

Assignment 4

Defining a Professional Development Experience

Karen Cotter, Linda Lampert, Emily Vandalovsky

New Jersey City University

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Introduction

Amerman Public School District (APSD) prides itself in providing an excellent education for our students. We know that delivering cutting-edge professional development for our staff is paramount to student success. One year ago, grades two through six received one-to-one Chromebooks. Then six months later, our Superintendent spearheaded the implementation of a district-wide Learning Management System (LMS), Google Classroom. The initiative aimed to offer our districts' teachers, librarians, and administration access to the most relevant and collaborative tools available. However, recent teacher evaluations show that teachers are not using Google Classroom and all its components as effectively as they could. Administrators have noted that some teachers are still giving instructional materials to their students in paper format instead of assigning them electronically through the LMS. We need to assess the situation and see what we can do to improve everyone's understanding so that stakeholders can use these technologies more effectively.

The purpose of this paper is to introduce a district-wide professional development series for all stakeholders as requested by the superintendent. The intent is to offer a way for faculty, staff, librarians, and administrative support and practical instruction to meet their individual needs so that they can implement Google Classroom in meaningful ways on a daily basis. One method to reach everyone is through personalized professional development. Personalized professional development that is readily available at any time of the day from any location is an

ideal way to help remediate the gaps that exist in implementation among all stakeholders so the students in APSD receive a consistent excellent education from all teachers.

The implementation will occur in three phases throughout the year. The first phase will be to understand better why there is resistance to implementation since the initial introduction and professional development workshop in late spring of 2018. The second phase will be to roll out the interactive, self-guided website created from the needs gleaned in the survey results. Finally, the last phase will consist of regular self-evaluations as supervisory and peer feedback and follow up. It will include group discussions on the successes and challenges in creating and using the LMS as well as presentation of the best practices use cases to the district community.

The district administration will continuously evaluate the progress of incorporating the use of Google Classroom into learning process. If found necessary, a refresher presentation on the training website will be offered and future plans for the professional development on the special interest LMS topics will be proposed. Teachers will be informed that consistent use and implementation of Google Classroom is not only crucial to students success but is part of their continued individual PD plan.

Phase One - Initial Survey

In spite of the deployment of the district-wide LMS of Google Classroom, teacher evaluations show that teachers are still not using it effectively. Some teachers are still giving instructional materials to their students in paper format instead of assigning them electronically in LMS. Understanding why some teachers are not using the Google Classroom platform

effectively must be understood to create effective and sustained PD experiences. The initial online survey (Appendix A) can be accessed online by clicking [here](#).

Phase Two - Rollout

Phase two is the creation of the Google Classroom Professional Development Website based on survey results from all stakeholders' feedback (from the initial survey). The rollout of the website (Agenda 2018-2019 - Appendix B) will take place at the next faculty meeting (currently scheduled for January 2019), and initial faculty training will be conducted by the technology leadership team (including Vanguard volunteers). The website has been created to be easily accessible and user-friendly as well as accessible 24/7. The expectation that teachers need to improve their implementation and ultimately their use of Google Classroom will be ubiquitous. During the initial training session, we will cover general access to the website and also plan to remind all the stakeholders of the benefits of Google Classroom LMS.

Faculty have indicated (via the survey) that they would like more support and instruction on the following topics:

- document sharing
- data collection
- communication channels
- closed environment
- easy to start the class (with helpful instructions available)
- sharing class resources, once students are added
- repository of work (lesson plans, assignments, messages) to reuse later

- easy submission and ability to provide feedback in
- opportunity for students to ask questions and receive answers without being shy

We also plan to discuss some of the properties of Google classroom that some instructors may find challenging or intimidating. They include:

- Every student needs a unique Gmail account, and if they already have one, they need another one.
- New accounts are associated with remembering new passwords.
- The difficulty of sharing resources with the school community due to the private nature of Google environment.
- The difficulty of sharing with parents or other public members unless they access to the environment.
- The lack of built-in grade book may lead to exporting the grades to other systems/formats.
- Google branding may be recognized by some as marketing influence.

In recognizing the challenges, we still highly recommend getting more information on how to setup and use Google classroom. One of the resources is the YouTube [video](#).

Teachers that would like to expand their knowledge with Google Classroom and stay abreast of updates can check out the resources in the [annotated bibliography](#) section on the website.

