

Assignment 2 – K-12 Professional Development Training Plan

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Introduction

This Professional Development Training Plan aims to equip K-12 teachers in this district with the skills and knowledge necessary to integrate technology successfully into their current teaching practices. Integrating technology successfully is vital for several reasons. First, as our lives continuously become more digital, it makes sense to prepare our students by equipping them with the skills necessary for future academic and career success (Zhao et al., 2020). Next, by integrating technology into their teaching practices, teachers are able to differentiate instruction to meet the needs and diverse learning styles of their students (Tomlinson, 2014). Finally, when integrating technology into teaching practices, student engagement improves as the learning becomes more meaningful because learning is more interactive (Lei, 2014).

The PD training plan will be implemented over the school year and focus on the following competencies: Visionary Leadership, Creating a Digital-Age Learning Culture, Modeling Digital Citizenship, and Fostering Systemic Improvement. The plan will inspire educators to embrace technology, develop an environment promoting innovative technology usage, teach ethical and responsible use of technology, as well as enhance educational practices throughout the district (ISTE, 2024b).

The timeline in Appendix B is structured to ensure that the PD is integrating several initiatives. The plan starts in August with an introduction of the plan and a Needs Assessment. September follows with a workshop focused on leadership and Professional Learning Committees (PLCs). In October, the focus shifts to digital citizenship and a project for tech integration. The activities for November include training in data analysis and a webinar focused on leadership, while the month of December includes a PLC meeting and workshop on digital citizenship for students.

January features a feedback loop session to enhance ongoing initiatives, and a workshop focused on continuous improvement. In February, a workshop with a guest speaker will provide insight into effective technology integration. March includes additional training in digital citizenship and checking in with members about the tech integration project. April encompasses additional data analysis training as well as another PLC meeting. In May, there will be an additional webinar on leadership and a week of observance for Digital Citizenship. The week will reinforce skills learned thus far with game such as Bingo and a Scavenger Hunt. June will consist of another feedback loop session and continuous improvement workshop. July will be dedicated to planning and review, as well as an assessment on the budget. The timeline will conclude in August, with a review and reporting phase to evaluate the outcomes.

Objectives

- Empower K-12 educators to lead innovative technology integration within their schools (Visionary)
- Develop a supportive and collaborative digital learning environment (Digital Age Learning)
- Promote responsible and ethical uses of technology (Digital Citizenship)
- Implement strategies for continuous improvement in technology integration across the district (Fostering Systemic Improvement)
- Foster leadership skills that promote innovation and change (Visionary)
- Utilize data to inform decision-making and instructional practices (Fostering Systemic Improvement)

Alignment to ISTE Standards for Coaches

This professional development training plan objectives align with the ISTE Standards for Coaches to ensure a cohesive and effective framework for technology integration (ISTE, 2024a).

- Visionary Leadership aligns with ISTE Standard 1, which emphasizes the importance of strategic planning and shared vision for comprehensive technology integration.
- Creating a Digital Age Learning Culture corresponds to ISTE Standard 2, focusing on the design and implementation of learning experiences that leverage technology to improve student learning outcomes.
- Modeling Digital Citizenship is aligned with ISTE Standard 5, which underscores the need for educators and students to understand and practice safe, legal, and ethical behavior in the digital realm.
- Fostering Systemic Improvement is linked to ISTE Standard 4, which focuses on continuous professional development and program evaluation.

Essential Questions

First and foremost, how can educational leaders effectively promote and support a shared vision for technology integration? This question is crucial as it addresses the need for a unified and strategic approach to technology adoption and usage across the district. Additionally, what strategies can be used to create and sustain a digital age learning culture? This aims to identify and implement practices that foster an environment where digital tools and resources are seamlessly integrated into everyday learning. Another key question is, "How can educators' model and teach digital citizenship to their students?" This question highlights the importance of instilling ethical digital behavior and awareness among students, ensuring they understand the implications of their actions in the digital world. Lastly, "What processes can be implemented to ensure continuous improvement in technology integration?" This question focuses on the need for ongoing evaluation and refinement of technology integration practices to adapt to evolving educational needs and challenges.

Goals

This professional development plan's goals are aimed at comprehensive improvement in technology integration within the district. First is to develop a shared vision for technology integration across the district, ensuring that all stakeholders are aligned and committed to a common purpose (ISTE, 2024a). This shared vision is essential for creating a cohesive strategy and fostering collaborative efforts towards achieving technological excellence in education. Second, is to strive to create a culture that embraces digital learning and innovation. By fostering an environment that encourages experimentation and the integration of digital tools, we aim to enhance the learning experiences for students and equip them with the skills necessary for success in the digital age.

Next, is to promote and model ethical digital behavior among both educators and students. This includes understanding and practicing safe, legal, and ethical behavior in the digital realm, which is crucial for creating responsible digital citizens. Finally, to seek to implement continuous improvement processes to enhance technology integration. This involves regular evaluation and adaptation of our strategies to ensure they remain effective and relevant, thereby promoting ongoing professional development and systemic improvement.

