Google Drive for Training Materials

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**Description**

The process of completing the teacher training repository went mostly according to plan. The capstone proposal consists of two main parts. First, collaborate with the teacher trainers to complete a list of appropriate categories for the training repository. Then, create the selected categories on the school Google Drive and then add the relevant materials to the drive from our Learning Management System (LMS). The second part of the capstone project consisted of my creation of a technology-enhanced training sessions for teachers and adding it to the training repository. During the process, there was successful collaboration with the teacher trainers on the categories that should be included in the repository. Once the categories were selected, the process began of creating the appropriate Teacher Training category folders on the school Google Drive and migrating the materials. Later, the training session was successfully created and added to the drive as well.

Some unexpected obstacles were encountered. The suggested categories that the teacher trainers provided was not consistent between trainers. There was only one category that all trainers agreed should be included. Also, different trainers suggested two additional categories to add to the repository. All the teacher training categories suggested by the trainers were added to the teacher repository. An account was not made for the fact that that each trainer has a specific area of expertise and would consider those specific categories as essential. Another obstacle encountered during this process was that veteran teachers were used to accessing the training materials in our closed LMS system and it became a difficult transition during the school year with all of our other requirements. Also, feedback was expected that required changes of at least part of the training session, however one of the comments required that the entire training session be rerecord again to reduce visual and auditory distractions. The feedback was difficult to hear, but it was appropriate and constructive. The training was revised and re-recorded the session before the materials were added to the repository.

Having the trainers include accessing the Teacher Training Repository on the Google Drive during pre-planning sessions for the 2019-2020 school year should help with increasing faculty use of the platform. An annual follow-up survey with trainers is planned to remove, revise, or add training materials and categories as needed in our dynamic environment. The benefit of this repository being created in Google Drive is that it can grow as new trainings or new training categories are added.

**Discussion and Reflection**

During this process learning how to fulfill and implement the goal of the school’s shared vision by creating an efficient means of utilizing our resources was attained. Learning how to create a teacher training repository by researching best-practices resulted in a sustainable technological innovation while managing the change process. By learning to collaborate and communicate with the teacher trainers, teacher buy-in was stimulated from the beginning of the project and diffused innovation and change throughout the school. Collaborating with teacher trainers led to learning how different that process was from collaborating with peers. Teacher trainers are very specific with the areas that they believe are the most important to address. It is important, as a technology coach and leader to attentively consider the requests and concerns of faculty while still meeting other requirements.

Learning new skills were also attained, by researching how to meet a requested training need at the school. After learning this skill, additional skills were learned on how to effectively deliver specific skills and content to teachers using research-based best practices. The teachers could then use the skill to increase student learning in their classes. Continuous communication and collaboration with peers by soliciting constructive feedback on the technology enhanced learning experience added to the learning experience of accepting change and critiques to make the presentation better.

 Remaining flexible as a coach is essential to any individual seeking to address a similar need at their school. There are many experts in various skills at our schools and determining the best way to capitalize on these experts is the goal of a good leader.

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