

New in Town: New Teachers on the Rise

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Capstone Project Proposal

This capstone project will take place at North LaFayette Elementary in LaFayette, Georgia. LaFayette is located in rural Walker County. North LaFayette Elementary is a Title I traditional public school. The school has 450 students ranging from Pre-Kindergarten to fifth grade. The ethnic diversity of this school is made up of: Asian students (1%), African American students (4%), Hispanic students (3%), Multi-Racial students (6%), and Caucasian students (86%). The school has 220 boys and 230 girls. Of those students enrolled, 13% receive Special Education services, 2% who receive ELL services, 19% who are in the Early Intervention Program (EIP), and there are 10% gifted students. The Free and Reduced lunch/breakfast rate of North LaFayette is 63% and the overall county rate is 73.78%. In the 2017-2018 school year, the school received a CCRPI score of 60.1, which classifies the school as a “developing school.” Walker County scored a 71.5, while the state of Georgia had a score of 75.0. North LaFayette has 44 teachers on staff, all of these teachers are female (Georgia School Reports, 2018).

North LaFayette Elementary was established in 1949. In 1997, the old building was torn down and the new facility opened in 1999 (Walkerschools.org, 2018). In the school, there are two self-contained Pre-Kindergarten classes, four self-contained Kindergarten classes, four self-contained First grade classrooms, four self-contained Second grade classrooms, four team-taught Third grade classrooms, four departmentalized Fourth grade classrooms, three departmentalized Fifth grade classrooms, one self-contained Emotional Behavior classroom, and three Resource classrooms who serve the Special Education students. During the 2018-2019 school year, North LaFayette has two administrators, one counselor, one academic coach, forty-four certified teachers, nine paraprofessionals, three secretaries, one half-time nurse, five cafeteria workers,

and three janitors. The employees are 97% female and 3% male. The ethnic breakdown of these employees is 97% Caucasian and 3% African American (Powerschool SLDS, 2018).

The principal has been in her role for the past six years. The school began working with the workshop model in 2009. In 2014, Walker County began implementation of the practice of Standards-Based Grading. This decision was made by the local school board in June 2014, and the implementation began in August. This practice was chosen because it more closely aligns with the CCGPS- Common Core Georgia Performance Standards. In standards-based grading, a student's work will receive a scaled score of 1-4 instead of a traditional percentage score ("What is Standards-Based Grading?"). This scaling relates to the mastery of these standards. In 2016, Walker County began implementation of the first Reading curriculum since 2007. It is called "Reading Wonders." K-2 teachers began full implementation in 2016, while 3-5 began full implementation this school year after training last spring.

Walker County currently does not have a technology vision for the 2017-2018 school year. However, the district has established a five- year visionary plan to implement technology coaches into all schools. Walker County would like to adopt Media Specialists as technology coaches in that time. They are moving toward a new, more innovative library, in which "Maker's Spaces" may be used, as well as other technology-related stations and devices. At North LaFayette, administrators allow teachers to have up-to-date equipment that will be replaced every five years. In grades third through fifth, students are operating with one-to-one Chromebook ratios. Second grade operates with a two-to-one Chromebook ratio. First grade and Kindergarten each have a classroom set of 10 Ipads/Ipad Minis for each homeroom. They also have just recently been provided with one OSMO set per classroom. All classrooms are equipped with one Mac desktop computer, one Elmo, one projector, and one Smartboard. Each teacher is

assigned to an individual Macbook Pro laptop. Several programs have been purchased for our school use. These programs are: Study Island (all subject areas), Math IXL, Accelerated Reader comprehension program. Teachers are encouraged to use other applications in their classrooms for any extra supports that they deem necessary.

When looking at the data, test scores have been on the decline in the areas of ELA, Reading, and Math for the past three years. According to the school report card for North LaFayette, in 2017, the school's overall performance is higher than 14% of the schools in the state. The students' academic growth is higher than 3% of the state, but lower than the district. Also, 52.9% of Third grade students are reading at or above grade level targets (Georgia School Reports, 2018).

