Professional Development Orientation Prerequisite for Employment Program

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Professional development has been a constant worry and hurdle for schools for many years. Even before the introduction of computers in the classroom, teachers were attending workshops, conferences and meetings to help improve their teaching skills or gain new ideas for the classroom. Thinking back to the 1960s and 1970s, teachers were learning how to use the latest kitchen appliances just so they could integrate new cooking ideas and homemaking for future wives in home economics class (Thaler-Carter 2000).

Just as it is important to develop new ideas for the engaging classroom, technology coordinators are constantly seeking ideas to gather, encourage and instruct teachers to use technology in their curriculum. Creighton (2003) believes that it is 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. There are 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" (Blandford 2000). 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. When school starts, teachers are scrambling to find time to get their classrooms ready, develop lesson plans and learn about their new students. It can be a struggle for a teacher at a new school to do all these things, plus learn the technology skills that is required at their new school.

Darlington School is a private, coeducational day, and international boarding school established in 1905. Darlington has two divisions, the Early Learning Academy and the Upper School College Preparatory, with boarding grades beginning in the ninth grade. Darlington enrolls approximately nine-hundred students in grades pre-K to twelve. Darlington's community represents an average of twenty-five states and thirty countries worldwide. Darlington's campus is nestled around a small lake in the foothills of the Lookout Mountain Range in Rome, Ga on four hundred acres.

For this capstone experience, all these things were taken into consideration and a new idea of developing an online professional development training website came in to play. If teachers could spend the summer studying what is expected of them, the start of school could have one less worry for new teachers and provide them with the knowledge of many areas of technology and human resources that they should know before school starts. With a new, online professional development training for new teachers, they could discover all the skills needed at their new school as well as new ideas for technology integration.

Description of Capstone Experience

Professional Development Survey Results and Analysis

Before creating the orientation website, it was decided to send out a survey to current teachers to get their thoughts on having access to an online training course as well as the tools they wanted to learn. The website would ultimately be for new faculty but current faculty would have access to it for their professional development needs as well. Having faculty fill out a survey would allow input on their learning and help benefit them the most by understanding

what the needs are. The survey would also allow for an analysis of what tools teachers had the most interest.

Since faculty schedules can be extremely busy, the survey was simple and brief to encourage more responses. The survey contained questions about the online access as well as regular workshops to get a feel for what teachers were interested. The survey consisted of the following questions: (1) When during the summer break would you be interested in taking a professional development class at Darlington? (2) Would you be interested in a Web 2.0 Tools self-paced online professional development class that you could access from anywhere? (3) Which classes interest you most for the MacBook? (4) Which classes interest you most for general technology? (5) What class interests you most for the iPad? (6) Other? (7) Would you be interested in teaching a professional development class? (8) If you answered yes, what class would you like to teach? (9) Would you be interested in taking any of the following Windows classes? (10) For those employees who use Raiser's/Education/Financial Edge, would you be interested in any of the following. (11) List any classes you would be interested in taking that we did not list (Appendix A). To determine interest in professional development in-house and online, question 1 asked when the best time to attend providing answers such as, right after the school year ends, anytime during the summer right before the new school year begins or no time available during the summer. Question 2 provided the opportunity to see if there was interest in an online professional development by asking if they would be interested in an online self-paced course. Questions 3 thru 6 concentrated on the actual tools that would give a clear impression of what the respondents were most interested in learning. For question 7 and 8 gave the faculty the opportunity to share what they know to others. The last question was offered so respondents

could suggest something that was not listed that they may be interested in. The survey is located

at the following link: http://goo.gl/IzBGMp

Darlington School has approximately 165 employees and fifty-five of these employees

responded to the survey. The response for the online training had an overwhelming positive

response with 69% of the faculty stating that they would be interested in online professional

development. Some of the tools that teachers were mostly interested in were iMovie, iPhoto,

Quicktime, screen casting, flipping the classroom, and podcasting. The general topics that gained

the most interest were blogging, Twitter, website building, wikis, Google drive, and Smartboard.

iPad interest varied with basic iPad and the Notability app ranking highest. The other category

was created to see what type of interest we could spark for different types of learning. Integrating

technology into the classroom, project-based learning, and differentiated instruction ranked

highest with 48% of the responses (Appendix B).

