Professional Learning Project

Jena Parish

Professor Sherri Booker

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PROFESSIONAL LEARNING CURRENT REALITY/GAPSS Review:

I. **Part A.** Request a copy of your school's current professional learning plan for the year. Discuss the plan with your principal or available administrators and staff. Use the discussion as a basis for answering the following questions regarding the current reality of professional learning in your school.

1. *What is the vision for the use of technology in your school? (PSC 1.1)*

   Principal Response: There is no vision statement for technology at this time, but I envision that we will have every technology tool available that can help teachers and kids have improved ways of learning for teaching and assessment (P. O'Connell, personal communication, September 16, 2011).

   There is not currently a vision statement for the use of technology within the school. The principal does recognize the importance of technology and would, ultimately, like for technology to improve learning, teaching, and assessment. Currently, teachers have access to at least three computers, a printer, a scanner, a document camera, iRespond student response systems, and a SmartBoard in their classroom. There is also two computer labs, a computer station in the media center, and a laptop cart. Recently, the school has purchased iPads that will be used with the students as well. The goal for these tools is that eventually technology will be seamlessly applied to teaching and lesson plans to improve student performance in school.

2. *How are the professional learning needs identified in your school? Are they data driven? (PSC 5.1)*

   Principal Response: They are data driven. Our strategic plan requires us to look at multiple assessment measures across grade levels and curricular areas. We look at things like ITBS, CRCT, etc… We use those and our professional

learning is a component of the strategic plan (P. O'Connell, personal communication, September 16, 2011).

According to the School Strategic Plan, professional learning goals are based on the needs of the students. Data is collected based on standardized test scores to determine areas of weakness. Then, professional learning is developed to improve those areas. For example, state-wide writing assessment scores need improvement; therefore, each staff member will attend a professional learning community focusing on writing strategies and collaborative scoring. This professional learning community will meet twice a quarter. Also, a significant part of the school-wide professional development plan is America's Choice Training. This is biweekly training that focuses on implementing the America's Choice Curriculum model in teaching and learning. America's Choice Curriculum was chosen to be used at the school due to low test scores several years ago; therefore, these trainings are a professional learning need. An upcoming book study will be facilitated by the administration and academic coaches at the school. The books were chosen based on needs within the school as well. In summary, all professional learning needs relate directly back to the data that is collected and analyzed for the School Strategic Plan.

3. *What forms of professional learning are provided in your school? (study groups, learning teams, book studies, workshops, mentoring, peer observations, coaching, examining student work using protocols, lesson planning, etc.) Is it mainly individual or collaborative? Explain. (PSC 5.2)*

Principal Response: Mainly collaborative professional learning is in place. A book study is currently in the process of being planned. We are working on differentiated classes for some of technology resources. We are also talking professional development in writing especially collaboratively scoring. We plan to do more observations within classrooms (vertically and horizontally) as a way to learn from each other. We do biweekly math and literacy trainings based on the America's Choice curriculum that we follow. Technology training will continue to enhance as we development more skill and understanding in the technology that is available at our school (P. O'Connell, personal communication, September 16, 2011).

Staff members are working collaboratively together in many aspects of professional learning. Grade level teams meet twice a week to discuss lesson planning and school-wide events. Teams actually plan together and share lesson plans across the grade level. Grade level teams also participate in America's Choice trainings together on a biweekly basis. A book study is currently being developed that will serve as a guide for professional development discussions. Book studies will also be collaborative as all the staff members who are reading the same book will work together. Most technology training within the school is focused on learning how to use a tool. Eventually, trainings will become more advanced and serve the purpose of improving student learning. In this school year, peer observations are planned to be completed as well.

4. *What types of technology-related professional learning have been offered at your school within the last year? (Ex: whiteboards, wikis, blogs, etc.) (PSC 5.2)*

Principal: Right now, we are focused using our iRespond systems effectively in the classrooms. We have done training with that. Those trainings are based on skill level so the classes are differentiated. As the year goes on, technology training will continue to adapt and enhance to meet the needs of the teachers (P. O'Connell, personal communication, September 16, 2011).

Most technology-related professional learning has been based on using the iRespond Student Response systems. Each classroom is equipped with the iRespond system, but it has been determined that it is not being used adequately in each classroom. Professional learning sessions have been set up to raise the comfort levels of teacher, as well as, differentiate the types of skills that are needed for each teacher.

5. *What type of follow-up support is provided AFTER a professional learning session in order to help teachers master new strategies and content and integrate them into their classroom practice? (PSC 5.2)*

Principal: Sustained activities will be provided including follow up sessions. Writing training sessions will be twice a quarter. We will revisit all of our professional learning throughout the year. Some trainings will require redelivery. For example, an individual will go to Math Task of the Month Training and then redeliver to staff. We also get feedback from teachers to see how they gauge the training and to plan future training (P. O'Connell, personal communication, September 16, 2011).

Some professional learning will be sustained throughout the school year to ensure that the learning community is being supported. Academic coaches are available

to provide additional support and assistance when necessary. Generally, after a professional learning session, teachers are urged to give feedback to determine what steps need to be taken next and plan future professional learning sessions.

6. *Is the professional learning aligned to the school improvement goals? If so, how? (PSC 1.2)*

Principal: Yes, it is. We have goals in math and balanced literacy. Basically, all professional learning is centered around those areas. Training has to support those goals (P. O'Connell, personal communication, September 16, 2011).

According to the School Strategic Plan, which contains all of the school improvement plans, all professional learning is directly aligned to the school-wide goals. In order to initiate a professional learning plan, the professional learning must be necessary for school and student improvement. Most professional learning focuses on math and literacy as these areas are key in the school improvement goals.

7. *How is professional learning funded in your school? (PSC 1.3)*

Principal: It is mostly funded by three different bank accounts − Title I, Title II (can use for substitutes or outside presenters), and School-Focused Professional Learning (everyone gets that from district) (P. O'Connell, personal communication, September 16, 2011).

According to the principal and the School Strategic Plan, professional learning is funded through Title funds, Title II funds, and School Focused Professional Learning funds.

8. *What are the incentives for teachers to participate in professional learning and to improve their practice? (PSC 1.3, 1.4)*

Principal: [Laughs]. They can become a better teacher. We try to do little things like dress down days. There used to be stipends offered with some professional learning, but you don't really see that too much anymore. The incentives should be intrinsic and extrinsic (P. O'Connell, personal communication, September 16, 2011).

Currently, the extrinsic incentives are limited. Professional Learning Units are no longer required by the state. Stipends are rarely offered anymore. Within the school, small rewards are usually given such as dress down days or "*Beat the Bus*" passes. The biggest incentive that teachers have is learning how to more effectively work with their students.

9. *Is professional learning offered that assists teachers in working with students with special needs and those who come from culturally and linguistically diverse backgrounds? If so, describe. (PSC 4.3)*

Principal: We have special education teachers. We have specific professional learning for those teachers which is mostly through the district not through the school. Title I requires us to identify kids like that but mostly we focus on learning needs as opposed to cultural needs. ESOL teachers also attend district wide professional development (P. O'Connell, personal communication, September 16, 2011).

Professional development based on culturally and linguistically diverse backgrounds are not usually available. Most professional development focuses on

the *learning* needs of the students. Special education teachers and ESOL teachers attend training provided by the district.

10. *In what types of collaborative school-wide professional learning teams do teachers participate? How are these related to the school improvement plan? (PSC3.7)*

Principal: We generally, at this point, have been participating in grade level professional learning teams. We will look at doing more vertical teams in the future. Grade level professional learning teams are able to focus on their grade-specific standards when working together which should improve student performance (P. O'Connell, personal communication, September 16, 2011). Teachers mainly participate in grade level professional learning teams. Grade level teams consist of 7 to 10 people. Team planning and collaboration is led by the team lead and maintained through common planning times. Grade level collaboration is key because it directly affects student performance on grade level standards. More opportunities for professional learning communities across grade levels are planned for the future.

11. *How is the impact of professional learning on teacher practice and student learning <u>evaluated</u>? In other words, how do you know whether the professional learning is translated into practice? How do you know if the professional learning improves student learning? (PSC 5.3)*

Principal: That's the hardest judgment to make. It's hard when you do every latest fad that comes along. We have very specific data collection. For writing, we collect SSP data from each classroom teacher (we're doing professional learning

about writing). We make assessments aligned with what we're learning about. CRCT is not really specific enough. We participate in the data team process to evaluate and assess student learning. Eventually, we will do learning walks. At this time, we are developing a list of "look fors" that we will go through for each learning walk (P. O'Connell, personal communication, September 16, 2011). The impact of professional learning is evaluated through student results on state-wide, district-wide and local assessments. Students' scores are collected and analyze to determine what areas teachers may still have weaknesses in. Academic coaches often lead learning walks, or focus walks, that zoom in on recent professional development skills that should have been brought back to the classroom. According to the School Strategic Plan, evaluation is also completed through impact walks, data analysis, attendance, and reflections.

II. **Part B.** Based on your discussions with your principal and the answers to the questions in Part A, evaluate your school's performance related to professional learning by completing the Professional Learning GAPSS rubric below. Provide a detailed explanation of the evidence to support your rating. Provide a detailed explanation of your recommendation(s) on each standard.

PROFESSIONAL LEARNING - *Professional learning is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.*

Professional Learning Standard 1: **The context of professional learning--the who, when, why and where—contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.**

PL 1.1 Learning Teams

☐ Not Addressed	☐ Emergent	☐ Operational	☒ Fully Operational
Teachers do not participate in learning teams or meet regularly to plan for instruction.	Some teachers in some grade levels or subject areas meet to plan for instruction, but meetings do not occur regularly and the work is not aligned with school improvement goals.	Most teachers meet regularly in learning teams to plan for instruction (e.g., develop lesson plans, examine student work, monitor student progress). This collaborative work would be enhanced by clear alignment of group expectations with the school improvement goals.	All teachers participate in learning teams throughout the year and meet regularly to plan for instruction (e.g., develop lesson plans, examine student work, monitor student progress). The collaborative work is aligned with the school improvement goals.

EVIDENCE:
Each teacher is a part of grade level or department learning teams. Each team is equipped with a lead. Grade level teams across the school meet twice a week to plan for instruction. Teachers also participate in data teams to further examine and monitor student progress. Instruction plans on based on math and literacy needs which is aligned to student learning goals. As stated by the principal, "Grade level professional learning teams are able to focus on their grade-specific standards when working together which should improve student performance" (P. O'Connell, personal communication, September 16, 2011).

RECOMMENDATIONS:
Learning teams should also be vertical including teachers from multiple grade levels and departments working together.

