Going from Zero to Google: Implementing an Individual Technology Plan for One Teacher

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**Setting and Context**

The setting for this proposed project is J. H. Huie Elementary School in Forest Park Georgia, Clayton County Schools. Huie was named in honor of Clayton County’s 1915 Superintendent Joseph Hamilton Huie. Prior to leading the school district, Huie lead students as a teacher, and lead troops as a Captain in the Confederate Army. Huie Elementary School opened its doors in 1966 with approximately 850 students. Since that time, Huie has undergone several renovations and additions to accommodate its student body, that once rose to 1150 students in 1972 (Huie Elementary School, 2017). Currently Huie serves approximately 850 students and employs approximately 80 staff members.

Although new to Huie, it is known that Huie Elementary School (ES) serves a unique body of students. Huie ES has the highest number of elementary aged students: with an Individual Education Plan (IEP); who are English Language Learners (ELL); who are transient; who are economically disadvantaged; and who are homeless. These issues were discussed with the former principal, Mrs. Paige, during a job interview at last year’s teacher transfer job fair.

According to the PublicSchoolReview.com website, Huie serves students pre-kindergarten through fifth grades with a student, teacher ratio of 17:1. Huie’s students are 97% minority: 2% Asian, 37% Hispanic, 56% Black, 3% White, and 2% Two or more races. There are 95% of students who qualify for free lunch (2018). Huie is one of 29 public elementary schools in Clayton County, which is the fifth largest school district in the state of Georgia currently under the leadership of Superintendent Dr. Morcease J. Beasley (Clayton County Public Schools Website, 2018). The Georgia Department of Education Website reports Huie’s 2017 College and Career Ready Performance Index (CCRPI) Score as 63.7%. Were this a classroom test score, a letter grade of D would accompany this number.

J. H. Huie has recently acquired two new administrative leaders: Dr. Roxanne Dixon, Principal, and Mrs. Jennet Jackson, Assistant Principal to team up with returning veteran leader, Felicia McKinley, School Counselor. There are several staff members who provide support to Huie on a part-time, or on a shared basis which include: two Instructional Facilitators, a School Psychologist, a Compliance Specialist, a Behavior Specialist, a Speech Therapist, an Occupational Therapist, a Physical Therapist, a Gifted Teacher, a Computer Lab Paraprofessional, a Media Specialist (FT), a Parent Liaison, and a new Mental Health Practitioner. Each grade level consists of an average of five teachers from pre-kindergarten through fifth grade. Additionally, each grade level team includes an English Language Learner (ELL) teacher and at least one Special Education teacher who serves students: in the self-contained setting, using the small group pull out model, or using the push in model- currently initiated by one special education teacher.

Recently, the district purchased i-Ready software to address student achievement. All teachers had to attend a mandatory training earlier this month (January 2018) to get an overview of the i-Ready program and to learn how to give the diagnostic. The understanding is that students at Huie ES who scored strategic (yellow) on the Beginning of Year (BOY) Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment will receive i-Ready Reading and Math instruction between forty-five and ninety minutes each week in addition to their regular program of study. This sounds promising, however; some students are also expected to use Success Maker to improve their individual Math skills as well. This year Clayton adopted online social studies resources in conjunction with the roll out of a district-wide initiative to go “Google”. Teachers are expected to learn and incorporate tools form the Google Classroom G-suite with the expectation of increasing teacher effectiveness, and increase student achievement. Many teachers are feeling overwhelmed with not only using technology, but learning and using new technology resources all at once.

It is the belief that that adopting and expecting teachers to use so many online resources is too much for seasoned technology users to incorporate all at once. Expecting a Department of Exceptional Students (DES) teacher, to do the same in addition to completing their specific duties and responsibilities related to Individual Education Plans (IEP) including case management is a bit much to say least the least.

If DES teachers at Huie Elementary School are to succeed in learning and implementing some of the applications (apps) in the Google platform, they will have to change. Prochaska et al.’s Stages of Change, as discussed in Knight’s Instructional Coaching (2007, p. 85-89) is just the knowledge that one can reference to help facilitate said changes for the 2018-2019 school term.