Statement of Problem, Need and Rationale

The need that prompted this project proposal is that the new teachers at North LaFayette Elementary are struggling with the use of many technology applications that the school uses for student growth and achievement. They do have access to technology, but are not sure how to use the applications that the school has purchased for the need of student achievement. Based on teacher survey data, and last year's Georgia Milestones score increases, administration would like to think that it was the implementation of these applications that helped the student scores increase. If the teachers are not trained on how to implement these technology applications, decide how to locate and use the data, and plan for student learning according to that data, then they may not thrive in their position. Many teachers have expressed the need for training in these areas, but the time and personnel who can train teachers seem to be at a shortage.

When reading about "The Impact of Educational Technology on Learner Interactions," I was able to read about different classrooms in a multiple case study. The three teachers who

were selected to participate in this study were randomly disposed to distinctly different pedagogical practice and use of educational technology. Findings from this study showed that when educational technology was integrated then the students' interactions had little change, but that there was an increase in student interest and motivation. Findings also showed that technology has a positive impact on students when used as a tool, and that the role of a teacher is powerful and their daily instructional decisions are impacted by their personal philosophies, background, preferences, and comfort with the technological tools at their disposal (Miller, 2006).

According to Lawless and Pellegrino (2007), the sheer increase in the availability or electronic resources in schools and classrooms makes it important for teachers to be prepared to effectively integrate technology into their instructional practices. Teachers are worried about the unfamiliar, but they need to trust that they can learn with the students and still be effective. When connecting this research with my own project, I realized that the findings are exactly what I notice on a daily basis when integrating technology into my lessons. Students are always scared to use their voice in class, and I'm not sure if that is from fear of embarrassment, or just because they are not confident enough to speak out. However, if I use a "ticket out the door" on technology, or a survey that they need to fill out about today's lesson, then you wouldn't believe the honesty that they will give me. When technology is used, my students tend to let their creativity take hold, and they show more interest and motivation in my lessons. The new teachers will see this trend as well when they become more comfortable with integrating technology into their everyday lessons. North LaFayette has so many technology devices that can be used, and it is a shame to not have the training to be able to implement these tasks. Rapid changes in technology, in addition to the vast amount of information openly available and needed to succeed

in one's field, require individuals to become better consumers of knowledge, and more proficient in their learning (Nicol, Owens, Le Coze, MacIntyre, & Eastwood, 2018). Another connection that I made to this research is that our teachers all range from little to an exceeding amount of technology knowledge. I believe that this is something that could really be changed if we had more training on the implementation of technology. Half of the teachers in our school do not even have the knowledge to get their printers unjammed, much less integrate Google classroom, Study Island, or other resources available into their lesson plans.

According to Ghavifekr and Rosdy (2015), the integration of ICT (information, communication, and technology) will assist teachers to the global requirement to replace traditional teaching methods with a technology-based teaching and learning tools and facilities. Technology nowadays has transformed the way people think, work, and live. While the aim of ICT integration is to improve and increase the quality, accessibility, and cost efficiency of the delivery of instruction to students, it also refers to benefits from networking the learning communities to face the challenges of globalization. This is not a step that can occur quickly, but an ongoing and continuous step. This step relates to utilization of learning technologies in schools. In addition, ICT provides help and supports to both students and teachers involving the effective learning with the help of computers as a learning aide. This will include various interesting ways which include educational videos, stimulation, storage of data, usage of databases, mind-mapping, guided discovery, music, and the world wide web. It will also help teachers design their lesson plans based on the information that is given. They can move toward an effective, interesting, and creative approach to lesson planning. This article also stressed the importance of having the basic knowledge to fix minor technical difficulties. It also discussed the

importance of sending teachers to trainings about the technology resources that he/she should be using in the classroom.

In this research, 101 teachers from public primary and secondary schools in Kuala Lumpur were surveyed about the use of the ICT model. This study was effective in the diversity of the participants. This survey was randomly distributed. 50 teachers in primary and 51 teachers from secondary were questioned, with no preference to gender, race, age, etc. According to the results, most all teachers agreed that ICT is a beneficial teaching method. They also acknowledged that they enjoyed using the teaching resources and materials on the internet because they are normally recently updated and they can design lessons that are more interesting and engaging to students. The findings also indicated that teachers are not given enough time to learn and be comfortable with the ICT method. They are not able to have the time to explore and make the best of its use.