PL 1.2 Learning Community			
☐ Not Addressed	☐ Emergent	☒ Operational	☐ Fully Operational
There is little or no evidence that the principal, administrative team or related human resources (e.g., leadership team, coaches, central office) supports or reinforces the creation and maintenance of a learning community.	There is some evidence that the principal, administrative team, or related human resources (e.g., leadership team, coaches, central office) support or reinforce the creation and maintenance of a learning community, but additional support in this area is needed. Although administrators have created structures for meetings to occur, they have failed to provide teachers with professional development related to the collaboration process.	The principal, administrative team, and other human resources periodically support the creation and maintenance of an effective learning community to support teacher and student learning. In key aspects of the school, these individuals work collaboratively to reinforce collaborative forms of professional development and learning for staff members. Although this process is operational, it would improve if greater emphasis were given to monitoring its impact on school improvement goals and student achievement.	The principal, administrative team and other human resources consistently support the creation and maintenance of an effective learning community to support teacher and student learning. These individuals work collaboratively to reinforce teachers' skillful collaboration (e.g., facilitation skills, conflict resolution, and group decision-making). They also help to create structures to support collegial learning and implement incentive systems to ensure collaborative work. They monitor the impact of these collaborative processes on school improvement goals and on student learning, and participate with other individuals and groups in the operations of the learning community.

EVIDENCE:
Professional learning teams are supported and maintained through the administrative team and academic coaches. The administration team and academic coaches work collaboratively together to reinforce professional learning and improve school performance. Team building activities and planned and executed during preplanning. The administrative team is an advocate for common planning time so teachers have the opportunity to work with one another. Professional learning opportunities are usually directly aligned with the school improvement goals.

RECOMMENDATIONS:
Incentive systems would ensure more teacher involvement in effective learning communities.

PL 1.3 Instructional Leadership Development and Service			
☐ **Not Addressed**	☒ **Emergent**	☐ **Operational**	☐ **Fully Operational**
There are few if any opportunities for teachers to participate in instructional leadership development experiences, serve in instructional leadership roles, or participate in supporting school-based professional learning.	There are opportunities for teachers to participate in preparing for and serving in instructional leadership roles and contributing to the school-based professional learning plans. However, the opportunities are limited to a small number of teachers.	There are many opportunities for teachers to serve in instructional leadership roles and develop as instructional leaders. They are highly engaged in planning, supporting, and communicating professional learning in the school. This would be enhanced if there were more opportunities for instructional leadership roles among various personnel.	A variety of teachers take advantage of opportunities to participate in instructional leadership development experiences and serve in instructional leadership roles (e.g., instructional coach, mentor, facilitator). They plan, advocate for support of, and articulate the benefits and intended results of professional learning.

EVIDENCE:
Team leads serve in leadership roles throughout the school year for their grade level teams. Teachers are not often given the opportunity to serve in instructional leadership. According to the School Strategic Plan, professional development will be led by administration or the academic coaches. While leadership opportunities do arise, they are often given to the same teachers.

RECOMMENDATIONS:
The SSP design team can be adjusted to include a classroom teacher as a representative to the team.

PL 1.4 School Culture for Team Learning and Continuous Improvement			
☐ **Not Addressed**	☐ **Emergent**	☒ **Operational**	☐ **Fully Operational**
There is little or no evidence of the principal and other leaders establishing ongoing team learning with clearly articulated expectations for professional learning.	There is some evidence the principal and other leaders support a culture involving ongoing team learning and continuous improvement. However, there is not a clearly articulated plan for professional learning for teachers and administrators.	There is general evidence the principal and other leaders support a culture involving ongoing learning and continuous improvement through a plan for professional learning for teachers and administrators. The professional learning would be enhanced by including a variety of designs (e.g., lesson study, peer observations, modeling, instructional coaching, collaborative teacher meetings, etc.) constituting high-quality professional learning experiences.	The principal and other leaders support a school culture that reflects ongoing team learning and continuous improvement. The principal and other leaders plan for high-quality professional learning, articulate intended results of school-based professional learning, and participate in professional learning to become more effective instructional leaders.

EVIDENCE:

Per the principal interview, professional learning is provided in a variety of formats including peer observations, collaborative teacher meetings, and book studies. Professional learning is encouraged and advocated by school administration, but it is only included in the school strategic plan sparingly. It is unknown if administrators participate in their own professional learning.

RECOMMENDATIONS:

Teachers should review the School Improvement Plan in order to understand the results that are expected to be achieved from professional learning.

PL 1.5 Job-Embedded Learning and Collaboration

☐ Not Addressed	☐ Emergent	☐ Operational	☒ Fully Operational
Teachers spend little or no time during the work-week learning and collaborating with colleagues to improve their use of curriculum, assessment, instruction, and technology.	Some teachers spend a small amount of time during the work-week collaborating with colleagues. However, this time is often focused on non-curricular topics and typically occurs after school.	Most teachers spend time during a workday each week collaborating with colleagues about curriculum, assessment, instruction and technology use in the classroom. This professional learning would be enhanced by allocating more time each week for job-embedded learning (e.g., lesson study, peer-observations, modeling, instructional coaching, teacher meetings).	Teachers spend a significant part of their work-week in job-embedded learning and collaboration with colleagues addressing curriculum, assessment, instruction, and technology. They receive sufficient support resources (e.g., materials, time, training) and assist with securing additional resources necessary (e.g., funding, time, technology) to sustain their learning. (NSDC Standards recommend that formal and informal job-embedded learning take place during at least 25% of educators' professional time. Such time can be devoted to lesson study, peer observations and coaching, modeling, conferencing, teacher meetings, mentoring.)

EVIDENCE:
Teacher spend two days a weekly collaborative planning and one day a week in America's Choice training. During collaborative planning time, teachers work together to address curriculum and student learning concerns. America's Choice trainings provide an emphasis on delivering effective instruction. Teachers also collaborate in faculty meetings. Data team meetings and response to intervention team meetings are held every six weeks. Support resources are funded through Title I funds, Title II funds, and School-Focused Professional Learning funds.

RECOMMENDATIONS:

PL 1.6 Resources Support Job-Embedded Professional Learning			
☐ **Not Addressed**	☐ **Emergent**	☒ **Operational**	☐ **Fully Operational**
Resources are not allocated for job-embedded professional learning that is aligned with high-priority school improvement goals. Little if any professional development is devoted to helping teachers use technology to enhance student learning.	Some resources are allocated for professional learning. However, much of the professional learning is conducted primarily after school and is not aligned with the high-priority school improvement goals. There is limited professional development devoted to helping teachers use technology to enhance student learning.	Most resources for professional learning are allocated for the identified high-priority school improvement goals. However, providing more job-embedded learning opportunities and professional development would enhance teachers' use of technology to support student learning. In other cases, these forms of professional development need to be more ongoing and sustained to ensure actual classroom implementation of training strategies and processes.	Resources are allocated to support job-embedded professional learning that is aligned with high-priority school improvement goals and technology supporting student learning. There is sustained commitment to ensuring that these professional development activities result in successful classroom implementation. There is also a process in place to determine the value-added of key strategies and processes, i.e., how they impact student achievement and related organizational short- and long-range goals.

EVIDENCE:
Professional learning resources focus on the needs listed in the school improvement goals on the school strategic plan. These areas include reading, writing, and math. Additional professional learning opportunities are provided after school hours; therefore, they are not job-embedded. The principal does state that "some professional learning will be sustained throughout the school year" (P. O'Connell, personal communication, September 16, 2011).

RECOMMENDATIONS:
A process needs to be put into place that assesses the value of professional learning and determine actual classroom implementation.

Professional Learning Standard 2: The process—the how—of professional learning is aligned with articulated goals and purposes, data-driven, research-based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation.			
PL 2.1 Collaborative Analysis of Data			
☐ **Not Addressed**	☐ **Emergent**	☐ **Operational**	☒ **Fully Operational**
Teachers and/or administrators use personal experiences or opinions to determine student and adult learning needs and goals. Data is not collected and analyzed in monitoring school and classroom improvement strategies,	Teachers and/or administrators work in isolation or with limited representation to review student summative data and determine student and adult learning needs and goals. Student and teacher data is collected and analyzed at the end of the year to monitor the accomplishment of classroom and school goals.	Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They collect and analyze relevant student and teacher data at the beginning and end of the year to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community.	Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They continuously (minimum of 4 times a year) collect and analyze relevant student and teacher data (e.g. action research, analyzing student work, classroom observations, Awareness Walks, and surveys) to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community.

EVIDENCE:
All grade level teams and administration participate in data analysis teams. The Data Team Process is ongoing throughout the school year and monitors classroom improvement strategies. Grade levels also present their team-wide data annually. The Data Team Process includes analyzing student performance, assessing students, observation, researching instructional strategies, and goal setting. Current classroom data is collected every quarter to be reviewed by administration and academic coaches. Teachers disaggregate data to determine areas of weakness and "*next steps*."

RECOMMENDATIONS:
Celebrate accomplishments made through the data analysis process.

PL 2.2 Evaluating Impact of Professional Learning			
☐ **Not Addressed**	☒ **Emergent**	☐ **Operational**	☐ **Fully Operational**
The principal and other leaders develop and implement a plan for evaluating teachers' reactions to professional development events. Teachers' contributions to the evaluation are limited to providing satisfaction ratings. The evaluation identifies changes in teacher knowledge and skills as a result of participation, but it does not evaluate changes in practice or impact on student learning.	The principal and other leaders develop and implement a plan for evaluating professional development events. Teachers contribute to the evaluation by collecting and analyzing summative student learning data. The evaluation identifies changes in teacher knowledge and skills as a result of participation and year-end student performance, but it does not evaluate change in teacher practice.	The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (formative and summative for a one- to two-year period) evaluation of the impact of professional development on teacher practices and student learning. The evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing relevant student learning and process data.	The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (both formative and summative over a three- to five-year period) evaluation of the impact of professional development on teacher practices and student learning. Evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing a variety (student learning, demographic, perception, and process) of relevant data. The plan specifies the evaluation question(s), data sources, data collection methodology, and data analysis processes.

EVIDENCE:
A plan for professional development is established and maintained through the School Strategic Plan. The evaluation of professional learning focuses on participation and yearly standardized test scores; therefore, there is no evidence of change in teacher practice. Teachers contribute to the evaluation by providing summative student data through excel located on the staff-accessible drive.

RECOMMENDATIONS:
A professional development plan should emphasis change in school culture.

PL 2.3 Interpreting and Using Research Results			
☐ Not Addressed	☒ Emergent	☐ Operational	☐ Fully Operational
The principal and other leaders review professional journals that summarize research instead of actual research or they do not recognize a need for reading and interpreting research when making instructional decisions regarding professional development and school improvement approaches.	The principal and other leaders review educational research. They create opportunities for a few, select teachers to study educational research. They work with them to conduct reviews of research when making instructional decisions regarding the adoption of professional development and school improvement approaches.	The principal and other leaders demonstrate modest skills in interpreting educational research (validity and reliability, matching populations, and interpreting effect-size measures). They create opportunities for teachers to learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches.	The principal and other leaders demonstrate advanced skills in determining appropriate research design, interpreting research results, and determining whether results can be generalized. They ensure that teachers and community members learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches.

