

A PLAN FOR PROFESSIONAL DEVELOPMENT IN THE DISTRICT WIDE LEARNING
MANAGEMENT SYSTEM

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Narrative

This professional development plan was designed to first identify and prioritize the development needs of all members in the learning community as it applies to the deployment of the district wide Learning Management System. Consideration was given to participants varied roles, and subject matter to develop strategies to adapt the professional development program to maximize productivity with these factors in mind.

In their book entitled *Designing professional development for teachers of science and mathematics* Loucks-Horsley, Stiles, Mundry Love, and Hewson (2009) state that professional development should be

- Directly aligned with student learning needs
- Intensive
- Ongoing
- Focused on the teaching and learning of specific academic content
- Connected to other school initiatives
- Providing time and opportunities for teachers to collaborate and build strong working relationships
- Continuously monitored and evaluated.

The components above are included in this plan. To begin, a needs assessment was established because without it, professional development leads to off-the-cuff training that is often reduced to satisfying the time requirements of training, in place of meeting the needs of specific teachers or the community (Grant, 2002). Flexibility is emphasized because according to Grant, formal needs assessment can recognize only a small amount of components (Grant, 2002). In an attempt to broaden the horizon in identifying needs, both formal and informal methods will

be implemented. Questionnaires and structured interviews will be combined with informal interviews to gather as much data as possible when the plan is deployed.

After establishing goals for the professional development program based on the data gathered in the needs assessment, a plan will be established to implement the program. Just as teachers use a variety of strategies in their classroom, this program will also incorporate an assortment of approaches. The reason multiple strategies can be used is because this professional development plan will take place over an extended period of time, thus allowing more flexibility and give staff the opportunity to follow up. The strategies employed in this plan will be:

- Workshops – establish initially to provide basic instruction and reduce resistance by educating participants on the benefits of learning management systems
- Professional networks – also established early to allow collaboration throughout the process
- Online professional development – allows individuals to work on their own pace
- Demonstration lessons – provides the ability of teachers to see Learning Management Systems applied to the classroom
- Lesson study/Roundtable Discussions – offers the opportunity for subject area teachers to plan together
- Coaching – delivers remediation to staff that are having difficulty understanding learning management systems with a specific agenda
- Study groups/Collaboration – affords the ability to go above and beyond the scope of the original professional development plan

To maximize the productivity of the program in addition to formal instruction this plan seeks to promote a system wide environment in which growth becomes intrinsic in customary

teaching practices (Grant, 2002). To accomplish this goal, participants need to believe that the learning management system will make them more effective and efficient. A web page will be provided to help teachers with this process. The website can be found at:

http://scienceclassonline.com/njcu/admin_supervision/pd_admin_super.html

This will increase motivation and insure success of the program (Guskey, 2000). In the preliminary workshops, participants will be introduced to research completed by Clark and Mayer in their publication, *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. This will demonstrate that Learning Management Systems increase teacher's efficiency and effectiveness thereby overcoming resistance to the implementation of the product. It will also develop an environment where teachers trust new technology and take away a sense of community that allows them to be independent problem solvers.

Staff development evaluation will address two goals; to understand staff development so that it can be strengthened and to determine what effects staff development has had in terms of intended outcomes, in this case increasing teacher effectiveness using learning management systems. The first goal is of interest to administrators who are interested in the effectiveness of staff development strategies and ways it can be improved. The second goal addresses the issue often posed by policy makers and educational leaders: Does staff development improve student learning?

The Guskey evaluation framework was chosen for evaluation because it is an accepted and proven tool in the field of education. It will measure not only changes in teachers' effectiveness in using learning management systems, but also impacts on learning (Guskey,

2002). For this reason, the following artifacts will be included in the evaluation of the professional development plan; analytics, teachers work, student portfolios, and focus groups.

The Guskey method uses five areas of information that increase in complexity (Guskey, 2002). The first gathers data on participants' reactions on initial satisfaction. Next, new abilities of participants gained during the activity is measured (Guskey, 2002). Third, institutional backing and modification is sized (Guskey, 2002). Fourth, data is collected on participants' implementation of new skills. Performance and achievement, attitudes, abilities and actions of students is studied last (Guskey, 2002). This process attempts to provide indications on the level of effectiveness of professional development efforts to supporting student pedagogy (Guskey, 2002).

