to use to communicate with parents

**Deliverables**

* Participate in my own training with collaboration with our Educational Technology Specialist.
* Training presentations throughout the school year with Prezi, PowerPoint, Promethean flipchart.
* Training sessions on flipcharts (creating, editing, using prometheanplanet)
* Training session on next steps and troubleshooting with MasteryConnect
* Training session on using the technology provided with math and reading series
* Training session on presentation tools for students (nearpod, blogs, etc.)
* Survey needs of staff to determine technology training most needed at school
* Create a website or Edmodo page for educators to refer to after training and provide additional resources after training and to share.

 **3. PSC STANDARDS**

**2.7 Assessment** - Candidates model and facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning adn technology literacy, including the use of digital assessment tools and resources. (PSC2.7/ISTE 2g)

**2.8 Data Analysis** - Candidates model and facilitate the effective use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning. (PSC 2.8/ISTE 2h)

**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. (PSC 3.1/ISTE 3a)

**3.2 Managing Digital tools and Resources** - Candidates effectively manage digital tools and resources within the context of student learning experiences. (PSC 3.2/ISTE 3b)

**3.5 Basic Troubleshooting** - Candidates troubleshoot basic software and hardware problems common in digital learning environments. (PSC 3.5/ISTE 3e)

**5.1 Needs Assessment** - Candidates conduct needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs. (PSC 5.1/ISTE 4a)

**5.2 Professional Learning** - Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrated technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment. (PSC 5.2/ISTE 4b)

**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. (PSC 5.3/ITSE 4c)

**6.1 Continuous Learning** - Candidates demonstrate continual growth in knowledge and skills of current and emerging technologies and apply them to improve personal productivity and professional practice. (PSC 6.1/ISTE 6a, 6b)

**6.2 Reflection** - Candidates regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences. (PSC 6.2/ISTE 6c)

**6.3 Field Experiences** - Candidates engage in appropriate field experience to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards (PSC 6.3)

 **4. PROJECT DESCRIPTION**

This project is expected to start immediately after approval and last throughout the school year and through next school year. Immediately after approval, I plan to discuss with administration adding the professional development throughout the rest of this school year and next school year. The goal is to have at least one professional development a month. The goal is to have the first professional development near the end of the October and to progress from there.

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|  **Time Frame**  | **Description** | **Hours** |
| October - November 2015 | * Set schedule with admin for PD
* Collaborate with ETC for first meeting
* Prepare presentation
* Prep Edmodo or website to share information
* Give first PD on technology (Mastery Connect
* Needs assessment for upcoming PDs
 | Total **20 hours** |
| November - December 2015 | * Attend GaETC
* Prepare presentation on GaETC
* Give 2nd PD on technology
* Needs assessment for upcoming PDs
* Update site for educators (Edmodo or website)
 | Total about **20 hours** |
| January - February 2016 | * Prepare presentation
* Collaborate for presentation
* Give 3rd & 4th PD on technology
* Needs assessment
* Update site with information
 | Total **10 hours** |
| March - April 2016 | * Collaborate for next presentation
* Take IT PD
* Give 5th presentation in March, due to testing may not give one in April
* Update site with information from meeting
 | Total **10 hours** |
| May - August 2016 | * Give final PD for 2015-16 school year
* Create and give survey on what educators may want to see for next school year
* Attend online or face-to-face PD
* Update site with information from PD
 | Total **20 hours** |
| July 2016 | * Meet with administration to add PD to schedule
 | Total **2 hours** |
| August - September 2016 | * Collaborate and prepare for new school year presentation
* Present new school year presentation
* Update Edmodo/website page to share
* Create beginning of year needs
 | Total **10 hours** |
| September - October 2016 | * Collaborate with ETC to prepare presentation based on needs
* Create presentation
* Present PD on technology
 | Total **10 hours** |
| October - November 2016 | * Collaborate with ETC to prepare presentation
* Create and present PD
 | Total **10 hours**  |
| Ongoing  | Research gathering and analysis to use for presentation  | Total **10 hours** |
|  |  | Total **122 hours** |

**Resources**

* Internet access
* Access to various educational technology websites
* Mobile devices (smartphones, tablets)
* Promethean board
* Edmodo or website account

**Evaluation**

 The evaluation methods is based on a Likert scale if the information provided is helpful to the educators. The surveys will be provided online and will be through an anonymous online survey like Survey Monkey to determine if the professional development is indeed helpful and encouraging to educators to use the certain technology in their classrooms more than they would have before the professional development.

Sample Questions

1-strongly disagree 2-disagree 3-neutral 4-agree 5-strongly agree

This professional development clarified the use of this technology.

1 2 3 4 5

This professional development provided me with additional support to use this technology in my classroom.

1 2 3 4 5

After this professional development, I can confidently apply this technology to my classroom.

1 2 3 4 5

I request that I need additional professional development in the following educational technologies.

Short answer response.

References

Bybee, R. W., & Loucks-Horsley, S. (2000). Advancing technology education: The role of

 professional development. *The Technology Teacher*, *60*(2), 31-34.

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