Surveys are always a good place to start to see what type of interest teachers may have.

Knowing that teachers deal with a very busy schedule is something to keep in mind when

analyzing the responses. Having only 33% of the faculty responding to the survey can sometimes

mean that only the tech savvy faculty responded and possibly the ones that really needed more

professional development may not respond. To supplement this survey, classroom visits, lunch

conversations, and other types of general gatherings were used to inquire about professional

development interests. Conversations with forty faculty members occurred during this time

providing more positive reaction to online training. Thirty-two of the forty faculty that were

communicated with in person showed a strong interest in being able to complete their own

training online. Many of them expressed interest in learning more about their MacBook in

general as well as creating a more engaged classroom. Conducting the survey and connecting

with faculty in person gave a good foundation for moving forward with developing and

implementing the professional development orientation for new faculty.

Meetings with Administrators and Selection of Deliverables

The initial meeting with administrators began over a year and a half ago to get permission

to implement this idea. The meeting was scheduled with the instructional technology

coordinator, technology specialist, assistant headmaster, directors of human resources, early

learning academy and upper school. The survey with current faculty was discussed as well as

other aspects of what could be included on the online training. The original idea was to have

training for new faculty on technology that they would need to know such as, our learning

management system on our website, email and basic tools used in conjunction with our one-to-

one program. As the meeting progressed, more thoughts such as human resources, policies and

Darlington history were suggested to be included in the training. The final conclusion of the

meeting was to assign each person a section to begin planning how they would like to deliver

their content online, whether it be a training video, step-by-step instructions with pictures, or

handouts. The instructional technology coordinator and technology specialist would take all of

the technology training sections back to the information technology department and begin

building the website, videos and training materials. The human resources department would

prepare sections they would like to include and the division directors would meet with the

assistant headmaster to see who they would assign to include their information.

As the meeting progressed, the administrators were very excited to have something like this for their faculty. It was determined that this online training site to be for all faculty, not just new faculty. Many examples of teachers struggling to find time for their training were mentioned and it was considered that it would be a wasted effort to only provide this for new faculty. Administrators felt that faculty could pick and choose sections that they wanted to complete or omit sections they felt they had already mastered.

The original plan was to give a small assessment to all teachers that completed the online course to determine if the information helped them to understand their expected knowledge of technology use at Darlington School. During the meeting with administrators, a heated discussion developed about how it would be determined if teachers actually completed the course. The information technology department wanted to create a short test to evaluate if they completed the course. The administrators, specifically the directors, felt with the extensive workload that teachers endured it was not fair to give them an assessment. A negotiation was developed that a short survey would be completed stating that they completed the course. It was also suggested that the instructional technology coordinator would make a list of the new teachers and visit them to determine if their technology needs were met from the training. The discussion progressed to giving all teachers a needs assessment the following year to see if they completed the course as well as determining if they needed individual coaching.

The next meeting between the instructional technology coordinator, information technology director and the technology specialist consisted of choosing the tools that would be most beneficial for new employees to learn before their first day at Darlington School and tools that current faculty would find beneficial for teaching and learning. The discussion on how the

website would be built as well as training videos, instructional information and handouts. The

concern of creating a Weebly website came into play because of the inability of more than one

person being able to access, update and publish at the same time. The director of information

technology felt this initiative was important to the school's improvement plan and it was to be

implemented as soon as possible. The suggestion was made to create a Wiki, instead of a

website, so many employees could access it to add content making it quickly successful.

A Google document was created to decide on the sections that the wiki would include.