Professional Development Needs Assessment

In order for any school district initiative to be successful, assessment must be integrated into the professional development plan. According to Guskey (2000), there are three purposes to professional development evaluation: planning, formative and summative. In this plan assessment will address the planning and formative levels of evaluation and summative evaluation will be addressed in the section, "Evaluation of the Professional Development".

Assessment does not begin following a professional development workshop, but rather it begins in the planning phase of the training with a context analysis that assesses teacher needs and their unique characteristics, background, and skills already possessed (Guskey, 2000; Frazier, 2012). As noted previously, to gain an understanding of the district's professional development needs both formal and informal measures will be used to complete a needs assessment. Faculty will be placed on beginner, intermediate, and expert levels for professional

development workshops according to the Concerns Based Adoption Model (CBAM) levels of concerns. The CBAM stages were developed in the 1970's to assess participants concerns in order to provide each person with the needed supports to make program implementation successful (SEDL, 2015). The program has been determined to be valid and reliable and was updated in 2006 (SEDL, 2015). To determine the levels and needs of the faculty a questionnaire will be used to assess teacher concerns. The questionnaire can be found at <http://goo.gl/forms/3mZI5kBkuQ> and will be comprised of three open-ended questions to assess needs:

1. What are your concerns with implementing Google Classroom as a Learning Management System?
2. What benefits have you experienced using Google Classroom?
3. What obstacles have you encountered in using Google Classroom?

Hall and Hord (2011) grouped the CBAM stages of concerns into four broader levels: unrelated concerns, self-concerns, task concerns, and impact concerns. The technology coordinators will use the data garnered from the questionnaire to place teachers at either beginner, intermediate, or expert levels for professional development workshops. Teachers at the beginning phases or CBAM stage zero through one are those who express needs at the unrelated concerns levels meaning those who have limited understanding of Google Classroom, while at the self-concern level teachers focus on the requirements of integration and how the LMS will impact them (Hall & Hord, 2011). Teachers who express self-concern and task concerns will be placed on the intermediate level or CBAM's stages two through four. Hall and Hord (2011) break the final level into the consequence stage, the collaboration stage, and the renewal stage. Teachers who express concerns regarding student learning and performance are at the

consequence stage and will be placed on the intermediate level. The expert level will be comprised of teachers determined to be in the collaboration and renewal stage or CBAM's final stages because of their desire to coordinate with colleagues and explore ways to modify and improve the LMS.

To determine teacher skills and background, interviews will be conducted in focus group formats. The focus groups will be made up of teachers from every grade level and curricular area. The technology coordinator will complete the focus groups interviews and will also find out how Google Classroom is being utilized in the classroom. The data collected from the focus group will be used to determine the content of the PD workshops. The technology coordinator will ask the following questions:

1. How are you currently using Google Classroom?
 - a. If the teachers indicate they are not, ask a follow-up question, Why not? or What are the difficulties you have encountered with Google Classroom.
2. Are you using Google Classroom to communicate with students and post class information and assignments?
3. Are you using Google Classroom to create assignments and assessments?
4. Are you using Google Classroom to facilitate student collaboration and discussion?

Professional Development Planning

This plan addresses the training component which is geared to inform the school district of the key features of Google classroom as a LMS and the professional development associated with it, that include instruction, discussions and collaboration on how to analyze the data from the system in inform practice (Closing the gap, 2012)

The target audience for this training are the district's staff, members of the administration, Media Specialists and/or Tech Coaches. The learning needs for the audience is varied. Some staff members are using the basic features of the system, others are utilizing it beyond the basic levels and some are not using it at all. As for the administration the learning needs are concentrating on policy making and data aggregation and analysis. Training for the Media Specialists and Tech coaches will concentrate on building resources and outreach strategies. According the Northwest Center for Public Health Practice (2014), there are some elements to consider when providing training to adult learners;

- The training provided should be available for use immediately
- Training should be relevant to the learners' profession
- The training environment should encourage learners' participation
- The training should be engaging
- Learners should be given the opportunity to share their experiences