**Statement of Problem, Need and Rationale**

The Clayton County Public School District has implemented a system-wide expectation that all teachers will use Google tools via the Google Classroom Drive and the G-Suits platform to collaborate with one another, with students, and with parents. One major problem is that some teachers at Huie Elementary School are stuck in either the 1) *precontemplative stage of change*, blaming others for their lack of technology know how, or they are in the 2) *contemplative stage of change*, beginning to realize that change is inevitable (Knight, 2007 p. 87-88). Never-the-less, it is time to move some of those teachers on to the 3) *preparation stage of change*, where they are planning for change (Knight, 2007 p. 88). More specifically, it is time for DES teachers at Huie ES to devise a plan to implement Google Classroom tools for the 2018-2019 academic school year. The goal is to move teachers along the stages of change continuum: 4) act*ion stage of change*, testing Google tools and applications (apps) to find the best fit for their class, 5) *maintenance stage of change,* using Google several times a week, while receiving support as needed, and finally 6) *termination stage of change*, implementing Google tools daily without any supports except maybe to troubleshoot problems (Knight, 2007 p.87-88).

Change, as stated in Knight (2007, p. 84), by Hall and Hord, “is a process, not an event” (2005, p.4). It is time to stop expecting a single professional development (PD) session to lead to permanent change in teaching practices (Knight, 2007 p.84). Prior to “Going Google”, Forsyth County Schools, consulted with school districts within and outside of the state of Georgia, hired consultants, and instituted pilot schools, before making Google a district-wide change (Bray, 2016). Ed Tech Focus On K-12 reports, “no matter what investment school districts make to create a modern learning environment, they likely won’t have much impact if teachers don’t use them” (2018). Furthermore, the article says that “71 percent of district administrators say that the effective use of technology is “extremely important” for student success, only 43 percent of classroom teachers say the same” (EdTech, 2018).

Using the tools is only half of the solution. Teachers need training to use Google tools effectively. The long-term effects of professional development have implications for both teachers and students. A multi-state longitudinal study conducted by Shaha, Glassett, and Ellsworth (2015) found,

“…significant gains in student performance across the number

of years of participation, with significant continuation in growth

across years. Findings validate a significant predictive relation-

ship between the number of years educators participated in PD

and improvements quantified in student performance”

(Shaha et al., pg.29).

The significance of this research taps into, 1) the need for ongoing educator training, and 2) the correlation between professional development and student growth. When teachers receive meaningful PD, they will apply that knowledge to (or use those skills in) their instructional practices. Imagine what might happen if DES teachers are coached on how to use digital tools in the special education classroom for tasks other than allowing DES students “computer time” as a reward for “good behavior”, or administering district benchmark assessment- that many DES students do not pass, even with their accommodations (extended time and reading the test questions aloud for example).

Lemke and Fadel (2006); O’Dwyer, Russell, and Bebell (2004); and Penuel (2006), as quoted in Martin, Strother, Beglau, Bates, Reitzes, and Culp (2010), assert, “High-quality professional development (PD) is central to any education improvement effort, particularly those that seek to integrate technology in support of classroom instruction. Successful implementation of education technologies depends upon extensive, high-quality teacher PD and ongoing support” (Martin et al. pg.53).

While educator PD is desired, PD should have high standards to increase its effectiveness on both teachers and students. Garet, Porter, Desimone, Birman, and Yoon (2001) quotes James Hiebert (1999),

 Research on teacher learning shows that fruitful opportunities to

 learn new teaching methods share several core features: (a) ongo-

ing (measured in years) collaboration of teachers for purposes of plan-

ning with (b) the explicit goal of improving students’ achievement of

clear learning goals, (c) anchored by attention to students’ thinking, the

curriculum, and pedagogy, with (d) access to alternative ideas and methods

and opportunities to observe these in action and to reflect on the reasons for

their effectiveness…(1999, p.15)

A multitude of research supports how implementing quality educator professional development can increase student achievement. Coaching one DES teacher sporadically using zero to few Google tools to using Google and other digital tools consistently and independently in her/ his instructional practice during the first semester of the 2018- 2019 school year could yield positive results towards increased student achievement.

In one case study, the need for teacher input decreased significantly as the students learned to manage technology (digital literacy, autonomous learning, critical analysis and synthesis) independently (World Journal of Education, 2015). The implication here is that student engagement, and student achievement are positively impacted by effectively using digital tools.

