Using Google Apps for Effective Collaboration

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1. PROBLEM STATEMENT

a: Stalled Technology Integration

Profile: The Acme Regional School District is a small (two elementary, one middle, and one high) district in   . Its stated mission is "to ensure that a well-rounded educational experience is available for all children that will allow each of them to maximize their individual potential so that they may become successful, active, integral members of an ever-changing world." Ideally networked computer technology could play a critical role in supporting the district's capacity to meet its ambitious goals.

Stalled technology leadership: Acme's long-time superintendent is very pro-technology, and believes school should prepare students for the workplace. In 2007, the district achieved acclaim for creating a non-profit to bulk-purchase laptops and tablets and lease these to students in area schools. However, integration of technology into instruction now is below average, reflecting staff resistance resulting from ever-changing priorities and ineffective administrative leadership and management of technology adoptions.

Recent problem: Last year, the district adopted Google Apps for Education (GAfE) for email and document sharing. However, as with many technology decisions, this was a "Central Office decision" rather than a "process." There was little to no "roll out" or training: faculty were neither involved in the decision, nor recruited for motivated participation, nor taught to use GAfE. This reflects structural problems: there is currently little or no technology planning or technology curriculum planning at the school level, and centralized planning has disenfranchised many.

Deploy Glitch: There was also a major technical glitch in the pre-sets for the new GAfE accounts. The default setting for uploading documents is "do not convert to editable and do not ask," and this was not changed. Because there was no training around it, most teachers believed one could not edit MS documents once uploaded to GAfE, and thus saw GAfE as an obstacle to online collaboration, sticking with MS Office docs attached to emails. As a result, only early adopters who explored the tool enough to discover this setting use GAfE now.

Forced Office Removal: In late Spring it grew time to renew the MS Office licenses, but as the district was suffering from budgetary constraints, the administration decided not to install MS Office on any but administrator machines, giving faculty and students the option of GAfE or the Apple equivalents of Office, called "Pages" and "Numbers". This summer, the director of technology left for a new post, with the Office vs. GAfE unresolved.

b: An opportunity: Google Apps.

New Leadership: The new director of technology is GAfE savvy and advocating for GAfE not only for collaborative workflows among faculty and staff but for classroom and blended learning patterns using teacher websites and integrated Google docs and media. He is spearheading this retraining, and proposed that by adopting best practices for online communication and collaboration, all teachers can more swiftly align instruction horizontally and vertically in the high-stakes adoption of the new common core state standards and district 21st Century Skills.

Potential Goals: The superintendent, the new director, and the HS principal believe that GAfE adoption has the potential to greatly improve efficiency and collaboration among teachers, making their work more easily adopted and reviewed by other teams (as well as administrators). Adopting a common platform makes possible the centralization of reference points, distribution of process work, and standardization of procedures for effectiveness and peer education.

The director and HS principal also welcome GAfE's support of information decentralization and more reciprocal flows of influence more reciprocal between administrators and teachers. For example: Because GAfE offers tight control on view, edit, and comment permissions, products and processes can progress from individuals and pairs to small and then larger teams to support decentralized technology planning, or be shared as exemplars influencing the work of others.

Exploratory Meetings: The new director held voluntary "school-based technology planning" meetings on the second Professional Development day prior to classes, with principals advertising these as an initiative to decentralize technology planning. GAfE would be used to involve teachers in schools to draft and collaborate on plans. Many teachers took time from startup planning to attend these meetings, where the new director of technology showed everyone how to change GAfE upload settings to ask about conversion to editable format and make conversion the default. Most teachers found this surprising and enlightening.

GAfE in the Classroom: The director also discussed the importance of adopting Google Sites as classroom home portals, because of live links to Google Docs that were protected by the GAfE Intranet, so student work could be shared without violating the Children's' Online Privacy Protection Act (COPPA). These discussions helped him learn anecdotally about how few faculty understood anything about the value of GAfE, and about how things were done now, both for teacher collaboration and for instructional management.