We decided to use Google Classroom as a platform for our LMS, Google classroom is a feature of Google Apps for education. It's a free suite of services that include Gmail as the email service provider and productivity tools such as Google Drive, which includes Docs, spreadsheet, presentations and Google classroom. Google Apps for Education will help our district by providing our teachers and students with various resources that can be used in the context of the classroom. It will also help our teachers and student in terms of flexibility across different devices and platform. One of the important reasons we chose Google classroom is that it facilitates the opportunity for teamwork, teachers and student can collaborate remotely in real-time. Another major factor for our choice of this particular platform is its affordability and ease of management

(“Going 1-1 with Google for Education”, 2014). According to Google training Center website, Google classroom is a collaboration tool for teachers and students that helps organize and streamline classroom experience. Teachers create classes, follow up with assignment completion and assign grades when they are finished.

The objectives of this professional development training is based on a study by Lochner, Conrad & Graham (2015) to identify the concerns of teachers toward adapting innovation. The authors used the Concerns-Based Adoption Model (CBAM) as a framework for their study. According to the model they identified seven stages of concern;

Stage 0: Teachers may be aware of the innovation and have limited knowledge of it.

Stage 1: Teachers express interest in learning about the requirements of an innovation

Stage 2: Teachers may start to focus on how the innovation may affect them personally and raise issues about the changes they are expected to make

Stage 3: Teachers express concerns about efficiency and how best they use the innovation

Stage 4: Teachers are concerned with the effect of the innovation on their students

Stage 5: Teachers focus on communicating and relating ways they are using the innovation with their colleagues

Stage 6: Teachers come up with alternative ways that to increase the effectiveness and continue to improve of the innovation.

Based on that our objectives will be as follows:

1. Beginner (addressing stages 0 and 1): Teachers will learn how to access Google class room

and navigate the various features of the program.

2. Intermediate (addressing stages 2, 3 and 4): Teachers will learn how to personalize the program to meet their instructional objectives and use data to evaluate their student's achievement
3. Advanced (addressing stages 5 and 6): Teachers will learn how to collaborate and share best practices to improve the effectiveness of the program
4. Administration staff will learn ways to utilize the district-wide program analytics to evaluate student's progress and communicate with teachers for feedback and motivation.
5. Media Specialists and/or Tech Coaches will learn how to build a library of resources and reach out to staff members to help with implementation.

Agenda

Learning Sessions	Time Frame	Objectives	Resources
Staff Beginner	September 2016 initial training. Year round PD as the need arises through mini lunch & learn sessions, monthly curriculum /staff meetings, online resources on Google site and peer coaching	<ul style="list-style-type: none"> • Learn how technology affect student's lives • Identify how technology would save time and make teaching more efficient • Learn where to find online help 	Benefits of digital classroom https://youtu.be/0M2VICA1zZk Goal setting template https://docs.google.com/document/d/1ggksSa3_5-wXmGpUiEEf6eTCbKENpOBa-c_nwqsOPDg/edit?usp=sharing
Staff Intermediate	September 2016 initial training. Year round PD as the need arises through mini lunch & learn sessions, monthly curriculum /staff	<ul style="list-style-type: none"> • Learn about online safety and how to integrate Google digital tools into instruction • Learn how to use Google Sheets to analyze data 	Google digital tools tutorial https://youtu.be/tFjwllfwI7E Cyber smart website https://esafety.gov.au/?from=cybersmart Multimedia text set example https://docs.google.com/document/d/1q5b8Lfiz6TTKNFCDPCp2uPcJdWF70GTvWGrRvoBZ5h8/edit?usp=sharing

	meetings, online resources on Google site and peer coaching	<ul style="list-style-type: none"> Learn how to participate in online help forums 	
Staff Advanced	September 2016 initial training. Year round PD as the need arises through mini lunch & learn sessions, monthly curriculum /staff meetings, online resources on Google site and peer coaching	<ul style="list-style-type: none"> Learn how to deliver a personalized instruction Learn how to create a network of peers to reach out for support Learn how to join a Google Educator Group for support and fun 	<p>Alternate learning models using Google Apps for learning https://youtu.be/RoGIYgNgZJY</p> <p>Project-based learning http://bie.org/</p> <p>Blended Learning http://www.christenseninstitute.org/blended-learning/</p> <p>Flipped Classroom http://flippedclassroom.org/</p>
Administrators	Summer Institute 2016	<ul style="list-style-type: none"> Learn policy development regarding LMS Learn strategic planning using LMS Learn data aggregation and analysis 	<p>Engaging teachers and students in using data http://www.turningdataintoaction.org/</p> <p>Innovative approach to teaching with Google for Education Apps https://youtu.be/WUH17fJnQ1w</p>
Media Specialist / Tech Coaches	Summer Institute 2016	<ul style="list-style-type: none"> Learn how to utilize Google for Education essential resources Establish an outreach plan 	<p>Google for Education resources guide https://docs.google.com/document/d/16pGWXaoxC6CtVV1kZ0I9PgtSntZP80_2gWmaxKSLB18/edit?usp=sharing</p> <p>Guide to Going Google Outreach http://k12guide.googleapps.com/communication-plan</p>