EVIDENCE:
School-wide instructional decisions are based on educational research. Research is mostly gleaned through professional journals. Teachers have few opportunities to learn to use educational research.

RECOMMENDATIONS:
Teachers should have more opportunities to use educational research.

PL 2. 4 Long-Term, In-Depth Professional Learning			
☐ **Not Addressed**	☒ **Emergent**	☐ **Operational**	☐ **Fully Operational**
Teachers experience single, stand-alone professional development events that are typically large group, workshop designs. There is little if any evidence of implementation or change in practice in classrooms. No emphasis is given to enhancing teachers' content knowledge or understanding.	Teachers attend multiple workshops on the same topic throughout the year to gain information about new programs or practices. They experiment with the new practices alone and infrequently with limited school-based support for implementation. No emphasis is given to enhancing teachers' content knowledge or understanding.	Teachers participate in long-term (two- to three-year period), in-depth professional learning that includes a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and classroom observations). Some evidence is present of attention to enhancing teachers' content knowledge.	Teachers participate in long-term (two- to three-year period), in-depth professional learning that engages learning teams in a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to extensive, follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). A major focus of ongoing professional development is a commitment to maintaining and updating all teachers' knowledge and understanding of the content they are teaching and changes occurring in their field(s).

EVIDENCE:
Professional learning is, generally, focused on through a yearly basis. Multiple workshops or sessions that are provided cover content that is similar or correlating, but the sessions may not always have follow up support. Teachers often learn the most through their own experiences. Professional learning focused on technology is focused on using new technology tools, but it is not necessarily focused on engaging students through the use of technology.

RECOMMENDATIONS:
Teachers should be offered follow up training that continues to strengthen and sustain their learning.

PL 2.5 Alignment of Professional Learning with Expected Outcomes			
☐ **Not Addressed**	☐ **Emergent**	☒ **Operational**	☐ **Fully Operational**
The principal and other leaders provide single, stand-alone professional development events that are typically large group, workshops with no expectations for implementation of new classroom practices. Generally, activities are not aligned with the school improvement plan or related priorities.	The principal and other leaders provide multiple workshops on the same topic throughout the year. They articulate the learning goal, but do not discuss expectations for implementation. Teachers receive limited school-based support for implementing the new classroom practices. Activities are only generally aligned with the school improvement plan or related priorities.	The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). The professional learning is long-term (two-to-three year period) and in-depth with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation by providing rubrics that describe the desired classroom practices and communicate how those practices connect to the school improvement goals. Generally, activities are aligned with major priorities within the school improvement plan.	The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). They ensure that teams of teachers are engaged in long-term (two-to-three year period), in-depth professional learning with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation with collaboratively developed rubrics describing desired classroom practices and communicate how those practices connect to the school improvement goals.

EVIDENCE:
Professional development is designed with specific outcomes in mind as stated in the School Strategic Plan. Activities are aligned within the School Strategic Plan. Expectations of implementation are discussed and support is provided through academic coaches. Professional learning is usually short-term and based on the immediate needs.

RECOMMENDATIONS:
Professional learning should be sustained over a two to three year time frame.

PL 2.6 Building Capacity to Use Research Results			
☐ **Not Addressed**	☒ **Emergent**	☐ **Operational**	☐ **Fully Operational**
Professional development is planned with no regard for research about adult learning needs and individual and organizational change processes. The sessions provided include strategies that do not mirror the instructional strategies teachers are expected to use with students (e.g., lecturing on inquiry method, covering material instead of helping participants to use and internalize it), and sessions are the same for all teachers regardless of their career stage.	Professional development is planned using research about adult learning needs and how individuals experience the change process. The professional development sessions demonstrate classroom practices through videotapes and simulations. The experiences focus on procedural learning -"how to do it"- rather than on developing deep understanding of concepts and problem solving strategies. Some professional development is specialized for new and mentor teachers.	Professional development is planned using research about adult learning needs and individual and organizational change processes. The professional development sessions include modeling and demonstrations of expected classroom practices. The experiences impact teachers' depth of understanding enabling them to use the new strategies routinely. Some professional development is specialized to reflect career stages of new teachers, mentor teachers, and teacher leaders.	Professional development builds the capacity of the staff to use research about adult learning needs and individual and organizational change processes as they implement new strategies. Professional development sessions consistently employ the same instructional strategies that are expected to be used in their classrooms. The experiences impact teachers' depth of understanding enabling them to solve problems and adapt new strategies to classroom circumstances. Professional development is differentiated to reflect career stage needs and interests (e.g., mentoring, leading learning teams, coaching, utilizing technology, and curriculum development).

EVIDENCE:
Professional development focuses on procedural learning especially in regards to technology-related professional learning. New teachers attend specialized training. Professional development does not employ the same instructional strategies that are used in the classroom, but some professional development is differentiated.

RECOMMENDATIONS:
Professional learning needs to move beyond procedural learning and focus on implementing strategies within the classroom.

PL 2.7 Knowledge about Effective Group Processes			
☐ **Not Addressed**	☐ **Emergent**	☒ **Operational**	☐ **Fully Operational**
Teachers and administrators lack knowledge about effective group processes and/or work alone, disregarding collective responsibility for student learning.	Teachers and administrators have knowledge of stages of group development and effective interaction skills, but lack skill in group process strategies needed for productive collaborative work. As a result, colleagues work in temporary groups often encountering unresolved conflict or frustration. Technology (e.g., email, chat rooms, and websites) is used to support collegial interactions.	Teachers and administrators have knowledge and skills regarding group processes (e.g., group decision making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively. Technology (e.g., subject area networks, lesson sharing, seminars) is used to support collegial interactions.	Teachers and administrators have knowledge and skills to monitor and improve group processes (e.g., group decision-making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively in established, ongoing learning teams. Technology (e.g., online discussions, web casts, and seminars, educational blogs, listservs, downloadable resources) is used to support collegial interactions and to ensure effective and sustained implementation.

EVIDENCE:
Group processes are advocated and supported by the teachers and administration. Teachers work on collaborative teams effectively and efficiently. Common planning times are supported and advocated through the administration. Technology supports some collegial interactions. Teachers and administrators feel collectively responsible for student learning. Lesson sharing using technology is seen throughout each grade level.

RECOMMENDATIONS:
Collegial interactions could be better supported through more in-depth technology means such as web casts and educational blogs.

Professional Learning Standard 3 : The content—the what—of professional learning reinforces educators' understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.
PL 3.1 Classroom Practices Reflect an Emotionally and Physically Safe Learning Environment

☐ **Not Addressed**	☐ **Emergent**	☒ **Operational**	☐ **Fully Operational**

Classroom practices reflect little or no evidence of teachers' training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.	Classroom practices of some teachers reflect evidence of teachers' training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.	Classroom practices of most teachers reflect skill in communicating high expectations for each student and adjusting classroom activities to meet student needs. Respect for students' cultures and life experiences is evident through the emotionally and physically safe learning environment where students of diverse backgrounds and experiences are taught the school code of conduct (customs) to help them be successful in the school context.	Classroom practices (e.g., considering interests, backgrounds, strengths, and preferences to provide meaningful, relevant lessons and assess student progress, differentiating instruction, and nurturing student capacity for self-management) of all teachers reflect an emotionally and physically safe environment where respect and appreciation for a diverse population is evident. There are high achievement expectations for all students and teachers. The principal and other leaders provide professional learning for teachers lacking understanding of the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.

EVIDENCE:
Teachers express high expectations of all students. Student needs are met through differentiated lesson plans. Learning environments are safe and all children are taught the code of conduct. Every student is encouraged to be successful.

RECOMMENDATIONS:
Additional professional learning should be provided that focuses on the cultural needs of the students.

PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies			
☐ **Not Addressed**	☐ **Emergent**	☐ **Operational**	☒ **Fully Operational**
Teachers demonstrate superficial knowledge of subject matter and mostly rely on textbooks. They primarily use lecture, seatwork, and discussion as instructional strategies and paper-and-pencil tests for assessment.	Teachers demonstrate breadth of subject matter, but the content they teach is often not aligned with required learning goals (e.g., GPS, district standards). They may use some engaging instructional strategies and a variety of assessment strategies in some contexts; however, most of their instruction is presented in traditional whole-group, teacher-centered fashion.	Teachers exhibit a deep understanding of subject matter, use a variety of appropriate instructional strategies, and use various assessment strategies to monitor student progress toward meeting rigorous and required standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives.	Teachers exhibit a deep understanding of subject matter; differentiate instruction based on needs, interests, and backgrounds; use a variety of appropriate instructional strategies; and use various assessment strategies (e.g., constructed-response test items, reflective assessments, academic prompts, culminating performance tasks and projects, interviews, rubrics, peer response groups) to monitor student progress toward meeting rigorous standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives.

EVIDENCE:
Teachers use a variety of research based instructional strategies to promote student learning including guided reading, guided math, math workshop, and writing workshop as noted in the School Strategic Plan. Assessment strategies are varied including rubrics, prompts, performance tasks, and test items. Units and lesson plans are created in collaborative planning times. Curriculum mapping days are provided to allow for discussion about content and quarterly objectives.

RECOMMENDATIONS:

PL 3.3 Sustained Development of Deep Understanding of Content and Strategies			
☐ **Not Addressed**	☒ **Emergent**	☐ **Operational**	☐ **Fully Operational**
The principal and other leaders encourage but do not require teachers to participate in district-based professional development opportunities to increase knowledge of content, research-based instructional strategies, and assessments. There is minimal if any evidence of school-based professional development to promote student achievement. They create work schedules that result in teacher isolation and individual practice.	The principal and other leaders emphasize the importance of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. They create work schedules to support collegial interaction and sharing and encourage teachers to participate in district-based professional development focused on content, pedagogy, and assessment.	The principal and other leaders promote teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies as a high priority. They avoid large-scale trainings that may not address the needs of all participants. They create work schedules to support collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.	The principal and other leaders promote the sustained development of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. All professional development activities are purposeful and aligned with specific individual and group needs. They create work schedules to support *ongoing*, collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.

EVIDENCE:
Teachers are provided daily with common planning time to ensure that grade level teams can work together collaboratively. Teachers are frequently encouraged to attend professional development opportunities. Trainings are provided in small group settings with grade level teams and, sometimes, differentiated based on the needs and level of skill of the teacher. Occasionally, large-scale, full-staff trainings are provided in lieu of staff meetings (which may not meet all the needs of the participants). Application of strategies is monitored through data walls and learning walks.

RECOMMENDATIONS:
Large-scale, full-staff trainings should be avoided as much as possible and replaced with professional learning that meets the needs of teachers.

