

Assignment 2: Professional Development K-12 Technology Coaches

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# JCPS DISTRICT TWO-DAY WORKSHOP FOR TECHNOLOGY COACHES



Prepared for Dr. Catherine Marchette, Superintendent of JCPS District  
by  
Five Star Training Consultants

## Assignment 2: Professional Development for K-12 Technology Coaches

### **Introduction**

At the request of Dr. Catherine Marchette, the Superintendent of JCPS District, the Five Star Training Consultants have put together a professional development training proposal to train school-based and district technology coaches in current educational technology leadership topics. We are confident that the material and training that we provide will support your coaches in their understanding and application of key ideas and salient topics found in the ISTE Standards for Coaches and Administrators.

The focus of this professional development workshop for technology coaches is focused on the following topics: becoming a visionary leader, creating a digital learning culture, modeling digital citizenship, and fostering systemic improvement. As part of this training package, the Five Star Training Consultants will model such research-based strategies as active learning, collaboration, and ongoing support for professional development. In addition, deliverables will include a coach developed resource website, the formation of school-based professional learning communities, and implementation of a coaching badge system.

**Training Title:** JCPS District Two-Day Workshop for School-based and District Technology Coaches

**Training Description:** This two day workshop will enable Technology Coaches in JCPS to be confident in their knowledge and application of current ISTE educational technology leadership topics such as visionary leadership, creating a digital learning culture, modeling digital citizenship, and fostering systemic improvement.

**References and Resources:**

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- Crompton, H. (2014, December 1). Know the ISTE Standards for Administrators: Create a learning culture. Retrieved August 2, 2019, from <https://www.iste.org/explore/ISTE-Standards-in-Action/Know-the-ISTE-Standards-for-Administrators:-Create-a-learning-culture>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development.
- Davis, E. L., & Currie, B. (2019). *Tech request: A guide for coaching educators in the digital world*. New York: Routledge.
- Holz, S. (2018, April 17). 12 Rules of Effective Instructional Technology Coaching [Web log post]. Retrieved August 1, 2019, from <https://blog.neolms.com/12-rules-of-effective-instructional-technology-coaching/>
- ISTE Standards for Coaches. (2019). Retrieved August 2, 2019, from <https://www.iste.org/standards/for-coaches>
- Mattson, K. (2017). *Digital citizenship in action: Empowering students to engage in online communities*. Eugene: International Society for Technology in Education.
- Professional Development for Technology Integration*(Rep.). (2014). Washington, DC: Hanover Research.

**ISTE Standards for Coaches:**

- **Visionary Leadership**

**Standard 1:** Technology coaches inspire and participate in the development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.

- **Digital Age Learning Culture**

**Standard 3:** Technology coaches create and support effective digital age learning environments to maximize the learning of all students.

**Standard 4:** Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning

- **Digital Citizenship**

**Standard 5:** Technology coaches model and promote digital citizenship.

**ISTE Standards for Administrators:**

- **Systemic Improvement**

**Standard 4:** Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

**Objectives:**

The activities in this professional development program align with the ISTE Standards for Coaches and Administrators. Upon completion of this training, participants will begin to address the following ISTE standards:

**1. Visionary Leadership**

- 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. (Standard 1a)
- b. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels. (Standard 1b)
- c. Advocate for policies, procedures, programs and funding strategies to support the implementation of the shared vision represented in the school and district technology plans and guidelines. (Standard 1c)
- d. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms. (Standard 1d)

**2. Digital age learning culture**

- 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 (Standard 3b)
- b. Select, evaluate and facilitate the use of adaptive and assistive technologies to support student learning. (Standard 3d)
- c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators.(Standard 3f)
- d. Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments. (Standard 3b)
- e. Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers and the larger community. (Standard 3g)

**3. 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. (Standard 5a)

- b. Model and facilitate safe, healthy, legal and ethical uses of digital information and technologies. (Standard 5b)
- c. Model and promote diversity, cultural understanding and global awareness by using digital age communication and collaboration tools to interact locally and globally with students, peers, parents and the larger community. (Standard 5c)