However, major constraints on the potential of training to affect all professional staff include:

1. GAfE is a symbol for an ongoing and heightened power struggle between Central Office and schools, so administrative visions and initiatives have limited sway.
2. Planned district professional development days are again filled with state standards work, so any PD will need to be voluntary and occur after school, with as-needed peer education sufficing in place of mandatory, full-staff training.
3. The school budget, recently approved, did not include money to compensate an instructional designer or the pivotal School Team Leaders (STLs) required.

Elearning Unit 1:

GOOGLE APPS FOR DECENTRALIZED TECHNOLOGY PLANNING
Course Design Document

TABLE OF CONTENTS

Elearning Unit 1:

GOOGLE APPS FOR DECENTRALIZED TECHNOLOGY PLANNING

PROJECT OVERVIEW

1.1 Course Title:

Google Apps for Decentralized Technology Planning: Unit 1

1. 2 INSTRUCTIONAL GOAL

This unit is the first of four sessions designed to enable ACME Regional School District (ACME) to distribute technology plan development to school-based teams via Google Apps for Education (GAfE).

1.3 SUMMARY

Participating school teachers, administrators and staff will learn the skills and patterns needed to collaborate on document development with district's Google Apps for Education (GAfE) environment. In a "flipped practicum" approach, eLearning will convey skills and content to individual learners in online sessions. Learners will later apply this material as school-based teams to collaborate on school contributions to a 2014-7 Technology Plan.

Each unit will have three segments: 1) **Presentation** (individual eLearning), 2) **Teamwork** (synchronous practicum), and 3) **Follow-Up** (asynchronous collaboration). The eLearning environment and session presentations will be designed and developed by a consultant instructional designer, consulting with members of the district leadership team and the course instructional team who conduct and facilitate the Teamwork sessions.

Formative assessments after Presentation and Teamwork segments, along with a review of materials produced by each individual and team, will prompt support outreach by instructional team members and inform the design of subsequent units. Beyond technology planning, pointers to additional applications (such as interdisciplinary instructional unit planning) will assist in transfer of skills and practices. Elearning materials and job aids will remain online to assist with transfer. Course participants will be positioned as mentors for the remainder of school staff who do not elect to attend this training.

1.4 NEED

For a Distributed Development of a New Tech Plan:

A previous District Technology Plan was developed primarily by a central office team. This plan was soon out of phase with target environments, comprised school-based stakeholders whose perspectives and contributions were minimally reflected in the document. By distributing development to school-based teams, ACME can exchange a degree of centralized control for genuine, sustained follow-through. However, teachers 'schedules lack much flexibility or openings for the meetings that synchronous, face-to-face collaborative development require.

For a GAfE Focus:

Mastering asynchronous online collaboration can make the distribution of planning and development work more feasible, not only for the Technology Plan but for other key needs associated with new state and local standards. Positioned and supported as common platform for document development, GAfE can centralize reference points (documents and discussions that have not yet been adopted by the school board) and standardize procedures to greatly improve efficiency among teachers.

At the same time, GAfE can distribute process work, supporting more reciprocal flows of communication and influence between administrators and teachers. For example, because GAfE offers tight control on view, edit, and comment permissions, work products and exchanges can progress from individuals and pairs to smaller and then larger teams. Resulting high-quality products can be shared as evolving exemplars of what GAfE makes possible, illustrating and supporting the dissemination of skillful GAfE use throughout the organization.

2. AUDIENCE

2.1 AUDIENCE OVERVIEW

Most ACME teachers have little to no experience with Google Apps, or bad experiences with them, although some patterns of GAfE collaboration are being introduced among administrators, with some significant appreciation for its power, and this will trickle down. A few teachers with personal Gmail accounts have explored Google Drive and Apps as a result of their professional development or other contacts.

