**TIE 575 Final Benchmark**

**By: Megan Tennant**

**Wiki Link: http://ipadpd1.wikispaces.com/**

**Introduction**: The purpose of this Professional Development website is for preschool educators at Saint John Berchmans School in Logan Square to learn the basics of an iPad and how to integrate one into their classroom on a daily basis. Prior to creating and implementing this professional development, a teacher needs assessment survey was handed out. All of the preschool teachers completed this survey. This PD will consist of two training sessions and additional would be offered if teachers felt like they needed more training.

 After completing the first training session, teachers will be able to navigate the iPad with ease and they will have learned basic skills necessary for iPad use. The teachers will also be able to research, find, read reviews, and download age appropriate and valuable apps for their individual iPads. After completing the second training session, teachers will be able to integrate the iPad into their daily preschool classroom whether it be in small groups, through assessment, or in other ways. Teachers will also be able to create lessons, units, and assessments while incorporating the use of the iPad.

**Rationale (Adult Learning Theory explained):** For my final benchmark assignment, I chose to brainstorm, plan, create, and implement a professional development for the early childhood educators at Saint John Berchmans. The purpose of this professional development is for the preschool teachers to learn the basics of an iPad and how to integrate one into their classroom. Over the past few weeks, I have learned a lot about how to engage adult learners and ways to start the change process at my school. I feel confident that I will be able to make an impact on the seven additional preschool teachers and introduce ways to integrate the iPad into the early childhood curriculum. My overall vision is to have all preschool teachers integrating the iPad into the preschool curriculum on a daily basis.

 Prior to this TIE course, I was unaware of what andragogy was and had never even heard the term before. Now, I have learned that there are many techniques and ways that work best when teaching adult learners a new concept or idea. While planning and preparing my PD, I took into consideration many factors that will have large effects on adult learners. According to an instructional design website, “...andragogy means that instruction for adults needs to focus more on the process and less on the content being taught.” (Culatta, 2013). I agree with this statement and decided to plan a hands-on PD opportunity for my colleagues. Each educator will have an iPad available to them so that they can practice the skills with me as I run through the website. Also, the teachers will individually be asked to create a lesson plan that integrates the use of the iPad into the classroom. I am hopeful that the teachers will gain a lot of knowledge and skills from this hands-on approach.

According to the website by Culatta (2013), there are four principles of andragogy that need to be taken into consideration prior to working with adult learners. These four principles are:

*1. Adults need to be involved in the planning and evaluation of their instruction.*

*2. Experience (including mistakes) provides the basis for learning activities.*

*3. Adults are most interested in learning subjects that have immediate relevance to their job or personal life.*

*4. Adult learning is problem-centered rather than content-oriented*. (Culatta, 2013)

I took these principles and made sure that I covered each one while planning and preparing for the PD. The first principle was the major focus from the beginning. I created a simple ten question survey for the educators to fill out regarding iPad use, knowledge, and information. I wanted to find out how much they know already and how much they are willing to learn. I also left a spot for them to fill out any other questions they had. I wanted to make sure the teachers were a part of the planning of this PD so I also had an informal meeting with the seven other preschool teachers after receiving all of the surveys. I asked the teachers what they wanted to learn the most, what they have the most difficulty with, what their concerns are, etc. This open discussion was extremely helpful and valuable to the planning process.

 Principle number two is where I focused on planning the PD with a hands-on approach. I want the teachers to make mistake, ask questions, and inquire about their learning. Principle number three was an easy one to cover because the iPad is the newest addition to our classrooms and is very relevant to our current jobs. We are expected to be using the iPads in similar ways in the preschool classrooms and many teachers are looking forward to learning ways to integrate them into the curriculum at Saint John Berchmans.