Everyone that was involved in the initial meeting contributed to the document except the division

directors and the assistant headmaster. Due to the lack of contribution, it was then decided that

the Darlington history and other policies would be omitted due to time constraints of the

administrators. After much collaboration it was finally decided that the following deliverables

would be included on the training:

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

Development of the Online Training

The development of the online training began with creating the Wiki and pages that would be included in the training. The address of the Wiki was chosen as, http://darlingtonit.wikispaces.com. The pages were created to allow the creation to be in an outline setting so information could be added. This allowed all people involved to have goals to work toward in completion of the wiki. The pages that were created initially were:

- Section 1 - Macbook Basics
- Section 2 - iPad Basics
- Section 3 - Darlington Website
- Section 4 - Google Apps
- Section 5 - Blogs
- Section 6 - Wiki
- Section 7 - Web 2.0 Tools
- Section 8 - Flipped Classroom
- Section 9 - iPad Apps in the Classroom
- Section 10 - MacBook Apps
- Section 11 - Printing on Campus
- Section 12 – Human Resources

The information technology department worked diligently over the next few weeks to populate the wiki with the training information. Quicktime was used to create screencasts of Darlington's website that includes an in-house learning management system and various other tools such as Gmail, Google Docs and computer basics. An example of a training video can be

viewed here: http://youtu.be/N3YS0KQJpN0. The sections that were created followed the

original plan, however, the human resources section was never completed. After many inquires it

was determined that this section should be deleted from the wiki and only technology training

would be included. The development and implementation of the online training was to be

completed in April of 2013 and given to new faculty as they were hired and current faculty to

complete over the summer. Due to the struggles of getting feedback and content from

administrators and the human resources department it was not completed until July of 2013.

Implementation and Results

The original plan was to email the online training link to new faculty as they were hired

to have them complete before the school year started. Since it was decided by the administrators

that all faculty would have the opportunity to complete the course a school-wide email was sent

out in July. The email consisted of an explanation of the course and the survey to complete when

finished http://goo.gl/jGTytp (Appendix C).

Forty-four faculty members out of 165 completed the survey (Appendix D). All of the

new faculty completed the survey and provided feedback on their training. One faculty member

employed at Darlington for only one year provided this feedback through email communication,

"I thought some {sections} were very helpful, and some were very basic. Having a MacBook for

the last couple years I am very comfortable with working a MacBook and being at Darlington for

a year I am comfortable with the website. I would say that all new faculty should definitely

complete this. I wish I had this when I was hired last year!" Most of the faculty that completed

the survey gave positive feedback and were excited to have training that they could return to at

any time to refresh their skills (Appendix E)

In the beginning the consensus was the online training was not very successful due to the lack of responses to the survey. Over the course of three months the instructional technologists met with each teacher to complete a needs assessment, coaching and to inquire about the online training. The results of this assessment was much more positive with the findings that most teachers had used it frequently as a quick access to learn something they needed to know quickly. Most faculty that had finished the online course apologized for not completing the survey and claimed that time was very limited.

Follow-up

Over the past few months the verbal reaction to the training has been overwhelmingly positive. Faculty have been able to access the training quickly if they need fast training on a certain topic, for example teachers were asked to make sure their assignment pages were updated completely before the winter weather days to ensure that classes could proceed even if students were not at school. The school was able to implement distance learning days and still count school in session, so the days would not have to be made up. There were more sections added such as blended learning and copyright to help with these aspects. The wiki is updated frequently with new tools and old tools are removed. It has been decided that the online training will be added to Darlington's already advanced website. Two new sections will be added in the fall of next year to include training for students and parents.

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Reflection

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Instructional technologists wear many hats. Planning, research and implementation of initiatives can sometimes top priority for them. One of the first things learned by candidates of

the Instructional Technology Department at Kennesaw State University is strategic planning. Candidates must learn design, development, implementation, communication, and evaluation of technology-infused strategic plans to contribute to the school's improvement. This professional development capstone project taught the progression of creating a new initiative from research, planning, and implementation to follow-up.

Crafting good professional development opportunities for faculty and staff has its obstacles, such as budgeting, class selection and time constraints. Since so many teachers have become more technology advanced, it only seems logical to provide them with the ability to have control over their own training. The planning involved in creating an online training experience consisted of many hours involving administrators, teachers and information technology staff. Including so many people in the plan is important but can also make things more complicated. The original plan was to have a small training website for new faculty to learn tools and policies. This was to help them successfully start a new school year in a new position without so much confusion. By having so many people involved, things were changed such as, adding the school's history, a human resources section and allowing all faculty to access the training.

