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Professional Development Plan

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ED 6378 Integration of Technology into Curriculum

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Purpose of the Professional Development Program

The objective of this professional development strategy is to strengthen the ability of elementary school teachers to incorporate the Seesaw digital learning platform into their curricula in a manner that optimizes student learning results.

By establishing sessions on the TPACK framework, attendees will cultivate a more profound comprehension of the interplay between technology, pedagogy, and content knowledge in the process of designing lessons that incorporate technology. Embracing applied learning experiences—including but not limited to modeling, collaborative planning, and lesson implementation—is intended to provide educators with concrete examples of how they can utilize the functionalities of Seesaw to captivate students and enhance particular educational goals.

More precisely, this strategy aims to:

- Encourage educators to cultivate an understanding of their personal strengths and areas for improvement in accordance with the TPACK framework.

- Offer practical instruction on the functionality of Seesaw to instill confidence in instructors regarding the use of the tools.

- Please illustrate pedagogically effective strategies for integrating Seesaw into the current curriculum.

- To promote collaborative dialogues regarding the authentic integration of Seesaw, as opposed to regarding it merely as an add-on,

- Provide educators with lesson preparation and assessment methodologies to effectively monitor the educational effects of Seesaw.

- Facilitate a platform wherein educators can provide mutual support in their ongoing endeavors toward development.

Through the enhancement of participants' TPACK competencies and the provision of varied implementation illustrations, this professional development endeavor seeks to encourage the deliberate and strategic incorporation of Seesaw as a means to augment elementary school instruction and learning. The ultimate objective is to facilitate the meaningful, engaged use of technology by students.

Vision

In my future position as a Technology Integration Specialist, I would Provide opportunities for educators to develop their TPACK skills by exploring, experimenting, and collaboratively planning Seesaw lessons that authentically blend content, pedagogy and technology.

Professional Learning Roles and Responsibilities

Teachers:

- Participate actively in all PD sessions
- Complete pre- and post-assessment surveys
- Develop high-quality Seesaw lessons using TPACK framework
- Pilot Seesaw lessons and provide student feedback
- Refine lessons based on self-reflection and coaching sessions
- Continue integrating technology into curriculum after PD

Administrators:

- Approve and support multi-session PD plan
- Ensure teacher coverage during session dates
- Help secure necessary technology/resources for teachers
- Reward teacher participation (i.e. continuing ed credits)
- Monitor impact of Seesaw implementation on teaching/learning

Lead Trainer:

- Design overall PD agenda and schedule sessions
- Introduce relevant frameworks like TPACK
- Facilitate group discussions and activities
- Provide instruction on Seesaw tools and digital resources
- Offer individual coaching to teachers as lessons developed
- Collect and analyze evaluation data
- Present findings and suggest enhancements

Co-Trainer(s):

- Assist lead trainer in delivering group sessions
- Circulate during hands-on and planning activities
- Address small group and individual questions/concerns
- Help troubleshoot technical issues as they arise
- Contribute to coaching sessions on lesson creation
- Share real-world experience integrating technology

Learning Goals

Participants will be able to:

- Explain the TPACK framework and identify areas for growth

- Demonstrate proficiency using core Seesaw features and templates

- Design at least one lesson plan using Seesaw to enhance content delivery

Needs Assessment

Educators should understand the TPACK framework. Before implementing new technologies in the classroom, teachers should have ample opportunity to gain practical experience with technology tools (Martin et al., 2010). Professional development should not be content-focused; rather, it should be planned with proximity to practice. This means that the primary emphasis of the training should be on assisting educators in directly applying new pedagogy and technological advancements in the classroom (Martin et al., 2010).

Identify Educator Learning Needs

Understanding our students allows us to teach them more successfully; in the same way, knowing the skill levels, interests, and requirements of the instructors will allow you to better design training for them. Therefore, you should do all in your power to learn about the people you will be educating in advance. Pre-training surveys and just going around the room and talking to participants are two techniques that perform very well.

