EDTC 812

Teaching in the Adult Learning Environment

Dr. Amerman

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Assessment 2: Professional Development for K-12 Technology Coaches

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Proposal for Technology Coach Training: Amajuba School District in South Africa

In order to provide systematic training to newly employed technology coaches at Amajuba School District in the Province of Kwazulu-Natal, Maverick International Professional Training (MIPT) has designed a course of methods, based on the needs assessment reviewed, to endorse technology integration ensuring educators are effectively equipping students with 21st Century skills to become viable citizens in a technology-driven society.

MIPT has been training representatives in business, government and education entities since 1995. Even though our base is in the United States, we have catered to entities across the globe with on-site, hybrid, and virtual instruction. Our success is based on the tenacity to know our clients' values and needs and are committed to maintaining high standards in professional directive. To accommodate the Province of Kwazulu-Natal's sizeable school district with foundational approaches to successfully integrate technology in school environments, MIPT will incorporate standards of the International Society for Technology in Education (ISTE), with whom we have partnered on numerous events for over a decade. Adopting this system will also tie into the mission of the National Development Plan 2030 which is striving for a healthier nation and advanced schools infused with technology. The curators of the nation have "identified improving the quality of education as one of the highest priorities…develop a common policy framework on the critical role of technology" (National Development Plan, 2012). South African president Ramaphosa also acknowledges the benefit of technology integration in schools and how it can bring about innovation (as cited in Arcangeli, 2019).

Trends in Educational Technology

According to Sholes (2017) the following three trends are vital in the transition from using technology to learn to transformative learning with technology.

- **Student Centered Focus** – Digital learning paired with a consistent focus on project-, problem-, and challenge-based learning creates student-centered learning and student empowerment.
- **Thoughtful Integration by Teachers** - Student-centered learning only happens when teachers are integrating technology strategically into their instructional delivery.
- **Informed Decision-Making by Leadership** – School leadership decisions are a major factor in how teachers can transform student learning effectively through technology.

Digital Learning Culture

As we have entered digital age learning, learning where instructional and educational technology is effectively utilized, innovative approaches have taken shape in the landscape of education. More school districts, such as Amajuba, have taken the initiative to ensure more students have access to mobile learning by adopting the 1:1 Chromebook program where every student will have a device for digital learning. This will narrow the connectivity gap that hindered blended learning. Students now have more resources to enhance their learning experiences. This will help better prepare and equip students with 21st century skills (critical thinking, creativity, collaboration, technology literacy, and communication), which are a necessity a thrive in society as professionals.

The Future of Digital Citizenship

As technology continues to evolve at a rapid pace, more students are taking online courses in almost every field inclusive of technical skills. Digital classrooms are rapidly being developed throughout the world and learners are quickly enrolling in these courses. Digital classrooms provide learners with the flexibility to study at any time and place that works best for their individual schedules. Learners also have the option to choose what they want to learn. Flexibility in learning is what makes digital learning popular with students in all fields. Digital learning platforms are a blessing because they allow students to grasp the most fundamental concepts sitting in the comfort of their rooms. Digital learning also increases student engagement because the learner chooses what they want to learn and when they want to learn it. eLearning platforms also provide students with the advantage of socialization, collaboration, and interaction with other learners on the web. Students can work together, share their resources, study and share successes while working towards a common goal. Students can leverage this feature to engage and experience a higher level of group learning.

When students connect to what they learn in the classroom with what they learn through digital learning, students show an improvement in their level of understanding. Creating this relationship provides a positive learning experience for the student.

Overall, digital learning places the autonomy in the hands of the students. The student controls what they want to study and when. Results have shown an increase in student academic performance, while strengthening the education system.

Digital Citizenship Themes and Supporting Resources

Themes for lessons on digital citizenship include student strategies for keeping personal information safe online and how to identify potential risks. Lesson themes include reputation, credit, and copyright as students gain an understanding of the rights and responsibilities of online creators. Effective evaluation of website quality and credibility and exploration of positive and negative communications as they relate to cyberbullying.