Several things in this research related to the project for new teachers. We do not have a full time technology resource at North LaFayette, therefore, our teachers need to be better trained on the basics of technology usage, resources, and technology repair. The new teachers at North LaFayette have little prior knowledge about the resources that we use. Also, similar to the teachers in this research, our teachers all have different levels of technology knowledge. Therefore, they have been handed the technology devices, been told to use it, but have no idea of the information that these programs can provide for teachers. The data is endless in the resources that North LaFayette uses, and if they have the knowledge to find and use that data, then they can start being more effective teachers and lesson planners for their students.

Education has been moving toward the use of technology for many years. Knowledge and how to train on the use of technology is something that teachers have been struggling with for

over 50 years (O'Neil and Perez, 2003). David Thornburg, an educational technologist and futurist argued that the power of technology- and more specifically computer and telecommunication technologies- comes just not from the ability to perform old jobs in new ways, but also from using these technology tools to enable us to do things in education that we have previously been unable to do. He had two central ideas about the future of education and technology. First, he acknowledged that how technology is used in education by educators is more important than the technology itself. If teachers do not know how to use technology to its best degree, then it will be pointless to use. Second, if technology has the power to transform the thinking of education, then our thinking should be transformed as well. The effective use of technology requires thought, professional development, experimentation, research, and a willingness to spend time and effort to develop effective strategies to integrate the technology within the school curriculum (O'Neil and Perez, 2003).

Another good thing about the use of technology is that they can use their applications anywhere that they have access to the internet. Some students may be accessing their applications in a classroom, a bus, at home, at a museum, or even on a playground. As long as they have wireless internet, the limitations are very slim. While using this web, the students can have access to online chats, virtual museums, etc. The use of this technology connects isolated classrooms to the rest of the world (O'Neil and Perez, 2003). We cannot just use the fact that a classroom is "technology rich" as an understanding that they are implementing the use of technology correctly and effectively. The author believes that there are four essential elements for a successful learning environment. The first is to establish knowledge-centered elements of the learning environment instruction must be organized around meaningful problems with appropriate goals. Then, in order to support a learner focus, instruction must provide scaffolds

for solving meaningful problems and supporting learning with understanding. Next, to support assessment-centered activities, instruction must provide opportunities for practice with feedback, revision, and reflection. Lastly, to create a community-centered learning environment, social arrangements of instruction must promote collaboration and distributed expertise, as well as independent learning (O'Neil and Perez, 2003).

Every aspect of those ideas should be stressed to the teachers who are new to education. It is so important that teachers know what is expected in their classrooms. Yes, technology use is expected, but if you are not using it for the correct purposes, or using it effectively, then it is a waste of your instructional time.

Research also states that individuals possess a self-system that determines how much effort people will expend on any activity. Self-efficacy beliefs may be a strong indicator of related performance of a person. Studies have shown, that the more a person is comfortable with a skill, the more they will try and implement that skill into their teaching style. This is the same with technology. If teachers are familiar and comfortable with it, they are more likely to plan their lessons around this type of teaching style (Coyne, Lane, Nickson, Hollas, and Potter, 2017). With the adoption of the NETP (National Education Technology Plan), it is no longer sufficient to only provide access to technology. The plan dresses that schools are expected to ensure that all students understand how to use technology as a tool. According to the U.S. Department of Education, teacher preparation programs have failed to prepare teachers to use technology in effective ways warranting the need for reevaluation of current curriculum. It states that pre-service teachers should be provided opportunities to take courses that provide opportunities for students to utilize the technology that they have, and gain hands-on experiences while using them (Coyne, Lane, Nickson, Hollas, and Potter, 2017).

Participants in this study were secondary education majors attending a four-year university in the southern part of the United States. These students were seniors, and were enrolled in an assessment course that corresponded to student teaching. These students were given a survey by an online survey tool called “SurveyGizmo.”

