Current Reality and GAPSS Analysis

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**Shared Vision**

Stakeholders at Wayne County High School will share a vision of a digital learning environment that will meet the needs of all 21st-century learners; the International Society of Technology Education (ISTE) will help guide the rationale, considerations, and leadership roles of this plan. Collaborative working environments for both teachers and students will occur to ensure students are being prepared for real-world experiences involving technology. Teachers will continuously seek and gain knowledge of research-based instructional strategies, ways to seamlessly embed technology within their disciplines and grade levels, and make sure each classroom is student-centered and technology-enriched. Ongoing, up-to-date, and unceasing professional development will take place throughout the school year, with a common goal of making every classroom a productive and fun learning environment for all students.

**Data-Driven Professional Learning**

The world of education is constantly changing and teachers must reinvent their instruction to reach ever-changing, student-achievement goals. In fact, the only constant in education today is change and we must embrace the revolutions we experience as educators. Change is inevitable and must be promoted in a positive way for teachers to be receptive. Wayne County High School will use a shared vision to help create and promote positive changes involving technology throughout our school and system.

Teachers are given a survey each year to help determine what types of professional learning are needed, which include specific questions about technology. The most recent survey given at the high school was in July 2016. A selection of Wayne County High School teachers were given a survey to determine their assessment and thoughts on the uses of technology throughout their school building. Because many teachers were on vacation, many of the completed surveys came from a variety of grade level and subject teachers who taught summer school or who happened to check their email in order to take the survey during summer hours. A total of 18 teachers took the survey, from all grade levels and disciplines. The purpose of the survey was to gain a clear understanding of where teachers feel their school and District are in the implementation of technology use within their school and to identify strengths and weaknesses of their use of technology. All of the questions asked in the survey were aligned with the ISTE’s Essential Conditions, which provide a “researched-backed framework to guide implementation of the ISTE Standards, tech planning, and system-wide change” (ISTE, 2016). Specific trainings are also provided upon the use of new technology when used at the school. A focus this school year will be on the new assessment system, Illuminate, and familiarizing teachers with Renaissance Learning and what it has to offer in terms of assessment. Administrators also understand their role to receive the survey results as constructive criticism, in order to help align future professional learning experiences with those of the teachers’ needs.

Other types of data-driven professional learning opportunities are offered and/or required throughout the District, which also directly affect different departments in the school. Special Education, as an example, hosted a district-wide assistive technology training at Wayne County High School this school year. After the AT Lunch and Learn was completed, teachers took a survey to indicate the effectiveness of the training and asked teachers for ideas of implementation for the future. There’s an Assistive Technology team who meets regularly and made the survey results a focus at the meeting after the professional learning was provided, in order to review, assess, and determine future professional development in the area of assistive technology. This training is only offered to Special Education teachers.

**Types of Professional Learning**

A variety of professional learning exists within Wayne County High School; however, the most common type is completed through our Professional Learning Communities. These communities meet once a week, for no less than thirty minutes at a time. During these meetings, teachers discuss curriculum, data and assessments, and anything pertaining to the education of the students in their classrooms. These teams are collaborative and are completed among common planning times throughout the school. They are divided by the subjects in which they teach and intended to focus on instruction, student achievement, and how they are aligned. Lesson plans and anything else used to help student achievement are shared during this time as well. The school also provides direct instruction with small groups during planning times when new programs are being introduced, such as Illuminate. Coaching from the Instructional Lead Teacher as well as mentors and department heads are available for individual teacher needs as well.

**Recent Technology Trainings**

Technology is available at Wayne County High School and used on a daily basis. Short-throw projectors and document cameras are in each classroom, where teachers mainly use them for projector purposes. Projection tools are vital to have in a 21st-century classroom. Although these tools are essential, they are mostly “centralized, teacher-controlled, front-of-the-room devices that kids mostly watch” (Zemelman, Daniels, & Hyde, 2012, p. 128). Teachers need more instruction of and access to interactive technology that students can use to learn, practice, and manipulate. Students also need to be more involved in project-based learning that requires hands-on activities and presentations to demonstrate their learning in a multi-faceted way. Teachers have not been provided adequate professional learning for the devices available in their classrooms, other than the initial integration of them; therefore, much of their learning isn’t recent and new teachers haven’t received much of it at all.

