Using Technology to Provide Engaging Assessments in the Classroom

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**Setting and Context**

 The setting for the proposed capstone project is Ware County Learning Center, located in Waycross, Georgia. Ware County Learning Center is an Alternative school in the Ware County School District. Ware County Learning Center provides students with an alternate route to learning and education. Ware County Learning Center serves students grades six through twelve. Ware County Learning Center is considered a program within Ware County Schools and is located in a rural area. All of Ware County Schools, including Ware County Learning Center, are Title 1 schools. Students come to Ware County Learning Center from their home-based school in the Ware County School District.

 Ware County Learning Center employs highly qualified teachers to work with the students. The faculty and staff of Ware County Learning Center consists of one principal, four teachers, two paraprofessionals, one custodian, one SRO, one secretary that serves as the book-keeper and provides students with their medications, one regular substitute, although there are others that come, and one cafeteria worker that comes to serve students breakfast and lunch.

 At the moment, Ware County Learning Center has approximately forty-one students enrolled, but enrollment numbers vary throughout the school year. The ethnic breakdown of the student enrollment at the moment is approximately 9 white, 1 Hispanic, 2 multiracial, and 29 black. All of Ware County Schools students are provided free lunch. There are approximately 12 students that are identified as Students with Disabilities.

 Since Ware County Learning Center is an alternative school, most students come to the Center because of behavioral problems. Middle school students that come to Ware County Learning Center have usually received so many behavioral office discipline referrals that they are sent to work on their behavior and grades in an alternate setting. After meeting the requirements that have been set on their wavier form, they return to their home-based school. The majority of the high school students that are enrolled in Ware County Learning Center are there to catch up on credits, they have gotten into trouble and are not able to go to the general populated high school for at least a semester, but are not always students with behavioral problems.

 Ware County Learning Center is an alternative school program and therefore does not have a school improvement plan, and all students’ test scores are counted with their home-based school. Students enrolled in Ware County Learning Center work on classroom Chromebook computers. All Ware County Schools students are provided a Google account. The students use their Google account to log into the computers to complete their work. Students complete their courses using a program called Odysseyware, and they are provided quizzes and tests within the Odysseyware Program. Teachers can provide small group instruction although the majority of student’s work is completed using Odysseyware. Although students are completing their coursework on the computer using Odysseyware, teachers are responsible for checking for students’ understanding. Ware County Learning Center provides a small class size setting, and teachers can easily provide small grouping. Most classes include fewer than 15 students in a class, but there are 20 student computers in every classroom.

 The principal requires teachers to submit bi-weekly progress reports to track students’ progress. Although the students work independently on their assignments in Odysseyware teachers are still faced with the challenge of motivating students to complete their assignments. The principal, teachers, and paraprofessionals have professional learning meetings bi-weekly to discuss how to deal with problem behavior students and strategies to motivate and keep students in the class. The current focus of Ware County Learning Center is for students to pass all four of their classes and return to their home-based school on track. The students use the Chromebooks to complete their work, but also in math for IXL as drill and practice to help master skills they are learning. Also, the school uses Chromebooks to administer benchmark and state assessments.

Professional development has been provided for some teachers on using Google Docs, Slides, and Sheets, but there has not been professional development on the use of Google Suites for Education to provide assessments to students that are engaging. I believe that students would become more engaged if they can participate in activities that use other technology resources to assess their knowledge. For teachers, it is a huge adjustment to go from teaching one grade level to working with students daily in grades 6th through 12th. Although it is challenging and some teachers may not be comfortable with implementing technology in other ways in the classroom, using technology to address the needs of a multi-grade classroom is necessary. Ware County Learning Center teachers are also provided a Smartboard in their classrooms. Even though students having an individual computer to work on and all this technology that is at teacher’s fingertips, the school is still struggling to engage students. It is also important to assess student understanding of the work they are completing on the computer. After speaking with the Social Studies teacher and my principal, the need for teachers to be able to integrate Google Suites as a technology resource to assess students understanding, especially middle school students, is clear. These assessments could include students completing projects using Google Suites after they complete each unit in Odysseyware, to grade their performance and determine if they can show mastery over the standards that were covered in the unit. Other ways to use Google Suites as assessments for students should be to provide formative assessments over lessons that students are working on in Odysseyware. Some examples of using Google Suites for formative assessments to check students understanding include using Google Forms to create ticket-out-the door’s and Google Classroom for students to answer questions and to link websites such as Kahoot and Quizziz. These sites are fun but at the same time are assessing students’ knowledge of the objectives they are working on and can be directly accessed from their Google Classroom.

