

Implementation

First Attempt

It was challenging to find time to implement this workshop. This time in the year is usually GMAS testing time, but due to the inclement weather earlier this year, the Clayton County Public Schools (CCPS) Superintendent made the decision to delay state testing until the month of May, approximately one month later than usual. Having more time to prepare students put our school (and possibly the county) in extended stress mode- targeting standards, testing student to see if they understand, and reteaching if they did not. Additionally, we have already had two of three school-wide GMAS “practice” sessions where we practiced how things will work during testing, which also increased the number of meeting (during and after school). I finally, found a date, but it was bumped by a lastminute Department of Exceptional Students (DES) department meeting. GMAS testing was also the reason for our DES meeting as well. We met to make sure that our students’ testing accommodations were accurate. Needless-to-say, I was at the mercy of one DES teacher, Ms. W. to meet with me.

Ms. W, and I met on a Friday after school, which is not the best time to try and get teacher participation, not to mention buy-in. We agreed to meet in Ms. W’s class and after a brief moment of wondering if she remembered, she showed up. I thanked her and promised that I would not keep her any longer than absolute necessary. Even I had no idea how fast I’d have to honor this statement. After getting set up and troubleshooting a minor glitch with her Panaboard, we moved through the agenda. We were doing well with time because there was only one participant so things moved along relatively fast. We were approaching the exploration portion of the workshop, where I queued up a video to serve as the modeling/ guided practice. When I designed the workshop from home, I did not remember the school-based technology restrictions designed to keep students safe and allow for safe, and appropriate content. My video would not play. Not a problem, I just searched for another one. It took a while before we both realized that the restrictions had limited our choices. Well We finally found a video, but the sound would not play and no matter what we both tried, we could not get the sound to play. She agreed to watch without sound, but by that time I was frustrated because I felt that I was wasting her time. Ms. W. is very easy-going and polite, and she would never have said anything so I asked her if we can reconvene the following Monday. She agreed. At this point, we had spent approximately 40 – 45 minutes total going through the first few items on the agenda.

Second Implementation Attempt

As Murphy’s Law would have it, Monday, Tuesday, Wednesday, and Thursday were all booked with either previously scheduled or lastminute engagements. I even had two parents to show up unannounced. Ms. W. and I got together like before in. This time, I did not try and “train” her. I approached our meeting like a “coaching session”. I was prepared with my personal DELL Inspiron 17R laptop with 17” screen and my T-Mobile

Wi-Fi account. We viewed the video and followed along with the tutorial in real time and amended our goal to change the setting for two of Ms. W's students. The second meeting did not take a full hour, but I did relax the setting and went into collaborative coaching mode and made it work. It was the end of another long day at the end of a busy week, so we both wanted easy. It was not what I planned to do, but like any good coach, sometimes you have you switch things up to get things done until you can regroup.

Planning a successful workshop is a skill that I trust I will learn over time with much practice. I plan to participate in more work-based technology professional development (PD) in addition to studying Google tutorials and watching YouTube videos. I met my revised goal, to change one accessibility settings for two DES students, but it was accomplished through collaborative coaching, not as the result of a successful one hour technology workshop designed and implemented by me. There were fundamental flaws in my design including the evaluation and implementation. I do like the Weebly site that I created. I plan to update it and use the basic format for future technology workshops.

Evaluation

PRE

The Pre-workshop survey consisted of the eight (8) following items:

Chromebooks Pre-Workshop Survey		
Item 1 of 8	Which group of diverse learners do you serve?	Special Education
Item 2 of 8	What grade level do you serve?	Elementary
Item 3 of 8	How much experience do you have using Chromebooks with this group of students? Rate 1 (not much experience) to 5 (I am very experienced using Chromebooks)	1 (not much experience)
Item 4 of 8	Can your students in this group navigate Chromebooks better than you?	yes
Item 5 of 8	Would you like to learn basic features and commands that will help you use Chromebooks more effectively?	yes
Item 6 of 8	Are you familiar with any of the six (6) GPSC Instructional Technology Standards?	yes was selected, crossed out, then no was selected
Item 7 of 8	If you answered yes to the previous question, please list all of the technology standards that you use most often	this item was left blank
Item 8 of 8	Name one issue (problem or concern) that you have experienced with Chromebooks in the past that you would like this workshop to solve.	this item was left blank

What this reveals to me is that I neglected to update my pre-workshop survey items after I narrowed down my focus to only using the Chromebooks' accessibility tools for diverse learners (students with disabilities or IEPs, English Language Learners, and non-readers, etc.). Initially, I planned to deliver an overview of some features and shortcuts for using Chromebooks.

I realized that a Special Education (DES) teacher would benefit more from knowing how to navigate to the advance settings to select accessibility tools to help her/ his students who do not read, spell, or write well. As the workshop designer, I should have gone back through my artifacts before attempting to present the workshop.

POST

The Post-workshop survey consisted of the nine (9) following items:

Chromebooks Post-Workshop Survey		
Item 1 of 9	Which group of diverse learners do you serve?	Special Education
Item 2 of 9	What grade level do you serve?	Elementary
Item 3 of 9	After having completed the Chromebooks Training for Diverse Learners, did you find it useful?	yes
Item 4 of 9	Do you think this training will benefit any of your diverse learners?	yes
Item 5 of 9	Where your previous issues (problems or concerns) addressed?	this item was left blank
Item 6 of 9	Would you recommend this training to a colleague with a group of diverse learners?	yes
Item 7 of 9	After having completed the training, how many GPSC Instructional Technology Standards can you list below?	I looked at my handout 5.2 Differentiation 2.7 Assessment 3.1 Classroom Management & Collaborative Learning 3.4 Adoptive and Assisitive Technology
Item 8 of 9	Rate the time spent in the training 1 (too short, not enough time) to 5 (too long, took too long to complete)	5
Item 9 of 9	Please share one thing that you would like to have seen (or experienced) during this one hour technology workshop.	I would like to have updated the settings for all the students, not just the two we practiced.

Although I did not do a very thorough job, the DES teacher found value in the information and would recommend the workshop to a colleague. The best thing about having completed this training is that now the teach has this information for herself and she can share it with other teachers. Additionally, now she has handouts of the Instructional Technology Standards that she can refer to when planning in the future or during a technology-based instruction assignment.

I would have loved to have reported a more successful workshop, but I suppose that comes not only with practice, but also with more knowledge that I expect to gain throughout the remainder of my program.

While, I do not like the idea of “training”, I do like the one-on-one (or maybe small group) approach to sharing information with colleagues. Training sounds so “formal”, but collaboration is more “intimate” and personal.

Storey_Technology_Workshop_Implementation_Evaluation_Weebly_Link_Spring_2018_Dr_Bacon

Shanyon Storey

One Hour Technology Workshop

ITEC 7460 Professional Learning & Technology Innovations

Spring, 2018, Dr. Bacon

Website URL is:

<https://storeyonehourtechnologyworkshop.weebly.com>