**4. Systemic improvement -**

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources (Standard 4a)
- b. Recruit and retain highly competent personnel who use technology creatively and proficiently (Standard 4c) to become a point-person when the technology coach is not immediately available

**Training Agenda:**

DAY 1				
Objective	Time	Content Outline	Presentation Methods	Handouts/ Material/Links
	10 min	<b>Welcome and Introductions</b>  Introduction of instructor and participants.  Review Training Objectives	<b>Exercise:</b> <ul style="list-style-type: none"> <li>The trainers will briefly introduce themselves, the training session objectives, and training agenda.</li> <li>Attendees will each introduce themselves.</li> </ul>	<b>Materials:</b> Handouts: <ul style="list-style-type: none"> <li>Agenda</li> <li><u>Book: Tech Request - A Guide for Coaching Educators in the Digital World</u></li> </ul>
SESSION 1 - VISIONARY LEADERSHIP				
1a 2e	45 min	<b>Key Idea:</b> What is the future of digital learning?  Shared Vision  Topics: <ul style="list-style-type: none"> <li>Create a shared vision for the future of technology at the JCPS.</li> </ul>	<b>Exercise:</b> <ul style="list-style-type: none"> <li>Brief, large group discussion regarding what we would like to see for the future of the JCPS.</li> <li>Small groups will be given 20 minutes work together to brainstorm a vision.</li> <li>Groups will then share their vision on a Google doc.</li> <li>Each group will read their vision aloud.</li> <li>As a group, a district wide technology vision will be created.</li> <li>The completed vision will be uploaded to the website.</li> </ul>	<b>Materials:</b>  <u>ASCD: Developing a Vision &amp; a Mission</u>  <u>EdWeek: Tips on Creating a Vision</u>



15 MINUTE BREAK				
1b 2e	45 min	<p><b>Key Idea:</b> What trends are occurring in K-12 classrooms that technology coaches and teachers should be aware of?</p> <p>Technology Integration Plan</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the current technology program.</li> <li>• Begin to develop a 3-year plan for technology integration.</li> </ul>	<p><b>Exercise:</b></p> <ul style="list-style-type: none"> <li>• Large group discussion about the survey data (All stakeholders, including administrators, teachers, students, and parents completed a survey a month prior to this session to evaluate district technology use).</li> <li>• Work in groups (Access to technology, curriculum &amp; instruction, professional development, and parent education) to summarize the data from the survey and to begin creating a 3-year technology integration plan, which will be continued to work on during PLCs.</li> </ul>	<p><b>Materials:</b></p> <p><u>Technology Program Evaluation &amp; Needs Assessment Template</u></p>
15 MINUTE BREAK				
1c	45 min	<p>Policies, Procedures, Programs, and Funding Strategies</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Implement and evaluate the policies, procedures and programs that would support implementation the JCPS shared vision for technology integration.</li> <li>• Discuss funding related</li> </ul>	<p><b>Exercise:</b></p> <ul style="list-style-type: none"> <li>• Large group discussion to evaluate current policies and procedures. Note anything that needs to be revised or developed. This will be done during PLCs.</li> <li>• Large group discussion to answer any questions about how to accurately report our technology infrastructure, device inventory, and software expenses.</li> </ul>	<p><b>Materials:</b></p> <p><u>National Center for Educational Statistics</u></p>

		issues.	<ul style="list-style-type: none"> <li>• All policies will be uploaded to the website.</li> <li>• Search for possible grant opportunities.</li> </ul>	
1d	45 min	<b>Topics:</b> <ul style="list-style-type: none"> <li>• Establishing relationships and building relational trust to help initiate and sustain technology innovations and manage the change process in schools and classrooms.</li> <li>• Introducing new technology.</li> </ul>	<b>Exercise:</b> <ul style="list-style-type: none"> <li>• Five small groups. Each group will be assigned one of the ‘Elements of Trust’ found on p. 16 in the Tech Request book. After a short discussion, each group will report back to the large group and explain their element.</li> <li>• Large group discussion about how to talk to teachers to create autonomy and change. Coaches will also share effective ways that have worked for them when they have wanted to introduce new technology without overwhelming teachers. The Tech Request book (pp. 33-37) will be used as a resource.</li> </ul>	<b>Materials:</b>  Book: Tech Request: A Guide for Coaching Educators in the Digital World
15 MINUTE BREAK				
<b>SESSION 2 - DIGITAL AGE LEARNING CULTURE</b>				
2	10 min	<b>Digital Age Learning Culture Introduction</b> Essential Questions to consider throughout this session.	<b>Exercise:</b> Large Group Instruction <ul style="list-style-type: none"> <li>• Turn &amp; talk to the person behind you - share your thoughts on what “digital age learning culture” means to you.</li> </ul>	<b>Materials:</b>  <u>Video: Digital Learning in the Digital Age</u>