PL 3.4 Partnerships to Support Student Learning

☐ Not Addressed	☐ Emergent	☒ Operational	☐ Fully Operational
There is no collaboration with parents or the community in developing activities to support learning. Communication through only written correspondence is limited to encouraging parents to attend school functions, yearly conferences, and performances.	There is a school committee to focus on developing community partnerships to support student learning. Communication through written correspondence or phone is about school programs, student progress, and encouraging attendance at school functions, yearly conferences, and performances.	There is a committee that works with families and the community through partnerships that develop programs to support student learning. Strategies are implemented to increase family involvement such as offering suggestions about ways parents can support student learning at home and communicating with families about school programs and student progress (e.g., information about report cards, grading practices, student work, homework, and school events) through a website, phone, email, voice mail, and written correspondence.	Partnerships among teachers, families, and the community are maintained to develop programs that support learning and enhance student skills and talents. Strategies are implemented to increase family involvement such as providing parent education workshops with information on child development and supporting student learning at home and communicating with families about school programs and student progress (e.g., information about report cards, grading practices, (student work, homework, and school events) through an interactive website, phone, email, voice mail and written correspondence.

EVIDENCE: In the space below, provide detail evidence supporting your rating above –
The school design team and school counselors, consisting of administration and team leads, develop programs to support families and the community. The School Strategic Plan includes goals to improve participation in family involvement, increase the percentage of families and school staff joining PTA, increasing family participation at workshops designed to improve student learning, and improving family volunteerism. Teachers are required to provide a monthly newsletter which can sent home or e-mailed. Classroom teachers have created and maintained blogs to communicate with families. The school website is available for parents to receive additional school information.

RECOMMENDATIONS:
Parent education workshops could be provided to give parents information and strategies on supporting student learning.

Needs Assessment

According to Easton (2008), "all stakeholders' voices must be represented when discussing how to improve educational practice" (p. 53). I choose to assess the stakeholders at my school by adapting the TAGLIT Teacher Assessment. TAGLIT stands for Taking a Good Look at Instructional Technology and it is an online tool for assessing technology use in schools (http://www.testkids.com/taglit/index.htm). The purpose of this assessment is to collect and, ultimately, analyze data that determines technology use and integration within the classroom. I adapted the survey by focusing on the technology resources within my school. I created the survey using Google Documents. The survey contains 25 multiple choice questions and one open response questions. The survey focuses in on the following specific areas: technology skill, technology use in teaching and learning, technology use in the classroom, technology resources, technology professional development, and the school technology plan. Generally, an individual should be able to complete the survey within 10 minutes.

There were a total of 18 survey responses collected. A majority of the responses were from teachers who work with multiple grade levels. Third and fifth grade had few responses. To gain additional information about these grade levels, I may have to reassess these grade levels or have one-on-one conversations with teachers from those grade levels.

As indicated in the survey results, Austell Intermediate teachers had an average score of 3.14 on a four point score in Technology Skills. This section of survey was represented by items 2 to 10. A score 3.14 indicates that a majority of teachers feel that, when it comes to technology skill, they can do most things independently. 17 out of 18 teachers shared that they are comfortable enough with word processor software and presentation software to it to teach others. Teachers also feel comfortable using a scanner to get images into a computer. The areas that

teachers feel the least comfortable with (in regards to their own technology skills) are using iRespond systems to assess students (with a score of 2.39) and using a spreadsheet to create graphs (with a score of 2.72). Generally, a majority of teachers felt they could do the following things independently: use a spreadsheet to enter and calculate numbers, use a document camera, and create and maintain a blog. The results that I gathered through these survey questions are that teachers are most comfortable with software such as Microsoft Word and Microsoft PowerPoint, but teachers are less comfortable with Microsoft Excel and iRespond.

Technology use in teaching and learning represents items 11 to 14. These questions focused on using technology with students. I surveyed teachers about the following tools: Basic Tools (Word, Excel), Presentations, Smart Software, and iRespond. Overall, the score of this section was 2.94 out of a four point scale; therefore, teachers range from beginning to experiment using the tool with students to making an effort to include the tool in teaching and learning and integrating into lesson plans. Presentations Software such as PowerPoint and Smart Software for notebook files are being used on a regular basis within teaching and learning in the classroom. Teachers feel they make an effort to include Basic Tools and iRespond within lesson plans, but these tools may not be used on a daily basis.

For items 15 to 18, the survey focused on Technology and the Way Your Classroom Works. These questions were about using technology to engage and support higher level learning. Teachers had to answer with No, Somewhat, or Yes. The overall score for the section was 2.76 on a three point scale. Generally, teachers feel that, as a result of technology use, they are practicing higher order thinking skills, interacting with the outside world, engaging students, and finding time to work with students who need extra help.

Item 19 reviewed the teacher's feelings in regards to the adequacy of the technology resources within the school. On a four point scale, teachers scored 3.83. This indicates that teachers feel that the technology resources are close to excellent within the school. In addition to Item 19, one teacher comments, "I love the technology we have at this school…especially SmartBoards and Elmo!"

Technology Professional Development was addressed in items 20 to 22. According to item 20, 50 percent of teachers have participated in at least 15 hours of technology-related professional learning; therefore, 50 percent of the staff may need training beyond a beginner's level. For this section, teachers also determined what they thought were their weakest and strongest areas in the following technology: Basic Tools, Presentation Software, SmartBoards, iRespond, and Blogging. Forty-four percent of teachers feel that SmartBoards are their strongest area followed by presentation software with 33 percent. With a majority of 61 percent, teachers feel weakest in using the iRespond Response System followed by blogging with 28 percent.

Items 23 to 25 asked yes or no questions about the school technology plan. A majority of teachers have reviewed the plan and support the plan. Seventy-two percent of the teachers indicated that their comments or suggestions were elicited for the technology plan.

The final survey item allowed teachers to share any additional thoughts or comments related to technology in their own words. One teacher commented that tools, such as Word and Excel, are often used for planning and teacher productivity, but not often with students.

In summary, it appears that teachers are on board with technology use within the school. They feel that the school has excellent access to resources. Also, many teachers have already donated a lot of time to learning more about technology through professional development and teachers are supportive of the school technology plan. Many teachers feel they have the most

skill in using Word and PowerPoint. Teachers feel especially comfortable using PowerPoint Presentations with students. Across the board, teachers need more skill in using iRespond as a majority chose that as their weakest area. It is important to note that, this school year, there is already an initiative to improve the teachers' technology skills within iRespond . Training sessions are also differentiated. Due to these already planned training, it may be more beneficial to focus on a different area that teachers are receiving less training on right now. As indicated by the data, teachers could also use professional development in blogging for the classroom as well as using excel beyond entering and calculating numbers.

Digital Survey Tool

This survey tool was adapted from the TAGLIT (Taking a Good Look at Instructional

Technology) Assessment Tool. The live form for this survey can be found at the following link:

https://docs.google.com/spreadsheet/viewform?hl=en_US&rm=full&formkey=dE5abms1TVU2

N3pNZGNfZHZZU2R4MEE6MQ#gid=0.

Technology Use and Integration

Teacher Information

What grade level students do you work with the most?
- ○ 2nd Grade
- ○ 3rd Grade
- ○ 4th Grade
- ○ 5th Grade
- ○ I work with multiple grade levels.

Your Technology Skill
How far along are you in learning to…

use a word processor to create documents?
- ○ I don't know how to do this
- ○ I can do this, but I sometimes need help
- ○ I can do this independently
- ○ I can teach others how to do this

use a spreadsheet to enter and calculate numbers?
- ○ I don't know how to do this
- ○ I can do this, but I sometimes need help
- ○ I can do this independently
- ○ I can teach others how to do this

use a spreadsheet to create graphs?
- ○ I don't know how to do this
- ○ I can do this, but I sometimes need help
- ○ I can do this independently
- ○ I can teach others how to do this

use a scanner to get images into a computer?
- ○ I don't know how to do this
- ○ I can do this, but I sometimes need help
- ○ I can do this independently

○ I can teach others how to do this

use software (PowerPoint, etc.) to create a presentation?
 ○ I don't know how to do this
 ○ I can do this, but I sometimes need help
 ○ I can do this independently
 ○ I can teach others how to do this

use SMART software to create interactive notebook files?
 ○ I don't know how to do this
 ○ I can do this, but I sometimes need help
 ○ I can do this independently
 ○ I can teach others how to do this

use iRespond to assess students?
 ○ I don't know how to do this
 ○ I can do this, but I sometimes need help
 ○ I can do this independently
 ○ I can teach others how to do this

use a document camera to visually present information?
 ○ I don't know how to do this
 ○ I can do this, but I sometimes need help
 ○ I can do this independently
 ○ I can teach others how to do this

create and maintain a blog using Typepad, Blogspot, or another blogging software?
 ○ I don't know how to do this
 ○ I can do this, but I sometimes need help
 ○ I can do this independently
 ○ I can teach others how to do this

Your Technology Use in Teaching and Learning
 How far are you in enhancing teaching and learning using…

 Basic Tools (Word, Excel)
  ○ I do not use it in teaching and learning.
  ○ I am beginning to experiment using it with students.
  ○ I make an effort to include it in teaching and learning and integrate it into my lessons.
  ○ I always include it in my teaching and learning and use it in powerful ways.

 Presentations (PowerPoint)
  ○ I do not use it in teaching and learning.
  ○ I am beginning to experiment using it with students.

○ I make an effort to include it in teaching and learning and integrate it into my lessons.
○ I always include it in my teaching and learning and use it in powerful ways.

Smart Software (Notebook Files)
○ I do not use it in teaching and learning.
○ I am beginning to experiment using it with students.
○ I make an effort to include it in teaching and learning and integrate it into my lessons.
○ I always include it in my teaching and learning and use it in powerful ways.

iRespond
○ I do not use it in teaching and learning.
○ I am beginning to experiment using it with students.
○ I make an effort to include it in teaching and learning and integrate it into my lessons.
○ I always include it in my teaching and learning and use it in powerful ways.

Technology and the Way Your Classroom Works
As a result of your use of technology in teaching and learning, are you more inclined to…

involve students in activities that require higher level thinking skills?
○ No
○ Somewhat
○ Yes

involve students in interactions with the world outside of school?
○ No
○ Somewhat
○ Yes

involve students in activities that they find engaging?
○ No
○ Somewhat
○ Yes

find the time to work with students who need extra help?
○ No
○ Somewhat
○ Yes

Your School's Technology Resources

How would you rate your school's overall access to technology?
○ Inadequate
○ Somewhat Adequate

○ Adequate
○ Excellent

Your Technology Professional Development

Approximately how many hours of technology-related professional development have you participated in? (Consider all types of development activities – workshops, local school, district, college, etc.)
○ 5 Hours or Less
○ 6 to 10 Hours
○ 11 to 15 Hours
○ 15 to 20 Hours

Identify the area you feel the strongest in from the list below.
Basic Tools (Word, Excel), Presentation Software (PowerPoint), SmartBoards/Smart Board Software, iRespond Student Response Systems, Classroom Blogging

Identify the area you feel the weakest in from the list below.
Basic Tools (Word, Excel), Presentation Software (PowerPoint), SmartBoards/Smart Board Software, iRespond Student Response Systems, Classroom Blogging

Your School's Technology Plan

Have you reviewed the school technology plan within the School Strategic Plan?
○ Yes
○ No

Do you support the technology plan?
○ Yes
○ No

Are your comments or suggestions elicited for the technology plan?
○ Yes
○ No

In Your Own Words

Do you have any further comments about technology use and integration at your school? If so, please write them below.