All ACME administrative staff and teachers have access to GAfE now regardless of their computing platforms at home or at schools, and will increasingly be asked to use these tools in district professional development and school-based initiatives. There a strong need for GAfE training, and for participants to directly experience the value of the training and tools through immediate application.

2.2 ENTRY BEHAVIORS

There are significant barriers to this training. A previous decision to remove Microsoft Office from all teacher machines without providing commensurate training in Google Apps created resistance among many faculty and staff, some of whom purchased their own MS Office copies rather than learn GAfE on their own. While all district instructional staff, as well as principals and assistant principals, will be invited to participate in this training, many will not elect to participate, and rather wait to see how their peers fare.

2.3 EXPECTED PARTICIPATION

Each of ACME's five school divisions (Elementary 1, Elementary 2, Middle School, Junior High School, High School) will be invited to form development teams to participate in the project. Each team will be led by one "School Team Leader" (STL) as facilitator and trainer, someone already skilled in GAfE and possibly an administrator. Team composition will vary with the size of each school, and will likely range in size from 3 to 12 members.

Given the investment required to develop this training, team participants will be supported and expect by their building administrators to serve as mentors to the remainder who are not yet ready to personally embrace GAfE, but will be increasingly expected to participate in GAfE-based activities by administrators and invited to do so by peers.

3. DESIGN

3.1 INSTRUCTIONAL STRATEGY

For each session, there are **3 segments**: is an **asynchronous preparation segment**, a **synchronous teamwork segment**, and an **asynchronous follow-up segment** including an assessment and a connect activity. In the "Flipped" preparation segment addressed by eLearning, participants will complete a Captivate tutorial and then complete a pre-assessment on their own.

3.2 TIME CONSTRAINTS

Teachers in public schools remain "[Prisoners of Time](#) (ECS, 1994)". Their availability for professional development outside the school day is limited by their programmed schedules, with at most one "planning period" of less than an hour per day. As a result, they have less time to plan, collaborate and perform research than teachers in schools in most other countries.

To accommodate time constraints above, this will be a "flipped" course with three segments.   "Flipping" means viewing presentations on one's own at home, then working with others on application tasks at school. A day or two before the 90-minute Teamwork segment, participants are required to set aside one hour, at their convenience, for the Presentation segment. Following the Teamwork session, participants are given three weeks to complete approximately three hours of follow-up work at their convenience. After taking this course, participants will be able to collaborate on plans and documents without having to meet in person, and with greater efficiency and available support than before. Course materials will stay online for easy reference and sharing as job aids.

3.3 DESIGN CONSIDERATIONS

All materials will be presented via a Course Website developed with Google Apps. Materials for the eLearning Presentation segment will include a Captivate Tutorial, some printable job aids, and formative assessment questions via Google Form. Teamwork segment materials will include document templates and procedure sheets, and follow-up segment will rely on evolving work projects and online and printable job aids that reference the targeted skills and patterns for the unit, as well as needs that surfaced during Teamwork.

All Segment activities and materials will be referenced via the Course Website linked below. This site includes links to the presentation and pre-assessment, a series of tasks and guides facilitated by the School Team Leader, and a guidance page for the Follow-Up Segment which will include a Google Form-based Skills, Knowledge & Attitudes (SKA) Assessment and instructions for Connect Activities:

https://sites.google.com/site/collabandplan

4. COURSE OUTLINE

4.1 OBJECTIVES

A. COURSE ACCESS OBJECTIVES: These are required for eLearning effectiveness.

Performance Objective	Verbal	Intellectual	Psychomotor	Attitude
A.1. Students can find course website independently.			Independently find course website from district site.	
A.2. Students deeply process presentation (video content segments).		Visual & Audio learners: Build cognitive schema with new material.	Operate, pause and replay to absorb new material.	Set aside resistance to topic, explore anew.