With all the obstacles encountered, this new initiative provided good professional development for the faculty. The key point of being a technology facilitator is to have the ability to work with others and gain their trust. Some of the characteristic of this project that helped with its success was the input of the faculty in the preplanning stages and the follow up and feedback after completion. The surveys proved to only have trivial success but following up with faculty on a personal level not only gave better response of the training, but allowed for those personal relationships between the instructional technologist and the faculty members to form. The

coursework in the Instructional Technology Department at Kennesaw State University gives technology leaders the knowledge they need to successfully work with school leaders to guide them through development of school improvements and implement new ideas.

Conclusion

This capstone experience encountered several obstacles, but in the end it was the perfect learning experience for a candidate in the masters program. The coursework and knowledge gained from the past two years set the precedence for a successful outcome. Using the coursework and applying it to a real school situation, provided that extra edge needed to make it successful.

Technology leaders often face many road blocks but having the proper training in Instructional Technology is key to finding solutions to those obstacles. The Instructional Technology program at Kennesaw State University and the Capstone experience develops knowledgeable leaders of technology to ensure schools are providing 21st century teaching and learning. By providing teachers, administrators, parents and students proper training in technology, safety and differentiated learning, technology leaders are moving schools forward into the next phase of digital teaching and learning.

References

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Appendix A

Pre-Orientation Survey http://goo.gl/IzBGMp

Professional Development Survey for Faculty

Please fill out our survey to better serve your professional development needs. Usernames are populated on submission.

* Required

When during the summer break would you be interested in taking a professional development class at Darlington? *

- ○ Right after the school year ends
- ○ Anytime during the summer
- ○ Right before the new school year begins
- ○ No time available during the summer
- ○ Other: [ ]

Would you be interested in a Web 2.0 Tools self-paced online professional development class that you could access from anywhere? *

- ○ Yes
- ○ No
- ○ Other: [ ]

Which classes interest you most for the Macbook? *
Choose your top 3

- ☐ iMovie
- ☐ iPhoto
- ☐ Garageband/podcasting
- ☐ Quicktime, Screen Casting, Flipping the Classroom
- ☐ Quia
- ☐ Basic Macbook use
- ☐ N/A
- ☐ Other: [ ]

Which classes interest you most for general technology? *
Choose your top 3

- ☐ Blogging, Twitter, Website building and Wiki
- ☐ Smartboard use in the classroom
- ☐ Social Bookmarking and Google Reader
- ☐ Using the Darlington website
- ☐ Google Docs, Forms, Drive, and Presentations
- ☐ Google Maps and Google Earth
- ☐ N/A
- ☐ Other: [ ]

What class interests you most for the iPad? *
Choose your top 3
☐ Basic iPad use
☐ Pages
☐ Keynote
☐ Garageband
☐ Notability
☐ iMovie
☐ Blogging
☐ Google Docs
☐ Photo Management
☐ N/A
☐ Other: [_____]

Other *
☐ Copyright
☐ Classroom Management
☐ Project-Based Learning
☐ Differentiated Instruction
☐ Etiquette and Digital Citizenship
☐ Interdisciplinary Projects
☐ Integrating Technology in the Classroom
☐ None

Would you be interested in teaching a professional development class? *
○ Yes
○ No

If you answered yes, what class would you like to teach?
[_____]

Would you be interested in taking any of the following Windows classes?
☐ MS Word
☐ MS Excel
☐ MS PowerPoint
☐ MS Access
☐ Mail Merge Basics
☐ Other: [_____]

For those employees who use Raiser's/Education/Financial Edge, would you be interested in any of the following:

☐ Queries
☐ Export
☐ Reports
☐ Other: [_____]