It is equally important to educate the members of the administration on the importance and the benefits of the Google Classroom infusion into the learning process. In providing

instructional feedback, school and district administrators should be aware of the current methodologies supported by the present LMS and the ways they differ from the methodologies previously used in the content areas. As stated in literature, some school administrators' feedback to classroom teachers appears distinctly bound to their own experience as classroom teachers (Lochmiller, 2016). To assist with the shift in the use of LMS, administrators are also encouraged to refer to the [annotated bibliography](#) section on the website.

Phase Three - Evaluation

The success and effectiveness of a pedagogical endeavor may not be considered finalized until it is evaluated and measured. More specifically, due to the multifaceted nature of the learning process, the evaluation of its effectiveness and impact should also be approached with a multidimensional instrument. Kirkpatrick's framework outlines a four-level model for training evaluation. It includes: level 1 evaluation - reaction, level 2 evaluation - learning, level 3 evaluation - transfer, and level 4 evaluation - results (Kirkpatrick & Kirkpatrick, 2016).

Under the four-level evaluation model, each layer contributes to assessing the feasibility and usability of the program from a various perspective. The evaluation at level 1 - reaction - measures how participants react to the training program (Kirkpatrick & Kirkpatrick, 2016). The questions at this level focus on the immediate impression made by the program. For example, how did you like the program? Or was the program relevant to your work? While a positive reaction to the training may not guarantee active learning, the negative response has a detrimental effect on it (Winfrey, 1999).

The second level of training, according to Kirkpatrick's model is learning, focused on more in-depth feedback than immediate satisfaction. It assesses participant's advancement in

knowledge, skills, or attitude (Shenge, 2014). The measurement instrument in level two is more sophisticated than in level one and often employs pre-training / post-training testing combination as well as self-assessment and self-reporting of the results.

The level three of Kirkpatrick's model is a transfer of knowledge, which results in the change of behavior. According to Winfrey, the assessment of the behavioral changes may be approached with the following question: are the newly acquired knowledge, skills or attitude being used on an everyday basis? (1999). It is challenging to measure at the level three, since the changes in behavior may occur unpredictably. Similarly, the timing and frequency of the assessment also become non-deterministic by nature (Shenge, 2014).

At the level four of the Kirkpatrick's model, the focus shifts to the results, viewed from the business perspective. Such measures as increased productivity, improvement of quality, decrease in costs and higher profits and return on investment play a vital role in evaluating the results of the training. Some researchers believe that it is nearly impossible to measure a direct effect of the received training onto the overall productivity (Shenge, 2014). In educational setting the level four of the Kirkpatrick's model can be measured by the improved engagement and motivation as well as more effective use of teacher's time.

The effectiveness of the training using all four levels of the Kirkpatrick's model is applicable to Google Classroom LMS. To assess the immediate effect of the proposed training, a [Post Implementation Survey](#) (Appendix C) will be administered according to the agenda below (Appendix A). When administered promptly after the training, the survey will incorporate the elements of levels 1 and 2 of Kirkpatrick's model.

To evaluate the long-term effect of the training and assess the changes in behavior and acquired practices, according to the level 3 of Kirkpatrick's model, [Post Implementation Survey](#) (Appendix C) will be administered once again, six month later. By then, the teachers will get an opportunity to absorb training recommendations and incorporate them into their teaching. Additionally, teachers will self-report their progress and challenges with acquiring Google Classroom environment. The best practices in utilizing the LMS platform will be present and shared with the district community.

The level 3 evaluation is also well suited for administrators and supervisors in observing changes in approaches and behaviors of their staff members. At this level, the applicability and the effectiveness of the professional development become apparent (Glandon, Lepicki, Mullins, 2010), which also allow further planning and decision making.

Based on the feedback from both surveys and faculty self-assessing reports, the district administration will be able to evaluate the growth and the effectiveness of incorporating Google Classroom in the district. As outlined in the level 4 of Kirkpatrick's model, the long-term impact will be evaluated, including but not limited to student engagement and motivation. Additionally, the district administration will follow up on some of the challenges with developing and applying professional development to work (Glandon, Lepicki & Mullins, 2010). If deemed necessary, additional training sessions will be setup and further topics of interest will be explored.