B. SESSION 1 OBJECTIVES: First column=performance, subsequent=learning objectives.

Performance Objective	Verbal	Intellectual	Psychomotor	Attitude
B.1. Students can select the right text file type for the job.	State the uses for common text file types: PDF, Word Doc, GDoc	Based on use case, select the appropriate format.	Recognize icons associated with each format.	
B.2. Students use the Google Drive interface for shared file effectively.	In Google Drive, state names and functions for key icons and elements.	Based on need and history, choose from "My Drive" or "Shared with Me".	In Google Drive, locate listed icons or links.	

Performance	Verbal	Intellectual	Psychomotor	Attitude
B.3. Students use the Google Text Doc interface to support active, reliable collaboration.	Identify listed tools for key collaborative functions (check revisions, make copies, share with others, comment).	Initiate a new comment stream based on selected text, or participate in an existing one, expect email notices.	Locate listed tools for display, adjusting view options to suit vision and screen area.	
B.4. Students access and contribute to Google Group conversations effectively and conveniently.	Define the various subscription options for Google Groups and select the desired option based on need and preference based on current activity.	Choose effectively among "reply to sender" and "reply to group", based on "FROM" field and reply content.	Locate the email address and web service for a Google group, and post both from email and from the group service.	
B.5. Students select the best method for collaborative discussion, given content & context.		Given a use case, choose the best sharing method among in-document commenting or group posting.		
B.6. Students develop a functional grasp of the organizational framework of the Tech Plan.	Define each of 5 Technology Plan benchmark headers.	Select the benchmark header closest to personal need, interest &/or experience.		

Performance	Verbal	Intellectual	Psychomotor	Attitude
B.7. Students complete formative assessment in a timely fashion.	Students can explain role of our formative assessment in course quality.	Students decide to complete assessment immediately after tutorial.		

4.2 CONTENT OUTLINE

The objectives and activities below refer to the eLearning segment of the course, to be developed via Adobe Captivate (with mid-tutorial Assess questions) followed by a formative assessment via Google Form.   Optional "MORE" activities are in italic and gray.

A1. Orientation

1. **Absorb [Narrated Slideshow]: Orientation to This Training**
   Participants develop expectations for how this 3-Segment Flipped professional development model works, and how they will access and use online materials. Participants understand Flipped Professional Development model and their responsibilities to participate.
2. **Absorb [Guided Tour]: Orientation to This Website**
    Participants will learn how to find website on their own and use it for this training. They are also introduced to Captivate Tutorials and how to Pause/Replay video segments. Participants will understand the "chunking" of this Captivate Tutorial presentation and the need for Formative Assessment data.
3. *OPTIONAL - [MORE ABOUT ASSESSMENT]: Absorb [Narrated Slideshow]: Role of Formative Assessments. Participants appreciate the difference between Captivate FA and Google Forms.*
   a. *Why? Gauging eLearning & Teamwork Effectiveness for meeting Learning Intentions*
   b. *When? On Your Own: Right After Video, then Right After Teamwork*
   c. *What happens to your submission? Results are analyzed by STLs and Designer to plan and modify the next session. STLs also plan remediation based on results.*

B1. How are GDocs Different?

1. **Absorb [Narrated Slideshow]: How are GDocs Different?** Participants learn to view Google Docs and Google Drive as analogues to Word Files and Computer Desktop (Mac OS) Folders. Discuss the 3 File Types (PDF, DOCX, GDOC). Participant then learn the special permissions for Google Docs: the 3 Edit Modes for Google Docs.
2. **Assess [Multiple Choice]:**
   a. Identify the right text file type for a given task using the icons for each file format.
   b. State the uses for common text file types: PDF, Word Doc, Gdoc

B2. Commenting with Google Docs

3. **Absorb [Simulation]:** Participants learn to comment with Google Docs. Participants are introduced to Notification Preferences, Embedding Comments and Responding to Comments.
4. **Assess [Clickable Interface]:** In Doc, given names and functions, click on key icons and elements (check revisions, make copies, share with others, comment).