Survey Results

Survey results are also analyzed in a spreadsheet format at

https://docs.google.com/spreadsheet/ccc?key=0AodegcN5M7pBdC1JZ2o5eUxPQXlLNFpZejho

MXgyenc.

Item 1 – What grade level do you work with the most?

2nd Grade	4
3rd Grade	1
4th Grade	5
5th Grade	2
I work with multiple grade levels.	6
Total	18

Item 2 to 10 – Your Technology Skills

SCALE	1: I don't know how to do this.	2: I can this but I sometimes need help.	3: I can do this independently.		4: I can teach others how to do this.			
How far along are you in learning to…				n	1	2	3	4	Score
use a word processor to create documents				18	0	0	1	17	3.94
use a spreadsheet to enter and calculate numbers				18	1	4	7	6	3.00
use a spreadsheet to create graphs				18	1	6	8	3	2.72
use a scanner to get images into a computer				18	0	1	3	13	3.50
use software to create a presentation				18	0	0	1	17	3.94
use SMART software to create interactive notebook files				18	2	3	5	8	3.06
use iRespond to assess students				18	3	4	8	2	2.39
use a document camera to visually present information				18	2	5	5	6	2.83
create and maintain a blog				18	1	5	7	5	2.89
						Section Average Score			3.14

Item 11 to 14 – Your Technology Use in Teaching and Learning

SCALE	1: I do not use it in teaching and learning	2: I am beginning to experiment using it with students.	3: I make an effort to include it in teaching and learning and integrate it into my lessons.	4: I always include it in my teaching and learning and use it in powerful ways.				
How far along are you in enhancing teaching and learning using…				n	1	2	3	4	Score
Basic Tools (Word, Excel)				18	2	3	9	4	2.83

Presentations (PowerPoint)	18	1	0	10	7	3.28
Smart Software (Notebook Files)	18	2	1	6	9	3.22
iRespond	18	4	3	10	1	2.44
Section Average Score						2.94

Item 15 to 18 – Technology and the Way Your Classroom Works

SCALE	1: No	2: Somewhat	3: Yes		

As a result of your technology use in teaching and learning, are you more inclined to…	n	1	2	3	Score
involve students in activities that require higher level thinking skills?	18	0	4	14	2.78
involve students in interactions with the world outside of school?	18	1	5	12	2.61
involve students in interactions that they find engaging?	18	0	1	17	2.94
find the time to work with students who need extra help?	18	0	5	13	2.72
Section Average Score					2.76

Item 19 – Your School's Technology Resources

SCALE	1: Inadequate	2: Somewhat Adequate	3: Adequate	4: Excellent		

How would you rate your school's overall access to technology resources?	n	1	2	3	4	Score
	18	0	0	3	15	3.83

Item 20 – Your Technology Professional Development

SCALE	1: 5 Hours or Less	2: 6 to 10 Hours	3: 11 to 15 Hours	4: 15 to 20 Hours		

Approximately how many hours of technology-related professional development have your participated in?	n	1	2	3	4	Score
	18	1	6	2	9	3.06

Item 21 & 22 – Your Technology Professional Development

	Basic Tools	Presentation Software	SmartBoards	iRespond	Blogging
Strongest Area	3 - 17 %	6 – 33 %	8 – 44 %	0 – 0 %	1 – 6 %
Weakest Area	0 – 0 %	0 – 0 %	2 – 11 %	11 – 61 %	5 – 28 %

Item 23 to 25 – Your School's Technology Plan

Totals	Yes	No	n
Have you reviewed the school technology plan?	13	5	18

Do you support the technology plan?	17	1	18
Are your comments or suggestions elicited for the technology plan?	13	5	18
Percentage	Yes	No	
Have you reviewed the school technology plan?	72 %	28 %	
Do you support the technology plan?	94 %	6 %	
Are your comments or suggestions elicited for the technology plan?	72 %	28 %	

Item 26 – In Your Own Words

Comment 1	2nd Grade	I love the technology we have at this school...especially Smart Boards and Elmo!
Comment 2	5th Grade	I frequently use Microsoft Word and Excel in teacher planning, but do not often incorporate them into student lessons. However, we always use Smartboard software for these purposes.

Summary of Results (from Google Docs)

Teacher Information
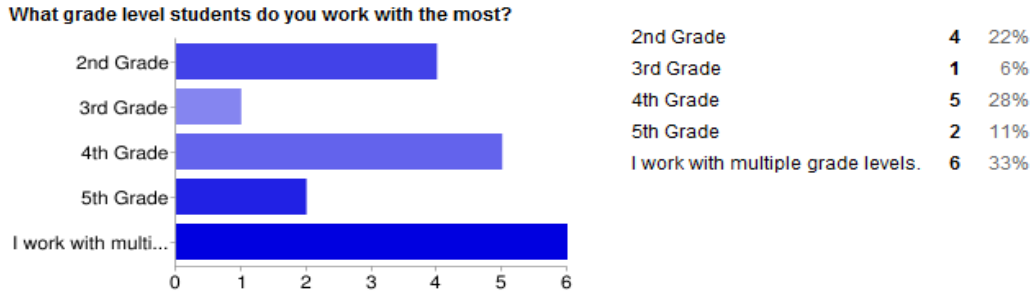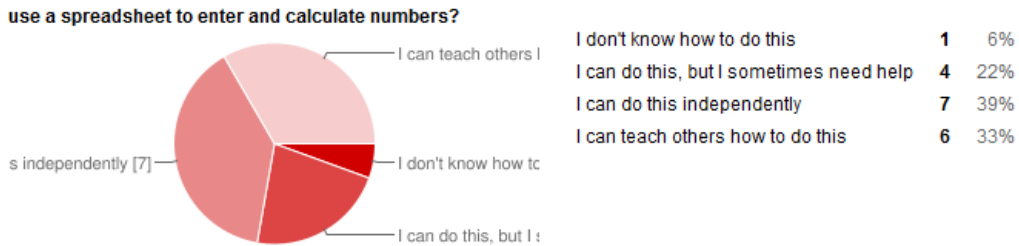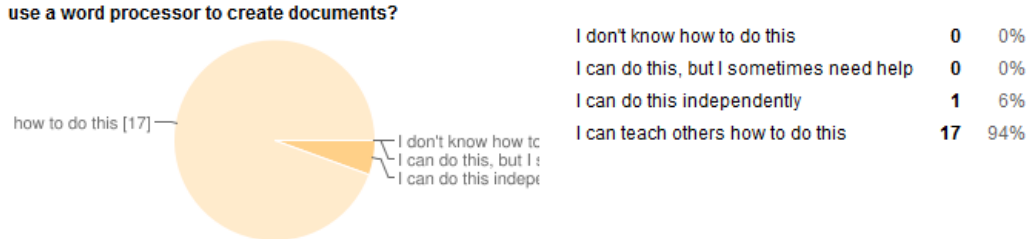
What grade level students do you work with the most?

2nd Grade	4	22%
3rd Grade	1	6%
4th Grade	5	28%
5th Grade	2	11%
I work with multiple grade levels.	6	33%

Your Technology Skill

How far along are you in learning to...

use a word processor to create documents?

I don't know how to do this	0	0%
I can do this, but I sometimes need help	0	0%
I can do this independently	1	6%
I can teach others how to do this	17	94%

use a spreadsheet to enter and calculate numbers?

I don't know how to do this	1	6%
I can do this, but I sometimes need help	4	22%
I can do this independently	7	39%
I can teach others how to do this	6	33%

use a spreadsheet to create graphs?
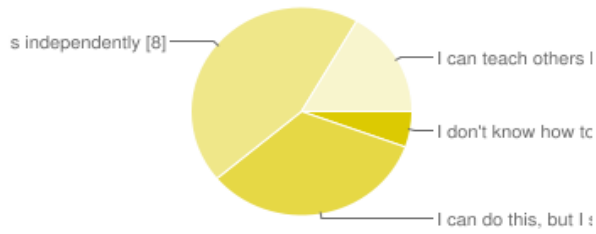
I don't know how to do this	**1**	6%
I can do this, but I sometimes need help	**6**	33%
I can do this independently	**8**	44%
I can teach others how to do this	**3**	17%

use a scanner to get images into a computer?
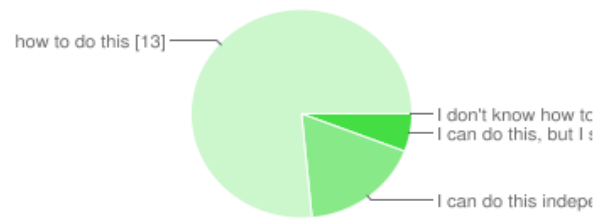
I don't know how to do this	**0**	0%
I can do this, but I sometimes need help	**1**	6%
I can do this independently	**3**	17%
I can teach others how to do this	**13**	72%

use software (PowerPoint, etc.) to create a presentation?
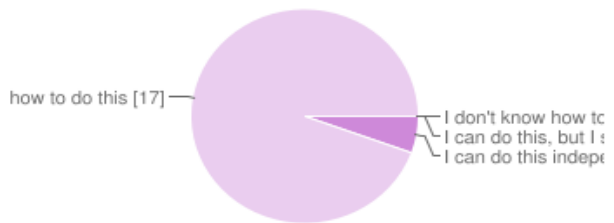
I don't know how to do this	**0**	0%
I can do this, but I sometimes need help	**0**	0%
I can do this independently	**1**	6%
I can teach others how to do this	**17**	94%

use SMART software to create interactive notebook files?
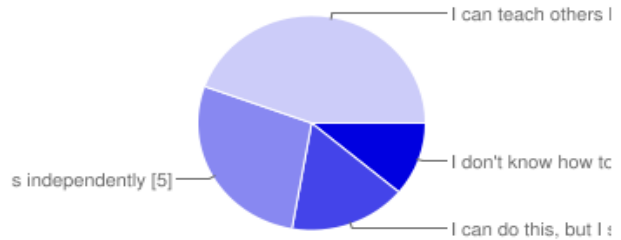
I don't know how to do this	**2**	11%
I can do this, but I sometimes need help	**3**	17%
I can do this independently	**5**	28%
I can teach others how to do this	**8**	44%

use iRespond to assess students?

s independently [8]

I can teach others I

I don't know how to
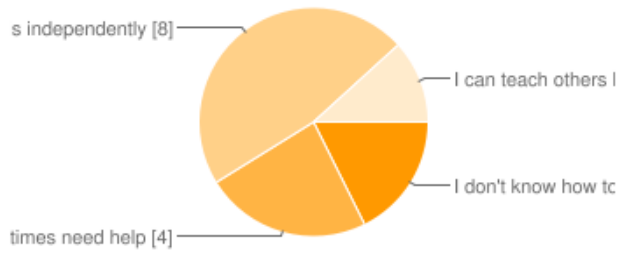
times need help [4]