		<p>What online learning trends should be front and center in professional development?</p> <p>What culture shifts influence how we teach and learn?</p> <p>What habits are emerging in our digital nation that impact teaching and learning?</p>		
2b	7 min	<p><b>Key Idea:</b> Introduction</p> <p>Digital Age Learning Culture standards defined</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● Modeling effective classroom management &amp; collaborative learning strategies</li> <li>● principles of adult learning</li> <li>● Adaptive &amp; assistive technologies</li> <li>● online and blended learning, digital content, and collaborative learning networks</li> </ul>	<p><b>Exercise:</b> Large Group Instruction</p> <ul style="list-style-type: none"> <li>● Present Pecha Kucha on the overview of <i>Digital Age Learning Culture</i></li> </ul>	<p><b>Materials:</b></p> <p>Pecha Kucha images with bulleted notes and blank spaces for attendees <i>as needed</i>.. This will also be shared digitally on the website.</p>

		<ul style="list-style-type: none"> <li>• online professional development for teachers and administrators</li> <li>• Maintain and manage a variety of digital tools and resources</li> <li>• digital communication and collaboration tools to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• Take away from the session - How can participants use what they learn in class (tomorrow)?</li> </ul>	
2a 2c 2d	10 min	<b>Key Idea:</b> Conduct an active “needs-assessment” to understand participant interest (modeling)	<b>Exercise:</b> Large Group Instruction <ul style="list-style-type: none"> <li>• Using “Six-corners” activity, and based on the topics presented in the Pecha Kucha, participants will write down their top 3 choices they would like to research and collaboration. These topics are then posted around the room. Participants go to their first choice topic. No more than 4 people in a group (4 groups of 4, 2 groups of 3)</li> </ul>	<b>Materials:</b> Signage and tape with the 6 topics preprinted on them: <ul style="list-style-type: none"> <li>• Collaborative digital learning strategies &amp; resources</li> <li>• Adaptive &amp; assistive technologies</li> <li>• Online PD, digital content, collaborative learning networks</li> <li>• Digital tools &amp; resources for teachers and students</li> <li>• Local &amp; global collaboration tools for family, community, peers, students</li> <li>• Different ways to conduct</li> </ul>

				needs-assessments
2d          2b 2f	45 min	<p><b>Key Idea:</b> Groups work collaboratively to research their topic including adaptive and assistive technologies to be used in deliverables</p> <p>Participants may break as needed during this working time with their small groups.</p>	<p><b>Exercise: Jigsaw</b> - Small Group work</p> <ul style="list-style-type: none"> <li>• Groups will sit with one another to research information on their topics (see Topics in Key Ideas -Obj 2b).</li> <li>• Groups will put salient points on the poster which will then be hung up around the room.</li> <li>• Each group will give a brief synopsis of their topic and key information they found on this topic (it will be written on the large post-it)</li> <li>• This information will ultimately be housed on a Website created by 5 Star Consultants exclusively for these workshops and ongoing PLC's..</li> <li>• The information that is disseminated is then available for all participants of the workshop to use as they train faculty and staff.</li> <li>• The website is continually edited and updated by tech coaches</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Laptop or other mobile device with web-browsing capabilities</li> <li>• Large Post-its (20"x30")</li> <li>• Different color markers</li> <li>• Created Website by Five Star to which all materials will be uploaded for use by the coaches to train others</li> <li>• Website will be used for additional trainings</li> </ul>
3c	20 min       20 min	<b>Peer collaboration and Feedback</b>	<p><b>Exercise: Large Group Instruction</b> <b>Gallery walk</b> - each participant will have at least 10 small Post-its and they will walk around to the different posters and add any suggestions, or resources that may not have been added</p> <p>Each group will upload information to the website</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Small Post-its (3"x3")</li> <li>• Pen or pencils</li> </ul> <p>One laptop/group with internet access</p>