B3. File Management with Google Drive

1. **Absorb [Guided Tour]:** Using the Google Drive interface for file management.
2. **Assess [Clickable Interface]:** In Drive, given names and functions, click key icons and elements.
3. **Absorb [Narrated Screencast]:** Managing Drive Folders for Shared Document Work.
   a. My Files vs. Shared With Me Files.
   b. The Who, Where & Why.
   c. Move Shared Files to My Drive for Active Organization
   d. Leave Inactive Files in Shared With Me for Reference
4. **Assess [Multiple Choice]:** Based on need/context, choose from "My Drive" , "Shared with Me".

B4. Groups and Google Drive

1. **Absorb [Narrated Slideshow]**: Introduce the collaborative communication elements of Google Groups and Google Drive together
2. **Absorb [Narrated Screencast]:** Accessing Shared Documents.
   a. Sharing GDocs w/Groups : The Group Name, The Share Message, The Permissions
   b. Who, Where, Why: Tech Plan Example. STL shares with School Team for comments. Starts in "Shared With Me."
3. **Do [Guided Practice]: Applying Document Sharing to the Old Tech Plan:**
   a. Access public ACME Tech Plan Folder in Google Doc via Website Link
   b. Share to your email account, with Share Message and Comment Permissions
   c. Find ACME Tech Plan Folder in your "Shared With Me". Add to "My Drive".
   d. To commit to a role in project, comment on an appropriate place in the shared resource.
   e. Note (and if needed, change) Notification Settings. Going forward, you will reply to Doc Comments from others (and Group Messages meaningful to you) as appropriate.

B5. Groups for Collaboration

1. **Absorb** [**Narrated Screencast**]: Overview: Using Groups for managing members, searching discussions, and sharing documents. Posting via Google Groups Service vs Email: Cases for either. Default settings (reply to sender, reply to group, choose), cases for either. Noting the TO: and FROM: Fields . Worst Case: thought reply to sender was reply to group.
2. **Do [Multiple Choice]:** Emailing: choosing correctly among "reply to sender" and "reply to group", based on "FROM" field and reply content.
3. **Absorb [Guided Tour]** Groups Service: Finding a group, viewing members, finding posts. Posting: via Groups Service, finding the group's email address.
4. **Assess [Clickable Interface]:** Using the Groups Service: given names and functions, click on key icons and elements (check revisions, make copies, share with others, comment).

5. *[OPTIONAL MORE LINK: GROUPS PRACTICE] Do [Field Performance]: Test Posts to Test Group.*
   a. *Find Group Service for Test Group*
   b. *Manage Your Subscription: select option based on need and preference.*
   c. *Post from Group. See post in email. Note FROM field. Reply to comment on post. Note TO field.*
6. **[OPTIONAL MORE LINK: GROUPS PRACTICE] Absorb [Narrated Screencast]:** Doc Comments vs. Group Comments T-Chart
   a. Embedding in Google Doc Gives Context. However, it is Time-Sensitive. Documents get moved around and lose focus.
   b. Posting Highlights issues broader than a document. Posts are searchable so people who join groups later can catch up.

B6. Tech Plan: the 5 Benchmarks

1. **Absorb [Slideshow with Narration]:** Developing a functional understanding of the framework of the Tech Plan. Defining each of 5 Technology Plan benchmark headers: Mission, Vision & Values, b. Tech Integration & Literacy, c. Tech Professional Development, d. Accessibility of Technology and e. E-Learning & Communications
2. **Assess [Multiple Choice]:** Defining Benchmark Headers by choosing appropriate examples.
3. **Connect [Decision]:** Consider and select the benchmark header closest to personal need, interest and/or experiences
4. *[OPTIONAL MORE LINK: WHERE WE'RE GOING] Absorb [Slideshow with Narration]: Plan Going Forward: individually updating Tech Plan Content as we practice collaborating with Drive & Docs. In the Teamwork Segment, we will: Create "My Tech Plan" Folder in "My Drive." Copy your plan section, paste into new document in "My Tech Plan" Share with school team, inviting comments. Develop it. Reply to comments and group messages. In Unit 2 you will paste it into a new tech plan outline, organized the way this one was.*