“Most [of today’s youth] will have received permission to traverse the information superhighway unescorted before they are allowed to cross the streets in front of their houses.” Cathy Collin Block (2001, p.293), as quoted in Schneider’s Besides Google (2009). Research after research supports integrating technology into K-12 classrooms across all disciplines. In so doing, one needs to consider the background, or skill set of individual teachers who are expected to implement said changes. “For educators new to implementing technology tools, ease-of-use is an absolute necessity. Beginning tech users should not need to worry about codes, script, or any processes more complicated than a PowerPoint” (Ousselin, 2015).

**Objectives and Deliverables**

One possible solution is to provide individual (or small group) coaching to a DES teacher (or group of teachers) currently lacking the skills and or confidence with implementing Google tools into their instructional practices consistently. The goal of this Capstone is assist one DES teacher with learning and implementing Google and other digital tools and document her/his progress. Essentially, this Capstone will serve as the DES teacher’s Individual Technology Plan or ITP. The following four objectives which are aligned to the Georgia Professional Standards Commission (PSC) Instructional Technology Standards will drive or guide this project as the DES teacher moves from zero to little Google usage to daily independent Google implementation into her/his instructional practices.

Were this written as an IEP, it may read as follow: “When given the opportunity to use technology by choice, the DES teacher (TBD later) will use Google by 1) creating a technology plan, 2) selecting and testing tools or applications (apps), and 3) using selected tools or apps daily with the assistance of a peer technology coach/ mentor between August 2018 and December 2018 at a criteria of mastery rate of independently implementing at least two Google (or other digital) tools into her/his daily instructional practice by December 2019.”

 The goal of this Capstone as measured by the following objectives and deliverables will take place by the end of the second semester- December 2018:

**Project Objective # 1:** Between August 2018 and September 2018, the DES teacher will develop an Individual Technology Plan with the peer Technology Coach/ Capstone Author.

**Deliverables:**

1. The Technology Coach/ Capstone Author will use Google Forms to create two Technology Surveys (LoTi & Adoptor) to assess the DES teacher’s current technology use.
2. The Technology Coach/ Capstone Author will interview DES teacher to discuss the implications of both surveys.
3. The Technology Coach/ Capstone Author will provide develop a technology integration plan based on the results of the surveys.
4. The Technology Coach/ Capstone Author will create and designate a safe space for digital Journal or Blog that the DES teacher will use to record her/ his reflections at least once each week.
5. The Technology Coach/ Capstone Author will create a coaching log to track interactions with the coach and the DES teacher.

**Project Objective # 2:** Between September 2018 and October 2018 the DES teacher will test the feasibility of using Google tools recommended by the Technology Coach/ Capstone Author. DES teacher may interact with said tools in isolation or within the context of classroom instruction.

**Deliverables:**

1. The Technology Coach/ Capstone Author will create a document (Google Forms, Google Sheets, etc.) for the DES teacher to track her/ his interactions using various Google tools.
2. The DES teacher will continue to post reflections using digital Journal or Blog a minimum of once each week.
3. The Technology Coach/ Capstone Author will create a coaching log to track interactions with the coach and the DES teacher.
4. The Technology Coach/ Capstone Author will take multiple photographs of DES teacher implementing Google tools across various class sessions.

**Project Objective # 3:** Between October 2019 and November 2019 the DES teacher will use a minimum of two different Google tools multiple times each week during instruction.

**Deliverables:**

1. The Technology Coach/ Capstone Author will create a document (Google Forms, Google Sheets, etc.) for the DES teacher to track her/ his interactions using various Google tools during classroom instruction noting whether-or-not the tools were easier with each use or unrealistic and have no place within her/his instructional practices.
2. The DES teacher will continue to post reflections using digital Journal or Blog a minimum of once each week.
3. The Technology Coach/ Capstone Author will create a coaching log to track interactions with the coach and the DES teacher.
4. The Technology Coach/ Capstone Author will take multiple photographs of DES teacher implementing Google tools across various class sessions.

