

**Assignment 4: Professional Development Experience**

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## **Professional Development Experience**

### **Introduction**

The following proposal results from administrative concern that teachers have not implemented the LMS provided by the district effectively into their classrooms. A plan has been constructed and framed to address the needs of the teachers district-wide. The concern is that the district's investment into the LMS, Google Classroom, is not fully embraced or adopted. Google Classroom, a learning management system, is abundant in features that teachers and students may explore to enhance student growth and development. Therefore, we have developed a professional development series that will train teachers and staff to employ more effective methods to exchange and share best practices for the platform. The needs assessment and the implementation of this plan will allow us to become unified in our approach to provide student growth and professional development for staff district-wide.

### **Phase One- Needs Assessment**

The Superintendent has purchased and deployed a district-wide Learning Management System (LMS) – Google Classroom. The first phase is understanding why there is resistance and finding ways to overcome it by conducting a needs assessment. Nevertheless, teacher evaluations show that teachers are not using the LMS effectively. Some teachers are still giving instructional materials to their students in paper format instead of assigning them electronically in Google Classroom. We would like to understand why some teachers are not using Google classroom effectively to create a meaningful professional development experience. The initial online survey and direct link can be found in Appendix A.

### **Phase Two - Rollout**

Phase 2 will begin with the training development for the Google Classroom. Google Classroom is a cloud-and web-based platform for learner and teacher interaction during learning. The professional development team will customize the training based on the needs assessment survey results conducted after the rollout of Google Classroom among the teaching staff and during the last faculty meeting. The survey will determine staff experience, needs, and interests with the LMS training to identify target areas

for professional development. Most teachers felt inadequately trained on the new LMS, Google Classroom. Based on the needs assessment, the teachers and staff in the district would like training on:

- How to set up a Google Meet link for their classrooms.
- Assistance with operating the dashboard feature to post and track the learning outcomes.
- Review the use of LMS platform management tools.
- Importing and sharing instructional materials and links.
- Creating individual and group assignments.
- Management of peer-to-peer communication and social interactions over the platform.
- Grading assignments using the rubric attached to the assignment.
- Having access to real-time data and providing up-to-date student assessments.
- Using technology to access Google Classroom and navigate the platform features.
- How to provide feedback on students' assignments and students' responses.

The PD team will address the areas of concern in the professional development series. The district training will review the basic, intermediate, and advanced levels of training to meet the individual needs of teachers. During the training, the participants are placed in mastery groups depending on their experience using Google Classroom. The programs will be tailored towards the specific needs of a particular group. About two-thirds of the teachers in the district had only started using the Google Classroom learning management system when the program was implemented.

Some studies done to assess the challenges faced by instructors when using Google Classroom have also recommended the usefulness of offering training programs that incorporate the experience of the instructors. For instance, Fathema, N., & Akanda (2020) suggests that there should be two different programs for instructors who have had experience with Google Classroom and those using it for the first time. The training will be either advanced or basic and includes an intermediate level to meet the needs of our learners and staff. The PD team will introduce various training forums to support staff using Google Classroom during the school year. Various resources to support the training are found on the google site, which hosts embedded screencast tutorials that have been pre-recorded. In conclusion, the outcome of the

training will help teachers efficiently use all the features of Google Classroom to integrate the LMS with their students.

## **Objectives**

- Teachers will deploy the Google Classroom with appropriate settings in place to manage their students and organize the workspace.
- Teachers will be able to post meaningful work through assignments, communicate expectations, and evaluate work through the LMS software.
- Teachers will provide reference material, ask questions as formative assessment and post announcements, and host Google Meets to communicate effectively with their students.