B7. Formative Assessment

1. **Absorb [Slideshow with Narration]: Review in prep for Assessment:** Quickly replay the key elements required for our collaboration in teamwork session (also reinforce for the pre-test).
   a. **Drive Interface**: In Google Drive, state names, locations, and functions for key icons and elements.
   b. **Docs Interface**: identify the locations of collaborative function tools (check revisions, make copies, share with others, comment).
   c. **Groups Interface**: Locate the posting email address and web service associated with a Google group membership, and post both from email and from the group service.
   d. **Application:** Correctly choose the sharing method for a given need between in-document commenting and group posting.
   e. **Review / Connect:** See how these powers & patterns can be helpful?
   f. **Time for the Session Pre-Test!**: Make sure participants take the pretest and know where and when the teamwork session is.

Following this Captivate tutorial, participants will complete a Google Form-based Formative Assessment (see 4.3 Evaluation of Objectives below).

4.3 COURSE MATERIALS

Following the eLearning segment, participants they attend the Teamwork Segment, facilitated by a School Team Leader, referencing materials and instructions from the course website, described below.

A Storyboard guides the development of the eLearning Segment using Adobe Captivate: https://docs.google.com/presentation/d/1fVqaATtS2prNRsp_iqKoulSzLWmM710HE4b8ouhN9co/edit?usp=sharing

Teamwork materials will be maintained and updated on the course website and include:

1. **Instructor Guides** for the School Team Leaders:
   https://sites.google.com/site/bramgoogcoach/collab-pattern/unit-plans

2. **Post-Teamwork** Formative Assessment Google Forms:
   https://docs.google.com/forms/d/1Rz_6gK6Q0sUeDGoQbisxbK9V_zjOuwVN2dHYJV_Aseo/viewform

3. **Tutorials and resources**: For use during the Teamwork sessions and following:

   a. **Hot Lists** used in training only:
      https://sites.google.com/site/bramgoogcollab/apps-training
   b. **Reference Lists** used or referenced in training and follow-up:
      https://sites.google.com/site/bramintegrationhelp
   c. **Tutorials** created on demand and shared via email:
      https://sites.google.com/site/bramtechtips/

Follow-up Segment Materials will include planning documents and tools developed and shared within school teams:

1. **White Papers** describing rational and procedures presented:

   a. https://sites.google.com/site/bramgoogcollab/apps-training/detailed-steps,
   b. https://sites.google.com/site/bramgoogcollab/apps-training/google-docs

2. **Job Aids** will be added to the District Tech Department's Support Site:
   https://sites.google.com/site/ltstechsupt/

3. **Showcases** will list documents under development through this training:
   https://sites.google.com/site/bramgoogcollab/projects-under-development

4.4 EVALUATION OF OBJECTIVES

Evaluation of the 3 segments of this unit will involve 3 components:

1. **Presentation Post-Test** completed via Google Form after the Preparation segment, once participants have completed the Captivate Tutorial.
2. **Teamwork Post-Test Skills Assessment** comprised of a series of Reinforcement and Connect tasks, most of which will serve the dual role of applying GAfE collaborative work to Content Threads, and
3. **Knowledge & Attitudes Assessment** completed via Google Form including items from the Presentation Post-Test, Teamwork procedural recall, Likert-scale reviews, and descriptions of participant experiences and planned participation in follow-up.

1. Presentation Post-Test: Assessment and Reinforcement of eLearning

a) **Resource:** Captivate Tutorial. Setting: Course Website. Criteria: 80% Accuracy.
b) **Instructions:** Demonstrate recall of key items from the Captivate tutorial by completing this Google Form Pretest (and Readiness Survey).
c) **Google Context:**
   i) Given matching items, pick correct uses for: PDF, Word Doc, Google Doc.
   ii) Given Google Drive interface diagram, label key icons and elements.
   iii) Given a Google Doc interface diagram, label key icons and elements.
   iv) Given three contexts, choose the appropriate sharing method.
   v) Enter the Gmail address of school team Google group.
d) **Tech Plan Context**: Define the meaning of each of 5 benchmark headers.