 Principle number four has helped me to focus my PD on the problems that need to be changed. The major problem in the early childhood program at Saint John Berchmans is our lack of technology. The one classroom computer was just not cutting it. All of the other classes in my school are equipped with Promethean Boards which allows technology to be integrated during every lesson and subject. Currently, we do not have the funds to purchase four additional boards for the preschools, but we are grateful for the iPads. Although four iPads may not seem like a big deal to most schools, this is a major change for the preschool program at my school. The business manager and principal are hopeful that the teachers will utilize them to the fullest potential and if we can show that we are, they will be interested in purchasing more for the classes. Although they want us to integrate the iPads into our curriculum, most of the teachers have never even touched an iPad and the administrative staff has not had any plans to offer PD for the iPads. This is such a shame, so I decided to take matters into my own hands and create one for the educators. I took on this challenge and I want to show the administrative staff that I can make a positive change in the early childhood program at Saint John Berchmans.

 When thinking about adoption models, I plan to focus on the ACOT Stages. When it comes to the seven other preschool teachers at my school, I would consider five to be at the Adoption stage and two to be at the Entry stage. Most of the teachers in the early childhood program are sort of stuck in their ways. They have little interest in utilizing the technologies we have at our school to further student learning. Occasionally, the teachers will use the kindergarten Promethean board to show videos or movies and most update their online classroom blog every Friday (and includes pictures), but that is about the extent of technology use. After being given the iPads a few weeks ago, the technology interest of the teachers has increased. Once the interest of the teachers was captured, I realized how important it is to follow through with a PD workshop which allows teachers hands-on experiences with the technology as well as instructional techniques. Teachers can then feel free to collaborate ideas and shares resources with each other in order to strengthen technology use at the school overall. I can only hope that with the addition of this new technology, every teacher in preschool moves up at least one stage. I think it is important for teachers to be comfortable with the technology in their classroom before they can become comfortable enough to teach with it. This is where PD comes into play. More PD=more teacher confidence=more technology in the classroom=more student learning. It is as simple as that.

I believe that in order to create this major change at my school, I need to build on the bright spots of my community of practice. My community of practice is the group of eight preschools teachers at my school. We have weekly meetings where we share ideas, lessons, units, activities, projects, and stories. This is one of the most helpful hours of my week because it does open my eyes to different things that could enhance the learning in my own class. My co-teacher and I work so well together and have come up with so many activities, lessons, assessments, projects, etc. that we love to share with the other teachers. This gives us an opportunity to share our ideas and for us to gain insight into other ideas as well.

Because my community of practice is so strong already, I thought it would be best to focus on the bright spots in order to create the change I am hoping for. I hope to have all preschool teachers on board to use the iPad within their curriculum on a daily basis. If one preschool class is using the iPad to its fullest potential, we all must be using it the same way. I have outlined Kotter’s 8 Step Change Model below and added rough steps for incorporating this organizational change within my school.

Kotter’s 8 Step Change Model

1. Increase Urgency: Start off by showing how current preschool classrooms that use the iPad on a daily basis are benefitting from it. Major focus on student achievement as the goal.
2. Build a Guiding Coalition: Create the team which will consist of the preschool teachers, the business manager (technology specialist), and the principal. Make sure everyone is onboard and emotionally committed.
3. Develop a Vision: Vision is to have all preschool teachers integrating the iPad into the preschool curriculum on a daily basis.
4. Communicate the Vision: Refer to the change vision as often as possible. Have weekly meetings where the main focus is on the change vision and the progress being made.
5. Empower Broad Based Action: At the regular meetings, recognize and reward the individuals who are striving for the change. At this time, remove any potential barriers to the change.
6. Generate Short Term Wins: Positive efforts must be recognized in order to keep the staff motivated to succeed. At the regular meetings, discuss how each class is using the iPad in their daily curriculum.
7. Don’t Let Up: At this point, it is important to continue to look for improvements. Could we look into getting more iPads for each preschool? How will we change the way we integrate them?
8. Make it Stick: Make sure to discuss the change with new staff members. Communicate how students have improved with the use of the iPad.