Training

The introduction of the LMS, Google Classroom was an effort to increase student engagement as well as an opportunity for faculty, staff, librarians and administration to have

more time for personal interaction with their students. It was also an effort to reduce the amount of paper used throughout the district. Additionally, because of the district's one-to-one initiative with Chromebooks, the incorporation of GC was a natural fit to increase student collaboration and other 21st-century skills.

The faculty meeting at the end of last year introduced the ideas and laid out expectations for the way in which faculty, librarians, and administration would eventually incorporate the new system. While initial training has commenced there is still inconsistently implementation throughout the APSD.

The district recognizes that there needs to be readily available PD, in varied formats, for new programs to be successful. We understand that, with a district this large, training needs to be well-planned, convenient, and meaningful.

Increased success in the use and implementation of Google Classroom will be supported by the administration in two ways. First, the creation of the new [Google Classroom Training Center Website](#) gives access to all stakeholders to get information related to all aspects of GC and access to “how-to” videos in a on-demand format. This allows teachers, librarians, and administration to get information they need at any time. Second, the district has set up a schedule for training and PD support (see below) at faculty meetings, team meetings, professional learning communities, workshops (Lunch and Learns). Additionally, our educational technology facilitator, educational technology staff and Vanguard teachers have graciously volunteered their time and can schedule one-to-one meetings that best fit into your busy schedule.

According to Creighton & Bizzell (2010) in their research *Follow-Up, A Key Component of Successful Professional Development*, active follow-up (emails, phone calls, the ability to

discuss training and implementation in the classroom) gives employees the chance to reflect and discuss how the training is pertinent to their individual classrooms. To that end it is expected that all faculty, librarians, and administration be regularly involved in ongoing Google Classroom training and face-to-face training opportunities.

Finally, as a way to encourage participation and show proficiency in different skills, knowledge, and application, APSD will award electronic badges as stakeholders complete and incorporate training. This personalized learning for teachers, librarians and administration focus' on a growth mindset (Dweck, 2008) and models lifelong learning we want our students to emulate. It is an opportunity for “teachers work to prove mastery of single competencies” (Will, 2017).

Training Organization

Throughout the school year, administration throughout the district will implement several ways to continue training so that the leaders in our schools can continue to grow and learn. Some of the initiatives that will take place are:

Best Practices Highlights

A different staff member will present each month. Supervisors, instructional facilitators, or other faculty will suggest someone they believe are using Google Classroom effectively and innovatively in their classroom. Faculty members that present will also receive a badge. See ‘Badge acquisition’ below.

Professional Learning Communities (PLC)

A professional learning community will be formed. Small groups will be formed (department or interest based - this depends on the type of school, elementary, middle, or high)

and monthly time will be scheduled to support one another, reflect, and share what is and what is not working.

Lunch and Learns

The instructional coach, educational technology coach, Vanguard members will monitor feedback from website interactions, quick surveys and anecdotal meeting with faculty, librarians, and administration, create and offer quick 30 minute Lunch & Learn workshops. These sessions may be used to support any of the teachers' needs, including (face-to-face) techniques, concepts, or strategies.

Drop-ins

The instructional coach and educational technology coach will regularly schedule meetings to visit all team meeting to answer questions. They will also be available per request of a team leader or administration to address a particular concern, demonstrate a strategy or other topics the team would like to discuss.

Badge Acquisition

As faculty complete training sessions on the website, engage in presenting Best Practices, work as Vanguard assistants, work to further their knowledge as it relates to understanding and implementing Google Classrooms, they will earn Digital Badges. Very early research on micro credentialing or “competency-based recognition for the skills they learn throughout their careers (Educator Micro-credentials. (n.d.) is showing that teachers “also appreciate the opportunity to personalize their own learning, the flexibility of earning the badges, and the relevance of the PD to their daily work” (Will, 2017).

Annotated Bibliography

Ballew, T.D. (2017). *Teacher perceptions of a technology-based Google Classroom* (Doctoral

Dissertation). Retrieved from https://www.cn.edu/libraries/tiny_mce/tiny_mce/plugins/filemanager/files/Dissertations/Dissertations2017/Tracy_Ballew.pdf

This dissertation aimed to measure teachers' perceptions of the implementation of Google Classroom through the use of Chromebooks. Overall, the responses were positive. The data also showed a significance between teachers' perceptions and their years of experience, grade level assignment, and subject matter.

