

Kim Harrison, CETPA CTO Mentor Candidate

CONTEXT:

To demonstrate my working knowledge of planning, designing, and providing professional learning for specific audiences, I created a three-part artifact that plays upon the theme of Cinco de Mayo (the date of the professional learning) to introduce teachers to the technology integration model of SAMR (Substitution, Augmentation, Modification, and Redefinition) in a non-threatening way. I designed the flyer and applied content for the professional learning, or workshop, to the standard district template for presentations. I also used the professional development evaluation form used by my department to gather feedback about the learning experience as a follow-up.

LEARNING OUTCOME:

This artifact addresses the following Learning Outcome from the *Professional Learning* class.

PL-06. Demonstrate a working knowledge of how to determine need for professional learning as well as how to plan, design, and customize professional learning for specific audiences.

REFLECTION:

The flyer, presentation, and evaluation for a professional learning event make up the artifact for this topic and combined demonstrate my mastery of determining the need for and planning, designing, and customizing professional learning for specific audiences. This professional learning event, or workshop, introduced teachers to the technology integration model of SAMR and the need to provide this topic stemmed from data collected over time through previous workshop evaluations, classroom observations, and Brightbytes teacher feedback. From this data, it was apparent that teachers have a firm understanding of the Google Apps environment, but need more explicit instruction on how to integrate technology into the classroom beyond the most basic level. This workshop served as an initial introduction to the SAMR model with additional workshops to be scheduled for the 2016-2017 school year.

The workshop flyer was created using Google Draw and the theme of “spicing up” came from the fact that the class was held on May 5, which is Cinco de Mayo. In effect, “spicing up” is what technology

can do for a lesson - making it more engaging and creating active learning experiences in which students learn about the topic at hand while practicing a technology tool. In addition, the theme was fun and playful which set the tone for a non-threatening learning environment.

The presentation for this workshop continued to play upon the theme and included the images of spices and non-traditional fonts that matched the theme. The presentation follows a basic template that I created for all technology trainings in the district and includes learning goals, an agenda, connections to the ISTE Standards for Teachers, content slides, and follow-up slides for resources and ongoing support. All of my presentations are made public to the participants upon arrival and this one was no different. Teachers are encouraged to work at their own pace if they would like, or follow along with a more direct instruction, guided workshop depending upon their comfort level. The presentation incorporates visuals that match the content, a short video that is properly marked for closed captioning, an infographic that summarizes the video, and an interactive sort to informally check for understanding. The workshop also includes time for teachers to work on applying what they have learned to a lesson or unit that they brought to class with them. The activities in the workshop also serve as models of how to integrate technology at the different SAMR levels.

The workshop evaluation is a standard evaluation that is used for technology professional development. It captures names (optional) and grade levels, a rating of the quality, timeliness, relevance, and format and structure, a brief explanation of how new learning will be applied to the classroom, most useful/least useful part of the workshop, and additional training or support. There were 8 teachers from grades TK-8 who attended the training and 5 completed the survey which was emailed to them the following week.

Combined, these three artifacts demonstrate my mastery of assessing the needs of teachers and then planning, designing, and evaluation the effectiveness of the professional learning experience. I utilized data from classroom observations and feedback from the Technology TOSA who works directly with teachers to determine that technology integration focused around the SAMR levels was a need. The low turnout is more of a reflection on the time of year than the interest in the subject. The feedback shows that this is a new topic for most of the participants and is something that will need to be offered again in the fall. The actual presentation used for the workshop demonstrates my ability to effectively plan engaging workshops that present the information in multiple formats, models appropriate technology integration, and provides time for teachers to apply what they've been introduced to with in-class support.

One of the job requirements that I enjoy most is working with teachers, administrator, and staff through professional learning experiences. I am a firm believer that technology is a tool to support instruction so teaching about SAMR is something that is very much aligned to my beliefs about technology use in the classroom. Because I believe that workshops should be active learning experiences for teachers, I felt that it was very important to model SAMR while teaching SAMR and, if the workshop were longer than 90 minutes, I would have modeled all 4 levels. As I was developing the materials for this workshop, I increased my knowledge of each of the 4 levels of SAMR and this was evident when I was able to successfully guide and explain to teachers why each activity in the SAMR Sort was at a particular level when we debriefed the activity.

The role of the CTO goes beyond the technical aspects of leading technology in a school district. Professional learning for all staff is a way to grow individual technology skills and increase the technology proficiency of the organization as a whole. For example, as new equipment, software, or policies/procedures come online, it is critical to communicate these changes to all staff and provide workshops to educate staff on how best to use and integrate these changes into their everyday workflow for greater efficiency. The CTO has their finger on the pulse of the informational technology by virtue of overseeing the infrastructure, network, and acquisitions of technology purchases and must be able to foresee or predict how any changes to this environment will affect the end user, regardless of their role in the organization. Planning for any changes to the technology within the district necessitates the providing professional learning for different audiences. The CTO must anticipate the effect of these changes and include professional learning as part of the communicating with staff.

As my department prepares for the 2016-2017 school year, there are two areas in which more professional learning is needed. The first is a stronger integration of the SAMR model for teachers, as noted above as part of the reflection upon the artifact. This introductory workshop will be offered again and the SAMR model will be incorporated into future workshops in other areas (Google classroom, Google apps, multimedia creation, etc.). The second area will be to provide all staff opportunities to learn how to better manage their Outlook email and a primer on email etiquette. We will not migrate away from Outlook in the near future and staff tend to generate a number of help desk tickets and exciting moments (ex. "Reply all" to the district listserv with a video attachment) that impact the efficiency of the system. Not only will there be opportunities for workshops, but I will create the support materials (videos, handouts, etc.) for future reference for all staff. These are two examples of how I will change my behavior to provide technology leadership and support for all staff as I look at existing inefficiencies and future changes. In using the email professional learning as an example, I can

easily find other areas in which more support for staff is needed on using technology which will ultimately enhance the effectiveness and efficiency of the organization.