**Description of Target Learners:** For this Professional Development, I will be targeting the other seven preschool teachers at Saint John Berchmans. Below is a breakdown of the preschool teachers (including myself). These results were mostly gathered from the iPad needs assessment survey completed prior to the professional development.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Years Taught** | **Age/Age Range** | **Experience with iPad (none, very little, little, some, a lot)** |
| Megan | 3 | 24 | a lot |
| Jenny | 2.5 | 24 | very little |
| Eileen | 29 | 55-60 | none |
| Chelsea | 1 | 22 | little |
| Maggie | 7 | 28 | none |
| Amy | 1 month | 29 | some |
| Susie | 25 | 55-60 | none |
| Lindsey | 1 | 22 | little |

A little over two months ago, Saint John Berchmans received ten iPads. The teachers were asked to write proposals stating why they should get an iPad and how they would integrate this technology into their curriculum. Each of the four preschool classrooms ended up receiving one iPad for use in the classroom. Since this is just in the beginning stages, it is hard to say where our school will go with this new technology. Will the iPads be something we use strictly for assessment? Will we use it in small groups? Will we use it to teach a lesson? I thought it would be a good idea for the preschool teachers to have a professional development to teach basic skills of the iPad as well as ways to integrate the iPad into their classrooms.

**Subject Matter/Content:** Educators completing the iPad professional developments will learn the basic skills of how to use the iPad, as well as ways to integrate the individual iPad into the preschool curriculum on a daily basis.

**Prerequisites:**

* Access to a computer and to the iPad
* A willingness to learn the basics of the iPad and new ways to integrate it into the preschool curriculum.

**Learning Objectives:** Upon completion of the iPad Professional Development, teachers will be able to:

* Have an in-depth knowledge of how to use an iPad
* Know how to research, find, and download age-appropriate apps for preschool students
* Look up reviews on apps for preschool
* Know how to use the touch screen on the iPad
* Know how to navigate the iPad
* Know a variety of features and apps that come standard with the iPad
* Integrate the iPad into individual formative and summative assessments
* Integrate the iPad into the students’ daily curriculum
* Plan activities that integrate an iPad into student learning & assessment in a manner that supports 21st century skills

**Instructional Plan:** As the professional development leader, I will begin by introducing the preschool staff the wiki I have created for the workshop. My PD has two parts to it that can be completed in one day or over the course of two days. The presentation will open with a discussion focused on the current technology at SJB, the new technology that has been added, but most importantly, the CHANGE that must occur.

Module 1: Basics of the iPad:

* The module begins with a video describing very basic navigation skills on the iPad. Each teacher will have an iPad that they can use and practice throughout the PD workshop. After viewing the video, the teachers will have the opportunity to practice the following skills:
	+ Sliding left and right between pages.
	+ Pinch to zoom in and spread to zoom out.
	+ Scrolling using your finger.
	+ Typing with the digital keyboard (using the shift key, adding symbols, deleting text).
* The next part of the module begins with another short video on the basics of the iPad. The instructor will play the video and then individual go through each of the following skills and allow time for the teachers to practice:
	+ Turn on/off the iPad
	+ Create a passcode
	+ Change background
	+ Change brightness
	+ Adjust the volume
* Part two of module 1 describes in detail some of the basics of app skills for the iPad. Once again, these will be taught and reviewed by the instructor and then he or she will allow time for practice. The skills include the following:
	+ Downloading apps from the app store
	+ Where and how to research apps
	+ Deleting apps
	+ Moving apps in the homescreen
* Once the instructor feels that everyone is more familiar with the basic skills of the iPad, the teachers will be challenged to a set of tasks using the built-in iPad apps. They will individually complete each task and they will be checked by the instructor.

Module 2: Integration of the iPad

* The module begins with the instructor describing the importance and benefits of using the iPad in the preschool classroom. The wiki also includes links to two websites that list and describe many ways to utilize the ONE iPad in the classroom.
* After the two sites are visited, the instructor will show a short video example of how one preschool is incorporating the iPads into the curriculum.
* Part one of module two begins with the benefits of using small groups in the classroom. There is also a link to a nice article that the teachers can visit if they wish. This part also describes how to use small groups in a preschool classroom. Lastly, the wiki page includes various lesson integration ideas.
* Part two of module two explains how to use the iPads to assess and evaluate the preschool students. There are a variety of apps listed (with descriptions) that offer great assessment tools that are age-appropriate, engaging, and fun. There are also apps that are geared towards tracking and documenting student progress using the iPad.
* Then, the instructor will move onto the review of module two which is listed under the “Plan for Assessment and Evaluation.”

