Google Drive for Teacher Training Materials

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**Capstone Project Proposal**

The setting for the proposed project is Georgia Connections Academy Middle School. Georgia Connections Academy (GACA) is a Public Charter Virtual School. As of the 2018-2019 school year, it is divided into two organizational units; Middle School and High School. GACA was founded in 2011 as a K-8 school and in 2012 expanded to include the high school grade bands. Due to low academic performance, GACA closed its elementary school grade bands at the end of the 2017-2018 school year. The Georgia Department of Education approves GACA’s charter and students attending GACA must have a Georgia residency. It is accredited by the Southern Association of Colleges & Schools Council on Accreditation and School Improvement. GACA’s students interact with the Connexus LMS for instructional content and assessments via their personal computers or other electronic devices. The students interact with their teachers during weekly synchronous sessions, lesson recordings, telephone, and occasional in-person sessions. The approximately 4,000 students attending GACA come from a variety of socio-economic backgrounds. It is 51% White, 35% Black, 7% Hispanic, 5% Multi-racial and 2% Asian/Pacific Islander. If our students were in a traditional brick and mortar school 44% of the students would receive free or reduced lunch. As a result, the school receives Title I funds. The Governor’s Office of Student Achievement (GOSA) states that for the 2016-2017 school year GACA’s middle school student’s academic growth is higher than 15% of middle schools in the state and 82% of its 8th grade students are reading at or above the grade level target (GOSA 2018). GACA’s student mobility rate is 40% (GOSA, 2018) and the Governor’s Office of Student Achievement applied the school letter grade of D to Georgia Connections Academy for 2017. The school has not earned grade higher than D from 2013 – 2017 (GOSA, 2018).

The district is led by the Executive Director who is the direct liaison with the school board. During the 2017-2018 school year the middle school was headed by a principal who was supported by several Master Teachers. These Master Teachers support the principal in lieu of assistant principals. Position title include grade level chairs, testing coordinator, professional development coordinator. These Master Teachers also serve as general education or special education teachers with a homeroom and regular course load. There are two counselors that serve 7th and 8th grade and split service to 6th grade students A-M and N-Z. There are four special education teachers who serve grade levels 6th, 7th, and 8th grades for Math, Science, Social Studies or Language Arts area. Each grade level is divided into two teams. Teams alternate years serving IEP and 504 student populations and the special education teachers serve on the IEP teams with the general education teachers. The employees also include shared administrative staff, Spanish, art, educational technology and physical education teachers.

Last year the district applied for charter renewal. When the initial meetings were held with the charter commission members, they told the Executive Director that our district would not receive renewal if we included the elementary portion of our school as a part of our charter. Our charter was renewed for three years, but as a middle and high school only. Some of the teachers at the elementary school level proactively began taking middle and high school GACE assessments to become certified in the upper grade levels to continue working at GACA. These teachers will need training on the existing processes at the middle and high school grade levels. Every year teachers leave our school for a variety of reasons. Some wish to work in the brick and mortar setting again while some move out of state. There are very few teachers with K-12 virtual school experience, so all new teachers require extensive training on GACA’s LMS and school processes prior to the beginning of the school year. Every school year there are some new hires who start with GACA after the school year officially starts and these trainings must occur as teachers are actively teaching during the school year. In addition, there are administrative mandates that occur during the year that also require additional training of staff. These situations present the need for more teacher training.

**Statement of Problem, Need and Rationale**

The problem or need that prompted this project proposal is the need for an organized location online to house our training materials. In the 2012 SETNA National Educational Technology Trends Report (2012), Educational Repositories are listed under Educator Effectiveness as a focus area to transform teaching and learning. An instructional repository is an organized collection of online teaching materials (Hart, 2004). Our school currently has a system for housing online teacher training materials, but the system is not organized and easily accessible. The current online materials are accessible via our closed LMS system and is organized in a randomly generated numerical order. A new system is needed. As Hart and Albrecht surmise increased access to education repositories has shown to be in combination with other practices an effective mode of professional development. The National Educational Technology Plan also asserts that professional educators that are supported by technology that connects them to data, content, resources and learning experiences enable and inspire more effective teaching for all learners (NETP, 2010). Millennial teachers in particular actively want to learn and coach one another and aggregated resources that support programmatic and operational excellence can help them do so (Beglau, 2011).

Deciding which type of platform needed for this instructional repository requires a focus on three major themes: staffing purpose and goals (Wesolek, 2015). The cost of staff to develop and update the platform is negligible because the current professional development staff will update the information on the platform. The purpose, mentioned earlier, is to provide an organized, centralized, and easy to access online repository for teacher training materials. The goal is for teachers to have access the professional development training materials whenever they need. GACA currently uses a Google Suite of products for communication and file sharing. G Suite for Education offers these tools free for schools (Google, 2018). I will create an organized teacher training repository in Google Drive. In using Google Drive to house the educational repository for our teacher training materials, GACA will not incur any additional costs. The staff is also already familiar with using the Google Drive to access files. Professional development staff and I will create content stored in the educational repository. The organization of the teacher training materials in the Google Drive repository I created will be tailored to the needs of the teachers. Tailoring to the needs of teachers is supported in the literature (Santos-Hermosa, 2018). Teachers will access the educational repository to view or read training materials as needed.