According to the results, technology is important to pre-service teachers, there was a limited use of technology observed in the K-12 and higher education classrooms, and pre-service teachers had a relative level of preparedness in using technology in the classroom, but lacked specific technology pedagogy knowledge. Based off of what I know and have seen in my years of teaching, these results surprised me. There are still so many teachers out there who are “fighting the change.” The future of education involves technology. “Teachers will either spend their time fighting technology, which is pointless, or they will spend their time embracing it,” (Coyne, Lane, Nickson, Hollas, and Potter, 2017).

In the teaching profession, the learning never stops. As soon as a teacher becomes familiar and comfortable with one thing, a new piece of learning is available. This is the same struggle for beginning teachers. Craig Kemp gives four ways to improve teaching professional learning in the article that I read. He states that teachers should learn as much as possible from social media. He says that he can use Twitter to research anything that he wants, and he can also ask questions and get responses within minutes from his Professional Learning Network. It is also important to establish a coaching pedagogy. Coaching encourages people to support, guide, and mentor others. Another good idea is to establish a PLN (Professional Learning Network). Lastly, he states that teachers should strive to make learning fun and personalized (and provide time) (Rubin, 2017). This article also gave six ways to implement successful professional learning. First, involve the participants in the design of the professional learning activities by

getting pre-workshop data from the teachers. It may be a good idea to complete an initial survey to see which applications the teachers are struggling with the most. Second, design various opportunities for professional learning to happen. Teachers will need to practice and apply the concepts that they are learning. Next, empower and involve the resident experts in the school. Involving the teachers who are the leaders in each grade level will help support the new teachers in their endeavors. They will feel like part of the team. Then, give enough time for professional learning. Allow teachers to have time to process and put action into what they are learning. Training sessions are only the beginning. The work begins when they begin implementing these new teaching strategies into their classrooms. Next, tap the power of technology tools. Go beyond the school and connect with other experts on social media networks. Lastly, sustain professional learning through providing support or individual coaching. The mentoring system that will be in place will help the teachers feel the comfort, strength, and courage that they need to feel from other staff members.

In the webinar that I read about, Ellen Moir, CEO and founder of the New Teacher Center (NTC), shared research about strategies for helping new teachers. Her information suggests that new teachers should be a part of a mentoring program for at least two years. She also suggests that the mentors meet with their mentee for at least 90 minutes per week (Regional Educational Laboratory, 2013).

In one of my first years as a teacher at North LaFayette Elementary, we had a mentor program. The mentors would meet with the new teachers at least once per week during their planning time or after school. They would discuss concerns, train them on things that they may need help with, offer support/advice/vent time, etc. I'm not quite sure why the past few years we have not offered this level of support, but it is time to implement something to help these new

teachers get comfortable with the resources that they have to use. They have no idea how much the data from these resources will help them with their teaching and lesson planning. I am very excited to see how the teachers respond to my implementation of the “New Teachers on the Rise Project.”

Objectives & Deliverables

With North LaFayette having access to 1 to 1 chromebook devices in grades 3-5 and I pads and Ipad Minis in other grade levels, our school has purchased some well-known instructional technology applications to use in order to improve student achievement. North LaFayette currently has Study Island, Reading Theory, IXL applications. Although we have had these applications the entire year, our new teachers have not had the opportunity to be trained using these applications. They do know the basics of how to open, log in, etc. However, they are not familiar with how to locate and use the data that is provided from these applications. If teachers are not aware of how to use these resources, then they will become easily frustrated and not want to use the technology that is at their disposal to use. To attempt to help these teachers become more familiar with these applications, my goal of my capstone project will be to hold a series of webinars and load these into a Google classroom for teachers to access any time that they may need them. My project will be guided with the following objectives in mind, each of which should be achieved by May 2019:

Project Objective: By January 2019, 75% of participating teachers will be comfortable with rating themselves and their knowledge of Study Island with a level “3” on the post-survey that they are given.

Deliverables:

1. Develop an online survey using Google to measure the comfort level of the staff with using

Study Island.