 **Statement of Problem, Need, and Rationale**

 Ware County Learning Center (WCLC) students have the opportunity to work on Chromebooks daily to complete their classwork using a program called Odysseyware. The problem with Odysseyware is that it does not provide differentiation in their assessments to assess students' current skills appropriate to their learning ability levels. It is a need for WCLC teachers to assess student knowledge effectively using technology to create different forms of assessments aligned to the Georgia Standards of Excellence (GSE) appropriate to the students' current activities. WCLC has regular education students and students with disabilities, which means differentiation is needed when assessing students. Researchers: Hall and Mahoney (2017), found that students with disabilities have difficulties in meeting the standards of general education classroom expectations. Technology helps to provide differentiated instructional strategies and engaging activities to meet students’ specialized needs. Providing students with options of choice to demonstrate their knowledge assists in the differentiation process for the teacher.

 Integrating technology to provide multiple forms of assessment has many benefits to enhancing student learning. In a survey conducted by Kumar and Daniel (2016), they found almost all respondents reported that the use of technology makes their work easier. Some indicated that employing technology in teaching can help them effectively manage their time, and a significant number mentioned that they have been using technologies in teaching and that the utilization of technology for teaching helps engage students. Overall, results suggested that respondents strongly valued the contribution of learning technologies in enhancing student learning. Respondents who are already currently employing learning technologies in their teaching said they use them for creativity, to facilitate students’ learning, to meet specific learning objectives, and to perform academic tasks.

 Therefore, a possible solution to this problem is for WCLC teachers to use Google Suites for Education as a platform to create various forms of assessments appropriate to students learning ability levels. All teachers and students at WCLC have a Google Account that they are able to use daily. However, some teachers are reluctant users, and some are brand new users for Google Suites. In a study conducted by Coyne, Lane, Nickson, Hollas, and Potter (2017), they found that it was important to assess participants’ preparedness in using technology in the classroom. Data analysis indicated room for improvement in regard to how prepared participants felt to incorporate technology in their instruction in the K–12 classrooms. Also, there were similar results in regard to how prepared they felt to provide opportunities for K–12 students to use technology in their own learning.

To help make the adoption and transition to using Google Suites easier, there need to be quality professional learning communities (PLC) that are centered on Google Suites to prepare teachers to use this platform to create student assessments. Teachers will learn how to use Google Classroom, Forms, Docs, and Slides during the provided trainings for assessments. Admiraal, Louws, Lockhorst, Paas, Buynsters, Cviko, and Kester (2017) conducted a research of teacher’s level of comfort using technology and found that professional development activities of the group of teachers who are uncomfortable with technology can be supported by connecting these teachers to other teachers with higher comfort levels of technology and challenge them to experiment with peer or team teaching with these colleagues. Also, by changing their school environment into a more technology-oriented setting.

In a research PLC group conducted by Thoma, Hutchison, Johnson, and Stromer (2017), they found that teachers were able to use what they learned in PLC to overcome barriers of integrating technology in the classroom and it also helped changed their mind about the use of technology in the classroom. Once teachers at Ware County Learning Center have had quality professional learning that is centered on the use of Google Suites for assessments, I feel that they will buy into using technology effectively to assess students to benefit learning. In an investigation by Chien, Wu, and Hsu (2014), they found that teachers considered the use of technology, not only from their perspective but from students’ point of view also; after learning about the positive effects the use of technology have on instruction and assessments for student learning. The teachers thought about the benefits of using technology in the classroom and found that it was useful and effective for teaching and learning.

**Objectives and Deliveries**

The opportunity to integrate technology-based assessments in the classroom is available for students with the use of Chromebooks that are used daily. This opportunity has been available for a while but has been underutilized by teachers at WCLC. With there being teachers that are reluctant and new users when it comes to Google Suites, it is evident that there is a lack of training in using Google Suites for Educational purposes. To help the teachers at WCLC with this situation, the goal of my capstone project is to conduct workshops to increase the use of Google Suites in the classroom so that teachers can use these platforms to assess students. In table 1, there is a chart outlining the PSC standards and how they align with the objectives of my project. My project will be conducted with the following objectives in mind, and they all should be achieved by May 2019:

**Project Objective:** By February 20, 2019, determine how many of the teachers will create a Google Classroom for at least one of their classes after the workshop.