The team will roll out the professional development series in the following phases:

### **Phase 1: Acclimating to your LMS**

Teachers will learn the basics of the Google Classroom platform. An overview of the landing page hosts a stream of all material posted to the LMS for student reference. Within this phase, teachers will review critical settings that include email and class notifications and calendar management, "To-Do" for students and "To Review" for teachers, and the Google Classroom dashboard. In this phase, teachers will review the "People" tab, which hosts a variety of features, including email, add, invite, mute, or unmute students. Lastly, teachers will review the classroom settings in their LMS classroom. They will learn about stream management, which allows students to post, comment only or not let any student comment on the thread.

### **Phase 2: Generating your LMS platform**

Teachers will learn the differences among the various posting methods. Teachers will begin with posting a welcome message to the stream for their students and may choose to embed a video, uploaded, or Google Drive file to support this message. The participants will review and explore the Classwork feature. Teachers will learn to create assignments, generate a rubric to evaluate projects, and use comments only for scoring. Teachers can also ask a question as a closure to a lesson, take a poll or survey students, or host student conversation on a topic as some formative assessment method. Teachers will

discover how to provide material that can be referenced at any time of year or support specific instruction units. Teachers will create topics to categorize work in a management style that works best, be it subject area, unit of study, or type of work. All posts will be tagged with this topic to maintain an organized workspace. This phase will close with teachers learning how to post immediately, save or schedule drafts that can aid in time management, and reuse posts for multiple class sessions that require the same material.

### **Phase 3: Managing your LMS**

We will explore how to manage best student work, including handling late work from students and keeping them on track. A continuation on evaluating student work using Google Classroom embedded tools will be included here to review the rubric and comments only using student samples. The teachers will explore grade calculations, student score sheets, and exporting to the school's SIS (School Information System) will be provided. Management of group projects and work distribution and visibility to specific student users (particularly beneficial to students requiring special services) will occur at this time. An opportunity for teachers to ask questions about group management, grading discussion, and general use of the LMS will occur at this time. The session will close with archiving and restoring classrooms and the Google Classroom folder hosted in Google Drive and the ability to use Google Drive as an alternate tool in retrieving student work.

### **Resources**

Google Classroom tutorial [website](#) with embedded screencasts.

Beginner, Intermediate & Advanced Mastery Level Agenda Handouts (Appendix B, C & D).

### **Phase Three- Evaluation**

The PD team will evaluate the success and effectiveness of the professional development training series. The PD team generated a participant survey using Google Forms to gain audience input. The design of the evaluation instrument to assess the effectiveness of your professional development program has been modified according to Kirkpatrick's framework. Kirkpatrick's framework outlines a four-level model for training evaluation. The four levels focus on reaction, learning, transfer, and results

(Kirkpatrick & Kirkpatrick, 2016). Each level of the assessment will help address the structure and viability of the professional development within the school district. See Appendix E for post and summative evaluations and working links.

### **Conclusion**

Due to the concern of the district superintendent, a needs assessment by the PD team was initiated and identified the need for a professional development experience targeted at the use of LMS, Google Classroom. The professional development experience targeted teachers and staff to help them effectively embrace and adopt the LMS, supported throughout the year. The Google Classroom training consists of three phases to help teachers and staff review and learn about the abundant features offered by Google Classroom. The evaluation of this professional development experience will allow the development of the training as needed for future training. The readiness and ability to employ more effective methods to the Google Classroom experience will improve the student learning experience and provide continued professional development for teachers district-wide.

## Annotated Bibliography

EdTechTeam. (2021). Advanced Google Classroom. YouTube.

<https://www.youtube.com/watch?v=dutEUD9zaKs>.

"Advanced Google Classroom" is a YouTube video that features advanced skills in Google Classroom for the teacher and the student. The purpose of this video is to take the user beyond the basics. Stated differently, once a user has been through creating a classroom, assigning activities, and providing feedback, it is time to target the most advanced features. So, this is the goal of this video. "Adding categories to graded content, adding rubrics to assignment, and collaborative assignments' are some of the advanced skills at which this video aims (EdTechTeam, 2021).