2. Teamwork Post-Test: Skills Assessment / Reinforcement & Connect Activity

e) Resource: Captivate Tutorial. Setting: Online. Criteria: All tasks completed correctly.
f) Instructions: Within 1-2 days of the workshop, demonstrate ability to independently perform key tasks by following the instructions below. Most of these tasks are actually of value for Tech Plan work.
g) Locate the shared plan folder, and contribute to sections and topics via comments.
h) Find the "Task Assignments" Spreadsheet from "Shared with me".
i) Add this document to "My Drive" and then move it to the "Tech Plan" folder.
j) Create a new folder within the "Tech Plan" folder called "Drafts".
k) Locate the "My Section" Text Doc and move it to the Drafts folder.
l) Comment on My Section to confirm, extend, or withdraw development commitment.
m) Share My Section with your STL, including the email address of your school tech planning group in the share message.

3. Post-Test: Knowledge & Attitudes Assessment

n) Resource: Captivate Tutorial, Course Website. Setting: Online. Criteria: 80% correct.
o) Instructions: 1-2 days after workshop, find this post-test Google form on the course website. Demonstrate effectiveness of instruction for you by completing this Google Form Post-test (and Workshop Review Survey). NOTE: these are question sketches.
p) Given matching items, pick correct uses for: PDF, Word Doc, Google Doc.
q) Given Google Drive interface diagram, label key icons and elements.
r) Given a Google Doc interface diagram, label key icons and elements.
s) Given three contexts, choose the appropriate sharing method.
t) Enter the Gmail address of school team Google group.
u) Tech Plan Context: Define the meaning of each of 5 benchmark headers.
v) Reflecting on the workshop content, state your consideration of its relevance to your collaborative work in the district, indicated via Likert scale responses.

5. IMPLEMENTATION

5.1 IMPLEMENTATION OVERVIEW

The unit described here is the first of eight sessions staged three weeks apart, followed by an evaluation review, proposed for the spring 2014 semester. An initial presentation to the Administrative Leadership Team Meeting will be made in mid-December. If approved, a subsequent meeting with the instructional team (comprised of the Director of Curriculum, Director of Technology, and School Team Leaders (STLs) from each of the 5 target schools) will follow soon after to initiate team development of all sessions and a clinical trial and review for Session 1, which would be planned for implementation by the end of January.

5.2 IMPLEMENTATION PLAN

Although the bulk of design and development will be ongoing by the Instructional Designer, each synchronous session will follow three weeks of fast-tracked team development work. Setting sessions 3 weeks apart will provide sufficient time for preliminary review, modification, alignment, field-testing, and final review of materials and plans. The following teams and stakeholder groups will support organizational coordination, training alignment and quality and accuracy of instructional materials. The Instructional Team will have significant ongoing responsibilities and require compensation TBD:

Administrative Team (general oversight and organizational coordination):
- Administrative Lead: [Superintendent], Acting Director of Technology
- Project Lead: Joanne Blocker, Director of Curriculum

Instructional Team (development, implementation and support):
- Project Manager: Bram Moreinis, Instructional Designer
- School Team Leaders: TBD (LES, CES, GRMS, GRJHS, GRHS)

5.3 DEVELOPMENT & DELIVERY

Development will be a blend of Waterfall and Agile patterns, reviewing performance and skill evaluations from previous sessions to prompt revision of current plans, while completing design work in advances so as to provide STLs sufficient time for reviews and clinical trials prior to sessions. Session tasks will be aligned with the progress of existing collaborative work in technology planning, collaborative unit development, and 1:1 classroom development. At the conclusion of the workshop, a draft Technology Plan and some Collaborative Unit Plans will be ready for summer refinement, and 1:1 teachers will be able to independently continue development of class websites and online materials.