**Deliverables:**

1. Develop an online survey using Google Forms for teachers to complete to measure the comfort level of using Google Classroom.
2. Create and present one workshop to address the needs.
3. Create a Google Slide presentation covering the use of Google Classroom.
4. Develop handouts as resources to assist with the use of Google Classroom.
5. Create a website using Weebly to store all workshop materials.
6. Develop an online follow-up survey using Google Forms for teachers’ feedback on using Google Classroom for assessment purposes.

**Project Objective:** By March 28, 2019, determine how many of the teachers will increase their use of Google Docs and Google Slides for assessment purposes for at least one of their classes after the workshop.

**Deliverables:**

1. Develop an online survey using Google Forms for teachers to complete to measure the comfort level of using Google Docs and Google Slides.
2. Create and present one workshop to address the needs.
3. Create a Google Slide presentation to cover the use of Google Docs and Google Slides.
4. Develop handouts as resources to assist with the use of Google Docs and Google Slides.
5. Upload new workshop materials to the Weebly website.
6. Develop an online follow-up survey using Google Forms for teacher’s feedback on using Google Docs and Google Slides for assessment purposes.

**Project Objective:** By April 26, 2019, determine how many of the teachers will increase their use of Google Forms for assessment purposes with at least one of their classes after the workshop.

**Deliverables:**

1. Create an online survey using Google Forms for teachers to complete to measure the comfort level of using Google Forms.
2. Design and conduct one workshop to address these needs.
3. Create a Google Slide presentation to cover the use of Google Forms.
4. Develop handouts as resources to assist with the use of Google Forms.
5. Upload new workshop materials to the Weebly website.
6. Develop an online follow-up survey using Google Forms for teacher’s feedback on using Google Forms for assessment purposes.

**PSC Standards**

**Standard 1. Visionary Leadership**

Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization.

* **1.1 Shared Vision** Candidates facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership. (PSC 1.1/ISTE 1a)
* **1.2 Strategic Planning** Candidates facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans. (PSC 1.2/ISTE 1b)
* **1.4 Diffusion of Innovations & Change** Candidates research, recommend, and implement strategies for initiating and sustaining technology innovations and for managing the change process in schools. (PSC 1.4/ISTE 1d)

**Standard 2. Teaching, Learning, & Assessment**

Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.

* **2.1 Content Standards & Student Technology Standards** Candidates model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards. (PSC 2.1/ISTE 2a)
* **2.3 Authentic Learning** Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences. (PSC 2.3/ISTE 2c)
* **2.4 Higher Order Thinking Skills** Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes (e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection). (PSC 2.4/ISTE 2d)
* **2.5 Differentiation** Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals. (PSC 2.5/ISTE 2e)
* **2.6 Instructional Design** Candidates model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences. (PSC 2.6/ISTE 2f)
* **2.7 Assessment** Candidates model and facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources. (PSC 2.7/ISTE 2g)
* **2.8 Data Analysis** Candidates model and facilitate the effective use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning. (PSC 2.8/ISTE 2h)

**Standard 3. Digital Learning Environments**

 Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.

* **3.1 Classroom Management & Collaborative Learning** Candidates model and facilitate effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources. (PSC 3.1/ISTE 3a)
* **3.2 Managing Digital Tools and Resources** Candidates effectively manage digital tools and resources within the context of student learning experiences. (PSC 3.2/ISTE 3b)
* **3.3 Online & Blended Learning** Candidates develop, model, and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators. (PSC 3.3/ISTE 3c)
* **3.4 Adaptive and Assistive Technology** Candidates facilitate the use of adaptive and assistive technologies to support individual student learning needs. (PSC 3.4/ISTE 3d)

**Standard 4. Digital Citizenship & Responsibility**

Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility.