ELIT Resource Portal. Google Classroom Powerpoint for Teachers (n. d.)

<https://docs.google.com/presentation/d/1NtPRay0t2G54eWWusSTREz4MH7jnsUpH1kR-rKtwR1Y/edit#slide=id.p4>

"Google Classroom PowerPoint for Teachers" is a google slide presentation that gives detailed information on using Google Classroom. It is a quick reference guide that a teacher may run to whenever there is a need for a refresher course or confusion about a process. It includes a description of the services that Google classroom provides and how to set them up. It lists the features of Google Classroom such as "paperless creation and collection of assignments," live monitoring of tasks, and "real-time feedback." An explanation of how "to create a class, join a class, and customize a page" or a profile. This PowerPoint provides support to the novice as well as the advanced user.

Heggart et al. (2018). [Getting the most from Google Classroom: a pedagogical framework for tertiary educators](#). Australian Journal of Teacher Education.

<https://files.eric.ed.gov/fulltext/EJ1174198.pdf>.

"Getting the Most from Google Classroom: A Pedagogical Framework for Tertiary Educators" is a testimonial on behalf of Google Classroom as "a learning management system and a learning platform." It reinforces the positivist perspective that "classroom dynamics, learning, and student participation" work ideally with the utilization of Google Classroom (Heggart et al., 2018). In addition, Google Classroom is

at the root of pedagogy innovations such as "synchronous, asynchronous, flipped, and blended Learning" (Heggart et al., 2018). Google Classroom is a tool worth exploring, and educators should not be ill-equipped, untrained, unprepared, and uninformed in their use of this platform.

Jumadi et al. (2021). [The impact of the collaborative model assisted by Google Classroom improves students' creative thinking skills](#). International Journal of Evaluation and Research in Education.   
<https://files.eric.ed.gov/fulltext/EJ1299277.pdf>.

"The Impact of Collaborative Model Assisted by Google Classroom to Improve Students' Creative Thinking Skills" is a quasi-experimental research design on the potential of Google Classroom to improve creative thinking skills. The findings of this experiment demonstrated that Google Classroom could build creativity and innovation in students more than any other learning management system. Exploring the definitions of "creative person, creative press, creative process, and creative products," there was a comparison of students' levels of creativity (Jumadi et al., 2021). Relating creative thinking to its main "indicators," such as "fluency, flexibility, elaboration, and originality," there were measurements of creativity through project-based learning (Jumadi et al., 2021).

Martin, B. A. (2021). Teachers' perceptions of Google Classroom: revealing urgency for teacher professional learning. Canadian Journal of Learning and Technology, v47 n1. (Article)   
<https://files.eric.ed.gov/fulltext/EJ1316288.pdf>

This article focuses on the need for professional development for teachers on the use of google classroom. Fortunately, Google Classroom has the tool to foster "effective communication, critical thinking, collaboration, creativity, and problem-solving" (Martin, 2021). Google Classroom has "advantages and challenges" (Martin, 2021). Therefore, educators should prepare, promote, and train themselves to maximize the use of Google Classroom for the benefit of students. Teachers should take advantage of a professional learning environment to develop skills in Google Classroom to support their lesson execution.

Miller, M. (2021a, August 11). *20 tips to use Google Classroom effectively and efficiently*. Ditch That

Textbook.

<https://ditchthattextbook.com/10-tips-to-use-google-classroom-effectively-and-efficiently>

"20 Tips to Use Google Classroom Effectively and Efficiently" is a blog from a website intended to facilitate a teacher's exploration and usability of Google Classroom. However, with the absence of the proper technique, "workflow may be cumbersome." The article mentions highlighting materials, mass emailing, commenting, and streaming techniques. Additional features such as scheduling, grading, and assigning may consume time. However, some shortcut keys may make some tasks much more pleasant.

Miller, M. (2021, August 31). *The Google Classroom Quick-Start Guide + resources, tips, and tricks!*

Ditch That Textbook.

