

# Facilitating and Implementing an Online Professional Development Program through Google Classroom

## Overview/Project Summary:

To accommodate the varying needs of our teachers, administrators, and staff, a shift to online professional development needs to be made. GISD has been using Google Classroom with our students, so it is time to use it with our staff to provide a professional development program that can be done asynchronously. Shifting to online professional development will also help us differentiate professional development and it will take away some of the in-person barriers (timing, unknown location, returning late from lunch breaks, etc.).

As a pilot program, Lesley Johnson, the instructional coach at Santa Teresa High School, would like to facilitate a course about Google Classroom using Google Classroom. Participants would complete a six-week course that would cover the basics.

- Week 1: Navigating Google Classroom
  - Using the Classwork page vs. Stream, keyboard shortcuts and tips, and the +Create button.
- Week 2: Getting Started
  - Creating assignments and the features of assignments.
- Week 3: Assignments & Feedback
  - Using private comments, linking vs. attaching, suggesting vs. editing, and the view your work shortcut.
- Week 4: Collaborate
  - Questions and Google Slides and how they help us collaborate with 30+ people (or more!).
- Week 5: Tips & Shortcuts
  - Checking scores, sending feedback, using the phone app, using emojis, and setting yourself up for future successful classes.
- Week 6: Thinking Outside the Box
  - Adding screenshots, using a “Respond to Feedback” topic, voice typing, a parent corner, and more.

Participants would be expected to interact with one another to experience an online classroom setting and how participants can interact with the facilitator and peers in an online classroom.

## Statement of Need:

Most colleges and universities have online courses through a Learning Management System (LMS). Most of our secondary teachers have access to one-to-one technology, and they are using our LMS, Google Classroom, to support instruction. However, teachers have expressed a desire to learn more about Google Classroom, and the best way to learn is by becoming a student. By having teachers participate in a completely asynchronous learning module through Google Classroom about Google Classroom, they will better understand what their students can do and they will see the power of

private comments and how they may proceed through the SAMR model, moving from Substitution and Augmentation to Modification and Redefinition.

### **Goals & Objectives:**

- Understand how to effectively and efficiently navigate through Google Classroom.
- Explore the features of Google Classroom--assignments, materials, questions, quiz assignments, topics, Stream vs. Classwork page, pinning assignments, and unique strategies to leverage the functionality of Google Classroom.
- Understand Google Classroom from the student lens.
- Apply the learning activities in a classroom or professional development setting.
- Examine how students can interact with each other online.
- Look at ways to leverage feedback to enhance student learning.
- Explore the paradigm shift of online learning.

### **Methodology & Activities:**

Participants will have five to six assignments per week or about an hour's worth of work. The assignments will be given on a Monday with a due date of Sunday so that participants are urged to complete their work within a timeframe to facilitate participant interaction. The facilitator is able to use private comments to communicate with participants directly and class comments can be used to communicate with all participants. Participants will work at their own pace and the facilitator will leverage private comments to ensure participants feel supported throughout the learning experience.

### **Evaluation:**

At the end of the module, participants will be asked to complete a survey about the course so that adjustments can be made to the course and the content. Administrators, instructional coaches, and students should be able to report improved usage of Google Classroom in an instructional setting through surveys and/or classroom observations.

### **Timeline:**

This is a six-week course. Ideally, participants would agree to a set six-week period to encourage interaction between classmates to emulate an actual online class. However, assignments and activities can be completed when participants have time. They would merely need to commit to completing all activities in the course to be eligible for the six hours of professional development. The six-week course could begin at the beginning of a nine-week marking period, allowing teachers to finish prior to the end of the marking period when they may feel a heavier workload.