2. Design and deliver at least 1 webinar using Screencast to address those needs.
3. Develop handouts/resources to assist in the use of Study Island.
4. Design and develop a website to house all of the webinar screencast presentations.

Project Objective: By March 2019, 75% of participating teachers will be comfortable with rating themselves and their knowledge of IXL with a level “3” on the post-survey that they are given.

Deliverables:

1. Develop an online survey using Google to measure the comfort level of the staff with using the IXL application.
2. Design and deliver at least 1 webinar using Screencast to address those needs.
3. Develop handouts/resources to assist in the use of IXL.
4. Add materials to the website that houses the webinar materials.

Project Objective: By May 2019, 75% of participating teachers will be comfortable with rating themselves and their knowledge of Read Theory with a level “3” on the post-survey that they are given.

Deliverables:

1. Develop an online survey using Google to measure the comfort level of the staff with using the Read Theory application.
2. Design and deliver at least 1 webinar using Screencast to address those needs.
3. Develop handouts/resources to assist in the use of Read Theory.
4. Add materials to the website that houses the webinar materials.

PSC Standards

Standard 1: Visionary Leadership

Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization.

Element 1.1 Shared Vision

Candidates facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership.

1.2 Strategic Planning

Candidates facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans. (PSC 1.2/ISTE 1b)

1.3 Policies, Procedures, Programs & Funding

Candidates research, recommend, and implement policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school, district, state, and federal technology plans and guidelines. Funding strategies may include the development, submission, and evaluation of formal grant proposals.

(PSC 1.3/ISTE 1c)

1.4 Diffusion of Innovations & Change

Candidates research, recommend, and implement strategies for initiating and sustaining technology innovations and for managing the change process in schools. (PSC 1.4/ISTE

1d)

Standard 2: Teaching, Learning, & Assessment

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

2.1 Content Standards & Student Technology Standards

Candidates model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards. (PSC 2.1/ISTE 2a)

2.3 Authentic Learning

Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences. (PSC 2.3/ISTE 2c)

2.4 Higher Order Thinking Skills

Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes

(e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection). (PSC 2.4/ISTE 2d)

2.5 Differentiation

Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals. (PSC 2.5/ISTE 2e)

2.6 Instructional Design

Candidates model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences. (PSC 2.6/ISTE 2f)

2.7 Assessment

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

2.8 Data Analysis

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

Standard 3: Digital Learning Environments

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

3.1 Classroom Management & Collaborative Learning

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

(PSC 3.1/ISTE 3a)

3.2 Managing Digital Tools and Resources

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

3.3 Online & Blended Learning

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

3.3/ISTE 3c)

3.6 Selecting and Evaluating Digital Tools & Resources

Candidates collaborate with teachers and administrators to select and evaluate digital tools and resources for accuracy, suitability, and compatibility with the school technology infrastructure. (PSC 3.6/ISTE 3f)

3.7 Communication & Collaboration

Candidates utilize digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community. (PSC 3.7/ISTE 3g)

Standard 4: Digital Citizenship & Responsibility

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

4.1 Digital Equity

Candidates model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers. (PSC 4.1/ISTE 5a)

4.2 Safe, Healthy, Legal & Ethical Use

Candidates model and facilitate the safe, healthy, legal, and ethical uses of information and technologies. (PSC 4.2/ISTE 5b)

4.3 Diversity, Cultural Understanding & Global Awareness

Candidates model and facilitate the use of digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness. (PSC 4.3/ISTE 5c)

Standard 5: Professional Learning & Program Evaluation

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

5.1 Needs Assessment

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

5.2 Professional Learning

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

5.3 Program Evaluation

Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning. (PSC 5.3/ISTE 4c)

Standards 6: Candidate Professional Growth & Development

Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences.

