OVERTON PUBLIC SCHOOL

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TECHNOLOGY PROFESSIONAL DEVELOPMENT 3-YEAR PLAN

CHASE T. CHRISTENSEN

<u>Overview and Background</u>

The mission statement of Overton Public School is to "provide opportunities for everyone to be engaged, empowered, and enlightened." As a member of the committee tasked with drafting this mission statement, I was party to numerous discussions about each word of it. The word "everyone," we decided, was the most important. It was not just students that were the focus of the school's services and supports: we decided it would not be possible to fulfill our mission if we did not engage, empower, and enlighten our teachers (as well as other stakeholders).

Over the past four years, I have worked to improve the technology in our school according to the priorities in the pyramid shown below. While our building's network infrastructure was on par to meet our needs, it was necessary to commit over $100,000 in two years to bring our school's classroom hardware (in the form of 400 iPads and dozens of Chromebooks, PCs, iMacs, and MacBooks) up to date. While the big price tag came as an initial shock to the Board of Education, they were willing to invest once they learned that it could be avoided in the future by planning annual technology budgets with smaller, highly predictable spending patterns. The six-year [Technology Refreshment Plan](#) that resulted has been a success, and it enabled us in 2020 to begin exploring additional schoolwide software solutions and technology tools that are funded in the same plan. Because we have already been working to move ourselves into a position where we could focus on teacher training, this three-year plan is a framework for teachers to follow to fulfill professional growth requirements. Any funding required under this plan will first be drawn from excess Refreshment Plan sources (federal/state monies, nonprofit donations, and income generated

from the sale of obsolete hardware), and then from the district's annual professional development

budget.

Needs Assessment

In 2021, a needs assessment was conducted

among teachers with 18 respondents. Only one-third

of teachers participated in some form of technology-

related professional development one or more times

per school year. When it comes to knowing how to

incorporate technology tools into their curriculum

without help, 50% of teachers agreed that they were

able to do so. All teachers recognized the need and
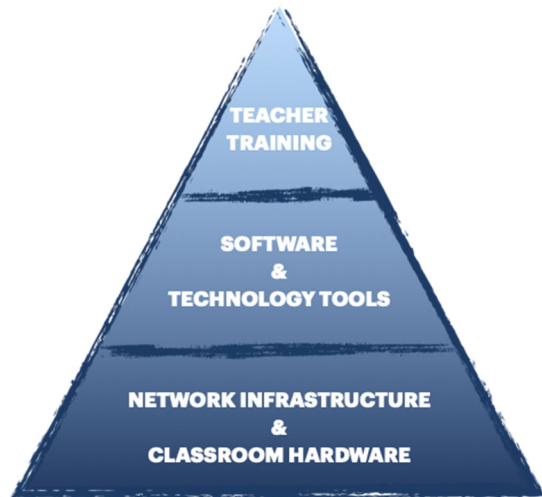
desire for more technology professional development than they were getting. The chart below

shows the formats of professional development that respondents

preferred for their own high quality learning.
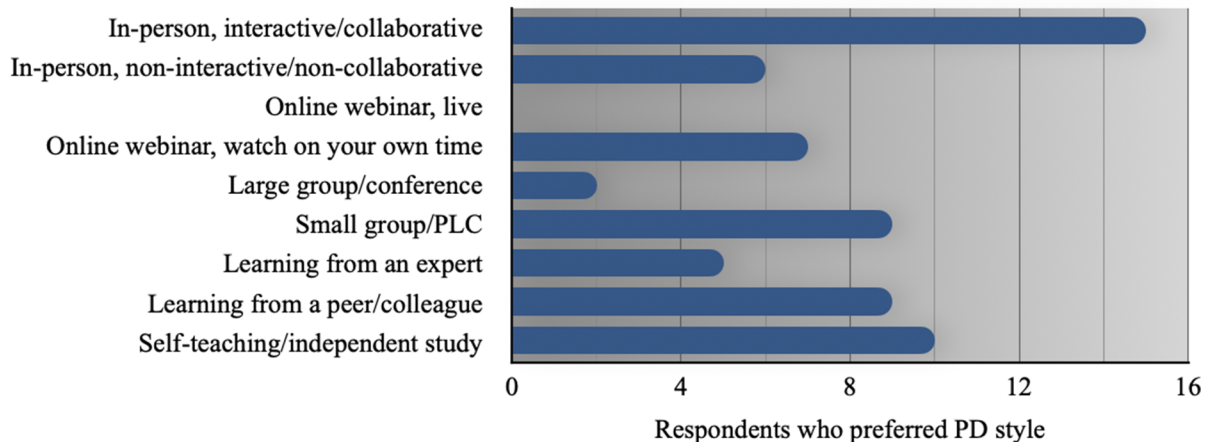
Plan Context

Patapsco High School and Center for the Arts in Baltimore, MD provides a convenient case

study in the successes of a "highly personalized, intentional, and reflective" professional learning

program. Participants choose from a variety of task options to earn credits toward the requirements set forth by the district. Under the current Professional Growth Policy of Overton Public School, a similar model is employed, requiring a total of six points to be earned over a six-year period by completing any combination of the twelve approved activities (see table). With the adoption of this new, three-year Technology PD Plan, teachers could work at their own pace to earn one professional growth point for every year of the plan they complete.