Professional Development Formative Assessment

According to Guskey (2000), the next phase of assessment occurs during the implementation of the activity and is formative. The purpose of this type of assessment is to provide ongoing information and evidence on how the integration of Google Classroom is going and progress is being made. Useful formative assessment focus on the conditions for success, such as: “what conditions are necessary for success, have they been met, and can they be

improved” (Guskey, 2000). As one of the critical levels of evaluation Guskey (2000) include as the first level participant’s reactions to the PD experience. Level One assessments gather participant’s immediate response to the professional development activity and gauge their satisfaction levels (Mullins, Lepicki, Glandon, 2010). Teachers reactions will be garnered through questionnaires used before, during and immediately following each workshop. Answers are anonymous in the hopes of acquiring reliable feedback and will be promptly completed to gain a true reflection of participant’s reactions (Mullins, Lepicki, Glandon, 2010). It is crucial that participants be satisfied with the PD as this may affect the overall success of the LMS integration (Mullins, Lepicki, Glandon, 2010). The results of the questionnaires will be used to help design future professional development activities that address satisfaction and movement through the CBAM stages. The questionnaires will be developed using Google Forms and are based on the alternative approach to gathering teacher satisfaction as presented in the Professional Development Framework for the Ohio ABLE System developed by Mullins, Lepicki, and Glandon (2010). The before and during questions are based on a Likert scale, while the after questions are open-ended to provide the teachers an opportunity to provide further details and reflect on their learning.

Professional Development Satisfaction Survey http://goo.gl/forms/ZoRn9u37dz		
Before	During	After
<ol style="list-style-type: none"> 1. What are your expectations for this training session? 2. What are your personal goals for this training session? 3. What does the 	<ol style="list-style-type: none"> 1. Is this session meeting your personal goals? 2. Is this session meeting the listed goals? 3. Is this training meeting your expectations? 	<ol style="list-style-type: none"> 1. What is your overall satisfaction with this training session? 2. Were your expectations met for this training session met? Explain

<p>program list as the session's goals?</p>	<p>4. Will the content presented thus far be useful to you?</p>	<p>3. Were your personal goals met for this training session? Explain</p> <p>4. Describe how you will implement one thing you learned today in your classroom or program.</p>
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According to the Duke University Academic Resource Center (2015) assessment is on-going, has the primary purpose to improve learning, and seeks to identify areas in need of improvement. To ensure the success of Google Classroom integration formative/ongoing assessment will be addressed at district monthly curriculum meetings. These district meetings are held each month for supervisors to address curricular initiatives, supply resources and provide an opportunity for teachers to clarify concerns and discuss current practices. The first 15 minutes of each meeting will be dedicated to a round table discussion of the Google Classroom initiative. As the September meeting is two weeks after the initial PD, this time will be spent debriefing, addressing and noting initial concerns. For the October and November meetings teachers will be expected to bring sample lesson plans and/or provide sample activities to share with colleagues. Supervisors will be assessing informally the faculty movement through the stages of CBAM and analyzing the needs of the staff for further resources or training. The supervisors will take this preliminary assessment information to the PD committee so that resources can be provided through the website and mini lunch & learn sessions can be developed to address further needs and move teachers along the framework towards the expert level.