* **4.2 Safe, Healthy, Legal & Ethical Use** Candidates model and facilitate the safe, healthy, legal, and ethical uses of digital information and technologies. (PSC 4.2/ISTE 5b)
* **4.3 Diversity, Cultural Understanding & Global Awareness** Candidates model and facilitate the use of digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness. (PSC 4.3/ISTE 5c)

**Standard 5. Professional Learning & Program Evaluation**

 Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

* **5.2 Professional Learning** Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment. (PSC 5.2/ISTE 4b)
* **5.3 Program Evaluation** Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning. (PSC 5.3/ISTE 4c)

**Standard 6. Candidate Professional Growth & Development**

Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences.

* **6.1 Continuous Learning** Candidates demonstrate continual growth in knowledge and skills of current and emerging technologies and apply them to improve personal productivity and professional practice. (PSC 6.1/ISTE 6a, 6b)

**Table 1: Project Objectives and Standards Alignment**

|  |  |
| --- | --- |
| Project Objective | PSC Standard |
| By February 20, 2019, determine how many of the teachers will create a Google Classroom for at least one of their classes after the workshop. | 1.1 Shared Vision1.2 Strategic Planning2.8 Data Analysis3.1 Classroom Management & Collaborative Learning3.2 Managing Digital Tools & Resources3.3 Online & Blended Learning4.2 Safe, Healthy, Legal & Ethical Use5.2 Professional Learning5.3 Program Evaluation6.1 Continuous Learning |
| By March 28, 2019, determine how many of the teachers will increase their use of Google Docs and Google Slides for assessment purposes for at least one of their classes after the workshop. | 2.3 Authentic Learning2.4 Higher Order Thinking Skills2.5 Differentiation2.6 Instructional Design2.7 Assessment3.1 Classroom Management & Collaborative Learning3.3 Online & Blended Learning4.3 Diversity, Cultural Understanding & Global Awareness5.2 Professional Learning6.1 Continuous Learning |
| By April 26, 2019, determine how many of the teachers will increase their use of Google Forms for assessment purposes with at least one of their classes after the workshop. | 2.1 Content Standards & Student Technology Standards2.6 Instructional Design2.7 Assessment2.8 Data Analysis5.2 Professional Learning6.1 Continuous Learning |

**Project Description**

I am proposing a project that will be an arrangement of workshops held after school for WCLC teachers covering the use of Google Suites (Classroom, Docs, Slides, & Forms) to help assist them by creating and presenting resources helpful to implement various forms of assessments using Google Suites successfully. The goal I have envisioned for myself is to provide at least three professional learning workshops to help teachers with the use of Google Classroom, Google Docs, Google Slides, and Google Forms in their classrooms to enhance student learning. Also, I will create a Weebly website that I will use to store all the workshop materials for teachers to reference at a later time at their convenience. Throughout the workshops, I will show teachers how they can use these resources for different types of classroom assessments.

For example, Google Forms can be used as both formative and summative assessments. Google Slides and Google Docs can both be used as project-based assessments that require students to create a product using those resources. However, Google Classroom can be used as a formative assessment by having students respond to a ticket out the door post. Teachers can also post a link in Google Classroom to an online test they have created; once the link has been posted students can click directly on that link and be redirected to the test. Table 2 will have all the project activities listed.

This project will align with numerous PSC Technology Standards. These activities align with standard 1.1 (Shared Vision) by inspiring and leading the development of a vision for assessments using different forms of technology. It aligns with standard 1.2 (Strategic Planning) because there will be well-thought-out plans for the development and execution of this project. These activities also align with standards 2.1 (Content Standards & Student Technology), Standards 2.3 (Authentic Learning), 2.4 (Higher Order Thinking Skills), 2.5 (Differentiation), 2.6 (Instructional Design), 2.7 (Assessment), and 2.8 (Data Analysis); because the technology-based assessments will be aligned to the students Georgia Standards of Excellence performance standards, providing students with an opportunity for authentic learning while using higher order thinking skills to enhance their learning. These activities will also use differentiation while using assessments and analyzing student data to redesign learning to meet student learning ability levels.

 Next, the project activities align with standards 3.1 (Classroom Management & Collaborative Learning), 3.2 (Managing Digital Tools & Resources), 3.3 (Online & Blended Learning), 4.2 (Safe, Healthy, Legal & Ethical Use), 4.3 (Diversity, Cultural Understanding & Global Awareness); because I will manage the digital learning tools and resources students will use in the classroom, while promoting a safe and collaborative learning environment. I can use technology to create diverse assessments that are related to students’ culture to increase classroom engagement. Although there are a lot of PSC Standards listed, I believe that they all align to this project in a variety of ways and I will continue to learn and use these in my professional practices.