6.1 Continuous Learning

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

6.2 Reflection

Candidates regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhance

6.3 Field Experiences

Candidates engage in appropriate field experiences to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards. (PSC 6.3)

Project Description

This project that I am proposing will be a series of webinars that relate directly to the instructional technology applications that our school uses to monitor and assess student achievement and growth. This will be focused toward our new teachers at North LaFayette Elementary. My goal will be to deliver these webinars in a shared folder of Google drive. Teachers will be able to access this information to learn, or at any time that they may need a quick refresher. These webinars will be about using the Study Island, IXL, and Read Theory applications. I will be conducting surveys throughout the course of this project to measure teacher growth and understanding during implementation of these three applications. I will also post resources and materials that the staff may find helpful on the Google drive as well. During the webinars, I will explain basic use to teachers, how to locate data, and how to use this data to drive your instruction.

First project item/activity.

The first part of the project will be to develop a survey to measure the teachers' comfort level with using the three applications that we will focus on. These applications are Study Island, IXL, and Read Theory. This survey will be sent to all new teachers at North LaFayette Elementary. After reviewing the data, I will develop a webinar about the first application that we will focus on- Study Island. I will also include materials and handouts that may be beneficial to the teachers on the Google drive.

After implementation has been successful, teachers will fill out a post-survey about this application. They will be able to express their concerns, or things that they liked about this

program. We will use this information to plan accordingly for use of this program for the next school year.

Although each one of the activities will address most all of the PSC standards, I have chosen to include the main standards that each one will address. These activities will align with the PSC Standard 1, Element 1.1 Shared Vision because it is part of North LaFayette's goal to be able to have teachers successfully implement technology applications that are school-wide. Element 1.2 is also addressed by teachers being able to plan by using the data that the program provides. Element 1.3 focuses on the programs, policies, and funding, which will be addressed since these programs are the ones that our school uses for student achievement. North LaFayette purchases these programs for teachers to implement into their instruction. Element 1.4 focuses on the diffusion of innovations and change, and this element will address that teachers will be able to learn about these new innovations and use these to address student needs in their classrooms. When looking at PSC Standard 2, these activities will cover a lot of the elements that were previously mentioned. All of the applications that I will be providing training on are directly related to the content standards for Georgia (2.1). Students will be learning the importance of authentic learning (2.3), higher order thinking skills (2.4), and will have all lessons differentiated to their individual need (2.5), based on a benchmark assessment. Teachers will also address element 2.6 while they are learning how to design their instructional practice while using these applications. Elements 2.7 and 2.8 are also main elements in these activities, because they focus on the assessments and data from the program. When looking at Standard 3, several elements will be addressed as well. These elements will be focused on collaborative learning with the teachers (3.1) and digital tools and resources that are used (3.2). Online and blended learning are new strategies that will be covered in this activity (3.3). Element 3.7 will be

covered with the communication that is completed by the teacher to the students, and by the teacher to the parents, as these are all programs that students can use at home to improve performance. Both students and teachers will be introduced to the importance of digital equity (4.1), the safety and ethical use of these programs (4.2), and the diversity of the lessons that are provided for student achievement growth (4.3). In the beginning of this project, teachers will complete the needs assessment survey (5.1), which will drive the needs that we will focus our professional learning initiatives on (5.2). They will also complete a program evaluation after it is implemented into their classroom (5.3), which will gauge their understanding of this program and it's data. Teachers are using continuous learning (6.1) and field experiences (6.3) to make sure that they are meeting school-wide expectations with technology. Teachers will address element 6.2 when they reflect on the learning, training, and guidance that they have been provided, and the field experiences that they have completed throughout this project.

Second project item/activity.

The second activity that I will be completing will be very similar to the first. I will use the data from the pre-implementation survey to be able to decide which areas of this program have the greatest need of training. I will be completing another webinar, but this one will be solely focused on the application IXL. IXL has been purchased by North LaFayette, but only in the content area of math. I will also develop handouts/resources for teacher use with this application. I will add the webinar and the handouts/resources to the website that was created to house this information.

After implementation has been successful, teachers will fill out a post-survey about this application. They will be able to express their concerns, or things that they liked about this

program. We will use this information to plan accordingly for use of this program for the next school year.

Again, this activity will cover all of the PSC standards that the first activity will address, because they are both technology applications that teachers will be trained on.

Third project item/activity.