I don't know how to do this	3	17%
I can do this, but I sometimes need help	4	22%
I can do this independently	8	44%
I can teach others how to do this	2	11%

use a document camera to visually present information?
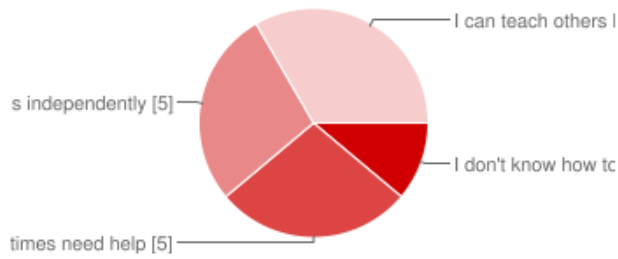
I can teach others I

s independently [5]

I don't know how to

times need help [5]

I don't know how to do this	2	11%
I can do this, but I sometimes need help	5	28%
I can do this independently	5	28%
I can teach others how to do this	6	33%

create and maintain a blog using Typepad, Blogspot, or another blogging software?
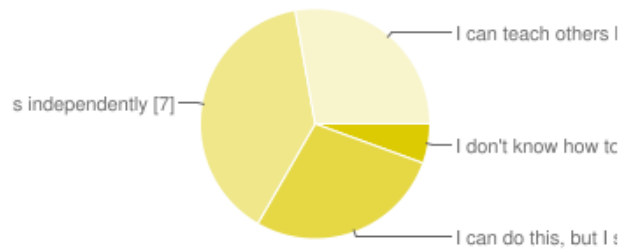
I can teach others I

s independently [7]

I don't know how to

I can do this, but I s

I don't know how to do this	1	6%
I can do this, but I sometimes need help	5	28%
I can do this independently	7	39%
I can teach others how to do this	5	28%

Your Technology Use in Teaching and Learning

How far are you in enhancing teaching and learning using...

Basic Tools (Word, Excel)
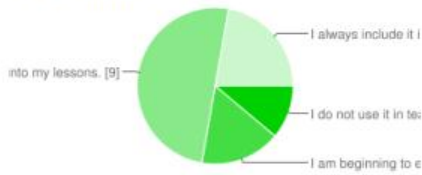
|		
I do not use it in teaching and learning.	2	11%
I am beginning to experiment using it with students.	3	17%
I make an effort to include it in teaching and learning and integrate it into my lessons.	9	50%
I always include it in my teaching and learning and use it in powerful ways.	4	22%

Presentations (PowerPoint)
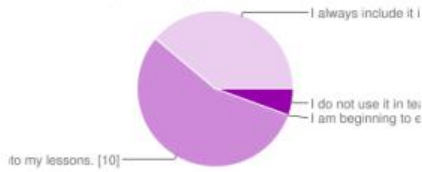
I do not use it in teaching and learning.	1	6%
I am beginning to experiment using it with students.	0	0%
I make an effort to include it in teaching and learning and integrate it into my lessons.	10	56%
I always include it in my teaching and learning and use it in powerful ways.	7	39%

Smart Software (Notebook Files)
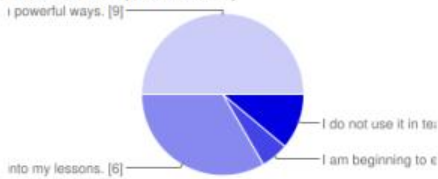
I do not use it in teaching and learning.	2	11%
I am beginning to experiment using it with students.	1	6%
I make an effort to include it in teaching and learning and integrate it into my lessons.	6	33%
I always include it in my teaching and learning and use it in powerful ways.	9	50%

iRespond
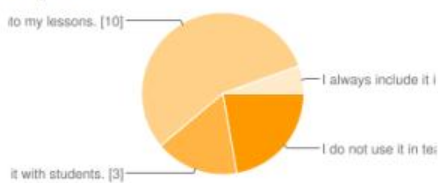
I do not use it in teaching and learning.	4	22%
I am beginning to experiment using it with students.	3	17%
I make an effort to include it in teaching and learning and integrate it into my lessons.	10	56%
I always include it in my teaching and learning and use it in powerful ways.	1	6%

Technology and the Way Your Classroom Works

As a result of your use of technology in teaching and learning, are you more inclined to...

involve students in activities that require higher level thinking skills?
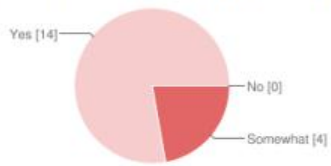
No	0	0%
Somewhat	4	22%
Yes	14	78%

Yes [14]
No [0]
Somewhat [4]

involve students in interactions with the world outside of school?
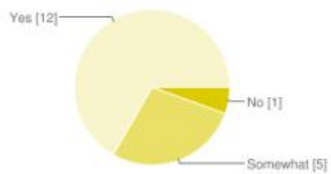
No	1	6%
Somewhat	5	28%
Yes	12	67%

Yes [12]
No [1]
Somewhat [5]

involve students in activities that they find engaging?
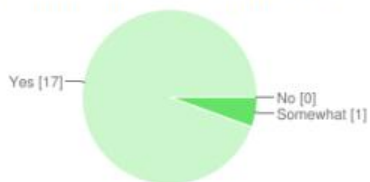
No	0	0%
Somewhat	1	6%
Yes	17	94%

Yes [17]
No [0]
Somewhat [1]

find the time to work with students who need extra help?
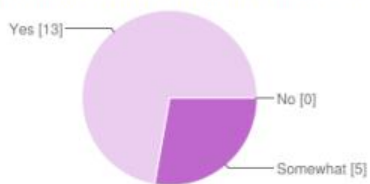
No	0	0%
Somewhat	5	28%
Yes	13	72%

Yes [13]
No [0]
Somewhat [5]

Your School's Technology Resources

How would you rate your school's overall access to technology resources?
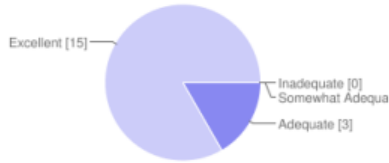
Inadequate	0	0%
Somewhat Adequate	0	0%
Adequate	3	17%
Excellent	15	83%

Your Technology Professional Development

Approximately how many hours of technology-related professional development have you participated in? (Consider all types of development activities - workshops, local school, district, college, etc.)
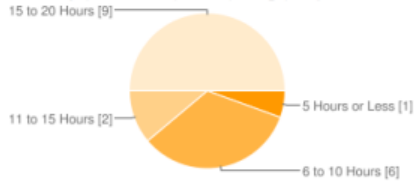
5 Hours or Less	1	6%
6 to 10 Hours	6	33%
11 to 15 Hours	2	11%
15 to 20 Hours	9	50%

Identify the area you feel the strongest in from the list below.
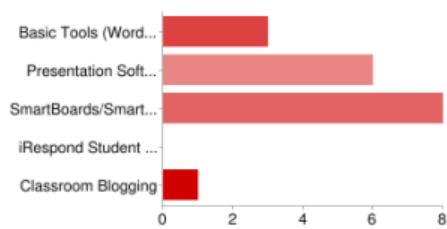
Basic Tools (Word, Excel)	3	17%
Presentation Software (PowerPoint)	6	33%
SmartBoards/SmartBoard Software	8	44%
iRespond Student Response Systems	0	0%
Classroom Blogging	1	6%

Identify the area you feel the weakest in from the list below.
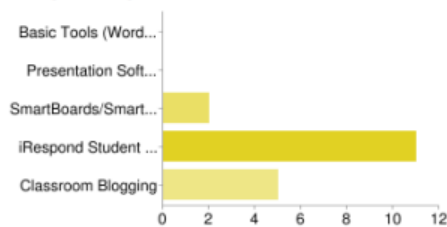
Basic Tools (Word, Excel)	0	0%
Presentation Software (PowerPoint)	0	0%
SmartBoards/SmartBoard Software	2	11%
iRespond Student Response Systems	11	61%
Classroom Blogging	5	28%

Your School's Technology Plan

Have you reviewed the school technology plan within the School Strategic Plan?

Yes	13	72%
No	5	28%

Do you support the technology plan?

Yes	17	94%
No	1	6%

Are your comments or suggestions elicited for the technology plan?
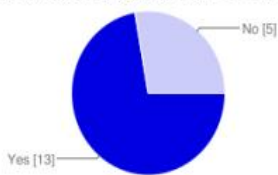
Yes	13	72%
No	5	28%

In Your Own Words

Do you have any further comments about technology use and integration at your school? If so, please write them below.

I love the technology we have at this school...especially Smart Boards and Elmo! I frequently use Microsoft Word and Excel in teacher planning, but do not often incorporate them into student lessons. However, we always use Smartboard software for these purposes.

Number of daily responses

0.
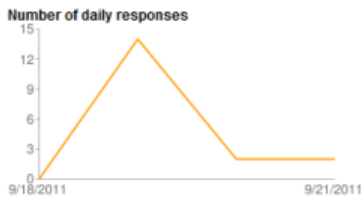
PROFESSIONAL LEARNING PLAN

School Improvement Goal:	Provide all employees with high-quality professional learning opportunities to promote individual development and improved student performance.
Professional Development Goal:	Teachers will learn how to used technology-based assessment to effectively and efficiently measure their students' engagement while still promoting engagement.

Strategies	Action Steps	Person Responsible	Timeline	Resources Needed/ Budget
Strategy 1: Action Research	1. Decide whether action research will be done in a group 2. Find a focus 3. Develop an action plan 4. Collect data 5. Analyze data 6. Write about the work 7. Plan for future action (Easton, 2008) Action research will be based on using technology to assess students. Data will be collected and posted on the "Assessing Using Technology" wiki.	Teacher Leader (Supported by Administration)	7 Monthly Meetings – Beginning in September and Ending in April (Skipping December) Each session will be in lieu of staff meeting once a month	Survey – GoogleForms (No Cost) Literature for Research

Strategy 2: Assessment as Professional Learning	1. Form the group 2. Meet as a team 3. Decide which standards to measure 4. Create a task 5. Develop evaluative criteria (Easton, 2008) Teachers will attend a technology-related professional development session based on assessing students using iRespond and Google Forms.	Fourth Grade Team will form initial group. Professional Development Session Led by Jena Parish	Assessment as Professional Learning Groups will meet quarterly during Curriculum Mapping Days iRespond Professional Learning Session will be held in October during Planning Time	Materials for Training Session (Classroom, PowerPoint Presentation, Handouts, etc.)
Parent & Community Involvement: *Describe how you will communicate the professional learning plan to parents and the larger community. Include how you might involve them in its implementation.*	The Professional Learning Plan will be available for preview through a link on the school website (http://www.cobbk12.org/Austell/) and will be shared and discussed at a PTA meeting. Initial discussions about the development of the Professional Learning Plan can be discussed with the parent representative at school strategic meetings. Parents and community members can further be involved through monetary donations to support the professional learning program. Parent and/or community representatives can attend professional learning sessions. Parents and communities can assist in action research. A "*Technology-Themed*" PTA night can be put in place that further explains the use of iRespond within the classrooms and models the use of iRespond. This meeting can be facilitated by teachers who attended the training and will address the importance of using assessment as a tool for student improvement.			