**First Project Item/Activity**

The first activity for my project will be to create an online survey using Google Forms to measure teachers comfort level of using Google Classroom. I will ask for all the teachers and staff to complete the survey, with an expectation that 80% of the staff will complete and submit the survey. After receiving feedback from the surveys, I will use this information to plan and develop materials to deliver during the first workshop. The materials will include examples of how teachers can use Google Classroom for student assessments. I will also create a Weebly website and upload all materials from the first workshop to the site for later review at teachers’ convenience. I will send a post-survey to teachers following the workshop to gather feedback on the workshop and also the teacher’s feedback on using Google Classroom for assessments.

**Second Project Item/Activity**

The second activity for my project will be to create an online survey using Forms to measure teachers comfort level of using Google Docs and Google Slides. I will ask for all the teachers and staff to complete the survey, with an expectation that 80% of the staff will complete and submit the survey. After receiving feedback from the surveys, I will use this information to plan and develop materials to deliver during the second workshop. The materials will include examples of how teachers can use Google Docs and Google Slides for student assessments. I will upload all resources used during the workshop to the Weebly website for later reference. I will also follow up with teachers by asking them to complete a post-reflection survey of what they have learned about using Google Docs and Google Slides for assessments.

**Third Project Item/Activity**

The third activity for my project will be to create an online survey using Google Forms to measure teachers’ comfort levels using Google Forms in the classroom. I will ask for all the teachers and staff to complete the survey, with an expectation that 80% of the staff will complete and submit the survey. After receiving feedback from the surveys, I will use this information to plan and develop materials to deliver during the third workshop. The materials will include examples of how teachers can use Google Forms for student assessments. I will upload all resources used during the workshop to the Weebly website for later reference. Also, I will create a follow-up survey over Google Forms for teachers. I will use all the feedback from this project to continue to provide new school employees with professional development over the use of Google Suites.

**Table 2**

*Project Activities*

|  |  |  |
| --- | --- | --- |
| Project Item/Activity | Project Objectives | Deliverables  |
| By February 20, 2019, determine how many of the teachers will create a Google Classroom for at least one of their classes after the workshop. | Increase teachers’ knowledge of using Google Classroom for assessments. | 1. Develop an online survey using Google Forms for teachers to complete to measure the comfort level of using Google Classroom.
2. Create and present one workshop to address the needs.
3. Create a Google Slide presentation over the use of Google Classroom.
4. Develop handouts as resources to assist with the use of Google Classroom.
5. Create a website using Weebly to store all workshop materials.
6. Develop an online follow-up survey using Google Forms for teachers’ feedback on using Google Classroom for assessment purposes.
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| By March 28, 2019, determine how many of the teachers will increase their use of Google Docs and Google Slides for assessment purposes for at least one of their classes after the workshop. | Increase teachers’ knowledge of using Google Docs and Google Slides for assessments. | 1. Develop an online survey using Google Forms for teachers to complete to measure the comfort level of using Google Docs and Google Slides.
2. Create and present one workshop to address the needs.
3. Create a Google Slide presentation over the use of Google Docs and Google Slides.
4. Develop handouts as resources to assist with the use of Google Docs and Google Slides.
5. Upload new workshop materials to the Weebly website.
6. Develop an online follow-up survey using Google Forms for teacher’s feedback on using Google Docs and Google Slides for assessment purposes.
7. Create a reflection tool that teachers will use as guidance to reflect on their overall learning experience throughout the workshops to discuss during the final workshop for completion once all workshops are done.
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| By April 26, 2019, determine how many of the teachers will increase their use of Google Forms for assessment purposes with at least one of their classes after the workshop. | Increase teachers’ knowledge of using Google Forms for assessments. | 1. Develop an online survey using Google Forms for teachers to complete to measure the comfort level of using Google Forms.
2. Create and present one workshop to address the needs.
3. Create a Google Slide presentation over the use of Google Forms.
4. Develop handouts as resources to assist with the use of Google Forms.
5. Upload new workshop materials to the Weebly website.
6. Develop an online follow-up survey using Google Forms for teacher’s feedback on using Google Forms for assessment purposes.
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**Evaluation**

