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Professional Learning Plan

EDUA 6381: Integration of Technology into the Curriculum

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May 5, 2023

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Introduction

Professional development for educators surrounding the integration of technology into everyday teaching and learning has proven to be a major barrier in 21st century classrooms. A recent survey revealed that more than 90 percent of educators desired to receive relevant training on incorporating technology in their instruction, yet a third of educators are not pleased with the support they receive from their administrators (Roland, 2015). Another survey concluded that only 10 percent of educators feel confident in their own abilities to utilize technology in ways that produce higher-level thinking (Zimmerman, 2018). To address the dire need for quality professional development opportunities for our teachers, plans need to be put in place that tailor to the needs of the teachers, just as we tailor classroom instruction to the needs of our students. Inadequate teacher understanding of how technology can affect specific content areas needs to be addressed, educator self-efficacy needs to be reconstructed in a way that creates paradigm shifts around their ability to achieve instructional goals, and we need to begin explicitly demonstrating ways that technology can support and enhance pedagogical beliefs (Ertmer & Ottenbreit-Leftwich, 2010). The fact that technology is such a fundamental piece of everyday life for our students, makes it obvious how important it is that we integrate it regularly into our educational programs (Roland, 2015). Addressing the external factor of professional development can be one of the most powerful ways that the gap in tech integration can be addressed.

Purpose

There doesn't just need to be more training opportunities over technology in teaching, but there needs to be opportunities for educators to be provided with an assortment of knowledge, skills, resources, support, and time that allow them to go deeper into the ways tech integration can affect student learning (Harrell & Bynum, 2018, p. 14). The purpose of this professional learning plan is to outline the needs of educators by addressing the barriers preventing them from actively integrating technology into their instruction. The plan will begin by addressing professional learning roles and responsibilities that can be implemented to best support educators on their journeys to better understand technology integration and

their role as the agent of change in the matter (Ertmer & Ottenbreit-Leftwich, 2010, p. 255). The overlying purpose behind this plan is to provide elementary school teachers with knowledge on how to use a practical tool that can be used to not only encourage the use of technology within learning but enhance learning in a way that greatly improves student outcomes.

Vision

Technology in teaching “makes it possible to adopt new and arguably better approaches to instruction and/or change the content or context of learning, instruction, and assessment” (Lawless & Pellegrino, 2007, p. 581). When we can deliver quality professional development and provide substantial support, we can alter a teacher’s belief about their abilities and capacities to utilize technology well. The vision behind this professional learning plan is to encourage, demonstrate, facilitate, and influence teachers to begin using a tool that was created to address content, pedagogy, and technological skill. Seesaw is an application that can be used to “empower students to be creators, meet them where they are, reinforce core curriculum, capture mastery of competencies, and communicate with families” (Seesaw, n.d.). The goal is that through this learning plan, educators can be made aware of the many ways Seesaw can fit into their everyday learning experiences and begin envisioning all the possibilities it has for their students.

Professional Learning Roles and Responsibilities

It is important to emphasize the *why* behind learning when teaching adults. Adult learners generally need to know the reasoning behind what they are learning, as well as have the opportunity to effectively apply new information (Teaching Excellence in Adult Literacy, 2011). The learning roles and responsibilities listed below provide clear direction on the topics to be addressed through this professional development and the action items that will help learners master concepts.

Learning Roles	Learning Responsibilities
Content Knowledge	Discuss and evaluate content needed to be learned and begin understanding technology can aid in delivering instruction

Pedagogical Knowledge	Collaborate to determine ways technology has negatively impacted student engagement and come up with solutions to better engage students
Technological Knowledge	Explore and experience concrete examples of the Seesaw application and begin understanding the ways it can impact learning
Application	Collaborate with peers by using content specific objectives to create purposeful lessons within the application that can be used immediately

Learning Goals and Outcomes

A goal without a measurable outcome is just a wish. It is important that when presenting goals to be achieved that desired outcomes are also clearly and explicitly stated. “Teachers tend to value that which enables them to meet student needs, they are more likely to integrate technology if they believe that it addresses important learning outcomes” (Ertmer & Ottenbreit-Leftwich, 2010, p. 264). Understanding that the learning that will take place is specifically targeted towards their specific classroom needs is a great way to begin cultivating the belief that technology can enhance instruction. To produce the greatest results, hands-on learning outcomes will be demonstrated within the trainings that are provided. By using this constructivist approach to professional learning teachers will be able to understand the benefits of this application more clearly and how it can improve their classroom teaching (Roland, 2015).