Davis, V. (2015, April 15). 8 Top Tips for Highly Effective PD. Retrieved December 7, 2018,

from <https://www.edutopia.org/blog/top-tips-highly-effective-pd-vicki-davis>

This article posits that well planned professional development enhances teacher effectiveness and offers eight approaches to improve it. Examples such as modeling the teaching you expect in PD workshops, initiating PD within two weeks, and the importance of feedback by administrators or peers, within two weeks, are suggestions by the author. Other suggestions include the timely implementation of PD, having a long-term focus, planning for “buy-in” and the importance of peer-collaboration. This article not only offers eight tips to implement PD but gives good examples and offers a practicality that makes these ideas feel like they can be used almost immediately.

Heggart, K. R., & Yoo, J. (2018). Getting the most from Google Classroom: A pedagogical framework for tertiary educators. *Australian Journal of Teacher Education*, 43(3).

Retrieved from <http://ro.ecu.edu.au/ajte/vol43/iss3/9>

This journal article talks about the benefits of using Google Classroom and things that

you may want to consider when rolling it out in your district. It talks about how pedagogical practices need to change in order to capitalise on a shift towards using a digital platform. It also talks about a framework that was created to evaluate the use of online platforms.

How to Measure Online Course Effectiveness. (2017, April 12). Retrieved December 7, 2018, from <http://www.elearninglearning.com/kirkpatrick/online/?open-article-id=6437862&article-title=how-to-measure-online-course-effectiveness&blog-domain=coursearc.com&blog-title=coursearc>

This blog, very briefly and succinctly, states how to measure online course effectiveness. Each of the four levels of Kirkpatrick's model (reaction, learning, behavior, and results) are listed with a statement about what that particular level focuses on. Then, there is a list of three to six specific questions that can be used to evaluate those particular levels of training. The article ends with short suggestions for implementing the evaluation like starting at the first level and working towards level four (as the questions increase in complexity), using pre and post surveys, paying attention to the timing of when the evaluations are given, and reiterating that the evaluation is not prescriptive but highlights the *results* of the evaluation.

Lochmiller, C. R. (2016). Examining administrators' instructional feedback to high school math and science teachers. *Educational Administration Quarterly*, 52(1), 75-109. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/0013161X15616660?journalCode=eaqa>

This article explores the feedback provided by high school administrators as part of their instructional supervision. One of its findings describes the feedback that the administrators provide is deeply rooted within their past experiences as teachers, which shaped the way they viewed instruction. The article concludes that the administrators need to recognize how their own position within a particular subject subculture influences the feedback they provide to classroom teachers.

McLeod, S. (2015). Facilitating administrators' instructional leadership through the use of a technology integration discussion protocol. *Journal of Research on Leadership Education*, 10(3), 227-233. <https://doi.org/10.1177/1942775115623393>

This article stresses the importance of technology integration as vehicle for transformation of traditional instructional practices as opposed to replicating them. It states that the administrators' use of a targeted discussion protocol can be helpful for facilitating analysis and revision of educators' technology-infused lessons and units. It describes how the school administrators can utilize such protocols to enhance their instructional leadership and foster the success of the technology integration and implementation efforts.

References

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journalCode=eaga](https://journals.sagepub.com/doi/abs/10.1177/0013161X15616660?journalCode=eaga)

Shenge, N. A. (2014). Training evaluation: Process, benefits, and issues. *IFE Psychologia: An International Journal*, 22(1), 50-58.

Will, M. (2018, June 20). Teachers Customize Professional Development Through Microcredentials. Retrieved December 8, 2018, from <https://www.edweek.org/ew/articles/2017/04/26/customizing-professional-development-through-microcredentials.html>

Winfrey, E.C. (1999). Kirkpatrick's Four Levels of Evaluation. In B. Hoffman (Ed.), *Encyclopedia of Educational Technology*.

Appendix A

Initial Survey Google Classroom Implementation

At Amerman Public School District (APSD) student success is our most important mission! We know our all of our teachers, librarians, support staff and stakeholders work hard, every day to create engaging and interesting learning experiences for our students here at APSD. As you know it important that ALL stakeholders have input as we systematically assess our new initiatives. It has already been six months since the new LMS, Google Classroom has been up and running. We are excited to hear your feedback about both what is working, what is not working, and what you would like to learn more about.