**Addressing Diverse Needs of Students**

Although this workshop is focused only on seven preschool teachers, they each have their own special way of learning and I need to make sure I accommodate them. We have some teachers that are fresh out of college and some teachers that have not been taught something in over 25 years. In order for me to reach each and every teacher, I realized I needed to focus on different learning styles. I have included videos and links to websites for the visual learners, practice and review opportunities on the iPad for the kinesthetic learners, and lecture, discussion, and video audio for the auditory learners.

**Equipment and Materials**

* Promethean board (for wiki presentation)
* 8 iPads (one per teacher)
* 8 iPad chargers (one per teacher)
* iTunes gift card (as prize)
* Internet access

**NETS-T Learning Standards**

*1. Facilitate and Inspire Student Learning and Creativity\*

* Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

*2. Design and Develop Digital Age Learning Experiences and Assessments*

* Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS·S.

*3. Model Digital Age Work and Learning*

* Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

*5. Engage in Professional Growth and Leadership*

* Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

**NETS-T Learning Standards**

*2. Communication and Collaboration*

* Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

*3. Research and Information Fluency*

* Students apply digital tools to gather, evaluate, and use information.

*6. Technology Operations and Concepts*

* Students demonstrate a sound understanding of technology concepts, systems, and operations.

**Plan for Assessment of Learning:** Following the conclusion of the professional development workshop, the preschool teachers will complete a survey (using the iPad) which will provide feedback about their learning experiences. They will also have the opportunity to add feedback to an online form.

After receiving instruction through the first module (basic skills of the iPad), the teachers will be individually challenged to a set of tasks that use the built-in apps on the iPad. As the PD instructor, I will be observing the other teachers to see which have accomplished the tasks and which are struggling. The tasks include the following:
*1. Download "The Weather Channel" app and find tomorrow's weather for Lindenhurst, New York.
2. Take a photo and set that as the home screen background for the iPad.
3. Download 3 free apps appropriate for preschool students. Then, group the apps in a folder labeled, "Preschool."
4. Change the "Calendar Alert" tone on the iPad.
5. Create a passcode for your iPad and make sure to write it down!*

After receiving instruction through the second module (integration of the iPad), the teachers will be asked to create one lesson or activity that incorporates the use of the iPad. They will be asked to individually brainstorm, create, and explain their lesson or activity. Here are some of the logistics and rules of this challenge:
*1. The lesson or activity cannot be taken from the Internet.
2. The lesson or activity must be focused mainly around the use of the iPad.
3. The lesson or activity must last at least 20 minutes.
4. Using the iPads "notes" built-in app, you will briefly summarize the lesson or activity you have created and planned.*

This summary must include the following:

* Name of the lesson or activity
* Approximate time duration
* Topic and subject matter
* Equipment or materials needed
* Learning objectives
* Brief instructional plan
* How learning will be differentiated
* Plan for assessment of learning

The best lesson or activity will receive an iTunes gift card which could be used to purchase apps for their new iPad!