<https://ditchthattextbook.com/the-google-classroom-quick-start-guide-tips-and-tricks/>

"The Google Classroom quick-start guide + resources, tips and tricks!" is a resource document. Its purpose is to help set aside frustrations, unlock knowledge, and find a way away from the tech representative. It is a means to do exactly what Google Classroom was "created for: less time on tech, more time on teaching" (Miller, 2021). This guide provides visuals, directions, and illustrations on various tasks, which facilitate the development of terminology.

Official Blog. (2021). Google Classroom is the latest on Google Classroom, a tool designed to help educators and students learn together. <https://blog.google/products/classroom/>.

"Google Classroom: The Latest on Google Classroom, a Tool Designed to Help Educators and Students Teach and Learn Together" is a blogging website where the public expresses their perception of Google Classroom. They describe, explain, and illustrate Google Classroom's features and developments. The topics are trendy such as "Learning on the Go with Classroom on Android," "In Person, Virtual or Hybrid: Helpful Tools for Back to School," and "Classroom Adapts for the Future of Learning and Teaching," for instance.

Santos, J. M. (2021). [Google Classroom: beyond the traditional setting](https://files.eric.ed.gov/fulltext/EJ1310584.pdf). Problems of Education in the 21st Century. <https://files.eric.ed.gov/fulltext/EJ1310584.pdf>.

"Google Classroom: Beyond the Traditional Setting" is a mixed-methods research article based on the TAM – technology acceptability model – theoretical framework. This study focused on "perceived ease of use, perceived usefulness, and technology acceptance" (Santos, 2021). Findings on this research contributed to the documentation that Google Classroom makes teaching and learning interactive, simple, easy, and much more accessible. The participants in this mixed-methods design responded positively and helped to highly frame recommendations for the use and the professional development of Google Classroom to "manage coursework" (Santos, 2021).

Spada, D. (2021). How to use Google Classroom tutorial for teachers and students 2021 – Guide.

YouTube.

[https://www.youtube.com/watch?v=Rx\\_qjw1armw&list=RDCMUCzNyjo2gPtqdNBc6BI3SNIA&start\\_radio=1&rv=Rx\\_qjw1armw&t=141](https://www.youtube.com/watch?v=Rx_qjw1armw&list=RDCMUCzNyjo2gPtqdNBc6BI3SNIA&start_radio=1&rv=Rx_qjw1armw&t=141)

This YouTube video discusses the purpose, use, and benefit of using Google Classroom. This video extends itself to the larger audience's learning style, giving comfort to all learners. This YouTube video begins with explaining how to access Google Classroom, create classes, and navigate the home page with features such as menu, stream, classwork, people, and grades. This twenty-two-minute video elaborates on importing and exporting from a computer to Google Drive and YouTube.

## References

EdTechTeam. (2021). Advanced Google Classroom. YouTube.  
<https://www.youtube.com/watch?v=dutEUD9zaKs>.

Fathema, N., & Akanda, M. H. (2020). Effects of instructors' academic disciplines and prior experience with learning management systems: A study about the use of Canvas. *Australasian Journal of Educational Technology*, 36(4), 113-125.

Garcia, J. G., Gañgan, M. G. T., Tolentino, M. N., Ligas, M., Moraga, S. D., & Pasilan, A. A. (2021). Canvas Adoption Assessment and Acceptance of the Learning Management System on a Web-Based Platform. *arXiv preprint arXiv:2101.12344*.

Heggart et al. (2018). Getting the most from Google Classroom: a pedagogical framework for tertiary educators. *Australian Journal of Teacher Education*.  
<https://files.eric.ed.gov/fulltext/EJ1174198.pdf>

Jumadi et al. (2021). The impact of collaborative model assisted by Google Classroom to improve students' creative thinking skills. *International Journal of Evaluation and Research in Education*. <https://files.eric.ed.gov/fulltext/EJ1299277.pdf>.

Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). Kirkpatrick's four levels of training evaluation. Association for Talent Development.

Martin, B. A. (2021). Teachers' perceptions of Google Classroom: revealing urgency for teacher professional learning. *Canadian Journal of Learning and Technology*, v47 n1. (Article)  
<https://files.eric.ed.gov/fulltext/EJ1316288.pdf>

Miller, M. (2021, August 31). *The Google Classroom Quick-Start Guide + resources, tips and tricks!* Ditch That Textbook.  
<https://ditchthattextbook.com/the-google-classroom-quick-start-guide-tips-and-tricks/>

Santos, J. M. (2021). Google Classroom: beyond the traditional setting. *Problems of Education in the 21st Century*. <https://files.eric.ed.gov/fulltext/EJ1310584.pdf>.

## Appendix A

### Initial Survey Google Classroom Implementation (Click [Here](#) for Link to Active Survey)

1. What grade level do you teach?
  - a. Elementary School
  - b. Middle School
  - c. High School
2. What subject do you teach?
3. How often do you use our LMS, Google Classroom?
  - a. Every Day
  - b. Once a Week
  - c. Once a Month
  - d. Never
4. How would you rate your existing knowledge of Google Classroom?
  - a. Beginner
  - b. Intermediate
  - c. Advanced
5. On a scale of 1-5 (1= Never and 5 Always), please rate the following statements:
  - a. I have benefited from the implementation of Google Classroom.
  - b. My students have benefited from the implementation of Google Classroom.
  - c. There is too much to learn in Google Classroom.
  - d. I think that I would use Google Classroom more if I had additional support.
  - e. Google Classroom has made some parts of my teaching better.
  - f. I use Google Classroom as little as possible.
6. Which feature of Google Classroom have you implemented the most?
7. Which feature of Google Classroom have you implemented the least?
8. Would you be interested in helping others with Google Classroom?
9. Do you feel you received adequate training in the initial rollout?
10. Please post any additional questions, comments, or suggestions regarding the professional development on Google Classroom to help with planning.

## Appendix B

### Beginner User- Handout

Beginners  This group has minimal to no experience and needs to learn from base skills and spiral up.	Inservice Day 1. AM Training Phase 1: Acclimating to your LMS  PM Training: Exploring what an LMS can provide for students, models of successful Google Classrooms  Inservice Day 2. AM Training Phase 2: Introduction to Generating your LMS platform  PM Training: Advanced users support beginners with phases 1 and 2 to build their platform	AM Day 1 is orientation and set up of the LMS platform.  PM Provides an opportunity to see a bigger picture of how the LMS can be used effectively  AM Day 2 is a focus on teacher-generated work for students and using Google Classroom as a communication tool  PM Provides potential for small group or 1:1 support while learning the LMS
<b>Support During the Year</b>		
PLC's will be hosted by advanced users to support this initiative for staff, meetings held twice a month, one AM and one PM session provided monthly.		
Advanced users will host lunch sessions to support this initiative for staff, twice monthly. This is an excellent opportunity for staff to practice in an "EdCamp" approach to bring their questions to the table.		
Advanced users will be available via email to arrange 1:1 support sessions in person or virtually via Google Meet.		
An end-of-year session will be provided to Beginner and Intermediate users to review Phase 3 and assist with the end of year archiving.		

Google Classroom tutorial [website](#) with embedded screencasts.