	8 min	<b>Wrap-up</b> <ul style="list-style-type: none"> <li>- Review main objective</li> <li>- Questions</li> <li>- Google Form Evaluation</li> </ul>	<b>Exercise: Large Group</b> <ul style="list-style-type: none"> <li>● Place the original objectives for the session up at the front of the room.</li> <li>● Ask for any questions or if any clarification needs to be made on any of the topics</li> <li>● Bring up the Website</li> <li>● Direct participants to the link for this sessions Google Evaluation Form</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Mobile device with access to the internet</li> </ul>
<b>DAY 2</b>				
		<b>Welcome Back</b>  Review Training Objectives covered yesterday and give an overview of today's session topics		
<b>SESSION 3 - DIGITAL CITIZENSHIP</b>				
<b>Objective</b>	<b>Time</b>	<b>Content Outline</b>	<b>Presentation Methods</b>	<b>Handouts/ Material</b>
3	10 min	<b>Key Ideas:</b> What is Digital Citizenship?	<b>Exercise: Large Group Instruction</b> <ul style="list-style-type: none"> <li>● What concepts do you think of when you think about digital citizenship? Enter your ideas in our class "Mentimeter"</li> <li>● Whole class discussion of the word cloud produced by the mentimeter</li> </ul>	<b>Materials:</b> Mobile device with internet to access: <ul style="list-style-type: none"> <li>● <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a></li> </ul>

3a 3b 3c	30 min	<p><b>Key Ideas:</b></p> <p>Discussion of difference between online safety and digital citizenship</p> <p>Discuss the importance of incorporating cybersafety as well as moving beyond to material responsibly, promote a positive digital presence and create real change</p> <p>Shift the conversation from a list focused on “Don’t” to a list focused on “Do”</p>	<p><b>Exercise:</b> Large Group Instruction</p> <ul style="list-style-type: none"> <li>• Watch ISTE CEO Richard Culatta discuss the new lens of digital citizenship in “Rethinking Digital Citizenship”</li> <li>• Display and discuss ISTE Digital Citizenship Poster and Infographic to examine the implications that this shift of view has for classroom activities</li> </ul>	<p><b>Materials:</b></p> <p>Mobile device with internet to access:</p> <ul style="list-style-type: none"> <li>• <a href="#">Richard Culatta on Rethinking Digital Citizenship</a></li> <li>• <a href="#">ISTE Digital Citizenship Poster</a></li> <li>• <a href="#">ISTE Infographic: Citizenship in the Digital Age</a></li> </ul>
3a 3b 3c  2e	30 min	<p><b>Key Ideas:</b></p> <p>What does it mean to model digital citizenship?</p> <ul style="list-style-type: none"> <li>• Students are more likely to understand appropriate, responsible technology use when teachers model it in the design of their curricular lessons</li> </ul>	<p><b>Exercise:</b> Small Group and Large Group Discussion</p> <ul style="list-style-type: none"> <li>• Small group examines two versions of a lesson covering the same objective</li> <li>• Identify the ways in which the lessons model or do not model digital citizenship</li> <li>• Whole group discussion of responses</li> </ul>	<p><b>Materials:</b></p> <p>Worksheet: <a href="#">Modeling Digital Citizenship and Responsibility Example</a></p>
3a 3b 3c  2e	40 min	<p><b>Key Ideas:</b></p> <p>Application of digital citizenship modeling to different disciplines</p>	<p><b>Exercise:</b> Small Group Collaboration</p> <ul style="list-style-type: none"> <li>• Following the same format as the practice exercise, members of the group will choose one lesson that they collectively teach and modify it to</li> </ul>	<p><b>Materials:</b></p> <p>Worksheet: <a href="#">Practice Modeling Digital Citizenship and Responsibility</a></p>