Points	Activity
1pt	One semester hour of college credit
1pt	18 hours of in-service work
0.5pt	Serve as president-elect of a professional organization
1pt	Serve as president of a professional organization
0.5pt	Serve as supervising teacher for one semester
1pt	18 hours of noncredit workshops
1pt	Teaching one credit hour of college/adult education
1pt	Serve on an evaluating team for NE Dept. of Education
0.5pt	Article published in a professional publication
0.5pt	Visit another school system (limit 2 per growth period)
0.5pt	Serve on a committee of a professional organization other than the Overton Education Association
Other	Activities as approved by the superintendent
1pt	Complete the requirements for one year of the Technology Professional Development Plan

Plan Framework

The three-year plan is designed to be completed independently to allow teachers to self-pace, but there exist numerous opportunities for feedback and collaboration throughout. In **Year One**, teachers reflect on their current teaching practice, set realistic goals, and incorporate new tools in their classroom. In **Year Two**, they dive deeper and earn certifications. In **Year Three**, they begin to share out what they have learned. A key

administrative goal associated with this plan is to provide an abundance of support for teachers as

they work through it. This would be evidenced by:

- Presentations and activities during scheduled in-service times

- One-on-one coaching throughout the year and facilitating mentor/mentee pairings

- The creation of learning materials for flipped or blended professional development

- Flexible paid professional leave opportunities for all teachers

- High quality technical and other financial support

<u>Year One</u>

Objectives:

1. Teachers will regularly assess the way they integrate technology into their classroom.

2. Teachers will formulate and make measurable progress toward at least one SMART goal.

3. Teachers will be able to evaluate technology tools and discern appropriateness for use.

Checklist:

❏ Complete the Technology Integration Self Assessment (Ohio Dept. of Higher Education)

❏ Review this in-service presentation about the SAMR model of technology integration.

❏ Review SMART goal-setting, brainstorm personal technology integration goals based on your Assessment results, select at least one, and complete this worksheet (OfficeArrow).

❏ Review the goal with the technology director or principal and track your progress.

❏ Explore curated flipped content (such as from here) and relevant in-person PD offerings.

Final Artifact:

Create and deliver a lesson plan that incorporates a technology tool that you have not used (or have not used effectively in the past) which aids students in achieving a learning target that is not specifically related to technology (exceptions made for ICT classes). Write a brief reflection on the process.

<u>Year Two</u>

Objectives:

1. Teachers will demonstrate proficiency by earning an entry-level EdTech certification.

2. Teachers will formulate and make measurable progress toward at least one SMART goal.

3. Teachers will be able to design tasks that reflect the transformative use of technology.

Checklist:

❏ Earn an entry-level EdTech certification: either Google Certified Educator Level 1 or Apple Teacher (iPad track). Complete trainings here (Google) and here (Apple).

❏ Review SMART goal-setting, brainstorm personal technology integration goals based on your Assessment results, select at least one, and complete this worksheet (OfficeArrow).

❏ Review the goal with the technology director or principal and track your progress.

❏ Explore curated flipped content (such as from here) and relevant in-person PD offerings.

Final Artifact:

Using technology to modify or redefine a task (according to the SAMR model), plan, deliver, and assess a project or unit of study that requires students to demonstrate higher-order thinking skills such as Analysis, Evaluation, or Creation. Write a brief reflection on the process.

Year Three

Objectives:

1. Teachers will further demonstrate proficiency by:

    a. Delivering an in-service presentation or activity (at least 15 minutes) to share some knowledge, skill, or experience with the rest of the faculty.   **OR**

    b. Earning an advanced-level EdTech certification.

2. Teachers will formulate and make measurable progress toward at least one SMART goal.

3. Teachers will collaborate with colleagues to improve technology integration schoolwide.

Checklist:

❏ Option 1A: Deliver an in-service presentation or activity (communicate date, time allotment needed, and a topic and description to the superintendent).

- ❏ Option 1B: Earn an advanced-level EdTech certification, such as Google Certified Educator Level 2 or higher, Apple Teacher (Portfolio track), etc.

- ❏ Review SMART goal-setting, brainstorm personal technology integration goals based on your Assessment results, select at least one, and complete this worksheet (OfficeArrow).

- ❏ Review the goal with the technology director or principal and track your progress.

- ❏ Explore curated flipped content (such as from here) and relevant in-person PD offerings.

- ❏ Show evidence of collaboration with colleagues. Some examples:

  - ❏ Informal, ongoing coaching/mentoring relationships with technology as a focus

  - ❏ Small PLC groups with shared technology-related goals and methods

  - ❏ Interdisciplinary projects or assignments (cross-grade level or same-grade level)

  - ❏ With a colleague, organize an EdCamp or technology showcase night

- ❏ Complete the Technology Integration Self Assessment again, and write a brief reflection on the growth in knowledge and skills that you have achieved over the last three years.

Final Artifact:

Option 1a:	Option 1b:
At a regularly-scheduled in-service meeting, deliver a presentation OR lead an activity that demonstrates your growth/proficiency as an educator able to integrate technology into their curriculum. This could include sharing the outcomes of a classroom activity, or introducing teachers to a new technology.	Submit evidence that you have earned an advanced-level EdTech certification, such as: ● Google Certified Educator Level 2 ● Apple Teacher (Portfolio track) ● Microsoft Innovative Educator ● Common Sense Certified Educator ● CompTIA IT certifications

Conclusion

This three-year technology professional development plan meets teachers where they are, and allows them to work at their own pace, according to their own strengths and preferences, in

order to better use technology in their teaching practice. It empowers teachers to engage and

enlighten their students by innovating the teaching and learning process with new technologies.