List any classes you would be interested in taking that we did not list.
Please list anything you would be interested in taking. It does not have to be technology based.
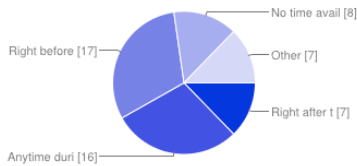
[   ]

Appendix B

Pre-Orientation Survey Responses

# 55 responses

View all responses   Publish analytics

Summary

**When during the summer break would you be interested in taking a professional development class at Darlington?**

Right after the school year ends	7	13%
Anytime during the summer	16	29%
Right before the new school year begins	17	31%
No time available during the summer	8	15%
Other	7	13%

Would you be interested in a Web 2.0 Tools self-paced online professional development class that you could access from anywhere?
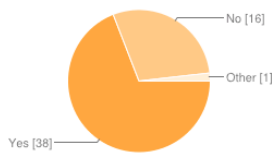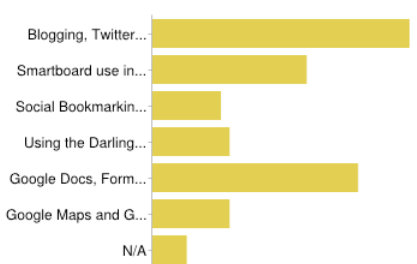
Yes	38	69%
No	16	29%
Other	1	2%

Which classes interest you most for the Macbook?
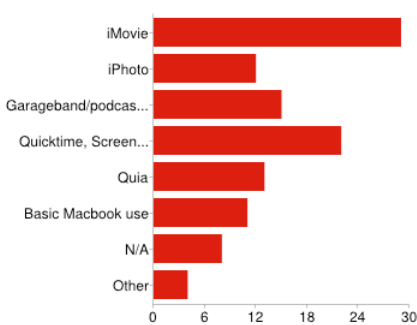
iMovie	29	25%
iPhoto	12	11%
Garageband/podcasting	15	13%
Quicktime, Screen Casting, Flipping the Classroom	22	19%
Quia	13	11%
Basic Macbook use	11	10%
N/A	8	7%
Other	4	4%

Which classes interest you most for general technology?

Blogging, Twitter, Website building and Wiki	30	28%
Smartboard use in the classroom	18	17%
Social Bookmarking and Google Reader	8	8%
Using the Darlington website	9	8%
Google Docs, Forms, Drive, and Presentations	24	23%
Google Maps and Google Earth	9	8%
N/A	4	4%
Other	4	4%

0   3   6   9   12   15

Other

Copyright	6	6%
Classroom Management	7	7%
Project-Based Learning	14	15%
Differentiated Instruction	16	17%
Etiquette and Digital Citizenship	3	3%
Interdisciplinary Projects	13	14%
Integrating Technology in the Classroom	18	19%
None	18	19%

Chart categories:
Copyright
Classroom Management
Project-Based Lea...
Differentiated In...
Etiquette and Dig...
Interdisciplinary...
Integrating Techn...
None

0   4   8   12   16   20
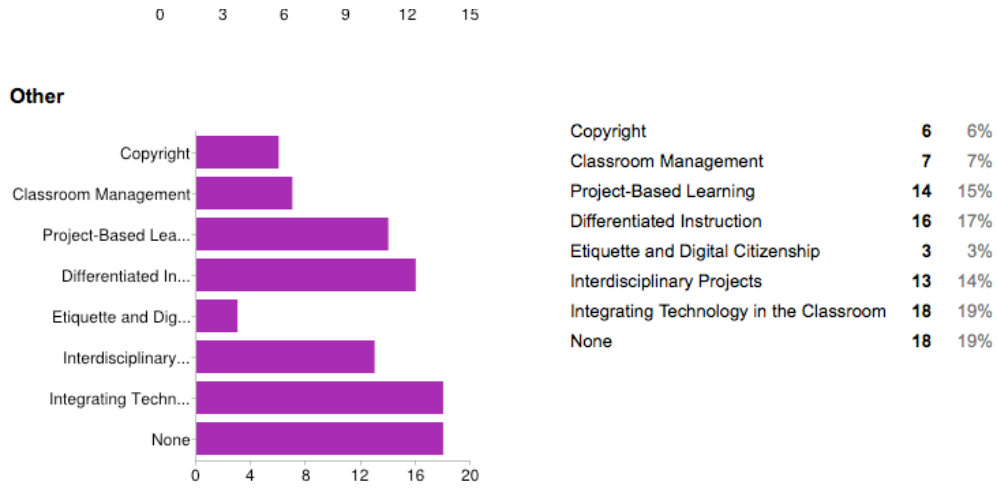
Would you be interested in teaching a professional development class?
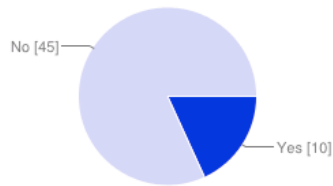
Yes	10	18%
No	45	82%

