

## Outcome

## ISTE Standard

Intro and Ice Breaker: Teachers will set up combine with their content areas into equal groups

1. Visionary Leadership  
Technology coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment. c. Advocate for policies, procedures, programs and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines. d. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.

Instructors will create a google doc so they can share what they will be writing down with each other throughout the pd.

1. Visionary Leadership Technology coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment. a. Contribute to the development, communication and implementation of a shared vision for the comprehensive use of technology to support a digital age education for all students. b. Contribute to the planning, development, communication, implementation and evaluation of technology-infused strategic plans at the district and school levels.

Instructors will be able to sign up and navigate the <https://www.curriculumpathways.com> to browse material per their content area of their choice. (Not browsing yet.)

3. Digital Age Learning Environments Technology coaches create and support effective digital age learning environments to maximize the learning of all students. a. Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resource

Instructors will be able to go over how to use the tools and plan book per content area along with cross content and course offerings

Instructors will be able to search the content available on the curriculum pathways website to find 5 lessons that they will be able to use in their classroom

Teachers will combine according to content area and group share their findings within their discipline.

3. Digital Age Learning Environments Technology coaches create and support effective digital age learning environments to maximize the learning of all students. a. Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments. d. Select, evaluate and facilitate the use of adaptive and

assistive technologies to support student learning.

e. Troubleshoot basic software, hardware and connectivity problems common in digital learning environments.

f. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure.

2. Teaching, Learning and Assessments Technology coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant and engaging learning experiences for all students. a. Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards. b. Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.

6. Content Knowledge and Professional Growth Technology coaches demonstrate professional knowledge, skills and dispositions in content, pedagogical and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise. a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the ISTE Standards•S and ISTE Standards•T. b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management and adult learning to improve professional practice.

<p>Instructors will be able to set up a Blogger so that students will be able to find the work they would be doing in class.</p>	<p>5. Digital Citizenship Technology coaches model and promote digital citizenship. a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers. b. Model and facilitate safe, healthy, legal and ethical uses of digital information and technologies.</p>
<p>Instructors will be able to design and organize the blogger in a clear and concise way so that students will be able to find the link and the lessons that the instructor would be assigning them. This will be done by the Link function on the Sas curriculum pathways website for each lesson they chose. Saving the links in the Google Doc will let the teacher have a space for where they can put them before the blogger insert.</p>	<p>5. Digital Citizenship Technology coaches model and promote digital citizenship. a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers. b. Model and facilitate safe, healthy, legal and ethical uses of digital information and technologies.</p>
<p>Instructors will meet and share with their content area teachers to share what they have made and what problems they ran into with their cross content groups.</p>	<p>2. Teaching, Learning and Assessments Technology coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant and engaging learning experiences for all students. d. Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (such as critical thinking, metacognition and self-regulation). e. Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product and learning environment based on student readiness levels, learning styles, interests and personal goals.</p>

<p>Instructors will make sure the google doc is saved something that the whole group will be able to find again and add anymore notes to it that they may feel were important about the lessons they found, the ways they searched, saved documents to their portfolios, or shared the lessons with their class.</p>	<p>2. Teaching, Learning and Assessments Technology coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant and engaging learning experiences for all students. d. Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (such as critical thinking, metacognition and self-regulation). e. Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product and learning environment based on student readiness levels, learning styles, interests and personal goals.</p>
<p>Instructors will now the time to reflect on what they did and look over their own work and see if they can find a better assignment then what they had found after they shared with their peer groups.</p>	<p>6. Content Knowledge and Professional Growth Technology coaches demonstrate professional knowledge, skills and dispositions in content, pedagogical and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise. b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management and adult learning to improve professional practice. c. 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.</p>
<p>Instructors will wrap up with the presenter and ask any further questions that they may have.</p>	<p>4. Professional Development and Program Evaluation Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning. a. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.</p>

## Activities

## How it links to college and career readiness

Instructors will combine into equal number groups pertaining to their content area. If it is an elementary school, then the content area of their choosing for the day. (Groups will share across content areas in another activity.) They will then share with each other, taking notes on their laptop as appropriate, what they hope to gain from the professional development and what one word would define their teaching strategy pertaining to using computers and internet based lessons in the classroom. This will help instructors see what the barriers the group will have and what they hope to get to know.

This allows the learner to be able to share information that may or may not be one hundred percent within their comfort zone allowing them to know that sharing information pertaining to their work is common place and that we all need to grow. As an instructor uses this in the classroom that lesson can be introduced to the students as well.

After the group of instructors meet together and iron out what they want to learn and how they work already the Professional Development instructor will show how to set up the Google Doc so that all the participants in the group will be able to save scrap work and ideas as they work independently finding lessons.