## Appendix C

### Intermediate User- Handout

Intermediates	<p>Inservice Day 1.</p> <p>AM Training Review Phase 1 and 2: Acclimating and Generating your LMS platform</p> <p>PM Training: Exploring what an LMS can provide for students, models of successful Google Classrooms</p> <p>Inservice Day 2.</p> <p>AM Training: Advanced users support intermediate users with any areas targeted for support</p> <p>PM Training: Complete Phase 2, enter Phase 3 Managing your LMS platform</p>	<p>AM Day 1 Since this group has some familiarity; sessions should proceed more quickly.</p> <p>PM They also will look at sample models to learn possible means of improvement to their practices with the LMS.</p> <p>AM Day 2 Receive support from advanced users to aid in the building of the LMS</p> <p>PM Learn more advanced skills with the LMS to try this year</p>
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#### Support During the Year

PLC's will be hosted by advanced users to support this initiative for staff, meetings held twice a month, one AM and one PM session provided monthly.

Advanced users will host lunch sessions to support this initiative for staff, twice monthly. This is an excellent opportunity for staff to practice in an "EdCamp" approach to bring their questions to the table.

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Google Classroom tutorial [website](#) with embedded screencasts.

## Appendix D

### Advanced User- Handout

Advanced	<p>Inservice Day 1.</p> <p>AM: Review Phases 1, 2 &amp; 3: Acclimating, Generating, and Managing your LMS</p> <p>PM Training: Collaborate on best practices, tips, and tricks worth sharing with beginner and intermediate groups. Discuss practical uses and share methods to learn from each other.</p> <p>Inservice Day 2.</p> <p>AM Training: Support Intermediate users in all phases of growth.</p> <p>PM Training: Support Beginner users in phases 1 and 2.</p>	<p>AM Day 1- As masters, this group will move the quickest, and only targeted areas that are unclear will be reviewed. This can be done as a whole group or individually if needed through the accompanying screencasts.</p> <p>PM The group will have an opportunity to share concerns, tips, and tricks and learn from each other before supporting beginner and intermediate staff</p> <p>Day 2 are support sessions for the other groups</p>
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### Support During the Year

PLC's will be hosted by advanced users to support this initiative for staff, meetings held twice a month, one AM and one PM session provided monthly.

Advanced users will host lunch sessions to support this initiative for staff, twice monthly. This is an excellent opportunity for staff to practice in an "EdCamp" approach to bring their questions to the table.

Advanced users will be available via email to arrange 1:1 support sessions in person or virtually via Google Meet.

An end-of-year session will be provided to Beginner and Intermediate users to review Phase 3 and assist with the end of year archiving.

Google Classroom tutorial [website](#) with embedded screencasts.

## **Appendix E- Evaluation**

### **Post Evaluation- Day 1 (Click [Here](#) for Active Link)**

1. What is your current role at your school or district?
2. What ideas extended your thinking today?
3. What ideas do you plan to implement in your Google Classroom?
4. What questions do you have that would help your learning experience through this Google Classroom process? (Logistically, technically, content, etc.)
5. Optional: Additional Comments for the PD team.

### **Post Evaluation- Day 2 (Click [Here](#) for Active Link)**

1. What is your current role at your school or district?
2. What ideas extended your thinking today?
3. What are the next steps you plan to take because of your Google Classroom training experience?
4. How are you going to apply the practices, structures, concepts, mindsets, and attitudes learned today to your Google Classroom?
5. Which Google Classroom tools would you like additional training on?
6. Are you willing to participate in any of the following (select all that apply)?
  - i. Professional Learning Community
  - ii. Learning Lunches
  - iii. One on One Support
  - iv. Small-Group Session Support
7. Optional: Additional Comments for the PD team.

### **Summative Evaluation (Click [Here](#) for Active Link)**

1. Rate your overall experience with the Google Classroom professional development series. (1-5)
2. How effective was the content and instruction in your overall learning experience?
3. How practical was the support during the year? (1-5)
4. Please provide an explanation to support your rating.
5. What was the most valuable part of Google Classroom for you and your students? Please explain.

6. Did professional development increase your awareness and interest in implementing Google Classroom? (Yes/No)
7. Are you interested in participating in future programs offered for Google Classroom?
8. Written Reflection: 3-5 sentences about your Google Classroom experience