Because the goals for this were not only to successfully integrate Google Classroom as an

LMS, but also to increase student's academic achievement ongoing assessment must address student learning. As supervisors and administrators review lesson plans, they will begin looking for activities that utilize Google Classroom and move towards looking for learning objectives that address the use of the LMS to address higher levels on the Levels of Technology Implementation (LOTI). This movement towards the LOTI frame will be discussed during the December curriculum meetings. Teachers will begin reflecting, at least once a month in their lesson plans on their teaching practice based on the LOTI framework. This framework ranges from non-use to awareness and exploration to infusion, integration, expansion, and refinement (Learning Quest, 2015). These levels move the student learning along to the higher levels of Bloom's taxonomy and also change the structure of the class from teacher centered at the lower levels to student centered at the higher levels (Learning Quest, 2015). To improve student achievement teachers should begin to develop learning objectives that address higher order thinking and design lesson plans that allow students to address real world problems and authentic learning (Learning Quest, 2015). Curriculum meeting roundtable discussions will continue monthly to allow teachers collaboration time and provide formative data to address any needs that have arisen as the plan is being implemented that will be addressed in ongoing professional development.

Evaluation of Professional Development Plan

In order to change classroom practices, effective professional development should not occur in one-day, disconnected workshops. It requires "sustained, intensive, and classroom-focused" activities that are "an integral part of broad schoolwide and districtwide educational improvement plans" (U.S. Department of Education, 2006, p. 1). With an increased focus on meeting Common Core State Standards, "teachers need to be learning at high levels" (Missouri

Department of Elementary & Secondary Education, 2013, p. 75) and developing new pedagogical skills. Yoon, Duncan, Lee, Scarloss, and Shapley (2007) found that to be effective, professional development for teachers requires an average of forty-nine hours to realize results for students. In addition, effective professional development should include “job-embedded learning featuring teacher collaboration and use of coaches” (Vermont Department of Education, 2011, p. 4).

When professional development is being planned for teachers, a logical sequence for designers to follow is to assess needs, design and deliver training, and assess and evaluate the training. However, the most effective professional development should begin with the end in mind and should be aligned with student learning outcomes (Kreider & Bouffard, 2006). Delivering professional development for the purpose of satisfying a requirement does not yield significant results, but when professional development is linked to student performance, the results can be substantial.

This professional development plan has two goals: (1) to integrate digital technology into teachers’ and students’ classroom practices through the use of the Google Classroom learning management system, and (2) to improve students’ grade-level content area benchmark assessments by at least 20%.

The purpose of a professional development evaluation plan is to determine the effectiveness of professional development after it has been delivered and the practitioners are given time to apply the skills that are learned. According to Guskey (2002), five levels of data should be collected and analyzed during the evaluation, including (1) participants’ reactions, (2) participants’ learning, (3) organization support and change, (4) participants’ use of new

knowledge and skills, and (5) student learning outcomes.

Using Guskey's five levels as a guide, this evaluation plan will collect data from several sources to determine if the District's professional development goals have been met. To determine their reactions to the professional development (Level 1), participants will complete satisfaction surveys at various stages in the professional development process.

As noted in the Assessment section of this professional development plan, participants will engage in roundtable discussions at curriculum meetings and will use the LoTi Framework to reflect on their lesson design and integration of the LMS. Supervisors and administrators will use these reflections to determine if participants acquired the intended knowledge and skills from the professional development sessions (Level 2).

Focus group interviews will be conducted to determine if the District created a conducive learning environment and provided participants with the resources and support necessary to integrate technology into the curriculum (Level 3). Two heterogeneous focus groups will be formed. One group will consist of teachers across all grade levels and content areas. The second focus group will consist of the technology coordinator, technicians, supervisors from the content areas, and administrators from each of the schools.

Questions for Focus Group Interviews

Administrators:

The questions below relate to the District's two professional development goals: (1) integrating digital technology into teachers' and students' classroom practices through the use of the Google Classroom learning management system and (2) improving students' grade-level content

area benchmark assessments by at least 20%.

1. In what ways do you believe professional development has had an overall impact on achieving the District's two goals?
2. How do you think professional development has affected the District's climate?
3. In what ways did the administration provide support to ensure the success of the professional development plan?
4. What resources were made available to support the implementation of the professional development plan? How did you see them used?
5. At what point in the school year did you notice successful implementation of the Google Classroom learning management system? How did you recognize that success?