 The purpose of this project is to assist and explain to teachers how to use Google Suites for student’s assessments. I will evaluate this project by providing a series of survey’s for teachers to complete over their comfort level for using Google Suites for Education to assess students. The survey results will be used to determine how to plan each workshop so that teachers receive useful materials and training covering the use of Google Suites to assess students. Before the conclusion of each workshop, I will have participants complete a formative assessment activity and use the feedback to make provisions for the next workshops to improve their effectiveness. Also, I will conference with each participant to determine if they have been using the Google Suites that was discussed during the workshop with at least one of their classes; this will allow me to measure if each objective is being met. Once the sequence of workshops has been completed, I will ask teachers to provide me with an overall summary of their learning experience. The final summary will give me insight as to how I can improve this series of workshops to present teachers with the most efficient materials and information to help enhance their practice to increase student’s learning and engagement.

 The PSC standards that describe this project most efficiently are standards one and two, although other standards will be evaluated. Standard one states that candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization. Next, standard two states candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment. Standards one and two will be demonstrated and met because there will be professional learnings for teachers to learn how to use Google Suites for student assessments into their teaching practice to improve teaching, learning, and assessments.

**First Project Item/Activity**

The first project activity is to create a Google Forms survey to measure teachers comfort level of using Google Classrooms. The objective that supports this activity is to determine how many teachers will become comfortable to create a Google Classroom with at least one of their classes after the workshop. I will begin by administering the survey and using the results to conclude what materials and resources will be needed to assist teachers’ self-confidence and implementation of Google Classrooms with at least of their classes. A variety of materials and resources, including video tutorials and handouts, will be provided to teachers and uploaded to the Weebly website I will create for the project. I will ask teachers to complete a post-survey over Google Classrooms after the workshop. To encourage teachers and enhance their comfortability of using Google Classrooms, I will invite teachers to observe any of my classes during their planning as I use Google Classroom with the students to demonstrate how it is used effectively in the learning environment. This activity objective is demonstrated most effectively by the PSC standards 2.6 Instructional Design and 2.7 Assessment because I will design and model learning activities that exhibit the effective use of using Google Classrooms for assignments, formative, and summative assessments to measure students learning while using technology tools and resources.

**Second Project Item/Activity**

 The second project activity is to measure teachers comfort level of using Google Docs and Google Slides for student assessments. The objective that coincides with this activity is to determine how many teachers will become comfortable and willing to use Google Docs and Google Slides for student’s assessments with at least one of their classes. I will begin by evaluating teachers comfort level and analyze the results using Google Forms. Once I have analyzed the results, I will develop a plan to design a professional learning workshop covering the use of Google Docs and Google Slides in the classroom. All workshop materials and resources will be uploaded to the Weebly website and given to teachers during the training. The workshop will address multiple ways to use Google Docs and Google Slides in the classroom for assessment purposes. To encourage and interest teachers during the workshop, I will display a few of my student’s final products they created using Google Docs and Google Slides as forms of assessments. To evaluate this objective, I will ask teachers that implemented Google Docs, and Google Slides with at least one of their classes to share with me a few student products and their thoughts about using these resources as assessment tools. Although many PSC standards will be demonstrated and evaluated during this activity, the objectives for this activity is supported most by PSC standard two elements 2.3 Authentic Learning and 2.4 Higher Order Thinking Skills. This activity objective meets and demonstrates standard two elements 2.3 and 2.4 because teachers will use technology resources to engage students in authentic learning experiences by creating assessments that promote students to use higher order thinking skills to create authentic products that demonstrate their knowledge over the content standards they have learned.

**Third Project item/Activity**

 The third item is the final activity for the project and will include a workshop covering the use of Google Forms to administer formative and summative student assessments. The final activity objective is to determine the number of teachers that will implement Google Forms for student’s assessments with at least one of their classes. To obtain this objective goal, I will begin by measuring teacher’s ability and comfort level to create student’s assessments using Google Forms through a pre and post assessment survey. I will use the pre-assessment survey results to determine the resources and materials that will be most beneficial to deliver this workshop to the participating teachers. Each participant will receive all workshop materials, and I will upload materials and resources to the Weebly website. During the workshop, to help teachers feel more comfortable with creating an assessment using Google Forms, I will have teachers create an assessment using Google Forms while demonstrating and walking them through each step. The goal for this activity during the workshop is to provide teachers with an opportunity to practice hands-on and learn this skill before the conclusion of the workshop. The PSC standard that will demonstrate the activity objective the most is standard two, element 2.6 Instructional Design because I will model and facilitate how to create an assessment using Google Forms during the workshop. Since this is the final activity, I will ask teachers to submit a summary reflecting on their experience during the workshops. I will review and use the summaries as a tool to determine improvements during these workshops to present teachers with the most efficient materials and information covering Google Suites to help enhance their practice.