**Objectives & Deliverables**

There current teacher training materials at GACA are currently not organized and stored in an easily accessible online location. The Google Suite product Google Drive is free and available for use by administrators, teachers, and staff. To solve the problem of difficult to access training materials, my capstone will address the following objectives.

Objective 1: By September 16, a Google Drive based repository for teacher training materials will be created by me and evaluated by PD staff.

Deliverables:

* A Google Drive
* A survey for the PD staff regarding categories for organizing teacher training materials
* Evaluation checklist to determine if Google Drive includes all necessary components

Objective 2: By November 5, 2019 all relevant training materials located on the current LMS will be organized and migrated to the Google Drive.

Deliverables:

* Organization list of materials to be migrated to Google Drive
* Evaluation checklist to determine successful migration to Google Drive
* A survey for professional development personnel to determine if they all agree with the placement of the teacher training materials into the correct category folders on the Google Drive.

Objective 3: By January 26, 2019, I will create and upload a training resource to the Google Drive.

Deliverables:

* Presentation on how to livestream in Adobe Connect
* Presentation uploaded to Google Drive
* A survey of for professional development staff and faculty to determine if the presentation meets the quality expectations for training materials and for feedback.

**PSC Standards**

**Standard 1: Visionary Leadership**

Candidate facilitate the development and implementation of a shared vision for the use of technology in teaching and learning, and leadership.

**Element 1.1 Shared Vision**

Candidate facilitates the development and implementation of shared vision for the use of technology in teaching, learning, and leadership. (PSC 1.1/ISTE 1a).

**Element 1.4 Diffusion of Innovations & Change**

Candidate researches, recommends, and implements strategies for initiating and sustaining technology innovations and for managing the change process in schools. (PSC 1.4/ISTE 1d)

**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)

**Project Description**

This project will include the creation of a Google Drive specifically for housing teacher training materials. I will create the drive and organize the folders in the drive for optimal use. I will migrate teacher training materials from the LMS to the Google Drive teacher training materials repository. I will create a training resource and upload it to the Google Drive teacher training materials repository.

**First project item/activity.**

The first part of the project will be to create the Google Drive and organize the folders within it. I will communicate the goal of this project with previous professional development staff. These individuals are the most familiar with the type of materials that will be placed into the repository. I will send the staff a survey for them to inform me what they think the best categories should be for organizing teacher training materials. I will use feedback from this survey to drive the organization process for the teacher training materials repository. I will then create and organize the folders for the repository. These activities align with PSC standard 1.1 Shared Vision because GACA’s vision statement includes the efficient use of resources. They align with 1.2 Strategic Planning because I will be designing the format of the teacher repository. They align with 1.4. Diffusion of innovations and Change because I will research and implement the strategy for sustaining technology innovations and manage the change process. They align with 3.7 Communication & Collaboration because I will communicate with the most recent creators of professional development materials on the categories that they think would encompass all the training material resources they created in the past. Communicating with staff, creating the Google Form survey for the professional development personnel, analyzing the results of the survey, creating the Google drive and designing the folder format for the training materials will take 25 hours.

**Second project item/activity.**

The second part of the project will be to migrate the unorganized teacher training materials from the LMS to the appropriate categories within the teacher training materials repository on Google Drive. I will save the previously created materials on the LMS into the appropriate folder in the repository. After transferring all the teacher training materials, I will create a Google Form feedback survey for professional development personnel to determine if they agree with the placement of the teacher training materials into the correct category folders on the Google Drive. These activities align with PSC standard align with 1.4. Diffusion of innovations and Change because I will implement the strategy for sustaining technology innovations and manage the change process. They align with 3.7 Communication & Collaboration because I will communicate with the most recent creators of professional development materials on the placement of the training materials into category aligned folders. Transferring and saving the teacher training materials from the LMS to the Google Drive into the appropriate folder, creating a Google Form survey for feedback from professional development personnel, analyzing the feedback from the survey, and changing training material locations based on feedback will take 50 hours.

**Third project item/activity.**

The third part of this project is creating a presentation on Livestreaming in Adobe Connect and uploading it to Google Drive, the teacher training materials repository. I will research how to livestream in Adobe Connect. Create a PowerPoint on livestreaming in Adobe Connect and record the presentation. I will communicate with the professional development personnel and faculty that I have created the presentation and I will add it to the repository. I will provide the staff with a Google Form requesting feedback on the presentation and I will make changes to it if needed. These activities align with PSC standard align with 1.4. Diffusion of Innovations and Change because I will implement the strategy for sustaining technology innovations and manage the change process. They align with 2.6 Instructional Design because I will model the effective use of research-based best practices when I design the presentation on a digital tool using a technology-enhanced learning experience. They align with 3.7 Communication & Collaboration because I will communicate with professional development personnel before and after creating the presentation as a training resource and I will communicate to the faculty that the presentation is in the repository and ask for feedback via a Google Form. They align with 5.2 Professional Learning because I will design and implement a technology based professional development with faculty online.