**Project Objective #4:** Between November 2018 and December 2018 the DES teacher will independently implement at least one Google tool of choice consistently into her/his daily instructional practice. This/ these tool(s) should reflect the tool(s) that the DES teacher is/are most comfortable using or finds the most valuable to her/his daily instructional practices/routine. Said tool(s) will either increase student engagement, increase student achievement, or promote collaboration (with students, other teachers, or with parents).

**Deliverables:**

1. The Technology Coach/ Capstone Author will create a document (Google Forms, Google Sheets, etc.) for the DES teacher to track whether-or-not said tool(s) is/are used to promote student engagement, student achievement, or collaboration (with students, other teachers, or with parents).
2. The DES teacher will continue to post reflections using digital Journal or Blog a minimum of once each week.
3. The Technology Coach/ Capstone Author will use Google Forms to create a Post-Capstone Technology Survey to assess the DES teacher’s current technology use after ten months of coaching, testing, using, and reflecting on Google tools.
4. The Technology Coach/ Capstone Author will conduct an exit interview with DES teacher to discuss the implications of post survey.
5. The Technology Coach/ Capstone Author will create a coaching log to track interactions with the coach and the DES teacher.
6. The Technology Coach/ Capstone Author will take multiple photographs of DES teacher implementing Google tools across various class sessions.

**PSC Standards**

There are several Georgia Professional Standards Commission (PSC) Instructional Technology Standards that overlap the objectives of this Capstone, and that overlap one another. There are four overarching standards within three technology domains that are specific to the transformation undertaken by the DES teacher moving from zero to little Google use to independently implementing Google tools daily into her/ his instructional practices. They are as follow:

**Domain 3: Digital Learning Environment**

* **3.6 Selecting and Evaluating Digital Tools & Resources** Candidates collaborate with teachers and administrators to select and evaluate digital tools and resources for accuracy, suitability, and compatibility with the school technology infrastructure (Objective # 2).
* **3.7 Communication & Collaboration** Candidates utilize digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community (Objectives #2, and # 3).

**Domain 5: Professional Learning & Program Evaluation**

* **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 (Objectives # 1 and # 4).

**Domain 6: Candidate Professional Growth & Development**

* **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 (Objectives # 1, # 2, # 3 and # 4).

Table 1.

*Projected Objectives and Standards Alignment*

|  |  |
| --- | --- |
| Project Objective | PSC Standards |
| Between August 2018 and September 2018 use surveys to gather information and determine the DES teacher’s current technology skills, and interest to create an Individualized Technology Plan (ITP) for DES teacher. | * **Element 5.1** Needs Assessment
* **Element 6.2** Reflection
 |
| Between September 2018 and October 2018 DES teacher will track and log her/ his weekly technology trials of four (4) or more Google tools multiple times each week during instruction noting successes and failures.  | * **Element 3.6** Digital Learning Environment
* **Element 3.7** Communication & Collaboration
* **Element 6.2** Reflection

  |
| Between October 2018 and November 2018 DES teacher will track and log her/ his weekly technology use of two (2) specific (planned) Google tools multiple times each week during instruction noting successes and failures.  | * **Element 3.7** Communication & Collaboration
* **Element 6.2** Reflection
 |
| Between November 2018 and December 2018 DES teacher will independently implement at least one (1) specific (planned) Google tool of choice into her/his daily instructional practice to increase student engagement, student achievement, or promote collaboration (with students, parents, or other teachers) | * **Element 3.6** Digital Learning Environment
* **Element 5.1** Needs Assessment
* **Element 6.2** Reflection
 |

**Project Description**

This Capstone will coach one DES teacher as s/he moves from using zero or few Google tools to independently implementing Google tools into her/ his daily instructional practice. Specific deliverables will assist the DES teacher’s transformation along a ten to twelve weeks journey. The DES teacher will implement Google tools independently in her/ his daily instructional practices by the completion of the Capstone. By the conclusion of this project at least one DES teacher will have learned about some Google tools, will have learned how to use them, and will continue use them daily with confidence. Project activities for this Capstone are outlined in the sections that follow.

