**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 promote best practices in teaching, learning, and assessment.

Reflection

The Professional Learning assignment was completed to showcase my ability to develop and implement technology-based professional learning aligned to state (PSC) and national (ISTE) standards that promote best practices in teaching, learning, and assessment. I used information from individualized LoTi and Adopter surveys in addition to an interview to design an individualized professional learning opportunity for a teacher in need of technology-based coaching. The Professional Learning assignment meets the International Society for Technology in Education’s (ISTE) Essential Condition of Ongoing Professional Learning- “Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas” (Williamson and Redish, 2009, p.13).

5.2 Professional Learning outlines the criteria candidates need to 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 promote best practices in teaching, learning, and assessment. The artifact I chose, demonstrates my understanding of professional learning. It took two attempts to deliver this professional development (PD) because there was very little time left to meet within the allotted time frame for this assignment. It was almost time to administer the Georgia Milestones Assessment System (GMAS), stress was high, and meetings were frequent. During our first attempt there was a glitch with the Panaboard in Ms. W.’s class. A partial reason for the glitch was the fact that I designed the PD at home without restriction, but as I tried to implement the training at work, I was met with restrictions. I could only access approved websites from school and my project included at least two restricted sights. Need-less-to-say, once I reached my frustration level, we agreed to end the session and to try again the following week. I came prepared with my personal laptop with a 17” screen and routed the restricted sites through my personal T-Mobile Wi-Fi. It was not the workshop I planned but knowing when and how to accept unplanned changes is required for successful coaching sessions as well as for successful workshops. Since this was an individual workshop, I did not feel stressed to the magnitude that I could have were I presenting to the whole staff. Ms. W. and I went through the workshop that was designed to teach her how to locate and turn on the accessibility tools on Chromebooks. As special education teachers, personalizing accessibility tools for every student is another way to differentiate students’ access to using digital tools. Once the tools are enabled, they will remain each time students log into their Google accounts. This is a time saver for teachers and students.

Completing the design and implementation of this one-hour technology workshop was one of the most valuable assignments I completed. The skills I learned, incorporated, and implemented works for facilitating workshops, leading coaching sessions, and for facilitating student learning. If I were to redo this assignment, I would make sure that the links will work on the school’s network prior to embedded them into my presentation. The final artifact is a website that I can share over and over with other teachers of students with disabilities and English Language Learners.

The work that went into creating the website was useful because workshop participants can refer to it as often as required as a point of reference or as a refresher. This artifact represents my skills in designing and implementing faculty development which will increase student learning by giving SWD and ELLs access to digital tools via Chromebooks’ accessibility features. The impact on student learning is measured in student, parent, and teacher surveys as well as in increased student engagement, increased time on task, increased student productivity, and increased College and Career Ready Performance Index (CCRPI) scores.