In addition to the instructional plans at each school in the county, Wayne County has a District technology plan that involved a multitude of leaders and visionaries; however, it is not as up-to-date as the technology that is being utilized in the classroom. The plan was written in 2012 and hasn’t been revised since; with the ever-changing world of technology, devices, and programs, regular revisions to this plan should be taking place. Wayne County High School has worked hard since 2012 to meet the conditions and goals placed in the plan, but rigor and additional information and ideas need to be added. Perhaps creating a technology plan for WCHS specific to high school education would increase participation embedding technology in the classroom as well.

Although much training hasn’t been given recently on the technology devices in teacher classrooms, there have been trainings this school year provided for teachers on Illuminate, the new assessment program to be used as well as Renaissance Learning for the teachers who will be using it (English Language Arts and Special Education teachers for the purpose of STAR Reading assessments). In addition, the Special Education department has provided training in Assistive Technology specific for Special Education teachers as well as Assistive Technology spotlights at each SPED meeting, in order to provide teachers with new ideas and ways to use AT in their classrooms and with their students with specific learning needs. There is one Special Education teacher who is attending the GaETC this school year, due to the fact she is presenting. She will redeliver newfound knowledge to the Special Education

**Follow-up Technology Support**

The Illuminate trainings for this school year are ongoing throughout the year, in order for teachers to delve into practicing the use of the program with both comfort and ease. In addition, ongoing support is provided through the Instructional Lead Teacher as well as the Media Specialist. More follow-up support needs to be provided for device use in the classrooms at WCHS, in order for teachers to utilize their current materials to their fullest potentials. For the Special Education AT focus, review of the surveys are being conducted in order to provide teachers with meaningful instructional and professional development in the future. Leaders from each school exist on the AT team and collect data from different SPED teachers in order to follow up from previous meetings and topics, devices, and/or programs discussed or introduced.

**Alignment of Professional Learning and School-Improvement Goals**

Wayne County High School is working hard to align their school’s vision with professional learning opportunities. Alignment is definitely taking place this year, more so than it has in the past. With the use of the Instructional Coach as well as the Media Specialist, trainings have been taking place more this school year for new programs that are being implemented; however, more instruction needs to take place for the devices being used within the building, specifically for new teachers who are new to the school and/or system.

**Funding of Professional Learning**

Funding of professional learning comes from different departments and/or accounts, depending on the type of professional learning that’s being offered. There is a budget for overall professional learning for the school, in which one of the Assistant Principals is in charge. For departments who are seeking professional learning specific to their needs, monies may come from those departments depending on approval. For example, the Special Education department has a different account for professional development specific to special education. Each teacher is required to complete a professional leave form and seek approval prior to attending any professional development training. Trainings must be approved on different levels before full approval is obtained.

**Incentives for Participation**

There currently aren’t much incentives for participation in professional development opportunities at this time, other than acknowledgment through the TKES platform for increases in scores in the area of Professionalism. Other areas could possibly be affected as a result of professional development, such as professional knowledge and instructional strategies. Incentives is an area in which WCHS needs to improve.

**Professional Learning for Diverse and Special Needs**

Acquiring, displaying, and demonstrating knowledge in digital equity is essential for all technology leaders in education today. Digital equity is one of the essential conditions identified by ISTE.  All students deserve to have digital access; unfortunately, a digital divide still exists throughout education today. In order for all students to have access to technology and Internet services, changes must occur within WCHS. Wayne County High has a large amount of students who are from low-socioeconomic homes and many students do not have access to digital devices or Internet services. In the current District technology plan, equitable access is mentioned but it focuses on a fair distribution of devices and technology to all of the schools; it doesn’t include digital equity solutions for students who may not have Internet access or devices to use at home. Digital divides also exist among teachers, with those who are comfortable with using technology and with those who are not comfortable in doing so; a Technology Center has been created to help with this problem, but teachers who are not comfortable using technology still need help in using it with ease. It is important that the updated technology plan include all aspects and solution ideas for digital equity to begin taking place on a broader scale. Solutions such as before and after-school access for students and parents, technology clubs, clubs or digital opportunities open to females, the implementation of a technology fair, device check-out center, and more involvement opportunities for the community and parents may help alleviate these issues that exist among WCHS today. The information gained from a digital inventory would be a wealth of knowledge and could help determine where to begin to help start closing the existing gap.