**First Project Item/Activity**

 The first stage of the project is to develop a basic plan of action for the weeks ahead. The DES teacher will complete a LoTi-type Technology Survey created using Google Forms, in addition to completing an Adoptor Survey also created using Google Forms. An interview will take place following the surveys, to discuss the results. This stage of the Capstone aligns with Georgia Professional Standards Commission (PSC) Instructional Technology Standards in Domain 5: Professional Learning & Program Evaluation. Standard 5.1 Needs Assessment, involves determining weaknesses that will drive the content and the delivery of technology-based professional development (PD). Additionally, standard 6.2 Reflection, allows the teacher to reflect on her/his professional practice. A digital journal or Blog works well for reflection. This stage is projected to take place within the first few weeks of the beginning of the school year. The beginning of the school year is very transitional, especially for DES teachers, however; sufficient time is allotted to create, conduct, analyze, and the discuss results of the two surveys and interview, and create a safe space to reflect or blog. An average of eight to ten hours per week is designated to the designing, implementation, modeling, observing, coaching/mentoring, and editing of materials related to the activities between the capstone author/coach and the DES teacher between August and September.

 **Second Project Item/Activity**

The second stage of the project involves analyzing and using data from the surveys to decide which Google tools the DES teacher should test in her/his classroom environment to see if said tools are appropriate. The teacher and coach will watch Google tutorials, ask questions about the Google platform, observe others using the tools if possible, and practice using as many of the Google tools as the DES teacher can fit into this frame of time. The PSC Instructional Technology Standards which align with this stage are 3.6 Selecting and Evaluating Digital Tools & Resources, which is self-explanatory, and standard 6.2 Reflection, which allows the teacher to reflect on her/his professional practice in her/ his digital journal or Blog. It is in this stage that the DES teacher will discover how the tools might work in her/his setting with her/his specific students. Additionally, the DES teacher may have specific goals for selecting and using specific Google tools. Over the course of the four to six weeks, the DES teacher will explore Google tools with the assistance of the capstone author/coach.

**Third Project Item/Activity**

The third stage of the project involves the DES teacher using at least two specific tools on purpose, and with a purpose for approximately four weeks. The DES teacher should plan to log as much time as possible engaged with the Google tools. Ideally, the teacher should use tools for instructional use, which may change depending on the academic subject or area of study. When this happens, the teacher will have reached the maintenance stage of Prochaska et al.’s Stages of Change theory. The PSC Instructional Technology Standard which aligns with this stage is 3.7 Communication & Collaboration. The DES teacher may consider creating a digitally safe space to communicate with parents and, or students. Traditionally, newsletters served this function, but a digital version can serve this same function. Standard 6.2 Reflection, is where the teacher should continue her/ his digital journal or Blog chronicling her/ his professional practice. The capstone author/coach will spend a significant amount time on the project management of the capstone.

**Fourth Project Item/Activity**

 The fourth activity takes place during the last six to eight weeks of the first semester. By this stage in the Capstone, the DES teacher will have discovered several Google tools that s/he can use on a daily basis. Ideally, the tools should address student engagement, student achievement, and or communication/ collaboration with other teachers, parents, and or students. The DES teacher should now have the confidence to use said tools independently, and possibly troubleshoot basic technology problems that may arise. If the DES the teacher is now able to share or coaching others on how to use digital tools, Google or otherwise, then the teacher will have surpassed the expectations of this Capstone project. When the teacher is maintaining her/ his knowledge of Google tools, then the teacher has reached the termination phase of Prochaska et al.’s Stages of Change. This stage of the Capstone has come full circle by revisiting the PSC standards 5.1 Needs Assessment, and standard 6.2 Reflection. A post-project survey will take place at the conclusion to measure the DES teacher’s growth in technology use, followed by an interview, and will conclude with one final digital journal or Blog entry by the DES teacher. A minimum of forty-five hours will reflect the teacher’s daily use of technology at a rate of using said tools five hours each week over the course of nine weeks. The capstone author/coach will devote a minimum of twenty-eight hours of project management towards the completion of this capstone.

Table 2.