**Contact Information:** For more information please contact Megan Tennant at mtennant@stjohnberchmans.org.

**Resources**

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<http://teachertube.com/>

<http://www.youtube.com/>

<http://www.youtube.com/education>

**iPad Professional Development Needs Assessment Survey for Teachers: February 2013**

**Saint John Berchmans School has taken on a small iPad initiative in the Early Childhood classrooms. The results of this survey will assist in constructing a professional development plan. This should take about ten minutes to complete. This survey is due no later than February 22nd.**

**Thank you for your time!**

**Megan Tennant**

1. \*Which of the following best describes the level at which you currently teach?
	1. Preschool
	2. Primary Grades (K-2)
	3. Intermediate Level (3-5)
	4. Middle Level (6-8)
	5. Other, please specify:
2. \*How many years have you been a teacher?
	1. 0-2
	2. 3-5
	3. 6-10
	4. 11-20
	5. 21-30
	6. 31+
3. I prefer to participate in professional development that is: (select only one)
	1. Scheduled on an allotted professional development day
	2. Scheduled after school
	3. Scheduled on the weekend
	4. Delivered online
4. I would describe my iPad skill level as:
	1. Novice/beginner
	2. Average
	3. Proficient/skillful
	4. Expert
5. How do you feel about integrating technology in your classroom?
	1. Very apprehensive
	2. Apprehensive
	3. Comfortable
	4. Very Comfortable
6. How frequently did you integrate technology into your lessons before the iPad?
	1. Never
	2. Once a week
	3. 2-3 times a week
	4. Every day
7. I would like to learn ways to integrate the iPad into the daily preschool curriculum.
	1. True
	2. False
8. Do you feel like you've received enough professional development to use the iPad in the classroom?
	1. Yes
	2. No
9. Do you want additional training in integrating and using the technology in your classroom?
	1. Yes
	2. No
10. Please provide any other feedback regarding using the iPad in the classroom.

**Reflection**

 As this ten week course progressed, I constantly set goals and achieved them. I am definitely the type of person that works best when I have a checklist and a set of goals that I either wish to or must accomplish before a certain time. Setting goals has helped me brainstorm, create, plan, and implement my professional development workshop on iPads in the preschool curriculum. I am thrilled with my final project and most especially my wiki. I am hopeful that the professional development I implemented two weeks ago is just the beginning of a major technology change at my school. The feedback and ideas I am receiving from my fellow preschool teachers have made me realize that I did start this change and I need to set even more goals to make sure each and every one of us follows through with the plan in order to succeed. I was ready to begin the change and now I am even more ready to continue the change.

As the preschool team moves on to the next steps of the change process, it is important to reinforce the change vision and the change idea. Weekly meetings are a goal of mine. I hope that as we continue to shape the change at St. John Berchmans, the teachers will continue to be motivated to make that change. As the group leader, I need to look for the bright spots in each step along the way and motivate the teachers to work towards more bright spots. I think our community of practice, although as strong as it is, needs to continue to get stronger as the change endures.

The next small step that the preschool team will take is a meeting to discuss how to use the iPad for assessment in order to make the report card process much easier for everyone. In my professional development, I did mention a few ways that the iPad can assist in assessment with preschoolers and I came up with a short list of assessment apps for preschool as well. After our PD, we set a date for our next meeting where we would all collaborate our ideas, apps, and plans for the future of assessment in preschool. Our goal in the end is to have all four preschool classrooms assessing the students in the same way in order to promote consistency and uniformity with our program.

As the leader of this change vision, I want to begin spreading the word to the school community. For example, this past week at our school’s open house, I was able to present to prospective families about the iPad implementation and change vision in the preschool program. Many of the prospective parents were impressed and asked many questions regarding the iPad use. I am also presenting at this week’s faculty meeting. I will share our change vision with the K through 8th grade teachers to keep them updated on the major changes occurring in the preschool program.

In the future, I have set a goal to see this change vision grow to include the whole school. The preschool classrooms are not the only classes with iPads for the first time this year. There are five additional classes with one iPad and there are hopes for more in the future. If I can continue to add to my guiding coalition and possibly get some administration on board, we can extend this change vision to encompass the whole school community. With all change, it is important to set goals and this is definitely a goal that our school should be working towards.

Even in the past two weeks, I have seen a major increase in the use of the iPads in the preschool classrooms on a daily basis. Many of the teachers have taken my suggestions and ideas and have begun to utilize them in their own classrooms. It is always good to see that hard work really does pay off. I hope to continue to meet with the preschool team to discuss how we can better our technology usage at St. John Berchmans.