Alexandra Zurek

ET 691 Internship Proposal

September 19, 2018

For my educational technology internship, I plan to provide professional development opportunities to the staff at Harford Hills Elementary School with a focus on four specific tech tools and/ or programs. The four digital programs I plan to focus on are Active Inspire, Screencast-O-Matic, Seesaw, and Socrative. The idea behind this internship is to provide the staff with ideas and ways to enhance learning opportunities for their students within their classrooms using these tech tools/ programs. I will provide four separate sessions, each in the form of a website (which I will create) that will be easy to navigate and similar regarding the way they are set up. Within each of those sessions, participants will learn what the digital tool is, be provided with ideas of how to use the tool in their classroom, and be given the opportunity to create an activity using the tool (with directions, if applicable). In addition, participants will be required to use the activity they created in their classrooms and then reflect on the implementation using a Google Form. Their artifacts and feedback will help me to complete my reflections as I provide this information to them. Participants will have a start date and an end date for each session (approximately two weeks apart), with all four sessions having to be completed by one final date at the end of the semester. As an incentive, my STAT teacher helped me to be able to provide one CPD credit to any participant who completes all four sessions.

Since my professional development opportunities will be mostly website-based, I will make myself available on Tuesday and Wednesday afternoons during those approximate two months to meet with participants in small groups, or on a one-to-one basis to help plan with or implement the specific tech tool in their classroom. My hope is that participants gain enough information to create meaningful, independent activities to meet the needs of their students and continue to use these tools even after my internship is completed.

Harford Hills Elementary is a small school, with three teachers per grade level, located in Baltimore County with all students in grades K-5 having access to 1:1 devices in their classrooms. Students at Harford Hills have had 1:1 devices since the 2015-2016 school year. Over the past few years, it seems that most teachers at my school are still using the devices at the substitution level and have not moved forward on the SAMR model. My goal is for teachers who participate in my internship to move up at least one level of the SAMR model. Except for a handful of new teachers, Harford Hills is comprised of mostly older, tenured teachers, who tend to have a lot of questions with using technology in their classrooms. After providing a brief survey at the end of the 2017-2018 school year, asking who might be interested in professional learning opportunities on tech tools (and which ones) and through communication with my staff, it has become clear that most teachers want to learn how to use digital tools to enhance their students’ learning but have not been provided the training to make them feel comfortable enough to jump right into using the tools/ programs in their classrooms. Some teachers mentioned that they simply didn’t want to spend their free time exploring a new tool, which is why they stick to what they know. By providing a CPD credit and giving participants the opportunity to work at their own pace (without having a mandatory meeting day each week or every other week), I am hoping that both will act as incentives for teachers to participate. Knowing that there is a variety of knowledge about technology within my school, I feel as if this professional learning opportunity will lend itself to meet the needs of all teacher participants. Teachers without much technology knowledge may begin by creating a more basic activity to use in their classroom, while those who feel a little more comfortable might be able to create a more detailed activity using what they knew and what they learned through the PD session.

I think my internship experience will address Ely’s Eight Conditions of Change in several ways. First, through the pre-assessment survey sent out last year and communication with my staff, it has become clear that teachers are dissatisfied with what they know about digital tools. They do not feel as if they have been provided enough training on specific tools and feel as if they need more information to implement certain tools in their classrooms effectively. Second, over the last few years at Loyola University, I have become more aware of how to use tech tools personally and have felt comfortable trying/ using them in my own classroom. This is helpful because I have the knowledge and the experience that is necessary in creating or finding valuable resources for intended participants. Participants will be provided with 1 CPD credit for completing all four sessions, which works as an incentive for learning about and implementing all four tech tools into their classrooms (at least one time). Because I understand that everyone has busy lives, I decided to provide these learning opportunities through a self-created website using Weebly and/or Wix as my platform. I am hopeful that this will also be an incentive for participants because they are not going to be required to meet on specific dates, but rather they can work at their own pace within the time permitted to complete the session. Those participants that need extra support will be provided with days and opportunities to meet with me so that I can help them with the digital tools in a F2F setting. Throughout my internship I will be showing leadership qualities by creating the websites, providing teachers with appropriate resources and extra support (if needed), providing participants with ways to reflect on the implementation of the tools, and reflecting on my own internship experience.

