

Professional Development Orientation Prerequisite for Employment Program

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Setting and Context

The location for this capstone will be Darlington School in Rome, GA. The goal of this project is to create an online professional development prerequisite program for new teachers to help them understand all the technology tools used at the school, how to integrate technology in the classroom, acceptable use policies, and other human resource policies. Permission has been granted to design and implement this this new idea at Darlington School.

Capstone Problem and Rationale

This capstone idea came from the constant need to train new faculty at Darlington School. When any teacher changes schools they have the high stress level of learning how things are done at their new school. New teachers come to Darlington School with different levels of technology competency. New faculty may also be familiar with many different software and platforms that Darlington may not use. This online course will go over all aspect of technology used at Darlington School as well as our teacher and student acceptable use policy. The link to the course will be given to new employees at the time of hire, usually between April-July. New employees will be allowed to complete the course at their own leisure during the summer. First and foremost, this course will help the new faculty member to become familiar with the technology that is used at Darlington School. Creighton (2003) believes that it's important to have certain knowledge and skills in technology but to also gain certain dispositions and beliefs. He believes that not only should professional development train teachers to use technology but also change the way they think or believe in technology. In this professional development orientation

teachers will be trained not only on the tools and policies but how technology should be used in the classroom. Blandford (2000) talks about the four functions of good professional development in schools, “ 1. Enhance individual performance, 2. Rectify ineffective practices, 3. Establish groundwork for implementing policy, and 4. Facilitate change. These functions still hold true today. The orientation course for new faculty will align with the School Improvement Plan (SIP), provide information on school policies and procedures, and facilitate change.

Objectives/Deliverables

Many new faculty at Darlington School have expressed the concern of not understanding our email system as well as our complex website. These comments and concerns helped the school understand the importance of professional development for new faculty. Each August, teachers and technology leaders are faced with limited time to prepare for a new school year, the need to establish a strong, interactive technology-based learning environment within the school, and the creation of high quality content-based activities to meet the needs of the students. Along with preparing for the new school year and their new classroom, teachers are often asked to mentor new staff members. Providing an online orientation would allow new teachers to learn about many of the basic issues, policies, and requirements for starting a new school year. Mentoring sessions would then focus on major issues and requirements for starting a new school year. The objective of this project is to have new teachers take part in an online orientation that will take approximately four hours giving them the information they need to be a successful teacher at Darlington School.

Deliverables will include but not be limited to:

1. Everyday Tools
 - a. Website
 - i. Gradebook
 - ii. Attendance
 - iii. Assignments Page
 - iv. Support Requests
 1. IT
 2. Maintenance
 - v. Reports
 - vi. Miscellaneous – Conduct, IT, etc
 - b. Google Apps
 - i. Darlington Mail
 - ii. Google Docs Basics
 - iii. Google Calendar
 - c. Integration Tools
 - i. Understanding Darlington’s Essential Skills
 - ii. Basic Macbook
 - iii. Basic iPad
 - iv. Smartboard
 - v. Integration Tools and Ideas
2. Human Resources
 - a. Technology Acceptable Use Policy
 - i. For Students
 - ii. For Teachers
 - iii. Faculty and Student Relation Awareness
 - iv. Basic HR Things to Know

PSC Standards

Instructional Technology Standards

Standard 5: Professional Learning & Program Evaluation

Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

Element 5.1 Needs Assessment

Candidates conduct needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology- based professional learning programs.

Element 5.2 Professional Learning

Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to- face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment.

Element 5.3 Program Evaluation

Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

Standard 6: Candidate Professional Growth & Development

Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences.

Element 6.1 Continuous Learning

Candidates demonstrate continual growth in knowledge and skills of current and emerging technologies and apply them to improve personal productivity and professional practice.

Element 6.2 Reflection

Candidates regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.

Element 6.3 Field Experiences

Candidates engage in appropriate field experiences to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards.

ISTE – Nets for Teachers**5. Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Project Description

A four-hour online training orientation for new faculty will be developed at Darlington School. Upon hire, the new faculty will be given the link and required to complete the course before the first day of classes. This course will provide new faculty with not only all the information to get started successfully at Darlington School but also the tools needed to do basic functions of their job as well as advanced functions such as technology integration. By providing them with training before school starts, new faculty will feel they are up to speed on technology concepts and can concentrate on getting their curriculums ready for the first day of school.

<u>Time Frame</u>	<u>Description</u>	<u>Hours</u>
November – December	Develop idea and outline aspects of orientation class.	6 hours
	Meeting with IT director on plan to develop orientation class.	2 hours
	Meet with Human Resources director to ask permission and map out HR needs for orientation	1 hour
		Total – 9 hours
January - March	Develop outline to more detailed plan	20 hours
	Development – <ul style="list-style-type: none"> • Create website using Weebly • Develop sections with information, pictures, videos and examples • Video, screencast and picture development • Create Google forms for testing after each section completion. 	80 hours

		Total – 130 hours
March - April	Testing – <ul style="list-style-type: none"> • Use current teachers and IT staff to test the class Feedback – <ul style="list-style-type: none"> • Meet with teachers and IT staff on feedback, improvements and corrections needed 	5 hours 5 hours Total – 10 hours
April - August	Implementation – <ul style="list-style-type: none"> • Meet with new teachers on taking the course • Analyze data from assessments • Report to HR and IT on data analysis • Meet with IT on transferring Weebly site to Darlington’s website. 	5 hours Total – 5 hours
Total		Total – 154 hours

Resources

- Macbook
- Internet access
- Weebly account

Evaluation

The objective of this project is to have new teachers take part in an online orientation that will take approximately four hours giving them the information needed to be a successful teacher at Darlington School. The evaluation of these objectives will be seen through the assessment process. At the end of each section of the orientation class each teacher will participate in a short formative assessment (Appendix A). The questions will be developed in a Google form so the data will be archived and analyzed. If reflected within the analysis of the data, additional technology support and training sessions will be developed to meet needs of the staff members.

References

Creighton, T. B. (2003). Setting the stage for staff development: Uniting technology and constructivist teaching and learning environments. In T. B. Creighton (6th Ed.), *The principal as technology leader* (pp. 43 - 65). Thousand Oaks, CA: Corwin Press.

Blandford, S. (2000). *Managing professional development in schools*. Routledge.

Appendix A

Samples - [Google survey example](#)

Sample Questions –

To logon to Darlington mail you? *

Choose one answer

- Click Apple Mail on your computer
- Click on your internet browser and type in gmail.com
- Access it from the Darlington Website
- Click on Outlook
- Answer 2 and 3
- None of the above

To send an attachment using my Darlington mail I

Choose one answer

- Click compose and click send
- Click compose and click "Attach a File"
- Click inbox and click "Attach a File"
- Click compose and clic " Insert: Invitation"
- None of the above