This allows the learner to be able to take notes about important information to refer back to later and reference back to when needed, also to inform other colleagues of the information they are working on and if anyone needs help, direction. This is to show that even working alone can be a peer lesson when needed and to seek help when needed.

Instructors will be shown how to navigate the website pertaining to their content areas as a whole. Each group will watch as the professional development coach will instruct on each of the school content areas in attendance. They will take notes in their doc as they go along.

This will allow students to see how each area will show their information in the website. Each different area will be shown differently and in the lens of what that content is about. This shows that in order to present information the creator must show information in a way that is pleasing to the learner and to their view.

Instructors by them selves will now take the time to look through and read the given plan books for their areas. This is so that they can see what the website has for what period in time they should be in according to them.

This is so that teachers can see what is going on in other parts of a lesson. It is important that student see that there will be different paths for one thing. Not all teachers will instruct in the same way and not all people work at the same pace. this is important out in the world of jobs and college so that people understand that we all work at different paces.

Instructors lead by the professional development coach will lead the first part of finding resources and then allow the instructors to take the time given and find new information they can use in their classroom themselves.

it is important to note that independent work is as important as group work when finishing an assignment. Not all position in jobs will be able to have both components but you may be asked to work with people and without people in careers.

Teachers will now take the time to meet with their given groups to organize and share their data, lesson plans and interesting facts that they have found.

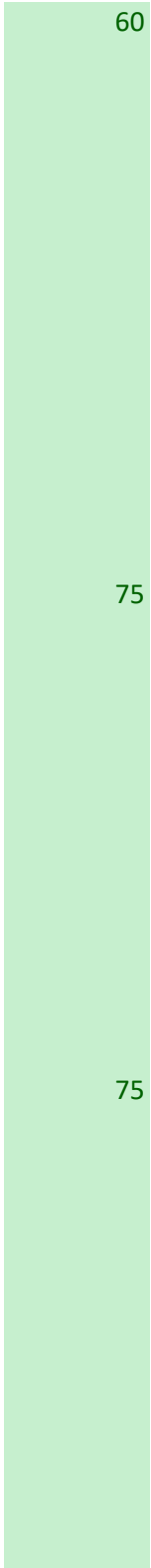
This is so that teachers can show what they found and how they found it to their peers so that they can adapt their own methods with others as well. This is to show that working together after finding data can show you new ways of finding out information.

Lead by the professional development coach instructors will set up a blogger on blogger.com to set up a platform for students to learn from their lessons. They will be posted via the share link for the lessons they found on curriculum pathways.	this is to mix the traditional methods of learning from just paper and pen to internet and keyboards. In the work force students will have to know how to know both and in college both will be asked of you. This is good practice towards that goal.
Instructors, while the professional development coach walks arounds and assists as in all before lessons, will ensure that the set up of the blog looks clean and help instructors where needed. Use of the google doc would help greatly to save links on a scrap sheet.	this is to show the compiling of data into one resource. In college and in the work force students will have to take from multiple resources and create one solid form. This is a demonstration of how someone can build such a landing page of information to be used and referred back to later as a resource. also to continue learning.
Teachers will then re-group with their content area groups and share how they designed and created their blogs, what methods they chose and what theme best suited for their class. Completion of the blogger will be the formative assessment will be how the instructors are graded on the professional development.	this is to show instructors that we each show out work in different and unique ways. Collaboration can be key when working on something but the ability to work on your own with out assistance is key in college and in the workforce.

<p>instructors will now reflect upon what they have gained from the professional development and what they gained from working together.</p>	<p>this is so that teachers can now reflect together what they have learned and to take a look back at what they have accomplished over two days. It is important to not pass by this step so that in college and the workforce students do not pass on the opportunity to grow and reflect with their peers about an assignment.</p>
<p>instructors will now reflect upon by themselves what they have accomplished the past two days. Clean up any parts of the information they have found and organize what they have found and make alterations to their blogs.</p>	<p>this is so that information can be referenced back to later to create lessons in the same fashion. It is important in college and the workforce to leave yourself breadcrumbs so that you may recreate, or make similar another project or assignment.</p>
<p>This is where everything will be wrapped up with the professional development coach. Instructors will ask questions, find out how they did on their blogs and share with the group and cross content they found. The PD Coach can show the bloggers that the instructors made on their computer projector screen as the groups share.</p>	<p>this is so that instructors can share across disciplines their work. It is important that students know this going into college and the workforce since being able to speak in front of people and present has become a huge part of our lives.</p>



Seat time	seat time total (mins)	Seat time total (Hr.s)	Day 1 looks like	day 2 looks like
30	660.00	11.00		
30				
60				



60
60
60

60
45
45