The third activity that I will be completing will be the same as the first two, but it will focus on Read Theory applications. This application is a newer one for our school, so it may require more preparation on the presenter's part before making the webinar. Using the data from the initial pre-implementation survey, I will create a webinar addressing the teacher needs for training purposes. I will also develop handouts/resources for teachers to use when implementing this program into their instructional practice. I will add these resources and the webinar to the website that I have previously created to house this information.

After implementation has been successful, teachers will fill out a post-survey about this application. They will be able to express their concerns, or things that they liked about this program. We will use this information to plan accordingly for use of this program for the next school year.

Again, this activity will cover all of the PSC standards that the first two activities will address, because they are both technology applications that teachers will be trained on. However, this activity will also address element 3.6, because teachers will be able to finish off their year by using the applications that they felt most benefitted their classroom of students. They are able to select the applications that worked the best. Hopefully, they will voice their comments and concerns on the post-implementation survey so that decisions can be made regarding these programs for the next school year.

Table 1.1

Project Activities Alignment

Project Item/Activity	Project Objectives	Deliverable
<ul style="list-style-type: none"> • Create and administer the Google Survey for pre- and post-implementation assessments • Create webinar for Study Island • Develop handouts/resources for Study Island • Create website to house all webinars that will be conducted 	<ul style="list-style-type: none"> • By January 2018, 75% of participating teachers will be comfortable with rating themselves and their knowledge of Study Island with a level “3” on the post-survey that they are given. 	<ul style="list-style-type: none"> • Google Survey about Study Island • Webinar-Study Island • Develop handouts/resources for Study Island • Website for webinars
<ul style="list-style-type: none"> • Administer pre-IXL implementation survey • Create webinar for IXL • Develop handouts/resources for IXL • Add webinar, handouts, and resources to website 	<ul style="list-style-type: none"> • By March 2019, 75% of participating teachers will be comfortable with rating themselves and their knowledge of IXL with a level “3” on the post-survey that they are given. 	<ul style="list-style-type: none"> • Google Survey • Webinar-IXL • Develop handouts/resources for IXL. • Add content to website for webinars
<ul style="list-style-type: none"> • Administer pre-Read Theory implementation survey 	<ul style="list-style-type: none"> • By May 2019, 75% of participating teachers will be comfortable with rating 	<ul style="list-style-type: none"> • Google Survey • Webinar-Read Theory

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|---|---|---|
| <ul style="list-style-type: none"> • Create webinar for Read Theory • Develop handouts/resources for Read Theory • Add webinar, handouts, and resources to website | <p>themselves and their knowledge of Read Theory with a level “3” on the post-survey that they are given.</p> | <ul style="list-style-type: none"> • Develop handouts/resources for Read Theory • Add content to website for webinars |
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Evaluation Plan

This project will be evaluated throughout the process using the Google surveys that I have created to measure growth and knowledge of the technology applications. The new teachers will be given a pre-implementation survey, and then be provided post-surveys to fill out for each application that we are covering. These surveys will give a good idea of the comfort level of these teachers after they have implemented these applications into their classroom. These results will be used to determine which applications the teachers found most useful, the level of implementation in their classrooms, and how to improve future training sessions in order to increase knowledge for these programs. I will also allow teachers to provide feedback, both positive and negative, on an anonymous survey in order to rate my performance in relation to the objectives and the PSC standards that this project pertains to.

First project item/activity.

The first activity will be focused on a webinar and handouts/resources that directly relate to the first application that we will focus on, which is Study Island. The pre-survey that the teachers are given in the beginning of this project will help determine how comfortable they are

with implementing this program into their classroom. After I provide the training by webinar, and provide handouts/resources on the website as well, I will administer another post-survey after teachers have been given time for implementation to see if their comfort level and knowledge level with Study Island has increased. I will also ask questions about the content of my webinar and the effectiveness of this first presentation. This will help me improve the next two webinars that I will provide for teachers.

Second project item/activity.