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| *Project Activities Alignment* |
| Project Item/ Activity  | Project Objectives | Deliverables |
| * Create and administer LoTi Survey
 | Between August 2018 and September 2018 use surveys to gather information and determine the DES teacher’s current technology skills, and interest in order to make an Individualized Technology Plan (ITP) for DES teacher. | * LoTi Survey using Google Forms to assess technology use
 |
| * Create and administer Adopter Survey
 | * Adoptor Survey using Google Forms to assess technology use
 |
| * Interview DES Teacher and discuss survey results
* Create coaching log
 | * Interview Questions to assess technology interest
* Completed coaching logs (4)
 |
| * Document Weekly technology use
 | Between September 2018 and October December 2018 DES teacher will track and or log her/ his weekly technology trials noting successes and failures. Additionally, teacher will reflect on her/his progress during her/ his stages of change- from a limited technology user to an independent technology user.Teacher will reflect at least once a week.  | * Weekly technology use log (4 entries)
 |
| * Create a safe space in the Google Drive for a digital journal
 | * Digital journal in the Google Drive for the teacher’s weekly reflections (4 entries)
 |
| * Create a safe space in the Google Drive for a Blog for Weekly Reflections
* Create coaching log
 | * Optional: Blog posts in Google Drive as an alternative to or an option for teacher’s reflections regarding technology use
* Completed coaching logs (4 entries)
 |
| * Document Bi-weekly technology use
 | Between October 2018 and November 2018 DES teacher will continue to track and or log her/ his weekly interactions. Teacher will increase reflections to twice per week | * Weekly technology use log (5 entries)
* Digital journal in the Google Drive for the teacher’s weekly reflections (5 entries)
* Optional: Blog posts in Google Drive as an alternative to or an option for teacher’s reflections regarding technology use
* Document transformation by taking photographs of teacher using technology (5 min.)
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|  |  |
| * Document Daily technology use for multiple use each day
 | Between November 2018 and December 2018 DES teacher will continue to track and, or log her/ his weekly interactions. Teacher will reflect a minimum of twice per week | * Create a daily technology use form/ checklist to record multiple entries each day
* Digital journal in the Google Drive for the teacher’s weekly reflections (1-2 entries)
* Optional: Blog posts in Google Drive as an alternative to or an option for teacher’s reflections regarding technology use
* Document transformation by taking photographs of teacher using technology (1-2)
 |

**Evaluation Plan**

The purpose of this project is to transition one DES teacher from zero or little Google use to independently using Google tools in her/ his daily instructional practice. To assess whether-or-not the DES teacher is successful by the conclusion of this project, various indicators will gauge the teacher’s progress throughout the project. Pre and post surveys, reflections (digital journals and, or Blogs), Google Forms tracking teacher’s interaction with Google tools including number of times tools are used, coaching session logs including feedback, pre and post interview, and observer observations will all evaluate the teacher’s technology usage with tools found in the Google platform.

**First project item/activity**

An initial or pre-project survey will assess the DES teacher’s technology use of Google tools and her/his comfort level engaging with said Google tools. The capstone author/coach will record the teacher’s interest or personal goals s/he would like to accomplish by the completion of this project. PSC Standard 5.1 Needs Assessment is demonstrated in this activity and PSC Standard 6.2 Reflection is ongoing from the start of the capstone, until its completion. Each coaching session will move the DES teacher closer to independently using Google tools during her/his daily instructional practice. Additionally, the goal is for the DES teacher to make a lasting change that consistently includes using digital tools to increase student engagement, student achievement, and increase collaboration (with students, parents, and/or other teachers).

**Second project item/activity**

The second activity will focus on researching and testing Google tools to see if they are a good fit to use in the DES teacher’s instruction. First the teacher will need to know that such tools exist, then learn how to use them by watching videos and live demonstrations, and eventually use them through trial and error. Even if the teacher is successful using said tools, the teacher may feel that the tool(s) does/do not compliment her/his instruction. The goal here is to find tools that the teacher will use and use independently. The PSC Standard 3.6 Selecting and Evaluating Digital Tools & Resources will assess the teacher’s ability to select appropriate tools and how well the teacher implements the tools. PSC Standard 3.7 Communication & Collaboration can also evaluate the teacher’s effective use and appropriateness of said tool as well.