Creating and recording a presentation, uploading the presentation onto the Google Drive, communicating with professional development staff, creating the Google form and analyzing the Google Form results, and revising the presentation as needed will take 30 hours.

Table 1.

*Project Activities Alignment*

|  |  |  |
| --- | --- | --- |
| Project Item/Activity | Project Objectives | Deliverable |
| Create and organize folders in Google Drive for teacher training | Google Drive for teacher training  | September 17th, 2018 |
| Migrate teacher training materials from LMS to Google Drive repository | Repository of teacher training materials contains all relevant material from LMS | November 5th, 2018 |
| Create and upload livestreaming presentation to Google Drive repository  | Livestreaming in Adobe Connect presentation added to Repository  | January 28th, 2018 |

**Evaluation Plan**

This project will be evaluated via Google Forms. Professional development staff and faculty will be provided with Google Forms at each stage of the project. The results will determine the direction of the project and determine if objectives are being met.

**First project item/activity.**

The first activity will be the creation and organization of the teacher training materials repository on the Google Drive. This project will be evaluated by the professional development staff via a Google Form. The form will determine if I correctly created the teacher training material folders on a Google Drive. I will make appropriate changes if needed and will communicate with the relevant members of the professional development team to confirm appropriate changes.

**Second project item/activity.**

The second part the project will be to migrate the teacher training materials from the LMS into the Google Drive. The training materials will need to be placed into the appropriate folders in the Google Drive. The professional development personnel will complete a Google Form after reviewing the teacher training materials repository to respond on the appropriate placement of teacher training materials. I will transfer the materials if needed to the appropriate category folders.

**Third project item/activity.**

The third part of the project will be for me to create a presentation on how to livestream in Adobe Connect and upload it to the teacher training repository. The professional development team along with the rest of the faculty will complete a Google Form on the content and presentation of the resource I create. I will make changes to the presentation, if needed, based on the Google Form feedback results.

**Project timeline.**

The timeline for this project will be the 2018-2019 school year. The project will begin in August with the communication with the professional development staff and the survey on teacher training materials categories. The project will continue through the October with the migration of the training materials from the LMS to the Google Drive. The project will conclude with my creation of the livestreaming in Adobe Connect presentation and uploading it to the Google Form repository. The project should take an estimated 100 hours or more based on the project timeline.

Table 2.

*Project Timeline*

|  |  |  |
| --- | --- | --- |
| Month | Project Item/Activity, or Evaluation Item | Hours |
| August | Communicate with professional development staff | 2 hours |
| August | Create Google Form for teaching materials categories. Submit Google Form to professional development staff on possible repository categories. Analyze results of Google Form.  | 5 hours |
| August-September | Design Google Drive for teacher training materials | 15 hours |
| September | Create Google Form for professional development staff on organization of future teacher training materials repository. Analyze results of responses to Google Form | 5 hours |
| September | Revise organization of repository based on feedback | 2 hours |
| October | Migrate training materials from LMS to Google Drive  | 45 hours |
| October | Create Google Form for professional development staff to provide feedback on teacher training materials repository material placement. | 5 hours |
| November | Revise placement of teacher training materials per feedback results | 2 hours |
| December-January | Research and design how to livestream in Adobe Connect | 15 hours |
| January | Create Livestreaming in Adobe Connect presentation and record presentation  | 7 hours |
| January | Add presentation to repository | 1 hour |
| January | Create Google Form for professional development team and faculty for feedback on presentation. Analyze results. | 5 hours |
| February | Revise presentation and upload.  | 2 hours |

Note: Month = the month during which activity or item will take place. Project Item/Activity, or Evaluation Item = statement to describe what learners or evaluation plan will do to meet the objective. Hours = hours necessary to create and implement, or evaluate content.

Table 3.

*Resources*

|  |  |
| --- | --- |
| Resource type | Specific Item |
| Space | Meeting space for communication with professional development staff. -small conference room  |
| Tools | Laptop computer, Google Suite for Education: Google Drive, Google Forms, Gmail LMS, Wi-fi or Hotspot,  |
| Materials | Teacher Training materials, surveys |
| Human Resources | Myself: to design and create the repository, create and analyze surveys, and research, create and record livestreaming presentation; Professional Development staff: agree to participate and complete surveys; Faculty: view presentation and complete survey |

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**Appendix**

Sample survey for livestreaming in Adobe Connect presentation