Professional Learning Session Materials

1. Agenda

2. Presentation – Assessing Using Technology

3. Handout One – iRespond Now!

4. Handout Two – Getting Started with Google Forms

5. Handout Three – Other Ways to Use Google Forms

6. Youtube Video – "Setting Up a Google Form"

7. Youtube Video – "Using Flubaroo"

8. Wiki – Assessing Using Technology

Agenda

Document can also be found at

https://docs.google.com/document/d/1dnrQVB1P8mlOg4Zv-dbOtMbXMd7iqkFsf-

oVJMlpLz8/edit.

Assessing Using Technology
Instructional Technology Professional Learning Session Agenda
Lead By: Jena Parish

Materials Needed:
Assessing Using Technology PowerPoint, *How to Use iRespond-Now!* Handout, *The Ins and Outs of Google Forms* Handout, *A Dozen Ways to Use Google Forms* Handout, Assessing Using Technology Wiki Page - http://assessing-using-technology.wikispaces.com/

Opening (3 to 5 Minutes):
Discuss Types of Assessment (Summative vs. Formative, Formal vs. Informal, Subjective v. Objective)
Technology and Assessment: How can technology help with assessment?

Looking at iRespond-Now!(15 to 20 Minutes):
What is iRespond-Now?
How can it be used?
iRespond-Now! Demonstration
        Pass out How to Use iRespond-Now! Handout
iRespond-Now! Recommendations

Looking at Google Forms (15 to 20 Minutes):
Background Information on Google Docs – Video "Google Docs in Plain English"
Creating a Google Form Demonstration
        Pass out *The Ins and Outs of Google Forms* Handout
Looking at Other Ways to Use Google Forms
            Pass out *A Dozen Ways to Use Google Forms* Handout
Using a Flubaroo Script for Grading Google Forms

Looking at Other Assessment Resources Online (5 to 10 Minutes):
Rubric Maker Websites
Bubble Sheet Maker Website

Question/Answer and Independent Time (If Time Permits):
Application of New Skills Learned
Answer questions

Closing (5 – 10 Minutes):
Go Over *Assessing Using Technology* Wiki Page
Session Evaluation – Send Link to Session Evaluation Form at This Time

PowerPoint Presentation

Document can also be found at

https://docs.google.com/present/edit?id=0AYdegcN5M7pBZDhjZjI5aF8xOGc2ODg2cGR0.

Assessing Using Technology
Jena Parish

Assessment Refresher
- Formal v. Informal
  - Formal – test, quiz, written document that's graded
  - Informal – observation, checklists, discussion, more casual
- Objective v. Subjective
  - Objective - single correct answer
  - Subjective - more than one answer or more than one way to express an answer
- Formative v. Summative
  - Summative - completed at the end; evaluative
  - Formative - done throughout; guides further instruction

Why use technology to assess?
- Efficiency
- Engagement
- Real Time Results
- Quicker Data Analysis

iRespond-Now!

What is iRespond-Now!?
- A quick way to get a formative assessment from students
- Great for "on the fly" questions
- Use questions from documents, presentations, video or audio clips, or orally read questions
- No set up in iRespond required

Setting Up iRespond-Now!

iRespond-Now! Demonstration

iRespond-Now! in the Classroom
- Textbook Questions
- BrainPop Quizzes
- Ticket Out the Door Assessments
- Homework Checks
- Classroom Polling
- Multiple Choice Quizzes/Tests

Google Forms

Background on Google Docs

From http://www.youtube.com/watch?v=eRqUE6HTEA

Getting Started With Google Forms
- Go to docs.google.com.
- Set up a Google Account (or use your previously created login).
- Click on the *Create* button. Choose *Form* from the drop down menu.
- Customize your form by changing the theme, title, directions, and questions.

Google Forms Demonstration

Other Ways to Use Google Forms
- School Wide Surveys
- Instant Feedback from Students
- Getting to Know You Tasks
- Tracking and Recording Student Information
- Grading Classroom Assignments (Flubaroo)
- Collecting Parent Information on PTA Nights or at Sneak A Peek

Using Flubaroo
- Flubaroo is a "script" used to grade a form created in Google Docs.
- Here are the steps to using Flubaroo:
  - First, go to your live form and submit a key.
  - Return to Google Docs and open your form in a spreadsheet.
  - Click Insert. Then, click Script on the drop down menu.
  - In the Script Gallery, type Flubaroo in the search bar.
  - Install Flubaroo. You will need to authorize this step. The Flubaroo Menu should now be added to your spreadsheet.
  - Click on the Flubaroo menu. Click Grade Assignment.
  - Determine the student identifier question and the point value of each question. Then, click continue. Determine which response will be used as a key. Click continue.
  - Your grades will now appear in your Google Form spreadsheet.
  - Click on the Flubaroo menu to view a report or email grades.

Assessment Resources Online
Rubistar: A free tool that guides you through creating customized rubrics.
iRubric: A rubric development tool that also allows you to share and collaborate with others
Kathy Shrock's Guide for Educators: A collection of rubrics for a variety of technology-based activities
Catpin Productions: A bubble test form generator

Questions?

Need More Support…
Go to the
Assessing Using Technology Wiki Page

Document can also be found at

https://docs.google.com/document/d/1z0iXeTJYUWtnNLRbxmLIJF6xlCFkixfUut9hfX17sl4/edit.

How to Use iRespond-Now!
A Quick Step-by-Step Guide

How can iRespond-Now! be used?

iRespond-Now! is a quick way to gain a formative assessment from your students. Questions for iRespond-Now! can be "on the fly"; therefore, there is no need to set up the questions in iRespond prior to the lesson or assessment time. Questions can be read orally, from documents or presentations, or even from videos or audio clips.

Step-By-Step Directions for Set Up

1. Open the iRespond-Now! program from your desktop.
2. Login using your username and password.
    a. Your username is your *Cobb County Badge ID* (capitalize the letters).
    b. Your password is *teacher*.
3. Select your class. Click Next.
4. Select your remotes. Click Next.
5. At the Finding Base Unit screen, turn on your base unit (make sure it is plugged into the correct USB port). Once the base is found, click Next.
6. At this time, ask students to login to their remotes using their student IDs.
7. For polling questions, click the Play button. Results will automatically be polled and graphed once each student has sent their answer. For questions with correct answers, click the Green Down Arrow to mark the type of question and the correct response. (*See Teacher Remote Login below to do this without students seeing what the correct answer is.) After determining question type and answer, click the Play button. Results will automatically be polled and graphed once each student has sent their answer. Continue these steps for each question.
8. If needed, press the Stop button if not all students have answered, but the time is up.

Recommendations for Using iRespond-Now!

- Textbook Questions
- BrainPop Quizzes (www.brainpop.com)
- Ticket Out The Door Assessments
- Homework Checks
- Classroom Polling
- Checking for Understanding After Movies/Books
- Workshop Tasks Assessment
- Multiple Choice Quizzes/Tests
- SmartBoard/PowerPoint Questions

Teacher Remote Login

Folllow these steps to keep students from seeing the answers for iRespond-Now! Questions.

1. Turn on your remote and login using *1234*. Press send.
2. Select F1.
3. Select answer.
4. Hit send.

Created by Jena Parish

Handout Two

Document can also be found at

https://docs.google.com/document/d/1OzHF7e7YzFveJaPFQOhOX0c2dZ1EIbvSBpAE19l8zzc/ edit.

Handout Three

Document can also be found at https://docs.google.com/document/d/1XulT98TVm4A3l-puSmSEGkjBbjhoHFDXv8L1txNA5hk/edit.

A Dozen Ways to Use Google Forms

1. **School Wide Surveys**: Email link to form to staff members
2. **Parent Surveys**: Email link to parents or place link on blog
3. **Instant Feedback from Students**: Pull up form on classroom computers and rotate through the students
4. **Anonymous Polls/Surveys with Students**: This can be a diplomatic way to determine classroom celebrations and choices
5. **Getting to Know You Tasks at the Beginning of the Year**
6. **Create Reading Records with Students**: In lieu of reading logs, students can record each book they've read through a form link on your classroom blog
7. **Ticket Out the Door Assessments**
8. **Track Student Information**: This could include homework completion, discipline records, etc.
9. **Answer Sheet for Weekly Tests**: Use tools like *Flubaroo* for instant grading as well
10. **Collecting Parent Information at Sneak A Peek/PTA Nights**: This is a great way to avoid confusion from messy handwriting
11. **Classroom Library Book Check Out**: Place link on your classroom blog
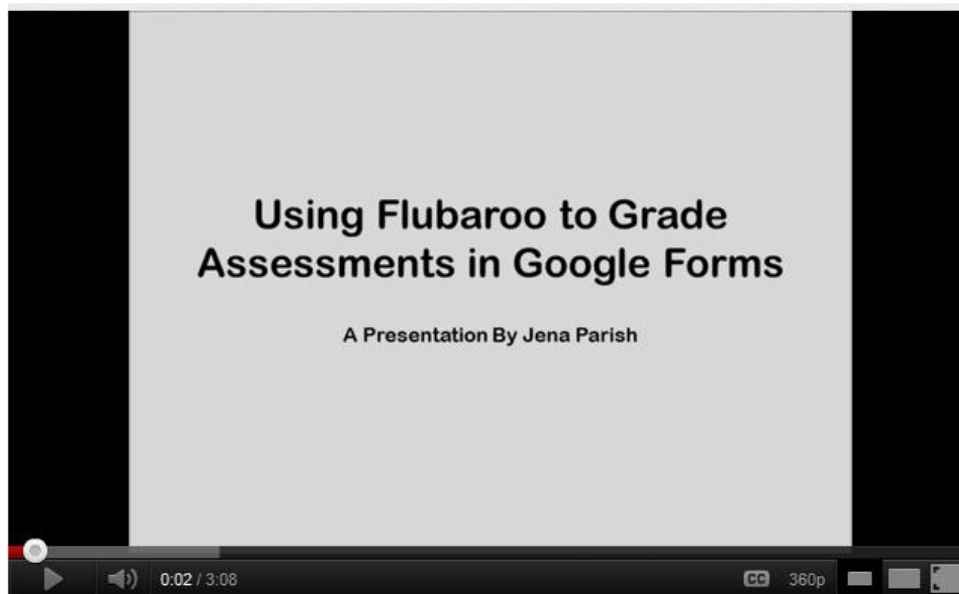12. **Data Collection for Data Teams**: Use summary analysis to view data results quickly

Created by Jena Parish

Video Presentations

"Setting Up a Google Form" located at http://www.youtube.com/watch?v=7-ECiP9bH0A

"Using Flubaroo" located at http://www.youtube.com/watch?v=RL6cMaeXFXk

Wiki

"Assessing Using Technology" located at http://assessing-using-technology.wikispaces.com/

