



Rose Lopez

ETP Type: 21st Century Skill AETP

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0. Abstract

1. Focal Standard or Skill: * Required
2. Measurable Objective(s): * Required
3. Assessment: * Required
4. Additional Standards (Optional)

II. Fellowship Connections

1. 21st Century Skill(s):* Required (Exempt .if you did Focal Standard/Skill 1a)
2. 21st Century Skill(s) Application:* Required (Exempt. if you did Focal Standard/Skill 1a)
3. Fellowship Description:* Required
4. Fellowship Connection to School/Classroom: * Required

III. Instruction

1. Instructional Plan: * Required
2. Additional Instructional Context: (Optional)
3. Supply List: * Required
4. Bibliography: * Required
5. Keywords: (Optional)

IV. Attachments

Social Learning to Augment Professional Development

Abstract: Social Learning has been found to be an effective professional development tool, even more efficient than formal in-class trainings that rely on handouts and presentations. There are actually [new tools](#) to help harness this type of information sharing while giving analytics to improve the process. This AETP will offer an updated process for peer (teacher to teacher) observation that will emphasize social learning and assist teachers in sharing their knowledge with colleagues and in turn themselves learn from peers.

I. Standards/Skills/Objectives/Assessment

Focal Standard or Skill:

California Standards for the Teaching Profession: Standard 6

Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

Measurable Objective(s):

- Teachers will attend one EdTech workshop each semester during the 2015-2016 school year.
- Teachers will share what they learned with others via a Social Learning platform.

Assessment:

- A Social Learning platform will be adopted or developed. After a group of teachers completes a workshop in the fall and spring, they will be asked to share what they've learned on the platform as well as personally share the information with a colleague.
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21st Century Skill(s):**Communication and Collaboration : Collaborate With Others**

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Taken from: [P21 Partnership for 21st Century Learning](#)

21st Century Skill(s) Application:

Our faculty will build 21st century skills collectively by learning EdTech skills individually or in small groups, then by sharing them within their department or on a larger scale with the whole faculty via a Digital Social Learning Platform.

Fellowship Description:

Silicon Valley Bank (SVB) is an institution that specializes in financial products for Early Start Entrepreneurs in Hi-Tech, Life Sciences and Premium wines. My Fellowship has involved learning the history of SVB and how its products have evolved over the decades. This understanding will help me as I prepare to update page content of their SharePoint site. I will also help prepare self-study tutorials and add online training assignments. I am completing this work in the HR department, where my mentor works specifically in Talent Development.

Inspirational Fellow Story:

What do Facebook, AirBnB, Uber, Square and Pinterest have in common? They, as well as more than 50% of all early start hi-tech businesses, might not exist right now if it weren't for the strong belief in creative entrepreneurship by Silicon Valley Bank. As a medium-sized business of about 2,000 employees across the United States, the United Kingdom, Israel and China, SVB has exceeded earning expectations and growth. For me, though, what stands out the most is the importance they place on all of their employees keeping up to date with continuous education through eLearning platforms. They are looking for the very best program for their company so that their employees have the capacity to be not only the best in their field, but to also be ethical people and employees with courses such as "Recognizing Unconscious Bias", "Fairness in Lending" and "How To Recognize Elderly Financial Abuse" to name but of few. SVB's Talent Development group expressed their interest in Social Learning and this inspired me almost immediately to do more research into

this theory of learning. I see great value in fellow teachers learning EdTech tools that improve the classroom experience and then immediately using them, rating them and sharing what they've learned with colleagues on a digital platform.

Fellowship Connection to School or Classroom:

Relative to the [SAMR Model of EdTech](#), our current method of recording (Teacher) Peer Observations is "Substitution" in that we've taken a previous paper format and simply created an online version of it. I will propose to our administration that we create a "Modified" or "Redefined" version of this observation. This modified online version will entail teachers taking an on-campus EdTech workshop and:

1. Reflect how they could use the new tool in the classroom
2. Share the information they've learned with one or more colleagues
3. Complete a short follow-up after having used the tool to give feedback as to its effectiveness

#1 already exists on our current online form. #2 and #3 would be integrated into our intranet site where the information could be shared with the whole faculty, as well as the members of our EdTech committee where the effectiveness of the workshops can be evaluated.

III. Instruction

Instructional Plan:

- I. Our school requires that faculty complete two peer observations per school year. Our current systems to record these observations is a digitized version of a paper form.
- II. My plan is to speak with my administration about adopting a social learning platform that will be used by our faculty to record and share their peer observations.
- III. Faculty has the choice of sitting in a colleague's classroom to do their observation, or attend a workshop organized by our school's EdTech committee.
- IV. After the faculty member completes their observation, they can record their observation on the social learning platform completing this information:
 - A. Briefly explain the lesson or workshop
 - B. Describe how they find it useful
 - C. If they attended a workshop, how would they rate it and how could it be improved?
 - D. Share the information they learned with the faculty (on the social learning platform)
- V. After the faculty member used the new skill or tool in the classroom, they will follow up on the social learning platform to share their experience.

- VI. All of the data provided by the faculty members on the social learning platform will be collected and analyzed by the EdTech committee, in order to make adjustments or additions to future workshops.

Supply List:

The Implementation Plan will need the social learning platform, which is digital.

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Keywords:

Social Learning Platform
Professional Development
EdTech
Peer Observation

Attachments:

1. Attachment #1: [eLearning Terms and Abbreviations](#)
2. Attachment #2: [Learning Management Systems, Reviews and Reference Material](#)
3. Attachment #3: [cafe \(Social Learning blog\)](#)