Resources for digital citizenship are available free of cost from Common Sense Education. The curriculum spans kindergarten through high school. It is designed to empower students to participate safely and responsibly in a digital world. Student resources and activities are available through the curriculum. They are research-based, they align to State Standards, the International Society for Technology in Education's National Education Technology Standards (ISTE's NETs), and the American Association of School Librarians (AASL) Standards, Tutorials, videos, and webinars are available for teacher professional development. Student handouts, assessments, educational videos and family tips are also resources available to facilitate delivery and mastery of the course content.

Fostering Systemic Improvement

Systemic change asserts a positive impact on teaching and learning. Impact that is broad across a school system and embedded into day to day teacher practice occurs when the entire system creates a priority for educational technology integration that is referenced and demonstrated by school 'policies, practices, culture, and funding (Professional Development for Technology Integration, 2014).

Change is not often welcomed by teachers. It changes routines that may have been long

established and it challenges their thoughts and perceptions regarding teaching and learning. Coaches are uniquely positioned to work with teachers to provide the assistance needed to shape thoughts, to help teachers persist through their own learning curves and model the value of technology tools and techniques for classroom management, content planning, instruction and assessment (Professional Development for Technology Integration, 2014).

Technology coaches can foster systemic improvement by evaluating teaching and learning needs, creating technology-rich professional learning experiences and assessing the impact of teacher practice and student outcomes (ISTE). Teachers require ongoing opportunities for support, development of teacher practice and they require support curating resources that expand teaching and learning opportunities for them, as well as for the students. Teacher support is the foundation for system change. Availability of coaches to model and facilitate technology-rich activities and assessments in the classroom gives teachers more freedom to try new classroom technology tools and techniques. Ongoing coaching and mentoring are vital to the success of systemic change.

Coaches plan instruction and assessment with teachers and they model the use of instructional technology in partnership with teachers, to strengthen systemic change and forward progress for all stakeholders. Shifting teacher pedagogy from technology as a supplement to technology as a core resource requires student-centered practices and an expectation that teachers will continue to engage and explore technology tools that allow students to experience cross-curricular success.

1. **Training Title: Technology Coach Training**

2. **Training Description:** Technology coach training will be provided to the selected school-based and district technology coaches who have been identified for their leadership roles in the educational institutions. Both district and school-based coaches will be expected to corroborate in ensuring a digital education bonded by the district's curriculum to meet learning outcomes. Corroborating is a key element to building and sustaining an environment of support, initiative, and commitment in professional learning communities.

3. **Content Areas: ISTE Coach Standards will serve as the training's core framework:**

   a) Visionary leadership

   b) Teaching, learning, and assessments

   c) Digital age learning environments

   d) Professional development and program evaluation

   e) Digital citizenship

   f) Content knowledge and professional growth

4. **Training Outcomes**

   As a result of this training, coaches will be able to:

   a. Coordinate building-wide priorities for using technology to improve student engagement, collaboration, and personalization.

   b. Identify emerging teaching and learning norms with technology in the 21st century that have a positive impact on student academic success.

   c. Develop interactive workshops that strengthen technology integrated classroom practice.

d. Create a shared district resource for teacher collaboration and curated content.

OBJECTIVE REFERENCE NUMBER	DAY & TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS / MATERIALS
	Mon 15 min	Welcome - ***Introduction of Presenter and Technology Coaches*** Discuss Training Objectives **Main Idea** - *As a Technology Coach, what is your purpose? How will you impact education?*	● Introduction: All participants will introduce themselves and state the school they work in. ● Agenda outline discussed ● Training objectives identified	**Materials** ● Training Agenda/Objectives ● Handout (Copy of PowerPoint)
OBJ 1	1 hour	**Becoming a Visionary Leader** ● What is your leadership style? ● What is your vision? statement.	**Leadership Styles** Coaches will identify their leadership style and identify the following: ● History of the style ● Theory ● Characteristics ● Strengths/Weaknesses/Practical	**Materials** ● Pen ● Paper ● Index cards ● Relaxing