Evaluation

The success of the professional development training plan will be evaluated through a combination of qualitative and quantitative measures to ensure a comprehensive assessment of its impact and effectiveness.

1. Surveys

- Frequency: Administered at the end of each training session and quarterly.
- Participants: Educators, school leaders, and students.

- Content: Questions on the relevance, quality, and applicability of the training.
- Analysis: Responses will be analyzed to identify trends, strengths, and areas for improvement.

2. Data Analysis

- Metrics: Review student performance data, technology usage metrics, and teacher proficiency levels.
- Frequency: Collected and analyzed bi-annually.
- Tools: Use of data analysis software to generate reports and visualizations.
- Outcome: Measure the impact of technology integration on student learning outcomes and teacher effectiveness.

3. Observations

- Frequency: Monthly classroom observations by instructional coaches and technology integration specialists.
- Focus: Monitor the implementation of technology integration practices and their impact on teaching and learning.
- Reporting: Observers will provide detailed reports highlighting successful practices and areas needing support.

4. Feedback Sessions

- Frequency: Quarterly feedback sessions with educators and school leaders.
- Format: Focus group discussions to gather in-depth feedback on the training and its application.

- Outcome: Identify immediate concerns and gather suggestions for future training improvements.

5. Continuous Improvement Plan

- Review Cycle: Annual review of the entire professional development plan.
- Participants: District PD coordinators, instructional coaches, and school leaders.
- Process: Utilize the Plan-Do-Study-Act (PDSA) cycle to assess progress, identify areas for refinement, and update the plan accordingly.
- Documentation: Develop a comprehensive report detailing the findings and proposed adjustments for the next cycle.

Resources

The success of this PD training plan relies on the quality and variety of resources available to participants. By utilizing a combination of modern online platforms, digital content, guest speakers, practical training materials, and essential supplies, these sessions will equip them with the knowledge, skills, and support necessary to enhance the teaching and learning experience with the district. Some examples of resources that could be used are:

1. Online Learning Platforms

- a. Platforms such as Google Classroom can be used to facilitate online learning and resource sharing.
- b. Webinar tools like Zoom or Microsoft Teams can be used to conduct online training sessions (where appropriate) and collaborative meetings.

2. Digital Content

- a. Access to journals related to Educational Technology, Digital Literacy/Culture/Citizenship can provide case and research study examples for participants to analyze and discuss.
 - b. Access to digital books and guides on best practices in technology integration and digital learning culture.
3. Guest speakers
- a. Budget has been allocated to invite experts in educational technology, digital citizenship, and Leadership to provide insights and share experiences
 - b. Online sessions (using aforementioned online meeting platforms) can provide the opportunity to discuss trends and innovations in educational technology with experts in the field.
4. Training materials
- a. Printed and accessible digital handouts summarizing key points from the workshop and training sessions.
 - b. Use of self-paced online courses on topics such as digital citizenship and continuous improvement processes can provide participants with autonomy in their professional development.
5. Miscellaneous essential supplies
- a. Basic supplies such as flip charts, markers and notepads for in-person workshops and training sessions have been budgeted out.

- b. Small rewards or incentives, for participation and achievement activities, such as gift cards, digital badges or items to display in classrooms.

References

- International Society for Technology in Education (ISTE) (2024a). ISTE Standards for Coaches. Retrieved from <https://www.iste.org/standards/for-coaches>
- International Society for Technology in Education (ISTE) (2024b). ISTE Standards for Education Leaders. Retrieved from <https://iste.org/standards/educators>
- Lei, J. (2010). Quantity versus Quality: A New Approach to Examine the Relationship between Technology Use and Student Outcomes. *British Journal of Educational Technology*, 41(3), 455-472.
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd ed.). ASCD.
- Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. L. (2020). Conditions for Classroom Technology Innovations. *Teachers College Record*, 104(3), 482-515.

Appendix A

Budget

Item(s)	Cost
Technology Tools (hardware and software)	20,000
Leadership Training	7,000
H.R. (consultants, guest speakers)	20,000
Stipends (instructional coaches)	5,000
Miscellaneous (handouts, stationery, incentives)	8,000
Total	60,000

Appendix B

Timeline

Month	Activity
August	Introduction and Needs Assessment
September	Leadership Workshop, PLC Meeting
October	Digital Citizenship Training, Tech Integration Project Start
November	Leadership Webinar, Data Analysis Training
December	PLC Meeting, Digital Citizenship Student Workshop
January	Continuous Improvement Workshop, Feedback Loop Session
February	Leadership Workshop (Guest Speaker Event)
March	Digital Citizenship Training, Tech Integration Project Check-in
April	PLC Meeting, Data Analysis Training
May	Leadership Webinar, Digital Citizenship Week
June	Continuous Improvement Workshop, Feedback Loop Session
July	Planning and Review Meeting, Budget Assessment
August	Final Review and Reporting