Teachers:

The questions below relate to the District's two professional development goals: (1) integrating digital technology into teachers' and students' classroom practices through the use of the Google Classroom learning management system and (2) improving students' grade-level content area benchmark assessments by at least 20%.

1. In what ways do you believe professional development has had an overall impact on achieving the District's two goals?
2. How do you think professional development has affected the District's climate?
3. In what ways did you receive support to ensure the success of the professional development plan?

4. If you encountered problems integrating the Google Classroom learning management system, how were they addressed?

5. How successful were you in integrating the Google Classroom learning management system into your classroom practice? Were your successes recognized and shared? If so, how?

To determine if participants have effectively applied the new knowledge and skills (Level 4), data to measure technology integration will be collected via walk-through observations, teacher portfolios, student portfolios, and focus group interviews. The Walk-Through Observation Form is based on the Technology Integration Matrix (Florida Center for Instructional Technology, 2015), which incorporates five interdependent characteristics of meaningful learning environments (active, constructive, goal directed, authentic, and collaborative) with five levels of integration (entry, adoption, adaptation, infusion, and transformation). Teachers will be provided with access to the matrix during a professional development session at the beginning of the school year so that they will know how they will be evaluated throughout the year. Administrators will use the matrix to determine the degree to which technology is implemented as they make announced and unannounced classroom visits.

Walk-Through Observation Form

	ENTRY 1	ADOPTION 2	ADAPTATION 3	INFUSION 4	TRANSFORMATION 5	SCORE
	Teacher begins to use technology tools to deliver curriculum content to students.	Teacher directs students in the conventional and procedural use of technology tools.	Teacher facilitates students in exploring and independently using technology tools.	Teacher provides the learning context and the students choose the technology tools to achieve outcome.	Teacher encourages innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without the use of technology.	
ACTIVE Students actively engaged in using technology as a tool rather than passively receiving information from the technology.	Students receive information passively from Google Classroom tools.	Students use Google Classroom tools for conventional, procedural tasks.	Students use Google Classroom tools as a conventional, independent tool and have some choice and exploration.	Students choose to use Google Classroom tools with regularity.	Students use Google Classroom tools extensively and unconventionally.	
COLLABORATIVE Students use technology tools	Students use Google	Students use Google Classroom	Students use Google Classroom tools	Students choose to use Google Classroom tools	Students collaborate with peers and outside resources in ways not	

to collaborate with others rather than working individually at all times.	Classroom tools individually.	tools collaboratively in conventional ways.	collaboratively and have some choice and exploration.	regularly for collaboration.	possible without Google Classroom tools.	
CONSTRUCTIVE Students use technology tools to connect new information to their prior knowledge rather than for passively receive information.	Teacher delivers information to students using Google Classroom tools, but students are not actively involved.	Students use Google Classroom tools to build new knowledge with teacher direction.	Students use Google Classroom tools independently to build knowledge and have some choice and exploration.	Students choose to use Google Classroom tools regularly to build knowledge.	Students use Google Classroom tools extensively and unconventionally to build knowledge.	
AUTHENTIC Students use technology tools to link learning activities to the world beyond the instructional setting rather than working on decontextualized assignments.	Teacher uses Google Classroom tools in ways that are unrelated to classroom instruction.	Students use Google Classroom tools in activities with some meaningful context but are guided by teacher.	Students use Google Classroom tools independently in activities that are connected to their lives and have some choice and exploration.	Students choose to use Google Classroom tools regularly in meaningful activities.	Students use Google Classroom tools in innovative ways for higher order learning activities in a local or global context.	
GOAL DIRECTED Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	Teacher uses Google Classroom tools to give directions and monitor students' step-by-step completion of tasks.	Students use Google Classroom tools to plan and monitor conventional, procedural activities but are guided by teacher.	Students use Google Classroom tools as directed by teacher to plan and monitor activities and have some choice and exploration.	Students choose to use Google Classroom tools flexibly and seamlessly to plan and monitor activities.	Students use Google Classroom tools extensively to plan and monitor higher order learning activities that may have been impossible without the use of technology.	
TOTAL SCORE						

Ratings

- 0-5 Poor integration of Google Classroom LMS
- 6-10 Below average integration of Google Classroom LMS
- 11-15 Average integration of Google Classroom LMS
- 16-20 Above average integration of Google Classroom LMS
- 21-25 Superior integration of Google Classroom LMS

