

STAFF DEVELOPMENT PLAN Sullivan Middle School (2006-07)

Purpose

The purpose of this staff development plan is to help Sullivan Middle School achieve the following Sullivan School District technology goal as outline in the 2006 Technology Plan:

Educators will have the technological tools necessary to increase their resources and expand the walls of the classroom to advance the classroom educational climate to improve the academic performance of all students in the Sullivan School District. (TFA-1,2,3) (CSIP Goal)

Needs Assessment Tools

During the 2005-06 school year, a sampling of staff members across the district took the enGauge Online Assessment Profile. The enGauge Framework describes six system-wide conditions (Vision, Practice, Proficiency, Equity, Access, and Systems) that are essential for the effective use of technology. One result of the enGauge profile states, "For the most part technology skills are in the exploration stage suggesting that, in general, educators are using data to systematically align curriculum, instruction, and assessment to digital age goals. Technology is beginning to visibly bring value to P-12 education."

The enGauge Online Assessment Profile was also used as a guide in creating a district developed technology use survey for teachers. This second survey explored the level of integration teachers have personally implemented in their classrooms. The results of this survey also helped to shape the 2006 Technology Plan as well as provided direction for future professional development in the district.

In addition to these sources of data which were collected prior to the 2006-07 school year, a new survey will be developed and administered to all Sullivan Middle School faculty members via the district web site. This survey will be used to gauge which deficient areas identified in the previous two surveys have the most critical need to be addressed at the Middle School during the upcoming year. It will also be used to determine in which areas the teachers have the greatest interest in expanding their knowledge.

By using these three sources of information, an accurate assessment of need and interest will be obtained leading to a specifically targeted professional development curriculum for the upcoming school year.

Content

Past survey data as well as a history of prior Professional Development activities indicate some imbalances in the technology training that the Middle School staff has received. Generally, the pattern of professional development has been based on new hardware and/or software discoveries that the technology leaders were enthusiastic about. When they found something new and exciting, they would focus many hours of professional development on that newly discovered technology. Often, the technology was not readily available for most of the workshop participants. For instance, many training sessions focused on all the great ways to use a Smart Board in the classroom, even though there were only a small number of Smart Boards installed in classrooms. There has also been a great deal of training on creating web pages using Microsoft FrontPage.

As a result, many Middle School teachers have a very lopsided level of technical proficiency. While the Needs Assessment tools listed above will ultimately determine the two or three professional development areas which will receive focus in the upcoming year, below are some topics in which deficiencies have been observed:

- Using PowerPoint for student projects and teacher presentations
- Using Microsoft Excel to track and graphically represent student progress
- Designing effective web pages
- How to achieve maximum results from a one-computer classroom
- Basic computer troubleshooting
- An exploration of available software not currently being utilized at the Middle School (Kidspiration, Inspiration, ExamView Pro, Academy of Reading, etc.)
- Computer data and network security
- Finding or designing effective WebQuests
- Protecting your computer from spyware, trojans, hackers, and viruses
- Computer hardware basics
- Classroom uses for the school network
- Copyright law and fair use practices

Schedule

Sullivan Middle School has four full professional development days scheduled for the 2006-07 school year. As part of this plan, teachers will be participating in two technology workshops throughout the year. To make follow-up coaching more manageable, we will divide the staff into two equal groups of about 18 participants each. Group 1 will participate in their workshops on August 16, 2006 and January 2, 2007. The remaining teachers in Group 2 will participate in their workshops on October 20, 2006 and February 16, 2007. The workshops will last about 2 hours each, leaving the rest of day free for staff meetings and other professional development activities as planned by the administration. The coaching schedule will be discussed in the Staff Support section at the end of this document.

Instructor Base

The following instructors may be used to conduct workshops and/or provide coaching support:

- Sharon Sumner – District Technology Coordinator
- Patty Jankowski – District Technician/ Asst. Technology Coordinator
- Sharon Doyle – Sullivan Middle School Librarian and Train the Trainer Representative
- Dawn Bristow – Sullivan Middle School Elective Teacher and Train the Trainer Representative
- Jeff Young – Sullivan Middle School Keyboarding and Computer Applications Teacher

Evaluation Procedures

Several steps will be taken to evaluate the effectiveness of workshops. First of all, immediately following the workshop, teachers will complete an anonymous feedback form and turn it in before leaving the workshop location. Candy bar rewards will be provided for each completed feedback form. The workshop feedback form will consist of the same questions commonly asked at the end of any Sullivan Middle School professional development workshop. Such questions measure participant opinions on the quality of instruction and relevance of topic.

Six weeks following the workshop, when follow up coaching is well under way, a second feedback form will be completed by workshop participants. Questions such as these will be asked:

- How well do you remember the skills and techniques learned in the technology workshop?
- How often do you use these newly acquired skills and techniques in your classroom?
- Have the skills and techniques learned in the technology workshop affected how you teach your students? How?
- Have these skills and techniques benefited students? If so, in what ways?
- Would you feel confident in teaching your peers how to use these skills and techniques?

Around the same time period, each coach will also be asked to evaluate how their assigned teachers have integrated the new skills and techniques into their teaching. Questions for the coaches will be similar to those listed above.

In the long term, progress will be evaluated by a re-administration of the enGauge Online Assessment Profile. This assessment will be conducted by the district at some future time not yet determined. The Sullivan Middle School principals will also be asked

to watch for these techniques being used during formal evaluations and if possible, to include the written results on the evaluation forms.

Staff Support

To support teachers in applying the techniques learned in the professional development workshop, a coaching program will be put into place as part of the Train the Trainer program implemented district wide during the 2005-06 school year. There will be a total of four coaches, each one assigned four or five teachers to assist following each workshop. Coaching will begin the week following the first workshop with Group 1 on August 16, 2006 and will continue until the next scheduled workshop on October 20, 2006 with Group 2. The cycle will be repeated again during second semester with a new workshop according to the schedule outlined above. Coaching sessions will initially take place during the teacher's preparation time on a fixed day and will last approximately 60 minutes each. On this schedule, each teacher should be able to work with their coach at least once per week.

Coaches will also be available to assist in classroom lessons and/or presentations. This will give teachers an opportunity to practice their newly acquired skills in a real-life environment, yet have the security of knowing an expert is present. There will need to be some flexibility here on the part of the coaches and teachers in that several of the coaches have classes of their own to teach. It may be necessary for different coaches to assist teachers other than those assigned to them depending on schedule constraints. For emergency situations, Sharon Doyle (the librarian) will be available to offer instant support as she is always on campus and is located centrally in the building. To obtain instant support, teachers will simply need to buzz the office on the intercom system and request that Sharon be sent to their room.