Professional learning for students with special needs and specific technologies for them is provided through various trainings through the special education department. The occupational therapist is hands-on in her approach to use technology and teach teachers how to utilize it within their instruction and daily classroom activities.

**Collaborative School-Wide Learning**

Collaborative school-wide learning exists mainly in the Professional Learning Communities within the school. Although the PLCs are excellent in focusing on student data, professional development isn’t offered during these times that teachers meet; however, some teachers may use this time to help others learn more about the technology used for the purpose of instruction (example: showing a lesson plan and how to use the technology that’s embedded within it). This area needs to improve for the specific needs of technology and tailored to individual teachers or groups of teachers who may need instruction in certain areas or on devices used within the walls of their classrooms.

**Assessment of Impact of Professional Learning**

Teachers are expected to have technology integrated in their daily lesson plans; the action in these plans is concretely observed at least six times during the year through TKES observations. Teachers have adequate time for planning; however, they may not have access to other technology leaders in the school during their planning time. Allowing time for common planning to take place with technology leaders or observations of technology being utilized in classrooms may also help teachers envision and learn different ways to use technology in the classroom. The administrators also recently evaluated their school through the ISTE Lead and Transform Diagnostic Tool, in order to gain another perspective on areas for improvement in the areas of technology and leadership.

**Resources**

ISTE (2016). *Essential conditions.* Retrieved from <http://www.iste.org/standards/tools-resources/essential-conditions/shared-vision>.

Lead and Transform Diagnostic Tool on the ISTE site.

Moseley, T. (2016). Interview.

Wayne County School District (2012). *Three-year technology plan.* Retrieved from <http://www.wayne.k12.ga.us/files/619654/final%20tech%20plan%20part%201.pdf>.

Wayne County School Improvement Plan (2015-2016). Retrieved from <http://www.wayne.k12.ga.us/files/930643/school%20improvement%20plan%202015-2016.pdf>.

Zemelman, S., Daniels, H., and Hyde, A. (2012). *Best practices.* Portsmouth, NH: Heinemann.

*PROFESSIONAL LEARNING*

The means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students

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| **Professional Learning Standard 1:** Aligns professional learning with needs identified through analysis of a variety of data | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning. | Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). | Professional learning needs are identified using limited sources of data. | Professional learning needs are identified using little or no data. |
| EVIDENCE: Teachers are given a survey each year to determine their technology learning needs. Collaborative analysis is completed through PLCs to review a variety of data, including the examination of student work and assessment results. The district AT team, which includes teachers from the high school, works together to determine needs of the special education teachers for the use of AT in the classrooms. | | | |
| RECOMMENDATIONS: Ongoing support needs to be provided through differentiated professional learning. The administrators could use the survey given each year to determine these needs and provide individualized instruction to those who need it, while identifying if there is more than one teacher who needs instruction in that area (in order to combine teachers for one instructional experience). | | | |

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| **Professional Learning Standard 2:** Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).  Teachers conduct action research and assume ownership of professional learning processes. | Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). | Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). | Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). |
| EVIDENCE: Administrators meet routinely with teachers during their PLCs to view their knowledge of individual students and practices used to teach their differentiated needs as learners. Teachers take minutes at each meeting and turn those minutes in to the Instructional Coach as well as the administrator over their department for review and recommendations. | | | |
| RECOMMENDATIONS: Administrators need to be more present in the PLCs. Although they try to attend many of the meetings, they do not get to attend all of them. | | | |