At their end-of-year summative evaluation meeting with their supervisor, teachers will bring a paper portfolio or a link to a digital portfolio that includes artifacts demonstrating their planning for and integration of technology into classroom practices. Teachers will use the [LoTi Framework](#) (Learning Quest, 2015) as a tool to guide and monitor their own progress as they integrate technology into classroom practices. Because it focuses on “effective use of digital

tools and resources to promote higher order thinking, engaged student learning, and authentic assessment practices in the classroom” (Learning Quest, 2015, n.p.), the framework bridges the connection between the District’s technology integration goal and the student performance goal. After being assessed in September, teachers will strive to move up at least one level by the end of the year.

Included in the portfolio will be teachers’ sample lesson plans and a reflection on the use of the Google Classroom LMS.

Teacher Reflection Form

To what extent do you ...	Not at All	Very Little	Some Degree	Quite a Bit	A Great Deal
Use Google Classroom tools solely to disseminate information to students?					
Use Google Classroom tools to seek partnerships outside of the classroom setting that allow students to access experts and peers in other locations?					
Use Google Classroom tools to facilitate students’ higher order learning by engaging students in activities that may have been impossible without the use of digital technology?					
Use Google Classroom tools to engage students in learning activities connected to real-life issues that have meaning to your students?					
Use Google Classroom tools					

to create a learning environment in which students are able to plan how they complete assignments and monitor their progress?					
How has using the Google Classroom learning management system changed your classroom teaching practices?					

Teachers will also bring sample student portfolios showcasing student work that is aligned with Core Curriculum Content Standards and demonstrates integration of technology. Students will also reflect on the impact the Google Classroom LMS has had on their learning.

Student Reflection Form

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
During class, I mostly watch my teacher use Google Classroom tools.					
I use Google Classroom tools to work with other students or experts outside of the classroom.					
I feel I learn more when I use Google Classroom tools than when I do not use them.					
I use Google Classroom tools for projects that teach me about real-life problems that mean something to me.					

I use the tools in Google Classroom to help me plan my work and monitor my progress.					
How has using Google Classroom changed the way you learn?					

Data to measure student learning outcomes (Level 5), 20% improvement on benchmark assessments, will be collected through content-area assessment results. Teachers will administer content-area assessments at each grade level; department supervisors will analyze results and issue a report.

The technology coordinator will monitor use of the Google Classroom LMS and will issue a monthly report analyzing the data. The report will break down the use of the LMS by building, by individual teachers, and by individual students. The coordinator will give this information to content area supervisors at each grade level so that they can share with teachers at monthly curriculum meetings and discuss ways to improve implementation as needed.

A questionnaire will be sent to parents of students in the District to gain their perspective of students' use of the Google Classroom LMS outside of the classroom.

Parent Questionnaire

Parents:

As you know, our District has implemented a plan to integrate the use of the Google Classroom learning management system. Google Classroom is a free web-based platform that integrates your child's Google Apps for Education account with all of the Google Apps services, including

Google Docs, Gmail, and Google Calendar (Google, 2015). Would you please take a few minutes to answer the following questions regarding your child's use of the Google Classroom learning management system outside of the physical classroom? You may receive more than one questionnaire if you have more than one child in the District. Your input is important and is greatly appreciated.

1. While outside of the physical classroom, has your child used the Google Classroom learning management system for learning activities related to school? Yes, No. If yes, please continue to Question 2. If no, thank you for completing this questionnaire.

2. What grade is your child in? Check one. K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

3. How has your child used Google Classroom for learning activities? Check all that apply. Homework, School Projects, Monitoring Progress (checking grades, completion of assignments), Contacting Teacher (asking for clarification of assignments, informing teacher of difficulties with learning activities), Mentoring, Other (please specify)

4. For which subjects does your child use Google Classroom for learning activities? Check all that apply. Math, English Language Arts (including reading and writing), Science, Social Studies, Health/Physical Education, Art, Music, Library, Other

5. Do you feel that by using the Google Classroom learning management system, your child has made positive gains in his or her overall learning?

Data will be triangulated from all measures to determine the effectiveness of the professional development plan. The Professional Development Committee then will revise the plan as needed and will develop goals for the following year.

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