			model digital citizenship <ul style="list-style-type: none"> <li>Complete the worksheet to identify the ways that each version of the lesson models or does not model digital citizenship</li> </ul>	
3a 3b 3c 2e	20 min	<b>Key Ideas:</b> Peer Collaboration and Feedback	<b>Exercise:</b> Small Group and Large Group Discussion <ul style="list-style-type: none"> <li>Each group share their work with whole group</li> <li>Add lesson ideas to the group website</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Mobile device with access to the internet</li> </ul>
3a 3b 3c 2e	10 min	<b>Key Ideas:</b> Wrap up: <ul style="list-style-type: none"> <li>Review main objective</li> <li>Questions</li> <li>Google Form Evaluation</li> </ul>	<b>Exercise:</b> Large Group Discussion <ul style="list-style-type: none"> <li>Place original objectives for the session up.</li> <li>Ask for any questions or if any clarification needs to be made on any of the topics</li> <li>Bring up the Website</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Mobile device with access to the internet</li> </ul>
15 MINUTE BREAK				
SESSION 4 - SYSTEMIC IMPROVEMENT				
4	10 min	<b>Key Ideas</b> How does systemic change impact teachers?  What can technology coaches do to foster systemic improvement?	<b>Exercise: Think, pair, share</b> As coaches, how do you see your role impacting teachers to consistent and continued systemic improvement?  Share thoughts with the large group	<b>Materials:</b>  Video - <a href="#"><u>ISTE Coaching Standards</u></a>
		<b>Key Ideas</b>	<b>Exercise:</b> Groups (by school)	<b>Materials:</b>



4a	40 min	Maximize the achievement of learning goals through the appropriate use of technology and media-rich resources	Using the infographic coaches will develop their own Infographic using Canva to share appropriate technology and media-rich resources for their own schools	<u>12 Rules of Effective Instructional Technology Coaching</u> infographic and blog
4c	15 min 25 min	Peer evaluation & feedback  Recruit competent faculty within each building who use technology creatively and proficiently to become a point-person when the technology coach is not immediately available	Share infographics with other coaches Working in groups (by school) coaches will plan PLC strategies and consider recruiting interested faculty and staff to become point-people when they are not available.  Coaches will begin planning PLC workshops, individual coaching, drop-in hours, plan to present at faculty & department meetings, and/or plan a video library or channel, as well as instruction on using the resource website created during this two-day workshop.  Regular meetings will be scheduled as Coaching PLC's as well as to planning regular follow-up meetings	Laptop or device with internet Website access to <u>Canva</u>  <b>Materials/Resources:</b> (available in paper copies as needed)  <u>Best Practices for Professional Learning Communities</u>  <u>Planning for your PLC</u>  <u>Four Ways to Build Effective PLC's</u>
	15 min	<b>Key Ideas:</b> Wrap up: <ul style="list-style-type: none"> <li>Review main objective</li> </ul>	<b>Exercise:</b> <ul style="list-style-type: none"> <li>Questions</li> <li>Google Form Evaluation</li> </ul>	
PROGRAM WRAP-UP				

	15 min	<b>Closing Summary</b>	<p>Restate the ISTE Standards for Coaches that have been presented over the last two days.</p> <p>Have coaches, “think, pair, share” at least 3 strategies (either modeled or developed) they will be able to use immediately.</p> <p>Clarify any questions or concerns as necessary.</p> <p>Review contact and support information for Five Star Consultants.</p>	
	15 min	<b>Program Assessment</b>	<p>Technology coaches who have actively participated in the activities during the two-day workshop will have fulfilled the requirements to earn the District Badges for each ISTE topic.</p>	
	15 min	<b>Program Evaluation</b>	<p><b>Exercise:</b> Tech coach participants will complete a Google Evaluation Form after each session. Results will be immediately available to Five Star Consultants after each session, so adjustments can be made for the following workshops, as needed.</p>	