School Team Leaders are responsible for providing indicated remediation to session participants based on analysis of the evaluation materials described above, along with a review of participant work products (technology plan drafts & comments). They also will coordinate the technology planning task and participate in the formative evaluation of the workshop design.

Anecdotal feedback will filter up to weekly Leadership Team meetings, who will brief the Project Manager directly regarding any concerns or opportunities for mid-course correction. At the conclusion of the project in June, an internal review of the project will be conducted by the Instructional and Reviewer Teams and presented to the Administrative Team, who will respond with a written review for the Instructional Designer.

5.4 TIMELINE

On December 18th, the Instructional Designer will share an online presentation with the proposed administrative leadership (Joanne Blocker and [Superintendent]), who may decide whether to share this with the rest of the Leadership Team for individual review prior to December 18th's LTM decision to reject, postpone, or green light the project.

If green-lighted, admin leaders will develop a list of prospective School Team Leader candidates for a brief on-site Instructional Team Meeting to establish interest / commitment capacity. Subsequent virtual meetings and follow-up online development of course materials using GAfE will reinforce the skills STLs will need at fluency level for the trainings.

On the Monday before each teamwork session, the Project Manager will conduct a virtual meeting with STLs to discuss project status, suggest revisions, and make preparations, and to draft a list of expected participants based on feedback and commitments made after previous sessions. The Administrative Lead will either attend these meetings or review documents before and after.

After any revisions to the presentation tutorial and materials, Tech Scout students will test-drive and provide feedback by Wednesday, so that final changes can be made for video portions of Captivate tutorial and materials for synchronous activities Friday. Feedback will consist of comments made to the video storyboard or in Google Doc margins.

The following schedule assumes Friday afternoon sessions, although each School Team may schedule sessions at their convenience. A 3-week between-session development cycle will include:

> **Day 3 (Monday)**: Collection of Session Formative Assessment Data (Pre- and Post-activity Google Forms, Performance Assessment Artifacts) and collaborative documents under development.
> **Day 7 (Friday)**: Complete review of formative assessment data, revision of objectives and storyboards for subsequent session.
> **Day 14 (Friday)**: Finished development of instructional strategy, instructional materials (including Captivate tutorial), collaborative task definition, job aids, and evaluation instruments.
> **Day 17 (Monday)**: Training of STLs to support delivery of synchronous trainings. Clinical Trial evaluation of instructional materials, collaborative task directions, and evaluations.
> **Day 19**: Session Captivate tutorial open for viewing.
> **Day 21:** Next Session Teamwork.

There may be major modifications to this schedule and scope based on school budget and availability. One modification could be to run 4 rather than 8 trainings, one month apart.

5.5 CONTINGENCIES AND DEPENDENCIES

Initiating a training of this scope mid-year is a challenge for a school district, and it may make sense to postpone implementation until Fall, 2014, so that scheduling, staffing, compensation and promotion can prepare the ground. However, the training addresses current needs, both for technical facility with Google Apps and for the three Content Threads, and the opportunity to combine these skills and initiatives before the traditional summer development period may merit a leadership decision to fast-track this training.

Key dependencies include availability of the Leadership Team (Superintendent [Superintendent] serving as acting Director of Technology, and Director of Curriculum [Director]) and availability and interest of candidate School Team Leaders. Many other administrative initiatives will already be at play, and while the bulk of the work will be conducted by the Instructional Designer acting as Project Manager, some degree of administrative oversight and support is necessary for success.

Key risks include readiness of volunteer participants to commit 4-8 Fridays for the synchronous meetings and follow through on content threads. Some form of compensation may be necessary in addition to professional development credits, and since this has not been part of the current school year budget, it may argue for postponement.

CONTACT INFORMATION

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