Below you will find a brief description of each of the four digital tools I will focus on during my internship and the learning objectives of each session. Overall, my goal is for teachers to be able to personalize and customize differentiated instruction to meet the various needs of all students in grades K-5 using the four digital tools.

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| **Session 1: Active Inspire** (a program used to design flipcharts to be used in whole-group or small-group settings or as independent activities)  **Objectives:**   * Use Active Inspire to create engaging presentations and/or activities for use in the classroom * Identify ways to use Active Inspire in your classroom to instruct and engage students * Understand how to create effective lessons for your students using the Active Inspire program * Implement the digital tool in your classroom * Reflect on the implementation addressing the successes and struggles you faced | **Session 2: Screencast-O-Matic** (an online tool used to capture what is happening on your own computer screen to share it with others)  **Objectives:**   * Use Screencast-O- Matic to create educational videos for students * Identify ways to use screen casting in your classroom to instruct and engage students * Understand how to create effective lessons for your students using screencasts * Implement the digital tool in your classroom * Reflect on the implementation addressing the successes and struggles you faced |
| **Session 3: Seesaw** (an online tool that provides students with journal- writing activities and the ability to view/ comment on classmates’ posts)  **Objectives:**   * Use Seesaw to create engaging activities for your classroom * Identify ways to use Seesaw in your classroom to instruct and engage students * Understand how to create effective lesson activities for your students using Seesaw * Implement the digital tool in your classroom * Reflect on the implementation addressing the successes and struggles you faced | **Session 4: Socrative** (an online tool used to assess students quickly and collect/ analyze data)  **Objectives:**   * Use Socrative to create engaging activities/ assessments for your students * Identify ways to use Socrative in your classroom to instruct and engage students * Understand how to create effective lesson activities for your students using Socrative * Implement the digital tool in your classroom * Reflect on the implementation addressing the successes and struggles you faced |

Below you will find my proposed timeline for my internship experience:

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| What will happen? | Who will be Involved? | When will it Occur? |
| Send out survey to HHES staff to pre-assess tech tool knowledge | Me, Harford Hills staff members | May 2018 |
| Meet with S.T.A.T. teacher to analyze results of survey, decide on tech tools, and fill out CPD credit paper for BCPS | Me, Julie Posner | September 11, 2018 |
| Meet with principal and S.T.A.T. teacher to provide internship proposal and get approval | Me, Millie Guild, Julie Posner | September 2018 |
| Share with staff proposed idea, the ability to gain a CPD credit, and identify interested participants | Me, Harford Hills staff, participating staff | September 2018 |
| Session 1: Active Inspire begins | Me, participating staff | October 1, 2018 |
| Session 1: Active Inspire reflection due | Particpating staff | October 15, 2018 |
| Session 2: Screencast-O-Matic begins | Me, participating staff | October 15, 2018 |
| Session 2: Screencast-O-Matic reflection due | Participating staff | October 29, 2018 |
| Session 3: Seesaw begins | Me, participating staff | October 29, 2018 |
| Session 3: Seesaw reflection due | Participating staff | November 12, 2018 |
| Session 4: Socrative begins | Me, participating staff | November 12, 2018 |
| Session 4: Socrative reflection due | Participating staff | November 26, 2018 |
| Overall PD reflection due | Participating staff | November 28, 2018 |
| Provide extra support to staff who need it | Me, participating staff | October 2018-November 2018 |

I hope that through this internship experience, I can collaborate and share ideas with my colleagues. I am excited to share what I know about these digital tools in hopes of enhancing what they know about the tools once they finish the professional learning sessions. I am also looking forward to gaining new ideas and knowledge from participants on how they might use these tools in their classrooms. I look forward to working with adult learners, and foresee this being a beneficial learning experience for those participating as well as myself.