No [45]
Yes [10]

List any classes you would be interested in taking that we did not list.

How to build a website.   I don't know how to Twitter or Facebook and I'm not even certain that I need to know or want to know! However, I feel a little inept when I hear others talking about it! I guess I'd like to see what all the talk is about.   What is this? Raiser's/Education/Financial Edge????

Number of daily responses

25
20
15
10
5
0
3/1/13   3/18/13
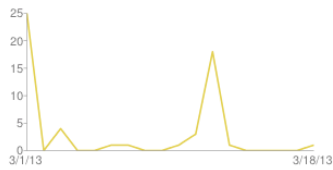
Appendix C

Implementation Email

Faculty,
 Over the summer the information technology department developed an online self-paced professional development course for you to access at any time. During this training you will learn a variety of technology tools for work, personal and classroom use. The course has been developed in sections providing instructions and videos to learn the tools more thoroughly. The course can be accessed here: http://darlingtonit.wikispaces.com/. You can access sections by clicking the name of the section on the home page or using the menu bar to the right. If you have any questions, additions or technical issues with this course, please contact the information technology department for immediate assistance. Once you have finished the course, please complete the following survey so it can be added to your professional development list http://goo.gl/JsMI1b.

Darlington SCHOOL
Catalyzing Extraordinary Lives

Cynde Reneau <creneau@darlingtonschool.org>

Online Professional Development Training Course

Cynde Reneau <creneau@darlingtonschool.org>   Wed, Jul 10, 2013 at 3:00 PM
To: Upper School Faculty <upperschoolfaculty@darlingtonschool.org>, Middle School Faculty <middleschoolfaculty@darlingtonschool.org>, Lower School Faculty <lowerschoolfaculty@darlingtonschool.org>

Faculty,

Over the summer the IT department developed an online self-paced professional development course for you to access at any time.
During this training you will learn a variety of technology tools for work, personal and classroom use. The course has been developed in sections providing instructions and videos to learn the tools more thoroughly.

The course can be accessed here:
http://darlingtonit.wikispaces.com/

You can access sections by clicking the name of the section on the home page or using the menu bar to the right. If you have any questions, additions or technical issues with this course, please contact Rebekah Kinney or me.

Once you have finished the course, please complete the following survey so it can be added to your professional development list.   http://goo.gl/JsMI1b

Also, don't forget the classes that we are offering at Darlington before school starts:
http://www.darlingtonschool.org/academics/it-summer.aspx

Have a great summer!
Cynde and Rebekah

Appendix D

Post-Orientation Survey http://goo.gl/jGTytp

Online Professional Development Course

* Required

Did you complete the online professional development course? *

○ Yes

○ No

○ Other: [   ]

What sections did you complete? *
Check all that apply

☐ MacBook Basics

☐ iPad Basics

☐ Darlington Website

☐ Google Apps

☐ Blogs

☐ Wiki

☐ Flipped Classroom

☐ iPad Apps for the Classroom

☐ MacBook Applications

☐ Printing and Copying on Campus

What sections did you find most helpful? *
Check all that apply

☐ MacBook Basics

☐ iPad Basics

☐ Darlington Website

☐ Google Apps

☐ Blogs

☐ Wiki

☐ Flipped Classroom

☐ iPad Apps for the Classroom

☐ MacBook Applications

☐ Printing and Copying on Campus

What sections did you find not useful or irrelevant? *
Check all that apply

☐ MacBook Basics

- ☐ iPad Basics
- ☐ Darlington Website
- ☐ Google Apps
- ☐ Blogs
- ☐ Wiki
- ☐ Flipped Classroom
- ☐ iPad Apps for the Classroom
- ☐ MacBook Applications
- ☐ Printing and Copying on Campus

Is there any tool or training you would like to see added?