**Third project item/activity**

At this point in the project, the DES teacher will have discovered tools that s/he can use or would like to incorporate into her/his instruction to increase student engagement, student achievement, or increase collaboration. PSC Standard 3.7 Communication & Collaboration can also evaluate the teacher’s effective use of Google tools to communicate and collaborate consistently. The teacher may decide to create a Google classroom to upload assignments for her/ his students, or the teacher may create a space for parents to ask and answer questions about student assignments. The technology log will evaluate which tools the teacher has used and track what is or is not working for the teacher. The capstone author/coach can use this information to offer timely interventions the teacher can apply to her/his instructional practice.

**Fourth project item/activity**

PSC Standard 3.6 Selecting and Evaluating Digital Tools & Resources is appropriate for evaluating the effective use of Google tools independently by the DES teacher. This activity will track the teacher’s technology use via her/ his lesson plans to monitor which tools the teacher incorporates specifically into her/ his daily instructional practices, and for what purpose or specific tasks. The lesson plan becomes the artifact for tracking her/ his independent use of instructional technology.

**Project Timeline**

The projected timeline for this Capstone project is two semesters. The project will take place between August 2018 and December 2018. One DES teacher is expected to transition from zero or little technology use to independently using Google tools daily to engage students, increase student achievement, and to collaborate with other teachers, parents, and, or students. The total amount of time devoted to the completing all four project activities consist of a minimum of one hundred hours. The projected timeline is summarized in Table 3 below.

Table 3.

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| *Project Timeline* |
| Month | Project Item/ Activity, or Evaluation Item  | Hours |
| August | Develop Surveys (LoTi & Adoptor) and Interview Questions | 6 hours |
| August | Administer Surveys and Interview Teacher | 2 hours  |
| August August | Analyze and discuss Survey results during Interview andDevelop a Plan of ActionCoaching  | 3 hours2 hours |
| August | Create Google Platform Journal/ Blog for Reflections and Tracking Sheets | 6 hours |
| August | Review Reflections and Coaching Sessions | 2 hours  |
| AugustSeptemberSeptember | Planning for SeptemberIn Class ModelingDemonstrate Google/ Digital Tools | 4 hours2 hours4 hours |
| September September  | Coaching  Review Reflections and Coaching Sessions  | 4 hours4 hours |
| September  | Research digital resources  | 8 hours |
| September | Share/ Upload digital resources to Google  | 4 hours |
| September | Planning for October  | 5 hours |
| OctoberOctober | Model/ Demonstrate Google/ Digital ToolsCoaching Sessions  | 5 hours5 hours |
| October  | Review Reflections and Coaching Sessions  | 5 hours |
| OctoberOctober October OctoberNovemberNovemberNovemberNovember |  Research digital resources Share/ Upload digital resources to Google Planning for NovemberModeling Digital ToolsReview Reflections/ CoachingCreate Post Survey/InterviewAdminister, analyze, and discuss SurveyDiscuss maintenance plan for winter break  | 10 hours 5 hours 4 hours 1 hour 1 hour 3 hours 4 hours  1 hour |
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|  | Total  | 100 hours |

Table 4.

*Proposed Resources*

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| --- | --- |
| Proposed Resources | Specifications |
| Physical Space | * Huie Elementary School Building
* DES Teachers’s Classroom
* Media Center
* Capstone Project Author
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| Virtual Space | * Clayton County Public School’s (CCPS) Google Drive
* Clayton County’s Shared Drive
* Google.com
* Google Hangouts
* Microsoft 365
* YouTube (video tutorials)
 |
| Technology Tools | * Web 2.0 Tools
* Google Applications
* Google Forms
* Interactive Whiteboard
* Document Camera
* Digital (or Disposable) Camera
* CCPS Employee Issued Laptops
* CCPS Chromebooks
* CCPS Elitebook Laptops
* CCPS Desktops
* CCPS Headphones
* CCPS Internet
* Personal Internet
* Smart Phones
* Smart Phone Camera
 |
| Materials | * Paper
* Pencils/Pens
* Dry Erase Markers & Erasers
* Chart Paper
* Writing or Notebook Paper
* Copy Paper
* Printer
* Handouts/ Materials
 |
| Personnel | * DES Teacher
* DES Teacher’s Paraprofessional
* DES Teacher’s Students
* DES Parents
* DES Department Chairperson
* DES Department Members
* Media Specialist
* Administrators
* Capstone Author/Coach
* Capstone Advisor
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