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| **Professional Learning Standard 3:** Defines expectations for implementing professional learning | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses. | Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning. | Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning. | Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning. |
| EVIDENCE: Administrators are very clear in their expectations for the use of technology during their observations, both informal and formal. In addition, teachers may be asked to upload additional information to the platform to support their instructional practices. | | | |
| RECOMMENDATIONS: I believe teachers need to include a technology goal (or more than one) for the TKES evaluation process. The goal would be monitored throughout the school year with supportive documentation of on-going implementation and effect on student learning and/or instructional practices. | | | |

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| **Professional Learning Standard 4:** Uses multiple professional learning designs to support the various learning needs of the staff | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching. | Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching. | Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs. | Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs. |
| EVIDENCE: Through the use of Professional Learning Communities, teachers are monitored on their collaboration of lessons, data analysis of student work, development of curriculum, and much more. Weekly meetings are required during common planning times for departments. Each group has a recorder who takes minutes of the meetings, which is then turned in to the Instructional Coach and assigned department administrator. | | | |
| RECOMMENDATIONS: I would recommend the use of collaborating to other districts to gain more perspective, possibly through Skype or other types of technology. | | | |

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| **Professional Learning Standard 5:** Allocates resources and establishes systems to support and sustain effective professional learning | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning. | Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning. | Some resources and systems are allocated to support and sustain professional learning. | Few, if any, resources and systems are provided to support and sustain professional learning. |
| EVIDENCE: The use of the Instructional Coach, Media Specialist, and IT support is provided throughout the school year and in all settings of the school. Adequate resources are available for overall professional learning; however, more should be focused on technology itself. | | | |
| RECOMMENDATIONS: I would recommend the technology plan for the county be updated as well as one created for the high school, which will align specific professional learning funds for technology. | | | |

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| **Professional Learning Standard 6:** Monitors and evaluates the impact of professional learning on staff practices and student learning | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning. | Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely. | Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically. | Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever. |
| EVIDENCE: Teachers are routinely and continually being evaluated through the TKES process, which allows teachers to show ownership and mastery of the professional development given to them throughout the school year. Also, teachers are able to provide feedback through anonymous surveys as well as department surveys in order to provide more effective professional learning throughout the school year. | | | |
| RECOMMENDATIONS: I would recommend that teachers should have an annual goal to use technology for student achievement purposes and provide documentation throughout the school year to support their results. This type of learning could suffice as data collection for research purposes and provided as professional development for other teachers in the future. | | | |

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| **Professional Learning Standard:** Professional learning reinforces educators’ understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning. | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Classroom practices (e.g., considering interests, backgrounds, strengths, and preferences to provide meaningful, relevant lessons and assess student progress, differentiating instruction, and nurturing student capacity for self-management) of all teachers reflect an emotionally and physically safe environment where respect and appreciation for a diverse population is evident. There are high achievement expectations for all students and teachers. The principal and other leaders provide professional learning for teachers lacking understanding of the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process. | Classroom practices of most teachers reflect skill in communicating high expectations for each student and adjusting classroom activities to meet student needs. Respect for students’ cultures and life experiences is evident through the emotionally and physically safe learning environment where students of diverse backgrounds and experiences are taught the school code of conduct (customs) to help them be successful in the school context. | Classroom practices of some  teachers reflect evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process. | Classroom practices reflect little or no evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process. |
| EVIDENCE: IEPs of special education students provide evidence of assistive technology use for their individual needs. Classrooms have various technologies within them, including short-throw projectors, document cameras, software specific to the disciplines and subjects taught within the classroom, and computer labs are available for all teachers to sign up. | | | |
| RECOMMENDATIONS: Wayne County is a Title I District and uses funding to purchase new and up-to-date technologies to use in the classroom. The District Technology Center can begin offering classes to parents, allowing them access to technology, with the result of encouraging use of technology at home as well as being able to help their children with assignments at home. New and innovative ways to use technology educationally and at home can be shared on social media for Wayne County High School or for the District. Reaching out to form clubs such as Girls Can Code will raise awareness of digital inequities and offer opportunities to close the gaps. Create a check - out center for students to check out technologies to use at home for school, make sure parents are as well as community members are aware of ways to help digital equity within the school, and providing a digital inventory could help identify needs not currently known. | | | |