Learning Goals	Learning Outcomes
Use Seesaw to deliver a lesson that offers support for the UDL framework	Explore tools within Seesaw that make it accessible to all learners and add them to the lesson
Record an audio that can aid in explaining a concept or giving instructions for an activity	Add an audio explanation to the lesson that helps introduce learners to a topic or explains how to do a task
Deliver content through Seesaw using multiple modalities	Add videos, books, audiobooks, articles, or pictures to the lesson to help tailor to different learning styles
Align content with grade level standards	Learn how to effectively browse standards within the app and align them with the lesson
Use the assessment component of Seesaw to track student progress	Complete peer lessons within the training to learn how to provide feedback and use the lessons as an assessment piece

Share digital portfolio with families	Begin connecting families to classroom Seesaw account to effectively improve communication between school and home
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Needs Assessment

There is currently a pressing need to develop digital thinkers who are prepared to take on 21st century careers (Harrell & Bynum, 2018, p. 13). While traditional models of learning have focused primarily on student achievement, newer models of learning are switching the focus to student engagement and how they develop critical thinking and problem-solving skills (Ertmer & Ottenbreit-Leftwich, 2010, p.268). It is important that we understand the power within technology to provide students with these skills, as well as prepare them for standardized testing. Utilizing tools like Seesaw allows teachers to begin to facilitate all these skills, as well as assess students and prepare them for required assessments. Many educators who are hesitant to begin implementing this type of technology in their classrooms need the reassurance that technology greatly aids in equipping teachers in reaching these hefty goals.

TPACK Learning Model

The learning roles and responsibilities for this training were created around the TPACK Learning Model. “At the heart of the TPACK framework, is the complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK)” (Koehler, 2012). Most educators are highly qualified on the topics of content and pedagogy when it comes to teaching, however many struggle to understand best practices in the inner weaving of technology to work with the content and pedagogy to improve outcomes. By connecting the learning roles and responsibilities of this training to this framework, the purpose of this training is then demonstrated to educators using a language they understand. Because Seesaw is a multimodal learning tool, it serves the TPACK model well and demonstrates the true use of the model.

TPACK Component	During the training teachers will:
Technology Knowledge (TK)	Practice working within the Seesaw learning application to view lesson examples and then begin creating lessons using the relevant tools within the application that apply to their classroom teaching
Pedagogy Knowledge (PK)	View ways the application can promote peer collaboration, immediate feedback, authentic assessment opportunity, and creative demonstration of learning
Content Knowledge (CK)	Explore all the ways lessons can be tied directly to state standards and learn about ways to attach standards to lessons that help assess and show mastery of skills
Technological, Pedagogical, and Content Knowledge (TPACK)	By keeping grade level standards at the forefront of the training, teachers will have the opportunity to use the technology within the Seesaw application to create engaging, age appropriate activities.

Universal Design for Learning

The Universal Design for Learning (UDL) is a framework designed to “produce flexible learning environments that reduce learning barriers and support the needs of all learners” (Morra & Reynolds, 2010, p. 43). UDL consists of three main categories that should be focused on when designing instruction: engagement, representation, and action and expression (CAST, 2021). One of the most appealing attributes to Seesaw is that it can aid in properly addressing each category in a multitude of ways. To best demonstrate this, [click here](#) to watch a video about how Seesaw supports the UDL framework.

Suggested Timeline of Events for Professional Development

Date of Training	Goal of Training
August 8th: Day 1	Seesaw Introduction-Explore capabilities of the application and begin exploring and creating lesson activities based on desired standards
September 11th: Day 2	Begin exploring and adding accessibility features to lessons and collaborating with peers on ways the app can enhance learning
October 30th: Day 3	Tie lessons to grade level standards within the application to begin understanding how Seesaw can support standards-based grading systems and can provide documentation for student progress on specific skills
November 10th: Day 4	Explore other digital platforms that can be added to Seesaw and collaborate with peers to discover ways these tools can fit into current classroom instruction

December 18th: Day 5	Follow up with instructor and peers on success or failures of use in the classroom and work on setting goals for ways to continue using the app during the spring semester
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Learning Resources

The versatility of Seesaw allows it to be used with a variety of other digital tools. It's important for educators to understand how some of these tools can be integrated into Seesaw to help it be a universal tool for all learners. Seesaw can be utilized as a hub for online tools that many teachers are already using. Attached is a resource that briefly explains the ways these tools can be used with Seesaw and provides tutorial videos for each one.

[Learning Resources](#)

Evaluation Plan

To encourage collaboration among teachers as they learn to use the Seesaw app, there will be digital folders created that allow teachers to share lessons they have created and add comments on particular lessons. The entire spring semester will be devoted to follow-up from administrators and instructional technologists that provide feedback, survey, suggestions, and support as teachers begin making the shift to a digital classroom through Seesaw. At the end of the school year, teachers will complete a brief reflection about their ability to use Seesaw to successfully integrate technology in the classroom.

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