**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.

Reflection

The Program Evaluation assignment was completed to showcase my ability to evaluate, my school’s current reality regarding our technology tools and our technology uses. I chose The Current Reality and GAPSS Review Assignment. This artifact meets the International Society for Technology in Education’s (ISTE) Essential Conditions of Assessment and Evaluation- “Continuous assessment, both of learning and for learning, and evaluation of use of technology and digital resources” (Williamson and Redish, 2009, p.13). The ISTE Consistent and Adequate Funding- “Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development” (Williamson and Redish, 2009, p.13).

5.3 Program Evaluation outlines the criteria candidates need to 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. This artifact I chose demonstrates my ability to use a rubric and answer questions to evaluate the technology infrastructure in the school where I work. This artifact focused more on the overall effectiveness of our school’s professional learning, deepening teacher content knowledge and pedagogical skills implemented to increase student learning. The final artifact was presented in a narrative report that included the following sections: vision, needs assessment, professional learning, alignment to school improvement goals, funding and incentives, diversity, collaboration, and evaluation. The technology vision in the school where I work is to get technology into the hands of all students. The building administrators were new to the building, as was I, so I am not sure if or when a needs assessment was conducted. Our district offers professional development (PD) during the summer and many of the trainings offer stipends which makes attending summer PD attractive to all staff members, not just classroom teachers. At the school level, teachers are given half-day collaborative planning once a month designed to increase teacher known and showcase best practices all for the goal of increasing student learning. When I interviewed my principal, Dr. Dixon, she spoke about how the Title I Budget designates money for PD although she did not indicate the amount. She also said, “teachers, who want a Level IV on their TKES seek PD” (Interview, 2018). Clayton County Public Schools implements the Teacher Keys Effectiveness System (TKES) to conduct formal and informal observations of staff members. Effective use of technology is specifically identified in standard 3, Instructional Strategies, of the TKES Professional Standards. However; technology is embedded in almost all of the other nine standards because of way we use technology to plan, teach, and assess students. Technology is a huge part in the way we communicate, especially since our district has officially “gone Google”.

Completing this artifact was challenging because I had to make several attempts to interview the principal. I found as much information as I could on the school’s and district’s websites so that my interview would focus on the aspect of the assignment that I had not already addressed through my research. The Georgia Department of Education Website reported our 2017 College and Career Ready Performance Index (CCRPI) Score as 63.7%. Which is the biggest indicator that we need to deepen our teacher knowledge and increase student achievement. If I were to redo this assignment, I would try harder to interview the principal. Once I did meet with her, she was transparent, but short on time, so I kept my questions brief. I probably would have learned more information directly rather than having to relying on various digital resources.

The work that went into the Current Reality and GAPSS was valuable in the completion of other assignments that required similar data. Knowing the technology vision is to put technology into the hands of all students was good for me to know so that as I plan and collaborate, I can integrate technology as much as I can. This artifact demonstrates my ability to determine the effectiveness of my school’s technology infrastructure. The impact on student learning is measured in how engaged the students are and on how well the students grasp the information. Ultimately, the student’s individual score or grade will illustrate the impact on student achievement. This artifact could possibly predict a teacher’s likelihood of implementing effective technology programs/ activities based on the school’s overall on hand technology devices, teacher knowledge, and school-wide technology expectations. The implications for school use is that teachers who have the skills to design and implement authentic and relevant technology-based activities may have higher student engagement, increased scores at the conclusion of the project. Ideally, information that students learn will transfer to scoring well- proficient and distinguished, on the Georgia Milestones Assessment System (GMAS).