			Uses	music/sounds
			Each coach will present their leadership style to their colleagues. **Creating a Draft Vision Statement Activity** What do you envision three to five years from now? (Individual and group activity) *See Appendix A*	
OBJ 2	Tue 15 min	**Digital Age Teaching and Learning** With the latest educational technology, what's trending in teaching and learning in K-12 schools today?	Show a short video on school environments from the 1970s to 2000. Discuss the video. Compare events from the video and today's practices. (teaching methods, student engagement, technology available…)	Reminder of Tuesday's agenda - emailed
	1.45	Explore online resources	Collectively generate a	

	hours	closely aligned with the curriculum to support educators.	list of online resources. Access the district's curriculum, and trainees will choose one source to demonstrate how to utilize technology in the classrooms to match learning outcomes.	
**15-minute break**				
OBJ 3	Wed 1 hour	**Modeling Digital Citizenship -** *How can instructional leaders model digital citizenship?*	<u>**Whole Group Discussion**</u> - Are our Students Ready? How do we prepare them? 1. How do we modify lessons for various grade levels? 2. What do students learn about the information they	<u>**Materials**</u> Share Out of Online Resources and Videos https://www.teaching channel.org/blog/201 3/10/18/digital-citizen s-video-playlist/

			put online? 3. What would you define as safe & unsafe?	
		Introduce the Common Sense Media curriculum and give coaches an opportunity to choose a lesson and discuss why.	Interactive Nearpod presentation. Discussion: identification of the top 3 needs for teachers and students.	Interactive Activities, collaborate, draw it, poll, quiz, open-ended, matching pairs
OBJ 4	Thur 1 hour	**Systemic Improvement**	Video introduction for discussion regarding the technology tools and techniques that have a positive impact and student outcomes, discuss experiences with teachers embracing change (one word), create a plan for buy-in	Video Poll Everywhere word cloud,

			teacher by teacher.	

Continued Support

Following the in-house training sessions, MIPT trainers from the workshop will provide

continued support over a six-month period. Resources from the sessions will be shared in Google

Drive for all participants to access to use as a reference and teacher support. The trainees will be

required to keep open communicative avenues collectively. School coaches will be expected to

provide reports every two weeks to the district coaches. The district coaches will provide a

monthly report to MIPT trainers. Links to a succession of tutorial videos will be sent to the

trainees' mobile devices. The trainers will also encourage school coaches to establish regular

meetings every two weeks and monthly meetings with district coaches to collaborate, discuss

issues, and provide solutions. These meetings can be face-to-face or through videoconferencing.

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Appendix A

Creating a Draft Vision Statement

A vision statement is a one-page word picture of what you want to create. It is a story written in the present tense as if that envisioned reality were already occurring. When creating a vision statement, individuals should follow their heart as to what they want to happen.

Draft Activity:

- All participants will sit quietly and relax for a couple of minutes imagining their future three to five years from today.

- Imagine that your department or your role has become exactly what you expected. Think of the visual that comes to mind. What does it look like? Who is involved? What is happening? Why is this image so perfect? What are people saying and doing?

- Think of another image. Who is involved? What is happening? What is your role in this image? What are your feelings while working there?

- For the next five minutes, write everything you envisioned and/or imagined. Please focus and do not talk to your colleagues.

- All participants are to close their eyes and imagine your future three to five years from today. Think of a local news reporter meeting with you for an interview about your organization and your role. What are some things that you would highlight to the reporter during your interview that you are proud of? What makes you stand out as the leader of your organization?

- Participants will be given 10 minutes to write down everything they envisioned.

- Participants will be paired with a partner and a turn and talk will be conducted for the pairs to share their visions. Once visions have been shared, participants will pick the top three images that they both shared or would like to incorporate into their vision.

- Each participant will share their vision and the top three items in their vision or that they would like to incorporate in their vision.