What are your thoughts on this online training?
Let us know how we can improve.

Type your name to receive professional development credit. *
By typing your name you acknowledge that you have completed this course.

Submit

Never submit passwords through Google Forms.   100%: You made it.
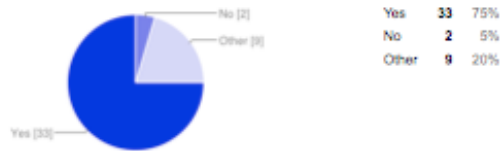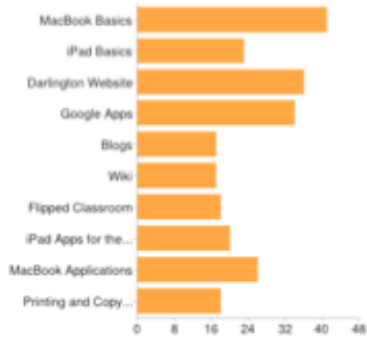
Appendix E

Post-Orientation Survey Responses

What sections did you find not useful or irrelevant?

MacBook Basics	1	1%
iPad Basics	18	24%
Darlington Website	0	0%
Google Apps	0	0%
Blogs	4	5%
Wiki	8	11%
Flipped Classroom	16	21%
iPad Apps for the Classroom	15	20%
MacBook Applications	1	1%
Printing and Copying on Campus	13	17%

Is there any tool or training you would like to see added?

no   projects and tools   More project ideas   More macbook training   Educational Edge   More Macbook Training   Smartboard   More advanced iPad   Copyright   Quia   One on One   nothing   Everything   Blended learning and online teaching   Advanced Macbook   More for World Language   More Web 2.0   Classroom management with iPads   Microsoft   More Macbook training   More ideas for PreK-1st   More advanced Google   Blended learning   More microsoft   More for little kids

What are your thoughts on this online training?

I need more help   I know there was a lot listed but it was good information that I think I can go back and access later. Don't take it down.   Cynde, can we talk? I need one on one, you know me.   It really helped me to learn things that I didn't know being a new teacher at Darlington.   Thanks for doing this. New faculty should love it.   It's great help for those teachers that need a good start.   I finished most that I could do, I need help in person   This was great. I am going to suggest all my department finish this. Can you give me a report of who does not finish it?   I thought some were very helpful, and some were very basic. Having a mac for the last couple years I am very comfortable with working a Mac and being at Darlington for a year I am comfortable with the website. I would say that all new faculty/staff should definitely complete this. I wish I had this when I was hired last year!   Cynde this was great but you know I don't understand my computer, please come help me more.   This really helps me, thank you.   It was great. Keep adding more stuff.   I need a new mac to do more.   This was great, thank you for providing this for us. I will also access it again when I need to remember something I have forgotten to do.   I loved it, thank you for sending it to us.   I think it's good for teachers   I loved the iMovie section   I wish I would have had this for my 1st year at Darlington   This will really help new teachers, thank you for putting it together.   It's great for all faculty, especially new people   Thank you   Thank you, I liked it.   Thank you!!   none   This will help me help my students.   This is great stuff. Please add more sections   I'm just learning the Mac so it was a lot of help. Also the website training was perfect being a new teacher.   Great job IT.   This really helped me. It's my first year and I was confused about a lot of things until I did this training. Thank you.   It was great, thanks.   Great, thank you.   I loved the iPad section   This really helped me so much. I wish this would have been available when I first started at Dar.   It was great but I want a smartboard

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