Questions for Survey

- Name, grade level, subject area

- Are you familiar with the TPACK framework?

- In what ways do you now include technology into your lesson plans?

- In what ways do you hope to be able to use technology into your lessons?

- How confident are you in your ability to use various forms of technology on a scale of 1 to 5? (where 1 means you are not at all comfortable and 5 means you are very comfortable)

- Which tools or topics interest you? (You are free to include whatever you'd like in this list.)

Learning Framework for PD - TPACK

Teachers can use the TPACK method to incorporate technology into their lessons. It provides educators with a framework for understanding the technology, subject matter, and pedagogy required to improve learning. TPACK argues for pedagogical approaches that employ technological tools to improve instruction as well as awareness of how content is represented digitally. The TPACK or the sweet spot is where content, pedagogy, and technology all come together (Mkoehler, 2012).

Timeline

Date	Training Topic	Details
Weeks 1-3: Introduction Phase Week 1: - Pre-assessment survey - Overview of goals and TPACK framework Week 2: - Exploration of Seesaw tools and interface Week 3: - Discussion of instructional strategies supported by Seesaw	Introduction Phase	- Administer pre-assessment survey to gauge participants' baseline knowledge, skills, interests and technological capabilities - Introduce the overall goals and agenda for the multi-session PD program (integrating Seesaw) - Provide an overview of the TPACK framework and its relevance to designing technologically-enhanced lessons
Weeks 4-6: Skill-Building Phase Week 4: - Examination of digital resources for different subject areas Week 5: - Lesson planning workshop using TPACK framework Week 6: - Peer feedback on draft Seesaw lessons - Continued lesson planning and development	Skill- Building Phase	- Session 1: Focus on the "Technology" component of TPACK - giving hands-on time for teachers to explore Seesaw tools and features - Session 2: Emphasize the "Pedagogy" aspect - discussing effective instructional strategies that can be supported by Seesaw - Session 3: Highlight the "Content" element - having teachers examine digital resources and brainstorm ways to adapt existing curriculum for Seesaw

Weeks 7-9: Planning Phase	Planning	- Guide teachers through collaborative lesson planning using the TPACK framework as a structure
Weeks 7-8: - Continued lesson planning and development	Phase	- Have educators develop a draft Seesaw lesson with clear learning goals, activities and assessments
Week 9: - Finalization of Seesaw lessons to pilot		- Facilitate peer feedback on developed lessons to strengthen integration of T, P and C components
Weeks 10-12: Application Phase	Application	- Encourage participants to implement their draft Seesaw lesson over the coming weeks
Weeks 10-11: - Implementation of Seesaw lessons in classrooms - Coaching sessions as needed	Phase	- Provide coaching and support as needed during lesson roll-out - Revisit lessons for refinement based on educator and student feedback
Week 12: - Lesson reflections and refinements		
Weeks 13-15: Evaluation Phase	Evaluation	- Administer post-assessment survey to gauge changes in knowledge and perceptions
Week 13: - Post-assessment survey	Phase	- Analyze collected feedback and assessment data to evaluate program impact - Facilitate discussion around continuous improvement efforts and future directions
Week 14: - Analysis of collected evaluation data		
Week 15: - Feedback discussion and planning for next steps		

Seesaw

Seesaw is a valuable tool for incorporating technology in the classroom because of its

user-friendly interface, diverse engagement tools, personalized student portfolios, instant

feedback, collaboration features, compatibility with tools such as Google Classroom, parental

involvement, extensive content library, and effectiveness across all grade levels. The user-friendly layout, interactive capabilities, and accessibility to other tools make it an excellent starting point for teachers new to educational technology. Seesaw's focus on the entire learning community also encourages students and parents to be more engaged.

Evaluation Plan

There will be a post-assessment survey that will be administered in order to measure changes in knowledge and perception, an analysis of feedback and assessment data will be performed in order to evaluate the impact of the program, and discussions will be facilitated regarding attempts to continuously improve.

Resources

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