**Project Timeline**

The project has to be completed by Fall 2019. My projected timeline for this project will take place during the spring semester of the school year 2018-2019, which begins in January 2019. The project will start with a pre-assessment survey’s to determine the teacher’s comfort level of using Google Suites for student assessments in the classroom. Results collected from the surveys will help me determine the extent of Google Suites that will need to be covered during the sequence of workshops. The hours needed to complete each project item/activity and the total number of project hours is listed below in Table 3. It will take 100 hours to complete the entire project. In January 2019 I will begin creating a Weebly website to store all project materials and resources, along with creating the first activity survey and materials for the first workshop. The first workshop will be held during February, and the other two will continue throughout the semester, having a total of three workshops. The projected resources needed for the project are listed in Table 4.

**Table 3.**

*Project Timeline*

|  |  |  |
| --- | --- | --- |
| Month | Project Item/Activity | Hours |
| January | Create a Weebly Website for workshops  | 6 |
| January | Create and administer Google Forms survey to measure teachers comfort level using Google Classroom. | 3 |
| January | Analyze data for survey over using Google Classroom | 2 |
| January | Develop and gather materials and resources for workshop one over Google Classroom. | 20 |
| February | Implement workshop one covering Google Classroom | 1 |
| February | Develop and administer a follow-up survey for teacher’s feedback on using Google Classroom. | 3 |
| February  | Upload all materials and resources used during the workshop to the Weebly website. | 1 |
| February | Develop and administer a Google Forms assessment to measure the teacher’s comfort level using Google Docs and Google Slides | 3 |
| February | Analyze results from the evaluation covering Google Docs and Google Slides | 2 |
| February | Develop materials and resources for workshop two over Google Docs and Google Slides. | 20 |
| March | Implement the second workshop covering Google Docs and Google Slides | 1 |
| March  | Upload all materials and resources used during the second workshop to the Weebly website | 1 |
| March  | Develop and conduct a post-assessment covering the Google Docs and Google Slides workshop using Google Forms | 3 |
| March | Create a Google Forms questionnaire to measure teachers comfort level using Google Forms for assessments. | 2 |
| March | Create a reflection tool that teachers will use as guidance to reflect on their overall learning experience throughout the workshops. | 2 |
| April | Conduct an online questionnaire using Google Forms to measure teachers comfort level of creating Google Forms to administer student assessments.  | 1 |
| April | Analyze data from the questionnaire covering Google Forms for student assessments  | 2 |
| April | Develop materials and resources for workshop three covering Google Forms  | 20 |
| April  | Implement the third and final workshop covering the use of Google Forms for student assessments | 1 |
| April | Upload all materials and resources used during the final workshop to the Weebly Website. | 1 |
| April | Create and Administer a feedback tool using Google Forms for the final workshop covering the use of Google Forms | 3 |
| April | Review and analyze the participating teacher’s overall reflections of their learning experience | 2 |
| Total Project Hours | 100 |

**Table 4.**

*Proposed Project Resources*

|  |  |
| --- | --- |
| Proposed Resources | Specific Items |
| Space | * Classroom (The workshop will be held in my classroom, which is room 103.)
 |
| Tools | * Google Suites for Education (Forms, Docs, Slides, & Classroom)
* SMARTboard
* Chromebooks
* Desktop computers
* Internet and WiFi
 |
| Materials | * Supporting handouts
* Video Tutorials over Google Suites
* Artifacts of Students assessments using Google Docs & Slides
* Google Slides Presentation to deliver information during the workshop
* Weebly Website to store materials and resources
 |
| Human Resources | * I will deliver all the workshops
* Participating teachers will attend
* All workshop dates will be approved by the principal
 |

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