As you know here at APSD your input is invaluable, not only when things are working well, but when a program or new initiative is not working for you. We want to support you as you continue to implement this new LMS system. Please take a few moments to complete this short survey so we can develop upcoming professional development experiences that will meet your specific needs.

The survey should only take 5-7 minutes. The survey will be open for 2 weeks (and we will give you time at the faculty meeting next week) but, if you complete the survey in the next 48 hours you will be entered to win a gift card!

Thank you for taking the time to complete this survey.

1. What subject do you teach?
2. How often do you use our LMS, Google Classroom?
3. What is the main reason that you use Google Classroom?
4. On a scale of 1-5 (1= not at all and 5 always) please rate the following statements (with the understanding that it has only been in use for six-months):
 - 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.
5. What is your favorite feature of Google Classroom?
6. What is your least favorite feature of Google Classroom?
7. Have you helped another faculty member with the use of Google Classroom?
 - a. If yes
 - i. What feature?
 - ii. How often?
 - b. If no – Question ____
8. Has another faculty or staff member ever helped you with a feature of Google Classroom?
 - a. If yes
 - i. What feature?

- ii. How often? How often have you asked for, or gotten help?
 - b. If no – Question ____
- 9. I would be interested in helping others with Google Classroom.
- 10. Are you aware that the use of the Google Classroom can be reflected in your teacher evaluation?
- 11. What area of Google Classroom do you feel you need more practice/support with?
- 12. What delivery of professional development would best meet your needs? (5=best – 1=worst)
- 13. What are your most frequent questions?
 - a. Faculty meeting
 - b. Team meeting
 - c. Department meeting
 - d. Classroom Pull-out (1/2) with sub coverage
 - e. Classroom Pull-out (1/2) with sub coverage
- 14. Additional questions, comments, or suggestions regarding Google Classroom?

Appendix B

Agenda Professional Development 2018-2010

This Google Slide [presentation](#) will be used in conjunction with the Amerman Public School District Google Classroom Training Center [website](#).

- Initial LMS implemented Fall 2018 – all teachers
 - Initial training Spring 2018, Summer workshops and PD offered (paid)
 - Monthly (general)PD at Faculty meetings, Department, or Team meetings
- Six-month follow-up survey
- Analysis of survey results January 2019
 - Revision of specific online PD as a result of faculty needs
- The rollout of LMS PD Website “how to” @ January 2019 faculty meeting (make sure to identify faculty not at the meeting so they can be rescheduled)

Faculty Meeting - LMS PD Website - Rollout agenda

- Results of the survey
- Introduction of the LMS PD Website with PearDeck
- Expectations for increase LMS use to increase student engagement and learning

September 2019 & January 2020

- Self-reporting and discussion of GC use
- Sharing of Best Practices using GC in the district
- If found necessary, a refresher of the training website and Google sites presentation
- Planning for further professional development on topics of special interest in LMS use

Appendix C

Post Implementation Survey

Q1. Thinking about the training you have done to improve and enhance using Google Classroom, please give each of these courses a "grade" between 0 and 100. (100 being the best possible training.)

Understanding the Fundamentals of GC	
Streaming GC	
Classwork and GC	
Adding Students to GC	
Creating Assignments with GC	
How to "push" a website through GC	

Q2. Why did you like the most about the training? Please be as specific as possible.

Q3. What did you like the least about the training? Please be as specific as possible.

Q4. Would should have been offered, but was not?

Q5. Did you leave the training with something you will use right away? Yes No

Q6. If yes to the above question, what was it?

Q7. If no, what would have been more helpful to you?

Q8. Do you feel more confident in your ability to apply (at least one thing) in your classroom using Google Classroom? Yes or No

Q9. How often do you plan to implement the new training into your every day classes?

Every day (1) A few times a week (2) I'll start with once a week (3) A couple of times a month (4) I really will need to have someone hold my hand to get going with this (5)

Q10. Will you help support others to implement GC? Yes or No

Q11. Has a supervisor, colleague, or co-worker commented on your awesome use of GC? Yes or No

Q12. Do you feel that your integration of some GC components has increased your productivity? Yes or No

Q13. How has using GC helped? Please be as specific as possible.