The second activity will be using the information from the first activity and survey to plan the next step. The next activity will be focused on a different technology program, which is called IXL. Using the pre-survey that was given before the project started, I will be able to determine the teachers' comfort level with using this program in their classrooms. I will then be able to give instructions and directions using a webinar presentation to show teachers how to use this program with fidelity, and understand the information that this program can give to them. I will administer a post-survey after time has been given for implementation. This survey will determine whether the teachers have increased knowledge and comfort about using this program in their classrooms. This survey will also give me ideas on how to improve my trainings for the last and final webinar that will be created.

Third project item/activity.

The final part of this project will be creating a webinar and handouts/resources for the third technology application, which is called Read Theory. The previously used survey will give information about the teachers' comfort and knowledge levels as they pertain to this specific program. After the teachers have been trained and provided time for implementation, they will be

given a post-survey for this application. This survey will determine whether the teachers' knowledge and comfort levels have increased after implementation of this program. The final survey will also allow teachers to provide feedback, both positive and negative, on an anonymous survey in order to rate my performance in relation to the objectives and the PSC standards that this project pertains to.

Project Timeline

The timeline for this project will be throughout the 2018-2019 school year. The project will begin in October with the creation of the pre-survey and the assessment of the teachers' knowledge and comfort level with the programs that we will be focusing on. It will continue throughout the year with a total of three webinars that teachers will watch. They will also be provided handouts, resources, post-surveys, and implementation strategies and ideas to help with these programs. The entire project should take 100 or more hours. A projected timeline can be found in Table 1.2 below. All of the provided times are simply estimates, and could be changed or added to. The data collection will end in April, but continued support for these teachers will be given upon request. All materials and webinars will be housed on a website. A list of resources that will be needed to make this project successful can be found on the "Resources" page of this document.

Table 1.2

Project Timeline

Month	Project Item/Activity, or Evaluation Item	Hours
<ul style="list-style-type: none"> October 	<ul style="list-style-type: none"> Create and administer Google Survey to determine teachers' current feelings and knowledge of all three applications (Study Island, IXL, and Read Theory) 	2 hours
<ul style="list-style-type: none"> October 	<ul style="list-style-type: none"> Analyze data from survey to plan for 	

	webinar #1	3 hours
• October	• Design Webinar #1 using the data from the pre-survey	13 hours
• October	• Create Video and Materials for Webinar #1	8 hours
• October	• Create Website that will house all materials and webinars	12 hours
• October	• Add all materials and webinar to training website	1 hour
• October	• Implement Study Island webinar (allow 2 full weeks for implementation in classroom after webinar)	1 hour
• November	• Create and administer the post-survey for Study Island	3 hours
• November	• Analyze feedback from survey to plan for webinar #2	2 hours
• December	• Design Webinar #2	13 hours
• December	• Create videos and materials for Webinar #2	8 hours

• December	• Add all materials and webinar to training website	1 hour
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• January	• Implement IXL webinar (allow 2 full weeks for implementation in classroom after webinar)	1 hour
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• January	• Create and administer the post-survey for IXL	3 hours
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• January	• Analyze feedback from survey to plan for webinar #3	2 hours
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• February	• Design Webinar #3	13 hours
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• February	• Create videos and materials for webinar #3	8 hours
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• February	• Add all materials and webinar to training website	1 hour
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• March	• Implement Read Theory webinar (allow 2 full weeks for implementation in classroom after webinar)	1 hour
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• March	• Create and administer the post-survey for Read Theory	3 hours
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• March	• Design and administer final survey to determine effectiveness and relativeness to the PSC standards	3 hours
• Total=		102 hours

Note: Month = the month during which activity or item will take place. Project Item/Activity, or Evaluation Item = statement to describe what learners or evaluation plan will do to meet the objective. Hours = hours necessary to create and implement, or evaluate content.

Resources

- **Space-** The webinars will be filmed in the Data Room at North LaFayette Elementary.
- **Tools-** Promethean Board, Laptop Computer, Google Apps for Education, Study Island Application, IXL Application, Read Theory Application, Wireless internet
- **Materials-** Surveys, Paper Handouts of Materials (if requested), Website to house all materials used

- **Human Resources-** I will be creating and delivering all webinars, handouts, and resources. The new teachers will be attending webinars, filling out surveys, and offering feedback regarding these trainings.

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