EVALUATION PLAN

Evaluation Level	Actions/Tasks	Timeline	Resources/ Budget	Typical Data Collection Methods	How will the information be used? Disseminated?
1. Participants' Reactions	The facilitator will be knowledgeable and helpful. Session materials and resources will be beneficial. Facilities and equipment will be conducive to learning.	**One Hour** Professional Learning Session Previous time to create survey and develop session materials	Learning Session Resources (PowerPoint, HandOuts, etc.) Google Docs	Questionnaire/Survey – Given immediately after session	Information will be used to improve program design and delivery. Data will be collected and analyzed for personal use.
2. Participants' Learning	Teachers will know the basics of using iRespond Response Systems. Teachers will be able to use iRepond to engage students while assessing. Teachers will know how to set up	**One Hour** Professional Learning Session Previous time to create reflection and develop session materials	Learning Session Resources (PowerPoint, HandOuts, etc.) Google Docs	Participant Reflections (Using 3-2-1 Strategy) – Given immediately after session with questionnaire/survey from Participants' Reaction	Information will be used to determine to improve further sessions and to determine how to best support teachers who attended the session. Data will be collected and

Evaluation Level	Actions/Tasks	Timeline	Resources/ Budget	Typical Data Collection Methods	How will the information be used? Disseminated?
	assessments using iRespond and iRespond Now software.				analyzed for personal use.
3. Organization Support and Change	iRespond systems will be available for use in all classrooms. Administrators and academic coaches will advocate the use of iRespond in daily instruction. Technical support will be provided quickly and efficiently as needed.	Email questionnaire approximately **two weeks** after session.	Google Docs (No Cost) iRespond systems and tech support are already provided by the county.	Questionnaire/Survey	Information will be used to improve overall iRespond support. Data from questionnaire will be analyzed and displayed visually to present to staff
4. Participants' Use of New Knowledge or Skills	Teachers will develop lesson plans that includes iRespond to assess students. Teachers will use results from	Begin observations approximately **two weeks** after session and completed within a	Observations will be completed during my lunch and/or planning periods therefore no sub will be required (No cost)	Checklist (Completed during observation)	Information will be used to determine how to improve program implementation and to determine the next steps for future trainings.

Evaluation Level	Actions/Tasks	Timeline	Resources/ Budget	Typical Data Collection Methods	How will the information be used? Disseminated?
	iRespond assessments to further plan and differentiate instruction.	week.			Data from checklist will be analyzed and visually displayed to present to staff
5. Student Learning Outcomes	Students will have improved math, reading, and/or ELA performance based on the improvement of instruction from using iRespond as an assessment tool. Students will use iRespond effectively at least once a day within their classrooms. Students will be *engaged* while using iRespond systems.	Email questionnaire approximately **one month** after session.	Google Docs (No cost)	Questionnaire/Survey	Information will be used to demonstrate the overall impact of session. Data from questionnaire will be analyzed and displayed visually to present to staff.

Evaluation Instrument

This evaluation instrument was created to assess the participants' reaction and the participants' learning. The survey consists of six questions – three multiple choice and three open-ended questions. The open-ended questions follow the "*3-2-1 Assessment Strategy*. The live form can be found at the following link:

https://docs.google.com/spreadsheet/viewform?formkey=dE1YWi1UV2RQYXFOb3NaWkVFM3dFV1E6MQ.

Assessing Using Technology Evaluation

Was the facilitator knowledgeable and helpful?
　　○ Yes
　　○ No

Will you be able to refer back to session handouts and tutorials for support?
　　○ Yes
　　○ No

What session handouts or resources will you most likely use in the future?
　　○ Yes
　　○ No

What are three things you learned from this session?

What are two things you plan to use in your classroom?
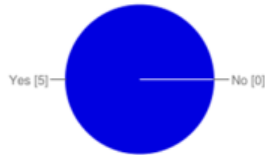

What is one question you still have?

Evaluation Results (from Google Docs)

Evaluation results are also available at the following link:

https://docs.google.com/spreadsheet/ccc?key=0AodegcN5M7pBdFpWd1czbDU3U2loLU1PZF
NGYl9NVnc. There were five total responses.

Was the facilitator knowledgeable and helpful?

Yes	5	100%
No	0	0%

Yes [5] — No [0]

Will you be able to refer back to session handouts and tutorials for support?

Yes	5	100%
No	0	0%

Yes [5] — No [0]

What session handouts or resources will you most likely use in the future?
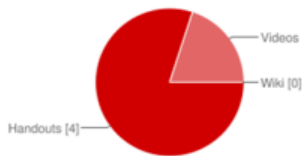
Handouts	4	80%
Videos	1	20%
Wiki	0	0%

Videos [1]
Wiki [0]
Handouts [4]

What are three things you learned from this session?

how to use the teacher sign in on iRespond, how to set up a Google form, ways to use google forms to assess students   Different Ways to Use Google Forms, How to Use Flubaroo, How to Collect Data Using Google Forms   grading using google forms, effective ways to use irespond now in the classroom, what google docs is   what a google form is, how to use iRespond Now, the difference between iRespond and iRespond Now   how to use iRespond Now, how Google forms can assess students; all the ways Google forms can be used

What are two things you plan to use in your classroom?

iRespond Now with BrainPop videos, Google forms for organizational purposes   iRespond Now, Class Surveys on Google Forms   bubble form generator, irespond now for ticket out the door   iRespond during workshop closings, Google Forms to collect data in a spreadsheet   Google forms to get feedback from students, iRespond Now after my lessons

What is one question you still have?

How can I retrieve a report about my student's scores on iRespond?   Can I use the teacher login on "regular" iRespond?   None at this time   Can I disaggregate data using Google Forms?   What is the best way to manage these tools in my classroom?

Evaluative Report

For the evaluation, I wanted to gauge the participants' reaction and what they learned. I have several purposes for this information. I wanted to gauge my own performance as the facilitator and see where I might need approval. I also wanted to determine what the next steps would be for the teachers. In the future, it may be necessary to reteach some of the information in order to support the teachers, or, if the teachers are ready, it might be appropriate to move on to more challenging information.

Overall, the participants had a positive experience. All of the participants found the facilitator of the session to be beneficial and helpful. They also said they would be able to refer back to the handouts and tutorials for further support if needed. I feel like I accomplished my goals in these areas. When asked what materials they would refer to the most in the future, four out of five of the participants said they use the handouts the most. One teacher said they would use the wiki the most. I do not think any teachers chose the videos because, at this time, they are only available on YouTube. YouTube is not accessible at school. As the facilitator, I need to upload the videos to a "*district-friendly*" site. Only one participant chose the wiki as a resource they would use in the future. In my opinion, this is because most of the participants were not familiar with the use of wikis.

The remaining questions on the evaluation survey were open-ended. When asked what things they learned from the session, most teachers responded with statements about iRespond or Google Forms. Many of the participants felt that they now understood how to use iRespond-Now! In the classroom after the session. I also had several teachers mention that they could see how Google Forms could be used as an assessment tool.

Participants were then asked what things that were planning to use in their classroom. Teachers shared that they would use iRespond-Now! with BrainPop lessons and at the end of lessons for a quick assessment.

Finally, I asked teachers what questions they still had. The questions that will help me guide my next training sessions are:

What is the best way to manage these tools in the classroom?

How can I retrieve data reports in iRespond?

The topic of this professional learning session was based on the areas of weakness determined from the needs assessment. In that assessment, it was determined that iRespond use was the area where most teachers need additional support. The professional learning meets the goal that was determined from the needs assessment survey and is stated in the professional learning plan. The goal was "teachers will learn how to used technology-based assessment to effectively and efficiently measure their students' engagement while still promoting engagement." Through informal conversations with teachers and academic coaches, I decided to not only focus on iRespond, but also look at other technology-based assessment tools.

The evaluation allowed me to quick a small amount of data that I can use to develop effective training sessions in the future. Overall, I found the evaluation to be a necessary element to completing a successful professional development training.

Final Presentation

The final presentation can be found at the following link:

http://prezi.com/_8bdjpx7ymfq/professional-learning-project/. This presentation was created

using Prezi.
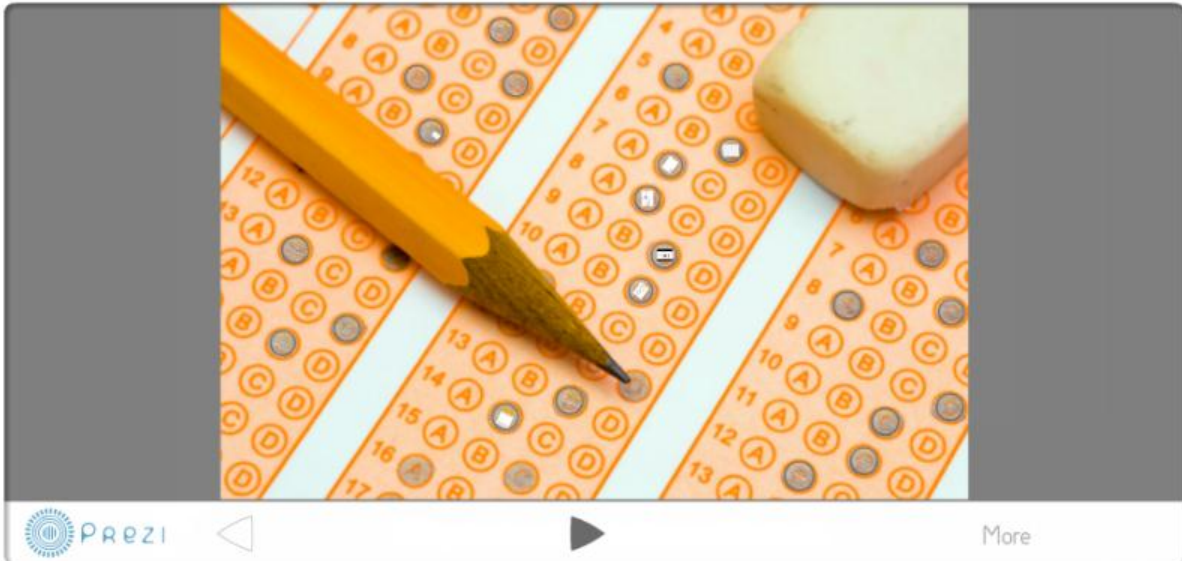
References

Assessing using technology evaluation. (n. d.). Retrieved from

https://docs.google.com/spreadsheet/viewform?formkey=dE1YWi1UV2RQYXFOb3Na

WkVFM3dFV1E6MQ.

Easton, Lois Brown. Powerful Designs for Professional Learning. Oxford, OH: National Staff

Development Council, 2004.

Technology use and intergration survey. (n. d.). Retrieved from

https://docs.google.com/spreadsheet/viewform?hl=en_US&rm=full&formkey=dE5abms1

TVU2N3pNZGNfZHZZU2R4MEE6MQ#gid=0.